

Scarborough Schools K-8 Educational Program Report



December, 2024

Facilities matter. When a school is overcrowded, consists of inadequate learning spaces, or has dated infrastructure, student growth is compromised.

Our current facilities at our three primary schools, Blue Point, Eight Corners, and Pleasant Hill, are well maintained but lack the infrastructure to support small group instruction, project-based learning, dedicated music, art, and physical education programs, and maker spaces. Additionally, these facilities lack professional learning spaces such as conference rooms and spaces large enough for the entire faculty to gather. Many rooms within all of our primary schools are used for multiple purposes, which especially limits the effectiveness of student and adult learning opportunities. This also limits our ability to effectively welcome and communicate with families on each site, as the larger gathering space in each school is limited to the cafenadium (shared cafeteria and gym space); the physical layout of the space is less than ideal for public presentations and/or collaboration, and parking is much less than adequate for hosting large groups of visitors at any one time.

At Scarborough Middle School, considerable safety concerns occur on a daily basis as our entire 6th grade class navigates their standalone modular building, crosses over the delivery entrance, and makes their way in and out of the main building multiple times each day.

In order to effectively realize our vision and deliver on the commitments made to students and families in our community, our facilities need to be improved. As we work to improve our instructional programming, social and emotional supports, and professional learning system for adults, we need future-ready schools that support our growth and rapidly evolving needs.

Key Priorities for a K-8 School Solution

- Programming Priorities
 - Separate cafeteria and gym spaces
 - Dedicated Art and Music spaces
 - Adequate clinic space
 - Right-sized classrooms that meet DOE standards (1000 sq ft for K, 800 sq ft for Gr 1 and 2)
 - Quiet spaces for small group and individual work with students
 - Adequate office spaces and meeting spaces for adults
- Security Priorities
 - Secure vestibules at all locations
 - Separate bus and parent drop off
 - Sufficient emergency egress
 - Secure lockdown zones/automated fire doors
 - Solution for 6th grade unattached portable
- Facility Priorities
 - Improved heating/cooling ability/efficiency
 - Facilities that meet modern fire, life safety and electrical codes

- School construction that allows for the ability to maintain and repair systems without the disruption of the academic day
- Buildings built with durable, long-lasting building materials and finishes for economical cleaning and maintenance
- Adequate storage

District Vision, Mission and Values

Mission: The fundamental purpose of Scarborough Public Schools is to provide a safe and inclusive learning environment where each and every student is empowered to be a resilient, lifelong learner who is prepared to engage as a contributing member of society.

Long Range Vision for Continuous Improvement

Scarborough Public Schools will be a high quality, forward-looking public school district known for its whole child approach that, together with dynamic academic programs, enriching co-curricular experiences and a vibrant learning community that challenges students, excites their imagination and instills excellence in thought and action while preparing them for highly engaged and fulfilling lives.

Strategic Theme 1: Effective Teaching and Learning

Provide world-class, student-centered teaching and learning to prepare every student to thrive in learning, career, and life.

Strategic Theme 2: Safe and Inclusive Schools

Provide welcoming and inclusive learning environments that promote safety, foster meaningful relationship building, and enhance the well-being (physical, social, and emotional) of students and staff.

Strategic Theme 3: Global Citizenship

Develop, in each student, the skills for engaged citizenship (locally and globally), the appreciation of one's own culture and those of others, and the disposition to use individual talents to make positive changes in the world.

Strategic Theme 4: Community Engagement

Partner with the Scarborough community by responsibly managing school resources, making better use of community and business resources, and regularly communicating progress on school improvement efforts.

District Goals 2024-2025

Goal #1

Develop and implement a plan to address facility constraints relative to community growth and student programming needs.

Goal #2

Refine and monitor a multi-tiered systems of support ensuring equitable access to resources to enhance academic growth and personal well-being for each and every student.

Goal #3

Foster a welcoming and inclusive school environment by prioritizing a Social-Emotional Learning (SEL) approach with a Diversity, Equity, and Inclusion (DEI) lens.

Scarborough Public Schools has worked with Harriman Architects + Engineers since 2014 on our long-range plan for all school buildings. In November 2023, the district pursued a local referendum to build a consolidated primary school, which failed. A new building committee has since been reconstituted and is exploring several options that would assist us in addressing current building issues, as well as in preparing for expected enrollment growth. Options being considered include maintaining current school facilities and bringing them up to date, along with making permanent additions to both classroom and auxiliary spaces, building a fourth elementary school, building a consolidated Grades 2 & 3 school, or building a K-3 community school.

Blue Point Primary School



Historical Details About the School

Blue Point Primary School, a K-2 school located at 174 Pine Point Road in Scarborough, was initially built in 1965 with a total of 13,330 sq ft. As you can see from the table below, an addition to the school took place in 1993, nearly doubling the square footage. This was followed by the addition of 4 modular classrooms attached to the main building in 2001.

Building	Grade Level	Date of Construction	Total Square Footage
Original Building	K-2	1965	13,330
Additions	K-2	1993	12,910
Portables/Modulars	K-2 4 classrooms	2001	3,572
Totals			29,782

The location and usable space of the land area at Blue Point Primary School limits an expansion of significance due to the school's proximity to the Scarborough Marsh and adjacent wetlands. The slope of the site is also a limitation, and the school is already built into the slope, which creates grade changes within the building. Further addition beyond the current footprint would involve significant site work, if even possible, with additional difficulty in relocating the lower playground area or encroachment on potential wetlands, which could be costly to mitigate.

Percentage of the student body receiving special education services	21%
Average class size	17
Percentage of the student body is eligible for free and reduced lunch	6.5%
Percentage of the student body receives services as an English Language Learner	2%
Number of permanent classrooms within school building	21
Total number of teaching/administrative staff	35
Total number of support staff	18

Scarborough is piloting a Pre-K classroom off-site this year in partnership with an existing preschool. We expect the demand for Pre-K to increase. We do not currently have the space to expand Pre-K offerings on our own sites.

Scarborough has seen an influx of new Mainers/Multilingual learners in recent years, increasing our enrollment. Numbers over the last several years for Blue Point (BP) and the district are listed below:

2019 - 2020 BP = 6	District = 91
2020 - 2021 BP = 2	District = 76
2021 - 2022 BP = 2	District = 83
2022 - 2023 BP = 4	District = 105
2023 - 2024 BP = 4	District = 113
2024 - 2025 BP = 6	District = 108

Current School Configuration

<i>Space</i>	<i>Extent to Which Space Meets Existing Program Needs</i>
Admin Offices	Very small reception area. There is only one conference room in the school for administrators, teachers, consultants and families, which also doubles as a storage/file room. The original storage room was converted to a copy room.
Clinic	Well undersized at 80 sq ft, vs. state recommendation of 350 sq ft. . Small, cramped space that does not allow for multiple students to be served with any privacy/confidentiality or appropriate space to limit exposure to contagious illnesses. Inadequate space for a student to lie down using a cot.
Cafenasium	The cafeteria and gym are combined into one space. At 2,560 sq ft, this is well below the state recommendation of 1500 sq ft for a cafeteria and 2400 sq ft for a gym. This reduces the use of the room as an educational space, and creates immense challenges for scheduling of Physical Education classes, breakfast, lunch, and school assemblies. The use of this space drives the overall school schedule.
Kitchen	The kitchen is 52% the size of the DOE standards. It is a warming kitchen only. Food preparation and cooking must take place at Wentworth School and is delivered to Blue Point daily.
Library	Has to be used for storage, multiple staff, and Instructional Coach's office. It has insufficient space and poor design to accommodate materials and appropriate instructional space . It's not possible to transition to a Learning Commons model given the space constraints and need for upgrades.
Gym/Building Storage	Not enough storage space for Gym and Cafeteria needs as noted above. The gym storage space doubles as an office for the PE teacher and is the location for primary roof access.
Art	Art is 65% of the size of the DOE standards. Art and Music share one room. No storage exists for art supplies or projects to remain out for continued work.
Music	Shared with Art. Lacks storage or performance space, and disturbs abutting classrooms due to lack of sound insulation.
Special Education Spaces Summary	Currently there are 3 classroom spaces for Special Education. All three are fully utilized and there is no storage space. Student equipment needs are high, and the space/storage does not meet those needs. The number of adults needed to support students is challenging to accommodate within each space.
Kindergarten	All four kindergarten classrooms are 75% of DOE standard of 1000 sq ft for Kindergarten. All student storage is inside rooms; no hallway

	cubbies exist. A single bathroom exists within each of these classrooms.
Room 11	Shared space for OT, Speech, and PT programming. At least 5-6 providers use this space. The space was chosen due to a swing mount, but the size and storage capacity is too small, creating safety issues and deficiencies for students.
Regular classrooms Rooms 14-21	Undersized- all are 740 square feet, as compared to DOE standard of 800 sq ft. Lack of storage. Lack of space to store 3D projects limits the kinds of work students can produce. Poor ventilation, drafty windows. All student storage is inside rooms; no hallway cubbies.
Modular Classrooms Rooms 22-25	All 4 classrooms are poorly insulated, drafty in colder months, have bad ventilation during warmer months, and are inefficient to operate in for Special Education needs. Too small of space for children to work individually, either in small groups or larger groups. Lack of enough storage for materials, lesson baskets, etc. Not enough room to accomodate students with mobility needs.
	Room 22: Special Education classroom
	Room 23: Special Education classroom
	Room 24: Quiet Room spaces
	Room 25: Office spaces for 2 itinerants and access to small group instruction for SPED and school counselor
Group bathrooms	2 sets of group bathrooms exist for the entire school: 4 toilets in each of the girls bathrooms and 2 toilets and 2 urinals in each of the boys bathrooms. There are no unisex or gender neutral classrooms for the classrooms in the original building.
Playground	The aging playground continues to present challenges for our student population. Access to the playground can be challenging at times for students with mobility issues as it is not ADA compliant. Playground equipment needs to be updated to include all students and to engage them in meaningful play with their peers. Equipment breaks down frequently and not all equipment is safe for all students, creating supervision issues and safety risks. The playground is not fully fenced in, making it challenging for students with limited impulse control and high emotional needs.

Current Student Programming and Structure

How the building is organized for program delivery:

Blue Point School is organized by grade level. It is a K-2 school and has:

- 12 home room classrooms dedicated to instruction for all students

- 3 special education classrooms (1 for Functional Life Skills, 1 for Social Life Skills & Behavior, and 1 for Resource Room supports) 2 of which are in the portables
- Shared OT/Speech room. This is a 1/2 size classroom which accommodates 5-6 service providers and multiple small groups happening at the same time.
- 1 full size classroom for Academic Support, serving small group instruction in reading and math for Grades 1 & 2, with multiple groups getting instruction at the same time.
- .25 room for Academic Support for literacy, math, and behavior support for Kindergarten students
- .5 room to support English Language Learners
- .5 room for social work
- .5 room for Behavior Specialist
- .25 room for Consulting Special Education Teacher
- .25 Room for School Counselor
- .5 space for Ed Tech belongings and work space
- 1 shared classroom for Art & Music. Specials are taught on alternate days.
- 1 cafenadium that accommodates
 - before and after care through Community Services,
 - PE/Health classes
 - breakfast & lunch
 - school assemblies
- 1 Library space that accommodates
 - Library classes
 - a part-time K-2 Librarian
 - Library Ed Tech
 - Storage of STEM materials
 - Instructional Coach office (reconfigured closet)
- 1 conference room for meeting space, that also houses secure file and material storage for the building
- NO current teacher work room; the previous space was repurposed in 2023 due to growing student needs
- NO appropriate space for small group or individual work with students outside of the classroom (other than the hallway)
- NO space for dedicated storage of academic materials
- NO designated space for nursing mothers
- NO space for safe de-escalation or break space in the permanent building
- 1 undersized teacher break room, that provides seating for up to 8 staff
- 2 single adult bathrooms for the entire school faculty
- 1 Main Office space that accommodates:
 - 1 clinic area (undersized interior office with student "sick" bathroom)
 - 2 office stations for Admin Assistant and Building Ed Tech
 - Principal's Office
 - Copy/mail room

Limitations the current facility presents in the implementation of the educational program for all students:

The Learning Results have been integrated into the educational programming in the areas of English/language arts, mathematics, and social studies within the classroom spaces available. In order to reach full integration where individual needs can be met, additional flexible spaces for small group work, more spaces for display, and hands-on activities are needed. Infrastructure is outdated so that we are unable to access all that a digital curriculum has to offer.

