

1 SPRING COVE SCHOOL DISTRICT
 2 BLAIR COUNTY, PENNSYLVANIA

3 RE: SECTION 780
 4 PUBLIC HEARING
 EAST FREEDOM ELEMENTARY SCHOOL

5

6 DATE: APRIL 8, 2008 7:05 P.M.

7 PLACE: EAST FREEDOM ELEMENTARY
 8 MUNICIPAL STREET
 EAST FREEDOM, PA 16637

9

10 BOARD MEMBERS: JAMES BUTLER, PRESIDENT
 11 JOHN BIDDLE, VICE PRESIDENT
 CHARLENE DODSON, TREASURER
 12 AMY ACKER-KINSELY
 HAROLD BLATTENBERGER
 13 GRETCHEN METZLER
 JULIE MILLS
 14 DR. JENNIFER MURNYACK-GARNER
 WILLIAM REPLOGLE

15

16 SUPERINTENDENT: RODNEY GREEN
 17 PRINCIPAL: BETSY BAKER
 BUSINESS MANGER: JOHN CLARK
 18 RECORDING SECRETARY: KAREN GREENWOOD

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22 Jo Nell Snider Court Reporting Service
 23 P. O. Box 202
 East Freedom, PA 16637

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1 MR. GREEN: Good evening. We're going to get
 2 started. I am Rodney Green and I'm superintendent of
 3 Spring Cove School District and former principal of this
 4 school so it's really a pleasure and a privilege to be here
 5 tonight and see a lot of familiar faces, so it's really my
 6 pleasure to be here.

7 This is an Act 780 hearing, and we are going to have
 8 some information for you about what that is but I'd like to
 9 start off very quickly by introducing the school directors
 10 tonight who are here for the meeting. I'm going to start
 11 clear up at the end of the table. There is Mrs.
 12 Gretchen Metzler, Mr. William Replogle, Dr. Jennifer
 13 Murnyack-Garner, Mrs. Amy Acker-Kinsely, Mr. John Biddle,
 14 board president Mr. James Butler, our solicitor Carl Beard
 15 from the firm of Andrews and Beard, Mrs. Charlene Dodson
 16 and Mrs. Julie Mills. And I think Mr. Blattenberger is
 17 going to join us a little bit later.

18 So I'm looking forward to having everybody here
 19 tonight and I'm going to turn it over to Mr. Butler to make
 20 a few welcoming comments.

21 JAMES BUTLER: I'd just like to thank everybody and
 22 welcome them this evening as we begin the Section 780
 23 hearing regarding the East Freedom Elementary School and
 24 I'd like to thank everybody for giving their valuable time
 25 to come out and participate in this very important process.

I N D E X

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2 Presentation:

3 Rodney Green, Superintendent Pg. 3, Pg. 7
 4 James Butler, President Pg. 3
 4 Carl Beard, Esq., Solicitor Pg. 4

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6 Comments/Questions:

7 Ed Bender Pg. 34
 8 Lori Hinkley Flaugh Pg. 38
 8 Doug Hoover Pg. 39
 9 W. Gene Henry Pg. 42
 9 Robin Brumbaugh Pg. 44

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1 MR. BEARD: Good evening. My name is Carl Beard.
 2 I'm the solicitor and I always get to do some introductory
 3 comments, whether it's a Section 780 hearing in regard to a
 4 school closing or contemplated construction of a new
 5 school.

6 The hearing that was advertised tonight is being held
 7 pursuant to Section 780 of the school code which requires a
 8 scheduling of a public hearing not less than 3 months
 9 before a determination is made as to whether you would
 10 close a school or a substantial portion of that school. By
 11 resolution that was adopted by the board on February 18,
 12 2008, this hearing was scheduled and notice was placed in
 13 the respective newspapers, and notice was placed in the
 14 Altoona Mirror on February 27, 2008, and another notice was
 15 placed in the Morrisons Cove Herald on February 28th.
 16 Notice was also posted at this particular school building,
 17 and if you looked on the district web site under calendar
 18 of events or information this hearing was listed as well.

19 Accordingly, upon my review as district solicitor,
 20 all schools are supposed to have a school solicitor looking
 21 at the school code, the board's resolution I find that
 22 this, you know, hearing has been duly constituted according
 23 to law.

24 I just wanted to reference that according to Section
 25 1311 of the school code it sets forth the various reasons

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1 why you can close a school. The authority that's listed,
2 there's basically 4 reasons. The first one is on account
3 of a small number of pupils in attendance, the second one
4 is the condition of the then existing school building,
5 third for the purposes of better gradation and
6 classification when you look at your course offerings and
7 curriculum and how you structure your school, and the 4th
8 reason is just other reasons. Believe it or not, courts
9 have held hearings and trials in regards to school closings
10 in the past and even within the last year a school district
11 was granted permission to close a school simply for
12 purposes of balancing a budget.

13 However, the purpose of the hearing tonight is
14 informational. It's like a legislative session, lets
15 pretend you would be going to the gallery down at the
16 general assembly in Harrisburg, it's that type of
17 proceeding, just as legislatures would be involved you
18 would be precluded from yelling out from the gallery and
19 things like that, because there is a process here that's
20 going to be a 2 fold process.

21 The first part would be background information that
22 Mr. Green is going to present, he'll discuss and describe
23 the background which is part of the consideration of the
24 school being closed or a substantial portion thereof. And
25 these presentations are going to be made by power point.

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1 You can you see the computer and stuff, and when the power
2 point presentation is completed we'll then take questions
3 from the audience if you need clarification, if there's
4 anything that was presented.

5 We are not going to indicate that we have every
6 answer in the scheme of things the way this thing is
7 contemplated, that is the first process, the information
8 that's presented, you have a question and answer. The
9 second part is to provide anyone here with an opportunity
10 to present information or testimony for the board's
11 consideration. There is no vote tonight.

12 We're going to have a moratorium of a 3 month period,
13 however, as Mr. Green will ultimately explain in the course
14 of this presentation even after this hearing is done just
15 like an Act 34 hearing, in this hearing as well you have an
16 opportunity to submit other information, letters, anything
17 you would like and we'll indicate how that can be submitted
18 to the board secretary at the district, and how that can be
19 marked.

20 As we go through this process there is a slide as it
21 relates to some of the rules and procedures, just like a
22 school board hearing where there's a public comment period,
23 likewise, you'll have an opportunity of upwards to 5
24 minutes to address the board. We would ask that nobody try
25 to delegate their 5 minutes to 1 individual who might try

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1 to go 10, 15, 20 or 30 minutes.

2 We would ask that when you stand up to comment that
3 you identify yourself and indicate whether you are in fact
4 a resident of the district. The purpose of the hearing is
5 to afford district residents an opportunity to provide
6 comments, ask questions and provide input.

