

# **Chapter IV**

## **School Facilities**

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**CHAPTER IV  
SCHOOL FACILITIES**

The purpose of the School Facilities Element is to identify existing facilities and programs, assess their adequacy and project future needs. This element profiles existing facilities, enrollment, facilities needs and program needs.

**IV.A Existing Conditions**

Information for this section was provided by the Superintendent of Schools, the New England School Development Council (NESDEC), and the State Department of Education. The Burrillville School system includes three elementary schools, one middle school and one senior high school. The names, location, current enrollments and other data on each school are presented on Table IV-1 (see Map 1). The School Department employs 236 teachers, 16 administrative personnel and 88+ other personnel.

**Table IV-1  
Existing School Facilities**

<b>Facility</b>	<b>Grades</b>	<b>Enroll-ment</b>	<b>School Capacity (1)</b>	<b>Site Acres</b>	<b>Square Footage</b>	<b>Recreational Facilities</b>
Burrillville High School	9-12	899	1,490	10.2	230,000	Ball fields, tennis courts (owned by Town & maintained by School Department), playing fields under renovation, two gymnasiums
Burrillville Middle School	6-8	673	750	28.4	126,000	Outdoor athletic complex under construction, gymnasium
A.T. Levy Elementary	Preschool, K, 1	350	475	2.4	42,600	Multipurpose room (cafeteria/gymnasium)
Steere Farm Elementary	2,3,4,5	420	907	5.5	76,000	(cafeteria/gymnasium)
Father Holland School	Pre-K-8	217	250	4.2	NA	Playground
Community Christian	Pre-K-8	90	NA	6.7	NA	Playground
Callahan Elementary	2,3,4,5	340	540	7.6	47,078	(cafeteria/gymnasium)
<b>Total</b>		<b>2,682</b>				

Note: Enrollment is as of October, 2002.

(1) Capacities are estimated based upon the number of rooms per school, 27 students per room, and 80 percent occupation. Excess capacity does not always indicate excess space, as spaces are often broken into smaller learning areas to accommodate special programs and activities.

**IV.B Town-Related Factors**

The preparation of enrollment forecasts is an integral part of the long-range planning process. Some of the factors to be considered in this effort pertain to the Town of Burrillville – specifically, its population size and age composition, growth and nature of housing units, number of births to residents, and in/out migration patterns.

Unless otherwise noted, the statistical information for the town in the following tables is from the 2000 Federal census. These data are augmented by information from the Town Hall, Building Department, School Department, and Town records as well as the Rhode Island Departments of Public Health and Education, and the Warren Group (*Banker and Tradesman*).

**Population Size**

As Table IV.2 demonstrates, a 2.7% (-434 persons) decline occurred in Burrillville’s population between 1990 and 2000. This rate substantially reversed the 23.3% growth rate between 1980 and 1990.

**Table IV-2  
Total Population  
Town of Burrillville**

	Population	# Change	% Change
1980	13,164		
1990	16,230	3,066	23.3%
2000	15,796	-434	-2.7%

**Age Composition**

Table IV.3 indicates that the number and percentage of Burrillville residents under the age of 18 shrank between 1990 and 2000. Meanwhile, the median age in Burrillville rose from 30.3 years in 1980 to 32.9 years in 1990 and to 37.3 years in 2000.

**Table IV-3  
Percentage of Population Under the Age of 18 and Median Age**

	# under 18	% under 18	Median Age
1980	4,019	30.5%	30.3
1990	4,479	27.6%	32.9
2000	4,043	26.6%	37.5

Table IV.4 provides valuable information for helping to project the potential for future births as well as the potential for future turnover of housing units. The cohorts from ages 20-34, taken together, shrank 31.3%; it is the size of these cohorts which has the greatest impact on future births. The age cohort from 35-44 rose by 377 persons. Although women in this latter age group are now giving birth, the number of births in this age group remain statistically much smaller than the number of births to younger women. In the 1990's, the number of residents age 65 and above shrank by 233 persons. The 22.4% decrease in persons aged 60-64 indicates continued decline of the "over 65" population in the future.