- Science and technology, music, art and physical education are only partially integrated as a result of the condition of and amount of space available. There is no space for doing science labs and experiments including spaces for maker space activities where students can tinker, build, invent, and engage in design thinking activities crucial to preparing students to fully meet the science and technology standards. There is not enough space to house students' work in progress, their prototypes or their experiments.
- There is no space for collaboration that is flexible for students or adults.
- This condition also affects music and art. Classrooms designed for general class work spaces are being used for music and art.
- The shared space used for art is insufficient for creating, producing, and displaying artwork, or clean up spaces which would include sinks and drying areas.
- Because it is shared with art, the space used for music does not include proper acoustics, sound insulation, flexible risers for student performance, or instrument storage.
- The "cafenasium" serves a variety of purposes, making the space less than conducive for physical education. PE/health classes happen in the school cafeteria. The floors are hard cement (as opposed to a wooden or more flexible floor). This poses a safety issue. This space does not offer a range of equipment and options that a full sized, dedicated gymnasium would. As equipment must be moved in, set up, and then taken down for classes, there is a negative impact on instructional time. Due to the limited storage available in the kitchen and adjacent closets, some equipment is stored in the cafenasium itself, including the cafeteria tables, freezer, milk cooler, materials for before and after care, etc. This creates a safety issue. Gym mats must be placed along the perimeter of the room to protect students from injury during PE/health classes. Time for whole school assemblies is limited to 20 minutes monthly, due to tight scheduling of breakfast, lunch, and PE/health classes in the cafetorium.
- The current building does not provide for flexible learning spaces beyond traditional classroom space. It is not possible for more than one class to gather together for projects, nor is it possible for whole school meeting spaces, either for students or for staff.
- Spaces designated to serve students with disabilities have significant limitations. Students requiring additional space, equipment, or other accommodations to access their education on a daily basis are met with an antiquated and inflexible environment. Limited options are available to hang equipment like swings.

Inadequate storage creates a cluttered appearance in classrooms, which is distracting for students trying to focus. Safety issues result when materials and equipment cannot be appropriately stored. There are limited accessible bathrooms for students who require toileting schedules or regular assistance in the bathroom. Spaces meant to be calming, welcoming, and conducive to learning can quickly become overcrowded, overstimulating, and challenging for students with developmental disabilities.

- The aging playground continues to present challenges for our student population. Blue Point Primary School has two playgrounds, one for Kindergarten students (upper level) and one for Grades 1 and 2 (lower level). A Little League sized baseball field sits directly behind the building; that old baseball field was originally filled in with rotting stumps in the ground. Sinkholes have developed in this area, and staff and students have had incidents/injuries. Maintenance has tried to maintain the integrity of the field to be able to continue to use the space as much as possible. Access to the playground can be challenging for students with mobility issues. Playground equipment needs to be updated to include all students and to engage them in meaningful play with their peers. Equipment breaks down frequently and not all equipment is safe for all students, creating supervision issues and safety risks. The playground is not fully fenced in, making it challenging for students with limited impulse control and high emotional needs.

Difficulties Encountered in Scheduling or Facilities Use Due to Building Limitations:

- A significant scheduling challenge centers around the use of the cafenadium. Time is needed for set-up and clean-up around breakfast and lunch, which limits the amount of class time that Physical Education can be scheduled for each day.
- With shared art/music teachers with Pleasant Hill School, it is a challenge to schedule each class with the required sessions of art, music, PE/health, and library for the year. This also affects our educators' planning schedule; It is only possible to provide 1 time per week for grade level teams to meet together for 30-40 minutes for planning and curriculum alignment. The lack of professional time impacts the quality of instruction for our students and limits our ability to leverage flexible grouping to maximize student learning.
- Whole school assemblies are limited to a short, 20 minute timeframe, once monthly, when the cafenadium is not otherwise booked. With the entire staff and student body present, space is limited, students must sit on the floor, and we cannot simultaneously accommodate more than just a few visiting parents or community members. These time and space constraints negatively impact programming, and limit our ability to offer rich, community centered activities to support our students, staff, families, and school culture.
- The school is unable to have full staff meetings in any space in the building, either during, before or after school - there is no large space available. Multiple staff share spaces, creating challenges with work efficiency and

effectiveness. Staff meetings for smaller groups take place in the shared music/art room, requiring custodial staff to move furniture prior to and following each meeting.

- The music teacher must share space with the art teacher, resulting in a more generic space than the typical, more educationally stimulating instructional environment found in dedicated music or art spaces.
- For professional development involving a larger number of staff, travel to another school is necessary to find a space that will hold everyone. Much of our professional development is planned and scheduled around when we have a space available. This limits our ability to plan days that may be the best for finding substitute teachers. We often resort to using Zoom or Google Meets to bring everyone to the table. This is impersonal and doesn't allow for the natural conversation, connection, and collaboration that happens during in person meeting time.
- Currently, we have limited meeting space in the building to hold a meeting like an IEP in person. It is helpful that we hold most IEP and 504 meetings virtually in the district. It is still a challenge, however, for staff to find a space to attend the meeting virtually with limited private, quiet areas.
- Student behavior is more challenging than in earlier times. K-2 students, in particular, are struggling to manage their emotions and to cope with learning in larger groups. Having areas outside of the classroom to utilize a calming strategy, to finish something in a quiet setting, or just to talk through a problem are essential for the successful development of our students. These spaces and opportunities are limited due to the physical space of our school. A "calming corner" in an overcrowded classroom is not necessarily an effective tool. Talking with an adult in a busy hallway doesn't necessarily feel very private or safe to an escalated student. More than anything, we need spaces for students to support their own development to self-regulate. Their environment should be a peaceful place where they can practice and generalize these skills to different situations. Currently, we are doing students a disservice by expecting them to regulate in unsuitable environments.
- Most small group instruction occurs in the hallway or a room with 3-7 other staff simultaneously providing small group instruction to other students. Being able to have some private small group spaces that help keep students engaged and focused is critical to student progress.
- One School Counselor is shared between the three primary school buildings. This requires triplicates of all materials and programming needs, and impacts the counselor's availability to support staff and students.
- Due to lack of space, PT and OT professionals, as well as speech and MLL teachers, must balance their schedules carefully as they share one undersized classroom. It is not conducive to learning and focus when there are too many people in a small space, as students can become distracted easily. These shared conditions impact flexible scheduling of student programming.

School Schedule

- Arrival and dismissal times
 - Arrival: 8:30-8:50 am
 - Dismissal: 3:10-3:30 pm
- Traffic flow
 - There is no designated student drop off area for students who are transported to school by parents/guardians. The drop off, then, is conducted in the teacher parking lot, and the students need to descend stairs from the parking lot and cross the bus loop in order to gain access to the main entrance of the school.
 - The school is located on a road with a 45 MPH speed limit, albeit a lower MPH closest to the school, making it difficult for students to walk to school. There is not sufficient parking for school events, requiring families to park on a side street or the major roadway.
- Office location
 - The office is located at the front of the building. The small clinic is embedded within the office which creates challenges when students are ill.
- Where students spend their day
 - Students spend the majority of their day in the regular education classroom with transitions to one special (art, music, library, or P.E.) per day, at least one recess per day, one lunch period per day. Some students transition to other areas of the building for supports (academic or social-emotional).
- Common planning time
 - Common planning time is difficult to achieve with the current scheduling restrictions. One 40-minute time slot per week is offered, but not guaranteed due to coverage. Teachers often choose to meet during lunch/recess or before/after school for shorter chunks of time.
- Shared cafeteria and gym - what an updated design could provide for
 - An updated design could provide separate spaces that would eliminate the need to schedule around lunch. A PE class could be scheduled at the same time that a lunch period was being held for another grade level. This would significantly increase scheduling options. A stage or performance area would provide opportunities for students to share creatively in ways that are not currently available. A separate gym space that is free of cafeteria items like a milk cooler and/or storage for after care

would provide more opportunities for PE equipment and support more educational opportunities.

Description of MTSS Supports

- What is it?
 - MTSS (Multi-Tiered Systems of Support) is the process of supporting students at various levels of need with appropriate interventions. The Maine Department of Education requires all schools to implement an MTSS framework, making it a necessary part of the educational system within the state.
- Where does it occur?
 - Tier 1 supports happen within the regular education classroom setting as teachers differentiate for students and accommodate student needs.
 - Tier 2 supports happen both in the classroom and in smaller settings like Academic Support. Students may need additional support to make progress towards grade level expectations.
 - Tier 3 supports often happen outside of the classroom and are more targeted/specialized interventions to support students to make progress towards grade level expectations.
- Availability of Flex/Collaboration Spaces
 - The availability of flex/collaboration spaces is limited both within classrooms and in other areas of the school, which impacts the ability to support all levels of MTSS.
- Strengths and impacts of current school design
 - The current school design does not support a robust MTSS model.

Special Education Programming

- What is it?
 - Special Education programming is provided for students with an identified disability who require specialized instruction to access their education. These students have a formal plan called an IEP (Individualized Education Plan).
- Where does it occur?
 - Specialized instruction and IEP accommodations take place in all areas of the school. Currently, three classrooms, one large quiet area space, and three ½ classroom spaces (OT/Speech and Social Work/BCBA and office space for the Consulting Special Education Teacher) are dedicated to our population of special education students.
- Strengths and impacts of current school design
 - The current school design does not provide adequately sized classrooms to accommodate multiple groups of students working at the same time; equipment for

students with developmental disabilities; storage for materials and equipment when not in use; meeting space for teams.

Current General Education Classroom Design

- How are rooms designed?
 - Rooms are designed within the minimal footprint to provide space for student desks, a space for the teacher, and limited space for a quiet reading area or other designated space. Classroom cubbies and class sink (in the form of an island) take up space within the footprint and limit the flexibility of classroom design. A lack of storage space requires teachers to store items in stacks on top of cubbies, in bathrooms, and under shelving.

- What are the constraints of the current set up?
 - Classrooms can become easily cramped with limited space for students to work on larger projects or have space to work quietly away from the group. Storage for projects is limited.

Technology Use and Infrastructure

Currently, most of the cable conduits and chases within all three K-2 buildings are full and would need to be stripped before we upgrade or add additional cable. This has been problematic over the years as we attempt to increase the number of end user drops for projectors, printers, phones, etc. and expand WiFi capacity throughout the buildings.

Unfortunately, the network closets in each of the buildings are either actual closets or janitorial areas that have been retrofitted with jerry rigged environmental controls to house building technology infrastructure. Temperature, humidity, fire suppression, electricity and security monitoring and controls should be integrated into the overall build of the network closets to prevent a catastrophic loss of equipment. This includes ensuring that the network equipment is covered with backup generator power.