7 As I said before, this is being, this is a quasi
8 formal process. You'll see this young lady with her back
9 to the door moving her fingers, she is the stenographer, we
10 are required by law to keep a stenographic record of the
11 proceedings.

12 As far as a sign up, I don't know if anybody had
13 signed up ahead of time, if not, and we'll do it as an
14 orderly process as possible, Mr. Green has a microphone, we
15 can go through, we would just ask for your name, address
16 and whether you are a resident of the district.

17 With all those introductory remarks, at this time I
18 would like to turn it over to Mr. Green to give the first
19 part of the presentation.

20 MR. GREEN: Thank you. And board members, you may
21 want to turn your chairs around, also, hopefully. I want
22 to welcome everyone and as Mr. Beard said, this is a public
23 hearing Section 780 of the Public School Code.

24 Like I said, this is our agenda, we're now at section
25 4 where we're going to review comments or aspects of the

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1 2004 feasibility study which is really the foundational
2 study that was completed in regards to looking at new
3 school construction but also our facilities. And this is
4 the school code that he just read and as well, Section 780,
5 why we're here tonight, and these are the rules.

6 So let me start off by saying that in 2004 in January
7 the school board voted to begin this feasibility study, and
8 as they were going through the study, what I'm going to do
9 tonight is there are a few copies of the study completed,
10 the one August 23 of 2004 is really the latest revision to
11 that plan, and I've taken some information from that plan
12 and putting it in the slides for you tonight. But what
13 that plan did was look at the basic construction and the
14 basic status of all of our buildings in the district and
15 obviously, tonight, we want to talk about East Freedom
16 Elementary. We are looking at a number of items and I'm
17 just going to walk right through those.

18 For example, the condition of the lots and drives are
19 rated poor to fair. Someone had asked me today earlier
20 about how do you come up with these adjectives, poor and
21 fair, and it's basically the architectural firm HHSDR who
22 did the study for it. There's a numeral rating system, a
23 scale that they use and they go through this and then at
24 the end of their whole rating system it's tallied up and
25 put into a range of scores are designated in poor, fair,

1 good, those type of conditions. So it's not as subjective
2 as what it may sound, so it's just not someone saying oh
3 that's poor, that's fair.

4 We looked at things such as the sidewalks, you know,
5 being fair to good. I know we have recently done some
6 replacement work at the beginning of the school year.

7 And obviously, this building is unique. It has 3
8 different structures to it. The 1969 and 1990 areas are
9 sound and good condition but the 1953 area is in poor to
10 fair condition.

11 And part of this roof that we have is a built up
12 roof, it's about 20 years old and it's in fair to poor
13 condition.

14 And again, if you'll bear with me as we go through
15 this, the 1969 and 1933 windows are in original fair to
16 poor condition. We looked at things such as the exterior
17 of the building, the exterior masonry walls are in good
18 condition, doors and hardware are in fair but the 33 doors
19 are also in poor condition and recommended to be replaced.

20 In general as we, I'll say this about all of our
21 buildings, it's really an attribute to our maintenance and
22 our custodial staff but our buildings have been well
23 maintained. And even with the maintenance we still have
24 issues with how much space we have and some of the just
25 ages of the facilities, themselves.

1 In looking at some of the spaces, the additional
2 space I think we look at as needed for special education
3 and storage spaces in this building, the administrative
4 offices could obviously use some additional space, we
5 really don't have a conferencing area, that seems to be a
6 pretty common thing to have in buildings any more, a lot of
7 parent meetings, a lot of consultants, a lot of people come
8 into schools, we have a lot of people who provide
9 additional services. The nurse's office is an open area
10 without a separate office.

11 This original building was 66 years old in 2004 and
12 most of those finishes are original, and usually you look
13 at upgrading or replacing original finishes when they get
14 aged.

15 The cafeteria upgrades which we're standing in now
16 would include some new pull-down tables, stage lighting,
17 curtains, new high windows, some curtains up in that area
18 and lighting. The lighting in here is not part of our MG
19 efficiency that as you have probably been reading we have
20 been doing a lot of retrofitting of our lighting systems,
21 and this room has not been part of that.

22 The restroom areas vary with age in this building,
23 again, as you go there are different, really 3 different
24 ages of restroom facilities in this building and they
25 pretty much reflect the age of their installations.

1 Our heating, ventilation and air conditioning system
2 is a hybrid steam hot water system. We have a boiler in
3 the oldest section of the building in the basement, there's
4 some water infiltration and sump pumps in that area, also.
5 And the unit ventilators are aged in many of the areas and
6 have poor operating condition.

7 We have an underground storage tank which as you know
8 in today's world, underground storage tanks are not a
9 preferred type of storage area and when they are there's a
10 lot of regulations, EPA and everyone else that goes along
11 with that. And if we were going to replace the boiler
12 which it should be done, we would probably look at a
13 different type of hot water heating system with an above
14 ground tank, also.

15 The building has a well water system. I don't think
16 I need to say a whole lot about that, not all of our
17 buildings have well water, this one does and that
18 pressurizes the entire water supply. And we are fortunate
19 to have municipal sewage in this area at this time.

20 Elaborating a bit more on the well water, I just want
21 to really just state very clearly, our well water is of
22 good quality. It passes all the tests, it's not, I don't
23 want anyone leaving tonight saying he said the water is not
24 safe to drink or anything like that. But extra expense
25 would be involved in providing some additional water for

1 fire suppression and sprinkling so we are not sure whether
2 the supply that we have is adequate for a true sprinkling
3 type system.

4 We do have a costly testing process because of having
5 the well and it's good quality and the well is considered
6 to be in good condition, but like any well water supply you
7 have to think about that when there's a drought.

8 Obviously, the piping in many areas is aged, again
9 reflects the age of the building, and recommendations are
10 to replace all that type of piping. That's a pretty
11 extensive job.

12 This school was built in a combination 100 year 500
13 year flood plan. That means that we have to look for
14 additional insurance. Our current insurance provider would
15 require that we get additional federal type flood
16 insurance, is that correct John?

17 JOHN CLARK: That's right.

18 MR. GREEN: And adequate flood insurance would
19 require an extraordinary loss policy at a substantial
20 on-going cost to the district. I can tell you that the
21 last quote that we received was about \$3700 a year of
22 additional costs just for that insurance policy. So on a
23 yearly basis that can add up very quickly.

24 Our main electric panelboard is in fair condition.
25 Again, electrical panels become aged, it's harder to get

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1 replacement parts for them.
 2 Our emergency power system is undersized for the
 3 required loads of any renovations, because once we do
 4 renovations we have to upgrade those systems to go along
 5 with it. A new generator, panel and distribution system
 6 would be all part of that type of an extensive renovation
 7 and as we said, our lighting systems vary throughout the
 8 building with no energy efficient lighting currently in use
 9 in the building, and that is an issue.

