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# Summary of Maine School Building Inventory Data

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## Overview

In the 2023-24 school year, the Maine Department of Education's (MDOE) School Facility team led a large-scale project to inventory the condition of Maine's 594 public school buildings.<sup>1</sup> Members of the team visited each school site in person and collected nearly 100 data points in collaboration with school-based staff. The result was an extensive amount of information that was compiled into a database created for this purpose. MEPRI was contracted to summarize the data and conduct preliminary analyses on areas of particular interest to stakeholders.

The school facility inventory tool grouped data points into ten categories, which are used to organize this report:

1. Name, Location and Grade Span (8 items)
2. Site and infrastructure (8 items)
3. Building features (11 items)
4. HVAC and Air Quality (15 items)
5. Building structure type (7 items)
6. ADA Accessibility (14 items)
7. Environmental Conditions (9 items)
8. Program & Planning (17 items)
9. Fire Protection (5 items)
10. Security & Safety (5 items)

This report highlights selected data points that were identified as most salient to general audiences interested in the overall condition of Maine's public school building stock.

Several of the school building features described in this report have more relevance to certain grade levels. It is helpful to describe those data points broken down by grade level so that readers can focus on the schools of interest. We therefore grouped each Maine public school into a broader grade range category to facilitate

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<sup>1</sup> Includes all public schools open on June 30, 2024. The data presented in this report do not include the administrative facilities for Maine's two virtual charter schools (Maine Connections Academy and Maine Virtual Academy), which are analogous to district central office buildings.

reporting. Within these categories, schools have a variety of actual grade spans as there are many different configurations across the state. Table 1 below describes the grade spans used in the body of this report, and Table 2 highlights several key characteristics.

**Table 1. Location and Grade Spans of 594 Public School Buildings in Maine**

| Grade Range Category           | Typical Grade Span Examples | Central & Mid-Coast                            | Northern & Downeast                                            | Southern           | Western                                        |
|--------------------------------|-----------------------------|------------------------------------------------|----------------------------------------------------------------|--------------------|------------------------------------------------|
|                                |                             | Kennebec<br>Knox Lincoln<br>Sagadahoc<br>Waldo | Aroostook<br>Hancock<br>Penobscot<br>Piscataquis<br>Washington | Cumberland<br>York | Androscoggin<br>Franklin<br>Oxford<br>Somerset |
| <b>Elementary</b>              |                             | 66                                             | 57                                                             | 89                 | 62                                             |
| Early Childhood                | Pre-K, K                    | 3                                              | 2                                                              | 2                  | 4                                              |
| Early Elementary               | pK-2                        | 6                                              | 12                                                             | 24                 | 9                                              |
| Elementary                     | pK-5, pK-6                  | 50                                             | 36                                                             | 47                 | 43                                             |
| Intermediate                   | 3-5                         | 7                                              | 7                                                              | 16                 | 6                                              |
| <b>Middle</b>                  | 5-8, 6-8                    | 18                                             | 19                                                             | 27                 | 15                                             |
| <b>High</b>                    |                             | 22                                             | 40                                                             | 29                 | 22                                             |
| High school                    | 9-12                        | 20                                             | 27                                                             | 28                 | 18                                             |
| Middle & High                  | 6-12                        | 2                                              | 13                                                             | 1                  | 4                                              |
| <i>Other Types:</i>            |                             |                                                |                                                                |                    |                                                |
| <b>Elementary &amp; Middle</b> | pK-8                        | 21                                             | 58                                                             | 4                  | 9                                              |
| <b>All Grades</b>              | pK-12                       | 3                                              | 4                                                              | 0                  | 2                                              |
| <b>CTE</b>                     | 9-12                        | 5                                              | 11                                                             | 6                  | 5                                              |
| <b>TOTAL</b>                   |                             | <b>135</b>                                     | <b>189</b>                                                     | <b>155</b>         | <b>115</b>                                     |

