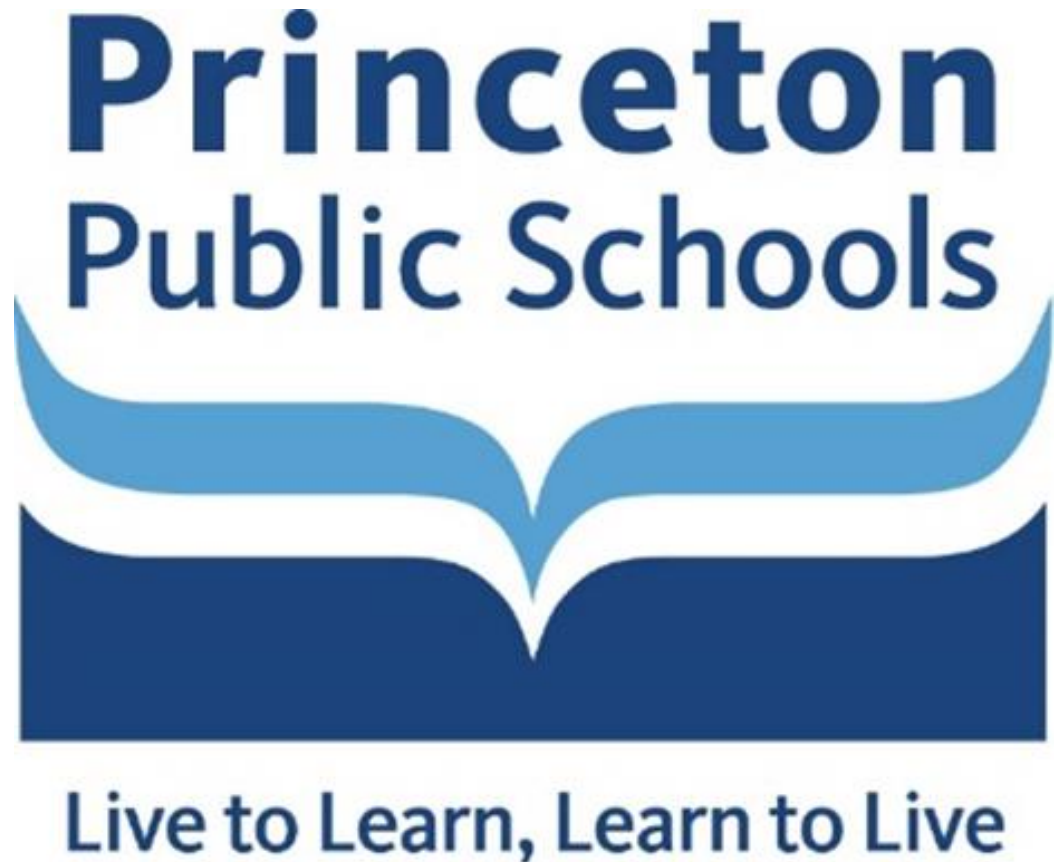


PPS ES & MS Capacity Planning



Planning Background

- Our community is growing (more than 1,100 new residential units planned)
- Future PPS students need appropriate school facilities, reflecting community values (e.g. inclusive learning environment & flexible, collaborative spaces)
- Current planning conversation began in 2019
 - 2019/20 - community meetings, planner presentations, then COVID (enrollment dips)
 - 2021 - planner recommendations to Board, no action
 - Spring 2023 - Board restarts planning
- Spring 2023, Board directed administration to prioritize elementary and middle school capacity solutions, sufficient for next 5-10 years
 - *“Solution” means sufficient classrooms, specialized spaces (special education, STEM labs and spaces, fine arts and athletics) and core spaces (gymnasium, cafeteria)*
 - *See [princetonk12.org](https://www.princetonk12.org/district/planning-our-schools-future), “Board,” “Future Planning,” for past planning documents.*
<https://www.princetonk12.org/district/planning-our-schools-future>

2023 High-Level Master Planning Considerations

▪ **Value-based Planning**

- Mission statement
- Prudent stewardship
- Facilities that support Mission/District Goals

▪ **Taxpayer Affordability**

- What will the community support?
- Princeton's property taxes are high
 - School tax levies = 50% of property taxes
- Taxpayers vote via referendum
- A large majority of taxpayers do not have students enrolled in PPS

▪ **Financial Sustainability**

- PPS operating budget has a significant imbalance (at least \$500K per year)
- Reason – 2% levy cap; fixed and other costs rising faster
 - Transportation, salaries & benefits, charter school, inflation, etc.
 - Need to find new savings every year
- Solution must consider operating budget impact

▪ **Minimize student, staff and family disruption**

Princeton's ES & MS Plan Parameters

- Accommodate future enrollment growth at elementary schools & middle school
- Develop financially prudent construction program
- Support cost-effective and financially sustainable facility operations
- Improve transportation (ride times/cost) & walkability
- Maintain DLI at 2 sections/grade through enrollment policy; paired with at least 2 traditional tracks for viable facility use
- Align enrollment with facility capacity for the foreseeable future through redistricting and DLI enrollment policy