10 If you go in the rooms, even in this room here
 11 tonight, there are few receptacles along the wall. It's
 12 one of the newer sections as well as the old sections, the
 13 receptacles are inadequate in number. They're safe, but
 14 they're just a few, and we use a lot of technology and a
 15 lot of electrical devices as part of the educational
 16 environment today.

17 The PA sound system for the building, not the one I'm
 18 using here today but the one for the building is aged. Our
 19 clocks and phone system also need upgraded. You probably
 20 have read that we're doing some extensive communication
 21 upgrades throughout the district.

22 Our fire alarm system is operable, it works, it's
 23 safe. It doesn't meet the code requirements and it should
 24 be replaced. We do get grandfathered for a number of
 25 issues as long as those items are in operating condition

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1 classroom we really see in today's modern educational
 2 environment that a number of our classroom areas are
 3 inadequate to support effective instructional methods. We
 4 have some limited spaces that inhibit student moment. It
 5 doesn't take long once you get more than 20 students in a
 6 classroom with desks and other additional furniture and
 7 bookcases and things like that to have some limitations in
 8 space.

9 We use a lot of techniques. If you walk in any
 10 classroom, and I would invite any of you to visit on any
 11 given day, and you come to a classroom you are not going to
 12 see instruction what I call all the students sitting in a
 13 row, everyone getting a lesson all at one time. You may
 14 see a little bit of that but most of the time you are going
 15 to see students engaged in small groups. You are going to
 16 see what we call flexible grouping. You are going to see
 17 students working in learning centers while the teacher or
 18 an aid is working with other students at the same time.

19 So our methodologies and our ways of what we call
 20 adapting instruction to individual student needs, it has
 21 changed significantly, and we need to have I think adequate
 22 spaces to pull off that kind of program. You obviously,
 23 want to have the technology in our system and I think we
 24 have done very well, if you come in this building or any of
 25 our buildings we have wireless networks, we have laptops,

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1 and can be replaced and repaired.
 2 This is a big issue in every building being a public
 3 entity with many students and parents and other agencies,
 4 but the American Disabilities Act accessibility laws we
 5 really have very poor ratings in that area from exterior is
 6 fair. They would look at a building like this say you have
 7 2, 3 stories you need to have an elevator system.

8 Other ADA issues include handrails, stairs, doors,
 9 hardware, signage, rest rooms, fixtures, just about
 10 everything that you can put in a building any more have an
 11 ADA component to it. And also you have to have an area of
 12 rescue assistance when you have a 2 story area, which we
 13 are lacking in this building.

14 Like many of our older buildings we do have materials
 15 that have asbestos. It is contained, it's in a non friable
 16 state, is the term. We also have an annual asbestos
 17 inspection. We have a contract with a company that
 18 assesses all of our asbestos installation throughout the
 19 district being tile, pipe fittings, thermal insulation and
 20 panels. And the present overall condition of the building
 21 is rated fair according to that feasibility study.

22 A couple additional slides, in looking at not just
 23 the building but what we use the building for is I think a
 24 bigger question that we have always looked at. When you
 25 look at what type of activity takes place in a regular

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1 but we still need to have infrastructure put in the schools
 2 to support that type of learning.

3 And special programs, if you go into some of our
 4 schools you will see dedicated areas, whether it be science
 5 or art, whether it be for music or specialized reading
 6 groups, we may have some of those areas but we don't have
 7 all of those areas in this building and sometimes they are
 8 shared spaces. And again, that causes what I would call
 9 some interruptions in instruction at times.

10 Another big issue in our educational feasibility
 11 study is looking at special education. Again, whether you
 12 are aware of it or not, we have a number of students in
 13 today's educational environment who are identified as
 14 having a learning disability or some type of other special
 15 needs type of disability. In our district at this point we
 16 have over 20% of our students who have what are called
 17 individual educational plans. That's pretty close to the
 18 state average but that's still a significant number of
 19 students who have specialized program needs.

20 There's limited space to have what are called
 21 individual spaces for some of these students for small
 22 group work also. We looked at if you go up to the younger
 23 building I know when I was a principal here we had a class
 24 room that was converted for multiple use. It literally had
 25 almost like small office spaces, and it's adequate but it's

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1 still not a truly private area and it doesn't provide the
2 kind of privacy that you need at times to provide for
3 children who have distractability issues and sometimes have
4 issues with anxiety, emotional issues, so they need
5 specialized spacing whenever possible.

6 And again, we have other specialists. The school
7 psychologist or one comes into the school and provides
8 additional services but we have many, many other
9 specialists whether it's a hearing specialist, a reading
10 specialist, speech and language specialist, we have people
11 who are behavior specialists to work with students from
12 other agencies, so it is a different world today in
13 education. We have many, many, additional supporting
14 adults. Not all of them work for the district but many
15 come in and work with our students even though they don't
16 work for the district. Again, a lot of our areas have
17 limited access for students with physical disabilities.

18 Now the additional consideration I know that when the
19 board was going through the feasibility study in 2004 and
20 also when they did the Act 34 meeting in December of 2005
21 they were looking at issues such as when would this
22 building be eligible for state reimbursement, for
23 construction which wouldn't be until 2010. The last
24 reimbursable project that was done here was in 1990, that's
25 the wing at this end of the building, and the construction

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1 reimbursement is only available to the district, whether
2 you are aware of this or not, you can only get
3 reimbursement from the state on a 20 year cycle.

4 And to give you kind of an estimate, that
5 reimbursement, back in the sixties you could expect to get
6 maybe 60, 75 cents on every dollar back from the state for
7 school construction. Today that figure on the average is
8 less than 20 cents on a dollar. So our district really
9 would really get just about 20, 21 cents on the dollar for
10 this type of reimbursement project. I am not knocking it,
11 it's great to get that kind of money from the state but it
12 just isn't what it used to be, and that is a limitation.

13 The other thing is that when you started looking, and
14 I know that they did their consideration of options, I'm
15 not going to go through all of that, that's what the Act 34
16 hearing was for, but one of the facts that came out in that
17 option was that the subsidy from the state would be less
18 with two buildings rather than, one, and that is either
19 renovating or doing some type of construction to the
20 buildings, there's a greater reimbursement comes back when
21 you are building one school. So that was part of the
22 discussion and part of the decision making process at that
23 time.

24 I am going to put the slide up here because
25 obviously, we're talking about 2 schools in a construction

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1 project and I want to also mention in the back of the room
2 tonight we have drawings from the school project. I am not
3 going to stand here and pretend like we don't have a school
4 going up, we do, and the project plans are in the back of
5 the room, it's obviously, under construction at this point
6 but I want you to be able to see not just the floor plans
7 but there's also some plans there that the board is still
8 considering right now for some additional outside spaces
9 such as ball fields and play areas.