**Table IV-4  
Burrillville Age Cohort Data**

Age	1980	1990	2000	% Change 1990-2000
0-4	986	1153	886	-23.2%
5-9	1100	1320	1106	-16.2%
10-14	1165	1313	1271	-3.2%
15-19	1171	1132	1204	6.4%
20-24	972	952	796	-16.4%
25-34	2216	2924	1864	-36.3%
35-44	1283	2768	3145	13.6%
45-54	1266	1441	2500	73.5%
55-59	622	568	738	29.9%
60-64	581	626	486	-22.4%
65+	1802	2033	1800	-11.5%
Total	13,164	16,230	15,796	-2.7%

Table IV.5 indicates a K-12 Burrillville public school population that increased through the 1980's a bit less than the Town's growth and shrank during the 1990's by 169 students, a bit faster than the Town's decline.

**Table IV-5  
Percentage of K-12 Enrollment Population**

	Population	Public K-12 Enrollment	% K-12 Enrollment in Population
1980	13,164	2,622	19.9%
1990	16,230	2,958	18.2%
2000	15,796	2,789	17.7%

**Housing Growth**

Table IV.6 indicates that Burrillville grew by 70 dwelling units (+1.2%) during the relatively affluent decade of the 1990's, compared with 1149 units added during the 1980's. At the time of the 2000 Census, 95.5% of all dwellings were occupied.

**Table IV-6  
Number of Dwelling Units and Persons per Unit**

		# of dwelling Units	% Change	Persons per Unit
1980		4,602		2.9
1990		5,751	25.0%	2.8
2000		5,821	1.2%	2.7

Table IV.7 displays the number of K-12 Burrillville public school students per dwelling unit. This statistic, .57 per unit in 1980, had shrunk to .51 students by 1990, and .48 students in 2000. Roughly speaking, every other Burrillville dwelling unit houses a public school student, a statistic somewhat greater than the State as a whole (.36 public school students per dwelling unit). The number of Burrillville households with individuals under the age of 18 was 2195 (37.7%) in 2000. These include students in public, parochial, and vocational school, school dropouts, and those too young for school.

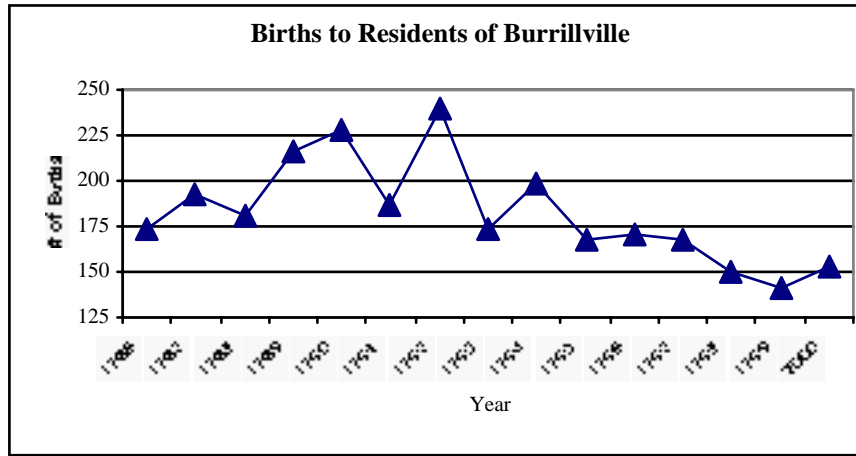
**Table IV-7  
Number of K-12 Students per dwelling Unit**

		# of Housing Units	Public K-12 Enrollment	K-12 Students per Unit
1980		4,602	2,622	.57
1990		5,751	2,958	.51
2000		5,821	2,789	.48

**Births**

Table IV.8 displays the annual number of Burrillville births from 1986 to 2000 according to the Rhode Island Department of Public Health, which has not released its counts of births to Burrillville residents in 2001. Birth data also are available from Town Clerks or Town reports, although such numbers tend to be incomplete as not all births, particularly from remote hospitals, are reported to public officials. In the past 15 years, Burrillville births declined from an average of 198 per year (1986-1990) to 193 per year (1991-1995) to 157 per year (1996-2000).

