

Please note

The following information is still under review and a revised,
final document will be published when it arrives.

FULL REPORT

Feasibility Study

For a Combined School District

Submitted to the Board of Directors of

Antietam School District

And Exeter Township School District

Prepared by
The Civic Research Alliance
The Pennsylvania Economy League Central Office
Hayes Large Architects

April 2013

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Introduction

In 2012, the Boards of the Antietam and Exeter Township School Districts joined forces to address the *collective* educational needs of their students and communities. This review was prepared in that continued spirit of school district cooperation, with a charge to determine those options/opportunities that can maximize instructional and community services. This report presents a set of viable options for their consideration.

The term “viable options” was chosen carefully. First and foremost, all options focus upon students and their educational needs. Other considerations, such as cost savings and facility renovations, are reviewed but only to the extent they support the best educational program possible. What makes an option “viable” or “not viable” is based upon its probability of success. For instance, raising taxes in only one existing school district to support a combined effort is not viable, as those voters may not approve it. Similarly, all options that negatively affect the existing educational programs are not viable if the main goal of a combined district is to improve educational opportunities. Options that might require larger class sizes, fewer course offerings, or significant changes to existing bargaining agreements are also deemed not viable.

Combined efforts are not without risk, pitfalls, and controversy. It requires additional effort from administrators and teachers to ensure its success, and a commitment from the general community to support the goals of a combined district. Hence, options that cannot earn professional, community, or taxpayer support were deemed not viable.

That said, Antietam and Exeter Township School Districts absolutely present opportunities for combined *functional* solutions (two separate district sharing resources for the mutual benefit of its students, communities, and taxpayers) or for a combined *physical* solution (two separate districts becoming one district). We believe, should the respective communities decide to select a combined physical approach that planning and implementation could be completed by the 2015-2016 school year if the combined approach is approved in the near future.

We believe the School Boards and district administrators have shown exceptional foresight in requesting this study. The advantages of *voluntary* action are significant, allowing both communities to carefully and fully examine their options in a timely manner, rather than under outside pressures to consolidate (this is always a possibility in Pennsylvania). Further, both school districts are “healthy” in terms of stable enrollment, financial standing, facility condition, and relationships with professional staff.

Part 1: Analysis of School District Demographics

School District Demographics

This study examines two school districts: Antietam School District and Exeter Township School District. For the 2010-2011 School Year, Antietam School District enrolled 1,046 students compared with Exeter Township School District's enrollment of 4,322. As seen in the following table, not only is the ratio of student enrollment of Exeter Township to Antietam about four to one, elementary school enrollments range from 154 at Mt. Penn Primary Center to 621 at Jacksonwald Elementary School. As the following table shows, Antietam School District has three school buildings and Exeter Township School District has six school buildings as of the 2010-2011 school year. Since that time, one school building (Lausch Elementary School) has been converted into the district administration office for Exeter Township School District and a second school building (Owatin Creek Elementary School) has been constructed.

Student Enrollments (2010/2011 School Year)	
Antietam School District	Exeter Township School District
Total Enrollment – 1,046 Groupings by grade: 9 to 12 – 305 students 6 to 8 – 255 students K to 5 – 486 students Enrollments by Building: Middle Senior High School – 480 students Mt. Penn Elementary Center – 412 students Mt. Penn Primary Center – 154 students	Total Enrollment – 4,322 Groupings by grade: 9 to 12 – 1,426 students 6 to 8 – 1,017 students K to 5 – 1,879 students Enrollments by Building: Senior High School - 1,422 students Junior High School – 698 students Reiffton Intermediate School – 674 students Jacksonwald Elementary School – 621 students Lorane Elementary School – 502 students Lausch Elementary School - 405 students (currently used as an administration building)

Source: Pennsylvania Department of Education

As seen in the table that follows, Antietam School District serves the Borough of Mount Penn and the Township of Lower Alsace. The school district covers an area of approximately 5.3 square miles. In 2010, the U.S. Census reported a total of 7,581 residents living in these two municipalities, an increase of 87 residents, or 1.2 percent, from the 2000 Census. The population of Lower Alsace Township remained virtually unchanged between 2000 and 2010 (loss of three residents) while Mount Penn Borough experienced an increase of 90 residents (about 3 percent).

**Change in Population by Municipality
Antietam and Exeter Township School Districts
2000 and 2010 Census Comparison**

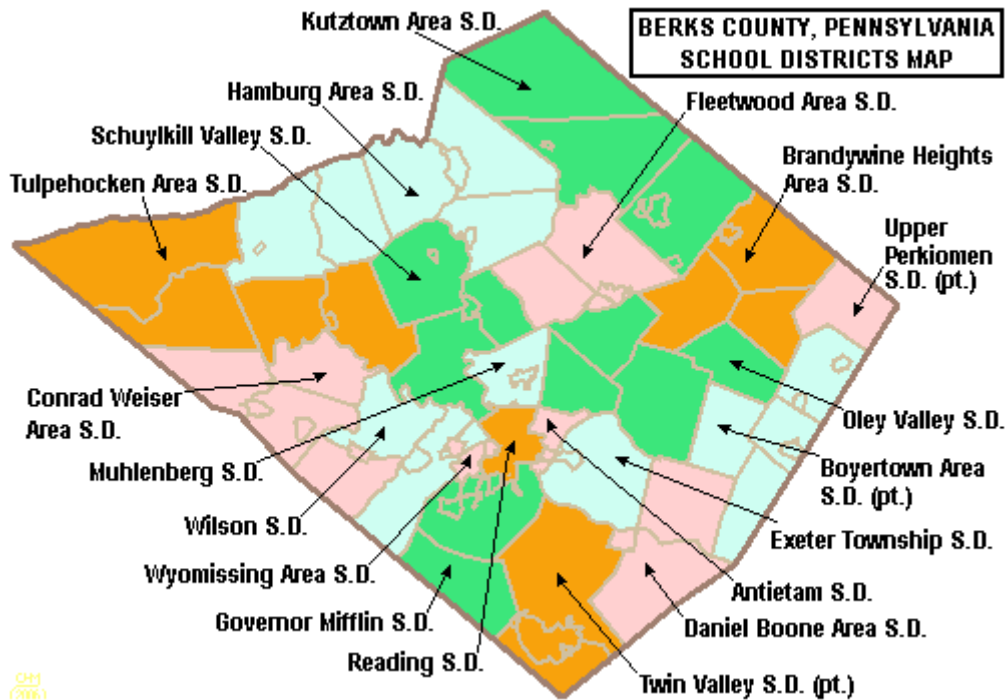
Municipality/County/State	2000 Census Population	2010 Census Population	Percent Change
Antietam School District			
Lower Alsace Township	4,478	4,475	-0.1%
Mount Penn Borough	3,016	3,106	3.0%
Totals	7,494	7,581	1.2%
Exeter Township School District			
Exeter Township	21,161	25,550	20.7%
St. Lawrence Borough	1,812	1,809	-0.2%
Totals	22,973	27,359	19.1%
Berks County	373,638	411,442	10.1%
Pennsylvania	12,281,054	12,702,379	3.4%

Source: 2000 and 2010 U.S. Census

Exeter Township School District is comprised of St. Lawrence Borough and Exeter Township. The school district covers an area of approximately 26 square miles. In 2010, the U.S. Census reported a total of 27,359 residents in these municipalities compared to 22,973 in 2000. This represents an increase of 4,386 residents or about a 19.1 percent increase in population. As noted later in this report, the increase of over 4,000 residents brought fewer than 10 percent more school enrollments (it has since decreased to five percent growth by 2011-2012). Of the two municipalities, only Exeter Township reported an increase in population from 21,161 in 2000 to 25,550 in 2010, an increase of 4,389 residents or 20.7 percent. The population of St. Lawrence Borough has remained virtually unchanged between 2000 and 2010.

The age groups of residents vary by type of municipality. For instance, the median age of residents is 38.9 years old for St. Lawrence Borough and 35.9 years old for Mt. Penn Borough. Both Exeter Township and Lower Alsace Township had median resident ages just over 41 years. Further, for the later two municipalities, the single largest group of residents by age was 45 to 49 years old.

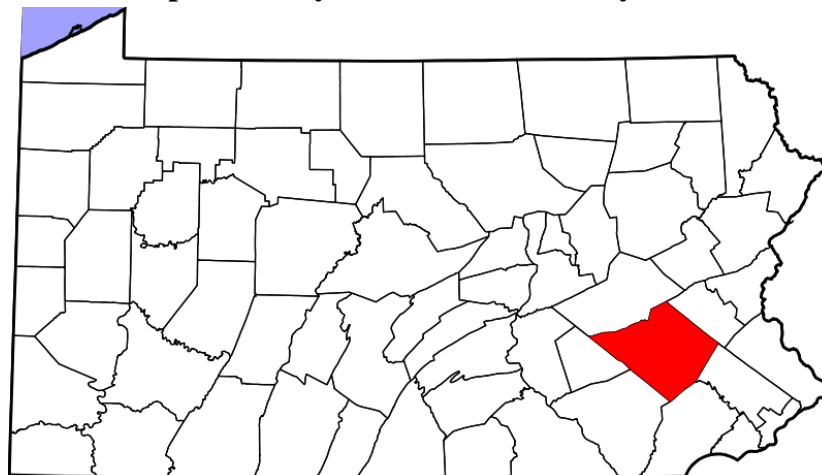
The following map shows the relative positions of Antietam and Exeter Township School Districts within Berks County.



Regional Demographics

Antietam School District and Exeter Township School District are both located in Berks County. Berks County (highlighted in red on the following map), is located in southeastern Pennsylvania and is home to 411,442 residents as of the 2010 Census. This is an increase of 37,804 from the 2000 Census count of 373,638 (an increase of 10.1 percent). In comparison, the state of Pennsylvania reported an increase in population of 3.4 percent between 2000 and 2010. Therefore, the population growth in Berks County has outpaced Pennsylvania during the past decade.

Map of County Boundaries in Pennsylvania



Business and Economic Demographics

Estimated median household income and benefits for residents of Berks County in 2010 was \$53,470 according to the 2010 five-year American Community Survey estimates. This compares with \$50,398 for Pennsylvania. Per capita income was estimated at \$25,518 for Berks County and \$27,049 for Pennsylvania. It is estimated that 12.4 percent of all residents in Berks County had incomes in the past 12 months below the poverty level.

The number of employed residents in the civilian labor force (ages 16 and over) in Berks County, based on 2010 five-year American Community Survey estimates, was at 196,018, compared with 180,881 reported in the 2000 Census, or an increase of about 8.4 percent. According to the U.S. Bureau of Labor Statistics, the unemployment rate in Berks County was 4.7 percent in 2001 as compared to 8.2 percent in 2011. This has affected the amount of wealth in the area as well as tax revenues which go to each school district.

According to the 2010 County Business Patterns report by the U.S. Census Bureau, which reported 8,285 business establishments in the county, the three industries with the most establishments were retail trade with 1,271, other services except public administration with 1,084, and construction with 865 establishments (see the following table). The “other services except public administration” category includes repair services such as automotive or appliance repair; personal care services such as salons, funeral homes, dry cleaning; and other professional/business/political/social/religious organizations.

Manufacturing, health care/social assistance, and retail trade provide the highest payroll categories in Berks County with annual payrolls of \$1,405,943,000, \$1,023,615,000, and \$509,999,000, respectively. The top three industries in terms of *number* of paid employees are manufacturing with 27,536 employees, health care and social assistance with 23,772 employees, and retail trade with 20,128 employees.

Manufacturing has a large presence in Berks County and is number one in terms of paid employees and annual payroll. The large number of retail trade establishments, while employing around 20,128 employees, has half the annual payroll of health care/social assistance, and nearly one-third the payroll of manufacturing. Most retail jobs tend to pay far less than jobs in the manufacturing, health care, and social assistance industries. This also has an impact on the wealth in any given area within the county. Because the City of Reading is included in the Business Patterns data (see the following table), much of the overall county trends are driven by the city.

**County Business Patterns
Berks County, 2010**

NAICS Code	NAICS Code Description	Total Establishments	Paid Employees for Pay Period including March 12 (number)	First-Quarter Payroll	Annual Payroll
00	Total for all sectors	8,285	142,598	\$1,305,788,000	\$5,715,105,000
11	Agriculture, forestry, fishing and hunting	14	203	1,148,000	5,065,000
21	Mining, quarrying, and oil and gas extraction	13	193	1,803,000	10,071,000
22	Utilities	27	1,604	33,910,000	124,161,000
23	Construction	865	6,033	59,586,000	295,481,000
31	Manufacturing	511	27,536	317,401,000	1,405,943,000
42	Wholesale trade	427	7,249	91,606,000	379,310,000
44	Retail trade	1,271	20,128	117,491,000	509,999,000
48	Transportation and warehousing	241	4,714	39,442,000	178,039,000
51	Information	109	1,547	16,837,000	64,603,000
52	Finance and insurance	484	6,152	89,194,000	331,513,000
53	Real estate and rental and leasing	236	1,534	12,199,000	56,347,000
54	Professional, scientific, and technical services	714	5,968	76,479,000	358,525,000
55	Management of companies and enterprises	44	3,799	82,264,000	342,160,000
56	Administrative and Support and Waste Management and Remediation Services	479	7,581	42,345,000	209,095,000
61	Educational services	80	2,724	15,335,000	66,792,000
62	Health care and social assistance	801	23,772	225,199,000	1,023,615,000
71	Arts, entertainment, and recreation	154	2,374	7,455,000	36,750,000
72	Accommodation and food services	720	12,219	36,103,000	150,934,000
81	Other services (except public administration)	1,084	7,246	39,906,000	166,514,000
99	Industries not classified	11	b	85,000	188,000

b = 20 to 99 employees

Source: U.S. Census Bureau

Housing Demographics

The 2010 median value of owner occupied homes was estimated at \$170,400 for Berks County and \$159,300 for Pennsylvania according to the 2010 five-year American Community Survey estimates. The municipality with the highest median value for owner occupied homes is Exeter Township at an estimated 2010 median value of \$189,900. Mount Penn Borough has a 2010 estimated median value of \$130,800. One measure of wealth in a municipality or school district is the value of housing in the area. Depending upon its taxing structure, this wealth may be funneled into the municipality and school districts.

The housing values presented in the following table are neither assessed values nor market values as used by school districts. They are provided by the U.S. Census Bureau.

**Median Value of Owner Occupied Units by Municipality
Antietam School District and Exeter Township School District
2006 - 2010 Estimates**

**2006 - 2010 Estimated
Median Housing
Value**

Antietam School District	
Lower Alsace Township	\$ 141,700
Mount Penn Borough	\$ 130,800
Exeter Township School District	
Exeter Township	\$ 189,900
St. Lawrence Borough	\$ 155,900
Berks County	
Pennsylvania	\$ 170,400
	\$ 159,300

Source: 2010 American Community Survey five-year estimates

Economic Demographics

As seen in the table that follows, based on estimates from the 2010 five-year American Community Survey, Exeter Township has the highest median household income at \$69,093 followed by Mount Penn Borough at \$57,696, St. Lawrence Borough at \$54,000, and Lower Alsace Township at \$50,458.

Also listed is the estimated median family income for municipalities in the Antietam and Exeter Township School Districts. Exeter Township is estimated to have the highest median family income at \$80,878, followed by Mount Penn Borough at \$61,949, St. Lawrence Borough at \$57,219, and Lower Alsace Township at \$52,727.

**Median Income and Benefits for Households and Families by Municipality
Antietam School District and Exeter Township School District
2006 - 2010 Estimates**

Municipality/County/State	2006 - 2010 Estimated Median Income	2006 - 2010 Estimated Median Family Income
Antietam School District		
Lower Alsace Township	\$ 50,458	\$ 52,727
Mount Penn Borough	\$ 57,696	\$ 61,949
Exeter Township School District		
Exeter Township	\$ 69,093	\$ 80,878
St. Lawrence Borough	\$ 54,000	\$ 57,219
Berks County	\$ 53,470	\$ 63,724
Pennsylvania	\$ 50,398	\$ 63,364

Source: 2010 American Community Survey five-year estimates

A list of occupations for residents in these two school districts is shown in the following table taken from the 2010 American Community Survey five-year estimates. The estimated percent of residents in each occupation is based on the total civilian employed population 16 years and over for each municipality in the Antietam and Exeter Township School Districts. Across all municipalities in both school districts, the largest category of occupation by percent is the management, business, science, and arts occupations. Each municipality had about 30 percent or more of its civilian employed population 16 years or over in this category. The residents of these municipalities are mainly employed in management, business, science, and arts occupations, sales and office occupations, and service occupations with a significant percent also employed in the production, transportation, and material moving occupations.

**Percent of Residents in Selected Occupations for the Municipalities in Antietam School
District and Exeter Township School District, 2006 – 2010 Estimates**

Occupation	Lower Alsace Township	Mount Penn Borough	Exeter Township	St. Lawrence Borough
Civilian employed population 16 years and over	2,241	1,669	13,207	962
Management, business, science, and arts occupations	31.4%	34.9%	38.6%	29.8%
Service occupations	16.3%	18.3%	12.6%	18.1%
Sales and office occupations	27.1%	26.1%	29.1%	22.6%
Natural resources, construction, and maintenance occupations	9.3%	6.2%	8.1%	9.7%
Production, transportation, and material moving occupations	15.9%	14.6%	11.6%	19.9%

Source: 2010 American Community Survey five-year estimates

Where are the residents of these four municipalities employed? Most (by percent) work in the education, educational services, health care, and social assistance industry. Around one-fourth of the entire civilian employed population 16 years and over in each municipality belongs to this industry. Type of industry is important when predicting school district demographics and their future tax base. A large percent of residents are also employed in the manufacturing and retail trade industries, which is consistent with trends seen at the county level. Type of industry is important when predicting school district demographics and their future tax base.

**Percent of Residents in Selected Industries for the Municipalities in Antietam and Exeter
Township School Districts, 2006 - 2010 Estimates**

Industry	Lower Alsace Township	Mount Penn Borough	Exeter Township	St. Lawrence Borough
Civilian employed population 16 years and over	2,241	1,669	13,207	962
Agriculture, forestry, fishing and hunting, and mining	0.6%	0.0%	0.4%	0.6%
Construction	4.7%	4.4%	7.0%	7.6%
Manufacturing	19.5%	14.0%	14.4%	18.5%
Wholesale trade	2.9%	0.6%	3.2%	5.5%
Retail trade	15.2%	14.9%	12.9%	10.5%
Transportation and warehousing, and utilities	4.6%	2.0%	6.1%	4.5%
Information	1.4%	1.9%	2.2%	1.9%
Finance and insurance, and real estate and rental and leasing	3.4%	11.3%	6.7%	7.6%
Professional, scientific, and management, and administrative and waste management services	6.4%	9.4%	9.0%	6.0%
Educational services, and health care and social assistance	26.1%	23.4%	24.7%	26.4%
Arts, entertainment, and recreation, and accommodation and food services	4.8%	9.5%	6.4%	4.1%
Other services, except public administration	6.8%	5.3%	4.4%	2.3%
Public administration	3.4%	3.3%	2.7%	4.6%

Source: 2010 American Community Survey five-year estimates

Enrollment Patterns and Projected Enrollments

Current enrollment trends for the next five academic years are based upon birth patterns and historic public school enrollment trends. The resulting database, in conjunction with other demographic information, provides trends that generally mirror those prepared by the Department of Education.

While projections are never perfect, these trends are based on what was once known as the cohort-survival technique, which has been utilized for decades with the Pennsylvania Economy League and the Pennsylvania Department of Education. More detail can be provided by PEL (and is provided in Appendix A), but the foundation of this enrollment trend analysis is the projection, by grade, over the next five years based upon the percent change across previous years. This is done by multiplying the average survival ratios for each grade by the current

enrollment in the preceding grade. Historically, PEL's mean error for enrollment trends is less than 3.06 percent for the first five years of projections.

Historic Enrollment Trends

Historic enrollment trends for a combined school district are presented in the following table. Note that the most recent school years show a slight decline in enrollment. Also note that a combined district would host about 5,300 students.

Historic Enrollment Trends for Grades K-12 for a Combined Antietam and Exeter Township School District

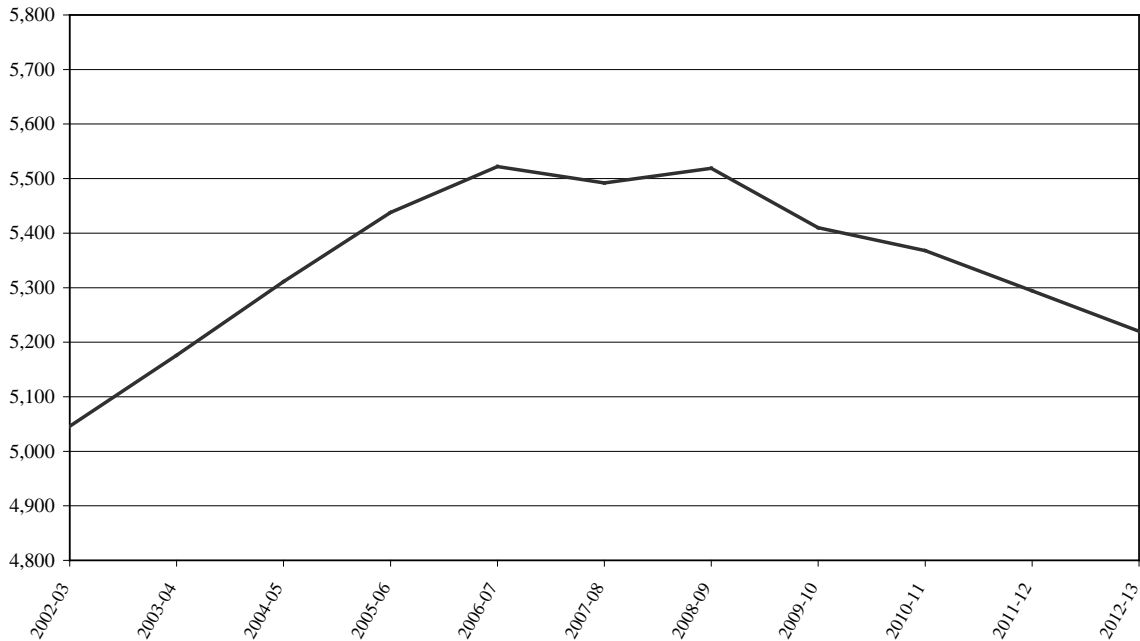
Total Enrollment (Grades K-12) ^{1/}
2002-03 to 2012-13

<u>School Year</u>	<u>Enrollment K-12</u>	<u>Change From Previous Year</u>	
		<u>#</u>	<u>%</u>
2002-03	5,046	-	-
2003-04	5,176	130	2.6
2004-05	5,311	135	2.6
2005-06	5,438	127	2.4
2006-07	5,522	84	1.5
2007-08	5,492	-30	-0.5
2008-09	5,519	27	0.5
2009-10	5,410	-109	-2.0
2010-11	5,368	-42	-0.8
2011-12	5,294	-74	-1.4
2012-13	5,220	-74	-1.4
Change 2002-03 to 2012-13		174	3.4

^{1/} Based on October 1 figures.

Enrollments in the combined Antietam/Exeter Township School District total 5,220 in the 2012-13 school year and are 174 students (3.4 percent) higher than in 2002-03. Increases were recorded in five of the years during this period including each of those first four years; decreases occurred in five of the years including each of the past four years. The following graph shows the annual change in total enrollments for the past decade. Detail by grade is presented in Appendix A, as is a discussion of the mechanics of projecting enrollments.

Graph 1
 COMBINED ANTIETAM/EXETER TOWNSHIP SCHOOL DISTRICT
Total Enrollment Trends
 2002-03 to 2012-13



Projected Enrollments

The only additional input needed for projecting enrollments in this manner is kindergarten entries. In order to determine future kindergarten entries, ratios must be developed between historic kindergarten enrollments in specific school years and resident births in the combined district five years earlier. The ratios (or “cohort survival rates”) are then analyzed and—along with the number of resident births in the combined district—are used to calculate future kindergarten enrollments. This approach, like the grade progression technique, detects net in- and out-migration and the impact of nonpublic schools and special programs. A figure below 1.0 suggests that kindergarten entries are lower than the number of births in the combined district five years earlier. This indicates net out-migration and/or families opting to enroll their children in nonpublic kindergarten programs. Conversely, a figure of greater than 1.0 suggests more kindergarten entries than births in the combined district five years earlier. This indicates a strong in-migration which outweighs any impact that nonpublic education may play.

The ratio of kindergarten entries to births in the Antietam/Exeter Township School Districts five years prior is much higher in 2008-09 (1.0494) than it is in 2012-13 (0.9316). In the interim years, the ratio of kindergarten entries to births (five years earlier) in the combined district decreased to 0.9922 in 2009-10, and to 0.9627 in 2010-11, before increasing to 1.0028 in 2011-12, and decreasing to 0.9316 in the current school year. (See table).

**Ratios of Kindergarten Entries to Births for a Combined
Antietam/Exeter Township School District – 2008-09 to 2012-13
School Years**

<u>School Year</u>	<u>Kindergarten Enrollment</u>	<u>Calendar Year</u> <u>Births 5 Years Earlier</u>		<u>Ratio of K Entries To Births</u>
		<u>Year</u>	<u>Births</u>	
2008-09	361	2003	344	1.0494
2009-10	380	2004	383	0.9922
2010-11	361	2005	375	0.9627
2011-12	359	2006	358	1.0028
2012-13	327	2007	351	0.9316

The best available source of data on resident births in the combined school district is the annual compilations by the Pennsylvania Department of Health. The births in calendar year 2008 were 360 (those who will enter kindergarten in 2013-14). Birth figures for calendar year 2009 were 367; calendar year births for 2010 were 376; and preliminary birth figures for calendar year 2011 totaled 373.

The use of resident births and the “cohort survival rate” to project kindergarten entries restricts “high confidence” estimates of future enrollments to the “primary” projection period—the first five school years beyond the most recent year for which birth data are available. Preliminary data on resident births are currently available through calendar year 2011. In view of this, projections of kindergarten enrollments can be made through 2016-17 (the fourth projected year) based on the cohort survival rate and preliminary birth figures for 2011 (which represent the main source of kindergarten entries in the 2016-17 school year). Because PEL’s primary projections extend one year beyond the birth data available to determine kindergarten entries (to school year 2017-18) an estimate must be used to fill this gap. As a result, the average birth figure for the two most recent years was used to calculate kindergarten entries in 2017-18. When this estimated birth figure is replaced with the final figure, the projection of kindergarten pupils for 2017-18 may change slightly.

PEL projects that enrollments in the combined Antietam/Exeter Township School District will total 5,034 in the 2017-18 school year. This figure is 186 students (3.6 percent) below the 2012-13 level. Decreases are projected in each year for the period of 2012-13 to 2017-18. The largest absolute decrease for this time period (47 students) is expected between the 2013-14 and 2014-15 school years; the largest proportionate decrease for this period (0.9 percent) will occur between the 2013-14 and 2014-15 school years and the 2014-15 and 2015-16 school years. The smallest decrease (23 students or 0.5 percent) is anticipated to occur between the school years of

2015-16 and 2016-17. The overall projected decrease averages 37 pupils yearly compared with the annual average net decrease of 54 pupils that occurred between the 2008-09 and 2012-13 school years. (See table and graph)

**Total Enrollment Projects (Grades K-12) for a
Combined Antietam/Exeter Township School District –
2012-13 to 2017-18 School Years**

<u>School Year</u>	<u>Enrollment K-12</u>	<u>Change From Previous Year</u>	
		<u>#</u>	<u>%</u>
2012-13 (actual)	5,220	-74	-1.4
2013-14	5,181	-39	-0.7
2014-15	5,134	-47	-0.9
2015-16	5,088	-46	-0.9
2016-17	5,065	-23	-0.5
2017-18	5,034	-31	-0.6
Change 2012-13 to 2017-18		-186	-3.6

Comparison of Pennsylvania Department of Education (PDE) Projections and PEL
(Pennsylvania Economic League) Projections

Overall, for grades K-12 PEL projected a decrease of 186 students or 3.6 percent while PDE projected a decrease of 149 students or 2.8 percent. On the elementary level (grades K-4) PEL projected an increase of 19 students or 1.0 percent while PDE projects a loss of six students or 0.3 percent. For grades 5-6 PEL projects a decrease of 59 students or 7.5 percent while PDE projects a loss of 29 students or 3.6 percent. At the middle school level PEL projects a decrease of 87 students or 9.8 percent while PDE expects a decline of 30 students or 3.5 percent. At the high school level PEL projects a decrease of 59 students or 3.5 percent while PDE projects a decline of 84 students or 5.0 percent.

The tables on the following two pages show historic and projected student enrollments for a combined school district.

Total Enrollments by Grade for a Combined Antietam/Exeter Township School District – 2002-03 to 2012-13 School Years

Total Enrollments by Grade ^{1/}
2002-03 to 2012-13

<u>Year</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	Total <u>K-4</u>	<u>5</u>	<u>6</u>	Total <u>5-6</u>	<u>7</u>	<u>8</u>	Total <u>7-8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	Total <u>9-12</u>	Total <u>K-12</u>
2002-03	336	364	364	386	371	1,821	407	417	824	412	441	853	409	424	383	332	1,548	5,046
2003-04	338	438	336	370	402	1,884	396	419	815	428	424	852	458	395	408	364	1,625	5,176
2004-05	344	415	415	358	389	1,921	439	412	851	442	427	869	431	474	373	392	1,670	5,311
2005-06	387	393	409	417	382	1,988	407	459	866	428	451	879	452	439	451	363	1,705	5,438
2006-07	373	424	379	422	416	2,014	392	418	810	476	445	921	476	445	423	433	1,777	5,522
2007-08	374	380	441	380	420	1,995	424	405	829	441	464	905	440	464	441	418	1,763	5,492
2008-09	361	399	381	452	387	1,980	442	441	883	425	441	866	475	452	446	417	1,790	5,519
2009-10	380	376	399	385	438	1,978	394	435	829	455	423	878	430	436	427	432	1,725	5,410
2010-11	361	390	374	414	377	1,916	449	398	847	440	434	874	432	425	431	443	1,731	5,368
2011-12	359	391	393	376	402	1,921	378	459	837	403	418	821	449	436	396	434	1,715	5,294
2012-13	327	374	384	404	372	1,861	407	377	784	458	426	884	420	448	417	406	1,691	5,220

Pupil Change

2002-03 to

2012-13	-9	10	20	18	1	40	0	-40	-40	46	-15	31	11	24	34	74	143	174
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Percent Change

2002-03 to

2012-13	-2.7	2.7	5.5	4.7	0.3	2.2	0.0	-9.6	-4.9	11.2	-3.4	3.6	2.7	5.7	8.9	22.3	9.2	3.4
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^{1/} Based on October 1 figures.

**Total Projected Enrollments by Grade for a Combined Antietam/Exeter Township School District –
2012-13 to 2017-18 School Years**

Total Projected Enrollments by Grade
2012-13 to 2017-18

<u>Year</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	Total <u>K-4</u>	<u>5</u>	<u>6</u>	Total <u>5-6</u>	<u>7</u>	<u>8</u>	Total <u>7-8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	Total <u>9-12</u>	Total <u>K-12</u>
2012-13 (actual)	327	374	384	404	372	1,861	407	377	784	458	426	884	420	448	417	406	1,691	5,220
2013-14	348	347	372	390	396	1,853	375	411	786	379	460	839	434	422	423	424	1,703	5,181
2014-15	355	370	345	378	382	1,830	399	379	778	413	380	793	469	436	398	430	1,733	5,134
2015-16	364	377	368	351	371	1,831	385	403	788	381	414	795	387	471	412	404	1,674	5,088
2016-17	361	387	375	374	344	1,841	374	389	763	405	382	787	422	388	445	419	1,674	5,065
2017-18	363	384	385	381	367	1,880	347	378	725	391	406	797	390	424	366	452	1,632	5,034
<u>Pupil Change</u>																		
2012-13 to																		
2017-18	36	10	1	-23	-5	19	-60	1	-59	-67	-20	-87	-30	-24	-51	46	-59	-186
<u>Percent Change</u>																		
2012-13 to																		
2017-18	11.0	2.7	0.3	-5.7	-1.3	1.0	-14.7	0.3	-7.5	-14.6	-4.7	-9.8	-7.1	-5.4	-12.2	11.3	-3.5	-3.6

1/ Based on October 1 figures.

Part 2: Review of Academic Course Offerings for Antietam and Exeter Township School Districts

Inventory of All Course Offerings for Both Districts

This inventory is organized by grade configuration within each existing district (elementary, middle school, high school). A table follows for each grade configuration that directly compares the course offerings in both districts and then presents a summary for a combined school district. These summaries follow grade sequences, not individual grade configurations by building. For instance, Antietam School District houses grades K-1 in a single building (Mt. Penn Primary Center) and grades 2-6 in Mt. Penn Elementary Center. In contrast, Exeter Township School District has three buildings that house grades K-4 and an Intermediate School that houses grades 5-6.

This inventory is a prerequisite to the analyses that follow.

Elementary Level

The Elementary School curriculum presents the foundation for a general education and the basis for later success in middle/junior high and high school. Few differences are expected across the existing Elementary School programs. Historically, elementary programs have been compared by the number of minutes dedicated to a specific topic or discipline. This is no longer relevant. In an age of state and national standards, as well as standardized testing, comparisons are more appropriately based on these mandated instructional standards and their expected outcomes.

The math and reading programs for grades K-1 for Antietam School District are currently under review and will change this year to align with Common Core. Additionally, a new math series for K-2 has been purchased which will change the content of the math curriculum. Therefore, the curriculum listed for these grades in the following table are currently under revision.

The following table provides a comparison of the elementary curriculum for the existing districts. Each subject area, by grade, is identified and compared side-by-side.

In general, comparing the curriculum by individual course between the existing districts does not result in major differences between academic offerings—especially at the elementary level. Individual course content was used as the basis for comparison because course titles do not convey sufficient detail to determine a difference. Courses (or subjects at the elementary level) with different names can have essentially the same content, while similar class/course content may be found under different labels (this is especially true for information technology).

Course Comparisons at the Elementary Level
Antietam School District and Exeter Township School District

Subject	Grade	Antietam School District	Exeter Township School District
Physical Education	K	<ul style="list-style-type: none"> • Safety in the Gymnasium • Kicking Motion • Gross Motor Movement • Body Awareness • Non-Locomotor Movements • Large Group Activities/Instruction • Manipulative Skills • Fitness Stations/Tumbling • Roller Racers • Vault Skills • Team/Partner Skills • Large Group Instruction 	<ul style="list-style-type: none"> • Body, spatial, and directional awareness • Body handling/stability skills • Manipulative skills • Rhythmic/Dance • Social/Personal Behavior and Attitudes • Fitness
Physical Education	1	<ul style="list-style-type: none"> • Safety in the Gymnasium • Kicking Motion • Gross Motor Movement • Body Awareness • Non-Locomotor Movements • Large Group Activities/Instruction • Manipulative Skills • Fitness Stations/Tumbling • Roller Racers • Vault Skills • Team/Partner Skills • Children Health Concerns, The Heart, Personal Cleanliness • Drug Identification/Personal Safety 	<ul style="list-style-type: none"> • Body, spatial, and directional awareness • Body handling/stability skills • Manipulative skills • Rhythmic/Dance • Social/Personal Behavior and Attitudes • Fitness
Physical Education	2	Students receive PA Standards Physical Education 40 minutes out of each 6 day cycle	<ul style="list-style-type: none"> • Body, spatial, and directional awareness • Body handling/stability skills • Manipulative skills • Rhythmic/Dance • Social/Personal Behavior and Attitudes • Fitness
Physical Education	3	Students receive PA Standards Physical Education 40 minutes out of each 6 day cycle	<ul style="list-style-type: none"> • Body, spatial, and directional awareness • Body handling/stability skills • Manipulative skills • Rhythmic/Dance • Social/Personal Behavior and Attitudes • Fitness

Subject	Grade	Antietam School District	Exeter Township School District
Physical Education	4	Students receive PA Standards Physical Education 40 minutes out of each 6 day cycle	<ul style="list-style-type: none"> • Introduction • Educational gymnastics • Lifetime Skill Themes • Playground games • Social/Personal behavior and attitude • Sport skill themes
Physical Education	5	Students receive PA Standards Physical Education 40 minutes out of each 6 day cycle	<ul style="list-style-type: none"> • Introduction • Educational gymnastics • Lifetime Skill Themes • Playground games • Social/Personal behavior and attitude • Sport skill themes
Physical Education	6	Students receive PA Standards Physical Education 40 minutes out of each 6 day cycle	<ul style="list-style-type: none"> • Introduction • Educational gymnastics • Lifetime Skill Themes • Playground games • Social/Personal behavior and attitude • Sport skill themes
Music	K	Music education is provided to kindergarteners	<ul style="list-style-type: none"> • Sing, alone and with others, a varied repertoire of music • Perform on instruments, alone and with others, a varied repertoire of music • How to improvise melodies, variations and accompaniments • How to compose and arrange music within specified guidelines • How to read and notate music • How to analyze and describe music through listening • How to evaluate music and music performances • How music relates to history and culture
Music	1	Music education is provided to 1 st graders	<ul style="list-style-type: none"> • Sing, alone and with others, a varied repertoire of music • Perform on instruments, alone and with others, a varied repertoire of music • How to improvise melodies, variations and accompaniments • How to compose and arrange music within specified guidelines • How to read and notate music • How to analyze and describe music through listening • How to evaluate music and music performances • How music relates to history and culture • Relationships between music, the other arts /disciplines outside the arts

Subject	Grade	Antietam School District	Exeter Township School District
Music	2	Students receive PA Standards Based Music Education 40 minutes out of each 6 day cycle	<ul style="list-style-type: none"> • Sing, alone and with others, a varied repertoire of music • Perform on instruments, alone and with others, a varied repertoire of music • How to improvise melodies, variations and accompaniments • How to compose and arrange music within specified guidelines • How to read and notate music • How to analyze and describe music through listening • How to evaluate music and music performances • How music relates to history and culture • Relationships between music, the other arts and disciplines outside the arts
Music	3	Students receive PA Standards Based Music Education 40 minutes out of each 6 day cycle	<ul style="list-style-type: none"> • Sing, alone and with others, a varied repertoire of music • Perform on instruments, alone and with others, a varied repertoire of music • How to improvise melodies, variations and accompaniments • How to compose and arrange music within specified guidelines • How to read and notate music • How to analyze and describe music through listening • How to evaluate music and music performances • How music relates to history and culture • Relationships between music, the other arts and disciplines outside the arts

Subject	Grade	Antietam School District	Exeter Township School District
Music	4	Students receive PA Standards Based Music Education 40 minutes out of each 6 day cycle	<ul style="list-style-type: none"> • Sing, alone and with others, a varied repertoire of music • Perform on instruments, alone and with others, a varied repertoire of music • How to improvise melodies, variations and accompaniments • How to compose and arrange music within specified guidelines • How to read and notate music • How to analyze and describe music through listening • How to evaluate music and music performances • How music relates to history and culture • Relationships between music, the other arts and disciplines outside the arts
Music	5	Students receive PA Standards Based Music Education 40 minutes out of each 6 day cycle	<ul style="list-style-type: none"> • Sing, alone and with others, a varied repertoire of music • Perform on instruments, alone and with others, a varied repertoire of music • How to improvise melodies, variations and accompaniments • How to compose and arrange music within specified guidelines • How to read and notate music • How to analyze and describe music through listening • How to evaluate music and music performances • How music relates to history and culture • Relationships between music, the other arts and disciplines outside the arts

Subject	Grade	Antietam School District	Exeter Township School District
Music	6	Students receive PA Standards Based Music Education 40 minutes out of each 6 day cycle	<ul style="list-style-type: none"> • Sing, alone and with others, a varied repertoire of music • Perform on instruments, alone and with others, a varied repertoire of music • How to improvise melodies, variations and accompaniments • How to compose and arrange music within specified guidelines • How to read and notate music • How to analyze and describe music through listening • How to evaluate music and music performances • How music relates to history and culture • Relationships between music, the other arts and disciplines outside the arts
Library	K	<ul style="list-style-type: none"> • Act out 6 book care rules • Select books using shelf marker/book looker • Locate and name parts of a book • Fiction vs. nonfiction • Locate books with Caldecott Award 	<ul style="list-style-type: none"> • Library Procedures: <ul style="list-style-type: none"> ◦ Rights and responsibilities, responsible use, ethical behavior, speaking & listening skills, accessing information • Library Resource Skills: <ul style="list-style-type: none"> ◦ Book selection, research skills • Literature Appreciation: <ul style="list-style-type: none"> ◦ Speaking & listening skills, appreciation of literature, purpose for reading
Library	1	<ul style="list-style-type: none"> • Act out 6 book care rules • Select books using shelf marker/book looker • Locate and name parts of a book • Locate the sections of the library • Read spine labels • Recite Everybody Order Rap/Dewey Decimal Rhymes 	<ul style="list-style-type: none"> • Library Procedures: <ul style="list-style-type: none"> ◦ Rights and responsibilities, responsible use, use of information technology, accessing information efficiently and effectively, reading for a purpose • Library Resource Skills: <ul style="list-style-type: none"> ◦ Research skills, ◦ Independent reading • Literature Appreciation: <ul style="list-style-type: none"> ◦ Speaking & listening skills, appreciation of literature

Subject	Grade	Antietam School District	Exeter Township School District
Library	2	<ul style="list-style-type: none"> • Locate and name the parts of a book • Recite the library rules • Play Dewey Match Game, Sticks and Stones Game • Utilize Destiny Program • Locate information within the reference books • Locate resource materials 	<ul style="list-style-type: none"> • Library Procedures: <ul style="list-style-type: none"> ○ Rights and responsibilities, responsible use of information technology, equitable access to information, reading for a purpose, need for information, how to be a self-motivated reader, ethical behavior in regard to information and information technology • Library Resource Skills: <ul style="list-style-type: none"> ○ Research skills, ○ independent reading • Literature Appreciation: <ul style="list-style-type: none"> ○ How to establish a purpose for reading, speaking and listening, how to locate information
Library	3	<ul style="list-style-type: none"> • Select books using shelf marker/book looker • Locate books in the library using several methods • Locate Resource Materials • Choose, identify, locate, compile, and organize and present information for a research topic/question 	<ul style="list-style-type: none"> • Library Procedures: <ul style="list-style-type: none"> ○ Rights and responsibilities, the principles of equitable access to information, responsible use of information technology, speaking and listening skills, reading for a purpose • Library Resource Skills • Vocabulary: <ul style="list-style-type: none"> ○ Parts of a book, ABC order, call numbers, library shelf labels, use of card catalogue, dictionary, almanac, encyclopedia, Internet • Literature Appreciation: <ul style="list-style-type: none"> ○ Identifying purpose for reading, reading independently, appreciation of literature

Subject	Grade	Antietam School District	Exeter Township School District
Library	4	<ul style="list-style-type: none"> • Locate books in the library • Locate important information • Arrange important information in your own words by using synonyms, combining like ideas, deleting unimportant information, and changing word order • Complete citation cards using the information about the note taking course • Compile information from resource materials • Listen Actively and monitor one's own understanding by asking pertinent questions, summarizing and/or reflecting on what is heard • Choose, identify, locate, compile, and organize and present information for a research topic/question 	<ul style="list-style-type: none"> • Library Procedures: <ul style="list-style-type: none"> ○ Rights and responsibilities, the principles of equitable access to information, responsible use of information technology, how to identify and establish the purpose for reading, how to recognize the need for information, how to be a competent and self-motivated reader • Library Resource Skills: <ul style="list-style-type: none"> ○ Research skills ○ Strategies for locating materials • Literature Appreciation: <ul style="list-style-type: none"> ○ Identifying and establishing purpose for reading, speaking and listening skills, appreciation of literature
Library	5	<ul style="list-style-type: none"> • Locate books in the library • Choose, identify, locate, compile, and organize and present information for a research topic/question • Listen Actively and monitor one's own understanding by asking pertinent questions, summarizing and/or reflecting on what is heard • Career Project • RADCAB – Locate credit sources of information, including information gathered from web sites 	<ul style="list-style-type: none"> • Library Procedures: <ul style="list-style-type: none"> ○ Rights and responsibilities, the principles of equitable access to information, responsible use of information technology, how to identify and establish the purpose for reading, how to recognize the need for information, how to be a competent and self-motivated reader, speaking and listening skills • Library Resource Skills: <ul style="list-style-type: none"> ○ Research skills, effective/efficient access to information, accurate and creative use of information, critical/competent evaluation of information • Literature Appreciation: <ul style="list-style-type: none"> ○ Identifying essential and non-essential information, critical selection of materials, establishing the purpose for reading, contribute to discussions, appreciation of literature & Newbery Award winning books • Electronic Resources: <ul style="list-style-type: none"> ○ Electronic resources for reference and research, internet skills

Subject	Grade	Antietam School District	Exeter Township School District
Library	6	<ul style="list-style-type: none"> Locate books in the library Choose, identify, locate, compile, and organize and present information for a research topic/question Science Fair Write narrative pieces, specific to a purpose and audience, which have clear organizational structures, contains dialogue, literary conflict, and literary elements and devices (e.g. short stories, poems, plays). Listen Actively and monitor one's own understanding by asking pertinent questions, summarizing and/or reflecting on what is heard 	<ul style="list-style-type: none"> Library procedures: <ul style="list-style-type: none"> Rights and responsibilities, the principles of equitable access to information, responsible use of information technology and ethical behavior, purpose for reading, need for information, how to recognize the need for information, how to be a competent and self-motivated reader, speaking/listening skills Library Resource Skills: <ul style="list-style-type: none"> Research skills, effective and efficient access to information, accurate and creative use of information, critical/competent evaluation of information Electronic Resources: <ul style="list-style-type: none"> Electronic resources for reference and research Internet skills
Art	K	Art is provided to kindergarteners	<ul style="list-style-type: none"> Drawing of self, house, tree, animal, how to make a variety of lines, appreciation of color, how to mix color, basic geometric shapes, texture and rubbing
Art	1	Art is provided to 1 st graders	<ul style="list-style-type: none"> Creating art based on storytelling, how to describe and interpret their art, how to create a functional clay form, physical properties of clay, creating a portrait with facial details, how to paint in the style of abstract expression
Art	2	Students receive PA Standards Based Art Education 40 minutes out of each 6 day cycle	<ul style="list-style-type: none"> Create a symbolic mask to be used in a performance, characteristics of African art, form and function of architecture, comparing realistic and abstract art, creation and definition of mosaics
Art	3	Students receive PA Standards Based Art Education 40 minutes out of each 6 day cycle	<ul style="list-style-type: none"> Proportion, posing, and form, critical analysis of art, how, when, and why cave art was created, printmaking techniques, creating a series of pictures, which, shown quickly, create the illusion of motion
Art	4	Students receive PA Standards Based Art Education 40 minutes out of each 6 day cycle	<ul style="list-style-type: none"> Art as a career, how to read floor plans and elevations, time period of various architectural styles, characteristics of Pennsylvania German artwork, creating art from fiber material, cultural traditions in Asian art

Subject	Grade	Antietam School District	Exeter Township School District
Art	5	Students receive PA Standards Based Art Education 40 minutes out of each 6 day cycle	<ul style="list-style-type: none"> Importance of viewing original works of art, how graphic designs change over time, Styles of Pennsylvania artists, art as a source of controversy, characteristics of coil pottery, identifying coil vessels
Art	6	Students receive PA Standards Based Art Education 40 minutes out of each 6 day cycle	<ul style="list-style-type: none"> History of industrial design, creating art in a stylized and symbolic manner, constructing and embellishing a clay form, history of the use of bas-relief sculpture, identifying medieval stained glass windows, recognizing depth and characteristics or perspective
Math	K	<ul style="list-style-type: none"> Sort and Classify Numbers 1 to 30 Subtraction and Addition Measurement Positions and Patterns Vocabulary Graphing Geometry and Fractions Calendar, Time, and Temperature Money 	<ul style="list-style-type: none"> Number, Number Systems and Number Relationships Computation and Estimation Measurement and Estimation Reasoning and Connections Problem Solving and Communication Statistics and Data Analysis Probability and Predictions Geometry Concepts of Calculus
Math	1	<ul style="list-style-type: none"> Fractions Solid and Plane Shapes Comparing and Ordering Numbers Number Patterns Data, Graphs and Probability Place Value Numbers Understanding Addition and Subtraction Addition Strategies Subtraction Strategies Relate Addition and Subtraction to 100 Data and Graphs Time and Calendar Length and Temperature Place Value and 2-digit Addition and Subtraction Addition and Subtraction facts to 100 	<ul style="list-style-type: none"> Number, Number Systems and Number Relationships Computation and Estimation Measurement and Estimation Reasoning and Connections Problem Solving and Communication Statistics and Data Analysis Probability and Predictions Algebra and Functions Geometry Trigonometry Calculus
Math	2	Work with the right themes associated with the Common Core and have Math Intervention for all of our students	<ul style="list-style-type: none"> Number, Number Systems and Number Relationships Computation and Estimation Measurement and Estimation Reasoning and Connections Problem Solving and Communication Statistics and Data Analysis Probability and Predictions Algebra and Functions Geometry/Trigonometry/Calculus

Subject	Grade	Antietam School District	Exeter Township School District
Math	3	Work with the right themes associated with the Common Core and have Math Intervention for all of our students	<ul style="list-style-type: none"> • Number, Number Systems and Number Relationships • Computation and Estimation • Measurement and Estimation • Reasoning and Connections • Problem Solving and Communication • Statistics and Data Analysis • Probability and Predictions • Algebra and Functions • Geometry • Trigonometry • Calculus
Math	4	Work with the right themes associated with the Common Core and have Math Intervention for all of our students	<ul style="list-style-type: none"> • Number, Number Systems and Number Relationships • Computation and Estimation • Measurement and Estimation • Reasoning and Connections • Problem Solving and Communication • Statistics and Data Analysis • Probability and Predictions • Algebra and Functions • Geometry • Trigonometry • Calculus
Math	5	Work with the right themes associated with the Common Core and have Math Intervention for all of our students	<ul style="list-style-type: none"> • Number, Number Systems and Number Relationships • Computation and Estimation • Measurement and Estimation • Reasoning and Connections • Problem Solving and Communication • Statistics and Data Analysis • Probability and Predictions • Algebra and Functions • Geometry • Trigonometry • Calculus
Math	6	Work with the right themes associated with the Common Core and have Math Intervention for all of our students	<ul style="list-style-type: none"> • Number, Number Systems and Number Relationships • Computation and Estimation • Measurement and Estimation • Reasoning and Connections • Problem Solving and Communication • Statistics and Data Analysis • Probability and Predictions • Algebra and Functions • Geometry • Trigonometry • Calculus
Language Arts	K	<ul style="list-style-type: none"> • Phonics/Spelling • Vocabulary • Comprehension • Writing 	<ul style="list-style-type: none"> • Phonic awareness • High frequency words • Concepts of print • Shared/interactive/independent writing

Subject	Grade	Antietam School District	Exeter Township School District
Language Arts	1	<ul style="list-style-type: none"> • Phonics/Spelling • Vocabulary • Comprehension • Writing 	<ul style="list-style-type: none"> • Phonics/decoding • High frequency words • Comprehension skills and strategies • High frequency spelling and vocabulary • Narrative/shared/journal writing • Reading/writing workshop • Grammar usage and mechanics
Language Arts	2	<ul style="list-style-type: none"> • Phonics Fluency • Sound-Spelling Fluency • Pronunciation • Summarizing • Main Idea and Details • Plot • Sequence of Events • Comparing/Contrasting • Vocabulary • High Frequency Words • Expository Test • Personal Narratives • Friendly Letters • Parts of Speech and Punctuation 	<ul style="list-style-type: none"> • Phonics/decoding • Comprehension skills and strategies • Information and study skills • Reading/writing workshop • Spelling and vocabulary • Use of dictionary and thesaurus • Grammar, sentence structure, punctuation, storytelling/speeches
Language Arts	3	<ul style="list-style-type: none"> • Phonics Fluency • Sound-Spelling Fluency • Pronunciation • Summarizing • Main Idea and Details • Plot • Sequence of Events • Comparing/Contrasting • Vocabulary • High Frequency Words • Expository Test • Personal Narratives • Friendly Letters • Parts of Speech and Punctuation 	<ul style="list-style-type: none"> • Review of decoding skills • Higher level comprehension skills • Information and study skills • Expansion of vocabulary skills • Spelling and structural analysis • Reading/writing workshop • Writing process and mechanics • Speaking/listening skills
Language Arts	4	<ul style="list-style-type: none"> • Phonics Fluency • Sound-Spelling Fluency • Pronunciation • Summarizing • Main Idea and Details • Plot • Sequence of Events • Comparing/Contrasting • Vocabulary • High Frequency Words • Expository Test • Personal Narratives • Friendly Letters • Parts of Speech and Punctuation 	<ul style="list-style-type: none"> • Critical thinking and comprehension skills and strategies • Information and study skills • Spelling and structural analysis • Multi-meanings and vocabulary expansion • Reading/writing workshop and process writing • Oral presentations • Letter writing and informational writing • Grammar and mechanics

Subject	Grade	Antietam School District	Exeter Township School District
Language Arts	5	<ul style="list-style-type: none"> Phonics Fluency Sound-Spelling Fluency Pronunciation Summarizing Main Idea and Details Plot Sequence of Events Comparing/Contrasting Vocabulary High Frequency Words Expository Test Personal Narratives Friendly Letters Parts of Speech and Punctuation 	<ul style="list-style-type: none"> Text Structure Critical thinking and comprehensive skills Print and electronic referencing Spelling of compound words Prefixes, suffixes, and root words Content area vocabulary Reading/writing workshop Narrative, informational, and persuasive writing Speaking skills
Language Arts (English)	6	<ul style="list-style-type: none"> Phonics Fluency Sound-Spelling Fluency Pronunciation Summarizing Main Idea and Details Plot Sequence of Events Comparing/Contrasting Vocabulary High Frequency Words Expository Test Personal Narratives Friendly Letters Parts of Speech and Punctuation 	<ul style="list-style-type: none"> Literary elements and devices Locating and selecting graphic aides and reference sources Advanced structural analysis Content area spelling and vocabulary Reading/writing workshop Three-paragraph essays Informational and persuasive writing
Science	K	<ul style="list-style-type: none"> Observing Objects Where Plants and Animals Live Looking at Plants and Animals Looking at the Sky 	<ul style="list-style-type: none"> Senses Trees/Woods
Science	1	<ul style="list-style-type: none"> Describing Matter Plants, Animals and People Living Things and Where They Live Earth, Our Home Describing Matter 	<ul style="list-style-type: none"> Health Pebbles, sand, and silt Insects Solids and liquids
Science	2	Curriculum is aligned with PA Standards for Science	<ul style="list-style-type: none"> Health Air and Weather New Plants Balance and Motion
Science	3	Curriculum is aligned with PA Standards for Science	<ul style="list-style-type: none"> Health Water Physics of Sound Earth Materials
Science	4	Curriculum is aligned with PA Standards for Science	<ul style="list-style-type: none"> Health Electric Circuits Human Body Solar System Ideas and Inventions

Subject	Grade	Antietam School District	Exeter Township School District
Science	5	Curriculum is aligned with PA Standards for Science	<ul style="list-style-type: none"> • Health • Embryology • Forecasting • Mixtures and Solutions • Variables • Recycling
Science	6	Curriculum is aligned with PA Standards for Science	<ul style="list-style-type: none"> • Health • Light and Energy • Landforms • Models and Designs
Social Studies	K	<ul style="list-style-type: none"> • Principles and Documents of Government • Rights and Responsibilities of Citizenship • How Government Works • How International Relationships Function • Economic Systems • Markets and the Functions of Government • Economics • Economic Interdependence • Work and Earnings • Basic Geographic Literacy • Physical/Human Characteristics of Places and Regions • Interactions between people and places • Historical Analysis and Skills Development • Pennsylvania History 	<ul style="list-style-type: none"> • Who We Are • Communities • Work • Our Earth • USA • Family Stories
Social Studies	1	Curriculum is aligned with PA Standards for Social Studies	<ul style="list-style-type: none"> • In My Community • Work! Work! Work! • Our Earth, Our Resources • This Is Our Country • Our Country, Our World
Social Studies	2	Curriculum is aligned with PA Standards for Social Studies	<ul style="list-style-type: none"> • Our Earth • Working Together • Our Country Today • Our Country Long Ago • People and Places in History
Social Studies	3	Curriculum is aligned with PA Standards for Social Studies	<ul style="list-style-type: none"> • Our Community • People in Communities • Where Are Communities? • History of Communities • Communities at Work • Introduction to Pennsylvania History

Subject	Grade	Antietam School District	Exeter Township School District
Social Studies	4	Curriculum is aligned with PA Standards for Social Studies	<ul style="list-style-type: none"> • Living in the United States: <ul style="list-style-type: none"> ○ The Northeast ○ The Southeast ○ The Midwest ○ The Southwest ○ The West • Pennsylvania History: <ul style="list-style-type: none"> ○ The Land of Pennsylvania ○ Pennsylvania Long Ago ○ Colonial Pennsylvania • The Founding of a New Nation • Divided Country, Changing Life • Into the Twenty-First Century
Social Studies	5	Curriculum is aligned with PA Standards for Social Studies	<ul style="list-style-type: none"> • Early Life East and West • Connections Across Continents • Colonial Life in North America • The American Revolution • Life in a New Nation • A Growing Nation
Social Studies	6	Curriculum is aligned with PA Standards for Social Studies	<ul style="list-style-type: none"> • Geography: Tools and Concepts • Latin America • Europe and Russia • Africa • Asia
Technology Education	2	Students receive Technology Education 40 minutes out of each 6 day cycle	N/A
Technology Education	3	Students receive Technology Education 40 minutes out of each 6 day cycle	N/A
Technology Education	4	Students receive Technology Education 40 minutes out of each 6 day cycle	N/A
Technology Education	5	Students receive Technology Education 40 minutes out of each 6 day cycle	N/A
Technology Education	6	Students receive Technology Education 40 minutes out of each 6 day cycle	N/A
Health, Guidance, Keyboarding	2	Students receive 1 quarter of Health, Guidance, and Keyboarding instruction each school year	Health is taught under physical education and science while keyboarding is taught under library sciences
Health, Guidance, Keyboarding	3	Students receive 1 quarter of Health, Guidance, and Keyboarding instruction each school year	Health is taught under physical education and science while keyboarding is taught under library sciences
Health, Guidance, Keyboarding	4	Students receive 1 quarter of Health, Guidance, and Keyboarding instruction each school year	Health is taught under physical education and science while keyboarding is taught under library sciences
Health, Guidance, Keyboarding	5	Students receive 1 quarter of Health, Guidance, and Keyboarding instruction each school year	Health is taught under physical education and science while keyboarding is taught under library sciences
Health, Guidance, Keyboarding	6	Students receive 1 quarter of Health, Guidance, and Keyboarding instruction each school year	Health is taught under physical education and science while keyboarding is taught under library sciences

Middle Grades Level

Review of middle school/junior high school educational programs begins with a comparison of courses between the existing districts. As was true for the elementary programs, both existing districts have developed detailed programs at the Middle School/Junior High School level built upon common educational standards. Combining programs offer two primary challenges: the ability to adopt a common schedule and class length, and the ability to standardize common standards by grade level. A comparison of existing middle school/junior high school programs follows:

Comparison of Middle Grades Level Curriculum Antietam and Exeter Township School Districts

Antietam School District			Exeter Township School District		
Subject	Grade	Content	Subject	Grade	Content
English	7	Reading	English	7	Accelerated
	7	English		7	English
	8	Reading		7	Learning Support
	8	English		8	Learning Support
				8	Accelerated
				8	English
				7	Reading/Library – Every Other Day ½ Year
				8	Reading/Library - Every Other Day ½ Year
				7	Reading – Every Day ½ Year
				8	Reading – Every Day ½ Year
				7	Reading – Every Day Full Year
				8	Reading – Every Day Full Year
				7	Reading – Learning Support – Every Day Full Year
				8	Reading – Learning Support – Every Day Full Year
				7	Writing Workshop – Every Other Day ½ Year
				7	Computer Applications I – Every Other Day ½ Year
				8	Computer Applications II – Every Other Day Full Year

Antietam School District			Exeter Township School District		
Subject	Grade	Content	Subject	Grade	Content
Social Studies	7	World Geography	Social Studies	7	Our Human Heritage – Accelerated
	7	World History		7	Our Human Heritage
	8	US History I/PA History		8	Early American Cultures – Accelerated
				8	Early American Cultures
Mathematics	7	Algebra I Part I	Mathematics	7	Pre-Algebra – Accelerated
	7	Pre-Algebra		7	Pre – Algebra
	8	Algebra I Part 2		7	Pre – Algebra A
	8	Algebra I		7	Learning Support – Every Day Full Year
				8	Learning Support – Every Day Full Year
				7	Math Strategies – Every Other Day Full Year
				8	Math Strategies – Every Other Day Full Year
				7	Learning Support – Math Strategies – Every Other Day Full Year
				8	Learning Support – Math Strategies – Every Other Day Full Year
				8	Algebra I – Accelerated
				8	Algebra I-A
				8	Pre-Algebra B
Science	7	Science	Science	7	Accelerated
	8	Science		7	Science
				8	Accelerated
				8	Science
World Languages	7	Exploratory German	World Languages	7	Exploratory German
	7	Exploratory Spanish		8	Introduction to German
	8	German I		7	Exploratory Spanish
	8	Spanish I		8	Introduction to Spanish
				7	Exploratory French
				8	Introduction to French

Antietam School District			Exeter Township School District		
Subject	Grade	Content	Subject	Grade	Content
Practical Arts/Humanities	7	Art	Practical Arts/Humanities	7	Health – 30 Days
	8	Art		7	Studio Art – 30 Days
	8	Family and Consumer Science		8	3-D Art – 22.5 Days
				7	Music Appreciation – 30 Days
				8	Family and Consumer Science – 22.5 Days
Technology Education	7	Technology Education	Technology Education	8	Wood Technology – 22.5 Days
	8	Technology Education		8	Metal Technology – 22.5 Days
				7	Introduction to Technology Education
				8	Exploring Technology Education
Music	7	Music	Music	7	Music Explorations I
	8	Music		8	Music Explorations II
	7	Junior High Chorus		7	Music Appreciation
	8	Junior High Chorus		7	Band
	7	Band - Concert and Marching		8	Band
	8	Band - Concert and Marching		7	Orchestra
				8	Orchestra
				7	Chorus
				8	Chorus
Physical Education/Health	8	Health	Physical Education/Health	7	Physical Education
	7	Physical Education		8	Physical Education
	8	Physical Education		7	Health – 30 Days
			Challenge Program	7	Mathcounts
				8	Mathcounts
				7 or 8	Envirothon
				7 or 8	Science Olympiad
				7 or 8	Exciting Opportunities in Science
				7 or 8	Computer Technology
				7 or 8	2-D Design/Mural Painting
				7 or 8	3-D Design
				7 or 8	Technology Lab
			Alternative Education	7	Alternative Education
				8	Alternative Education
Business	7	Computer Literacy			

As seen in the previous table, the greatest differences in academic course offerings at the middle grade levels are seen for the English and mathematics departments. Exeter Township offers more academic opportunities for learning support and reading/library time for students in English. Exeter also provides more support math programs and remedial programs, as well as more options for algebra courses at the middle school level.

High School Level

The programs of study at the secondary level are, as is typical of all school districts, the most diverse. Differences in graduation requirements now exist, as do lesser differences in academic philosophy. Reconciling academic philosophies, an important part of any successful combined effort, requires:

- Preserving or expanding the range of student choice in selecting program and courses
- Structured and highly prescriptive *core* programs
- Student flexibility to schedule programs and ability to receive “exceptions”
- Support for students who participate in programs provided by vocational and post-secondary institutions
- Agreeing on the content, format, and number of students attending magnet programs or alternate schools
- The availability of virtual programs
- One-on-one program or student development courses.

The following table presents a brief outline of both high school curriculums by existing district, grade, and subject area. Both existing school districts offer a wide variety of coursework at the high school level; however, there are some primary differences. The following table summarizes observed differences.