10 But when you look at the benefits of combining
11 schools, again, part of that conversation took place in the
12 Act 34 process was you could provide, obviously, a better
13 insulated school, and I'm preaching to the choir. I know
14 everyone in this room tonight has to buy gasoline for their
15 car, has to provide some type of heat for their homes, we
16 have to do the same thing for our school buildings, and so
17 we are going to try, and with newer construction
18 methodologies you can come up with a building that has
19 better insulation, better controls and improved window
20 systems that really result in significant cost savings.
21 And that's part of the game today. You have to reduce your
22 energy usage because that energy is not going to get any
23 cheaper.

24 We also know the potential benefit of providing
25 enhanced learning opportunities, and again, if you look at

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1 the floor plans and look at the type of facilities in it
2 you'll see some of those dedicated spaces that I talked
3 about for some of the special needs, dedicated spaces for
4 things such as art and music, even science. You'll see
5 some dedicated spaces for large group and even small group
6 instruction. So those are the types of efficiencies and
7 enhancements or opportunities for all children.

8 We also have the opportunity to bring your staff
9 together in 1 location and I can tell you historically even
10 being in the school district off and on for a period of
11 about 20 years, that we know that staffing and class sizes
12 vary from building to building, and that historically has
13 been an issue. And so when you can look at how you can
14 better utilize your staffing there are deficiencies and
15 that are cost savings that take place in that.

16 I want to show just for tonight for an example, and
17 this is just an example tonight but just to give you a
18 quick education on that, one of the things that I'm not
19 sure if most people are aware of, but when we looked at our
20 buildings and we did a cost analysis of all our schools for
21 example, of all of our elementary schools, East Freedom,
22 Martinsburg and Roaring Spring analysis and then a total
23 elementary analysis, if you take the total expenses for the
24 building, and this is my math lesson tonight, the
25 denominator and put the numerator up there with the staff

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1 salaries and benefits, you can get a ratio of the
 2 comparison of what those costs are. And this is true in
 3 just about any school system around us anywhere in
 4 Pennsylvania, actually.
 5 But if you do that type of math what you are going to
 6 find out very quickly is about 70% of the cost in all of
 7 our elementary schools combined is salaries and benefits of
 8 the staff in that building. Martinsburg Elementary it's
 9 about 70%, East Freedom is about 72%, it's a little bit
 10 higher because of a little bit smaller student size and not
 11 as great a reduction in staff, and Roaring Spring
 12 Elementary about 69. And this figure will average, it will
 13 vary a little bit from year to year but it won't change a
 14 whole lot. So it's kind of a rule of thumb that that's
 15 what you are going to end up with as far as total costs.
 16 And again that is an example. No decisions have been made.
 17 I promised Mrs. Baker that we haven't done anything like
 18 that, so, but I just wanted to show you right now.
 19 If you went to Roaring Spring Elemenary School this
 20 is the class size and class configuration that you would
 21 see in this building, that many kindergarteners, you could
 22 see class sizes and you can see what those numbers are. If
 23 I take the same approach and show you East Freedom, you can
 24 see again there's a variation in those class sizes. And it
 25 will change from year to year, but one of the factors is

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1 when you have smaller schools it's harder to balance out
 2 class size, so maybe you only have 1 or 2 grade classes in
 3 each grade level.
 4 And using that as an example, again, I can show you
 5 that if you took the exact same number of classes right now
 6 that are in Roaring Spring and East Freedom and put them
 7 together under 1 roof it would look like this. So you can
 8 see that there's a balancing effect that starts to take
 9 place, there's an evening process that takes place. You
 10 can see the class sizes become a little more balanced from
 11 1 level to the other and again, when students move in and
 12 you get a few students at 1 grade level versus another it
 13 doesn't tend to knock the class sizes out of balance as
 14 quickly.
 15 For the purpose again of example only, you'll see I
 16 have a 5th grade there, there was 19 in each class. Just
 17 for the purpose of illustration tonight, Mr. Hoover, you
 18 still have a job, I didn't take you off the chart, okay,
 19 but you can see you can bring that class sizes up to 25 and
 20 26, which is still comparable to some class sizes we have
 21 throughout our elementary system, and that's a savings of 1
 22 position and that's just an example. But a savings of 1
 23 position when I showed you of what the cost ratio is in our
 24 buildings and what a staff position is, those are real
 25 savings and they're generated year after year after year.

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1 So you are going to hear me use the term stewardship
 2 and I really believe that we as both administrators and
 3 school directors, we're stewards of your resources in the
 4 school district, we're stewards of the tax dollars, we're
 5 stewards of the investment you have already made in the
 6 school. And as stewards, we have to look at what is the
 7 most efficient way we can still provide the best quality
 8 education for our students and be responsible at the same
 9 time.
 10 This again, just to kind of, again, I am not going to
 11 stand up here and pretend this is a school project, as I
 12 said, there are drawings in the back, but essentially, the
 13 benefit that came out of the feasibility studies said that
 14 by combining into a new school project you will have those
 15 yearly operational savings that you can get by combining
 16 some of the services by having a more efficiently operated
 17 building by having better energy, a more energy efficient
 18 building and you'll also have opportunity to provide those
 19 enhanced opportunities. When students are getting together
 20 for music they're getting together now with a larger group
 21 of students. When they're getting together for some
 22 academic activity they can be challenged by a larger group
 23 of students.
 24 Even though I have talked about the plans back there,
 25 I just want to kind of give you a quick synopsis of this is

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1 what's in the new building that is being constructed. And
 2 you can see the kind of spaces below, numbers in
 3 parentheses, there are 5 kindergarten classrooms which are
 4 larger classroom areas because again, early childhood
 5 students need some additional spaces for some specialized
 6 services. 20 regular classrooms, 2 special education
 7 classrooms, an art room, a music room, I'm not going to
 8 read all those but you can see it really does provide a
 9 full complement of educational services in a much more
 10 efficient environment.
 11 Now I know some parents are here tonight and some
 12 people involved in the transportation system and we just
 13 wanted to kind of give you some feedback because even
 14 though it isn't the purpose of the meeting tonight, after
 15 I'm done we really want to hear from you and hear your
 16 feedback, but being that we'll be transporting students
 17 from this direction to Roaring Spring, we're already doing
 18 that for grade 6 through 12 at this point, so it's not a
 19 new thing, but bringing K to 5 and maybe pre-K to 5, we
 20 hope, in that direction we are looking at the kind of you
 21 know, that the routes really are not going to change a
 22 great deal. The route times, I am going to say at this
 23 point we think may begin at a slightly earlier time but we
 24 think that might be in a 5 to 10 minute time frame, but we
 25 know we have to sit down and do a more concerted type

