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BEFORE THE HUNTINGDON AREA SCHOOL DISTRICT SCHOOL BOARD

IN RE: BRADY HENDERSON MILL CREEK ELEMENTARY SCHOOL

BEFORE: MICHAEL HONSTINE, CHAIRMAN
TAMMY PETERSON
JANICE METZGAR
PETER ROTHSTEIN
DENNY REIF
DICK SCIALABBA
DONNA K.G. ISENBERG
DAVID BERGER

JILL ADAMS, SUPERINTENDENT
CARL BEARD, BOARD SOLICITOR

HEARING: FEBRUARY 17, 2011
6:30-10:45 P.M.

PLACE: HUNTINGDON AREA SCHOOL DISTRICT
2400 CASSADY AVENUE
SCHOOL AUDITORIUM
HUNTINGDON, PA 16652

REPORTER: HEATHER GOSS BORING

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E X H I B I T S

EXHIBITS PRODUCED AND MARKED

(NONE)

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1 MR. BEARD: All board member are present
 2 for the start of the hearing, except for Dr. Long who
 3 was excused for the evening.
 4 Excuse me, everybody, we're at our
 5 designated time. We're a little bit over. Good
 6 evening. My name is Carl Beard. I'm the Solicitor
 7 for the Huntingdon Area School District. And this
 8 evening we're here at a duly advertised Section 780
 9 hearing.
 10 I do have some introductory remarks that
 11 I'd like to make that are kind of a formal beginning
 12 for this type of hearing. We will have a PowerPoint,
 13 some of this may be a little repetitive, but as
 14 you've been informed before, the hearing is being
 15 held pursuant to Section 780 of the Public School
 16 Code of 1949 as amended, which requires the
 17 scheduling of the public hearing not less than three
 18 months before a determination is made whether Brady
 19 Henderson, you know, should be permanently closed.
 20 The provision of the school code provides
 21 that this hearing shall be held publicly. It's in
 22 accordance with Act 38, which is also known as
 23 Section 780 of the Public School Code. Act 38
 24 provides as follows: In the event of a permanent
 25 closing of a public school or substantially all of

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1 the school facilities, the board of school directors
 2 shall hold a public hearing on question not less than
 3 three months prior to the decision of the board
 4 related to the closing of the school.
 5 Notice of the hearing shall be given in a
 6 newspaper of general circulation of the school
 7 district at least 15 days prior to the day of such
 8 hearing. And by resolution that was adopted by the
 9 board of the school directors on January 17, 2011, a
 10 notice was published in "The Daily News," Huntingdon,
 11 PA, on January 28th, 2011 saying Thursday, February
 12 17, 2011, at 6:30 p.m., as the date and time of the
 13 hearing.
 14 You know, as far as my role, you know, upon
 15 review of the school code and with the Board's
 16 resolution, I advised board that I would say here is
 17 well, the hearing has been duly properly advertised
 18 and convened pursuant to what's required by the
 19 school code for one of these hearings. In the school
 20 code will be a slide up here, in Section 1311, is set
 21 forth reasons and the authority for the school board
 22 to close a school.
 23 That section permits the closing of school
 24 for the following reasons, on account of a small
 25 number of pupils attendance, condition of that

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1 existing school buildings, the purposes of better
 2 gradation of classification or for other reasons and
 3 other such reasons that have been held by the courts
 4 in Pennsylvania to also include economic and
 5 budgetary reasons.
 6 The purpose of this hearing is
 7 informational. It's like a legislative hearing where
 8 people come and testify before a group, or if you
 9 watch Congress or the Pennsylvania General Assembly,
 10 the purpose is for the Board to review certain facts
 11 and details of the school closing so they can later
 12 consider these facts and again consideration of the
 13 final decision may not be made by law for at least 90
 14 days after this hearing.
 15 We will have an agenda outlined in the
 16 PowerPoint primarily, the first part would be for
 17 background. The superintendent along with other
 18 administrators here in the district will provide
 19 background information, outline financial capital
 20 issues and cover that and, you know, of course it's
 21 going to be done by PowerPoint. We want to let you
 22 know that after this evening, if there's not
 23 sufficient copies available, it will also be made
 24 available on the district's website as well.
 25 Once we go through the PowerPoint and the

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1 presentation, ultimately we will receive, going into
 2 part two of the presentation, would be to receive
 3 comments and testimony and, you know, hear, you know
 4 before the board. As can you see there is a
 5 stenographic record being maintained just in the case
 6 when you build a school, you have an Act 34 hearing,
 7 it needs to be stenographically recorded. Excuse me,
 8 at the same time in the potential closing of the
 9 school, likewise you need a stenographic record for a
 10 Section 780 or Act 38 hearing.
 11 As far as the coming up for, you know,
 12 comments or, you know, testifying that, you know,
 13 having information for the board, we would ask that
 14 because of the stenographer, please state your name,
 15 your address, whether you're a resident. If you want
 16 to add whether you're a parent or staff member, that
 17 is clearly up to you.
 18 Last evening when we had the presentation
 19 on Jackson-Miller, it was a really well-organized
 20 presentation. It was very orderly and very
 21 considerate exchange by those that were in attendance
 22 and we believe the same will occur this evening.
 23 Just as we said before, even with the
 24 Act 34 hearings, when we were building -- looking at
 25 building a school, we said that the record would

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1 remain open for 30 days. The same thing is true
 2 here. If there is something that you did say or
 3 you'd like to say or something that you think of
 4 after somebody else does a presentation and you would
 5 like the superintendent and the board to have a copy
 6 of that, by all means, submit that to Ms. Adams or
 7 through Jan Shaffer, the Board Secretary. Even as
 8 today, Ms. Adams received letters and comments from
 9 people that were in attendance and that information
 10 will be passed along to the board of school directors
 11 and ultimately, all of that information will become
 12 part of the packet of testimony that will be
 13 considered by the board.

14 And as always, we have our committee
 15 meetings and we have our regular meetings and as
 16 you've done in the past, you have the opportunity
 17 during the public comment period to outline
 18 information you would like the board to consider,
 19 both at the committee and the regular meeting.

20 We also wanted to at least let you know
 21 that this evening will also be an opportunity for
 22 questions and answers. We may not have an answer to
 23 everything. I know that I'm taking notes as long as,
 24 as well as the administration. We know that some
 25 additional questions may come up over transportation

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1 issues, but this is the beginning of the process. As
 2 these questions are, in fact, presented, the
 3 administration will gather information and they will
 4 bring that back and it will be presented to the board
 5 in a written form so this will be an ongoing process
 6 as we proceed along the way.

7 As you can see, here is the -- tonight's
 8 agenda. I'm not going to read it to you, actually,
 9 some people may actually see that what some of the
 10 provisions are. We have ten areas that we'd like to
 11 cover. Ms. Adams is going to come back and do the
 12 mission, vision and values.

13 As far as format for participation,
 14 speakers will have up to five minutes to share
 15 comments and information. We'll try to abide by
 16 that. We were a little flexible last evening, as
 17 well. Just be mindful of the other people behind you
 18 that would like to say something as well. We don't
 19 have the latitude to have 25 or 30 people designate
 20 their five minutes to give one particular present or
 21 an hour, an hour and a half to present information.
 22 I believe, as I said, if you can just have, give the
 23 stenographer your name and address and if you'd be
 24 kind enough to state whether you are resident of the
 25 school district. And as I said before, the comments

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1 can be submitted up to 30 days.

2 I've already covered Section 780 of the
 3 School Code. That will be in the PowerPoint and be
 4 on the website, also covered Section 1311.

5 At this point, I'm going to go back to the
 6 mission of the district and turn it over to Ms. Adams
 7 to proceed with the background portion of tonight's
 8 presentation. Thank you.

9 MS. ADAMS: Good evening to the audience
 10 and to the school board. We come, the administrative
 11 team of the Huntingdon Area School District with a
 12 heavy heart this evening, to present to you
 13 information that will lead us to, in the future,
 14 decisions about what we need to do with our
 15 elementary program.

16 I wanted to start this evening with the
 17 Huntingdon Area School District mission, vision, and
 18 values because this, this document, these pieces of
 19 information were created by a team through our
 20 strategic plan, and the information that you will be
 21 presented tonight, as you were last night, was
 22 created by a team. And we will present that
 23 together.

24 Our Director of Elementary Education
 25 Mr. Coppes, our Assistant Principal Mr. Powers, our

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1 Business Manager Mrs. Stuck, and our Buildings and
 2 Grounds Coordinator Mr. Socie, will speak this
 3 evening, but this is a work of the whole team. And I
 4 want to recognize those people as well as recognize
 5 Mrs. Faranberg and Mrs. Shaffer and the bus
 6 contractors that have been working with them to help
 7 us with this project.

8 It has been and will be -- we will continue
 9 to incorporate ideas that we, that are brought to us
 10 by our faculty, our staff, students. We heard last
 11 night parents, community, so this is a work in
 12 progress.

13 Okay. What brings us here this evening
 14 really has to do with funding, funding for education,
 15 and where we find ourselves right now. Primarily
 16 we're looking at issues with Act 48 and I'm not going
 17 to read this. You can read it, but it has to do with
 18 district funds and our fund balance and the way that
 19 we used that in our property taxes and our limits and
 20 the limits that have been set on us. It has to do
 21 with Act 1 limits and the amount of tax revenues that
 22 can be collected and the adjusted tax index for
 23 2011-2012 has been set at 1.9 percent and you can see
 24 the amount, and we have talked about what that amount
 25 will bring into the school district.

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1 We are looking at primarily three critical
 2 issues tonight: Critical Issue Number 1, the
 3 decrease in student enrollment in the Huntingdon Area
 4 School District, the decrease in the local, state,
 5 and federal funding in our district. We are not
 6 alone in the increased costs that we find happening
 7 everywhere.

8 Number 1, the decrease in student
 9 enrollment. We have declined enrollment from the
 10 year 2000 to 2011. We're at 460 students, which is
 11 an 18 percent decline. You can see the Huntingdon
 12 area population history and we have that from 1996 to
 13 2010 and I won't go through that with you.

14 I do want to point out this number at the
 15 bottom, minus 22. We feel that one of the things
 16 that has happened for us in terms of that number
 17 being lower than the ones preceding it is that we
 18 were able to develop a charter, cyber charter school,
 19 and we feel as though we are bringing some of those
 20 students back who left or we're keeping students who
 21 have needs that we're not able to take care of
 22 through our regular program.

23 The Pennsylvania Department of Education
 24 has an enrollment projection and you can see it right
 25 there. And this is the one that we use, we use as we

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1 do planning in the future. And the next slide is our
 2 13-year enrollment history. And it includes the
 3 2011-2012 projection. And what we did with our
 4 kindergartners, we took a four-year projection, a
 5 four-year average, the last four years in order to
 6 get -- to have a number for that particular class.

7 And Mr. Powers will take some time now and
 8 talk about building capacities, student populations,
 9 and change over time.

10 MR. POWERS: Thank you. My name is Sean
 11 Powers. I'm the Assistant Principal for the
 12 elementary schools. I'm going to talk a little bit
 13 about zooming in on the individual buildings and how
 14 things have changed over time. At first before I
 15 start with that, though, I want to say that for
 16 everything I'm going to be talking about is pretty
 17 much all numbers. And I want to make it clear that
 18 we all believe that teaching in learning is about way
 19 more than that, it's about way more than numbers. It
 20 just is. It is about kids and relationships and all
 21 them as individuals. All the individuals that are
 22 part of our schools. But the numbers are important,
 23 too, and we can't just ignore them, so we're going to
 24 take some more time to look at those.

25 This slide shows building capacities first

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1 by building. These are determined for the Department
 2 of Education. Whenever we're involved in a building
 3 project, whether it's a renovation or an original
 4 building project and they are used to determine the
 5 reimbursements that we get from the State, that is
 6 where those numbers come from.

7 The next column enrollment in '99 and 2000.
 8 The reason that year is up there is that's the first
 9 year that the elementary program was under the
 10 configuration that it's in now with those buildings
 11 -- sorry for blocking some of you.

12 The next column shows percentage of
 13 capacity at that point. And you'll see that Brady
 14 Henderson Mill Creek was at 68 percent of capacity in
 15 the year '99-'00. The total, this number here, the
 16 total capacity for the district, the average was 85
 17 percent that year. And then when we project for the
 18 next year, again using the procedure that Ms. Adams
 19 talked about, the four-year average for kindergarten,
 20 we project Brady Henderson at 115 and about
 21 51 percent capacity. The District has moved next
 22 year from 85 to 66 percent. So it is affecting the
 23 whole district.

24 This just shows enrollment currently this
 25 year or at least recently this year. The numbers

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1 change every day. Brady, I believe, was at 119
 2 today. Some of those grades are different. That is
 3 what all the individual schools look like if you
 4 looked at the grades in each school.

5 And this shows class sizes for Brady
 6 Henderson and Jackson Miller, its actual class sizes
 7 because there is only one or less class per grade.
 8 The Jackson Miller shows a combined second and third
 9 grade for 17 and a combined fourth and fifth grade
 10 for 20. That is why the chart looks different there.

11 The other thing I'll point out about this
 12 is the average across the district is just a little
 13 bit over 18 students per class. Brady Henderson is
 14 actually a little bit higher than the average,
 15 average students per class.

16 And Mr. Jeff Coppes is going to take the
 17 next bit. Thank you.

18 MR. COPPES: Good evening. I'd just like
 19 to welcome all of you as well and thank you for
 20 coming to this evening's meeting. We know these are
 21 really difficult decisions for our students and our
 22 families and our community and we'd just like to also
 23 just extend our appreciation to our staff, whether
 24 it's this school, or Jackson, for coming everyday at
 25 school, doing what's really right, focusing on their

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1 students, your children, because that's what really
 2 matters, even though they are challenged with this
 3 themselves, so we appreciate that.

4 One area that parents really look at when
 5 you think about school consolidation is that I have
 6 my child in a grade school. Are the other school's
 7 grade schools well? And that is really a fair and
 8 legitimate concern. And we have these external
 9 assessments, all of our schools do, all of our
 10 districts in Pennsylvania, state assessments and
 11 you've heard of PSSA. That is one way we measure our
 12 schools. But I do believe, and Sean alluded to the
 13 fact as well, we measure our schools here in
 14 Huntingdon by a more active work place, and we really
 15 believe it is just more than just a lot of numbers,
 16 you are going to see numbers tonight to look at,
 17 we'll reflect and think about. But our school had
 18 talked about creative staff, our goal has really been
 19 always for the last ten years and our staff has, and
 20 all the schools have worked hard, is to really move
 21 away from a system of schools to a three school
 22 system. And that may be confusing to you, but that
 23 means really having a school district, where right
 24 now we have four elementary schools, where one third
 25 grade classroom, Brady is in the same thing as a

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1 third grade classroom as Jackson Miller or Standing
 2 Stone or Southside. And that really wasn't always
 3 the case.

4 Our staff really deserves a lot of credit
 5 across the district for that. That means the same
 6 kind of learning opportunities, which means the
 7 content, the quality of instruction approaches, we
 8 know there are best practices. There are ways to
 9 teach, but we know there are best practices. The
 10 same bridge learning resources, the same kind of
 11 support service in our school, and really the most
 12 important, the same kind of highly skilled, highly
 13 trained caring educators and support staff.

14 Our goal has been to try to make sure
 15 schools are between 85 and 90 percent consistent. We
 16 do want to have some leeway with our staff and our
 17 schools and parent groups. That flexibility makes
 18 these schools unique. But we are a school system and
 19 our goal has been to create a system where we have
 20 children -- Sean talked about it earlier -- everyday
 21 we have children enrolled, but it's not always across
 22 the district, we have children that move from one
 23 school to another school almost every single day.
 24 And it's really important for those children that go
 25 to school that have the same kind of vision and our

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1 staff works hard in the district to build a vision.
 2 It really started -- I can remember the day back in
 3 June 2001 when we really talked about having schools
 4 where children want to come to school to read and
 5 write, not because they have to learn to read and
 6 write, but because they just have to. They are dying
 7 to. And we support our staff with that, with well
 8 over 300 days of staff development and a right of
 9 research group approaches. And to do that, we
 10 brought in outsiders to help build our vision. But
 11 that may encourage leadership within our district and
 12 some of them are here tonight to support their
 13 efforts, during a really sharp learning curve and we
 14 like 18 teacher leadership teams across our district
 15 that are really working to sustain the vision of what
 16 we worked on.

17 Our goal is the best first instructions and
 18 create a culture where children feel valued and
 19 respected. We looked at best teacher resources, we
 20 looked at consistent time blocks. If you have math
 21 at Jackson Miller at 75 minutes -- you have Jackson,
 22 we have math at Brady at 75 minutes or Standing Stone
 23 or Southside. And those things have huge impact on
 24 our student achievement scores, 60s in mathematics to
 25 mid-80s right now. And one of the greatest things

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1 we've added most recently that was really a true
 2 safety net for children who at risk and it's called
 3 the response intervention model, known now as
 4 responsive instruction intervention, where children
 5 are identified by the needs that they have and we are
 6 doing research based approaches with standard
 7 approaches to help those children move forward and be
 8 more successful, especially in the area of
 9 leadership.

10 This chart shows student achievement grades
 11 two through five as measured by two assessments, one
 12 assessment is called the Terra Nova. And the Terra
 13 Nova is a test that's a nationally norm test that we
 14 give to all second grade students in our schools to
 15 see if they're on target with their learning. And
 16 also, you know, if you have a child in grades three
 17 through five, they have to take the state assessment
 18 called the PSSA.

19 It's interesting, this is like a nine-year
 20 -- well, I'm sorry -- this is a nine-year chart which
 21 really kinds of shows our journey when we started
 22 really looking at data across the district,
 23 analyzing it, and trying to use that to prove student
 24 learning with a goal of one- to two-percent
 25 improvement per year. You're going to have a great

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1 fluctuation year after year based on the population
2 of the students you have that year. You could have a
3 really strong class in mathematics one year and next
4 year maybe not quite so strong. So we got to figure
5 out as educators ways to improve that consistently.

6 I think that's the nine-year average. If
7 you look at nine years, there is one way of looking
8 over time and you can see our district average in
9 reading is 68, which that's okay, but it can be a lot
10 better and mathematics is at 76. But if you look at
11 reading, we are kind of consistent across the
12 district, you know, over that nine-year period. And
13 mathematics, which is pretty consistent, we have one
14 school that's just a little bit higher in
15 mathematics, but you still can't always compare
16 schools to schools, because schools have different
17 personas, sometimes it's the students they have.

18 But I think what's really interesting for
19 our teachers is to look at this one, you know, if you
20 look at the first three years in our reading scores
21 and the last three years, we go from an average of 60
22 percent proficiency in all four of our schools
23 district wide, to 75 is a growth of 15 percent. And
24 you figure 150 students in a grade level per year,
25 what that means how many more children are more

1 successful, not just proficient, but advanced.

2 Mathematics, the first three-year average
3 was 65, now to 83. That's a growth of 18 percent
4 growth, and that's huge. The research on school
5 improvement talks if you get two percent growth per
6 year, that's amazing and they have.

7 And I think the next one is another really
8 compelling slide, you know, we have variations from
9 year to year with some of our schools. But this is
10 one, I think, is powerful. And it's powerful because
11 it looks at an assessment called a 4Sight. A 4Sight
12 is really designed -- I'm sorry -- 4Sight is designed
13 to help --

14 MR. BEARD: Jeff.

15 MR. COPPES: I'm sorry. You all know I
16 talk fast, I guess I click fast as well.

17 The 4Sight assessment is an important
18 assessment that we give to all of our students in
19 grades three, four, and five. And it is designed to
20 help our teachers identify the strengths and the
21 challenges of all of our students in both reading and
22 math. We give this assessment in September; we give
23 it in November; we give it in January, and we give it
24 in May. And we believe, truly believe, that our
25 school should be about not just practice for tests,

1 but have a great instruction every day in a way
2 people really read and learn and that will be
3 reflective on test scores.

4 This is amazing right now across our
5 district. Our district average in January is 79
6 percent. That is 14 percent higher than it's ever
7 been since we've given 4Sight across the district.
8 And that's great not only to think of what we're
9 going to do on state assessment, but that's great
10 because we believe that by May we can have 90 percent
11 of our kids either proficient or advanced in
12 mathematics, and that's really a doable, a doable
13 goal and a challenge for our schools. And that's
14 amazing for us not because what it looks at state
15 assessment, but because our students have been
16 successful and our educators have been successful.

17 Mathematics is lower and it's an obvious
18 one. You know, much of the content at third, four,
19 fifth grade has not been tested. These are end of
20 the year assessments. This is what we want our kids
21 to be proficient in reading and math at the end of
22 year, not in January, but in the end of year. If
23 you've never done a square root, all of a sudden
24 seventh and eighth grader says do the square root
25 problem, you would no idea how to do that unless

1 somebody took the time to show you. Some content of
2 mathematics has just not been exposed to for
3 students. Will they be at 59 at the end of year, no.
4 We'll be 80, 85, like we've been consistently because
5 of having the system, a school system, not a system
6 of schools.

