Date posted: SEPTEMBER 7, 2021 by 4:00 P.M.
All items on this agenda are to be discussed and/or acted upon.

TOWN OF LITTLE COMPTON
TOWN COUNCIL
Town Council Chambers
40 Commons
Little Compton, RI

MEETING OF SEPTEMBER 9, 2021

AGENDA

7:00 P.M.

Pledge to the Flag

Approval of Minutes - 08-19-2021

* Consent Agenda - All items listed with an asterisk (*) are considered to be routine by the Town Council and will be enacted by one motion. There will be no separate discussion of these items unless a council member or citizen so requests in which event the item will be withdrawn from the General Order of business and considered in the normal sequence on the agenda.

** These items are received and filed with no other action taken.

Announcements:

Presentation by Studio JAED on behalf of the School Department —

* Consider, Discuss, and Vote to Approve to Submit the Necessity of School Construction Stage I for review to Rhode Island Department of Education School Building Authority

Department Head Reports:

1. Town Clerk – Activity for August 2021
2. Finance Department – Activity for August 2021
3. Public Works – Activity for both July and August 2021
4. Town Administrator – August Monthly Report
5. Tax Assessor – Report for August 2021
6. Fire Department – Activity Report for August 2021
8. Police Department – Activity Report for August 2021
Old Business:

1. Update vote on acceptance of amendment to Chapter 8 of the Little Compton Town Code to include an effective date, which was previously omitted from the vote taken August 19, 2021.
2. Memo from the Town Administrator offering a timeline for paving Maple Avenue, a letter to be sent to each Maple Avenue resident informing them of the paving and a request to authorize an RFP to be advertised soliciting contractors for the paving and drainage project

New Business:

1. Review American Recovery Plan Act recommendations, amend as needed and schedule a public hearing.

Board of License Commissioners:

1. Request from the LC Game Club for a Class F-1 one day Beverage License for a clambake to be held on September 19, 2021 at the John Dyer Road Facility.

Communications:

1. Letter from the Tax Assessor asking the Council to correct a typographical error with the account number used on an abatement granted August 19, 2021
2. Communication received from the Technical Director of SWCA Environmental Consultants supplying several documents relating to the South Fork Wind Farm Project for comment within 30 days of receipt.
3. Abatement List received from the Tax Assessor
4. Letter sent to Town Administrator RE: Notice of Intent for the Sunrise Wind Farm Project, comments to be received by Sept. 30, 2021

Consent:

1. Electronic mail from Eastern Rhode Island Conservation District announcing a farm tour Sept. 25, 2021 at the Barrington Farm School, 100 Federal Rd, Barrington
2. Copy of electronic mail from the RI General Treasurer highlighting the Crime Victims Compensation Program (link posted on the website for this resource)
3. Copy of Vaccination Resolution for the Little Compton School Department, policy manual, adopted August 11, 2021
4. Out of Office notice from the Fire Chief designating Captain Watt as his replacement during his absence

Payment of Bills

Executive Session – RIGL Section 42-46-5(a)(2) – litigation Claim 118236-EO-01 RUS-Manchester

All are welcome to any meeting at the town, which is open to the public. Individuals requiring communication assistance or any accommodation to ensure equal participation will need to contact the Town Clerk at 635-4400 not less than 48 hours prior to the meeting.
Minutes of a Town Council virtual meeting held August 19th, AD 2021 in the Town Council Chambers, 40 Commons, Little Compton, RI at 6:16 o’clock PM. Councilors present: Paul J. Golembeske, Gary S. Mataronas, Patrick McHugh, Andrew W. Moore and Robert L. Mushen.

The Council met with two (2) individuals who applied to fill the vacancy of an alternate member of the Zoning Board of Review. Both attendees offered their interest and values they believe would be a benefit to serving on the Board.

**Motion made by Councilor Mushen, receiving a second by Councilor Mataronas, voting in favor Golembeske, Mataronas, McHugh, Moore, Mushen:** To decide the outcome of the appointment of an alternate member of the Zoning Board of Review at this time.

**Motion made by Councilor Mataronas, receiving a second by Councilor McHugh, voting in favor (Golembeske, Mataronas, McHugh, Moore, Mushen):** To appoint Nadine Flowers to serve as the third alternate member of the Zoning Board of Review due to the recent resignation of George Goulart, said term will expire July 15, 2024.

At 6:47 PM the Council declared a recess until 7:00 PM to continue the posted agenda.

At 7:00 o’clock PM the Council President reconvened the meeting with a call to Pledge the Flag.

Also in attendance at this time: Antonio Teixeira, Town Administrator, Richard S. Humphrey, Town Solicitor and William Moore, DPW Director.

The first item on the agenda is a posted Public Hearing to consider a proposal to amend Chapter 8 of the Little Compton Town Code relating to the Transfer Station operations and fee schedules. Comments from the public were gathered:

Bruce Gavin – he is opposed to any increase of fees. In his opinion the taxation for the operation of the transfer station should be where the revenue comes from and not a separate burden on the residents.

Councilor Mushen – noted the vast amount of funding to cover expenses does indeed come from the budgeted and taxed values, but some does come from other fees.

Councilor Golembeske – lack of recycling is a large factor in our burden of costs. Not recycling at the level needed.

Councilor Moore – Agrees that the primary reason for this discussion is to respond to the added burden of construct debris (CD) costs understanding that the CD tonnage is levied against our cap. Agrees with comments that the sticker fee increase may be too high for some residents.

General comments in response to inquiries – CD changed from cover material to tonnage levied against the solid waste totals and charged as solid waste. Consider senior fees.

Councilor Mataronas suggested leaving the sticker fee at $5.

Councilor McHugh offered potential increase for coupons from $2 to $10 and $5 to $15 for seasonal passes.

Carolyn Montgomery - Why the change now? Is the approve budget not sufficient to cover costs? Answered by several Councilors – budget calculated correctly, lack of recycling causing our solid waste tonnage to increase where if the residents were recycling better we would not be charged for any recycling materials delivered to RI Resource Recovery other than our cost to haul.
Ted Bodington – was formerly a Councillor and served as liaison to the Transfer Station so he has some knowledge of rates and tonnage. Offers his opinion that a lack of composting is our primary problem with solid waste tons. He acknowledges that CD does add to the problem, but believes food waste is a larger percentage of the tons.

Councillor McHugh – asked if Mr. Bodington was proposing that a compost bin be issued to every resident in town? Mr. Bodington said he would encourage residents to compost, but not that the town should issue them to each resident.

Barbara Passmore – has two (2) vehicles, but will not be purchasing two (2) stickers if the price is raised. She feels too many are using the transfer station without securing stickers as it is. She also feels we should worry about Little Compton not comparing our rates to fees charged by other cities or towns.

Councillor Mushen – the Town Administrator has recently undertaken the charge to review the level of compliance as to resident’s stickers finding a dramatic level of non-compliant vehicles.

Town Administrator, Antonio Teixeira – has spent 3 days at 4 hours each day monitoring for compliance. Will be continuing to review and report to the Council his findings. Also, approximately 200 tons is collected in a given year of CD. And the recycling rate is currently only 23.5%. With pandemic the tonnage increased collected at the transfer station causing a need to supplement FY21 by $40K. This current FY was budgeted to include that extra value.

Hillary Woodhouse – mentioned that in early 2020, prior to the pandemic, he and a few others designated themselves as a committee to review the transfer station recycling program. He stated he invited the Town Administrator to sit in on a meeting or two. He believes the town is the third worst recycling rate of towns with transfer stations in Rhode Island. Feels we don’t educate residents on recycling vs. solid waste enough, don’t compost correctly and don’t police compliance with stickers. He feels the problem is bigger than the proposed changes will accommodate.

Bill Moore, DPW Director – composting and recycling education are all great ideas, but this process started because we need to reduce the CD. The increase in sticker fee was added along the way in discussion, but is not a primary concern.

The proposal was read through and updated in this hearing by the Council to the following, which will be shown in the vote as follows:

Motion made by Councillor Mataronas, receiving a second by Councillor Moore, voting in favor (Golembeske, Mataronas, McHugh, Moore, Mushen): To amend the Town Code, specifically Chapter 8-1.5 and Chapter 8-1.6, as reviewed and amended during a Public Hearing held August 19, 2021, which in summary increases coupons for single use from $2 to $3, increases seasonal passes from $5 to $15, increases Trash Hauling permits from $300 to $500 and eliminates the smaller valued permit under this category, adds fees for Tires, adds additional recyclable materials accepted, removes acceptance of commercial construction debris and adds a sentence to allow right to inspect bagged trash to ensure compliance of recycling all shown in the following sections in italics:

§ 8-1.5 Rules and Regulations for the Town Transfer Station.

e. The following items will be accepted at the transfer station:

1. Normal residential household trash and garbage. All trash shall be transported to the transfer station in leak-proof containers with closed tops.

2. Grass, leaves and loose hedge trimmings.

3. All materials listed in Section 8-1.5, d. 3 as recyclable.
(a) Other materials identified by the Town where collection containers have been provided such as:

1. Clothing/textiles
2. E-waste
3. Rechargeable batteries

4. Used oil — Used oil will be transported to the transfer station in non-breakable, leak-proof containers. Only standard grades of automobile oil will be accepted. No other liquid substance should be transported to the station for any purpose. Disposal of used oil at the station will be in accordance with the posted regulations.

5. White goods, scrap metal and tires — White goods, scrap metal and tires will be accepted at the transfer station as a service to the homeowner but will not be accepted from a commercial business unless said business pays the following fees:

(a) Tires:

1. Tires received individually shall carry a fee to match the fee charges by RI Resource Recovery Corporation listed in Section 8-1.6. Tires with rims shall carry a fee twice the value of the documented fee listed in Section 8-1.6.

2. Individual smaller tires such as bicycle, motorcycle or small utility trailer tires shall be free.

(b) White goods and scrap metal: $30 per trip for vehicles with a carrying capacity of less than 2,000 pounds.

6. Construction debris received directly from the property owner in small quantities for work done on property owned in Little Compton after paying the fee listed in Section 8-1.6.

f. The following items will not be accepted at the transfer station:

1. All liquid and semi-liquid wastes with the exception of used oil, as specified above.

2. Tree stumps, wood and roots of any size or description.

3. Animal remains.

4. Ash, cinders or hot loads.

5. Boulders, dirt, gravel, or any other earthen materials.

6. Farm equipment, industrial equipment, automobiles or parts thereof.

7. Pathological or biological or hazardous wastes as defined by any governmental agency.

8. Chemicals or compounds that are explosive, flammable, radioactive or toxic.

9. Any substance or material or item that may cause damage to or adversely affect the operation of the Little Compton Transfer Station.

g. No scavenging, dump picking or loitering will be permitted at the transfer station.

h. No trucks, trailers, or other open vehicles will be allowed entry into the transfer station if their load is not covered.
i. All items deposited at the transfer station become the property of the Town of Little Compton. The Town may dispose of the items in any way appropriate.

j. It is expressly prohibited to deposit into the household trash compactor items specified herein as recyclable, including newspapers, aluminum beverage cans, plastic, glass, heavy metals. The Town reserves the right to inspect resident’s bagged trash to ensure appropriate separation of solid waste and recyclable materials.

k. No commercial loads of construction debris will be accepted.

§ 8-1.6 Fee Schedule; Transfer Station Stickers/Coupons/Seasonal Passes.

a. Transfer station stickers shall be issued annually to residents of the Town of Little Compton. Each sticker shall carry a fee of $5 and shall be permanently affixed by the resident to a window on the driver's side of the vehicle in such a manner as to be readily visible by the transfer station attendant. Proof of vehicle registration and residency within the Town of Little Compton will be required.

b. Coupons may be purchased for use by temporary residents, such as short term or seasonal rentals. Said coupons shall carry a fee of $5 per coupon expiring on the 31st of December annually. The coupon will allow the holder to deliver household trash to the Town Transfer Station by surrendering one coupon per trip to the transfer station attendant. Proof of temporary residency will be required. Coupons may be purchased by local realtors to be utilized with Little Compton rental properties.

c. Seasonal passes may be purchased for use by summer residents that will allow passage into the Town Transfer Station from Memorial Day to September 30 during the year of issue. Said passes shall carry a fee of $15. Proof of seasonal residency and vehicle registration will be required.

d. All other vehicles, except vehicles which collect waste in the Town for hire, may use the Town transfer station under the following conditions:
   1. They may only deposit trash at the transfer station which is generated in the Town.
   2. A permit shall be obtained from the Town Clerk for each trip to the transfer station for construction debris received from residents (non-commercial) in a vehicle with a carrying capacity of less than 2,000 pounds or a trailer with no more than 160 cubic feet shall carry a fee of $75. No larger capacities will be accepted.
   3. No vehicle with a carrying capacity of greater than 11,999 pounds and no rollers or roll off boxes will be allowed to dump at the Town transfer station.
   4. For convenience, one or more permits may be purchased from the Town Clerk at one time.
   5. Permits must be provided to the attendant at the transfer station upon entry.

e. All qualified persons engaged in the business of collecting and hauling refuse to be delivered to the Town Transfer Station for refuse generated within the boundaries of the Town shall be licensed by the Town, pursuant to Section 23-18.9-1(b)(1) of the Rhode Island General Laws.
   1. The following fees shall be charged:
      (a) A fee of $500 per year for each vehicle with a gross weight in excess of 4,000 pounds.
      2. No licenses shall be granted until all Town taxes and fees shall have been paid to date to the Town Treasurer and Collector of Taxes or other Municipal Agency authorized to collect such fees or taxes.
3. Licensed haulers shall collect only that residential solid waste that is source separated by the resident into the recyclable and non-recyclable components.

4. Licensed haulers shall keep recyclable materials separate from non-recyclable residential solid waste.

5. Licensed haulers shall maintain any separated recyclable materials that are delivered to either a Town, State, or State designated recycling facility in processable condition.

6. Licensed haulers shall keep residential recyclable materials separate from recyclables collected from commercial accounts.

7. Licensed haulers who deliver recyclables to a Town, State, or State designated recycling facility shall deliver to said facility only recyclables generated by residents of the Town of Little Compton.

8. Licensed haulers shall deliver all recyclables designated to go to a Town, State, or State designated recycling facility to said facility.

f. Any person or business that wishes to dispose of a refrigerator, freezer, air conditioner, dehumidifier or any other appliance that requires Chlorofluorocarbons (CFC) and/or Hydrofluorocarbons (HFC) removal shall first obtain a permit from the Town Clerk which shall be presented to the attendant at the transfer station. The fee for said permit shall be $25 for each appliance.

g. Any person or business that wishes to dispose of a mattress or box spring shall be allowed to dispose for free unless said mattress or box spring is deemed unrecoverable by RI Resource Recovery standards whereby there shall be a fee levied for disposal equal to the rate charged to the Town by RI Resource Recovery.

h. **Tires shall carry a fee as set forth by RI Resource Recovery Corporation (valid July 1, 2021 – June 30, 2023) listed as follows:**

1. Tires – Car $5 each
2. Tires – Tractor Trailer $10 each
3. Tires – Oversized, Off-road $100 each

**Motion made by Councilor Mataronas, receiving a second by Councilor Golembeske, voting in favor (Golembeske, Mataronas, McHugh, Moore, Mushing):** To move New Business #1 to this point in the meeting.

A PowerPoint presentation was given by Kyle and Cynthia Johnson on the condition of Sakonnet Point with regard to excessive trash. Councilor Mataronas thanked them for their efforts to try and clean the point area. During the discussion it was noted that the rod & reel day fishermen are the primary source of the litter found on the Breakwater and surrounding area. The Breakwater is owned by the US Army Corps of Engineers and Save The Bay volunteers come in the fall annually to clean the breakwater. Possibly placing another trash barrel would help, contacting the Army Corps about the problem and discussing potential mediation actions. After discussion the following was voted:

**Motion made by Councilor Golembeske, receiving a second by Councilor Mataronas, voting in favor (Golembeske, Mataronas, McHugh, Moore, Mushing):** To direct the Town Administrator and Director of Public Works to respond to concerns regarding excessive litter at Sakonnet Point on or near the Breakwater by ordering signage informing the public of littering penalties, communicate with the Army Corps of Engineers on the subject and add an additional barrel near the Breakwater for the public to place their trash.

**Motion made by Councilor Mataronas, receiving a second by Councilor Moore, voting in favor (Golembeske, Mataronas, McHugh, Moore, Mushing):** To approve, as written the August 5, and August 16, 2021 Town Council meeting minutes.
Motion made by Councilor Matafonas, receiving a second by Councilor Golembeske, voting in favor (Golembeske, Matafonas, McHugh, Moore, Mushen): To approve the extension of Special Directive 5, Extension of State of Emergency – Revision 13 to September 24, 2021.

Motion made by Councilor Matafonas, receiving a second by Councilor McHugh, voting in favor (Golembeske, Matafonas, McHugh, Moore, Mushen): Based on the recommendation of the Town Administrator the Town Council hereby votes to award a bid to repair the roof of the Public Safety Complex to Hetzler Contracting of Fall River, Massachusetts in the amount of $76,500.00 being the most responsive and responsible bidder.

Motion made by Councilor Matafonas, receiving a second by Councilor Golembeske, voting in favor (Golembeske, Matafonas, McHugh, Moore, Mushen): To task the Town Solicitor with the assistance of the Town Administrator and Zoning Official to draft an ordinance concerning compassion centers in the Town and to return to a future Council meeting for further consideration.

At 8:25 PM the Town Council sitting as the Board of License Commissioners voted the following:

Motion made by Councilor Matafonas, receiving a second by Councilor Moore, voting in favor (Golembeske, Matafonas, McHugh, Moore, Mushen): To approve the request from the Little Compton Community Center to transfer of an unused Class F one day Beverage License (#3 F) initially assigned to August 4th to be reassigned to August 25, 2021, contingent upon meeting all state and local requirements.

Motion made by Councilor Matafonas, receiving a second by Councilor Golembeske, voting in favor (Golembeske, Matafonas, McHugh, Moore, Mushen): To place on file a very well written presentation entitled “Does Farming Have a Future in Little Compton” offered by Carter Wilkie to the members of the LC Historical Society during its Annual meeting.

Motion made by Councilor Golembeske, receiving a second by Councilor Matafonas, voting in favor (Golembeske, Matafonas, McHugh, Moore, Mushen): To approve a request for a pole placement made by National Grid for proposed poles 143 and 143-84 required for the use of a new electrical service at 526 Long Highway.

Motion made by Councilor Matafonas, receiving a second by Councilor Moore, voting in favor (Golembeske, Matafonas, McHugh, Moore, Mushen): That the recommendation of the Tax Assessor for the cancellation of the following taxes be granted under Section 44-7-14 of the General Laws of Rhode Island, as amended:

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<th>Aeq/Name</th>
<th>Plat/Lot/MV</th>
<th>Abatement Value</th>
<th>Abatement</th>
<th>Year</th>
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<td>$19,700</td>
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The Executive Session originally scheduled for this evening is hereby cancelled.

Councilor McHugh asked if the Town Administrator would supply a tow (2) year summary of invoices from Everlasting Designs and he would like to see the Tyler Technologies contract so he can better understand both firms.

Motion made by Councilor Golembeske, receiving a second by Councilor Moore, voting in favor (Golembeske, Matafonas, McHugh, Moore, Mushen): That the bills be allowed and ordered paid as follows: $26,175.46

Nationalgrid - street lights $21.15
Nationalgrid - street lights $47.27
Nationalgrid - Cell Tower $565.03
Nationalgrid - Adamsville Street Lights $41.88
Nationalgrid - Transfer Station $138.58
Nationalgrid - Town Hall $816.12
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<td>Nationalgrid - 32 Commons</td>
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Motion made by Councilor Mataronas, receiving a second by Councilor McHugh, voting in favor (Golembeske, Mataronas, McHugh, Moore, Mushen): To adjourn at 8:28 PM.

Carol A. Wordell, CMC, Town Clerk
Little Compton
School Department

The Wilbur McMahon School

RIDE Stage I Submission
September 15, 2021
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<td>Section 14</td>
<td>Approval of Funding for Architectural Feasibility Study</td>
</tr>
<tr>
<td>Section 15</td>
<td>Operating Budget Analysis</td>
</tr>
<tr>
<td>Section 16</td>
<td>Utility Incentives</td>
</tr>
<tr>
<td>Section 17</td>
<td>Consultant Contract Procurement</td>
</tr>
</tbody>
</table>
Section 1

Statement of Interest & Project Justification
LEA & Point of Contact

Little Compton School Department
28 Commons
Little Compton, RI 02837

Dr. Laurie Dias-Mitchell
Superintendent of Schools
Office: 401-592-0363
Cell: 401-542-1116
Fax: 401-635-9596
Summary

Little Compton School Department totals 61,000 square feet and consists of one school, the Wilbur and McMahon School, a Pre-K thru 8th grade facility with an approximate enrollment of 250. Actual enrollment will be updated based on 2021-2022 October Enrollment Report. Students in grades 9th thru 12th attend neighboring Portsmouth High School.

Wilbur and McMahon School is located at 28 Commons in Little Compton, Rhode Island, and was built in 1929 with several additions and improvements in 1992 and 2014. The school has 29 instructional spaces with a reported capacity for 350 students with a resulting utilization of 70%.

A facility condition assessment was not performed by Jacobs; however, an educational adequacy assessment was conducted in May/June 2016 and space deficiencies were identified. That being said, StudioJAED has conducted a facility condition assessment in August 2021 and is included herein. Addressing both spatial and facility deficiencies will improve the learning environment and bring the school closer to new century learning facilities.

A summary of building information is provided below:

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>YEAR BUILT</th>
<th>SIZE (SF)</th>
<th>ENROLLMENT</th>
<th>CAPACITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilbur and McMahon</td>
<td>1929</td>
<td>61,000</td>
<td>250</td>
<td>350</td>
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</tbody>
</table>

RIDE Stage I & II Purpose Defined

As stated in the RIDE Necessity of School Construction guidelines:

"The intent of Stage I is to define and verify the district's facilities need."

"The intent of Stage II is to develop and agree on a solution to the verified capital improvement needs at the LEA."
LCSD/Wilbur & McMahon School
Strategic Plan/Vision 2020 to 2025

Our Vision
Wilbur & McMahon School is dedicated to preparing students for educational and life experiences in an atmosphere where there is respect for the dignity of every person and an enthusiasm for learning. Wilbur & McMahon School is dedicated to the principle that educational programs be both challenging and supportive, distinguished by consistent high standards and by attention to the needs and potential of individual students.

Our Mission
The mission of the Wilbur & McMahon School is to develop a comprehensive educational community with high academic standards that challenge all students to love learning and to become skilled communicators and critical thinkers who are respectful, motivated, responsible, and self-confident contributors to their community and their world.

Our Beliefs
• The following beliefs encompass the fundamental convictions, values and character of the Little Compton School Department and direct the activities of our school.
• We can always improve.
• Each student has the right to an educational experience based on high standards.
• Not all children will achieve the standards in the same way or at the same time.
• School must provide safe, secure, nurturing learning environments.
• School must be flexible to change.
• Education is a shared responsibility requiring the cooperation of the student, family, school and community.
• School prepares and challenges students to contribute to the community.
• Love of learning fosters lifelong educational growth.

District Goals
Goal 1: STUDENT: Ensure success for every student
Goal 2: COMMUNITY: Engage Family and Community as Partners
Goal 3: STAFF: Support the Ongoing Development of Excellent Educators and Support Staff
Goal 4: SCHOOL ENVIRONMENT: Create Equitable, Vibrant and Safe Learning Environments
Goal 4. SCHOOL ENVIRONMENT:  
Create Equitable, Vibrant and Safe Learning Environments

Learning Environment
- Identify and/or create viable, flexible learning environments within and outside the classroom.
- Create environments that maximize student learning.

