Public Hearing
to potentially close an
elementary building-
either Hopewell or Lower Milford
October 24, 2013

Southern Lehigh School District

Building Issues and Options

Todd Bergey

Presented August 28, 2013

Elementary School Statistics

	Lower Milford	Hopewell	Liberty Bell	Intermediate School
Built & Occupied	**1950**	**1970**	1963	2009
Renovations	**1962 & 1991**	**None**	1999	None
Acres	**20**	**23**	20	32
Square Footage	**39,000**	**51,600**	59,265	140,000
Current Occupancy 12/13 School Year	**183**	**305**	322	736
Current Curriculum Occupancy	**242**	**344**	344	950
Building's Maximum Occupancy	**242**	**392**	441	1038

Demographic Study

- Dejong-Healy – Future Think was selected from 7 firms that were considered.
- Goal - to identify future needs from growth and population shifts.
- Very cautious not to overestimate growth.
- Full Report – found on the SLSD website

http://www.slsd.org/files/filesystem/report_future%20think%204-10.pdf

Demographic Study

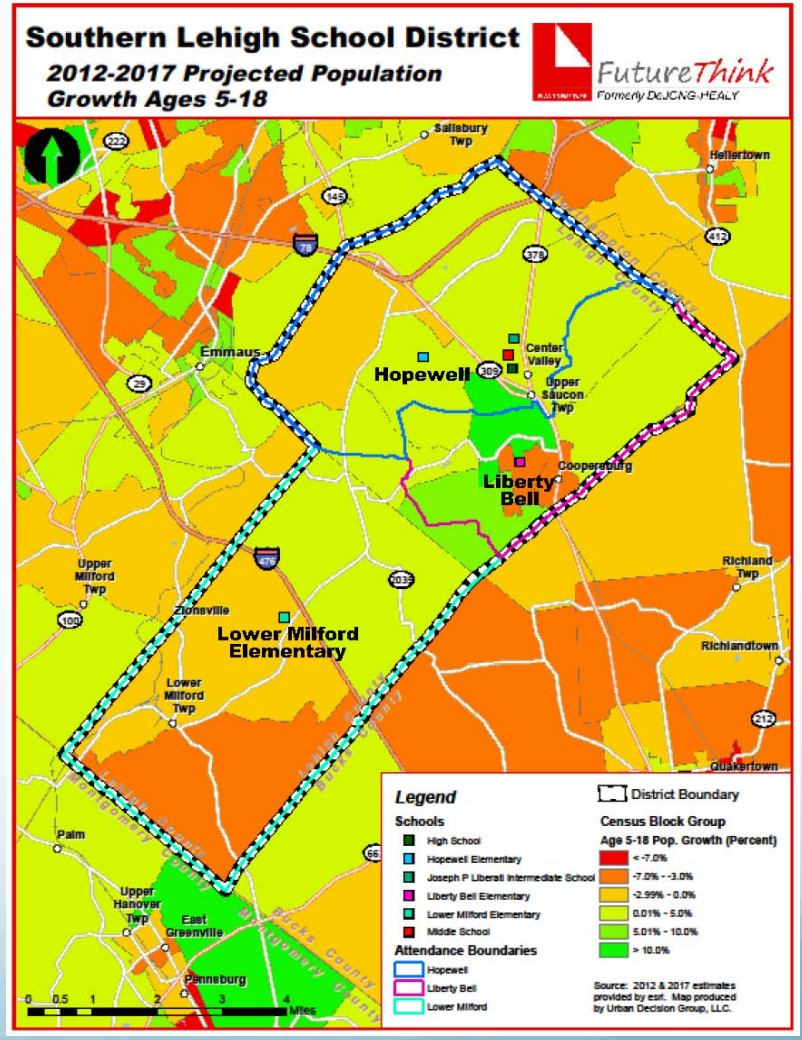
Findings

- Between 2003/2004 and 2012 SLSD enrollment increased 5.3%, from 2,958 to 3,115 students.
- Since 2006/2007 Nonpublic enrollment dropped from 522 students to 396 students, a 24% decrease.
- Over the past 10 years Charter School enrollment rose from 26 to 99 students, a 280% increase. Enrollment stabilized and remained nearly flat since 2009/2010.

