PALMERTON AREA SCHOOL DISTRICT

District-Wide Feasibility Study

JANUARY 28TH, 2025

rlps ARCHITECTS

ACKNOWLEDGMENTS

Palmerton Area School District is governed by a Board of School Directors who demonstrate their dedication to and governance of the District in various ways. The following is a listing of the current 2024 Members of the Board. An (*) denotes board member participation in the District-Wide Feasibility Study Work Group:

BOARD MEMBERS
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Stacey Connell, Board Member

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Ryan Kish, Interim Superintendent,
Business Manager
Jamie Schuler, Assistant to the Superintendent
Joseph Faenza, Director of Buildings and Grounds
Paula Husar, High School Principal
Dave Sodl, Assistant High School / Junior High School Principal
Rich Desocio, Junior High School Principal
Ralph Andrews, Parkside Education Center / S.S. Palmer Elementary School Principal
Kelli George, Towamensing Elementary School Principal
The Palmerton Area School District would also like to thank the various educators and consultants who participated in the planning process.

rlps ARCHITECTS

OUR MISSION
listen, create, serve

OUR VALUES
integrity, empathy and creativity

OUR PROMISE
a passion for architecture and interior design

OUR GOALS
provide excellent service
foster a relationship culture
cultivate teamwork and personal development
have fun in all we do

District-Wide Facilities Study

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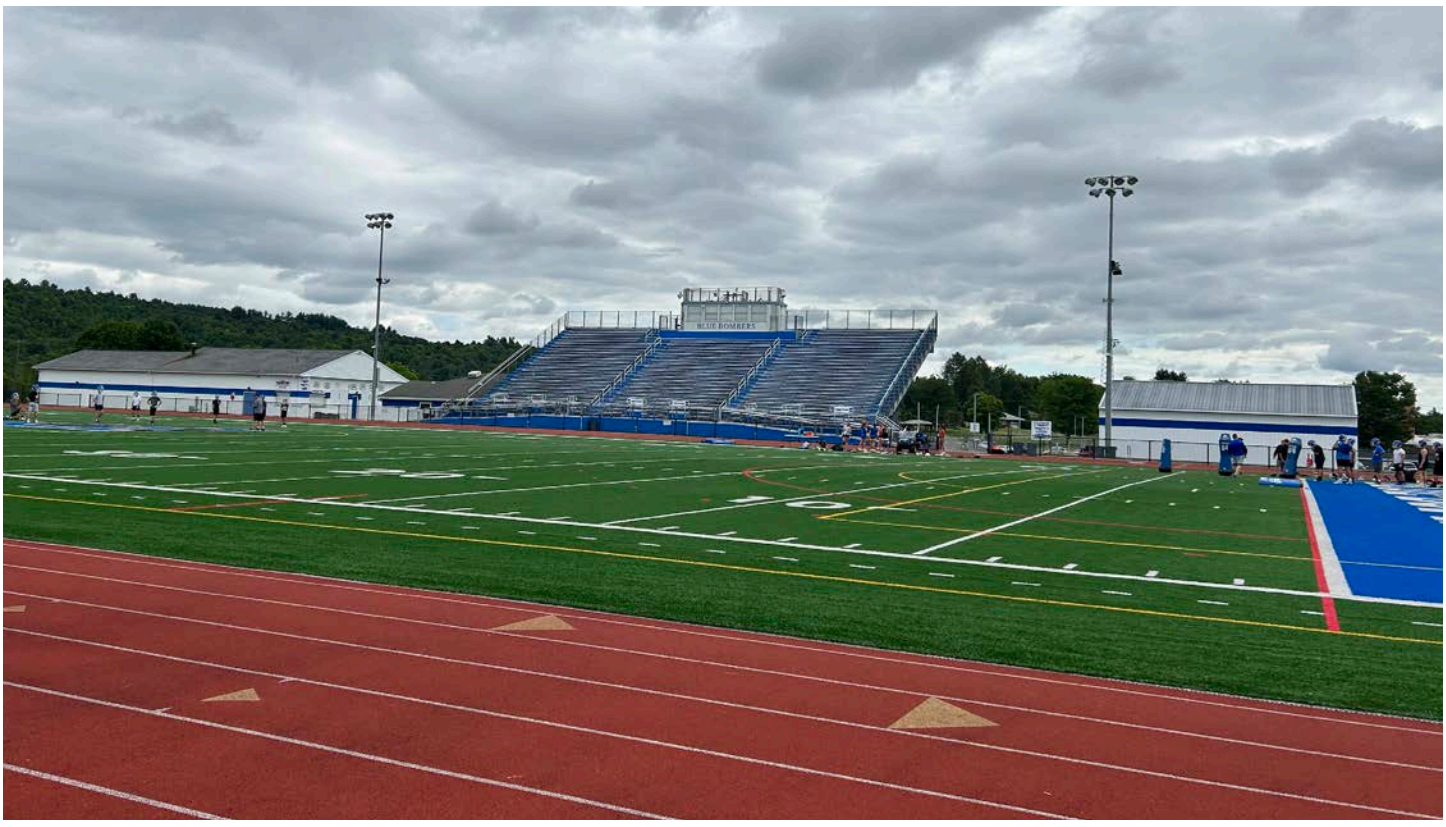
“Make big plans; aim high in hope and work, remembering that a noble, logical diagram once recorded will not die, but long after we are gone will be a living thing, asserting itself with ever growing insistency.”

Daniel Burnham
Architect and Planner
1846 - 1912

1 INTRODUCTION



INTRODUCTION

To meet the changing needs and district dynamics, the Palmerton Area School District Administration and Board of Directors initiated a Feasibility Study with RLPS Architects to focus on existing building conditions, capacities, enrollment projection analysis, educational, curriculum and program needs to plan for a successful future for years to come.

The Feasibility Study process included robust meetings with the Steering Committee, which consisted of Administration and School Board members. These meetings were held on a regular basis to analyze and interpret information collected from various stakeholders. Additional feedback included a Public Survey, meetings with staff and administration from each respective school, public School Board meeting presentations and a Town Hall meeting.

The study began in April 2024, with analysis of existing facilities and understanding the built environment with regards to non-repetitive maintenance, capacity and programs at each district facility. Following the existing facilities analysis, the Public Survey was distributed online, and included 10 questions with space for additional comments. The school district received 277 responses.

During Summer 2024, the Feasibility Study team reviewed the information and began analyzing data which provided a road map of needs versus wants for the overall school district. Further development included potential grade realignment options and opportunities to address building deficiencies throughout the entire school district.

This Feasibility Study considers current enrollment and staffing and projected enrollment and staffing based on the current demographics of the district. Information enclosed includes enrollment projection analysis, building conditions and capacity evaluation, community input via a survey and Town Hall Meeting, and Feasibility Study Team input. Many topics, options and discussions occurred throughout the process, culminating in this document which will serve as a road map for Palmerton Area School District's future development.

The team of authors from RLPS who worked in conjunction with Palmerton Area School District are as follows:

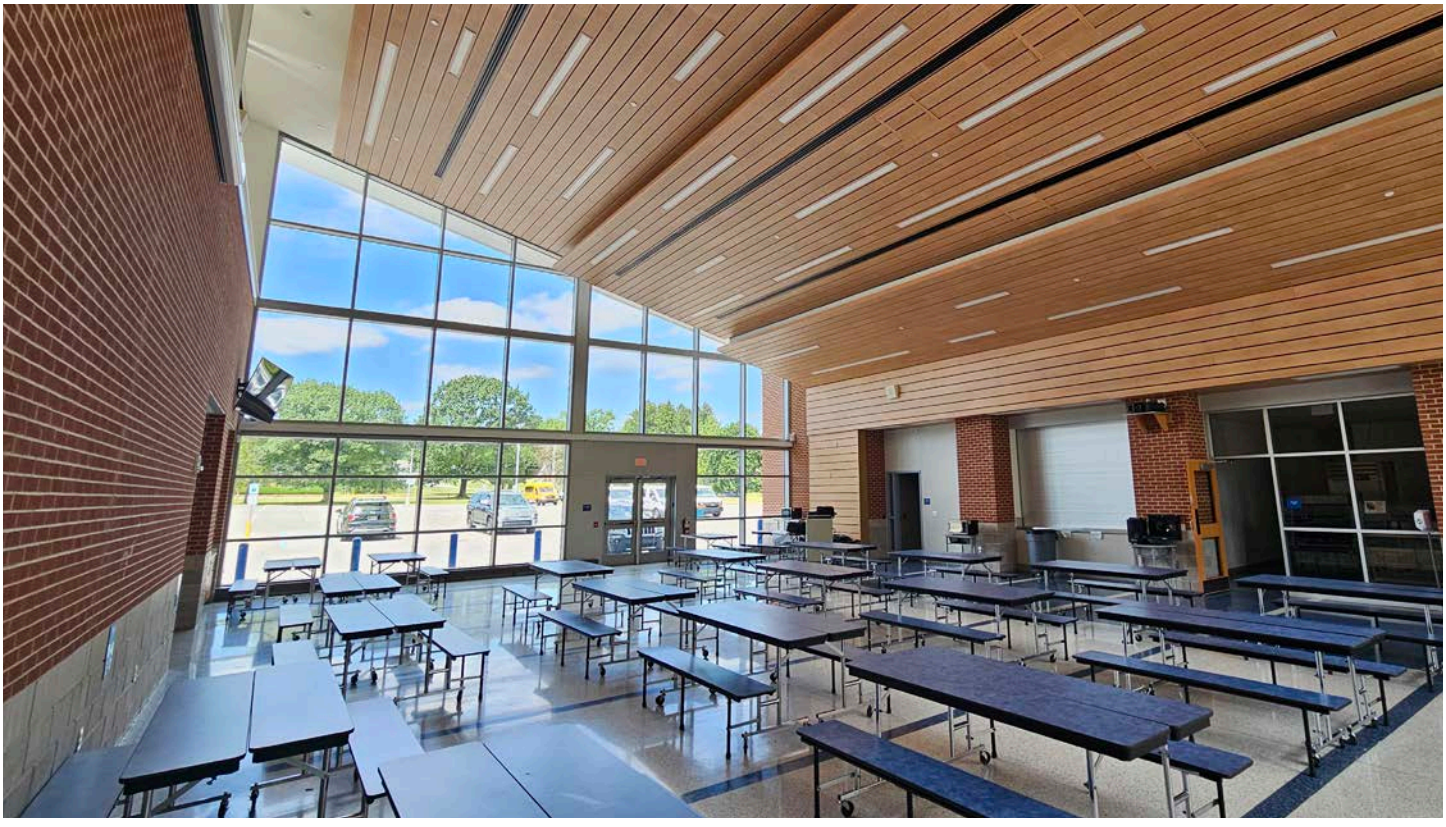
Christopher Linkey, AIA, NCARB, Partner In Charge

Mike Savage, AIA, NCARB, Feasibility Study Lead, Project Architect

Erin Hoffman, ALEP, Education Specialist, Senior Project Manager

This group of individuals is identified collectively throughout this study as the Feasibility Study Team. Their respective resumes and backgrounds can be found in the appendix of this study. The RLPS Team worked in conjunction with the District Administrative Team, Steering Committee and key stakeholders throughout the entire study process.

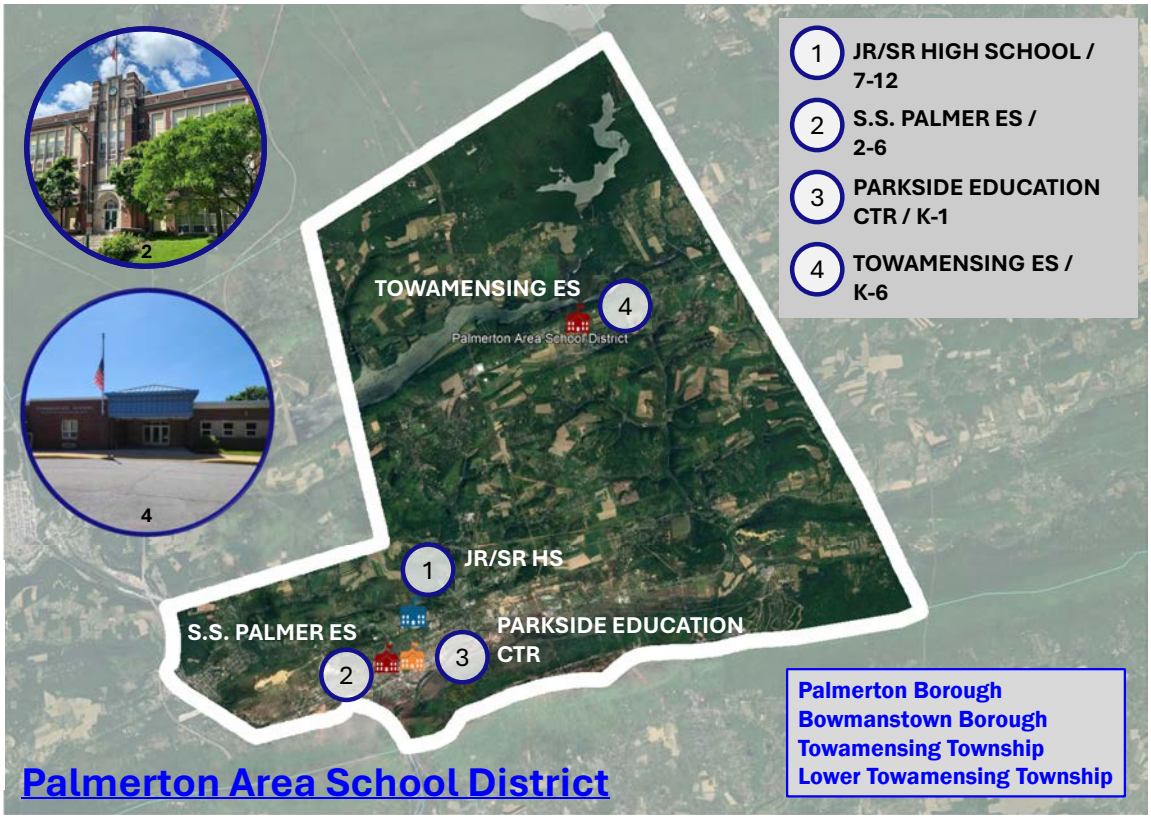
2 GENERAL DISTRICT INFORMATION



IDENTITY AND OVERVIEW

The Palmerton Area School District is located in Carbon County, Pennsylvania and encompasses approximately 56 square miles. The district serves the municipalities of Palmerton Borough, Bowmanstown Borough, Lower Towamensing Township and Towamensing Township. The district's population according to the census bureau is approximately 14,266 people, and has a wide socio-economic range. The school district is mostly comprised of residential housing and smaller businesses.

Palmerton Area School District is part of the Carbon Lehigh Intermediate Unit #21. The school district currently educates over 1,609 students with approximately 148 educators. The school district's total staff is 258 people. The school district is comprised of 3 elementary schools, 1 junior high school and 1 high school.



A typical student in the Palmerton Area School District starts their educational career by either attending Parkside Education Center or Towamensing Elementary School with full day Kindergarten for the entire district. Once through Kindergarten, students either continue at Parkside Education Center for First Grade and move onto Grades 2-6 at S.S. Palmer Elementary School, or continue at Towamensing Elementary School for Grades 1-6. All district students transition to the Junior High School for Grades 7 & 8. All students continue on to Palmerton Area High School for Grades 9 – 12.

The Feasibility Study Team collected data from the National Center for Educational Statistics including demographics, population and additional socio-economic impacts of the community.

ACS-ED District Demographic Dashboard 2018–22

Palmerton Area School District, Pennsylvania, PA

Enter a district name

SHARE CREATE PDF View State and National Statistics

Community

Total Population 14,266

Median Household Income | $65,901

Total Households 5,945

Race/Ethnicity

97%	0%	2%	0%	0%	0%	1%	1%
White	Black or African American	Hispanic or Latino	Asian	American Indian/ Alaska Native	Native Hawaiian and Other Pacific Islander	Some other race alone	Two or more races

Year Structure was Built

14.2% 2000 and after

36.5% 1970 - 1999

49.4% before 1970

Households with Broadband Internet | 83.7%

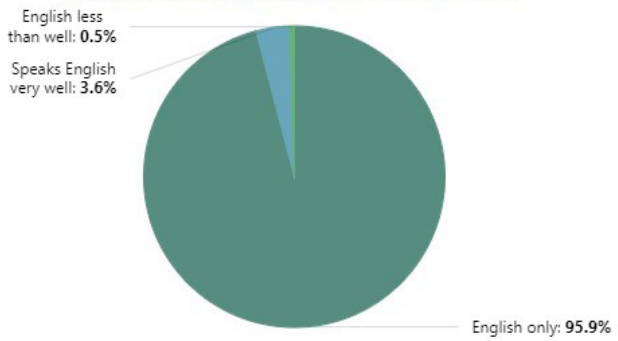
Housing Structure Type

House 80.2%

Apartments/Other 19.8%

Children in Public School

Language spoken at home (children 5 years and over)



Health

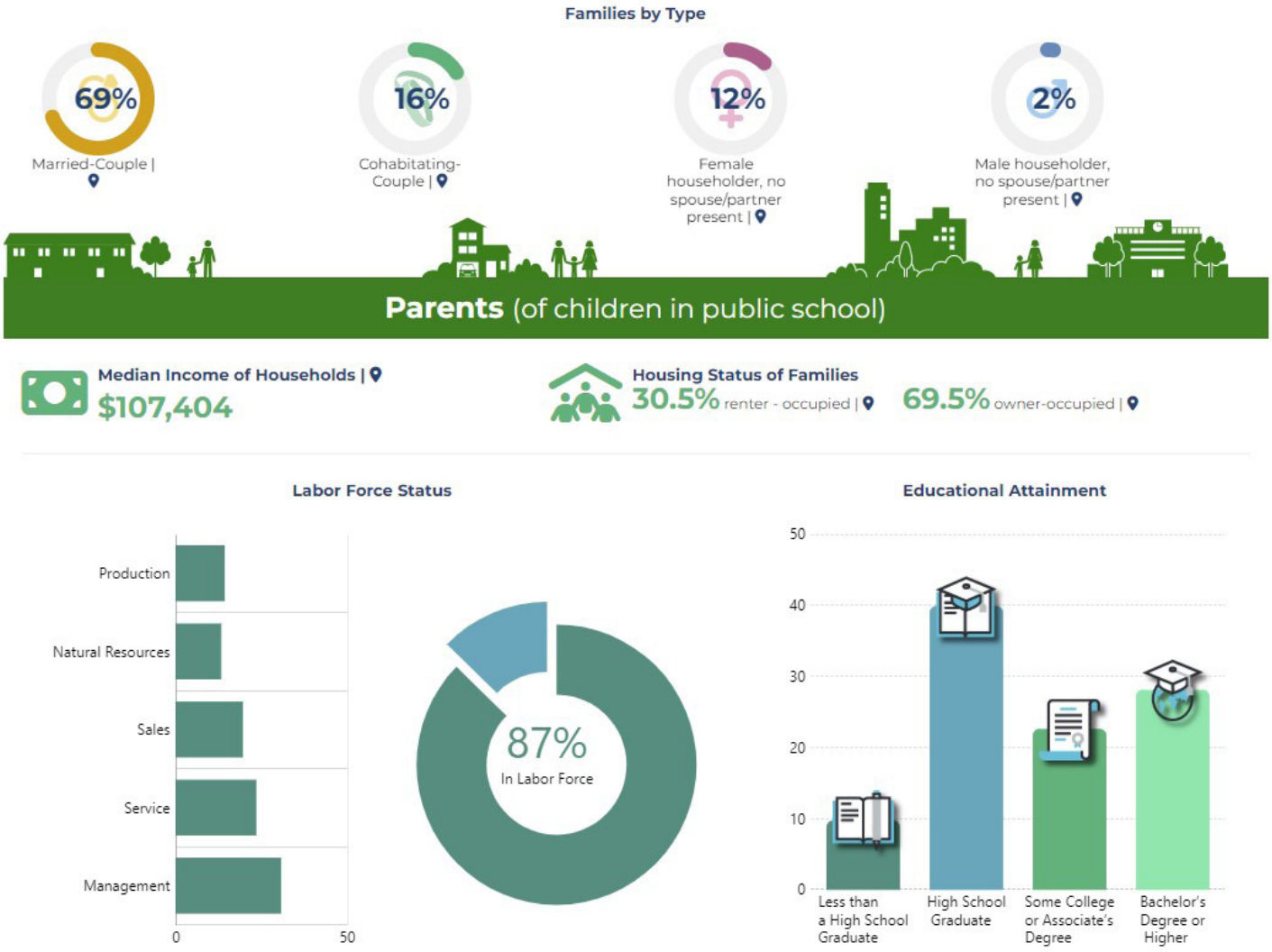
6.4% with a **Disability** |

98.6% with **Health Insurance coverage** |

Poverty and Benefits (in the past 12 months)

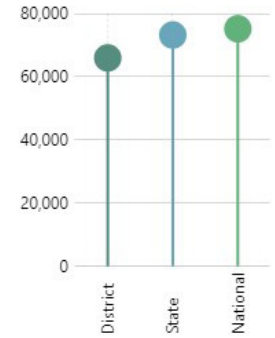
14.4% Families with income below the poverty level |

16.4% Families with Food Stamp/ SNAP benefits |

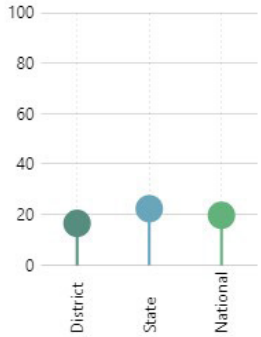

Families by Type
69%
Married-Couple |
16%
Cohabitating-Couple |
12%
Female householder, no spouse/partner present |
2%
Male householder, no spouse/partner present |
Parents (of children in public school)
Median Income of Households |
$107,404
Housing Status of Families
30.5% renter - occupied |
69.5% owner-occupied |
Labor Force Status
Production
Natural Resources
Sales
Service
Management
0
50
87%
In Labor Force
Educational Attainment
50
40
30
20
10
0
Less than a High School Graduate
High School Graduate
Some College or Associate's Degree
Bachelor's Degree or Higher

State and National

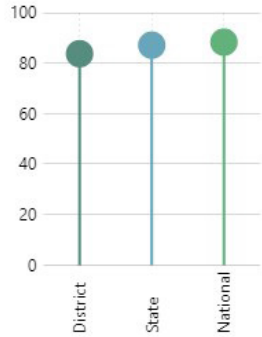
Median Household Income |



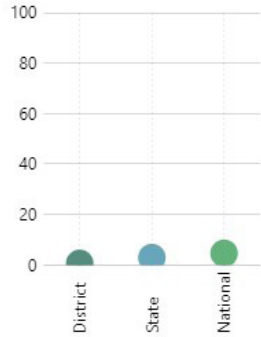
Families with Food Stamp/SNAP benefits |



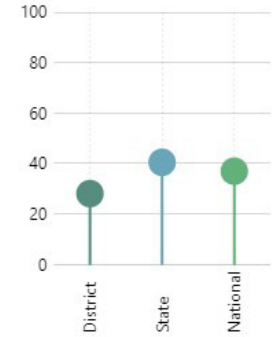
Households with Broadband Internet |



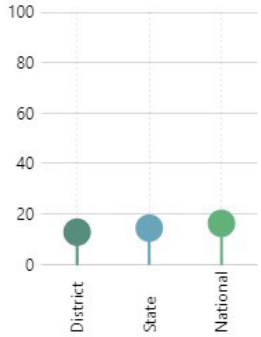
Speaks English Less Than Very Well |



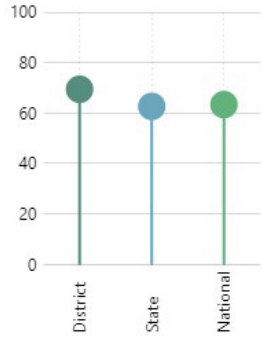
Bachelor's Degree or Higher



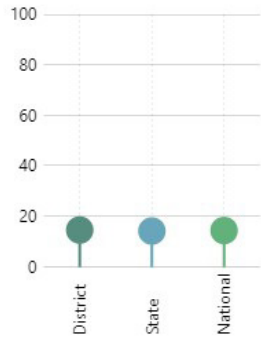
Not In Labor Force



Married Couple Household |



Families with Income Below the Poverty Level |



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SQUARE MILE DISTRICT

4

MUNICIPALITIES
PALMERTON BOROUGH
BOWMANSTOWN BOROUGH
LOWER TOWAMENSING TOWNSHIP
TOWAMENSING TOWNSHIP

258

EMPLOYEES

1 ELEMENTARY SCHOOL (K-1)

1 ELEMENTARY SCHOOL (2-6)

1 ELEMENTARY SCHOOL (K-6)

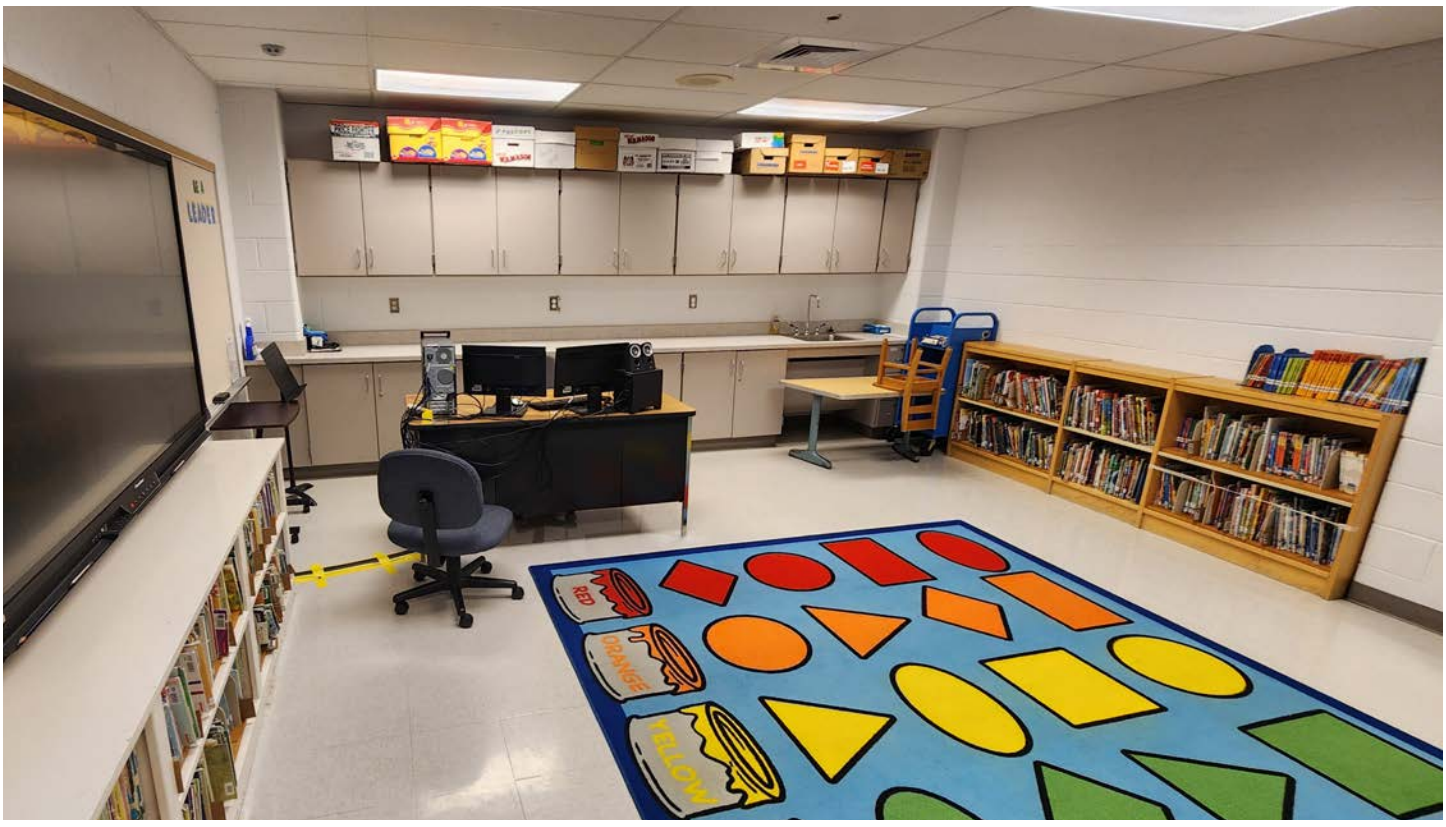
1,609

STUDENTS

1 JUNIOR HIGH SCHOOL (7-8)

1 HIGH SCHOOL (9-12)

3 DEMOGRAPHICS AND ENROLLMENT STUDY



INTRODUCTION TO DEMOGRAPHIC AND ENROLLMENT STUDY

The Palmerton Area School District engaged with the facility assessment team to provide an enrollment and demographic assessment for the entire district. The facility assessment team reviewed available data from various sources to develop an understanding of the recent history of enrollment within the District. From there, the team gathered additional data in order to develop projections and forecasts relating to enrollment within the District over the next 10 years. This information included data from the Palmerton Area School District, Pennsylvania Department of Education, US Census Bureau, and the municipalities that comprise the school District.
The projections and forecasts that resulted from the data received were developed for the District as a whole, as well as for the separate District grade configurations of Kindergarten-6th grade, 7th-8th grade, and 9th-12th grade. Following this, individual elementary building projections were developed in order to provide a deeper understanding of existing and projected enrollments at each of the three elementary schools and how their respective enrollments relate to the overall building capacity and to each other. This evaluation is especially helpful in evaluating options relating to the opportunities relating to combining or changing the grade alignments of the elementary buildings presented in this study.

In conjunction with developing enrollment projections, the Assessment Team and Administrative Team discussed the impacts of academic program, special education and special needs students and support mechanisms needed to meet the needs of the current student population. With updated PDE state requirements and enhanced support systems in place for all students, additional spaces are needed in the current buildings to meet the educational program not just enrollment and capacity requirements. These projections and building capacities shared in this section relate to current and potential student enrollment within the existing buildings as they are currently utilized, and do not reflect any changes as a result of academic or special education needs.

The primary questions asked of this enrollment and demographic study are as follows:

1. What are the enrollment projection trends District-wide over the next 5 to 10 years?
2. What are the enrollment projection trends per grade grouping over the next 5 to 10 years?
3. What are the enrollment projection trends at each elementary building?

At a high level, the following conclusions can be drawn from the data reviewed and the projections developed.

- In all projection methods, enrollments within the District reflect a consistent enrollment trend overall for the next 5 years for grades K-12. This consistent trend in the projections correlates with a historical enrollment trends over the last 10-15 years.
- Looking at the projections 6-10 years out, Method A indicates that there will be an upward trend District-wide. Method B indicates a slightly downward trend in enrollment consistent with the prior 15 years of actual Palmerton Area School District enrollment.
- The slight upward trend in Method A is attributed to projected growth in grades K-6.
- While the Method A K-12 10-year projection shows growth, that growth is projected to be only 75+/- students over the 2019-2020 high of 1,756 students enrolled District wide.
- When looked at individually, each elementary building reflects a projection of a similar decline of enrollment, with the exception of Towamensing Elementary, which reflects a slight upward trend in enrollment over recent years which informs the projection for this building.
- Municipal feedback indicates that no significant new residential development, approved or planned. Therefore, increased enrollment due to new housing units is not likely.
- Analysis of historical birth rate data demonstrates a consistency of the annual number of births within each of the four municipalities that comprise the District. Therefore, increased enrollment due to a dramatic increase in births within the District is not likely.

ENROLLMENT PROJECTIONS

Before reviewing the data and projections within this assessment, it is important to discuss some background as to what an enrollment projection is, and what factors contribute to the charted data and conclusions found within.

An enrollment projection IS a model of potential growth or decline. A projection is based on data availability, and there are no instances within this assessment where any gaps in data have been artificially filled-in to achieve results. If clear data from a reliable source is not available, then a particular projection is not developed. An enrollment projection is made using only the past history of the variable of interest, and the more past data that is available, then a stronger the comparison between the projection and historical data can be made. Finally, an enrollment projection is most reliable within the first five years of the projection. While many projections, including those within this assessment are developed for a period of 10 years into the future, the data tends to normalize after the first five years of the projection. That doesn't meant that a 10 year projection is not valid, it just means that the values for year 6 through 10 should be evaluated more critically than the first 5 years of the projection, and the data is a little less reliable. Ideally enrollment projections are updated at least every five years in order to identify which projection methods are the strongest at reflecting the enrollment trends realized.

An enrollment projection IS NOT an exact prediction of the future. No one can precisely predict the future, and it is important to recognize that projections are based on historical data, and that there are multiple factors outside of a projection's control that can change actual enrollment in the future. An enrollment projection is also not a Forecast. A forecast includes other variables expected to be important for projecting the future. These variables include live birth rates, or student yield rates for housing developments. These variables are not used to produce projections, but rather are used to inform and augment projections when appropriate.
There are many factors that affect projections. There are unmanageable factors, or those that are outside of a School District's control. These include, but are not limited to:

- Demographic Factors
- Social and Cultural Factors
- Economic Factors
- Public Policy
- Action of Competitors: e.g. Charter Schools, Private Schools, or other School Districts.

There are however, manageable factors that affect projections and fall within a School District's control. These include, but are not limited to:

- Quality of Education
- Facility Quality & Condition
- Institutional Policies
- Taxes and millage rates

Other common factors that affect enrollment projections may include:

- Retention of students
- Student yield rates (ratio of Students per Household)
- Birth rate within enrollment area

ENROLLMENT PROJECTION & FORECASTING METHODS

This assessment utilizes several projection methods in order to evaluate enrollment trends for the School District. Method A used are the Pennsylvania Department of Education (PDE) Enrollment projections, which are developed and provided by the Department of Education on an annual basis. Method B used is the Grade Progression Ratio method, also known as the Grade Impression Ratio Progression. Additional methods that could be used, but are not addressed in this assessment include Enrollment Rate Model and the Cohort Survival Method (Births).

Additionally, this assessment utilizes the following enrollment forecasting methods and factors to inform the overall projections. These methods include Housing Starts, or Planned Development, Student Yield Rates for Housing, and Birth Rates from each municipality.

The projection and forecasting methods are described in greater detail on this and the following pages.

METHOD A: Pennsylvania Department of Education (PDE) Enrollment Projections

This method, of which the data is authored by PDE, is a combination of a modified enrollment rate model and grade progression model. PDE combines these two approaches in order to provide projections for all School Districts within the State of Pennsylvania. For the purposed of this assessment, the assessment team then parsed out and charted the data from PDE in order to provide a graphical depiction of the overall District projection as well as individual projections per District grade groupings.

PDE uses the following data to develop these projections.

- Resident live birth data sourced from the Pennsylvania Department of Health (DOH). Enrollment rates for Kindergarten and 1st grade are calculated using birth records from five & six years earlier, respectively.

- October 1st enrollment provided by LEA's. This data is used to develop grade progression ratios for 2nd through 12th grade. These grade progression ratios are based on the prior 5 years of actual enrollment data.

It is important to note that PDE Projections are for grade levels District-wide only. They do not provide projections for individual buildings within a subject school District. For background prior to reviewing the Lower Dauphin School District Projections, it is important to recognize the following pros and cons for the PDE Enrollment projections.

Pros:
- District specific trends are compared to State-wide trends

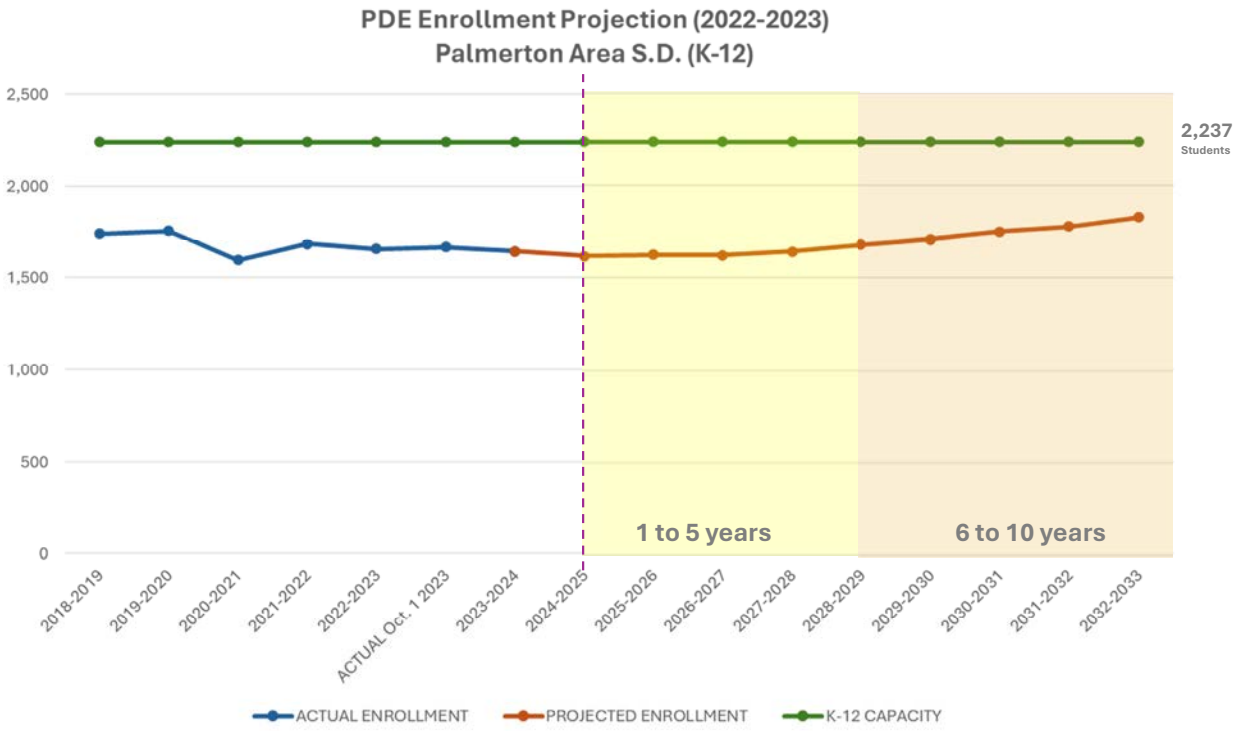
- Ability to compare PDE projections to actual enrollment to discern reliability of the projection.

Cons:
- PDE states these projections are less reliable for Districts totaling less than 1,000 students

- PDE does not break down data building by building

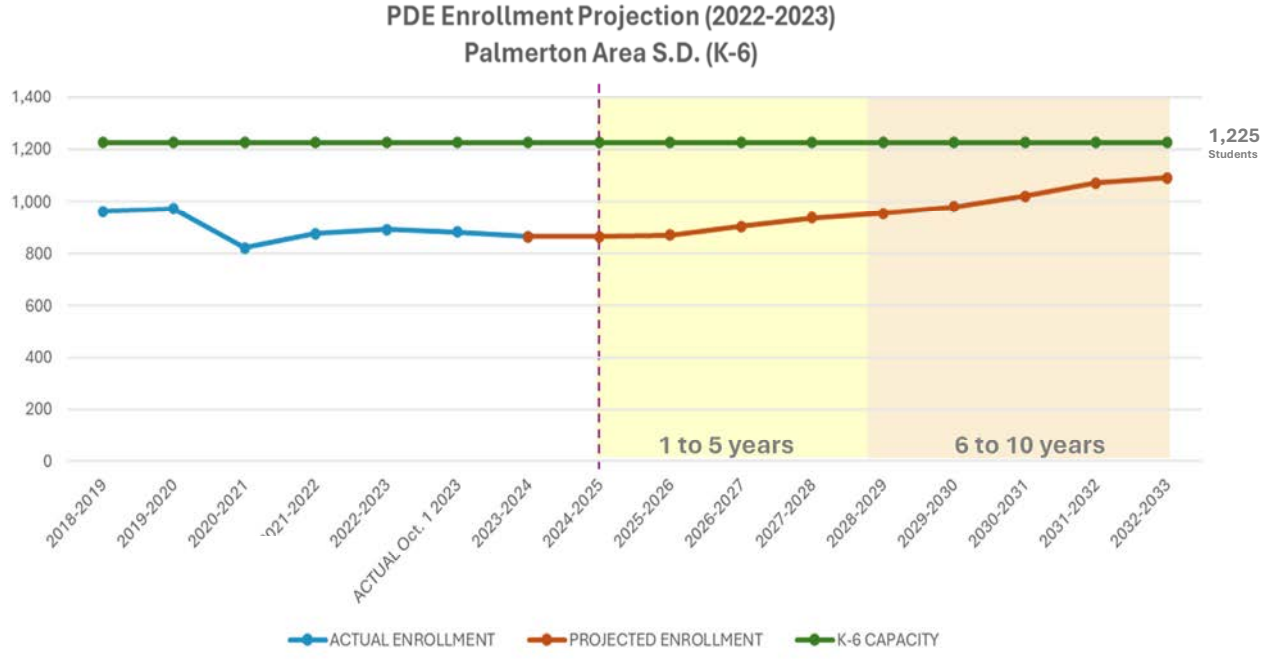
- Enrollment projections beyond 5 years are subject to errors in lower grades resulting from inconsistencies between actual and projected live births (i.e. Even with good historical data it is difficult to project births that haven't happened yet)

The following charts depict the data provided by the **Method A Enrollment Projections:**



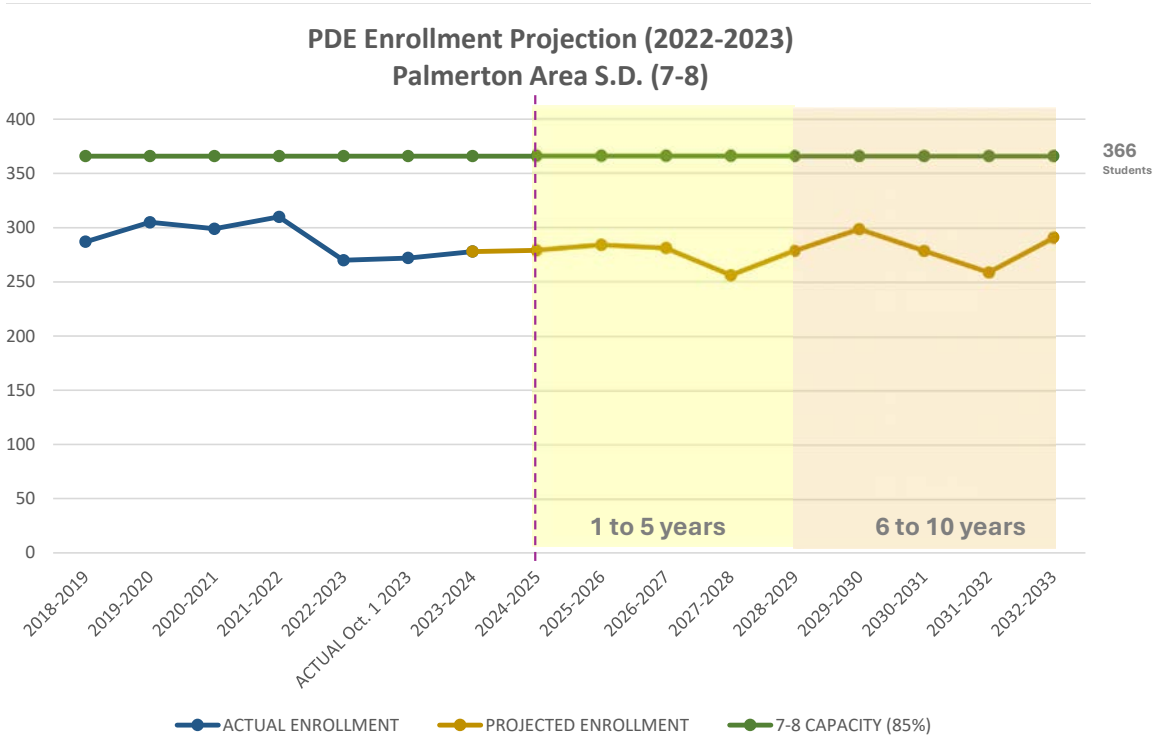
K-12 : Enrollment Versus Capacity – Method A

PALMERTON AREA SCHOOL DISTRICT



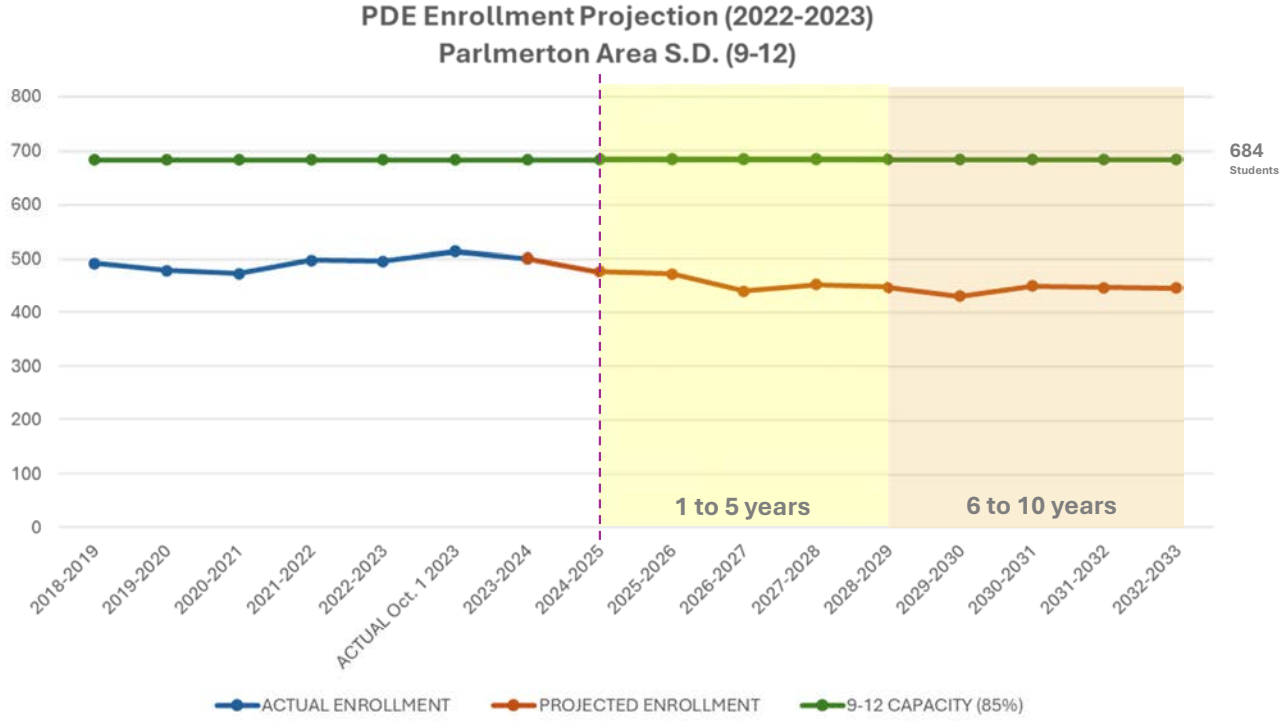
K-6: Enrollment Versus Capacity – Method A

PALMERTON AREA SCHOOL DISTRICT



7-8: Enrollment Versus Capacity – Method A

PALMERTON AREA SCHOOL DISTRICT



9-12: Enrollment Versus Capacity – Method A

PALMERTON AREA SCHOOL DISTRICT

The following conclusions have been drawn by the assessment team based on the data provided in these Method A Enrollment Projections:

- K-12 Projection reflects declining enrollment consistent with the prior 5 years (2019-2023) over the next 5 years (2023-2028).
- 9-12 downtrend is reflective of prior enrollments in K-6/7-8
- The K-12 slight uptrend is attributed to growth grades K-6
- While the Method A K-12 10-year projection shows growth, that growth is projected to be only 75+/- students over the 2019-2020 high of 1,756 students enrolled District wide.

Action items based on the Method A: PDE Enrollment Projections:

- Over the next 5 years monitor actual K-6 enrollment to see if the uptrend in enrollment becomes reality.
- Utilize additional enrollment projection models and forecasting methods to evaluate K-6 enrollment vs. capacity of the three District elementary buildings.
- As a check of District capacity by comparison, a PDE planning metric for future building capacity is to take the highest projected enrollment and add 10% to develop the maximum building or grade level capacity a District is planning for.
    - Using this metric for Palmerton Area School District, the highest projected enrollment + 10% equals 2,010 students. This is less than the current 2,237 District-wide student capacity.
    - Calculated for Elementary School, projected 1,199 students < 1,225 K-6 student capacity
    - Calculated for Middle School, projected 927 students < 1,104 MS student capacity
    - Calculated for High School, projected 1,188 students < 1,359 HS student capacity

METHOD B: Grade Progression Ratio Enrollment Projection (District-wide)

This method of projection is developed by comparing actual enrollments through time to identify trends and predict future enrollments. For the purposes of this assessment, The actual October 1st enrollment sent to PDE by the Lower Dauphin School District was used to graph the actual District enrollments over the last 15 years. Analyzing this data from the last 15 years allowed the authors to discern any historical trends and compare them to the projections. Furthermore, the annual growth rate for projections is calculated as a running average of the preceding 5-years. The growth rate is then used to calculate the subsequent year's projection.

Since School Districts report the October 1st Enrollments on a per-building basis, it is possible to provide and chart data for the overall District, grade alignments, as well as individual buildings within a subject school District. For background prior to reviewing the Lower Dauphin School District Projections using Method B, it is important to recognize the following pros and cons for the subsequent Enrollment projections.

Pros:

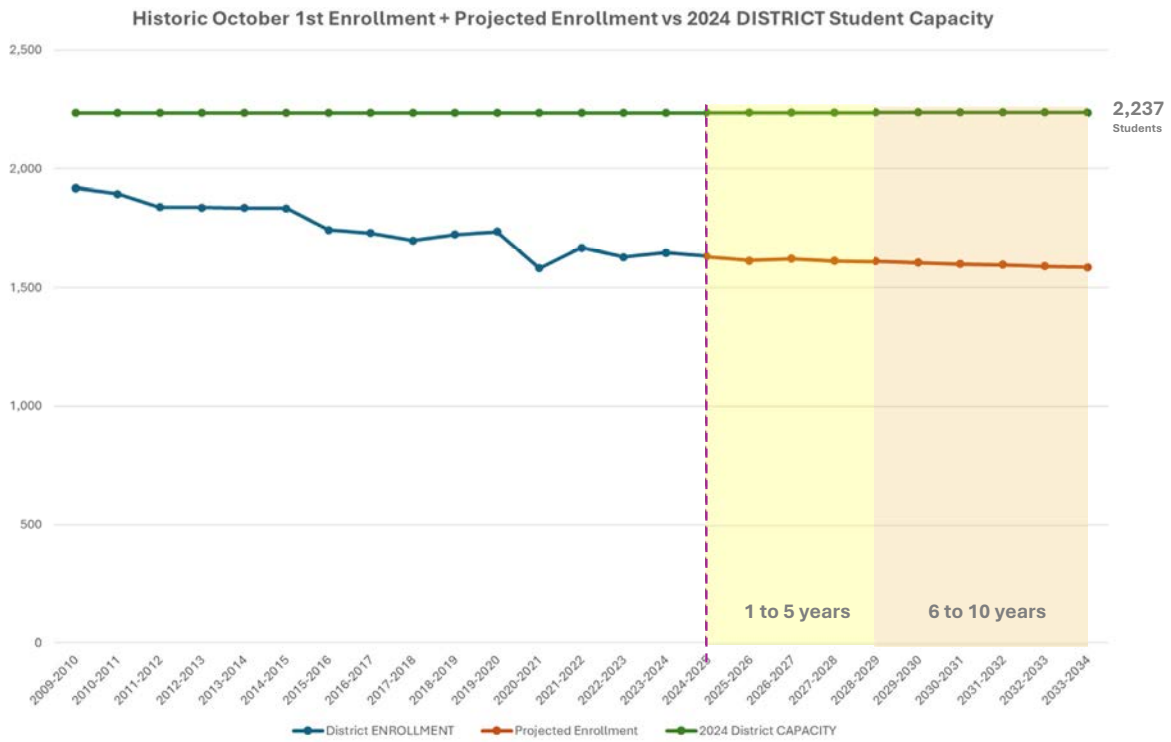
- Historical Enrollment records provide history of prior trends, with the ability to go back in time as far as is published by PDE via their website.
- The data are broken down to enrollment by grade and by building
- This provides the ability to develop grade & building level projections

Cons:

- Projections beyond 5 years are subject to errors as annual growth rate deviations average out to a consistent value

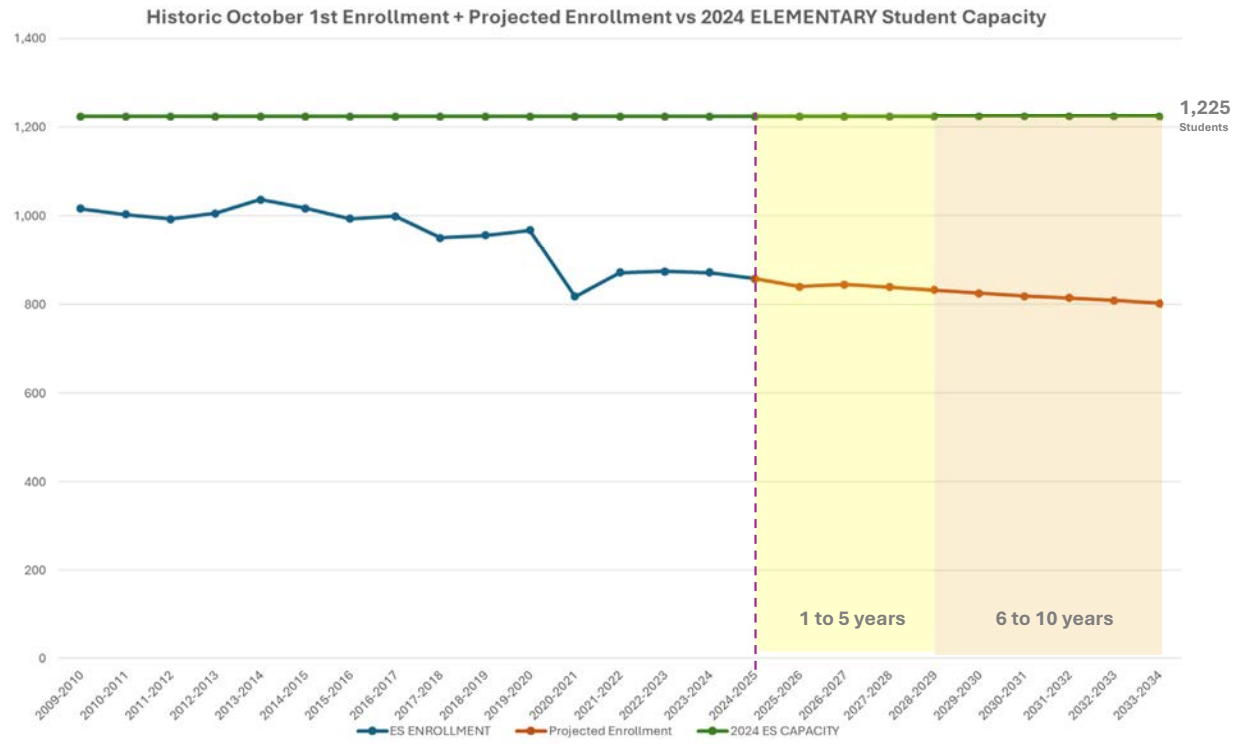
- Large enrollment fluctuations (bubble years or Covid drop-off) have the potential to skew projections, especially in buildings with smaller enrollments such as Towamensing or Londonderry Elementary where a fluctuation in enrollment can have a larger overall affect on the projections.

The following charts depict the District-wide data provided by the **Method B Enrollment Projections:**



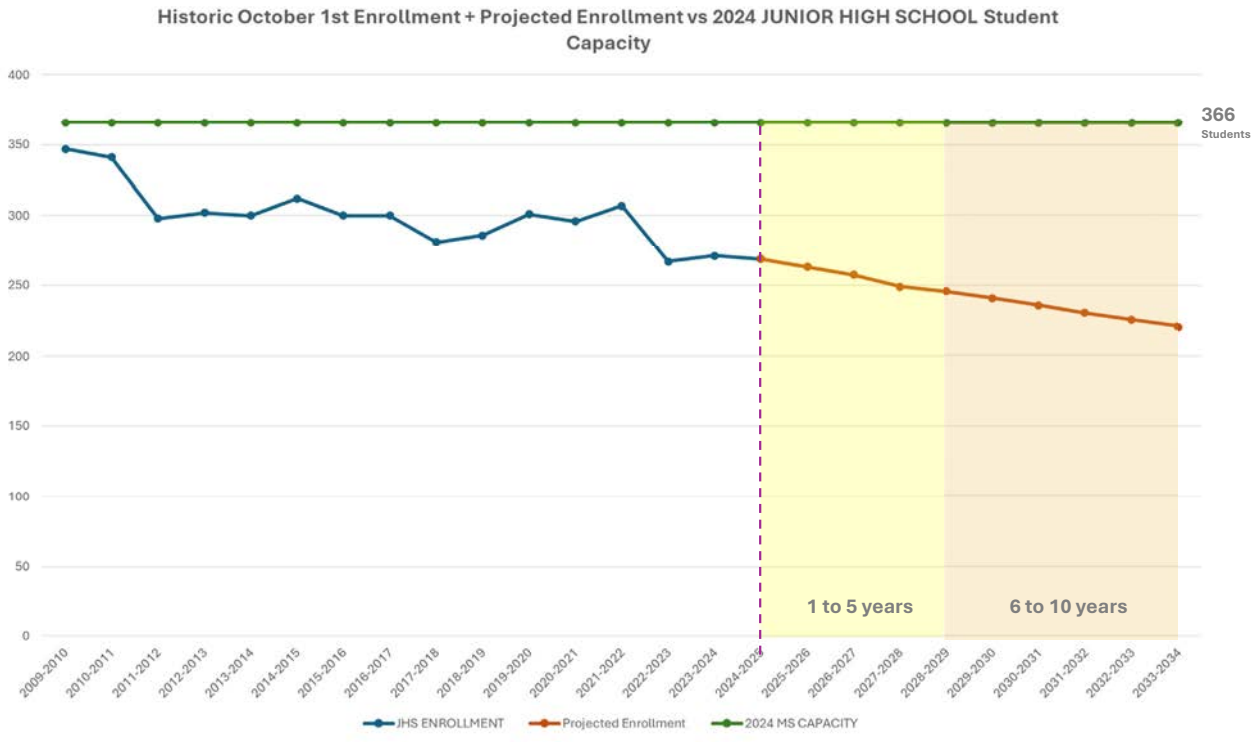
K-12: Enrollment Versus Capacity – Method B

PALMERTON AREA SCHOOL DISTRICT



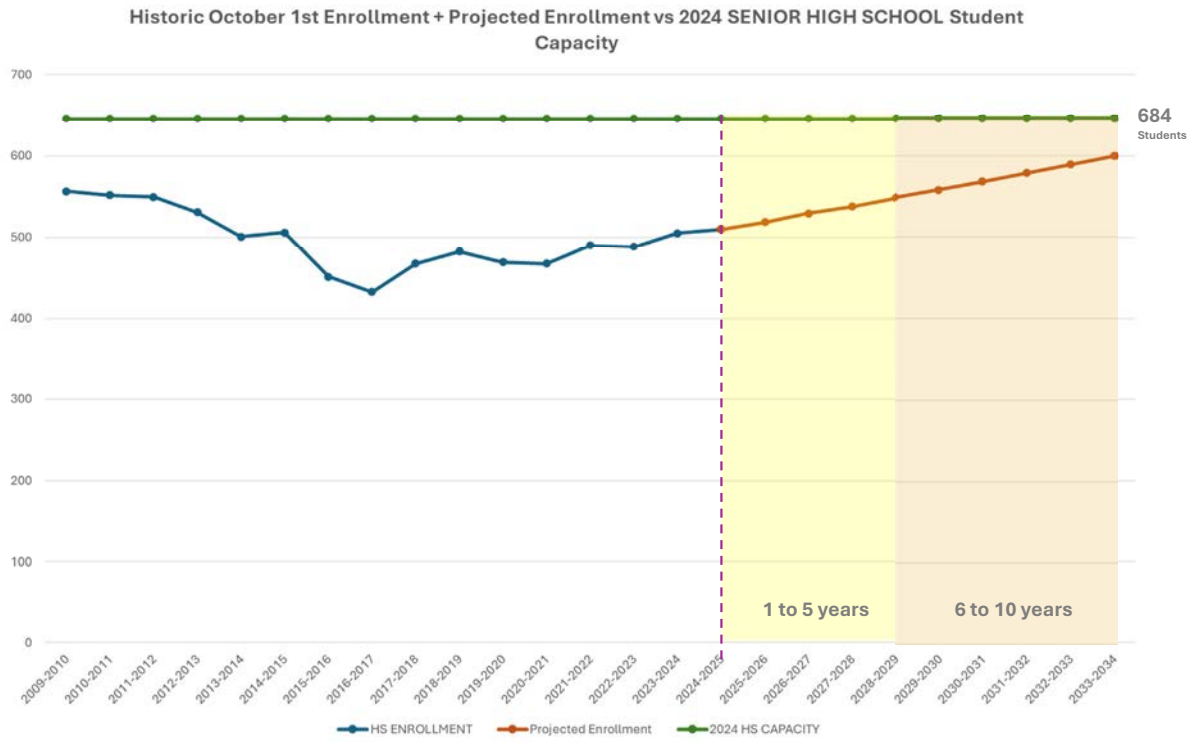
K-6: Enrollment Versus Capacity – Method B

PALMERTON AREA SCHOOL DISTRICT



7-8: Enrollment Versus Capacity – Method B

PALMERTON AREA SCHOOL DISTRICT



9-12: Enrollment Versus Capacity – Method B

PALMERTON AREA SCHOOL DISTRICT

The following conclusions have been drawn by the assessment team based on the data provided in these **Method B Enrollment Projections:**

- The K-12 Projection reflects a downward trend which is consistent with the preceding 15 years of enrollment.
- K-6 and 7-8 downtrend is consistent with historical enrollments, however, the 20/21 Covid dip could be a factor, and any deviation resulting from this will likely not be seen for a few more years of actual enrollment data.
- The 9-12 upward trend is reflective of prior years at 7-8 and K-6. However, this uptrend has a stronger correlation with recent enrollment growth which may not continue in years 6-10.

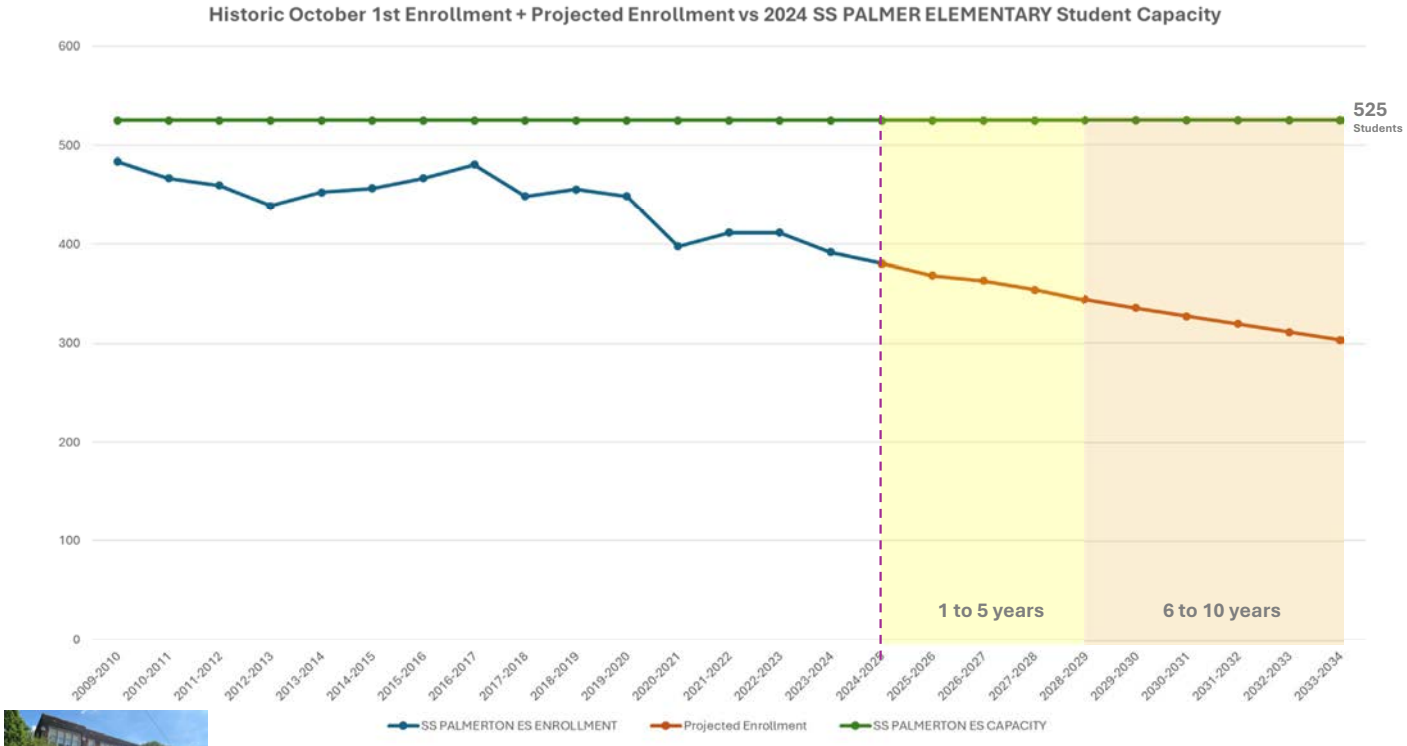
Action items based on the Method B: Grade Progression Ratio Enrollment Projection (District-wide)

- Over the next 5 years monitor actual 9-12 enrollment to see if the uptrend becomes reality.
- Next, review the Grade Progression Ratio enrollment project on an elementary building by building basis to see if the K-6 trends are consistent between the three building or if one particular building or community is attributing to the decline and/or growth.