**Table 2. Key Public School Features**

| Grade Range Category | Number of Schools | Average Enrollment | Average Year Constructed | Average Age (Years) | 10-year SAU plan to close, consolidate, or replace |
|----------------------|-------------------|--------------------|--------------------------|---------------------|----------------------------------------------------|
| Elementary           | 274               | 249                | 1969                     | 55                  | 68 (25%)                                           |
| Middle               | 79                | 377                | 1976                     | 48                  | 14 (18%)                                           |
| High Schools         | 113               | 458                | 1970                     | 54                  | 16 (14%)                                           |
| pK-8                 | 92                | 187                | 1967                     | 57                  | 10 (11%)                                           |
| pK-12 (All Grades)   | 9                 | 170                | 1972                     | 52                  | 1 (11%)                                            |
| CTE                  | 27                | 353                | 1979                     | 45                  | 5 (19%)                                            |
| Total (All schools)  | 594               | 299                | 1970                     | 54                  | 114 (19%)                                          |

Table 2 demonstrates that the buildings with combined elementary and middle grades (grades PreK-8, K-8, or similar) have the oldest average age. However, within each category there is a wide range and the differences between grade spans are not large. Maine's oldest building in operation, Whiting Village School, was built in 1804.

### Site and Infrastructure

**Table 3. Summary of School Site Features**

| Feature                             | Number of Schools | Percent of Schools |
|-------------------------------------|-------------------|--------------------|
| Separate Bus Traffic Loop           | 316               | 53%                |
| Public sidewalk connection          | 316               | 53%                |
| Public / Municipal Water Supply     | 415               | 70%                |
| Public / Municipal Sewer            | 357               | 60%                |
| Located outside 100-year floodplain | 554               | 93%                |

Schools with a separate **dedicated loop for buses** and a walking pathway that connects to **public sidewalks** are safer for children as they arrive and exit the school. Students arriving by bus or on foot (walking) are separated from parents' cars, and those arriving by car are kept out of the way of buses. These features are related; the schools with a separate bus loop also had a connection to public sidewalks, and there were no schools that had one but not the other. Schools with elementary grade levels

(including pK-5, pK-8, and pK-12 configuration types) are no more likely to have these features. Only 51% of these schools have separate loops and connected sidewalks. Combined elementary and middle schools (pre-K to grade 8 or similar) were the least likely to have these, at only 32%.

Having a **public water supply** is advantageous for two reasons: there are more resources for monitoring water quality, and the water supply is more robust in the event of a fire. The number cited above includes 8 schools with hybrid systems (both public water and a well(s)); three of these rely on the private system, not their public supply, for fire suppression. **Public sewer** is also preferred to septic systems. Of the 40% of schools without a sewer connection, 5 sites encompassing 9 schools have an onsite treatment plant and the rest use a septic system.

Location within a **100-year floodplain** is a growing concern. Only 13 schools (2%) are known to be in a 100-year floodplain; another 27 (5%) have an unknown floodplain status.

In addition to the elements reported above in Table 3, data were also collected on each site's total acreage, and whether it has recreational areas funded by the U.S. Department of the Interior's Land and Water Conservation Fund (LWCF) program. Images were taken as part of each school's profile.