Technology as a Tool for Learning
- Update infrastructure to support equal access, reliability, and to manage changing technological needs of the district.
- Continuously find innovative ways of utilizing technology to enhance learning.
- Develop and implement curriculum utilizing varied instructional practices, with or without technology, that guide students to create, collaborate, and innovate at all levels.
- Ensure that all students have equitable access to technological devices.

Safe Learning Environments
- Be transparent and consistent in the implementation of safety procedures in order to provide school with information and resources to enhance the safety and security of school.
- Continually update policies and procedures to ensure students enact the tenets of responsible citizenship, including digital.
- Sustain and evolve appropriate anti-bullying strategies, in accordance with RIGL 16.71-2(e).

Comprehensive Facilities Condition Assessment

A deferred maintenance assessment was conducted in August 2021 by StudioJAED Architects & Engineers. This assessment included architectural, HVAC, electrical, plumbing, site, and code compliance deferred maintenance. As determined by these assessments, the combined 10 year deferred maintenance needs of the District total $2.3 million. No facility condition assessment was conducted as part of the 2017 Jacobs Statewide Assessment although $2,997,419 was identified as the 5 year educational adequacy need. It should be noted that the 2021 Assessment Report includes a category that recognizes deferred maintenance issues that will likely need to be addressed in 6 to 10 years. Since phasing of projects over 10 or more years is a possibility, the information provided by this assessment for that period is critical.
The priorities outlined in the 2021 Assessment Report include:

**Priority 1** – Immediate – Within One Year – Projects address life safety issues.

**Priority 2** – High Priority – Within Three Years – Projects address issues of asset protection, quality of space, physical environments or regulatory concerns

**Priority 3** - Important – Within Three to Five Years – Projects improve the quality of the school environment

**Priority 4** – Deferrable – Beyond Five Years – Projects recognized for the impending nature of their existence. However, at this time, these issues can be deferred until a later date.

Some of these deferred maintenance issues in the 2021 assessment include such items as:

- Exterior Shell renovations including doors, windows, and roofing
- Interior finish upgrades including acoustical ceilings, flooring, and wall finishes
- Site and grounds upgrades including parking lots, and walkways
- HVAC renovations
- Plumbing & electrical upgrades

In 2013, the building ($11 million project) was expanded from 58,000 square feet to 65,000 square feet with general improvements integrated into the K-8 school to address emergency repairs, code compliance, and other immediate health and life safety concerns. Located on the historic Town Common, the school building was constructed in 1929 and was in need of significant upgrades. A historic library within the building -- original to the 90-year old structure, which had been divided into multiple classrooms, was restored and overall building circulation was greatly improved. In addition to new finishes and furnishings, upgrades included new fire alarms, sprinklers, mechanical, electrical, heating and ventilation systems. The building envelope was also improved to eliminate leaks and ensure a healthy and inspirational learning environment for all students.

In 2020, a $499,000 construction project included hardening the main entrance and main office – which were exposed and insecure – and also adding air-conditioning and new lighting along with an integrated AV system into the multi-use space, the gymnatorium.

What remains, from a deferred maintenance standpoint, is select building envelope work such as windows and perhaps a roof restoration coating project that should be expected in approximately six to ten years and was captured on the facility condition assessment report. Additionally, minor improvements such as interior finishes (painting and gymnasium flooring) and select exterior enclosure components such as doors and masonry re-pointing are in need of attention within five years.
Regarding capital improvements, there is a strong desire to address a number of major educational adequacy, site safety, acoustic, and indoor air quality/thermal comfort deficiencies. This include the following:

- Air conditioning of spaces not conditioned to provide thermal comfort and reduce potential for wet floors, slip and falls, and mold growth
- A comprehensive vehicular circulation plan to reduce the potential for staff and students to be struck by moving vehicles and to adequately separate parent and bus traffic
- Installing acoustic ceilings in a portion of the building to improve acoustics. It should be noted this is also the intended area for the air conditioning scope of work.

In addition to determining the deferred maintenance and capital improvement needs of the School Department, Little Compton is looking to address programmatic deficiencies by exploring the following:

- Minimum of (2) additional classroom spaces for grade level bubbles
- Efficiently use an interior courtyard that is currently unable to be occupied as possible floor plate expansion
- Cafeteria expansion
- Media Center modification to provide other student services
- Varied new century teaching and learning spaces
- Covered outdoor learning areas
- Additional student support office spaces
- Address a significantly lack of storage for classroom materials and equipment.

Master Planning and Educational Visioning

In Stage II, Little Compton intends to explore reasonable and innovative solution to address these needs as they pertain to new century teaching and learning. For instance, new century flexible space configurations such as Comprehensive Learning Centers, Makerspaces, Collaboration and Presentation Spaces, to name a few, are needed. Furthermore, the current condition, in terms of educational adequacy of many classrooms, does not meet current standards nor the vision for future educational space needs, configuration, and flexibility. As an example, electric outlets to support increased use of instructional technology, are much needed. Use of the enclosed courtyard to serve as potential enclosed floor area should also be strongly considered. The work in defining the “solution” in Stage II will define and quantify the cost of any educational adequacy renovations and modernizations.
Next Steps & Funding

The determination of the “solution” to the problems uncovered during the RIDE Stage I process is the purpose of the RIDE Stage II process, assuming a RIDE-approved Stage I submission. An intense investigation of possible project scenarios, phasing, and funding will be undertaken in Stage II to develop an exact capital plan as a solution, or potentially, the first phase of a multi-phase solution. The outcome will be dependent upon a number of variables including the ability and willingness of the Little Compton community to tax themselves.

Several potential scenarios will be discussed; one that would address some of the more “pressing” deferred maintenance issues at all schools while at the same time also addressing educational adequacy issues at one or more schools may be a starting point for further discussion and development.

In looking at capacity versus enrollment, it is clear that the District, with a 70% utilization factor, is not in need of additional classroom space to alleviate overcrowding. However, the current space configurations and conditions are not conducive to achieving the space types, space flexibility, space configurations and adjacencies that are required as the District pursues educational adequacy to support new century teaching and learning. Thus new additions to support educational adequacy, plus targeted interior space renovations will likely be considered as part of the Stage II analysis and development.

### Potential Schedule

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<th>Activity</th>
<th>Calendar Year</th>
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<td>QTR 1</td>
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<td>Stage I Development</td>
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<td>School Committee &amp; Town Council Approval to Submit</td>
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<td>Stage I Submission - September 15, 2021</td>
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<td>Stage I Review &amp; Approval</td>
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<td>Council on Elementary and Secondary Education Approval</td>
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<td>Voter Approval</td>
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<td>Design and Documentation</td>
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<td>Construction</td>
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Section 02

Initial Compliance Certification Form
Initial Compliance Certification Form

Included herein is documentation from the Letter of Intent Submission.
August 2, 2021

Joseph da Silva, Ph.D., NCARB
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 Construction Regulations 1.00, attached for your review and approval is the membership of the School Building Committee for Little Compton School District located in Little Compton, RI.

The Committee was formed in accordance with the provisions of all applicable statutes, local charters, by-laws, and agreements of Town of Little Compton and the Little Compton School District. Committee Members are included in the attached list.

After approval of this Committee, the Authority will be notified in writing within 20 calendar days of any changes to the membership or duties of said Committee.

Sincerely,

[Signature]
Laurie Dias-Mitchell, Ed.D.
Superintendent of Schools
August 2, 2021

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

Dear Dr. da Silva:

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 1.00 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 1.00.

Little Compton School Department
28 Commons
Little Compton, RI 02837
Office: 401-592-0363
Cell: 401-542-1116
Fax: 401-635-9566
Twitter: @LCSRISchoolNews
Facebook: https://www.facebook.com/WilburSchool/
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 1.00.

8. The District hereby acknowledges and agrees that it shall procure the necessary professionals to conduct any necessary assessments, 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 1.00.

9. The District hereby certifies that it has specifically read the provisions of RIDE School Construction Regulations 1.00 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: Little Compton

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: Laurie Dias-Mitchell, Ed.D.
Title: Superintendent of Schools
Date: August 2, 2021

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: Polly Allen
Title: Chair of the School Committee
Date: August 2, 2021
Section 03

School Building Committee Members List & Backgrounds

Little Compton School Department
Wilbur-McMahon School EAGLES
School Building Committee Members List & Backgrounds

Included herein is documentation from the Letter of Intent Submission.
<table>
<thead>
<tr>
<th>Designation Committee Role – Alignment w/RIDE 1.08-1 (2)</th>
<th>Name</th>
<th>Background</th>
<th>Voting Member Y/N</th>
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<tbody>
<tr>
<td>Superintendent of Schools</td>
<td>Laurie Dias-Mitchell, Ed.D.</td>
<td>Little Compton School Department Superintendent</td>
<td>Y</td>
</tr>
<tr>
<td>Member of School Committee</td>
<td>Polly Allen</td>
<td>Little Compton School Committee Chair</td>
<td>Y</td>
</tr>
<tr>
<td>Local official Responsible for Building maintenance</td>
<td>Christopher Osborne, Jr.</td>
<td>Town of Little Compton School Department Head Custodian</td>
<td>Y</td>
</tr>
<tr>
<td>Representative of the office or body authorized by law to construct school buildings in the municipality</td>
<td>Tony Teixeira</td>
<td>Town of Little Compton Business Administrator</td>
<td>Y</td>
</tr>
<tr>
<td>School principal</td>
<td>Sonya Whipp</td>
<td>Wilbur McMahon School Principal</td>
<td>Y</td>
</tr>
<tr>
<td>Member who has knowledge of the educational mission and function of the facility</td>
<td>Jonathan Gabriel And Carolyn Sedgwick, SHRM-SCP</td>
<td>Town of Little Compton School Department and Safety Complex IT Director Town of Little Compton School Department HR Director</td>
<td>Y</td>
</tr>
<tr>
<td>Local budget official or member of the local finance committee</td>
<td>John McNamee, CPA</td>
<td>Town of Little Compton School Department Business Manager</td>
<td>Y</td>
</tr>
<tr>
<td>Member of the community with architectural, engineering and/or construction experience</td>
<td>William Moore</td>
<td>Town of Little Compton Building Official</td>
<td>Y</td>
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</table>
Section 04

District Map
District Map
Section 05

Asset Protection Plan
Asset Protection Plan

Included herein is documentation of Annual Asset Protection Plan submitted to ERIDE
Section 06

Certified Educational Facilities Manager Credentials
Certified Educational Facilities Manager Credentials

To follow is the resume and certifications of Mr. Christopher Osborne, Jr. Town of Little Compton School Department Head Custodian.
Section 07

Adoption of EPA's Tools for Schools

Little Compton
School Department

Wilbur-McMahon School
EAGLES
Adoption of EPA's Tools for Schools

To follow is a copy of the resolution signed by the school department indication 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)
Section 08

Capital Facilities Improvement Plan
Capital Facilities Improvement Plan

To follow is Little Compton School Department Five (5) Year Capital Improvement Plan as submitted to the Rhode Island Department of Education.
Section 09
Facilities Analysis
Facilities Analysis

The Little Compton School Department has elected to utilize a current assessment provided by StudioJAED Architects & Engineers. The facility condition assessment was conducted with a 10 year forecast and will inform the 5 year capital plan. Additionally, capital improvements and educational adequacy/programmatic enhancements have been preliminarily identified.

The summary of the assessment is included in the table that follows.

<table>
<thead>
<tr>
<th>Project Types</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Deferred Maintenance</td>
<td>$2,300,000</td>
</tr>
<tr>
<td>Capital Improvements</td>
<td>$4,700,000</td>
</tr>
<tr>
<td>Programmatic Enhancements</td>
<td>$5,000,000</td>
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<td>$12,000,000</td>
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Deferred Maintenance

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<th>Component</th>
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<tr>
<td>Building Envelope</td>
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<tr>
<td>Interior Finishes</td>
<td>$750,000</td>
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<td>Plumbing</td>
<td>$50,000</td>
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<td>HVAC</td>
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<td>Fire Protection</td>
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<td>Electrical</td>
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<td>Site</td>
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Capital Improvements

<table>
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<th>Component</th>
<th>Amount</th>
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<tr>
<td>Acoustical Ceilings</td>
<td>$75,000</td>
</tr>
<tr>
<td>Air Conditioning</td>
<td>$4,300,000</td>
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<tr>
<td>Roadway &amp; SWM</td>
<td>$325,000</td>
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<td>$4,700,000</td>
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</table>

Little Compton School Department

**Potential Project Type 10 Year Needs**

- $2,300,000 - Deferred Maintenance
- $5,000,000
- $4,700,000 - Capital Improvements
- $2,300,000 - Programmatic Enhancements
Little Compton School Department

**Deferred Maintenance 10 Year Needs**

- Building Envelope: $225,000
- Interior Finishes: $75,000
- Plumbing: $75,000
- HVAC: $450,000
- Fire Protection: $50,000
- Electrical: $750,000
- Site: $675,000

Little Compton School Department

**Capital Improvement 10 Year Needs**

- Acoustical Ceilings: $325,000
- Air Conditioning: $75,000
- Roadway & SWM: $4,300,000

Detailed itemization to follow.
Section 10

District & Community Demographics
Enrollment Projections

The Little Compton School Department has opted to utilize NESDEC Enrollment Projections developed following the October 2021 Enrollment Data. NESDEC Enrollment Projections will be provided in the RIDE Stage II submission. In the interim, StudioJAED has developed a linear regression model included below.

<table>
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<tr>
<th>Little Compton Enrollment Forecast Using Linear Regression Analysis</th>
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<tbody>
<tr>
<td>------</td>
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<tr>
<td>Actual</td>
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<tr>
<td>Predicted</td>
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![Graph showing enrollment projections](image-url)
FY 2022 TOWN OF LITTLE COMPTON SCHOOL DEPARTMENT

SCHOOL COMMITTEE
Poly Allen, Chairperson
Rita Kenahan, Vice Chairperson
Hanna Ayotte, Secretary
Travis Auty
Michael Rocha, III
School Committee Confidential Secretary: Meriah Dufur*

DISTRICT ADMINISTRATION
Superintendent of Schools: Dr. Laurie Dias-Mitchell*
Business Manager: John McNamee, CPA*
Director of Information Technology: Jonathan Gabriel**
Human Resources Director/Administrative Assistant to the Superintendent: Carolyn Sedgwick

PRINCIPAL'S OFFICE AND FRONT OFFICE STAFF
School Principal: Sonya Whipp
Administrative Assistant to Principal/School Secretary: Heather Fitzgerald
Office Clerk: Michael Harrison*

TEACHERS
Pre-School
Kimberly Smith

Elementary (Grades K-4):
Marianne Vareika, Jen Segala
Catherine Aguiar
Mary Morash, Gabrielle Sullivan
Erin Bowley, Cindy Pineau
Stephanie Costello, Stephanie Harlow

Middle School (Grades 5-8):
Ellen Bednarczyk, Kristen Moniz
Cheryl Comley, Aimee MacLean
Ann Connolly, Mike Tomasso
Marissa Brasil, Kenneth Hileman

Specials Teachers
Art: Michael DeLeo
Library/Media Specialist: Karen Corrigan
Physical Education & Health: Noelle Kiernan and Jason Ford
Spanish/Technology: Kelly Cole
General Music: Nicole Oriol
Instrumental Music: Nicholas Kirby

Student Support Services:
School Nurse Teacher: Jean Dunn
School Social Worker: Mary Elizabeth Miller
School Social Worker: Kate Higginbotham*, ****
Speech Therapist: Kayla Kemper*, ****
School Psychologist: Jamie Sunderland*, ****
Behavioral Interventionist: Kara DeGiulio*, ***

Special Education Teachers:
Courtney Burrows, Bryan Goodwin, Mary Ellen Roeben

**Reading Specialists:**
Nicola Philp and Jennifer Giles

**Title 1 Teachers:**
Debra Lambert*, *** and Suzie Shaw*, ***

**Teacher Assistants:**
Joshua Guay, Marjorie Harnedy, Allison Morgan, Carla Woodhouse* and Beth Turcotte

**Custodians:**
Senior: Christopher Osborne
Christopher Osborne, Jr.
Debra Guay

* Part Time
** Shared with Town
*** Grant Funded
**** Funded by Newport County Regional Special Education

**ENROLLMENT**

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<td>32</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>28</td>
<td>37</td>
<td>34</td>
<td>31</td>
<td>28</td>
<td>26</td>
<td>25</td>
<td>26</td>
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<tr>
<td>7</td>
<td>33</td>
<td>28</td>
<td>38</td>
<td>35</td>
<td>31</td>
<td>29</td>
<td>26</td>
<td>27</td>
<td>24</td>
</tr>
<tr>
<td>8</td>
<td>42</td>
<td>33</td>
<td>25</td>
<td>37</td>
<td>35</td>
<td>33</td>
<td>29</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>Total Middle School</td>
<td>140</td>
<td>134</td>
<td>127</td>
<td>131</td>
<td>119</td>
<td>113</td>
<td>106</td>
<td>111</td>
<td>101</td>
</tr>
<tr>
<td>Total Wilbur &amp; McMahon School</td>
<td>277</td>
<td>241</td>
<td>244</td>
<td>255</td>
<td>240</td>
<td>252</td>
<td>233</td>
<td>222</td>
<td>220</td>
</tr>
<tr>
<td>Portsmouth High School</td>
<td>127</td>
<td>142</td>
<td>123</td>
<td>121</td>
<td>129</td>
<td>126</td>
<td>125</td>
<td>116</td>
<td>102</td>
</tr>
<tr>
<td>K-12 Students out-of-district placements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Early Intervention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>404</td>
<td>383</td>
<td>367</td>
<td>376</td>
<td>369</td>
<td>378</td>
<td>358</td>
<td>355</td>
<td>336</td>
</tr>
</tbody>
</table>

**Notes:**
1. Projected based on school enrollment through June 1, 2021.
2. Several Little Compton PreK-12 students’ parents/guardians chose homeschooling (pandemic-related decisions) for the current school year only.
Section 11

Cross-Districting Due Diligence

Little Compton School Department

Wilbur-McMahon School EAGLES
Cross Districting

The Wilbur McMahon School is a Pre K thru 8th grade school with high school students attending neighboring Portsmouth High School. There is no intention to modify current grade level assignments and/or agreements with the Portsmouth School Department. Since capacity exceeds current and projected enrollments with a current utilization factor of 70%, space needs for additional capacity are not being contemplated at this time. Therefore, communication with surrounding Districts was not deemed appropriate.

It was noted that the Wilbur McMahon School is deficient (2) classroom spaces that would be able to absorb a grade level surge. Additionally, select classroom spaces, as noted in the Jacobs report, do not meet RID guidelines for new century teaching and learning. The capital program anticipated will focus on deferred maintenance issues and educational adequacy issues including space reconfiguration. These educational adequacy issues will likely require reconfiguration of existing spaces, demolition of existing spaces that cannot be reconfigured for new century teaching and learning, and addition of spaces to support new century teaching and learning.
Section 12

Educational Program Due Diligence
Educational Program

Detailed information regarding the Little Compton School Department complete educational program may be found on the School Department's website at https://www.lcsd.k12.ri.us/Page/1252

Curriculum maps and guiding documents are more than just artifacts, frozen in amber. When they are developed effectively, they are living documents that invite continuous improvement and become a dynamic record of institutional knowledge. Considerable work in this area has been done at Wilbur and McMahon School in ELA, Math, and Science over the past two years. This momentum has resulted in a collaborative effort to research bringing the International Baccalaureate Middle Years Program to Wilbur McMahon School. Through four site visits over the past year by Little Compton School administrators, parents/guardians, school committee members, and teachers to the Provincetown Public School District, our district representatives are impressed by what they see in place at the Massachusetts public school. Emphasizing intellectual challenge, academic rigor and each student’s personal and intercultural development, the International Baccalaureate (IB) Middle Years Program encourages students aged 11 to 16 to make practical connections between their studies and the real world, preparing them for success in further study and in life.

Additionally, the faculty and staff at Wilbur McMahon School are committed to being your partners in your child’s education, and whole-community participation is crucial when it comes to the social, emotional, academic, and intercultural development of all children. It really does take a village to support all children in becoming their best and highest selves. Regarding the work around anti-bias, diversity and equity, all members of the Little Compton School Department work together to educate our PreK through grade 8 students on topics related to cultural sensitivity, cultural appropriation and the roots of racism endemic to towns and cities throughout the United States and beyond. The Little Compton School Department recognizes that a commitment to diversity and equity means being actively anti-racist, actively anti-homophobic, actively anti-misogynistic. To that end, we are working with long-time counselor/consultant Terrance Caldwell – who is a member of the Social Emotional Learning/Educational Equity Committee. The school already has rich and impactful programming in place and will continuously review active diversity programming each year.

The Little Compton School Department is committed to being partners in all facets of a child’s education. The critical work around empathy, diversity, and cultural sensitivity is ongoing and integrated across content areas and grades for whole-school progression. The Little Compton School Department is committed to a safe and healthy learning environment and a dynamic, responsive, impactful curriculum.
The curriculum includes the following:

- Preschool Curriculum
- ELA Curriculum by Grade
- Math Curriculum by Grade
- Science Curriculum by Grade
- Social Studies Curriculum by Grade
- Physical Education Curriculum

Also included on the School's website are links to Standards Resources, including:

- Early Childhood Education Standards
- RI Department of Education Common Core Resources
- Common Core ELA Standards
- Common Core Math Standards
- Next Generation Science Standards
- Civics and Social Studies Standards
- Other Subject State Standards

Attached herein are the following:

- Little Compton School Department Strategic Plan 2020-2025
- Little Compton RIDE Score Card 2018-2019
- Wilbur & McMahon Student Handbook
LCSD/Wilbur & McMahon School Strategic Plan/Vision 2020 to 2025

Our Vision

Wilbur & McMahon School is dedicated to preparing students for educational and life experiences in an atmosphere where there is respect for the dignity of every person and an enthusiasm for learning. Wilbur & McMahon School is dedicated to the principle that educational programs be both challenging and supportive, distinguished by consistent high standards and by attention to the needs and potential of individual students.

Our Mission

The mission of the Wilbur & McMahon School is to develop a comprehensive educational community with high academic standards that challenge all students to love learning and to become skilled communicators and critical thinkers who are respectful, motivated, responsible, and self-confident contributors to their community and their world.

Our Beliefs

The following beliefs encompass the fundamental convictions, values and character of the Little Compton School Department and direct the activities of our school.