Demographic Study

Projections

- An increase population of approximately 4% is projected at the elementary school level over the next 10 years.
- Growth by school boundary not possible because boundaries shift yearly to balance enrollment.
- Greatest growth is anticipated in Upper Saucon Township around Coopersburg Borough.
- A decline in student population is expected south of the turnpike.

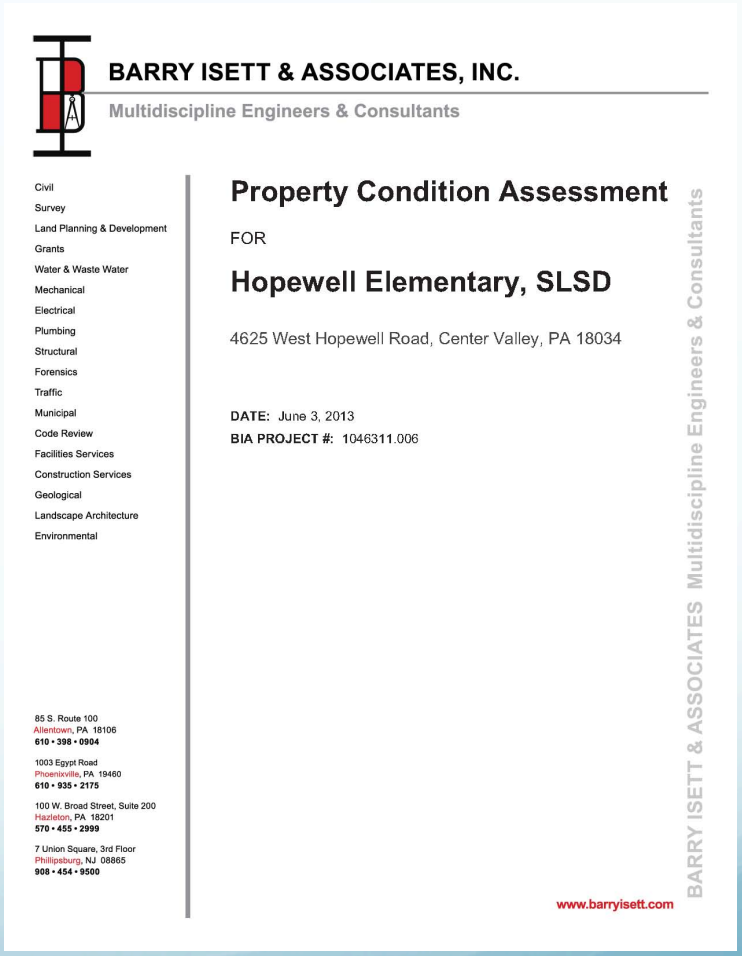


Life Cost Analysis

- Barry Isett & Associates, Inc. was selected from 3 firms considered for review of Hopewell and Lower Milford.
- Goal – To identify future costs associated with repair and renovation of Hopewell and Lower Milford.
- Worked directly with an engineer rather than and architect.
- The full report is found on the SLSD website.

http://www.slsd.org/files/filesystem/Hopewell%20Report_isett.pdf

http://www.slsd.org/files/filesystem/Lower%20Milford%20Report_isett.pdf



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Environmental

Property Condition Assessment

FOR

Hopewell Elementary, SLSD

4625 West Hopewell Road, Center Valley, PA 18034

DATE: June 3, 2013
BIA PROJECT #: 1046311.006

BARRY ISETT & ASSOCIATES Multidiscipline Engineers & Consultants

85 S. Route 100
Allentown, PA 18106
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Lower Milford Capital Needs

Total estimated cost of repairs $2,681,750

- **Roof**
- **Paving**
- **Concrete**
- **Plumbing**
- **Sewage Treatment**
- **Kitchen**
- **ADA (American with Disabilities Act) Upgrades**
- **Miscellaneous**

Hopewell Capital Needs

Total estimated cost of repairs may exceed $12,000,000

- **Interdependent Systems**
- **Asphalt**
- **Electrical Service**
- **Plumbing**
- **HVAC**
- **Kitchen**
- **Miscellaneous**