7 So I think that's pretty compelling data of
8 the schools. At a later time you want to look at the
9 charts and just reflect on them because there are a
10 lot of numbers there. But if you have questions,
11 please call us because we interested in helping you
12 with that.

13 MS. STUCK: Hello. My name is Mindy Stuck
14 and I'm the business administrator for the school
15 district. I'm going to talk about critical issue
16 number two, which has to do with finances and our
17 economic condition.

18 If you attended the board meeting on Monday
19 evening where we adopted the preliminary budget, we
20 discussed at length the decrease in the local, state,
21 and federal funding. In particular, the state has
22 supplanted one billion dollars of school subsidy
23 money this year. The Huntingdon Area School District
24 could potentially receive 1.2 million dollars
25 reduction in spending. Again, we won't know this for

1 sure until March 8th, when the Governor presents his
2 budget, but we are being cautioned by our
3 professional agencies.

4 Critical issue number two, again decrease
5 in funding. On this slide we are showing actually
6 the State contribution to all the education and
7 highlighting here the supplanted funds. Starting in
8 '09-'10, they supplanted basic ed. funding with the
9 stimulus moneys of about 655 million dollars. And
10 you can see they did it again in '10-'11 and then
11 actually back earlier this month, they supplanted it
12 further with the federal edu jobs moneys. Those
13 funds we were actually hoping would help to offset
14 the elimination of the air funds which run out this
15 year. However, the government did supplant them
16 further and as can you see the funding level that we
17 are at in '10-'11 is back to about the '06-'07
18 funding level.

19 The way that translates to Huntingdon Area
20 School District is we receive 922 thousand dollars of
21 stimulus moneys in '09-'10, 930 in the current year,
22 and our totally subsidy dollars have some been
23 supplanted by approximately an additional 600 -- I
24 mean, \$265,000.

25 In addition to a decrease in the revenue
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1 talk with you about what we have done to try to ward
2 this off and help ourselves a little bit in this
3 area.

4 MS. STUCK: So you see, last year's rate
5 was 5.64. When it was first set by the Pennsylvania
6 School Employees Retirement Systems Board, it was at
7 8.22 percent and we have that included in our budget.
8 And at the recommendation of PSBA, I believe, PASA
9 and PASCO they recommended you keep that higher
10 amount in and then move those additional funds that
11 are unexpended into a designated fund balance which
12 we plan to do this year. And again, they will help
13 to offset these large increases that are predicted in
14 the future. This chart shows the actual history as
15 it applies at Huntingdon School District for the
16 PSERS rate. As you can see, these are the rates
17 going back at '08-'09. This is our cost that we pay
18 in and it shows the increase that we are looking at.
19 All these numbers I'm actually estimating based on an
20 average, I mean, based on a total salary of 11.7
21 million.

22 Health care costs continue to increase, not
23 just for school districts, but for everyone across
24 the state. This current year we had a 20 percent
25 increase in our rates. Next year we're predicted at

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1 side, we are also looking at increases in the expense
2 side. We are looking at retirement increase, health
3 care, and unknowns with the employment contracts,
4 charter school costs, and special education,
5 including English Language Learners. Our increase,
6 if you look at our preliminary budget from the final
7 budget that was adopted last year shows an increase
8 of 1.4 million dollars or 5.5 percent.

9 This chart shows the history and the
10 projections of the employer's contribution to the
11 retirement system. In '09 you can see we were paid
12 at a rate 4.76 and then 4.785 [sic], the current year
13 we are at 5.64, next year it jumps to 8.65 percent.
14 And then as you can see, it takes very big jump as we
15 go further.

16 MS. ADAMS: I just wanted to mention at
17 this point in terms of retirement, it was stated on
18 Monday night that the school district has not and is
19 not paying its share of the retirement costs, and you
20 can see that that's not so. You can see with this
21 information, that the school district is doing what
22 it needs to do and is doing. In fact, we could not
23 spend extra. We have had people talk to us about
24 that, well do we send more. You cannot do that and
25 it doesn't work that way. However, Mrs. Stuck will

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1 ten percent increase. Our actual rates are actually
2 higher than what is shown based on the actual dollars
3 here, but due to some retirement and so on, our
4 actual overall costs went down.

5 Other uncertainty that we're facing is we
6 are without contracts for all four negotiating
7 classes of employees. Charter school costs
8 continually take -- continue to take an increased
9 share of our general fund dollars. As you can see in
10 '08- '09, we reached actually our all-time high of
11 \$770,000. This year -- or our actually most recent
12 year that we have a full year of data for it,
13 '09-'10, we were at \$658,000 and that showed a
14 decline. We're hoping that we can attribute that to
15 the online programs that we are offering within the
16 district and we are able to bring back some of the
17 students that were choosing the charter school
18 option.

19 Charter school costs per child, non special
20 ed. student is nearly \$8,000. A special ed. student
21 is over \$16,000. Special education over the past
22 eight years, the district has spent almost, well,
23 12.7 million dollars more than it's received in
24 special ed. subsidies. Additionally, our English,
25 English language learner population has increased

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1 significantly. At '08-'09, we had six students. In
2 the current school year, we're looking at 18
3 students. We now have two full-time staff positions
4 serving those students.

5 This shows some of the history of the
6 special ed. costs. This is our subsidy that we
7 receive from the State. These are expenditures and
8 this is the difference that has passed on to the
9 local tax payers. We can see in the column the
10 expenditure increase.

11 MS. ADAMS: Recently the administrators
12 along with a few board members and a few community
13 members attended a cyber course in our high school
14 here called the New Fiscal Reality and it was
15 conducted by Dr. Hartman from Penn State. And some
16 of the areas that we talked about and we looked at
17 after we went through the New Fiscal Reality program
18 have to do with, all of this information has to do
19 with difficult adjustments that will be necessary in
20 our future to conduct our -- to conduct our business
21 with our students.

22 We have uncertainty of our local, state,
23 and federal revenues. As I said before, we have
24 rising expenditures. We have to focus on the
25 relationship between spending and student outcomes,

1 with student outcomes being our most important goal.
2 By using -- but what we do with this in this area is
3 really look at the data that we have and you've seen
4 a lot of numbers so far. But we're interested in
5 trying to use data to drive our decision.

6 We need to reconsider standard operating
7 procedures and we have. We have begun that task and
8 will continue to look at every area and all of the
9 services that we have available at the school
10 district to determine what is required and what is
11 essential versus comfortable and historic.

12 Some of the key components or the key
13 points that we have been considering and we feel we
14 need to consider, of course, our primary objective is
15 to provide the most thorough and efficient
16 educational programs and services for the students of
17 this district. Our goals are always our educational
18 opportunities, our academic progress, we look at our
19 special education services and facilities, our class
20 size, our instructional supplies, our equipment, our
21 attendance boundaries. We've been perusing the
22 transportation guidelines and our efficiency or lack
23 of that efficiency in that area, our staffing needs,
24 teaching support staff and administration. We're
25 combing the salaries and benefits instructions and

1 training and looking at our building operation costs,
2 all while we are looking at the mandates that we have
3 before us, such as No Child Left Behind, IDEA, State
4 standards, the ever-increasing AYP percentages. They
5 will be more difficult every year, it's ten percent
6 until we get to the year 2012, 2013, '14, and then we
7 have Keystone exams coming upon us as well.

8 What I must look at in terms of my position
9 in this district is cost effectiveness. In my
10 capacity as a commissioned officer of the State of
11 Pennsylvania, I am charged by the Pennsylvania
12 Constitution, Article 3, Section 14, to provide the
13 most -- to provide for the maintenance and support of
14 a thorough and efficient system of public education
15 to serve the needs of the Commonwealth.

16 With that being said, this team that I work
17 with, we presented the following options for
18 consideration to you as the board. And this evening
19 we will look at our option one, three, four, five,
20 six, and eight because they pertain primarily to
21 Jackson -- or excuse me, Brady Henderson Mill Creek
22 Elementary School. We reviewed the other options
23 last evening. We will present now some information
24 about these options and in an attempt to help you
25 understand what our thinking is in these six areas.

1 MR. COPPES: As Ms. Adams said Option 1 is
2 business as usual. And that means keeping all four
3 elementary schools exactly where they are. And I'm
4 even though this is Jackson Miller, I want to show
5 you the figures that we're going through so. Again
6 Ms. Adams talked about kindergarten is based on a
7 four-year average. We are in the process of
8 kindergarten registration right now and honestly we
9 have people register the day before school starts.
10 We never know those numbers until the school day
11 starts.

12 But you can see that Jackson Miller was
13 anticipating enrollment as 63. Average class size at
14 that school would be 16. At Brady school here
15 tonight talking about, our kindergarten enrollment
16 based on four years before this was 19. We went back
17 four years because we had that data readily
18 available, but also that was the year we had our
19 largest groups, so kind of if you look across the
20 history that number is probably going to be higher
21 than most likely but we're erring on that side.

22 You can see we're anticipating that total
23 enrollment at Brady around 115 children with a class
24 size average of 19. Okay. I guess I don't need them
25 glasses.

1 The next slide is the Southside. We are
2 anticipating 53 students with a total enrollment of
3 325.

4 Thanks, Jill, I will need those at some
5 point. Thank you.

6 With an average class size of 18. And as
7 we talk about these options, remove them, or you can
8 see Standing Stone, kindergarten is 67, projected
9 enrollment 404, with a class size average, again, of
10 19. These are options when we go through these.
11 These are not recommendations. These are more of a
12 staffing recommendation. You are going to see in the
13 next few slides a variety of staffing options. We
14 are not making those stands. We are looking at how
15 our schools can be configured first and then we're
16 going to be looking at our budget before we can even
17 think about these things. So this is not showing
18 anything about our recommendation for cutting staff.
19 This is what we can do with staffing for each of our
20 schools with the number of available classrooms that
21 we have.

22 Okay. So our first option, Option 3, that
23 deals with Brady Henderson is really the idea of
24 having Brady at Southside. And can you see there is
25 our enrollment figures for Brady at 515 [sic] and our
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1 Southside enrollment figures of 325. Now that
2 Number 440 of total enrollment, give you an idea of
3 first year Southside was had 400 students in that,
4 within a capacity of 425.

5 Now these columns show what way we could
6 put classrooms actually at Southside. This column
7 here represents just with the present Southside
8 teachers. We have 18 classroom teachers. We have
9 three in every grade and you can see what the class
10 size would be. The building would have 18 teachers
11 at that recommendation or that option with the
12 average class size of 24, but you can see like for
13 this one area right here, we'd have three teachers
14 for 28, we all know that is way too many students,
15 you know. Even if we had the 19, which would be one
16 extra room, you can see class size, well, going from
17 24 down to 18 for kindergarten which is much more
18 manageable. No one would really ever be successful
19 in kindergarten with 24 children. And you can see
20 how the class size goes down to 18. We still have a
21 large class of 28.

22 With 20 rooms can you see that kindergarten
23 would be 18, first graders would be 23, those are
24 huge numbers for first grade. If you're a first
25 grade teacher you know that. Twenty-one in the
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1 second grade, we've had 20 in the third grade. There
2 again, still that big bubble of 28 children over
3 there. With the 21 rooms for the Southside teachers,
4 and the three extra teachers in that building alone,
5 that shows that number drops from 28 to 21 and then
6 of the 22 rooms that are available at Southside,
7 you'd have 22 teachers running with a class size
8 average of 20.

9 All right. That's just, again, those are
10 options. Those are not recommendations, nor are they
11 staffing recommendations. We want to pose these
12 options to you. You may have options that we haven't
13 thought about that we would like feedback on as well.

14 Option 4 talks about Brady and Standing
15 Stone combined. And you can see, there again, the
16 Brady's figure is 115, 404 Standing Stone, with an
17 enrollment of 519. Just as a point of reference, the
18 first year Standing Stone was open in '99-2000, we
19 had 510 children in the school and with the capacity
20 of 575. There again, we are showing you with the
21 present staff, Standing Stone staff alone, that's all
22 the other available rooms. Obviously 33 in a
23 classroom, 32 in a classroom, that is something that
24 we wouldn't be supporting, but we want you to see
25 what those numbers as we go through the process of
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1 making decisions.

2 You can see where 23 would be, classrooms
3 would be obviously, we would probably 26 drop in and
4 kindergarten, so there is 22 to 17, which is much
5 more manageable and kind of realistic to our
6 kindergarten class sizes now across the district.
7 You can see where 24 drops the class size down to 22,
8 but look, we still got 32 here, so that is really out
9 of control. Is 25 great? No. But realistically we
10 have one in three right now in the second grade. We
11 got Standing Stone with one with 27 right now in
12 fifth grade, so we have those. Are they ideal? No.

13 With 26, you can see they drop the class
14 size to 20 and then there's a 27th room, 28, more
15 teachers we'll call them. We are back kind of to the
16 district average right now of 19. If you remember
17 right in Sean's presentation at 18.26. So that's
18 just Option 4. We're not saying it's a
19 recommendation. It's just an option.

20 Option 5 really looks at, wow, putting
21 Brady, Jackson, and Standing Stone all in one school.
22 What would that look like? There is the Brady
23 enrollment at 115, Jackson 63, Standing Stone at 404,
24 again at 582. The capacity of that building is 575,
25 which is that reimbursable number with the first
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1 enrollment at that school has a history of 510. You
2 can see these large numbers. Again, we're not
3 recommending. We are showing you if you use this
4 group of teachers and you add teachers across the
5 way. With 28 available rooms, you can see and you
6 will be able to reflect on this when you look on our
7 PowerPoint on the Internet, we're down to having
8 around five classrooms of some grades with that class
9 size average of 21.

10 Option 6 is one where we look at Brady with
11 two different kinds of bus route options. There's
12 Brady's Bus 3 students, 42 with the Standing Stone
13 children, and the children who ride Bus 43 and 44
14 would attend Southside. Then again you can see these
15 figures. And please note under the kindergarten
16 Brady Henderson, there is two asterisks there. It's
17 really hard of hard to predict, we are doing an
18 average to figure out what the kindergarten
19 enrollment could be at each of our schools, but it's
20 kind of hard to tell by bus routes at this point. So
21 to do that in a way, it may be not completely
22 accurate, we took all the children that ride those
23 buses and we divided by sixth grade to figure out
24 that percentage of those children would be in that
25 grade level in kindergarten.

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1 that drops to 20, with 20 rooms available, it would
2 be 20 and 19, with 21 it would be 18, and 22 would be
3 18, because those are rounded numbers, folks. Okay.

4 The last option takes the same model but
5 also puts Jackson Miller in the equation. Should
6 Jackson Miller be closed in the consolidation
7 process? And you can see the number there, it's 514
8 for the total, again the first year at Standing Stone
9 was 510, with a capacity of 575. You see these
10 ridiculous large numbers, you need to see those. I
11 mean, we are not recommending those, we're saying
12 that is what it would be, just with those teachers,
13 all the way down to the 28 rooms with a class size
14 average of 18.

15 Similar thing with Brady, Southside would
16 be the same going through the bottom of the previous
17 slide.

18 MS. STUCK: We took a look at how moving
19 students from Brady Henderson would affect our
20 transportation costs. And when looking at
21 transportation, you can either maximize your savings
22 and that would probably equate to students spending
23 more time on buses and crowded buses or you can look
24 at minimizing the amount of time that students spend
25 on the bus. Again, it's more costly and may not be

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1 So you see what the class sizes would be
2 with Bus 3 and Bus 42 at Standing Stone, with just
3 the Standing Stone teachers there, you would have 22
4 teachers with a class size average of 21. Going down
5 to 23 teachers with a class size of 20. 24 teachers
6 would be a class size of 19. 25 teachers would be a
7 class size of 18. 26 rooms or 26 teachers would be a
8 class size of 18. 27 will be bring you 17. And 28
9 would be bring you 16. So these last two categories,
10 actually the last four, would be lower than the
11 district average right now that we have in our four
12 existing schools.

13 The bottom row shows Brady Henderson
14 children from Bus 43 and 44 as Southside. And again
15 those numbers are based on dividing the number of
16 children that are present 43 and 44 by six to get a
17 number. It is going to probably vary from that,
18 folks, we just don't know those numbers yet for
19 children. You can see the overall average is 385 the
20 first year Southside was in existence. They had 400
21 children there with a capacity of 425. And you can
22 see just present Southside teachers are at 18
23 existing classrooms and we have 21. We got a bubble
24 here of 25, kind of slow with Brady right now. Not
25 ideal, but it's there. And you see with 19 teachers,

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1 the most efficient transportation system. Our hope
2 is to find a space in the middle that will keep
3 everyone happy and we do want to minimize the amount
4 of time that students are on the bus.

5 For the first run-through just to get an
6 idea of increasing costs, we wanted to make sure that
7 children would not be on the bus longer than an hour.
8 In the Brady Henderson model, I believe all students
9 were on the bus 50 minutes or less. And again this
10 is just a starting point. We could definitely
11 decrease those times by adding vans to the outlying
12 areas, which could pick those children up and get
13 them directly to the school. Because when students
14 are on a large bus, it's not just the distance
15 traveled, but the number of stops that adds to the
16 time that child is on the bus.

17 Currently the Brady Henderson estimated
18 cost of elementary, which this is a pretty close
19 number, but again we have some middle school and high
20 school students also on some of those runs. So what
21 we're really looking at here is to tell you what is
22 the increase in cost by adding the distance. And we
23 actually took the longer distance to Southside on the
24 option versus the shorter distance just to Standing
25 Stone. So I believe we used Option 7 when

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1 calculating this increase.
 2 Right now we pay approximately 200 -- or
 3 the overall gross cost is about \$221,000 per year.
 4 The school district is responsible for 21 percent of
 5 that cost or \$46,000. With the increased mileage
 6 next year, we're looking at an expense of 200 and
 7 about 57 thousand dollars or \$53,920 the school
 8 district would be responsible for. The increase that
 9 we're looking at there is \$7,710.
 10 Again, this is a work in progress and we
 11 will continue to look at many different options. We
 12 are working with our contractors and our hope is to
 13 minimize the ride for the students.
 14 MS. ADAMS: The next few slides with
 15 information will be presented to you by Mr. Socie,
 16 and what he's looking at here is the financial
 17 implications for each consolidation option as it
 18 relates to Brady Henderson HVAC costs and the
 19 projected roofing costs for that particular building.
 20 MR. SOCIE: I'd like to cover some
 21 elementary school long and short range projected HVAC
 22 costs and roofing costs basically for all the
 23 elementary schools starting with Southside.
 24 Boiler life expectancy. Boiler life
 25 expectancy at Southside is 20 years. At that time

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1 we'd be looking at a cost of \$75,000 to replace those
 2 boilers. Southside has chillers, 15-year life
 3 expectancy on the chillers that are there. To
 4 replace those chiller barrels in 15 years, it would
 5 be approximately \$60,000. The energy management or
 6 control system at Southside, the system that is there
 7 now is really no longer supported by the manufacturer
 8 and we're looking at having to upgrade that for a
 9 cost of about \$75,000.
 10 Brady Henderson Mill Creek, the boiler life
 11 expectancy there is 15 years. Boiler replacement
 12 cost would again be around \$75,000. Brady Henderson
 13 does not have chillers, they actually have split
 14 units. Each individual classroom has its own air
 15 conditioning unit. Their life expectancy is between
 16 one and five years with a cost that would probably be
 17 spread out over that five years of about \$100,000,
 18 and that's for approximately 24 classrooms.
 19 The energy management control system at
 20 Brady is the original pneumatic system and we would
 21 be looking at replacing that when we explore the pipe
 22 and unit vent replacement.
 23 Standing Stone is similar to Southside with
 24 the cost for its HVAC system. Jackson Miller, the
 25 boiler life expectancy there is approximately five

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1 years, boiler replacement cost of \$30,000. Again,
 2 they are similar to Brady Henderson, they have split
 3 units. Probably 80 percent of that school has air
 4 conditioning. The energy management system there is
 5 similar to the one at Southside where we would be
 6 looking at upgrading that system because it's no
 7 longer supported by the manufacturer.
 8 Projected roofing costs at Southside
 9 estimated rubber membrane roof life expectancy is 10
 10 years. Estimated rubber roof membrane replacement
 11 cost is \$545,940. Yearly roof maintenance there is
 12 \$5,940. That roof maintenance basically, we spend
 13 that money to ensure that we're going to get another
 14 10 years out of that roof and not five years.
 15 Southside has shingles. Life expectancy on
 16 the shingles portion of that roof is one to three
 17 years with replacement cost of \$120,000. There is
 18 drain repair costs associated with Southside where we
 19 have to actually lower some drains that are no longer
 20 draining the surface of that roof to ensure that we
 21 get that ten years left out of that life expectancy.
 22 And we'll be working on that this year along with,
 23 you know, a similar situation at Standing Stone.
 24 Brady Henderson has a rubber membrane roof
 25 with a life expectancy of seven years. To replace

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1 that roof would be approximately \$240,000, yearly
 2 roof maintenance cost of \$2,516.
 3 Jackson Miller, estimated roof life
 4 expectancy is seven years. To replace that roof is
 5 \$164,000, yearly roof maintenance costs of \$1,722.
 6 Thank you.
 7 MS. STUCK: Okay. We have for you now a
 8 cost savings considerations in the Brady Henderson
 9 building if it were closed. We showed a history
 10 going back to '07-'08, utilities and maintenance
 11 costs were at about \$62,000, estimated for next year
 12 at about 89. Year to date this year, we're at about
 13 50,000 and we're estimating it, year end, to be about
 14 88.
 15 For computer access, we can see we've gone
 16 from about 12 thousand and it's pretty consistent at
 17 about \$13,000.
 18 On staffing, the way we looked at this is
 19 we have the current staff that is at Brady Henderson
 20 and then we equate that to a starting position. The
 21 reason we're doing this is if we were to look at
 22 eliminating all the staff, but as you can see when we
 23 looked at those other options, we didn't feel that
 24 that was something we would do. The staff at Brady
 25 has seniority and they would be retained and people

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1 at the lower end of the scale would be bumped out.
 2 Also we projected that out into '11-'12.
 3 The reason for the increase, a lot of it has to do
 4 with the increase and the benefit cost in health
 5 insurance and retirement. Miscellaneous include
 6 insurance and mileage for itinerants to travel to the
 7 building and there would actually be a reduction in
 8 cost due to transportation.