The network rooms at the K-2 schools are not solely dedicated to housing infrastructure, but instead - due to a general lack of space - are used as shared storage with teachers and other staff. Many different people have access to the network closets creating cyber security vulnerabilities, exposing equipment to heat, humidity and potential damage as bins of various sizes are stacked against network devices.

The rise in the number of portables over the last decade also presents a number of technology challenges. The walls are not always sturdy enough to support whiteboards and wall-mounted short-throw projectors and the ceilings are not always high enough to allow for ceiling mounted projectors. Additionally, the lack of structure between the walls does not

always allow for cabling conduits, reducing the areas in which we can install network drops.

Additionally, at this time, all of our switches and patch panels need to be replaced in all of the K-2 schools. We were waiting upon the outcome of our local Building Referendum in November, 2023 before moving forward with this project, but we are now at a point where delaying any longer may cause latency and outages.

Exterior Site Design and Transportation Drop Off/Pick Up

There is no designated student drop off area for students who are transported to school by parents/guardians. The drop off, then, is conducted in the teacher parking lot, and the students need to descend stairs from the parking lot and cross the bus loop in order to gain access to the main entrance of the school.

Safety and Security

Current design:

- Fire doors are not automated to close when the alarm sounds.
- There is a lack of storage space in the building for custodial equipment, and therefore an air handler room is currently needed to house custodial carts, vacuums, floor machines, and other cleaning supplies. This is noted by fire department officials who inspect monthly.
- Fire Code concerns: In the original 1965 Wing, the classroom-to-classroom and classroom-to-corridor partitions do not seal to the roof deck. The drywall stops 12" - 18" below the deck. Therefore there is no smoke separation from classroom-to-classroom and classroom-to-corridor. The walls and roof deck are wood framed and this presents a serious code problem. Fire and smoke in one area would quickly spread to other classrooms and the corridor. The drywall at the exterior walls also stops short of the deck in some places, resulting in exposed insulation batts which are not permitted for indoor air quality and for the potential of fire spreading. This work will be addressed if/when the Town decides how to address the space issues in all of our schools, whether it be a renovation, new construction or a combination of both.

Eight Corners Primary School



Historical Details about the School:

Eight Corners Primary School, a K-2 school located at 22 Mussey Road in Scarborough, was initially built in 1959 with a total of 9,684 sq ft. As you can see from the table below, an addition to the school took place in 1993, doubling the school's square footage. This was followed by the addition of 6 modular classrooms attached to the main building in 2001 and 2008, and 4 additional modular classrooms which are NOT attached to the main building in 2019 and 2020.

Building	Grade Level	Date of Construction	Total Square Footage
Original Building	K-2	1959	9,684
Additions	K-2	1993	10,529
Portables/Modulars	K-2	2001	3,572

Portables/Modulars	K-2	2008	1,786
Portables/Modulars	K-2	2019	1,786
Portables/Modulars	K-2	2020	1,786
Total Square Footage			29,143

The site is bound to the west, north and east by commercial development, and to the south by Mussey Road, limiting any significant expansion. While the site is larger than one of the other two Primary Schools, the need for additional parking would be limiting for additional construction to take place on this site. Traffic patterns already require deliveries to the school to access through the bus drop off area. Oil tanks are in the ground just outside the main office area, making any addition in this space very costly.

What percentage of the student body receives special education services?	22%
What is your average class size?	18
What percentage of the student body is eligible for free and reduced lunch?	16.9
What percentage of the student body receives services as an English Language Learner?	5%
How many permanent classrooms are within your school building (Inc. special education, art, music, foreign language, gymnasium)?	10 homerooms 1 Cafetorium 1 Library
Total number of teaching/administrative staff	25.3
Total number of support staff	15

Scarborough is piloting a Pre-K classroom off-site for 16 students this year in partnership with an existing preschool, through a grant from the Maine Department of Education. We expect the demand for Pre-K to increase, especially as districts around us, many of whom have universal Pre-K, expand this programming. . We do not currently have the space to expand out Pre-K offerings on our own sites.

Scarborough has seen an influx of new Mainers/Multi-lingual learners in recent years, increasing our enrollment. Numbers over the last several years for Eight Corners (EC) and the district are listed below:

2019 - 2020 EC = 15 District = 91
2020 -2021 EC = 14 District = 76

2021 - 2022 EC = 13 District = 83
 2022 - 2023 EC = 14 District = 105
 2023 - 2024 EC = 15 District = 113
 2024 - 2025 EC = 13 District = 108

Current School Configuration

<i>Space</i>	<i>Extent to Which Space Meets Existing Program Needs</i>
Front Lobby/Hallway area	There is no secure vestibule; visitors drop into the main hallway from the front door, creating a major security risk. Front desk staff in the office cannot see visitors due to the large cement column; camera views are unsatisfactory.
Main Office	Conference room must double as quiet space for students, not enough room for any large project organization or work area; site lines from Principal's office obstructed, awning-style windows only open 12 inches from the bottom which is unsafe for emergency egress, inadequate space for copier/printer, office tools, work space, etc. Principal's office is too small with barely enough room for a desk and small round table.
Clinic	No dedicated space for student privacy or rest area (cots), no privacy for confidential phone calls to be made, no space for more one student to be seen at a time
Cafenasium	The cafeteria and gym are combined into one space. At 2,408 sq ft, this is well below the state recommendation of 1500 sq ft for a cafeteria and 2400 sq ft for a gym. This reduces the use of the room as an educational space, and creates immense challenges for scheduling of Physical Education classes, breakfast, lunch, and school assemblies. The use of this space drives the overall school schedule.
Kitchen	Serving kitchen only, too small at 40% of DOE standards. All food must be prepared and cooked off site and trucked to the school.
Storage Room	Inadequate space for learning materials
Room 1	Social Work office. The Social Worker is .5 FTE SPED funded and .5 FTE locally funded. She has a large caseload of students on IEPs and a very fluid number of students who need support.
Room 3	Currently houses three adults (Occupational Therapist and 2 Speech and Language Therapists) inadequate space for OT therapy with swings, etc.
Boys' Bathroom	The one and only current group bathroom for the school has 2 toilet stalls,

	1 urinal, and a shower (that was installed to meet the unique needs of a student). Single stall bathrooms are preferred for safety and gender equity.
Custodial Closet	Inadequate space for equipment and supplies-no exhaust fan
Girls' Bathroom	The one and only current group bathroom has four toilet stalls and two sinks. Accessible stall was dismantled for student needs and now stores custodial equipment, including a carpet cleaner and other large equipment. Single stall bathrooms are preferred for safety and gender equity.
Staff Bathrooms	There are 2 single adult bathrooms for the school staff.
Room 5	This is a small learning space and time out room. It is unreasonably hot all year round due to poorly insulated heat lines
Room 6	Special education classroom for students with multiple needs, This space has a door to the outside which presents a safety risk. Storage for student belongings is inside the classroom taking away from usable learning space.
Room 7	This is a Social Life Skills classroom. It is unreasonably warm all year round due to poorly insulated heat lines. It is connected to room 5 by a standard door. The flow of the room presents a safety risk when a student has to be directed to the time out space. Storage for student belongings is inside the classroom, taking away from usable learning space.
Rooms 7, 8, 9, 10, and 11	These are classroom spaces for first and second grade. They are unreasonably warm year round due to poorly insulated heat lines. There is inadequate storage for learning materials. Window coverings are difficult to reach; in a safety event, teachers must climb onto the window sill to pull shades. They would also have to climb on the window sill if the class needed to evacuate through a window. The smaller windows do not allow for adequate space for people to egress. Storage for student belongings is inside the classroom taking away from usable learning space.
Library	Shelves are not easily moved to create flexible learning spaces, no room for technology, maker spaces and large group activities.
Teacher's Room	This was originally a small classroom space for students with special needs. It is inadequate as a workroom. Only 5-8 people can eat sitting down at one time while over 20 people eat lunch at the same time twice a day. There is no room for any other equipment for class projects or staff needs. All copiers/printers are in the building hallways.
Room 13	Room 13 houses the Functional Life Skills program. It is too small for 6 students and 6 adults, all the curriculum materials, equipment, etc. needed to meet the needs of the students.
Rooms 14, 15, 16, 17	These kindergarten classrooms are undersized by 30% compared with the state recommendation, and are not large enough for age appropriate activities such as play, movement, and kinesthetic strategies which are most effective with our student population. Materials are being stored in the class bathrooms which is unsafe and highly unsanitary. Storage for student belongings is inside the classroom, taking away from academic

	space in already undersized rooms.
Rooms 18, 19, 20, 21	These classrooms are prefabricated and were connected to the main building in 2002. Each has a bathroom and student cubbies in the rooms, taking space away from usable learning, and are well undersized.
Room 22	This prefabricated classroom was added in 2008 that connects to the main building. It has a bathroom in the middle of the room, limiting its practical use and making it far too small for a homeroom. It is used for Instructional Coaches, school counselors, and Multi-language programs. Competing groups of students and adults use the room for multiple purposes making it inadequate for everyone. One corner has been retrofitted to be a computer server closet which limits the use of the room.
Room 23	This prefabricated classroom, added in 2008, connects to the main building. It has no bathroom and is too far from the group bathrooms to be feasible for a general classroom. Students use the bathroom in Room 22. It is used for a variety of student support programs including Early Intervention, Academic Support, and Multi language learners.
Rooms 24-27	These prefabricated classrooms were installed in 2019 and 2020. They are unattached to the main building and accessed by a long wooden ramp that is partially covered. There are locked doors on either end of the ramp that require a pass card to enter.
	Rooms 24 and 25: They are used for two second grade homerooms. The classrooms are undersized and have limited windows.
	Room 26 is used as a music room. It is not built to meet the needs of music instruction; it has inadequate storage for instruments, no risers for student performances, etc.
	Room 27 is used as an art classroom. This room is inadequate in preparation space, cleaning of equipment, and storage of in-process pieces.
Playground	There is a playground behind the building as well as an open grassy area, although not a designated playing field, adjacent to the playground. The playground equipment is over 30 years old. It has deteriorated and many original components have been removed or decommissioned. due to safety. Access to the playground is a long, uphill path from the school, which is difficult for children and adults with mobility issues, making it not ADA compliant. The site is poorly drained and frequently wet, muddy, or unusable. The surface of the playground is wood chips, which prevents it from being truly accessible to anyone with mobility issues. This creates a barrier to children who may not be able to safely navigate on wood chips.

Current Student Programming and Structure

How the building is organized for program delivery:

Eight Corners School is organized by grade level. It is a K-2 school and has 20 full sized classrooms (which are all undersized when compared to state minimum specifications), 1 main office space, 1 Cafenadium, 2 therapy spaces, 1 small space for student quiet space, 1 Library, and 1 smaller classroom that is approximately .75 of a full classroom.

