

TUNKHANNOCK AREA SCHOOL DISTRICT
TUNKHANNOCK, PENNSYLVANIA

BOARD OF SCHOOL DIRECTORS
WORK SESSION/BOARD MEETING
ADMINISTRATION CENTER
THURSDAY, JANUARY 26, 2017

6:00 PM – 7:15 PM You are invited to the opening reception of the Tunkhannock Area School District's Student Art Exhibit in the Central Administration Center. We hope you will be able to visit.

- I. Call to Order
- II. Pledge of Allegiance
- III. Public Comments on Agenda Items Only
- IV. Student Spotlight
- V. Approval of Minutes
 1. Recommended that a resolution be adopted to approve the minutes/transcript of the December 22, 2016 Public Hearing on possible school closures/grade realignment. (pp6-109)

 Motion by _____ Seconded by _____
 2. Recommended that a resolution be adopted to approve the Board Minutes of the January 12, 2017 Public Work Session/Board Meeting. (pp110-115)

 Motion by _____ Seconded by _____
- VI. Business and Finance
 1. Recommended that a resolution be adopted to approve district Treasurers' Reports as presented.
 - a. District (p116)
 - b. Pennsylvania Liquid Assets (p117)
 - c. Payroll Account (p117)
 - d. Gas Lease Funds Account (p118)
 - e. Unemployment Compensation Fund (p119)
 - f. Capital Reserve (p120)

Business and Finance (Continued)

- g. Scholarship Accounts (p121)
- h. Cafeteria (pp122-124)
- i. Title I (p125)
- j. Title II (p126)
- k. Activities Accounts (pp127-129)
- l. Community Funded Sports Account (p130)
- m. Pre K Funds (p131)
- n. General Fund Checking Account (p132)

Motion by _____ Seconded by _____

2. Recommended that a resolution be adopted to approve payrolls as presented:

a. District

December 9, 2016	\$795,095.95
December 22, 2016	\$871,865.88

b. Cafeteria

December 9, 2016	\$ 27,514.59
December 22, 2016	\$ 36,225.26

c. Title I

December 9, 2016	\$ 14,041.66
December 22, 2016	\$ 14,191.66

Motion by _____ Seconded by _____

3. Recommended that a resolution be adopted to ratify wire transfers as presented. (p133)

Motion by _____ Seconded by _____

4. Recommended that a resolution be adopted to ratify district bills as presented in the amount of \$819,433.58. (pp134-139)

Motion by _____ Seconded by _____

5. Recommended that a resolution be adopted to approve bills as presented:

- a. District - \$446,745.51 (pp140-144)
- b. Cafeteria - \$133,122.14 (p145)

Motion by _____ Seconded by _____

6. Recommend that a resolution be adopted to approve district financial reports as presented. (pp146-147)

Motion by _____ Seconded by _____

VII. Superintendent's Report

1. Recommended that a resolution be adopted to approve the resignation of Rich Appleby, Junior High Head Football Coach. (p148)

Motion by _____ Seconded by _____

2. Recommended that a resolution be adopted to approve the retirement of John Nye, Middle School Custodian. (p149)

Motion by _____ Seconded by _____

3. Recommended that a resolution be adopted to approve the retirement of Carol Harvey, High School Cafeteria Worker. (p150)

Motion by _____ Seconded by _____

4. Recommended that a resolution be adopted to approve the leave of Rebecca Tonge, Middle School Special Education Teacher. (p151)

Motion by _____ Seconded by _____

5. Recommended that a resolution be adopted to approve Aaron Keich as Girls Head Track Coach for the 2016-17 school year at a salary of \$3,750.00. Act 34, 114 and 151 clearances and TB testing are on file in the Superintendent's Office.

Motion by _____ Seconded by _____

6. Recommended that a resolution be adopted to approve the appointment of support staff substitute George Murray. Act 34, 114 and 151 clearances and TB testing are on file in the Superintendent's Office. (p152)

Motion by _____ Seconded by _____

7. Recommended that a resolution be adopted to approve Volunteers as presented. All candidates have on file in the Superintendent's Office clearances and TB testing as required by district policy. (p153)

Motion by _____ Seconded by _____

VIII. Committee Reports

<u>Ad Hoc (Building Closure) Committee</u>	<u>Philip Farr</u>
<u>Advisory Senate</u>	<u>Bill Prebola</u>
<u>Budget & Finance Committee</u>	<u>John Burke</u>
<u>Building & Grounds Committee</u>	<u>Bill Weidner</u>
<u>Cafeteria Committee</u>	<u>Lori Bennett</u>
<u>Curriculum Committee</u>	<u>Holly Arnold</u>
<u>Extra Curricular Committee</u>	<u>Bill Prebola</u>
<u>Human Resources</u>	<u>John Burke</u>
<u>Intermediate Unit Representative</u>	<u>Lori Bennett</u>
<u>Legislative Chairman</u>	<u>Holly Arnold</u>
<u>Negotiations Committee</u>	_____
<u>Act 93</u>	_____
<u>Teacher's</u>	_____
<u>Support</u>	_____
<u>Policy Committee</u>	<u>Holly Arnold</u>
<u>Sick Leave Bank Committee (Support Staff)</u>	<u>Bill Weidner</u>
<u>Technology Committee</u>	<u>Rob Parry</u>
<u>Transportation & Safety Committee</u>	<u>Rob Parry</u>

IX. Unfinished Business

X. New Business

1. T ASD Visa Account (Information Only) (pp154-156)

2. Recommend a motion to approve the contract between the Tunkhannock Area School District and K12 Services, Inc. for third party procurement specialist services for the procurement of school food service commercial and commodity foods and supplies in accordance with the Le-Nor-Co Purchasing Cooperative Request for Proposals for a term of three (3) years at \$0.015 per meals served, as determined by the data reported to the Pennsylvania Department of Education School Food & Nutrition Division on the YTD & Monthly Eligibility Report (pp157-170)

Motion by _____ Seconded by _____

3. Recommended that a resolution be adopted to approve the budget of the Luzerne Intermediate Unit #18 for the fiscal year July 1, 2017 to June 30, 2018. (pp171-194)

Motion by _____ Seconded by _____

4. Recommended that a resolution be adopted to approve the donation of a 2000 Buick Century by Mr. Cory Ray to the Tunkhannock Area School District for use in the Automotive Technology Program. (p195)

Motion by _____ Seconded by _____

XI. Additional Public Comments

XII. Adjournment

Motion by _____ Seconded by _____

TUNKHANNOCK AREA SCHOOL DISTRICT

BOARD OF EDUCATION

- - -

Re: Section 7-780 of the PA School Code

SCHOOL CLOSURES

- - -

Transcript of proceedings held in the
above-captioned matter before the Tunkhannock Area School
District Board of Education, Tunkhannock High School,
135 Tiger Road, Tunkhannock, PA on Thursday, December 22,
2016, commencing at or about 7:45 p.m.

