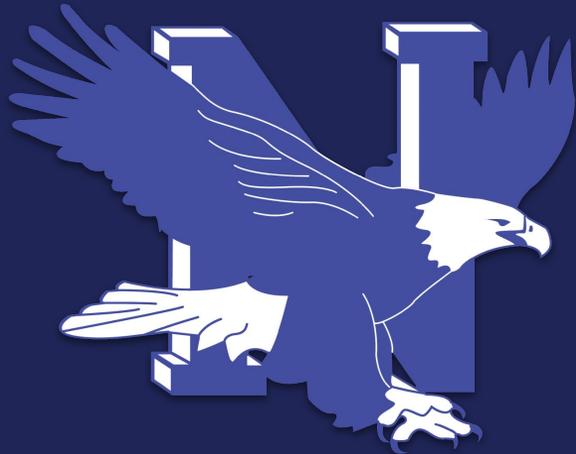

Planning for District Student Enrollment Growth!



NAZARETH AREA SCHOOL
DISTRICT

March 18, 2025



Small Acts Of Kindness



Our Work to Date!

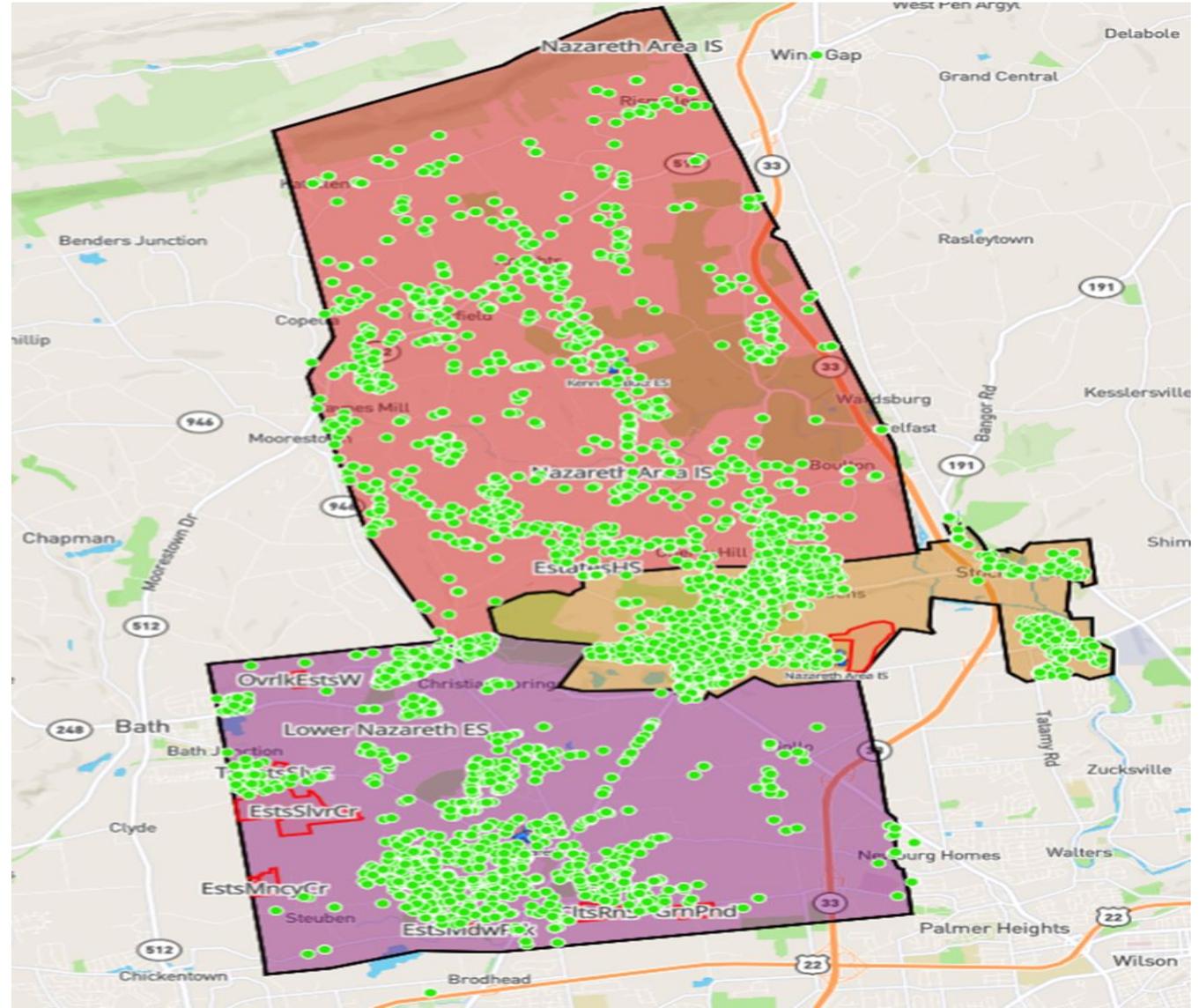
1. **August 2021:** Building additions added to Lower Nazareth and Kenneth Butz Elementary Schools to address increased enrollment and capacity issues. The building and sites at the elementary schools have limitations with core space and infrastructure for more additions:
 - a. SES Landlocked
 - b. LNES & KBES - Septic Systems
 - c. Cafeteria, Gym, and large group spaces
 - d. Modularity/Additions not a recommended solution
2. **January 2024:** The District has been monitoring and reviewing the current capacity planning needs
3. **February 2024:** The Board commissioned PowerSchool Analytics for an enrollment study
4. **April 2024:** The Board commissioned CHA Engineering to conduct a feasibility study
5. **August 2024 and again in January 2025:** Public presentations on a proposed plan were made to the Board and community
6. **September 24, 2024:** The District along with our engineers started looking for land available to accommodate future needs since *we are still evaluating sites*
7. **February 2025:** The Board commissioned special counsel to assist with land planning
8. **April 23, 2025:** A Lower Nazareth Township public meeting is scheduled to discuss land planning partnership

