

Questions

Asked by Stakeholder Committee during Phase 2 Process

Questions

- Q – Why has the Huntingdon Area School District Board of Directors decided to conduct this study?
 - *Improved Educational offerings through resource reallocation?*
 - *Creating a sustainable operational budget environment?*
 - *Ensuring equity across all programs?*

The 2016-17 enrollment in the high school was 58% of the capacity of the HS building.

The 2016-17 enrollment in the middle school was 65% of the capacity of the MS building.

Questions from Previous Session

- Q – How much did it cost to build Southside?
 - A – *Southside 1997 - \$7,465,417 project cost*
 - *Standing Stone 2000 - \$9,077,825 project cost*
 - *Middle School 2012 - \$20,821,829 project cost*
- Q – Can vocational school move onto campus – part of underutilized space?
 - A – *This could be included in an option(s) if the committee chooses to do so.*
- Q – Can we incorporate green design into ANYTHING we do?
 - A – *Green design can be incorporated at any point, whether it be a recycling and cleaning program or it is built as part of a construction project.*

Questions from Previous Session

- C – I believe it would be a good idea to involve a small group of students into this process at some point in the process; in person or providing info in written or verbal format.
 - *A – This may be worth considering during the next phase of implementation of a strategic plan.*
- Q – How does the square footage per student relate to classroom sizes and spaces?
 - *A – The square footage per student relates to building efficiency elements such as heating, lighting, cleaning, maintenance. Looking at sf/student ensures that adequate area is available for program activities and eliminates the concern for overcrowding. State and national averages provide an independent validation of the existing condition.*
- Will renovations be required if we are realigning the schools or are we anticipating using the existing buildings in their current state?
 - *A – Depends on the realignment that is decided and how the existing building addressed the program needs. Options will incorporate building changes as part of the costs included for analysis.*

Questions from Previous Session

- Does the instructional area include libraries, labs, and Large Group Instruction rooms?
 - A – Yes
- Does this area also account for furniture, desks, cabinets, shelving, and Chromebook/iPad carts?
 - A – Yes
- Q – Will having the maximum number of students per room (20-25) create the "ideal" learning environment?
 - A – *This is a local decision.*

Questions from Previous Session

- Q – Is it possible to have a diagram produced to demo current general education teachers assigned to available general education classrooms for the possible realignments? I'd like to see if there are enough available classrooms for our current staffing in order to keep our elementary class size at the recommended size of 20 and secondary at 25 students. I feel this is necessary if we are going to be determining our best options?
 - A – *This is the underlying premise of the entire study. The room schedules will provide this information for analysis.*

Questions from Previous Session

- Q – Who was on the school board 10 years ago? It's been stated twice by the consultants that they made poor decisions regarding buildings (with data they were provided). Are any of those members on the current board?
 - A – *David Berger, Michael Honstine, Donna Isenberg, Ronald Long, Janice Metzgar, Diahann Mosier, Dennis Reif, Peter Rothstein and Richard Scialabba were on the school board 10 years ago. Janice Metzgar has continued to be on the Board since prior to that time and Ronald Long was on the Board at that time, ended board service on November 2011. Dr. Long began serving on the Board again in December 2017.*
 - *This response does not confirm agreement about the consultants stating poor decisions were made by the board. Since 2008, the fiscal impact on public schools has seen a continual process of expenditures exceeding revenue, not something the board at that time, or any board could have predicted.*

Questions from Previous Session

- Q – Was a capacity study done before determining what the size of the Middle School needed to be? If so, the capacity study must have been unreliable because it was built too large. How do we know the current capacity study is going to be reliable?
 - *A – The last study was done in 2008. At that time 487 students were in 6th-8th grade. That study then projected 445 6th-8th grade students in school year 2016/17, which is 24 students higher than the current 421 enrolled.*
 - *The programs included in 2008's planning may have also driven the decisions about what should be built.*
- Q – What is the breakdown of each option - saved vs. spent?
 - *A – The Option Evaluation Matrix "First Cost" and "Annual Costs" categories have been populated with both increases and decreases for new construction, debt service, professional staff, support staff, food service, and operations cost impacts.*