## **General Building Features**

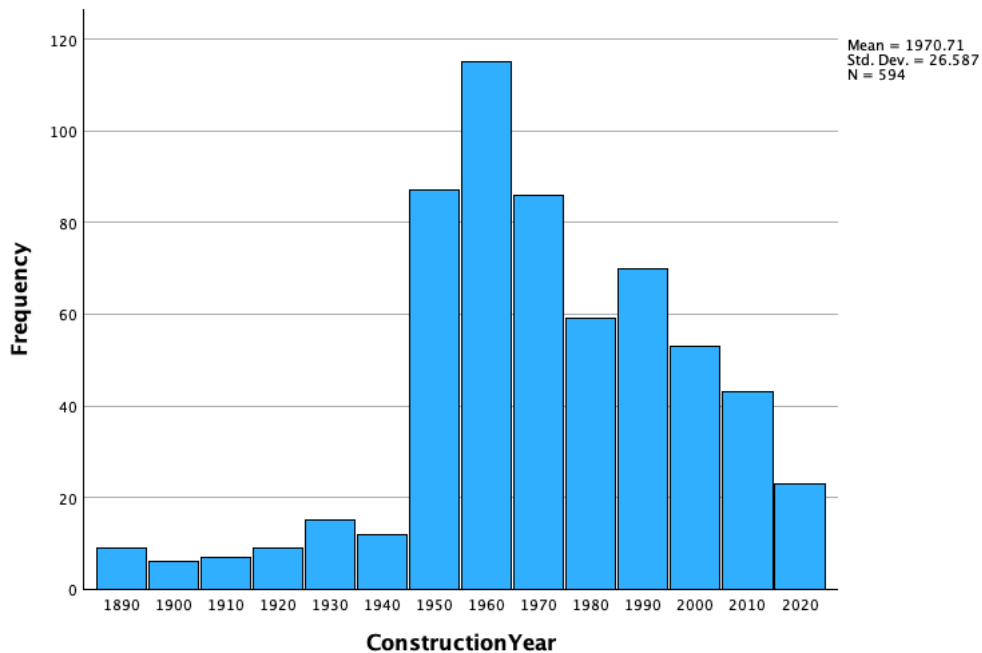
### **Building Age**

Maine's school buildings range in age from 1 to 220 years, averaging 54 years old (i.e. built in 1970). About 40% (236) of Maine's school buildings were constructed between 1950 and 1970. This can be partially attributed to district consolidations following the Sinclair Act of 1957, but the construction boom began sooner. There are 122 schools that were built in the post-war years of 1947 to 1957.

Age is only one factor in determining building quality. Some older buildings are quite sturdy, and some newer facilities suffer from subpar construction. Some facilities have undergone extensive renovations after their initial construction that have brought them up to more modern standards. However, in general older buildings were built for a

different era and are less likely to have the types of spaces that accommodate 21<sup>st</sup> century expectations for instruction.

**Figure 1. Number Schools by Year of Construction**



Most building equipment and assemblies have about a 40-year life expectancy<sup>2</sup>. As seen in Table 4 below, about two-thirds (68%) of Maine's schools are older than that.

**Table 4. Age of Maine Public School Buildings  
(Based on year of initial construction)**

|                       | Number of Schools | Percent |
|-----------------------|-------------------|---------|
| 20 years or less      | 73                | 12%     |
| 21 to 40 years        | 118               | 20%     |
| 41 to 60 years        | 152               | 26%     |
| 61 to 80 years        | 194               | 33%     |
| Greater than 80 years | 57                | 10%     |
| Total                 | 594               |         |

<sup>2</sup> <https://nces.ed.gov/surveys/frss/publications/1999048>

Many of Maine’s older schools have had renovations, additions, or other major updates to their systems to replace aging components. To depict that, another way to describe the age of school buildings is by the “functional age”. This is described by the National Center for Educational Statistics as the age since the last major renovation.<sup>3</sup>

**Table 5. Functional Age of Maine Public School Buildings  
(Based on year of most recent substantial renovation<sup>4</sup>)**

|                       | Number of<br>Schools | Percent |
|-----------------------|----------------------|---------|
| 20 years or less      | 170                  | 29%     |
| 21 to 40 years        | 174                  | 29%     |
| 41 to 60 years        | 113                  | 19%     |
| 61 to 80 years        | 98                   | 16%     |
| Greater than 80 years | 39                   | 7%      |
| Total                 | 594                  |         |

This picture is somewhat more positive, with the number of schools last renovated more than 40 years ago reduced to 250 (42%). Furthermore, about half of those older buildings (132) have had additions built within the past 40 years (since 1984). It is possible that essential systems in the original building were updated at the same time; this data element was not collected. If so, this would reduce the number of older schools with neither a major renovation nor an addition in the past 40 years to 118 (20% of all schools).