The goal of the board and administration is to come up with a long-term plan to serve the students and community!

K-12 Current Student Population

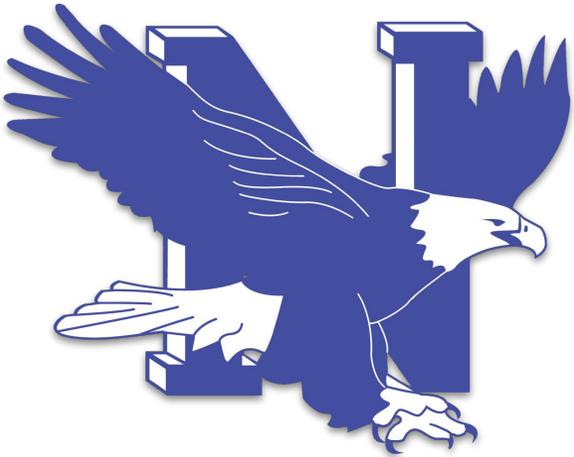
This map reflects the current student population noted in green dots within our current school district boundaries.

As of March 12, 2025 the current enrollment for the NASD is **4901** students.



NASD Growth

- The NASD has been experiencing consistent, moderate growth over the past few years.
- Anticipating continued growth:
 - The District commissioned a study by PowerSchool Analytics in *June of 2024 and again in March 2025* to determine the areas of growth in the District.
 - At both occasions PowerSchool *contacted all municipalities* in the School District and compiled a list of the approved residential developments.



Residential Developments

PowerSchool Analytics collected data from each municipality on proposed residential developments.

That information reflected over the next 10 years, 925 new dwelling units across 9 proposed developments.

