Monday, October 12, 2026
Work Session Agenda

Jenkintown School District
7:00 PM - Auditorium

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1. **OPENING**

1.1. Call to Order

1.2. Open Public Meeting Statement

1.3. FLAG SALUTE

1.4. Roll Call

1.5. Announcement of Executive Session(s)

2. BUSINESS MEETINGS: COMMENTS FROM STUDENT REPRESENTATIVES

3. **BOARD MEETING PRESENTATION**

3.1. Potential Property Acquisition - Salba 2

THE SCHOOL DISTRICT OF JENKINTOWN

The Salba Property

Options for the land adjoining our K–12 campus

Board Work Session | October 12, 2026

THE DECISION BEFORE THE BOARD

The Board can choose to buy the lot next to campus or pass on it

The Immediate Decision

Whether to authorize the District to buy approximately 1.02 acres that directly adjoin the K–12 campus.

Decisions for later

If the District buys: whether to construct, relocate, or improve facilities, and which projects to prioritize through a master-planning process.

The owners offered the District first chance to buy; time is short

2024
Property owners approached the District and offered first consideration.

Dec. 2024
The District held a public discussion regarding potential expansion.

2025–26
Feasibility, financing, and long-term facilities options were explored.

Fall 2026
Owners seek a timely decision. All costs in this presentation assume no donor support.

The concept is longstanding. The opportunity to purchase is time-sensitive.

4

Every K–12 student shares one campus, and the Salba lot adjoins it



250 West Avenue

District elementary, middle, and high school campus.

309 Walnut Street

Salba Apartments, adjoining the campus athletic fields.

The District will need more space, and adjoining land is rare

Limited alternatives

The borough is largely built out. Contiguous land is difficult to assemble.

Growing need for space

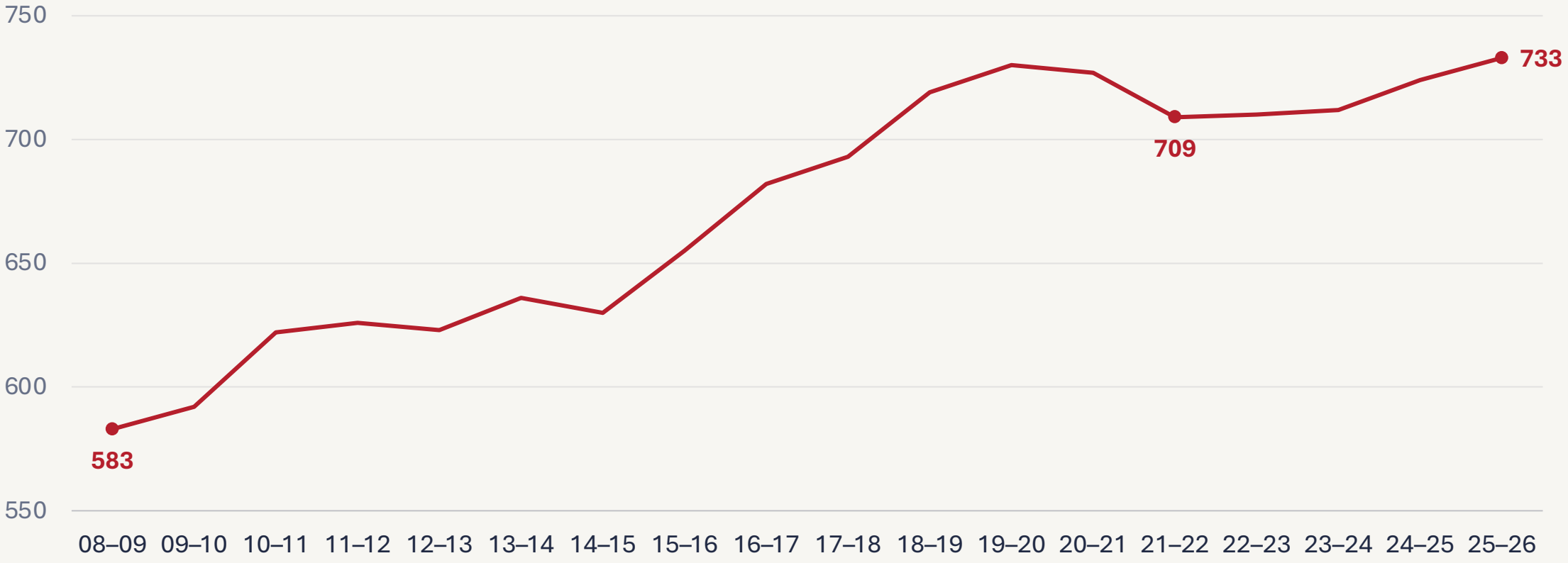
Enrollment is projected to rise, and special education needs call for expanded facilities.

Future flexibility

This purchase would give the District expansion options it would not otherwise have.

Enrollment rose from 583 to a high of 733 students since 2008–09

District enrollment, students, by school year



The site concepts are rough sketches, not proposals

TODAY

Early ideas

Rough sketches of possible uses. None have been vetted or discussed.

NEXT

Professional study

SCHRADERGROUP will test what fits on the land and what each option would cost.

THEN

Board decision

The Board decides any use and keeps the community informed along the way.

Each sketch shows one possible use. The lot cannot hold them all, and none have been reviewed or chosen.

SITE CONCEPT 01

Educational Space

An unvetted sketch of outdoor learning on the Salba lot

One idea: outdoor learning space on the Salba lot for every grade



Growing space for science

A greenhouse and garden beds give classes year-round growing space near school.

Room to teach outside

A covered classroom, a lawn amphitheater and a meadow for field study.

Ways to earn income

Summer camps, shows, plant sales and garden-plot rentals could bring in income.

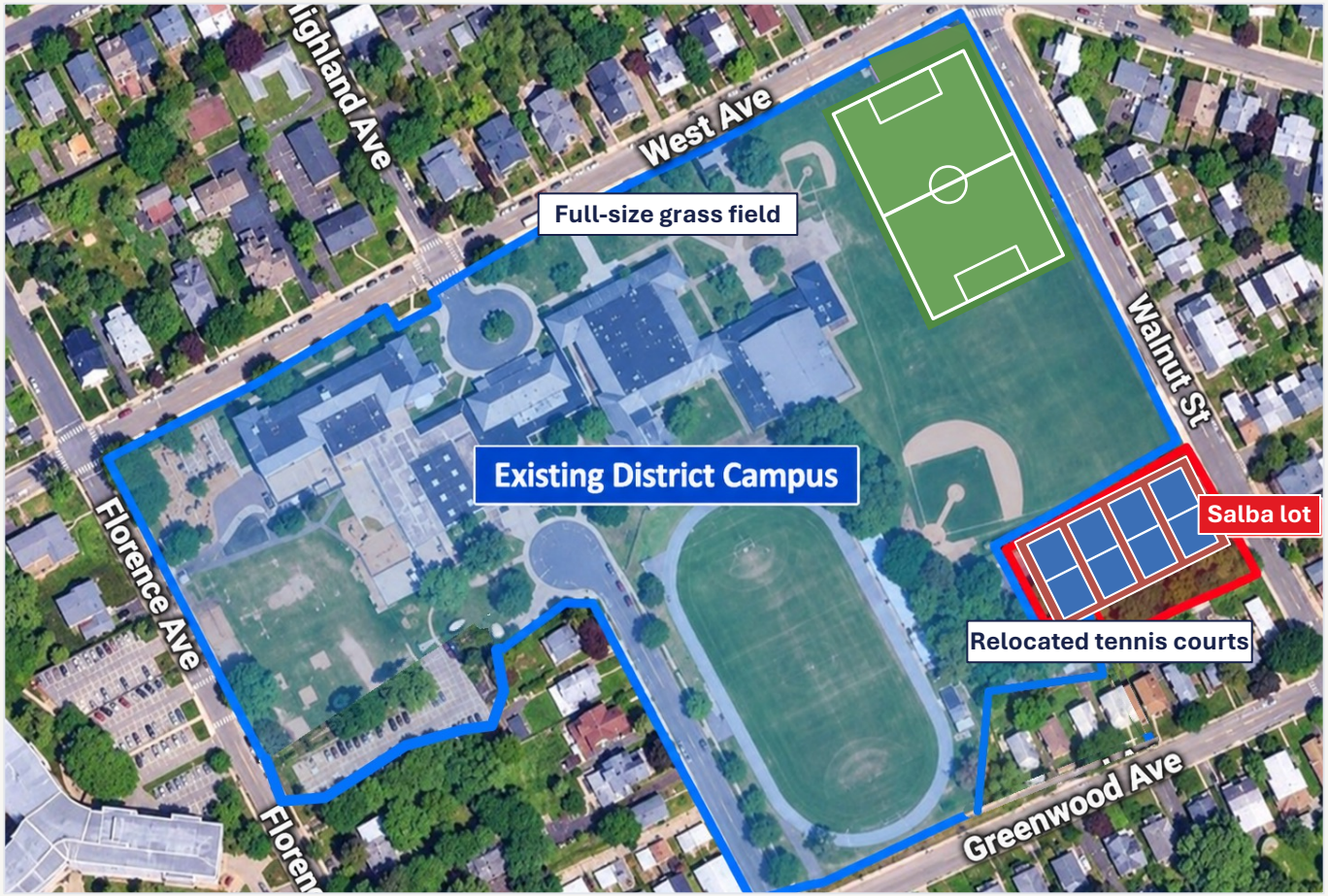
10

SITE CONCEPT 02

Athletic Improvements

Unvetted sketches of tennis, fields and courts on and next to the Salba lot

One idea: move tennis to the Salba lot to make room for a full-size field



Tennis moves to the Salba lot

Four courts fit the ~1.02-acre lot along Walnut Street, so the campus keeps its court count.