METHOD C: Grade Progression Ratio Enrollment Projection (Individual Elementaries)

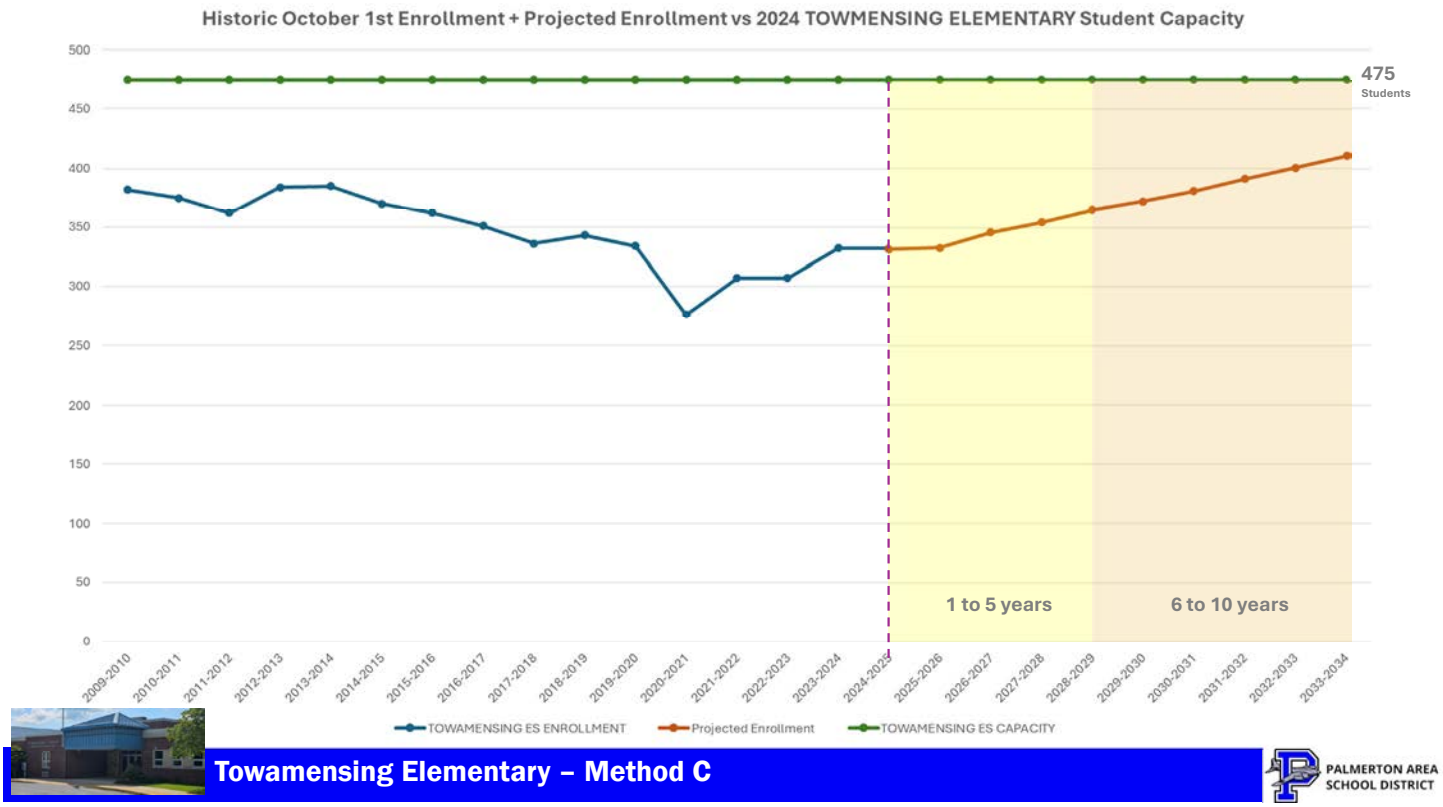
The next step in developing projections will be to look at the grade progression ratio projections for each elementary school. The Enrollment projection charts in this section depict several things within the same chart as follows:

- The building capacity as identified in Section 4 of this study (green line)
- Historical enrollment from 2009-2023 (light blue line)
- Projected enrollment based on Grade Progression Ratio, from 2024-2034 (orange line)



S.S. Palmer Elementary – Method C

PALMERTON AREA SCHOOL DISTRICT



Conclusions based on the Method C: Grade Progression Ratio Enrollment Projection (Individual Elementaries)

- The 15-year history of enrollment reflects a downtrend in enrollment across all three K-6 Buildings
- The Parkside and S.S. Palmer 10 year projection is consistent with this historical downtrend
- The Towamensing ES uptrend is reflective of the most recent 5-years of historical enrollment values. Will this continue?

Action items based on the Method C: Grade Progression Ratio Enrollment Projection (per building)

- Municipal feedback indicates no significant new residential development, so the uptrend in Towamensing is inconsistent
- Next Steps: Review birth rates and student per household ratios to see if they show a similar uptrend in the Towamensing enrollment area

Forecasting Method: Municipal Birth Rates vs Actual October 1st First Grade Enrollments

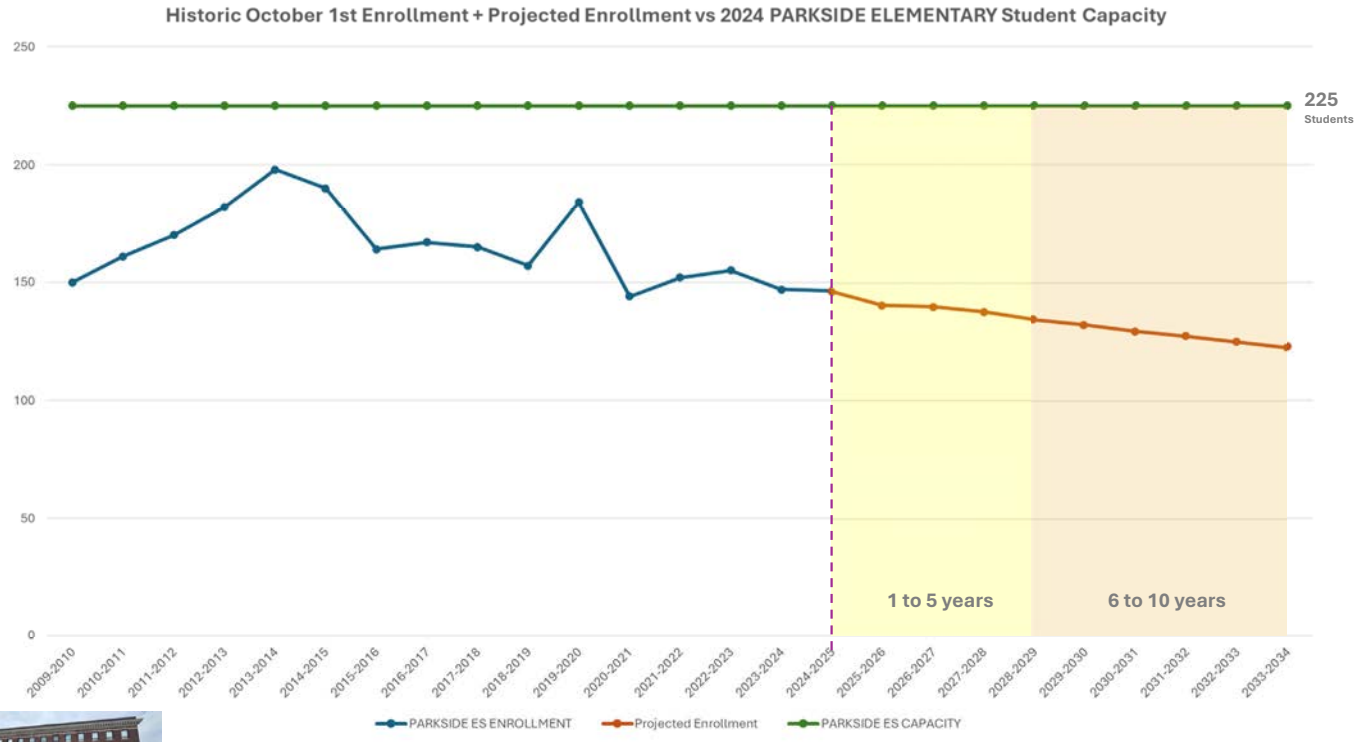
To bring the enrollment and demographic portion of this assessment to a close, the data from Method C has demonstrated a need to look at the potential for an upswing in enrollment at Towamensing Elementary closer, from a different perspective to see if the upswing is an outlier. To do so, data relating to births within Palmerton Area School District are charted. The actual recorded births in each of the four municipalities (Bowmanstown Borough, Lower Towamensing Township, Palmerton Borough, Towamensing Township) from 2007 through 2022 were obtained. This information is obtained through municipal birth rate statistics available via the Pennsylvania Department of Health (DOH).

Reviewing the birth rates is method of forecasting potential enrollment, and validating trends in other related projections. The chart below reflects actual municipality births starting in 2007 through 2022 based on available data. After 2022, municipality births are forecasted based on the running average of the preceding 3-years. Births are then comparted to 1st Grade enrollments. This assessment elected to compare birth rates to

1st grade enrollments due to Kindergarten not being compulsory in Pennsylvania. Actual 1st Grade enrollments are compared from 2012 through 2023 to the annual total births in the municipality from 6 years prior. After 2023, 1st Grade enrollments are projected based on the ratio of Actual Enrollment vs Municipality Births for the preceding 3-years.

The authors of the study were unable to break this information down on a building by building basis since the enrollment areas for individual elementary buildings do not align with municipal boundaries. However, commentary relating to individual municipality birth rates are included in the conclusions below.

The data described above is charted below.



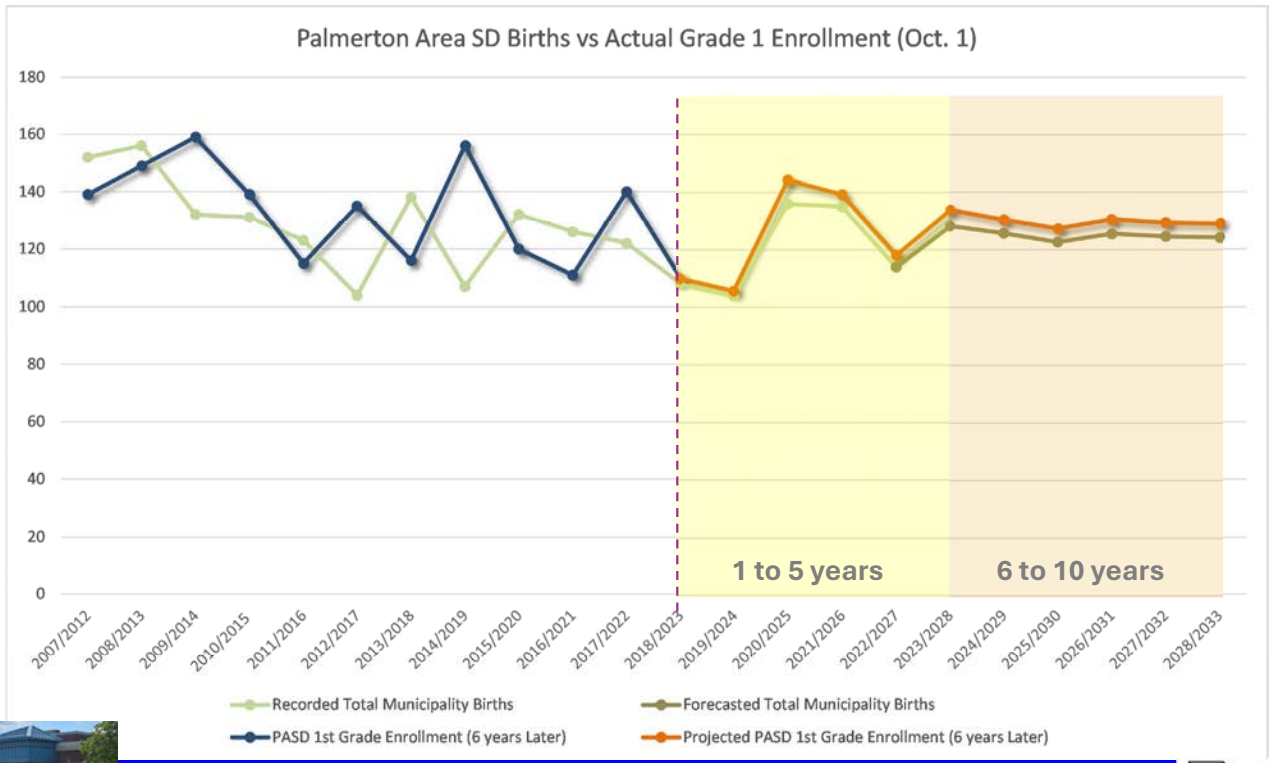
Parkside Education Center – Method C

PALMERTON AREA SCHOOL DISTRICT

The following conclusions are drawn from the relationship between the actual and forecasted live births versus the actual and projected 1st grade enrollments 6 years afterwards.

- The 1st Grade enrollments at Towamensing Elementary are marginally higher than the municipal births for the correlating year (6 years prior). This indicates that families with school age students likely migrate into the District, prior to their children being of school age.
- While the 1st Grade enrollment has historically modulated between approximately 110 and 160 students enrolled annually since 2012, the forecast reflects the potential for a consistent enrollment level over the next 10 years.
- This forecast is contrary to the grade progression ratio projections for Towamensing Elementary School. However, it correlates with the projections related to Parkside Education Center and SS Palmer Elementary. Actual growth within the District will likely fall between the trends seen between the projections and this forecast.
- When the individual municipality birth rates are reviewed, they demonstrate a remarkable consistency between 2007 and 2022. Based on this historical data, a strong conclusion is drawn that the likelihood of a dramatic upswing in enrollment related to births within the Towamensing Elementary attendance area is slim to none.

This concludes the demographics and enrollment portion of this facility assessment.



PASD Birth Rate vs Grade 1 Enrollment: *Actual & Forecasted*

PALMERTON AREA SCHOOL DISTRICT

4 EDUCATIONAL DESIGN BRIEF

EDUCATIONAL DESIGN BRIEF

Educating the whole child is a goal for the Palmerton Area School District. Important aspects of the District's future vision are to include the following Curriculum Goals:

- Develop a robust, vertically aligned standards-based curriculum for all content areas K-12
- Develop K-8 Multi-Tiered System of Support (MTSS)
- Establish a data-driven instruction and assessment culture
- Establish a student-centered learning environment K-12

The future of Palmerton Area School District is to provide a well-rounded education for all students and provide clear direction for students to become life-long learners. Providing students with choices and opportunities for decisions in their own educational path is critical to a successful education.

Palmerton Area School District is a member of the Carbon Lehigh IU 21 including 13 other school districts in both counties. The district educates over 1600 students per year with combined efforts of over 258 District personnel with over 148 being dedicated educational and teaching staff. The District along with the IU, are members of the CCTI (Carbon County Technical Institute) and allow students in grades 10-12 to attend the CCTI for additional programs of study with specific focus.

MISSION STATEMENT:

The Palmerton Area School District, in partnership with home and community, is committed to providing resources and opportunities that foster an environment where students can recognize their full potential and become high character citizens in a globally connection society.

VISION STATEMENT:

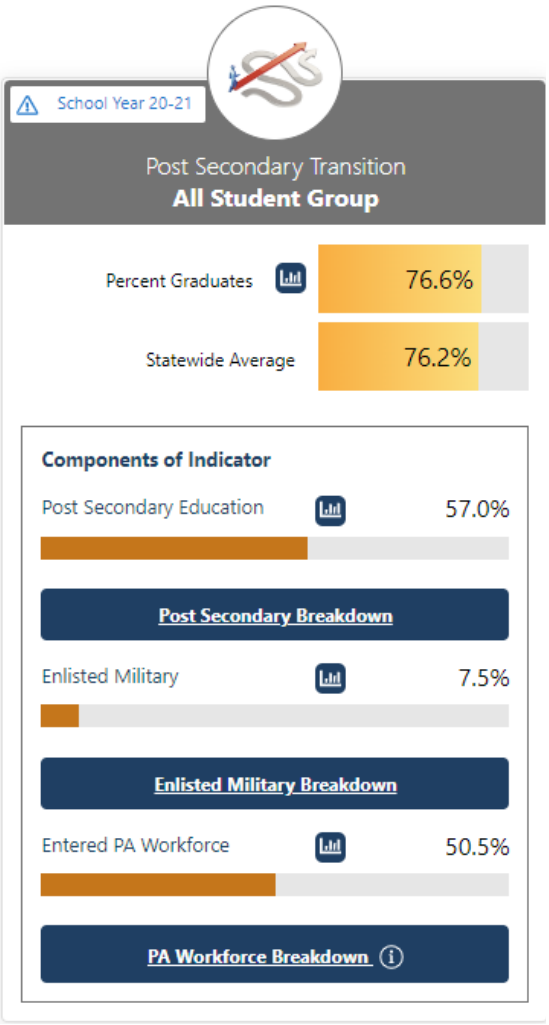
The vision of the Palmerton Area School District is to educate and prepare all students for success in a globally competitive society. This shall be accomplished through activities that enhance their social, mental, and physical well-being.

EDUCATIONAL GOAL:

Palmerton Area School District is currently working through curriculum shifts and setting new goals for the overall district. These goals include a standard of achievement for all students from Kindergarten through 12th grade. Each student will be provided an opportunity to succeed in their specific educational direction. Vision and goals moving forward should be to meet or exceed PA Standards as well as focus on a set direction to include enhanced program opportunities for the following student paths:

- Career Readiness (Direct to Workforce)
- College Prep (2- or 4-year post-secondary academics)
- Military (technical or post-secondary academics)

Data to support this direction includes the FutureReady PA Index from 2020-21 school year showing the following percentages for graduating students and their future paths after graduation:



With a changing workforce and opportunities in the future for all students to explore, it is imperative PASD provides opportunities for all students to learn the most effective way. Future careers and workforce needs are unrealized as our world is constantly evolving and technology, engineering and the Sciences are growing exponentially. With the required implementation of the STEELS (Science, Technology & Engineering, Environmental Literacy & Sustainability) Standards in PA for the 2025-26 school year, the District's future will need to focus all areas of education to respond *to "Support Pennsylvania's economic vitality and its civic strength" (PA Dept. of Ed).* While technical and engineering are an important aspect of all curriculum goals, all students' needs should be addressed throughout the district. PASD future goals for students in all grades should include opportunities in curriculum for the following:

- STEM enhanced courses
- Robotics and Engineering Technology courses
- Foundations for Math and Reading
- Special Education support
- Learning Support

Specific to Special Education and Learning Support, the District will continue to provide for all students and types of learners. A future goal is to provide more dedicated time and physical space to meet the growing special education population needs, which includes students that push-in to a regular education classroom and only pull-out for necessary enhanced instruction to the highest level of need students including Life Skills, Multiple Disabilities Support, Autistic Support, and Emotional Support.

Currently at the elementary level, classroom sizes hover around 25-26 students but can grow to 27+ students which can be challenging to educate all students. Middle school and high school classes can grow as high as 30 students per class. Being able to provide the level of quality education Palmerton Area School District is known and sought out for is paramount to class sizes and offerings in programs in a robust way.

EDUCATIONAL STRUCTURE:

A typical student in Palmerton Area School District starts their education at either Parkside Elementary Center (5 classes for Kindergarten and 4 classes for Grade 1) continuing on to SS Palmer Elementary (4 classes for Grades 2-6) or Towamensing Elementary School (3 classes for Kindergarten, 1st, 2nd and 5th grades and 2 each for 3rd and 4th grades). After completing 6th grade at their respective elementary schools, all students come together at the Junior High School and continue their secondary educational career, transitioning to the High School for 9th grade.

ELEMENTARY GRADES:

Currently at the elementary level, capacities and classroom sizes vary greatly due to where students live and the attendance boundaries. Duplicating needs are apparent specifically at the elementary levels due to split population and not being able to effectively support programs across split facilities.

WHY
Understanding the impacts of early childhood education and providing a robust base for all students is necessary for PASD to succeed in the future education of all students. This foundation is key to the District curriculum goals moving forward.

HOW
Changing organization of elementary grades and where students attend school is paramount to an efficient educational program, using tangible and intangible resources effectively to spend tax dollars where most effective is key to a successful elementary education. Currently students are hindered by resources shared between 3 buildings. Enrollment and student class sizes play a vital role in making decisions on resource allocation and where best to meet students' needs. The current educational path is not effective for all students as resources or shared throughout. The District goal is to correct size all classrooms with the following guidelines for student: teacher ratio:

- Kindergarten..... 18-20 students per classroom
- 1st Grade..... 18-20 students per classroom
- 2nd Grade..... 22-23 students per classroom
- 3rd Grade..... 22-23 students per classroom
- 4th Grade..... 25-26 students per classroom
- 5th Grade..... 25-26 students per classroom
- 6th Grade..... 25-26 students per classroom

A major goal of the committee is to provide consistency through operating schedules and set goals to provide equity between all schools and students' education. Current challenges include the physical space available, location of students and shared resources. PASD looks to provide equity to balance schools, classes sizes and educational delivery so all PASD students receive fair and equitable education.

WHAT
The School District has a goal to provide equality in education and curriculum for students in the same grade levels. Services should be provided at each level and school to assure equal opportunities in education, equal classroom and grade configurations and the ability to provide a succinct education to all students throughout the district regardless of which elementary school they attend. One way to achieve this is to right-size the schools with sending boundaries adjusted to provide class sizes within the guidelines shown above and to provide teachers with same size class and student distribution throughout. Another option would be to align grades per building as opposed to the geological location of families and students. By grouping grades and creating a primary school and an upper elementary school, the district can align curriculum goals to specific grade configurations. Collaboration, benefits of efficiency in programs, student to teacher ratio, and flexibility for the long-term development of the district's curriculum and teaching goals can be achieved by grouping students together by grade rather than distributing across multiple buildings. Teachers and staff are afforded the opportunity to work together, collaborate with teachers in the same grades, provide interdisciplinary options through multiple subjects and tailor curriculum and teaching plans to each grade when in the same environments.

SECONDARY GRADES:

The students attending Junior and Senior High School are afforded a core curriculum with Math, Science, ELA, and Social Studies. Current levels of courses include Essentials, Academic, Honors and Advanced Placement. High School students are also afforded the opportunity with LCCC (Lehigh Carbon Community College) for dual enrollment and CCTI (Carbon County Technical Institute) for technical trade school certification. With 7-12th grade students located in one facility (with separate areas), students are afforded the opportunity to advance their educational career earlier than 9th grade.

Once in High School, each student is required to complete 27 credits in 4 years to meet graduation requirements in the following areas:

- English.....4
- Math.....4
- Science.....4
- Social Studies.....4
- Personal Finance.....1
- Specials.....2
- Specials Elective.....1
- Technology.....2
- Electives (inc. Languages).....6

Students rank and GPA begins in Grade 9 with opportunities for weighted courses.

Along with the educational program, PAHS provides club opportunities to each student along with performing arts and athletics. The School District looks to provide a well-rounded student ready for success in their chosen future. Future-Ready students at all levels of education is what Palmerton strives to provide.

WHY
Providing a data-driven curriculum for students in 7th – 12th grades will provide direction for students' educational careers and making their own informed decisions on future career paths. Students should be allotted the opportunity to be part of the decision-making process in their education through graduation. The district goal is to provide a foundation and opportunities to not only meet PA State standards but provide additional educational classes to further enhance and support each student's long-term goals after graduation.

HOW
With a combined Junior/ Senior High School facility, the School District affords all students in 6th – 12th grades the opportunity to advance their educational career above their assigned grade level. With each grade ranging between 120 and 150 students, keeping small classes for electives, related arts and specialized classes is key to success. The School District will maintain a wide range of classes for the Palmerton Area students and provide schedules that meet the needs of the changing student demographic each year. The curriculum will support the growth of each student in one of the 4 paths with level of education they are aligned.

WHAT
In order to provide small classes with voice and choice opportunities for each student in the educational path, classrooms should be provided to accommodate 10-15 students for specialized classes as well as classrooms for 30 students at the core subjects, specifically 6th – 10th grades. At the core of the facility should be safety and security starting at the front door. With potential relocation of the administrative suite, additional space in the core of the building can be used for flexible learning such as small group instruction spaces, meeting rooms, collaborative spaces and independent study for advanced students. Providing varying sizes of classrooms and meeting spaces is key to a successful secondary facility.

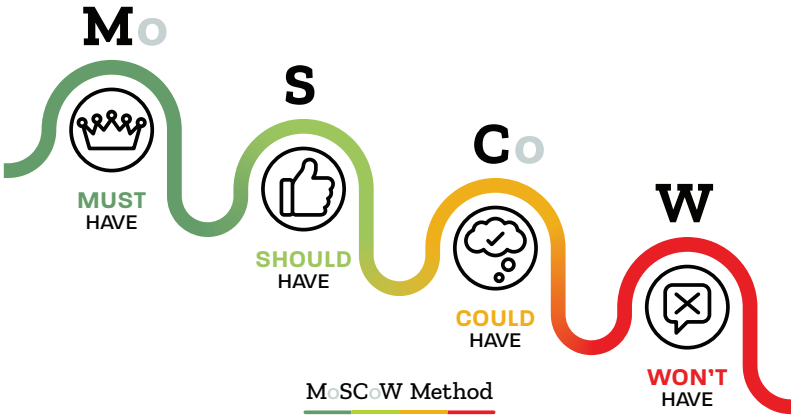
ENGAGEMENT:

Throughout the process, the Study Work Group worked diligently on understanding the challenges of the aging existing facilities from both the physical environment and the educational learning environment.

The Study Group spent time reviewing the existing conditions survey, reviewing enrollment projections, and reviewed space planning and building programming needs. Much of the discussion circled around the need to be thoughtful and purposeful in planning for the future for the next 20-30 years.

The analysis and data collection helped to form the MoSCoW Method list as principles to effectively analyze and make decisions on options in later meetings and discussions.

The Feasibility Study Work Group who met regularly to review new information and provide feedback provided direction moving forward to discuss potential options and solutions to challenges brought forth during data collection. With a few board members consistently attending meetings, the administrative team worked with RLPS and board members to make effective decisions for the entire school district, focusing on long-term solutions. The Study Group put a great emphasis on safety and security, infrastructure needs, capacity needs and equity specifically at the elementary grades and alleviating challenges at the elementary levels (K-6th grade).



As the process progressed, additional public school board presentations we incorporated on a quarterly basis to keep the remainder of the board and public engaged and part of the process and findings. Through discussions with key teachers and administrators, additional educational program needs became known as major impacts to providing excellent education and services to all students. Many buildings and general education programs are lacking space needs and are hindered from growing and expanding with not enough physical resources and space. A goal of the Study Work Group was to make sure options discussed moving forward included opportunities to be able to handle the current programs and course offerings available to all students as well as be able to provide additional space for interdisciplinary instruction, and potential co-teaching opportunities.

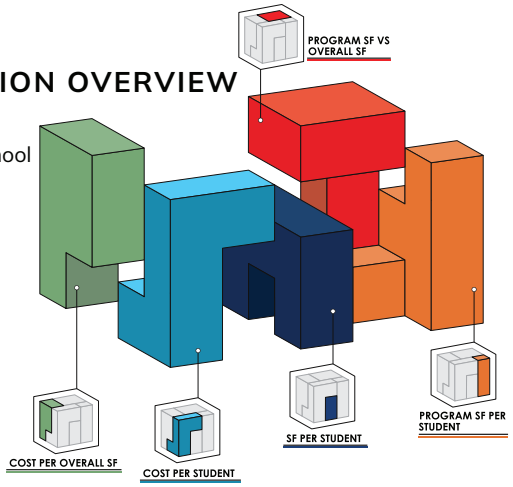
THE METRICS:

A major part of working through options and the MoSCoW method of prioritization is more than review cost per square foot and overall square footage. The RLPS team spent time explaining the impacts of all metrics to make sure buildings are working and fulfilling all needs for the district with fiscal responsibility as well as providing the educational program and curriculum vision and mission already established.

Each metric, while having an individual impact on organization and costs work together to make sure the team is making smart decisions to maximize value for the best educational delivery within each building at each grade level.

BUILDING EVALUATION OVERVIEW

Palmerton Area High School
Palmerton Area Junior High School
Palmerton Elementary Schools
- Parkside Education Center
- S.S. Palmer ES
- Towamensing ES



LEARNING ENVIRONMENT IMPACTS

GROSSING FACTOR: (Total SF / Program SF)
1.60 (Planning Metric)
1.58 (PDE)
1.45 - 1.55 (Efficient Plan)
1.45 - 1.50 (150,000+ SF)

AVERAGE TOTAL SF / STUDENT:
ES: 130 - 150 SF
MS: 150 -170 SF
HS: 185 - 200 SF

UTILIZATION FACTOR: 85% (Secondary)

PROGRAM SF / STUDENT: (District metric based on programs offered)

Metrics

CLASS SIZE GUIDELINES

Elementary School
- 18 - 20 Students
- 20 - 22 Students
- 22 - 25 Students

Middle School
- 25 - 28 Students

High School
- 25 - 30 Students

PASD CLASS SIZES

Elementary School
- 18 - 20 Students
- 20 - 23 Students
- 25 - 26 Students

Middle School
- 25 - 28 Students

High School
- 28 - 30 Students

PDE ACREAGE

Elementary School
- 10 Acres + 1 Acre per 100 Students

Middle School
- 20 Acres + 1 Acre per 100 Students

High School
- 35 Acres + 1 Acre per 100 Students

PASD ACREAGE

Elementary School
- Parkside Education Center: 0.7 Acres
- S.S. Palmer Elementary School: 1.04 Acres
- Towamensing Elementary School: 14 Acres

Palmerton Junior High School 52.5* Acres
Palmerton Senior High School 52.5* Acres
**Shared between Junior and Senior High Schools*

Each metric, while having an individual impact on organization and costs work together to make sure the team is making smart decisions to maximize value for the best educational delivery within each building at each grade level.

EVALUATION MATRIX:

In order to evaluate and analyze data collected from all sources, the Steering Committee implemented the MoSCoW method of prioritization. MoSCoW stands for Must Have, Should Have, Could Have, Won't Have, and allows priorities to be stated, ranked and evaluated by the entire group. Both ends of the spectrum are just as important, making sure to include the Must Haves and the Won't Haves with equal importance. Items on the list should be weighed against the District's mission and vision statements to assure all aspects and goals are met and defined. As a living document that changes over time, the final MoSCoW list is as follows:

Must Have
- Efficient grade configurations
- Equity at Elementary Level
- Improved Educational Programs at All Levels
- Cell phone service at Towamensing Elementary
- Providing appropriate educational spaces for all grades and programs

Should Have
- Entire Administration Team in same office
- Additional Meeting and Conference Rooms
- Provide Small Group spaces
- Flexibility at Elementary Schools
- Appropriate and Functional Special Education Spaces
- Efficiency in services and operational expenses
- Defined Educational Goals
- Separation of community use spaces and educational spaces

Could Have
- Re-districting (specific to elementary)
- Grade realignment at elementaries
- Centralization of schools and services

Won't Have
- Operating schools in "Survival Mode"
- Security issues – building entries, shared playgrounds

PARKSIDE EDUCATION CENTER | EXISTING PROGRAM

ADMINISTRATION

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Counselor Office	1	170	170				First Floor
Nurse - Treatment	1	160	160				First Floor
Nurse - Office	1	200	200				First Floor
Nurse - Toilet Room	1	35	35				First Floor
Counselor/ Social Worker/ Psychologist	1	170	170				First Floor
Scheduled Area Total			**735**				
Classroom Capacity				0	0		

CLASSROOMS

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Kindergarten Classroom	2	1090	2180	50	36		First Floor
Kindergarten Toilet	2	40	80				
Kindergarten Classroom	2	1040	2080	50	36		First Floor
Kindergarten Toilet	2	60	120				
Kindergarten Classroom	1	980	980	25	18		First Floor
Kindergarten Toilet	1	40	40				
1st Grade Classroom	1	1115	1115	25	18		Second Floor
1st Grade Toilet	1	45	45				
1st Grade Classroom	3	1070	3210	75	54		Second Floor
1st Grade Toilet	1	40	40				
1st Grade Toilet	1	70	70				
1st Grade Toilet	1	80	80				
Scheduled Area Total			**10040**				
Classroom Capacity				225	162		

LEARNING SUPPORT/ SPECIAL EDUCATION

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Kindergarten and First Learning Support	1	410	410				
Speech / Language Therapist	1	110	110				
Reading Specialist	1	365	365				
OT / PT	1	275	275				
Scheduled Area Total			**1160**				
Classroom Capacity				0	0		

LEARNING COMMONS/ LIBRARY

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Library	1	495	495				
Scheduled Area Total			**495**				
Classroom Capacity				0	0		

FINE ARTS

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Art Room	1	765	765				
Scheduled Area Total			**765**				
Classroom Capacity				0	0		

ATHLETICS/ PHYSICAL EDUCATION

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Physical Education Room	1	1040	1040				
Scheduled Area Total			**1040**				
Classroom Capacity				0	0		

CAFETERIA/ DINING

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Cafeteria	1	2075	2075				
Cafeteria - Toilet	1	75	75				
Kitchen	1	670	670				
Cooler/ Freezer/ Dry Storage	1	165	165				
Scheduled Area Total			**2985**				
Classroom Capacity				0	0		

SUPPORT AREAS FOR EDUCATION

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Janitor's Closet - Ground Floor	1	50	50				
Storage - Ground Floor	1	50	50				
Storage - Ground Floor	1	125	125				
Storage - Ground Floor	1	215	215				
Non-Scheduled Area Total			**440**				

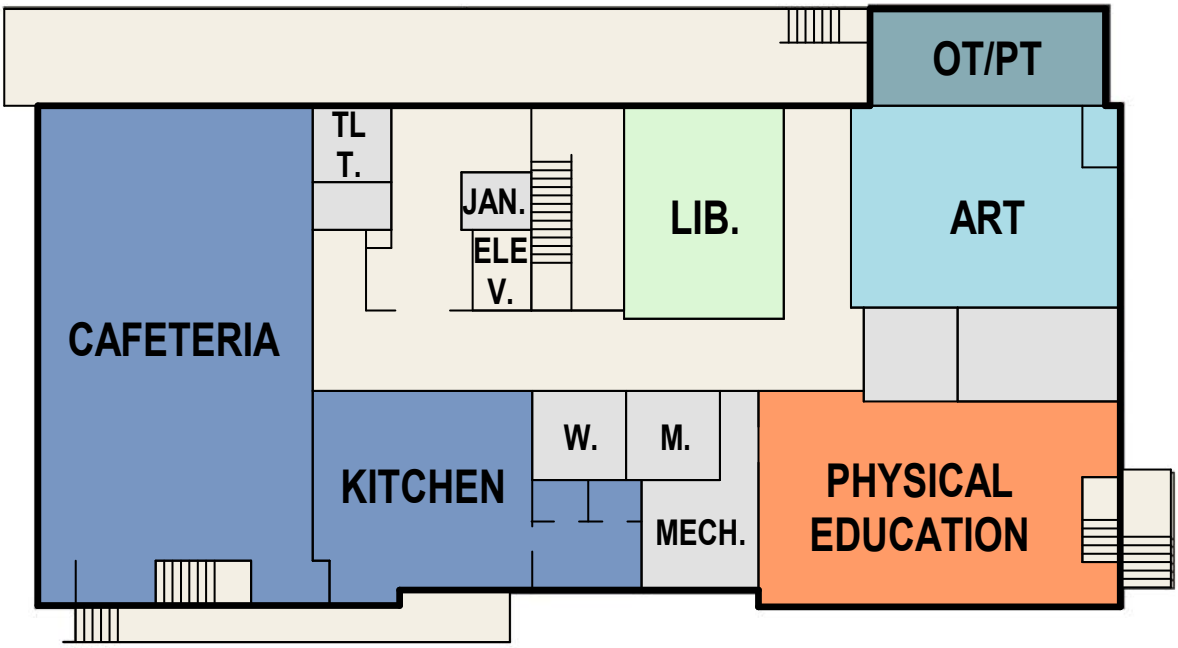
UTILITY/ BUILDING SYSTEMS

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Mechanical Room	1	255	255				
Non-Scheduled Area Total			**255**				

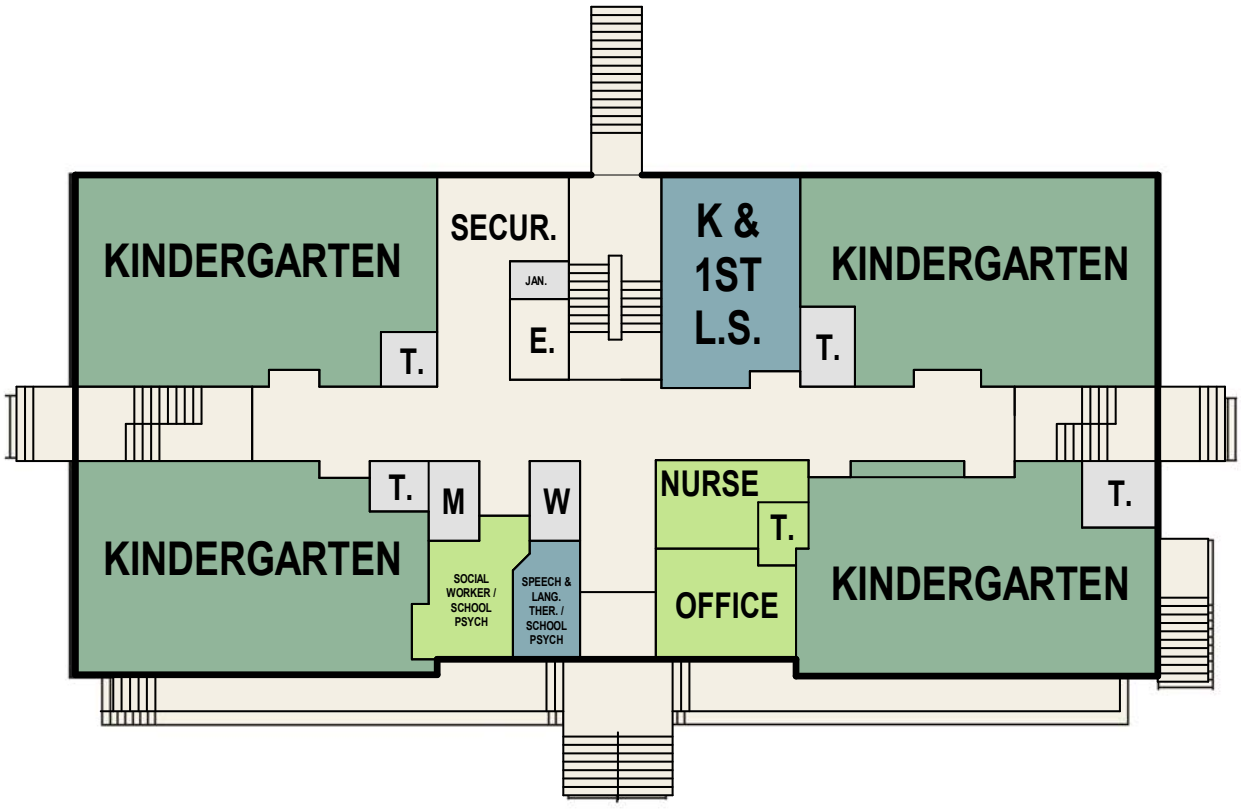
OVERALL BUILDING

TOTAL SCHEDULED AREA			**17,220**	225	162		GROSS Capacity
TOTAL UN-SCHEDULED AREA			**6,192**				
TOTAL BUILDING AREA			**31,260**				
Grossing Factor Program/Total Area			**1.815**				
PROGRAM SF PER STUDENT				**76.53**			
TOTAL SQUARE FOOT PER STUDENT				**138.93**			

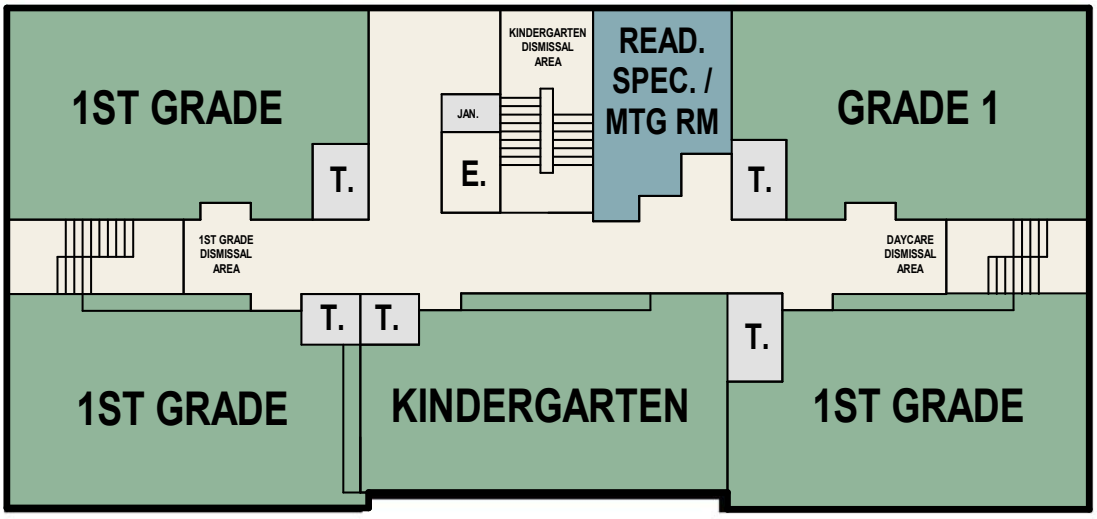
PARKSIDE EDUCATION CENTER | EXISTING CONDITIONS



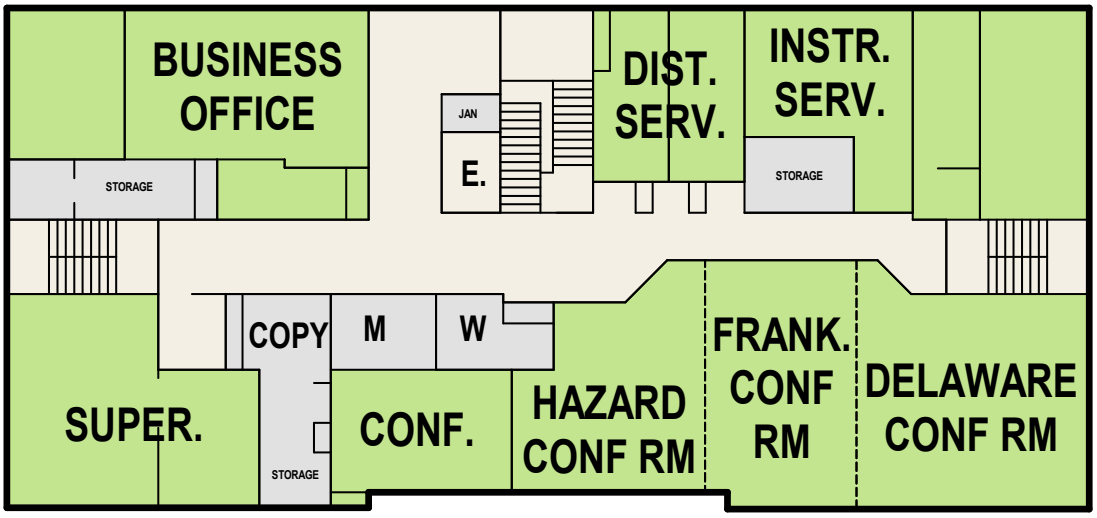
GROUND FLOOR



FIRST FLOOR



SECOND FLOOR



THIRD FLOOR

S.S. PALMER ELEMENTARY SCHOOL | EXISTING PROGRAM

ADMINISTRATION

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Security Office	1	80	80				
Reception/ Waiting	1	300	300				
Work Room	1	75	75				
Principal's Office	1	155	155				
Psychologist's Office	1	130	130				
Guidance Office	1	100	100				
Conference Room	1	140	140				
Toilet	2	45	90				
Nurse - Waiting	1	190	190				
Nurse - Office	1	120	120				
Nurse - Cots	1	200	200				
School Psychologist - Second Floor	1	220	220				
Student Support Services	1	270	270				
School Counselor - Grades 3-6	1	215	215				
Staff Copy Room	1	275	275				
Scheduled Area Total			**2560**				
Classroom Capacity				0	0		

CLASSROOMS

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Pre-K Counts Classroom	1	670	670	25	18		
2nd Grade Classroom	1	690	690	25	20		
2nd Grade Classroom	1	1100	1100	25	20		
Toilet	1	25	25				
2nd Grade Classroom	1	710	710	25	20		
Book Storage	1	85	85				
2nd Grade Classroom	1	745	745	25	20		
3rd Grade Classroom	2	825	1650	50	40		
3rd Grade Classroom	2	725	1450	50	40		
4th Grade Classroom	1	677	677	25	22		
4th Grade Classroom	1	685	685	25	22		
4th Grade Classroom	1	866	866	25	22		
4th Grade Classroom	1	715	715	25	22		
5th Grade Classroom	1	811	811	25	22		
5th Grade Classroom	2	685	1370	50	44		
5th Grade Classroom	1	757	757	25	22		
6th Grade Classroom	1	692	692	25	22		
6th Grade Classroom	1	670	670	25	22		
6th Grade Classroom	1	705	705	25	22		
6th Grade Classroom	1	822	822	25	22		
Scheduled Area Total			**15895**				
Classroom Capacity				525	442		

LEARNING SUPPORT/ SPECIAL EDUCATION

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Second Grade Learning Support	1	675	675				
Counselor/ Yess!/ OT/PT	1	255	255				
Toilet	1	35	35				
Reading Support	3	470	1410				
Reading Break-out	1	210	210				
Speech/ Language Therapy	1	155	155				
Life Skills - Grades 3 - 6	1	900	900				
Toilet Room	1	25	25				
3rd Grade Learning Support	1	670	670				
4th Grade Learning Support	1	705	705				
5th Grade Learning Support	1	675	675				
5th & 6th Grade Learning Support	1	670	670				
Math Coaches' Room	1	775	775				Shared by 2 Math Coaches
Scheduled Area Total			**7160**				
Classroom Capacity				0	0		

FLEX LEARNING/ SGI

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Small Group Instruction - First Floor	1	100	100				
Conference Room	1	100	100				
Scheduled Area Total			**200**				
Classroom Capacity				0	0		

LEARNING COMMONS/ LIBRARY

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Library	1	1825	1825				
Reading Room	1	230	230				
Library Small Group Room	1	145	145				
Library Office	1	180	180				
Scheduled Area Total			**2380**				
Classroom Capacity				0	0		

STEM/ TECH/ DIGITAL TECH

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Technology/ Health Classroom	1	840	840				
Scheduled Area Total			**840**				
Classroom Capacity				0	0		

FINE ARTS

(FLOOR LEVEL)	QTY	AREA	TOTAL	PDE	District		COMMENTS
Art Room	1	860	860				

	Scheduled Area Total			**860**			
	Classroom Capacity				0	0	

PERFORMING ARTS

	(FLOOR LEVEL)	QTY	AREA	TOTAL	PDE	District		COMMENTS
	Instrumental Music Room	1	510	510				
	Music Classroom	1	870	870				
	Scheduled Area Total			**1380**				
	Classroom Capacity				0	0		

ATHLETICS/ PHYSICAL EDUCATION

	(FLOOR LEVEL)	QTY	AREA	TOTAL	PDE	District		COMMENTS
	Multi-purpose Room	1	4950	4950				
	Scheduled Area Total			**4950**				
	Classroom Capacity				0	0		

CAFETERIA/ DINING

	(FLOOR LEVEL)	QTY	AREA	TOTAL	PDE	District		COMMENTS
	Cafeteria	1	2575	2575				
	Kitchen	1	425	425				
	Kitchen Storage	1	410	410				
	Serving	1	400	400				
	Scheduled Area Total			**3810**				
	Classroom Capacity				0	0		

SUPPORT AREAS FOR EDUCATION

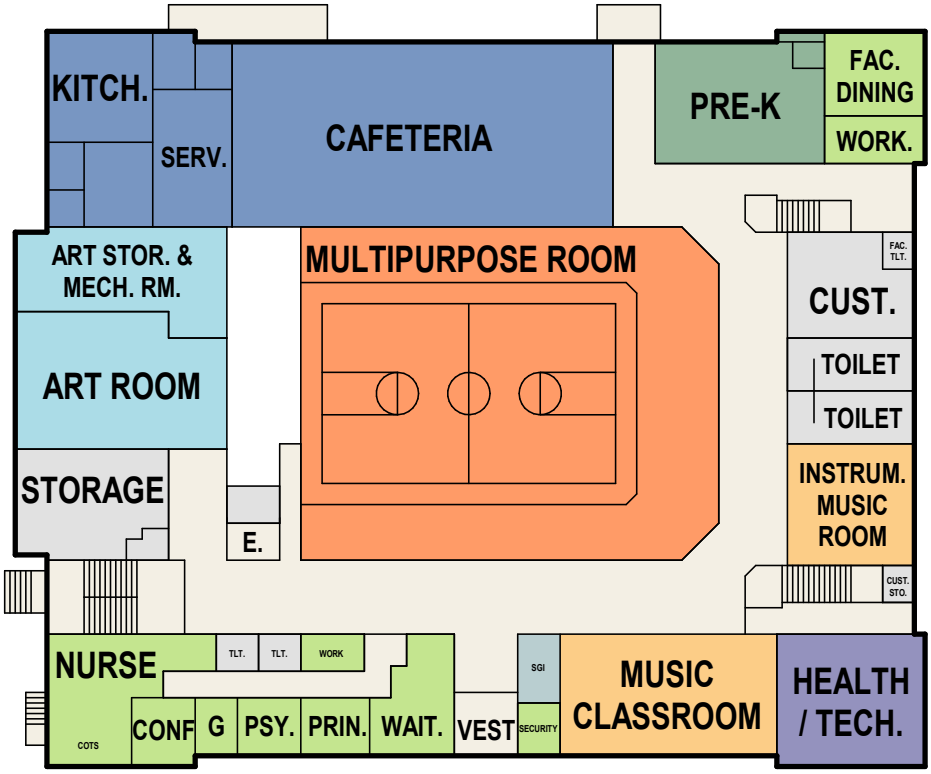
	(FLOOR LEVEL)	QTY	AREA	TOTAL	PDE	District		COMMENTS
	Faculty Dining	1	305	305				
	Faculty Workroom	1	315	315				
	Faculty Toilet	1	25	25				
	Custodian Closet	1	365	365				
	Custodian Closet	1	25	25				
	Outdoor Storage	1	565	565				
	Non-Scheduled Area Total			**1600**				

UTILITY/ BUILDING SYSTEMS

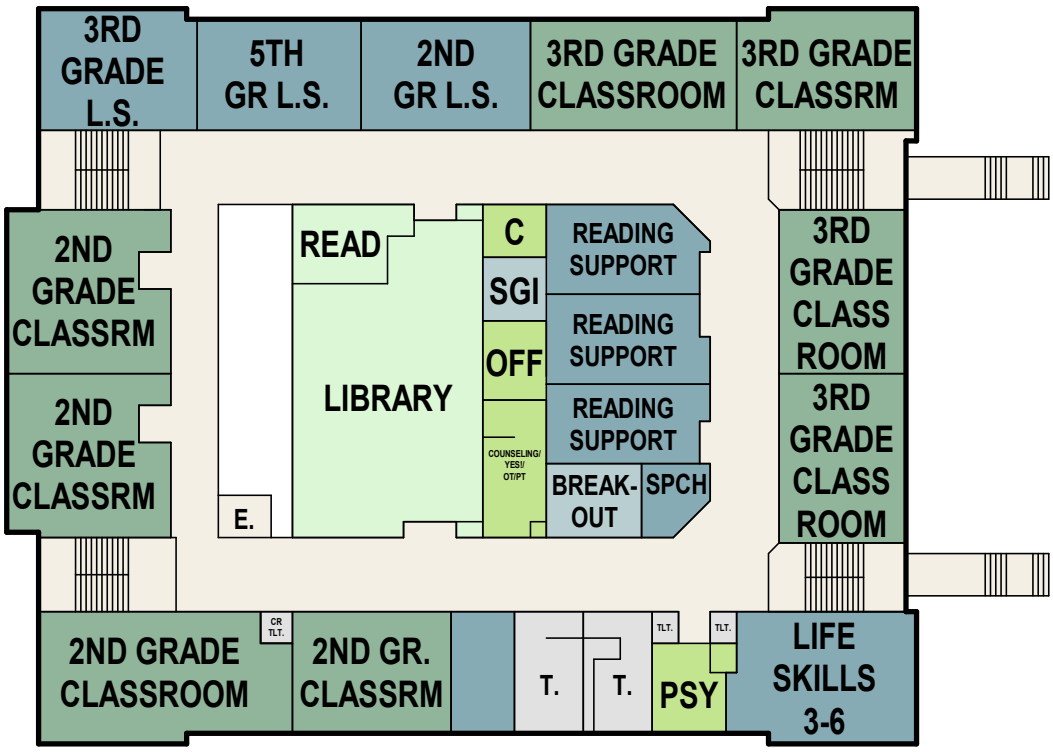
	(FLOOR LEVEL)	QTY	AREA	TOTAL	PDE	District		COMMENTS
	Elevator	1	105	105				
	Elevator Machine Room	1	45	45				
	Mechanical Room	1	615	615				

	Non-Scheduled Area Total			765				
OVERALL BUILDING								
	TOTAL SCHEDULED AREA			40,035	525	442		GROSS Capacity
	TOTAL UN-SCHEDULED AREA			2,365				
	TOTAL BUILDING AREA			64,670				
	Grossing Factor Program/Total Area			1.615				
	PROGRAM SF PER STUDENT				76.26			
	TOTAL SQUARE FOOT PER STUDENT				123.18			

S.S. PALMER ELEMENTARY SCHOOL | EXISTING CONDITIONS

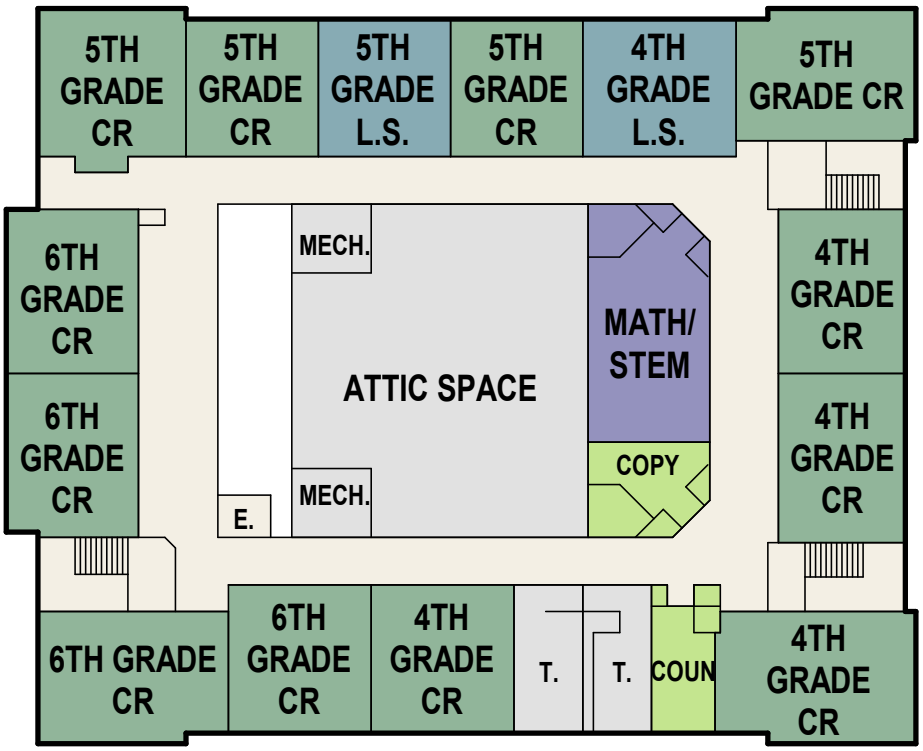


FIRST FLOOR



SECOND FLOOR

S.S. PALMER ELEMENTARY SCHOOL | EXISTING CONDITIONS



THIRD FLOOR

TOWAMENSING ELEMENTARY SCHOOL | EXISTING PROGRAM

ADMINISTRATION

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Principal's Office	1	185	185				
Admin. Break Room / Conference Room	1	215	215				
Storage Room	1	60	60				
Mail Room	1	60	60				
Reception / Work Area	1	800	800				
Nurse's Suite	1	850	850				
Guidance	1	425	425				
Psychologist	1	325	325				
Scheduled Area Total			**2920**				
Classroom Capacity				0	0		

CLASSROOMS

	QTY	AREA	TOTAL	PDE	District		COMMENTS
LVCC: Pre-K	1	1000	1000				
Kindergarten Classroom	3	1000	3000	75	54		
Kindergarten Toilet	2	45	90				
1st Grade Classroom	3	900	2700	75	54		
2nd Grade Classroom	3	900	2700	75	60		
3rd Grade Classroom	3	840	2520	75	60		
4th Grade Classroom	2	840	1680	50	44		
5th Grade Classroom	2	848	1696	50	44		
6th Grade Classroom	2	848	1696	50	44		
6th Grade Classroom	1	990	990	25	22		
Scheduled Area Total			**18072**				
Classroom Capacity				475	382		

LEARNING SUPPORT/ SPECIAL EDUCATION

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Speech Therapist	1	140	140				
Reading Specialist	1	495	495				
Reading Specialist	1	470	470				
Life Skills Classroom: K-2nd Grade	1	1000	1000				
Math Coach	1	430	430				
OT/PT	1	900	900				
Special Education Classroom	1	1000	1000				
Special Education Classroom: K-2nd Grade	1	900	900				
Special Education Classroom: 3-4th Grade	1	840	840				
IU Classroom: K-3rd Grade	1	1000	1000				
IU Classroom: 4th-6th Grade	1	840	840				
IU Conference Room	1	425	425				
Scheduled Area Total			**8440**				
Classroom Capacity				0	0		

FLEX LEARNING/ SGI

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Small Group Instruction	1	220	220				
Large Group Instruction	1	1000	1000				
Scheduled Area Total			**1220**				
Classroom Capacity				0	0		

LEARNING COMMONS/ LIBRARY

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Media Center	1	2400	2400				
Work Room	1	200	200				
Scheduled Area Total			**2600**				
Classroom Capacity				0	0		

STEM/ TECH/ DIGITAL TECH

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Technology Classroom	1	690	690				Modular Classroom
Scheduled Area Total			**690**				
Classroom Capacity				0	0		

FINE ARTS

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Art Room	1	1000	1000				
Art Storage	1	165	165				
Scheduled Area Total			**1000**				
Classroom Capacity				0	0		

PERFORMING ARTS

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Stage	1	960	960				
Stage Storage A	1	460	460				
Stage Storage B	1	416	416				
Music	1	1400	1400				
Music Practice	1	192	192				
Music Storage	1	100	100				
Elementary Band Teacher - Instrumental	1	132	132				
Scheduled Area Total			**3660**				
Classroom Capacity				0	0		

ATHLETICS/ PHYSICAL EDUCATION

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Gymnasium	1	4900	4900				
Office	1	118	118				
Storage	1	590	590				
Health Classroom	1	760	760				Modular Classroom
Scheduled Area Total			**6368**				
Classroom Capacity				0	0		

CAFETERIA/ DINING

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Cafeteria	1	2730	2730				
Scheduled Area Total			**2730**				
Classroom Capacity				0	0		

SUPPORT AREAS FOR EDUCATION

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Kitchen	1	985	985				
Dishwashing	1	143	143				
Office	1	98	98				
Dry Storage	1	103	103				
Toilet	1	58	58				
Janitor's Closet	1	58	58				
Refrigerator/ Freezer	1	103	103				
Faculty Room	1	220	220				
Faculty Room	1	445	445				
Work Room	1	170	170				
Storage Room	1	1210	1210				Basement
Storage Room	1	400	400				Basement
Storage Room	1	500	500				Basement
Storage Room	1	525	525				Basement
Storage Room	1	740	740				Modular Classroom
Storage Room	1	805	805				Modular Classroom
Non-Scheduled Area Total			**6563**				

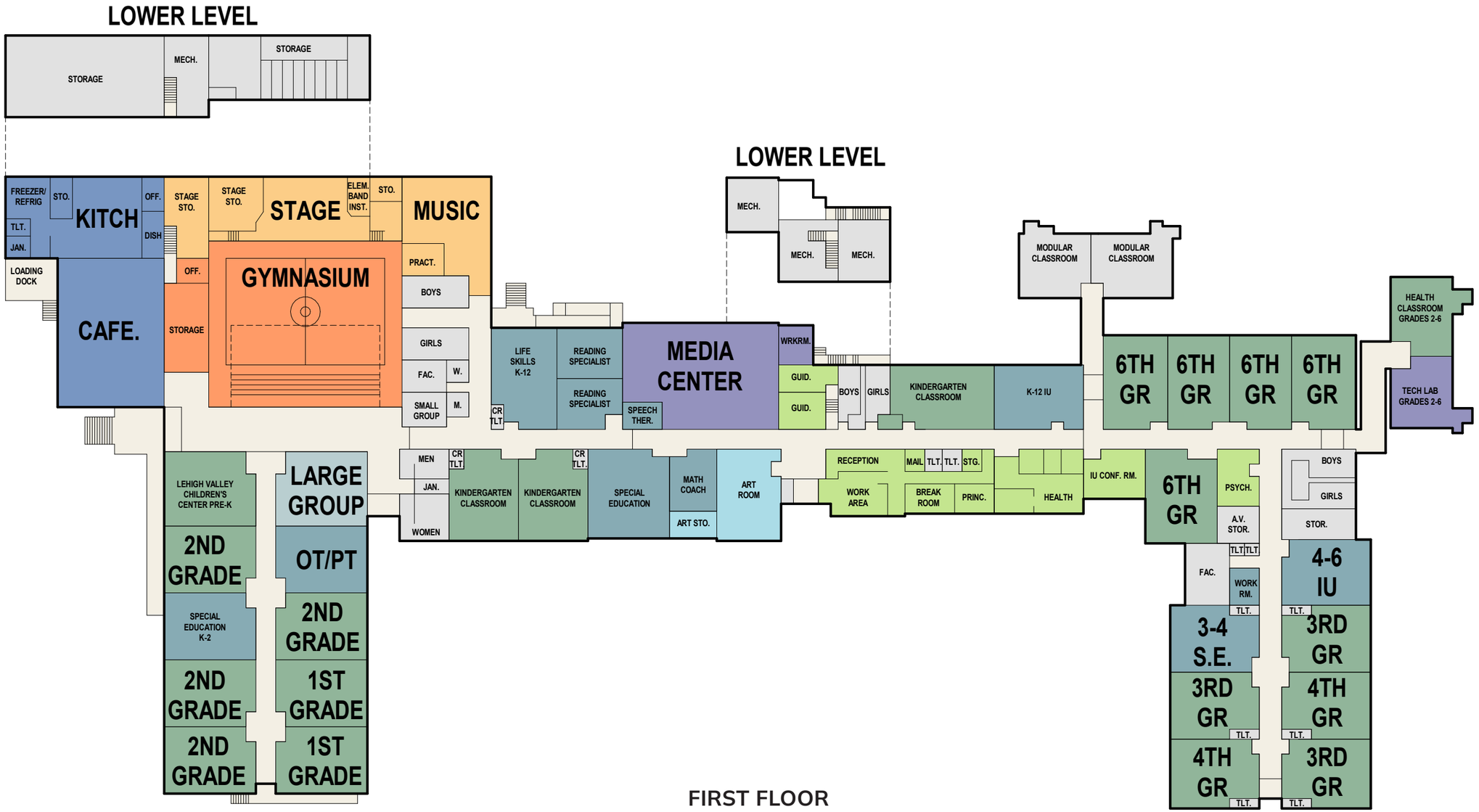
UTILITY/ BUILDING SYSTEMS

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Mechanical Room	1	470	470				Basement
Storage Room	1	400	400				Basement
Storage Room	1	500	500				Basement
Storage Room	1	525	525				Basement
Non-Scheduled Area Total			**1895**				

OVERALL BUILDING

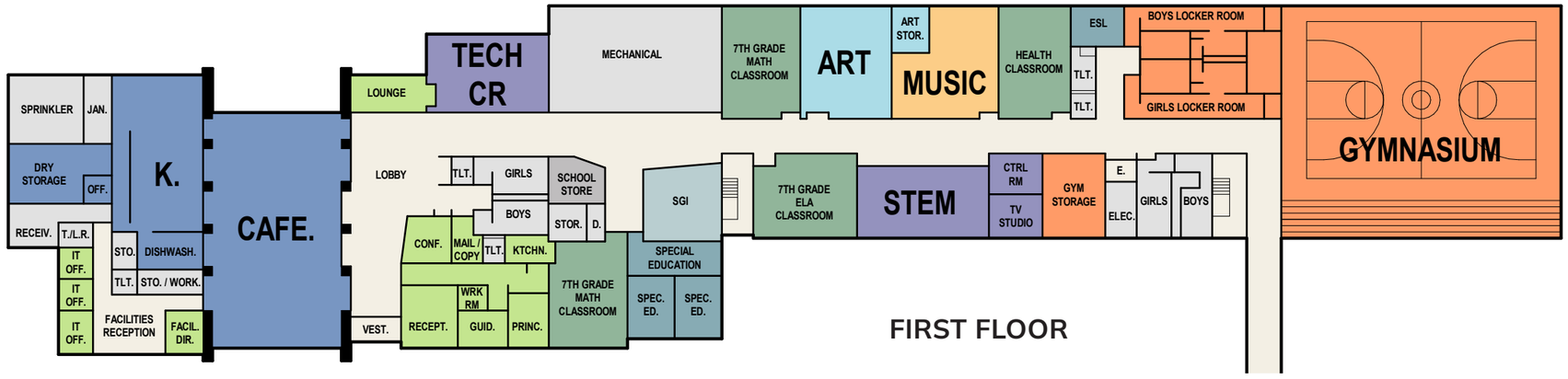
	TOTAL SCHEDULED AREA			**47,700**	475	382		GROSS Capacity
	TOTAL UN-SCHEDULED AREA			**8,458**				
	TOTAL BUILDING AREA			**72,235**				
	Grossing Factor Program/Total Area			**1.514**				
	PROGRAM SF PER STUDENT				**100.42**			
	TOTAL SQUARE FOOT PER STUDENT				**152.07**			