Questions from Previous Session

- Q – What is the recommended (research based) alignment for secondary education? 9-12? 7-12? 6-12?
 - *A –Research specific to grade configuration, poverty, scheduling, demographics is not known.*
 - *PA refers to secondary as 7-12, which would align with subject-specific content requirements for secondary programs (PDE - Chapter 354). There are many districts that are similar to our size with that model. Taking certifications into account, grade 6 easily moves back to elementary*
 - *However, it is possible to have a school within a school to accommodate different age groups that you find with 6-12 or 7-12 buildings.*
 - *The district will need to determine its own best educational and fiscal fit.*

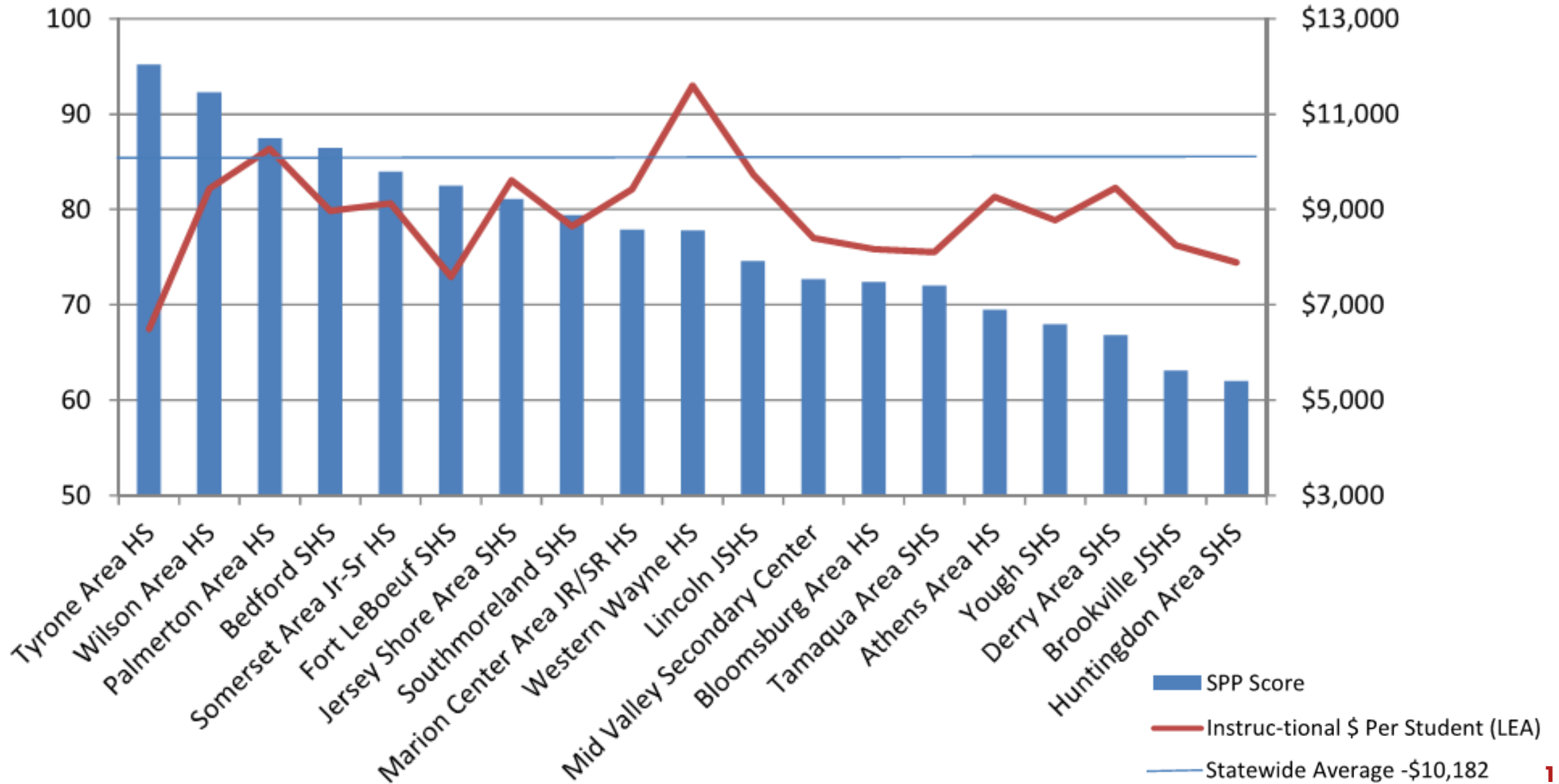
School Name	Grades Offered	SPP Score	LEA Student:Teacher Ratio (2017)	Free/Reduced Lunch % (2017)	Instructional \$ Per Student (LEA)	Total \$ Per Student (LEA)	Economically Dis-advantaged	Secondary School Enrollment
Tyrone Area HS	9, 10, 11, 12	95.2	16.1	50.0	\$ 6,496	\$11,526	44	546
Wilson Area HS	9, 10, 11, 12	92.3	14.9	49.0	\$ 9,440	\$15,889	45	703
Palmerton Area HS	9, 10, 11, 12	87.5	15	40.0	\$10,277	\$17,420	27	432
Bedford SHS	9, 10, 11, 12	86.5	15.2	48.0	\$ 8,976	\$22,092	38	624
