

**Northwestern Lehigh School District  
6493 Rt 309, New Tripoli PA 18066  
CONSTRUCTION COMMITTEE MEETING  
District Board Room  
Wednesday, April 24, 2019, 4:00 PM**

**1. Opening Procedures**

**1.01 Call to Order**

The April 24, 2019 Construction Committee Meeting of the Northwestern Lehigh School District Board of Directors was called to order at 4:00PM by Committee Chair Joseph Fatzinger.

**1.02 Opening exercises included the Pledge of Allegiance and a moment of silence**

**1.03 Roll Call**

PR Willard Dellicker

PR Joseph Fatzinger

PR Phil Toll

*Also Present:*

James Warfel, LeAnn Stitzel, Jill Berlet, Maria Pulli, William Dovico, Andrea Stock, Arthur Oakes, Brian Tobin, Leslie Frisbie, Erica Gross, Mel Martin, Marci Wozniak, Lauren Hunsicker, Vanessa Fenstermacher, Jen Senavaitis, Hilary Smith, Erin Smith, Stacey Mahar, Cindy O'Neil, Trisha Mackenzie, Matthias Fenstermacher, Krista Keys, Wendy White, Allison Ashburne, Patti Greenawalt, Melissa Kerschner, Jason Whittaker, David Keck, Lacey Snyder, Wendy Fornwalt, Becky Hite, Erica Seither, Nichole Snyder, Stephen Gottlieb, Lia Tyahla, Jennifer Holman and Kaitlin Brobst.

**1.04 Approval of Agenda**

Moved: P. Toll

Seconded: W. Dellicker

Vote: 3 Aye, 0 Nay

**1.05 President welcomed guests**

**1.06 Courtesy of the Floor**

J. Fatzinger reminded the group that we are here to discuss and explore the agenda item, but not to make a final decision at this time. He asked all participants to keep their comments respectful and limited to 5 minutes in duration.

T. Mackenzie, a Northwestern Lehigh School District teacher, for over 22 years, and parent of a 2014 Northwestern Lehigh School District graduate, spoke noting she has taught at both elementary buildings in many and varied positions during her time at Northwestern Lehigh School District. T. Mackenzie presented the following educational advantages of a K-3 and 4-5 building structure:

- Removes the inherent comparisons between academic achievement of our elementary buildings as measured by PSSA data thus creating a more collaborative environment for our elementary teaching staff.
- Provides the much needed opportunity for creating a cohesive and standard implementation of curriculum. This would allow teachers and specialists to use the same methodology, vocabulary, and instructional practices. Although our teachers collaborate between buildings, when housed in two separate locations, the language and manner of implementation is not as cohesive as it could be if we were united in one building.
- Allows for easier, quicker, and clearer communication among grade level colleagues. When decisions are made regarding tests, projects, grading and protocols, our elementary teachers must communicate decisions by email or over the phone. Frequently, information is lost in translation and can then be misinterpreted. Having our grade levels in one building would allow for real time decision making and the ability to clarify questions immediately and in person.

- Allows for daily planning among grade level and specialist teams. Jill and Maria give us every opportunity possible to collaborate. However, due to our current structural organization, this must be limited to in-service days. On these days, we often have other training requirements which limit our time to plan across grade level teams.
- Creates an opportunity to refine our current MTSS practices. With a K-3 program, the primary MTSS focus is learning to read and comprehend. At a 4-5 building, there is an opportunity to use one of our interventionists as a math contact person. Should Jill and Maria decide to adopt this model, we could provide math interventions and support to students struggling to achieve in this area. We cannot currently support this in both of our elementary buildings due to student reading needs, instructional time constraints, and staffing.
- Allows our teachers to specialize in the developmental needs of students of similar ages and abilities rather than having a span of 6 grade levels.
- Provides an opportunity for the sharing of instructional resources and materials. For example: Our elementary book rooms have instructional books for K-5 at both buildings. All of these resources could be combined and in the future, one K-3 order would only be needed rather than two K-3 orders. This is an economic benefit for the district.

C. O'Neil, a 4<sup>th</sup> grade teacher at Weisenberg who's been with the district for over 30 years and worked between both elementary schools, noted the difference in class size between the two elementary schools and pointed out the benefit of a smaller student to teacher ratio. C. O'Neil said she believes PSSA scores will equalize if all students in a grade are together in one building and would eliminate any competition between buildings and teachers for higher scores.

L. Snyder then spoke and mentioned that the previous viewpoints focus on educational aspects and did not include the effects a K-3 and 4-5 building structure would have on the family/community system. She would like other options to be considered.

V. Fenstermacher spoke and asked that all options presented be given fair consideration and that decisions are made based on data, not opinion. She listed the following facts:

- There is currently equality in class size between the two elementary buildings and class sizes would not change much, or possibly at all, under option 1a.
- Parkland, East Penn, and Southern Lehigh, high achieving schools in the county, have 9, 8 and 2 elementary schools respectively. Whitehall's campus is centralized with all buildings on the same campus and follows the structure of option 1a currently under consideration. Northwestern Lehigh School District exceeds Whitehall in performance.
- Weisenberg elementary is at the southern border of Northwestern Lehigh School District, which is the largest square mile district in the Lehigh Valley. A map of homes in the district is needed when considering option 1a.

V. Fenstermacher also requested the Board ask the district the following questions:

- Will there be any transportation effects on the middle and high schools under option 1a?
- What are the transportation (drivers, fuel, etc.) costs associated with option 1a?
- Are additional bus drivers feasible?
- Can we expect a map plotting homes for option 1c?

## **2. Operations**

### **2.01 Discussion on Phase 01: Elementary Reconfiguration**

J. Holman started by explaining that the district's architectural firm was commissioned to complete an updated Master Facilities Plan in order to update enrollment projections and give facility recommendations. The firm recommended the following Reconfiguration Options:

- 1a. Realign to K-3 at Weisenberg and 4-5 at Northwestern Elementary
- 1b. Realign to K-2 at Weisenberg and 3-5 at Northwestern Elementary
- 1c. Redraw the district lines and address the cafeteria at Northwestern Elementary (it is up to the district to decide where to redraw the line)
- 1d. No realignment or redrawing the district lines

