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

October 12, 2009

OPENING ITEMS

1.01 Call to Order

A meeting of the Board of School Directors, Derry Township School District was held on Monday, October 12, 2009, in the District Office Board Room. Mrs. Beulah Chabal, Board President, called the meeting to order at 7:02 p.m.

1.02 Roll Call

Directors Present: Mrs. Beulah Chabal
Dr. Donna Cronin
Dr. Henry Donahue
Mr. John Gräb
Mr. Alan Malkoff
Dr. William Parrish
Mrs. Ellen Sheffey
Mr. Charles Stover

Excused: Mr. Christopher Barrett

Superintendent: Dr. Linda Brewer

Secretary: Mr. Stephen Rineer

Solicitor: Brian F. Jackson (not present)

Student Representative: Chris Waybill

Press: Mr. Drew J. Weidman THE SUN
Ms. Barb Miller PATRIOT NEWS

Representatives of the Administrative Staff: Mr. Dan Tredinnick, Dr. Bernie Kepler, Mr. Ed Consalo, Mr. Michael Murphy, Ms. Sue King, Ms. Jackie Castleman, Ms. Lori Dixon, Dr. David Lillenstein, Mr. Joseph McFarland, Ms. Lynn Dell Ms. Joy MacKenzie, and Ms. Lisa Sviben Miller.

Representatives of the Staff and Community: Susan Foxx, Christopher Morelli, Marilou Cockroft, Mary Beth Hagan, Michael Hulse, and Megan Hulse

1.03 Flag Salute

Dr. Parrish led those gathered in the Salute to the American Flag.

REVIEW AND APPROVAL OF MINUTES

2.01 Approval of September 28, 2009 School Board Meeting Minutes

A motion was made by Mrs. Sheffey and seconded by Dr. Parrish to approve the minutes of the September 28, 2009 School Board meeting.

Mr. Stover: As I read the minutes, I noticed in a few places where the stenographer was not able to identify a Board member and they are simply putting in there a Male Board Member, so I'm going to suggest to our Board that we follow a little bit closer to Roberts Rules and ask to be recognized by the President so the name can be said to give the stenographer a little bit better ability to get the names correct, so when the public, especially is reading the minutes, that they can say who said what, so just a suggestion. If we have any other ideas to do it better?

Mrs. Chabal: Yes, thank you. Any more comments? I think that's a very good suggestion. Thank you, Chuck. So, going forward if you please just give me a second to see a raised hand or whatever so we can identify each of us for the minutes. Thank you very much.

All Board members present signified by a Yes vote.

MOTION CARRIED

2.02 Approval to Amend School Board Meeting Minutes of June 22, 2009

The Administration asked to amend the Minutes of June 22, 2009 to reflect:

Page 11 - Section 5.06: Election of Board Secretary

Section 404 of the School Laws of Pennsylvania stipulates that once every four years each District of the third class shall "elect a secretary for a term of four years beginning the first day of July following such election."

Dr. Cronin moved the Board approve the request and was seconded by Mr. Barrett.

Mrs. Chabal asked for clarification of the vote.

Mr. Barrett stated that the vote is to re-elect Mr. Steve Rineer for a four year term as Board Secretary.

Mrs. Chabal reiterated that the motion is to re-elect Mr. Rineer for another four year term, and asked for a Roll Call Vote.

Dr. Cronin moved the Board approve the amendment and was seconded by Mr. Malkoff.

Roll Call Vote:

Barrett – Absent

Chabal – Yes

Cronin – Yes

Donahue – Yes

Gräb – Yes

Malkoff – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

8 Yes, 1 Absent

MOTION CARRIED

3.01 Announcement of Executive Session

Mrs. Chabal: I would like to announce that the Board met in executive session prior to this meeting to discuss matters of personnel and also matters that need to be conducted in private to protect lawful and privileged or confidentiality. It is also noted that Mr. Barrett was not with us and has an excused absence for this evening.

3.02 Recognition of Citizens (Agenda Items)

Chris Morelli: On the anticipated agenda items this week, you have a discussion or an item for the two tier bus schedule and possibly schedule . . .

Mrs. Chabal: Chris would you get a little closer to the mic please?

Mr. Morelli: Some sort of vote. I'd just like to make a couple of comments. I think at the first Board meeting in September when you met, you discussed the two tier system and bell schedule and during that discussion, I believe the administration asked for a vote sometime this fall or would like a vote sometime this fall. I think there are a couple outstanding items that concern some of the folks in the community and I think the decision to talk about this or probably vote

on it this fall is probably a little premature. I support the two tier system, but I don't think the details were implementing it yet were clear.

There are a couple of facts, first of all, the high school did a brief survey for the students on the reasons some of them drove to school, but I think the bigger portion of non-bus traffic is the parents, the parents driving their students to the elementary school, the middle school, and some of them driving up to the high school. I think there's a lot of data there that we need to gather and look at and study. Also, at the August meeting, the Township Planning Commission, the administration through Mr. Consalo and Mr. Yarian admitted that two tier system wouldn't require redoing the parking lots or reconfiguring the parking lots. We also currently have all of the high school students, all of the middle school students, and the majority of the elementary students, I believe, entering and exiting their buses from the sidewalk. With the new bus corral plan, all students, as I believe, would be walking into parking lots, in between buses. I think there's some safety issues that need to be addressed and worked out for that discussion.

Finally, this year, two new Board members, or this fall two new Board members will be on the Board as Mr. Barrett and Mr. Malkoff will not be on the November ballot. I think in the best interest of the school community and best practice, I hope they would both support that the new Board initiate this new Master Plan from Day 1 and contributing to the new Board's continuity and giving them the responsibility and accountability, which I believe is important, for the entire Plan moving forward.

I'd first like to request that the Board direct the administration to come up with a Plan on paper to implement the two tier system without the new bus corrals or any parking lot reconfigurations. Up to now I haven't seen any. I've just seen as part of the two tier system, obviously the detail of the bus corral approach. As a Board member, I think we'd all want one more option to select from and presented with a decision as costly as the new bus corrals. After all, if we want to be fiduciary responsibility, we probably should require another option. Obviously doing so with a Plan that doesn't require the bus corrals would save millions of dollars.

Finally, I'd respectfully like to ask that the Board not schedule any votes dealing with the Master Plan to include the two tier and bell schedule until December or after. Thank you for allowing my comments.

Mrs. Chabal: Thank you Mr. Morelli. I'm making a note here. Are there any further citizens?

3.03 Student Representatives' Report

Mr. Waybill: I'd just like to say the school year is going well so far. There haven't been any major problems as of this point in the year. There is no other report.

3.04 Standing Committee Report

Finance Committee

Mrs. Sheffey: We met today at 4:30 p.m. Our first agenda item, we talked about the state index and the fiscal implications of that. The state index for 2010-2011 is 2.9% which will equate to a total millage of 16.99 and generate about \$850,000 additional real estate tax dollars. It's going to be a tight year next year.

We also talked about the 2010-2011 budget calendar. Just some dates that I think we all need to be aware of: January 25, 2010 is when we will have to adopt a resolution that says we will not exceed the state index of 2.9% that's required by January 25. Then, we will be approving the final budget June 28, 2010. There is scheduled a presentation on staffing in March and a capital budget presentation to the Board in April.