- We can always improve.
- Each student has the right to an educational experience based on high standards.
- Not all children will achieve the standards in the same way or at the same time.
- School must provide safe, secure, nurturing learning environments.
- School must be flexible to change.
- Education is a shared responsibility requiring the cooperation of the student, family, school and community.
- School prepares and challenges students to contribute to the community.
- Love of learning fosters lifelong educational growth.
District Goals

Goal 1: STUDENT: Ensure success for every student
Goal 2: COMMUNITY: Engage Family and Community as Partners
Goal 3: STAFF: Support the Ongoing Development of Excellent Educators and Support Staff
Goal 4: SCHOOL ENVIRONMENT: Create Equitable, Vibrant and Safe Learning Environments

Goal 1. STUDENT: Ensure success for every student

Curriculum, Instruction and Assessment

- Vertically align and articulate PK-8 curriculum to state and national standards and rigorous learning expectations
  - Math, ELA, Science, Social Studies and all other subjects - develop curriculum aligned to and enriching appropriate standards (in grades 5-8, consistent with International Baccalaureate Middle Years Program framework)
  - Response to Intervention (RTI) - Continue to focus on a system of appropriate interventions in all areas and implement them with fidelity
- Collaborate with high school partners to provide a smooth transition
- Establish strong comprehensive assessment systems that are relevant, varied, and provide actionable data
- Strengthen and monitor the alignment of curriculum, instruction, and assessment to state and national standards and 21st century skills

Health and Wellness

- Continually review and refine social-emotional systems of support that span PK-8 to address all levels of learners
- Strengthen the Response to Intervention (RTI) process to monitor and track the progress and needs of each child to continually evolve a system that results in increased efficiency and student success
- Establish ongoing professional development for teachers and staff to ensure that all educators are properly trained to address social-emotional needs of students
- Expand the community-school concept to strengthen wrap-around services for students and families
Goal 2. COMMUNITY: Engage Family and Community as Partners

Family Engagement

- Utilize the school as a hub for community activities
- Strengthen school and community partnerships to provide families with the support needed to increase their child’s school success
- Engage parents in supporting their understanding of current learning and teaching models
- Use various modes of communication to increase opportunities for family participation and engagement

Community Support

- Cultivate partnerships with community agencies, businesses and colleges to enhance teaching and learning

Transparency, Collaboration, Communication

- Provide resources to assist parents with helping their children with homework and in understanding current methods of teaching
- Utilize an electronic gradebook for grades 5-8 to assist families in monitoring and supporting their child’s success
- Cultivate and ensure transparency by capitalizing on social media and a variety of communication platforms to engage stakeholders and highlight district news and innovative practices

Goal 3. STAFF: Promote a positive culture and Support the Ongoing Development of Excellent Educators

Professional Development

- Offer focused, high-quality embedded professional learning opportunities
- Establish sustained commitment to ongoing job-embedded development through scheduling, resources, and finances
- Develop the capacity of staff to utilize effective facilitative leadership skills to both lead and participate in effective job-embedded professional development
- Support educators through an evaluation process that provides meaningful and high-quality feedback
- Mentor new and transitioning educators
Goal 4. SCHOOL ENVIRONMENT: Create Equitable, Vibrant and Safe Learning Environments

Learning Environment

- Identify and/or create viable, flexible learning environments within and outside the classroom
- Create environments that maximize student learning

Technology as a Tool for Learning

- Update infrastructure to support equal access, reliability, and to manage changing technological needs of the district
- Continuously find innovative ways of utilizing technology to enhance learning
- Develop and implement curriculum utilizing varied instructional practices, with or without technology, that guide students to create, collaborate, and innovate at all levels
- Ensure that all students have equitable access to technological devices

Safe Learning Environments

- Be transparent and consistent in the implementation of safety procedures in order to provide school with information and resources to enhance the safety and security of school
- Continually update policies and procedures to ensure students enact the tenets of responsible citizenship, including digital
- Sustain and evolve appropriate anti-bullying strategies, in accordance with RIGL 16.71-2(e)
2018-19 School Report Card for Wilbur and McMahon Schools

Rhode Island Department of Elementary and Secondary Education  
Angélica Infante-Green, Commissioner

The Rhode Island Report Card is a central platform for data and information about school, district, and state education performance in Rhode Island. Report Cards are required under the Every Student Succeeds Act (ESSA), the federal education law, and Rhode Island's approach has been praised nationally for its transparency, accessibility, and holistic approach to school accountability. Within this platform, students, parents, community members and all Rhode Islanders can learn more about how schools are performing on a wide range of metrics, including state assessments, student and teacher chronic absence, and participation in advanced coursework, as well as survey data on school climate and culture.

**School Grade Span**  
(2018-19 School Year)

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>2018-19 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK-08</td>
<td></td>
</tr>
</tbody>
</table>

**Number of Students**  
(On October 1, 2018)

| Number of Students | 244 |

**Number of Educators**  
(On October 1, 2018)

| Number of Educators | 33  |

---

**Student Demographics**

Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>11</td>
</tr>
<tr>
<td>White</td>
<td>229</td>
</tr>
</tbody>
</table>

---

**Educator Demographics**

Race

<table>
<thead>
<tr>
<th>Race</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

---

**Gender**

- Female: 124
- Male: 120

---

**Economically Disadvantaged**

- ECD: 29
- Not ECD: 215

---

**Educator Type**

- Building Administrators: 1
- District Administrators: 0
- Support Professionals: 3
- Teachers: 29

---

Note: Totals by educator race and ethnicity may be lower than educator type totals because an educator may be in more than one educator type assignment.
Wilbur and McMahon Schools earned a 3-Star rating. The star rating for Wilbur and McMahon Schools was driven most by performance on Achievement and Growth.

A school’s star rating is the lowest row where points are circled. If a column is missing a circled point score this means there was not enough information to score that indicator, such as having too few students for that indicator.

<table>
<thead>
<tr>
<th>Star Rating</th>
<th>Achievement – ELLA and Fach (Max. 16 Points)</th>
<th>Growth – ELLA and Fach (Max. 8 Points)</th>
<th>English Language Proficiency (Max. 12 Points)</th>
<th>Graduation Rate (Max. 12 Points)</th>
<th>Diploma Plus (Max. 6 Points)</th>
<th>Exceeds Expectations, Absenteesism, &amp; Suspensions (Max. 15 Points)</th>
<th># of Low-Performing Subgroups</th>
</tr>
</thead>
<tbody>
<tr>
<td>★★★★★</td>
<td>6-8 points (3-4 per subject)</td>
<td>4-6 points (2-3 per subject)</td>
<td>3-4 points</td>
<td>4-5 points</td>
<td>5-6 points</td>
<td>12-15 points**</td>
<td>None</td>
</tr>
<tr>
<td>★★★★</td>
<td>5-6 points (2-4 per subject)</td>
<td>2 points</td>
<td>4 points (2+ per indicator)</td>
<td>10-11 points**</td>
<td></td>
<td>1 subgroup</td>
<td></td>
</tr>
<tr>
<td>★★★</td>
<td>7-11 total points*</td>
<td>3-4 points</td>
<td>3-4 points</td>
<td>7-9 points**</td>
<td></td>
<td>More than 1 subgroup</td>
<td></td>
</tr>
<tr>
<td>★★</td>
<td>5-6 total points*</td>
<td>1 point</td>
<td>2 points</td>
<td>2 points</td>
<td>5-6 points**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>★</td>
<td>2 points</td>
<td>2 points</td>
<td>1 point</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Once the school's star rating is calculated, the number of low performing subgroups (right-most column) is counted. A low performing subgroup, or subgroup identified for Targeted Support and Improvement (TSI) is a subgroup that would earn one star if it were its own school. A subgroup identified for Additional Targeted Support and Improvement (ATSI) would be identified for Comprehensive Support and Improvement if it were its own school.

Subgroup Identifications (TSI, ATSI, or both): None

*Schools missing growth have alternate cut points for levels 2 and 3 under achievement and growth. Those are: 3 star level: 4 points, 2 star level: 3 points.

**Schools missing one or more 'School Quality and Student Success' indicator, have adjusted cuts for the second to last column. Those are: 4 indicators available: 5 star level: 10-12 points, 4 star level: 8-9 points, 3 star level: 6-7 points, 2 star level: 4-5 points; 3 indicators available: 5 star level: 8-9 points, 4 star level: 7 points, 3 star level: 5-6 points, 2 star level: 3-4 points; 2 indicators available: 5 star level: 5-6 points, 4 star level: 4 points, 3 star level: 3 points, 2 star level: 1 point
Wilbur and McMahon Schools ELA Achievement
Measures performance on the RICAS and DLM assessments in 2017-18 and 2018-19 combined

Wilbur and McMahon Schools’s participation rate for ELA accountability is 98%.
50% of Wilbur and McMahon Schools students are proficient in ELA.
Their ELA proficiency index, which includes partial points for level 2, is 64 out of 100.

ELA Achievement Points: 2 out of 4
School points are based on All Students performance shown in chart on right.
Four points matches RI’s long-term goal of 75% proficiency.

<table>
<thead>
<tr>
<th>Achievement Points</th>
<th>Academic Proficiency Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Points</td>
<td>&gt;= 75% Proficient (no index)</td>
</tr>
<tr>
<td>3 Points</td>
<td>&gt;= 68 (Index)</td>
</tr>
<tr>
<td>2 Points</td>
<td>&gt;= 40 AND &lt; 68 (Index)</td>
</tr>
<tr>
<td>1 Point</td>
<td>&lt; 40 (Index)</td>
</tr>
</tbody>
</table>

How is the proficiency index calculated?
Hover here for information.

Results by Subgroup

All Students
American Indian or Alaska.
Asian
Black or African American
Hispanic
Native Hawaiian or Other
Two or More Races
White
Economically Disadvantaged
English Learners
Students with Disabilities

Filled bars above show proficiency index. Lines within bars show % proficient.
Dotted and dashed lines in chart correspond to cut points in table on left.

Students who were not enrolled from Oct. 1 through the end of the testing window and students who moved to the US in the past year are not included.

*Blank rows indicate too few students to report.
**Subgroups with 10-19 students are reported, but not included in accountability determinations.
Wilbur and McMahon Schools Math Achievement
Measures performance on the RICAS and DLM assessments in 2017-18 and 2018-19 combined

Wilbur and McMahon Schools’s participation rate for math accountability is 98%.
46% of Wilbur and McMahon Schools students are proficient in math.
Their math proficiency index, which includes partial points for level 2, is 63 out of 100.

Math Achievement Points: 2 out of 4
School points are based on All Students performance shown in chart on right.
Four points matches RI’s long-term goal of 75% proficiency.

<table>
<thead>
<tr>
<th>Achievement Points</th>
<th>Academic Proficiency Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Points</td>
<td>&gt;= 75% Proficient (no Index)</td>
</tr>
<tr>
<td>3 Points</td>
<td>&gt;= 68 (Index)</td>
</tr>
<tr>
<td>2 Points</td>
<td>&gt;= 40 AND &lt; 68 (Index)</td>
</tr>
<tr>
<td>1 Point</td>
<td>&lt; 40 (Index)</td>
</tr>
</tbody>
</table>

How is the proficiency index calculated?
Hover here for information

Results by Subgroup

- All Students
- American Indian or Alaska
- Asian
- Black or African American
- Hispanic
- Native Hawaiian or Other
- Two or More Races
- White
- Economically Disadvantaged
- English Learners
- Students with Disabilities

Filled bars above show proficiency index. Lines within bars show % proficient.
Dotted and dashed lines in chart correspond to cut points in table on left.

Students who were not enrolled from Oct. 1 through the end of the testing window and students who moved to the US in the past year are not included.
*Blank rows indicate too few students to report.
**Subgroups with 10-19 students are reported, but not included in accountability determinations.
Wilbur and McMahon Schools ELA Growth
Progress on the ELA state assessment compared to similarly performing peers. Measure combines 2018 and 2019 data.

35% of Wilbur and McMahon Schools students showed low growth on state assessments, 32% typical growth, and 33% high growth. The school’s ELA growth index is 0.98 out of 2.

ELA Growth Points: 2 out of 3
School points are based on All Students performance shown in chart on right.

<table>
<thead>
<tr>
<th>Growth Points</th>
<th>Growth Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Points</td>
<td>&gt;= 1.10</td>
</tr>
<tr>
<td>2 Points</td>
<td>&gt;= 0.85 AND &lt; 1.10</td>
</tr>
<tr>
<td>1 Point</td>
<td>&lt; 0.85</td>
</tr>
</tbody>
</table>

Results by Subgroup

<table>
<thead>
<tr>
<th>Group</th>
<th>Growth Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>0.98</td>
</tr>
<tr>
<td>American Indian or Alaska Indian</td>
<td>*</td>
</tr>
<tr>
<td>Asian</td>
<td>*</td>
</tr>
<tr>
<td>Black or African American</td>
<td>*</td>
</tr>
<tr>
<td>Hispanic</td>
<td>*</td>
</tr>
<tr>
<td>Native Hawaiian or Other</td>
<td>*</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>*</td>
</tr>
<tr>
<td>White</td>
<td>0.99</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>1.17</td>
</tr>
<tr>
<td>English Learners</td>
<td>*</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>0.96</td>
</tr>
</tbody>
</table>

How is the growth index calculated? Hover here for information.

Students who were not enrolled from Oct. 1 through the end of the testing window and students who moved to the US in the past year are not included.

*Blank rows indicate too few students to report.

**Subgroups with 10-19 students are reported, but not included in accountability determinations.
23% of Wilbur and McMahon Schools students showed low growth, 41% showed typical growth, and 35% showed high growth. The school’s math growth index is 1.12 out of 2.

Math Growth Points: 3 out of 3
School points are based on All Students performance shown in chart on right.

<table>
<thead>
<tr>
<th>Growth Points</th>
<th>Growth Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Points</td>
<td>&gt;= 1.10</td>
</tr>
<tr>
<td>2 Points</td>
<td>&gt;= 0.85 AND &lt; 1.10</td>
</tr>
<tr>
<td>1 Point</td>
<td>&lt; 0.85</td>
</tr>
</tbody>
</table>

Results by Subgroup
- Group
  - All Students
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Hispanic
  - Native Hawaiian or Other Pacific Islander
  - Two or More Races
  - White
  - Economically Disadvantaged
  - English Learners
  - Students with Disabilities

Dotted lines in chart correspond to cut points in table on left.

Students who were not enrolled from Oct. 1 through the end of the testing window and students who moved to the US in the past year are not included.

*Blank rows indicate too few students to report.
**Subgroups with 10-19 students are reported, but not included in accountability determinations.
None English Language Proficiency (ELP)
Progress toward English language proficiency on the ACCESS assessment in 2017-18 and 2018-19 combined

ELP Points: None out of 4
School points are based on All Students performance shown in chart on right. Four points matches RI's long-term goal of 75% meeting annual target.

Results by Subgroup

How is this calculated?

Individual targets are based on students' initial level of proficiency. All students have the same goal of proficiency in English, but the level at which a student entered determines how many years they have to reach that goal.

Next, the portion of progress made compared to the target is calculated for each student.

Finally, this is capped at 0 (no negative scores) and 1.1 (.110% of the target), averaged across all students in a school, and multiplied by 100 to get the school's ELP index.

Filled bars above show ELP index. Lines within bars show % met target. Dotted and dashed lines in chart correspond to cut points in table on left.

*Blank rows indicate too few students to report.
**Subgroups with 10-19 students are reported, but not included in accountability determinations.
None Graduation Rate
Graduation data are on a one-year lag; these are from 2018 reporting.

Graduation Points: None out of 5
School points are based on All Students performance shown in chart on right.
Five points matches RI's long-term goal of 95% graduating within 4 years.

Results by Subgroup

Filled bars above show Composite Rate. Lines within bars show Base Rate. Dotted and dashed lines in chart correspond to cut points in table on left.
To reach 2 or 5 points, the base rate must cross the labelled dashed lines.
To reach 3 or 4 points, the composite rate must cross the labelled dotted lines.

Graduation data are based on 2017-18 and earlier. Schools and subgroups with fewer than 20 students have up to two additional years of data added.
*Blank rows indicate too few students to report.
**Subgroups with 10-19 students are reported, but not included in accountability determinations.
None Commissioner’s Seal Measure
Diploma Plus data are on a one-year lag, these measure 2018 graduates.

Commissioner’s Seal Points: None out of 3
School points are based on All Students performance shown in chart on right.

Results by Subgroup

Dotted lines in bar chart correspond to cut points in table on left.

*Blank rows indicate too few students to report.
**Subgroups with 10-19 students are reported, but not included in accountability determinations.
None Postsecondary Success
Index for 2018 graduates who earned credentials beyond a high school diploma

Postsecondary Success Points: None out of 3
School points are based on All Students performance shown in chart on right.

The Postsecondary Success Index awards 1 point for each student with 1 AP credit, college course, or industry-approved CTE credential, 1.1 points for 2 credentials, and 1.2 points for 3 or more credentials. These points are summed and then divided by the total number of 2018 graduates.

Results by Subgroup

Dotted lines in bar chart correspond to cut points in table on left.

*Blank rows indicate too few students to report.
**Subgroups with 10-19 students are reported, but not included in accountability determinations.
Wilbur and McMahon Schools School Quality and Student Success: Student Chronic Absenteeism

Student Chronic Absenteeism is defined as missing 10% of days or more. That's 18 days or more over a full school year.

7.2% of Wilbur and McMahon Schools students are chronically absent.

Student Absenteeism Points: 2 out of 3
School points are based on All Students performance shown in chart on right.

<table>
<thead>
<tr>
<th>Elementary &amp; Middle School Cuts</th>
<th>% Chronically Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Absenteeism Points</td>
<td></td>
</tr>
<tr>
<td>3 Points</td>
<td>&lt; 5.0</td>
</tr>
<tr>
<td>2 Points</td>
<td>&gt;= 5.0 AND &lt; 15.0</td>
</tr>
<tr>
<td>1 Point</td>
<td>&gt;= 15.0</td>
</tr>
</tbody>
</table>

Results by Subgroup

- All Students: 7.2%
- American Indian or Alaska Native: ...
- Asian: ...
- Black or African American: ...
- Hispanic: ...
- Native Hawaiian or Other Pacific Islander: 21.4%
- Two or More Races: 6.7%
- White: ...
- Economically Disadvantaged: 11.7%
- English Learners: ...
- Students with Disabilities: 6.8%

Dotted lines in bar chart correspond to cut points in table above.

Includes grades K-12. Schools and subgroups with fewer than 20 students have up to two additional years of data added.
*Blank rows indicate too few students to report.
**Subgroups with 10-19 students over 3 years are reported, but not included in accountability determinations.
8.7% of Wilbur and McMahon Schools teachers are chronically absent.

Teacher Absenteeism Points: 2 out of 3
School points are based on All Students performance shown in chart on right.

<table>
<thead>
<tr>
<th>Teacher Absenteeism Points</th>
<th>% Chronically Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Points</td>
<td>&lt; 5.0</td>
</tr>
<tr>
<td>2 Points</td>
<td>&gt;= 5.0 AND &lt; 10.0</td>
</tr>
<tr>
<td>1 Point</td>
<td>&gt;= 10.0</td>
</tr>
</tbody>
</table>

Results by Subgroup of Students Taught

Long-term pre-approved absences and absences for professional development are not counted. Teacher counts are weighted by length of assignment and full time status. For subgroups, teacher counts are also weighted by percent of time spent with that subgroup.

*Blank rows indicate too few teachers or students to report.

**Schools and subgroups with 10-19 teachers or students are reported, but not included in accountability determinations.
Wilbur and McMahon Schools School Quality and Student Success: Suspension

The annual number of out-of-school suspensions per 100 students.

In the 2018-19 school year, Wilbur and McMahon Schools used out-of-school suspension 0.4 times per 100 students.

Suspension Points: 3 out of 3
School points are based on All Students performance shown in chart on right.

<table>
<thead>
<tr>
<th>Suspension Points</th>
<th>Out-of-School Suspensions per 100 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Points</td>
<td>&lt; 5.0</td>
</tr>
<tr>
<td>2 Points</td>
<td>&gt;= 5.0 AND &lt; 10.0</td>
</tr>
<tr>
<td>1 Point</td>
<td>&gt;= 10.0</td>
</tr>
</tbody>
</table>

Results by Subgroup

<table>
<thead>
<tr>
<th>Group</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>0.4</td>
</tr>
<tr>
<td>American Indian or Alaska</td>
<td>*</td>
</tr>
<tr>
<td>Asian</td>
<td>*</td>
</tr>
<tr>
<td>Black or African American</td>
<td>*</td>
</tr>
<tr>
<td>Hispanic</td>
<td>*</td>
</tr>
<tr>
<td>Native Hawaiian or Other</td>
<td>0.0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0.0</td>
</tr>
<tr>
<td>White</td>
<td>0.5</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>*</td>
</tr>
<tr>
<td>English Learners</td>
<td>*</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Out-of-School Suspensions per 100 Students

Dotted lines in bar chart correspond to cut points in table on left.

Schools and subgroups with fewer than 20 students have up to two additional years of data added.
*Blank rows indicate too few students to report.
**Schools and subgroups with 10-19 students are reported, but not included in accountability determinations.
Wilbur and McMahon Schools School Quality and Student Success: Exceeds Expectations

The percent of students who score at the top level (Level 4) on the state assessments in 2017-18 and 2018-19 combined

5.3% of Wilbur and McMahon Schools students exceeded expectations on the state assessment in ELA, and 3.7% exceeded expectations in Math.

ELA Exceeds Points: 2 out of 3

<table>
<thead>
<tr>
<th>Exceeds Points</th>
<th>% Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Points</td>
<td>&gt;= 10.0</td>
</tr>
<tr>
<td>2 Points</td>
<td>&gt;= 2.0 AND &lt; 10.0</td>
</tr>
<tr>
<td>1 Point</td>
<td>&lt; 2.0</td>
</tr>
</tbody>
</table>

Math Exceeds Points: 2 out of 3

<table>
<thead>
<tr>
<th>Exceeds Points</th>
<th>% Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Points</td>
<td>&gt;= 10.0</td>
</tr>
<tr>
<td>2 Points</td>
<td>&gt;= 2.0 AND &lt; 10.0</td>
</tr>
<tr>
<td>1 Point</td>
<td>&lt; 2.0</td>
</tr>
</tbody>
</table>

ELA Results by Subgroup

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>% Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>5.3%</td>
</tr>
<tr>
<td>American Indian or Alaska</td>
<td>*</td>
</tr>
<tr>
<td>Asian</td>
<td>*</td>
</tr>
<tr>
<td>Black or African American</td>
<td>*</td>
</tr>
<tr>
<td>Hispanic</td>
<td>*</td>
</tr>
<tr>
<td>Native Hawaiian or Other</td>
<td>*</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>*</td>
</tr>
<tr>
<td>White</td>
<td>2.2%</td>
</tr>
<tr>
<td>Economically Disadvantaed</td>
<td>5.4%</td>
</tr>
<tr>
<td>English Learners</td>
<td>*</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Math Results by Subgroup

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>% Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>3.7%</td>
</tr>
<tr>
<td>American Indian or Alaska</td>
<td>*</td>
</tr>
<tr>
<td>Asian</td>
<td>*</td>
</tr>
<tr>
<td>Black or African American</td>
<td>*</td>
</tr>
<tr>
<td>Hispanic</td>
<td>*</td>
</tr>
<tr>
<td>Native Hawaiian or Other</td>
<td>*</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>*</td>
</tr>
<tr>
<td>White</td>
<td>2.2%</td>
</tr>
<tr>
<td>Economically Disadvantaed</td>
<td>3.8%</td>
</tr>
<tr>
<td>English Learners</td>
<td>*</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

School points are based on All Students performance shown in bar charts. Dotted lines in bar charts correspond to cut points in tables at top.

*Blank rows indicate too few students to report.
**Subgroups with 10-19 students are reported, but not included in accountability determinations.
2018-19 State Assessment Data for Wilbur and McMahon Schools

The state assessments include RICAS (grades 3-8), SAT (grade 11), NGSA (grades 5, 8, 11), and DLM Alternate Assessments (grades 3-8, 11).

