

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

**January 25, 2010**

**OPENING ITEMS**

**1.01 Call to Order**

A meeting of the Board of School Directors, Derry Township School District was held on Monday, January 25, 2010, in the District Office Board Room. Dr. William Parrish, Board President, called the meeting to order at 7:01 p.m.

**1.02 Roll Call**

**Directors Present:**

Mrs. Beulah Chabal  
Dr. Donna Cronin  
Dr. Henry Donahue  
Dr. Mary Beth Hagan  
Mr. Christopher Morelli  
Dr. William Parrish  
Mrs. Ellen Sheffey  
Mr. Charles Stover

**Excused:**

Mr. John Gräb

**Superintendent:**

Dr. Linda Brewer

**Secretary:**

Mr. Stephen Rineer

**Solicitor:**

Mr. Brian Jackson

**Student Representative:**

Miss Shruti Shah  
Mr. Chris Waybill

**Press:**

Mr. Drew J. Weidman  
Ms. Monica von Dobeneck

THE SUN  
PATRIOT NEWS

**Representatives of the Administrative Staff:** Mr. Dan Tredinnick, Dr. Bernie Kepler, Mr. Michael Murphy, Ms. Sue King, Mr. Sam Elias, Mr. Ed Consalo, Mr. Joe McFarland, Ms. Lori Dixon, Ms. Lynn Dell, and Mr. Dave Yarian.

**Representatives of the Staff and Community:** Joy L. Mackenzie, Greg Hummel, Thomas E. Durborow, Jake Durborow, Colin Durborow, Cathy Ferster, Bruce Hancock, Roberta Louder, Ronnie M. Louder, Anna F. Larsen, Robert Hummel, Zack Cole, Christine Drexler, Nidia Werner, Anthony Werner, Bunny Hottenstein, Steven Frick, Vance M. Cole.

### **1.03 Flag Salute**

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

### **1.04 School Board Recognition**

Dr. Parrish: Mr. Tredinnick or Dr. Brewer, we have some special guests I understand.

Dr. Brewer: Yes, Mr. President, thank you. The first thing I want to say is that January is School Board recognition month and tonight we want to pay tribute to our Board. All of you are as conscientious and generous a group of individuals as anyone could hope to find among public boards. You interrupt your personal and vocational lives to support something you believe in – public education and the 3,600 students in this district. I cannot adequately capture and give credit for the work that you produce, the policy that you shape, the resources that you commit to our students through your efforts. I know each of you are committed to these students and that you arrive at the table with a sincere idea of wanting to make a difference – and you have; though at times it may seem that you expend energy on a host of items that are not in concert with your dreams for our District. But I say to you that your patience and civility has outlasted some of the drudgery and occasional contention that you face and that you have positioned this District's resources and priorities to prepare, along with their parents, our community's children for life, and for that we thank you very deeply.

And so, tonight, on behalf of myself, the administrative team, faculty and support staff, parents, community at large, and most importantly, our students – we pause to thank you for all your efforts and convey to you our very deep appreciation. We have some tokens of our gratitude – at your desk is a figurine of our school sign and flag to place on your desks and remind you of the pivotal role you play. We also have a red rose which is courtesy of Royer's Flowers for you. We have a celebratory cake for all that are present here tonight, which we will cut at the end of the night. Finally, and most importantly, some of our talented students are here tonight to serenade you and honor you for all you do for us. Mr. Woodbridge, thank you so much and if you would introduce your folks.

Mr. Woodbridge: Thank you. Up in front we have some members of the Hershey High School Symphony. Right now the string program at the High School numbers 65 and with the full wind, brass, and percussion complement, we get close to 100. So, these are some of the top players in that program, some of whom began studying strings when they were just 4<sup>th</sup> graders, and some of them with me. So, we're very happy to be able to share their talents with you as a way of thanking the Board for the number of things that you do that directly impact the experiences that our music students are able to have. For example, we have a great number of students that audition successfully every year for not only the County Orchestra, but for the District Orchestra clear up through All State, Regional All State, and last year, All East. You-you, who is sitting here, was a member of the All Eastern Orchestra last year up in Rhode Island. It is because of the funding that the School District gives to the programs and also the power that they give to the administrators to provide an adequate schedule that this program is able to exist and succeed and indeed thrive the way that it does. So we thank you and for that we would like to present to you two movements of the Handel Concerto Grosso, so you'll hear some solo work as well as some nice ensemble playing by members of the Hershey High School Symphony. Again, we say thank you and please enjoy.

Our members are by name on string bass, Brian Parsons, our cellist, Mitchell Veith and Irene Tsai. We have Karris Lin on viola. We have Kristi Bartolome and Ben Lengerich on the violin 2 and Kendall Hartman and You-you Li playing Violin 1, so thank you once again. Now they're off to another rehearsal.