Somerset Area Jr-Sr HS	6, 7, 8, 9, 10, 11, 12	84	12.8	44.0	\$ 9,131	\$16,888	45	1231
Fort LeBoeuf SHS	9, 10, 11, 12	82.5	14.9	45.0	\$ 7,589	\$13,998	44	711
Jersey Shore Area SHS	9, 10, 11, 12	81.1	14.3	51.0	\$ 9,613	\$15,861	43	752
Southmoreland SHS	9, 10, 11, 12	79.4	14.2	50.0	\$ 8,652	\$14,986	49	552
Marion Center Area JR/SR HS	7, 8, 9, 10, 11, 12	77.9	13.7	49.0	\$ 9,430	\$16,656	49	635
Western Wayne HS	9, 10, 11, 12	77.8	13.1	51.0	\$11,601	\$20,598	51	630
Lincoln JSHS	7, 8, 9, 10, 11, 12	74.6	13.8	46.0	\$ 9,737	\$16,034	39	770
Mid Valley Secondary Center	7, 8, 9, 10, 11, 12	72.7	15	46.0	\$ 8,401	\$12,940	49	766
Bloomsburg Area HS	9, 10, 11, 12	72.4	12.3	49.0	\$ 8,165	\$14,578	32	411
Tamaqua Area SHS	9, 10, 11, 12	72	15.3	45.0	\$ 8,105	\$13,253	38	643
Athens Area HS	9, 10, 11, 12	69.5	14.3	47.0	\$ 9,265	\$16,299	40	628
Yough SHS	9, 10, 11, 12	68	14.3	47.0	\$ 8,778	\$18,510	41	696
Derry Area SHS	9, 10, 11, 12	66.8	14.6	51.0	\$ 9,455	\$16,015	41	631
Brookville JSHS	7, 8, 9, 10, 11, 12	63.1	13.2	49.0	\$ 8,250	\$14,873	44	670
Huntingdon Area SHS	9, 10, 11, 12	62	12.9	49.0	\$ 7,887	\$14,054	44	643
Range: High		95.2	16.1	51.0	\$11,601	\$22,092	51.0	1231
Low		62	12.3	40.0	\$6,496	\$11,526	27.0	411
Statewide Average		68.9	15.1	50.3	\$10,182	\$17,425		

