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Portland Public Schools

Learning to Succeed

Portland Board of Public Education

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353 Cumberland Avenue, Portland, Maine 04101
(207) 874-8100

July 6, 2016

Mayor Ethan Strimling and City Councilors
City of Portland
389 Congress Street, Suite 208
Portland, ME 04101

Dear Mayor Strimling and Councilors:

The Portland Public Schools has conducted several studies over the past 22 years to identify deficiencies in our elementary schools that detract from student learning. We have worked to phase in improvements in order to lessen the impact on taxpayers and disruptions to teaching and learning. Schools have been closed (Baxter, Adams, Jack and Nathan Clifford); consolidations have occurred; and redistricting has been assessed. We built East End Community School (2006 with state and local funding) and Ocean Avenue Elementary School (2011 with state and local funding). We renovated and added to Riverton Elementary School (2007 with local funding) and have begun to rebuild Hall Elementary School (state funding \$28.3 million and Portland taxpayers \$1.4 million; expected to open in 2018). We have asked Portland taxpayers to assist in rebuilding only four out of eleven elementary schools in 22 years (total additional local funds have amounted to \$5.6 million).

In November 2012, a “Buildings for Our Future” initiative was launched to address significant needs at our remaining mainland elementary schools, supporting academic excellence and student safety needed for 21st century learning for every Portland elementary student. In August 2012, the Portland City Council unanimously approved \$3 million for school projects in the FY2013 Capital Improvement Program (CIP), including \$700,000 for initial planning of school building improvements.

Oak Point Associates was chosen to develop preliminary concept plans, construction schedules, and estimated costs for projects at Hall, Presumpscot, Lyseth, Reiche, and Longfellow elementary schools. Based on hundreds of hours of community input, one-on-one conversations with parents and teachers, charrettes with the public, and phone calls to residents, and after a year of work and expense, on July 25, 2013, the Board brought forward a request to hold a referendum for \$39.9 million. Although the Council expressed support for addressing elementary school needs, the action was deferred to wait for state funding for Hall and Longfellow. Fortunately Hall was approved for state funding in 2015, but Longfellow (and Reiche also on state list) has not been approved.

Last week, the state indicated that it will not be funding any additional schools from their 2010-2011 priority list. Acting Deputy Commissioner Beardsley announced that the state would like to review their Major Capital School Construction program, however he did not indicate when they will consider a new round of applications. If the state opens the list and requests applications, Portland would need to reapply for our schools and it would be a minimum of two years before a new list is finalized for state funding consideration.

Since November 2015, the Board has again worked with staff and Oak Point to update its assessment for the remaining four schools (Longfellow, Reiche, Presumpscot and Lyseth) and costs.

On June 21, 2016, the Board authorized Chair Marnie Morrione to request City Council action on the Building for Our Future projects and to send to Portland voters a referendum (totaling \$70,593,229) for approval in November. It includes renovations of Lyseth (\$20,214,577), Longfellow (\$16,361,117), Presumpscot (\$16,149,001), and Reiche (\$17,868,533).

The Board requests that the City Council forward these recommendations to the voters for approval in a November 2016 referendum.

A strategy of pursuing both state-funded and locally-funded projects is important to addressing our critical needs across our district. We are now in a situation where we can no longer wait because our schools face critical infrastructure challenges affecting student learning with safety and compliance concerns.

Although the request of \$70.6 million is high, construction costs are estimated to increase at a rate of 3 to 4 percent each year. We have studied enough to know we have the correct number of schools in the best locations. None of our schools are under capacity (under 90% is the standard used to close a school).

Continuing to defer maintenance and repairs for our elementary students, our most vulnerable, delays meeting the needs of these schools and our students. By contrast, taking action represents our City's core values. These improvements will have lasting effects on our children's lives for decades to come. Academically great and safe neighborhood schools attract families and improve our local economy, making Portland an even more desirable city.

We look forward to working together for our city and our children. Thank you in advance for your support.

Sincerely,



Marnie Morrione, Chair
Portland Board of Public Education

Cc: Xavier Botana, Superintendent of Schools
Jon Jennings, City Manager





Buildings for Our Future: 2016 Update



OAK POINT
ASSOCIATES

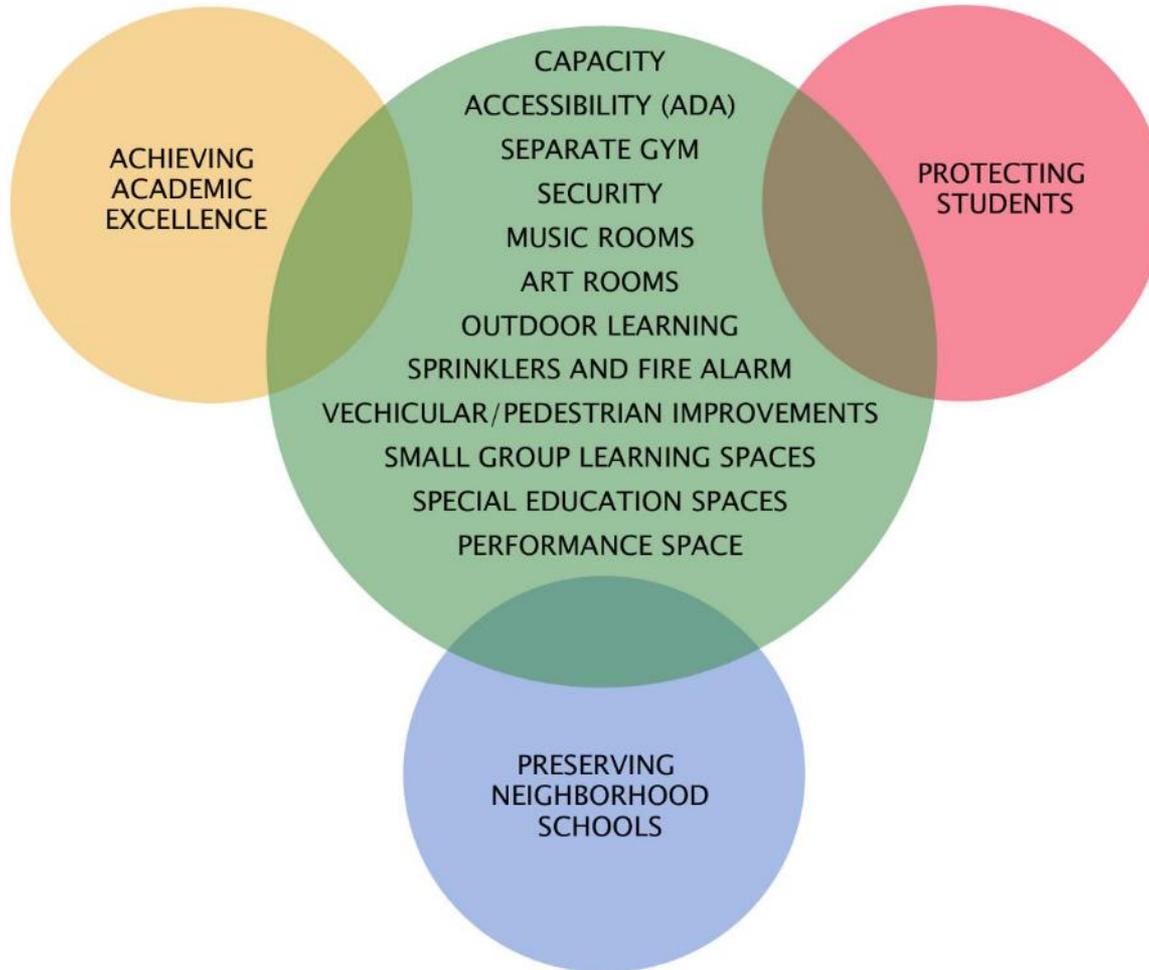
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March 1, 2016

Buildings For Our Future: Project Objectives

- Transform five elementary schools in poor and worsening condition into 21st century centers of learning for outstanding academic achievement for our children
- Ensure each elementary school has up-to-date security systems and meet fire safety standards
- Preserve our existing neighborhood schools, ensuring that our children stay connected to the community in which they live
- Leverage state and local funding for comprehensive approach

Project Objectives



Buildings for Our Future

Portland Public Schools
Elementary Schools, Grades PreK-5

Recommendation

Implementation of the "facility equity model" with energy and sustainability upgrades, outdoor curriculum enhancements and building and site specific improvements at each school. State funding of Hall and Longfellow. Local funding of Lyseth, Presumpscot and Reiche.

	Hall	Longfellow	Lyseth	Presumpscot	Reiche	Total
A NEW CONSTRUCTION						
Renovation/Reconfiguration	\$ -	\$ 4,961,738	\$ 3,606,210	\$ 2,270,177	\$ 7,838,031	\$ 13,714,419
New Construction/Addition	\$ 13,200,000	\$ 2,740,210	\$ 6,556,436	\$ 6,358,660	\$ 1,045,840	\$ 13,960,936
Demolition	\$ 271,375	\$ -	\$ 51,500	\$ 800	\$ 1,740	\$ 54,040
Built in Equipment	\$ 681,000	\$ 593,000	\$ 546,000	\$ 484,000	\$ 408,000	\$ 1,438,000
Site Development	\$ 2,892,120	\$ 962,400	\$ 1,997,640	\$ 1,118,640	\$ 682,320	\$ 3,798,600
Subtotal	\$ 17,044,495	\$ 9,257,348	\$ 12,757,786	\$ 10,232,277	\$ 9,975,931	\$ 32,965,995
B ADMINISTRATIVE COST & RESERVE						
Temporary Classrooms	\$ 150,000	\$ -	\$ -	\$ -	\$ -	\$ -
Advertising/Insurance/legal	\$ 65,000	\$ 55,000	\$ 55,000	\$ 55,000	\$ 55,000	\$ 165,000
Bid Contingency 5%	\$ 852,225	\$ 462,867	\$ 637,889	\$ 511,614	\$ 498,797	\$ 1,648,300
Construction Contingency 5%	\$ 852,225	\$ 462,867	\$ 637,889	\$ 511,614	\$ 498,797	\$ 1,648,300
Subtotal	\$ 1,919,450	\$ 980,734	\$ 1,330,778	\$ 1,078,228	\$ 1,052,594	\$ 3,461,600
C FEES AND SERVICES						
Architect/Engineer	\$ 1,176,070	\$ 781,315	\$ 983,200	\$ 783,246	\$ 904,242	\$ 2,670,688
A/E Reimbursable	\$ 44,400	\$ 39,400	\$ 39,400	\$ 39,400	\$ 39,400	\$ 118,200
Commissioning	\$ 80,000	\$ 56,762	\$ 71,364	\$ 56,878	\$ 74,578	\$ 202,820
Environmental Permitting	\$ 62,900	\$ 18,760	\$ 27,532	\$ 18,760	\$ 18,760	\$ 65,052
Life Cycle Cost Analysis	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 30,000
Surveys/Soils/Testing	\$ 125,000	\$ 39,500	\$ 45,500	\$ 45,500	\$ 34,500	\$ 125,500
Clerk of the Works	\$ 147,000	\$ 73,500	\$ 73,500	\$ 73,500	\$ 73,500	\$ 220,500
Subtotal	\$ 1,645,370	\$ 1,019,237	\$ 1,250,496	\$ 1,027,284	\$ 1,154,980	\$ 3,432,760
	STATE FUNDED		LOCALLY FUNDED			
D TOTAL PROJECT COST	\$ 20,609,315	\$ 11,257,319	\$ 15,339,060	\$ 12,337,789	\$ 12,183,505	\$ 39,860,355



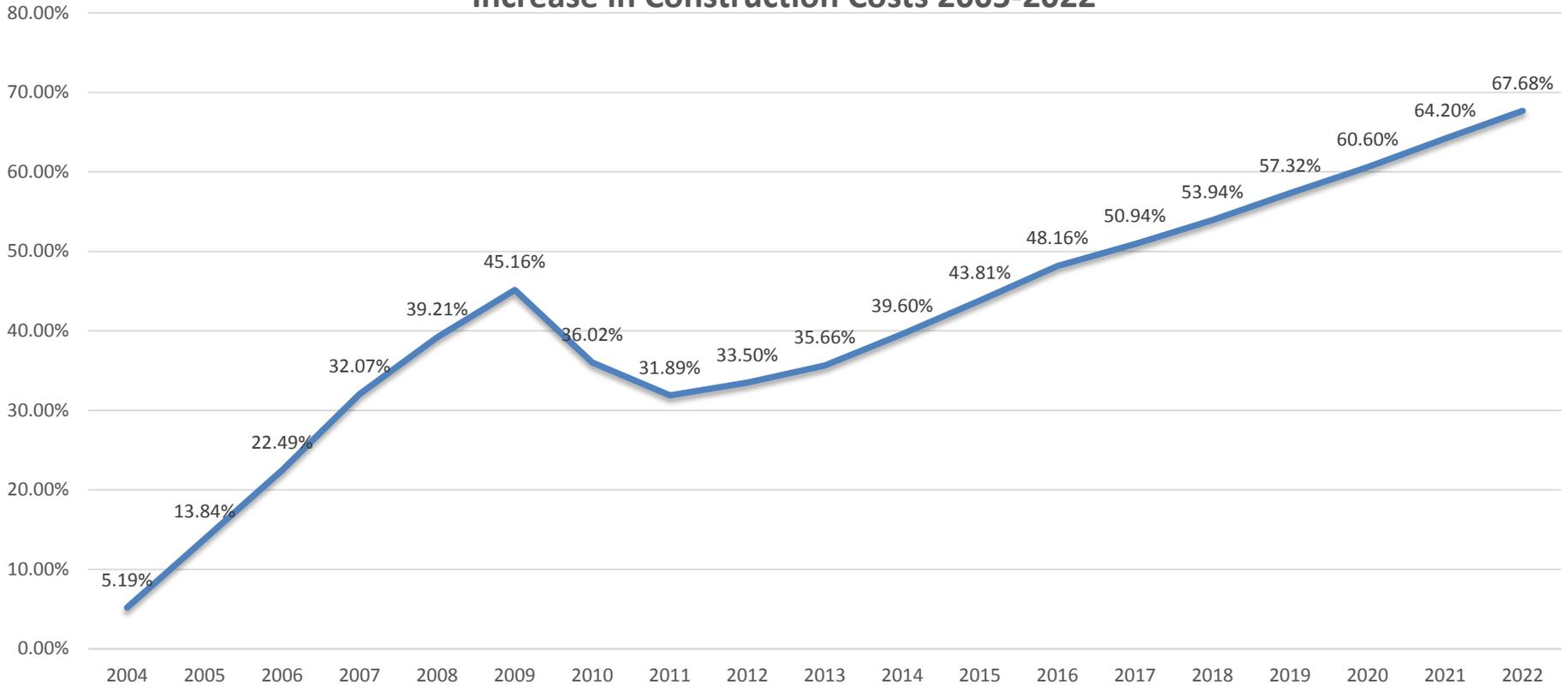
Escalation

Year	Historic Construction Index	Escalation	Source	Adjusted City Cost Index, Portland, ME Means Weighted Average: 96.3%
2004	655	5.19%	Turner Construction cost index (national)	5.00%
2005	717	8.65%	Turner Construction cost index (national)	8.33%
2006	793	9.58%	Turner Construction cost index (national)	9.23%
2007	854	7.14%	Turner Construction cost index (national)	6.88%
2008	908	5.95%	Turner Construction cost index (national)	5.73%
2009	832	-9.13%	Turner Construction cost index (national)	-8.80%
2010	799	-4.13%	Turner Construction cost index (national)	-3.98%
2011	812	1.60%	Turner Construction cost index (national)	1.54%
2012	830	2.17%	Turner Construction cost index (national)	2.09%
2013	864	3.94%	Turner Construction cost index (national)	3.79%
2014	902	4.21%	Turner Construction cost index (national)	4.06%
2015	943	4.35%	Turner Construction cost index (national)	4.19%
2016	970	2.78%	Projected	2.68%
2017	1000	3.00%	Projected	2.89%
2018	1035	3.38%	Projected	3.26%
2019	1070	3.27%	Projected	3.15%
2020	1110	3.60%	Projected	3.47%
2021	1150	3.48%	Projected	3.35%
2022	1185	2.95%	Projected	2.84%

Note: Base year 1967, index 100

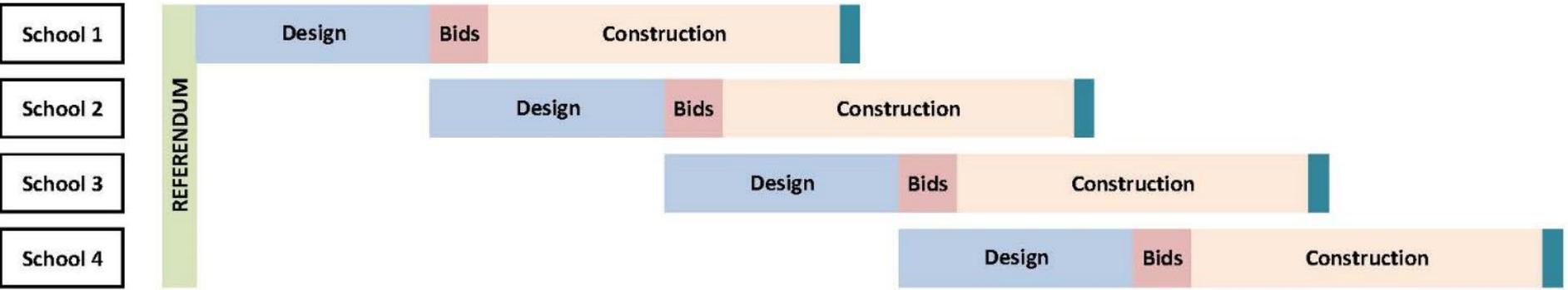
Data sources: Turner Construction cost index, R.S. Means

Increase in Construction Costs 2005-2022



Project Schedule

2016	2017					2018					2019					2020					2021					2022																																																
O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D



	Years of Escalation	Escalation-November Referendum
School 1	2015-2018	13.01%
School 2	2015-2019	16.16%
School 3	2015-2020	19.63%
School 4	2015-2021	22.98%

- Project order has not been determined
- Budgets were run through escalation factors using “least expensive first / most expensive last” and “most expensive first / least expensive last” scenarios and the total cost difference (due to escalation) was approximately \$500,000
- A “schedule mid-point” escalation factor of 18% has been used in the following budgets in order to provide an average escalation factor for scheduling flexibility

Buildings for Our Future

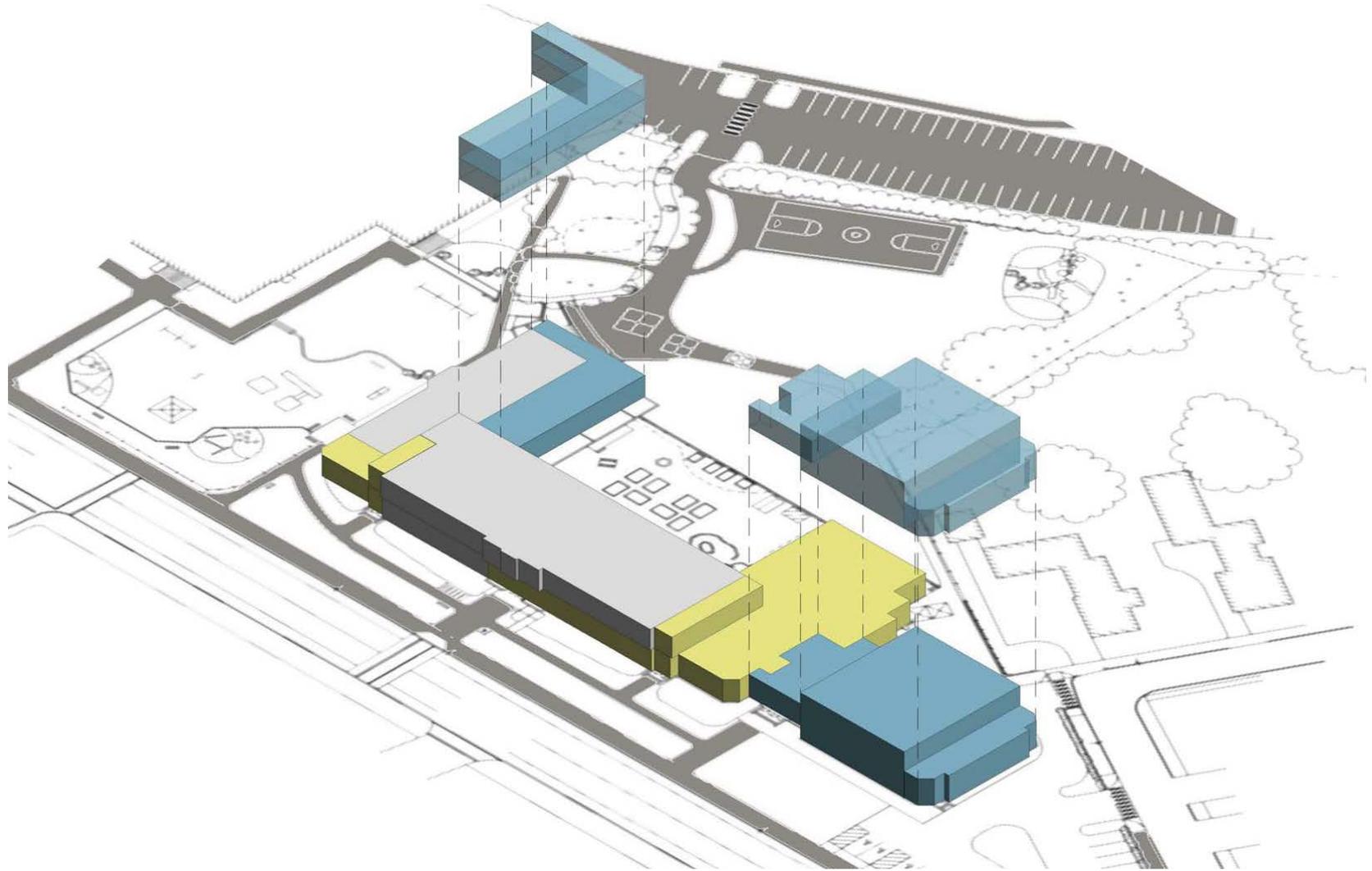


Longfellow Elementary School



OAK POINT
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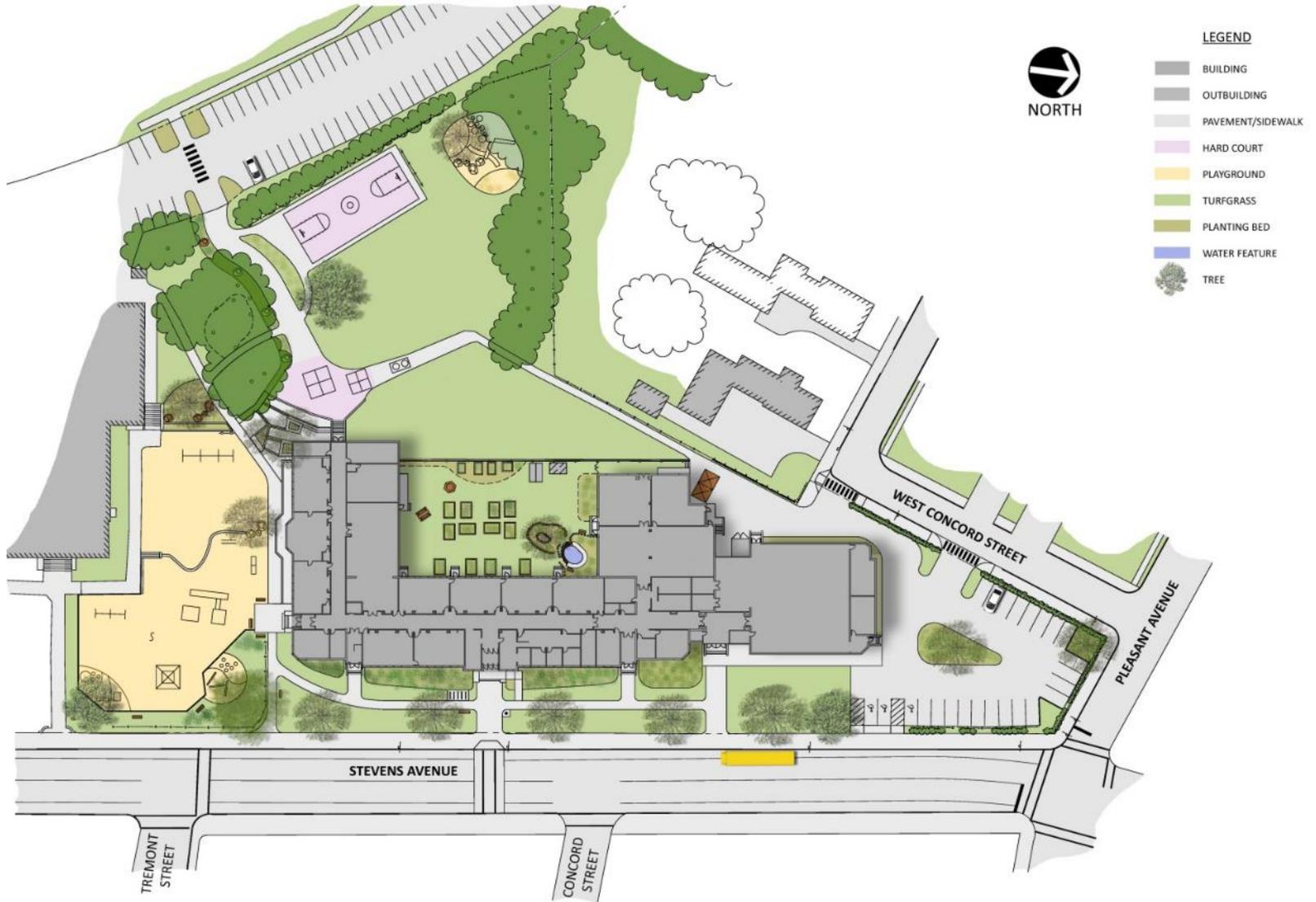


Buildings for Our Future



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Longfellow Elementary School



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Removed:

- Rainwater harvesting
- Vegetated roof on library addition
- Reduced cost of security system to match current district plans

Added:

- Re-pointing of masonry and precast concrete exterior
- Replacement of the existing roof
- Storm drain repairs
- Playground improvements and outdoor learning environments
- Additional hazardous materials removals
- Moveable Equipment (furniture and technology equipment)

Longfellow: Budget

	Buildings for Our Future (2013)	BFOF Escalated	BFOF Escalated-Currently Envisioned
A CONSTRUCTION			
1 Construction Estimate			
Renovation/Reconfiguration			
Structural/Architectural	\$2,152,916	\$2,539,364	\$2,539,364
Mechanical/Plumbing/Sprinkler	\$1,785,413	\$2,105,895	\$2,105,895
Electrical	\$1,023,408	\$1,207,110	\$1,207,110
Renovation non-equity model	\$0	\$0	\$1,639,264
New Construction/Addition	\$2,740,210	\$3,232,078	\$3,232,078
Demolition	\$0	\$0	\$0
Built-in Equipment	\$593,000	\$699,444	\$699,444
Site Development	\$962,400	\$1,135,151	\$1,135,151
Subtotal	\$9,257,347	\$10,919,042	\$12,558,305
B ADMINISTRATIVE COSTS & RESERVES			
2 Land Purchase and Related Costs	\$0	\$0	\$0
3 Moveable Equipment	\$0	\$0	\$1,028,084
4 Advertising and Legal	\$55,000	\$55,000	\$55,000
5 Percent for Art	\$0	\$0	\$0
6 Project Reserves	\$0	\$35,000	\$35,000
7 Project Contingency	\$925,735	\$1,091,904	\$1,255,831
Subtotal	\$980,735	\$1,181,904	\$2,373,915
C FEES AND SERVICES			
8 Architect / Engineer Basic Services	\$781,315	\$956,507	\$1,112,237
9 Architect / Engineer Additional Services	\$10,000	\$10,000	\$10,000
10 Architect / Engineer Reimbursables	\$39,400	\$39,400	\$39,400
11 Site Selection	\$0	\$0	\$0
12 Permitting & Approvals	\$18,760	\$18,760	\$18,760
13 Survey and Soils	\$39,500	\$39,500	\$39,500
14 Construction Testing	\$0	\$15,000	\$15,000
15 Project Coordination	\$0	\$45,000	\$45,000
16 Clerk of the Works	\$73,500	\$84,000	\$84,000
17 Commissioning	\$56,762	\$65,000	\$65,000
18 Other Professional Services	\$0	\$0	\$0
Subtotal	\$1,019,237	\$1,273,167	\$1,428,897
D TOTAL PROJECT COST	\$11,257,319	\$13,374,113	\$16,361,117

Buildings for Our Future

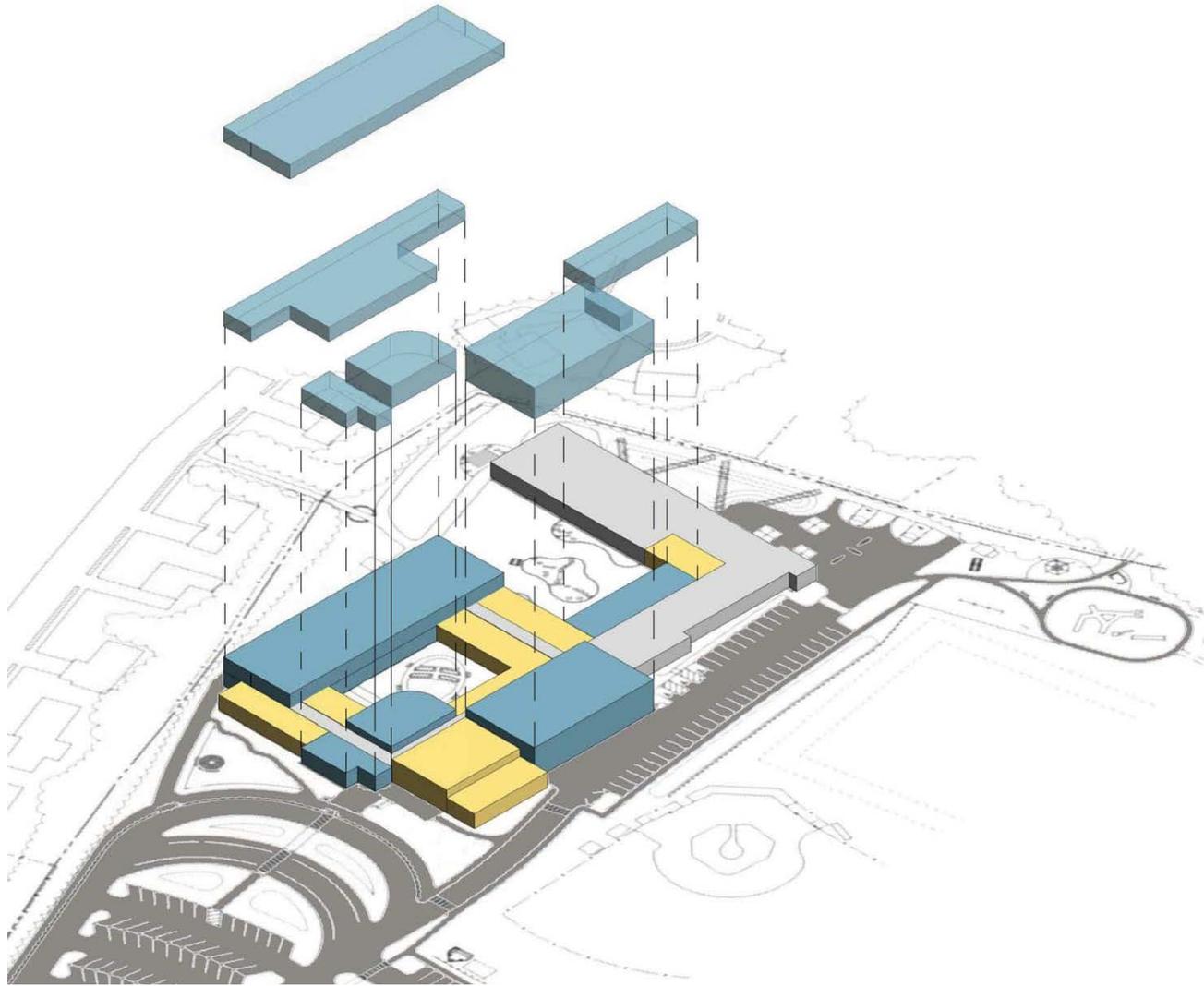


Lyseth Elementary School



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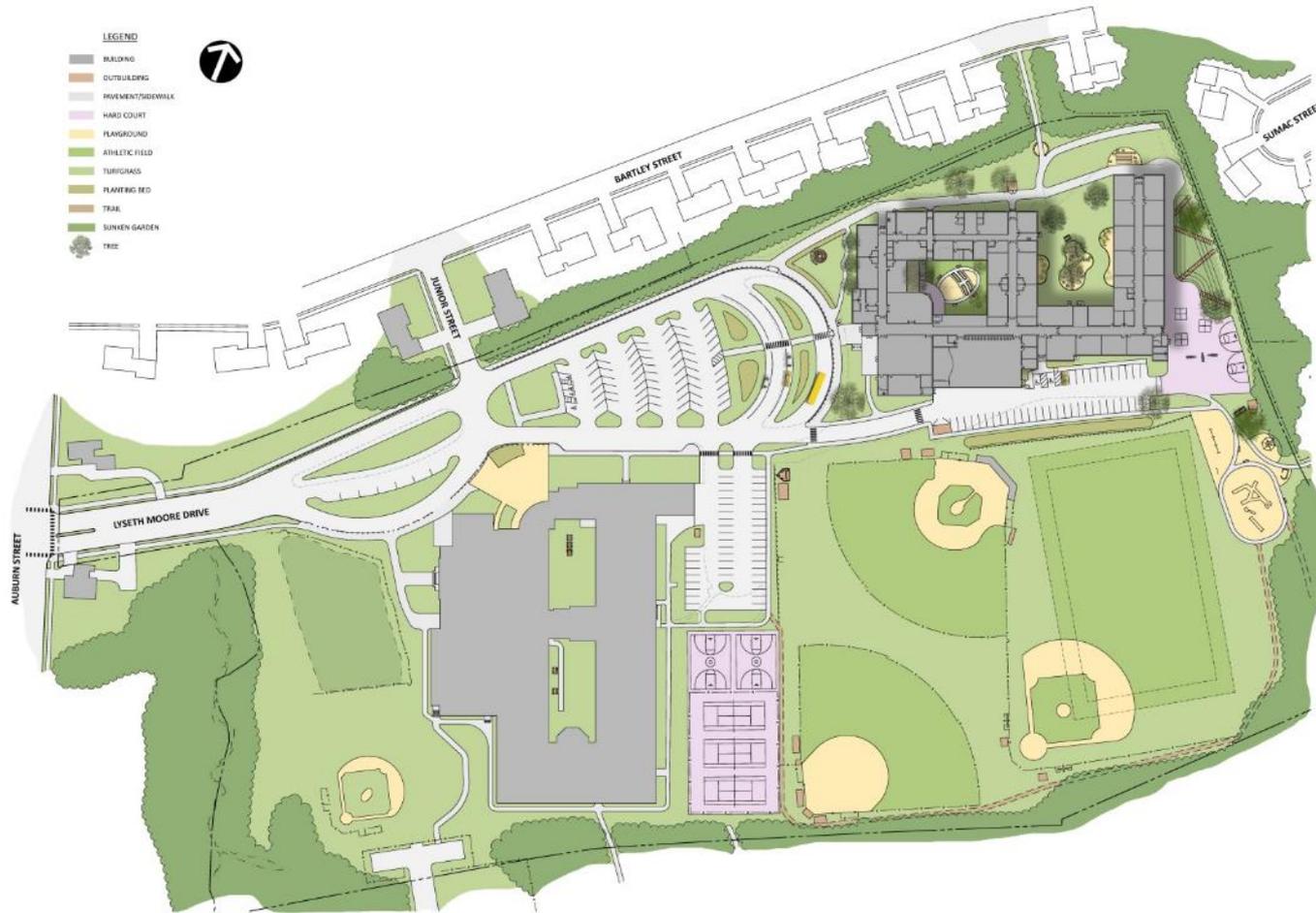


Buildings for Our Future



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Removed:

- Rainwater harvesting
- Vegetated roof
- Reduced cost of security system to match current district plans

Added:

- Reconstruction of the Moore parking lot (including stormwater management)
- Entrance improvements
- Playground and outdoor learning improvements
- Moveable Equipment (furniture and technology equipment)

Lyseth: Budget

	Buildings for Our Future (2013)	BFOF Escalated	BFOF Escalated-Currently Envisioned
A CONSTRUCTION			
1 Construction Estimate			
Renovation/Reconfiguration			
Structural/Architectural	\$1,115,304	\$1,315,501	\$1,315,501
Mechanical/Plumbing/Sprinkler	\$1,507,649	\$1,778,272	\$1,778,272
Electrical	\$983,257	\$1,159,752	\$1,159,752
Renovation non-equity model	\$0	\$0	\$683,502
New Construction/Addition	\$6,556,436	\$7,733,316	\$7,733,316
Demolition	\$51,500	\$60,744	\$60,744
Built-in Equipment	\$546,000	\$644,007	\$644,007
Site Development	\$1,997,640	\$2,356,216	\$2,356,216
Subtotal	\$12,757,787	\$15,047,809	\$15,731,312
B ADMINISTRATIVE COSTS & RESERVES			
2 Land Purchase and Related Costs	\$0	\$0	\$0
3 Moveable Equipment	\$0	\$0	\$1,198,292
4 Advertising and Legal	\$55,000	\$55,000	\$55,000
5 Percent for Art	\$0	\$0	\$0
6 Project Reserves	\$0	\$35,000	\$35,000
7 Project Contingency	<u>\$1,275,779</u>	<u>\$1,504,781</u>	<u>\$1,573,131</u>
Subtotal	\$1,330,779	\$1,594,781	\$2,861,423
C FEES AND SERVICES			
8 Architect / Engineer Basic Services	\$983,200	\$1,221,161	\$1,285,410
9 Architect / Engineer Additional Services	\$10,000	\$0	\$0
10 Architect / Engineer Reimbursables	\$39,400	\$39,400	\$39,400
11 Site Selection	\$0	\$0	\$0
12 Permitting & Approvals	\$27,532	\$27,532	\$27,532
13 Survey and Soils	\$45,500	\$45,500	\$45,500
14 Construction Testing	\$0	\$15,000	\$15,000
15 Project Coordination	\$0	\$45,000	\$45,000
16 Clerk of the Works	\$73,500	\$84,000	\$84,000
17 Commissioning	\$71,364	\$80,000	\$80,000
18 Other Professional Services	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$1,250,496	\$1,557,593	\$1,621,842
D TOTAL PROJECT COST	\$15,339,062	\$18,200,184	\$20,214,577

Buildings for Our Future

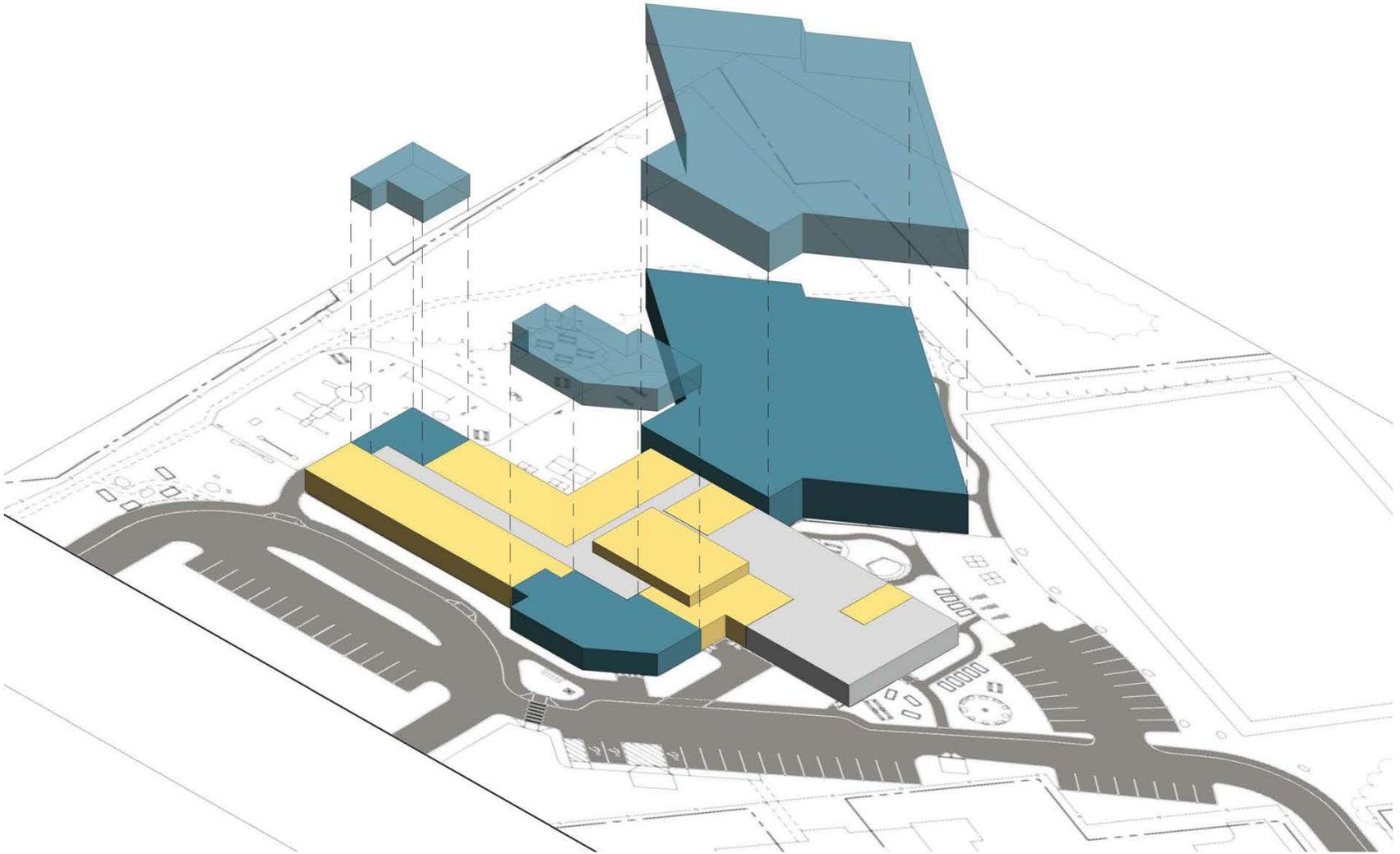


Presumpscot Elementary School



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architecture
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Buildings for Our Future



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Presumpscot Elementary School



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planning

Removed:

- Rainwater harvesting
- Vegetated roof
- Reduced cost of security system to match current district plans

Added:

- Pavement in the parking lots and bus loop
- Play field improvements including underdrains
- Additional site improvements
- Outdoor learning spaces
- Moveable Equipment (furniture and technology equipment)

Presumpscot: Budget

	Buildings for Our Future (2013)	BFOF Escalated	BFOF Escalated-Currently Envisioned
A CONSTRUCTION			
1 Construction Estimate			
Renovation/Reconfiguration			
Structural/Architectural	\$710,990	\$838,613	\$838,613
Mechanical/Plumbing/Sprinkler	\$948,823	\$1,119,137	\$1,119,137
Electrical	\$610,365	\$719,925	\$719,925
Renovation non-equity model	\$0	\$0	\$424,113
New Construction/Addition	\$6,359,460	\$7,500,983	\$7,500,983
Demolition	\$0	\$0	\$0
Built-in Equipment	\$484,000	\$570,878	\$570,878
Site Development	\$1,118,640	\$1,319,436	\$1,319,436
Subtotal	\$10,232,278	\$12,068,972	\$12,493,086
B ADMINISTRATIVE COSTS & RESERVES			
2 Land Purchase and Related Costs	\$0	\$0	\$0
3 Moveable Equipment	\$0	\$0	\$1,005,628
4 Advertising and Legal	\$55,000	\$55,000	\$55,000
5 Percent for Art	\$0	\$0	\$0
6 Project Reserves	\$0	\$35,000	\$35,000
7 Project Contingency	<u>\$1,023,228</u>	<u>\$1,206,897</u>	<u>\$1,249,309</u>
Subtotal	\$1,078,228	\$1,296,897	\$2,344,937
C FEES AND SERVICES			
8 Architect / Engineer Basic Services	\$783,246	\$959,028	\$999,319
9 Architect / Engineer Additional Services	\$10,000	\$10,000	\$10,000
10 Architect / Engineer Reimbursables	\$39,400	\$39,400	\$39,400
11 Site Selection	\$0	\$0	\$0
12 Permitting & Approvals	\$18,760	\$18,760	\$18,760
13 Survey and Soils	\$45,500	\$39,500	\$39,500
14 Construction Testing	\$0	\$15,000	\$15,000
15 Project Coordination	\$0	\$45,000	\$45,000
16 Clerk of the Works	\$73,500	\$84,000	\$84,000
17 Commissioning	\$56,878	\$60,000	\$60,000
18 Other Professional Services	\$0	\$0	\$0
Subtotal	\$1,027,284	\$1,270,688	\$1,310,979
D TOTAL PROJECT COST	\$12,337,790	\$14,636,557	\$16,149,001