**Comparison of Course Offerings at the High School Level
Antietam School District and Exeter Township School District**

Grade	Antietam SD Course	Grade	Exeter Township SD Course
English Courses by Grade			
9	Honors English	9	English 9 Honors
9	Academic English	9	English 9
9	Reading/Writing Workshop	9	Reading Strategies
		9	Learning Resource Room - English
10	Honors English	10	English 10 Honors
10	Academic English	10	English 10
		10	Reading Strategies
11	Honors English	10	Learning Resource Room – English
11	Academic English	10	English 11
		11	Advanced Placement Language and Composition
		11	Advanced Placement Literature and Composition
		11	Learning Resource Room – English
12	English		
12	Advanced Placement English	12	Advanced Placement Language and Composition
		12	Advanced Placement Literature and Composition
12	CP English		
10	Writing Workshop I		
11	Writing Workshop I		
12	Writing Workshop I		
11	Writing Workshop II	11	Creative Expression: Performance and Writing
12	Writing Workshop II	12	Creative Expression: Performance and Writing
		12	Learning Resource Room – English
10	Speech/Debate		
11	Speech/Debate		
12	Speech/Debate		
10	Drama		
11	Drama		
12	Drama		
11	Film as Literature		
12	Film as Literature		
11	Mythology Past and Present		
12	Mythology Past and Present		
10	SAT English Prep		
11	SAT English Prep		
11	Contemporary Literature Circles	11	World Literature Honors
12	Contemporary Literature Circles	12	World Literature Honors
9	Journalism/Newspaper GPA		
10	Journalism/Newspaper GPA		
11	Journalism/Newspaper GPA		
12	Journalism/Newspaper GPA		
		9	TV Studio Production I
		10	TV Studio Production I

Grade	Antietam SD Course	Grade	Exeter Township SD Course
		11	TV Studio Production I
		11	TV Studio Production II
		12	TV Studio Production II
		11	TV Studio Product III – Advanced TV Production, Principles and Practices
		12	TV Studio Product III – Advanced TV Production, Principles and Practices
Social Studies Courses by Grade			
9	Honors US History II/PA History	9	20 th Century American Cultures
9	Academic US History II/PA History	9	20 th Century American Cultures Honors
10	Honors US History III	10	Modern World History
10	Academic US History III	10	Modern World History Honors
11	Honors Economics	11	Civics
11	AP American History	11	Civics Honors
		11	Advanced Placement U.S. Government and Politics
12	AP American History	12	Advanced Placement United States History
11	Academic Economics	11	Economics Honors
		12	Economics Honors
12	Honors American Government	12	Advanced Placement U.S. Government and Politics
12	CP American Government		
12	American Government		
11	Psychology		
12	Psychology	12	Psychology Honors
		12	Advanced Placement Psychology
11	Sociology	11	Behavioral Studies
12	Sociology	12	Behavioral Studies
		11	Contemporary Issues
		12	Contemporary Issues
Mathematics Courses by Grade			
9	Academic Algebra I	9	Algebra I
		9	Mathematics or Algebra – Learning Support
		9	Algebra II Honors
10	Academic Algebra II	10	Algebra II
10	Honors Algebra II	10	Mathematics or Algebra – Learning Support
		11	Algebra II
11	Algebra III	11	Mathematics or Algebra – Learning Support
12	Algebra III		
		12	Mathematics or Algebra – Learning Support
11	Pre-Calculus	11	Trigonometry/Pre-Calculus
11	Honors Pre-Calculus		
12	Pre-Calculus	12	Trigonometry/Pre-Calculus
12	Calculus	12	Senior Mathematics
12	AP Calculus		
		12	Calculus Honors
		12	Accelerated Calculus
		11	Trigonometry/Pre-Calculus Honors
		12	Trigonometry/Pre-Calculus Honors
		12	Advanced Placement Calculus (Offered 2 nd semester only)
12	Practical Applications of Math	10	Computer Information Science I

Grade	Antietam SD Course	Grade	Exeter Township SD Course
		11	Computer Information Science I
		12	Computer Information Science I
		11	Computer Information Science II
		12	Computer Information Science II
		11	Advanced Placement Computer Information Science
		12	Advanced Placement Computer Information Science
11	Statistics		
12	Statistics		
11	AP Statistics	11	Probability and Statistics Honors
12	AP Statistics	12	Probability and Statistics Honors
9	Academic Geometry		
9	Honors Geometry	10	Geometry
		10	Geometry Honors
		10	Assessment Strategies and Skills for Math
11	Foundations	11	Assessment Strategies and Skills for Math
11	SAT Math		
12	Foundations		
Science Courses by Grade			
9	Honors Biology I		
9	Academic Biology I		
		10	Biology
		10	Accelerated Biology and Advanced Placement Biology
11	Advanced Biology II	11	Accelerated Biology and Advanced Placement Biology
11	Academic Physics		
11	AP Biology I		
12	Advanced Biology II	12	Accelerated Biology and Advanced Placement Biology
11	AP Biology II		
12	AP Biology I		
12	AP Biology II		
10	Honors Chemistry	10	Accelerated Chemistry
		10	Advanced Placement Chemistry
10	Academic Chemistry		
11	Advanced Chemistry II	11	Chemistry
		11	Accelerated Chemistry
		11	Advanced Placement Chemistry
12	Advanced Chemistry II	12	Chemistry
		12	Accelerated Chemistry
		12	Advanced Placement Chemistry
11	Anatomy and Physiology	11	Human Physiology I Honors
		11	Human Physiology II Honors
12	Anatomy and Physiology	12	Human Physiology I Honors
		12	Human Physiology II Honors
		9	Earth and Space Science
		9	Earth and Space Science Honors
		11	Physical Science
		12	Physical Science

Grade	Antietam SD Course	Grade	Exeter Township SD Course
11	Advanced Physics II	11	Physics
11	Honors Physics	11	Accelerated Physics
		11	Advanced Placement Physics
12	Advanced Physics II	12	Physics
		12	Accelerated Physics
		12	Advanced Placement Physics
11	Forensic Science		
12	Forensic Science		
10	Practical Applications of Science		
11	Practical Applications of Science		
12	Practical Applications of Science		
		11	Environmental Science
		12	Environmental Science
		11	Astronomy
		12	Astronomy
		11	Oceanography
		12	Oceanography
Business Courses by Grade			
		9	Introduction to Business
		10	Introduction to Business
		11	Introduction to Business
		12	Introduction to Business
9	Computer Applications	10	Business Law
10	Microsoft Word	11	Business Law
11	Microsoft Word	12	Business Law
12	Microsoft Word	10	Marketing
		11	Marketing
		12	Marketing
10	Accounting I	10	Accounting I
11	Accounting I	11	Accounting I
12	Accounting I	12	Accounting I
11	Accounting II	11	Accounting II
12	Accounting II	12	Accounting II
12	Accounting III		
		10	Entrepreneurship and E-Commerce
11	Entrepreneurship	11	Entrepreneurship and E-Commerce
12	Entrepreneurship	12	Entrepreneurship and E-Commerce
10	Internship (Career Exploration)		
11	Internship (Career Exploration)		
12	Internship (Career Exploration)		
12	Cooperative Education – Theory Class (1 credit)		
12	Cooperative Education DOE		
12	Cooperative Education – Theory Class (0.5 credit)		
12	Cooperative Education – Work Experience DOE (1 credit)		
10	Spreadsheets and Presentations	10	Office Essentials I
		10	Office Essentials II
11	Spreadsheets and Presentations	11	Office Essentials I
		11	Office Essentials II
12	Spreadsheets and Presentations	12	Office Essentials I

Grade	Antietam SD Course	Grade	Exeter Township SD Course
		12	Office Essentials II
12	Cooperative Education – Work Experience DOE (2 credits)	12	Cooperative Business Education* *Must complete their graduation project and community service hours to participate in the Co-Op Program
		10	Sports & Entertainment Marketing
		11	Sports & Entertainment Marketing
		12	Sports & Entertainment Marketing
		11	Personal Finance
		12	Personal Finance
Language Courses by Grade			
		9	Spanish I
10	Spanish I	10	Spanish I
11	Spanish I	11	Spanish I
12	Spanish I	12	Spanish I
9	Spanish II	9	Spanish II
10	Spanish II	10	Spanish II
11	Spanish II	11	Spanish II
12	Spanish II	12	Spanish II
10	Spanish III	10	Spanish III
11	Spanish III	11	Spanish III
12	Spanish III	12	Spanish III
11	Spanish IV	11	Spanish IV Honors
12	Spanish IV	12	Spanish IV Honors
12	Spanish V	12	Advanced Placement Spanish V – Online Only
10	Spanish for Heritage Speakers Level I		
11	Spanish for Heritage Speakers Level I		
12	Spanish for Heritage Speakers Level I		
		9	French I
9	German Cultures	10	French I
10	German Cultures	11	French I
11	German Cultures	12	French I
12	German Cultures	10	French II
		11	French II
		12	French II
		11	French III
		12	French III
		11	French IV Honors
		12	French IV Honors
		9	German I
10	German I	10	German I
11	German I	11	German I
12	German I	12	German I
9	German II	9	German II
10	German II	10	German II
11	German II	11	German II
12	German II	12	German II
10	German III	10	German III
11	German III	11	German III
12	German III	12	German III
11	German IV	11	German IV Honors

Grade	Antietam SD Course	Grade	Exeter Township SD Course
12	German IV	12	German IV Honors
12	German V	12	Advanced Placement German V
		9	Latin I
		10	Latin I
		11	Latin I
		12	Latin I
		10	Latin II
		11	Latin II
		12	Latin II
		11	Latin III
		12	Latin III
		11	Latin IV Honors
		12	Latin IV Honors
Technology Courses by Grade			
		9	Technology Education/Practical Arts
10	CAD Technology	10	Technology and Computer Drawing I
11	CAD Technology	11	Technology and Computer Drawing I
		11	Technical and Computer Drawing II
12	CAD Technology	12	Technology and Computer Drawing I
11	Video Production	12	Technical and Computer Drawing II
12	Video Production	12	Architectural Drawing and Design
		11	Engineering Design
		12	Engineering Design
10	Digital Media I	10	Graphic Design for the Web
11	Digital Media I	11	Graphic Design for the Web
11	Digital Media II		
12	Digital Media I	12	Graphic Design for the Web
12	Digital Media II		
		10	Photography Lab I
		11	Photography Lab I
		12	Photography Lab I
		11	Photography Lab II
		12	Photography Lab II
		11	Photography Lab III
		12	Photography Lab III
		10	Construction Systems and Production I
		11	Construction Systems and Production I
		12	Construction Systems and Production I
		10	Construction Systems and Production II
		11	Construction Systems and Production II
		12	Construction Systems and Production II
		10	Metal Technology I
		11	Metal Technology I
		12	Metal Technology I
		10	Metal Technology II
		11	Metal Technology II
		12	Metal Technology II
		11	Metal Technology III
		12	Metal Technology III
		10	Electricity-Electronics

Grade	Antietam SD Course	Grade	Exeter Township SD Course
		11	Electricity-Electronics
		12	Electricity-Electronics
		10	Residential Systems Maintenance
		11	Residential Systems Maintenance
		12	Residential Systems Maintenance
10	Introduction to Stagecraft		
11	Introduction to Stagecraft		
Family and Consumer Sciences Courses by Grade			
		9	FACS of Life
		9	The Individual and Society
		10	The Individual and Society
10	Creative Foods		
11	Creative Foods		
12	Creative Foods		
10	Creative Foods		
10	Cultural Diversity in Foods and Nutrition		
11	Cultural Diversity in Foods and Nutrition	11	Foods and Nutrition
12	Cultural Diversity in Foods and Nutrition	12	Foods and Nutrition
		10	Sports Nutrition
		11	Sports Nutrition
		12	Sports Nutrition
10	Child Care and Development	10	Parenting and Child Development
11	Child Care and Development	11	Parenting and Child Development
12	Child Care and Development	12	Parenting and Child Development
11	Early Childhood Professional		
12	Early Childhood Professional	12	Early Childhood Education – Students must complete their graduation project and community service hours to participate in the Co-Op Program
10	Integrated Arts in Early Childhood Education		
11	Integrated Arts in Early Childhood Education		
12	Integrated Arts in Early Childhood Education		
		10	Fashion Design and Merchandising
		11	Fashion Design and Merchandising
		12	Fashion Design and Merchandising
10	Interior Design		
11	Interior Design		
12	Interior Design		
10	Independent Living	10	Pathways to Successful Living
11	Independent Living	11	Pathways to Successful Living
12	Independent Living	12	Pathways to Successful Living
		12	Educational Apprenticeship
Physical Education Courses by Grade			
		9	Fitness
10	Fitness for Life	10	Fitness
11	Fitness for Life	11	Fitness
12	Fitness for Life	12	Fitness
9	Health	9	Wellness
		10	Wellness

Grade	Antietam SD Course	Grade	Exeter Township SD Course
11	Health		
9	Adaptive Physical Education	9	Strength and Conditioning
10	Adaptive Physical Education	10	Strength and Conditioning
11	Adaptive Physical Education	11	Strength and Conditioning
12	Adaptive Physical Education	12	Strength and Conditioning
9	Physical Education		
10	Physical Education		
11	Physical Education		
12	Physical Education	12	Personal Training
Art Courses by Grade			
		9	Fundamentals of Art
10	Art Exploration	10	Fundamentals of Art
		10	Fundamentals of Art II
11	Art Exploration	11	Fundamentals of Art
		11	Fundamentals of Art II
12	Art Exploration	12	Fundamentals of Art
		12	Fundamentals of Art II
10	Art History		
11	Art History		
12	Art History		
		9	Digital Imaging
		9	3-D Design
10	Computer Graphics	10	Digital Imaging
11	Computer Graphics	11	Digital Imaging
11	Computer Graphics II	11	Digital Imaging II
		11	Digital Imaging III Portfolio
12	Computer Graphics	12	Digital Imaging
12	Computer Graphics II	12	Digital Imaging II
		12	Digital Imaging III Portfolio
10	Drawing I		
11	Drawing I		
11	Drawing II		
12	Drawing I		
12	Drawing II		
10	Painting I		
11	Painting I		
12	Painting I	11	Portfolio Preparation
11	Painting II	12	Portfolio Preparation
12	Painting II		
11	Photography I		
12	Photography I		
11	Photography II		
12	Photography II		
10	Pottery/Ceramics		
11	Pottery/Ceramics		
12	Pottery/Ceramics		
10	Watercolor I		
11	Watercolor I		
11	Watercolor II		
12	Watercolor I		
12	Watercolor II		
		10	Crafts Studio

Grade	Antietam SD Course	Grade	Exeter Township SD Course
		11	Crafts Studio
		12	Crafts Studio
		10	Design Studio
		11	Design Studio
		12	Design Studio
		10	Fine Arts Studio I Honors
		10	Fine Arts Studio II Honors
		11	Fine Arts Studio I Honors
		11	Fine Arts Studio II Honors
		12	Fine Arts Studio I Honors
		12	Fine Arts Studio II Honors
Music Courses by Grade			
10	Performance Music		
11	Performance Music		
12	Performance Music		
11	Performance Music II		
12	Performance Music II		
9	Concert Choir - GPA	9	Concert Choir
10	Concert Choir - GPA	10	Concert Choir
11	Concert Choir - GPA	11	Concert Choir
12	Concert Choir - GPA	12	Concert Choir
		9	Chorus
		10	Chorus
		11	Chorus
		12	Chorus
		9	Introduction to Strings
		10	Introduction to Strings
		11	Introduction to Strings
		12	Introduction to Strings
		9	Orchestra
		10	Orchestra
		11	Orchestra
		12	Orchestra
		9	Music Theory/Music Recording
		10	Music Theory/Music Recording
11	Music Technology	11	Music Theory/Music Recording
12	Music Technology	12	Music Theory/Music Recording
9	Concert/Marching Band - GPA		
10	Concert/Marching Band - GPA		
11	Concert/Marching Band - GPA		
12	Concert/Marching Band - GPA		
9	Exeter School District Marching Band	9	Marching/Concert Band
10	Exeter School District Marching Band	10	Marching/Concert Band
11	Exeter School District Marching Band	11	Marching/Concert Band
12	Exeter School District Marching Band	12	Marching/Concert Band
		9	Jazz Band
		10	Jazz Band
		11	Jazz Band
		12	Jazz Band
10	Class Piano		
11	Class Piano		
12	Class Piano		

Grade	Antietam SD Course	Grade	Exeter Township SD Course
		9	Voice Class
		10	Voice Class
		11	Voice Class
		12	Voice Class
		9	Guitar I
		10	Guitar I
		11	Guitar I
		11	Guitar II
		12	Guitar II
		11	Advanced Placement Music Theory
		12	Advanced Placement Music Theory
Computer Science Courses by Grade			
10	Computer Science I: C++ Intro to Programming		
11	Computer Science I: C++ Intro to Programming		
12	Computer Science I: C++ Intro to Programming		
11	Computer Science II: Advanced C++ Programming		
12	Computer Science II: Advanced C++ Programming		
12	AP Computer Science		
11	Web Page Design I		
12	Web Page Design I		
12	Web Page Design II		

Duplication of Coursework at the High School Level

Analyzing duplication of course work, especially at the high school level, identifies areas where a combined district will find efficiencies in future scheduling. From an academic standpoint, duplication also illustrates potential for reassigning teachers to new courses or projects, especially those of professional interest or special training. The following table summarizes existing duplication across Antietam and Exeter Township School Districts.

**Summary of High School Course Work Duplication
Antietam and Exeter Township School Districts**

Academic Area	Similarities	Specific to Antietam	Specific to Exeter Township
English	High number of honors and advanced placement courses	<ul style="list-style-type: none"> • Emphasis on writing • More speech and drama courses • SAT preparation courses • Emphasis on journalism 	<ul style="list-style-type: none"> • More support programs • More honors programs • Emphasis on TV studio production • Emphasis on publication and media
Social Studies	Similar number and types of honor programs	<ul style="list-style-type: none"> • Emphasis on American history • Sociology courses 	<ul style="list-style-type: none"> • Emphasis on world history • Civics courses • Behavioral studies • More upper level courses
Mathematics	Similar number of honor and advanced placement courses	<ul style="list-style-type: none"> • More foundation courses • Emphasis on statistics • Courses offered in earlier grades 	<ul style="list-style-type: none"> • Emphasis on trigonometry and pre-calculus • Emphasis on computer information sciences
Science	Similar program in basic coursework	<ul style="list-style-type: none"> • More foundation courses • More emphasis on practical applications 	<ul style="list-style-type: none"> • Courses offered in earlier grades • Provides specialty courses that include environmental studies, human physiology, astronomy, and oceanography
Business	Both districts have strong programs and both have cooperative education and internship opportunities	<ul style="list-style-type: none"> • Emphasis on practical applications such as spreadsheets and presentations 	<ul style="list-style-type: none"> • More introduction to business courses • Emphasis on business law • Emphasis on marketing • Provides specialty courses such as sports and entertainment marketing, and personal finance

Academic Area	Similarities	Specific to Antietam	Specific to Exeter Township
World Languages	Extensive course offerings in Spanish and German	<ul style="list-style-type: none"> • Includes Spanish for heritage speakers • Provides cultural courses with language courses 	<ul style="list-style-type: none"> • High number of honors programs • Coursework in French • Coursework in Latin
Technical Education	There are few similarities for this program	<ul style="list-style-type: none"> • Emphasis on digital media • Emphasis on CAD technologies • Emphasis on stagecraft 	<p>Offers specific coursework in:</p> <ul style="list-style-type: none"> • Engineering design • Technical and computer drawing • Photography lab • Construction systems • Metals technology • Electronics • Residential systems maintenance
Family and Consumer Science	Similar programs in child care, early childhood education, and successful living	<ul style="list-style-type: none"> • Emphasis on interior design • Emphasis on foods and food preparation 	<ul style="list-style-type: none"> • Emphasis on fashion design • Courses in nutrition
Health and Physical Education	Programs in fitness, adaptive physical education, and training/conditioning		<ul style="list-style-type: none"> • Emphasis on wellness programs
Art	Similar programs in art fundamentals and exploration, digital imaging, graphics, and crafts	<ul style="list-style-type: none"> • Specific emphasis on watercolor and painting 	<ul style="list-style-type: none"> • Offers honor programs • Emphasis on fine arts studio • Emphasis on crafts studio • Emphasis on portfolio preparation
Music	Both districts offer concert band, marching band, and chorus/choir	<ul style="list-style-type: none"> • Specific emphasis on class piano • Offers a music technology class • Has a marching band in partnership with Exeter Township School District 	<ul style="list-style-type: none"> • Offers a string program and orchestra • Offers courses in music theory, including advanced placement • Has specialties in guitar and voice

Unique Contribution by Both School Districts

The comparison of high school courses also provides identification of unique courses: courses that are available at one district but not the other. Unique courses provide new opportunities for students from each existing district, providing courses not currently available.

Please note that in the following tables there are a few subjective comparisons. This is necessary because school districts do not always place similar courses in the same academic department. Further, differing course titles may still provide similar academic content. Programs particularly difficult to directly compare are: photography, computer science, and some technical education courses.

The following table lists the number of available courses at the existing districts, matches those courses by similarity, and then labels “unique” the courses offered in only one district. Hence, for the first category (Art), the number of courses in each district is provided. For grade 9, there are three art courses offered at Exeter Township School District, but none at Antietam School District. This identifies three unique art courses—courses that are provided in Exeter Township that are not offered in Antietam. Students from Antietam School District could access three more art courses in the ninth grade in a combined district.

As seen in the table, each district brings unique courses to a combined district. Students from both existing districts will have additional course work to consider.

Unique High School Courses
Antietam School District and Exeter Township School District

	Art			Business			English		
	Number of Courses at Antietam	Number of Courses at Exeter	Combined Number of Unique Courses	Number of Courses at Antietam	Number of Courses at Exeter	Combined Number of Unique Courses	Number of Courses at Antietam	Number of Courses at Exeter	Combined Number of Unique Courses
Grade 9	0	3	3	1	1	2	4	6	6
Grade 10	7	7	8	4	8	6	8	6	10
Grade 11	13	10	14	6	10	6	12	14	23
Grade 12	13	10	14	12	11	9	12	13	20
Unique	1	2	3	2	3	5	1	1	2
	Family and Consumer Sciences			Fitness and Wellness			Gifted Support		
	Number of Courses at Antietam	Number of Courses at Exeter	Combined Number of Unique Courses	Number of Courses at Antietam	Number of Courses at Exeter	Combined Number of Unique Courses	Number of Courses at Antietam	Number of Courses at Exeter	Combined Number of Unique Courses
Grade 9	0	2	2	3	3	2	0	1	1
Grade 10	6	5	7	3	3	4	0	1	1
Grade 11	7	5	6	4	3	1	0	1	1
Grade 12	7	7	6	4	4	4	0	1	1
Unique	2	2	4	0	0	0	0	1	1
	Mathematics			Music			Science		
	Number of Courses at Antietam	Number of Courses at Exeter	Combined Number of Unique Courses	Number of Courses at Antietam	Number of Courses at Exeter	Combined Number of Unique Courses	Number of Courses at Antietam	Number of Courses at Exeter	Combined Number of Unique Courses
Grade 9	3	3	4	5	9	9	2	2	4
Grade 10	2	6	5	7	9	11	3	4	5
Grade 11	7	9	9	9	11	15	10	13	12
Grade 12	8	11	12	9	11	15	8	13	12
Unique	1	1	2	2	6	8	1	2	3
	Secondary Life Skills Program			Social Studies			Technology Education		
	Number of Courses at Antietam	Number of Courses at Exeter	Combined Number of Unique Courses	Number of Courses at Antietam	Number of Courses at Exeter	Combined Number of Unique Courses	Number of Courses at Antietam	Number of Courses at Exeter	Combined Number of Unique Courses
Grade 9	0	5	5	2	2	0	0	1	1
Grade 10	0	5	5	2	2	4	3	9	12
Grade 11	0	5	5	5	6	9	5	14	17
Grade 12	0	5	5	6	7	13	5	15	19
Unique	0	1	1	0	2	2			
	Transitional Work Experience			World Languages			Computer Science		
	Number of Courses at Antietam	Number of Courses at Exeter	Combined Number of Unique Courses	Number of Courses at Antietam	Number of Courses at Exeter	Combined Number of Unique Courses	Number of Courses at Antietam	Number of Courses at Exeter	Combined Number of Unique Courses
Grade 9	0	2	2	3	6	5	0	0	0
Grade 10	0	2	2	8	10	6	1	0	1
Grade 11	0	2	2	10	16	10	3	0	3
Grade 12	0	2	2	12	18	14	5	0	5
Unique	0	2	2	3	6	9			

The following table lists examples of “new” courses to students in the existing districts that could be offered in a combined district. For instance, British Literature in grades 11 and 12 is currently offered at Exeter Township School District, but not in Antietam High School. Conversely, Film as Literature is currently offered in Antietam School District and would be new to Exeter Township High School students.

Examples of Additional Courses Offered in a Combined District

New to Antietam High School Students	New to Exeter Township High School Students
English	
British Literature (11,12)	Film as Literature (11,12)
American Literature and Honors American Literature (11,12)	Mythology (11,12)
Social Studies	
Civics and Civics Honors (11)	Sociology (11,12)
Contemporary Issues (11,12)	Psychology (11,12)
Modern World History and Honors Modern World History (10)	
Mathematics	
Computer Information Science and AP Computer Information Science (10-12)	SAT Math (11)
Trigonometry/Pre-Calculus (11,12)	Practical Application of Math (12)
Science	
Astronomy (11,12)	Forensic Science (11,12)
Oceanography (11,12)	Practical Applications of Science (10-12)
Business	
Marketing (10-12)	Spreadsheets and Presentations (10-12)
Business Law (10-12)	
Personal Finance (11,12)	
Sports and Entertainment Marketing (10-12)	
Family and Consumer Science	
Sports Nutrition (10-12)	Interior Design (10-12)
Fashion Design and Merchandising (10-12)	Creative Foods (11,12)
Individual and Society (9,10)	Cultural Diversity in Foods and Nutrition (10-12)
Art	
Portfolio Preparation (11,12)	Art History (10-12)
Music	
AP Music Theory (11,12)	Music Technology (11,12)
Voice Class (9-12)	Piano Class (10-12)
Guitar (9-12)	
World Languages	
Latin (9-12)	German Cultures (9-12)
French (9-12)	Spanish for Heritage Speakers (10-12)

A result of most curriculum comparisons for this study is that both districts have instructional opportunities to share with the other. Though Antietam is a much smaller school district in terms

of enrollment, it enjoys and provides a wide spectrum of courses and instructional approaches that can add to the integrity and breadth of a combined district. A review of the types of courses listed in the previous table shows this to be true. Further, the table presents only examples of courses that can be shared.

Technology Integration

Antietam and Exeter Township School Districts have fiber optics in all school buildings. Technology integration occurs in four ways in the existing school districts:

1. Teacher proficiency in use of technology for instructional purposes
2. Student proficiency in use and understanding of technology
3. Integration into instruction
 - Integration into the general instructional environment
 - Integration into teaching standards and strategic plans
 - Integration into student assessment
4. Integration into general administrative tasks (bus schedules, accounting, staff evaluation, student scheduling, etc.)

Teacher use of instructional technology can be traced to the curriculum itself and to the use of multiple strategies to teach that include several media. That proficiency exists can be verified through the professional development, strategic plans, curriculum plans, and course offerings of each district. What is not known, however, for the purposes of this study is the breadth and depth of instructional technology employed by all teachers.

Student proficiency is no longer an issue; the ability of the school system to keep up with the student is the challenge. Both districts need to move to personal devices and multimedia as instructional approaches.

It is recommended that use of technology be written into all instructional plans, strategic plans, and professional development plans. Especially difficult is understanding and measuring the student's ability to use media and technology. New approaches to student measurement are available and can be integrated into teaching plans.

Advanced Placement Offerings

The national Advanced Placement (AP) program is sponsored by the College Board and consists of college-level courses with final exams provided in each district's high school. Together, Antietam and Exeter Township School Districts offer 21 Advanced Placement courses in high school. The following table lists specific AP courses offered in each district. Teachers submit a

course syllabus to the College Board for formal approval. Though the courses are specific by academic subject, they also teach higher level skills necessary for success in college; these skills include writing, research, and breadth of subject matter. Taking AP courses may also improve a student's opportunity for college scholarships or early admission. Completion of AP courses (meaning the student passes the final examination) allows students to earn college credits in high school, thus achieving college graduation in less time or with fewer credits per semester.

Both school districts offer student counseling and designate an AP manager where students and parents can obtain more information. The College Board charges a fee for final examinations connected to each AP course. It is up to each school board to pay that cost or pass the charge to the student.

As seen in the following table, Antietam School District offers seven AP courses. Most are offered in grade 11 *or* grade 12, though AP Calculus, AP English, and AP Computer Science are offered only in grade 12. Exeter Township School District offers thirteen AP courses, with two courses available in grade 10 (AP Biology and AP Chemistry). Most courses are offered in grade 11 or grade 12. However, AP Calculus, AP German, AP Psychology, AP Spanish, and AP United States History are offered only in grade 12.

Advanced Placement Courses Offered by Antietam School District and Exeter Township School District

Antietam School District		Exeter Township School District	
Grade	Content	Grade	Content
12	AP English	10	AP Biology
11	AP American History	11	AP Biology
12	AP American History	12	AP Biology
11	AP Biology I	12	AP Calculus (Offered 2 nd semester only)
12	AP Biology I	10	AP Chemistry
11	AP Biology II	11	AP Chemistry
12	AP Biology II	12	AP Chemistry
12	AP Calculus	11	AP Computer Information Science
12	AP Computer Science	12	AP Computer Information Science
11	AP Statistics	12	AP German V
12	AP Statistics	11	AP Language and Composition
		12	AP Language and Composition
		11	AP Literature and Composition
		12	AP Literature and Composition
		11	AP Music Theory
		12	AP Music Theory
		11	AP Physics
		12	AP Physics
		12	AP Psychology
		12	AP Spanish V – Online Only
		11	AP U.S. Government and Politics
		12	AP U.S. Government and Politics
		12	AP United States History

Students with access to all AP courses in both existing districts could choose from 13 different courses. Antietam students would have ten additional courses and Exeter Township students would have three additional courses. AP courses unique to each district are listed in the following table.

Unique AP Courses by School District

Antietam	Exeter Township
English	Chemistry
Statistics	German
	Language and Composition
	Literature and Composition
	Music Theory
	Physics
	Psychology
	Spanish
	United States Government and Politics

As seen in the following table, the number of AP sections required by the number of students requires a low student enrollment for many courses. This is one example where combining districts can provide additional student opportunities and can provide more students per section. Note that the Spanish AP course in Exeter Township School District has five sections with a total of two students enrolled. This is because that particular class is offered on line only. Here the five sections offer opportunities for student enrollment.

Advanced Placement Course Enrollments, 2012/2013 School Year Antietam School District and Exeter Township School District

Antietam School District			Exeter Township School District		
AP Course	Number Sections	Number Students	AP Course	Number Sections	Number Students
English	1	13	Chemistry	2	38
Biology	2	8	Spanish	5 (2 with enrollments)	2
Calculus	1	14	History	1	6
Statistics	1	6	Language/Composition	4	31
			Psychology	2	19
			Physics	1	22
			Biology	1	9
			Calculus	1	19
Totals	5	41		12	146

Sharing AP programs across existing districts provides two additional courses for Exeter Township students (English and Statistics) and nine additional courses for Antietam students. As

seen in the previous table, 41 Antietam students and 146 Exeter Township students are enrolled in AP courses this current academic year. Courses that could be offered to all students in a combined district without adding sections are English, Biology, Statistics, Spanish, History, and Psychology.

Flexible Scheduling

Bringing together the existing resources of Antietam and Exeter Township School Districts provides increased student opportunities. One way to expand opportunities is to adopt flexible scheduling. Flex schedules increase course and student activity options by providing additional instructional or meeting times outside of the traditional (or block) school schedule (The next section of this analysis explores the existing block scheduling for both districts.)

Flex scheduling also creates convenience for media, guidance, administrative, and other student services. Though the school week involves the same amount of teacher instructional time as specified by existing collective bargaining agreements, the organization of the school day may differ. Flex schedules are often adopted to make use of building or equipment limitations, but can also be used to provide needed transportation among buildings for special academic programs such as shared AP courses, dual enrollment, or specific electives offered in only one high school.

This type of schedule lends itself well to team teaching, including teams that include teachers, administrators, community members, and business leaders. Specialty classes can be taught by retired teachers or by certificated community members. Seeking community volunteers or professionals who meet the district's teaching standards brings hands-on or "in the field" knowledge that will benefit students and can be used to create a school/community/business partnership.

Moving Antietam and Exeter Township School Districts to a flex schedule (individually or as partners) involves a series of steps:

1. Weigh the advantages and disadvantages of a high school flex schedule

Advantages	Disadvantages
Builds teaching teams across districts	New approaches need to be included in the collective bargaining agreements
Makes the best use of existing teacher skills and academic expertise/specialization	Flex schedules may increase the need for student transportation during the school day
Forms the basis for school/community and school/business partnerships	A majority of students may best be served by the existing block schedule
Expands the number and types of courses available to students	
Courses can be scheduled within or before or after the “regular” school schedule	

2. What is the purpose of the Flexible Schedule? How can that purpose be served best?

The advantages and implementation of a flex schedule needs to be included in existing planning efforts. For Antietam and Exeter Township there are usual purposes that can be eliminated from the beginning of a planning process; there are no current issues of overcrowding or lack of facilities. The advantages, then, will focus upon student needs, teacher flexibility, and (perhaps) special services such as providing assistance for those with special needs or for student parents.

However, focusing curriculum upon the learning styles and needs of individual students may also be built upon a flex schedule. This is especially helpful for students who need specific credits to graduate or for students who are test-deficient. Students desiring a particularly rigorous academic program might also be better served by a flexible schedule that allows more AP courses or dual enrollment. In any case, a clear set of goals and directions will need to be determined by teachers and administrators.

3. Determine the interest, compatibility, and mutual advantages of a flexible schedule

After determining the purpose of a new scheduling approach both school districts must then survey the types of interests of teachers and students. Often a survey is used for this part of the process. If the interests of all in both school districts match, the development of a flex schedule can begin. Adopting new schedules would be part of the consolidated process; this affords the opportune time to begin planning a schedule. As is the case with consolidated efforts, moving to a new schedule may take two or three years.

4. Implement a flexible schedule

Some aspects of implementation are operational: providing student transportation, setting the length of the instructional day, figuring out lunch periods for students under various or modified daily schedules. Safety and security issues, limits on number of credits earned each year, and costs associated with this change will also arise. Other steps or potential issues include:

- Scheduling courses or activities before the school day (how many days a week and for how many credits?) Pre-school day courses often include physical training, AP courses, independent projects, and honors programs.
- Scheduling courses or activities after the school day (how many days a week and for how many credits?) After-school courses often include AP courses, band, arts and drama, independent projects, and honors programs.
- “Summer school classes” could be held during the school year
- Students in grades 7 – 9 might be allowed to take high school classes
- Evening classes are possible that could also be offered to the community
- Weekend classes can be used to offer additional classes or to increase the credit value of courses offered during the week
- Off campus and field trip instruction can be built into the curriculum
- Scheduling of teachers that is not dependent upon the number of class periods each day
- Academic coaching could be included as a credit course or supplemental instruction; these could include:
 - Foreign language development
 - English as a second language instruction
 - Performing arts
 - Gifted and talented projects
 - Vocational supplements
 - Classes to help struggling students or times for students to mentor/tutor struggling students.

Block Scheduling

Antietam School District and Exeter Township School District use standard block scheduling for the school day. As seen in the following tables, school days differ in minor ways. For instance, the elementary school day in Antietam runs from 8:25 AM to 3:10 PM. For the three elementary schools in Exeter Township, the instructional day runs from 9:00 AM to 3:40 PM. Both use a six-day instructional cycle, but there would need to be some changes made as part of a district combined effort to standardize the block schedule and to arrange new student transportation routes.

Current School Day for Antietam and Exeter Township School Districts

Antietam School District		
Primary	Elementary	Junior/Senior High School
8:30 to 3:15 PM	8:25 AM to 3:10 PM	7:45 AM to 3:00 PM
		- Periods vary in time from 50 minutes to 35 minutes depending on day and period number - 9 Periods per day - 30 minute lunch
Antietam uses a class cycle schedule that repeats every six days		

Exeter Township School District			
Jacksonwald Elementary School, Owatin Creek Elementary School, Lorane Elementary School	Reiffton School	Junior High	Senior High
9:00 AM to 3:40 PM	8:25 AM to 3:05 PM	7:30 AM to 2:20 PM	7:30 AM to 2:25 PM
		42 minute periods (except on the Olweus Day Schedule which occurs twice per month) 8 periods per day 30 minute lunch	Period vary from 43 to 48 minutes 8 periods per day 30 minute lunch
6 day cycle	Class cycle schedule that repeats every six days	Block schedule	Modified intensive block schedule

A unique aspect of the Antietam School District schedule is that it includes no study halls.

The following table compares dates of school closure in the 2012/2013 school year for the existing district. Differences will need to be addressed in a combined district.

**Dates of School Closure for Students
2012/2013 School Year**

Antietam Area School District	Exeter Township School District
First day of school: August 27, 2012 Last day of school: June 7, 2013	First day of school: August 27, 2012 Last day of school: June 10, 2013
August 31 September 3 September 28 (early dismissal) October 8 October 31 (early dismissal) November 19 (elementary teacher conferences – no school for elementary students) November 20 (elementary teacher conferences – no school for elementary students) November 21 (early dismissal for secondary students only and elementary teacher conferences – no school for elementary students) November 22 November 23 November 24 November 25 November 26 December 7 (early dismissal) December 21 (early dismissal) December 24 December 25 December 26 December 27 December 28 December 29 December 30 December 31 January 1 January 18 January 21 February 18 March 8 (early dismissal) March 25 March 26 March 27 March 28 March 29 April 1 April 26 May 24 (early dismissal) May 27 June 7 (early dismissal)	August 31 September 3 September 28 (early dismissal) October 8 November 20 (early dismissal) November 21 November 22 November 23 November 24 November 25 November 26 December 21 (early dismissal) December 24 December 25 December 26 December 27 December 28 December 29 December 30 December 31 January 1 January 17 (early dismissal) January 18 (early dismissal) January 21 February 15 February 18 March 7 (early dismissal) March 8 March 25 March 26 March 27 March 28 March 29 April 1 May 10 (early dismissal) May 27 June 7 (early dismissal) June 10 (early dismissal)

Academic Rigor

For the purposes of this study academic rigor is measured and compared in three ways: comparison of promotion requirements, comparison of graduation requirements, and comparison of grading scales.

Promotion requirements are presented in the following table.

Promotion Requirements for Antietam and Exeter Township School Districts

Antietam School District	Exeter Township School District
Grade 9 to 10 Promotion to a 10th grade homeroom requires that students earn 6 credits.	Grade 9 to 10 Promotion to 10th grade requires that students earn 7 credits.
Grade 10 to 11 Promotion to an 11th grade homeroom requires that students earn 13 credits.	Grade 10 to 11 Promotion to 11th grade requires that students earn 12 credits.
Grade 11 to 12 Promotion to a 12th grade homeroom requires that students earn 20 credits.	Grade 11 to 12 Promotion to 12th grade requires that students earn 20 credits.

A second measure of academic rigor is found in the graduation requirements for the existing districts. The following table compares the current requirements. Again, differences will need to be addressed by a combined district.

Graduation Requirements for Antietam and Exeter Township School Districts

Antietam School District	Exeter Township School District
<ul style="list-style-type: none"> • A total of 27.5 credits are required for graduation. These credits must be earned in grades 9, 10, 11, and 12. • All students must satisfactorily complete a graduation project. • The 27.5 credits must include the following distributions: <ul style="list-style-type: none"> - Four credits in English - Four credits in Social Studies - Three credits in Mathematics (4 credits beginning with the Class of 2014) - Three credits in Science - Eight and one-half credits earned in elective sequences - - Two and one half credits in Health and Physical Education - One credit in Computer Applications - One credit in Reading/Writing 9 • Students are required to carry a minimum of five major disciplines or the equivalent, in one year • With permission from the high school principal, a pupil can attend summer school to make up failed courses. With the aid of summer school, senior high school students must meet all credit and course requirements before promotion is granted; a junior high school student cannot have failed more than two majors or the equivalent. • Summer tutoring may be approved as a substitute for summer school under certain conditions. 	<ul style="list-style-type: none"> • A total of 28 credits are required for graduation. These credits must be earned in grades 9 through 12. • Each student must complete a graduation project based on one of three choices: Career oriented research, community service, or work experience. A total of 30 hours of community service (for a non-profit organization) must be documented as well between grades 9 and 12. • The 28 credits must include: <ul style="list-style-type: none"> - Four credits in English - Four credits in Social Studies - Three credits in Mathematics - Three credits in Science - One credit in Additional Mathematics or Science - Two credits in Fitness and Wellness/Driver Education/Health - Two credits in Arts and Humanities - Nine credits in Electives

The existing school districts use a slightly different grading scheme. Antietam School District uses the same scheme for grades 7 through 12. Exeter Township School Districts has a different grading scheme for grades 7 and 8 and for grades 9 through 12. The following tables present these grading schemes.

**Grading Scheme for Antietam School District,
Grades 7 - 12**

Range	Description	GPA
93 - 100%	A	4.00
90 - 92%	A-	3.67
87 - 89%	B+	3.33
83 - 86%	B	3.00
80 - 82%	B-	2.67
77 - 79%	C+	2.33
73 - 76%	C	2.00
70 - 72%	C-	1.67
67 - 69%	D+	1.33
63 - 66%	D	1.00
60 - 62%	D-	0.67
0 - 59%	F	Failure

Grading schemes for grades 9 through 12 or for grades 7 and 8 differ in the Exeter Township School District, as shown in the following two tables.

**Grading Scheme for Exeter Township School District,
Grades 9 Through 12**

Range	Description
100% - 92%	Honors
91% - 88%	Merit
87% - 82%	Good
81% - 78%	Above Average
77% - 72%	Average
71% - 68%	Below Average
67% - 60%	Poor
59% or Below	F = Failing, I = Incomplete

**Grading Scheme for Exeter Township School
District, Grades 7 and 8**

Range	Description
100% - 92%	Honors
91% - 88%	Merit
87% - 82%	Good
81% - 78%	Above Average
77% - 72%	Average
71% - 68%	Below Average
67% - 60%	Poor
59% or Below	Failing

Clearly, should the school districts combine academic programs, the grading schemes would need to be adjusted for one or both school districts.

Potential for Expanded Student Opportunities

A primary source of expanded student opportunities is provided by sports teams. However, teams are generally associated with specific buildings, especially high schools. Further, athletic programs are also associated with specific buildings. In a combined effort the potential use of all facilities greatly increases opportunities for all students, though in this case the Antietam students may have the most to gain.

Athletics is often the most sensitive topic in a discussion of combined programs. Especially at the secondary level, combining athletic programs can prove to be the most difficult of all efforts. Varsity programs can bring histories, traditions, rivalries, mascots, and school colors that invoke deep community pride and loyalty. A combined program, however, offers a range and quality of athletic facilities and programs that one or both existing Districts cannot provide on its own. There will be a need to coordinate some changes with PIAA. However, other districts (mostly districts that merge high schools within existing districts) have done so easily.

It helps that the two existing school districts do not play against each other as athletic teams or have a history of game rivalries.

Sports Teams by Existing District		
Antietam School District		Exeter Township School District
Varsity Golf	Varsity & JV Boys Basketball	Boy's Soccer
Varsity & JV Boys Soccer	Varsity & JV Girls Basketball	Girl's Field Hockey
Varsity Girls Tennis	Varsity & JV Boys Bowling	Football
Varsity & JV Girls Volleyball	Varsity & JV Girls Bowling	Golf
Middle School Boys Soccer	Varsity & JV Cheerleading	Girl's Tennis
Middle School Girls Soccer	Middle School Middle School	Girl's Cross Country
Middle School Girls Volleyball	Boys Basketball	Boy's Cross Country
Varsity & JV Baseball	Middle School Girls Basketball	Cheerleading
Varsity & JV Softball	Fall – Football	Girl's Volleyball
Varsity & JV Girls Soccer	Fall – Cross Country	Boy's Basketball
Varsity & JV Boys Volleyball	Fall – Field Hockey	Girl's Basketball
Middle School Softball	Winter – Indoor Track	Wrestling
Middle School Baseball	Winter – Swimming & Diving	Cheerleading
Spring – Track & Field	Winter – Wrestling	Boy's Bowling
Spring – Lacrosse	With Exeter SD	Girl's Bowling
		Boy's Swimming
		Girl's Swimming
		Boy's & Girl's Track & Field
		Baseball
		Softball
		Boy's Volleyball
		Boy's Tennis
		Girl's Soccer
		Boy's Lacrosse
		Girl's Lacrosse

Combined student programs can offer additional student clubs and activities, especially for the smaller existing District. For secondary students in particular, school is the entrance to adulthood and is supported by activities beyond classroom instruction. A wide variety of student clubs and activities provide social development and may also add to the community through cultural events, athletics, and academic competitions. The following table compares current programs at Antietam School District and Exeter Township School District.

Clubs Provided by Antietam School District and Exeter Township School District

Antietam School District	Exeter Township School District
<p>Clubs for Junior/Senior High:</p> <ul style="list-style-type: none"> - Academic Challenge - AHarmony - Art Club - A.L.C. (Antietam Leader Corps) - A.V.C. (Antietam Volunteer Corps) - Band - Chorus - F.B.L.A. (Future Business Leaders of America) - Footlights Drama Club - Mathcounts - M.L.C. (Modern Language Club) - Mock Trial Team - National Honor Society/National Junior - Honor Society - <i>NewsREAL</i> (Newspaper) - <i>Penn Alma</i> (Yearbook) - Reading Olympics - Ski Club - S.O.D.A.A. (Students Opposing Drug & Alcohol Abuse) - Student Council - Y.E.A. (Youth Educators of America) - Y-Teens <p>Elementary School Clubs:</p> <ul style="list-style-type: none"> - Band/Instrumental Groups - Chorus/Vocal Groups - Craft Club - Homework Club - Intramural Program - Sports - Newspaper - Performance Club - Video Announcements - Yearbook 	<p>Clubs for Senior High:</p> <ul style="list-style-type: none"> - All-School Musical - Business Club - Chess Club - Choral Group - Eagleaires - ESHS (Exeter Students Helping Students) - Emergency Services Club - Exeter Environmental Eagles (E3) Club - Fall Drama Production - FCA (Faith/Christian Alliance) - F.E.A. (Future Educators of America) - French Club - German Club - GSA (Gay/Straight Alliance) - Jazz Band - Key Club - Latin Club - Leo Club - Literary Magazine - Marching Band - Mock Trial Club - National Honor Society - Photography Club - Quiz Bowl - S.A.D.D. - SAT Club - Science Clubs - SH Ski Club - Spanish Club - Stage Crew - Student Council - The Talon - T.E.A.M. (Together Exeter Achieves More) - TSA (Technology Student Association) - Y-Teens - Yearbook

	<p>Junior High School Clubs:</p> <ul style="list-style-type: none"> - Audio/Video Production - Chess Club - Chess Team - Chorus - Concert Band - Envirothon - Exeter Express - Guitar Club - Interscholastic Sports - JH Ski Club - Math Counts - Mystic Weavers - Newspaper - Orchestra - Peer Mediators - Principal's Advisory Council - School Musical - Science Fair (Reading-Berks Science and Engineering Fair Competition) - Science Olympiad - Stage Crew - Spelling Bee - Student Council - Yearbook <p>Elementary School:</p> <ul style="list-style-type: none"> - Math Club - Morning Reading Club
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Clearly, there are more opportunities to participate in clubs and other extra-curricular programs at the Exeter Township High School. Bringing together the districts can bring new ideas and diversity to Exeter, while offering more choices for Antietam students. These opportunities can be offered if no combined efforts take place; however, transportation issues will then result.

Expanded student opportunities may also come in the form of academic programs such as:

- Dual enrollment opportunities that provide viable options for the existing Districts. These might be elective courses, Advanced Placement courses, team-taught courses, or special topics for which one class would result from registration across the two districts. These courses could provide significant cost savings by increasing enrollment of underutilized courses/programs, reducing duplication of effort among the Districts,

providing instructional opportunities for teachers with specializations or special interests, or consolidating existing courses with low enrollments across districts.

- Taking individual classes across existing school districts. However, this has the disadvantage of resulting in additional student transportation issues. It is far more efficient to have teachers move among school buildings.
- Agreements with educational institutions other than the two existing school districts might be considered. In Berks County that includes Reading Area Community College, the nearest community college to the school districts, and nearby Albright College. Access to high schools includes a full complement of distance courses online. Both districts are supporters of Reading Area Community College (RACC) and it is assumed that sponsorship will continue under a combined district. The value of Community Colleges in Pennsylvania is their open admissions for students from sponsoring districts and their ability to prepare students for vocations or four-year college programs at a reasonable cost. The value of RACC lies in the overall educational plan for the combined district, including:
 - Participation in the virtual campus
 - Access to on-campus and off-campus courses during the academic year
 - Use of RACC courses as advanced placement credits for the District
 - Partnerships between RACC and the District that better prepare high school graduates for college level work.

Part 3: Potential Significant Events or Changes for the Existing School Districts

Retirements and Retirement Costs

A significant event occurred in December 2012 when the Public School Employees Retirement System (PSERS) announced each school district in Pennsylvania will contribute 16.93 percent of salary to the retirement system beginning with the 2013-14 fiscal year. It had been expected that the increase would be between 16.50 and 16.75 percent. This increase represents 4.57 percentage points over the current contribution level.

The contribution rate was 8.65 percent for 2011-2012. Hence, the contribution rate has almost doubled in the span of two years. The new rate will take effect July 1, 2013.

The alternative, however, is to face an ever increasing unfunded liability by the districts and the Commonwealth. Additional increases are not out of the question. As the scope and taxpayer liability in school districts become more clear it is certainly possible that new retirement models will be discussed, if only for new hires.

In addition there is continued discussion in Harrisburg about changing the percent contribution to a district's social security payments. The outcome of this debate is unknown, but together reductions to social security payments and increases in PSERS retirement contributions will definitely provide a significant financial event for every school district.

In addition, school districts must contend with multiple demands upon the Commonwealth of Pennsylvania for retirement support. At this point in time there is no solution for underfunded pensions available, let alone agreeable to all parties. The state has an obligation to fund three separate groups of public pensions: municipalities, school districts, and the state employees. Current unfunded obligations by the state *above and beyond* those for the state teachers' retirement system total over \$6 billion. For PSERS alone the future liabilities total \$41 billion. Expect changes in the next budget year to existing retirement policies. For instance, restricting future retirees from withdrawing funds submitted by payroll deduction at the time of retirement would offset the \$41 billion in unfunded liabilities by \$14 billion. School Districts will remain at the mercy of the state in terms of future funding.

Collective Bargaining Agreements

Antietam and Exeter Township School Districts continue to discuss and negotiate collective bargaining issues at the time this paper was presented to the School Boards. The outcomes of these ongoing negotiations have potential impact upon the finances of the districts, as well as the

future tax rates for the communities. Because of the ongoing negotiations, it is inappropriate to offer suggestions or recommendations.

However, the possibility of a combined district does move the next bargaining agreement to a new level. Additional information regarding the impact of current collective bargaining agreements upon discussions of combined programs is found in Part 7 of this report.

Competition for Students

No one can *precisely* predict the future of education or the changes that can be expected within communities in Berks County. The one indisputable factor, however, is that communities can support and mold their schools into the educational institutions they want them to be (at least within the resources available). The consolidated (physical or functional) district, with the support of its expanded community, has a window of opportunity to shape its schools and to self-define its future. A set of potential, long-term consolidated school district models is found in Appendix C.

Introduction of School District Charter Schools

A growing trend in some parts of Pennsylvania (mostly in urban centers) is provision of charter schools by school districts. This approach has several advantages:

- It keeps current students in the school district
- It reduces expenditures for independent charter schools that are already very high and could go higher
- It allows the student to graduate from his/her home school district
- It may provide opportunities that are not found in a school without facilities
- It has the possibility of reducing student transportation costs (students are not bussed to locations outside the district).

Existing legislation in Pennsylvania provides that charter schools have the right of first refusal for the public sale of a school building. The school district retains the right to set the sale or lease price for that building, but charter schools can, and do, negotiate. For instance, when a school building closed in the Keystone Central School District, parents of students in that building formed a charter school and took possession of the closed school.

The future effect of these schools is unknown, partly because no one knows what existing charter schools spend on students. This leads to strange situations that will continue to increase in number. There is discussion at this moment at York City School District to convert all district schools to charter schools. Should that happen there would be no way to determine the state support for this district because there are no tuition or expenditure amounts to apply to public school funding. No one, not even in the Department of Education in Harrisburg, knows what it costs to operate a charter school.

For these same reasons, no school district knows exactly what it will cost to establish a charter school. Therefore, districts lack the ability to predict and budget the start up costs for such an effort. That is changing and several school districts have created models for this purpose. Antietam or Exeter Township School Districts are directed to the Solanco and Southeast Greene School Districts to discuss their approaches.

State and Federal Mandates

Unemployment Insurance

The savings achieved by retaining fewer teachers will be offset somewhat by the increased rates the districts will pay in unemployment rates. Most school districts in Pennsylvania that have laid off teachers have seen their insurance rates double. This amount, often substantial, must be subtracted from expected personnel savings.

Financial Challenges

It is important to note that Antietam School District and Exeter Township School District will be affected in exactly the same manner for these challenges. Consolidated districts will be equally affected by these changes as those districts that do not consolidate.

Locally, school districts will need to deal with changing property values, county assessments, and setting property taxes. Other taxes, including the Personal Income Tax, are becoming more important in the revenue mix. That has always been the case and will not change in the future outside of new legislation. Other challenges are on the horizon. These include the excise tax linked to the Patient Protection and Affordable Care Act, increasing student transportation costs, and the added costs of unfunded mandates.

Block Grants

The state budget last year included a block grant to each school district that would collectively cover past expenditures such as social security payments and retirement contributions. That approach appears politically dead, but the Governor has proposed a new block grant distribution tied to the sale of the Liquor Control Board. As with last year, the future of this proposal seems bleak.

The Changing Student and Environmental Demands upon School Districts

1. Better integrate current facilities with the curriculum and with the entire community

Because district consolidated efforts will place a significant amount of attention upon the district's facilities and their potential use in the future, there is time to plan for and change uses for buildings and equipment that support educational programs as they are expected to evolve.

Just as importantly, schools (consolidated district or not) will continue to play a vital role in their communities, even more so if Community Education Centers are planned.

Challenge: How will the combined school district provide more community-based programs for the public? In return, what is the direct and indirect involvement of community members used in the classroom or to support virtual instruction? A focus upon these questions not only strengthens the educational program, it helps assure that the concept of community schools is not lessened when programs are combined.

Accommodation: Involve community members, business leaders, and technology experts in the preparation of instruction, choice of software, conversion to eBooks, and implementation of hardware.

2. Make every part, focus, and activity of the school more interactive for students (and teachers and parents)

As has always been the case, teachers, parents, colleges, and employers are looking for students with appropriate life skills and work skills. But the change in needed skills is accelerating. In addition, students are looking for instructional approaches that include *their* world of interactive technology. Students will expect wireless classrooms, personal devices, contemporary media of all types, and interactive devices/programs as they are developed and available. Business will expect that graduates begin work experienced in contemporary technologies.

Challenge: New technology can improve educational programs, but it comes at a price—an expensive price in some cases. Further, interactive technology moves the focus of teaching from the class to the individual, requiring more equipment and specialized programs than before.

Accommodation: Technology and learning strategies must be integrated into every aspect of facility review and strategic planning. Specific learning styles, student needs, and academic philosophies must be integrated into the combined district's educational mission and plan.

3. Target individual intelligence traits, learning styles, teaching styles, and speed of learning

Integrating technology, self-teaching, or peer teaching can recognize and address all learning styles.

Challenge: Teachers may be more comfortable with their mode of education and parents with their recollection of schooling when they were in elementary/secondary programs. Often parents and teachers are more comfortable in verbal or mathematical modes of taking in information, while students have grown in an environment of instant access and interaction.

Accommodation: Younger students are increasingly more comfortable in other than traditional teaching approaches, relying more on visual, kinesthetic, intrapersonal, interpersonal, or

environmental learning. Technology and team teaching can bring all modes of learning into the same school. Hence, instruction can be strategically placed into multiple modes and provided to students as most appropriate.

Extreme Accommodation: These solutions are “still way out there” in traditional educational planning; however, research shows that the following improve student learning and generally benefit student welfare:

- Later high school start time
- A school year in which vacation breaks are more evenly distributed throughout the semesters
- Virtual classes
- Extended school day
- Self-paced learning options.

4. Better merge capital budgets with educational budgets

It is no longer possible to separate capital and educational budgets; the two have become one effort, especially in the change from traditional teaching materials to sophisticated media and IT equipment.

Challenge: The greatest challenge, other than cost, is to start the process of learning/equipment/facility integration at the PreK level. This will better prepare all students for their elementary and years. It is often observed that as educational expenses increase, capital expenses decrease; this is the opposite of the future need for budgeting.

Accommodation: The existing districts or combined district will need to consider use of technology as part of a construction program or remodeling program. This is not an option; technology has become an essential component in education, particularly in the classroom. Without access to advanced and evolving technology, the district’s students might not compete in college or in the world of work. The public must understand and fund this important component of education, even though this technology may come with a price tag that gives taxpayers sticker shock. Not only the schools benefit, however; so do communities and businesses, particularly those in school districts that share resources with the community or businesses after school hours. In response, volunteers and businesses can mentor students.

5. Emphasize individual wellness and physical education

A shift from group activities to individualized workout and nutrition opportunities can involve all students. Further, this type of activity builds interest and predisposition to participate in team sports.

Challenge: Increasingly, schools will be expected (if not mandated) to assist the student achieve personal, instructional, *and* wellness goals. This is beginning now with changes to food service, emphasis on life-long wellness, and attention to specific health problems such as obesity. The relationship between mental and physical health is under review and schools/parents will be the recipients of those findings.

Accommodation: Wellness programs require some rethinking of current health and physical education programs. But the biggest change and challenge may be providing the infrastructure (space and equipment) that focuses upon individual health and fitness. It is possible that facilities and equipment will be available to students and residents outside of regular school hours.

6. Think less about borders and concentrate on the Greater Community and Education Needs

Pennsylvania has many borders and many local governments. In a combined school district the leadership will deal with federal mandates, the Pennsylvania Department of Education, Berks County, the boroughs and townships that are part of the district. This is in addition to educational organizations that include the Intermediate Unit, the Community College, the Vocational-Technical School, Middle States Accreditation, PIAA, and a host of regional groups that help plan or use district facilities.

Challenge: The challenge is adopting to recent change where borders have less and less meaning, and to place the future needs of the community and students above “doing things as we have always done them.” This is not easy because it poses psychological and logistical challenges. But people no longer work, seek entertainment, shop, or do business where they live. The many physical borders that exist in local government do not exist in contemporary reality, and eventually this may affect how residents also think of their schools.

Accommodation: Sharing of services and programs (whether or not combining programs takes place) does not need to be restricted to individual school districts. The districts can also partner with the community, with business, and with municipalities to work together to provide additional services, save money, or preserve existing programs when resources begin to decrease.

7. Changing Technology and a Focus Upon Individual Instruction Place Public Schools in a Competitive Environment

For the first time in history, public education is beginning to compete for its students. This was unheard of, and not feasible, for past generations of students/parents. However, the ability of

alternative schools and organizations (even private companies) to provide instruction anywhere, anytime, to any place is changing how public education views itself within the community.

Challenge: Alternative forms of education, including home schooling, and charter schools have expanded rapidly in the past 10 years, though less so in rural areas. Private schools have existed for a much longer period of time, but have not grown in enrollment in recent years. More than 90 percent of all school-aged children in the United States continue to attend public schools. But this could change. The challenge is fine tuning the school program before students, parents and the community-at-large begins to leave the public school because of boredom, lack of interest, or competing instructional sources.

Accommodation: There are four primary accommodations to be considered by school districts. First, and perhaps most importantly, students leave public schools when parents perceive more parental control and less bureaucratic control in an alternative school. This can be addressed through better cooperation with parents and by increasing student options in existing public schools. Second, the Pennsylvania Department of Education financially shields (at least to date) school districts from loss of enrollments to alternative schools. Third, alternatives built upon student interests (whether courses or technological delivery systems to better keep their attention) seldom produce intended student outcomes. The response is to present alternative programs within public schools. Finally, bricks and mortar schools are still the most effective way to offer students all the benefits of schooling, including interaction with teachers and other students, social events, activities, sports, cultural events, etc. The ultimate accommodation, then, is to maintain the existing programs and opportunities while adding those components that compete for public school students (such as virtual programs and technology support).

Potential Election of School Directors in a Combined District

The following is a complete description of the process put in place by the Department of Education to formally request consolidated efforts of school districts. This will include the role of each school district's Board of School Directors (30 PL 224 and 1034 PL), the role of the Secretary of Education and State Board of Education, and the powers and duties of the Basic Education Council (24 PL 26-2604-B). A complete sequence of events constructed by the Civic Research Alliance based upon code and legislation, as well as the requirements published by the Department of Education, follows.

The Role of the Board of Antietam School District and Exeter Township School District: 30 PL 224 (1949) and 1034 PL (1966)

Any two or more school districts or administrative units may combine to create a larger school district. The board of school directors of each school district desiring to form such a

combination shall, by a majority vote, adopt a resolution outlining the areas to be combined and file an application for approval to the Superintendent of Public Instruction.

As stated by the Pennsylvania Department of Education: “The philosophy of local control has a strong tradition in Pennsylvania. Each school district through its locally-developed strategic plan outlines how it will assist students in meeting the state’s academic standards, including requirements for high school graduation. School boards must approve school district policies and educational practices including the school district’s curriculum and policies for grading, promotion, grade retention, student discipline and athletic teams.”

The Role of the Secretary of Education and the State Board of Education: 30 PL 224 (1949) and 1034 PL (1966)

The Superintendent of Public Instruction shall place on the agenda of the State Board of Education each such application for its consideration.

The State Board of Education shall review each application upon its agenda and approve such applications as it deems wise in the best interest of the educational system of the Commonwealth.

The State Board may continue the application on its agenda and may permit any school district or interested party, aggrieved by the petition, to file its objection. Such objection shall set forth the basis for and facts of the aggrieved party.

If an application is not approved it shall be returned to the applying districts for resubmission in accordance with such recommendations as may be attached thereto.

When an application receives approval, the State Board of Education shall direct the Superintendent of Public Instruction to issue a certificate creating the new school district, listing the name, constituting components, classification and effective date of operation.

It should be expected that ongoing dialogue will be useful, leading to a formal presentation in the future (even though it is not “legally” required). It is PDE that will, most likely, take the consolidated district’s proposal to the State Board of Education, where the final determination will be made.

Powers and duties of the Council of Basic Education and the Council of Higher Education: 24 PL 26-2604-B

(b) The Council of Basic Education shall have the power, and its duty shall be to:

(2) Investigate programs, conduct research studies and formulate policy proposals in all educational areas not within the purview of higher education, including, but not limited to:

The creation, merger, consolidation and reorganization of school districts, the establishment of joint schools, area vocational-technical schools and such other administrative organizations as may be provided by law; ...

The School Boards will need to approve combined districts by resolution. No public referendum is necessary. This resolution will include the effect date of the consolidated districts, meaning that the vote to consolidate district can occur months or years before the consolidated outcomes are legally implemented. This allows lead time for planning curriculum, negotiating existing collective bargaining agreements, and a host of other necessary activities. When the consolidated district takes effect:

- Title to all property and the assets of the school districts become claims, obligations and contracts of the new combined district
- Claims, obligations and contracts of the school districts become vested in the new combined school district.
- Employees of the school districts become employees of the new combined district
- The new combined district assumes the rights and obligations of the consolidating districts under the provisions of any collective bargaining agreement that applies to these employees
- The collective bargaining agreement remains in effect until the expiration date of the agreement or until a new collective bargaining agreement between the school district and representatives of these employees is effective, whichever occurs first.

A written agreement between the existing school districts is part of this process. This agreement outlines how the combined district will operate in terms of programs, locations, and grade structure for a specified period of time (three years is recommended to complete the necessary planning and implementation), and that the written agreement is binding on the new joint interim school board.

According to the Public Employee Relations Act: 43 PL 195, Section 702: Public employers shall not be required to bargain over matters of inherent managerial policy, which shall include but shall not be limited to such areas of discretion or policy as the functions and programs of the public employer, standards of services, and its overall budget, utilization of technology, the organizational structure and selection and direction of personnel.

