

Functional Capacity Subcommittee Findings



Subcommittee Members:

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Overview of Functional Capacity Committee Process

The group met four times: 6/28, 6/30, 7/13, 7/25*

Outcomes of meetings:

1. Square footage for all 3 elementary buildings was completed
2. Reviewed DOE recommendations regarding square footage per student.
3. Reviewed physical footprints for exterior of buildings to evaluate capacity for parking, modular additions, green space considerations, playground spaces, driveline capacity.
4. *Our 7/25 meeting included Principals from WMS and PCS, our Food Services Director and the Adult Education Director.

Scenario 1:

Keep all hometown schools as is, fund, staff, and fix them.

In terms of impact, from a functional capacity point of view, this scenario did not require any input or consideration from our group.

We know that we have the functional capacity to house all of our students within our current footprints, however MCS/PCS have limited capacity for grade level expansions to support larger class sizes.

Scenario 2:

Reduce Pre-K to 6 elementary buildings to 2 by combining ESS with MCS. PCS remains as is, fund, staff, and fix them.

A combination of ESS and MCS is possible, but would require alterations to the use of current spaces and the placement of a modular addition in order for the building to accommodate the students.

- Adult Education would need to be relocated
- A modular addition would need to be added to accommodate grade 6 classrooms. (If 6th grade remains in the elementary schools.)
- Some current spaces would require alterations in order to provide necessary useable space (repurposing of some spaces)

Scenario 2: Continued

Reduce Pre-K to 6 elementary buildings to 2 by combining ESS with MCS. PCS remains as is, fund, staff, and fix them.

Alterations to outside space would also be required to accommodate the increase in students and staff attending school at ESS if the two schools were to be combined.

- Playground space: Playground equipment would need to be moved from MCS to ESS to allow for additional space for the increased number of children.
- Parking: Additional parking would be needed to accommodate the additional staff members or visiting parents.
- Bus Access: Additional buses would be dropping off and picking up students, so loading and unloading zones would need to be larger.
- Driveline: There would be an increase in the number of cars and would require some reconfiguration to accommodate the increase.

Scenario 2: Continued

Reduce Pre-K to 6 elementary buildings to 2 by combining ESS with MCS. PCS remains as is, fund, staff, and fix them.

Other Impact Considerations:

- Food Service: Would need to stagger meal times, but otherwise would be able to accommodate the change. (Would need additional cold/frozen storage. Could be offsite.)
- Staffing: There would be opportunities to reduce some redundant staff
- Adult Ed would require a new location
- Budget: Additional funds would be required for the modular addition, renovation of spaces, preparation of outdoor spaces, moving expenses, etc.
- Reduction of some operational expenses associated with MCS
- ADA Improvements should be/may be required with this scenario

Scenario 3: Overview

Reduce Pk-6 Elementary Buildings to 2 and reconfigure grade combinations. Fund, staff and fix remaining buildings.

An initial exploration of the re-configuring of grade level buildings would look like this:

- PCS would house students in grades 3-6. We will provide 7 grade level classrooms with an average class size of 17.14 (this would be a reduction of 1 grade level classroom based on what we currently provide)
- ESS would house students in grades PK-2. We would provide 8 grade level classrooms with an average class size of 15 (this matches what we currently have in our district)
- We would continue to provide our current special education programming, however it would follow grade level structure and we have room in our buildings within this reconfiguration to fit:
 - Applied Academics K-2 and 3-6
 - Functional Life Skills K-2 and 3-6
 - Social-Emotional Learning Program K-2 and 3-6
 - Resource Room Classrooms K-2 and 3-6

Scenario 3: Continued

Reduce Pk-6 Elementary Buildings to 2 and configure grade combinations. Fund, staff and fix remaining buildings.

A reconfiguration of ESS/MCS/PCS is possible, but would require alterations to the use of current spaces and the placement of a modular addition in order for the building to accommodate the students.

- Adult Education would need to be relocated
- A modular addition would need to be added to accommodate grade 6 classrooms. (If 6th grade remains in the elementary schools.)
- Some current spaces would require alterations in order to provide necessary useable space (repurposing of some spaces)

Scenario 3: Continued

Reduce Pk-6 Elementary Buildings to 2 and configure grade combinations. Fund, staff and fix remaining buildings.