9 To give a breakdown, the utilities and
 10 maintenance that you saw in the first row is broken
 11 down, by phone, electric, natural gas, pest control,
 12 repairs and maintenance, security, refuse, copier,
 13 water, sewer, and maintenance supplies. As you can
 14 see these come to the total cost for the buildings
 15 for Brady Henderson. Also we did a similar chart for
 16 the computer access broken out by the WAM, anti-virus
 17 software, e-mail filtering and the library software
 18 for the total.

19 As far as staffing for '09-'10, this shows
 20 the current teaching staff, the para-staff and this
 21 is salaries and benefits, clerical, custodial,
 22 cafeteria and total and then we equate that to a
 23 starting salary. When you see the starting that is
 24 actually higher than the current, that would be
 25 because of the benefits chosen. When we estimate a

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1 starting, we estimate an average insurance cost.
 2 Under miscellaneous, our insurance is about
 3 3,600 a year and we estimated the number of trips
 4 that we need to send people to Brady Henderson versus
 5 staying at the main campus here.

6 We look at Option 3. We took the savings
 7 and again, the full savings would be realized if all
 8 staff were eliminated. Again, we said that is not
 9 our recommendation. We are just matching the savings
 10 with each of the particular columns. So if all Brady
 11 went to Southside and we chose to stay with the
 12 current Southside teachers, there with be a savings
 13 of 615,000. If we went to 21 teachers, an increase
 14 of four, it would be down to 418,000.

15 Option 4, you can see similarly, we have
 16 the numbers below. Each time we move over, we are
 17 adding our -- actually we are subtracting the savings
 18 because we are adding one teacher.

19 Option 5, this is Brady, Jackson, and
 20 Standing Stone combined. The savings would be a
 21 million dollars, down to \$722,000.

22 Option 6, savings along the bottom. This
 23 is splitting Brady, half to Southside, half to
 24 Standing Stone. See the savings of 615,000 down to
 25 123,000.

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1 Option 7, again, Jackson Miller is thrown
 2 into the picture as well, with a savings of a million
 3 dollars down to \$525,000.

4 MS. ADAMS: Those were a lot of figures, a
 5 lot of numbers, and I know that we want to give the
 6 audience an opportunity to have access to our
 7 materials and these materials will be on the website
 8 for the school district.

9 But in conclusion, I want say that we, this
 10 team, has worked and will continue to work to see
 11 that we create the best plan that we can together
 12 with you, the school board, and this community. But
 13 the options are here that we have presented this
 14 evening. We will ask that you put those together
 15 with those given to you last night and we will
 16 conclude this evening.

17 I just want to say, though, to this
 18 audience that the team that I've been working with I
 19 know we have well over 200 years in this group in
 20 education. I don't know how many years have been
 21 spent in this particular district. I have spent my
 22 professional life in this district. So your children
 23 are the most important thing to me. Not a building,
 24 not anybody's particular agenda, it is what is best
 25 for the children of our school district. And I stake

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1 my career on the decisions that we make in the
 2 future.

3 With that being said, I'll turn the
 4 presentation over to Attorney Beard.

5 MR. BEARD: Thank you, Ms. Adams, and
 6 everybody that has presented. At this point in time
 7 this is an opportunity for any of you that would like
 8 to come up and naturally, in an orderly fashion, and
 9 present. This went fairly well last night. We would
 10 just let the person do their thing and provide what
 11 they would like the Board to hear and actually it was
 12 very orderly, we went through about 18 people last
 13 night. So whoever wants to be the first person. If
 14 there's anything for the Board to consider this
 15 evening, by all means, please come up to the podium,
 16 state your name, address, and indicate whether you're
 17 a resident or not. We should be able to figure it
 18 out based on the address, so. If there is any takers
 19 we can start working it through that point.

20 HEATHER BORDER: Good evening. My name is
 21 Heather Border. My address is 259 Standing Stone
 22 Avenue in Huntingdon. I'm a district resident. I am
 23 also a teacher at Brady Henderson Elementary School.

24 This hearing this evening is definite
 25 evidence of hard times, hard times for all of us.

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1 (Brief pause.) And I fear more difficult times ahead
 2 of us. The State of Pennsylvania has a new governor,
 3 I'm sure everybody knows, a governor who is not
 4 exactly pro public education. He wants to be sure
 5 that parents have a choice in their children's
 6 education, that being taxpayer-funded private
 7 education. And my reason for making this point is I
 8 fear that if Brady Henderson Mill Creek Elementary
 9 School closes, the threat of all of these parents
 10 here saying they're going send their children to a
 11 private school, it does become more real. It becomes
 12 more like a promise.

13 These parents loved their Blue Ribbon
 14 School. A Blue Ribbon School, that is the highest
 15 honor an American school can achieve. This little
 16 school does big things. Things just as well, if not
 17 better, than a private education would. Why would
 18 our parents ever choose to choose an alternative
 19 education for their children when it has been
 20 nationally proven that Brady Henderson Mill Creek
 21 Elementary School is a quality school?

22 This school remaining open, I feel, will
 23 play a vital role and benefit our school district as
 24 our governor is working, as of yesterday, to
 25 tirelessly pass this bill. We need schools like

1 And finally, I would like to take a moment
 2 to express my gratitude to the wonderful community of
 3 the Brady Henderson Mill Creek. Eighteen years of my
 4 life I've been a part of this community and I don't
 5 even live there. From the students to the parents to
 6 the bus drivers, and to the staff, they are all an
 7 important part of my life. It is my second home. I
 8 don't know too many people who can say their place of
 9 employment is like home, but I can. If I, as an
 10 adult, feel this way, one can only imagine how our
 11 students feel.

12 As quoted from a 2006 "Altoona Mirror"
 13 article featuring Brady Henderson, "Safe Haven", that
 14 is what kids and parents think of this school.
 15 Research has shown that children who feel a strong
 16 sense of community and a strong sense of belonging at
 17 an early age, go on to do well in their future years
 18 of schooling. I respectfully plead that you, the
 19 Huntingdon School Board, consider these crucial
 20 facts, keep Brady Henderson Elementary School alive.

21 Again, I am proud of the Brady Henderson
 22 Mill Creek community. I am proud of the school
 23 district. I am proud to say I'm a member of this
 24 school district. This school district has what many
 25 other school districts wish they had, but I am mostly

1 Brady Henderson in our school district with this new
 2 governor.

3 (Audience claps.)

4 MS. BORDER: Maybe closing Brady looks like
 5 a savings today, but tomorrow could be a disaster to
 6 this school district that I care so much about.

7 Regression as defined by Webster is the
 8 shift toward a lower or less perfect state. Is that
 9 what we want for our school district? I know I
 10 don't. I am proud of this school district. It is a
 11 district that has a tremendous staff who have
 12 achieved numerous state-acknowledged awards that hang
 13 in our school. And yes, it has also achieved a
 14 nationally-acknowledged award.

15 In a time when high stakes testing looms
 16 over all of us, as well as the PSSA proficiency level
 17 rising every year, teachers, students, administrators
 18 and school boards are going to find this goal very
 19 difficult to achieve, especially if our classrooms
 20 are overcrowded. School closings, and I know the
 21 number were presented tonight, but I still fear
 22 overloaded classes are not going to get this district
 23 those AYP awards that we presently are so used to
 24 receiving. And herein lies the regression, is that
 25 how we want to be known? Less than perfect?

1 proud to be a teacher at Brady. Thank you.
 2 (Audience claps.)

3 MS. ZERBE: Holly Zerbe, my address is
 4 10023 Sugar Grove Road, Huntingdon. And I'm coming
 5 this evening as a kindergarten teacher at Brady
 6 Henderson and as a parent of a child at Brady
 7 Henderson Elementary.

8 I'm coming tonight because I would like to
 9 voice my concerns with the closing of this awesome
 10 school. Our school is an amazing place for staff and
 11 students. The small family-like atmosphere is like
 12 no other building I've ever been a part of. It's
 13 something you can't understand if you haven't been a
 14 part of it. We are truly a family. The school is my
 15 second home, just as Mrs. Border had said.

16 I know that all of our elementary schools
 17 are fabulous. I taught at Standing Stone and
 18 Southside. They are wonderful hardworking teachers
 19 at both of these buildings. All of the kids at this
 20 district are receiving an excellent education. I'm
 21 not trying to say that teachers at Brady are better,
 22 we just have an opportunity that the others do not.
 23 We work in a small building where we all know each
 24 other. When a parent walks in, every teacher in our
 25 building knows which child they are there to pick up

1 that day. When a grandparent walks in the building,
2 we know which children belong to those grandparents.
3 And when a teacher talks about successes or struggles
4 with one of their students, all the teachers in that
5 school understand that child and understand that
6 situation and we're there for each other. We can
7 work together as a team to do what is best for that
8 particular child in that particular situation.

9 Since there is only one classroom for each
10 grade level, we know who each other child or who each
11 child's teacher will be the next year and we talk
12 about those students as individuals and as a class to
13 the next year's teacher. So when I go to Mrs. Newton
14 throughout my year who is the first grade teacher, I
15 will go to her and talk to her about my classroom and
16 then over the summer we communicate, she is ready
17 when those kids arrive in her room to hit the ground
18 running. She knows what she needs to do to get that
19 class to do -- to be successful. She knows what to
20 expect. She is pre-prepared to teach in whatever way
21 they need to be taught and that happens the entire
22 way across the board at our school.

23 There is a sense of safety and security
24 within each of our students. To know every teacher
25 in the building is a safe feeling. Daily students

1 are greeted by me -- by the staff members. They go
2 through our lunch line calling the servers
3 Aunt Romona and Aunt Tracey. When served their
4 lunch, daily they are all greeted by name. On the
5 playground, all the students play together and know
6 each other.

7 We are only a little halfway through the
8 school year and already my kindergarten students know
9 all of every other child in the school. Brady
10 Henderson is their second home as well and their
11 second family as well.

12 And I know you've heard several times that
13 our school is the heart of our community. I live
14 within the community and I teach at this
15 award-winning school. Our school is the heart of
16 community. I think that's one of the biggest reasons
17 for our successes. The community support is
18 overwhelming. We have parents and grandparents
19 volunteering in our schools. We have a group of
20 community members who every year plan events for our
21 students and we have the most supportive parents I've
22 ever worked with.

23 Closing the school would not only affect
24 the students and teachers who are fortunate to be a
25 part of this educational experience, it would be

1 detrimental to the entire community.

2 And I want leave you with one last thought
3 and it's in rhyme, but I think like a kindergarten
4 teacher and mother of a four- and six-year-old, that
5 is just how my brain is wired.

6 We have four elementary schools that
7 continue to excel. Why would we change something
8 that is working so well?

9 MS. VLASAK: Good evening, my name is
10 Peg Vlasak. My address is 10037 School House Hollow
11 Road, Huntingdon. I would like to start out tonight
12 by thanking all of you on the school board for your
13 time and effort. I feel like we have all been down a
14 long journey from September till now and many of us
15 realize that this is a volunteer position that you
16 guys are in. It's filled countless hours of your
17 time and a lots of personal sacrifice.

18 That being said, I would also like to
19 discuss the issue at hand tonight and that is the
20 closing -- wow, I didn't think I'd get that emotional
21 -- the closing of our beloved Blue Ribbon School,
22 Brady Henderson Mill Creek. Obviously it is hard for
23 me even to say that.

24 So why are we closing Brady Henderson? I
25 think that is the crux of why we are all here and why

1 you are here tonight and that's what we have to stay
2 focused on. I came to Jackson Miller's presentation
3 last night as well and we sit through the
4 presentation given to you and given to us by our
5 administration and it's full of numbers, and the
6 numbers to us, when we sit out here, prove sort of
7 how costly and how unworthy Brady is to this school
8 district. And what I'd like to do tonight is maybe
9 point out to you just the opposite of that and maybe
10 point out some errors that I've had to a chance to
11 find in that report and maybe actually point out to
12 you how some of those numbers actually argue in our
13 favor.

14 First of all, this is kind of been driving
15 me crazy. There are not 115 students at Brady
16 Henderson, I believe there is more than, like, 123.
17 I know that is a small discrepancy, but it's driving
18 me nuts.

19 When looking at student-teacher ratios, we
20 are highly comparable to Southside and Standing
21 Stone. Our 4Sight test scores are not only
22 comparable to its two schools, but in some ways we
23 are a little bit better here and there. And in
24 looking at what we saw last night for Jackson Miller
25 and what we know as parents from these wonderful

1 educators we have, smaller size does reflect better
2 academic performance. Anybody who's in education
3 kind of knows that.

4 And it's really amazing to me to think
5 about how none of the kids at Brady Henderson Mill
6 Creek Elementary slipped through the cracks. Like
7 they said, they all know our kids. Our kids all know
8 them. On a personal note, something I don't have
9 written down here, today my husband became very ill
10 and he normally picks up our kids. I couldn't get
11 there on time. I called the secretary, Chrissy, I
12 said, hey, it's Peg, I'm running a little late, a
13 little unexpected glitch, but I'll be down to pick up
14 Olivia and Hunter. Will you let them know? Sure,
15 I'll let them know. That is how it is at Brady.
16 That is not how it is everywhere else. I pull up,
17 all the kids are out on the playground, it's a
18 beautiful day and it broke my heart. I thought this
19 is going to be gone soon if this continues.

20 And then I sit here and I listen to Mr.
21 Coppes, he tells us that one of our best scenarios,
22 or what I shouldn't say that, one of our many
23 options, is not only to close down our beloved Brady
24 Henderson and tear our kids away from their beloved
25 school, but let's rip them apart too. Let's not only

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1 take them away from their elementary school, but let
2 me go home and explain to my daughter Olivia, that
3 she will no longer to going to school with her best
4 friend Jake. I would like someone else to have to
5 explain that to her. I find it hard to believe that
6 that what's best for our children. It's not best for
7 my children.

8 We have longer bus routes. Although I keep
9 hearing they are not longer, I know how long it takes
10 to get from my house to Brady and my house to
11 Standing Stone or Southside. I know how long it
12 takes. And then I look at these ridiculously large
13 numbers. I'm not an elementary school teacher, but
14 I'm a high school teacher, and I know that huge
15 classrooms are not good for education. And they are
16 right. We are all under this pressure to bring up
17 our AYP scores, whether you're in elementary or
18 whether you're in high school, it's hard enough to do
19 and then you overcrowd your classrooms, it's an
20 impossible situation.

21 So again, I ask, why are we closing Brady
22 Henderson? As Ms. Adams stated, we have many budget
23 woes in our district. Many of these budget woes
24 cannot be prevented. Governmental cutbacks, we have
25 a governor who is definitely not in favor of public

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1 education, but some things can be controlled.
2 Maybe -- I'd like you to take some things
3 into consideration. We have administrative salaries
4 that when we, as our community group, asked for Right
5 To Know Request from your school district, we
6 compared it with other Right To Know Requests from
7 other local school districts, our administrative
8 salaries are a quarter of a million dollars more than
9 the other districts we examined. In times when
10 schools are being closed and education is paying the
11 price, why do these administrators demand a view to
12 increase their salaries? All the while blaming these
13 teachers and these school buildings for the cost of
14 education.

(Audience claps.)

15 MS. VLASAK: We all agree that education
16 for our children is top priority. I know you didn't
17 volunteer to do this because you thought it would all
18 be fun. You care about education. That's why you
19 are here.

20 Something I would like to point out to you
21 in your preliminary budget, we've sat down and we
22 have looked through it. There are programs like the
23 special programs, that's Line 1200, it shows in your

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1 preliminary budget a cut of 20 and a half percent
2 from last year's final budgets. However, Line 2300
3 supports services for administration, goes up nine
4 percent. Now while I acknowledge it's a preliminary
5 budget; I know that's not set in stone, it seems like
6 one of those obvious reflections to me of what your
7 administration holds as important and what they hold
8 as valued and then the tough position they put you
9 in, because in the end, the community sees you voting
10 on this stuff.

11 Once more, why are we closing Brady? Is it
12 because we need to or is it because Brady has become
13 the scapegoat of the administration's mismanagement
14 of funds? It is due to the fact --

(Audience claps.)

15 MS. VLASAK: It is due to the fact that the
16 administration tells you that there will be a
17 \$500,000 proposed savings for BHMC to pay for the
18 \$850,000 a year mortgage for the proposed new middle
19 school? Again, I ask you why are we closing
20 Brady Henderson Mill Creek Elementary?

21 It has been given to me, some information
22 has been given to me that PNC's own prospectus calls
23 for more than nine mills worth of payment in
24 2011-2012, increasing over time to 19 mills by 2036,

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1 for the payment of that middle school. It seems odd
2 that the closing of these schools and the building of
3 that middle school seem to go hand in hand. Why are
4 we closing Brady?

5 (Audience clasps.)

6 MS. VLASAK: Mr. Shellava, you have
7 commented that you worry that closing this school
8 will divide our community. I can't stress how right
9 he is about that. Not that we Brady people, as we
10 seem to be called now with a kind of negative tone to
11 it, didn't like people in Standing Stone or
12 Southside, I grew up in Huntingdon, I have tons of
13 friends who live in Huntingdon, my children have
14 friends who live in Huntingdon, I do things in
15 Huntingdon. I consider myself as much a member of
16 Huntingdon as I do Mill Creek. But we Brady
17 people really, really struggle because we don't want
18 to be forced to send our children to Southside or
19 Standing Stone or even worse, have them divided up
20 and sent a little bit here and a little bit there.
21 And it tends to lead to ill contempt and resentment,
22 people become angry about it. And, yeah, the
23 community becomes divided, so you were right about
24 that.

25 Another one of you said that you were tired
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1 of being threatened by all those Brady people that
2 they want to pull their children from the school
3 district. And Mrs. Border was absolutely right. We
4 would never, ever, pull our kids from Brady Henderson
5 Mill Creek. But it's not a threat. It's a reality
6 if you close our school.

7 While you have the power to affect our
8 future and definitely affect our children's future,
9 you can't force us to take our children to Southside
10 and Standing Stone.

11 And --
12 (Audience clasps.)

13 MS. VLASAK: Please be aware that you're
14 your school district will lose precious funding from
15 the children who will be withdrawn. I asked an
16 administrator today how much money will they lose. I
17 was told that each child that will leave the
18 district, will cost approximately \$8,000 to you. And
19 if they are a special needs child, it could go up to
20 24,000. Your district will also be responsible for
21 paying your children's transportation to neighboring
22 private schools. It all adds up. It certainly
23 doesn't help your financial situation by closing the
24 school.

25 So to quote your superintendent from last
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1 night's discussion, we are all looking at -- sorry --
2 we are looking at all areas and principles in seeing
3 where we can cut down. I want you, the elected
4 members of our board, to know that we, the community,
5 the parents, the teachers, the students, and
6 definitely our children, not only the ones that are
7 there, but the ones that are hoping to go there, are
8 counting on you to hold her to that quote.

9 Please do not examine what stares you in
10 the face, but some of the things that lie beneath.

11 We've asked you since September to do a feasibility
12 study by the Department of Education of the entire
13 school district to see where wasteful spending
14 occurs. Please do not make Brady Henderson Mill
15 Creek the scapegoat of an administration that says
16 one thing but does another.

17 (Audience clasps.)

18 MS. VLASAK: In closing tonight, I would
19 like to read something that was given to me by my
20 daughter, she is home sick with bronchitis and really
21 wanted to come tonight. I had to fight with her to
22 keep her in bed and not allow her to come. But she
23 typed this up in our home computer because she had
24 planned to speak to you in front of all these people
25 tonight.