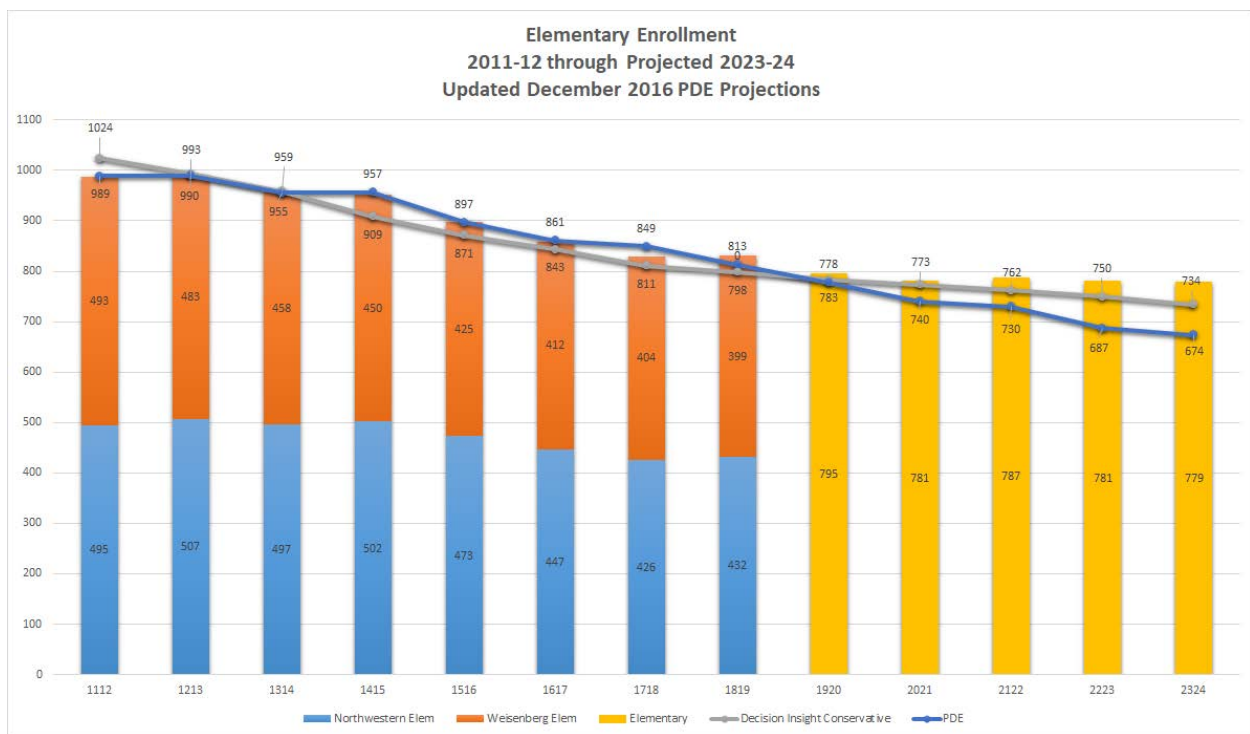
Five years ago a different architectural firm completed a plan. The recommendation of that firm was that there would be a decrease in the population at Northwestern Elementary, which would then alleviate space in that building; however, this projected decrease has not happened. Additionally, further decreases in the population at Weisenberg have been seen over the past five years.

J. Holman explained that the data used in the projections comes from Live Birth Data collected by the Department of Health. They look at how many children are born in each township, then anticipate that those children will be of school age in five years. The Pennsylvania Department of Education also gathers data; however, the most recent data they have is from 2016.

J. Holman noted that all prior meetings relating to the discussion at hand were held in public and had public agendas. She explained that the goal of today's meeting is to eliminate some of the reconfiguration options that will be presented. She added that the administration team will keep the public updated on any upcoming presentations and the progress of the board relating to the elementary reconfiguration. Construction will be necessary in almost every option presented, which will require a bid process.

J. Holman stated that the goal at hand is to alleviate space issues at Northwestern Elementary and utilize some of the available space at Weisenberg Elementary. The Board will decide which option is best after hearing all the data.

J. Holman presented the following slides:



The yellow bars on the right are the projections moving forward based on live birth data and are not broken down by building. Both this current year and next year, the District is well exceeding the number of enrollments predicted. The blue PDE line is updated to actual numbers through 2016. It is anticipated that the district will continue to have capacity issues at Northwestern Elementary. PDE predicted the district would have 106 students enrolled in Kindergarten in the 19-20 school year. Currently, in April, four months prior to the start of the new school year, the district has 120 students registered for Kindergarten. There has been a decrease in overall enrollment over the past few years, but that decrease is occurring at Weisenberg.

J. Holman explained that there are currently and have always been about 21 sections at Northwestern Elementary. The addition of more students will mean higher class sizes in that building since there is not space to make additional classrooms. Live birth data predicts the district will have 130 Kindergarten students in the 2022-2023 school year.

J. Holman clarified that these are projections and therefore are not taking into account any new developments in the district in the upcoming years.

#### Issues and Challenges that need to be addressed

- Enrollment at Northwestern Elementary has not decreased in the way it was expected (MFP, DecisionInsite)

| Building                                    | Percentage Decrease Expected | Percentage Actual |
|---------------------------------------------|------------------------------|-------------------|
| NORTHWESTERN ELEMENTARY - 5 year projection | 24% decrease                 | 13% decrease      |
| WEIS - 5 year projection                    | 9% decrease                  | 16% decrease      |

- Distribution of elementary students
  - o 51% Weis / 49% NORTHWESTERN ELEMENTARY (2010)
  - o 48% Weis / 52% NORTHWESTERN ELEMENTARY (2019)
- Capacity issues at Northwestern Elementary including classroom space and cafeteria spaces
- Unused classrooms (16 classrooms) at Weisenberg Elementary School
- Class Size Guidelines
- Approved developments and projected capacity
  - o 66 lot development plan - Madison Village, Lynn Township - to NORTHWESTERN ELEMENTARY (48 Phase I, 24 EDUs)
  - o 15 lot development plan - Ryan Court/ Erica Circle, Lowhill Township - to WEIS
  - o 17 lot development plan - Morgan Hills, Weisenberg Township - to WEIS

J. Holman stated that all space at Northwestern Elementary is utilized, which means that sometimes instruction and interventions are done in the hallway. This is not something that occurs at Weisenberg. The district does believe that shifting some students to Weisenberg will be helpful in alleviating the space issues at Northwestern Elementary.

J. Holman noted the following class size guidelines: K-1: 17-22, 2-3: 18-24, and 4-5: 18-25.

The 66 lot development plan is pending approval through PennDOT and is currently planned to go to Northwestern Elementary. Currently, sewage has been approved for 24 of the homes. The district anticipates getting about 100 new students from this development. The first student could start in the district anywhere from 8 months to a year from now.

Currently, Weisenberg has space for new students from the Ryan Court and Morgan Hills developments.

#### Reconfiguration Options

1a - Realign to K-3 at Weisenberg & 4-5 at Northwestern Elementary

1b- Realign to K-2 at Weisenberg Elementary & 3-5 at Northwestern Elementary

1c - Redraw the district lines and address the cafeteria at NORTHWESTERN ELEMENTARY

1d - No realignment or redrawing the district lines

1e - Relocate Grade 5 to the middle school

The architect previously spoke about options a and b. He offered option c, but provided no additional plans because this option doesn't include architectural changes. J. Holman added that consequences in regards to option d will be discussed. In relation to option e, 5<sup>th</sup> grade was housed at the middle school is the past, but moved to the elementary schools in the 2009-2010 school year.

P. Toll inquired as to when PDE would have update data beyond 2016. J. Holman answered that PDE provides new data every year, but that data is always from a few years in the past. The next recommendations from PDE will be for the year 2017.

P. Toll then pointed out that of the 100 new students projected to enroll in the district, it is not known how many will be of elementary, middle, or high school age. J. Holman explained that since the development will have cost effective homes, the district predicted that many of the students would be elementary age, but that it is not known for certain what ages the students will be. L. Frisbie added that it is important to note that the district's projections do not include new students from the new developments.

W. Dellicker suggested the district ask the developer of Madison Village to whom they are marketing the new homes (ex. first time buyers, retired individuals).

J. Holman reiterated that there's no way to know which grades the new students will be in, or even if the projection of 100 new students will be correct. The district estimated approximately 1.5 students per household in the development. She noted that the lack of space at Northwestern Elementary has been an on-going problem and the new development exacerbates the issue.

J. Berlet and M. Pulli then spoke about option 1a-Realign to K-3 at Weisenberg & 4-5 at Northwestern Elementary. J. Berlet and M. Pulli will share information regarding the educational advantages and disadvantages of option 1a.

1a - Realign to K-3 at Weisenberg & 4-5 at Northwestern Elementary

| ADVANTAGES                                                                 |                                                                                                               |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Better opportunities for grade level and related arts collaboration        | Curriculum consistency within grade levels occurs more easily, due to all teachers being in the same building |
| Increased opportunities to group and balance students                      | Unify students early in school career                                                                         |
| More targeted focus on the developmental needs of each grade and age level | Centralize teacher leaders at each grade level                                                                |

J. Berlet noted that a higher level of teacher collaboration leads to increased student performance. Having all teachers of the same grade level in the same building offers more of an opportunity to discuss curriculum, student needs, and best practices, and then implement those practices in the classroom. There is currently teacher collaboration among the grade levels, but being in two different buildings doesn't allow for as much collaboration time, as well as consistency, as there would be if the grades were banded together.