Alterations to outside space would also be required to accommodate the increase in students and staff attending school at ESS if the two schools were to be combined.

- Playground space: Playground equipment would need to be moved from MCS and redistributed to new grade level schools. ESS to allow for additional space for the increased number of children. Pre-K playground at ESS would need to be moved to lower playground.
- Parking: Additional parking would be needed to accommodate the additional staff members or visiting parents. This would impact recreational spaces at ESS (lower field/playgrounds).
- Bus Access: Additional buses would be dropping off at ESS and picking up students. We would need to evaluate the system for loading/unloading buses.
- Transportation: Potential for modified bus routes or staggered start/end times to mitigate increase in bus ride length.
- Driveline: There would be an increase in the number of cars and would require some reconfiguration to accommodate the increase.
- Reconfiguration of lunch periods to allow staggered meal delivery to classrooms.

Scenario 4

Keep all three elementary schools and reconfigure them by grade level. Fund, staff, and fix them.

- ESS would house students in grades PK-2. We would provide 8 grade level classrooms with an average class size of 15 (this matches what we currently have in our district). ESS is centrally located for our youngest students to minimize longer bus routes. This configuration would help minimize students' transitions from school to school in their early primary years.
- PCS would house students in grades 3-4 **and house Adult Education**. We will provide 8 grade level classrooms with an average class size of 15 (this matches what we currently have in our district).
- MCS would house students in grades 5-6. We will provide 7 grade level classrooms with an average class size of 17.14 (this would be a reduction of 1 grade level classroom based on what we currently provide).
- We would continue to provide our current special education programming, however it would follow grade level structure and we have room in our buildings within this reconfiguration to fit:
 - Applied Academics K-2, 3-4, and 5-6
 - Functional Life Skills K-2, 3-4, and 5-6
 - Social-Emotional Learning Program K-2, 3-4, and 5-6
 - Resource Room Classrooms K-2, 3-4, and 5-6

Scenario 4: Continued

Keep all three elementary schools and reconfigure them by grade level. Fund, staff, and fix them.

- Playground space: Playground equipment would need to be evaluated/moved based on the new grade level configurations.
- Parking: We would need to evaluate parking at ESS for the increased number of staff and students.
- Bus Access: Additional buses would be dropping off at ESS and picking up students. We would need to evaluate the system for loading/unloading buses.
- Driveline: There would be an increase in the number of cars at ESS and would require some reconfiguration to accommodate the increase.
- Physical changes would need to happen within ESS to accommodate these grade levels and the special education programming (spaces would need to be renovated and turned into classrooms spaces).

Key Takeaways/Considerations

- The lot at Minot may have plenty of room, but septic systems occupy a large portion of the green space. The Minot parcel also needs better access to potable water and limited access to adequate power. The municipality is an abutting property owner to the East.
- Elm Street is in a better location because of its connection to public water, sewer and proximity to three-phase power. The land area down behind the school, currently used for recreation space, is restricted by shoreland zoning requirements and lies within the flood zone. There is the option for creating additional property access for utilizing the driveline or school buses via its road frontage on Highland Avenue. Abutting properties are municipal and privately owned. The Water Department facility uses the abutting municipal property.
- Poland Community School has the smallest available land area as the school's footprint utilizes most of the open space. It has public water and access to three-phase power, but public sewer is not currently an option, and the septic system is underneath the playground. The abutting landowners are municipal and privately owned. The town of Poland owns the land to the North East.
- We also looked at the space that houses the Adult Ed program. The recommendation is to maintain our current square footage for the program requiring us to find 3000 square feet to house adult education.
- This subcommittee did not focus on those specifics and only looked at capacity options and impacts. Financial estimations of each scenario will be more closely examined by another sub-committee.
- This sub-committee also considered moving sixth graders out of the elementary schools and into the middle school. As with any of the elementary schools, moving sixth graders would require additional square footage that the middle school does not have. A more in-depth investigation would be needed to determine the best locations for building square footage at any of our facilities and what kind of square footage should be explored (mobile classroom, modular addition, or brick-and-mortar construction).

Questions/Comments/Thoughts

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