We also talked about our current year, some revenue highlights 2009-2010, some of the bigger tickets where we know what to expect already. First, is the Hershey Medical Center pilot. We have budgeted \$240,000 and we expect that we will receive the full \$240,000. Our Giant pilot, we received the maximum of \$612,000 approximately, but we only budgeted \$400,000, so this is good news, but of course, good news is going to be followed by some bad news here. Our interest income. We assumed an interest rate of 2.5%. it's actually now at approximately .6%, so we are projected that we will be under budget by about \$200,000, so now we're neutral. We also talked about the Hershey Trust Revenue and we anticipate we will meet our budget. Then, we have some appeals tax, assessment appeals, that are outstanding. At this point, if we were to lose those appeals, we could expect to lose about \$70,000. We seem to be okay with our revenues. The other major revenues, such as Earned Income Tax, it's too early really to project, but it looks like we're on target compared to last year at this point in time, but it's really too early to say for sure.

We talked very briefly, we were running out of time about some benefit issues that may have cost implication to the District. The first one is IRS Section 125 which is part of our Side Letter with HEA and there will be no cost to the District because it would require that employees pay, not the District. Then, we were given a heads up on the mental health parody and addictions act of 2008. Right now it's with the HR Committee and they're working with brokers for some cost estimates to the District and we will be, as a Finance Committee, working on that later.

I think I covered everything. If I missed something, please....

Mr. Gräß: I think you did an outstanding job.

Mrs. Chabal: Ellen, this is a curiosity question and I'm sure that it's going to be on the Finance agenda at some point. When we will bring up, not only to the eye level for the full Board, but perhaps also to the public, the PSERs issue for 2012 and what that might do going forward?

Mrs. Sheffey: Thank you, because we did actually briefly mention PSERs meets in mid-December and we should have information from them and at that point we would discuss it in Finance and bring it to the full Board.

Mrs. Chabal: Thank you very much. Does any one on the Board have any questions for Mrs. Sheffey? Thank you.

Mrs. Chabal: Any other Committee reports? I think that's the only one that met so far, so if you have something later, we'll touch on that a little bit.

3.05 Presentation - Data Portfolio

Dr. Brewer: Tonight is our annual "State of the District" presentation. The 2008-2009 School Data Portfolio is at your workstation, along with the 2009-2010 Charting the Course document. These companion documents provide data regarding the progress made toward the Strategic Plan for last year; and the administrative team goals for this year to work toward ultimate achievement of the Strategic Plan.

We will highlight some of the information in the Portfolio for you and reference the relevant data in the Strategic Plan and our Charting the Course goals.

Dr. Lillenstein, our Director of Psychological Services and Mr. McFarland, Director of Curriculum and Instruction will speak with you in a few moments about one of our major Strategic Plan goals which is an intense focus to ensure that 95% of our students achieve proficiency or advanced achievement in reading and math. Our District does quite well on the standard measures of achievement; but we are setting the standards to be higher because we believe that proficient is not prepared. So tonight Dr. Lillenstein and Mr. McFarland will direct you to not only the achievement, but also growth data. The PSSA is simply not that difficult. We have a more important question – are our children prepared to do well in post-high school education and jobs? That's what we're working toward.

Another important Strategic Plan goal is to foster a safe and healthy climate in our schools where bullying, violence, drug and alcohol use will not be tolerated, where all who enter, including adults, will be encouraged to learn effective communication methods, cooperate to achieve a common end, and to think critically about ideas in order to solve complex problems. In order to achieve this goal, we need to consider environmental factors that prepare the environment so that our children and adults may feel a sense of resiliency, an ability to bounce back.

As a function of school climate and safety, enrollment tells a story. Twenty years ago, in the 1988-1989 school year, the enrollment at Derry Township was 2,335 - ten years ago the enrollment was 3,274, and last year it was 3,543. These data points represent an increase in student body of 41% in a 20 year period, and 8% from 10 years ago.

As you well-know, we have been working through the challenges of a Master Plan development to ensure safety in a confined area of 114 acres. Our debt service reflects the building efforts that have been supporting the increased student enrollment.

Our increase in personnel to support students also are reflected in the enrollment historical data. As you know, the 2008 kindergarten class accounts for over one-third of the total enrollment increase at the end of the projection period which is 2019, as compared to 2007 projections. The 2009 kindergarten class suggests that was an anomaly. Next week, we will send 2009-2010 30-day enrollment data to our consultant to update these enrollment projections going forward. They are very critical projects for us as we plan for the middle school project.

The point of this slide is to demonstrate that, despite enrollment growth, we have maintained satisfactory class sizes, with an average class size overall of 20.7. The positive interaction between a teacher and a student is the single most important factor in fostering positive school climate and encouraging academic achievement for every student every day. Maintaining satisfactory class sizes has been a key goal for us.

Here is the enrollment disaggregated for the middle school, with an average class size of 23.4.

Here is the enrollment disaggregated for the High School, with an average class size of 24 students.

Our demographic information regarding ethnicity has not proportionally changed from the 2005-2006 to 2008-2009 school years. Our student population remains largely white, with the second highest ethnic population being Asian. Those data can be viewed on page 3 of the report. I do want to call your attention to our English Limited Language students, was 44 students for 2007-2008 and last year

was 38 students. That seems like a manageable number until one views the number of languages represented in that number – which you can view on page 4 of your data portfolio.

If we are to achieve at least a year's academic growth in a year's time for each student, and if we are to address the needs of every child, every day – the English Language Learners program will need more instructional support, which we will address as we look at personnel recommendations for 2010-2011.

This slide depicts students receiving free and reduced lunch from 2005 to the 2008-2009 school year. We are focusing on these data as a function of economic distress that our country is experiencing. Our community is not immune to that same economic distress; and so last year the numbers were beginning to subtly climb. And for the first 24 operating days of the current year, which is not on this chart, compared to the numbers on this screen, it's even more so, for example for the first 20 days of schools:

- Lunch-Free Meals-up by 38 meals per day
- Reduced Meals-up by 13 meals per day
- Paid Meals are down by 37 meals per day
- Total Meals per day (all categories) is up by 13 meals per day
- Student Meal Revenue-down by \$52 per day
- Total Revenue is down by \$157 per day
- Daily Ala Carte Revenue is down by \$128 per day
- Our breakfast total participation is the same in the free and reduced categories compared to last year but the total paid meals is down by 5 per day.

The implications for the Food Service Department are that the economic downturn is now affecting us.

This is also symptomatic of the stress on our families. Patterns of human behavior are affected by family (including genetics), culture, and crises. We know that students' ability to "bounce back" in the face of crises are related to feelings of safety, belonging, and success. We are mindful, in the current economic crisis, to pay particular attention to fostering feelings of resiliency which is addressed in detail in this year's Charting the Course.

Maintaining an attendance rate in excess of 92% is a target for our Strategic Plan. Our average daily attendance for 2008-2009 was again 95.3%, which it was the year before, with the outlier of 91.6% for 12th grade. This slide shows you the averages for a four-year period, and we are on target with that Strategic Plan goal.