Additionally, the District would better be able to address academics, social interactions, and emotional needs if the students are spread across 6-8 classrooms as opposed to the current 3-4 classrooms.

The district would better be able to focus on the Multi-Tiered System of Supports (MTSS) process and Positive Behavior Support Plans for the K-3 grade levels. These interventions can look different between K-3 and 4-5. For example, K-3 students are motivated by different things than students in grades 4-5.

J. Berlet added that the details of positive changes made by a teacher at one elementary school do not always make it to the other elementary school.

Centralizing teacher leaders allows for more in depth sharing of expertise and best practices.

1a - Realign to K-3 at Weisenberg & 4-5 at Northwestern Elementary

| ADVANTAGES                                                                                               |                                                                                                                          |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| More flexibility with educational programming (i.e. Special Education and providing accelerated studies) | Appropriate instructional facilities for all students and staff members                                                  |
| Equitable class sizes                                                                                    | More targeted emphasis on learning to read (K-3) and reading to learn (4-5)                                              |
| More purposeful professional development focused on grade bands                                          | School culture focused based on specific needs of younger children and older students                                    |
| Parent education focused on developmentally appropriate instructional and assessment practices           | Grade 3 children have opportunities to serve as role models and develop leadership skills earlier in their school career |

M. Pulli then noted that when special education teachers are spread across multiple grade levels, it's more difficult to provide necessary supports and resources to struggling learners. Option 1a would also allow more accelerated learning in collaboration with the middle school. Currently, some Northwestern Elementary students have been able to take advantage of acceleration opportunities at the middle school, but, due to distance, this hasn't been an easy option for Weisenberg students.

M. Pulli added that when talking about equitable class sizes, in addition to the actual number of students in a class, this also includes more equitable opportunities for students in regards to appropriate placement, educational needs, and social development.

Northwestern Elementary has students who receive small group instruction and/or 1:1 support, including speech and occupation therapy services. Sometimes this support takes place in the hallway due to lack of physical space. As for curriculum, Northwestern Elementary 5<sup>th</sup> grade students have the ability to use the environmental lab, while Weisenberg 5<sup>th</sup> grade students do not.

As mentioned before, option 1a would allow for more targeted MTSS due to the natural divide between learning to read in K-3 and reading to learn in grades 4-5.

1a - Realign to K-3 at Weisenberg & 4-5 at Northwestern Elementary

| DISADVANTAGES                                                                     |  |
|-----------------------------------------------------------------------------------|--|
| Less opportunity for K-2 students to have older “buddies”                         |  |
| Additional building transition for students                                       |  |
| Less or no opportunity for K-3 students to see the 4th and 5th grade performances |  |

J. Berlet noted that currently 5<sup>th</sup> grade students read to and do activities with Kindergarten and 1<sup>st</sup> grade students. Under option 1a, the 3<sup>rd</sup> grade students could still do this with the younger students, but the 4<sup>th</sup> and 5<sup>th</sup> grade students wouldn't have an opportunity to work with the younger students. Additionally, K-3 students would be able to see 4<sup>th</sup> and 5<sup>th</sup> grade performances via technology, but not live.

1b- Realign to K-2 at Weisenberg Elementary & 3-5 at Northwestern Elementary

| ADVANTAGES                                                                 |                                                                 |
|----------------------------------------------------------------------------|-----------------------------------------------------------------|
| Better opportunities for grade level and related arts collaboration        | Equitable class sizes                                           |
| Increased opportunities to group and balance students                      | More purposeful professional development focused on grade bands |
| More targeted focus on the developmental needs of each grade and age level | Unify students early in school career                           |
| More flexibility with educational programming (i.e. Special Education)     |                                                                 |

M. Pulli noted that the advantages under 1b are similar to those listed under 1a. Option 1b would balance the grade banding in each building. The advantages all work toward the goal of supporting student needs and balancing resources across the buildings.

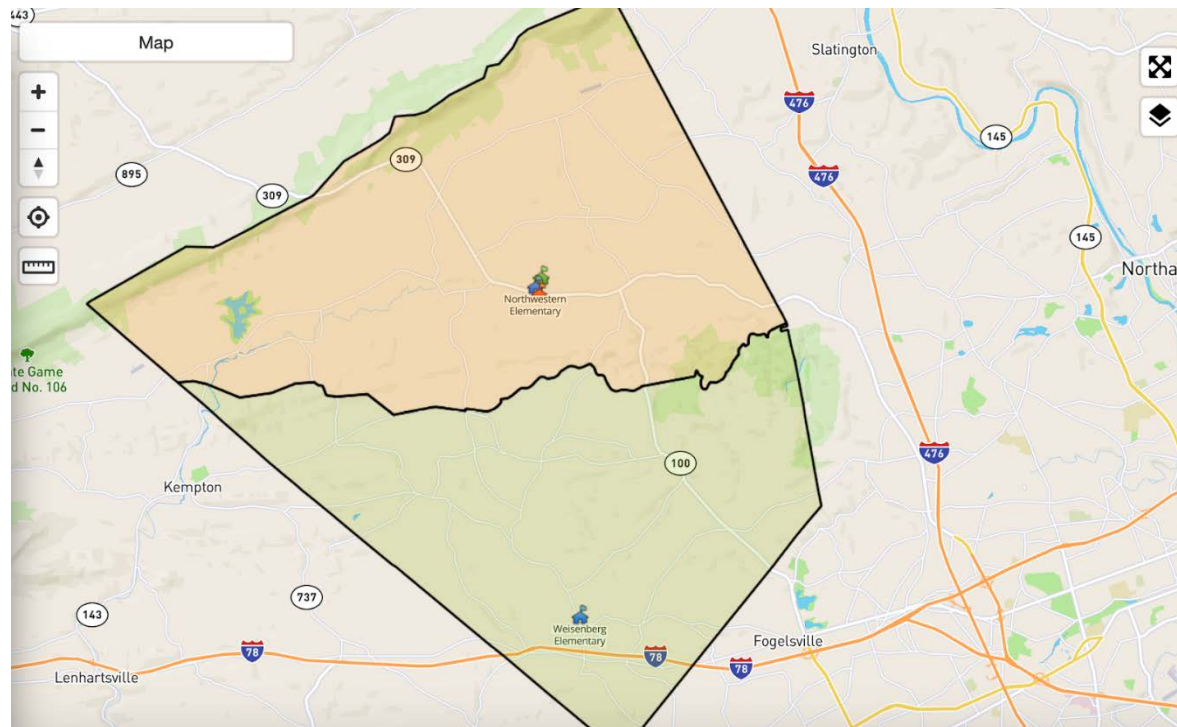
#### 1b- Realign to K-2 at Weisenberg & 3-5 at Northwestern Elementary

| DISADVANTAGES |                                                                     |
|---------------|---------------------------------------------------------------------|
|               | Less opportunity for K-2 students to have older “buddies”           |
|               | Additional building transition for students                         |
|               | Lack of appropriate instructional space for Northwestern Elementary |

J. Berlet noted that the disadvantages of option 1b are also very similar to the disadvantages noted under option 1a. The instructional space/capacity issue is still evident with this option. This option would potentially have Weisenberg's population at 390 and Northwestern Elementary's at 443. Currently there are 407 students at Weisenberg and 428 at Northwestern Elementary.

Mrs. Holman added that this was presented as an option because it is a more traditional split of elementary grade levels and reiterated that this option doesn't address the space issue facing the district.