Act 195 makes no reference to consolidated school districts.

It is unclear if the Department of Education or the courts in Pennsylvania consider a consolidated school district legally the same as a “new” district. For instance, as stated in § 3-307 of 24 PS, regarding newly formed districts:

“Where a new school district of the first, second, or third class is formed by the creation of a new city, borough or township, and where a new school district of the third or fourth class is so formed and is approved by the Council of Basic Education, the court of common pleas having jurisdiction shall appoint a board of school directors for such new school district, which shall serve until the first Monday of December next following the first municipal election occurring more than thirty (30) days after the formation of such new school district.”

Part 4: Review of Special Needs Students

This section of the report focuses upon special needs students in each existing district and the projected impact of a combined district upon the special needs program. Note that each of the following tables includes students enrolled in the school district regardless of the location they receive services.

Percent of Students with Special Needs

As seen in the following table, both districts have about the same percent of students enrolled in special education programs—18.4 percent for Antietam and 17.7 percent for Exeter Township. Both districts are slightly higher than the state average of 15.2 percent students.

Antietam School District			Exeter Township School District		
Total Enrollment	Total Special Ed Enrollment	Percent Special Ed Enrollment	Total Enrollment	Total Special Ed Enrollment	Percent Special Ed Enrollment
1,055	194	18.4	4,410	779	17.7

Source: The Pennsylvania Department of Education. Enrollment numbers are for the 2010-2011 school year and are based upon a December 1, 2010 child count.

A detailed accounting of students with special needs, by building and grade, is presented in the table on the next page. The first table details services in Antietam School District, followed by services provided by the Exeter Township School District.

**Detail of Special Needs Services
Antietam School District**

Type	Location	Grade Level	Para	Number students	Number rooms
LS	MPPC	K and 1	2 classroom 1 PCA	10	1
LS	MPEC	2	1 classroom	13	1
LS	MPEC	3 and 4	1 classroom	17	1
LS	MPEC	5	1 classroom	10	1
LS	MPEC	6	1 classroom	15	1
ES	MPEC	2 – 6	1 classroom 1 PCA	10	1
Life Skills	MPEC	2 – 6	1 classroom 1 PCA	10	1
Gifted	District wide	K-12	NONE	42	2 Shares a space at MPPC
LS	AMSHS	7	1 classroom	14	1
LS	AMSHS	8 and 9	1 classroom	15	1
LS	AMSHS	9 and 10	NONE	19	Shares
LS	AMSHS	11 and 12	1 classroom	12	1
LS	AMSHS	8 – 12 itinerant	NONE	14	1
ES	AMSHS	7 – 12	NONE	14	Shares
Life Skills	AMSHS	7 – age 21	1 classroom	12	1
Speech and Language Therapist	District wide	K – 12	NONE	25 Seems low	1 Shares at MPPC and AMSHS
OT	District wide	K-12	NONE	28	Shares at all three buildings
PT	District wide	K-12	NONE	1	Shares at all three buildings

**Detail of Special Needs Services
Exeter Township School District**

Type	Location	Number of Positions
Autistic Support	Jacksonwald	6
	Reiffton	4
	Jr. High	1
	Total	11
Emotional Support	Jr. High	3
	Sr. High	4
	Total	7
Gifted Support	Jacksonwald	1
	Lorane	1
	Owatin Creek	1
	Reiffton	1
	Jr. High	1
	Sr. High	1
	Total	6
Learning Support/Science-Math	Sr. High	2
	Total	2
Learning Support/Social Studies-English	Sr. High	1
	Total	1
Learning Support	Jacksonwald	8
	Jr. High	16
	Lorane	6
	Owatin Creek	8
	Reiffton	12
	Sr. High	13
	Total	63
Life Skills Support	Jr. High	2
	Owatin Creek	6
	Reiffton	4
	Sr. High	4
	Total	16
Multi Disabled Support	Jr. High	3
	Owatin Creek	3
	Total	6
Speech Support	Jacksonwald	1
	Jr. High	1
	Lorane	1
	Owatin Creek	2
	Reiffton	1
	Sr. High	1
	Total	7
Transition Services	Sr. High	4
	Total	4

**Detail of District-Wide and Contracted Special Needs Staff
Exeter Township School District**

Type	Position	Total
District	Assist. Supervisor	1
	Itinerant-Consult Teacher	1
	Psychol. Intern.	1
	Psychologist	4
	Secretary	2
	Secretary ACCESS	1
	Supervisor	1
	Total	11
Contracted Services	COTA/L Therapist	2
	Hearing Consultant	2
	Nurse	2
	Occupat. Therapist	1
	Physical Therapist	2
	Psy. & Soc.Wk.	1
	Speech Therapist	6
	Speech Therapist Sr. High	1
	Vision Consultant	1
	Total	18
Grand Total		29

The following table lists outside placements of special education students for each existing school district.

**Outside Placements of Special Education Students
Combined Antietam and Exeter Township School Districts**

Placement	Number of Students	Disability	Grade level
New Story Autism	1	Autism	High School
NHS Autism	2	Autism	Kindergarten 4 th grade
Kidspace Residential	1	ED	High School
Kidspace Acute Partial School Based Program	3	ED	First Grade 1 High School 2
John Paul II	1 – Full Time 1 – Related Services only	MD Life Skills/ID	High School
Children's Home of Reading Day Academy	3	ED	Elementary 1 High School 2
Manito	2	ED	High School
Alsace	1	ED	High School
IU 19	1	ID	Age 20
Hillside school	1 parent placement	LS	Elementary
St. Catherine's	2	Speech and Language	Elementary

Source: The Pennsylvania Department of Education. Enrollment numbers are for the 2010-2011 school year and are based upon a December 1, 2010 child count.

A detailed accounting of students with special needs, by building, follows in the table on the next page.

**Detail of Special Needs Staff
Antietam School District**

Type	Location	Grade Level	Para	Number students	Number rooms
LS	MPPC	K and 1	2 classroom 1 PCA	10	1
LS	MPEC	2	1 classroom	13	1
LS	MPEC	3 and 4	1 classroom	17	1
LS	MPEC	5	1 classroom	10	1
LS	MPEC	6	1 classroom	15	1
ES	MPEC	2 – 6	1 classroom 1 PCA	10	1
Life Skills	MPEC	2 – 6	1 classroom 1 PCA	10	1
Gifted	District wide	K-12	NONE	42	2 Shares a space at MPPC
LS	AMSHS	7	1 classroom	14	1
LS	AMSHS	8 and 9	1 classroom	15	1
LS	AMSHS	9 and 10	NONE	19	Shares
LS	AMSHS	11 and 12	1 classroom	12	1
LS	AMSHS	8 – 12 itinerant	NONE	14	1
ES	AMSHS	7 – 12	NONE	14	Shares
Life Skills	AMSHS	7 – age 21	1 classroom	12	1
Speech and Language Therapist	District wide	K – 12	NONE	25 Seems low	1 Shares at MPPC and AMSHS
OT	District wide	K-12	NONE	28	Shares at all three buildings
PT	District wide	K-12	NONE	1	Shares at all three buildings

**Detail of Special Needs Staff
Exeter Township School District**

Type	Location	Number of Positions
Autistic Support	Jacksonwald	6
	Reiffton	4
	Jr. High	1
	Total	11
Emotional Support	Jr. High	3
	Sr. High	4
	Total	7
Gifted Support	Jacksonwald	1
	Lorane	1
	Owatin Creek	1
	Reiffton	1
	Jr. High	1
	Sr. High	1
	Total	6
Learning Sup/Sci-Math	Sr. High	2
	Total	2
Learning Sup/Soc-Eng.	Sr. High	1
	Total	1
Learning Support	Jacksonwald	8
	Jr. High	16
	Lorane	6
	Owatin Creek	8
	Reiffton	12
	Sr. High	13
	Total	63
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St. Catherine’s	2	Speech and Language	Elementary

Number of Students Requiring Special School Attendance for Physical Challenges

The following table lists enrollment by disability, including those students with physical challenges. For the most part, both school districts have special education enrollments that are consistent with the state average (presented in the last column). The two primary differences are no autism enrollments in Antietam and a lower than expected number of speech/language impairment enrollment for Antietam.

**Enrollment by Disability
Antietam and Exeter School Districts**

	Antietam School District		Exeter School District		State
Enrollment by Disability	Number	Percent of Total Special Education	Number	Percent of Total Special Education	Percent
Autism	0	--	64	8.2	7.0
Mental Retardation	19	9.8	24	3.1	7.6
Health Impairment	30	15.5	108	13.9	9.0
Learning Disability	93	47.9	382	49.0	48.3
Speech/Language Impairment	18	9.3	128	16.4	16.2

Source: The Pennsylvania Department of Education. Enrollment numbers are for the 2010-2011 school year and are based upon a December 1, 2010 child count.

In summary, neither school district varies from the state average for number of special students or number of special needs students by type of disability. In the case of a combined district, neither existing school district brings a higher incidence or resource need for special education.

Number of Students Requiring Special School Attendance for Disciplinary Issues

Though the number of students requiring programs for disciplinary issues can vary greatly from month to month, as of December 1, 2010 there were 20 students in Antietam School District and 47 students in Exeter Township School District in programs of discipline or emotional disturbance.

Analysis of Special Education Programs by Existing District

The Supervisor of Special Education at the Antietam School District and the Director of Special Education at the Exeter Township School District were interviewed by telephone on December 18, 2013 regarding the perceived benefits and costs that would occur should the districts agree to share resources.

The interview protocol was designed around the following general topics:

- Services currently offered to students
- Number of students served by type of program
- Equipment and facility needs (by building)
- Students served by outside agencies (IU, etc.)
- Current staffing to support special education students
- Specific needs that should be maintained or expanded
- Ideas for sharing services with the other school district.

These topics were shared prior to the interview to allow information gathering on the part of those interviewed.

Specific Learning Disabilities is historically the most frequently occurring disability category, and both school districts offer Learning Support classes that are at or near the maximum limits on a teacher's caseload as set by Chapter 14 of the School Code. Combining learning disability populations could shift where students attend, but it would not change the number of teachers required to serve this population of students. Classroom aides supporting these students are currently part-time employees. In addition to classroom aides, a number of students require a one-on-one aide, and these are provided on an as needed basis as required by IEPs.

Life Skills Support is the next most frequent service offered for students. Here again, caseloads are at or near the maximum limits set by Chapter 14. More one-on-one aides are required for this population.

Exeter Township serves a larger population of students with autism, which is a low-incidence disability. Antietam has one elementary student in this category who is served outside the district, and depending on the severity of the disability, that student may be brought back if shared services occur.

Supportive services such as speech therapy, occupational therapy and physical therapy are all contracted services. Neither school district has a sufficient number of special education students to provide these services using district employees; this fact would not change if services become shared.

Both districts list gifted within the services provided under special education. However, that is no longer included in federal law. Both districts provide services on an itinerant basis.

Equipment and Facility Needs (by Building)

Both school districts report space pressures, especially when providing supportive services to students. Service providers are required to share space with one another and this sometimes leads to scheduling difficulties. While no services are provided in the proverbial closet, not all spaces are maximally conducive to learning.

With caseloads at or near the maximums, if special education populations grow, so will the need to expand space to serve students with disabilities. At the Reiffton School (grades 5-6) in Exeter, there is a struggle for classroom space. There is an adaptive gym and therapy room that the district has never been able to use for its intended purpose because of space needs. Speech therapy, occupational therapy and physical therapy are provided in restrictive spaces.

Students Served by Outside Agencies

Both school districts have turned to outside agencies to serve students who cannot be served within their program offerings. These agencies are contracted because of low incidence (hearing, occupational therapy, physical therapy) the availability (or lack of) qualified personnel for hire, and needs of specific students based on the manifestations of their disabilities (e.g., autism, emotional disturbance, multiple disabilities). Both districts contract with outside agencies on a minimal basis. One outside placement was reported due to a parental request.

Specific Needs that Should be Maintained or Expanded

Antietam believes that the co-teaching model at the elementary level should be maintained to best serve students with disabilities, expanding it to the middle school and high school levels. The Response to Instruction and Intervention (RtII) program is also recommended to be maintained in a shared services model.

Exeter Township indicated that school districts in Berks County work together in special situations as required to meet the needs of students.

Ideas for Sharing Services Among the Existing School Districts

Currently, speech therapy services are contracted with outside agencies. It was suggested that with a shared services model, these services might be better coordinated.

Both school districts use a child accounting system called Skyward that handles grading, attendance, IEPs, as well as demographic and health data. Exeter Township School District is easily able to provide technical support to teachers while Antietam struggles to do that because of limited staff time available. Sharing services would allow technical support to more easily and more quickly reach Antietam professionals.

The social worker at Exeter Township retired and was not replaced, creating an additional burden on the teaching, guidance, and special education support staff. This burden is especially great when there are needs for crisis intervention. It is anticipated that a social worker can be brought on board in a shared services model to meet the mental health and socio-emotional needs of students. In the meantime, there is access to a social worker through the Intermediate Unit.

Transportation for students with disabilities could be coordinated and savings realized, depending on building utilization and program offerings in a combined services model. Some existing vans could be replaced by a larger capacity vehicles.

The existing districts have worked together in the past to ensure appropriate placement and service delivery to students when one district had a need and the other had the placement opportunity.

Both districts are providing basic services to their special education populations. Staff utilization is maximized to the greatest extent possible, given the different grade level structures in their buildings. Space appears to be a concern, especially when related services are considered. Shared confined space is the rule, not the exception.

If a decision to share services goes forward rather than a physical consolidated effort, questions will arise about responsibility for student data and record maintenance.

At one time, these districts shared one person as a supervisor of special education. This model failed because two separate programs of services continued, each with a separate set of expectations of the supervisor. There were two superintendents, two school boards and the like, and two disjointed sets of program offerings. If sharing services means a continuation of that model and leaving everything else the same, it will fail again. To be effective, comprehensive planning for the integration of programs and students would be required as part of a larger consolidated effort. This effort would include the following (for reference, the following caseload definitions have been taken directly from Chapter 14, § 14.105 - Personnel):

(c) Caseload.

(1) The following words and terms, when used in this subsection, have the following meanings, unless the context clearly indicates otherwise:

(i) Full-time. Special education supports and services provided by special education personnel for 80 percent or more of the school day.

(ii) Itinerant. Special education supports and services provided by special education personnel for 20 percent or less of the school day.

(iii) Supplemental. Special education supports and services provided by special education personnel for more than 20 percent but less than 80 percent of the school day.

(2) The following chart represents the maximum number of students allowed on a teacher's caseload:

	Itinerant (20% or Less)	Supplemental (Less Than 80% but More Than 20%)	Full-Time (80% or More)
Learning Support	50	20	12
Life Skills Support	20	20	12 (K-6) / 15 (7-12)
Emotional Support	50	20	12
Deaf And Hearing Impaired Support	50	15	8
Blind And Visually Impaired Support	50	15	12
Speech And Language Support	65		8
Physical Support	50	15	12
Autistic Support	12	8	8
Multiple Disabilities Support	12	8	8

Part 5: Existing School District Facilities and Grade Configurations

Inventory of Buildings by Existing School Districts

The current use of school buildings in the existing districts is summarized in the following table. On the macro level Antietam has three buildings and Exeter Township has seven, for a total of ten buildings in a combined district. This sum includes six elementary schools, an intermediate school, a junior high school, a middle senior high school, high school, and an administration building (though some special education students are housed in this building).

Class Configurations by Building Antietam School District and Exeter Township School District

Antietam School District	Exeter Township School District
Antietam Middle-Senior High School (Grades: 7 – 12)	Exeter Township Senior High School (Grades: 9 – 12)
Mt. Penn Elementary Center (Grades: 2 – 6)	Exeter Township Junior High School (Grades: 7 – 8)
Mt. Penn Primary Center (Grades: K – 1)	Reiffton Intermediate School (Grades: 5 – 6)
Administration Building located in Middle Senior High School	Jacksonwald Elementary School (Grades: K – 4)
	Lorane Elementary School (Grades: K – 4)
	Owatin Creek Elementary School (Grades: K – 4)
	Lausch Elementary School (Administration Building)

The table that follows shows the current enrollments, by grade, for each of the buildings in the existing districts. This change in format will allow the reader to more easily compare the existing student configurations by building with the new options that are then presented in that same format.


The left hand side of this table reports existing enrollments by grade. Enrollments are shown for each existing school district and for a combined school district. The right hand portion of the table shows enrollments and enrollment capacity for each school building. Again, number of students by each grade is shown.

Capacity here means the number of students that can be adequately housed in a school building. These numbers are based upon standards used in school building architecture and have been approved by each school district. Notice that capacity numbers have been rounded to the next set of 25 students.

Using engineering standards only, one school has an actual enrollment close to its capacity—Reiffton Intermediate School. This school houses students in grades 5 and 6 for Exeter Township. However, additional information from Exeter Township School District shows that the current enrollment is within the capacity of the building. The following page shows the current enrollments by building for the existing districts.

Existing Configuration

		Total Capacity	Total Capacity
		1725	5125
		6850	
ENROLLMENT		Antietam	Exeter
	TOTAL		
	K	81	243
	1	102	282
	2	89	304
	3	91	315
	4	67	310
	5	75	332
	6	86	298
	7	111	355
	8	86	343
	9	85	347
	10	104	353
	11	76	350
	12	72	333
		1125	4165
			5290
	K-1	183	525
	K-4	430	1454
	5-6	161	630
	6-9	283	996
	7-8	197	698
	9-12	337	1383
			1720

 Indicates that planned capacity or enrollment exceeds building capacity.

EXISTING	Mt Penn PC	Mt Penn ES	Ant. MS/HS	Lausch	Lorane ES	Jackson. ES	Owatin Cr. ES	Reiffton	E.T. Jr. HS	E.T. Sr. HS
	Grades K-1	Grades 2-6	Grades 7-12	Grades DAO	Grades K-4	Grades K-4	Grades K-4	Grades 5-6	Grades 7-8	Grades 9-12
	Capacity 225	Capacity 600	Capacity 900	Capacity 375	Capacity 500	Capacity 675	Capacity 700	Capacity 625	Capacity 700	Capacity 1550
EXISTING										
ENROLLMENT	81				80	62	101			0
	102				87	66	129			0
		89			97	86	121			0
		91			99	92	124			0
		67			91	83	136			0
		75						332		0
		86						298		0
			111						355	0
			86						343	0
			85							347 0
			104							353 0
			76							350 0
			72							333 0
	183	408	534	0	454	389	611	630	698	1383 0
PROPOSED										
PROPOSED	Grades K-1	Grades 2-6	Grades 7-12	Grades DAO	Grades K-4	Grades K-4	Grades K-4	Grades 5-6	Grades 7-8	Grades 9-12
	Capacity 42	Capacity 192	Capacity 366	Capacity 375	Capacity 46	Capacity 286	Capacity 89	Capacity -5	Capacity 2	Capacity 167

NOTES:

a. Exeter enrollments based on August 29, 2012 data, as of September 28, 2012

Specific Conditions According to the Facilities Condition Index

The review of existing buildings began with a walkthrough of each school with special attention to facility characteristics that are important to this study. A Facility Condition Index (FCI) was determined for each building.

The following table presents total square feet and the FCI for each building. FCI scores provide the ratings for individual facilities:

- FCI rating of 70 to 100 indicates a facility in good condition
- FCI rating of 60 to 69 indicates a facility in fair condition
- FCI rating of 0 to 59 indicates a facility in poor condition.

In summary, the higher the score the better the rating—meaning a school building is in need of more maintenance and is closer to renovation/replacement when a lower score is present. Existing buildings, as seen in the next table, vary considerably.

	Exeter Senior High		Exeter Junior High		Lorane Elementary		Jacksonwald Elementary		Owatin Creek Elementary	
	FCI	72.1	FCI	60	FCI	39.2	FCI	45.8	FCI	93.3
# Component or System	Yrs Remain	Costs	Yrs Remain	Costs	Yrs Remain	Costs	Yrs Remain	Costs	Yrs Remain	Costs
1 Interior (Communications/Technology)	13	\$4,384,198	5	\$2,185,540	-1	\$1,120,910	13	\$625,436	18	\$1,484,770
2 Electrical (Lighting, Distribution, Fire alarms)	20	\$6,263,140	22	\$3,122,200	15	\$1,601,300	18	\$893,480	18	\$1,060,550
3 Exterior Closure (Walls, Windows, Doors but excluding roofs)	23	\$5,010,512	15	\$2,497,760	9	\$1,281,040	8	\$714,784	23	\$2,121,100
4 Interior (Floors, Walls Ceiling, Specialties, Accessibility)	18	\$13,778,908	10	\$6,868,840	4	\$3,522,860	3	\$1,965,656	23	\$4,666,420
5 HVAC	18	\$13,152,594	15	\$6,556,620	20	\$3,362,730	8	\$1,876,308	28	\$1,696,880
6 Exterior Closure (Roofing)	13	\$3,131,570	17	\$1,561,100	-1	\$800,650	14	\$446,740	28	\$4,454,310
7 Plumbing	28	\$5,010,512	25	\$2,497,760	19	\$1,281,040	18	\$714,784	38	\$1,696,880
8 Foundation and Superstructure	40	\$11,899,966	35	\$5,932,180	29	\$3,042,470	28	\$1,697,612	48	\$4,030,090
Total		\$62,631,400	Total	\$31,222,000	Total	\$16,013,000	Total	\$8,934,800	Total	\$21,211,000

	Reiffton Intermediate		Lausch		Antietam Middle High		Mt. Penn Elementary		Mt. Penn Primary Center	
	FCI	73.3	FCI	2.1	FCI	32.1	FCI	42.9	FCI	64.2
# Component or System	Yrs Remain	Costs	Yrs Remain	Costs	Yrs Remain	Costs	Yrs Remain	Costs	Yrs Remain	Costs
1 Interior (Communications/Technology)	12	\$1,502,116	-19	\$994,000	-3	\$1,588,300	-3	\$1,484,770	12	\$1,432,830
2 Electrical (Lighting, Distribution, Fire alarms)	17	\$2,145,880	-10	\$1,420,000	2	\$2,269,000	23	\$2,121,100	12	\$1,023,450
3 Exterior Closure (Walls, Windows, Doors but excluding roofs)	22	\$1,716,704	-1	\$1,136,000	7	\$1,815,200	7	\$1,696,880	17	\$2,046,900
4 Interior (Floors, Walls Ceiling, Specialties, Accessibility)	17	\$4,720,936	0	\$3,124,000	2	\$4,991,800	15	\$4,666,420	17	\$4,503,180
5 HVAC	22	\$4,506,348	1	\$1,136,000	10	\$4,764,900	7	\$4,454,310	20	\$3,889,110
6 Exterior Closure (Roofing)	12	\$1,072,940	5	\$2,982,000	12	\$1,134,500	10	\$1,060,550	22	\$1,637,520
7 Plumbing	32	\$1,716,704	11	\$2,698,000	20	\$1,815,200	17	\$1,696,880	22	\$4,298,490
8 Foundation and Superstructure	42	\$4,077,172	18	\$710,000	27	\$4,311,100	27	\$4,030,090	32	\$1,637,520
Total		\$21,458,800	Total	\$14,200,000	Total	\$22,690,000	Total	\$21,211,000	Total	\$20,469,000

As seen in the previous table, the Facility Condition Index is based upon eight building components:

- Interior (Communications/Technology)
- Electrical (Lighting, Distribution, Fire Alarms)
- Exterior Closure (Walls, Windows, Doors but excluding Roofs)
- Interior (Floors, Walls, Ceiling, Specialties, Accessibility)
- HVAC
- Exterior Closure (Roofing)
- Plumbing
- Foundation and Superstructure.

A score is assigned to each of these eight components based upon their age and other engineering considerations. The final index is a summary of these eight separate considerations. Knowing the index allows costing out the expected needs of the districts over time.

Projected Cumulative Facility Costs

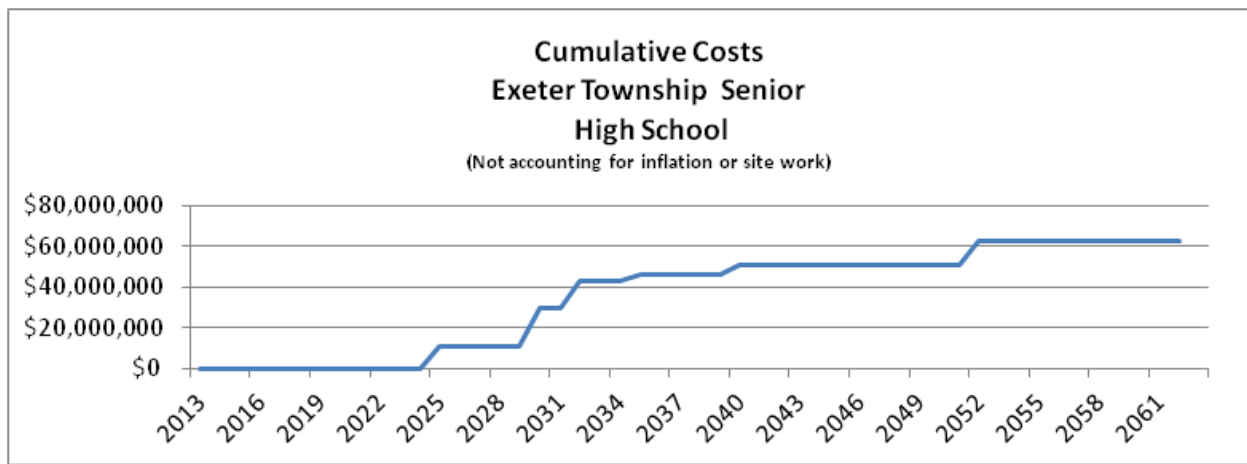
One gains more perspective by considering not just the replacement costs and Facility Condition Index, but the time frame over which costs are likely to occur. The following charts were constructed using typical life expectancy time frames for various major building components. A chart is presented for each existing facility. A summary was created by graphic presentation of the cumulative costs that is associated with maintaining each facility. The cost should be viewed as the incurrence of a "liability" as opposed to a schedule of expenditures. Following each graph is a short comment on our observations.

This assessment also considered the student capacity of each building and compared that capacity with the current enrollment and size of each building. (Projected student enrollment would be considered should the districts wish to pursue further study subsequent to this initial feasibility study.) This analysis reviews the number of rooms that are, or could be, considered home rooms and excludes dedicated specialty rooms. Again, these spaces are best considered after an analysis of the educational programs to be housed in each building. To gain some understanding of the sizes of the existing facilities, each was compared to the sizes of new school buildings constructed in Pennsylvania over the last decade. The study team first compared the districts' to the lowest square feet per pupil, the average square feet, and the highest square feet. The following analyses use the highest number as most appropriate for the purposes of this study.

Cumulative costs projected for the next 30 years are presented in the following graphics. Before each graphic are comments specific to that building.

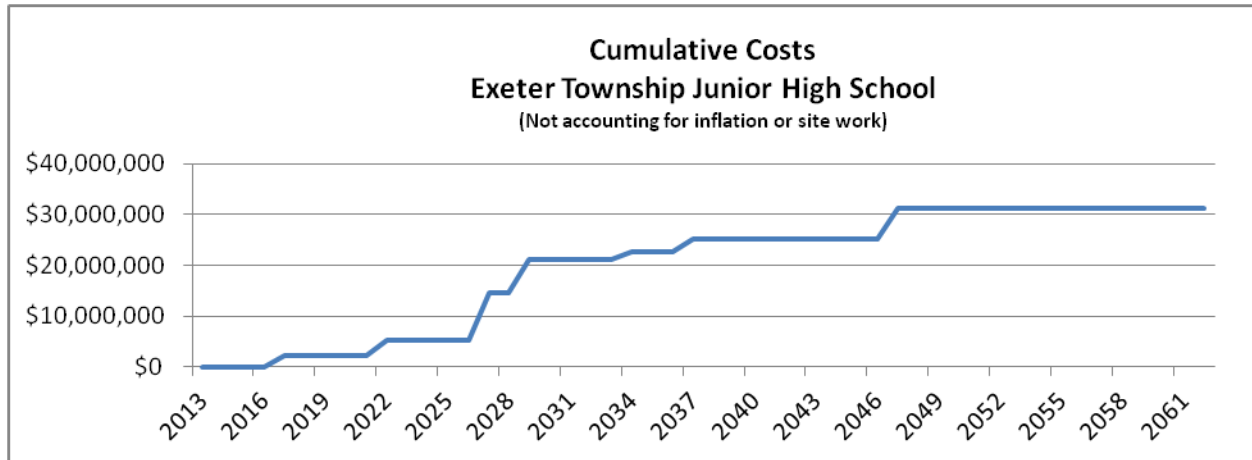
Specific comments for Exeter Township High School include:

- The high school has been constructed/ renovated in multiple phases. This results in staggered lifecycles, varying degrees of operational efficiency and increased maintenance and systemic costs for building components.
- The existing building and site are fully utilized. Any future expansions of academic or site programming will require reconfiguring/replacing existing components.
- Opportunity to share site amenities with adjacent schools.
- Solid core facilities and recent renovations allow for minimal capital expenditures in the next 15 years (See graph that follows).



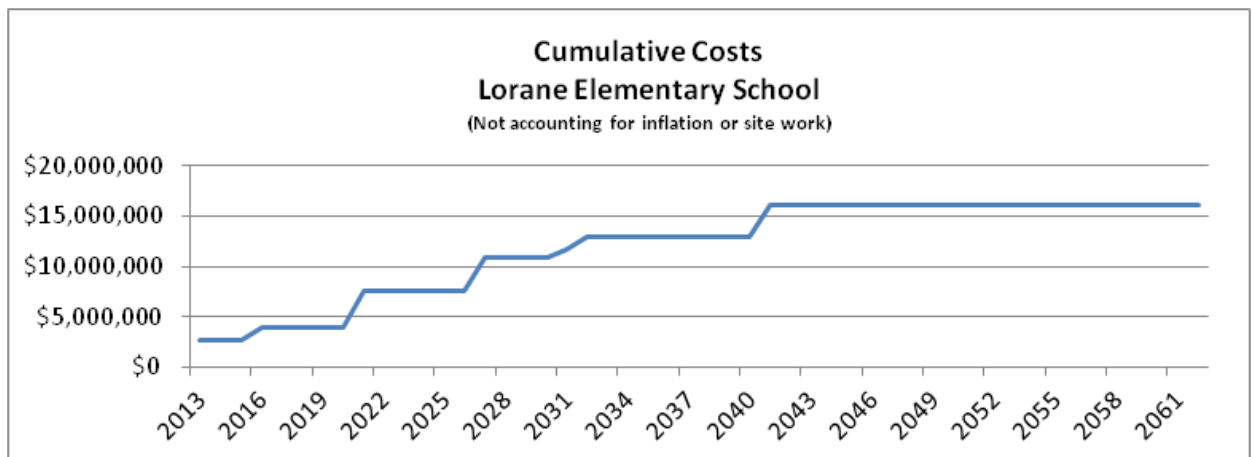
Specific comments for Exeter Township Junior High School include:

- Aging building components and a sloping site limit the ability for cost effective additions to the building and/or site
- Shared site programming with the high school and Reiffon Intermediate School provide opportunities to leverage investments
- Accessibility issues for the original design have been addressed by an elevator
- Significant system upgrades should be planned for the next 10 to 15 years with comprehensive upgrades planned for the next 15 to 25 years.



Specific comments for Exeter Township Lorane Elementary School include:

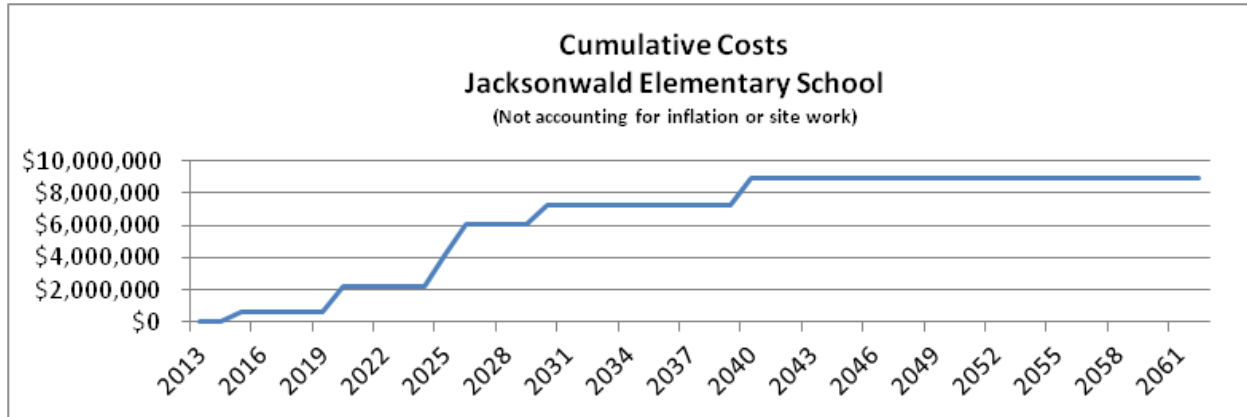
- Remote from other District facilities
- Very energy inefficient per square foot
- On-going replacement (as required) of valves
- Opportunity for building expansion. Second story expansion possibility.
- Core spaces can be expanded in place.
- Significant system upgrades should be planned for the next 5 – 10 years with comprehensive upgrades planned for the next 10 to 15 years.



Specific comments for Exeter Township Jacksonwald Elementary School include:

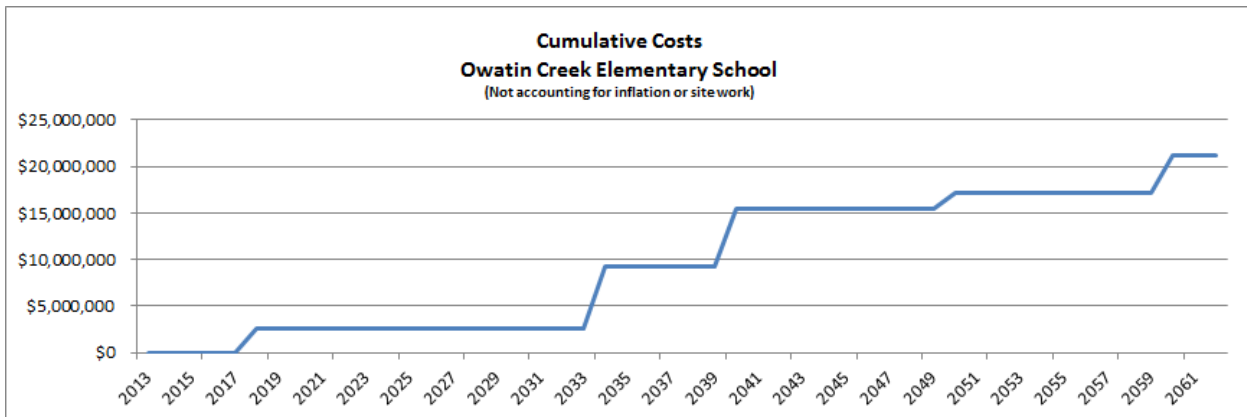
- Aging window system should be replaced to increase energy performance.
- Very energy inefficient per square foot
- Oldest building in the District
- Land locked property with limited parking
- Smallest campus in the District

- Any significant expansion would require relocation and/or elimination of site programming
- Select system upgrades should be planned for the next 10 to 15 years with comprehensive upgrades planned for the next 15 to 20 years.



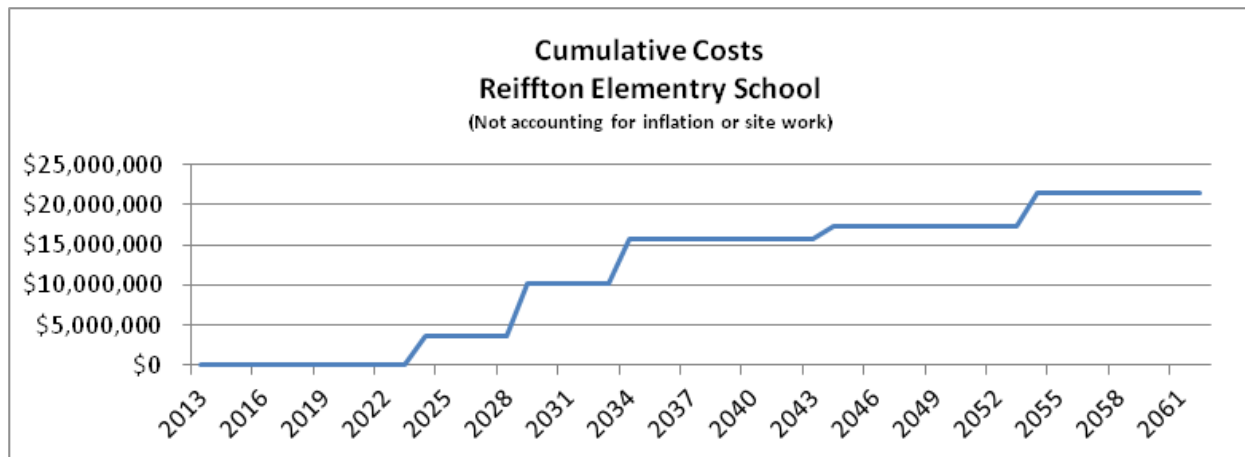
Specific comments for Exeter Township Owatin Creek Elementary School include:

- Newest building in the District
- Sloping topography
- Site acreage can accommodate another facility
- Building systems and components should only require routine maintenance for the next 5 to 20 years.



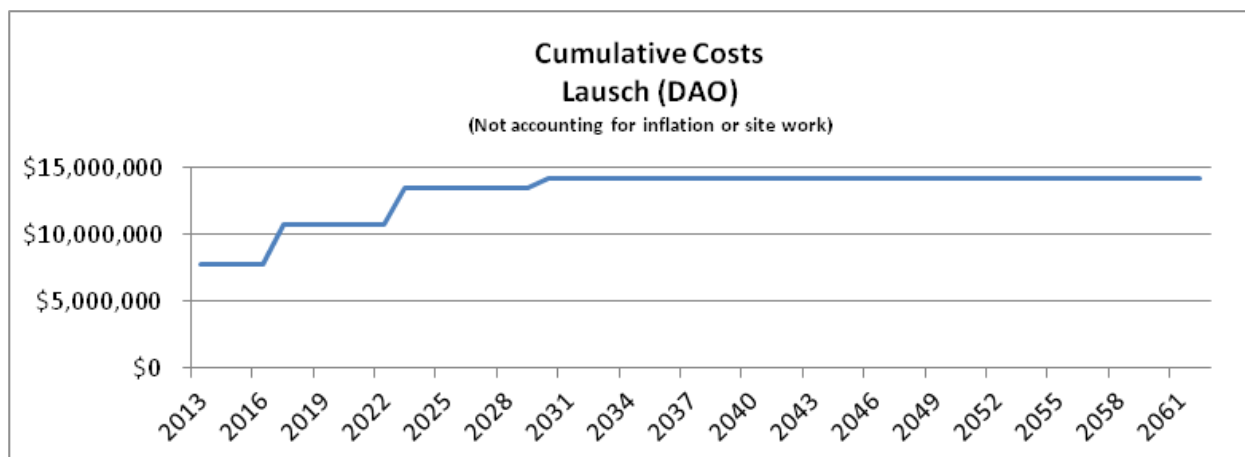
Specific comments for Exeter Township Reiffon Intermediate School include:

- Older geothermal system presents some maintenance issues
- Opportunity to share site amenities with adjacent schools
- Good on-site traffic circulation/isolation
- No significant renovation or replacement costs anticipated for the next 10 to 15 years.



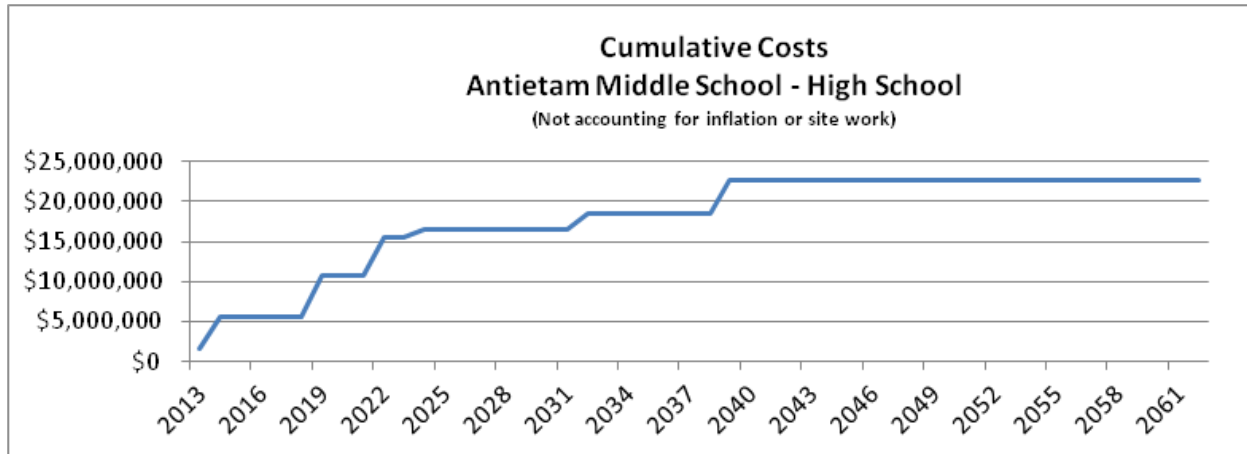
Specific comments for Exeter Township Lausch District Office include:

- Excessive area per occupant leads to inefficient energy utilization
- Opportunity to house excess capacity at grade school levels
- Site size could accommodate larger or replacement facility
- Any long term considerations will require significant renovations.



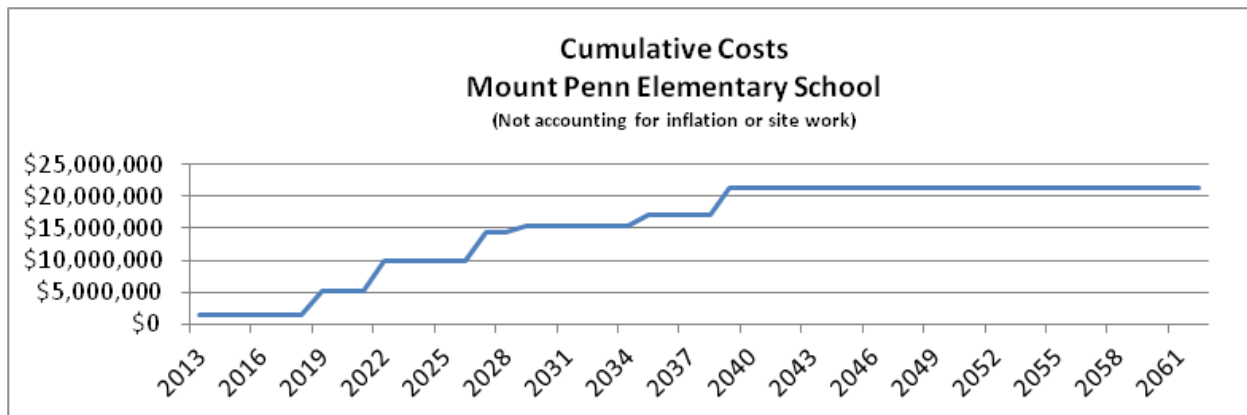
Specific comments for Antietam Middle School/High School include:

- Marginal site size for MS/HS function
- Land locked
- Some sports programs practice at off-site locations
- Significant system and component upgrades should be planned
- Limited site access with shared bus and car traffic.



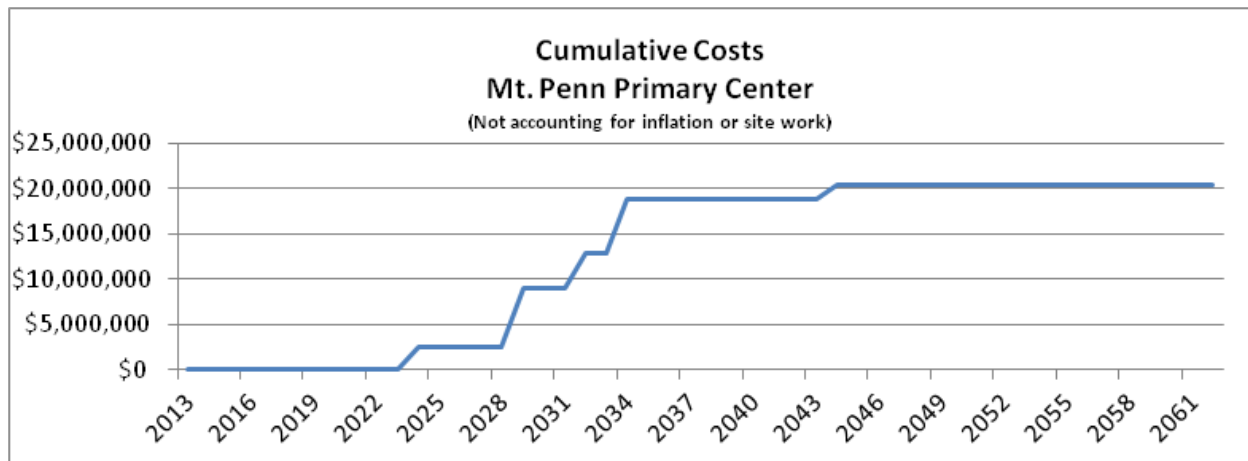
Specific comments for Antietam Mount Penn Elementary School include:

- Limited site programming due to property size and sloping site
- Land locked
- Bus circulation and drop-off on public streets
- Limited on-site parking
- Accessibility issues in building – chairlifts used to access core spaces.



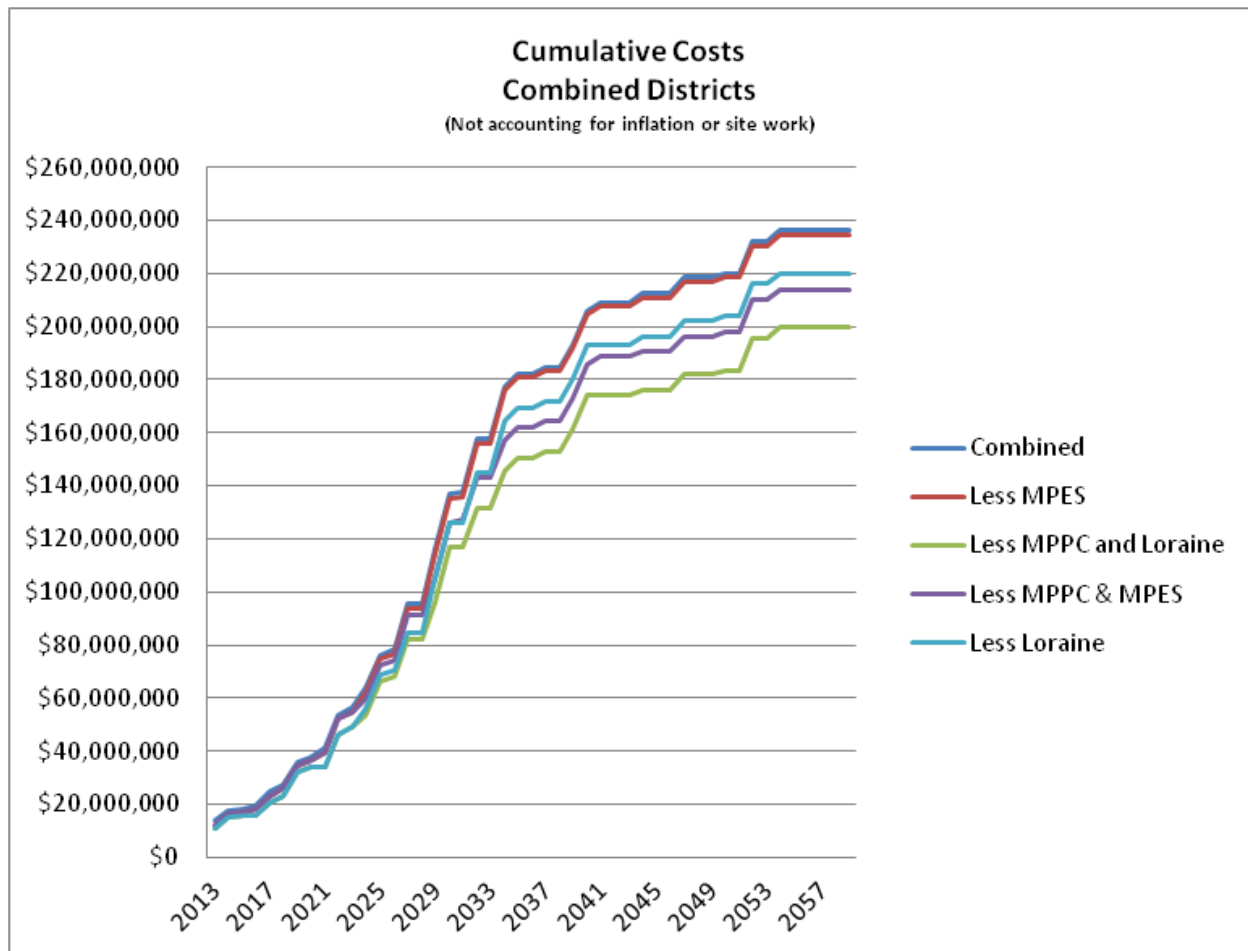
Specific comments for Antietam Mount Penn Primary Center include:

- Limited site programming due to property size and sloping site
- Land locked
- Bus circulation and drop-off on public streets
- Limited on-site parking
- Core facilities (kitchen, gym, and library) designed for Pre-K through grade 2
- Extensive amount of space is prepped to be finished.



Cumulative Costs for a Combined District

The following graphic is important for two reasons: (1) it shows that the future costs of maintaining buildings is similar for the existing school districts, and (2) there is little expected savings regarding existing buildings in a combined district.



Part 6: Financial Condition of the Existing School Districts

Federal, State, and Local Revenues

This discussion begins with the property tax, usually the largest or one of the largest sources of school district revenue. There are two differences for these existing districts: the assessment (total value of all property within district boundaries) and millage (the tax effort determined by the respective School Boards). Both districts are within Berks County; for the most part the revenue base for both is similar, but there are differences that will be discussed later in this section.

A significant challenge is introduced when there is a difference in millage rates. The viable option scenario for the combined District would apply the lower tax rate to all residents; hence, taxpayers in all four municipalities within the combined district would pay the same number of mills. First, we will compute this loss of revenue for the new district.

There are basically three methods of overcoming this loss: (1) counterbalance lower revenues with lower expenses accomplished through the shared services or combined programs, (2) draw down on reserves from the existing school districts, or (3) obtain additional state funding to help finance the umbrella combined effort.

Revenue projections for each existing district, following PDE reporting criteria, are shown in the following table.

Please note: The following indicates that both districts operated a deficit budget for 2012-13. This information is incorrect and is being revised

Antietam School District

	<u>Actual</u> <u>2006-2007</u>	<u>Actual</u> <u>2007-2008</u>	<u>Actual</u> <u>2008-2009</u>	<u>Actual</u> <u>2009-2010</u>	<u>Actual</u> <u>2010-2011</u>	<u>Budget</u> <u>2012 - 2013</u>	<u>Projected</u> <u>2013-2014</u>	<u>Projected</u> <u>2014-2015</u>
Revenues	12,871,733	13,649,352	14,444,410	21,092,990	14,746,266	14,871,996	14,883,906	14,895,986
Expenditures	12,832,904	13,216,596	13,386,391	20,245,499	14,166,027	15,268,143	16,150,158	17,180,685
Surplus/(Deficit)	38,830	432,756	1,058,019	847,490	580,239	-396,147	-1,266,252	-2,284,699
Assessed Value							258,234,900	258,234,900
Total Additional Mills Needed							4.9035	8.8474
Additional Mills Needed								3.9439

Exeter Township School District

	<u>Actual</u> <u>2006-2007</u>	<u>Actual</u> <u>2007-2008</u>	<u>Actual</u> <u>2008-2009</u>	<u>Actual</u> <u>2009-2010</u>	<u>Actual</u> <u>2010-2011</u>	<u>Budget</u> <u>2012 - 2013</u>	<u>Projected</u> <u>2013-2014</u>	<u>Projected</u> <u>2014-2015</u>
Revenues	60,730,364	55,440,431	59,251,201	71,250,844	63,723,877	62,419,859	62,473,907	62,528,737
Expenditures	60,987,085	54,868,894	58,209,384	67,930,473	62,078,105	63,052,195	66,392,210	70,783,708
Surplus/(Deficit)	-256,720	571,536	1,041,817	3,320,371	1,645,772	-632,336	-3,918,303	-8,254,971
Assessed Value							1,401,439,300	1,401,439,300
Total Additional Mills Needed							2.7959	5.8904
Additional Mills Needed								3.0944

**Revenue Summary for Existing Districts and the Combined District
2010-2011**

	Antietam 2010-11 FY	Exeter 2010-11 FY	Adjustments Estimated	Combined Estimated
Property Assessment	258,914,500	1,401,439,300		1,660,353,800
Millage	32.3500	29.6240		29.6240
Theoretical	8,375,884	41,516,238		49,186,321
Collection Rate (Current & Delinquents)	93.7%	94.9%		94.7%
Revenue Categories				
Current Real Estate Taxes ¹	7,451,829	38,112,192	-627,934	44,936,087
Interim Real Estate Taxes	7,427	109,795	0	117,222
Public Utility Realty Tax	12,428	58,579	0	71,007
Per Capita, Section 679	19,997	74,907	0	94,904
Current Act 511 Per Capita Taxes	19,997	74,944	0	94,941
Current Act 511 Local Services Taxes ²	0	78,737	3,450	82,187
Current Act 511 Earned Income Taxes	741,830	3,371,056	0	4,112,886
Current Act 511 Real Estate Transfer Taxes	59,868	579,389	0	639,257
Current Act 511 Mercantile Taxes ³	0	455,478	0	455,478
Delinquent Taxes ¹	399,350	1,294,703	-33,652	1,660,401
Other Local Revenue	374,400	1,431,554	0	1,805,954
Total Local Revenue	9,087,125	45,641,334	-658,136	54,070,324
State Subsidy	2,748,291	7,073,431	0	9,821,722
Other State Revenue	2,026,488	8,955,091	0	10,981,579
Total State Revenue	4,774,779	16,028,522	0	20,803,301
Total Federal Revenue	879,710	2,054,020	0	2,933,730
Total Other Revenue	4,651	0	0	4,651
Total All Revenue	14,746,265	63,723,877	-658,136	77,812,006

- 1 Based on lower millage rate of Exeter SD. No adjustment in real estate revenue made for expansion of homestead exemption to Antietam properties.
- 2 School District increase from share of Lower Alsace and Mount Penn LST. Lower Alsace Township and Mt. Penn Borough revenues will be reduced by this amount.
- 3 Assumed levy remains constant for revenue, the rate of taxation to be reduced to remain revenue neutral. Mercantile Tax will be a new levy in Lower Alsace Township, a decrease in revenue for Mt. Penn Borough, and an increase in any shared revenue for municipalities in the Exeter School District portion.

Total revenues by source for Antietam School District, from 2006-07 to 2010-11, are presented in the following table.

Antietam School District
Revenue by Source
School Years 2006-07 to 2010-11

	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>
Local Revenues					
6111 Current Real Estate Taxes	7,047,529	7,478,011	7,179,720	7,319,351	7,451,829
6112 Interim Real Estate Taxes	43,222	43,753	13,789	6,250	7,427
6113 Public Utility Realty Tax	11,929	11,917	11,185	12,367	12,428
6120 Per Capita, Section 679	21,578	21,210	21,618	21,765	19,997
6141 Current Act 511 Per Capita Taxes	21,578	21,210	21,618	21,765	19,997
6143 Current Act 511 Local Services Taxes	0	0	0	0	0
6151 Current Act 511 Earned Income Taxes	694,208	696,636	755,277	752,731	741,830
6153 Current Act 511 Real Estate Transfer Taxes	147,427	122,659	67,321	86,020	59,868
6157 Current Act 511 Mercantile Taxes	0	0	0	0	0
6400 Delinquent Taxes	400,378	403,173	606,734	372,379	399,350
6500 Earnings on Investments	176,062	171,716	98,881	6,371	13,489
6700 Revenue from District Activities	9,006	12,648	5,628	6,918	11,469
6810 Revenue from Local Gov't Units	5,000	0	0	0	0
6821 State Revenue from Other Public Schools	0	0	0	0	0
6829 State Revenue from Intermediate Sources	0	0	0	0	0
6831 Federal Revenue from Other Public Schools	3,350	3,759	2,704	2,483	2,100
6832 Federal IDEA Revenue Received as Pass Through	190,668	190,840	202,735	211,110	184,362
6833 ARRA - IDEA Revenue Received as Pass Through	0	0	0	261,612	2,553
6839 Federal Revenue from Intermediate Sources	0	0	0	0	0
6890 Other Revenue from Intermediate Sources	0	0	0	0	0
6910 Rentals	1,881	1,622	470	720	12,425
6920 Contributions from Private Sources	794	163	12,519	4,699	1,173
6941 Regular Day School Tuition	0	0	0	0	0
6942 Summer School Tuition	0	0	0	0	0
6944 Receipts from Other LEAs in PA - Education	124,265	91,060	55,983	46,379	52,135
6949 Other Tuition from Patrons	0	0	0	0	0
6980 Revenue from Community Services Activities	0	2,339	0	0	0
6991 Refunds of a Prior Year Expenditure	6,086	0	19,424	21,899	0
6999 Other Revenues Not Specified Elsewhere	<u>12,535</u>	<u>86,601</u>	<u>98,705</u>	<u>115,744</u>	<u>94,695</u>
Total Local Revenues	8,917,496	9,359,317	9,174,308	9,270,563	9,087,125
State Revenue	\$3,806,627	\$4,135,234	\$5,083,777	\$4,847,325	\$4,774,779
Federal Revenue	126,926	148,685	186,323	670,102	879,710
Other Revenue	20,684	6,115	0	6,305,000	4,651
Total Revenue	\$12,871,734	\$13,649,351	\$14,444,408	\$21,092,989	\$14,746,265

SOURCE: School District Annual Financial Reports.

The next table presents revenues by source for Exeter Township School District for the same five years.

**Exeter Township School District
Revenue by Source
School Years 2006-07 to 2010-11**

	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>
6111 Current Real Estate Taxes	29,843,122	33,276,256	34,953,088	35,835,692	38,112,192
6112 Interim Real Estate Taxes	297,335	466,879	546,942	808,680	109,795
6113 Public Utility Realty Tax	49,416	48,690	47,300	54,755	58,579
6120 Per Capita, Section 679	75,686	75,901	75,590	74,967	74,907
6141 Current Act 511 Per Capita Taxes	75,686	74,347	75,564	74,560	74,944
6143 Current Act 511 Local Services Taxes	100,739	34,049	71,895	76,864	78,737
6151 Current Act 511 Earned Income Taxes	3,119,813	3,122,846	3,386,183	3,502,010	3,371,056
6153 Current Act 511 Real Estate Transfer Taxes	812,388	688,187	469,467	353,448	579,389
6157 Current Act 511 Mercantile Taxes	386,795	401,174	386,113	451,716	455,478
6400 Delinquent Taxes	709,859	765,061	883,185	1,020,645	1,294,703
6500 Earnings on Investments	1,032,736	1,014,261	585,564	198,275	112,939
6700 Revenue from District Activities	0	0	0	0	78,797
6810 Revenue from Local Gov't Units	0	0	0	0	0
6821 State Revenue from Other Public Schools	0	0	30,000	25,000	25,000
6829 State Revenue from Intermediate Sources	0	0	0	0	0
6831 Federal Revenue from Other Public Schools	0	0	0	770,701	733,587
6832 Federal IDEA Revenue Received as Pass Through	0	0	0	0	0
6833 ARRA - IDEA Revenue Received as Pass Through	0	0	0	735,665	228,729
6839 Federal Revenue from Intermediate Sources	633,256	716,398	735,928	0	0
6890 Other Revenue from Intermediate Sources	0	0	0	0	0
6910 Rentals	5,008	1,660	3,450	2,250	28,973
6920 Contributions from Private Sources	0	10,000	19,170	15,800	3,059
6941 Regular Day School Tuition	12,750	8,884	8,703	9,104	17,360
6942 Summer School Tuition	20,831	20,107	13,008	18,585	8,877
6944 Receipts from Other LEAs in PA - Education	175,006	107,282	85,165	113,187	139,772
6949 Other Tuition from Patrons	18,325	17,860	5,375	0	0
6980 Revenue from Community Services Activities	0	0	0	0	0
6991 Refunds of a Prior Year Expenditure	18,993	3,718	11,278	126,635	26,777
6999 Other Revenues Not Specified Elsewhere	<u>58,926</u>	<u>55,273</u>	<u>51,907</u>	<u>0</u>	<u>27,685</u>
Total Local Revenues	37,446,672	40,908,831	42,444,874	44,268,539	45,641,334
State Revenue	\$12,753,439	\$13,335,819	\$15,693,434	\$14,914,669	\$16,028,522
Federal Revenue	609,710	677,979	755,630	1,729,882	2,054,020
Other Revenue	9,920,543	517,801	357,264	10,337,754	0
Total Revenue	\$60,730,364	\$55,440,431	\$59,251,201	\$71,250,844	\$63,723,876

SOURCE: School District Annual Financial Reports.

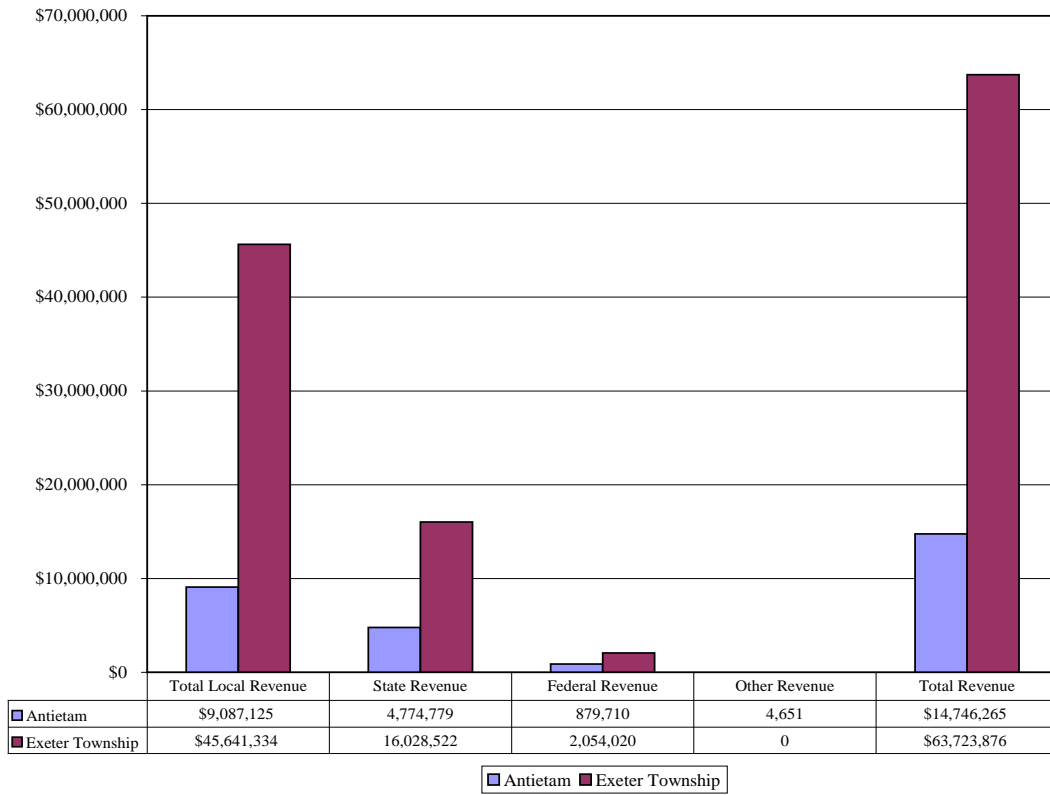
A comparison of total revenues by source for the existing districts is provided in the following table. As expected, based upon the demographics presented in Part 1, local revenues per student are higher for Exeter Township School District. State and Federal revenues per student are higher for Antietam School District. Those same numbers are compared and presented in the graph that follows.

