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Minutes of the
Board of School Directors
DERRY TOWNSHIP SCHOOL DISTRICT
Hershey, PA 17033

October 8, 2012

OPENING ITEMS

1.01 Call to Order

A meeting of the Board of School Directors, Derry Township School District was held on Monday, October 8, 2012, in the District Office Board room. Mrs. Ellen Sheffey, Board President, called the meeting to order at 7:03 p.m.

1.02 Roll Call

Directors Present: Dr. Donna Cronin
Dr. Henry Donahue
Mr. John Gräb
Mr. Bruce Hancock
Mr. Christopher Morelli
Dr. William Parrish
Mrs. Maryellen Sheehan
Mrs. Ellen Sheffey

Excused: Mr. Christopher Barrett

Superintendent: Dr. Richard Faidley

Secretary: Mr. Stephen Rineer

Solicitor: Mr. Brian Jackson

Student Representative: Miss Caroline Briselli
Mr. Garrett Richards (Excused Absence)

Press: Mr. Drew Weidman THE SUN
Ms. Tricia Kline THE PATRIOT-NEWS

Representatives of the Administrative Staff: Mr. Dan Tredinnick, Dr. Bernie Kepler, Mr. Ed Consalo, Ms. Lisa M. Sviben Miller, and Dr. David Lillenstein.

Representatives of the Staff and Community: Scott A. Searer, Jesse F. Everhart, Ashley Collins, Jon Golle, Brian Shiflett, Shayne Howan, Anne Newman, Ann Rowland

Mrs. Sheffey: I'd like to announce that Mr. Barrett has an excused absence for tonight.

1.03 Flag Salute

Mr. Gräb led those gathered in the Salute to the American Flag.

1.01 Approval of October 8, 2012 School Board Agenda

Mrs. Sheffey: This is an opportunity for Board members to make any additions or deletions or modifications to the agenda. It's something new we're trying.

Mr. Gräb: Move to approve.

Mrs. Sheffey: Alright. Is there any second?

Dr. Donahue: Second.

Mrs. Sheffey: Alright. Is there any discussion? This is a consent vote. All in favor indicate by saying 'yay'.

All Board Members: Yay.

Mrs. Sheffey: Excellent.

INFORMATION AND PROPOSALS

2.01 Announcement of Executive Session

Mrs. Sheffey: I'd like to announce that the Board met in Executive Session prior to the meeting to discuss employment issues, consultation with an attorney or other professional advisor regarding potential litigation, and matters that must be conducted in private to protect a lawful privilege or confidentiality.

2.02 Recognition of Citizens (Agenda Items)

Mrs. Sheffey: This is now an opportunity for residents and taxpayers to address the Board on matters related to the agenda. Those who speak are asked to come to the microphone, state your name and address for the record.

In an effort to keep the meeting on schedule and out of respect for others who wish to speak, please keep comments to no more than 3 minutes. This portion of the agenda is intended primarily for those who wish to provide input. Inquiries may be directed to the Board and they will be answered to the extent possible.

Speakers with questions needing follow up outside this Board meeting are asked to fill out the contact card which can be found at the podium. Completed cards may be turned in to members of the Administration to facilitate a reply.

Are there any citizens who would like to speak at this time, please come forward and state your name and address.

None.

2.03 Community Correspondence Summary

Mrs. Sheffey: We now have another new agenda item – Community Correspondence. Dr. Kepler, can you please provide a summary?

Dr. Kepler: Yes, thank you Madam President. As you know, the District, at the tail end of last year, instituted the two form router forms online. The first being the Inquiry Comment and Positive Feedback form, the second being just a General Concern and Unresolved Concerns form. Our intention from the Board to give some general updates each month being the first one, this will encompass the start of the fiscal year July 1 through September 30.

In that time, on the Inquiry Comment and Positive Feedback, we've had 14 submissions: 6 were general inquiries, general questions, 3 vendors, 3 – what I would constitute as positive comments, 1 concern in the area of transportation where it resulted in actually a change in a bus route, so it was received well and a positive outcome, and 1 general statement regarding follow up during a public comment section of a Board meeting.

In General Response, 9 responses were taking place on the same day, 4 the next business day, and 1 was five days later and that was to a vendor.

On the Unresolved Concerns form, there were 5 submissions since the new fiscal year: 3 were related to Board matters, 1 to transportation, and 1 student issue. Again, the responses there 2 same day, 1 within two business days, and 2 within three business days.

Madam President, that concludes my report.

Mrs. Sheffey: Okay thank you.

2.04 Student Representatives Report

Ms. Briselli: Garrett couldn't actually be here tonight, so I'm going to present a report. Garrett and I met with some students last Wednesday in the library. We had some cookies and we just had the chance for kids to come up and talk to us. It wasn't wildly successful. We did have 5 or so students come up and talk to us and we're hoping to do this every few weeks and students, hopefully, will get more involved with it.

We had a couple students come up and they brought up three main concerns – main things that they wanted to talk to the Board about. The first one – one student came up and he has kind of been following the Board and he said that there has been some controversy within the Board and some disputes within the Board and it was just kind of a little distracting and he just wanted to bring it up to the Board something that, I know it's kind of a touchy topic, but he wanted it brought up and just that it was a concern that he had.

Dr. Donahue: What was his name?

Mrs. Sheffey: Don't give him that answer.

Ms. Briselli: I was not going to give names, but I just wanted to bring up his point and this is one student, but it's certainly been something that has been kind of an undercurrent that students wanted mentioned.

Another thing that the students brought up was the No Homework weekend that we had last school year. They thought it was a really nice chance – they really liked it. The students brought that up that they really liked it and that they'd be interested to see where that is going and anything being done with that.

Then another student brought up that technology – that he's really enjoying it in a lot of his classes and that it's really helping to add to some of his classes. He also brought up that in other classes, it might not be as necessary, so just kind of finding the right balance to where technology could be used. Thank you.

Mrs. Sheffey: Thank you. Does anybody have any comments or questions?

Dr. Cronin: Yeah I comment. I also like the No Homework weekend for the record.

2.05 Standing Committee Reports

Mrs. Sheffey: The Joint General Services and Finance Standing Committees met today. Mr. Morelli and/or Mr. Gräb do you have a report?

Mr. Gräb: I'm going to defer to my esteemed colleague Mr. Morelli to start.

Mr. Morelli: I do, and I'm sure John will correct me if I miss any of the financial information.

We reviewed three things today. We went over the final review of the financing for the middle school expansion project and the Act 39 project. We also talked about upgrading and moving the softball facility and fielded one or two questions regarding the RFP process for the new comprehensive plan for the facilities.

In regards to the financing, Lou Verdelli gave us a presentation on financing half of the cost for the projects. Both projects combined will cost around \$6.3 million dollars. We've decided – I think there was discussion that we would finance half of the cost and the other would come from capital reserve, so basically, you know, \$3 million each.

Lou gave us a presentation; I have a copy of it if anyone wants to see it. Interest rates at a historically all-time low, as most folks can probably guess. He showed us a chart where they haven't been this low since about 1970. He talked about the timeline for authorizing and settlement. If the Board could authorize this process by the October 22 meeting, in November – November 19, we could have the bond sale to lock in the rate, which I believe is a few days after the general election, and then settlement for the funds would be in December – December 19.

Lou's comments were basically – it shouldn't affect our bond rating with this new borrowing. Some of the next projects we talked about, which we've been talking about all throughout a handful of times, the next candidates for projects would be the replacement of the middle school roof and the high school roofs somewhere down the line.

The next thing we talked about was moving the softball facility from its current location, which is on Township property to the south field. The District looked at two other locations or one other location: Pebble Beach location, which is the baseball field behind the library area along 322. The existing location is behind the Plaza parking lot – that is where the softball team currently plays – then the south field – the little league field – which is on School District property.

The Little League Association together with our softball coach and our Administrators, Mr. Elias and Mr. Consalo, over the last couple of months came up with a plan to actually move the softball field to the south field area and bring it in compliance with some PIAA standards and measures, basically moving a lot of the fencing and things back from the field of play 25 feet. They are currently half that, I believe, for the existing, so the demolition and the building of that project comes out to about \$130,000 to \$165,000 to take down the fencing, take down the existing press box area, and they also have two dugouts that will also have to be moved back and install a new scoreboard and, I believe it was a new scoreboard, the existing one is broke, and also install bleachers. So the facility comes up to the same standards as the boys' baseball – current Varsity baseball field.

It is the intent to get to this project done for this coming spring's new softball season. So some of the logistics, other than moving the field – the other logistics are scheduling and the softball team will have to schedule their practices and games, obviously after school which will bump up with the evening Little League games, but they have a commitment from both sides that practice should be able to take place after school on time and the same things with the games. I believe they play two games per week.

Anybody have any other comments on that?

Mrs. Sheffey: I would just add why we're doing this for the public who is here that this is a Title IX issue.

Mr. Morelli: Oh absolutely, sorry about that. This is a Title IX issue and these improvements, and you can correct me if I'm wrong, bring us under compliance with this. We found out about it this spring and, like I said, since then the District Administrators, softball, and the Little League who has put a lot of money into that area in the past, have come up with this first draft of what I believe is a pretty good plan. Again, the intent is to have that in place for this coming spring's softball season.

