

**NO: VII**  
**Minutes of the**  
**Board of School Directors**  
**DERRY TOWNSHIP SCHOOL DISTRICT**  
**Hershey, PA 17033**

**October 24, 2011**

**OPENING ITEMS**

**1.01 Call to Order**

A meeting of the Board of School Directors, Derry Township School District was held on Monday, October 24, 2011, in the High School LGI room. Dr. Henry Donahue, Board President, called the meeting to order at 7:03 p.m.

**1.02 Roll Call**

**Directors Present:** Mrs. Beulah Chabal  
Dr. Donna Cronin  
Dr. Henry Donahue  
Mr. John Gräb  
Dr. Mary Beth Hagan  
Mr. Christopher Morelli  
Dr. William Parrish  
Mrs. Ellen Sheffey (Late Arrival)  
Mr. Charles Stover

**Superintendent:** Dr. Richard Faidley

**Secretary:** Mr. Stephen Rineer

**Solicitor:** Mr. Brian Jackson (Not Present)

**Student Representative:** Mr. Zachary Cole  
Mr. Stephen Haverstick

**Press:** Mr. Mark Shade                      PATRIOT-NEWS  
Mr. Drew Weidman                      THE SUN

**Representatives of the Administrative Staff:** Mr. Dan Tredinnick, Mr. Joseph McFarland, Dr. Bernie Kepler, Mr. Mike Murphy, Mr. Ed Consalo, Ms. Lisa M. Sviben Miller, Dr. Sue King, Ms. Jackie Castleman, and Ms. Joy MacKenzie.

**Representatives of the Staff and Community:** John Freeman, Bruce Hancock, Heidi Eby, Brian Shiflett, Ruth E. Still, Ann Marie Schupper, Cristina Oliva, Maryellen Sheehan, Renee Owens, Art Titzel, Traci Landry, Mark Painter.

Dr. Donahue: Mrs. Sheffey is here. She's on the way.

### **1.03 Flag Salute**

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

## **APPROVAL OF MINUTES**

### **2.01 Approval of October 10, 2011 School Board Meeting Minutes**

A motion was made by Mrs. Chabal and seconded by Dr. Hagan to approve the minutes of the October 10, 2011 School Board meeting. All Board members present signified by a Yes vote.

## **MOTION CARRIED**

Dr. Donahue: The minutes note that Mrs. Sheffey has arrived.

Mr. Rineer: Got it.

## **INFORMATION AND PROPOSALS**

### **3.01 Announcement of Executive Session**

Dr. Donahue: I'd like to announce the Board met in Executive Session prior to this meeting to discuss labor relations and arbitrations, attorney consultations and matters that must be conducted in private to protect lawful privilege or confidentiality.

### **3.02 Recognition of Citizens (Agenda Items)**

Brian Shiflett: This is regards to 5.07 – Approval of Emergency Make Up Days. The recommendation in the agenda doesn't have a pecking order for the days. I would personally support a system where you would pick January 2, February 20, followed by June 6, June 7, and the 5<sup>th</sup> day being April 5, and then the 6<sup>th</sup> day to go back to June 8 and beyond. I think that preserves the spirit of the Board's original decision to approve the current calendar and also balances the need for

PSSA readiness with respect for families' needs to make travel arrangements well in advance for that period. Thank you.

Dr. Donahue: Thank you. We can consider that.

Dr. Cronin: Do we have an order? Is there an order or is that intended to be the order?

Dr. Faidley: I think when we get to that agenda item, Mr. President, I can clarify the agenda item. I think there's some confusion there, and I will clarify.

Dr. Donahue: Excellent. Thank you. Any other comments?

### **3.03 Student Representatives' Report**

Mr. Cole/Mr. Haverstick: Thank you Mr. President. I'd like to start of this evening with a small anecdote from two weeks ago. I was backstage here in the auditorium and I was setting up a microphone and I was met very unexpectedly by two convincing pirates. Fortunately or unfortunately those pirates happened to be Dr. Kepler and Mr. McFarland. Just for the record, I will deny any alleged requests by them not to share this this evening. They, of course, were there participating with a number of staff members in the HEA play. I'd just like to say as a representative of the students that the students do genuinely appreciate the teachers and staff members' participation in this play just because it does directly benefit them. I was at Friday's performance and I can say it went wonderfully. There were a lot of people there so that was great.

In other news this week, National Honor Society is up and running once again. The induction ceremony for the new members will be held later this month. I just want to highlight this National Honor Society's chapter. Their service project which is a tutoring program which is run by the students here in the high school and they offer tutoring services to all students here in the high school, and I can say that both the tutor and the students not only enjoy, but greatly benefit from this process so it's going very well so far. We're looking for a great year ahead of us.

As far as future events, students across the District are looking to continue their involvement in shaping the future of education here in Derry Township by participating in the upcoming review and discussion forum that will be held on November 9. The event will follow up the themes identified from the opening day session in which students from all levels were in attendance back in August. Those students that watched the Race to Nowhere documentary and participated in the following discussion were sent a compilation of the common themes identified by the groups and the students' reaction to this is genuinely very positive. Many are pleased and impressed that the Administration took the time

to compile this and truly cared for the students' voice in the matter. Students from all three schools are eager to give their input at the forum on November 9.

Also 10 students are gearing up for the 13<sup>th</sup> annual Hearts for Ecuador mission trip this November. The students will serve as translators to accompany the Penn State Hershey medical team as they perform heart surgeries on the native children in Ecuador that could otherwise not afford such a procedure. Despite some obvious anxiety given their task, these students are thrilled to engage the world with the knowledge they have attained here in Hershey. It has also been a great pleasure to see fellow peers rallying around these students as fundraising has been strong for the past two weeks. This is really truly something that we should all celebrate and take pride in as one of Derry Township's goals is to broaden global perspective and foster global citizens. That's something that's going on right now with those students.

This concludes our report.

Dr. Donahue: Thank you Mr. Haverstick. Mr. Cole, could you comment who gave the better performance of the teachers in the play?

Mr. Cole: I'll decline comment on that.

Dr. Faidley: I will add that Dr. Kepler played the part of Noodler and Mr. McFarland was Jukes. They both did a fine job. We went on Saturday evening.

Dr. Donahue: Excellent.

Dr. Faidley: They need to keep their daytime jobs though.

### **3.04 Standing Committee Report**

Dr. Donahue: Today the General Services Standing Committee met. Mr. Gräb, do you have a report?

Mr. Gräb: Thank you Mr. President. I do. We had three presentations this afternoon. Dr. King gave us a presentation of the improvements we've made at the middle school under Phase 1. They included the new entry which is on the south side of the building facing the parking area. A need was to increase the size of the cafeteria which necessitated the taking of several classrooms. I will make the point that in the pictures she shared with us, there is some nice natural lighting that comes into the cafeteria now; very similar to what you find at the Early Childhood Center. At the old middle school cafeteria it was kind of dark and dungeon like so this adds some new light.

There's a new centrally located library. In the past, people had to walk half a mile to get to the library and then walk a half a mile back to their classroom, and if they had 45 minutes library time, it took them 10 to get there and 10 to get back so they had 25 minutes. The new centrally located library certainly facilitates the learning process that goes on.

Right next to the centrally located library are two levels of computer labs – one on the second floor and one on the first floor.

The old library was converted into a new pod area.

After sharing the good things that we've done to modify the middle school, Dr. King was kind enough to share with us some new things that might be needed in the future. Based on enrollment projections coming down the road, the number of students in the middle school was projected to exceed approximately 900. Right now the building has the capacity of 800. We are educating approximately 837 students in that 800 capacity building, but knocking on the door coming down the road are additional rooms that will be needed. She shared with us the impact of what the additional students would have on the middle school without some of these additional classrooms. Right now the middle school is set up in a team concept and each team has approximately 100 students in it. Each team is centrally located in a pod area. Based on the fact that the numbers she used were if there are 300 students in a grade there might be 100 in a team, 25 in each of the core subject areas, which is right now adequately represented in the classrooms. If that would jump to 360 students in the grade level, there would be 120 in each team area or 30 students in each classroom. As Mr. Consalo was kind enough to share with us later on, all of the classrooms in the middle school, which at one time was the high school were not adequately built to sustain 30 students. So the problem may exist coming down the road. We may have to add some rooms on to that middle school.