### **Square Footage per Student**

Schools vary widely in the amount of space per enrolled student. The mean square footage per student for all schools in the state is 232 sq ft, with a minimum of 42 and a maximum of 3,796.

<sup>3</sup> <https://nces.ed.gov/surveys/frss/publications/2000032/index.asp?sectionid=7>

<sup>4</sup> “Substantial renovation” is defined in MDOE Rule Chapter 61 as one in which the cost exceeds 50% of the building’s current value prior to renovation.

Because student enrollment in Maine has been declining over the past two decades, many school buildings currently enroll fewer students than in the past. As a result, most schools have more space per student than the state recommends for newly constructed buildings.

**Table 6. Square Feet per Student Compared to State Guidelines**

| Grade Range         | State Recommended | Average (Median) Sq. Feet Per Student | Percent of Schools Above Guidelines |
|---------------------|-------------------|---------------------------------------|-------------------------------------|
| Elementary          | 135 - 145         | 203 (181)                             | 75%                                 |
| Middle              | 155 - 165         | 212 (206)                             | 81%                                 |
| High                | 180 - 190         | 263 (231)                             | 74%                                 |
| pK-8                | 135 - 165         | 295 (219)                             | 82%                                 |
| pK-12 (All Grades)  | 135 - 190         | 381 (375)                             | 100%                                |
| CTE                 | 250               | 199 (166)                             | See note                            |
| Total (All schools) | --                | 263 (200)                             | --                                  |

**Notes:**

1. Table 6 excludes Arthur Gould / Long Creek YDC (18,444 sq. ft. per student).
2. Five of 27 CTEs have more than 250 sq ft per enrolled student. However, enrolled students attend at different times. Over half (15) are also co-located at a high school. Thus, the total square footage attributed to each CTE student may not be directly comparable to other building types.

Maine's demographic pattern of declining enrollments is not evenly distributed across the state. As Table 7 illustrates, those with the most excess capacity (defined here as having roughly double the state recommended square feet per student) are more prevalent in northern and coastal counties. The number of CTE buildings in each county is included for context and general information, but CTEs are not included in the calculation of under-enrolled schools.

**Table 7. Underenrolled Schools by County (excluding CTEs)**

|              | Total #<br>Schools | CTE<br>Schools | Schools<br>>300 Sq Ft<br>per Student<br>(Non-CTE) | % of Schools<br>>300 Sq Ft<br>per Student |
|--------------|--------------------|----------------|---------------------------------------------------|-------------------------------------------|
| Knox         | 21                 | 1              | 8                                                 | 40%                                       |
| Aroostook    | 42                 | 5              | 17                                                | 38%                                       |
| Washington   | 35                 | 2              | 11                                                | 33%                                       |
| Hancock      | 35                 | 1              | 11                                                | 32%                                       |
| Waldo        | 26                 | 1              | 6                                                 | 24%                                       |
| Somerset     | 31                 | 1              | 7                                                 | 23%                                       |
| Franklin     | 17                 | 1              | 3                                                 | 19%                                       |
| Lincoln      | 18                 | 0              | 3                                                 | 17%                                       |
| Oxford       | 31                 | 2              | 5                                                 | 14%                                       |
| Piscataquis  | 8                  | 0              | 1                                                 | 13%                                       |
| Kennebec     | 52                 | 2              | 6                                                 | 12%                                       |
| York         | 61                 | 2              | 7                                                 | 12%                                       |
| Sagadahoc    | 18                 | 1              | 2                                                 | 12%                                       |
| Penobscot    | 69                 | 3              | 7                                                 | 11%                                       |
| Cumberland   | 94                 | 4              | 9                                                 | 9%                                        |
| Androscoggin | 36                 | 1              | 1                                                 | 3%                                        |
| Total        | 594                | 27             | 104                                               | 17%                                       |

## Other Building Features

**Table 8. Other Selected Attributes**

|                                         | Number (%) of Schools |
|-----------------------------------------|-----------------------|
| Listed on Historic registry             | 7 (1%)                |
| Building shared by more than one school | 72 (12%)              |
| More than one story in building         | 342 (58%)             |
| Additional learning spaces              | 179 (30%)             |

Inclusion on the **National Registry of Historic Buildings** is relevant for school construction considerations as this generally affects the types of renovations and additions that are allowed. When a building houses more than one school organization – such as a CTE co-located with a high school, or middle and high schools that are

connected – this also has implications for construction projects (i.e. renovations or additions affect more than one school).

