

Spring Ford Area School District

Long-Range Facilities Planning Update

June 8, 2024

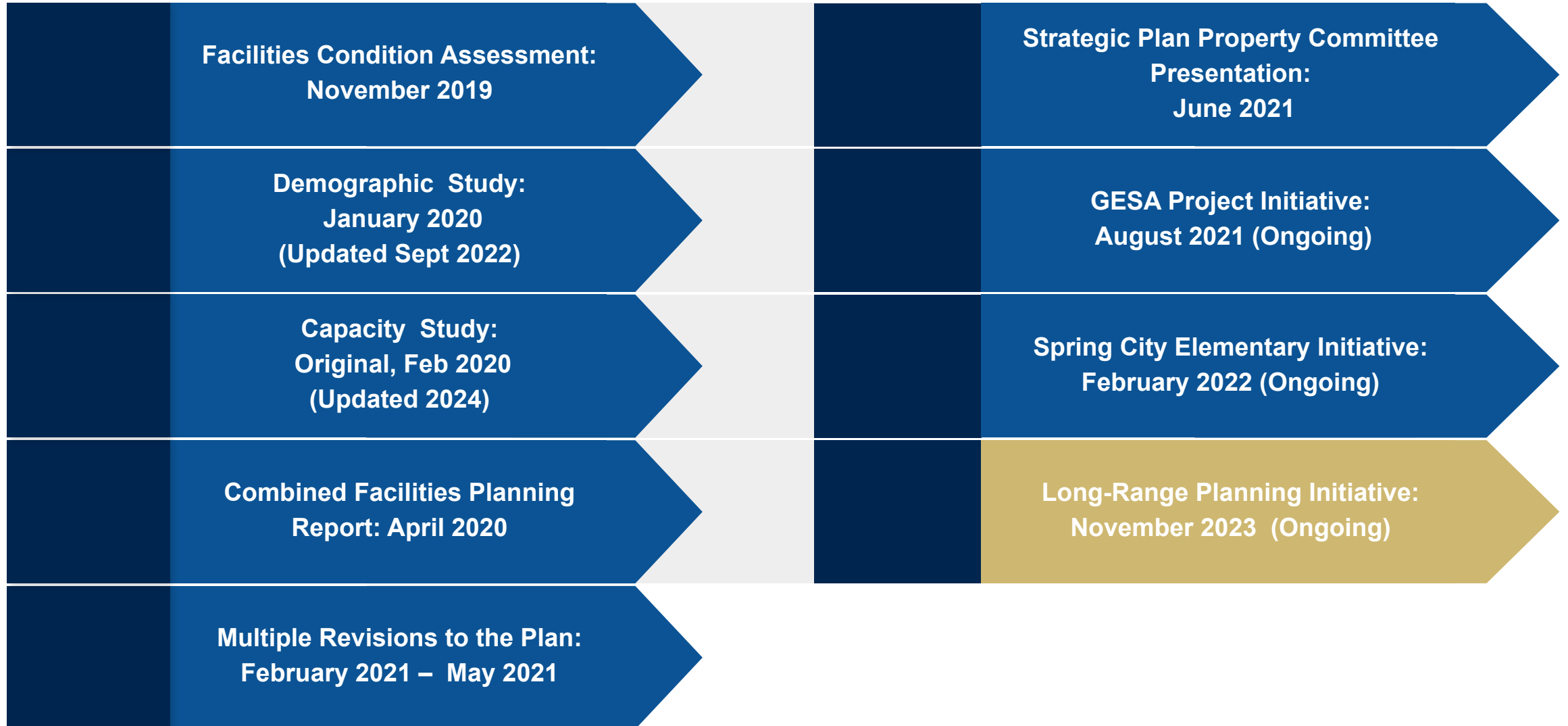


Presentation Goals



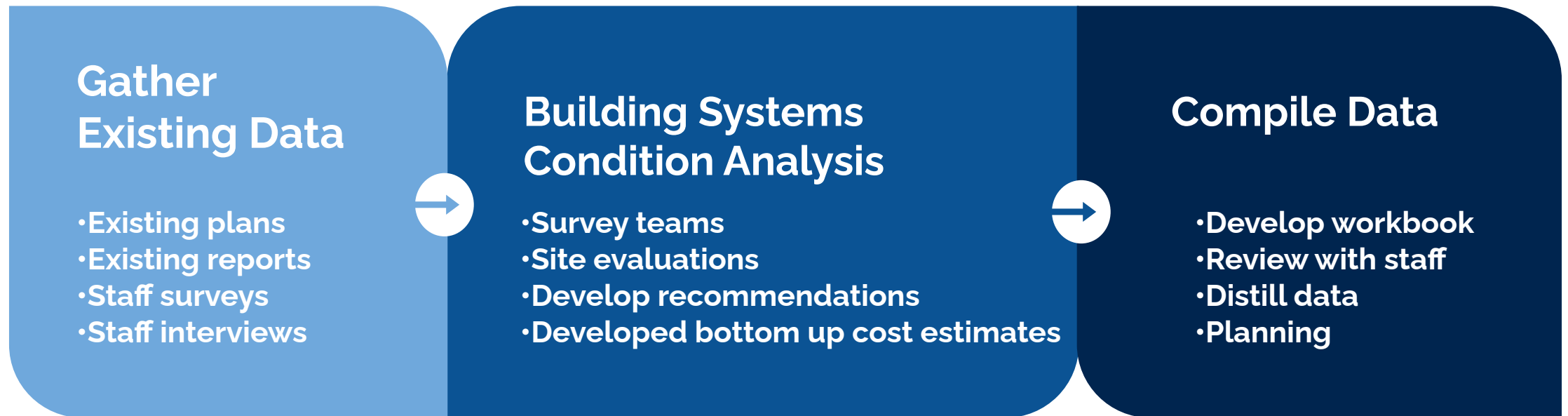
- Review SFASD's background of long-range planning process
- Review of facilities condition assessment data
- Review of demographics (enrollment projections)
- Updated capacities / re-programming activities
 - Recent stakeholder engagement (admin, principals)
 - Space needs for educational program
 - Building capacity optimization
- Discussion of options being evaluated
- Next Steps

Strategic Planning Efforts & Data Development



Facility Assessment Process

- Three key blocks within assessment process (multiple sub-steps)
- Multi-functional teams performing analysis, data collection, and synthesis
- Multiple iterations of data analysis and cross checking of data