Mr. Consalo then came along and gave us some ideas of what's going to happen at the middle school whether or not we do any additional classrooms. The boilers and chillers were installed when the building was built in 1961 which makes them close to approximately 50 years old. They have been rebuilt, repaired, rehabilitated, but they are starting to get past their age of usefulness. The roof needs to be replaced. He has been putting in the capital budget an "x" number of dollars per year to reach that amount, so there are two new things that are going to have to come down the road whether or not we do the addition or not. The number he gave to us was somewhere about 4 to 4 ½ million dollars to alleviate some of those problems.

The Director of Technology then gave us a presentation on the communications in the middle school. In 1997 when it was retro-fitted at that time state of the art technology was placed in it. In 1997 the concept of wireless was very very slow. At this point and time it seems to be speeding up and there are very few hard

wire computers in the building in retrospect to wireless computers. Right now there are approximately 55 switches which would require approximately \$50,000 to replace. They could easily be replaced by 7 switches which would cost \$10,000, I think he said, and to rewire the building would cost somewhere between \$20,000 and \$25,000. Rather than spending \$50,000, we could spend somewhere between \$30,000 and \$35,000 to rectify those problems.

We are preparing for having additions done to the middle school to meet those enrollment projections by the year 2014, which gives us approximately 2 ½ years to get plans together, make designs available, find funding, etc. etc.

That ends my report. If anyone else that was at the meeting would like to add anything, you certainly may.

Dr. Donahue: Would anybody like to add anything or have any questions for John?

Mr. Morelli: John or for the Committee, I had a question. Phase 2 – during Phase 1 we did a lot of work. We designed plans. How much of that work will have to be redone if we don't revisit this within a year or two?

Mr. Gräb: I'm going to call on my right hand man if you don't mind. Mr. Consalo, could you possibly answer that question?

Mr. Consalo: Can you repeat that please?

Mr. Morelli: We had drawings – for Phase 2, I think we had plans and drawings. I'm not sure at what level, but there was, obviously engineering work done and plan work done with the last project – the Phase 1 project. Is that just sitting on the shelf waiting to be implemented or will some of that have to be redone again?

Mr. Consalo: No. The parts that are already done; they are ready to go. We had the basic floor plan – what we feel we were going to do. That might have to be tweaked a little bit, but the work has been done prior to that for Phase 2 could be carried on through – yes.

Mr. Morelli: So we had plans for, you know, putting in a couple of these towers, if you will, behind the school for the amount of rooms that we'll need or space we'll need. Those plans – are they ready to be used to go out to bid at some point?

Mr. Consalo: We're not that far. We didn't do any engineering part to it or structural. We just did the footprint and the basic layout. We still use those too. The only thing we've done is just the basic layout – the footprint of it. We didn't do any engineering, any structural part of it yet. We went so far and stopped, because we didn't go any further and spend money we didn't need. We did the

floor plan, because this way we know what we're doing to tie in together. That's the reason we did the floor plan ahead of time.

Mr. Morelli: Thanks Ed.

Mr. Gräb: Thanks Ed.

Dr. Donahue: Any other questions for John? Thanks John.

### **3.05 Instructional Technology Update – Presentation**

Dr. Donahue: The next item on the agenda is the instructional technology update discussing the 21<sup>st</sup> century learning environment that will be presented by Mr. McFarland.

Mr. McFarland: Yes, thank you Dr. Donahue and thank you to the Board for this opportunity to share with you how through two pilot initiatives, the Derry Township School District is creating a 21<sup>st</sup> century learning environment for our students.

The picture you see there, prior, I don't think any of us attended school quite like that, but something similar. The slide that you're seeing now is a 21<sup>st</sup> century learning environment and we're excited to be able to share with you this evening and are pleased to have several of our students and teachers to share their experiences of how digital resources are changing and transforming the face of education.

The Derry Township technology vision is to seize the potential of digital resources to transform the teaching and learning to prepare students for success in the 21<sup>st</sup> century. In today's world, students need to be able to build off of a solid foundation of skills, concepts, and knowledge to be able to develop a fluency for creativity, problem solving, collaboration, and critical thinking. They also need to be wise and discerning consumers of media and information. Tonight's presentation will give you a glimpse of how we are moving in this direction to prepare students for success.

Last spring you gave us permission to embark on two pilot learning experiences – the high school digital flexbook grant and the 8<sup>th</sup> grade one to one pilot. Both pilots have a very different focus and scope for use of the digital resources and tonight we're going to share with you just how these resources and opportunities truly are transforming the way we teach and we learn.

First, Mrs. Ruth Still will share with you more about the use of the digital flexbooks that are currently in use in her high school physics classes.

Mrs. Still: Good evening. John Walizer who teaches geometry, he has a course that's part of this as well and currently it's through the Capital Area Intermediate Unit. We're working closely with six other school districts in the Unit. We created over the summer our moodle, which is our flexbook, which is our digital resource. They kind of changed the title of the pilot. What you find there is the flexbook that we created from CK12, which is a textbook type of company where we created and tweaked and personalized the units – exactly what we want. We can mix and match from different textbooks, put our own personal video clips in, simulations, links out to special things and we spend a lot of hours doing that. We have also implemented that there are in class digital assignments as well as labs, simulations, homework assignments, but that is there textbook. They don't take – they have a physical textbook that they use for a resource that was approved by the Board, but this is what we are using. I'm using it in all my college prep psychics classes and it's been really interesting how they're able to use it. It's really changed how I teach my class.

As you can see in the next few slides that I am able to flip my classroom, which means that they are able to go the night before, look at videos of me talking about what notes they would have taken in class and then the next day we actually can implement and take it to a higher order application versus taking the time of all the knowledge information I have to present and they get sent home to apply it without me there. They've been having a lot of fun with it. They are a little stressed every now and then, because it's something totally different than what they've had. I'm hoping as the year goes on that I can come back, if you would let me, to share their perspective and bring the kids and share perspective, but I also want to open it up to you and come to visit my class at any time.

It's been very fun. We're looking at doing some applications of stem education – taking momentum and motion and how do Derry Township cops use it to investigate accidents. We're going to have an investigator come in and share what calculations they use so they see the equations we use they use out in the real world and they're going to create some things. It's very interesting and fun, but it's taking it to a totally different level than what I started teaching years and years ago. We're not going to talk how long, but I'm going to pass it on. That's what's happening at the high school, like I said, John Walizer and myself are both doing it. We all have classroom sets of computers. They don't get to take them home, but they do have the technology even out of the classroom that they have to use, but I'm going to pass it on to Renee Owens who is at the middle school.

Mrs. Owens: Thank you for letting me come this evening and share a little bit about what's happening in our middle school, in particular, and in our classrooms.

Many schools, when they embark on this 21<sup>st</sup> century journey, rarely spend the time on automation and efficiency and effective use – basic use. I am very proud



to work in a District that focuses on the transformation. I could spend a lot of time talking about how it's transformed my teaching of 20 something years as well. I could talk about Ed Noto and how it's increased participation within my classroom and outside my classroom; how a lot of the technology tools have opened the walls and extended the day of teaching in my classroom, but I really want to spend tonight sharing what some of the students are doing and how it's really transformed their learning. How they have taken charge of their learning and what I'd like to do now is introduce Marcus Dubreuil and Zach Probst and they are going to talk to you a little bit about something they've created this year.

Mr. Dubreuil/Mr. Probst: We created the online assignment book, which is basically a place where kids can easily connect to a Google spreadsheet and find out what the assignments were for that day if they miss something like, for example, it's too late and they forgot to write the homework down in the class. They can check the online assignment book to make sure they have everything written down and make sure they take the right items home.