Schools with more than one story can be built on a smaller parcel of land. However, they require additional infrastructure to ensure fire and life safety as well as overall ADA accessibility.

**Additional learning spaces** are accessory areas that are physically separated from the main school building, such as portable classrooms. Their presence is generally an indicator of insufficient or inadequate space in the primary school building. They are typically intended to be temporary although many of them have seen long-term use.

In addition to the data elements summarized above, data was also collected about major additions and renovations since the initial construction, and total square footage of additional learning spaces.

### **HVAC and Air Quality Systems**

Heating, Ventilation, and Air Conditioning (HVAC) are key elements of building comfort and efficiency. Schools with older equipment have higher operating costs and generally need more ongoing repairs and maintenance.

Air quality and air filtration systems have become an area of heightened attention due to the recent pandemic. The presence (or lack) of air-conditioned spaces is also a concern with rising average temperatures and increasing interest in providing extended academic programming in summer months. LED lighting, which is substantially more energy efficient than older incandescent or fluorescent technologies, is also included in this section.

**Table 9. Building Coverage for Selected HVAC Capabilities**

(Percentages based on total square footage)

|                        | <b>None</b> | <b>1% to 33%</b> | <b>34% to 66%</b> | <b>67% to 100%</b> |
|------------------------|-------------|------------------|-------------------|--------------------|
| Mechanical ventilation | 3%          | 4%               | 8%                | 85%                |
| Air Conditioned        | 23%         | 54%              | 8%                | 15%                |
| LED Lighting           | 27%         | 27%              | 11%               | 35%                |

**Table 10. HVAC and Heating system Features**

|                                                             | Number of Schools | % of Schools |
|-------------------------------------------------------------|-------------------|--------------|
| Heating system > 20 years old                               | 454               | 76%          |
| Backup generator                                            | 276               | 46%          |
| Air filters with MERV >= 13                                 | 274               | 46%          |
| <b>Primary Heating system:</b>                              |                   |              |
| Steam/Hot Water                                             | 525               | 88%          |
| Forced Hot Air                                              | 30                | 5%           |
| Heat Pumps – Geothermal, Air source, or Water to Air source | 39                | 7%           |
| <b>Power Generation:</b>                                    |                   |              |
| Solar                                                       | 28                | 5%           |
| Wind                                                        | 1                 | <1%          |

**Table 11. Types of Fuel(s) used in School Heating Systems**

|                       | All schools |     |
|-----------------------|-------------|-----|
|                       | N           | %   |
| Oil                   | 367         | 62% |
| Electric              | 178         | 30% |
| Propane               | 171         | 29% |
| Natural Gas           | 142         | 24% |
| Biomass - Wood Chip   | 44          | 7%  |
| Biomass - Wood Pellet | 26          | 4%  |
| Kerosene              | 5           | 1%  |

*Note: It is common for schools to have more than one fuel source; totals add up to more than 100%.*

Schools with older heating systems were slightly more likely to have oil as a heat source. Of the 454 schools with systems greater than 20 years old, about two-thirds (66%) use oil. The proportion of other fuel types was comparable to the figures for all schools detailed in Table 11.

The full dataset also includes information on each school's type of mechanical ventilation, type of air conditioning, type of overall HVAC control system, types of lighting controls, and electrical power system (single vs. three-phase).

### Building Structure Type

The structural components used in school buildings have changed over time as new materials and technologies have developed. The building shell plays a large role in buildings' HVAC efficiency, operating costs, and ongoing maintenance and repair costs. In addition, buildings with wooden structures are susceptible to greater damage (and risk to safety) in the event of a fire.