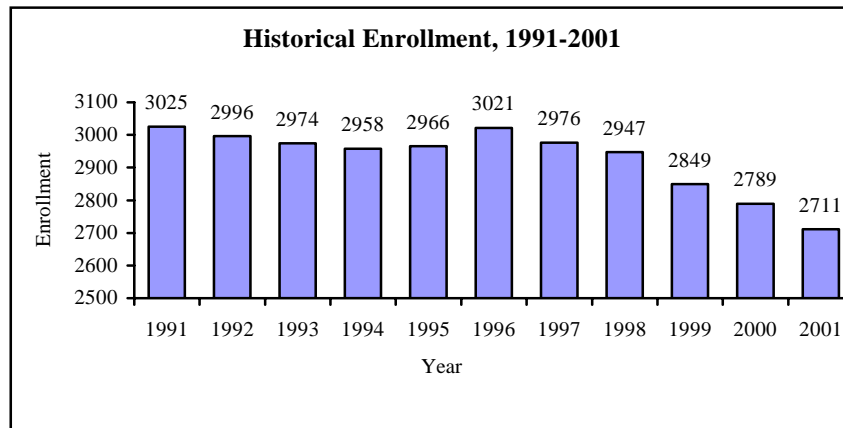
**Table IV-8**



**IV.C Historical Enrollment  
Public Schools**

The K-12 historical enrollment for the Burrillville Public Schools over the past eleven years is shown in Table IV.9.

**Table IV.9**



Historical enrollment is displayed in Table IV.10 by grade. Preschool numbers are not included.

**Table IV-10  
Historic and Current School Enrollment Trends  
in Burrillville Public Schools  
1991-2002**

YEAR	K-2	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
1991-92	716	1400	1636	2077	893	677	441	1281	840
1992-93	683	1369	1617	2087	916	718	470	1295	825
1993-94	644	1374	1607	2091	988	717	484	1311	827
1994-95	633	1326	1606	2075	981	749	469	1312	843

1995-96	618	1306	1550	2074	1014	768	524	1386	862
1996-97	628	1323	1579	2135	1060	812	556	1426	870
1997-98	612	1267	1530	2036	978	769	506	1424	918
1998-99	608	1251	1478	1979	959	728	501	1449	948
1999-00	581	1208	1436	1892	914	684	456	1413	957
2000-01	508	1151	1383	1837	884	686	454	1406	952
2001-02	497	1137	1340	1804	884	667	464	1371	907

Source: New England School Development Council

Burrillville classes generally grow by about 10% in Grade 1 (9% in fall, 2001), as additional students enter from private Kindergarten. Then the class has tended to grow in size by about 2% through Grade 10.

Sometimes there is a loss of students in high school, especially in Grades 11 and 12, a common high school phenomenon.

**Non-Public Schools**

The K-12 historical enrollment of Burrillville residents in private and parochial schools over the past eleven years is displayed in Table IV.11.