#### 1c - Redraw the district lines and address the cafeteria at Northwestern Elementary

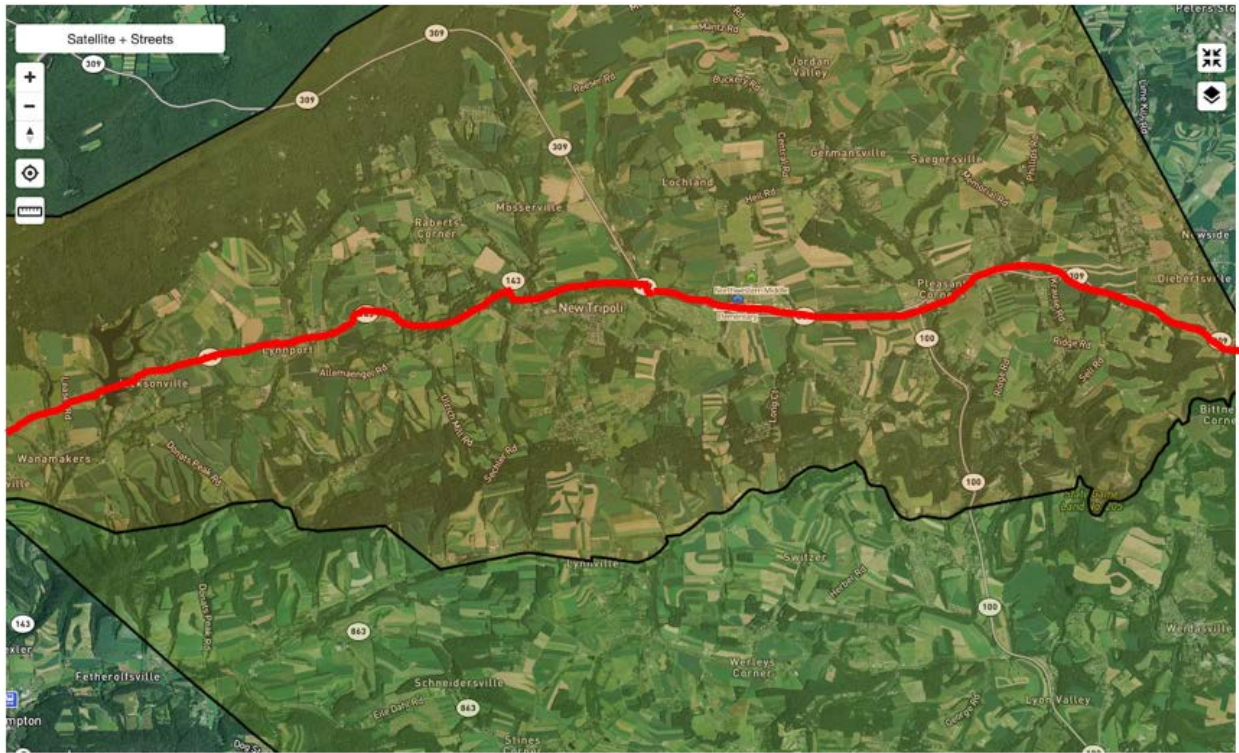


Current Elementary Line

- Would need to annually address line to provide equitable distribution to two elementary schools
- Line is already close to Northwestern Elementary

J. Holman noted that a challenge the district has always faced is that the line is already very close to Northwestern Elementary. Many students who already live very close to Northwestern Elementary go to Weisenberg.

Option A for 1c - move the elementary boundary line



Northwestern Elementary

Proposal for the line would be all housing on the southern side of Route 309 / 143 to go to Weisenberg Elementary

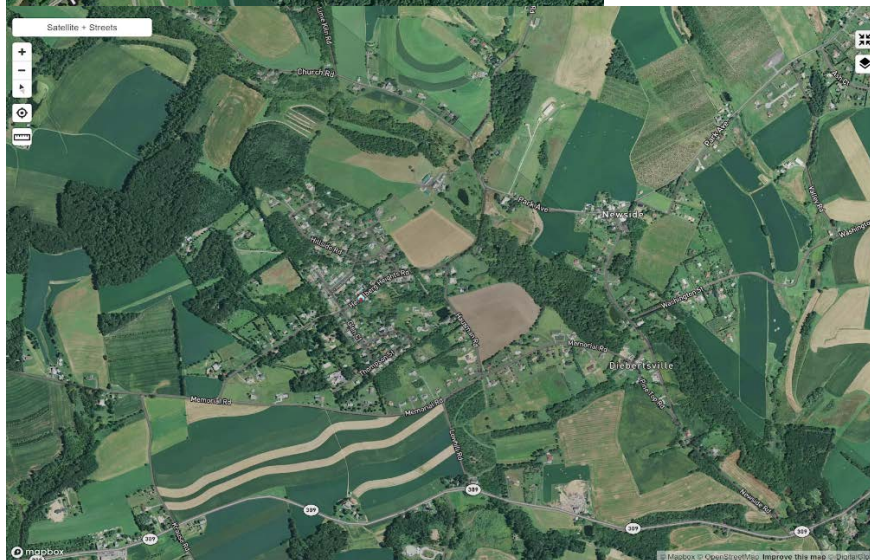
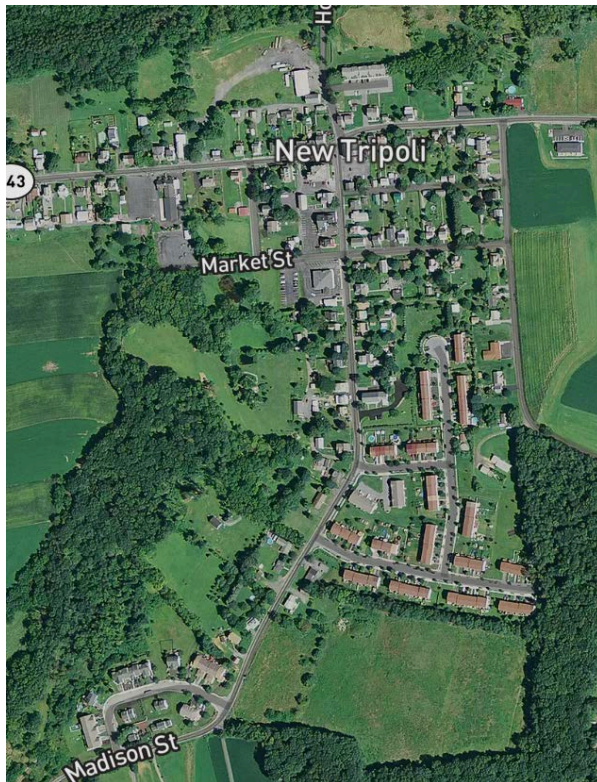
101 students + new development to Weisenberg

Black = Current boundary

Red = Proposed boundary

J. Holman noted that both current and proposed boundaries use roads as natural boundaries. This option would move 101 current students to Weisenberg as well as an undetermined number of students from the new development.

Option B for 1c - move highly populated areas to Weisenberg



- Heidelberg Heights & surrounding areas (39 students)
- Madison Street Townhomes & surrounding areas (40 students)
- New development - Madison Village

J. Holman stated that one bus each goes to both the Heidelberg Heights and Madison Street developments. Currently those busses take the students to Northwestern Elementary. Under option B for 1c, the same busses would take the same students to Weisenberg. This option would shift approximately 100 students from Northwestern Elementary to Weisenberg and would not necessarily move the boundary line, rather shift 3 highly populated areas to Weisenberg.

1c - Redraw the district lines and address the cafeteria at Northwestern Elementary

| ADVANTAGES                                                                               |   |
|------------------------------------------------------------------------------------------|---|
| More appropriate instructional spaces throughout the building at Northwestern Elementary | - |

M. Pulli stated that this option would alleviate the overcrowding in the café at Northwestern Elementary as well as some classroom areas.