On page 7 of the District portfolio, you will see data for the Student Assistance Program by grade level for the past 5 years. This graph indicates that there has been a steady decline in the number of referrals to our Student Assistance

Program (Hershey Intervention and Prevention Program – HIP) since 2004. This data can be translated into an increase in prevention versus a sole focus on intervention. As we continue our consistent and steady progress toward implementing and supporting a climate that promotes protective factors and resiliency, we have increased the means by which we address prevention within the District. Student Assistance was initiated and mandated by the PA Dept of Education over two decades ago to accept referrals of students who are experiencing barriers to their learning is what the goal has been for 20 years in that program. Those barriers or reasons for referral could include grief, loss, academic concerns, peer concerns (like bullying), family concerns (including economic instability or changes in the family structure), depression, or other mental health issues, drug or alcohol use/abuse, etc. Over the past nine years, we have worked to address the needs of our students through implementation of such curricula and programs as Second Step, which is a K-5 curricula that focuses on empathy, impulse control/problem solving, and anger management; Here's Looking At You Drug and Alcohol Curriculum K-12; Olweus Bullying Prevention Program K-12, etc. These programs have a firm curricular base and support a strength-based prevention focus. In addition, we have increased the means in which we track student progress. Intervention planning meetings allow staff to focus on the progress of every child as well as a means of addressing concerns earlier, rather than being reactive.

Therefore, we have increased the prevention based programming and have an increased awareness of student needs earlier, and increased communication between all stakeholders earlier. That may be one reason that the number of referrals to HIP have continued to decline. Does this mean the students are not experiencing as many concerns or issues? Not necessarily. We are attacking the problem from a different angles, which may skew the data on a comparative chart such as this. We will continue to trend this chart, and we will continue to use the HIP program as a forum for addressing those needs, but we also need to be vigilant that our referral to programs may not mean that we're catching every child. We want to very much focus this year on a K-12 effort in helping every child feel safe, connected, and successful. It's a huge Strategic Plan goal for us for this year.

Finally, I wanted to highlight the Transportation Department, as a function of the discussion we will have on October 26th and the discussion we've been having for over a year in this regard.

If you will remember, last year we were lamenting the escalation in gas and diesel prices for 2007-2008. But last year prices declined as we continued through the year. Here you can see them for a 4 year period.

Driving these costs; and most importantly the discussion of the need for a two-tiered system, are annual miles. Last year we reported that we traveled 703,512 miles to and from school, with the daily miles to and from school being almost

4,000 per day. This year the numbers have increased to 783,750 to and from school; with 4,330 daily miles. Adding to that number are instructional trips and sports venues for total of 897,105 miles. Last year that same figure was 735,000 miles.

And so, I have highlighted some data that is driving our District Master Plan, as well as safety considerations. Most importantly, we want to talk about our academic progress and for that, I will turn it over to Dr. Lillenstein and Mr. McFarland.

Dr. Lillenstein: The chart that you have in front of you represents the PSSA summary of performance. The targets for the 2009 year, 56% in math and 63% in reading. We don't have targets for science and writing, as they don't factor into AYP. So, keep in mind 56% for math and 62% for reading as you look at this chart. So how did we do? We met targets across the board. In reading, we're basically in the mid 80th percentile for elementary, middle school range from 89.7 to 92.6, and at the high school, we're at 74.5. In math, we're in the high 80th percentiles. In science, 92.5 in 4th, 83.7 in 8th, 56% in 11th, but there's more to follow on later slides to see how this compares to the state. This slide in and of itself doesn't really tell us too much with regard to relative comparison, it also doesn't touch on growth. It just tells us where proficiency levels were. You can see writing as well, nearly 80% in 5th grade, 90.5 and 8th, and 89 in 11th.

This takes a look at the District's performance in reading. This is the whole District so all the grades are combined. You can see that our overall level of proficiency for the District is 83.5 for the 2009 year. Our level of proficiency is greater than the state average of 71.3, and you'll notice that our number of advanced students at 49% is greater than the state comparison of 36%. Our number of proficient students is similar. You'll also notice here that our reading performance has been stable since 2007 with performance numbers roughly in the mid-80s for the whole District.

On this slide, you'll see the overall District results for math. The overall level of proficiency is greater than the state average. The District overall for math is 86.3 and the state is 73.4. Again, you'll notice that the number of advanced students in Derry Township is greater while the number of proficient students is similar or lower than the state average, but that's because the number of advanced students is greater, so 62% versus 44%. Again, as with reading, you'll see that our math performance has been stable since 2007 in the mid-80s for the whole District.

On the next slide, you'll see the overall performance for science. This is only the second year of science PSSAs. The overall level of proficiency, again, is greater than the state average. In fact, the number of advanced students, 44% for the District versus 27% for the state is a significant difference, while the number of

proficient students is similar. Again, for two years our science performance has been stable, with that being in the high 70s for the whole District.

On this side, you'll see the overall performance for writing. Again, this is all the grades put together. You'll see that our overall level of proficiency is greater than the state average. Our percentage was 86.8 and the state is 70.9. The number of advanced students is increasing; it's nearly doubled since 2007 from 10% to 17%. We're excited by that change. Our overall performance in writing is stable over time, mid-80s for the whole District, but again, I want to highlight that the percentage of advanced students is increasing.

This is the slide everybody wants to know. Did we make AYP? In this slide, you want to see all green. You don't want to see any red. You can see, we made AYP across the board. AYP is based on grade spans, so the state performs a calculation based on 3-5, 6-8, or a 9-12 grade span, which is really only 11th grade. AYP is granted for participation, performance, attendance, and graduation, and we made the AYP targets in all of those areas. This is better than last year. Last year, we were actually on the warning list, if you remember, for the elementary grade span, 3-5, due to the IEP subgroup performance. They didn't make the target. So, this is improvement. The chart does not reflect it, but AYP may now be attained by a school who can show that students are on a positive trajectory, even though they may not have necessarily met the target. That's a change from previous AYP calculations. This is critical, we believe, for the students who have an IEP or may be limited English proficient, and actually when we look at the results of those students in the District, those subgroups may not have made the level or the AYP target, but they were demonstrating a trajectory that they are going to make that target. We're excited by this slide.

The next slide talked about PVAAS, which is the Pennsylvania Value Added Assessment System. Just as a reminder, PVAAS is not another test, it's a calculation on the PSSA results. It looks at growth, both forward growth and projections to how students are going to perform in the future, but it also looks backward at growth from the past. What these slides are looking at is the growth from the past, so we're looking at growth. These are the 2009 results, but it's reflecting growth from 2008. You'll see that there are four colors, and we like to think of taking your temperature as a way of conceptualizing what the color difference is. If you see green, basically that says there's no temperature, you're healthy, keep doing what's been done, because it's working. You're getting more than a year for a year worth of growth. You're growing in relative standing in comparison to other students. Yellow, basically you're feeling a little warm. The temperature is not really all that high, maybe 99-100. You're probably okay, but we need to monitor. We need to keep an eye on the temperature. Pink, you're feeling warm, your temperature is getting high, it's about 101. You might need to take some ibuprofen. You're not feeling well, we need to watch it very closely. Red, you're definitely feeling warm. Your temperature is probably 104. You definitely need to be taking ibuprofen. You're not feeling well, you might actually

need to be going to the ER or going to the doctor, something more drastic may be needed. I say may, though, because this is just looking at a cohort, so it's always important that we look at how did previous cohorts do. This chart gives us a three year average, but we can also look at grade differences. For example, how did 4th and 5th grade do last year to see if there are cohort differences.

The number within the color references the degree of growth, so the higher the number above 0.0, the stronger the growth. The greater the number below 0.0, the greater the lack of growth. For example, if we look here at reading 5th grade, we have good results for all of 5th and 11th, but remember the level of reading performance levels in 5th was 80% proficient, in 11th grade it was 74.5%, so we were okay for AYP, but we're not satisfied with these levels for performance or growth. Keep in mind, again, that this reflects only the 2009 cohort and we need to watch this cohort each year. The 2009 results for 5th grade are red, but if you look at the 3 year average, it's green, which is good. I also look back at that class the year before, and it appears that we are dealing with a cohort phenomenon here. This chart does not tell us where the cause of the red might be, we have to look at the next chart for that.