- - -

PHILIP FARR, President
WILLIAM WEIDNER, Vice President
JOHN BURKE, Treasurer
HOLLY ARNOLD, Board Member
LORI BENNETT, Board Member
RANDY GREENIP, Board Member
ROBERT PARRY, Board Member
DR. WILLIAM PREBOLA, Board Member

HEATHER MCPHERSEN, Superintendent
JOHN G. AUDI, ESQ., Solicitor
PATRICK J. O'SHEA, Board Secretary
M. EAGEN, Asst. to the Superintendent

- - -

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1 MR. FARR: We'll open the meeting with the pledge
2 of allegiance.

3 - - -

4 MR. FARR: Thank you, everyone, for coming.

5 Public Hearing Announcement. The Board of
6 Education of the Tunkhannock Area School District will
7 conduct a public hearing in compliance with Section 7-780
8 of the PA School Code, as amended, on December 22nd, 2016,
9 at 7:30 in the Tunkhannock High School located at 135 Tiger
10 Drive, Tunkhannock, PA, 18657, on the question of whether or
11 not to close the Mill City Elementary School located at
12 1113 Buttermilk Road, Dalton, PA, 18414, and/or the Evans
13 Falls Elementary School located at 2055 SR 29 South,
14 Monroe Township, Pennsylvania, 18657, and/or the Mehoopany
15 Elementary School located at 1687 Scottsville Road,
16 Mehoopany, PA, 18629, and the possibility of grade
17 realignment for the 2017-2018 school year.

18 The purpose of the hearing is to give the
19 administration the opportunity to present information with
20 respect to the educational, physical, administrative,
21 budgetary, and fiscal matters related to the closing of
22 these schools and grade realignment.

23 The board will also receive public comment at this
24 meeting and for a minimum of 90 days prior to any final
25 decision.

1 That's the legalese requirement. Do you want to
2 take over?

3 MS. MCPHERSEN: Yes, just momentarily because then
4 we'll turn it over to the public.

5 So, we appreciate everybody coming tonight. I
6 just want to give you sort of an idea of how this is going
7 to work and what our (inaudible) are.

8 We scheduled the meeting to take place for a two
9 hour period of time and we're running a little bit late
10 because of some technical glitches, so I'm pretty confident
11 that all the board members are willing to go from two hours
12 from now. Okay?

13 Now, when I say that, I want you to understand,
14 two hours is tonight's meeting. There is 90-day period
15 between now and in March where they can't do anything about
16 this. So, we're going to schedule subsequent meetings.
17 Right? So, tonight's not the end-all. If you think of
18 other questions that you have to ask, if you think of other
19 comments that you want to make, you're going to have the
20 opportunity to do that. So, I don't want anybody to feel as
21 though, "Oh, I missed my chance." There's going to be lots
22 of chances.

23 I just want to go over, if I could, really
24 quickly. I've presented this slide before. I encourage
25 you, I challenge you to keep these things in focus tonight

1 in making your comments and formulating your opinions and
2 formulating your questions.

3 Our educational focus overall is to improve the
4 educational opportunities for every child, every child in
5 the Tunkhannock Area School District, and I know that's
6 hard. I know it's hard to think about, I know it's hard to
7 imagine, but I want you to keep these things in mind
8 because, I promise you, that's what these nine people are
9 keeping in mind.

10 We're going to offer you some information and data
11 tonight. I put the feasibility study highlights on here for
12 those of you who were not at the meeting in which KCBA
13 presented their findings and some of their options. I want
14 you to think about -- I want you to -- we're going to
15 highlight them, we're going to run through those quickly,
16 and then I have some additional information and I have
17 numbers that we crunched as a district in the administrative
18 office for each of the buildings so that you can see what
19 those numbers looks like as well as far as if we were to
20 close a particular school, what would the transportation
21 savings look like, and we did this -- we locked up this last
22 time, two meetings ago, for Mill City, but we didn't have
23 all the numbers for Evans Falls. Tonight I have all the
24 numbers. So, I want to show that to you. Okay?

25 We're going to gather your concerns and collect

1 and answer questions we can and generate ideas. The whole
2 purpose in doing this is to generate ideas, all right, and
3 to listen to what your concerns are.

4 One of the things the board has asked us to do,
5 and I apologize to you up front that I did not have the time
6 to get this done or to ask Joe to do this this week, but
7 we'd like to create a parking lot of issues. So, as you're
8 submitting questions to us, as you're asking questions for
9 us, of us, we'd like to create a space on the website where
10 we're putting those questions up and our response to them so
11 that folks don't have to ask the same questions over and
12 over and over again and if you have a question and you think
13 "What if somebody has asked this," you can go there and you
14 can look and you can see what our response was. All right?
15 It's not done yet. There were some questions that were
16 presented to us at the last board meeting. Those will be on
17 there and I know some of you folks were going to ask a
18 couple questions tonight of KCBA about how the study was
19 done and they're here and they can answer those questions.
20 All right?

21 All speakers are welcomed and encouraged to
22 participate. All right? So, this is the way this is going
23 to work. And I'm going to tell you that the board was
24 concerned that we want to give as many people tonight as
25 possible. Joe Kormis here has the microphone. If you would

1 like to speak you should come here and line up and speak,
2 okay, and Joe will hold the microphone and you can speak to
3 the board.

4 If we cannot answer your question, then we're
5 going to put it in the parking lot, we're going to get the
6 answer for it. Okay? If we can't answer your question,
7 we will. But the idea is to generate and to understand what
8 your concerns are and what your questions are.

9 You can speak for 3 minutes and once you've had
10 your turn with the microphone you cannot have another turn
11 tonight. Again, we're not trying to limit your speech,
12 what we're trying to do is hear from as many people as
13 possible tonight and there we'll be multiple opportunities
14 for you to meet with this board over the next 90 days. Or
15 more because 90 days is the minimum. It could be 120 days
16 out and we could still be having meetings. We're just going
17 to see how it goes, okay?

18 So, you understand the boundaries we put on this
19 tonight or the guidelines? All right. We're going to
20 try -- we're going to adjoin the meeting at about 9:45
21 because we got started late and the next meeting is
22 January 10th, 7 o'clock, at Mill City. Okay? All right.
23 Perfect.

24 I want to remind you of the expectations. Okay?
25 My expectation for this community is that we'll have a civil

1 discourse and you will participate and that you will give us
2 your feedback and that you will think outside the box. Not
3 necessarily about how education has been done for the
4 Tunkhannock Area School District, but what these kids
5 deserve, for how education will be done, and it doesn't have
6 to look at same. In fact, I would submit to you it
7 shouldn't look the same. All right?