**Table IV-11  
Non-Public Regular Education Enrollments by Burrillville Residents**

<b>YEAR</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
1991-92	14	16	14	19	19	24	15	12	11	32	14	12	6	208
1992-93	31	24	24	22	24	20	24	25	22	23	38	23	16	314
1993-94	31	26	22	23	25	29	20	21	25	27	27	35	17	328
1994-95	26	24	23	17	20	22	25	27	19	34	31	23	36	327
1995-96	35	30	28	18	13	20	15	30	22	22	30	38	20	321
1996-97	38	30	22	23	13	15	18	19	26	18	15	24	21	282
1997-98	36	35	33	23	22	17	17	24	20	28	16	14	26	311
1998-99	32	30	33	31	20	22	20	14	18	12	21	11	12	276
1999-00	40	30	30	33	32	25	29	23	20	27	16	23	15	343
2000-01	27	30	27	20	24	26	23	29	18	18	26	11	12	291
2001-02	30	29	31	27	30	32	30	23	31	20	20	24	11	338

Decisions to attend private or parochial schools are driven by a number of factors, including family tradition; economics; and relative satisfaction/dissatisfaction with various schools, public and private. The reason for an increase in Grades 1-5 may be as simple as non-public schools offering what families are seeking. Dissatisfaction with the public schools in Grades 6-12 appears not to be a factor (there is no outflow at the high school level, the level at which dissatisfaction most commonly is evidenced. A policy question which needs to be asked is:

what would be our plans if the numbers of Burrillville students in Grades 1-8 currently attending private/parochial schools, should begin to return to the levels similar to those experienced in 1991-92 (an increase of 12-18 students per grade in Grades 1-8)?

#### **IV.D Projected Enrollment**

A modified cohort survival technique was used by NESDEC to prepare school enrollment forecasts. Percentages were calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades.

Also considered was the cumulative effect of a variety of factors, i.e., Migration, Retention, Programmatic Changes, Dropouts or Transfers, Births and Deaths, and Housing Growth.

Based upon a reasonable set of assumptions in regard to each of these factors, present/future trends were determined for each pair of grades or years. In the case of Burrillville, the assumptions were these:

1. the annual number of births to Burrillville residents from 2001 through 2011 will level off at about 148 per year;
2. the rate of housing growth over the next ten years will continue at approximately the same rate as that of the past ten years;
3. the pattern and numbers involved in the turnover of existing housing stock will not change appreciably from the recent past, however the lack of homes on the market and rising prices will make it somewhat difficult for some young families to purchase homes in Burrillville;
4. there will continue to be public Kindergarten registration at about 90% of the number born five years previous, about 10% growth in Grade 1, and the class total will grow by about 2% through Grade 10, then slightly decline in high school
5. the percentage of Burrillville students in non-public schools and in home-schooling will remain at present levels.

#### **Reliability of Projections**

While the reliability of projections, in general, is based on the soundness of the

assumptions made which produce the projections, there are degrees of reliability over the grades and the ten-year period shown. The enrollment projection in Table IV.12 below can be divided into three sections. The top and largest section represents the projections based on students who are already enrolled in the Burrillville Public Schools. This projection has the highest reliability. The projections based on children who have been born, but are not yet in school are somewhat less reliable. The projections for students who are not yet born are the least reliable projections.

**Table IV.12**  
**Enrollment Projections by Grade**

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2001-02	156	162	179	189	234	217	203	246	218	260	218	226	203	2711
2002-03	151	172	156	190	190	242	221	207	248	226	255	209	197	2664
2003-04	135	166	165	165	191	197	246	225	209	257	221	245	182	2604
2004-05	127	149	159	175	166	198	200	251	227	216	252	212	213	2545
2005-06	138	140	143	169	176	172	201	204	254	235	212	242	184	2470
2006-07	133	152	134	152	170	182	175	205	206	263	230	204	211	2417
2007-08	133	146	146	142	153	176	185	179	207	213	258	221	177	2336
2008-09	135	146	140	155	143	158	179	189	181	214	209	248	192	2289
2009-10	133	149	140	148	156	148	161	183	191	187	210	201	216	2223
2010-11	134	146	143	148	149	161	151	164	185	198	183	202	175	2139
2011-12	134	147	140	152	149	154	164	154	166	191	194	176	176	2097

It is worth stating, as well, that small schools/towns are the most difficult to project, as the in-/out-migration of only a few families makes a great difference.

