



Questions and Answers

1. **Why a Referendum?** School districts expenses (salaries, benefits, utilities, supplies and materials, program costs, etc...) typically are substantially more than the State of NJ allows school district budgets to grow. Often that means that capital improvements, various equipment and upgrades get cut from annual budgets year after year leaving a referendum often as one of the options.
2. **What is a Referendum and how is it different from a separate question related to the Operational Budget?** A referendum like the one we are proposing is related to capital expenses (renovations, additions, equipment, etc...) and bonded over an elongated period of time, typically 20-30 years. A separate question (operational needs - staffing, supplies/materials, maintenance, etc...) on the ballot is tied directly to the annual budget cap and is a request to exceed the state-imposed limits.
3. **When was the last Referendum in Moorestown?** The last one was in a special election held September 30, 2014 and included an approximately \$37 million 1st Question with an additional \$5 million 2nd Question. Both questions passed. The Moorestown Township Community has historically supported the schools through referendum every 4-6 years, the exception being 2008-2014 during the national fiscal crisis that impacted our country.
4. **Where can I get information about this Proposed Referendum?** You can visit the district website at www.mtps.com/referendum. There are presentations and related information, including a general overview of the referendum and a detailed presentation with specific projects and their associated costs.
5. **When is the Referendum Election?** While the initial target was for the general election in November, responding to questions and comments from our community, revising the scope of work to make it more cost effective, working with our professionals to get more specific cost estimates and preparing for submission to the DOE has necessitated a move to the next option – December 10, 2019. Polls will be open from 2 PM - 8 PM.
6. **When can the Board hold an Election and what does it cost?** Referendum in NJ can be held during the general election in November, the second Tuesday in December,

the fourth Tuesday in January, the second Tuesday in March or the last Tuesday in September. Like the last several district referendum, there is an additional cost (approximately \$14K) for the district to hold an election on any of the dates other than the November election.

7. **Why shouldn't we wait until next November to save money on the cost of the Election?** In addition to delaying the projects, the \$14K cost saved for running a November election would be far less than the increase in costs associated with delaying the work in the referendum until next November. Historically, construction costs increase so the same projects would likely cost more and the scope would also likely change costing the tax payer more. For example, in the previous referendum, held September 30, 2014, the district elected to remove renovations to the WAMS gymnasium. Those costs, for the same scope of work, several years later are now estimated at an increase of over a quarter of a million dollars (\$250K).
8. **Has the Board's effort to save costs been effective?** To date, the Board Referendum Committee's ongoing efforts, coupled with the efforts of our professionals, has produced savings in excess of 1 million dollars. Through Department of Education review the proposed WAMS classroom wings and the Bridgeboro Road improvements have now been deemed eligible for state funding. Additionally, ongoing work with the County of Burlington and our legislators have led to cooperative efforts to improve the design, refine the scope of work to save money and potentially share in a portion of the costs as we partner in aspects of the project.
9. **What is driving the need for a Referendum now?** We are out of space in our elementary schools now. Using NJDOE data, prior demographic reports, data from our professionals and research within our community it is clear that growth trends in current population over the last several years, future growth potential connected to affordable housing and regular home sales, coupled with changing demographics in our community and the related change in space use support the need for space.
10. **How can we need Space when there are fewer students in the district now than 10 years ago?** While the overall population has decreased by several hundred students, our elementary schools are close to or beyond their numbers from a decade ago. In addition, the number of students that require basic skills and special education services and instruction have grown significantly and, therefore, our utilization of space has changed as well.
11. **How is Space used differently and what does that really mean?** Our schools were built and designed decades ago before computer labs, STEM spaces, fixed OT/PT and many other related services were a typical part of public schools. With the special education population growing from 12.4% to 19.4%, traditional classroom space that could hold up to 25 students is now being utilized to teach a fraction of the students. The numbers of students in a special education classroom is dictated by code, and