Performance Level Legend
1 (Not Meeting Expectations) 2 (Partially Meeting Expectations) 3 (Meeting Expectations) 4 (Exceeding Expectations)

Participation Legend
Participant Non-Participant Proficient Not Proficient

Proficiency Level Legend

View Performance and Participation By: Grade

ELA Performance in State Assessments
Subgroup: Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>36.00%</td>
<td>64.00%</td>
<td>52.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>04</td>
<td>9.38%</td>
<td>90.62%</td>
<td>49.63%</td>
<td>0.00%</td>
</tr>
<tr>
<td>05</td>
<td>31.69%</td>
<td>68.31%</td>
<td>61.54%</td>
<td>0.00%</td>
</tr>
<tr>
<td>06</td>
<td>40.00%</td>
<td>59.93%</td>
<td>48.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>07</td>
<td>55.38%</td>
<td>43.62%</td>
<td>36.77%</td>
<td>0.00%</td>
</tr>
<tr>
<td>08</td>
<td>56.17%</td>
<td>43.83%</td>
<td>33.33%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

empty cells indicate less than 10 students

ELA Participation in State Assessments
Subgroup: Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>04</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>05</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>06</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>07</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>08</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

empty cells indicate less than 10 students

Math Performance in State Assessments
Subgroup: Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>40.00%</td>
<td>50.00%</td>
<td>55.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>04</td>
<td>50.00%</td>
<td>50.00%</td>
<td>50.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>05</td>
<td>76.99%</td>
<td>23.01%</td>
<td>34.62%</td>
<td>0.00%</td>
</tr>
<tr>
<td>06</td>
<td>56.00%</td>
<td>44.00%</td>
<td>36.60%</td>
<td>0.00%</td>
</tr>
<tr>
<td>07</td>
<td>56.85%</td>
<td>43.15%</td>
<td>38.46%</td>
<td>0.00%</td>
</tr>
<tr>
<td>08</td>
<td>50.00%</td>
<td>50.00%</td>
<td>43.33%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

empty cells indicate less than 10 students

Math Participation in State Assessments
Subgroup: Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>04</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>05</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>06</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>07</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>08</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

empty cells indicate less than 10 students

Science Performance in State Assessments
Subgroup: Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>05</td>
<td>76.99%</td>
<td>23.01%</td>
<td>38.46%</td>
<td>11.23%</td>
</tr>
<tr>
<td>08</td>
<td>52.33%</td>
<td>47.67%</td>
<td>33.33%</td>
<td>16.67%</td>
</tr>
</tbody>
</table>

empty cells indicate less than 10 students

Science Participation in State Assessments
Subgroup: Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>05</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>08</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

empty cells indicate less than 10 students

Students Assessed with a DLM Alternate Assessment By Grade and Subject

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

empty cells indicate less than 10 students

Number of recently arrived English language learners exempted from the reading/language arts assessments

blank value indicates less than 10 students

English language proficiency of English language learners

Data Source: Rhode Island State Assessments include RICAS, NGSA, DLM Alternate Assessment and SAT. English language proficiency of English language learners is assessed with ACCESS or Alternate ACCESS.
Civil Rights Data Collection (CRDC) for 2015-16

**Wilbur and McMahon Schools Enrollment Indicators**
(Not Charter School)
(n/a means indicator is not applicable to school)

<table>
<thead>
<tr>
<th>Student count</th>
<th>Percent of school enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool enrollment</td>
<td>n/a</td>
</tr>
<tr>
<td>Student enrollment in at least one Advance Placement course</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Wilbur and McMahon Schools Suspension Indicators**
(Not Charter School)

<table>
<thead>
<tr>
<th>Student count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who received one or more in-school suspensions</td>
</tr>
<tr>
<td>Students who received only one out-of-school suspension</td>
</tr>
<tr>
<td>Students who received more than one out-of-school suspension</td>
</tr>
<tr>
<td>Students who received an expulsion with educational services</td>
</tr>
<tr>
<td>Students who received an expulsion without educational services</td>
</tr>
<tr>
<td>Students who received an expulsion under zero tolerance policies</td>
</tr>
<tr>
<td>Students who were referred to a law enforcement agency or official</td>
</tr>
<tr>
<td>Students who received a school-related arrest</td>
</tr>
<tr>
<td>Students who were chronically absent</td>
</tr>
<tr>
<td>Students reported as harassed or bullied on the basis of disability</td>
</tr>
<tr>
<td>Students reported as harassed or bullied on the basis of race/color or national origin</td>
</tr>
<tr>
<td>Students reported as harassed or bullied on the basis of sex</td>
</tr>
</tbody>
</table>

Select CRDC indicator for Demographic Data
Preschool enrollment

**Wilbur and McMahon Schools: Preschool enrollment demographics**
(Not Charter School)
(n/a means indicator is not applicable to school)

<table>
<thead>
<tr>
<th>All students</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student count</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Asian</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Black</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Hispanic</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>White</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Children with Disabilities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

The Civil Rights Data Collection (CRDC) is a publicly available federal data collection obtained directly from local education agencies (https://ocrdata.ed.gov). Data may differ slightly from state-provided reports.
2018-19 Educator Qualifications for Wilbur and McMahon Schools

<table>
<thead>
<tr>
<th>Total Number of Teachers in This School</th>
<th>Total Number of Building Administrators In This School</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>1</td>
</tr>
</tbody>
</table>

| Teachers who are Inexperienced | 1 (3.0%) |
| Teachers Working Out of Field | 1 (3.0%) |

NOTE: Teachers working out of field is the sum of teachers using an emergency/preliminary certificate and teachers who are out of area.

<table>
<thead>
<tr>
<th>Teachers using an Emergency or Preliminary Certificate</th>
<th>0 (0.0%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Administrators who are Inexperienced</td>
<td>0 (0.0%)</td>
</tr>
</tbody>
</table>

Gray vertical line indicates the district value.

Data: A teacher or building administrator may be counted in more than one category
Data Source: 2018-19 Educator Quality: Rhode Island Department of Education, Office of Educator Excellence & Certification Services. This dataset includes personnel assignment data as reported through the personnel data collection.
2017-18 Per Pupil Expenditures

### Per Pupil Expenditures for Wilbur and McMahon Schools

<table>
<thead>
<tr>
<th>$0</th>
<th>$5,000</th>
<th>$10,000</th>
<th>$15,000</th>
<th>$20,000</th>
<th>$25,000</th>
<th>$30,000</th>
<th>$35,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilbur and McMahon Schools: $21,605</td>
<td>Little Compton: $29,893</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Per Pupil Expenditures for The State

<table>
<thead>
<tr>
<th>$0</th>
<th>$5,000</th>
<th>$10,000</th>
<th>$15,000</th>
<th>$20,000</th>
<th>$25,000</th>
<th>$30,000</th>
<th>$35,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>$17,327</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Per Pupil Expenditures for Wilbur and McMahon Schools

<table>
<thead>
<tr>
<th>$0</th>
<th>$5,000</th>
<th>$10,000</th>
<th>$15,000</th>
<th>$20,000</th>
<th>$25,000</th>
<th>$30,000</th>
<th>$35,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20,784</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Per Pupil Expenditures for Little Compton

<table>
<thead>
<tr>
<th>$0</th>
<th>$5,000</th>
<th>$10,000</th>
<th>$15,000</th>
<th>$20,000</th>
<th>$25,000</th>
<th>$30,000</th>
<th>$35,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>$29,094</td>
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### Per Pupil Expenditures for the State

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### Per Pupil Expenditures by School Level for Little Compton

- **Elementary:** $19,538
- **Middle:** $27,341

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### Student Performance for 2019 by Group

#### Grade 4 Math

- **All Students**:
  - Economically Disadvantaged: 20%
  - Not Economically Disadvantaged: 15%
  - English Language Learners: 20%
  - Non-English Language Learners: 15%
  - Students with Disabilities: 10%
  - Students without Disabilities: 10%

- **Reading**:
  - Economically Disadvantaged: 20%
  - Not Economically Disadvantaged: 15%
  - English Language Learners: 20%
  - Non-English Language Learners: 15%
  - Students with Disabilities: 10%
  - Students without Disabilities: 10%

#### Grade 8 Math

- **All Students**:
  - Economically Disadvantaged: 20%
  - Not Economically Disadvantaged: 15%
  - English Language Learners: 20%
  - Non-English Language Learners: 15%
  - Students with Disabilities: 10%
  - Students without Disabilities: 10%

- **Reading**:
  - Economically Disadvantaged: 20%
  - Not Economically Disadvantaged: 15%
  - English Language Learners: 20%
  - Non-English Language Learners: 15%
  - Students with Disabilities: 10%
  - Students without Disabilities: 10%

### Student Performance for 2019 by Ethnicity

#### Grade 4 Math

- **All Students**:
  - American Indian/Alaska Native: 19%
  - Asian: 19%
  - Black: 19%
  - Hispanic: 19%
  - Native Hawaiian/Other Pacific Islander: 19%
  - Two or More Races: 19%
  - White: 19%

- **Reading**:
  - American Indian/Alaska Native: 19%
  - Asian: 19%
  - Black: 19%
  - Hispanic: 19%
  - Native Hawaiian/Other Pacific Islander: 19%
  - Two or More Races: 19%
  - White: 19%

#### Grade 8 Math

- **All Students**:
  - American Indian/Alaska Native: 19%
  - Asian: 19%
  - Black: 19%
  - Hispanic: 19%
  - Native Hawaiian/Other Pacific Islander: 19%
  - Two or More Races: 19%
  - White: 19%

- **Reading**:
  - American Indian/Alaska Native: 19%
  - Asian: 19%
  - Black: 19%
  - Hispanic: 19%
  - Native Hawaiian/Other Pacific Islander: 19%
  - Two or More Races: 19%
  - White: 19%

### Student Participation for 2019

#### Grade 4 Math

- **All Students**:
  - English Language Learners: 19%
  - Students with Disabilities: 19%

- **Reading**:
  - All Students: 19%

#### Grade 8 Math

- **All Students**:
  - English Language Learners: 19%
  - Students with Disabilities: 19%

- **Reading**:
  - All Students: 19%

**NAEP** is the largest nationally representative and continuing assessment of what America’s students know and can do in various subject areas. Data displayed are for National Public Schools. Graphs with no data indicate that NAEP reporting requirements were not met for that subgroup and therefore data are not displayed.
Little Compton School Committee

Patrick McHugh, Chairman
Polly Allen, Vice Chairman
Ed Bowen, Secretary
Rita Kenahan
Jana Porter
Welcome

Dear Parents and Guardians of Wilbur McMahon School Students:

During this global pandemic, it is clear that we cannot plan for a “normal” school year. We have the opportunity to envision and create a new and better normal in a manner that honors the unique strengths, interests and talents of all students. We would like to extend a warm welcome to the families who make up our Little Compton learning community. We look forward to partnering with you throughout the academic year.

Guiding Principles During the Pandemic:

- We will put safety first. We will leverage science, data, and public health leadership to inform the choices we make.
- We will be transparent. We will share what we know and what we do not know. We will be clear about what we can control and what is outside of our control.
- We will center decisions on what is best for all students, families, and educators, especially those most impacted by educational inequities and COVID-19. We will remember that equitable does not mean equal, and we will strive to give students, families, educators, and communities what they need, knowing that our communities have been hit by the virus at different magnitudes.
- We will listen. We will bring together diverse stakeholders and experts to understand the realities on the ground and develop and share creative solutions.
- We will be decisive. Given the size and scope of the challenge, we must move deliberately and make tough choices. We will need to be flexible and nimble, and we will adapt quickly as variables on the ground change. This means the ability to toggle seamlessly between on-site and remote learning for some or all learners is critical for the upcoming school year.

This handbook has been compiled as a guide to our school. Please read and discuss it with your child. Should you have any additional questions that are not answered here, please do not hesitate to call the school office at 401-592-0363, ext. 1000 or reach out to your child’s teacher. It is our intent to keep you informed and the lines of communication open.

Dr. Laurie Dias-Mitchell
Superintendent

Sonya P. Whipp
Principal
Our Vision

Wilbur & McMahon School is dedicated to preparing students for educational and life experiences in an atmosphere where there is respect for the dignity of every person and an enthusiasm for learning. Wilbur & McMahon School is dedicated to the principle that educational programs be both challenging and supportive, distinguished by consistent high standards and by attention to the needs and potential of individual students.

Our Mission

The mission of the Wilbur & McMahon School is to develop a comprehensive educational community with high academic standards that challenge all students to love learning and to become skilled communicators and critical thinkers who are respectful, motivated, responsible, and self confident contributors to their community and their world.

Our Beliefs

The following beliefs encompass the fundamental convictions, values and character of the Little Compton School District and direct the activities of our school.

- We can always improve.
- We are equitable: each student accesses an educational experience based on high standards.
- Not all children will achieve the standards in the same way or the same time.
- School must provide safe, secure, nurturing learning environments.
- School must be flexible to change.
- Education is a shared responsibility requiring the cooperation of the student, home, school and community.
- School prepares and challenges students to contribute to the community.
- Love of learning fosters lifelong educational growth.

Our Motto

Wilbur says SOAR!

Stop and Listen
Open the Door to Making Good Choices
Act Responsibly
Respect Self and Other - Be Kind!
Wilbur & McMahon School Staff

Administrative Staff

Superintendent  
Dr. Laurie Dias-Mitchell
Principal  
Sonya Whipp
Technology Director  
Jonathan Gabriel
Business Manager  
John McNamee
Assistant to Principal  
Heather Fitzgerald
HR Director/Assistant to Superintendent  
Carolyn Sedgwick

Teaching Staff

Pre-Kindergarten  
Kimberly Smith
Kindergarten  
Marianne Vareika
Jennifer Segala
1st Grade  
Catherine Agula
2nd Grade  
Mary Morash
Gabrielle Sullivan
3rd Gr ELA/SS  
Erin Bowley
3rd Gr Math/Science  
Cindy Pineau
4th Gr ELA/SS  
Stephanie Costello
4th Gr Math/Science  
Stephanie Harlow
5th Gr ELA/SS  
Kristen Moniz
5th Gr Math/Science  
Ellen Bednarczyk
6th Gr ELA/SS  
Cheryl Comley
6th Gr Math/Science  
Aimee MacLean
7 & 8 Gr Math  
Kenneth Hileman
7 & 8 Gr SS  
Ann Connolly
7 & 8 Gr Science  
Marissa Brasil
7 & 8 Gr ELA  
Michael Tomasso

Specialists

Art  
Michael DeLeo
Library/Media  
Karen Corrigan
Music  
Nicholas Kirby
PE & Health  
Nicole Oriol
Spanish/Technology  
Noelle Kiernan
Literacy Specialists  
Kelly Cole
Nicola Philp
TBD
Special Educators  
Courtney Stoller
Bryan Goodwin
Mary Ellen Roeben
Title 1 Math  
Debra Lambert
Suzie Shaw

Support Staff

School Counselor & Social Worker  
Mary Elizabeth Miller
School Nurse  
Jean Dunn
Social Worker  
Kate Higglinbotham
Speech Pathologist  
Kayla Kemper
School Psychologist  
Jamie Sunderland
Custodians  
Chris Osborne Sr.
Chris Osborne Jr.
Debra Guay
Teacher Assistants  
Joshua Guay
Marjorie Harnedy
Allison Morgan
Beth Turcotte
Carla Woodhouse
The School Day

Morning Arrivals

Students may start arriving at school at 8 a.m. when staff supervision begins. Please do not drop off your son or daughter early and leave them unattended. Grade levels will have assigned locations at arrival time either outside or inside the building.

PARENT DROP OFF: For parents dropping off from a vehicle, please drop off at the basketball court. Students should walk via the sidewalk to either the basketball courts (middle school) or playground (elementary). For parents escorting their child to the playground, you must cross the street at the crosswalk (near the middle school entrance.) There is usually a police officer on duty at this time. To keep everyone safe, we ask that parents and students not cross in front of and between off-loading buses. Pedestrians should NOT cross the street in front of the bank or bus circle. An alternative is to park in Veteran's Field Parking Lot and walk via the track.

PARENT DROP OFF - INCLEMENT WEATHER: On inclement weather days, all drop off should be at the school's main entrance. (This is the only exception for cars entering the bus circle in the morning.) Students will then report to either the commons or the cafeteria.

LATE ARRIVAL: All students who arrive after the start of the school day, must report to the main office and sign in.

Daily Schedule

8:00 to 8:25 a.m.  Student drop off/buses arrival
8:25 a.m.          Students report to homeroom
8:30 a.m.          Instructional Day Begins

Lunch
11:25 am          Kindergarten & First Grade Students
11:55 am          Second, Third & Fourth Grade Students
12:15 pm          Seventh & Eighth Grade Students
12:40 pm          Fifth & Sixth Grade Students

Recess
10:30 am          Fourth Grade Students
11:00 am          Kindergarten & First Grade Students
11:30 am          Second & Third Grade Students
12:40 pm          Fifth & Sixth Grade Students

2:55 p.m.         Instructional Day Ends
3:00-3:10 p.m.    Dismissal

Afternoon Dismissal Procedures

Students instructional day ends at 2:55 p.m. The dismissal process is from 2:55 p.m to 3:10 p.m. Specific dismissal procedures will be communicated to the school community that adhere to social distancing practices to ensure the safety and well being of everyone.
After School

After school activities will be extremely limited until conditions allow for activities to occur in a safe manner.

Allergies

To protect the health of all students and personnel with food and latex allergies, latex balloons will not be allowed in the school building and some areas have been designated as peanut/tree nut free.

For more specifics refer to the Little Compton School District Policy: Severe Food Allergies Policy 6003

Attendance

The goal of the Attendance Policy of the Little Compton School District (LCSD) is to support and improve the regular attendance and performance of our students. The School Committee and Administration recognize that regular attendance is vital to a student’s success in school. In order to take full advantage of the educational programs offered, students must attend school regularly. Regular attendance and parent support coupled with student effort are critical factors in learning and being successful in school. Ensuring that a student maintains regular attendance requires a cooperative effort by the student, parent(s)/guardian(s), and personnel.

Expectations
RIGL 16-19-1 requires that the parent(s)/guardian(s) ensure the regular attendance of their children and the LCSD requires that parent(s)/guardian(s) inform the school of any absences and the causes of such absences.

Absence Notification Procedure
- All absences are recorded and reported as unexcused until notification of an approved reason for the absence is provided to the main office.
- A parent/guardian is required to call/email the school to report their child’s absence prior to the start of the school day on which the student will be absent.
- It is the responsibility of the parent/guardian to provide documentation regarding a family emergency or court appointment, and to provide written documentation from a medical professional in the event of a medically excused absence.
- Excuses will not be accepted later than five school days after the absence.

Tardiness Procedure
- Any student arriving after the start of the regular school day must sign in at the main office.
- All tardies are recorded and reported as unexcused until an approved reason for an excused tardy is provided to the main office.
- It is the responsibility of the parent/guardian to provide documentation regarding a family emergency or court appointment, and to provide written documentation from a medical professional in the event of a medically excused tardy.
- Excuses will not be accepted later than two school days after the tardy.
Early Dismissal Procedure
Students shall be granted early dismissal only with the permission of a parent/guardian.
An early dismissal that is recommended by the school nurse shall be recorded and reported as an
excused early dismissal.
All other early dismissals shall be recorded and reported as unexcused until an approved reason for an
excused early dismissal is provided to the main office.
It is the responsibility of the parent/guardian to provide documentation regarding a family emergency or
court appointment, and to provide written documentation from a medical professional in the event of a
medically excused early dismissal.
Excuses will not be accepted later than two school days after the early dismissal.

Intervention
Step 1: A student shall not miss ten percent (10%) or more of the days in a particular school year
unexcused. Once a student has had 5 unexcused absences, tardies and/or early dismissals,
administrators shall be notified in writing. The school then shall arrange for a meeting with appropriate
school personnel, the LCSD’s attendance officer and the parent/guardian.
Step 2: In the event that the procedures in Step 1 have been exhausted without improvement in a
student’s attendance, the principal will authorize the officer appointed by the LCPD to file a petition in
the Newport County Family Court against the parent/guardian of the student. IEPs and 504
accommodation plans may be considered in the administrators’ decision.

For more specifics refer to the Little Compton School District Policy: Attendance Policy 6020

Backpacks

A backpack or tote bag of some sort is suggested to assist in carrying any necessary articles back and
forth to school. The bag must be able to fit into your child's locker. Safety Note: It is very important that
loose straps, keys, or dangling ornaments not be attached to the backpack as they might cause a
safety hazard. Due to safety concerns, students will not be allowed to have backpacks with them
during the school day. (Note: This may be relaxed, at the discretion of the teacher, if it is deemed
more appropriate to ensure health and safety of students.)

Behavioral Expectations

Students at Wilbur McMahon School are expected to behave as responsible community members,
displaying the best possible citizenship at all times. Students are expected to treat one another with
respect, show tolerance for diversity, employ honesty, strive energetically and cooperatively toward
learning goals, and take responsibility for their actions.
## Wilbur & McMahon School Expectations

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<tr>
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<th>All Settings</th>
<th>Cafeteria</th>
<th>Hallways</th>
<th>Library</th>
<th>Bus</th>
<th>Virtual Spaces</th>
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<tbody>
<tr>
<td><strong>Safe</strong></td>
<td>Be physically respectful</td>
<td>Clean up spills</td>
<td>Walk on the right side</td>
<td>Respect materials and space</td>
<td>Walk</td>
<td>Get on and off safely</td>
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<td>Follow directions</td>
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<td>Stay in assigned areas</td>
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<td><strong>Optimistic</strong></td>
<td>Positive attitude</td>
<td>Welcome and accept others</td>
<td>Appropriate communication</td>
<td>Use resources for positive educational purposes</td>
<td>Use positive words and actions</td>
<td>Communicate in a positive manner</td>
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<tr>
<td><strong>Achievers</strong></td>
<td>Give your best effort</td>
<td>Eat healthy food at a healthy pace</td>
<td>Move with a purpose</td>
<td>Select &quot;just right&quot; books</td>
<td>Honor pick-up and drop-off times</td>
<td>Integrate technology in learning</td>
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<tr>
<td><strong>Respectful/Responsible</strong></td>
<td>Follow adult directions</td>
<td>Follow adult directions</td>
<td>Follow adult directions</td>
<td>Follow adult directions</td>
<td>Follow adult directions</td>
<td>Handle equipment with care</td>
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<td>Be kind</td>
<td>Be courteous</td>
<td>Hands and feet to yourself</td>
<td>Use appropriate language and voices</td>
<td>Be considerate</td>
<td>Manage your belongings</td>
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<td>Help clean up</td>
<td>Wait in line calmly</td>
<td>Quiet voices</td>
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<td>Digital citizenship</td>
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<td>Take care of property</td>
<td>Respect space and property and leave everything clean</td>
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<td>Be on task and prepared</td>
<td>Quiet voices</td>
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<td>Be on time</td>
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For more specifics refer to the Little Compton School District Policy: [Standards for Student Behavior 6026](#)

## Bullying/Cyberbullying

Bullying is prohibited in the public schools of Little Compton, RI. Wilbur McMahon School will not tolerate bullying in ANY form including but not limited to physical or verbal intimidation, abetting bullying or cyberbullying in or out of school. Any type of bullying is taken very seriously by Wilbur McMahon School administration, faculty and staff and we expect it to be reported immediately.
Bullying Prevention Resources and Services
The Little Compton School Department takes the issue of bullying/cyberbullying very seriously. In order to enhance the school's capacity to prevent, intervene early, and respond effectively to bullying, the following resources may be made available to address the social emotional needs of the targets and aggressors, students and/or staff.

- Referral to school-based services
- Guest speakers/assemblies
- Staff workshops
- Social Skills Groups
- Wilbur McMahon School has a Social Emotional Learning Committee that addresses anti-bullying needs that meets regularly and on an as-needed basis to continuously monitor and address any issues.

For more specifics refer to the Little Compton School District Policy: Rhode Island Statewide Bullying Policy 6001

Cafeteria

Breakfast/Lunch
Breakfast will be served 8:15 to 8:30 a.m. every morning before school. Nutritionally balanced meals are offered along with juice and/or milk. Participation is optional.