Original Options Presented:

	Option A	Option B	Option C	Option D	Option E
Total Capital Cost	$14 M	$3.5 M	$12 M	$15M	$17M
Yearly Bond Costs	$460K	$100K	$400K	$490K	$550K
Operational Cost Savings	No Change	$600K	$600K	$650K	$50K
Net Yearly Cost	$460K	$500K savings	$200K Savings??	$160K Savings	$500K
K-3 Student Capacity	930	586	688	688*	930*
Risk of Unplanned Shutdown	High	Low	High	Low	Low
Future Expansion Options	Possible	No	Possible	Yes	Yes
Disruption to Educational Programs	High	Medium	Medium	Low	Medium

*Design efficency of new building may increase occupancy

Option A – Execute a 10 year capital plan repairing Hopewell and Lower Milford

Option B – Repair Lower Milford then demolish Hopewell

Option C – Renovate Hopewell then close Lower Milford

Option D – Demolish Hopewell, build a new building and close Lower Milford

Option E – Demolish Hopewell, build a new building and repair Lower Milford

After Aug. 28 Board Meeting

- Eliminated options A and C which required Hopewell to be RENOVATED.
- Costs to renovate may be close to rebuilding with all new systems providing greater efficiencies and savings.
- Administration asked to explore a new option:
  - Expand Lower Milford and Liberty Bell and
  - Demolish and eliminate Hopewell

Feasibility of Enlarging Liberty Bell & Lower Milford

Presented by Danielle Hoffer on
September 23, 2013

gilbert Architects Inc.

Southern Lehigh School District

Elementary School Program Analysis

Lower Milford
Elementary School

Liberty Bell
Elementary School

September 23, 2013

School Board Meeting

Slides with building layouts removed for security reasons

Cost Estimate Summary

Liberty Bell ES - 2,958 s.f. addition	**$ 1,654,323**
Lower Milford ES - 14,258 s.f. addition	**$10,294,247**

After Sept. 23 Meeting

- Add New Option:
  - Utilize Intermediate School and explore a variety of new district configurations, renovate Lower Milford and demolish/eliminate Hopewell:
    - Move Hopewell k-3 to IS
    - Move LM 4 & 5 back to LM and
    - Move LB 4th back to LB (or any configuration that avoids new building

    -OR-

    - Move all 3rd grade to IS and keep LB and LM at current enrollment capacity
- Administration was asked to explore feasibility of these demographics and financial impact
- Also to update estimated costs on all options to reflect inflation

Square Footage & Pricing Updated to Reflect Inflation

New Information**

Slide of building layout removed for security reasons

Hopewell

Construction Cost Analysis

District Estimate	2015	2016
Estimated "all in" costs summer 2013	$285.00	$285.00
Inflation	6%	9%
Total Cost per square foot	$302.10	$310.65

Gilbert Estimate	2015	2016
Estimated fall 2013 construction costs	$225.00	$225.00
Demolition	$6.00	$6.00
Inflation	6%	9%
Soft costs	24%	24%
Total Cost per square foot	$303.63	$312.22

OPTIONS	Hopewell Size	Projected Costs 2015	Projected Costs 2016
Current Size	51,600.00	$15,667,122	$16,110,531
LM + Addition*	58,464.00	$17,751,213	$18,253,606
LB + Addition	60,878.00	$18,484,167	$19,007,304