**Antietam and Exeter Township
Total Revenue From All Sources
2010-2011**

	Antietam		Exeter Township	
	<u>2010-11</u>	Percent of Total	<u>2010-11</u>	Percent of Total
Total Local Revenue	\$9,087,125	61.6%	\$45,641,334	71.6%
State Revenue	4,774,779	32.4%	16,028,522	25.2%
Federal Revenue	879,710	6.0%	2,054,020	3.2%
Other Revenue	4,651	<0.1%	0	<0.1%
Total Revenue	\$14,746,265	100.0%	\$63,723,876	100.0%

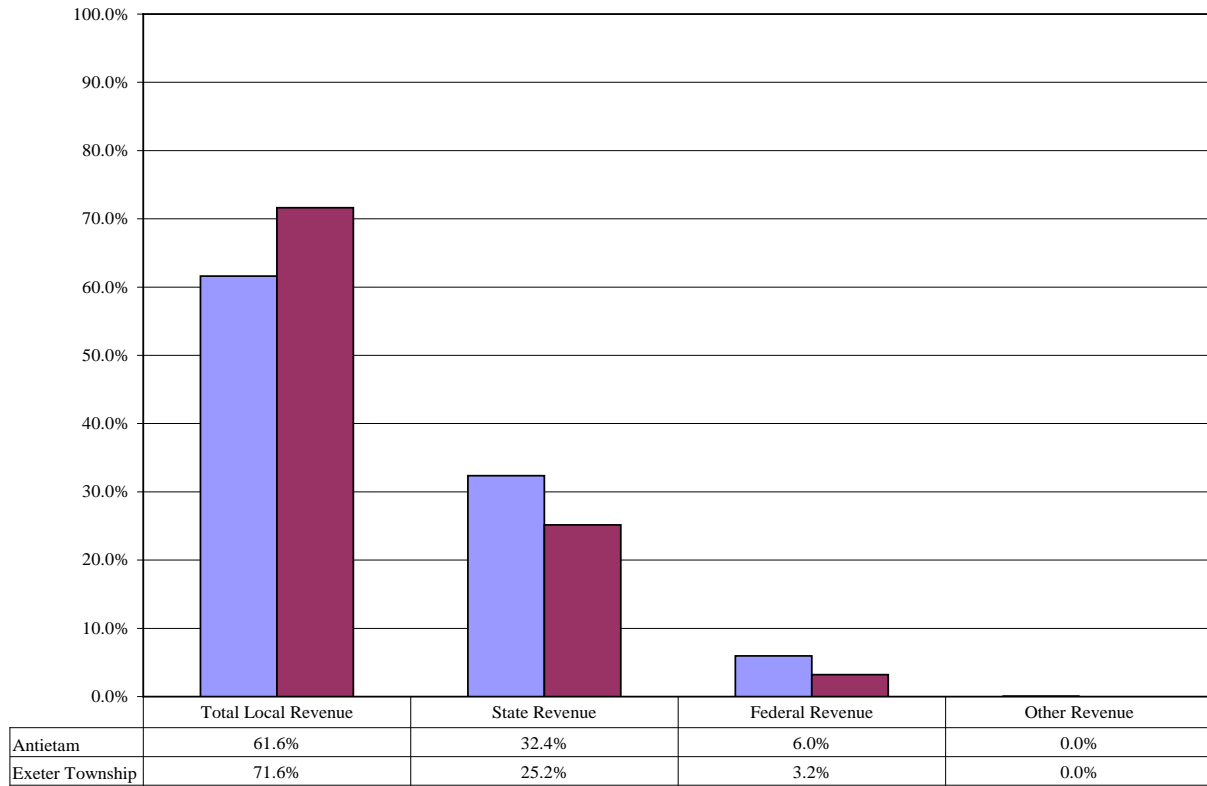
SOURCE: School District Annual Financial Reports.

School District Revenue by Source (in Dollars) Antietam and Exeter Township School Districts



Further breakdown of local revenues is shown in the following table. Here the comparison is shown side-by-side for the existing districts.

School District Revenues by Source (in Percent)
Antietam and Exeter Township School Districts



Revenue sources for the existing school districts are presented in further detail in the following table.

**Antietam and Exeter Township
Local Revenue Comparison by Source
2010-2011**

	Antietam <u>2010-11</u>	Exeter Township <u>2010-11</u>
6111 Current Real Estate Taxes	7,451,829	38,112,192
6112 Interim Real Estate Taxes	7,427	109,795
6113 Public Utility Realty Tax	12,428	58,579
6120 Per Capita, Section 679	19,997	74,907
6141 Current Act 511 Per Capita Taxes	19,997	74,944
6143 Current Act 511 Local Services Taxes	0	78,737
6151 Current Act 511 Earned Income Taxes	741,830	3,371,056
6153 Current Act 511 Real Estate Transfer Taxes	59,868	579,389
6157 Current Act 511 Mercantile Taxes	0	455,478
6400 Delinquent Taxes	399,350	1,294,703
6500 Earnings on Investments	13,489	112,939
6700 Revenue from District Activities	11,469	78,797
6810 Revenue from Local Gov't Units	0	0
6821 State Revenue from Other Public Schools	0	25,000
6829 State Revenue from Intermediate Sources	0	0
6831 Federal Revenue from Other Public Schools	2,100	733,587
6832 Federal IDEA Revenue Received as Pass Through	184,362	0
6833 ARRA - IDEA Revenue Received as Pass Through	2,553	228,729
6839 Federal Revenue from Intermediate Sources	0	0
6890 Other Revenue from Intermediate Sources	0	0
6910 Rentals	12,425	28,973
6920 Contributions from Private Sources	1,173	3,059
6941 Regular Day School Tuition	0	17,360
6942 Summer School Tuition	0	8,877
6944 Receipts from Other LEAs in PA - Education	52,135	139,772
6949 Other Tuition from Patrons	0	0
6980 Revenue from Community Services Activities	0	0
6991 Refunds of a Prior Year Expenditure	0	26,777
6999 Other Revenues Not Specified Elsewhere	<u>94,695</u>	<u>27,685</u>
Total Local Revenues	9,087,125	45,641,334

SOURCE: School District Annual Financial Reports.

Specific Revenue Considerations

Market Value/Personal Income Aid Ratio

The Civic Research Alliance has completed within the past several months detailed studies of market value/personal income aid ratios for eight school districts in Pennsylvania. Replications of current aid ratios can be recalculated for a combined school district. However, any change in the form of state aid proposed in future PDE budgets could change this statement dramatically. For instance, the proposed state budget for 2011/2012 initially included a block grant for school districts that would have drastically decreased the importance of the market value (MV)/personal income (PI) aid ratio.

Expected Changes in the Aid Ratio

The aid ratio is defined and calculated by the Pennsylvania Department of Education (PDE). Though we will independently calculate and replicate state aid ratios for existing and the combined school districts, we will work directly with PDE, as we have done in the past on previous projects, to validate our work. If past history prevails, PDE will sum the market value, personal income, and Weighted Average Daily Membership (WADM) for the existing districts to estimate values for a combined district. The MV/WADM and the PI/WADM will also consist of the weighted averages of the existing school districts. Hence, no dollars are gained or lost by a combined district based upon MV or PI per WADM by calculations performed by the PDE.

Local Tax Collection

Millage rates, set by each of the existing school boards, have a direct influence on taxes anticipated and upon taxes collected (these numbers are not the same). However, both districts now enjoy a high rate of tax collection; Antietam School District collects about 94 percent of levied property taxes and Exeter Township School District collects about 95 percent. Additional detail is found in the following table.

Current Tax Millage and Other Tax Rates Existing School Districts and Communities				
	Antietam 2010-11 FY	Exeter 2010-11 FY	Adjustments Estimated	Combined Estimated
Property Assessment	258,914,500	1,401,439,300		1,660,353,800
Millage	32.3500	29.6240		29.6240
Theoretical	8,375,884	41,516,238		49,186,321
Collection Rate (Current & Delinquents)	93.7%	94.9%		94.7%
Revenue Categories				

Existing School District Expenditures

The following tables compare expenditures for Antietam School District for the years leading up to the 2010-11 school year. Expenditures by object follow for Antietam for the same period of time.

**Antietam School District
Expenditures by Category
2010-2011**

Antietam School District		<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>
1000	Instruction	7,240,289	7,113,523	7,587,674	8,032,053	8,209,294
2000	Support Service	3,368,732	3,828,112	4,068,097	4,370,751	4,215,607
3000	Operation of Noninstructional Services	288,352	319,266	321,326	332,597	353,569
4000	Facilities Acquisition, Construction, and Improvement Services	0	490	15,000	0	0
5000	Other Expenditures and Financing Uses	<u>1,935,530</u>	<u>1,955,204</u>	<u>1,394,295</u>	<u>7,510,099</u>	<u>1,387,557</u>
Total Expenditures		12,832,904	13,216,596	13,386,391	20,245,499	14,166,027

SOURCE: School District Annual Financial Reports.

**Antietam School District
Expenditures by Object
School Years 2006-07 to 2010-11**

		<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>
100	Personnel Services – Salaries	6,358,955	6,420,519	7,737,857	7,395,371	7,474,994
200	Personnel Services - Employee Benefits	2,233,385	2,530,216	1,938,777	2,523,101	2,634,005
300	Purchased Professional & Technical Services	297,525	243,835	291,040	326,322	322,444
400	Purchased Property Services	541,712	552,417	549,703	568,966	526,183
500	Other Purchased Services	1,029,335	1,013,169	786,138	1,094,447	1,262,830
600	Supplies	384,782	383,089	438,250	467,379	397,281
700	Property	29,291	102,824	226,731	226,967	129,016
800	Other Objects	757,707	750,587	757,896	874,774	764,275
900	Other Financing Uses	<u>1,200,212</u>	<u>1,219,940</u>	<u>660,000</u>	<u>6,768,173</u>	<u>655,000</u>
	Total Expenditures	12,832,904	13,216,596	13,386,391	20,245,499	14,166,027

SOURCE: School District Annual Financial Reports.

Expenditures by category and expenditures by object follow for Exeter Township School District.

**Exeter Township School District
Expenditures by Category
2010-2011**

Exeter Township School District		<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>
1000	Instruction	28,971,072	30,723,067	32,294,894	32,615,677	34,493,736
2000	Support Service	12,951,606	13,646,283	14,585,678	14,837,004	15,617,477
3000	Operation of Noninstructional Services	1,003,566	1,018,748	1,110,657	1,119,678	1,237,403
4000	Facilities Acquisition, Construction, and Improvement Services	1,264,713	1,304,855	1,480,778	140,057	130,858
5000	Other Expenditures and Financing Uses	<u>16,796,127</u>	<u>8,175,942</u>	<u>8,737,377</u>	<u>19,218,057</u>	<u>10,598,630</u>
Total Expenditures		60,987,085	54,868,894	58,209,384	67,930,473	62,078,105

SOURCE: School District Annual Financial Reports.

**Exeter Township School District
Expenditures by Object
School Years 2006-07 to 2010-11**

		<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>
100	Personnel Services – Salaries	24,426,037	28,379,438	31,102,515	27,538,578	28,992,056
200	Personnel Services - Employee Benefits	9,021,150	9,014,961	8,365,858	10,335,867	11,385,853
300	Purchased Professional & Technical Services	2,152,871	886,832	749,971	1,687,416	1,675,222
400	Purchased Property Services	1,600,331	2,696,601	3,007,668	1,738,511	1,723,408
500	Other Purchased Services	2,808,324	2,431,143	2,723,616	4,363,857	4,481,328
600	Supplies	2,095,852	2,098,566	2,244,827	2,130,724	2,297,000
700	Property	1,764,248	1,142,444	1,211,993	798,573	856,333
800	Other Objects	3,551,535	3,136,260	3,003,033	2,829,953	5,486,105
900	Other Financing Uses	13,566,735	5,082,649	5,799,904	16,506,995	5,180,801
	Total Expenditures	60,987,085	54,868,894	58,209,384	67,930,473	62,078,105

SOURCE: School District Annual Financial Reports.

The following table compares the existing school districts by expenditures by category and by expenditures by object.

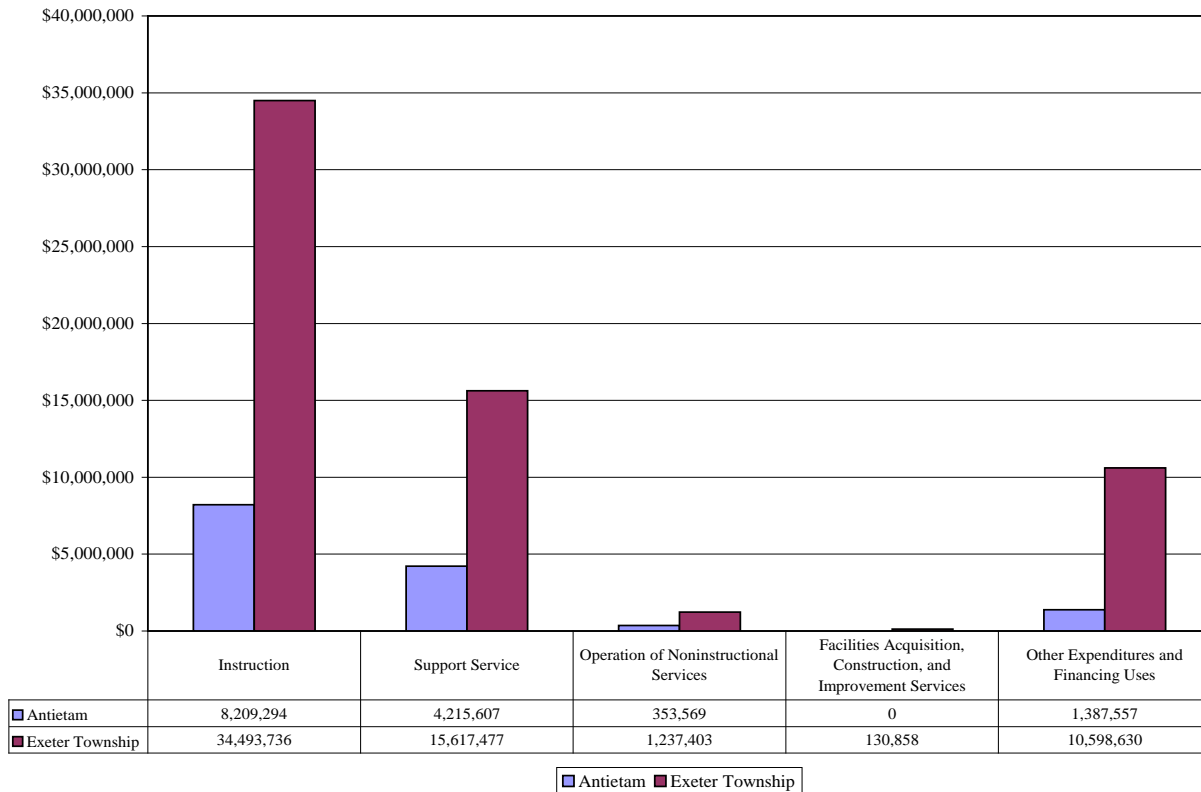
Antietam and Exeter Township School Districts Expenditures Comparison by Category 2010-2011

		Antietam 2010-11	Exeter Township 2010-11
1000	Instruction	8,209,294	34,493,736
2000	Support Service	4,215,607	15,617,477
3000	Operation of Noninstructional Services	353,569	1,237,403
4000	Facilities Acquisition, Construction, and Improvement Services	0	130,858
5000	Other Expenditures and Financing Uses	<u>1,387,557</u>	<u>10,598,630</u>
Total Expenditures		14,166,027	62,078,105

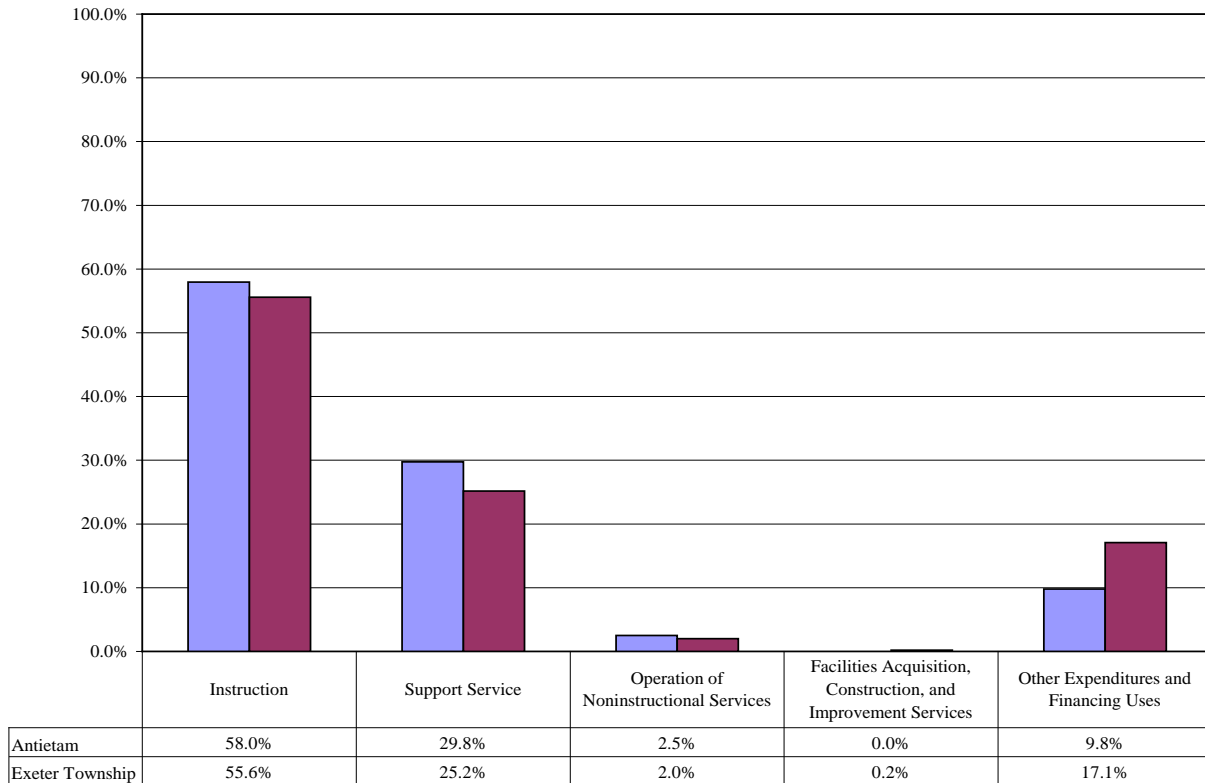
SOURCE: School District Annual Financial Reports.

The information from the previous table is now shown as a graphic.

Comparison of Expenditures by Category (in Dollars) Antietam and Exeter Township School Districts



**Comparison of Expenditures by Category (by Percent)
Antietam and Exeter Township School Districts**



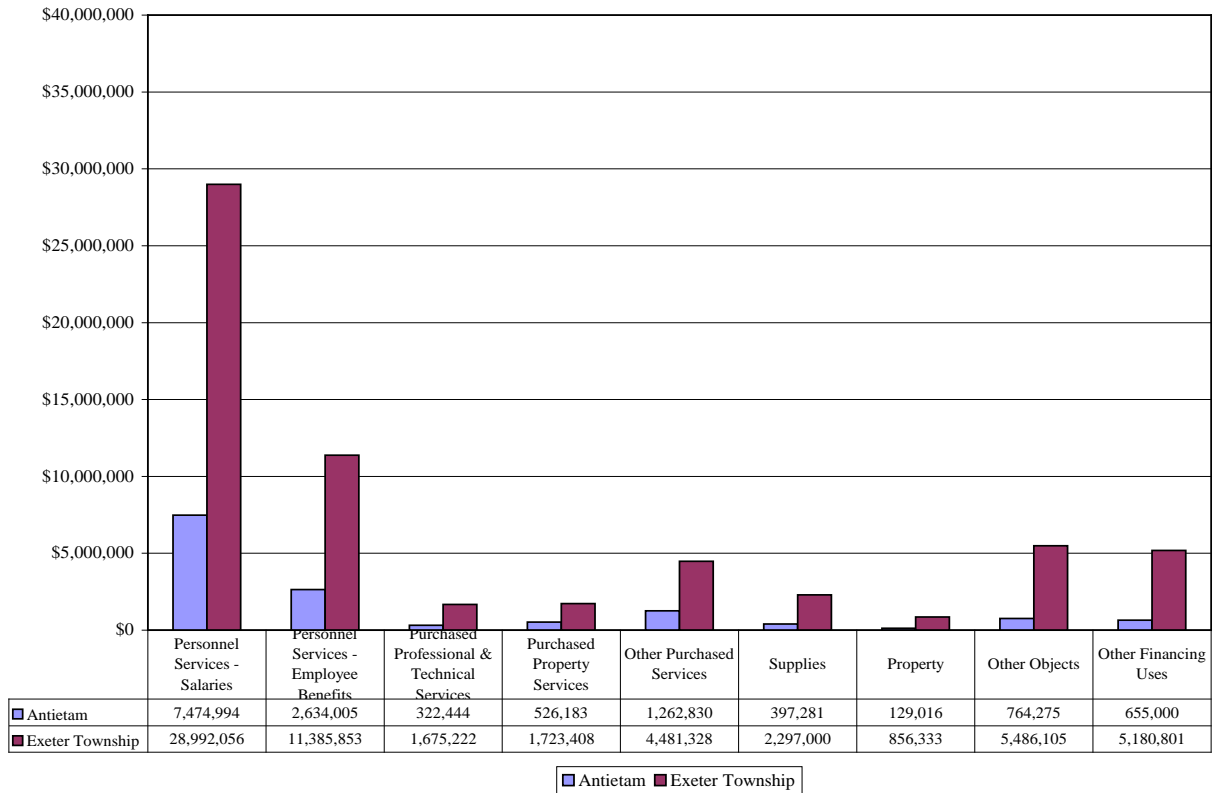
Expenditures by object are compared for the existing school districts in the next table, followed by a graphic representation of these same data.

**Expenditures Comparison by Object (in Dollars)
Antietam and Exeter Township School Districts**

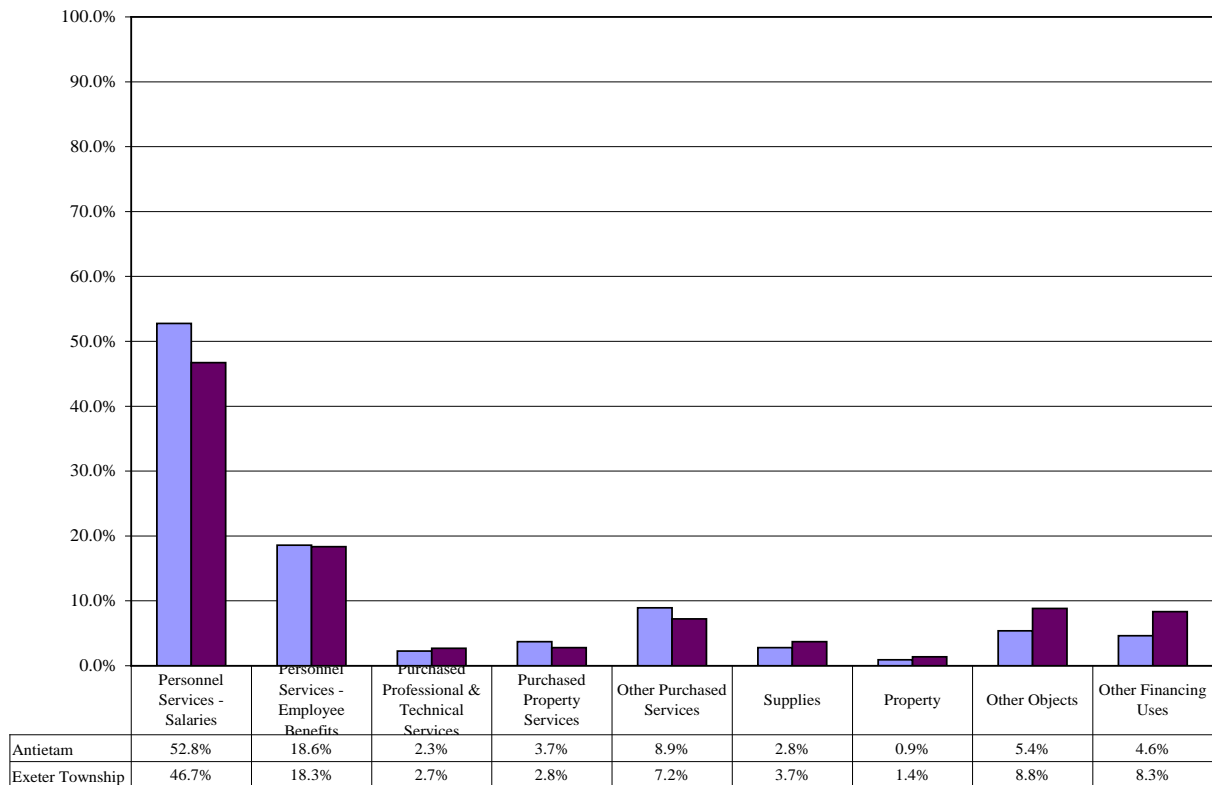
		<u>Antietam 2010-11</u>	<u>Percent of Total</u>	<u>Township 2010-11</u>	<u>Percent of Total</u>
100	Personnel Services – Salaries	7,474,994	52.8%	28,992,056	46.7%
200	Personnel Services - Employee Benefits	2,634,005	18.6%	11,385,853	18.3%
300	Purchased Professional & Technical Services	322,444	2.3%	1,675,222	2.7%
400	Purchased Property Services	526,183	3.7%	1,723,408	2.8%
500	Other Purchased Services	1,262,830	8.9%	4,481,328	7.2%
600	Supplies	397,281	2.8%	2,297,000	3.7%
700	Property	129,016	0.9%	856,333	1.4%
800	Other Objects	764,275	5.4%	5,486,105	8.8%
900	Other Financing Uses	<u>655,000</u>	<u>4.6%</u>	<u>5,180,801</u>	<u>8.3%</u>
Total Expenditures		14,166,027	100.0%	62,078,105	100.0%

SOURCE: School District Annual Financial Reports.

**Antietam and Exeter Township School Districts
Expenditures Comparison by Object (in Dollars)
2010-2011**



**Antietam and Exeter Township School Districts
Expenditures Comparison by Object (in Dollars)
2010-2011**



Existing Debt Levels and Time Frames to Retire Debt

Current debt levels for both the Antietam School District and the Exeter Township School District are relatively high in terms of school district finance best practices. As a result, the districts may be limited in their capacity to absorb further debt, and additional borrowing for future projects should be approached with caution.

The total of principal outstanding general obligation (GO) debt for the Antietam and Exeter Township School Districts was \$107,533,858 as of Dec. 20, 2012. The two school districts issued GO debt to finance a variety of school building construction and/or renovations projects as well as to fund other capital projects. Portions of the current bonds issues also refunded prior GO debt. In general, the outstanding issues are 20-year bonds.

General obligation bonds issued by school districts in the Commonwealth of Pennsylvania are payable from taxes and other school district revenues. If the district fails to meet its debt obligation, Section 633 of the Public School Code of 1949 permits the Secretary of Education to withhold state funding owed to the district equal to the amount of debt service not paid. This

withholding provision or “intercept” provides an additional element of security to Pennsylvania school district GO bonds.

The school districts receive some state subsidies on the revenue side for debt service on approved projects that offset a portion of expenditures for debt services.

Exeter Township School District

Annual debt service for the Exeter Township School District in the 2012-13 school year is budgeted at \$8,614,979 or 13.7 percent of total general fund expenditures. In the 2012-13 budget year, the district has incurred three new borrowings that total \$34.9 million.

Exeter’s annual debt service payments have fluctuated between about \$8 million and \$9 million over the last five years. Debt service as a percentage of total general fund expenditures during that period has ranged from a low of 11.7 percent in 2009-10 to a high of 14.3 percent in 2010-11. Currently, Exeter has 11 outstanding bond issues totaling \$87.7 million, as shown in the following two tables.

**Exeter Township School District
General Obligation Debt
Principal Amount Outstanding
As of December 2012**

Series	Outstanding	Date of Maturity
Series A of 2012	\$19,995,000	2024
Series B of 2012	\$6,720,000	2021
Series of 2012	\$8,180,000	2021
Series of 2011	\$10,000,000	2026
Series of 2010	\$14,515,000	2027
Series A of 2009	\$6,130,000	2025
Series B of 2009	\$6,180,000	2021
Series C of 2009	\$1,300 000	2026
Series of 2003	\$8,945,000	2025
Series of 1994	\$4,577,328	2019
Series of 1992	\$1,166,530	2013
Total	\$87,708,858	
Source: Official Bond Statements		

**Exeter Township School District
General Obligation Debt
Principal and Interest Payments and Debt Service
as a Percentage of Total Expenditures
Annual Financial Report PDE-2057**

School Year	Principal	Interest	Total	Debt Service as Percent of Total Expenditures
2006-07	\$3,747,521	\$3,226,330	\$6,973,851	11.4%
2007-08	\$4,457,649	\$3,092,601	\$7,550,250	13.8%
2008-09	\$4,849,904	\$2,934,857	\$7,784,761	13.4%
2009-10	\$5,303,674	\$2,669,022	\$7,972,696	11.7%
2010-11	\$3,480,801	\$5,416,285	\$8,897,086	14.3%
2011-12	--	--	\$7,990,963	13.2%
2012-13	\$5,163,874	\$3,451,105	\$8,614,979	13.7%
SOURCE: District AFR, District budgets and audits, and PEL estimate				

Antietam School District

The Antietam School District has budgeted annual debt service of \$1,454,558 or 9.5 percent of total general fund expenditures for the 2012-13 school year. Antietam issued two new bond issues in the 2012-13 budget year totaling \$9.5 million. The proceeds from the 2012 bond issues refinanced existing bond issues from 2006 and 2007.

Antietam's annual debt service payments have remained at approximately \$1.4 million over the last five years. Meanwhile, debt service as a percentage of total expenditures has ranged from a high of 10.4 percent in 2008-09 to a low of 7.0 percent in 2009-10. The school district currently has five outstanding bond issues totaling \$19.8 million. Detail is provided by the following two tables.

**Antietam School District
General Obligation Debt
Principal Amount Outstanding
As of April 2012**

Series	Outstanding	Date of Maturity
Series of 2012A	\$2,565,000	2021
Series of 2012	\$6,915,000	2035
Series of 2011	\$2,595,000	2028
Series of 2010 A	\$1,490,000	2029
Series of 2010 B	\$6,260,000	2027
Total	\$19,825,000	
Source: Official Bond Statements		

**Antietam Township School District
General Obligation Debt
Principal and Interest Payments and Debt Service
As a Percentage of Total Expenditures
Annual Financial Report PDE-2057**

School Year	Principal	Interest	Total	Debt Service as Percent of Total Expenditures
2006-07	\$680,000	\$734,914	\$1,414,914	11.0%
2007-08	\$635,000	\$735,264	\$1,370,264	10.4%
2008-09	\$660,000	\$734,257	\$1,394,257	10.4%
2009-10	\$685,000	\$741,921	\$1,426,921	7.0%
2010-11	\$655,000	\$731,983	\$1,386,983	9.8%
2011-12	--	--	\$1,429,089	9.9%
2012-13	\$724,558	\$730,000	\$1,454,558	9.5%
Source: District AFR, District budgets and audits, and PEL Estimate				

Comments Regarding the Debt Analysis

Best practices for school district finances recommends that debt service as a percentage of general fund expenditures remain under 10 percent. A range of 10 to 15 percent of general fund expenditures is considered cause for concern. A range of 15 to 20 percent of general fund expenditures may be viewed as an excessive burden.

In comparison, the average debt service as a percentage of general fund expenditures for Pennsylvania school districts was 6.1 percent in 2006-2007 and 6.45 percent in 2010-2011.

Although Antietam has shrunk its debt service payments to just less than 10 percent for the last three years, Exeter has remained well over 10 percent during the same time period.

While the Antietam and Exeter Township Schools Districts might currently have sufficient resources so that the debt burdens now carried are not onerous, the districts are at a level where significant additional debt could be cause for concern and would be above best municipal financial practices.

Local Tax Base Impacts for a Combined District

The impact to real estate, local services and business privilege taxes from a merger of the Antietam and Exeter Township school districts is like the social media relationship status: “It’s complicated.”

Regarding the real estate tax, assuming the merged district selects the lower of the two tax rates currently levied, the merged district would wind up short on revenue. The shortfall could potentially eat into any potential savings the district would see from the merger.

The merger would also necessitate changes to the local services and business privilege taxes that would affect the four municipalities in the merged school district as well as the district itself. There are municipal winners and losers in terms of revenue collections depending on how the rates are altered.

Meanwhile, residents in general would see either no change in taxes or a possible decrease depending on their current residency. The one exception is a potential new levy for business privilege taxes in Lower Alsace Township.

Taxes on Real Estate

Both the Antietam and Exeter Township School Districts currently receive 80.0 percent of their local taxes from the real estate levy. Property taxes are made up of two components: the assessment (total value of all property within district boundaries) and millage (the tax rate determined by the respective school boards). Exeter Township has the higher property assessed value at nearly \$1.4 billion. Antietam’s assessed value is more than \$258.2 million. Combined, the Districts would have a total taxable assessed valuation of \$1.65 billion.

**Antietam and Exeter Township
Real Estate Assessments, Millage Rates, Total and
Current Collections and Collection Percentage
School Years 2006-07 through 2012-11**

<u>School Year</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>
Assessed Valuation					
Antietam	\$257,014,600	\$258,517,500	\$258,355,100	\$258,697,100	\$258,914,500
Exeter Township	1,320,036,400	1,340,594,300	1,366,991,700	1,373,937,000	1,401,439,300
Real Estate Millage					
Antietam	29.2500	30.8000	31.6000	31.6000	32.3500
Exeter Township	23.5000	25.8250	27.7840	29.6180	29.6240
Real Estate Taxes Potential Tax Levy					
Antietam	7,517,677	7,962,339	8,164,021	8,174,828	8,375,884
Exeter Township	31,020,855	34,620,848	37,980,497	40,693,266	41,516,238
Current Collection					
Antietam	7,047,529	7,478,011	7,179,720	7,319,351	7,451,829
Exeter Township	29,843,122	33,276,256	34,953,088	35,835,692	38,112,192
Collection Rate					
Antietam	93.7%	93.9%	87.9%	89.5%	89.0%
Exeter Township	96.2%	96.1%	92.0%	88.1%	91.8%

In terms of millage, Exeter Township has the lower real estate rate at 30.1031 mills for the 2012-13 school year. Antietam's rate is 33.75 mills. The more likely option when choosing between the two rates is to select Exeter Township's lower rate of 30.1031 for the merged district. In that case, Exeter Township residents would see their taxes remain the same while Antietam residents would receive a tax cut.

Selecting the lower millage rate will result in a reduction of more than \$800,000 in real estate tax revenue compared to the total of property taxes now collected by the separate districts. The combined district would have several options to erase the lost revenue. First, it could offset the lower revenue by using anticipated savings achieved by combining the two districts. Second, it could draw down on fund reserves from the existing school districts to cover the difference for a few years. Or, it could use a mix of the two approaches.

It is unlikely that outside assistance (state or federal funds) will be made available to finance the gap in revenues. In addition, the merged district will see increased labor costs resulting from the combined collective bargaining agreements that must be covered. It is possible that savings from

the combination of the districts may not cover both the loss of real estate tax revenue and the potential higher labor costs.

Another possibility that could be explored is to increase the real estate tax rate to 30.60 mills so that it would generate the same amount of revenue currently collected by the two individual districts. That option, however, would result in a tax increase for Exeter Township School District residents. A summary of this discussion is presented in the following table.

**Antietam and Exeter Township School Districts
Effect of Combining of Districts on Real Estate Tax Collections
2012-13**

	2012-13 Estimated	
	Antietam	Exeter Township
Assessment 2012-13	\$258,234,900	\$1,392,813,700
Millage 2012-13	33.7500	30.1031
Total Levy 2012-13	\$8,715,428	\$41,928,010
Budget Collection Rate	94.0%	94.8%
Net Collections	8,192,502	39,744,777
	Estimated	
Combined District		
Assessment	\$1,651,048,600	
Millage	30.1031	
Total Levy	\$49,701,681	
Highest Collection Rate	94.8%	
Net Collected Levy	\$47,117,194	
Gain or (Loss)	-\$820,085	
Approximate combined millage rate to offset loss	30.60	

Local Services Tax

The local services tax (LST) is a tax of up to \$52 per year that is levied upon employees who work in the municipality. The LST tax is not levied uniformly within the two school districts and the four municipalities.

St. Lawrence Borough and Exeter Township levy the LST at the \$52 maximum permitted by state law, with the Exeter Township School District receiving \$10 of that amount.

In the Antietam School District, Mount Penn Borough and Lower Alsace Township levy the LST at \$52, while Antietam does not receive a portion of the tax.

Under the merger option, assuming that the combined district intends to share LST, the district's portion may be reduced from the amount currently collected by the Exeter Township District. The local municipal share received by the four municipalities would also be adjusted accordingly. Regardless of the decision, those that work in the four municipalities would see no change in the amount of taxes paid.

Gross Receipts Taxes

Business privilege and gross receipts taxes, collectively referred to as gross receipts taxes, are levied on the privilege of doing business within a jurisdiction. Gross receipts taxes may be shared with a school district if the district levies the tax.

Under Act 13 of 2008, when a school district or municipality merges, and only one of the merging parties has the gross receipts tax, then the resulting merged district/municipality can levy the gross receipts tax. However, under Act 130, the merged school district or municipality can only set the rate sufficient to generate the amount of revenue received prior to the merger; therefore, the merged district would be required to lower its gross receipts tax rate.

Within the Antietam and Exeter Township school districts, gross receipts taxes are levied differently at both the school district and the municipal level as follows:

- The Antietam School District does not levy the tax
 - Lower Alsace Township does not levy the tax
 - Mount Penn Borough levies the tax (retains entire amount levied)
- The Exeter Township School District levies the tax (shares with Exeter Twp.)
 - Exeter Township levies the tax (shares with Exeter Twp. School District)
 - St. Lawrence Borough does not levy the tax

**Antietam and Exeter Township School Districts
Non-Real Estate Millage Rates Levied in the School Districts and
Member Municipalities
2012-13**

	<u>Mt. Penn Borough</u>	<u>Lower Alsace Township</u>	<u>St. Lawrence Borough</u>	<u>Exeter Township</u>
Municipal Tax Levied				
Earned Income Tax	0.50%	0.50%	0.50%	0.50%
Local Services Tax	\$52.00	\$52.00	\$42.00	\$42.00
Per Capita Act 511	\$5.00	\$5.00	\$0.00	\$5.00
Gross Receipts (mills/mills)	1.5/1.0	0	0	1.5/1.0
Realty Transfer	0.50%	0.50%	0.50%	0.50%
School District Tax Levied	<u>Antietam</u>		<u>Exeter Township</u>	
Earned Income Tax	0.50%		0.50%	
Local Services Tax	\$0.00		\$10.00	
Per Capita Act 511	\$5.00		\$5.00	
Per Capita School Code	\$5.00		\$5.00	
Business Priv. (mills)	0		.5	
Realty Transfer	0.50%		0.50%	

SOURCE: DCED Official Register, School District and Municipal budgets and ordinances

The differing sharing arrangements and collection of the gross receipts tax is problematic under the merger since the tax will expand unless eliminated by the merged district. Here are the probable scenarios under an expanded combined school district gross receipts tax:

- Exeter Township, which would continue to levy the gross receipts tax rate that existed prior to a merger, would see an increase in its local collections as the school district reduces its rate.
- Mount Penn Borough, which currently does not share its gross receipts tax with the school district, would see its local collections reduced as it would begin to share tax proceeds according to the revised merged district rate.
- Taxpayers in St. Lawrence Borough, which does not levy a municipal gross receipts tax, would see a reduction in their taxes as the gross receipts rate would be lower under the merged District.
- Taxpayers in Lower Alsace Township would pay a new tax since neither the Township nor the Antietam School District currently levies the gross receipts tax.

Earned Income Tax

The earned income tax is levied in all four municipalities and the two school districts at the maximum rate of one percent. The tax is collected by an appointed county-wide tax collector. The revenue from the earned income tax is split with half paid to the municipalities and half to the school districts. There would be no change in revenue from the earned income tax after the merger of the districts.

Real Estate Transfer Tax

A tax of half of one percent based on the selling price is collected upon the sale of a property. The tax is paid by the purchaser at the time of transfer. The real estate transfer tax is levied uniformly with the districts, and there is no expected change in revenues received under this tax.

Per Capita Tax

A per capita tax is a flat rate tax levied upon each adult within the taxing district. The tax has no connection with employment or income or any other factor except residence within the community. The per capita tax is levied by each municipality except St. Lawrence Borough, along with the companion per capita school code in each school district. The total revenue from the per capita tax should remain unchanged under a merger of the district

Collective Bargaining Agreements for a Combined District

As the following analyses will show, moving Antietam teachers onto the Exeter Township Collective Bargaining Agreement in 2010/2011 would have increased teacher salaries for that year by \$697,543. The corresponding increase for pension payments was \$34,877—though that amount would be much higher for the 2012/2013 school year and later years. However, if the state continues to pay its historic share of Social Security contributions (about 54 percent for Exeter Township School District and about 75 percent for Antietam School District), a combined district's contributions for Social Security would increase by \$13,080. Added to the increase for pension payments, the combined increase in pension/Social Security contributions would have been about \$47,957. Hence, the total increase for salary, Social Security, and pension contributions would have been \$745,500.

At the present time Antietam and Exeter Township School Districts are negotiating new contracts with professionals. The position of these two Boards during their respective negotiations has been very similar in terms of salary increase, benefit programs, and other issues common to both districts.

Moving forward, however, existing differences between collective bargaining agreements may well be the most challenging effort when implementing a combined district. Agreements are

difficult to reconcile when one district has a higher starting salary or higher salaries at the top steps of each pay level. In this case both challenges are present: one district (Exeter Township) has higher salary points for each level and each step for each level. There are also significant differences in the contracted levels and salary steps between these two districts.

Pennsylvania law dictates that when two contracts are combined the higher salary amount must be used. In reality this means that the existing Exeter Township contract will become the contract for the combined district, at least in terms of salary. A complete analysis of teacher salaries for the existing districts and for a combined district follows this text. That analysis forms the basis for the following observations.

Salary Levels for Antietam and Exeter Township School Districts

Antietam School District	Exeter Township School District
Bachelor's Level	Bachelor's Level
	Bachelor's +15 Credits Level
	Master's Equivalent
Master's Level	Master's Level or Master's Equivalent +15 Credits Level
	Master's +15 or Master's Equivalent +30 Credits Level
Master's +30 Credits Level	Master's +30 Credits Level or Master's Equivalent +45 Credits Level
	Master's +45 Credits Level or Master's Equivalent +60 Credits Level
	Master's +60 Credits Level or Master's Equivalent +75 Credits Level

Exeter Township provides 16 salary steps (the first is a pre-step open to negotiation). These range from the pre-step to step 1 (the lowest step) to step 15. Antietam School District has 19 salary steps, ranging from 18 (the lowest step) to the "Top" step. As a result, teachers at Antietam have four more salary steps at each salary level.

The number of teachers at each level plays a major role in how much salary is earned. As seen in the following table, more teachers (proportionately) in Antietam are at a Bachelor's Level in the salary scale (43 percent of total teachers). That number is quite different for Exeter Township, where 20 percent of teachers are at the Bachelor's Level. The following table summarizes teachers by Salary Level for each existing district and for a total of both districts (this table includes all teachers whether part time or full time). The number of teachers by salary level for each district is presented in the following table.

Number of Teachers by Salary Level for Existing Districts, 2010/2011 School Year

Level	Number of Teachers, Antietam	Number of Teachers, Exeter Township	Total Teachers
Bachelor's Level	42	31	73
Bachelor's +15 Credits Level	0	55	55
Master's Equivalent	0	11	11
Master's Level or Master's Equivalent +15 Credits	44.67	71	125.67
Master's +15 or Master' Equivalent +30 Credits	0	55	55
Master's +30 or Master' Equivalent +45 Credits	4	29	31
Master's +45 or Master' Equivalent +60 Credits	6	31	37
Master's +60 or Master' Equivalent +75 Credits	0	44	44
Totals	96.67	327	423.67

The differences between the existing school districts begin with the disparity of starting salaries. As seen in the following table, starting salaries at each Level are higher for Exeter Township School District.

Entry Level Salaries by Existing District, 2010/2011 School Year

Level	Antietam School District	Exeter Township School District
Bachelor's Level*	\$39,000	\$42,462
Bachelor's +15 Credits Level	---	\$45,618
Master's Equivalent	---	\$48,775
Master's Level or Master's Equivalent +15 Credits	\$40,500	\$52,117
Master's +15 or Master' Equivalent +30 Credits	---	\$54,717
Master's +30 or Master' Equivalent +45 Credits	\$42,600	\$57,316
Master's +45 or Master' Equivalent +60 Credits	\$43,350	\$59,915
Master's +60 or Master' Equivalent +75 Credits	---	\$62,515

*Does not include one teacher in Exeter Township School District at the PRE step

In addition to starting salaries, total salary expenditures also depend upon the salary steps provided for each Level. That, plus the number of years of experience for each teacher, determines the final salary under the collective bargaining agreement.

Not only are starting salaries higher for Exeter Township School District, the salary increases by step increase more rapidly. As seen in the following table, the ranges for Salary Levels also differ for these school districts. Not only are the ending salaries higher for Exeter Township, step increases are more aggressive in the earlier years within each Level.

Salary Ranges by Level for the Existing School Districts, 2010/2011 School Year

Level	Antietam School District	Exeter Township School District
Bachelor's Level	\$39,000 - \$66,500	\$42,462 - \$63,665
Bachelor's +15 Credits Level	---	\$45,618 - \$66,821
Master's Equivalent	---	\$48,775 - \$70,328
Master's Level or Master's Equivalent +15 Credits	\$40,500 - \$73,050	\$52,117 - \$74,270
Master's +15 or Master's Equivalent +30 Credits	---	\$54,717 - \$77,169
Master's +30 or Master's Equivalent +45 Credits	\$42,600 - \$75,150	\$57,316 - \$80,069
Master's +45 or Master's Equivalent +60 Credits	\$43,350 - \$75,900	\$59,915 - \$82,968
Master's +60 or Master's Equivalent +75 Credits	---	\$62,515 - \$85,868

Keep in mind that teachers in the Antietam School District will need 19 years to reach the highest salary step; in Exeter Township a teacher will need 16 (or 15 without the PRE level) years, depending on the date of hire, to reach the top step. However, as stated before, total salaries are derived from the collective bargaining agreement and the number of years of experience for the individual teacher.

Some of the differences seen between teacher salaries at the existing districts can be attributed to teacher experience (years of service). Generally, the teachers at Exeter Township have more years of experience and thus are higher on the salary steps. Median years of service are compared in the following table.

Median Years of Teacher Service by Existing District

Level	Antietam School District	Exeter Township School District
Bachelor's Level	2 years	2 years
Bachelor's +15 Credits Level	N/A	4 years
Master's Equivalent	N/A	14 years
Master's Level or Master's Equivalent +15 Credits	5 years	4 years
Master's +15 or Master's Equivalent +30 Credits	N/A	6 years
Master's +30 or Master's Equivalent +45 Credits	8 years	11 years
Master's +45 or Master's Equivalent +60 Credits	12 years	18 years
Master's +60 or Master's Equivalent +75 Credits	N/A	14 years

Finally, since salaries for a combined school district will (at least initially) be based upon the higher of the two bargaining agreement salary step scales, the difference in teacher salaries can be estimated by using the higher step value. In almost each case, the higher salary value is found in the Exeter Township School District agreement. However, negotiations and changes are possible during the implementation of a combined district.

Further, there is no direct way to reconcile the difference in number of steps (16 for Antietam Area and 15 for Exeter Township). Such reconciliations will be the responsibility of the new Board of a combined district by re-opening contract negotiations or waiting until current contracts expire.

The additional salary amount (\$805,680) could generate another \$61,628 in Social Security benefits and an additional \$40,280 in pension contributions (at 5 percent for the 2010/2011 school year).

As the Boards know only too well, future pension contributions will increase shortly to 12.36 percent and possibly to 16.93 percent. Currently, the school districts contribute 6.2 percent of salaries to Social Security and 1.45 percent to Medicare. In no case do the teacher salaries exceed the maximum amount on which the Social Security tax is paid.

The recent voluntary school district consolidation in Beaver County serves as a lesson for this study. According to PDE and Dr. Dan Matsook, the Superintendent at Central Valley School District (the recently formed voluntary consolidated district in Beaver County), employees must

be brought up to the higher levels of the two existing collective bargaining agreements. However, negotiation is possible on certain steps impacting the least number of employees and a leveling of salaries can occur through a longer period of time. Differences do not need to be leveled during the first year of the consolidated effort—as long as 3 to 5 years can be used to level salary scales if both parties are willing to negotiate.

The state requirement for using the higher wage scale comes from the argument “the same pay for the same work.” However, teacher salaries are scattered over several levels with multiple steps for each level. Senior teachers make more money than younger teachers, though all may be doing the “same work.” As Dr. Matsook reflects: “In the end, it comes down to the good will of the people sitting at the negotiation table to work through this particular hurdle. If they want it to happen, they will find a way to resolve it in a practical manner.”

The summary of this analysis is presented in the following tables.

Academic Year - 2010 - 2011

B Level

		Teachers by Step		Salary by Step		Salary Paid by Step		Combined			
Exeter Township Step	Antietam Step	Exeter Township School District	Antietam School District	Exeter Township School District	Antietam School District	Exeter Township School District	Antietam School District	Highest Salary by Step	Difference Between Salaries by Step	Number of Teachers to be Transferred to Higher Salary Step	Difference
PRE		1		Open		\$ -	\$ -	Open			
1	18	11	6	\$ 42,462	\$ 39,000	\$ 467,082	\$ 234,000	\$ 42,462	\$ 3,462	6	\$ 20,772
2	17	9	17	\$ 42,762	\$ 39,000	\$ 384,858	\$ 663,000	\$ 42,762	\$ 3,762	17	\$ 63,954
3	16	4	11	\$ 43,062	\$ 40,250	\$ 172,248	\$ 442,750	\$ 43,062	\$ 2,812	11	\$ 30,932
4	15	1	3	\$ 43,562	\$ 41,500	\$ 43,562	\$ 124,500	\$ 43,562	\$ 2,062	3	\$ 6,186
5	14	-	1	\$ 44,062	\$ 42,750	\$ -	\$ 42,750	\$ 44,062	\$ 1,312	1	\$ 1,312
6	13	1	1	\$ 44,562	\$ 43,800	\$ 44,562	\$ 43,800	\$ 44,562	\$ 762	1	\$ 762
7	12	1		\$ 46,790	\$ 44,870	\$ 46,790	\$ -	\$ 46,790	\$ 1,920		\$ -
8	11	0.5		\$ 49,018	\$ 45,920	\$ 24,509	\$ -	\$ 49,018	\$ 3,098		\$ -
9	10	1	2	\$ 51,246	\$ 47,000	\$ 51,246	\$ 94,000	\$ 51,246	\$ 4,246	2	\$ 8,492
10	9	0.5		\$ 53,474	\$ 48,040	\$ 26,737	\$ -	\$ 53,474	\$ 5,434		\$ -
11	8	-		\$ 55,703	\$ 49,060	\$ -	\$ -	\$ 55,703	\$ 6,643		\$ -
12	7	-		\$ 57,931	\$ 50,100	\$ -	\$ -	\$ 57,931	\$ 7,831		\$ -
13	6	-		\$ 60,159	\$ 51,100	\$ -	\$ -	\$ 60,159	\$ 9,059		\$ -
14	5	-		\$ 62,387	\$ 52,220	\$ -	\$ -	\$ 62,387	\$ 10,167		\$ -
15	4	1		\$ 63,665	\$ 53,330	\$ 63,665	\$ -	\$ 63,665	\$ 10,335	1	\$ 9,215
	3		1		\$ 54,450	\$ -	\$ 54,450	\$ 54,450			
	2				\$ 58,470	\$ -	\$ -	\$ 58,470			
	1				\$ 62,480	\$ -	\$ -	\$ 62,480			
	Top				\$ 66,500	\$ -	\$ -	\$ 66,500			
Subtotals:		31	42			\$1,325,259	\$1,699,250			42	\$ 141,625

*Took salary of \$54,450 and subtracted it from Exeter step 15 salary of \$63,665

Academic Year - 2010 - 2011
B+15 Level

		Teachers by Step		Salary by Step		Salary Paid by Step		Combined			
Exeter Township Step	Antietam Step	Exeter Township School District	Antietam School District	Exeter Township School District	Antietam School District	Exeter Township School District	Antietam School District	Highest Salary by Step	Difference Between Salaries by Step	Number of Teachers to be Transferred to Higher Salary Step	Difference
PRE				Open							
1	18	2		\$ 45,618		\$ 91,236		\$ 45,618			
2	17	6		\$ 45,918		\$ 275,508		\$ 45,918			
3	16	8		\$ 46,218		\$ 369,744		\$ 46,218			
4	15	10		\$ 46,718		\$ 467,180		\$ 46,718			
5	14	3		\$ 47,218		\$ 141,654		\$ 47,218			
6	13	4		\$ 47,718		\$ 190,872		\$ 47,718			
7	12	4		\$ 49,947		\$ 199,788		\$ 49,947			
8	11	3		\$ 52,175		\$ 156,525		\$ 52,175			
9	10	1		\$ 54,403		\$ 54,403		\$ 54,403			
10	9	-		\$ 56,631		\$ -		\$ 56,631			
11	8	4		\$ 58,859		\$ 235,436		\$ 58,859			
12	7	-		\$ 61,087		\$ -		\$ 61,087			
13	6	1		\$ 63,315		\$ 63,315		\$ 63,315			
14	5	2		\$ 65,543		\$ 131,086		\$ 65,543			
15	4	7		\$ 66,821		\$ 467,747		\$ 66,821			
	3										
	2										
	1										
	Top										

Subtotals: 55 - \$2,844,494

Academic Year - 2010 - 2011

ME Level

		Teachers by Step		Salary by Step		Salary Paid by Step		Combined			
Exeter Township Step	Antietam Step	Exeter Township School District	Antietam School District	Exeter Township School District	Antietam School District	Exeter Township School District	Antietam School District	Highest Salary by Step	Difference Between Salaries by Step	Number of Teachers to be Transferred to Higher Salary Step	Difference
PRE				Open							
1	18			\$ 48,775		\$ -		\$ 48,775			
2	17			\$ 49,075		\$ -		\$ 49,075			
3	16			\$ 49,375		\$ -		\$ 49,375			
4	15			\$ 49,875		\$ -		\$ 49,875			
5	14			\$ 50,375		\$ -		\$ 50,375			
6	13			\$ 50,875		\$ -		\$ 50,875			
7	12			\$ 53,103		\$ -		\$ 53,103			
8	11			\$ 55,331		\$ -		\$ 55,331			
9	10	1		\$ 57,559		\$ 57,559		\$ 57,559			
10	9	1		\$ 59,787		\$ 59,787		\$ 59,787			
11	8	1		\$ 62,015		\$ 62,015		\$ 62,015			
12	7	1		\$ 64,244		\$ 64,244		\$ 64,244			
13	6	-		\$ 66,472		\$ -		\$ 66,472			
14	5	1		\$ 68,700		\$ 68,700		\$ 68,700			
15	4	6		\$ 70,328		\$ 421,968		\$ 70,328			
	3										
	2										
	1										
	Top										

Subtotals: 11 - \$ 734,273

Academic Year - 2010 - 2011
M or ME+15 Level

		Teachers by Step		Salary by Step		Salary Paid by Step		Combined			
Exeter Township Step	Antietam Step	Exeter Township School District	Antietam School District	Exeter Township School District	Antietam School District	Exeter Township School District	Antietam School District	Highest Salary by Step	Difference Between Salaries by Step	Number of Teachers to be Transferred to Higher Salary Step	Difference
PRE				Open							
1	18	3		\$ 52,117	\$ 40,500	\$ 156,351	\$ -	\$ 52,117	\$ 11,617		\$ -
2	17	5	5.67	\$ 52,417	\$ 40,500	\$ 262,085	\$ 229,635	\$ 52,417	\$ 11,917	5.67	\$ 67,569
3	16	11	5	\$ 52,717	\$ 41,900	\$ 579,887	\$ 209,500	\$ 52,717	\$ 10,817	5	\$ 54,085
4	15	10	8	\$ 53,217	\$ 43,300	\$ 532,170	\$ 346,400	\$ 53,217	\$ 9,917	8	\$ 79,336
5	14	4	3	\$ 53,717	\$ 44,700	\$ 214,868	\$ 134,100	\$ 53,717	\$ 9,017	3	\$ 27,051
6	13	8	5	\$ 54,217	\$ 46,100	\$ 433,736	\$ 230,500	\$ 54,217	\$ 8,117	5	\$ 40,585
7	12	5	1	\$ 56,445	\$ 47,400	\$ 282,225	\$ 47,400	\$ 56,445	\$ 9,045	1	\$ 9,045
8	11	2	4	\$ 58,673	\$ 48,900	\$ 117,346	\$ 195,600	\$ 58,673	\$ 9,773	4	\$ 39,092
9	10	3	1	\$ 60,901	\$ 50,500	\$ 182,703	\$ 50,500	\$ 60,901	\$ 10,401	1	\$ 10,401
10	9	4		\$ 63,130	\$ 52,250	\$ 252,520	\$ -	\$ 63,130	\$ 10,880		\$ -
11	8	-	1	\$ 65,358	\$ 54,000	\$ -	\$ 54,000	\$ 65,358	\$ 11,358	1	\$ 11,358
12	7	1	1	\$ 67,586	\$ 55,200	\$ 67,586	\$ 55,200	\$ 67,586	\$ 12,386	1	\$ 12,386
13	6	1	1	\$ 69,814	\$ 56,400	\$ 69,814	\$ 56,400	\$ 69,814	\$ 13,414	1	\$ 13,414
14	5	1		\$ 72,042	\$ 58,020	\$ 72,042	\$ -	\$ 72,042	\$ 14,022		\$ -
15	4	13		\$ 74,270	\$ 59,630	\$ 965,510	\$ -	\$ 74,270	\$ 14,640	9	\$ 64,630
	3		2		\$ 61,250	\$ -	\$ 122,500	\$ 61,250			
	2		2		\$ 62,450	\$ -	\$ 124,900	\$ 62,450			
	1		1		\$ 64,200	\$ -	\$ 64,200	\$ 64,200			
	Top		4		\$ 73,050	\$ -	\$ 292,200	\$ 73,050			

Subtotals:	71	45	\$ 4,188,843	\$ 2,213,035	45	\$ 428,952
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	Difference
*Took salary of \$61,250 times 2 for 2 teachers at Step 3 for Antietam and subtracted it from Exeter step 15 salary of \$74,270 times 2	\$ 26,040
*Took salary of \$62,450 times 2 for 2 teachers at Step 2 for Antietam and subtracted it from Exeter step 15 salary of \$74,270 times 2	\$ 23,640
*Took salary of \$64,200 for 1 teacher at Step 1 for Antietam and subtracted it from Exeter step 15 salary of \$74,270	\$ 10,070
*Took salary of \$73,050 for 4 teachers at Top Step for Antietam and subtracted it from Exeter step 15 salary of \$74,270 times 4	\$ 4,880
Subtotal	\$ 64,630

Academic Year - 2010 - 2011
M+15 or ME+30 Level

		Teachers by Step		Salary by Step		Salary Paid by Step		Combined			
Exeter Township Step	Antietam Step	Exeter Township School District	Antietam School District	Exeter Township School District	Antietam School District	Exeter Township School District	Antietam School District	Highest Salary by Step	Difference Between Salaries by Step	Number of Teachers to be Transferred to Higher Salary Step	Difference
PRE				Open							
1	18	1		\$ 54,717		\$ 54,717		\$ 54,717			
2	17	1		\$ 55,017		\$ 55,017		\$ 55,017			
3	16	3		\$ 55,317		\$ 165,951		\$ 55,317			
4	15	5		\$ 55,817		\$ 279,085		\$ 55,817			
5	14	8		\$ 56,317		\$ 450,536		\$ 56,317			
6	13	5		\$ 56,817		\$ 284,085		\$ 56,817			
7	12	4		\$ 59,045		\$ 236,180		\$ 59,045			
8	11	1		\$ 61,273		\$ 61,273		\$ 61,273			
9	10	2		\$ 63,501		\$ 127,002		\$ 63,501			
10	9	1		\$ 65,729		\$ 65,729		\$ 65,729			
11	8	3		\$ 67,957		\$ 203,871		\$ 67,957			
12	7	1		\$ 70,185		\$ 70,185		\$ 70,185			
13	6	-		\$ 72,413		\$ -		\$ 72,413			
14	5	3		\$ 74,641		\$ 223,923		\$ 74,641			
15	4	17		\$ 77,169		\$1,311,873		\$ 77,169			
	3					\$ -					
	2					\$ -					
	1					\$ -					
	Top					\$ -					

Subtotals: 55 - \$3,589,427

Academic Year - 2010 - 2011
M+30 or ME+45 Level

		Teachers by Step		Salary by Step		Salary Paid by Step		Combined			
Exeter Township Step	Antietam Step	Exeter Township School District	Antietam School District	Exeter Township School District	Antietam School District	Exeter Township School District	Antietam School District	Highest Salary by Step	Difference Between Salaries by Step	Number of Teachers to be Transferred to Higher Salary Step	Difference
PRE				Open							
1	18			\$ 57,316	\$ 42,600	\$ -	\$ -	\$ 57,316	\$ 14,716		\$ -
2	17			\$ 57,616	\$ 42,600	\$ -	\$ -	\$ 57,616	\$ 15,016		\$ -
3	16			\$ 57,916	\$ 44,000	\$ -	\$ -	\$ 57,916	\$ 13,916		\$ -
4	15	1	1	\$ 58,416	\$ 45,600	\$ 58,416	\$ 45,600	\$ 58,416	\$ 12,816	1	\$ 12,816
5	14	4		\$ 58,916	\$ 46,800	\$ 235,664	\$ -	\$ 58,916	\$ 12,116		\$ -
6	13	-	1	\$ 59,416	\$ 48,200	\$ -	\$ 48,200	\$ 59,416	\$ 11,216	1	\$ 11,216
7	12	5		\$ 61,644	\$ 49,500	\$ 308,220	\$ -	\$ 61,644	\$ 12,144		\$ -
8	11	4		\$ 63,872	\$ 51,000	\$ 255,488	\$ -	\$ 63,872	\$ 12,872		\$ -
9	10	-		\$ 66,100	\$ 52,600	\$ -	\$ -	\$ 66,100	\$ 13,500		\$ -
10	9	2		\$ 68,328	\$ 54,100	\$ 136,656	\$ -	\$ 68,328	\$ 14,228		\$ -
11	8	1		\$ 70,557	\$ 56,100	\$ 70,557	\$ -	\$ 70,557	\$ 14,457		\$ -
12	7	-		\$ 72,785	\$ 57,300	\$ -	\$ -	\$ 72,785	\$ 15,485		\$ -
13	6	-		\$ 75,013	\$ 58,500	\$ -	\$ -	\$ 75,013	\$ 16,513		\$ -
14	5	4		\$ 77,241	\$ 59,900	\$ 308,964	\$ -	\$ 77,241	\$ 17,341		\$ -
15	4	8		\$ 80,069	\$ 61,000	\$ 640,552	\$ -	\$ 80,069	\$ 19,069	2	\$ 9,838
	3				\$ 63,350	\$ -	\$ -	\$ 63,350			
	2				\$ 64,550	\$ -	\$ -	\$ 64,550			
	1				\$ 66,300	\$ -	\$ -	\$ 66,300			
	Top		2		\$ 75,150	\$ -	\$ 150,300	\$ 75,150			

Subtotals:	29	4	\$ 2,014,517	\$ 244,100	4	\$ 33,870
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	Difference
*Took salary of \$75,150 times 2 for 2 teachers at Top Step for Antietam and subtracted it from Exeter step 15 salary of \$80,069 times 2	\$ 9,838

Academic Year - 2010 - 2011
M+45 or ME+60 Level

		Teachers by Step		Salary by Step		Salary Paid by Step		Combined			
Exeter Township Step	Antietam Step	Exeter Township School District	Antietam School District	Exeter Township School District	Antietam School District	Exeter Township School District	Antietam School District	Highest Salary by Step	Difference Between Salaries by Step	Number of Teachers to be Transferred to Higher Salary Step	Difference
PRE				Open							
1	18			\$ 59,915	\$ 43,350	\$ -	\$ -	\$ 59,915	\$ 16,565		\$ -
2	17	1		\$ 60,215	\$ 43,350	\$ 60,215	\$ -	\$ 60,215	\$ 16,865		\$ -
3	16	-		\$ 60,515	\$ 44,820	\$ -	\$ -	\$ 60,515	\$ 15,695		\$ -
4	15	3		\$ 61,015	\$ 46,290	\$ 183,045	\$ -	\$ 61,015	\$ 14,725		\$ -
5	14	1		\$ 61,515	\$ 47,760	\$ 61,515	\$ -	\$ 61,515	\$ 13,755		\$ -
6	13	-		\$ 62,015	\$ 49,230	\$ -	\$ -	\$ 62,015	\$ 12,785		\$ -
7	12	3		\$ 64,244	\$ 50,700	\$ 192,732	\$ -	\$ 64,244	\$ 13,544		\$ -
8	11	1		\$ 66,472	\$ 52,170	\$ 66,472	\$ -	\$ 66,472	\$ 14,302		\$ -
9	10	-		\$ 68,700	\$ 53,640	\$ -	\$ -	\$ 68,700	\$ 15,060		\$ -
10	9	2		\$ 70,928	\$ 55,110	\$ 141,856	\$ -	\$ 70,928	\$ 15,818		\$ -
11	8	2		\$ 73,156	\$ 56,580	\$ 146,312	\$ -	\$ 73,156	\$ 16,576		\$ -
12	7	4	1	\$ 75,384	\$ 58,050	\$ 301,536	\$ 58,050	\$ 75,384	\$ 17,334	1	\$ 17,334
13	6	-		\$ 77,612	\$ 59,350	\$ -	\$ -	\$ 77,612	\$ 18,262		\$ -
14	5	1	1	\$ 79,840	\$ 60,650	\$ 79,840	\$ 60,650	\$ 79,840	\$ 19,190	1	\$ 19,190
15	4	13		\$ 82,968	\$ 62,200	\$ 1,078,584	\$ -	\$ 82,968	\$ 20,768	4	\$ 56,572
	3				\$ 63,750	\$ -	\$ -	\$ 63,750			
	2		1		\$ 65,300	\$ -	\$ 65,300	\$ 65,300			
	1		2		\$ 67,050	\$ -	\$ 134,100	\$ 67,050			
	Top		1		\$ 75,900	\$ -	\$ 75,900	\$ 75,900			

Subtotals:	31	6	\$ 2,312,107	\$ 394,000	6	\$ 93,096
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	Difference
*Took salary of \$65,300 for 1 teacher at Step 2 for Antietam and subtracted it from Exeter step 15 salary of \$82,968	\$ 17,668
*Took salary of \$67,050 times 2 for 2 teachers at Step 1 for Antietam and subtracted it from Exeter step 15 salary of \$82,968 times 2	\$ 31,836
*Took salary of \$75,900 for 1 teacher at Top Step for Antietam and subtracted it from Exeter step 15 salary of \$82,968	\$ 7,068
Subtotal	\$ 56,572

Academic Year - 2010 - 2011
M+60 or ME+75 Level

		Teachers by Step		Salary by Step		Salary Paid by Step		Combined			
Exeter Township Step	Antietam Step	Exeter Township School District	Antietam School District	Exeter Township School District	Antietam School District	Exeter Township School District	Antietam School District	Highest Salary by Step	Difference Between Salaries by Step	Number of Teachers to be Transferred to Higher Salary Step	Difference
PRE				Open							
1	18	-		\$ 62,515		\$ -		\$ 62,515			
2	17	-		\$ 62,815		\$ -		\$ 62,815			
3	16	1		\$ 63,115		\$ 63,115		\$ 63,115			
4	15	-		\$ 63,615		\$ -		\$ 63,615			
5	14	1		\$ 64,115		\$ 64,115		\$ 64,115			
6	13	3		\$ 64,615		\$ 193,845		\$ 64,615			
7	12	3		\$ 66,843		\$ 200,529		\$ 66,843			
8	11	2		\$ 69,071		\$ 138,142		\$ 69,071			
9	10	2		\$ 71,299		\$ 142,598		\$ 71,299			
10	9	1		\$ 73,527		\$ 73,527		\$ 73,527			
11	8	2		\$ 75,755		\$ 151,510		\$ 75,755			
12	7	2		\$ 77,984		\$ 155,968		\$ 77,984			
13	6	-		\$ 80,212		\$ -		\$ 80,212			
14	5	2		\$ 82,440		\$ 164,880		\$ 82,440			
15	4	25		\$ 85,868		\$2,146,700		\$ 85,868			
	3					\$ -					
	2					\$ -					
	1					\$ -					
	Top					\$ -					

Subtotals: 44 - \$3,494,929

Total Teachers: 327 96.67

Grand Total: 96.67 \$ 697,543

Review of Non-Salary Components of Existing Collective Bargaining Agreements

Analysis of the existing professional contracts for the existing districts begins with a side by side comparison using a matrix system. Each matrix provides a comparative analysis of current contractual language, compensation, benefits, and other major covenants. This process presents the Board with a comparison of both agreements for the existing districts with an analysis of issues that are critical, relatively minor, or have no consequence to a successful combined district process.