This breaks it down a little bit more. We call this the At a Glance. This is a breakdown for all students and students with IEPs. It shows projected levels and how they grew. So, where you see the advanced proficient basic, below basic, that looks at the students who were projected to be advanced or projected to be proficient. They didn't necessarily reach that level or perform in that level, but they were projects, so it takes a look at those students. We really want to see green, yellow is okay, we really want to avoid red. Green essentially says they more than a year for a year. Yellow is a year for a year. Red is below the growth standard. We're going to pick on 5th grade. If we look at 5th grade in reading, you can see that our higher skilled readers, those that were projected to be advanced or proficient did not grow at or above the growth standard. They may have still performed in the advanced or proficient range and, in fact, in 5th grade, 33% were advanced and 47% were proficient. They may have performed there, but when you look at growth, we didn't get the growth that was greater than the growth standard. If you look at the green in 5th grade though, for those students who were projected to be at basic or below basic, these are our lowest performing students, you'll see that we had a significant impact on those students with respect to growth. We've all heard and read about closing the achievement gap. Here's an example of where the gap could be closed, or is being closed, because we have green for the lowest performing students suggesting that the learning gap is being closed.

If you look at the results from the students with IEPs, the lowest level readers in 4th through 8th grade made at least a year's growth or more and this is really good news. Across the board, we're having a significant impact, actually on most students, but definitely on the students with the lower reading levels.

If we go to the next slide, you'll see performance for math. For 2009, overall, we had very good results. We have green across the board for 2009 with a very strong yellow at the high school. We're actually just a few points away from getting a green color in there, but overall we're getting good growth across the board in math. The only caution is a 3 year average in 8th grade, but the results for 2009 are good and it's just barely pink. It is an improvement over the 2008 results.

If you look at the next slide, this breaks it down a little bit more. This actually a very good example of how level and growth are separate and how you can be strong in one, but weak in the other. Let's again look at 5th grade. Remember, the 5th grade performance in math was 88.5%. That's a pretty strong level of performance and most districts would probably be celebrating this, but despite the strong performance, we did not grow as well with our advanced students or with our lowest performing students. Most of the chart is yellow indicating a year for a year growth, but look at the green which indicates the growth above the growth standard. The advanced students were positive across all the levels, except for the 5th grade. We don't want to concentrate too much though on one cohort and this could cause us to potentially do that, so we need to be careful falling into that trap. This is a profile of one cohort. If we go back to that previous slide, remember that the 3 year averages are strong across the board in math.

If you look at the next slide you'll see the performance for writing and we had good growth for 5th and 8th grade, meaning that we were above the growth standard and we met the growth standard for 11th grade, so that's an okay. Again, remember in 5th grade our level was 79.8%, which we were not exceptionally satisfied with, however, we are getting growth suggesting hopefully better things to come in the future. That, in turn, should increase our overall performance levels as the students are on a good trajectory. In 8th grade, we had performance levels of 90.5%, which is strong, and we got good growth. This is exactly what we want to strive for and we got it. We want to have strong growth and strong performance. In 8th grade, there is a very good example of where we achieved both. In 11th grade, we're at 89% for level and we have growth, but the growth was not as strong as we would like. We're not going to just celebrate the 89%. We want to have 89% or better and also strong growth projections. Remember, in math, overall for the District we increased the number of advanced students ever year for 3 years. That's a good sign, a good response to our instruction.

If you look at the next slide you'll see the performance in science. Here we have strong growth calculations for all grades who took the PSSA. Our percentages for proficient in the District were 77% in comparison to the state at 59%. We bettered the state in performance levels and we also have strong growth. Again, this is a great combination. This is what we want to see. It's also important to note this is where we had 40% of our students advanced versus 27% advanced

in the state. While it may seem like the overall percentages are low, relatively speaking, it is strong. We have both strong performance and strong growth.

Mr. McFarland: If I could just add there from the curricular standpoint, every building has data teams where they have actually analyzed this data. A team went to the IU just the other week to learn how to drill down and look at individual students with this data. The teams actually have set their Building Action Plans and when you look at Charting the Course, you see that the Administrative Action Plan mirrors what we've seen in the data. We are focusing on those areas where we didn't necessarily get the growth that we were looking for and the building administrators are working with their data teams and their building level teams to target some interventions and some strategies to help those students. Now we'll turn it to you for any questions?

Mrs. Chabal: I actually have a couple of comments, but Donna, please go ahead.

Dr. Cronin: Just a couple points and a couple questions. Number 1, I love the slide on class size and I think it shows great commitment by the part of the Board as well as the community who has also made this prominent in terms of what they desire that, for grades 3 and under our class size is under 20 and for the rest of the District, it's under 25. I think that's fantastic, so thank you. Other question I had, really just a comment, it's not necessarily a question, but under Special Education which includes both ends of the continuum . . .

Dr. Lillenstein: It does not include gifted.

Dr. Cronin: Oh it doesn't? Okay, well maybe I'm not clarifying it, then. It's not necessarily Special Ed, but under students who are either in charter schools or being taught out of the District, and I'm not sure what that encompasses, but 64 and 59, respectively, and I think that's something that we're probably always trying to minimize, but I guess the point would be – I'm sure we have data on exactly what everyone's doing, whether it would be online courses or whatever. Obviously, I think it's great that the District is trying to do whatever we can to try to get as many of those students back, so I think that's definitely important. My one question has to do with the intervention and prevention – the HIP program. I notice that for high school, there were 12 incidents this past year, or the most recent year, for school policy violations for drug and alcohol and only 1 in the middle school. I'm glad to see that's a low number, but probably if we spoke with the community, they'd be surprised that it was that low, and I guess my question is, can we have at some point, and I guess I'd be addressing this to you, Lin, as well. It'd be nice to have Officer Kepple or somebody like that or even someone from the SAAD talking about what things we're doing to either monitor that or to make sure that we are, we know we're missing kids, how do we make sure that we're maximizing the utility of the HIP program when most of us intuitively would think that we have more than 12 and 1 high school and middle school,

respectively, students who are possibly experimenting . . . Just a comment for future direction.

Dr. Brewer: Actually, I believe Lisa is here. Lisa, if you could come to the front just for a moment. One of the problems with this data would be our opportunities to measure it. We'd be describing violations of our drug and alcohol policy, yes? In this data?

Lisa Miller: Yes. Correct.

Dr. Brewer: So, the violations have to do with children using on school property and so on.

Lisa Miller: Right. Anything that would violate the actual policy itself, so they're either under the influence, possessing the substance or paraphernalia, anything that would fall under that category. That's what would fall under the violations, whether or not working through, and it was hard for me to hear Donna, so let me just make sure that I'm understanding the question, but part of what you were saying with the connection of in school or out? Is that what you were looking at?

Dr. Cronin: If someone looks at that data, it looks like, wow, things are good, but this really just reflects, as you said, in school. It doesn't reflect the community-wide number, so it's be nice if we could, I know as a parent and a Board member, I would love to hear from Officer Kepple to find out globally, where do we stand now? It's been at least a year or two that someone from Derry Township has addressed this, but I know any parent of a high school student would love to know what is the state of drinking and drugs in Derry Township right now?

Lisa Miller: With regards to citations, arrests, that sort of thing?