*Includes 1350 square feet for boilers and generators

Transportation

Presented by Todd Bergey

September 23, 2013

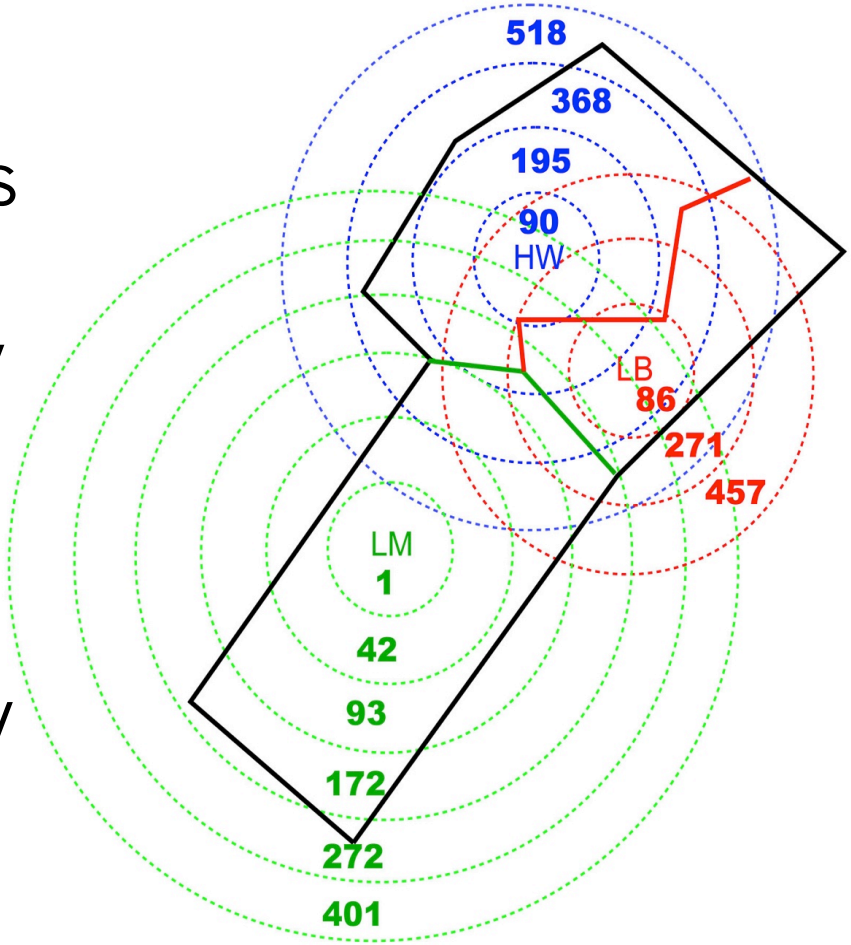
Current Transportation Runs & Costs by Building

	# Buses	# Vans	Longest Run	Avg. of Longest of all runs	Avg. Student Time on bus	Avg. # of students on 72 passenger bus	Cost per student per year
HW	6		46.16	38 min.	19 min.	43	$467.00
LM	5	3	46.26	44 min.	22 min.	29	$976.00
LB	7		54.00	42 min.	21 min.	41	$494.00
IS	16	1	48.30	39 min.	20 min.	42	$533.00

of Students Distance from School

Transportation and Population Density

Each ring represents the number of total number of currently enrolled k-3 children and the distance they live from the elementary building referenced



Estimated Transportation Costs of Closing One Building

- *If Lower Milford closes and all students bused to Hopewell:*
  - Anticipated reduction of 2 buses- possibly 3 ($100- $150 thousand savings each year)
  - Ride times reduced for many students due to efficiencies
  - Ride times increased for some students – remain within policy
  - Potential to utilize vans for outliers to reduce run times
- *If Hopewell closes and all students bused to Lower Milford:*
  - Anticipated increase of 2 -4 buses- $100k to $200k increase each year
  - Ride times increase for many students due to population density
- *If Hopewell closes and Hopewell students are bused to the Intermediate School:*
  - Rides times are anticipated to be similar
  - No anticipated change in costs
- *If Hopewell closes and Hopewell k-2 students are bused to Lower Milford and all third graders are bused to the IS:*
  - Rides times to Lower Milford would increase for k-2 Students, some LM 3rd graders would have longer ride time
  - Anticipated increase of 2 -4 buses- $100k to $200k increase each year

Finances

Presented by Jeremy Melber
September 23, 2013

Current Cost per Student

2012-2013 SCHOOL COMPARISON				
	HOPEWELL	**LIBERTY BELL**	**LOWER MILFORD**	**INTERMEDIATE**
avg # of students	302	323	184	735
Totals	$2,094,945	$2,186,040	$1,551,902	$4,903,287
Cost per Student:	**$6,936.90**	**$6,767.93**	**$8,434.25**	**$6,671.14**