Room for a full-size field

The freed northeast corner holds a multi-sport field that outside leagues and clubs could rent.

Teams stay on campus

A home field means we stop busing teams to games and practices and paying to use other property.

12

A variation: a full-size field and five tennis courts, pending a survey



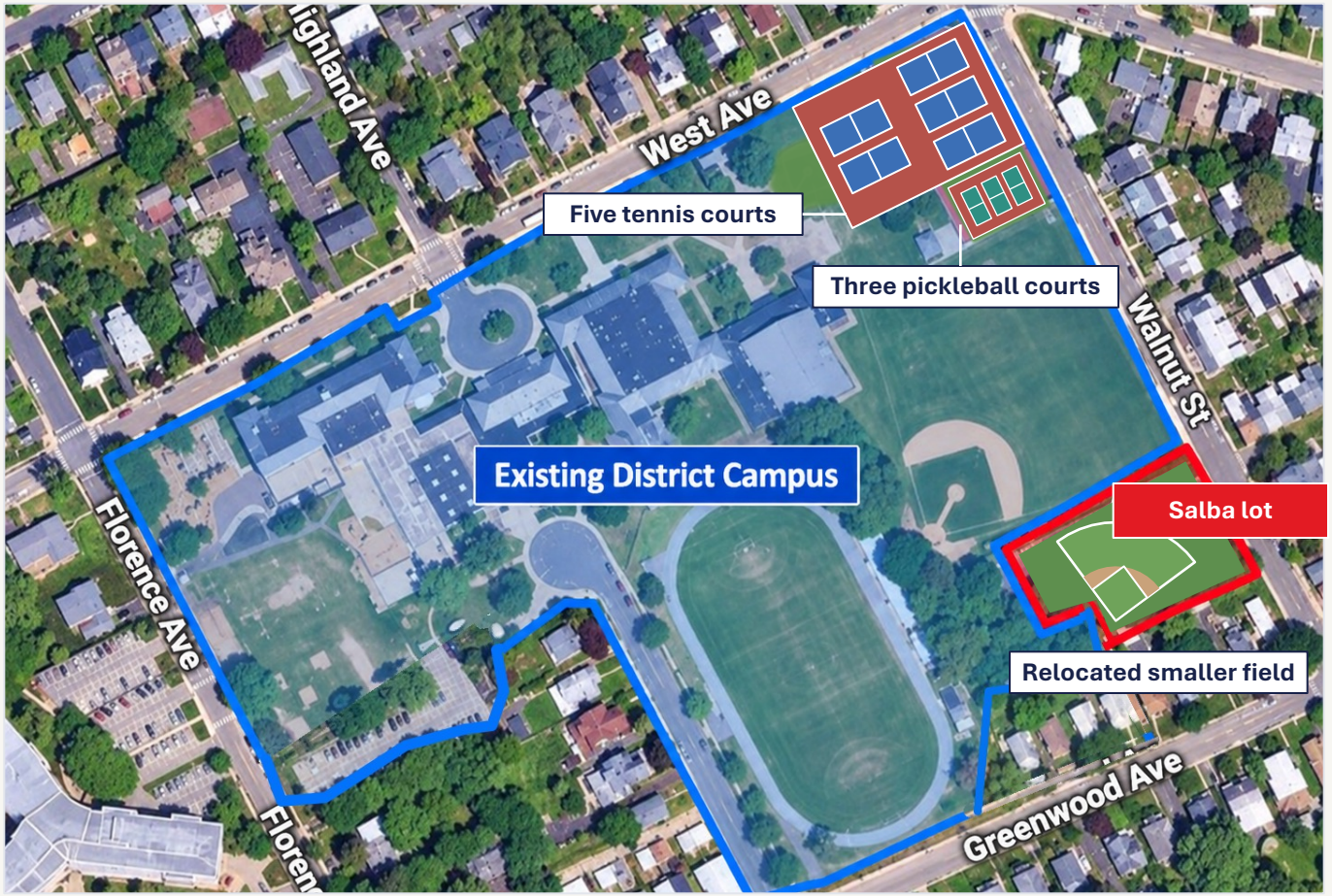
Five tennis courts

Four courts fit on the Salba lot. A fifth would extend about 55 ft onto District land behind the backstop. Trees and backstop clearance may rule it out.

A full-size grass field

The field moves up to the West Ave fence in the old tennis corner. Baseball and the smaller field stay. Some trees would come out.

A variation: move the smaller field to the Salba lot to fit five tennis courts



Five courts for matches

Three courts shift closer to the Walnut Street fence, and two new courts go in front of them on the smaller field's space. Three pickleball courts fit in the strip beside them along Walnut Street.

Smaller field moves to Salba

The smaller field relocates onto the Salba lot. A few trees west of the courts would likely come out.

14

A variation: a basketball court on the freed strip along Walnut Street



Five courts for matches

Three courts shift closer to the Walnut Street fence, and two new courts go in front of them on the smaller field's space. Could also do pickleball lines.

Basketball on the old court footprint

A full 84 × 50 ft court fits south of the tennis courts, about 25 ft from their fence. The smaller field moves to the Salba lot.

15

SITE CONCEPT 03

Campus Operations

An unvetted sketch of parking and a drop-off loop off Walnut Street

One idea: 60 to 75 parking spaces and a drop-off loop on the Salba lot



Drop-off off the street

A one-way loop from Walnut Street lets families pull in, drop students at a curb on the campus side, and drive out.

Parking for staff and events

Between 60 and 75 spaces serve staff during the school day, then games, concerts and meetings after hours.

Still to plan: a walkway

We still need to consider a walkway of some kind from the lot to the school building.

If new facilities were built, rentals could offset part of the cost

Rentals could help

Income would depend on demand

The Board would set rates for any new field or courts. Rental income has not been estimated and is not part of the cost figures.

01 **The District already rents fields and courts**

Upper Field: $100–$500 per 4 hours. Tennis courts: $100–$700. Class I/II groups pay nothing.

02 **Better facilities could draw more rentals**

A full-size field and new courts give outside groups more to book, and that rental income could offset part of the annual payment.

03 **No property tax is lost**

The nonprofit owner pays $0 in property tax today, so buying the lot takes nothing off the tax rolls.

Rentals could offset some of the cost; the land itself takes no tax revenue out.

18

Money set aside

$500K

State RACP grant

Covers land acquisition. The District must plan its use by January 2027.

$100K

SPS funds

Saved for this project since the opportunity arose in 2024.

$600K

In hand

About 20% of the $3M budget. Not yet in cost estimates.

Every site concept meets RACP rules, including parking, which would also serve JMT and public park users.

What the purchase would cost: price, total budget and household impact

$2.75M

Purchase price

Sale price for the 1.02-acre lot

Up to $3M

Total budget

Purchase price plus closing costs and possible demolition

About $33

Per household, per year

Less than $3 a month for a home at the average value. Higher-value homes pay a bit more, lower-value homes less.

Estimates assume all $3M is borrowed and do not include the $600K in hand, so costs would likely be lower.

20

The first three payments cost the average household $30 to $33 a year

School year	Bond payment	Mills needed	Average taxpayer, per year	Per month
2027–28	$58,163	0.215	**$32.76**	$2.73
2028–29	$58,872	0.217	**$33.16**	$2.76
2029–30	$52,943	0.195	**$29.82**	$2.48

After 2029–30: later payments depend on the final loan terms. The goal is to keep each year's payment under the Act 1 Index.

District estimates on $3M borrowed, before the $600K in hand. Actual costs would likely be slightly lower.

The Bigger Picture

How the cost fits within state tax limits and the District’s budget

Act 1 limits how much school taxes can rise each year

Act 1

Pennsylvania's Taxpayer Relief Act of 2006

Sets a yearly limit, called the index, on how much each district can raise its school tax rate.

01 How the index is set

The state recalculates it every year from statewide wage growth and school employee costs.