Buildings for Our Future

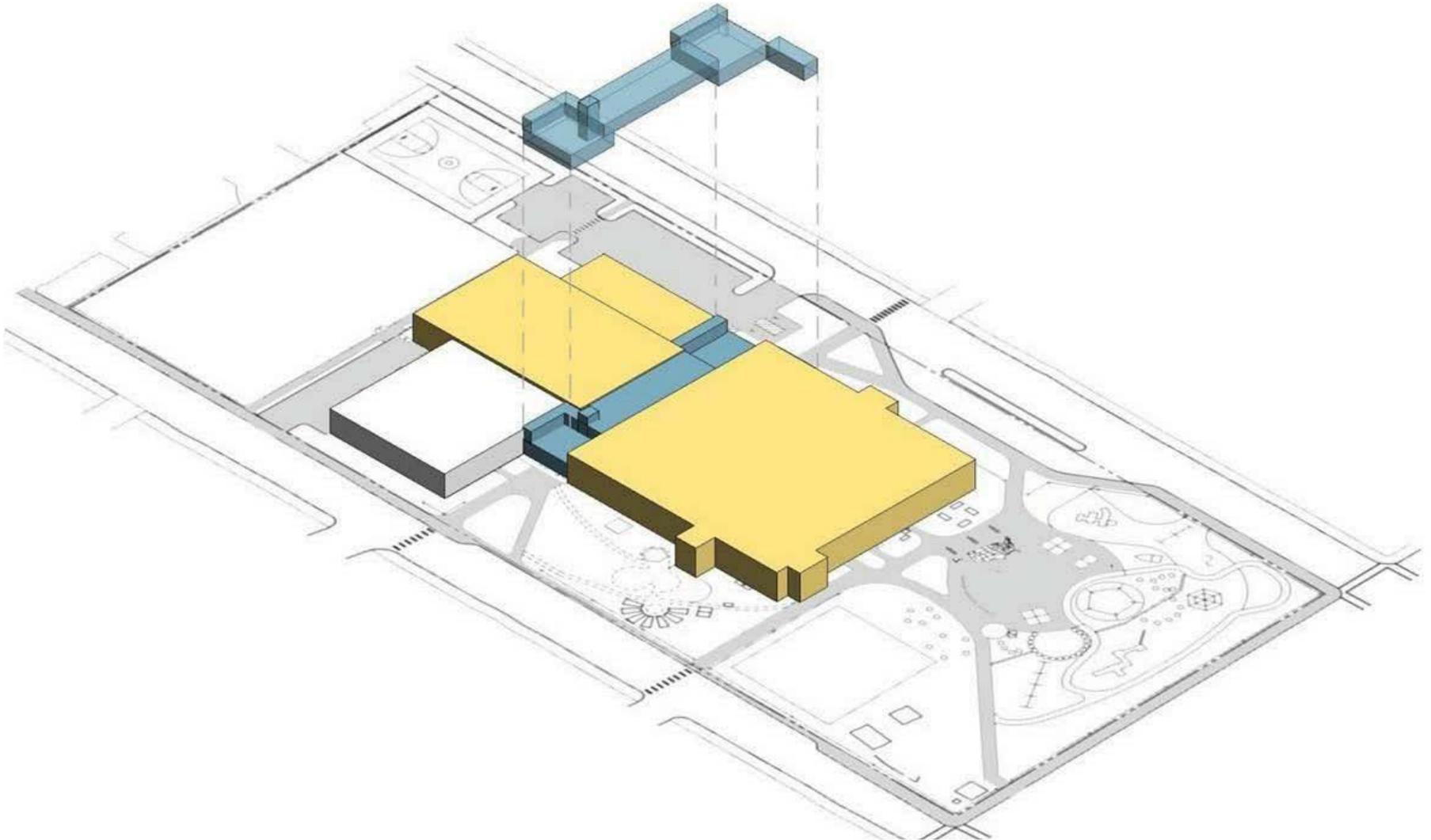


Reiche Community School

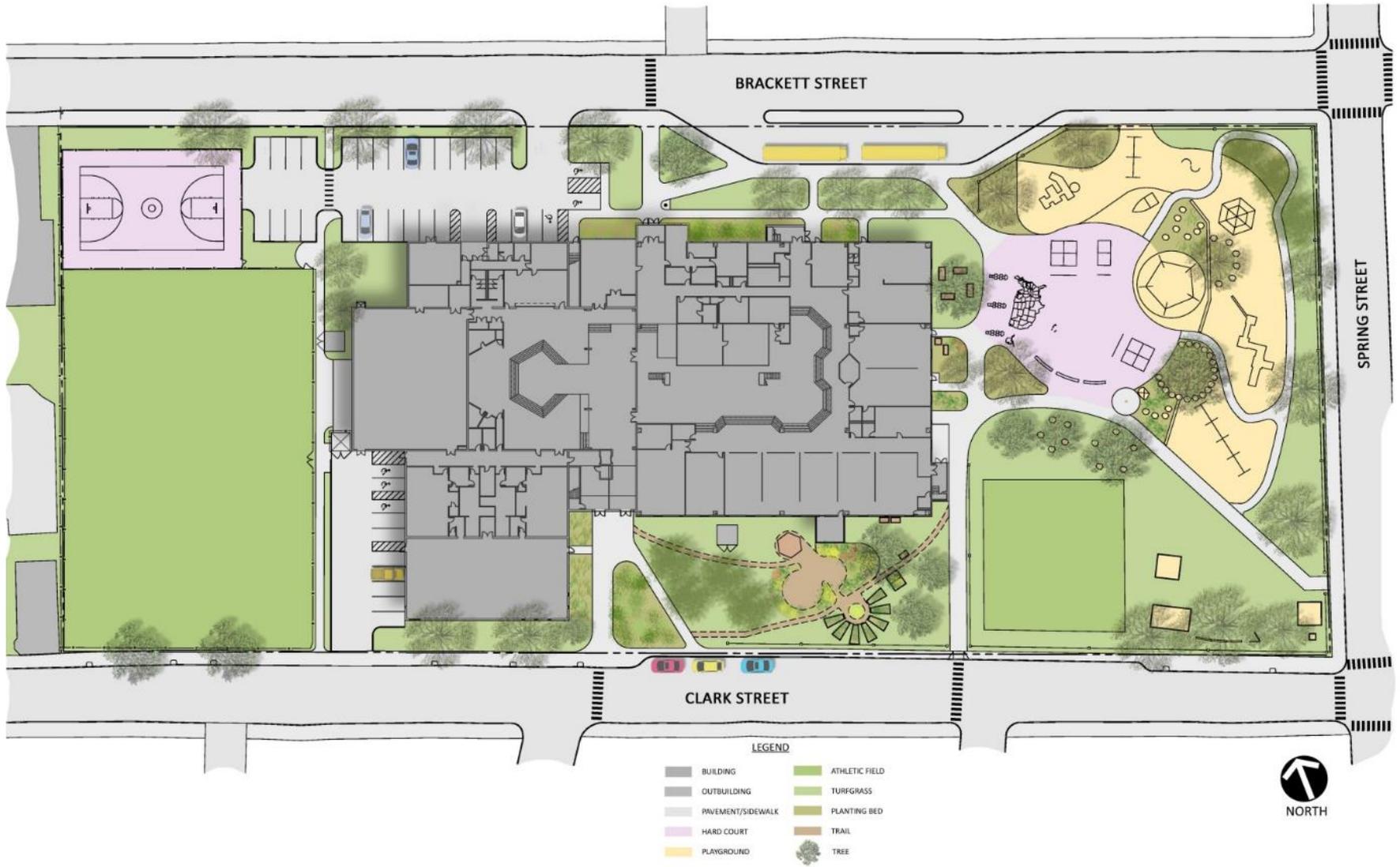


OAK POINT
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Reiche: BFOF Site Plan



Reiche Community School



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planning

Removed:

- The Clark Street entry vestibule and elevator
- Rainwater harvesting
- Reduced cost of security system to match current district plans

Added:

- Roof replacement
- Playground and outdoor learning improvements
- Infill of “pit” at library including reconstruction of the library and open stairs
- Moveable equipment (furniture and technology equipment)
- Additional site improvements

Reiche: Budget

	Buildings for Our Future (2013)	BFOF Escalated	BFOF Escalated-Currently Envisioned
A CONSTRUCTION			
1 Construction Estimate			
Renovation/Reconfiguration			
Structural/Architectural	\$3,325,738	\$3,922,708	\$3,922,708
Mechanical/Plumbing/Sprinkler	\$2,761,237	\$3,256,879	\$3,256,879
Electrical	\$1,751,057	\$2,065,372	\$2,065,372
Renovation non-equity model	\$0	\$0	\$2,691,906
New Construction/Addition	\$1,047,580	\$1,235,621	\$1,235,621
Demolition	\$0	\$0	\$0
Built-in Equipment	\$408,000	\$481,236	\$481,236
Site Development	\$682,320	\$804,796	\$804,796
Elevator (CIP Project)	\$0	-\$800,000	-\$800,000
Subtotal	\$9,975,932	\$10,966,612	\$13,658,517
B ADMINISTRATIVE COSTS & RESERVES			
2 Land Purchase and Related Costs	\$0	\$0	\$0
3 Moveable Equipment	\$0	\$0	\$1,180,835
4 Advertising and Legal	\$55,000	\$55,000	\$55,000
5 Percent for Art	\$0	\$0	\$0
6 Project Reserves	\$0	\$35,000	\$35,000
7 Project Contingency	<u>\$997,593</u>	<u>\$1,096,661</u>	<u>\$1,365,852</u>
Subtotal	\$1,052,593	\$1,186,661	\$2,636,687
C FEES AND SERVICES			
8 Architect / Engineer Basic Services	\$904,242	\$1,030,938	\$1,286,669
9 Architect / Engineer Additional Services	\$10,000	\$10,000	\$10,000
10 Architect / Engineer Reimbursables	\$39,400	\$39,400	\$39,400
11 Site Selection	\$0	\$0	\$0
12 Permitting & Approvals	\$18,760	\$18,760	\$18,760
13 Survey and Soils	\$34,500	\$39,500	\$39,500
14 Construction Testing	\$0	\$15,000	\$15,000
15 Project Coordination	\$0	\$0	\$0
16 Clerk of the Works	\$73,500	\$84,000	\$84,000
17 Commissioning	\$74,578	\$80,000	\$80,000
18 Other Professional Services	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$1,154,980	\$1,317,598	\$1,573,329
D TOTAL PROJECT COST	\$12,183,505	\$13,470,870	\$17,868,533

	Project Comparison				
	Longfellow	Lyseth	Presumpscot	Reiche	Total
Buildings for Our Future	\$11,257,319	\$15,339,062	\$12,337,790	\$12,183,505	\$51,117,675
Buildings for Our Future with Escalation	\$13,374,113	\$18,200,184	\$14,636,557	\$13,470,870	\$59,681,724
Buildings for Our Future-Currently Envisioned	\$16,361,117	\$20,214,577	\$16,149,001	\$17,868,533	\$70,593,229

Longfellow:

- Exterior façade repair and masonry re-pointing
- Window replacement
- Roof replacement
- Asbestos removal (including installing new ceilings and lighting)
- New electrical service

Lyseth:

- Driveway, drop-off and parking lot improvements at Lyseth and Lyman-Moore
- Steam line upgrades
- Stormwater repairs
- Pavement reduction around school building, improved pedestrian walkways

Presumpscot:

- Main entrance addition
- One classroom addition
- Parking lot / drop-off improvements
- Athletic field repairs

Reiche:

- Removal of Brackett Street ramp, installation of egress stair
- Bathroom renovations, elimination of Community Center/School overlap

“Light Touch” Budget

Buildings for Our Future-Light Touch					
	Longfellow	Lyseth	Presumpscot	Reiche	Total
A CONSTRUCTION					
1 Construction Estimate	\$3,221,510	\$2,418,717	\$2,810,880	\$690,324	\$9,141,431
Subtotal	\$3,221,510	\$2,418,717	\$2,810,880	\$690,324	\$9,141,431
B ADMINISTRATIVE COSTS & RESERVES					
2 Land Purchase and Related Costs	\$0	Total Project Cost Provided by City of Portland	\$0	\$0	\$0
3 Moveable Equipment	\$0		\$252,979	\$0	\$252,979
4 Advertising and Legal	\$7,500		\$5,500	\$10,000	\$23,000
5 Percent for Art	\$0		\$0	\$0	\$0
6 Project Reserves	\$0		\$0	\$0	\$0
7 Project Contingency	\$322,151		\$281,088	\$69,032	\$672,271
Subtotal	\$329,651		\$539,567	\$79,032	\$948,250
C FEES AND SERVICES					
8 Architect / Engineer Basic Services	\$331,816		\$265,676	\$78,007	\$675,498
9 Architect / Engineer Additional Services	\$0		\$0	\$10,000	\$10,000
10 Architect / Engineer Reimbursables	\$7,500		\$10,000	\$15,000	\$32,500
11 Site Selection	\$0		\$0	\$0	\$0
12 Permitting & Approvals	\$2,500		\$5,000	\$2,500	\$10,000
13 Survey and Soils	\$0		\$15,000	\$0	\$15,000
14 Construction Testing	\$7,500		\$15,000	\$7,500	\$30,000
15 Project Coordination	\$0		\$0	\$0	\$0
16 Clerk of the Works	\$0		\$17,520	\$0	\$17,520
17 Commissioning	\$0		\$15,000	\$56,762	\$71,762
18 Other Professional Services	\$0		\$0	\$0	\$0
Subtotal	\$349,316		\$343,196	\$169,769	\$862,280
D TOTAL PROJECT COST	\$3,900,477	\$2,418,717	\$3,693,643	\$939,125	\$10,951,961



- **Encourage continued public involvement in the development of building priorities**
- **Review current enrollment projections to find space efficiencies within the district based on new data**
- **Capacity review-potential scope reductions at Lyseth and Presumpscot**
- **Evaluate “Light touch” projects to best meet the districts needs**



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Buildings For Our Future: 2016 Update
Portland Public Schools
Portland, Maine

Prepared For:

Portland Public Schools
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March 29, 2016

Prepared By:



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Executive Summary

Oak Point Associates has been tasked with a re-evaluation of the project budget and scope of work associated with the Buildings for Our Future (BFOF) initiative. Through this evaluation, we have developed three budget options for consideration by Portland Public Schools to meet the critical infrastructure needs at the four mainland elementary schools that have not received major renovations or new construction and to provide an equitable and safe learning environment for all elementary students.

Since the Buildings for Our Future initiative was completed, construction costs have been increasing at a rate of 3 to 4 percent per year and are projected to continue to increase over the next 5 to 10 years. This has increased the originally proposed BFOF project budget from \$51,117,675 in 2013 to \$59,736,724 in 2018 (projected mid-point of project construction). With the addition of the much needed critical infrastructure and systems as well as moveable equipment and technology, the full project budget has increased to \$70,648,229.

	Project Comparison				
	Longfellow	Lyseth	Presumpscot	Reiche	Total
Buildings for Our Future	\$11,257,319	\$15,339,062	\$12,337,790	\$12,183,505	\$51,117,675
Buildings for Our Future with Escalation	\$13,374,113	\$18,210,184	\$14,636,557	\$13,515,870	\$59,736,724
Buildings for Our Future-Currently Envisioned	\$16,361,117	\$20,224,577	\$16,149,001	\$17,913,533	\$70,648,229

A “light touch” option for critical infrastructure and safety improvements to these four elementary schools was also developed. These improvements address site safety and circulation issues, mechanical systems and small entry and classroom additions. The light touch project budget has been estimated to be \$10,951,961. The light touch projects can be adjusted as desired to best use the available funds at each of the four schools.

Introduction

Oak Point Associates has been tasked with a re-evaluation of the project budget and scope of work associated with the Buildings for Our Future Initiative. The focus of this work was evaluating the proposed budgets from this work, determining if the costs were still relevant and providing options for additional infrastructure improvements that have become necessary since the original work had been completed.

In 2010, the Elementary School Capital Needs Task Force (ESCNTF) identified that many of Portland's elementary school facilities lacked the physical space and infrastructure to meet current education standards. This group recommended an elementary facilities equity model that outlined the following "list of elements thought to be essential for achieving facilities equity":

- Safe, secure and accessible learning and working environments
- Renovations and new schools that follow LEED standards
- Separate gym and cafeteria
- Performance space / stage
- Small group learning spaces
- Designated student support services / special education spaces
- Multiple designated professional and administrative staff support spaces/offices
- Additional learning spaces (hands-on learning lab, discovery room, etc.)
- Data infrastructure that supports enhanced computer networking
- Site features that include adequate parking and circulation, outdoor play and learning space, and ADA accessibility
- Library / media center
- Computer lab
- Properly accommodated art space
- Appropriately appointed music room
- ADA accessible shower
- Finishing kitchen
- Individual restrooms for students
- Community/Volunteer support space
- New program considerations (Pre-Kindergarten)

The ESCNTF Report also provided preliminary budget estimates to replace Hall School and expand Ocean Avenue Elementary School as well as to renovate and expand Longfellow, Lyseth, Peaks Island, Reiche and Presumpscot Elementary Schools. Based on these estimates, a local bonding expectation of \$46 million was established.

In August 2012, the Portland City Council approved \$3 million for school projects in the FY2013 Capital Improvement Program (CIP), including \$700,000 for initial planning of school building improvements. This initiative became known as the Buildings for Our Future project. The Buildings for Our Future project had three goals:

1. To develop preliminary concept designs, construction schedules and estimated construction costs for the replacement of the Hall Elementary School and the major renovation of the Longfellow, Lyseth, Reiche and Presumpscot Elementary Schools;
2. To analyze the district's elementary school capacity, demographics and enrollment trends (including updated enrollment projections), and make recommendations to create a better balance between capacity and enrollment; and
3. To assess several stand-alone PPS district programs to determine whether it made sense to relocate one or more of them within the renovated school facilities.

From November 2012 to July 2013, Oak Point Associates (working closely with PPS senior leadership, the Portland Board of Public Education, and the School Capacity Task Force) conducted research and assessments, interviewed key stakeholders, developed concept designs, analyzed demographics and enrollment trends, developed budgets and phasing plans, and conducted public outreach in support of the Buildings for Our Future project.

Based on hundreds of hours of community input, one-on-one conversations with parents and teachers, public forums and design charrettes, and the development of many design concept alternatives, the resulting set of projects proposed two state-funded design projects and three locally bonded projects, with a total local cost of \$39.9 million. Although the Hall School has since become a State-funded design project, Longfellow has not. For that reason, the adjusted starting point for the BFOF project budgets is \$51.1 million, to include a locally funded Longfellow renovation.

Construction Cost Escalation

Nationally, construction costs have continued to rise and are anticipated to follow this upward trend for the foreseeable future. Material costs have been increasing and are expected to continue to increase as more construction projects begin, leading to longer lead times. Locally, competition for skilled labor is leading to a faster increase in subcontractor pricing. Utilizing the Turner Construction Building cost index, the historic yearly change in construction costs were evaluated from 2003 to 2015 and were utilized in the projections of future local escalation. The building cost index utilizes labor rates, productivity, material prices and the anticipated competition in the marketplace.

Year	Historic		Source	Adjusted City Cost Index, Portland, ME Means	
	Construction Index	Escalation		Weighted Average: 96.3%	
2004	655	5.19%	Turner Construction cost index (national)	5.00%	
2005	717	8.65%	Turner Construction cost index (national)	8.33%	
2006	793	9.58%	Turner Construction cost index (national)	9.23%	
2007	854	7.14%	Turner Construction cost index (national)	6.88%	
2008	908	5.95%	Turner Construction cost index (national)	5.73%	
2009	832	-9.13%	Turner Construction cost index (national)	-8.80%	
2010	799	-4.13%	Turner Construction cost index (national)	-3.98%	
2011	812	1.60%	Turner Construction cost index (national)	1.54%	
2012	830	2.17%	Turner Construction cost index (national)	2.09%	
2013	864	3.94%	Turner Construction cost index (national)	3.79%	
2014	902	4.21%	Turner Construction cost index (national)	4.06%	
2015	943	4.35%	Turner Construction cost index (national)	4.19%	
2016	970	2.78%	Projected	2.68%	
2017	1000	3.00%	Projected	2.89%	
2018	1035	3.38%	Projected	3.26%	
2019	1070	3.27%	Projected	3.15%	
2020	1110	3.60%	Projected	3.47%	
2021	1150	3.48%	Projected	3.35%	
2022	1185	2.95%	Projected	2.84%	

Note: Base year 1967, index 100

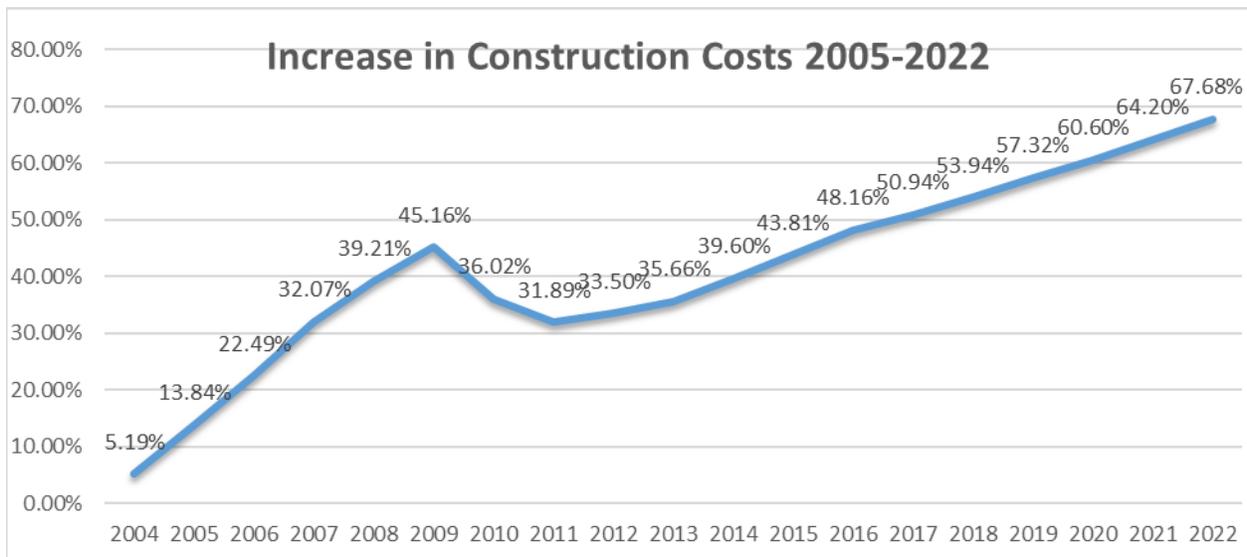
From 2004 to 2008 the industry experienced rapid increases in material and labor costs followed by a sharp 9% reduction in costs followed by an additional 4% reduction. In 2011 the market began to slowly rebound, posting smaller increases. Since 2013 the national index has shown increases of nearly 4% resulting in a significant increase in overall material and labor costs. For the purpose of this evaluation, we have projected a conservative increase of between 3% and 3.6%.

For the purposes of planning, it is anticipated that the four schools discussed within this report will have staggered construction starts. Assuming a November 2016 referendum date, it is estimated that the first school would begin construction in the Spring of 2018 and be completed in time for the start of school in September 2019 (see “Recommended Project Timeline”). The following three schools would start in the Spring of 2019, 2020 and 2021, completed the following Fall with the last one completed in

September 2022. Using the historical and projected yearly escalation, the following cumulative increases were developed for the schools starting in each year.

	Years of Escalation	Escalation-November Referendum
School 1	2015-2018	13.01%
School 2	2015-2019	16.16%
School 3	2015-2020	19.63%
School 4	2015-2021	22.98%

In order to simplify the budget estimates, and because a construction order has not yet been determined, the currently envisioned budgets contained within this report are escalated to the mid-point of the date range shown on the table above (approximately 2018).



Capacity Update

As part of the *Buildings for Our Future* project, Oak Point Associates was tasked with developing recommendations to improve short- and long-term capacity issues at Portland’s mainland elementary schools, in concert with proposed renovation and new construction concepts at Presumpscot, Reiche, Longfellow, Lyseth, and Hall Schools. Capacity is a function of the building size, configuration, and established acceptable class sizes, but is directly related to enrollment trends and school district boundaries. This work led to a number of minor adjustments in the elementary school boundaries to better distribute the elementary school population and ease overcrowding that had been taking place at the Ocean Avenue Elementary School (OAES).

Through the BFOF work, both Lyseth Elementary School and Presumpscot Elementary School featured planned capacity increases with Lyseth moving to 523 students and Presumpscot to 396. These increases provided an opportunity to shift a small number of students from OAES to one of these two schools should need arise in the future.

The planned capacity of each school was calculated by counting the number of grade-level classrooms included in the concept designs at each school multiplied by Portland Public School’s class size maximums for each grade as follows:

Grade	Max. # of students
Pre-K	15
K	18
1-2	20
3-5	23

Enrollment projections were conducted by Davis Demographics and Planning in 2015 as part of the work on the replacement Hall Elementary School and included individual school district projections for each of the 8 mainland elementary schools. Portland Public Schools has recently received updated projections from the New England School Development Council (NESDEC). Both of these sets of projections show a decline in the K-12 enrollment for PPS.

Lyseth Elementary School

The 2015 updated Davis Demographics enrollment projections show an estimated student population ranging from 464 students in 2016 to 416 students in 2022 within the current district boundary. To maintain the necessary teacher-to-student ratio noted above, four classrooms would be required in each grade when the student population is at its highest but falls to three classrooms in Kindergarten and grades 2 through 5, while four classrooms would be needed for the 1st grade. If the predicted trend continues, it would be possible to eliminate five grade level classrooms in 2022. With this reduction and some reconfiguration of the concept floor plan, it would be possible to eliminate the second floor of the proposed plan, a reduction of approximately 12,000 square feet. The first floor plan would require a slight reconfiguration. This option would include an elementary school sized gymnasium.

Presumpscot Elementary School

The 2015 updated Davis Demographics enrollment projections show an estimated student population ranging from 299 students in 2016 to 308 students in 2020 within the current district boundary. To maintain the necessary teacher-to-student ratio noted above, three classrooms would be required in each grade. Current enrollment at the school is significantly lower than the projections by Davis Demographics, 248 students as of December 2015. If this current trend of lower projections continues, there is a potential to scale back the overall scope of the project. With the lower class sizes, it would be possible to eliminate the second floor classrooms of the proposed plan, a reduction of approximately 10,500 square feet.

Recommended Project Timeline

To minimize the impact district-wide on students, it is recommended that the four construction projects be staggered over a number of years. The following schedule assumes a November 2016 referendum date. Design of the first school would begin shortly after a successful referendum, be put out to bid in Fall 2017, begin construction in the Spring of 2018, and be completed in September of 2019. The following three schools would begin construction as the previous one is nearing completion, with only a single summer of overlapping construction. This minimizes the impact on Portland Public Schools and City of Portland staff.

		PROJECT TIMELINE - RECOMMENDATION						
		School 1		School 2		School 3		School 4
		Local Funding		Local Funding		Local Funding		Local Funding
2016	J							
	A							
	S	Select Architect						
2017	O	Referendum	Referendum	Referendum	Referendum	Referendum	Referendum	
	N							
	D	Concept Design						
2018	J							
	F							
	M	Design Development						
2019	A							
	M							
	J	Bid Documents	Select Architect					
2020	J	Bid	Concept Design					
	F	Contract						
	M	Material Approval & Delivery	Design Development					
2021	A	Construction (Renovation)						
	M							
	J	Construction (Addition)	Bid Documents	Site Studies	Site Studies			
2022	J		Bid					
	F		Contract	Concept Design	Select Architect			
	M		Material Approval & Delivery	Design Development				
2023	A	Construction (Renovation)	Construction (Renovation)	Construction (Renovation)				
	M							
	J	Occupancy		Bid Documents		Site Studies		
2024	J		Construction (Addition)		Bid			
	F				Contract	Concept Design		
	M				Material Approval & Delivery	Design Development		
2025	A		Construction (Renovation)	Construction (Renovation)	Construction (Renovation)			
	M							
	J		Occupancy			Bid Documents		
2026	J			Construction (Addition)				
	F							
	M							
2027	A							
	M							
	J							
2028	J							
	F							
	M							
2029	A							
	M							
	J							
2030	J							
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2099	A							
	M							
	J							
2100	J							
	F							
	M							

Currently Envisioned Project Scopes and Budgets

A revised (currently envisioned) scope of work for each of the four schools has been developed based on a fully-implemented Buildings For Our Future plan, plus additional critical infrastructure needs recently identified by PPS, and movable equipment and furnishings, which were not included in the original BFOF budgets.

Three budgets have been provided for each school on the pages following the scope of work descriptions for each school. The first column (grey) shows the original Buildings For our Future (BFOF) budget for each school. The second (blue) shows the BFOF scope of work escalated to align with the schedule and escalation percentages previously discussed. The third (green) represents the currently envisioned project that includes major infrastructure repairs that have been deferred as well as additional moveable equipment and technology.

Longfellow

Architectural Systems

- Accessibility and security monitoring improvements to the existing main building entrance.
- A new administrative suite adjacent to the main entrance.
- An elevator to function between basement, first and second floors.
- ADA renovations at staff and student toilet rooms on all three floors, as well as the new nurse's office toilet room (with shower).
- New ADA signage throughout.
- Reconfiguration of the north wing (which currently contains the library, multi-purpose room and small music room) to provide space for a cafeteria that would have the capacity to seat one-third of the students, a new finishing kitchen and an appropriately sized music room.
- An addition adjacent to the north wing would provide a new gymnasium with a performance stage, lockers and a gym teacher's office. A second entrance lobby would be incorporated into the addition and would provide a secondary entrance for public events.
- An addition proposed to the south wing would create space on the first floor for a larger library to meet current standards and for a teachers' room. The addition would also create a discovery lab in the day lit portion of the basement, provide ample basement storage and allow for each curriculum program to have its own designated room.
- New finishes throughout the building would include all new flooring, ceilings, paint, lighting and millwork.
- Stairs and exterior doors would be added to meet egress code requirements.
- Entire building would be insulated (existing wall from interior side) to improve thermal building envelope.
- Exterior masonry envelope would be repaired and re-pointed. *(This work is included in the Longfellow Light Touch budget)*
- Existing windows would be replaced throughout the building. *(This work is included in the Longfellow Light Touch budget)*

Utility Systems

- Fire sprinkler system would be upgraded to provide complete NFPA 13-compliant coverage throughout the building. Fire alarm, exit signage and emergency egress lighting would be upgraded to be NFPA-compliant throughout.
- A new heating system would consist of three high-efficiency natural gas condensing boilers, operating at ultra-high efficiencies when coupled with new terminal devices. Terminal devices could include radiant panels, fan coil units or fin-tube radiation.
- New heating water distribution piping would be installed and configured to accommodate the revised floor plan.
- Energy Recovery Ventilators (ERVs) would provide ventilation to all the spaces in compliance with ASHRAE ventilation standards.
- Air conditioning would be provided in selected spaces (offices, etc.) through the use of high-efficiency, environmentally friendly, refrigerant based systems, such as a variable flow refrigerant system or an air-to-air heat pump system.
- A new Direct Digital Control (DDC) energy management system would control all of the HVAC equipment in the building.
- The existing plumbing fixtures would be salvaged and re-used as they are in good condition. A new high-efficiency domestic water heater would be provided and integrated with solar water heating system described above.
- Electrical service equipment would be upgraded and would be sized to meet future loads associated with building renovations, including additional general classroom, HVAC, computer and elevator loads. Existing transformer vault should be eliminated if possible. *(A new electrical service is included in the Longfellow Light Touch budget)*
- Classroom lighting would be upgraded to include controls for daylight harvesting and enhanced for utilization of educational A/V systems.
- Building telecom design would include dedicated climate-controlled space for data/telephone systems and entrance facility. Classrooms would have wired and wireless network access, VoIP phone, intercom, interactive AV, and classroom sound enhancement systems.
- Security systems would be upgraded to include CCTV cameras and intrusion detection coverage for the building, and integrated with district-wide systems.

Site

- Accessible parking spaces, accessible route, and two accessible building entrances would be provided.
 - Exterior lighting would include energy efficient LED and low glare type fixtures for parking and pedestrian areas. Lighting levels should be designed to meet current IESNA recommendations.
 - A new parking lot would be provided, and all existing walkways re-paved.
 - The outdoor learning garden would be reconfigured to accommodate building additions.
 - Additional natural play areas at the playground would be provided.
 - Storm drainage improvements would be provided at the parking lot and playground.
 - The steam line connection to Deering H.S. would be removed and new natural gas service to Longfellow installed to power the new boiler.
- Domestic and fire sprinkler water line upgrades would be provided.



Longfellow Elementary School

Grades Pre-K through 5

March 29, 2016

	Buildings for Our Future (2013)	BFOF Escalated	BFOF Escalated-Currently Envisioned
A CONSTRUCTION			
1 Construction Estimate			
Renovation/Reconfiguration			
Structural/Architectural	\$2,152,916	\$2,539,364	\$2,539,364
Mechanical/Plumbing/Sprinkler	\$1,785,413	\$2,105,895	\$2,105,895
Electrical	\$1,023,408	\$1,207,110	\$1,207,110
Renovation non-equity model	\$0	\$0	\$1,639,264
New Construction/Addition	\$2,740,210	\$3,232,078	\$3,232,078
Demolition	\$0	\$0	\$0
Built-in Equipment	\$593,000	\$699,444	\$699,444
Site Development	\$962,400	\$1,135,151	\$1,135,151
Subtotal	\$9,257,347	\$10,919,042	\$12,558,305
B ADMINISTRATIVE COSTS & RESERVES			
2 Land Purchase and Related Costs	\$0	\$0	\$0
3 Moveable Equipment	\$0	\$0	\$1,028,084
4 Advertising and Legal	\$55,000	\$55,000	\$55,000
5 Percent for Art	\$0	\$0	\$0
6 Project Reserves	\$0	\$35,000	\$35,000
7 Project Contingency	<u>\$925,735</u>	<u>\$1,091,904</u>	<u>\$1,255,831</u>
Subtotal	\$980,735	\$1,181,904	\$2,373,915
C FEES AND SERVICES			
8 Architect / Engineer Basic Services	\$781,315	\$956,507	\$1,112,237
9 Architect / Engineer Additional Services	\$10,000	\$10,000	\$10,000
10 Architect / Engineer Reimbursables	\$39,400	\$39,400	\$39,400
11 Site Selection	\$0	\$0	\$0
12 Permitting & Approvals	\$18,760	\$18,760	\$18,760
13 Survey and Soils	\$39,500	\$39,500	\$39,500
14 Construction Testing	\$0	\$15,000	\$15,000
15 Project Coordination	\$0	\$45,000	\$45,000
16 Clerk of the Works	\$73,500	\$84,000	\$84,000
17 Commissioning	\$56,762	\$65,000	\$65,000
18 Other Professional Services	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$1,019,237	\$1,273,167	\$1,428,897
D TOTAL PROJECT COST	\$11,257,319	\$13,374,113	\$16,361,117

Lyseth

Architectural Systems

- Construct a new, two-story addition (34,400 gsf) and renovate the existing building to allow for removal of portable classroom building, to provide additional needed program space (including a pre-Kindergarten classroom) and to be able to group classrooms by grade.
- Reconfigure the main building entrance and administrative office suite to incorporate security improvements, and to allow space for new library and middle school-sized gymnasium spaces (the existing multi-purpose space would become a new cafeteria).
- New finishes throughout the building would include all new flooring, ceilings, paint, lighting and millwork.
- An elevator would be provided in the new addition to provide access to the second floor.
- New toilet rooms are proposed for students and staff in locations throughout the building. Toilet rooms are also recommended within classrooms for younger students and in the ISP rooms.
- An accessible toilet room (with ADA-compliant shower) would be provided in the new nurse's office.
- New ADA door hardware and signage throughout.
- A fire wall would be needed to separate the building into areas within the allowable size limits.
- Entire building would be insulated (existing wall from interior side) to improve thermal building envelope.

Utility Systems

- Fire sprinkler system would be upgraded to provide complete NFPA 13-compliant coverage throughout the building. Fire alarm, exit signage and emergency egress lighting would be upgraded to be NFPA-compliant throughout.
- Security systems would be upgraded to include CCTV cameras and intrusion detection coverage for the building, and integrated with district-wide systems.
- The existing unit ventilators and air handler would be removed, and high efficiency heating and ventilating systems would be provided. Heating in the spaces is recommended to be accomplished through the use of fin tube radiation or radiant heating panels in each of the spaces.
- A new heating system would consist of three high-efficiency natural gas condensing boilers, operating at ultra-high efficiencies when coupled with new terminal devices. Terminal devices could include radiant panels, fan coil units or fin-tube radiation, which would be located in each space. The Moore Middle School heating system could be upgraded to continue providing heat to the Lyseth Elementary School.
- New heating water distribution piping would be installed and configured to accommodate the revised floor plan.
- Energy Recovery Ventilators (ERVs) would provide ventilation to all the spaces in compliance with ASHRAE ventilation standards.

- Air conditioning would be provided in selected spaces (offices, etc.) through the use of high-efficiency, environmentally friendly, refrigerant based systems, such as a variable flow refrigerant system or an air-to-air heat pump system.
- A new Direct Digital Control (DDC) energy management system would control all of the HVAC equipment in the building.
- The existing plumbing fixtures would be salvaged and re-used as they are in good condition. A new high-efficiency domestic water heater would be provided and integrated with solar water heating system described above.
- Electrical service equipment would be upgraded and would be sized to meet future loads associated with building renovations, including additional general classroom, HVAC, computer and elevator loads.
- Classroom lighting would be upgraded to include controls for daylight harvesting and enhanced for utilization of educational A/V systems.
- Building telecom design would include dedicated climate-controlled space for data/telephone systems and entrance facility. Classrooms would have wired and wireless network access, VoIP phone, intercom, interactive AV, and classroom sound enhancement systems.

Site

- Significant work is envisioned at the existing entrance driveway, parking lots, parent loop and bus loop at Lyseth. This would include widening of the driveway and parent drop-off loop, reconfiguration of the parking lots, fire department access, and improved signage. *(This work is included in the Lyseth Light Touch budget)*
- Additional accessible spaces with access aisles would be added to the staff parking lot.
- Enhancements to the outdoor play and learning spaces is envisioned, including an enclosed courtyard, increased natural play areas, and reduced pavement.
- Electrical and underground telephone and communications services would be upgraded and a new transformer provided.
- The existing water line serving Lyseth from Lyman Moore would be abandoned, and new water lines for potable water and fire protection would be run from the 8-inch water main on the northwest side of the site.
- The existing steam lines from Lyman Moore could be replaced to allow for a continued shared heating plant. *(This work is included in the Lyseth Light Touch budget)*
- Stormwater drainage systems would be updated. *(This work is included in the Lyseth Light Touch budget)*
- An exterior storage shed would be constructed.



Lyseth Elementary School

Grades Pre-K through 5

March 29, 2016

	Buildings for Our Future (2013)	BFOF Escalated	BFOF Escalated- Currently Envisioned
A CONSTRUCTION			
1 Construction Estimate			
Renovation/Reconfiguration			
Structural/Architectural	\$1,115,304	\$1,315,501	\$1,315,501
Mechanical/Plumbing/Sprinkler	\$1,507,649	\$1,778,272	\$1,778,272
Electrical	\$983,257	\$1,159,752	\$1,159,752
Renovation non-equity model	\$0	\$0	\$683,502
New Construction/Addition	\$6,556,436	\$7,733,316	\$7,733,316
Demolition	\$51,500	\$60,744	\$60,744
Built-in Equipment	\$546,000	\$644,007	\$644,007
Site Development	\$1,997,640	\$2,356,216	\$2,356,216
Subtotal	\$12,757,787	\$15,047,809	\$15,731,312
B ADMINISTRATIVE COSTS & RESERVES			
2 Land Purchase and Related Costs	\$0	\$0	\$0
3 Moveable Equipment	\$0	\$0	\$1,198,292
4 Advertising and Legal	\$55,000	\$55,000	\$55,000
5 Percent for Art	\$0	\$0	\$0
6 Project Reserves	\$0	\$35,000	\$35,000
7 Project Contingency	\$1,275,779	\$1,504,781	\$1,573,131
Subtotal	\$1,330,779	\$1,594,781	\$2,861,423
C FEES AND SERVICES			
8 Architect / Engineer Basic Services	\$983,200	\$1,221,161	\$1,285,410
9 Architect / Engineer Additional Services	\$10,000	\$10,000	\$10,000
10 Architect / Engineer Reimbursables	\$39,400	\$39,400	\$39,400
11 Site Selection	\$0	\$0	\$0
12 Permitting & Approvals	\$27,532	\$27,532	\$27,532
13 Survey and Soils	\$45,500	\$45,500	\$45,500
14 Construction Testing	\$0	\$15,000	\$15,000
15 Project Coordination	\$0	\$45,000	\$45,000
16 Clerk of the Works	\$73,500	\$84,000	\$84,000
17 Commissioning	\$71,364	\$80,000	\$80,000
18 Other Professional Services	\$0	\$0	\$0
Subtotal	\$1,250,496	\$1,567,593	\$1,631,842
D TOTAL PROJECT COST	\$15,339,062	\$18,210,184	\$20,224,577

Presumpscot

Architectural Systems

- Construct a new, two-story, 34,450 sf addition and renovate the existing building in order to remove portable classroom buildings and increase the capacity of the school.
- New core spaces (middle school-sized gym, library, and cafeteria) would be furnished at a size that would meet the needs of the increased capacity.
- Additional staff and student toilet rooms, Special Education rooms and administrative spaces would need to be added to support the educational program.
- Music and Art classes would have their own classrooms with proper storage rooms and a separate room for the kiln.
- A new main entrance would be created in roughly the same location as the existing entrance, but oriented to improve sight distance and legibility. *(This work is included in the Presumpscot Light Touch budget)*
- New finishes throughout the building would include all new flooring, ceilings, paint, lighting and millwork.
- An elevator would be provided in the new addition to provide access to the second floor.
- New toilet rooms are proposed for students and staff in locations throughout the building. Toilet rooms are also recommended within classrooms for younger students and in the ISP rooms.
- An accessible toilet room (with ADA-compliant shower) would be provided in the new nurse's office. *(This work is included in the Presumpscot Light Touch budget)*
- Entire building would be insulated (existing wall from interior side) to improve thermal building envelope.

Utility Systems

- Fire sprinkler system would be upgraded to provide complete NFPA 13-compliant coverage throughout the building. Fire alarm, exit signage and emergency egress lighting would be upgraded to be NFPA-compliant throughout.
- Security systems would be included in the entry addition and CCTV cameras and intrusion detection coverage for the building, and integrated with district-wide systems. *(This work is included in the Presumpscot Light Touch budget)*
- The existing unit ventilators and air handler would be removed and high efficiency heating and ventilating systems would be provided. The existing boiler is currently producing steam for distribution through the original piping system. The boiler is new and can remain in service to serve the new terminal equipment.
- New heating water distribution piping would be installed and configured to accommodate the revised floor plan.
- Energy Recovery Ventilators (ERVs) would provide ventilation to all the spaces in compliance with ASHRAE ventilation standards.
- Air conditioning would be provided in selected spaces (offices, etc.) through the use of high-efficiency, environmentally friendly, refrigerant based systems, such as a variable flow refrigerant system or an air-to-air heat pump system.

- A new Direct Digital Control (DDC) energy management system would control all of the HVAC equipment in the building.
- The existing plumbing fixtures would be salvaged and re-used as they are in good condition. A new high-efficiency domestic water heater would be provided and integrated with solar water heating system described above.
- Electrical service equipment would be upgraded and would be sized to meet future loads associated with building renovations, including additional general classroom, HVAC, computer and elevator loads.
- Classroom lighting would be upgraded to include controls for daylight harvesting and enhanced for utilization of educational A/V systems.
- Building telecom design would include dedicated climate-controlled space for data/telephone systems and entrance facility. Classrooms would have wired and wireless network access, VoIP phone, intercom, interactive AV, and classroom sound enhancement systems.

Site

- A new parent vehicular entrance off Sherwood Street is proposed that would reverse the direction of traffic along the side of the school, and provide more queuing and drop-off space. *(This work is included in the Presumpscot Light Touch budget)*
- Parking lots on site would be reconfigured to accommodate changes in building configuration and site circulation. *(This work is included in the Presumpscot Light Touch budget)*
- Playground and outdoor learning areas would be reconfigured to work with the new building addition.
- Electrical and communications services would be upgraded and a new transformer provided. *(This work is included in the Presumpscot Light Touch budget)*
- Fire protection service would be provided via a new connection to the water main in Presumpscot Street. The existing potable water service line would be upgraded as necessary. *(This work is included in the Presumpscot Light Touch budget)*
- Stormwater drainage improvements would be made. *(This work is included in the Presumpscot Light Touch budget)*
- A new storage shed would be constructed.