**Table 12. School Structural Components**

|                                | Number of schools | Percent of Schools |
|--------------------------------|-------------------|--------------------|
| <b>Roof Structure</b>          |                   |                    |
| Steel                          | 407               | 69%                |
| Wood                           | 311               | 52%                |
| Other                          | 22                | 4%                 |
|                                |                   |                    |
| <b>Exterior Wall Structure</b> |                   |                    |
| Masonry block / Brick          | 456               | 77%                |
| Wood frame                     | 190               | 32%                |
| Steel/Metal frame              | 185               | 31%                |
| Other                          | 15                | 3%                 |
|                                |                   |                    |
| <b>Interior wall framing</b>   |                   |                    |
| Metal stud                     | 382               | 64%                |
| Wood stud                      | 319               | 54%                |
| Masonry block / Brick          | 232               | 39%                |
| Other                          | 4                 | 1%                 |

**Table 13. Documented Structural Deficiencies**

|                                               | Number of<br>Schools | Percent    |
|-----------------------------------------------|----------------------|------------|
| <b>At Least One (1) Structural Deficiency</b> | <b>65</b>            | <b>11%</b> |
| Roof Load Capacity                            | 30                   | 5%         |
| Wall Stress                                   | 28                   | 5%         |
| Foundation                                    | 11                   | 2%         |
| Column Stress                                 | 9                    | 2%         |
| Floor Load Capacity                           | 8                    | 1%         |
| <b>Unknown</b>                                | <b>104</b>           | <b>18%</b> |
| <b>None</b>                                   | <b>425</b>           | <b>72%</b> |

There are 65 schools with structural deficiencies that have been documented by an engineer. Most of these schools (49) have only one deficiency, but 16 schools have problems in multiple areas. “Unknown” means that district administrators had no knowledge of any investigations into structural integrity; these buildings may or may not have issues.

### **Site & Building Accessibility**

The Americans with Disabilities Act (ADA) of 1990 resulted in establishment of accessible design standards for all public buildings. These standards were updated in 2010.<sup>5</sup> As demonstrated in the tables in a preceding section, over three-quarters of Maine schools were built prior to the advent of these requirements. While many schools have been brought up to standards in subsequent renovations or updates, there remains work to be done. Some of the elements inventoried below are recommended (not required) design features.

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<sup>5</sup> See <https://www.ada.gov/law-and-regs/design-standards/>

**Table 14. ADA Accessibility of School Buildings**

|                                                                                                                                                | Number of schools | Percent of Schools |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------|
| Parking and Passenger Loading Zones - Adequate accessible parking spaces with aisles                                                           | 365               | 61%                |
| Building Approach/Ramps - At least 36 inches wide, edge protection and handrails on both sides                                                 | 435               | 73%                |
| Main Building Entrance/Front Entrance - At least one route from each site arrival point to main entrance that does not require use of step(s). | 552               | 93%                |
| Playgrounds - at least one route to the playground equipment that does not require the use of a step(s).*                                      | 288 of 445        | 65%                |
| Ballfields: at least one route to the ball fields that does not require the use of a step(s).**                                                | 166 of 470        | 35%                |
| Emergency Exit: at least one secondary accessible exit in addition to the accessible entrance                                                  | 554               | 93%                |
| Door Clearance: All doors provide a minimum of 32 inches of clear space with levers or pulls for hardware.                                     | 547               | 92%                |
| Room and Exit Signs: All room and exit signs provide contrasting Braille and tactile text                                                      | 189               | 32%                |
| Interior Wayfinder Signs: All interior directional and informational signs provide contrasting braille and text                                | 180               | 30%                |
| Restrooms: restrooms available with maneuvering clearances and grab bars provided at a toilet                                                  | 536               | 90%                |
| Drinking Fountains: high and low drinking fountains provided in common areas out of the circulation path                                       | 353               | 59%                |
| Water Bottle Filling Station                                                                                                                   | 554               | 93%                |

\*149 Schools were considered n/a and excluded

\*\*124 schools were considered n/a and excluded

Of the 7% of schools that do not have an accessible main entrance, most (37, or 6% of all schools) also do not have “an alternative accessible entrance that can be used independently and during the same hours as the main entrance.”