Current Cost per Student

2011-2012 SCHOOL COMPARISON				
	HOPEWELL	**LIBERTY BELL**	**LOWER MILFORD**	**INTERMEDIATE**
avg # of students	307	337	174	725
Totals	$2,208,419	$2,274,234	$1,579,759	$4,732,728
Cost per Student:	**$7193.55**	**$6,748.47**	**$9.079.07**	**$6,527.90**

Options - Sept. 23

Option A – Develop a 10 year capital plan repairing Hopewell and Lower Milford

Option B – Repair Lower Milford then demolish Hopewell

Option B1 - Add Capacity to Liberty Bell and Lower Milford then demolish Hopewell

Option C – Renovate Hopewell then close Lower Milford

Option D – Demolish Hopewell, build a new building and close Lower Milford

Option D1 - New Hopewell to house 500 Students then close LM

Option E – Demolish Hopewell, build a new building and repair Lower Milford

	Option B	Option B1	Option D	Option D1	Option E
Total Capital Cost	$3.5M	$12M	$15M	$17M	$17M
Yearly Bond Costs	$100K	$400K	$490K	$550K	$550K
Operational Cost Savings	$450K	$450K	$733K*	$717K**	$50K
Net Yearly Cost	$350K savings	$50K Savings	$243K Savings	$167K Savings	$500K
Tax Impact	None (future needs)	Inc. $79.36 (future needs)	None	None	Inc. $110.22
K-3 Student Capacity	586	950	688*** (HW=52k)	950 (HW=60k)	930
Future Expansion Options	Possible	No	Yes	Yes	Yes
Disruption to Educational Programs	Medium	Medium	Low	Low	Medium

Busing costs added to all operational savings

- Lower Milford Roof adjustment -$17,000/yr
- **Additional square footage energy costs - $2/sq'
- *** With greater efficiency, building will increase capacity- 688 is current

Current Options

Option B – Repair Lower Milford then demolish Hopewell

Option B1 - Add Capacity to Liberty Bell and Lower Milford then demolish Hopewell

Option D – Demolish Hopewell, build a new building and close Lower Milford

Option D1 - New Hopewell to house 500 Students then close LM

Option D2- New Optimum sized Hopewell including 3 years inflation

Option E – Demolish Hopewell, build a new building and repair Lower Milford

Option "F"- Eliminate Hopewell and use IS- Costs are same as Option B

	Option B	Option B1	Option D	Option D1	Option D2	Option E
Total Capital Cost	$3.5M	$12M	$15.7M	$17.75M	$19M	$17M
Yearly Bond Costs	$100K	$400K	$511K	$572K	$610K	$550K
Operational Cost Savings	$450K	$450K	$733K*	$717K**	709K**	$50K
Net Yearly Cost	$350K savings	$50K Savings	$222K Savings	$145K Savings	$99K Savings	$500K
Yearly Cost to Taxpayers	None (future needs)	Inc. $79.36 (future needs)	None	None	None	$110.22 Increase
K-3 Student Capacity	586***	950	688 (HW=52k)	950 (HW=57k)	950 (HW=61K)	930
Future Expansion Options	Possible	No	Yes	Yes	YES	Yes
Disruption to Educational Programs	High	Medium	Low	Low	Low	Medium

Busing costs included in operational savings

* Lower Milford Roof adjustment -$17,000/yr

**Additional square footage energy costs - $2/sq'

***Use of Intermediate School or Middle School required

Current 5 Yr. Budget

- Current 5-year budget calls for the following tax increase:
  - 2014-15 - .167 Mills - $46.85 increase to Average Taxpayer
  - 2015-16 - .25 Mills - $70.13 increase
  - 2016-17 - .25 Mills - $70.13 increase
  - 2017-18 - .10 Mills - $28.05 increase
  - Total - .767 Mills - $215.16 increase
- With these increases we would still need to cut $916,000 within 5 years
- With a $15 million bond for building projects and the same tax increases, we would need to cut $1,738,000