02 Where the bond/bank loan fits

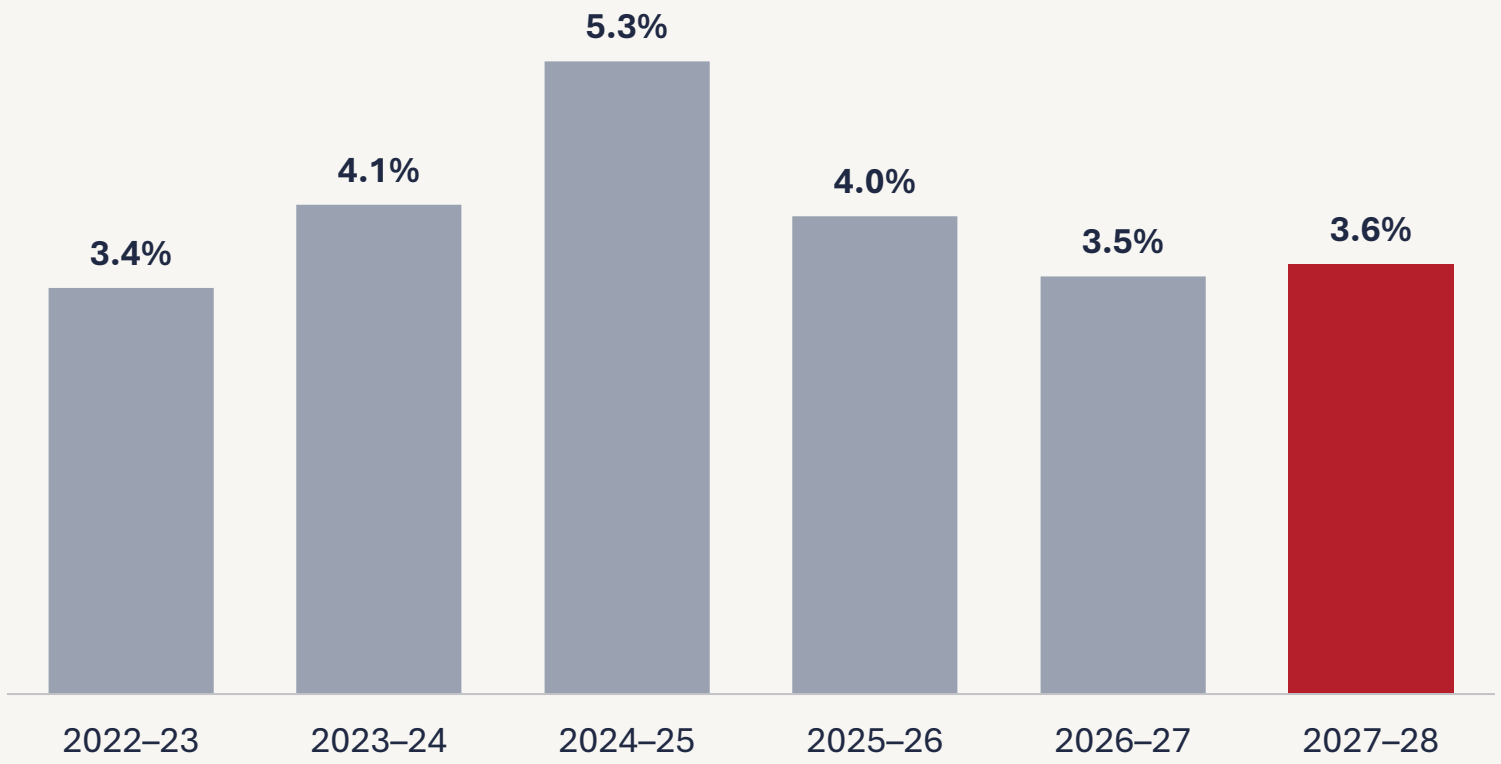
New debt payments must fit under the index, alongside salaries and other costs. Going above it takes voter approval or a state exception.

The cap limits how fast taxes can rise each year. It does not cap the bond's total cost.

23

Next year’s 3.6% cap is in line with recent years

Pennsylvania Act 1 base index, by school year



Statewide base index. 2027–28 figure per District. Source: PA Department of Education.

Range: 3.4% to 5.3%

The cap rose with wage growth after 2022 and has eased since.

3.6% is below the five-year average

The 2022–23 to 2026–27 average is 4.1%.

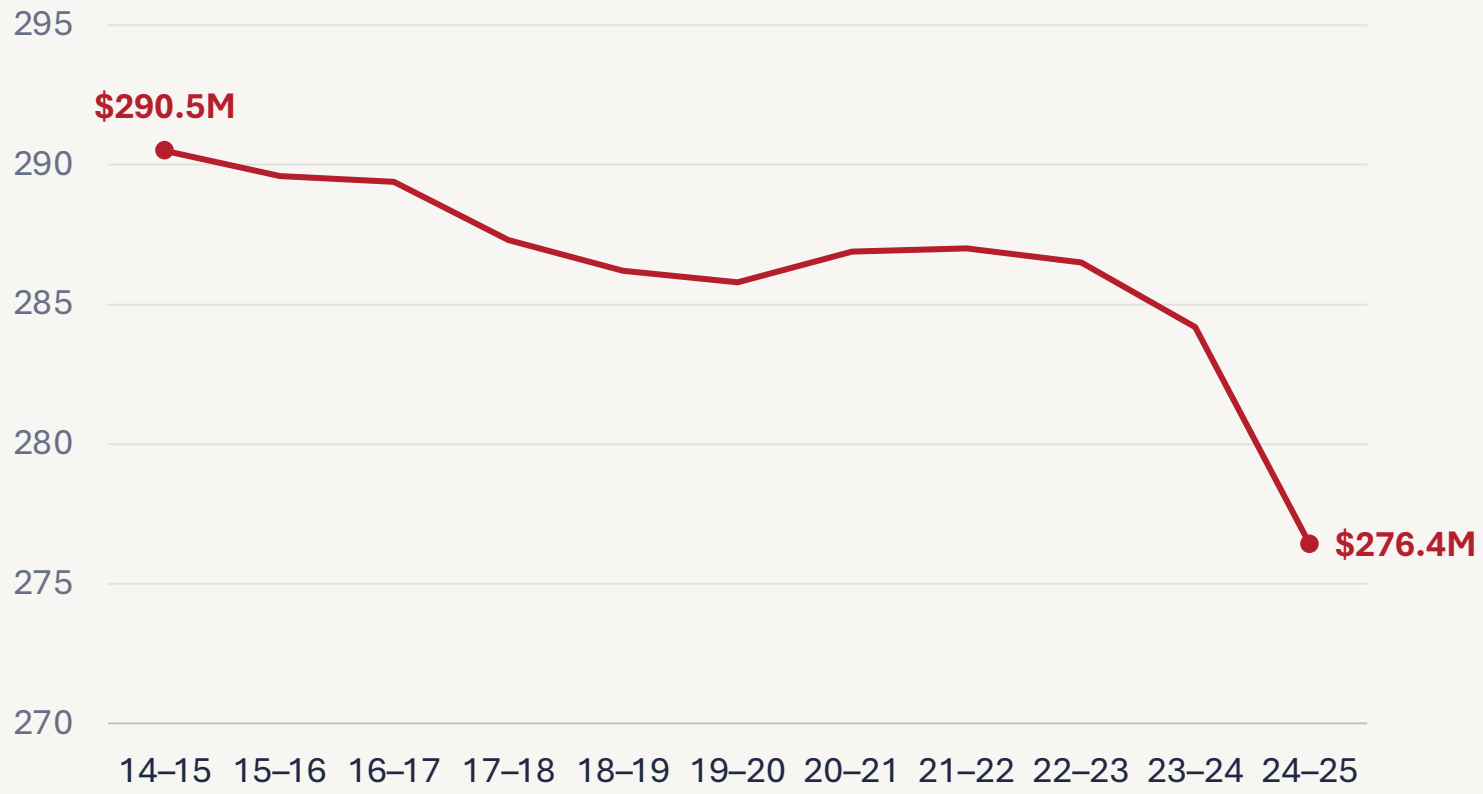
The cap resets every year

Debt payments for the purchase have to fit under each year’s cap, whatever it turns out to be.

24

Assessed property value in the borough, 2014–15 to 2024–25

Borough assessed property value, $M, by school year



One mill = $1 of tax per $1,000 of assessed value. Source: Jenkintown School District budget documents, 2014–15 to 2024–25.

Property is worth less

Homes and businesses in the borough are worth $14M less than in 2014–15, and values have not come back.

Less value, fewer tax dollars

Taxes = rate × property value. Value fell 2.7% in 2024–25, so a 2.7% rate rise only breaks even.

Each mill raises less

One mill ($1 per $1,000 of value) now raises about $276K, $14K less than in 2014–15.

25

Projected payments would not affect student programs or staffing

01

Protect student programs

The aim is to avoid cutting programs that affect students.

02

Grants and savings in hand

A $500K state RACP grant and $100K in SPS funds are set aside. No donations are assumed.

Using savings helps protect what happens in classrooms.

26

THE CHOICE BEFORE THE BOARD

The Decision Ahead

Comparing the options, the questions to settle, and what comes next

What the District gains by buying, and gives up by passing

Option A: Acquire the lot

What the District gains

- **Control:** the District decides how the lot is used
- Room for a field, courts, parking, or outdoor learning
- A chance to cut field rentals and team busing
- **No tax revenue lost:** the nonprofit owner pays $0 today
- **Room to grow:** space for rising enrollment and special education needs
- **$600K in hand:** state RACP grant and SPS funds

Option B: Let it sell elsewhere

What the District gives up

- Another owner decides what is built next to campus
- **Teams keep busing to rented fields:** rental and transportation costs continue
- New housing on the lot could add students to a tight campus
- Comparable land next to campus is unlikely to come up again

The owners have asked for a timely decision.

Five steps come before the District owns the lot

01

Board vote

A majority of all Board members approves the agreement of sale.

02

Due diligence

Appraisal, title search, survey, environmental review, and zoning check.

03

Financing

The Board approves a bond or bank loan.

04

Tenants leave

The owners relocate every resident. The District waits until the lot is vacant.

05

Closing

Settlement and transfer of title. Only then does the District own the lot.

The District will not take ownership until every tenant has moved out.

Every decision on how the land is used comes back in public

1

Negotiate

Complete agreements, due diligence, and financing review.