Questions from Previous Session

Data

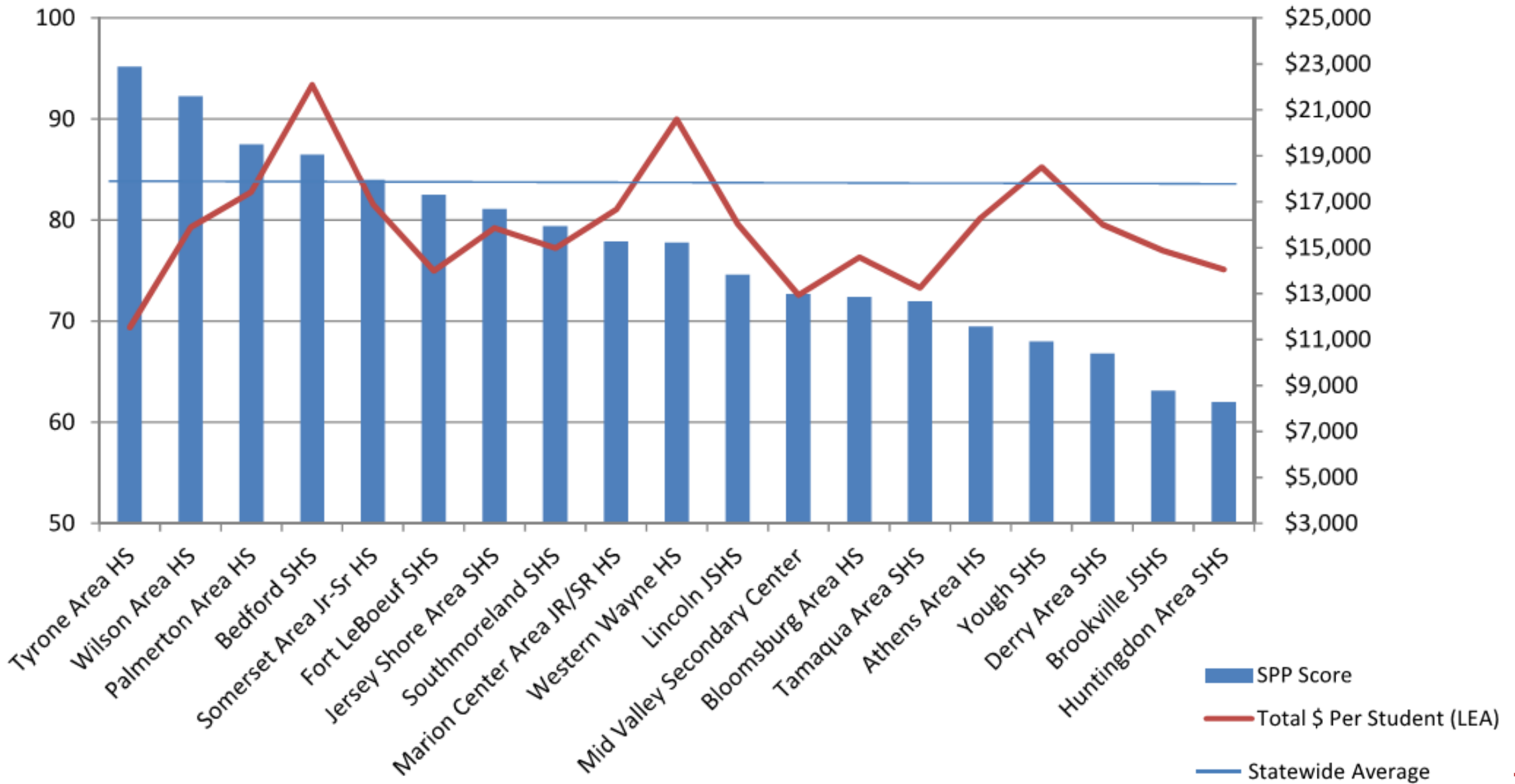
School Name	Grades Offered	Average Years of Educational Experience (In LEA)	Average Years of Educational Experience (Total)	English Learner	Percent of Gifted Students	Special Education	District Enrollment (2017)	Number of Schools	District Size (Sq. Miles)
Tyrone Area HS	9, 10, 11, 12	14.05	15.64	0.37	1.1	10.81	1907	3	167.1
Wilson Area HS	9, 10, 11, 12	10.42	12.69	2.7	1.14	19.91	2225	5	20.74
Palmerton Area HS	9, 10, 11, 12	13.94	15.11	0.46	2.55	11.34	1740	5	53.55
Bedford SHS	9, 10, 11, 12	12.92	14.89	0.16	1.76	12.66	1795	3	291.18
Somerset Area Jr-Sr HS	6, 7, 8, 9, 10, 11, 12	13.48	15.26	0.41	3.33	16.57	2110	3	134.63
Fort LeBoeuf SHS	9, 10, 11, 12	11.24	12.4	0.28	5.34	15.75	2155	5	110.39
Jersey Shore Area SHS	9, 10, 11, 12	13.89	15.23	0	0.4	13.3	2435	5	391.94
Southmoreland SHS	9, 10, 11, 12	13.1	13.5	0.18	6.52	10.14	1905	4	42.13
Marion Center Area JR/SR HS	7, 8, 9, 10, 11, 12	13.65	14.6	0.16	4.25	16.54	1385	3	192.61
Western Wayne HS	9, 10, 11, 12	12.71	14.62	0	4.92	9.84	1914	4	168.93
Lincoln JSHS	7, 8, 9, 10, 11, 12	11.34	11.34	0.52	3.64	9.74	1645	4	38.76
Mid Valley Secondary Center	7, 8, 9, 10, 11, 12	11.48	13.45	0.91	2.35	15.4	1801	2	15.26
Bloomsburg Area HS	9, 10, 11, 12	13.26	13.39	0.73	7.06	4.14	1558	5	84.63
Tamaqua Area SHS	9, 10, 11, 12	12.51	14.41	0.93	3.11	23.17	2143	4	122.89
Athens Area HS	9, 10, 11, 12	14.17	15.51	0	1.27	21.82	2017	4	183
Yough SHS	9, 10, 11, 12	12.98	13.57	0	3.88	15.37	2062	5	75.27
Derry Area SHS	9, 10, 11, 12	15.88	18.08	0	5.07	14.1	2012	3	97.93
Brookville JSHS	7, 8, 9, 10, 11, 12	11.27	13.63	0.15	4.48	15.22	1482	4	262.95
Huntingdon Area SHS	9, 10, 11, 12	12.42	15	0.78	4.98	16.95	1923	4	274.88
Range: High		15.88	18.08	2.7	7.06	23.17	2435	5	391.94
Low		10.42	11.34	0	0.4	4.14	1385	2	15.26
Statewide Average		12.08	13.46	2.81	2.67	19.16			