- reading and math basic skills support is also typically a smaller group instructional model.
12. **How has our space use benefitted all students?** Space in our schools is used for general instruction, special education instruction, basic skills instruction, advanced instruction, specialized programming (related arts, fine and performing arts, athletics, health and physical education, occupational and physical therapy, foreign languages, STEM and Innovation, and media/technology) just to name a few. The referendum supports space expansion through new and renovated construction at the WAMS building, allowing student populations to be re-configured and re-purposed. All of these changes in how we use space improve instructional delivery and provide benefits to our students, but have resulted in a need for more space.
 13. **How did our move away from a traditional Half-Day Kindergarten impact space?** Another change in the district in the last 10 years was the move away from a traditional AM and PM Half-Day Kindergarten to a Half-Day with a tuition-based extended day program. In a traditional half-day program, one classroom is used to house a group of up to 22 students in the AM and another group of up to 22 students in that same space in the PM. When we moved to our current model, we needed to double the number of classrooms to run kindergarten.
 14. **Is the Referendum about Full Day Kindergarten (FDK)?** While it began around a question of what would it take to do FDK, it quickly became clear that space would be a problem restricting FDK and other potential programming in the district. For now, FDK has been put aside to be revisited at a future date by the Board of Education. We have packaged the referendum around three areas – Space, Security and Sustainability. For more detail around the project items and costs, please visit www.mtps.com/referendum.
 15. **Is the Referendum about Special Education?** While the increase in the number of students who require basic skills instruction or special education and related services (Speech, OT, PT, etc.) has necessitated a change in use of our classrooms, the issue is not about special education, but rather how the laws and mandates that govern special education spaces and class sizes impact our space use. Other programs, such as reading and math support for non-special education students also require smaller class sizes and student to teacher ratios impacting space use.
 16. **What is included in the Space Components of the Referendum?** Renovations for elementary classroom conversions at the lower elementary schools and interior upgrades account for some of the additional costs, but the large majority of the costs come from additions to the William Allen Middle School (WAMS). The addition of more core space and classroom space at the WAMS campus will allow reconfiguration of the grade levels opening up much needed space in our lower elementary schools.
 17. **Will the new constructed Spaces require additional utility costs?** We anticipate that we will see a marginal increase in cost to operate new spaces. We also anticipate

that the improved efficiency with new equipment in those spaces and the rest of the building will offset a good portion of those costs. For example, while we would bring on new classrooms and a gym at the middle school, we will replace lighting, HVAC, electrical systems, etc. throughout the district with more efficient systems to offset new operational costs.

18. **What will the new Grade Level configuration be?** To maximize space and align to what we believe is an even better grade level configuration for our students, the three lower elementary schools (Baker, South Valley and Roberts) will be grades PK-2, the Upper Elementary School will be grades 3-5 and WAMS will be grades 6-8.
19. **Why was this configuration selected?** Using the State model, the three lower elementary schools would become PK-2 with a focus on early childhood learning and foundations. The UES would now be a true upper elementary school with a focus on transitioning to using foundational knowledge in reading and math to apply to learning in other areas, and WAMS would house grades 6-8, giving more time in WAMS and stability during the critical middle school years. We also believe our 3rd graders and 6th graders would benefit from the programming that exists in the next level schools (ie. sports, clubs/ activities, foreign languages, etc.).
20. **When would this transition happen?** Pending the outcome of the election on December 10, 2019 the district would begin the formal process of bidding the work out to a contractor, appointing a contractor to develop a timeline, and commence the work. The intention would be to begin construction in June of 2020 and finish the work August of 2021.
21. **What will the 3rd grade look like as they transition into the new UES configuration of grades 3-6?** In the transitioning of 3rd grade to the UES the standards, curriculum and materials will remain the same. Many of the same teachers delivering the curriculum and standards now will remain the same. The UES will put the 3rd students together in their own wing(s), staff will walk with their students to classes such as gym, music, art, computers, etc..., the UES will use committees of stakeholders to support this transition and align more to an elementary model to provide a similar approach and feel. New schedules, transportation plans and instructional models will be developed pre and post the December 10, 2019 vote.
22. **What will the 6th grade look like as they transition into the new WAMS configuration of grades 6-8?** Much like the transition of 3rd grade to a new school, 6th graders would also be exposed to the same curriculum, standards and materials used currently in 6th grade. They too, would likely be taught by many of the same 6th grade staff currently familiar with the social and emotional needs of 6th graders and our curriculum. WAMS will also use committees of stakeholders to support the transition and align 6th graders into the middle school model. New schedules, transportation plans and instructional models will be developed pre and post the December 10, 2019 vote.