1c - Redraw the district lines and address the cafeteria at Northwestern Elementary

| DISADVANTAGES                                                                                                 |                                                                                                          |
|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Oldest students in each building are up to five years older while serving as role models for younger students | Inconsistency on a year by year basis                                                                    |
| Less specialized programming to address specific developmental stages of students                             | Students in same geographic area, in the same grade level could potentially attend two different schools |
| Administration and staff have six grades to spread resources and energy                                       | Less opportunities to group and balance students                                                         |
| Continued inconsistency across buildings with instructional implementation and materials                      | Potential for increase in transitions each year                                                          |

J. Berlet explained that 4<sup>th</sup> and 5<sup>th</sup> grade students sometimes share information that the younger students aren't developmentally ready to learn. The targeting of grade bands mentioned earlier would not happen under this option as K-5 would all be in the same building. Additionally, this option would have to be revisited every year which could lead to inconsistencies in the building a student attends from year to year, as well as siblings and neighbors potentially attending different elementary schools.

J. Holman explained that some students were moved from Weisenberg to Northwestern Elementary in the 2008-2009 school year when J. Berlet was principal at Northwestern Elementary. This change had a ripple effect where the question arose if siblings of those students would be grandfathered to the same building. The only way to avoid this is if the line does not ever need to be redrawn again.

J. Berlet added that when this was previously done, it started with 40 potential children who could be moved to Northwestern Elementary, but ultimately ended up being only 15 children who changed schools.

1d - No realignment or redrawing the district lines

| ADVANTAGES | DISADVANTAGES                                                                            |
|------------|------------------------------------------------------------------------------------------|
| Status Quo | Lack of appropriate instructional space at Northwestern Elementary                       |
|            | Less opportunity to group and balance students' needs and abilities                      |
|            | Continued inconsistency across buildings with instructional implementation and materials |
|            | Administration and staff have six grades to spread resources and energy                  |
|            | Less specialized programming to address specific developmental stages of students        |

M. Pulli noted that under this option, the district would remain K-5 buildings as they are now.

1e - Relocate Grade 5 to the middle school

| ADVANTAGES                                           |   |
|------------------------------------------------------|---|
| Reduce student population at Northwestern Elementary | - |

W. Dovico explained that option 1e would alleviate the space issue at Northwestern Elementary; however, it would further exacerbate the excess space issue at Weisenberg. Under this option, 6-7 teachers and classrooms would move from the elementary schools to the middle school, leaving 20 empty classrooms at Weisenberg.

Relocate 5th Grade to Middle School

| SPACE DISADVANTAGES                                                                                                                                              |                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strain on space at the middle school. Adding 5th grade will create a similar issue currently being experienced at Northwestern Elementary.                       | Loss of space for specialists. Therapeutic case manager, school psychologist, gifted instructor interventionist, will have to utilize spaces that are available during free periods. |
| Some locations / spaces would have to be altered / updated for new purposes.                                                                                     | Uproot the entire middle school staff to re-organize for 5th grade wing                                                                                                              |
| Loss of mixed use rooms. Currently some classrooms serve dual purposes - team rooms, PSSA secure storage, conference rooms, Student Council, guidance classroom. |                                                                                                                                                                                      |

W. Dovico noted that while the middle school physically has the space to take on 5<sup>th</sup> grade, this option would put a strain on space at the middle school. The middle school currently has an emphasis on teaming. Some of the space vacated when 5<sup>th</sup> grade moved back to the elementary level has shifted to other uses. Learning support teachers are all allocated a classroom to work with smaller groups of students. Some rooms are currently used for team rooms and small group meetings. Under this option, the school psychologist, therapeutic case manager, and gifted instructor would have to utilize shared spaces. The intervention specialist currently has her own room. Under this option, she'd have to move classrooms throughout the day.

#### Relocate 5th Grade to Middle School

| PROGRAM DISADVANTAGES                                                                            |                                                                                                                                               |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Research suggests that a grade 6-8 configuration is ideal for middle level grouping.             | Staffing - need to explore the need to increase staffing - school counselor, related arts, administration, interventionist, emotional support |
| De-emphasize teaming philosophy                                                                  | Challenge of planning for professional development for elementary level and secondary level.                                                  |
| Ignoring the work and recommendations of the MS Steering Committee and its Task Force Committees |                                                                                                                                               |

W. Dovico explained that a recent internal review of procedures and philosophies at the middle school showed that faculty and staff would like to maintain the team approach at the middle school. It's shown to be good for the students and to create a sense of community. While the team approach could be maintained with the addition of 5<sup>th</sup> grade, it would change the way programs are offered in terms of related arts and core classes. The master schedule would have to be revamped.

In education, 6<sup>th</sup> grade is considered elementary, so there is already an elementary/secondary split in the middle school. The professional development offered to 6<sup>th</sup> grade staff is different than that offered to 7<sup>th</sup> and 8<sup>th</sup> grade staff. Adding appropriate professional development for 5<sup>th</sup> grade staff as well would be an added strain.

#### Relocate 5th Grade to Middle School

| STUDENT-RELATED DISADVANTAGES                                                             |
|-------------------------------------------------------------------------------------------|
| The youngest students emulate the behaviors of the oldest students in a class / building. |
| Age variance of 5th graders and 8th graders                                               |
| Age variance of 5th graders and high school students on bus.                              |

W. Dovico explained that currently the middle school operates in pods and small communities due to the difference in maturity levels of 6<sup>th</sup> graders as compared to 8<sup>th</sup> graders. 6<sup>th</sup> graders are malleable which still gives the opportunity to modify their behaviors. The PBSP implemented at the middle school is rewards based. The rewards system for a 6<sup>th</sup> grader is much different than the rewards system for an 8<sup>th</sup> grader. The rewards system for a 5<sup>th</sup> grader would be even different still.

P. Toll asked why some resources/teachers wouldn't be shifted from elementary to the middle school under this option.

W. Dovico responded that this option would require sharing of or additional related arts staff at the middle school, unless the amount of time students spend in related arts is decreased. Additionally, adding another grade level may require sharing or the addition of another interventionist. Some specialist teachers provide services at both the middle school and elementary schools, which can make coordinating schedules difficult.

P. Toll added that all costs, not just construction costs, should be calculated. He also asked when band and plays go into effect at the middle school. J. Berlet responded that both band and chorus start in 5<sup>th</sup> grade. Every grade level in both elementary buildings currently has a performance every year that all students are able to see that day. Currently, the music teachers at both elementary schools use the 5<sup>th</sup> grade spring band performance to garner participants from 4<sup>th</sup> grade.

P. Toll then asked why the inconvenience to parents/families of switching elementary schools wasn't mentioned in the presentation. J. Berlet explained that she and M. Pulli looked at the educational advantages and believe the children are resilient and will be welcoming of the change. They believe that unifying the students earlier will make the transition from elementary to middle school easier. M. Pulli added that both options 1a and 1b did list the additional building transition for students as a disadvantage, but that the educational advantages would more appropriately be delivered in a K-3 and 4-5 split. W. Dellicker added that he thinks the educational advantage should out-weigh parental concerns.

P. Toll then asked if one bus was able to transport all the students from Madison and Heidelberg Heights. J. Holman clarified that it's one bus each to each location. Time would be added to the bus ride because the destination would be farther away than it is now. J. Holman noted transportation times will be addressed in the next section of the presentation.

J. Fatzinger asked if a scenario was considered where a slower transition could occur under option 1a. For example, Kindergarten moves in year 1, Kindergarten and grade 1 move in year 2, Kindergarten and grades 1 and 2 move in year 3, etc. J. Holman responded that that is an option, but the disadvantage is that there will always be a grade level caught in the middle. Unless the full 4-year cycle is complete, there's a class that will go back and forth between the two elementary schools. J. Berlet also added that both buildings would be in a state of flux for the 4-year time period.