Daily Lunch Schedule:
Lunch will be eaten in the students’ homeroom classroom until further notice.

- Grades K, 1 & 2 11:25 am
- Grades 2, 3 & 4 11:55 am
- Grades 7 & 8 12:15 pm
- Grades 5 & 6 12:40 pm

If your child brings in a lunchbox, or a Thermos, please take the time to mark or identify these items with your child’s name. For safety reasons, please do not send glass containers to school. Lunch menus are published on the school website.

Meal Costs
- Breakfast Cost: $1.25
- Lunch Cost: $2.65
- Milk Cost: $.55
- Snack Cost: $.25 - $1.50 (Available for middle school students only.)

Meal Payment Options
A computerized cash register system allows you to pay in advance for meals and/or a la carte foods (juice drinks, snacks, cookies, etc.) The system works with a key PIN pad. Each student will be given a PIN number, which will be the last five digits of his/her lunch ID number (student ID number/local identifier). Please note that this system is very confidential. All students will be required to enter their PIN number regardless of meal status of payment method, thus ensuring the child’s privacy.
At the time of service (breakfast or lunch) students punch PIN numbers into a keypad. All students will have an established debit account, although parents are not required to make advanced payments. The system has the ability to accept cash payments on a daily basis. However, for your convenience, you may wish to choose one of the following options for making advance payments.

- Send a check into school in an envelope with your child's name/grade written on it
- Create a My School Bucks account and transfer money electronically [www.myschoolbucks.com](http://www.myschoolbucks.com) 
  This option allows parents to also check account balances.

Please ensure that your child has a positive balance in his/her account. When a student has a negative balance in his/her account, and the student did not bring lunch, a sandwich and drink will be served to the student. Parents may request a detailed account of a student's purchases at any time by calling the cafeteria staff at 592-0363 ext. 1133.

**Cafeteria Expectations**
In order for proper maintenance of the school's lunch program, there are a few guidelines designed to assure the students a pleasant and enjoyable break in their busy academic day.

- Students are expected to eat lunch in a quiet and orderly manner.
- Proper table manners and eating habits are expected.
- Quiet talking is permitted; however, at any time announcements are made, all students are to stop talking and listen to the announcements.
- Students respect and adhere to nut free table guidelines to ensure safety for students with food allergies.

**Cancellation of School**

In the event of inclement weather or some other unusual occurrence, a school cancellation may occur. Cancellation announcements will be made through ParentSquare (email and text) and through most of the local radio and television stations. Additionally, you may sign up for text/email alerts through the Rhode Island Broadcasters Association (RIBA).

**Cell Phones and Electronic Devices**

No toys or electronic devices are to be brought to school unless the teacher grants permission. Radios, cellular phones, laser pointers, iPods, electronic games, etc. are not allowed to be on the student's person during school hours. The penalty for violation of this policy shall be the confiscation of said items, and releasing said items to the parent of the student. School is not liable for loss/theft of toys/electronics brought to school.

For more specifics refer to the Little Compton School District Policy: [Standards for Student Behavior 6026](#)

**Cheating/Plagiarism**
Cheating will not be tolerated. This may result in a grade reduction and/or a zero on the assignment. Parents/guardians will be notified after each offense.

Plagiarism is defined as getting ideas from a person or another source and not giving credit to the person who developed the idea. This could include, but not limited to, copying from an encyclopedia or other book or paper or from the computer.

For more specifics refer to the Little Compton School District Policy: Standards for Student Behavior 6026

**Classroom Celebrations/Birthday Celebrations**

In compliance with the WELLNESS POLICY food items may not be brought to school for celebrations such as birthdays. In the event that a classroom event includes food, it will be at the discretion of the classroom teacher and must comply with the WELLNESS POLICY.

For more specifics refer to the Little Compton School District Policy: Wellness Policy 6021

**Dress Code**

Students are expected to be neatly dressed and groomed. Respect for Wilbur McMahon Schools, as well as one’s self, demands appropriate dress at all times. Safety considerations require prohibition of bare feet, heelies, flip flops, chains/necklaces that pose potential injury and sunglasses in buildings; other items may be specified by specialized programs. Further prohibited: bathing suits; clothing that exposes the torso while standing or sitting; display of undergarments or any article that is disruptive to the learning environment. If dress is disruptive to learning, school authorities will have the prerogative to take corrective action. Inappropriately dressed students will be asked by school personnel to change or cover themselves to conform to these expectations.

For more specifics refer to the Little Compton School District Policy: Student Dress Code 6023

**Early Dismissal Requests**

It is important that students remain in school for the full regularly scheduled session. However, certain family emergencies and other contingencies such as scheduled doctor and dentist appointments can be valid reasons for being absent from school for a day or part of a day. A written note should be sent in the morning with the child to advise the teacher of the early dismissal time. This note should include date, time, reason for dismissal, telephone number for verification and signature of the parent/guardian. When coming to pick up a child early from school, the parent/guardian must stop at the school office. The child will then be paged from the classroom to the school office for dismissal.

For more specifics refer to the Little Compton School District Policy: Attendance Policy 6020
Emergency Contact Information Sheet

At the beginning of each school year an emergency contact information sheet must be completed and returned to the school. This page includes important information needed if an emergency arises. This information is very important to ensure the safety and well-being of your child.

It is important that you inform the office if someone will care for your child other than yourself when you are out of town. Please make sure that all medical authorization forms have been completed and that the school has a copy.

Please be sure to keep the school office informed of any changes in your address, telephone, email address, emergency contacts, so that we may ensure your child’s safety and maintain contact with you. Please note that we can’t release your child to someone who is not listed on your emergency contact list.

Family Education Rights and Privacy Act (FERPA) Notice

The Little Compton School Department complies with the Family Educational Rights and Privacy Act (FERPA). The information can be found on the district website at www.lcsd.k12.ri.us. It is also provided in its entirety at the end of this handbook (Appendix A). If we do not hear from you in writing within 45 calendar days, your child’s information will be included in the directory information. Note that if you opt your child’s directory information out via FERPA, your child will not appear in the yearbook, graduation, drama or talent show program, etc...

Additionally, you may simply request that your email address will not be shared with outside agencies who request the school’s Listserv via the Access to Public Records Act (APRA). There is a form included with the FERPA you can fill out to make this request. Be sure to include the email addresses that you want to be used only for school purposes.

If you have any questions, please contact Carolyn Sedgwick at csedgwick@lcsd.k12.ri.us or 401-592-0363.

Family Travel and Vacation

Student absence from class for purposes of family travel or vacation is a loss of valuable classroom instructional time and is strongly discouraged. All missed work will be provided only upon return to school. Students are required to make-up all missed work. Absences due to family travel and vacation are considered unexcused absences.

For more specifics refer to the Little Compton School District Policy: Attendance Policy 6020
Field Trips

Teachers may schedule field trips to educational points of interest throughout the school year. These trips are designed to supplement different aspects of the classroom curriculum and to introduce students to resources in the community. Parents receive notices of the field trip in advance and are asked to sign a field trip or permission form for each trip or series of trips. No child will be permitted to accompany his/her class without a signed permission slip. Reminder: All chaperones need a police background check.

Parents/Guardians who are interested in assisting classrooms or on field trips, please see the main office for information regarding background checks. ALL VOLUNTEERS need a police check to be able to support classroom activities in and out of school. Background check forms can be found on the school website. Your form can also be notarized at the school’s main office. Once completed, parents/guardians should bring form to the police station for processing. Police will provide parents/guardians with a background check letter that should be brought to the school. This letter will be kept on file and is valid for one year.

In no case shall a pupil be denied the opportunity to participate on a field trip on a financial basis. Please direct any questions to the building principal, Sonya Whipp swhipp@lcsl.k12.ri.us, 401-592-0363 ext. 1000.

For more specifics refer to the Little Compton School District Policy: Field Trip Policy 6004 and Volunteer Background Screening 7002

Fire Drills, Evacuations, and Lockdowns

The State of Rhode Island and the Department of Education require fire, evacuation and lockdown drills throughout the year. Students are to assume that all fire alarms indicate an actual fire, unless told otherwise by administration. Students are to file out of the building quickly and silently, following all instructions which might be given. At the beginning of the school year teachers will review procedures with students. Students who exhibit unacceptable behavior will be referred to the administration for an appropriate consequence.

Guidance/Counseling

The school counselor provides services for Grades K-8. These services include:
- Referrals: If a child is suspected of having difficulty in learning, the parent/guardian should first contact the child’s teacher with his/her concerns. If the learning obstacle continues, the parent/guardian and teacher will work collaboratively with the guidance counselor to discuss the best ways to meet the needs of the child. Any questions regarding this process are welcomed.
- Support Agencies: For families of children in need of outside supportive agencies and social services, recommendations are made according to need.
- Counseling Services: In order to promote the emotional well-being of the children, counseling services are available. A referral for counseling services may be made by teachers, parents, or the students may refer themselves.
• High School Preparation: As a liaison to Portsmouth High School, information is given regarding course selection for Grade 9. A parents’ information night is held and schedules are then made for Grade 9. All parents are invited to attend the scheduling sessions. Vocational information from Rogers High School - Newport County Area Tech School is also available. A parents’ information night is also held for these programs. It is strongly urged that parents-guardians and students start discussions about future high school plans as early as grade seven. Excellent programs are available and the more time and research given, the more opportunities may be available for future endeavors.

• Study Skills Training: Students needing assistance in study skills are coached in areas of time management, listening skills and organizational skills.

• State Testing Coordination: The guidance counselor coordinates testing schedules, and disseminates and collects test materials for all students. If you have any questions regarding testing, please contact the guidance office.

Gum Chewing

Gum chewing is not allowed at Wilbur & McMahon School.

For more specifics refer to the Little Compton School District Policy: Standards for Student Behavior 6026

Health Examinations

Every student who has not been previously enrolled in a public or on-public school in this state shall have a medical history and medical examination completed. The health examination shall be conducted by a student’s family physician, a physician’s assistant under a physician’s supervision, or a certified registered nurse practitioner who may collaborate with a physician. In addition, a second general health examination and health clearance will be required upon entry to the 7th grade. This exam may be performed during the 6th grade, but no later than six months after entry into the 7th grade. Said general health examination shall be a complete, age appropriate history and physical examination, assessing the health and well-being of the child and evaluating any challenges to the child’s success in school and school related activities.

For more specifics refer to the Little Compton School District Policy: Health Services Policy 6002

Health Screening Procedures

Each year, as required by state law, children participate in several screenings. These are not tests, but rather procedures to identify children who are to be referred for testing. The screening procedures are:

• Dental: Every student who has not previously been enrolled in a public or nonpublic school in this state shall be given a dental screening by a licensed dentist or a licensed dental hygienist. Students will have annual dental screenings through the fifth grade. Students screened by a private dentist/dental hygienist and who provide written documents of the screening, shall be exempt from the requirements and may elect not to be screened. When a school dental
screening has revealed that a dental problem may exist, the parent shall be notified so that a
dental visit may be arranged.

- Vision: Every student shall be given a vision screening upon entry to school and in grades, 1, 2,
3, 4, 5, 6 and 7. Students who fail the vision screen will be re-screened. Parents of those
students who fail to meet the minimal visual requirements on the second screening shall be
notified in order to arrange for a comprehensive vision examination by an eye care provider.

- Hearing: Beginning with the first year of enrollment, school children shall be given a hearing
screening by a properly trained and qualified person in the manner and at such intervals as
comports with current guidelines of the American Speech-Language-Hearing Association
(ASHA). The parent of a student who does not meet the "passing" criteria shall be notified in
order to arrange for a comprehensive medical and/or audiological evaluation.

- Scoliosis (curvature of the spine): The school health program shall provide yearly screening for
all students in grades 6-8. The parents of any child who is found to have positive signs of
scoliosis will be notified so that they may arrange for further evaluation or treatment.

- Head Lice: Screening is routinely done on all students near the beginning of the school year. It
is important to frequently check your child's hair for whitish eggs (nits) or gray/brown bugs. If lice
are found, treat promptly to avoid infestation to your family and community. Ask your doctor,
pharmacist or school nurse for treatment instructions. Please promptly report any diagnosis of
head lice to the school nurse.

Protocols will be adjusted following RIDOH/CDC guidelines to ensure health and safety during the
current global pandemic.

For more specifics refer to the Little Compton School District Policy: Health Services Policy 6002

Health Records

A confidential permanent cumulative school health record for each student is maintained in the school
nurse teacher's office. Any medical information to be added or deleted from that record should be done
directly with the school nurse.

For more specifics refer to the Little Compton School District Policy: Health Services Policy 6002

Homework

The Little Compton School District believes that homework is an important part of schoolwork. It is an
extension and reinforcement of classroom activities. Homework also serves to provide basic practice in
skill areas and foster independent learning. All students will be assigned reasonable homework on a
regular basis.

Homework Expectations
Parents, students and teachers share responsibility in ensuring that homework supports student
achievement. Outlined below are suggested practices to achieve that goal.

Student Expectations
• Will write down all assignments
• Will take home materials essential to the completion of the assigned work
• Will schedule time.
• Will have a quiet study place.
• Will take the primary responsibility to complete all assignments to standard and on time.

Parent Expectations
• Will promote a positive attitude toward homework.
• Will reserve a specific time for homework.
• Will take an interest in what the students are doing and allow students to complete homework as independently as possible.
• Will encourage the pupil to work and complete each homework assignment and return it when due.

Teacher Expectations
• Will provide meaningful and appropriate homework activities.
• Will explain criteria for grading homework.
• Will consider student performance levels when assigning homework.
• Will adhere to the suggested guidelines for time.
• Will check, review, and provide timely feedback for homework.

For more specifics refer to the policy section - Little Compton Schools  Homework Policy 5001

Honor Roll

There is a quarterly honor roll for grades 5 through 8. To attain this honor, a student must achieve the following:
• High Honors: All As in academics and co-curricula
• Honors: All As and Bs (or all Bs) in academics and co-curricula.

Immunizations

Each student upon initial entrance to school must provide evidence that the student has been immunized as required by RI Rules and Regulations Pertaining to Immunization Testing and Testing or Communicable Diseases.

For more specifics refer to the Little Compton School District Policy:  Health Services Policy 6002

In Case of Illness

If your child is diagnosed with a communicable disease (such as corona virus, conjunctivitis, pink eye, strep throat, chickenpox, flu) please notify the school nurse. Children with a fever (temperature of 100° or more) or with signs of a contagious disease, such as nausea, vomiting, diarrhea, rash, persistent cough or continuous runny nose should stay home. If your child has any health issues such as asthma, diabetes, bee sting allergy, and food allergy or any other allergies or medical concerns, please contact
the school nurse to discuss a procedure for care during school hours. If your child becomes sick at school, you will be contacted. Student Emergency Contact Sheets are sent home in September for parents to complete and provide appropriate contact numbers in case of injury or illness.

For more specifics refer to the Little Compton School District Policy: Health Services Policy 6002

**International Baccalaureate Middle Years Program (MYP)**

We are in the candidacy phase of our application process to become an IB Middle Years Program school! IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, openminded, caring, risk-takers, balanced and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success. This is the IB’s educational philosophy.

The Middle Years Program (MYP) aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning.

The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.
Lost and Found

Students' clothing and personal items that are found around the school building and grounds are deposited at the Lost and Found located near the Commons Area. Reminder: Labeling children's clothing and items helps keep lost and found empty!

Lunch/Snacks

All students should have a lunch with them unless they are going to be buying from the school's lunch program. In accordance with the Little Compton School District WELLNESS POLICY, families are asked to send nutritionally sound lunches and snacks. K-4 students should bring a healthy snack of appropriate size, typically water, juice and some fruit or crackers. Please note some classrooms may be nut free - in these classrooms snacks must be nut free.

For more specifics refer to the Little Compton School District Policy: Wellness Policy 6021

Medication

If your child requires medication during school hours (both prescription and over-the-counter), a medication permission form must be completed by the child's physician. Permission forms can be obtained from the school nurse. Prescription medication must be labeled by the pharmacy with the child's name, medication and dosage. Over-the-counter medication must be in the original labeled bottle. All medications must be transported to the school and given to the school nurse by a responsible adult. Students are not to transport medication to and from school. All medications are secured in a locked cabinet in the Nurse's Office.

For more specifics refer to the Little Compton School District Policy: Health Services Policy 6002

Messages to School

A note to the classroom teacher is the best way to deliver routine messages to the school. The telephone should only be used for those immediate messages that cannot be handled by a note. Teachers may not be called to the telephone during classroom instruction time. You may leave a message on the teacher's voice mail, email or through the school's main office at 401-592-0363.

Personal Property

Students are assigned personal desks and lockers for storage of study materials and clothing items associated with normal school activities. Personal desks and lockers are the property of the Little Compton School Department, and students should have no expectation of privacy in the content of desks and lockers. They should be used for that purpose only and are subject to inspection by school officials. We strongly advise that students not bring excessive amounts of money or valuable belongings to school. No toys/stuffed animals should be brought to school unless the teacher grants permission. Radios, cellular phones, laser pointers, IPods, electronic games, etc. are not allowed in
classrooms or corridors during school hours. The penalty for violation of this policy shall be the confiscation of said devices, and releasing said devices to the parent of the student.

Recess

Students in grades K through 6 have a minimum of 20 minutes for recess daily. Children go outside to the playground area and, therefore, should dress accordingly. Only under severe weather conditions will children have indoor recess. At Wilbur McMahon School we will make every effort to get children outside.

Report Cards and Parent Conferences

Report cards are designed to define student progress and provide information about the skills that have or have not been acquired. The goal of these conferences is to inform parents about the academic performance and social growth of their child. Informal parent/teacher conferences can be requested at any time during the school year by parents or teachers as needed. Teachers should be contacted by note or phone call to the Main Office.

2020-2021 Parent/Teacher Conferences November 10 and 19, 2020 4:00 to 7:00 p.m.

Section 504 of the Rehabilitation Act of 1973

Section 504 is a federal civil right non-discrimination law which was enacted to prohibit discrimination against individuals with disabilities. This policy prohibits discrimination solely on the basis of disability. Referrals for consideration of Section 504 can be made by school personnel, parents, guardian, physician, or individual working professionally with the student. All referrals should be forwarded to:

Mary Elizabeth Miller, School Counselor
Wilbur & McMahon School
28 Commons, PO Box 178
Little Compton, RI 02837

For more specifics refer to the Little Compton School District Policy: Standards for Student Behavior 6026

Sexual Harassment

Sexual harassment is defined as discrimination and bias against one sex by another. Students engaging in sexual harassment will be subject to administrative disciplinary action. A report will be completed by administration/designee and kept on file. The student's parents will be contacted.

For more specifics refer to the Little Compton School District Policy: Standards for Student Behavior 6026
Smoking

The School building and grounds are designated as a smoke-free area. Students smoking in school or on school grounds will be subject to immediate suspension and/or administrative disciplinary action. The student's parents will be contacted.

For more specifics refer to the Little Compton School District Policy: Standards for Student Behavior 6026 & Smoke-Free School 4007

Standards for Student Behavior

The Standards for Student Behavior are designed to support a positive environment for all students. The expectation for student behavior is that students will conform to respectful and responsible standards of student behavior while at school or while engaged in school functions away from school.

The school recognizes the value of immediate and positive response to disrespectful, inappropriate and irresponsible student behavior. The response is designed to make students aware of their action and the impact that their behavior has with regard to others in the school environment.

Wilbur McMahon School embraces Restorative Practices at school. Restorative Practice is a proactive, pro-social mindset that holds all community members to high expectations at the same time as giving them high levels of support. The practices focus on building strong relationships, maintaining the community and repairing harm when it has taken place.

Restorative Practices:

- Are intrinsically democratic, allowing all voices to be heard.
- Teach social skills, reinforcing common courtesy and mutual respect.
- Develop good listening and speaking skills.
- Increase awareness of how one's words and actions affect others.
- Provide a safe forum for strong feelings, while minimizing aggression.
- Reduce blaming and paralysis.
- Eliminate "elephants in the room."
- Create protocols for restitution and repairing harm.
- Promote self-regulation.
- Teach social skills.
- Develop work and career-ready attitudes.
- Minimize disruption, distraction, interpersonal friction and bullying.
- Hold wrong-doers accountable for the effects of their actions on others.
- Help students' succeed according to standard measures, including test scores.

Restorative practices are not a program, but a way of being together. Conflict is a part of life, but it doesn't have to be destructive. In fact, working together to resolve disagreements and handle misbehavior constructively builds social and emotional competencies, a strong sense of community, and mutual caring.

Parents/guardians are recognized as an important factor in the development of their children's behavior and reinforcing of the school's behavior standards. Interaction with parents/guardians is, therefore, designed to encourage their involvement, enlist their support in teaching positive behavior and recognizing that the school is not solely responsible for the development and expectations of positive standards of behavior.
Consequences for not following expectations

Support for students who do not follow expectations is provided in leveled Tiers, as described below:

Tier 1: The behavior will be immediately addressed and retaught. If after three attempts at restorative responses, the behavior continues the teacher will document the incident (Tier 1 Form). Parents will be notified by the teacher.

Tier 2: The student is referred to the behavioral support team (Principal, Head Teacher(s), Counselor, other team members). A plan will be created to target and address the behavioral issue.

Restorative practices such as a restorative chat or a circle to repair harm may occur (those harmed will be invited to participate). Suspension (in or out of school) or further behavioral interventions may also be determined. The teacher as well as administration will document the incident.

Tier 3: If Tier 2 supports are not effective, the student will be referred to the behavioral support team who will make parent/guardian contact. The behavior plan will be revised and further behavior interventions will be determined, including restorative practices. Parent/guardian involvement in the plan is necessary. Teacher Detention, Lunch Detention, In School Suspension or Out of School Suspension and possible outside referrals may be assigned. In extreme cases, an expulsion may be recommended.

Modification of a consequence may occur in special circumstances or if it is determined that the modification will have a positive effect on the student's future conduct. In such cases, the administration, the teacher, and the parent/guardian may confer and agree upon the appropriate action prior to the disposition of the case with the student.

For more specifics refer to the Little Compton School District Policy: Standards for Student Behavior 6026 & Student Suspension Policy 6016

Student Pictures

Every fall the school arranges for a photography studio to come and take portraits of each student as well as a class picture. The purchase of pictures is optional and the quantity is up to the parent. If a child is absent that day, she/he will miss out on the class photo, but another individual portrait can be taken.

Date to be determined if COVID-19 protocols allow.

Substance Abuse

Students using controlled substances in school or on school grounds will be subject to immediate suspension and/or administrative disciplinary action. The use or possession of a controlled substance in school or on school grounds will be reported to the police for appropriate legal action. The student's parents will be contacted.
For more specifics refer to the policy section - Little Compton Schools Violence and Substance Abuse Policy 6017

School Buses

Every student attending the Wilbur & McMahon School will have the option of riding the school bus. A schedule is made up each year based on the enrollment and students’ proximity to the school. The school bus pick-up schedule is listed in the Sakonnet Times and on our website. For the first several days, until the schedule works itself out, buses can be delayed by up to 10 to 15 minutes. Each bus is staffed with a monitor to assist the students on and off the buses and to supervise the activity inside the bus while it is running.

All kindergarten, first, and second grade students must have an adult waiting for them at their bus stop in the afternoon or they will not be dropped off. Instead they will be returned to the school.

School Bus Safety

Bus drivers are in complete charge of their vehicles and have supervisory responsibilities relative to riders on their buses. In the event that a student violates the Standards for Student Behavior, bus personnel will notify the Principal.

All Standards for Student Behavior apply on school buses.