23. **What are the operational costs outside of the referendum and how will they impact the budget or future financial needs?** Each year the Board of Education (BOE) and administration review operational costs and present a budget for public hearing and ultimately final approval by the BOE. By state statute the local tax levy, beyond some limited exceptions defined by the state, cannot be increased beyond 2% without approval of the taxpayer. Given much of the change will include use of the existing materials, staff and supplies, we do not anticipate significant additional requests to operational costs.
24. **What is the impact on our transportation/traffic flow at the HS and WAMS Campus?** Even though we will be adding 6th grade to the WAMS traffic, we believe the improvements we have made to County mandates on Bridgeboro Road will improve traffic flow on both campuses. The improvements on Bridgeboro Road include left hand turn lanes, additional ingress and egress, stacking areas internal to the property and a new student drop off for the HS. These improvements will also impact the WAMS traffic by having fewer cars from the HS comingling with the MS on Stanwick Road.
25. **Why not just build at the Elementary Schools?** Simply put, the elementary schools do not have the surrounding space to expand. The schools are land-locked and include numerous buffers and limitations due to neighborhoods and wetlands.
26. **What is included in the Security Components of the Referendum?** To match the grant currently being applied to the High School, the Referendum includes funds to upgrade and expand existing camera and recording systems, replace classroom door locks at UES, expand required mass notification systems under Alyssa’s Law, improve exterior lighting, and modify South Valley’s multi-purpose room to be able to lockdown. In addition, generator replacements, HVAC upgrades, space/class size also improve safety for our students and school community.
27. **Why is the amount in the Referendum for Security less than that applied to Space and Systems?** While more could have been included, the goal of this item was to bring parity to all of the district schools. Last year, the district was successfully awarded a grant for upgrades and expansion to the High School from a County Grant. By including similar funds in this referendum, we could match those upgrades across the district and maximize the 40% in State funding.
28. **What is included in the Sustainability Components of the Referendum?** Included here are the costs associated with replacing and upgrading operations systems for both efficiency and effectiveness. Systems connected to HVAC reach “end of life” and need to be replaced. We are also proposing upgrades to antiquated electrical systems, LED lighting replacements, generator replacements, cabinetry and carpet replacements, asbestos removal, window replacements, etc. In each case, we expect to see operational efficiencies, capture rebates and continue to ensure quality learning environments for our students and staff.

29. **What does the 40 Percent – Debt Service Aid mean?** The State of NJ, based on a review through the Department of Education (DOE) will determine which costs will be eligible for up to 40% aid from the State. The district professionals prepare documents for this review and final eligible costs must be awarded by the DOE to include in the referendum. In the Architect's August 20, 2019 presentation (www.mtps.com/referendum), you can see the specific line items and the break-down of the proposed local and state share for each school/project.
30. **Why do some items and some schools show as less than 40% State Funding?** Not all projects are covered under this cost formula. Up to 40% state funding applies to renovation of existing instructional spaces, while new construction and non-instructional spaces is eligible for little or no aid. For example, the district offices and new construction at WAMS would be paid for by 100% local funds.
31. **Will this Referendum cost us more in staffing above and beyond the cost of the Referendum?** Staffing is not allowed to be included in a capital referendum so it must be either in an annual regular operating budget, often restrictive due to the 2% tax levy cap, or in a separate question in the annual budget to ask the community if the district can exceed the 2% cap. All that being said, we look at staffing annually and try to make staffing needs fit within that 2% cap. Our new grade configurations will move existing staff to other buildings so increases in staffing will largely be limited to any new programs we would create to utilize the new space created in the primary schools.
32. **What are the County Road Improvements in this Referendum?** At the last referendum, the district was placed on notice that any future renovations to the High School/Middle School campus would require Bridgeboro Road improvements. We have worked with the Department of Education and the County of Burlington negotiate reductions in these improvements over the summer and into the school year and have reduced the scope of work, improved it, and received additional state funding to do the approximately \$1.6 million in work. The ensuing debates and preparatory work around this topic is the primary reason for the delay leading to a December referendum, however as a result, the final product is much improved.
33. **What will the Road Improvements actually do?** Bridgeboro Road will be widened to include left hand turn lanes, a third egress point will be added to the High School on Bridgeboro Road to bring more cars on the campus roadways and off the main roadways. By changing this flow pattern, we believe we will see improvements at both the High School and WAMS arrival and dismissal.
34. **What is the cost of the Referendum?** While final eligible costs related to the state share of up to 40% will be reviewed and approved by the Department of Education and then by the Board of Education prior to being presented to the community for a vote, the preliminary eligible cost letters have been reviewed and partially approved by the Board. The remaining letter for the HS and WAMS will be on the Board's October 15 meeting. Pending those approvals, Question 1 will be – \$22,798,138 (with \$7,072,206