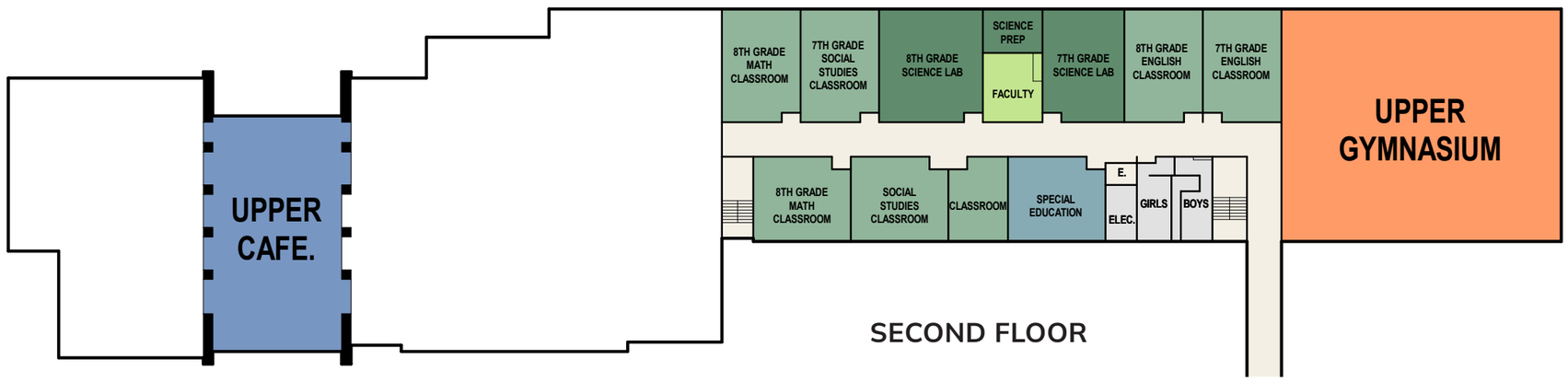
TOWAMENSING ELEMENTARY SCHOOL | EXISTING CONDITIONS



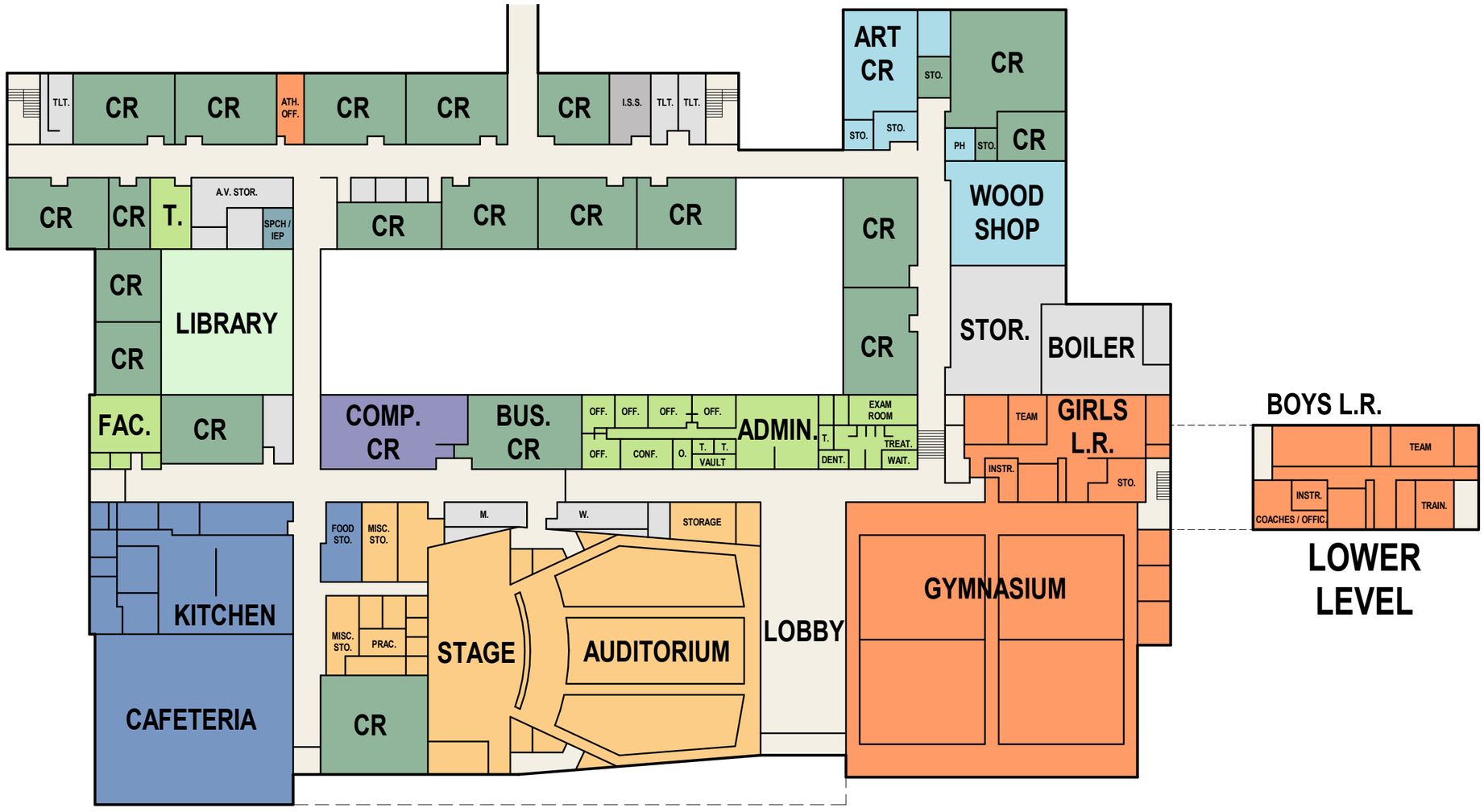
FIRST FLOOR

PALMERTON AREA JUNIOR HIGH SCHOOL | EXISTING CONDITIONS





PALMERTON AREA SENIOR HIGH SCHOOL | EXISTING CONDITIONS



PROPOSED K-3 PROGRAM

ADMINISTRATION

First Floor	QTY	AREA	TOTAL	PDE	District	COMMENTS
Principal's Office	1	185	185			
Admin. Break Room / Conference Room	1	215	215			
Storage Room	1	60	60			
Mail Room	1	60	60			
Reception / Work Area	1	800	800			
Nurse's Suite	1	850	850			
Guidance	1	425	425			
Psychologist	1	325	325			
Scheduled Area Total			**2920**			
Classroom Capacity				0	0	

CLASSROOMS

First Floor	QTY	AREA	TOTAL	PDE	District	COMMENTS
LVCC: Pre-K	1	1000	1000		0	*(existing pre-k)*
RENOVATION - Pre-K Classroom	1	1000	1000		0	(existing kindergarten)
Pre-K Sub-Total	**2**				**0**	
NEW - Kindergarten Classroom	7	1000	7000	175	140	
Kindergarten Toilet	7	45	315			
Kindergarten Sub-Total	**7**				**140**	
1st Grade Classroom	3	900	2700	75	60	*(existing 1st grade)*
RENOVATION - 1st Grade Classroom	2	1000	2000	50	40	(existing kindergarten)
RENOVATION - 1st Grade Classroom	2	840	1680	50	40	(existing 4th grade)
1st Grade Sub-Total	**7**				**140**	
2nd Grade Classroom	3	900	2700	75	69	*(existing 2nd grade)*
RENOVATION - 2nd Grade Classroom	1	840	840	25	23	(existing IU 4-6 classroom)
RENOVATION - 2nd Grade Classroom	2	848	1696	50	46	(existing 5th grade)
2nd Grade Sub-Total	**6**				**138**	
3rd Grade Classroom	3	840	2520	75	69	*(existing 3rd grade)*
RENOVATION - 3rd Grade Classroom	2	848	1696	50	46	(existing 6th grade)
RENOVATION - 3rd Grade Classroom	1	990	990	25	23	(existing 6th grade)
3rd Grade Sub-Total	**6**				**138**	
Scheduled Area Total	**28**		**26137**			
Classroom Capacity				**650**	**556**	

LEARNING SUPPORT/ SPECIAL EDUCATION

First Floor	QTY	AREA	TOTAL	PDE	District	COMMENTS
Speech Therapist	1	140	140			
Reading Specialist	1	495	495			
Reading Specialist	1	470	470			
Life Skills Classroom	1	1000	1000			(existing K-2)
Math Coach	1	430	430			
OT/PT	1	900	900			
Special Education Classroom	0	0	0			(renovate to STEM)

RENOVATION - Spec. Ed/ K-1	1	900	900				(existing K-2)
RENOVATION - Spec. Ed/ 2-3	1	840	840				(existing 3-4)
IU Classroom: K-3rd Grade	1	1000	1000				
IU Conference Room	1	425	425				
Scheduled Area Total			**6600**				
Classroom Capacity				0	0		

FLEX LEARNING/ SGI

First Floor	QTY	AREA	TOTAL	PDE	District		COMMENTS
Small Group Instruction	1	220	220				
RENOVATION - SGI per grade	3	420	1260				paired for flex classroom
Large Group Instruction	1	1000	1000				
Scheduled Area Total			**2480**				
Classroom Capacity				0	0		

LEARNING COMMONS/ LIBRARY

First Floor	QTY	AREA	TOTAL	PDE	District		COMMENTS
Media Center	1	2400	2400				
Work Room	1	200	200				
Scheduled Area Total			**2600**				
Classroom Capacity				0	0		

STEM/ TECH/ DIGITAL TECH

First Floor	QTY	AREA	TOTAL	PDE	District		COMMENTS
Technology Classroom	0	0	0				Modular Classroom
RENOVATION - STEM Lab/ LGI	1	1000	1000				
Scheduled Area Total			**0**				
Classroom Capacity				0	0		

FINE ARTS

First Floor	QTY	AREA	TOTAL	PDE	District		COMMENTS
Art Room	1	1000	1000				
Art Storage	1	165	165				
Scheduled Area Total			**1000**				
Classroom Capacity				0	0		

PERFORMING ARTS

First Floor	QTY	AREA	TOTAL	PDE	District		COMMENTS
Stage	1	960	960				
Stage Storage A	1	460	460				
Stage Storage B	1	416	416				

Music	1	1400	1400				
Music Practice	1	192	192				
Music Storage	1	100	100				
Elementary Band Teacher - Instrumental	1	132	132				
Scheduled Area Total			**3660**				
Classroom Capacity				0	0		

ATHLETICS/ PHYSICAL EDUCATION

First Floor	**QTY**	**AREA**	**TOTAL**	**PDE**	**District**		**COMMENTS**
Gymnasium	1	4900	4900				
Office	1	118	118				
Storage	1	590	590				
Health Classroom	1	760	760				Modular Classroom
Scheduled Area Total			**6368**				
Classroom Capacity				0	0		

CAFETERIA/ DINING

First Floor	**QTY**	**AREA**	**TOTAL**	**PDE**	**District**		**COMMENTS**
Cafeteria	1	2730	2730				
New - Cafeteria Addition	1	1000	1000				
Scheduled Area Total			**3730**				
Classroom Capacity				0	0		

SUPPORT AREAS FOR EDUCATION

First Floor	**QTY**	**AREA**	**TOTAL**	**PDE**	**District**		**COMMENTS**
Kitchen	1	985	985				
Dishwashing	1	143	143				
Office	1	98	98				
Dry Storage	1	103	103				
Toilet	1	58	58				
Janitor's Closet	1	58	58				
Refrigerator/ Freezer	1	103	103				
Faculty Room	1	220	220				
Faculty Room	1	445	445				
Work Room	1	170	170				
Basement							
Storage Room	1	1210	1210				
Storage Room	1	400	400				
Storage Room	1	500	500				
Storage Room	1	525	525				
Storage Room	0	0	0				Modular Classroom
Storage Room	0	0	0				Modular Classroom
Non-Scheduled Area Total			**5018**				

UTILITY/ BUILDING SYSTEMS							
Basement	**QTY**	**AREA**	**TOTAL**	**PDE**	**District**		**COMMENTS**
Mechanical Room	1	470	470				
Storage Room	1	400	400				
Storage Room	1	500	500				
Storage Room	1	525	525				
Non-Scheduled Area Total			**1895**				
OVERALL BUILDING							
TOTAL SCHEDULED AREA			**55,495**	650	556		GROSS Capacity
TOTAL UN-SCHEDULED AREA			**6,913**				
TOTAL BUILDING AREA - EXISTING			**72,235**				
TOTAL BUILDING AREA - PROPOSED			**14,000**				
Grossing Factor Program/Total Area			**1.554**				
PROGRAM SF PER STUDENT				**85.38**			
TOTAL SQUARE FOOT PER STUDENT				**111.13**			

PROPOSED 4-6 PROGRAM

ADMINISTRATION

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Security Office	1	80	80				
Reception/ Waiting	1	300	300				
Work Room	1	75	75				
Principal's Office	1	155	155				
Psychologist's Office	1	130	130				
Guidance Office	1	100	100				
Conference Room	1	140	140				
Toilet	2	45	90				
Nurse - Waiting	1	190	190				
Nurse - Office	1	120	120				
Nurse - Cots	1	200	200				
School Psychologist - Second Floor	1	220	220				
Student Support Services	1	270	270				
School Counselor - Grades 3-6	1	215	215				
Staff Copy Room	1	275	275				
Scheduled Area Total			**2560**				
Classroom Capacity				0	0		

CLASSROOMS

	QTY	AREA	TOTAL	PDE	District		COMMENTS
4th Grade Classroom	1	677	677	25	26		(existing 4th grade)
4th Grade Classroom	1	685	685	25	26		(existing 4th grade)
4th Grade Classroom	1	866	866	25	26		(existing 4th grade)
4th Grade Classroom	1	715	715	25	26		(existing 4th grade)
RENOVATION - 4th Grade Classroom	1	710	710	25	26		(existing 2nd grade)
RENOVATION - 4th Grade Classroom	1	745	745	25	26		(existing 2nd grade)
4th Grade Sub-Total	**6**				**156**		
5th Grade Classroom	1	811	811	25	26		(existing 5th grade)
5th Grade Classroom	2	685	1370	50	52		(existing 5th grade)
5th Grade Classroom	1	757	757	25	26		(existing 5th grade)
RENOVATION - 5th Grade Classroom	2	825	1650	50	52		(existing 3rd grade)
5th Grade Sub-Total	**6**				**156**		
6th Grade Classroom	1	692	692	25	26		(existing 6th grade)
6th Grade Classroom	1	670	670	25	26		(existing 6th grade)
6th Grade Classroom	1	705	705	25	26		(existing 6th grade)
6th Grade Classroom	1	822	822	25	26		(existing 6th grade)
RENOVATION - 6th Grade Classroom	2	725	1450	50	52		(existing 3rd grade)
4th Grade Sub-Total	**6**				**156**		
Scheduled Area Total			**13325**				
Classroom Capacity				450	468		

LEARNING SUPPORT/ SPECIAL EDUCATION

	QTY	AREA	TOTAL	PDE	District		COMMENTS

Second Grade Learning Support	1	675	675				
Counselor/ Yess!/ OT/PT	1	255	255				
Toilet	1	35	35				
Reading Support	3	470	1410				
Reading Break-out	1	210	210				
Speech/ Language Therapy	1	155	155				
Life Skills - Grades 4 - 6	1	900	900				
Toilet Room	1	25	25				
3rd Grade Learning Support	1	670	670				
4th Grade Learning Support	1	705	705				
5th Grade Learning Support	1	675	675				
5th & 6th Grade Learning Support	1	670	670				
Math Coaches' Room	1	775	775				Shared by 2 Math Coaches
Book Storage	1	85	85				
Scheduled Area Total			**7245**				
Classroom Capacity				0	0		

FLEX LEARNING/ SGI

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Small Group Instruction - First Floor	1	100	100				
Conference Room	1	100	100				
Flex Classroom	1	670	670				(existing Pre-K)
Flex Classroom	1	690	690				(existing 2nd grade)
Scheduled Area Total			**1560**				
Classroom Capacity				0	0		

LEARNING COMMONS/ LIBRARY

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Library	1	1825	1825				
Reading Room	1	230	230				
Library Small Group Room	1	145	145				
Library Office	1	180	180				
Scheduled Area Total			**2380**				
Classroom Capacity				0	0		

STEM/ TECH/ DIGITAL TECH

	QTY	AREA	TOTAL	PDE	District		COMMENTS
Technology/ Health Classroom	1	840	840				
STEM Lab	1	1100	1100				(existing 2nd grade)
Scheduled Area Total			**1940**				
Classroom Capacity				0	0		

FINE ARTS

(FLOOR LEVEL)	QTY	AREA	TOTAL	PDE	District		COMMENTS
Art Room	1	860	860				
Scheduled Area Total			**860**				
Classroom Capacity				0	0		

PERFORMING ARTS

(FLOOR LEVEL)	QTY	AREA	TOTAL	PDE	District		COMMENTS
Instrumental Music Room	1	510	510				
Music Classroom	1	870	870				
Scheduled Area Total			**1380**				
Classroom Capacity				0	0		

ATHLETICS/ PHYSICAL EDUCATION

(FLOOR LEVEL)	QTY	AREA	TOTAL	PDE	District		COMMENTS
Multi-purpose Room	1	4950	4950				
Scheduled Area Total			**4950**				
Classroom Capacity				0	0		

CAFETERIA/ DINING

(FLOOR LEVEL)	QTY	AREA	TOTAL	PDE	District		COMMENTS
Cafeteria	1	2575	2575				
Kitchen	1	425	425				
Kitchen Storage	1	410	410				
Serving	1	400	400				
Scheduled Area Total			**3810**				
Classroom Capacity				0	0		

SUPPORT AREAS FOR EDUCATION

(FLOOR LEVEL)	QTY	AREA	TOTAL	PDE	District		COMMENTS
Faculty Dining	1	305	305				
Faculty Workroom	1	315	315				
Faculty Toilet	1	25	25				
Custodian Closet	1	365	365				
Custodian Closet	1	25	25				
Outdoor Storage	1	565	565				
Non-Scheduled Area Total			**1600**				

UTILITY/ BUILDING SYSTEMS

(FLOOR LEVEL)	QTY	AREA	TOTAL	PDE	District		COMMENTS
Elevator	1	105	105				
Elevator Machine Room	1	45	45				

	Mechanical Room	1	615	615				
	Non-Scheduled Area Total			**765**				
OVERALL BUILDING								
	TOTAL SCHEDULED AREA			**40,010**	450	468		GROSS Capacity
	TOTAL UN-SCHEDULED AREA			**2,365**				
	TOTAL BUILDING AREA			**64,670**				
	Grossing Factor Program/Total Area			**1.616**				
	PROGRAM SF PER STUDENT				**88.91**			
	TOTAL SQUARE FOOT PER STUDENT				**143.71**			

5 PROCESS AND DATA COLLECTION

DATA COLLECTION

Data collection is an important part of a study and informs any decisions moving forward with opportunities and needs. As an outline for process, the Steering Committee defined overall goals at the beginning of the process to find a solution that will work for all of Palmerton Area School District, 20-30 years into the future. The following served as an outline for the process throughout 2024.

- Existing Facility Conditions Survey
- Facility Programming and Usage Analysis
- Community Survey and Feedback
- PASD Staff Survey and Feedback
- Analysis and Options for the Future
- School Board Presentations and Feedback
- Town Hall Meeting and Feedback
- Analysis and Options Refinement

STEERING COMMITTEE

The Steering Committee consisted of the following members:

PASD Administration	School Board Members	RLPS Team
Angela Friebolin	Earl Paules	Chris Linkey, AIA, NCARB
Ryan Kish	Kris Schiable	Mike Savage, AIA, NCARB
Jamie Schuler		Erin Hoffman, ALEP
Joe Faenza		

The Steering Committee met regularly throughout the entire process to review new information and provide feedback on the direction and progress of the study. One main guiding principle for the Steering Committee is starting and maintaining the MoSCoW list and keeping ideas and directions in line with the goals set at the beginning of the study. A main challenge to reviewing options and direction is to quantify and maintain guidance as it relates to and supports the District's priorities.

The Steering Committee meetings included addressing the study process and timeline, reviewing data collected, reviewing, vetting and updating options. Along the way, a common theme was the challenges posed by increasing space needs of special education programs and the need for additional flexible small group instruction space. Most of the District's buildings do not have ample space or square footage to meet today's needs of education. With changing PDE standards, flexibility and adaptability is paramount to a successful curriculum and when buildings do not provide space for required activities, education is compromised. The Steering Committee spent time reviewing programs, curriculum and space impacts at all levels throughout the district.

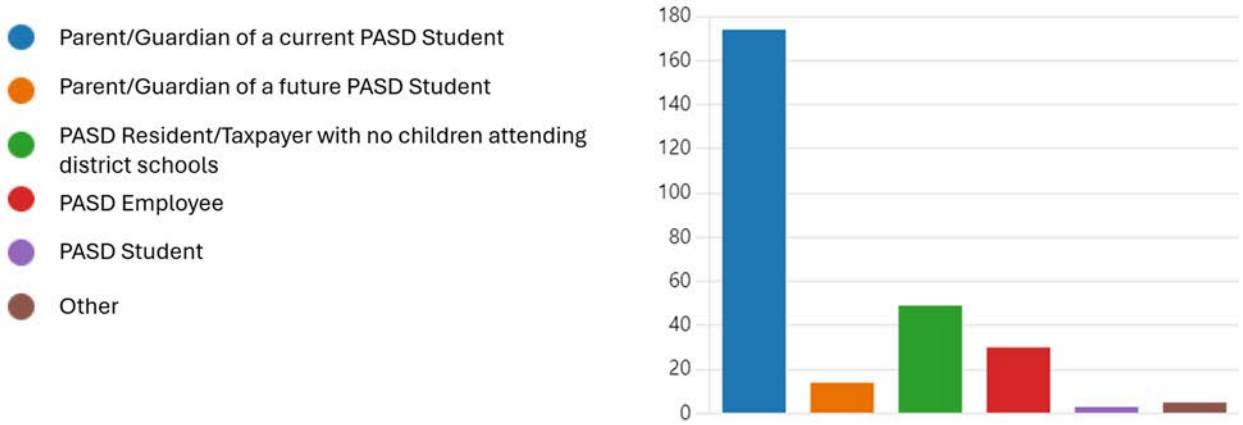
Meetings were held on a monthly basis to keep the process on a schedule to have preliminary options by September 2024. A presentation was made to the School Board on October 1, 2024 and a Town Hall Meeting was held on October 22, 2024. The goal of the study was to keep a clear, transparent process for the community at all points along the process.

ENGAGEMENT: COMMUNITY

The Community Survey set the high level goals and expectations of the community with a wide range of participants including parents and community members. Information collected was shared at a high level at a Public School Board Meeting and the Town Hall Meeting. An apparent theme throughout was to provide quality education, maintain good buildings for educating and addressing equity at the elementary level. In general, the community is proud of the reputation of the Palmerton Area School District and wants to improve the level of educational delivery. The community has placed great value on the staff, educators, and student experiences in all grade levels.

The full results of the Community Survey are below:

1. What best describes you?

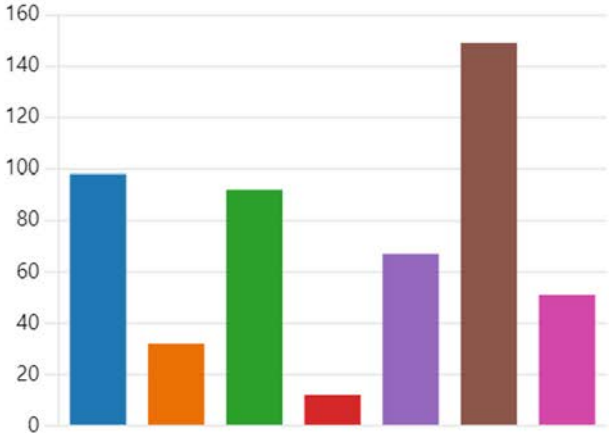


2. I currently reside in this PASD Municipality:

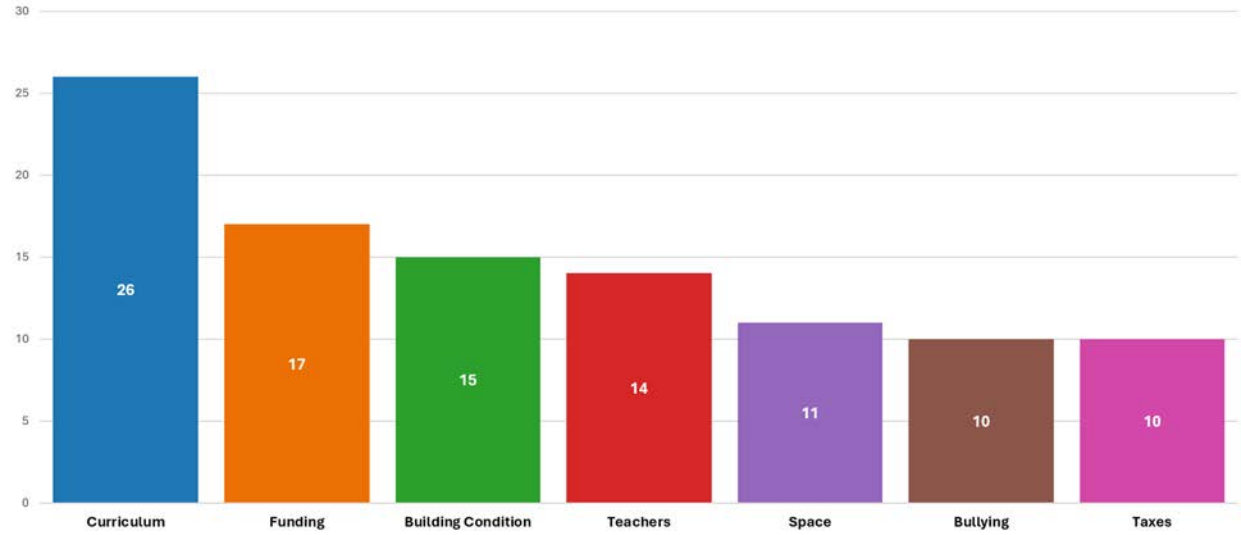
Palmerton Borough	125
Bowmanstown Borough	13
Towamensing Township	75
Lower Towamensing Township	43
Other	9

3. What distinguishes PASD from other school districts:

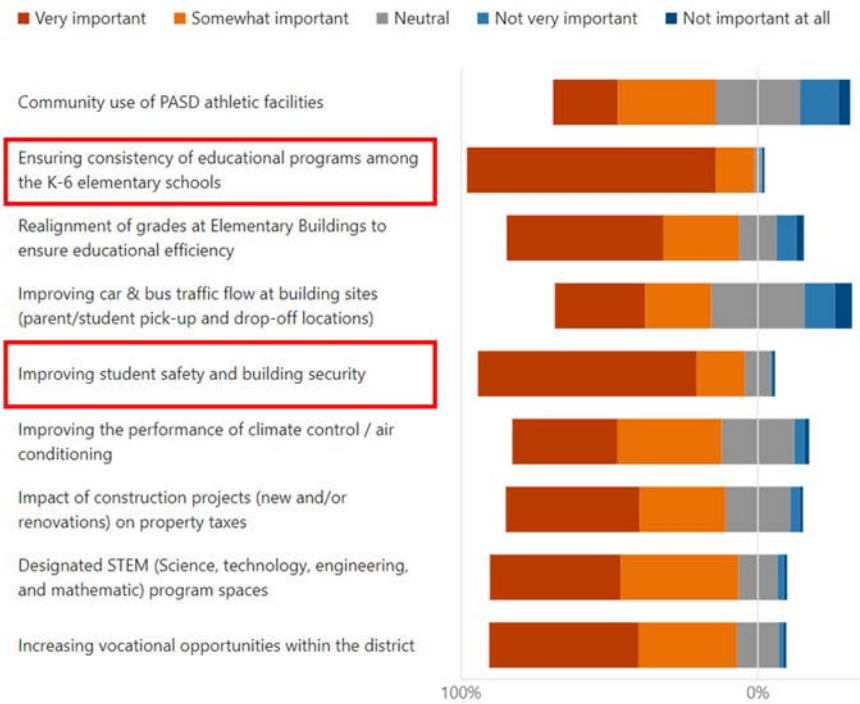
Academics	98
Performing Arts	32
Athletics	92
Visual Arts	12
Extra-curricular Activities	67
Community Involvement	149
Other	51



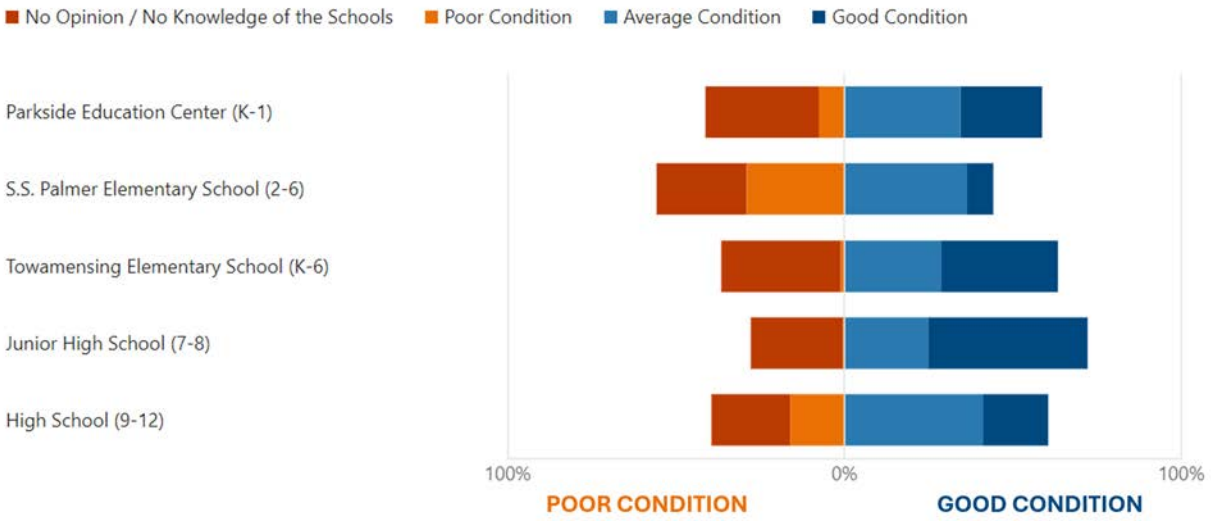
4. What do you believe are some of the biggest challenges for PASD moving forward to meet changes in the communities that we serve?



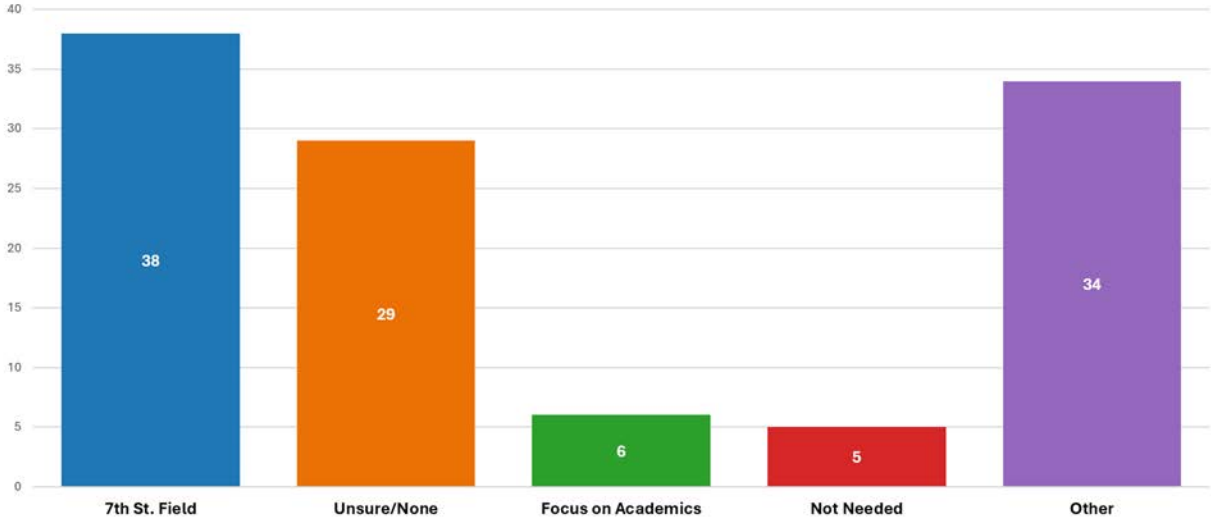
5. Knowing that the District funding has limits, please rate the importance of each of the following factors in developing options for the future of PASD schools:



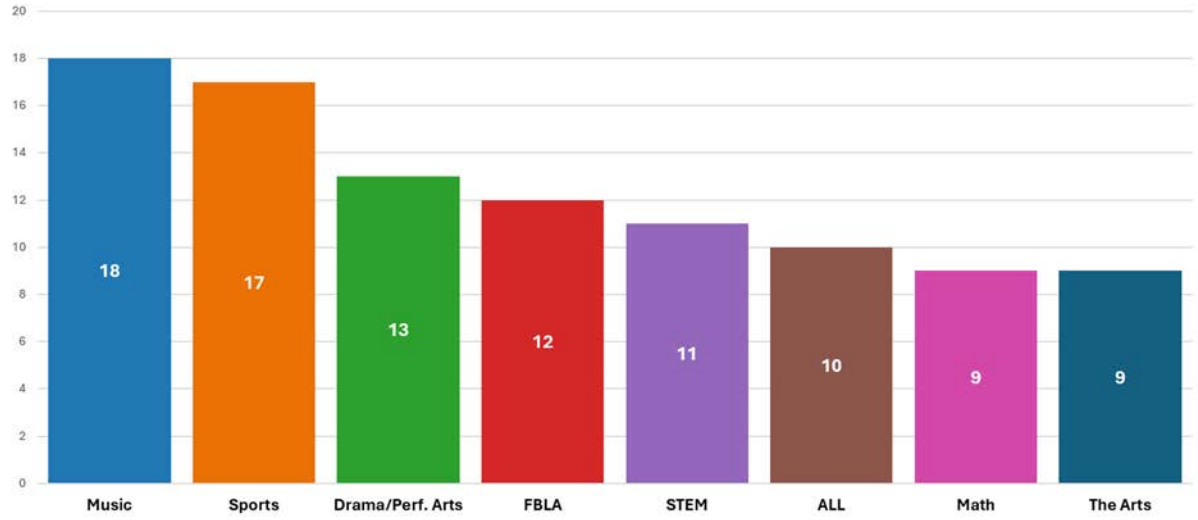
6. In your opinion, what is the condition of each school?



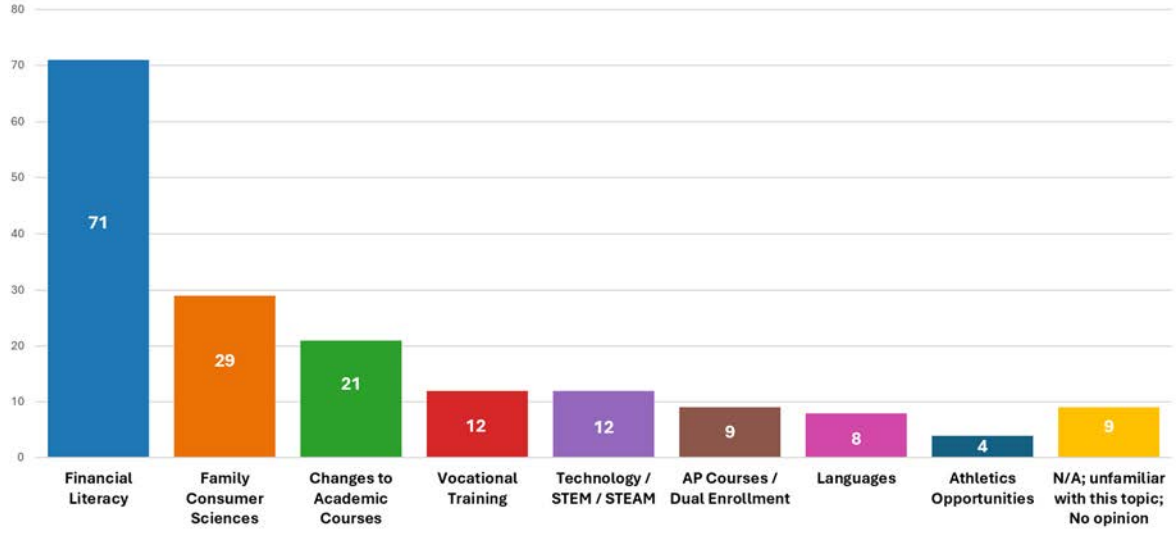
7. What athletic facilities should the District address in the Feasibility Study and why?



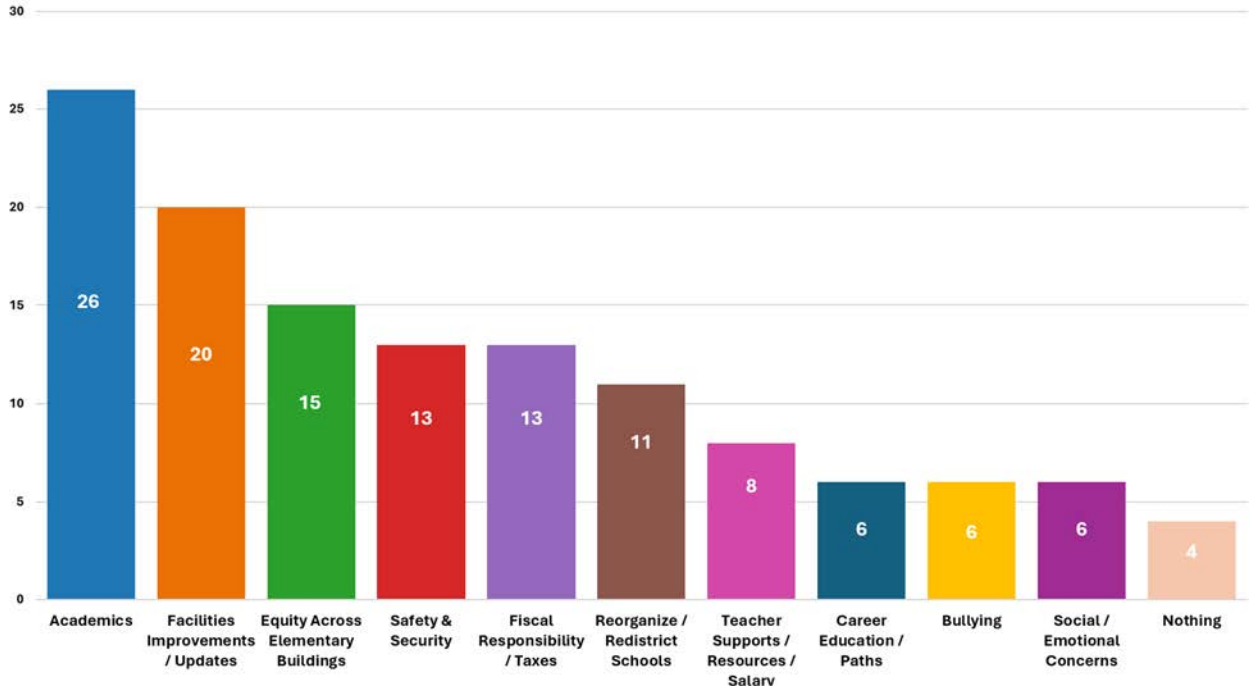
8. Our District excels in several academic and extracurricular areas. Which programs do you value the most.



9. What types of programs and/or classes would you like to see incorporated into the curriculum in grades 7-12 that are currently not meeting students'/their future employers' needs?



10. If this Feasibility Study solves only one issue, what would you like that issue to be?



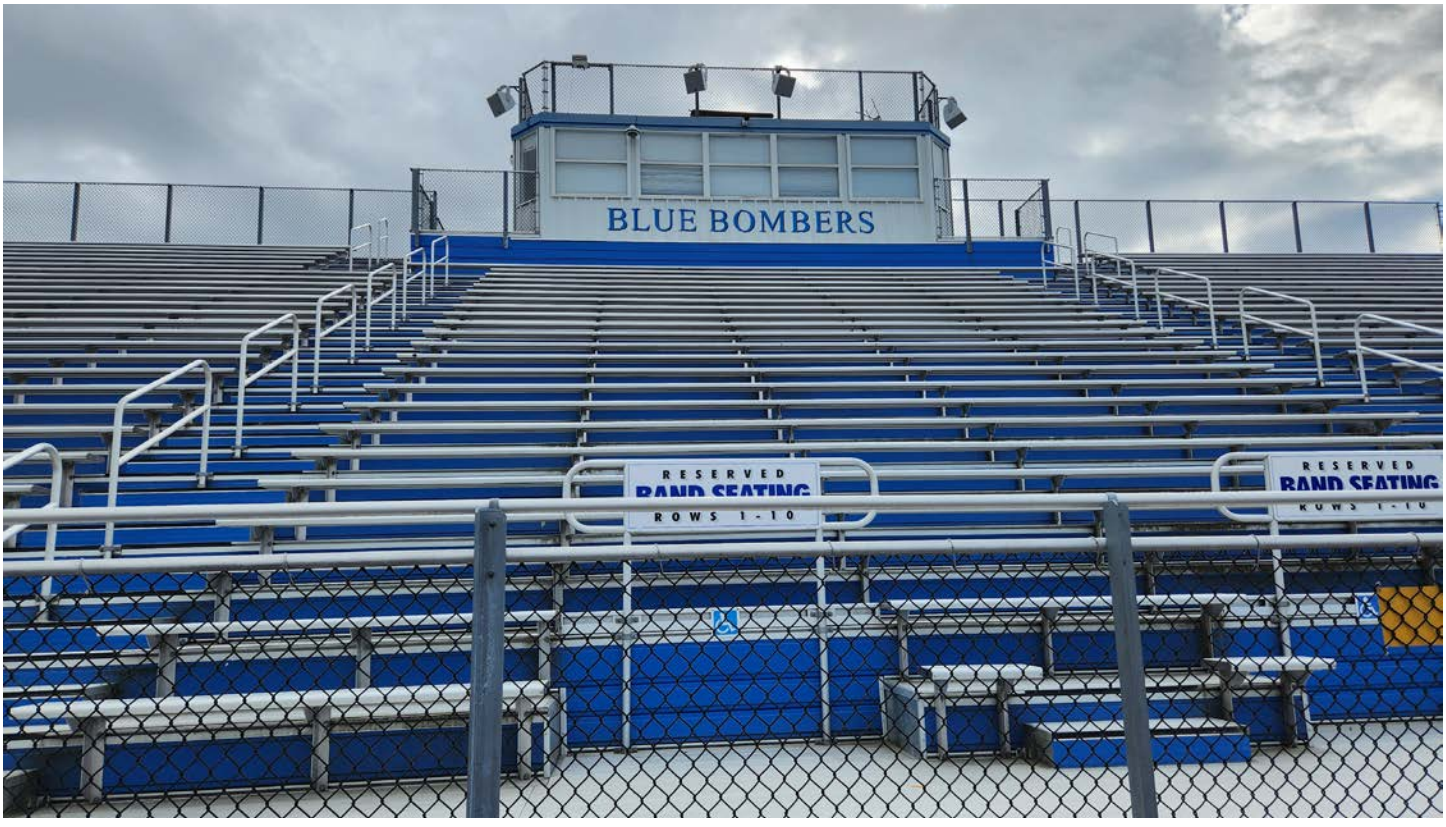
ENGAGEMENT: SCHOOL PRINCIPALS

RLPS spent time listening to School Principals from each school in the district. One common theme was providing quality education for all students. Challenges include physical space that does not let current students and staff grow in their educational process. All of the principals expressed that education is hindered by a lack of space, especially flexible, small group instruction areas. Principals stated that small group instruction is currently taking place in corridors, closets and stairwells. This was also noted on RLPS' existing facility evaluations.

ENGAGEMENT: DISTRICT STAFF

Palmerton Area School District Administration conducted a survey of all District Staff to get feedback on the study process and the Preliminary Options presented at the Town Hall Meeting. The results of the District Staff Survey are located in the Appendix of this report.

6 FACILITY ASSESSMENT SUMMARY



EXISTING FACILITIES

Palmerton Area School District consists of 3 elementary schools housing grades K-6, 1 Junior High School housing grades 7 and 8, and 1 Senior High School housing grades 9-12. All 5 buildings comprise 68 acres or property and over 347,000 square feet. During RLPS Architects' school tours, administrators were asked to provide a marked-up floor plan with existing room uses identified. With this information, the Steering Committee was able to provide an academic program of each building and current use of each space. RLPS Architects also spent time in each building observing operations and reviewing building systems, finishes and overall existing physical conditions of each building surrounding site. The existing conditions survey provided analysis of each building through a points system. The information is quantifiable and helps inform decisions for future options for the District as well as how to plan effectively on non-repetitive maintenance items that need to be addressed.

High level challenges and components of each building were presented at a Public School Board Meeting in October 2024. The information shared became part of the foundation for moving forward with a Capital Improvements Plan and Options.

PALMERTON AREA SCHOOL DISTRICT - EXISTING BUILDING DATA SUMMARY

Building Identity		*Building Data*				*Calculated Building Capacity*			*Enrollment & Capacity*
BUILDING NAME	Year Built/ Renovations	SITE (acres)	Total Building (SF)	Scheduled Area (SF)	Scheduled Area Grossing Factor	PASD CAPACITY	Total Area (SF) per Student (PDE Capacity)	Scheduled Area (SF) per Student (PDE Capacity)	ENROLLMENT
ELEMENTARY BUILDINGS					*Utilization Factor*	100%			
Parkside Education Center	1938, 2008	0.7	31,260	17,220	1.82	162	193	106	143
S.S. Palmer Elementary School	1924, 1985, 2024	1.04	64,670	40,035	1.62	442	146	91	393
Towamensing Elementary School	1954, 2008	14	72,235	47,700	1.51	382	189	125	338
SECONDARY BUILDINGS					*Utilization Factor*				
Palmerton Junior High School	1985, 2018	52.5	59,805	31,955	1.87	344	174	93	268
Palmerton High School	1965, 2012, 2016, 2019, 2022		119,943	62,673	1.91	578	208	108	467
OTHER DISTRICT BUILDINGS & FACILITIES									
Stadium									
Field House									
Maintenance Building									
GRAND TOTALS	DISTRICT TOTALS	68.24 ACRES	347,913 SF	199,583 SF					

The Steering Committee presented challenges of actual space needs for each building. Square Footage per student in the district is low at the elementary level compared to industry standards. Data shared at the Public School Board Meeting square footage at the elementary and secondary levels:

SQUARE FOOTAGE PER STUDENT GUIDELINES

	Elementary School	Middle School	High School
Average:	130 – 150 sf/student	150 – 170 sf/student	185 - 200 sf/student
PASD:	**91 – 125 sf/student**	174 sf/student	208 sf/student

Data clearly shows a deficit in square footage needs at the elementary level. These issues are apparent in small group instruction and special education needs.

Photo: Desks set up in the corridor at S.S. Palmer Elementary School for small group instruction.

GENERAL INFORMATION			
School:		**Parkside Education Center**	
Address:		680 Fourth Street	
		Palmerton, PA 18071	
Administrators:		Ralph Andrews, Principal	
Telephone:		610-826-4914	
Grades Served:		K-1	
Construction Dates:		1938, 2008	
Construction Type		Type IIIB	
Total Square Footage:		31,260	
Total Site Acreage		0.70 acres	
School District Capacity:			
# of Stories:	3 with basement	Fire Alarm:	☑
Elevator	☑	Accessible Exits	☑
Ramps	☐	Accessible Entrance	☐
Chair Lift	☐	ADA Signage	☐
Sprinklers:	☐	BAS:	☑

PARKSIDE EDUCATION CENTER

OVERALL BUILDING RATING

The following factors allow for an overall approach to assessing the usefulness, value and condition of a particular facility.

Rating Scale:

- 0.0 = Consider Demolition
- 1.0 = Weigh Heavy Renovations vs Discontinued Use or Demolition
- 2.0 = Heavy Renovations or Alterations needed
- 3.0 = Light Renovations or Capital Projects needed
- 4.0 = Brand New or Like-New Facility

BUILDING & PROPERTY				**2.44**
1	SURROUNDING CONTEXT & SITE		2.60	
2	PHYSICAL FEATURES & APPEARANCE		2.82	
3	ORGANIZATION, WAYFINDING AND COMFORT		2.14	
4	SAFETY & SECURITY		2.19	
SITE CONDITIONS				**2.11**
1	GENERAL CONDITIONS		3.00	
2	CIRCULATION		2.00	
3	PAVEMENT (ASPHALT & CONCRETE)		1.33	
4	PLAY AREAS			
5	ATHLETIC FIELDS & AMENITIES			
GENERAL EDUCATION & BUILDING				**2.00**
1	LEARNING ENVIRONMENTS - CORE		2.31	
3	PERFORMING ARTS			
4	TECHNOLOGY/ STEM/ ART		2.33	
5	ATHLETICS		2.00	
6	COMMONS SPACES		2.00	
7	ADMINISTRATIVE		2.07	
8	SUPPORT SPACES		2.17	
BUILDING CONDITIONS				**2.24**
1	BUILDING ENVELOPE		2.35	
2	BUILDING INTERIOR		2.00	
3	INTERIOR FINISHES		2.33	
4	SUPPORT SPACES - GENERAL		2.28	
SYSTEMS CONDITIONS				**2.20**
1	MECHANICAL SYSTEMS		2.00	
2	PLUMBING SYSTEMS		3.00	
3	ELECTRICAL SYSTEMS		3.00	
4	FIRE PROTECTION SYSTEMS		2.00	
5	LOW VOLTAGE SYSTEMS		1.00	
OVERALL BUILDING RATING (Average of 5 categories)				**2.20**

GENERAL INFORMATION			
School:		**S.S. Palmer Elementary School**	
Address:		298 Lafayette Avenue	
		Palmerton, PA 18071	
Administrators:		Ralph Andrews, Principal	
Telephone:		(610) 826-7538	
Grades Served:		2-6	
Construction Dates:		1924, 1985, 2024	
Construction Type		IIIB	
Total Square Footage:		64,670	
Total Site Acreage		1.04	
School District Capacity:			
# of Stories:	3	Fire Alarm:	☑
Elevator	☑	Accessible Exits	☑
Ramps	☑	Accessible Entrance	☑
Chair Lift	☐	ADA Signage	☑
Sprinklers:	☐	BAS:	☑

S.S. PALMER ELEMENTARY SCHOOL

OVERALL BUILDING RATING

The following factors allow for an overall approach to assessing the usefulness, value and condition of a particular facility.	**Rating Scale:**
	0.0 = Consider Demolition
	1.0 = Weigh Heavy Renovations vs Discontinued Use or Demolition
	2.0 = Heavy Renovations or Alterations needed
	3.0 = Light Renovations or Capital Projects needed
	4.0 = Brand New or Like-New Facility

(includes 2024 renovations)

BUILDING & PROPERTY				**2.26**
1	SURROUNDING CONTEXT & SITE		2.75	
2	PHYSICAL FEATURES & APPEARANCE		2.06	
3	ORGANIZATION, WAYFINDING AND COMFORT		2.14	
4	SAFETY & SECURITY		2.10	
SITE CONDITIONS				**2.29**
1	GENERAL CONDITIONS		3.00	
2	CIRCULATION		2.00	
3	PAVEMENT (ASPHALT & CONCRETE)		2.00	
4	PLAY AREAS		2.17	
5	ATHLETIC FIELDS & AMENITIES			
GENERAL EDUCATION & BUILDING				**2.22**
1	LEARNING ENVIRONMENTS - CORE		2.00	
2	PERFORMING ARTS		2.11	
3	TECHNOLOGY/ STEM/ ART		2.11	
4	ATHLETICS		2.00	
5	COMMONS SPACES		2.33	
6	ADMINISTRATIVE		3.00	
7	SUPPORT SPACES		2.00	
BUILDING CONDITIONS				**1.96**
1	BUILDING ENVELOPE		2.66	
2	BUILDING INTERIOR		1.67	
3	INTERIOR FINISHES		1.67	
4	SUPPORT SPACES - GENERAL		1.85	
SYSTEMS CONDITIONS				**2.43**
1	MECHANICAL SYSTEMS		2.95	
2	PLUMBING SYSTEMS		2.25	
3	ELECTRICAL SYSTEMS		1.96	
4	FIRE PROTECTION SYSTEMS		3.00	
5	LOW VOLTAGE SYSTEMS		2.00	
OVERALL BUILDING RATING (Average of 5 categories)				**2.2**

GENERAL INFORMATION			
School:		**Towamensing Elementary School**	
Address:		7920 Interchange Road	
		Lehighton, PA 18235	
Administrators:		Kelli George, Principal	
Telephone:		(610) 681-4024	
Grades Served:		K-6	
Construction Dates:		1954, 2008	
Construction Type		IIB	
Total Square Footage:		72,235	
Total Site Acreage		14	
School District Capacity:			
# of Stories:	1	Fire Alarm:	☑
Elevator	☐	Accessible Exits	☑
Ramps	☐	Accessible Entrance	☑
Chair Lift	☐	ADA Signage	☑
Sprinklers:	☐	BAS:	☑

TOWAMENSING ELEMENTARY SCHOOL

OVERALL BUILDING RATING

The following factors allow for an overall approach to assessing the usefulness, value and condition of a particular facility.	**Rating Scale:**
	0.0 = Consider Demolition
	1.0 = Weigh Heavy Renovations vs Discontinued Use or Demolition
	2.0 = Heavy Renovations or Alterations needed
	3.0 = Light Renovations or Capital Projects needed
	4.0 = Brand New or Like-New Facility

BUILDING & PROPERTY				**2.42**
1	SURROUNDING CONTEXT & SITE		3.00	
2	PHYSICAL FEATURES & APPEARANCE		2.41	
3	ORGANIZATION, WAYFINDING AND COMFORT		2.17	
4	SAFETY & SECURITY		2.10	
SITE CONDITIONS				**2.25**
1	GENERAL CONDITIONS		3.00	
2	CIRCULATION		2.00	
3	PAVEMENT (ASPHALT & CONCRETE)		2.00	
4	PLAY AREAS		2.00	
5	ATHLETIC FIELDS & AMENITIES		2.25	
GENERAL EDUCATION & BUILDING				**2.34**
1	LEARNING ENVIRONMENTS - CORE		2.20	
2	PERFORMING ARTS		2.00	
3	TECHNOLOGY/ STEM/ ART		2.00	
4	ATHLETICS		3.00	
5	COMMONS SPACES		2.20	
6	ADMINISTRATIVE		2.37	
7	SUPPORT SPACES		2.63	
BUILDING CONDITIONS				**2.21**
1	BUILDING ENVELOPE		2.18	
2	BUILDING INTERIOR		2.33	
3	INTERIOR FINISHES		2.17	
4	SUPPORT SPACES - GENERAL		2.15	
SYSTEMS CONDITIONS				**2.68**
1	MECHANICAL SYSTEMS		3.00	
2	PLUMBING SYSTEMS		2.45	
3	ELECTRICAL SYSTEMS		2.19	
4	FIRE PROTECTION SYSTEMS		3.00	
5	LOW VOLTAGE SYSTEMS		2.78	
OVERALL BUILDING RATING (Average of 5 categories)				**2.4**

GENERAL INFORMATION			
School:		**Palmerton Junior High School**	
Address:		3529 Fireline Road	
		Palmerton, PA 18071	
Administrators:		Rich DeSocio, Principal	
		David Sodl, Assistant Principal	
Telephone:		(610) 826-2492	
Grades Served:		7&8	
Construction Dates:		1985, 2018	
Construction Type		IIB	
Total Square Footage:		59,805	
Total Site Acreage		52.5 acres (shared with Senior High School)	
School District Capacity:			
# of Stories:	2	Fire Alarm:	☑
Elevator	☑	Accessible Exits	☑
Ramps	☑	Accessible Entrance	☑
Chair Lift	☐	ADA Signage	☑
Sprinklers:	☑	BAS:	☑

PALMERTON JUNIOR HIGH SCHOOL

OVERALL BUILDING RATING

The following factors allow for an overall approach to assessing the usefulness, value and condition of a particular facility.

Rating Scale:

- 0.0 = Consider Demolition
- 1.0 = Weigh Heavy Renovations vs Discontinued Use or Demolition
- 2.0 = Heavy Renovations or Alterations needed
- 3.0 = Light Renovations or Capital Projects needed
- 4.0 = Brand New or Like-New Facility

BUILDING & PROPERTY					**2.73**
1	SURROUNDING CONTEXT & SITE			3.00	
2	PHYSICAL FEATURES & APPEARANCE			2.76	
3	ORGANIZATION, WAYFINDING AND COMFORT			2.62	
4	SAFETY & SECURITY			2.55	
SITE CONDITIONS					**2.33**
1	GENERAL CONDITIONS			3.00	
2	CIRCULATION			2.00	
3	PAVEMENT (ASPHALT & CONCRETE)			2.00	
4	PLAY AREAS				
5	ATHLETIC FIELDS & AMENITIES				
GENERAL EDUCATION & BUILDING					**2.91**
1	LEARNING ENVIRONMENTS - CORE			2.90	
3	PERFORMING ARTS			2.88	
4	TECHNOLOGY/ STEM/ ART			2.85	
5	ATHLETICS			3.00	
6	COMMONS SPACES			3.00	
7	ADMINISTRATIVE			2.72	
8	SUPPORT SPACES			3.00	
BUILDING CONDITIONS					**2.90**
1	BUILDING ENVELOPE			2.79	
2	BUILDING INTERIOR			3.00	
3	INTERIOR FINISHES			3.00	
4	SUPPORT SPACES - GENERAL			2.80	
SYSTEMS CONDITIONS					**2.84**
1	MECHANICAL SYSTEMS			2.97	
2	PLUMBING SYSTEMS			3.00	
3	ELECTRICAL SYSTEMS			2.92	
4	FIRE PROTECTION SYSTEMS			3.00	
5	LOW VOLTAGE SYSTEMS			2.33	
OVERALL BUILDING RATING (Average of 5 categories)					**2.7**

GENERAL INFORMATION			
School:		**Palmerton Senior High School**	
Address:		3525 Fireline Road	
		Palmerton, PA 18071	
Administrators:		Paula Husar, Principal	
		David Sodl, Assistant Principal	
Telephone:		(610) 826-4929	
Grades Served:		9-12	
Construction Dates:		1965, 2012, 2016, 2019, 2022	
Construction Type		IIB	
Total Square Footage:		119,943	
Total Site Acreage		52.5 acres (shared with Junior High School)	
School District Capacity:			
# of Stories:	2	Fire Alarm:	☑
Elevator	☑	Accessible Exits	☑
Ramps	☑	Accessible Entrance	☑
Chair Lift	☐	ADA Signage	☑
Sprinklers:	☐	BAS:	☑

PALMERTON SENIOR HIGH SCHOOL

OVERALL BUILDING RATING

The following factors allow for an overall approach to assessing the usefulness, value and condition of a particular facility.	**Rating Scale:**
	0.0 = Consider Demolition
	1.0 = Weigh Heavy Renovations vs Discontinued Use or Demolition
	2.0 = Heavy Renovations or Alterations needed
	3.0 = Light Renovations or Capital Projects needed
	4.0 = Brand New or Like-New Facility

BUILDING & PROPERTY				**2.59**
1	SURROUNDING CONTEXT & SITE		3.00	
2	PHYSICAL FEATURES & APPEARANCE		2.53	
3	ORGANIZATION, WAYFINDING AND COMFORT		2.28	
4	SAFETY & SECURITY		2.55	
SITE CONDITIONS				**2.33**
1	GENERAL CONDITIONS		3.00	
2	CIRCULATION		2.00	
3	PAVEMENT (ASPHALT & CONCRETE)		2.00	
4	PLAY AREAS			
5	ATHLETIC FIELDS & AMENITIES			
GENERAL EDUCATION & BUILDING				**2.46**
1	LEARNING ENVIRONMENTS - CORE		2.61	
3	PERFORMING ARTS		2.29	
4	TECHNOLOGY/ STEM/ ART		2.25	
5	ATHLETICS		2.50	
6	COMMONS SPACES		2.28	
7	ADMINISTRATIVE		2.26	
8	SUPPORT SPACES		3.00	
BUILDING CONDITIONS				**2.55**
1	BUILDING ENVELOPE		2.50	
2	BUILDING INTERIOR		2.75	
3	INTERIOR FINISHES		2.62	
4	SUPPORT SPACES - GENERAL		2.33	
SYSTEMS CONDITIONS				**2.35**
1	MECHANICAL SYSTEMS		1.78	
2	PLUMBING SYSTEMS		2.62	
3	ELECTRICAL SYSTEMS		2.16	
4	FIRE PROTECTION SYSTEMS		3.00	
5	LOW VOLTAGE SYSTEMS		2.17	
OVERALL BUILDING RATING (Average of 5 categories)				**2.5**

PALMERTON AREA SCHOOL DISTRICT - EXISTING BUILDING SUMMARY

Building Identity		*Building Data*		*Capacity & Enrollment*		*Building Condition Evaluation*					
BUILDING NAME	**Year Built/ Renovations**	**SITE (acres)**	**Total Building (SF)**	**DISTRICT CAPACITY**	**2023/2024 ENROLLMENT**	**OVERALL CONDITION**	**BUILDING & PROPERTY** *(INTANGIBLES)*	**SITE CONDITIONS**	**GENERAL EDUCATION & BUILDING** *(PROGRAM)*	**BUILDING CONDITION**	**SYSTEMS CONDITION**
ELEMENTARY BUILDINGS				**100%**							
Parkside Education Center	1938, 2008	0.7	31,260	162	143	**2.44**	2.44	2.11	2.00	2.24	2.20
S.S. Palmer Elementary School	1924, 1985, 2024	1.04	64,670	442	393	**2.20**	2.26	2.29	2.22	1.96	2.43
Towamensing Elementary School	1954, 2008	14	72,235	382	338	**2.40**	2.42	2.25	2.44	2.21	2.68
Palmerton Junior High School	1985, 2018	52.5	59,805	344	268	**2.70**	2.73	2.33	2.90	2.90	2.84
Palmerton Senior High School	1965, 2012, 2016, 2019, 2022	52.5*	119,943	578	467	**2.50**	2.59	2.33	2.45	2.55	2.34
Maintenance Building		52.5*				**2.73**	2.67	3.00	3.00	3.00	2.00
Field House		52.5*	6,995			**2.98**	2.95	3.00	3.00	2.94	3.00
Wrestling / Team Room Building		52.5*				**3.10**	2.50	3.00	3.00	3.00	4.00
Stadium		52.5*				**2.76**	**3.00**	**3.00**	**3.00**	3.00	**1.80**
		*shared - Jr. & Sr. HS									
GRAND TOTALS	**DISTRICT TOTALS**	**68.24**	**354,908**								
		ACRES	SF								

The following factors provide an overall approach to assessing the usefulness, value and condition of a particular facility. The first column indicates the rating for the overall building, taking all of the categories into account. The following columns indicate the rating for five catagories of the building assessment that directly contribute to the overall building rating.

Rating Scale:
0.0 = Consider Demolition
1.0 = Weigh Heavy Renovations vs Discontinued Use or Demolition
2.0 = Heavy Renovations or Alterations needed
3.0 = Light Renovations or Capital Projects needed
4.0 = Brand New or Like-New Facility

7 LONG RANGE FACILITIES PLANNING

INTRODUCTION

The Palmerton Area School District owns and operates over 347,000 square feet of building area. The Design Team spent time assessing and analyzing the conditions of each facility owned by the School District. The data collected is quantified into each facility assessment in Section 5.

SUMMARY

Overall, Palmerton Area School District facilities demonstrate a track record of upkeep and capital improvements. When looking across the portfolio of district facilities, the Design Team's assessments show that in general, the older the facility, the greater the need for maintenance and improvement.

Palmerton Area School District owns and operates 3 elementary schools. Parkside Education Center is 86 years old and demonstrates a need for normal maintenance and capital improvements. S.S. Palmer Elementary School is 100 years old and demonstrates a need for more comprehensive capital improvements and reconfiguration of space. Towamensing Elementary School is 70 years old and demonstrates a need for normal maintenance and capital improvements.

Palmerton Area School District owns and operates a Junior High School and Senior High School that are connected and share the same site. The Junior High School is 39 years old and requires minimal maintenance and capital improvements. The Senior High School is 59 years old and demonstrates a need for normal maintenance and capital improvements.

While Palmerton Area School District is adept at using all of the space that is on hand, all of the District's schools lack spaces to address growing Special Education needs and requirements. All schools also lack flexible spaces for small group instruction. This lack of space is negatively affecting educational programming and delivery throughout the District.

Any comprehensive renovation or alteration to District facilities should consider improvements to the building envelope and Mechanical, Plumbing and Electrical Systems to improve comfort and energy efficiency. Needs for the Mechanical, Electrical and Plumbing Systems are outlined in the Capital Improvements List. As with many facilities, there are some systems that are near the end of their life-cycle, and replacement and/or upgrades should be considered as a capital expense or as new work is planned.