Presumpscot Elementary School

Grades Pre-K through 5

March 29, 2016

	Buildings for Our Future (2013)	BFOF Escalated	BFOF Escalated- Currently Envisioned
A CONSTRUCTION			
1 Construction Estimate			
Renovation/Reconfiguration			
Structural/Architectural	\$710,990	\$838,613	\$838,613
Mechanical/Plumbing/Sprinkler	\$948,823	\$1,119,137	\$1,119,137
Electrical	\$610,365	\$719,925	\$719,925
Renovation non-equity model	\$0	\$0	\$424,113
New Construction/Addition	\$6,359,460	\$7,500,983	\$7,500,983
Demolition	\$0	\$0	\$0
Built-in Equipment	\$484,000	\$570,878	\$570,878
Site Development	\$1,118,640	\$1,319,436	\$1,319,436
Subtotal	\$10,232,278	\$12,068,972	\$12,493,086
B ADMINISTRATIVE COSTS & RESERVES			
2 Land Purchase and Related Costs	\$0	\$0	\$0
3 Moveable Equipment	\$0	\$0	\$1,005,628
4 Advertising and Legal	\$55,000	\$55,000	\$55,000
5 Percent for Art	\$0	\$0	\$0
6 Project Reserves	\$0	\$35,000	\$35,000
7 Project Contingency	<u>\$1,023,228</u>	<u>\$1,206,897</u>	<u>\$1,249,309</u>
Subtotal	\$1,078,228	\$1,296,897	\$2,344,937
C FEES AND SERVICES			
8 Architect / Engineer Basic Services	\$783,246	\$959,028	\$999,319
9 Architect / Engineer Additional Services	\$10,000	\$10,000	\$10,000
10 Architect / Engineer Reimbursables	\$39,400	\$39,400	\$39,400
11 Site Selection	\$0	\$0	\$0
12 Permitting & Approvals	\$18,760	\$18,760	\$18,760
13 Survey and Soils	\$45,500	\$39,500	\$39,500
14 Construction Testing	\$0	\$15,000	\$15,000
15 Project Coordination	\$0	\$45,000	\$45,000
16 Clerk of the Works	\$73,500	\$84,000	\$84,000
17 Commissioning	\$56,878	\$60,000	\$60,000
18 Other Professional Services	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$1,027,284	\$1,270,688	\$1,310,979
D TOTAL PROJECT COST	\$12,337,790	\$14,636,557	\$16,149,001

Reiche

Architectural Systems

- Relocation and designation of the Brackett Street entrance as the main point of entry along with a secure vestibule and small office expansion would create better visibility and monitoring from a reconfigured main office.
- An addition at the current entrance location would provide a music room that is located within the school portion of the building and on the main level.
- At the Clark Street entrance, an addition would allow for separate entrances for the school and community center while providing interior ADA-compliant ramps to the two lower levels and an elevator for access to the second floor. *(This work is planned for completion by October 2016)*
- Two additional exits would be provided from the Community Center second floor in the proposed plan to allow for the enclosing of the existing roof terrace and removal of the exterior ramps. *(The Clark Street Ramp is currently closed and is scheduled to be removed in early 2016)*
- Reconfiguration of spaces on both floors of the school would create uniform sizing of classrooms, allow for the addition of pre-kindergarten and move the Art room to the first floor.
- Reorganization of space adjacent to the cafeteria and gym would allow for the construction of a finishing kitchen and new student restrooms. Direct access to the gymnasium is also proposed, which would prevent the need for students passing through the community center portion of the building. *(New Student Restrooms are included in the Reiche Light Touch budget)*
- Adding a second floor on the roof terrace over the cafeteria/lobby would permit the relocation of the health clinic and create additional community space that could also be used by the school as a discovery lab.
- Instructional spaces requiring increased privacy, sound isolation or containment would be constructed with full height partitions (the current classroom open plan configuration with movable walls is otherwise recommended to remain).
- Interior accessibility improvements would include relocation of the existing wheelchair lift to the south side of the Library to provide access between the two lower levels of the school. Installation of an elevator near the Clark Street entrance would provide access between all floor levels. *(Installation of an elevator is planned for completion in by October 2016)*
- Construction of new staff toilets and renovation of existing student toilet rooms is proposed.
- An accessible toilet room (with ADA-compliant shower) would be provided in the new nurse's office.
- New ADA door hardware and signage throughout.
- A fire wall would be needed to separate the educational (school classrooms) and assembly (Community Center, gym and cafeteria) portions of the building.
- The existing exterior wall system would receive insulation to improve its thermal performance. The application of a rigid insulation and metal wall panels finish system on the building exterior would achieve a continuous thermal barrier over the exterior brick and exposed concrete of the second floor structure.

- Reconfiguration of spaces within the building and the desire for improved daylighting would necessitate the addition of windows in several locations. New windows are proposed to be thermally broken aluminum units with insulated glazing.
- Roof replacement.

Utility Systems

- Fire sprinkler system would be upgraded to provide complete NFPA 13-compliant coverage throughout the building. Fire alarm, exit signage and emergency egress lighting would be upgraded to be NFPA-compliant throughout.
- Security systems would be included in the entry addition and include CCTV cameras and intrusion detection coverage for the building, and integrated with district-wide systems.
- The existing unit ventilators and air handler would be removed, and high efficiency heating and ventilating systems would be provided. Heating in the spaces is recommended to be accomplished through the use of fin tube radiation or radiant heating panels in each of the spaces. The existing boilers would be converted to hot water to serve the new terminal equipment.
- New heating water distribution piping would be installed and configured to accommodate the revised floor plan.
- Energy Recovery Ventilators (ERVs) would provide ventilation to all the spaces in compliance with ASHRAE ventilation standards.
- Air conditioning would be provided in selected spaces (offices, etc.) through the use of high-efficiency, environmentally friendly, refrigerant based systems, such as a variable flow refrigerant system or an air-to-air heat pump system.
- A solar heating system would consist of evacuated solar tube arrays located on the roof that would produce hot domestic water for use in the lavatories and sinks with surplus heat being directed to the community center pool. Highly insulated tanks would be installed in the boiler room to store the heated water for use after the sun goes down.
- A new Direct Digital Control (DDC) energy management system would control all of the HVAC equipment in the building.
- The existing plumbing fixtures would be salvaged and re-used as they are in good condition. A new high-efficiency domestic water heater would be provided and integrated with solar water heating system described above.
- Electrical service equipment would be upgraded and would be sized to meet future loads associated with building renovations, including additional general classroom, HVAC, computer and elevator loads.
- Classroom lighting would be upgraded to include controls for daylight harvesting and enhanced for utilization of educational A/V systems.
- Building telecom design would include dedicated climate-controlled space for data/telephone systems and entrance facility. Classrooms would have wired and wireless network access, VoIP phone, intercom, interactive AV, and classroom sound enhancement systems.

Site

- Accessible parking spaces serving the school should be added to the staff parking lot.
- Expand the drop-off area at Clark Street to accommodate more vehicles. Change signage to allow 15-minute parking.
- Wayfinding signage would be incorporated.
- Playground improvements would include rehabilitating the lawn/play field area (soils and drainage), reducing existing paved path width and overall hard court area, incorporating additional natural playground features and adding a walking path through the playground areas.
- Electrical and communications services would be upgraded.
- A pad and conduit for future generator would be provided.
- A new fire protection service would be provided via a new connection to the water main in Brackett Street.
- Stormwater drainage upgrades would be provided.
- Exterior lighting would include energy efficient LED and low glare type fixtures for parking and pedestrian areas. Lighting levels should be designed to meet current IESNA recommendations.
- Two storage sheds would be constructed.



Reiche Elementary School

Grades Pre-K through 5
March 29, 2016

	Buildings for Our Future (2013)	BFOF Escalated	BFOF Escalated-Currently Envisioned
A CONSTRUCTION			
1 Construction Estimate			
Renovation/Reconfiguration			
Structural/Architectural	\$3,325,738	\$3,922,708	\$3,922,708
Mechanical/Plumbing/Sprinkler	\$2,761,237	\$3,256,879	\$3,256,879
Electrical	\$1,751,057	\$2,065,372	\$2,065,372
Renovation non-equity model	\$0	\$0	\$2,691,906
New Construction/Addition	\$1,047,580	\$1,235,621	\$1,235,621
Demolition	\$0	\$0	\$0
Built-in Equipment	\$408,000	\$481,236	\$481,236
Site Development	\$682,320	\$804,796	\$804,796
Elevator (CIP Project)	\$0	-\$800,000	-\$800,000
Subtotal	\$9,975,932	\$10,966,612	\$13,658,517
B ADMINISTRATIVE COSTS & RESERVES			
2 Land Purchase and Related Costs	\$0	\$0	\$0
3 Moveable Equipment	\$0	\$0	\$1,180,835
4 Advertising and Legal	\$55,000	\$55,000	\$55,000
5 Percent for Art	\$0	\$0	\$0
6 Project Reserves	\$0	\$35,000	\$35,000
7 Project Contingency	<u>\$997,593</u>	<u>\$1,096,661</u>	<u>\$1,365,852</u>
Subtotal	\$1,052,593	\$1,186,661	\$2,636,687
C FEES AND SERVICES			
8 Architect / Engineer Basic Services	\$904,242	\$1,030,938	\$1,286,669
9 Architect / Engineer Additional Services	\$10,000	\$10,000	\$10,000
10 Architect / Engineer Reimbursables	\$39,400	\$39,400	\$39,400
11 Site Selection	\$0	\$0	\$0
12 Permitting & Approvals	\$18,760	\$18,760	\$18,760
13 Survey and Soils	\$34,500	\$39,500	\$39,500
14 Construction Testing	\$0	\$15,000	\$15,000
15 Project Coordination	\$0	\$45,000	\$45,000
16 Clerk of the Works	\$73,500	\$84,000	\$84,000
17 Commissioning	\$74,578	\$80,000	\$80,000
18 Other Professional Services	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$1,154,980	\$1,362,598	\$1,618,329
D TOTAL PROJECT COST	\$12,183,505	\$13,515,870	\$17,913,533



Buildings for Our Future-November 2016 Referendum

March 29, 2016

Buildings for Our Future Projects-Escalated					
	Longfellow	Lyseth	Presumpscot	Reiche	Total
A CONSTRUCTION					
1 Construction Estimate					
Renovation/Reconfiguration					
Structural/Architectural	\$2,539,364	\$1,315,501	\$838,613	\$3,922,708	\$8,616,186
Mechanical/Plumbing/Sprinkler	\$2,105,895	\$1,778,272	\$1,119,137	\$3,256,879	\$8,260,183
Electrical	\$1,207,110	\$1,159,752	\$719,925	\$2,065,372	\$5,152,158
Renovation non-equity model	\$0	\$0	\$0	\$0	\$0
New Construction/Addition	\$3,232,078	\$7,733,316	\$7,500,983	\$1,235,621	\$19,701,998
Demolition	\$0	\$60,744	\$0	\$0	\$60,744
Built-in Equipment	\$699,444	\$644,007	\$570,878	\$481,236	\$2,395,565
Site Development	\$1,135,151	\$2,356,216	\$1,319,436	\$804,796	\$5,615,600
Elevator (CIP Project)	\$0	\$0	\$0	-\$800,000	-\$800,000
Subtotal	\$10,919,042	\$15,047,809	\$12,068,972	\$10,966,612	\$49,002,435
B ADMINISTRATIVE COSTS & RESERVES					
2 Land Purchase and Related Costs	\$0	\$0	\$0	\$0	\$0
3 Moveable Equipment	\$0	\$0	\$0	\$0	\$0
4 Advertising and Legal	\$55,000	\$55,000	\$55,000	\$55,000	\$220,000
5 Percent for Art	\$0	\$0	\$0	\$0	\$0
6 Project Reserves	\$35,000	\$35,000	\$35,000	\$35,000	\$140,000
7 Project Contingency	\$1,091,904	\$1,504,781	\$1,206,897	\$1,096,661	\$4,900,243
Subtotal	\$1,181,904	\$1,594,781	\$1,296,897	\$1,186,661	\$5,260,243
C FEES AND SERVICES					
8 Architect / Engineer Basic Services	\$956,507	\$1,221,161	\$959,028	\$1,030,938	\$4,167,634
9 Architect / Engineer Additional Services	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
10 Architect / Engineer Reimbursables	\$39,400	\$39,400	\$39,400	\$39,400	\$157,600
11 Site Selection	\$0	\$0	\$0	\$0	\$0
12 Permitting & Approvals	\$18,760	\$27,532	\$18,760	\$18,760	\$83,812
13 Survey and Soils	\$39,500	\$45,500	\$39,500	\$39,500	\$164,000
14 Construction Testing	\$15,000	\$15,000	\$15,000	\$15,000	\$60,000
15 Project Coordination	\$45,000	\$45,000	\$45,000	\$45,000	\$180,000
16 Clerk of the Works	\$84,000	\$84,000	\$84,000	\$84,000	\$336,000
17 Commissioning	\$65,000	\$80,000	\$60,000	\$80,000	\$285,000
18 Other Professional Services	\$0	\$0	\$0	\$0	\$0
Subtotal	\$1,273,167	\$1,567,593	\$1,270,688	\$1,362,598	\$5,474,046
D TOTAL PROJECT COST	\$13,374,113	\$18,210,184	\$14,636,557	\$13,515,870	\$59,736,724



Buildings for Our Future-November 2016 Referendum

March 29, 2016

Buildings for Our Future Projects-Currently Envisioned					
	Longfellow	Lyseth	Presumpscot	Reiche	Total
A CONSTRUCTION					
1 Construction Estimate					
Renovation/Reconfiguration					
Structural/Architectural	\$2,539,364	\$1,315,501	\$838,613	\$3,922,708	\$8,616,186
Mechanical/Plumbing/Sprinkler	\$2,105,895	\$1,778,272	\$1,119,137	\$3,256,879	\$8,260,183
Electrical	\$1,207,110	\$1,159,752	\$719,925	\$2,065,372	\$5,152,158
Renovation non-equity model	\$1,639,264	\$683,502	\$424,113	\$2,691,906	\$5,438,785
New Construction/Addition	\$3,232,078	\$7,733,316	\$7,500,983	\$1,235,621	\$19,701,998
Demolition	\$0	\$60,744	\$0	\$0	\$60,744
Built-in Equipment	\$699,444	\$644,007	\$570,878	\$481,236	\$2,395,565
Site Development	\$1,135,151	\$2,356,216	\$1,319,436	\$804,796	\$5,615,600
Elevator (CIP Project)	\$0	\$0	\$0	-\$800,000	-\$800,000
Subtotal	\$12,558,305	\$15,731,312	\$12,493,086	\$13,658,517	\$54,441,220
B ADMINISTRATIVE COSTS & RESERVES					
2 Land Purchase and Related Costs	\$0	\$0	\$0	\$0	\$0
3 Moveable Equipment	\$1,028,084	\$1,198,292	\$1,005,628	\$1,180,835	\$4,412,839
4 Advertising and Legal	\$55,000	\$55,000	\$55,000	\$55,000	\$220,000
5 Percent for Art	\$0	\$0	\$0	\$0	\$0
6 Project Reserves	\$35,000	\$35,000	\$35,000	\$35,000	\$140,000
7 Project Contingency	\$1,255,831	\$1,573,131	\$1,249,309	\$1,365,852	\$5,444,123
Subtotal	\$2,373,915	\$2,861,423	\$2,344,937	\$2,636,687	\$10,216,962
C FEES AND SERVICES					
8 Architect / Engineer Basic Services	\$1,112,237	\$1,285,410	\$999,319	\$1,286,669	\$4,683,635
9 Architect / Engineer Additional Services	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
10 Architect / Engineer Reimbursables	\$39,400	\$39,400	\$39,400	\$39,400	\$157,600
11 Site Selection	\$0	\$0	\$0	\$0	\$0
12 Permitting & Approvals	\$18,760	\$27,532	\$18,760	\$18,760	\$83,812
13 Survey and Soils	\$39,500	\$45,500	\$39,500	\$39,500	\$164,000
14 Construction Testing	\$15,000	\$15,000	\$15,000	\$15,000	\$60,000
15 Project Coordination	\$45,000	\$45,000	\$45,000	\$45,000	\$180,000
16 Clerk of the Works	\$84,000	\$84,000	\$84,000	\$84,000	\$336,000
17 Commissioning	\$65,000	\$80,000	\$60,000	\$80,000	\$285,000
18 Other Professional Services	\$0	\$0	\$0	\$0	\$0
Subtotal	\$1,428,897	\$1,631,842	\$1,310,979	\$1,618,329	\$5,990,047
D TOTAL PROJECT COST					
	\$16,361,117	\$20,224,577	\$16,149,001	\$17,913,533	\$70,648,229

“Light Touch” Option

Oak Point Associates was asked to consider what a reduced scope at each of the four schools might be if only the most critical infrastructure needs were considered for the near-term. Oak Point met with district operations and maintenance personnel as well as district leadership and discussed the following approach to a “light touch” scope.

Longfellow

The condition of the exterior masonry walls at Longfellow has deteriorated to the point that it is considered to be a critical work item. At the time of the Buildings for Our Future project, the re-pointing of the masonry walls was within the Capital Improvement Plan for FY 2016. Longfellow’s windows are not original to the building, but are difficult to operate and there remains a concern that sashes may fall out if windows are opened. Replacing the windows will improve the thermal value. The roof, which was upgraded in 1994 and 2000, has reached the end of its maintainable life and needs to be replaced. This replacement was not included in the original Buildings for Our Future budget as it was thought that money would be available as part of the Capital Improvement Plan.

The electrical service is fed underground to a transformer that is located in a vault within the building, and was determined in 2013 to be beyond its useful life. There is a concern over the safety of having a transformer within the building, coupled with the fact that the service may have little capacity for expansion of demand due to increasing technology loads, not to mention additional HVAC and elevator loads if those systems are upgraded or added.

Lastly, there is a desire on the part of Portland Public Schools to abate the asbestos within the existing building.

The items selected for a reduced scope project are as follows:

1. Replace exterior windows
2. Repoint exterior brick masonry and repair precast concrete
3. Replace existing roof
4. Abate asbestos containing materials and provide replacement finishes in disturbed areas
5. Provide new electrical service entrance

Lyseth

Since Buildings for Our Future, design plans have been developed for site improvements that will address many of the recommendations of the Buildings for Our Future initiative for the site. This includes additional parking capacity, wider drop-off areas, and reduction of paved area around the school building. The steam line would be replaced between the Moore Middle School boiler plant and the Lyseth Elementary School mechanical basement. The renovation of the site circulation is the highest priority for the light touch approach at Lyseth.

Presumpscot

The highest priority at Presumpscot is a building addition that will increase the size and functionality of the administrative office area and improve the sight lines between the main entrance and the office area. The addition would be approximately 3,500 square feet. Another small addition is proposed that would add a classroom at the end of the front classroom wing, which would add some additional capacity within the main building. Both additions would require sitework to ensure that circulation and program are unaffected.

The items selected for a reduced scope project are as follows:

1. Construct a main entrance addition
2. Construct a single classroom addition
3. Sitework associated with building additions and improvements to the parking and parent drop off areas.

Reiche

Some of the infrastructure at Reiche has continued to degrade since the time of the Buildings for Our Future initiative. Most significantly, a structural engineering study was conducted that determined that both of the building ramps were an imminent safety hazard. The Clark Street ramp was recently closed due to safety concerns. Unfortunately, the building ramps are providing the code-required means of egress for the second floor of the Community Center, so simply removing the ramps without providing an alternative means of egress is not an option.

Security is a primary concern to be addressed through a light touch option. A group toilet will be constructed next to the existing kitchen to eliminate the need for students to use the toilet facilities in the community center.

The items selected for a reduced scope project are as follows:

1. Group toilets
2. Remove the Bracket Street ramp
3. Construct an egress stair on the Bracket Street side

A separate construction project has been proposed to address the recently closed ramp and accessibility issues. This project will remove the Clark Street ramp, install an elevator, and provide a new secure entry vestibule for the school as well as a separate entrance for the community center.



Buildings for Our Future-November 2016 Referendum

March 29, 2016

Buildings for Our Future-Light Touch					
	Longfellow	Lyseth	Presumpscot	Reiche	Total
A CONSTRUCTION					
1 Construction Estimate	\$3,221,510	\$2,418,717	\$2,810,880	\$690,324	\$9,141,431
Subtotal	\$3,221,510	\$2,418,717	\$2,810,880	\$690,324	\$9,141,431
B ADMINISTRATIVE COSTS & RESERVES					
2 Land Purchase and Related Costs	\$0	Total Project Cost Provided by City of Portland	\$0	\$0	\$0
3 Moveable Equipment	\$0		\$252,979	\$0	\$252,979
4 Advertising and Legal	\$7,500		\$5,500	\$10,000	\$23,000
5 Percent for Art	\$0		\$0	\$0	\$0
6 Project Reserves	\$0		\$0	\$0	\$0
7 Project Contingency	\$322,151		\$281,088	\$69,032	\$672,271
Subtotal	\$329,651		\$539,567	\$79,032	\$948,250
C FEES AND SERVICES					
8 Architect / Engineer Basic Services	\$331,816		\$265,676	\$78,007	\$675,498
9 Architect / Engineer Additional Services	\$0		\$0	\$10,000	\$10,000
10 Architect / Engineer Reimbursables	\$7,500		\$10,000	\$15,000	\$32,500
11 Site Selection	\$0		\$0	\$0	\$0
12 Permitting & Approvals	\$2,500		\$5,000	\$2,500	\$10,000
13 Survey and Soils	\$0		\$15,000	\$0	\$15,000
14 Construction Testing	\$7,500		\$15,000	\$7,500	\$30,000
15 Project Coordination	\$0		\$0	\$0	\$0
16 Clerk of the Works	\$0		\$17,520	\$0	\$17,520
17 Commissioning	\$0		\$15,000	\$56,762	\$71,762
18 Other Professional Services	\$0		\$0	\$0	\$0
Subtotal	\$349,316		\$343,196	\$169,769	\$862,280
D TOTAL PROJECT COST	\$3,900,477	\$2,418,717	\$3,693,643	\$939,125	\$10,951,961



Buildings for Our Future Workshop

May 24, 2016

Presumpscot Elementary School

Board members in attendance: Holly Seeliger, Jenna Vendil, Stephanie Saltzman, Laurie Davis, Sarah Thompson, Anna Trevorrow, Pious Ali and John Eder. Student: Kevin Segal

Purpose: Since last December the board has revisited the work of these four schools with their facilities needs based on Buildings for Our Future report that was finalized in 2013 with the work with Oak Point and Associates who we have Tyler Barter with us tonight to assist us with any questions we might have.

Marnie: Introduction discussion

Tonight we had really felt like we worked it through our operations committee and facilities needs there and we looked also at the financial implications and finances in our finance committee and we really felt like we were missing the part around ensuring that these facilities were meeting the needs the students educationally and wanting to revisit and ask the leaders of our schools where they see the future going for their students of their schools. What we need to ensure we maintain or we want to add to these schools for the future.

Mostly, again, we are not the educators as you know. You are, the leaders of these wonderful schools but we do know that its been a long time coming that they need to be renovated. So we are just going to turn it over to the four of you and this is really informal, honestly, we are not doing big powerpoints and things like that tonight. Again, its just to listen and learn from you.

School Leader Presentations

Introductions: Lenore Williams, Lyseth Elementary School; Chris Keegan, Reiche Elementary School; Cynthia Loring, Presumpscot Elementary School; and Terry Young, Longfellow Elementary School.

Lenore Williams, Lyseth Elementary School

At least to begin the conversation, I want to talk a bit about some of the things that we have in common and, actually, to celebrate a lot of the great work that has already occurred in our facilities, and I think that I think it's noteworthy and very important to give recognition to the folks who have worked very hard. So if that's alright with you, I think we can all speak to significant update in our buildings and that ranges from new windows, asbestos abatements, new roofs, new lighting, new carpeting, security updates, recently expanded conference room in my particular situation. Everybody here can speak to things – to projects – that have taken place and that have been brought to completion that have significantly impacted our facilities and that has impacted learning as well as issues like safety. So I felt like that was something we all wanted to say and felt that was important to note.

In addition, we felt like we had some common themes that arose from each of us in terms of unmet needs and I think what we all could agree upon is that one of the things that we feel we most need are **flexible learning spaces** – and what I mean by that is common areas where students and teachers can come together, allows for co-teaching and collaboration and model group instruction and every one

of us is feeling that that is a very sorely missed or needed feature for our buildings. In addition, we need **additional and expanded office spaces**. **Systems that support technology**, the infrastructure that goes along with that (the electrical supports), **climate control** in various buildings (heating, cooling, ventilation updates).

I'm going to speak to an issue that's near and dear to my heart but is a recurrent theme, is that many of us have **shared spaces** – that means we have spaces that have to use multi-uses and multiple purposes. At Lyseth we have, what we lovingly refer to as a “gymacaferorium.” It serves as a central meeting space as a K-5 school population that is around 500 students. We cannot convene together as one without being in violation of various fire codes – most of them...probably all of them. So that is something that is a real need. So a separate cafeteria and gymnasium. Something that would seem sort of extra and something that you wouldn't think about is storage. We are constantly struggling with where to store things (**storage**) that are used, but not always in use. In the case of Lyseth and Presumpscot, we have modular classes so that would tell you that we don't have **adequate classroom space**. In Cyndy's case, classrooms – general education classrooms. That's not the case for Lyseth, we have English Language Learner services and Occupational Therapy services. But, nonetheless, children are moving between the main building and modular classrooms, which brings up a lot of issues around security and safety. Again, speaks to the issue that we don't have the learning spaces within the main building of our school.

While we have made great strides, and I think that every Principal will speak to specifics at their building – most recently, at Reiche. I can speak to Lyseth, we've had our front entrance is now a secure school. Visitors are not allowed in – there's keypads, we have that intercom system that lock security – I think there are gains there, but, that being said, we can always look to making further improvements to make our schools **even more secure**.

So, if it's ok with all of you, I thought this might be a good time for each of us to talk about specifics. Those are some of the generalities. But everybody has a little bit different story to tell and then please ask questions of us.

Chris Keegan, Reiche Elementary School

At Reiche, as you know, we've had a lot of improvements this year. We've lost a ramp but we've gained separation between our school side of the building and the community side so that community members can use the facilities without walking through our lunch room and sharing bathrooms with us and things like that. And that's kind of a showy change but what it doesn't do is impact student learning. So in order to impact student learning, we would need something to happen around the **acoustics** in our building and the **electrical system** to support the use of technology and reduce the use of electrical chords all over. And, again, the **ventilation** because our building is one big space so you're in the center, you're in stagnant air, your sharing your lights with large spaces. We love that about the school it also promotes collaboration and all but it's also hard to learn with background noise. So I would say the acoustics if you want to impact student learning. A big thank you to the city services who have done the work so far. So efficiently and with a minimum of disturbance.

Cyndy Loring, Presumpscot Elementary School

So to echo what Lenore and Chris just said about updates in terms of increasing lighting and security at Presumpscot School we have all new windows, doors, keypads are very tight, security system. And in

addition to that we do have 6 classrooms in our cottages outside and yet our students have keypads and fobs to enter the building and they're still outside. So our goal at Presumpscot is for our facilities to reflect the innovative practices that happen within Presumpscot and that also reflect the Expeditionary Learning model. And at the heart of that model it's high levels of collaboration, it's integration of all content areas and the arts. It's also engaging the community, the community right outside our doors, the community in Portland, Maine and beyond for our children to have **access to the systems and structures within the building around technology** so that they grow in media literacy and can really develop global awareness. So that's our aim. Our students often present to authentic audiences beyond Presumpscot School. We don't, yet, have a place for that to happen. We have our gym. Lenore alluded to multi-purpose spaces. Real estate at Presumpscot School is a hot commodity within this building. Multi-purpose spaces are for multi-purpose spaces so you'll notice as you take a walk-through, closet spaces that we have transformed real well because that's what our staff does – we make the best of a situation that we are in to provide the richest teaching and learning experiences for our students. So closet spaces are learning areas. We have art and music sharing the same space. Which also means that when our drama clubs and our various clubs use that space **there is not enough space** – you'll hear about that later on this evening from one of our students who's very passionate about it. Sharing spaces which also impacts scheduling, which greatly impacts programming for our students. So we have phys ed in our gym, we have phys ed outside, we have phys ed in classrooms; we have band, we have literacy instruction in our gym, we have our lunch in our gym – another thing that impacts scheduling and programming. Just some of the challenges and opportunities at Presumpscot so with **having a separate community** area where we can engage with great pride in the ways that we do outreach to our community and involve experts into our building and also to share their expertise, but also so that students can present their expertise to our community. Because our main goal is for our children to develop leadership and expertise and to make a positive difference within this community and the community beyond – to grow really strong scholars and citizens. So also each our cottages, you'll notice, is a very tight area. We do a lot of – we implement flexible grouping . Currently all our fifth graders are immersed in a unit where we're doing high levels of collaboration across the entire grade level. So with the walls and the configuration that reflects a building constructed in 1962, students have to leave that space and walk down to another space, which helps with independence, but what also doesn't allow for quickly flexible grouping. It involves time and opportunity. So if we didn't have the walls and didn't have the spaces that really reflected 21st century learners, we could be even more innovative in using our facility. So those are just some of the needs that we have at Presumpscot.

Terry Young, Longfellow Elementary School

Longfellow is 64 years old and it has not had a major upgrade since it was built. It's a beautiful old building and it's a community where our students mostly arrive on foot and on bicycle. We have one bus that arrive each day with 11 students. So its truly a walkable school. One of our big needs is that we are **not ADA compliant**, which means if a student is in a wheelchair who lives in a street, he's unable to attend Longfellow Elementary School. So, currently, we have parents in wheelchairs who cannot access the 2nd floor of our building and are unable to visit their children's classrooms. So that is a really big piece for Longfellow School is whatever renovations we do, allowing for an **elevator** so that we can truly be the neighborhood school we aspire to be. Many of the issues that have been raised are similar for us – **shared space** is really challenging. We have a gym that's used for band, that's used for lunch, that's used for performances. So that could really be a scheduling nightmare. We have a music room that's undersized – it's probably half the size of what a typical classroom is. So, if you can imagine, that really limits instruction. So for movement, there's really no way to move. We have our social worker who's working in a closet that is not ventilated. So those are some things that we are dealing with space-

wise. We have some of our **support services for children in the basement and we'd really like to bring those spaces up** so they're near our classrooms. We don't want to stigmatize our children by (saying) that's where you go for ELL services is in the basement. We **haven't received windows yet**, so I would put that as a top priority. Many of our windows in our classrooms do not open and so it's a struggle each day to open one or two windows. It's a herculean effort. As far as electrical – **electrical** is mentioned – we have 2 classrooms that have 2 outlets in them. When you think of using laptops and integrating technology into your classroom, that is challenging where we have electrical cords running everyone, which is against code. So those are some of the interior things that need to be address. I don't know if people know this, but when I came to Longfellow, some people told me that we **shared heat with Deering High School** and I, honestly, thought it was a joke. But the heat is piped underground into the Longfellow building. So that isn't always the most efficient way to heat a building. When Deering gets out at 2:00, the heat tends to go off at Longfellow. That's just an ongoing struggle. That impacts student learning because the heat is incredibly loud so when you turn on the blowers it's distracting the students and when you turn it off, you are cold. We, too, have **limited storage**. What happens is, a lot of 'stuff' is in the hallways. Cubbies for students are in the hallways, students are working in the hallways, getting support in literacy and math. Again, not conducive to learning. We've had upgrades over the years. A lot of it has been coordination between the city and our parents have really done a lot as far as playground updates, a learning garden, improvements in drainage, a brick walkway out front, security has been improved, but we still need some more.

Lenore Williams, wrap up

As we look at improvements to the actual facilities – the buildings themselves – I think Lyseth, and this is not unique to Lyseth, but because we share a campus with Lyman Moore, our **traffic flow** that the parking I think we are definitely in need of some site work in terms of **widening driveways, creation of designee parent drop-off and bus loops – they need to be separated**. That has huge security and safety implication. We don't have adequate staff and visitor parking. It's man and woman for themselves to find a parking space at various points of the day. I think that those are things that all of us can speak to as far as the facilities themselves.

Comments

Sarah Thompson: I don't have any questions, per se, but I think some of the things you brought up shows how innovative you are, our leaders are and our staff are and our families and students and having a child at Longfellow and Hall and having the nurse at Hall in the closet, you have made great use of closet space so thank you for that. But it's unacceptable and I apologize for that, but at the same time, I think you've done wonderful things and with the facilities that you have and just think what we could accomplish in nice 21st century facilities with all the great work you've done already I think there's no limit so I appreciate your leadership and appreciate making use of the space and I'm looking to, I know that we have Expeditionary Learning here and we have a Spanish Immersion program at Lyseth and I don't know, expansion-wise with Lyseth, if – you had a great presentation to the Board recently about that program and your thoughts – there seems to be a high demand for that. We seem to be becoming more and more a district of choice and I think that's something we need to think about too when we think about our facilities and that we want to develop space for these programs to grow and we want to retain and attract back families because of the various programs we have. We have a teacher-lead school, we have a lot of great things going on. So when you think about your facilities, too, in the future and we get you these brand-new renovated buildings, to think about that and how we can grow. Because I think we'll have a lot of families come back and a lot of people who want to be here because of your school.

Questions and Answers

Q. Kevin: There's a great parent community and having been a part of and being related to several members of that community that have helped build the learning garden and the brick walkway I know that help from the parents can be very helpful. How do you think we can better utilize the time that they're willing to sacrifice toward our school and toward our students in a more effective way to maybe incorporate it with BFOF?

A. Terry: I mean one of the things that we did at Longfellow was I met with a parent group to look at BFOF because all this work was done before I arrived at Longfellow so I didn't know a lot about it. So the time I've spent with them has really shown me their commitment to the school, a commitment to having a walkable school for their kids and their commitment to all their students in the neighborhood. I've never worked with parents like the Longfellow parents. I mean, they work tirelessly for that school and I, honestly, don't know if I can ask them to do much more than they already do. Between arriving each day to work each day with kids who are struggling; between running fundraisers to raise money to send kids on various learning opportunities. I don't know that I could ask them to do much more.

Q2. Kevin: I wasn't asking them to do more, but if there's a better way we could utilize what they are already giving, which is their time and resources and maybe incorporating that with BFOF. Just putting and idea out there.

A2. Chris: We do have parents who know the history of the past 10, 15 years and where all of the discussions have been about the buildings. So there are definitely resources out there that the Board could seek information from that are very well grounded and work well with our city facilities people already. So we have a really active group of parents I know at Reiche and I'm sure at each of these buildings there are parents who know the buildings very well and they also know the history.

A3. Lenore: That's a great point. At a school like Lyseth I have generations of families that have gone through the schools so they had a front-row seat to some of the significant changes that have been made and are really aware of the limitations of the facility and, despite that, everyone has great pride in their neighborhood schools and everybody is committed to having a neighborhood school and I think that they're a great resource in that despite those limitations in that whatever you have literacy intervention happening in an egressed hallway or whether you have a social worker working in a custodian closet the – people understand it's much more than that that makes us a school and it limits us but it doesn't. Your point is well taken, Sarah, in that we don't think in those terms, because once you do, you're not able to achieve many of the goals that you have for your school and, most importantly for your students. I thank you for that. They work very hard and I think it's more than about bricks and mortar, it's about what's happening inside a school. We will do whatever we need to do with whatever we have because we're committed to student success and learning.

A4. Cynthia: so to what several of my colleagues have mentioned already, what you might remember, when Oak Point invested all of the stakeholders in Portland. All of the families, our staff, our students, they conducted extensive interviews over a period of time in multiple forms, which really captures our families – there are no more invested families than our families at Presumpscot School. Our families worked hard outside of our school and are very strong ambassadors for our school and have a strong belief and a neighborhood school. Their involvement and their support and their engagement certainly reflects that tenfold. So I would suggest you reference those documents in those very thick notebooks that really involved lots of great suggestions and unmet needs at each of our schools.

MARNIE: I want to emphasize, you touched on some, I would characterize them as, “critical” changes in your schools in the safety and security parts that you talked about. But I think the majority of this Board really has recognized that it has become critically important, not just the safety and security piece of it, but critically important for innovative learning and the education of our students now is being impacted. So that was a clear message you’re giving us now that it’s not just about being in compliance with something but now we’re talking about what the future may hold for our students and the lack of options that they may have if we don’t focus on these soon – like in the next few months.

SUMMARY:

The following are areas that were highlighted in the presentation:

- Flexible learning spaces
- Additional and expanded office spaces.
- Systems that support technology (and access to that technology)
- Climate control
- Storage
- Adequate classroom space
- More security
- Updated electrical systems
- Acoustics (Reiche)
- Ventilation
- Separate community area
- Need to be ADA compliant (i.e., elevators)
- Windows
- Adequate and safe parking and drop off areas (buses and parents: should be separate)



Guidelines for the PreK Lottery

Currently, the Portland Public School System offers limited spaces for pre-kindergarten students. The PreK programs are free and are held at elementary schools and other locations throughout the city. A registration period is announced each year by the end of January. Generally, the application period occurs the two weeks following February break.

Students are accepted and placed in classrooms based upon a lottery system. The lottery utilizes a stratified sample process. Applicants are sorted according to whether they qualify as economically disadvantaged or not. Children from economically disadvantaged families are given the majority (70%) of available slots. Children from non-economically disadvantaged families fill the remaining 30 percent of slots. Additionally, Portland schools strive to create gender balanced classrooms.

In pre-kindergarten programs housed in Portland's elementary schools, priority in the lottery is given to students residing in the neighborhoods of the schools. These programs exist at East End, Presumpscot, and Riverton. Reiche School's site partner is The Opportunity Alliance Head Start, and children from the Reiche neighborhood are given priority for available slots in this program. The Reiche lottery must follow the Head Start guidelines for economically disadvantaged families. A district-wide lottery is held for students living in neighborhoods of the remaining schools: Lyseth, Longfellow, Ocean, and Hall. Students selected from this lottery attend programs housed at Paths, and Youth and Family Outreach locations.

Any application request received after the initial two week pre-registration period will be placed on a waiting list. As additional slots become available, they will be filled based upon the date the application was received. Available PreK slots will be filled throughout the year.

April, 2016

PPS PreK Analysis



March 29, 2016

Four Year Old Program

Began 11/12:
67 Enrolled

Projection 16/17:
Year 6
124 Enrolled



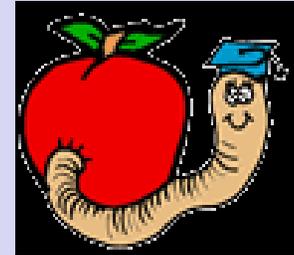
What Does the Research Say?

- Positive Impact
 - D = .52
 - (Visible Learning, J. Hattie, 2009)
 - 13 hours a week
 - 15 or more children
 - Structured
 - Biggest Impact w/ Neediest Students



PICUS Report

(L. Picus & A. Odden, 2013)



- Students who experience PreK:
 - Perform better academically
 - Attend college at a greater rate
 - Engage in less socially-undesirable behavior
- Return of \$8-10.00 for every dollar invested in PreK
- Report Recommends:
 - 1 Teacher/1 Aide for every 15 students



PPS PreK Enrollment

- 2011/12: 67
- 2012/13: 84
- 2013/14: 80
- 2014/15: 103
- 2015/16: 108



Enrollment Trends

- 3rd Grade: 49/67: 73% remain enrolled
- 2nd Grade: 63/84: 75% remain enrolled
- 1st Grade: 67/80: 84% remain enrolled
- K: 90/103: 87% remain enrolled
- PreK: Currently: 108 enrolled

Disaggregated Enrollment

Pre-K Programs					
* <10	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number of Students Enrolled in a Portland Public Schools Sponsored Pre-K Program					
District Total	67	84	80	103	108
White	29	46	41	50	35
Black/African American	28	25	26	35	43
Asian	*	*	*	*	*
Hispanic/Latino	*	*	*	*	12
Economically Disadvantaged	54	43	41	65	76
Identified Disability	*	*	*	*	*
Limited English Proficiency	14	21	21	28	28



Math Proficiency

PreK Class	Current Grade Level	Proficiency Measure Used	PPS PreK	Other Students
2011-12	3	NWEA	51%	51%
2012-13	2	CPAA	71%	67%
2013-14	1	CPAA	59%	60%
2014-15	K	CPAA	78%	73%

Reading Proficiency



PreK Class	Current Grade Level	Proficiency Measure Used	PPS PreK	Other Students
2011-12	3	NWEA	51%	54%
2012-13	2	CPAA	78%	63%
2013-14	1	CPAA	79%	70%
2014-15	K	CPAA	76%	67%



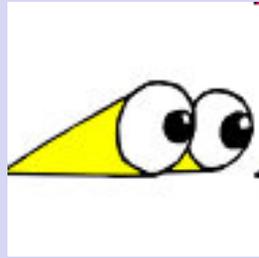
Cost Analysis

COSTS:

- 2015/16: \$ 522,000
- 2016/17: \$ 592,000

BENEFITS:

- More children accessing quality PreK



Next Steps:

- Continued Expansion:
 - Universal PreK
- Continued Professional Development
 - OWL Curriculum
 - Everyday Math

“The real question is how to use available funds wisely. The evidence supports the policy prescription: Invest in the very young.”

James Heckman,
Nobel Laureate in Economics



Thank you for supporting our PreK program!



From March 1, 2016 ppt presentation, Oak Point Associates									
	Constructed	Renovated	Area	Capacity	Actual	BFOF-2013	BFOF-Escalated	BFOF-Curr Env	Light Touch
Longfellow	1952		43,000.00	396	340	11,257,000.00	13,374,113.00	16,361,000.00	3,900,000.00
Hall	1956	on-going	54,000.00	447	392	20,609,000.00		on-going	on-going
Lyseth	1963		52,000.00	502	471	15,339,000.00	18,200,184.00	20,214,000.00	2,418,000.00
Presumpscot	1962		30,000.00	315	247	12,338,000.00	14,636,557.00	16,149,000.00	3,693,000.00
Reiche	1972		73,000.00	373	416	12,183,000.00	13,470,870.00	17,868,000.00	939,000.00
Riverton	1976	2007	113,000.00	449	419	-	-	-	-
East End	2006	-	73,000.00	477	385	-	-	-	-
Ocean	2011	-	70,000.00	437	427	-	-	-	-
		Total Cost		3,396	3,097	71,726,000.00	59,681,724.00	70,592,000.00	10,950,000.00
		A/E Fees			1			#REF!	675,000.00



MEMORANDUM

To: Portland Board of Public Education
Subject: Construction order
Project Name: Buildings for Our Future
Date: June 15, 2016

At the request of Portland Public Schools, Oak Point Associates has put forth the following recommendation for school renovation construction sequence based on the Buildings for Our Future (BFOF) initiative. This recommendation was developed by evaluating the proposed concept plans, reviewing deferred maintenance at each facility as well as the need to create swing space for the temporary housing of students during construction.

The following is just one of a number of potential construction sequences for the Buildings For Our Future proposal. The final recommendation should be carefully weighed with City and Portland Public School officials, educational leadership and members of the community.

First: Presumpscot Elementary School

The additional classroom space proposed at the Presumpscot Elementary School would provide the district an opportunity to temporarily locate a small number of students from the remaining schools (Longfellow, Reiche or Lyseth). This would allow for construction to be phased in those projects, minimizing the disruption on the academic programs. As the least expensive school renovation project in BFOF, bonding costs would be reduced by constructing this project first.

Second: Longfellow Elementary School

Longfellow Elementary is proposed to be the second construction project because of the many critical deferred maintenance items at the school. Masonry restoration of the exterior, window replacement, roof replacement, asbestos abatement and a new electrical service are examples of the high cost items that need to be dealt with at the building in the near future. As the second least expensive school renovation project in BFOF, bonding costs would be reduced by constructing this project second.

Third: Reiche Elementary School

With the elevator construction project underway, the immediate ADA and security needs have been addressed at the building. While there are also a number of additional deferred maintenance issues to deal with, they needs at both Presumpscot and Longfellow appear to be higher.

Fourth: Lyseth Elementary School

Lyseth Elementary School is the last facility recommended to undergo renovation. Recently, the building has seen the replacement of exterior windows, roofing work and interior renovations to provide a secure entrance. In addition, current enrollment trends indicate declining enrollment at the school which may provide an option to reduce the overall scope of the project, thereby lowering the construction costs. These enrollment trends should be validated over the upcoming 2-3 school years and the proposed scope adjusted to "right" size the building.