#### Transportation Plan for K-3 / 4-5

- Routed all elementary students for the upcoming school year
  - o K-3 at Weisenberg Elementary
  - o 4-5 at Northwestern Elementary
- Adding four current buses to daily runs, the ride time for all elementary students is 50 minutes with the re-configuration
  - o Previously used 1 hour as the parameter
  - o Used 50 minutes as the parameters for re-configuration

A. Oakes started by stating that the information he will go over is accurate as of this moment. All of the current students registered for Kindergarten are included in the transportation data, which is based on a K-3 and 4-5 split between the elementary buildings. Currently, transportation procedures allot for a one hour ride time. Under the proposed changes, ride times are all under 45 minutes to Northwestern Elementary and all under 50 minutes to Weisenberg. The bus capacity will also decrease. This would require 4 additional busses and drivers for Weisenberg. Currently, the district has those 4 drivers.

The following run times were presented:

Transportation Plan for K-3 AM

|       |    |                |              | Grades K-3   |                  |                  |                         |
|-------|----|----------------|--------------|--------------|------------------|------------------|-------------------------|
| BUS # | AM | Total Bus Time | Total Riders | Bus Capacity | First Student on | Last student off | Total student ride time |
| 4     |    | :74            | 24           | 77           | 8:12             | 9:00             | 0:48                    |
| 6     |    | :48            | 20           | 77           | 8:16             | 9:00             | 0:44                    |
| 8     |    | :55            | 29           | 78           | 8:10             | 9:00             | 0:50                    |
| 9     |    | :53            | 22           | 77           | 8:10             | 9:00             | 0:50                    |
| 12    |    | :56            | 41           | 78           | 8:12             | 9:00             | 0:48                    |
| 14    |    | :63            | 18           | 77           | 8:10             | 9:00             | 0:50                    |
| 19    |    | :52            | 20           | 77           | 8:15             | 9:00             | 0:45                    |
| 21    |    | :58            | 22           | 77           | 8:12             | 9:00             | 0:48                    |
| 22    |    | 60             | 25           | 77           | 8:11             | 9:00             | 0:49                    |
| 23    |    | :65            | 23           | 81           | 8:14             | 9:00             | 0:46                    |
| 26    |    | :60            | 26           | 81           | 8:11             | 9:00             | 0:49                    |
| 33    |    | :48            | 64           | 78           | 8:24             | 9:00             | 0:36                    |
| 34    |    | :32            | 24           | 31           | 8:29             | 9:00             | 0:31                    |
| 36    |    | :58            | 29           | 48           | 8:17             | 9:00             | 0:43                    |
| 37    |    | :53            | 41           | 77           | 8:13             | 9:00             | 0:47                    |
| 38    |    | :45            | 59           | 78           | 8:18             | 9:00             | 0:42                    |
| 40    |    | :41            | 14           | 81           | 8:25             | 9:00             | 0:35                    |
| 101   |    | :42            | 4            | 9            | 8:20             | 9:00             | 0:40                    |
| 102   |    | :78            | 8            | 9            | 8:13             | 9:00             | 0:47                    |
| 107   |    | :52            | 4            | 9            | 8:27             | 9:00             | 0:33                    |

Transportation Plan for K-3 PM

|       |    |                |              | Grades K-3   |                  |                  |                         |
|-------|----|----------------|--------------|--------------|------------------|------------------|-------------------------|
| BUS # | PM | Total Bus Time | Total Riders | Bus Capacity | First Student on | Last student off | Total student ride time |
| 4     |    | :61            | 16           | 77           | 3:30             | 4:18             | 0:48                    |
| 6     |    | :60            | 23           | 77           | 3:30             | 4:20             | 0:50                    |
| 8     |    | :57            | 25           | 78           | 3:30             | 4:20             | 0:50                    |
| 9     |    | :53            | 19           | 77           | 3:30             | 4:18             | 0:48                    |
| 12    |    | :56            | 45           | 78           | 3:30             | 4:19             | 0:49                    |
| 14    |    | :62            | 18           | 77           | 3:30             | 4:20             | 0:50                    |
| 15    |    | :57            | 18           | 78           | 3:30             | 4:16             | 0:46                    |
| 19    |    | :56            | 19           | 77           | 3:30             | 4:18             | 0:48                    |
| 21    |    | :56            | 20           | 77           | 3:30             | 4:18             | 0:48                    |
| 22    |    | :57            | 17           | 77           | 3:30             | 4:13             | 0:43                    |
| 23    |    | :72            | 25           | 81           | 3:30             | 4:20             | 0:50                    |
| 26    |    | :50            | 23           | 81           | 3:30             | 4:20             | 0:50                    |
| 27    |    | :48            | 36           | 77           | 3:30             | 4:18             | 0:48                    |
| 33    |    | :64            | 65           | 81           | 3:30             | 4:17             | 0:47                    |
| 36    |    | :57            | 35           | 48           | 3:30             | 4:19             | 0:49                    |
| 38    |    | :49            | 65           | 78           | 3:30             | 4:14             | 0:44                    |
| 40    |    | :57            | 13           | 81           | 3:30             | 4:20             | 0:50                    |
| 101   |    | :43            | 4            | 9            | 3:30             | 4:04             | 0:34                    |
| 102   |    | :64            | 8            | 9            | 3:30             | 4:19             | 0:49                    |
| 107   |    | :46            | 5            | 9            | 3:30             | 4:12             | 0:42                    |

#### Transportation Plan for 4-5 AM

| Northwestern 4-5 Grades |    |                |              |              |                  |                  |                         |
|-------------------------|----|----------------|--------------|--------------|------------------|------------------|-------------------------|
| BUS #                   | AM | Total Bus Time | Total Riders | Bus Capacity | First Student on | Last student off | Total student ride time |
| 1                       |    | 0:52           | 26           | 77           | 8:32             | 9:15             | 0:43                    |
| 2                       |    | :55            | 29           | 77           | 8:34             | 9:15             | 0:41                    |
| 3                       |    | :55            | 15           | 77           | 8:34             | 9:15             | 0:41                    |
| 10                      |    | :65            | 14           | 54           | 8:33             | 9:15             | 0:42                    |
| 16                      |    | :48            | 16           | 77           | 8:33             | 9:15             | 0:42                    |
| 17                      |    | :45            | 25           | 77           | 8:34             | 9:15             | 0:41                    |
| 18                      |    | :68            | 16           | 77           | 8:30             | 9:15             | 0:45                    |
| 20                      |    | :58            | 10           | 77           | 8:30             | 9:15             | 0:45                    |
| 24                      |    | :48            | 11           | 77           | 8:35             | 9:15             | 0:40                    |
| 28                      |    | :57            | 23           | 77           | 8:32             | 9:15             | 0:43                    |
| 32                      |    | :57            | 15           | 77           | 8:33             | 9:15             | 0:42                    |
| 35                      |    | :57            | 31           | 81           | 8:33             | 9:15             | 0:42                    |
| 39                      |    | :54            | 23           | 77           | 8:31             | 9:15             | 0:44                    |
| 42                      |    | :52            | 15           | 36           | 8:32             | 9:15             | 0:43                    |
| 43                      |    | :50            | 16           | 31           | 8:31             | 9:15             | 0:44                    |
| 44                      |    | :63            | 15           | 31           | 8:31             | 9:15             | 0:44                    |