8 And the last one is that we'll be nice because our
9 kids are watching. All right? Okay.

10 So, with that, I believe I'm going to turn it over
11 to Mike Kelly from KCBA and he's going to run you through
12 the highlights from their feasibility study. The options
13 that they came up with are not -- listen to what I'm saying.
14 The options that they came up with are not the options that
15 we have to go with. They are not the final options from
16 which we must choose. The purpose of having a community
17 come together is to create our own options, figure out
18 what's best for our kids. All right? So, this board
19 doesn't have to take any of their suggestions and neither do
20 you, but it is an outside, objective opinion about what they
21 see and they've provided us with some really good data. All
22 right?

23 Mike, you're on.

24 MR. KELLY: Thank you very much for asking us to
25 come back tonight. We're pleased to be here. My name is

1 Michael Kelly. I'm with KCBA Architects and we've been
2 working with the district for several months in the
3 development of the feasibility study and what that study is
4 is looking at all of the buildings in the district and
5 looking at your educational (inaudible) as well.

6 Tonight -- the last time we were here, we did this
7 presentation in about an hour. So, tonight I'm going to
8 attempt my best to do it in about 10 minutes.

9 This is up on line.

10 MS. MCPHERSEN: It's on our website, so you can
11 see the whole thing.

12 MR. KELLY: The second study, the PDE official
13 version of the study, is complete. That's this book.
14 Anybody who's having trouble sleeping at night, it's this
15 big, electronic version. So, this can go on your website as
16 well. So, all that additional information is out there and,
17 like you said, we're here to answer questions.

18 So, here's the fast, fast version. As architects
19 we've been doing this for 45 years. We specialize in
20 schools and educational facilities. We came along with
21 building engineers, site engineers, as well as enrollment
22 specialists looking at the enrollment of the district.

23 One thing to be focused on. As your
24 superintendent mentioned, this study was as much about the
25 operational needs of the building, leaky roofs, windows,

1 things like that, as it was educational. This is what we
2 specialize in. These buildings are schools. They have to
3 function as schools, they have to work to your educational
4 curriculum. So, the balance -- this study is very balanced
5 between educational needs and building needs and things like
6 that. We're taking complete consideration of all those
7 things.

8 All of the buildings we have looked at. Including
9 the administration building, the goals are very similar to
10 the slide you had a minute ago. Maintaining educational
11 excellence, identifying building needs, safety needs are,
12 obviously, things that we looked at.

13 The process was taking a look at all the schools
14 in the district; where they are, we take a look at your
15 transportation. This is a map here that shows all of the
16 busing routes, where all the kids are bused from. This is a
17 map of -- there you go. That's all the schools. This is a
18 map of where all the kids are. Every dot on the line is
19 where kids are coming from. So, we're looking at busing
20 locations, catchment areas, where they are and where the
21 schools are.

22 District Enrollment Projection. This kind of
23 shows you that -- you can see from the graph that the
24 numbers are starting to fall off a little bit, a whole bunch
25 of numbers, and the summary of that is you're in a little

1 decline. So, that 1 percent over the last five years is
2 going to slightly continue. So, it's not a rapid decline,
3 it's not a rapid increase. For all intents and purposes,
4 it's level with a little bit of a decrease over time. So,
5 that's important to know.

6 The educational analysis. We interviewed every
7 principal of every school. We gave them a questionnaire
8 that they filled out and some of the things they that came
9 back with was, again, maintaining this high level of
10 education, the interest in STEM, and the interest in
11 equality in education throughout your elementary schools,
12 and that's one thing we'll focus on between those four
13 buildings.

14 Operational Analysis. We went through and looked
15 at, again, site issues, building issues, safety issues of
16 all of those facilities. This is two pages from this big,
17 thick report, so feel free to read that on line. It picks
18 out all of the issues and then in red it will talk about
19 things to consider. Like, if we mention something that
20 isn't very good we might point it out and say, "You know,
21 you might consider fixing this," that or the other thing.
22 The big things that we'll focus on are life safety issues
23 and security issues.

24 So, Individual Building Reports. Evans Falls.
25 Built in '78, currently a K to 4 building. One of the

1 things we looked at a lot are enrollment and capacity.
2 It's not necessarily indicating whether the school is doing
3 well or not, it just kind of shows how full all the
4 buildings are. So, this school right now is half full. It
5 could easily take on many more students.

6 Similar problems that you would have in any
7 building from the '70s. It's in decent shape, but it's
8 got -- it needs HVAC work as well as security issues at the
9 front door. There are hardware, code compliance issues,
10 things like that that are standard things you find in a
11 building of that age.

12 Mehoopany is from 1994, so it's a newer building,
13 has a little less issues. Security issues, but, again, we
14 want to show it's 40 percent full. So, here's another
15 building that's less than half full as far as the capacity
16 that it could be holding of students. Again, needs a secure
17 vestibule. Really, all four of the elementary schools could
18 improve that way, but all in all, a better building when it
19 comes to code compliance and things than Evans Falls.

20 Mill City. Again, it was built in the '70s. Now,
21 that's 74 percent full, so you have some space there. It's
22 not empty, you're just choosing to put more children into
23 that school.

24 The big issue with this building is the site.
25 The site is on oil heat, you've got a septic system and well

1 water. So, currently, I'm not even sure they're allowed to
2 drink the water in that facility.

3 MS. MCPHERSEN: They are.

4 MR. KELLY: But those are issues that we found a
5 lot in this area. We did a study in the Wyoming area and
6 had to remove water from the school because of issues with
7 well water.

8 So, these are things that are inherently tough
9 with this building and are unfixable. I can't bring sewer
10 to that site, I can't bring public water to that site
11 without a lot of cost.

12 Additional issues with Mill City. It's still
13 considered back in the open pod days, so there aren't any
14 walls. There are security issues from the inside of the
15 building to the outside.

16 Roslund was built in '71. Again, about half full.
17 It's your largest school in size. The heating issues are
18 okay. Again, it needs some things that should be fixed in a
19 building from the '70s. One of the big issues here is HVAC.
20 Your mechanical systems and things like that are working,
21 but they're at the end of their useful life. So, that's
22 something that we have pointed out to say you should budget
23 some money for that in the future to be fixed.

24 Quickly, to go through, the middle school is in
25 really good shape. It was built in '99, is at 82 percent

1 capacity for four grades. So, we think this is a building,
2 regardless of having four grades or what those grades are,
3 that building works well for four grades. The -- but you
4 really can't bring in too many more students into that
5 building.

6 The administration building was built in 1952
7 and converted as a school into 2000 into the administration
8 building. Where you have administration, it's great,
9 because that was renovated. There's a good chunk of that
10 building that was not touched when they did that in 2000.
11 That's the portion of the building that, obviously, needs
12 some work. There's code compliance issues, but it has a
13 nice gym that, certainly, the community can use. It's
14 sitting right on your center campus. So, it's a building
15 worth, obviously, maintaining.

16 The priority analysis that we did for these
17 buildings is ranking them. We kind of gave some numbers
18 when it came up to the urgency of some of those issues.
19 Again, this is a building report that went through issues
20 like security and code compliance for each school and we
21 gave kind of a ranking number down below.