**Portland Public Schools
Enrollments 2015-2016 - As of 4/6/2016**

Cliff Island School

Teacher	PreK	K	1	2	3	4	5	Totals
Teacher 1		1	0	1	1	1	0	Staff = 1
Totals	0	1	0	1	1	1	0	4

East End Community School

Teacher	PreK	K	1	2	3	4	5	Totals
Teacher 1	17	17	17	13	20	20	22	Clism Tchrs = 21
Teacher 2		16	19	14	22	21	20	
Teacher 3		17	17	15	23	20	18	Tchr:Stud = 1:18
Teacher 4		17	18	15				
Homeschool								
attend ood		1					1	
Bayside						2		
Totals	17	68	71	57	65	63	61	385

Hall Elementary School

Teacher	PreK	K	1	2	3	4	5	Totals
Teacher 1		15	16	16	20	16	20	
Teacher 2		17	17	16	19	17	22	
Teacher 3		16	15	16		18		Staff = 23
Teacher 4		15		16	7 +	7 +	4	
Teacher 5			8 +	10	4 +	8 +	4	Tchr:Stud = 1:17
Teacher 6			8 +	8	4 +	4 +	9	
Homeschool								
West								
attend ood								
Totals	0	63	64	82	54	70	59	392

Longfellow Elementary School

Teacher	PreK	K	1	2	3	4	5	Totals
Teacher 1		20	20	19	21	20	20	Staff = 17
Teacher 2		19	20	19	19	20	20	
Teacher 3		18	21	17	20		22	Tchr:Stud = 1:19.7
Teacher 4								
West								
attend ood		1			2		2	
Home schooled								
Totals	0	58	61	55	62	40	64	340

Lyseth Elementary School

Teacher	PreK	K	1	2	3	4	5	Totals
Teacher 1	13	20	18	17	18	19	22	Staff = 26
Teacher 2		18	21	17	16	17	16	
Teacher 3		16	18	16	14	16	22	Tchr:Stud = 1:18
Teacher 4		20	17	20	16	16	19	
Teacher 5		19		21				
Intensive Support								
attend ood			1				1	
Bayside LC								
Home School								
Totals	13	93	75	91	64	68	80	471

Ocean Avenue Elementary School

Teacher	PreK	K	1	2	3	4	5	Totals
Teacher 1		16	19	18	20	21	21	Staff = 21
Teacher 2		16	19	17	21	21	20	
Teacher 3		16	19	18	20	22	20	Tchr:Stud = 1:19
Teacher 4		17			20	22		
BEACH		3	3	1	2	0	2	
ISP*				2	3	0	2	
attend ood								
Bayside LC			1	1	1		2	
Home School					1			
Totals	0	68	61	57	88	86	67	427

Peaks Island School

Teacher	PreK	K	1	2	3	4	5	Totals
Teacher 1		1	7	3	10	5		Staff = 3
Teacher 2						5	11	Tchr:Stud = 1:14
Home School						1		
Totals	0	1	7	3	0	11	11	43

Presumpscot Elementary School

Teacher	PreK	K	1	2	3	4	5	Totals
Teacher 1	16	13	11	13	18	19	17	Staff = 16
Teacher 2		16	11	13	19	18	18	
Teacher 3		16	13	12			17	Tchr:Stud = 1:15.3
Bayside					1			
Home School				1			1	
attend ood								
Totals	0	45	35	39	38	37	53	247

Reiche Elementary School

Teacher	PreK	K	1	2	3	4	5	Totals
Teacher 1	15	18	19	19	19	13	10	Staff = 21
Teacher 2	16	19	20	18	17	10	11	
Teacher 3		19	19	18	17	9	14	Tchr:Stud = 1:19.6
Teacher 4		19	20	18	18	11	13	
Teacher 5						11	12	
Bayside			3	1				
attend ood				1				
Totals	0	75	81	75	71	54	60	416

Riverton Elementary School

Teacher	PreK	K	1	2	3	4	5	Totals
Teacher 1	16	19	15	17	17	22	20	Staff = 22
Teacher 2	15	19	17	15	17	21	22	
Teacher 3		20	17	14	17	23	22	Tchr:Stud = 1:18
Teacher 4		19	15	15	14			
FLS		5	6	0	4	3	4	
ISP								
Bayside								
attend OOD								
Totals	31	82	70	61	69	69	68	419

****Bayside Learning Community**

Teacher	PreK	K	1	2	3	4	5	Totals
Teacher 1		1	4	3	3	6	3	
Totals	0	20						

Middle School

Grade	King	Lincoln	Moore	**Bayside LC	Totals
6	177	175	157	1	509
7	159	168	159	4	486
8	190	145	158	1	493
Totals	526	488	474	6	1488

High School

Grade	Casco Bay	Deering	Portland	**Bayside LC	Totals
9	98	204	199	3	501
10	92	228	206	1	526
11	98	233	164	5	495
12	92	243	210	0	545
PG			1		1
gr 8					
Totals	380	908	780	9	2068

Grade	PATHS
8	
9	7
10	37
11	175
12	202
PG	1
Totals	422

Total Enrollment*	6700
Pre-K	108
Grand Total (reported by schools)	6808

**Bayside Learning Community students are counted in their neighborhood school

October 1 enrollments

	2012-2013	2013-2014	2014-2015	2015-2016
pre-k	82	88 [↑]	109 [↑]	103 [↓]
elem	3274	3294 [↑]	3251 [↓]	3170 [↓]
ms	1512	1520 [↑]	1497 [↓]	1488 [↓]
hs	2205	2156 [↓]	2179 [↑]	2068 [↓]
total	7073	7058 [↓]	7036 [↓]	6829 [↓]



Portland Public Schools

Portland, Maine

Student Population Projections By Residence

Draft

Fall 2014/2015 Report

Fall 2015/16 – Fall 2021/22
Projected Student Population by Residence

Prepared by

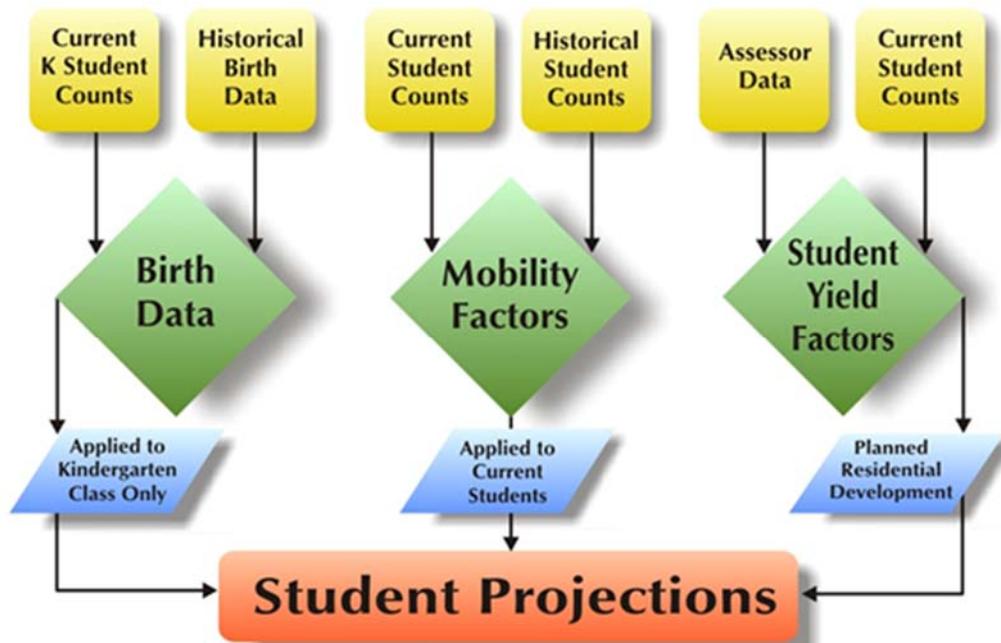


March 17, 2015

Overall Methodology

After all the data is assembled and the factors are calculated, the number of students by residence is a forecast based on the chosen date of projection, in this case December 23, 2014 was utilized. Student population within each study area is then calculated in the following order:

1. First, the natural progression of students moving through the grades.
2. After the raw, straight-through projections are applied, BIRTH FACTORS are then multiplied to the current kindergarten class to generate a base for the following year's kindergarten class.
2. Next, STUDENT YIELD FACTORS are multiplied by the PROJECTION HOUSING UNITS. At the time of this report, there are no residential development projects proposed or under construction.
3. The MOBILITY FACTORS are applied which take into account the natural in/out migration of students throughout the DISTRICT. (Factors are calculated for each grade to better account for fluctuations in enrollment such as the possible increase in students between 8th and 9th grades.)



Projections by Residence

Incoming Kindergarten

The Maine State Department of Health reports live birth data by the resident city of the mother. DDP uses the birth data city correlating to the District boundary and applies the data accordingly.

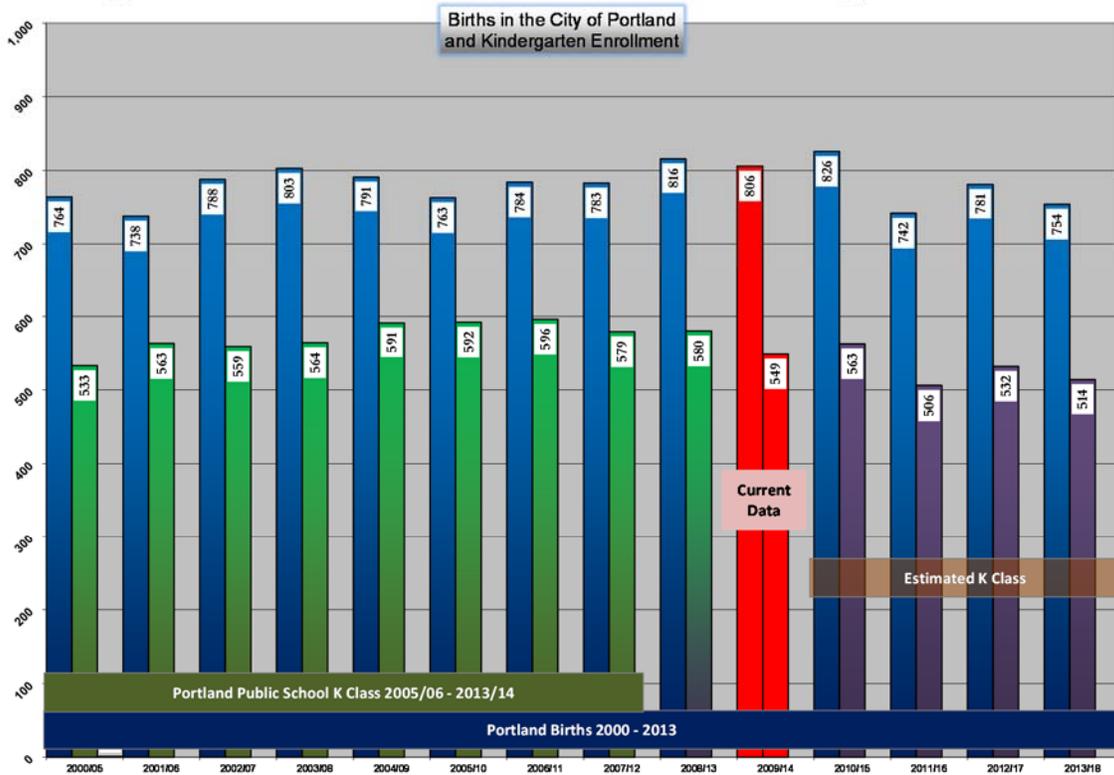


Chart 1- Birth and K Class

Student Mobility Factors

Student mobility factors further refine the seven-year student population projections. Mobility refers to the increase/decrease in the migration of students within the District boundary (move-in/move-out of students from existing housing). Mobility, similar to a cohort, applied as a percentage of increase/decrease to each grade for every year of the projections.

A net increase or decrease of zero students over time is represented by a factor of 1.000. A net student loss is represented by a factor less than 1.000 and a net gain by a factor greater than 1.000 (see example).

Example:

$$\begin{array}{rcl}
 100 & \text{Kindergarten students in fall 2014/15} & \\
 \times & .980 & \text{(East End 1st grade mobility)} \\
 \hline
 = & \mathbf{98.0} & \mathbf{1^{st} \text{ grade students residing in East End in 2015/16}}
 \end{array}$$

Having historical student data categorized by Study Area is extremely helpful in calculating accurate Student Mobility Factors. DDP was able to utilize the last four (4) years (Fall 2011/12, 2012/13, 2013/14, and 2014/15) student data. The 2011/12 student data was compared to 2012/13, 2012/13 to 2013/14, and 2013/14 to this year's student data at the Study area level. Grades K-12 Mobility was all calculated to correspond with the Elementary School Attendance Areas.

Mobility by Elementary Attendance Area 2011/12 - 2014/15												
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
East End Community School	0.980	0.950	0.910	0.990	0.910	0.950	0.970	0.990	1.070	1.100	0.960	1.090
Hall ES	0.990	0.960	0.990	0.970	0.970	0.980	0.970	1.030	0.970	0.970	1.040	1.070
Islands	1.000	0.970	1.030	0.880	1.040	1.070	1.030	0.930	0.910	0.950	1.140	0.920
Longfellow ES	1.050	0.930	0.920	0.950	0.920	0.960	0.970	1.000	1.040	1.090	0.960	0.910
Lyseth ES	1.040	1.010	1.000	1.010	0.980	1.020	1.010	0.970	0.930	1.050	1.010	1.030
Ocean Ave ES	1.050	0.970	1.040	1.010	0.990	0.940	1.100	1.010	1.030	1.020	1.050	1.080
Presumpscot ES	0.960	0.980	0.980	0.950	1.010	0.960	1.010	1.000	0.960	1.050	1.000	0.980
Reiche Community School	0.950	0.910	1.030	0.950	1.010	0.950	0.970	0.950	1.070	1.060	1.040	1.070
Riverton ES	0.980	1.070	0.970	0.970	0.990	0.990	1.010	1.020	1.030	1.060	1.030	1.050

Table 1- Mobility Factors by Residence

Residential Development

Planned residential development data is collected to determine the number of new residential units that will be built over the ten-year time frame of the student population projections. The projected units within the next ten years will have the appropriate Student Yield Factor, Table 3, applied to them to determine the number of new students planned residential development will yield.

A database map of the planned residential development was created, including, when available, project name, location, housing type, total number of units and estimated move-in dates (phasing schedule). Projected phasing is based upon occupancy of the unit and is used to help time the arrival of students from these new developments.

In the student population projection by residence DDP includes all approved and tentative tract maps in addition to any planned or proposed development that possibly will occur within the projection timeframe. The planned residential development information and phasing estimates is a snapshot of the District at the time of this study. All of the information may change and should be updated annually (see Table 2).

Residential Development in Portland						
Study Area	Project	Developer	Location	Total Units	Status	Comments
256	409 Cumberland	Avesta Housing	409 Cumberland Ave	57	Active	01/15/2015 completion 1/2015
243	Bayside Anchor	Avesta Housing	Oxford and Mayo	45	Active	01/15/15 complete 1 1/2 yrs 6/2016
21	Maritime Landing	The Federated Equities	Chestnut St and Somerset St.	500	Planning	Still in planning phase

Table 2- Residential Development

Note: The development list includes projects that occupancy will begin in the 7-year period of the enrollment projections. Some future projects may not be included if they do not fall in this period. Total Units reflect the number of approved units for the project not the remaining units to be built.

Student Yield Factors – 7-Year Projections

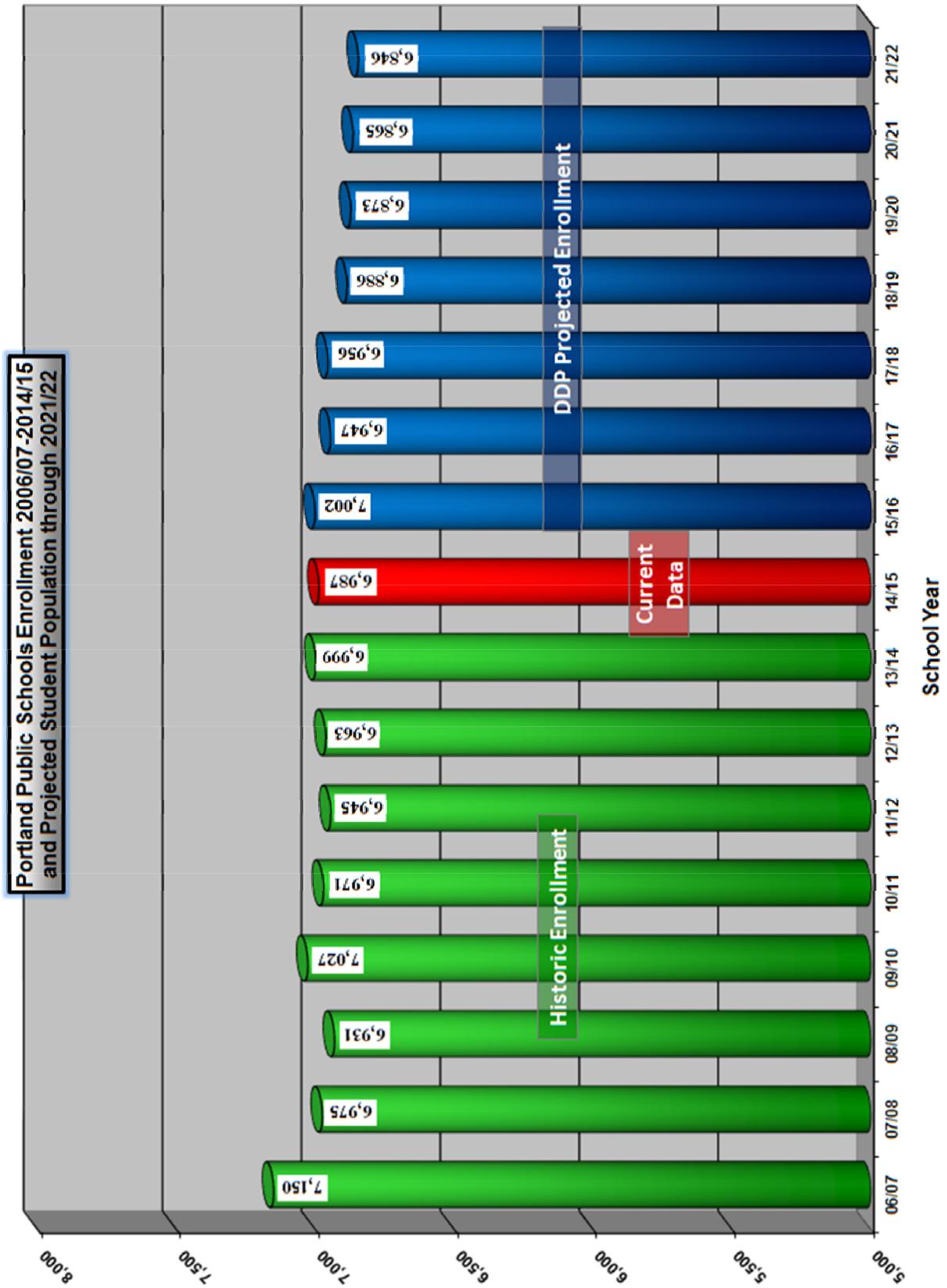
Closely related to the planned residential development units are Student Yield Factors. The Student Yield Factors, when applied to planned residential development units, determine how many additional students will be generated from new construction within the District.

GK-5	G6-8	G9-12
0.108	0.054	0.072

Table 3 – Student Yield Factors

*Note: Student Yield Factors supplied by District staff..

DISTRICT-WIDE SUMMARY								
Projection Date 1/23/2015								
	Actual	Projected Resident Students						
	Fall 2014/15	Fall 2015/16	Fall 2016/17	Fall 2017/18	Fall 2018/19	Fall 2019/20	Fall 2020/21	Fall 2021/22
PK	102	104.7	94.2	99.0	95.5	98.3	98.3	98.3
K	549	563.6	506.8	532.8	514.2	529.0	529.0	529.0
1	562	550.4	564.8	507.3	533.3	514.6	529.5	529.5
2	552	550.0	536.5	549.9	493.9	519.2	501.0	515.5
3	495	544.4	542.8	528.8	542.0	486.7	511.8	493.8
4	537	484.6	532.6	531.6	516.8	529.6	475.6	500.1
5	510	525.2	473.6	519.5	519.1	504.8	517.3	464.6
6	492	496.8	511.9	460.8	504.4	505.3	489.8	502.0
7	482	495.7	501.2	515.4	465.2	509.7	509.1	494.9
8	490	481.6	495.3	499.3	512.9	464.0	506.7	506.9
9	516	493.0	485.2	498.3	502.0	515.5	467.9	512.2
10	498	539.8	515.4	507.5	520.3	525.0	538.8	487.9
11	535	507.1	549.8	523.6	515.3	528.2	532.7	548.2
12	557	555.5	527.3	572.9	542.7	534.1	548.3	553.8
Out of District Students								
K-5	24	24.1	23.6	23.7	23.4	23.1	22.9	22.7
6-8	22	22.2	22.7	22.2	22.3	22.2	22.6	22.6
9-12	56	55.7	55.2	55.9	55.3	55.9	55.5	55.9
K-12	102	102.0	101.6	101.8	101.0	101.2	101.1	101.2
Unmatched Students								
K-5	6	6.0	5.9	5.9	5.8	5.8	5.7	5.7
6-8	1	1.0	1.0	1.0	1.0	1.0	1.0	1.0
9-12	1	1.0	1.0	1.0	1.0	1.0	1.0	1.0
K-12	8	8.0	7.9	7.9	7.8	7.8	7.8	7.7
District Total Enrollment								
K-5	3,235	3,248.3	3,186.7	3,199.6	3,148.5	3,112.8	3,092.9	3,060.9
6-8	1,487	1,497.3	1,532.1	1,498.7	1,505.8	1,502.2	1,529.3	1,527.4
9-12	2,163	2,152.1	2,133.9	2,159.2	2,136.6	2,159.7	2,144.2	2,159.0
PK-12	6,987	7,002	6,947	6,956	6,886	6,873	6,865	6,846
Change in Enrollment								
K-5		13.3	-61.7	12.9	-51.1	-35.7	-19.9	-51.9
6-8		10.3	34.8	-33.4	7.1	-3.6	27.0	25.2
9-12		-10.9	-18.2	25.3	-22.6	23.1	-15.5	-0.7
PK-12		15.4	-55.6	9.6	-70.0	-13.4	-8.4	-27.4



Individual School Projections by Residence

Attendance Area East End Community School Projection Date 1/22/2015

	ACTUAL			PROJECTED RESIDENT STUDENTS					
	2015	2016	2017	2018	2019	2020	2021	2022	
K	66.0	67.7	61.5	64.3	62.1	63.9	63.9	63.9	
1	63.0	64.7	67.0	60.3	63.0	60.8	62.6	62.6	
2	68.0	59.9	62.1	63.6	57.2	59.9	57.8	59.5	
3	56.0	61.9	55.1	56.5	57.9	52.1	54.5	52.6	
4	57.0	55.4	61.9	54.5	56.0	57.3	51.6	54.0	
5	65.0	51.9	51.1	56.4	49.6	50.9	52.2	46.9	
K-5	375.0	361.5	358.7	355.6	345.8	344.9	342.6	339.5	

Attendance Area Hall ES Projection Date 1/22/2015

	ACTUAL			PROJECTED RESIDENT STUDENTS					
	2015	2016	2017	2018	2019	2020	2021	2022	
K	59.0	60.5	54.3	57.2	55.2	56.8	56.8	56.8	
1	76.0	58.4	59.9	53.8	56.6	54.6	56.2	56.2	
2	52.0	73.0	56.1	57.5	51.6	54.3	52.4	53.9	
3	67.0	51.5	72.2	55.5	56.9	51.1	53.8	51.9	
4	62.0	65.0	49.9	70.1	53.8	55.2	49.6	52.2	
5	65.0	60.1	63.0	48.4	68.0	52.2	53.5	48.1	
K-5	381.0	368.5	355.4	342.5	342.1	324.2	322.3	319.1	

Attendance Area Longfellow ES Projection Date 1/22/2015

	ACTUAL			PROJECTED RESIDENT STUDENTS					
	2015	2016	2017	2018	2019	2020	2021	2022	
K	53.0	54.3	48.8	51.4	49.6	51.0	51.0	51.0	
1	47.0	55.6	57.0	51.3	53.9	52.0	53.5	53.5	
2	61.0	43.7	51.8	53.0	47.7	50.2	48.4	49.8	
3	38.0	56.1	40.2	47.6	48.8	43.9	46.1	44.5	
4	53.0	36.1	53.3	38.2	45.2	46.4	41.7	43.8	
5	47.0	48.8	33.2	49.0	35.1	41.6	42.7	38.3	
K-5	299.0	294.6	284.3	290.5	280.3	285.1	283.4	280.9	

Attendance Area Lyseth ES Projection Date 1/22/2015

	ACTUAL			PROJECTED RESIDENT STUDENTS					
	2015	2016	2017	2018	2019	2020	2021	2022	
K	70.0	71.8	64.5	67.8	65.5	67.3	67.3	67.3	
1	97.0	72.8	74.6	67.0	70.5	68.1	70.0	70.0	
2	77.0	98.0	73.5	75.4	67.7	71.2	68.7	70.7	
3	66.0	77.0	98.0	73.5	75.4	67.7	71.2	68.7	
4	79.0	66.7	77.8	98.9	74.3	76.1	68.4	72.0	
5	82.0	77.4	65.3	76.2	97.0	72.8	74.6	67.0	
K-5	471.0	463.7	453.7	458.8	450.4	423.2	420.2	415.7	

Does not include unmatched students or students residing outside of the P.P.S. boundaries

Individual School Projections by Residence

Attendance Area Ocean Ave ES Projection Date 1/22/2015

	ACTUAL PROJECTED RESIDENT STUDENTS							
	2015	2016	2017	2018	2019	2020	2021	2022
K	89.0	92.1	82.4	86.7	83.7	86.1	86.1	86.1
1	81.0	94.4	96.7	86.6	91.1	87.9	90.4	90.4
2	95.0	79.4	91.5	93.8	84.0	88.3	85.2	87.7
3	83.0	99.7	82.6	95.2	97.6	87.3	91.9	88.6
4	76.0	84.7	100.7	83.4	96.2	98.5	88.2	92.8
5	78.0	76.1	83.9	99.7	82.6	95.2	97.6	87.3
K-5	502.0	526.4	537.8	545.4	535.2	543.3	539.4	532.9

Attendance Area Peaks Island School Projection Date 1/22/2015

	ACTUAL PROJECTED RESIDENT STUDENTS							
	2015	2016	2017	2018	2019	2020	2021	2022
K	8.0	8.2	7.4	7.8	7.5	7.7	7.7	7.7
1	3.0	8.0	8.2	7.4	7.8	7.5	7.7	7.7
2	12.0	2.9	7.8	8.0	7.1	7.5	7.3	7.5
3	11.0	12.4	3.0	8.0	8.2	7.4	7.7	7.5
4	13.0	9.7	10.9	2.6	7.0	7.2	6.5	6.8
5	8.0	13.5	10.1	11.3	2.7	7.3	7.5	6.7
K-5	55.0	54.7	47.4	45.1	40.3	44.6	44.4	43.9

Attendance Area Presumpscot ES Projection Date 1/22/2015

	ACTUAL PROJECTED RESIDENT STUDENTS							
	2015	2016	2017	2018	2019	2020	2021	2022
K	57.0	58.4	52.5	55.2	53.3	54.8	54.8	54.8
1	47.0	54.7	56.1	50.4	53.0	51.2	52.6	52.6
2	43.0	46.1	53.6	55.0	49.4	52.0	50.1	51.6
3	38.0	42.1	45.1	52.6	53.9	48.4	50.9	49.1
4	61.0	36.1	40.0	42.9	49.9	51.2	46.0	48.4
5	55.0	61.6	36.5	40.4	43.3	50.4	51.7	46.4
K-5	301.0	299.0	283.8	296.5	302.8	308.0	306.1	302.9

Attendance Area Reiche Community School Projection Date 1/22/2015

	ACTUAL PROJECTED RESIDENT STUDENTS							
	2015	2016	2017	2018	2019	2020	2021	2022
K	76.0	77.9	70.0	73.6	71.1	73.1	73.1	73.1
1	70.0	72.2	74.0	66.5	70.0	67.5	69.5	69.5
2	67.0	63.7	65.7	67.3	60.5	63.7	61.4	63.2
3	50.0	69.0	65.6	67.7	69.4	62.3	65.6	63.3
4	57.0	47.5	65.6	62.3	64.3	65.9	59.2	62.3
5	46.0	57.6	48.0	66.2	63.0	64.9	66.6	59.8
K-5	366.0	387.9	388.9	403.6	398.3	397.4	395.4	391.2

Does not include unmatched students or students residing outside of the P.P.S. boundaries

Individual School Projections by Residence

Attendance Area Riverton ES Projection Date 1/22/2015								
	ACTUAL		PROJECTED RESIDENT STUDENTS					
	2015	2016	2017	2018	2019	2020	2021	2022
K	71.0	72.8	65.4	68.8	66.4	68.3	68.3	68.3
1	78.0	69.6	71.3	64.1	67.4	65.1	66.9	66.9
2	77.0	83.5	74.5	76.3	68.6	72.1	69.6	71.6
3	86.0	74.7	81.0	72.2	74.0	66.5	70.0	67.5
4	79.0	83.4	72.4	78.5	70.1	71.8	64.5	67.9
5	64.0	78.2	82.6	71.7	77.7	69.4	71.1	63.9
K-5	455.0	462.2	447.2	431.6	424.2	413.2	410.4	406.1

Does not include unmatched students or students residing outside of the P.P.S. boundaries

Individual School Projections by Residence

Attendance Area King MS Projection Date 1/22/2015

	ACTUAL		PROJECTED RESIDENT STUDENTS					
	2015	2016	2017	2018	2019	2020	2021	2022
K	191.0	196.7	177.1	185.9	179.4	184.6	184.6	184.6
1	180.0	190.6	196.0	175.9	184.6	178.2	183.3	183.3
2	177.0	170.4	180.4	184.8	165.8	174.1	168.0	172.8
3	154.0	179.2	172.2	181.9	186.4	167.2	175.6	169.5
4	149.0	152.0	176.7	168.7	178.6	183.0	164.1	172.4
5	157.0	147.2	149.4	173.3	165.6	175.4	179.8	161.2
6	123.0	149.6	140.2	142.0	164.1	157.2	166.3	170.4
7	142.0	126.3	154.0	142.8	144.5	167.9	159.8	170.0
8	134.0	142.1	125.9	152.4	140.7	143.2	165.4	157.8
K-5	1,008.0	1,036.1	1,051.8	1,070.5	1,060.4	1,062.5	1,055.4	1,043.8
6-8	399.0	418.0	420.1	437.2	449.3	468.3	491.5	498.2

Attendance Area Lincoln MS Projection Date 1/22/2015

	ACTUAL		PROJECTED RESIDENT STUDENTS					
	2015	2016	2017	2018	2019	2020	2021	2022
K	157.0	160.9	144.6	152.1	146.8	151.0	151.0	151.0
1	174.0	158.0	162.0	145.5	153.1	147.7	152.0	152.0
2	176.0	173.1	156.4	160.3	144.0	151.5	146.2	150.4
3	157.0	168.6	166.9	150.0	153.7	138.1	145.3	140.2
4	172.0	151.5	162.4	161.1	144.5	148.1	133.1	140.0
5	159.0	165.5	146.6	156.2	155.7	139.1	142.6	128.1
6	171.0	155.4	161.9	143.7	152.7	152.5	136.0	139.4
7	149.0	167.9	153.0	159.7	142.1	150.6	150.7	134.2
8	152.0	151.4	170.8	155.7	162.4	144.7	153.1	153.5
K-5	995.0	977.6	938.9	925.2	897.8	875.5	870.2	861.7
6-8	472.0	474.7	485.7	459.1	457.2	447.8	439.8	427.1

Attendance Area Moore MS Projection Date 1/22/2015

	ACTUAL		PROJECTED RESIDENT STUDENTS					
	2015	2016	2017	2018	2019	2020	2021	2022
K	193.0	197.8	177.8	187.0	180.5	185.7	185.7	185.7
1	205.0	193.8	198.7	178.5	187.8	181.2	186.4	186.4
2	187.0	203.6	192.0	196.8	176.9	186.1	179.5	184.7
3	173.0	184.2	200.8	188.9	193.6	174.0	183.1	176.6
4	203.0	171.3	182.6	199.1	186.6	191.3	171.9	180.8
5	186.0	199.0	167.6	178.6	195.0	182.9	187.5	168.5
6	190.0	183.1	195.4	164.4	175.5	192.7	179.6	184.1
7	178.0	193.2	185.4	198.0	167.5	178.7	195.6	182.6
8	196.0	175.9	191.0	182.9	195.8	165.8	176.6	192.8
K-5	1,147.0	1,149.7	1,119.5	1,128.9	1,120.4	1,101.2	1,094.1	1,082.7
6-8	564.0	552.2	571.8	545.3	538.8	537.2	551.8	559.5

Does not include unmatched students or students residing outside of the P.P.S. boundaries

Individual School Projections by Residence

Attendance Area Peaks Island School Projection Date 1/22/2015

	ACTUAL		PROJECTED RESIDENT STUDENTS					
	2015	2016	2017	2018	2019	2020	2021	2022
K	8.0	8.2	7.4	7.8	7.5	7.7	7.7	7.7
1	3.0	8.0	8.2	7.4	7.8	7.5	7.7	7.7
2	12.0	2.9	7.8	8.0	7.1	7.5	7.3	7.5
3	11.0	12.4	3.0	8.0	8.2	7.4	7.7	7.5
4	13.0	9.7	10.9	2.6	7.0	7.2	6.5	6.8
5	8.0	13.5	10.1	11.3	2.7	7.3	7.5	6.7
6	8.0	8.6	14.5	10.8	12.1	2.9	7.8	8.0
7	13.0	8.2	8.8	14.9	11.1	12.5	3.0	8.1
8	8.0	12.1	7.7	8.2	13.9	10.3	11.6	2.8
K-5	55.0	54.7	47.4	45.1	40.3	44.6	44.4	43.9
6-8	29.0	28.9	31.0	33.9	37.1	25.7	22.4	18.9

Does not include unmatched students or students residing outside of the P.P.S. boundaries

Individual School Projections by Residence

Attendance Area Deering HS Projection Date 1/22/2015

	ACTUAL PROJECTED RESIDENT STUDENTS							
	2015	2016	2017	2018	2019	2020	2021	2022
K	237.0	242.9	218.3	229.7	221.6	228.0	228.0	228.0
1	267.0	240.4	246.4	221.4	233.0	224.8	231.3	231.3
2	263.0	265.2	238.1	244.1	219.3	230.8	222.7	229.1
3	242.0	257.1	259.8	232.5	238.3	214.1	225.3	217.4
4	254.0	236.4	251.6	254.2	227.1	232.8	209.2	220.1
5	247.0	246.2	230.0	243.9	247.1	220.2	225.7	202.8
6	242.0	241.8	240.8	225.1	238.7	242.8	215.9	221.3
7	227.0	241.9	242.9	242.0	226.5	240.7	243.6	216.8
8	235.0	229.6	244.9	245.2	244.5	229.4	242.5	245.9
9	264.0	236.0	231.5	246.0	245.4	245.7	230.3	243.3
10	259.0	272.5	243.7	240.0	254.2	254.0	254.9	237.9
11	250.0	264.0	278.4	248.1	244.4	258.5	258.8	259.6
12	263.0	255.7	272.0	288.4	255.1	251.3	265.3	266.8
K-5	1,510.0	1,488.2	1,444.2	1,425.8	1,386.4	1,350.7	1,342.2	1,328.7
6-8	704.0	713.3	728.6	712.3	709.7	712.9	702.0	684.0
9-12	1,036.0	1,028.2	1,025.6	1,022.5	999.1	1,009.5	1,009.3	1,007.6

Attendance Area Portland HS Projection Date 1/22/2015

	ACTUAL PROJECTED RESIDENT STUDENTS							
	2015	2016	2017	2018	2019	2020	2021	2022
K	304.0	312.5	281.2	295.4	285.1	293.3	293.3	293.3
1	292.0	302.0	310.2	278.5	292.6	282.4	290.5	290.5
2	277.0	281.9	290.6	297.8	267.4	280.9	271.1	278.9
3	242.0	274.9	280.0	288.3	295.5	265.2	278.7	269.0
4	270.0	238.5	270.2	274.7	282.6	289.6	260.0	273.2
5	255.0	265.5	233.6	264.3	269.2	277.2	284.1	255.0
6	242.0	246.4	256.6	224.9	253.6	259.6	266.1	272.7
7	242.0	245.5	249.5	258.4	227.6	256.5	262.5	270.0
8	247.0	239.9	242.7	245.9	254.5	224.4	252.6	258.2
9	243.0	249.7	242.8	245.3	249.1	257.2	228.2	258.3
10	232.0	258.8	264.8	257.1	259.5	263.9	272.0	241.1
11	281.0	235.2	261.7	267.7	259.0	262.1	265.8	274.9
12	285.0	296.1	247.9	275.6	280.3	271.8	276.0	279.6
K-5	1,640.0	1,675.3	1,665.8	1,699.0	1,692.4	1,688.6	1,677.7	1,659.9
6-8	731.0	731.8	748.8	729.2	735.7	740.5	781.2	800.9
9-12	1,041.0	1,039.8	1,017.2	1,045.7	1,047.9	1,055.0	1,042.0	1,053.9
K-12	3,412.0	3,446.9	3,431.8	3,473.9	3,476.0	3,484.1	3,500.9	3,514.7

Does not include unmatched students or students residing outside of the P.P.S. boundaries

Individual School Projections by Residence

Attendance Area Peaks Island School Projection Date 1/22/2015

	ACTUAL	PROJECTED RESIDENT STUDENTS						
	2015	2016	2017	2018	2019	2020	2021	2022
K	8.0	8.2	7.4	7.8	7.5	7.7	7.7	7.7
1	3.0	8.0	8.2	7.4	7.8	7.5	7.7	7.7
2	12.0	2.9	7.8	8.0	7.1	7.5	7.3	7.5
3	11.0	12.4	3.0	8.0	8.2	7.4	7.7	7.5
4	13.0	9.7	10.9	2.6	7.0	7.2	6.5	6.8
5	8.0	13.5	10.1	11.3	2.7	7.3	7.5	6.7
6	8.0	8.6	14.5	10.8	12.1	2.9	7.8	8.0
7	13.0	8.2	8.8	14.9	11.1	12.5	3.0	8.1
8	8.0	12.1	7.7	8.2	13.9	10.3	11.6	2.8
9	9.0	7.3	11.0	7.0	7.5	12.6	9.4	10.6
10	7.0	8.6	6.9	10.5	6.6	7.1	12.0	8.9
11	4.0	8.0	9.7	7.9	11.9	7.6	8.1	13.7
12	9.0	3.7	7.3	9.0	7.3	11.0	6.9	7.4
K-5	55.0	54.7	47.4	45.1	40.3	44.6	44.4	43.9
6-8	29.0	28.9	31.0	33.9	37.1	25.7	22.4	18.9
9-12	29.0	27.6	34.9	34.4	33.3	38.3	36.4	40.6

Does not include unmatched students or students residing outside of the P.P.S. boundaries

Attendance Matrices

Three attendance matrices have been included to provide a better understanding of where students reside and where they attend school. Remember, DDP projections are based upon where the students reside, not where they attend school. DDP uses the actual location of where the students reside, as opposed to their school of enrollment, in order to provide the most accurate prediction of future facilities adjustments. Therefore, since the projections are based upon where the students reside, the figures used as a base for each school's resident projection may differ from the actual reported enrollment for each school.

These attendance matrices act as a check and balance for student accounting. They show where the students reside (in what School of Residence) based upon our address matching capabilities and what school they attend (School of Attendance) based upon data in the student file supplied by the District. The inclusion of these matrices is essential to showing how the students used in the projections match up to the District's records of enrollment for each school. The best way to plan for future facilities changes is to know where the next group of students will be residing, not necessarily which school they are currently attending.

READING THE MATRIX

Looking at the K-5 Elementary School Attendance Matrix below, let us begin with East End as an example. Following down the first column with the East End heading, there are 358 K-5 grade students who attend East End and reside in the East End attendance area. Continuing downward, nine students attend East End that resides in the Hall attendance area. Next, the matrix shows that four students attend East End and reside in the Longfellow's attendance area, and so on.

The row Out of District refers to students who live completely outside of the Portland Public Schools, but attend one of the District's schools. There is one Out of District students attending East End. Total Attendance shows the total number of students attending a school regardless of where they reside, and reflects the District's enrollment counts for each school. There are 410 students attending East End.

The next step is to read across the matrix, beginning with the East End attendance area row. We understand that the 358 represents the total number of K-5 grade students that reside in the East End attendance area and attend East End. The next column, Hall, refers to the number of K-5 grade students that reside in the East End attendance area, but attend Hall. Two students reside in the East End attendance area and attend Hall.

The Total Residence column is the total number of students living in each particular attendance area. There are 399 K-5 students residing in the East End attendance

area. The Total Attendance row is the actual number of students used as the base or actual number for each attendance area in the Fall 2012/13 projections

		School of Attendance											
		East End Community	Hall ES	Longfellow ES	Lyseth ES	Ocean Ave ES	Peaks Island ES	Presumpscot ES	Reiche Community	Riverton ES	Cliff Island	Residence	% Attending
School of Residence	East End Community	358	0	0	1	2	0	1	4	9	0	375	95%
	Hall ES	5	352	16	2	0	0	0	2	4	0	381	92%
	Longfellow ES	1	8	280	1	7	0	1	1	0	0	299	94%
	Lyseth ES	2	2	5	445	6	0	6	0	5	0	471	94%
	Ocean Ave ES	27	28	19	1	394	0	1	25	7	0	502	78%
	Peaks Island ES	0	0	0	0	0	50	0	2	0	3	55	91%
	Presumpscot ES	5	7	5	12	1	0	268	0	3	0	301	89%
	Reiche Community	3	4	3	3	4	0	0	341	8	0	366	93%
	Riverton ES	6	20	11	12	5	0	4	1	396	0	455	87%
	Out of District	1	1	1	9	1	2	0	6	3	0	24	
	Unmatched	0	0	0	0	1	0	0	5	0	0	6	
Total Attendance		408	422	340	486	421	52	281	387	435	3	3,235	Total 2014/15 K-5
Transfer Students		50	70	60	41	27	2	13	46	39	3	351	
% of Total		12%	17%	18%	8%	6%	4%	5%	12%	9%	100%	11%	

		School of Attendance				
		King MS*	Lincoln MS	Moore MS	Residence	% Attending
School of Residence	King MS*	377	14	8	399	94%
	Lincoln MS	28	427	17	472	90%
	Moore MS	54	46	464	564	82%
	Out of District	13	3	6	22	
	Unmatched	1	0	0	1	
	Total Attendance		473	490	495	1,458
Transfer Students		96	63	31	190	
% of Total		20%	13%	6%	13%	

*Does not include 29 students living in the Islands attending King MS

		School of Attendance				
		Deering HS	Portland HS	Casco Bay HS	Residence	% Attending
School of Residence	Deering HS	543	309	184	1,036	52%
	Portland HS	366	508	167	1,041	49%
	Out of District	26	21	9	56	
	Unmatched	1	0	0	1	
	Total Attendance		936	838	360	2,134
Transfer Students		393	330	360	1,083	
% of Total		42%	39%	100%	51%	

*Does not include 29 students living in the Islands attending Portland HS (21) and Casco Bay HS (8)

Portland, ME Historical Enrollment

School District: **Portland, ME**

2/3/2016

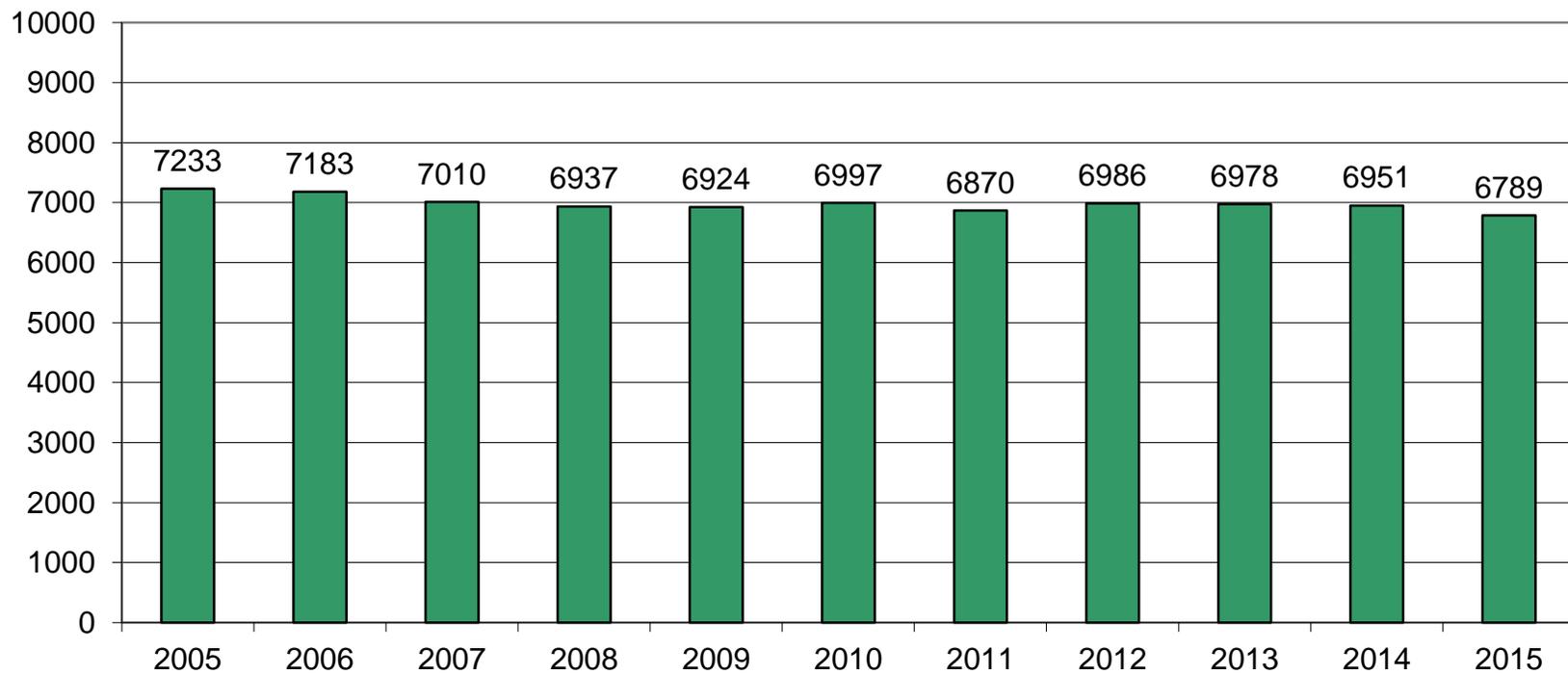
Historical Enrollment By Grade																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2000	765	2005-06	34	525	520	515	501	514	484	490	551	569	674	650	611	595	0	7199	7233
2001	738	2006-07	35	551	536	502	520	501	498	487	494	540	613	667	640	599	0	7148	7183
2002	788	2007-08	35	562	533	514	494	516	501	504	472	494	578	589	638	580	0	6975	7010
2003	802	2008-09	36	497	535	525	519	490	510	503	515	486	508	634	569	610	0	6901	6937
2004	789	2009-10	36	554	538	536	512	512	492	514	522	522	500	574	572	540	0	6888	6924
2005	763	2010-11	36	564	567	531	519	505	515	473	518	520	548	515	569	617	0	6961	6997
2006	784	2011-12	64	532	574	560	524	506	507	508	481	505	515	562	495	537	0	6806	6870
2007	783	2012-13	83	580	541	574	558	518	497	488	522	479	502	540	572	532	0	6903	6986
2008	818	2013-14	77	583	574	513	553	537	510	488	491	522	485	530	535	580	0	6901	6978
2009	806	2014-15	101	551	567	557	500	542	513	499	481	494	524	508	544	570	0	6850	6951
2010	826	2015-16	104	547	536	538	527	481	529	494	493	484	479	525	493	559	0	6685	6789

Historical Enrollment in Grade Combinations									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2005-06	3093	3059	3549	4669	2094	1610	1120	3650	2530
2006-07	3143	3108	3595	4629	2019	1521	1034	3553	2519
2007-08	3155	3120	3624	4590	1971	1470	966	3351	2385
2008-09	3112	3076	3579	4580	2014	1504	1001	3322	2321
2009-10	3180	3144	3658	4702	2050	1558	1044	3230	2186
2010-11	3237	3201	3674	4712	2026	1511	1038	3287	2249
2011-12	3267	3203	3711	4697	2001	1494	986	3095	2109
2012-13	3351	3268	3756	4757	1986	1489	1001	3147	2146
2013-14	3347	3270	3758	4771	2011	1501	1013	3143	2130
2014-15	3331	3230	3729	4704	1987	1474	975	3121	2146
2015-16	3262	3158	3652	4629	2000	1471	977	3033	2056

Historical Percentage Changes			
Year	K-12	Diff.	%
2005-06	7199	0	0.0%
2006-07	7148	-51	-0.7%
2007-08	6975	-173	-2.4%
2008-09	6901	-74	-1.1%
2009-10	6888	-13	-0.2%
2010-11	6961	73	1.1%
2011-12	6806	-155	-2.2%
2012-13	6903	97	1.4%
2013-14	6901	-2	0.0%
2014-15	6850	-51	-0.7%
2015-16	6685	-165	-2.4%
Change		-514	-7.1%

Portland, ME Historical Enrollment

PK-12, 2005-2015



Portland, ME Projected Enrollment

School District: **Portland, ME**

2/3/2016

Enrollment Projections By Grade*																				
Birth Year	Births		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2010	826		2015-16	104	547	536	538	527	481	529	494	493	484	479	525	493	559	0	6685	6789
2011	742		2016-17	105	519	535	512	517	510	468	515	491	495	482	496	524	511	0	6575	6680
2012	781		2017-18	106	547	508	511	492	501	496	456	512	493	493	499	495	543	0	6546	6652
2013	754		2018-19	107	528	535	486	491	476	487	483	453	514	491	510	498	513	0	6465	6572
2014	782	(est.)	2019-20	108	547	517	511	467	475	463	475	480	455	512	508	509	516	0	6435	6543
2015	777	(est.)	2020-21	109	544	535	494	491	452	462	451	472	482	453	530	507	527	0	6400	6509
2016	767	(est.)	2021-22	110	537	532	511	475	475	439	450	448	474	480	469	529	525	0	6344	6454
2017	772	(est.)	2022-23	111	540	525	508	491	460	462	428	447	450	472	497	468	548	0	6296	6407
2018	770	(est.)	2023-24	112	539	528	502	488	475	447	450	425	449	448	489	496	485	0	6221	6333
2019	774	(est.)	2024-25	113	541	527	505	483	472	462	436	447	427	447	464	488	514	0	6213	6326
2020	772	(est.)	2025-26	114	540	529	504	486	468	459	450	433	449	425	463	463	505	0	6174	6288

*Projections should be updated on an annual basis.