We started the online assignment book when one of my friends was sick for two weeks because of bronchitis. I created an online spreadsheet, which is now the online assignment book and I basically just wrote down the assignments in all the classes that he had on there. My friend came back to school and everything was back to normal and then I realized everyone – every day – someone's asking me at my locker, "What were the assignments today?" "Did we have any math homework?" I'm like, well, yeah. It's just every day. Every day I'm asked do we have math homework, do we have math homework. I let everyone see the online assignment book so that I wouldn't be still asked that question. People still ask me. It's not going to end, but yeah, that's basically my input on that.

We started that just as a spreadsheet. We thought that would kind of be our complete thing, but we had this idea that we started to work on in which a student and a teacher will have different programs that they can use to add in assignments to a list of assignments for the team each day. That student can then access what they need to access and what they need to bring home and everything's just in one universal place. I know a lot of our teachers have independent [not audible] kind of things for their classes, but to have it all in one central location is kind of what we're trying to accomplish.

We're basically going to make two separate programs. We're working on the teacher one right now where our teachers can connect and submit their assignments to a database online which we may be able to create and then the students will be able to either connect to a web environment and look at those assignments or download a separate program and look at it that way too.

Mrs. Owens: I was out last week due to an injury and came back and Marcus came to me and said, "Mrs. Owens, there was this T. Landry person on our Google Doc." That is Tracy Landry, because she was looking at it to see what

they were doing, but I thought that also was a testament to them and the awareness that other people are accessing this and how did they get in, what's going on, and that they were having that conversation I just thought that spoke volumes of their awareness and citizenship for that.

One other thing that I want to share – last year I was able to speak at the Board meeting and I talked a little bit about Google Docs and how that was real time learning – that when my students are on Google Docs – no more of the – they turn in the paper, I take it home, I grade it and then give it back and I don't really have a glimpse into their brain. I have a finished product. With Google Docs, I can see them while they're writing. I can see while they're thinking what's going on. It's real time learning and very individualized, very on the spot feedback.

One other thing I wanted to share tonight is what we're seeing with the technology is, again and I think what Marcus and Zach talked about is really a big change for us. I have to step back. I have to relinquish that control and I have to open my ears, open my heart, open my mind, to what they bring to the table. I used a vokey to just introduce an assignment to my students and when it came time for them to practice a skill related to characterization, one of my students came to me and said, "Why can't I use that vokey that you used to share information?" "Why couldn't I use that to demonstrate my learning?" I said, "I don't know why you can't. That's a great idea." I shared it with my other classes and said, hey, you know someone had suggested this, so I just think we also have to look at the way technology, again, is changing us, but that we have to be open to the way that it's going to change their learning. It's going to change the way they're going to demonstrate their learning and be open to that.

I'm going to introduce Art Titzel and he's going to share some more examples of student work.

Mr. Titzel: I'm really excited to speak to you this evening. What we just saw here, I don't even teach these students, but this is an example of the 4 C's of 21<sup>st</sup> century learning – collaboration, think about what you just heard – collaboration, communication, critical thinking, and what's the fourth C? Citizenship.

Male Voice: I was going to say confusion.

Mr. Titzel: I was thinking that. What better way, this is authentic as well, doing it originally for a student, a friend of theirs who was out who was ill, that's citizenship. This is what technology and the computers allow us to do – take it to that stellar level that we were not able to do before the computers.

I'd like to just talk a little bit about a project that I've been using in my American History classroom – 8<sup>th</sup> grade American History classroom since I've been teaching here at Hershey Middle School for about 10 years. In the spring, before we study the Civil War, we study John Brown. He was the one that went into

Kansas and murdered some people and invaded Harpers Ferry and tried to start a revolution. I have a trial. We put John Brown on trial. The students love to play the part of John Brown, the part of the attorneys. They become witnesses and everybody else is the jury in this simulation. Before, like just 5 years ago when I used this simulation, we learned about making arguments like logos and pathos and ethos. We learned about persuading people. We learned really critical thinking skills, but it was pretty static. When the students spoke, people were taking notes and if the attorneys wanted to challenge something, they had to do it in the evening at home or during study hall.

What the laptops have enabled us to do and has enabled me to do in the last two years – I've been teaching a one to one – every student with a laptop environment for the last several years is every student has a laptop in front of them. As they are going through the simulation, I have the jury, which used to be back there just basically taking notes and then they write about it at the end, they are on Google Docs and they are communicating. They are actually chatting with each other about the arguments. "That's all pathos." "There's no logos." They are using these terms and they are applying it real time. They are learning real time. The attorneys – there could be an attorney questioning a witness up in the stand – if one of the attorneys sitting back has a question, they can chat. You've got the computer there, hey, ask this question and then on the spot they ask that question. An opposing attorney hears an argument that they question, they go online and they do a fact check immediately and then they chat and they send it to their attorneys. It is going – it is high level – it is engaging and every single student is involved. That's what it's about. I could never have done that before every student had a laptop. It's not about the technology it's how we use the technology and I know the teachers at the middle school in 8<sup>th</sup> grade and I'm sure at the high school and all the teachers here; we are learning so much and we are changing the way we're teaching to be much more engaging and bringing higher level skills to all the students.

I'd like to just introduce two of my students Elizabeth Oliva and Maryyam Durrani. They are going to talk a little bit more about how they use Google Docs. Again, let's think about collaboration, citizenship, communication, and critical thinking. Thank you. Here is Elizabeth and Miriam.

Miss Oliva/Miss Durrani: In our presentation today, Miriam and I will cover the benefits of Google Docs. First off, Google Docs is a daily tool we use. I think it's really important because, well me and her can study whenever we need to since we have computers with us all the time. Sorry. Okay. Me and Miriam like to study a lot so we'll be on the same exact document and we'll be writing notes on the thing we're learning about today, but I'll miss something for some reason and then she'll write it, which I think is great because she's way better at note taking than me. Then we have a test the next day and so instead of getting together after school, instead we establish a time and we get together on the document, which I think is a lot easier.

Also talking about how Google Docs helps us – all the students can be on the same document and they can have the same information and everyone can just collaborate and come and chip in on what they want to say about something and no one has to be left out, because they can't meet up at the place that everyone else is meeting up at.

Me and Elizabeth mainly study for American Cultures and we study for science a lot too, because those are the main subjects that have a lot of different notes that we need to study and focus on, so we like to study for American Cultures and science mostly. Also we take notes together on the projector for American Cultures and it's really convenient, because if one person's absent, it's not like you miss all the notes, because the other person can still take all the notes and so you're not missing out on something and you have to come back and have the teacher explain it. You can have the other person explain it, and if you still don't get something, then you can have the teacher explain it to you again.

Personally, Google Docs has been really helpful for both me and Elizabeth because it doesn't just have resources that the teacher gives us, but also we can connect to each other and we can learn what both of us know and we can just learn from each other too.

Mr. Titzel: One more quick think I just want to add. Before, and I think you'll sort of get this, before 5 years ago, 10 years ago, I tried my best to get the students involved learning from each other. It was really really me and the students. Information comes from me to the students. We are beginning the process really of having the students create and learn from each other. That's what this is really all about. Thank you.

Mr. Murphy: Thus far in our presentation you've heard folks talk a lot about the different kinds of activities they are undertaking in their teaching and learning. All of which is meant to reinforce, as you've heard several times through this, the 4 C's. The issues of collaboration, creativity, excuse me, communication, and digital citizenship. Those, by the way, are not just buzz words that we came up with here in the school system. They are sort of universal across, not only public education, but business and industry in our country today. Industry representatives, politicians, policy makers, educators all got together and decided that these are the things that are essential for the classroom of the 21<sup>st</sup> century – that 21<sup>st</sup> century learning that we're talking about. They are critical. They are things that we think are best done through the use of technology to transform teaching and learning and hopefully as you saw tonight with our young people as well as their teachers; we're really doing that on a regular consistent basis here in our school because of the support that you folks have given us.