Dr. Parrish: Is that going to be purely at our expense or the Baseball Association is going to have any input into that? We've been very fortunate to have them contribute greatly in the past.

Dr. Faidley: It will be at our expense.

Dr. Parrish: Okay.

Dr. Cronin: And the total was between \$130,000 and \$160,000?

Mr. Morelli: \$165,000 – that's just estimates now because there's some demolition that has to happen before the improvements can be made. It's just not improvements –

Dr. Cronin: Right. So which field? Because the real nice field is the one that if you're standing with your back to Elm Street is the one on the left.

Male Voice: Closer to the Plaza on the right.

Mr. Morelli: The one closest to the Plaza.

Dr. Parrish: Is the one that would be revamped.

Mr. Morelli: Correct.

Dr. Cronin: So this is the one that's behind – it's not the current softball field which is the one that's really low. It's the one –

Mrs. Sheffey: Yeah, the current softball field is owned by the Township, correct?

Mr. Morelli: The current softball field is owned by the Township.

Dr. Cronin: And that's the one that's okay. I always get them confused.

Mr. Morelli: John?

Mr. Gräb: I think the reason that that position – that particular location was chosen was the fact that it already has lights.

Dr. Faidley: That is correct. Lights would add another \$150,000 to that.

Mr. Gräb: Had we chosen one of the other two sites, we would have had to put in lights and Dr. Faidley or Dr. Kepler, you can correct me if I'm wrong on this, had this issue with the softball not been addressed and a violation was proceeded to the federal government, they could have come in and reviewed the entire facility, every sport offered to every high school team and they would have to be equal.

The second thing I wanted to bring out was the fact that, I know that the Hershey Baseball Association has put a large number of time and effort and money into getting Memorial Field into the position it is, but according to Title IX, outside contributions and work just don't count.

Dr. Faidley: That is correct. Our intent is to make the facility that the girls' softball team plays on equal to the facility the boys' baseball Varsity plays on. That will bring us into compliance with Title IX, but it will also be a benefit to Hershey Little League and to the Township, because we will have a facility that will be much richer and better and stand out for years to come.

Dr. Donahue: The question I had was does somebody come out from the Title IX police and say, you have this design or efforts done? This is essentially equivalent to the baseball field? Or is that – I mean – how do we figure that out?

Dr. Faidley: There is no one that comes out and gives the blessing or 'this is equal to' but what we have determined in working through Mr. Elias and Mr. Consalo, Dr. Kepler and the softball coach and the baseball Little League is that we are going to enhance that facility to have all of the same amenities that the current Varsity baseball field has, including the stadium seating so that there will be no question as to if it's equal or not. It will be equal.

Dr. Donahue: Thanks.

Mr. Hancock: Just to elaborate on that Hank. I think in doing some of the research on this that I think it's under the guise of the Department of Education office for Civil Rights

and they are the agency, if you will, I think Dr. Faidley who could, if there was a complaint, come out and, as I researched this, there were some litigations and some school districts and some other entities that had to pay a fairly heavy price for not being in compliance, so I think this is –

Dr. Faidley: Right.

Mr. Hancock: Our way to get ahead of any potential action.

Dr. Faidley: And Mr. Hancock is correct. If the Office of Civil Rights were to come out and find us in violation, that could carry with it penalties – substantial penalties – in order for us to correct in addition to the cost incurred by making the facilities equal.

Mr. Hancock: And if I could just one more just to make sure or reiterate what John said. Even though that a lot of the improvements to those facilities has been mentioned were made through the auspices of the Little League and the Baseball Association, once we as a District accept those funds, they are considered public money, thus, it doesn't make any difference where you get the funds from once you expend them, then you need to do the same for other gender, so that's a very key point John.

Dr. Faidley: One more time, just to also – the Office of Civil Rights – if there were a situation that involved an investigation into whether or not we were compliant, it would not only be the athletic fields, it would be all aspects of the District – from discipline to, I mean, you name it. It would be a very intensive audit of what the District does in terms of equity and we have identified that this is an area of concern and expending the resources to correct it so that it is equitable is the best solution for the District.

Dr. Donahue: Sorry, I don't want to belabor this, but that's a good point. Title IX doesn't specifically have anything specifically to do with sports, but we often link it with sports. That's just because that's the place where there's most often inequality, so it deals with all aspects of a school district, not just sports.

Dr. Faidley: That is correct.

Mr. Morelli: It's within the organization, because for example, if another school – one of their sports has a lesser field like we have at the Plaza where they currently play, as long as they are boy sports or male sports also has that same lesser field, because it's – I suspect – we go to different venues and some facilities are better than others, but it's not within the sport, it's comparing the organization's sports between the boys and the girls.

Dr. Parrish: I want to go back to the bond issue and I don't think I was here when this funding model was discussed. Even though we have a general reserve fund, it's really part of the general fund; it's not locked into just capital or construction. When I think of budgeting, I try to think about what are our short term and long term obligations. What are the short term and long term benefits? With interest rates being low and with this

project proving long term benefit to the District, and on the other hand, short term obligation-wise, we may be looking at significant problems with PSERS, which everybody's tired of hearing about, but it's real unless something's done about that. My question is did you consider that, even with the additional cost of the banks and things, would it be a smarter move for us to maintain that \$3 million dollars in our capital fund and fund this whole project through the bond, because it's a long term benefit to the District at exceptionally low interest rates and then if we get hit in two years and we need that money for things that are beyond our control, it's in the fund and it's available to us?

Dr. Faidley: We had multiple conversations regarding which way to proceed and we were trying to balance and be conservative on both fronts. At the present time, you know, and I'll let Steve and John take over, at the present time, we thought this was the best approach for the long term stability of the District, because we do have a balance of about \$6 million dollars in our capital fund and demonstrating to the community that we are going to spend some of that money down, incur some new debt, but the bottom line is – our goal was to keep that debt service constant or reduced and that's the ultimate – that debt service load, we did not want to pass that on to the taxpayers. We wanted to keep the pattern that we've had over the years and in 2015, I believe 2015-2016 is when our debt service drops about \$1,100,000. So financially, for all of the conversations that have gone on, it seemed like a really good solution to set the District up for if we do incur some other expenses that are unknown at this point and time, that in the year 2015, we have some wiggle room so to say in going out and borrowing again and keeping that debt service constant so it doesn't creep up above what we're accustomed to it being and it doesn't impact our credit rating in the future, because we are AA+ at the present time. So Steve, do you want to add anything?

Mr. Rineer: Let me just add a little bit. We are contemplating the HVAC and the Act 39 improvements to the utility side of the District, but we're also contemplating the renovation of the middle school and moving the Administrative areas and the guidance areas and nursing areas to the other end of the building. We haven't gone out for bids on that, but the expectation is that's going to be somewhere around \$2.7 million dollars, so if you add the two together, my estimate is somewhere around \$6.3 million dollars. So we decided to generate \$3.2 million dollars in construction funds from a bond issue and then take the remaining amount from the capital reserve fund. And Dr. Faidley is correct that we're going to have that million dollar reduction, but, as we mentioned at the General Services/Finance Committee meeting, somewhere down the road, Mr. Consalo is expecting that we're going to have to do roof replacements at the middle school and the high school. That's going to be a seven digit number, probably starting with 5 and whatever dollars can be – at that point, not to cross that bridge until we come to it, but at that point, we can take a look and see what the capital reserve balance is then and whether or not we'll use some combination of capital reserve money and a bond issue to put roofs on the middle school and the high school. Maybe we won't need it in two or three or four years, you know, maybe we can go to the hardware store and buy lots of buckets, but we'll find out then what our needs are going to be.

Dr. Parrish: Are we currently refreshing the capital reserve fund? I mean, I know a lot of that money came from – I don't want to say found money – but came from unbudgeted funds like the pilot from the Giant Center came in and we – are we refunding that in any way or is that going to just continue to go in on direction?

Mr. Rineer: Well, that question also did come up and we have a Board Policy, I think it's 625 that defines how much of the – whether or not the capital reserve fund is increased or decreased every year and the math is that you're allowed to have – in the general fund, you're allowed to have, I can't think of the exact name, but –

Mr. Gräb: A designated unrestricted.

Mr. Rineer: Unrestricted, thank you Mr. Gräb, an unrestricted amount of 8% of general fund expenditures. So you take \$50,000,000 and multiple it by .08 and come to \$3.2 million dollars. If you have more than that in your general fund then automatically it gets transferred over by Policy 625 over to the capital reserve fund.

Now the 2011-2012 year is going to be a difficult year, because of the insurance claim that we're going to have and the amount that it's going to take to rebuild the ECC – or it did take to rebuild the ECC and the tennis courts and the track and we have to pay for the insurance deductibles that won't get paid, that's about \$75,000. We improved courts 1, 2, and 3 and the insurance company will pay for courts 4 and 5 on the tennis courts, so we're going to have some hits on the capital reserve balance. So we're still not done with the June 30, 2012 year. I expect to have a lot better idea in the next couple of weeks. The auditors are just about done, but that's a long answer to a complicated question. Yeah, I hope we are able to transfer something over to the capital reserve fund for the June 30, 2012 year, but with the year that we've had, there's no assurance on that.