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1 This is what she says: There is so much to
2 say, but there is just one important thing that comes
3 to mind, my school is the best. Also you have all
4 been hearing lots of Brady Henderson, it's a Blue
5 Ribbon School and that's right. No one other schools
6 have that Blue Ribbon. And I doubt anyone else will
7 get one because we worked our butts off to keep it
8 that way. We worked hard for getting the highest
9 score, 4Sight scores, and we worked hard for our PSSA
10 scores. And I have the best teachers and friends,
11 and the saddest thing is that the people could lose
12 this and I would not like that to happen. And I will
13 cry my heart out if this will happen and I want to
14 know is this really what you are going to do or are
15 you going to make a big mistake? And that is
16 submitted by my daughter, Olivia Vlasak who is in
17 third grade at Mrs. Estep's class.

18 Thank you.

19 MS. REAMER: Good evening. My name is
20 Catrina Reamer. I live at 267 Standing Stone Avenue
21 in Huntingdon and I am a resident of Huntingdon
22 County. I am also a second grade teacher at Brady
23 Henderson Mill Creek Elementary. I'm also a proud
24 parent of two children in the third grade at Brady
25 Henderson.

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1 I thought long and hard about what I wanted
 2 to say this evening, whether I wanted to speak as a
 3 teacher, a parent, or both. The truth is I sat here
 4 month after month and have heard parents and
 5 community members speak on behalf of keeping Brady
 6 Henderson open. I've been absolutely amazed and
 7 touched by what the parents and community members
 8 have said in support of our school and teachers.
 9 They have presented factual information, numbers, and
 10 many possible solutions, as well as pleading to
 11 emotional side of the administration and board
 12 members. I can't think of anything else that I could
 13 possibly say that hasn't already been said. I'm not
 14 sure what else could persuade the Huntingdon Area
 15 School Board to see things differently, but the
 16 bottom line is I feel I owe it to my students, my
 17 children, and all these amazing people that are here
 18 tonight that have been fighting so hard for our
 19 school. I want to take this opportunity to commend
 20 you and thank you for your persistence, determination
 21 and good fight.

22 When I was hired by Huntingdon School
 23 District just four short years ago, I was thrilled to
 24 be hired at Brady Henderson. I remember Ms. Border
 25 saying welcome to the Brady bunch, and that's exactly
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1 what it is. I absolutely love the small school
 2 concept and the friendliness and collaboration
 3 between colleagues. I can't think of anywhere else I
 4 would want to teach. My young children were going to
 5 start school the following year and I intended to
 6 send them to Southside where they could get on and
 7 off the school bus at their baby-sitter's home. The
 8 longer I was a part of Brady Henderson, I saw the
 9 warmth and personal relationships the teachers have
 10 with all the students. I can honestly say every
 11 teacher knows every student in the school. Where
 12 else can you say that? Maybe that doesn't sound like
 13 a big deal to those that have never been a part of a
 14 small school such as Brady, but for those that have,
 15 it means the world.

16 As the summer approached, I made the
 17 decision I wanted my own children to attend Brady
 18 Henderson if it was possible. I was thrilled when
 19 Mr. Coppes later called me that summer to let me know
 20 that they could. I have never regretted that
 21 decision. They love their school, their teachers,
 22 and their friends. It's so reassuring as a parent to
 23 know that the adults who care for my children all day
 24 long, actually know who they are and that they are
 25 not just another young face they pass in the hall or
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1 or see in the cafeteria that day while on duty.
 2 In no way is this a slam against the larger
 3 elementary schools in the district. I know those
 4 teachers are great. After all we are all Huntingdon
 5 employees and held to a higher standard, something I
 6 am proud of. But how could the teachers be expected
 7 to know 350 plus students when they may never have
 8 had them in their classroom? The only regret I may
 9 have is that I might have to tell my children that
 10 they can no longer come to Brady Henderson, a school
 11 they love.

12 I'm asking you one last time to please
 13 think long and hard about this very important
 14 decision that lies in your hands and that affects so
 15 many families and young lives. Thank you.

16 MR. HODGSON: My name is Jeffery Hodgson,
 17 Post Office Box 370, Pine Grove Mills, PA, 16828.

18 (Court reporter clarification.)

19 MR. HODGSON: Good evening. My name is
 20 Jeffrey Hodgson and I currently teach fifth grade at
 21 Brady Henderson. I stand before you tonight as
 22 someone who is concerned about the future of the
 23 students of Brady Henderson.

24 When I think of Brady Henderson I imagine a
 25 vibrant hub for the small town of Mill Creek. One
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1 could almost think of this school as the heart of the
 2 community where the community comes together to
 3 benefit its children. The community members look to
 4 the local school as a place for educating its
 5 youngest population. The children view the school as
 6 a small, safe, and nurturing environment. I have
 7 seen a great deal of pride exhibited by the parents
 8 and members of the community in the four short years
 9 I've been at Brady.

10 People at this town take great satisfaction
 11 in this Blue Ribbon School. This award wasn't handed
 12 to us. This award was bestowed on Brady Henderson
 13 Mill Creek School because of its supportive parents,
 14 hardworking students and dedicated staff. This award
 15 shows that small schools can succeed, make the grade,
 16 and provide a secure setting for students to grow and
 17 learn.

18 While growing up I attended a large
 19 neighboring district. I feel I received an adequate
 20 education, however, I feel I missed out on what we
 21 have here at Huntingdon, and especially at Brady
 22 Henderson. What we have is the small town atmosphere
 23 where children are nurtured, known, and challenged to
 24 meet their full potential.

25 It is such a humbling feeling to really and
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1 truly get to the know the students at Brady. Each of
2 the 121 students at Brady are not numbers, like I
3 experienced growing up. Each student is an
4 individual with a personality, with dream, hopes,
5 challenges, fears, and successes. After having
6 taught in a small school, I can honestly say that the
7 small school approach does pay off and will continue
8 to pay off for as long as we support this concept and
9 see the value it has on students, a community and
10 achievement. Sometimes we can't put a price tag on
11 the everlasting benefits.

12 (Audience claps.)

13 MR. HODGSON: As we evaluate the needs of
14 the schools, I ask that you would please consider the
15 benefits of a small environment. Brady Henderson is
16 a great school and should continue to educate for
17 generations to come. Thank you.

18 MS. WAITE: Good evening. My name is Dana
19 Waite, W-A-I-T-E. My address is with 125 Spring Run,
20 Big Valley Pike, Mill Creek. I have been a resident
21 of Brady Township for the past 32 years. I'm a
22 grandparent of two boys that attend Brady Henderson.

23 First of all, I'd like to thank you, the
24 school board, for your relentless hours that you
25 contribute to the school district. You are faced

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1 Bus 3 home unless there is a need for her to come to
2 my house. You see, her parents work two jobs to make
3 ends meet. So on your options list, Option 6 and 7,
4 wouldn't work. I am not alone in this situations, as
5 many child care providers have the same situation in
6 in their families and homes.

7 I have attended meeting after meeting since
8 September. I want my grandchildren to attend Brady
9 Henderson. It is a Blue Ribbon School with great
10 test scores and a community that stands behind the
11 children and their wonderful teachers that strive to
12 educated our children. We take pride in being Brady.

13 We may be a small community but we have
14 many businesses that locate to our area because of
15 our great elementary school. We not only have four
16 churches, but places to eat and drink in our
17 community, a fire department, a hotel, bowling alley,
18 sporting good stores, repair shops, industries, and
19 let's not forget the many farms that support their
20 families. All of these are taxpaying contributors to
21 the school district.

22 At board meeting after board meeting we
23 heard from you the board that you wish to hear the
24 elderly. This past week they spoke and continue to
25 speak with one wish: To stop the building of the

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1 with a very difficult decision that will affect many
2 lives for years to come. It is my wish that you will
3 hear and listen to all of the facts with an open mind
4 and not have your decision already made.

5 I retired as a para educator eight years
6 ago. I worked for the district for 15 years and
7 during that time I considered most of you my friends.
8 Jill, she was a principal at Alfarata when I worked
9 there and Jeff was a teacher. I worked on contract
10 negotiations for the support staff and game managers
11 for different sporting events. I was there when
12 Patty Morgan and Port Williams and Jeff Miles and
13 Sean Powers first came to the district. We all have
14 strived to keep the children first. However,
15 somewhere along the line it seems that the almighty
16 dollar has taken place of the children in our
17 district.

18 (Audience claps.)

19 MS. WAITE: My role now is a child care
20 provider. I care for six children and three of my
21 grandchildren. Some days I see that seven children
22 get on the school bus via Bus Number 43 and those
23 that need care after school, I see that they get
24 safely off the bus at my house.

25 One of the children would normally ride
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1 middle school. Now, you say it's too late. It's not
2 too late. It would be better to lose two million
3 dollars now than 22 million dollars later.

4 (Audience claps.)

5 MS. WAITE: Four years ago it was a good
6 idea. Building a new middle school was considered
7 then, our economy was booming. It was able to
8 sustain the financial idea of a new middle school.
9 Now we can't afford it. Our economy has changed
10 since the collapse two years ago. The government
11 isn't going to help bail the district out. We don't
12 even know how much money the district can count on
13 this year.

14 People struggle to make ends meet on a
15 daily basis. Many find it hard to even pay the
16 yearly property taxes they have, let alone, consider
17 raising them. How many people will lose their homes
18 because of this endeavor?

19 (Audience claps.)

20 MS. WAITE: Ms. Adams is pushing so hard to
21 get this decision passed and won't be living in our
22 district once she retires. As a mother and
23 grandmother, she hopes to move to be close to her
24 family, or so she stated to me in December. So
25 higher taxes and tearing the community apart won't

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1 affect her. But you the school district --
 2 (Audience claps.)
 3 MS. WAITE: -- you, the school board, will
 4 have to face the people.
 5 Closing Brady should not be an option at
 6 all. You, the school board, should listen to the
 7 people who have elected you into office. You are our
 8 voice and our vote. Here us and listen to us. Vote
 9 the way that we want you to vote. You are all
 10 intelligent people who make hard decisions and the
 11 time has come to take a step back and consider just
 12 maybe it's not the right time to proceed with a new
 13 middle school.

14 (Audience claps.)
 15 MS. WAITE: Put the sixth grade back into
 16 the elementary schools to increase enrollment and
 17 mover the seven and eighth grade to the high school.
 18 Make a wing on the back upper level, call it a junior
 19 high area. Team teaching can still happen there.
 20 Busing won't change for these students and no extra
 21 busses will be needed, saving the district money.
 22 You can save even more money by cutting the
 23 middle school administrators, secretarial staff,
 24 custodial staff, and cafeteria staff, or think about
 25 what about the assistant superintendent's position or

1 the assistant principal position. The district has
 2 survived for years without them. As Mindy stated
 3 over and over again, cuts need to be made. Of
 4 course, she doesn't live in our school district or
 5 pay property taxes here, so it doesn't really affect
 6 her.

7 (Audience claps.)
 8 MS. WAITE: As far as the teachers'
 9 retirement, yes, money has been set aside by Mindy.
 10 But it was invested and that investment bottomed out.
 11 This is what happens when you invest money that is
 12 marked for something else, now the district is
 13 hurting because of that bad investment and our
 14 children must suffer along with the taxpayers.

15 It's time to look at the whole picture and
 16 not just what the administration wants you to look
 17 at. It's time for a feasibility study to be done to
 18 see where tax cuts or other cuts can be made. This
 19 way the whole district will be looked at, not just
 20 Brady Henderson and Jackson Miller.

21 Also look at the three percent raises our
 22 administrators so easily voted themselves. Maybe
 23 it's time that they consider giving that back to help
 24 the district out instead of hurting it.

25 (Audience claps.)

1 MS. WAITE: Our teachers are the ones who
 2 educate our children, not the administration. Maybe
 3 it's time we went back to the basics, like the
 4 administrators before them did. Option 1 is the only
 5 smart choice. It's the people's choice that voted
 6 you, the board, into office. Hear, listen, and vote
 7 the people's way. Thank you.

8 MS. PIPER: My name is Piper, P-I-P-E-R,
 9 Tanner, T-A-N-N-E-R. I live at 11766 Hawn Drive in
 10 Mill Creek, Pennsylvania.

11 I left last night's hearing and again here
 12 tonight with more questions than answers. I am
 13 struggling with the task we, as a community, were
 14 given to look at the district as a whole, not just
 15 the pieces, but that is what is being done again.

16 Fiscally the district's problems are far
 17 more reaching than these two elementary schools.
 18 When closely examining all the data and charts, I
 19 began to question the long-term savings seen by
 20 closing two elementary schools. Realistically
 21 consolidation is going to cost money. Money in new
 22 additions or renovations, money in increased
 23 transportation cost, and money in increased general
 24 operation cost, such as heating, copier, trash,
 25 water, sewage, maintenance, and supplies.

1 The statement was shared last night by the
 2 administration that examination needs to be made
 3 regarding what is required and essential versus what
 4 is comfortable and historic. A statement that I feel
 5 really needs to be explored with every expense across
 6 the district and a hope that you, as a Board, will do
 7 that.

8 What other cost cutting measures are out
 9 there? Over the past seven months I have heard a
 10 building does not make an education. However,
 11 community does impact and make it the education of a
 12 child.

13 (Audience claps.)

14 MS. TANNER: That is one of the main
 15 reasons that Brady Henderson Mill Creek Elementary
 16 school works, and I am sure if you ask your
 17 administration, they will tell you it works. This
 18 audience is made up of parents, students,
 19 grandparents, family, senior citizens, past faculty
 20 of the school district, and just those who love our
 21 school and community. This support would be lost
 22 four our children if Brady Henderson Mill Creek
 23 Elementary would close.

24 As I sat and reviewed your consolidation
 25 options, my mind began to race. We have heard

1 repeatedly the education of our students is foremost
2 on our minds. However I can't help but think that
3 our students are seen as numbers and money and not
4 the individuals they truly are with the options
5 given, especially Option 6 and 7.

6 I'd like to share a story with you, as most
7 of you know, my son Jake is in the third grade at
8 Brady Henderson Elementary School. Jake's class is
9 so legendary, it is sort of legendary at Brady
10 Henderson Mill Creek, as you can see. They are
11 challenging bunch, not due to their behaviors, but
12 due to the thirst for knowledge and learning they
13 possess. These are 18 kids that I have never seen
14 want to learn as much as they do. Any teacher that
15 teachers this group of children truly does earn their
16 salary and are challenged daily as educators and,
17 frankly, as a sidebar deserve a raise.

18 Jake and three of his friends (brief pause)
19 Jake and three of his friends have been a close
20 circle of friends since kindergarten and hit it off
21 right away. Each bring their own unique qualities to
22 their circle of friends. These boys are pretty
23 amazing. They can tell you anything about animals,
24 birds, dinosaurs, geography in our world that you
25 want to know. They can tell you all about World War

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1 district to eliminate the separation of Brady
2 Henderson Mill Creek. I also have an Option Number
3 10, combine the Jackson Miller students into Brady
4 Henderson Mill Creek Elementary School. We are to be
5 looked at separate entities and schools in this
6 process, thanks to Mr. Berger. The options presented
7 are perceived as all or nothing: Close two schools
8 or none at all. This option would be a viable option
9 as the Jackson Miller students would be placed into a
10 small school setting that would embrace them.

11 I just have a few parting words.
12 Ms. Adams, you spoke of the, what did you say, 200 or
13 400 years of education combined that your team has
14 that has worked on these options and prospectus. I
15 would encourage you to go back to your roots. I
16 Reflect on when you, yourself as educators sat in a
17 classroom with a group of students in front of you
18 day in and day out. Remember the connections you
19 made to those students. That is what you're asking
20 these teachers to do on a daily basis and they do it
21 wonderfully, as do all of these teachers in this
22 district. But what you're asking them to do is look
23 at their students and say, I'm sorry, but we have to
24 close your school.

25 I think you need to go back to how it felt
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1 II as if they were there and fought it themselves.
2 They continue to push each other and the parameters
3 of what they've learned. This has been supported and
4 encouraged by the Brady Henderson Mill Creek
5 teachers. They inspire and challenge each other to
6 become lifelong learners and continue to develop the
7 foundation that is started in the elementary school
8 needed to become productive middle and high school
9 students.

10 This group of four friends were brought
11 together because of where they live. They were
12 not -- they do not know each other before they set
13 foot in Brady Henderson Mill Creek the first day of
14 kindergarten. Based on an option presented, they
15 could potentially be separated because of where they
16 live. Mine son would go to Southside and his three
17 very close buddies would go to Standing Stone. Is it
18 truly emotionally, mentally, and academically in the
19 best interest of any and all children at this age to
20 basically divide a school down the middle in order to
21 save money?

22 I would like to present some other options
23 for consolidation to you. Last night you heard an
24 Option Number 8. I would like to present an Option
25 Number 9. Realign all elementary schools within the

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1 as an educator, it's not about money. Money isn't
2 all it's about. Theirs is a human factor here.
3 (Audience claps.)

4 MS. TANNER: In this audience there are
5 students that attend Brady Henderson Mill Creek
6 Elementary School. If you attend Brady, could you
7 plead stand up?

8 (Thereupon undetermined amount of audience
9 members stand.)

10 MS. TANNER: There are not money; they are
11 not a number. They are individuals and they deserve
12 to be treated that way. I understand that money is
13 the bottom line. But what you are tasked with is a
14 quality of education. You are to provide our
15 children with a quality of education. That's the
16 bottom line here. Not money.

17 To the school board, the challenge ahead of
18 you will not be easy. It is my hope and prayer you
19 will ask the questions that need to be asked and push
20 for the answers that you deserve and alternatives
21 from your administration. To add to your to-do list,
22 Mr. Coppes spoke of children that we have
23 transitioned throughout our district from elementary
24 schools, you know, to the middle school, to the high
25 school, I would like for you to honestly ask your

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1 administration to perhaps get you the names and
2 contact information of the families that transitioned
3 from one elementary school to another and maybe have
4 the opportunity to discuss with those parents the
5 challenges that their children saw and the successes
6 that happened in this transition for this children
7 also.

8 It's time to honestly put down the numbers
9 and put down the data and realize that these kids are
10 students, they are humans, just as every other child
11 is in this district. My son is Jake Robert Tanner
12 and he deserves to be acknowledged and treated in
13 that way in this process. Thank you.

14 MR. REAMER: Good evening, my name is
15 Richard Reamer. I live at 267 Standing Stone. My
16 wife spoke previously. I come here as a parent. I
17 also come here as her husband.

18 Those two options 6 and 7 that are up
19 there, I get really angry. Mrs. Tanner, Jake's mom,
20 Piper, my son happens to be one of the fantastic four
21 that she's talking about. And I'd really hate for
22 Caden not to have to go to school with Jake. You
23 know, how do you tell a nine-year-old, sorry, buddy,
24 your friends has to go to that school because of
25 numbers of money. It's about the kids.

1 come this evening. They wrote each of you a letter
2 and I'm going to read them to you.

3 My first grader, her name is Bria Poorman
4 and she wrote: Dear Sir, Madam, big people on the
5 Board, I would miss Brady Henderson if you close my
6 school. Brady Henderson is the best school I've ever
7 been to. I would be very scared -- let that be a
8 footer because all three letters -- going to a big
9 school. I would miss my teacher Mrs. Newton. She is
10 the best. Please do not close my school. It will
11 make me very sad. Love Bria Poorman, first grader.

12 The second one is from my son, Tony: I'm
13 scared to go to a big school if you close Brady
14 Henderson. I like it. It's small and fun. I would
15 miss my friends and my teacher Mrs. Reamer.
16 Mrs. Reamer makes learning fun and I like going to
17 school everyday. Please do not close my school.
18 That is Tony and he's in the second grade.

19 The last one: Dear, Sir and Madam, please
20 do not send us to a different school because not all
21 of us are ready to go to such a big school with lots
22 of kids. I'm scared of being crowded into classrooms
23 full of strangers that is too small for me to work in
24 and concentrate in. The hallways will be really
25 crowded and the lunchroom, too. I'm concerned that I

1 Mrs. Adams, you said it's about the kids.
2 Are you and Mr. Coppes going to be the ones that go
3 and tell these kids well, I'm sorry because you live
4 here, you know, you can see your friends after
5 school, but during school, well, they have to go over
6 here? No. It has to be up to the parents that tell
7 them that.

8 You know, I'm usually really put together
9 and don't get upset, I'm a little angry because it's
10 all about numbers. It's not about numbers. It's
11 about the kids. It's always about the kids. You
12 said it was about the kids.

13 (Audience claps.)

14 MR. REAMER: You know, I appreciate the
15 time that you folks, you know, you volunteered to do
16 this job. You've got a tough one. And I think that
17 sometimes you're listening to us, but you're not
18 hearing us. I really hope tonight that you hear us,
19 that you're not just listening. Thank you.