For more specifics refer to the Little Compton School District Policy: Bus Behavior Code 6009 & Standards for Student Behavior 6026

School Website

We welcome parents to visit our website at http://lcasd.k12.ri.us. Here you will be able to read about the latest happenings within our building, check the school calendar for events or activities, learn about accomplishments by our students and staff, review school committee minutes, or contact your child’s teacher.

Student Records

A parent or guardian may obtain access and/or a copy of their student’s record. To obtain access and/or a copy of their student’s record, a parent or guardian should make a written request to the superintendent.

A parent or guardian has the right to challenge the content of any part of a school record. If a parent or guardian wants to challenge the content of any part of a school record, the superintendent will meet the parent and/or guardian to discuss the request and make a determination. The decision of the superintendent may be appealed to the School Committee.

Tardiness
We expect all students to be in the building by 8:25 a.m. We hope that all of our students will develop a lifelong habit of punctuality. Children who arrive after 8:30 a.m. must report to the office with a parent/guardian to sign them in.

For more specifics refer to the Little Compton School District Policy: Attendance Policy 6020

**Technology**

**Educational Purpose and Use**
The use of the internet has been provided to teachers and students for educational application. Use of the Internet for illegal, commercial or unethical actions is strictly prohibited. Illegal activities, such as transmission of any material in violation of any U.S. or state regulation are prohibited. This includes, but is not limited to copyrighted material, threatening or obscene material, or material protected by trade secret.

The Technology Committee, School Administration, and/or the School Committee reserve the rights to place reasonable restrictions on any materials accessible throughout the Little Compton School local area network, or the Internet, that are deemed educationally unacceptable (not in compliance with the curriculum guidelines of the Little Compton School Department).

The use of the Internet must be for educational and research activities and be consistent with the educational objectives of the Little Compton School Department.

During school, teachers of younger students will guide them in accessing appropriate materials. Outside of school, families must bear responsibility for such guidance - as they also must with information sources such as television, telephones, movies, radio, and other potentially offensive media.

The following are not permitted:
- Sending or accessing offensive message or pictures.
- Using obscene language.
- Harassing, insulting or attacking others.
- Damaging computers, computer systems, or computer networks.
- Violating copyright laws.
- Using passwords of others.
- Trespassing in others' folders or files.
- Intentionally wasting resources.
- Employing the network for commercial purposes.
- Searching for inappropriate materials.

**Violation of Policy**
If a user is found to be in violation of any of the statements detailed in the above mentioned policy, all network and Internet rights and privileges will be suspended until an investigation is conducted. Upon completion of the investigation, a decision will be given by the building administrator(s) to revoke or
reinstate the computer users' privileges. Such violations may also result in further disciplinary measures or legal actions.

**Limitation of Liability**
The Little Compton School Department will make every effort to screen all material available on the Internet; however, it is possible for some of the vast amount of inappropriate information to reach the computer user.

Little Compton School Department Internet users apply for Internet access by completing the Internet Acceptable Use Form/Technology Policy. If a student does not have a signed permission form on file, he or she will not be allowed to access the Internet at school.

We will keep records of this form and your requests throughout your child's time at the Little Compton Schools. If your needs should ever change, please notify us.

For more specifics refer to the Little Compton School District Policy: Social Networking and Text Messaging Policy 6018 and Technology Responsible Use Policy 6019.

**Visitors**

To ensure the safety and security of all of our children, you must use the buzzer located to the right of the entrance to be admitted to the building and check in at the office every time that you come into Wilbur McMahon School.

Visitors to the building will be limited to ensure health and safety of staff and students. All visitors must report to the school office before visiting the classroom. Once in the main office, please sign in, record the reason for your visit using the school’s visitor management system kiosk. To expedite this process, please remember to bring your driver's license when checking in. A Visitor sticker, which must be worn in a visible place while visiting the school, will be automatically printed upon sign in. Please note: A classroom must not be interrupted during instruction time. Forgotten lunches or assignments are to be left in the school office.

For more specifics refer to the Little Compton School District Policy: Visitors 7003.
Appendix A: Family Educational Rights and Privacy Act (FERPA)  
Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that the Little Compton School Department, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, the Little Compton School Department may disclose appropriately designated “directory information” without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Little Compton School Department to include this type of information from your child’s education record in certain school publications. Examples of school publication include:

- A playbill, showing your student’s role in a musical or drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with the following information - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want the Little Compton School Department to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing 45 calendar days from the receipt of this notice or the first day of your student's enrollment if enrolled after the first day of school. The Little Compton School Department has designated the following information as directory information:

- Student’s name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade Level

- Participation in officially recognized activities and sports
- Honors and awards received
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, CANNOT be used for this purpose.)

Rights under FERPA for Students Attending Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:
1. The right to inspect and review the student's education records within 45 days after the day the Little Compton School Department ("School") receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the School discloses personally identifiable information (PII) from student's education records, except to the extent the FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interest. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school committee. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review and education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Little Compton School Department to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The Little Compton School Department Annual FERPA Directory Information notification can be found at www.lcsd.k12.ri.us.
FERPA permits the disclosure of PII from students’ education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information and disclosures to parent or eligible student § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student -

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided the conditions listed in § 99.31(a)(1)(i)(B)(1)-(a)(1)(i)(B)(2) are met. (§ 99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enrol, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))

- To authorize representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student’s State (SEA). Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal - or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosure of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35.))

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))

- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.3(a)(6))

- To accrediting organization to carry out their accrediting functions. (§ 99.31(a)(7))

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena (§ 99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))

- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11))

Protection of Pupil Rights Amendment Notice
The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires the Little Compton School Department to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationship;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or Ministers;
7. Religious practices, affiliations, or beliefs of the student or the student’s parent; or
8. Income, other than as required by law to determine program eligibility.

This parental notification requirement and opt-out opportunity also apply to the collection, disclosure or use of personal information collected from students for marketing purposes ("marketing surveys"). Please note that parents are not required by PPRA to be notified about the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or service for, or to, students or education institutions. Additionally, the notice requirement applies to the conduct of certain physical exams and screenings. This includes any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student. This does not include hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required by State law.

The Little Compton School Department will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities, an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-outs transfers from parents to any student who is 18 years old or an emancipated minor under State law.)
Little Compton School Committee Policies

The Little Compton School Committee policies listed below are referenced in the student handbook. The most up to date version of these policies can be found on the school website www.lcsd.k12.ri.us.

504 Policy 1003
Attendance Policy 6020
Bus Behavior Code 6009
Field Trip Policy 6004
Food Services Account Policy 2022
Health Services Policy 6002
Homework Policy 5001
Rhode Island Statewide Bullying Policy 6001
Severe Food Allergies Policy 6003
Social Networking and Text Messaging Policy 6018
Smoke-Free School 4007
Standards for Student Behavior 6026
Student Suspension Policy 6016
Technology Responsible Use Policy 6019
Violence and Substance Abuse Policy 6017
Visitors 7003
Volunteer Background Screening 7002
Wellness Policy 6021
STANDARDS FOR STUDENT BEHAVIOR

This policy is designed to support the standards of respectful and responsible student conduct. The school strives to be a positive environment for all students. The expectation for student behavior is that students will conform to respectful and responsible standards of student behavior while at school or while engaged in school functions away from school.

The school recognizes the value of immediate and positive response to disrespectful, inappropriate and irresponsible student behavior. The response is designed to make students aware of their actions and the impact that their behavior has with regard to others in the school environment.

Wilbur-McMahon School embodies Restorative Practices at school. Restorative Practice is a proactive, pro-social mindset that holds all community members to high expectations at the same time as giving them high levels of support. The practices focus on building strong relationships, maintaining the community and repairing harm when it has taken place.

Restorative Practices:

- Are intrinsically democratic, allowing all voices to be heard.
- Teach social skills, reinforcing common courtesy and mutual respect.
- Develop good listening and speaking skills.
- Increase awareness of how one’s words and actions affect others.
- Provide a safe forum for strong feelings, while minimizing aggression.
- Reduce blaming and paralysis.
- Eliminate “elephants in the room.”
- Create protocols for restitution and repairing harm.
- Promote self-regulation.
- Teach social skills.
- Develop work and career-ready attitudes.
- Minimize disruption, distraction, interpersonal friction and bullying.
- Hold wrong-doers accountable for the effects of their actions on others.
- Help students succeed according to standard measures, including test scores.

Restorative practices are not a program, but a way of being together. Conflict is a part of life, but it doesn’t have to be destructive. In fact, working together to resolve disagreements and handle misbehavior constructively builds social and emotional competencies, a strong sense of community, and mutual caring.

Parents/guardians are recognized as an important factor in the development of their children’s behavior and reinforcing of the school’s behavior standards. Interaction with parents/guardians is therefore, designed to encourage their involvement, assist their support in teaching positive behavior and recognizing that the school is not solely responsible for the development and expectations of positive standards of behavior.

The Standards of Conduct are reviewed and amended periodically by school administration and the superintendent for approval by the school committee. The policy is to be administered consistently, directly and impartially for all.
<table>
<thead>
<tr>
<th>An Eagle SOARs</th>
<th>All Settings</th>
<th>Cafeteria</th>
<th>Hallways</th>
<th>Library</th>
<th>Bus</th>
<th>Virtual Spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safe</strong></td>
<td>Be physically respectful</td>
<td>Clean up spills</td>
<td>Walk on the right side</td>
<td>Respect materials and space</td>
<td>Walk</td>
<td>Keep private information private</td>
</tr>
<tr>
<td></td>
<td>Follow directions</td>
<td></td>
<td></td>
<td></td>
<td>Get on and off safely</td>
<td>Use only school approved websites</td>
</tr>
<tr>
<td></td>
<td>Stay in assigned areas</td>
<td></td>
<td></td>
<td></td>
<td>Stay seated</td>
<td></td>
</tr>
<tr>
<td><strong>Optimistic</strong></td>
<td>Positive attitude</td>
<td>Welcome and accept others</td>
<td>Appropriate communication</td>
<td>Use resources for positive educational purposes</td>
<td>Use positive words and actions</td>
<td>Communicate in a positive manner</td>
</tr>
<tr>
<td><strong>Achievers</strong></td>
<td>Give your best effort</td>
<td>Eat healthy food at a healthy pace</td>
<td>Move with a purpose</td>
<td>Select &quot;just right&quot; books</td>
<td>Honor pick-up and drop-off times</td>
<td>Integrate technology in learning</td>
</tr>
<tr>
<td><strong>Respectful/ Responsible</strong></td>
<td>Follow adult directions</td>
<td>Be kind</td>
<td>Help clean up</td>
<td>Take care of property</td>
<td>Be on task and prepared</td>
<td>Be on time</td>
</tr>
<tr>
<td></td>
<td>Be courteous</td>
<td>Wait in line calmly</td>
<td>Respect space and property and leave everything clean</td>
<td>Quiet voices</td>
<td>Be aware of time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow adult directions</td>
<td>Hands and feet to yourself</td>
<td>Quiet voices</td>
<td>Follow check-in and check-out procedures</td>
<td>Follow adult directions</td>
<td>Follow adult directions</td>
</tr>
<tr>
<td></td>
<td>Use appropriate language and voices</td>
<td>Manage your belongings</td>
<td>Dress for weather conditions</td>
<td>Use appropriate language and voices</td>
<td>Be considerate</td>
<td>Handles equipment with care</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Digital citizenship</td>
</tr>
</tbody>
</table>

**CONSEQUENCES FOR NOT FOLLOWING EXPECTATIONS**

Support for students who do not follow expectations is provided in leveled tiers, as described below.

**Tier 1:** The behavior will be immediately addressed and reclassified. If after three attempts at restorative responses, the behavior continues the teacher will document the incident (1:1 Form). Parents will be notified by the teacher.

**Tier 2:** The student is referred to the behavioral support team (Principal, Head Teacher(s), Counselor, other team members). A plan will be created to target and address the behavioral issue.

Restorative practices such as a restorative chat or a circle to repair harm may occur (those harmed will be invited to participate). Suspension (in or out of school) or further behavioral interventions may also be determined. The teacher as well as administration will document the incident.

**Tier 3:** If Tier 2 supports are not effective, the student will be referred to the behavioral support team who will make parent/guardian contact. The behavior plan will be revised and further behavior interventions will be determined, including restorative practices. Parent/guardian involvement in the plan is necessary. TD, LD, IEP, OSS, and possible outside referrals may be assigned. In extreme cases, an Expulsion may be recommended.

Modification of a consequence may occur in special circumstances or if it is determined that the modification will have a positive effect on the student’s future conduct. In such cases, the administration, the teacher, and the parent/guardian may confer and agree upon the appropriate action prior to the disposition of the case with the student.

**Behavior/Consequence**

1. Conduct not generally directed at an individual and not resulting in physical injury to include:
   1.1 Verbal (e.g. disrespectful comments, swearing)
   1.2 Physical (e.g. pushing, shoving, tripping)
   1.3 Written (e.g. profanity)

2. Disruption of the educational process
   2.1 Failure to recognize the authority of school personnel
2.2 Disruption of classroom/school routine
2.3 Cheating/Plagiarism
2.4 Gag Cheating
2.5 Cell phones/electronic devices/toys

3. Abusive Conduct toward others
3.1 Verbal (comments, taunting, false accusations)
3.2 Abusive language
3.3 Stalking
3.4 Action that implies physical threat (gestures, verbal, movement)
3.5 Physical contact/inappropriate touching

4. Disrespectful conduct toward others
4.1 Harassment (sexual, racial or otherwise)
4.2 Discrimination (gender, prejudice)
4.3 Extortion

Teach or Teaching Assistant Intervention (Tier 1). The behavior will be immediately addressed and reenacted. If after three attempts, the behavior continues the teacher will document the incident (Tier 1 Form). Parents will be notified by the teacher.

1st Office Referral (Tier 2): The student is referred to the behavioral support team (Principal, Head Teacher(s), Counselor, other team members). A plan will be created to target and address the behavioral issue. Restorative practices will be utilized.

Other interventions may include teacher or office detention, restorative lunch group/detention, suspension (in or out of school) or other interventions as may be deemed appropriate.

2nd & All Subsequent Office Referrals (Tier 3): If Tier 2 supports are not effective, the student will be referred to the behavioral support team who will make parent/guardian contact. The behavior plan will be revised and further behavior interventions will be determined, including meditative practices. Parent/guardian involvement in the plan is necessary. ISS, OSS, and possible outside referrals may be assigned. In extreme cases, an Expulsion may be recommended.

1st Office Referral conference with student and notification home appropriate behavior intervention (e.g., loss of recess, office detention)

2nd Office Referral conference with student and notification home dismissal from school one day suspension beginning next school day notification to Superintendent administrative conference upon re-admittance

3rd & All Subsequent Office Referrals conference with student notification home dismissal from school three day suspension beginning next school day notification to Superintendent administrative conference upon re-admittance

5. Bullying

NOTE: This offense requires an immediate office referral.

8. Sexually inappropriate conduct
8.1 Distribution/sharing of pornographic material
8.2 Sexual explicit language
8.3 Inappropriate touching

NOTE: This offense requires an immediate office referral.

7. Destructive Conduct
7.1 Defacing/destroying school property
7.2 Defacing/destroying the property of others

NOTE: Restitution is required as part of this discipline code for all destruction or defacing of property.

8. Physical action resulting in injury
8.1 Action resulting in bodily injury to another
8.2 Intentional action causing bodily injury to another

NOTE: This offense requires an immediate office referral.

9. Weapons (real, replicas or objects used as weapons) and Actions Endangering the School Environment
9.1 Possession of real weapons or replicas (models, toys)
9.2 Threat to use a weapon
9.3 False alarm
9.4 Bomb threat

NOTE: This offense requires an immediate office referral.

10. Controlled Substances/Over the Counter Drugs
10.1 Unauthorized possession, use, and/or distribution of controlled substances
10.2 Unauthorized possession, use, and/or distribution of over-the-counter drugs

NOTE: This offense requires an immediate office referral.

All violations depend upon the severity of the offense. Consequences may include Admissions and Warnings, Detention, In-School Suspension, Out-of-School Suspension, Loss of Opportunity to Participate in Extra-Curricular and/or Social Activities, Police Contact, Referral to Superintendent and/or School Committee for Additional Disciplinary Intervention, which may include indefinite Suspension from School.
A typical progression may include

1st Office Referral: conference with student and notification home dismissal from school one day suspension beginning next school day notification to Superintendent administrative conference upon re-admittance administrative and/or student support services intervention if deemed appropriate.

2nd Office Referral: conference with student and notification home dismissal from school three day suspension beginning next school day notification to Superintendent administrative conference upon re-admittance.

3rd Office Referral & All Subsequent Referrals: conference with student and notification home dismissal from school five day suspension beginning next school day administrative conference upon re-admittance referral to Superintendent and/or School Committee for disciplinary and/or intervention, which may include indefinite suspension from school.

GENERAL NOTATIONS

1. Parents will be notified of all infractions of the behavior code. All suspensions require parental contact by letter.

2. Length of suspension invoked by building administrators is limited to a 10-day maximum. Students will be assigned to an alternative educational setting on the 11th day of cumulative suspension; nothing in this policy prohibits the assignment to an alternative educational setting prior to the 11th day of cumulative suspension.

3. Consequences may be adjusted, in consultation with the Superintendent (or designee), based upon the severity of the offense.

4. Appeals related to the policy must be filed within 48 hours of parental notification. Procedures and timelines detailed in the Appeals Policy will be followed.

5. At school-sponsored events, all behavior code provisions are applicable and students are subject to the authority of school personnel.

6. In accordance with Section 380-522, a manifestation hearing will be conducted for students with IEPs and 504 Plans to determine if behaviors causing suspensions in excess of ten cumulative days are a manifestation of a student's disability.

7. In accordance with 16-18-6, students who persistently violate rules and regulations and who persistently misbehave in school may be referred to Truancy Court. In addition, students with chronic behavior issues may be referred to the Superintendent and/or School Committee for additional discipline.

8. In rare cases, even after multiple attempts to constructively change poor behavior, students continue to negatively impact the learning environment. In these instances, at the discretion of the principal and when positive results are likely to occur, parents/guardians may be required to attend school with their children.

9. Administrators, or their designees, have the authority to discipline students when unlawful acts under Rhode Island law are committed that do not fall within the confines of this discipline code.

10. Out-of-School Suspensions: any out-of-school suspension in excess of ten days shall involve the implementation of an alternative education plan as required by R.I. General Laws 16-21-23. The Superintendent, or his designee, shall develop such plans on an individual case-by-case basis which may include, but not be limited to, placement in an alternative setting, tutoring, counseling, and computer-assisted instruction.

In cases where a child is reported to potentially be a threat to himself or to others, the Principal shall convene a risk assessment team, composed of but not necessarily limited to the child's teachers, the school psychologist, and where deemed appropriate, the police, to evaluate the threat according to the Virginia Model for Student Threat Assessment.

Definitions

Lunch Detention (LD)
Twelve hour (24) instruction (initially) in an alternative location
Parents will be notified

Teacher Detention (TD)
May be assigned for inappropriate classroom behavior
Parents will be notified at least 24 hour notice

Office Detention (OD)
Detention is held either during school or after school
Parents will be notified at least 24 hour notice
Students must be engaged in school-related academic work during office detention

In-school Suspension (ISS)
Serious violations of the behavior code will result in in-school suspension (ISS)
Suspensions will start the day of or the day after the violation
Students will complete coursework as assigned by the Principal or designee
Suspensions may be held at a central location on the Little Compton campus

Out-of-School Suspension (OSS)
Serious violations of the behavior code will result in out-of-school suspension (OSS)
Suspensions start the day of or the day after the violation
A parental or guardian meeting must occur prior to administration
Serious or excessive violations may result in a referral to the Superintendent for further consequences.
Section 13
Planning Activities
Overview

Several planning activities were undertaken in anticipation of Little Compton’s Capital Program scope development. These include the following:

- Administration Meeting
  - July 2021
- Interviews
  - July 2021
- Assessment
  - August 2021
- Educator Workshop
  - September 2021
- School Building Committee
  - September 2021
- School Committee
  - September 2021
- Town Council
  - September 2021

Presentations

To follow is a sample of presentations delivered to various groups including:

- Educator Workshop
- School Building Committee
- School Committee
- Town Council

Consultant Team

Educational Planning (ALEP) - StudioJAED
Facility Condition Assessment – StudioJAED
Architecture – StudioJAED
Mechanical – StudioJAED
Plumbing – StudioJAED
Electrical – StudioJAED

In addition, StudioJAED will provide additional services, as necessary, through following consultants:

- Fire Protection – Jensen Hughes
- Structural Engineering – Odeh Engineers
- Site/Civil Engineering – DiPrete Engineering
- Food Service – Crabtree McGrath
- Geotechnical – CTE
- Cost Estimating - Ellana
Siting Considerations

Site acquisition for a new school or for expansion of the existing school site is not under consideration in this application. Furthermore, any building additions, roadway/walkway modifications, or parking lot modifications that may be contemplated as part of the Capital Plan will undergo architectural and engineering scrutiny in conformance with all local, state, and federal statutes and regulations.

Smart Growth Concepts

Site acquisition for a new school or for expansion of an existing school site is not under consideration in this application. The Little Compton School Department will consider revitalization of existing facilities and consideration will be given to locating facilities in areas that are already served by existing or planned water, sewer, and other public infrastructure.

State-Wide and Local Planning Considerations

The Little Compton School Department will consider both local and state planning implications, including the Town of Little Compton 2018 Comprehensive Plan which is available online at:

https://www.littlecomptonri.org/for_our_residents/town_documents.php#outer-332

The Rhode Island Office of Strategic Planning and Evaluation as well as Rhode Island Historical Preservation & Heritage Commission will be advised of any and all plans to renovate and/or demolish a building.
Section 14

Approval of Funding for Architectural Feasibility Study

Little Compton School Department

Wilbur-McMahon School

EAGLES
Approval of Funding

Little Compton School Department (LCSD) received a technical assistance grant for $50,000 from the Rhode Island Department of Education to fund an educational facility master and capital planning project effort. In general, the scope of work solicited included the following:

- Facilities Conditions Assessment Report
- Educational Facilities Master Plan
- 5 Year Capital Improvement Plan
- Develop, document and submit a complete RIDE Stage I Necessity of School Construction application
- Develop, document and submit a complete RIDE Stage II Necessity of School Construction application

In June 2021, Little Compton School Department solicited Letters of Interest from the MPA 575 Educational Facility Master Planner School Construction Project list. StudioJAED Architects & Engineers of Providence RI, identified on the MPA 575 as the JAED Corporation, responded and was selected following a thorough review and reference check in July 2021.

An AIA B104 Form of Agreement between Owner and Architect for $50,000 was drafted in July 2021. StudioJAED’s submission, contract, and award are available upon request.
Section 15

Operating Budget Analysis
Operating Budget

A copy of the Town of Little Compton Operating Budget and the Little Compton School Department Operating Budget to follow. The reimbursement rate for the Little Compton School Department is 35%, meaning that 65% of the funding will be the local responsibility. The Table below outlines various levels of potential funding and the financial impact. This is exclusive of any financial incentives that may be available to the District depending upon project scope and any bonding costs including interest.