Dr. Faidley: What I might remind the Board is that the capital reserve fund has, in the past, been able to be spent very – I'm searing for the word – very freely, in terms of what we spent it on, with a determination from the Pennsylvania Department of Education, we are very limited in what we can spend our capital reserve on and those limitations include, we can build on construction and we can buy buses –

Mr. Rineer: Bricks and mortar.

Dr. Faidley: And that's basically it in their interpretation. So that capital reserve fund, although it's there, it's very limited on what we can use it for, so we thought that it's sitting there and it may be of great benefit to us at the present time.

Dr. Parrish: One last question: our primary source of heating in the District is natural gas?

Mr. Rineer: Correct.

Dr. Parrish: Okay. Thank you.

Mrs. Sheehan: I just have one question. When Lou was talking about the refinancing of the 2010 bonds, was he still estimating that the savings would be approximately \$520,000?

Mr. Rineer: May I?

Mr. Gräb: Steve.

Mr. Rineer: Yes the savings could potentially be that, however, I suspect, Mrs. Sheehan, that you came in at the tail end of the presentation?

Mr. Sheehan: No, I didn't see any of it, sorry.

Mr. Rineer: Okay. The problem with that is that that particular bond issue has a call date of June, I think, June 2015. We could do a refunding at that time and there would be no penalty whatsoever. Now, that's not the whole story. If we were to go out because the bond rates are historically low, as Mr. Gräb mentioned and Mr. Morelli mentioned, we could go out and float a bond issue to pay that bond issue off and what you do is raise the money now, you put that money into an escrow account and it sits there. It sits there earning interest, but it also sits there incurring an interest obligation. The interest obligation that you have from between now, if we did it now, and June of 2015 is we'd have to pay out about 2% interest, alright? What we would earn – we'd earn about 30 basis points, about .3%, you know, by rapid calculation we're losing about 1.7% on \$9 million dollars, okay? So, while the idea of going out for a bond refunding is attractive right now because of the low interest rates, we lose a real big chunk of the savings because we're paying out more than we're earning on those escrowed funds. So with interest rates not looking to increase by anyone's guess in the near future, the longer we wait to have a bond issue to redeem or advance refund those 2010 bonds, the better off we are. The less we lose on what they call negative arbitrage.

Mrs. Sheehan: Okay thank you.

Mr. Rineer: So does that answer it?

Mrs. Sheehan: Yep, it does, thank you.

Mr. Gräb: Thank you Steve.

Mrs. Sheehan: Mr. Morelli, do you want to continue?

Mr. Morelli: Finally, the third item was we received a draft issue of the comprehensive plan for facilities and there was an approximate number for that in the \$20,000 to \$30,000 range that it will cost the District to move forward with that project. So, at the

end of the day, the Committee has supported the direction from the Administration for all three projects that we just talked about – that being the financing, the new softball and the District’s comprehensive plan.

Mrs. Sheffey: The facilities comprehensive plan.

Mr. Morelli: Facilities – I’m sorry – the facilities comprehensive plan.

Mr. Gräb: I just wanted to add to what you said about the facilities comprehensive plan. It also involves solving those outlier audits we also do as they oppose to – not attendance – population and those things, which we pay separately.

Mrs. Sheffey: Enrollment.

Mr. Gräb: Enrollment. It’s all been rolled into one, so even though the \$25,000 or \$30,000 may seem expensive, it’s comprehensive and you’re not spending \$10,000 later to do an enrollment study as well.

Dr. Cronin: Just a question or a comment, the softball renovations, etc., improvements, that will be under bid –

Mr. Morelli: Yes.

Dr. Cronin: So it’s possible that it could come in lower?

Mr. Morelli: Correct. It will go out to bid. Those are just estimates.

Dr. Cronin: Ballparks. Good thank you.

Mrs. Sheffey: Are there any other questions for Mr. Morelli? Are there any other questions, comments? Alright, the Policy Standing Committee met Thursday, October 4. Mrs. Sheehan, do you have a report?

Mrs. Sheehan: I do. The first thing that we addressed was the audio and videotaping of public meetings – Policy 903. Along with the revisions pertaining to the designated section of the Boardroom for audio or videotaping, it was suggested that we designate the first row of seats for anyone who wants to audio tape – I’m sorry – videotape the meeting. They’d be allowed to videotape the meeting elsewhere in the meeting room, however, they are not – it would be suggested that they’re not disruptive in any way and this would give them the best access to the best view for videotaping.

However, it was also discussed that the audio recording of the Board meetings is now a digital recording and that the digital file be placed on the District website, which would eliminate the need for verbatim meeting minutes and allow for everyone to just listen to the audio recording of the Board meeting. So the Committee was in support of that and

we wanted to make a recommendation to the full Board that we do that. We move forward with that.

Mr. Morelli: I'd like to ask a question?

Mrs. Sheehan: Sure.

Mr. Morelli: Just real quick, that's a good idea, because are you saying that – so our minutes now won't be the same they are now? Obviously, if the recording is available to the public, we could save some money on transcribing minutes –

Mrs. Sheehan: Right.

Mr. Morelli: And just obviously do what's required by law for the minutes.

Mrs. Sheehan: The general outline meeting minutes like we do for the Standing Committees would be done in place of the verbatim transcribed meeting minutes.

Mrs. Sheffey: Yes, we would use Board Docs. Board Docs has the ability to convert this into minutes, but I realized after we had our meeting the one area that Board Docs won't cover is Board reports, so I think that's going to put a burden on each of us as Board members, we'll have to submit to the Mr. Rineer written Board reports so that he could include it in the minutes. So if we do do this, if we all agree to do this, it does put a little more burden on us as Committee Chairs, whoever is giving the report for their Committee.

Mrs. Sheehan: Is that it Chris? The other thing that we were discussing the dialogue that occurs during Board meetings when constituents come up to the microphone and it was suggested that we take a recommendation back to the Communications meeting that we look into potentially having some Town Hall meetings to address concerns and have discussions that would be more dialogue oriented, so I will e-mail that to Chris Barrett, who is the Chair of the Communications Committee and I am on the Committee as well, so we can discuss that at next Committee meeting.

The following polices were recommended by the Committee to go on 30 day review: Policy # 216 - Student Records, Policy 216.1 - Supplemental Discipline Records, Policy 103 - Nondiscrimination in Classroom. Policy 209.1 – Food Allergy, which is a new Policy proposed by PSBA, the Committee discussed making the policy a little bit more comprehensive as the policy speaks to general allergies and not just food allergies, so the Administration will be providing recommended changes at the November 1 Policy Committee meeting.

Policy 610 – Purchases to Subject Bids – two questions came from the Committee discussion: one, did any previous Board action adopt a resolution allowing for electronic bidding and two, can we confirm the need to update the policy annually due to changes

in the quotation and bidding requirements. The Administration will provide answers to these questions at the November 6 Policy Committee meeting.

Policy 611 – Purchases Budgeted, the same questions for Policy 610, so those will be addressed as well.

Policy 701 – Facilities Planning was tabled as was Policy 822 – Automated External Defibrillator and Cardio Pulmonary Resuscitation.

Reaffirmation of Policies 810.2 – the Committee discussed the recommended alterations to the revisions that are currently on 30 day review and the Committee supports the proposed changes and the full Board will be updated on October 8. This was recommended by a citizen advisor that the policy now reads that tapes may be used for school bus driver training and instruction. These tapes may also be used for counseling individual students, disciplining individual students, but the use is limited to review of specific incidents with only those students involved in the incident. The tapes may be reviewed by local enforcement to aid in investigation.

In addition, citizen advisor Karen Rippon submitted a written resignation from the Policy Committee. Karen's service was appreciated and her appreciation was extended to her. The vacancy will be posted after the existing postings for citizen advisors comes to a close, because we thought it was too close to the timeframe that we had to advertise for the current citizen advisors. So am I missing anything Bruce or Ellen?

Mrs. Sheffey: No, well done.

Mrs. Sheehan: Thank you.

Mr. Gräb: One question Maryellen. As it relates to the audio/videotaping of public Board meetings, I know I had given Dr. Cronin a list of about 30 other reasonable rules from three different agencies, where there any others considered other than the location of where the taping may be done?

Mrs. Sheehan: There were a couple of the policies that were provided from the other districts – their specific policies. We did have some dialogue – one thing that I recall specifically that was discussed was having constituents have to pre-register if they wanted to record the meeting and we decided, because we had had this discussion from the Communications Committee that we were not in favor of having constituents pre-register to videotape meetings. That was one of the items that we discussed. Bruce, can you recall any others?

Mr. Hancock: I think that's one that we had the most discussion on Maryellen.

Mrs. Sheehan: Dan?

Mr. Hancock: I know there were three or four policies we had in front of us that we were looking at trying to draw out best demonstrative practices coming off the top of my head.

Mr. Gräb: And best demonstrative practices we only found one reasonable rule?

Mrs. Sheehan: When you say reasonable rule, we basically discussed having a designated area, so it wouldn't – there was an issue at a prior Board meeting that an individual who was videotaping was actually confronted by a constituent who blocked her view to record. So the policy was being revised to try to protect those individuals who have the rights to videotape the meetings. So we thought that the best solution would be to have as a designated area so they would have the best view to videotape the meetings. We also, you know, discussed possibly when you're signing in, you know, you could say 'will you be videotaping the meeting' yes or no, but what would the District do with that information? There was no real reason to do that. Was there a specific thing you wanted?