20 MS. ROONEY-POORMAN: Good evening, my name
21 is Kara Rooney-Poorman. And I live at 10161 Dotsview
22 Lane and that's Huntingdon, PA.

23 (Court reporter clarification.)

24 MS. ROONEY-POORMAN: I'm here this evening
25 to speak to you on behalf of my children who couldn't

1 will not have enough time to eat my lunch. My school
2 does a lot of fun family functions. I'm nervous that
3 Standing Stone won't continue with our functions
4 because there won't be any room to have all of those
5 students there. I also worry that there won't be a
6 space to hold these types of things. I also worry
7 about all of the teachers, Mr. Hodgson is the best
8 teacher ever. I would never learn from anyone else
9 the way I learned from him. The teachers make me
10 feel safe. All of the teachers talk to me. I'm
11 afraid the teachers at the new school won't talk to
12 me and won't know my name. So in conclusion, I feel
13 sending us to a new school is a bad idea. Thanks for
14 reading this and please make the best choice. Love
15 Kalin Shope, fifth grade.

16 In November we lost -- I lost my father. I
17 made one phone call to Mrs. Newton because I had to
18 leave town. And I told her what happened and I said,
19 I have to trust that you can kind of keep an eye on
20 my kids for me, you know, while they are at school,
21 if there is a problem, I have to leave town. Just
22 give me a call and I'll have someone pick them up if
23 you feel they can't handle it. I left that evening
24 knowing all three of my children would be in the best
25 hands capable because of they were in the hands of

1 these teachers right here in this front row --
 2 (Audience claps.)
 3 MS. ROONEY-POORMAN: -- who gave them an
 4 extra hug that day when I couldn't be there, and made
 5 me feel secure that I could be have with this
 6 emergency. I never would have been able to do it at
 7 a bigger school and I never would have been able to
 8 do it without the teachers that our children have.
 9 So thank you.

10 JAKE TANNER: Hi, my name is Jake Tanner
 11 and I'm a student at Brady Henderson. And how would
 12 the students feel if you shut our school and the
 13 teachers, it's just so sad, all my friends and all my
 14 favorite teachers. I just say please don't shut our
 15 school.

16 UNIDENTIFIED LITTLE GIRL: I can't do it.

17 MS. BARTOL: I have no idea what she was
 18 going to say because she wouldn't tell me, so better
 19 watch out.

20 I'm sorry, Michelle Bartol, 8359 Bartol
 21 Lane. So, you know, I guess the question is we've
 22 all been asking, so why are we closing Brady? You
 23 presented a few options, certainly the number of
 24 classrooms at Southside hasn't changed since April
 25 30, 2010. In that particular presentation, a couple
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1 failed to be mentioned as part of the some of these
 2 options presented.

3 In the document, in addition, you're taking
 4 away from all the students at Southside because to
 5 actually have the space, according to this
 6 information, you need to use a computer room, a large
 7 group, instruction room, primary learning support
 8 classroom, intermediate learning support classroom, a
 9 book room, and construct additional classrooms. And
 10 nowhere in any of these presentations did the
 11 administration talk about a second building project
 12 adding on to our elementaries. When were you
 13 planning on discussing this? After two buildings
 14 were closed? After it was too late?

15 Jill, why is the Board not informed of
 16 these very important potential trade-offs? I always
 17 find that the best decisions come when there is
 18 discussion amongst a group, and this is a very
 19 important group that needs time to discuss and look
 20 at options. You need time to discuss with each
 21 other.

22 Seems to me this kind of information
 23 perhaps should have been discussed before we even
 24 started these 780 Hearing processes. You know, I was
 25 looking at the diagrams that you have up there, and
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1 of options were reviewed.

2 Number 8 option, Brady and Southside
 3 combined with only Southside staff. Those that they
 4 talked about, were certainly on this document talking
 5 about class sizes ranging from 21 to 27. There would
 6 be a reduction of seven teachers that was listed.

7 Your only document acknowledged that the
 8 class sizes averaging 24 and 25 on the elementary
 9 level are excessive and not conducive to strong
 10 academic achievement. This would seem to contradict
 11 the effort you need to put forward towards increasing
 12 performance as compared to some of the hefty AYP
 13 goals that we have coming up over the next couple of
 14 years.

15 Another option on that document, Brady and
 16 Southside with all present staff. Class size ranges
 17 from 16 to 19 on the elementary level. Mr. Coppes,
 18 you gave me the number of rooms with various
 19 scenarios in your presentation -- some of your
 20 scenarios -- sorry -- some of the scenarios require
 21 perhaps the need to construct additional classrooms.
 22 I don't know. Is that right? I'm a little
 23 disappointed, I think I used that word the other
 24 night, just off the cuff, disappointed is the word
 25 that I feel. I'm disappointed that that might be
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1 you know, as you attempt to bring your class sizes to
 2 within a reasonable range to be effective as a
 3 district, the numbers of savings from left to right
 4 change drastically. They change drastically. And
 5 over time as we begin this process and a couple years
 6 go by and the class sizes are large and everybody is
 7 crowded and it doesn't work very well, you will go
 8 back to the way that you are now. You'll have great
 9 class sizes and that will cost money, but in the
 10 meantime we will have closed Brady Henderson.

11 Since PSSA scores need to improve, it
 12 appears to me that its seems like we're just taking a
 13 step backwards. According to Jill, the educations of
 14 our students are first and foremost on our minds. I
 15 think we're having trouble balancing a lot of
 16 different balls. I don't think that education is
 17 first and foremost on our minds. I think we have
 18 trouble balancing all of these balls.

19 (Audience claps.)

20 MS. BARTOL: I think we're choosing between
 21 death by fire or death by drowning. If you close
 22 Brady, you either need to build onto the existing
 23 elementaries or risk losing the gains you have made
 24 over the last ten years in academic achievement.

25 When you look at your charts, Jeff, class
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1 sizes were bigger on the left and you guys, I don't
2 know, it's not just the class size, but -- and you
3 made a lot of changes and you done a good job -- but
4 I can't imagine you to want to blow that. I mean if
5 education is your career, you do not want to blow
6 that.

7 Setting yourself up to solve these kinds of
8 questions is really just too much for me comprehend.
9 I really can't. These steps seem to me to take us
10 backwards. I've been saying since November, the
11 middle school, the elementary, program choices,
12 teacher compensation, which I'm saying this for Dave
13 Berger because I do support a tax increase to pay the
14 teachers. I do support that. I don't support a tax
15 increase to put bridges in the ground or new
16 buildings when we perhaps don't need them.

17 So you have all these balls. The
18 elementary is the program choice, the teacher
19 compensation, retirement, which is going to continue
20 to balloon. The continued lack of funding. Those
21 are all decisions that must be made in consideration
22 of each other. Not by themselves, not in the linear
23 process.

24 As we go down this road and if the middle
25 school is a done deal, I fear for my town. I fear

1 option. You won't be able to do anything else.
2 Okay. That was an add in.

3 You are doing a good job. Okay.

4 So Jill, you say it's all about the
5 students and to have two options up there that split
6 Brady by the bus ride. Oh, my gosh, that's amazing.
7 That's amazing. Not only are you closing my school,
8 you are taking my friends. So personally I have been
9 trying to understand this and I -- you know, it is
10 quite difficult. And I'm starting to believe that's
11 by design.

12 You know, I just -- I just have to say that
13 I'm going to read this statement again because it
14 means, it is everything to me. I don't see why other
15 people aren't -- more people don't make this
16 connection but, again, the PA prospectus for the
17 middle school calls for more than nine mills worth of
18 a payment in 2011 and '12 and that increases over
19 time with interest to 19 mills by 2036. Is that not
20 right?

21 MR. REIF: It is, yes and no.

22 MS. BARTOL: Yes and no. Well, you know,
23 it's the same amount of money. But at any rate, you
24 know the question is, so why are we closing Brady? I
25 don't know. I don't know. Thanks.

1 for my town. Not only will we be crushed by school
2 taxes for the next 20 years, unfortunately our
3 students will begin a decline in academic achievement
4 where there was a rise, because you know each year as
5 the funding goes down, but we're mortgaged out, you
6 are going to have to make choices. And the easy
7 choices --

8 (Audience claps.)

9 MS. BARTOL: And I feel -- I just feel this
10 board is backed in a corner. The easy choices from
11 one year to the next without a lot of long-term
12 planning is to make the class sizes bigger, cut the
13 teacher, cut music, cut whatever stuff is easy to
14 cut. And in the meantime your scores will be going
15 down and you can't do anything about it. You are not
16 going to be able to do anything about.

17 You know, it sort of reminds me of the
18 discount rate in higher ed. today, that is what it
19 reminds me of. The discount rate of higher ed is
20 uncontrollable. We cannot control it. That is going
21 to happen with this. Five years down the line, you
22 are not going to be able to control your expenses.
23 And you will have so many fixed costs that the only
24 option you have is the quality of these kids and what
25 they experience. That is going to be the only

1 MRS. ADAMS: Ms. Bartol, I just wanted to
2 say to you that in our options, there is no second
3 building program. I don't know what you're referring
4 to there and there are no added renovations to our
5 proposals.

6 MS. BARTOL: No, it's right here in this
7 document. I'm referencing your document.

8 MR. COPPES: Actually maybe I can address
9 this, your statement regarding the rooms. You know,
10 as each year, every school district has to look at
11 enrollment figures and staffing options in the
12 budgets and what you have there probably is something
13 that -- they were related to this process. I'm not
14 sure exactly the document but you obviously have it.

15 They talk about the rooms. This is what
16 would be available at those schools without
17 construction costs. All right. You absolutely could
18 add rooms if you wanted to, but these are available
19 rooms. I'll be specific with them.

20 At Standing Stone, we'll start with there
21 first. We have classrooms right now, full-size
22 classrooms, that have sometimes programs with four or
23 five students in those. All right. We also have a
24 lot of small group instruction rooms that are
25 designed for special education, Title 1 that would be

1 available.

2 Right now we have four classrooms right now

3 and I can -- I can be -- talk about those. Three are

4 existing classrooms of the district. One is a Head

5 Start classroom that if our finances tell us that we

6 have to consolidate, there may not be a need for that

7 Head Start pre-K classroom. It would be relocated at

8 another classroom in the community. It is a Head

9 Start classroom at Standing Stone. Just like we have

10 at Brady, the pre-K Count 1, that went away with the

11 funding. This one could be located at a Head Start

12 facility or what the governor proposed with the

13 economics, probably will not exist next year the way

14 the funding is.

15 Yes, you did reference a computer lab. And

16 that is -- when schools do consolidate, they look at

17 the rooms they have available. We have computer labs

18 there, just like we have at Brady. But it is

19 interesting to note when we first bought into the

20 compass learning program, which is now or still can

21 be used by a lot by our teachers, not as much as

22 before, I will track monthly usage of the computers

23 students usage by students, are we getting our bang

24 out of our buck that our kids have access to those

25 and how that relates to academic gains.

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1 I can tell you by far Brady Henderson had

2 the largest computer usage as a building compared to

3 even larger buildings because these teachers use it

4 the way most school districts are trying to do.

5 If you walk across computer labs across any

6 school district in any state, by far there are large

7 gaps in the day when they're never being used. This

8 group of teachers have learned how to master this.

9 They have four or five stations in their rooms that

10 we worked hard for them. And those students had

11 greater access to computers because everyday during

12 guided reading, they had a station to go to, and so

13 just to allow time to go to the computer lab. We

14 don't go to another room to use an overhead

15 projector, but for some reason we do that. That's

16 just an option. So a computer lab could be used.

17 You know, it's definitely large enough.

18 The other room would basically, over at

19 Standing Stone, is we have another option. We do

20 have a large group room that will hold a hundred

21 people in, actually. We use that some occasionally

22 for chorus practice. We use it for drug and alcohol

23 lessons, AIDS instruction. We already talked to

24 Andrea Croyle, that could be a classroom. It could

25 be. But also I've already talked to Andrea Croyle, a

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1 music teacher, and she is very willing to relocate,

2 if need be, make that the music instruction room and

3 have the music room available for student usage.

4 Those are six classrooms at Standing Stone that we

5 can use.

6 Can we add on? Absolutely. I mean,

7 there's no plans. There has been no discussions. If

8 you go to the playground entrance to that school, you

9 see an overhang there with concrete. Those are

10 designed, actually, for expansion rooms at \$1999 --

11 or \$89,000 to build on. That is what they cost back

12 then. Be tremendous amount of money now. So that

13 school has rooms and the other rooms can be used in

14 more effective ways.

15 At Southside, we definitely have rooms that

16 are -- that are workable as well. Right now we have

17 a learning support room with small group instruction

18 in that room. We have another learning support room

19 that has, it's smaller in size, but it would be able

20 to be a classroom. We have a lab there that could be

21 used the same way for repurposing those computers in

22 classrooms, have four or five stations insurance-type

23 whether a primary child, K through 1 or somebody do

24 forced study hour or compass learning. But we have

25 the same issue with the music phase room or the LGI,

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1 so there are options without expanding.

2 Those notes you have there, Michelle, they

3 do say that as an option, way back a year ago if we

4 had to do that. What will we explore, but we never

5 really talked about it since that point. But those

6 are rooms that if we have to consolidate are doable

7 classrooms for students. Do you have any further

8 questions about that?

9 UNIDENTIFIED AUDIENCE MEMBER: I do.

10 MR. COPPES: Go ahead.

11 UNIDENTIFIED AUDIENCE MEMBER: So are you

12 guaranteeing us that if you close the schools, you

13 are not going to build onto Southside and Standing

14 Stone?

15 MR. COPPES: I'm not recommending that at

16 all. We never discussed that with the Board at this

17 point.

18 MS. BARTOL: What about other

19 administration?

20 MR. BEARD: You are going to have give the

21 stenographer an opportunity to state your --

22 MR. COPPES: These options relate to the

23 usage of those rooms and those rooms only. That's

24 the plan on that, those would be chosen, only those

25 rooms.

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1 MS. BARTOL: But the rooms as they're
2 currently being used you would be displacing those
3 students or.

4 MR. COPPES: For other rooms.

5 MS. BARTON: For other rooms somewhere
6 else?

7 MR. COPPES: For other rooms, yes.

8 MS. BARTOL: Both of those options do say
9 construct additional classrooms, what is "class size
10 excessive"?

11 MR. COPPES: What date is that, Michelle?

12 MS. BARTOL: April 30, 2010.

13 MR. COPPES: Okay. All of these plans,
14 conducive plans, have been worked on extensively
15 probably since January of this year, knowing that
16 these hearings will be coming up, so maybe it was
17 said then, but that's not our plan now.

18 MS. BARTOL: No, the only thing I would
19 have to say is that the number of students are the
20 same and the building sizes are the same, so if Brady
21 and Southside combine is an option, then it's kind of
22 all similar.

23 MR. COPPES: I'm not -- I'm unclear what
24 you are saying. The figures we have here were based
25 on the enrollment figures a couple weeks ago when we

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1 called the secretary for the most recent updates of
2 our enrollment figures.

3 MS. BARTON: I know, I just -- the numbers
4 are fairly similar.

5 MR. COPPES: Pardon me?

6 MS. BARTOL: The numbers are similar, I
7 would think from April 30, 2010 to today.

8 MR. COPPES: I would say you can't
9 guarantee that. Everyday you can go to Brady and
10 we'll have another student. Standing Stone, we'll
11 have three or four, they change dramatically. So
12 those figures are based on last year's enrollment,
13 last year's enrollment without new students coming to
14 the school adding to their expense or are leaving.
15 So those are most updated figures that you're seeing
16 on this PowerPoint that will be reflected on the
17 website as well.

18 MR. BARTOL: Then I guess the only thing I
19 would suggest is that as we're going down the pike
20 and you have each of those not just explained by the
21 student/ faculty ratio, but with more depth.

22 MR. COPPES: "Each"?

23 MS. BARTOL: Each option.

24 MR. COPPES: Each option.

25 MS. BARTOL: Right now you just have

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1 student faculty/ratio and the number of classroom.

2 MR. COPPES: Right.

3 MS. BARTOL: So perhaps we need a more
4 in-depth understanding for each of those options than
5 we actually see in the building and see where the
6 kids will be enhanced --

7 MR. COPPES: Sure.

8 MS. BARTOL: -- and fit in there.

9 MR. COPPES: Be glad to do that.

10 MS. BARTOL: Okay.

11 MR. COPPES: Be glad to do that.

12 MS. HAMMON: Hi, my name is Rhonda Hammon,
13 H-A-M-M-O-N. I'm a resident in the Huntingdon Area
14 School District. My address the 11865 Big Valley
15 Pike, Mill Creek. I wasn't planning on speaking
16 tonight. I didn't bring a paper. I'm totally
17 shocked. I actually came as a taxpayer and I am
18 shocked at this presentation.

19 I have two daughters. I don't stand to
20 lose anything. They are 19 and 21, one will graduate
21 from the Air Force Academy this May, the other one
22 attends University of Pitt. She is in her second
23 year, Dean's list, math/chemistry major. My
24 daughters are where they are because of the teachers,
25 either some of them I know, some that are gone.

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1 I can't even believe that this, this little
2 paltry amount of money is how you are going to save
3 money. Look. I expected to see all of the expenses
4 of the district. How can we save money? You're
5 giving me a million dollar figure and you're talking
6 about millions and millions of dollars you're
7 spending, millions at least. I might be exaggerating
8 and you're giving me this little amount and that's
9 going to solve all our problems. No.

10 My daughters are where they are because of
11 small schools and teachers who taught them the
12 values. When my daughters went to the middle school,
13 they were overwhelmed. If they wouldn't have had
14 this strength that they learned in this small school,
15 they wouldn't be where they are today. Let me tell
16 you.

17 (Audience claps.)

18 MS. HAMMON: You look at these figures; are
19 kidding me? That's a job in the bucket as to all
20 that money that is being spent and wasted. I'm tired
21 of being lied to by my federal legislators, my state
22 legislators, and now my local. That's all I have to
23 say.

24 (Audience claps.)

25 MS. BENSON: Hello, my name is Kelly

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1 Benson. My address is 2810 Issett's Lane, James
 2 Creek, Huntingdon School District. My son is a first
 3 grader at Brady Henderson Elementary School. He is
 4 currently eight years old. A few days after his
 5 third birthday, my son, Scott, was diagnosed as
 6 autistic. Immediately following his diagnosis, Scott
 7 was enrolled in Little Bear Preschool in Mount Union,
 8 Pennsylvania. Little Bear is a preschool dedicated
 9 to autistic children. Although it was a struggle,
 10 Scott did will there and learned a lot. During his
 11 time at Little Bear, we moved to Petersburg,
 12 Pennsylvania, Juniata Valley School District. But he
 13 remained enrolled at Little Bear until he was old
 14 enough to start kindergarten.

15 Scott started kindergarten in Juniata
 16 Valley Elementary School for the 2008-2009 school
 17 year. Their autistic support program was good and
 18 they had the proper services in place. The school
 19 worked hard at developing a curriculum that would
 20 benefit him, but unfortunately the adjustment to a
 21 bigger school was very difficult for Scott. And
 22 although he sincerely tried, he didn't do very well
 23 in school. Scott's comprehension was an obstacle
 24 that his teachers and therapists were having
 25 difficulty overcoming.

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1 able to give Scott the help he needed, but I knew had
 2 to at least give them a chance.

3 In early December 2009, of the 2009-2010
 4 school year, Scott went through an extensive testing
 5 by Huntingdon Area School District to see where he
 6 was at academically. During the IEP meeting
 7 following his testing, the school psychologist
 8 explained to me that although the results of Scott's
 9 intelligence testing showed that he was at the
 10 average to superior range in comparison to other
 11 children of his age, his academic testing results
 12 showed that he was well below average to far below
 13 average range. At this point in the meeting, I
 14 thought for sure they were going to tell me that
 15 Scott needed to attend another school, one
 16 specifically for autistic children. But the team of
 17 teachers, therapists and parent educators attending
 18 the meeting from Brady Henderson surprised me and
 19 immediately got to work developing a curriculum for
 20 Scott based on the test results given by the
 21 Huntingdon Area School District school psychologist.

22 In the months following the IEP meeting, I
 23 was astonished by the change in Scott's academic
 24 process and as well as his behavioral and social
 25 progress. In just a few months, he went from

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1 In January of his 2008-2009 kindergarten
 2 school year we moved to James Creek, Pennsylvania,
 3 Huntingdon Area School District. At that time the
 4 Huntingdon Area School District did not have an
 5 autistic support program. It was decided by the
 6 school district that Scott would be sent to Kistler
 7 Elementary School, Mount Union School District.
 8 Although Scott liked the teachers and children at
 9 Kistler Elementary School, his academic progress was
 10 very, very slow. His comprehension was still a major
 11 obstacle and he was having difficulty adjusting to
 12 the change of being in a new school and having new
 13 people around him. His teachers came up with several
 14 different strategies for helping him, but progress
 15 remained slow. And even after attending summer
 16 school, he wasn't ready for first grade and it was
 17 decided that he would repeat kindergarten starting in
 18 the fall.