Dr. King: To wrap it all up, I think that the message is we have to look at the way we use technology in this 21<sup>st</sup> century learning environment that we're not talking

about automating things – just tweaking things, making things more efficient or more cost effective by using technology. We really are talking about transforming what we do, transforming teaching and learning, realizing that the world has drastically changed and we have to change also. Thank you very much for your support thus far and we really do believe we need to keep moving ahead. Thank you.

Mr. McFarland: On behalf of all of us, I do want to thank our students. What you heard tonight is just a snapshot, but when we talk about problem solving and critical thinking and the citizenship piece of it, they've only been using these since school started and already the creativity that is being shown is amazing. For them to be able to get up and publicly speak in front of a full room is admirable, so thank you so much. We do look forward to more opportunities this year to share as it's progressing. This was just early on, but as Mrs. Still said, we'd like to come back more times this year and share with you how it is progressing. We're open to questions.

Dr. Donahue: Thanks Joe. Questions?

Mr. Stover: Do parents have access to the assignments?

Student Response: Well, they can.

Mr. Stover: Because when you come home from school, most parents ask, "Do you have any homework tonight?" This is a great way for us to be able to look at that.

Student Response: It's released to everyone in Derry Township, so the students could look online and show their parents.

Response: It's posted on our team page, just click on that link and see.

Mr. McFarland: They might question who you are if they don't recognize your name. Just remember that.

Male Voice: After seeing what they created, we created a very similar thing and we're looking at sharing it out with parents as well – making this as public as possible.

Mr. Stover: Great.

Dr. Donahue: Other questions?

Dr. Cronin: Question – who currently inputs the data into the assignment book and who is the audience? Is it 6<sup>th</sup> grade, 7<sup>th</sup> grade, a certain team? How widespread is it?

Student Response: Well it's just for team students.

Dr. Cronin: You guys are very serious.

Student Response: I think it's 6<sup>th</sup> and 7<sup>th</sup> [not audible]

Student Response: [Not audible]

Dr. Cronin: Thank you.

Dr. Donahue: Other questions?

Dr. Hagan: I have a question. Are most of your – are some of your assignments instead of like handing them in, like I did this paper, do you submit stuff then by the computer?

Student Response: Yeah.

Dr. Hagan: You do? Would you say a lot or half or depends on the subject maybe?

Student Response: [Not audible]...science and American Cultures. [Not audible]

Dr. Hagan: So would you have a deadline and would you have to submit it by a deadline then on your computer from home or something like that?

Student Response: [Not audible].

Dr. Hagan: That kind of answered both questions there.

Student Response: [Not audible].

Male Response: There's a teacher grading the assignments as it's submitted electronically. It's so much easier and so much easier to provide feedback.

Female Response: At the high school we do the same thing – all my assignments, lab reports [not audible].

Dr. Hagan: Just sent in like that.

Mrs. Sheffey: That then requires that they have the technology at home. Is that a problem for any of our students?

Mrs. Owens: We wanted to make sure that they had accessibility. I do an anonymous – nobody else sees it but me – form that they fill out. I did it at the

beginning of school, what their availability is, because they can access on their iPhone, their smart phone, computer, everything, moodles accessible everywhere. So I asked – do you have a smartphone, can you access it? Do you have a computer at home? Do you have internet? Do you have a study hall where you have it? I have one student out of all of mine that has, depending on where she's at, she has it one place, but not at another parent's, but they usually have study halls and then I work it through. Then after the flood, I did another one, because I knew there was going to be other issues and there were. Again, I said, do you have a study hall? [Not audible]

Mrs. Sheffey: So we're working with our students who don't have the technology at home. That's good.

Dr. Hagan: Thank you.

Dr. Donahue: Other questions?

Mr. Morelli: Finally, just a quick comment. Guys I think it's great you not only use these tools day to day, but you've created tools to actually help others. When you start learning about the 5<sup>th</sup> C and that's capitalism – I don't know if Ms. King will allow you to do this, but you probably can't charge folks for help, but you know you can ask for donations. I think it's incredible what you're doing. You probably don't understand this, but most of us folks up here are actually here because of the four of you. We're proud of everything you've done and we hope you keep it up as you go through high school.

I am interested in learning more about the existing technology at the three buildings, because as we go through the budget process and you guys come to us with where you'd like to be, I'd like all of us to have a good sound foundation of sort of where we are. We all have our, I guess, our impression of where you are and then you hear stuff like this that is still above what we think is out there. Dr. Faidley, I'd love to spend, I don't know an hour or two, and I don't know if you have some canned presentation that you can take folks around to each of the schools in an hour or two hour timeframe, whenever, that works out best for one of the technical folks just to show, give us a little flavor about, you know, what they're doing in the elementary school and the middle school and here at the high school as we approach budget time.

Dr. Faidley: Absolutely. We will get something set up and advertise it.

Mr. McFarland: We also would love to have you come in to any of these classrooms in 8<sup>th</sup> grade, in Mrs. Still's classrooms to just sit and be a part of a class. You might get put to work and you might get involved, but seriously to truly see it and understand it. Our classrooms are open. We would love to have you come in and see the students.

Mr. Morelli: Keep up the good work, because if I was in middle school right now, I'd want to be your friends. Thanks

Dr. Donahue: Any other questions? Thank you very much.

**UNFINISHED BUSINESS**

**4.01 Unfinished Business**

None.

**NEW BUSINESS**

**5.01 Approval of Finance Report for September 2011**

The Administration recommended the approval of the September 2011 Finance Report as listed.

1.	The Treasurer's Report for the month ending September 30, 2011 was summarized as follows:	
	• General Fund Revenues	\$22,731,817
	• General Fund Expenditures	7,076,139
	• Balance of Cash Plus Investments (Includes \$4,760,234 Capital Reserve)	33,795,651
2.	The listed schedule of investment transactions for the period beginning September 1, 2011 through September 30, 2011 had total interest earnings of \$4,762 comprised of the following:	
	• General Fund	\$61
	• Money Market	3,759
	• Capital Reserve	782
	• PA Local Government Investment Trust	160
	The average interest rate for September 2011 was .20%	
3.	The September 2011 expenditures for the paid bills for all funds totaled \$2,090,150 excluding net payroll, retirement contributions, and debt service.	
4.	The October 2011 expenditures for the unpaid bills for all funds totaled \$880,818.	



5.	The estimated expenditures of the General Fund for the month of October 2011 were in the following amounts:	
	• Operating Expenses	\$1,000,000
	• Utilities	141,000
	• Net Payroll (2 Pays)	1,231,000
	• Employer Provided Insurance	404,200
	• Payroll Deductions	589,000
	• Employer Payroll Taxes (FICA/RET)	140,000
	• Debt Service	<u>0</u>
	<b>Total Estimated Expenditures</b>	<b>\$3,505,200</b>

Mr. Gräb moved the Board approve the Finance Report and was seconded by Dr. Cronin.

Roll Call Vote:

Chabal – Yes

Cronin – Yes

Donahue – Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

9 Yes

## MOTION CARRIED

### 5.02 Budget Transfers

Section 687 (d) of the Public School Code provides: The Board of School Directors shall have the power to authorize the transfer of any unencumbered balance, or any portion thereof, from one class of expenditures or item, to another, but such action shall be taken only during the last nine (9) months of the Fiscal Year."

The Administration recommended the Board authorize the October 2011 budget transfers.

Dr. Parrish moved the Board approve the budget transfers and was seconded by Mrs. Chabal.