Based on an estimate of births
 Based on children already born
 Based on students already enrolled

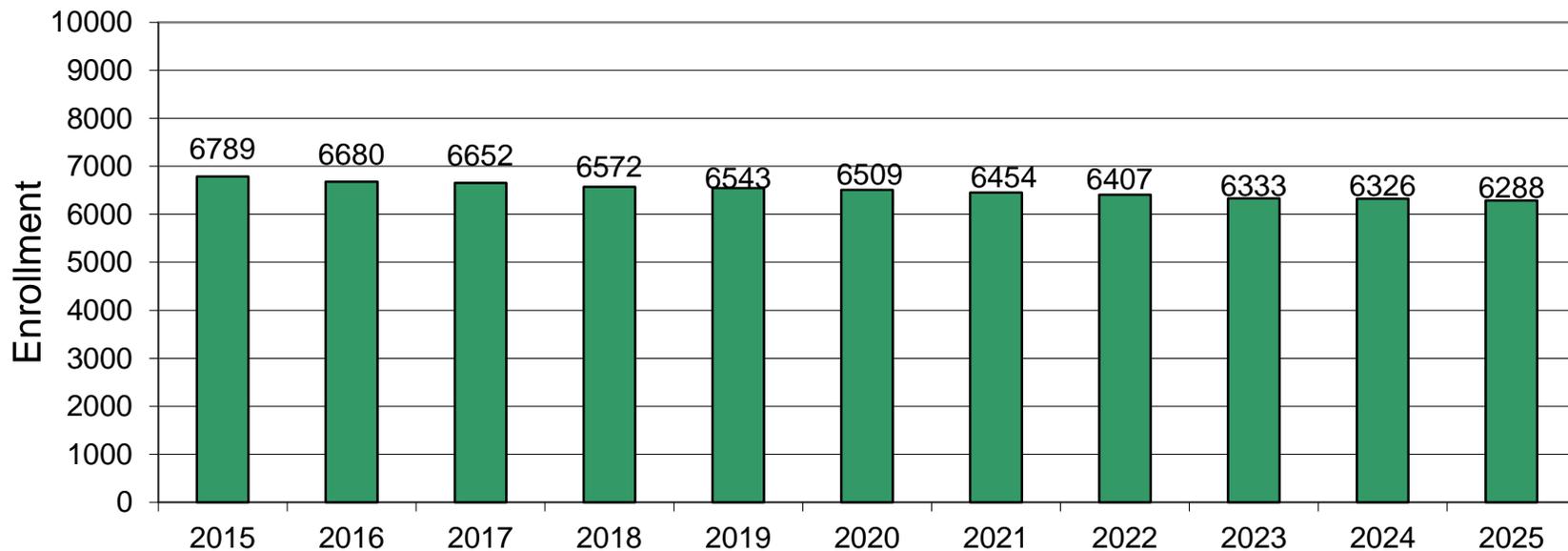
Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2015-16	3262	3158	3652	4629	2000	1471	977	3033	2056
2016-17	3166	3061	3576	4562	1969	1501	986	2999	2013
2017-18	3161	3055	3511	4516	1957	1461	1005	3035	2030
2018-19	3110	3003	3486	4453	1937	1450	967	2979	2012
2019-20	3088	2980	3455	4390	1873	1410	935	2980	2045
2020-21	3087	2978	3429	4383	1867	1405	954	2971	2017
2021-22	3079	2969	3419	4341	1811	1372	922	2925	2003
2022-23	3097	2986	3414	4311	1787	1325	897	2882	1985
2023-24	3091	2979	3429	4303	1771	1324	874	2792	1918
2024-25	3103	2990	3426	4300	1772	1310	874	2787	1913
2025-26	3100	2986	3436	4318	1791	1332	882	2738	1856

Projected Percentage Changes			
Year	K-12	Diff.	%
2015-16	6685	0	0.0%
2016-17	6575	-110	-1.6%
2017-18	6546	-29	-0.4%
2018-19	6465	-81	-1.2%
2019-20	6435	-30	-0.5%
2020-21	6400	-35	-0.5%
2021-22	6344	-56	-0.9%
2022-23	6296	-48	-0.8%
2023-24	6221	-75	-1.2%
2024-25	6213	-8	-0.1%
2025-26	6174	-39	-0.6%
Change		-511	-7.6%

See "Reliability of Enrollment Projections" section of accompanying letter. Projections are more reliable for Years #1-5 in the future than for Years #6 and beyond.

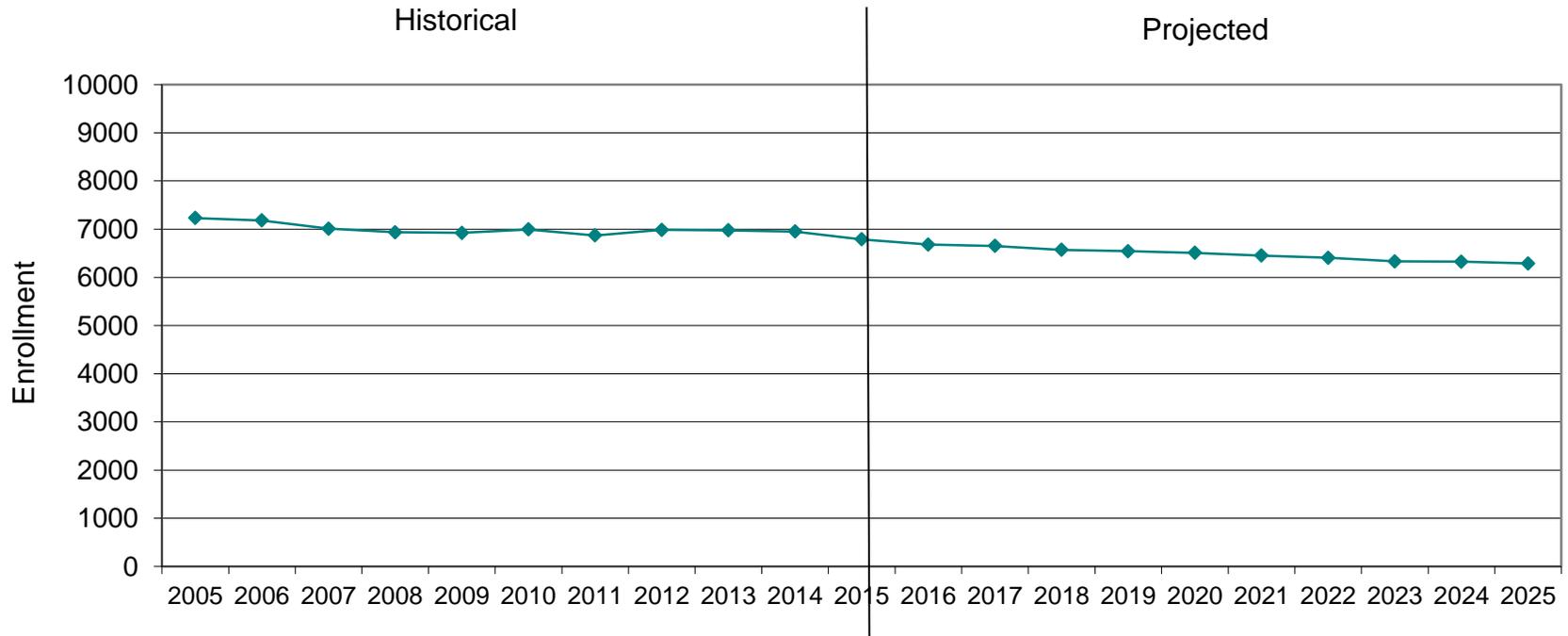
Portland, ME Projected Enrollment

PK-12 TO 2025 Based On Data Through School Year 2015-16

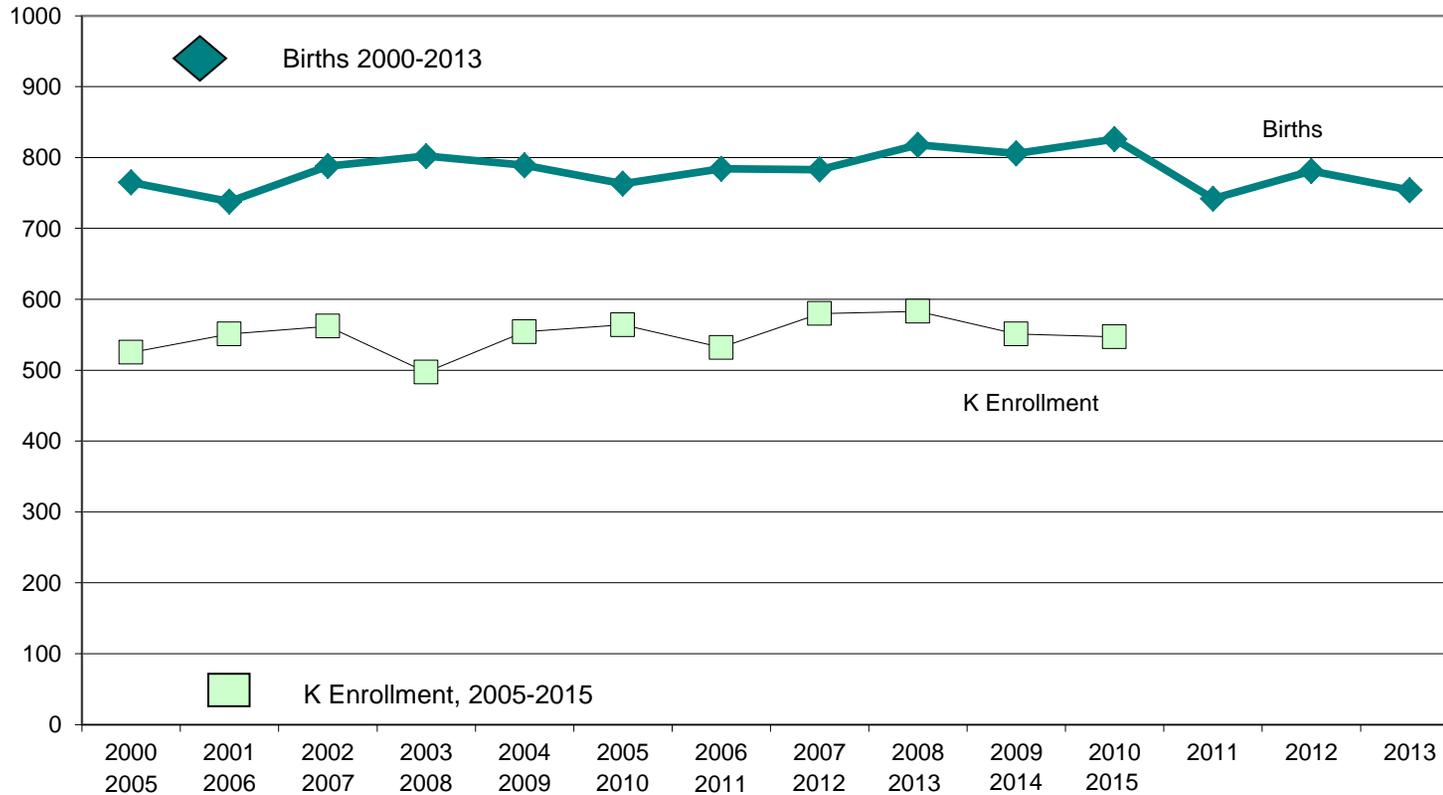


Portland, ME Historical & Projected Enrollment

PK-12, 2005-2025



Portland, ME Birth-to-Kindergarten Relationship



Portland, ME Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
2005	127	82
2011	29	2
2012	33	7
2013	25	151
2014	36	64
2015	Prelim. 32	Prelim. 119

Source: HUD and Building Department

Enrollment History		
Year	Voc-Tech 9-12 Total	Non-Public K-12 Total
2005-06	148	n/a
2011-12	n/a	721
2012-13	n/a	247
2013-14	514 incl. parttime	n/a
2014-15	346	204
2015-16	342	252

Residents in Non-Public Independent and Parochial Schools (General Education)														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	10	13	12	10	10	13	14	26	24	34	23	30	33	252

K-12 Home-Schooled Students	
2015	47

K-12 Residents "Choiced-out" or in Charter or Magnet Schools	
2015	113

K-12 Special Education Outplaced Students	
2015	47

K-12 Choiced-In, Tuitioned-In, & Other Non-Residents	
2015	48

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.



Portland Public Schools

Portland, Maine

Student Population Projections By Residence

Draft

Fall 2014/2015 Report

Fall 2015/16 – Fall 2021/22
Projected Student Population by Residence

Prepared by

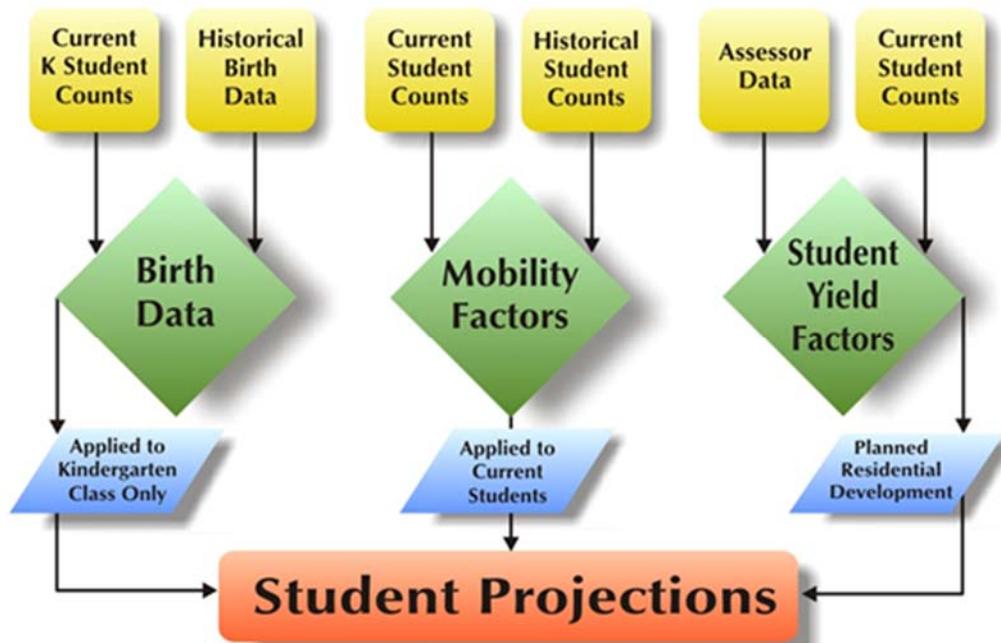


March 17, 2015

Overall Methodology

After all the data is assembled and the factors are calculated, the number of students by residence is a forecast based on the chosen date of projection, in this case December 23, 2014 was utilized. Student population within each study area is then calculated in the following order:

1. First, the natural progression of students moving through the grades.
2. After the raw, straight-through projections are applied, BIRTH FACTORS are then multiplied to the current kindergarten class to generate a base for the following year's kindergarten class.
2. Next, STUDENT YIELD FACTORS are multiplied by the PROJECTION HOUSING UNITS. At the time of this report, there are no residential development projects proposed or under construction.
3. The MOBILITY FACTORS are applied which take into account the natural in/out migration of students throughout the DISTRICT. (Factors are calculated for each grade to better account for fluctuations in enrollment such as the possible increase in students between 8th and 9th grades.)



Projections by Residence

Incoming Kindergarten

The Maine State Department of Health reports live birth data by the resident city of the mother. DDP uses the birth data city correlating to the District boundary and applies the data accordingly.

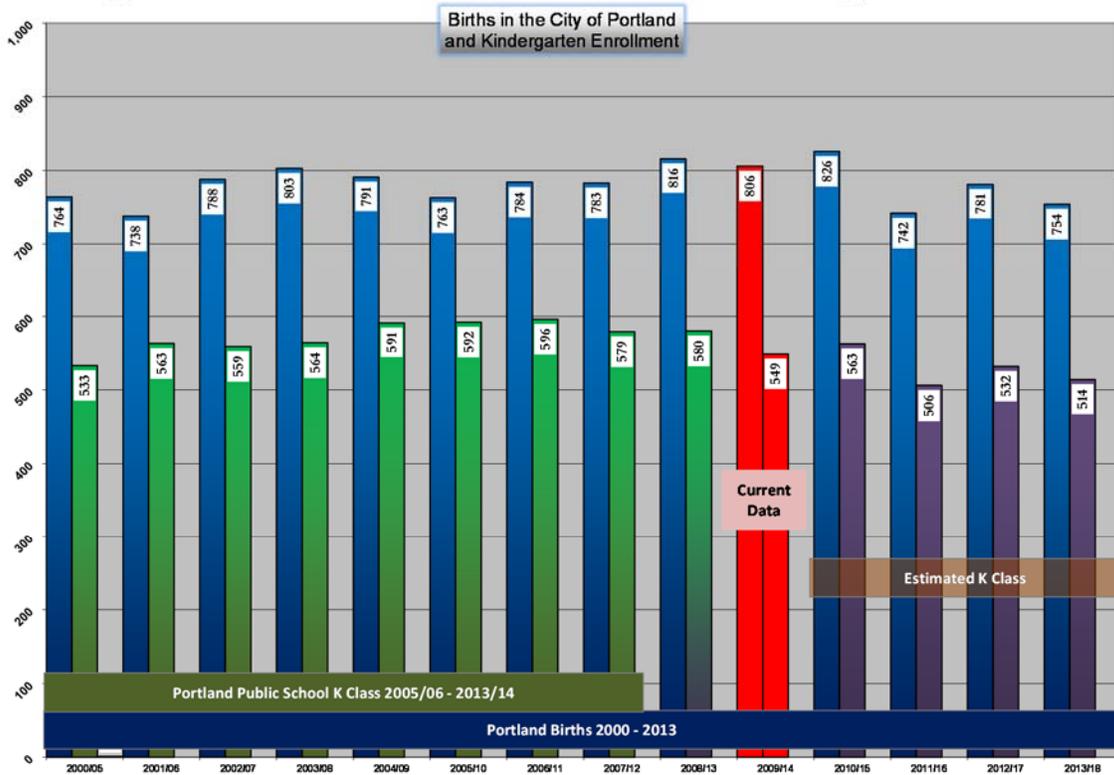


Chart 1- Birth and K Class

Student Mobility Factors

Student mobility factors further refine the seven-year student population projections. Mobility refers to the increase/decrease in the migration of students within the District boundary (move-in/move-out of students from existing housing). Mobility, similar to a cohort, applied as a percentage of increase/decrease to each grade for every year of the projections.

A net increase or decrease of zero students over time is represented by a factor of 1.000. A net student loss is represented by a factor less than 1.000 and a net gain by a factor greater than 1.000 (see example).

Example:

$$\begin{array}{r}
 100 \text{ Kindergarten students in fall 2014/15} \\
 \times .980 \text{ (East End 1st grade mobility)} \\
 \hline
 = \mathbf{98.0} \text{ 1st grade students residing in East End in 2015/16}
 \end{array}$$

Having historical student data categorized by Study Area is extremely helpful in calculating accurate Student Mobility Factors. DDP was able to utilize the last four (4) years (Fall 2011/12, 2012/13, 2013/14, and 2014/15) student data. The 2011/12 student data was compared to 2012/13, 2012/13 to 2013/14, and 2013/14 to this year's student data at the Study area level. Grades K-12 Mobility was all calculated to correspond with the Elementary School Attendance Areas.

Mobility by Elementary Attendance Area 2011/12 - 2014/15												
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
East End Community School	0.980	0.950	0.910	0.990	0.910	0.950	0.970	0.990	1.070	1.100	0.960	1.090
Hall ES	0.990	0.960	0.990	0.970	0.970	0.980	0.970	1.030	0.970	0.970	1.040	1.070
Islands	1.000	0.970	1.030	0.880	1.040	1.070	1.030	0.930	0.910	0.950	1.140	0.920
Longfellow ES	1.050	0.930	0.920	0.950	0.920	0.960	0.970	1.000	1.040	1.090	0.960	0.910
Lyseth ES	1.040	1.010	1.000	1.010	0.980	1.020	1.010	0.970	0.930	1.050	1.010	1.030
Ocean Ave ES	1.050	0.970	1.040	1.010	0.990	0.940	1.100	1.010	1.030	1.020	1.050	1.080
Presumpscot ES	0.960	0.980	0.980	0.950	1.010	0.960	1.010	1.000	0.960	1.050	1.000	0.980
Reiche Community School	0.950	0.910	1.030	0.950	1.010	0.950	0.970	0.950	1.070	1.060	1.040	1.070
Riverton ES	0.980	1.070	0.970	0.970	0.990	0.990	1.010	1.020	1.030	1.060	1.030	1.050

Table 1- Mobility Factors by Residence

Residential Development

Planned residential development data is collected to determine the number of new residential units that will be built over the ten-year time frame of the student population projections. The projected units within the next ten years will have the appropriate Student Yield Factor, Table 3, applied to them to determine the number of new students planned residential development will yield.

A database map of the planned residential development was created, including, when available, project name, location, housing type, total number of units and estimated move-in dates (phasing schedule). Projected phasing is based upon occupancy of the unit and is used to help time the arrival of students from these new developments.

In the student population projection by residence DDP includes all approved and tentative tract maps in addition to any planned or proposed development that possibly will occur within the projection timeframe. The planned residential development information and phasing estimates is a snapshot of the District at the time of this study. All of the information may change and should be updated annually (see Table 2).

Residential Development in Portland						
Study Area	Project	Developer	Location	Total Units	Status	Comments
256	409 Cumberland	Avesta Housing	409 Cumberland Ave	57	Active	01/15/2015 completion 1/2015
243	Bayside Anchor	Avesta Housing	Oxford and Mayo	45	Active	01/15/15 complete 1 1/2 yrs 6/2016
21	Maritime Landing	The Federated Equities	Chestnut St and Somerset St.	500	Planning	Still in planning phase

Table 2– Residential Development

Note: The development list includes projects that occupancy will begin in the 7-year period of the enrollment projections. Some future projects may not be included if they do not fall in this period. Total Units reflect the number of approved units for the project not the remaining units to be built.

Student Yield Factors – 7-Year Projections

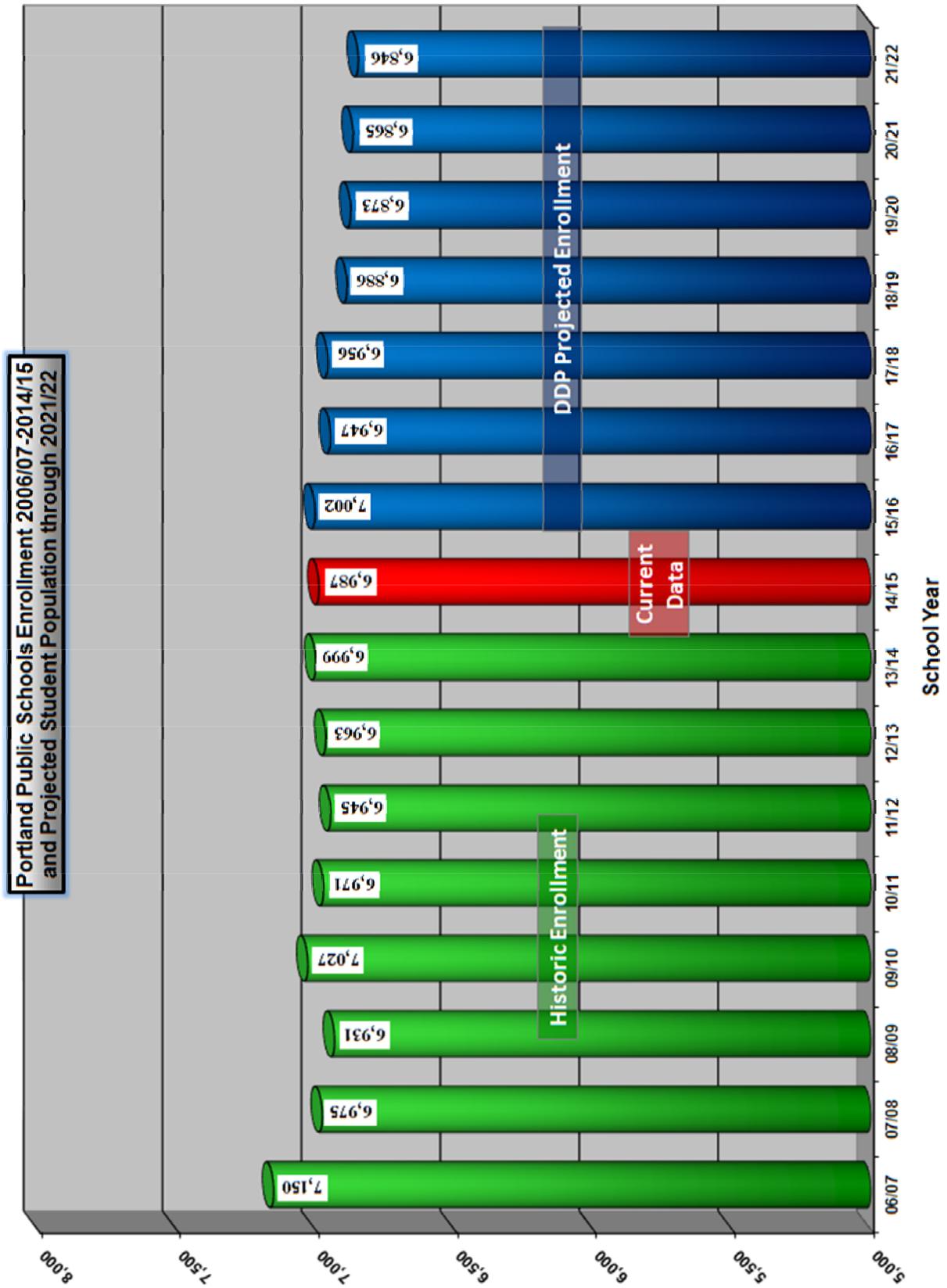
Closely related to the planned residential development units are Student Yield Factors. The Student Yield Factors, when applied to planned residential development units, determine how many additional students will be generated from new construction within the District.

GK-5	G6-8	G9-12
0.108	0.054	0.072

Table 3 – Student Yield Factors

*Note: Student Yield Factors supplied by District staff..

DISTRICT-WIDE SUMMARY								
Projection Date 1/23/2015								
	Actual	Projected Resident Students						
	Fall 2014/15	Fall 2015/16	Fall 2016/17	Fall 2017/18	Fall 2018/19	Fall 2019/20	Fall 2020/21	Fall 2021/22
PK	102	104.7	94.2	99.0	95.5	98.3	98.3	98.3
K	549	563.6	506.8	532.8	514.2	529.0	529.0	529.0
1	562	550.4	564.8	507.3	533.3	514.6	529.5	529.5
2	552	550.0	536.5	549.9	493.9	519.2	501.0	515.5
3	495	544.4	542.8	528.8	542.0	486.7	511.8	493.8
4	537	484.6	532.6	531.6	516.8	529.6	475.6	500.1
5	510	525.2	473.6	519.5	519.1	504.8	517.3	464.6
6	492	496.8	511.9	460.8	504.4	505.3	489.8	502.0
7	482	495.7	501.2	515.4	465.2	509.7	509.1	494.9
8	490	481.6	495.3	499.3	512.9	464.0	506.7	506.9
9	516	493.0	485.2	498.3	502.0	515.5	467.9	512.2
10	498	539.8	515.4	507.5	520.3	525.0	538.8	487.9
11	535	507.1	549.8	523.6	515.3	528.2	532.7	548.2
12	557	555.5	527.3	572.9	542.7	534.1	548.3	553.8
Out of District Students								
K-5	24	24.1	23.6	23.7	23.4	23.1	22.9	22.7
6-8	22	22.2	22.7	22.2	22.3	22.2	22.6	22.6
9-12	56	55.7	55.2	55.9	55.3	55.9	55.5	55.9
K-12	102	102.0	101.6	101.8	101.0	101.2	101.1	101.2
Unmatched Students								
K-5	6	6.0	5.9	5.9	5.8	5.8	5.7	5.7
6-8	1	1.0	1.0	1.0	1.0	1.0	1.0	1.0
9-12	1	1.0	1.0	1.0	1.0	1.0	1.0	1.0
K-12	8	8.0	7.9	7.9	7.8	7.8	7.8	7.7
District Total Enrollment								
K-5	3,235	3,248.3	3,186.7	3,199.6	3,148.5	3,112.8	3,092.9	3,060.9
6-8	1,487	1,497.3	1,532.1	1,498.7	1,505.8	1,502.2	1,529.3	1,527.4
9-12	2,163	2,152.1	2,133.9	2,159.2	2,136.6	2,159.7	2,144.2	2,159.0
PK-12	6,987	7,002	6,947	6,956	6,886	6,873	6,865	6,846
Change in Enrollment								
K-5		13.3	-61.7	12.9	-51.1	-35.7	-19.9	-51.9
6-8		10.3	34.8	-33.4	7.1	-3.6	27.0	25.2
9-12		-10.9	-18.2	25.3	-22.6	23.1	-15.5	-0.7
PK-12		15.4	-55.6	9.6	-70.0	-13.4	-8.4	-27.4



Individual School Projections by Residence

Attendance Area East End Community School Projection Date 1/22/2015

	ACTUAL			PROJECTED RESIDENT STUDENTS					
	2015	2016	2017	2018	2019	2020	2021	2022	
K	66.0	67.7	61.5	64.3	62.1	63.9	63.9	63.9	
1	63.0	64.7	67.0	60.3	63.0	60.8	62.6	62.6	
2	68.0	59.9	62.1	63.6	57.2	59.9	57.8	59.5	
3	56.0	61.9	55.1	56.5	57.9	52.1	54.5	52.6	
4	57.0	55.4	61.9	54.5	56.0	57.3	51.6	54.0	
5	65.0	51.9	51.1	56.4	49.6	50.9	52.2	46.9	
K-5	375.0	361.5	358.7	355.6	345.8	344.9	342.6	339.5	

Attendance Area Hall ES Projection Date 1/22/2015

	ACTUAL			PROJECTED RESIDENT STUDENTS					
	2015	2016	2017	2018	2019	2020	2021	2022	
K	59.0	60.5	54.3	57.2	55.2	56.8	56.8	56.8	
1	76.0	58.4	59.9	53.8	56.6	54.6	56.2	56.2	
2	52.0	73.0	56.1	57.5	51.6	54.3	52.4	53.9	
3	67.0	51.5	72.2	55.5	56.9	51.1	53.8	51.9	
4	62.0	65.0	49.9	70.1	53.8	55.2	49.6	52.2	
5	65.0	60.1	63.0	48.4	68.0	52.2	53.5	48.1	
K-5	381.0	368.5	355.4	342.5	342.1	324.2	322.3	319.1	

Attendance Area Longfellow ES Projection Date 1/22/2015

	ACTUAL			PROJECTED RESIDENT STUDENTS					
	2015	2016	2017	2018	2019	2020	2021	2022	
K	53.0	54.3	48.8	51.4	49.6	51.0	51.0	51.0	
1	47.0	55.6	57.0	51.3	53.9	52.0	53.5	53.5	
2	61.0	43.7	51.8	53.0	47.7	50.2	48.4	49.8	
3	38.0	56.1	40.2	47.6	48.8	43.9	46.1	44.5	
4	53.0	36.1	53.3	38.2	45.2	46.4	41.7	43.8	
5	47.0	48.8	33.2	49.0	35.1	41.6	42.7	38.3	
K-5	299.0	294.6	284.3	290.5	280.3	285.1	283.4	280.9	

Attendance Area Lyseth ES Projection Date 1/22/2015

	ACTUAL			PROJECTED RESIDENT STUDENTS					
	2015	2016	2017	2018	2019	2020	2021	2022	
K	70.0	71.8	64.5	67.8	65.5	67.3	67.3	67.3	
1	97.0	72.8	74.6	67.0	70.5	68.1	70.0	70.0	
2	77.0	98.0	73.5	75.4	67.7	71.2	68.7	70.7	
3	66.0	77.0	98.0	73.5	75.4	67.7	71.2	68.7	
4	79.0	66.7	77.8	98.9	74.3	76.1	68.4	72.0	
5	82.0	77.4	65.3	76.2	97.0	72.8	74.6	67.0	
K-5	471.0	463.7	453.7	458.8	450.4	423.2	420.2	415.7	

Does not include unmatched students or students residing outside of the P.P.S. boundaries

Individual School Projections by Residence

Attendance Area Ocean Ave ES Projection Date 1/22/2015

	ACTUAL PROJECTED RESIDENT STUDENTS							
	2015	2016	2017	2018	2019	2020	2021	2022
K	89.0	92.1	82.4	86.7	83.7	86.1	86.1	86.1
1	81.0	94.4	96.7	86.6	91.1	87.9	90.4	90.4
2	95.0	79.4	91.5	93.8	84.0	88.3	85.2	87.7
3	83.0	99.7	82.6	95.2	97.6	87.3	91.9	88.6
4	76.0	84.7	100.7	83.4	96.2	98.5	88.2	92.8
5	78.0	76.1	83.9	99.7	82.6	95.2	97.6	87.3
K-5	502.0	526.4	537.8	545.4	535.2	543.3	539.4	532.9

Attendance Area Peaks Island School Projection Date 1/22/2015

	ACTUAL PROJECTED RESIDENT STUDENTS							
	2015	2016	2017	2018	2019	2020	2021	2022
K	8.0	8.2	7.4	7.8	7.5	7.7	7.7	7.7
1	3.0	8.0	8.2	7.4	7.8	7.5	7.7	7.7
2	12.0	2.9	7.8	8.0	7.1	7.5	7.3	7.5
3	11.0	12.4	3.0	8.0	8.2	7.4	7.7	7.5
4	13.0	9.7	10.9	2.6	7.0	7.2	6.5	6.8
5	8.0	13.5	10.1	11.3	2.7	7.3	7.5	6.7
K-5	55.0	54.7	47.4	45.1	40.3	44.6	44.4	43.9

Attendance Area Presumpscot ES Projection Date 1/22/2015

	ACTUAL PROJECTED RESIDENT STUDENTS							
	2015	2016	2017	2018	2019	2020	2021	2022
K	57.0	58.4	52.5	55.2	53.3	54.8	54.8	54.8
1	47.0	54.7	56.1	50.4	53.0	51.2	52.6	52.6
2	43.0	46.1	53.6	55.0	49.4	52.0	50.1	51.6
3	38.0	42.1	45.1	52.6	53.9	48.4	50.9	49.1
4	61.0	36.1	40.0	42.9	49.9	51.2	46.0	48.4
5	55.0	61.6	36.5	40.4	43.3	50.4	51.7	46.4
K-5	301.0	299.0	283.8	296.5	302.8	308.0	306.1	302.9

Attendance Area Reiche Community School Projection Date 1/22/2015

	ACTUAL PROJECTED RESIDENT STUDENTS							
	2015	2016	2017	2018	2019	2020	2021	2022
K	76.0	77.9	70.0	73.6	71.1	73.1	73.1	73.1
1	70.0	72.2	74.0	66.5	70.0	67.5	69.5	69.5
2	67.0	63.7	65.7	67.3	60.5	63.7	61.4	63.2
3	50.0	69.0	65.6	67.7	69.4	62.3	65.6	63.3
4	57.0	47.5	65.6	62.3	64.3	65.9	59.2	62.3
5	46.0	57.6	48.0	66.2	63.0	64.9	66.6	59.8
K-5	366.0	387.9	388.9	403.6	398.3	397.4	395.4	391.2

Does not include unmatched students or students residing outside of the P.P.S. boundaries

Individual School Projections by Residence

Attendance Area Riverton ES Projection Date 1/22/2015								
	ACTUAL		PROJECTED RESIDENT STUDENTS					
	2015	2016	2017	2018	2019	2020	2021	2022
K	71.0	72.8	65.4	68.8	66.4	68.3	68.3	68.3
1	78.0	69.6	71.3	64.1	67.4	65.1	66.9	66.9
2	77.0	83.5	74.5	76.3	68.6	72.1	69.6	71.6
3	86.0	74.7	81.0	72.2	74.0	66.5	70.0	67.5
4	79.0	83.4	72.4	78.5	70.1	71.8	64.5	67.9
5	64.0	78.2	82.6	71.7	77.7	69.4	71.1	63.9
K-5	455.0	462.2	447.2	431.6	424.2	413.2	410.4	406.1

Does not include unmatched students or students residing outside of the P.P.S. boundaries

Individual School Projections by Residence

Attendance Area King MS Projection Date 1/22/2015

	ACTUAL		PROJECTED RESIDENT STUDENTS					
	2015	2016	2017	2018	2019	2020	2021	2022
K	191.0	196.7	177.1	185.9	179.4	184.6	184.6	184.6
1	180.0	190.6	196.0	175.9	184.6	178.2	183.3	183.3
2	177.0	170.4	180.4	184.8	165.8	174.1	168.0	172.8
3	154.0	179.2	172.2	181.9	186.4	167.2	175.6	169.5
4	149.0	152.0	176.7	168.7	178.6	183.0	164.1	172.4
5	157.0	147.2	149.4	173.3	165.6	175.4	179.8	161.2
6	123.0	149.6	140.2	142.0	164.1	157.2	166.3	170.4
7	142.0	126.3	154.0	142.8	144.5	167.9	159.8	170.0
8	134.0	142.1	125.9	152.4	140.7	143.2	165.4	157.8
K-5	1,008.0	1,036.1	1,051.8	1,070.5	1,060.4	1,062.5	1,055.4	1,043.8
6-8	399.0	418.0	420.1	437.2	449.3	468.3	491.5	498.2

Attendance Area Lincoln MS Projection Date 1/22/2015

	ACTUAL		PROJECTED RESIDENT STUDENTS					
	2015	2016	2017	2018	2019	2020	2021	2022
K	157.0	160.9	144.6	152.1	146.8	151.0	151.0	151.0
1	174.0	158.0	162.0	145.5	153.1	147.7	152.0	152.0
2	176.0	173.1	156.4	160.3	144.0	151.5	146.2	150.4
3	157.0	168.6	166.9	150.0	153.7	138.1	145.3	140.2
4	172.0	151.5	162.4	161.1	144.5	148.1	133.1	140.0
5	159.0	165.5	146.6	156.2	155.7	139.1	142.6	128.1
6	171.0	155.4	161.9	143.7	152.7	152.5	136.0	139.4
7	149.0	167.9	153.0	159.7	142.1	150.6	150.7	134.2
8	152.0	151.4	170.8	155.7	162.4	144.7	153.1	153.5
K-5	995.0	977.6	938.9	925.2	897.8	875.5	870.2	861.7
6-8	472.0	474.7	485.7	459.1	457.2	447.8	439.8	427.1

Attendance Area Moore MS Projection Date 1/22/2015

	ACTUAL		PROJECTED RESIDENT STUDENTS					
	2015	2016	2017	2018	2019	2020	2021	2022
K	193.0	197.8	177.8	187.0	180.5	185.7	185.7	185.7
1	205.0	193.8	198.7	178.5	187.8	181.2	186.4	186.4
2	187.0	203.6	192.0	196.8	176.9	186.1	179.5	184.7
3	173.0	184.2	200.8	188.9	193.6	174.0	183.1	176.6
4	203.0	171.3	182.6	199.1	186.6	191.3	171.9	180.8
5	186.0	199.0	167.6	178.6	195.0	182.9	187.5	168.5
6	190.0	183.1	195.4	164.4	175.5	192.7	179.6	184.1
7	178.0	193.2	185.4	198.0	167.5	178.7	195.6	182.6
8	196.0	175.9	191.0	182.9	195.8	165.8	176.6	192.8
K-5	1,147.0	1,149.7	1,119.5	1,128.9	1,120.4	1,101.2	1,094.1	1,082.7
6-8	564.0	552.2	571.8	545.3	538.8	537.2	551.8	559.5

Does not include unmatched students or students residing outside of the P.P.S. boundaries

Individual School Projections by Residence

Attendance Area Peaks Island School Projection Date 1/22/2015

	ACTUAL		PROJECTED RESIDENT STUDENTS						
	2015	2016	2017	2018	2019	2020	2021	2022	
K	8.0	8.2	7.4	7.8	7.5	7.7	7.7	7.7	
1	3.0	8.0	8.2	7.4	7.8	7.5	7.7	7.7	
2	12.0	2.9	7.8	8.0	7.1	7.5	7.3	7.5	
3	11.0	12.4	3.0	8.0	8.2	7.4	7.7	7.5	
4	13.0	9.7	10.9	2.6	7.0	7.2	6.5	6.8	
5	8.0	13.5	10.1	11.3	2.7	7.3	7.5	6.7	
6	8.0	8.6	14.5	10.8	12.1	2.9	7.8	8.0	
7	13.0	8.2	8.8	14.9	11.1	12.5	3.0	8.1	
8	8.0	12.1	7.7	8.2	13.9	10.3	11.6	2.8	
K-5	55.0	54.7	47.4	45.1	40.3	44.6	44.4	43.9	
6-8	29.0	28.9	31.0	33.9	37.1	25.7	22.4	18.9	

Does not include unmatched students or students residing outside of the P.P.S. boundaries

Individual School Projections by Residence

Attendance Area Deering HS Projection Date 1/22/2015

	ACTUAL PROJECTED RESIDENT STUDENTS							
	2015	2016	2017	2018	2019	2020	2021	2022
K	237.0	242.9	218.3	229.7	221.6	228.0	228.0	228.0
1	267.0	240.4	246.4	221.4	233.0	224.8	231.3	231.3
2	263.0	265.2	238.1	244.1	219.3	230.8	222.7	229.1
3	242.0	257.1	259.8	232.5	238.3	214.1	225.3	217.4
4	254.0	236.4	251.6	254.2	227.1	232.8	209.2	220.1
5	247.0	246.2	230.0	243.9	247.1	220.2	225.7	202.8
6	242.0	241.8	240.8	225.1	238.7	242.8	215.9	221.3
7	227.0	241.9	242.9	242.0	226.5	240.7	243.6	216.8
8	235.0	229.6	244.9	245.2	244.5	229.4	242.5	245.9
9	264.0	236.0	231.5	246.0	245.4	245.7	230.3	243.3
10	259.0	272.5	243.7	240.0	254.2	254.0	254.9	237.9
11	250.0	264.0	278.4	248.1	244.4	258.5	258.8	259.6
12	263.0	255.7	272.0	288.4	255.1	251.3	265.3	266.8
K-5	1,510.0	1,488.2	1,444.2	1,425.8	1,386.4	1,350.7	1,342.2	1,328.7
6-8	704.0	713.3	728.6	712.3	709.7	712.9	702.0	684.0
9-12	1,036.0	1,028.2	1,025.6	1,022.5	999.1	1,009.5	1,009.3	1,007.6

Attendance Area Portland HS Projection Date 1/22/2015

	ACTUAL PROJECTED RESIDENT STUDENTS							
	2015	2016	2017	2018	2019	2020	2021	2022
K	304.0	312.5	281.2	295.4	285.1	293.3	293.3	293.3
1	292.0	302.0	310.2	278.5	292.6	282.4	290.5	290.5
2	277.0	281.9	290.6	297.8	267.4	280.9	271.1	278.9
3	242.0	274.9	280.0	288.3	295.5	265.2	278.7	269.0
4	270.0	238.5	270.2	274.7	282.6	289.6	260.0	273.2
5	255.0	265.5	233.6	264.3	269.2	277.2	284.1	255.0
6	242.0	246.4	256.6	224.9	253.6	259.6	266.1	272.7
7	242.0	245.5	249.5	258.4	227.6	256.5	262.5	270.0
8	247.0	239.9	242.7	245.9	254.5	224.4	252.6	258.2
9	243.0	249.7	242.8	245.3	249.1	257.2	228.2	258.3
10	232.0	258.8	264.8	257.1	259.5	263.9	272.0	241.1
11	281.0	235.2	261.7	267.7	259.0	262.1	265.8	274.9
12	285.0	296.1	247.9	275.6	280.3	271.8	276.0	279.6
K-5	1,640.0	1,675.3	1,665.8	1,699.0	1,692.4	1,688.6	1,677.7	1,659.9
6-8	731.0	731.8	748.8	729.2	735.7	740.5	781.2	800.9
9-12	1,041.0	1,039.8	1,017.2	1,045.7	1,047.9	1,055.0	1,042.0	1,053.9
K-12	3,412.0	3,446.9	3,431.8	3,473.9	3,476.0	3,484.1	3,500.9	3,514.7

Does not include unmatched students or students residing outside of the P.P.S. boundaries

Individual School Projections by Residence

Attendance Area Peaks Island School Projection Date 1/22/2015

	ACTUAL PROJECTED RESIDENT STUDENTS							
	2015	2016	2017	2018	2019	2020	2021	2022
K	8.0	8.2	7.4	7.8	7.5	7.7	7.7	7.7
1	3.0	8.0	8.2	7.4	7.8	7.5	7.7	7.7
2	12.0	2.9	7.8	8.0	7.1	7.5	7.3	7.5
3	11.0	12.4	3.0	8.0	8.2	7.4	7.7	7.5
4	13.0	9.7	10.9	2.6	7.0	7.2	6.5	6.8
5	8.0	13.5	10.1	11.3	2.7	7.3	7.5	6.7
6	8.0	8.6	14.5	10.8	12.1	2.9	7.8	8.0
7	13.0	8.2	8.8	14.9	11.1	12.5	3.0	8.1
8	8.0	12.1	7.7	8.2	13.9	10.3	11.6	2.8
9	9.0	7.3	11.0	7.0	7.5	12.6	9.4	10.6
10	7.0	8.6	6.9	10.5	6.6	7.1	12.0	8.9
11	4.0	8.0	9.7	7.9	11.9	7.6	8.1	13.7
12	9.0	3.7	7.3	9.0	7.3	11.0	6.9	7.4
K-5	55.0	54.7	47.4	45.1	40.3	44.6	44.4	43.9
6-8	29.0	28.9	31.0	33.9	37.1	25.7	22.4	18.9
9-12	29.0	27.6	34.9	34.4	33.3	38.3	36.4	40.6

Does not include unmatched students or students residing outside of the P.P.S. boundaries

Attendance Matrices

Three attendance matrices have been included to provide a better understanding of where students reside and where they attend school. Remember, DDP projections are based upon where the students reside, not where they attend school. DDP uses the actual location of where the students reside, as opposed to their school of enrollment, in order to provide the most accurate prediction of future facilities adjustments. Therefore, since the projections are based upon where the students reside, the figures used as a base for each school's resident projection may differ from the actual reported enrollment for each school.