The comparative analysis will clearly present similarities and differences among the existing school districts. Differences are divided into three categories that define implications for a combined district: clauses which are **not germane**, clauses which are **minor in disagreement (remedial)** and should easily be remedied, and clauses that could be **problematic or will need change (critical)**.

Teacher contracts will need to be reconciled into a single agreement that requires a good faith effort by all parties. It is expected, given our past experience, that there will be more similarities than differences among the existing agreements.

The boards of the existing school districts should assume that each teacher association will press for the best of the clauses provided in the separate contracts. However, it is expected that none of the existing contracts is particularly generous among the two existing districts, or in terms of neighboring districts. It is also assumed, but will be checked, that recognition (who is included in the bargaining agreements) is fairly standard.

This summary of the two existing District professional contracts uses a comparative analysis of current contractual language, compensation, benefits, and other major covenants. This process provides a determination of issues that are:

- Critical
- Remedial (resolved through normal contract negotiations)
- Not applicable/limited in importance for a successful combined agreement process.

The results of this analysis may be found in Appendix B.

Part 7: Review of General Operations and Staffing

Review of Staff Levels, Current School Year (2012-2013)

The following table lists current staffing by school district. Comparisons are made side by side and are organized by department or type of district employee.

Current Staff Levels, 2012/2013 Antietam and Exeter Township School Districts

Antietam School District	Exeter Township School District
Central Administration Office: - 1 Superintendent - 1 Business Manager - 2 Full Time Accountants - 1 Building and Grounds Supervisor	Central Administration Office: - 1 Superintendent - 1 Assistant Superintendent - 2 Secretaries (Superintendent's Office) - 1 Instructional Support Supervisor - 1 Reading Supervisor - 1 Director of Personnel - 2 Secretaries (Personnel Office) - 1 Secretary (General) - 1 Business Manager - 1 Assistant Business Manager - 1 Secretary to the Business Manager - 4 Secretaries at large
Middle Senior High Office: - 1 Principal - 1 Assistant Principal - 1 Secretary - 1 Full Time Office Secretary - 2 Part Time Support Positions	Senior High School: - 1 Senior High School Secondary Principal - 1 Senior High School Director of Athletics - 2 Assistant Secondary Principals - 5 Secretaries (One in Guidance) - 2 Part Time Secretaries
	Junior High School: - 1 Full Time Middle School Principal - 1 Full Time Assistant Middle School Principal - 3 Full Time Secretaries
	Intermediate School: - 1 Elementary Principal - 1 Assistant Principal - 2 Secretaries - 1 Part Time Secretary
Elementary Schools: Elementary Center: - 1 Elementary Principal - 1 Dean of Students (Teacher) - 2 Secretaries	Elementary Schools: Lorane: - 1 Elementary Principal - 2 Secretaries Jacksonwald: - 1 Elementary Principal - 2 Secretaries

Primary Center: - 1 Elementary Principal - 1 Special Education/Building Secretary	Owatin Creek: - 1 Elementary Principal - 2 Secretaries - 1 Part Time Secretary
Antietam School District	Exeter Township School District
Facilities (Buildings and Grounds): - 2 Full Time Maintenance Employees - 8 Full Time Custodians (3.5 Middle School High School, 1.5 in Primary Center, 3 in Elementary Center)	Facilities (Buildings and Grounds): Administration Building (Lausch): - 1 Full Time Director of Building and Grounds - 1 Supervisor of Custodial Staff - 1 Custodian - 1 Outside Groundskeeper District Wide: - 1 Full Time Carpenter - 2 Full Time HVAC Electricians - 1 Full Time Plumber - 1 Full Time Utility Maintenance Senior High: - 1 Full Time Lead Custodian - 10 Full Time Custodians - 1 Full Time Outside Groundskeeper Junior High: - 1 Full Time Lead Custodian - 4 Full Time Custodians - 1 Full Time Outside Groundskeeper Reiffton: - 5 Full Time Custodians - 1 Full Time Groundskeeper Jacksonwald: - 3 Full Time Custodians - 1 Full Time Groundskeeper Owatin Creek: - 4 Full Time Custodians - 1 Full Time Outside Groundskeeper Lorane Elementary: - 3 Full Time Custodians - 1 Full Time Outside Groundskeeper

Antietam School District	Exeter Township School District
<p>Food Service:</p> <ul style="list-style-type: none"> - 1 Part Time Manager - 12 Part Time Cafeteria Workers for 3 schools (6 HS/JR, 6 for Elementary/Primary Center though Primary Center has no kitchen) 	<p>Food Service:</p> <ul style="list-style-type: none"> - 1 Full Time Supervisor - 1 Full Time Secretary (Administration) - 1 Part Time Secretary (Administration) <p>Senior High School:</p> <ul style="list-style-type: none"> - 1 Full Time Head Cook - 1 Full Time Assistant Head Cook - 10 Part Time Cafeteria Workers <p>Junior High School:</p> <ul style="list-style-type: none"> - 1 Full Time Head Cook - 1 Full Time Assistant Head Cook - 5 Part Time Cafeteria Workers <p>Reiffton Intermediate:</p> <ul style="list-style-type: none"> - 1 Part Time Head Cook - 6 Part Time Cafeteria Workers <p>Lorane Elementary:</p> <ul style="list-style-type: none"> - 1 Part Time Head Cook - 3 Part Time Cafeteria Workers <p>Jacksonwald Elementary</p> <ul style="list-style-type: none"> - 1 Part Time Head Cook - 3 Part Time Cafeteria Workers <p>Owatin Creek Elementary</p> <ul style="list-style-type: none"> - 1 Part Time Head Cook - 4 Part Time Cafeteria Workers

Antietam School District	Exeter Township School District
Health: - 1 Full Time Nurse for Junior/Senior - 1 Part Time (St. Catherine's) - 2 Full Time Health Assistants	Health: Senior High: - 2 Part Time Health Room Assistants Jacksonwald: - 1 Full Time Health Room Assistant
Technology: - 1 Full Time Specialist	Technology: Administration Building (Lausch): - 1 Full Time Director of Technology - 5 Full Time IT Technicians - 2 Full Time Technology Specialists - 1 Full Time Technology Integration Specialist Senior High: - 1 Full Time Computer Aide Junior High: - 1 Full Time Computer Aide Reiffton: - 1 Full Time Computer Aide Jacksonwald: - 1 Full Time Computer Aide Owatin Creek: - 1 Full Time Computer Aide Lorane: - 1 Full Time Computer Aide
Math/Science: - 1 Full Time Math/Science Administrator	Math/Science: Reiffton: - 1 Part Time Math Aide Jacksonwald: - 1 Part Time Math Regular Instruction Owatin Creek: - 1 Part Time Math Instruction Lorane: - 1 Part Time Math Aide

Antietam School District	Exeter Township School District
Transportation: - 6 Part Time Van Drivers - 2 Part Time Van Riders – Student Specific	Transportation: - 1 Assistant Supervisor of Transportation - 1 Supervisor of Transportation - 6 Part Time Bus Aides - 41 Part Time Bus Drivers - 3 Part Time Substitute Bus Drivers - 1 Full Time Mechanic - 4 Part Time Van Drivers
Library: Middle High School: - 1 Part Time Library Aide Elementary Center: - 1 Part Time Library Aide	Library: Senior High School: - 1 Full Time Library Media Aide Junior High School: - 1 Part Time Library Aide Reiffton: - 1 Part Time Library Aide Jacksonwald: - 1 Part Time Library Aide Owatin Creek: - 1 Part Time Library Aide Lorane: - 1 Part Time Library Aide
Other Aides: - 1 Part Time Elementary School Crossing Guard Primary Center: - 2 Part Time Classroom Aides Elementary Center: - 1 Part Time Cafeteria Aide Junior/Senior High: - 1 Part Time Guidance Secretary	Other Aides: Senior High: - 1 Full Time In School Suspension Aide - 1 Full Time School Safe Assistance Junior High: - 1 Full Time In School Suspension Aide - 1 Full Time Regular Instruction Aide Reiffton: - 2 Part Time Reading Aides - 8 Part Time Regular Instruction Aides Jacksonwald: - 8 Part Time Regular Instruction Aides Owatin Creek: - 3 Part Time Reading Aides - 9 Part Time Regular Instruction Aides Lorane: - 7 Part Time Regular Instruction Aides

Professional Staffing Benchmarks/Peer School Districts in Pennsylvania

The table that follows summarizes the combined enrollments and revenue of a new district if Antietam and Exeter Township School Districts were to consolidate. These figures are based upon the 2010/2011 school year provided by the Pennsylvania Department of Education. This section presents a comparison of the combined district's total professional staff, teaching staff, administrative staff, and district coordinators with similar school districts in Pennsylvania.

This process began by identifying from the 500 existing school districts in Pennsylvania those with similar total enrollments and revenues that would result from a combined district. Using figures compiled for the combined district, a range was calculated that spanned five percent lower or higher than that of the combined district. Each school district in Pennsylvania that fell within this \pm five percent range was then identified. The process is summarized by the following table.

Upper and Lower Limits for Enrollment and Revenue Based on Figures for a Combined School District, 2010/2011

		Enrollment	Revenue
	Combined District	5,368	\$ 77,812,006
5% variance		268	\$ 3,890,600
5% range	Upper limit	5,636	\$81,702,606
	Lower limit	5,100	\$ 73,921,406

Source: Calculated using data from the Pennsylvania Department of Education

Note that in the following table values highlighted in yellow represent values within \pm five percent of the values for a combined Antietam/Exeter Township School District. As seen, there are only four other school districts in Pennsylvania that matched both criteria (enrollment and revenue) within five percent of the combined school district.

There are 16 school districts in Pennsylvania with total enrollments within \pm 5 percent of the combined district's 5,368 students. They are listed in the following table. Also shown in the table are school districts that are within \pm 5 percent in annual revenues of a combined district. There are four such districts: Mt. Lebanon SD, Avon Grove SD, Williamsport Area SD, and Red Lion SD. These four are designated peer districts and will be used in further analyses.

**Enrollment and Revenue School District Benchmarks
Based on Figures for a Combined School District, 2010/2011**

School District	County	Enrollment	Revenue
Hatboro-Horsham SD	Montgomery	5,105	\$ 81,775,015
Penn Manor SD	Lancaster	5,169	\$ 65,937,680
Norwin SD	Westmoreland	5,197	\$ 58,360,981
Mt Lebanon SD	Allegheny	5,259	\$ 78,661,670
Methacton SD	Montgomery	5,289	\$ 89,158,955
William Penn SD	Delaware	5,305	\$ 88,004,309
Delaware Valley SD	Pike	5,327	\$ 69,785,452
Quakertown Community SD	Bucks	5,333	\$ 86,748,703
Combined District	Berks	5,368	\$77,812,006
Avon Grove SD	Chester	5,391	\$ 74,248,266
Williamsport Area SD	Lycoming	5,427	\$ 76,720,549
Mifflin County SD	Mifflin	5,472	\$ 63,784,600
Red Lion Area SD	York	5,537	\$ 79,609,031
Armstrong SD	Armstrong	5,544	\$ 87,766,459
Stroudsburg Area SD	Monroe	5,568	\$ 92,021,171
Haverford Township SD	Delaware	5,622	\$ 85,382,328
Northampton Area SD	Northampton	5,632	\$ 82,630,840

Following are comparisons between the combined district and the four identified peer school districts for enrollments and number of teachers. Pupil/teacher ratios are calculated from these numbers.

**Enrollment and Teacher School District Benchmarks
Based on Figures for a Combined School District, 2010/2011**

State	School District	Enrollments	FTE Teachers (District)	Pupil/Teacher Ratio (District)
PA	Avon Grove SD	5,391	309	17.5:1
PA	Mt. Lebanon SD	5,259	377	13.9:1
PA	Red Lion SD	5,537	343	16.1:1
PA	Williamsport Area SD	5,427	402	13.5:1
	Total for Peer Districts	21,614	1,431	15.1:1
	Combined District	5,368	380	14.1:1

Source: Pennsylvania Department of Education

As seen in the previous table, a combined school district with no change in the number of existing district teachers would have a pupil/teacher ratio of 14.1 (though a range from 13.5:1 to 17.5:1 is seen). This compares to an average of 15.1 pupils per teacher for the peer school

districts, a difference of +1.0 teachers for the pupil/teacher ratio of the combined district. In other words, the combined district has, on average, one fewer student per teacher.

Professional staffing levels for these four peer districts and the combined district were then compared. Notice in the table that follows how a combined school district's total staff and secondary staff would compare to the four identified peer school districts.

**Professional Personnel School District Benchmarks
Based on Figures for a Combined School District, 2010/2011**

School District	Total Professional Personnel	Total Administrators	Total Teachers	Total Coordinators	Total Other Staff
Avon Grove SD	454	25	377	52	2
Mt. Lebanon SD	382	16	309	55	3
Red Lion SD	487	29	402	56	2
Williamsport Area SD	406	19	343	41	3
Peer District Average	432	22	358	51	2.5
Combined District	460	23	380	52	6

As seen in the previous table, the combined school district has similar numbers of professional personnel as its benchmark districts. For instance, total coordinators average 51 for the benchmark districts and number 52 for the combined district. However, the total professional personnel number is higher than the benchmark because of a higher than expected number of teachers (380 vs. 358 for the benchmark). That number has already decreased for the existing school districts since 2010/2011.

Teacher Complement for a Combined School District

While the combined district has 22 more teachers than the average of the benchmark districts, it is also necessary to point out the range of the four benchmark district teachers is 302 to 402. The combined district is in that range.

If 22 teaching positions could be eliminated, the savings to the combined district would be \$903,206 in salaries and \$343,218 in benefits (total of \$1,246,424). This figure is based upon the salary steps negotiated in the collective bargaining agreements where the last teachers hired would be those teachers let go. In this case it is inappropriate to use the average teacher salary. Contracts dictate that teachers laid off will most probably be those in the first three of four salary steps, though length of service is not completely correlated with placement on the salary scale (first time teachers can enter the profession with a Master's Degree, for instance). This total is

based upon 11 teachers at B Level Step 1 and 2 teachers at B Level Step 2 in Exeter Township School District, and 6 teachers at B Level Step 1 and 3 teachers at B Level Step 2 in Antietam School District.

Another benchmark to analyze teacher positions in a combined district is the number of courses and sections in the existing districts that could accommodate students without increasing the number of sections. This is done by listing all courses in each district, then identifying those with an enrollment of 15 students or less. Such a course could accommodate additional students without adding sections or adding teaching time.

The following table lists all courses in grade 7 and grade 8 in the existing districts with 15 or fewer students enrolled, along with the number of sections. Notice that most courses with smaller enrollments are in English, languages, graphics, art, and music.

More classes with smaller enrollments exist in the Exeter Township School District, in no small part because it has four times the total enrollment of Antietam School District. Antietam has the advantage of grades 7 and 8 that are combined with the high school. Antietam also has access to more types of facilities.

The opportunity for a reorganization of classes exists mainly with Exeter Township. Therefore, no reduction in teachers should be expected for grades 7 and 8 in a combined district.

Grade 7 and Grade 8 Courses with Enrollments of 15 or Less Students Antietam and Exeter Township School Districts, 2012-2013

Antietam Middle School			Exeter Middle School		
		Number			Number
Grade	Subject	Sections	Grade	Subject	Sections
8	Reading	6	7	ESL	1
8	Science	2	7	Reading	2
8	Algebra I	4	7	LS - English	3
8	Art	8	7	LS - Reading	1
8	Tech Ed	8	7	Writing Workshop	1
8	Family and Consumer Sciences I	8	7	Music Exploration	1
8	Music	8	7	Exploratory German	3
8	Physical Education	2	7	Accelerated - Pre-Algebra	1
			7	Reading (Every Other Day)	2
			7	Orchestra	1
			7	Exploratory Spanish	4
			7	Math Strategies	1
			7	Exploratory French	4

	Exeter Middle School	
		Number
Grade	Subject	Sections
7	Math - LS	3
8	Reading	3
8	ESL	1
8	LS - English (Semester)	4
8	LS - English (Year Round)	3
8	LS - Reading	2
8	LS - Reading	2
8	Early American Culture	2
8	Music Exploration - Grade 7	1
8	Introduction to German	2
8	Accelerated Algebra I	3
8	Honors - Algebra II	1
8	English	2
8	Reading - Every Other Day	9
8	Orchestra	1
8	Studio Art II	12
8	Science	1
8	Wood Technology	12
8	Family and Consumer Science	10
8	Algebra	1
8	Introduction to French	5
8	Metal Technology	12
8	Pre-Algebra B	3
8	Math - LS	3
7 and 8	Math Life Skills	2
7 and 8	Functional Living	2
7 and 8	Personal Management Skills	2

The following table shows the high school courses (and number of sections) for each district that have 15 or fewer students in the current school year. The list does not include classes that are designed to be fewer than 15 students; many such courses are dependent upon sufficient computing hardware or lab space and include some of the information technology courses, art and music courses, and wellness/physical education courses that target specific students.

As seen, the number of courses and sections does not differ very much between both districts; however, the courses do differ. This is a positive as less-filled courses not offered in the other district offer the maximum opportunities for students and maximum ability to keep down academic expenditures.

The number of course sections with fewer than 15 students totals 111 for Antietam High School and 157 for Exeter Township High School, for a combined district total of 268. Defining a school day as 7 periods, 268 courses equates to 38 teacher positions. However, this is not a realistic calculation; teachers must teach in their area of certification. A teaching position can be eliminated only when there are sufficient course sections in a single field of certification. Based upon the course section analysis, this would equate to no more than 11 positions—mostly in the fields of art, music, languages, industrial arts, English, Honors and AP programs, and IT.

Eleven teaching positions equates to 7 teachers in Exeter Township School District and 4 teachers in Antietam School District. Again, because of collective bargaining agreements these teachers would all be at B Level Step 1 of the existing contracts. Savings would total \$453,234 in salaries and \$172,229 in benefits, for a total of \$625,463. Of course, if attrition of 11 teachers occurred through retirement the savings would be considerably more, assuming that those who retire are at the highest Levels and Steps on the bargaining scale.

The following table lists the high school courses and number of sections with 15 or fewer enrollments for the existing districts.

**High School Courses with Enrollments of 15 or Less Students
Antietam and Exeter Township School Districts, 2012-2013**

Antietam High School			Exeter High School		
Grade	Course	Number Sections	Grade	Course	Number Sections
9	U.S. History	2	9	English	1
9	History U.S./Pennsylvania	1	9	Honors English	1
9	Honors Biology I	2	9	3D Art	2
9	Computer Applications II	2	9	Algebra	2
9	German II	1	9	Fitness	1
10	Academic U.S. History	3	9	Earth & Space	5
10	Honors Chemistry	2	9	Earth & Space	2
10	Academic Chemistry	1	10	Honors - English	3
11	Honors English II	2	10	Geometry	1
12	AP English	1	10	Honors - World History	1
12	English	2	10	Biology	2
12	CP American Government	1	10	Assessment Strategies and Skills for Math	3
12	American Government	1	11	Civics	4
12	AP Calculus	1	11	Honors – Civics	2
12	Spanish V	1	11	English	2
12	Physical Education	3	11	Assessment Strategies/Skills for Math	3

Antietam High School			Exeter High School		
Grade	Course	Number Sections	Grade	Course	Number Sections
10 to 12	Writing Workshop I	1	12	Career Communications	2
10 to 12	Speech/Debate	1	12	AP - Spanish V	2
10 to 12	Drama	1	12	Psychology – Honors	2
10 to 12	SAT Preparation	1	12	AP History	1
10 to 12	Digital Media	3	12	Cooperative Business Education	6
10 to 12	Honors Algebra II	1	12	Cooperative Business Education	3
10 to 12	SAT Math	1	12	TV Studio IV	1
10 to 12	Foundations of Math	2	12	Architectural Drawing and Design	1
10 to 12	Accounting I	1	12	Senior Math	2
10 to 12	Accounting II	1	12	Honors Calculus	1
10 to 12	Spanish III	1	12	AP Calculus	1
10 to 12	German III	1	10 and 11	Fitness	3
10 to 12	Art Exploration	2	10 and 11	Algebra II	2
10 to 12	Drawing	3	10 and 11	Wellness (W)	2
10 to 12	Painting	2	10 to 12	Metal Technology II	1
10 to 12	Pottery/Ceramics	4	10 to 12	Latin II	1
10 to 12	Computer Graphics	3	10 to 12	Accelerated Biology	1
10 to 12	Intro to Stagecraft	1	10 to 12	Construction I	1
10 to 12	Childcare	2	10 to 12	Construction II	2
10 to 12	Cultural Diversity	1	10 to 12	Business Law	1
10 to 12	Performance Music I	1	10 to 12	Sports and Entertainment	1
10 to 12	Class Piano	1	10 to 12	Entrepreneur	2
10 to 12	Fitness for Lifespan	1	10 to 12	Honors - Fine Arts Studio I	3
11 and 12	Film as Literature	2	10 to 12	Honors - Fine Arts Studio II	2
11 and 12	Advanced Chemistry	1	10 to 12	Design Studio	3
11 and 12	Anatomy and Physics	1	10 to 12	Fundamentals of Art II	1
11 and 12	Advanced Physics	1	10 to 12	Technical & Computer Drawing I	1
11 and 12	Honors Physics	1	11 and 12	Guitar II	3
11 and 12	Academic Physics	2	11 and 12	Orchestra	1
11 and 12	AP Biology	1	11 or 12	Metal Technology III	2
11 and 12	AP Biology II	1	11 or 12	Photography II	3
11 and 12	Web Page Design I	1	11 or 12	Photography III	3
11 and 12	Digital Media II	3	11 or 12	TV Studio II	2
11 and 12	Algebra III	2	11 or 12	TV Studio III	2
11 and 12	Psychology	1	11 or 12	AP Language/Composition	2
11 or 12	Statistics	1	11 or 12	AP Literature/Composition	1
11 or 12	AP Statistics	1	11 or 12	Latin III	1
11 to 12	Writing Workshop II	1	11 or 12	Honors - Latin IV	1
11 to 12	Pre-Calculus	1	11 or 12	Honors - French IV	1

Antietam High School			Exeter High School		
Grade	Course	Number Sections	Grade	Course	Number Sections
11 to 12	Honors Pre-Calculus	1	11 or 12	Honors - Human Physiology II	1
11 to 12	Entrepreneurs	1	11 or 12	AP Biology	1
11 to 12	Spanish IV	1	11 or 12	Publications and Media	1
11 to 12	German IV	1	11 or 12	Personal Finance	1
11 to 12	German V	1	11 or 12	AP Music Theory	1
11 to 12	Photography	2	11 or 12	Music Study	1
11 to 12	Drawing II	2	11 or 12	Technical & Computer Drawing II	1
11 to 12	Watercolor II	1	11 or 12	Environmental Science	1
11 to 12	Painting II	1	11 or 12	Physical Science	3
11 to 12	Photography II	2	11 or 12	Digital Imaging II	1
11 to 12	Computer Graphics II	3	11 or 12	Digital Imaging III Portfolio (B)	1
11 to 12	Video Production	1	11 or 12	Digital Imaging III Portfolio	1
11 to 12	Early Childhood Profess	1	11 or 12	Honors - German IV	1
11 to 12	Music Technology	1	11 or 12	Oceanography	1
9 to 12	Concert Choir (GPA)	1	11 to 12	Construction III	1
9 to 12	Concert Choir (Non-GPA)	1	9 and 10	Reading Strategies	7
9 to 12	Marching/Concert Band (GPA)	1	9 and 10	Orchestra 9/10 (O)	1
9 to 12	Marching/Concert Band (Non-GPA)	6	9 to 12	Guitar I	2
			9 to 12	German II	1
			9 to 12	Language Arts (Learning Support)	5
			9 to 12	Latin I	1
			9 to 12	Intro to Strings	1
			9 to 12	ESL	2
			Ungraded	Fitness/Wellness (S)	1
			Ungraded	Functional Math	1
			Ungraded	Cons. Math	1
			Ungraded	LSS Health/Safety	1
			Ungraded	LSS Reading	1
			Ungraded	LS Math	2
			Ungraded	LSS Math	1
			Ungraded	Personal Management	3
			Ungraded	Personal Management	3

Total Complement for a Combined School District

Another way to check staffing benchmarks to is look at total instructional expenditures for the districts. This is not a direct comparison because school districts do account for expenditures in different ways (for instance, one district might list supplies in instructional costs while another lists such expenditures in a different line item).

Instructional Expenditure School District Benchmarks Based on Figures for a Combined School District, 2010/2011

School District	Instructional Expenditures
Avon Grove SD	\$46,136,000
Mt. Lebanon SD	\$42,064,000
Red Lion SD	\$46,693,000
Williamsport Area SD	\$44,148,000
Combined Antietam/Exeter Township District	\$42,591,000

Compared with the benchmark districts, the combined district is at the low end of the instructional expenditures range. Professional staffing and expenditure are in line with other districts in the Commonwealth.

Post Action Staff Levels at the Combined School District

Staffing levels post action are dependent upon two actions: combined central office school district administrations, and the configuration of schools that might involve different number of teachers, aides, cafeterias, libraries, coordinators, custodians, etc. in a system that now involves ten buildings.

Using data from the previous table it is possible to estimate, and these can only be estimates until the Board determines final salaries, the cost savings of a new administrative structure. Streamlining administrative staffing is clearly one reason for interest in a combined district. That said, an option follows to help begin the discussion and to better explain how a new team might be created.

The following table lists the number and type of administrators for Antietam and Exeter Township School Districts using PDE nomenclature. The actual positions may (and frequently do) have a different title; for instance, there is not a total of 13 coordinators at Antietam School District if actual titles are identified.

Number and Type of Professional Employees by School District, 2010/2011

School District	Number of Professional Personnel	Number of Administrators	Number of Classroom Teachers	Number of Coordinators	Number of Other Administrators
Antietam	111	7	91	13	0
Exeter Township	349	16	289	39	6

Source: Pennsylvania Department of Education

Options are based upon building the needed administrative team for the new district. This is a task for the educational professionals working with the new Board. The following options, with associated cost savings, set the stage for the following detailed discussion regarding a combined district.

However, there is no one correct approach. A combined district, at least in the short term, will place additional efforts upon administrators. Everything from designing new stationary to generating new five-year academic plans will need to commence immediately. The need for administrators will be increased during this period of time as needed planning (curriculum, staffing, preparation of facilities, etc.) takes place with no decrease in the day to day responsibilities for district operations. Further, as the combined school district begins to function, a re-evaluation of administrative positions and staffing will be needed.

The following table presents average salaries for professional positions for the existing school districts and for all school districts in Pennsylvania. Average salaries for administrative positions are used rather than actual salaries in the existing districts for two reasons: it is unclear which salary of existing administrators will be assigned to new administrators (or for that matter if any existing salaries will be maintained), and the use of averages removes any predisposition to link salary data with specific administrators.

Average Salaries of Professional Personnel, Existing Districts and State Average, 2010-2011

School District	Avg Salary Professional Personnel	Avg Salary Administrators	Avg Salary Classroom Teachers	Avg Salary Coordinators	Avg Salary Other Administrators
Antietam	\$50,279	\$91,004	\$45,999	\$58,313	---
Exeter Township	\$63,870	\$96,083	\$60,914	\$72,828	\$72,989
State Average	\$62,956	\$97,283	\$60,674	\$65,440	\$64,683

Source: Pennsylvania Department of Education

Administrative salaries are further detailed in the following table. The administrative positions listed in the first column have potential for savings in a combined district. Inclusion of positions in this table is derived from the listing of all positions in the existing districts.

**Potential Reduction of Central Office Administrators,
Combined District, 2010-2011**

Position	Number of Positions	Salary Cost Reduction	Benefits Cost Reduction	Total Cost Reduction
Superintendent	1	\$140,000	(32%) \$44,800	\$184,800
Business Manager	1	\$92,000	(34%) \$31,280	\$123,280
Building and Grounds	1	\$62,900	(38%) \$23,902	\$86,802
Part Time Support	2	\$31,000	(41%) \$12,710	\$43,710
Food Service Manager	0.5	\$31,600	(41%) \$12,956	\$44,556
Math/Science Administration	1	\$50,279	(38%) \$19,106	\$69,385

Source: Pennsylvania Department of Education

Independent of the options for grade configuration or school building use, the positions previously listed would be candidates for elimination. In total, a combined school district potential savings of \$552,533 (salary and benefits) is seen. That number could increase if the number of support staff and coordinators is possible.

Other positions might be eliminated at the building level, but specific positions will differ depending upon the option selected for grade configuration and building use in the combined district. Accordingly, these positions and potential staff savings are presented with each option. Building specific staffing includes principals, assistant principals, support staff, and custodial.

Also under consideration are six part time van drivers and cafeteria aides should certain facilities continue in a role other than a school.

However, as stated in the introductory paragraph to this section, it is not possible to eliminate all resulting duplication of positions to save money. The combined school district will still be larger than either of the existing districts and the need for administrative staffing does not automatically diminish for an unchanged number of students. It may be more appropriate to restructure certain positions, such as the two current curriculum directors dividing responsibilities between elementary and secondary offerings. Again, this analysis is presented by specific options.

Part 8: Opportunities and Advantages for Shared Resources

The Advantages of Sharing Services

Increased financial pressures for school districts across the Commonwealth moving forward suggest that shared services, greater cooperation, and virtual networking can have profound effects upon the delivery of educational services. Further, for many in the communities involved in this study, physical boundaries no longer carry strong emotional or historical meanings. In the end, there is no reason why school district services, even in the absence of a fully combined district, cannot be mutually complementary. With proper planning, sharing services offers additional opportunities for students at a potentially lower cost.

School districts across the state of Pennsylvania are better serving communities and students by looking for scale economies such as common textbooks, sharing large-scale start-up costs for major programs, pooling resources for major building projects, or providing back-up services when needed.

Coordination of services often begins with facility and maintenance needs. Sharing facilities, equipment, and scheduling maintenance crews across districts can be achieved with no additional cost to the districts. Facilities are fully utilized and services can be shifted to where they are most needed at any point in time.

Not all shared services will have cost savings as the primary goal. For Antietam and Exeter Township School Districts the goal may be preserving academic programs or student services when resources are declining and demographics/enrollments begin to stagnate.

The following table presents potential activities which can be shared among these two school districts.

Potential Shared Services Opportunities for the Existing Districts

Possible Shared Services Analysis in the Short Term	Future Shared Services in the Long Term
Joint purchasing	School psychologist and other specialists
Professional development	Special education services/instruction
Human resource functions	Teachers with hard-to-find certifications
Technology staff	Advanced placement courses
Student transportation	On-line teaching programs
School lunch programs	
Shared administrative personnel (support staff and business offices)	
Shared maintenance and grounds keeping equipment	Co-curricular activities: <ul style="list-style-type: none"> • Visual and performing arts • Clubs and student activities • Student athletic and wellness programs
Facilities: <ul style="list-style-type: none"> • Athletic fields and practice fields • Storage and maintenance facilities • Waste reduction programs • Energy performance and shared contracting of energy sources • Custodial service • Shared buildings 	Curriculum: <ul style="list-style-type: none"> • Cross-district programs and shared curriculum teams and planning • Shared charter school • Shared media and library services • Shared texts and equipment • Coordinated curriculum development and planning

Potential Shared Services

A summary of potential shared services is presented in the following table.

Potential Shared Services, Antietam and Exeter Township School Districts

Service	Antietam School District	Exeter Township School District
Food Service	<ul style="list-style-type: none"> • Provides services in-house • Employs a part-time director • Director administers free and reduced lunch program 	<ul style="list-style-type: none"> • Provides services in-house • Employs a full-time director • Director administers free and reduced lunch program
Telecomm and IT Support	<ul style="list-style-type: none"> • Has one full-time employee • Handles bids for equipment • Every building has fiber deployed • Internet service provided through the Intermediate Unit • Verizon for telephone services 	<ul style="list-style-type: none"> • Has four full-time employees • One supervisor and three technicians • Handles bids for equipment • Every building has fiber deployed • Internet service provided through the Intermediate Unit • Windstream for telephone services

Service	Antietam School District	Exeter Township School District
Banking Services	<ul style="list-style-type: none"> • No need for bids • District does not pay banking fees • Works, as a rule, with Fulton Bank (Lock-Box), Pliggit Accounts for Investing 	<ul style="list-style-type: none"> • Issues periodic RFPs • Current banking at PNC • District does not pay banking fees • Works, as a rule, with the Pennsylvania School District Liquid Asset Fund
Legal Services	<ul style="list-style-type: none"> • Contracts with one source; district solicitor is member of this law firm • May use specialized law firms during collective bargaining negotiations 	<ul style="list-style-type: none"> • Contracts with one source; district solicitor is member of this law firm • May use specialized law firms during collective bargaining negotiations or a panel of lawyers from several firms
Special Education Services	<ul style="list-style-type: none"> • No shared services currently • Intermediate Unit provides some services, including emotional support • General goal is to keep special education students in the district • Would need added transportation services to place students elsewhere • Contracts for students with behavioral needs through IEP process 	<ul style="list-style-type: none"> • No shared services currently • Intermediate Unit provides some services on an as needed basis • Would need added transportation services to place students elsewhere • Contracts for students with behavioral needs through IEP process
Substitute Teacher Services	<ul style="list-style-type: none"> • Does not use this service; principals arrange substitutes 	<ul style="list-style-type: none"> • Aesop substitute teacher services
Student Transportation	<ul style="list-style-type: none"> • All student bus/van transportation is contracted • Does not bus secondary school students • Has six part time van drivers 	<ul style="list-style-type: none"> • Does transportation administration in house • Uses software to set up bus routes to minimize total miles and to avoid miles without students • Bus scheduling is done in the transportation office; district uses a 3 tier system: Reiffon is one tier, Junior/Senior High is one tier, and K-4 is one tier
Media and Library Services	<ul style="list-style-type: none"> • Middle school and high school are totally coordinated • Media center also serves as a classroom (computer training and other programs) • Centers contract with other organizations, primarily the IU, when software or licenses can be procured at a better rate • Working to put as much content online as possible (except operating systems) 	<ul style="list-style-type: none"> • Media Services takes responsibility for many tasks, including ordering equipment • Handles all software licenses • Constantly looks for ways to decrease expenses or to acquire new hardware • Has a media specialist assigned to each building

Service	Antietam School District	Exeter Township School District
Textbooks	<ul style="list-style-type: none"> District buys upgrades to existing texts 	<ul style="list-style-type: none"> District still buys upgrades to existing texts Has a fulltime Curriculum Director Trying to minimize upgrades Looking to “bring your own device” as an alternative to physical texts
Custodial Services	<ul style="list-style-type: none"> Difficult to cut positions; number of students and facilities has remained constant Sharing of equipment already takes place with Exeter Township SD 	<ul style="list-style-type: none"> Need to maintain facilities, especially the older buildings at the current level of staffing Sharing of equipment already takes place with Antietam SD Must maintain seven relatively large buildings and a campus of several acres
Supplies	<ul style="list-style-type: none"> Uses IU and state contracts as available and advantageous Places accounts on state contracts Takes advantage of existing programs such as CO-STARS 	<ul style="list-style-type: none"> Buys from state contract as advantageous Uses the IU for many types of supplies including fuel, paper, general, art, and cafeteria Uses CO-STARS for most maintenance and custodial supplies
Professional Development	<ul style="list-style-type: none"> Pays tuition for teachers at the Penn State rate (preapproval is necessary) Provides speakers, Act 48 credits and units 	<ul style="list-style-type: none"> Pays tuition reimbursement for teachers (preapproval is necessary) Reimbursement is dependent upon grade received
Employee Benefits	<ul style="list-style-type: none"> Life insurance Pension contribution is based upon salary Currently no early out incentives for retirements Health insurance for retirees is provided at full price for the retiree 	<ul style="list-style-type: none"> Life insurance Pension contribution is based upon salary Currently no early out incentives for retirements Health insurance for retirees is provided at full price for the retiree

Food Service

There is the possibility to share food services by offering a common menu and sharing employees. The potential exists for relatively small savings on locally procured foods, but most food purchasers are already by contract.

Savings will primarily come from reducing personnel costs. Should all buildings with student food programs remain open, personnel cost savings are generated by the employment of a single Director of Food Services. Even this savings will be partially offset by increased travel costs and the continued need to administer federal programs for free or reduced lunches or breakfasts. Further, this position in Antietam School District is part-time. Given that the redistribution of

duties will reduce the effect of this change by about 30 percent of current expenditures, the actual savings are 15 percent of current personnel costs.

Neither existing school district shared a desire to outsource food services. Outsourcing provided very little savings to each district, yet the district must still maintain contracts and oversee services. The only advantage to outsourcing services may be legacy costs, primarily district pension contributions, in the long run.

Estimated saving for outsourcing food services is about \$5,000 to \$10,000 per year per district. These figures are based upon recorded savings in other school districts.

Professional Development

There are major opportunities to cooperatively provide professional development programs, especially when such programs are delivered onsite. Providing one speaker/lecturer for both schools can attain cost savings, but the overall costs and potential are not significant in terms of total budget. However, cooperative programs will save money, possibly in the \$10,000 to \$20,000 range each year.

Media and Library Services

School district media/library services could partner with public systems, universities, or the state library to increase access to information and to save money. The opportunity for savings lies in content and services; there are few options for further savings on hardware or software. Equipment prices are rock bottom right now and there is justification for upgrades at current prices. The challenge for media and library services is keeping current with content and equipment.

Though there are ample opportunities to share services to increase access to media and information, the cost savings are not significant. However, physical research materials (books and other publications not available or affordable on line) can be shared, as can librarians to spend more time on media and access to content.

Textbooks

The future of textbooks is unknown at this point in time, but two efforts will surely change the use of texts moving forward. The first is the ongoing effort to place materials on line rather than in print form. Large suppliers are working quickly to make this happen. At the same time the emphasis from students is bring your own device. Content will be available from many sources and students will access that content in their own way. Though both districts could coordinate the use of texts and upgrades, there is little money to be saved here. There are, however, significant savings to be attained by avoiding textbooks as educational content in the future.

Custodial and Maintenance

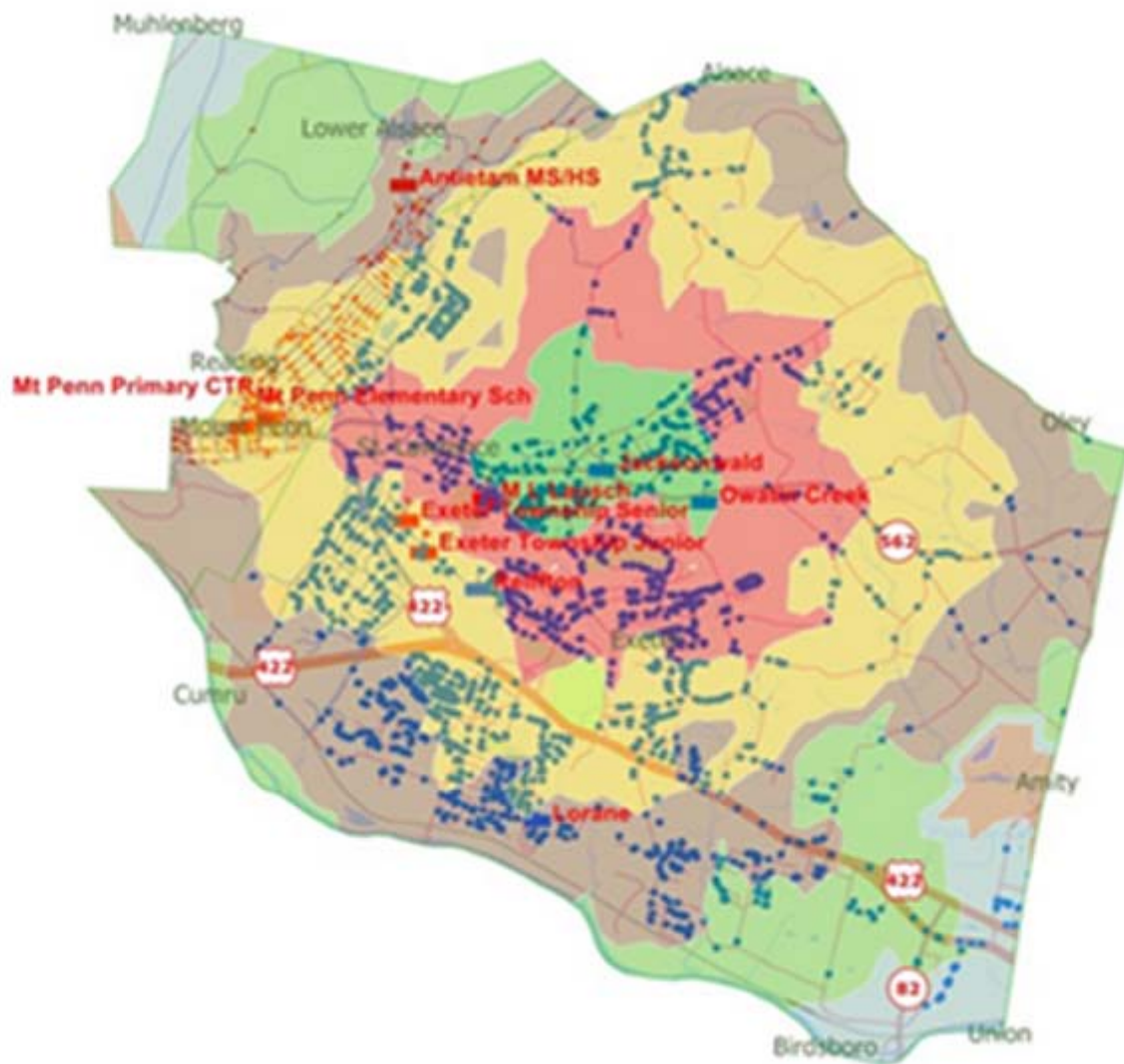
There is limited opportunity for savings here on the personnel side, but much more so for equipment and supplies. That said, there can be a more efficient use of personnel for large projects when employees from both school districts are involved. This is also the case for backup in times of emergency, the need for special projects, or large gatherings in buildings for graduations, community events, concerts, programs, etc.

One suggestion is forwarded here: By combining two existing custodial and maintenance positions it may be possible to hire an engineer for the combined district.

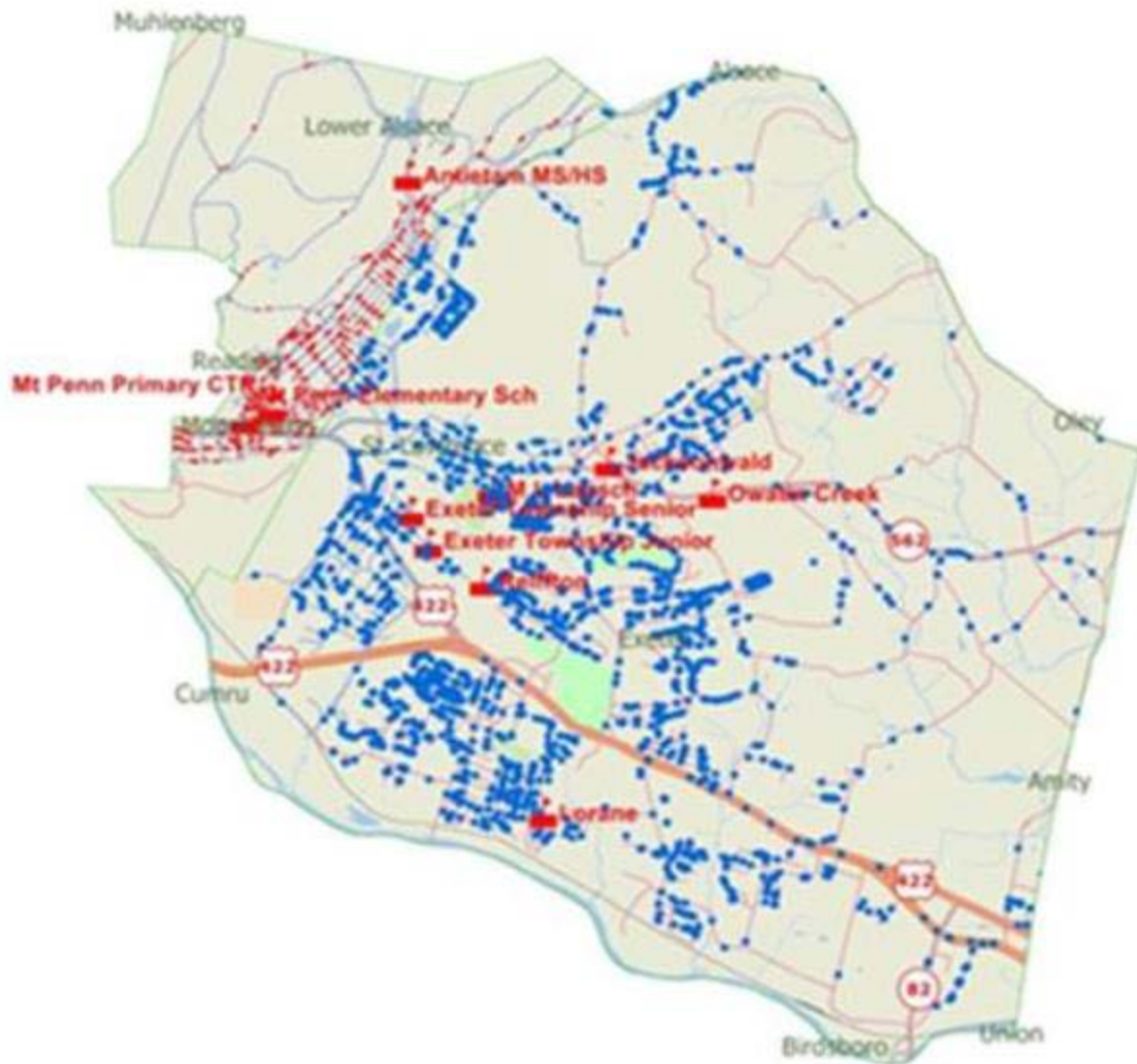
Student Transportation

How might the various scenarios impact student transportation costs? In order to provide some means of addressing this question, the team, using Geographical Information Systems, located student home locations and determined the shortest distance (in miles) from each student's home to his or her current school. The percentage of students who have a current travel distance of 0 to 1 mile; 1 to 2 miles; 2 to 3 miles, etc., was then determined. As options are developed, we can determine the corresponding travel distance.

The following map is provided by way of example. It illustrates distances along streets to Lausch Elementary School. The central, green shaded area represents a band where the shortest distance to the school along current roads is 0 to 1 mile. Each subsequent band represents one mile.



Next each student's home addresses and count the number of students in each distance band. The following map shows student locations. Red dots represent Antietam School District students while blue dots represent Exeter Township School District students.



The results of this analysis can be portrayed in the following charts that depict the current travel distance from student homes to the schools they now attend.

Review of Existing Policy for Walking Students

Antietam School District has an existing policy that requires most students to walk to school. Within the district limited student transportation is provided by vans rather than buses. However, most school districts that do provide student transportation limit ridership to those students who live more than one mile (sometimes further) from the building attended. In perspective, the existing policy at Antietam School District is typical and usual.

Cost Effectiveness of Combining Transportation

Cost effectiveness of combining student transportation opportunities is further discussed by option in Part 11. The existing districts should expect future transportation subsidies from the state to be flat lined. The best potential for savings is an increase in Charter Schools that no longer require student transportation.

Shared Services with Municipalities

There are (at least) four primary ways to save money by partnering with the municipalities served by the school districts. They are:

- Contract with a municipality for paving (when equipment and manpower is in the region coordinate with projects for the districts)
- Share the expertise and cost of the municipal engineer (all are required by law to have an engineering firm)
- Coordinate the cleaning of storm sewers and drains
- Collectively contract for exterior maintenance such as outdoor lighting.

Part 9: Review of Existing School District Policies and Procedures

Similar to the academic and student programs, school district policies and procedures begin with universal vision and mission statements. Those statements (presented side by side) for Antietam and Exeter Township School Districts follow:

Vision Statements	
Antietam School District	Exeter Township School District
<p>In keeping with our stated mission, the Antietam School District in conjunction with our community will provide a sound educational experience in a caring and supportive environment that fosters lifetime learning which:</p> <ul style="list-style-type: none"> • Challenges and empowers all students in a rigorous standards-based curriculum • Utilizes technology and data-driven decision making to foster sound educational practices • Develops the foundation for a socially responsible, life-long learner • Emphasizes problem solving, analytical and creative thinking • Promotes a culture of respect. 	<p>The Exeter Township School Community will actively integrate all diverse groups within the district and community to provide students with the best resources and opportunities to realize their full potential, both cognitively and affectively, in a safe and positive environment. These resources include personnel, technology, equipment, facilities, and curricula. Our schools will be an integral part of our growing community, and a source of pride to all of its members.</p>
Mission Statements	
Antietam School District	Exeter Township School District
<p>The Antietam School District in conjunction with our community will provide a sound educational experience in a caring and supportive environment that fosters lifetime learning which:</p> <ul style="list-style-type: none"> • Challenges and empowers all students in a rigorous standards-based curriculum • Utilizes technology and data-driven decision making to foster sound educational practices • Develops the foundation for a socially responsible, life-long learner • Emphasizes problem solving, analytical and creative thinking • Promotes a culture of respect. 	<p>It is our mission to provide differentiated learning opportunities in a safe, nurturing environment that will enable all students to fully develop their minds and their character to become successful, productive citizens in a constantly changing world.</p>

Comparison of Major Policies

The list and content of policies and procedures for each school district is lengthy and detailed, according to the need established by each specific issue. However, the following table compares the most important policies and provides a comparison.

Listing and Comparison of Major Policies and Procedures Antietam and Exeter Township School Districts

Policy	Antietam	Exeter Township	Comparison
Acceptable Use of Internet	<ul style="list-style-type: none"> • Must be consistent with the curriculum of the district • Students must sign an “Acceptable Use/Code of Conduct” also signed by the parent • Must have a permission form to access the Internet 	<ul style="list-style-type: none"> • Must have a permission form signed by student and parent/guardian • Students responsible for producing ID prior to accessing the Internet 	<ul style="list-style-type: none"> • Both districts require a form to be filled out prior to use of Internet • Exeter Township also has an ID requirement prior to accessing the Internet
Attendance	<ul style="list-style-type: none"> • Free and full education from ages 6 to 21 • Follows Berks County truancy guidelines • Three or more unexcused days results in potential citing of parents • Ten or more unexcused absences will result in citation to parents (unless certified as medically necessary) • Three days of absence requires a note from a doctor 	<ul style="list-style-type: none"> • Free and full education from ages 6 to 21 • Should a student not provide the school with a parental note explaining the absence within three days after his or her absence, then the absence will be considered unlawful • Unlawful absences are classified as trancies and are subject to fines levied by the Magisterial District Judge • Three unlawful absences results in the school issuing a “Official Notice” to the parents. Any additional unlawful absences will be considered a second offense • Parents will be notified of a potential attendance problem (five or more absences per semester) • District requires a physician’s note when students have been absent for more than ten cumulative days in one school year to excuse subsequent absences • Truancy/unexcused absences follow Act 29 	<ul style="list-style-type: none"> • Similar procedures are followed for attendance across both districts • Exeter Township has a more proactive approach with identifying students with a potential attendance problem

		which imposes fines and removes driving privileges from truant juveniles <ul style="list-style-type: none"> • Requires absence notification via voicemail or email • Three consecutive days of absence requires a note from a doctor 	
Policy	Antietam	Exeter Township	Comparison
Bullying/Cyber Bullying	<ul style="list-style-type: none"> • Definition of bullying: <ul style="list-style-type: none"> • Substantial interference with a student's education • Creation of a threatening environment • Substantial disruption of the orderly operation of the school • All forms of bullying prohibited • Complaints will be investigated promptly • Is covered by the Student Code of Conduct 	<ul style="list-style-type: none"> • Definition of bullying: <ul style="list-style-type: none"> • Substantial interference with a student's education • Creation of a threatening environment • Substantial disruption of the orderly operation of the school • All forms of bullying prohibited • Complaints will be investigated promptly • Is covered by the Student Code of Conduct 	<ul style="list-style-type: none"> • Both districts have the exact same definition of bullying and cyber-bullying • Both districts have the same follow up procedures for identified bullying
Corporal Punishment	<ul style="list-style-type: none"> • Not sanctioned 	<ul style="list-style-type: none"> • Corporal punishment is not to be used as a means of discipline within the school district 	<ul style="list-style-type: none"> • Corporal punishment is not used as a means of discipline in both districts
Discipline Code of Conduct	<ul style="list-style-type: none"> • District has adopted the School Wide Effective Behavior Support model 	<ul style="list-style-type: none"> • District has adopted a discipline policy with procedures for handling situations based on severity 	<ul style="list-style-type: none"> • Both districts have a discipline policy that varies based on severity
Disciplinary Actions	Actions include: <ul style="list-style-type: none"> • Sent out of class • Detentions • Saturday detentions • In-school suspensions • Out-of-school suspensions • Expulsion 	Actions include: <ul style="list-style-type: none"> • Restriction from class • Teacher/lunch detention • Parental notification • Guidance referral • In-school suspensions • Out-of-school suspensions • Expulsion 	<ul style="list-style-type: none"> • Both districts have similar disciplinary actions
Educational Trips or Family Travel	<ul style="list-style-type: none"> • Must be approved by building principal • Must have an educational value • Assignments must be given prior to travel • Essay is required upon return to school 	<ul style="list-style-type: none"> • Educational trips limited to five days per school year • At least five days prior to the trip, student must submit a completed Education Tour/Trip Request • Requests are subject to approval of the admin and no trips will be approved during SHS Exams 	<ul style="list-style-type: none"> • Both districts require that trips are approved by the administration • An essay is required for Antietam • Educational trips are limited to five days at Exeter Township

Policy	Antietam	Exeter Township	Comparison
Emergency Closings	<ul style="list-style-type: none"> • Uses the Skylert system to automatically notify of school closings and broadcast on radio/television stations 	<ul style="list-style-type: none"> • Announced via Connect-Ed and broadcast on radio/television stations 	<ul style="list-style-type: none"> • Both districts use the same types of media to communicate emergency closings
Emergency Plan	<ul style="list-style-type: none"> • Evacuation of students will result in moving to another facility (church) • Students will only be released to parents or guardians • Lock down policy goes into effect when announced over the PA system 	<ul style="list-style-type: none"> • All threats to the safety of schools shall be identified by appropriate personnel and responded to promptly, in accordance with the plan for emergency preparedness as promulgated by the Superintendent or designee 	<ul style="list-style-type: none"> • Emergency plans are similar
Entering and Leaving the Building	<ul style="list-style-type: none"> • Students are not allowed to enter hallways or classrooms before 7:40 AM • Students must leave the building promptly at 3:00 PM • Students leaving during the instructional day must have permission from the principal and must sign out at the main office 	<ul style="list-style-type: none"> • At no time will a student be excused from school without written parental/administrative approval • Students with administrative permission to leave early must report to the Main Office to sign out before leaving • Students are not permitted on school property between the hours of 10:30 PM and 6:00 AM 	<ul style="list-style-type: none"> • Similar procedures for entering and leaving the building are seen for Antietam and Exeter Township School Districts
Possession of a Weapon	<ul style="list-style-type: none"> • Weapons may not be brought onto school property • No student may knowingly assist or accompany a student who possesses a weapon • Violations will be reported to the police and the offending student may be cited for suspension or expulsion according to the Pennsylvania School Code 	<ul style="list-style-type: none"> • Offenses will result in a ten-day suspension and recommendation to the superintendent that the student is taken to a hearing before the school board for expulsion • Weapon offenses will be turned over to the authorities for investigation and prosecution 	<ul style="list-style-type: none"> • Similar procedures are seen for students caught possessing a weapon in both districts

Comprehensive Planning

Each school district conducts comprehensive planning as required by the Pennsylvania Department of Education and as meets their individual purposes/mission. A side by side comparison is provided in the following table.