Roll Call Vote:

Chabal – Yes

Gräb – Yes

Parrish – Yes

Cronin – Yes  
Donahue – Yes

Hagan – Yes  
Morelli – Yes

Sheffey – Yes  
Stover - Yes

9 Yes

**MOTION CARRIED**

**5.03 Requests for Payment - Construction Projects**

The Administration recommends the approval of the following invoices as reviewed and approved by Mr. Consalo:

<b>Middle School Expansion:</b>		
1.	ECI (General Contractor) Application No. 17	\$106,130.59
2.	A.H. Moyer (HVAC) Application No. 16	12,769.03
3.	SchraderGroup Architecture, LLC Invoice No. 1009 Invoice No. 1032	656.11 <u>984.15</u> 1,640.26
4.	Davis Landscape Invoice No. 19224	1,032.70
5.	Parmer Construction Invoice No. 1669	2,736.00
6.	Colonial Electric Supply Invoice No. 7345552	1,885.00
7.	Tanner Furniture Invoice No. 5949	1,401.92

Dr. Hagan moved the Board approve the payments and was seconded by Mr. Gräb.

Roll Call Vote:

Chabal – Yes

Cronin – Yes

Donahue – Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

9 Yes

## **MOTION CARRIED**

### **5.04 Approval of Real Estate Tax Assessment Appeal Settlement - Parcel 24-009-078**

The Administration recommended the approval of a real estate tax assessment settlement of property owned by Hershey Entertainment and Resorts Company (Case No. 2009-CV-6300-TX, tax parcel 24-009-078). The property totals of 38.225 acres; the parties agree to an assessed value of \$30,000 per acre, for a total assessed value of \$1,146,800. The District Administration and special counsel are authorized to take all steps necessary to effectuate this settlement and to resolve the pending tax assessment appeal cases.

Mrs. Chabal moved the Board approve the real estate tax assessment appeal settlement and was seconded by Mrs. Sheffey.

Dr. Parrish: In this piece of property, I know you told us last month, this piece of property is exactly where?

Dr. Faidley: Mr. Rineer, will you describe exactly where this is located?

Mr. Rineer: It's the former golf course property.

Dr. Parrish: Okay.

Mr. Rineer: On Hershey Park Drive.

Dr. Parrish: Okay. And this isn't the factory property. It was noted recently that the factory property just sold for \$50 million and that had been before this Board for reassessment a few times. What was the tax value we were paying on that Steve?

Mr. Rineer: It was assessed at, I'm going from memory now, somewhere around \$9 million down, then the Board of Assessments reduced it to \$7 million. The owners claim that since the cost of demolition was greater than the value of the

property that it should be assessed at \$1. My recollection is that the final figure on the assessed value of the property was around \$4.7 million dollars.

Dr. Parrish: So we've been paying – we've been receiving tax revenue on a tax assessment of \$4.7 million on a property that just sold for \$50 million.

Mr. Rineer: That's correct.

Dr. Parrish: Is that what I understand?

Mr. Rineer: That's correct.

Dr. Parrish: Okay. Sorry, off the subject, but thank you.

Mr. Rineer: But Bill we did gain a ½% realty transfer tax on that. I don't believe that settlement has actually occurred on the property, because I have seen no big blips on our real estate transfer revenue, so that's a good thing. It's incoming.

Dr. Parrish: Is there any room for that to be appealed down to . . .

Mr. Rineer: At some point, that is a possibility.

Dr. Parrish: But this is a different property so I want to make sure – okay, go ahead.

Dr. Donahue: Other questions or comments?

Mr. Morelli: Mr. President, I'd just like to mention the fact that I will be abstaining on this vote and all matters dealing with the Hershey Trust on down for the remainder of my time of time on the Board mainly because my wife is employed by the Hershey Foundation. I do not believe this vote will present any conflict of interest, but for the sake of not being a distraction to the process, to this Board, to this District and to Hershey entities when we have votes like this, I will be abstaining. Thank you.

Dr. Donahue: Thanks Chris. Any other comments?

Mr. Gräb: I'm in a similar position as Mr. Morelli so I will be abstaining as well.

Dr. Donahue: Okay. Thank you. Any other people left to vote? Anything else?

Roll Call Vote:

Chabal – Yes

Cronin – Yes

Donahue – Yes

Gräb – Abstain

Hagan – Yes

Morelli – Abstain

Parrish – Yes

Sheffey – Yes

Stover - Yes

7 Yes, 2 Abstentions

## **MOTION CARRIED**

### **5.05 Federal Emergency Management Administration (FEMA) Designation of Agent**

The Administration recommended Stephen Rineer, Business Manager, to be designated as agent to execute all required forms and documents for the purpose of obtaining financial assistance under the Robert T. Stafford Disaster Relief and Emergency Assistance Act for and on behalf of Derry Township School District.

Mr. Gräb moved the Board approve the FEMA designation of Agent and was seconded by Mrs. Sheffey.

Dr. Donahue: I guess I had a question. Does this designation mean that the School District is now eligible for FEMA funds?

Dr. Faidley: Yes.

Dr. Donahue: Because I think the last time we discussed this several weeks ago, that had not yet been determined.

Dr. Faidley: Yes, Mr. Rineer attended a meeting on behalf of the District to gather some information regarding the qualifications and what was necessary to be eligible for funds. Based on that meeting, we determined that there was a significant amount of money that we would qualify for in reimbursement provided that we fill out all the required forms which are extension, so we have chosen to bring this before the Board to receive some of the benefits of those relief funds.

Dr. Donahue: Excellent. Thank you.

Mr. Rineer: I should add FEMA made very clear that FEMA is the payer of last resort so any insurance proceeds that we may be able to obtain are primary so this is a back up. We may be eligible on this to get insurance deductibles.

Dr. Faidley: An example of that, Mr. President, would be the work that was done on the ECC in terms of compaction grouting. It was not covered under our insurance policy, however, that may be covered under the FEMA regulation

because no one would be paying that other than the District, therefore, we would qualify for reimbursement, perhaps, through FEMA. That, I believe, last total was above \$100,000 of what it cost to remediate that, so a significant amount of money.

Dr. Donahue: Great thanks. Any other questions or comments?

Roll Call Vote:

Chabal – Yes

Cronin – Yes

Donahue – Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

9 Yes

## **MOTION CARRIED**

### **5.06 Approval of Scope of Projects - Hayes Large Architectural Services**

The Administration recommended the District retain Hayes Large Architectural Services to design and prepare construction documents and bid documents on the following projects related to the effects of the natural disaster on September 7, 2011:

Early Childhood Center Partial Reconstruction Project	\$77,960 (Estimate)
Hershey Elementary School Running Track Project	\$28,500 (Estimate)
Derry Township School District Tennis Court Project	\$20,800 (Estimate)

Mr. Stover moved the Board approve Hayes Large Architecture services and was seconded by Dr. Hagan.

Mrs. Sheffey. I have a question. Are these eligible for reimbursement from our insurance?

Mr. Rineer: I think that answer, as far as I know, is uncertain. I think we better toss that one to legal counsel to give a final definitive answer on that. I don't know the answer.

Dr. Faidley: We'll follow up with legal counsel and have an answer for that.

Mrs. Chabal: I will be abstaining. This is a possible conflict for my husband's law firm.

Dr. Donahue: Okay. Thank you.

Dr. Parrish: These costs associated with the ECC are they in any way due to the lack of placing the wall anchors in the building? Is that why we're having to do all this? Or is it just because of the sink hole?

Dr. Faidley: The answer to your question is this is a result of the sink hole damages.

Dr. Parrish: Okay.

Dr. Donahue: Any other questions?

Mr. Gräb: It is imperative though that we get this process rolling. Is that correct?

Mr. Rineer: Yeah.

Dr. Donahue: Anybody else?

Roll Call Vote:

Chabal – Abstain

Cronin – Yes

Donahue – Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

8 Yes, 1 Abstention

## **MOTION CARRIED**

### **5.07 Approval of Emergency Makeup Days**

Dr. Faidley: Earlier this evening, I commented that I would explain the agenda item before I actually read the motion. The items listed on the agenda item are April 5, 2012, June 6, 2012, June 7, 2012, January 2, 2012, and February 20, 2012. May it be noted that the dates January 2 and February 20, 2012 those are days that we had identified in the previous calendar as days that we would utilize first as make up days. We missed 2 days of school as a result of the inclement weather and flooding. Those are the first two days that we are going to utilize. I thought it was imperative that we make that public in terms of the Board meeting so that everyone understood that – yes, we would be in session on January 2 and February 20.