Budget Impacts

- In order to maintain the same budget structure and limit cuts to $916,000 we would need the following Tax Increases:
  - 2014-15 - .25 Mills - $70.13increase
  - 2015-16 - .33 Mills - $92.57 increase (exceeds index = referendum)
  - 2016-17 - .33 Mills - $92.57 increase (exceeds index = referendum)
  - 2017-18 - .25 Mills - $70.13 increase
  - Total - 1.16 Mills - $325.40
- Average tax bill would increase from current $4,311.29 to $4,636.67 over 5 years
- Whether $916,000 or $1,738,000, cuts will need to come from staffing, programs, extra-curricular.

Educational Research

Presented by Leah M. Christman
September 23, 2013

Concerns/ questions that were raised at the August 28 meeting:

- How does the size of the building affect student:
  - Performance and achievement
  - Relationships between principals, teachers, parents and students
  - Costs and resources
- What are the benefits and detriments related to elementary school size?

Educational Impact of School Size

- Social Sciences studies with empirical evidence/research looked at:
  - **Economics** (Economies of Scale) *Medium size is better than small.*
  - **Academic performance** (generally standardized tests- some studies on "learning"- look at growth over time) *Not much effect- class size and what occurs in the classroom is more important. Socioeconomic status is highest indicator.*
  - **Social** (Social Capital- measure involvement, relationships, trust) *Inconclusive with many variables.*
  - **Perceptions** (Generally teachers and parents- work loads, time to know children, self-efficacy, value of this to the system) *Small is better- what is the value of teacher/parent perceptions?*
- **"Existing research does not allow for clear calculations of the optimal school size across all of these different situations" (Harris, 2007).**

Educational Impact of School Size

- "Small" school is about building "community" and nurturing, personalization, engagement, and belonging more than actual school capacity. (Strike, 2008)
- Most research on school size focuses on High Schools and most Elementary focus is on class size.
- Most significant factor on achievement is socioeconomic status- no effect from size of school (400 elementary schools in S.C.)
- Many variables influence results- rural, suburban, urban, socioeconomic status, students with special needs, minority, at-risk, etc
- No impact for Reading. Math higher in large 3-5 schools (600+) (Odom, 2009).
- Ready & Lee, (2007) looked at k-1 and defined school size as- Small = under 275; Medium-small= 276-400; Medium = 401-600; Medium large= 601-800; Large = 800+.
  - Concluded that small is not always good, but large is generally bad.
  - Class size is a factor –Learning rates in small (under 17) and medium size (under 25) classes are similar. "Classroom context may be more relevant to learning than the larger school context."
  - Effects must include social background, school composition, location and grade span.
  - Literacy growth is similar between small & medium; Math slightly higher in small.

Our Average Class Sizes

Small = -17; Medium= 17-25; Large= 25+

Building	Kindergarten			
	2009	2010	2011	2012
HW	18	17.25	19.25	21
LB*	15.5	15.5	21	22
LM	20.5	20.5	19.5	20

Building	First			
	2009	2010	2011	2012
HW	17.5	20.5	21.6	22.3
LB*	23	19	19.3	23
LM	21.5	19.5	21	21

Building	Second			
	2009	2010	2011	2012
HW	21	20.25	21	23
LB*	20.6	24	21	23.6
LM	16.6	20	21.5	24

Building	Third			
	2009	2010	2011	2012
HW	21.5	22.25	20.5	21.75
LB*	22.6	22.3	24.3	22.6
LM	21.5	26	19.5	22

*Excludes Spanish Immersion

Historical 3rd Grade Advanced/Proficient PSSA

Building	Reading				SPP	Building	Math			
	2009	2010	2011	2012	2013		2009	2010	2011	2012
HW	90.60%	86.50%	88.90%	86.20%	89.4	HW	87.10%	91.00%	85.20%	94.30%
LB	92.50%	89.00%	84.30%	91.30%	90.7	LB	93.60%	92.30%	91.20%	92.30%
LM	95.40%	84.90%	97.30%	88.60%	82.5	LM	93.00%	86.80%	86.80%	88.60%