25

1 overall plan. We've already talked to our transportation
 2 contractors about meeting for them to go through that.
 3 But really, if the routes don't change a whole lot
 4 there really isn't going to be what I call a significant
 5 cost increase in transportation. I'm going to throw out
 6 that word reimbursement again. We do receive reimbursement
 7 from the state for transportation. That reimbursement is
 8 based on formula, but 1 piece of that formula includes
 9 mileage and you also include the number of students on the
 10 bus but the mileage is really a larger factor. Again, we
 11 think that with a little bit of tweaking, with a little bit
 12 of collaboration we can get those routes to where we can do
 13 it in a way that is efficient and still get the students to
 14 school on time.
 15 I wanted to kind of take again, a moment, since you
 16 are here tonight, to give a quick review. The current
 17 school construction project is in the December 5 meeting we
 18 had here or had at the middle school to talk about the Act
 19 34 construction cost, at that time it was projected that
 20 the school was going to cost \$14,510,387. We had a delay
 21 of almost 2 and a half years and we went through a process
 22 in July and August where we went through specifications for
 23 the school, put them out for bidding, the bids came in and
 24 when those bids were awarded we had an increase, a slight
 25 increase to \$14,811,856. That under the Act 34 process as

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1 said that school is only going to cost 14 million 800
 2 thousand dollars and yet they borrowed 21 million dollars
 3 for the school project. Well there are additional costs.
 4 That's just the construction costs that I showed you that's
 5 roughly 15 million dollars, but there's many other costs
 6 that are associated with the school, that include design
 7 costs, included a lot of the furniture costs, additional
 8 utilities, location costs, other things that are not part
 9 of the overall projects. So when you look at those cost
 10 estimates we're already up to about 18 million 268,859, and
 11 we know that we were authorized to borrow up to 21 million
 12 dollars. We're hoping we don't need to use all 21 million.
 13 In the past we have been fortunate when we have done
 14 construction projects to have money leftover. We use that
 15 money for future construction and future capital projects.
 16 Now I mentioned earlier about the lighting project that we
 17 have done, you may have read, like I said, we're doing a
 18 fiber project right now, we're doing a heating conservation
 19 project at the Bean Hill gymnasium. All those funds are
 20 coming out of capital or old construction funds. So we are
 21 going to be frugal. Just because we have an authorization
 22 to spend a certain amount of money doesn't mean we're going
 23 to spend it unless we absolutely have to, but it's to your
 24 benefit and everyone else's if we can have money leftover
 25 that can be invested and can be used for capital projects.

26

1 the state defines it was within an 8% range. We were not
 2 allowed to go more than 8% above the original cost factor.
 3 And other than that cost factor even though if you look at
 4 the plans in the back of the school you can see right now
 5 where the school is located, yes, at one point in this
 6 process the school building might have been located in a
 7 different piece of that site, it may have have even been
 8 and was in the township and moved to a different location,
 9 but at this point the only thing that the state, and we
 10 have had correspondence with directly with the state
 11 Department of Education, they have verified that our Act 34
 12 process was legally constituted, that nothing that was done
 13 as far as moving the school had anything to do with that
 14 process and that the major issue that they look at is are
 15 you bringing that building in and are you awarding bids
 16 within an 8% overage window, which we came in with lots of
 17 room to spare. And considering the delay that we had and
 18 knowing how much construction costs go up on a monthly
 19 basis I think we're very fortunate. And we were able to
 20 borrow money at historically low rates as well as get some
 21 great bids.
 22 This is the Act 34 document, I'm not sure if you can
 23 see it but I put it in there for my benefit as much as
 24 anybody's, just so you can see that debt with the number.
 25 I don't want you leaving here tonight saying, well he

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1 That's millage that won't have to be levied in the future.
 2 I wanted to talk very quickly and show you this
 3 overview of what the millage looks like. Based over the
 4 last few years this is what the school district has done in
 5 their borrowing and in their overall millage increases.
 6 You can see in 2006 and 2007 we issued 10 million dollars
 7 in bonds at again, historically low rates. A few years
 8 later we thought that wasn't going to happen but they have
 9 stayed down there and we have been very fortunate. The
 10 millage increase that year was 12 mills overall for the
 11 school district but 8 of that millage, 8 mills was
 12 dedicated specifically for that bond, for the 10 million
 13 dollars in bonds. Moving on to 2007 and 8, another 7.5
 14 million in bonds were issued, that millage increase that
 15 year included a 14.53 mills increase for the school
 16 district for all overall needs and of that 14.53, 6 and a
 17 half was for the construction project, was for the bond
 18 issue.
 19 We know in this upcoming budget this year, the 08-09
 20 budget that we are working on right now, we know that we
 21 are not going to do any additional bonds in this year. Our
 22 bond counsel and the people we work with who do our
 23 investments have made a recommendation to us that we don't
 24 need to do that this year, that there is a break in the
 25 rate, so to speak, and we can, our cash stream for the

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1 project, that will be fine. So I put in there I can't tell
2 you what the millage increase is going to be, if any, for
3 this year because we haven't done our budget yet. But I
4 can tell you with a lot of certainty zero dollars and zero
5 mills will be in the budget this year for the construction
6 project.

7 We do know that to complete that 21 million dollar
8 financing cycle that in the 09-10 budget, or about a year
9 from now, we'll be talking about that budget and we'll be
10 looking at an additional 3 and a half million dollars in
11 bonds, and we know that we'll have to do a budget that
12 includes some type of millage increase but we know that
13 whatever we come up with, only 2.3 mills are needed for
14 that budget.

15 So you can see the total millage needed to borrow 21
16 million dollars is 16.8 mills. I think it's helpful to see
17 that information.

18 Another fact that is nice to share is that we have,
19 as I said earlier, we have done some construction on other
20 projects in the past, and so we have bonds, we have debt if
21 you want another 4 letter word to stick in there there,
22 debt, that will be paid off in 2009 from the 1999 bond, we
23 also have a 2003 bond that will pay off in 2011. Just as
24 we showed you on the chart we put millage into the budget
25 each year and that millage stays there to fund the payments

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1 for that bond, those payments that are in the budget now
2 and that are being collected for previous bonds will be
3 rolled over or wrapped right into help pay for the new
4 borrowing. That's what keeps that borrowing down. That's
5 how we're able to borrow 21 million dollar for 16 mills.
6 It would cost a lot more if you weren't going to wrap your
7 other bond payments into that.

8 As Mr. Beard said and in addition to tonight's
9 hearing, we have a 30 day time period, we welcome not just
10 your comments tonight but we really welcome any
11 submissions, whether you want to stop by and talk to us, if
12 you want to email, if you want to submit them in writing,
13 in other ways, but within 30 days we'll take that
14 information and we'll put it into the official transcript
15 that's being produced for tonight's meeting.