Proposed Dwelling Units within the Nazareth Area School District (Moderate DU Scenario)													
Project Name	Unit Type	Year										Total	
		2025	2026	2027	2028	2029	2030	2031	2032	2033	2034		
Colts Run South (1)	SFD	30	0	0	0	0	0	0	0	0	0	0	30
Colts Run South II (2)	SFD	0	0	0	100	100	97	0	0	0	0	0	297
Estates at Silvercrest (3)	SFD	0	0	0	50	50	25	0	0	0	0	0	125
Evergreen Farms (4)	MF	0	0	0	50	50	44	0	0	0	0	0	144
MKG Estates (5)	SFD	0	0	0	19	0	0	0	0	0	0	0	19
Overlook Estates West (6)	SFD	0	13	0	0	0	0	0	0	0	0	0	13
Schoeneck Overlook (7)	SFA	0	50	50	50	50	38	0	0	0	0	0	238
The Enclave at Bushkill (8)	SFD	0	14	0	0	0	0	0	0	0	0	0	14
Village @ Hobson Square (9)	SFD	0	45	0	0	0	0	0	0	0	0	0	45
Totals:		30	122	50	269	250	204	0	0	0	0	0	925



Dwelling Types: A Comparison

New Dwelling Units by Unit Type	
Unit Type	# of Units
Single Family Detached	533
Single Family Attached	238
Totals:	771

FIGURE 1

June, 2024

New Dwelling Units by Unit Type	
Unit Type	# of Units
Single Family Detached	543
Single Family Attached	238
Multifamily	144
Totals:	925

FIGURE 1

March , 2025



Assessment of Current K-12 Facilities

CHA conducted a thorough review of our current K-12 school buildings. They found that our *elementary schools are either full or nearly full and can't handle the expected increase in student enrollment.*

CHA then compared the options of expanding existing elementary buildings or building a new one. Several factors were considered in this evaluation, including:

1. Limiting elementary school size to 600 students to maintain a smaller community-based building
2. Current building site conditions and available space at each school (i.e. Septic Systems at KBES & LNES; SES is Landlocked)
3. Overall long-term benefit of each option to the school community

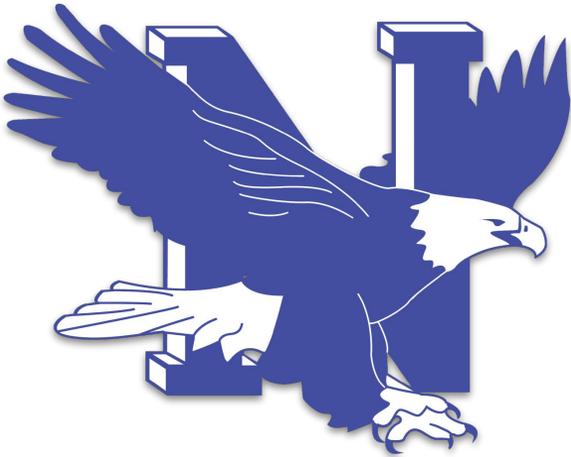
	Grade Configuration	Enrollment March 12, 2025	Functional Capacity	Enrollment as a percentage of Capacity
ELEMENTARY SCHOOLS				
Butz Elem	K-4	578	593	97%
Lower Naz Elem	K-4	606	636	95%
Shafer Elem	K-4	567	573	99%
Totals		1,751	1,802	97%

	2034 Projected Enrollment Plus 20%	2034 Projected Enrollment Plus 20% as a Percentage	2034 Projected with 20% Additional Capacity Needed	2034 Projected with 20% Additional Capacity Needed as a Percentage
ELEMENTARY SCHOOLS				
Butz Elem	684	115%	91	15%
Lower Naz Elem	887	139%	251	39%
Shafer Elem	734	128%	161	28%
Totals	2,305	128%	503	28%