2

Engage

Hear from residents, staff, students, neighbors, and community partners.

3

Plan

Ask SCHRADERGROUP to evaluate feasible uses and costed alternatives.

4

Decide

Bring proposed designs, budgets, and future approvals back publicly.

FOR THE BOARD'S CONSIDERATION

Salba Land Acquisition

Yes: begin the steps to ownership.
No: the owners remain free to sell the lot to another buyer.

Questions and public comment

4. PUBLIC COMMENTS - AGENDA ITEMS ONLY

5. APPROVAL OF MINUTES

6. **RECOMMENDATIONS OF THE SUPERINTENDENT (Agenda Items) - FINANCE**

6.1. Payment of Bills Report

6.2. Real Estate Tax Collector's Reports

6.3. County Reports of Real Estate Transfer Tax

6.4. Real Estate Assessments and Appeals Update

6.5. Treasurer's Reports

6.6. Student Activity Fund Report

6.7. Scholarship Fund Activity Report

6.8. Cafeteria Operations Report

6.9. Before and After School Child Care Program Operations Report

6.10. General Fund Revenues & Expenditures Financial Report

6.11. Acceptance of Donations

6.12. 410-428 York Road Assessment Appeal (TO BE VOTED AT WORK SESSION)

7. **RECOMMENDATIONS OF THE SUPERINTENDENT (Agenda Items) - FACILITIES/OPERATIONS**

7.1. Facilties Use Request

7.2. Maintenance Reports

8. RECOMMENDATIONS OF THE SUPERINTENDENT (Agenda Items) - SPECIAL EDUCATION - NONE

9. RECOMMENDATIONS OF THE SUPERINTENDENT (Agenda Items) - TECHNOLOGY - NONE

10. RECOMMENDATIONS OF THE SUPERINTENDENT (Agenda Items) - EDUCATION - NONE

11. **RECOMMENDATIONS OF THE SUPERINTENDENT (Agenda Items) - PERSONNEL**

11.1. Personnel Report

11.2. Revised co-curricular position descriptions for the Middle School Jazz Ensemble Director and High School Jazz Ensemble Director

11.3. Memorandum of Understanding (Jazz Ensemble Director Stipends)

11.4. Memorandum of Understanding (Extended Season)

12. RECOMMENDATIONS OF THE SUPERINTENDENT (Agenda Items) - POLICIES AND REGULATIONS

13. **RECOMMENDATIONS OF THE SUPERINTENDENT (Agenda Items) - SAFETY REPORTS**

13.1. Safety Report

14. OLD BUSINESS (DISCUSSION)

15. **NEW BUSINESS (DISCUSSION)**

15.1. Liaison Reports

16. **BUSINESS MEETING : SUPERINTENDENT'S REPORT**

16.1. Enrollment 34

Enrollment

2024-25 through 2026-27

Report to the Board of School Directors and Community | October 2026

SCHOOL DISTRICT OF
JENKINTOWN

Presentation Overview

2024-25

September 2024 – June 2025

2025-26

September 2025 – June 2026

2026-27

July 2026 – October 7, 2026

2024-27

September 2024 – October 7, 2026

Each school year is covered on its own, followed by a three-year comparison.

About the Data

1 Left after 2024-25

Started the 2024-25 school year and transferred out by the start of 2025-26

2 Left after 2025-26

Started the 2025-26 school year and transferred out by the start of 2026-27

3 2026-27 to date

Started the 2026-27 school year and transferred out since (as of early October)

New-student counts do not include kindergarten. Kindergarten enrollment is shown separately on slide 19.

Where students went

Moved Out of District

Enrolled in another Pennsylvania public school district

Private/Parochial

Enrolled in a private or parochial school

Moved Out of State

Family relocated outside Pennsylvania

Charter School

Brick-and-mortar or cyber charter school

The 2024-25 School Year

September 2024 – June 2025

Students who left between the start of 2024-25 and the start of 2025-26, and new students who joined during the year