- Evaluated building systems and categorized them in ICS software (*CIP-360*)
- Collaborated with district to prioritize needs
- Review options to address needs





Facility Condition Index (FCI)

FCI = Cost of Total Deferred Maintenance
Current Replacement Value

- Converting a large amount of information into a useable format is the key to 'data driven' decision making.
- Simple way to 'rack and stack' buildings
- The key in evaluating the data is to 'level set' the facilities into a measurable metric that can be compared from facility to facility within the district.
- Extended FCI = The next 5 years of maintenance need divided by current replacement value. This is a better comparison/metric in schools.

EFCI-5 Condition Scale

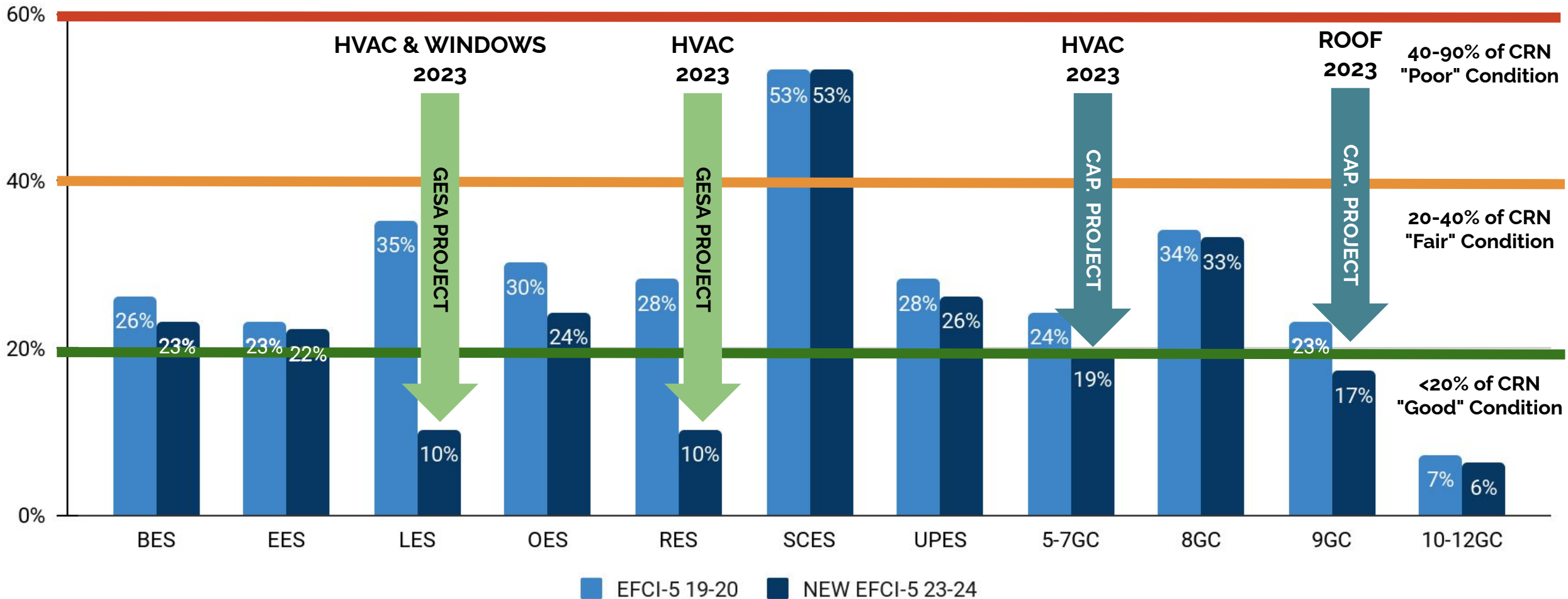
- The relative measure of the condition of the facility (or facilities) is usually organized into a four-tiered Current Replacement Number scale:

 Good Condition	0-20% of CRN
 Fair Condition	21-39% of CRN
 Poor Condition	40-90% of CRN
 Critical Condition	90%+ of CRN

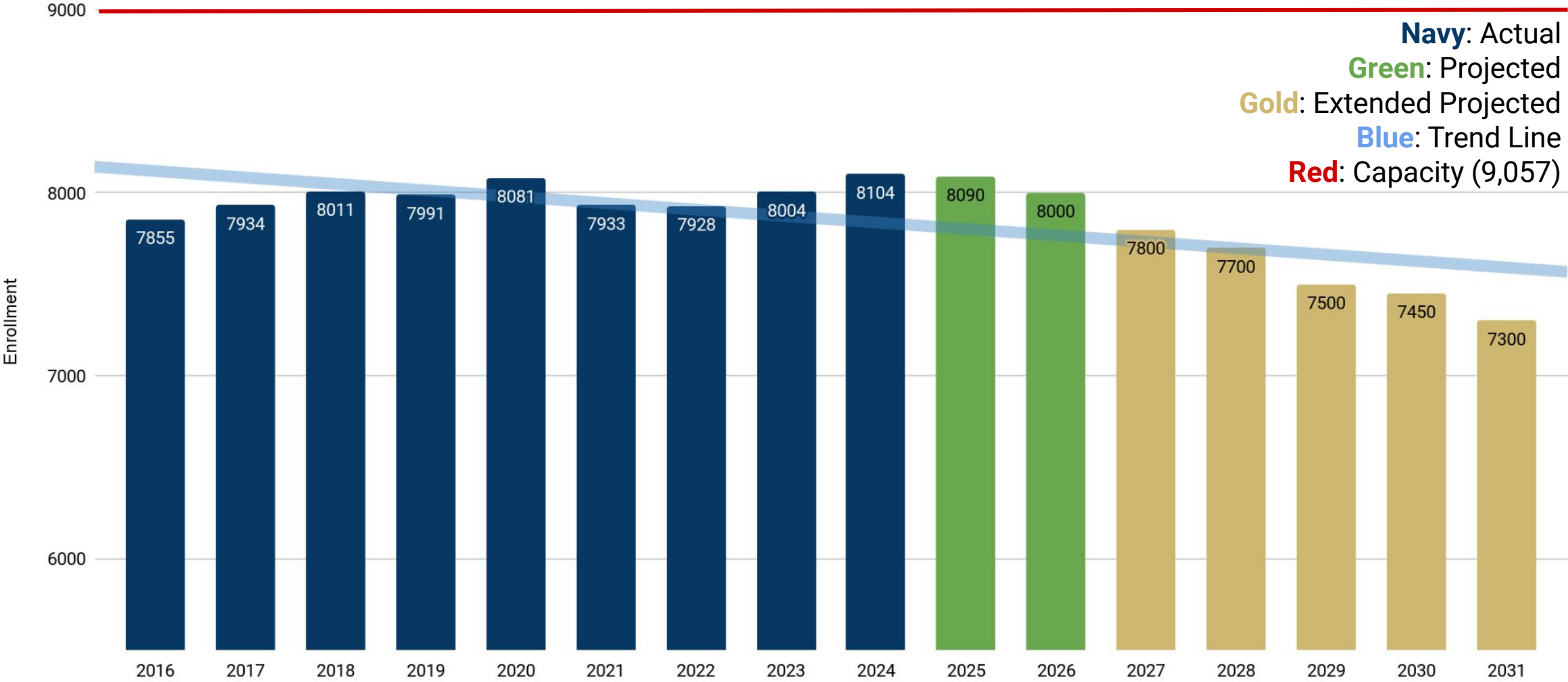
- These thresholds only apply to the EFCI-5 variation. No industry standard has yet been established universally for the thresholds. Each district must create a scale for prioritization that matches their threshold for building suitability.