Updated 3/18/2025

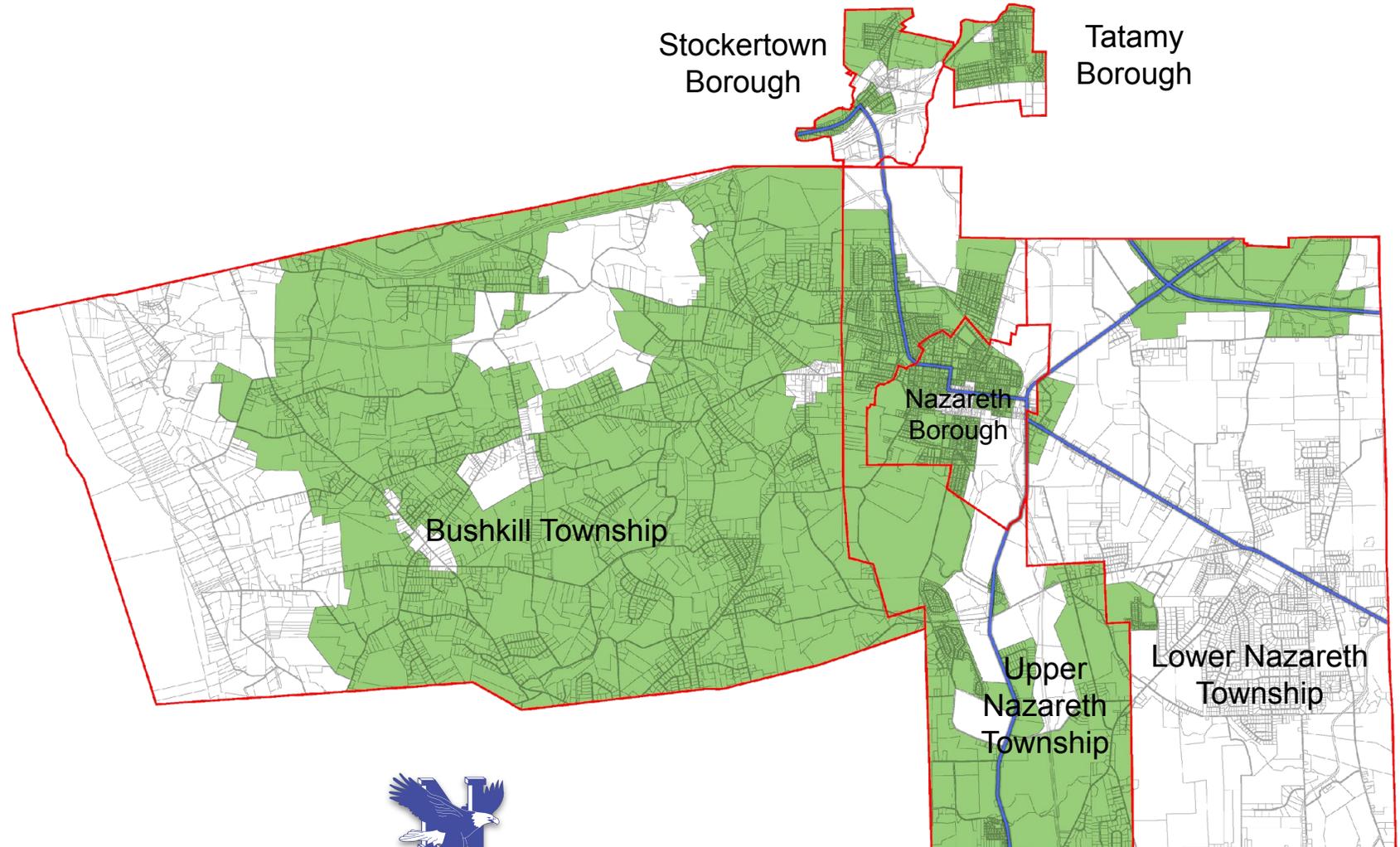
Parameters for New Elementary School

- **Lot Size:**
 - Minimum 20 Acres
- **Size of Elementary School:**
 - Maintain 600-650 maximum capacity
- **Core Spaces**
 - Classrooms, Special Education, STEAM
- **Community/Recreational Spaces:**
 - Gymnasium, Cafeteria, Media Center
- **Bussing/Parent Drop-off – Pick-up/Parking:**
 - Separation of busses and vehicles
- **Outdoor Space (Open Space):**
 - Fields and open space for school and community use