16 MR. BUTLER: The date is wrong.

17 MR. GREEN: Did I? Okay.

18 MR. BUTLER: 30 days from tonight?

19 MR. GREEN: Within 30 days, oh okay, yes, there's a
20 different date there. 30 days from tonight. And then we'd
21 ask you to include your name and your residence. So 30
22 days from tonight would be May 8th.

23 I just want to say thank you, not only for that but
24 if you'll indulge me for 1 more time as I said, I was the
25 former principal of this school and I never thought I'd be

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1 back here certainly under these circumstances, talking to
2 you, the public, and I just want you to know that I know
3 we're going to hear from you tonight, and we're going to
4 hear from you I think about what you believe and how you
5 feel. And we all have feelings in this process.

6 I was lucky to be a principal with a great group of
7 teachers, parents and students. We did things like putting
8 on bug ears to celebrate when students in our school
9 brought their grades up. This wasn't just for the straight
10 A kids, this was for every kid in the school that brought
11 their grades up. And we got together and we all celebrated
12 it. It was wonderful.

13 We also did things like we had pet shows. And when I
14 first came here they said oh Mr. Green, you got to have the
15 pet show. No Mrs. Benson, I left you out of the picture,
16 okay? You are not in there. But that pet show brought us
17 together. It was another way that this community came
18 together. And I can guarantee you this grass area out here
19 was packed with people, not just animals.

20 We also had some great opportunities when the Curve
21 came in, I know we had some special activities here with
22 Daffodil Days and things, we had some tickets that were
23 given to us, we went into the baseball park, had a group
24 there, they invited our community to go along there, we
25 even had one of our students go out and do the first day

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1 pitch, and that was wonderful. She did a great job.

2 And someone said to me, you know Mr. Green, tonight
3 you are going to get creamed when you go to East Freedom,
4 and I just wanted to let you know I have been creamed here
5 before, okay. But seriously, we had some activities also
6 where we encouraged students to meet some goals, whether it
7 be academic goals, or fund raising goals in the school, and
8 every now and then someone said well gee whiz, wouldn't it
9 be nice to hit the principal with something soft and fuzzy
10 in the face. And you can see, this young man had to really
11 at least really think about it, so I appreciate the pause
12 that he took, but these are special moments to me and I am
13 telling you, I'll never forget it.

14 Just simple things that I just want to say to you,
15 community is not just a location, it's a feeling. And when
16 you are asked to come into a classroom and carve a pumpkin
17 something special happens when you are invited, and I think
18 that is that spirit of invitation is going to be anywhere
19 our students are and anywhere our families are.

20 We always did things first class here. We even had
21 some kids take a limo one time because of a fund raiser and
22 they went down to, had a special dinner down at the
23 Creekside Inn and were treated to a first class meal. So I
24 think again, this community and this school has always been
25 first class in my book.

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1 And finally we had some special moments here just
2 like the rest of the nation when 9/11 happened, and I can
3 still remember that morning when the phone started ringing
4 and people said, "Are our children going to be okay?" And
5 all we could say was, "We hope so". And we had a lot of
6 parents come in and help us and be with us that day, and
7 that made a difference.

8 This was a year later when we had a special
9 commemoration ceremony we had all of our students paint the
10 flag pole out here and we said the pledge together and we
11 sang a few songs and it was a special moment.

12 And finally, I know family means a lot to you. This
13 is my grandmother. She was 91 years old, came down here on
14 Grandparents Day, had lunch with me. She was a parent who
15 was here when this school opened, part of the PTA. And I
16 can't tell you how much it meant to her to be here. It
17 meant a lot for her to be here with me so I am going to
18 tell you, it was a special day.

19 So I just want to say to you that we appreciate your
20 comments, we appreciate the support and we appreciate the
21 criticism in the sense that you are going to tell us what
22 you think is best and that's okay, that's what tonight is
23 for. But we really want your input, we want your
24 suggestions, and I think by working together we are going
25 to continue to do some great things for our students. So I

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1 want to thank you all for listening to this part of the
2 meeting.

3 MR. BEARD: This is an opportunity for any questions
4 to be posed. As we said before, we may not have an answer
5 to everything, and as your comments come in the information
6 is weighed and the other comments that come in, and at some
7 point down the road I am quite sure that the board will
8 come together to address and discuss those things as
9 they're obligated to do under the law. So if anybody has
10 any questions for Mr. Green in regard to any information
11 that was presented now is a good time to ask away. I'm not
12 real good at auctions, you know like that going once, going
13 twice, either I bought things I shouldn't have bought or I
14 missed it. But we have about, I didn't count everybody but
15 we have at least 20 plus people here tonight. Did you
16 raise your hand, question? That's an auction, you raise
17 your hand you can end up buying something.

18 Okay, if there's no specific questions how about then
19 we go to move into part 2, as far as any public comment
20 that anybody would like to come up, state your name,
21 address, resident of the district and comment in regard to
22 any information that has been presented this evening?
23 Again, I hate to be that auctioneer. We are here, we're
24 here to listen.

25 ED BENDER: I have one, just a few general questions.

35

1 My name is Ed Bender, I live over in McKee, I am a resident
2 of the Spring Cove School District. Have you'uns given any
3 thought to what you are going to do with this property? I
4 realize the school is going to happen, it's going to
5 happen, what's going to happen from here on out?

6 MR. BEARD: Well, I would say that whenever you are
7 looking at a school closing or a substantially large
8 portion of it just like Altoona and other districts you
9 need to look at what's going to happen. At some point down
10 the line as these questions arise I'm quite sure that when
11 this is advertised and the township supervisors and other
12 people, if it looks like this is going to in fact occur it
13 generates interest and people may call and say hey, what
14 are you going to do with the building, can we buy a segment
15 of the building? That one will necessarily prompt the
16 school district to look at getting appraisals, you know, on
17 the building, itself. It will actually, you know, people
18 will come forward as it relates to possibly what are you
19 going to do with the ball fields, is there a possibility of
20 donating something to a 501C3 charitable organizations?
21 Those are the things that are going to come forward in the
22 ensuing months and that really is a great question.

23 But no, as far as what we're specifically going to do
24 with the building, no. Those are things to be discussed by
25 the school board. After the 30 day period and somewhere

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1 down the line I'm quite sure Mr. Green will ask for
2 appraisals to be secured and there may be even discussions
3 with township and people may read about it in the newspaper
4 because we have newspaper coverage here. Actually in
5 Altoona, before the new junior high was even constructed
6 there was interest in both of those buildings and actually
7 those had moved forward to put it back on the tax rolls or
8 to give something back to the community, and I believe the
9 same thing would occur here as well.