These attendance matrices act as a check and balance for student accounting. They show where the students reside (in what School of Residence) based upon our address matching capabilities and what school they attend (School of Attendance) based upon data in the student file supplied by the District. The inclusion of these matrices is essential to showing how the students used in the projections match up to the District's records of enrollment for each school. The best way to plan for future facilities changes is to know where the next group of students will be residing, not necessarily which school they are currently attending.

READING THE MATRIX

Looking at the K-5 Elementary School Attendance Matrix below, let us begin with East End as an example. Following down the first column with the East End heading, there are 358 K-5 grade students who attend East End and reside in the East End attendance area. Continuing downward, nine students attend East End that resides in the Hall attendance area. Next, the matrix shows that four students attend East End and reside in the Longfellow's attendance area, and so on.

The row Out of District refers to students who live completely outside of the Portland Public Schools, but attend one of the District's schools. There is one Out of District students attending East End. Total Attendance shows the total number of students attending a school regardless of where they reside, and reflects the District's enrollment counts for each school. There are 410 students attending East End.

The next step is to read across the matrix, beginning with the East End attendance area row. We understand that the 358 represents the total number of K-5 grade students that reside in the East End attendance area and attend East End. The next column, Hall, refers to the number of K-5 grade students that reside in the East End attendance area, but attend Hall. Two students reside in the East End attendance area and attend Hall.

The Total Residence column is the total number of students living in each particular attendance area. There are 399 K-5 students residing in the East End attendance

area. The Total Attendance row is the actual number of students used as the base or actual number for each attendance area in the Fall 2012/13 projections

		School of Attendance											
		East End Community	Hall ES	Longfellow ES	Lyseth ES	Ocean Ave ES	Peaks Island ES	Presumpscot ES	Reiche Community	Riverton ES	Cliff Island	Residence	% Attending
School of Residence	East End Community	358	0	0	1	2	0	1	4	9	0	375	95%
	Hall ES	5	352	16	2	0	0	0	2	4	0	381	92%
	Longfellow ES	1	8	280	1	7	0	1	1	0	0	299	94%
	Lyseth ES	2	2	5	445	6	0	6	0	5	0	471	94%
	Ocean Ave ES	27	28	19	1	394	0	1	25	7	0	502	78%
	Peaks Island ES	0	0	0	0	0	50	0	2	0	3	55	91%
	Presumpscot ES	5	7	5	12	1	0	268	0	3	0	301	89%
	Reiche Community	3	4	3	3	4	0	0	341	8	0	366	93%
	Riverton ES	6	20	11	12	5	0	4	1	396	0	455	87%
	Out of District	1	1	1	9	1	2	0	6	3	0	24	
	Unmatched	0	0	0	0	1	0	0	5	0	0	6	
Total Attendance	408	422	340	486	421	52	281	387	435	3	3,235	Total 2014/15 K-5	
Transfer Students	50	70	60	41	27	2	13	46	39	3	351		
% of Total	12%	17%	18%	8%	6%	4%	5%	12%	9%	100%	11%		

		School of Attendance				
		King MS*	Lincoln MS	Moore MS	Residence	% Attending
School of Residence	King MS*	377	14	8	399	94%
	Lincoln MS	28	427	17	472	90%
	Moore MS	54	46	464	564	82%
	Out of District	13	3	6	22	
	Unmatched	1	0	0	1	
	Total Attendance	473	490	495	1,458	Total 2014/15 6-8
Transfer Students	96	63	31	190		
% of Total	20%	13%	6%	13%		

*Does not include 29 students living in the Islands attending King MS

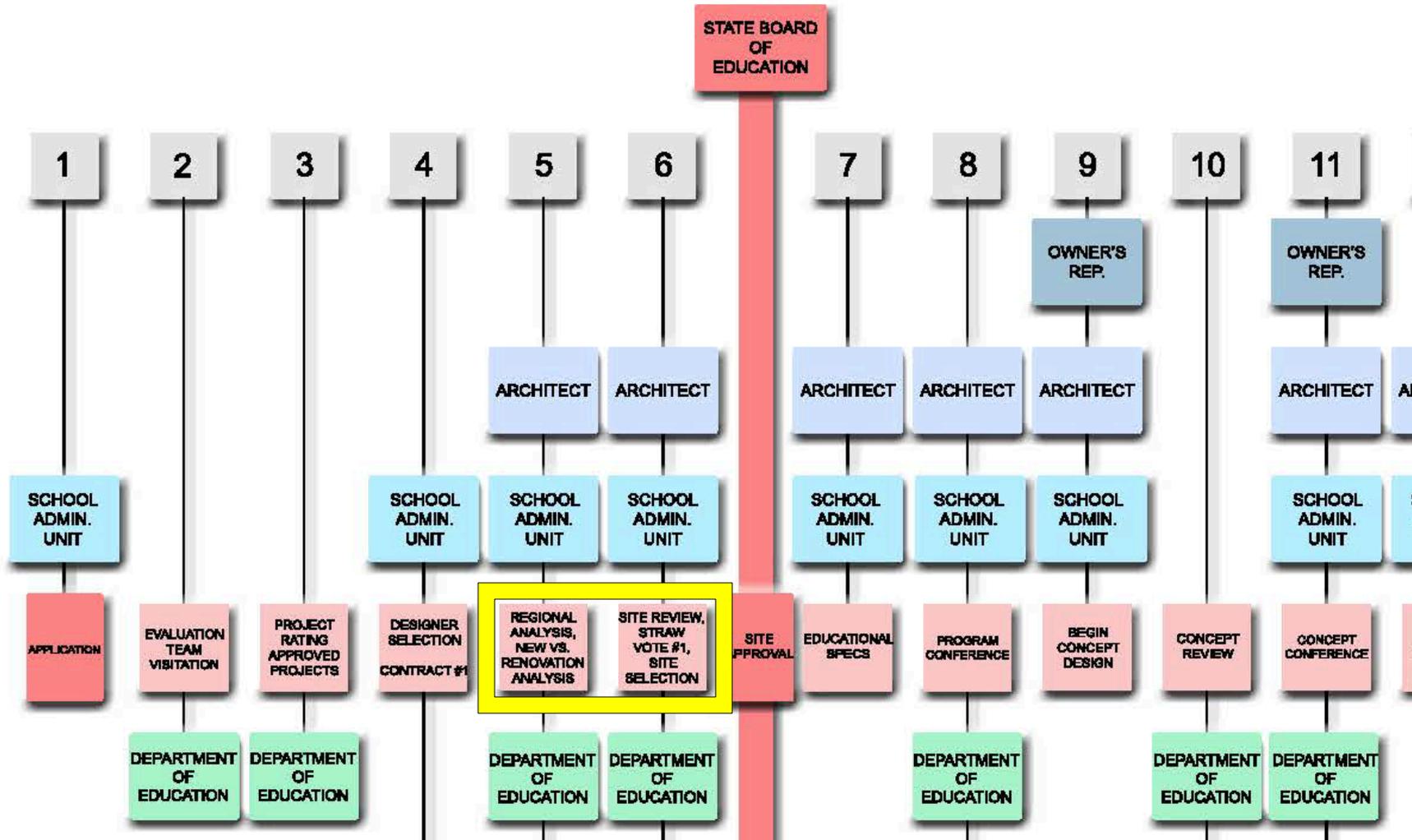
		School of Attendance				
		Deering HS	Portland HS	Casco Bay HS	Residence	% Attending
School of Residence	Deering HS	543	309	184	1,036	52%
	Portland HS	366	508	167	1,041	49%
	Out of District	26	21	9	56	
	Unmatched	1	0	0	1	
	Total Attendance	936	838	360	2,134	Total 2014/15 9-12
Transfer Students	393	330	360	1,083		
% of Total	42%	39%	100%	51%		

*Does not include 29 students living in the Islands attending Portland HS (21) and Casco Bay HS (8)

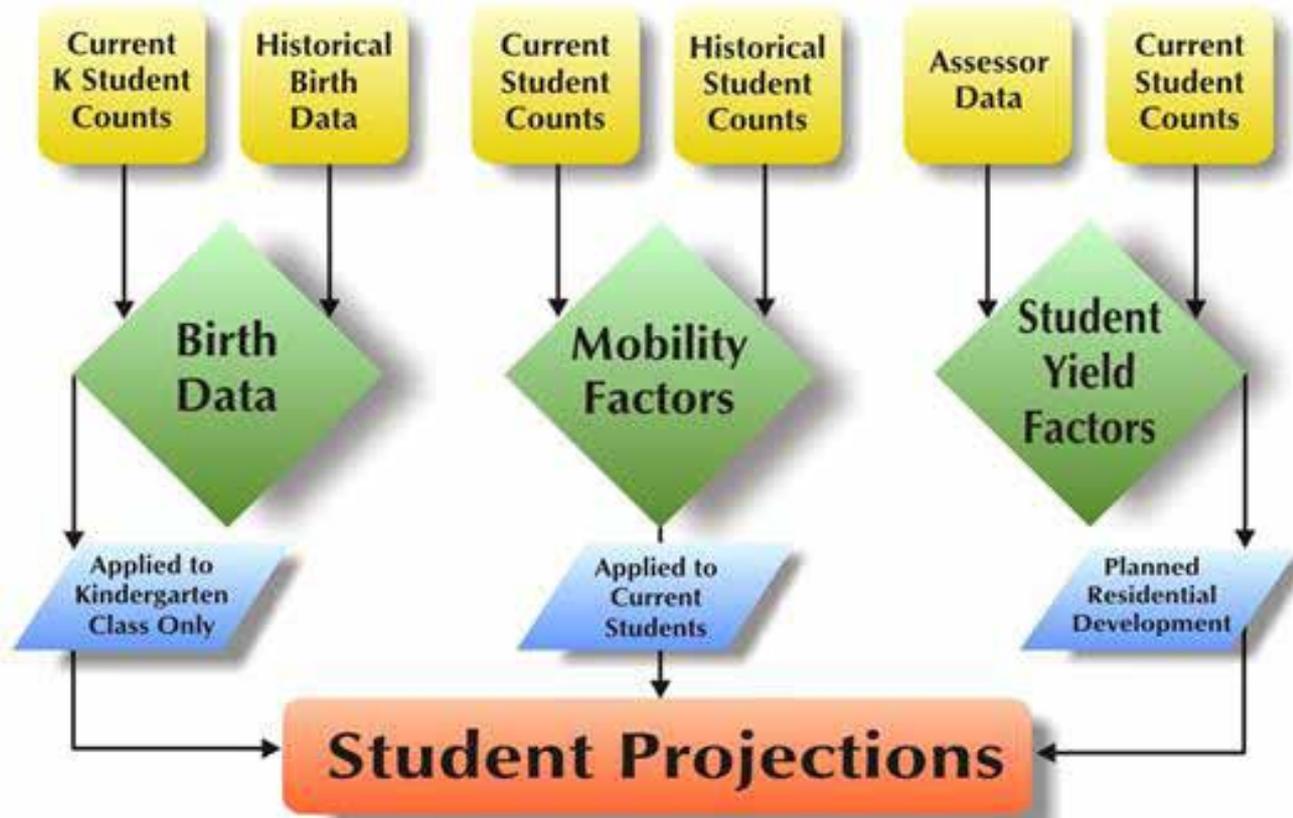
Fred P. Hall Elementary School New Construction Project

Update to Portland Board of Education
March 17, 2015

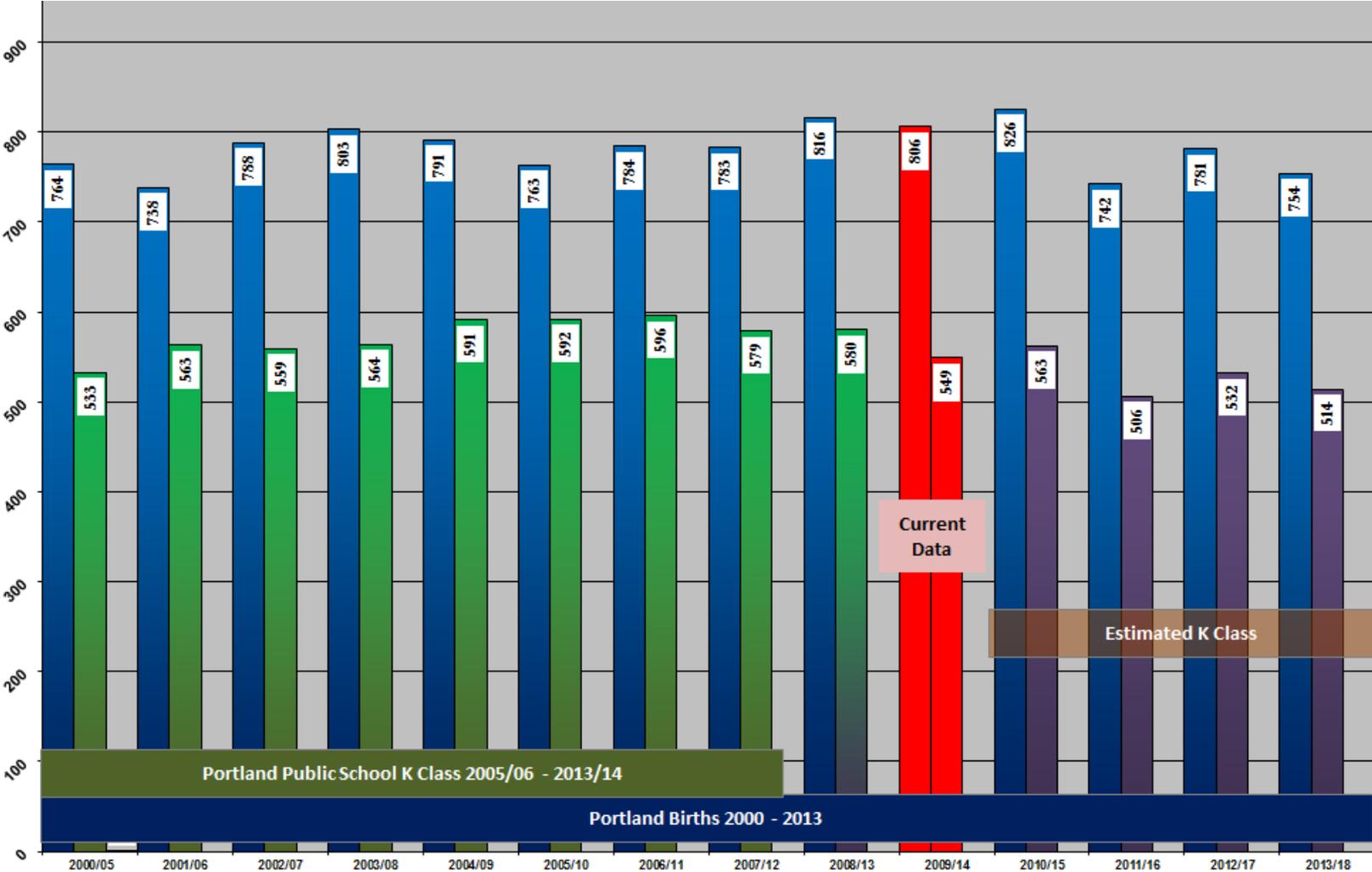




Davis Demographics & Planning: Methodology for Enrollment Projections



1. Birth Data



2. Student Mobility by Residence

Mobility by Elementary Attendance Area 2011/12 - 2014/15												
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
East End Community School	0.980	0.950	0.910	0.990	0.910	0.950	0.970	0.990	1.070	1.100	0.960	1.090
Hall ES	0.990	0.960	0.990	0.970	0.970	0.980	0.970	1.030	0.970	0.970	1.040	1.070
Islands	1.000	0.970	1.030	0.880	1.040	1.070	1.030	0.930	0.910	0.950	1.140	0.920
Longfellow ES	1.050	0.930	0.920	0.950	0.920	0.960	0.970	1.000	1.040	1.090	0.960	0.910
Lyseth ES	1.040	1.010	1.000	1.010	0.980	1.020	1.010	0.970	0.930	1.050	1.010	1.030
Ocean Ave ES	1.050	0.970	1.040	1.010	0.990	0.940	1.100	1.010	1.030	1.020	1.050	1.080
Presumpscot ES	0.960	0.980	0.980	0.950	1.010	0.960	1.010	1.000	0.960	1.050	1.000	0.980
Reiche Community School	0.950	0.910	1.030	0.950	1.010	0.950	0.970	0.950	1.070	1.060	1.040	1.070
Riverton ES	0.980	1.070	0.970	0.970	0.990	0.990	1.010	1.020	1.030	1.060	1.030	1.050

Fred P. Hall Elementary School



OAK POINT
ASSOCIATES

architecture
engineering
planning

3. Student Yield Factors

Significant housing developments (Source: Portland Planning Dept.)

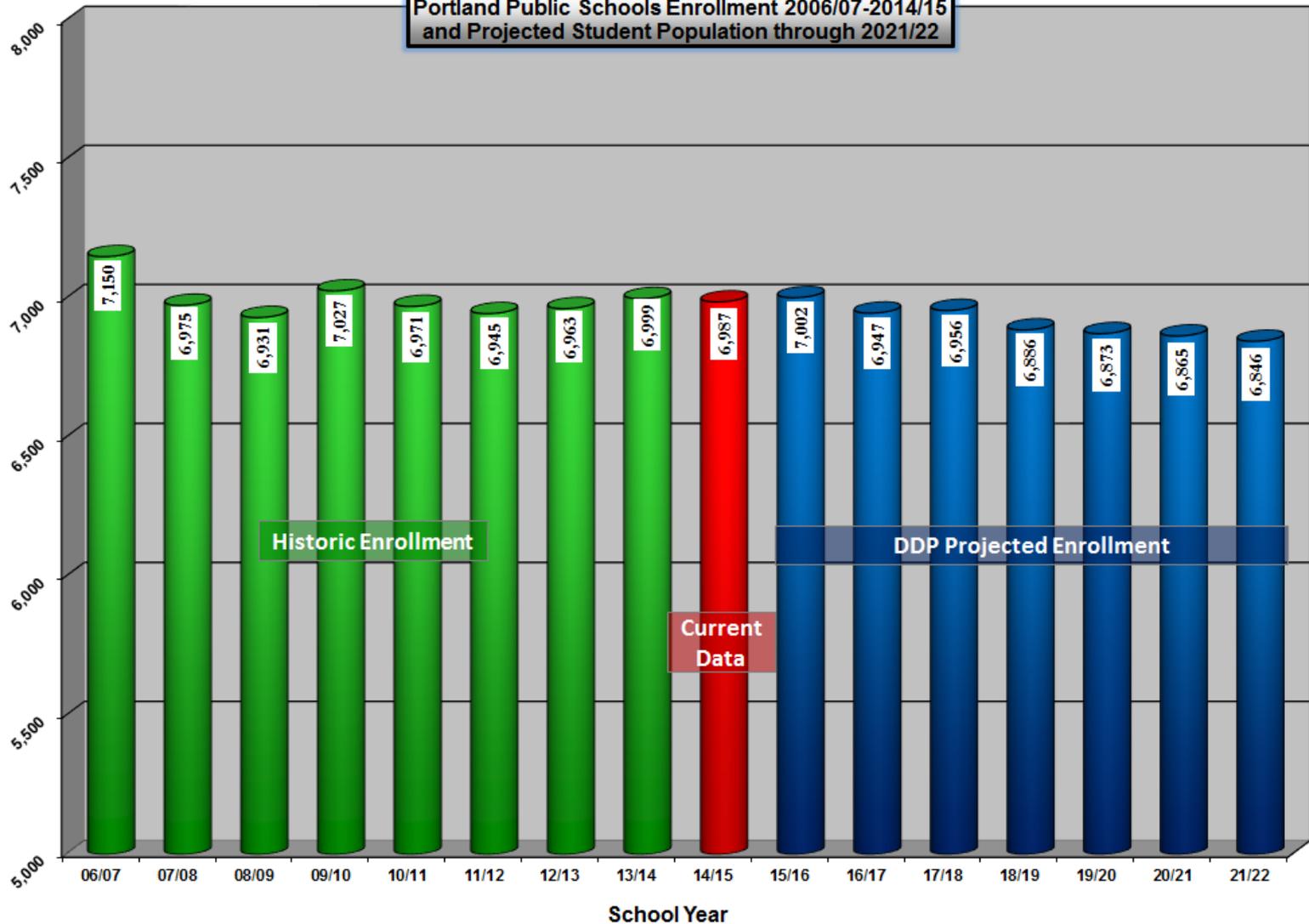
School Attendance Area	Project Name	Developer	Location	Total # of Units	Status	Comments
OAES*	409 Cumberland	Avesta Housing	409 Cumberland Ave	57	Active	Completion in 2015
EECS	Bayside Anchor	Avesta Housing	Oxford / Mayo	45	Active	Completion in 2016
OAES*	Maritime Landing	The Federated Equities	Chestnut/Somerset	500	Planning	Planning Phase

* Currently K/1 students are being sent to EECS

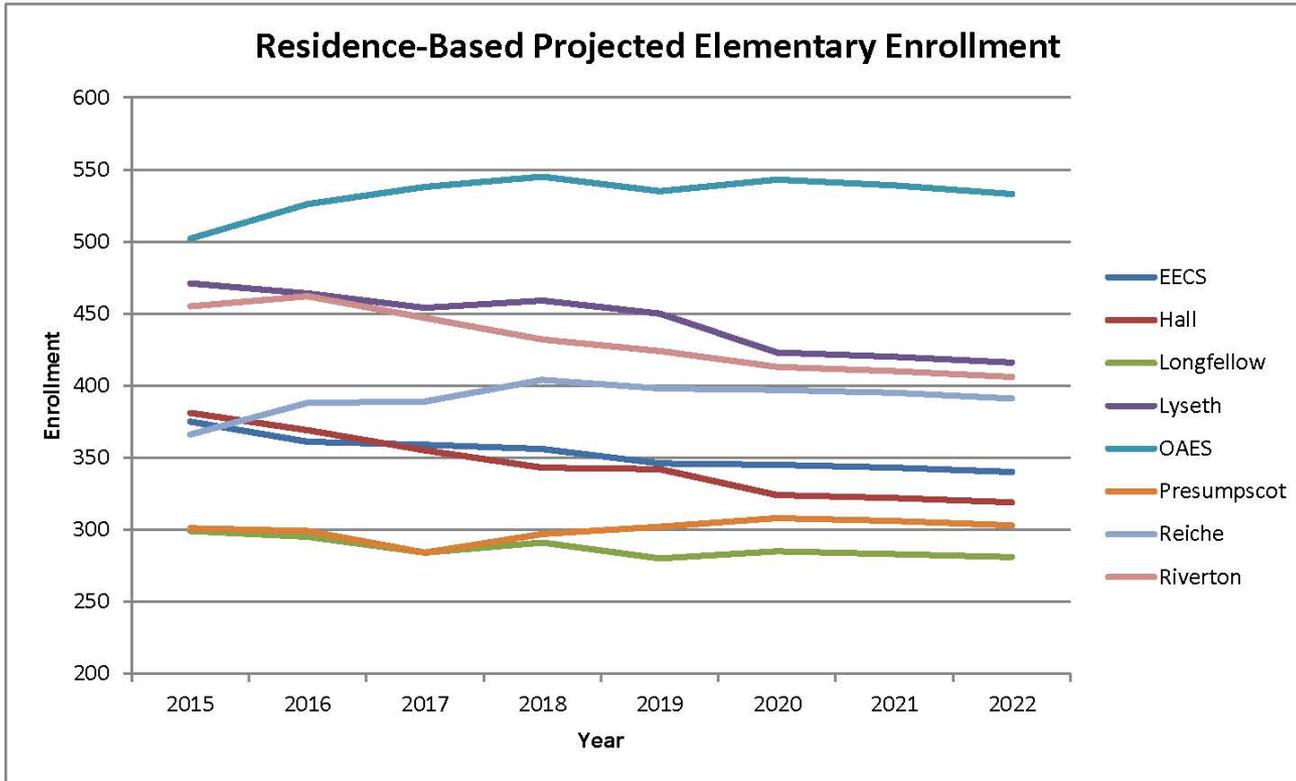
Student Yield Factors

GK-5	G6-8	G9-12
0.108	0.054	0.072

Portland Public Schools Enrollment 2006/07-2014/15
and Projected Student Population through 2021/22



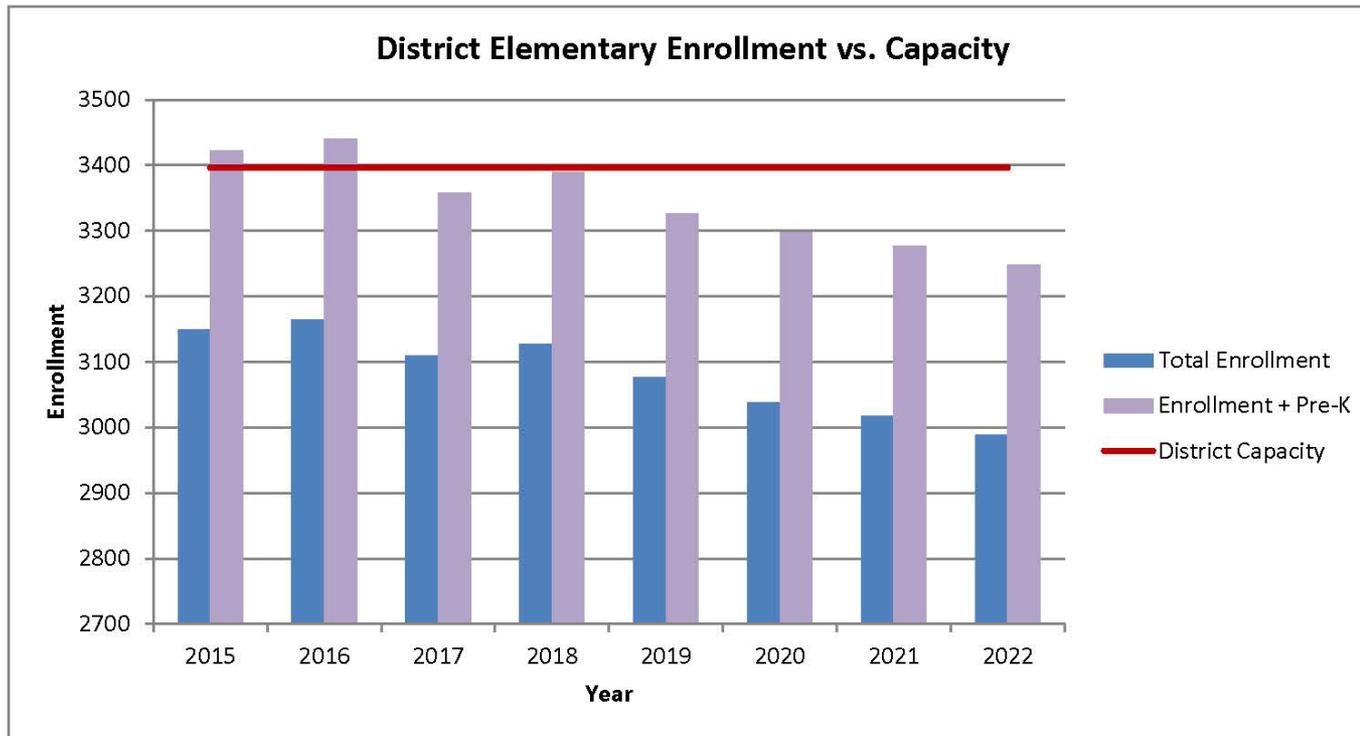
	2015	2016	2017	2018	2019	2020	2021	2022	Capacity	90% Target**
EECS	375	361	359	356	346	345	343	340	477	429.3
Hall	381	369	355	343	342	324	322	319	447	402.3
Longfellow	299	295	284	291	280	285	283	281	396	356.4
Lyseth	471	464	454	459	450	423	420	416	502	451.8
OAES	502	526	538	545	535	543	539	533	437	393.3
Presumpscot	301	299	284	297	302	308	306	303	315	283.5
Reiche	366	388	389	404	398	397	395	391	373	335.7
Riverton	455	462	447	432	424	413	410	406	449	404.1
Total	3150	3164	3110	3127	3077	3038	3018	2989	3396	3056.4



**90% is PPS' Targeted Capacity in each school, to allow for fluctuation without re-districting



	2015	2016	2017	2018	2019	2020	2021	2022	Capacity
EECS	375	361	359	356	346	345	343	340	477
Hall	381	369	355	343	342	324	322	319	447
Longfellow	299	295	284	291	280	285	283	281	396
Lyseth	471	464	454	459	450	423	420	416	502
OAES	502	526	538	545	535	543	539	533	437
Presumpscot	301	299	284	297	302	308	306	303	315
Reiche	366	388	389	404	398	397	395	391	373
Riverton	455	462	447	432	424	413	410	406	449
Total Enrollment	3150	3164	3110	3127	3077	3038	3018	2989	3396
Enrollment + Pre-K	3422	3440	3358	3389	3327	3297	3277	3248	
District Capacity	3396	3396	3396	3396	3396	3396	3396	3396	3396



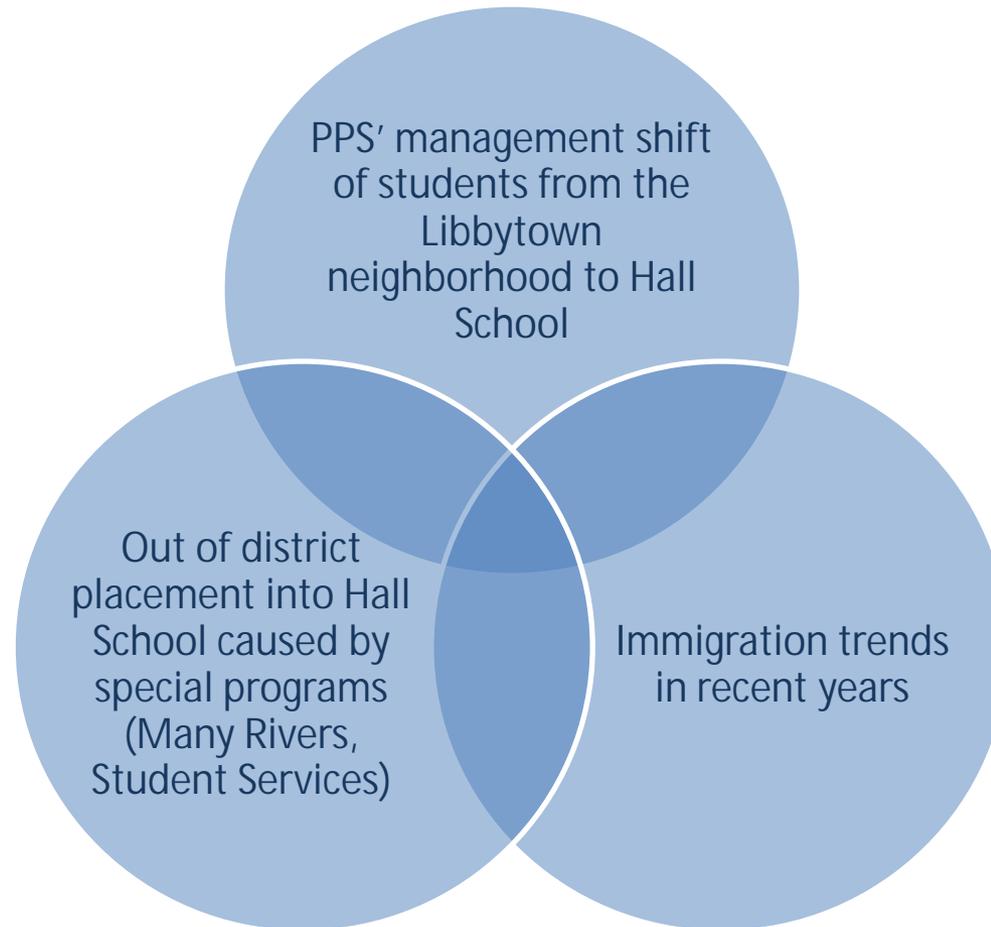
School of Attendance

School of Residence	School of Attendance											Residence	% Attending
	East End Community	Hall ES	Longfellow ES	Lyseth ES	Ocean Ave ES	Peaks Island ES	Presumpscot ES	Reiche Community	Rivertron ES	Derrig HS			
East End Community	358	0	0	1	2	0	1	4	9	0	375	95%	
Hall ES	5	352	16	2	0	0	0	2	4	0	381	92%	
Longfellow ES	1	8	280	1	7	0	1	1	0	0	299	94%	
Lyseth ES	2	2	5	445	6	0	6	0	5	0	471	94%	
Ocean Ave ES	27	28	19	1	394	0	1	25	7	0	502	78%	
Peaks Island ES	0	0	0	0	0	50	0	2	0	3	55	91%	
Presumpscot ES	5	7	5	12	1	0	268	0	3	0	301	89%	
Reiche Community	3	4	3	3	4	0	0	341	8	0	366	93%	
Rivertron ES	6	20	11	12	5	0	4	1	396	0	455	87%	
Out of District	1	1	1	9	1	2	0	6	3	0	24		
Unmatched	0	0	0	0	1	0	0	5	0	0	6		
Total Attendance	408	422	340	486	421	52	281	387	435	3	3,235	Total 2014/15 K-5	
Transfer Students	50	70	60	41	27	2	13	46	39	3	351		
% of Total	12%	17%	18%	8%	6%	4%	5%	12%	9%	100%	11%		



At the Hall School Building Committee Meeting on March 4, 2015

Oak Point Associates was asked to assess the impact on enrollment projections of the following factors:



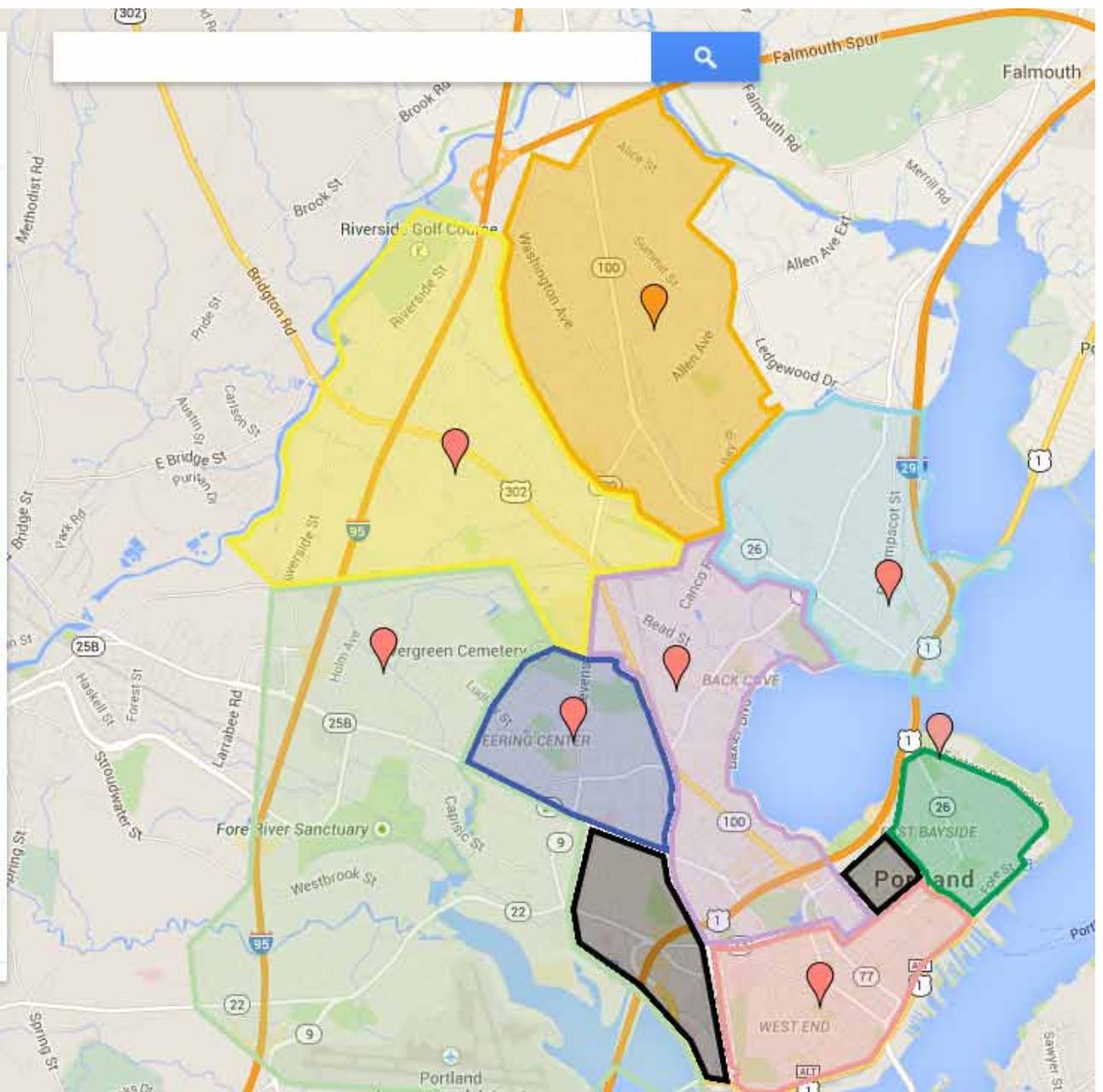
PPS - District Boundaries



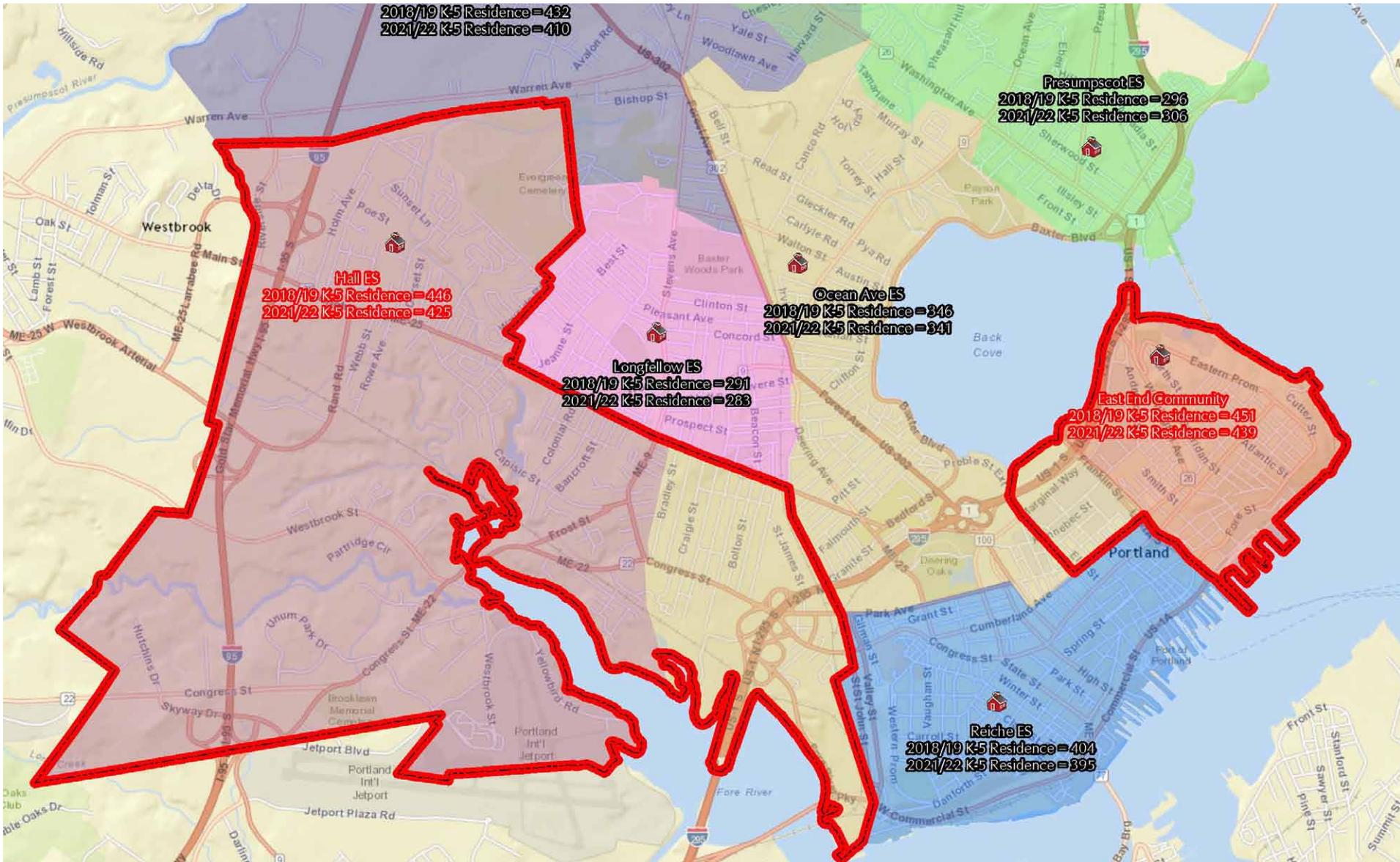
Elementary Schools

- East End Elementary District
- East End Elementary School
- Hall Elementary District
- Hall Elementary School
- Longfellow Elementary District
- Longfellow Elementary School
- Lyseth Elementary District
- Lyseth Elementary School
- Ocean Avenue Elementary District
- Ocean Avenue Elementary School
- Ocean Avenue - Shared w/ East End
- Ocean Avenue - Shared w/ Hall
- Presumpscot Elementary District
- Presumpscot Elementary School
- Reiche Elementary District
- Reiche Elementary School
- Riverton Elementary District
- Riverton Elementary School

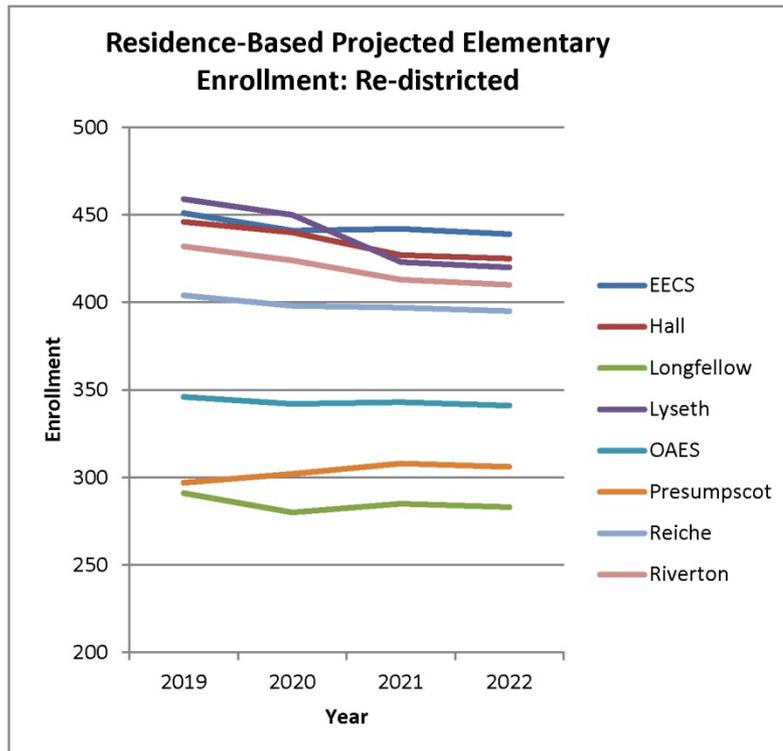
Middle Schools



Davis Demographics developed a scenario that revised the attendance area boundaries to match PPS' recent student shifts to manage the OAES population



	2019	2020	2021	2022	Capacity	90% Target**
EECS	451	441	442	439	477	429.3
Hall	446	440	427	425	447	402.3
Longfellow	291	280	285	283	396	356.4
Lyseth	459	450	423	420	502	451.8
OAES	346	342	343	341	437	393.3
Presumpscot	297	302	308	306	315	283.5
Reiche	404	398	397	395	373	335.7
Riverton	432	424	413	410	449	404.1
Total	3126	3077	3038	3019	3396	3056.4



**90% is PPS' Targeted Capacity in each school, to allow for fluctuation without re-districting

Portland Housing Authority is undertaking a master plan for its properties, including Sagamore Village.