## Environmental Conditions

As part of the site visit, MDOE collected information about the extent to which each school building had known problems with several potential hazards that can pose an increased risk to health and safety.

**Table 15. Condition of School Building Environments**

|                   | Not Surveyed<br>or Unknown | Surveyed                     |                                  |                |
|-------------------|----------------------------|------------------------------|----------------------------------|----------------|
|                   |                            | Identified and<br>Remediated | Identified and<br>Not Remediated | Not Identified |
| Radon             | 488 (82%)                  | 11                           | 1                                | 94             |
| Mold              | 376 (63%)                  | 97                           | 5                                | 116            |
| Air quality issue | 343 (58%)                  | 114                          | 6                                | 131            |
| Lead              | 442 (74%)                  | 50                           | 12                               | 90             |
| Asbestos          | 86 (14%)                   | 145                          | 186                              | 177            |
| PCBs              | 545 (92%)                  | 9                            | 6                                | 34             |
| PFAS              | 552 (93%)                  | 2                            | 4                                | 36             |

With the exception of asbestos, which has been a topic of concerted effort for decades, it is noteworthy that most schools have not explicitly investigated the presence of these potential hazards. In particular, both mold and air quality were identified in nearly half of the buildings surveyed (102 of 218 or 47% found mold, and 120 of 251 or 48% found air quality concerns). This suggests that there are likely schools with hidden issues among the many schools that have not been surveyed. Table 15 refers to lead found in building materials such as walls or paint. It does not refer to drinking water, which is tested regularly for the presence of lead and was not included in this inventory project.

## Program & 10-Year Planning

This section of data elements investigated the adequacy of current facilities to provide space for the districts' educational programs. It relies on self-reported information from school representatives and is not an independent judgment from the MDOE staff conducting the inventory. The numbers in Tables 16 and 17 are likely underestimates. Such decisions are contentious, and district administrators are unlikely to self-report future plans that are still in discussions and not yet public.

**Table 16. Long-term (10-year) SAU plans for each school**

|               | Frequency | Percent |
|---------------|-----------|---------|
| Maintain      | 454       | 76%     |
| Renovation    | 127       | 21%     |
| Addition      | 70        | 12%     |
| Consolidation | 57        | 10%     |
| Replacement   | 56        | 9%      |
| Close         | 24        | 4%      |

**Table 17. SAUs' Expected School Actions, by County**

|              | Maintain  | Renovate<br>or Addition | Consolidate | Replace | Close | Total |
|--------------|-----------|-------------------------|-------------|---------|-------|-------|
| Androscoggin | 33 (92%)  | 7                       | 1           | 1       | 0     | 36    |
| Aroostook    | 27 (64%)  | 18                      | 1           | 4       | 1     | 42    |
| Cumberland   | 66 (70%)  | 37                      | 7           | 11      | 3     | 94    |
| Franklin     | 13 (76%)  | 1                       | 4           | 0       | 0     | 17    |
| Hancock      | 31 (89%)  | 21                      | 0           | 3       | 0     | 35    |
| Kennebec     | 35 (67%)  | 5                       | 7           | 8       | 2     | 52    |
| Knox         | 20 (95%)  | 12                      | 0           | 0       | 0     | 21    |
| Lincoln      | 18 (100%) | 6                       | 3           | 2       | 0     | 18    |
| Oxford       | 24 (77%)  | 9                       | 3           | 4       | 5     | 31    |
| Penobscot    | 42 (61%)  | 36                      | 15          | 6       | 4     | 69    |
| Piscataquis  | 8 (100%)  | 3                       | 1           | 0       | 0     | 8     |
| Sagadahoc    | 16 (89%)  | 5                       | 0           | 2       | 1     | 18    |
| Somerset     | 25 (81%)  | 5                       | 6           | 6       | 4     | 31    |
| Waldo        | 22 (85%)  | 1                       | 8           | 1       | 0     | 26    |
| Washington   | 31 (89%)  | 15                      | 0           | 1       | 2     | 35    |
| York         | 43 (70%)  | 16                      | 1           | 7       | 2     | 61    |
| Total        | 454 (76%) | 197                     | 57          | 56      | 24    | 594   |