Dr. Cronin: Everything. To give us as parents more knowledge than just that, which is probably a conservative number which, good, they're not using in school or maybe just not getting caught or whatever, but I'd love to have a clear picture of what we're really facing, because just what I'm hearing as a high school parent, that's really not capturing what might be going on.

Lisa Miller: Again, just to clarify what you're seeing there would be those students that actually violated the policy.

Dr. Cronin: Excellent, thank you. My only other point was, looking at the writing, and obviously that's a newer test that we've just instituted more recently and obviously 17% advanced is not as consistent as our advanced numbers in math and reading, so, not really a question, it's a really rhetorical question or comment is, this is obviously something we can address in curriculum council and initiating the Collins Program. I think it's Collins, right?

Mr. McFarland: It is. Yes.

Dr. Cronin: School-wide, I think will certainly address that. I personally look forward to talking about that in curriculum.

Mr. McFarland: Right. If you remember, writing has been something that we have been focused on for the last several years where we have when you look at just the numbers, a large percentage of our kids in proficient and advanced, but we've always been concerned why we don't have more advanced writers on that state test. At the elementary level, for the last 3 years, writing has been a major focus and we are looking at the secondary level with the Collins Writing Program, which is cross-curricular – all secondary teachers will be getting the training in that and it's writing across the curriculum which will also reinforce and enhance our writing program.

Dr. Cronin: Excellent, thank you.

Mrs. Chabal: Yes, Chuck.

Mr. Stover: I'm looking at Page 9, the PSSA District slide and just some numbers there that jump out at me that I just want to get your comment on. Grades 3, 4, 5, 6, 7, and 8 – the numbers are all in the high 80s and 90s, and I guess proficiency in reading and math, you said was 56.

Dr. Lillenstein: 56 and 63.

Mr. Stover: Okay. When you get to 11th grade, they drop down to 74.5 and 73.5 in reading and math. Now, I know this is an identifier, do we at this point have any explanation for why that might have occurred or do we have any action plans to address that?

Mr. McFarland: Do we have any concrete reasons? No. We have some hypotheses, but it is a trend if you look across the state in 11th grade, however, we are in communication with other high performing schools that some of which are actually getting better results in their 11th grade than we are. In fact, I was on the phone with two of them this evening and talking about they may be doing differently, so we are looking at trying to investigate a little bit more why our numbers in 11th don't necessarily mirror what we see as they come up through.

Mr. Stover: Thank you.

Mr. McFarland: I will say, one of our hypotheses is, the PSSA really does not impact the student to a great level when they have other competing priorities, it may not be taken as...

Mr. Stover: That's kind of what I was thinking. Are these students, at this point in their educational career burned out of taking these kinds of tests at that level and have they already figured out their college and, if it doesn't mean anything, maybe...

Mr. McFarland: We don't know, but the question that we would ask then is, but there are other schools where they are getting those results, so, how are they getting those?

Mr. Stover: Okay. Thank you.

Mrs. Chabal: I would just like to make a couple closing comments. Thank you, it was, once again, an incredible presentation. The information is very vital. One of the things that I like very much as we continue to do this year to year is that it shows what we have done at the really grass roots level to drill down into the data and not just be content with the broad picture, but actually go in and find out what is needed grade to grade, child to child, and that level of growth from year to year. That, not only as a parent, but as a Board member, I think is incredibly important and I really salute the, not only the administration, but the staff for the time and energy that it takes to accomplish this, because I know that it is not simple and easy to keep that kind of data and keep it effectively and correctly. We want to let you know how much we deeply appreciate this. It makes a tremendous difference to our students, and, I believe, makes a tremendous difference to the professional level that our staff also has, because we have a wonderful staff that not only is doing what they went to school to do which is to teach children, but also to be able to drill down and work effectively with each individual student, so I really applaud you for that. It's a tremendous responsibility and you are carrying it out very well.

One of the things that I also noticed is that as we look at possible funding issues, there were several that certainly were brought up, particularly in Dr. Brewer's presentation, which really relates to the ability to keep class sizes at our current level, the ability to look at the crisis that has been brought to our attention as far as our lunches and what kinds of programs may be in need there for our students at risk financially for the lunch program. The funding implications on being able to maintain our required state attendance which is always difficult, at best, since so many of our parents take our students away on trips, and then language. I did a little quick count and I counted 14 individual countries in our language, so, although the number of English as Second Language for students may not be broad, it is, as Dr. Brewer mentioned, very deep. So, we do have a number of languages who are coming into our community, that is a blessing and it's also a challenge. That's a funding challenge for us as we go forward.

The last one I wanted to speak to was the transportation. For those Board members who may or may not have been here, or for the community, we did go to a transportation study, how many years ago, Dr. Brewer, do you recall? The

big question is, why don't you take the buses and put them out into the real world as opposed to keeping them in house, which we found to be a much more economical process, first to maintain our own bus fleet. So, as we go through and look at some of the information that Dr. Brewer pointed out on what the miles that we are doing every day, this is also a funding issue for us. This was indeed a very enlightening discussion. Thank you very much for this. There is a lot to be gained from this evening.

Mr. McFarland: If I could just add one thing about the ELL – the English learners. One thing the data does not show you is the debt of need of those students and we're getting more and more of some coming with absolutely no English language, which they require a higher level of support. There are a good number that are very limited in their English, so they need many hours of support.

Mrs. Chabal: Thank you, and thank you once again for a very detailed and very appreciated report.

UNFINISHED BUSINESS

4.01 Unfinished Business

Mrs. Chabal: I do have a statement that I would like to communicate currently that is under the Unfinished Business, and then make a statement about that after I've read it about where that will fall in future meetings.

The Board recently received 2 e-mail communications in our All Board e-mail that, after being read, caused us to think that there were other stakeholders that may have similar questions to the questions that were posed to us. We've decided to answer these concerns under Old Business and to answer them into the record.

The first e-mail communication questioned the Master Plan:

1. Does the District need to conduct a second traffic study in relation to the proposed Master Plan?

Response: Yes. The Derry Township Planning Commission rendered a written summary of comments dated August 14, 2009 which the full Board received addressed to the District detailing the next steps after the sketch plan presented on August 13, 2009. We will post the document on the District website for future review. Subsection E of that communication is as follows:

“A traffic study should be presented with the formal plan submission with a horizon date of 10 to 20 years from the estimated completion date of the project.”

The first plan that was conducted in the spring of 2009 was a 5 year plan.

2. Does the District need to consider a driveway connection to Route 322?

Response. Yes. The Derry Township Planning Commission rendered a written summary of comments addressed to the District detailing next steps after the sketch plan presentation. Subsection A of that communication is as follows:

“The School District should consider having a driveway connection to Route 322 for some or all of the bus traffic instead of only using the Cocoa Avenue connection.”

3. What is the additional cost for the amended traffic study?

Response: A citizen commented at the April 14 Board meeting that a traffic study would cost the District between \$60,000 and \$100,000, and in subsequent communication stating that the District decided to spend another \$26,000 for another traffic study. The cost of the original traffic study was \$15,000 with a note not to exceed an additional amount of \$11,000. Finally, the District has complete faith in the professional opinion of both Ed Consalo and Dave Yarian in guiding the District through this process.

The second communication received questioned the recent replacement and upgrades to the athletic fields on the campus.