PALMERTON AREA SCHOOL DISTRICT

LONG RANGE FACILITIES PLAN – CAPITAL IMPROVEMENTS LIST

PARKSIDE EDUCATION CENTER

CAPITAL IMPROVEMENT	REASON	PRIORITY	OPINION OF PROBABLE COST			
SITE						
Construct ADA ramp	Existing ADA ramp is not code compliant	2	$ 10,000	-	$ 15,000	
Replace West concrete sidewalks	Sidewalks are uneven; ADA issue; replace (4) sections of concrete sidewalk	2	$ 3,000	-	$ 4,000	
Repair damaged concrete curbs and paint	Curbs are damaged from bus/car tires (5 areas)	3	$ 1,000	-	$ 1,500	
Seal cracks on West sidewalk	Seal cracks to prevent further deterioration	3	$ 1,000	-	$ 1,250	
Replace paver walkways with concrete sidewalk	Paver walkways are a tripping hazard	2	$ 1,000	-	$ 1,250	
Inspect inlet grates and clear debris. Cut away tar & asphalt seal.	Debris/tar & asphalt seal are affecting the performance of the inlets	3	$ 2,000	-	$ 2,500	
Resurface and seal asphalt parking lot	Existing asphalt is damaged and cracked	2	$ 6,500	-	$ 8,000	
Add lock on exterior electrical service shut-off	Electrical service is not secure	1	$ 50	-	$ 100	
Fill core drills with concrete at railing posts at retaining wall and seal	Water is infiltrating the retaining wall at the railing posts	3	$ 2,500	-	$ 3,000	
Backfill and seed areas adjacent to sidewalk to be level with sidewalk	Uneven grass areas are a tripping hazard	3	$ 400	-	$ 500	
Paint all railings on exterior of building	Paint is flaking off and aluminum is exposed	3	$ 2,500	-	$ 3,000	
Install concrete splashblock at downspout	Water draining from downspout is eroding the ground	3	$ 100	-	$ 200	
Add security fencing at gas meter	Gas meter is not secure	2	$ 3,000	-	$ 4,000	
Clean trench drain grate and box of dirt and debris	Dirt and debris are obstructing the drain	3	$ 100	-	$ 200	
Repair concrete patch at railing post at North entrance	Failed patch is allowing water infiltration and further damage	3	$ 350	-	$ 500	
GENERAL CONSTRUCTION						
Force visitors to enter through secure entry vestibule at front entry of building.	Visitors that enter at rear of building can bypass secure doors via stair tower	1	$ -	-	$ -	
Replace existing wood windows. (*Note: PASD applied for a grant to replace the windows at Parkside and SS Palmer.)*	Existing wood windows are leaking	2	$ 800,000	-	$ 1,000,000	
Repoint brick adjacent to railing at North entrance	Deteriorated mortar joints are allowing water infiltration and additional damage	3	$ 1,500	-	$ 2,000	$1500 per 100sf
Install roof walkway pads from roof access to all equipment	Foot traffic on roof membrane could cause a puncture or tear	3	$ 8,000	-	$ 10,000	2x2 pad = $35
FIRE PROTECTION/PLUMBING						
Install wet pipe sprinkler system	Building currently has limited system	5	$ 150,000	-	$ 200,000	
HVAC						
Replace gas fired RTUs and ERVs	Equipment is DX and rearing the end of its life in the next 5 to 10 years	4	$ 500,000	-	$ 600,000	
ELECTRICAL					-	
Replace telephone system to allow external calling. (*Note: PASD applied for a grant to replace telephone system.)*	System currently does not have external calling capability	5	$ 15,000	-	$ 20,000	
Install Area of Rescue Assistance System	There is none present in elevator lobbies and it is required by current codes	2	$ 10,000	-	$ 15,000	
Install master clock system	Building does not currently have a master clock system	4	$ 60,000	-	$ 80,000	
					-	
					-	
					-	

PRIORITY SCALE
1 - IMMEDIATE
2 - WITHIN 5 YEAR CAPITAL IMPROVEMENT PLAN
3 - PREVENTATIVE MAINTENANCE (CATCH UP)
4 - PROGRAMMING
5 - PREVENTATIVE MAINTENANCE (OWN STAFF)

Included in 1-Year plan

Included in 3-Year plan

TOTALS			
Priority 1 Subtotal	$ 50	-	$ 100
Priority 2 Subtotal	$ 833,500	-	$ 1,047,250
Priority 3 Subtotal	$ 19,450	-	$ 24,650
Priority 4 Subtotal	$ 560,000	-	$ 680,000
Priority 5 Subtotal	$ 165,000	-	$ 220,000
Grand Total	$ 1,578,000	-	$ 1,972,000

PALMERTON AREA SCHOOL DISTRICT

LONG RANGE FACILITIES PLAN – CAPITAL IMPROVEMENTS LIST

S.S. PALMER ELEMENTARY SCHOOL

CAPITAL IMPROVEMENT	REASON	PRIORITY	OPINION OF PROBABLE COST			
SITE						
Replace cracked concrete sidewalk slabs	Cracks and deterioration at multiple locations	3	$ 10,000	-	$ 12,000	
Mill and overlay asphalt paving in Southwest alley behind school	Asphalt paving is severely deteriorated	2	$ 12,000	-	$ 15,000	
Perform full depth restoration of school parking lot	Asphalt paving is severely deteriorated	2	$ 55,000	-	$ 60,000	
Repaint parking lot striping; new ADA parking sign	Striping is faded and difficult to see	3	$ 5,000	-	$ 6,000	
Improve Lafayette Avenue entrances	Concrete is cracked/damaged, handrails are rusted and paint is blistering/chipping	2	$ 4,000	-	$ 5,000	
Raise ground level to level of concrete base at playground entrance	Concrete base of gate at entry is a tripping hazard/ADA issue	2	$ 800	-	$ 1,000	
Mill and overlay asphalt at basketball court in playground	Asphalt paving is cracked/damaged	3	$ 55,000	-	$ 60,000	
Raise both soil and landscaping to level of concrete bases at	Concrete bases of fence posts are exposed	3	$ 1,000	-	$ 1,200	
Replace playground gates	Playground gates are showing signs of damage	3	$ 3,000	-	$ 4,000	
Replace PVC drainage pipe at mulched area of playground	PVC drainage pipe is damaged	2	$ 1,500	-	$ 2,000	
Replace playground benches	Benches show signs of wear and deterioration	3	$ 3,000	-	$ 4,000	
Replace basketball backboards and rims	Basketball backboards and rims are rusted and damaged	3	$ 1,500	-	$ 2,000	
Replace wooden retaining wall at playground	Wall is deteriorated, nails are protruding	3	$ 5,000	-	$ 7,000	
Mulch playground	Mulched areas show significant wear and depression. Mulch depth not to code.	2	$ 2,500	-	$ 3,000	
Trim tree branches obstructing power lines and playground	Tree branches obstructing power lines is a hazard	2	$ 1,500	-	$ 2,000	
Protect well water pump in playground with bollards	Well water pump (no longer in use) is a hazard in playground	2	$ 2,800	-	$ 3,300	
Replace damaged concrete at railings on Southwest side of building	Concrete at handrails is damaged	2	$ 2,500	-	$ 3,000	
Repaint handrails on Southwest side of building	Paint on handrails is blistering and peeling	3	$ 300	-	$ 500	
Enclose outdoor plumbing equipment with fence	Outdoor plumbing equipment is not protected from public tampering	3	$ 2,500	-	$ 3,000	
Repoint, reseal, and clean monument sign	Monument sign is in need of maintenance	3	$ 2,800	-	$ 3,200	
Repaint handrails at several locations around the building	Paint is peeling and showing signs of deterioration	3	$ 2,500	-	$ 3,000	
Add bollards near electric meter	Electric meter is exposed to potential vehicular damage	3	$ 1,000	-	$ 1,250	
Enlarge concrete dumpster pad	Concrete dumpster pad does not currently fit the size of the school's dumpster	3	$ 1,250	-	$ 1,500	
GENERAL CONSTRUCTION						
Investigate areas of spalling plaster for moisture infiltration	Interior plaster is spalling and cracking; paint is peeling	1	$ 1,500	-	$ 2,000	
Replace vinyl treads, risers and nosings on stairs	Vinyl treads and nosings are brittle and cracked in many places	3	$ 55,000	-	$ 60,000	180 treads
FIRE PROTECTION/PLUMBING						
Install wet pipe sprinkler system	Building currently does not have a system.	5	$ 300,000	-	$ 350,000	
Replace plumbing fixtures and trim	Fixtures do not have automatic/water-saving faucets & valves	3	$ 100,000	-	$ 150,000	
Replace water coolers	Equipment is nearing end of its expected service life.	2	$ 30,000	-	$ 40,000	
Replace art room sink plaster trap	Trap is in poor condition	2	$ 2,000	-	$ 2,500	
Install grease trap in kitchen	None installed	1	$ 75,000	-	$ 90,000	
HVAC						
Patch boiler vent wall penetrations	There are visible gaps around the wall penetration	1	$ 5,000	-	$ 10,000	
Replace heating pumps and associated appurtenances	Equipment is nearing end of its expected service life.	2	$ 250,000	-	$ 300,000	
Replace computer classroom unit vent condensing unit	Equipment is nearing end of its expected service life.	2	$ 30,000	-	$ 40,000	

Upgrade/replace building controls system. *(Note: Per J. Faenza, controls new in 2017 but no dehumidification control)*	There are currently no dehumidification controls	4	$ 550,000	-	$ 600,000
Reprogram morning warm-up and cool-down sequences	Building takes a long time to warm up and cool down in the morning.	1	$ 7,500	-	$ 10,000
ELECTRICAL					
Add receptacles in classrooms	Existing receptacles and circuits are limited.	5	$100,000	-	$125,000
Replace emergency power generator and add non-essential loads transfer switch.	Existing generator has limited capacity and does not serve IT, walk-in cooler/freezer loads.	5	$70,000	-	$80,000
Replace telephone system to allow external calling. *(Note: PASD applied for a grant to replace telephone system.)*	System currently does not have external calling capability	5	$20,000	-	$25,000
Install master clock system	Building does not currently have	5	$80,000	-	$100,000
Replace intercom/paging system	System failing and is not reliable	2	$80,000	-	$100,000
Replace gymnasium sound system	System is beyond its useful service life.	2	$25,000	-	$35,000
Install Area of Rescue Assistance system	There is none present in elevator lobbies and is required by current codes.	2	$10,000	-	$15,000

PRIORITY SCALE
1 - IMMEDIATE
2 - WITHIN 5 YEAR CAPITAL IMPROVEMENT PLAN
3 - PREVENTATIVE MAINTENANCE (CATCH UP)
4 - PROGRAMMING
5 - PREVENTATIVE MAINTENANCE (OWN STAFF)

Included in 1-Year plan

Included in 3-Year plan

TOTALS			
Priority 1 Subtotal	$ 89,000	-	$ 112,000
Priority 2 Subtotal	$ 509,600	-	$ 626,800
Priority 3 Subtotal	$ 248,850	-	$ 318,650
Priority 4 Subtotal	$ 550,000	-	$ 600,000
Priority 5 Subtotal	$ 570,000	-	$ 680,000
Grand Total	$ 1,967,450	-	$ 2,337,450

PALMERTON AREA SCHOOL DISTRICT

LONG RANGE FACILITIES PLAN – CAPITAL IMPROVEMENTS LIST

TOWAMENSING ELEMENTARY SCHOOL

CAPITAL IMPROVEMENT	REASON	PRIORITY	OPINION OF PROBABLE COST		
SITE					
Add new signage to direct visitors down Stable Road to parking lot	It is not clear where visitors are supposed to go	3	$ 750	-	$ 1,000
Remove vegetation and foreign debris from gravel swales	Vegetation and foreign debris will limit proper run-off to storm inlet	3	$ 1,000	-	$ 1,250
Patch potholes, resurface and seal asphalt (multiple locations)	Asphalt is deteriorated and cracked. Potholes will continue to increase in size	2	$ 4,500	-	$ 5,000
Clear gravel, dirt and debris from storm grates	Obstructed inlet grates limit proper stormwater drainage	3	$ 1,250	-	$ 1,500
Add additional bollards around power line poles	A vehicle could fit between existing bollards and hit pole (assume add 2 bollards)	2	$ 2,000	-	$ 2,500
Replace or fix leaning bollards and paint all bollards	Bollards are leaning, concrete at bases is deteriorated, paint is deteriorated	2	$ 3,000	-	$ 3,500
Install cap on open conduit	Open conduit will allow water infiltration, access for pests and rodents	3	$ 75	-	$ 100
Patch concrete light pole base and repaint	Concrete is deteriorated (2 pole bases)	3	$ 800	-	$ 1,000
Paint curb and add signage	Vehicles accidentally try to drive over curb because it is not easily visible	3	$ 4,500	-	$ 5,000
Restripe no parking zone	Striping is faded	3	$ 2,800	-	$ 3,000
Repaint arrows for one-way traffic	Arrows are faded and in some lanes are barely visible at all	3	$ 2,500	-	$ 2,800
Patch and repaint curb	Curb is deteriorated in many areas	3	$ 5,000	-	$ 5,500
Patch concrete at bottom stair adjacent to Music Room	Further deterioration of concrete could compromise handrail post	3	$ 500	-	$ 650
Patch concrete at bottom of ramp adjacent to Music Room	Further deterioration of concrete could compromise handrail post	3	$ 500	-	$ 650
Fill core drilled holes level with top of concrete at stair and ramp	Core drilled holes are allowing water infiltration and further deterioration	3	$ 1,000	-	$ 1,250
Install expansion joint material and seal gaps between curb/sidewalk	Open joints will allow water infiltration and deterioration	3	$ 1,250	-	$ 1,450
Patch concrete retaining wall at loading dock	Concrete retaining wall shows signs of impact damage	2	$ 500	-	$ 650
Install bollards at concrete wall at loading dock (assume 3 bollards)	Concrete retaining wall shows signs of impact damage	2	$ 3,000	-	$ 3,250
Add bollards at doors near dumpsters (assume 3 bollards)	Doors are exposed to vehicle impact	2	$ 3,000	-	$ 3,250
Replace damaged downspouts	Downspouts show signs of impact damage	2	$ 250	-	$ 300
At North sidewalk (front of school), backfill and re-seed level w/ conc.	Settled ground adjacent to sidewalk creates a tripping hazard	2	$ 1,000	-	$ 1,250
At North sidewalk (front of school), seal cracks in concrete	Seal cracks to prevent further deterioration	3	$ 500	-	$ 750
Clear leaves and debris from stormwater pipe. Add stone	Stormwater pipes are partially obstructed	3	$ 1,000	-	$ 1,250
Add curbs at edge of paving at main entry from Interchange Road	Edges of grass areas show tire tracks and signs of deterioration	2	$ 5,000	-	$ 5,500
Seal cracks in concrete sidewalk on North side of building at bus loop	Seal cracks to prevent further deterioration	3	$ 1,000	-	$ 1,250
Remove vegetation and patch concrete curb on North side at bus loop	Concrete curb is deteriorated	3	$ 2,000	-	$ 2,250
Add curbs at edge of paving on South side of school	Edges of grass areas show tire tracks and signs of deterioration	2	$ 5,000	-	$ 6,000
Remove and replace curb with ADA ramp transition	Curb is deteriorated and raised in some spots - ADA issue	3	$ 3,000	-	$ 3,500
Remove dead shrubs and weeds at school monument sign	School sign surrounded with dead shrubs and weeds	3	$ 1,000	-	$ 1,250
Replace bases on baseball field	Bases are extremely deteriorated and cracked	3	$ 250	-	$ 300
Remove and replace backstop fencing	Fence is bent and pulling apart	2	$ 5,000	-	$ 6,000
Add stone along base of façade to improve water drainage	Water and condensate from HVAC units does not drain away from building	3	$ 2,500	-	$ 2,750
Remove plastic cap at cleanout; replace with metal cap	Plastic cap could be easily damaged or vandalized	3	$ 750	-	$ 1,000
Add security gate to service road/fire lane	Rear of school is easily accessible and unsecured from general public	2	$ 4,500	-	$ 5,000
Remove and replace "No Parking" sign	Sign is faded and unreadable	3	$ 200	-	$ 250
Remove gravel and weeds to the rear of play courts; pave this area	This area is showing signs of erosion from water run-off	3	$ 2,000	-	$ 2,300
Resurface asphalt at play courts	Asphalt is deteriorated and cracked	2	$ 18,000	-	$ 23,000
Install paved path for ADA accessibility to play courts	Play courts are not ADA accessible	2	$ 5,000	-	$ 6,000
Remove weeds, patch holes at fence posts surrounding play courts	Concrete post bases are eroded and deteriorated	3	$ 750	-	$ 1,000

Backfill with topsoil and re-seed ground at edge of play courts	Areas around posts are eroded and exposing concrete bases	3	$ 1,500	-	$ 2,000
Install ADA access to the playground	Playground is not ADA accessible	2	$ 2,000	-	$ 2,500
Add new mulch to playground	Existing mulch is not installed to code required depth	3	$ 500	-	$ 1,000
Backfill with topsoil and re-seed ground at edge of playground	Erosion from water run-off	3	$ 1,250	-	$ 1,500
Remove weeds and add fence around piping to the West of play courts	Hazard for to students running/playing in the area	3	$ 900	-	$ 1,200
Backfill with topsoil and re-seed ground at edge of play area/sidewalk	Erosion from water run-off	3	$ 1,500	-	$ 2,000
Add concrete or stone swale at southwest base of building	Water run-off is eroding the ground around the base of the building	2	$ 2,000	-	$ 2,500
Remove and replace sidewalk adjacent to playground with ADA ramp	This sidewalk/ramp is not ADA complaint	1	$ 12,000	-	$ 14,000
Add fence along rear property line	The rear of the school and playground are unsecured; safety issue	2	$ 7,500	-	$ 8,000
Repaint playground equipment	Paint is chipping and peeling	2	$ 2,500	-	$ 3,000
Playground equipment shall be inspected; tube feature has failed	Caution tape is not securing the area	2	$ -		$ -
Replace grated walkway on playground or install new protective coating	Metal is exposed and could corrode	2	$ 2,000	-	$ 2,250
Fill area between deck and playground with new topsoil and seed	This area is eroded, creating multiple tripping hazards	2	$ 1,000	-	$ 1,500
Add fence along retaining wall	Students could fall from retaining wall	2	$ 1,500	-	$ 2,000
Repair broken lattice at bottom of elevated wood deck	Small students and animals can pass through the opening	2	$ 400	-	$ 500
Add fresh mulch to swing area	Play areas should have a minimum of 4" of mulch to comply with code	2	$ 750	-	$ 1,000
Add security fence around septic controls	Controls are easily accessible to students	2	$ 1,500	-	$ 2,000
Install screws in metal cap, near South entrance stairs	Screws are missing and cap is not secure	3	$ 150	-	$ 200
Remove weeds, add expansion joint material and sealant at South stair	Open joints allow further deterioration and damage	3	$ 400	-	$ 500
Install security gate at top of exterior basement stairs	Staircase is unsecure and poses a fall risk	2	$ 800	-	$ 1,000
Patch concrete area at South ADA ramp	Deteriorated and cracked concrete and asphalt	3	$ 1,000	-	$ 1,200
Secure controls at fuel oil tank enclosure	Controls are easily accessible to students	2	$ 1,250	-	$ 1,500
Extend downspouts away from relocatable classrooms	Water is draining onto ground at base of building	3	$ 200	-	$ 250
Remove and replace metal hatch	Hatch and hinges are rusted	2	$ 1,250	-	$ 1,500
Add security fence or lock on electrical panel	Electrical panel is unsecure	2	$ 500	-	$ 750
Remove weeds, refresh landscaping, add new much and plants	Landscaping along front of building is overgrown	2	$ 2,500	-	$ 3,000
Remove and replace ground wire at West side of school	Ground wire is cut and is disconnected from grounding rod	2	$ 900	-	$ 1,100
Install handrail on wall side of stairs adjacent to oil tank	Handrail has been removed	2	$ 900	-	$ 1,100
Add "One Way" arrows and "Entrance" markings to pavement	Entrance needs better markings to direct traffic	2	$ 500	-	$ 600
GENERAL CONSTRUCTION					
Investigate Wi-Fi System *(Note: PASD has applied for a grant to do this)*	Wi-Fi reported by administrators to be spotty throughout the building	1	$ -	-	$ -
Study how to establish cell phone service inside the building *(Note: PASD applied for a grant to replace telephone system.)*	No cell phone service. Hard-wired phones in classrooms do not call out of school.	1	$ -	-	$ -
Install new domes on existing roof drains where they are missing	Missing domes allow leaves and debris to clog roof drains.	3	$ 500	-	$ 600
Install roof walkway pads from roof access to all equipment	Foot traffic on roof membrane could cause a puncture or tear	2	$ 10,000	-	$ 12,000
FIRE PROTECTION/PLUMBING					
Install wet pipe sprinkler system	Building currently has limited system.	5	$ 450,000	-	$ 550,000
Replace plumbing fixtures and trim	Fixtures do not have automatic/water-saving faucets & valves	3	$ 125,000	-	$ 175,000
Replace booster pump and tank	Equipment is nearing end of its expected service life.	4	$ 200,000	-	$ 250,000
Replace domestic water heater(s) and associated recirc pump	Equipment is nearing end of its expected service life.	4	$ 150,000	-	$ 200,000
Replace water treatment system	Equipment is nearing end of its expected service life.	4	$ 70,000	-	$ 100,000

Install plaster trap in art room	None installed	1	$ 2,000	-	$ 2,500
Install grease trap in kitchen	None installed	1	$ 75,000	-	$ 90,000
Replace boiler room sump pump	Equipment is nearing end of its expected service life.	2	$ 7,500	-	$ 10,000
Replace dishwasher heater	Equipment is nearing end of its expected service life.	2	$ 15,000	-	$ 25,000
HVAC					
Replace boilers and associated appurtenances	Equipment is nearing end of its expected service life.	4	$ 600,000	-	$ 750,000
Replace heating pumps and associated appurtenances	Equipment is nearing end of its expected service life.	4	$ 200,000	-	$ 250,000
Replace RTUs serving Media Center, Cafeteria, Main & Nurses office, Computer Room, and Music/Faculty Offices	Equipment is nearing end of its expected service life.	4	$ 300,000	-	$ 400,000
Upgrade/replace building controls system	There are currently no dehumidification controls	4	$ 650,000	-	$ 750,000
ELECTRICAL					
Replace original building switchboard	Equipment is beyond its expected service life with failed components	1	$60,000	-	$75,000
Replace original building panelboards	Equipment is beyond its expected service life.	1	$75,000	-	$100,000
Replace telephone system to allow external calling	System currently does not have external calling capability	5	$20,000	-	$25,000
Install master clock system	Building does not currently have	5	$100,000	-	$120,000
Repair lightning protection system down conductors	Multiple conductors are damaged or disconnected	1	$5,000	-	$7,500

PRIORITY SCALE
1 - IMMEDIATE
2 - WITHIN 5 YEAR CAPITAL IMPROVEMENT PLAN
3 - PREVENTATIVE MAINTENANCE (CATCH UP)
4 - PROGRAMMING
5 - PREVENTATIVE MAINTENANCE (OWN STAFF)

Included in 1-Year plan

Included in 3-Year plan

TOTALS			
Priority 1 Subtotal	$ 229,000	-	$ 289,000
Priority 2 Subtotal	$ 122,000	-	$ 154,000
Priority 3 Subtotal	$ 169,775	-	$ 228,450
Priority 4 Subtotal	$ 2,170,000	-	$ 2,700,000
Priority 5 Subtotal	$ 570,000	-	$ 695,000
Grand Total	$ 3,260,775	-	$ 4,066,450

PALMERTON AREA SCHOOL DISTRICT

LONG RANGE FACILITIES PLAN – CAPITAL IMPROVEMENTS LIST

PALMERTON JUNIOR HIGH SCHOOL

CAPITAL IMPROVEMENT	REASON	PRIORITY	OPINION OF PROBABLE COST		
SITE					
Perform full depth replacement of asphalt sidewalk from 5th Street to Junior High entrance.	Asphalt sidewalk shows signs of severe damage and deterioration	1	$ 25,000	-	$ 28,000
Replace and maintain expansion joints at front curb	Joints are deteriorated	3	$ 500	-	$ 600
Regrade drainage swale with new rip rap along 5th Street sidewalk	Swale is overgrown, not functioning as intended	2	$ 10,000	-	$ 12,000
GENERAL CONSTRUCTION					
Repair leaking Aluminum windows	Aluminum windows are leaking in Classrooms 206 and 207	2	$ 3,000	-	$ 4,000
Plastic laminate backsplashes are delaminating	Plastic laminate backsplashes are delaminating at leaking windows	2	$ 1,000	-	$ 1,250
Repair motorized window shades in cafeteria	Motorized window shades do not work	3	$ 4,500	-	$ 5,000
Repair lock cylinder at Boy's Locker Room	Lock cylinder is loose; can be removed from hardware by hand	1	$ 800	-	$ 1,000
Install roof walkway pads from roof access to all equipment	Foot traffic on roof membrane could cause a puncture or tear	2	$ 10,000	-	$ 12,000
FIRE PROTECTION/PLUMBING					
Install wet pipe sprinkler system	Building currently has limited system in the 2017 addition only	5	$ 175,000	-	$ 200,000
Replace flexible roof vent extensions with hard pipe extensions	Extensions should be vertical to above HVAC intakes.	2	$ 25,000	-	$ 50,000
Install plaster trap in art room	None installed	1	$ 2,000	-	$ 2,500
HVAC					
Revise air distribution in Classrooms 110 and 111	Rooms appear to have been reconfigured but air distribution system was not	1	$ 75,000	-	$ 100,000
Add sound control for gym air handling units (Replace units)	Units are noisy	3	$ 200,000	-	$ 250,000
Modify building controls with DDC system (Note: Per J. Faenza, controls new in 2017 but no dehumidification control)	There are currently no dehumidification controls	4	$ 500,000	-	$ 600,000
ELECTRICAL					
Replace wiring and devices in Room 110.	There have been multiple occurrences of nuisance tripping and electrical fires	1	$5,000	-	$7,500
Replace intercom/paging system	System is shared with the high school and limits paging capabilities and scheduling bells for the two buildings	2	$50,000	-	$75,000

PRIORITY SCALE
1 - IMMEDIATE
2 - WITHIN 5 YEAR CAPITAL IMPROVEMENT PLAN
3 - PREVENTATIVE MAINTENANCE (CATCH UP)
4 - PROGRAMMING
5 - PREVENTATIVE MAINTENANCE (OWN STAFF)

Included in 1-Year plan

Included in 3-Year plan

TOTALS			
Priority 1 Subtotal	$ 107,800	-	$ 139,000
Priority 2 Subtotal	$ 99,000	-	$ 154,250
Priority 3 Subtotal	$ 205,000	-	$ 255,600
Priority 4 Subtotal	$ 500,000	-	$ 600,000
Priority 5 Subtotal	$ 175,000	-	$ 200,000
Grand Total	$ 1,086,800	-	$ 1,348,850

PALMERTON AREA SCHOOL DISTRICT

LONG RANGE FACILITIES PLAN – CAPITAL IMPROVEMENTS LIST

PALMERTON SENIOR HIGH SCHOOL

CAPITAL IMPROVEMENT	REASON	PRIORITY	OPINION OF PROBABLE COST		
SITE					
Replace cracked concrete sidewalk slabs/pads at the following locations: HS front sidewalk, HS Gym side entry, Stadium sidewalk from Weight Room, Visitor's bleachers	Concrete is cracked and deteriorated	3	$ 15,000	-	$ 18,000
Replace wooden fencing along Fireline Road	Missing sections of fence and deteriorated fence posts	1	$ 9,000	-	$ 10,000
Mill and overlay asphalt paving at select locations of HS parking lot	Asphalt paving is cracked and severely damaged	3	$ 10,000	-	$ 12,000
Replace chain-link fencing at High School Baseball Field	Leaning fence posts; fence post bases pushed out of the ground	2	$ 35,000	-	$ 40,000
Replace and maintain expansion joints at front curb	Joints are deteriorated	3	$ 500	-	$ 600
Raise concrete slabs at side entrance to High School Building	Not ADA accessible	1	$ 450	-	$ 500
Replace missing sections of downspout	Rainwater draining at base of exterior wall	2	$ 250	-	$ 300
Provide fencing and pad for High School dumpsters	Improve security and sanitation	3	$ 5,000	-	$ 6,000
Extend drainage pipe into curb at HS parking lot sidewalk ramp	Pipe drains into mulch area causing erosion	3	$ 100	-	$ 150
Backfill soil at manhole covers along Fireline Road	Settling and uneven ground around manhole covers	3	$ 500	-	$ 600
Add bollards at natural gas piping between 5th St and baseball field	Insufficient protection of natural gas piping	2	$ 4,000	-	$ 4,250
Clean out and maintain drain basins around the campus	Organic debris are collecting in basins	3	$ 2,000	-	$ 2,250
Replace in-ground utility box in High School parking lot	Utility box is crushed and buried	2	$ 750	-	$ 1,000
GENERAL CONSTRUCTION					
Remediate rust at base of High School entrance canopy columns	Columns are rusted and corroded	2	$ 1,500	-	$ 2,000
Replace asphalt shingle roof on baseball dug-outs	Shingles are deteriorated and some are missing	2	$ 2,500	-	$ 3,000
Install roof walkway pads from roof access to all equipment	Foot traffic on roof membrane could cause a puncture or tear	2	$ 10,000	-	$ 12,000
FIRE PROTECTION/PLUMBING					
Install wet pipe sprinkler system	Building currently does not have a system.	5	$ 600,000	-	$ 700,000
Replace water coolers	Existing units are not usable	1	$ 75,000	-	$ 100,000
Add domestic water pressure booster	Water pressure at showers is low	2	$ 100,000	-	$ 120,000
Replace underfloor sanitary system	Current issue with clogging, odors, and gnats	2	$ 75,000	-	$ 90,000
HVAC					
Replace hot water pumps	Pumps are near end of service life.	2	$ 250,000	-	$ 300,000
Replace chilled water piping insulation	There are many condensation leaks from poor insulation installation	2	$ 350,000	-	$ 450,000
Increase gym AHU heating capacity, noisy, cannot hold class (Replace units)	Space is cold in the winter, noisy and cannot hold class	1	$ 200,000	-	$ 250,000
Add fan coil unit in athletic director's office	Space does not have cooling	3	$ 50,000	-	$ 70,000
Add fan coil unit in second floor copier room	Space does not have cooling	3	$ 50,000	-	$ 70,000
Replace kitchen makeup air unit	Existing unit is filtered only, no heating or cooling	3	$ 250,000	-	$ 300,000
Replace bench exhaust flex hose in Tech Ed Room	Connection should be rigid duct	1	$ 2,000	-	$ 2,500
Modify building controls with DDC system (Note: Per J. Faenza, controls new in 2017 but no dehumidification control)	There are currently no dehumidification controls.	4	$ 1,000,000	-	$ 1,100,000
ELECTRICAL					
Replace branch distribution panels	Some existing panels are beyond their expected service life	2	$150,000	-	$200,000
Add receptacles throughout building	Administration has noted a significant lack of receptacles throughout the building, leading to functional issues with many spaces	4	$250,000	-	$300,000

Replace emergency power generator and transfer switch. Generator dates back to 1965.	Generator and transfer switch are beyond their expected service life. Panelboard fuses and single transfer switch are non-code compliant. Equipment shares space with normal distribution equipment which is also non-code compliant.	1	$75,000	-	$100,000
Replace telephone system to allow external calling	System currently does not have external calling capability	5	$25,000	-	$30,000
Replace intercom/paging system	System has sound quality issues.	2	$100,000	-	$125,000
Install Area of Rescue Assistance system	There is none present in elevator lobbies and is required by current codes.	2	$10,000	-	$15,000
Replace intrusion detection system	System is very sensitive and often has nuisance alarms	2	$100,000	-	$125,000

PRIORITY SCALE
1 - IMMEDIATE
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Included in 1-Year plan

Included in 3-Year plan

TOTALS			
Priority 1 Subtotal	$ 361,450	-	$ 463,000
Priority 2 Subtotal	$ 1,189,000	-	$ 1,487,550
Priority 3 Subtotal	$ 383,100	-	$ 479,600
Priority 4 Subtotal	$ 1,250,000	-	$ 1,400,000
Priority 5 Subtotal	$ 625,000	-	$ 730,000
Grand Total	$ 3,808,550	-	$ 4,560,150

PALMERTON AREA SCHOOL DISTRICT

LONG RANGE FACILITIES PLAN – CAPITAL IMPROVEMENTS LIST

STADIUM / FIELDHOUSE / MAINTENANCE BUILDING / UTILITY BUILDING

CAPITAL IMPROVEMENT	REASON	PRIORITY	OPINION OF PROBABLE COST		
SITE					
Replace aged sections of fencing at Stadium perimeter	Bent fence posts, damaged sections and loose barbed wire	2	$ 2,500	-	$ 3,000
Replace and maintain expansion joints at concrete pads at Stadium	Joints are deteriorated	3	$ 500	-	$ 600
Pressure wash, seal and restripe Discus pad	Concrete pad is stained, striping is faded	3	$ 2,000	-	$ 2,500
Create parking spaces along stadium maintenance entrance	Cars observed parking in grass causing soil erosion and run-off	3	$ 12,000	-	$ 15,000
Add additional bollards around gas line entering Maintenance Garage	Insufficient protection noted around gas meter/lines	2	$ 2,000	-	$ 2,500
Grind concrete landing at side weight room entrance	Asphalt sidewalk has settled, creating a tripping hazard at landing	3	$ 1,000	-	$ 1,200
Install bollards around gas line outside of Weight Room	Gas meter is not properly protected	2	$ 2,000	-	$ 2,500
Install fencing to restrict access under bleachers	Underside of bleachers exposes unsecured storage and safety hazards	3	$ 3,000	-	$ 3,500
Grind concrete curb separating asphalt walkways at Stadium entry	Trip hazard	2	$ 2,000	-	$ 2,500
Add bollard near electrical conduit connections at rear of Weight Room	Insufficient protection noted around gas meter/lines	2	$ 1,000	-	$ 1,250
Add or replace weather tight covers on all exterior outlets	Outlet covers are broken or missing	2	$ 400	-	$ 500
Route downspouts away from foundation at Stadium maintenance garage and Weight Room	Rain water is deteriorating CMU	3	$ 1,500	-	$ 2,000
Consult track coating manufacturer to address low spots	Water accumulates on track causing uneven wear of track surface	3	$ -	-	$ -
Re-attach conduit on Track and Field Lap Board	Conduit strap is broken	2	$ 800	-	$ 1,000
Re-attach trench drain cover at Track with proper hardware	Trench drain cover is loose	2	$ 500	-	$ 600
Secure all unprotected wire in appropriate conduit	Unprotected wires at Maintenance Building transitioning from building to ground	2	$ 1,500	-	$ 2,000
Add bollards near electrical conduits at Utility Bldg on Cemetery Road	Electrical conduits are not protected	2	$ 2,000	-	$ 2,200
Add retaining wall at Maintenance Garage at elevation change	Water run-off is undermining the garage footings	3	$ 10,000	-	$ 12,000
Replace railroad ties at batting tunnels	Railroad ties are shifted and deteriorated	3	$ 4,500	-	$ 5,000
Upgrade "School Zone" signage on Fireline Road	Existing signage is low visibility. High visibility, electronic signage recommended	2	$ 2,500	-	$ 3,000
GENERAL CONSTRUCTION					
Extend gutter to end of gable roof over Weight Room	Soil erosion and deterioration of CMU wall	3	$ 2,000	-	$ 2,500
Install new ramp into mower garage	Wooden ramp is past its useful life	2	$ 1,000	-	$ 1,250
Clear debris from weep holes located in concrete bleacher	Weep holes are blocked	3	$ 750	-	$ 1,000
Install new door and hardware at Utility Building on Cemetery Road	Existing door is deteriorated and doesn't lock properly	3	$ 2,000	-	$ 2,500
Adjust height of utility boxes	Utility boxes is asphalt walking path around track are tripping hazards	3	$ 2,500	-	$ 3,000
Remove abandoned wood utility pole remnants	Safety hazard	2	$ 4,500	-	$ 5,000
Replace Stadium flagpole lights	Existing light housing is broken	2	$ 1,500	-	$ 2,000
Grind metal supports for old scoreboard flush with the ground	Exposed portions of the old scoreboard are a safety hazard	3	$ 1,000	-	$ 1,200
Replace switch control arm on scoreboard sign	Existing switch arm is bent. Box missing safety lock-out	2	$ 250	-	$ 300
Backfill and re-seed around perimeter of tennis court fence	The soil has eroded and fence post bases are exposed	3	$ 2,000	-	$ 2,200
FIRE PROTECTION/PLUMBING					
Install wet pipe sprinkler system	Building currently does not have a system.	5	$100,000	-	$150,000
Add mixing valve for Field House water heater and repair controls	System has no mixing valve	1	$25,000	-	$30,000
Replace portions of underfloor sanitary system	Experiences backups during heavy use. Floor drain at ice maker backs up.	2	$100,000	-	$150,000
Install oil/water separator for Maintenance Building trench drain	System does not currently have one.	2	$75,000	-	$90,000
HVAC					
Replace Field House Lockers makeup air units		2	$80,000	-	$100,000
Add cooling in Press Box for sound system rack	Add cooling to increase life expectancy of equipment	3	$20,000	-	$30,000

ELECTRICAL					
Replace outdoor receptacles and other select areas	Exterior receptacles missing their weatherproof covers and do not have GFI protection (both in violation of code). Receptacles in the miscellaneous storage/garage buildings do not have GFI protection where required by code.	1	$7,500	-	$10,000
Replace battery packs in Maintenance Building	Units are beyond their expected service life.	2	$5,000	-	$7,500
Add emergency lighting stadium seating/bleacher area.	Area currently does not have emergency lighting.	1	$25,000	-	$35,000
Add wireless network connectivity	Current availability is very poor	2	$10,000	-	$15,000
Replace public address/sound system	Existing system produces noticeable echoes and is difficult to hear/understand from the visitor bleachers.	3	$40,000	-	$50,000
Install access control system	There currently is no system	5	$20,000	-	$25,000
Replace and expand video surveillance system	Current coverage is limited with blind spots and some cameras do not function	2	$10,000	-	$20,000

PRIORITY SCALE
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5 - PREVENTATIVE MAINTENANCE (OWN STAFF)

Included in 1-Year plan

Included in 3-Year plan

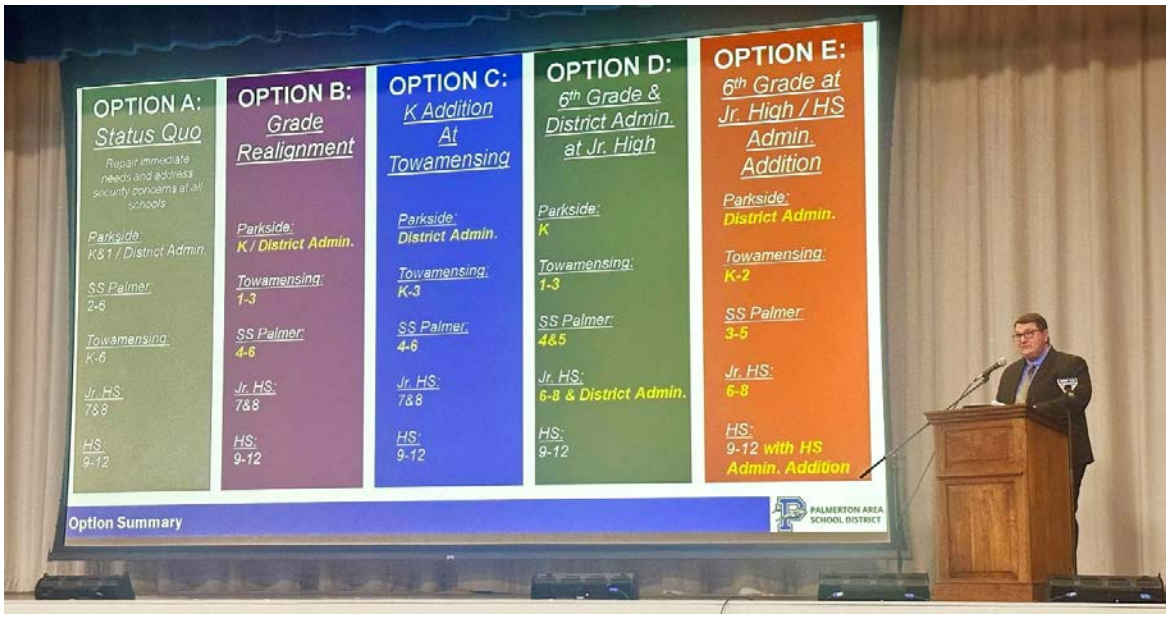
TOTALS			
Priority 1 Subtotal	$ 57,500	-	$ 75,000
Priority 2 Subtotal	$ 304,450	-	$ 412,100
Priority 3 Subtotal	$ 104,750	-	$ 134,200
Priority 4 Subtotal	$ -	-	$ -
Priority 5 Subtotal	$ 120,000	-	$ 175,000
Grand Total	$ 586,700	-	$ 796,300

OPTIONS AND OPPORTUNITIES

RLPS Architects generated initial options based on data collected and analysis completed in the previous phases of the study process. These initial options served as a springboard for discussion within the Steering Committee. The greatest immediate need was to solve the security issues at the Senior High School. The Senior High School has been in operation since it's construction without a secure entry vestibule, allowing visitors to enter the building and have access to the Lobby, Gymnasium and Auditorium without being properly vetted by District staff. After addressing the Senior High School security issues, it was clear from the data collected, the greatest need and impact would focus on the elementary level, specifically providing space for Special Education Programs and Small Group Instruction.

All options discussed throughout the process included opportunities and challenges at each level. Steering Committee meetings included reviewing all options, even unpopular directions, to make sure that every possible option was discussed and given a fair evaluation using the Options Matrix.

Options of scenarios of grade configuration, grade alignments and building capacities and organization were discussed monthly from June 2024 through November 2024 with the Steering Committee. Feedback was received from the public at the Town Hall Meeting on October 22, 2024. The public's feedback was overwhelmingly in support of keeping Community Schools, similar to the current grade configuration. The public input was addressed and additional options were developed which keep Community Schools.



Town Hall Meeting, October 22, 2024

OPTIONS WHICH KEEP "COMMUNITY SCHOOLS"

OPTION A:
Status Quo

Repair immediate needs and address security concerns at all schools

Parkside:
K&1 / District Admin.

SS Palmer:
2-6

Towamensing:
K-6

Jr. HS:
7&8

HS:
9-12

OPTION F:
6th Grade Addition at Junior High

Parkside:
K&1 / District Admin.

SS Palmer:
2-5

Towamensing:
K-5

Jr. HS:
6-8

HS:
9-12

OPTION G:
Move K&1 out of Parkside, New K&1 Building for Parkside Students

Parkside:
District Admin.

New K&1 School
***K&1** (Parkside Students)*

SS Palmer:
2-6

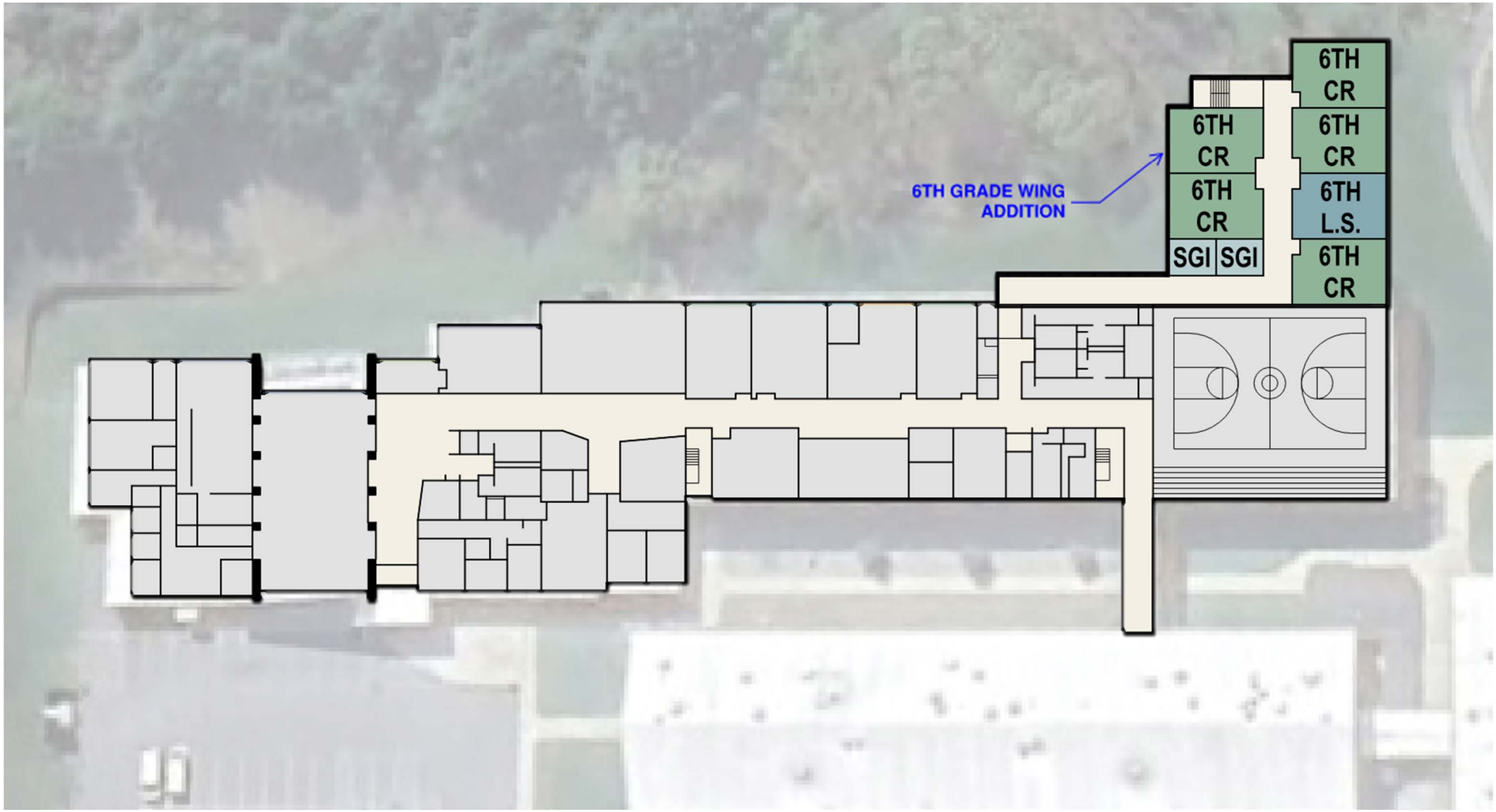
Towamensing:
K-6

Jr. HS:
7&8

HS:
9-12

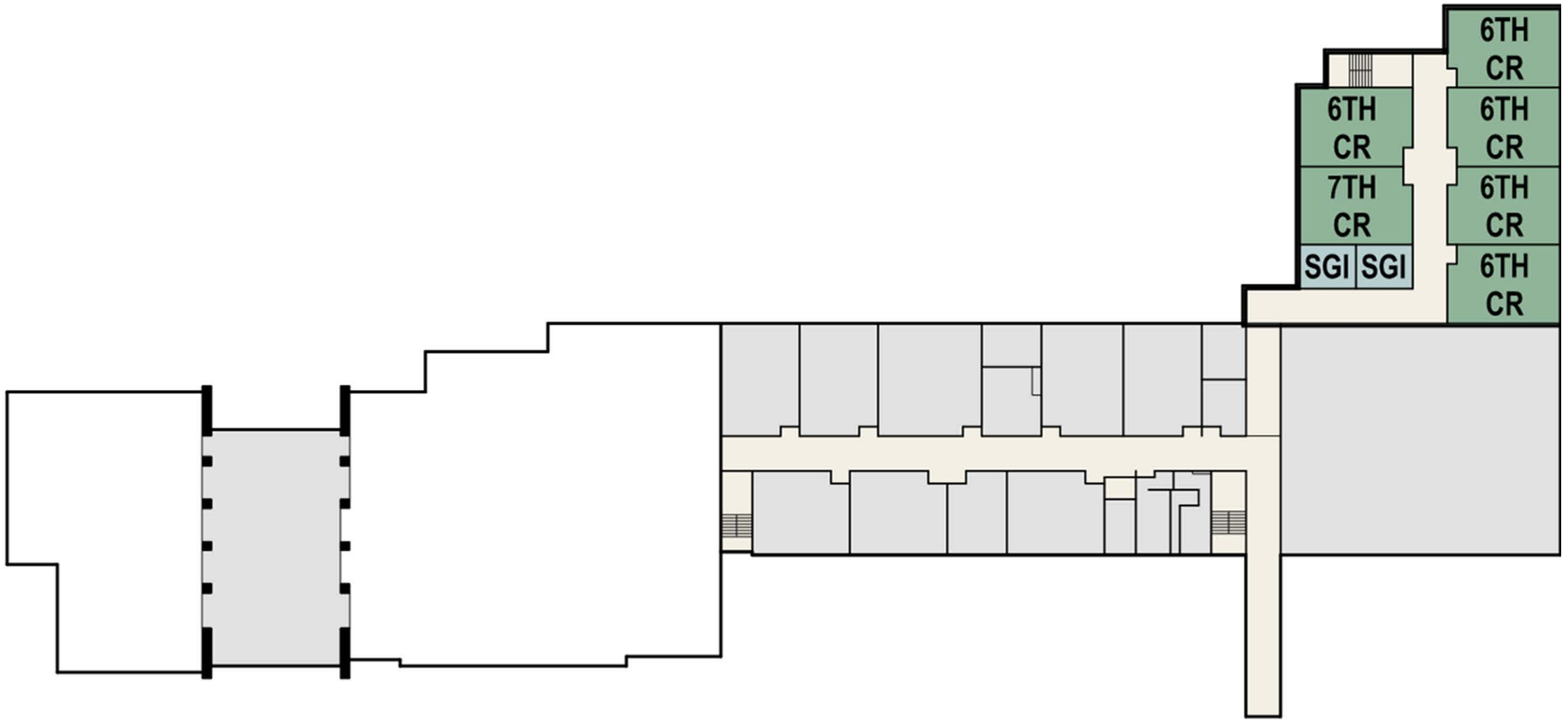
Option G was reviewed by the Steering Committee, but was dismissed because the only available land to build the K&1 School on is 7th Street Field. PASD previously looked at developing this property and received tremendous negative pushback from the public.

OPTION SUMMARY



Junior High School – First Floor – (8,000 SF addition)

OPTION F: 6TH GRADE ADDITION AT JR. HS



Junior High School – Second Floor – (8,000 SF addition)

OPTION F: 6TH GRADE ADDITION AT JR. HS

OPTION G: NEW K&1 BUILDING FOR PARKSIDE STUDENTS (1-STORY)

GRADE REALIGNMENT OPTIONS

OPTION B: *Grade Realignment*

Parkside:
K / District Admin.

Towamensing:
1-3

SS Palmer:
4-6

Jr. HS:
7&8

HS:
9-12

OPTION C: *K Addition At Towamensing*

Parkside:
District Admin.

Towamensing:
K-3

SS Palmer:
4-6

Jr. HS:
7&8

HS:
9-12

OPTION D: *6th Grade & District Admin. at Jr. High*

Parkside:
K

Towamensing:
1-3

SS Palmer:
4&5

Jr. HS:
6-8 & District Admin.

HS:
9-12

OPTION E: *6th Grade at Jr. High / HS Admin. Addition*

Parkside:
District Admin.

Towamensing:
K-2

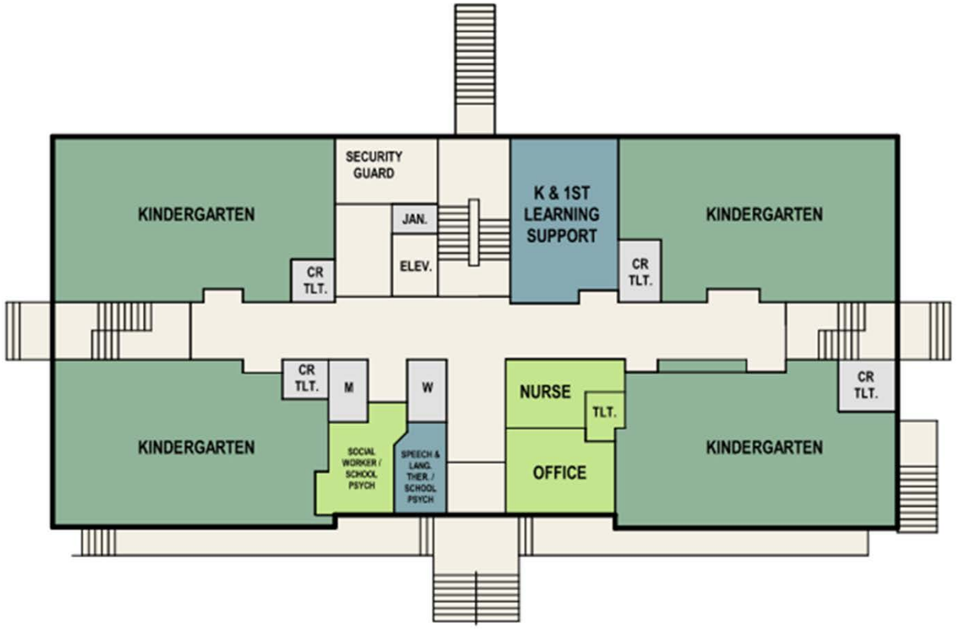
SS Palmer:
3-5

Jr. HS:
6-8

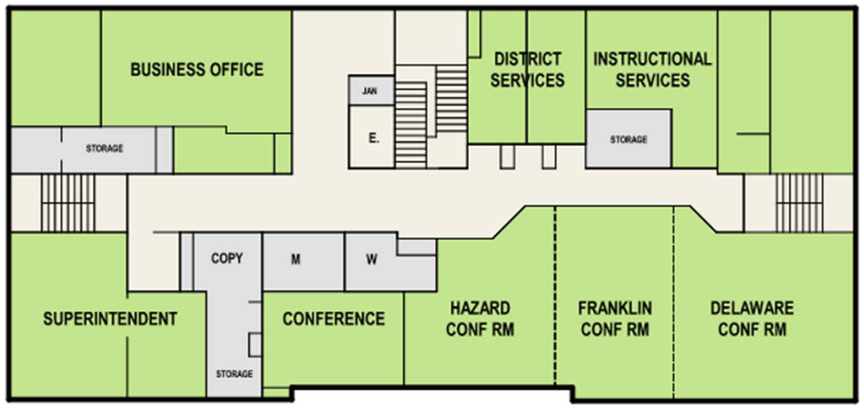
HS:
9-12 ***with HS Admin. Addition***

Option D was reviewed by the Steering Committee, but was dismissed because the existing Junior High School site cannot support both a 6th Grade Addition and a District Administration Addition due to site utility locations and impervious surface limitations.

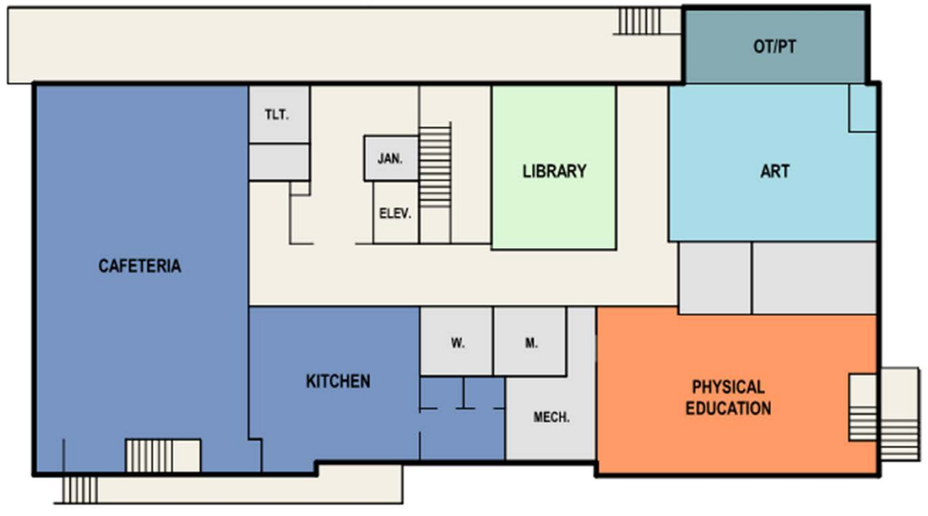
OPTION SUMMARY



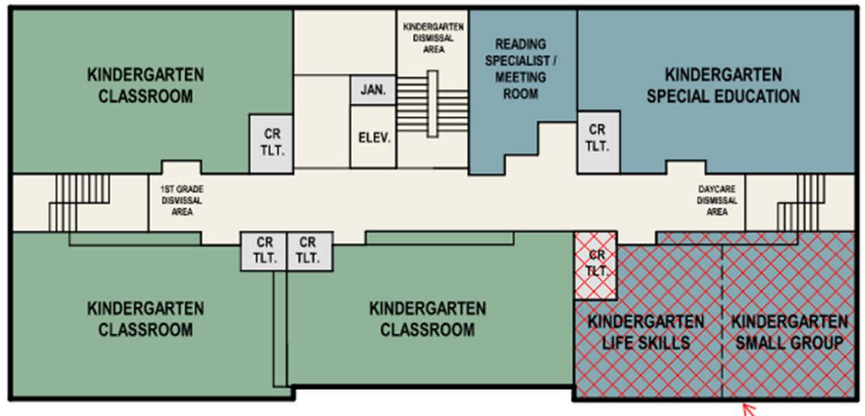
Parkside – First Floor



Parkside – Third Floor – (no change)

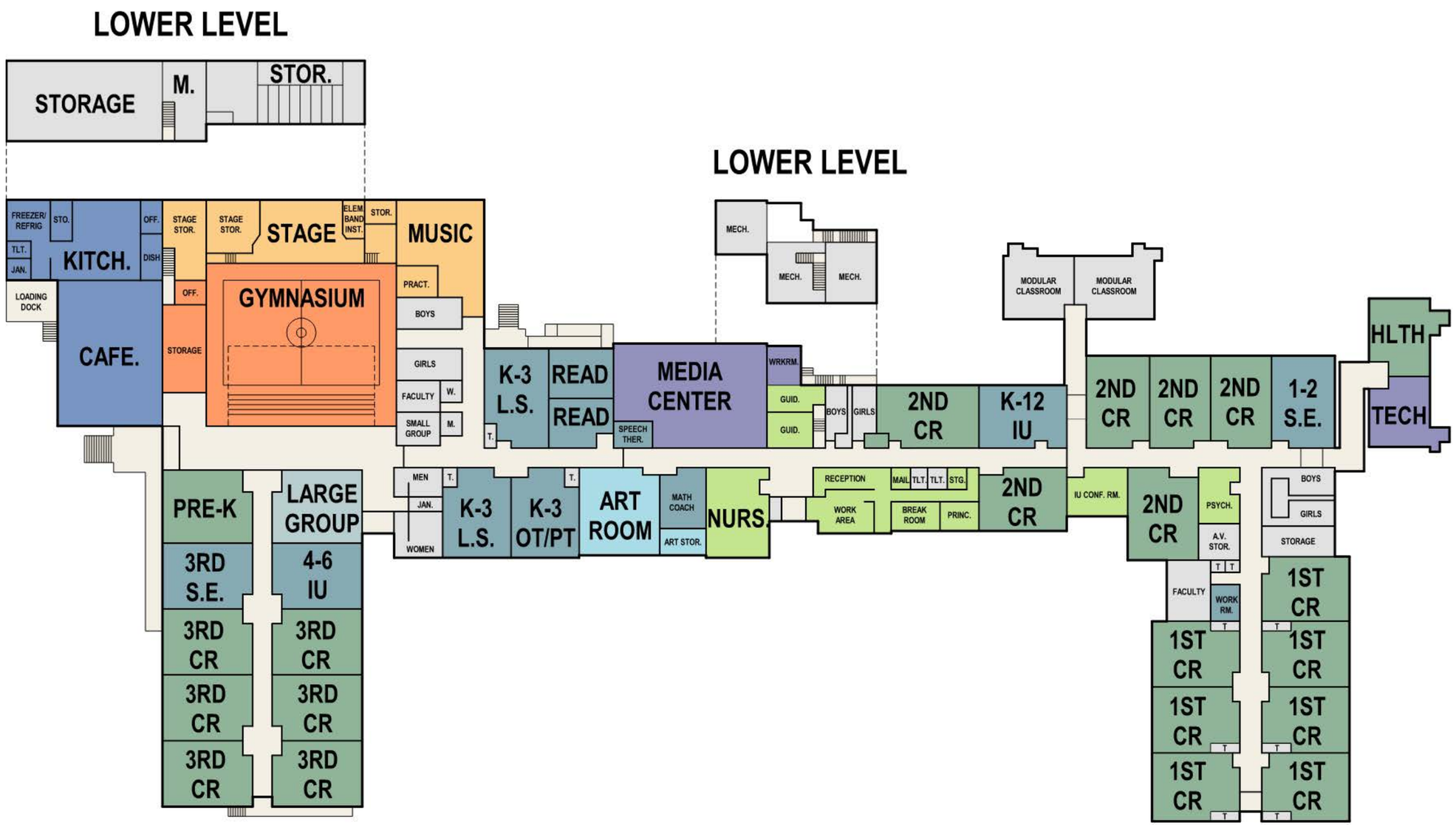


Parkside – Ground Floor – *(no change)*



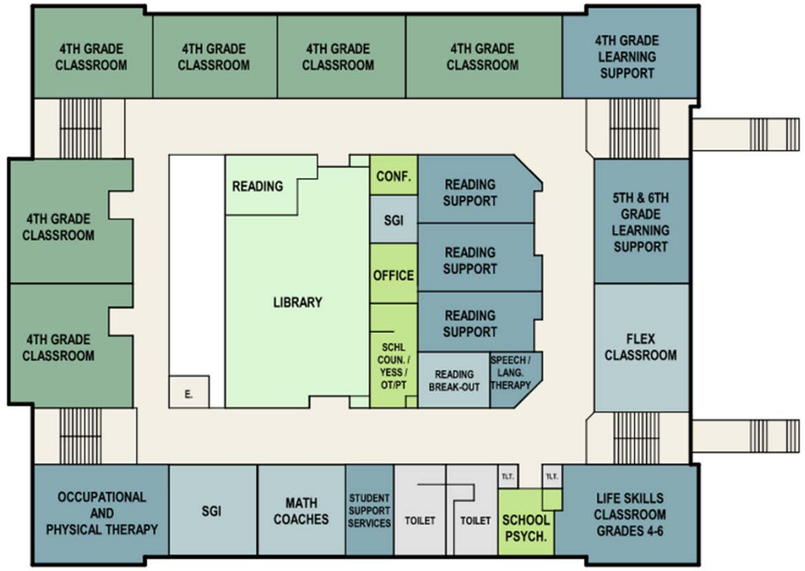
Parkside – Second Floor

OPTION B: GRADE REALIGNMENT - PARKSIDE: KINDERGARTEN / DISTRICT ADMIN.