#### Transportation Plan for 4-5 PM

| Northwestern 4-5 Grades |    |                |              |              |                  |                  |                         |
|-------------------------|----|----------------|--------------|--------------|------------------|------------------|-------------------------|
| BUS #                   | PM | Total Bus Time | Total Riders | Bus Capacity | First Student on | Last student off | Total student ride time |
| 1                       |    | :52            | 22           | 77           | 3:45             | 4:29             | 0:44                    |
| 2                       |    | :51            | 29           | 77           | 3:45             | 4:29             | 0:44                    |
| 3                       |    | :57            | 17           | 77           | 3:45             | 4:27             | 0:42                    |
| 10                      |    | :58            | 16           | 54           | 3:45             | 4:31             | 0:46                    |
| 13                      |    | :59            | 28           | 81           | 3:45             | 4:30             | 0:45                    |
| 16                      |    | :51            | 9            | 77           | 3:45             | 4:28             | 0:43                    |
| 17                      |    | :58            | 25           | 77           | 3:45             | 4:28             | 0:43                    |
| 18                      |    | :61            | 13           | 77           | 3:45             | 4:30             | 0:45                    |
| 20                      |    | :63            | 10           | 77           | 3:45             | 4:28             | 0:43                    |
| 24                      |    | :51            | 13           | 77           | 3:45             | 4:26             | 0:41                    |
| 28                      |    | :51            | 20           | 77           | 3:45             | 4:29             | 0:44                    |
| 30                      |    | :64            | 22           | 42           | 3:45             | 4:30             | 0:45                    |
| 32                      |    | :47            | 12           | 78           | 3:45             | 4:24             | 0:39                    |
| 35                      |    | :62            | 17           | 81           | 3:45             | 4:28             | 0:43                    |
| 39                      |    | :48            | 15           | 77           | 3:45             | 4:29             | 0:44                    |
| 42                      |    | :60            | 15           | 36           | 3:45             | 4:30             | 0:45                    |
| 100                     |    | :22            | 4            | 9            | 3:45             | 4:07             | 0:22                    |

Mr. Oakes explained that some of the total bus time is longer because busses will have to drive farther. The district gets reimbursed by the state for the time students are actually on the bus (from the time the first student is picked up to the time the last student is dropped off). This option will cost the district more money in terms of transportation. Educationally, the district believe this is the best option.

J. Holman added that, for transportation sake, the district is presenting the most complicated option. A transportation plan can be produced for any of the available options at the Board's request.

For safety reasons, the district has never made bus stop information public.

A. Oakes added that even if the district stays within the one-hour parameter to Weisenberg, the addition of two more busses will be needed.

#### Planning

- Teacher Committee for each building
- Site Visits
- Parent Information Sessions
  - o Questions about the implementation
  - o Planning with input from parent organizations
- Meetings with local daycare providers
- Primary vs Intermediate Philosophies
- Professional Development
- Culture - Team building

M. Pulli stated that planning time will be needed regardless of which option is chosen, especially if option 1a or 1b is chosen. Planning would include site visits to other districts who have implemented similar philosophies. J. Berlet added that the K-3 building would speak with the local daycares in order to aid with the flow from early childhood education into Kindergarten, then 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade. The team would determine what the philosophies and culture in the two buildings will be, as well as the professional development to go along with those philosophies. Cohesion and collaboration will be the goal in order to increase student achievement.

J. Holman mentioned that some students get picked up from a different location from where they currently live (ex. daycare). The district would reach out to the daycare providers to see what transportation concerns they may have.

#### Summary of Options

|                                                                                     |                                                                                                                                                         |                                                               |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 1a - Realign to K-3 at Weisenberg & 4-5 at Northwestern Elementary                  | (4) Bathroom construction \$200,000<br>Address serving line in cafeteria \$582,000<br>4 buses into daily rotation \$96,000 (anticipated recurring cost) | Weisenberg - 512<br>Northwestern Elementary - 319             |
| 1b - Realign to K-2 at Weisenberg Elementary & 3-5 at Northwestern Elementary       | (4) Bathroom construction \$200,000<br>Addition to Northwestern Elementary Cafeteria \$966,000<br>4 buses into daily rotation \$96,000                  | Weisenberg - 389<br>Northwestern Elementary - 442             |
| 1c - Redraw the district lines and address the cafeteria at Northwestern Elementary | Address serving line in cafeteria \$582,000                                                                                                             | Weisenberg - 500<br>Northwestern Elementary - 331             |
| 1d - No realignment or redrawing the district lines                                 | Addition to Northwestern Elementary Cafeteria \$966,000                                                                                                 | Weisenberg - 399<br>Northwestern Elementary - 432             |
| 1e - Relocate Grade 5 to the middle school                                          |                                                                                                                                                         | Weisenberg - 317<br>Northwestern Elementary - 344<br>MS - 688 |

J. Holman noted that the middle section includes some, not all, of the costs associated with each option. The number of teachers in core subjects will essentially stay the same. There is a specialist staffing implication for Weisenberg under options 1a and 1e. The building cost estimates are derived from the architectural firm. There is a cost associated with the 4 additional busses, in relation to wages and maintenance. None of the estimates include any new enrollments, just our current student population distributed differently.

W. Dellicker asked for clarification on the number of busses need to meet the 50-minute bus ride timeframe. Mr. Oakes clarified that 4 (not 6) busses will be needed. J. Holman added that two busses will be needed for the 1-hour ride time.

Next Steps:

Are there options this committee would like to completely eliminate as options?

Are there options that this committee would like additional information?

W. Dellicker noted that he would like to focus on options 1a and 1c moving forward.

J. Holman asked which options the board would like the district to provide more planning and information so that a decision can be made by the end of this school year or the beginning of next school year. Planning can then take place during the 19-20 school year.

P. Toll asked if all enrollments from the new developments over a 2-3-year period should automatically go to Weisenberg, in order to relieve some pressure to be able to do construction on the cafeteria at Northwestern Elementary.

J. Holman responded that can be done, and though it doesn't exacerbate the current concerns, it also doesn't alleviate them. She added that a district is able to dictate which school students will attend. Ultimately it's the board's decision how the boundary line is defined.

P. Toll stated that K-1 and 2-3 are below class size guidelines at Northwestern Elementary.

J. Holman clarified that the problem isn't class sizes, it's available space. M. Pulli added that two speech therapists, an occupational therapist, and hearing support teacher currently all share the same space at Northwestern Elementary. This forces some therapists to utilize other spaces that aren't conducive to learning.

P. Toll asked where the addition of 1600 square feet at Northwestern Elementary is. J. Holman stated it is the café, which can currently house 96 students. P. Toll asked if there is space to expand. Mrs. Holman referred to a map showing a drop off at the double doors of the Northwestern Elementary café. M. Pulli clarified that this is empty space, but due to the drop, adding on isn't an option.

P. Toll asked if the space towards the admin building could be built onto in order to make Northwestern Elementary's café bigger. M. Pulli explained that Northwestern Elementary's café is on the other side of the admin building. J. Holman added that Northwestern Elementary and the high school share a kitchen.

J. Holman further explained that the playground at Northwestern Elementary is at a lower level than the café.

W. Dellicker stated that he'd like to focus on what was presented and evaluate the final options. He noted three main considerations: the educational improvements that could be made under 1a and 1b, the inconvenience due to transportation and building transition, and the cost of transportation and renovations to café at Northwestern Elementary. Even if the option to stay status quo is chosen, the café cost will still exist. W. Dellicker believes the educational benefits out-weigh the inconveniences.

J. Holman stated that the Monday, April 29 meeting is to discuss phases 2, 3, and 4. Option 1e is not conducive to phase 2 set to be discussed next week. She asked what information the board would like in preparation for Monday's meeting. The district needs to prioritize the concerns presented by the master's facility plan in order to develop a plan to be worked on during the summer of '19, and then during the summer of '20, as well as funding for those plans.

J. Fatzinger agrees that 1d and 1e are most likely off the table and that educational gains are the number one priority. He thinks it's going to take some time for the board to come to a consensus.

J. Holman asked: 1. What do you want to discuss on Monday, April 29? Still phase 2, 3, and 4? And 2. When do you want the next elementary reconfiguration meeting to take place?