Mr. Gräb: No, there were, I know the one agency had a reasonable rule that a copy of the videotaping was given to the agency within 24 hours of the meeting.

Mrs. Sheehan: That was not discussed.

Mr. Gräb: Okay.

Mrs. Sheehan: No, John, unfortunately, I didn't see the 30 or so suggestions that you had provided.

Dr. Cronin: I wasn't at that meeting.

Mrs. Sheffey: I was just going to say, we didn't have –

Mr. Hancock: We had a couple of the policies – just one more, I think the intent, John, was to develop something that allows people to do what their rights allow them to do, but try to mitigate any distraction – either to the constituents that are in the audience and/or to the function of the Board meeting and that was what most of the discussion, I think, rallied around.

Mr. Gräb: Okay.

Dr. Donahue: So I had a question. So, I think it's a great idea to designate the first row for videotaping, however, I mean, how are you going to handle that? For instance, what if the first row is filled with people that aren't videotaping and somebody comes in halfway through the meeting and wants to videotape or are you not allow people to sit in the front row, which you could do I guess. You see what I'm saying?

Dr. Cronin: Well, I don't think the policy mandates that they have to sit in the front row, we're allowing that as an area for them.

Dr. Donahue: Oh, so they only can videotape from the first row?

Mrs. Sheehan: No, they can videotape from anywhere, but we're providing a specific designated area that would allow them the best access to videotape it so they're not –

Dr. Donahue: So we'll mark the chairs to – or one chair or two chairs to say keep these empty.

Mrs. Sheehan: We could do that, we didn't talk about how that we would identify those, but we could do that.

Mr. Gräb: The way I see it then, the present policy as it's coming down, we can still possibly have the clandestine videotaping.

Male Voice: Correct.

Mr. Gräb: Okay.

Male Voice: Correct.

Mr. Gräb: Thank you.

Mrs. Sheffey: Dr. Kepler?

Dr. Kepler: Thank you Madam President, just to clarify as well that Policy 903 that's being discussed is on – the Policy Committee did recommend that come to the Board for review tonight, so it is the fourth policy that is on your agenda for public vote this evening for 30 day review.

The statement or recommended revision from that Committee reads, "The Board will designate the front row of the public seating area for those citizens desiring to audio or videotape for the purposes of providing a venue free of distraction and/or conflict. This will not preclude individuals from audio or videotaping from any seat in the public meeting."

Mrs. Sheffey: But I would like, I know John, it seems like you did a lot of work if the full Policy Committee could see that information, you know, between now and the end of the 30 day review, we could maybe revisit, since he had put together some stuff for us.

Mr. Hancock: Just to John's point, I think we need to amplify a little bit some of our conversations and, I think the conversation was around distractions again, and I think it's fully within the Chair's purview if someone taping or whatever's happening in the general audience is a distraction to the meeting that it's fully under their obligation to stop the meeting and cease the distraction, so, I mean, that's part of this. I don't know how you write that into policy, but it's just something that the Chair needs to be aware of

that that's how, I think, the Policy Committee would like to write something or put something in play that makes sure everybody understands their rights and obligations at the meeting.

Dr. Donahue: I don't want to belabor this too much, but I, it was Chris a year or so ago, you had the idea of streaming video. Did the Committee look into the expense to do that?

Mrs. Sheehan: We discussed that, but then there – we did discuss that, but we felt that because it would be basically no cost since the audio recording is a digital file, just to put it on the District website would be the most economical and easy thing to do. We did discuss having a tripod set up and just a general view of the Board so we weren't, you know, zooming and zooming out, but we ultimately decided that the audio recording would be the easiest thing, but we can revisit that if, you know, the full Board feels that providing a videotape would be a better solution.

Mrs. Sheffey: I think we said we didn't have the technology to do that.

Dr. Cronin: How'd they do graduation? Wasn't that a live stream or was that a major projection?

Male Voice: Expensive.

Dr. Faidley: Dan, do you want to speak to that? I believe that graduation was a live stream, but it is a major production.

Mr. Tredinnick: Yes to both those questions. Graduation the past two years has been provided as a live video stream. We have utilized an outside contractor to provide those services. There are opportunities, should the Board wish to pursue them in terms of wiring this room in a different configuration that would allow for that type of video capture. We looked into it two years ago and the quotes were at that point and time were around \$10,000 just for the equipment. If you have ever seen any municipal or school board meetings where they use the standing one camera kind of shot, you'll quickly realize that, in essence, you're just listening because there isn't a whole lot to see anyhow, so the feeling was with the recent update of the recorder in this room, which is now on a digital audio file, that it's very simple for us to take that file, hang it on the website and, as a matter of fact, since the conclusion of the Policy Committee meeting, we have added the audio files for all the School Board meetings this school Board year as well as all those audio files that we have from all the Committee meetings.

Mrs. Sheehan: Wow thank you. I didn't realize that.

Mrs. Sheffey: Okay. So are there any questions or comments for Mrs. Sheehan on the Policy?

Dr. Cronin: Yes, just one, I'm not sure if this is part of the Policy, you said that the – how would that affect the minutes that are being taken if it's now the audio is on there, so the minutes will not be –

Mrs. Sheehan: The minutes will not transcribed verbatim. They will be just the – like the minutes for the Policy meeting. They'd be in an outline form like that and then Ellen was saying that any specific Board reports then would have to be forwarded to Steve to be incorporated, because those Board reports would not be on the agenda as an item which would then be converted to the meeting minutes.

Dr. Cronin: Right. So who is responsible for taking outline version of the minutes then?

Mrs. Sheffey: Board Docs will do it. It is a feature in Board Docs, and I think Steve you'll have to work with Linda on how to do that. What will happen is Steve will have to enter into Board Docs our votes and then Linda can show you, there's a button, many many school districts do this. I've been talking to other IU members, you push a button and it generates the minutes.

Dr. Cronin: So there's no discussion part of it, you'd have to listen to the minutes?

Mrs. Sheffey: Yes.

Dr. Cronin: Listen to the video recording.

Mrs. Sheehan: Versus reading the transcribed minutes, you would just listen versus read.

Dr. Cronin: Right.

Mrs. Sheehan: Because what one of the citizens – a citizen who was there – expressed concern that when you're reading the Board meeting minutes, a motion is taken out of it, where if you're listening to the Board meeting minutes, you hear more of the tone of the meeting, you know, through a motion and so forth.

Dr. Cronin: Right, I guess the only problem I see is if you have written minutes, you can find what you're looking for and not have to listen to a whole, I mean, it's very hard if you only wanted to look at one particular section of a meeting, for example, say, you can scroll through minutes very quickly, or you can do a search on terms, possibly, but to have to listen to the entire thing, I wonder –

Mrs. Sheehan: Well you can probably fast forward, Dan, could you fast forward if you know that's you're looking for something on, like, 5.02 versus a 2.07 agenda item discussion?

Mr. Tredinnick: Yes, it would be a simple mp3 file. I shouldn't say it's a simple, it's a rather large mp3 file, because these meetings typically run between 1 and 2 hours, but you'd utilize a scroll bar to move ahead in the meeting.

The law requires only that the Board capture action that it took. So minutes can be as simple as a recording of items that were voted upon for Board action, so having transcribed the minutes for the last several years, the Board has gone far above and beyond what the law requires. The feeling coming out of the Policy Committee meeting was the combination of written meetings, which captured the motions and actions taken by the Board combined with the full audio file would continue to provide our constituents the opportunity to hear, see, read, all the information they would want about the Board meetings and the Committee meetings as well.

Mrs. Sheehan: What would you say we spend annually on the transcriptions of the meetings, because this could be a significant savings to the District as well?

Dr. Faidley: It's about \$5,000, but with the addition of the Standing Committees and the transcription of the Standing Committees, that figure would elevate.

Mrs. Sheffey: Okay.

Mrs. Sheehan: So do you feel that we should have a Board discussion on whether or not the Board would support this or how would you like to move forward Ellen?

Mrs. Sheffey: That's what I was going to suggest. How about we add this on our October 22 meeting we're going to be talking about Board operating guidelines, why don't we include this as part of that discussion?

Mrs. Sheehan: Okay.

Mrs. Sheffey: Okay? Are there any other comments or questions for Policy?

2.06 Presentation – 2011-2012 PSSA/PVAAS Data Report

Dr. Lillenstein: Thank you. Okay, I will now present the 2012 assessment results for the PSSA AYP determination and also PVAAS.

The first slide that you will see, and for those of you looking at it from a distance, I will read the numbers so don't worry about that. This slide in front of you is a summary of the performance or achievement level for all the grades combined in the District and then also relative to the state. As you can see, our achievement is above the state averages across the board. For those of you from a distance, Mathematics is 89.6, Reading 86.2, Science 82.5, and Writing 86.2. You'll see that we fairly consistent across the subject areas, unlike the state averages.

Now if we go to the next slide, we'll break it down by grade level. You'll notice that in some of the boxes, there are no numbers, that's because the PSSA is not administered to that grade level in that subject. The chart in front of you here represents the PSSA summary of our performance for all grades and all subjects.