39

students left the district

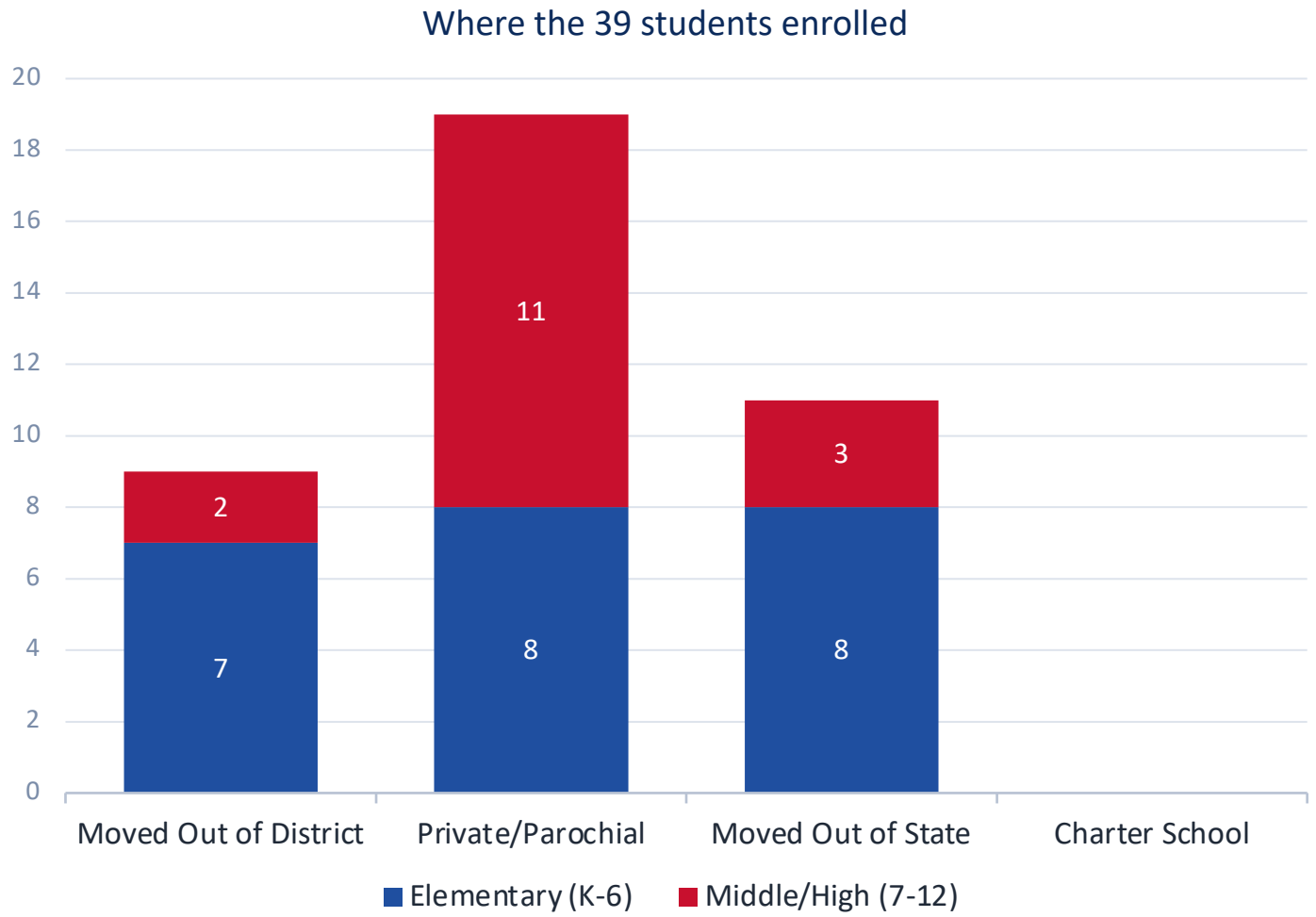
49

new students joined

+10

net change for the year

2024-25: Where Students Went



Moved out of district: 9 students

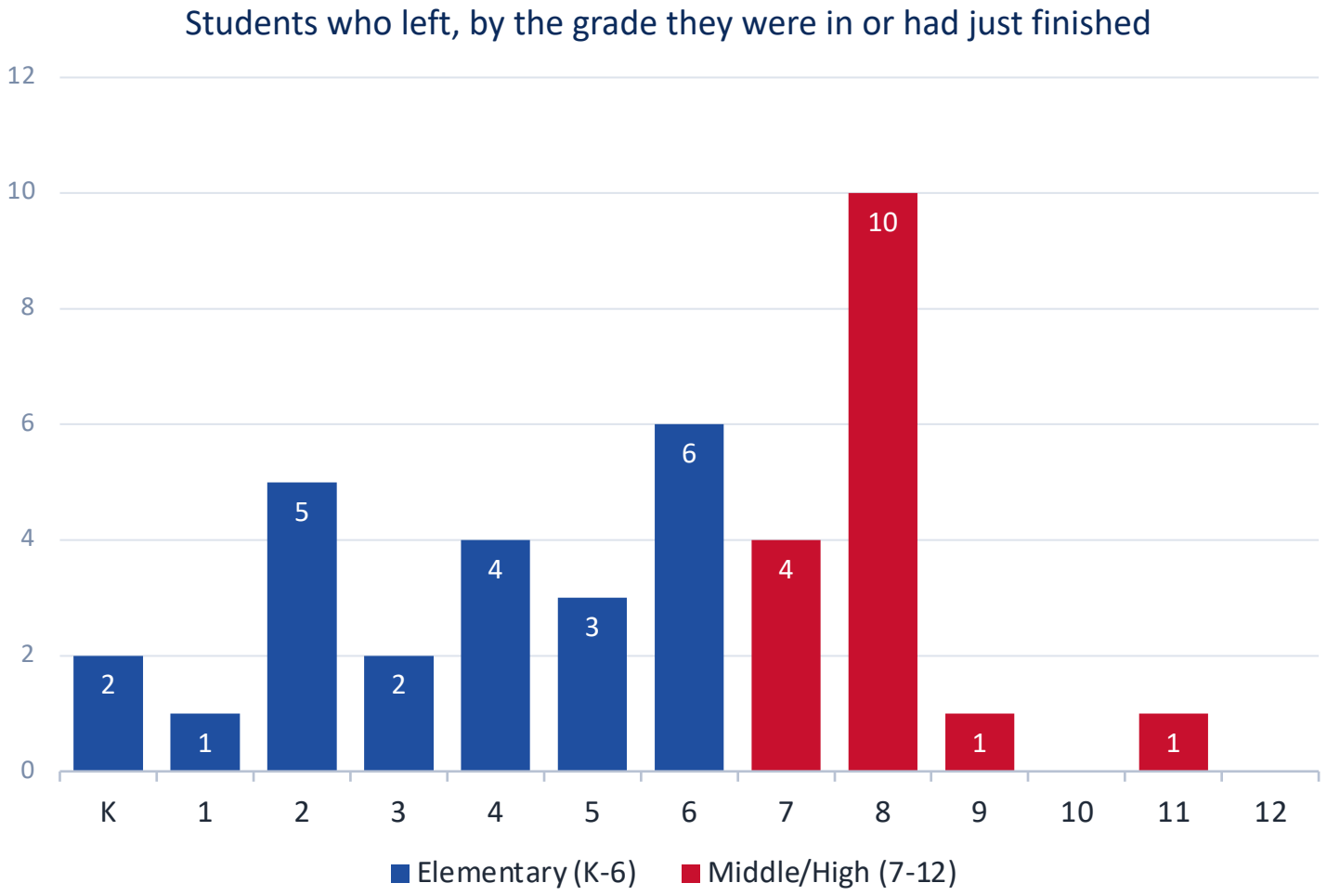
Private/parochial: 19 students

Moved out of state: 11 students

Charter: none

38

2024-25: Departures by Grade



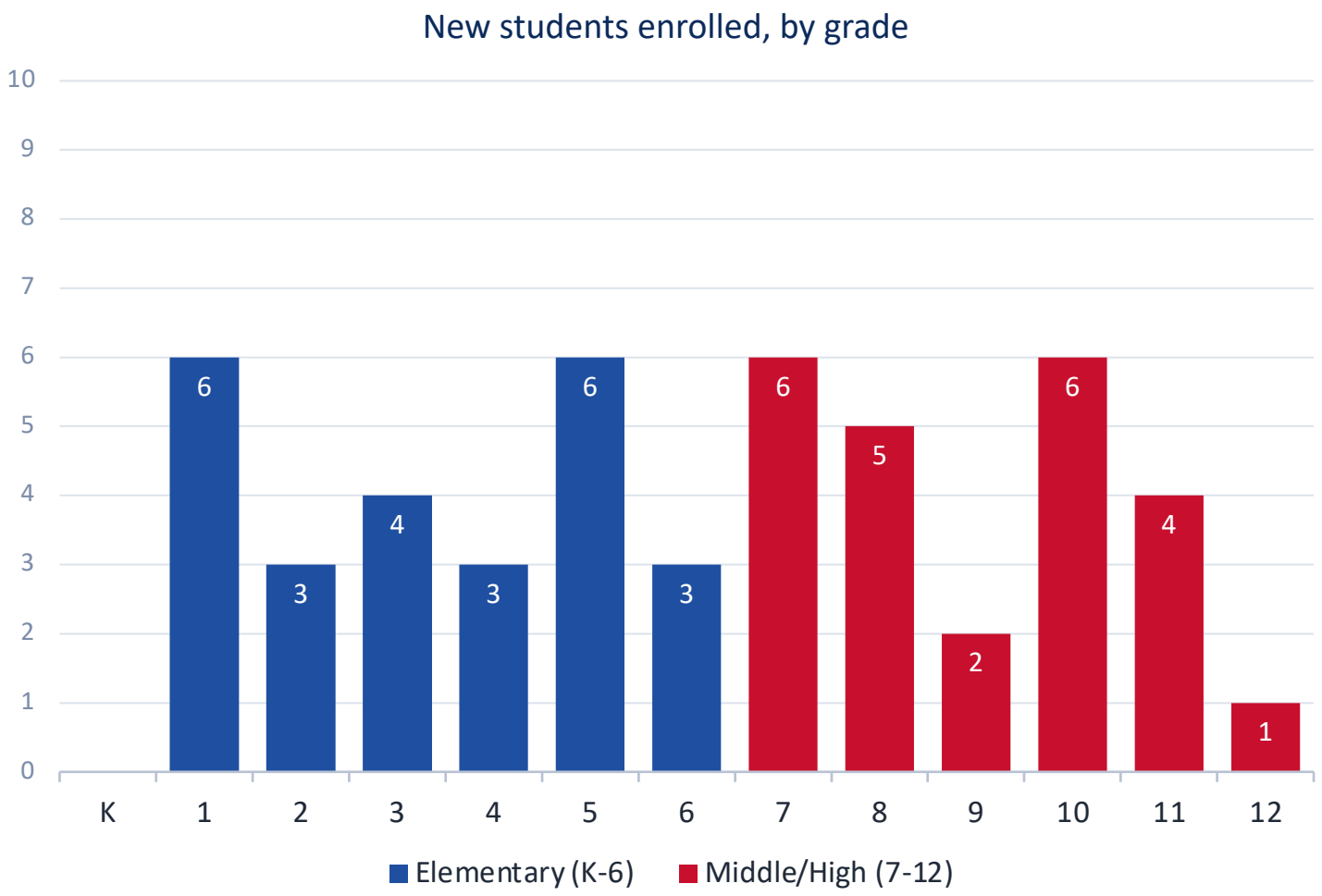
Grade 8: 10 students

9 of the 10 chose a private or parochial high school.

Elementary: 23 students

Spread across all grades; grade 6 was highest with 6.

2024-25: New Students by Grade



Elementary: 25 students
Grades 1 and 5 had the most (6 each).

Middle/high school: 24 students
Grades 7 and 10 had the most (6 each).

49 joined, 39 left: net of 10 more students

40

The 2025-26 School Year

September 2025 – June 2026

Students who left between the start of 2025-26 and the start of 2026-27, and new students who joined during the year