1. Is the District building a stadium?

Response: No. The District upgraded deficient fields and a deteriorated running track. In fact, repairs to those fields would have cost the District approximately \$500,000 to fix the track and the JV football field. The current construction contains none of the components associated with a stadium. A stadium contains permanent bleachers. The current construction has portable seating and is not nearly as extensive as immovable bleachers. A stadium contains permanent walls, team rooms, a press box, and storage areas. Restrooms have been added for safety reasons, so that bystanders were not entering school buildings. A school concession was added at a low cost and at the request of our booster clubs. Both the restrooms and concession areas, as well as lighting and sound system additions took advantage of a historically low construction cost. The lighting and sound system also greatly extended the time available for play which is now at a premium. An immediate stadium build was not, and is not, part of the plan. The current design can accommodate a stadium build out at some point in the future. Currently, the District has the use of Hershey Park Stadium and will continue to use it for the foreseeable future. A stadium build out will be for future

Boards and for future stakeholders to decide if the need and the economy are such that that would be prudent.

2. Why extra parking?

Response: Additional parking is required for implementation of a two tier bus system due to safety concerns. The area is staging of the buses and not for additional vehicular parking. A decision on this issue has not been presented to the full Board for final consideration. The Township requirements for specific number of parking spaces are made available to the general public based upon planned floor space or buildings.

In the future, these types of statements that are made, especially in the interest of the broad category of an All Board e-mail will actually be done under our Committee Reports. Our committee structure is very important to the way that this Board operates so that if an e-mail that has broad implications comes in, that will be directed eventually to that committee, that committee will be able to give out information and that report of those specific kinds of things will then, in the future, be given by the Chair of whatever committee it is appropriate for the large broad picture of an All Board e-mail.

Dr. Cronin: Can I make a comment on some of the components of the question and answer? The two tier and traffic study?

Mrs. Chabal: I think we could probably, at this point, if you want to do that a little bit later, I think it would be more appropriate, but thank you.

Dr. Cronin: Perfect.

NEW BUSINESS

5.01 Anticipated Agenda Items for the October 26, 2009 Public Meeting

The following items will be on the agenda for the October 26, 2009 Public Board Meeting:

1.	Presentation - Special Education Parent Advisory (Mrs. Dell)
2.	Old Business: <ul style="list-style-type: none">• Two-tiered Busing• Bell Schedule
3.	Approval of October 12, 2009 Board Minutes
4.	Standing Committee Reports - Joint Finance/General Services

5.	Approval of September 2009 Finance Report (Mr. Rineer)
6.	Requests for Payment (Mr. Rineer)
7.	Fourth Addendum for Collection of Taxes (Mr. Rineer)
8.	Reese Chocolate Factory Assessment Appeal (Mr. Rineer)
9.	Approval of IRS Employee Benefit Plans: <ul style="list-style-type: none"> • 125 - flexible spending plan • 403b - tax deferred compensation plan • 457b - tax deferred compensation plan
10.	Requests for the Use of Facilities (Mr. Elias)
11.	Personnel
12.	Announcement of Staff Development Conferences

Dr. Cronin: Quick question, you say presentation or vote, how do we know which is the difference, what will be voted on, what will be presented. More specifically, the Old Business – the two tiered busing and bell schedule, that’s something we’re going to be discussion?

Mrs. Chabal: Correct.

Dr. Cronin: In October?

Mrs. Chabal: Yes.

Dr. Cronin: And is that vote scheduled for the second meeting in November, correct?

Mrs. Chabal: That’s part of the discussion. That’s dependent on the discussion.

Dr. Cronin: Thank you.

5.02 Requests for the Use of School Facilities

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

<i>Group:</i>	Hershey Soccer Club (Formerly HYSA)
<i>Date/Time:</i>	Monday through Friday October 13 to November 1, 2009 5:30 p.m. - 7:00 p.m.
	Saturday and Sunday

	October 13 through November 1, 2009 8:00 a.m. - 5:00 p.m.
<i>Requested Facility:</i>	Lower Middle School Soccer Field
<i>Event:</i>	Practice
<i>Fee:</i>	As per Lease Agreement
<i>Group:</i>	Hershey Youth Basketball Association
<i>Date/Time:</i>	October 14, November 3, 9, December 3, 2009 January 11, February 9, March 9, April 13, 2010 7:30 p.m. - 9:00 p.m.
<i>Requested Facility:</i>	Middle School LGI
<i>Event:</i>	Meetings
<i>Fee:</i>	As per Lease Agreement
<i>Group:</i>	Federated Hershey Women's Club
<i>Date/Time:</i>	February 14, 2010 7:30 a.m. - 3:00 p.m.
	<i>February 28, 2010 (Snow Date)</i> <i>7:30 a.m. - 3:00 p.m.</i>
<i>Requested Facility:</i>	High School Cafeteria
<i>Event:</i>	Annual Pork & Sauerkraut Dinner
<i>Fee:</i>	As per Lease Agreement

Dr. Parrish moved the Board approve the request and was seconded by Mr. Malkoff.

Roll Call Vote:

Barrett – Absent
Chabal – Yes
Cronin –Yes

Donahue – Yes
Gräb – Yes
Malkoff – Yes

Parrish – Yes
Sheffey – Yes
Stover - Yes

8 Yes, 1 Absent

MOTION CARRIED

5.03 Personnel – General

1.	The Administration recommended the approval of the following appointments:
	Classified:
	<p>Greene, Adam * (replacing Danielle Brinser) Special Education Aide High School Level B: 6.0 hours per day Revised Salary: \$13.02 per hour Revised Effective: 09/15/09 (retroactive)</p>
	Limited Service Contracts:
	<p>Anderson, David * (replacing Naomi Brought) Head Girls' Basketball Coach Middle School Level II, Group B, Step 6 Salary: \$2,560 Effective: 11/20/09</p>
	<p>Butler, Nicole * (replacing Emma Clouser) Student Council Co-Advisor Middle School Level I, Group J, Step 1 Salary: \$339 Effective: 10/13/09</p>
	<p>Cantore, Kathleen * (replacing Kevin Adams) Math Counts Advisor Middle School Level I, Group I, Step 1 Salary: \$677 Effective: 10/13/09</p>
	<p>Ettinger, Jennifer * (replacing Christopher Stine) Student Council Co-Advisor Middle School Level I, Group J, Step 1 Salary: \$339 Effective: 10/13/09</p>
	<p>Wales, Ronald * (replacing Sherry Nesbitt) MASH Coordinator Middle School Level II, Group E, Step 1 Salary: \$1,422 Effective: 10/13/09</p>
2.	The Administration recommended the approval of the following additions to

	the 2009-2010 Substitute Teacher List:
	Kerlin, Karen B.S. in Elementary Education from Slippery Rock University
	Major, Laura B.A. in History with certification in Secondary Social Studies from Wilson College
	Midgett, Kenneth B.S. in Health and Physical Education from Indiana University
	Wertz, Angela B.S. in Elementary Education from Pennsylvania State University
3.	The Administration recommended the approval of the following additions to the 2009-2010 Guest Teacher List: Cartwright, Margaret Jones, Tiffany Knight, Ronald McDivitt, John Palmer, Hannelore Searfoss, Bruce Veit-Murray, Dorothee Williams, Lynn
	<i>* This individual is currently an employee and/or volunteer. Clearances are on file.</i>

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

Roll Call Vote:

Barrett – Absent

Donahue – Yes

Parrish – Yes

Chabal – Yes

Gräb – Yes

Sheffey – Yes

Cronin – Yes

Malkoff – Yes

Stover - Yes

8 Yes, 1 Absent

MOTION CARRIED

DELEGATES REPORTS

6.01 Dauphin County Technical School Report

Mr. Gräb: The Dauphin County Technical School will be meeting Wednesday evening and I will give a full report at the next Board meeting.