Sagamore Village currently has approximately 200 units.

PHA is anticipating an overall increase of approximately 50-100 family units at Sagamore Village, depending on capacity of the site.

This could also have an effect on resident enrollment.

Many Rivers Program

- 100 total spaces spread over Grades 1 through 5
- Policy dictates that 50% minimum must be from Hall School District
- Currently the mix is 70% Hall District / 30% Out of District

Many Rivers Program enrollment over the past three years:

47 Out of District in 2012/2013

44 Out of District in 2013/2014

24 Out of District in 2014/2015

Functional Life Skills Program

Functional Life Skills enrollment over the past three years:

19 Out of District in 2012/2013

5 Out of District in 2013/2014

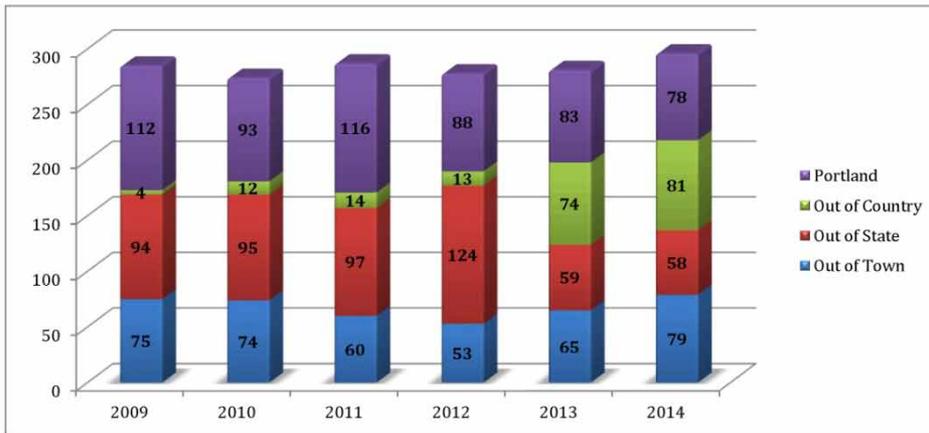
13 Out of District in 2014/2015

Immigration Trends

CITY OF PORTLAND
HEALTH & HUMAN SERVICES DEPARTMENT
SOCIAL SERVICES DIVISION

FAMILY SHELTER INTAKE RESIDENCY

(Residency Prior to Presenting to Portland Social Services)



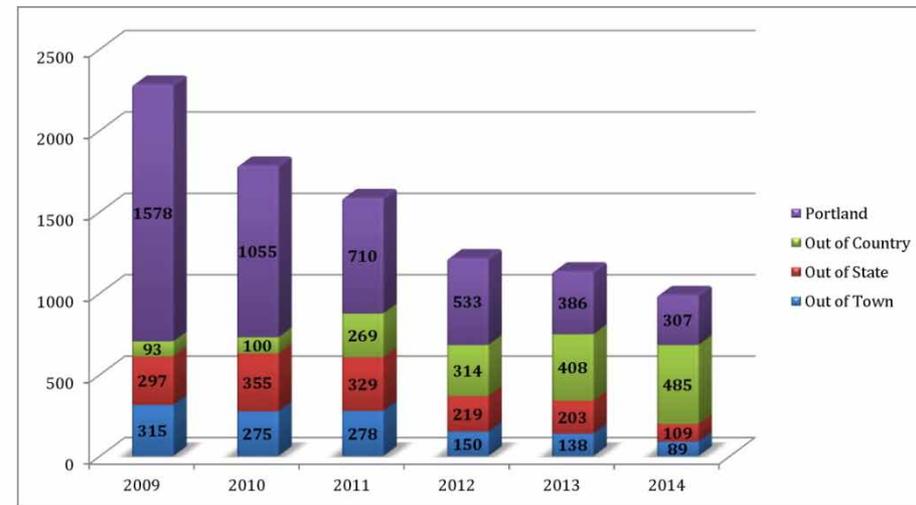
	Out of Town	Out of State	Out of Country	Portland	TOTAL
2009	75	94	4	112	285
2010	74	95	12	93	274
2011	60	97	14	116	287
2012	53	124	13	88	278
2013	65	59	74	83	281
2014	79	58	81	78	296

of Families Presenting

CITY OF PORTLAND
HEALTH & HUMAN SERVICES DEPARTMENT
SOCIAL SERVICES DIVISION

GENERAL ASSISTANCE INTAKE RESIDENCY

(Residency Prior to Presenting to Portland Social Services)



	Out of Town	Out of State	Out of Country	Portland	TOTAL
2009	315	297	93	1,578	2,283
2010	275	355	100	1,055	1,785
2011	278	329	269	710	1,586
2012	150	219	314	533	1,216
2013	138	203	408	386	1,135
2014	89	109	485	307	990

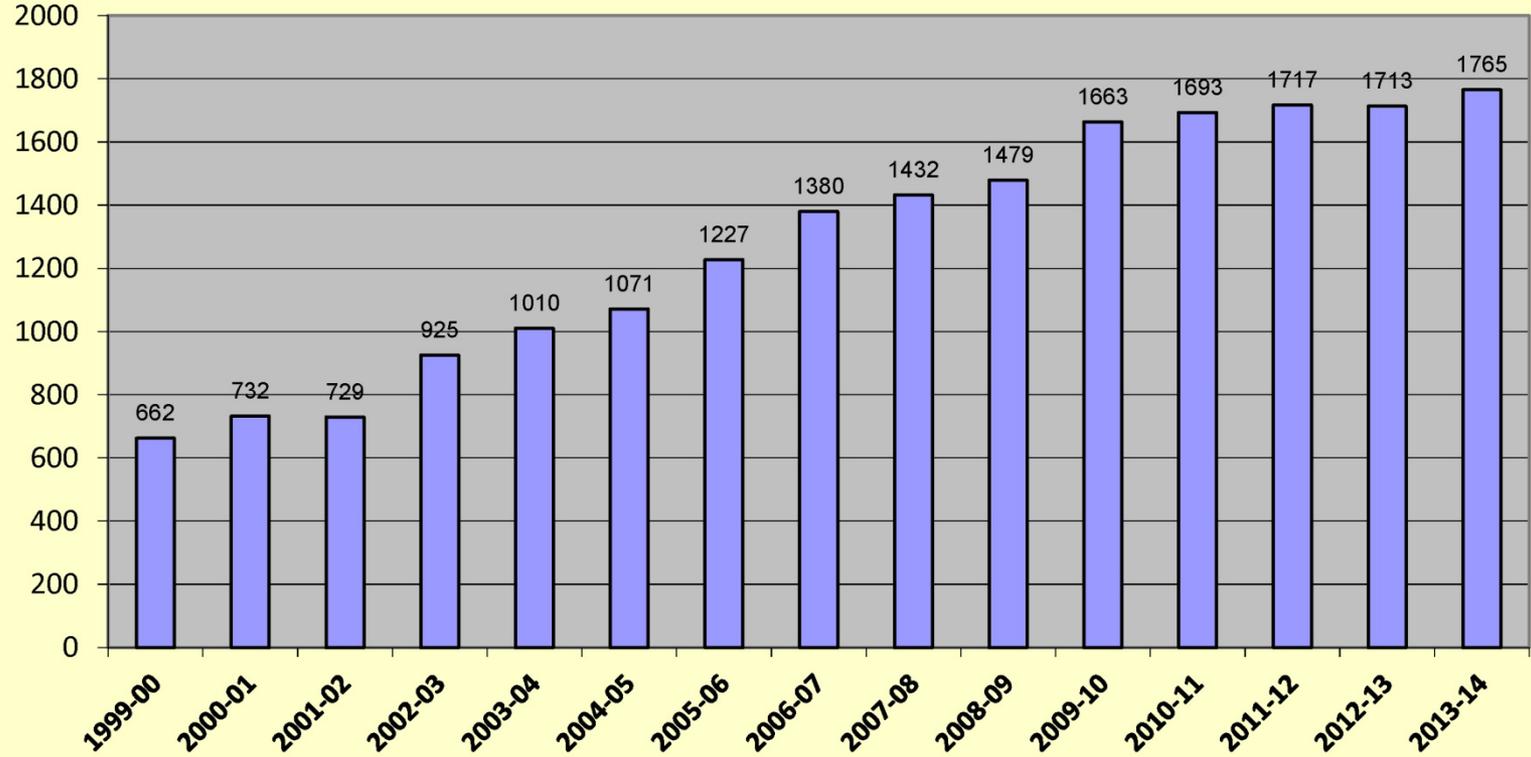
Fred P. Hall Elementary School



OAK POINT
ASSOCIATES

architecture
engineering
planning

FIFTEEN-YEAR ENGLISH LANGUAGE LEARNER ENROLLMENT PORTLAND PUBLIC SCHOOLS



Fred P. Hall Elementary School

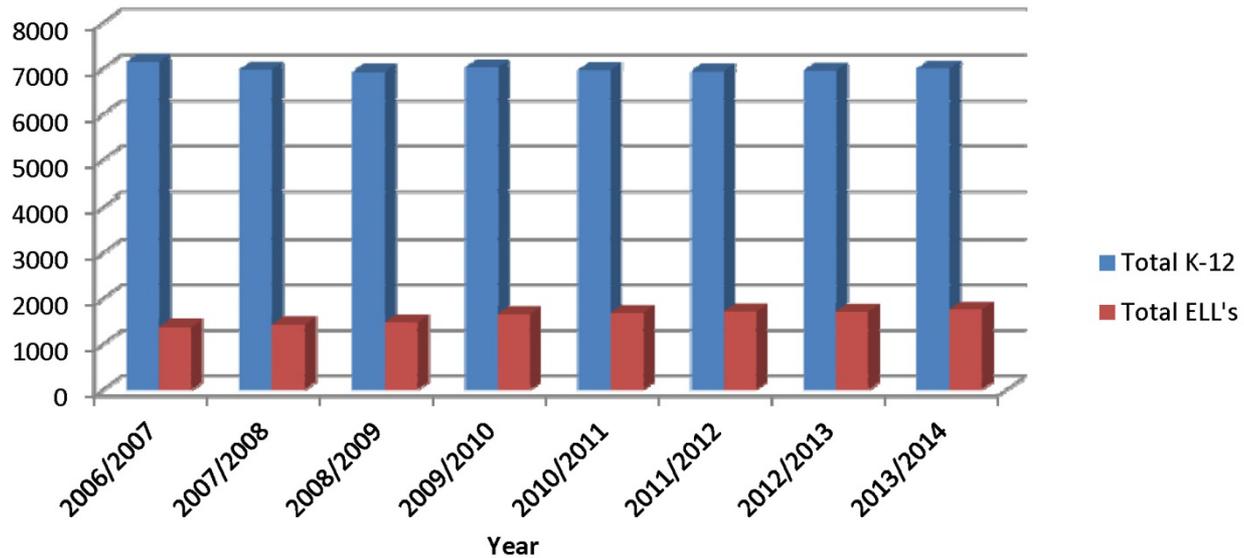


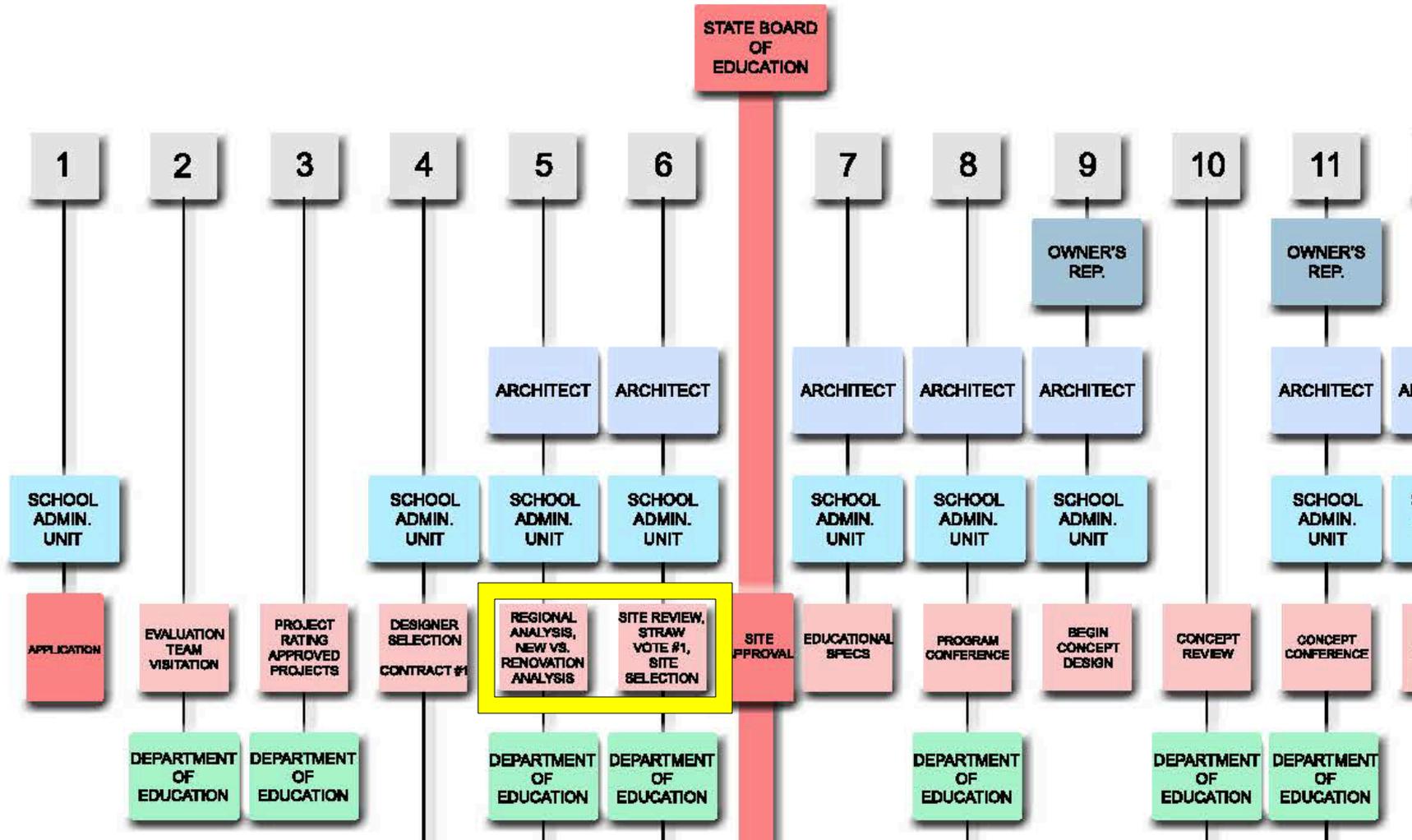
OAK POINT
ASSOCIATES

architecture
engineering
planning

Year	Total K-12	Total ELL's	Percent
2006/2007	7150	1380	19.3%
2007/2008	6975	1432	20.5%
2008/2009	6931	1479	21.3%
2009/2010	7027	1663	23.7%
2010/2011	6971	1693	24.3%
2011/2012	6945	1717	24.7%
2012/2013	6963	1713	24.6%
2013/2014	6999	1765	25.2%

English Language Learner Component of K-12 Enrollment 2007-2014







Portland Public Schools
LEARNING TO SUCCEED

Fred P. Hall Elementary School



OAK POINT
ASSOCIATES

architecture
engineering
planning



Administration

Jeanne Crocker, Interim Superintendent
Becky Foley, Chief Academic Officer
Ellen Sanborn, Chief Financial Officer
Craig Worth, Deputy Chief Operations Officer
Kim Brandt, Director of School Management

353 Cumberland Avenue, Portland, ME 04101-2957
(207) 874-8100

Date: March 29, 2016

To: Chair Trevorrow, Chair Hatzenbeuhler
Members of Finance and Operations Committees

From: Ellen Sanborn, CFO

RE: Debt Service Estimates for Elementary Schools Capital Projects

The Board received a presentation from Oak Point Associates showing updated cost information for the previous "Buildings For Our Future" (BFOF) elementary schools construction/renovation plan. The Operations Committee and the Finance Committee both have roles in the review of that update, and we are beginning with the estimate of debt service impacts.

There are three cost estimates provided in the report, which are an "Escalated", a "Currently Envisioned", and a "Light Touch" option. I received cash flow estimates from Oak Point for two options, which were based on the Project Timeline as shown in their report. This Timeline anticipates starting one of four school projects each year, beginning in September of 2016 with the selection of an architect for the first school. Each project is shown to take about three years from start to occupancy. There is no priority of projects in the Oak Point report, and they list them alphabetically in the time line. The range of cost for the Escalated option is \$16.1- \$20.2 million, and the range for the Currently Envisioned option is \$13.4 - \$18.2 million, each with only one school at the higher end. This all means that the order of implementation is not significant to the estimating of debt service.

For the Light Touch option, the Reiche estimate is a continuation of the work included in the 2017 CIP, along with some funding to begin work on the Lyseth/Moore campus, which is currently being reviewed by the City Council. So I am assuming Reiche, Lyseth, Longfellow and Presumpscot, in that order, and that Reiche and Lyseth projects would be

done simultaneously. Note that none of these projects would require a referendum vote, so I assumed they would be programmed in the next CIP approval process.

Some basic assumptions I used to calculate the debt service impacts for the first two options are that the method of financing will be standard, with each project using a Ban Anticipation Note (BAN) in the beginning until the construction is bid and a final cost is known, and then permanently financed through a General Obligation Bond (GO). This is similar to the concept of getting a construction loan to build a house and then converting to a regular mortgage once it is completed. The term of the bonds would be 30 years, which spreads out the effect of the debt service impact, although adds interest cost to the overall financing. The projects estimated in the Light Touch option would be financed for 20 years, with no BAN. The interest rates are estimated based on current and historical market rates, bond rating of the City, and a certain amount of guesswork. All debt service is considered to be paid locally from the School General Fund budget. These estimates were also shared and reviewed with the City's Finance Director.

I am presenting this information in what I hope is an easily understandable format, by using the multi-year budget projection you have previously received. This version will differ slightly from that provided with the Superintendent's Proposed FY17 Budget because it has been updated to reflect the changes made at the Finance Committee level. Note that one of those changes is the increased property valuation, which also impacts multi-year estimates. This information does not include any projections for the City's expenditures or revenue, and so the tax rate impacts shown here do not include estimates of the total combined tax rate.

Cc: Chair Marnie Morrione
Members of the Portland Board of Education
Jeanne Crocker, Interim Superintendent
Mayor Ethan Strimling
Members of the Portland City Council
Jon Jennings, City Manager
Brendan O'Connell, Finance Director



Attachment Listing

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Portland Public Schools
Multi-year Budget Estimate with Elementary Schools Capital Plan Options
Summary of Impacts
March 28, 2016

	FY2017 Proposed							
	Budget	FY2018	FY2019	FY2020	FY2021	FY2022		
I Non-tax Revenue:								
Base Projection (updated)	\$ 22,521,508	\$ 21,254,912	\$ 22,162,615	\$ 20,874,544	\$ 20,239,789	\$ 20,167,585		
	-7.3%	-5.6%	4.3%	-5.8%	-3.0%	-0.4%		
II Expenditures:								
Base Projection (updated)	\$ 826,277	\$ 2,639,450	\$ 5,037,582	\$ 2,652,068	\$ 2,811,670	\$ 3,940,596		
	0.8%	2.5%	4.7%	2.4%	2.1%	3.4%		
w/\$11m Elementary Schools plan	0.8%	2.5%	5.0%	2.7%	2.7%	3.3%		
w/\$59m Elementary Schools plan	0.8%	2.5%	5.7%	3.5%	3.3%	4.1%		
w/\$70m Elementary Schools plan	0.8%	2.5%	5.9%	3.7%	3.4%	4.4%		
III Taxes:								
Base Projection (updated)	\$ 80,331,376	\$ 84,478,421	\$ 88,617,300	\$ 92,657,440	\$ 96,103,864	\$ 100,116,665		
	2.9%	5.2%	4.9%	4.6%	3.7%	4.1%		
w/\$11m Elementary Schools plan	2.9%	5.2%	5.3%	4.9%	4.0%	4.1%		
w/\$59m Elementary Schools plan	2.9%	5.2%	6.1%	6.0%	4.8%	5.0%		
w/\$70m Elementary Schools plan	2.9%	5.2%	6.3%	6.1%	4.9%	5.3%		
IV Tax Rate Increase:								
Base Projection (updated)	\$ 10.33	\$ 10.83	\$ 11.32	\$ 11.79	\$ 12.18	\$ 12.64		
	2.0%	4.9%	4.5%	4.2%	3.3%	3.8%		
w/\$11m Elementary Schools plan	2.0%	4.9%	4.9%	4.5%	3.6%	3.7%		
w/\$59m Elementary Schools plan	2.0%	4.9%	5.6%	5.6%	4.4%	4.6%		
w/\$70m Elementary Schools plan	2.0%	4.9%	5.9%	5.7%	4.5%	4.9%		
V Single Family Home Impact (est \$225,000 property value):								
Base Projection (updated)	\$ 47.25	\$ 114.75	\$ 110.25	\$ 105.75	\$ 87.75	\$ 103.50		
w/\$11m Elementary Schools plan	\$ 47.25	\$ 114.75	\$ 119.25	\$ 117.00	\$ 96.75	\$ 103.50		
w/\$59m Elementary Schools plan	\$ 47.25	\$ 114.75	\$ 137.25	\$ 144.00	\$ 119.25	\$ 130.50		
w/\$70m Elementary Schools plan	\$ 47.25	\$ 114.75	\$ 144.00	\$ 148.50	\$ 121.50	\$ 141.75		

Portland Public Schools
Multi-year Budget Estimate
General, Adult Ed, and Food Services Funds
Expenditures
March 28, 2016

BASE

		FY2017 Proposed						
		Budget	FY2018	FY2019*	FY2020	FY2021	FY2022	
Wages	Regular	\$ 61,194,466	\$ 62,418,355	\$ 63,666,722	\$ 64,940,057	\$ 66,238,858	\$ 68,226,024	
	Temp/Sub/Tutor/OT	1,670,319	1,670,000	1,670,000	1,670,000	1,670,000	1,700,000	
	Add pay/Stipends/Sick payout	2,241,021	2,275,000	2,275,000	2,300,000	2,300,000	2,400,000	
	<i>Total Wages</i>	65,105,806	66,363,355	67,611,722	68,910,057	70,208,858	72,326,024	
Benefits	Health	11,751,447	12,456,534	13,203,926	13,996,161	14,835,931	15,726,087	
	Pension--Teacher	1,738,459	1,781,920	1,826,468	1,872,130	1,918,933	1,966,907	
	Pension--all other	1,092,072	1,124,834	1,158,579	1,193,337	1,229,137	1,266,011	
	Workers Comp	737,664	796,677	860,411	929,244	1,003,584	1,083,870	
	Medicare	895,573	913,484	931,754	950,389	969,397	988,785	
	All other	838,618	855,390	872,498	889,948	907,747	925,902	
	<i>Total Benefits</i>	17,053,833	17,928,840	18,853,637	19,831,210	20,864,729	21,957,562	
Contract Services	Professional & Technical Svcs	1,238,233	1,200,000	1,200,000	1,200,000	1,200,000	1,230,000	
	Employee Training/Dev	350,573	350,000	350,000	350,000	350,000	350,000	
	SPED Contracted Svcs	306,800	310,000	310,000	310,000	310,000	310,000	
	Student Transportation	235,448	263,450	265,000	265,000	270,000	285,000	
	Student Transportation--Homeless	34,000	60,000	60,000	60,000	60,000	60,000	
	SPED Student Transportation	80,000	125,000	135,000	135,000	150,000	150,000	
	SPED Tuition	836,613	800,000	800,000	800,000	800,000	825,000	
	Legal Services	180,000	180,000	180,000	180,000	180,000	180,000	
	Utilities	2,328,124	2,362,724	2,424,155	2,487,183	2,551,850	2,618,198	
	Repair & Maintenance	2,820,111	2,876,513	2,934,043	2,992,724	3,052,579	3,113,630	
	Rentals & Leases	352,755	420,000	420,000	420,000	420,000	420,000	
	Charter Schools	-	-	-	-	-	-	
	Liability Insurance	379,479	398,453	418,376	439,294	461,259	484,322	
	Other Services	640,884	652,000	657,000	657,000	657,000	665,000	
	<i>Total Contractual Services</i>	9,783,020	9,998,140	10,153,574	10,296,202	10,462,688	10,691,150	

**Portland Public Schools
Multi-year Budget Estimate
General, Adult Ed, and Food Services Funds
Expenditures
March 28, 2016**

BASE

		FY2017 Proposed Budget	FY2018	FY2019*	FY2020	FY2021	FY2022
Supplies	Education Supplies	1,267,439	1,280,113	1,292,915	1,305,844	1,318,902	1,332,091
	Tech Related Supplies	163,129	164,760	166,408	168,072	169,753	171,450
	General Supplies	391,550	520,466	525,670	530,927	536,236	541,598
	Custodial Supplies	228,000	230,280	232,583	234,909	237,258	239,630
	Software Licenses	419,897	428,295	436,861	445,598	454,510	463,600
	Gasoline	161,888	166,745	168,412	170,096	171,797	173,515
	Food/Non-food supplies	1,743,050	1,777,911	1,813,469	1,849,739	1,886,733	1,924,468
	<i>Total Supplies</i>	<u>4,374,953</u>	<u>4,568,570</u>	<u>4,636,318</u>	<u>4,705,184</u>	<u>4,775,189</u>	<u>4,846,354</u>
Other Costs	Field Trip Transportation	304,595	307,641	310,717	313,825	316,963	320,132
	Miscellaneous	380,538	390,000	390,000	390,000	390,000	390,000
	Capital	71,864	350,000	350,000	350,000	350,000	350,000
	<i>Total Other Costs</i>	<u>756,997</u>	<u>1,047,641</u>	<u>1,050,717</u>	<u>1,053,825</u>	<u>1,056,963</u>	<u>1,060,132</u>
Debt Service*	Bond DS	6,473,107	6,293,709	8,931,869	9,135,507	9,375,227	9,803,028
	Loans/Leases	55,168	42,078	42,078	-	-	-
	<i>Total Debt Svc</i>	<u>6,528,275</u>	<u>6,335,787</u>	<u>8,973,947</u>	<u>9,135,507</u>	<u>9,375,227</u>	<u>9,803,028</u>
Total Expenditures		<u>\$ 103,602,884</u>	<u>\$ 106,242,334</u>	<u>\$ 111,279,915</u>	<u>\$ 113,931,984</u>	<u>\$ 116,743,654</u>	<u>\$ 120,684,250</u>
Variance		\$ 826,227 0.8%	\$ 2,639,450 2.5%	\$ 5,037,582 4.7%	\$ 2,652,068 2.4%	\$ 2,811,670 2.5%	\$ 3,940,596 3.4%

* FY2019 forward includes Hall Elementary School debt service
Does not include other elem school construction debt

Portland Public Schools
Multi-year Budget Estimate
General, Adult Ed, and Food Services Funds
Revenue and Other Funding Sources
March 28, 2016

BASE

		FY2017 Proposed					
		Budget	FY2018	FY2019*	FY2020	FY2021	FY2022
Local Revenue (non-tax)	General	2,520,057	2,538,850	2,557,830	2,577,001	2,577,001	2,600,000
	Adult Ed	205,000	205,000	205,000	205,000	205,000	215,000
	Food Services	453,244	450,000	435,000	435,000	435,000	435,000
	<i>Total Local Revenue</i>	<i>3,178,301</i>	<i>3,193,850</i>	<i>3,197,830</i>	<i>3,217,001</i>	<i>3,217,001</i>	<i>3,250,000</i>
State Revenue	EPS	13,481,328	12,281,328	10,781,328	9,536,328	8,986,328	8,986,328
	Debt Service Reimb	1,725,393	1,686,134	4,179,857	4,079,865	3,975,749	3,871,879
	Other	375,600	375,600	375,600	375,600	375,600	375,600
	Adult Ed	453,680	450,000	450,000	450,000	450,000	450,000
	Food Services	28,016	28,000	28,000	28,000	28,000	28,000
<i>Total State Revenue</i>	<i>16,064,017</i>	<i>14,821,062</i>	<i>15,814,785</i>	<i>14,469,793</i>	<i>13,815,677</i>	<i>13,711,807</i>	
Federal Revenue	General	540,000	465,000	375,000	375,000	375,000	375,000
	Food Services	2,739,190	2,775,000	2,775,000	2,802,750	2,802,750	2,830,778
	<i>Total Federal Revenue</i>	<i>3,279,190</i>	<i>3,240,000</i>	<i>3,150,000</i>	<i>3,177,750</i>	<i>3,177,750</i>	<i>3,205,778</i>
Total Non-tax Revenue	22,521,508	21,254,912	22,162,615	20,864,544	20,210,427	20,167,585	
Use of Fund Balance	750,000	500,000	500,000	400,000	400,000	400,000	
Property Taxes	General Education	78,979,040	84,487,421	88,617,300	92,667,440	96,133,226	100,116,665
	Adult Education	1,183,260					
	Food Services	169,076					
	<i>Total Property Tax</i>	<i>80,331,376</i>	<i>84,487,421</i>	<i>88,617,300</i>	<i>92,667,440</i>	<i>96,133,226</i>	<i>100,116,665</i>
Total Revenue	103,602,884	106,242,334	111,279,915	113,931,984	116,743,654	120,684,250	
Tax Rate	\$ 10.33	\$ 10.83	\$ 11.32	\$ 11.79	\$ 12.18	\$ 12.64	
Tax Rate Increase	\$ 0.21	\$ 0.51	\$ 0.49	\$ 0.47	\$ 0.39	\$ 0.46	
%	2.0%	4.9%	4.5%	4.2%	3.3%	3.8%	
<i>Valuation</i>	<i>7,780,000,000</i>	<i>7,800,000,000</i>	<i>7,830,000,000</i>	<i>7,860,000,000</i>	<i>7,890,000,000</i>	<i>7,920,000,000</i>	

* Debt Service reimbursements include estimated Hall ES starting in FY2019

Portland Public Schools
Multi-year Budget Estimate
General, Adult Ed, and Food Services Funds
Expenditures
March 28, 2016

Includes BFOF Debt Service for "Light Touch" option, \$11m

		FY2017 Proposed					
		Budget	FY2018	FY2019*	FY2020	FY2021	FY2022
Wages	Regular	\$ 61,194,466	\$ 62,418,355	\$ 63,666,722	\$ 64,940,057	\$ 66,238,858	\$ 68,226,024
	Temp/Sub/Tutor/OT	1,670,319	1,670,000	1,670,000	1,670,000	1,670,000	1,700,000
	Add pay/Stipends/Sick payout	2,241,021	2,275,000	2,275,000	2,300,000	2,300,000	2,400,000
	<i>Total Wages</i>	65,105,806	66,363,355	67,611,722	68,910,057	70,208,858	72,326,024
Benefits	Health	11,751,447	12,456,534	13,203,926	13,996,161	14,835,931	15,726,087
	Pension--Teacher	1,738,459	1,781,920	1,826,468	1,872,130	1,918,933	1,966,907
	Pension--all other	1,092,072	1,124,834	1,158,579	1,193,337	1,229,137	1,266,011
	Workers Comp	737,664	796,677	860,411	929,244	1,003,584	1,083,870
	Medicare	895,573	913,484	931,754	950,389	969,397	988,785
	All other	838,618	855,390	872,498	889,948	907,747	925,902
	<i>Total Benefits</i>	17,053,833	17,928,840	18,853,637	19,831,210	20,864,729	21,957,562
Contract Services	Professional & Technical Svcs	1,238,233	1,200,000	1,200,000	1,200,000	1,200,000	1,230,000
	Employee Training/Dev	350,573	350,000	350,000	350,000	350,000	350,000
	SPED Contracted Svcs	306,800	310,000	310,000	310,000	310,000	310,000
	Student Transportation	235,448	263,450	265,000	265,000	270,000	285,000
	Student Transportation--Homeless	34,000	60,000	60,000	60,000	60,000	60,000
	SPED Student Transportation	80,000	125,000	135,000	135,000	150,000	150,000
	SPED Tuition	836,613	800,000	800,000	800,000	800,000	825,000
	Legal Services	180,000	180,000	180,000	180,000	180,000	180,000
	Utilities	2,328,124	2,362,724	2,424,155	2,487,183	2,551,850	2,618,198
	Repair & Maintenance	2,820,111	2,876,513	2,934,043	2,992,724	3,052,579	3,113,630
	Rentals & Leases	352,755	420,000	420,000	420,000	420,000	420,000
	Liability Insurance	379,479	398,453	418,376	439,294	461,259	484,322
	Other Services	640,884	652,000	657,000	657,000	657,000	665,000
	<i>Total Contractual Services</i>	9,783,020	9,998,140	10,153,574	10,296,202	10,462,688	10,691,150
Supplies	Education Supplies	1,267,439	1,280,113	1,292,915	1,305,844	1,318,902	1,332,091

Portland Public Schools
Multi-year Budget Estimate
General, Adult Ed, and Food Services Funds
Expenditures
March 28, 2016

Includes BFOF Debt Service for "Light Touch" option, \$11m

		FY2017 Proposed					
		Budget	FY2018	FY2019*	FY2020	FY2021	FY2022
	Tech Related Supplies	163,129	164,760	166,408	168,072	169,753	171,450
	General Supplies	391,550	520,466	525,670	530,927	536,236	541,598
	Custodial Supplies	228,000	230,280	232,583	234,909	237,258	239,630
	Software Licenses	419,897	428,295	436,861	445,598	454,510	463,600
	Gasoline	161,888	166,745	168,412	170,096	171,797	173,515
	Food/Non-food supplies	1,743,050	1,777,911	1,813,469	1,849,739	1,886,733	1,924,468
	<i>Total Supplies</i>	<u>4,374,953</u>	<u>4,568,570</u>	<u>4,636,318</u>	<u>4,705,184</u>	<u>4,775,189</u>	<u>4,846,354</u>
Other Costs	Field Trip Transportation	304,595	307,641	310,717	313,825	316,963	320,132
	Miscellaneous	380,538	390,000	390,000	390,000	390,000	390,000
	Capital	71,864	350,000	350,000	350,000	350,000	350,000
	<i>Total Other Costs</i>	<u>756,997</u>	<u>1,047,641</u>	<u>1,050,717</u>	<u>1,053,825</u>	<u>1,056,963</u>	<u>1,060,132</u>
Debt Service*	Bond DS	6,473,107	6,293,709	8,931,869	9,135,507	9,375,227	9,803,028
	BFOF Estimated Debt Service	-	-	309,600	653,720	981,290	958,748
	Loans/Leases	55,168	42,078	42,078	-	-	-
	<i>Total Debt Svc</i>	<u>6,528,275</u>	<u>6,335,787</u>	<u>9,283,547</u>	<u>9,789,227</u>	<u>10,356,517</u>	<u>10,761,776</u>
Total Expenditures		<u>\$ 103,602,884</u>	<u>\$ 106,242,334</u>	<u>\$ 111,589,515</u>	<u>\$ 114,585,704</u>	<u>\$ 117,724,944</u>	<u>\$ 121,642,998</u>
Variance		\$ 826,227	\$ 2,639,450	\$ 5,347,182	\$ 2,996,188	\$ 3,139,240	\$ 3,918,054
		0.8%	2.5%	5.0%	2.7%	2.7%	3.3%

* FY2019 forward includes Hall Elementary School debt service

**Portland Public Schools
Multi-year Budget Estimate
General, Adult Ed, and Food Services Funds
Revenue and Other Funding Sources
March 28, 2016**

Includes BFOF Debt Service for "Light Touch" option, \$11m

		FY2017 Proposed					
		Budget	FY2018	FY2019*	FY2020	FY2021	FY2022
Local Revenue (non-tax)	General	2,520,057	2,538,850	2,557,830	2,577,001	2,596,363	2,600,000
	Adult Ed	205,000	205,000	205,000	205,000	205,000	215,000
	Food Services	453,244	450,000	435,000	435,000	435,000	435,000
	<i>Total Local Revenue</i>	<i>3,178,301</i>	<i>3,193,850</i>	<i>3,197,830</i>	<i>3,217,001</i>	<i>3,236,363</i>	<i>3,250,000</i>
State Revenue	EPS	13,481,328	12,281,328	10,781,328	9,536,328	8,986,328	8,986,328
	Debt Service Reimb	1,725,393	1,686,134	4,179,857	4,079,865	3,975,749	3,871,879
	Other	375,600	375,600	375,600	375,600	375,600	375,600
	Adult Ed	453,680	450,000	450,000	450,000	450,000	450,000
	Food Services	28,016	28,000	28,000	28,000	28,000	28,000
	<i>Total State Revenue</i>	<i>16,064,017</i>	<i>14,821,062</i>	<i>15,814,785</i>	<i>14,469,793</i>	<i>13,815,677</i>	<i>13,711,807</i>
Federal Revenue	General	540,000	465,000	375,000	375,000	375,000	375,000
	Food Services	2,739,190	2,775,000	2,775,000	2,802,750	2,802,750	2,830,778
	<i>Total Federal Revenue</i>	<i>3,279,190</i>	<i>3,240,000</i>	<i>3,150,000</i>	<i>3,177,750</i>	<i>3,177,750</i>	<i>3,205,778</i>
Total Non-tax Revenue	22,521,508	21,254,912	22,162,615	20,864,544	20,229,789	20,167,585	
Use of Fund Balance	750,000	500,000	500,000	400,000	400,000	400,000	
Property Taxes	General Education	78,979,040	84,487,421	88,926,900	93,321,160	97,095,154	101,075,413
	Adult Education	1,183,260					
	Food Services	169,076					
	<i>Total Property Tax</i>	<i>80,331,376</i>	<i>84,487,421</i>	<i>88,926,900</i>	<i>93,321,160</i>	<i>97,095,154</i>	<i>101,075,413</i>
Total Revenue	103,602,884	106,242,334	111,589,515	114,585,704	117,724,944	121,642,998	
Tax Rate	\$ 10.33	\$ 10.83	\$ 11.36	\$ 11.87	\$ 12.31	\$ 12.76	
Tax Rate Increase	\$ 0.21	\$ 0.51	\$ 0.53	\$ 0.52	\$ 0.43	\$ 0.46	
%	2.0%	4.9%	4.9%	4.5%	3.6%	3.7%	
Valuation	7,780,000,000	7,800,000,000	7,830,000,000	7,860,000,000	7,890,000,000	7,920,000,000	

* Debt Service reimbursements include estimated Hall ES starting in FY2019

Portland Public Schools
Multi-year Budget Estimate
General, Adult Ed, and Food Services Funds
Expenditures
March 28, 2016

Includes BFOF Debt Service for "Escalated" option, \$59m

		FY2017 Proposed					
		Budget	FY2018	FY2019*	FY2020	FY2021	FY2022
Wages	Regular	\$ 61,194,466	\$ 62,418,355	\$ 63,666,722	\$ 64,940,057	\$ 66,238,858	\$ 68,226,024
	Temp/Sub/Tutor/OT	1,670,319	1,670,000	1,670,000	1,670,000	1,670,000	1,700,000
	Add pay/Stipends/Sick payout	2,241,021	2,275,000	2,275,000	2,300,000	2,300,000	2,400,000
	<i>Total Wages</i>	65,105,806	66,363,355	67,611,722	68,910,057	70,208,858	72,326,024
Benefits	Health	11,751,447	12,456,534	13,203,926	13,996,161	14,835,931	15,726,087
	Pension--Teacher	1,738,459	1,781,920	1,826,468	1,872,130	1,918,933	1,966,907
	Pension--all other	1,092,072	1,124,834	1,158,579	1,193,337	1,229,137	1,266,011
	Workers Comp	737,664	796,677	860,411	929,244	1,003,584	1,083,870
	Medicare	895,573	913,484	931,754	950,389	969,397	988,785
	All other	838,618	855,390	872,498	889,948	907,747	925,902
	<i>Total Benefits</i>	17,053,833	17,928,840	18,853,637	19,831,210	20,864,729	21,957,562
Contract Services	Professional & Technical Svcs	1,238,233	1,200,000	1,200,000	1,200,000	1,200,000	1,230,000
	Employee Training/Dev	350,573	350,000	350,000	350,000	350,000	350,000
	SPED Contracted Svcs	306,800	310,000	310,000	310,000	310,000	310,000
	Student Transportation	235,448	263,450	265,000	265,000	270,000	285,000
	Student Transportation--Homeless	34,000	60,000	60,000	60,000	60,000	60,000
	SPED Student Transportation	80,000	125,000	135,000	135,000	150,000	150,000
	SPED Tuition	836,613	800,000	800,000	800,000	800,000	825,000
	Legal Services	180,000	180,000	180,000	180,000	180,000	180,000
	Utilities	2,328,124	2,362,724	2,424,155	2,487,183	2,551,850	2,618,198
	Repair & Maintenance	2,820,111	2,876,513	2,934,043	2,992,724	3,052,579	3,113,630
	Rentals & Leases	352,755	420,000	420,000	420,000	420,000	420,000
	Liability Insurance	379,479	398,453	418,376	439,294	461,259	484,322
	Other Services	640,884	652,000	657,000	657,000	657,000	665,000
	<i>Total Contractual Services</i>	9,783,020	9,998,140	10,153,574	10,296,202	10,462,688	10,691,150
Supplies	Education Supplies	1,267,439	1,280,113	1,292,915	1,305,844	1,318,902	1,332,091

Portland Public Schools
Multi-year Budget Estimate
General, Adult Ed, and Food Services Funds
Expenditures
March 28, 2016

Includes BFOF Debt Service for "Escalated" option, \$59m

	FY2017 Proposed					
	Budget	FY2018	FY2019*	FY2020	FY2021	FY2022
Tech Related Supplies	163,129	164,760	166,408	168,072	169,753	171,450
General Supplies	391,550	520,466	525,670	530,927	536,236	541,598
Custodial Supplies	228,000	230,280	232,583	234,909	237,258	239,630
Software Licenses	419,897	428,295	436,861	445,598	454,510	463,600
Gasoline	161,888	166,745	168,412	170,096	171,797	173,515
Food/Non-food supplies	1,743,050	1,777,911	1,813,469	1,849,739	1,886,733	1,924,468
<i>Total Supplies</i>	<u>4,374,953</u>	<u>4,568,570</u>	<u>4,636,318</u>	<u>4,705,184</u>	<u>4,775,189</u>	<u>4,846,354</u>
Other Costs						
Field Trip Transportation	304,595	307,641	310,717	313,825	316,963	320,132
Miscellaneous	380,538	390,000	390,000	390,000	390,000	390,000
Capital	71,864	350,000	350,000	350,000	350,000	350,000
<i>Total Other Costs</i>	<u>756,997</u>	<u>1,047,641</u>	<u>1,050,717</u>	<u>1,053,825</u>	<u>1,056,963</u>	<u>1,060,132</u>
Debt Service*						
Bond DS	6,473,107	6,293,709	8,931,869	9,135,507	9,375,227	9,803,028
BFOF Estimated Debt Service	-	-	982,667	2,299,467	3,364,500	4,359,183
Loans/Leases	55,168	42,078	42,078	-	-	-
<i>Total Debt Svc</i>	<u>6,528,275</u>	<u>6,335,787</u>	<u>9,956,614</u>	<u>11,434,974</u>	<u>12,739,727</u>	<u>14,162,211</u>
Total Expenditures	<u>\$ 103,602,884</u>	<u>\$ 106,242,334</u>	<u>\$ 112,262,582</u>	<u>\$ 116,231,451</u>	<u>\$ 120,108,154</u>	<u>\$ 125,043,433</u>
Variance	\$ 826,227 0.8%	\$ 2,639,450 2.5%	\$ 6,020,249 5.7%	\$ 3,968,868 3.5%	\$ 3,876,703 3.3%	\$ 4,935,279 4.1%

* FY2019 forward includes Hall Elementary School debt service

Portland Public Schools
Multi-year Budget Estimate
General, Adult Ed, and Food Services Funds
Revenue and Other Funding Sources
March 28, 2016