22 Building infrastructure, educational environment.
23 Again, that took a lot from the things we heard back from
24 the teachers, and site concerns, and then we kind of ranked
25 them.

1 The high school is doing very well. Mehoopany
2 and -- I'm sorry, that's the middle school. The middle
3 school is doing very well. Mehoopany and the high school
4 are in fair shape. And, as I mentioned before, the reason
5 we were kind of picking on Mill City is because of things
6 like security because they don't have walls, things like
7 site concerns because there's a lot of site issues with it
8 that we can't fix. We can fix the roof, but I can't get the
9 toilets to be hooked up to a public sewer system and that's
10 a real problem for that type of a property for a school
11 system. It's not like a house where there's a family of
12 four and they're on a septic system. This is a building
13 that will hold 500 people. That septic system is enormous,
14 it's the size of a small town, so those are very expensive
15 things for school districts to have to operate.

16 So, that's kind of how we ranked all those
17 buildings, based on need.

18 We went through a building capacity analysis.
19 Again, to kind of quickly go through that, that's how we
20 came up with those numbers and where all the percentages
21 were. We added up all the kids in the room, we added up the
22 building capacity, we added up class size. So, in some
23 schools you had class sizes of 10 or 18 just because they
24 had the space and didn't have enough kids.

25 So, at the end of the day what we found is a lot

1 of these buildings, you have capacity. You could move --
2 you could consolidate and, certainly, there are a lot of
3 educational benefits in consolidating a lot of those
4 resources. You're sharing principals, you're sharing
5 nurses, you're sharing a lot of educational departments that
6 are in one school for half a day and then they get in their
7 car and drive a half an hour to another school for half a
8 day. It's not very efficient.

9 So, the options. We looked at a lot of the
10 security options. We looked at all four elementary schools
11 and we felt a vestibule was needed. At Roslund they have --
12 the administration is deep in the middle of the building,
13 so we said let's pull them out to the front of the building
14 and renovate a new Admin. space in the front of that
15 building along with a vestibule as well.

16 We looked at full renovations. If we were going
17 to have -- here's the amount of money we think you could
18 spend in each one of these buildings individually. Not
19 saying you should, but if you were going to bring that back
20 up to code, back up to modern compliance, put in a system
21 that's reliable, these are some of the numbers that start to
22 add up. So, again, no one is saying to do all these things,
23 but we're giving you an idea of the cost of all these
24 things.

25 Capacity scenarios. We started looking through

1 moving grades around. You know, what happens if we move 4th
2 grade into another school? What happens if we look at
3 closing Mill City and taking those kids and just bringing
4 them right into Evans Falls? What we found is you could.

5 As you mentioned before, we came up with several
6 options and these options are still up for debate and,
7 really, some of them are steps. You may choose to do
8 Option 1 now and then that leads you Option 2 for later and
9 that leads you to Option 5 much further in the future.

10 So, we use the word options. It's not an
11 either/or. They could be scenarios, they could be choices,
12 and, again, it's important to note that it's things that
13 could be steps along the way, but we felt in priority --
14 the priority is to consolidate and the first one to go,
15 for all the reasons I mentioned before, was Mill City and
16 because of the capacity at ... Roslund, rather, I'm sorry,
17 moving all the kids to Roslund. That's the school that
18 could consume those kids, consume those teachers and
19 function very well as a -- keeping your K to 4 structure
20 together.

21 The next option here -- all right. That's what
22 that looks like. So, we looked at operational savings at
23 Mill City. I know you'll have some slides coming up about
24 additional savings, additional savings for transportation,
25 what those annual savings would be for that option.

1 Option 2 was closing Mill City and Evans Falls and
2 keeping the K to 4 model at both schools. What you start to
3 find is you are -- so, that's what that option is. Now you
4 start to see both remaining elementary schools, one at 95
5 and one at 90. They're not at a hundred, but they're not at
6 85, which is where we would recommend an elementary school
7 capacity. So, you could, but now we're starting to get a
8 little crowded by closing two schools and maintaining the
9 K to 4 model in those elementary schools.

10 So, again, we went through having that work, how
11 you might redistrict some of the students into a two school
12 system for more balanced classrooms, but what we're finding
13 was the Mill City and Evans Falls annual savings and now
14 you're starting to get some, obviously, bigger dollars
15 coming back into the district. It's achievable, as I
16 mentioned, but with larger class sizes.

17 Scenario 3 was doing the same thing again with
18 Evans Falls and Mill City closing, moving those kids into
19 Mehoopany and Roslund but without 4th grade. So, now your
20 elementary school is K to 3. That means 4th grade goes into
21 the junior high so that that building now houses instead of
22 5, 6, 7, 8, it's now 4, 5, 6, 7.

23 The high school we felt had the capacity to take
24 on another grade, so 8th grade moves up to the high school
25 and now you have two K to 3 buildings, a middle school

1 that's Grade 4 to 6 [sic], and a high school that's now
2 grades 8 to 10.

3 The -- basically, the savings are the same because
4 you're only closing those two buildings. It's achieved with
5 minimal construction work. Basically, the only thing you
6 have to do is some of those life safety issues at Mehoopany
7 and Roslund. And it's efficient because you don't need to
8 build any new schools, any large additions or anything like
9 that. Again, that doesn't mean that that's not an option
10 10, 15, 20 years down the road, but it shows that this is an
11 achievable option that could happen next year, five years,
12 10 years down the line.

13 Option 4. We're saying, "All right. Let's talk
14 about all three of these and aligning everybody into one
15 building." So, this closes Evans Falls, Mehoopany, Mill
16 City and brings everybody into Roslund in a K to 3. So,
17 again, we're staying K to 3, we move 4th grade, we bump 8th
18 grade up into this building. So, it's a K to 3 Roslund,
19 middle school, and high school scenario.

20 But, as you can see, now Roslund pops, they're at
21 125. So, what that means is you're not going to put kids
22 outside, you're going to lose programs. So, now -- and
23 we're dealing with this in other districts that consolidated
24 too quickly, weren't prepared, and now they don't have Art,
25 they don't have Music, they don't have Science. Special Ed.

1 is in the hallway. So, this would be saying, "All right.
2 Now we may need to do something," and what we're proposing
3 here is an addition onto Roslund. We felt that with an
4 addition as well as security concerns and renovations and
5 all those other things we're looking at what could be
6 upwards of an 18 million dollar addition project at Roslund
7 if you were going to go with this model. Again, that's an
8 option that we're showing just so we can talk about it.
9 We're not recommending it. But, what you find now is you
10 close three buildings and now you're enjoying the annual
11 savings of three buildings.

12 So, it's an option to be considered, asked,
13 examined. It's achievable, but with a large building
14 project required. So, now you're stepping into the need for
15 a larger addition.