19 In the fall of 2009, Scott started his
 20 second year of kindergarten at the Brady Henderson
 21 Elementary School. Although it was his second year
 22 of kindergarten, it was his first year enrolled at
 23 Brady Henderson and I wasn't sure what to expect.
 24 Their autistic support program was new in the area
 25 and I was privately concerned that they wouldn't be

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1 struggling to naming the letters of the alphabet to
 2 reading and writing as well as spelling and sounding
 3 out new words. The team at Brady Henderson
 4 Elementary School had worked miracles for Scott. And
 5 not only did he fully participate in his lessons, he
 6 actually understood what he was being taught.

7 By the end of the 2009-2010 school year,
 8 Scott was spending most of his day with his
 9 kindergarten class and was only pulled out of class
 10 briefly for his special education classes. He
 11 finished the year proficient in most areas after
 12 starting year at a below basic level. He graduated
 13 kindergarten with the rest of his class and is
 14 currently doing exceptionally well in his first grade
 15 class.

16 To date the only complaint I've had from
 17 his first grade teacher is that he is working ahead
 18 of the class in math, but he is doing it very well.

(Audience claps.)

20 MS. BENSON: As a mom who has had to watch
 21 his son struggle for every little baby step progress
 22 he has made, I can't even begin to tell you how
 23 grateful I am to the team at Brady Henderson for
 24 giving Scott the guidance and support he needs to
 25 turn those baby steps into giant leaps forward.

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1 Brady Henderson is an incredible school and
2 I know without a doubt that should you decide to
3 close it, Scott's academic progress would come to a
4 screeching halt and it would be a strategy beyond
5 words to do that to him or any other child that is
6 enrolled there. There has to be a way to save this
7 school and I am begging you to find a way to do so.

8 I have heard a lot mentioned about numbers
9 tonight. In the envelopes I passed out to you are
10 copies of his report cards backing up my claims that
11 Brady Henderson and these teachers accomplished what
12 several other schools could not accomplish. They got
13 him reading, writing, doing math when after several
14 years in school he was barely speaking, definitely
15 not in sentences. His -- being able to understand
16 him, just in the past couple years, his speech
17 therapist from preschool is able to work with him
18 now. And she has told me several times that she
19 cannot believe how far he's come in the past several
20 years.

21 Mrs. Zerbe, you are my hero.
22 (Audience claps.)
23 MS. BENSON: You got the ball rolling.
24 Even when nobody else could, you got the ball
25 rolling.

1 Henderson guidelines. We didn't want to go out run
2 out and buy the first house we saw. We took our
3 time.

4 Some of you look like you're on a speeding
5 train and you don't know how to get off and I feel
6 terrible for you. Because I know your hearts and I
7 know that you don't want this to happen. It's not
8 too late. And I did take some notes because I don't
9 want to forget to say anything important that I am
10 thinking.

11 I don't believe any of you are bad people.
12 I do believe that you are make something really
13 horrible decisions. I went to school with at least
14 some one of your children. I was in the marching
15 band with your daughter, and I don't think you'd be
16 very happy if your daughter's childhood elementary
17 school had been ripped apart at the seams. You're a
18 mother, you all care about the community.

19 I know a lots of you personally and I know
20 I met you this summer (indicating) at the baseball
21 field at the Standing Stone school. I know your
22 daughter through baseball, I know you through other
23 events. I know you are all good people, I know you
24 want to make the best decision. I honestly don't
25 think this is. I'm sorry, that's my opinion.

1 Mrs. Newton, you picked up where she left
2 off and I thank you so much. I am so very, very
3 proud of him.

4 MS. NEWTON: We are, too.

5 MS. BANEY: Hello, my name is Katie Baney.
6 My address 10966 Pine Thistle Road, Huntingdon. I
7 actually came not expecting to speak tonight either
8 and the longer I sat, the longer I thought that I
9 would like to talk.

10 My family, we grew up, we went to Brady
11 Henderson, my mom went to Brady Henderson, my sisters
12 and I went to Brady Henderson, there was a fire, we
13 went to another school, it was very scary. I don't
14 want my kids to go through that.

15 My husband and I moved away for a short
16 time, my kids began school in another small district
17 and they went to a school just exactly like Brady
18 Henderson and that's where I teach, in another school
19 exactly like Brady Henderson. And that is the only
20 place that I wanted my children.

21 We decided to come back home and my
22 husband's father wasn't doing well, my parents were
23 getting older, they needed us there. So we moved
24 back home and we waited and we hung it and we made
25 sure that we'd come home that it was within the Brady

1 I want to relay one chilling experience to
2 you that is an example of why my children will not
3 attend one of the larger elementary schools. I
4 substituted for a few years and one of the elementary
5 schools there was horrible experience. If you want
6 details, I can prove to you this happened, but I
7 don't want to expose anybody now.

8 I was in for a first grade teacher and when
9 I went into -- I was already in the room and a young
10 man came into the classroom immediately and he
11 panicked and he was screaming at the door, that's not
12 my teacher, that's not my teacher. And one of the
13 teachers from in the building said to him, it's all
14 right, it's just a substitute, go ahead in. And he
15 came in and he told me his name, and I took care of
16 him, there were other children there, and they
17 started coming in and they said, oh, we have a new
18 student, we have a new student. I got him a desk, I
19 got him a name tag, I ordered him lunch. I wrote the
20 new student's name on the attendance sheet and sent
21 it to the office. This is eight o'clock in the
22 morning, right, whatever time they do those things.

23 This is the first grade classroom. At
24 11:00, 11:30, whatever time they have kindergarten at
25 that time to go home, I get a frantic call to my

1 first grade classroom, do you have this child? That
2 kid was here for the bell this morning, but we can't
3 find him now and the kindergartners are supposed to
4 be going home.

5 This child was in my care for three hours
6 and no one else knew where he was? The other teacher
7 did not know his name? Did not even know which
8 classroom he supposed to be in? That is a perfect
9 example of why my children will not be going to
10 either of those bigger schools. I am sure the
11 teachers are fine people, but there are entirely too
12 many kids there for my taste.

13 My memories at Brady Henderson are
14 wonderful and I never dreamed this would be
15 happening, never in a million years. I hate to say I
16 am not above sending my children to one of the
17 private schools around here. I am certainly not. As
18 long as my elementary school remains open, my
19 district is open to me taking my child there and I
20 may just have to do that. Please don't make me. I
21 love Brady Henderson. My children love Brady
22 Henderson and this is my home. I'm a Bear Cat. This
23 where is I came from. I want my kids to be Bear Cats
24 too. Please let them stay here. Thank you.

25 MR. BROWN: My name is Fred Brown, I'm from
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1 neighborhood school system, especially for the
2 elementary students. I have seen and appreciated the
3 benefits of the local neighborhood school with my own
4 three children and now with my four grandchildren
5 that attend the school.

6 The points I want to make are these: I
7 feel a quality education at an elementary level comes
8 from quality, caring, dedicated teachers and staff.
9 (Audience claps.)

10 MR. BROWN: Secondly, I think we have to
11 have proper facilities to create a learning
12 environment. And third, I think we need to have that
13 leg of parents and community support and involvement.
14 I think you have these three right now at Brady
15 Henderson, as evidenced in the fact of testimony that
16 you've had this evening as well as in the example of
17 the recognition of the National Blue Ribbon School
18 program. In light of your upcoming decisions to keep
19 the school open or consolidate it or consolidate the
20 students to other schools, you know, I'm in support
21 of keeping Brady Henderson School open.

22 I would like you to consider these things
23 in my support of that position. The student/teacher
24 ratio is very acceptable right now. The school is
25 providing a very good environment for learning. You
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1 Brady Township, Huntingdon Area School District, and
2 I'll try to make my comments brief because I know
3 it's been a long evening and I appreciate the
4 opportunity to share my comments with you.

5 As I shared, I'm a lifelong resident of
6 Brady Township, but I come with unique heritage to
7 Brady Henderson School. My father was on the school
8 board whenever the schools were consolidated and was
9 president of the board whenever Brady Henderson was
10 built with the joint board. At that time the
11 consolidation was because of as we know the baby
12 boom, there was a big growing need for a lot of room
13 and facilities for the upcoming generation and also
14 to update the one-room schools, of which I came out
15 of.

16 I was one of those students that came out
17 of the one-room school system and moved into Brady
18 Henderson in 1959. About 25 years ago, I also had
19 the opportunity to sit on the school board in your
20 seats. And at that time, we also experienced, as the
21 teachers and the students, the fire event. And I can
22 appreciate the tough decisions that you folks need to
23 make, especially in these times of economic stress.

24 We back then decided as a board it was time
25 to rebuild the schools because we believed in the
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1 have a good team effort by the teacher staff present,
2 parents, and community to support the education of
3 these students. If it's not broke, please don't try
4 to fix it.

5 (Audience claps.)
6 MR. BROWN: My challenge to you is this, if
7 you decide to close the Brady Henderson School, will
8 the cost savings at this time be worth the risk of
9 losing the support of the parents and the community?
10 It will no longer be called our school. It will be
11 called their school.

12 I understand that you need to be
13 financially responsible and I appreciate that, we all
14 need to look at ways that we can be more efficient.
15 But please keep the school open as long as you can
16 for the benefit of the kids and this community. You
17 can get as much opportunity to develop a solid
18 education foundation as they can.

19 Thank you for your time.
20 MS. ITINGER: My name is Karen Itinger,
21 address is 10408 Big Valley Pike, Mill Creek.
22 (Court reporter clarification.)

23 MS. ITINGER: I'm a resident and a taxpayer
24 of Huntingdon School District, but mostly I come to
25 you tonight as a concerned, yet proud parent, of two
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1 Brady Henderson students. I'm extremely concerned
2 about the well-being of our beloved school as well as
3 to financially save our district. I was lucky enough
4 to receive my elementary education in the Blue Ribbon
5 School many year ago. My mother, Vickie Brown
6 retired four years ago after teaching there for over
7 30 years.

8 (Audience claps.)

9 MS. ITINGER: She is, as well as many other
10 dedicated teachers and faculty, are why I had a
11 quality education there. Now all these years later,
12 there are still several familiar faces from my Brady
13 days and I know they are contributing to the quality
14 education that my children are now receiving.

15 A deep part of my concern is that, you the
16 board, do not seem to value the guidance, support,
17 and care that our Brady staff provided our children
18 on a daily basis, as you seem to believe the closing
19 our schooling is the right decision to be made in
20 order to cut costs and fulfill a plan of our
21 superintendent to consolidate our elementary schools.

22 From the beginning of this process, I have
23 been completely appalled at the way some of you on
24 the school board and administration have handled this
25 sensitive situation. You have not been forthright

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1 sounds educated decisions and to keep the taxpayers
2 and students' interests at heart. Since October I
3 have yet to feel comfortable with the decisions and
4 comments that have been made by you even after the
5 community that put you in this position has asked you
6 to stop the process and reconsider.

7 Right now the community is pleading with
8 you to utilize the facilities that we have. We do
9 not need to build a new middle school and cost the
10 taxpayers an exorbitant increase in taxes that many
11 cannot afford in an already struggling Huntingdon
12 economy.

13 You also do not need to take our Brady
14 students from the school they love with the teachers
15 and staff that know every child by name and genuinely
16 want to know what is going on in each child's life
17 outside of the school. For instance, when my
18 daughter, Lauren was in the second grade, our dog Max
19 died. Lauren was devastated because this was our
20 family pet and she loved him very much. Her teacher,
21 Mrs. Reamer, cried with her and gave her a small
22 stuffed dog that Lauren sleeps with every night to
23 this day. What caring and loving teachers we have,
24 do not disrupt this family-like environment in which
25 our children thrive. It's a place where everyone

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1 and honest with those who are affected the most if
2 you decide to close Brady Henderson. We have heard
3 that the heating system cannot be repaired. We have
4 heard that the enrollment is down. And now we are
5 being told there is not enough money to keep the only
6 Blue Ribbon School in your district open.

7 I am still confused with how you think
8 closing Brady Henderson will save the taxpayer and
9 the district money if you continue to pursue the
10 construction the 20 to 22 million dollar middle
11 school.

12 I have attended each school board meeting
13 and work session since October. And each time I
14 leave I am thoroughly disgusted with some of the
15 annoyed expressions shown on several of the board
16 members faces, the crossed arms putting up a barrier,
17 and not being open to any other options, and the
18 arrogance with which some of you speak, as if what
19 we, the concerned parents, children, and community
20 members have to say does not matter.

21 I respect --

22 (Audience claps.)

23 MS. ITINGER: I truly respect the position
24 you hold, but the reason you are in that position is
25 because of people like me. I expect you to make

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1 shares in each others sorrows and everyone celebrates
2 each others joys.

3 Please do not put the relationships that
4 have developed among the teachers, children, and
5 parents and community to rest. Allow them to
6 continue to grow and thrive as they have done for so
7 many years. Allow Brady Henderson to be the learning
8 center of the educational foundation for my children
9 and many others.

10 Do not put the young children on a long bus
11 ride to a large strange school. It is beyond
12 comprehension as to why you would close a remodeled
13 and functioning school to save dollars, yet you
14 refuse to stop the construction of a school costing
15 millions when there are options that you have not
16 explored that involve utilizing your existing
17 buildings.

18 In these tough economic times, you the
19 board and administration should be reinforcing what
20 we, as parents, are having to apply at home. You can
21 not live beyond your means. It can only end up
22 making the situation worse. This is certainly not
23 the message you have been sending to our children or
24 our struggling community. In the words of Theodore
25 Roosevelt: Do what you can with what you have where

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1 you are. Thank you for your time.
 2 (Audience claps.)
 3 LAUREN ITINGER: My name is Lauren Itinger
 4 and I am a four grader at Brady Henderson Elementary
 5 School. Please don't close my school.
 6 I have four reasons why you shouldn't close
 7 my school. Number one, it's a Blue Ribbon School.
 8 Number two, I have great teachers. Number three, I
 9 have great friends that I wouldn't want to get
 10 separated from, and number four I love my school. It
 11 is a great and all the teachers there help us with a
 12 lot of things. And I hope you know that we kids want
 13 our school to stay open just as much as the adults
 14 do.
 15 I won't -- I wouldn't want to go anywhere
 16 else because it is close to my house and I would have
 17 to ride the bus for about an hour. That means I
 18 would have to get up earlier and get home a lot
 19 later. Do you think kids want to ride the bus that
 20 long? No, we don't.
 21 Also, our teachers care about us. I know
 22 that I can count on my teachers and they want me to
 23 be the best student I can be. Because of them, I
 24 always get really good report cards. They make sure
 25 I do well on my 4Sight and my PSSA tests. Just

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1 because they are great teachers, I would like to stay
 2 at Brady Henderson when I get to sixth grade. I
 3 think that would be a good idea because I don't think
 4 I'll be wanting to ride the bus with the high school
 5 kids yet and then I would have to go to school that
 6 -- then I won't have to go to a school that I don't
 7 know yet.
 8 Since I heard that you, the school board,
 9 have been wanting to close Brady Henderson, I want
 10 know why you want to close Brady. It's a perfectly
 11 good school. I have been coming to all the meetings
 12 here at the high school and I have worn my SOS shirt
 13 to every meeting because I want you to know that I
 14 love and care where I go to school.
 15 I beg you to listen to me and all of the
 16 other people here tonight and keep my school open.
 17 It's the only Blue Ribbon school in Huntingdon, so
 18 please don't close my school. Thank you for
 19 listening to me
 20 MS. BEATTY: Hi, I'm Laura Beatty.
 21 I live at 10545 Cricket Lane and I am a resident of
 22 Mill Creek and the district.
 23 Boy, there is a lot of good ones to follow
 24 here, I'll tell you. If you care about our children,
 25 and that is, as far as I'm concerned, at this time

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1 crucial. I find it very difficult to believe that
 2 you care about children.
 3 (Audience claps.)
 4 MS. BEATTY: Knowing all that we know, we,
 5 quite a few of us, find it very difficult to believe
 6 you care about our children. I have heard so many
 7 just break-your-heart remarks about Mill Creek over
 8 the years, and I was not from Mill Creek, but I
 9 married from Mill Creek. And it has always been
 10 given such a bad reputation. These people have
 11 proven, these children have proven we are great. And
 12 we are not, like Mr. Coppes so many times referred to
 13 us, as poor. We are not poor. It all depends on
 14 what you think of as poor. We've proven we are
 15 great.
 16 Our children will suffer in many ways if
 17 this happens. We already know from experience
 18 assembly-line education will produce poorly-educated
 19 children. The basics, the foundation is what makes
 20 them strong, we have at Brady. They will be our next
 21 generation of unemployed, uneducated.
 22 I will borrow a few words from our
 23 preamble: We the people have entrusted, elected you
 24 and pray you will lead them at Brady Henderson.
 25 Brady has the best foundation they could get and they

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1 don't need a bridge. We have plenty of schools and
 2 they need bridges. We want to spend money on schools
 3 that needs because it wasn't done right. Oh, our
 4 solution is we will build, we'll put a bridge up.
 5 How much is that going to cost? How much is it going
 6 to cost when you have to dig down when you don't
 7 where the bottom is until you reach where it's stable
 8 enough to hold it? It's ridiculous.
 9 We have a fine school. We have fine
 10 educators. We are a loving community. Where are you
 11 people coming from? Do you not see what's happening:
 12 People losing their jobs. People losing their homes
 13 and they want to build a school. Again. Right on
 14 the swamp again they are going fix it with a bridge.
 15 We don't need it.
 16 Why are we even entertaining this? I don't
 17 understand. Leave well enough alone. Our school is
 18 strong, unlike your school. It doesn't need a
 19 bridge. Our children are strong, they don't need a
 20 bridge. And I will again repeat myself, Ms. Adams
 21 made this statement: If we always do what we always
 22 did, we will always get what we always got.
 23 (Audience claps.)
 24 MS. BEATTY: I'm sorry. I could not help
 25 myself but repeat it again because it's true. If we

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1 always do what we always did, we will always get what
2 we got. We got a Blue Ribbon School. We got great
3 educators. We got loving families. And we will
4 prove Mill Creek is great. It is not a poor little
5 stupid town. It's got love. You can't put a price
6 on that. Thank you.

7 LISA BEATTY: My name Lisa Beatty. I live
8 in Mill Creek. I want to stay at Brady Henderson.
9 This is the best school ever. They treat us good.
10 They don't do nothing. They just let us do stuff and
11 it's really fun.

12 CAMERON MORTER: Hi, my name is Cameron
13 Morter, I live, my address is 9869 at Mill Creek.
14 And it's a shame to -- not -- to close, to close the
15 school. I mean Brady Henderson is the best school I
16 ever had and it's so fun. I don't -- I don't want to
17 leave it and I don't want to be ripped out of that
18 school. So please don't rip it.

19 MARSHAWN WORTHY: My name is Marshawn
20 Worthy. I live at 10245 Wall Street, Mill Creek,
21 Pennsylvania. Brady Henderson should stay a school
22 to educate kids. While I attended Brady Henderson, I
23 received a very good education. I learned my
24 multiplication tables and all the different types of
25 writing, which as an eighth grader we work on a lot.

1 The teacher support is a big subject with
2 Brady Henderson. Every teacher that has worked there
3 while I attended was very supportive. If I didn't
4 understand something they would help me until I did.
5 And I was so close to all the teachers, they were
6 like family and I could talk to them about anything.

7 I was recently going through depression and
8 was sent away for help and one of the teachers at
9 Brady Henderson sent me a card:

10 Dear Marshawn, I've been thinking about you
11 everyday. You need to work through it. So many
12 people love your sense of humor and kindness. So
13 many people love you, Marshawn Worthy. Life is
14 definitely hard, isn't it? Talk to people. Talk to
15 me. I am so sorry you are away but I am so very
16 happy you are trying help yourself. I love you and I
17 will pray for you everyday. Hi five, sista. Love,
18 Mrs. Border.

19 And it was said that closing the school is
20 going to help the kids, well, I am here to tell you
21 it's not going to help them at all. It's going to
22 tear them apart. They are not going to get the same
23 one-on-one time with the teacher that they need and
24 the middle school and high school kids and elementary
25 school kids are all going to be crammed on one bus

1 and our bus right now, Bus 43, is already crammed
2 with too many kids. That's all I have to say.

3 UNIDENTIFIED LITTLE GIRL: I am a
4 student at Brady Henderson. I don't want our school
5 to close. It is great. School is really fun.

6 STEPHANIE MILLER: I am Stephanie
7 Miller. I live at 11258 Purdy Lane in Mill Creek.
8 I'm a resident of the school district and I am a
9 proud parent of a third grade student at Brady
10 Henderson.

11 You've heard a lot of our Blue Ribbon
12 school tonight, the question I have for you is: What
13 is a Blue Ribbon School? To be honest with you,
14 before I got involved with the campaign to keep my
15 child's Blue Ribbon School open, I didn't really know
16 the answer to this question. And from the statements
17 I've heard made by some of you, the board members,
18 like it's no big deal or it's not important, I think
19 maybe you've been misled in your way of thinking
20 about it too.