EFCI 5-Year Building by Building Level

(EFCIS After 19/20 through 23/24 investment)



District-Wide K-12 Enrollment



Current Use Capacity: K-4 Schools

School	Grades	Current Capacity	Current Enrollment	Current Utilization
Brooke ES	K-4	464	411	89%
Evans ES	K-4	650	570	88%
Limerick ES	K-4	326	246	75%
Oaks ES	K-4	696	589	85%
Royersford ES	K-4	464	386	83%
Spring City ES	K-4	276*	159	58%*
Upper Providence ES	K-4	536	436	81%
Total		3,412	2,797	82%

Target utilization 90% for elementary schools, and 80-85% for secondary schools
 Enrollment data from Sundance Demographic Report (completed September 2022);
 *Spring City's "current capacity" is based on the 2025-2026 capacity

- Starting point: **Current Capacity**, per 2023/2024 school year
- Capacity of classrooms dedicated to grade sections:
 - 44 students per kindergarten classroom (AM/PM sessions)
 - 22 students per 1st grade classroom
 - 24 students per classroom grades 2 through 4

Stakeholder Engagement

- November 2, 2023 - Kickoff meeting with District Admin, recurring bi-weekly meetings thereafter
- Early December 2023 - Survey questionnaires distributed to Principals of all Elementary Schools, 5/6/7 Grade Center, 8th Grade Center
- December 11, 19 and January 26 (2023 and 2024) - Follow up meetings on-site with each Principal
- January 19, 2024 - Educational space programming workshop & building capacity methodology
- February 21 and 23, 2024- SFASD principal workshops to review proposed space program modifications
- February 26, 2024 - Received feedback from principals and confirmed space program changes

Outcomes:

1. Gained insight on educational and facility needs
2. Identified space needs for educational programs
3. Reviewed current use and modified space programming to optimize functional capacity

Evaluation of Existing Space: K-4

1. Prepare facilities for consistent educational program, with the following **educational space needs**:
 - Dedicated Art Room with Kiln & Storage
 - Dedicated Music Room with breakout space for practice
 - Dedicated RamQuest room with storage for technology-related materials
 - Dedicated small group instruction spaces for OT/PT, Gifted, Speech, IST, Title 1 Reading & Math, Sensory room, ELD, Vision/hearing, behavioral specialists, etc.
 - Two full size special education classrooms, 3-4 half size special education classrooms
 - Large conference room, Phys. Ed office and storage, guidance with conference room, space for instructional coaches, faculty dining space, dedicated IPC with copier
 - One Large Group Instructional space
 - Common areas sized for future number of students
2. Determine ways to **optimize space and minimize** the need for new square footage

Summary of Building Alterations

- **Brooke:** Convert 3 full-size rooms into 6 SGI's (total of 11 SGI's)
- **Evans:** Convert 2 full-size rooms into 4 SGI's. Provide permanent partition between Rooms 215 and 217. (total of 13 SGI's)
- **Limerick:** No Alterations (total of 11 SGI's)
- **Oaks:** Convert 4 SGI's back to LGI. Convert 4 full-size rooms into SGI's by enlarging adjacent SGI's. Consideration for adding a Conference Room in the Media Center/Workroom (total of 10 SGI's)
- **Royersford:** Convert 1 full-size rooms into 2 SGI's with consideration for additional staff restroom on first floor. Provide permanent partition between second floor SGI's. Consideration for second floor staff restroom alteration for access from corridor (total of 10 SGI's)
- **Upper Providence:** Convert 1 full-size rooms into 2 SGI's. Provide permanent partition between Rooms 100 and 101 (total of 12 SGI's)

Optimal Use Capacity: K-4 Schools

School	Grades	Current Capacity	Current Enrollment	Current Utilization	Optimized Capacity	% Change	Utilization with Alterations
Brooke ES	K-4	464	411	89%	536	16%	77%
Evans ES	K-4	650	570	88%	770	18%	74%
Limerick ES	K-4	326	246	75%	440	35%	56%
Oaks ES	K-4	696	589	85%	512	-26%	115%
Royersford ES	K-4	464	386	83%	512	10%	75%
Spring City ES	K-4	276*	159	58%	276*	0%	58%
Upper Providence ES	K-4	536	436	81%	770	44%	57%
Total		3,412	2,797	82%	3,816		73%