A ten-year projection (which drops in reliability after the 5<sup>th</sup> year) is a very small window into the future. The “leveling” of the elementary enrollment which occurs in years 6-10 of the projections is caused by holding the births stable during that period. If the births should increase during that period (reversing the trend of the last several years), the Kindergarten class will increase, an increase which would ultimately spread to all the elementary grades. If the rate of housing growth were to increase dramatically from past levels, the projections would rise. At all grade levels, improved programs/facilities could lead to additional Burrillville residents attending (or remaining in) the public schools. Ten-year enrollment projections are just that — projections; they are not guarantees. In making plans, it should

take into account the possibility of a 10% swing either way in terms of enrollment at all grade levels.

**Projections (2002-2011)**

Total public school enrollment, K-12, is projected to shrink by about 60 students each year for the next 10 years. Table IV.13 displays the enrollment history of the Class of 2002, the present senior class. The combined effects of the many factors bearing upon student enrollment can be seen, in microcosm, in a single class.

**Table IV.13**  
**Class of 2002 – Burrillville High School**

1984	Births	188		
Fall				
1989	Kindergarten	215	Public	+ 30 Private/Parochial
1990	Grade 1	253		+26
1991	Grade 2	234		+24
1992	Grade 3	215		+22
1993	Grade 4	220		+25
1994	Grade 5	232		+22
1995	Grade 6	244		+15
1996	Grade 7	259		+19
1997	Grade 8	264		+20
1998	Grade 9	243		+12 +3 Voc-Tech
1999	Grade 10	243		+16 +8
2000	Grade 11	242		+11 +3
2001	Grade 12	203		+11 +3

Although current enrollment projections reflect the loss of about 600 public school students, K-12, spread over the next ten years, the future is never certain. It is possible that the decline will not be as steep, and could even reverse. Although it is not likely that births to Burrillville residents will increase in the near term, additional construction of homes could occur at any time. Similarly, the creation of additional job opportunities such as the growth on Route 102, could attract families to Burrillville’s pleasant natural setting. Within the school district, educational programs are being strengthened (Advanced Placement courses) and updated (Tech Prep, Web Page Design, careers in Information Technology, etc.) consistent with the Five-Year Strategic Goals/Plan. It is likely that the school program offerings will interest families in wanting their children to attend the Burrillville Public Schools.

**IV.E Education Indicators**

The following facts and figures in Table IV.14 prepared by the Rhode Island Department of Education illustrate the school system's characteristics from enrollment to funding that are especially useful for comparison with the State. Burrillville has a higher level of dropouts than the State as a whole, and a lower graduation rate. The Town tends to have fewer students in non-public schools, spend less tax dollars on education, and rely more on State funding. Burrillville is a member of the Northern Rhode Island Collaborative Communities, a group of towns which share information and maintain cooperative educational programs.<sup>1</sup> Within that group of nine communities, Burrillville ranks fifth in average per pupil expenditure. In a study of the top step teacher salary in 38 school units conducted by the Rhode Island Association of School Committees in 2001, Burrillville ranked 24<sup>th</sup> from the top. The following illustrates Burrillville's standing statewide for selected indicators:

**Table IV.14**

<b>Indicator</b>	<b>Rhode Island</b>	<b>Burrillville</b>
Graduation Rate	81.13%	77.44%
Student Attendance	92%	94%
Annual Dropout Rate	18.87%	22.56%
% Public School Enrollment	85.9%	87.6%
% Non-Public School Enrollment	14.1%	12.4%
Instructional Cost per Pupil	\$8,264	\$7,364
Total Cost per Pupil	NA	\$8,834
% of budget from local taxes	70%	46%
% of budget from State	28%	51%
% of budget from Federal govt.	3.0%	3.0%

Source: Rhode Island Department of Education.