1. 14 home room classrooms dedicated to instruction for all students (5 Kindergarten, 4 First Grade, 5 Second Grade)
2. 3 special education classrooms (1 for Functional Life Skills, 1 for Social Life Skills & Behavior, and 1 for Resource Room supports)
3. 1 shared OT/Speech room (this is a 1/2 size classroom-accommodating 2-3 service providers and multiple small groups happening at the same time)
4. .5 of a full size classroom is used by the Academic Support Program. Two adults serve students in small group instruction in reading and math for Grades 1 & 2, with multiple groups getting instruction at the same time.
5. .5 of a full size classroom houses the MLL program. There are two adults in this program who travel between the 3 primary schools teaching English to small groups of children.
6. .5 of the smaller classroom space is used for the Early Intervention program. This is a Title 1 funded program which has 3 adults supporting students in push in and pull out programming in Kindergarten.
7. .5 of smaller classroom is used for the Instructional Coach and itinerant School Counselor. They use the space primarily for storing curriculum materials and having adult meetings.
8. 1 cafenadium that accommodates
 - a. before and after care through Community Services,
 - b. PE/Health classes
 - c. breakfast & lunch
 - d. school assemblies
9. 1 Library space that accommodates
 - a. Library classes
 - b. part -time K2 Librarian
 - c. Library Ed Tech
 - d. Storage of STEM materials
 - e. Professional library materials
10. 1 classroom is dedicated for Music. This is used all day, 3 days a week. It is used other days for meeting space and grade level events (Chewonki, Mad Science, etc.)
11. 1 classroom is dedicated for Art. It has a tiled floor and slightly larger sink for prep and cleaning. It is not sufficient for 20 children at a time to use. There is no attached bathroom or large tables for projects. It is insufficient for

- storage of materials, projects, etc.
12. NO appropriate space for small group or individual work with students outside of the classroom (other than the hallway)
 13. NO space for dedicated storage of academic materials
 14. NO designated space for nursing mothers
 15. NO space for safe de-escalation or break space in the permanent building
 16. NO space for the Consulting Special Ed teacher.
 17. NO space for the Behavior Interventionist
 18. NO space for the Physical Therapist. All therapy is done in the hallway, playground, or classroom.
 19. 1 undersized teacher break room (seats 8)
 20. 2 Adult bathrooms for the entire school faculty
 21. 1 Office space that accommodates:
 - a. 1 clinic area with student "sick" bathroom
 - b. 4 office stations for Admin Assistant and Building Ed Tech
 - c. Principal's Office
 - d. Conference room (also utilized as 1:1 classroom space for unique student needs)
 - e. Fire proof filing cabinets for student records
 - f. desktop copier/printer
 - g. all staff mailboxes

Limitations the current facility presents in the implementation of the educational program for all students:

The Maine Learning Results have been integrated into the educational programming in the areas of English/language arts, mathematics, and social studies done through the classroom spaces available. In order to reach full integration where individual needs can be met, additional flexible space for small group work, more spaces for display, and hands-on activities are needed. Infrastructure is outdated so that we are unable to access all that a digital curriculum has to offer.

- Science and Technology, Music, Art and Physical Education are only partially integrated as a result of the condition of and amount of space available. There is no space for doing Science Labs and experiments including spaces for maker space activities where students can tinker, build, invent, and engage in design thinking sorts of activities crucial to preparing students to fully meet the Science and Technology standards. There is not enough space to house their work in progress, their prototypes or their experiments.
- There is no space for collaboration that is flexible for students or adults.
- For Art, there is insufficient space for creating, producing, and displaying art work, as well as prepping and cleaning up spaces which would include sinks and drying spaces.
- For Music, the classroom does not include proper acoustics for the space, flexible risers for student performance, and instrument storage.
- For Physical Education, the space is used for a variety of purposes making the space

less than conducive for Physical Education. The school has a “cafenasium”, meaning that PE happens in the school cafeteria. The floors are hard cement (as opposed to a wooden or more flexible floor) which poses a safety issue. While the space is large, it does not offer a range of equipment and options that a gymnasium would. In addition, as equipment must be moved in, set up and then taken down for classes, there is an impact on instructional time. Due to the limited storage available, some equipment is stored in the room creating a safety issue, such as the need for cafeteria tables to line the sides of the space during PE classes.

- There are 4 classrooms in a cluster that are not connected to the main school space. These rooms house two second grade homerooms, Art, and Music rooms. Students needing to get into the main building must either be escorted by an adult or be responsible for using a passcard to both doors. This is a serious safety and security issue. It results in lost learning time and makes it challenging to manage cross classroom, flexible groups.
- The current building does not provide for flexible learning spaces beyond traditional classroom space. It is not possible for classes to group together for projects, nor is it possible for whole school meeting spaces, either for students or for staff.

Difficulties Encountered in Scheduling or Facilities Use Due to Building Limitations:

- Inability to have a full staff meeting in any space in our building before or after school because there is no large space available.
- Whole school assemblies are challenging for a number of reasons, including the LCD projector and screen being offset to one side of the “cafenasium”. This location makes it difficult for all students to see any visuals that might be presented. Students must sit on the floor and work around the stored equipment (such as cafeteria tables alongside the walls of the space). The acoustics are terrible for large groups: air handlers and blowers are very loud, and milk coolers’ fans prevent readily hearing voices. They must be unplugged in order to conduct any large gathering of students when listening is involved.
- For larger professional development, staff must travel to another school to find a space that will hold everyone. Much of our professional development is planned and scheduled around when we have a room available. This limits our ability to plan days that may be the best for finding substitutes. We often resort to using Zoom or Google Meets to bring everyone to the table. This is impersonal and doesn’t allow for the natural conversation, connection, collaboration that happens in person.
- Most of the small group instruction is held in the hallway or a shared room with 5 other staff providing small group instruction to other students. Being able to have some private, small group spaces that help keep students engaged and focused is critical to student instruction,
- The School Counselor is shared between the three primary school buildings. This requires triplicates of all materials for programming needs.
- Because of the lack of space, Instructional Coaches also share space with the

- school counselor/Guidance and the multilingual program.
- Speech therapy and OT services must balance their schedules carefully as they share one space, that is not conducive to learning and focus when there are too many people in a small space.

School Schedule

- Arrival and dismissal times
 - Arrival: 8:30-8:50 am
 - Dismissal: 3:10-3:30 pm
- Traffic flow
 - There is no designated student drop off area for students who are transported to school by parents/guardians. The drop off, then, is conducted in the side parking lot, and the students need to be walked into the back door of the cafenadium from the parking lot in order to gain access to the main entrance of the school.
 - The school is located on a road in an area primarily deemed for business, making it difficult for students to walk to school. There is not sufficient parking for school events, requiring families to park on the roadway.
- Office location
 - The office is located at the front of the building. The small clinic is adjacent to the office with limited space and privacy, which creates challenges when students are ill.
- Where students spend their day
 - Students spend the majority of their day in the regular education classroom with transitions to one special (art, music, library, or P.E.) per day, at least one recess per day, one lunch period per day. Some students transition to other areas of the building for supports (academic or social-emotional).
- Common planning time
 - Common planning time is difficult to achieve with the current scheduling restrictions. One 40-minute time slot per week is offered, but not guaranteed due to coverage. Teachers often choose to meet during lunch/recess or before/after school for shorter chunks of time.
- Shared cafeteria and gym - what an updated design could provide for
 - An updated design could provide separate spaces that would eliminate the need to schedule around lunch. A PE class could be scheduled at the same time that a lunch period was being held for another grade level. This would significantly increase scheduling options. A stage or performance area would provide opportunities for

students to share creatively in ways that are not currently available. A separate gym space that is free of cafeteria items like a milk cooler and/or storage for after care would provide more opportunities for PE equipment and support more educational opportunities.

Description of MTSS Supports

- What is it?
 - MTSS (Multi-Tiered Systems of Support) is the process of supporting students at various levels of need with appropriate interventions. The Maine Department of Education requires all schools to implement an MTSS framework, making it a necessary part of the educational system within the state.
- Where does it occur?
 - Tier 1 supports happen within the regular education classroom setting as teachers differentiate for students and accommodate student needs.
 - Tier 2 supports happen both in the classroom and in smaller settings like Academic Support. Students may need additional support to make progress towards grade level expectations.
 - Tier 3 supports often happen outside of the classroom and are more targeted/specialized interventions to support students to make progress towards grade level expectations.
- Availability of Flex/Collaboration Spaces
 - The availability of flex/collaboration spaces is limited both within classrooms and in other areas of the school, which impacts the ability to support all levels of MTSS.
- Strengths and impacts of current school design
 - The current school design does not support a robust MTSS model.

Special Education Programming

- What is it?
 - Special Education programming is provided for students with an identified disability who require specialized instruction to access their education. These students have a formal plan called an IEP (Individualized Education Plan).
- Where does it occur?
 - Specialized instruction and IEP accommodations take place in all areas of the school. Currently, three classrooms, one large quiet area space, and three ½ classroom spaces (OT/Speech and Social Work/BCBA and office space for the Consulting Special Education Teacher) are dedicated to our population of special education students.
- Strengths and impacts of current school design

- The current school design does not provide adequately sized classrooms to accommodate multiple groups of students working at the same time; equipment for students with developmental disabilities; storage for materials and equipment when not in use; meeting space for teams.

Current General Education Classroom Design

- How are rooms designed?
 - Rooms are designed within the minimal footprint to provide space for student desks, a space for the teacher, and limited space for a quiet reading area or other designated space. Classroom cubbies and class sink (in the form of an island) take up space within the footprint and limit the flexibility of classroom design. A lack of storage space requires teachers to store items in stacks on top of cubbies, in bathrooms, and under shelving.
- What are the constraints of the current set up?
 - Classrooms can become easily cramped with limited space for students to work on larger projects or have space to work quietly away from the group. Storage for projects is limited.

Technology Use and Infrastructure

Currently, most of the cable conduits and chases within all three K-2 buildings are full and would need to be stripped before we upgrade or add additional cable. This has been problematic over the years as we attempt to increase the number of end user drops for projectors, printers, phones, etc. and expand WiFi capacity throughout the buildings.

Unfortunately, the network closets in each of the buildings are either actual closets or janitorial areas that have been retrofitted with jerry rigged environmental controls to house building technology infrastructure. Temperature, humidity, fire suppression, electricity and security monitoring and controls should be integrated into the overall build of the network closets to prevent a catastrophic loss of equipment. This includes ensuring that the network equipment is covered with backup generator power.

The network rooms at the K-2 schools are not solely dedicated to housing infrastructure, but instead - due to a general lack of space - are used as shared storage with teachers and other staff. Many different people have access to the network closets creating cyber security vulnerabilities, exposing equipment to heat, humidity and potential damage as bins of various sizes are stacked against network devices.

The rise in the number of portables over the last decade also presents a number of technology challenges. The walls are not always sturdy enough to support whiteboards and wall-mounted short-throw projectors and the ceilings are not always high enough to allow

for ceiling mounted projectors. Additionally, the lack of structure between the walls does not always allow for cabling conduits, reducing the areas in which we can install network drops.

Additionally, at this time, all of our switches and patch panels need to be replaced in all of the K-2 schools. We were waiting upon the outcome of our local Building Referendum in November, 2023 before moving forward with this project, but we are now at a point where delaying any longer may cause latency and outages.

Exterior Site Design and Transportation Drop Off/Pick Up

There is no dedicated bus loop. Staff/visitor parking is blended into the bus drop off driveway. There is no designated student drop off area for students who are transported to school by parents/guardians. Parents must park and walk their children into the cafenadium. When buses arrive, they block parked cars from entering or exiting.

Safety and Security

Current design:

- No secure vestibule to enter the building.
- Fire doors are not automated to close when the alarm sounds.
- There is a lack of storage space in the building for custodial equipment, and therefore an air handler room is currently needed to house custodial carts, vacuums, floor machines, and other cleaning supplies. This is noted by fire department officials who inspect monthly.
- Fire Code concerns: In the original 1959 Wing, the classroom-to-classroom and classroom-to-corridor partitions do not seal to the roof deck. The drywall stops 12" - 18" below the deck. Therefore there is no smoke separation from classroom-to-classroom and classroom-to-corridor. The walls and roof deck are wood framed and this presents a serious code problem. Fire and smoke in one area would quickly spread to other classrooms and the corridor. The drywall at the exterior walls also stops short of the deck in some places, resulting in exposed insulation batts which are not permitted for indoor air quality and for the potential of fire spreading.