21 The Blue Ribbon school's program is the
22 United States Government program created to honor
23 schools. The Blue Ribbon award is considered the
24 highest honor an American school can achieve. Blue
25 Ribbon Schools are nationally recognized as some of

1 America's most successful schools. The award
2 acknowledges and validates the hard work of students,
3 the staff members, families and communities in
4 reaching high levels of student achievement.

5 Moreover, Blue Ribbon Schools report a
6 renewed sense of pride and accomplishment at their
7 school as indicated by the roadside sign along the
8 Route 22 and the blue banner proudly displayed in our
9 school's hallway.

10 Our own school district website
11 predominantly headlines, this is verbatim from our
12 website: On November 12th, 2007 the Brady Henderson
13 Mill Creek Elementary became a 2007 National No Child
14 Left Behind Blue Ribbon School. To become NCLB Blue
15 Ribbon School is to join an elite group. Only 5,510
16 schools have won the award over its quarter century
17 history. During the 2007-2008 school year, of the
18 more than 133 thousand U.S. schools, only 287 schools
19 were honored. In Pennsylvania, only 13 schools were
20 received this esteemed award. It is quite an honor
21 to be named one of only 287 schools in the entire
22 country that is bestowed with this distinguished
23 honor. This prestigious award is a testament to the
24 commitment of the entire community and all involved
25 including students, families, teachers, support staff

1 and community partners. That is what a Blue Ribbon
2 School is and that is the school you are trying to
3 close.

4 (Audience claps.)

5 MS. MILLER: The only Blue Ribbon School in
6 the county and the only Blue Ribbon School in your
7 school district. And I want to say thank you to each
8 and everyone of your teachers for making that happen.

9 (Audience claps.)

10 MS. MILLER: Just a couple points on some
11 things that were presented here tonight and a
12 question that I have about something that I just
13 found about out about, when you are talking about
14 moving our kids to Southside, what are we going to do
15 about the ceiling collapse that just happened
16 recently?

17 (No response.)

18 MS. MILLER: Are we worried about that
19 happening in other rooms, or?

20 UNIDENTIFIED AUDIENCE MEMBER: Standing
21 Stone.

22 MS. MILLER: Okay. The other thing,
23 Mr. Coppes, that you were talking about the
24 attendance numbers, and we were looking back at the
25 numbers from April of last year, and I just want to

1 the sugar shack. The point I'm making, the metaphor
2 here is on the decisions we make about infrastructure
3 and proximity and that sort of thing will pay back
4 over exponentially or multiply over time. So I'm
5 talking about if we have a building that's closer to
6 home, we won't have all the issues of transportation,
7 the kids won't have to ride as much on the bus. I'm
8 very opposed to kids spending that much time on the
9 bus. And also when some of you had mentioned about
10 if we pull a good school out of a community, we lose
11 this, we look at the numbers and costs but I don't
12 know how you can calculate the cost of the community
13 support, so then there's something there that doesn't
14 -- I think has great value but it's not -- it doesn't
15 register on the bottom line.

16 I, some of my fellow board members were
17 singled out by name for not, in past meetings, for
18 not representing their regions. I support the -- the
19 keeping Brady Henderson open, but I don't -- I
20 represent Region 3. That school is not in my
21 district, in my region rather.

22 I hear from my neighbors a lot, what are
23 you waiting for? Why do you keep those little
24 schools open because they cost per student so much
25 more than the bigger schools. I believe in quality

1 point out to you that the attendance numbers today
2 are higher than they were last April. So when you
3 are talking about consolidating the classes and
4 moving the kids together, you know, those numbers are
5 a bit increased since then.

6 The last point I wanted to make was that in
7 Pennsylvania you are not permitted to eliminate
8 teachers to save money. And I just wanted to make
9 sure that the school board was all aware of that.
10 Thank you.

11 MR. BERGER: Dave Berger, 10145 Tanglewood
12 Drive, Huntingdon. When I step away from the table,
13 I'm just what I would call a hyper-informed citizen.
14 I lose my, you know, without the rest of board, I
15 really don't have any authority, but I can still
16 express my opinion, so I would like to do that, I
17 jotted it down, I also didn't plan on speaking, but I
18 wrote some stuff down.

19 With the beautiful weather, we've been
20 having, the sugar maples are starting to -- the sap
21 is starting to flow, so I've been out since Saturday
22 bright and early everyday tapping trees. We used to
23 run lines into milk jugs and go out and collect the
24 milk jugs, bring it back and cook it down. Nowadays
25 we are running lines into a big tank, comes right to

1 and equality, so when I tell them is it fair that
2 because you live in the borough you have better
3 access to your elementary school? I think not. I
4 think you, I believe, I'll just say, I believe in the
5 neighborhood schools.

6 One thing I wanted, a little more difficult
7 to say, is the comment on what I perceive as kind of
8 a double standard on the middle school. I've talked
9 to some middle school teachers who have heard some of
10 the comments that you all have made about that the
11 middle school isn't necessary and our school is
12 better and I'm sure you don't mean it this way, but
13 the way it's perceived by some of them is that
14 they're not as important as your teachers or middle
15 school students are not as important as elementary
16 students somehow. We've heard, you know, consolidate
17 someone, it's all right to consolidate, just don't
18 consolidate my kids

19 I would also say some of the personal
20 attacks that they feel -- it feels almost mean and I
21 think from my perspective that it undermines your
22 cause a little bit. I -- I -- you know, when you say
23 Jill and Mindy because they are going to leave or
24 they don't pay taxes in the district, that they don't
25 care at all about taxes, that it doesn't sound right.

1 Somebody said something about we make faces, that's
2 one that I cringed about because I think it
3 undermines your cause if you're, you know, just be
4 nice, you know, you don't have to be mean.

5 And I would say finally this, you all have
6 been through quite an ordeal in the last months. I
7 know it's taken -- I think about this all the time,
8 all day long and it's taken quite a toll on me, I am
9 sure it has on the rest of the board. I can't
10 imagine what the administration has to -- has gone
11 through on some of this stuff, you know, what you
12 read in the papers and opinion lines is, I would say,
13 ridiculous. It's very hard and sometimes I feel like
14 I run out of fight because it's -- I'm running out of
15 fight because it's -- because of the meanness. But I
16 think it's a good cause. I believe in your school.
17 I will fight the fight because I think that I agree,
18 don't get rid of something that's working. So thank
19 you for your time.

20 (Audience claps.)

21 MS. BURKET: My name is Cherie Burket,
22 C-H-E-R-I-E, and I live at 9053 Glenburg Drive,
23 Huntingdon.

24 The first time I attended Brady Henderson
25 was not as a student but as a parent. We moved from
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1 the school district we was in to the Huntingdon
2 School District and my daughter was in the fifth
3 grade at the time. I think I was probably more
4 nervous than she was, but that all went away the
5 first time we stepped in Brady. She got the pleasure
6 of having Mrs. Vickie Brown and that day, that first
7 day of school that we went, Mrs. Brown met us
8 actually at the door and she knew she was getting a
9 new student and she wanted my daughter, Julie to feel
10 the comfort of what Brady Henderson gives. And when
11 I left that morning, I felt good about Julie being
12 where she was and that, to me, is what makes a great
13 teacher is the heart that they put in everyone at
14 that school.

15 But if we start overcrowding the schools,
16 there is going to be no one-on-one between teachers
17 and students. The teachers won't have the
18 relationships with the students and the parents.
19 They won't have time to talk personally with the
20 students and learn and understand what the students,
21 their learning abilities. And by closing Brady we
22 will no longer have any control over our children's
23 education. And we choose to live where we live
24 because of us being in a small community and being a
25 big part of our children's education. And I have a

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1 grandson that I am raising, in a few years I was
2 hoping he would get to have the pleasure of going to
3 Brady Henderson. Now if the school is closing, I'm
4 not sure what I'll do.

5 But one more thought, the school board can
6 either be seen as heroic for doing everything
7 possible to keep these schools open or they can be
8 reviled as the architect of its own looming
9 financial disaster. Thank you.

10 MR. BEARD: The stenographer has really done
11 a yeoman's job here and she doesn't even have to
12 record this if she doesn't want to, but I think her
13 fingers are going to fall off if she doesn't take
14 break and I'm going to defer to the her as to how
15 much time she needs to get some Gatorade and recoup.

16 (Recess taken at 9:47 p.m. to 10:05 p.m.)

17 MR. BEARD: All board members are present
18 for the start of the hearing, except for Dr. Long who
19 was excused for the evening. Put it at the
20 beginning.

21 Any members of the board who are within
22 shouting distance, please come back, we are going to
23 start. You don't have to put that on the record, but
24 I guess she did.

25 Okay. It is approximately, we broke at
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1 9:47. It is now 10:08, so we will reconvene and
2 whoever the next speaker presenter is, by all means
3 step up and say your piece.

4 HAYLIE SCOTT: My name is Haylie Scott. My
5 address is 10167 Deer Acres Drive. Before I start, I
6 want to say you may have had this to you, but I don't
7 think you had it this bad. You don't now it feels
8 when you're going through something like this.

9 Hi, my name is Haylie Scott. I'm a fourth
10 grader. My teacher is Mrs. Border at Brady
11 Henderson. Please, please, don't shut down our
12 school.

13 I have a few reasons why you shouldn't
14 close our school. Number one, we are a Blue Ribbon
15 School. Number two, we have great teachers that know
16 every single student and what would they do for a
17 job? Number three, some people would want to
18 graduate fifth grade from Brady because we want to
19 finish where we started. Number four, something
20 very, very important, it would affect me if you split
21 us up. We may not be with our friends. That would
22 also mean you would be breaking friendships.

23 Our school is not just made of bricks. It
24 is made of great students and caring teachers and
25 staff. Once again we are a Blue Ribbon School and we

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1 love Brady Henderson. Please don't shut down our
 2 school.
 3 MR. HETRICK: My name is Mike Hetrick,
 4 H-E-T-R-I-C-K. Address is 11649 Big Valley Pike,
 5 Mill Creek, Pennsylvania. I have a student who
 6 attends this Blue Ribbon School that we are trying to
 7 shut down. I have a piece of paper in front of me
 8 that has all kinds of numbers on it. I'm tired of
 9 talking about numbers. We are going to talk about
 10 students.

11 There was a student, Jake Tanner somewhere
 12 here tonight spoke about his friend Caden that he
 13 hangs around with all the time. And as I was sitting
 14 there listening to that scenario that Jake may go one
 15 way and Caden may go another. I thought what if?

16 You all live in a community of your own, I
 17 take it, somewhere, you got neighbors. You got
 18 family, you got friends around you. What if one day
 19 you were coming home, somebody is at your front door
 20 and said you can't go in here now, but we have
 21 another building that is almost as nice as this one
 22 halfway across the city and you can go there tonight,
 23 but you can't take your best friend with you, your
 24 partner, your husband, your wife. Just, it's okay,
 25 you got everything you need over there. Just go

1 there. How would you feel? These kids are going to
 2 feel that exact same way.

3 They're in a comfort zone where they're at.
 4 You're at a comfort zone where you are at in your
 5 life. These guys will adjust probably, but it's
 6 hard. These guys know each other. My son knows more
 7 people than I do and I've been behind the retail
 8 counter for 26 years.

9 So with that being said, some of the
 10 numbers that I saw tonight, I work in the building
 11 trade industry and have for 26 years, and some of the
 12 numbers that I saw for replacement costs and repairs
 13 to some of these buildings are odd, I'll say. And I
 14 think to myself, why would we put 1.1 million dollars
 15 in roofing for two buildings that will last ten years
 16 at best when I know there is products out there that
 17 will last 50 years or more. So do your homework;
 18 check those things out. If you need help, there is
 19 local help. There is all kinds of help around if you
 20 guys don't know where to go.

21 But base your decision from your hearts
 22 tonight. These people need their school. These kids
 23 need their school. My son needs his Blue Ribbon
 24 School. Thank you.

1 Gipe. My address is 13104 Big Valley Pike. I'm a
 2 concerned parent of three at the Huntingdon School
 3 District. I have a question: Why close Brady
 4 Henderson Mill Creek Elementary School?

5 I would like to recap what has been said
 6 tonight. First off the enrollment, Brady Henderson
 7 Mill Creek Elementary enrollment has only changed
 8 approximately on average six students in the last ten
 9 years. So that can't be a reason to close it.

10 Class sizes, according to the
 11 Administration's presentation tonight, Brady
 12 Henderson has the largest average class size, yet
 13 Brady Henderson, according to January 2011, 4Sight
 14 results in both reading and math are one of the best
 15 out of four elementaries. So that can't be a reason
 16 to close it.

17 Administration mentioned decrease in
 18 funding from state and federal, which affects the
 19 entire school district. The administration has not
 20 shown real evidence that the Brady Henderson Mill
 21 Creek Elementary cost of operation is excessive.
 22 They have not only shown tonight that they want to
 23 eliminate seven teachers or move them into a better
 24 performing students into a poor performing school, so
 25 again, that's not a reason to close a Blue Ribbon

1 School.

2 Maintenance costs, yes, Brady is in need of
 3 heating pipes, which from our previous meetings we
 4 found out that would be probably 40,000 to replace
 5 them. Looking at the numbers that they presented, it
 6 looks like Standing Stone and Southside needs new
 7 roofs and that's going to cost 80 to \$120,000 to
 8 replace with an addition of \$8,000 for drain repairs.
 9 So that just proves that Brady Henderson is in better
 10 shape than those elementary schools.

11 I do have a question, though. There was no
 12 mention of where the special needs students, like the
 13 autistic students, where will they go? Can anybody
 14 answer that?

15 MR. COPPES: They will go to Standing
 16 Stone. There is a special case classroom that will
 17 be available. It's much larger than the size that
 18 they need by far, so that would be appropriate that
 19 they would go there.

20 MS. GIPE: So they would go to Standing
 21 Stone?

22 MR. COPPES: I understand they would go
 23 there.

24 MS. GIPE: In my opinion, the
 25 administration has failed to show that closing the

1 Brady Henderson School District will benefit the
2 school district as a whole. With Option 6 and 7 the
3 administration wants not only to close Brady
4 Henderson but to split the students up. If you
5 consider this option, it will tear our community
6 apart.

7 Many parents will seek other educational
8 options there are for children, such as private
9 schools, charter schools, home school. It was said
10 Monday night, that you cannot have seventh graders
11 with the twelfth graders. But then the
12 administration suggested tonight having
13 kindergartners with twelfth graders on a school bus
14 for an hour.

15 And also in previous meetings the
16 administration restates that we're in a financial
17 crisis but gave themselves an incredible raise to
18 their already excessive salaries. The administration
19 can't have it both ways.

20 Brady Henderson Mill Creek Elementary is
21 heart and soul of the community. I feel the
22 administration put the board in a corner with a tough
23 decision ahead. I pray for you and I pray for the
24 children's sake that you, the board members, make the
25 wise decision to keep Brady Henderson Mill Creek

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1 Elementary open and the keep the traditions
2 established over 50 years ago alive in this community
3 and the school.

4 This is my daughter, Emily, she didn't plan
5 to speak tonight, but since her friend spoke, she
6 would like to say something. With technology she has
7 her notes on her Nintendo DS. Do you want me to read
8 it? My name is Emily Gipe. I'm a second grader at
9 Brady Henderson Mill Creek Elementary. Please don't
10 close Brady. I think Brady is the best school. It's
11 the best school I ever went to. I don't want Brady
12 Henderson closed. Thank you.

13 MR. HOUCK: Yes, Dick, I am back. My name
14 is Harry Houck, Stone Creek Ridge Road. I am here
15 tonight as a concerned citizen, taxpayer, not here to
16 make a big day for myself. Just call me John Doe and
17 certainly not to be known as some loud mouth from
18 Stone Creek Ridge. Tonight as I walked through the
19 front door, I turn my attention to two -- nine
20 members of this board giving them my greatest and
21 respect and attention. You volunteered your time to
22 serve on this board because you thought you could
23 make a difference. So these people here tonight must
24 have thought so also, they voted for you. So tonight
25 I ask each of you, address this board I hope we have

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1 the attention and respect I have given you.

2 My first question to you, do you still
3 believe in an democracy, where majority rules, the
4 overwhelming support of putting sixth graders back to
5 the elementary school and the seventh and eighth
6 graders to the high school? Close no schools. Stop
7 the middle school. Certainly as the majority that is
8 not even an option by this administration.

9 Last night I stood here and talked to you
10 about children from the McAlevy's Fort area and was
11 at that time we asked the board, the administration
12 to put that as an option, still I haven't seen it in
13 your thing. I spoke Monday night on behalf of my
14 friends who were shut-ins. Tonight I'm going to talk
15 for residents of Brady Henderson Mill Creek and their
16 children.

17 First, I am concerned about the
18 expenditures that were done on the two elementary
19 schools already built. What type of contractors were
20 you using? Being a contractor from for 45 years, I
21 simply can't imagine that you left some contractor
22 put shingles on that would only last that short a
23 period of time. The heating system at Brady
24 Henderson, I would like to know when you were first
25 notified that you had a problem there. I would like

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1 that information.

2 I would also like to see what guarantees
3 you had from your contractor on the flooring, on the
4 roofing, and what brands they used, what method of
5 fastener. I would also like that information made
6 available to me at the next meeting.

7 In 1950 the State told board members time
8 to consolidate, board members from Brady Henderson
9 Township and Mill Creek Borough found a piece on
10 ground on top of a hill and built a beautiful
11 building. They called it Brady Henderson Mill Creek
12 Elementary School. At the same time board members
13 from Jackson Miller would do the same and call it
14 Jackson Miller Elementary. What a great idea. No
15 more coal-fired furnaces, no more treated with
16 creosote floors for teachers to deal with, a decent
17 lunchroom for hot balanced meals, no more paper bags.
18 How proud those board members must have been.

19 Next over the past 15 years my wife and I
20 have had the privilege of being involved with a group
21 of volunteers for the Mill Creek area called the Mill
22 Creek Party Plan. Along with the great support of
23 the community and the elementary school
24 administrators and these beautiful teachers, we were
25 able to provide a Halloween party and a Christmas

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1 party for the children of that school. We have been
2 told there is no other community in this county that
3 provides this type of programs for their children.

4 I don't know how many of you have ever
5 stood in front of 130 children, saw the smiles and
6 heard the laughter during one of our programs. This
7 year as I stood in front of these children, I wonder
8 if this would be the last time I would have this
9 great opportunity. It certainly has been a pleasure
10 to work with the people of this great community and
11 have had the opportunity to walk the halls and visit
12 the classrooms of this great building.

13 So tonight I ask each and every board
14 member, please go, walk through these beautiful
15 buildings and as a resident of this community, it is
16 my hope you are not willing to board up two great
17 schools that the men and woman of the '50s were able
18 to construct with such great success over the past 50
19 years.

20 Lost my place, excuse me. Tonight, I
21 wonder why this board and administration does not get
22 it, yet it has been given to you facts and figures.
23 I have no facts and I have no figures, but even
24 petitions for over three months I have come to these
25 meetings. Last night we were told again that wasn't

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1 this community five years ago, and I'm fortunate I
2 did move into another great community, but I just
3 want to let you guys knows what a great job you are
4 doing.

5 Last night I presented an option to the
6 school board and I promised that I would deliver that
7 in writing, which I have done. I also come up with
8 another option and I'm going to go ahead verbally and
9 tell you the options again and these are not maybe my
10 most favorable options because I don't want to see
11 any student in our district lose their home school, I
12 don't want to see any staff lose their positions, we
13 have wonderful teachers in this district, but I just
14 want to make it known for the public that there are
15 other options available that can be explored and by
16 doing this, I'm hoping that you as well will go ahead
17 and list other options that you feel are, you know,
18 viable solutions that the school board and
19 administrators can at least explore.

20 The first option was to stop the middle
21 school project, which I understand is difficult to do
22 but, it is still doable. I understand we are going
23 to lose money, as do most of the community members,
24 but the loss that we are going to take up front is a
25 lot more than what we're going to take overall.

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1 an option. So tonight you were given my opinion but
2 remember, number one, it's not possible, but do not
3 want to lose your home to taxes to satisfy this
4 administration's ego.

5 My dad taught me never to debt. Work for
6 what you want. Tonight I have done my work so now I
7 will bed. Walk the street of this great town, listen
8 to the people who voted for you. Please hear what
9 they are saying.

10 Tonight I only have one hope, I can stand
11 in front of these children at this great school next
12 year, five years, ten years, and may these children
13 from our community not only be known as the Mill
14 Creekers, but also can say, yes, I have completed six
15 great years at Brady Henderson Mill Creek Blue Ribbon
16 School. Thank you.