The other dates listed – April 5, June 6, and June 7 are days that as a result of our work session at the last Board meeting, basically the Board had given guidance and direction to bring forward a recommendation to identify additional days in the calendar to utilize in the event that we did have to have a snow make up day. June 6 and 7 were already built into the calendar as days and we're recommending those be identified as make up days. We thought given the history of the last several years that we needed to identify a third day and that

day was identified as April 5, which is the Thursday prior to the Spring holiday recess. The past several years we've had in excess of two snow make up days, so to be good stewards in making a recommendation and not have to come back to the Board and do a last minute add on, we thought it was important we identify the third day, therefore, April 5. Hopefully, knock on wood, we won't have to use any of these days as make up days, but I think it's important now that it is October that we give plenty of time for people in the community to identify that that may be a potential day.

So, therefore, the Administration recommended the approval of the following additional emergency makeup days to the 2011-2012 school year as listed:

• April 5, 2012
• June 6, 2012
• June 7, 2012
• January 2, 2012
• February 20, 2012

Mrs. Chabal moved the Board approve the additional emergency make up days and was seconded by Dr. Cronin.

Mr. Morelli: Just a quick comment, Mr. President. When we were at the last [not audible] School Board meeting on the 12<sup>th</sup>, one of the young ladies from the IU mentioned the fact that, and this is just a comment, don't write it down, but the Governor may in the Spring revisit this issue of the 9 [not audible] days and other districts these days if we have a particularly bad winter. So whatever that's worth. That may be a possibility. If we have to use 3-4 school days for snow days over the winter, it may give us [not audible] they're not giving us right now.

Dr. Donahue: Thanks Chris. Any other questions or discussion?

Roll Call Vote:

Chabal – Yes

Cronin – Yes

Donahue – Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

9 Yes

**MOTION CARRIED**



## 5.08 Approval of 2011-2012 High School Music Department Overnight Field Trip/Excursions

The Administration recommended the approval of the 2011-2012 proposed overnight field trip/excursions as listed:

The District reserves the right to cancel the excursion based on events that could pose a heightened safety or security risk.

Festival	Dates	Location	Approximate Cost Per Student	Anticipated Number of Students Attending	Total Cost Per Festival
District Band	Jan. 13-14, 2012	ELCO HS	\$90	8	\$720
District Choir	Jan. 27-28, 2012	Northern York HS	\$90	7	\$630
District Orchestra	Feb. 10-11, 2012	Manheim Township HS	\$90	13	\$1,170
Regional Band	Feb. 22-25, 2012	Chambersburg Area HS	\$90	4	\$360
Regional Choir	March 8-10, 2012	TBA	\$90	4	\$360
Regional Orchestra	March 22-24, 2012	TBA	\$90	6	\$540
All-State Band	April 18-21, 2012	Lancaster Convention Center	\$350	2	\$700
All-State Choir	April 18-21, 2012	Lancaster Convention Center	\$350	2	\$700
All-State Orchestra	April 18-21, 2012	Lancaster Convention Center	\$350	2	\$700
Total Estimated Cost:					\$5,880

Mr. Gräb moved the Board approve the 2011-2012 Music Department proposed overnight field trip/excursions and was seconded by Dr. Parrish.

Roll Call Vote:  
Chabal – Yes  
Cronin – Yes  
Donahue – Yes

Gräb – Yes  
Hagan – Yes  
Morelli – Yes

Parrish – Yes  
Sheffey – Yes  
Stover - Yes

9 Yes

**MOTION CARRIED**

**5.09 Approval of Overnight Field Trip/Excursion - High School Orchestra**

The Administration recommended the approval of the overnight field trip/excursion as listed:

<i>Group:</i>	High School Orchestra
<i>Number of Participating Students:</i>	1
<i>Grade Level:</i>	12
<i>Destination:</i>	Atlanta, GA
<i>Purpose:</i>	National High School Honors Orchestra Festival
<i>Depart:</i>	March 21, 2012
<i>Return:</i>	March 14, 2012
<i>Trip Leader:</i>	Greg Woodbridge

The District reserves the right to cancel the excursion based on events that could pose a heightened safety or security risk.

Dr. Hagan moved the Board approve the field trip and was seconded by Mrs. Sheffey.

Dr. Cronin: It says on here there's only one participant. Is that accurate?

Dr. Faidley: Can you repeat the question, please?

Dr. Cronin: There's only one participating student?

Dr. Kepler: That is correct. We had one student who auditioned and qualified for the National High School Honors festival.

Mrs. Sheffey: I think the dates are wrong as well.

Dr. Kepler: There is no time machine involved, yes. I believe it's March 12 for the departure and a return on the 14<sup>th</sup>.

Roll Call Vote:

Chabal – Yes

Cronin – Yes

Donahue – Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

9 Yes

**MOTION CARRIED**

**5.10 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>	Hershey Symphony Festival Strings
<i>Date/Time:</i>	November 17, 2011 3:30 p.m. - 6:45 p.m.
	December 3, 2011 9:30 a.m. - 3:30 p.m.
<i>Requested Facility:</i>	Middle School Auditorium, Cafeteria
<i>Event:</i>	Strings Festival
<i>Fee:</i>	Waiver Requested
<i>Group:</i>	Dauphin County Music Educators Association
<i>Date/Time:</i>	February 7, 2012 6:00 p.m. - 9:00 p.m.
<i>Requested Facility:</i>	Middle School Band Room, Auditorium
<i>Event:</i>	Jr. High Band Rehearsals
<i>Fee:</i>	None
<i>Group:</i>	Youth & Government Pre-Legislative Session
<i>Date/Time:</i>	February 25, 2012 6:30 a.m. - 5:00 p.m.
	Snow Date: March 10, 2012 6:30 - 6:00 p.m.

<i>Requested Facility:</i>	Middle School Auditorium, LGI, Cafeteria, 12 Classrooms (TBA)
<i>Event:</i>	Pre-Legislative Session
<i>Fee:</i>	None

Dr. Cronin moved the Board approve the requests and was seconded by Mrs. Chabal.

Roll Call Vote:

Chabal – Yes

Gräb – Yes

Parrish – Yes

Cronin – Yes

Hagan – Yes

Sheffey – Yes

Donahue – Yes

Morelli – Yes

Stover - Yes

9 Yes

### **MOTION CARRIED**

#### **5.11 Personnel – Resignations**

The Administration recommended the approval of the following resignations:

<b>Classified:</b>
<b>Pfeiffer, Mary Ann</b> Cafeteria Aide Elementary School Reason: Termination - Probation Period Effective: 10/12/2011 (retroactive)
<b>Robbins, Belva Michelle</b> Cafeteria Aide Elementary School Reason: Personal Effective: 10/28/2011

Mrs. Chabal moved the Board approve the resignations and was seconded by Dr. Parrish.