In Reading, which is the first column, you'll see we range from 83% to 95% with the overall District results being at 86%. It should be noted that while our results are generally quite stable over the years, in 5th grade we saw an increase of roughly 10 percentage points from 2011 to 2012 and we see this as really good news.

In Math, our performance level is slightly higher ranging from 76% to 95%. The overall District results are at 90%. Again, our results are fairly stable in comparison to prior years, however, we did also in 5th grade realize a 2 percentage point increase.

You'll notice in Science, our results are the same as last year, as we range from 71% advanced to proficient in 11th to 92% advanced or proficient in 4th grade. Our overall results 83% of our students were proficient or advanced in Science.

In Writing, we ranged from 80% advanced or proficient in 5th grade to 95% in 11th grade and overall, 86% of our students were proficient in writing.

The slide, however, does not tell us much other than our level of performance. It does also not touch on growth, nor does it touch on comparison with the state or past performance, so we'll go to the next few slides for that.

This first slide looks at the District's Reading performance or performance in Reading in terms of achievement. This combines all of the grades, keeping in mind though, that this is different cohorts of students.

So for Reading, when all of the grades are combined, you'll see that in the 2012 year over 86% of our students were advanced or proficient. You will notice that this performance is higher than the two previous years and is above that of the state average which fell at just under 72%. And you'll notice that each year we've increased slightly.

If we go on to the next slide, we'll take a look at Math. This slide shows our overall District achievement in Math and for 2012, nearly 90% of our students across the District were advanced or proficient. This is a slight improvement as well over the two previous years and significantly higher than the state average, about 14 percentage points higher than the state average.

If we go to the next slide, we'll look at our Science results. For the 2012 PSSA in Science, which is assessed only at Grades 4, 8, and 11, you'll notice that we are just under 83% advanced or proficient. This is slightly higher than last year, the 2011 year, and significantly higher than the 76% in 2010 and the state average of 61% in 2012.

The next slide takes a look at our Writing results. Writing is assessed only at Grades 5, 8, and 11. You'll notice here that for 2012, 86% of our students were advanced or proficient. This is similar to 2011 and in 2010 we were at 80%, so slight increase from two years prior.

The next slide takes a look at our AYP calculation or determination. In this slide, what you want to see is a 'Yes' or 'green' in every box and what this indicates is that we made AYP across the board at all grade levels in both subjects Math and Reading. AYP is only based on Math and Reading performance, not the other subject areas. We also made AYP in terms of our meeting attendance rate and also graduation rate. Keep in mind that the AYP status is based on grade spans: so the 3 to 5 or our elementary grade span, 6 to 8, which is our middle school, and 9 to 12, really it's only 11th grade, but it still is the 9 to 12 grade span.

We did get a warning for the primary school, which is only 3rd grade, due to the performance of the Economically Disadvantaged subgroup. In the past, we did not have enough students in the Economically Disadvantaged subgroup to make a subgroup, but this past year we did have enough students and the group underperformed. Their performance did, however, factor into the 3 to 5 grade span and so, for this reason, we still were found to meet AYP determination.

If we go on to the next slide, we're going to take a look at the PVAAS results, which is the Pennsylvania Value Added Assessment System, and just as a reminder from previous years, PVAAS is not another test, but rather a calculation on the PSSA results and it shows or predicts growth. It looks at growth in terms of forward growth projections, how students are predicted to perform in the future, as well as growth from the past. The slides that you'll be looking at here though, portray the growth from the past.

These are 2012 results, but are reflecting growth from the 2011 PSSA, as well as the three prior years. For us, you'll see that there are three colors on this slide. We'd actually like to see only one color which would be the dark blue. Dark blue is better than light blue, which is better than green, but all indicate that growth was made. We don't want to see any yellow or red, so actually when you look at a slide, this is essentially what you want to see.

This chart also shows a three year averages, so we can look at grade differences. For example, how did a particular grade of students do during the 2012 year versus the three prior years or an average of the three prior years. So as you look at this slide, what you'll see is that we did achieve strong growth in Reading in every grade. This is a significant improvement from 2011 where we actually did not realize growth in 5th grade in Reading. In fact, this is also significant improvement in 5th grade in comparison to the three year average.

You will notice that performance levels in 5th grade, if you hit – there. The performance levels in 5th grade also increased from 72% to 84%, so not only did we see strong

growth in terms of actual growth, but also in terms of achievement. We saw a nice change in numbers.

Next, we'll see how we compare to other districts in the state in terms of achievement and growth. This is a scatter plot. The blue dot that you can see is Derry Township or our elementary building in comparison to all other buildings that have Grade 4. This is an example of a scatter plot that shows both growth and performance. We want to be in the upper right corner, because the upper right corner indicates both growth and performance – high achievement and high growth. You will see that we compare fairly well in 4th grade in Reading relative to other buildings in the state, however, there is still room for improvement.

If we go on to the next slide, we'll look at 5th grade and, remember, that's where we saw some significant growth relative to 2011. We want to again be in the upper right corner and you will see that we actually not only achieved high growth, but we also have much higher achievement levels as well in 5th grade, but there's still room for improvement there as well.

If we look at the next slide, we'll look at our 8th grade, and, again, you can see there too 95% was our achievement level or our performance level, which is pretty good, but we're also in that upper right quadrant indicating that we also achieved high growth.

If we go on to the next slide, we'll take a look at the Math. Here you will notice a caution for 5th grade and also for 8th grade. This was also the case in 2011 and 2010. When we look at why we got red in those areas, a deeper analysis tells us that this is actually explained by limited growth with our higher achieving students, so those students that have been predicted to perform in the advanced range, they still performed advanced, however, they did not grow as much as they were predicted to grow and that was true for both 5th and 8th grade.

The other grades are all dark blue, which is really good and this is significant improvement from the previous year. Keep in mind that this chart reflects growth and not achievement, but as we pull in the achievement levels, you'll see in the upper right hand side of the slide that despite strong achievement of 92% in 5th grade and 90% in 8th grade, we were still below the growth standard.

So if we look at the next slide, we'll see how we compare to other districts that have, for example, a 5th grade. Here, again, we're at 94%, which is high achieving, but we're to the left side of the vertical axis indicating that we were lower growth and so that's an area that we need to take a look at.

If we go to the next slide, we'll see 8th grade, again, high achieving 91%, but our growth is low and, again, those are the students who are predicted to be advanced, so they are performing quite well, but they're not growing as much as we would like them to grow.

If you look at the next slide, this is an ideal chart and this is just one example, we have several. There's hundreds of scatter plots. This is about as ideal as it gets, because this takes our 7th grade looking at how they performed in Math relative to others in the state and you can see we're about as close to that upper right corner as you can be. There are only a few districts that performed better.

If we go on to the next slide, we'll take a look at the Writing performance. Here, you will see that the growth for students who took the PSSA in Writing in 5th, 8th, and 11th. You see evidence of growth regarding 8th grade in Writing, but very strong growth in Writing in 5th and 11th grade. Our achievement in 8th grade, for example, was 83% versus 81% in 2011.

If we go on to the next slide, you will see how we performed in Science and, again, we have dark blue in each of the grades that were assessed in 4, 8, and 11, and you will see that realized strong growth in Science as well.

So that's a quick snapshot of the PSSA, AYP, and PVAAS assessment results. If there are any questions, I would be happy to take note for Joe, no.

Mrs. Sheffey: Dr. Donahue.

Dr. Donahue: Thanks. So what is the plan regarding 5th grade Math achievement?

Dr. Lillenstein: Yeah, the plan for here on out, we just received these results – the PVAAS results came in about a week and a half ago. The plan from here on out is to meet with leadership teams and teams at each building with the building Principal and Grade Level Coordinators and so on to develop a response. I can say for 5th grade, it won't be just addressing what we do in 5th grade, but also talking about what we do in 4th grade as well.

Dr. Faidley: I'll address part of the question, because I had the opportunity to sit through some meetings with Mr. McFarland and a team of individuals, both last year and at the beginning of this year in terms of how they look at the data and how they start to map out the continuum across the District in terms of what our strengths and weaknesses are and, please keep in mind that most of the things that you see on our student achievement reporting are strengths and we have continuums – the far end of the continuum with the advanced students our task is to figure out how we can move them even further into the advanced category.

One of the things that we're dealing with that is new is the underprivileged population and we are meeting, the Executive leadership, Mr. McFarland, Dr. Kepler, myself, Dan, Steve, and Lisa Miller are meeting with the Milton Hershey school here in the next several weeks to have some conversations about collaboration and what we can learn from them in terms of how they deal with some of these issues that we aren't used to dealing with in terms of the underprivileged population and some of the other challenges that we might have in the future.

Mrs. Sheffey: Any other questions? Dr. Cronin, oh sorry, Dr. Donahue were you not – okay, Dr. Cronin?

Dr. Cronin: Yes, I have a question about the slides 15 – 14 and 15 are the two that showed that we had performance, but not growth and you said that was driven primarily or solely by the upper group. Was it primarily or solely by the group that is already high achieving, just did not grow?

Dr. Lillenstein: Solely. When you look at it it's the students who were predicted to perform in the advanced range. When we look at those students, they still performed by and large in the advanced range, they just did not grow within the advanced range.