Comprehensive Plan Comparison between Antietam and Exeter Township School District

Antietam School District	Exeter Township School District
Academic Standards and Assessments	
Goals <ul style="list-style-type: none">- Reading- Mathematics- Best Practices- Educational Climate- Parent and Community Relations- Science- Social Studies- Meeting AYP	Goals <ul style="list-style-type: none">- Reading- Mathematics- Graduation- Facilities- Affective Domain- Four-year Graduation Rate- Provide and Maintain Excellent Educational Facilities to Support the District Mission- To educate the “whole child” focusing on the affective, as well as the academic, domain Future Assessment Goals: <p>Goal: Increased professional development in all facets of formative and summative assessment including the design, administration, interpretation of results, and use of data to inform instruction, including use of a data warehouse for both local and standardized data analysis.</p> <p>Goal: Increased use of common formative assessments across grade levels and within content areas, with analysis of assessment data and tailoring instruction to match student needs as identified through data analysis.</p> <p>Goal: Evaluate the effectiveness of the secondary progress report as a tool for communicating student progress toward a set of goals, objectives, and standards.</p> <p>Future Targeted Assistance for Struggling Students Goals:</p> <ul style="list-style-type: none">• Provide reading specialist services• Decrease class size• Purchase books on tape• Explore new scientifically validated core reading programs• Add classroom supplemental nonfiction reading• Explore the purchase of technology-based software programs• Employ “Super Aides”• Employ reading and math coaches to assist classroom teachers

	<ul style="list-style-type: none"> • Develop guidelines for the professional staff as to what Letter Grade information should be posted • Create extended day opportunities for students • Create leveled book sections in the libraries • Add additional time for intervention • Add Response to Intervention practices <p>Pre-Kindergarten Transition</p> <p>Goal: All pre-kindergarten children will make a positive transition from home/preschool to the Exeter School District's Kindergarten Program.</p> <p>Recommendations to meet this goal:</p> <ul style="list-style-type: none"> - Write a preschool newsletter - Resume monthly building story hours - Increase communication with local preschools - Communicate Exeter's expectations for preschool children to enter in kindergarten - Increase communication - Order <i>Readiness for School</i> booklets - Offer workshops for parents/caregivers - Explore sources of funding - Revise the parent questionnaire
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Antietam School District	Exeter Township School District
Educational Technology	
Needs Assessment Educational Technology	Needs Assessment Educational Technology
<p><i>Telecommunications Services</i></p> <ul style="list-style-type: none"> - Continue to seek E-rate funding for eligible services - Continue to examine and expand bandwidth, as needed - Update and maintain the district website <p><i>Technology Infrastructure</i></p> <ul style="list-style-type: none"> - Update and maintain the district network to support technology requirements - Update and maintain telecommunication systems <p><i>Technology Support</i></p> <ul style="list-style-type: none"> - Increase the number of technology support staff - Explore possibility of a new administrative position for Instructional Technology <p><i>Technology/Curriculum Integration</i></p> <ul style="list-style-type: none"> - Maintain and expand the implementation of the 	<p><i>Technology Advancements</i></p> <ul style="list-style-type: none"> - Provide laptop computers to all teachers as an instructional tool - Maintain Parent Portal - Store longitudinal data in an electronic data Warehouse <p><i>Technology Identification</i></p> <ul style="list-style-type: none"> - Keep up with professional journals - Provide opportunities for teachers to attend the statewide PETE & C conference - Be a part of the Keystone Technology Integrator program - Have the technology department staff members regularly attend a county-wide technology committee meeting <p><i>Technology Assessment</i></p>

<p>hardware leasing program</p> <ul style="list-style-type: none"> - Continue the use of the District Technology Replacement Cycle - Explore programs that would move the district towards a one-to-one implementation - Explore Distance Learning opportunities <p><i>Professional Development</i></p> <ul style="list-style-type: none"> - Increase computer literacy and technology proficiency. - Provide more learning opportunities for instructors in Classroom Technology Integration. <p><i>Community Partnership</i></p> <ul style="list-style-type: none"> - Educate the community on the value of technology in the classroom. - Share technology access with the community. - Use technology to keep the Community informed of school business. <p>Goals</p> <ul style="list-style-type: none"> - Technology – Best Practices - Community Partnerships - Technology and Integration - Technology Infrastructure - Technology Leadership and Support - Telecommunications <p>Staff Development</p> <p>Encourage staff development through the use of:</p> <ul style="list-style-type: none"> - Classrooms for the Future (CFF) Training - New Technology Training - Partnership with Berks County Intermediate Unit - Specialized Training - Technology Training 	<ul style="list-style-type: none"> - Provide a more timely resolution to computer problems - Address budget constraints are a barrier to upgraded technology - Ensure sufficient opportunities to deliver staff development <p>Goals</p> <ul style="list-style-type: none"> - Improving communication between the school district and all members of our community, especially targeting <ul style="list-style-type: none"> • Mathematics • Reading • Technology utilization for academic proficiency <p>Staff Development</p> <ul style="list-style-type: none"> - Conduct ongoing surveys of staff to determine what technology training will best meet their needs. - Provide summer workshops conducted on a variety of topics - Provide independent study opportunities for staff - Provide mini workshops both before and after school on focused skill areas - Have the educational technology specialist “team teach” with teachers to assist them in introducing new concepts to their students - Continue to use the expertise of our own teaching staff to share good practices with the rest of our staff members through team teaching and workshops - Form a team of teachers from each of our K-12 buildings to focus on the area of distance learning - Pursue Graduate course opportunities in technology will be provided on our campus for the convenience of our teachers
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Antietam School District	Exeter Township School District
Professional Education Report	
<p>Needs Assessment – Professional Development</p> <p>1. Student Achievement Data</p> <ul style="list-style-type: none"> • Attendance Targets • Highly Qualified Teachers • Mathematics • Reading <p>2. Staff Needs</p> <p>A professional Education Action Plan was implemented with the following goals:</p> <p>Best Practices Through the use of:</p> <ul style="list-style-type: none"> • Assessment • Instructional Practices • Learning Styles • Professional Development <p>Educational Climate Through the use of:</p> <ul style="list-style-type: none"> • A positive School Climate 	<p>Needs Assessment:</p> <p>1. Student Achievement Data</p> <ul style="list-style-type: none"> • PSSA Scores • 4Sight Scores • DIBELS <p>2. Professional Development Data</p> <ul style="list-style-type: none"> • Faculty/Administrator Survey of Professional Development Needs <ul style="list-style-type: none"> ○ Increasing student motivation ○ Using a variety of resources ○ Using a variety of teaching methods ○ Effective Instructional Strategies ○ Scaffolding Instruction ○ Differentiating Instruction ○ Using computer for efficiency • Induction Program Survey <p>Professional Education Action Plan:</p> <p>Goals</p> <p>Four-Year Graduation Rate: - Support for students at risk of failure</p> <p>Mathematics - Provide in-class support for math instruction</p> <p>Reading - Improve instruction and support for secondary students in reading strategies</p> <p>To educate the “whole child” focusing on the affective, as well as the academic domain - Promote positive prosocial behavior and interpersonal skills</p>

Antietam School District	Exeter Township School District
Special Education Report	
<p>LRE Data Analysis</p> <p>Personnel Development Activities:</p> <ul style="list-style-type: none"> - IEP – New Questions - Disability Awareness - Positive Behavior Support (school wide) - Analyze data district wide, school wide, and grade level, consistently and systematically <p>Technical Assistance and Training:</p> <ul style="list-style-type: none"> - Allowable adaptations to State Testing - PSSA/PASA Participation Training - Proficiency through Research Validated Instruction with Reading and Math <p>Personnel Development – PA NCLB Goal #1</p> <ul style="list-style-type: none"> - SRA Reading Mastery - SRA Connecting Math Concepts - SRA Corrective Reading - SRA Corrective Math <p>Personnel Development – PA NCLB Goal # 3</p> <ul style="list-style-type: none"> - Autism - Role of Paraeducator/High Qualified Teacher <p>Personnel Development – PA NCLB Goal # 5</p> <ul style="list-style-type: none"> - Transition <p>Behavior Support Services</p> <ul style="list-style-type: none"> - Positive Behavioral Supports - De-escalation Techniques 	<p>Personnel Development Activities for Improved Student Results – Technical Assistance and Training</p> <ul style="list-style-type: none"> - Writing – Students with disabilities will demonstrate increased educational results in reading, writing, math and other academic areas as outlined in the Pennsylvania academic standards - AYP - Proficiency - Participation <p>Personnel Development – PA NCLB Goal # 1</p> <p>Personnel Development – PA NCLB Goal # 3</p> <ul style="list-style-type: none"> - Autism - Role of Para educator/Highly Qualified <p>Personnel Development – PA NCLB Goal #5</p> <ul style="list-style-type: none"> - Transition

Antietam School District	Exeter Township School District
Student Services	
<p>Needs Assessment</p> <p>Action Plan:</p> <ul style="list-style-type: none"> - Developmental Services - Diagnostics, Intervention, and Referral Services - Consultation and Coordination Services - Student Assistance Program - Communication <p>Action Plan</p> <p>Goal: Best Practices Achieve goal through the following strategies:</p> <ul style="list-style-type: none"> • Assessment • Curriculum • Instructional Practices • Professional Development <p>Goal: Educational Climate Achieve goal through the following strategies:</p> <ul style="list-style-type: none"> • School Climate <p>Goal: Mathematics Achieve goal through the following strategies:</p> <ul style="list-style-type: none"> • Curriculum Resources <p>Goal: Parent and Community Relations Achieve goal through the following strategies:</p> <ul style="list-style-type: none"> • Parent and Community Information • Parent Contact <p>Goal: Reading Achieve goal through the following strategies:</p> <ul style="list-style-type: none"> • Curriculum Resources 	<p>Needs Assessment</p> <p>Action Plan:</p> <ul style="list-style-type: none"> - Developmental Services - Diagnostics, Intervention and Referral Services - Consultation and Coordination Services - Student Assistance Program - Communication

Antietam School District	Exeter Township School District
Teacher Induction Report	
<p>Goals and Competencies</p> <p>1) To provide a series of planned experiences, activities, and studies designed to increase the beginning teacher's knowledge and improve his/her teaching skills</p> <p>2) To accommodate teachers who are new to the district with the necessary information for orientation in an orderly manner</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To provide a formal structure through which the inductee may become familiar with district policies, procedures and resources • To provide a support system for the inductees through the use of a mentor support teacher • To provide a structure through which the inductee can objectively analyze the effectiveness of his/her teaching and have resources for self-improvement readily available • To provide a formal structure for identifying and solving the problems common to inductees • To provide a common entry point for ongoing staff development 	<p>Goals and Competencies</p> <p>A. Build a professional support system through the use of a mentor and the school building induction team</p> <p>B. Build knowledge of district policies, procedures, expectations, and resources</p> <p>C. Provide training and support in instructional techniques</p> <p>D. Provide training and support in classroom management techniques</p> <p>E. Build knowledge of the district's curriculum</p> <p>F. Promote the personal and professional well-being of new employees</p> <p>G. Transmit the culture of the district and the profession</p>

Part 10: Review of Achievement Measures

Graduation Rates

Graduation rates for each school district are calculated using the number of students who start ninth grade and complete high school within four years. A student who transfers into a school is added to this calculation, while one who transfers to a different school is removed from the calculation. The graduation rate is then computed by dividing the number of students graduating in four years by the number of students entering ninth grade four years earlier, plus the number of transfers into the class and minus the number of transfers to other schools. The resulting fraction is then multiplied by 100 to yield percent of students graduating in four years.

For the 2010/2011 school year the graduation rate for Antietam School District was 90.00. For that same year the graduation rate for Exeter Township School District was 91.84 percent. The graduating class for Antietam was 72 students and the graduates for Exeter Township numbered 315. For comparison, the graduation rate that year for all public schools in Pennsylvania was 82.63 percent.

Graduation Rate - 2010/2011 School Year, Antietam and Exeter Township School District

School District	Number of Graduates	Cohort	Graduation Rate
Antietam School District	72	80	90.00%
Exeter Township School District	315	343	91.84%

Source: Pennsylvania Department of Education

Though the graduation rate is slightly higher for Exeter Township, the differences shown in the previous table change each year and can be considered to have no real difference. Further, each district has a graduation rate significantly higher than the state average.

College Participation Rates

Each year the Pennsylvania Department of Education surveys the intentions of high school seniors after graduation. Students graduating at the conclusion of the 2010/2011 school year in each district reported the following:

Post Secondary Plans for Antietam and Exeter Township School District Graduates, 2010/2011

School District	Total Graduates	Total College-Bound	Total Percent College-Bound	2- or 4-Year College or University	Percent 2- or 4-Year College or University	Total Post-secondary Bound	Percent Post-secondary Bound
Antietam	74	50	67.6%	48	64.9%	54	73.0%
Exeter Township	324	260	80.2%	256	79.0%	279	86.1%

School District	Total Graduates	Non-Degree-Granting Post-secondary School	Non-Degree-Granting Post-secondary School	Specialized Associate Degree-Granting Institution	Percent Specialized Associate Degree-Granting Institution
Antietam SD	74	4	5.4%	2	2.7%
Exeter Township SD	324	19	5.9%	4	1.2%

Source: Pennsylvania Department of Education

As seen in the previous table, about 86 percent of Exeter Township graduates planned on pursuing some type of postsecondary program, as did 73 percent of Antietam graduates. Of these, 68 percent of Antietam graduates (50) were college-bound and 80 percent (260) of Exeter Township graduates were planning to attend college. Other students, as shown in the table, chose to pursue other postsecondary school options.

As seen in the following table, Exeter Township graduates plan on college in higher percents than the state average, while that rate for Antietam is slightly below the state average (68 percent vs. 74 percent).

Post-Graduate Activities For All Pennsylvania Public Schools, 2010-2011 School Year

Total Schools	694	
Total Graduates	130,285	
Postsecondary Bound	99,726	76.5%
College Bound	96,231	73.9%
Two- or Four-Year College or University	92,518	71.0%
Specialized Associate Degree-Granting Institution	3,713	2.8%
Nondegree-Granting Postsecondary School	3,495	2.7%

PSSA Scores

Selected PSSA scores for the existing districts are analyzed in this section. Detailed information and test scores by student subgroup are found in Appendix C. The following tables summarize score results by building and grade. Separate tables are presented for mathematics, reading, and science.

PSSA Scores – Grade 3 Mathematics, Antietam and Exeter Township School Districts

	Below Basic	Basic	Proficient	Advanced
Mt. Penn Elementary School	6%	15%	49%	30%
Jacksonwald Elementary School	2%	1%	37%	60%
Lorane Elementary School	3%	8%	38%	51%
Owatin Creek Elementary School	2%	9%	36%	53%

PSSA Scores – Grade 3 Reading, Antietam and Exeter Township School Districts

	Below Basic	Basic	Proficient	Advanced
Mt. Penn Elementary School	13%	10%	56%	21%
Jacksonwald Elementary School	8%	4%	54%	35%
Lorane Elementary School	6%	11%	48%	34%
Owatin Creek Elementary School	8%	11%	49%	32%

PSSA Scores – Grade 4 Mathematics, Antietam and Exeter Township School Districts

	Below Basic	Basic	Proficient	Advanced
Mt. Penn Elementary School	3%	19%	43%	35%
Jacksonwald Elementary School	3%	6%	47%	44%
Lorane Elementary School	3%	6%	26%	65%
Owatin Creek Elementary School	2%	3%	30%	65%

PSSA Scores – Grade 4 Reading, Antietam and Exeter Township School Districts

	Below Basic	Basic	Proficient	Advanced
Mt. Penn Elementary School	10%	17%	52%	20%
Jacksonwald Elementary School	7%	14%	49%	30%
Lorane Elementary School	4%	17%	34%	45%
Owatin Creek Elementary School	5%	8%	39%	47%

PSSA Scores – Grade 4 Science, Antietam and Exeter Township School Districts

	Below Basic	Basic	Proficient	Advanced
Mt. Penn Elementary School	1%	15%	52%	32%
Jacksonwald Elementary School	3%	3%	51%	44%
Lorane Elementary School	0%	11%	34%	55%
Owatin Creek Elementary School	1%	6%	36%	58%

PSSA Scores – Grade 5 Mathematics, Antietam and Exeter Township School Districts

	Below Basic	Basic	Proficient	Advanced
Mt. Penn Elementary School	6%	15%	37%	43%
Reiffton School	5%	14%	37%	45%

PSSA Scores – Grade 5 Reading, Antietam and Exeter Township School Districts

	Below Basic	Basic	Proficient	Advanced
Mt. Penn Elementary School	15%	23%	54%	9%
Reiffton School	8%	16%	48%	27%

PSSA Scores – Grade 6 Mathematics, Antietam and Exeter Township School Districts

	Below Basic	Basic	Proficient	Advanced
Mt. Penn Elementary School	4%	7%	35%	54%
Reiffton School	8%	11%	23%	58%

PSSA Scores – Grade 6 Reading, Antietam and Exeter Township School Districts

	Below Basic	Basic	Proficient	Advanced
Mt. Penn Elementary School	13%	26%	34%	26%
Reiffton School	7%	14%	27%	52%

PSSA Scores – Grade 7 Mathematics, Antietam and Exeter Township School Districts

	Below Basic	Basic	Proficient	Advanced
Antietam Middle Senior HS	5%	19%	31%	45%
Exeter Township JHS	6%	9%	28%	58%

PSSA Scores – Grade 7 Reading, Antietam and Exeter Township School Districts

	Below Basic	Basic	Proficient	Advanced
Antietam Middle Senior HS	5%	19%	42%	33%
Exeter Township JHS	3%	9%	38%	50%

PSSA Scores – Grade 8 Mathematics, Antietam and Exeter Township School Districts

	Below Basic	Basic	Proficient	Advanced
Antietam Middle Senior HS	19%	15%	36%	30%
Exeter Township JHS	8%	10%	24%	58%

PSSA Scores – Grade 8 Reading, Antietam and Exeter Township School Districts

	Below Basic	Basic	Proficient	Advanced
Antietam Middle/Senior HS	10%	15%	37%	37%
Exeter Township JHS	5%	9%	21%	65%

PSSA Scores – Grade 8 Science, Antietam and Exeter Township School Districts

	Below Basic	Basic	Proficient	Advanced
Antietam Middle Senior HS	29%	26%	29%	15%
Exeter Township JHS	16%	17%	38%	29%

PSSA Scores – Grade 11 Mathematics, Antietam and Exeter Township School Districts

	Below Basic	Basic	Proficient	Advanced
Antietam Middle/Senior HS	31%	26%	35%	8%
Exeter Township SHS	13%	15%	38%	34%

PSSA Scores – Grade 11 Reading, Antietam and Exeter Township School Districts

	Below Basic	Basic	Proficient	Advanced
Antietam Middle Senior HS	18%	19%	43%	19%
Exeter Township SHS	12%	12%	33%	42%

PSSA Scores – Grade 11 Science, Antietam and Exeter Township School Districts

	Below Basic	Basic	Proficient	Advanced
Antietam Middle Senior HS	22%	48%	29%	1%
Exeter Township SHS	13%	39%	34%	14%

Taking into account all the PSSA scores reported in the previous tables, the following summary of all subjects and grades puts district difference in perspective.

PSSA Mathematics Scores

The most distinct difference between Antietam and Exeter Township mathematics scores is seen at the Advanced level of mathematics comprehension. Antietam students tend to enter school with (on average) a lower mathematical background, but catch up to the mathematic scores of Exeter Township students by grade 5. This similarity holds through grade 6, but differences start to appear in grade 7 when Antietam scores begin to fall behind those of Exeter Township. By grade 8 these differences have become greater and by grade 11 about half the students from Antietam (by percent) have reached the Advanced stage in mathematics as have the Exeter Township students. The percent of students in Antietam testing at the Basic and Below Basic levels has also increased and is now about 65 percent higher than for Exeter Township students.

PSSA Reading Scores

Students from both districts begin the third grade with similar reading abilities. In grade 4 Antietam students (as a group) begin trailing Exeter Township students (as a group) on reading scores. By grade 5 the difference between percent of students reading on an Advanced level begins to grow, with students from Exeter Township leading Antietam students by about three to one (by percent of all students). These score differences decrease in grades 6 and 7, but remain steady from grade 8 to grade 9 when percent of Advanced students at Exeter Township leads percent of Antietam students by two to one.

PSSA Science Scores

Differences between the existing school districts are not as pronounced for science scores, with scores at both districts weaker than for mathematics and reading scores. The differences are seen at the combined Proficient and Advanced Scores by percent of students. In grade 4 about 84 percent of students at Antietam are scoring at a Proficient or Advanced level vs. 95 percent of all students at Exeter Township. By grade 8 these scores have decreased for both districts to 44 percent Proficient/Advanced for Antietam and 67 percent Proficient/Advanced at Exeter Township. Scores continue to decline and by grade 11 30 percent of Antietam students have Proficient/Advanced scores compared with 48 percent Proficient/Advanced students at Exeter Township.

SAT Scores

Though the admissions process for certain colleges/universities no longer requires an SAT score, most students from both districts are taking the SAT than ever before. In 2012, 48 students from Antietam and 240 students from Exeter Township received SAT scores. The verbal, math, and writing average scores for each district are presented in the following table.

The second table presents SAT scores for 2011. The purpose of two years of data is to show how SAT scores (because of the way they are scored and weighted) can change from year to year. Though the Exeter Township scores remained stable over both years the Antietam scores did not.

Average SAT Scores, 2012
Antietam and Exeter Township School Districts

School District	School Name	Number of Students Tested	Verbal Average Score	Math Average Score	Writing Average Score
Antietam	Antietam High School	48	460	464	454
Exeter Township	Exeter Township Senior High School	240	502	513	493

Source: Pennsylvania Department of Education

Average SAT Scores, 2011
Antietam and Exeter Township School Districts

District Name	School Name	Number of Students Tested	Verbal Average Score	Math Average Score	Writing Average Score
Antietam	Antietam High School	47	510	500	484
Exeter Township	Exeter Township Senior High School	244	505	515	495

Source: Pennsylvania Department of Education

For the 2011 testing year SAT scores for students from each district are very similar. That was less true for 2012. However, these are not linear scores—the differences are much smaller than the numbers that represent the averages because they reflect differences in standard deviation (where large values can indicate a small difference) rather than actual test scores. It will be necessary to see the scores for 2013 to see if this is part of a trend, an actual difference, or a single-year distraction.

ACT Scores

ACT scores are required by specific colleges and universities, though seldom in this part of the country. Similar to SAT scores, they provide a rank in terms of the scores earned by all those who took the examination. The higher the score the more likely a high school graduate will succeed in college and careers. ACT scores are provided for English, mathematics, reading, and science. A composite score is then provided for all four subtests.

Students from both school districts took the ACT, but it is the policy of ACT to not provide score averages when fewer than ten students are included in the calculation. This was the case for Antietam School District. The following table presents the 2011 ACT scores for Exeter Township School District.

2011 ACT SCORES BY SCHOOL									
District	School	English		Math		Science		Reading	
		Number Tested	Average Score	Number Tested	Average Score	Number Tested	Average Score	Number Tested	AVERAGE SCORE
Antietam SD	Antietam MS/HS	1	*	1	*	1	*	1	*
Exeter Township SD	Exeter Twp SHS	50	22.9	50	23.8	50	22.9	50	22.4

* Ten or fewer students tested

District	School	Composite		English/Writing		Writing Subscore	
		Number Tested	Average Score	Number Tested	Average Score	Number Tested	Average Score
Antietam SD	Antietam MS/HS	1	*	0		0	
Exeter Township SD	Exeter Twp SHS	50	23.1	38	22.7	38	7.5

* Ten or fewer students tested

2010 ACT SCORES BY SCHOOL									
District	School	English		Math		Science		Reading	
		Number Tested	Average Score	Number Tested	Average Score	Number Tested	Average Score	Number Tested	AVERAGE SCORE
Antietam SD	Antietam MS/HS	4	*	4	*	4	*	4	*
Exeter Township SD	Exeter Twp SHS	48	22.6	48	22.4	48	23.3	48	22.8

* fewer than 10 students tested

District	School	Composite		English/Writing		Writing Subscore	
		Number Tested	Average Score	Number Tested	Average Score	Number Tested	Average Score
Antietam SD	Antietam MS/HS	4	*	4	*	4	*
Exeter Township SD	Exeter Twp SHS	48	22.9	38	21.7	38	6.8

As seen in the previous table reporting the 2010 ACT scores, Antietam School District again did not meet the basic threshold of 10 students for reporting. However, scores for Exeter Township high school students were very similar for 2010 and 2011. For comparison, the national percentile ranks for scores are presented in the following table for an ACT score of 23 on each test.

National Percentiles for Exeter Township ACT Scores, 2011
(Score of 23 on each Subject Area)

English	Mathematics	Reading	Science	Composite
68	67	66	70	68

As seen, Exeter Township School District high school students consistently score at about the 67th percentile of all ACT scores. This means that Exeter students as a group score better than two-thirds of all students taking the test in the nation.

Part 11: Viable Options and Recommendations

Introduction

This section of the report presents viable options, complete with advantages/disadvantages of each, for consideration by the Antietam and Exeter Township School Boards. The discussion begins with general opportunities and challenges connected to a combined district.

General Opportunities and Challenges Establishing a Combined School District

Opportunities for a Physically Combined School District	Challenges to a Physically Combined School District
<p>A physically combined district offers:</p> <ul style="list-style-type: none"> • <i>Long-term</i> cost savings for new construction or building renovations when shared across the combined tax base of both existing districts; further, cost of new construction/renovation per student is lowered through economics of scale • An opportunity to build a “Community Education Center” that prepares students and more fully serves all residents of the Antietam and Exeter Township Districts • The ability to offer a more diverse array of courses without adding teachers or additional instructional expense • Increased attention to exceptional students of all types (challenged, disabled, advanced, talented, etc.) • The timely opportunity to take advantage of the common characteristics and a history of collective programs/resources observed in these communities • Potential lower facility operating costs through the need to maintain fewer buildings • A combined educational program that combines the very best of each district’s current instructional program • The ability to consolidate within a common tax base structure for Berks County – shared assessments and elections, for instance 	<p>A physically combined district, to be successful, must:</p> <ul style="list-style-type: none"> • Address the disruption, and expected opposition to, potentially changing the existing grade organization and building locations of community schools • Minimize any loss of athletic teams and participation in the varsity sports program • Ensure that all communities and schools be perceived as treated fairly (no one benefits more than others) • Account and negotiate away (eventually) differing salary scales for current professional collective bargaining agreements in each district • Resolve current differences between professional collective bargaining agreements; this is dependent upon good faith negotiating by all parties • Smooth and equalize millage differentials that currently exist in each district to equally tax all residents in a combined district • Address the questions and concerns of parents (some parents may threaten to send children to private schools if a combined district becomes reality) • Establish a common schedule and identify a single scheduling software program

Organization of Viable Options

The initial analysis of possible options yielded far more possibilities than was practical or reasonable for decision-makers. This was remedied by two solutions: minimize the number of options by choosing the most viable, and organize the remaining options by goal of the Boards.

The resulting four options follow in this section. Additional options for long term consideration are provided in Appendix D. These options are built upon maximizing savings through a combined district or maximizing student/community opportunities through a combined district.

Specific Options Presented to the Boards of Antietam and Exeter Township School Districts

Four options are presented and discussed:

1. Preserving the Status Quo
2. Sharing or combining services
3. Adopting the shared schools model
4. Physically combining the existing school districts.

The first three options are not dependent upon a physically combined school district. In the Status Quo model both existing districts make no changes in administration, faculty, tax base, Board structure, use of buildings, etc.

In the second option, the existing districts expand shared services to better serve their students and communities.

For the third option, all buildings in the existing districts are shared in efficient ways (current grade configurations may or may not remain intact). In Pennsylvania it is legal for school districts to share facilities, faculty, and staff. They can, if they so choose, jointly construct and use school buildings or other facilities for administration space, storage space, and maintenance facilities.

One variation of this option is to send students to the closest building in either existing district. For instance, students would attend the elementary school (in Antietam or Exeter School Districts) closest to their place of residence.

Option 1 – Maintain the Status Quo

Keeping the Status Quo is the first decision the Boards may choose. There is no mandate or external pressure to combine districts—that decision would be a purely local matter. However, the existing districts now have very good facilities and are financially viable. That is the best time to consider a combined district—when there are no pressures, mandates, and timelines to force Board decisions.

Much has been presented in this Feasibility Study regarding the *Status Quo*. Generally, the following is expected:

- Like other school districts in Pennsylvania, the existing districts can expect expenditures to increase more rapidly than revenues
- All buildings will continue to be utilized as described and facility maintenance and repair will need to be performed by each School District separately (See Part 5: Existing School District Facilities and Grade Configurations)
- Each school district will maintain their own separate debt levels
- Overall enrollments are projected to increase for Antietam School District from 1,051 students in 2012 – 2013 to 1,124 students in 2017 – 2018. Overall enrollments are expected to decrease for Exeter Township School District from 4,169 in 2012 – 2013 to 3,917 in 2017 – 2018.
- By percent, grade 7 – 8 enrollments will be projected to decrease the most (20.4 percent) from 2012 – 2013 to 2017 – 2018 for Antietam School District while grades 5 – 6 are projected to decrease the most (11.8 percent) for Exeter Township School District for the same time frame as shown in the tables that follow:

Antietam School District Projected Enrollments

<u>Year</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>
	<u>K-4</u>	<u>5-6</u>	<u>7-8</u>	<u>9-12</u>	<u>K-12</u>
2012-13 (actual)	407	151	181	312	1,051
2013-14	431	131	172	320	1,054
2014-15	447	137	147	346	1,077
2015-16	475	148	127	328	1,078
2016-17	501	150	135	321	1,107
2017-18	524	161	144	295	1,124
Pupil Change					
2012-13 to					
2017-18	117	10	-37	-17	73
Percent Change					
2012-13 to					
2017-18	28.7	6.6	-20.4	-5.4	6.9

Exeter Township School District Projected Enrollments

<u>Year</u>	Total <u>K-4</u>	Total <u>5-6</u>	Total <u>7-8</u>	Total <u>9-12</u>	Total <u>K-12</u>
2012-13 (actual)	1,454	633	703	1,379	4,169
2013-14	1,424	657	665	1,382	4,128
2014-15	1,388	642	645	1,386	4,061
2015-16	1,361	640	670	1,346	4,017
2016-17	1,349	611	654	1,352	3,966
2017-18	1,368	558	652	1,339	3,917
Pupil Change					
2012-13 to					
2017-18	-86	-75	-51	-40	-252
Percent Change					
2012-13 to					
2017-18	-5.9	-11.8	-7.3	-2.9	-6.0

Class Configurations by Building Antietam School District and Exeter Township School District

Antietam School District	Exeter Township School District
<ul style="list-style-type: none"> - Antietam Middle Senior High School (Grades: 7 – 12) - Mt. Penn Elementary Center (Grades: 2 – 6) - Mt. Penn Primary Center (Grades: K – 1) - Administration Building located in Middle Senior High School 	<ul style="list-style-type: none"> - Exeter Township Senior High School (Grades: 9 – 12) - Exeter Township Junior High School (Grades: 7 – 8) - Reiffton Intermediate School (Grades: 5 – 6) - Jacksonwald Elementary School (Grades: K – 4) - Lorane Elementary School (Grades: K – 4) - Owatin Creek Elementary School (Grades: K – 4) - Lausch Elementary School (Administration Building)

**Antietam School District –
Projected Revenues and
Expenditures**

	Actual <u>2006-2007</u>	Actual <u>2007-2008</u>	Actual <u>2008-2009</u>	Actual <u>2009-2010</u>	Actual <u>2010-2011</u>	Budget <u>2012 - 2013</u>	Projected <u>2013-2014</u>	Projected <u>2014-2015</u>
Revenues	12,871,733	13,649,352	14,444,410	21,092,990	14,746,266	14,871,996	14,883,906	14,895,986
Expenditures	12,832,904	13,216,596	13,386,391	20,245,499	14,166,027	15,268,143	16,150,158	17,180,685
Surplus/(Deficit)	38,830	432,756	1,058,019	847,490	580,239	-396,147	-1,266,252	-2,284,699
Assessed Value							258,234,900	258,234,900
Total Additional Mills Needed							4.9035	8.8474
Additional Mills Needed								3.9439

**Exeter Township School District –
Projected Revenues and Expenditures**

	Actual <u>2006-2007</u>	Actual <u>2007-2008</u>	Actual <u>2008-2009</u>	Actual <u>2009-2010</u>	Actual <u>2010-2011</u>	Budget <u>2012 - 2013</u>	Projected <u>2013-2014</u>	Projected <u>2014-2015</u>
Revenues	60,730,364	55,440,431	59,251,201	71,250,844	63,723,877	62,419,859	62,473,907	62,528,737
Expenditures	60,987,085	54,868,894	58,209,384	67,930,473	62,078,105	63,052,195	66,392,210	70,783,708
Surplus/(Deficit)	-256,720	571,536	1,041,817	3,320,371	1,645,772	-632,336	-3,918,303	-8,254,971
Assessed Value							1,401,439,300	1,401,439,300
Total Additional Mills Needed							2.7959	5.8904
Additional Mills Needed								3.0944

**Antietam School District
General Obligation Debt
Principal Amount Outstanding
As of April 2012**

Series	Outstanding	Date of Maturity
Series of 2012A	\$2,565,000	2021
Series of 2012	\$6,915,000	2035
Series of 2011	\$2,595,000	2028
Series of 2010 A	\$1,490,000	2029
Series of 2010 B	\$6,260,000	2027
Total	\$19,825,000	
Source: Official Bond Statements		

**Antietam Township School District
General Obligation Debt
Principal and Interest Payments and Debt Service
As a Percentage of Total Expenditures
Annual Financial Report PDE-2057**

School Year	Principal	Interest	Total	Debt Service as Percent of Total Expenditures
2006-07	\$680,000	\$734,914	\$1,414,914	11.0%
2007-08	\$635,000	\$735,264	\$1,370,264	10.4%
2008-09	\$660,000	\$734,257	\$1,394,257	10.4%
2009-10	\$685,000	\$741,921	\$1,426,921	7.0%
2010-11	\$655,000	\$731,983	\$1,386,983	9.8%
2011-12	--	--	\$1,429,089	9.9%
2012-13	\$724,558	\$730,000	\$1,454,558	9.5%
Source: District AFR, District budgets and audits, and PEL Estimate				

**Exeter Township School District
General Obligation Debt
Principal Amount Outstanding
As of December 2012**

Series	Outstanding	Date of Maturity
Series A of 2012	\$19,995,000	2024
Series B of 2012	\$6,720,000	2021
Series of 2012	\$8,180,000	2021
Series of 2011	\$10,000,000	2026
Series of 2010	\$14,515,000	2027
Series A of 2009	\$6,130,000	2025
Series B of 2009	\$6,180,000	2021
Series C of 2009	\$1,300,000	2026
Series of 2003	\$8,945,000	2025
Series of 1994	\$4,577,328	2019
Series of 1992	\$1,166,530	2013
Total	\$87,708,858	
Source: Official Bond Statements		

**Exeter Township School District
General Obligation Debt
Principal and Interest Payments and Debt Service
as a Percentage of Total Expenditures
Annual Financial Report PDE-2057**

School Year	Principal	Interest	Total	Debt Service as Percent of Total Expenditures
2006-07	\$3,747,521	\$3,226,330	\$6,973,851	11.4%
2007-08	\$4,457,649	\$3,092,601	\$7,550,250	13.8%
2008-09	\$4,849,904	\$2,934,857	\$7,784,761	13.4%
2009-10	\$5,303,674	\$2,669,022	\$7,972,696	11.7%
2010-11	\$3,480,801	\$5,416,285	\$8,897,086	14.3%
2011-12	--	--	\$7,990,963	13.2%
2012-13	\$5,163,874	\$3,451,105	\$8,614,979	13.7%
SOURCE: District AFR, District budgets and audits, and PEL estimate				

Advantages and Disadvantages of Option 1 – Keeping the Status Quo

Advantages	Disadvantages
There is time for more study of the issues	Maximum cost savings are eluded by keeping two sets of administrators and related staffing
It is still possible to decrease costs and expand academic/student services through shared services	Problems that are on the horizon will remain so; combined efforts offer more options for dealing with future challenges
Shared services can be used to “ease into” a more formal agreement	Future mandates or state programs may take the option of local decision from the Boards regarding a combined district
Nothing changes for parents or students	Lose the expanded capacity that a combined district would provide

Option 2 – Shared or Combined Services

Again, with no combined district, local decisions stay with each existing Board. How and when they choose to work together is strictly up to the individual Boards.

The best model for shared services is a vendor model. One of the districts becomes the supplier and the other(s) become the purchaser. For example, school district A provides a Pre-K program, while school districts B, C, and D send their students to school district A’s Pre-K program. School districts B, C, and D would pay school district A the necessary fees for providing the Pre-K program.

Potential savings for cafeteria services, custodial/maintenance needs, and other opportunities were presented in this paper. However, the ultimate shared service is increased academic opportunities and support services for students. For instance:

- Up to 42 new classes could be available for all students from each district at the high school level
- New classes could be presented to students from both existing districts
- Honors and AP courses especially could expand
- There could be more clubs, social events, community service opportunities, athletic programs, and art/music groups
- Cross registration across districts would be possible
- Dual enrollment could be expanded.

Financial Summary of Shared or Combined Services:

Service	Description:	Estimated Cost Savings:
Food Service	Both districts can opt to outsource their food services	\$5,000 to \$10,000 per year per district
Professional Development	There are opportunities to cooperatively provide professional development programs, especially onsite. Additionally, providing one speaker/lecturer for both districts can attain cost savings.	\$10,000 to \$20,000 per year
Media and Library Services	Potential to partner with public systems, universities, or the state library to increase access to information and to save money. Opportunity for savings lies in content and services. Physical research material (such as books) can be shared, as can librarians to spend more time on media and access to content.	Not Significant
Textbooks	Future of textbooks is unknown at this time but materials will most likely be found online in the future. Must also consider the possibility that students may bring their own device to access these materials in the future. Both districts could coordinate the use of texts and upgrades.	Little money to be saved on coordinating the use of texts and upgrades, but depending on the future of textbooks, there may be significant savings in the future if educational materials are accessed through other means in the future.
Custodial and Maintenance	Limited opportunity for savings on the personnel side, but much more so for equipment and supplies. There can be a more efficient use of personnel for large projects or backup in times of emergency, special projects, or events. It should be mentioned though that by combining two existing custodial and maintenance positions it may be possible to hire an engineer for the combined district.	Limited on the personnel side, much more so for equipment and supplies
Municipal Services	There is a possibility of school districts partnering with municipalities to save costs on services such as paving, engineering (can share a municipal engineer), cleaning of storm sewers and drains, and collectively contract for exterior maintenance such as outdoor lighting.	Varies based on the service and need. There would be three types of savings should a school district decide to partner with a municipality for services: - Savings from advertising - Savings from Fees - Savings from the actual cost of services

However, not all services can be improved simply by sharing opportunities. There are few ways to better provide special education services, and even fewer to save money.

Advantages and Disadvantages of Option 2 – Shared or Combined Services

Advantages	Disadvantages
Combining selected services can be faster than consolidating an entire district	Maximum cost savings are not achieved
Select those services that have the maximum student benefit	It may not be possible to consolidate some services
Gives time to study combining additional services	A service for maximum efficiency would need to be controlled by one of the districts, not both

Option 3 – Adopt the Shared School Model

There is no change to school district governance, but students from each existing district could attend, in some cases, a shared building. This works particularly well for magnet schools and STEM programs.

Again, sharing buildings, should the Antietam School District and Exeter Township School District opt to do so, may not lower the costs indicated in the section titled “Projected Cumulative Facility Costs by Building.”

Academics

- At a high level, the existing districts have similar academic programs
- Technology can be used to share academic courses
- Both districts have similar academic rigor in terms of graduation and promotion requirements, grading systems, and test results

Establishing a Charter Program or Magnet School/STEM School

- Joint ownership is allowed under Pennsylvania Law (other districts might want to join as well)
- Long term it is possible to establish STEM or magnet schools
- Antietam School District neighborhoods are close to some Exeter Township School District neighborhoods
- Short term need for new building expansion or renovation is not necessary; the need to take on additional debt for capital projects is not pressing

Preservation of All Existing Buildings

This may prove to be the most appealing option for the public, and certainly for parents who currently have children in the existing schools.

Further, neighborhood schools are preserved, siblings (as much as possible) continue to attend the same school, and family schedules built around school schedules are preserved—as are family transportation or security.

Student Transportation

Transportation figures will vary based on the number of miles to transport each student from their place of residence to their assigned school building. Additionally, if a district elects to have more or fewer buses, that will have an impact on the transportation cost as well. The size of buses and agreements with bus contractors will affect the cost as well. It should be mentioned though that the Transportation Subsidy (which is partially affected by the state aid ratio), would offset some of the cost for a district.

Advantages and Disadvantages of Option 3 – Adopt the Shared School Model

Advantages	Disadvantages
Family routine and security issues are addressed	There is an annual cost to be paid related to excess capacity
Even with more capacity than needed at the present, capacity is maintained for any future changes in demographics or economics	New or expanded uses for existing buildings may be put off
Teachers and staff may be able to remain in their current facilities	Cost savings associated with maximizing facility space are missed
	Transportation costs are anticipated to increase

Option 4 – Combine the Existing School Districts

When combining school districts, one district or multiple districts would be absorbed by one existing district. In Pennsylvania, any two or more school districts can combine to create a larger school district. This is accomplished through a majority vote from the school boards of each district. A resolution needs to be adopted as well as filing an application with the Pennsylvania Department of Education.

When combining schools:

- The school district(s) absorbed by the one existing district will cease to exist
- Title to all property and the assets of the school districts become claims, obligations and contracts of the newly combined school district

- Employees of the absorbed school districts become employees of the newly combined school district
- The new combined school district assumes the rights and obligations of the absorbed districts under the provisions of any collective bargaining agreement that applies to these employees
- The collective bargaining agreement remains in effect until the expiration date of the agreement or until a new collective bargaining agreement between the school district and representatives of these employees is effective, whichever occurs first

A written agreement between the existing school districts is part of the consolidation process. This agreement outlines how the combined district will operate in terms of programs, locations, and grade structure for a specified period of time (three years is recommended to complete the necessary planning and implementation), and that written agreement is binding on the new joint interim school board.

If two school districts were to combine, the school board of the combined district would be 18 members which after two elections cycles would be reduced to 9 members.

Financial summary:

- Savings and additional expenses
 - Loss of \$658,136 in short term property taxes until millage is adjusted
 - Addition of \$697,543 in teacher salaries (\$745,000 when including social security and pension contributions)
 - Savings of \$625,463 with the elimination of 11 teacher positions (amount could be higher if positions are lost through attrition)
 - Savings of \$552,533 from a combined administration staff
- Debt is somewhat high but not dissimilar for both districts by percent of total expenditures

Advantages and Disadvantages of Option 4 – Combine the Existing School Districts

Advantages	Disadvantages
Realignment of buildings may produce operational savings	Millage rates will need to be adjusted, with a potential short term loss of revenue for a combined district
Excess buildings could be sold and put back on the tax roll	Differing tax rates and types will need to be addressed
Achieve maximum savings through elimination of teacher positions and administration staff	One time front end costs have to be addressed for textbooks, sports uniforms, letterhead, transportation, and others.
	Restructuring of the board, reducing the number of seats from 18 to 9, and having to make choices on how to elect members in the future
	Additional expenses due to moving teachers to a higher salary scale

APPENDIX A

Detail for Student Enrollment Projections

Antietam School District, Exeter Township School District, and the Combined School District

Current enrollment trends for the next five academic years are based upon birth patterns and historic public school enrollment trends. The resulting database, in conjunction with other demographic information, provides trends that generally mirror those prepared by the Department of Education.

Total enrollment was obtained from each of the school districts, and then was combined by year into a single set of numbers.

While projections are never perfect, these trends are based on what was once known as the cohort-survival technique, which has been utilized for decades for the Pennsylvania Economy League (PEL) and the Pennsylvania Department of Education. More detail can be provided by PEL, but the foundation of our enrollment trend analysis is the percent change for the immediate past projected for each grade for the next five years by multiplying the average survival ratios for that grade by the current enrollment in the preceding grade. Historically, PEL's mean error for enrollment trends is less than 3.06 percent for the first five years of projections.

Historic Enrollment Trends

Enrollments in the combined Antietam/Exeter Township School District total 5,220 in the 2012-13 school year and are 174 pupils (3.4 percent) higher than in 2002-03. Increases were recorded in five of the years during this period including each of those first four years; decreases occurred in five years including each of the past four years. The largest absolute increase (135) was experienced in 2004-05; the largest proportionate increase (2.6 percent) was in both 2003-04 and 2004-05. The smallest increase (27 or 0.5 percent) was in 2008-09. The decreases ranged from 109 (2.0 percent) in 2009-10 to 30 (0.5 percent) in 2007-08. Between 2002-03 and 2007-08 enrollments in the combined existing districts increased by a net of 446 or 8.8 percent (an average annual net increase of 89 pupils or 1.8 percent); in the five most recent years enrollments decreased by a net of 272 or 5.0 percent (an average annual net loss of 54 pupils or 1.0 percent). (See Table 1 and Graph 1 for additional detail.)

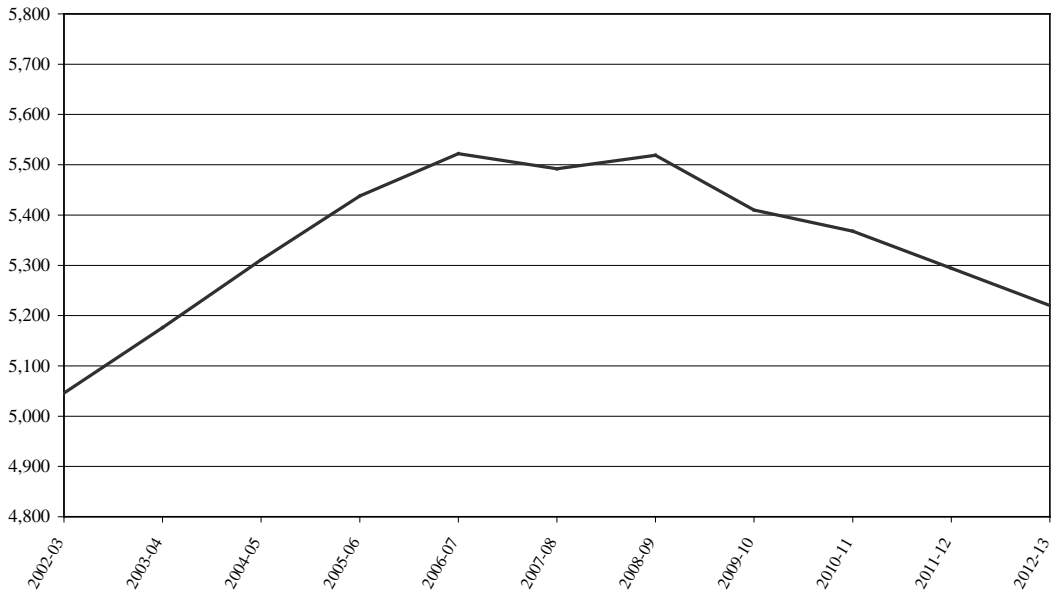
Table 1
Combined Antietam/Exeter Township School District

Total Enrollment (Grades K-12) ^{1/}
2002-03 to 2012-13

<u>School Year</u>	<u>Enrollment K-12</u>	<u>Change From Previous Year</u>	
		<u>#</u>	<u>%</u>
2002-03	5,046	-	-
2003-04	5,176	130	2.6
2004-05	5,311	135	2.6
2005-06	5,438	127	2.4
2006-07	5,522	84	1.5
2007-08	5,492	-30	-0.5
2008-09	5,519	27	0.5
2009-10	5,410	-109	-2.0
2010-11	5,368	-42	-0.8
2011-12	5,294	-74	-1.4
2012-13	5,220	-74	-1.4
Change 2002-03 to 2012-13		174	3.4

^{1/} Based on October 1 figures.

Graph 1
COMBINED ANTIETAM/EXETER TOWNSHIP SCHOOL DISTRICT
Total Enrollment Trends
2002-03 to 2012-13



Elementary enrollments (grades K-4) were 40 pupils or 2.2 percent higher in 2012-13 than in 2002-03. Increases were recorded in five years and decreases occurred in five years (including five of the last six years). The largest absolute increase 67 was experienced in 2005-06; the largest proportionate increase (3.5 percent) was in both 2003-04 and 2005-06. Decreases ranged from two (0.1 percent in 2009-10 to 62 (3.1 percent) in 2010-11. Between 2002-03 and 2007-08 elementary enrollments increased by a net of 174 or 9.6 percent (or an average annual net growth of 35 pupils or 1.9 percent); in the five most recent years enrollments in these grades declined by a net of 134 pupils or 6.7 percent (or an average annual net drop of 27 pupils or 1.3 percent, as shown. (See Table 2)

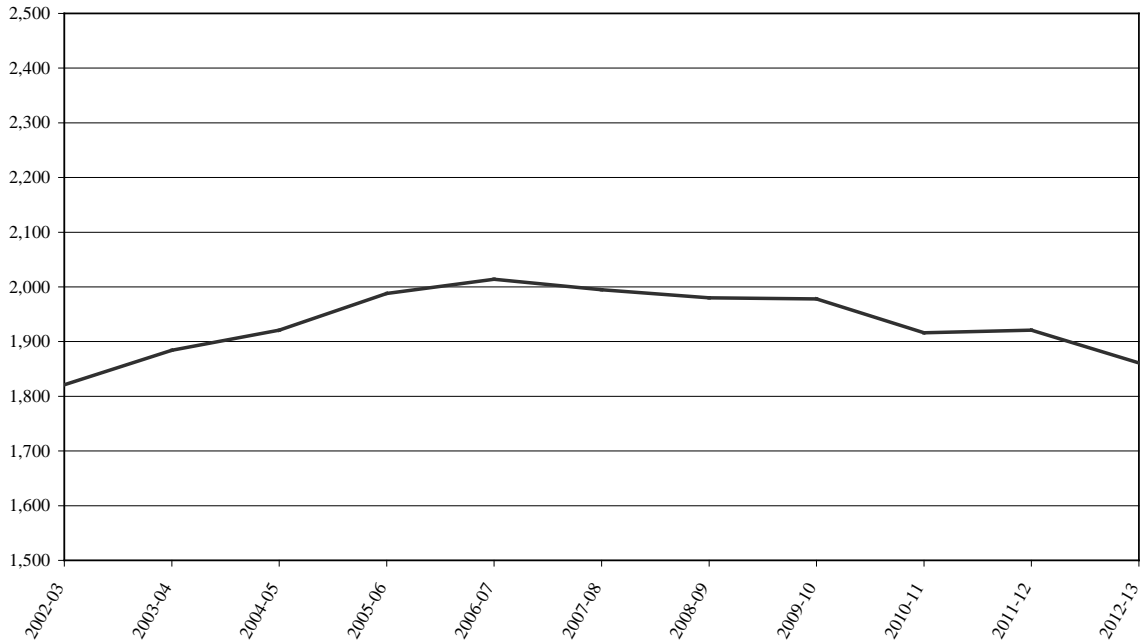
Table 2
Combined Antietam/Exeter Township School District
Elementary Enrollment (Grades K-4) ^{1/}
2002-03 to 2012-13

<u>School Year</u>	Enrollment <u>K-4</u>	Change From <u>Previous Year</u>	
		<u>#</u>	<u>%</u>
2002-03	1,821	-	-
2003-04	1,884	63	3.5
2004-05	1,921	37	2.0
2005-06	1,988	67	3.5
2006-07	2,014	26	1.3
2007-08	1,995	-19	-0.9
2008-09	1,980	-15	-0.8
2009-10	1,978	-2	-0.1
2010-11	1,916	-62	-3.1
2011-12	1,921	5	0.3
2012-13	1,861	-60	-3.1
Change 2002-03 to 2012-13		40	2.2

^{1/} Based on October 1 figures.

Graph 2 (next page) summarizes these data over time.

Graph 2
 COMBINED ANTIETAM/EXETER TOWNSHIP SCHOOL DISTRICT
Elementary Enrollment Trends (Grades K-4)
 2002-03 to 2012-13



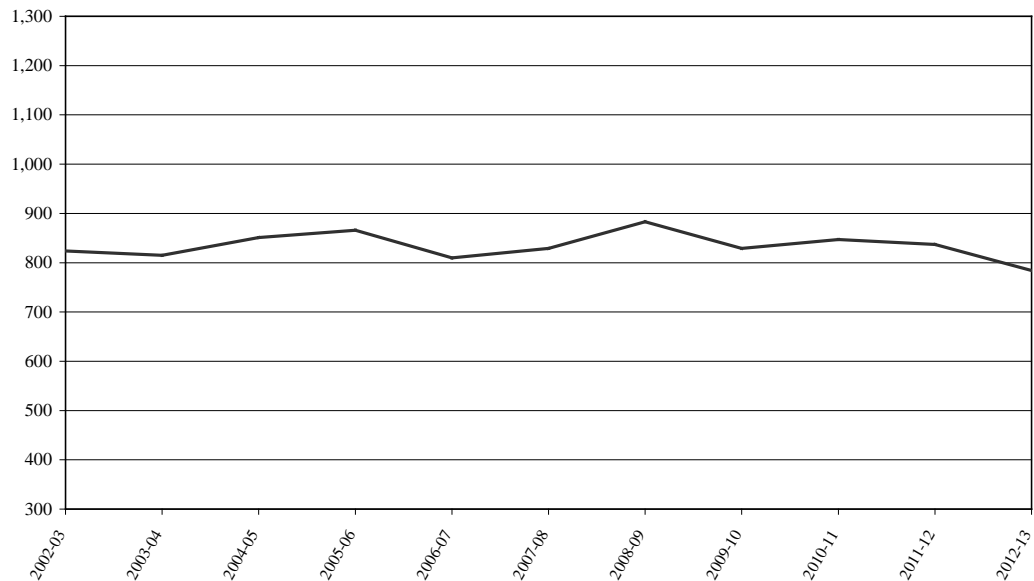
Elementary enrollments (grades 5-6) were 40 pupils or 4.9 percent higher in 2012-13 than in 2002-03. Decreases were recorded in five years and increases in five years. The largest decrease (56 or 6.5 percent) was in 2006-07; the smallest (9 or 1.1 percent) was in 2003-04. Increases ranged from 15 (1.8 percent) in 2005-06 to 54 (6.5 percent) in 2008-09. Between 2002-03 and 2007-08 elementary enrollments increased by a net of five or 0.6 percent (or an average annual net growth of one pupil or 0.1 percent); in the five most recent years enrollments in these grades declined by a net of 45 pupils or 5.4 percent (or an average annual net drop of nine pupils or 1.1 percent). (See Table 3 and Graph 3.)

Table 3
Combined Antietam/Exeter Township School District
Elementary Enrollment (Grades 5-6) ^{1/}
2002-03 to 2012-13

<u>School Year</u>	<u>Enrollment</u> <u>5-6</u>	<u>Change From</u> <u>Previous Year</u>	
		<u>#</u>	<u>%</u>
2002-03	824	-	-
2003-04	815	-9	-1.1
2004-05	851	36	4.4
2005-06	866	15	1.8
2006-07	810	-56	-6.5
2007-08	829	19	2.3
2008-09	883	54	6.5
2009-10	829	-54	-6.1
2010-11	847	18	2.2
2011-12	837	-10	-1.2
2012-13	784	-53	-6.3
Change 2002-03 to 2012-13		-40	-4.9

^{1/} Based on October 1 figures.

Graph 3
 COMBINED ANTIETAM/EXETER TOWNSHIP SCHOOL DISTRICT
Elementary Enrollment Trends (Grades 5-6)
 2002-03 to 2012-13



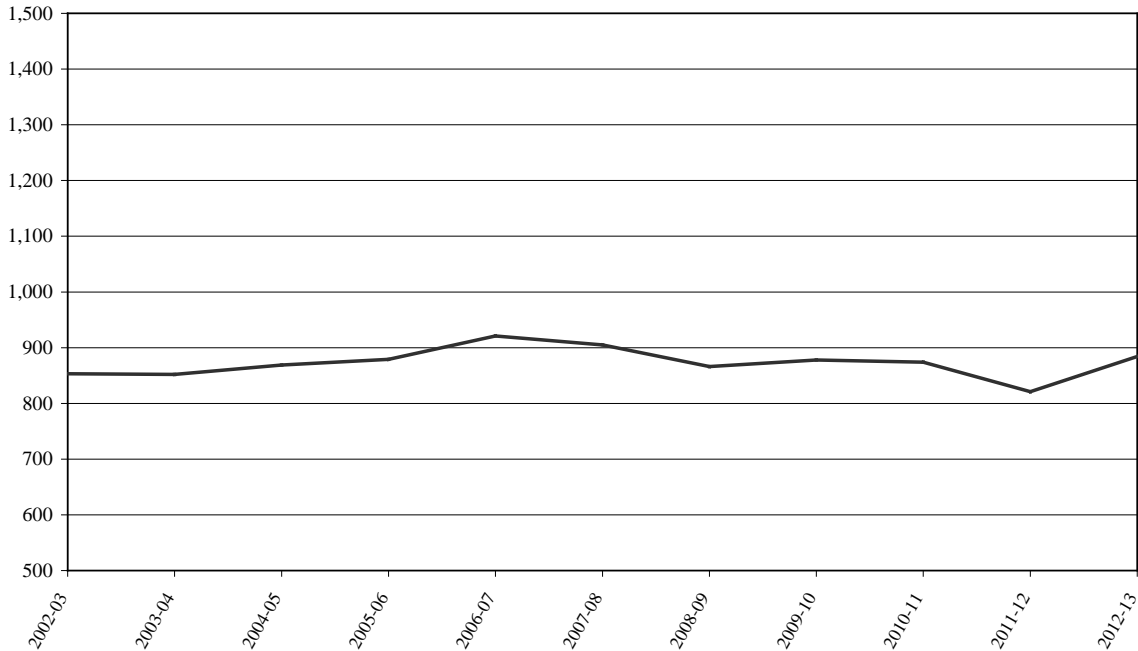
Enrollments in the middle school (grades 7-8) were 31 pupils or 3.6 percent higher in 2012-13 than in 2002-03. Annual increases were recorded in five years, and decreases were experienced in five years. The largest increase (63 or 7.7 percent) was recorded in 2012-13; the smallest growth (10 or 1.2 percent) was in 2005-06. The largest decrease (53 or 6.1 percent) occurred in 2011-12; the smallest decrease (one or 0.1 percent) was in 2003-04. Between 2002-03 and 2007-08, enrollments in grades 7-8 increased by a net of 52 or 6.1 percent (a net increase of 10 pupils or 1.2 percent yearly, on average); in the five most recent years enrollments in the middle school decreased by a net of 21 or 2.3 percent (an annual average net loss of four pupils or 0.5 percent) (See Table 4 and Graph 4.)

Table 4
Combined Antietam/Exeter Township School District
Middle School Enrollment (Grades 7-8) ^{1/}
2002-03 to 2012-13

School Year	Enrollment 7-8	Change From Previous Year	
		#	%
2002-03	853	-	-
2003-04	852	-1	-0.1
2004-05	869	17	2.0
2005-06	879	10	1.2
2006-07	921	42	4.8
2007-08	905	-16	-1.7
2008-09	866	-39	-4.3
2009-10	878	12	1.4
2010-11	874	-4	-0.5
2011-12	821	-53	-6.1
2012-13	884	63	7.7
Change 2002-03 to 2012-13		31	3.6

^{1/} Based on October 1 figures.

Graph 4
COMBINED ANTIETAM/EXETER TOWNSHIP SCHOOL DISTRICT
Middle School Enrollment Trends
2002-03 to 2012-13



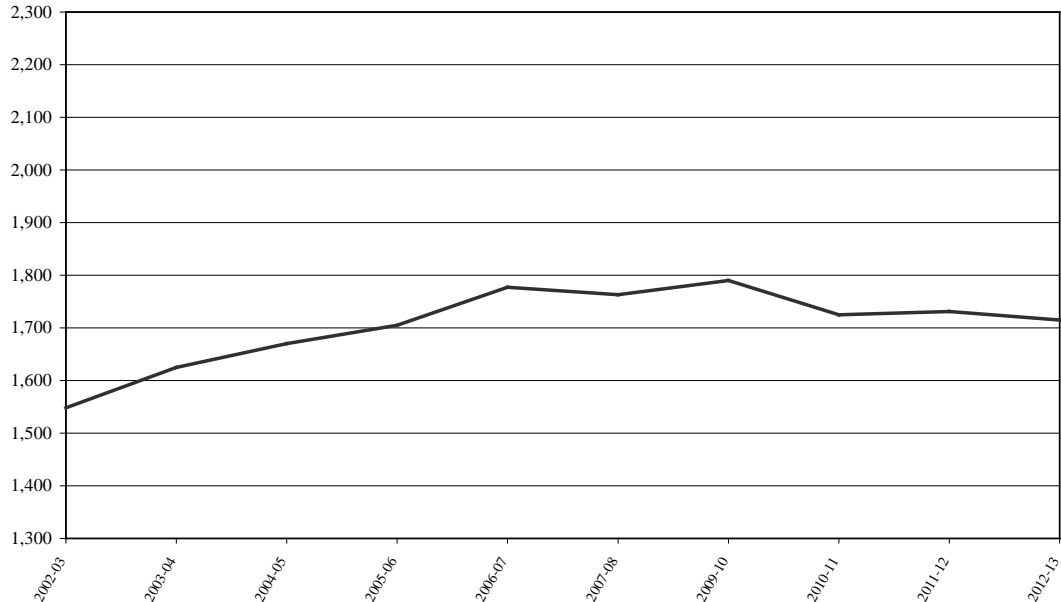
High school enrollments (grades 9-12) were 143 pupils or 9.2 percent higher in 2012-13 than in 2002-03. Increases were recorded in six years during this period and decreases occurred in four years. The largest increase (77 or 5.0 percent) occurred in 2003-04; the smallest growth (six or 0.3 percent) was in 2010-11. The largest decrease was in 2009-10 (65 or 3.6 percent); the smallest decline (14 or 0.8 percent) was in 2007-08. High school enrollments in 2007-08 were up by a net of 215 or 13.9 percent from 2002-03 (an average annual net growth of 43 pupils or 2.8 percent). During the most recent five years enrollments in grades 9-12 decreased by a net of 72 pupils or 4.1 percent (or by a net average of 14 pupils or 0.8 percent annually). (See Table 5 and Graph 5)

Table 5
Combined Antietam/Exeter Township School District
Middle School Enrollment (Grades 9-12) ^{1/}
2002-03 to 2012-13

School Year	Enrollment 9-12	Change From Previous Year	
		#	%
2002-03	1,548	-	-
2003-04	1,625	77	5.0
2004-05	1,670	45	2.8
2005-06	1,705	35	2.1
2006-07	1,777	72	4.2
2007-08	1,763	-14	-0.8
2008-09	1,790	27	1.5
2009-10	1,725	-65	-3.6
2010-11	1,731	6	0.3
2011-12	1,715	-16	-0.9
2012-13	1,691	-24	-1.4
Change 2002-03 to 2012-13		143	9.2

^{1/} Based on October 1 figures.

Graph 5
COMBINED ANTIETAM/EXETER TOWNSHIP SCHOOL DISTRICT
High School Enrollment Trends
2002-03 to 2012-13



Mechanics of Enrollment Projections

Enrollment projections for the combined Antietam/Exeter Township School Districts were prepared using the “grade progression” technique, which is based on the ratio of enrollments in a given grade in a given year to enrollments in the next lower grade in the preceding year. The grade progression formula was developed by reviewing the recent experience in the combined district with respect to pupil progression and modifying and tempering that with the various community growth data which were analyzed. This approach is designed to detect such factors as in- or out-migration of pupils; transfer of pupils between public and nonpublic schools, and into and out of special programs; withdrawals; promotional policies; and participation in any full-time CTC program.

By way of example, if the grade 2 enrollments were 98 in the 2012-13 school year and grade 1 had 100 pupils in the prior school year (2011-12), the grade progression ratio from grade 1 to grade 2 would be 0.98. Ratios below 1.00 are generally indicative of net out-migration, transfers out of the school system or to special programs (e.g., a full-time CTC program), failure to promote pupils from the prior grade, and/or dropouts in the high school grades. Ratios above 1.00 usually indicate net in-migration, transfers into the public school system from nonpublic schools or special programs, and/or the failure to promote pupils to the next grade.

In the combined Antietam/Exeter Township School District during the 2012 school year the progression ratios for all grades except 2, 4, 6, 7, 10, and 11 were 1.00 or higher suggesting net in-migration of pupils. In the grades with a ratio below 1.00 there was not necessarily an absence of in-migration, but any in-migration may not have been as strong as in the other grades, or may have been more than offset by out-migration, transfers to nonpublic schools, entry into special classes, failure to promote pupils from the previous grade, and/or by the dropout of pupils in the high school grades.

Analysis of the progression ratios for the most recent five years reveals that the sum of the individual grade ratios increased in two years and decreased in two years and exceeded the “neutral” migration figure of 12.0 in four years. In 2008-09 the sum of the progression ratios totaled 12.2124 (its highest point during the review period). The sum then fell to 11.8567 in 2009-10 (its lowest point). In 2010-11 it grew to 12.0741 but declined to 12.0374 in 2011-12 and then increased to 12.0903 in 2012-13

A further reinforcement of in- and out-migration patterns is found in the number of individual grade progression ratios that equaled or exceeded 1.0. In 2008-09 ten of the 12 figures equaled or exceeded 1.0; in 2009-10, five of the figures equaled or exceeded 1.0; in 2010-11 seven of the figures equaled or exceeded 1.0; in 2011-12 nine of the figures equaled or exceeded 1.0 and in 2012-13 six of the figures equaled or exceeded 1.0.

The sum of the progression ratios in grades K to 4 exceeded the “neutral” migration figure of 4.0 in all years; two annual increases and two decreases were recorded during this period. The total grew from 4.1127 (its highest point during the review period) in 2008-09 to 4.0211 (its lowest point during the review period) in 2009-10. In 2010-11, it grew to 4.0378 and to 4.0671 in 2011-12. In 2012-13 the sum of the ratios decreased to 4.0413. The progression ratios equaled or exceeded 1.0 in each of the four elementary grades in 2008-09; in 2009-10 and 2011-12 three of the grades had ratios that equaled or exceeded 1.0; and in 2010-11 and 2012-13 just two of the grades had ratios which equaled or exceeded 1.0.

The sum of the progression ratio in grades 5 to 6 exceeded the “neutral” migration figure of 2.0 in all years; three annual decreases and one increase were recorded during the period. The total decreased from 2.0925 (its highest point during the review period) in 2008-09 to 2.0023 (its lowest point during the review period) in 2009-10. In 2010-11, it grew to 2.0353 but fell to 2.0250 in 2011-12 and to 2.0098 in 2012-13. In 2008-09, 2010-11, and 2011-12 both of the ratios equaled or exceeded 1.0 in 2009-10 and 2012-13 just one of the grades had a ratio which equaled or exceeded 1.0.

The sum of the progression ratios for grades 7 to 8 exceeded the “neutral” point of 2.0 in three of the five years reviewed; decreases were recorded in three years and an increase in one year. In 2008-09 the sum of the ratios was 2.0494. It decreased to 2.0270 in 2009-10, to 1.9653 in 2010-

11 and to 1.9626 (its lowest point during the review period) in 2011-12. In 2012-13 it grew to 2.0549 (its highest point during the review period). In 2008-09 each of the two grades had a progression ratio that equaled or exceeded 1.0; in 2009-10, 2010-11, 2011-12, and 2012-13 just one of the two grades had a ratio that equaled or exceeded 1.0.