16 Option 5, the last one that we showed, and, again,
17 there's about 20 more that we've talked about even since the
18 study was concluded, was a K to 2 Roslund. So, now you're
19 moving Grades 3, 4, 5, and 6 up to the middle school. The
20 middle school can hold four, 3, 4, 5, 6 is four, that's
21 fine, but now you have 7 to 12 at the high school. In this
22 scenario 7 and 8 have to move out of the middle school.

23 What that does is balances these two buildings,
24 but now the high school is at 105 percent, so that's over
25 capacity. So, in this scenario you are building an eight

1 classroom addition onto the high school at around 5 and a
2 half million dollars. So, that's less than the huge, major
3 renovation at Roslund and a bigger addition, but it's
4 requiring some sort of a building addition.

5 So, the lessons that we found there were Mill
6 City, we can move those kids, keep K to 4; Evans Falls, we
7 can move those kids, keep K to 4, but now you're getting
8 pretty big. As soon as you start any great amount of --
9 more than two grades leaving the current system, that's when
10 we start to trigger the need for a larger building addition,
11 a larger building project or some other type of grade
12 alignment.

13 I think I'm severely over my

14 MS. MCPHERSEN: No. Actually, you're doing really
15 well. I'm very impressed. Four minutes. We're right on
16 target.

17 I want to share with you some of the numbers you
18 had asked about, looking at individual buildings. I want to
19 remind you how we -- the assumptions we're making in using
20 our models and I just want to go over this really quickly,
21 that we looked at -- in terms of what could we save in
22 salary, health care, retirement, and that this was the
23 estimated savings per position, that the district has no
24 intent -- in fact, we want to avoid any talk of furloughs,
25 that we believe we can do this through attrition. The

1 numbers that you're going to see only assume attrition for
2 the first year.

3 So, this is what we're proposing. What I'm
4 submitting to you is the minimal amount of savings that we
5 believe we can generate and it only takes into one year of
6 attrition of staff, okay? So, I want to make that clear.

7 All right. So, these were the numbers that we
8 used. A custodian, considering those four things,
9 retirement, health care, salary, and ... something else.
10 Social Security. I'm sorry. We're using the number 51,000,
11 roughly, so we're being consistent. I just want to show you
12 this. I'm not going to -- okay.

13 So, what we're anticipating in '17-'18 is these
14 types of retirements so that our staff is getting a little
15 bit smaller and our anticipation would be that if we're
16 going to consolidate in any way, shape or form that we
17 wouldn't necessarily have to replace these positions.
18 That's where the savings would come in in personnel, okay?
19 But we only did it for one year 'cause it's pretty hard to
20 go out two years, three years, four years, et cetera.

21 Everybody with me so far? Good.

22 So, then, this becomes the incremental savings.
23 All right? And what I want you to see is we did the
24 cumulative savings over five years. So, after five years
25 this is the number that we believe we would save. P.J.,

1 you jump in here any time you want me to, okay? This is the
2 number over five years. If these -- if this staff retired
3 or went on to other jobs, other positions, this is what we
4 believe we would save over five years by not replacing those
5 people. And if we are getting smaller and we're
6 consolidating then we wouldn't necessarily have to replace
7 those people. All right?

8 Again, a model uses assumptions. I'm just
9 explaining to you the assumptions.

10 So, when you see this -- when you see the future
11 figures that I'm going to show you, it assumes these are the
12 only personnel attritions that we would have. We could have
13 more, but this assumes the minimum of what we expect.

14 All right. So, 2.25 -- 2.2 million over five
15 years. Okay? All right.

16 This is the cumulative, estimated state subsidy
17 loss by school. So, what we did here is we said Mill City,
18 this is the sub -- this is Mill City and this is what we
19 lose if we close Mill City. This is the money the state
20 gives us, the PlanCon money you guys probably have heard
21 about.

22 The important column here is the column all the
23 way to the right. So, if we close Mill City, over five
24 years this is what we would lose; Mehoopany over five years
25 we would lose 0; Evans Falls we'd lose 460,000. If all

1 three buildings closed, if all three buildings closed,
2 that's what we would lose, okay, in state subsidy,
3 1.9 million over five years. At the end of five years,
4 that's how much we would have lost. Everybody with me?

5 Okay. The cumulative operating cost of each of
6 the schools. Again, I've highlighted in that ugly mustard
7 color the column I want to draw your attention to. So,
8 the operating costs are over here. Ours are a little bit
9 lower than KCBA's. Again, an effort at transparency. This
10 is what we believe it costs in a year to operate these
11 buildings. If we were to close Mill City, that's the
12 cumulative reduction, the savings that we would have over
13 five years, and Mehoopany and Evans Falls for a total of
14 2.4 million if we were to close all three buildings. All
15 right?

16 I'm giving you all the numbers here so that you
17 can see them and this will be up on the website so you guys
18 can go back and look at it. I don't expect you to remember
19 it, but I want you to see the assumptions that we're making.

20 All right. Transportation. This was a big
21 question. So, if we were to not have those outlying
22 buildings how much would we save in transportation? One of
23 you guys pointed out to us at the last meeting, and you were
24 right, we had given a figure, but it didn't take into
25 account the state subsidy that we get. So, these figures

1 do.

2 So, our savings if Mill City closed would be
3 158,000 and that takes into consideration the subsidy we get
4 back from the state.

5 So, again, if we were to close all three it would
6 be about half a million dollars in transportation savings.
7 All right?

8 All right. So, this is where we total it all up.
9 This is where we total it all up. So, over five years,
10 closing Mill City, we look at what we lose in PlanCon and
11 gain as far as not having the operational costs of the
12 building, not having the transportation costs, not having
13 the -- well, the staff, that's figured into each of these,
14 all right? It'd be 1.6 million. If Mehoopany closed it'd
15 be 3.2 million, if Evans Falls closes 2.7 million, if all
16 three closed, over five years, 7.6 million dollars it would
17 save the district. Okay?

18 Those are the assumptions that we're making. We
19 were asked to develop figures. These are the figures that
20 we came up with. This will be on the website. You can take
21 a closer look at it. I felt as though we needed to throw it
22 out there. I'm going to leave this slide up, okay, and
23 we're going to open up the floor to questions.

24 MS. ARNOLD: Heather, just to clarify one thing,
25 if I'm understanding it correctly. If we were to retain the

1 building, its ownership, and it was still used for education
2 purposes we don't lose the subsidies.

3 MS. MCPHERSEN: We do not lose the subsidy. So,
4 if we close an outlying building and it was rented by
5 another educational facility and it was being used for
6 programming for our kids, okay, then we would not lose the
7 subsidy. That is my understanding, that's correct.

8 MR. AUDI: Heather, can I ask that anyone who
9 speaks identify themselves so the record reflects who is
10 speaking?

11 MS. MCPHERSEN: Did you guys hear John? If you
12 come up to ask a question or to speak, please identify
13 yourself so we know who you are so we can have that in the
14 record.