Pleasant Hill Primary School



Historical Details about the School:

Pleasant Hill Primary School, a K-2 school located at 143 Highland Avenue in Scarborough, was initially built in 1957 with a total of 8,634 sq ft. As you can see from the table below, an addition to the school took place in 1993, more than doubling the school's square footage. This was followed by the addition of 4 modular classrooms attached to the main building in 2001 and 2020.

Building	Grade Level	Date of Construction	Square Footage
Original Building	K-2	1957	8,634
Additions	K-2	1993	12,612

Portables/Modulars	K-2	2001	1,786
Portables/Modulars	K-2	2020	1,786
Total Square Footage			24,818

What percentage of the student body receives special education services?	21.5%
What is your average class size?	16.7
What percentage of the student body is eligible for free and reduced lunch?	2.2%
What percentage of the student body receives services as an English Language Learner?	2%
How many permanent classrooms are within your school building (Inc. special education, art, music, foreign language, gymnasium)?	12
Total number of teaching/administrative staff	30
Total number of support staff	13.25

Scarborough is piloting a Pre-K classroom off-site for 16 students this year in partnership with an existing preschool, through a grant from the Maine Department of Education. We expect the demand for Pre-K to increase, especially as districts around us, many of whom have universal Pre-K, expand this programming. . We do not currently have the space to expand out Pre-K offerings on our own sites.

Scarborough has seen an influx of new Mainers/Multilingual learners in recent years, increasing our enrollment. Numbers over the last several years

2019 - 2020 PH = 4	District = 91
2020 - 2021 PH = 4	District = 76
2021 - 2022 PH = 1	District = 83
2022 - 2023 PH = 9	District = 105
2023 - 2024 PH = 3	District = 113
2024 - 2025 PH = 5	District= 108

Current School Configuration

<i>Space</i>	<i>Extent to Which Space Meets Existing Program Needs</i>
Office	The main office (287 sf) is situated directly across from the school's main entrance, and lacks a vestibule for screening visitors. Once visitors are granted entrance through the main doors, they are in the main school hallway and have full access to the building, even before reaching the main office, creating a major safety concern. Office security is limited. This design is insufficient for school safety/security based on best practices. The main office is too small and lacks adequate work or meeting space. The office doubles as a clinic (76 sf), with a nurse's station, accessible only via a pass through area of the office. Not only does the pass through design create a disruption for workers, it results in a lack of privacy and confidentiality for students being seen in the clinic. There is no dedicated conference room for meetings.
Cafenasium	The cafeteria and gym (2,400 sf) are combined into one cafenasium space; this is well below the state recommendation of 1500 sq ft for a cafeteria and 2400 sq ft for a gym. This reduces the use of the room as an educational space, and creates immense challenges for scheduling of Physical Education classes, breakfast, lunch, and school assemblies.
Kitchen	Serving kitchen only, too small at 40% of DOE standards. All food must be prepared and cooked off site and trucked to the school.
Rooms 1-15	All classrooms need more efficient climate control. Poor / no insulation, old equipment and different parts of the building (original, renovation/addition and portable) are inconsistent. There is also insufficient space for teacher and student materials and belongings, resulting in cluttered instructional spaces. Classrooms lack space to offer students adequate cubby storage and, at times, classroom seating and areas for small group instruction. All classrooms lack adequate power outlets to accommodate technology used in teaching on a regular basis.
Library	The library (810 sf) is only 81% of the size of DOE standards. It has insufficient space and poor design to accommodate materials and appropriate instructional space. Technology has been retrofitted and is not ideal. Storage is inadequate, and exists only through exposed shelving, leading to a less than eye appealing educational environment.
Clinic	A small, cramped space (76 sf) does not allow for multiple students to be served with any privacy or appropriate space to limit exposure to contagious illnesses. There is not adequate space to accommodate a cot for ill students to lie down. Much of the area within the clinic is carpeted, which is inappropriate and unhygienic for an area servicing ill students. Access for emergency response is limited.

Group Bathrooms	While some classrooms have a single stall bathroom within them, those in the original part of the building do not, and those students utilize 2 group bathrooms. This is not sufficient to serve the 70-80 students that need to access these on a regular basis (up to 44% of our student body). The boys bathroom contains outdated urinal facilities, retrofitted with privacy screens to provide a barrier from hallway view. Custodial equipment is stored in these bathrooms due to lack of storage elsewhere in the building. These bathrooms are not fully accessible.
Special Education	The Special Education classroom space is too small to appropriately accommodate the 5-7 staff/service providers and students requiring their services. Frequently, there are multiple small groups occurring simultaneously, which impacts students' focus and engagement within the space. There is no SPED storage, other than limited open shelf storage, which creates a cluttered look to the learning environment..
Individual Toilets	Most bathrooms within the classrooms are not fully accessible.
Kindergarten	All kindergarten classrooms are about 75% of the size of DOE standards.
Art	The shared art room space is too small, at 62% of DOE standards. Art shared with music. No storage for art supplies or projects to dry or remain out for continued work.
Music	Music shared with art space, and is too small, lacks storage or performance space, and disturbs abutting classrooms due to lack of sound insulation.

Current Student Programming and Structure

How the building is organized for program delivery:

Pleasant Hill Primary School is a K-2 school, organized by grade level. It has:

- 11 home room Primary classrooms dedicated to instruction for all students
- 1 Special Education room with an adjoining break space. This is a shared space accommodating 5-6 service providers, with multiple small groups happening simultaneously.
- 1 classroom for Academic Support, providing small group instruction in reading and math for Grades 1 & 2. This is a shared space accommodating 3-4 service providers, with multiple small groups happening simultaneously.
- 1 classroom for Instructional Intervention, serving small group instruction in reading, math and behavior support for Kindergarten students. This is a shared space accommodating 2-3 service providers, with multiple small groups happening simultaneously.
- 1 shared classroom for art/music. Specials are taught on alternate days.
- 1 small, classroom sized Library space that accommodates
 - library classes
 - part time K-2 librarian

- library ed tech
 - instructional coach's office
- .5 room for social work
- .5 room (shared) speech/MLL room
- .5 room (shared) OT/PT room
- 1 “cafenasium” that accommodates
 - before and after care through Community Services
 - PE/health classes
 - breakfast and lunch
 - school assembly meeting space
- 1 small multi-purpose space that accommodates
 - space for parent conferences/IEP/504 or small group staff meetings
 - staff break room
 - overflow desk space for staff
- Main office that accommodates:
 - 1 clinic area with student “sick” bathroom
 - 3 office stations for administrative assistant and building ed techs
 - 1 small closet for school supplies
- 1 small private office space which accommodates:
 - nurse's work station
 - confidential health files
 - cumulative student files
 - laminator
- Principal's Office with limited space (only a small table)
- NO dedicated staff workroom (main copier housed in a hallway)
- NO dedicated space for small group or individual work with students outside the classroom (other than the hallway). Due to space constraints, our academic support and coaching occurs frequently in general hallway spaces, which are not conducive to maximizing student focus, engagement, or outcomes.
- NO designated space for nursing mothers
- 2 adult bathrooms for the entire school staff
- NO dedicated space for storage of academic materials

Limitations the current facility presents in the implementation of the educational program for all students:

The Learning Results have been integrated into the educational programming in the areas of English/language arts, mathematics, and social studies within the classroom spaces available. In order to reach full integration where individual needs can be met, additional flexible spaces for small group work, and more spaces for display and hands-on activities are needed. Infrastructure is outdated so that we are unable to access all that a digital curriculum has to offer.

- Science and technology, music, art and physical education are only partially integrated as a result of the condition of and amount of space available. There is no space for doing science labs and experiments including spaces for maker space activities where students can tinker, build, invent, and engage in design thinking activities crucial to preparing students to fully meet the science and technology standards. There is not enough space to house students' work in progress, their prototypes or their experiments.
- There is no space for collaboration that is flexible for students or adults.
- There is only enough space for one shared music and art room. Classrooms designed as general class work spaces are being used for music and art (as well as science).
- The shared space used for art is insufficient for creating, producing, and displaying artwork, or clean up spaces which would include sinks and drying areas.
- The space used for music does not include proper acoustics, sound insulation, flexible risers for student performance, or instrument storage.
- The "cafenasium" serves a variety of purposes, making the space less than conducive for physical education. PE/health classes happen in the school cafeteria. The floors are hard cement (as opposed to a wooden or more flexible floor). This poses a safety issue. This space does not offer a range of equipment and options that a full sized, dedicated gymnasium would. As equipment must be moved in, set up, and then taken down for classes, there is a negative impact on instructional time. Due to the limited storage available in the kitchen and adjacent closets, some equipment is stored in the cafenasium itself, including the cafeteria tables, freezer, milk cooler, materials for before and after care, etc. This creates a safety issue. Gym mats must be placed along the perimeter of the room to protect students from injury during PE/health classes. Time for whole school assemblies is limited to 20 minutes monthly, due to tight scheduling of breakfast, lunch, and PE/health classes in the cafenasium.
- The current building does not provide for flexible learning spaces beyond traditional classroom space. It is not possible for more than one class to gather together for projects, nor is it possible for whole school meeting spaces, either for students or for staff.
- Spaces designated to serve students with disabilities have significant limitations. Students requiring additional space, equipment, or other accommodations to access their education on a daily basis are met with an antiquated and inflexible environment. Limited options are available to hang equipment like swings. Inadequate storage creates a cluttered appearance in classrooms, which is distracting for students trying to focus. Safety issues result when materials and equipment cannot be appropriately stored. There are limited accessible bathrooms for students who require toileting schedules or regular assistance in the bathroom. Spaces meant to be calming, welcoming, and conducive to learning can quickly become overcrowded, overstimulating, and challenging for students with developmental disabilities.
- A playground sits directly behind the building, though it was reduced in size significantly when portable classrooms were placed on the school site in 2001

and 2020. There are no formal playfields. There is a small lawn area adjacent to the parking lot, down an embankment. This is the only flat, open space available for students to run and play. The playground requires additional staff to monitor due to multiple, divided play areas. The aging playground continues to present challenges for our student population. Access to the playground can be challenging for students with mobility issues. Playground equipment needs to be updated to include all students and to engage them in meaningful play with their peers. Equipment breaks down frequently and not all equipment is safe for all students, creating supervision issues and safety risks. While the playground is bordered by a paved path on one side and can be accessed, depending on the season, wheelchair access is limited due to the surface and borders of the playground. The playground is not fully fenced in, making it challenging for students with limited impulse control and high emotional needs. The playground is largely shaded, which creates icy conditions in winter, making the playground unusable. On days when the playground conditions are unsafe, students' recess is held in the paved bus loop area in front of the school. This requires staff to monitor the perimeter carefully to ensure students and playground equipment stay clear of the main road.

Difficulties Encountered in Scheduling or Facilities Use Due to Building Limitations:

- The greatest scheduling challenge centers around the use of the cafenadium. Time is needed for set-up and clean-up of breakfast and lunch which limits the amount of class time each day. Having shared art/music teachers means they are only in the building 2.5 days per week. This presents a challenge to schedule each class with the required sessions of art, music, PE/health, and library for the year. This also affects our educators' planning schedule; it is only possible to provide 1 time per week for grade level teams to meet together for 30-40 minutes for planning and curriculum alignment. The lack of professional time impacts the quality of instruction for our students and limits our ability to leverage flexible grouping to maximize student learning.
- Whole school assemblies are limited to a short, 20 minute timeframe, once monthly, when the cafenadium is not otherwise booked. With the entire staff and student body present, space is limited, students must sit on the floor, and we cannot simultaneously accommodate more than just a few visiting parents or community members. These time and space constraints negatively impact programming, and limit our ability to offer rich, community centered activities to support our students, staff, families, and school culture.
- The school is unable to have full staff meetings in any space in the building, either during, before or after school - there is no large space available. Multiple staff share spaces, creating challenges with work efficiency and effectiveness. Staff meetings for smaller groups take place in the shared music/art room, requiring custodial staff to move furniture prior to and

following each meeting. The music teacher must share space with the art teacher, resulting in a more generic space than the typical, more educationally stimulating instructional environment found in dedicated music or art spaces.