Includes BFOF Debt Service for "Escalated" option, \$59m

		FY2017 Proposed					
		Budget	FY2018	FY2019*	FY2020	FY2021	FY2022
Local Revenue (non-tax)	General	2,520,057	2,538,850	2,557,830	2,577,001	2,596,363	2,600,000
	Adult Ed	205,000	205,000	205,000	205,000	205,000	215,000
	Food Services	453,244	450,000	435,000	435,000	435,000	435,000
	<i>Total Local Revenue</i>	<i>3,178,301</i>	<i>3,193,850</i>	<i>3,197,830</i>	<i>3,217,001</i>	<i>3,236,363</i>	<i>3,250,000</i>
State Revenue	EPS	13,481,328	12,281,328	10,781,328	9,536,328	8,986,328	8,986,328
	Debt Service Reimb	1,725,393	1,686,134	4,179,857	4,079,865	3,975,749	3,871,879
	Other	375,600	375,600	375,600	375,600	375,600	375,600
	Adult Ed	453,680	450,000	450,000	450,000	450,000	450,000
	Food Services	28,016	28,000	28,000	28,000	28,000	28,000
	<i>Total State Revenue</i>	<i>16,064,017</i>	<i>14,821,062</i>	<i>15,814,785</i>	<i>14,469,793</i>	<i>13,815,677</i>	<i>13,711,807</i>
Federal Revenue	General	540,000	465,000	375,000	375,000	375,000	375,000
	Food Services	2,739,190	2,775,000	2,775,000	2,802,750	2,802,750	2,830,778
	<i>Total Federal Revenue</i>	<i>3,279,190</i>	<i>3,240,000</i>	<i>3,150,000</i>	<i>3,177,750</i>	<i>3,177,750</i>	<i>3,205,778</i>
Total Non-tax Revenue	22,521,508	21,254,912	22,162,615	20,864,544	20,229,789	20,167,585	
Use of Fund Balance	750,000	500,000	500,000	400,000	400,000	400,000	
Property Taxes	General Education	78,979,040	84,487,421	89,599,967	94,966,907	99,478,364	104,475,848
	Adult Education	1,183,260					
	Food Services	169,076					
	<i>Total Property Tax</i>	<i>80,331,376</i>	<i>84,487,421</i>	<i>89,599,967</i>	<i>94,966,907</i>	<i>99,478,364</i>	<i>104,475,848</i>
Total Revenue	103,602,884	106,242,334	112,262,582	116,231,451	120,108,154	125,043,433	
Tax Rate	\$ 10.33	\$ 10.83	\$ 11.44	\$ 12.08	\$ 12.61	\$ 13.19	
Tax Rate Increase	\$ 0.21	\$ 0.51	\$ 0.61	\$ 0.64	\$ 0.53	\$ 0.58	
%	2.0%	4.9%	5.6%	5.6%	4.4%	4.6%	
Valuation	7,780,000,000	7,800,000,000	7,830,000,000	7,860,000,000	7,890,000,000	7,920,000,000	

* Debt Service reimbursements include estimated Hall ES starting in FY2019

Portland Public Schools
Multi-year Budget Estimate
General, Adult Ed, and Food Services Funds
Expenditures
March 28, 2016

Includes BFOF Debt Service for "Currently Envisioned" option, \$70m

		FY2017 Proposed					
		Budget	FY2018	FY2019*	FY2020	FY2021	FY2022
Wages	Regular	\$ 61,194,466	\$ 62,418,355	\$ 63,666,722	\$ 64,940,057	\$ 66,238,858	\$ 68,226,024
	Temp/Sub/Tutor/OT	1,670,319	1,670,000	1,670,000	1,670,000	1,670,000	1,700,000
	Add pay/Stipends/Sick payout	2,241,021	2,275,000	2,275,000	2,300,000	2,300,000	2,400,000
	<i>Total Wages</i>	65,105,806	66,363,355	67,611,722	68,910,057	70,208,858	72,326,024
Benefits	Health	11,751,447	12,456,534	13,203,926	13,996,161	14,835,931	15,726,087
	Pension--Teacher	1,738,459	1,781,920	1,826,468	1,872,130	1,918,933	1,966,907
	Pension--all other	1,092,072	1,124,834	1,158,579	1,193,337	1,229,137	1,266,011
	Workers Comp	737,664	796,677	860,411	929,244	1,003,584	1,083,870
	Medicare	895,573	913,484	931,754	950,389	969,397	988,785
	All other	838,618	855,390	872,498	889,948	907,747	925,902
	<i>Total Benefits</i>	17,053,833	17,928,840	18,853,637	19,831,210	20,864,729	21,957,562
Contract Services	Professional & Technical Svcs	1,238,233	1,200,000	1,200,000	1,200,000	1,200,000	1,230,000
	Employee Training/Dev	350,573	350,000	350,000	350,000	350,000	350,000
	SPED Contracted Svcs	306,800	310,000	310,000	310,000	310,000	310,000
	Student Transportation	235,448	263,450	265,000	265,000	270,000	285,000
	Student Transportation--Homeless	34,000	60,000	60,000	60,000	60,000	60,000
	SPED Student Transportation	80,000	125,000	135,000	135,000	150,000	150,000
	SPED Tuition	836,613	800,000	800,000	800,000	800,000	825,000
	Legal Services	180,000	180,000	180,000	180,000	180,000	180,000
	Utilities	2,328,124	2,362,724	2,424,155	2,487,183	2,551,850	2,618,198
	Repair & Maintenance	2,820,111	2,876,513	2,934,043	2,992,724	3,052,579	3,113,630
	Rentals & Leases	352,755	420,000	420,000	420,000	420,000	420,000
	Liability Insurance	379,479	398,453	418,376	439,294	461,259	484,322
	Other Services	640,884	652,000	657,000	657,000	657,000	665,000
	<i>Total Contractual Services</i>	9,783,020	9,998,140	10,153,574	10,296,202	10,462,688	10,691,150
Supplies	Education Supplies	1,267,439	1,280,113	1,292,915	1,305,844	1,318,902	1,332,091

Portland Public Schools
Multi-year Budget Estimate
General, Adult Ed, and Food Services Funds
Expenditures
March 28, 2016

Includes BFOF Debt Service for "Currently Envisioned" option, \$70m

	FY2017 Proposed					
	Budget	FY2018	FY2019*	FY2020	FY2021	FY2022
Tech Related Supplies	163,129	164,760	166,408	168,072	169,753	171,450
General Supplies	391,550	520,466	525,670	530,927	536,236	541,598
Custodial Supplies	228,000	230,280	232,583	234,909	237,258	239,630
Software Licenses	419,897	428,295	436,861	445,598	454,510	463,600
Gasoline	161,888	166,745	168,412	170,096	171,797	173,515
Food/Non-food supplies	1,743,050	1,777,911	1,813,469	1,849,739	1,886,733	1,924,468
<i>Total Supplies</i>	<u>4,374,953</u>	<u>4,568,570</u>	<u>4,636,318</u>	<u>4,705,184</u>	<u>4,775,189</u>	<u>4,846,354</u>
Other Costs						
Field Trip Transportation	304,595	307,641	310,717	313,825	316,963	320,132
Miscellaneous	380,538	390,000	390,000	390,000	390,000	390,000
Capital	71,864	350,000	350,000	350,000	350,000	350,000
<i>Total Other Costs</i>	<u>756,997</u>	<u>1,047,641</u>	<u>1,050,717</u>	<u>1,053,825</u>	<u>1,056,963</u>	<u>1,060,132</u>
Debt Service*						
Bond DS	6,473,107	6,293,709	8,931,869	9,135,507	9,375,227	9,803,028
BFOF Estimated Debt Service	-	-	1,202,667	2,662,133	3,841,833	5,172,250
Loans/Leases	55,168	42,078	42,078	-	-	-
<i>Total Debt Svc</i>	<u>6,528,275</u>	<u>6,335,787</u>	<u>10,176,614</u>	<u>11,797,640</u>	<u>13,217,060</u>	<u>14,975,278</u>
Total Expenditures	<u>\$ 103,602,884</u>	<u>\$ 106,242,334</u>	<u>\$ 112,482,582</u>	<u>\$ 116,594,117</u>	<u>\$ 120,585,487</u>	<u>\$ 125,856,500</u>
Variance	\$ 826,227 0.8%	\$ 2,639,450 2.5%	\$ 6,240,249 5.9%	\$ 4,111,534 3.7%	\$ 3,991,370 3.4%	\$ 5,271,013 4.4%

* FY2019 forward includes Hall Elementary School debt service

Portland Public Schools
Multi-year Budget Estimate
General, Adult Ed, and Food Services Funds
Revenue and Other Funding Sources
March 28, 2016

Includes BFOF Debt Service for "Currently Envisioned" option, \$70m

		FY2017 Proposed					
		Budget	FY2018	FY2019*	FY2020	FY2021	FY2022
Local Revenue (non-tax)	General	2,520,057	2,538,850	2,557,830	2,577,001	2,596,363	2,600,000
	Adult Ed	205,000	205,000	205,000	205,000	205,000	215,000
	Food Services	453,244	450,000	435,000	435,000	435,000	435,000
	<i>Total Local Revenue</i>	<u>3,178,301</u>	<u>3,193,850</u>	<u>3,197,830</u>	<u>3,217,001</u>	<u>3,236,363</u>	<u>3,250,000</u>
State Revenue	EPS	13,481,328	12,281,328	10,781,328	9,536,328	8,986,328	8,986,328
	Debt Service Reimb	1,725,393	1,686,134	4,179,857	4,079,865	3,975,749	3,871,879
	Other	375,600	375,600	375,600	375,600	375,600	375,600
	Adult Ed	453,680	450,000	450,000	450,000	450,000	450,000
	Food Services	28,016	28,000	28,000	28,000	28,000	28,000
<i>Total State Revenue</i>	<u>16,064,017</u>	<u>14,821,062</u>	<u>15,814,785</u>	<u>14,469,793</u>	<u>13,815,677</u>	<u>13,711,807</u>	
Federal Revenue	General	540,000	465,000	375,000	375,000	375,000	375,000
	Food Services	2,739,190	2,775,000	2,775,000	2,802,750	2,802,750	2,830,778
	<i>Total Federal Revenue</i>	<u>3,279,190</u>	<u>3,240,000</u>	<u>3,150,000</u>	<u>3,177,750</u>	<u>3,177,750</u>	<u>3,205,778</u>
Total Non-tax Revenue	<u>22,521,508</u>	<u>21,254,912</u>	<u>22,162,615</u>	<u>20,864,544</u>	<u>20,229,789</u>	<u>20,167,585</u>	
Use of Fund Balance	<u>750,000</u>	<u>500,000</u>	<u>500,000</u>	<u>400,000</u>	<u>400,000</u>	<u>400,000</u>	
Property Taxes	General Education	78,979,040	84,487,421	89,819,967	95,329,573	99,955,697	105,288,915
	Adult Education	1,183,260					
	Food Services	169,076					
	<i>Total Property Tax</i>	<u>80,331,376</u>	<u>84,487,421</u>	<u>89,819,967</u>	<u>95,329,573</u>	<u>99,955,697</u>	<u>105,288,915</u>
Total Revenue	<u>103,602,884</u>	<u>106,242,334</u>	<u>112,482,582</u>	<u>116,594,117</u>	<u>120,585,487</u>	<u>125,856,500</u>	
Tax Rate	\$ 10.33	\$ 10.83	\$ 11.47	\$ 12.13	\$ 12.67	\$ 13.29	
Tax Rate Increase	\$ 0.21	\$ 0.51	\$ 0.64	\$ 0.66	\$ 0.54	\$ 0.63	
%	2.0%	4.9%	5.9%	5.7%	4.5%	4.9%	
Valuation	<u>7,780,000,000</u>	<u>7,800,000,000</u>	<u>7,830,000,000</u>	<u>7,860,000,000</u>	<u>7,890,000,000</u>	<u>7,920,000,000</u>	

* Debt Service reimbursements include estimated Hall ES starting in FY2019

City of Portland, Maine
GO Bond and Tax Spending Limits for Referendum
for approved purposes*

FY	Cert. State Value	Bond Ref Limit 0.050%	Spending Ref Limit 0.075%
2016	7,996,350,000	3,998,175	5,997,263
2015	7,707,200,000	3,853,600	5,780,400
2014	7,551,450,000	3,775,725	5,663,588
2013	7,552,150,000	3,776,075	5,664,113
2012	7,659,250,000	3,829,625	5,744,438
2011	7,909,900,000	3,954,950	5,932,425
2010	8,196,900,000	4,098,450	6,147,675
2009	8,283,450,000	4,141,725	6,212,588

* Reference, City Charter, Article VII, sections 9 & 16

MEMORANDUM

Date: January 6, 2016

To: Ethan Strimling, Mayor
Jon Jennings, City Manager

From: Ellen Sanborn, CFO, Portland Public Schools 

RE: 2017 Capital Improvement Program (CIP) Recommendation

The Portland Board of Education voted last night to recommend the attached list of 2017 CIP projects and the five year CIP plan for Portland Public Schools. Please note that this does not include major school construction or renovation projects, such as the elementary schools which are carried in the CIP in the "Potential CIP Major Project" section, since those are being discussed separately.

Please let us know when the schedule for meetings with the Finance Committee and Council is set so the Board can plan on attending. Thanks.

Cc: Jeanne Crocker, Interim Superintendent
Craig Worth, Deputy Chief Operations Officer, PPS
Brendan O'Connell, City Finance Director
Anita LaChance, Deputy City Manager



Portland Public Schools Board of Education									
Recommended Five-year Capital Improvement Plan*									
January 6, 2016									
Project Title		2017	2018	2019	2020	2021	2022-2026	CIP Year	
Two 14 Passenger Buses	\$ 86,000						\$		
Replacement School Bus	88,000	\$ 164,000	\$ 150,000						
Food Service Truck	89,000								
PATHS - Fire Alarm Replacement	225,000								
DHS - Window replacement	250,000	250,000							
Lincoln - Masonry	250,000								
Reiche- Ramp Removal	250,000								
Lyman Moore - Paving Drainage	400,000	400,000							
Peaks Island - Boiler Replacement/ EMS/Masonry	500,000								
Reiche - Roof Replacement/Engineering		20,000	750,000						
PHS - Boiler Room Abatement		50,000							
PATHS - Technology Upgrades		200,000							
PHS - Windows		250,000	250,000	\$ 250,000					
DHS - Electrical Switchgear Replacement		300,000							
PHS - Replace retaining wall and iron railings		300,000							
Central Office - Boiler Replacement		310,000							
Pave Multiple Campuses		500,000	250,000	250,000					
CBHS - New Entrance and Engineering	50,000	500,000							
PHS - Roof Replacement/Engineering				50,000	750,000	\$ 750,000			
Riverton - Masonry				100,000		100,000	100,000		
DHS - Replace Fire Alarm				225,000					
DHS - Site Drainage				200,000					
Lyman Moore - Fire Alarm Replacement/Engineering				200,000					
Lincoln - Corridor Floors & Lockers				250,000					
Paths - Freight Elevator at Stair 2/Engineering				250,000					
Paths - Window replacement				300,000					
DHS - Roof Replacement/Engineering					50,000	750,000			

Portland Public Schools Board of Education						
Recommended Five-year Capital Improvement Plan*						
January 6, 2016						
Project Title	CIP Year					
	2017	2018	2019	2020	2021	2022-2026
Riverton - A/C				50,000		-
PHS - Rehabilitate Terazzo Floors				75,000		-
DHS -Air Handling Units				100,000		-
PHS - Floor Repairs				140,000		-
DHS - Ceilings				150,000		-
PHS - Electrical Upgrades				150,000		-
DHS - Masonry Restoration				300,000	300,000	300,000
King - Gym Floor					75,000	-
Lincoln - HVAC Rooftop Units					100,000	-
Peaks School Technology upgrade/Fire Alarm					100,000	-
PHS - Auditorium Renovation					100,000	-
PHS - New Gym Floor					125,000	-
PHS - HVAC Rooftop Units					150,000	-
Peaks Island School - Interior Renovations					200,000	-
King - Replace Fire Alarm/Engineering					100,000	-
Lyman Moore - lighting/ceiling Replacement					250,000	250,000
DHS - Auditorium Restoration					250,000	500,000
PHS - Masonry					400,000	750,000
King - HVAC Rooftop Units						100,000
PATHS - HVAC Rooftop Units						100,000
King - Technology Upgrade						125,000
Lyman Moore - HVAC Rooftop Units						200,000
PATHS - Masonry						200,000
Lincoln - Fire Alarm Replacement						220,000
DHS - A/C in Front Office						250,000
Lincoln - Windows						250,000
Lyman Moore Middle - Windows						250,000

Portland Public Schools Board of Education						
Recommended Five-year Capital Improvement Plan*						
January 6, 2016						
Project Title	CIP Year					
	2017	2018	2019	2020	2021	2022-2026
Lincoln - Floor/Locker Replacement						350,000
Lyman Moore - Boiler Replacement						350,000
Lincoln - Roof Replacement/Engineering						375,000
King - Boiler Replacement						400,000
Lyman Moore - Electrical Upgrades						400,000
Riverton - Lighting/Ceiling Replacement						400,000
King - Lighting/Ceiling replacement						500,000
King - Window replacement						500,000
Lincoln - Lighting/ Ceiling Replacement						500,000
PATHS - Boiler Replacement						500,000
Replace double hung windows with single						500,000
Lyman Moore - Roof Replacement						525,000
Ocean Ave - Add 4 Classrooms						650,000
Riverton - Roof Replacement/Engineering						1,300,000
Total	\$ 2,188,000	\$ 3,244,000	\$ 2,975,000	\$ 2,265,000	\$ 3,750,000	\$ 11,595,000
* Projects do not include major school construction or renovation recommendations						

Maine Department of Education

Home → School Facilities → School Revolving Renovation Fund

School Revolving Renovation Fund

The Maine Department of Education's School Revolving Renovation Fund (SRRF) provides funding assistance to school administrative units (SAUs) to ensure that students have a safe, healthy and appropriate learning environment. The SRRF offers funding where SAUs have identified needs in the areas of health and safety, building systems, energy and water conservation, and learning space upgrades.

The SRRF has the following priorities:

- Priority 1: Health, safety and compliance issues including roof structural upgrades; improvements to indoor air quality; compliance with the Americans with Disabilities Act; hazardous material abatement or removal; and other health, safety and compliance issues
- Priority 2: Repairs and improvements not related to health, safety and compliance limited to repairs and improvements to school building structures, windows, doors and water supply or waste disposal systems.
- Priority 3: Repairs and improvements related to energy and water conservation
- Priority 4: Upgrades of learning spaces
- Priority 5: Other projects

The SRRF is funded through the Maine Municipal Bond Bank and remains a State and local partnership with each providing a portion of a project's funding. The Maine Department of Administrative and Financial Services, Bureau of General Services provides engineering expertise, technical reviews and bidding and contract assistance for SRRF projects.

This fund provides loans to SAUs to finance project expenditures. A portion of each loan is considered a grant and is forgiven. The forgiveness rate ranges from 30 percent to 70 percent and is based on the percentage of State subsidy paid to the local SAU. The remaining balance of the loan is paid back over either five or 10 years at a 0 percent interest rate. The loan repayments revolve back into the SRRF and are then used to fund other approved projects. The maximum loan that can be provided is capped at \$1 million per priority, per school building within any five-year period.

For additional information, see Maine DOE Rule Chapter 64, Maine School Facilities Program and School Revolving Renovation Fund.

Resources

- Anticipated Timeline for (FY) 2016. Important dates for the FY 2016 application cycle.

EX: BRUNSWICK JR.
HIGH - overall
\$ 1,000,825 granted

- **FY 2016 Application** (DOC, 128KB). Applications are due September 30, 2015.
- **FY 2016 Ratings**. Project ratings for the FY 2016 application cycle.
- **Information for SRRF Applicants**. Information on project eligibility, maximum loan amounts, budgets, project startup and project completion.
- **SRRF Process**. Steps in the SRRF funding process from application submittal to project completion.

Site Information

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School Revolving Renovation Fund
2016 Project Ratings

Project	SAU	School	Project Type	Rating	Approved Loan Amount
1179	RSU 53 / MSAD 53	Manson Park School	Roof Renovations	95.0	\$103,000.00
1184	Augusta Public Schools	Lillian Parks Hussey School	Roof Renovations	95.0	\$337,750.00
1185	RSU 67	Mattanawcook Academy	Roof Renovations	95.0	\$680,067.00
1187	Brunswick School Department	Coffin School	Roof Renovations	89.5	\$49,868.00
1199	MSAD 46	Dexter Regional High School	Roof Renovations	82.0	\$685,600.00
1193	Brunswick School Department	Brunswick Jr High School	Roof Renovations	76.0	\$248,803.00
1181	RSU 53 / MSAD 53	Manson Park School	Other-Lighting/Signage	75.0	\$19,875.00
1201	RSU 15 / MSAD 15	Gray-New Gloucester Middle Sch	Other-Entrance/Chimney	74.0	\$173,000.00
1211	RSU 18	Belgrade Central School	Hazmat-Asbestos	72.5	\$55,911.00
1180	RSU 53 / MSAD 53	Manson Park School	Other-Fire Alarm	69.5	\$13,450.00
1194	Brunswick School Department	Brunswick Jr High School	Other-Fire Alarm	66.5	\$139,200.00
1224	RSU 18	Williams Elementary School	Other-Sprinkler	66.0	\$70,150.00
1186	Brunswick School Department	Coffin School	Other-Sprinkler	64.5	\$136,968.00
1225	Blue Hill School Department	Blue Hill Consolidated School	ADA/Roof/IAQ/Other	64.0	\$338,861.00
1200	RSU 55 / MSAD 55	Sacopee Valley High Sch	Hazmat-PCBs	62.5	\$1,000,000.00
1207	RSU 70 / MSAD 70	Mill Pond School	Hazmat-Asbestos	62.0	\$37,830.00
1202	Saco Public Schools	Saco Middle School	ADA	61.5	\$20,294.00
1205	RSU 70 / MSAD 70	SAD 70 Hodgdon High School	ADA	61.5	\$618,563.00
1192	Brunswick School Department	Brunswick Jr High School	Other-Sprinkler	60.5	\$229,390.00
1204	RSU 70 / MSAD 70	SAD 70 Hodgdon High School	IAQ	60.0	\$304,000.00
1178	RSU 53 / MSAD 53	Vickery School	Other-Life Safety-Doors	58.5	\$33,368.00
1190	Brunswick School Department	Coffin School	ADA-Doors, Ramp, Signage	58.0	\$82,780.00
1188	Brunswick School Department	Coffin School	Other-Fire Alarm	57.5	\$79,580.00
1206	RSU 70 / MSAD 70	Mill Pond School	ADA	57.5	\$341,500.00
1208	RSU 18	Ralph M Atwood Primary School	Other-Sprinkler	57.5	\$120,635.00
1217	RSU 18	Messalonskee High School	Other-Intercom	54.0	\$1,866.00
1213	RSU 18	China Middle School	Hazmat-Asbestos	49.0	\$27,125.00
1182	RSU 40 / MSAD 40	Prescott Memorial School	IAQ	48.0	\$292,000.00
1216	RSU 18	Messalonskee High School	ADA	45.0	\$12,765.00
1212	RSU 18	Belgrade Central School	ADA	44.5	\$45,636.00
1221	RSU 18	James H Bean School	ADA	42.0	\$6,843.00
1191	Brunswick School Department	Coffin School	IAQ	41.5	\$110,940.00
1198	RSU 79 / MSAD 01	Presque Isle High School	Hazmat-Asbestos	38.5	\$557,000.00
1189	Brunswick School Department	Coffin School	ADA-Toilets	35.5	\$57,528.00
1195	Brunswick School Department	Brunswick Jr High School	ADA-Toilets. Locker Rooms	35.5	\$310,404.00
1197	Brunswick School Department	Brunswick Jr High School	Hazmat-Asbestos	33.0	\$36,312.00
1196	Brunswick School Department	Brunswick Jr High School	ADA-Eyewash Stations	28.0	\$42,716.00

The projects listed below are not eligible for funding.

1209	RSU 18	Belgrade Central School	Other-Traffic	-	\$ -
1210	RSU 18	Belgrade Central School	Roof	-	\$ -
1214	RSU 18	China Middle School	Roof	-	\$ -
1215	RSU 18	China Primary School	Roof	-	\$ -
1218	RSU 18	Messalonskee High School	Other-Traffic	-	\$ -
1219	RSU 18	Messalonskee High School	Roof	-	\$ -
1220	RSU 18	James H Bean School	Other-Traffic	-	\$ -
1222	RSU 18	Williams Elementary School	Other-Sidewalk	-	\$ -
1223	RSU 18	Williams Elementary School	Roof	-	\$ -
1183	RSU 40 / MSAD 40	Medomak Valley High School	Roof	-	\$ -
1203	Saco Public Schools	Saco Middle School	IAQ	-	\$ -

SRRF Process

The following steps take you through the School Revolving Renovation Fund process from application submittal to project completion:

1. School Administrative Units (SAUs) submit completed applications to the Maine Department of Education (DOE).
2. DOE reviews and rates applications.
3. DOE forwards highest rated applications to the Maine Bureau of General Services (BGS) for a technical and cost review. The review by BGS addresses three areas:
 - Has the SAU conducted a thorough evaluation of the issue(s) to be able to identify the cause(s) and other associated issues?
 - Has the SAU identified and considered potential solutions and selected the one most appropriate for that facility and the SAU?
 - Is the cost of the solution reasonable?
4. BGS communicates with SAUs or their consultants to clarify details, request further documentation, or conduct a site visit. BGS completes their reviews and notifies the Department of the results.
5. DOE prepares a funding priority list which funds as many projects as resources allow.
6. DOE provides Eligibility Certificates to SAUs with projects on the priority list.
7. SAUs contact the Maine Municipal Bond Bank (MMBB) within 30 days of award notification to begin the loan application process. The loan closing must be completed within 6 months of the date on the Eligibility Certificate or the award will be forfeited. SAUs should plan well in advance for any necessary local votes.
8. SAUs contact BGS within 30 days of award notification. SAUs work with BGS on procurement of professional, architectural, and engineering services; approval of plans, specifications and contracts; bidding documents; change orders; and other technical information.
9. As projects proceed, SAUs submit requisitions for disbursement of loan proceeds and copies of paid project invoices to the MMBB. The MMBB forwards requisitions and invoices to DOE for authorization of payment. Certifications confirming project completion from the SAU, designer and contractor are required at the time the final requisition is submitted.
10. All project work is completed and all requisitions for payment are submitted within 18 months of the date on the eligibility certificate. Requisitions submitted after the 18 month deadline will not be approved for payment.



STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, MAINE
04333-0023

Marnie

PAUL R. LEPAGE
GOVERNOR

MAR 15 2011

STEPHEN L. BOWEN
COMMISSIONER

TO: Superintendents Who Submitted Major Capital Improvement Program Applications for the 2010-2011 Rating Cycle
FROM: Stephen L. Bowen, Commissioner
DATE: March 9, 2011
SUBJECT: Major Capital Improvement Program – 2010-2011 Rating Cycle

mark
~~John~~
Facilities
jm

Thank you for your participation in the Major Capital Improvement (School Construction) Program 2010-2011 Rating Cycle. Enclosed you will find your School Facilities Evaluation Report.

The findings contained in the Evaluation Report represent the latest data available on school needs and conditions gathered as a result of the 2010-2011 Major Capital Improvement Program evaluation process. These data, however, do not determine how many projects will qualify for funding for this Rating Cycle. Funding will depend on initial cost estimates considered by the State Board of Education later this spring or summer. Projects not funded in this Rating Cycle are eligible for reapplication in the next Rating Cycle. By State Board of Education Rules Chapter 61 health and safety improvements and energy efficiency improvements made between this rating cycle and the next will not adversely affect scoring in the next rating cycle.

Members of the evaluation team will be available for individual Informational Meetings during the latter part of April to meet with school superintendents to answer questions about their Evaluation Report. Appointments for these Informational Meetings can be made by calling Karen Bossie at the Department of Education, 624-6848. We encourage you to schedule and attend an Informational Meeting prior to considering any Request for Administrative Review.

PLEASE NOTE: Pursuant to Chapter 61, if you wish to appeal your rating(s), you must file a Request for Administrative Review with the Commissioner of the Department of Education within sixty (60) days following receipt of your School Facilities Evaluation Report. Requesting an Informational Meeting discussed above will NOT extend the 60-day deadline for appeal. The Request for Administrative Review form is available online at:

<http://www.maine.gov/education/const/mcip/home.htm>



School Unit: Portland Public Schools Town/City: Portland

School Name: Longfellow School

Priority A: Buildings and Grounds - Total Possible Points - 85

Unsafe Conditions (55)

Group 1: Buildings (40)

Building classification (10)	5.60
Structure (7)	2.80
Combustible (5)	2.50
Access and egress (3)	3.00
Boiler room (2)	1.00
Electrical (2)	1.47
Storage (2)	2.00
Stairwells (2)	1.67
Environmental hazards (3)	3.00
Security (3)	3.00
Other (1)	0.00
Subtotal:	26.03

Group 2: Site (15)

Traffic/Circulation (3)	3.00
Sewerage system (3)	1.50
Environmental conditions (3)	1.20
Water quality & quantity (3)	0.30
Physical educ & play areas (2)	1.40
Other (1)	0.00
Subtotal:	7.40

Obsolete, Insufficient and/or Unsuitable (30)

Group 1: Program Related Facility Deficiencies and Inefficiencies (21)

Special areas; non-instructional (4)	4.00
Special areas; instructional (4)	4.00
Room sizes & arrangement (4)	3.60
Effective program (4)	4.00
Site size and location (2)	1.87
Handicapped accessibility (2)	2.00
Other (1)	0.00
Subtotal:	19.47

Group 2: Mechanical and Building System Deficiencies (9)

Heating (2)	2.00
Ventilation (2)	1.80
Plumbing (2)	1.80
Electrical (2)	2.00
Other (1)	0.00
Subtotal:	7.60

PRIORITY A: TOTAL POINTS AWARDED 60.50

Priority B: School Population - Total Possible Points - 50

Overcrowding (30)

Group 1: Instructional Areas (15)

General classroom areas (7)	4.20
Special areas (7)	7.00
Other (1)	0.00
Subtotal:	11.20

Group 2: Program Scheduling (15)

Double sessions (1)	0.00
Extended school day (1)	0.00
Student release/overcrowding (1)	0.00
Classes in unsuitable areas (4)	3.20
Temp facility/overcrowding (7)	0.00
Other (1)	0.00
Subtotal:	3.20

Enrollment, Estimates & Population Shifts (20)

Group 1: Enrollment Estimates (12)

Estimates based on enrollment proj.(10)	6.00
Other (2)	0.00
Subtotal:	6.00

Group 2: Population Shifts & Other (8)

Unusual changes (6)	0.00
Other (2)	0.00
Subtotal:	0.00

PRIORITY B: TOTAL POINTS AWARDED 20.40



School Unit: Portland Public Schools Town/City: Portland

School Name: Howard C. Reiche Community School

Priority A: Buildings and Grounds - Total Possible Points - 85

Unsafe Conditions (55)

Group 1: Buildings (40)

Building classification (10)	6.00
Structure (7)	1.63
Combustible (5)	2.50
Access and egress (3)	3.00
Boiler room (2)	0.40
Electrical (2)	1.53
Storage (2)	1.40
Stairwells (2)	2.00
Environmental hazards (3)	1.20
Security (3)	3.00
Other (1)	0.00
Subtotal:	22.67

Group 2: Site (15)

Traffic/Circulation (3)	3.00
Sewerage system (3)	0.90
Environmental conditions (3)	1.50
Water quality & quantity (3)	0.30
Physical educ & play areas (2)	0.93
Other (1)	0.00
Subtotal:	6.63

Obsolete, Insufficient and/or Unsuitable (30)

Group 1: Program Related Facility Deficiencies and Inefficiencies (21)

Special areas; non-instructional (4)	4.00
Special areas; instructional (4)	4.00
Room sizes & arrangement (4)	4.00
Effective program (4)	4.00
Site size and location (2)	1.73
Handicapped accessibility (2)	2.00
Other (1)	0.00
Subtotal:	19.73

Group 2: Mechanical and Building System Deficiencies (9)

Heating (2)	1.80
Ventilation (2)	1.67
Plumbing (2)	1.67
Electrical (2)	2.00
Other (1)	0.00
Subtotal:	7.13

PRIORITY A: TOTAL POINTS AWARDED 56.17

Priority B: School Population - Total Possible Points - 50

Overcrowding (30)

Group 1: Instructional Areas (15)

General classroom areas (7)	5.60
Special areas (7)	5.60
Other (1)	0.00
Subtotal:	11.20

Group 2: Program Scheduling (15)

Double sessions (1)	0.00
Extended school day (1)	0.00
Student release/overcrowding (1)	0.00
Classes in unsuitable areas (4)	4.00
Temp facility/overcrowding (7)	0.00
Other (1)	0.00
Subtotal:	4.00

Enrollment, Estimates & Population Shifts (20)

Group 1: Enrollment Estimates (12)

Estimates based on enrollment proj.(10)	6.00
Other (2)	0.00
Subtotal:	6.00

Group 2: Population Shifts & Other (8)

Unusual changes (6)	0.00
Other (2)	0.00
Subtotal:	0.00

PRIORITY B: TOTAL POINTS AWARDED 21.20



School Unit: Portland Public Schools Town/City: Portland

School Name: Fred P. Hall School

Priority A: Buildings and Grounds - Total Possible Points - 85

Unsafe Conditions (55)

Group 1: Buildings (40)

Building classification (10)	2.00
Structure (7)	6.30
Combustible (5)	5.00
Access and egress (3)	1.80
Boiler room (2)	1.00
Electrical (2)	1.40
Storage (2)	1.47
Stairwells (2)	0.40
Environmental hazards (3)	3.00
Security (3)	2.70
Other (1)	0.00
Subtotal:	25.07

Group 2: Site (15)

Traffic/Circulation (3)	3.00
Sewerage system (3)	1.50
Environmental conditions (3)	1.50
Water quality & quantity (3)	0.30
Physical educ & play areas (2)	1.60
Other (1)	0.00
Subtotal:	7.90

Obsolete, Insufficient and/or Unsuitable (30)

Group 1: Program Related Facility Deficiencies and Inefficiencies (21)

Special areas; non-instructional (4)	4.00
Special areas; instructional (4)	4.00
Room sizes & arrangement (4)	3.20
Effective program (4)	4.00
Site size and location (2)	1.33
Handicapped accessibility (2)	1.27
Other (1)	0.00
Subtotal:	17.80

Group 2: Mechanical and Building System Deficiencies (9)

Heating (2)	2.00
Ventilation (2)	1.80
Plumbing (2)	2.00
Electrical (2)	2.00
Other (1)	0.00
Subtotal:	7.80

PRIORITY A: TOTAL POINTS AWARDED 58.57

Priority B: School Population - Total Possible Points - 50

Overcrowding (30)

Group 1: Instructional Areas (15)

General classroom areas (7)	5.60
Special areas (7)	7.00
Other (1)	0.00
Subtotal:	12.60

Group 2: Program Scheduling (15)

Double sessions (1)	0.00
Extended school day (1)	0.00
Student release/overcrowding (1)	0.00
Classes in unsuitable areas (4)	2.67
Temp facility/overcrowding (7)	0.00
Other (1)	0.00
Subtotal:	2.67

Enrollment, Estimates & Population Shifts (20)

Group 1: Enrollment Estimates (12)

Estimates based on enrollment proj.(10)	6.00
Other (2)	0.00
Subtotal:	6.00

Group 2: Population Shifts & Other (8)

Unusual changes (6)	0.00
Other (2)	0.00
Subtotal:	0.00

PRIORITY B: TOTAL POINTS AWARDED 21.27



School Unit: Portland Public Schools Town/City: Portland

School Name: Harrison Lyseth Elementary School

Priority A: Buildings and Grounds - Total Possible Points - 85

Unsafe Conditions (55)

Group 1: Buildings (40)

Building classification (10)	5.00
Structure (7)	2.10
Combustible (5)	1.00
Access and egress (3)	1.80
Boiler room (2)	1.00
Electrical (2)	1.20
Storage (2)	1.00
Stairwells (2)	0.20
Environmental hazards (3)	1.80
Security (3)	2.50
Other (1)	0.00
Subtotal:	17.60

Group 2: Site (15)

Traffic/Circulation (3)	2.80
Sewerage system (3)	0.90
Environmental conditions (3)	1.20
Water quality & quantity (3)	0.90
Physical educ & play areas (2)	1.13
Other (1)	0.00
Subtotal:	6.93

Obsolete, Insufficient and/or Unsuitable (30)

Group 1: Program Related Facility Deficiencies and Inefficiencies (21)

Special areas; non-instructional (4)	3.20
Special areas; instructional (4)	4.00
Room sizes & arrangement (4)	2.13
Effective program (4)	3.73
Site size and location (2)	1.40
Handicapped accessibility (2)	0.80
Other (1)	0.00
Subtotal:	15.26

Group 2: Mechanical and Building System Deficiencies (9)

Heating (2)	1.80
Ventilation (2)	1.60
Plumbing (2)	1.60
Electrical (2)	1.60
Other (1)	0.00
Subtotal:	6.60

PRIORITY A: TOTAL POINTS AWARDED 46.40

Priority B: School Population - Total Possible Points - 50

Overcrowding (30)

Group 1: Instructional Areas (15)

General classroom areas (7)	3.73
Special areas (7)	7.00
Other (1)	0.00
Subtotal:	10.73

Group 2: Program Scheduling (15)

Double sessions (1)	0.00
Extended school day (1)	0.00
Student release/overcrowding (1)	0.00
Classes in unsuitable areas (4)	1.60
Temp facility/overcrowding (7)	1.40
Other (1)	0.00
Subtotal:	3.00

Enrollment, Estimates & Population Shifts (20)

Group 1: Enrollment Estimates (12)

Estimates based on enrollment proj.(10)	6.00
Other (2)	0.00
Subtotal:	6.00

Group 2: Population Shifts & Other (8)

Unusual changes (6)	0.00
Other (2)	0.00
Subtotal:	0.00

PRIORITY B: TOTAL POINTS AWARDED 19.73



School Unit: Portland Public Schools Town/City: Portland

School Name: Presumpscot School

Priority A: Buildings and Grounds - Total Possible Points - 85

Unsafe Conditions (55)

Group 1: Buildings (40)

Building classification (10)	5.00
Structure (7)	1.40
Combustible (5)	1.00
Access and egress (3)	1.50
Boiler room (2)	0.80
Electrical (2)	0.60
Storage (2)	1.87
Stairwells (2)	0.20
Environmental hazards (3)	1.50
Security (3)	2.40
Other (1)	0.00
Subtotal:	16.27

Group 2: Site (15)

Traffic/Circulation (3)	2.40
Sewerage system (3)	0.90
Environmental conditions (3)	0.60
Water quality & quantity (3)	0.30
Physical educ & play areas (2)	1.13
Other (1)	0.00
Subtotal:	5.33

Obsolete, Insufficient and/or Unsuitable (30)

Group 1: Program Related Facility Deficiencies and Inefficiencies (21)

Special areas; non-instructional (4)	4.00
Special areas; instructional (4)	4.00
Room sizes & arrangement (4)	2.13
Effective program (4)	3.73
Site size and location (2)	1.60
Handicapped accessibility (2)	0.60
Other (1)	0.00
Subtotal:	16.06

Group 2: Mechanical and Building System Deficiencies (9)

Heating (2)	1.60
Ventilation (2)	1.60
Plumbing (2)	1.33
Electrical (2)	1.33
Other (1)	0.00
Subtotal:	5.87

PRIORITY A: TOTAL POINTS AWARDED 43.53

Priority B: School Population - Total Possible Points - 50

Overcrowding (30)

Group 1: Instructional Areas (15)

General classroom areas (7)	5.60
Special areas (7)	7.00
Other (1)	0.00
Subtotal:	12.60

Group 2: Program Scheduling (15)

Double sessions (1)	0.00
Extended school day (1)	0.00
Student release/overcrowding (1)	0.00
Classes in unsuitable areas (4)	3.20
Temp facility/overcrowding (7)	5.60
Other (1)	0.00
Subtotal:	8.80

Enrollment, Estimates & Population Shifts (20)

Group 1: Enrollment Estimates (12)

Estimates based on enrollment proj.(10)	5.00
Other (2)	0.00
Subtotal:	5.00

Group 2: Population Shifts & Other (8)

Unusual changes (6)	0.00
Other (2)	0.00
Subtotal:	0.00

PRIORITY B: TOTAL POINTS AWARDED 26.40

School Unit: Portland Public Schools Town/City: Portland

School Name: Presumpscot School

Priority C.: Program and Planning - Total Possible Points - 65

Career prep/guidance (5.73)	4.77
English/language arts (5.73)	3.82
Health & phys ed (5.73)	5.16
Mathematics (5.73)	3.82
world languages (5.73)	3.82
Science (5.73)	4.39
Technology / Distance Learning (5.73)	2.10
Social studies (5.73)	3.82
Visual & perf arts (5.73)	5.54
Library / Media (5.73)	4.58
Spec Ed / Gifted & Talented / Alt Educ (5.73)	5.73
Other (2)	0.00

PRIORITY C: TOTAL POINTS AWARDED **47.57**

PRIORITY A TOTAL:	43.53
PRIORITY B TOTAL:	26.40
PRIORITY C TOTAL:	47.57
TOTAL POINTS AWARDED:	117.50

Scoring criteria in accordance with Chapter 61, Section 3

Marnie Morrione, Chair
Sarah Thompson, At Large
Pious Ali, At Large
Anna Trevororrow, At Large
John Eder, At Large
Stephanie Hatzenbuehler, District 4
Laurie Davis, District 3
Holly Seeliger, District 2
Jenna Vendil, District 1

353 Cumberland Avenue, Portland, Maine 04101
(207) 874-8100

“Academic excellence, protecting students, and preserving our existing neighborhood schools are the cornerstones of our “Buildings for Our Future” initiative. This investment is long overdue and will serve the Portland Public Schools and the City of Portland for years if not decades to come.” (5.17.13 PPS COO Memo to Board)

To: The Portland Board of Public Education

From: Marnie Morrione, Chair Portland Board of Public Education

Subject: Buildings for Our Future

On the June 7th agenda you will have a 1st read to recommend to the Portland City Council a request of action for a referendum to seek voter approval for \$70 million worth of elementary school improvements to renovate and expand Lyseth Elementary School, Presumpscot Elementary School, Reiche Elementary School and to renovate Longfellow Elementary School. The board will also be holding a public hearing on June 7th as we did on May 24, 2016 in an effort to involve the public in every step of the process. On June 21st the board will vote on the recommendation with the next step being the Council receiving the recommendation for them to then discuss and take action on the boards agreed upon request.

On April 28, 2016 the Board of Educations Finance and Operations Committee met to discuss the recently updated Oak Point Associates elementary school planning proposal dated February 29, 2016, also known as “Buildings for Our Future 2016 Update” (original BFOF dated 2010). It was unanimously recommended by the joint committee members present to refer to the full Board of Public Education a list of mainland elementary construction projects that are in need of a comprehensive overhaul that could total \$70 million. Those schools include Reiche, Lyseth, Longfellow and Presumpcot.

The district has conducted several studies over the last 15+ years to identify deficiencies in our elementary school that detract from student learning. We have worked to phase in improvements in order to lessen the impact on taxpayers and disruptions to teaching and learning.

Key milestones have been:

- Significant capital improvements in 1982 and 1990 to update and modernize high schools. (1982 Deering High School Gym addition and 1990 Portland High School addition)
- 1990 study of the maintenance and repair of public buildings, the Building Research Board of the National Research Council recommended that “an appropriate total budget allocation for routine maintenance and capital renewal is in the range of 2 to 4 percent of the aggregate current replacement value of those facilities (excluding major infrastructure)” and that “[w]hen a backlog of deferred maintenance has been allowed to accumulate, spending must exceed this minimum levels until the backlog has been eliminated”.
- 1994 First Comprehensive assessment of elementary schools known as Elementary Facilities Task Force #1
- In 1995-96 Updated and modernized middle schools using local funding
- 2001 First set of applications submitted to the state’s Major Capital Improvement Program
- 2002- Jack Elementary ranked 9th on the list of 92 statewide projects and the State Board of Education approves funding
- 2002-Portland Public Schools Comprehensive Elementary Facilities Plan
- 2004 constructed a state of the art facility at the East End Community School funded by State of Maine and Portland Taxpayers
- 2004- Second set of applications submitted to the state’s Major Capital Improvement Program
- 2005 Nathan Clifford is ranked #1 on a list of 66 statewide projects.
- 2006 Elementary Facilities Task Force #2
- 2006 3 by 3 (3 SB and 3 Council members) committee formed to explore upgrading Nathan Clifford School or other options
- 2007 renovated Riverton Elementary School
- 2008 Referendum to approve bonds to replace Nathan Clifford
- 2008 Plan for Sustainable Education Quality adopted reflecting the desire of the PPS and City of Portland to work together to manage Portland’s Facilities



- 2008 PPS Ocean Avenue Elementary School Neighborhood Boundaries Ad Hoc Committee Recommendation
- 2009 constructed a new Ocean Avenue Elementary School
- 2009 NESDEC (New England School Development Council) Report-Evaluation of Facility Needs
- 2009-2010 School enrollment projection report for PPS by Planning Decisions Inc.
- 2010 PPS Emergency Preparedness Review Report
- 2010-2011 Maine Department of Education Major Capital Improvement Program Applications submitted for Elementary Schools-5 applications (Hall, Longfellow, Lyseth, Presumpscot and Reiche)
- 2011 Multi Year Budget Adopted for Fiscal years 2012-2016-Facilities related....incl. establishing Capital Reserve Fund, Debt service Affordability Analysis, Funding
- 2012 Portland City Council approves funding to further define scope and cost of proposed elementary school projects
- 2012 PPS hired Oak Point Associates to help plan for replacing Hall Elementary Schools and renovating or expanding four other elementary schools
- 2013-July 25th-City Council expressed support for addressing elementary school needs, but deferred action on the request to hold a referendum, to allow more time to hear from the state on possible funding for Hall (ranked #12 on the state list and Longfellow (ranked #18)
- 2014 the State of Maine Board of Education approves funding to replace Hall Elementary School

All of these past studies and actions have documentation which to base our decision of moving a recommendation forward to City Council.

In addition, since November 2015, we have worked through the financial impact and operational questions in our Finance and Operation Committees, as well as a several workshops with Interim Superintendent Crocker, administrators and staff. On May 24, 2016, we held our last workshop to hear from principals of the four elementary schools of the educational needs and the importance of renovations for safety, security, and meeting standards for better student learning. We have held numerous public hearings to include the parents and community and to ensure a transparent, inclusive process.

