

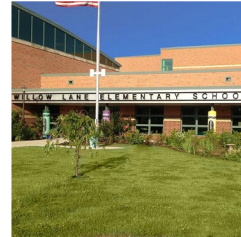
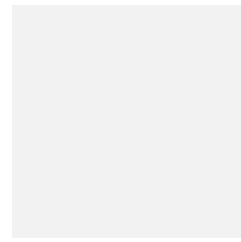


EAST PENN

Feasibility Study Update

October 13, 2025

 **BRESLIN** ARCHITECTS



Redefine • Redesign • Reimagine

Agenda

- ▶ Introduction
- ▶ Enrollment Projections
- ▶ Space Utilization Assessments
- ▶ Next Steps

Elementary School Space Utilization Assessment

-  General Classroom
 - K through 5
-  Specialized Programs (full size classrooms)
 - Autistic Support
 - Emotional Support
 - IU Classroom
 - Pre-K Counts
-  Academic Support (mostly small group instruction)
 - Learning Support
 - Intervention
 - ELD
 - Gifted
 - OT/PT
 - Speech
 - Sensory Room
 - De-escalation Room
-  Shared Spaces/Specials
 - Gym
 - Library
 - Art
 - Music
 - Cafeteria
-  Admin/Faculty
 - Offices
 - Nurse
 - Guidance
 - Faculty Rooms
-  Storage
-  Non-traditional space
 - Co-opted = other space is taken over
 - Not right-sized
 - Over-utilized
 - Off-purpose

Elementary School Space Utilization Assessment

	General Classroom K - 5					Specialized Program Classroom				Academic Support/Intervention				Admin/ Faculty	Innov8
	Original Use	Current Use	Non- Traditional Space	Potential Future Need	Year of Highest Projected Enrollment	Original Use	Current Use	Non- Traditional Space	Potential Future Need	Original Use	Current Use	Non- Traditional Space	Potential Future Need	Non- Traditional Space	Potential Future Need
Alburtis	19	18		22	2031	3	2		2	2	14	10	16		1
Jefferson	12	12		14	2032	2	0		1	3	10	5	12	1	1
Lincoln	17	18		18	2033	3	0		1	2	19	12	20		1
Macungie	24	24		24	2028	3	0		1	2	16	11	17	1	1
Shoemaker	28	24		24	2026	5	2		2	0	10		10		1
Wescosville	27	23		25	2032	3	3		3	2	16	8	17	3	1
Willow Lane	28	27		30	2030	5	3		3	6	12	4	14		1
TOTAL	155	146*	0	157**		24	10*	0	13	17	97	50	106	5	7

Total Non-
Traditional
Use

*Total of 23 classrooms have been reallocated to academic support use. (Original use minus current use)

**Potential Future Need based on projected maximum elementary enrollment in 2032. Assumes 22-25 students per class. Redistricting not considered.

Summary:

- Classroom space in elementary buildings has been reallocated to address evolving programmatic needs, resulting in reduction of building capacities. These include: special education classrooms, academic support, and interventions.
- At the elementary level, 50 utilized spaces were not designed for their current educational use. These spaces are not equitable across the seven elementary schools.
- There is no available space in the majority of the elementary schools to house an Innov8 program, or to expand any other additional program offering (for example, Pre-K Counts).
- Enrollment projections exacerbate present day space constraints with the current utilization of makeshift spaces.

Middle School Space Utilization Assessment

	Current Enrollment	Projected Enrollment	Difference	Current # of Sections	# of Teams Per Grade	Total # of Teams	# of Dedicated Computer Rooms	# of Dedicated Health Classrooms	# of Art Rooms	# of FCS Rooms	# of Tech Ed Classrooms	# of Specialized Program Classrooms	# of Dedicated Academic Support Spaces	Non-Traditional Use - Specialized & Academic Support	Total Non - Traditional Use
Eyer MS	763	755	-8	32	2	6	2	3	3	3	3	7	15	5	13
LMMS	1055	1136	81	46	3	9	0	0	2	2	2	4	12	6	34
TOTAL	1818	1891*	73	78	5	15						11	27	11	47

*Maximum total middle school projected enrollment in 2029 (Eyer maximum in 2027, LMMS maximum in 2030)

Eyer:

- Areas originally designed with open-classroom concept create challenges for instruction.
- Open design concepts pose acoustic and circulation challenges causing distractions.

LMMS:

- Faculty rooms and storage areas have been converted into offices and instructional spaces.
- Cafeteria is undersized for the student population.
- Shared-use areas and a lack of specialized classrooms drives complex scheduling constraints.
- Enrollment projections exacerbate present day space constraints with the current utilization of makeshift spaces.

Next Steps

- ▶ Fall 2025: Redistricting Option
- ▶ Spring 2026: High School Options

Redefine • Redesign • Reimagine

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