- For professional development involving a larger number of staff, travel to another school is necessary to find a space that will hold everyone. Much of our professional development is planned and scheduled around space availability, limiting the ability to plan days that may be the best for finding substitute teachers. We often resort to using Zoom or Google Meets to bring everyone to the table. This is impersonal and doesn't allow for the natural conversation, connection, and collaboration that happens during in person meeting time.
- There is limited meeting space in the building to hold a meeting like an IEP in person. It is helpful that we hold most IEP and 504 meetings virtually in the district. It is still a challenge, however, for staff to find a space to attend the meeting virtually with limited private, quiet areas.
- K-2 students, in particular, are struggling to manage their emotions and to cope with learning in larger groups. Having areas outside of the classroom to utilize a calming strategy, to finish something in a quiet setting, or just to talk through a problem are essential for the successful development of our students. These spaces and opportunities are limited due to the physical space of our school. A "calming corner" in an overcrowded classroom is not necessarily an effective tool. Talking with an adult in a busy hallway doesn't necessarily feel very private or safe to an escalated student. More than anything, we need spaces for students to support their own development to self-regulate. Their environment should be a peaceful place where they can practice and generalize these skills to different situations. Currently, we are doing students a disservice by expecting them to regulate in unsuitable environments.
- Most small group instruction occurs in the hallway or a room with 3-7 other staff simultaneously providing small group instruction to other students. Being able to have some private small group spaces that help keep students engaged and focused is critical to student progress.
- Due to lack of space, PT and OT professionals, as well as speech and MLL teachers, must balance their schedules carefully as they share one undersized classroom. It is not conducive to learning and focus when there are too many people in a small space, as students can become distracted easily. These shared conditions impact flexible scheduling of student programming.

School Schedule

- Arrival and dismissal times
 - Arrival: 8:30-8:50 am

- Dismissal: 3:10-3:30 pm
- Traffic flow
 - There is no designated student drop off area for students who are transported to school by parents/guardians. The drop off, then, is conducted in the parking lot, where parents create a loop around the parking lot and staff wait on the sidewalk to help students out of their vehicles to expedite the process. .
 - Due to inadequate space for parking, some staff must park on grassy areas, which becomes a significant challenge during the winter months and during mud season.
 - Parking for families at events such as end of year celebrations or parent conferences is grossly insufficient. People park in the streets in surrounding neighborhoods, where there is little to no shoulder. Itinerant staff (such as OT, PT, MLL teachers, behavior specialists, shared librarian and school counselor) struggle to park safely during the day.
- Office location
 - The office is located at the front of the building. There is no secure vestibule for visitors to first enter the building. Instead, parents are buzzed in and get instant access to the main hallway before approaching the office.
- Where students spend their day
 - Students spend the majority of their day in the regular education classroom with transitions to one special (art, music, library, or P.E.) per day, at least one recess per day, one lunch period per day. Some students transition to other areas of the building for supports (academic or social-emotional).
- Common planning time
 - Common planning time is scheduled for grade level teaching teams. This happens for some teams during a 40 minute specials block. Other teams choose to meet together during the students' lunch/recess time.
- Shared cafeteria and gym - what an updated design could provide for
 - An updated design could provide separate spaces that would eliminate the need to schedule around lunch. A PE class could be scheduled at the same time that a lunch period was being held for another grade level. This would significantly increase scheduling options. A stage or performance area would provide opportunities for students to share creatively in ways that are not currently available. A separate gym space that is free of cafeteria items like a milk cooler and/or storage for after care would provide more opportunities for PE equipment and support more educational opportunities.

Description of MTSS Supports

- What is it?
 - MTSS (Multi-Tiered Systems of Support) is the process of supporting students at various levels of need with appropriate interventions. The Maine Department of Education requires all schools to implement an MTSS framework, making it a necessary part of the educational system within the state.
- Where does it occur?
 - Tier 1 supports happen within the regular education classroom setting as teachers differentiate for students and accommodate student needs.
 - Tier 2 supports happen both in the classroom and in smaller settings like Academic Support. Students may need additional support to make progress towards grade level expectations.
 - Tier 3 supports often happen outside of the classroom and are more targeted/specialized interventions to support students to make progress towards grade level expectations.
- Availability of Flex/Collaboration Spaces
 - The availability of flex/collaboration spaces is limited both within classrooms and in other areas of the school, which impacts the ability to support all levels of MTSS.
- Strengths and impacts of current school design
 - The current school design does not support a robust MTSS model.

Special Education Programming

- What is it?
 - Special Education programming is provided for students with an identified disability who require specialized instruction to access their education. These students have a formal plan called an IEP (Individualized Education Plan).
- Where does it occur?
 - Specialized instruction and IEP accommodations take place in all areas of the school. Currently, three classrooms, one large quiet area space, and three ½ classroom spaces (OT/Speech and Social Work/BCBA and office space for the Consulting Special Education Teacher) are dedicated to our population of special education students.
- Strengths and impacts of current school design
 - The current school design does not provide adequately sized classrooms to accommodate multiple groups of students working at the same time; equipment for students with developmental disabilities; storage for materials and equipment when not in use; meeting space for teams.

Current General Education Classroom Design

- How are rooms designed?
 - Rooms are designed within the minimal footprint to provide space for student desks, a space for the teacher, and limited space for a quiet reading area or other designated space. Classroom cubbies and class sink take up space within the footprint of the original classrooms and limit the flexibility of classroom design. A lack of storage space requires teachers to store items in stacks on top of cubbies, in bathrooms, and under shelving.
- What are the constraints of the current set up?
 - Classrooms can become easily cramped with limited space for students to work on larger projects or have space to work quietly away from the group. Storage for projects is limited.

Technology Use and Infrastructure

Currently, most of the cable conduits and chases within all three K-2 buildings are full and would need to be stripped before we upgrade or add additional cable. This has been problematic over the years as we attempt to increase the number of end user drops for projectors, printers, phones, etc. and expand WiFi capacity throughout the buildings.

Unfortunately, the network closets in each of the buildings are either actual closets or janitorial areas that have been retrofitted with jerry rigged environmental controls to house building technology infrastructure. Temperature, humidity, fire suppression, electricity and security monitoring and controls should be integrated into the overall build of the network closets to prevent a catastrophic loss of equipment. This includes ensuring that the network equipment is covered with backup generator power.

The network rooms at the K-2 schools are not solely dedicated to housing infrastructure, but instead - due to a general lack of space - are used as shared storage with teachers and other staff. Many different people have access to the network closets creating cyber security vulnerabilities, exposing equipment to heat, humidity and potential damage as bins of various sizes are stacked against network devices.

The rise in the number of portables over the last decade also presents a number of technology challenges. The walls are not always sturdy enough to support whiteboards and wall-mounted short-throw projectors and the ceilings are not always high enough to allow for ceiling mounted projectors. Additionally, the lack of structure between the walls does not always allow for cabling conduits, reducing the areas in which we can install network drops.

Additionally, at this time, all of our switches and patch panels need to be replaced in all of the K-2 schools. We were waiting upon the outcome of our local Building Referendum in November, 2023 before moving forward with this project, but we are now at a point where delaying any longer may cause latency and outages.

Exterior Site Design and Transportation Drop Off/Pick Up

There is no dedicated bus loop. There is no designated student drop off area for students who are transported to school by parents/guardians. Parents form a circular line in the main parking lot, blocking any ability for people to park or exit the parking lot during arrival and dismissal times.

Safety and Security

Current design:

- No secure vestibule to visitors to enter the building.
- The fire doors are not automated.
- There is a lack of storage space in the building for custodial equipment, and therefore an air handler room and the boiler room are currently being used to house custodial carts, vacuums, floor machines, and other cleaning supplies. This is noted by fire department officials who inspect monthly.
- Fire Code - In the original 1957 Wing, the classroom-to-classroom and classroom-to-corridor partitions do not seal to the roof deck. The drywall stops 12" - 18" below the deck. Therefore there is no smoke separation from classroom-to-classroom and classroom-to-corridor. The walls and roof deck are wood framed and this presents a serious code problem. Fire and smoke in one area would quickly spread to other classrooms and the corridor. The drywall at the exterior walls also stops short of the deck in some places, resulting in exposed insulation batts which are not permitted for indoor air quality and for the potential of fire spreading. This work will be addressed if/when the Town decides how to address the space issues in all of our schools, whether it be a renovation, new construction or a combination of both.

Scarborough Middle School



Historical Details about the School:

Scarborough Middle School, a grades 6-8 school located at 21 Quentin Drive in Scarborough, was initially built in 1996 with a total of 109,600 sq ft. As you can see from the table below, this was followed by the addition of 6 standalone unattached classrooms in each of the years 2000, 2001, and 2008 respectively. Currently 12 of the 18 are in use for students. The remaining 6, which are located behind the MS cafeteria, are in poor shape and currently used for district storage.

Building	Grade Level	Date of Construction	Total Square Footage
Original Building	6-8	1996	109,600
Additions	None	NA	NA
Portables/Modulars	6	2000	4,168
	6	2001	4,168
	6	2008	4,168
Other Classroom Spaces	District Storage	Purchased used in 2004	6,110
Totals			128,216

What percentage of the student body receives special education services?	18%
What is your average class size?	22
What percentage of the student body is eligible for free and reduced lunch?	11%
What percentage of the student body receives services as an English Language Learner?	3%
How many permanent classrooms are within your school building (Inc. special education, art, music, foreign language, gymnasium)?	55
Total number of teaching/administrative staff	84
Total number of support staff	29

Scarborough has seen an influx of new Mainers/Multilingual learners in recent years, increasing our enrollment. Numbers over the last several years

2024 - 2025 SMS = 24 District= 108 students

Current School Configuration

Space	<i>Extent to Which Space Meets Existing Program Needs</i>
Admin Offices	• 101-Main Office: Too small (357 sf) to support the needs of a building with approximately 700 students. Limited reception space. No waiting area for parents and community members. Three office staff share the space. No separate office space for the administrative assistant. There is one small storage space for the entire office suite and no visibility from Admin to the 12 modular classrooms in the 6th Grade Portable building. • 104- Principal's Office: (155 sf) • 105-Office Conference Rm: There is only one very small conference space for administrators, teachers, consultants and families. It is often used for student work space when a building leader is working with a student. • 106- Assistant Principal's Office (132 sf): The office has no windows (safety concern for egress).
Clinic	Too small (216 sf) 2 nurses share one space. No confidentiality/privacy exists for individual students who are being seen by the nurses. There is very limited storage for equipment and supplies (96 sf). The shower in the bathroom is currently used for storage.