Dr. Cronin: And what is the end of that, do you have any idea? I mean, you don't need to know right now, but if you could just –

Dr. Lillenstein: Yeah, I could get that for you, because there is a breakdown by predicted achievement level.

Dr. Cronin: Right and I'd be curious to find out not only what the end prediction is, but also what the composite score is, because for some of those, they might already have perfect scores. I mean, is it possible to have a perfect score and still be considered that you're not growing? I mean, if you've got a, I don't know, the 22, 25, or whatever is in Math is perfect?

Dr. Lillenstein: Mmmm hmmm.

Dr. Cronin: How many of them are already there and can't grow anyway and is that considered when these scatter plots are drawn? We may not have room to grow.

Dr. Lillenstein: Right but at least we're maintaining the relative standing and it looks at the large – the group as a whole and whether that group as a whole grew.

Dr. Cronin: Got it.

Dr. Lillenstein: But I can get that end to you very easily. I have a slide that shows all of that.

Dr. Cronin: Okay, good. Yeah, I'm just curious, because that would tell us the magnitude of that lack of growth and –

Dr. Lillenstein: Yeah.

Dr. Cronin: Determine how we would address it.

Dr. Lillenstein: And, although I can't quote the exact number, it is the majority of our students. Most of our students are predicted, because we're a high achieving District, most of our students by virtue of that, are going to be predicted to be proficient or advanced. So the number is a large number, but I will get that slide to you.

Dr. Cronin: And are we able to find out how much? I mean, I know we have probably, I don't know, 65 or whatever in that advanced group, but it would be – I don't know if we can actually drill down and find out what percentage of them did not grow?

Dr. Lillenstein: Yes.

Dr. Cronin: Good thank you.

Dr. Lillenstein: Yes. Yeah, the PVAAS system, and I'm not sure what is available online within the public PVAAS side, but the website for PVAAS is a very powerful website now and there's a public side that allows for the public to drill down and to take a look. I don't know exactly what is available on the public side right now. They just changed the site, so I haven't explored, but I can get all of that information to you very very quickly.

Dr. Cronin: Good thank you.

Mrs. Sheffey: Okay. Mr. Morelli.

Mr. Morelli: Dr. Faidley talked about, you know, reaching out to Milton Hershey and I was wondering, when I look at these charts, I look for the two or three dots that are farthest to the right and to the top and wonder is there anything to learn from those districts? If I was looking to increase whatever my business was, I'd go to other businessmen in that same business and see how they do it and what are they doing that's making them – could we go to some of these other districts and see if they'd share any of their experiences with us?

Dr. Lillenstein: Yes. One of the things that's really nice about the PVAAs website now is that we can run a report and we can pull up all other districts that have a similar profile to us and we can, it has a hover feature, so you just move your mouse over the dot and the name of the school pops up and then we can, you know, we can contact that school. We did that a few years ago when we were looking at some of the – we wanted to see what some of the higher achieving districts were doing and we wanted to take a look at, well, what are they using? What is their curriculum and so on. We can do that for whatever subgroup we want to take a look at?

Mrs. Sheffey: Okay. Any other questions or comments? Well, I just had a comment on slide 9. I just want to congratulate everybody, because I think 5th grade Reading and 8th grade Reading was something that two years ago we identified as an area of concern and I know that at the elementary level, we put in a lot of effort in our curriculum and it

seems to be demonstrating success, so now we just need to do the same thing on the Math side, so well done. Anybody else? Alright.

Dr. Lillenstein: Okay thank you.

Mrs. Sheffey: Thank you.

2.07 Anticipated Agenda Items for the October 22, 2012 Public Board Meeting

Mrs. Sheffey: Up on the screen shortly will be Anticipated Agenda Items for October 22.

The following items will be on the agenda for the October 22, 2012 Public Board Meeting:

1.	Standing Committee Report - Communications
2.	Presentations: <ul style="list-style-type: none">• High School Bring Your Own Technology (BYOT) - Joe McFarland, Dale Reimann, Al Harding• Broadcaster Presentation - Kim Brown, Caroline Briselli, Olivia Morgan
3.	Students of the Month
4.	Approval of October 8, 2012 School Board Minutes
5.	Authorization to Proceed with Issuance of Series A of 2012 Bonds
6.	Approval of Comprehensive Planning Committees
7.	Approval of Thirty-day Review of Policies
8.	Requests for the Use of Facilities
9.	Personnel
10.	Staff Development
11.	Board Operating Guidelines - Discussion

UNFINISHED BUSINESS

3.01 Unfinished Business

None.

CONSENT AGENDA ITEMS

4.01 Approval of Consent Agenda Items

Adoption of items of routine nature and those that normally do not require public deliberations on the part of the Governing Board. A Board Member may pull items which will then be discussed and voted on separately.

4.02	Approval of September 24, 2012 School Board Minutes
4.03	Approval of Kids for Equality Club Student Activity Account
4.04	Approval of Thirty-Day Review of Policies: <ul style="list-style-type: none">• 103 - Nondiscrimination in School and Classroom Practices• 216 - Student Records• 216.1 - Supplemental Discipline Records• 903 - Public Participation in Board Meetings
4.05	Requests for the Use of School Facilities

Mrs. Sheffey: We are now to the Consent Agenda. Are there any items on the Consent Agenda that Board members would like to remove for separate discussion or vote? Alright then, may I have motion to approve the Consent Agenda items 4.02 through 4.05?

Mrs. Sheehan: So moved.

Mrs. Sheffey: By Mrs. Sheehan. Is there a second?

Mr. Morelli: Second.

Mrs. Sheffey: By Mr. Morelli. Is there any discussion?

Mr. Morelli: Just a quick question, the Kids for Equity is the new club that was created from the GAS club?

Mrs. Sheffey: I believe so, but I'll let Dr. Kepler confirm that?

Dr. Kepler: Thank you Madam President, yes that is – the GSA is the precursor to this club and the approval tonight is solely that they want to start having a financial account among the student activity accounts.

Mr. Morelli: And my question was, did the GSA have an account or are they just transferring the funds into this new account?

Dr. Kepler: No, my understanding is that they are going to begin having a balance in an account at its inception.

Mr. Morelli: Okay thank you.

Mrs. Sheffey: Okay. Any other discussion? Alright then Mr. Rineer, this is a roll call vote.

Roll Call Vote:

Barrett – Absent
Cronin – Yes
Donahue – Yes

Gräb – Yes
Hancock – Yes
Morelli – Yes

Parrish – Yes
Sheehan – Yes
Sheffey - Yes

8 Yes, 1 Absent

MOTION CARRIED

4.02 Approval of September 24, 2012 School Board Meeting and Work Session Minutes

4.03 Approval of Kids for Equality Club Student Activity Account

The Administration recommended the Board of School Directors approve the formation of a Student Activity Account for the Kids for Equality Club at Hershey High School.

4.04 Approval of Thirty-Day Review of Policies: 103-Nondiscrimination in School and Classroom Practices; 216-Student Records; 216.1-Supplemental Discipline Records; 903-Public Participation in Board Meetings

The Administration recommended the approval of a Thirty-Day Review of the following policies of the Derry Township School District Policy Manual:

- 103 - Nondiscrimination in School and Classroom Practices
- 216 - Student Records
- 216.1 - Supplemental Discipline Records
- 903 - Public Participation in Board Meetings

The policies will be on display in the following locations: Hershey Public Library, Derry Township Tax Office, Derry Township Municipal Office, Hershey High School Library, and the District Office.

4.05 Requests for the Use of School Facilities

The Administration recommended the approval of the following Requests for the Use of School Facilities:

<i>Group:</i>	Senior Men's Basketball
<i>Date/Time:</i>	Tuesday and Thursday October 4, 2012 through October 4, 2013 5:30 p.m. - 7:30 p.m.
<i>Requested Facility:</i>	Primary Elementary School Gym
<i>Event:</i>	Senior Men's Basketball Games
<i>Fee:</i>	None
<i>Group:</i>	Hershey Youth Basketball
<i>Date/Time:</i>	October 2, 16, 2012 November 6, 13, 2012 December 4, 2012 January 8, 2013 February 5, 2013 March 4, 2013 7:00 p.m. - 9:00 p.m.
	November 10, 2012 8:00 a.m. - 1:00 p.m.
<i>Requested Facility:</i>	Middle School LGI
<i>Event:</i>	Board Meetings and Equipment Pickup (November 10, 2012)
<i>Fee:</i>	As per Lease Agreement
<i>Group:</i>	Hershey Youth Basketball
<i>Requested Facility:</i>	ECC Gym Monday through Thursday November 19, 2012 through March 1, 2013 6:00 p.m. - 9:00 p.m.
<i>Date/Time:</i>	Saturday December 1, 2012 through February 23, 2013 9:00 a.m. - 6:00 p.m.
	Sunday December 2, 2012 through February 24, 2013 1:00 p.m. - 6:00 p.m.