Target utilization 90% for elementary schools, and 80-85% for secondary schools; Enrollment data from Sundance Demographic Report (completed September 2022); Spring City's "current capacity" is based on the 2025-2026 capacity

- Reviewed space needs for educational program, special education, related services, etc. and utilized concepts for **Room Alterations** at each building to efficiently meet the educational needs
- This **Space Optimization** provides additional capacity across the elementary schools, **equivalent to over 400 students**

**SPRING CITY
DECISION**



Renovate and add
onto Spring City
Elementary School

**FUTURE GRADE
CONFIGURATION**

Maintain Current Grade
Configuration
K-4, 5/6, 7, 8, 9, 10-12

5th Grade into 7 Elem Schools
K-5, 6-8, 9, 10-12 (Close 8GC)
21,000 sq.ft. of Additions

4th Grade into Flex Building
K-3, 4-6, 7-8, 9, 10-12
Potential to close 1 ES
No major construction

**8TH GRADE BUILDING
DECISION**

Refresh or Renovate 8GC

Demolish and Build New 8GC
(116K sq.ft)

Close existing building
6-8 Middle School at Flex
No major construction

Renovate and add to 8GC
90K sq.ft. addition

Demolish and build new 7-8
Grade School, 225K sq.ft.

**FULL-DAY KINDERGARTEN
(FDK) DECISION**

Provide FDK at 7 Elem Schools
Rebalance schools
No major construction

Provide FDK at 7 Elem Schools
Rebalance schools
No major construction

Provide FDK at 7 Elem Schools
Rebalance schools
30K sq.ft. of additions

Provide FDK at 7 Elem Schools
Rebalance schools
No major construction

Provide FDK at 7 Elem Schools
Rebalance schools
No major construction

Maintain Existing Grade Configuration (K-4)

OPTION 1

Refresh/renovate existing 8th Grade Center with capacity to provide FDK

OPTION 2

Demolish and build new 8th Grade Center with capacity to provide FDK

OPTION 3A

Close 8th Grade Center, convert Flex to 6-8 MS, additions at elementary school(s) with capacity for ½ day Kindergarten

OPTION 3B

Close 8th Grade Center, convert Flex to 6-8 MS, additions at elementary school(s) with capacity for FDK

Grade Reconfiguration (K-5)

Options to Address Needs

OPTION 1

Refresh/renovate existing 8th Grade Center with capacity to provide FDK

OPTION 2

Demolish and build new 8th Grade Center with capacity to provide FDK

OPTION 3A

Close 8th Grade Center, convert Flex to 6-8 MS, additions at elementary school(s) with capacity for ½ day Kindergarten

OPTION 3B

Close 8th Grade Center, convert Flex to 6-8 MS, additions at elementary school(s) with capacity for FDK

Option 1: Refresh/Renovate 8GC

Budget to **refresh systems at the 8th Grade Center, without modifying educational program or expanding any common areas**. The work is limited to addressing items included in the 10-year plan resulting from the Facility Condition Assessment.

- 8th Grade Center built in 1930, addition in 1966 (rear classroom wings), and hasn't been renovated since 1996 (28+ years). Some original components remain.
- Completing this level of work in the building will require code-related improvements.
- Construction timeline 24 months 2025 – 2027 with being able to relocate students
 - *Possible Summer construction over 3+ summers without relocation

Budgetary estimate (system refresh) = \$38 million

Budgetary estimate (major renovation) = \$65 million

Major Renovation Budget Includes:

- Partial demolition and program/space reconfigurations in select locations to provide desired educational program
- Additional site work due to new design
- All new furniture, fixtures and equipment (FF&E)

OPTION 1

Refresh/renovate existing 8th Grade Center with capacity to provide FDK

Option 1: Refresh/Renovate 8GC



ADVANTAGES:

- **Addresses infrastructure needs.**
- No additional space would be needed to move to FDK in future.
- Limited transportation impact.



DISADVANTAGES:

- Does not reduce number of transitions for students. Maintains K-4, 5/6, 7, 8, 9, & 10-12 grade structure.
- Short term infrastructure benefits.
- Significant investment into 90+ year old building (8GC).
- Total investment higher than other likely options.
- rebalancing would likely be needed to implement FDK.
- Renovations may not address all educational program needs in the building.
- The learning environment may be negatively impacted when displacing classes.
- Longer construction period than other likely options.
- Referendum needed.