Land Identification – New School

Areas shaded green indicate zones where schools are permitted either by Right, Conditional Approval, or Special Exception.



The Impact of Size: Large and Small Elementary Schools Compared

Large Elementary School (>600 Students)

Potential for Depersonalization:

- With a larger student body, it can be more challenging for students to receive individualized attention.
- Students may feel less connected to their teachers and the school community.

Increased Bureaucracy:

- Larger schools may have more complex structures, which can sometimes slow down decision-making.
- "students falling through the cracks" can occur more frequently.

Greater Parent Involvement:

- Parents may have *less* opportunities to get involved in school activities and build relationships with teachers and staff.

Small Elementary School (<600 Students)

Stronger Sense of Community:

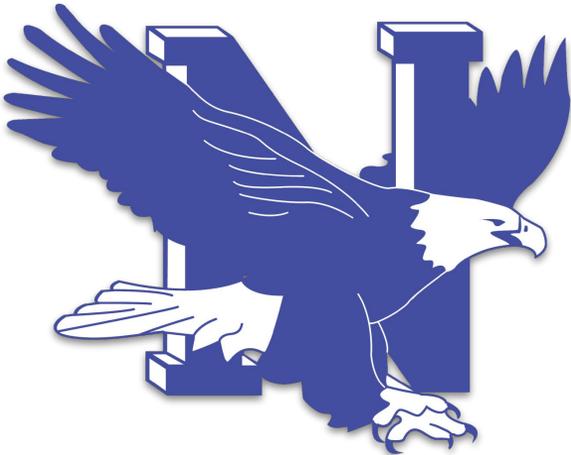
- Smaller schools often foster a close-knit, supportive environment where students feel a strong sense of belonging.
- Teachers and staff tend to know students and their families well, leading to more personalized attention.

Increased Individual Attention:

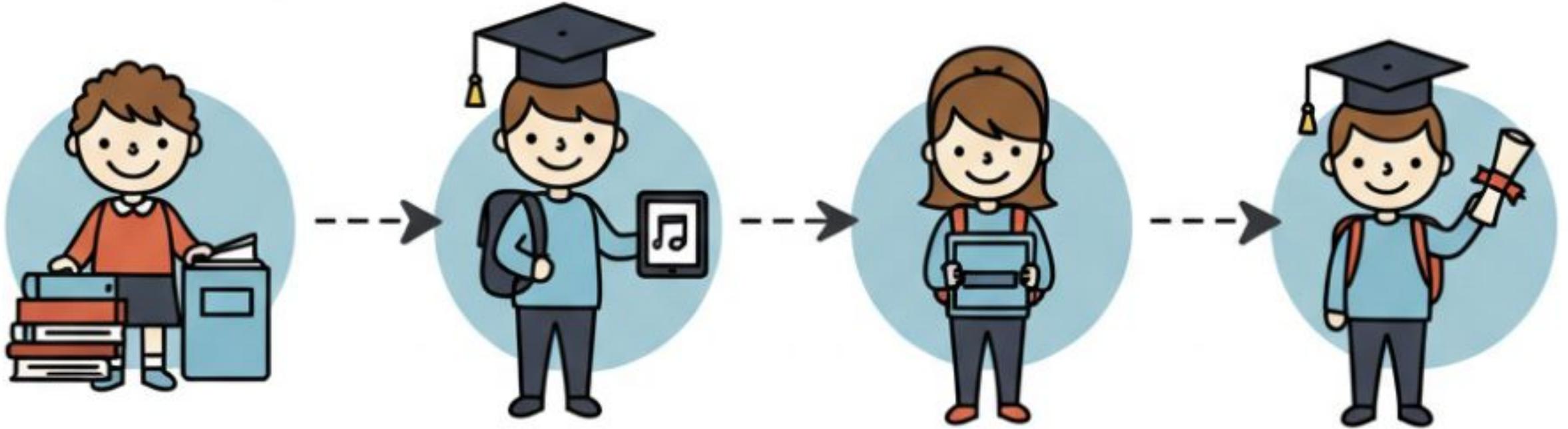
- Smaller class sizes may allow teachers to provide more individualized instruction and support.
- Students may have more opportunities to participate in class and receive feedback.