W. Dellicker suggested staying with the plan for the next meeting to discuss phases 2, 3, and 4.

J. Warfel believes the viable options are 1a and 1c.

J. Holman stated that currently the agenda for Monday's meeting is simply an open discussion. She added that once a plan is chosen, the district will work on detailed plans. Those plans will then go out to bid. The board then opens advertising and bidding, accepts a bid, then there's a time period before construction actually starts when plans are developed. For the middle school specifically, renovating common spaces (gym, auditorium, café), moving classrooms, moving walls, and addressing the HVAC are necessary.

If option 1a is selected before June, construction on the elementary school bathrooms could begin this summer or next summer since it is a small project. The addition of 4 bathrooms at the elementary school is not a necessity to operate Kindergarten classrooms.

W. Dellicker asked the committee if they can take the options of pursuing 1a and 1c back to the board. He added that he thinks 1c is the more drastic option.

W. Dellicker would like to hear more about the test scores of Parkland and East Penn versus Whitehall-Coplay.

J. Holman mentioned that Southern Lehigh, Northern Lehigh, and Whitehall all have similar structures to what the district is proposing.

W. Dellicker stated that he thinks having K-3 at Weisenberg and 4-5 at Northwestern Elementary makes a lot of sense.

J. Holman added that the middle and high schools won't have any impact under options 1a and 1c. The district can provide data to the board in regards to the other local schools that have been mentioned.

W. Dellicker asked if the phase two meeting will take 2 hours. J. Holman stated the biggest factor to be discussed is the HVAC issue to address the mold issue at the middle school in order for construction to begin to fix the problem next summer.

J. Holman confirmed that the committee wants phases 2, 3, and 4 on the agenda for Monday's construction meeting. Options 1a and 1c presented today will next be discussed at the workshop meeting on May 1. Subsequent meetings will be scheduled after feedback from the board is received.

W. Dellicker asked if the 50-minute bus times were based on a specific phase. A. Oakes confirmed that it was based on option 1a with our current students. W. Dellicker asked for a cost update for 1a and 1c in regards to transportation, staffing, and construction.

J. Fatzinger asked A. Oakes to hone in on the transportation a little more when presenting to the rest of the board.

### **3 Communications**

#### **3.01 Courtesy of the Floor**

J. Fatzinger offered the same reminder as was given to the floor at the start of the meeting.

L. Tyahla, mother of a current Kindergarten student at Northwestern Elementary, as well as a 3-year old and 1-year old, stated that she agrees that the educational advantages should take priority over the cost and inconvenience issues. She is concerned the educational impacts of the inconveniences aren't being addressed. L. Tyahla encouraged bus time to be classified as the total of AM and PM combined (ex. a student who is the first to be picked up in the AM and also the first to be dropped off in the PM). She added that increased bus time takes away from time spent with family and on extracurricular activities and adds to the time a child is sedentary. She believes a lot of the educational advantages listed are related to the inconveniences of teachers working apart from one another in the two different buildings. She does not believe it's fair to overlook the difficulties that having children at two different schools will have on families, like parents having to take off work for two sets of awards ceremonies, open houses, etc., as well as the increased travel time parents may need to drive to and from school for activities. She feels like the presentation didn't adequately explore each reciprocal effect of the listed advantages.

W. Fornwalt stated that she understands the educational benefits presented, but also has some points she'd like to add. Grouping at the middle school isn't usually done until 7<sup>th</sup> or 8<sup>th</sup> grade. She doesn't see the full benefit of grouping elementary students if this isn't also done at the middle school. W. Fornwalt believes it should be possible for teachers to successfully collaborate between the two elementary schools. She added that she doesn't understand why the boundary line needs to be assessed every year. She believes we should move the line right the first time. She is opposed to 5<sup>th</sup> grade moving to the middle school. W. Fornwalt thinks that transportation is the key to the success of the suggested changes. She asked whether the four additional busses that will be utilized will also be used for the middle and high schools in order to decrease time those students spend on the bus and inquired as to why the four additional busses aren't currently being used to alleviate long bus rides for some students. Lastly, W. Fornwalt asked if the proposed change would take effect in the 19-20 or 20-21 school year.

J. Holman clarified that grouping is all of the teachers of the same grade level being in the same building and does not refer to grouping students by ability. Jill Berlet added that she and Mrs. Pulli were referring to grouping in terms of having more flexibility to match students according to who would work well together. Mrs. Holman added that grouping also helps in terms of equitable distribution of students with special needs.

J. Holman questioned what the "right" way to draw the boundary line is. The district thinks the new line presented could be right. If the line is drawn right, it will stay that way, but it may need to be reassessed in the future due to population changes just as it has in the past.

J. Holman clarified that if the Board makes a decision by June, construction could start this summer, but that does not mean the change would occur for the 19-20 school year.

V. Fenstermacher noted that 4<sup>th</sup> grade enrollment is 73 at Northwestern Elementary and 76 at Weisenberg. Weisenberg has an additional teacher which brings down the average number of students per classroom for that grade. Northwestern Elementary has the lower class size for Kindergarten, Weisenberg for 1<sup>st</sup> grade, Northwestern Elementary for 2<sup>nd</sup> and 3<sup>rd</sup> grade, and Weisenberg for 4<sup>th</sup> (due to the additional teacher) and 5<sup>th</sup> grades. She added that this shows there is current equality in class size between the two elementary schools. V. Fenstermacher stated that the projected transportation bus times don't include the projected 100 new students. Additionally, the 1<sup>st</sup> slide presented shows a 20% increase in elementary enrollment from 2011-2015. She questioned how Northwestern Elementary has been able to handle the cafeteria being at capacity for the past 5 years.

M. Pulli responded that the addition of full day Kindergarten this school year has added an extra lunch period, which reduces the amount of overall time for spreading out student lunches. The cafeteria has a capacity of 96 students. M. Pulli is not able to easily overlap lunch periods. Only one grade level is able to be in the café at one time.

V. Fenstermacher added that the \$94,000 increase in transportation cost would be a recurring, yearly cost; whereas construction on Northwestern Elementary 's café would be a one-time cost.

J. Holman clarified that depending on which option is chosen, the district may have both of the above mentioned costs. The district does get partial reimbursement for transportation costs. The reimbursement is received a year in the rear. J. Holman confirmed that additional transportation costs do occur on an annual basis.

S. Gottlieb asked why the cost to renovate the cafeteria isn't listed under 1a on the Summary of Options slide. The total number of students at both Weisenberg and Northwestern Elementary is the same between 1a and 1c.

J. Holman stated that it depends on what would be done with the 100 additional students. The cafeteria would not have to be renovated under option 1a, but would under option 1c with the additional of the 100 students, who are not counted in the current projection of 331 students at Northwestern Elementary.

S. Gottlieb stated that the population of students at Northwestern Elementary would still be over 300 under option 1a.

J. Senavaitis stated that she works in a district that implements a set up similar to that proposed under 1a. She said that it works very well instructionally because Whitehall-Coplay School District encompasses an 11-mile radius. The K-5 students are all dropped off on campus at the same time. J. Senavaitis added that a 4:30pm drop off time is a long day for a student and that it also intrudes on time allotted for students' extra-curricular activities. She added that she depends on bussing since she is unable to drop off and pick up her child. A change in pick-up time in the morning might lead to having to reenroll her child in daycare. She doesn't believe some of the advantages listed in the presentation were data driven. She asked what student growth would look like. Additionally, the advantages were teacher centered. J. Senavaitis stated she didn't hear many student-centered advantages related to data. She encouraged the Board to look at what other districts in both Lehigh county and the rest of the state have considered when deciding to separate grades. She stated that the presentation did not show data in regards to academic improvement in students.

#### **4 Adjournment**

Upon motion by W. Dellicker, seconded by P. Toll, the meeting was adjourned at 6:32 PM.

Respectfully submitted,

---

John Casciano, Secretary  
By J. Partenio, Assistant Secretary