15 MR. BURKE: John Burke. Do we know what the
16 definition is to retain that subsidy for our own programs?
17 So, for example, if we did some work with a specific class
18 or STEM type of program how do we retain that subsidy?
19 Like, how much educational activity has to happen? So I
20 understand, if another school rents the facility we would
21 retain that, but do we know how much -- can we find out what
22 that is?

23 MS. MCPHERSEN: I'm unclear what you're asking me.
24 I'm sorry.

25 MR. BURKE: So, if we're not doing primary

1 education the way we define it today at, for example,
2 Mehoopany, but we decide that we want to open an auto shop
3 there then we would retain that?

4 MS. MCPHERSEN: Absolutely. Absolutely. Did you
5 guys hear his question? He asked, if we were to do
6 something different at one of the schools, if we were to
7 put, like, career and technical programs in there or a STEM
8 academy at one of the outlying buildings would we retain the
9 subsidy for that and the answer is absolutely. That's
10 actually thinking outside the box which is what we need to
11 be doing. Okay? So, yes, we would. If the IU rented space
12 in one of the buildings we would retain the subsidy because
13 our kids would be getting services there. Okay?

14 Yes.

15 MR. KEISER: Craig Keiser. C-r-a-i-g,
16 K-e-i-s-e-r. Who would have to cover the operational costs
17 if we were to do that? We wouldn't save the operational
18 costs then.

19 MS. MCPHERSEN: Right.

20 MR. KEISER: So, that would have to come out of
21 the

22 MS. MCPHERSEN: You wouldn't save the operational
23 cost. He was only asking about would we retain the subsidy.

24 MR. KEISER: Right. But, then, you haven't really
25 shut down the school.

1 MR. BURKE: The difference is to keep it open it's
2 like 150,000, I think, Craig, so I think we talked -- I
3 don't remember what the number was, it was like 150, 200.
4 So, I'm thinking about Mill City with the cumulative bond
5 reimbursement being about a million and a half. So, the
6 savings there might be 400, 500,000 if we were able to do
7 something. But, obviously, I don't have any ideas yet,
8 just trying to understand that.

9 MR. KEISER: Thank you.

10 MS. MCPHERSEN: Okay. So, I want to go back to
11 the slide. I'm going to leave this slide up. I want to
12 show you one more thing. I don't know who Bruce Wellham
13 [sic] is, but I don't want to be the district that he's
14 talking about. Okay. There you go.

15 So, if you guys have questions or comments,
16 please come up here and Joe will hand you the microphone.
17 You have three minutes. And please identify yourself.

18 MS. YATSKO: My name is Jeanette Yatsko,
19 Y-a-t-s-k-o. And a couple of comments, I think. One was
20 about the percentage full and the number of kids in the
21 classroom in a lot of these schools and the percentages that
22 they're talking about in reassigning these kids to the other
23 classrooms.

24 One thing that I love about this district -- and I
25 know 10 kids in a classroom is maybe extreme, but one of the

1 things that I love is that we do have some small classrooms.
2 There have been so many studies that show that a small
3 classroom size has been proven to increase a kid's academic
4 performance. I really, really don't want to see us putting
5 these kids in these classes that are so full that we've now
6 got 25, 30 kids per teacher. They're not going to get that
7 individualized attention and I'm willing to bet from all the
8 hundreds, at least, of studies out there it's going to
9 decrease our academic performance.

10 I'm a parent who brought my child here while I
11 finished my education and I was so impressed with the
12 academic performance within this school district that I'm
13 now looking to buy a house here and keep my kids here.

14 If you change that and my kids are 30 to 1 teacher
15 I'm not going to buy a house here. The school taxes in this
16 district are higher than Dallas. Why would I pay those
17 taxes to get what I think would then be a lesser education?

18 Also, the K through 3, K through 2 options, my 4th
19 grader's too young to be going to school with 7th graders.
20 The behaviors he'll be learning and the words and -- I don't
21 want him exposed to that in the 4th grade. My nine year old
22 should not be going to school with 7th graders and I'm not
23 going to be happy and I can guarantee you the administration
24 is going to be hearing from me frequently when my 4th
25 grader's going to school with 7th graders and coming home

1 with those sorts of behaviors. So, that's not going to make
2 for happy parents and I'm pretty sure I'm not the only
3 parent that's not going to be pleased with that.

4 One thing, and this doesn't necessarily come from
5 me, I think I heard it at a PTO meeting, but one concern
6 that I've heard about is in redistributing these children
7 some of the bus rides can get kind of long and I'm not
8 speaking from direct knowledge here because I wasn't at the
9 previous meetings because I wasn't aware of them, but some
10 of the roads that I was told that these kids might be going
11 on, particularly from like the Noxen area, are not
12 necessarily some of the best roads I've heard. So, we live
13 right on 29, it doesn't necessarily affect me, 29 is usually
14 kept pretty clear, but that's one thing that I would
15 definitely take into consideration because that's a lot of
16 liability, you know, for the kids on these buses if they're
17 going for long rides and the roads aren't necessarily the
18 best roads. I think that's something that the school
19 district should definitely keep in consideration, also.

20 Of all the options, you know, as just a taxpayer,
21 not necessarily the school district, wanting so much for my
22 kids to have the very best education, out of all of these
23 options, and I know it's not going to probably happen next
24 year, but the idea of a larger, updated school that we put
25 all the kids in that has kind of the newest and the best and

1 it's big enough to accommodate all the kids from all the
2 schools so they're all getting equal -- I mean, I'm really
3 happy with my kids' school. I think our PTO makes sure that
4 they have, kind of, the newest and the best and I know that
5 may not be true for all kids and we have to think of all of
6 them. So, yeah, it costs 15 million dollars? 18 million
7 dollars? That's a lot, but if we're saving the money from
8 all those other schools and all these other teachers not
9 going and really thinking of the best future for these kids
10 for them all to have the smart cards and them all to have
11 the updated TVs and the best of the best, we want to be in
12 contention for the best schools, then that sounds like the
13 best option and it's probably not going to happen next year,
14 but maybe if we start slowly, shutting down a school and
15 saving that money and putting it in the kitty for it, then
16 maybe that's an option because it sounds like the best one
17 to me. That's where I would want my kids to be.

18 And last, but not least, and I don't know if I'm
19 at my three minutes or not, but one option -- and I don't
20 know if this would work, but the schools -- I know the
21 school that my nieces and nephews go to in western
22 Pennsylvania, they have the boys and girls club come into
23 the school for like after-school care and summer care and I
24 don't know if that would count as an educational use, but
25 that might be something to check into where you could open

1 the school to them and rent it to them. I don't know if
2 that would be educational enough or not, but that might be
3 an option. There's nothing like that around here, so they
4 might be open to it. I think the closest one is Scranton.
5 It would be great for the kids and give us a way to utilize
6 the school buildings that we're getting rid of and still not
7 lose that subsidy. But I don't know if it would work.