Planning Approaches

**Status
Quo – Do Nothing**

Dual Track School

**5-6 School
(PK-4/5-6/7-8/9-12)**

**Sister School
(PK-2/3-5)**

- Four different approaches were evaluated through an iterative process, assessing each one through the following lenses:
 - Educational impact
 - Operational costs
 - Construction and construction costs
 - Enrollment balancing & future growth
 - Community disruption
 - Walkability

Scenario Description	Status Quo	5-6 School	Sister School	Dual Track at JP 4 Sections/Grade	Dual Track at CP 4 Sections/Grade	Dual Track at CP 5 Sections/Grade
Enrollment Balancing & Future Growth	Approaching 100% capacity districtwide . Enrollment Pressures projected to increase at LB and JP; exceeding capacity. CP not fully utilized.	Additional headroom 85% at ES level, maintaining class size.	Limited Headroom at 97% for ES level. However, Sister School model provides greater efficiency; mitigating bubbles.	Balanced enrollment across ES. Rebalances local access to traditional track and special education. Limited Headroom at 97% for ES Level.	Balanced enrollment across ES. Rebalances local access to traditional track and special education. Limited Headroom at 97% for ES Level.	Balanced enrollment across ES. Rebalances local access to traditional track and special education. Additional headroom 90% at ES level.
Community Disruption	Rezone future housing developments as needed. Redistrict as needed to balance enrollment.	Redistricts Approx. 25% of ES students. Grade reconfiguration change and additional transition.	Can maintain historical groupings, Requires extra transition. Families may have ES students split between schools. Staff relocation based on grade grouping and pairings.	Redistricts Approx. 25% of ES students. DLI Program & Staff relocates to JP.	Redistricts Approx. 25% of ES students.	Redistricts Approx. 25% of ES students.
Construction Costs	No Construction or ES expansions.	\$\$\$\$ Construction of 5-6 school at Valley Rd would be a lengthy design, approval & construction process. <i>Would still require addition at CP to support Dual Track.</i>	\$\$-\$\$\$ Would require renovations and additions at all four ES's.	-\$-\$ Addition and Renovation to JP Renovations to PMS	-\$-\$ Addition and Renovation to CP Renovations to PMS	\$\$ Addition and Renovation to CP Renovations to PMS.
Operational Costs	\$\$	\$\$\$\$	-\$-\$	\$\$-\$\$\$	\$\$-\$\$\$	\$\$-\$\$\$
Educational Impact	Increasing disparity: class size, enrollment. Disruption/displacement of programs - Shifting of specials and reduction in support and resource spaces. <i>DLI cannot continue</i>	Age-appropriate grade grouping for more rigorous curricula. More enrichment opportunities for 5-6 students; extracurricular, athletics opportunities. <i>Supports continued DLI program with a CP addition.</i>	No evidence for student achievement but gains in professional collaboration and efficiency and special ed benefits. Culture and climate improvement through inclusion lens. <i>Supports continued DLI program (CP/JP)</i>	School within a school model at JP. <i>Supports continued DLI program</i>	School within a school model at CP. <i>Supports continued DLI program</i>	School within a school model at CP. <i>Supports continued DLI program</i>
Walkability	Inefficient due to current zoning and out of area students.	Would add additional busing with 5 th -6 th school.	Larger ES catchments, resulting in longer transportation times and less walkers.	More busing compared to housing DLI at CP.	Less busing. Improves walkability.	Less busing. Improves walkability.

“Big Picture” Timeline & Process

Spring - Summer 2023	Fall 2023 - Winter 2024	Spring- Fall 2024	2025-26 to 2026-27	2027-28
<ul style="list-style-type: none"> • Master Planning Re-Start, building off 2020-21 Master Planning Process • Community Meetings & Conversations • Explore range of planning options 	<ul style="list-style-type: none"> • Preferred Option(s) planning refinement, • Feasibility, concept design and estimating, • Enrollment projection update • Schematic design, estimating • Deliver project schematic plans and drawings to Planning Board. • BOE Resolution Authorizing Project • BOE approves process to develop enrollment policy for DLI program. • Submit Project to NJDOE 	<ul style="list-style-type: none"> • NJDOE Approvals - Determination of Preliminary Eligible Cost (PEC) & Ed. Specs • BOE adopts Resolution for Bond Referendum • Notice, postings, filings (Local & County) • September 2024 Referendum 	<ul style="list-style-type: none"> • Design, Bidding and Construction for approved projects • Fall of 2025, BOE undertakes redistricting process, option development and community outreach. • If swing space planning is needed, it should be in alignment with redistricting or phased redistricting plan • BOE adopts redistricting plan Fall 2026. 	<ul style="list-style-type: none"> • Redistricting Implementation Planning • Staffing Considerations • Transportation Routing • Mobilization • CP construction fully completed – Dual Track School opens for 2027-28 school year.



*Long Term Facilities Planning Committee - advising on data, technical information, and option development