<i>Requested Facility Date/Time:</i>	<p>Primary Elementary Gym Monday, Wednesday, Friday November 27, 2012 through March 1, 2013 6:00 p.m. - 9:00 p.m.</p> <p>Saturday December 1, 2012 through March 2, 2013 Noon - 6:00 p.m.</p> <p>Sunday December 2, 2012 through February 24, 2013 1:00 p.m. - 7:00 p.m.</p>
<i>Requested Facility Date/Time:</i>	<p>Middle School Gym Monday through Friday November 27, 2012 through March 1, 2013 6:00 p.m. - 9:00 p.m.</p> <p>Saturday December 1, 2012 through March 2, 2013 8:00 a.m. - 6:00 p.m.</p> <p>Sunday December 2, 2012 through February 24, 2013 1:00 p.m. - 7:00 p.m.</p>
<i>Requested Facility Date/Time:</i>	<p>High School Gym Sunday December 2, 2012 through February 24, 2013 1:00 p.m. - 7:00 p.m.</p>
<i>Event:</i>	Hershey Youth Basketball Practices and/or Games
<i>Fee:</i>	As per Lease Agreement
<i>Group:</i>	Federated Women's Club of Hershey
<i>Date/Time:</i>	<p>February 17, 2013 7:30 a.m. - 3:30 p.m.</p> <p>February 24, 2013 (Snow Date) 7:30 a.m. - 3:30 p.m.</p>
<i>Requested Facility:</i>	High School Cafeteria
<i>Event:</i>	Pork & Sauerkraut Dinner
<i>Fee:</i>	As per Lease Agreement

NEW BUSINESS

5.01 Approval of Performance Based Energy Savings Agreement - McClure Company

The Administration recommended the Board enter into an agreement with McClure Company for the Hershey Middle School Performance Based Energy Savings project that includes replacement of HVAC equipment, as well as various energy conservation measures. As per Act 39 guidelines, the project will maintain a return on investment that is to cover the costs of the project over time.

Mr. Morelli moved the Board approve the Performance Based Energy Savings Agreement and was seconded by Mr. Hancock.

Mr. Morelli: Just, you know, one final thank you. This project was a culmination of a lot of hard work with some knowledgeable folks in the process on the General Services Committee, specifically, our citizen advisors and I wanted to thank them again. I believe one of them, Brian Shiflett, is in the audience, Jay Franklin also did a lot of heavy lifting together with Ed and the Administration and I really appreciate it. Thank you.

Mrs. Sheffey: Any other comments?

Mr. Gräb: I was just going to echo Mr. Morelli's comments. Thanks.

Mrs. Sheffey: Excellent. Anybody else? Alright then Mr. Rineer, it's a roll call vote.

Roll Call Vote:

Barrett – Absent	Gräb – Yes	Parrish – Yes
Cronin – Yes	Hancock – Yes	Sheehan – Yes
Donahue – Yes	Morelli – Yes	Sheffey - Yes

8 Yes, 1 Absent

MOTION CARRIED

5.02 Approval to Authorize SchraederGroup to Solicit Bids - Middle School Phase II

The Administration recommended the Board authorize SchraderGroup Architects to proceed with the bid process for Hershey Middle School Phase II.

Mr. Gräb moved the Board authorize SchraederGroup to solicit bids and was seconded by Dr. Cronin.

Roll Call Vote:

Barrett – Absent
Cronin – Yes
Donahue – Yes

Gräb – Yes
Hancock – Yes
Morelli – Yes

Parrish – Yes
Sheehan – Yes
Sheffey - Yes

8 Yes, 1 Absent

MOTION CARRIED

5.03 Personnel – Resignations

The Administration recommended the approval of the following resignations:

Classified:
Akright, Susan Special Education Aide Elementary School Reason: Personal Effective: 10/05/2012 (retroactive)
Bachmann, Stephen Bus Driver District-wide Reason: Personal Effective: 09/28/2012 (retroactive)
Blauch, Desiree Recess/Cafeteria Aide Elementary School Reason: Personal Effective: 09/27/2012 (retroactive)
Solovey, Kelly Recess/Cafeteria Aide Elementary School Reason: Personal Effective: 11/02/2012

Dr. Parrish moved the Board approve the resignations and was seconded by Mr. Gräb.

Roll Call Vote:

Barrett – Absent
Cronin – Yes
Donahue – Yes

Gräb – Yes
Hancock – Yes
Morelli – Yes

Parrish – Yes
Sheehan – Yes
Sheffey - Yes

8 Yes, 1 Absent

MOTION CARRIED

5.02 Personnel – General

1.	The Administration recommended the approval of the following appointments:
	Classified:
	Bachmann, Stephen * Substitute Bus Driver District-wide Salary: \$15.45 per hour Effective: 09/28/2012 (retroactive)
	Robbins, Belva Michelle * General Food Service Worker Elementary School Revision: Level A: 3.0 hours per day Effective: 09/11/2012 (retroactive)
	Solovey, Kelly * Substitute Recess/Cafeteria Aide Elementary School Salary: \$10.40 per hour Effective: 11/02/2012
2.	The Administration recommended the approval of the following requests in accordance with District Policy 535:
	Rosenblatt, Linda Special Education Aide Middle School Paid/Unpaid Family Medical Leave Effective: 11/09/2012 through 12/21/2012
	Spandra, Joan General Food Service Worker Middle School Paid/Unpaid Family Medical Leave Effective: 08/27/2012 through 11/05/2012 (retroactive)

3.	The Administration recommended the approval of the following additions to the 2012-2013 Substitute Teacher List:
	Camberg, Dana B.S. in Elementary Education from Slippery Rock University of Pennsylvania with Certification in Mid-Level Mathematics
	Hayes, Ashley B.S. in Elementary Education from The Pennsylvania State University
	Snyder, Joelle B.S. in Elementary Education and Special Education from Lebanon Valley College
	Taliani, Anthony M.A. in English and Communications Education from University of Pittsburgh with Certification in Secondary Social Studies
4.	The Administration recommended the approval of the following additions to the 2012-2013 Guest Teacher List:
	Altland, Kayla Cohen, Malia Dickerson, Lauren Gipe, Ashley Hartman, James Hudak, Kathleen Leevan, Mark Lynes, Thomas Nelsen, Emily Simms, Andrew Stalebrink, Meghan Watson, Shannon Yingst, Kayla
*	This individual is currently an employee and/or volunteer. Clearances are on file.

Dr. Donahue moved the Board approve the personnel recommendations and was seconded by Mr. Morelli.

Roll Call Vote:

Barrett – Absent
Cronin – Yes
Donahue – Yes

Gräb – Yes
Hancock – Yes
Morelli – Yes

Parrish – Yes
Sheehan – Yes
Sheffey - Yes

8 Yes, 1 Absent

MOTION CARRIED

DELEGATES REPORTS

6.01 Harrisburg Area Community College Report

Dr. Cronin: I do not have a report this evening.

6.02 Capital Area Intermediate Unit Report

Mrs. Sheffey: I do have an IU report. The IU met September 27. We accepted the resignation of our Director of Business and Operations. He will be taking a job with the Carlisle Area Schools. The Board decided to not fill the position. The responsibilities will be divided and assigned to three other positions. Each of those positions will get a small salary increase, however, the overall savings to the IU will be \$50,000 on an annual basis - \$30,000 for the current school year.

We also had an update from our Building and Grounds Committee. We need to replace the HVAC system at our main office building. The Committee is recommending a full building renovation which will cost slightly more up front, but in the end we'll save money, because it will be less expensive to operate.

The Committee is also reviewing our Lemoyne office lease. Several years ago, the IU was growing, there were a lot of state grants and the IU managed the grants on behalf of the state so they were growing and we had to lease office space, but in the last few years, the opposite has been happening. They've been cutting back on staff. There's room at the central office, so we're looking into – the Committee is looking to see if there's sufficient space in our central office, and if there is, will we be able to sublet the office space that they currently have in Lemoyne, and they'll be getting back to the full Board shortly.

We also had a very informative overview of the total CAIU budget and its funding sources. The IU's budget is very different from a school district's budget. It's overwhelming at times and very complicated. It's a total of over \$75 million dollars and it's comprised of over 60 separate budgets. We, as a School District, contribute to their general operating budget, which is only \$5 million dollars and so that's all we as a District see and we think it's small, but it's actually much larger. As I said earlier, a lot of what they do is they manage programs on behalf of the state and federal government, so Title 1 and IDEA, but they also have a number of enterprise funds that we as a District participate in: the CAOLA is part of that, CASA is part of that. They offer a lot of technology services that we use – our WAN service and there are some other things and then they also do special education services that we utilize. I've served on that Board before, but it was still really informative for me and I'd be happy to share that

presentation with the full Board if you're interested. It would take about 5 to 10 minutes, so if you're interested, shoot me an e-mail and if there's sufficient interest, I'll ask Dr. Faidley to put it on the agenda. I know what you're going to say and I will get to that.

Then we were notified that the IU will be hosting the October 24 Infraguard Safe Schools Statewide Video Conference for the mid-state region. For those of you who are not aware of Infraguard, which I wasn't, I'm going to make sure I get it right: it's an association of businesses, academic institutions, state and local law enforcement agencies, and other participants that are dedicated to improving the security and integrity of the nation's critical infrastructures with guidance from the FBI.

The conference will include presentations from the FBI and the Pennsylvania Governor's Office, the Pennsylvania Department of the Auditor General and the Attorney General and also the State Police. So it's going to be an extremely informative program, and I believe that we are registered to participate. Is that correct? They told me we were. I'll find out later.