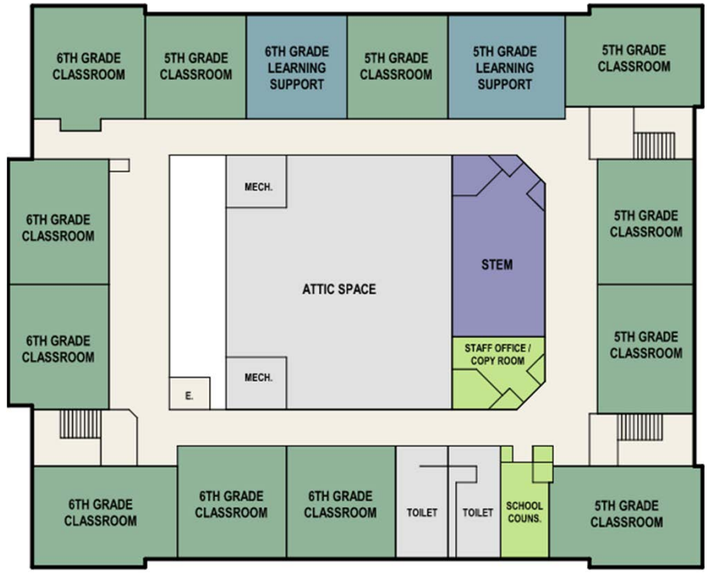


Towamensing – First Floor

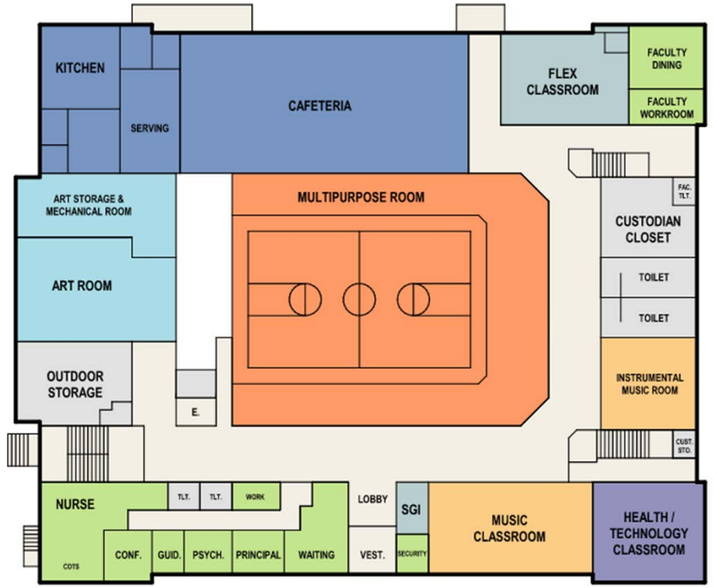
OPTION B: GRADE REALIGNMENT - TOWAMENSING: GRADES 1, 2 & 3



S.S. Palmer – Second Floor



S.S. Palmer – Third Floor

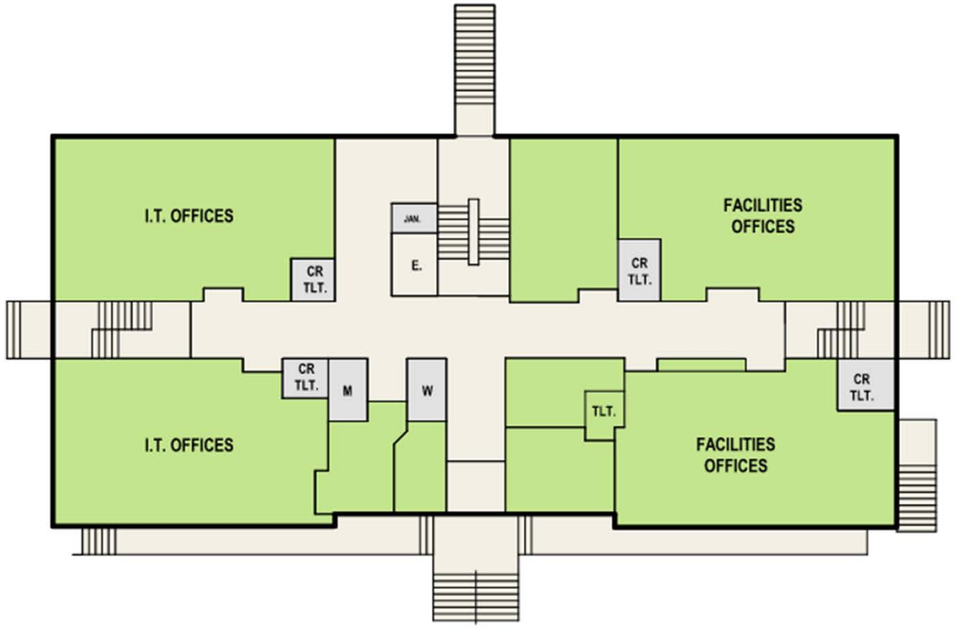


S.S. Palmer – First Floor - ***(no change)***

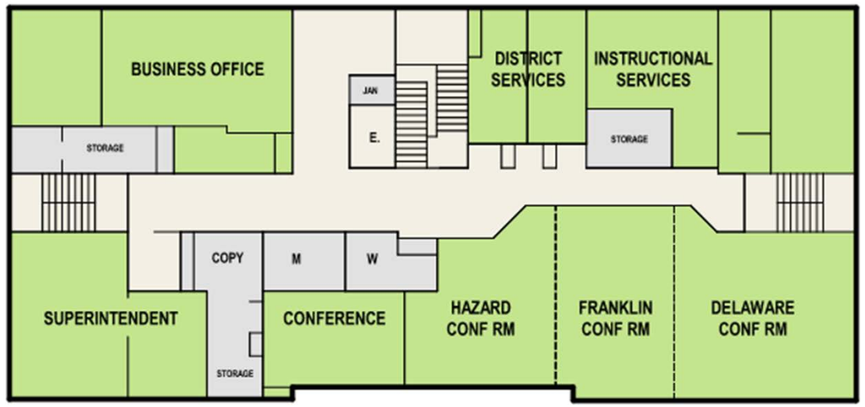
OPTION B: GRADE REALIGNMENT - S.S. PALMER: GRADES 4, 5 & 6

Senior High School – First Floor

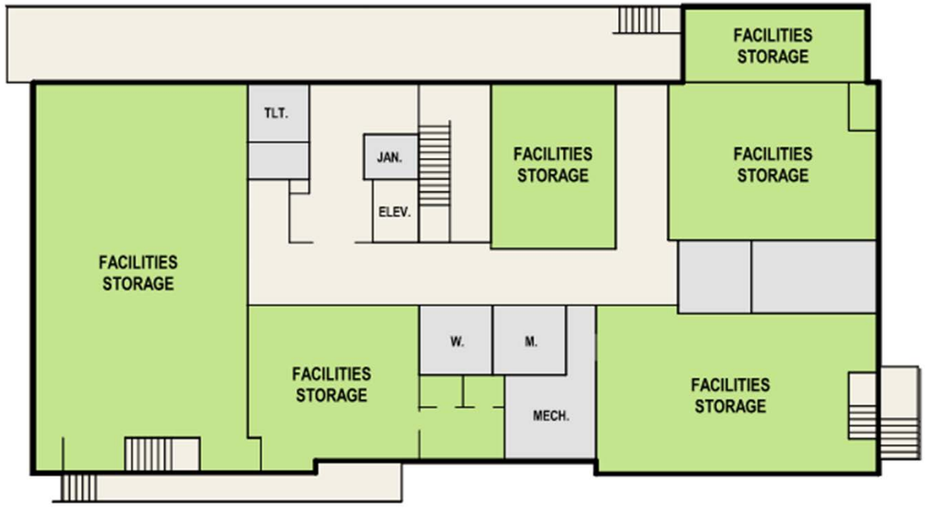
OPTION B: GRADE REALIGNMENT - SENIOR HIGH SCHOOL: GRADES 9-12



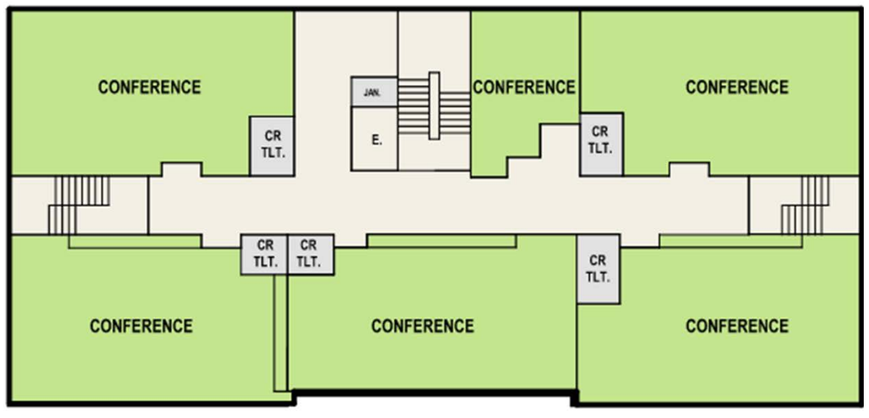
Parkside – First Floor



Parkside – Third Floor

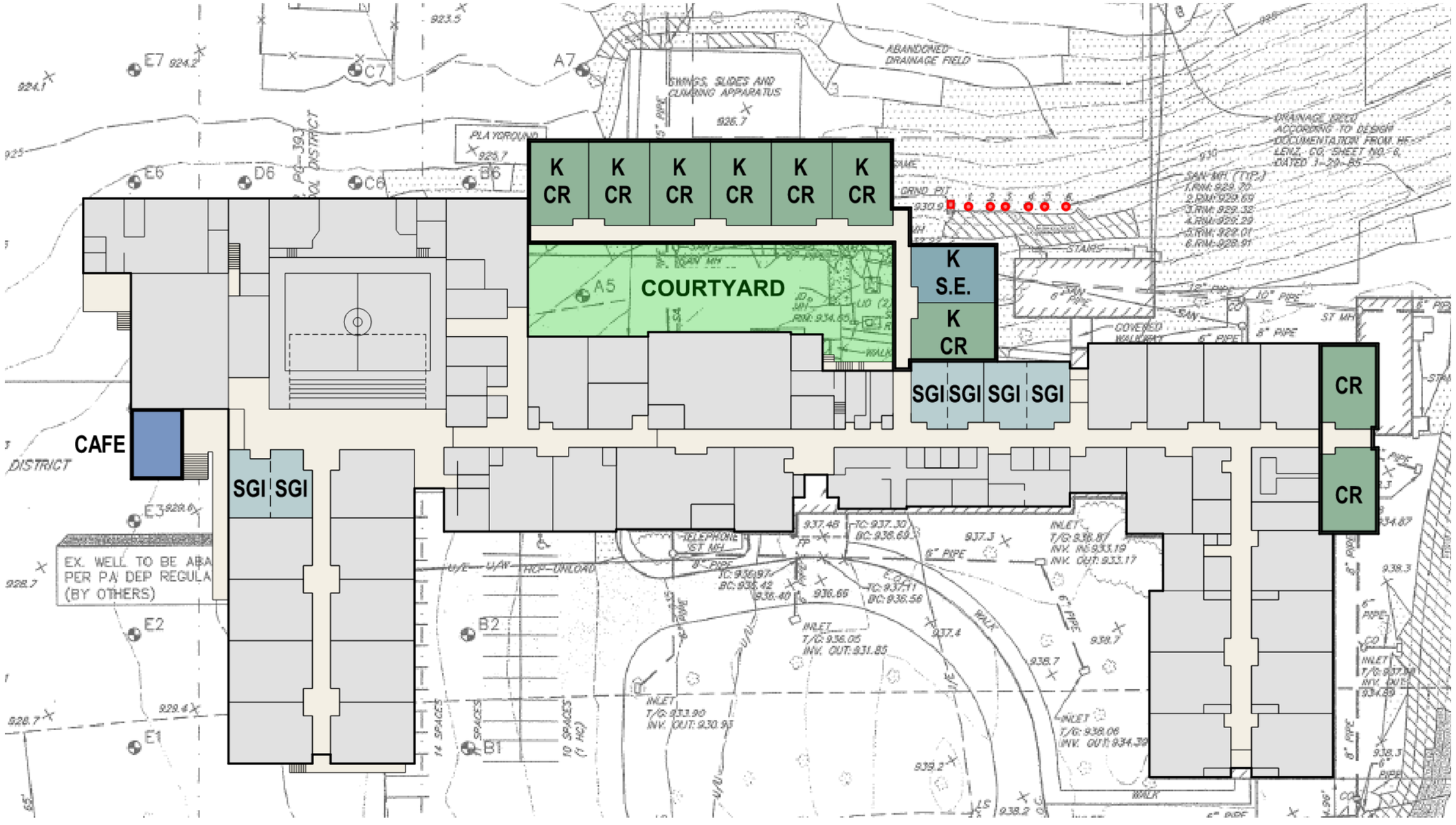


Parkside – Ground Floor



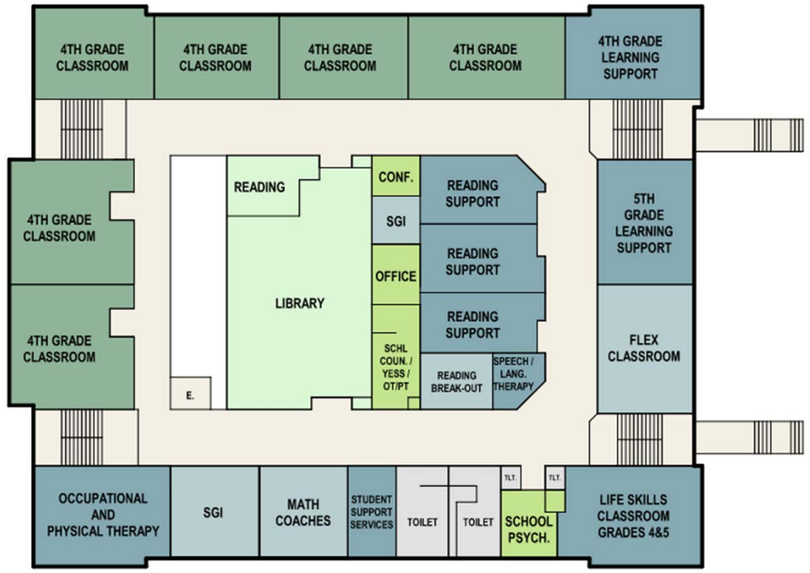
Parkside – Second Floor

OPTION C: K ADDITION AT TOWAMENSING - PARKSIDE: DISTRICT ADMINISTRATION



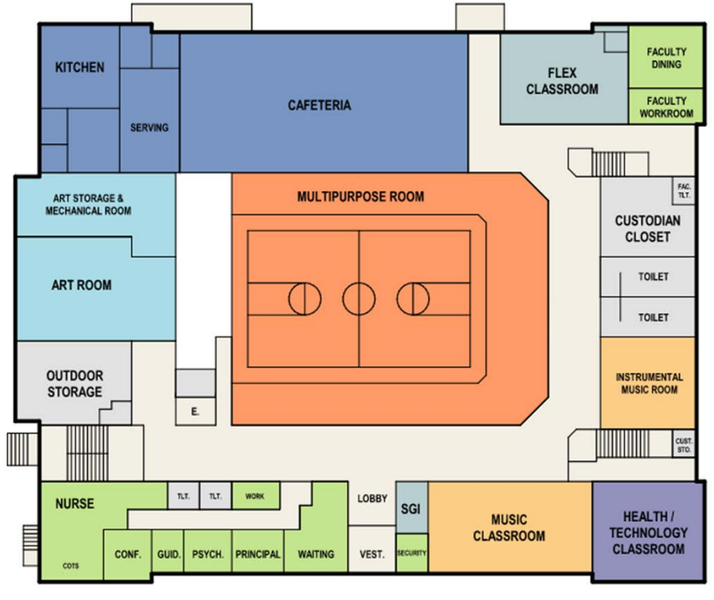
Towamensing – First Floor

OPTION C: K ADDITION AT TOWAMENSING - TOWAMENSING: GRADES 1, 2 & 3



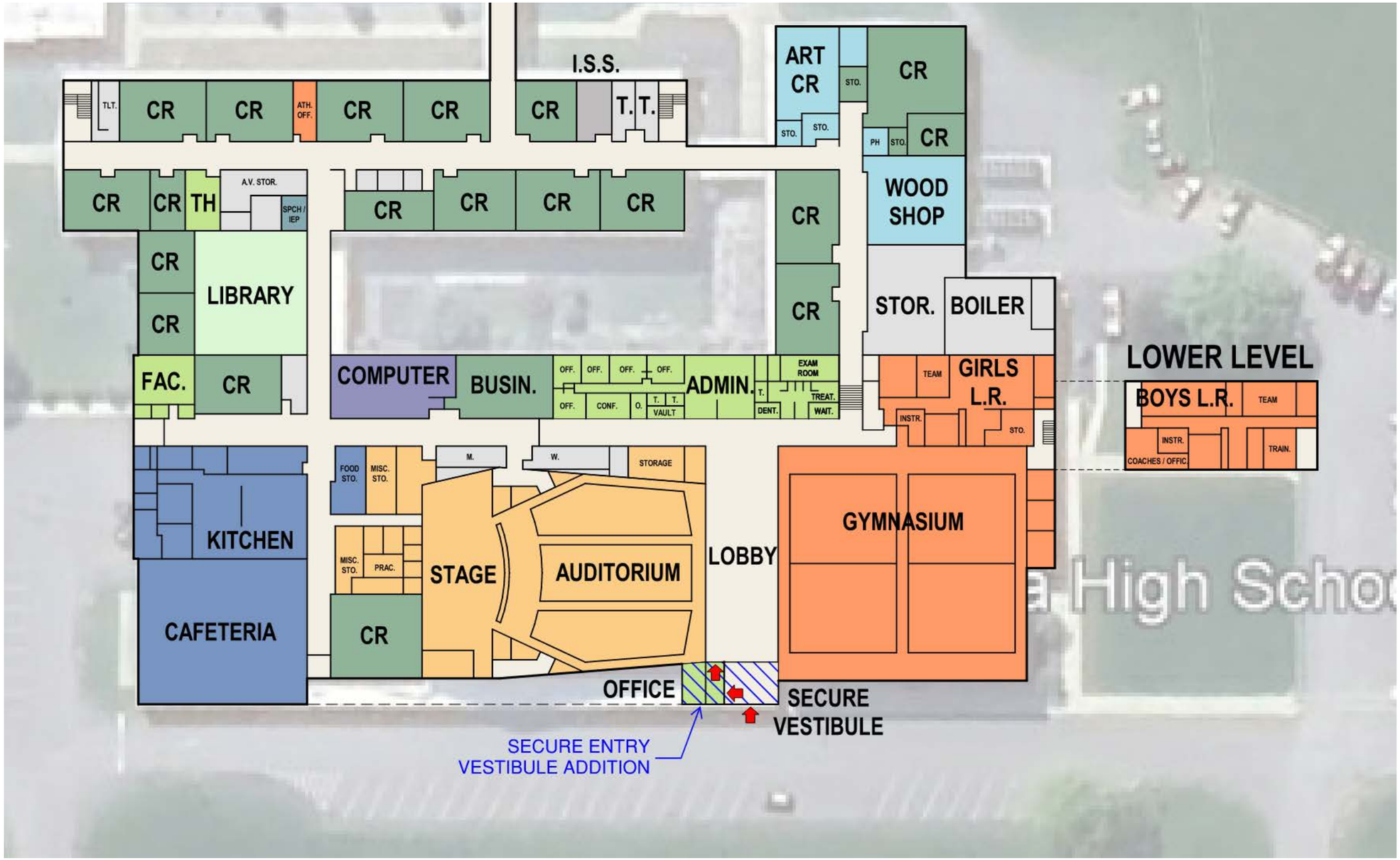
S.S. Palmer – Second Floor

S.S. Palmer – Third Floor



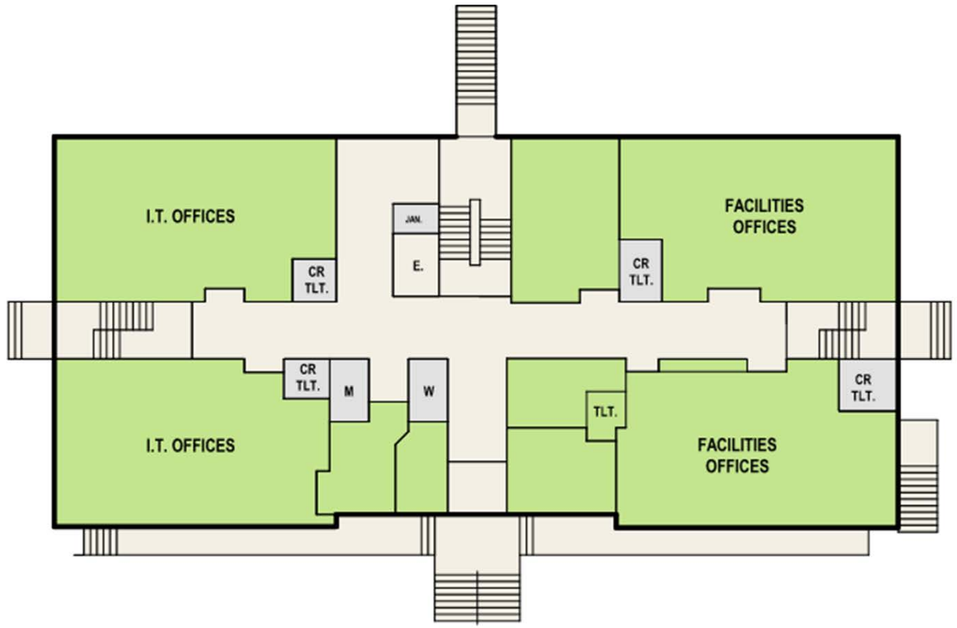
S.S. Palmer – First Floor

OPTION C: K ADDITION AT TOWAMENSING - S.S. PALMER: GRADES 4-6

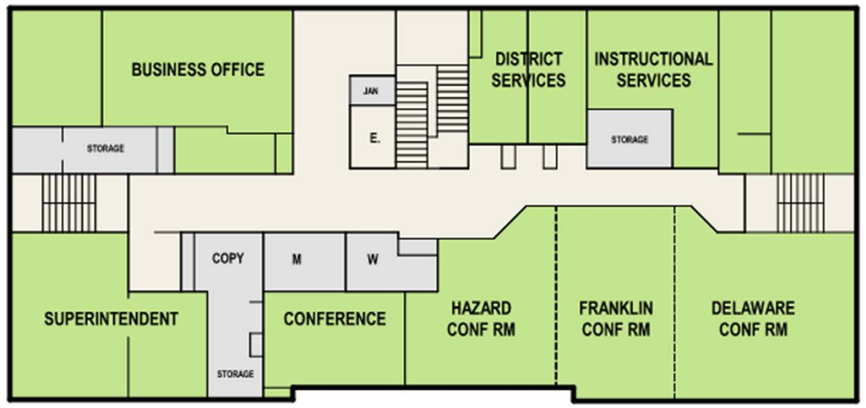


Senior High School – First Floor

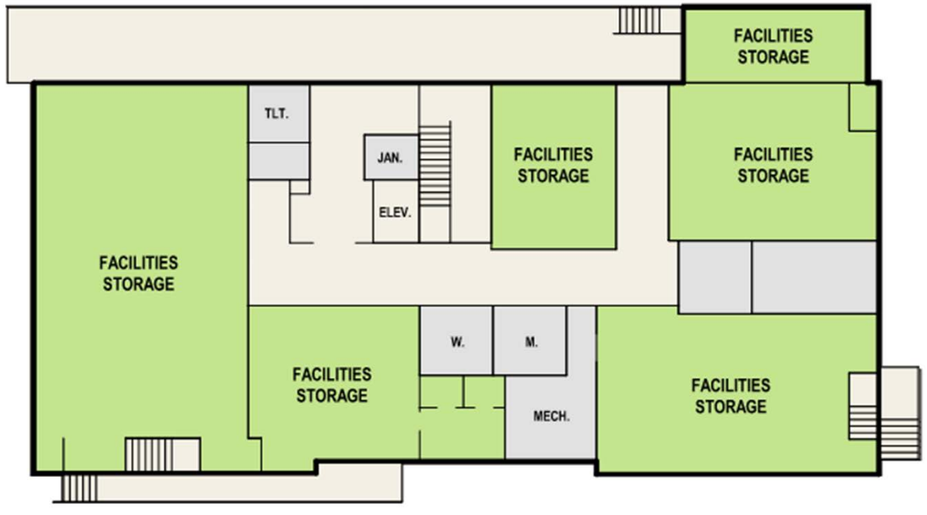
OPTION C: K ADDITION AT TOWAMENSING - SENIOR HIGH SCHOOL: GRADES 9-12



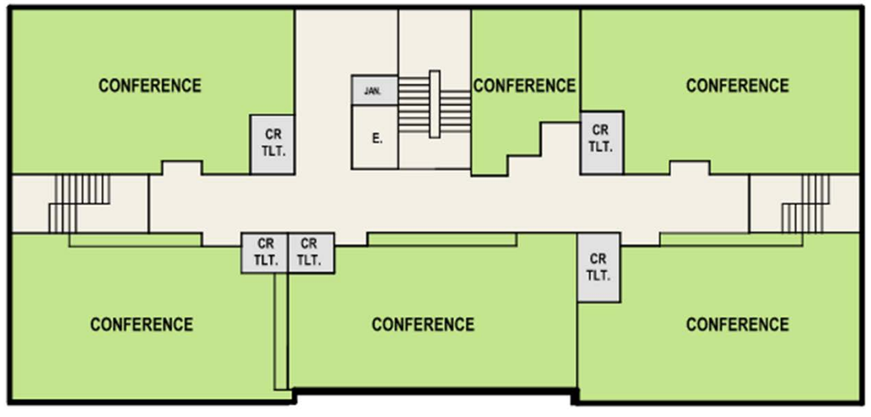
Parkside – First Floor



Parkside – Third Floor

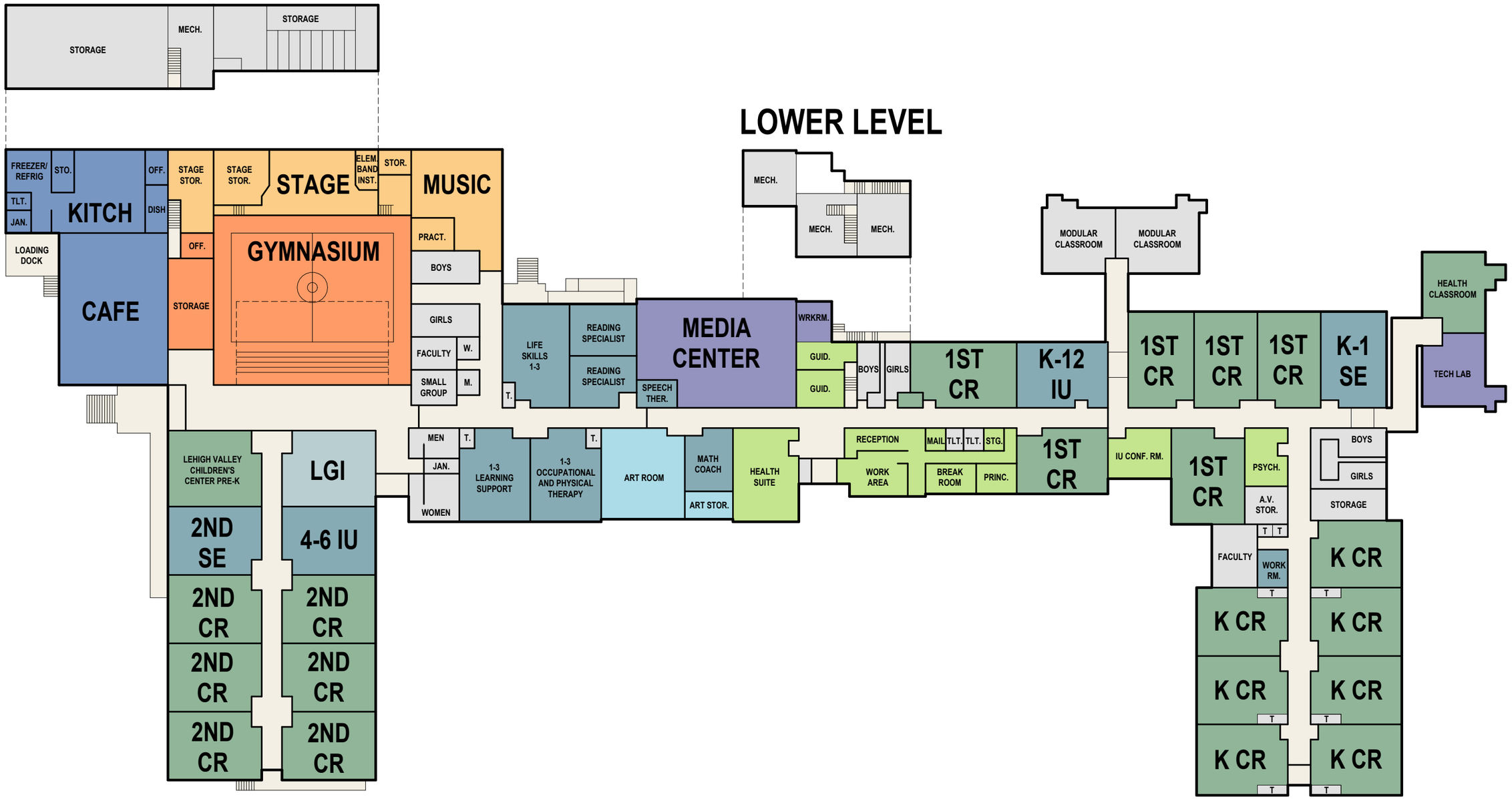


Parkside – Ground Floor

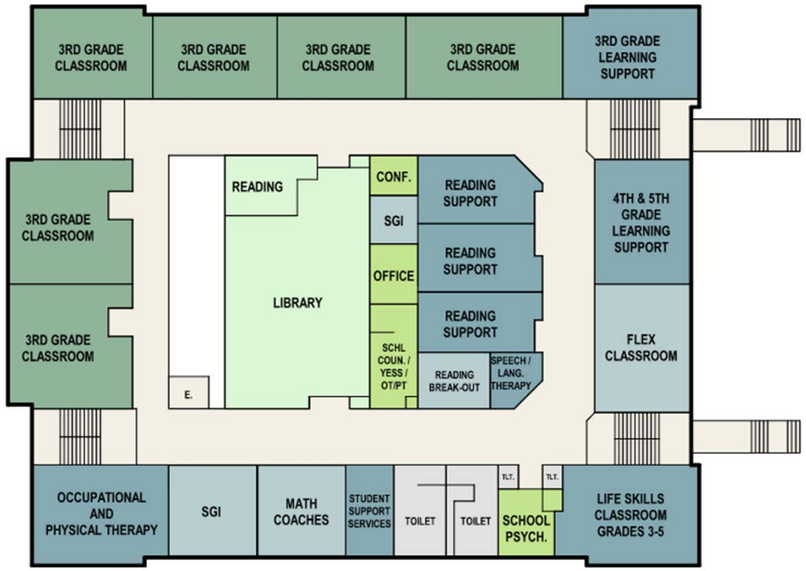


Parkside – Second Floor

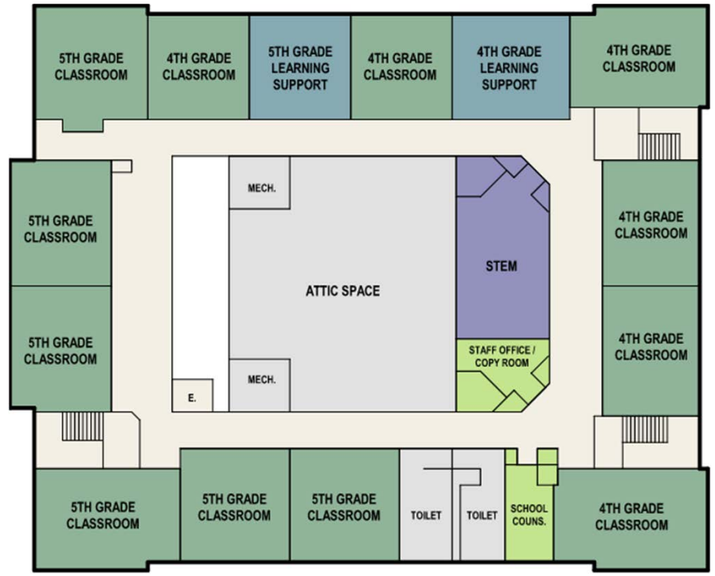
OPTION E: 6TH GRADE AT JR. HS / ADMIN ADDITION AT HS - PARKSIDE: DISTRICT ADMIN.



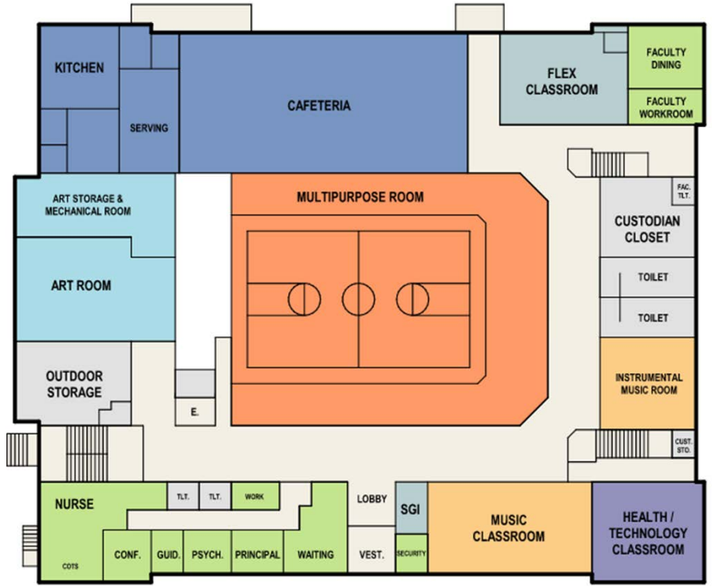
OPTION E: 6TH GRADE AT JR. HS / ADMIN ADDITION AT HS - TOWAMENSING: GRADES K-2



S.S. Palmer – Second Floor

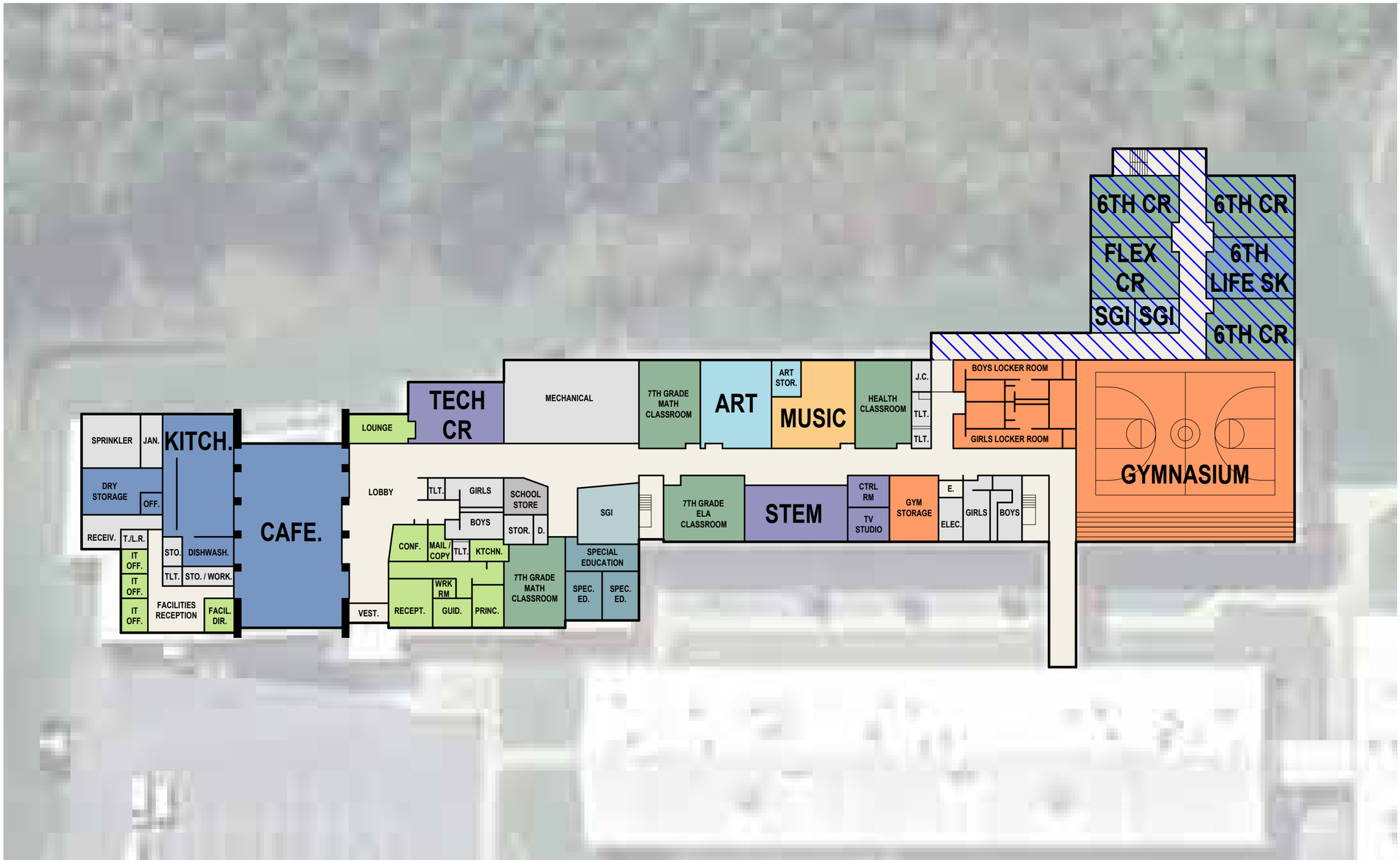


S.S. Palmer – Third Floor

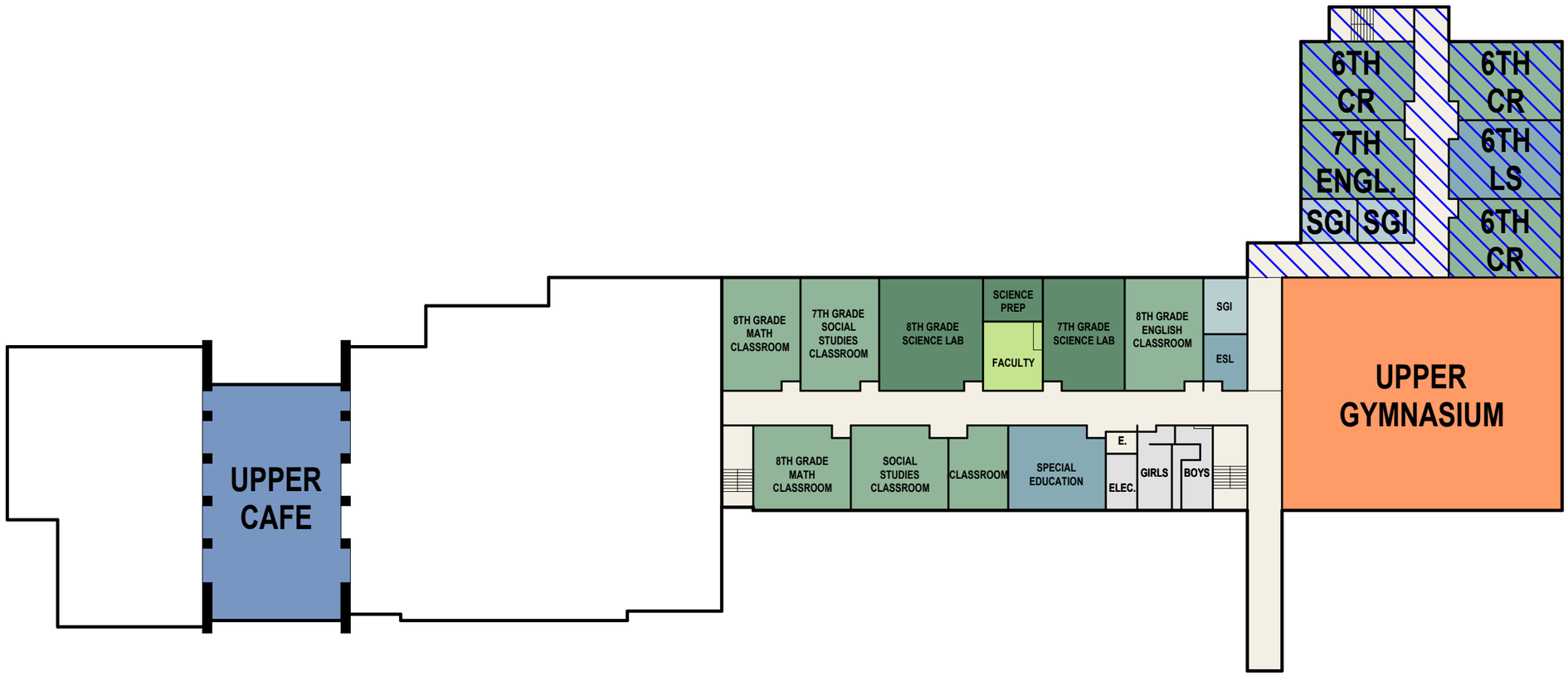


S.S. Palmer – First Floor

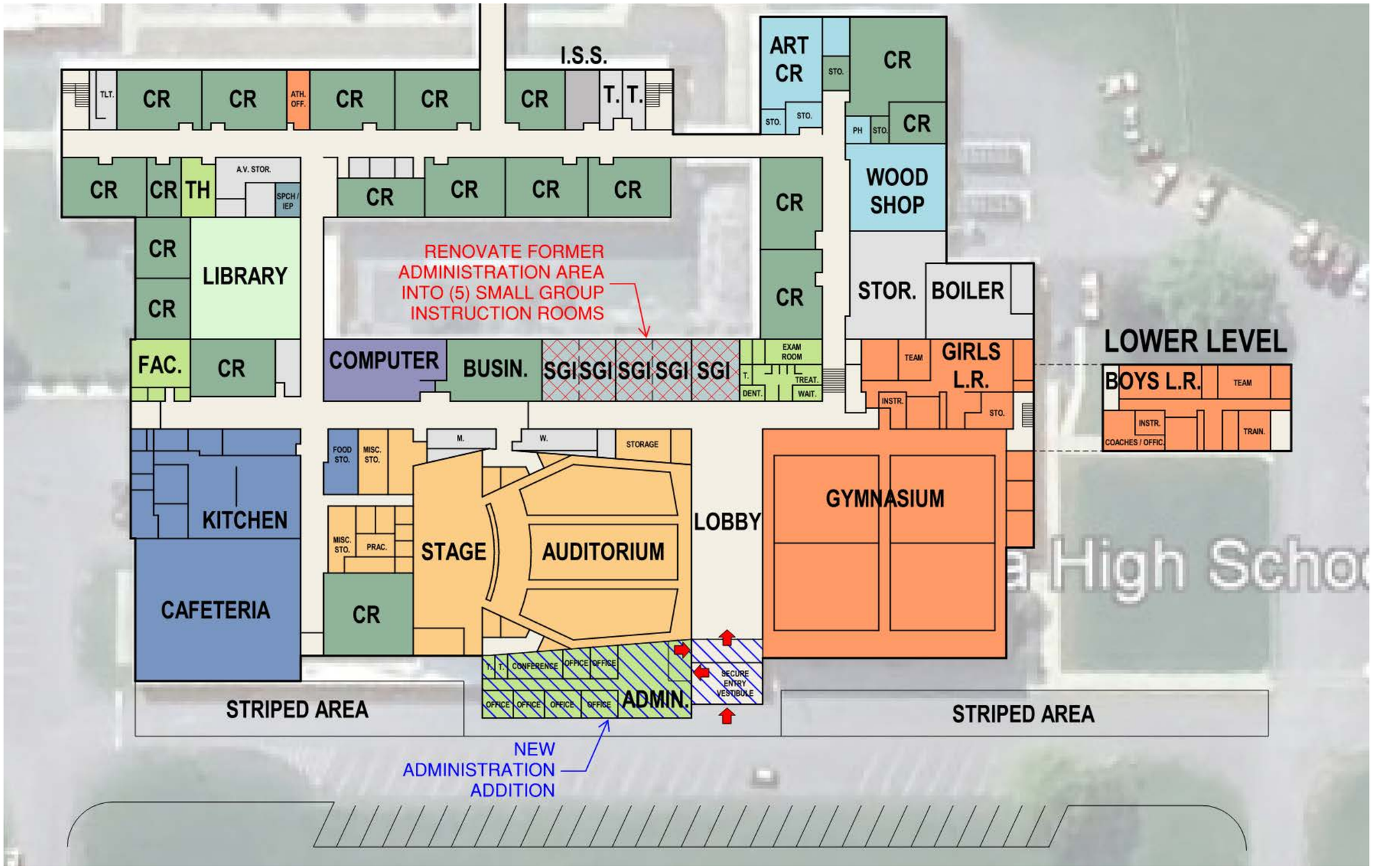
OPTION E: 6TH GRADE AT JR. HS / ADMIN ADDITION AT HS - S.S. PALMER: GRADES 3-5



OPTION E: 6TH GRADE AT JR. HS / ADMIN ADDITION AT HS - JUNIOR HIGH SCHOOL: GRADES 7 & 8



OPTION E: 6TH GRADE AT JR. HS / ADMIN ADDITION AT HS - JUNIOR HIGH SCHOOL: GRADES 7 & 8



OPTION E: 6TH GRADE AT JR. HS / ADMIN ADDITION AT HS - SENIOR HIGH SCHOOL: GRADES 9-12

STEERING COMMITTEE RECOMMENDATION

Combined Option B, Option C and Partial Option E

INCLUDES GRADE REALIGNMENT

1-YEAR PLAN:

Grade Realignment & Secure Entry at High School

Parkside:
K / District Admin.

Towamensing:
1-3

SS Palmer:
4-6

Jr. HS:
7&8

HS:
9-12
(with Secure Entry)

3-YEAR PLAN:

Kindergarten Addition at Towamensing

Parkside:
District Admin. (Renovation)

Towamensing:
K-3 (K Addition)

SS Palmer:
4-6

Jr. HS:
7&8

HS:
9-12
(with Secure Entry)

5-YEAR PLAN:

High School Administration Addition

Parkside:
District Admin.

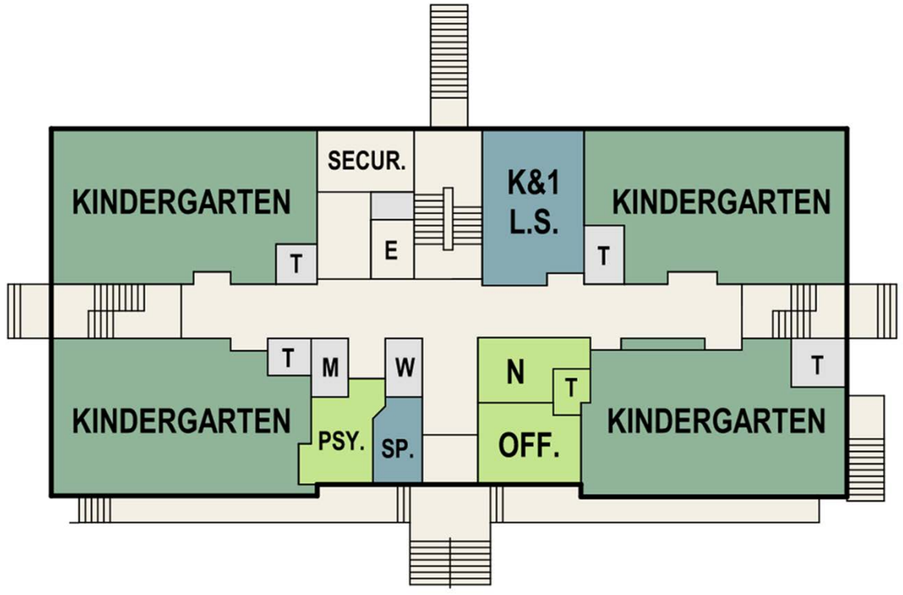
Towamensing:
K-3

SS Palmer:
4-6

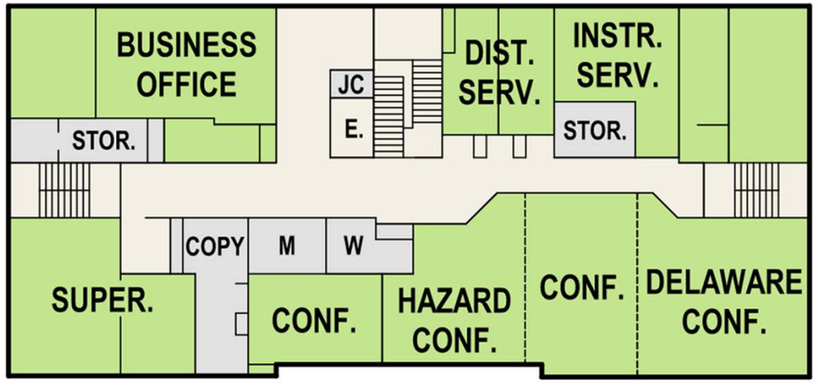
Jr. HS:
7&8

HS:
9-12 ***(with HS Admin. Addition)***

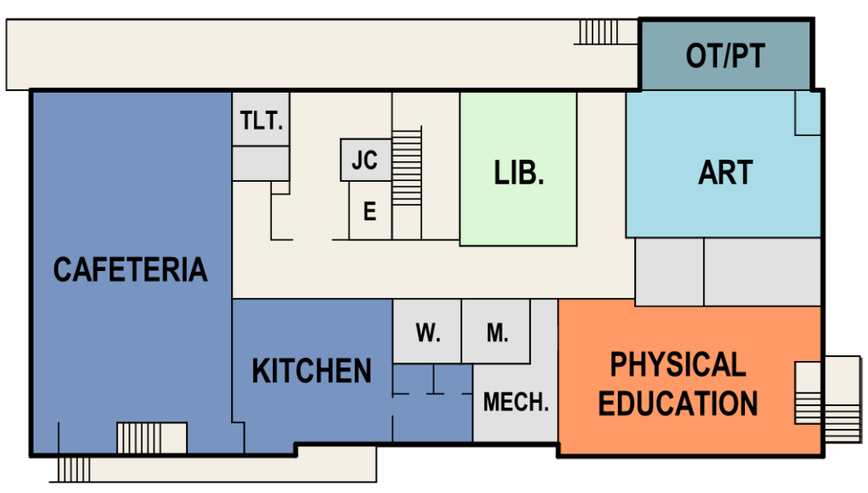
OPTION SUMMARY



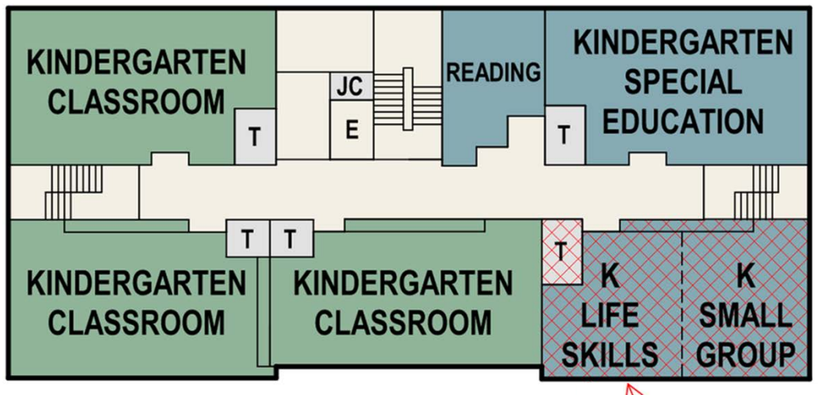
Parkside – First Floor **Realignment of Classrooms**



Parkside – Third Floor – (no change)



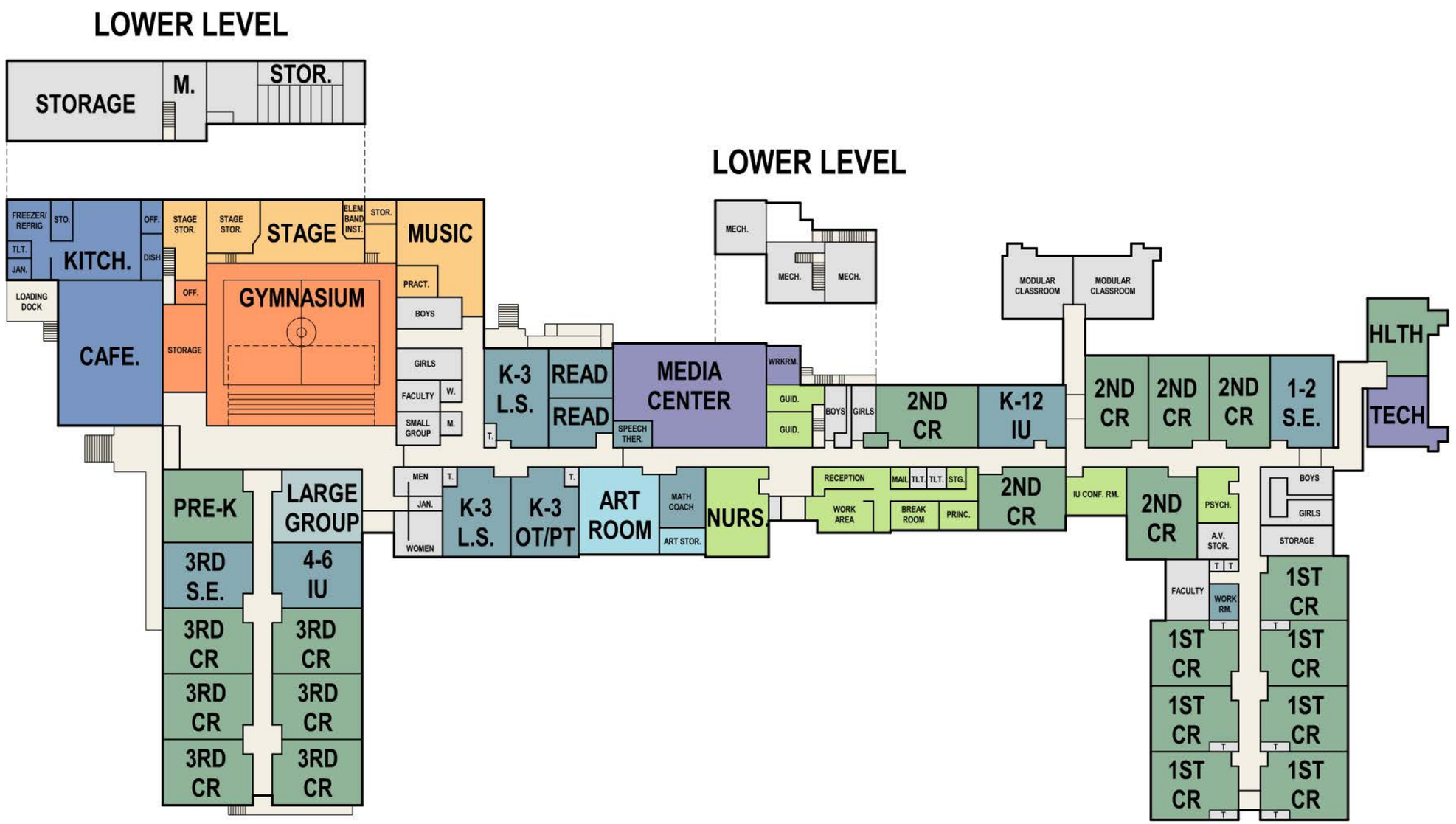
Parkside – Ground Floor – *(no change)*



Parkside – Second Floor

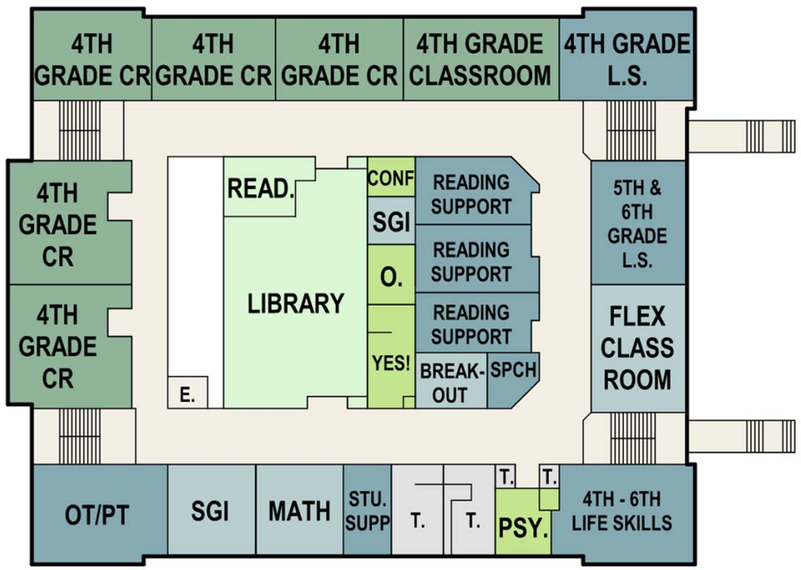
Realignment of Classrooms/Renovation

1 YEAR PLAN: GRADE REALIGNMENT - PARKSIDE: KINDERGARTEN / DISTRICT ADMIN.



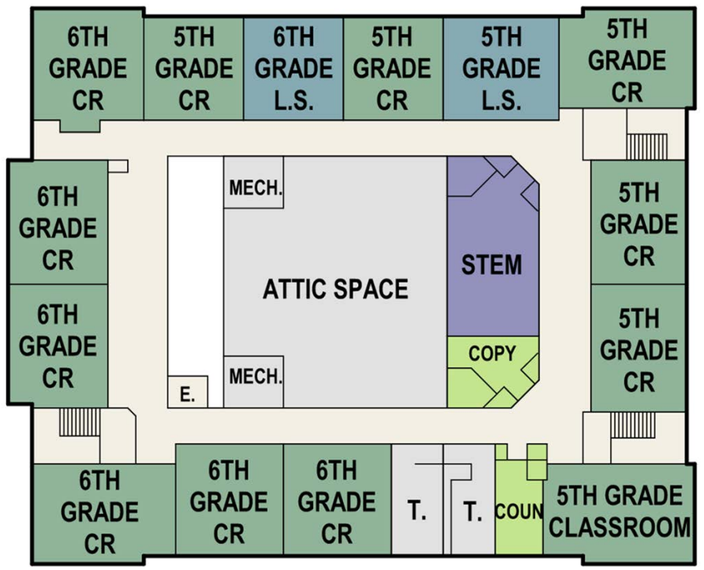
Towamensing – First Floor **Realignment of Classrooms**

1 YEAR PLAN: GRADE REALIGNMENT - TOWAMENSING: GRADES 1, 2 & 3



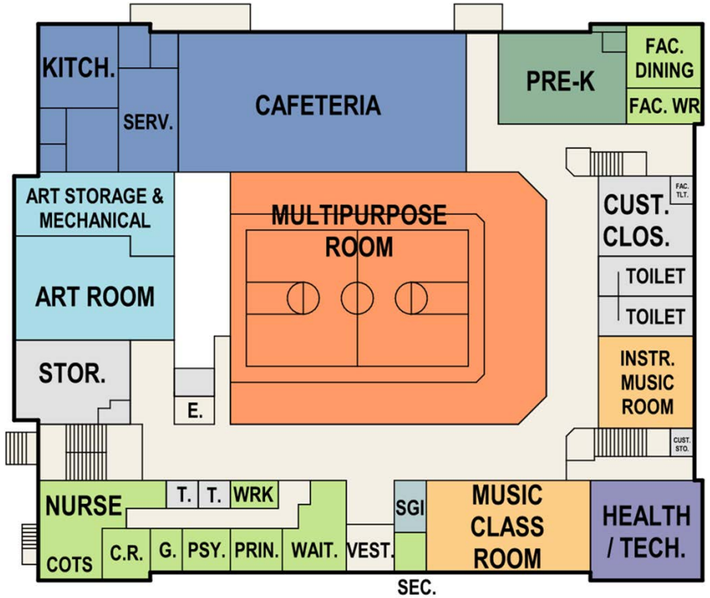
S.S. Palmer – Second Floor

Realignment of Classrooms



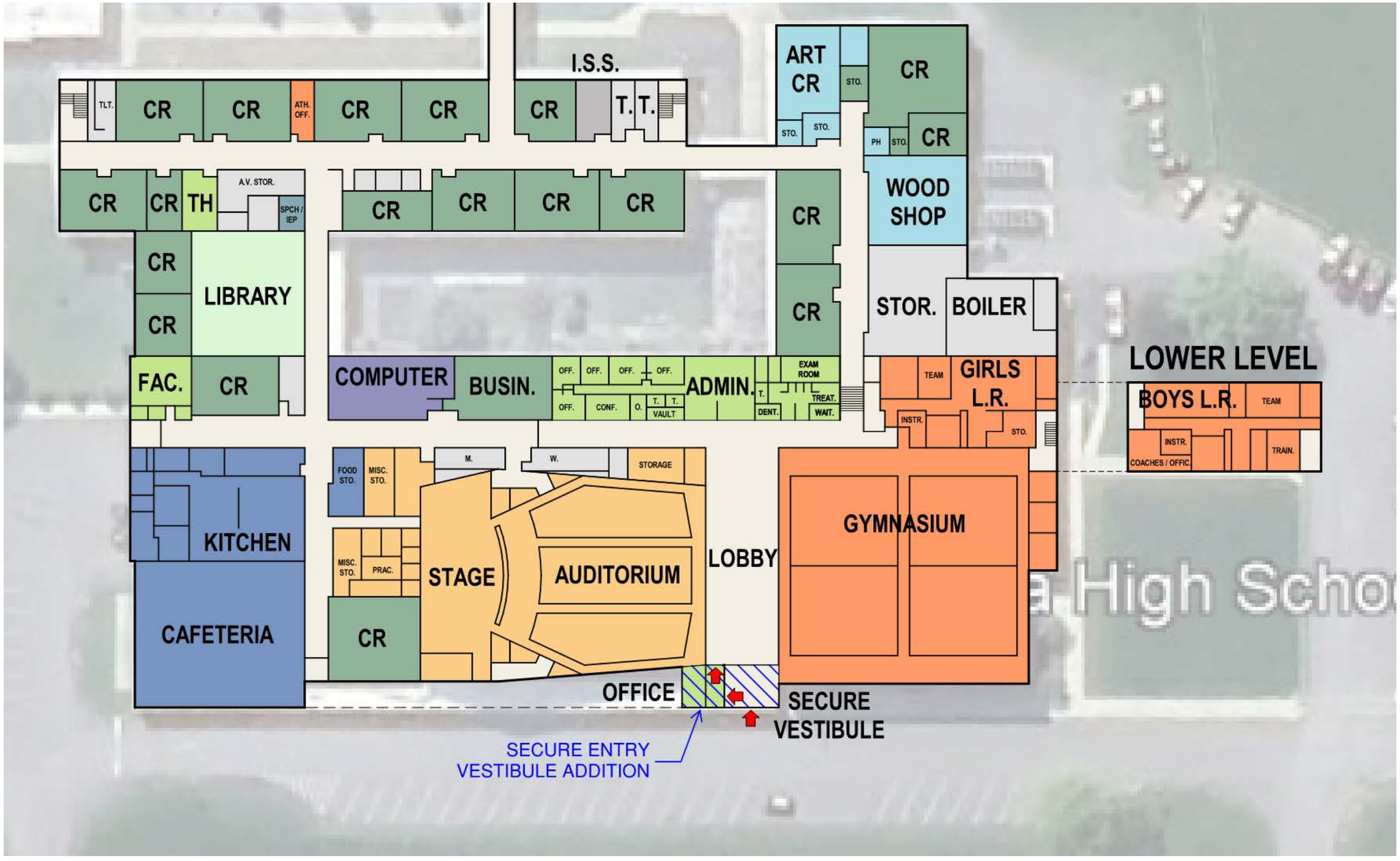
S.S. Palmer – Third Floor

Realignment of Classrooms

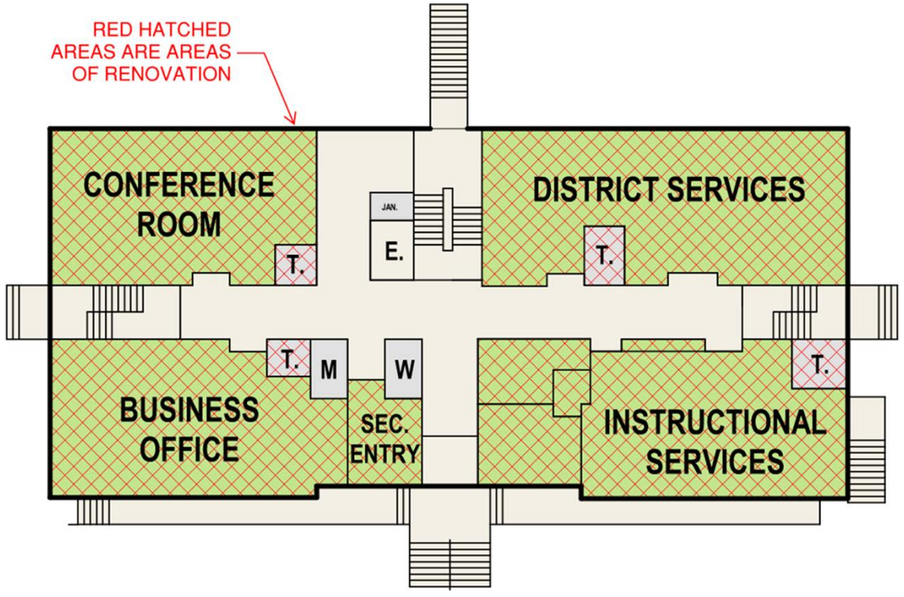


S.S. Palmer – First Floor - *(no change)*

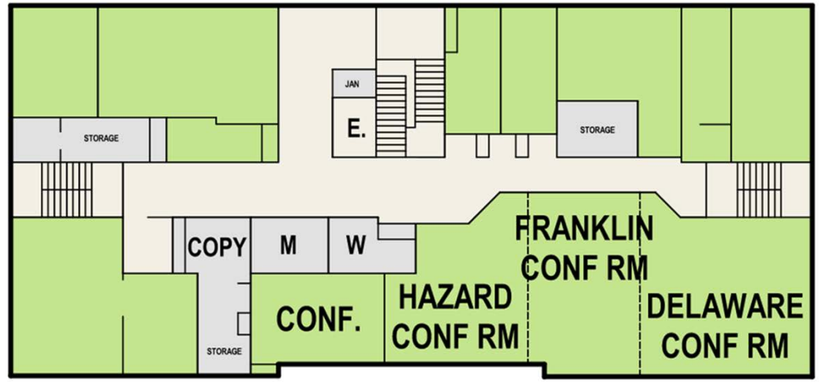
1 YEAR PLAN: GRADE REALIGNMENT - PARKSIDE: KINDERGARTEN / DISTRICT ADMIN.



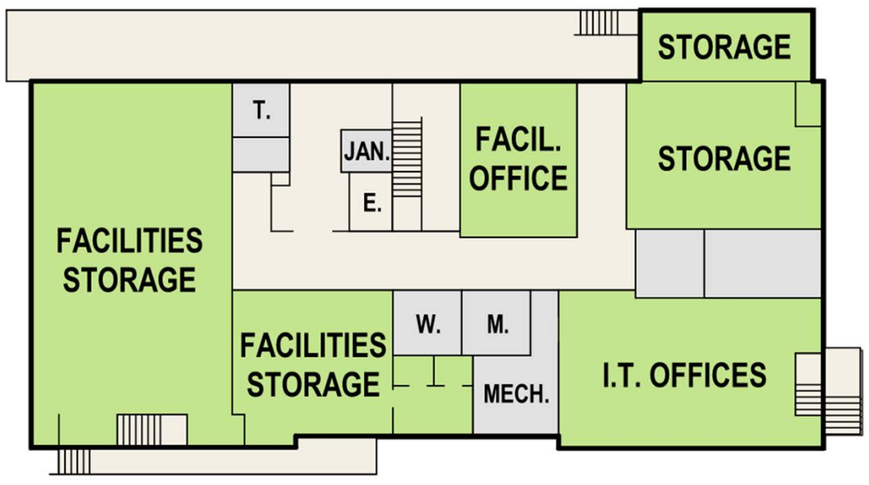
1 YEAR PLAN: GRADE REALIGNMENT - TOWAMENSING: GRADES 1, 2 & 3



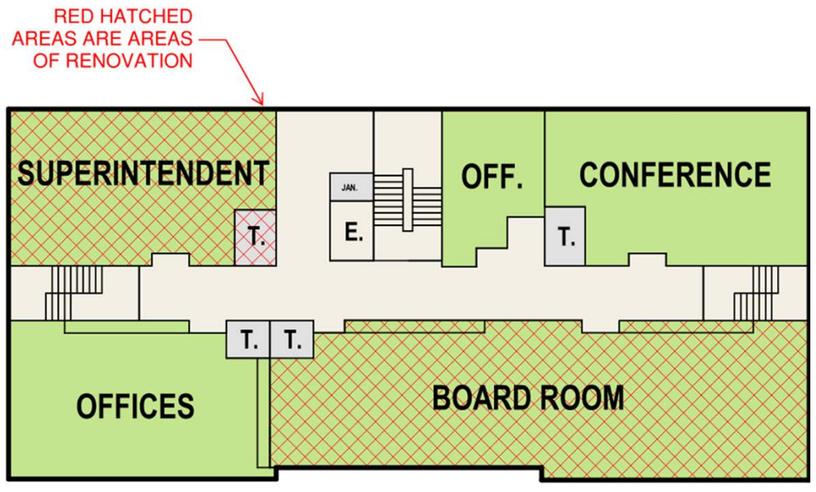
Parkside – First Floor



Parkside – Third Floor

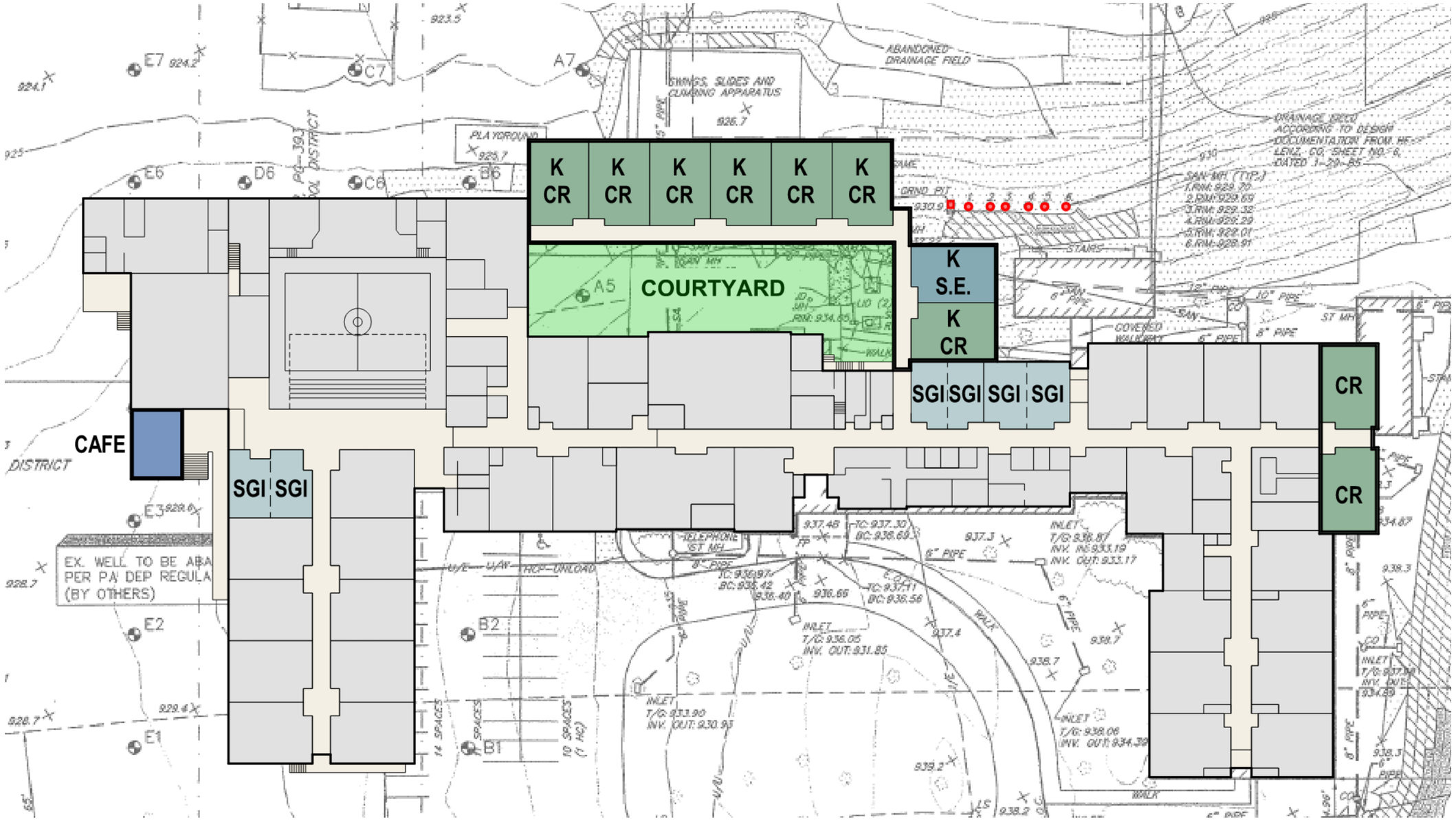


Parkside – Ground Floor



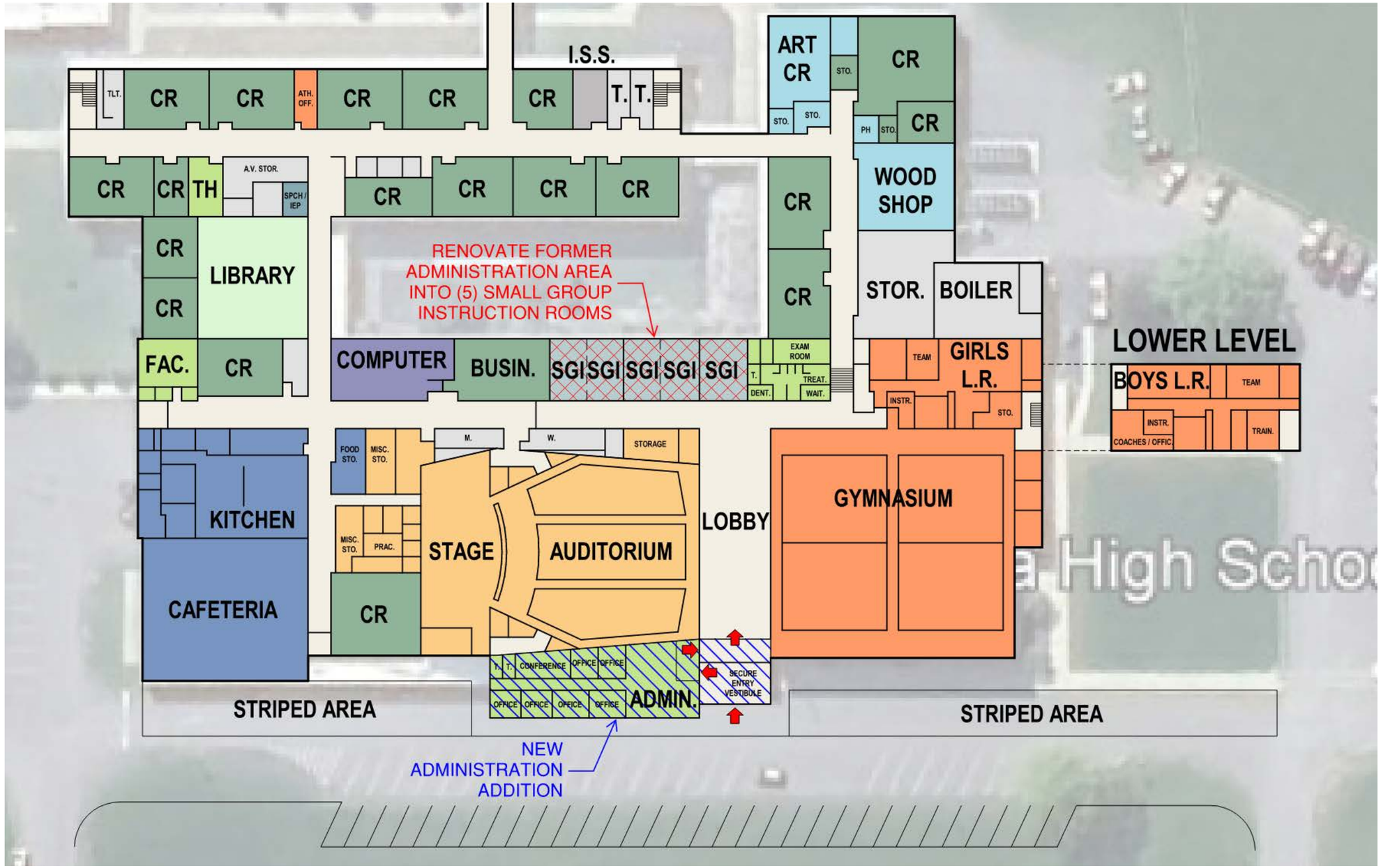
Parkside – Second Floor

3 YEAR PLAN: KINDERGARTEN ADDITION - PARKSIDE: DISTRICT ADMINISTRATION



Towamensing – First Floor

3 YEAR PLAN: KINDERGARTEN ADDITION - TOWAMENSING: GRADES K-3



Senior High School – First Floor

5 YEAR PLAN: HS ADMINISTRATION ADDITION - SENIOR HIGH SCHOOL: GRADES 9-12

Options Matrix

	Option A Status Quo	Option B Grade Real.	Option C K Addition	Option E 6 Addition/ HS Add.	Option F 6 Addition
PROGRAM					
Address Capacity & Enrollment		✓	✓	✓	✓
Equality at Elementary Level		✓	✓	✓	
Efficient Grade Configurations		✓	✓	✓	✓
Address Safety & Security Concerns	✓	✓	✓	✓	✓
Provide appropriate Educ. Spaces			✓	✓	✓
Entire Admin. Team in same office			✓	✓	
Additional Small Group and Meeting Rms		✓	✓	✓	✓
OPERATIONS					
Efficiency of Services		✓	✓	✓	✓
Minimize Budget Expenditures	✓	✓			
Maintains Community Schools	✓				✓

OPTIONS MATRIX

1-YEAR PLAN:

Grade Realignment & Secure Entry at High School

Parkside:
K / District Admin.