Roll Call Vote:

Chabal – Yes

Cronin – Yes

Donahue – Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

9 Yes

**MOTION CARRIED**

**5.12 Personnel – General**

1.	The Administration recommended the approval of the following appointments:
	<b>Classified:</b>
	<b>Cullari, Carolyn</b> Substitute Teachers' Aide District-wide Salary: \$10.97 per hour Effective: 10/25/2011
	Substitute Library Aide District-wide Salary: \$10.97 per hour Effective: 10/25/2011
	Substitute Cafeteria/Recess Aide Elementary School Salary: \$10.10 per hour Effective: 10/25/2011
	<b>Lane, Megan *</b> Substitute Teachers' Aide District-wide Salary: \$10.97 per hour Effective: 10/25/2011
	<b>Moses, Karen *</b> General Food Service Worker High School Level A: 4.0 hours per day Split Position: 2/3 days per week <b>Revision:</b> Salary: \$14.00 per hour Effective: 10/11/2011 (retroactive)
	<b>Smith, Joey</b> (replacing Justin Marsh) (Co-op Food Services) General Food Service Worker

	<p>Middle School  Not to exceed 2.0 hours per day  Salary: \$7.25 per hour  Effective: 10/25/2011</p>		
	<p><b>Tucci, April</b>  Substitute Cafeteria/Recess Aide  Elementary School  Salary: \$10.10 per hour  Effective: 10/25/2011 (pending receipt of Act 114 clearance)</p>		
	<p><b>Walizer, Rebecca</b>  Substitute Nurse Assistant  District-wide  Salary: \$21.82 per hour  Effective: 10/25/2011 (pending receipt of Act 34, 151, and 114 clearances)</p>		
	<p><b>Transfer of Classified Staff:</b></p>		
	<table border="0"> <tr> <td style="vertical-align: top;"><b>Myzel, Gary *</b></td> <td> <p>General Food Service Worker  From: High School  Level A: 4.0 hours per day</p> <p>To: Recess Aide  Elementary School  Level A: 4.5 hours per day  Salary: \$14.00 per hour</p> <p>Effective: 10/14/2011 (retroactive)</p> </td> </tr> </table>	<b>Myzel, Gary *</b>	<p>General Food Service Worker  From: High School  Level A: 4.0 hours per day</p> <p>To: Recess Aide  Elementary School  Level A: 4.5 hours per day  Salary: \$14.00 per hour</p> <p>Effective: 10/14/2011 (retroactive)</p>
<b>Myzel, Gary *</b>	<p>General Food Service Worker  From: High School  Level A: 4.0 hours per day</p> <p>To: Recess Aide  Elementary School  Level A: 4.5 hours per day  Salary: \$14.00 per hour</p> <p>Effective: 10/14/2011 (retroactive)</p>		
2.	<p>The Administration recommended the approval of the following request in accordance with District Policy 435:</p>		
	<p><b>Ogle, Brian</b>  Grade 6 Teacher  Middle School  Paid/Unpaid Family Medical Leave  Effective: October 3, 2011 through October 6, 2011 (retroactive)</p>		
3.	<p>The Administration recommended the approval of the following request in accordance with District Policies 435 &amp; 439:</p>		
	<p><b>Weaver, Kathleen</b>  Emotional Support Teacher  Middle School  Paid/Unpaid Childbearing/Rearing Leave  Effective: On or about 03/05/2012 through the end of the 2011-2012 school year</p>		

4.	The Administration recommended the approval of the following additions to the 2011-2012 Substitute Teacher List:
	<b>Ail, Samantha</b> B.S. in Elementary Education from Kutztown University of Pennsylvania
	<b>Freeburn, Richard</b> M.S. in Information Systems Management from University of Denver with Secondary Mathematics certification from Wilson College
	<b>Graham, Gregory</b> B.S. in Elementary Education from Temple University
	<b>Vasquezi, Nicole</b> B.A. in Communications from Lynchburg College with Elementary Certification from Wilson College
5.	The Administration recommended the approval of the following additions to the 2011-2012 Guest Teacher List:
	<b>Banks, Gary</b> <b>Confer, Gregory</b> <b>Gaber, Lydia</b> <b>Madsen, Christine</b> <b>Milunic, Michael</b>
*	<b>This individual is currently an employee and/or volunteer. Clearances are on file.</b>

Dr. Parrish moved the Board approve the personnel recommendations and was seconded by Dr. Cronin.

Roll Call Vote:

Chabal – Yes

Cronin – Yes

Donahue – Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

9 Yes

**MOTION CARRIED**

## DELEGATES REPORTS

### 6.01 Dauphin County Technical School Report

Mr. Gräb: I'll start and then Mr. Morelli can pick up what I forgot. At the last Dauphin County Technical School meeting we did approve two contracts. One contract for the support staff bargaining unit and the other contract for the teacher bargaining unit. We're happy to say that both of these were approved unanimously by the Board. For the support staff it was a three year contract with salary increases each year of 2.5%, 2.7% and 2.9%. To some people those percentages may seem large, however, the support staff is paid very little, so 2.5%, 2.7%, and 2.9% of little is very little more.

Under healthcare, the 12 months' employees will have their insurance coverage paid for by the employee. The first year they will pay 15%, the second year 20%, the third year 25% for dependents – that's their spouse and children. Ten months' employees will have their healthcare totally paid for. If they would like it for their dependents, spouse, and children, they must pay 100% of those funding costs. PPO copayments are \$20 PCP, \$30 for a specialist. We added this one \$50 for urgent care and \$100 for ER. We put the \$50 for urgent care in there to encourage those people to go to an urgent care facility rather than immediately to the ER. Prescriptions are basically the same as what they were last year. We've added a Section 125 Flexible Spending Account for the support staff.

Under retirements, those who have 10 consecutive years of service at the Dauphin County Technical School, the School will provide three years of medical prescription coverage. In the past, that was six years. If the retiree elects to opt out of the medical coverage plan, he will be paid \$3,000 per year for a maximum of 3 years. They also have the option to redeem 50 accumulated sick days for an additional year of medical prescription coverage capped at \$6,000.

The teachers bargaining unit also has a three year contract. The salary scale is based on six columns and 14 steps and that was based on the average of the member districts. What we did was we took the starting salary and ending salary for a bachelors and a PhD in each of the six districts and created a scale. Future scales will be created by the Dauphin County Technical School Educational Association Treasurer and the Dauphin County Technical School Business Administrator. It costs \$84,849 to place all teachers on the scale, which is about ½ of what it would have cost had they got their normal raise.

Tuition reimbursements – we have limited the academic teachers to 12 units per year and technical education teachers at 15 credits per year, basically because current technical students need more credits to obtain their permanent certification. If the individual takes a tuition reimbursement and leaves after the first year, they will be required to repay 100% of their tuition. If they leave after the second year, they will be required to repay 75%.



Their co-insurance benefits are 5%, 7% and 9% of the funding rate for single/husband and wife/and family coverage. The funding rate increase is capped at 15%. The PPO co-payments are very similar to the support staff: \$20 for the PCP, \$30 for the specialist, \$50 for urgent care and \$100 for ER.

They may earn up to three personal days per year and may accumulate up to four. They have the same type of retirement benefit. They may redeem 50 accumulated sick days for one additional year of medical prescription coverage.

I think that's the high points. Chris, anything you'd like to add?

Mr. Morelli: Just real quick, we also had a working session and in that session we were presented with the annual financial audit. On top of that, the financial summary for June 30, 2011. Dr. Lacey also presented the Board with their 2011-2012 administrative goals for himself and his team. He also gave us a copy of the 2010-2011 student performance report for the school that not only had the PSSA information, but also the NOCTI information or the NOCTI tests which are the technical school equivalent of the academic PSSA.

I believe I mentioned a fundraiser last time. The students raised \$1,800 for the Tour de Pink for October's breast cancer awareness month. Next month's meeting is Wednesday, November 9. Thank you.

Dr. Donahue: Thanks. Are there any questions for John or Chris?

## **6.02 Harrisburg Area Community College Report**

Dr. Cronin: The Community did not meet and as soon as they do, I will give a report.

Dr. Donahue: Thanks.

## **6.03 Capital Area Intermediate Unit Report**

Mrs. Chabal: The meeting is this Thursday.

## **6.04 Derry Township Tax Collection Association Report**

Mr. Stover: The Dauphin County Tax Collection Committee met on October 19. The highlights from that meeting – a whistleblower policy was adopted; we came to an agreement with a company by the name of ZA who will be performing our auditing functions; interestingly, we will have a Dauphin County Tax Collection Committee website up and running by the end of this month. Things are progressing very well with the EIT starting to be collected in January. We held two seminars at the

Township building for employers to attend. I'm told that there was very good attendance. Employer packets will be mailed in November to all the employers which will explain what's going to happen January. There is also a 15 minute Youtube presentation that I need to check on the link and make sure I have the quickest link to get there and when I do that, I'll get that to you Dan that we can place that on our website and also the Township. I believe that's everything. Thank you.