Dr. Kepler: We can find that out for you.

Dr. Faidley: We'll find out.

Mrs. Sheffey: And if we're not, I would highly recommend that we get somebody there.

And then finally we approved the 2012-2013 goals for our Executive Director. She has three goals and they are to increase the awareness of the Capital Area Intermediate Unit services, to review and analyze funding methods for the IU, and finally to coordinate the development of the 2014-2015 comprehensive plan. Part of this is what Dr. Faidley was going to say – it's part of the first goal, Dr. Gales our Executive Director is going to be giving program presentations at local school boards and she has asked to present at one of our Board meetings sometime between now and February. So we're going to pick a good time and I can give that brief overview so we can limit her presentation or we can let her do a budget presentation.

Then as a final note, this was not part of the IU meeting, but at our last work session I had said I would ask my colleagues in the IU how many of them have an athletic or student activities committee at the end of our meeting, which I did and most of the districts did have an athletic committee. They all said, and I just want to say this is just to share information with you. I don't want to have a discussion about whether or not we should have an athletic committee. We can do that at our October 22 meeting. But the majority of the districts do have an athletic committee and most instances, the committee did not meet on a regular basis. It was really one to two times a year on an as-needed basis. The functions varied by district, but the majority again of the districts used it to finalize their athletic or extracurricular activities budgets and then make a recommendation to the full Board and a popular issue being discussed is pay to play. So that's been happening at many districts. One district did meet regularly. They met quarterly and one of the responsibilities of that committee was to review and approve

the Administration's recommendation for coaches. They were the only ones who did that.

Dr. Parrish: Ellen, was it just athletics or was it activities for most of these. How did you ask the question?

Mrs. Sheffey: Most of them, it was athletics. I did ask athletics and student activities – most is just athletics. One comment stuck in my mind, one member said that that was the smartest thing they ever did was to have an athletics committee, because he had a pun that – I can't remember it, but Hank you would have – basically, once these issues bubble up, if you don't handle them quickly, they have a tendency to explode. He made something about a ballpark, which you probably would have –

Dr. Donahue: [Not audible]

Mrs. Sheffey: But you would have made it. So they really said that this was a good opportunity to nip it in the bud when you have potentially controversial issues and they highly recommended we have one. And that concludes my report, oh, yes?

Mr. Hancock: Ellen, quick question – how many districts are members of the IU?

Mrs. Sheffey: There are 25 districts included, but only 22 have a seat on the IU, so it's a large representation.

Mr. Hancock: Alright thank you.

Mrs. Sheffey: Any other questions or comments?

SPECIAL REPORTS

7.01 Board Members' Report

Mrs. Sheffey: Are there any Board member reports?

Mrs. Sheehan: I have a quick one. I just wanted to thank the Administration for being proactive by putting the digital files on the website. I think this support the goal for increased transparency and I appreciate it, so I just wanted to say thank you.

Mrs. Sheffey: Okay. Any other Board Member reports? Mr. Morelli?

Mr. Morelli: Real quickly – anybody that knows me knows I'd rather spend Friday nights at a football game or a basketball game or any other sporting event in the District than anywhere else. My wife invites me to dinner, I say, "Sure. As long as we can be out by 7, because that's when the games start." And I'm sorry I work in Harrisburg, because if I didn't, I could probably get to a lot more of the after school type events. However, I

wanted to thank or give some attention to two groups of kids that I think do a remarkable job: those being our band and our cheerleaders. The band director and the band is much a part of any of our events as the athletes on the field. They are athletes on the field if you ever see them executing at half time or before the game. Our cheerleaders are absolutely athletes and are absolutely part of the overall experience. I mean, they, along with the band, go through the same heat of summer when they're practicing and sit out in the rain, and the cold, and their back in the gym in the winter and the heat. So I just wanted to thank both of those groups of students and the band director along with the two young ladies that are the cheerleading coaches. They do a great job. Thank you.

Mrs. Sheffey: Thank you Mr. Morelli. Anybody else?

7.02 Superintendent's Report

Dr. Faidley: Thank you Madam President. I want to use the Superintendent's Report this evening to make several announcements. The first being that I wanted to share with you that credit to Lisa Miller for using our inservice day to train the entire student services staff on mandatory reporting, which is Act 126 of 2012. We are beginning the process of making sure that every single employee hears the message, obviously, there was a situation in our state that really reinforced the necessity to have everyone trained and we've begun that process starting with our student services staff, so I thank Lisa for initiating that.

We are also working in collaboration with the Township on a walkability audit and that is in October and Lisa is also spearheading that initiative and working with the Township and creating safe routes to school and having an audit of our District and Township.

I want to make a couple of comments – as you know I spend my time in the buildings and in each one of the buildings, I have a student-focused lunch group. I recently had an opportunity to meet with 10 individuals in the high school, and the focus of the lunch conversation had to do with student safety and how our students felt at the school campus. We use that opportunity to share some of the changes that are going on with the school gate guardian that will be implemented. The overwhelming response was number one, our students felt safe. Number 2, they supported any additional measures that we could use to restrict access of those that might cause danger, but probably the most productive part of the meeting is getting to know each one of the kids and trying to recognize them after I have lunch with them at various events. I had the opportunity to walk into a local restaurant and behind the counter, because I like ice cream sometimes at Phillip Arthur's, I'm in my casual shorts and T-shirt and the young lady behind the counter says, "I know you from somewhere." And I said, "Yeah, I am the Superintendent of Derry Township School District." She goes, "That's it!"

The second is at the football game this past Friday night. I always make a habit of arriving early so that I can see – at the home contest – I can see the band perform prior

to the game starting. As the students were warming up, I had two of them grab me by the arm and one of the two was a student I had invited to the student focus group and she said, "I'm still sending you my ideas. Don't forget." And I said, "Any time. Send me your e-mail and we'll do our best to make it happen."

And the other one was a thank you for the attendance and showing up and not just myself, but I've seen multiple Board members and multiple Administrators at a lot of different functions in the District, and I think that's part of the family that we are beginning to create, which leads me to my next report. You received as a Board members an invitation from all of our Administrative staff to attend our October 19 first Annual Homecoming Tailgate at the Hershey Park Stadium. We have invited, with our new Administrator at the middle school taking the lead on this, Dr. Winslow has invited all the staff from all of the buildings with the Board and Administration to attend this tailgate and it will be a social function, non-threatening, I promise, but it's for the Board and the staff to have an opportunity to have social time outside the context of our daily business so that they can see us in a different realm and we can support the District.

Finally, Mr. Morelli made some comments about all of the wonderful things going on in the District from athletics to extracurriculars, but one of the things I think that makes us unique is the production of the play that is undertaken by staff and, although they could not be here tonight to present to you, they asked for some time with you to share a short footage and encourage you to attend their performance on October 12 and October 13 at 7:00 p.m. in the Hershey High School Theater and the presentation this year is Aladdin and it stands to be another great performance by our staff, something that I have on my calendar and won't miss, but please enjoy the very short presentation from the HEA.

Madam President, that concludes my report.

Mrs. Sheffey: Are there any comments or questions? Excellent. Thank you Dr. Faidley.

7.03 Board President's Report

Mrs. Sheffey: I just wanted to announce. I can't find my handout so I'm going to look at my phone, PSBA is having lunch time free video conferences on the critical issue of key issues in PSERS, so I'm going to be sharing this with you, Mr. Gräb and see if there's any interest on the Finance Committee. There are three of them. The first one is Friday, October 26 and it's talking about the global and state level retirement challenges just overall and then Friday, November 16, GASB Financial Reporting for Pensions and What We Need to Know. And then finally Thursday, December 13, PSERS Funding and Reform, How Changes Will Impact our Individual Districts. So, actually, I think I'll send this out to everybody, because even if you're not on the Finance Committee, you might be interested and it is free to our District, because we are a member of PSBA. So that was my only comment.

RECOGNITION OF CITIZENS (Non-Agenda Items)

8.01 Recognition of Citizens (Agenda and Non-Agenda Items)

Mrs. Sheffey: This is now an opportunity for residents and taxpayers to address the Board on matters related to agenda items or matters of District governance, not on the formal agenda. Those who speak are asked to come to the microphone, state your name and address for the record. In an effort to keep the meeting on schedule and out of respect for others who wish to speak, please keep comments to no more than three minutes. This portion of the agenda is attended primarily for those who wish to provide input. Inquiries may be directed to the Board and they will be answered to the extent possible. Speakers with questions needing follow up outside of the Board meeting are asked to fill out a contact card, which can be found at the podium. Completed cards may be turned into members of the Administration to facilitate a reply.

Are there any citizens who would like to speak at this time? Please come forward and state your name and address.

None.

9.01 Adjournment

Mrs. Sheffey: The next public School Board meeting will be held Monday, October 22, 2012 starting at 7:00 p.m. in the District Office.

Dr. Cronin moved to adjourn, with a second by Dr. Parrish and, approved by unanimous voice vote by all members.

The meeting was adjourned at 8:37 p.m.

Respectfully submitted,

Stephen E. Rineer
Secretary to the Board
Approved at the October 22, 2012 meeting

Mrs. Ellen Sheffey
President of the Board

LDM