10 MR. BENDER: Right. There's a few other things, like
11 the monument you have out here. The fire company donated
12 that basically to the community. They set it on the school
13 property. I would just hope that it would be some way,
14 because I take care of the monument, basically, I do that
15 myself through the township. I work for the township and
16 whenever it needs something done to it we try to make sure
17 it gets done. I would just hope that there would be
18 provisions made if the property would be sold I don't think
19 you could move it, I don't know whether we would have a
20 chance of getting that or not.

21 And the second thing is the playground out here. A
22 lot of people in our community put their time together and
23 applied for grants to get the playground equipment that's
24 here. And it was put here where they could just have easy
25 got the grant to put it over at McKee or other playground,

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1 and it came here and I just hate to see the stuff go away.
 2 It's part of our community and I don't want to see us lose
 3 the school and I understand it's going to happen, so we
 4 just have to move on.
 5 And also with the fire company, whenever there is
 6 something going on at the school they use the fire hall, or
 7 something going on at the fire hall they use the school,
 8 and is this going to end?
 9 MR. BEARD: Those are great points. Quite honestly,
 10 I have seen them move large buildings and put them up on
 11 blocks that weigh 50 tons and they move them some place, I
 12 couldn't imagine a monument, but it's a point well taken.
 13 The same thing with the need to have school
 14 communities be maintained with the playgrounds. There
 15 isn't enough playground space and there isn't enough
 16 ballfield space and things like that, and those are all
 17 great points to be raised and discussed by the board.
 18 I know very, very few districts or board school
 19 directors that endeavor to take away from a community as it
 20 relates to playgrounds and places for community and
 21 socialization. So I would anticipate that that is going to
 22 be on the minds of all the school board members as we go
 23 forward in this process.
 24 MR. BENDER: I would just hope that before you, if
 25 you are going to lean toward a way of possibly selling the

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1 school, that you would contact the township and possibly
 2 try to work something out here before we just up and sell
 3 the whole property, if that's the decision you are going to
 4 make.
 5 MR. BEARD: I always think there's a solid effort on
 6 the part of political entities to do the best thing for the
 7 community and the people that are in nearest proximity as
 8 opposed to opening it up to sell it for commercialization.
 9 MR. BENDER: All right. Thank you.
 10 MR. BEARD: Any others? Anything at all?
 11 LORI HINKLEY FLAUGH: Good evening. My name is Lori
 12 Hinkley Flaugh. I'm sorry for leaving but you caught me
 13 off guard with the memories. But I was asked to come up
 14 here and see if there is any last chance for us to keep the
 15 school, to downsize the new building. It would be just
 16 wonderful to be able to keep our school. I did end up with
 17 over 200 signatures, to help, to back me on that, and if
 18 you need copies of these I have them for you. So that's
 19 just my concern, just one last punch to try to keep our
 20 school.
 21 MR. BEARD: And on those petitions if you would like
 22 at some point to get copies to Mr. Green or John Clark so
 23 we could have them copied as well it would be greatly
 24 appreciated. Anybody else? Even though the hearing may
 25 end there's still an opportunity for other submissions but

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1 it's like when my grandmother passed away to bring the
 2 auctioneers and stuff, you hate to close it down or
 3 anything or take away from anybody an opportunity to
 4 address, but this is the time. I am actually pleading with
 5 you, if there's anybody out there that really wants to say
 6 anything because if not, what will happen is the hearing
 7 will close, the stenographic record will be maintained,
 8 we'll collect that data, and as we said, there cannot be
 9 any action at all for at least a 3 month period and the
 10 board does intend to weigh and actually discuss and review
 11 any information that comes in between now and any final
 12 decision. Any other takers? Going once, twice, yes sir.
 13 DOUG HOOVER: Doug Hoover, I am a teacher here in the
 14 building. I have been here for a couple years, anyway.
 15 Your slide, Mr. Green, I am glad I have a job but that's my
 16 concern overall. Is this building, is one of the
 17 motivations behind it that we can cut staff and make larger
 18 classrooms and save money to pay for a building that way?
 19 Because if it is I would sooner keep this building and keep
 20 the smaller class because if you look at test scores, which
 21 seem to run a lot, now the education of the children is
 22 what's important but still, you know, they're published in
 23 the paper, they're out there. East Freedom has an
 24 excellent record for so many years past having some of the
 25 highest scores in the district. If combining schools,

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1 combining classes and increasing class size is part of a
 2 solution then I think we're coming up with a bigger problem
 3 than what we want to face.
 4 MR. GREEN: If you don't mind me commenting on that,
 5 I'm glad you brought that up, because as I said tonight,
 6 Doug and everyone else, that I put those slides in just to
 7 show as an example, and when you look at the school code
 8 the gradation or class efficiency is one area that you are
 9 allowed to look at.
 10 I think one of the things that again, those of us who
 11 have been here for awhile can tell you and everyone else is
 12 that historically in the school district you have had
 13 inequities in class sizes throughout the district. And
 14 just as easily on this chart if we really wanted to go back
 15 up and look at it we could show you that some people who
 16 have large class sizes are going to have smaller class
 17 sizes than they would have had when you combine schools and
 18 bring together.
 19 So to answer your question, no, we are not trying to
 20 just cut staff and we're not just trying to balance or
 21 economically balance the backs of the school district on
 22 having larger class sizes, but we also in the school
 23 district over a period of a number of years have seen a
 24 significant decline in our enrollment of over 400 students.
 25 And so, when those types of declines take place, and they

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1 don't always take place evenly across the school district,
2 they may take place a little bit at this level, a little
3 bit at that level. So when you have buildings combined
4 that does provide, and that's one of the reasons why many
5 school districts look at that type of a re-configuration or
6 consolidation process. It isn't to cut staff, it's to use
7 the staff that they have more efficiently and to not
8 increase staff just because you have an imbalance or a
9 small class size.

10 I know you understand that, I know you have been a
11 trooper many times and have stepped up to the plate to take
12 on some pretty large class sizes when you have been asked
13 to, and you also benefit by having some smaller class sizes
14 too, and I'm saying other teachers in the school district
15 could tell the same story.

16 But there just hasn't been what I call equal or
17 equitable class sizes because of having large and small
18 class configurations all around the district. That's
19 historically been an issue, from the day I came here clear
20 back in the late eighties until now that I could tell that
21 story time and time again, but I appreciate the comment.