Towamensing:
1-3

SS Palmer:
4-6

Jr. HS:
7&8

HS:
9-12
(with Secure Entry)

Total Project Cost: $1,338,000 – $1,596,000

3-YEAR PLAN:

Kindergarten Addition at Towamensing

Parkside:
Dist. Admin. (Renovation)

Towamensing:
K-3 (K Addition)

SS Palmer:
4-6

Jr. HS:
7&8

HS:
9-12
(with Secure Entry)

Total Project Cost: $8,777,000 – $10,019,000

5-YEAR PLAN:

High School Administration Addition

Parkside:
District Admin.

Towamensing:
K-3

SS Palmer:
4-6

Jr. HS:
7&8

HS:
9-12 ***(with HS Admin. Addition)***

Total Project Cost: $2,754,000 – $3,035,000

PALMERTON AREA SCHOOL DISTRICT

Total Project Cost for 1, 3 and 5 year plan:

$12,869,000 - $14,650,000

Cost Comparison

COSTS DO NOT INCLUDE ADDITIONAL BUSING COSTS

Option A: Status Quo

Palmerton Senior High School	SF	Low $	High $
Additions	800	$320,000	$336,000
Site Improvements	10%	$32,000	$33,600
Full Renovations	0	$0	$0
Light Renovations	0	$0	$0
Systems Replacement	0	$0	$0
Roof Replacement	0	$0	$0
Construction Total		**$352,000**	**$369,600**
Inflation (2024)	4%	$14,080	$14,784
Inflation (2025)	4%	$14,643	$15,375
Inflation (2026)	4%	$15,229	$15,990
Inflation (2027)	4%	$15,838	$16,630
CONSTRUCTION COST SUB-TOTAL		**$411,790**	**$432,380**
Soft Costs	18%	$74,122	$77,828
CONSTRUCTION + SOFT COSTS		**$485,912**	**$510,208**
Capital Improvements	only items that need immediate replacement or repairs		
Parkside Education Center		$0	$0
S.S. Palmer ES		$87,500	$110,000
Towamensing ES		$237,000	$299,000
Junior High School		$107,800	$139,000
High School		$286,450	$363,000
Stadium / Fieldhouse / Maint. Bldg.		$57,500	$75,000
TOTAL PROJECT COST		**$1,262,162**	**$1,496,208**

Option B: Grade Realignment

Parkside Education Center	SF	Low $	High $
Additions	0	$0	$0
Site Improvements	15%	$0	$0
Full Renovations	0	$0	$0
Light Renovations	1,090	$136,250	$179,850
Systems Replacement	0	$0	$0
Roof Replacement	0	$0	$0
Construction Total		**$136,250**	**$179,850**
Palmerton Senior High School	SF	Low $	High $
Additions	800	$320,000	$336,000
Site Improvements	10%	$32,000	$33,600
Full Renovations	0	$0	$0
Light Renovations	0	$0	$0
Systems Replacement	0	$0	$0
Roof Replacement	0	$0	$0
Construction Total		**$352,000**	**$369,600**
Inflation (2024)	4%	$19,530	$21,978
Inflation (2025)	4%	$20,311	$22,857
Inflation (2026)	4%	$21,124	$23,771
Inflation (2027)	4%	$21,969	$24,722
CONSTRUCTION COST SUB-TOTAL		**$571,183**	**$594,285**
Soft Costs	18%	$102,813	$106,971
CONSTRUCTION + SOFT COSTS		**$673,996**	**$701,256**
Capital Improvements	only items that need immediate replacement or repairs		
Parkside Education Center		$0	$0
S.S. Palmer ES		$87,500	$110,000
Towamensing ES		$237,000	$299,000
Junior High School		$107,800	$139,000
High School		$286,450	$363,000
Stadium / Fieldhouse / Maint. Bldg.		$57,500	$75,000
TOTAL PROJECT COST		**$1,450,246**	**$1,687,256**

Cost Comparison

Option C:
K Addition at Towamensing

Towamensing Elementary	SF	Low $	High $
Additions	9,400	$2,867,000	$3,008,000
Site Improvements	15%	$430,050	$451,200
Full Renovations	0	$0	$0
Light Renovations	6,800	$850,000	$1,122,000
Systems Replacement	0	$0	$0
Roof Replacement	0	$0	$0
Construction Total		**$4,147,050**	**$4,581,200**

Palmerton Senior High School	SF	Low $	High $
Additions	800	$320,000	$336,000
Site Improvements	10%	$32,000	$33,600
Full Renovations	0	$0	$0
Light Renovations	0	$0	$0
Systems Replacement	0	$0	$0
Roof Replacement	0	$0	$0
Construction Total		**$352,000**	**$369,600**

Inflation (2024)	4%	$179,962	$198,032
Inflation (2025)	4%	$187,160	$205,953
Inflation (2026)	4%	$194,647	$214,191
Inflation (2027)	4%	$202,433	$222,759
CONSTRUCTION COST SUB-TOTAL		**$5,263,252**	**$5,354,785**
Soft Costs	18%	$947,385	$963,861
CONSTRUCTION + SOFT COSTS		**$6,210,638**	**$6,318,647**

Capital Improvements	items that need immediate replacement or repairs and HVAC systems at Towamensing		
Parkside Education Center		$0	$0
S.S. Palmer ES		$87,500	$110,000
Towamensing ES		$1,987,000	$2,449,000
Junior High School		$107,800	$139,000
High School		$286,450	$363,000
Stadium / Fieldhouse / Maint. Bldg.		$57,500	$75,000
TOTAL PROJECT COST		**$8,736,888**	**$9,454,647**

Option E:
6th Grade at Jr. HS / Admin Addition at HS

Palmerton Junior High School	SF	Low $	High $
Additions	7,360	$2,244,800	$2,355,200
Site Improvements	15%	$336,720	$353,280
Full Renovations	0	$0	$0
Light Renovations	0	$0	$0
Systems Replacement	0	$0	$0
Roof Replacement	0	$0	$0
Construction Total		**$2,581,520**	**$2,708,480**

Palmerton Senior High School	SF	Low $	High $
Additions	3,660	$1,116,300	$1,171,200
Site Improvements	15%	$167,445	$175,680
Full Renovations	2,300	$460,000	$575,000
Light Renovations	0	$0	$0
Systems Replacement	0	$0	$0
Roof Replacement	0	$0	$0
Construction Total		**$1,743,745**	**$1,921,880**

Design Contingency	10%	$432,527	$463,036
Inflation (2025)	4%	$190,312	$203,736
Inflation (2026)	4%	$197,924	$211,885
CONSTRUCTION COST SUB-TOTAL		**$5,146,027**	**$5,297,132**
Soft Costs	18%	$926,285	$953,484
CONSTRUCTION + SOFT COSTS		**$6,072,312**	**$6,250,616**

Capital Improvements	only items that need immediate replacement or repairs		
Parkside Education Center		$0	$0
S.S. Palmer ES		$87,500	$110,000
Towamensing ES		$237,000	$299,000
Junior High School		$107,800	$139,000
High School		$286,450	$363,000
Stadium / Fieldhouse / Maint. Bldg.		$57,500	$75,000
TOTAL PROJECT COST		**$6,848,562**	**$7,236,616**

8 APPENDIX

8.1 FACILITY STUDY AUTHORS

CHRIS LINKEY, AIA, PARTNER

Chris has 30 years of experience managing K-12 public school projects in Pennsylvania. He has led all aspects of facilities studies, planning and project design. Based on a thorough understanding of the planning and design process, Chris guides and directs the team, monitoring project status and managing communications to keep things moving forward smoothly.

PROJECT ROLE
Partner-in-Charge

TENURE
25 Years at RLPS

EDUCATION
Savannah College of Art & Design / Masters of Architecture

REGISTRATION
NCARB Registered Architect

AFFILIATIONS
American Institute of Architects (AIA)
AIA Committee for Architectural Education (AIA CAE)
AIA PA Education Subcommittee
ACT 339 Business Community Member, Multiple Districts
Association for Learning Environments (A4LE)

REPRESENTATIVE EXPERIENCE

Facilities Studies

- Blue Mountain School District
- Palmyra Area School District
- Lampeter-Strasburg School District
- Lancaster Catholic High School
- North Schuylkill School District
- Penn Manor School District
- Solanco School District
- Unionville-Chadds Ford School District
- West Shore School District

Elementary Schools

- Conestoga Elementary School (Penn Manor SD)
- Elementary East (Blue Mountain SD)
- Lampeter Elementary School (Lampeter-Strasburg SD)
- Loganville-Springfield Elementary School (Camp Hill SD)
- Pocopson Elementary School (Unionville-Chadds Ford) SD)
- Rossmoyne K-4 (West Shore SD)
- Schaeffer Elementary School (Manheim Township SD)
- Sabold Elementary School (Springfield SD)

Secondary Schools

- Penn Manor High School (Penn Manor SD)
- Fairview 5/6 Building (West Shore SD)
- Environmental Center (West Shore SD)
- Springfield High School (Springfield SD)
- Warwick High School (Warwick SD)
- North Schuylkill Middle/High School (North Schuylkill SD)

ERIN HOFFMAN, ALEP

A graduate architect with 23 years of experience, Erin is passionate about educational programming, 21st century learning environments and the resulting space needs to implement student-centered, personalized learning. She has authored articles and serves as a conference speaker on the topic of educational spaces, including recently at NSBA where she co-presented a collaborative learning commons design that was completed with student input throughout the project at Ephrata Area SD with the District Superintendent and students.

PROJECT ROLE
Educational Program Coordinator

TENURE
23 Years at RLPS

EDUCATION
Roger Williams University / Bachelor of Architecture / Minor in Historic Preservation

CREDENTIALS
Accredited Learning Environments Planner

AFFILIATIONS
YWCA Lancaster Building Committee
Association for Learning Environments (A4LE)

REPRESENTATIVE EXPERIENCE

Facilities Studies
- Annville-Cleona School District
- Ephrata Area School District
- Palmyra Area School District
- Wallingford-Swarthmore School District
- Warwick School District
- West Shore School District

Elementary Schools
- Akron Elementary (Ephrata Area SD)
- Bart-Colerain Elementary (Solanco SD)
- Fulton Elementary (Ephrata Area SD)
- John Beck Elementary (Warwick SD)
- Kissel Hill Elementary (Warwick SD)
- Lingle Ave. Elementary (Palmyra Area SD)
- Lititz Elementary (Warwick SD)
- Martin K-8 School (Lancaster SD)
- Providence Elementary (Solanco SD)

Secondary Schools
- Allen 7/8 Building (West Shore SD)
- Annville-Cleona Secondary (Annville-Cleona SD)
- Columbia High School (Columbia Borough SD)
- Environmental Center (West Shore SD)
- Ephrata High School (Ephrata Area SD)
- Fairview 5/6 Building (West Shore SD)
- Hand Middle School (Lancaster SD)
- Palmyra Area High School (Palmyra SD)
- Warwick Middle School (Warwick SD)
- Warwick High School (Warwick SD)

MIKE SAVAGE, AIA

Mike has served as project architect for numerous educational projects throughout his 25-year career. He has an outstanding track record for coordinating multi-disciplinary teams to achieve design objectives in accordanve with educational program goals, budget needs and scheduling timelines.
Mike serves as a conference speaker on the topics of Safety, Security and Mental Health/Wellness, recently presenting at the PASA/PSBA School Leadership Conference.

PROJECT ROLE
Project Architect

TENURE
3 Years at RLPS / 25 Years Experience

EDUCATION
The Pennsylvania State University / Bachelor of Architecture

CERTIFICATIONS
NCARB Registered Architect

AFFILIATIONS
American Institute of Architects (AIA)
National Council of Architectural Registration Boards (NCARB)
International CPTED Association

REPRESENTATIVE EXPERIENCE

Facilities Studies
- Camp Hill School District
- Tamaqua Area School District
- Southern Lehigh School District

Elementary Schools
- York Township Elementary (Dallastown Area SD)
- Leaders Heights Elementary (Dallastown Area SD)
- *Zephyr Elementary (Whitehall-Coplay SD)
- *Sugartown Elementary (Great Valley SD)
- *Charlestown Elementary School (Great Valley SD)

Secondary Schools
- Littlestown Secondard School (Littlestown Area SD)
- Allen Middle School (West Shore SD)
- Old Trail Intermediate School (West Shore SD)
- Fairview Intermediate School (West Shore SD)
- *Hamburg Area Middle School (Hamburg Area SD)
- *Cocalico High School (Cocalico SD)
- *ELCO High School (ELCO SD)
- *Upper Merion Middle School (Upper Merion Area SD)
- *Souderton Area High School (Souderton Area SD)
- *Southern Lehigh Intermediate School (Southern Lehigh SD)
- *Great Valley High School (Great Valley SD)
- *Southern Lehigh High School (Southern Lehigh SD)

*previous experience

8.2 CIVIL & MEP FACILITY ASSESSMENTS

BARRY ISETT & associates INC
MULTI-DISCIPLINE ENGINEERS AND CONSULTANTS

June 21, 2024
Project #: 1026824.000

Mr. Michael Savage, AIA
Project Architect
RLPS Architects
250 Valleybrook Drive, Lancaster, PA 17601

RE: PALMERTON AREA SCHOOL DISTRICT FEASIBILITY STUDY
Parkside Education Center. 680 Fourth St. Palmerton, PA 18071

BUS PATTERN/TRAFFIC NARRATIVE

Parkside Education Center (PEC) has four main entrance/exit points. The west entrance from 4th St is the main entrance. Students being picked up or dropped off by bus use the west entrance. The east entrance is used exclusively by faculty, administrative staff, visitors, and late arrivals. The north entrance is used by families walking or dropping off students. The south entrance is an emergency exit only.

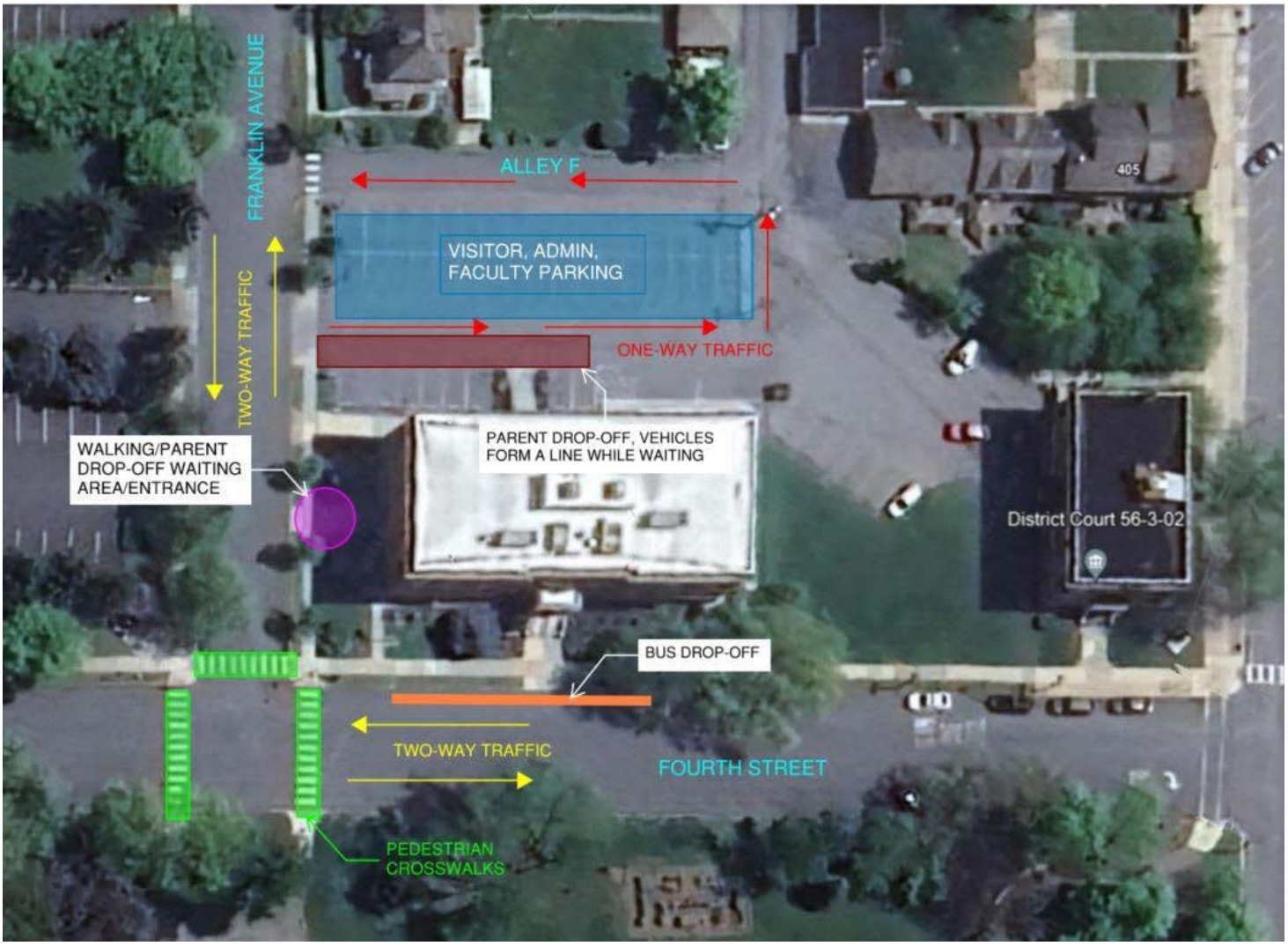
There is no designated "bus loop" or "bus lane." During drop-off and pick-up times, buses pull over along 4th St in front of the building. This presents a potential hazard for pedestrians crossing 4th St or vehicles pulling out from Franklin Ave onto 4th St, as the buses obstruct the view of oncoming traffic. Although not clearly designed or marked as such, the parking lot on the East side is treated as a One-Way "loop" during morning drop-off. Parents dropping off students park in the available spaces. If no spaces are available, vehicles start forming a line in the drive lane, closest to the building. Once drop-off is complete, vehicles proceed south and wrap around, exiting via Alley F. During drop-off and pick-up times, some vehicle traffic can back up onto Franklin Ave, waiting to turn into the parking lot. Students being dropped off enter through the North entrance.

On Wednesdays, the east parking lot and entry point are also used by visitors going to the District Court building next door to the PEC. This adds to the traffic congestion and could also pose a potential risk to the faculty, administrative staff, parents, and students.

During the visit Isett spoke with both the school security officer and the crossing guard who was posted at the intersection of Franklin Ave and 4th St. Both noted this intersection was the busiest intersection in the surrounding neighborhood. Both noted that the afternoon pickup time is much busier than morning drop-off. Both expressed concern regarding the speed at which most traffic travels 4th St. The posted speed limit is 25mph. However, most vehicles exceed that speed. In fact, the speed limit should be reduced to 15mph during school hours. One recommendation would be to install flashing "school zone" lights/signs. Another recommendation would be to install some form of speed control device, such as speed bumps or raised crosswalks.

A site improvements list and photos of the civil conditions observed around the school building and the playground are attached.

BUS PATTERN/TRAFFIC VISUAL NARRATIVE



BUILDING RATING SCALE			
0	CONSIDER DEMOLITION		
1	WEIGH HEAVY RENOVATIONS VS DISCONTINUED USE OR DEMOLITION		
2	HEAVY RENOVATIONS OR ALTERATIONS NEEDED		
3	LIGHT RENOVATIONS OR CAPITAL PROJECTS NEEDED		
4	BRAND NEW OR LIKE-NEW FACILITY		

FACILITIES PLAN - SITE IMPROVEMENTS LIST
DRAFT - JUNE 21, 2024

PARKSIDE EDUCATION CENTER

APPENDIX REFERENCE	SITE IMPROVEMENT	REASON	PRIORITY
1	Seal cracks on west sidewalk to prevent further deterioration.	Cracks in concrete sidewalk slabs.	3
2, 8	Remove and replace paver walkways on west side with concrete walkway.	Pavers settling and cracking, creating a tripping hazard.	2
3	Add flashing "School Zone" signs and possibly other speed control devices.	Intersection of 4th Street and Franklin Avenue is a very busy intersection. Traffic typically exceeds the speed limit.	1
4	Inspect all inlet grates. Clear leaves and debris. Cut away tar and asphalt "seal".	Inlet grates are "sealed" with tar and asphalt. Leaves and debris built up in and around grates.	3
5, 9, 10	Patch and repaint curb. North parking lot entrance & exit. Concrete island at south end of parking lot.	Deteriorated curb.	3
6	Resurface and seal asphalt parking lot.	Deteriorated and cracked asphalt.	2
7	Remove and replace sidewalk slabs in west sidewalk. OR grind down smooth.	Heaving sections of sidewalk creating tripping hazards.	2
11	Add lock to electrical service shut-off switch. Consider adding security gate at top of stairs.	Electrical service easily accessible and unsecured.	3
12	Fill core drill holes level with top of wall at each railing post.	Core drill holes not filled properly. Allows water build up, infiltration and further damage to retaining wall.	3
13	Backfill and seed areas level with sidewalk surface.	Grass areas settlings and creating tripping hazards at sidewalk edge.	3
14	Install stairs at lower walkway accessing HVAC equipment.	Drop between walkway surfaces is too high, creating a fall hazard.	2
15	Remove and replace bench, near west entrance, on solid level surface.	Deteriorated bench currently sitting on stones that have settled.	2
16, 19, 28	Sand and repaint railings.	Paint chipping and peeling will lead to further deterioration.	3

17	Fill core drill holes level with top of wall at each railing post.	Core drill holes not filled properly. Allows water build up, infiltration and further damage to retaining wall.	3
18	Seal gap at railing joint and pinhole in corner weld. South entrance stairs.	Open railing joint and pinhole in weld will allow water infiltration and further deterioration.	3
20	Add privacy/security fence enclosure, or bollards at gas meter.	Gas meter and pipes easily accessible and unsecure.	3
21	Replace downspout drain surface to direct water away from building.	Water running right into ground surface below downspout pipe.	3
22	Remove clamp and replace ADA handrail extension as required.	Metal clamp does not provide proper seal. Also creates a hazard.	3
23	Consider adding steel bollards at top of retaining wall for additional vehicular protection.	Vehicle could still potentially drive over wheel-stops and through railing over wall edge.	2
24	Modify ramp for ADA compliance.	Current ramp is not ADA compliant.	2
25	Clear trench drain grate and box of dirt and debris.	Trench drain grates partially blocked and will limit water drainage.	3
26	Remove and replace concrete patch around railing post at north entrance. Repoint brick joints where required.	Deteriorated patch will allow water infiltration and further damage. Deteriorated mortar joints will allow water infiltration and further damage.	3
27	Resurface and seal asphalt parking lot. Repaint lines, arrows, and other markings.	Deteriorated and cracked asphalt. Line, arrows, and other markings are faded.	2
29	Remove plants, seal cracks in concrete.	Cracks will allow water infiltration and further deterioration.	3
30	Replace screws in light pole base adjacent to the stairs at east entrance.	Screws are missing.	3

BARRY ISETT & associates INC
MULTI-DISCIPLINE ENGINEERS AND CONSULTANTS
5420 Crackersport Road, Allentown, PA 18104
610.398.0904 610.481.9098
barryisett.com

Date: June 21, 2024
Project #: 1026824.000

Palmerton Area School District

Site Improvement Recommendations
Location: Parkside Education Center
Address: 680 Fourth St, Palmerton, PA 18071

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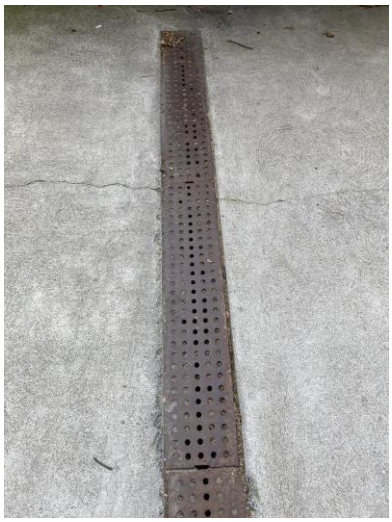
25.		26.	
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BARRY ISETT & associates INC
MULTI-DISCIPLINE ENGINEERS AND CONSULTANTS

Date: June 21, 2024
Project #: 1026824.000

Mr. Michael F. Savage, AIA, NCARB
Project Architect
RLPD Architects
250 Valleybrook Drive
Lancaster, PA 17601

RE: PALMERTON AREA SCHOOL DISTRICT FEASIBILITY STUDY
298 Lafayette Road, Palmerton, PA 18071

BUS PATTERN/TRAFFIC NARRATIVE

S.S. PALMER ELEMENTARY SCHOOL

There are four main entrance points for the school building. The front entrance, on the northwest-facing side of the building, is used for both faculty and staff entry and parent drop-off, with the front of building off-street parking on 3rd Street used mainly for parent drop-off. There are two side entrances, on the northeast-facing side of the building, that are used for parent drop-off entry. There is one entrance at the rear of the building, that is for both faculty and staff entry and bus drop-off and pick-up. The rear of the building has a parking lot used for faculty and staff parking, bus drop-off, and parent drop-off for pre-kindergarten students.

At the front and northwest-facing side entrances, primarily used for parent drop-off and pick-up, off-street parking is full and 3rd Street experiences congestion prior to when school entry begins at 8:15 AM and during parent pick-up at 3 PM in the afternoon; following the start of student entry in the morning and afternoon dismissal, congestion dissipates and the rate of parent pick-up and drop-off tapers. Drivers line up along a curb on both 3rd Street and Lafayette Avenue with students exiting vehicles and drivers leaving at variable rates. Off-street parking markings are in fair condition. Students dropped off on the opposite side of 3rd Street or Lafayette Avenue are assisted in crossing by one of three crossing guards.

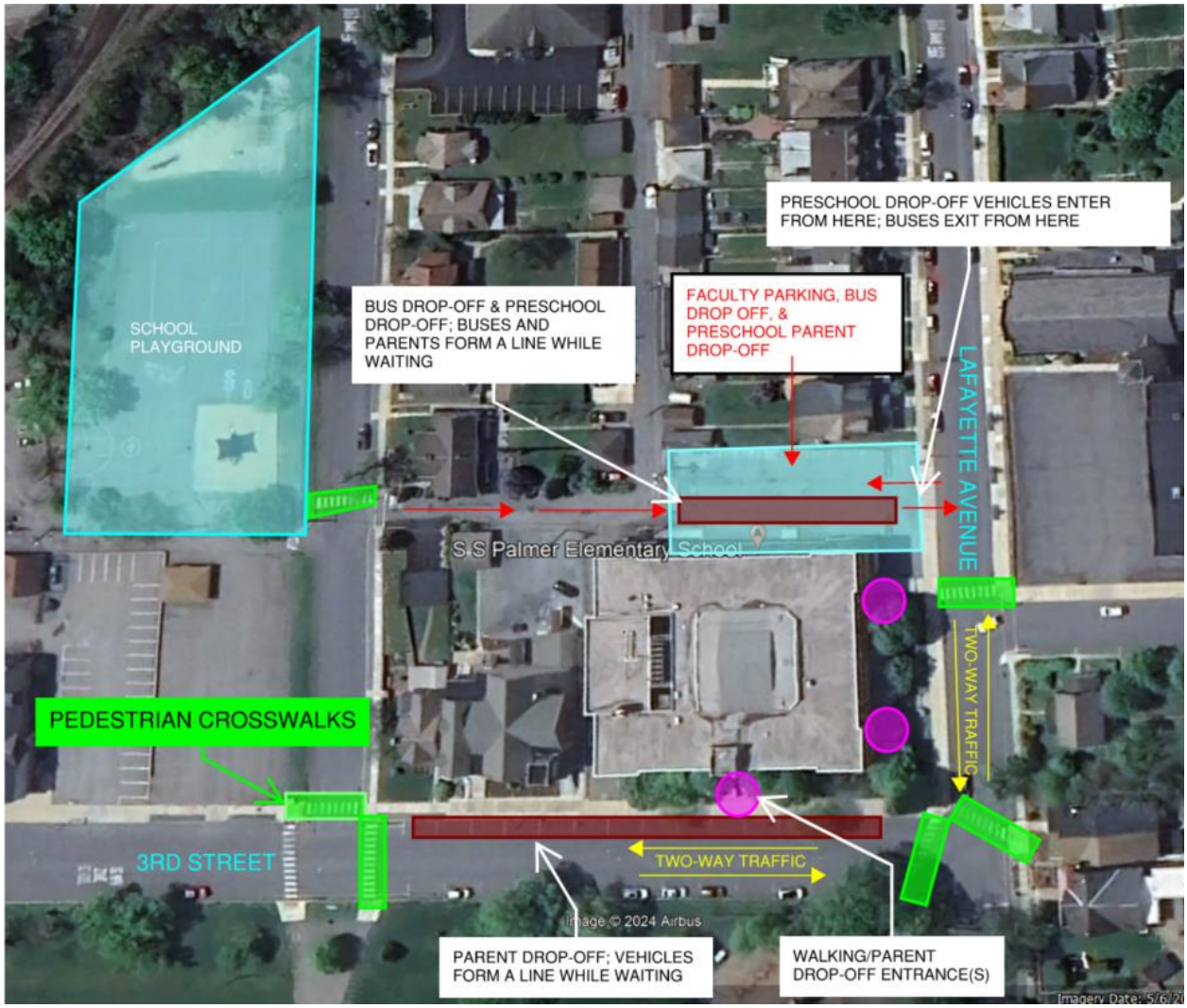
At the rear entrance, a total of seven full-length buses arrive at the school building parking lot in variable rates for both bus drop-off and pick-up; this lot is used simultaneously for this purpose and faculty and staff parking. All faculty and staff that utilize the school parking lot park before school buses arrive for drop-off between 8:15 AM and 8:30 AM. Buses turn from Franklin Avenue onto Alley G then into the parking lot. Approximately two buses can fit in the parking lot, while the remaining buses are lined up behind them on Alley G; the alley is used very little by non-school related vehicles during drop-off or pick-up, and so no congestion or back ups appear to occur.

Both bus and parent drop-off and pick-up for grades kindergarten through sixth takes place at the hours of 8 AM and 3 PM, while parent drop-off and pick-up for the Pre-K grade takes place at the hours of 9 AM and 2 PM. During Pre-K drop-off and pick-up, a number of parent or guardian vehicles are lined up in and outside of the school building parking lot, coming in from the Lafayette Avenue parking entrance. Vehicles do not appear to overflow into any traffic lanes or adjacent street.

The school reports that, during Pre-K pick-up at 2:00 PM, parent pick-up vehicles lined up in the school parking lot causes a congestion issue for faculty who, at 2 PM, must leave the school property in order to drive to neighboring PASD schools. With parent pick-up vehicles temporarily parked in the school's rear parking lot, faculty that are parked-in are forced to either wait for Pre-K parent pick-up to finish or leave early.

A site improvements list and photos of the civil conditions observed around the school building and the playground are attached.

BUS PATTERN/TRAFFIC VISUAL NARRATIVE



BUILDING RATING SCALE			
0	CONSIDER DEMOLITION		
1	WEIGH HEAVY RENOVATIONS VS DISCONTINUED USE OR DEMOLITION		
2	HEAVY RENOVATIONS OR ALTERATIONS NEEDED		
3	LIGHT RENOVATIONS OR CAPITAL PROJECTS NEEDED		
4	BRAND NEW OR LIKE-NEW FACILITY		

FACILITIES PLAN - SITE IMPROVEMENTS LIST
DRAFT - JUNE 21, 2024

FACILITY	SITE IMPROVEMENT	REASON	PRIORITY
S.S. PALMER			
1	Replace cracked concrete sidewalk slabs	Concrete sidewalk slabs are cracked/damaged at a number of locations	3
2	Monitor concrete retaining wall conditions for future repairs/replacement	Concrete retaining wall at front of building is patched at several locations and shows signs of damage	3
3	Mill and overlay asphalt paving at select locations on southwest-facing alleyway OR perform full depth replacement of alleyway paving	Asphalt paving is cracked at several locations and severely damaged at a few locations	2
4	Perform full depth replacement of asphalt paving in school parking lot	Asphalt paving shows signs of severe damage and deterioration	2
5	Perform full depth replacement of asphalt paving at Lafayette Avenue driveway entrance of school parking lot	Asphalt paving shows signs of severe damage and deterioration	2
6	Repaint ADA parking pavement markings	ADA parking pavement markings are extremely faded	3
7	Replace damaged concrete slabs, repaint handrails, and infill gaps around bases of handrails with concrete at Lafayette Avenue entrances	Concrete entranceways are cracked/damaged, and handrails are both noticeably rusted, and paint is blistering/chipping	2
8	Add curbs or Belgian blocks to landscaping edge at front of building	Landscaping missing curbs/Belgian blocks	3
9	Raise ground level to level of concrete at playground entrance	Concrete bases of gate entrance at playground exposed and identified as tripping hazard	2

10	Mill and overlay asphalt paving in playground's basketball court	Asphalt paving in playground is cracked/damaged at several locations	3
11	Raise both soil and landscaping level to level of concrete bases of fencing posts around playground, where necessary	Concrete bases of fence posts are exposed	3
12	Raise soil/wood chip level to level of adjacent asphalt paving in playground OR mill and overlay asphalt paving and include sloped edge near woodchipped area	Asphalt paving near playground entrance not at level of woodchipped area, identified as tripping hazard	3
13	Relandscape several areas around playground	Grass not growing at several areas of landscaping	3
14	Mill and overlay areas of asphalt paving where rainwater and sediment are pooling	Rainwater and sediment pooling on asphalt paving in playground	2
15	Replace playground gates	Playground gates showing signs of damage	3
16	Remove and replace damaged PVC drainage pipe that runs through surface of woodchipped area of playground	Damaged PVC pipe running through surface of woodchipped area of playground	2
17	Replace playground benches with new	Benches showing signs of wear and deterioration	3
18	Replace basketball hoops and backboards with new	Basketball hoops and backboards rusted and damaged	3
19	Replace playground wooden retaining wall with new retaining wall	Nails of wooden retaining wall coming loose and protruding from wall	3
20	Mulch playground	Mulched areas showing signs of significant wear and depression. Mulch Depth to be installed per code depth.	2
21	Cut back tree branched obstructing power lines around playground	Tree branches obstructing power lines, identified as a hazard	2
22	Remove playground fence parts no longer in use	Several bases of a previously existing fence found around existing fence	2
23	Protect well water pump in playground with bollards or landscape feature	Well water pump assumed to be no longer in use found in playground	2
24	Replace damaged concrete around railings at southwest facing side of building and repaint handrails	Concrete around handrails show signs of damage and handrails are blistering/peeling	2

25	Replace all non-compliant handrails around the entire campus	Paint on handrails both blistering and peeling; handrails showing signs of rust	3
26	Install handrails at entrance on southwest-facing side of building	Entrance identified to contain falling hazard	2
27	Install gate at stairwell to entrance on southwest-facing side of building	Stairwell identified at falling hazard	3
28	Enclose outdoor plumbing equipment with fence	Outdoor plumbing equipment exposed to public and at risk of being tampered with	3
29	Repoint, reseal, and clean monumental signage	Monumental signage showing signs of wear and in need of maintenance	3
30	Create swale(s) outside building for drainage of weepholes	Drainage from weepholes appears to currently drain into soil area against building	3
31	Relandscape a number of areas around school building	Landscaping in need or maintenance	3
32	Repaint handrails at several locations around the school building	Handrails' paint around school building peeling and showing signs of deterioration	3
33	Add bollard near to electricity meter of school building	Electricity meter exposed to potential vehicular damage	3
34	Repair fences around parking lot	Parking lot fences showing signs of damage	2
35	Enlarge concrete dumpster pad	Concrete dumpster pad does not currently fit the size of the school's dumpster	3

BARRY ISETT & associates INC
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Date: June 21, 2024
Project #: 1026824.000

Palmerton Area School District

Site Improvement Recommendations
Location: S.S. Palmer Elementary School
Address: 298 Lafayette Road, Palmerton, PA 18071

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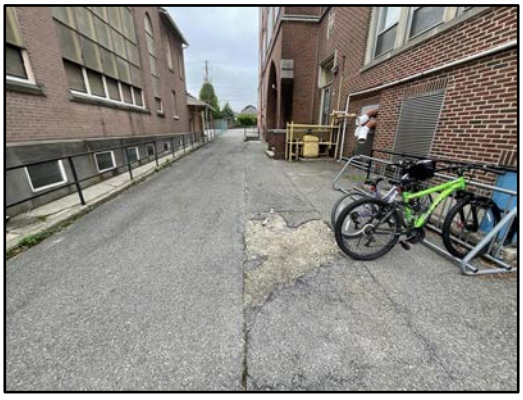
7.		8.	
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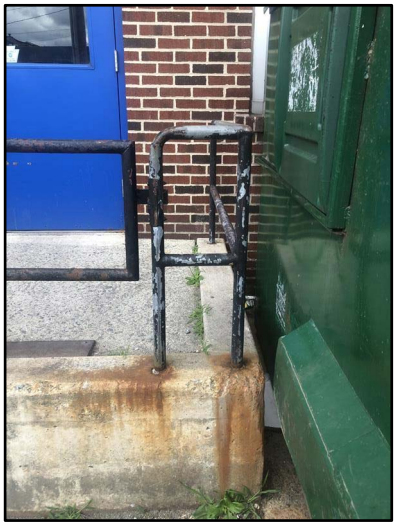
41.		42.	
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BARRY ISETT & associates INC
MULTI-DISCIPLINE ENGINEERS AND CONSULTANTS

June 21, 2024
Project #: 1026824.000

Mr. Michael Savage, AIA
Project Architect
RLPS Architects
250 Valleybrook Drive, Lancaster, PA 17601

RE: PALMERTON AREA SCHOOL DISTRICT FEASIBILITY STUDY
Towamensing Elementary. 7920 Interchange Rd. Lehighton, PA 18235

BUS PATTERN/TRAFFIC NARRATIVE

Towamensing Elementary School has two main entrances for student drop-off and pick-up. The north entrance is the main entrance to the school and serves as the entrance for students being dropped off by bus, or any late arrivals. The drive lane is intended to be one-way travel. However, at least one late arrival vehicle turned in the wrong direction. There are signs posted. However, faculty and security expressed a desire for more and better signage. Traffic traveling on Interchange Road has to slow down to allow for buses turning in and out of the school entrance.

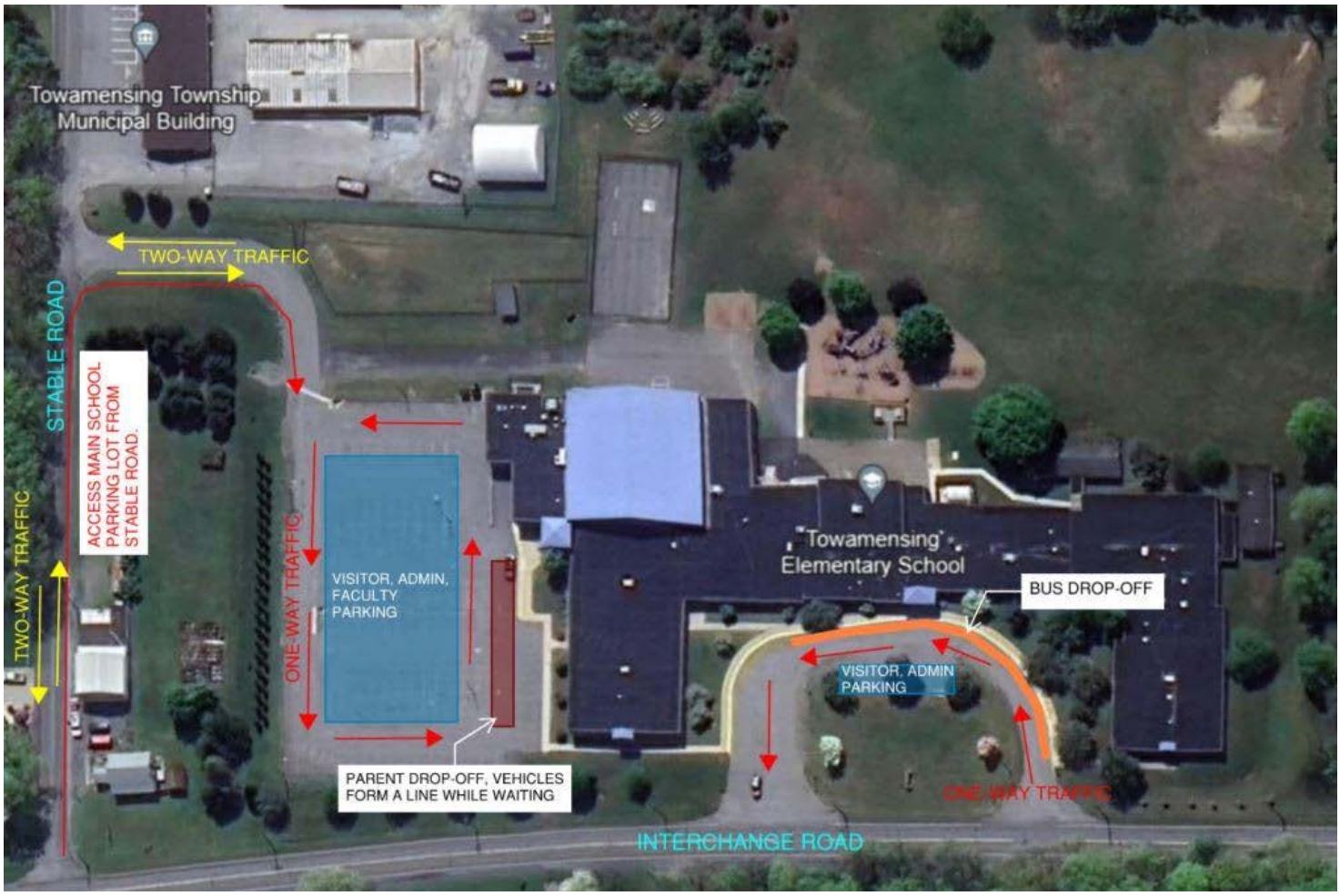
There is a small parking area at the main entrance intended for staff and visitors. This parking area seemingly does not have enough spaces. At least one vehicle was observed parking in the grass. There is no designated crosswalk from parking area to main entrance.

The east side of the school has a larger parking lot for faculty and visitors. The east entrance also serves as the main entrance for students being dropped off by parents. The entrance for the east parking lot is off of Stable Road. There are no signs directly visitors this way to the parking lot. Traffic on Interchange Road has to slow down for vehicles turning onto Stable Road. Similarly, traffic on Stable Road backs up while waiting to turn onto Interchange Road. The parking lot is intended to have a one-way flow of traffic. However, lack of signage and faded pavement markings, make it unclear that that is the intention.

During drop-off and pick-up times, vehicles form a line along the sidewalk adjacent to the east entrance. That line continues into the drive-lane and wraps around the parking lot. School staff noted, during afternoon pick-up, that line of vehicles extends all the way out to Stable Road.

A site improvements list and photos of the civil conditions observed around the school building and the playground are attached.

BUS PATTERN/TRAFFIC VISUAL NARRATIVE



BUILDING RATING SCALE			
0	CONSIDER DEMOLITION		
1	WEIGH HEAVY RENOVATIONS VS DISCONTINUED USE OR DEMOLITION		
2	HEAVY RENOVATIONS OR ALTERATIONS NEEDED		
3	LIGHT RENOVATIONS OR CAPITAL PROJECTS NEEDED		
4	BRAND NEW OR LIKE-NEW FACILITY		

FACILITIES PLAN - SITE IMPROVEMENTS LIST

DRAFT - JUNE 21, 2024

TOWAMENSING ELEMENTARY SCHOOL

APPENDIX REFERENCE	SITE IMPROVEMENT	REASON	PRIORITY
1	Add new signage to direct visitors down Stable Road to access the school parking lot.	It is not clear where to go when a visitor is coming to the school.	3
2	Remove vegetation and any foreign debris from gravel swails.	Vegetation and foreign debris will limit proper water run-off to the storm water inlet.	3
3, 9, 15	Patch pot holes, resurface and seal asphalt.	Deteriorated and cracked asphalt.	2
4	Clear gravel, dirt, leaves and any foreign debris from stormwater inlet grate.	Obstructed inlet grates will limit proper water drainage.	3
5	Consider adding additional bollards or curb around power line pole.	Pole is almost located in the drive lane. There is enough space between bollards that a vehicle could fit through.	2
6	Replace or fix tilted bollards and repaint all bollards.	Bollards are leaning and concrete around base is deteriorated. Paint is faded.	2
7	Install cap on open conduit.	Open conduit will allow water infiltration, leaves, debris and wildlife to get in.	3
8, 14	Patch concrete light pole base. Repaint.	Concrete is deteriorated and paint is faded.	3
10	Clear gravel, dirt, leaves and any foreign debris from stormwater inlet grate.	Obstructed inlet grates will limit proper water drainage.	3
11	Paint curb for better visibility. Consider adding signs that would be visible from inside vehicle.	It was noted by school security that vehicles have accidentally tried to drive over the curb and got stuck. Curb is barely visible from within vehicle.	3
12	Restripe no parking zones	Lines are faded.	3
13	Repaint arrows for one-way traffic.	Arrows are faded and in some lanes, are barely visible at all.	3
16	Patch and repaint curb.	Deteriorated curb.	3
17	Seal cracks to prevent further deterioration.	Cracks in concrete sidewalk slabs.	3

18	Install proper handrail return back to post.	Handrails should return back to post per ADA requirements.	3
19	Patch concrete at bottom step.	Concrete is deteriorated. Further deterioration could compromise the handrail post.	3
20	Patch concrete at bottom of ramp.	Concrete is deteriorated. Further deterioration could compromise the handrail post.	3
21	Fill core drill holes level with top of concrete at each railing post.	Core drill holes not filled properly. Allows water build up, infiltration and further damage to concrete.	3
22	Fill core drill holes level with top of concrete at each railing post.	Core drill holes not filled properly. Allows water build up, infiltration and further damage to concrete.	3
23	Install expansion joints and caulk gaps between curbs and sidewalks.	Open joints will allow water infiltration and deterioration.	3
24	Patch concrete retaining wall. Consider adding bollards to protect from vehicle impact.	Concrete wall at loading dock ramp shows signs of impact damage.	2
25	Consider adding dumpster enclosure for added security.	Dumpsters are accessible to public dumping.	2
26	Add bollards at doors near dumpsters.	This door is exposed to potential vehicle impact.	2
26	Replace damaged downspouts.	Downspouts show signs of impact damage.	2
27	Backfill with topsoil and re-seed so ground is level with sidewalk. North sidewalk in front of school.	Some areas surrounding sidewalks have eroded and/or settled, creating a tripping hazard at concrete edge.	2
28	Seal cracks to prevent further deterioration. North sidewalk in front of school.	Cracks in concrete sidewalk slabs.	3
29, 30	Clear leaves, debris and trash from stormwater pipes. Add stone to allow better water drainage.	Stormwater drainpipes are partially obstructed.	3
31, 32, 33	Patch, resurface and seal asphalt parking lot and drive lanes.	Deteriorated and cracked asphalt. Potholes will continue to increase in size.	2
34	Add curbs at edge of pavement to keep traffic off non-paved surfaces. Add new topsoil and seed.	Edges of grass area show signs of tire tracks and erosion.	2
35	Seal cracks to prevent further deterioration. North sidewalk along "bus loop" in front of school.	Cracks in concrete sidewalk slabs.	3
36, 37	Remove vegetation, patch concrete curb. North sidewalk along "bus loop" in front of school.	Deteriorated concrete curb.	3
38	Patch, resurface and seal asphalt parking lot and drive lanes. Add curbs at edge of pavement to keep traffic off non-paved surfaces. Add new topsoil and seed.	Deteriorated and cracked asphalt. Potholes will continue to increase in size. Non-paved surfaces are eroded.	2

39	Remove and replace curb with smooth ramp transition at front entrance.	Curb is deteriorated and raised in some spots. Creates stripping hazard. Not a smooth transition for wheelchairs.	2
40	Add curbs at edge of pavement to keep traffic off non-paved surfaces. Add new topsoil and seed.	Edges of grass area show signs of tire tracks and erosion.	2
41	Remove dead shrubs and weeds around school sign. Remove pavers. Add new plants and mulch.	School sign surrounded with dead shrubs and weeds.	3
42, 43	Backfill with topsoil and re-seed so ground is level with sidewalk.	Some areas surrounding sidewalks have eroded and/or settled, creating a tripping hazard at concrete edge.	3
44, 45, 46	Inspect all stormwater inlets surrounding school building. Remove leaves and any foreign debris/objects. Consider alternate grates with smaller openings.	Leaves and other debris will build up and prevent proper water drainage	3
47	Consider a refresh of the entire baseball field with proper sand and grass areas.	Baseball field is overgrown with grass and weeds.	1
48, 49	Remove and replace bases.	Bases are deteriorated and falling apart.	3
50, 51	Remove and replace backstop fencing.	Backstop fencing is bent and pulling apart in some spots.	2
52	Remove and replace bench adjacent to baseball field. Cut back some of the growth. Add proper fenced in "dug out."	There are no safe areas for students/teams to sit without risk of being hit by foul balls.	2
53	Add stone along base of building façade or something to allow better water drainage away from building edge.	Condensate line drains directly onto the ground below, eroding the ground at the base of the building.	3
54	Remove plastic cap and replace with concrete surround and metal cap, at cleanout near east side of school.	Plastic cap could be easily damaged and removed.	3
55	Add security gate to service road/fire lane.	Rear of the school is easily accessible and unsecure to general public.	2
56	Remove and replace No Parking sign.	Sign is faded and difficult to see.	3
57	Remove dirt, gravel and weeds adjacent to rear courts. Consider paving this area or add new topsoil and seed.	This area shows signs of erosion from water runoff.	3
58, 61	Prep asphalt court for resurface coating.	Deteriorated and cracked asphalt.	2
59	Install paved path for ADA accessibility to playground equipment adjacent to courts.	Courts are not ADA accessible.	2
60	Remove weeds. Patch holes and deteriorated surfaces surrounding fence posts around the perimeter of the court.	Base of posts are eroded/deteriorated.	3
62	Backfill with topsoil and re-seed so ground around fence posts.	Areas around posts are eroded and exposing concrete base.	3

63	Install ADA access to this area of the playground. Add new mulch, as per code required depth.	This area is not ADA accessible. Mulch is worn down to dirt.	2
64	Backfill with topsoil and re-seed ground at edge of play area.	Erosion from water run-off.	3
65, 66	Consider a full redesign of this "amphitheater."	Concrete podium is slightly deteriorated. Ground is eroded and uneven. Weeds are overgrown. This area is not ADA accessible.	1
67	Clear weeds. Add fence around this infrastructure piping to the west of the courts.	This presents a hazard to students running/playing in the area.	3
68	DELETED		3
69	Backfill with topsoil and re-seed ground at edge of play area/sidewalk.	Erosion from water run-off.	3
70, 71, 57	Consider having a stormwater management review of this rear area of the building.	This area slopes away from the building and shows a lot of signs of erosion and water run-off. Appears to have no stormwater management features.	2
72	Add concrete or stone swale at southwest base of building.	Water run-off is eroding the ground along the base of the building.	2
73	Remove and replace sidewalk adjacent to playground with ADA ramp.	This sidewalk/ramp is not ADA compliant.	1
74	Add fence along rear property line.	The rear of the school and playground area is unsecured and potentially a safety issue.	2
75, 76	Repaint playground equipment.	Paint chipping and peeling.	2
77	Playground equipment shall be inspected as tube feature requires attention due to failure.	Caution tape is not sufficiently securing this area.	2
78	Add cover / seal over any exposed bolts in playground railings.	Exposed bolts could corrode and eventually fail.	3
79	Replace grated walkway or install new protective coating.	Protective coating is deteriorated exposing metal below, leading to corrosion.	2
80	Fill this area between deck and playground with new topsoil and seed. Add fence along retaining wall.	This area is eroded creating multiple tripping hazards and fall hazard from top of wall.	2
81	Repair broken lattice at bottom of elevated wooden deck.	Opening is large enough for a small student to get in or rodents and other animals.	2
82	Inspect all nails and bolts in elevated wooden deck. Ensure none are loose or sticking out.	Protruding nails are a risk of cuts and scrapes. Loose bolts could lead to structural failure of the deck.	2
83	Add fresh mulch to swing and playground area.	Mulch is worn down to dirt in many areas. Playgrounds should have a minimum of 4" for soft, safe play surface.	2

84	Backfill with topsoil and re-seed ground at edge of play area.	Erosion from water run-off.	3
85	Add security fence around septic controls.	These controls are easily accessible to children and should be secured.	2
86, 97	Remove concrete and wooden bench. Replace with newer, safer bench if desired.	These benches pose a risk.	1
87	Patch concrete around railing post at south entrance landing.	Broken concrete will allow water infiltration and further deterioration.	3
88	Install proper handrail return back to post.	Handrails should return back to post per ADA requirements.	2
89, 90	Repoint brick joints in exterior stair landing/walls.	Mortar joints are missing, allowing water infiltration and further deterioration.	3
91	Install screws in metal cap, near south entrance stairs.	Screws are missing. Cap is unsecure.	3
92	Remove weeds from concrete joint. Add expansion joint and caulk.	Concrete joints left open will allow further deterioration and damage.	3
93	Install security gate at top of exterior basement stairs.	This staircase is accessible, unsecure, and poses a fall risk.	2
94	Clear leaves and debris from bottom of stairs.	Obstructed drains will limit proper water drainage.	3
95	Patch concrete area surrounding metal caps, near south ADA ramp.	Deteriorated and cracked concrete/asphalt.	3
96	Add locked fence/gate to secure these controls near fuel oil tank enclosure.	These controls are easily accessible to children and should be secured.	2
98	Extend downspout further away from building.	Water is draining right onto the ground at the base of the building and wooden deck.	3
99 - 104	Remove and replace all wooden decks around portable classrooms.	Decks are rotted, warped, have loose boards, and raised nails. Is overall in Poor condition.	1
105	Remove and replace metal hatch.	Hatch cover is corroded. Hinges are rusted and broken.	2
106, 107	Add security fence or lock on electrical panel.	Electrical panel is accessible and unsecure.	2
108	Backfill holes and seed.	Holes will allow rodents and animals to get under the structure.	3
109	DELETED		3

110	Extend downspout further away from building.	Water is draining right onto the ground at the base of the building.	3
111, 112	Remove and replace ground wire at west side of school.	Ground wire is cut and disconnected from ground.	2
113, 114, 115	Refresh landscaping. Remove weeds. Add new mulch and new plants.	Landscaping along front of building is overgrown.	2
116	Install handrail on wall side of stairs.	Handrail has been removed.	2
117	Add One-Way arrows and ENTRANCE markings to pavement	Entrance needs better markings to direct traffic.	2
118	Add One-Way arrows and DO NOT ENTER markings on pavement.	Exit needs better markings to direct traffic.	2
119	Remove and replace asphalt surrounding stormwater intel.	Inlet has settled. Pavement is uneven, allowing water to sit and not drain properly.	2
120	Expand parking lot at from of school.	Parking lot is not big enough for administrative staff and visitors. Vehicles sometimes have to park in grass.	2
121	Add School Zone signage along Interchange Road.	No flashing school zone signs along front of school.	2

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Date: June 21, 2024
Project #: 1026824.000

Palmerton Area School District
Site Improvement Recommendations
Location: Towmensing Elementary School
Address: 7920 Interchange Road, Lehighton, PA 18235

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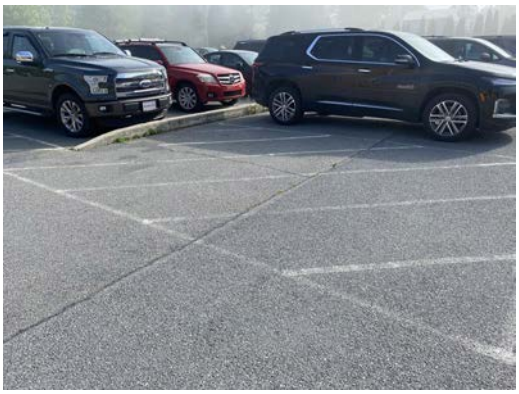
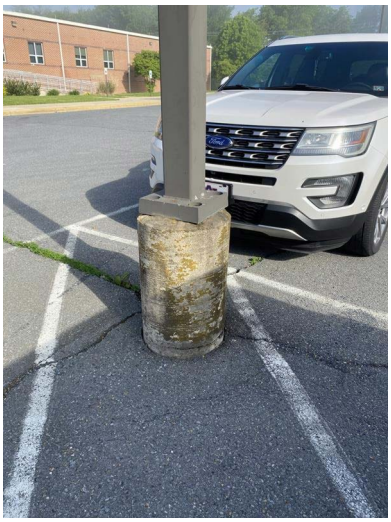
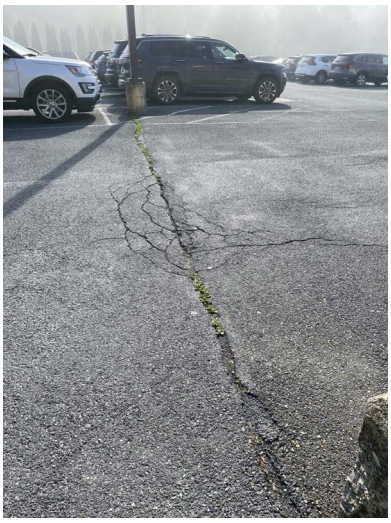
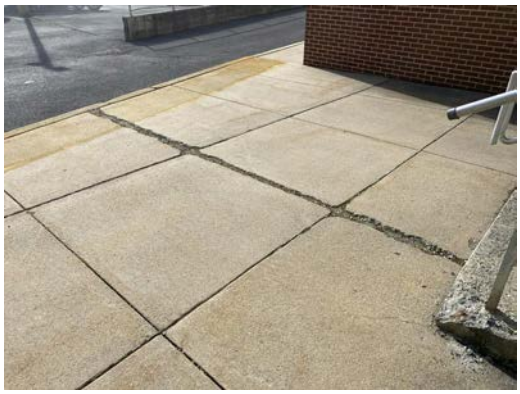
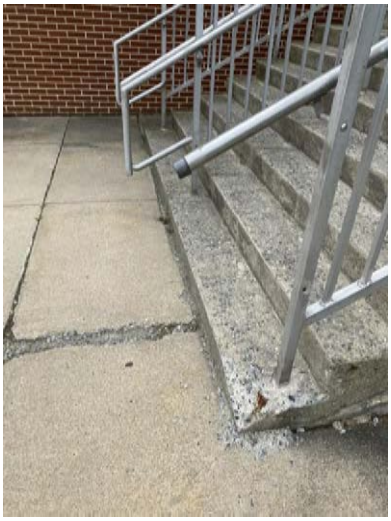
11.		12.	
13.		14.	
15.		16.	

17.		18.	
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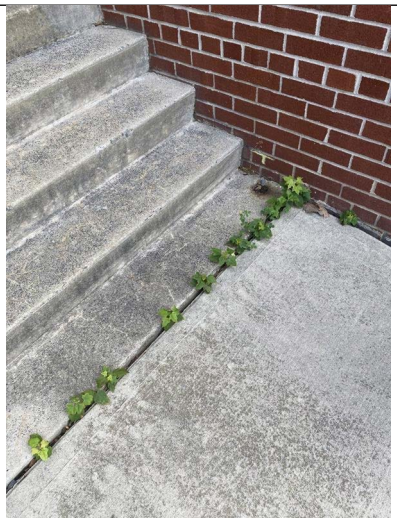
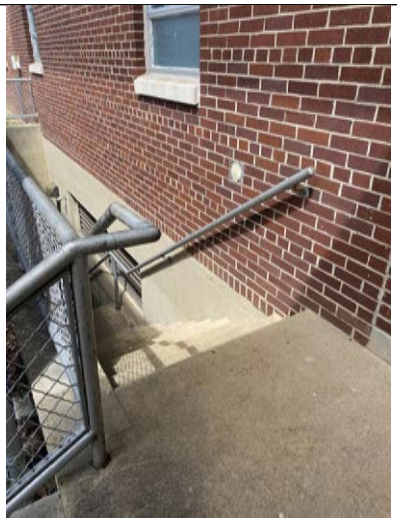
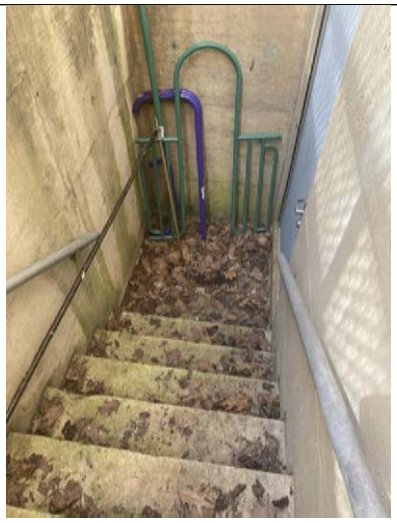
91.		92.	
93.		94.	

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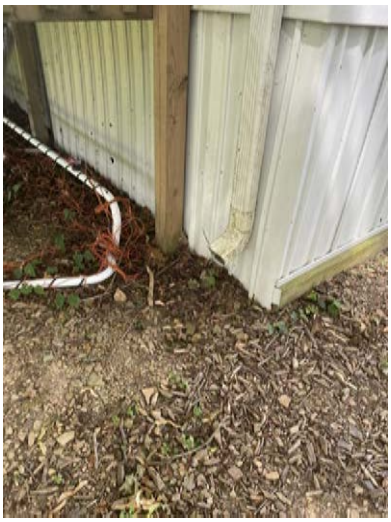
97.		98.	
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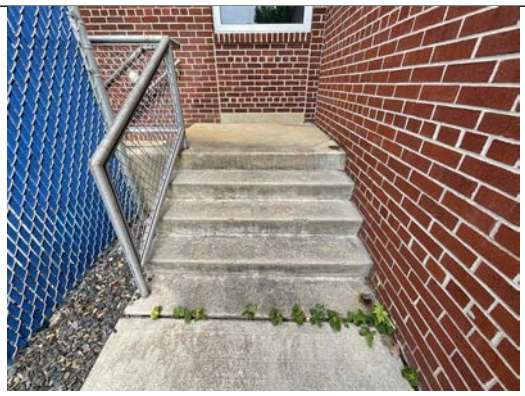
115.		116.	
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BARRY ISETT & associates INC
MULTI-DISCIPLINE ENGINEERS AND CONSULTANTS

June 21, 2024
Project #: 1026824.000

Mr. Michael Savage, AIA
Project Architect
RLPS Architects
250 Valleybrook Drive, Lancaster, PA 17601

RE: PALMERTON AREA SCHOOL DISTRICT FEASIBILITY STUDY
Palmerton Area High School/Middle School
3525 Fireline Road, Palmerton, PA 18071

BUS PATTERN/TRAFFIC NARRATIVE

Palmerton Area High School and Junior High School share common drop off and pick up locations. There are two main entrance points for the property. The east side entrance and parking lot are of mixed use comprised of 85% staff and 15% student overflow parking. The west side entrance is the main entrance for all High School and Junior High School buses, student parking and High School and Junior High School drop off traffic.