Dr. Donahue: Thanks Chuck. Ellen, do you have anything to add?

Mrs. Sheffey: Nope.

Dr. Donahue: Any questions for Chuck?

## **SPECIAL REPORTS**

### **7.01 School Community Information Report**

Mr. Tredinnick: I'll be very brief this evening, because our Student Representatives did a fine job of conveying some of the upcoming events. As you pulled in this evening, you may have taken notice of the new message board that is in front of the high school here. We believe this will be another step in helping improve our communications with our community. Just a note of thank you to the Rotary Club – the proceeds from the Cocoa Bean Bowl were the funding source for that digital sign board.

Dr. Donahue: Thank you Dan. Any questions for Dan?

### **7.02 Board Members' Report**

Mr. Morelli: I just want to briefly – I also attended a meeting of the Township Comprehensive Plan Committee Thursday, October 13. What they have planned for the remainder of this year is to communicate to folks to go out and complete the comprehensive plan survey that is on the Township website - if we can get a link to it from our District website. It is important to go out and fill in that survey. It's very very detailed and it's very interesting, as a matter of fact. I actually filled it out and saw some of the questions they're asking. They want residents, obviously, to go fill it out. They want folks who work in Derry Township and don't necessarily live in Derry Township also to go out and fill it out. Their plan for most of 2013 will be to communicate the results and talk about the survey to different groups in the community. A lot of groups – church groups, all sorts of clubs and organizations, adult clubs, like AARP, Rotary Club, youth sports clubs, youth clubs, youth organizations and homeowner organizations - most of us that live in this community and work in the community or wherever or worship in the community will probably fall into two of those categories. If you're looking to find out information about the

surveys next year, someone will probably find you and let you know when some of these meetings are. I encourage you to go out and have your friends and relatives in the community go out and fill out the survey.

Dr. Donahue: Thanks. Any other Board member reports?

### **7.03 Superintendent's Report**

Dr. Faidley: I want to make a few comments regarding the presentation we heard this evening from our students and staff regarding the 21<sup>st</sup> century learning environment. It is extremely exciting to listen to the students and staff share with you the things that are happening at the campus level. I will share with you the screen shots and the presentation shots are one way to get the message across, but in order to get the full effect, I would encourage you to go into the classrooms and see the energy and enthusiasm and actual student engagement that is taking place in the classroom environment.

While tonight's presentation focused on two specific areas of 21<sup>st</sup> century learning: the 8<sup>th</sup> grade one to one pilot and the high school digital flexbook pilot, the goals to reach our vision are much more far reaching with the primary goal of ensuring intellectual engagement for all students. Professional development for all staff is an essential component that must be considered if we are to succeed. Our students are texting, using iPads, netbooks, smart phones, and mobile applications to access information and to communicate. These tools have made them digital learners and they are expecting that the tools they use in everyday life are transferable to the educational environment. Therefore, our professional staff must be poised to meet the instructional demands that preparing students to be intellectually engaged will entail.

Our focus on professional development has been, and will continue to be, on infusing technological resources into sound educational pedagogy. Digital resources are becoming an ever increasing reality in education and, therefore, educators need to create a digital fluency that all students will need to have in order to be successful in the 21<sup>st</sup> century. Digital fluency includes the following fluencies: informational, solution, creative, collaborative, and media. Fluency is defined as being more than just knowledge or competence. It is the ability to demonstrate mastery and to do so subconsciously and smoothly, similar to that of writing a bicycle.

In order to remain at the forefront of public education and to be progressive and prepare our students for success, it is essential that the Derry Township School District dedicate time, resources, and energies to realizing the vision of utilizing digital resources to their fullest potential. We must transform teaching and learning that occurs in the Derry Township School District. As noted in a 2009 edition of *Principal Leadership*, each student must graduate from high school with the new basic skills for life in the 21<sup>st</sup> century: innovation and imagination, communication, collaboration,

teamwork, and critical thinking skills, adaptability, and agility, interactivity and information analysis, and initiative and self direction.

I think some of that initiative was demonstrated tonight by the young men who took it upon themselves to create a homework assignment page for their fellow classrooms. I wish that would have existed when I was looking for my homework assignments frantically in school on my way home, and when I got there, my mother asked, "What do you have for homework?" "Ummm....I don't know." So we did the whole chapter.

We must change the way to do education in order to prepare our students for the world in which they all live. To do anything less is doing the next generation a grave disservice. In my interview last March, I was asked a question about what I thought of the one to one technology initiative, and I am extremely supportive of technology integration into our learning environments, but as you heard tonight, it goes beyond the laptop. It goes beyond the netbook. It goes beyond the iPad. It goes to what I will call the transformation of the instructional environment where learning is conducted by the students – the teachers assist them, but the core focus of what happens in the classroom is the students' learning.

I intend to lead this District with a technology vision, to seize the potential of digital resources to transform teaching and learning to prepare students for success in the 21<sup>st</sup> century. It's a monumental task, one that I take very serious, and I look forward to learning from students like those sitting at the table here tonight on what technology can do to change the learning environment. It is a challenge. It's one we must meet head on, and we can't ignore it. Technology is not going away, but is here to help us. Thank you Mr. President. That concludes my report.

Dr. Donahue: Thank you Dr. Faidley.

#### **7.04 Board President's Report**

No report.

### **RECOGNITION OF CITIZENS (Non-Agenda Items)**

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

Anne Marie Schupper: I just want to kind of, I guess, piggy back on what Dr. Faidley said, because I had some notes from when the students were speaking. My current freshman was lucky enough to have Mr. Titzel last year and, I think some of the technology that the kids are using is definitely teacher driven. She was lucky enough to be able to use that technology that he talked about tonight and I have two very different students – one is very excited about school and the other one – the one I'm speaking of – is a little bit more excited about the social aspect of school. I think the

technology that Mr. Titzel used was really very beneficial for her, and I think that when it is – I encourage the Administration to really get more of the staff to have that, you know, the passion that you saw that they have, because they are, I mean, for Mr. Titzel I know Mrs. Eby and I, he took the time with us, what was it, three years ago, and taught us how to make a wiki for PTO. He used it in a presentation that he came to PTO with and we said, oh, you know, what is a wiki? He said, hey listen, if you guys can come in, you know, I'll teach you and Mrs. Eby created one and we used it and, you know, used it for information to get across to our PTO members. So I think the passion that you saw tonight in Mr. Titzel and Mrs. Owens, I – it really encouraged the Administration to get the other staff engaged, and I think it is really important for them to, you know, have that passion and to learn, because it is really hard for some of the people that have been teaching for 20 years to learn how to use this technology. We just said, what's a vikki – or whatever it was up there – a vokey? I think that really is important for the Administration to stress that to the staff. I think what Mrs. Owens said is right on the money. It's not whether we have the technology. You can have a ton of technology, but if you're not utilizing it to the fullest potential and these students really are. That was really impressive. I think it's fabulous that they are, you know, looking out for their other fellow students and making it easy to go to one place for them to find their homework. So I just encourage the District and the Administration to, you know, really support the staff and give them the tools that they need to then in turn help the students help each other. Thank you.

Dr. Donahue: Other citizens that would like to make a comment?

### **9.01 Adjournment**

Dr. Donahue: The next public School Board meeting will be held Monday, November 14, 2011 starting at 7:00 p.m. in the High School LGI room.

Dr. Cronin moved to adjourn, with a second by Mr. Morelli and, approved by unanimous voice vote by all members. The meeting was adjourned at 8:33 p.m.

Respectfully submitted,

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Stephen E. Rineer  
Secretary to the Board  
Approved at the November 14, 2011 meeting

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Dr. Henry Donahue  
President of the Board

LDM