**IV.F School Budget**

As in most Rhode Island communities, the school department budget forms nearly three-quarters of the Town's total budgetary commitments. **Table IV-15** illustrates expenditure trends for the past five years.

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<sup>1</sup> Includes North Providence, Pawtucket, Lincoln, Cumberland, Smithfield, North Smithfield, Woonsocket, Central Falls, and Burrillville.

**Table IV-15  
Municipal and School Department Expenditures FY01, FY02, FY03**

Category of Expenditures	FY01		FY02		FY03*	
	Amount	% of Total	Amount	% of Total	Amount	% of Total
Municipal Govt	\$6,356,488	23.1%	\$6,479,182	22.8%	\$7,217,712	24.2%
Public Schools **	\$21,101,902	76.9%	\$21,949,558	77.2%	422,540,772	75.8%
Total Expenditures	\$27,458,390		\$28,428,740		\$29,758,484	

\* FY01 and FY02 are Actuals; FY03 is Appropriations.

\*\*Does not include school general obligation bonds or capital improvement expenditures.

Source: Municipal and School Financial Reports

Revenue sources for the school come primarily from local property taxes, followed by State grants, federal grants and school department generated funds, as shown on **Table IV-16**. Reliance on state aid has become more prevalent in recent years. This will require the Town to make a decision regarding increasing its support for school programs, capital improvements and other school-related activities which depend upon local funding for implementation.

**Table IV-16  
Trends in School Department Revenues**

Budget Year	State Aid	Local Property Taxes	Appropriation (1)
FY01	\$10,224,196	\$10,645,667	\$21,130,000
FY02	\$11,158,077	\$10,645,667	\$22,055,000
FY03	\$11,591,199	\$10,649,573	\$22,540,772

(1) Included in the appropriation are Other School Department generated revenues.

Table IV.17 reflects the additional support provided to the district by grant funding.

**Table IV-17  
Trends in Grant Funding**

Budget Year	Carryover Funds	State/Fed Grants	Competitive Grants	Total Grant Funding
FY01	\$133,930	\$1,945,996	\$66,197	\$2,146,123
FY02	\$196,900	\$2,049,272	\$194,337	\$2,440,509
FY03	\$266,696	\$2,195,057	\$202,179	\$2,663,932

Sources: School Department Audit Report

## **IV.G School Facilities Issues**

### **The School Department Perspective**

- In 1998, the existing configuration of the 3 elementary schools (K-1, 2-3, 4-5) was changed to K-1, 2-5, 2-5, which was considered more educationally sound. There were relatively minor decreases in enrollment, which permitted better use of space and relief for some specialists who did not have permanent classrooms and service providers who had been situated in storage areas. Current enrollment permits efficient use of appropriate spaces allowing for possible changes anticipated as a result of changes in projections.
- Burrillville Middle School serves Grades 6-8 in six teams. Students remain within their team throughout the school day although their classes may not contain the same members of their team. In addition to basic academic subjects, students participate in exploratory classes, where they experience such special subjects as Art, Music, Technology, Consumer Science, Business, and Computers.
- Burrillville High School has just undergone a \$13.5 million expansion and renovation. The town can be proud of the building, which provides a safe and healthy environment for an excellent and varied academic program.

### **Facilities**

- The Central Administration is currently housed in an old addition to the vacated Pascoag Grammar School, which is used primarily for storage. The school itself has deteriorated beyond its ability to be used for educational purposes. The Administration uses an addition that was previously used by the Police Department. The offices are leased from the Town.
- Several organizations have recently demonstrated interest in purchasing the site in which case the School Department would have to seek another location to house the Administrative and Business offices. In addition, it would be more efficient and cost effective to include the Special Education offices, which are currently occupying a small building of their own some distance away.
- All of the school buildings are in good condition with the exception of William L. Callahan School, which is the oldest school building in the district and in serious

need of upgrading or replacement. A recently completed Feasibility Study relative to renovation or new construction is under review.