22 MR. BEARD: And even though it's no consolation, the
23 Public School Code of 1949 and since then has been amended,
24 but for over 60 years in the public school code there's
25 been a provision in section 1124 of the school code and

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1 it's called 1124.1, 1124.2 that allows school districts to
2 alter, curtail programs and adjust them as curriculum needs
3 require adjustments. There's actually a provision in there
4 when student populations decrease as well. So the
5 situation is people often believe when you go into public
6 employment that it's forever, but I can tell you that
7 having been the solicitor since the early nineties there
8 hasn't been a discussion that the whole intent of
9 contemplating looking at the 2 school closings was simply
10 to cut staff. That wasn't the mission in looking at a
11 consolidated elementary school. So I hope that helps
12 answer the question as well.

13 Anything else? Mr. Henry.

14 W. GENE HENRY: I promised myself I wasn't going to
15 say anything but when Mr., and I want to compliment Mr.
16 Green on his explanation of the time that he spent here,
17 and I could tell that he enjoyed himself here and I know
18 that the parents and the children did the same, because I
19 was in a situation very much like this in Altoona at the
20 Baker School being principal and teacher.

21 But I'm hoping that you can carry the same atmosphere
22 to the new school. Usually it doesn't work, but I'm
23 relying on Mr. Green to do this. Because when you double
24 the size of a school you lose, of course, individual
25 participation, you lose parents in this area, I am hoping

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1 they volunteer at the other school, but being the distance
2 up through the gap this is going to be a job to, but all of
3 this certainly has helped students and I hope their
4 education and their behavior, especially, doesn't suffer
5 going into a situation where you cannot keep track of
6 students. I mean, it happened in Altoona many times. You
7 lose something when you double the size of a school. But I
8 was very happy to, you know, and I know what it's like to
9 be principal of a smaller school. And there's something
10 there that you can't explain. You have to go through it to
11 know the enthusiasm and the joy it is to work with children
12 at that point and the teachers here have been wonderful.
13 Over the years, I have heard a lot of different people who
14 have taught here and Roaring Spring.

15 Roaring Spring, it's a little different there, those
16 children are near home, and when you go to school it's a
17 little bit like going to buying a home. First 3 things to
18 consider, location. And this is not the location it will
19 be in Roaring Spring the same as it is here. So this is
20 one of the reasons why I have been a member, and we have
21 had a group trying to stop this thing for the last 3 years,
22 this and of course, the taxpayer. But this is something
23 here you'd have to go through to appreciate what a smaller
24 school can contribute to a child's life. And Mr. Green has
25 gone through this so he knows. So I'm just relying on him

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1 that he can keep this same atmosphere the best he can, in
2 Roaring Spring. That's all I have. How many years were
3 you here as principal?

4 MR. GREEN: I was here roughly 6 years. But I thank
5 you for what you said and I can assure you that we
6 understand, I mean, I appreciate your comments deeply and I
7 agree with you that will be our challenge to maintain that
8 same community because I would say it again, community is
9 not just a place, it's a process, it's, you know, when we
10 talk about test scores and things like that, it happens
11 because of everyone working together, because of parents
12 being involved in their child's education. And we are
13 going to do everything we can to keep that same level of
14 involvement.

15 MR. HENRY: That will be wonderful. Thank you.

16 MR. BEARD: Okay anybody else?

17 ROBIN BRUMBAUGH: My name is Robin Brumbaugh, I
18 reside in Freedom Township and I am a resident of Spring
19 Cove School District. And I know Mr. Green you addressed
20 the fact the kids would leave 5 to 10 minutes earlier, but
21 what about getting home? My kids are involved in after
22 school activities that begin as early as 4 o'clock, and if
23 there's an additional half hour delay in getting home now
24 it's going to interfere with their after school activities.

25 MR. GREEN: We are still looking at the schedule as

1 far as how all these activities are scheduled now, and when
 2 I said the 5 to 10 minutes I'm trying to be cautious. I
 3 would rather tell you a number that I think is more towards
 4 the end of the maximum versus the minimum, and any time you
 5 talk about bus rides you are talking about who gets on the
 6 bus first, they have the longest bus ride.
 7 And again I know Mr. Smith is here tonight, he's just
 8 1 of our 2 contractors. We talked about we're going to be
 9 sitting down doing a master review of not just the
 10 coordination of the routes but also coordination with the
 11 buildings and when some of the activities are scheduled. I
 12 don't anticipate that that much time will be added to it
 13 but I again, appreciate the concern. I can assure you that
 14 as we get more information and develop the schedules we can
 15 share information.
 16 ROBIN BRUMBAUGH: I have seen even in the last few
 17 years my kids get home 15, 20 minutes later now than they
 18 did 4 years ago, and that's with them still at the same
 19 location. And my child being one of the first to get off
 20 the bus, and you know, in my mind I'm saying you know, if
 21 it takes another 10 to 15 minutes for the bus to get to
 22 Roaring Spring to load the kids on to the bus and get back
 23 to East Freedom.
 24 MR. GREEN: I can't give you that specificity at this
 25 time.

1 ROBIN BRUMBAUGH: Thank you.
 2 MR. BEARD: Anybody else? All right, going once,
 3 twice, 3 times. At this point on behalf of the board, our
 4 administration and the entire school community I'd like to
 5 thank you for coming out to hear the presentation and
 6 present your views. I am going to turn it over to Mr.
 7 Green or Mr. Butler for any other closing comments, but we
 8 certainly do appreciate your participation.
 9 MR. BUTLER: I'd just like to echo Mr. Beard's
 10 comments and thank everybody for giving their time tonight
 11 to come out and listen to what we had to say and share,
 12 those that took the time to come up and share their
 13 concerns and ask their questions and be part of the
 14 process, and I want to thank you again for that.
 15 MR. BEARD: Thank you all for coming. That's the
 16 conclusion of our 780 hearing. It's approximately 8:05
 17 p.m. Thank you. Drive safe.
 18 (Hearing concludes 8:05 p.m.)
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1 COUNTY OF BLAIR :
 : §
 2 COMMONWEALTH OF PENNSYLVANIA :
 3 I, Jo Nell Snider, Reporter-Notary Public, authorized to
 4 administer oaths within and for the Commonwealth of
 5 Pennsylvania and take depositions in the trial of causes,
 6 do hereby certify that the foregoing is the
 7 Section 780 Hearing Re: East Freedom Elementary
 8 I further certify that the questions and answers were
 9 taken down stenographically by the said Jo Nell Snider, a
 10 Reporter-Notary Public, approved and agreed to, and
 11 afterwards reduced to typewriting under the direction of
 12 the said Reporter.
 13 I further certify that the proceedings and evidence are
 14 contained fully and accurately in the notes taken by me on
 15 the within matter, and that this is a correct transcript of
 16 the same.
 17 WITNESS my hand and seal in the Township of Freedom,
 18 County of Blair, State of Pennsylvania, this 7th day of
 19 May, 2008.
 20
 21 _____
 22 Jo Nell Snider, RPR
 23 Notary Public
 24
 25

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