Guidance Offices	Undersized. Not enough office space for two counselors, three social workers and an administrative assistant. • Rm 104- Administrative Assistant's office (224 sf), reception area and records room: Limited space for secure filing cabinets that house all student records. No space for staff to review files. No place for parents to complete registration. No good confidential meeting space • Rm 115- Counselor's Office (130 sf):The office has no windows (safety concern for egress). • rm 118- Counselor's Office: (117 sf) • Rm 117- Social Worker's Office: (121 sf) • Rm 116- Social Worker's Office (72 sf): The office has no windows (safety concern for egress).
Classroom Wing Circulation	There are "four choke points" where the hallways narrow to barely 7' wide as the classroom wings attach to the core building. There are lockers on one side of these halls making them even more crowded. They are extremely congested between classes.
Band - 195	Too small. (1,140 sf). Not enough space for equipment storage. Percussion lessons are taught in the cafeteria and the band office. Room does not exist for full band practice.
Music - 197	Too small. (1,190 sf). 74% of DOE recommended size. Music has taken over the stage completely. Noise from the cafeteria disrupts classes. No space for chorus classes.
Stage	Not available because it has become a full time Music room.
Cafeteria	Too small. Cafeteria is only 63% of the DOE recommended size. Five lunches are required to feed the student body. Lunch is served from 11:15am - 1:30pm. In order to split the 7th and 8th grade lunches, two of the lunch groups eat in the middle of their academic class, which negatively affects classroom instruction. The serving line is very congested. To avoid starting lunch too early, 6th graders all eat together in one lunch period. As such, 25% of sixth grade students eat in the hallway.
Kitchen	Kitchen is about 200 sf below DOE standards (1,296 sf). The serving line needs expansion due to the short lunch periods and high student population. Inadequate dry storage space.
Library	Library is 850 sf smaller than the DOE recommended size. Two classes can barely use the space at one time, no room for the teacher resource area, and is very crowded. No room for expansion. Librarian teaches classes in the library due to lack of classroom space.

Media/Green Screen Room	Not available because it is now being used by the IT dept for device repair.
Gym	Too small. (6,645 sf) The court is not regulation-size for Middle School games. The elevated track above interferes with a clear line of shot to the baskets from the sides. There is limited bleacher seating, which greatly interferes with any ability to hold grade or school wide assemblies.
Gym Locker Rooms	The space is insufficient for athletic teams to change for their practices/games after school. The space is insufficient for all athletes to store their clothing, equipment, etc. There is only one toilet and one urinal in the boys locker room, and there are only two toilets in the girls locker room.
Gym Storage	Insufficient.
Regular Classroom Count	There are 4 "floating teachers" (on carts) in any given semester due to a lack of Regular Classroom space. In years when the enrollment has been higher, there have been up to 7 teachers on carts.
Special Education Spaces Summary	Overall special education spaces are undersized in meeting current student needs. 4 Resource classrooms have two staff members teaching small groups at the same time. There are limited Time Out or Seclusion Spaces available with proper lighting, hardware, view windows, safe power plugs, etc. There is very limited special education storage. The Resource Rooms, and Academic Life Skills rooms are too small. There are no conference spaces for special education functions. Outside consultants have no room to do their work.
194 Art	Limited storage space - two staff now sharing one storage space. Storage in the loft is difficult and unsafe to access due to staff needing to climb up and down a ladder to access the storage.
178 Art	47% of size recommendation in DOE Space Allocation Guidelines. Too small as it is a general classroom space – 700 sf. No storage.
196 STEM	Small space, no room for expansion. The only room storage is a loft that is difficult and unsafe to access (only by ladder).
198 STEM	Small space, no room for expansion. The only room storage is a loft that is difficult and unsafe to access (only by ladder).
177, 179-182	Classroom space 12% smaller than the DOE Guidelines

Space	<i>Extent to Which Space Meets Existing Program Needs</i>
152	Used as teacher work room
151	Student Support Teacher's office. No windows. Safety concerns for egress.
155 Speech	Room is shared by two speech teachers.
153 & 253	Very small office spaces for the additional part-time speech teachers to meet with students.
157-167	Classroom space 12% smaller than DOE Guidelines
175/275 Science	As of Summer 2024, two science labs have been converted into science classroom/labs to gain two classrooms for other subjects. Classroom space is 12% smaller than the DOE Guidelines
170	Multilingual Learners Classroom. No windows. Safety concerns for egress.
120	Social Worker's office
122 OT/PT	
126-128 SLS	
133-135 FLS	
176 ALS	Shared by 1 teacher and 4 Ed Techs
183-184 & 276-278	Classrooms being used by a resource room teacher and an ed tech. Two staff members are teaching small group instruction in all four of the rooms.
279 - 284	Classroom space 12% smaller than the DOE Guidelines
156/256 Science	Classroom space 12% smaller than the DOE Guidelines
270	Special Education Study Skills. No windows. Safety concerns for egress.
252 Copy	
255 Literacy Workshop	
257 - 267	Classroom space 12% smaller than DOE Guidelines
292	Special Education Consulting Teacher's office
154 Teacher break room	Too many staff. Only one of 2 break rooms for the entire school, and seating for 4 staff at one time. No window for egress.
254 Teacher break room	Too many staff. Only one of 2 break rooms for the entire school, and seating for 4 staff at one time. No window for egress.
Staff bathrooms in Main Building	7 single bathrooms in the entire school for over 130 staff
274 Gifted and Talented	One program is on a cart and the other one is in a room that is undersized
Mechanical Rms	Not enough room for miscellaneous storage
Modular Classrooms	6 th Grade Modular Building – 12 classrooms—11 6 th grade rooms, 1 resource room combined with teacher work room and 1 science classroom/lab combined with teacher break room
301	6th Grade classroom, modular classroom remote from building, poor ventilation
302	6th Grade classroom, modular classroom remote from building, poor ventilation
303	6th Grade classroom, modular classroom remote from building, poor ventilation
304	6th Grade classroom, modular classroom remote from building, poor ventilation
305	6th Grade classroom and lab, modular classroom remote from building, poor ventilation. Also serves as a teacher break room and houses a small refrigerator and microwave.
306	6th Grade classroom, modular classroom remote from building, poor ventilation

307	6th Grade classroom, modular classroom remote from building, poor ventilation
308	6th Grade classroom, modular classroom remote from building, poor ventilation
309	6th Grade classroom, modular classroom remote from building, poor ventilation
310	6th Grade classroom, modular classroom remote from building, poor ventilation
311	Special Education Resource classroom, modular classroom remote from building, poor ventilation. Also serves as the teacher copy room and houses a photocopy machine.
312	6th Grade classroom, modular classroom remote from building, poor ventilation
Bathrooms in 6th grade building	Boys' bathroom has only one toilet and one urinal for over 100 boys. Heating is supplied by electrical baseboards.. The plumbing fixtures are more of a household type, and not commercial grade, so that clogging is frequently an issue. Girls' bathroom has the same issues, with clogging and heat, and 3 toilets. The ADA stall in the girls' bathroom has been converted to accommodate a changing table for a special needs student..
Staff bathroom in 6th grade building	Only one, unisex bathroom (one toilet and one sink) for all staff/teachers.

Current Student Programming and Structure

How the building is organized for program delivery:

Scarborough Middle School was a state funded project built in 1996 for 600 students. There are approximately 700 students in the Middle School grades. The school was designed with a "school within a school" concept. The four wings were called houses with 6th, 7th, and 8th graders, and they stayed in that house for the three years while at the Middle School. Over the last 27 years, the school has seen tremendous growth (at one time it housed 825 students) and the founding concept had to be altered. The school is now designed for each grade level to have a separate learning community. This has allowed for students to receive more content-based classes and grade level supports. There are eleven 6th grade classrooms, ten 7th grade classrooms, and ten 8th grade classrooms. There are several Special Education programs which have limited space to adequately serve the students. In addition to the core teachers, allied arts teachers and the special services staff, there is a principal, an assistant principal, two guidance counselors, three social workers, a special education consulting teacher, a student support teacher, three instructional coaches and one school resource officer who have offices in the building.

Limitations the current facility presents in the implementation of the educational program for all students:

Some Special Education classrooms are undersized and have limited space to work with students. This limits the programming that they are able to offer. The larger Special Education classrooms have two staff members sharing one space, which is distracting for both the students and the teachers as multiple groups meet within one room at the same time. This creates a loss of instructional time and an increase in disciplinary issues.

There is one full time Speech teacher and three part time Speech teachers who share one small classroom and a very small office space. The part time Speech teachers have to find an alternative space when they work with students. They lose instructional time and do not have access to all of their materials.

The teachers on carts can lose up to 10 minutes of instructional time moving from one classroom to another. They also do not have access to all of their instructional materials so are limited on the strategies they can use to meet the needs of all of their students in a timely manner.

Music and Art do not have equity in spaces. A general education classroom is being used for one of the two current Art classrooms. For art, there is insufficient space for creating, producing, and displaying artwork, as well as cleaning up spaces which would include sinks and drying spaces. The second Art classroom space, which is larger in size, has significant acoustics issues and the storage area is not safe to access, whereas it would require the teacher to climb a fixed ladder to get to a loft area. For the single music room in the school, the room is too small and does not include proper acoustics for student performance or any instrument storage. The rear of the room was originally the stage, which has been converted to additional classroom space. There is no longer a stage for performances.

The Band room is too small to accommodate the 196 students involved in the program. There is not enough space for the full band to practice and there is not enough room for equipment storage. Percussion lessons must be taught in the cafeteria and the band office which leads to acoustical and scheduling issues. The majority of percussion instruments are stored in the cafeteria.

There is no dedicated classroom for chorus, so that has to be taught in the cafeteria which leads to acoustical and scheduling issues. The piano and sheet music cabinet are stored in the cafeteria.

For physical education, the space is not conducive for more than one class, although more than one physical education class is conducted at one time, leading to overcrowding. The gym is also lacking classroom space for lessons. Students must sit on the floor or bleachers during instruction which is ineffective and distracting, especially when sharing the space with another class. While the space is large, it does not offer a range of equipment and options that a regular gymnasium would. And with the limited storage available, some equipment is stored in the room creating a safety issue as it is accessible after school hours.

During our intervention and enrichment block offerings are limited because there is not enough space. There is also limited space for special programs and events, such as guest speakers or assemblies, leading to difficulty accommodating larger groups in a single area.

Difficulties Encountered in Scheduling or Facilities Use Due to Building Limitations:

- The challenge of lunch for students has been an issue since the building opened. The school began with three lunches and has grown to five lunches to accommodate the overcrowding in the cafe. To avoid starting lunch too early, the 6th grade is not split into two lunches. Therefore, some students eat lunch in the hallway. In order to split the 7th and 8th grade lunches, two of the groups go to lunch

in the middle of a class period, which negatively affects classroom instruction.

- Several Special Education classrooms are undersized and have limited space to work with students. The Special Education classrooms that are housed in former general education rooms have two staff members sharing the space which is distracting for both the students and the teachers.
- The Middle School does not have a space for whole school presentations due to a lack of any seating in the gymnasium.
- Conference rooms have become teacher work rooms and break rooms. There are only 2 conference rooms for the entire school, and these are often used for small group instruction and advisory.
- There is only one meeting room in the entire school that is large enough for IEP or similar meetings that would involve multiple staff and a family.
- The student Media/Green Screen room was turned into an IT office and houses all equipment for MLTI and is the location wherein all device repair takes place.
- There is one music room for approximately 700 students.
- There is no dedicated space to teach chorus. Chorus takes place in the cafeteria.
- The second art classroom was not designed as an art classroom. There are no appropriate sinks in the classroom or adequate spaces for housing materials, as described above.
- Currently four teachers are on carts; two part-time speech teachers, one gifted and talented teacher, and one digital citizenship teacher.
- The current portable building has 11 classrooms and 1 science lab, which also serves as a classroom and teacher work/break room.
- In the current portable building, there is only one water fountain for all students, there are no sinks in the classrooms and there is only one toilet and one urinal in the boys' bathroom for over 100 boys. The girls bathroom has 3 toilets. There are no unisex or gender neutral bathrooms in the 6th grade building.