58

students left the district

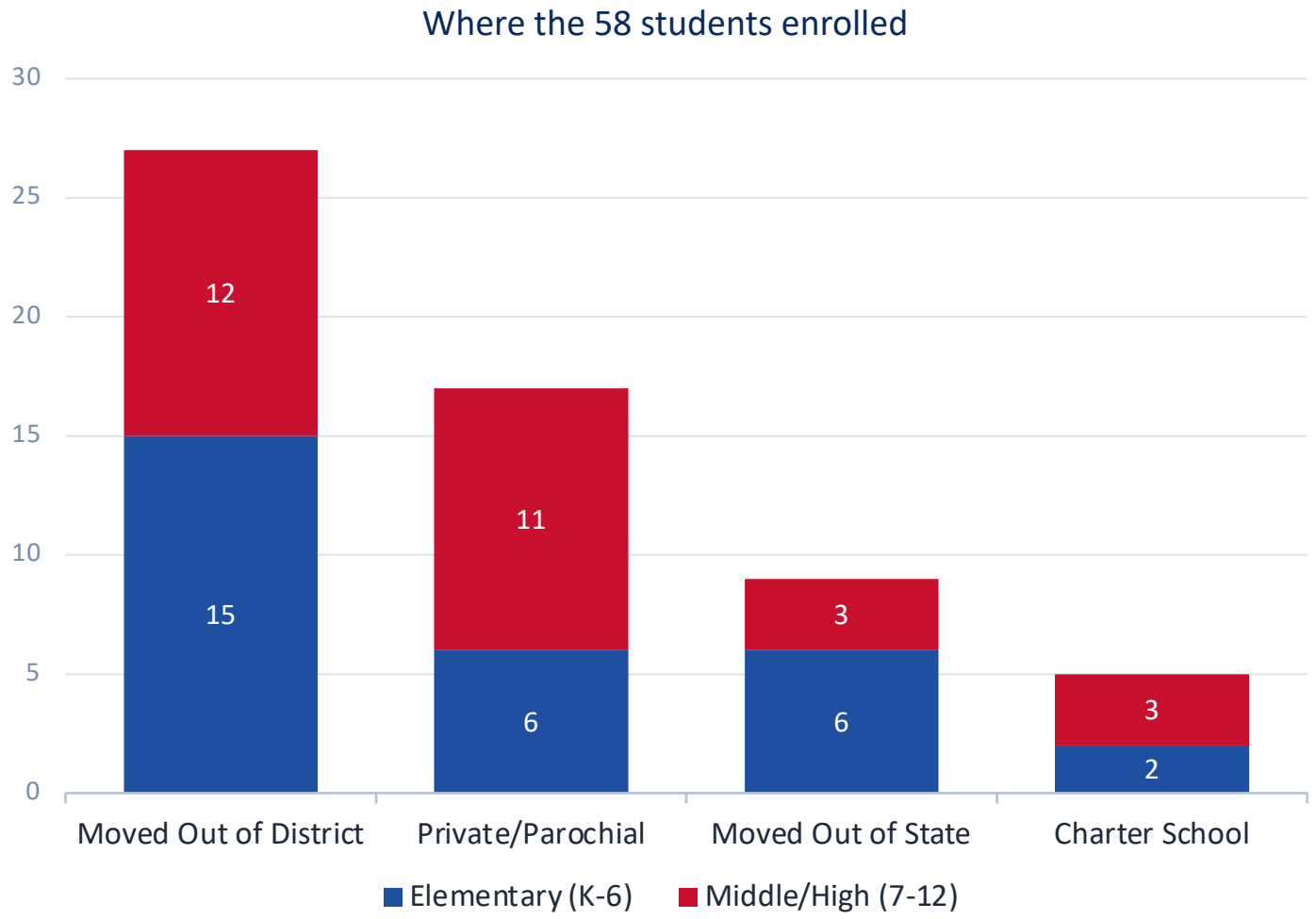
47

new students joined

–11

net change for the year

2025-26: Where Students Went



Moved out of district: 27 students

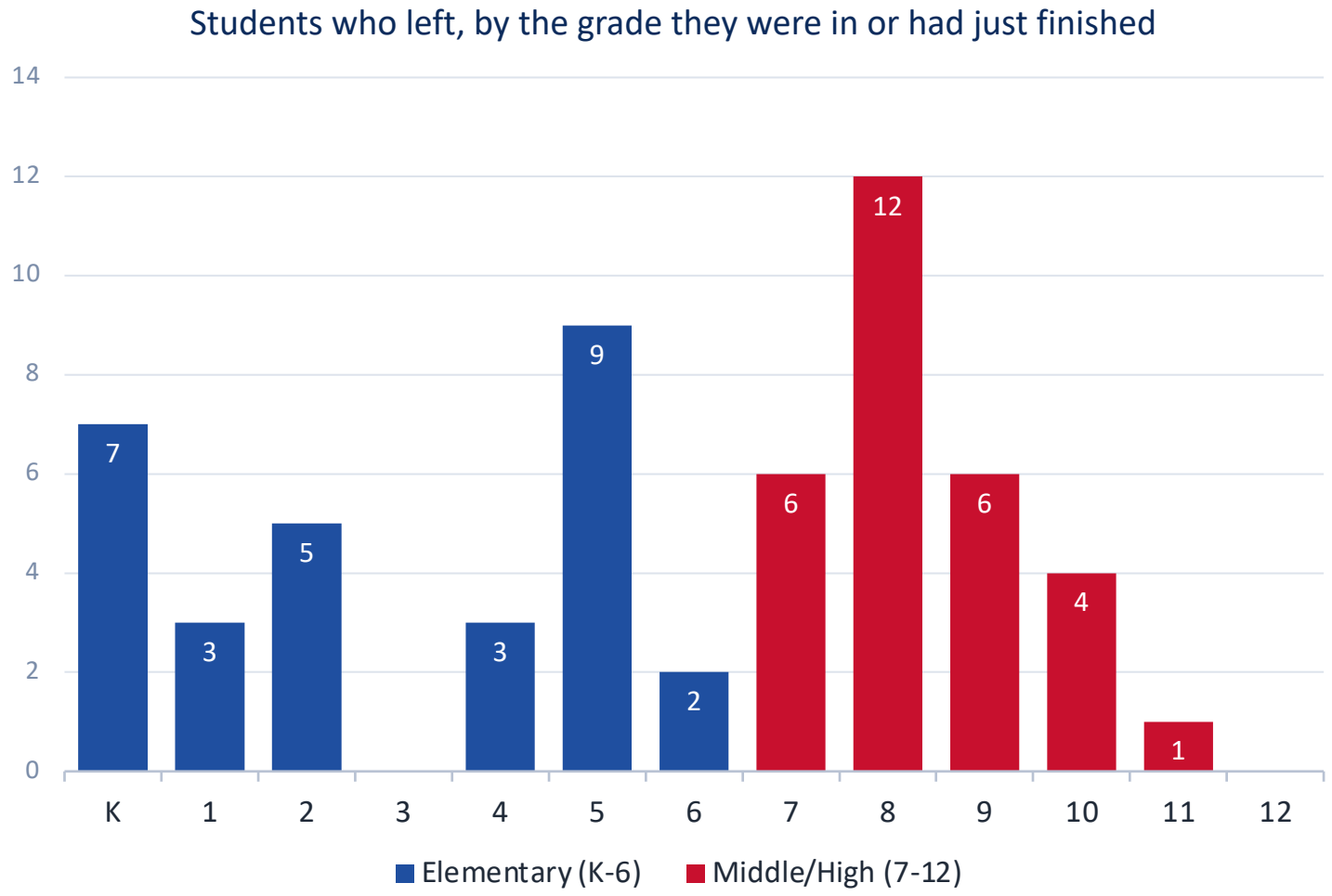
Private/parochial: 17 students

Moved out of state: 9 students

Charter: 5 students

42

2025-26: Departures by Grade

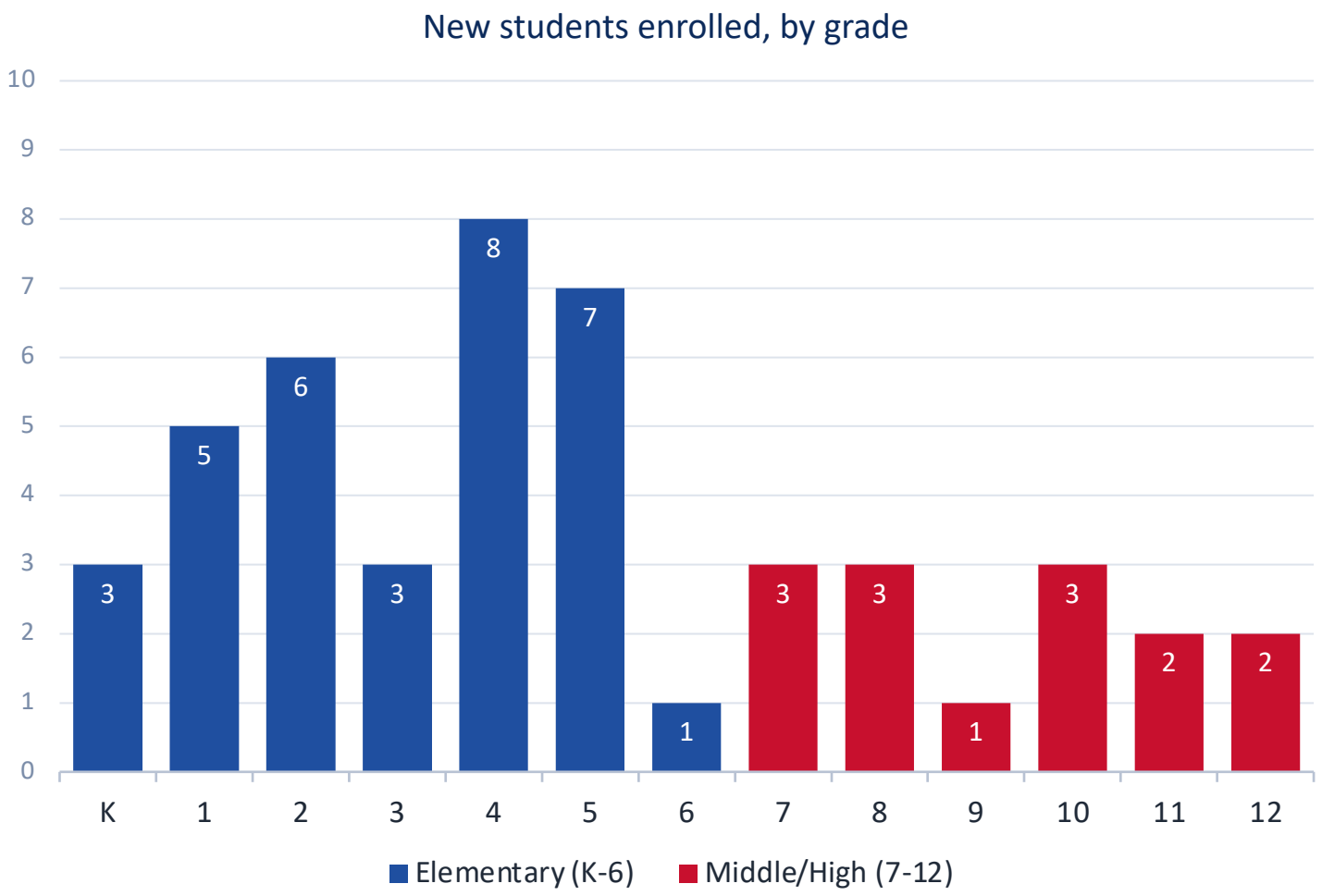


Grade 8: 12 students

Grade 5: 9 students

Kindergarten: 7 students

2025-26: New Students by Grade



Elementary: 33 students

Grades 4 and 5 welcomed the most (8 and 7).

Middle/high school: 14 students

Spread across all six grades, 1 to 3 per grade.