- The athletic facilities are in need of upgrading. A new gym floor was recently installed at Burrillville Middle School. Use of the balance of the Building Project funds will enable the installation of a new floor and restoration or replacement of the bleachers at Burrillville High School. The athletic fields are in poor condition, partially because of the cost of maintaining them adequately and the inability to renovate a field completely because additional spaces are unavailable. The June Rockwell Levy Rink is in need of some renovation and repair.

### **Staffing**

- Staffing has been reduced at the elementary level as a result of decreased enrollment while there have been compensatory increases at the high school to provide improved programming that meets increased graduation requirements and reduces the warehousing of students in unproductive study halls. Middle School staffing has been stable.
- Programs mandated by the State Department of Education continue to increase, placing demands upon staffing and space. State mandated programs include psychologists, school adjustment counselors, and English as a second language specialists, among others.

### **Financing**

- Financing for school programs and operations is limited. State aid and both state and federal grant programs supplement local funding. Historically, local property taxes provided more than half of the school appropriation. However, in FY02, property taxes supplied 48% of school funding and, in FY03, it was 47%.
- In light of recent budget deficits at the state level, unless the Town assumes the responsibility for maintaining quality education, there will not be sufficient dollars available to provide the services required. The School Department will find it necessary to reduce or eliminate important programs and services.
- As a result of the funding made available from the agreement with Ocean State Power, the School Department has been able to maintain its facilities and restore credibility lost historically as it chose education over maintenance during periods of

inadequate funding. All of the school buildings are in good condition with the exception of William L. Callahan School. The Town will have to decide how to balance the inequities inherent in an old building that originally served a high school population in a far different era with the services provided for other students in the district at this time.

#### **IV.H Activities/Plans to Address Anticipated Demands**

The following School Department's plans and programs are designed to meet the above-mentioned needs. Short term activities are within one year, medium term are within 1 to 3 years, and long term are activities projected to occur after three years.

##### **Short Term**

- Complete the Facilities Study currently being undertaken by a Subcommittee of the Burrillville School Committee.
- Complete the Athletic Fields Study currently being undertaken by a Subcommittee of the School Committee
- Continuation of maintenance work on facilities, roof repairs, major energy conservation projects, painting, window and door replacements, etc.
- Development of a separate capital improvement plan to the Town Council/Manager for the Community Rink.
- Continuation of work with the School Committee on policy development and review
- Continuation of curricula and staff development activities in specific areas;
- Analysis of district-wide enrollment trends to determine best short term solutions;
- Analysis of trends, if any, in out-of-district and private school enrollments to determine both immediate and long term needs.

##### **Medium Term**

- Monitor the school system's accomplishments to date in key result areas; make necessary revisions and corrections;
- Based on findings of William L. Callahan Feasibility Study, develop a proposal to resolve the inadequacy and facilities issues at WLC;

- Continuation of work on improvement of athletic fields;
- Continuation of work on all previously identified capital improvement projects, including completion of outstanding projects at Burrillville High School;
- Continuation of work on the School Department Action Plan including curriculum, staff development, assessment, upgraded performance appraisal system and district-wide program evaluations.

### **Long Term**

- Implementation of plans for renovation or new construction relative to William L. Callahan School.
- Annual update of School Department Action Plan.
- Evaluation of school district's accomplishments as related to School Department's Action Plan.

New students, new State mandates and new programs require the School Department to continuously monitor and address new needs. The Department's Action Plan, which is reviewed and updated annually, identifies the action the Department is taking to address necessary changes in direction. It is expected that in the future this plan, in combination with continuation of a multi-year effort to strengthen school management at the building level with principals, curriculum leaders and system-wide department chair-people will provide the requisite organizational structure to make "mid-course" corrections in direction.