The sum of the progression ratios for grades 9 to 12 exceeded the “neutral” point of 4.0 in one year; there were two annual increases and two decreases during this period. In 2008-09 the sum of the ratios was 3.9578. It decreased to 3.8063 (its lowest point during the review period) in 2009-10, but grew to 4.0357 (its highest point during the review period) in 2010-11. In 2011-12 it decreased to 3.9827 before increasing to 3.9843 in 2012-13. In 2008-09, 2010-11, and 2011-12 two of the high school grades had a ratio that equaled or exceeded 1.0; in 2011-12 three of these grades had progression ratios that equaled or exceeded 1.0; and in 2009-10 none of the grades had a ratio which equaled or exceeded 1.0. The individual grade ratios and the overall ratios for the high school grades are normally more strongly influenced by dropouts than by general migration patterns.

The impact of the combined district’s progression ratios is clearly demonstrated by measuring their effect on children entering kindergarten and then moving through each of the grades. Using the grade-by-grade progression ratios for 2012-13, 100 children entering kindergarten this year would in theory increase to 105 third grade pupils, decrease to 104 fourth graders, grow to 105 pupils in grades five and six, increase to 111 pupils in grade eight, peak at 111 pupils in grades nine and ten, decrease to 106 eleventh graders, and then increase to 109 twelfth grade pupils. In practice, these patterns may not necessarily materialize as outlined due to changes in progression ratios over time. However, the theoretical impact of the progression ratios based on these points of reference reveals the effect of the migration of school-age children, transfers into and out of the public school system and special programs, promotion policies, dropouts, and so forth. Table 6 summarizes these data.

Table 6
Combined Antietam/Exeter Township School District
Grade Progression Ratios by Grade Configuration

	2012-13 Progression	2011-12 Progression	2010-11 Progression	2009-10 Progression	2008-09 Progression
<u>Grades</u>	<u>Ratios</u>	<u>Ratios</u>	<u>Ratios</u>	<u>Ratios</u>	<u>Ratios</u>
1/K	1.0418	↑1.0831	↓1.0263	1.0416	1.0668
2/1	↓0.9821	↑1.0077	0.9947	1.0000	1.0026
3/2	1.0280	↓1.0053	↑1.0376	1.0105	1.0249
4/3	<u>0.9894</u>	<u>0.9710</u>	<u>0.9792</u>	↓ <u>0.9690</u>	↑ <u>1.0184</u>
Total K-4	4.0413	4.0671	4.0378	↓4.0211	↑4.1127
5/4	1.0124	↓1.0027	1.0251	1.0181	↑1.0524
6/5	<u>0.9974</u>	<u>1.0223</u>	<u>1.0102</u>	↓ <u>0.9842</u>	↑ <u>1.0401</u>
Total 5-6	2.0098	2.0250	2.0353	↓2.0023	↑2.0925
7/6	↓0.9978	1.0126	1.0115	1.0317	↑1.0494
8/7	↑ <u>1.0571</u>	↓ <u>0.9500</u>	<u>0.9538</u>	<u>0.9953</u>	<u>1.0000</u>
Total 7-8	↑2.0549	↓1.9626	1.9653	2.0270	2.0494
9/8	1.0048	↑1.0346	1.0213	↓0.9751	1.0237
10/9	0.9978	1.0093	0.9884	↓0.9179	↑1.0273
11/10	0.9564	↓0.9318	↑0.9885	0.9447	0.9612
12/11	<u>1.0253</u>	<u>1.0070</u>	↑ <u>1.0375</u>	<u>0.9686</u>	↓ <u>0.9456</u>
Total 9-12	3.9843	3.9827	↑4.0357	↓3.8063	3.9578
Total 1-12	<u>12.0903</u>	<u>12.0374</u>	<u>12.0741</u>	↓<u>11.8567</u>	↑<u>12.2124</u>

Note: Highest point for each grade marked by ↑; lowest point marked with ↓. Not all figures may add due to rounding.

The only new input needed in projecting enrollments in this manner is kindergarten entries. In order to determine future kindergarten entries, ratios must be developed between historic kindergarten enrollments in specific school years and resident births in the combined district five years earlier. The ratios (or “cohort survival rates”) are then analyzed and—along with the number of resident births in the combined district—are used to calculate future kindergarten enrollments. This approach, like the grade progression technique, detects net in- and out-migration and the impact of nonpublic schools and special programs. A figure below 1.0 suggests that kindergarten entries are lower than the number of births in the combined district

five years earlier indicating net out-migration and/or families opting to enroll their children in nonpublic kindergarten programs. Conversely, a figure of greater than 1.0 suggests more kindergarten entries than births in the combined district five years earlier indicating strong in-migration which outweighs any impact that nonpublic education may play.

The ratio of kindergarten entries to births in the Antietam/Exeter Township School District five years prior is much higher in 2008-09 (1.0494) than it is in 2012-13 (0.9316). In the interim years, the ratio of kindergarten entries to births in the combined district five years prior decreased to 0.9922 in 2009-10, and to 0.9627 in 2010-11, before increasing to 1.0028 in 2011-12, and decreasing to 0.9316 in the current school year as shown in Table 7.

Table 7
Combined Antietam/Exeter Township School District

Ratios of Kindergarten Entries to Births
2008-09 to 2012-13

<u>School Year</u>	<u>Kindergarten Enrollment</u>	<u>Calendar Year</u>		<u>Ratio of K Entries To Births</u>
		<u>Births 5 Years Earlier</u>		
		<u>School Year</u>	<u>Births</u>	
2008-09	361	2003	344	1.0494
2009-10	380	2004	383	0.9922
2010-11	361	2005	375	0.9627
2011-12	359	2006	358	1.0028
2012-13	327	2007	351	0.9316

The best available source of data on resident births in the combined school district is the annual compilations by the Pennsylvania Department of Health. The births in calendar year 2008 were 360(those who will enter kindergarten in 2013-14). Birth figures for calendar year 2009 were 367; calendar year births for 2010 were 376; and preliminary birth figures for calendar year 2011 totaled 373. (See Table 8.)

The use of resident births and the “cohort survival rate” to project kindergarten entries restricts “high confidence” estimates of future enrollments to the “primary” projection period—the first five school years beyond the most recent year for which birth data are available. Preliminary data on resident births are currently available through calendar year 2011. In view of this, projections of kindergarten enrollments can be made through 2016-17 (the fourth projected year)

based on the cohort survival rate and preliminary birth figures for 2011 (which represent the main source of kindergarten entries in the 2016-17 school year). Because PEL's primary projections extend one year beyond the birth data available to determine kindergarten entries (to school year 2017-18) an estimate must be used to fill this gap. As a result, the average birth figure for the two most recent years was used to calculate kindergarten entries in 2017-18. When this estimated birth figure is replaced with the final figure, the projection of kindergarten pupils for 2017-18 may change slightly.

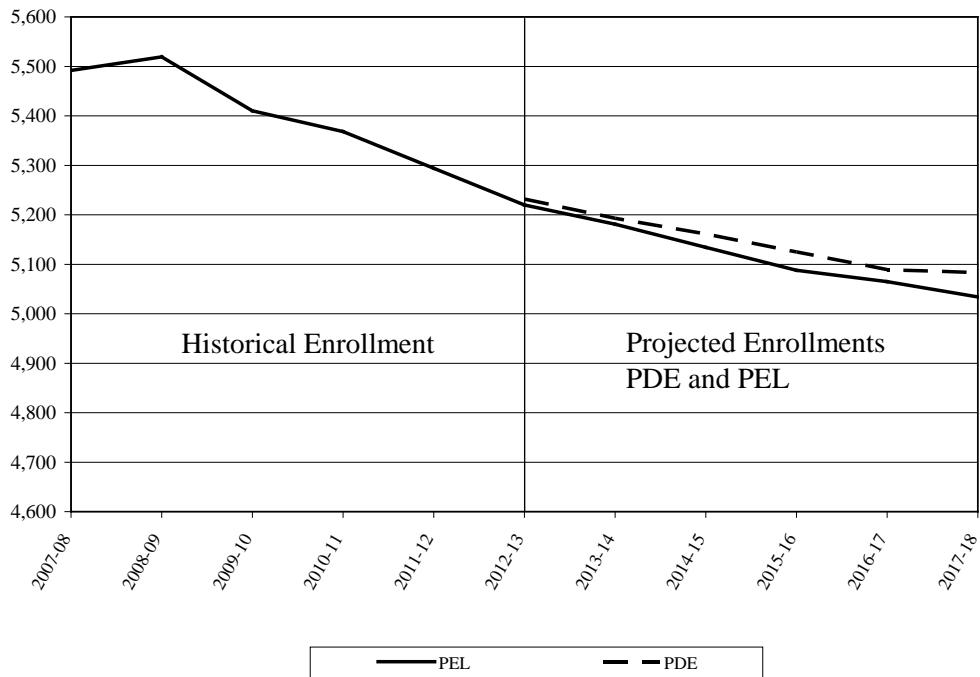
Enrollment Projections

PEL projects that enrollments in the combined Antietam/Exeter Township School District will total 5,034 in the 2017-18 school year. This figure is 186 pupils (3.6 percent) below the 2012-13 level. Decreases are projected in each year during this period. The largest absolute decrease (47) is expected in 2014-15; the largest proportionate decrease (0.9 percent) will be in both 2014-15 and 2015-16. The smallest decrease (31 or 0.6 percent) will be in 2017-18. The overall projected decrease averages 37 pupils yearly compared with an annual average net decrease of 54 pupils during the most recent five years (see Table 8).

Table 8
Combined Antietam/Exeter Township School District
Total Enrollment Projections (Grades K-12)
2012-13 to 2017-18

<u>School Year</u>	<u>Enrollment</u> <u>K-12</u>	<u>Change From</u> <u>Previous Year</u>	
		<u>#</u>	<u>%</u>
2012-13 (actual)	5,220	-74	-1.4
2013-14	5,181	-39	-0.7
2014-15	5,134	-47	-0.9
2015-16	5,088	-46	-0.9
2016-17	5,065	-23	-0.5
2017-18	5,034	-31	-0.6
Change 2012-13 to 2017-18		-186	-3.6

Graph 6
COMBINED ANTIETAM/EXETER TOWNSHIP SCHOOL DISTRICT
Total Enrollment Trends/Projections
2007-08 to 2017-18

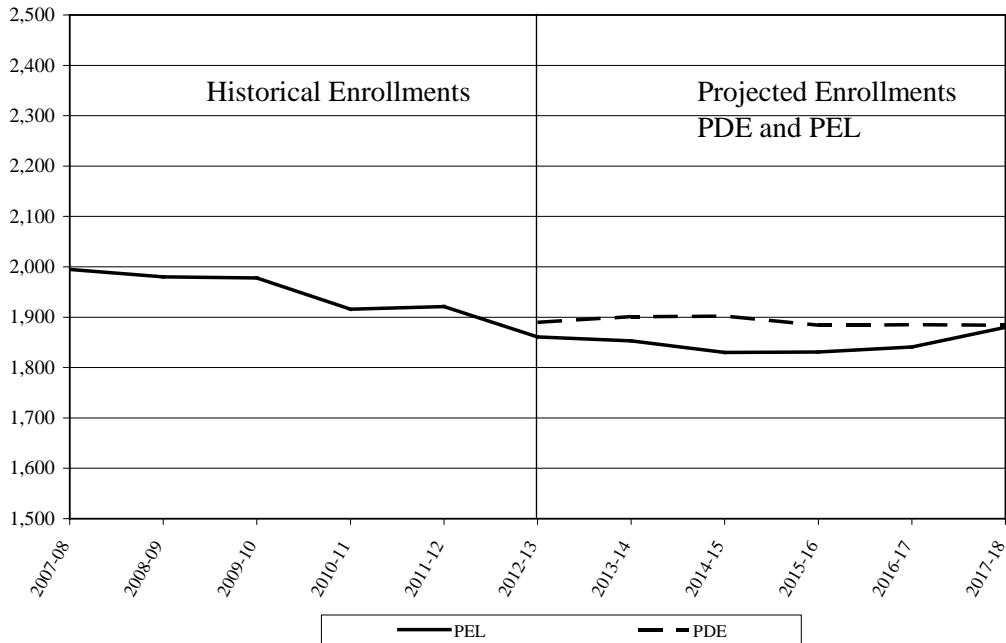


Projections of elementary enrollments (grades K-4) suggest that they will total 1,880 in 2017-18 and be 19 pupils or 1.0 percent higher than in 2012-13. Decreases of eight (0.4 percent) and 23 (1.2 percent) are projected for the first two years of the period followed by three increases. The increases will range from one (0.1 percent) in 2015-16 to 39 (2.1 percent) in 2017-18. The overall projected net increase averages four pupils yearly compared with a net decrease of 27 pupils (1.3 percent) yearly (on average) during the past five years (See Table 9).

Table 9
Combined Antietam/Exeter Township School District
Elementary Enrollment Projections (Grades K-4)
2012-13 to 2017-18

<u>School Year</u>	<u>Enrollment K-4</u>	<u>Change From Previous Year</u>	
		<u>#</u>	<u>%</u>
2012-13 (actual)	1,861	-60	-3.1
2013-14	1,853	-8	-0.4
2014-15	1,830	-23	-1.2
2015-16	1,831	1	0.1
2016-17	1,841	10	0.5
2017-18	1,880	39	2.1
Change 2012-13 to 2017-18		19	1.0

Graph 7
COMBINED ANTIETAM/EXETER TOWNSHIP SCHOOL DISTRICT
Elementary Enrollment Trends/Projections (Grades K-4)
2007-08 to 2017-18

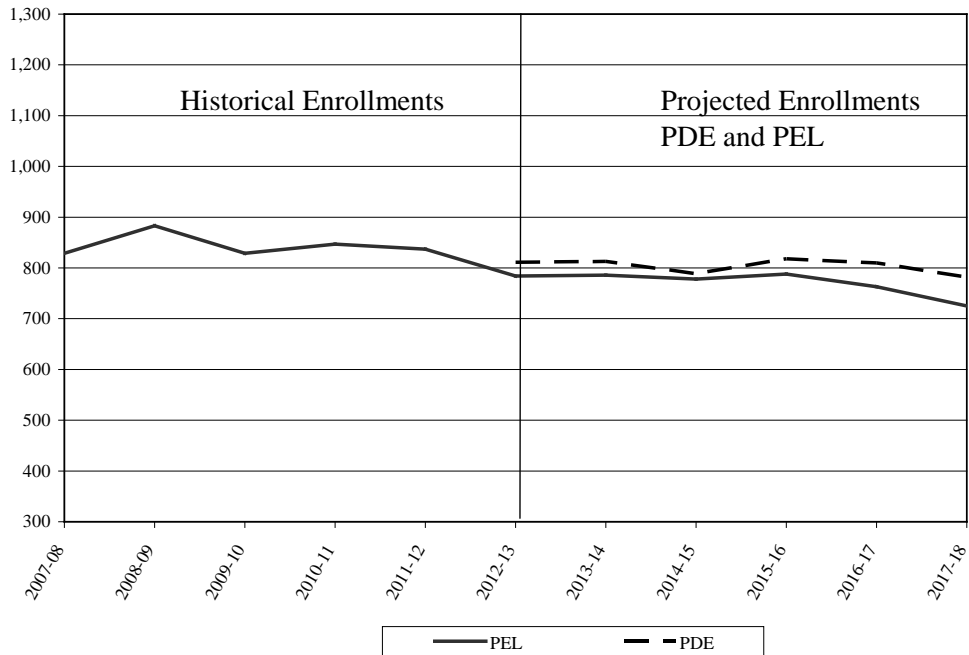


Projections of elementary enrollments (grades 5-6) suggest that they will total 725 in 2017-18 and be 59 pupils or 7.5 percent lower than in 2012-13. Three decreases and two increases are projected during this period. The largest decrease (38 or 5.0 percent) is expected in 2017-18; the smallest (eight or 1.0 percent) will be in 2014-15. The overall projected net decrease averages 12 pupils yearly compared with a net decrease of nine pupils yearly (on average) during the past five years (see Table 10).

Table 10
Combined Antietam/Exeter Township School District
Elementary Enrollment Projections (Grades 5-6)
2012-13 to 2017-18

<u>School Year</u>	<u>Enrollment</u> <u>5-6</u>	<u>Change From</u> <u>Previous Year</u>	
		<u>#</u>	<u>%</u>
2012-13 (actual)	784	-53	-6.3
2013-14	786	2	0.3
2014-15	778	-8	-1.0
2015-16	788	10	1.3
2016-17	763	-25	-3.2
2017-18	725	-38	-5.0
Change 2012-13 to 2017-18		-59	-7.5

Graph 8
 COMBINED ANTIETAM/EXETER TOWNSHIP SCHOOL DISTRICT
Elementary School Enrollment Trends/Projections (Grades 5-6)
 2007-08 to 2017-18



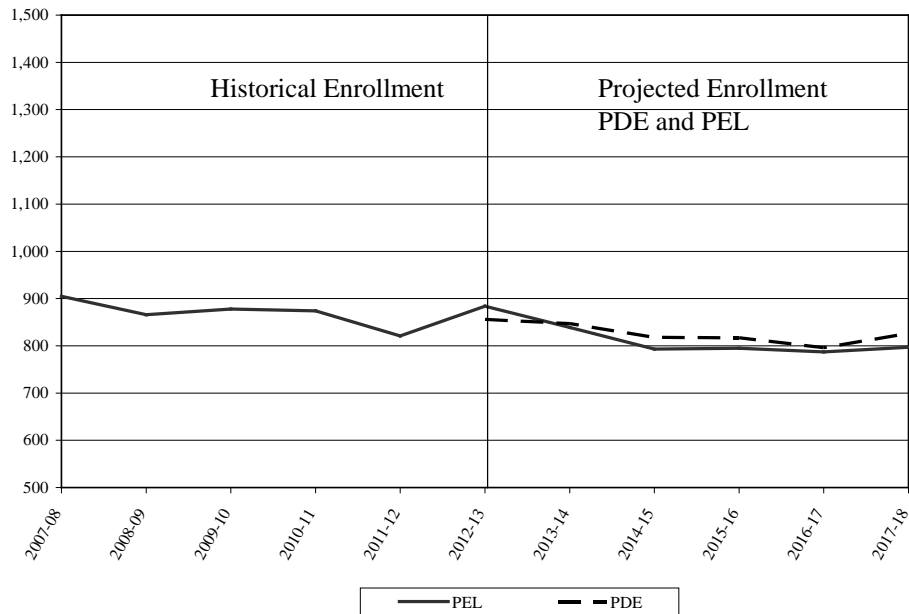
Projections for the middle school (grades 7-8) suggest that enrollments will be 797 in 2017-18—87 pupils or 9.8 percent lower than in the current school year. Decreases will be recorded in all years during this period except 2015-16 and 2017-18 when increases of two (0.3 percent) and 10 (1.3 percent), respectively, are expected. The largest decrease (46 or 5.5 percent) will be recorded in 2014-15; the smallest decline (eight or 1.0 percent) will occur in 2016-17. The projected net decrease will average 17 pupils annually compared with an average annual net decrease of four pupils during the most recent five-years. (See Table 11 for additional detail.)

Table 11
Combined Antietam/Exeter Township School District

Middle School Enrollment Projections (Grades 7-8)
2012-13 to 2017-18

<u>School Year</u>	<u>Enrollment</u> <u>7-8</u>	<u>Change From</u> <u>Previous Year</u>	
		<u>#</u>	<u>%</u>
2012-13 (actual)	884	63	7.7
2013-14	839	-45	-5.1
2014-15	793	-46	-5.5
2015-16	795	2	0.3
2016-17	787	-8	-1.0
2017-18	797	10	1.3
 Change 2012-13 to 2017-18		-87	-9.8

Graph 9
 COMBINED ANTIETAM/EXETER TOWNSHIP SCHOOL DISTRICT
Middle School Enrollment Trends/Projections
 2007-08 to 2017-18



Projections for the high school grades (9-12) indicate that enrollments will total 1,632 in 2017-18 and be 59 pupils or 3.5 percent lower than in the current school year. Two decreases, two increases, and one year of no change are expected during this period. Decreases are expected in 2015-16 (59 or 3.4 percent) and 2017-18 (42 or 2.5 percent). The expected average annual net decrease in enrollments in the high school will be 12 pupils compared with an average net decrease of 14 pupils annually during the most recent five-years (see Table 12)

Table 12
Combined Antietam/Exeter Township School District
High School Enrollment Projections (Grades 9-12)
2012-13 to 2017-18

<u>School Year</u>	<u>Enrollment</u> <u>9-12</u>	<u>Change From</u> <u>Previous Year</u>	
		<u>#</u>	<u>%</u>
2012-13 (actual)	1,691	-24	-1.4
2013-14	1,703	12	0.7
2014-15	1,733	30	1.8
2015-16	1,674	-59	-3.4
2016-17	1,674	0	0.0
2017-18	1,632	-42	-2.5
Change 2012-13 to 2017-18		-59	-3.5

Comparison of Pennsylvania Department of Education (PDE) Projections and Pennsylvania Economy League (PEL) Projections

Overall, for grades K-12 PEL projected a decrease of 186 or 3.6 percent while PDE projected a decrease of 149 or 2.8 percent. On the elementary level (grades K-4) PEL projected an increase of 19 or 1.0 percent while PDE projects a loss of six or 0.3 percent. For grades 5-6 PEL projects a decrease of 59 or 7.5 percent while PDE projects a loss of 29 or 3.6 percent. At the middle school level PEL projects a decrease of 87 or 9.8 percent while PDE expects a decline of 30 or

3.5 percent. At the high school level PEL projects a decrease of 59 or 3.5 percent while PDE projects a decline of 84 or 5.0 percent.

Specifics of Enrollment Projection Methodology

PEL added the historical enrollments of the Antietam and Exeter Township School Districts and then proceeded to project the Antietam/Exeter Township School District by considering the “combined” schools as one district.

PEL used a two-year average of grade progression ratios to project the future enrollment of the combined district. The specific ratios are as follows:

$1/K = 1.0625$	$5/4 = 1.0076$	$9/8 = 1.0197$
$2/1 = 0.9949$	$6/5 = 1.0099$	$10/9 = 1.0036$
$3/2 = 1.0167$	$7/6 = 1.0052$	$11/10 = 0.9441$
$4/3 = 0.9802$	$8/7 = 1.0036$	$12/11 = 1.0162$

With respect to kindergarten enrollments, PEL also used the two-year figure of 0.9672. This figure was then multiplied by the appropriate calendar year birth figure.

Since actual preliminary birth figures are available only through 2011, in order to project births for calendar year 2012 (those children who would enter kindergarten in school year 2017-18—the last year of the projection period), a two-year average of 375 was used.

All of PEL’s calculations were rounded rather than truncated.

PEL also reviewed projections generated by the Pennsylvania Department of Education. In order to arrive at a set of projections for the Antietam/Exeter Township School District, PEL combined the projections PDE had made for each district.

PDE used the following grade progression ratios to project the future enrollment of the Antietam School District.

$2/1 = 1.03578$	$6/5 = 0.99111$	$10/9 = 0.97757$
$3/2 = 1.02396$	$7/6 = 1.08863$	$11/10 = 0.93036$
$4/3 = 1.02209$	$8/7 = 0.94519$	$12/11 = 0.96255$
$5/4 = 0.98216$	$9/8 = 0.97043$	

With respect to kindergarten and first grade enrollments in the Antietam School District PDE used the following birth to kindergarten ratio of 0.81374 and the birth to first grade ratio of 0.89945.

PDE used the following grade progression ratios to project the future enrollments for the Exeter Township School District:

$2/1 = 0.97452$	$6/5 = 1.02376$	$10/9 = 0.97831$
$3/2 = 1.01760$	$7/6 = 0.99433$	$11/10 = 0.98218$
$4/3 = 0.98199$	$8/7 = 0.98401$	$12/11 = 0.99307$
$5/4 = 1.03348$	$9/8 = 1.00999$	

With respect to kindergarten and first grade enrollments in Exeter Township School District PDE used the following birth to kindergarten ratio of 1.01034 and the birth to first grade ratio of 1.13657.

PDE used a birth figure for 2012 of 111 in the Antietam School District and 245 in the Exeter Township School District to project kindergarten entries in 2017-18.

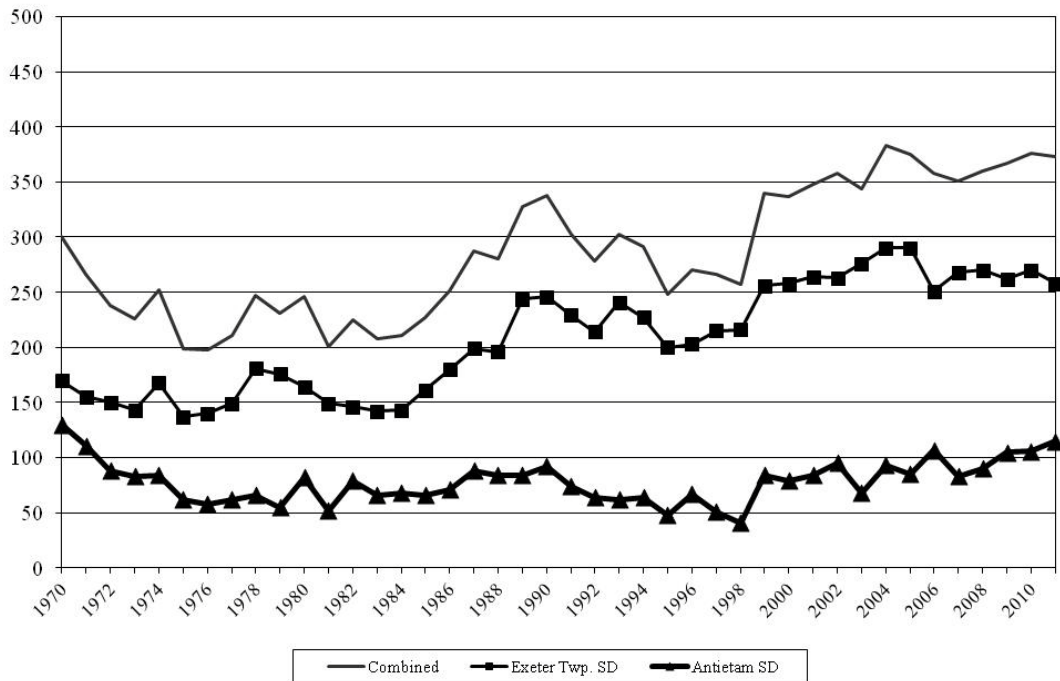
The number of births is summarized in Table 13.

Table 13
Number of Births by School District

Year	Combined	Exeter Twp. SD	Antietam SD
1970	300	170	130
1971	266	155	111
1972	238	150	88
1973	226	143	83
1974	252	168	84
1975	199	137	62
1976	198	140	58
1977	211	149	62
1978	247	181	66
1979	231	176	55
1980	246	164	82
1981	201	149	52
1982	225	146	79
1983	208	142	66
1984	211	143	68
1985	227	161	66
1986	251	180	71
1987	287	199	88
1988	280	196	84
1989	328	244	84
1990	338	246	92
1991	303	229	74
1992	278	214	64
1993	303	241	62
1994	291	227	64
1995	248	200	48
1996	270	203	67
1997	266	215	51
1998	257	216	41
1999	340	256	84
2000	337	258	79
2001	348	264	84
2002	358	263	95
2003	344	276	68
2004	383	290	93
2005	375	290	85
2006	358	251	107
2007	351	268	83
2008	360	270	90
2009	367	262	105
2010	376	270	106
2011	373	258	115

The following graph presents these data from 1970 to 2011.

Graph ***
 ANTIETAM, EXETER TOWNSHIP, AND COMBINED SCHOOL DISTRICTS
Annual Births
 1970 to 2011



Historic enrollment projections from 2002-03 to 2012-13 are presented in Table 14 for a combined school district. Enrollments are presented by grade.

Table 15 presents the projected student enrollment for a combined school district, by grade, from 2012-13 to 2017-18.

Table 14
Combined Antietam/Exeter Township School District
Total Enrollments by Grade ^{1/}
2002-03 to 2012-13

<u>Year</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	Total K-4	<u>5</u>	<u>6</u>	Total 5-6	<u>7</u>	<u>8</u>	Total 7-8	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	Total 9-12	Total K-12
2002-03	336	364	364	386	371	1,821	407	417	824	412	441	853	409	424	383	332	1,548	5,046
2003-04	338	438	336	370	402	1,884	396	419	815	428	424	852	458	395	408	364	1,625	5,176
2004-05	344	415	415	358	389	1,921	439	412	851	442	427	869	431	474	373	392	1,670	5,311
2005-06	387	393	409	417	382	1,988	407	459	866	428	451	879	452	439	451	363	1,705	5,438
2006-07	373	424	379	422	416	2,014	392	418	810	476	445	921	476	445	423	433	1,777	5,522
2007-08	374	380	441	380	420	1,995	424	405	829	441	464	905	440	464	441	418	1,763	5,492
2008-09	361	399	381	452	387	1,980	442	441	883	425	441	866	475	452	446	417	1,790	5,519
2009-10	380	376	399	385	438	1,978	394	435	829	455	423	878	430	436	427	432	1,725	5,410
2010-11	361	390	374	414	377	1,916	449	398	847	440	434	874	432	425	431	443	1,731	5,368
2011-12	359	391	393	376	402	1,921	378	459	837	403	418	821	449	436	396	434	1,715	5,294
2012-13	327	374	384	404	372	1,861	407	377	784	458	426	884	420	448	417	406	1,691	5,220
<u>Pupil Change</u>																		
2002-03 to																		
2012-13	-9	10	20	18	1	40	0	-40	-40	46	-15	31	11	24	34	74	143	174
<u>Percent Change</u>																		
2002-03 to																		
2012-13	-2.7	2.7	5.5	4.7	0.3	2.2	0.0	-9.6	-4.9	11.2	-3.4	3.6	2.7	5.7	8.9	22.3	9.2	3.4

^{1/} Based on October 1 figures.

Table 15
Combined Antietam/Exeter Township School District
Total Projected Enrollments by Grade
2012-13 to 2017-18

<u>Year</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	Total <u>K-4</u>	<u>5</u>	<u>6</u>	Total <u>5-6</u>	<u>7</u>	<u>8</u>	Total <u>7-8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	Total <u>9-12</u>	Total <u>K-12</u>
2012-13 (actual)	327	374	384	404	372	1,861	407	377	784	458	426	884	420	448	417	406	1,691	5,220
2013-14	348	347	372	390	396	1,853	375	411	786	379	460	839	434	422	423	424	1,703	5,181
2014-15	355	370	345	378	382	1,830	399	379	778	413	380	793	469	436	398	430	1,733	5,134
2015-16	364	377	368	351	371	1,831	385	403	788	381	414	795	387	471	412	404	1,674	5,088
2016-17	361	387	375	374	344	1,841	374	389	763	405	382	787	422	388	445	419	1,674	5,065
2017-18	363	384	385	381	367	1,880	347	378	725	391	406	797	390	424	366	452	1,632	5,034
<u>Pupil Change</u>																		
2012-13 to 2017-18	36	10	1	-23	-5	19	-60	1	-59	-67	-20	-87	-30	-24	-51	46	-59	-186
<u>Percent Change</u>																		
2012-13 to 2017-18	11.0	2.7	0.3	-5.7	-1.3	1.0	-14.7	0.3	-7.5	-14.6	-4.7	-9.8	-7.1	-5.4	-12.2	11.3	-3.5	-3.6

1/ Based on October 1 figures.

APPENDIX B

Comparison of Professional Collective Bargain Agreements Antietam School District and Exeter Township School District

Article	Exeter Agreement	Antietam Agreement	Difference/ Importance	Options	Cost
Recognition	Exeter Township Education Association (PSEA)	Antietam Education Association (PSEA)	N/A		
Terms of Agreement	<p>7/1/2009 through 6/30/2012.</p> <p>Either party may terminate this Agreement at the end of the three year term by giving written notice to the other party not later than January 10, 2012 of a desire to negotiate with respect to the terms and conditions of a new Agreement. In the absence of such notice, this Agreement shall continue upon the same terms and conditions as are set forth for a further period of one year and so on from year to year unless and until terminated by either party giving written notice as aforesaid to the other party not later than January 10 of the then current term.</p>	<p>7/1/2010 through 6/30/2013</p> <p>It is agreed and understood that the terms and conditions of employment herein agreed upon shall extend for the duration of this agreement, and that neither party will seek to change, modify, or amend this agreement during this period of time.</p>	<p>Critical; Contracts will need the same term of agreement</p>	<p>Resolve through negotiation process; move to one contract</p>	<p>There will be costs due to timing; extending the time for a new contract will save higher salary and benefit costs</p>
Mutual Pledge Provision	<p>The Association agrees that neither it nor members in the bargaining unit will authorize, condone or engage in any strike, slow down, sick call-in or other work stoppage during the term of this Agreement. The Board agrees that it will not authorize, condone or engage in a lockout during the term of this Agreement.</p>	<p>Both parties agree to faithfully abide by the provisions of Pennsylvania Public Employee Bargaining Law, Act 195. The Association pledges that members of the Bargaining Unit will not engage in a strike during the term of agreement and the Employer pledges that it will not conduct, or cause to be conducted, a lockout during the term of this Agreement</p>	N/A		

Article	Exeter Agreement	Antietam Agreement	Difference/ Importance	Options	Cost
Employee Benefits	<p>Medical</p> <ul style="list-style-type: none"> - District shall pay the premium of the bargaining unit member and/or the premium of the bargaining unit member's dependents for health, hospitalization, major medical and prescription coverage as provided in the bid specifications of the Berks County School Districts' Health Trust for each bargaining unit member who elects, in writing, to participate therein on an individual and/or two-party or family basis <ul style="list-style-type: none"> - 91% of the premium (2009 – 2010, retroactive to January 1, 2010) - 90.5% (2010 – 2011) - 90% (2011 – 2012) - District shall choose the coverage option of a bargaining unit member who is married to another bargaining unit employee, i.e. spouse, one would be the primary subscriber (two persons or family coverage), the other would be single coverage - The District shall establish a Section 125 Plan - If Health Trust is abandoned or lapses, the District shall continue to provide equivalent coverage per the coverage levels of the Berks County School Districts' Health Trust at the time of abandonment or cessation. 	<p>Medical</p> <ul style="list-style-type: none"> - District will provide full coverage for a program of group medical insurance to include either: <ul style="list-style-type: none"> - The Berks County Health Care Consortium Plan - In the event that the Berks County Health Care Consortium Plan is unavailable, a comparable health care plan equivalent to the Berks County Health Care Consortium Plan shall be obtained for coverage - District will also provide this coverage for the spouse and/or dependent children of each employee - In the event that a professional employee has a spouse with health care coverage, that employee may elect to waive his/her health care coverage and receive waiver amounts as set forth below. All waiver amounts will be placed into the district's cafeteria benefit plan. This escrow account shall not apply to part-time professional employees. <p>Premiums: Form of a payroll deduction: (2010 – 2011) \$350 single coverage \$700 two-person coverage \$850 family coverage</p> <p>(2011 – 2012) 7% for all coverages</p> <p>(2012 – 2013) 8% for all coverages</p> <p>Medical Benefit Waiver: - Current employees (2010 – 2011) can</p>	<p>Remedial; All teachers will be covered by the same plan going forward</p>	<p>Resolve through negotiation process; move to one contract</p>	<p>Larger insurance pool may lower premium costs; the richer benefit package will need to be retained; costs to individual employees may change</p>

		<p>waive health care coverage and receive the following waiver amounts:</p> <p>1) 50% of the cost of his/her health care coverage for which they are eligible in 2010/2011</p> <p>2) \$5,000 for two-person eligibility & \$7,000 for family eligibility in 2011/2012</p> <p>3) \$4,000 for two-person eligibility & \$6,000 for family eligibility in 2012/2013 with no premium share deduction 2011/2012 & 2012/2013.</p> <p>- Persons terminating employment and then returning to the district, those employees resuming coverage and then opting for the waiver, and/or all new employees effective July 1, 2011 shall receive:</p> <p>1) \$4,000 for family eligibility, \$2,000 for two-person eligibility, and \$1,000 for single eligibility with no premium share deduction</p>			
	<p>Life Insurance</p> <p>- District shall provide and pay for life insurance in the amount of 1.5 times the bargaining unit member's salary rounded up to the nearest thousand, including accidental death and dismemberment provisions, on all bargaining unit members covered by the agreement</p> <p>- Minimum of \$20,000</p> <p>- Maximum of \$50,000</p> <p>Annuity</p> <p>- Permission shall be granted for any bargaining unit member to invest in either</p>	<p>Life Insurance</p> <p>- District shall provide and pay for a \$50,000 group term life insurance policy, including accidental death and dismemberment provisions, for each professional and temporary professional employee on a group plan basis. The employee may convert this policy to whole life at his/her expense either by payroll deduction or direct payment of premiums. After retirement, life insurance policy may be maintained through the District plan if the employee pays the premiums directly to the District.</p>	<p>Remedial;</p>	<p>Resolve through negotiation process; move to one contract</p>	<p>There may be minimal changes in cost to the school district</p>
			<p>Remedial</p>	<p>Resolve through</p>	<p>This benefit may be expanded to include</p>

	<p>an IRA or tax sheltered annuity through regular payroll deductions of a fixed amount</p> <ul style="list-style-type: none">- Must give 30 days written notification to Superintendent to begin or change a tax sheltered annuity- All tax sheltered annuities having three or more participating employees shall have their tax sheltered annuity money submitted to the appropriate TSA vendor on a bi-weekly basis- Effective July 1, 2001, new Tax Sheltered Annuity accounts must have ten (10) or more participating employees in order to require the District to submit TSA money to the appropriate vendor on a bi-weekly basis <p>Malpractice Insurance</p> <ul style="list-style-type: none">- Malpractice insurance will be provided for all bargaining unit members <p>Family Dental</p> <ul style="list-style-type: none">- School District shall fully insure a dental program for all employees covered by this Agreement, employee’s spouse, and/or employee’s dependent children. Shall be administered by an independent third party. Plan document and employee booklets will be provided to all covered employees. Plan design is as follows: <table><tr><td>Item</td><td>Coverage</td></tr><tr><td>Preventative and Diagnostic</td><td>100%</td></tr><tr><td>Restorative – Basic</td><td>100%</td></tr><tr><td>Major</td><td>80%</td></tr><tr><td>Oral Surgery – Simple</td><td>100%</td></tr><tr><td>All Other</td><td>100%</td></tr></table>	Item	Coverage	Preventative and Diagnostic	100%	Restorative – Basic	100%	Major	80%	Oral Surgery – Simple	100%	All Other	100%			negotiation process; move to one contract	Antietam employees
Item	Coverage																
Preventative and Diagnostic	100%																
Restorative – Basic	100%																
Major	80%																
Oral Surgery – Simple	100%																
All Other	100%																
			Critical	Benefit may or may not be included in the combined district agreement	This benefit may be expanded to include Antietam employees												
	<p>Dental Plan</p> <p>The District shall pay for the Delta Dental Plan, or the equivalent, which includes coverage of Oral Surgery, Periodontics & Prosthetics, or its equal for each full time employee, his/her dependent children, and spouse who elects, in writing, to participate therein.</p>		Remedial	A single plan is needed for the combined district	Exeter Township has the richer dental plan												

	<p>Endodontic 100%</p> <p>Periodontics – Surgical 100%</p> <p> All Other 100%</p> <p>Prosthodontics 80%</p> <p>Denture Repair & Relining 80%</p> <p>Maximum Benefit/Year** \$1,000</p> <p>*Orthodontics 50%</p> <p>*Ortho Maximum Lifetime \$1,000</p> <p>*Orthodontics coverage is limited to dependent children. Expenses not covered by this self-insured plan may be submitted for Ex-Flex if the employee chooses.</p> <p>** While a \$1,000 annual limit has been set it is understood that a professional employee may exceed said limit provided that total payments do not exceed the sum of the limits set for the three year period of this agreement. An employee who exceeds his/her annual limit and terminates employment with the district shall reimburse the district the amount paid in excess of annual limits.</p> <p>Vision The Capital Blue Cross Opti-Vision Plus Program will be offered to for all employees covered by this Agreement, employee's spouse, and/or employee's dependent children. The District and employee contribution rates will be the same as for medical premium coverage.</p> <ul style="list-style-type: none"> - 91% of the premium (2009 – 2010, retroactive to January 1, 2010) - 90.5% (2010 – 2011) - 90% (2011 – 2012) <p>- If the Capital Blue Cross Opti-Vision Plus Program is abandoned or lapses, the District and Association will meet to mutually agree to an equivalent plan.</p>	<p>Vision For each full time employee, his or her spouse, and/or dependent children, the District shall provide and pay for the Vision benefits of America (VBA) plan in effect as of 6/30/11 or its equivalent.</p>	Remedial	A single plan is needed for the combined district	The combined district may choose to continue one of these plans or commit to a new plan
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Article	Exeter Agreement	Antietam Agreement	Difference/ Importance	Options	Cost
Retirement	<ul style="list-style-type: none"> - The rights of bargaining unit members upon retirement shall be governed by the Public School Employee's Retirement Code. - Provide notice no later than April 1st of the year of retirement, will be given a retroactive salary increment equal to \$90 per day of unused sick and unused personal days - Date can be waived by district if unforeseen situations arise after said date such as (1) a spouse taking a job more than one hundred (100) miles away; or (2) a medical condition of the employee or of a spouse, parent or child, requiring care by the educator or other circumstances deemed reasonable by the District. - Such funds from this retirement increment will be processed as non-elective employer contribution into a 403(b) account - If the law regarding section 403(b) changes during the term of this agreement, the District and Association shall meet to institute mutually acceptable replacement language in compliance with the law. - In the event of death of said employee before retirement, such unused sick days and unused personal days allowance shall be paid to the beneficiary. Unused personal days can be accumulated for this retirement salary only. 	<ul style="list-style-type: none"> - Must submit a letter of intent to retire to the Superintendent at the same time a letter of retirement is submitted to the Pennsylvania Employee Retirement Board. - Must have 17 years of service to Antietam school district for a payment of \$5,000 - District will make a non-elective employer contribution to the Special Pay 403(b) Plan and/or HRA Plan currently in place with MidAmerica Retirement Solutions and National Insurance Services. This is an employer contribution, and no cash option is available. Special Pay 403(b) contributions are limited to the IRS Section 415 limit. Excess contribution will be made to the employee's 403(b) account in the next plan year, up to the Section 415 limit, to ensure compliance with IRS regulations. Retiree classes and Special pay Plan payments are established as follows: Retiring members purchasing health insurance: 75% HRA/25% 403(b) Retiring members not purchasing health insurance: 100% 403(b) Employees shall not be eligible to receive retirement incentive payments as provided for by the Plan: - Employees who are subject to Permanent Disability Retirement 	Remedial	Differences in current contracts can be resolved during future negotiation	Differences are relatively small because of a single statewide retirement system that serves the existing districts; differences are associated with "buyouts" or district payments for retirement

Article	Exeter Agreement	Antietam Agreement	Difference/ Importance	Options	Cost
Sick Leave	<p>Sick Leave</p> <ul style="list-style-type: none"> - 10 Days for any school year - Unused leave shall be cumulative from year to year in District - Whenever a bargaining unit member is prevented by illness from working, the District shall pay to said employee for each day of absence the full contracted salary to which the employee may be entitled as if said employee were actually engaged in the performance of duty for each such day, to the extent of such accumulations - Signed statement of reason of absence on the District form must be provided in order to be eligible for salary payment <p>Family Sick Leave</p> <ul style="list-style-type: none"> - 3 out of the 10 sick leave days may be used to care for a family member - After five consecutive days of absence because of illness, a doctor's certification of illness is required and must be submitted to the Superintendent's office upon return to employment - Anyone having accumulated at least 30 days of sick leave, and due to a continued prolonged illness must miss additional days, will be granted additional sick leave and pay of 10 days for each 30 days already accumulated at start of said illness. Such additional days shall not be cumulative. <p>Sick Leave Bank</p> <p>A sick leave bank, administered jointly by the District and the Association and governed by the regulations in Exhibit F, shall be available for members of the bargaining unit on a voluntary basis.</p>		Remedial	Existing differences will be re-negotiated with a new contract for the combined district	Exeter Township policies can be extended to Antietam employees with little change in cost

Article	Exeter Agreement	Antietam Agreement	Difference/ Importance	Options	Cost
Child Rearing Leave	<ul style="list-style-type: none"> - Covers employees who are expecting, whose spouse is expecting, adoption, receive a foster child, and who wishes to continue employment following a period of absence taken for the purpose of rearing the child, shall be granted a child rearing leave of absence without pay - Employee must submit a request for child rearing leave to the office of the District Superintendent not later than 45 days prior to the proposed effective date of the child rearing leave - Written request shall specify the expected date of birth or adoption of the child and shall specify the anticipated beginning and ending date of the leave - Unless otherwise approved by the District Superintendent, all child rearing leaves shall be for at least one student marking period of a school year and shall terminate at the beginning of the marking periods - Must begin no later than one full marking period after the birth of the child (except if born during last marking period, than leave must begin by the beginning of the first marking period of the following year) - Maximum length of leave shall be one school year - A request for early termination of an approved child rearing leave must be made in writing to the office of the District Superintendent at least 30 days prior to the new termination date requested. Reinstatement at a date earlier than the approve termination date is contingent 		Critical	This will be a new type of leave for Antietam employees and there is a cost associated with its adoption; added costs result from additional employees "covering" for individuals on child rearing leave	It is unlikely this policy will change through negotiations; the benefit will most likely be extended to Antietam employees

	<p>upon the existence of a vacancy for which the teacher is certified.</p> <ul style="list-style-type: none"> - A position filled by a long-term substitute is not considered a vacancy for purposes of early termination, except in the circumstances described in the following exception: <ul style="list-style-type: none"> - If miscarriage or death prior to birth or approved termination date, leave shall be terminated at the beginning of the next marking period - Can ask for an extension via written request to the office of the District Superintendent - Notice for intention to return needs to be given no less than 30 days prior to termination date of the leave to office of the District Superintendent - Upon termination of leave, employee will be reinstated to the position held prior to leave, or to a substantially equal position. Right to be reinstated to the position held prior to the leave is subject to the District's rights under the School Code and this Agreement. - Employees on authorized child rearing leaves of absence without pay, shall be not be considered to be active employees of the School District and shall not be entitled to any benefits including, but not limited to, salary, fringe benefits, sick leave, personal leave, or other types of paid benefits, which are granted active employees. Employees shall neither lose nor accrue seniority or salary step entitlement during the leave. - Employees granted child rearing leave may be allowed to remain a member of District group insurance plans during the 				
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	<p>leave at their own expense, subject to approval of the carriers. Because the District pays premiums one month in advance, the employee must submit monthly premium payments to the Business Office at least one month in advance of the date that each premium payment is due.</p> <p>- Time limits in subsection (e) can be waived by written approval of the District Superintendent in extenuating circumstances which the Superintendent, in his/her sole discretion, deems sufficient</p>				
Article	Exeter Agreement	Antietam Agreement	Difference/ Importance	Options	Cost
Emergency Leave	<p>- If emergency, unforeseen personal or legal reasons as determined by the Superintendent prevent a bargaining unit member from being in his position for not more than 2 days during any school term, no pay shall be deducted</p> <p>- Includes emergency illness or accident in immediate family, disaster to home or personal property, birth of a son or daughter, transportation of immediate family member undergoing surgery, and travel day for funeral of a relative defined under Funeral Leave 8(b).</p> <p>- A “legal” reason for absence is the need for a professional employee to be at a certain place at a certain time for legal proceedings. A scheduled court or administrative hearing at which the employee is a participant or subpoenaed as</p>	<p>- Superintendent shall be authorized to grant an emergency leave without loss of pay for the following reasons:</p> <p>- Serious illness or accident involving a member of the immediate family (father, mother, brother, sister, son, daughter, husband, wife, parent in law, significant other) or near relative who resides in the same household</p> <p>- Emergencies affecting their legal residence (fire, water, structural damage, burglary, vandalism)</p> <p>- Application for emergency leave to be presented in writing to the Superintendent of Schools at least one school day prior to the date requested. If this is not possible, the request shall be submitted on the day they return to their duties. At the same time, appropriate copies shall be submitted to the immediate principal.</p> <p>Violations will be dealt with in the following ways:</p> <p>- 1st offense: lose one day’s pay and return the emergency day pay (2 days)</p> <p>- 2nd offense: Suspended for a period of five school days without pay and return</p>	Remedial	Language and future benefit can be negotiated with the combined school district contract	None anticipated

	<p>a witness would be an example of a “legal” reason. A court order that requires the professional employee to be present elsewhere during school hours would be another example. Doctor’s visits will be charged to the employee’s sick leave and shall not be eligible for emergency leave. All approved emergency absences shall be granted without any deduction of salary and sick leave benefits.</p> <p>- All requests for emergency leave shall be answered within two weeks from submission to the Superintendent. District can require verification of “immediate family member” for the emergency.</p>	<p>emergency pay (6 days)</p> <p>- 3rd offense: Dismissed as a professional employee and return emergency day pay</p> <p>- The Superintendent may determine if a violation of the emergency leave policy has occurred within 90 calendar days of the granted emergency day</p>			
Funeral Leave	<p>Death in the Immediate Family</p> <p>- No deduction in salary for an absence not in excess of five school days for death of a husband, wife, son, stepson, daughter, stepdaughter, father, mother or step-parent</p> <p>- Not in excess of three school days for sister, brother, parent-in-law or near relative who resides in the same household or any person with whom the employee has made his home</p> <p>Death of a Near Relative</p> <p>- No deduction in the salary for the absence on the day of the funeral. Near Relative shall be defined as first cousin, grandfather, grandmother, aunt, uncle, niece, nephew, son-in-law, daughter-in-law, brother-in-law, or sister-in-law.</p>		Remedial	Funeral leave will become part of the new contract for the combined district	Should not be additional cost; this is supplemental to emergency leave at Antietam School District
Jury Duty	<p>- Shall receive an amount equal to the difference between that which would have been his regular salary for such day and the amount he receives for jury service</p>		Not Germane	Follows the law regarding jury duty	No additional cost

Article	Exeter Agreement	Antietam Agreement	Difference/ Importance	Options	Cost
Leave of Absence	Sabbatical/Professional Development: <ul style="list-style-type: none"> - Shall be granted by the Board in accordance with and upon the conditions contained in the School Code 		No difference	Common language can be written	None anticipated
Released Time	Released Time <ul style="list-style-type: none"> - Association members (at request of the Association President), will be allowed a combined nine days per school year for attending Association meetings and conventions - Association will reimburse the District for the cost of employment of a substitute teacher in all instances where such absence is for one-half of a school day or more - Any unused days may be carried over to the following year, with a maximum accumulation of 15 days Required Released Time <ul style="list-style-type: none"> - Occurs whenever the Board or Superintendent requires the presence of a bargaining unit member employee at a meeting or conference for negotiations and grievance purposes during working hours, such employee shall suffer no deduction in pay 	<ul style="list-style-type: none"> - The Association shall be granted five leave days for the purpose of conducting association business. While on such leave, employees shall suffer no loss in salary, benefits, or other contractual advantages to which they are entitled. 	Remedial	Association representatives follow the same guidelines	None anticipated

Article	Exeter Agreement	Antietam Agreement	Difference/ Importance	Options	Cost
Professional Development	<ul style="list-style-type: none"> - For first master's degree, as the Board may approve, shall be paid the actual cost of tuition, not to exceed: <ul style="list-style-type: none"> - \$2,500 for 2009 – 2010 - \$2,700 for 2010 – 2011 - \$2,900 for 2011 – 2012 - Maximum of \$8,100 for the life of this collective bargaining agreement - For pursuit of other Board-approved credits other than those addressed in Item 13 (b), shall be paid the actual cost of tuition for each credit of college work successfully completed not to exceed <ul style="list-style-type: none"> - \$2,300 for 2009 – 2010 - \$2,350 for 2010 – 2011 - \$2,400 for 2011 – 2012 - Maximum of \$7,050 for the life of this collective bargaining agreement - Must receive a grade of "B" or better or "P" or "S" to receive 100% reimbursement up to the maximum amount. Any bargaining unit who receives a grade of "C" or below or "Fail" shall receive no reimbursement - Annual limits have been set in the contract for tuition reimbursement. Employee may receive payment over a three year period provided that the amount of reimbursement does not exceed the sum of the limits set for that specific 3 year period of time - For workshops, seminars, professional meeting or visitation, with the approval of the Board, shall be reimbursed for fees charged, necessary meals and lodging, and actual transportation cost if public 	<ul style="list-style-type: none"> - Employer agrees to provide tuition reimbursement for graduate level courses for all professional employees at the rate established for each graduate level course at Berks County Penn State University. The contract year eligibility shall be determined by the date of the first class session. Prior approval of Superintendent is required for all courses taken. - Per credit tuition reimbursement program shall apply to a maximum of 30 graduate credits per professional employee. After 30 credits, each professional employee shall be eligible for reimbursement of up to the value of six graduate level credits per employee per year at the Berks County Penn State rate. Graduate credits are cumulative, whether earned while employed at this District or while employed elsewhere. The contract year eligibility shall be determined by the date of the first class session. - Alternatively, the tuition reimbursement program may also apply to continuing educational programs or courses, if applicable to the classroom situation and pre-approved by the District Superintendent. No lateral movement shall occur on the salary schedule for these programs or courses. - Also includes reimbursement for undergraduate credit courses. Shall be in the employee's area of certification and taken only with prior approval of the Superintendent. Can be used for lateral movement beyond the Master's column. - Professional employees must receive at least a B average for each course to 	Critical	The Exeter Agreement will take precedence	Unknown; dependent upon number of teachers pursuing graduate work in any one year

	<p>transportation is used. Personal auto reimbursed at a rate equal to the maximum mileage allowance as provided by the Treasury Regulations promulgated pursuant to the Internal Revenue Code of 1986, as amended. Increase in this rate under this Agreement shall become effective on the first of the month following the effective date of increase in the maximum mileage allowance, but in no event shall the increase be retroactive. In the event the I.R.S. discontinues or eliminates this type of deduction, the last published I.R.S. rate will remain in effect for the length of the contract.</p> <ul style="list-style-type: none"> - Application for approval of courses to be taken or workshops, seminars, professional meetings or visitations to be attended must be made at a regular Board meeting well in advance of the beginning date of such events. Board will not be obligated for such payments described in this program unless such approval has been given. Actual names of the courses need to be submitted, in duplicate, to the Superintendent. A signed returned copy shall be the bargaining unit member's guarantee for payment when such courses are successfully completed. - Payments shall be made within 2 months after the bargaining unit member has submitted a college transcript showing the successful completion of work, together with a tuition bill, or in the case of a workshop, professional meeting or visitation, an itemized bill of expenses. - If termination of employment occurs within one school term following the completion of work, the employee shall reimburse the District for the payments so made to him 	<p>receive tuition reimbursement (and proof of payment). With proper notification, payment of reimbursement will be granted at the next regularly scheduled Board Meeting</p> <ul style="list-style-type: none"> - All professional employees who receive tuition reimbursement shall complete at least two full semester of service to the District following the completion of and payment for the courses. - If termination occurs prior to completing two full semester for the District, that Professional Employee must repay the District the cost of all courses taken and for which he/she was reimbursed during the past two semesters 			
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	<p>- Limitations:</p> <p>1st year teachers – Urged to not enroll in such courses until after the 1st semester of teaching completed</p> <p>Experienced teachers – Limit their evening and Saturday courses to not more than six credits for one semester and to not more than nine credits during a school term.</p> <p>Therefore reimbursement will not be made for courses taken by first-year teachers during their first semester of teaching nor for courses taken by experience teachers in excess of six credits in any one semester, or in excess or nine credits during any school term. Pre-summer and post-summer school courses approved by the Board shall be considered as summer school courses and not as courses taken during the school term.</p> <p>- To expand the opportunities for professional growth, each bargaining unit member may, with the approval of the Superintendent, request reimbursement for actual tuition costs of in-service credits* as well as college and university credits so long as the total cost of inservice and college credits does not exceed the sum of money specified in the contract for inservice improvement. Within the required limits, inservice credits may be applied toward placement on the salary schedule.</p> <p>- A maximum of 15 inservice credits may be used for salary schedule movement beyond the Master's Equivalency/Master's (ME/M) columns</p> <p>*State regulations require that learning experiences carrying inservice credit must be approved by the Inservice Unit of the Bureau of Curriculum Services of the Pennsylvania Department of Education.</p>				
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	<p>- Professional staff employed as of July 1, 1994 who have a salary schedule placement beyond the Master's or Master's Equivalency using more than 15 inservice credits will retain their placement, but may only use graduate courses for column movement</p> <p>- Beginning in 2011 – 2012, to be eligible for columnar movement, an online course must be taken at an institution accredited by the Middle States Association. For the purposes of clarification, "online" will refer to any course that does not include a brick-and-mortar component as part of its instructional curriculum. A course review committee consisting of two teachers and two administrators may approve additional eligible courses. In the event of a deadlock, the Superintendent shall make the final decision.</p>				
Payroll	<p>- District will make payroll deductions for Association dues for whom cards signed by the employees authorizing such deductions have been delivered by the Association to the Board no later than October 15 of the school term. Deductions will be made in ten (10) equal bi-weekly installments. Authorization cards will be honored by the Board from year to year unless the employee, in a letter to the Association, requests that such authorization be withdrawn not later than October 15 of each year.</p>	<p>Membership Dues Deduction</p> <p>- Employer agrees to deduct dues from the salaries of the members of the Antietam Education Association, for the Pennsylvania State Education Association, the National Education Association, and the local association, as said members authorize the employer to make deductions, and agrees to transmit the deductions monthly by check to the Antietam Education Association. Deductions will be made in bi-weekly installments, the amount to be determined annually by Meet and Discuss, with the final installment equal to the remaining balance.</p> <p>- No later than the first pay day in October, the Antietam Education Association will provide the Employer</p>	No difference	Standard language will be written	None anticipated

		<p>with authorization cards, signed by the employee, authorizing such deductions. The Employer will honor such authorization cards on an annual basis and deductions will begin the second pay period in October.</p> <p>Income Protection Plan Deduction</p> <p>- The Employer agrees to allow Payroll Deduction for payment of premiums for an Income Protection Plan for any professional employee</p> <p>403(b) Program Deduction (2009 extension)</p> <p>- The Employer agrees to allow Payroll Deductions for an IRS-approved 403(b) Program for all professional employees, provided that the selected vendor is listed on the “then-current” Antietam School District Plan Document. The District’s Salary Reduction Agreement form shall be used to notify the Business Office of changes in the deduction amount, which shall occur no more than monthly.</p>			
Fair Share	<p>- Each non-member in the certified bargaining unit identified in section 2, “Recognition”, shall pay a fair share as provided for by Act 84 of 1988. The District and the Association agree to comply with all the provisions of said law. The Association agrees to extend to each non-member the opportunity to join the Association. The Association agrees to hold the District harmless for any action taken to collect and transmit such fees pursuant to said law.</p>	<p>- The Antietam School District recognizes that the Pennsylvania legislature has enacted a negotiable fair share fee Act (Act 84 of 1988), as amended.</p>	Not germane; dictated by Pennsylvania law		

Article	Exeter Agreement	Antietam Agreement	Difference/ Importance	Options	Cost
Employee Pay Schedule	<ul style="list-style-type: none"> - 26 payments per year. - May receive full remaining salary on the last payday in June, providing requests are made in writing to the Superintendent by June 1 	<ul style="list-style-type: none"> - Bargaining unit members will receive their first pay on the next scheduled payday following the first pupil day - Bargaining unit members will have the choice of receiving their annual salary in 20 or 26 (equal pays) or in 20 pays with a lump sum payment on the 187th day of employment. Teachers wishing to receive their annual salary in 20 installments must notify the business office, in writing, prior to June 1 to take effect the following school year. Once the decision has been made it is irrevocable. Newly hired professional employees shall be paid during their first year of employment in 26 installments. 	No difference		
Retired Bargaining Unit Members	<ul style="list-style-type: none"> - Board will allow bargaining unit members to join or to continue in the medical group plan of the District if so permitted by the insuring companies involved. - Premiums must be paid by the retired employees in monthly installments - Such retired employees will be dropped from the rolls if the premium is not received in advance of the required district payment 		Critical	Most likely the Exeter contract will prevail for the combined district	Depends upon future contract negotiations
Mileage Reimbursement	<ul style="list-style-type: none"> - Pay required mileage of all bargaining unit members as provided by the Treasury Regulations promulgated to the Internal Revenue Code of 1986, as amended. Increase in rate shall be effective on the first of the month following the effective date of the increase in the maximum mileage allowance, but in no event shall the increase be retroactive. If I.R.S. discontinues or eliminates this type of deduction, the last published I.R.S. rate will remain in effect for the length of the contract. This does not cover mileage traveling to and from home and school. 		Not germane; rates set by the Federal government		No additional cost

Article	Exeter Agreement	Antietam Agreement	Difference/ Importance	Options	Cost
Absence Due to Injury	Time lost as a result of personal injury while on duty will not be charged against the accrued sick leave of the employee. Board will pay employee the difference between the Worker's Compensation payments (weekly benefits) and the employee's regular pay for the balance of the school year.		Exeter language will be adopted in the combined district agreement		There will be additional cost, but only if an injury occurs
Personnel Assignments	<p>- Any teacher, coach, or advisor whose extracurricular assignment is subject to change for the coming term, shall be notified before the close of the current term. By August 15, final written notification of any change shall be given. Any changes made thereafter shall be made only after consultation with the teacher, advisor, or coach concerned. In the event that the teacher, advisor, or coach involved in the change is unavailable after having been given written notice by the Administration, the Board may thereafter make said change without further consultation.</p> <p>- In the event a newly created position is established or following the reception of a written resignation in the office of the Superintendent, all anticipated vacancies shall be posted within one week in all elementary and secondary schools in the District. The Board has the right to fill said vacancy without the required notice in case of an emergency.</p>		Not germane		
Personnel File	- Employee has the right upon request to review the contents, except of confidential references, of their personnel file in the presence of the Superintendent or his designee. Employee is entitled to have an associate from the Association during any review. Employee may place in the file a written answer to any material considered derogatory.		Not germane; current law dictates this process		No additional cost

	<ul style="list-style-type: none"> - Complaints regarding an employee made to any member of the Administration by any parent, student, or other person, which are used in any manner in evaluating an employee shall be promptly called to the attention of the employee and shall be promptly investigated. Employee has the right to submit a written answer to any material in the personnel file. 				
Meet and Discuss Provisions	<ul style="list-style-type: none"> - School District will appoint a five member committee composed of administrative staff and at least two Board members which will meet with a five person committee appointed by the Association for the purpose of meeting and discussing those matters required as meet and discuss topics under Section 701 of the Public Employee Relations Act, Act 195 of 1970. - Chairperson for the Board and Chairperson for the Association shall be made for the term of this contract - Meetings between the two committees shall take place upon request by either the Administrative Committee or the Association's Committee within 15 calendar days of such request. An agenda shall accompany each request. - Meet and Discuss meetings shall take place at reasonable times and places most convenient to most members concerned. Such meetings will not interfere with the regular assignments or teaching duties of the bargaining unit members who are members of these committees. There shall be no more than six meetings per year unless by mutual consent. 	<ul style="list-style-type: none"> - The Board and the Association agree to have representatives meet and discuss non-economic items if either group submits a request for such a meeting 	No difference, but common language will need to be drafted and negotiated		Not anticipated

Article	Exeter Agreement	Antietam Agreement	Difference/ Importance	Options	Cost
Unpaid Medical Expenses	<p>- For term of the agreement, the District shall reimburse each bargaining unit member for:</p> <ul style="list-style-type: none"> - Dental - Vision - Prescription - Psychological/Family Counseling - Physical Examination (yearly checkup) - Chiropractic Care - Podiatric Care - Corrective Devices - Members in the Miller-Keystone Blood Bank costs <p>Not otherwise paid or reimbursable by any other form of insurance coverage, incurred by the employee, employee's spouse, employee's dependent children, for the treatment, examination or membership of such employee, employee's spouse, and/or employee's dependent children in the amount of Nine Hundred Dollars (\$900) for each year of the agreement. Monies accumulated during the previous contract shall be carried over to the new agreement.</p> <p>- Upon termination of the employee by virtue of retirement, resignation, or otherwise during the term of this Agreement, all unused portions of Ex-Flex shall revert to the District. Under no circumstances shall the total amount of reimbursement payable to an employee exceed the amount of that employee's accumulated benefits.</p> <p>- Not the intent of the District to reimburse costs collectible under other forms of insurance coverage. Accordingly, duplicate submissions for reimbursement</p>	<p>- The employer shall reimburse each employee for expenses not covered by his/her medical, prescription, dental, or vision insurance programs (may include any member of the employee's family):</p> <p>- Employees must submit copies of unpaid expenses by October 1st to receive payment in October, by February 1st to receive payment in February, and by June 1st to receive payment in June.</p> <p>(2010 – 2011): \$300 (2011 – 2012): \$100 (2012 – 2013): \$0</p> <p>No amounts may be carried over from one year to the next</p>	Critical	The difference between clauses is significant; however, the solution is remedial through further negotiations	None anticipated; differences are not seen per employee