SPP Scores vs. Instructional Dollars Spent



Huntingdon Area School District

SPP vs. Total Expenditures Per Student



Huntingdon Area School District

Questions from Previous Session

- Q – What does research recommend for best alignment on behavior and grading? I thought we provided research 2 years ago that demo decreased scores and poorer behavior due to increased transition for students?
 - *A –When we had the discussion 2 years ago about grade realignment, there was little research out there. We did talk to some other districts and as with any alignment there were pros and cons. There is a trade off with any change or progress. You can find opinions and articles to support or deter a grade alignment change.*
 - *Pros and cons were provided when we publicly discussed, held meetings and gathered input around the grade configuration considerations, such as a primary and intermediate elementary school, K-2 & 3-5. Transition was expressed as a concern from public comments.*
 - *If anyone has research related to this topic, please feel free to provide it to the group.*

Questions from Previous Session

- Q – If a re-alignment occurs, how is the now MS (grade 3-5(6)) going to have recess? Cost for renovation? Addition of playground?
 - A – *The MS is adjacent to playfields that could be used for recess. There are also hard top areas accessible for outdoor basketball and tennis. In addition, the existing Standing Stone playground facility could be used in its current location.*
 - *Recess is based on scheduling, which can be addressed in any of the options.*
 - *If the playground were relocated closer to the current MS building, it may cost about \$75,000 to prepare a 12,000sf rubber mulch bed, based on another district's recent project.*
- Q – Is science labs appropriate for elementary ages kids? Do we need to renovate the MS for smaller (in size) students?
 - A – *Currently, the elementary buildings do not have designated science labs. The MS lab furnishings may need some height adjustment for the youngest students, but labs would be a nice addition to the elementary science curriculum (especially at grade 3-6). In fact, one may view it as it would be a better option for those grades to have a science lab than their current status. The FOSS (STEAM) curriculum benefits from labs.*
 - *Therefore, no increased first costs have been included to renovate the science labs. If renovations were done, costs to modify the casework and subsequently the floor would be in the ballpark of \$25,000 per room.*

Questions from Previous Session

- Q – Can you provide us handouts of the layout of the schools?
 - A – *Layout and current use of the schools has been provided in the presentations, which are available on the McKissick Forum site.*
- Q – Do you mind please sharing with me where the birth data is derived from?
 - A – *The data comes directly from the Pennsylvania Department of Health Division of Health Informatics. Live birth data is itemized for each township in the county, and the study included only those townships in the school district.*

Questions from Previous Session

- High School class size for the 2017-18 school year, specific to the actual period/class. This does not include learning support or Health and PE classes.
 - *Classes with 20 or less - 114 sections/periods*
 - *Classes with 15 or less - 58 sections/periods*
 - *Classes with 10 or less - 22 sections/period*

Questions from Previous Session

Insurance Values

<u>Building</u>	<u>Replacement Value</u>	<u>Actual Cash Value*</u>
Southside	\$10,555,641	\$ 9,077,852
Standing Stone	\$14,846,144	\$12,841,915
HAMS	\$19,147,990	\$18,382,071
HAHS	\$27,984,052	\$21,827,561