6.02 Derry Township Tax Collection Association Report

Mr. Malkoff: The next meeting of the Tax Association will be October 22.

6.03 Harrisburg Area Community College Report

Dr. Donahue: The delegates for the Harrisburg Area Community College will meet November 4 to discuss budget issues.

6.04 Capital Area Intermediate Unit Report

No report.

SPECIAL REPORTS

7.01 Announcement of Staff Development Conference

Nathan Beamer, Diane May, Susan McDonald, Justin Repsch, Dawn Templeton Capital Region Summit: PLC at Work Arlington, VA November 16 - 19, 2009 Expenses: \$1,050.00 (each)

7.02 School and Community Information Report

Mr. Tredinnick: I just want to point out that while today might have been a day off for our students, it most certainly was not for our instructional staff. In fact, it was a very busy day for them as the roles were sort of reversed as today our teachers became our students. I want to direct you of course, as always, to our website where you can get a little more information and see a picture of our teachers and our staff today, but I just want to let you know that they worked with Denny Berry who is an educational consultant who works with schools to develop more collaborative cultures. Of course, you heard Dr. Brewer talk a lot about the work we want to do in terms of our culture and our atmosphere and environment here, specifically the instruction today for our teachers during inservice was on development of professional learning communities.

I also wanted to mention for the benefit of the Board members and also for the community that the Hershey Education Association will be offering their annual scholarship play this coming week. That will be on Friday and Saturday. This

will be the 34th time that the HEA has put on a performance and it's noteworthy because the proceeds from this performance are turned right back and benefit our students in the form of scholarships. In the 30 previous years they've done this they have provided 189 scholarships to Hershey High School students and those scholarships have totaled almost \$175,000. So, if you have some time on Friday or Saturday and would like to take in a good show and do something that, in turn, will benefit our students, that's certainly a wonderful opportunity.

Mrs. Chabal: Thank you.

7.03 Board Members' Report

No report.

7.04 Superintendent's Report

No report.

7.05 Board President's Report

No report

RECOGNITION OF CITIZENS

8.01 Recognition of Citizens

Susan Foxx: Last week Mr. Verdelli made a presentation on maintaining the District's 6 million dollar debt service as it relates to the funding of the phases of the Master Plan and I have a question and the answer may have to wait because Mrs. Chabal, you made a reference to it earlier, I have a regard with a question with the public school's employee retirement system. I understand that the Board has been very proactive in setting aside funds to deal with this, but with school districts faced with this massive increase in contributions to this fund, I wanted to know how the District will budget beyond what is currently being done and will the Master Plan be affected by this mandatory increase that will come in 2012 to 2013. So, I guess with the PSERs, we know that's coming and I know the Board has been proactive with setting aside some funds. That said, I'm not sure, it seems like everything that I have read is going to need more than that and will the funding for the Master Plan be affected by the funding that is needed for that? I think you mentioned, my question may be answered later in December or I don't know if that's something that can be answered right now.

Mrs. Chabal: Well certainly the Finance Committee will be grappling with budgets, but those are two separate funding questions that you're actually asking because PSERs is funded in our General Operating budget and our Master Plan is part of our debt service which is not part of, it's part of our Operating budget because we have to pay for the debt service, but the money that is set aside and planned and that the Board goes through when uses financial instruments to pay for those kinds of things, that is strictly [not audible] types of money and it not programmatic at all. They are two different pools. I think if perhaps your question was does it impact that, is the Master Plan impacted by the finances that need to be going forward, that's one of the things that the Finance Committee is charged to do is to look at all of the balls that we have in the air and how they relate to one another and what comes first. Certainly those kinds of things will be addressed in the future, and I think that I'm sure the community's concerns about that, a lot of that information could possibly be pulled out in the financial reports as they go forward. Mrs. Sheffey, do you want to make any comment to that?

Mrs. Sheffey: I just quickly wanted to add – as you said, we are planning for this. We do have a reserve set aside for this, and I think come mid-December we'll here from PSERs what the set aside needs to be and the Finance Committee will make some recommendations on – do we expand that reserve or how we handle this issue.

Dr. Foxx: It just seemed like with the magnitude of what that may be, it could almost not have an impact on things that we look at in the future and the timing too as well, so thank you.

Mrs. Chabal: You're welcome. And Donna, you had a question before we do the next phase? I'm sorry.

Megan Hulse: To your point about December and figuring out where the finances are going to stand and Chris Morelli's point and Susan Foxx's point, why would we vote on the two tier bus system and 5 million dollars more in asphalt before we know where we're going to stand with that?

Dr. Cronin: I'm trying to keep my notes up to date. I just wanted to comment on the response to the questions that we got that you commented on in Unfinished Business. I guess because it's the chicken and egg phenomenon, even though I know the response that we gave obviously is written in a letter from the Planning Commission, but I also wanted to clarify at least in my interpretation, the letter from the Planning Commission was in direct response to our sketch plan of additional and alterations to the site which implies that that's necessary for the two tier bus system. So, for my interpretation, since Mr. Yarian and Mr. Consalo on a number of occasions have said that the two tier buses are not dependent on the changes in parking and egresses that, although the response is accurate based on this letter, when you look at it chicken and egg phenomenon, it's not

necessarily accurate in the sense that we have to have a traffic study to move forward with two tier bus system, only if we're going to implement changes in the site plan do they want a traffic study. If we're not going to affect egresses, we don't need the traffic study obviously. So, I just want to make that clarification, because it sounds very black and white that we absolutely have to have this traffic study and my point is two fold: it's only if we're 100% dedicated to making those egresses, which I think is premature. I think we need to have an option that says two tier bus system without those changes and then secondly, I think it's critical that we discuss with the Planning Commission other alternatives. For example, I think everyone on the Planning Commission is a Derry Township resident and they're also taxpayers. If they realize the amount of money that we're spending on this, they may not be requiring something frivolously, only in the sense that it's not 100% black and white necessary. I know I'm talking in circles, but my key point is also addressing concerns in the community – up to \$26,000 could educate four students and I just want to make sure we're not doing a traffic study to satisfy people in the community or whatever unless it's absolutely 100% necessary, and I don't feel that it is. Sorry, Mr. Consalo.

Mrs. Chabal: One moment please, Mrs. Sheffey.

Mrs. Sheffey: I was just going to ask for clarification, because I have heard from Mr. Yarian that he absolutely needs to have the bus corrals in order to implement the two tiered system, so I was just going to ask for clarification.

Dr. Cronin: And I heard that it wasn't necessary.

Mr. Stover: I've never heard that spoken.

Mrs. Chabal: I have never heard at any meeting that the bus corrals were not necessary for the two tiered bus system. In fact, it has been said in my recollection consistently that . . .