### **IV.I Goals, Policies and Implementation Actions**

The following draft goals and policies include pertinent State Guide Plan input, School Department recommendations and additional recommendations.

IV. School Facilities Goals	Policies	Implementation Actions
IV.1 To provide community facilities and services which maintain or improve existing quality in the most efficient manner to meet the existing and future needs of Burrillville's residents and businesses.	IV.1.a Promote a better understanding of school policies, programs and opportunities at a community-wide level.	IV.1.a.1 Administer a community survey (5-year cycle) aimed at obtaining accurate data on community expectations regarding the school system.
		IV.1.a.2 Ensure that a School Department Comprehensive Strategic Plan is in place for the School District, including short and long term goals and objectives for the district.
		IV.1.a.3 Communicate the school system's accomplishments to date in key result areas, make necessary revisions and corrections.
	IV.1.b The School Committee must recognize that facility maintenance and renovation is a priority concern.	IV.1.b.1 Develop and implement a facilities plan for W.L. Callahan School to ensure an equitable educational environment for all Burrillville students.
		IV.1.b.2 The Superintendent shall prepare an annual report to the School Committee regarding the condition, maintenance and renovation of school facilities.
		IV.1.b.3 Continue to update the 5-year Capital Improvement Plan to reflect current and future needs.
		IV.1.b.4 Continue work aimed at making the June Rockwell Levy Community Rink a financially self-supporting entity.
		IV.1.b.5 Develop a capital improvement plan for the Community Rink.
	IV.1.c Ensure that all school facilities provide the appropriate physical structure to promote equitable educational opportunities and services to all students.	IV.1.c.1 Continue maintenance work on facilities, roof repairs, major energy conservation projects, painting, window and door replacements, etc. as required.

		IV.1.c.2 Continue to assess enrollment trends as they affect educational and facilities needs.
		IV.1.c.3 Analyze trends, in out-of-district and private school enrollments to determine both immediate and long term needs.
		IV.1.c.4 Explore reorganization as a strategy to address enrollment changes.
	IV.1.d Ensure that the financial resources to be used in the construction, equipping, and maintenance of school buildings and facilities are adequate.	IV.1.d.1 Monitor development and population growth, State and Federal contributions to the school budget and maintain consistent levels of local property tax funding.
		IV.1.d.2 The School Department will continue to report use of appropriated capital improvement monies.
IV.1 To provide community facilities and services which maintain or improve existing quality in the most efficient manner to meet the existing and future needs of Burrillville's residents and businesses.	IV.1.e Promote sharing of information between the School Dept. and the Planning Dept., including population projections, school bus routes, computer databases, planned and potential residential development and other pertinent information.	IV.1.e.1 The Town Planner and School Department staff should coordinate on a regular basis to review data needs, development trends, population projections and other information as needed.
	IV.1.f Explore alternative financing arrangements for supplementing local property taxes, and State and Federal funding of the school system, such as, but not limited to, impact fees.	IV.1.f.1 The Planning Department/Board, in coordination with the School Board, will review existing impact fee systems relating new development to school facilities, and consider the merits of such a system for Burrillville.
		IV.1.f.2 Should the results of the study described in IV.1.f.1, indicate that an impact fee system would be beneficial to providing educational services in Burrillville, prepare the necessary legal review and establish an impact fee system.

	IV.1.g Ensure that new school facilities are located appropriately, with consideration to residential development and traffic patterns.	IV.1.g.1 Attempt to locate new school facilities in or proximal to existing neighborhoods.
		IV.1.g.2 Review school bus stop locations to ensure the safety of children.
	IV.1.h Improve the educational quality of the schools by improving curricula, expanding programs for the gifted and the slow learners, instituting additional experimental programs and reducing student-teacher ratios.	IV.1.h.1 Continue curricula and staff development activities in specific areas.

**Sources:**

Rhode Island Public Schools 2002 Information Works

Enrollment Projections, New England School Development Education Council, April 2002.