Greater Parent Involvement:

- Parents may have *more* opportunities to get involved in school activities and build relationships with teachers and staff.



Current Grade Level Structure



K-4: Early Elementary
(Focus on Building Foundational Skills for Future success)

5-6: Intermediate School
(Transition to Deeper Learning)

7-8: Middle School
(Exploratory Different areas of Learning; Preparation for High School)

9-12: High School
(Preparing for Post-Secondary Goals)

Why Keep 4th Grade in K-4 Schools?

Student-Centered Approach:

- Our priority is to create the best possible educational experience for all students.
- Maintaining the current K-4 structure supports this goal.

Developmental Appropriateness:

- 4th graders benefit from the nurturing, consistent environment of an early elementary setting.
- Social and emotional development aligns better with younger students.
- K-4 schools are designed to support the specific learning needs of this age group.

Strong Foundation for Future Success:

- Maintaining a stable environment in 4th grade allows for focused attention on critical foundational skills (reading, writing, math).
- This ensures students are fully prepared for the increased academic demands of intermediate school.



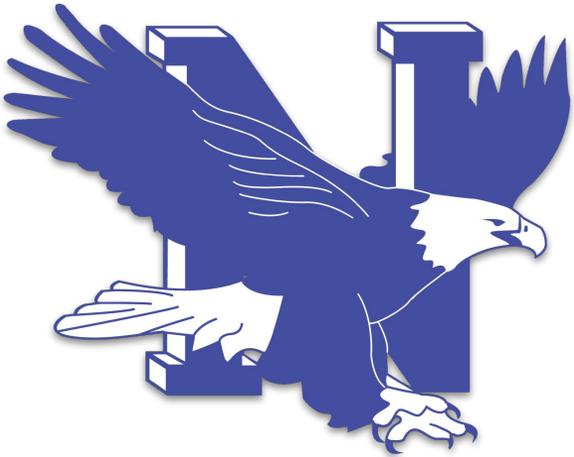
Budget

The construction of a new elementary school is currently estimated to be \$70 million and staffing for the new building is estimated to be \$8.2 million annually. Both costs will need to be phased into the District's annual operating budget.

Budgeting for this project will require a multi-year approach:

- Act 1 of 2006 Legislation and taxation limitations on public schools
- Sustainably funding existing operations
- Timeline of project and budgeting of expenditures

Administration has and will continue to communicate updates on the financial aspects of the new elementary school.

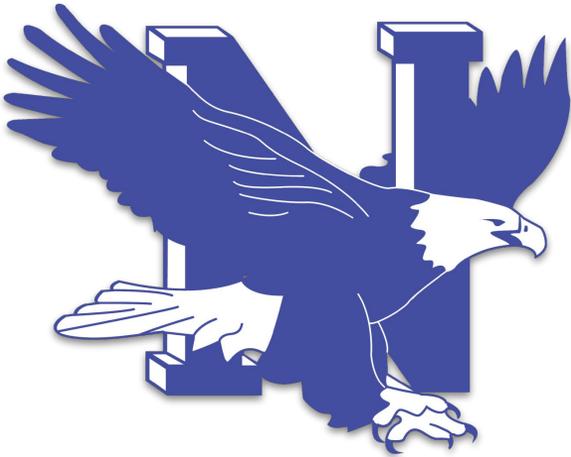


Strategic Staff Phasing Plan

Objective: To implement a phased hiring plan over 2-3 years, ensuring effective operational readiness and fiscal responsibility.