Mr. Consalo: Let's go with Step 1. Step 1 we meet with Township before we started anything. The first statement out of their mouth was "We need a traffic study on Homestead, 322, and part of Cocoa and also Areba." That was a requirement before we mentioned the bus corrals or anything. The main reason was because we are changing the entrance and the exit on Homestead when we do the bus corrals because we have to make them separate entrances. Therefore, we needed a traffic study to see how it would impact by changing these entrances on the areas around that area. We do need a traffic study. Second is, they came back and said the new law that the Township has is, it used to be 5 years, now they're requesting 10 years out that we do that. So, we had to increase the traffic study, how long it's going to be 10 years out, what's it going to be like, so that's why we did that. The third thing with the bus corrals, yes, we do need the bus corrals because the buildings are not, the way they are now, capable of taking all the buses in to do what we do. At the present time,

we're stacking them. If we do the middle school and the high school together, we don't have enough room to get them there without going through the parking lot across from the middle school. There's not enough time to get to the middle school and drive on over to the high school. We lose the time we're saving for the two tier. It would be useless to go to two tier if we have to go to one school and then the other, you're back to almost a modified three tier that way, so you do need the corrals to do that. The other thing with the corral is the ECC is also a safety because you don't have the loop going all the way around where you have cars and you have buses together. This way you have buses on one side, you have cars on the others. In the high school you have, in the middle school you have cars coming in front, buses have their own entrance. It's a safety on both levels, but yes it is needed – the bus corrals in order to have the two tiers because if we didn't have it in the ECC and elementary, you'd be lined up from the entrance of Homestead all the way around to get all the buses on at one time. There's not enough room the way we have it, so we do need the traffic study because they did require that for us.

Dr. Cronin: I'm sure David will probably be here at the meeting next month that we're discussing this, so I'll just....

Dr. Kepler: If I could add, in January of 2009 we held a public session in the evening for parents and had about 40 of our stakeholders attend, and at that point, early in this phase, we did present what was much more of a cost neutral two tier busing solution and I think that's where the result of a lot of this outcome has occurred is we did hear feedback from our parents asking for traffic studies, asking for the safety concerns that they felt that solution presented. That is the point where the District employed Hayes Large to look on a professional level at architecture to provide a safe solution and basically that's what's brought us here today. So, the notion of a different option, I think was the initial proposal, to answer Mr. Morelli's question earlier from this evening, I think there was a different option presented.

Dr. Donahue: I think it's important to remember that the motivation for the two tier bus system, the primary motivation is children's safety. To the extent that we delay implementing the two tier system, we then, of course, the corollary is that we're putting our kids at risk. The longer we delay it, the longer they are in an unsafe situation. That's not to say that we shouldn't look at this very carefully, we just have to keep that in mind that the longer we delay this decision, the longer our children are in a less than ideally safe, I wouldn't say unsafe, sorry, less than 100% safe situation, so I think we just have to keep that in mind.

Mr. Consalo: [not audible] we have to go to the Township and you're looking at 3 maybe 4 months, it depends on how long it takes to get through. So, for us to go the Township with the whole form, we go to the Zoning Department first. If they pass on the first go around, then we have to go to the Supervisors next. There is a time limit that you have to do it. It's like the 5th of the month for the next month.

In order for us to do that, you're looking at about 3 to 4 months, if not 5 months to do that. If we wait until January or February, we won't be starting in time when school is out and therefore it won't be ready when school is open for the next year. So, basically we are looking at the time frame to get the job done and the time frame to get it approved, because we can't go ahead and just start doing it without the Township's approval. We've had that problem before because we didn't have a permit, we had to actually stop construction. Yes, we do need the traffic study as per what they called. We're adding more now that depends on the Board if they want to go on and do everything that they want to do or what they want to change, but it is required for the 10 years. We called HRG which is the engineer firm that they have for the Township and they, because trust me, I didn't want to spend any more money to go to 10 years, because sometimes when you look out 10 years it's just reaching out beyond the sky and trying to figure what's going to happen in 10 years, but that's what they're requiring now.

Dr. Cronin: It's required by PennDOT?

Mr. Consalo: No, it's required by the Township.

Mrs. Chabal: Thank you Mr. Consalo.

Mr. Malkoff: I'm just wondering. How long will this traffic study take?

Mr. Consalo: It depends upon what we do. If we do the parts of 322, we have to involve PennDOT, that's only one speed. That's what takes the longest part. The other part is going from 5 to 10 years, that could be done within a couple of weeks. Once you go out on state roads, you're required to go through PennDOT and you're at their mercy and they might require you to spend X number of dollars before you even get to PennDOT, because we tried to say to them, "tell us what we need" and they really don't want to do it until you get something in writing to them. You're at their mercy and that's what the holdup is when you go on state roads.

Mrs. Chabal: Thank you Mr. Consalo. Thank you Mr. Malkoff. I would like to remind everything that this was voted on and approved for this secondary traffic study, so we are moving forward as best as we can, the majority of the Board approved that and as we know, the way of the Board is the majority of the Board, so that's what we move forward on. Are there any other questions or comments?

Dr. Parrish: A couple things. First, I want to reiterate what Hank said. This all came out of safety concerns and realize that's where this discussion came from. It's about the safety of your kids, my kids, and everybody's kids in the Township. Secondly, additional traffic study is an additional \$11,000, it's not an additional \$26,000. That's the total cost of the traffic study for what we've done and the additional \$12,000 to extend it, so it's not another \$26,000. The reality is that we look at parking now, there may not even be the need to establish the new

parking. The fact of the matter is the parking along 322 which is going to require the loss of impervious ground structure or pervious ground structure has pretty much been eliminated. So, to make statements that we're going to spend 5 million dollars on asphalt is totally incorrect. I hate those numbers being tossed out there like that in an irresponsible way. We're not going to spend 5 million dollars on asphalt. The reality is we may not spend hardly any money on asphalt, certainly in the high school/middle school portion. Lastly, I don't ever recall, and I may be wrong, either Ed or Mr. Yarian saying that this two tiered system would work without the bus corral. I think that I've heard the statement that it might be able to make it work without a safety corridor, it certainly wouldn't be as efficient, but I have never in my recollection heard any comment made, and it was made earlier too today by a citizen, that this could be accomplished without a bus corral. Again, I think we need to set the record straight so that the facts don't get confused, because it seems to be happening a lot in this discussion. Thank you.

Mr. Consalo: When we looked at two tier, we also looked at the architects for the middle school. We had, I believe, it was 9 that came in and each one of them, their goal was to come up with a way to have the buses in that area. Out of the 9, 4 of them came up with a bus corral. The other ones, some of them didn't have any idea that they could do it and some said some off the wall things that would not work. We took the best of 9 architects from this area that deal with this and four of them came up with bus corrals. That's the reason we ended up with a bus corral. Then we took all four of them and combined what we thought was the best to do. We actually took everybody's ideas and tried to make it the best we could and this is what we came up with the bus corrals, but not one time has Mr. Yarian or myself said we could do the two tiers without the bus corrals, because we do not have the room to do it the way it is now. Another issue was safety and we didn't want the students crossing the parking lot to pick up buses when other students were pulling out in different areas so we came up with bus corrals about 3 or 4 times trying to find the safest location we could. It was driven on buses loading up and also safety and not necessarily in that order, so we did look at several architects to do it. It wasn't just 'you have a bus corral, we'll take you.' There were quite a few of them that we used and we used the best of all of them.

Mrs. Chabal: Thank you, Mr. Consalo.

ADJOURNMENT

9.01 Adjournment

Mrs. Chabal announced the next Board meeting would be on Monday, October 26, 2009 at 7:00 p.m. in the District Board Room.

Dr. Cronin moved to adjourn, with a second by Mr. Malkoff and, approved by unanimous voice vote by all members. The meeting was adjourned at 8:32 p.m.

Respectfully submitted,

Stephen E. Rineer
Secretary to the Board
Approved at the October 26, 2009 meeting

Beulah Chabal
President of the Board

LDM