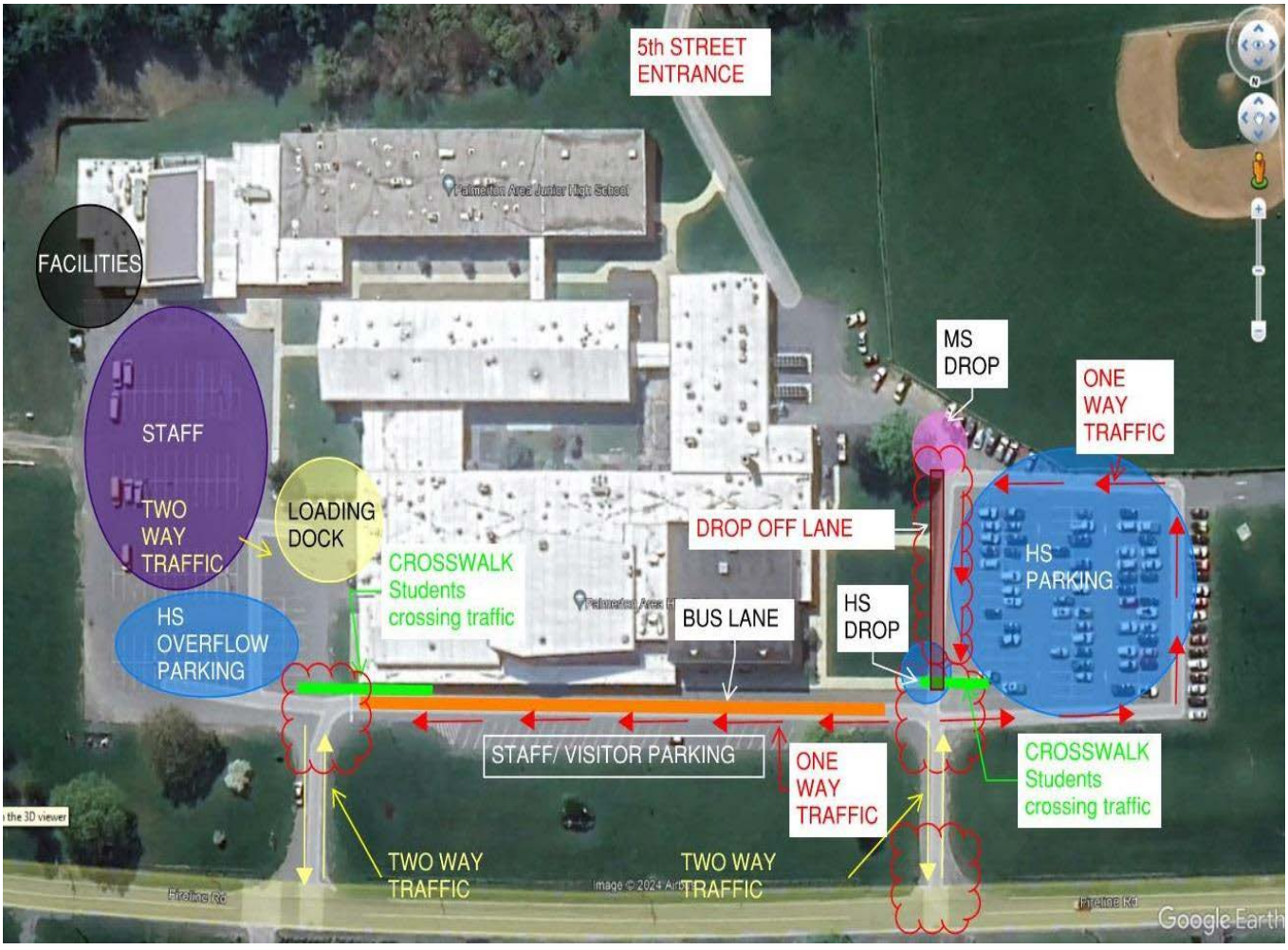
Vehicles enter the east side entrance from Fireline road into two-way traffic. Students utilize the front parking bays while the staff utilize the rear parking bays. Students enter the school via a crosswalk over two-way traffic that shares an unseparated lane with bus traffic. There is no physical barrier/paint marking to delineate the crosswalk and bus lane. Staff entry points are separated from student entry points. Delivery trucks utilize the East side entrance but typically arrive outside of arrival and departure.

The west side entrance is the main entrance for all High School and Junior High School bus traffic. Vehicles enter from Fireline Road entrance into two-way traffic. The aprons of the asphalt and surrounding grade indicate drivers are cutting the corner. High School drivers and student drop offs navigate through a one-way route. The route is inadequately marked and navigates through parking stalls. Busses enter from Fireline Road and navigate left through a one-way route towards the front of the school where students exit the buses and congregate on the sidewalk until allowed to enter the school. High School student drivers enter from Fireline road and are directed to the right into rows of assigned parking spots. High School students are assigned to parking spots indicated by parking passes with a corresponding painted number in each stall. The stalls do not have bumpers allowing cars to drive through the stalls, creating safety and visibility concerns. High School students utilize a cross walk through one-way traffic to the front sidewalk.

High School and Junior High School drop off students enter from Fireline road and are directed to the right and navigate one way around (through) the parking lot to a drop off point along a curb towards the front (High School) and rear (Junior High) of the building. Drivers line up along a curb and students exit the vehicles one car at a time. Drivers exit straight towards the entrance onto Fireline road. The west side entrance frequently backs up onto Fireline road due to reduced capacity once the lot fills with drop-off traffic, student drivers, and bus traffic. As the traffic begins to back up, drop off traffic will utilize the bus lane (not permitted) causing further congestion. The exiting traffic is slowed by High School students parking, passing through the crosswalk and bus traffic. Parking spaces in front of the school are utilized by visitors and staff. Pedestrian traffic from those stalls crosses over the bus lane. There are no visual markings indicating a cross walk through the bus lane.

Students were observed walking from the High School through the parking lot to access the stadium. The path of travel navigates into one-way traffic. There is no clear and separate path of travel from the school building to the stadium. The school has a small percentage of walkers and bikers who enter the property through an asphalt walking path off 5th street in the rear of the property. The students follow the asphalt path to where it intersects the concrete sidewalks that enter through a side entrance. The 5th Street entrance is gated and marked “NO VEHICLES PERMITTED SECURE ZONE”. The gate was open at the time of the site visit. The asphalt path surface is cracked and deteriorated.

BUS PATTERN/TRAFFIC VISUAL NARRATIVE



BUILDING RATING SCALE	
0	CONSIDER DEMOLITION
1	WEIGH HEAVY RENOVATIONS VS DISCONTINUED USE OR DEMOLITION
2	HEAVY RENOVATIONS OR ALTERATIONS NEEDED
3	LIGHT RENOVATIONS OR CAPITAL PROJECTS NEEDED
4	BRAND NEW OR LIKE-NEW FACILITY

FACILITIES PLAN - SITE IMPROVEMENTS LIST
DRAFT - JUNE 21 2024

FACILITY		SITE IMPROVEMENT	REASON	PRIORITY
PALMERTON HIGH SCHOOL AND JUNIOR HIGH SCHOOL				
	1	Replace cracked concrete sidewalk slabs/pads	Concrete sidewalk slabs are cracked/damaged following locations: High School front sidewalk, High School Gymnasium side entrance, Stadium sidewalk from weight room, visitors bleachers	3
	2	Replace wooden fencing along Fireline road	Missing sections of fence and deteriorated fence posts	1
	3	Mill and overlay asphalt paving at select locations in High School parking lot	Asphalt paving is cracked at several locations and severely damaged at a few locations	3
	4	Replace aged sections of fencing at stadium perimeter	Bent fence posts, damaged sections and loose barbed wire noted	2
	5	Perform full depth replacement of asphalt sidewalk from 5th street to Junior High entrance. 5th Street entrance in located in the south side of the property.	Asphalt sidewalk shows signs of severe damage and deterioration	1
	6	Repaint pavement and curb markings	Pavement and curb markings are extremely faded around the entire campus	2
	7	Replace traffic and directional signs	Traffic signs faded and/or lack visibility around the entire campus	2

8	Replace chain-link fencing at High School baseball field	Leaning fence and fence post bases pushed out of the ground	2
9	Replace and maintain expansion joints as necessary	Deteriorated expansion joints noted in the following locations: Junior High front curb, High School front curb, stadium concrete pads	2
10	Raise concrete slabs at side entrance to High School Building	Existing entrance transition shall be reviewed further for ADA accessibility	1
11	Regrade drainage swale with new rip rap along 5th street asphalt sidewalk	Swale overgrown, not functioning as intended	2
12	Replaced damaged/missing sections of downspouts	Damaged and missing sections of downspouts noted at the following locations: High School front right corner, High School multipurpose room, Stadium athletic trainers office and weight room	2
13	Provide fencing and concrete pad for High School Dumpsters	Improve security and sanitation	3
14	Pressure wash, seal around recessed discus pole bases and restripe discus pad	Stains noted on concrete pad, faded markings observed	3
15	Remediate rust at base of High School Entrance canopy columns	Rust and corrosion identified on canopy column post bases	2
16	Extend drainage pipe into curb at High School parking lot sidewalk ramp	Pipe drains into and mulch area causing erosion	3
17	Backfill soil and seed along the entire length of the High School front parking spaces	Soil erosion noted	3
18	Add handrails to the sidewalk ramp from High School parking to front entrance	Missing handrails	2
19	Backfill soil at manhole covers along Fireline Road	Settling and uneven ground around manhole covers noted	3
20	Create parking spaces along stadium maintenance entrance	Cars observed parking in grass causing soil erosion and runoff	3
21	Add additional bollards a around gas line entering maintenance garage	Insufficient protection noted around gas meter/lines	2

22	Grind concrete landing at side weight room entrance	Asphalt sidewalk has settle creating trip hazard at landing	3
23	Extend gutter to end of gable roof over weight room	Soil erosion and deterioration of CMU wall observed.	3
24	Install bollards around gas line outside of the weight room	Insufficient protection noted around gas meter/lines	2
25	Install new ramp into mower garage	Wooden entrance ramp is past it's useful life	2
26	Install fencing to restrict access underneath bleachers	Underside of bleachers exposes unsecured storage and safety hazards	3
27	Clear debris from weep holes located in concrete bleacher footer	Blocked weep holes noted	3
28	Continue handrail around corner for continuous transition from bleachers to ramp railing	Trip hazard onto exposed rebar	2
29	Grind concrete curb top separating asphalt walkways at entrance to stadium	Trip hazard	2
30	Add bollard near electrical conduit connections at rear of weight room	Insufficient protection noted around electrical conduit lines	2
31	Add or replace weather tight covers to all exterior outlets	Broken/missing outlet covers noted. Further investigation needed to determine if GFCI protection is operational/present	2
32	Route downspouts away from foundation at Stadium maintenance garage and weight room	Deteriorated CMU noted	3
33	Consult rubberized track coating manufacturer to further evaluate low spots and deteriorated coating	Water accumulates in low spots causing uneven wear in track surface	3
34	Re-attach conduit on track and field lap board.	Broken/bent conduit strap noted. Un-identified post adjacent to track and field board needs further investigation on function.	2
35	Re-attach trench drain cover with proper hardware and repair as needed	Loose trench drain cover observed	2
36	Secure all unprotected wire in appropriate conduit	Wires transitioning from ground to structures without protection at the Stadium maintenance garage and utility room along cemetery road	2

37	Add bollards near electrical conduit connections at utility room along cemetery road	Insufficient protection noted around electrical conduit lines	2
38	Install new exterior door and threshold at utility room along cemetery road	Soil erosion noted. Existing door allows access to interior when locked	3
39	Adjust height of utility boxes	A utility box in the asphalt walking path on West side of track is identified as a tripping hazard	3
40	Remove remnants of wooden utility pole and guy-wires located next to new metal light pole on the West side of the field	Exposed portions of the remnant wooden utility pole and guy-wires is a safety hazard	2
41	Replace Stadium flag pole lights	Existing light housing is broken	3
42	Grind metal supports for old scoreboard flush with the ground	Exposed portions of the old scoreboard supports are a safety hazard	3
43	Replace switch control arm on scoreboard sign	Existing switch arm bent. Box missing safety lock out.	2
44	Backfill around perimeter of tennis court fence	Soil has eroded exposing fence post bases	3
45	Reinforce/refinish wooden steps and landing at Multipurpose room	Foundation support has deteriorated and finishes have faded leaving exposed wood surfaces	3
46	Install post base cover for utility pole light	Utility light pole base missing cover, exposing live electrical connection at High School gymnasium entrance	2
47	Add bollards around natural gas piping	Insufficient protection noted around natural gas lines in the field between 5th street entrance and baseball field	2
48	Replace roofing materials on CMU dugouts	Missing and deteriorated shingle materials noted	2
49	Raise asphalt path leading to Junior High baseball field	Concrete pad for concession stand at higher elevation than asphalt path creating uneven step heights and trip hazard	2
50	Clean out and maintain drain basins around campus	An accumulation of organic debris noted	3
51	Replace the damaged, in-ground utility box in High School parking lot along the perimeter of the baseball field fence	Crushed/buried utility box noted	2

52	Add retaining wall at stadium maintenance garage at elevation change	Observed erosion and undermining of garage footings due to grade change	3
53	Reset/replace railroad ties at batting tunnels	Shifted and deteriorated railroad ties noted	3
54	Upgrade School Zone signage to high visibility, electronic signals along Fireline road	Inadequate and low visibility signage	2

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Date: June 21, 2024
Project #: 1026824.000

Palmerton Area School District
Site Improvement Recommendations
Location: High and Junior High School
Address: 3525 Fireline Road, Palmerton, PA 18071

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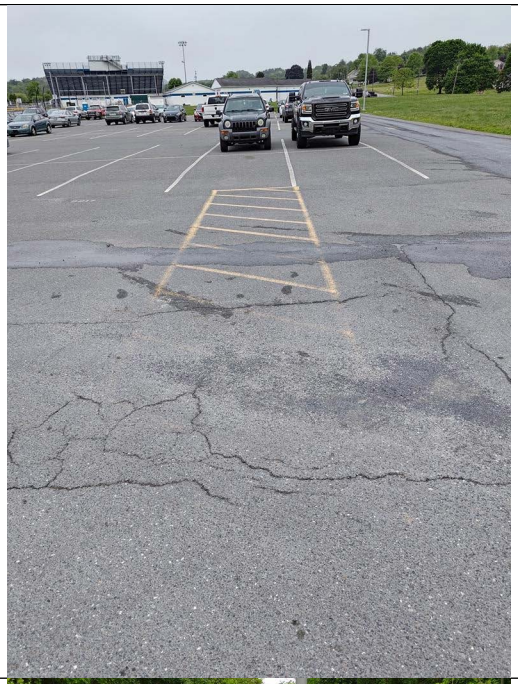
3.		4.	
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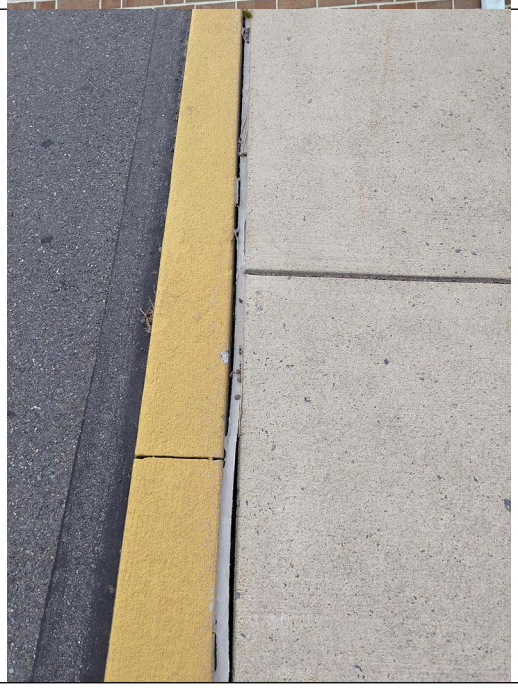
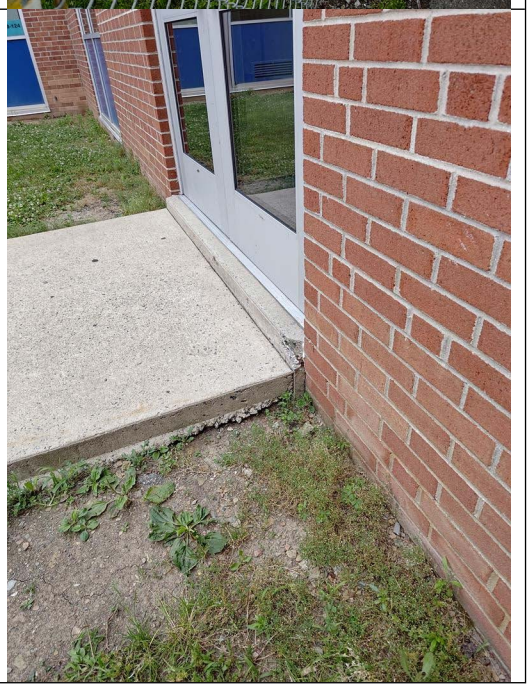
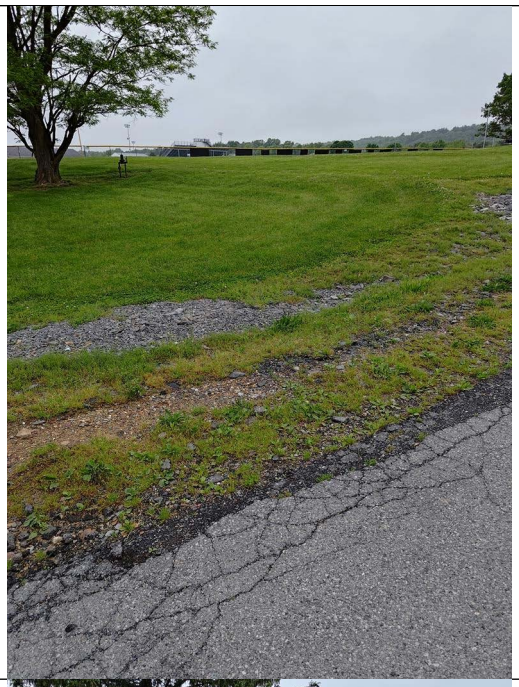
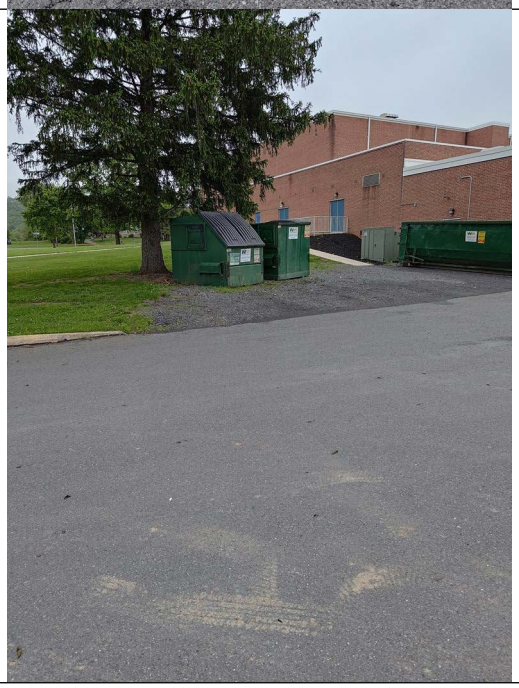
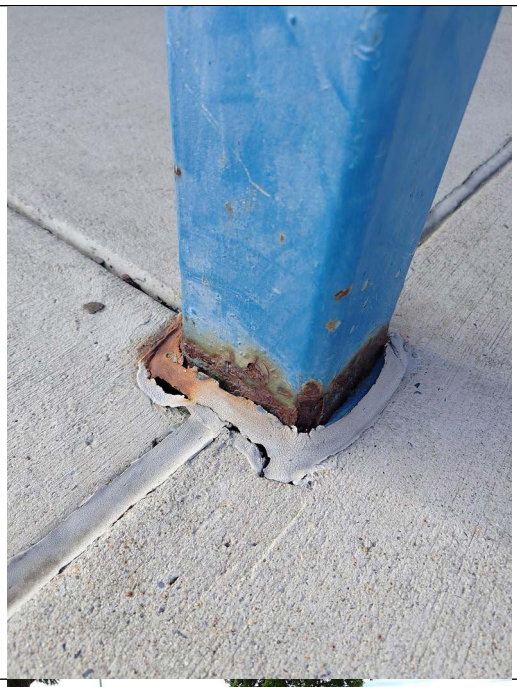
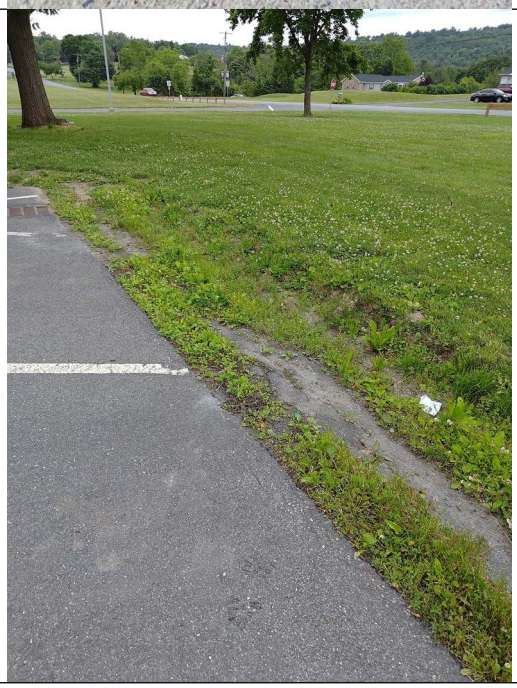
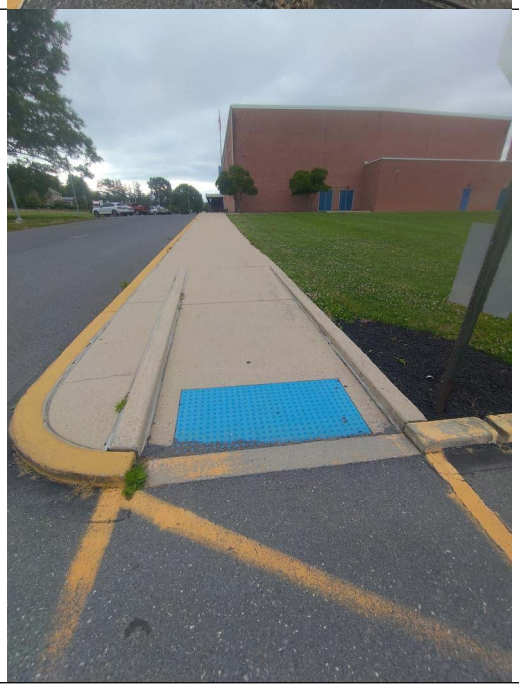
9.		10.	

11.		12.	
13.		14.	

15.		16.	
17.		18.	

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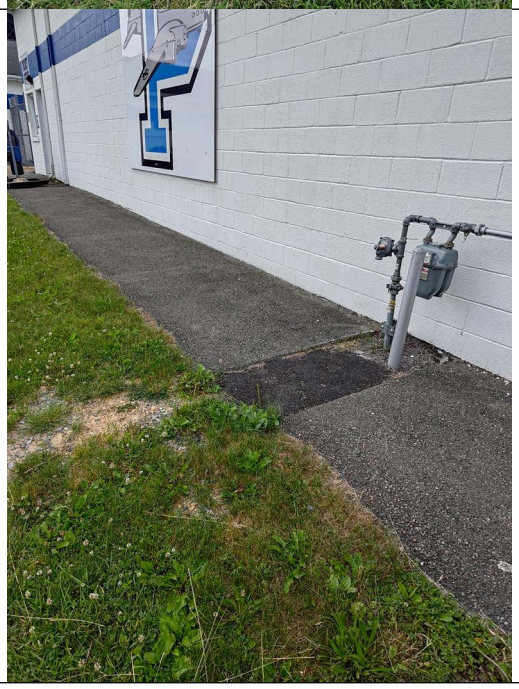
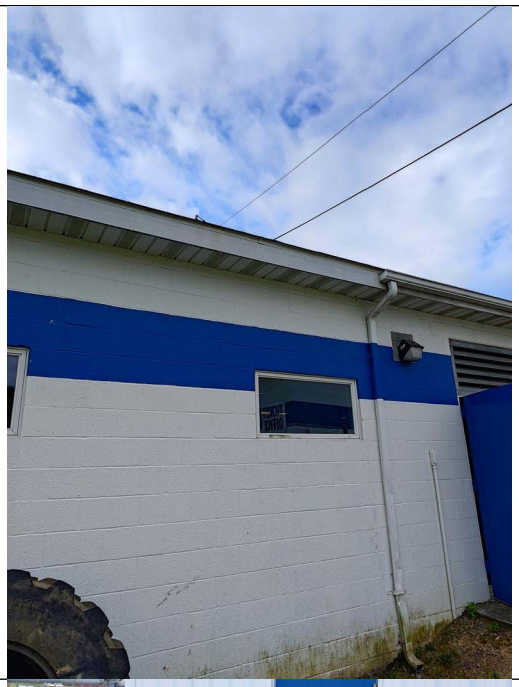
21.		22.	

23.		24.	
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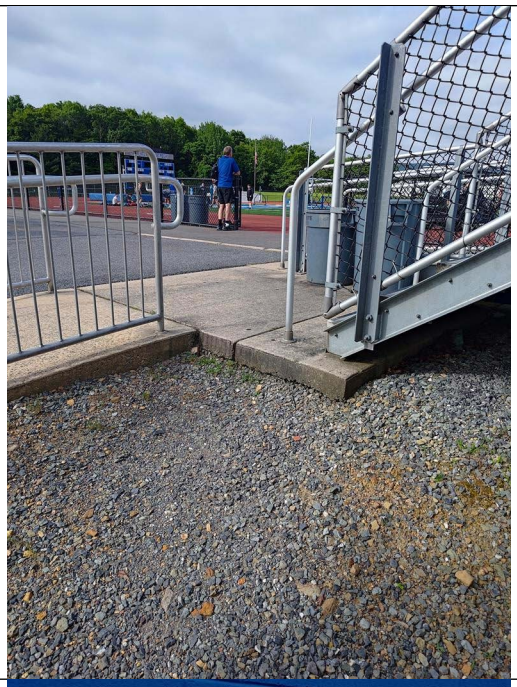
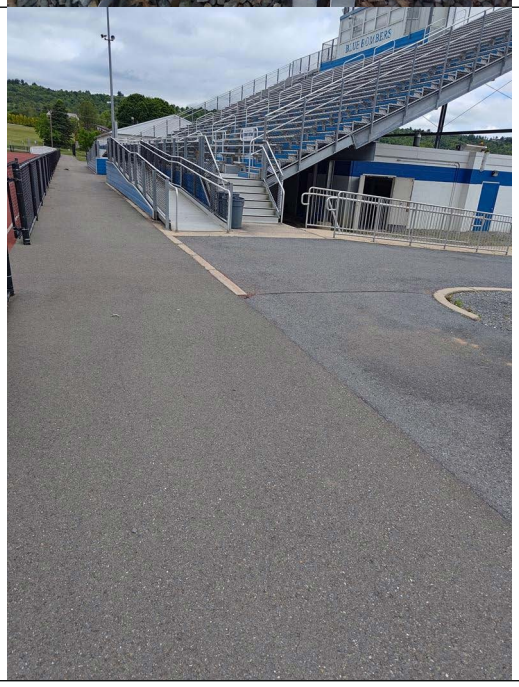
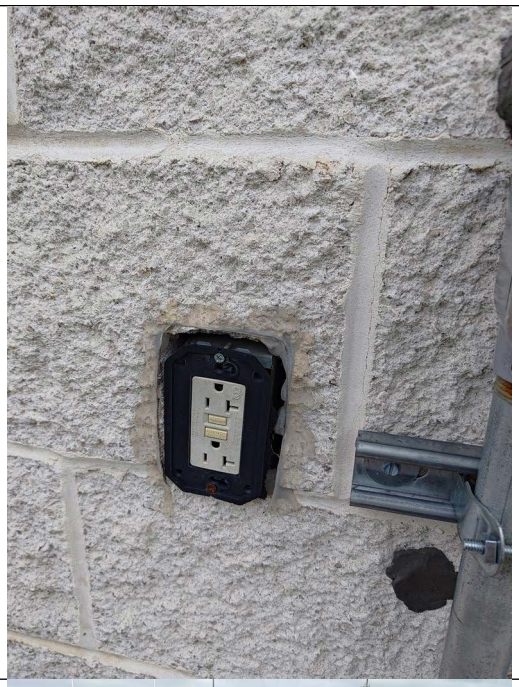
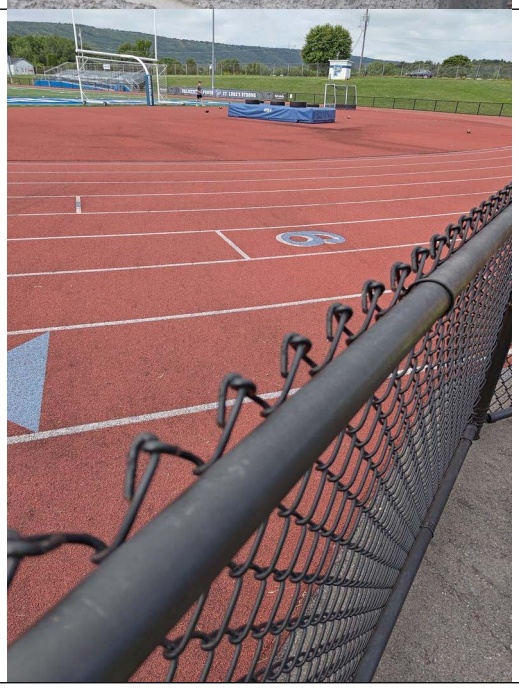
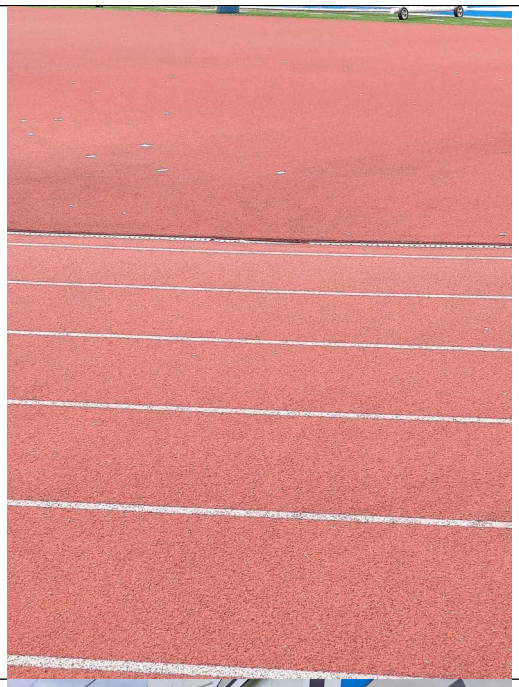
27.		28.	
29.		30.	

31.		32.	
33.		34.	

35.		36	
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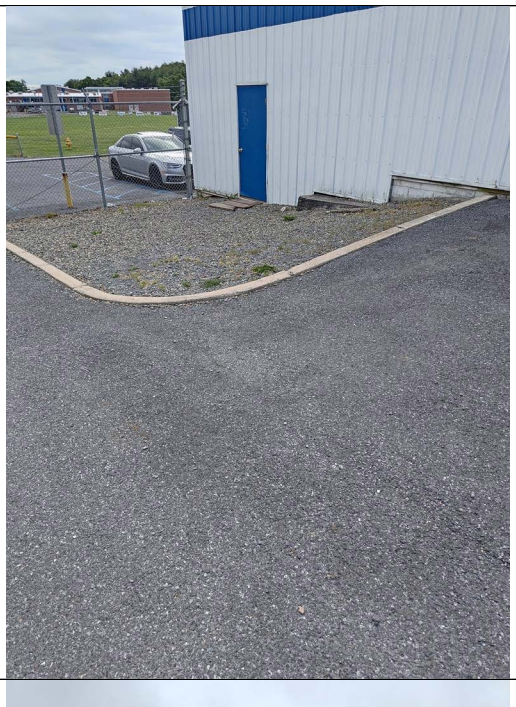
51		52.	
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Parkside Education Center

The following is a summary of MEP systems, conditions, and issues. Existing conditions were obtained from existing drawings, building surveys, and discussions with maintenance and facilities staff. The condition of each system is indicated as follows:

0 = Very Unsatisfactory 1 = Somewhat Unsatisfactory 2 = Neither 3 = Somewhat Satisfactory 4 = Satisfactory

- Overview: • XXXX houses grades XX. The original building was constructed in XXXX with additions and renovations completed in XXXX. The total building area is XX,000 SF.
- Fire Protection:
  - The building has a partial sprinkler system for elevator machine room. The rest of the building is not sprinklered..
- Plumbing:
  - Fixtures: Manual flush valves and manual faucets
  - Domestic Water Service: Public water with a booster pump skid system with a hydropneumatic tank.
  - Water Heating: Electric water heaters on each floor and a separate one for the kitchen.
  - Water Treatment Systems: None
  - Sanitary Service: Public sewer with sewage ejector pump.
  - Stormwater System: Roof drains to public stormwater. Sump pump in basement.
  - Natural Gas Service: Building provided with natural gas from local utility (UGI).
  - Kitchen: 3-bowl sink with infloor grease interceptor. Disposer.
- HVAC
  - Central Heating System:
    - Boilers: None.
    - Pumps & Piping: None.
  - Central Cooling System:
    - Chillers: None
    - Cooling Towers: None
    - Pumps & Piping: None
  - Central Station Air Handling Units: None
  - Unitary Equipment: Gas fired DX RTU installed in 2008. Trane and Greenheck Innovent units. VAV boxes and electric duct coils for zoning.
  - Ventilation Systems:
    - General Exhaust: Toilet exhaust fans on the roof, installed in 2008.
    - Kitchen: None
  - Building Automation System:
    - Type: A Scheider Electric DDC system maintained by NRG provides the control for the HVAC systems
    - Dehumidification: Has electric duct coils for reheat..

- Electrical
  - Normal Power/Distribution:
    - Service: The PPL electrical service originates from pole-mounted transformers located in the southeast corner of the adjacent parking area. A CT cabinet and meter (PPL #300270440) are located in the utility courtyard on the southeast corner of the building. Service feeds 480Y/277V, 800A main distribution panel in main electrical room.
    - Branch Panels: Square D, replaced in 2008. No known distribution concerns.
    - Wiring Devices: Good condition, adequate for current needs.
    - Emergency Power: Emergency power system covers egress lighting, fire alarm, sump pump, IT loads, walk-in cooler and freezer units, and some miscellaneous kitchen loads.
      - Generator: Cummins 60KW, natural gas-fired generator. Installed in 2008. Located in shared penthouse with normal panelboards, room does not appear to meet current requirements for fire-rating or dedicated emergency space.
      - Transfer Switches: Cummins, one for life safety loads and a second for equipment loads.
  - Lighting Systems:
    - Interior Fixtures: Fixtures replaced during 2008 renovation, mostly 2x4 prismatic troffers with fluorescent lamps and downlights with compact fluorescent lamps.
    - Exterior Fixtures: Egress lighting provided at exterior doors. Fixtures appear dated. Where lamps are visible, fixtures appear to have CFL/LED screw-in replacement lamps.
    - Controls: Most spaces have automatic controls – line voltage wall-switch sensors in small spaces and ceiling-mount analog sensors in larger spaces. Limited coverage in classrooms, lights often turn off on teachers.
  - Communications
    - Data: No noted concerns with wireless coverage. Cat 6 cabling and equipment.
    - Telephone: Classroom telephones can only dial internally, cannot call outside or other Palmerton buildings.
    - Classroom Technology: Classroom technology is adequate for present needs. Smart boards installed in all classrooms within last few years.
    - CATV: Cable service to televisions in classrooms, not typically used.
    - Master Clock: No master clock system present.
    - Intercom/Paging: Paging system adequate for present needs.
    - Two-Way Communication: No area of refuge system or call system at elevator lobbies is present. These systems are required by current building codes.
  - Safety & Security
    - Access Control: Tyco iStar system. There are secured doors with card readers at each entrance to each floor. Once a visitor to admin is buzzed in from the rear entrance, they have access to main stairwell and lobbies on each floor. When the doors are closed, visitors do not have further access to the classroom hallways, however during transition times doors are propped open, potentially giving

visitors access to secure areas. Classroom doors do not have electronic access control, they remain locked but propped open during the day and are closed during an emergency event.

- Video Surveillance: Camera coverage and video quality are adequate, no current coverage in stairwells but administrators noted that coverage in stairwells is not required.
- Fire Alarm: Simplex 4100U fire alarm control panel, located in the main electrical room. The fire alarm system in the building is tone-based, devices and coverage appear adequate. Full SD coverage in most spaces. Current building codes require a voice-evacuation type fire alarm system in Group E educational occupancies, so the FACP may need to be upgraded as part of any significant building renovations.

- Lightning Protection: No lightning protection system installed on building.

SS Palmer Elementary School

The following is a summary of MEP systems, conditions, and issues. Existing conditions were obtained from existing drawings, building surveys, and discussions with maintenance and facilities staff. The condition of each system is indicated as follows:

0 = Very Unsatisfactory 1 = Somewhat Unsatisfactory 2 = Neither 3 = Somewhat Satisfactory 4 = Satisfactory

- Overview: • XXXX houses grades XX. The original building was constructed in XXXX with additions and renovations completed in XXXX. The total building area is XX,000 SF.
- Fire Protection:
    - The building does not have a sprinkler system.
- Plumbing:
    - Fixtures: Manual flush valves and manual faucets.
        - Water coolers are usable but dated.
    - Domestic Water Service: Public water, meter and backflow preventer in basement.
    - Water Heating: 2 gas fired AO Smith, 250 MBH each storage tanks installed in 2013 with mixing valve and recirculating pump.
    - Water Treatment Systems: None
    - Sanitary Service: Public sewer with sewage pump.
    - Stormwater System: Roof drains to public stormwater. Sump pump in basement.
    - Natural Gas Service: Building provided with natural gas from local utility (UGI).
    - Art room sink has plaster trap
    - Grease interceptor was not located, building was under construction at time of visit.
- HVAC
    - Central Heating System:
        - Boilers: 3 Aerco Benchmark condensing heating hot water installed in 2013
            - Exterior penetration has daylight viewed around boiler intake vents
        - Pumps & Piping: End suction pumps, 5 HP each.
        - Winter heat reportedly takes a long time to start up.
    - Central Cooling System:
        - Chillers: Trane air cooled chiller suspended over areaway.
        - Cooling Towers: None
        - Pumps & Piping: End suction pumps, 15 HP each
        - Summer cooling reportedly takes a long time to cool down.
    - Central Station Air Handling Units: xxx
        - AHU with ERV for Multi-Purpose Room/Gym, installed in 2017.
        - AHU for library in mechanical room, installed in 2017
        - AHU for admin office in mechanical room, installed in 2017. Area currently under construction.
    - Unitary Equipment: xxx

        - 4 condensing units on roof
        - Condensing unit on grade for computer classroom unit vent.
    - Ventilation Systems:
        - General Exhaust: Toilet rooms are exhaust by inline fans up to roof mounted roof vents or louvers.
        - Kitchen: None
    - Building Automation System:
        - Type: A Scheider Electric DDC system maintained by NRG provides the control for the HVAC systems.
        - Dehumidification: No dehumidification control is provided for the majority of the building. Boilers reportedly do not operate in the summer for dehumdifcation.
- Electrical
    - Normal Power/Distribution:
        - Service: The PPL electrical service originates from pole-mounted transformers located off the southwest corner of the building. A CT cabinet and meter (PPL #300270439) are located on the

southwest corner of the building. Service feeds 480Y/277V, 1200A GE distribution panel (which in turn serves a 208Y/120V, 800A GE distribution panel) in basement electrical room.

- Branch Panels: GE, 1988 vintage. Panels showing age, but no known failures.
- Wiring Devices: Limited receptacles and circuits in classrooms.
- Emergency Power: Emergency power system covers only egress lighting and fire alarm loads. IT loads, walk-in cooler and freezer units, etc are not backed up on emergency power system.
    - Generator: Kohler 25KW, 120/240V single-phase, natural gas-fired generator located in basement mechanical room. Installed in 2011. Located in shared room with normal panelboards and mechanical equipment. Limited capacity.
    - Transfer Switches: Kohler, single transfer switch. Installed in 2011. In order to add IT or kitchen loads, a second transfer switch would be required by code.

o Lighting Systems:

- Interior Fixtures: Mostly 2x4 prismatic troffers with fluorescent lamps and downlights with compact fluorescent lamps.
- Exterior Fixtures: Egress lighting provided at exterior doors. Minimal lighting around building perimeter. Fixtures appear dated. Where lamps are visible, fixtures appear to have CFL/LED screw-in replacement lamps.
- Controls: Most spaces have automatic controls – line voltage wall-switch sensors in small spaces and ceiling-mount analog sensors in larger spaces. Limited coverage in classrooms, lights often turn off on teachers.

o Communications

- Data: No noted concerns with wireless coverage. Cat 6 cabling and equipment.
- Telephone: Classroom telephones can only dial internally, cannot call outside or other Palmerton buildings.
- Classroom Technology: Classroom technology is adequate for present needs. Smart boards installed in all classrooms within last few years.
- CATV: Cable service to televisions in classrooms, not typically used.
- Master Clock: No master clock system present.
- Intercom/Paging: Paging system is failing, administrators noted issues with system reliability.
- Sound System: Amplified sound system for the gymnasium appears to be 50+ years old.
- Two-Way Communication: No area of refuge system or call system at elevator lobbies is present. These systems are required by current building codes.

o Safety & Security

- Access Control: Tyco iStar system. The building is currently under construction to create a new secured vestibule/entrance, which was the administration's top concern with building security.

Classroom doors do not have electronic access control, they remain locked but propped open during the day and are closed during an emergency event.

- Video Surveillance: Camera coverage and video quality are generally adequate, though administrators did note two potential blind spots around building perimeter than have been problematic.
- Fire Alarm: Simplex 4100ES fire alarm control panel, located in the basement mechanical room adjacent to the emergency generator. The fire alarm system in the building is tone-based, devices and coverage appear adequate. Full SD coverage in most spaces. Current building codes require a voice-evacuation type fire alarm system in Group E educational occupancies, so the FACP may need to be upgraded as part of any significant building renovations.

o Lightning Protection: No lightning protection system installed on building.

Towamensing Elementary School

The following is a summary of MEP systems, conditions, and issues. Existing conditions were obtained from existing drawings, building surveys, and discussions with maintenance and facilities staff. The condition of each system is indicated as follows:

0 = Very Unsatisfactory 1 = Somewhat Unsatisfactory 2 = Neither 3 = Somewhat Satisfactory 4 = Satisfactory

- Overview: • XXXX houses grades XX. The original building was constructed in XXXX with additions and renovations completed in XXXX. The total building area is XX,000 SF.
- Fire Protection:
    - The building has a partial sprinkler system for one janitor/storage room. The remainder of the building is not sprinklered.
- Plumbing:
    - Fixtures: Various ages depending on the addition. Manual flush valves and faucets.
    - Domestic Water Service: Well on site, at rear of building. Booster pump with hydropnuematic tank, skid mounted. Insulated storage tank in mechanical room below kitchen.
    - Water Heating: Electric water heaters, total of three for building, one in boiler room and one in each of the additions, all independent. Recirculation pumps for the heaters in the additions.
    - Water Treatment Systems: Treatment in mechanical room below kitchen.
    - Sanitary Service: Drain field with several pumps. Final pump out in baseball outfield. No plaster trap in art room. Could not locate the grease interceptor for kitchen.
    - Stormwater System: Some gutter and downspouts, some internal drains. To drain field on site.Sump pump in basement boiler room.
    - Natural Gas Service: None
    - Kitchen: Electric heater for dishwasher; electric appliances; disposer.
- HVAC
    - Central Heating System:
        - Boilers: Fuel Oil fired cast iron sectional, HB Smith, 1947 MBH, installed in 2008.
        - Pumps & Piping: End suction, 5 HP, 200 GPM, installed in 2008
    - Central Cooling System:
        - Chillers: Single aircooled Trane scroll, 100 tons, installed in 2017. Does not serve all of building.
        - Pumps & Piping: End suction, 7.5 HP, 184 GPM, installed in 2017
    - Central Station Air Handling Units: Gym/auditorium has a Trane indoor unit installed in 2017 with 40 ton condenser-compressor unit on the roof.
    - Unitary Equipment:
        - 4-pipe unit ventilators installed in 2017 serve classrooms.
        - RTUs installed in 2006 serve Media Center, Cafeteria, Main & Nurses office, Computer Room, and Music/Faculty Offices.
        - Selfcontained AC in portable classrooms.

- Ventilation Systems:
  - General Exhaust: Toilet rooms are exhaust by roof mounted fans installed in 2006.
  - Kitchen: A kitchen hood with exhaust and internal make-up air is provided for the kitchen Trane make-up AHU on roof.
- Building Automation System:
  - Type: A Scheider Electric DDC system maintained by NRG provides the control for the HVAC systems. This system was installed equipment for each construction phase,1985, 2006 and 2017.
  - Dehumidification: No dehumidification control is provided for this building and there are humidity issues.

- Electrical
  - Normal Power/Distribution:
    - Service: The PPL electrical service originates from a pad-mounted transformer located off the southeast corner of the building. Metering is contained within the main switchboard, with the meter (PPL #301415437) located on the south exterior wall adjacent to the chiller. Service feeds a 208Y/120V, 3000A Square D QED switchboard located in the main electrical room of the 2007 addition. That switchboard serves all loads in the addition, as well as backfeeding the fusible switch switchboard in the original building basement. The fusible switch switchboard is 280Y/120V, 1200A GE AV-Line and appears to be roughly 40 years old. Some switch compartments have failed, replacement parts are not readily available. Peak demand for the electrical service was 156KVA (about 450A), measured in June 2024, per the switchboard power monitoring unit.
    - Branch Panels: Branch panels in the 2007 addition are Square D and are in good condition. Branch panels in the original building and first (1986) addition appear to be either original to the building (60+ years old) or installed during the addition (40 years old) .
    - Wiring Devices: No known issues with current wiring device layouts or operation.
    - Emergency Power: Emergency power system covers egress lighting and fire alarm loads, IT loads, walk-in cooler and freezer units, water heaters, and some HVAC equipment within the 2007 addition.
      - Generator: Generac SD080, 208Y/120V, diesel-fuel fired with sub-base fuel tank. Installed in 2007. Located in shared room with mechanical equipment and building storage.
      - Transfer Switches: Generac HTS, two transfer switches. Installed in 2007. Life safety and equipment loads are separate in accordance with current code requirements.
  - Lighting Systems:
    - Interior Fixtures: Mostly 2x4 prismatic troffers and suspended with fluorescent lamps and downlights with compact fluorescent lamps. Lighting levels appear adequate, fixtures are in good condition.
    - Exterior Fixtures: Administration noted lack of adequate lighting at building entrance and parking area. Site lighting in side parking lot recently replaced with LED heads. Perimeter lighting around

building appears to consist generally of metal halide wall fixtures, controlled by a master photocell located on the roof.

- Theatrical Lighting System: Lehigh Electric dimming cabinet, 208Y/120V, 200A. Installed in 2007. No noted concerns with stage/gymnasium lighting controls.
- Controls: Most spaces have automatic controls – line voltage wall-switch sensors in small spaces and ceiling-mount analog sensors in larger spaces. Limited corridor lighting controls in original/1986 areas of building.

o Communications

- Data: No noted concerns with wireless coverage. Cat 6 cabling and equipment.
- Telephone: Classroom telephones can only dial internally, cannot call outside or other Palmerton buildings.
- Classroom Technology: Classroom technology is adequate for present needs. Smart boards installed in all classrooms within last few years.
- Master Clock: No master clock system present.
- Intercom/Paging: Bogen Multicom 2000, located in main office. No concerns noted with paging system.
- Sound/AV System: Amplified sound system for stage/gymnasium is in good condition. No noted concerns. Amplified sound system and video system for media center appears in good condition, but does include dated media technology (VCR, etc).

o Safety & Security

- Access Control: Tyco iStar system. Building has a secure vestibule and access control at each entrance point. No concerns noted with current system.
- Video Surveillance: Camera coverage and video quality are adequate, no concerns noted with current layout or system.
- Fire Alarm: Simplex 4100U fire alarm control panel, located in the basement electrical room. The fire alarm system in the building is tone-based, devices and coverage appear adequate. Full SD coverage in most spaces. Current building codes require a voice-evacuation type fire alarm system in Group E educational occupancies, so the FACP may need to be upgraded as part of any significant building renovations.

o Lightning Protection: The building has a full lightning protection system that was installed in 2007. System includes lightning arrestors on rooftop perimeter and rooftop equipment. Multiple down conductors were observed to be damaged or disconnected entirely and should be repaired to protect the integrity of the system.

Palmerton Junior High School

The following is a summary of MEP systems, conditions, and issues. Existing conditions were obtained from existing drawings, building surveys, and discussions with maintenance and facilities staff. The condition of each system is indicated as follows:

0 = Very Unsatisfactory 1 = Somewhat Unsatisfactory 2 = Neither 3 = Somewhat Satisfactory 4 = Satisfactory

- Overview: • XXXX houses grades XX. The original building was constructed in XXXX with additions and renovations completed in XXXX. The total building area is XX,000 SF.
- Fire Protection:
    - The building has a partial sprinkler system for the 2017 addition only. A water tank on site with a diesel fire pump in the building serves the sprinkler system.
- Plumbing:
    - Fixtures: Electronic faucet and flush valves
    - Domestic Water Service: Booster pump and storage tank in building. Pumps to HS and Field House.
    - Water Heating: Condensing storage water heater, gas fired.
    - Water Treatment Systems: No water treatment is provided in the building.
    - Sanitary Service: The building is tied to the HS and Field House sanitary system.
        - Several plumbing vents have flexible hose to increase distance to HVAC intakes. Replace with hard pipe to extend vertical, above intakes.
    - Stormwater System: Roof drains as well as gutter and downspouts to onsite drain field. Connected with HS and Field House.
    - Natural Gas Service: Building provided with natural gas from local utility (UGI).
    - Kitchen: 3-bowl sink. Grease interceptor outside building, below grade.
    - Art Room: Sink does not have a plaster trap.
- HVAC
    - Central Heating System:
        - Boilers: 2 at 2000 MBH, Patterson Kelley condensing heating hot water installed in 2017.
        - Pumps & Piping: End suction, 7.5 HP, 175 GPM, installed in 2017.
    - Central Cooling System:
        - Chillers: None – connected to HS system, 6” mains.
        - Cooling Towers: None.
        - Pumps & Piping: None – connected to HS system.
    - Central Station Air Handling Units:
        - Rooftop AHU for cafeteria
        - Rooftop AHU for offices
            - VAV boxes with hot water coils for zone control
                - Zone control is tempermental for classroom 110 and 111 which seem to be different wall configuration than original layout but the ducwtwork/diffusers/zoning appeared to be based on the original layout.

- 4 suspended AHUs for gym with discharge ductwork, exposed in the space.
  - Units are noisy in the space.

- Unitary Equipment:
  - 4-pipe unit ventilators installed in 2017 serve classrooms.
  - ERVs to 4 pipe fan coil units installed in 2017 to serve some classrooms
  - ERV for locker rooms.
  - Make-up air units for science labs.
  - Rooftop unit for media center.
  - Rooftop unit for computer room.
  - VRF for IT offices and kitchen.
- Ventilation Systems:
  - General Exhaust: Toilet rooms are exhaust by roof mounted fans installed in 2017
  - Kitchen: A kitchen hood with exhaust and internal make-up air is provided for the kitchen. CaptiveAire make-up AHU on roof, gas fired with DX cooling.
  - Art Room: Kiln hood and paint spray booth.
- Building Automation System:
  - Type: A Scheider Electric DDC system maintained by NRG provides the control for the HVAC systems. This system was installed in 2017. There was noted that the building has uneven temperatures in some rooms.
  - Dehumidification: No dehumidification control is provided for the majority of the building.

- Electrical
  - Normal Power/Distribution:
    - Service: Service at the Junior High School is fed from an 800A/3P breaker in the 480Y/277V switchboard at the adjoining high school.
    - Branch Panels: Most 480Y/277V and 208Y/120V branch panels (General Electric) are less than 10 years old and in good condition. Some original Westinghouse branch panels remain and are in fair to poor condition.
    - Wiring Devices: Wiring device condition and quantities are generally adequate, as they were updated in 2017. Room 110 has had significant issues, including at least two separate instances of electrical fires and multiple additional occurrences of nuisance tripping.
    - Emergency Power: Emergency power system covers egress lighting, fire alarm loads, IT loads, walk-in cooler and freezer units, and some HVAC loads.
      - Generator: Generac, 480Y/277V, 80KW with sub-base diesel fuel tank. Located on grade adjacent to main electrical room. Installed in 2017.
      - Transfer Switches: Generac, 480V, 50A and 100A. Separate transfer switches for life safety and equipment branches. Located on exterior wall adjacent to main electrical room.
  - Lighting Systems:
    - Interior Fixtures: Mainly LED, installed in 2017. No concerns with lighting levels or maintenance.
    - Exterior Fixtures: Mainly LED, installed in 2017.
    - Controls: Automatic controls – line voltage wall switch sensors for smaller spaces and ceiling/wall-mount analog sensors for larger spaces. Generally compliant with current energy codes.
  - Communications
    - Data: No noted concerns with wireless coverage. Cat 6 cabling and equipment.
    - Telephone: No noted concerns, adequate for current needs.
    - Classroom Technology: Classroom technology is adequate for present needs. Smart boards installed in all classrooms within last few years
    - Intercom/Paging: Shared system with the high school. Some spaces, such as faculty room, lack speaker so they cannot hear announcements. Because it's a shared system, only one school can use the paging system at a time, also causes issues with the bells since high school and junior high are on different schedules.
  - Safety & Security
    - Access Control: Tyco iStar system. The building has a secure entry vestibule, and all exterior entrances are provided with electronic access control.
    - Video Surveillance: Video quality and coverage is adequate. No recurring visibility issues.
    - Intrusion Detection: System is very sensitive and often has nuisance alarms. Building staff has not been trained in how to properly use system.
    - Fire Alarm: Simplex 4100ES fire alarm control panel, located in main high school electrical room. The fire alarm system in the building is tone-based, devices and coverage appear adequate. Full SD coverage in most spaces. Remote annunciator in main lobby. Current building codes require a voice-evacuation type fire alarm system in Group E educational occupancies, so the FACP may

need to be upgraded as part of any significant building renovations. Many fire alarm notification devices say 'FIRE', while others say 'ALERT', seems to be no reasoning when one is used over the other. 'ALERT' devices are typically only used for mass notification systems, which administration indicated is not present.

- Lightning Protection: No lightning protection system installed on building.

Palmerton Senior High School

The following is a summary of MEP systems, conditions, and issues. Existing conditions were obtained from existing drawings, building surveys, and discussions with maintenance and facilities staff. The condition of each system is indicated as follows:

0 = Very Unsatisfactory 1 = Somewhat Unsatisfactory 2 = Neither 3 = Somewhat Satisfactory 4 = Satisfactory

- Overview: • XXXX houses grades XX. The original building was constructed in XXXX with additions and renovations completed in XXXX. The total building area is XX,000 SF.
- Fire Protection:
    - The building does not have a sprinkler system.
- Plumbing:
    - Fixtures: Manual flush valve and manual/metered faucet. Some water closets are manual tank type instead of flush valve.
        - Water coolers are not usable.
    - Domestic Water Service: Connected to JR HS booster pump system.
        - Shower pressure for faculty is low.
    - Water Heating: Gas fired tank type, 1500 MBH
    - Water Treatment Systems: No water treatment is provided in the building
    - Sanitary Service: The building is tied to the JR HS and Field House sanitary system
        - Backups often, continuously snake drains
        - Sewer smells in kitchen
        - Gnats in rooms along exterior wall at ktichen and facutly room.
    - Stormwater System: Roof drains as well as gutter and downspouts to onsite drain field. Connected with JR HS and Field House.
    - Natural Gas Service: Building provided with natural gas from local utility (UGI).
    - Kitchen: 3-bowl sink with infloor grease interceptor
    - Air compressor for wood shop.
    - Art room sink has plaster trap.
    - Science room lab benches have gas turrets and eye wash/ emergency shower
- HVAC
    - Central Heating System:
        - Boilers: 3 Aerco Benchmark condensing heating hot water.
        - Pumps & Piping: End suction pumps.
            - Asbestos on some piping insulation.
    - Central Cooling System:
        - Chillers: 2 air cooled on grade, Serves the JR HS. 230 tons each, manufactured by Trane, installed in 2017.
        - Cooling Towers: None

- Pumps & Piping: 3 end suction pumps at 15 HP each.
  - Many condensate leaks at units/piping due to poor installation of insulation. Buckets are installed above ceilings to catch condensate.

- Central Station Air Handling Units:
  - 2 suspended AHUs for auditoirium.
    - Humid in auditorium, boilers do not operate in summer for dehumidification.
  - AHU for the library, in mech room.
  - AHU for the cafeteria with an electric reheat coil.
  - 4 suspended AHUs for gym with discharge ductwork, exposed in the space.
    - Units are noisy in the space. Reportedly difficult to teach class.
    - Cold space temperatures in winter.
- Unitary Equipment: xxx
  - 4-pipe unit ventilators installed in 2017 serve classrooms.
  - 4 pipe fan coil units installed in 2017 to serve some classrooms and offices.
    - No ERV to precondition the incoming air.
    - No AC in athletic directors office
    - No AC in copier room on second floor.
  - Make-up air units for science labs, heating only.
  - MAU for locker rooms, heating only.
  - ERV for Home Ec to feed into fan coil.
  - Rooftop units for computer room, business classroom, CAD classroom.
  - Rooftop unit with VAV boxes with hot water reheat for the Administration and Nurses Suite.
- Ventilation Systems:
  - General Exhaust: Toilet rooms are exhaust by roof mounted fans
  - Kitchen: Kitchen hoods with separate exhaust fans
    - Filtered makeup only, no heating or cooling
  - Dust collector for wood shop
    - Have safety switches and eyewash.
    - Bench exhaust connected with flex hose.
  - Dark room no longer in use.
  - Kiln exhaust in Art Room
  - Paint spray booth in Art Room
  - Fume hood in Science Room

- Building Automation System:
  - Type: A Scheider Electric DDC system maintained by NRG provides the control for the HVAC systems. This system was installed in 2017.
  - Dehumidification: No dehumidification control is provided for the majority of the building. Boilers reportedly do not operate in the summer for dehumdifcation.

- Electrical
  - Normal Power/Distribution:
    - Service: The PPL electrical service originates from a pad-mounted transformer located adjacent to the main mechanical room, west of the building. Service feeds a 480Y/277V Eaton switchboard in the main electrical room installed in 2016. That switchboard serves all loads in the high school, as well as the Junior High School. This switchboard also feeds a Westinghouse fusible switchboard, which appears original to the building, located in the same space. Most loads for the high school are fed from this older fusible switchboard. Peak demand for the electrical service was 534KVA (about 680A), per the switchboard power monitoring unit.
    - Branch Panels: Various manufacturers and ages. Branch panels in gymnasium, classroom wings, and shop area are in poor condition and appear to be at least 40-50 years old. Newer panels were observed in the stage area (installed 2012) and throughout the building to support HVAC (installed 2016).
    - Wiring Devices: Administration has noted a significant lack of receptacles throughout the building, leading to functional issues with many spaces.
    - Emergency Power: Emergency power system covers egress lighting, fire alarm loads, IT loads, walk-in cooler and freezer units, and some HVAC loads. Emergency power is served by Westinghouse panelboards and split-bus panels with Edison-style fuses. Life safety and non-life safety loads are

combined on a single transfer switch and panels, which is a violation of electrical code requirements for separation.

- Generator: Kohler 33KW, 208Y/120V, natural gas-fired generator located in main electrical room. Appears to be original to the 1965 school building, well past its expected service life. Located in shared room with normal panelboards and building storage. Limited capacity.
- Transfer Switches: Kohler, single transfer switch. Appears to be original to the 1965 school building, well past its expected service life.

o Lighting Systems:

- Interior Fixtures: Fixtures appear to be mainly fluorescent with some recently replaced with LED. Light levels appear adequate, no known issues or concerns.
- Exterior Fixtures: Mainly wall packs with metal halide lamps. Fixtures at main entrance canopy and in some parking areas have been replaced with LED.
- Theatrical Lighting: Theatrical lighting (Lehigh) and rigging systems in auditorium are in good condition and appropriate for a high school.
- Controls: Most spaces have some sort of automatic controls – line voltage wall switch sensors for smaller spaces and ceiling-mount analog sensors for larger spaces. Sensor coverage is sometimes an issue.

o Communications

- Data: No noted concerns with wireless coverage other than Room 126. Cat 6 cabling and equipment. Only issue is bandwidth at times (such as schoolwide lessons and testing) where all students are logged in at same time.
- Telephone: Classroom telephones can only dial internally, cannot call outside or other Palmerton buildings.
- Classroom Technology: Classroom technology is adequate for present needs. Smart boards installed in all classrooms within last few years. Room 129 has consistent smart board problems. Concerns with age, condition, and functionality of student Chromebooks.
- Master Clock: Bell system loses time throughout the week and time needs to be reset weekly or else bell schedule is incorrect.
- Intercom/Paging: Dukane Multicom 2000, located in main office. Often announcements are accompanied by loud feedback/screeching that makes messages unintelligible.
- Remote Sound: Amplified sound systems located in gymnasium and auditorium. System in gymnasium is antiquated and difficult to access. Sound system and audio-visual system in auditorium is in good condition and is appropriate for a high school.
- Two-Way Communication: No area of refuge system or call system at elevator lobbies is present. These systems are required by current building codes.

o Safety & Security

- Access Control: Tyco iStar system. The building has a secure entry vestibule, and all exterior entrances are provided with electronic access control. The secure vestibule, however, does not

connect directly to the office and visitors, once buzzed through the vestibule, have free access to the entire facility. This is a significant concern to administrators.

- Video Surveillance: Video quality is adequate. There are three known camera blind spots that have caused issues: the library ramp, the front lobby, and the art/shop hallway.
- Intrusion Detection: System is very sensitive and often has nuisance alarms. Building staff has not been trained in how to properly use system, so it sometimes goes unutilized.
- Fire Alarm: Simplex 4100ES fire alarm control panel, located in main electrical room. The fire alarm system in the building is tone-based, devices and coverage appear adequate. Full SD coverage in most spaces. Remote annunciator in main lobby. Current building codes require a voice-evacuation type fire alarm system in Group E educational occupancies, so the FACP may need to be upgraded as part of any significant building renovations. Many fire alarm notification devices say 'FIRE', while others say 'ALERT', seems to be no reasoning when one is used over the other. 'ALERT' devices are typically only used for mass notification systems, which administration indicated is not present.

o Lightning Protection: No lightning protection system installed on building.

Stadium / Field House / Maintenance Building

The following is a summary of MEP systems, conditions, and issues. Existing conditions were obtained from existing drawings, building surveys, and discussions with maintenance and facilities staff. The condition of each system is indicated as follows:

0 = Very Unsatisfactory 1 = Somewhat Unsatisfactory 2 = Neither 3 = Somewhat Satisfactory 4 = Satisfactory

- Overview: • XXXX houses grades XX. The original building was constructed in XXXX with additions and renovations completed in XXXX. The total building area is XX,000 SF.
- Fire Protection:
    - The building does not have a sprinkler system.
- Plumbing:
    - Fixtures: Various ages, flush valves and metered faucets. Manual shower valves.
    - Domestic Water Service: Building is tied to the HS and Jr HS booster pumps; 2 inch line with 35 PSI static pressure.
    - Water Heating: 930 MBH and 23 Gallons gas-fired Aerco water heater was installed in 2006 for the field house. Often has alarms that need to be cleared/reset by athletic staff. The system has a hot water return pump but no mixing valve. Maintenance building, and ticket booth have electric water heaters for individual room use.
    - Water Treatment Systems: No water treatment is provided in the building.
    - Sanitary Service: The building is tied to the HS and Jr HS sanitary systems. Experiences backups during heavy use. Floor drain at ice maker backs up. No sand/oil interceptor for maintenance building trench drain.
    - Stormwater System: Gutter and downspout, to onsite drain field below football field and Jr HS parking lot (then to rain garden and softball fields), installed in 2017.
    - Natural Gas Service: Building provided with natural gas from local utility (UGI).
- HVAC
    - Central Heating System:
        - Boilers: None.
        - Pumps & Piping: None.
    - Central Cooling System:
        - Chillers: None.
        - Cooling Towers: None.
        - Pumps & Piping: None.
    - Central Station Air Handling Units:
        - Field house locker: Gas heat makeup air units installed in 2006
    - Unitary Equipment:
        - Training room: Gas-DX AHU installed in 2006, condensing-compressor unit on grade.
        - Wrestling Room: 10 ton Gas-DX RTU for wrestling room, under construction.
    - Ventilation Systems:
        - General Exhaust: Inline fans for locker rooms and weight room.
        - Kitchen: None.

- Building Automation System:
  - Type: Field house tied to BAS from Schnieder Electric, maintained by NRG.
  - Dehumidification: None.

- Electrical
  - Normal Power/Distribution:
    - Service: The PPL pole line which serves the building originates along Fireline Rd and runs south along the west edge of the school property. Pole-mounted transformers serve a small utility shed west of the stadium track. Metering equipment (PPL meter 300781482) is mounted to the utility shed adjacent to the utility riser pole and distributes 480Y/277V underground to the maintenance, stadium (via maintenance), and field house (via maintenance) buildings on the site.
    - Branch Panels: Most electrical equipment in the stadium and maintenance (warehouse and garage) facilities is approximately 35 years old. Electrical equipment in the field house is approximately 20 years old, installed in 2006. The weight room and bathroom areas are currently under construction, anticipated completion August 2024.
    - Wiring Devices: Exterior receptacles throughout the complex are missing their weatherproof covers and do not have GFI protection (both in violation of code). Receptacles in the miscellaneous storage/garage buildings do not have GFI protection. Wiring devices in the field house are in good condition and generally code compliant.
    - Emergency Power: There is no emergency power in the stadium complex. Emergency lighting is provided by wall-mounted battery packs with integral and remote heads. Battery packs in the field house are in good condition, battery packs in the maintenance building appear well beyond their expected service life and testing/operation is unknown. There is no emergency lighting in the stadium seating/bleacher area.
  - Lighting Systems:
    - Interior Fixtures: Fixtures in the maintenance building are generally fluorescent surface-mount wrap arounds. Some outbuildings have incandescent exposed lamps. Fixtures in the field house are generally recessed 2x4-ft prismatic troffers with fluorescent lamps.
    - Exterior Fixtures: Metal halide wall packs provide lighting on the perimeter of each building. Those wall packs are in fair condition. There is no dedicated lighting for public gathering areas away from the buildings other than spill from the field lighting system.
    - Field Lighting: Musco field lighting system was installed in 2015. The district has noted that ballasts and lamps have been failing. Lighting coverage on the field and track is adequate, but lighting coverage on the bleachers and at stadium entrances is lacking.
    - Controls: There are no automatic lighting controls in the maintenance building. The stadium building currently under construction will have controls to meet current energy code requirements. There are some analog-type automatic lighting controls in the field house.
  - Communications
    - Telecommunications: Both the maintenance building and field house have local rack equipment connected by fiber. The rack in the maintenance building is open, wall-mounted in the warehouse area. The rack in the field house is open, wall-mounted in the secure electrical room. Available

connectivity on site is very limited. Administrators noted that wireless coverage in certain areas, including the home locker room, is very poor.