**Table 18. SAUs Reporting Sufficient Program Space**

| Program                 | Number of applicable schools | Number of Schools Reporting Sufficient Space | Percent of Schools |
|-------------------------|------------------------------|----------------------------------------------|--------------------|
| Pre-K / Early Childhood | 282                          | 221                                          | 78%                |
| General Classrooms      | 583                          | 474                                          | 81%                |
| Science Classrooms      | 352                          | 279                                          | 79%                |
| Special Education       | 567                          | 379                                          | 67%                |
| Health Clinics          | 570                          | 385                                          | 68%                |
| Kitchen/Cafeteria       | 573                          | 398                                          | 70%                |
| Physical Education      | 563                          | 441                                          | 78%                |
| Library                 | 560                          | 479                                          | 86%                |
| Music                   | 559                          | 423                                          | 76%                |
| Art                     | 559                          | 460                                          | 82%                |
| STEM/STEAM              | 369                          | 209                                          | 57%                |
| Guidance/Career prep    | 548                          | 407                                          | 74%                |

### Fire Protection

All public school buildings are required to have a functioning fire protection system. All Maine public schools had at least partial building coverage with a fire alarm, smoke alarm, and/or sprinkler system.

**Table 19. School Building Fire Protection Coverage**

|                  | None | 1% to 33% | 34% to 66% | 67% to 100% |
|------------------|------|-----------|------------|-------------|
| Fire alarm       | 1%   | <1%       | <1%        | 98%         |
| Smoke alarm      | 3%   | 2%        | 2%         | 93%         |
| Sprinkler system | 28%  | 7%        | 3%         | 62%         |

In 591 of the 594 school buildings there was at least 2/3 building coverage (67% or more) with at least one protection system. However, there were three schools that had coverage in less than 67% of the building.

## Security & Safety

Many Maine schools have building features that are intended to improve security and safety in the event of an unauthorized or potentially threatening visitor. This section inventoried the protective capabilities present at each school.

**Table 20. School Security Infrastructure**

| Entry                                                                 | N          | %          |
|-----------------------------------------------------------------------|------------|------------|
| Single point of entry for students/staff to enter the school building | 444        | 75%        |
| School office located at the main entrance of the building            | 529        | 89%        |
| <b>Main entrance security features</b>                                |            |            |
| Camera/Video Surveillance System                                      | 553        | 93%        |
| Intercom Communications System                                        | 550        | 93%        |
| Secure Entrance Vestibule                                             | 239        | 40%        |
| Safety Glass                                                          | 102        | 17%        |
| Vertical Protection Bollards                                          | 54         | 9%         |
| <b><i>Schools with at least one of the above</i></b>                  | <b>583</b> | <b>98%</b> |
| <b>School building security features</b>                              |            |            |
| Classroom Doors with Lockable Hardware                                | 556        | 94%        |
| Exterior Security Video/Camera System                                 | 525        | 88%        |
| Interior Security Video/Camera System                                 | 506        | 85%        |
| School Emergency Alert/Panic Button                                   | 297        | 50%        |
| Exterior Speaker System                                               | 293        | 49%        |
| Exterior Door Numbering Clearly Visible from Inside & Outside of Door | 289        | 49%        |
| Electronically Monitored Exterior Doors                               | 226        | 38%        |
| Building Zoned & Able to be Electronically locked down                | 91         | 15%        |
| <b><i>Schools with at least one of the above</i></b>                  | <b>587</b> | <b>99%</b> |

Because it would be counter-productive to publicly advertise the types of security measures in place in each building, the safety and security data are not further disaggregated. It could potentially allow an individual with ill-intentions to guess a given school's infrastructure.