- estimated as state share and \$15,725,932 estimated as the local share) Question 2 - \$3,539,125 (with \$142,700 estimated as state share and \$3,396,425 estimated as the local share). The recently negotiated terms to the road project will lessen these costs by a minimum of \$125,000.00 and could include more in the future pending timing on shared aspects of the project between the district and County.
35. **Why was the last Referendum in 2014 more expensive but had a lesser tax impact?** Even though the last referendum had significantly higher overall cost, there was less tax impact because the Board had retiring debt from previous projects to offset the tax impact. As old debt was paid off, the new debt filled in that space. Our next scenario like that is approximately 10 years away and the needs in this referendum cannot wait ten years for a similar situation.
36. **Why are there 2 Questions?** As a way to look at improving cost containment and responding to feedback received from the community, the Board Referendum Committee and Administration worked this summer to prioritize need versus want. While we believe the items on Question 2 will improve the overall operation and will need to happen at some point, separating the questions enables voters to decide on whether these items should be tackled now or at a later date.
37. **What are the items on Question 2?** In most cases, they are items that do not receive any or a very limited portion of the 40% debt service aid. Specifically, it is improvements to the District Administrative Building (doors, hardware, generator replacement, electrical upgrades, fire suppression and fire/burglar alarm replacement), building a full size gym at WAMS versus a half-size gym, replacing student hallway lockers at WAMS, and expanding the parking lot at the High School to allow more students to park on our campus versus neighboring community streets.
38. **Why would we want a full-sized Gym at WAMS if a half-sized Gym meets the current need?** While an additional half-sized gym will accommodate the instructional needs of incorporating 6th grade to WAMS, it has a very limited scope of use. By creating a full-size gym, we can maximize the use for regular daily school operations, dedicate a space for our National Gold Medal Unified Sports teams and provide much desired and requested community gym space. It also has revenue generation potential as a rental space for outside vendors beyond our typical community programs.
39. **Why do we need additional Parking at the High School?** Currently, there are no additional parking spots at the High School and the mandatory road improvements will also claim additional parking spots. By adding a new lot, we can shuffle existing assigned parking to put all High School students and staff back on the High School property, and allow space for students currently parking off campus and congesting neighborhood roads surrounding the High School and WAMS. This parking lot will also create additional parking for afterschool and evening activities that happen at the MAC and High School Stadium.

40. **If successful in the referendum, can and will you acquire bonds to meet the specific nature of the project?** The simple answer is yes. For example, certain equipment, such as unit ventilators, may be appropriate to bond over twenty years and certain technology equipment, such as video cameras, would be more appropriate to bond over a much shorter duration. It is important to note that the shorter duration of the bond, typically the interest rate is greater.
41. **Do we have students from other districts who attend Moorestown schools for special education programming and services and what impact does that have?**
We currently have 15 students (all in grades 5-12) who fall in this category, which represents 2% of our overall special education population. The decision of whether to accept an out-of-district student with an IEP is at our discretion, based upon the needs and capacity of MTPS and the needs of the individual student. Administrators (Special Education Supervisors, Director of Special Education, Principal) take multiple factors into consideration, including whether we have an existing program with space to accommodate additional students. The sending district pays tuition (which is calculated by the state) to MTPS which covers all associated costs and generates a modest amount of revenue. This small group of students does not play a role in our need for space.
42. **An increase in the number of students who require and benefit from specialized instruction and services is one of the factors driving the need for additional space. Can you provide more details on what that means?**
Our special education population, which consists of students who have an IEP (based upon specific criteria as defined by federal law), is approximately 770 students (based on data as of October 2018). This represents 19% of our total enrollment, which is an increase from 12% of total enrollment in 2008. Over 50% of those students also receive related services, such as occupational, physical and speech therapy (duration and frequency vary based on individual student need). In addition to the group of students who qualify under special education, approximately 350 students receive specialized instruction through reading and/or math basic skills support, which is typically in a small group format. Additionally, other instructional uses, such as honors and AP courses, fine and performing arts, world languages, and STEM and Innovation impact how classroom space is used.
43. **How are the locations set for a special election and where are they?** The municipality has a pre-set list of special election locations (South Valley, Baker, Roberts, UES and the New Albany Road Recreation Center). Those locations are reviewed by the Municipality and the County Office of Elections for a variety of factors and ultimately are approved by those entities. You can find specific information on your polling place via our website at www.mtps.com/referendum and then clicking on “polling locations”. Polls will be open from 2-8 PM – consistent with the number of

hours for our last special election. As with all elections, mail-in ballots and sample ballots are direct mailed from the Office of Elections and include your polling location.

44. **What accountability exists to ensure your professionals are getting fair pricing and charging fair fees for their work?** The Board of Education on a rotating basis, submits requests for proposals for our hired professionals (engineer, architect, physician, auditor, etc...). Upon review of credentials and interviews, the full Board or Committee of the Board will put forward a recommendation and enter into an annual contract with their professionals. Assessing their performance the Board may choose to reappoint their professionals at the Board reorganization each January. When commencing with a project, the Board's Finance and Operations Committee typically reviews scope and cost estimates in conjunction with the Business Administrator and Supervisor of Buildings and Grounds. Scope, estimates and fees are discussed, negotiated and revised prior to putting it to the full Board and ultimately out to bid. Pending a successful referendum, the Board will bring on a Construction Manager, go out for bid and hire contractors. The bidding process often tells us if the estimates of our professionals are on target and ultimately if the project is on budget. All of those factors (and more) are used in the Board's decision to retain their professionals. Go to www.mtps.com/referendum and click on "Referendum" and "Architect Presentations" to see detailed cost estimates for specific aspects of our project.

**PLEASE REMEMBER TO VOTE
TUESDAY, DECEMBER 10th
2 PM – 8 PM**

THANK YOU