47 joined, 58 left: net of 11 fewer students

The 2026-27 School Year So Far

July 2026 – October 7, 2026

New students and departures since the start of the school year

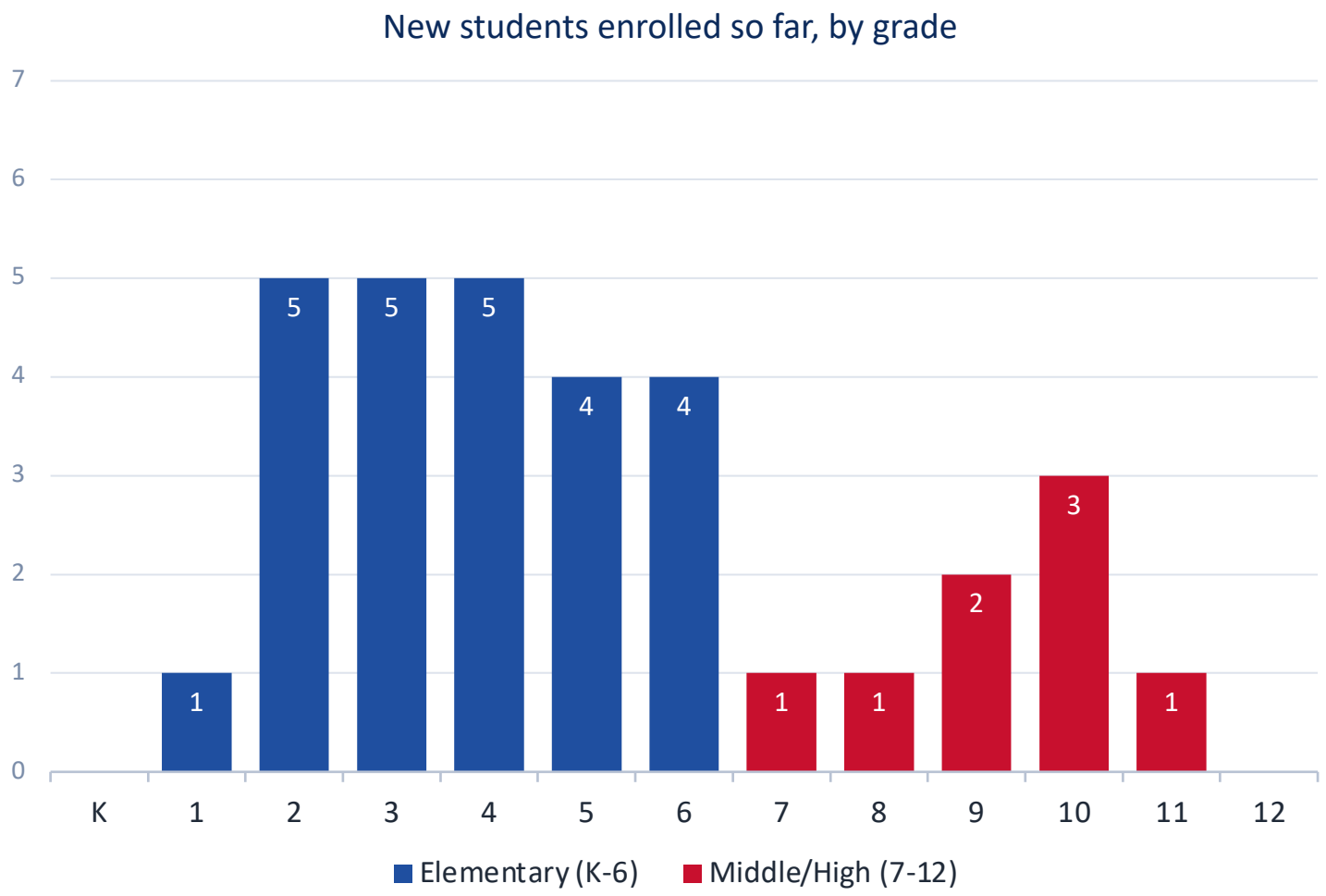
32

new students joined

3

students left the district

2026-27: New Students and Departures to Date



32 new students

24 elementary and 8 middle/high school.

3 departures

One in grade 8 moved out of state; grades 10 and 11 moved out of district.

32 joined, 3 left: net of 29 more students

Three-Year Comparison

The three school years side by side

128 joined – 100 left = +28 students

All three numbers cover September 2024 through October 7, 2026.

100

students left since 2024-25

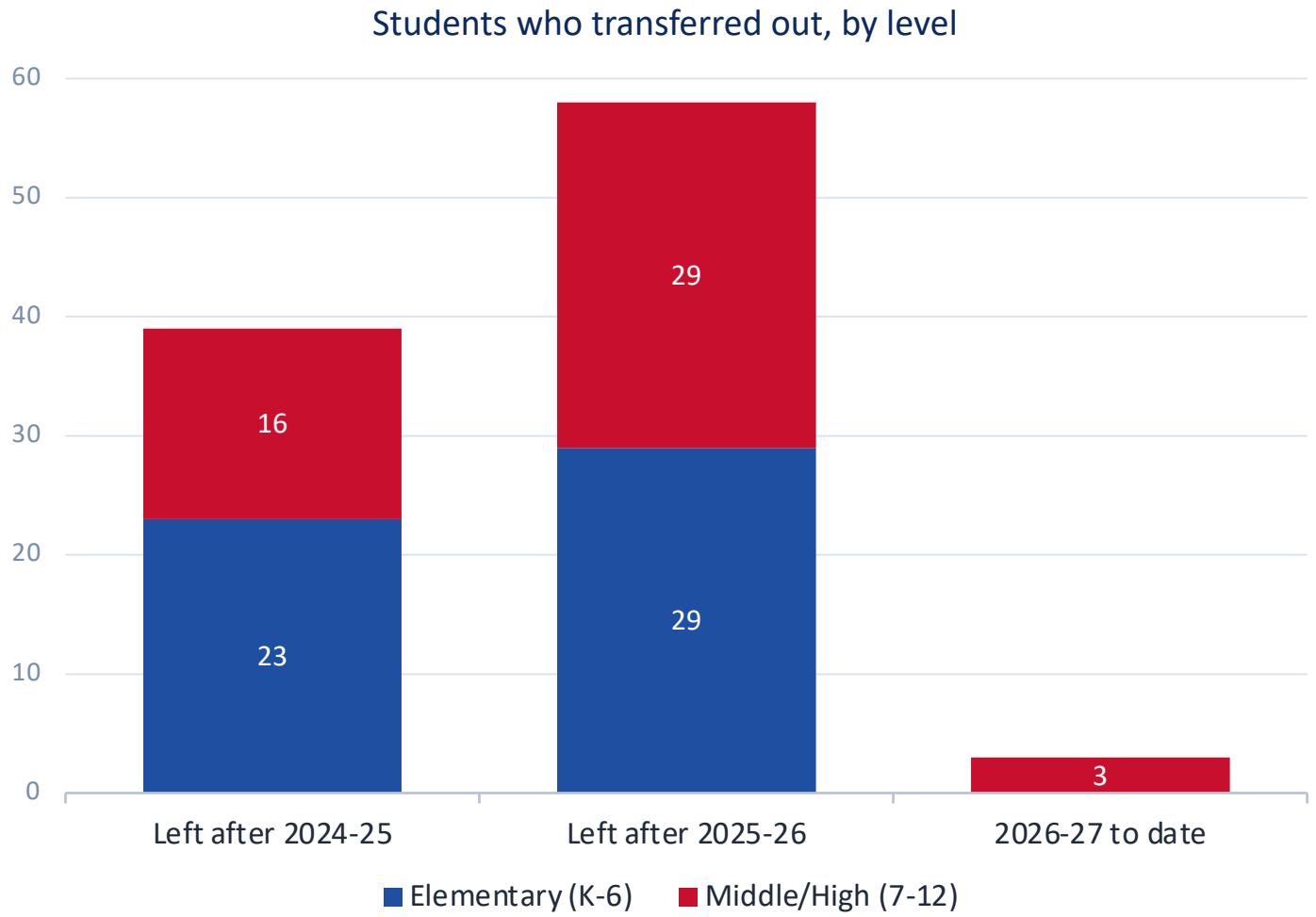
128

new students joined since 2024-25

+28

net change since 2024-25

Departures by Year



Middle/high school: 16 to 29
Departures in grades 7 through 12.

Elementary: 23 to 29
Departures in grades K through 6.

Total: 39 to 58
An increase of 19 students.

2026-27 to date: 3
All 3 were in grades 8 through 11.