- Video: There is a Hudl Camera system located on the press box that is used for games. The district noted that it works well for the athletic department's needs.
- Public Address/Sound: The district indicated that the existing PA/sound system produces noticeable echoes and is difficult to hear/understand from the visitor bleachers. The sound system equipment is located in the press box, which is not air conditioned. No equipment failures have been noted because of the excess heat to date, but equipment is being operated well outside of manufacturer published allowable operating conditions, which could lead to early failures and warranty claim issues.

- Safety & Security
  - Access Control: Access control in that stadium/field house complex is limited to manual keyed locks. There is no electronic access control at this site.
  - Video Surveillance: Quality of video is adequate, but there were multiple concerns noted with coverage. There are many blind spots that are known by students. Many cameras that are installed do not function.
  - Fire Alarm: Simplex 4100ES, control panel located in warehouse area of maintenance building, remote annunciator located in garage area. This FACP serves the maintenance building, stadium building, and field house (via NAC extender panels). Coverage appears adequate. There is no public fire alarm notification in the stadium seating area.
- Lightning Protection: There is no lighting protection system on the stadium buildings.

8.3 PASD STAFF SURVEY

PASD Staff Feasibility Survey Data – December 2024

Survey Question:

Do you feel realignment of the elementary buildings:
Parkside – Kindergarten
Towamensing – Grades 1-3
SS Palmer – Grades 4-6
will be beneficial to the education of our elementary students in the Palmerton Area School District?

Teacher Results:

School	Yes	No	Total
Parkside	5	2	7
SS Palmer	24	5	29
Towamensing	6	14	20
Jr. High	8	4	12
Sr. High	12	5	17
Total	**55**	**30**	**85**
	65%	**35%**	

Administration Results:

	7		

Survey Question:
If you answered 'yes' to the realignment question, what benefits do you feel this realignment will provide for our students?

- Will give students in each grade level an equal education and give them the same opportunities district wide.
- A more focused approach to building community (less us vs. them), leadership, and discipline according to age level.
- Will allow for teachers/staff members (ESL, Speech, Social Worker) who have positions that work across the district to be able to schedule their time and services more efficiently and effectively.
- Will enhance the special education department's way to effectively and efficiently deliver special education services (Itinerant and Supplemental support)
- Efficient use of resources – the realignment can optimize the use of school facilities, staff, and resources by grouping students in ways that promote efficiency and maximize instructional time
- Title I funding would be accessible by all elementary students
- SAP and Student Progress/Data teams would operate cohesively across grade levels
- Better alignment of curriculum, instruction, and assessments
- Grade specific schools can provide tailored programs to support students' social-emotional growth
- PTO groups would be aligned and all students would reap the benefits (assemblies, activities, etc.)
- Ability for staff to have common planning time and collaborate more effectively.
- Ease transition to the Jr. High – students will know their peers earlier on int their educational career
- Lack of space of at Parkside and SS Palmer
- Other school districts (Northern Lehigh, Lehighton, Pleasant Valley) have done this as well.
- More space, better class sizes, less travel and confusing schedules for the Unified Arts teachers at Palmer/Parkside
- Principals would face fewer challenges by being able to focus on more specific/fewer grade levels
- Movement between elementary buildings due to change of address/daycare/circumstance would be eliminated
- Extra curricular activities offered would be the same for all of the grade levels
- All students in one grade at one building will allow staff members to be more proficient at servicing students and even specialize their expertise (ex. a learning support teacher that works with 1 grade level, a math specialist that services 2 grades versus 7)
- Staff at Towamensing would not need to change grade levels based on class size

Survey Question:
If you answered 'No' to the realignment question, please explain why you do not feel the proposed realignment of our buildings will be beneficial for our students.

- Cost of transportation and the amount of time students will spend on the bus
- Childcare
- Potential elimination of positions
- There could be communication across buildings without having to uproot so many teachers
- Kindergarten should not be located at Parkside. This does not solve the safety issue of recess in a public space and hey should be with other students
- Too many unknowns
- Move 6th grade to the Jr. High
- Instruction and materials need to be realigned
- This does not solve the issue of shared resources (Principal, school counselor, and unified arts teachers) between Palmer and Parkside
- Transitioning between school four times in seven years is not ideal
- Kindergarten at Towamensing would provide more of a seamless transition
- Inconvenience to parents
- Hold grade levels accountable for what they teach and when they are teaching it
- Lack of older role models for younger students
- Concern of moving 6th grade students to the Jr. High is that younger children will be exposed to certain things at much younger age. (Hallways, on the bus, etc.)
- Common assessments should be utilized for each grade level

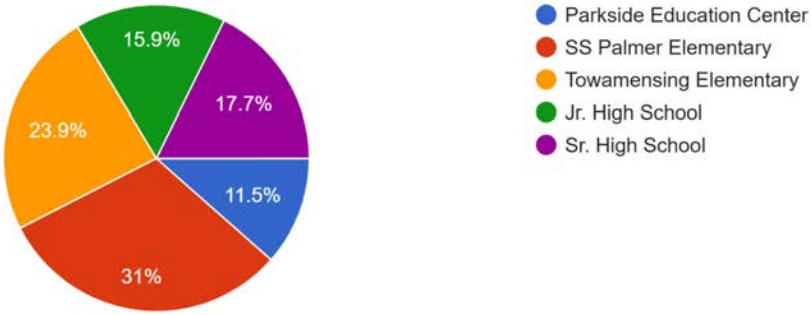
Survey Question:
The realignment structure including Kindergarten housed at Parkside, Grades 1-3 housed at Towamensing, and Grades 4-6 housed at SS Palmer is merely one option that would provide educational equity for our students. Please provide any additional suggestions that you may have for the district to consider that will help us to accomplish the same goal or maximizing the potential of our resources and provide educational equity for students.

- Hire an assistant principal for Parkside/Palmer
- Create an emotional/behavior support classroom for Palmer
- Move 6th grade to the Jr. High
- Implement PLCs and MTSS
- Kindergarten at Parkside does not eliminate some of the safety concerns such as recess in the public park and shared stairwell with administrative office
- The district should consider building a new elementary center to house all students in K-5 or K-6
- K-2 at Towamensing, 3-5 at Palmer, and 6th grade at the Jr. High
- K-3 at Towamensing and 4-6 at Palmer
- Separate elementary buildings is an outdated concept
- Safety at the high school should be top priority. The office should be housed at the front of the building
- Educational equity should begin at the curriculum level and grading should be standardized
- Using this realignment appropriately could work, but it definitely should't be rushed
- Begin creating an elementary center that works for Kindergarten through 5th grade in Towamensing. Sell Parkside and SS Palmer properties and use the money to update the High School and the Middle School to accommodate 6-12th grade. This would give all the students modern facilities, consistency with staffing, and transportation.
- This is the best solution to the many difficulties in the district regarding the two elementary buildings. All students should receive the same services and opportunities. That is not the case right now.
- The realignment structure is perfect; however, I don't think S.S. Palmer as a structure, can go on for much longer. This 100 year old building has served PASD well, but it's time to rebuild a middle school.
- Could you look at expanding Towamensing's borders?
- If the district plans to house 4-6 at Palmer, there needs to be more thought about where Band will be rehearsed. With a band of 50-80 students it is not realistic to set up and tear down equipment for every rehearsal, there needs to be a regularly set rehearsal space that can remain set up for the majority of the year. Towamensing is much better suited for this with a stage that can remain a set rehearsal space.
- To ensure consistency in curriculum implementation, hiring an assistant principal could support building principals and help oversee curriculum adherence in each elementary school would be beneficial. I propose adding these two administrators to mainly focus on curriculum oversight and the MTSS framework within their respective schools. They then will meet and discuss with the other elementary schools to make sure everything is going according to plan in each building.

- Grades 4-6 should be housed at Towa. and grades 1-3 at SS Palmer. Many of our students come from town, so why bus all the little kids out to Towamensing when older kids can handle the longer ride more appropriately? Towamensing could then be considered our Intermediate building. Additionally, if Kindergarten is at Parkside, having grades 1-3 at SS Palmer is more “elementary” based, proximity wise.
- The building realignment is the best option. In previous years, the boundary line was moved to eleviate overcrowding at Palmer, but this was not a long-term solution. It also did nothing for sharing students with extreme needs equally among buildings.
- Keep Palmer or Parkside for administration. Sell others and build new elementary. Technology can only go so far in old/outdated schools.

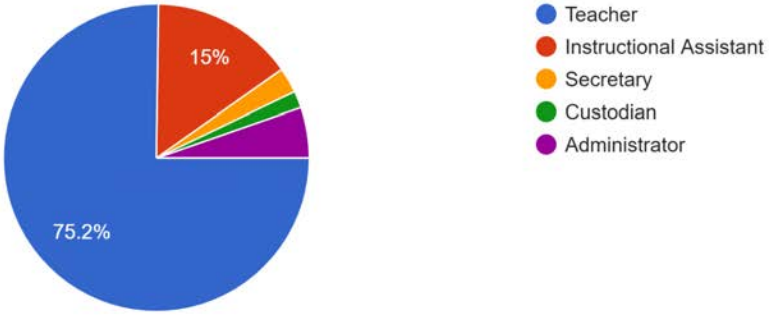
Please select your assigned building.

113 responses



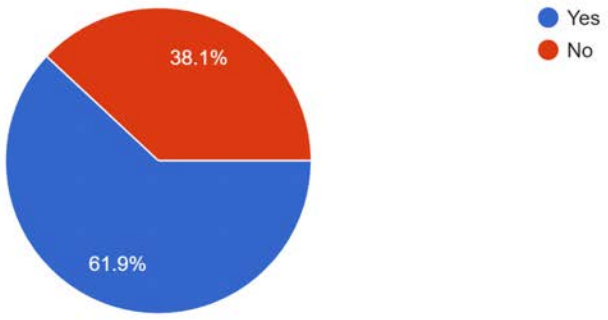
Please select your role in the district.

113 responses



Do you feel the realignment of elementary buildings. Parkside - Kindergarten Towamensing - Grades 1-3 SS Palmer - Grades 4-6 will be beneficial to the ...y students in the Palmerton Area School District?

113 responses



This would give students in each grade level an equal education and give them the same opportunities district wide.

The realignment would allow for teachers who have unique positions of working across the district to be able to schedule more effectively and efficiently. This, in turn, would help support the students and teachers, allowing for more consistent services to be provided among grade level bands. It might also allow for the curriculum to be realigned, reevaluated, and streamlined for consistency among all the grades, but especially the sixth grade students heading to the Junior high school. It might be able to ease that transition for students and teachers, as the cohort of students would know each other through the years.

Larger teaching teams

consistent class size across the grade level, opportunities to provide staff with common prep time

It will equal out the distribution of students/teachers per grade level, resulting in one building not being so over crowded = which will equal a better education for the students

Centralized grade level curriculum is essential to a well run district.

More equitable class sizes. A more focused approach to building community, leadership and discipline according to age level. A greater ability to provide necessary interventions based on age and grade level. Better use of staffing. Professional development would also benefit because of grade level locations.

Students entering JH will have the same curriculum/educational experiences. Curriculum(like math) will be the same and then when in 7th grade, there would be less gaps.

More uniform class sizes, better access to support specialists

The realignment will enhance the special education department's way to effectively and efficiently deliver special education services to our students. Rather than having a special education teacher at each grade(Palmer) and two grades (Towamensing) which services both Itinerant and Supplemental we can have one teacher have a caseload of Itinerant and one a caseload of supplemental. With our growing numbers, especially at the 5th & 6th grade level, the caseloads are getting into the high 20s. The way the program is structured now our supplemental students should be receiving more special education support in the areas of reading and math. Resources can also be centralized for primary students and upper elementary students rather than divided between the two buildings. True team PLCs can be developed to dive deeper into individualized professional development to grow their curriculum skills. Our ESL specialist can tailor their language development lessons rather than repeating the lessons and trying to cram language development for 5 grades because that is what building she is located at for the day. Our school social worker and school counselors can strategically manage groups if they are servicing a smaller number of grades.

The class sizes would potentially balance

Best use of available resources and infrastructure

1. Grouping K-3 and 4-6 makes the most sense.
K-3 are the foundational years of learning, and teachers and specialists would be able to focus energies on those age groups. These years are critical to learning the basics for success in future years. Planning for teacher professional development, assemblies, and special events would be streamlined and could be focused on those age groups. Having a primary center would be amazing. Grades 4-6 also align well, and those age groups have needs specific to them which could be best addressed in a single building.

2.Equalized class sizes.
Right now Towa grade levels vary from 2-3 teachers and SSP has a constant 4 teachers per grade (except for Kinder which I believe has 5). Since we choose to track our students according to ability, this may allow us to have students more appropriately receiving instruction. For example, if a student struggles in math, he is now placed in a low group and also must get reading instruction with that group, even if reading is a strength for that student.

3.Services for all students.
Special Education teachers, Instructional Assistants, Reading Specialists, Math Coaches, and all Special Area teachers will have a more efficient schedule and be able to better meet the needs of everyone. Title 1 funding would be accessible by all elementary students. Extracurricular activities

would be available to the primary grades. PTO groups would be aligned and all students would reap the same benefits. SAP and Student Progress/Data Teams would operate cohesively across grade levels.

It will level the playing field between schools. Numbers will even out in classrooms and the special education students can receive a fair shot at a decent education. Palmer/Parkside numbers are too heavy and our staff is doing everything they can to support our students. I would hope the plan would be to have 2 special education teachers per grade (where the numbers show a need) so the students can be properly supported. The uneven caseloads and lack of appropriate curriculum for these students is not ok.

There are so many differences between the two elementary schools and I feel we need consistency. The class sizes between the two buildings needs to be equaled out so all students receive the same support services. I feel the students at S. S. Palmer are at a disadvantage because of the large class sizes.

I think the availability of resources paired with the ability to work among all grade level staff will be beneficial. Additionally, positive behavior plans can be tailored to appropriate grade levels more accordingly.

I support this decision for so many reasons; but first and foremost for the academic equality of our students. The students at S.S. Palmer are at a disadvantage because the class sizes have been much larger than Towamensing. This impacts not only the education, but behavior and how the students are being taught. The curriculum is not taught the same way; common language is not being shared. The special education population is skewed.

More level playing field for students who live in town and towamensing, ease of administration, more cohesiveness among more grade level teachers

alignment of curriculum with grade levels, equitable resources

I'm at the high school. I assume realignment was discussed at length and I trust that the decision is in the best interest of students

Students being merged before arriving to Junior High

One significant advantage of housing all students of the same grade level in one building is the opportunity for colleagues to collaborate more effectively. This arrangement will facilitate resource sharing, enabling us to create a more cohesive learning environment tailored to our students' needs.

However, I want to highlight some challenges that may arise from this realignment. For instance, older students may miss out on valuable opportunities to serve as role models for younger peers, which is an essential aspect of their development. Additionally, the length of the bus ride for younger children could become a concern, potentially impacting their overall well-being. There are also financial implications to consider, as the transportation costs may prove to be too burdensome.

Furthermore, we are currently facing a substitute shortage, which has led to reading and math specialists and unified arts teachers being pulled to fill in gaps. Unfortunately, the realignment may not address this pressing issue.

The benefit is purely social.

The students will know all of their classmates much earlier than middle school. The teachers of each grade will be in the same buildings and can be more consistent with their curriculum.

I think it would be easier to communicate with the 6th grade teachers about the incoming 7th grade students. If the teachers are under one roof, then as a whole, can collectively build rapport with the students. Since every student has a different story, it's important to understand these stories to build a positive classroom culture. The jump from elementary to junior high is a big one where building a positive classroom culture is must.

We have no space at Parkside. We just have run out of room here. Our class sizes are larger than Towamensing and they only keep growing.

I think it would better ensure all district students are provided essentially the same education at each grade level.

Educational continuity, building/student equity by grade, aligning of curriculum, etc

Over teaching in Palmerton for over 30 years in some capacity and going to school here, I feel that realigning the students will even things out. Over the years, there seems to be an unfair number of students in the classes, materials provided, and no unity among the two elementary buildings.

Equality throughout a single grade level where one school is not treated like the outcast.

More uniform education within each grade. Less miscommunication between buildings.

It would provide greater equity for all students across the district.

Parkside should be admin building. Kindergarten should be at Towamensing with 1-3. Other districts have done this as well (NL, Lehighton, Pleasant Valley) and they have not gone back. Clearly, it's working for them so I believe it could be beneficial for us as well. I believe it would be a smoother

transition between grades, better assessment accuracy, but most importantly smaller classroom sizes to help with deeper understandings for the students!!!!

Grouping students will provide more balance in curriculum and equal educational opportunity for all students.

SS Palmer will be less crowded, giving students and staff more space, all grades will be in the same building and it will help allow teachers to collaborate more easily with grade level teachers and allow them to cover similar topics.

Palmer and Parkside are out of room, even with the reconstruction of the one, we have teachers doing small groups in hallways, STEM classes in hallways because there's no "empty space" to go. The class size difference between the 2 buildings is vastly different, and I feel it hinders some of the kids learning experiences. Palmer's special education rooms are siting packed, while Towamensing's are fairly empty. the one-on-one ability to assist/support these kids is nearly impossible because of the numbers. Parkside/Palmer's "small groups" can't even be real small groups because of the numbers. more classrooms, with the kids spread out could decrease the classroom sizes and make the learning environments better. I could see it also helping our staff as well, having a class jammed with 26 kids can be overwhelming, stressful and lead to quick burnouts. being able to offer smaller classrooms gives the staff the ability to create better connections with the students, which could lead to better environments for teachers and students. possibly more students enjoying coming to school, or having the opportunity to become leaders because they're not "missed" in a sea of kids. over the last 10 years I've seen a big difference in the academics between buildings as well. in some buildings people "push in" to assist students who need it, while other buildings "pull out" and remove those students from their gen ed environments for assisting. Which way is best? not sure, but its aggravating when one building is trying to implement using the LRE for our special ed kiddos, while another doesn't need to, so when they move into the Life Skills classroom here at Palmer, they don't transition well at all because they're not use to having to navigate independently.
I think it would also offer more to the students- right now Parkside/Palmer are given less opportunities for things such as assemblies, activities and whatnot. The difference unfortunately usually comes from the difference in the PTO. Towamensing has a "santa's workshop" and a "color run", their dances provide a drink and a snack, while palmer's doesn't. I know that comes from parent support, but unfortunately alot of the kiddos at Parkside/Palmer dont have big enough PTOs to help. Maybe with the combination, a PTO could be made for each building but have to "work together" to offer things. so the offerings are somewhat equal across the board. It would even give Towamensing's older kiddos a chance to have a Track and Field day up at the highschool. the 4-6th building could be a more "mature" environment because they wouldn't be placed with K-3rd graders, and might overall help them transition better to the Jr high.
Also, for PSSA's, I know at Palmer, the whole building goes on a quiet movement "lockdown" because of the grades testing. 2nd grade is forced to stay quietly in their classrooms until its over. I'm sure this could possibly be happening at Towamensing as well. My thought is if 1-3 was at Towa, then only the 3rd grade hallway would have to be quiet, since they're the only ones testing. 1st and 2nd could possibly just avoid that area and continue as normal.

i also feel it could create a better "community" feel for the students. there's always been a rivalry of "towamensing vs. palmer" kids. and them coming together in 7th grade is not a great transition. I feel some of these kids would actually be HAPPY to combine, because they'll be able to see their sports teammates in school.

Realigning the grades gives each grade level an opportunity to "be on the same page" in terms of ontent taught, assessments, graded assignments and their weight and value. As it is, it seems that there is much variation between the Palmer and Towamensing classrooms in each grade. While there should be room for teachers to be creative and stay true to their style and preferences as to ways to teach the material, there should be some consistency across the entire grade level. Realigning would help make that an easier task. In addition, students would all be experiencing the same positives and negatives throughout their entire school career K-12, therefore eliminating the class size discrepency, quality of facility discrepency, and differences in implementing initiatives in the schools, which at this time do seem to be quite different.

I believe that having the students together from the beginning to the end will benefit them instead of throwing them all together in 7th grade. Also, having all the teachers aligned with the speed and teaching of the curriculum would benefit the kids. It's amazing to hear the differences between the schools that belong to the same district. Obviously, teachers have different teaching styles and that should remain the same, but what they're teaching and the speed at which they teach should be the same across the board.

The first benefit would be instructional EQUALITY=students should be treated the same by having the smaller class sizes. Palmer's class sizes are much larger than Towamensing. At Palmer, the SPED students are pushed in for ALL areas and are only pulled out for testing and guided reading lessons. Whereas at Towamensing the SPED students are pulled out for all their instruction. A regular education teacher cannot cover everything that is needed to be covered when dealing with such a diverse spectrum. Another benefit would be creating more space so that small instruction areas would not occur in hallways. As far as instructional EQUALITY=all the students would have the same resources and opportunities they need to succeed as material will be in one location. Both schools will be ONE school and it will be more unified.

Grouping students by age/grade just makes sense, not only from a teaching/staffing perspective, but also a maturity aspect. I never agreed with the idea that 2nd graders should be in the same building as 6th graders.

All of K being together in one building has many benefits since K is so different then the other grade levels

All students will have the same structure and class sizes will be more fair/equal, rather than some classes at Palmer having almost double the number of students Towa has for some grade levels. Parkside won't have to use tables in the hallways for small group instruction (3 on K floor and 2 on 1st grade floor) or the board room for almost all of our partent meetings because there isn't enough space to hold them anywhere else. This will also give Parkside a Faculty Room, which we haven't had since before COVID.

More space, better class sizes, less travel and confusing schedules for those of us at Parkside and Palmer.

I think the building principals would face fewer challenges, being able to focus on more specific/fewer grade levels.

I think teachers could better collaborate and align instruction, which would benefit students.

increased collaboration and higher level of instructional consistency among grade-specific staff members

Developmentally Appropriate Groupings: By aligning grade levels with specific buildings, students are placed in environments that are developmentally appropriate for their age, promoting a positive learning atmosphere.
Targeted Instruction and Resources: Each building can better focus on the specific educational needs and learning styles of the students at that grade level, ensuring targeted instructional strategies and resources.
Improved Teacher Collaboration: Teachers within the same grade levels can collaborate more effectively, share best practices, and tailor their teaching methods to the developmental stages of the students they serve.
Streamlined Transition Between Grade Levels: A clear, defined progression from one building to the next will make transitions easier for students, both socially and academically, as they move through their early education years.
Focused Specialized Support: Kindergarten students can receive specialized early childhood education strategies, while older elementary students can benefit from more advanced learning resources and programs tailored to their developmental needs.
Fostering a Positive School Culture: Having dedicated spaces for each grade grouping can help foster a sense of community and identity at each school, allowing students to feel more comfortable and supported.
Efficient Use of Resources: This realignment can optimize the use of school facilities, staff, and resources by grouping students in ways that promote efficiency and maximize instructional time.
Easier Communication with Families: Parents can have clearer expectations and communication with school staff, as each school will have a more focused age group to support and engage with.
Increased Focus on Social-Emotional Development: Grade-specific schools can provide tailored programs to support students' social-emotional growth, which is particularly important during the elementary years.

Long-Term Benefits: Building strong educational foundations in a developmentally appropriate environment will set students up for greater academic success in future years.

As someone who subbed for Towamensing for a little over a year, I can confidently say that Towamensing and SS Palmer are in two very different communities. Towamensing is filled with lots of families who value education and the school community while SS Palmer functions much more like an inner city school with all the behavior issues. While all teachers are generally exhausted, Palmer teachers are so exhausted that many are losing their passion for the profession. Who wants to teach kids that don't want to learn and have parents that back that thinking up?

A second factor that makes a lot of sense to me is that Towamensing has a much nicer recess area and parking lot, while Palmer is sorely lacking in that area. From my perspective, the younger grades generally play more than the older grades and need more safety features since they are all still learning to deal with pain and getting hurt. Older kids can brush off injuries a lot better. Also, younger students are always bussed or dropped off. Towamensing has a larger area to combat traffic congestion for both busses and parent cars. By third and fourth grade, I have noticed many of our students in Palmerton begin walking home. So many of the older grade students would be walkers, hopefully creating less parent pickup congestion outside of SS Palmer.

This is just my perspective.

Benefits of realignment:

All grade level staff would be together to better facilitate:

Instructional planning and cross-curricular units of study
Similar class sizes
Access to ALL grade level resources
Specialists, Learning Support, Aides, etc. able to be more efficient with scheduling/availability
All elementary students would have access to Title I services, funding, and staff
Resources could be allocated to each building based on need/use - not all would need to be unnecessarily duplicated
Curriculum would be easier to manage - training, distribution and housing of materials, assurance of fidelity to whatever admin deems appropriate
PLC's that are coming can be streamlined by audience
Moving between elementary buildings due to change of address/daycare/circumstance would be eliminated
Life Skills students and IU students would transition to Palmer with all of their grade level peers instead of being uprooted and introduced to a new building when they reach a certain grade level
Extra curricular activities offered would be the same for all like grade levels
All students would have access to ALL programs offered by the district or outside agencies

(Bigs/Littles - not sure what Palmer calls this, SHINE)
Ease of planning, organizing, and possible discounted group rates for assemblies and field trips
Similar parent involvement in PTO, fundraising, volunteers
Similar organization/implementation of district initiatives/programs (Student Progress/Data meetings, SAP)
Ability to begin building a cohesive educational team that works together to create a true school community
Ensure that students have opportunities to engage with all peers (in a smaller building it is difficult to separate behavior problems/needs when only 2 classrooms are available)

I personally see no benefit to the students educationally if the same curriculum is being taught at both schools; which it should be. The only benefit I see for the students here is really the social aspect of all our students being together from K-12 versus 7-12th.

I feel this realignment will greatly benefit students and staff. The building administrators have different philosophies which means programs are not being utilized the same. Class size and students' needs also vary greatly between the buildings. Programs and materials can focus on this unique primary group. Having all K - 3 students in one building seems to be a strategically and financially sound practice.

students will benefit from all the resources of the district

Class sizes will be more even, teachers will have their own spaces to teach and won't be sharing space or teaching in halls, there will be more continuity across the elementary level in how things are handled and what is and is not allowed

The inequality seen at the elementary level will no longer be there.
It's not just that the class sizes at Towamensing are smaller than Palmer. There are other inequalities. For example, the number of IEP students in drastically different. When there are 16 IEP students in one ELA or Math class, it's not as though the teachers can simply move along with the curriculum like the Towamensing teachers can when they don't have that many IEP students. It's not a curriculum issue. It's not that the Palmer teachers aren't capable. It's the inequality in our student population.

I know that it was also brought up at the Town Hall Meeting about students at Towamensing having to be on a bus for longer. What about our Palmer students who are currently on the bus for 45-60 minutes?

I do not see any potential benefits. Teachers would have less common planning time as with so many classes housed in one building we would not have the same prep time, lunch time or recess

times. We would simply be housed in the same space but with even less time to communicate and collaboratively plan as we do now.

Access to same curriculum materials/resources, uniform curriculum, and collaboration

Class sizes will be split equally

An equal learning environment for students

The inequalities between the elementary buildings needs to be addressed. The morale/feeling of the staff here at Palmer for the many years I have been teaching here is that we are treated as second rate to Towamensing. Our class sizes have always been much larger here than at Towamensing. Teaching positions have been eliminated at Palmer since I began working here. (There used to be 5 classroom teachers in first and second grades, and now there are 4 in each.) A few short years later, new staff were being added to Towamensing. Our principal, guidance counselor, and special area teachers are working with more students and have to run between two buildings. Our small group instruction is happening in closets and hallways, while whole rooms are left empty at Towamensing.

Many in the community perpetuate this inequality as well. I have had several Towamensing parents make disparaging comments to me about our students. I should not have to sit at my own children's sporting events and hear my students being called "riff-raff" to my face and talked down upon because they go to the "town school." I have poured my heart and soul into my classroom for way too long to have other members of our community think we are not good enough for them. My students deserve the same privileges at school that their peers receive at Towamensing. My colleagues deserve the same respect and resources that our peers receive as well.

I love our school, staff, and students. I don't want to see us torn apart and uprooted to move to the various buildings, but I also know that SOMETHING needs to change. We deserve better.

All same grade levels would be in one building instead of spread out over two separate buildings.

I think having all students in one grade at one building will allow staff members to be more proficient at servicing students and even specialize their expertise (ex. a learning support teacher that works with 1 grade level, a math specialist that services 2 grades versus 7). Also, staff members would not be changing grade levels, which often happens at Towamensing due to numbers, allowing them to become more familiar with their grade level curriculum and proficient at teaching it. Class sizes would be more equal. I also feel that it allows the students of the district to become acquainted with one another from the start instead of converging in 7th grade.

Alignment of curriculum, ongoing staff PLC meetings (sharing ideas), additional age appropriate additional programs for students, additional cohesive professional development for staff

There will be consistency in curriculum and education for all students in the same grade. Teachers can collaborate more easily. Students will be with all their peers in their grades, allowing them to be more social. More consistent classroom numbers across the whole grade.

Equitable resources across the district.

Every student will be taught the same content.

More even class sizes, more availability of support staff, relates services. (Concerned about childcare and bussing logistics, however).

Consistency in educational delivery across grade levels. Grade level teachers would benefit from being able to more easily collaborate with their grade level colleagues. More effective distribution of resources across the district.

I think it would benefit the students by having all the staff of that grade level together to collaborate and work together. Additionally, I feel like the special education department would strengthen because with the current model the special education teachers at Towamensing are alone in their grade level and have no other educator to collaborate with.

I feel there would be more of a balance to help special services such as learning support, reading specialists, math coaches, etc better serve the students. It is important to prepare the students to work together when they reach the Jr. High school and beyond. I helps if the students start in the elementary level to be on the same page.

If you answered 'No' to the realignment question, please explain why you do not feel the proposed realignment of our buildings will be beneficial for our students. 49 responses

N/A

childcare issues, transportation, potential elimination of staff positions

Yes, I feel like both buildings would benefit from renovations and additions to meet the physical space needs of our students. I worry about the added expense of transportation to realign. Also, I feel as though depending on the grade-level and staff, certain cross building teams are more aligned curriculum wise than others and I'm not sure if some staff would resist following curriculum district expectations regardless if we were under one roof.

Towamensing and S.S. Palmer have done things completely differently for many years. The two buildings have never been on the same page. I feel the realignment would not be as effective as it is proposed to be.

I think students will spend too much time on the bus. Chiildren at Parkside have issues with showing up to school on time as it is. If a bus picks them up earlier, there would be more absenteeism.

It certainly doesn't matter where the students are housed … what matters is …first the curriculum… our reading and math series is given to us … depending on the teacher and how they use it is important to how children learns from it. I work with 3 different teachers in kindergarten I can tell which teachers take more time to determine how their students will be more beneficial in Comprehending the lesson! Second our district needs to worry more about hiring substitute teachers !! Pulling UA teachers , math coach teachers and reading specialist is NOT the answer !! Robbing Peter to pay Paul catches up with you! I would be curious to see how many people know how much students miss out on UA classes, math times wit. Math coaches and title one classes ?? It's a lot !!! If it's not because of no substitute teachers it's because of the amount of safety. Care calls where these adults are pulled also …. This is what the needs to be focused on and fixed to help the education of our students!!

My concern in realigning is the increased amount of students that will need to be bused and how that will effect tardiness/attendance, budget, and students' health/welfare.

I think that the teachers in each building should be held accountable for teaching the same content. Perhaps teachers could communicate within grade levels across buildings to ensure they are teaching the same curriculum. There could be communication between buildings without having to uproot so many teachers.

I believe that kindergarten should not be located at Parkside. Is the intention to employ a Life Skills Teacher specifically for Kindergarten? In some years, we may have only 1-2 Kindergarten students in need of Life Skills support, while other years we may have none at all. There are numerous advantages to having Life Skills students remain with the same teacher over several years, as it avoids unnecessary transitions. If a realignment is essential, I strongly urge that Kindergarten be situated at Towamensing. Towamensing offers a safer environment (with a secure playground, reduced transitions, and the opportunity for Kindergarten teachers to collaborate effectively with 1st grade teachers, Kindergarten students could have 3rd grade peer buddies and eliminate the need to hire a Life Skills Teacher for Parkside).

I answered "No" because there have been many questions asked by staff that we have not received answers to. Having the answers to those proposed questions could change my response, but at this time there are too many unknowns.

putting students on longer bus rides each day is crazy. Some students are on them for 1 hour to come just to Towamensing school. Now you want to bus them downtown even farther away. Parent already drive students to school to avoid this. Putting all grades together isn't going to make the teachers all teach the same way. Some do whatever they want even though we have a written way things should done. Just redo 6th to the Jr High. Did anyone thing of the money that would need to be spent on moving all classroom supplies that everyone has from building to building. The district is going to have a lot of staff members that would retire or go someplace else. Also, we have parents that bring their children to Towamensing from downtown because of the staff at our building.

Kindergarten at Parkside does not solve the safety concerns for recess in a public space which is becoming more of an issue each year. Research shows that young children learn through play, so having an outdoor play space is vital. Additionally, it doesn't solve the issue of shared resources with Palmer such as Principal, school counselor, and unified arts teachers. It also doesn't solve the issues of common planning time for teachers to be able to meet and collaborate with special education teachers, reading specialists, math coaches, and the other grade level teachers. Also, the space issues will not be resolved for small group instruction taking place in hallways. All we'd be doing is trading 1st for kindergarten but the same safety, space, and staffing issues would still exist.

As a teacher, I do not like this idea. I chose to live in town so my children didn't need to ride the bus. This would be an inconvenience to families. It is the administration's job to handle planning and PD. Moving hundreds of students and making life harder for students and families because admin cannot effectively plan across buildings is not something I can support.

The issue is that instruction/materials need to be realigned.

I don't think that bringing the students together under one roof is the answer to providing educational equity. I think there is a way that the elementary schools are doing similar things without moving students and teachers.

Another reason I'm not in favor or realigning schools is it would cause a higher transportation cost, especially bussing young students from the town of Palmerton or Bowmanstown to Towamensing. I know that students are bussed from the other side of Beltzville Lake to the Jr/Sr high now, but these students are older and more mature.

Students should attend the same school building as long as possible so they are familiar with the teachers and administrators. Transitioning four times in 7 years is not ideal.

Alignment of kindergarten services for special education. It seems Kindergarten at Towamensing would provide more seamless of a transition

Lack of older role models for younger students Curriculum can be aligned even though we're in different buildings.
Some teachers are not open to change and the most current research and it will be difficult to work together as a much larger team.
Right now we know all of our students in the grade- with 7 or 8 of each grade level you will not know all students anymore and it will lose the community feel.
Transportation and long bus rides
Inconvenience to parents

I feel the need for realignment of the grades wouldn't be necessary if teachers were held accountable for what they teach. For instance in PowerSchool have dates set to when testing is to be completed, don't allow any "fluff" grades to be added to boost students grades. Align the curriculum to a set period for each unit and lesson that needs to be adhered to. Have surprise pop ins to ensure teachers are following the schedule.

I feel that we could continue providing our students with a solid education across buildings if we hold grade levels accountable for what they are teaching and when they are teaching it. We could also eliminate all of the extra things that people may do to just boost grades and not to supplement the material being taught. By doing that if a student would change buildings during the school year they would be able to pick up right where they left off and there would be no concerns about missed curriculum. This could also potentially save money for the school district and the tax payers.

Regardless of where teachers and students are located, there will still not be continuity only because people are different and have different teaching styles

I don't feel redistricting would make much of a difference , if any because there are many other factors that contribute to their getting a good education.

I feel that if we go the route of bringing sixth grade students up to the junior high school we will run the risk of younger children being exposed to certain things at a much younger age. Our junior high school is connected to the high school and we already only have one nurse for both buildings. Students need to walk through the high school to access the nurse, their transportation, etc. which is intimidating for younger students. Sixth grade students will now also be riding buses with students who are in up to 12th grade. The size of the cafeteria and gymnasium at the junior high school may also pose a problem. When we currently try to hold building wide events we already do not have enough seating for all of our students so some students are left standing, sitting on stairs, etc.

Also, I feel that staff already are serving in multiple roles (teacher, counselor, etc.) due to our students needs and no subs.Asking staff to possibly take on more may cause burnout when we already have a teacher shortage with positions going unfilled for extended periods of time.

I think the younger students having to be transported to buildings that are not near their homes will take a toll on both the children and their families. Efficiency should not take priority over our students well being.

n/a

Theoretically, I believe that it would be beneficial. However, I feel as though our district is not equipped to handle this. Other districts such as Panther Valley are all small towns that are combined into one realigned district. However, we are one town and a lot of farmland/out of town. This means that bus stops are at individual houses, whereas the former is at different intersections picking up 10 children a piece. This means fewer and quicker bus stops. Where doing this here only increases the number of bus stops and the amount of time for bus runs, which arguably is already too long for some kids.

Couldn't Parkside host more students than just kindergarten and building administration?

My gratitude for the districts ongoing efforts in addressing the challenges we face is appreciated. After reviewing the proposed realignment of the buildings, I have some concerns regarding its potential impact on our students. While I understand the scheduling issues we currently experience at the lower levels, I believe that changing the grade-level configurations may not effectively resolve these conflicts. Instead, it could lead to increased costs for the district, diverting funds away from essential areas such as curriculum development and support for struggling students.
Even with Professional Learning Communities (PLCs) in place, it’s evident that teachers often end up teaching different material within the same grade level in the same building. This inconsistency has been reflected in our students’ academic performance as they transition to junior high. Moreover, realigning the elementary schools would hinder the valuable social interactions that occur when students from different backgrounds meet as they enter 7th grade. Extended bus rides may also pose challenges for our students' well-being.
Our diverse communities in the Palmerton Area School District are well-served by the current configuration of our elementary schools, which cater to each population effectively.
Thank you for considering my perspective on this matter. I appreciate your dedication to our students and look forward to continuing this important conversation.

Although I did answer yes, a negative to the realignment would be the busing. Trying to configure busing so that students in the younger grades aren't on the bus for too long might be an issue. Especially since we're short bus drivers as it is. I also know that teachers moving buildings after being in the same space for years will be tough.

The first step to provide educational/instructional equity would be to ensure there are curriculum maps/pacing guides in place that allow accountability for consistent instruction. Also, common assessments for tests should be utilized for each grade level. It seems there is a lot of freedom to decide certain content that is taught or how long to spend on particular topics or even which assessments to utilize and how they are given. This will not be solved by merely combining grade levels and putting teachers together. Teachers should be teaching the same curriculum and utilizing the same assessment measures for tests/quizzes regardless of which building they are teaching in. There should also be specific criteria for grades (consistent percentages for final grades-tests, quizzes, projects, classwork, homework).

Being a smaller district, we currently are able to impact students during the first half of their educational careers by providing insight to their future teachers, brainstorming how to best meet their needs, and developing/maintaining rapport with students as they move through the building. Realigning would run the risk of students becoming more of "a number" with the increase in how many would be in a single grade level per building.

We have not been given enough information to make an educated decision on this matter. Unless the district is going to hold an informational meeting during contracted hours with a question and answer portion, I don't think it's reasonable for us to be able to answer this survey. We are a data driven district, but the staff has not been given the data needed to answer the above.

Children living in town will now need to take the bus to Towamensing which will complicate bussing.

Too much time spent on transporting students that young.

I see this approach from all points of view (parent of students, community member, employee, and as a district). With that said, our curriculum should already be the same between both Towamensing and Palmer with proper procedures in place to ensure that it is.

I feel this re-alignment is more of a cost saving change for the district (not for the students, staff, and families), rather than an educational improvement for the students. Doing this re-alignment, I feel will cause a huge upset among students, staff, families, and our community in a variety of ways but as a district, allows for teacher/staff cuts, condensing of resources, and saves money in the long run- possibly- depending on the increase it'll cost for bussing. I already hear and see the anxiety it's causing some staff, with concerns that there will be job cuts with this move.

Doing this realignment will cause bigger issues for many families (causing more stresses) and in turn potentially effect our students negatively (much like Covid did) at home, causing an increase in behavioral issues. There are many students at a younger age that require daycare services before and after school due to parent's work schedules. If the district chooses this major change, I hope

that the district is considering working with the families and local daycares by providing a bus stop at the park for daycares to transport students to and from school at. This would eliminate a major concern of many parents and daycares.

The only immediate positive I see for the students is that they are being grouped together sooner than 7th grade. The social aspect will definitely benefit them and the separation of "Towamensing/Town" will be gone. I'm more concerned of the other issues that may result in the change such as staff cuts, added stress on families, and increased taxes on the community. Unfortunately, working for corporate businesses and understanding how business works, I foresee this realignment most likely happening.

If looking for advice on deciding to move forward, I would rather see a different approach if possible. If it's not possible, I feel transparency with the community is extremely important during the whole process and flexibility from the district like setting up stops for families who need to use childcare to transport their children to and from school are very important. Maybe offer after school care/activities for students until parents get out of work. I also feel that bus stops should be limited in town to decrease the congestion the buses will cause. Adjusting school start times may be another idea to help as far as transportation goes for families and may help eliminate the need of as many buses for the increase of transportation this change would cause.

I hope the information and suggestions I've made are found useful.

Transportation issues.

-By moving kindergarten to Parkside as a temporary location is a waste of manpower moving everything and then having to move everything to another location in a few years. That is how things will get lost, broken, or replaced also.
-By putting kindergarten at Parkside by itself they won't have any reading/math specialists to assist with interventions which is very important in the primary grades. Also, have you planned out special education and life skills students in kindergarten? At this point we have 1 life skills teacher for k-2 with 2 IAs.
-By separating the grade levels into k-3 and 4-6, it will make class sizes more unified however our class sizes are only a few students different from both buildings.
-In-service days could already be geared towards the different grade levels, but that time is not usually utilized to the potential it could be.
-Buses already have a difficult arriving on time to drop students off in the morning as well as picking students up for dismissal- this will exacerbate this and students would be spending a large amount of time on the bus before/after school.
-Afterschool activities will be difficult for students to participate in depending on where their home is and where the school is that they are currently attending. (Students who live near Beltzville getting picked up for clubs after school at SS Palmer, students who have siblings that the parents need to get from a bus and then go to pick up students in clubs.)

Besides being able to allocate rooms for small group needs and special education needs, there doesn't seem to be a dire need for a huge change in our district that will cost taxpayers even more in taxes, not to mention the inconvenience that this will cause families especially those with children's in different buildings that typically wouldn't have had to be separated.

No matter what the decision, if there is a merge and realignment it should take place after construction is completed instead of being used as a quick fix. Moving classrooms especially to different buildings and at this volume is a huge undertaking and shouldn't have to happen multiple times.

I feel students benefit from being around the older students and vice versa for leadership in tutoring the younger children especially for the kindergarten students. I feel with the students being combined their will be many more behavior issues. I do not think Kindergarten should be isolated at Parkside.

Isolating kindergarten to Parkside is a terrible idea. I believe that option is by far the most detrimental to our students and staff. I do not see anything positive in this plan. Kindergarten students will lose ALL opportunities to interact with older students. They will lose Bomber Buddies (peer tutors), Bus Helpers, interacting with siblings and peers of different ages on the playground, learning from seeing them in hallways and the cafeteria, watching older students perform in band and chorus assemblies, etc. Mostly, I believe kindergarten students and staff will lose what makes our school district so amazing. They will lose the sense of community. They will no longer see their previous teachers each day. Teachers would no longer be able to interact with their previous students as they move through their elementary years. In my opinion, this plan would ruin everything I love about my job and this school district.

With this model teachers would have less common planning time as with so many classes house in one building we would not have the same prep time, lunch times or recess times. Currently those times are all common to each grade level allowing us to meet every single day as an entire team to collaborate and plan. We would simply be housed in the same space but with even less time to communicate and collaboratively plan as we do now. In addition, reading specialists, math specialists and special education teachers would be responsible for covering even more classes and students than they already are. This is a perfect example of how this realignment structure would actually reduce the potential of our resources and provide less educational equity for students. Our specialists would be stretched even thinner. How can one special education teacher cover 6 -7 classes across 2 or 3 grade levels as they do now? How would our life skills kindergarteners be included with their same age peers?

I feel that it would be in the student's best interests to construct an addition at Towamensing first, then go forward with the redistricting plan.

I think you are putting small children on the bus way to long, The students that live on the other side of Beltzville will be on the bus over an hour. That is too long for those little children. If I bought a house in Towamensing, I would want my child to go to school there. That would be why I bought a house in that area.

I feel that I full realignment is not required. I do not think it is a matter of realignment for equity but I think there is more of a facilities space issue.

I answered no because I feel there are so many factors that contribute to a well rounded education. While having all grades in one building and being able to assemble like grades and teaching staff together, there are other factors, and stressors that can contribute or hinder a child's academic successes. A longer bus ride, the separation of a student from familiar surroundings and people, changes in routine (at home and at school), etc can all factor into a child's success while in school. Additionally, changing staff placement can also make for a difficult transition during realignment, with staff having a difference of job surroundings and assignments.

Just because everyone is not in the same building doesn't mean they shouldn't be learning the same curriculum. You will have to move teachers, staff and children from buildings they are used to and send them somewhere else, also extending the time children will be on buses. It will be a huge adjustment for everyone and I don't think that it's worth it in the long run.

I answered yes, but there still are some drawbacks. How will it be more efficient for bussing? Will there be a reduction in teaching staff, since there will be more efficiency in classroom numbers? Will there be enough classrooms? We are going from three buildings to two, so I don't understand how we are going to accommodate all of the students.

I think that this could cause issues with things like attendance as students will have to go further to get to school. I also feel like it could be difficult to adjust to multiple new buildings.

(Concerned about childcare and busing logistics, however).

I do not think the realignment would be beneficial for students. I believe it is possible to have 2 separate elementary buildings and still be able to provide the same education for all students. I feel the curriculum that is being taught in both buildings at the elementary level needs to be cohesive with each other. This needs to happen by having a proper scope and sequence and making sure the schools are on the same page, teaching the same curriculum to prevent learning gaps between the schools. It is important for all students to be exposed and learning the same curriculum across both

elementary buildings. I believe there are other ways to ensure this happens without having to realign the entire district. I also believe transportation and bussing would have a huge part in this decision.

Bus transportation will be a logistical nightmare. Special Ed teachers will be stretched way too thin with too large of a caseload. Location and housing were chosen for a reason… ease of living right near your work building. Too many colleagues will lose their job.

The realignment structure including Kindergarten housed at Parkside, Grades 1-3 housed at Towamensing, and Grades 4-6 housed at SS Palmer is merely one option that would provide educational equity for our students. Please provide any additional suggestions that you may have for the district to consider that will help us to accomplish the same goal of maximizing the potential of our resources and provide educational equity for students. 75 responses

Move 6th grade to the junior high, get an assistant principal for Parkside, create an emotional/behavior support classroom for Palmer, hire an additional ESL teacher, budget for building subs, implement PLCs and MTSS.

I don't like that K would be isolated to one building. I also don't think keeping them at Parkside eliminates some of the safety concerns; public park, shared stairway with administrative office space.

Although not optimal, the district should look into constructing a brand new elementary center to house all students k-5 or k-6. Placing this building in town would allow the "walkers" of Parkside and Palmer to continue to be walkers. This would eliminate an excessive need for busing and care/up keep of multiple buildings.

Option#1- put K-2 at Towamensing, 3-5 at Palmer and 6th grade at the Junior High.
Option #2- K-3 at Towamensing, 4-6 at Palmer

Separate elementary schools is an outdated concept. We don't have horse and buggies anymore. A drive from town to Towamensing is 9 minutes.

Having taught 7th grade math several years ago, this was always something I had hoped would happen. Students entering JH coming from different schools had different educational experiences. For example, when I had to cover fractions and operations with fractions, students from one school were weaker than the other so spending time meant some students were bored. It was hard to build consistency when students had different coverage of content.

I would like to still consider Kindergarten at Towamensing, If we move all of our kindergarten classrooms to Parkside that would still stretch our staff thin for supporting this needy grade level.

I am in favor of realignment because Parkside/Palmer and Towamensing are not equitable. I think realigning would be a way to make the staffing, space, and resources equitable. However, I believe K-2 at Towa. should be together since they are primary, 3-5 Palmer, should be together as intermediate, and 6-8 at Jr. High should be together for middle school. If that is not feasible, then K-3 at Towa. and 4-6 at Palmer.

We need to do better aligning our cirriculum and ensuring there is a plan to prepare students for their next step. The Wonders book, for example, does a terrible job preparing students for high school English classes. The test preparation has taken over to our detriment. Palmer students do not even read a novel as a class. This is at their detriment. Furthermore, students in 5th and 6th grade need to have social studies and science for the full year. Allowing this to have slipped is sad to me and so many students are not prepared for their future expectations or courses. Math and reading are fine, but are taking too much time in the elementary school day.

I believe the safety at the high school should be the top priority. The office should be housed at the front of the building.

I am in favor of taking the 6th grade out of the elementary school and joining them with the Junior High. This option was discussed many years ago (like 25 years ago), but it never happened.

The safety at Parkside needs to be addressed if students are going to continue to be housed there.

Begin creating an elementary center that works for Kindergarten through 5th grade in Towamensing. Sell Parkside and SS Palmer properties and use the money to update the High School and the Middle School to accommodate 6-12th grade. This would give all the students modern facilities, consistency with staffing, and transportation.

1.Educational equity should begin at the curriculum level.
While I am in favor of aligning our grade levels, I do not believe that it is required for equity to occur. Utilizing clear and common assessments for ELA and math in every classroom would assist in ensuring all students are being assessed on grade level material. District purchased and approved curriculum should be utilized in every classroom. Having a voiced expectation of holding everyone accountable to the learning process, teaching with a sense of urgency, sharing/reviewing district wide data with all teachers, and offering support if needed could help increase teacher morale.

2.Grading should be standardized.
For example, tests/quizzes (publisher or curricular approved) count for a certain percentage of the overall grade, classwork and homework for another percentage, and projects for a percentage. Grade

level assessments should be valued higher than classwork/homework. Currently, this varies among everyone, and sometimes grades can be elevated or lowered due to circumstances.

3.Feelings of contention between buildings.
There are underlying feelings between Towa and SSP teachers for a variety of reasons. It has been my experience that each school's "needs are different". I would say, though, that we all teach children. Child development doesn't change inside any particular building. Our needs as a public school should reflect all students and how we can best teach them. By aligning grade levels, it will bring the staff together but it will require a great level of commitment and support from the district administration to ensure professional camaraderie.

4. Parkside Education Center is not optimal to house Kindergarten.
The students in kindergarten deserve to have a REAL gymnasium, library, art room, and playground. As well, teachers deserve to have a lunch/staff room.

5.I have not been inside SSP since the most recent renovation, but I do think its classrooms and hallways are in need of being updated–at least fresh paint. It is a dismal work environment for students and teachers.

If Kindergarten is going to remain at Parkside, Mr. Andrews needs an assistant principal to offer him support. He is stretched too thin between the two buildings as it it. It is not fair to ask him to put out all of the fires by himself. Mr. Andrews is a supportive, fair, stellar principal. He deserves to receive the support he requires to complete his job to the best of his ability. We all try to offer help, but there's only so much we can do as teachers. Using this realignment appropriately could work, but it definitely shouldn't be rushed. Our children deserve us all at our best.

I think this is the best solution to the many difficulties in the district regarding the two elementary buildings. All students should receive the same services and opportunities. That is not the case right now.

I think the realignment structure is perfect; however, I don't think S.S. Palmer as a structure, can go on for much longer. This 100 year old building has served PASD well, but it's time to rebuild a middle school.

Need to eliminate having any students at Parkside, it is too stressful having admin, counselors and safety care staff between two buildings

K-2 at Towamensing, 3-5 at Palmer, and grades 6,7 and 8 in the middle/junior high school.

I think moving 6th grade to junior high would be beneficial. It will open up more classrooms.

I do not have an opinion

N/A

Can sixth grade students be relocated from both buildings?

Grades 1-3 should be housed at Palmer, & Grades 4-6 at Towamensing.

Perhaps consider moving 6th grade only, if space is the main issue
Could also look at expanding Towamensing's borders

I have a concern about relocated the tech offices and services to Parkside (if that's still in the plan).

The secondary schools are 1:1 with chromebooks. I would think have the tech department in close proximity (like it is now) would maximize it's potential and minimize day-to-day problems we experience at the secondary level being a 1:1 school (mainly, chromebook malfunctions) .

It would be beneficial to have an assistant principal or principal at Parkside.

I feel the need for realignment of the grades wouldn't be necessary if teachers were held accountable for what they teach. For instance in PowerSchool have dates set to when testing is to be completed, don't allow any "fluff" grades to be added to boost students grades. Align the curriculum to a set period for each unit and lesson that needs to be adhered to. Have surprise pop ins to ensure teachers are following the schedule.

I am not completely opposed to the realignment but I feel the cost to the proposed plan to the tax payers would be an extreme hardship. This area is deprived of large businesses to house employment opportunities for the local residents and to help assist in property tax revenue. The cost of bus transportation would increase putting a bigger strain on the districts budget as well as the cost of the proposed additions to the buildings.

I feel the way the buildings are set up now could continue to work as long as the curriculums are aligned and the teachers are held accountable for what they teach and when they teach it. I also feel that moving grades and adding additions could cost a lot of money which would cause a hardship on taxpayers.

Keep things status quo until the wing is added on a Towamensing and then move K-3 at one time so that all students could benefit from specialists, special ed, etc

Parkside building is not conducive to a great learning environment, moving them to a building (Towa) with other kids would be beneficial for both their academic and social growth. Having role models their first year in school would also help.

I think you are mistaken equity for equality. Class sizes will be the same in all classes in all grade levels(equality) There will be equality in students with sdi spread out more evenly among grade level teachers. The way things are now, the elementary schools do not have equality throughout grade levels between buildings.

None

One suggestion would be looking at how we can better utilize our current buildings. Maybe administrators who are housed in the third floor at Parkside could have a few offices in each building. They could also join our technology offices at the junior high school which would allow the third floor at Parkside to be used as more classrooms/instructional areas. Also, if the high school entrance is going to be renovated maybe some offices could be added to that space as well.

Parkside should be administration building. Kindergarten should NOT be in that building. The stairs are not appropriate for Kindergarten and the gym is not a true gym. It's too small and not safe!! If we are starting this realignment in the 26-27 school year, the Kindergarten wing construction at Towamensing should be started this summer into next year so it will be ready for the 26-27 school year.

If the district plans to house 4-6 at Palmer, there needs to be more thought about where Band will be rehearsed. With a band of 50-80 students it is not realistic to set up and tear down equipment for every rehearsal, there needs to be a regularly set rehearsal space that can remain set up for the majority of the year. Towamensing is much better suited for this with a stage that can remain a set rehearsal space.

One other suggestion would be moving grade 6 to the junior high, therefore adding on to the junior high, to make the junior high become a middle school.

I think that if we put 6th grade into the jr high, it will help to open up more rooms at each elementary (3 at Towamensing and 4 at Palmer). This provides movement of classrooms within the buildings which can then be utilized for other services and small group testing. Especially if there is a way to divide up/reconfigure partition walls, to create more rooms.

I feel there should also be a focus on the High School & Jr. High restructuring. There are teachers sharing classrooms and classrooms with too many students.

My biggest concern personally lies in the Special Ed. area. Palmer's numbers are becoming too high that it's getting hard to offer our kiddos support, what's listed in their IEPs and to overall help them advance and learn because there's just too many of them in 1 classroom. The Life Skills room is close to being maxed out, and the numbers for next year are looking close to 20 or more. that's

bigger than some gen. ed classrooms. I feel that's unfair for the students, and doing them a disservice, as they require a setting that offers them the opportunity to have one-on-one help, as they are all on different learning levels with different learning abilities. Something needs to be done in this area, even if nothing is done as a whole district.

I do feel that with a bit more guidance and clear accountability for certain things, the content taught and the assessments given can be closely aligned between the buildings. This, therefore, would work to move to more equity in the education of students and not necessarily require a realigned district.

I would like to share some suggestions that I believe could greatly benefit our students. First, I recommend we maintain our current building structures while investing in curriculum development for grades K-6, focusing first on reading, writing, and math. To ensure consistency in curriculum implementation, hiring an assistant principal could support building principals and help oversee curriculum adherence in each elementary school would be beneficial. I propose adding these two administrators to mainly focus on curriculum oversight and the MTSS framework within their respective schools. They then will meet and discuss with the other elementary schools to make sure everything is going according to plan in each building.
Another avenue to consider is the allocation of resources toward hiring specialists or academic coaches assigned to specific grade levels. This targeted approach would allow them to dedicate their efforts effectively across two grade levels, thus better addressing our students' needs.
While I do not believe that moving grade levels around will yield positive results, should it be necessary, I suggest establishing Parkside for Kindergarten, SS Palmer for Grades 1-3, and Towamensing for Grades 4-6.

I feel as though grades 4-6 should be housed at Towa. and grades 1-3 at SS Palmer. Many of our students come from town, so why bus all the little kids out to Towamensing when older kids can handle the longer ride more appropriately? Towamensing could then be considered our Intermediate building. Additionally, if Kindergarten is at Parkside, having grades 1-3 at SS Palmer is more “elementary” based, proximity wise.

- How will any realignment affect all the Day Cares in town? They walk A LOT of students to and from school. Will there be bussing for these students to Towa?
-I think this is the best idea for all students and staff. Hopefully, there will not be any staff furloughs with the realignment. This is a big fear of all staff.

6th grade to the MS, but I have no concept of that building or available resources so it may not even be a consideration.

Possibly move 6th grade (and administration) to Junior High to allow elementary buildings to be K-6. Look into the possibility of building an elementary school.

Having increased direction, consistency, and expectations regarding curriculum would be beneficial, regardless of which option is chosen. In addition, opportunities to meet as a grade level during In-Service/Act 80 Days would allow for these things to occur as well.

If we would do the above realignment, is the district going to offer early retirement benefits since there would be "duplicate positions" since people would most likely lose their jobs. Would those people fired be offered building sub positions until a permanent position is open since we regularly don't have subs.

Do we have enough bus drivers and busses for the above configuration? What would be the long term cost of this? Lehighton now has kids on the bus for an hour. Would this be an issue for us to? How is that

How would the numbers change if we provided bussing from daycares only and they went to their actual home school?

Could we change the district lines?

I am most likely completely clueless to pricing, but it seems we are spending a lot of money on the feasibility study and their recommendations are also very expensive. Would it be possible to just build a whole new elementary school just like so many other districts have done? A building that would house K-5 on one or two floors with a new recess area, a larger and safer parking lot and a campus like setting like the JHS/HS to offer more security just makes more sense. This would also allow us to have a normal auditorium for assemblies instead of the echoing gym that puts many students into overstimulation mode.

year-round school for all grades

The plan should be to incorporate Kindergarten into Towamensing as those students deserve a playground and the opportunity to be a part of an actual school - not a converted office space. It would be interesting to look into the possibility of moving 6th grade to the junior high and create a true middle school, house K-2 at Towamensing and 3-5 at Palmer. While I believe in the restructuring whole heartedly, I also believe it is necessary for the district to update the buildings so that they are at least repainted and look more inviting. Each building should have one dedicated faculty lounge so that staff can relax and communicate - Towamensing does not need two faculty rooms and Parkside absolutely needs one while Kindergarten is being housed there during building projects.

My greatest suggestion is to focus on the curriculum itself. Regardless of the circumstances that lent to the division, we are, and have been for years, a district of independent entities. The staff lacks direction in terms of expectations, guidelines, materials purchased that are research based/vetted,

and training provided. It is imperative that district administration ensures that everyone is adhering to the curriculum and that best practices are instituted. Professional development needs to be made a priority. Additionally, there is much animosity amongst the staff where there should be cohesion and teamwork. The district must carefully consider an action plan that will bring us together, for simply putting us in the same building will not ease the tension that has grown.

The only other suggestions I may have in addition to above are to move administration offices to another location to open top floor of Parkside and keep students where they are. If there's room at the Junior High, make Junior High 5-8th or 6th-8th.

No other suggestions.

The building realignment is the best option. In previous years, the boundary line was moved to eleviate overcrowding at Palmer, but this was not a long-term solution. It also did nothing for sharing students with extreme needs equally among buildings.

-wait to realign until all construction of additions are complete

-move 6th to jr hs

-move 2nd grade at ss Palmer to parkside and take the administration and board room out of parkside since that was listed as not safe having admin in the same building as students- this would free up some classrooms at Palmer and would not lead to Parkside being left half not being utilized

I think 6th grade should be moved to the junior high as many districts already have for their age and size.

build a k-6 elementary center

I think this option is fine. I also think that whatever option is chosen, all of the classes for one grade need to be in the same building to improve the issue with inequality.

I think the best option is to focus on repairing, updating and fixing the security, safety, and general maintenance of all the buildings. Then we should look at our curriculum and instruction and focus on making sure all teachers are providing the same curriculum across all schools and that we are utilizing the most current curriculum materials, best practices and updated reading and math series. Our schools are doing a wonderful job of educating our students currently. Our community is happy with their child's education and their child's neighborhood school. Realignment is not broadly considered a best practice. I have heard many stories from educators in a neighboring district that recently made this change with regard to it not working. Many of them have chosen to leave that district and I truly believe that will happen here as well from the colleagues I have spoken to.

If the district determines that the realignment is absolutely necessary and has some potential positive outcomes for our students, then I think it would be most beneficial for the addition to built on Towamensing for Kindergarten and 6th grade to the Junior High. In this case, NO ONE should move until the addition is complete.

I am also very concerned, is anyone planning the logistics of how realignment would work in reality. How and who is going to move 100 classrooms? What is the cost involved?

What is the cost to staff and student morale?

I feel that the plan should consider moving 6th grade to be a part of the middle school.

Maybe you could put 6th grade in the Jr high. That would give you more room in the elementary schools. Add on to that school.

6th grade should really be a part of the JH. This is because many standards are written grades 6-8. For the same reason as the elementary folks, this is why grade 6 should be at the JH.

Keep Palmer or Parkside for administration. Sell others and build new elementary. Technology can only go so far in old/outdated schools.

Given the facilities, and culture of the elementary level, in my opinion 6th grade should be removed and put into the middle school. That would help with space and culture. 6th grade is too mature to be in the same building as k-3 graders.

6th to jr. high (to create a middle school, like so many other districts)
K-2 Towa (primary center, no PSSA testing in these grades)
3-5 Palmer (all elem grades that have PSSA testing in one building)

I truly think that it would be better if 6th grade could move to the Junior High and make Towamensing a K - 2 building and Palmer a 3-5 building. This puts 3 grade levels at every building except the HS and balances the number of students each building services.

I do think that Parkside may be a difficult building for Kindergarten to navigate. It might be better to wait until the addition is complete at Towamensing (if that's the decision) and then do the realignment. I also feel it might be a lot to manage for families who have children in multiple buildings.

I think moving 6th grade up to the jr high building and keeping all elementary students where they are would be the best idea for all, and includes the best option to help the district and tax payers save money. Transportation expenses will be greatly increased when bussing so many students all over the district and to multiple buildings. Those additional expenses will continue for years to come and

won't go away after 1 year, 3 years or even 5 years. Also, there is a shortage of bus drivers across the nation, not just with George's Bus Company, so finding additional bus drivers and busses to accommodate that type of transportation need, will be great. (If it will even be possible with George's). The bus drivers that are currently driving are older and will not be driving much longer, and with no younger drivers coming into that job field, it will be difficult to replenish those drivers when they retire. The district will also have additional costs if the idea is for Palmerton to have their own fleet of busses, which will require drivers, maintenance issues (like a full time mechanic), the cost of the busses themselves, insurance, fuel and taxes and a place to store the busses when not in use. Moving only 6th grade to the Jr High/High School complex would require busses to transport those children to a place where most busses already are going, plus it would require less renovations to be done at the current building. It will also reduce the stress to parents who will most likely have multiple children having to go to multiple schools, which will included different pickup and drop off times, which is an additional struggle on a families routine and home life. (This is part of the additional stresses that can hinder learning for a child). Updating the current buildings (Parkside, Towamensing and SS Palmer), making them safer and more structurally sound should also be considered. I think with moving 6th grade, moving the children out of Parkside and into SS Palmer may work, depending on how much room will be made from moving 6th grade out of SS Palmer and into the Jr High. Finally, the addition of SGI rooms and other places where students can learn in quiet settings and get help when they need it, is super important. I think each school should have more of those settings within the schools. There is a lot more that goes into the above issues, but it is too difficult to put into typed words. This is just a sample of the ideas.

What about putting the 6th grade in the jr high? It would make that a true middle school (6-8) and would make a lot more room at SS Palmer

The best option would be Towamensing K thru 2, SS Palmer 3rd thru 5th, Middle School 6th thru 8th. Many curriculums include 6th grade at the middle school level.

A new building or property should be explored at the very least. A new elementary center would accomplish the same goal as the above, but also alleviate all of the building maintenance concerns. It is an expensive project, however.

SS Palmer/Parkside currently have nearly twice as many students as Towamensing, with a significant population of low SES students with additional needs. Parkside's building is beyond maxed out, with both class sizes and physical space. Our current building structure is simply not sustainable.

Rather than be their in own building, it would be beneficial for Kindergarten to also be at Towa (once the building is expanded) so that KDG can be with student leaders, as well as have a safe playground

to use, rather than the public park. Alternatively, Towa should be K-2, Palmer should be 3-5, and 6th grade should be moved to the Jr High. This would also help with curriculum issues, since curriculum series are now written for grades K-5, and the 6th grade has had to find their own Reading and Math series for their grade only.

If the district is not planning to follow through with the realignment in a timely manner, Mr. Andrews needs an assistant principal to help him support his two buildings. He has gone above and beyond, but he has been doing the job of 2 people, and should be given additional administrative support.

The district needs to focus on equity for students, rather than equality between the different elementary schools.

Monthly half day Inservice for teachers to collaborate. Jim Thorpe does it.

Kindergarten segregated from the district takes from their feeling of belonging and removes older role models.

KG being isolated in its own building is not preferred. If there is a way to have them in the same building as grades 1-3 that would allow for more positive per interactions and remove one more potential level of separation of siblings.

I do not think housing kindergarten by themselves at Parkside would be beneficial. I feel they need to have interactions with other students and grade levels. I also think bussing is going to be a huge determining factor. Providing busses to all students in all grade levels will definitely be a challenge.

I feel strongly that 6th grade should be moved to the middle school. Most schools within our surrounding area have middle school that is 6-8.

Move the district line a bit to balance out the buildings.