Key Benefits of Phased Hiring:

- **Controlled Growth:** Allows the district to gradually build staffing, ensuring alignment with building readiness.
- **Fiscal Responsibility:** Enables phased budget allocation, managing financial impact over time.
- **Competitive Advantage:** Positions NASD favorably in the competitive hiring market, especially amidst concurrent school construction projects.
- **Enhanced Training:** Provides ample time for effective training and onboarding, maximizing staff competency.



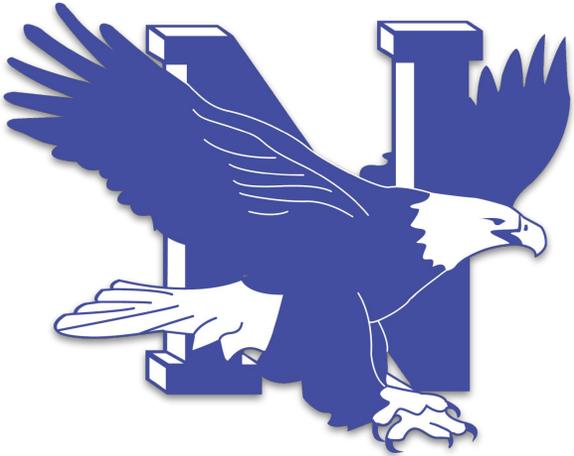
Preliminary Project Timeline

- Land Selection Purchase – January 2025– October 2025
- Architect Selection – September 2025- October 2025
- Building Design – November 2025 – September 2026
- Land Development – December 2025 – September 2026
- Project Bid/Awarding – October 2026 – December 2026
- Construction - January 2027 – June 2029
- New Building Opens – August 2029



Next Steps:

- Partnering with Municipalities for planning solutions
 - Lower Nazareth Township Meeting April 23, 2025
- Continue land options and evaluations
- Continue enrollment boundary evaluation



Questions from the Community From NASD Building Project Google Form

Are there contingency plans in place if the project exceeds the budget?

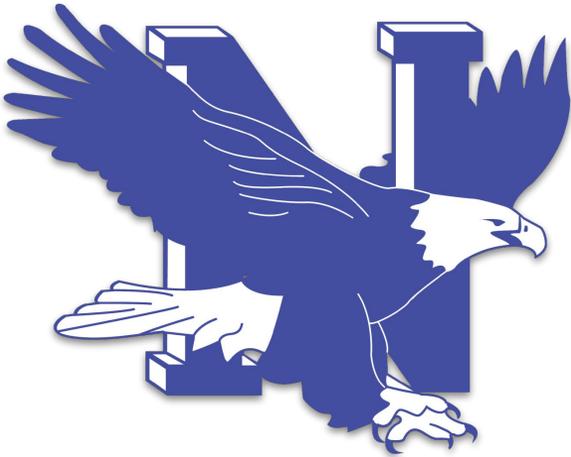
Are there any anticipated disruptions to the school schedule or operations during construction?

What specific needs or challenges is the building project addressing *overcrowding*, modernizing facilities, new programs?

Will the funds allocated for personnel prior to school opening be accumulating earnings?

Why can't 4th grade go back to the Intermediate School to lessen the number of students? And does this affect the Middle School and High School? So what is solution - why not add floors?

Do they have an idea of which addresses will go to the new elementary school?



Thank you!

You can provide feedback or ask questions about this presentation or the building project by completing the [Google Form](#) found on the District webpage or you can scan the QR code to access the form.