	<p>of the same covered health care expenses shall not be made to Ex-Flex.</p> <p>- An account shall be maintained by the District in the name of each covered employee for each fiscal year of this Agreement in an amount as set forth above. Except at the conclusion of the year, the District will not issue checks for reimbursement of covered expenses for amounts of less than \$50. Employee is requested to wait until receipts total \$50 or more before presenting the receipts to the District for reimbursement. At the end of the fiscal year, each covered employee shall submit any remaining receipts for covered expenses, even if the total is less than \$50, to the District. Reimbursement shall then be made by the District, subject to the maximum amount available to that employee.</p>				
Lunch, Recess or Cafeteria Duty	<p>The Association recognizes the Board's managerial prerogative to assign lunch, recess or cafeteria duty to any and all elementary teachers. Should the Board choose to assign lunch, recess or cafeteria duty to any elementary teacher during the term of this Agreement, both the District and Association agree to reopen the Agreement for the sole and limited purpose of deciding the compensation of teacher assigned such duties.</p>		Not germane		
Personal Day	<p>- 2 days of personal leave for each bargaining member for each school year</p> <p>- Employees in 10th year of service or beyond in the Exeter Township School District will be granted three days of personal leave</p> <p>- Beginning July 1, 2009, a maximum of two unused days of personal leave may be carried over from one year to the next</p> <p>- Requests to be submitted to the building</p>	<p>- 3 days of personal leave, with pay, per school year, for each professional full time employee</p> <p>- May accumulate these personal days but cannot use more than five in any one school year</p> <p>- All unused personal days shall convert to sick days and be paid in accordance with Severance pay for unused sick days. A limitation of no more than 10% of the entire professional staff on personal leave</p>	Remedial	Differences are minor and can be negotiated in a future collective bargaining agreement	A cost will be associated with the addition of a personal day for Exeter Township teachers

	<p>principal for approval and will be approved in the order they are received. Requests shall be submitted to the principal three days in advance. Maximum of 10% of school employees in any one building may be granted a personal day on any one day. Limit shall be two employees in any one building for the day before and day after Thanksgiving, Christmas, and Easter vacations. Personal days may not be taken in the first or last five instructional days of the school year nor on the first full in-service day of the school year.</p> <p>Exceptions include the following:</p> <ul style="list-style-type: none"> - Attendance at high school or college graduations of immediate family members - Transportation to and from college for a child - Traveling to/attendance in weddings of immediate family members and/or near relatives - Any leave associated with a family member's military assignment - Other exceptions for unusual circumstances may be approved in advance at the discretion of the Superintendent. - Unused personal days may be accumulated for purposes of retirement salary increment as defined in page C-1, paragraph 1. 	on any given day and no more than 3 consecutive personal days in a row is established.			
Credit Union	<p>District will make payroll deductions for any bargaining unit member who is a member of the Reading-Berks School Employees Credit Union upon the following terms and conditions:</p> <ul style="list-style-type: none"> - All paperwork required to join the credit union and authorizing or altering deductions must be processed by credit union personnel - The credit union shall provide the District with an original list of names of 	Employer agrees to allow Payroll Deductions for the Reading-Berks School Employees Credit Union for any professional employee. The amount deducted may be altered by notifying the business office in writing three week in advance.	Not germane		

	the employees with authorized payroll deduction amounts and supply changes, additions, or deletions on a monthly basis. - The District will deduct authorized amounts from each pay and forward to the credit union the sum of the deductions along with a copy of the list of the employees and their deduction amounts				
Article	Exeter Agreement	Antietam Agreement	Difference/Importance	Options	Cost
Employee Assignments	<p>Work Year – 189 days, 181 are pupil contact days</p> <p>Workday – Seven and one-half hour day, Association will use its substantial efforts to encourage participation beyond the work day. Attendance is expected at faculty meetings, district meetings, back-to-school nights, curriculum overviews, and parent conferences scheduled as per past practice.</p> <p>Preparation Time</p> <ul style="list-style-type: none"> - Beginning with 2004 – 2005 school year - Full-time classroom teachers shall be assigned a minimum of 240 minutes of preparation time scheduled during the student day over a six student day scheduling cycle - Primary purpose of planning time is intended for teacher/classroom preparation - Professional employees may be assigned other duties during their preparation time - Number of assigned duties shall not result in the loss of more than six preparation periods per year - The District shall pay each affected employee \$32 per lost preparation period beyond the allotted six 	Work Year – All teaching contracts will be for a period of ten months. The work year is 187 days, 180 are pupil contact days, seven are inservice days.	Remedial	The Exeter contract will take precedence, or a new clause will be negotiated	Antietam teachers will have an extended school year for one or two days

Article	Exeter Agreement	Antietam Agreement	Difference/ Importance	Options	Cost
Furloughs	<ul style="list-style-type: none"> - The Board of School Directors may suspend the necessary number of professional employees for any of the causes set forth in Section 1124 of the Public School Code of 1949 as amended. - Before suspending a professional employee for reasons set forth above, the Board of School Directors shall make a reasonable effort to place said employee in another suitable position within the District for which the professional employee is qualified and certified. - All suspension of professional employees shall be made in accordance with Section 1125.1 of the said School Code - If suspensions are necessary, a representative of the Board of School Directors will meet with a representative of the Education Association 30 days prior to the contemplated Board action for the purpose of advising the Education Association of its contemplated action. - Professional employees suspended in accordance with Sections 1124 and 1125.1 of said Public School Code shall be allowed to maintain their coverage under applicable policies of life insurance and District provided health insurance to the extent that the same shall be allowed and permitted by the respective insurance companies, and provided, however, that all premiums shall be paid by the suspended professional employee. - No suspended professional employee shall be prevented from engaging in other occupations during the period of such suspension as provided in Section 1125.1 		Not germane; all language is from the School Code and covers all employees from both districts		None

	<p>of said School Code.</p> <p>- Suspended professional employees shall be reinstated in the reverse order of their suspension. No new appointment shall be made while there are suspended professional employees available, who are properly certified to fill such positions, as provided in Section 1125.1 of said School Code.</p>				
Substitute Teacher	When a teacher is absent from the classroom due to illness or a pre-approved activity for at least one-half day, every reasonable effort will be made to provide a substitute		No difference		
Criticism	Any adverse criticism of a bargaining unit by a supervisor, administrator, or Board member shall be made in confidence and not in the presence of students, parents, or other public gatherings. In like any adverse criticism of a supervisor, administrator, or a Board member by a member of the bargaining unit will also be made in confidence and not in the presence of students, parents, or in other public gatherings. The parties agree that nothing contained in this section is intended to restrict any individual's rights under the First Amendment.		Remedial	Language will be retained in a new contract	None anticipated
Retirement Bonus	- Must have at least thirty years credited service in Pennsylvania Public School Employees' Retirement System of which at least 20 years have been in Exeter Township School District, during the term of agreement, the Board agrees to pay those retiring teacher a bonus in the amount of \$200 for each year of service		Critical	Exeter contract will prevail unless this clause is removed from future contracts	There will be additional cost for retiring teachers from the Antietam School District
Direct Deposit	Through its appointed official depository, the District will provide direct deposit of payroll to all employees who wish to take advantage of this service.		Not germane		

Article	Exeter Agreement	Antietam Agreement	Difference/ Importance	Options	Cost
Act 48/Professional Development Committee	<ul style="list-style-type: none"> - The Association shall appoint teacher members of the Act 48 Committee consisting of an equal number of professional employee representatives from each level: <ul style="list-style-type: none"> - 3 Elementary - 3 Junior High - 3 Senior - 2 Specialists - Will be selected by the Association from the Professional Development Committee, in accordance with Act 48 - Professional bargaining unit member selected by the Association shall serve as a co-chairperson on the Professional Development Committee - Recommendations formulated by the Professional Development Committee (formerly the Act 178 Committee) shall be appended to any recommendations made by the Act 48 Committee for consideration by the school board. 		Remedial	Clause will remain in a new contract	None anticipated
Compensatory Time	<ul style="list-style-type: none"> - Professional bargaining unit members who agree to accept any task approved by the Board or Superintendent which is in excess of 189 days or 190 days if in first year of employment in the District after July 1, 2010, as per the current Collective Bargaining Agreement the employee shall be compensated in one of the following manners: <ul style="list-style-type: none"> - Professional duties shall be compensated at the per diem rate or with flex-time unless otherwise specified in the contract - Non professional duties such as moving a classroom shall be compensated by either: <ul style="list-style-type: none"> - One flex day - \$150 per day not to exceed one day unless approved by the administration 	<ul style="list-style-type: none"> - Should the District request an employee to work beyond his/her contractual school year, the employee may agree to do so: <ul style="list-style-type: none"> - Per diem rate or fraction thereof for the time needed to execute the required task (Calculated by current salary/187 days) - If Guidance counselors are requested to work an additional 10 days, they will work 5 days before July 1 at their old contract per diem rate and 5 days after July 1 at their new contract per diem rate - The current kindergarten teachers and elementary librarian would continue to receive a compensatory day for kindergarten orientation. 	Remedial	Other contract clauses such as salary scales and length of school year will negate future differences	None anticipated

	<p>Compensation in accordance with (b.1.) or (b.2.) above shall be at the discretion of the affected employee.</p> <p>Employees may be given latitude in the time selected to engage in such work.</p>				
Article	Exeter Agreement	Antietam Agreement	Difference/ Importance	Options	Cost
Special Education Committee	<ul style="list-style-type: none"> - Consists of three District representatives and three Association representatives - Committee shall review procedures related to preparation and meeting times for special education students and is not limited to writing and preparing for IEPs. - The recommendations from this committee shall be codified by the Board and become Board policy by December 2010 		Remedial	Future contract will retain this clause	None anticipated
Extracurricular Program	When extracurricular activities, in the opinion of the Board, require regular and additional time beyond that normally expected of a bargaining unit member, additional compensation will be granted to those employees selected for such activities in accordance with the terms and conditions set forth in Exhibit B.		Remedial	Exhibit B will become part of the new contract	None anticipated, but some cost increases could be associated with specific extra-curricular activities
Waivers	No additional negotiations on this Agreement will be conducted on any item, which is within the scope of bargaining under Act 195, whether specifically referred to herein or not		Not germane	Clause will be retained	
Board Prerogatives	The Board does not by the terms of this Agreement waive any duties, powers, or obligations imposed upon or granted to it by the Laws of the Commonwealth of Pennsylvania		Not germane	Clause will be retained	

Article	Exeter Agreement	Antietam Agreement	Difference/ Importance	Options	Cost
Separability	If any clause, sentence, paragraph, or part of this Agreement or the application thereof to any person or circumstance shall, for any reason, be adjudged by a court of competent jurisdiction to be contrary to law such judgment shall not affect, impair, or invalidate the remainder of this Agreement.		Not germane; standard language under current law		
Notices	Notices to be given pursuant to any provision of this Agreement of any of its exhibits shall be given in writing and shall be served by personal delivery or by registered mail addressed to the person or entity to whom the notice is to be given. Notices shall be deemed to have been properly given when so delivered or so mailed.		Not germane		
Board Minutes	The Board will provide the President of the E.T.E.A. with a copy of the previous Board minutes, bills paid, and forthcoming Board agenda		Not germane		
Termination Provisions	This Agreement shall be and remain in effect for a term of three (3) years from July 1, 2009, to and including June 30, 2012. Either party may terminate this Agreement at the end of the three (3) year term by giving written notice to the other party not later than January 10, 2012 of a desire to negotiate with respect to the terms and conditions of a new Agreement. In the absence of such notice, this Agreement shall continue upon the same terms and conditions as are set forth for a further period of one (1) year and so on from year to year unless and until terminated by either party giving written notice as aforesaid to the other party not later than January 10 of the then current term.		Remedial	The existing districts are currently in negotiation for a new contract; new contract for a combined district would supersede the existing contracts	

Article	Exeter Agreement	Antietam Agreement	Difference/ Importance	Options	Cost
Just Cause	Professional employees may be discharged for the reasons set forth in Section 1122 of the School Code, with the understanding that such discharge of a professional employee is subject to the grievance procedure. This provision shall not apply to bargaining unit members who have not been granted tenure nor to the extracurricular program.	Employees shall not be discharged or disciplinary suspended without just cause. The Employee must select the method by which he/she wishes to have determination on the discharge or suspension at the 1 st level (Grievance vs. Tenure Hearing, Local Agency Hearing)	Not germane; actions are covered by law		
Severance Pay		<ul style="list-style-type: none"> - The Superintendent or designee shall make available to the President of the Antietam Education Association at the beginning of each school year a list showing accumulated unused sick days for each professional employee - The Superintendent or designee, at the beginning of each school year, shall advise each professional employee of the number of unused sick days which that professional employee has accumulated - The employer agrees to grant severance pay to professional employees upon termination of employment, for any reason, at \$25.00 per unused sick day. - Provisions of severance pay shall be applicable to the professional employee's legally designed beneficiary in the event of any employee's death - In the event a furloughed professional employee who collected a severance payment is recalled, said employee has the option of returning the amount of money he/she received as a severance payment, within 30 days of when employment began. - Upon the return of said monies, all previously accumulated sick days shall be 	Remedial	Standard language will be prepared	None anticipated

		<p>reinstated, as well as the total eligibility for a future severance payment.</p> <p>- If a furloughed employee does not return the severance payment within 30 days after return to active service, said employee shall be credited with sick days and eligibility for severance in the same manner as any newly hired employee</p> <p>- Payment shall be made in one lump sum and be separate from the regular salary payment. Payment shall be made within 30 days and in accordance with the provisions of Section X.</p>			
Income Protection Plan		<p>- District agrees to provide Income Protection Plan for all full time professional employees only in order to a cover a long-term disability. The disability benefit shall be 60% of the employee's monthly earnings to a maximum monthly benefit of \$2,000. Payable to employee until age 65 or beyond depending on the age at which the claim commenced, based on provisions under the Age Discrimination in the Employment Act.</p> <p>- The disability benefits are subject to a 90 calendar day elimination period. Under no circumstances shall the disability benefits begin before the 91st calendar day following the first day of disability. Employees must exhaust their accumulated sick leave before being eligible for disability benefits. Accumulated sick leave shall be used to cover the 90-day elimination period. For those employees who have accumulated sufficient sick leave to cover the 90-day elimination period, the disability benefits shall begin on the day following the exhaustion of their sick leave. For those employees who have not accumulated sufficient sick leave to cover the 90-day</p>	Critical	The differences in benefits for income protection and disability will need to be negotiated and made standard	Additional costs will be incurred if this benefit is expanded to include Exeter Township teachers and administrators

		<p>elimination period, the disability benefits shall begin on the 91st calendar day following the first day of disability.</p> <p>- All disability benefits under the Income Protection Plan shall be fully integrated with any other employee sponsored program.</p>			
Part Time Professional Employee		<p>Part Time Professional Employee</p> <p>- A part-time professional employee in the bargaining unit of the Antietam School District is defined to be any professional employed by the Antietam School District less than full time. Part-time professional employees shall receive a RATIO of benefits that follows:</p> <p>$\text{RATIO} = \frac{\text{part-time hours (periods)}}{\text{full-time hours (periods)}}$</p> <p>Full time professional hours are: 30 hours/elementary or 24 blocks per cycle/high school</p> <p>Part time professional hours shall be considered instructional time plus preparation time</p> <p>Preparation time shall be computed by taking a ratio of the average full time preparation time per week divided by the average full time instructional time per week</p> <p>Preparation time for part-time professional employees is calculated as one block preparation for every three teaching blocks</p> <p>Part-time Salary Step</p> <p>-All part-time professional employees will be placed on the salary schedule using a calculation called step-time. At the conclusion of a school year step-time will</p>	Remedial	Standard language will be required as part of the next contract	None anticipated

		<p>be calculated to determine the following years step placement.</p> <p>- If the following year is a compaction year use the following formula:</p> <p>New step-time = absolute value of (previous step-time + RATIO – 1)</p> <p>Otherwise use the following formula:</p> <p>New step-time = previous step-time + RATIO</p> <p>The integer part of the new step-time will determine the step placement for the part-time professional employee.</p> <p>All part-time professional employees hired before July 1, 2004 will have a calculated step time that is mutually agreed upon by the employer and bargaining unit</p> <p>The RATIO shall determine the percent of the salary step to be paid to the part-time professional employee.</p> <p>Part-time Benefits</p> <p>Each part time employee shall be entitled to sick dates and personal leave. Sick date shall refer to a scheduled day for an employee. The number of sick dates is equal to the RATIO times 10 (i.e. 20% * 10 = 2 dates). The actual number of days shall be rounded up or down to the nearest number. No fractional days are permitted. These sick dates shall be cumulative, however, they shall not be subject to the severance pay provisions of this contract. The number of personal leave days is equal to the RATIO time 3 (i.e. 50% * 3 = 1.5 days). The actual number of days shall be rounded up or down to the nearest half or full day number. Personal leave is</p>			
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		<p>cumulative.</p> <p>The Antietam School District shall pay the same RATIO of individual medical benefits, only if, the part-time professional employee is assigned to 50% or more of regular full time employment and the employee elects to pay the balance of the premium. The employee may purchase full individual and/or family benefits as described in Appendix B.</p>			
Job Security and Job Progression		<p>- The Pennsylvania School Code includes certain job security provisions, certification, and other regulatory provisions associated with various classes of employees. The parties hereby aver that such provisions of the School Code represent their complete agreement and that said provisions shall govern the manner in which the job security, job progression, and reduction in force practices shall be affected with respect to members of the bargaining Unit.</p> <p>- In the event that additional provisions not inconsistent or in conflict with those enumerated in the School Code shall be agreed upon by the parties with respect to job security, job progression, and reduction in force, such provisions shall be made a part of Appendix C which shall be made part of this Agreement.</p>	Not germane; covered by law		
Management Clause		<p>The Employer shall retain all of its rights of management which are not inconsistent with this Agreement whether or not considered by the parties hereto during the negotiation of this Agreement. Any of the rights, powers, functions, or authority which the Employer had prior to the signing of this Agreement, including but not limited to those with respect to wages, hours of employment, or conditions of work except as they are specifically abridged or modified by this Agreement, are retained by the Employer and shall not</p>	Not germane		

		be subject to negotiation during the term of this Agreement.			
Wages and Salary Provisions	See Analysis in Part 6	See Analysis in Part 6			

Grievance Procedure

Exeter Agreement	Antietam Agreement	Differences
<p>Purpose</p> <p>The primary purpose of this procedure is to secure, at the lowest level possible, equitable solutions to grievances. Except as necessary for the purpose of implementing this procedure, both parties agree that these proceedings shall be kept as informal and confidential as may be appropriate at any level of such procedure. Nothing herein should be construed as limiting the right of any teacher to discuss a matter informally with an administrator. On the contrary, the aggrieved person shall at all time and as a condition precedent to the presentation of a formal grievance, first discuss his/her grievance with his Principal or other administrator with the object of resolving the matter informally.</p> <p>- Either an individual employee or the local Association representing the bargaining unit may raise a grievance, but the same grievance may not be raised by both an individual and the Association</p> <p>- The number of days indicated at each level should be considered as a maximum, and every effort should be made to expedite the process</p> <p>- The failure of a the aggrieved or the Association, as applicable, to proceed to the next level of the grievance procedure within the time limits set forth shall be deemed to be acceptance of the decision previously rendered and shall constitute a waiver of any future appeal. Failure of an administrator at any level to communicate his decision within the specified time limits shall be deemed to be a denial of the grievance which may then be appealed to the next step. All time limits may be extended by mutual agreement</p>	<p>- Grievance shall mean a charge by an employee, or a group of employees, that a violation, misinterpretation or misapplication of the contract has occurred</p> <p>-The parties to this Agreement agree that an orderly and expeditious resolution of grievances arising out of the interpretation of the terms of this Agreement shall provide for a four (4) step process which is described in the following paragraphs:</p>	<p>All differences are remedial and can be bridged by common language</p>
<p>Procedure:</p> <p>- Step one: Within 15 days of occurrence, and after informal presentation above, the aggrieved person shall submit Formal Grievance Presentation on Grievance Form 1 to the</p>	<p>Procedure:</p> <p>- Step one: Person, or persons, initiating the alleged grievance shall present the grievance, in writing and on a form provided by the Employer, to this principal within six days after its</p>	

<p>principal or other administrator who is his/her supervisor.</p> <p>- Step two: The principal or other administrator shall within five days of the filing of the Formal Grievance Presentation, render and serve his/her decision on Grievance Form 2, attached hereto and made a part hereof. Two copies of such decision shall be served upon the aggrieved person as provided in this Agreement.</p> <p>- Step three: The aggrieved person shall note his/her response on Grievance Form 2 within three days after service of the decision upon him. Copies of such response shall be served upon the Principal or other administrator and upon the Chairperson of the Association's Professional Right and Responsibilities Committee.</p> <p>- Step four: In the event that the aggrieved person refers the decision of the Principal or other administrator to the Association's P.R. & R. Committee for review, as provided on Grievance Form 2, the Association's P.R. & R. Committee shall render and serve its opinion on Grievance Form 3 within ten days of the date of referral to it. Copies of such opinion shall be served upon the applicable Principal or other administrator and the aggrieved person in the manner provided in this Agreement.</p> <p>Step five: The aggrieved person shall note his/her response on Grievance Form 3, within three days after service of the opinion of the Association's P.R. & R. Committee upon him. Copies of such responses shall be served upon the Superintendent and the Chairperson of the Association's P.R. & R. Committee as provided in this Agreement.</p> <p>Step six: In the event that the aggrieved person appeals to the Superintendent of Schools for a hearing as provided on Grievance Form 3, the Superintendent shall hold a hearing with 10 days after the receipt of such appeal. A decision shall be rendered and served by the Superintendent on Grievance Form 4, attached hereto and made a part hereof, within three days after such hearing. The aggrieved person, representatives of the Association's P.R. & R. Committee and appropriate members of the District Administrative Staff may attend such</p>	<p>occurrence. Principal shall reply to the grievance within six days after initial presentation of the grievance</p> <p>- Step two: If the action in Step 1 above fails to resolve the grievance to the satisfaction of the affected parties, the grievance shall be referred to the Superintendent. The Superintendent shall then reply to such grievance within six days.</p> <p>- Step three: If the action in Step II above fails to resolve the grievance to the satisfaction of the affected parties, the grievance shall be referred to the Board of Education. The Board of Education shall then reply to such grievance at the next official School Board Meeting.</p> <p>- Step four: If the action in Step III above fails to resolve the grievance to the satisfaction of the affected parties, the grievance may be referred to binding arbitration by the Association as provided in 43 P.S. 1101.903. If the grievance fails to meet the criteria of 43 P.S. 1101.93 of the Act, the decision of the Board of Education in Step III shall be final.</p> <p>The parties agree to the importance of processing grievances as rapidly as possible and of resolving them at the lowest possible level. The time limits specified above may, however, be extended by mutual agreement.</p> <p>The aggrieved person, or persons, may be represented at all stages of the grievance procedure by himself, or at his option, by a representative selected or approved by the Bargaining Agent.</p>	
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<p>hearing. Copies of such decision shall be served upon the aggrieved person and the Chairperson of the Association's P.R. & R. Committee.</p> <p>Step seven: Within three days after receipt of notice as aforesaid of such decision, the Chairperson of the Association's P.R. & R. Committee shall note and serve the response of the Committee on Grievance Form 4. Copies of such response shall be served upon the President of the Board and upon the Superintendent. In no event shall the Association's P.R. & R. Committee have the right to appeal any such decision if its recommendation at Step Four has been against appeal. The aggrieved person shall have no right to appeal at this Step other than that provided for the Association's P.R. & R. Committee.</p> <p>Step eight: In the event that the Association appeals to the Board for a hearing as provided on Grievance Form 4, the Board shall hold a hearing within ten days of the receipt of such appeal. A decision shall be rendered and served by the board on Grievance Form 5, attached hereto and made a part hereof, within three days after such hearing. The aggrieved person, representatives of the Association's P.R. & R. Committee and appropriate members of the District's Administrative staff may attend such hearing. Copies of such decision shall be served upon the aggrieved person and the Association's P.R. & R. Committee</p> <p>Step nine: Within eight days after receipt of notice as aforesaid of such decision, the Association's P.R. & R. Committee shall note its response thereon Grievance Form 6.</p> <p>Step ten: In the event that the Association's P.R. & R. Committee determines that the grievance shall be submitted to arbitration, the Board President and the Association President, shall agree upon and select an arbitrator to whom the grievance shall be submitted, in accordance with the provisions of Act 195.</p>		
<p>The Association shall notify the Board from time to time of the names of its current President and Chairperson of its P.R. & R. Committee. The Board shall notify the Association from time to time of the name of its current president.</p>	<p>The parties agree to the importance of processing grievances as rapidly as possible and of resolving them at the lowest possible level. The time limits specified above may, however, be extended by mutual agreement</p>	

	The aggrieved person, or persons, may be represented at all stages of the grievance procedure by himself, or at his option, by a representative selected or approved by the Bargaining Agent	
<p>Grievance Procedure for District: It is understood that the District has a right to present and process grievances.</p> <ol style="list-style-type: none"> (1) The Superintendent shall submit the grievance of the District to the Association's P.R. & R. Committee in writing. Two copies thereof shall be served upon the Chairperson of the Association's P.R. & R. Committee (2) Within ten days of such service the Association's P.R. & R. Committee shall submit its response in writing to the District. Two copies of such response shall be served upon the Superintendent. (3) In the event that the grievance has not been satisfactorily resolved the District may within ten days after service of such response, then request that the grievance be submitted to arbitration in the manner provided in Step Ten above giving written notice of such request to the Association President. 		

APPENDIX C

School PSSA Results for Select Subgroups

		Grade 3 Mathematics			
		Below Basic	Basic	Proficient	Advanced
Mt. Penn Elementary School	IEP				
	English Language Learners				
	Migrant				
	Economically Disadvantaged	11%	21%	50%	18%
Jacksonwald Elementary School	IEP	12%	6%	53%	29%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	9%	0%	48%	43%
Lorane Elementary School	IEP	18%	27%	36%	18%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	8%	21%	46%	25%
Owatin Creek Elementary School	IEP	16%	21%	37%	26%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	6%	12%	59%	24%

		Grade 3 Reading			
		Below Basic	Basic	Proficient	Advanced
Mt. Penn Elementary School	IEP				
	English Language Learners				
	Migrant				
	Economically Disadvantaged	24%	8%	66%	3%
Jacksonwald Elementary School	IEP	35%	6%	47%	12%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	17%	4%	57%	22%
Lorane Elementary School	IEP	18%	27%	36%	18%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	13%	25%	54%	8%
Owatin Creek Elementary School	IEP	32%	21%	26%	21%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	24%	24%	29%	24%

		Grade 4 Mathematics			
		Below Basic	Basic	Proficient	Advanced
Mt. Penn Elementary School	IEP				
	English Language Learners				
	Migrant				
	Economically Disadvantaged	6%	28%	44%	22%
Jacksonwald Elementary School	IEP				
	English Language Learners				
	Migrant				
	Economically Disadvantaged	6%	6%	65%	24%
Lorane Elementary School	IEP				
	English Language Learners				
	Migrant				
	Economically Disadvantaged	11%	17%	33%	39%
Owatin Creek Elementary School	IEP	12%	12%	35%	41%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	5%	9%	32%	55%

		Grade 4 Reading			
		Below Basic	Basic	Proficient	Advanced
Mt. Penn Elementary School	IEP				
	English Language Learners				
	Migrant				
	Economically Disadvantaged	19%	13%	63%	6%
Jacksonwald Elementary School	IEP				
	English Language Learners				
	Migrant				
	Economically Disadvantaged	17%	22%	50%	11%
Lorane Elementary School	IEP				
	English Language Learners				
	Migrant				
	Economically Disadvantaged	22%	17%	28%	33%
Owatin Creek Elementary School	IEP	24%	18%	47%	12%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	14%	18%	27%	41%

		Grade 4 Science			
		Below Basic	Basic	Proficient	Advanced
Mt. Penn Elementary School	IEP	0%	39%	56%	6%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	3%	18%	64%	15%
Jacksonwald Elementary School	IEP				
	English Language Learners				
	Migrant				
	Economically Disadvantaged	11%	0%	44%	44%
Lorane Elementary School	IEP	0%	38%	31%	31%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	0%	26%	32%	42%
Owatin Creek Elementary School	IEP	0%	16%	68%	16%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	4%	13%	42%	42%

		Grade 5 Mathematics			
		Below Basic	Basic	Proficient	Advanced
Mt. Penn Elementary School	IEP				
	English Language Learners				
	Migrant				
	Economically Disadvantaged	11%	22%	44%	22%
Reifton School	IEP	27%	27%	34%	12%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	11%	14%	47%	28%

		Grade 5 Reading			
		Below Basic	Basic	Proficient	Advanced
Mt. Penn Elementary School	IEP				
	English Language Learners				
	Migrant				
	Economically Disadvantaged	46%	8%	42%	4%
Reiffon School	IEP	35%	28%	37%	0%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	20%	24%	41%	15%

		Grade 6 Mathematics			
		Below Basic	Basic	Proficient	Advanced
Mt. Penn Elementary School	IEP				
	English Language Learners				
	Migrant				
	Economically Disadvantaged	9%	9%	41%	41%
Reiffon School	IEP	36%	14%	24%	26%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	24%	18%	28%	30%

		Grade 6 Reading			
		Below Basic	Basic	Proficient	Advanced
Mt. Penn Elementary School	IEP				
	English Language Learners				
	Migrant				
	Economically Disadvantaged	23%	40%	17%	20%
Reiffon School	IEP	32%	27%	22%	19%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	21%	26%	23%	30%

		Grade 7 Mathematics			
		Below Basic	Basic	Proficient	Advanced
Antietam Middle/Senior HS	IEP				
	English Language Learners				
	Migrant				
	Economically Disadvantaged	14%	32%	29%	25%
Exeter Township JHS	IEP	30%	15%	30%	26%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	19%	14%	27%	41%

		Grade 7 Reading			
		Below Basic	Basic	Proficient	Advanced
Antietam Middle/Senior HS	IEP				
	English Language Learners				
	Migrant				
	Economically Disadvantaged	15%	22%	37%	26%
Exeter Township JHS	IEP	20%	28%	31%	20%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	12%	18%	35%	35%

		Grade 8 Mathematics			
		Below Basic	Basic	Proficient	Advanced
Antietam Middle/Senior HS	IEP				
	English Language Learners				
	Migrant				
	Economically Disadvantaged	32%	14%	32%	21%
Exeter Township JHS	IEP	39%	20%	12%	29%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	17%	17%	30%	35%

		Grade 8 Reading			
		Below Basic	Basic	Proficient	Advanced
Antietam Middle/Senior HS	IEP	15%	31%	46%	8%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	17%	17%	38%	28%
Exeter Township JHS	IEP	23%	26%	25%	26%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	16%	20%	31%	33%

		Grade 8 Science			
		Below Basic	Basic	Proficient	Advanced
Antietam Middle/Senior HS	IEP	38%	23%	15%	23%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	48%	31%	21%	0%
Exeter Township JHS	IEP	44%	28%	14%	14%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	36%	20%	28%	16%

		Grade 11 Mathematics			
		Below Basic	Basic	Proficient	Advanced
Antietam Middle/Senior HS	IEP				
	English Language Learners				
	Migrant				
	Economically Disadvantaged	50%	18%	32%	0%
Exeter Township SHS	IEP	62%	11%	23%	4%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	26%	24%	29%	21%

		Grade 11 Reading			
		Below Basic	Basic	Proficient	Advanced
Antietam Middle/Senior HS	IEP				
	English Language Learners				
	Migrant				
	Economically Disadvantaged	27%	27%	32%	14%
Exeter Township SHS	IEP	49%	20%	18%	14%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	28%	21%	31%	21%

		Grade 11 Science			
		Below Basic	Basic	Proficient	Advanced
Antietam Middle/Senior HS	IEP				
	English Language Learners				
	Migrant				
	Economically Disadvantaged	36%	50%	14%	0%
Exeter Township SHS	IEP	59%	25%	16%	0%
	English Language Learners				
	Migrant				
	Economically Disadvantaged	38%	36%	18%	8%

APPENDIX D

Long Term Considerations for a Combined School District

The following options under school district consolidation are chosen to maximize educational and community opportunities, regardless of cost. These options are, most likely, down the road and would not be a primary function of the initial combined district. They are presented because the options are viable and planning for the long term is to be encouraged.

Tables follow that detail how a combined school district will look depending upon the option taken by the Boards. A discussion of each option, with advantages/disadvantages, and cost implications follows the appropriate table.

Summary of Options in a Combined District

Options That Maximize Cost Savings	Options that Maximize Educational Opportunities
Combined district with the closing of Mt. Penn Elementary Center and providing a Kindergarten Center at Lausch Elementary School (1)	Convert the existing Reiffton Elementary School to a district-wide magnet school or STEM school
Combined district with the closing of Mt. Penn Primary Center and Lorane Elementary School	Convert the existing Antietam Middle School High School to a district-wide magnet school or STEM school
Combined district with the closing of Mt. Penn Elementary Center and providing a Kindergarten Center at Lausch Elementary School (2)	

Long Term Options for Maximizing Savings in a Combined District

All Group 2 Options are built upon a combined school district that makes open use of all buildings in the existing school districts. Changing facility assignments and grade configurations has the advantage of making changes under a single administration, using the expertise of the teachers in each building, and working toward goals that may be academic or economic in nature.

A Combined District with the closing of Mt. Penn Primary Center and Lorane Elementary School and Providing a Kindergarten Center at Lausch Elementary School

Refer to the following table -- Mt Penn ES 1-6 for this specific discussion.

This option includes the closing of two existing elementary schools: Mt. Penn Primary Center and Lorane Elementary School. Again, this is the first option to consider if the main goal of a combined district is *saving money on facilities*. There is no doubt that the families associated with either school will view things from a different perspective, especially since there is no compelling economic need at the moment for school closures.

However, working with student capacity figures shows that if a Kindergarten center is moved to Lausch Elementary School (the school now best configured for Kindergarten students) then grades 1 through 6 can be offered at each remaining elementary school (Mt. Penn, Jacksonwald, Owatin Creek, and Reiffton). This also greatly reduces the current enrollment congestion at Reiffton School.

In addition, there would be an increase in the number of students attending grades 8 and 9 at the current Antietam Middle High School. This helps reduce current capacity issues at the existing Exeter Township School District Junior High School and High School.

Advantages and Disadvantages for the Closing of Two Existing Elementary Schools

Advantages	Disadvantages
Closing two schools does not lower capacity beyond current needs	It is difficult to sell off a school building; the alternative is to keep paying maintenance costs for a closed building
This configuration helps ease the existing congestion at Exeter Township Junior High School and Senior High School	There would be increased transportation costs for Exeter students attending Antietam MS/HS and for students attending a Kindergarten center
School closings, in addition to district administrative positions, require fewer Principals, support staff, and possible custodial and maintenance staffing (projected savings for two closings would sum to about \$500,000 for each building)	Families with students in Mt. Penn Primary Center and Lorane Elementary School would likely oppose this option
There would be lower transportation costs for Exeter Township by housing grades one to six in each elementary school	

A Combined District with the Closing of Mt. Penn Primary Center

Refer to the following table -- Mt Penn PC 5-6 for this specific discussion.

It is possible to still lower annual district costs with the closing of a single elementary school. For this option the Kindergarten center could be located in Lausch Elementary or in Mt. Penn Elementary Center. The existing Mt. Penn Primary Center will then house grades 5 and 6. This is another option that can greatly reduce future costs to Exeter Township if middle grade student capacity is enlarged.

If the Kindergarten center is located in Lausch Elementary it is possible to close Mt. Penn Elementary Center. If the Kindergarten center is located in the Mt. Penn Elementary Center, then Lausch Elementary School can be closed.

Advantages and Disadvantages of a Combined District with the Closing of One Elementary School

Advantages	Disadvantages
One school building is closed at an annual savings of about \$400,000	Families with students in Mt. Penn Elementary Center will likely oppose this option
The moving of students in grades 7 to 12 greatly reduces the pressure upon Exeter Township to provide more space for the middle grades	There will be increased transportation costs to establish a Kindergarten Center at Mt. Penn Elementary Center or at Lausch Elementary
Antietam MS/HS is better utilized	The three elementary schools in Exeter Township will house only grades one to four
Academic programs can be provided across all secondary programs	

A Combined District with the Closing of Mt. Penn Elementary Center and providing a Kindergarten Center at Lausch Elementary School (2)

Refer to the following table -- Mt Penn PC - DA for this specific discussion.

This option redistributes students in the Exeter Township School District and moves elementary students from Antietam to Exeter. Both the Mt. Penn Primary Center and the Mt. Penn Elementary Center are closed as schools, but Mt. Penn Primary Center becomes the administration building for the combined district. This move frees the existing Lausch Elementary School to serve as a Kindergarten center, with some Kindergarten students attending Lorane Elementary.

While this option can save an optimum amount of annual expenditures by the combined district, it does not relieve the enrollment squeeze at the current Exeter Township High School. In fact, in the near term the high school would be over capacity. This may be workable as the numbers of secondary students are projected to decrease in the short run. If additional space is needed in the future there is still the capacity to accommodate 825 students in the Mt. Penn Primary and Elementary Centers.

Here the Kindergarten center could be placed in either Lausch Elementary or Mt. Penn Elementary Center, adding flexibility to the process.

Notice that the existing Antietam Middle/High School becomes a center for grades 6 through 8, which greatly reduces the enrollment pressures on Reiffon. This pressure is further reduced by assigning students in grades 6 through 8 to the current Exeter Township Junior High School. Again, all high school students (grades 9 through 12) attend the current Exeter Township High School. This continues enrollment pressures at the high school.

Also notice that Reiffton becomes an elementary school housing grades 1 through 5. This option keeps the neighborhood elementary schools in Exeter Township, but moves all Antietam elementary students to Exeter. Lorane Elementary now houses grades K through 4.

**Advantages and Disadvantages of a Combined District with the Closing of
One Elementary School and a Combined Administration Building**

Advantages	Disadvantages
Two school building are closed at an annual savings of about \$900,000	Families with students in Mt. Penn Elementary Center will likely oppose this option
The moving of students in grades 6 to 8 greatly reduces the pressure upon Exeter Township to provide more space for the middle grades	There will be increased transportation costs to establish a Kindergarten center at Lausch Elementary
This model minimizes the number of times students will need to change buildings in their K to 12 education	The three elementary schools in Exeter Township will house only grades one to five
Existing facilities (auditorium, kitchen, etc.) in the current Mt. Penn Primary Center can be used as a community center	Families with children in the Antietam elementary schools will see busing of students to Exeter Township schools
Mt. Penn Primary Center becomes the administration building, freeing up Lausch Elementary School	
Exeter Township keeps its neighborhood schools	

Sales of school buildings are both rare and difficult; school buildings are configured in such a way that alternate uses are few. For some school closures selling the land surrounding the buildings is an additional option. However, that would not be feasible for the school closings under discussion in this section.

The Boards should also be aware that if a school district closes or sells a school the Pennsylvania Department of Education will cease making payments toward any remaining debt.

Long Term Options to Maximize Educational and Community Programs

These options optimize educational programs and services for students in the combined district. As seen in the financial analysis of the existing school districts it is not now necessary for the Boards to make decisions on a purely economic basis.

Group 3 options may not be the most pressing as the discussion of a combined district becomes more serious and detailed. But they are presented here to show how the extra building capacity could be used in new ways and for ideas to keep on the “back burner” as more immediate issues emerge.

Convert the Existing Reiffton Elementary School to a District-Wide Magnet School or STEM School

Refer to the following table – Reiffton Magnet for this specific discussion

This first option closes two schools to save money and uses the existing Reiffton building as the basis of a new school within the combined district. In addition, there is flexibility here; for instance, the Kindergarten center could be housed at Lausch Elementary, Mt. Penn Primary Center, or Mt. Penn Elementary Center. The existing Antietam MS/HS becomes the district-wide center for grades 5 and 6, thus taking pressure from the overcrowding of the middle grades at Exeter Township.

Reiffton then becomes a magnet school (or charter school or STEM facility) for grades 7 to 12 for the combined district.

Advantages and Disadvantages of a Combined District with the Closing of Two Elementary Schools and Establishing a Magnet School at Reiffton

Advantages	Disadvantages
Two school building are closed at an annual savings of about \$900,000	All district students will attend the same High School (the current Exeter school); some short term overcrowding is possible
The Mt. Penn Primary Center could still serve as an administration building	There will be increased transportation costs to establish a Kindergarten center at Lausch Elementary (or Mt. Penn Primary Center or Mt. Penn Elementary Center)
All students in the combined district would attend grades 1 to 4 in elementary school	There will be increased busing to the Magnet School taking students from throughout the district to Reiffton (grades 7 to 12)
The enrollment squeeze at Exeter Township for the middle grades is relieved	Not all the secondary students will be in the same building; some additional coordination will be necessary

Convert the existing Antietam Middle School/High School to a District-Wide Magnet School

Refer to the following table – Antietam MS/HS Magnet for this specific discussion

There are many types of Magnet Schools serving the sciences and the arts. One type is the STEM school, which stands for science, technology, engineering, and math. STEM schools focus upon upper level courses and other topics that bring relevance to the student's work in call. Usually STEM schools continue to interact with other parts of the secondary curriculum.

STEM schools provide a fully integrated arts curriculum that is responsive and intentional to student needs. Most such schools are student-centered with classes that encourage questioning and inquiry. Examples of specific programs include engineering design, application of the sciences, and problem-solving. These programs may require special rooms and equipment. Within basic skills and past academic performance, STEM schools are generally open to all students.

Advantages and Disadvantages of a Combined District with the Addition of Magnet School or Other Specialty Use for Existing Buildings

Advantages	Disadvantages
All school buildings are used to their fullest potential	May require special rooms or expensive equipment
Academic programs will drive economic and facility decisions	Requires additional planning and coordination with other aspects of the curriculum
Students and faculty can be engaged in new services, additional programs, and advanced instruction	Uses technology for instruction and for student measurement; equipment must be maintained and updated
These programs address the individual learning needs of students	Requires additional student transportation
Existing faculty can plan and present STEM courses	
Provides a good basis for public/private partnerships	
External funds are available to support STEM schools	

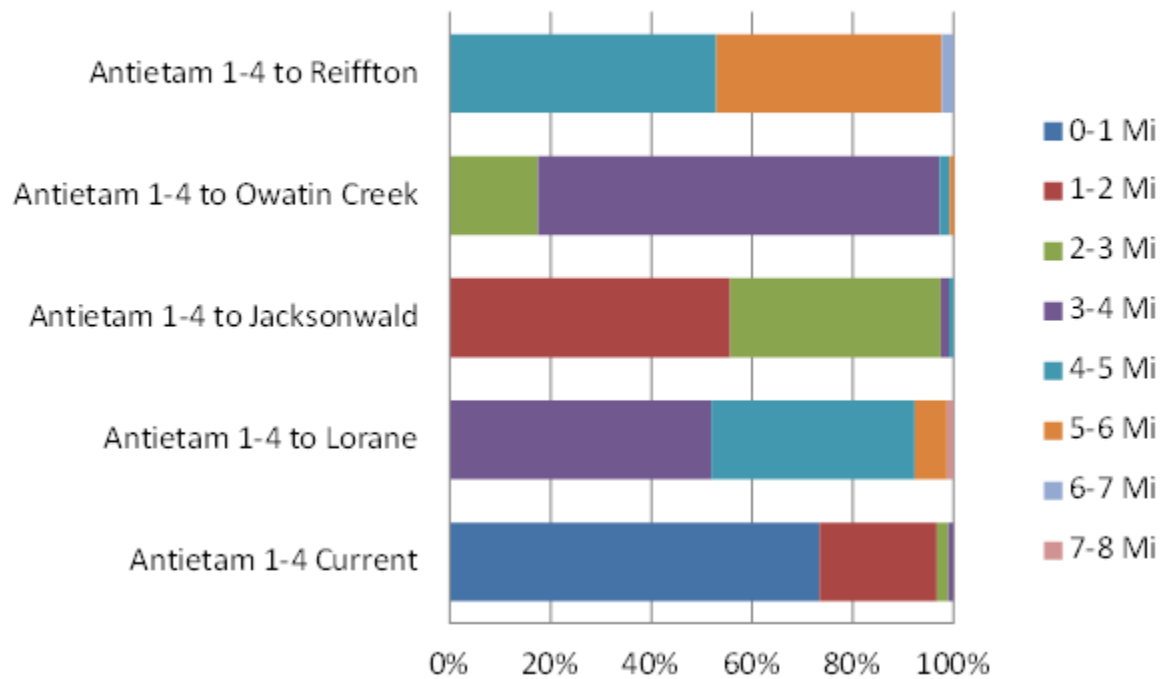
For the purposes of discussion, the travel distances were plotted for current students to coincide with the scenario entitled “Mt Penn PC-DA”.

This scenario proposes the closing of the two Mount Penn facilities, moving all Kindergarten students to Laush or Lorane, and housing all students in grades one through four in Lorane, Jacksonwald, Owatin Creek or Reiffton. Antietam MS/HS and Exeter Township Junior High would house grades 6-8. All high school students would be in the Exeter Township High School.

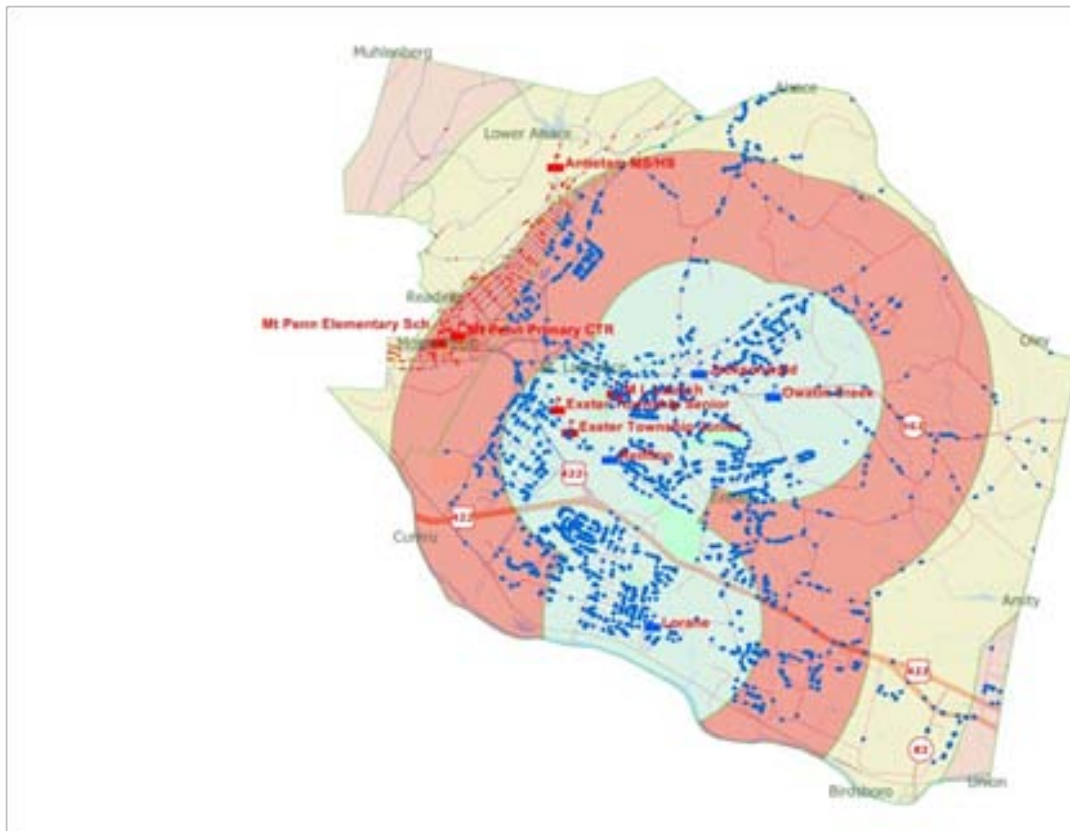
Because this scenario closes the two Mt Penn facilities for student use, Antietam students would be the most affected. The following chart shows the current travel miles of Antietam students and the distances that they would travel to the above named facilities.

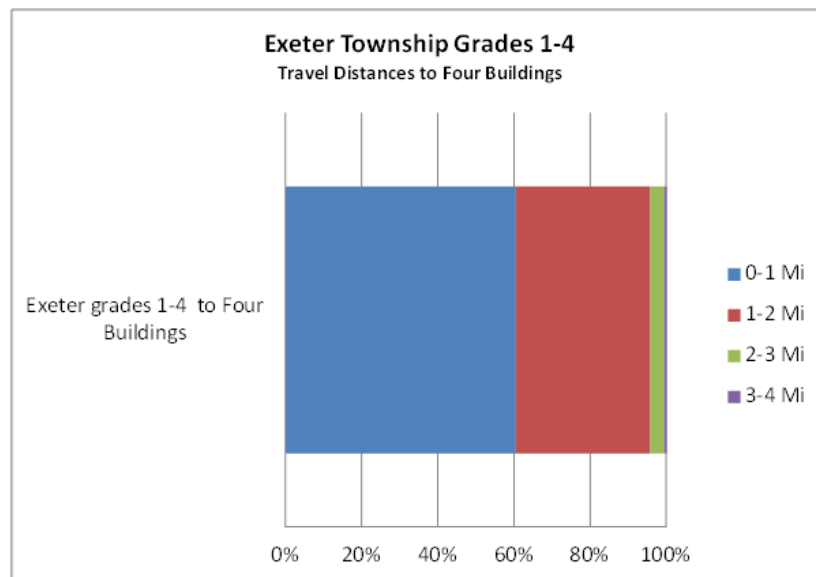
Kindergarten Travel Distances

Current & Mt Penn PC - DA Option

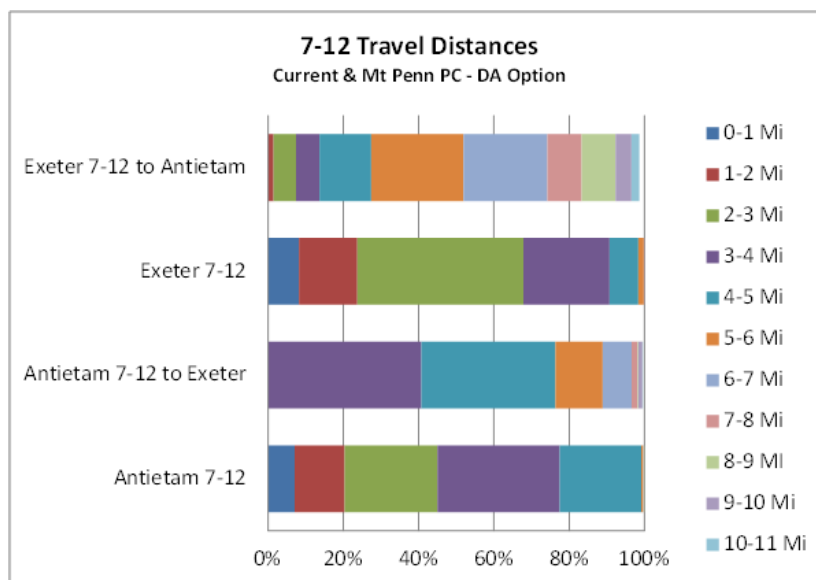


The impact on student travel for Exeter Township School District must be viewed in a different manner. Clearly if an option were implemented that would have all of the Exeter Township School District students attending one of four facilities, attendance areas would be drawn to ensure the shortest travel for all students. The following map uses all four buildings (Lorane, Jacksonwald, Owatin Creek, and Reiffton) as a central point and then measures (again in one mile increments) the distances for that locus. The table below shows that 60% of students fall within a one-mile range and that all students fall within a four-mile range.





Student travel time for grades 7 through 12 would also be impacted by this option. The following chart shows both the current time and time that would be required to implement the scenario.



Mt Penn PC - DA

ENROLLMENT		Capacity 1725	Capacity 5125	Capacity 6850
		Antietam	Exeter	TOTAL
	K	81	243	324
	1	102	282	384
	2	89	304	393
	3	91	315	406
	4	67	310	377
	5	75	332	407
	6	86	298	384
	7	111	355	466
	8	86	343	429
	9	85	347	432
	10	104	353	457
	11	76	350	426
	12	72	333	405
		1125	4165	5290
		K-1	525	708
		K-4	1454	1884
		5-6	630	791
		6-9	996	1279
		7-8	698	895
		9-12	1383	1720

Indicates that planned capacity or enrollment exceeds building capacity.

EXISTING	Mt Penn PC	Mt Penn ES	Ant. MS/HS	Lausch	Lorane ES	Jackson. ES	Owatin Cr. ES	Reiffhton	E.T. Jr. HS	E.T. Sr. HS	
	Grades K-1	Grades 2-6	Grades 7-12	Grades -	Grades K-4	Grades K-4	Grades K-4	Grades 5-6	Grades 7-8	Grades 9-12	
	Capacity 225	Capacity 600	Capacity 900	Capacity 375	Capacity 500	Capacity 675	Capacity 700	Capacity 625	Capacity 700	Capacity 1550	
	EXISTING										
PLANNED CAPACITY				250	100						-26
					100	125	125	125			-91
					100	125	125	125			-82
					100	125	125	125			-69
					100	125	125	125			-98
						150	150	125			-18
			275						225		-116
			275						225		-34
			275						225		-71
										375	57
										375	82
										375	51
										375	30
	0	0	825	250	500	650	650	625	675	1500	-385
	PROPOSED	Grades DA	Grades CLOSE	Grades 6-8	Grades K	Grades K-4	Grades 1-5	Grades 1-5	Grades 1-5	Grades 6-8	Grades 9-12
		Capacity 225	Capacity 600	Capacity 75	Capacity 125	Capacity 0	Capacity 25	Capacity 50	Capacity 0	Capacity 25	Capacity 50

NOTES:

a. Mt Penn Primary Center becomes District Administration


b. K Center location at Mt Penn ES or Lausch.

c. Convert Antietam MS/ HS to 6-8

d. Convert Exeter Township Jr HS to 6-8

e. Convert Reiffhton to 1-4

f. Lorane to be maintained as K-4

 Indicates that planned capacity or enrollment exceeds building capacity.

Combined District with a Kindergarten Center

The idea of a Kindergarten center is growing in popularity in other school districts. This is because the youngest students have specific facility and space needs, and because the age difference and length of school day is still very different from other elementary school students.

This model uses the Mr. Penn Elementary Center as a Kindergarten center for the combined school district.


Advantages and Disadvantages of a Combined District with a Kindergarten Center

Advantages	Disadvantages
There are only slight transportation cost increases for Exeter Township Kindergarten and Pre-K students traveling to Mt. Penn Elementary Center	Kindergarten students may have difficulty accessing and using the student transportation system
The special needs of the youngest students are met equally by use of a building established solely for their use	Kindergarten students will not be attending the same building as older siblings
The student capacity is available for this option	May require some change in family routine as an additional building is added to the mix
Frees up more space for elementary students at the other elementary schools	

The following pages summarize the previous discussions of long term options for the School Boards.

Mt Penn PC 5-6

	Capacity 1725	Capacity 5125	Capacity 6850
	Antietam	Exeter	TOTAL
K	81	243	324
1	102	282	384
2	89	304	393
3	91	315	406
4	67	310	377
5	75	332	407
6	86	298	384
7	111	355	466
8	86	343	429
9	85	347	432
10	104	353	457
11	76	350	426
12	72	333	405
	1125	4165	5290
K-1	183	525	708
K-4	430	1454	1884
5-6	161	630	791
6-9	283	996	1279
7-8	197	698	895
9-12	337	1383	1720

 Indicates that planned capacity or enrollment exceeds building capacity.

	Mt Penn PC	Mt Penn ES	Ant. MS/HS	Lausch	Lorane ES	Jackson. ES	Owatin Cr. ES	Reiffton	E.T. Jr. HS	E.T. Sr. HS	
EXISTING	Grades K-1	Grades 2-6	Grades 7-12	Grades -	Grades K-4	Grades K-4	Grades K-4	Grades 5-6	Grades 7-8	Grades 9-12	
	Capacity 225	Capacity 600	Capacity 900	Capacity 375	Capacity 500	Capacity 675	Capacity 700	Capacity 625	Capacity 700	Capacity 1550	
PLANNED CAPACITY	EXISTING										
				350							-26
					125	150	150				-41
					125	150	150				-32
					100	150	175				-19
					100	150	175				-48
	125							300			-18
	125							300			-41
			150						325		-9
			150						325		-46
			125							350	-43
			125							350	-18
			125							350	-49
			125							350	-70
	250	0	800	350	450	600	650	600	650	1400	-460
PROPOSED	PROPOSED										
	Grades 5-6	Grades CLOSE	Grades 7-12	Grades K	Grades 1-4	Grades 1-4	Grades 1-4	Grades 5-6	Grades 7-8	Grades 9-12	
	Capacity -25	Capacity 600	Capacity 100	Capacity 25	Capacity 50	Capacity 75	Capacity 50	Capacity 25	Capacity 50	Capacity 150	

NOTES:

- K Center at Lausch or Mt Penn ES
- Mt Penn PC converted to 5-6
- Mt Penn ES Closed

Mt Penn ES 1-6

	Capacity 1725	Capacity 5125	Capacity 6850
	Antietam	Exeter	TOTAL
K	81	243	324
1	102	282	384
2	89	304	393
3	91	315	406
4	67	310	377
5	75	332	407
6	86	298	384
7	111	355	466
8	86	343	429
9	85	347	432
10	104	353	457
11	76	350	426
12	72	333	405
	1125	4165	5290
K-1	183	525	708
K-4	430	1454	1884
5-6	161	630	791
6-9	283	996	1279
7-8	197	698	895
9-12	337	1383	1720



Indicates that planned capacity or enrollment exceeds building capacity.

	Mt Penn PC	Mt Penn ES	Ant. MS/HS	Lausch	Lorane ES	Jackson. ES	Owatin Cr. ES	Reiffton	E.T. Jr. HS	E.T. Sr. HS	
EXISTING	Grades K-1	Grades 2-6	Grades 7-12	Grades -	Grades K-4	Grades K-4	Grades K-4	Grades 5-6	Grades 7-8	Grades 9-12	
	Capacity 225	Capacity 600	Capacity 900	Capacity 375	Capacity 500	Capacity 675	Capacity 700	Capacity 625	Capacity 700	Capacity 1550	
EXISTING											
PLANNED CAPACITY				350							-26
		100				125	100	100			-41
		100				125	100	100			-32
		100				100	125	100			-19
		100				100	125	100			-48
		100				100	125	100			-18
		100				100	125	100			-41
			150						325		-9
			150						325		-46
			125							350	-43
			125							350	-18
			125							350	-49
			125							350	-70
	0	600	800	350	0	650	700	600	650	1400	-460
PROPOSED											
PROPOSED	Grades CLOSE	Grades 1-6	Grades 7-12	Grades K	Grades CLOSE	Grades 1-6	Grades 1-6	Grades 1-6	Grades 7-8	Grades 9-12	
	Capacity 225	Capacity 0	Capacity 100	Capacity 25	Capacity 500	Capacity 25	Capacity 0	Capacity 25	Capacity 50	Capacity 150	

NOTES:

- K Center to Lausch or Mt Penn PC
- Close Mt Penn PC or Lausch
- Close Lorane ES
- Increase 7-8 enrollment at at Antietam MS/ HS to relieve capacity issues at Exeter Township Jr HS.

Reiffton Magnet

	Capacity 1725	Capacity 5125	Capacity 6850
	Antietam	Exeter	TOTAL
K	81	243	324
1	102	282	384
2	89	304	393
3	91	315	406
4	67	310	377
5	75	332	407
6	86	298	384
7	111	355	466
8	86	343	429
9	85	347	432
10	104	353	457
11	76	350	426
12	72	333	405
	1125	4165	5290
K-1	183	525	708
K-4	430	1454	1884
5-6	161	630	791
6-9	283	996	1279
7-8	197	698	895
9-12	337	1383	1720



Indicates that planned capacity or enrollment exceeds building capacity.


	Mt Penn PC	Mt Penn ES	Ant. MS/HS	Lausch	Lorane ES	Jackson. ES	Owatin Cr. ES	Reiffton	E.T. Jr. HS	E.T. Sr. HS	
EXISTING	Grades K-1	Grades 2-6	Grades 7-12	Grades -	Grades K-4	Grades K-4	Grades K-4	Grades 5-6	Grades 7-8	Grades 9-12	
	Capacity 225	Capacity 600	Capacity 900	Capacity 375	Capacity 500	Capacity 675	Capacity 700	Capacity 625	Capacity 700	Capacity 1550	
EXISTING											
PLANNED CAPACITY				350							-26
					125	150	150				-41
					125	150	150				-32
					100	150	175				-19
					100	150	175				-48
			425								-18
			400								-16
								100	350		16
								100	350		-21
								100		350	-18
								100		350	7
								100		350	-24
								100		350	-45
	0	0	825	350	450	600	650	600	700	1400	-285
PROPOSED											
PROPOSED	Grades CLOSE	Grades CLOSE	Grades 5-6	Grades K	Grades 1-4	Grades 1-4	Grades 1-4	Grades 7-12	Grades 7-8	Grades 9-12	
	Capacity 225	Capacity 600	Capacity 75	Capacity 25	Capacity 50	Capacity 75	Capacity 50	Capacity 25	Capacity 0	Capacity 150	

NOTES:

- K Center to Lausch, Mt Penn PC or Mt Penn ES
- Convert Antietam MS/ HS to 5-6 Center
- Close 2 elementary schools - see note 'a'
- Convert Reiffton to 7-12 Magnet School

Antietam MS/HS Magnet

	Capacity 1725	Capacity 5125	Capacity 6850
	Antietam	Exeter	TOTAL
K	81	243	324
1	102	282	384
2	89	304	393
3	91	315	406
4	67	310	377
5	75	332	407
6	86	298	384
7	111	355	466
8	86	343	429
9	85	347	432
10	104	353	457
11	76	350	426
12	72	333	405
	1125	4165	5290
K-1	183	525	708
K-4	430	1454	1884
5-6	161	630	791
6-9	283	996	1279
7-8	197	698	895
9-12	337	1383	1720

 Indicates that planned capacity or enrollment exceeds building capacity.

	Mt Penn PC	Mt Penn ES	Ant. MS/HS	Lausch	Lorane ES	Jackson. ES	Owatin Cr. ES	Reiffton	E.T. Jr. HS	E.T. Sr. HS	
EXISTING	Grades K-1	Grades 2-6	Grades 7-12	Grades -	Grades K-4	Grades K-4	Grades K-4	Grades 5-6	Grades 7-8	Grades 9-12	
	Capacity 225	Capacity 600	Capacity 900	Capacity 375	Capacity 500	Capacity 675	Capacity 700	Capacity 625	Capacity 700	Capacity 1550	
EXISTING											
PLANNED CAPACITY				350							-26
		125				150	150				-41
		125				150	150				-32
		125				150	150				-19
		125				150	150				-48
	125							300			-18
	125							300			-41
			150						325		-9
			150						325		-46
			125							350	-43
			125							350	-18
			125							350	-49
			125							350	-70
	250	500	800	350	0	600	600	600	650	1400	-460
PROPOSED											
PROPOSED	Grades 5-6	Grades 1-4	Grades 7-12	Grades K	Grades CLOSE	Grades 1-4	Grades 1-4	Grades 5-6	Grades 7-8	Grades 9-12	
	Capacity	Capacity	Capacity	Capacity	Capacity	Capacity	Capacity	Capacity	Capacity	Capacity	
	-25	100	100	25	500	75	100	25	50	150	

NOTES:

- K Center to Lausch
- Close Lorane ES
- Mt Penn PC converted to 5-6 to relieve capacity issues at Reiffton.
- Increase 7-8 enrollment at Antietam MS/ HS to relieve capacity issues at Exeter Township Jr HS