Options to Address Needs

OPTION 1

Refresh/renovate existing 8th Grade Center with capacity to provide FDK

OPTION 2

Demolish and build new 8th Grade Center with capacity to provide FDK

OPTION 3A

Close 8th Grade Center, convert Flex to 6-8 MS, additions at elementary school(s) with capacity for ½ day Kindergarten

OPTION 3B

Close 8th Grade Center, convert Flex to 6-8 MS, additions at elementary school(s) with capacity for FDK

Option 2: Demo Existing 8GC & Build

New building sized to accommodate 673 students at 85% utilization (~145 SQFT per student)

- 8th Grade Center built in 1930, addition in 1966 (rear classroom wings), and hasn't been renovated since 1996 (28+ years). Some original components remain.
- The new building will be designed with input from SFASD stakeholders
- Students may need to be relocated during construction
- Design and Land Development 12 months, Construction timeline 30 months late 2025 – 2028

Budgetary estimate = \$75-80 million

Budget Includes:

- Demolish existing building (Other options could be evaluated)
- Significant site work due to new design
- All new furniture, fixtures and equipment (FF&E)

Note: Number of Athletic Fields on the current site will be reduced

OPTION 2

Demolish and build new 8th Grade Center with capacity to provide FDK

Option 2: Demo Existing 8GC & Build



ADVANTAGES:

- **Complete new building design**, avoiding limitations of existing building design.
- Replaces 90+ year old building.
- No additional space would be needed to move to FDK in future.
- Limited transportation impact.



DISADVANTAGES:

- Does not reduce number of transitions for students (maintains K-4, 5/6, 7, 8, 9, & 10-12 grade structure)
- Limits future flexibility.
- **Highest capital cost.**
- Full land development process required.
- Longer exposure to market pricing/inflation.
- Environmental impact (demo of building, all new materials sourced).
- Loss of Athletic Fields
- Longer construction period.
- Referendum needed.

Options to Address Needs

OPTION 1

Refresh/renovate existing 8th Grade Center with capacity to provide FDK

OPTION 2

Demolish and build new 8th Grade Center with capacity to provide FDK

OPTION 3A

Close 8th Grade Center, convert Flex to 6-8 MS, additions at elementary school(s) with capacity for ½ day Kindergarten

OPTION 3B

Close 8th Grade Center, convert Flex to 6-8 MS, additions at elementary school(s) with capacity for FDK

Option 3A: Close 8GC, Convert/Alter

To close the 8th grade center, realign the grades to support K-5 at the elementary level (Half-Day K only), and 6-8 in the Flex building, the District would need to complete alterations at elementary schools and a renovation/addition at the Flex Building.

Budgetary estimate = **\$20-25 million**. Budget includes the following:

- **Space Alterations** at Elementary Schools (capacity optimization as described earlier)
- **Flex Building Conversion to Middle School - Partial Demo, Renovation, and Addition** (Band/Music, Science Labs, & Admin Alterations to support 6-8 Middle School & Admin Alterations)
- Limited **site work** for partial demo, addition at Flex
- All new furniture, fixtures and equipment (**FF&E**) – new & renovated spaces

Budget **does not** include:

- Addressing other 10-year facility improvements in buildings
- Temporary classrooms during construction

OPTION 3A

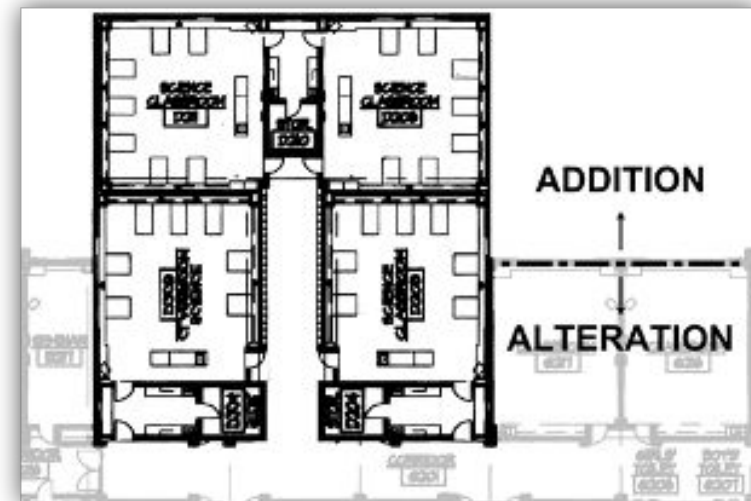
Close 8th Grade Center, convert Flex to 6-8 MS, additions at elementary school(s) with capacity for ½ day Kindergarten