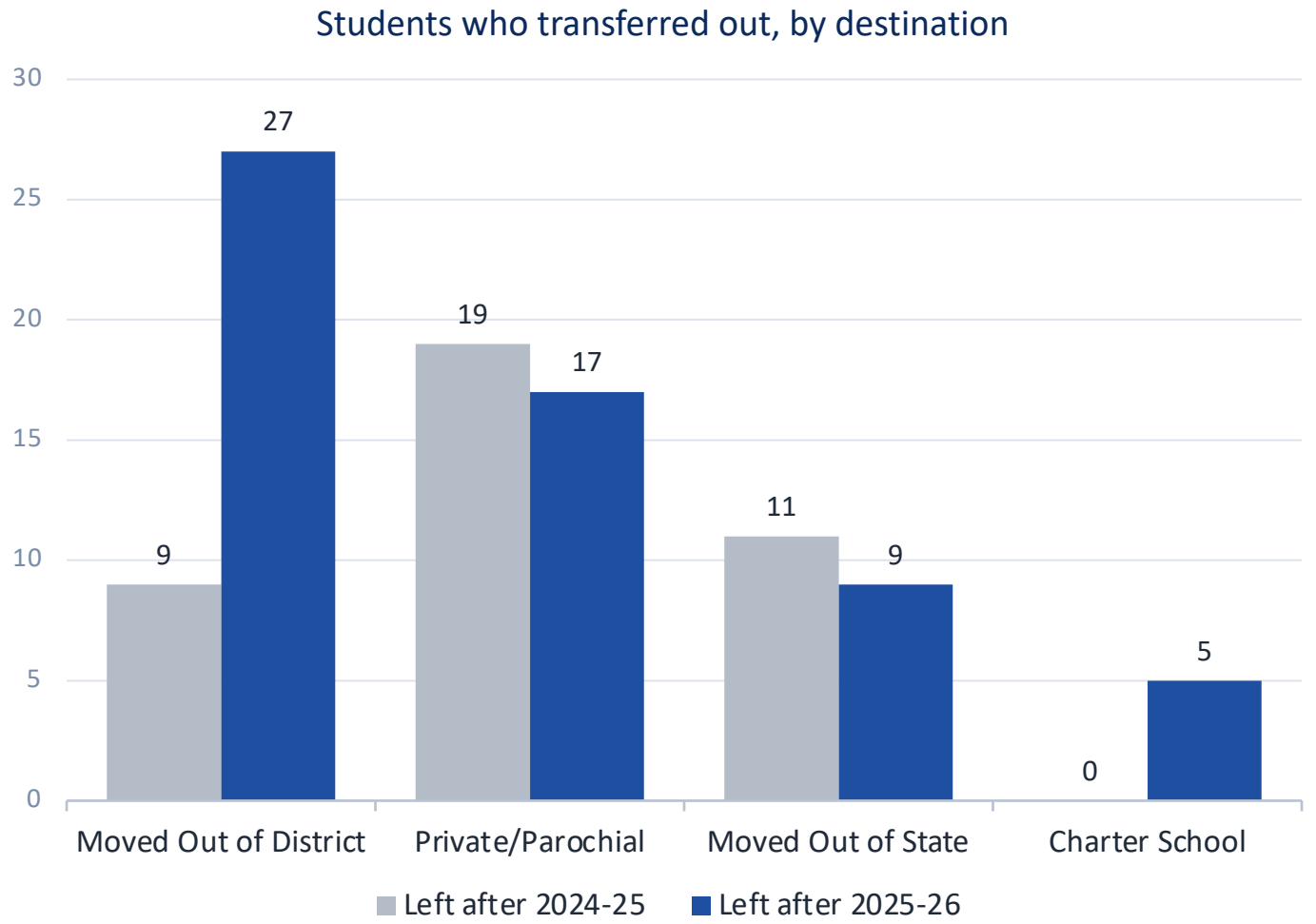
Where Students Went by Year

Moved out of district: 9 to 27

Private/parochial: 19 to 17

Moved out of state: 11 to 9

Charter school: 0 to 5



49

Grade 8 Departures

22

students left after completing grade 8 over the past two years

13 of them chose private or parochial high schools.

After 2024-25

10

grade 8 students left

9	**Private/parochial**
1	Moved out of district
0	Charter school

After 2025-26

12

grade 8 students left

4	Private/parochial
7	**Moved out of district**
1	Charter school

50

New Students Compared With Departures

2024-25 School Year

September 2024 – June 2025

49 Joined

39 Left

Net: 10 more students

2025-26 School Year

September 2025 – June 2026

47 Joined

58 Left

Net: 11 fewer students

2026-27 to Date

September 2026 – October 7, 2026

32 Joined

3 Left

Net: 29 more students

Returning Families and Kindergarten

Families leave and come back

Some of the same families have left the district and re-enrolled in a later year.

A departure is not always a permanent loss.

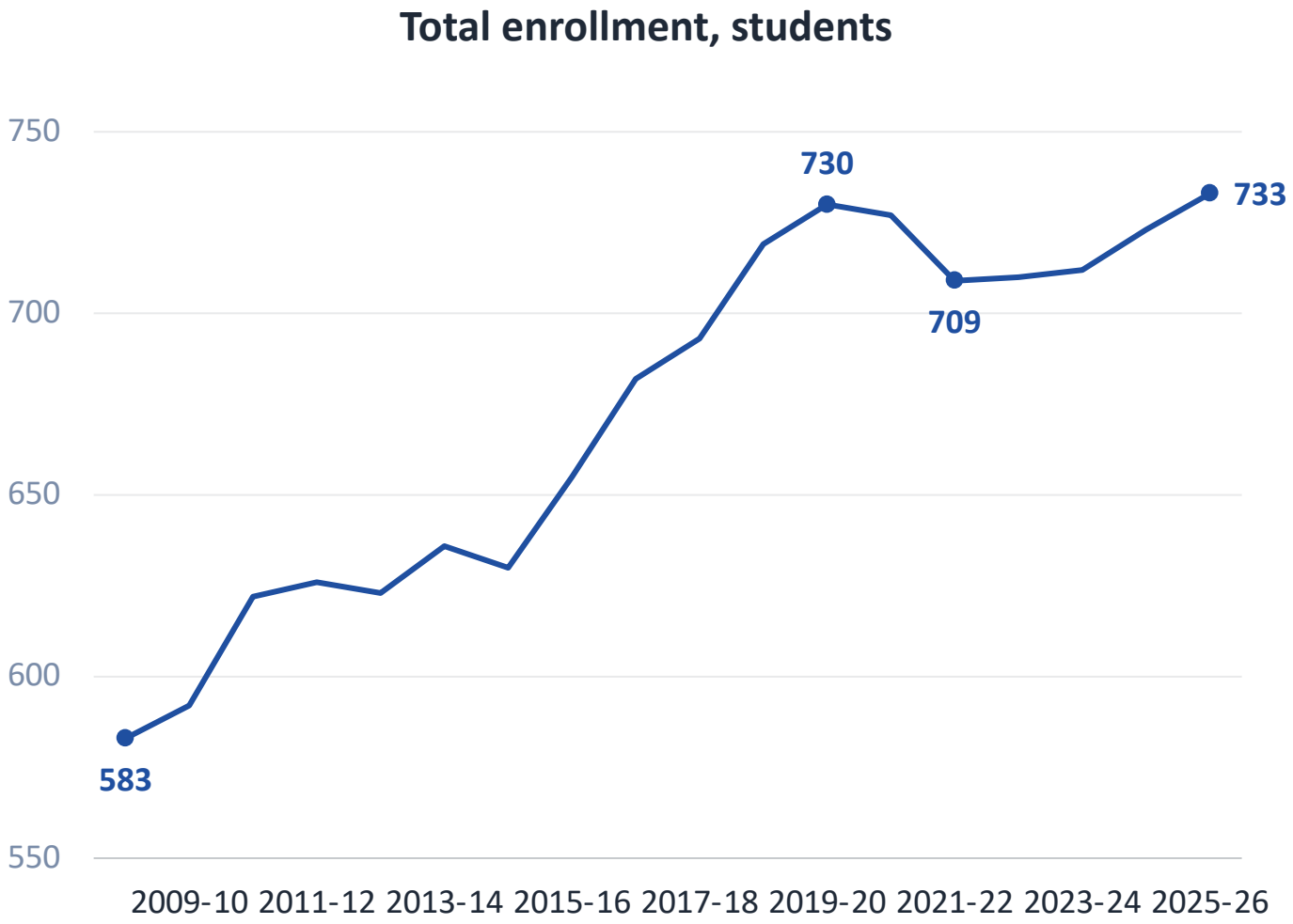
Kindergarten trends

Up one year, down the next since 2022

2024-25	2025-26	2026-27
46	55	45
students	students	students
	+9 students	−10 students

Kindergarten students are not included in the new-student counts on earlier slides.

Enrollment Since 2008-09



Up 150 students since 2008-09
583 to 733, a 26% increase.

Fastest growth: 2014-15 to 2019-20
630 to 730, up 100 students in five years.

Dip after the 2019-20 peak
Down 21 students to 709 by 2021-22.

A new high in 2025-26
733, up 24 since 2021-22 and 3 above the 2019-20 peak.

53

2026-27: 718 Students Enrolled Today

718

students enrolled as of October 10, 2026

Expected to rise

Registrations are still coming in

4–5 more students in the queue to register, at minimum

Why the count is lower for now

Smaller kindergarten class

Fewer kindergartners enrolled this fall

Out-of-district placements

A few students placed in programs outside the district

Significant Needs and Elementary Space

Programming needs space we do not have

Serving these students in district will take classroom and program space the elementary building cannot provide today.

Elementary building

Already at capacity before next year's new needs arrive

Next year

7+

students with significant needs already identified for early education

Class sizes

25+

students per class, mid to upper 20s

Sections per grade

2 → 3

2 sections used to be the norm; most grades now run 3

17. PUBLIC COMMENTS - NON AGENDA ITEMS

18. **EXECUTIVE SESSION**

18.1. Resolution for Executive Session

18.2. Return to Public Meeting

19. **ADJOURNMENT**

19.1. Adjourn the meeting