<table>
<thead>
<tr>
<th>Potential Total Funding Amounts</th>
<th>$3,000,000</th>
<th>$5,000,000</th>
<th>$7,000,000</th>
<th>$10,000,000</th>
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<tr>
<td>Local Share</td>
<td>$1,950,000</td>
<td>$3,250,000</td>
<td>$4,550,000</td>
<td>$6,500,000</td>
<td>$7,800,000</td>
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<tr>
<td>State Share</td>
<td>$1,050,000</td>
<td>$1,750,000</td>
<td>$2,450,000</td>
<td>$3,500,000</td>
<td>$4,200,000</td>
</tr>
</tbody>
</table>

As currently contemplated, pursuing high priority deferred maintenance items and educational adequacy items is not expected to add any additional operational and maintenance costs to the Town or School Department. In addition, there is no expectation that additional teaching or support staff will be necessary. There is a definite possibility of savings due to adherence to the Northeast Collaborative for High Performance Schools protocol. The School Department intends to vigorously pursue energy conservation measures. However, until the exact scope is delineated in Stage II, the amount of any savings at this time would be purely speculative.
Section 16

Utility Incentives
Utility Incentive Correspondence

The email exchange that follows is the notification to Jerry Drummond at National Grid regarding the potential Coventry Public Schools Capital Plan by Philip Conte AIA, NCARB of StudioJAED.

See below email excerpt:

From: Phil Conte
Sent: Monday, September 6, 2021 10:01 AM
To: 'Drummond, Jerry'
Subject: Little Compton School Department Utility Incentives

Jerry,
We are working with Little Compton School Department to develop their proposed capital plan submission to the Rhode Island Department of Education and, as with our previous projects, would like your input on the most appropriate utility incentive programs that National Grid is currently offering. The overall project will likely include spatial reconfiguration to the Wilbur McMahon school but may also include new kitchen equipment the complete air conditioning of the facility; building upon their recent improvements regarding ventilation air and LED light conversion throughout.

Our understanding of the potential incentive programs that would apply to the renovations project include the new rebate programs shown on the “Services and Rebates” section of the National Grid website:

https://www.nationalgridus.com/Services-Rebates.aspx?redirect=&page=1&customerType=ForBusinesses&locations=RhodeIsland&fuelType=NaturalGas%2CElectric&interestedIn=

The National Grid incentives we specifically would hope to utilize would be:
- Pay for Performance
- Instant Rebates! Save money on your purchase of Commercial Kitchen Equipment
- Bright Opportunities for Business – Get discounted pricing on Energy Efficient Lamps and Fixtures
- Get energy-saving incentives on HVAC systems, heat pumps, and variable refrigerant flow systems
- Energy savings for municipalities
- Custom incentives for retrofit projects
- Reduce your facilities’ energy consumption with variable speed drives
- Save up to 46% on energy costs with a Vending Miser retrofit

Let us know what you think and we look forward to working with you.

Thanks,
Section 17

Consultant Contract Procurement
Solicitation Invite

In June 2021, Little Compton School Department solicited Letters of Interest from the MPA 575 Educational Facility Master Planner School Construction Project list. See below email excerpt:

On Mon, Jun 21, 2021 at 9:28 AM Dias-Mitchell, Laurie <l dias-mitchell@lesd.k12.ri.us> wrote:
Good Morning,

The Little Compton School Department (LCSD) received a $50K Technical Assistance Grant from the Rhode Island Department of Education (RIDE) School Building Authority to hire an engineering firm to collaborate with the LCSD on generating a 5-year capital improvement plan for the one building (currently servicing 225 students) that comprises the LCSD.

If your firm can complete this project by December 31, 2021 at a cost no greater than $50K, please send a letter of interest -- via email to me at ldias-mitchell@lesd.k12.ri.us or via snail-mail to:
Dr. Laurie Dias-Mitchell
Superintendent of Schools
Little Compton School Department
28 Commons
Little Compton, RI 02837

Below, please find a brief overview of our one-school campus:

Wilbur and McMahon School:
In 2013, the building ($11 million project) was expanded from 58,000 square feet to 65,000 square feet with general improvements integrated into the K-8 school to address emergency repairs, code compliance, and other immediate health and life safety concerns. Located on the historic Town Common, the school building was constructed in 1929 and was in need of significant upgrades. A historic library within the building -- original to the 90-year old structure, which had been divided into multiple classrooms, was restored and overall building circulation was greatly improved. In addition to new finishes and furnishings, upgrades included new fire alarms, sprinklers, mechanical, electrical, heating and ventilation systems. The building envelope was also improved to eliminate leaks and ensure a healthy and inspirational learning environment for all students.

In 2020, a $499,000 construction project included hardening the main entrance and main office – which were exposed and insecure – and also adding air-conditioning and new lighting along with an integrated AV system into the multi-use space, the gymnasium.

Regards,
Laurie

Dr. Laurie Dias-Mitchell
Superintendent of Schools
Little Compton School Department
28 Commons
Little Compton, RI 02837
Office: 401-592-0363
Cell: 401-542-1116
Fax: 401-635-9596

Solicitation Response

StudioJAED Architects & Engineers of Providence RI, identified on the MPA 575 as the JAED Corporation, responded and was selected following a thorough review and reference check in July 2021. An AIA B104 Form of Agreement between Owner and Architect for $50,000 was drafted in July 2021. StudioJAED’s submission, contract, and award are available upon request.
Carol A. Wordell, Town Clerk  
40 Commons  
PO Box 226  
Town of Little Compton, RI

To: Antonio A. Teixeira  
Town Administrator

From: Carol a Wordell  
Town Clerk

Date: September 2, 2021

The office of the Town Clerk handles on a daily basis a wide array of tasks. During the month of August the following figures display the volume of work:

Dump stickers 412 issued  
Recording land evidence 79 instruments recorded  
Dog licenses – 20  
Vital records certified copies issued – 38  
Marriage License issued – 6  
Miscellaneous fees collected for Probate, copying, appliance etc. – see attached.

In addition to our day to day activities we have the following:
  - Probate Court responsibilities  
  - Council Clerk responsibilities – meetings, minutes, follow up actions  
  - Coordinate with the IT personnel for day-to-day issues, oversee website daily needs, audio/visual needs for council chambers in prep for hybrid meetings  
  - Ongoing responsibilities as Wellness Coordinator for the Trust, sharing multiple online health programs  
  - Attended the RI Attorney Generals’ Open Government Summit for continued training on the open meetings act and the access to public records act  
  - Continued pursuing options with the DPW and Town Administrator for a town compost program for food scraps  
  - Training new hire, Rebecca Miranda
<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>ACCOUNT NUMBER</th>
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<tbody>
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<td>Alcoholic Beverage License</td>
<td>4319</td>
<td>$15.00</td>
</tr>
<tr>
<td>License: Beverage Advertising</td>
<td>4319</td>
<td>$0.00</td>
</tr>
<tr>
<td>Animal License</td>
<td>4320</td>
<td>$0.00</td>
</tr>
<tr>
<td>License: Kennel</td>
<td>4320</td>
<td>$0.00</td>
</tr>
<tr>
<td>Dump</td>
<td>4325</td>
<td>$3,178.00</td>
</tr>
<tr>
<td>Appliance Dump</td>
<td>4330</td>
<td>$625.00</td>
</tr>
</tbody>
</table>

**TOTAL: $59,127.95**
Finance Director Monthly Report
August 2021

Initiatives & Financial Highlights:

- Fiscal Year 2022 Budget, Encumbrances, Account Changes being input and finalized
- American Rescue Plan Funding Update: submitted ARPA County funding request packet 8/23. Received first payment 8/30
- COVID Vaccination expense tracking continued for future State & Federal reimbursement
- Point of Sale Credit Card (SailPoint) Update: completed and in production
- Investigating options for municipal borrowing
- Investigating re-bonding opportunities for Little Compton’s bond issued through the Rhode Island Health & Educational Building Corporation
- Municipal Salary Survey submitted to R.I. Dept. of Revenue-Division of Taxation
- Audit tested all internal controls in place for Finance Office on 8/18. No issues.
- Budget to Actual Quarterly Report submitted to R.I. Dept. of Revenue-Division of Municipal Finance
- Employee Compliance Program data uploaded to Dept. of Revenue-Division of Taxation

Tax Highlights:

- Total tax revenue collected for Current Year, Prior Years and Interest in the month of July was $1,097,636.40
- Total tax revenue collected for Current Year, Prior Years and Interest in the month of August are $1,266,148.59
- Total Tax Delinquency Balances collected in August are $101,587.43
Little Compton Department of Public Works

Monthly Report:  July 2021

<table>
<thead>
<tr>
<th>TRANSFER STATION</th>
<th>Transaction total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refuse</td>
<td>213 Tons</td>
</tr>
<tr>
<td>Construction Debris</td>
<td>7 Tons</td>
</tr>
<tr>
<td>Recycling</td>
<td>58 Tons</td>
</tr>
<tr>
<td>Paint recycling</td>
<td>0 units</td>
</tr>
<tr>
<td>Tires</td>
<td>4 Tons</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>282</strong></td>
</tr>
<tr>
<td>E-waste</td>
<td>containers</td>
</tr>
<tr>
<td>Motor oil</td>
<td>gallons</td>
</tr>
<tr>
<td>Appliance refrigerant</td>
<td></td>
</tr>
</tbody>
</table>

1 The month of July DPW, needed to fill pot holes on town roads one load

2 Dpw graded Grange avenue end of paving

3 Note: All trash receptacles around town are filled to capacity each week. The more DPW places them, the more the public fills them

4 maintain refuse from outside town barrels
5 Cut lawns and cemeteries for grass season
   Preparation and cleaning of lawn area's being worked on at this time, fix any damaged area from winter
   9 weekly, 15 bi-weekly from April - November

6 maintain town road signage

7 Prepaired lawn, and gardens at Town Hall, Public Safety

8 general maintenance of town buildings
9 maintenance of vehicles, tractors, and trucks

William L Moore, Little Compton, Director of Public Works
Little Compton Department of Public Works

<table>
<thead>
<tr>
<th>Monthly Report:</th>
<th>August 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>activity</td>
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</tr>
</tbody>
</table>

**TRANSFER STATION**

<table>
<thead>
<tr>
<th>Transaction</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refuse</td>
<td>170 Tons</td>
</tr>
<tr>
<td>Construction Debris</td>
<td>7 Tons</td>
</tr>
<tr>
<td>Recycling</td>
<td>56 Tons</td>
</tr>
<tr>
<td>Paint recycling</td>
<td>0 units</td>
</tr>
<tr>
<td>Tires</td>
<td>0 Tons</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>233</strong></td>
</tr>
<tr>
<td>E-waste</td>
<td>containers</td>
</tr>
<tr>
<td>Motor oil</td>
<td>150 gallons</td>
</tr>
<tr>
<td>Appliance refrigerant</td>
<td></td>
</tr>
</tbody>
</table>

1 The month of July DPW, needed to fill pot holes on town roads one load

2 Dpw graded Grange avenue end of paving 8/26

3 Note: Tropical storm Henri arrived 8/22 prior to the storm, DPW retrieved all the barrels around town,

4 maintain refuse from outside town barrels

5 Cut lawns and cemeteries for grass season

6 work on roadside drainage after tropical storm

7 Prepaired lawn, and gardens at Town Hall, Public Safety

8 general maintenance of town buildings

9 maintenance of vehicles, tractors, and trucks

William L Moore, Little Compton, Director of Public Works
To: Honorable Town Council
From: Antonio A. Teixeira
        Town Administrator
Date: September 9, 2021
Subject: August Monthly Report

**Town Landing** – signage will be installed to direct visitor, provide traffic flow and accommodate the most parking.

**Budget** – Review FY21 end of the revenues and expenditures to generate the encumbrance requests. We still have outstanding reimbursements for Vaccination and DEM grant.

**CRMC** – Sakonnet River is coming up as the next topic of discussion @ the SAMP Working Group meeting, October 6, 2021 from 4 to 6pm.

**Road Paving Program** – BETA Engineering will provide an RFP to pave Maple Avenue for Town Council review and authorization to advertise. Timeline is attached.

**American Rescue Plan Act (ARPA)** – a list of proposed projects is provide for review and add or delete. We also have received funds allocated under County share.

**Public Safety Roof** – the roof was completed Friday, September 3, 2021

**Capital Projects** – Matt Ladd met with President Mushen, Peter Medeiros and myself to discuss options to best address and complete proposed projects.
September 7, 2021

To: Town Administrator
    Antonio A. Teixeira

From: Denise M. Cosgrove, RICA
       Tax Assessor

Re: DEPARTMENT HEAD REPORT

The month of August, 2021

- Proofed a set of maps for the conversion of paper maps to G.I.S.
- Addressed clerical procedure for exemptions and sales.
- Attended notary training and International Assessor’s Association conferences via zoom.
- Participated with the assessor’s group, RIAAO, in quarterly meeting in Warwick: much discussion relative to legislation, reporting to Department of Revenue and more stringent to criteria for assessors and staff.
- Reviewed and prepared building permits and sales for review in upcoming revaluation project.

Respectfully submitted,

[Signature]

Denise M. Cosgrove, RICA
Tax Assessor
Little Compton Fire Department

Monthly Report

August 2021
MEMORANDUM

Date: September 7, 2021
To: The Honorable Town Council
From: Chief Scott N. Raynes
Subject: Monthly Report for August 2021

---

August-2021 Patrol Activity

<table>
<thead>
<tr>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Calls for service</td>
<td>856</td>
</tr>
<tr>
<td>Formal Complaints received</td>
<td>37</td>
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<tr>
<td>Complaints closed this month</td>
<td>2</td>
</tr>
<tr>
<td>Complaints closed (previous month)</td>
<td>11</td>
</tr>
<tr>
<td>Motor vehicle citations issued</td>
<td>9</td>
</tr>
<tr>
<td>Motor vehicle warning issued</td>
<td>48</td>
</tr>
<tr>
<td>Criminal Arrest</td>
<td>7</td>
</tr>
<tr>
<td>Violation of Town Ordinances</td>
<td>5</td>
</tr>
<tr>
<td>Accident investigated</td>
<td>4</td>
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<tr>
<td>Burglar alarms</td>
<td>12</td>
</tr>
<tr>
<td>Reported deaths</td>
<td>0</td>
</tr>
<tr>
<td>Total Gallons of gasoline used</td>
<td>546</td>
</tr>
<tr>
<td>Mileage</td>
<td>6,841</td>
</tr>
<tr>
<td>Breaking &amp; Entering</td>
<td>1</td>
</tr>
<tr>
<td>Larceny</td>
<td>2</td>
</tr>
<tr>
<td>Value of Stolen Property</td>
<td>$7,730.00</td>
</tr>
<tr>
<td>Bias Incidents</td>
<td>0</td>
</tr>
</tbody>
</table>
August 2021 Police Overtime Hours

<table>
<thead>
<tr>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sick Leave replacement</td>
<td>8</td>
</tr>
<tr>
<td>Personal leave replacement</td>
<td>0</td>
</tr>
<tr>
<td>Vacation replacement</td>
<td>203</td>
</tr>
<tr>
<td>Training replacement</td>
<td>0</td>
</tr>
<tr>
<td>Court</td>
<td>3</td>
</tr>
<tr>
<td>Town Detail</td>
<td>17</td>
</tr>
<tr>
<td>Private Detail</td>
<td>16</td>
</tr>
<tr>
<td>Patrol Supplement</td>
<td>9</td>
</tr>
<tr>
<td>Comp-time replacement</td>
<td>3</td>
</tr>
<tr>
<td>Injured on duty replacement</td>
<td>0</td>
</tr>
<tr>
<td>Administrative leave replacement</td>
<td>0</td>
</tr>
<tr>
<td>Military leave replacement</td>
<td>16</td>
</tr>
<tr>
<td>Investigation</td>
<td>0</td>
</tr>
</tbody>
</table>

**Totals:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sick Leave replacement</strong></td>
<td><strong>8</strong></td>
</tr>
<tr>
<td><strong>Personal leave replacement</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td><strong>Vacation replacement</strong></td>
<td><strong>203</strong></td>
</tr>
<tr>
<td><strong>Training replacement</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td><strong>Court</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>Town Detail</strong></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td><strong>Private Detail</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td><strong>Patrol Supplement</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td><strong>Comp-time replacement</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>Injured on duty replacement</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td><strong>Administrative leave replacement</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td><strong>Military leave replacement</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td><strong>Investigation</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

August 2021 Dispatch Overtime Hours

<table>
<thead>
<tr>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sick leave replacement</td>
<td>8</td>
</tr>
<tr>
<td>Personal leave replacement</td>
<td>0</td>
</tr>
<tr>
<td>Vacation replacement</td>
<td>80</td>
</tr>
<tr>
<td>Training replacement</td>
<td>0</td>
</tr>
<tr>
<td>Holiday replacement</td>
<td>11</td>
</tr>
<tr>
<td>Comp-time replacement</td>
<td>0</td>
</tr>
<tr>
<td>Weekend replacement</td>
<td>32</td>
</tr>
</tbody>
</table>

**Totals:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sick leave replacement</strong></td>
<td><strong>8</strong></td>
</tr>
<tr>
<td><strong>Personal leave replacement</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td><strong>Vacation replacement</strong></td>
<td><strong>80</strong></td>
</tr>
<tr>
<td><strong>Training replacement</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td><strong>Holiday replacement</strong></td>
<td><strong>11</strong></td>
</tr>
<tr>
<td><strong>Comp-time replacement</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td><strong>Weekend replacement</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>
August 2021 Part-time Dispatch Hours

Weekend replacement 32
Vacation replacement 0
Sick leave replacement 0
Personal day 0
Holiday replacement 0
Training replacement 0
Comp-time replacement 0

August 2021 Town fuel log

<table>
<thead>
<tr>
<th>Gasoline</th>
<th>July</th>
<th>August</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1 Police Department</td>
<td>74,466.0</td>
<td>75,054.7</td>
<td>588.7</td>
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<tr>
<td># 2 Fire Department</td>
<td>25,786.1</td>
<td>25,885.1</td>
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</tr>
<tr>
<td># 3 Vol. Fire Department</td>
<td>4,223.5</td>
<td>4,223.5</td>
<td>0.0</td>
</tr>
<tr>
<td># 4 Maintenance</td>
<td>37,170.3</td>
<td>37,395.4</td>
<td>225.1</td>
</tr>
<tr>
<td># 5 Highway Department</td>
<td>2,436.9</td>
<td>2,505.8</td>
<td>68.9</td>
</tr>
<tr>
<td># 6 Senior Bus</td>
<td>5,083.3</td>
<td>5,083.3</td>
<td>0.0</td>
</tr>
<tr>
<td># 7 Beach Commission</td>
<td>1,410.1</td>
<td>1,410.1</td>
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</tbody>
</table>

Total Gasoline: 981.7
MEMORANDUM

<table>
<thead>
<tr>
<th>Diesel</th>
<th>July</th>
<th>August</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1 Fire Department</td>
<td>38,262.9</td>
<td>38,603.1</td>
<td>340.2</td>
</tr>
<tr>
<td># 2 Unused</td>
<td>11,043.7</td>
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<tr>
<td># 3 Highway Department</td>
<td>5,156.1</td>
<td>5,167.1</td>
<td>11.0</td>
</tr>
<tr>
<td># 4 Maintenance Department</td>
<td>3,322.4</td>
<td>3,344.5</td>
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</tr>
<tr>
<td># 5 Old Senior bus</td>
<td>362.8</td>
<td>362.8</td>
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</tbody>
</table>

Total Diesel: 373.3

Respectfully,

John Faria
Lieutenant
## Incidents By Time And Day

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thr</th>
<th>Fri</th>
<th>Sat</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 AM</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
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<tr>
<td>2 AM</td>
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<tr>
<td>3 AM</td>
<td></td>
<td></td>
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<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>4 AM</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>5 AM</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>6 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
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<tr>
<td>7 AM</td>
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<td></td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>8 AM</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>9 AM</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>10 AM</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>11 AM</td>
<td>3</td>
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<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>12 AM</td>
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<td>5 PM</td>
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<td>9 PM</td>
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<tr>
<td>12 AM</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTALS** 21 19 17 10 16 15 13 111

**GRAND TOTAL:** 111

## NFPA Part III: Fire And Incident Type Breakdown

### A. Structure Fires By Fixed Property Use

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Deaths</th>
<th>Injury</th>
<th>Dollar Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Private Dwellings (1 or 2 Family)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Apartments (3 or More Families)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Hotels and Motels</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. All Other Residential</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>5. TOTAL RESIDENTIAL FIRES</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Deaths</th>
<th>Injury</th>
<th>Dollar Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Public Assembly</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7. Schools and Colleges</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8. Health Care and Penal Institutions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9. Stores and Offices</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10. Industry, Utility, Defense, Laboratories</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11. Storage in Structures</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12. Other Structures</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>13. TOTAL STRUCTURE FIRES</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### B. Other Fires And Incidents

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Deaths</th>
<th>Injury</th>
<th>Dollar Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>14a. Fires in Highway Vehicles</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>14b. Fires in Other Vehicles</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15. Fires Outside of Structures With Value Involved</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16. Fires Outside of Structures With No Value Involved</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17. Fires in Rubbish</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18. All Other Fires</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>500</td>
</tr>
<tr>
<td><strong>19. TOTALS FOR ALL FIRES</strong></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Deaths</th>
<th>Injury</th>
<th>Dollar Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Rescue, Emergency Medical Responses</td>
<td>46</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21. False Alarm Responses</td>
<td>24</td>
<td>0</td>
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</table>
### NFPA Part IV: False Alarm Responses

<table>
<thead>
<tr>
<th>Type Of Call</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malicious, Mischievous Fall Call</td>
<td>0</td>
</tr>
<tr>
<td>System Malfunction</td>
<td>19</td>
</tr>
<tr>
<td>Unintentional</td>
<td>4</td>
</tr>
<tr>
<td>Other False Alarms</td>
<td>1</td>
</tr>
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</table>

### Incident Type Category Breakdown

<table>
<thead>
<tr>
<th>Incident Type Category</th>
<th>Occurrences</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>[100-199] Fire/Explosion</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>[200-299] Overpressure Rupture</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>[300-399] Rescue Call</td>
<td>51</td>
<td>45.9</td>
</tr>
<tr>
<td>[400-499] Hazardous Condition</td>
<td>8</td>
<td>7.2</td>
</tr>
<tr>
<td>[500-599] Service Call</td>
<td>20</td>
<td>18.0</td>
</tr>
<tr>
<td>[600-699] Good Intent Call</td>
<td>7</td>
<td>6.3</td>
</tr>
<tr>
<td>[700-799] False Call</td>
<td>24</td>
<td>21.6</td>
</tr>
<tr>
<td>[800-899] Severe Weather/Natural Disaster</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>[900-999] Special Type/Complaint</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Undetermined</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>111</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Fixed Property Type Category Breakdown

<table>
<thead>
<tr>
<th>Fixed Property Type Category</th>
<th>Occurrences</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>[100-199] Public Assembly Properties</td>
<td>3</td>
<td>2.7</td>
</tr>
<tr>
<td>[200-299] Educational Properties</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>[300-399] Institutional Properties</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>[400-499] Residential Properties</td>
<td>76</td>
<td>68.5</td>
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<tr>
<td>[500-599] Mercantile Properties</td>
<td>1</td>
<td>0.9</td>
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<tr>
<td>[600-699] Utilities/Technology/Farming/Mining</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>[700-799] Manufacturing Properties</td>
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<td>0.0</td>
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<tr>
<td>[800-899] Storage Properties</td>
<td>11</td>
<td>9.9</td>
</tr>
<tr>
<td>[900-999] Special Properties</td>
<td>19</td>
<td>17.1</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>Undetermined</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>111</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Fire District Breakdown

<table>
<thead>
<tr>
<th>Fire District</th>
<th>Occurrences</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>NORTH WEST</td>
<td>18</td>
<td>16.2</td>
</tr>
<tr>
<td>WESTPORT</td>
<td>4</td>
<td>3.6</td>
</tr>
</tbody>
</table>
## Personnel Breakdown