8 MS. MCPHERSEN: If I can just recap, I just want
9 to make sure I got all of your things. You're concerned
10 about class size. You're concerned about your 4th grader
11 being with 7th graders. I hear you. You're concerned about
12 bus ride times. Equality for the kids is a priority for you
13 and you understand the board's need for that and to consider
14 that. So, if -- you would be okay spending money --
15 reinvesting the money we were saving if we were actually
16 investing in the best educational system for students.

17 MS. YATSKO: I want the kids in the school
18 district to have the best.

19 MS. MCPHERSEN: So do I. So do I.

20 MS. YATSKO: I think they should all have the
21 best.

22 MS. MCPHERSEN: I do, too. And you want us to
23 check into any kind of community programs that might allow
24 us to keep the subsidies for any building we close.

25 MS. YATSKO: I think it would be great if we could

1 have that sort of opportunity for the kids. It would be
2 inexpensive for families, if I understand, keep them
3 invested in something that's educational, fun, and if we
4 could keep the subsidy while doing it why not?

5 MS. MCPHERSEN: Thank you for your thoughts and I
6 just wanted to make sure I had my list complete. Thanks.

7 MS. ARNOLD: Heather, just before everybody comes
8 up, can we address the classroom size issue as ... because I
9 think there might be some misunderstanding. I don't think
10 there's any board member up here who would be okay with the
11 idea of having the average class size being 25, 26 students,
12 plus when you get a bubble of kids coming through, for
13 elementary schoolers. That's data that was being used and
14 gone by, but I personally would be very hard-pressed to vote
15 for a plan that has 30 elementary schoolers in a classroom
16 and I don't think anybody up here is considering that as an
17 option.

18 So, I know that lots of numbers have been thrown
19 around out there, but if we can -- I don't know if we need
20 to spend a lot of time on that when that's -- my
21 understanding is that's not any of our intentions.

22 MS. MCPHERSEN: We've already had some somebody
23 mention it, I have it down here, and not that you guys can't
24 comment on it, but we understand. We hear you, we hear you,
25 and we agree.

1 MS. YATSKO: I just wanted to clarify because when
2 I was taking notes, and I didn't write down the percentage,
3 but we were talking about going from 10 to 18 in some of
4 these classes that were at 40 percent capacity and taking
5 these schools to a hundred plus capacity, well, if you're at
6 18 per class now and you take that to a hundred and some
7 percent capacity you're taking that above 20. So, that's
8 just a concern that I have. I'm not saying that you guys
9 would endorse that, but this is a time to open up our
10 concerns and that's certainly a concern that I have.

11 MS. ARNOLD: Oh, no, I'm not -- this is something
12 I've seen and heard from lots of different places and stuff
13 like that. So, just -- I wanted everybody to know that I
14 don't think you need to fear that we're going to be putting
15 an average of like 26, 27 kids in an elementary classroom.
16 So, if everybody wanted to get in line and come up here and
17 say, "Please don't put 25, 26 kids in a classroom," I think
18 we've got you covered.

19 MR. KELLY: If I could clarify one thing? Just
20 for the math in the reports, a hundred percent meant 25 kids
21 in a classroom. So, max max is -- not to say only, but 25
22 kids. Our recommendation at 85 percent is 22 -- 21 to 22
23 kids in a class. That's more than 10, but, certainly,
24 anything that started to get above a hundred percent, that's
25 more than 25. So, that was -- that was the direction from

1 them, max max. No more ever max is 25. So, that's where
2 those percentage numbers come from.

3 MS. YATSKO: Okay.

4 MR. FARR: Anyone else?

5 MS. MONTROSS: Rebecca Montross, M-o-n-t-r-o-s-s.

6 So, a couple things. One thing that I think would be really
7 useful and interesting is a lot of us kind of got involved
8 in this and we've seen the savings aspect, but it would be
9 really helpful to see the savings projected against the
10 current projected budget shortfalls to kind of see how these
11 savings address and kind of get us to a neutral point. I
12 think that would be really useful in terms of understanding
13 what we're getting for what we may be giving up.

14 Another thing that I think -- at least it would be
15 interesting to see addressed is Option 5 that keeps
16 getting -- not keeps getting, but that was mentioned as a
17 "well, this isn't really going to work," to move 7th and 8th
18 up to the high school, from the numbers that I saw it puts
19 the high school over only maybe by a hundred or so child --
20 not children, teenagers, but we have a projected, long-term
21 decrease in population of at least 300 kids. So, it seems
22 to me that it's reasonable to at least consider some kind of
23 temporary classroom situation, something that is not
24 intended to last from now until eternity that might be a
25 cheaper way, to accommodate that as one of the options that

1 you consider.

2 MS. MCPHERSEN: Okay. So, can I go back? I want
3 to make sure I've got it. So, you would like to see some
4 sort of savings as compared to the current budget shortfalls
5 and to make sure that we're not giving anything up, that
6 we're only gaining.

7 MS. MONTROSS: Right. I don't -- I'm supportive
8 of the consolidation in general. I just think that would
9 help the community at large, to understand how big the
10 problem is and why we're taking this

11 MS. MCPHERSEN: I agree. And that you would --
12 you think that Option 5 should be considered even if we need
13 to use a temporary

14 MS. MONTROSS: Not necessarily that I like it
15 better than other ones, but I think that it's something that
16 I haven't heard mentioned, that there may be options for a
17 stop gap to get us through to when our population shrinks so
18 then everybody fits nicely.

19 MS. MCPHERSEN: Thank you.

20 MS. WILLIAMS: Hi. I'm Sue Williams. I just have
21 a couple of concerns that I'd like to put forward. I know
22 we're in very preliminary stages, but as a teacher I'm
23 looking at what the day-to-day logistics would be like if we
24 do consolidate. I know we did see slides in the very
25 beginning of this process, our initial meeting, that had

1 given a schematic of all the classrooms and what they would
2 look like and some of them didn't really take into
3 consideration the number of bathrooms we would need. So,
4 that's something to think about.

5 And in the future talking about what the parking
6 lot would look like, if we have a K-2 primary facility, that
7 has the potential to be something really wonderful, but the
8 parking lot situation, dismissal, arrival, that's a very
9 scary and dangerous time for the children, so that's
10 something to consider, as well as the traffic flow going in
11 and out of the schools.

12 Something to also think about that we would love
13 to see, how we'll feed all the children, what that might
14 look like. In one of the schematics -- and we don't have
15 those up anymore, those aren't on the district's slides.
16 I did not see those

17 MR. KELLY: We could get those back on.

18 MS. WILLIAMS: In the one where Roslund had an
19 additional cafeteria put on, just the logistics of how we
20 would get everybody to where they need to be. If we have 8
21 to 10 kindergarten classes, are they all going at once?
22 Are we going to stagger those times? That's something to
23 consider.

24 I can't think of anything else right now.

25 MS. MCPHERSEN: So, the things, Sue, that you

1 want us to make sure that we consider are the day-to-day
2 logistics, the number of bathrooms that are available, the
3 parking lot situation, especially at dismissal and arrival,
4 and, for instance, an example would be the food service as
5 far as the cafeteria and the logistics of all that.