Option 3A: Flex Additions

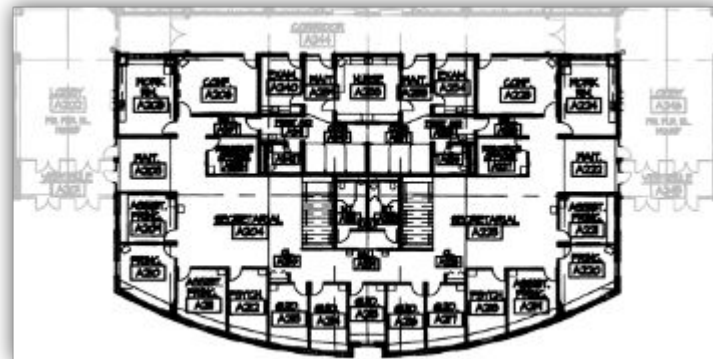
Music Addition Concept



Science Addition Concept



Admin. Suite Revamp



OPTION 3A

Close 8th Grade Center, convert Flex to 6-8 MS, additions at elementary school(s) with capacity for FDK

Option 3A: Close 8GC, Convert/Alter

School	Grades	Functional Capacity	Projected Max, Enrollment	Current Utilization
Brooke ES	½ Day K-5	548	524	96%
Evans ES	½ Day K-5	785	637	81%
Limerick ES	½ Day K-5	451	267	59%
Oaks ES	½ Day K-5	523	624	119%
Royersford ES	½ Day K-5	526	418	79%
Spring City ES	½ Day K-5	330	204	62%
Upper Providence ES	½ Day K-5	785	595	76%
Spring-Ford Middle School	6, 7, 8	2,564	1,979	77%
Spring-Ford 8GC	CLOSED	-	-	-
Total		6,512	5,248	

- With Option 3A, **grades are reconfigured** (Half Day K-5, 6-8, 9, 10-12)
- Elementary School **Alterations** for capacity and programming optimization included
- Flex Building **Conversion** to 6-8 Middle School included
- **Rebalancing** would be required

Option 3A: Close 8GC, Convert/Alter



ADVANTAGES:

- **Closes 90+ year old building.**
- **Lowest cost option.**
- **Improves educational environment** in the existing buildings.
- **Reduces number of school transitions** for students (from 5 to 3)
- **Optimizes existing space** in elementary schools in lieu of building additional space.



DISADVANTAGES:

- Some **limitations with renovation options** due to existing building design.
- In some buildings, **common spaces could feel 'tight'** due to higher utilization rates.
- New square footage added will require municipal land development process.
- **Educational program adjustments** would be needed for new grade structure.
- **Does not provide capacity for future Full-Day Kindergarten.** May limit options of future school boards to address reconfigurations / full-day kindergarten

Options to Address Needs

OPTION 1

Refresh/renovate existing 8th Grade Center with capacity to provide FDK

OPTION 2

Demolish and build new 8th Grade Center with capacity to provide FDK

OPTION 3A

Close 8th Grade Center, convert Flex to 6-8 MS, additions at elementary school(s) with capacity for ½ day Kindergarten

OPTION 3B

Close 8th Grade Center, convert Flex to 6-8 MS, additions at elementary school(s) with capacity for FDK

Option 3B: Close 8GC & Convert/Alter, FDK

To close the 8GC, realign the grades to support Full-Day K-5 at the elementary level, and 6-8 in the Flex building, the District would need to complete renovations/additions across multiple buildings.

Budgetary estimate = **\$43-46 million**. Budget includes the following:

- **Space Alterations** at Elementary Schools (capacity optimization as described earlier)
- **Additions** at two Elementary Schools (Brooke, Upper Prov, or Oaks)
- **Common Area Expansions** at those schools (Cafeteria, Kitchen, etc.)
- **Flex Building Conversion to Middle School - Partial Demo, Renovation, and Addition.**
- Band, Music, Science Labs, & Office to support 6-8 Middle School
- Significant **site work** due to new square footages
- All new furniture, fixtures and equipment (**FF&E**)

Budget **does not** include:

- Staffing and other considerations for full-day kindergarten
- Addressing other 10-year facility improvements in buildings
- Temporary classrooms during construction

OPTION 3B

Close 8th Grade Center, convert Flex to 6-8 MS, additions at elementary school(s) with capacity for FDK