<table>
<thead>
<tr>
<th>Name</th>
<th>Pers. Form</th>
<th>Time Sheet</th>
<th>Reporting</th>
<th>Approving</th>
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<tbody>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Firefighter Adam M Cabral</td>
<td>3</td>
<td>3</td>
<td>36</td>
<td>38</td>
</tr>
<tr>
<td>Lieutenant James B Vandal</td>
<td>39</td>
<td>39</td>
<td>36</td>
<td>38</td>
</tr>
<tr>
<td>Firefighter Jonathan J Bednarz</td>
<td>36</td>
<td>36</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Lieutenant JUSTIN P TEIXEIRA</td>
<td>41</td>
<td>41</td>
<td>27</td>
<td>25</td>
</tr>
<tr>
<td>Probationary Firefighter Matthew S Pierce</td>
<td>22</td>
<td>22</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Probationary Firefighter Matthew T Hughes</td>
<td>24</td>
<td>24</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Firefighter Michael W Martino</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Captain Randall A Watt</td>
<td>31</td>
<td>31</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>Chief Richard G Petrin</td>
<td>17</td>
<td>17</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Firefighter Samuel T Hussey</td>
<td>32</td>
<td>32</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Probationary Firefighter Tyler J Carr</td>
<td>20</td>
<td>20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>266</td>
<td>266</td>
<td>111</td>
<td>111</td>
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</tbody>
</table>

## Apparatus Breakdown

<table>
<thead>
<tr>
<th>Apparatus</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire Chief's Car</td>
<td>16</td>
<td>10.7</td>
</tr>
<tr>
<td>Fire Prevention Car</td>
<td>16</td>
<td>10.7</td>
</tr>
<tr>
<td>Engine 2</td>
<td>36</td>
<td>24.2</td>
</tr>
<tr>
<td>Fire Boat</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>Personal Vehicle</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>Rescue 1</td>
<td>12</td>
<td>8.1</td>
</tr>
<tr>
<td>Rescue 2</td>
<td>53</td>
<td>35.6</td>
</tr>
<tr>
<td>Squad</td>
<td>7</td>
<td>4.7</td>
</tr>
<tr>
<td>Tanker 1</td>
<td>5</td>
<td>3.4</td>
</tr>
<tr>
<td>TIVERTON RESCUE</td>
<td>2</td>
<td>1.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>149</td>
<td>100.0</td>
</tr>
</tbody>
</table>

## Incident Type

<table>
<thead>
<tr>
<th>Incident Type</th>
<th>Occurrences</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire, other</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>EMS call, excluding vehicle accident with injury</td>
<td>47</td>
<td>42.3</td>
</tr>
<tr>
<td>Motor vehicle accident with no injuries.</td>
<td>4</td>
<td>3.6</td>
</tr>
<tr>
<td>Oil or other combustible liquid spill</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>Electrical wiring/equipment problem, other</td>
<td>3</td>
<td>2.7</td>
</tr>
<tr>
<td>Power line down</td>
<td>4</td>
<td>3.6</td>
</tr>
<tr>
<td>Service Call, other</td>
<td>11</td>
<td>9.9</td>
</tr>
<tr>
<td>Lock-out</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>Public service assistance, other</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>Assist police or other governmental agency</td>
<td>2</td>
<td>1.8</td>
</tr>
</tbody>
</table>
Public service                          2                          1.8
Assist invalid                         3                          2.7
Dispatched & canceled en route         4                          3.6
Authorized controlled burning          2                          1.8
Smoke scare, odor of smoke             1                          0.9
911 HANG UP CALL                       1                          0.9
Smoke detector activation due to malfunction  5                        4.5
Alarm system sounded due to malfunction 14                        12.6
Smoke detector activation, no fire - unintentional      1                          0.9
Alarm system activation, no fire - unintentional         3                          2.7
TOTAL                                       111                        100.0

### Aid Given or Received

<table>
<thead>
<tr>
<th>Aid Given or Received</th>
<th>Occurrences</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mutual aid received</td>
<td>4</td>
<td>3.6</td>
</tr>
<tr>
<td>Mutual aid given</td>
<td>6</td>
<td>5.4</td>
</tr>
<tr>
<td>None</td>
<td>101</td>
<td>91.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>111</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Apparatus Use

<table>
<thead>
<tr>
<th>Apparatus Use</th>
<th>Occurrences</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>45</td>
<td>30.2</td>
</tr>
<tr>
<td>Suppression</td>
<td>36</td>
<td>24.2</td>
</tr>
<tr>
<td>EMS</td>
<td>68</td>
<td>45.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>149</td>
<td>100.0</td>
</tr>
</tbody>
</table>

For Districts: All
For Situations: All
For Jurisdictions: All
For Street(s): All
For Location: All
Records submitted over time

Similar to July in permits issued + inspections with roughly 20% more revenue.

- 66 Records Created
- $19,978.75 Revenue Collected
- 106 Inspections Done
- 65 Permits Issued

Filter Results

Building Department
Town of Little Compton
Town Hall
P.O. Box 226
Little Compton, RI 02837

To: Honorable Town Council

From: Antonio A. Teixeira
   Town Administrator

Date: September 9, 2021

Subject: Maple Avenue paving

Please see attached for your review and approval:

- A timeline for the paving of Maple Avenue
- A letter to be sent to Maple Avenue residents to inform them of the paving

I also ask the Town Council to authorize the advertisement of the RFP drafted by BETA Group to solicit contractors for the paving and drainage.
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 30 to September 2, 2021</td>
<td>BETA will develop the RFP for review</td>
</tr>
<tr>
<td>3-Sep</td>
<td>RFP review by Bill/Bob/Tony</td>
</tr>
<tr>
<td>9-Sep</td>
<td>Town Council authorize to advertise RFP</td>
</tr>
<tr>
<td>September 15, 22, 29</td>
<td>Advertise, Town website, local paper and City of Newport</td>
</tr>
<tr>
<td>28-Sep</td>
<td>Pre-bid meeting @ 10am @ Maple Avenue with prospective contractors</td>
</tr>
<tr>
<td>7-Oct</td>
<td>Bids return/open bids/ Town Council referral to TA/DPW Director</td>
</tr>
<tr>
<td>October 8 - 13</td>
<td>Review/evaluate bids</td>
</tr>
<tr>
<td>15-Oct</td>
<td>Award bid and sign all necessary paperwork</td>
</tr>
<tr>
<td>October 15 - November 15</td>
<td>Work drainage and Road paving</td>
</tr>
</tbody>
</table>

**Notes:**
- Draft letter to inform residents of Maple Avenue of road construction
- September 15, 2021 send letter to residents
- Updates will be provided to the residents via Little Compton Department of Public Works webpage
- Chiefs will be informed to be aware of access issues
September 15, 2021

Dear Maple Avenue Resident,

The Town has engaged BETA Group to rate the town recognized roads and rank them for repairs or paving.

Maple Avenue will be the first road to be repaired/paved. The Town Council has authorized an RFP to solicit bids for the work.

The bids will be accepted and opened at the October 7th Town Council meeting.

The anticipated work is proposed to start October 15, 2021 and to be completed by November 15, 2021.

The road will be open to local traffic only during the construction period, but we ask that you make the necessary accommodations.

Updates will be provided through the Little Compton Department of Public Works webpage.

The work will be under the supervision of Beta Engineering, however, you can contact DPW Director Bill Moore or the Town Administrator with any questions or issues.

Tony Teixeira
Town Administrator
(401) 635-8373

Bill Moore
Director of Public Works
(401) 592-0076
American Recovery/Rescue Plan Act (ARPA)

Town of Little Compton

Total allocation (Municipal + County) = $1,013,760.89

March 3, 2021 – 2024

Candidate Projects

- Infrastructure
  - Upgrade water supply piping to town buildings
  - Upgrade sewer line piping to town buildings
  - Correct town leaching field discrepancies
  - Accelerate town road repairs scheduled in the recently developed plan

- Broadband/Fiber
  - Upgrade current internet access to improve efficiency and reception

- Award to Sub-recipient: Little Compton Community Center
  - Renovate kitchen to improve service to seniors and allow emergency shelter and warming/cooling center

- Town Building Upgrades
  - Town Hall
  - Public Safety Complex
  - Replacement Public Works Building

- Restore antique lantern streetlights in the Commons and Adamsville
PETITION TO THE TOWN COUNCIL

TO THE TOWN COUNCIL OF THE TOWN OF LITTLE COMPTON, RI

The undersigned respectfully requests of your honorable board, that a license may be granted to:

the Little Compton Game Club a Class F-1 one day Beverage License for a clambake to be held Sept. 19, 2021 at the John Dyer Road facility.

__________________________

Signature

__________________________

In Town Council, ______________________, ________

Read and granted __________________________

Witness, __________________________

Town Clerk
August 25, 2021

To the Honorable Town Council

Dear Council Members:

The abatement submitted on August 16, 2021 had one item listed. The account number was incorrect. Instead of 08-0120-00 the account number is actually 08-0120-20. This letter is to correct the typing discrepancy.

Respectfully Submitted,

Denise M. Cosgrove, RICA
Tax Assessor
August 16, 2021

To the Honorable Town Council

Dear Council Members:

The Assessor of the Town of Little Compton submits herewith the names of taxpayers whose debts come within the provisions of Section 44-7-14 of the General Laws of Rhode Island, 1956, as amended, with the recommendation that the taxes as herein set forth, together with any interest due on proposed taxes, be canceled by the Honorable Body.

ABATEMENTS: See attached list totaling one hundred and eighteen dollars and ninety-nine cents (118.99).

Respectfully Submitted,

[Signature]
Denise M. Cosgrove, RICA
Tax Assessor
<table>
<thead>
<tr>
<th>NAME</th>
<th>ACCOUNT#</th>
<th>TYPE:RE</th>
<th>ORIGINAL VALUE</th>
<th>NEW ASSESSED VALUE</th>
<th>ABATED VALUE</th>
<th>ABATED TAX AMOUNT</th>
<th>REASON</th>
<th>TAX YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>HALL, JOHN S REV TRUST</td>
<td>08-0120-00</td>
<td>008/0115</td>
<td>$1,008,300.00</td>
<td>$988,600.00</td>
<td>($19,700.00)</td>
<td>($118.99)</td>
<td>GARAGE REHAB UPPER STORY, CONSTRUCTION DETAILS REVIEWED &amp; ADJUSTED</td>
<td>2021</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>($118.99)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

08-0120-20
Dear Mr. Mushen,

Please find attached to this message three documents relevant to the National Historic Preservation Act (NHPA) Section 106 review of the South Fork Wind Farm and South Fork Export Cable Project (the Project) for your review and comment.

Finding Documents and Supplemental Information
The first document is the Bureau of Ocean Energy Management’s (BOEM) finalized Finding of Adverse Effect (Finding) for the Project. This document summarizes BOEM’s findings pursuant to the requirements of 36 CFR 800.5 and NHPA Section 110. In the second document BOEM introduces a draft Memorandum of Agreement (MOA), which will be necessary to set measures to resolve adverse effects, should the project be approved. BOEM has incorporated information into the Finding and into the framework of this draft MOA on measures to avoid, minimize, and resolve adverse effects that have been proposed for consideration during consultation to date. BOEM will work with consulting parties to further develop these measures in preparation of the MOA. BOEM plans to also discuss fuller MOA preparation and potential measures for resolution of adverse effects with all parties at the next consultation meeting. The third document presents the cover distribution letter for the Finding, its Addendum 1, the draft MOA, and supplemental information on the Ancient Submerged Landforms Evaluation Summary document for the Project.

The updated Addendum 1 to the Finding and the Ancient Submerged Landforms Evaluation Summary will each be sent under a separate cover emails due to their file sizes. Addendum 1 provides the Summary and Address of Comments Received from Consulting Parties in NHPA Section 106 Consultation on the Project. The Ancient Submerged Landforms Evaluation Summary document provides supplemental information on the identification and evaluation of those sites in response to consulting party comments.

BOEM requests that you please provide comments on this set of documents within 30 days of receipt, or by September 20, 2021. We look forward to hearing from you on these matters. Comments on these documents can be provided electronically to me at sphillips@swca.com or hard copy comments can be sent to the address listed below. SWCA is the third-party contractor supporting BOEM in NHPA Section 106 consultation on the Project.

Final Environmental Impact Statement Availability
Please also be aware that the final environmental impact statement (FEIS) has been released, posting to the Federal Register on August 20, 2021. The FEIS documents are available on the BOEM website through the following link:

https://www.boem.gov/renewable-energy/state-activities/south-fork

Please feel free to contact me in regards to any questions you may have on this project information and thank you for participating in the NHPA Section 106 review of the Project.

Sincerely,
SEPTEMBER 9, 2021

To the Honorable Town Council

Dear Council Members:

The Assessor of the Town of Little Compton submits herewith the names of taxpayers whose debts come within the provisions of Section 44-7-14 of the General Laws of Rhode Island, 1956, as amended, with the recommendation that the taxes as herein set forth, together with any interest due on proposed taxes, be canceled by the Honorable Body.

ABATEMENTS: See attached list totaling five thousand, ninety-one dollars and twelve cents ($5,091.12).

Respectfully Submitted,

[Signature]

Denise M. Cosgrove, RICA
Tax Assessor
<table>
<thead>
<tr>
<th>NAME</th>
<th>ACCOUNT#</th>
<th>TYPE: RE PL/LOT</th>
<th>ORIGINAL VALUE</th>
<th>NEW ASSESSED VALUE</th>
<th>ABATED VALUE</th>
<th>ABATED TAX AMOUNT</th>
<th>REASON</th>
<th>TAX YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVIN, KATE &amp; COGSWELL, SARAH</td>
<td>06-0410-05</td>
<td>038/0061</td>
<td>$576,900.00</td>
<td>$0.00</td>
<td>($576,900.00)</td>
<td>($3,484.48)</td>
<td>CLERICAL ERROR, VETERAN'S EXEMPTION IS FOR PRIOR OWNER. REMOVE AND REBILLED FOR ENTIRE AMOUNT</td>
<td>2021</td>
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<td>02-1500-00</td>
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<td>$266,000.00</td>
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31 August 2021

Mr. Tony Teixerira  
Town of Little Compton  
40 Commons, P.O. Box 226  
Little Compton, RI 02837

RE: Notice of Intent for the Sunrise Wind Farm Project

Dear Consulting Party,

This letter is to notify you that the Bureau of Ocean Energy Management (BOEM) has issued a Notice of Intent (NOI) to prepare an Environmental Impact Statement (EIS) for the Sunrise Wind Farm Project in the Federal Register. The NOI can be found at www.boem.gov/Sunrise-Wind. This NOI commences the public scoping process for identifying issues and potential alternatives for consideration in the Sunrise Wind Farm Project EIS.

BOEM has assigned Kleinschmidt Associates PA, PC (Kleinschmidt) and SEARCH, Inc. (SEARCH) (hereafter referred to collectively as Kleinschmidt/SEARCH) as the third-party contractor to facilitate the NEPA process. All Federal oversight and decisions will remain with BOEM. Kleinschmidt/SEARCH’s role in the NEPA process is administrative; Kleinschmidt/SEARCH will coordinate communication with the consulting parties; facilitate distribution of BOEM-approved documents; provide technical assistance; and arrange and lead meetings, webinars, or calls with consulting parties.

If approved, the Project will consist of up to 122 wind turbine generators (WTGs), an offshore converter station, inter-array cables, an onshore converter station, an offshore transmission cable making landfall on Long Island, New York, and an onshore interconnection cable to the Long Island Power Authority Holbrook Substation. The Project will generate between 880 megawatts (MW) and 1,300 MW of renewable energy. The WTGs, offshore converter station, and array cables would be located in Federal waters approximately 18.9 statute miles (mi) (16.4 nautical miles [nm], 30.4 kilometers [km]) south of Martha’s Vineyard, Massachusetts, 30.5 mi (26.5 nm, 48.1 km) east of Montauk, New York, and 16.7 mi (14.5 nm, 26.8 km) from Block Island, Rhode Island in BOEM Renewable Energy Lease Area OCS-A 0487. The offshore export cables would be buried below the seabed surface within Federal and state waters. The onshore export cables, converter station, and grid connection would be located in Suffolk County, New York. The Project location is depicted on Enclosure 1 (Figure source: Sunrise Wind Farm Project COP).
Through this notice, BOEM seeks comment and input regarding the identification of historic properties and/or potential effects to historic properties from activities associated with approval of the Project, as well as reasonable alternatives (e.g., size, geographic, or other restrictions on construction and siting of facilities and activities), and potential mitigation measures to be analyzed in the EIS; as well as provide additional information. Mitigation measures may include ways to avoid, minimize, or otherwise treat and resolve adverse effects on historic properties.

As you may recall from our prior correspondence, BOEM is using the National Environmental Policy Act substitution for Section 106 process as laid out in the regulations at 36 CFR § 800.8. The NOI initiates a 30-day scoping period for the Project. BOEM intends to hold public scoping meetings to provide the public, Tribes, and Consulting Parties an opportunity to review project information and comment. You can find more information about the project Plan, as well as scoping meeting dates, times, and locations on BOEM’s website at: www.boem.gov/Sunrise-Wind.

Scoping comments may be submitted the following ways:

Through the regulations.gov web portal: Navigate to https://www.regulations.gov and search for Docket No. BOEM–2021–0052. Click on the “Comment Now!” button to the right of the document link. Enter your information and comment, then click “Submit”.

OR

In written form by mail, enclosed in an envelope labeled “Comment on the Sunrise Wind Farm Project Draft EIS” and addressed to the Program Manager, Office of Renewable Energy, Bureau of Ocean Energy Management, 45600 Woodland Road, VAM-OREP, Sterling, Virginia 20166.

Comments should be received or postmarked no later than September 30, 2021. If your comments contain confidential or sensitive information or to obtain more information on the Project or BOEM’s policies associated with the NOI, please contact Barry Bleichner at barry@searchine.com or (504) 202-8715. While comments can be submitted at any time, we encourage you to submit these during the scoping comment period, thus allowing BOEM to consider these comments in the development of the Draft EIS.

Please contact me if you require additional information. We look forward to working with you.

Sincerely,

Barry Bleichner
Sunrise Wind Farm Project Section 106 Lead
SEARCH Inc.

Enclosures
From: Eastern Rhode Island Conservation District <schurin.ericd@gmail.com>
Sent: Wednesday, September 1, 2021 1:14 PM
To: Town Council
Subject: Tour Barrington Farm School with Us!

Eastern Rhode Island Conservation District
Serving Bristol & Newport Counties

Join us for a farm tour!

September 25, 2021
10AM
Barrington Farm School
100 Federal Road, Barrington, RI

Join us for a farm tour and information session at Barrington Farm School on September 25! Barrington Farm School aims to be an inclusive community farm and learning center that provides farming, food, health and environmental education. Nourishing the soil and the soul each day.

Participants will learn about NRCS programs which provide technical and financial assistance.

Event is free but please RSVP to schurgin.ericd@gmail.com, or call 401-934-0842

Click to RSVP

Join Event on Facebook
JOIN US FOR A
FARM TOUR &
INFORMATION
SESSION
AT BARRINGTON FARM SCHOOL
SEPTEMBER 25
10AM-12PM
100 FEDERAL ROAD, BARRINGTON, RI

Barrington Farm School aims to be an inclusive community farm and learning center that provides farming, food, health and environmental education. Nourishing the soil and the soul each day. Participants will learn about NRCS programs which provide technical and financial assistance.

PLEASE RSVP TO SCHURGIN.ERICD@GMAIL.COM

USDA NRCS is an equal opportunity employer, provider, and lender. If any reasonable accommodation is needed to ensure equal participation, please call (401) 828-1300 a minimum of two (2) business days prior to the meeting.

USDA NRCS is an equal opportunity employer, provider, and lender. If any reasonable accommodation is needed to ensure equal participation, please call (401) 828-1300 a minimum of two (2) business days prior to the meeting.
Our Vision
To promote and improve long-lasting and environmentally-friendly practices that protect natural resources such as soil, water, and air.

Support Our Vision

Copyright © 2021 Eastern RI Conservation District, All rights reserved.
You are receiving this email because you registered online or provided your email address at an event sponsored or attended by Rhode Island's Conservation Districts. You may opt out at any time.

Our mailing address is:
Eastern RI Conservation District
PO Box 158
Tiverton RI, RI 02878

Add us to your address book

Want to change how you receive these emails?
You can update your preferences or unsubscribe from this list.
Hi Anya R. Wallack,

The impacts of crime are often costly, and victims shouldn’t be made to carry that financial burden.

To help offset these impacts, the Office of the General Treasurer administers the Crime Victims Compensation Program (CVCP) that provides victims with up to $25,000 to assist with medical bills, lost earnings, meeting relocation costs, and getting through a difficult time in their lives.

The Crime Victims Compensation Fund recently helped Natacha, the owner of Crepe Corner in Cranston. The night before her restaurant was supposed to open, Natacha was hit by a drag racer and hospitalized. The Fund helped pay her medical bills – now she is recovering, and her restaurant is thriving!
Since 2015, we have provided over 5,000 victims with more than $5.5 million through the Crime Victims Compensation Program.

During that time, my office has also worked to expand the Crime Victims Compensation Program to include funding for children who witness violent crimes, relocation expenses to help victims of domestic violence relocate to safer housing, and allow victims additional time to report.

Earlier this year, we also successfully fought for increased state funding for the Crime Victims Compensation Fund so we can help even more Rhode Islanders recover.
If you or someone you know has suffered a crime and needs assistance, my office is here for you at RICVCP.com.

All the best,

Seth Magaziner
RI General Treasurer

www.treasury.ri.gov | 401-222-2397
Vaccination Resolution

Whereas, students benefit from in-person learning, and safely returning to in-person instruction in the fall 2021 is a priority.

Whereas, vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic. Promoting vaccination can help schools safely return to in-person learning as well as extracurricular activities and sports.

Whereas, screening testing, ventilation, masking, hand washing and respiratory etiquette, staying home when sick and getting tested, contact tracing in combination with quarantine and isolation, and cleaning and disinfection are also important layers of prevention to keep schools safe.

Whereas, students, teachers, and staff should stay home when they have signs of any infectious illness and be referred to their healthcare provider for testing and care.

Whereas, many schools serve children under the age of 12 who are not eligible for vaccination at this time. Therefore, this guidance emphasizes implementing layered prevention strategies (e.g., using multiple prevention strategies together consistently) to protect people who are not fully vaccinated, including students, teachers, staff, and other members of their households.

Whereas, COVID-19 prevention strategies remain critical to protect people, including students, teachers, and staff, who are not fully vaccinated, especially in areas of moderate-to-high community transmission levels.

Whereas, localities should monitor community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions on the level of layered prevention strategies (e.g., physical distancing, screening testing).

NOW, THEREFORE, the Little Compton School Committee recommends and understands the importance that all staff and students be vaccinated for Covid-19. The education of students and the safety of students and staff is of paramount importance to the School Committee, be it hereby resolved that the Little Compton School Committee encourages all LCSD employees and students who are able to do so to promptly receive the COVID-19 vaccine as it is made available to them in order to facilitate the provision of in-person learning to LCSD students whose education continues to be adversely affected by the COVID-19 pandemic and results in the closure of schools.
Town of Little Compton, Rhode Island  
Little Compton Fire Department  
Office of the Fire Chief

MEMORANDUM

Date: September 7, 2021

To: Town Administrator Teixeira

From: Chief Petrin

Subject: Out of Office

Tony, I will be out of the office from September 13, 2021 returning to the office September 20 2021. While I am away, Captain Watt will be in charge of the department. I will be available by cell phone if there is a need to contact me.

Respectfully,

Richard G. Petrin

Chief of Department