6 MS. WILLIAMS: Right. And just how it works from
7 the inside, you know, managing all those children, and that
8 daily flow that we would be going through.

9 And also something to bring up, maybe to think
10 about, too, with these consolidations, is the time frame in
11 which we do it. If we decide to do Mill City next year and
12 Evans Falls the following year there's the possibility of
13 realigning buildings, if that's a possibility. I think it
14 may be detrimental to those children if the Mill City line
15 was redrawn and some of those children have to go to Evans
16 Falls and then shipped up to Roslund the following year.
17 So, that's something to consider, too.

18 MS. MCPHERSEN: Yeah.

19 MS. WILLIAMS: The amount of movement.

20 MS. MCPHERSEN: Just to clarify, I had this
21 discussion today with Kathy Felker and, so, what she's
22 talking about is if we were to close Mill City and we were
23 to re -- and send the majority of those kids to Roslund and
24 then send the rest of them, say, to Evans Falls, okay, and
25 then the following year our plan is "Well, we're going to

1 close Evans Falls," we need to take careful consideration,
2 especially with the younger kids, as to how many transitions
3 we're expecting for them and that's what you're talking
4 about.

5 MS. WILLIAMS: Exactly.

6 MS. MCPHERSEN: And I'm in complete agreement.

7 MS. WILLIAMS: Thank you.

8 MS. MCPHERSEN: Thanks.

9 MS. WALL: Elaine Wall. One of the things that I
10 want to say is Holly put a question or an opportunity out on
11 Facebook for people to respond and there were quite a few
12 people who did respond and in their responding it gave me an
13 opportunity to think of things that I hadn't thought about
14 before and it might be helpful to take a transcript of what
15 transpired in -- on that Facebook thing and put those ideas
16 out for other people to think about or you folks to think
17 about.

18 One other question I have is many other schools
19 start their high school first, early, and their elementary
20 later. Is this something that you are considering as well?

21 MS. MCPHERSEN: It's something we can consider.

22 MS. WALL: For one thing, with after-school
23 activities, sometimes when it's away activities it takes
24 those students out of school early. So, if the high school
25 started early maybe it would eliminate some of those early

1 pullouts for events that happen, especially away. It would
2 also give -- depending on what happens with transportation,
3 it might give the younger students an opportunity to not be
4 traveling so early in the morning and, therefore, they would
5 come home later at night, too, but it wouldn't -- I think of
6 a five-year-old kindergarten student getting up at
7 6 o'clock. Keeping them awake in school might be easier if
8 they didn't have to get up until 7:30 and didn't get to
9 school quite as early.

10 MS. MCPHERSEN: So, I have the comments on the
11 Facebook site and I have for us to consider a staggered
12 start. Got it. Thank you.

13 MR. MARTIN: Bernie Martin. A couple questions I
14 have. Heather, did you check and see how much -- the
15 savings and problems of other schools that have -- that did
16 a consolidation?

17 MS. MCPHERSEN: I have not yet, but I know that
18 you had asked me about that and I need to reach out.
19 P.J. and I had talked about it and we plan to do that.

20 So, what he had asked about was could we reach out
21 to other districts and see how much they actually saved
22 compared to what they thought they were going to save. It
23 may be difficult to get some of that, but we can see what we
24 can come up with.

25 MR. MARTIN: Right. And what problems they

1 incurred, probably more transportation.

2 MS. MCPHERSEN: Probably.

3 MR. MARTIN: The other question is will all the
4 students from Mill City fit into Roslund? It seems like if
5 they all go from Mill City to Roslund we'll be at 90 percent
6 capacity. I guess the question is, are all of them going to
7 be going to Roslund? And, then, the thing is, if they don't
8 go to Roslund did you just mention that possibly some can go
9 to Evans Falls? So, if some go to Evans Falls all of a
10 sudden now you have these kids who they're going to lose all
11 their friends, they won't see their friends by closing Mill
12 City since it's a bigger school, okay?

13 MS. MCPHERSEN: So, I guess -- I want to rephrase.
14 Your concern is that -- again, that we would be having kids
15 making multiple transitions and if we redistrict -- if we
16 redistrict Mill City that there would be too many
17 transitions for kids.

18 MR. MARTIN: Right. Say, if you're going from
19 Mill City -- say if you have to take 30 kids to Evans
20 Falls, all of a sudden now they don't have their friends.

21 MS. MCPHERSEN: I want to -- I'm rephrasing it for
22 you because I want to make a clarification here between
23 asking a "What if ..." question, like that, and telling me,
24 "You know, as a parent, I'm concerned about this," because I
25 really believe with the logistical stuff if we're creative

1 and willing to put some resources into it -- like we had the
2 discussion about buses. If we need to add another bus
3 there's nobody up here that's not willing to consider that
4 and that's just a realignment and a better use of resources.

5 If the ultimate product is a better and efficient
6 use of resources and our kids get a better education? It
7 makes complete sense. Okay? So, I'm just rephrasing it
8 because I want to make sure I understand it as a question.

9 MR. MARTIN: Yeah. The question is just that if
10 some kids are separated from everybody else, that's going
11 to be

12 MS. MCPHERSEN: I agree. So, right, multiple
13 transitions and peer groups. Okay.

14 MR. MARTIN: Do you have any interest or does
15 anybody have an interest in purchasing, renting any of the
16 schools as of yet? I don't know if you've received
17 anything like that.

18 MS. MCPHERSEN: Okay.

19 MR. MARTIN: Why are our taxes higher than
20 Dallas? I didn't realize that.

21 MS. YATSKO: They only have one elementary
22 school, right?

23 VOICE: They have two.

24 MS. MCPHERSEN: I can't answer that. I haven't
25 studied that, but I wrote it down.

1 MR. MARTIN: The other question is Mill City
2 seems to have the least amount of savings. I know you say
3 we use well water. I just know from personal experience
4 I'd rather well water than public water. Maybe there's
5 other issues there.

6 And, then, as far as the pod structure.
7 Scranton still has the pod structure in some of their
8 schools. How many schools still have the pod structure?
9 Because it seems to be you have -- you don't like the way
10 the pod structure is.

11 And the last thing, it seems to be there's --
12 if you look at that chart where the students are, more of
13 the students are in the Mill City area. Why are we taking
14 kids from more of a populated area, shipping them
15 versus -- I know no one is going to want their school
16 closed, but if I look at -- the most savings come from
17 Mehoopany, but I've talked to other clients of mine and
18 they just don't see why is not Mehoopany being closed and
19 just renovate the others for the long run? That's just...

20 MS. MCPHERSEN: Again, I'm going to rephrase your
21 question -- your comments into a form -- you're asking a
22 question about something that hasn't been decided. So,
23 your concern is that we're closing the wrong building
24 because we're looking at the density of the population.

25 MR. MARTIN: Or not looking at the density.