Option 3B: Close 8GC & Convert/Alter, FDK

School	Grades	Functional Capacity	Projected Max. Enrollment	Current Utilization
Brooke ES	FDK-5	504	548	109%
Evans ES	FDK-5	715	666	93%
Limerick ES	FDK-5	407	280	69%
Oaks ES	FDK-5	477	653	137%
Royersford ES	FDK-5	477	437	92%
Spring City ES	FDK-5	276*	213	75%
Upper Providence ES	FDK-5	715	622	87%
Spring-Ford Middle School	6, 7, 8	2,564	1,979	77%
Spring-Ford 8GC	CLOSED	-	-	-
Total		6,145	5,398	

- With Option 3B, grades are **reconfigured** (FDK-5, 6-8, 9, 10-12)
- Combination of **Building Additions & Rebalancing** would be required.
- Options with Buildings best-suited for additions would be:
 - **Additions at Brooke ES & Upper Providence ES**
 - **Additions at Brooke ES & Oaks ES (minimizes rebalancing)**

Option 3B: Close 8GC & Convert/Alter, FDK



ADVANTAGES:




























































- **Closes 90+ year old building.**
- Potentially **lower cost option.**
- **Improve educational environment** in the existing buildings.
- **Reduces number of transitions** for students (from 5 to 3)
- **Optimizes existing space** in elementary schools in lieu of building additional space for future grade reconfigurations and/or full day kindergarten.





DISADVANTAGES:

- Some **limitations with renovation options** due to existing building design.
- In some buildings, **common spaces could feel 'tight'** due to higher utilization rates.
- New square footage added will require municipal **land development** process.
- **Educational program adjustments** would be needed for new grade structure.

COMPARISON OF OPTIONS CONSIDERED

 : Satisfies  : Partially Satisfies  : Does Not Satisfy	OPTION 1A	OPTION 1B	OPTION 2	OPTION 3A	OPTION 3B
	Refresh existing 8GC with capacity to provide FDK	Renovate existing 8GC with capacity to provide FDK	Demolish and build new 8GC with capacity to provide FDK	Close 8GC, convert Flex to 6-8 MS, additions at Ele. school(s) with capacity for half-day K	Close 8GC, convert Flex to 6-8 MS, additions at Ele. school(s) w/ capacity to provide FDK
Addresses or avoids deferred maintenance at 8GC					
Improvements to Educational Program					
Requires additional space for future FDK					
May not require rebalancing					
Limited transportation impact					
Reduces the transitions for students					
Provides capacity in Ele. Schools for future grade reconfiguration and FDK					
Building space optimized in Ele. Schools through alterations					
Enhancements to Flex Building (music/science)					
Requires land development					
Students may need to be relocated or temporary classrooms					
Shortest construction duration					
Capital investment	\$38M	\$65M	\$75-80M	\$20-25M	\$43-46M

COMPARISON OF OPTIONS CONSIDERED

-  : Satisfies
-  : Partially Satisfies
-  : Does Not Satisfy

OPTION 3A

Close 8GC, convert Flex to 6-8 MS, additions at Ele. school(s) with capacity for half-day K

OPTION 3B

Close 8GC, convert Flex to 6-8 MS, additions at Ele. school(s) w/ capacity to provide FDK

Addresses or avoids deferred maintenance at 8GC



Improvements to Educational Program



Requires additional space for future FDK



May not require rebalancing



Limited transportation impact



Reduces the transitions for students



Provides capacity in Ele. Schools for future grade reconfiguration and FDK



Building space optimized in Ele. Schools through alterations



Enhancements to Flex Building (music/science)



Requires land development



Students may need to be relocated or temporary classrooms



Shortest construction duration



Capital investment

\$20-25M

\$43-46M

Reasons for Recommendation

- Reduces number of building transitions for students (5 to 3)
- Lower cost
- Optimizes existing space in elementary schools
- Avoids investment in 90+ year old building

Suggested Next Steps

- Renew the demographics study
- Determine grade configuration to be further pursued
- Refine Options based on Board Feedback
- Present refined options to property committee
- Bring recommended option to finance committee
- Determine funding option(s)
- Authorize design process to begin

Future Decisions to be Made

- Determine whether space should be included in elementary schools for future FDK consideration
- Further develop scope for necessary additions flex, plus elementary schools)
- Determine if addressing other 10-year facility needs should be included in parallel to required renovations
- Further develop construction phasing approach/timeline and account for any phasing-related costs (i.e. modular classrooms)

Questions & Discussion