



RESOLUTION SCHOOL BOUNDARY AND SCHOOL CAPACITY REVIEW

Whereas, A strong sense of community is essential to a successful school district and successful students;

Whereas, The Portland Board of Public Education believes that all children deserve the same educational opportunities;

Whereas, The Board believes that a common district wide Portland Public School experience would bond our expansive district and foster a strong sense of community;

Whereas, The Board is committed to maintaining neighborhood cohesion and the need to ensure that siblings attend the same schools; and the desire to maintain balance across schools that reflects the diversity of the City;

Whereas, The Board believes that the district is more than political, governmental or geographical boundaries and directional lines on a map;

Whereas, The Board recognizes that the Portland district faces reduced funding from local, state and federal sources;

Whereas, The Board acknowledges the budget concerns created by declining revenues and increasing expenses;

Whereas, The Board acknowledges rising property values will continue to reduce the amount of state funding the district receives;

Whereas, The Board acknowledges that adequate funding includes the general operational costs, including, but not limited to, staff salaries and benefits;

Whereas, The Board acknowledges the need to inquire about how much people are willing and able to pay for education; the community's expectations for its schools; and the effective use of resources;

Whereas, The Board tackles the most urgent needs of our facilities while postponing other maintenance work to another year and acknowledges the district's maintenance needs based upon consultant Sebago Technics report that the district has maintenance needs that exceeds \$320 Million and that reports recommend the district allocate approximately \$12-15 million annually to keep up on general maintenance;

Whereas, The Board realizes accurate enrollment projections are vital to effective long-term planning and enrollment management;

NOW THEREFORE BE IT RESOLVED, that no later than two months after authorization to proceed from the Board, the Superintendent shall present a work plan to the Board at a workshop meeting. The work plan shall identify resources and staffing, a schedule of key activities and milestones, including consultations with the Board and the cost of funding sources to complete the work as outlined herein



BE IT FURTHER RESOLVED, that in order to complete the work noted below the Portland Board of Public Education directs the superintendent to hire an independent consultant to research, guide, and facilitate the completion of said work and one who shall have skills in computer mapping, demographic analysis, five year planning, and experience involving the public in multiple and meaningful ways no later than one month after approval of the workplan by the Board of Education

BE IT FURTHER RESOLVED, that upon the approval of the Board at one of its regular business meetings the Superintendent shall appropriate such funds from the Board Contingency Line in order to retain the services of such consultants as may be deemed necessary to complete the work as outlined herein;

BE IT FURTHER RESOLVED, that the Superintendent shall deliver a report of findings and recommendations to the Board by six months after the approval of the workplan by the Board of Education;

BE IT FURTHER RESOLVED the study include:

- Five year projections and planning integrated with data from multiple sources. Review five year historical trends to better understand local demographic cycles;
- Five year local plans for housing development or other initiatives that may affect demographics; and
- Five year rolling strategy to bring together programs, demographics and facilities;

The five year plan shall include the following:

1. Demographics data that includes:

- A demographics map showing land uses and planned developments; and
- A demographics map plotting students for the three school levels (all maps should be digital maps) in a manner that is useful for analysis but maintains student privacy consistent with applicable federal and state laws and local policies;

2. Facilities data that includes:

- Data on number of standard and portable classrooms at each school site;
- Data on number of standard classrooms used at each building. List each standard classroom with its actual use and how many periods per day that use goes on;
- Data on standard classroom uses accepted by the district for all schools and what uses found are not standard;
- Known needs for renovations-not additions-at each school, and estimated costs;



- Building and site needs as to life safety code, building code, building integrity, health security, site preservation, support programs, core programs, special programs, and desirable options;
 - Site acreage at each school that is buildable along with playground area. Identify site problems with drainage, security, faculty and visitor and student parking, and bus parking and circulation; and
 - Area of each core facility: media center, food service, and physical education with a comparison to applicable standards and best practices;
3. Enrollment data that includes:
- Enrollment projections by grade for five years at each school
 - A school zones map with overlays of elementary, middle and high school zones on a street map;
 - District student transfer policies by using computer mapping of students overlaid on attendance zones and the district enrollment database to determine how many students attend a school other than their zoned school at each facility along with their home school by the map plotting of all students;
 - Data on how students are assigned to schools and what existing alternatives are;
 - Alignment of elementary, middle and high school attendance areas should be a factor in establishing attendance areas as much as possible;
 - Enrollment trends, capacity trends and facility costs which includes current and anticipated populations in the district, birth rates, cohort survival projections, local transportation and land use plans, zoning policies, new housing developments, a history of school attendance data and school locations is also a part of the assessment; and
 - Mapped data per school for Free and Reduced Lunch versus non-Free and Reduced Lunch student enrollment;
4. Cost data that includes:
- Cost to operate each school per year, not including teachers who will be needed whether the school is closed or not. It should include payroll costs for Principal, Secretaries, media personnel, food service personnel and janitors and utility expenditures;
5. Program data that includes:
- Separate building and site needs including special program needs and wants;
 - Special needs of special programs (self-contained special education etc.);
 - Types of programs that are offered in buildings be identified including the distribution and use of space for any special programs. ;
 - Create boundaries that reflect equitable access to services and programs; and



- Maximize walkability;

6. Transportation data that includes:

- Current configuration of transportation programming including the number of students transported daily by grade and school, the overall transportation costs by student, school and program;
- Safety, convenience and efficiency of transportation, as well as student travel times and current population patterns considered in assigning students to buildings;
- Transportation sustainability; and
- Costs of busing students to school;

7. Plan for Community engagement:

- Engage community for a better understanding of what the community's priorities are via focus groups, telephone or email/mail surveys, community meetings, workshops and internet panels to develop priorities;
- Gather community input and convey information; and
- Develop a process flowchart and timeline to communicate information about the process to the public. Steps in the process include data gathering, forums, public workshops, scenario development, analysis of community input, and public hearings.

BE IT FURTHER RESOLVED, that as part of the study it shall evaluate the distribution of students throughout the city such that at the completion of the elementary school capital improvements, each student has access to an equitable physical environment in which to learn no matter where they live within the city;

BE IT FURTHER RESOLVED, annually, the Superintendent shall study and evaluate the alignment of enrollment with capacity in the schools and method(s) by which enrollments can be made to more closely align with capacity. To include computer mapping of school zones and enrollment every year, integrated with proven 5 year enrollment projections by grade and school.

BE IT FURTHER RESOLVED, that this effort shall be legally established and authorized to act when this resolution is approved.

Adopted on this 15th day of May, 2018.

The Portland Board of Public Education