PSSA Scores = Average for building. Total 3rd grade enrollment varies. Not a good comparison. NEW SPP has different metrics- Reading scores count double, Advanced earns extra points

Building	Third Grade Class Size				
	2009	2010	2011	2012	2013
HW	21.5	22.25	20.5	21.75	25.6
LB*	22.6	22.3	24.3	22.6	24.6
LM	21.5	26	19.5	22	25.6

Educational Impact of School Size

- We have purposely reported our PSSA data as a grade level- not compared results in the three buildings- many variables- student needs.
- There is no statistical significance to differences in results on 3rd grade PSSA Math and Reading between buildings over time.
- Scores have fluctuated in all buildings and are not consistently dependent on smaller class size.
- Regardless of Board decision on 2 or 3 buildings, the administration does not anticipate any negative educational impact. We anticipate that our teachers, class size, curriculum process, and "community" feel of our buildings will remain unchanged.

New Info** Reconfiguration of Grades

	Impacts
-	• High performance /SPP • If self-contained 4th grade – required training for teachers on new curriculum they have not taught in 4 years • Lose ability for IS teaming/collaboration/data teams as it now exists. • Specialists are currently shared between elementary buildings. Would need to include travel to IS. May reduce face time with students. • Currently 2 different schedules (5 day/6 day). Different specialist classes at different levels
-	Increases transitions –more for some children than others
+	Current K-3 –PRIMARY focus and 4-6 INTERMEDIATE focus allows for a behavior management system and school-wide activities that are developmentally matched- helps focus on developmentally appropriate student needs NO guidance counselors at k-3 to meet changing needs of 4-5 graders
-	Principal responsibility inequities
+	Educators see advantages to current configuration which was studied and created with a lot of thought, expert consultants and years of planning.
-	Intermediate School was NOT designed for k-3 primary level

3rd grade to IS

- We could make this work on a short term basis with current enrollment. Placed 9 –third grade classes upstairs to avoid stairs. Bus drop off? 4th also upstairs & could remain teamed.
- No space for additional growth or added classes. Class sizes at IS already 26-29.
- All related arts/specialists are moved upstairs.
- EVERY room is used. Science Labs, large group room turn into classrooms. Eliminates conf./ teacher training/meeting room.
- Facilities will be high for smaller children
- Support classes all move into small rooms. Children will need to travel farther to access. Some support spaces will need to be shared. Not ideal for struggling students.
- Specialist time with students will need to be reduced or elementary specialists will need to travel. No space for additional classrooms (Art, Music, PE, Health, Library, Tech Smarts) Schedule would need to change.
- Need another lunch period or possible overcrowding of café (every 15 min.) Current 11:00 -1:15

Additional Items to Consider

Presented by Leah Christman
September 23, 2013

Additional Considerations

- Safety/Security – Emergency Infrastructure of of 3 Municipalities & Response Times for due to distance, proximity to additional supports and the rural or suburban nature of areas in the district (Police, fire, snow removal, medical access)
- Public Sewer/Water- Current lack of- versus potential for future growth
- Population Growth & Demographic Study
  - -1%, LM; 5% UST & Coopersburg (Avg. 4% growth)
  - Our historical growth based on 3rd day enrollment:
    - LB - 2.65%
    - HW – 0.67%
    - LM - .086%
    - Total elementary growth over 11 years is 1.14%.
    - 5 year average growth at the IS since opening is 0.741%.
- Disruption of other buildings with additional options being offered

Other Options Considered

- Keep all buildings- Cost and sustainability.
- Move students to different levels?
  - LM= k-6; LB= k-3; Close HW; IS= k-6 from HW and LB's 4-6
  - LM= k-4; LB= k-4; Close HW; IS= k-6 from HW and 5th & 6th grade
  - Move 6th to MS
  - Move 9th to MS and 7th to IS and 4th to elem.

Administrative concerns about all the work that has been done to build curriculum- pacing alignment, PD, teaming, culture and traditions as primary, intermediate and MS focus.

Is it wise to recreate all of the work of the past 5 years by reconfiguring multiple levels and potentially impact successes our students are experiencing?

Change takes 3-5 years to see results.

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