School Schedule

- Arrival and dismissal times
 - Arrival: 7:40 - 8:00 am
 - Dismissal: 2:25 - 2:40 pm
- Traffic flow
 - There is only one way in and out of the Middle School site, which could

- become dangerous in an emergency.
 - There is a shortage of parking on a daily basis and especially at main events because the 6th Grade modular classrooms consume a large portion of the original parking lot.
 - Student drop off traffic as well as bus traffic being together at one entrance combines to create major congestion in the morning and afternoons, extending traffic to Rt 114 on a regular basis which is .4 miles away from the school. This creates great danger in the case that an emergency vehicle would need to get in or out during these times.
 - Bus drop off takes place in the loop closest to the school. The next loop is for student drop off, and students must cross over the bus traffic loop to enter and exit the building.
 - Due to inadequate space for parking, some staff must park on grassy areas, which becomes a significant challenge during the winter months and during mud season.
- Office location
 - The office is located at the front of the building. There is a secure vestibule for visitors to first enter the main building. There is not a secure vestibule for the 6th grade building, which is constantly monitored via closed circuit monitors.
- Where students spend their day
 - Students spend the majority of their day in the regular education classrooms with transitions to two specialists per day, at least one recess per day, one lunch period per day. Sixth grade students must transition from the 6th grade building outdoors to the main building for breakfast and lunch, all allied arts, and the majority of instructional supports (academic or social-emotional). Students are unsupervised during much of these class changeover times, and cameras only show part of the traveled paths.
- Common planning time
 - Common planning time is scheduled for grade level teaching teams. This happens for some teams during their Allied Arts block.
- Undersized cafeteria and gym - what an updated design could provide for
 - An updated design could provide for right-sized spaces that would eliminate the need to schedule 5 lunch periods. This would significantly increase scheduling options and provide all students with uninterrupted learning time. A stage or performance area would provide opportunities for students to share creatively in ways that are not currently available. A separate gym space with adequate bleacher seating would provide a venue for school-wide, grade level, or team assembly and meeting spaces.

Currently all assemblies take place at Wentworth School, and the Middle School works around availability to plan these school community events.

Current General Education Classroom Design

- How are rooms designed?
 - Rooms are designed within the minimal footprint to provide space for student desks, and a space for the teacher.
- What are the constraints of the current set up?
 - Classrooms can become easily cramped with limited space for students to work on larger projects or have space to work quietly away from the group. Storage for projects is limited.

Description of MTSS Supports

- What is it?
 - MTSS (Multi-Tiered Systems of Support) is the process of supporting students at various levels of need with appropriate interventions. The Maine Department of Education requires all schools to implement an MTSS framework, making it a necessary part of the educational system within the state.
- Where does it occur?
 - Tier 1 supports happen within the regular education classroom setting as teachers differentiate for students and accommodate student needs.
 - Tier 2 supports happen both in the classroom and in smaller settings like Academic Support. Students may need additional support to make progress towards grade level expectations.
 - Tier 3 supports often happen outside of the classroom and are more targeted/specialized interventions to support students to make progress towards grade level expectations.
- Availability of Flex/Collaboration Spaces
 - The availability of flex/collaboration spaces is limited both within classrooms and in other areas of the school, which impacts the ability to support all levels of MTSS.
- Strengths and impacts of current school design
 - The current school design does not support a robust MTSS model.

Special Education Programming

- What is it?
 - Special Education programming is provided for students with an identified disability who require specialized instruction to access their education. These students have a formal plan called an IEP (Individualized Education Plan).
- Where does it occur?
 - Specialized instruction and IEP accommodations take place in all areas of the school. Currently, three classrooms, one large quiet area space, and three ½ classroom spaces (OT/Speech and Social Work/BCBA and office space for the Consulting Special Education Teacher) are dedicated to our population of special education students.
- Strengths and impacts of current school design
 - The current school design does not provide adequately sized classrooms to accommodate multiple groups of students working at the same time; equipment for students with developmental disabilities; storage for materials and equipment when not in use; meeting space for teams.

Technology Use and Infrastructure

Currently, most of the cable conduits and chases within the Middle School are full and would need to be stripped before we upgrade or add additional cable. Most of the cable in the Middle School is Cat5 and needs to be replaced with Cat6. Cabling overall has been challenging over the years, as the cable needs to be threaded through cinderblock walls.

There is a separate data room that is not in a closet. That said, there are also custodian closets that have electrical panels and security panels in them, especially in the portable where one closet off the boys' bathroom houses the sprinkler, network, main electrical, gas and water mains and security panels. In general terms, this is a bad idea for a variety of safety reasons.

Temperature, humidity, fire suppression, electricity and security monitoring and controls should be integrated into the overall build of the network closets to prevent a catastrophic loss of equipment. This includes ensuring that the network equipment is covered with backup generator power - a crucial issue that has caused many hard-downs of tech equipment at the Middle School. In the sixth grade portables, the network closet is located inside the male restroom - severely limiting access.

The primary network room is not solely dedicated to housing infrastructure, but instead - due to a general lack of space - is used as shared storage with teachers and other staff. Many different people have access to the network closets creating cyber security vulnerabilities, exposing equipment to heat, humidity and potential damage as bins of various sizes are stacked against network devices.

Because the building was constructed with room for only one main distribution frame (MDF), all connections must home-run to that one location. This greatly reduces our ability to deploy additional capacity or technology due to distance

and cost limitations. We will need to add space for several intermediate distribution frames (IDFs) to sustain the pace of technology deployment and maintenance in the future.

The rise in the number of portables over the last decade also presents a number of technology challenges. The walls are not always sturdy enough to support whiteboards and wall-mounted short-throw projectors and the ceilings are not always high enough to allow for ceiling mounted projectors. Additionally, the lack of structure between the walls does not always allow for cabling conduits, reducing the areas in which we can install network drops.

Additionally, at this time, all of our switches and patch panels need to be replaced in the Middle School. We were waiting upon the outcome of the K3 Building decision before moving forward with this project, but we are now at a point where waiting may cause latency and outages.

Exterior Site Design and Transportation Drop Off/Pick Up

- Student drop off traffic as well as bus traffic being together at one entrance combines to create major congestion in the morning and afternoons, extending traffic to Rt 114 on a regular basis which is .4 miles away from the school. This creates great danger in the case that an emergency vehicle would need to get in or out during these times.
- Bus drop off takes place in the loop closest to the school. The next loop is for student drop off, and students must cross over the bus traffic loop to enter and exit the building.

Safety and Security

Current design:

- No secure vestibule or dedicated staff at the entrance to the 6th grade building.
- 6th grade students and staff must walk from the 6th grade portable across the delivery entrance to access the main building multiple times each day. Students are unsupervised during much of these class changeover times, and cameras only show part of the traveled paths.
- While the school gym space is large, it does not offer a range of equipment and options that a regular gymnasium would. And with the limited storage available, some equipment is stored in the room creating a safety issue as it is accessible after school hours.
- Egress concerns for multiple spaces that do not have exterior windows.
- There is only one way in and out of the Middle School site, which could become dangerous in an emergency.
- There is a shortage of parking on a daily basis and especially at main events because the 6th Grade modular classrooms consume a large portion of the original school parking lot.
- Student drop off traffic as well as bus traffic being together at one entrance combines to create major congestion in the morning and afternoons,

extending traffic to Rt 114 on a regular basis which is .4 miles away from the school. This creates great danger in the case that an emergency vehicle would need to get in or out during these times.

- While there is a separate student drop off area for parents transporting their children to school, the students must then cross the bus loop to gain access to the main entrance of the school, thereby crossing a busy bus lane.

Enrollment

According to our most recent enrollment projections from 2023, enrollment is projected to increase steadily to 817 across all 3 K-2 schools by 2028-2029, based on actual births for Scarborough residents. This number does not take into account in-migration trends, which is at 1.38 for the last 5 years (meaning that actual enrollment is expected to be 38% more than the number of Scarborough births during 2023).

Projected 2028/29 K-2 district enrollment of 817 is for actual births through 2022/23, versus 620 currently for all 3 K-2 schools. For Pleasant Hill School, this represents an additional 66 students.

Birth Year	Births	Ratio K / Birth	Ratio
2006-07	135	1.50	1.47
2007-08	142	1.44	1.49
2008-09	138	1.50	1.51
2009-10	129	1.21	1.34
2010-11	135	1.43	1.47
2011-12	129	1.44	1.45
2012-13	150	1.38	1.49
2013-14	167	1.43	1.32
2014-15	158	1.18	1.23
2015-16	157	1.27	1.36
2016-17	138	1.50	1.51
2017-18	142	1.37	1.35
2018-19	162	1.30	1.38
2019-20	151	1.36	1.38
2020-21	174	1.36	1.38
2021-22	207	1.36	1.38
2022-23	207	1.36	1.38
2023-24	196	1.36	1.38
2024-25	203	1.36	1.38
2025-26	202	1.36	1.38
2026-27	200	1.36	1.38
Averages			
10 Year (13-23)	166		
5 Year (18-23)	180		
3 Year (20-23)	196		

School Year	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total K-2	Total 3-5	Total 6-8	Total 9-12	Total K-12
2012-13	202	206	216	241	240	261	286	243	276	253	242	278	280	624	742	885	2171	1653
2013-14	204	199	225	211	252	240	267	234	255	249	241	283	241	620	703	783	2114	1628
2014-15	207	212	198	223	223	250	247	263	289	226	258	260	254	617	696	799	2112	1607
2015-16	156	209	216	199	222	218	240	244	262	263	228	259	271	581	639	746	1996	1621
2016-17	183	173	219	238	206	226	224	247	244	249	261	227	257	585	670	715	1970	1584
2017-18	186	199	181	231	238	206	228	238	251	230	230	257	238	586	675	717	1958	1553
2018-19	209	187	212	188	237	235	209	228	236	247	238	250	266	608	660	673	1941	1542
2019-20	238	223	188	218	203	242	252	213	229	237	251	243	256	649	663	664	2006	1687
2020-21	179	221	206	195	207	209	245	253	211	214	228	253	246	606	611	709	1926	1641
2021-22	199	195	235	204	210	213	210	246	245	207	222	227	254	629	627	701	1957	1607
2022-23	218	213	208	239	218	218	222	207	240	240	211	222	235	639	675	689	1983	1607
2023-24	194	208	205	213	238	225	218	224	205	235	239	214	229	608	675	647	1931	1587
2024-25	211	192	219	210	216	245	222	215	228	208	239	242	220	622	671	665	1958	1609
2025-26	205	224	200	224	217	222	230	220	210	225	213	239	246	629	663	660	1972	1624
2026-27	236	208	234	205	231	223	227	247	215	208	231	213	243	679	668	689	2026	1685
2027-28	281	249	218	239	211	237	227	224	242	212	218	213	217	739	687	688	2120	1815
2028-29	280	268	251	223	246	217	242	225	219	239	218	213	235	617	666	666	2190	1844
2029-30	266	268	289	257	230	254	221	239	220	217	245	218	217	630	741	681	2272	1853
2030-31	275	270	298	305	265	237	259	219	234	217	222	245	221	644	807	712	2363	1965
2031-32	274	288	282	304	315	273	241	258	214	231	223	222	249	638	882	713	2442	1955
2032-33	271	279	292	288	314	324	278	241	253	212	237	223	226	642	925	772	2540	1977
1.38 (18-23)	1.38	1.02	1.04	1.02	1.03	1.03	1.02	0.99	0.98	0.99	1.03	1.00	1.02					

1.38 (18-23) Birth Ratio

= Updated birth rate and enrollment
 = Committee's projections for birth rates and enrollment (using consultants' rolling avg birth rate and migration rates)
 = Max grade range enrollment, historical or projected

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