17 MS. TROUP: My name is Cathy, C-A-T-H-Y.
18 Troup, T-R-O-U-P. My address is 12025 Cumminsville
19 Lane, Huntingdon. I first just want to say what an
20 outstanding community Brady Henderson Mill Creek area
21 is. You guys should just be proud of yourself in the
22 community support. I'm from the Jackson Miller area
23 and I'm just impressed by all the support you guys
24 have come out, wonderful teaching staff that you
25 have. I wasn't aware of this when I moved out of

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1 I also do agree that the middle school
2 students need their own building. They need their
3 own place to exist. That I do understand and agree
4 with, but why does it have to be a 22 million dollar
5 building? We prove everyday in Jackson Miller and in
6 Brady Henderson it can be done in the smaller
7 building that doesn't have, you know, everything that
8 a 22 million dollar building would have.

9 Possibly for that and there is many
10 solutions would be to put the middle school students
11 in a wing of the high school, keep them separate from
12 them except maybe it could be a benefit that the
13 students that excel or need higher level classes
14 could integrate with them and take the higher level
15 or advanced classes and right there they are. They
16 are already in the building. There is no more
17 worrying about getting them there safely.

18 And I understand your concerns that you are
19 worried about putting all these different age levels
20 together. But as a parent, I think I should be more
21 concerned about that. I think it is the
22 responsibility of the parent to teach their children
23 what is right and what is wrong and I do that
24 everyday with my own children. I send them to the
25 school, you know, every single day and to the staff

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1 there and I trust that staff is going to guide them,
 2 but ultimately it is my responsibility as a parent to
 3 teach them what is right, what is wrong. I have
 4 complete faith in my parenting and in my school
 5 district that if I sent my children to seventh grade
 6 and in a section of the high school where the ninth
 7 or twelfth graders were, that they would be safe and
 8 they would be the taken care of, and with my guidance
 9 they would be able to persevere. They would be
 10 outstanding citizens and they would do what is right.
 11 I'm hoping that other parents feel the same way, with
 12 their parenting, they can teach their children these
 13 things.

14 I also think that a possibility would be
 15 moving the sixth graders back into the elementary
 16 schools if we decide the best option would be to put
 17 the seventh and eighth graders in a separate wing of
 18 the high school. That way we don't have three grades
 19 there, but two to integrate into the, you know, the
 20 high school setting. It would be a very -- I think
 21 it would work out very well for our students.

22 I do speak as an individual who was also
 23 taken from a small school. I attended Jackson Miller
 24 and I was taken out of that elementary school and I
 25 was taken to the State College School District, which
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1 ideal situation. I don't want any child to lose
 2 their school. But I think all options should be
 3 explored by our district.

4 This would eliminate the unnecessary
 5 closing of any of the current buildings and we
 6 wouldn't have them sitting there with the school
 7 district funding them, you know, paying their
 8 maintenance costs and things like that.

9 The other thing that I think is important
 10 for the school board to consider is when you are
 11 talking about the possible closing of these two
 12 elementary schools, you have to consider your
 13 savings. And I am using Jackson Miller numbers
 14 because that is my home school, but I looked over the
 15 paperwork and it states that we would save
 16 approximately \$116,000. Then you have the charter
 17 school issue. In our area they are, there is a group
 18 that is trying to form a charter school and they are
 19 doing a wonderful job. The cost of the charter
 20 school tuition is \$8,000 for a regular education and
 21 16,000 for a special education. Just the founding
 22 committee of that charter school could put what we
 23 would cover those costs, 14 students into that school
 24 and erase the entire savings of the Jackson Miller
 25 building. Right there it goes.

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1 is a much larger school district than this one, and
 2 it's not an easy transition. I did it with the
 3 support of the school, with my family, you know, I
 4 made it. But it was difficult, and I'm, you know,
 5 here to state that it is a difficult transition.

6 I do understand the middle school
 7 closing -- or I'm sorry, the middle school building
 8 project brings up many issues. There is going to be
 9 costs to us. There could possible litigation against
 10 the district. Mr. Beard made that quite clear to us
 11 and I think the community is aware of that. Those
 12 are all things that we need to consider: Is the
 13 initial loss, you know, better than the loss over
 14 time and those are all things we should look at.

15 My other option includes using existing
 16 buildings that are already standing as the new middle
 17 school location, such as Southside or Standing Stone.
 18 I think the more feasible would be Standing Stone
 19 because its location and its capacity. We could move
 20 the students from the locations of the three existing
 21 elementary schools into -- integrate them into the
 22 other schools, so say that Standing Stone was the one
 23 that was used for the middle school. Those students
 24 could be integrated into Jackson Miller, Brady, and
 25 into Southside. And like I said, this is not my

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1 So I guess I'm asking, why? Why are we
 2 looking at saving \$116,000 in saving the school and
 3 turn around and put all that money into a charter
 4 school. And I'm here to tell you it's going to
 5 happen because the residents that I've talked to in,
 6 you know, the Jackson Miller area, are not sending
 7 their children to Huntingdon. They are sending them
 8 to a charter school. So right there is your money:
 9 Your 116,000 and that -- that's just with the 14
 10 students that I counted on my hands tonight from the
 11 founding committee of the charter school. It could
 12 be the same way for Brady Henderson, the savings, it
 13 could go right to another district. We have such a
 14 great school, can we keep it open and try to work
 15 with what we have?

16 The other numbers I have are just some
 17 things I just kind of tossed around. Thirteen years
 18 of schooling, that's, you know, kindergarten to
 19 twelfth grade we have 13 years of schooling, if we
 20 decided that the middle school should be just seven
 21 and eighth grade students, that's two years out of
 22 your thirteen years of schooling. That's 15 percent
 23 of your education. If you count sixth, seventh and
 24 eighth grade, that is three years, that is 23 percent
 25 of your entire education before college. So do I

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1 need a 22 million dollar building for 23 percent of
 2 my education? I really don't think so. I think --
 3 (Audience claps.)
 4 MS. TROUP: I think the years that we're
 5 spending in elementary school, if we were in
 6 elementary school for six years, that is 46 percent
 7 of our education. And if we were there seven years,
 8 if we moved sixth grade back that would be 54 percent
 9 of our education. And I just think those numbers are
 10 something we should think about. You know, do we
 11 really need that?

12 Along with those numbers I was thinking
 13 about this bus ride. I live three miles from Jackson
 14 Miller. My children are on the bus are for minutes.
 15 Explain to me how they are going come 17 miles into
 16 town in under an hour when they go in a bus for 45
 17 minutes for three miles. They are dismissed from
 18 school at 3:15, they don't get off the bus until
 19 around 4:00, and that's depending on which way they
 20 have to go because of road conditions.

21 With that being said, there is 180 days in
 22 the school year, my children are going to be on a bus
 23 for 360 hours a year, just to go to and from school
 24 without any delays. That is an hour, which I don't
 25 really see feasible. If you figure that out, that

1 come back to more hearings to be able to voice our
 2 opinion as well. So, Mr. Beard, is that a
 3 possibility?

(Audience claps.)

4 MR. BEARD: Anything is a possibility in
 5 the scheme of things, but as I said, when the process
 6 started, the key here is to start presenting
 7 information. It's not a final product but it will be
 8 envisioned, just like the questions came up last
 9 night on transportation.

MS. TROUP: Right.

12 MR. Beard; that is a work in progress and
 13 we'll continue that information when we come back.
 14 There really isn't a need to convene a separate
 15 hearing unless the board thought that there was a
 16 need for a special commission or some special area.

17 But through all the years that I've been
 18 out there, even Mr. Levin, he's been around for a
 19 long time, as well as his father, I never really seen
 20 additional 780 hearings unless they were just a
 21 continuation, continuation, continuation.

22 MS. TROUP: I guess that I'm requesting
 23 then to the board of directors, I am requesting that
 24 you put that on your agenda to vote on, that we are
 25 allowed to have a continuum of 780 hearings for both

1 they are going to be on the school bus basically 33
 2 percent of their school year and I'm not counting
 3 that into the school hours, but 33 percent of the
 4 school year they would be on a school bus. That's
 5 just unacceptable. Unacceptable to me. I base that
 6 on six hours of instruction a day and if you
 7 calculate that's 15 days, and I'm not talking school
 8 days, I'm talking 24-hour days, 15 24-hour days my
 9 children are going to spend on a school bus. I just,
 10 those numbers are really, really surprising to me and
 11 I just think that everyone needs to be aware and look
 12 it from a different perspective to see what else is
 13 out there.

14 The other thing that I have included in my
 15 request in writing for the options, and these are
 16 some questions that possibly Mr. Beard could answer
 17 tonight. But I would also like to request additional
 18 hearings be held for both schools. I have not heard
 19 anything about an additional hearing. I've only
 20 heard in 90 days a decision could be made, and I
 21 think that's unacceptable as well. You been
 22 presented with several options in writing and
 23 verbally. I think they need to be explored and I
 24 think the community needs to see what you come up
 25 with, see the results and we need to have time to

1 schools based on the facts that we've given you other
 2 options to explore and they are viable solutions.
 3 And I feel that the public should have a say and we
 4 should be able to see this, you know, the answers
 5 before a decision is made. And if you would like
 6 that in writing, I will be glad to do that as well.
 7 It is in writing on this paper, but if you need me to
 8 state it further, that is perfectly fine as well. I
 9 don't know if there's any answer you can give me for
 10 that or not.

(No response.)

MS. TROUP: No? Okay.

13 As I promised you, I would have these in
 14 writing, so these are for you. Basically in closing,
 15 I would just like to thank you for your time. And I
 16 encourage all community members to please send in
 17 your options that you have come up with for the
 18 school board, as well as please request additional
 19 hearings.

20 The process states that 90 days from the
 21 date of the hearing a decision can be made and at
 22 that time, you know, we're going to be pretty shocked
 23 if we don't have time to be able to review the
 24 information and maybe give some other viable options.

And last thing, Mr. Beard, I would like to

1 know when does the 90 days start? Does it start
 2 today or is tomorrow the day one of the 90 days?
 3 MR. BEARD: Today.
 4 MS. TROUP: Today is day one. Do you have
 5 dates that you can give me?
 6 MR. BEARD: No, I don't.
 7 MS. TROUP: So basically today, just count
 8 90 days from.
 9 MR. BEARD: It's not automatic. We don't
 10 have to automatically --
 11 MS. TROUP: Right, we have 90 days.
 12 MR. BEARD: -- decision, it's a minimum of
 13 90 days.
 14 MS. TROUP: Okay.
 15 MR. BEARD: Yours would have started
 16 yesterday, so today would be Day one.
 17 MS. TROUP: How will this information be --
 18 will it be in the newspaper or how will this
 19 information be advertised for further meetings or?
 20 MR. BEARD: Based on the, I guess,
 21 attendance last night and tonight, I am quite sure
 22 that a lot people are going to continue to show up at
 23 committee meetings and regular meetings and nothing
 24 will get passed anybody in that regard, so I don't
 25 think there is anything to worry about in that

1 regard.
 2 But certainly the board isn't going to
 3 sneak anything on an agenda that's, you know, all the
 4 sudden you show up reading in the newspaper --
 5 MS. TROUP: Could happen.
 6 MR. BEARD: -- Jeff or George, all the
 7 sudden action was taken. I think that would
 8 certainly be worthy of advance notice to everybody
 9 that it would be upcoming for consideration by the
 10 entire board.
 11 MS. TROUP: Okay. Thank you. Thank you
 12 very much.
 13 MS. RUX: I know, I know, one more person.
 14 But we will get to bed early because I only have like
 15 a page and a half. My name is Patricia Rux, R-U-X.
 16 I live at 11722 Roberts Road, Mill Creek, PA.
 17 Mr. Berger, on Monday evening you shared
 18 that you had attended many schools being a military
 19 child. My children were in the same boat and I
 20 speaking here as a parent who has dealt with their
 21 children being new in school, as my children attended
 22 eight schools from kindergarten to twelfth grade. If
 23 you or anyone you know has had to change schools or
 24 had a child who had to take a moment -- can you just
 25 take a moment to reflect. How did it feel to leave

1 your friends? Leave a school you felt comfortable
 2 with and the worries you had: Will I have the right
 3 kinds of clothes, shoes? Where is the bathroom,
 4 cafeteria? Will I find my bus at the end of the day
 5 or will I be standing here with no way home? What do
 6 I do if I get sick? Will someone make fun of me
 7 because I wear glasses or braces or the way I talk?
 8 How am I ever going to fit in? Oh, the tears that
 9 were shed by my children and myself over those eight
 10 new schools, let alone the arguments and everyday
 11 battles.
 12 Before I say this, I will say I asked my
 13 son could I mention him in my speaking tonight, and
 14 he said, it doesn't matter to me, mom, those people
 15 really don't know me, but changing the school doesn't
 16 -- it's a new school, whether it's within the
 17 district or clear across the country or across the
 18 world. It's a new school. And every time he started
 19 a new school, he would stutter and would basically
 20 not talk in school because he would be afraid he
 21 would stutter, hence, a poor performance in school.
 22 It has been said a closing would not happen
 23 during the school year but at the end of the year and
 24 parents would have time over the summer to help their
 25 children adjust. Well, I can tell you from

1 experience, it doesn't matter when a child starts a
 2 new school, it is not easy. Parents will have a
 3 great challenge ahead of you if your child must
 4 change schools. I am not implicating that your child
 5 will fail in the school, do poorly as my children
 6 adjusted well. They both graduated with honors from
 7 high school. In my case, my children understood that
 8 it was their father's job and we had to move and them
 9 start a new school.
 10 In this case in the scenarios given here, I
 11 really don't have any advice as to what to say to
 12 your children. Perhaps the administration could tell
 13 your children why they can't attend their school
 14 anymore. Thank you.
 15 MS. FINKLE: Good evening, I'm Jean Finkle,
 16 F-I-N-K-L-E, 13149 Big Valley Pike. I'm a resident
 17 of Brady township and you took the sail out of my
 18 speech. I'm not going to be negative. Thank you for
 19 your support as our representative and I'm asking not
 20 to close Brady Henderson. I'm against a new middle
 21 school at this time because of the economical reasons
 22 and building it in the swamp and the bridge again.
 23 And my question is what would you want for
 24 your children and your grandchildren? Thank you.
 25 MR. BEARD: Sort of like an auction,

1 anybody that doesn't have any money left.
 2 Okay. Last night, we did going once, going
 3 twice, going three times. Tonight we're going to do
 4 it a little faster. But this would be the time, I
 5 know with Mr. Coppes wants to address at least one
 6 issue and then once he's done that, if there's any
 7 particular questions that you may have, we may not
 8 have an answer for them tonight. As I said, this
 9 is -- it's not just a hearing and then nothing
 10 happens. This is an evolving process for
 11 information, will be continually brought back to the
 12 board honed by the administration.

13 So at this point, I'm going turn it over
 14 Mr. Coppes, then if there is any questions, we'll be
 15 glad to field those.

16 MR. COPPES: The lady, Mrs. Beatty, but I
 17 don't see her here right now.

18 UNIDENTIFIABLE AUDIENCE MEMBER: She left.

19 MR. COPPES: I would like to comment on
 20 that statement because it is a little concerning and,
 21 in fact, especially with the children heard that, and
 22 I want to make a point of reference from that. She
 23 made a point about name calling and used the word
 24 "poor" and I think in the second phrase at the end it
 25 was called "poor and stupid" which was never, ever

1 said. But I have used the word "poor" and I think
 2 it's misunderstood and then I'll explain it to you
 3 folks who are interested in hearing that.

4 All of our schools have different levels of
 5 poverty. That being children are eligible for free
 6 or reduced lunches based on what moms and dads can
 7 afford. But at one time Brady was highest poverty
 8 school we had. Right now it's Standing Stone. By
 9 the time, when that first was said, was probably
 10 53 percent of the children at Brady Henderson were
 11 eligible for free or reduced lunch. It doesn't mean
 12 something bad, it just means the situation they are
 13 in.

14 I believe it was in the year 2006, on
 15 opening in-service day at a presentation to the staff
 16 of K through 12 staff, said, high poverty doesn't
 17 mean low performance anymore. And it was a
 18 compliment, not a derogatory statement.

19 And also with the Blue Ribbon Schools and
 20 we talk about that this evening, which is a huge
 21 accomplishment. There is two ways you can look at a
 22 Blue Ribbon School, one being in the top ten percent
 23 of performance in the country. And the second
 24 category being a high poverty school that outperforms
 25 other schools that are similar and Brady fell in that

1 category, which they should be very proud of. In
 2 2006 it made huge gains, from 2003, in that year the
 3 mathematics it went from 30 percent to 70 percent,
 4 which was a significant gain. So those reference
 5 points about being poor were just an accomplishment.
 6 You have high expectations for children no matter
 7 where they come from and what resources their
 8 families have.

9 MR. BEARD: Okay. Any questions from the
 10 audience at this point? Yes, ma'am.

11 MS. MORRIS: I just have one question, I
 12 guess.

13 MR. BEARD: You are going to have to do
 14 this so the lady can hear you.

15 MS. MORRIS: I know it's late. We all want
 16 to go home. My name is Karen Morris. I live at 9948
 17 Main Street in Mill Creek. And I could take our time
 18 and say that ten of my kids attended Brady Henderson,
 19 how great all the teachers were and in tragedy in
 20 life, they all supported us. And I have
 21 grandchildren who are going there now, too, but that
 22 is not my question.

23 In one of the newspaper articles and this
 24 just sticks with me and I just don't understand it.
 25 I would like somebody to explain, I'm sorry, I don't

1 remember the name of what board member said it, but
 2 one of the board members supposedly said in the
 3 newspaper, we could go back and find that paper, I'm
 4 sure, that they had second thoughts on this whole
 5 process. Because when it was presented, it was
 6 presented to them as a wham-bam-thank-you-ma'am deal.
 7 I don't understand what that means.

8 MR. REIF: That was me. We did look very
 9 briefly, I made a suggestion on a building grounds
 10 committee meeting about moving sixth grade back
 11 because I had heard that from Jackson Miller
 12 community. And finding another place, another way to
 13 do seventh and eighth. It was very poorly
 14 advertised, in my opinion, for the community. It hit
 15 "The Daily News" two three hours prior to the board
 16 meeting, so really the community at-large didn't get
 17 an opportunity to really look at what was being
 18 suggested. And because there wasn't any public
 19 support of it, the board, and I'm going tell you I
 20 was very guilty, I voted to go with the middle school
 21 philosophy, it was a concession on my part that there
 22 was not any public support at that time for it.
 23 There was no support from the board. I voted to move
 24 ahead with the middle school because of that. I'm
 25 sorry for that, for me. It was wrong on my part to

1 make that concession. I will never do that again. I
 2 will stick to my guns --
 3 (Audience claps.)
 4 MS. MORRIS: At this point I think I could
 5 go and on about all the great things Brady has done
 6 for my family and grandchildren, but that just kept
 7 going on over and over in my mind, that remark. And
 8 I just, if I wouldn't have asked it, then I would
 9 have just always wondered what that meant. Thank you
 10 very much, sir. Thank you.

11 MR. BEARD: Any further questions? The
 12 hour has everybody, doesn't it? Going once? No
 13 seriously, are there any other questions?

14 (No response.)

15 MR. BEARD: Any other comments by
 16 administration or are we getting ready to shut this
 17 down?

18 I'm going to make a comment and then just
 19 turn it over to Ms. Adams to close this out. On
 20 behalf the board and the administration, I thank all
 21 of you for the time that you spent waiting for this
 22 hearing and the again here tonight, the passionate
 23 presentations given by some of the smaller, smaller
 24 people out there who came forward in a very tough
 25 environment to present that information.

1 COUNTY OF CENTRE :
 : ss.
 2 COMMONWEALTH OF PENNSYLVANIA :

3
 4 I hereby certify that the proceedings and
 5 evidence are contained fully and accurately in the
 6 notes taken by me on the within proceedings and that
 7 this copy is a correct transcript of same.
 8
 9

10
 11
 12
 13 Heather Goss Boring
 Stenographer

14 My commission expires
 February 17, 2015

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1 As I said before, this is an ongoing
 2 evolving process. It's not an easy issue to be dealt
 3 with at anytime, let alone at this particular time
 4 that it is occurring. But thank all of you.

5 Turn it over to Ms. Adams for concluding
 6 remarks. And at that point in time, as I said
 7 before, you'll have 30 days to submit something if
 8 you'd so like and even after the 30 days, you're more
 9 than welcome to come to the board meetings, committee
 10 meeting, regular meetings and present public comment
 11 or submit anything as well for the Board's
 12 consideration. Thank you.

13 MS. ADAMS: There is not much more I can
 14 say. We thank you so very much for your input. It
 15 will be taken to heart and we will be working with
 16 the district, with the board members, and Mrs. Troup.
 17 We'll get the schedule for you so you know what you
 18 our intentions are in terms of having the public back
 19 together again.

20 MS. TROUP: Thank you.

21 MS. ADAMS: Thank you all. Good night.

22

23 (Hearing concluded at 10:53 p.m.)

24

25

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