Dr. Parrish: Thank you very much Greg. One of my favorite parts of graduation for me is sitting up front and watching this orchestra. Something I have absolutely no talent in and I'm always amazed at how good you are. Very nice.

## **REVIEW AND APPROVAL OF MINUTES**

### **2.01 Approval of January 11, 2010 School Board Meeting Minutes**

A motion was made by Mrs. Chabal and seconded by Mrs. Sheffey to approve the minutes of the January 11, 2010 School Board meeting.

Mr. Morelli: Just a quick note on Page 19, I believe it's the second or third sentence, it says I'd like to extend a sort of authorize abuse of the fields, I think I meant use of the fields.

Dr. Parrish. Thank you very much. We'll make that correction. Any other notes or comments?

All Board members present signified by a Yes vote.

## **MOTION CARRIED**

## **INFORMATION AND PROPOSALS**

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

Dr. Parrish: I'd like to announce that the Board did meet in executive session tonight to speak about matters of personnel. All Board members were present, except for Mr. Gräb who had an excused absence.

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

None.

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

Ms. Shah: We have a couple things to announce that are coming this week. On Friday, we have a pep rally to announce the dance, the Four Diamonds mini-thon that we'll be having again at the high school in March. We hope this year to include more students, including those in the middle school as well, so we'll let you know how that goes.

Mr. Waybill: Also on Friday I leave early in the morning around 6 to go to Lampeter Strasburg for District Choir, so I'd like to thank the Board for supporting that trip.

Dr. Parrish: Thank you for representing us. Any questions for the students? Things are going pretty well?

### **3.04 Standing Committee Report**

Dr. Parrish: The General Services Standing Committee met tonight. Mr. Gräb is not here, Chuck to you have a report?

Mr. Stover: Yes, I sure do. The General Services Standing Committee met today at 4:30 and the topic that took over the majority of the meeting was we were introduced to the long range capital improvement plan for 2010-2011. The dollar figure on that capital plan is 1.043 million dollars. A total of \$460,000 of that is for 5 new buses so that we can accommodate the two tier busing program. The other large ticket item on there is \$200,000 for infrastructure, so we'll be comparing this to 4 more years. We only looked at 2010 and 2011. We'll be

looking at 5 years out and comparing that and potentially paring that down if possible.

We also discussed the multi purpose fields; most of that project is completed. I'd like to highlight that the track will be completing in time for spring for the track season.

Then we discussed the Phase 1 progress – the bus corrals, the elementary, LGI, middle school cafeteria and library and HVAC for the middle school. Plans are being submitted to the Township. We will go out to bid on March 1. We will open the bids on April 6, and those bids will come to the Board on April 12. Most of that work will be done over the summer.

We briefly discussed some options with upgrades with Comcast TV and how we continue to use the number of televisions that we have and with new technology we don't rely on the TVs as much anymore. We didn't come to a conclusion on what we're going to do there, but we are looking into that for possible savings and by using new technology to be more efficient with our televisions. That's my report.

Dr. Parrish: Thank you. Any questions for Chuck related to General Services? Did anybody notice with all the rain today how much water was collected in the basin by the new field?

Mr. Stover: I didn't.

Dr. Parrish: Did any of the administration – Mike did you notice?

Mr. Murphy: No, I'm sorry, I did not.

Dr. Parrish: Okay.

Dr. Kepler: Dr. Parrish? Dr. Kepler. I did take a look a look at that. I'm trying to think what in the world I was over there for, and I guess it's irrelevant, but I can say it was an after school meeting. I would say it was probably 2/3rds full.

Dr. Parrish: That's pretty adequate for the rain we had.

Dr. Kepler: Yes.

Mr. Stover: I think we should also note Bill that the artificial turf field, the one up by Governor, was being used this afternoon. So, with all that rain there were kids running on there, so it's working.

Dr. Parrish: We used to cancel a lot of events, especially at Founders Hall because in rains like today, we would have been off those fields for a few days, so that's nice. Thank you very much.

### **3.05 Presentation - Technology Vision**

Dr. Parrish: We have several presentations tonight. The first is our technology vision. As you know moving forward, technology becomes more and more a part of our life. We have four people presenting, is that correct? So, Mr. Harding, Mr. McFarland, Mr. Murphy, and Mrs. King. Thank you very much.

Mr. Harding: Good evening. I get the honor of starting and then I'll turn it over to some of my other colleagues to help this presentation. We want to take this opportunity to present our vision as a School District for technology over the next few years. We are at the mid point of our Strategic Plan – 6 year plan that we, obviously, did 3 years ago. We're 3 years into it, and we're at the point now where we have to revise it. Some plans are 6 years, other plans, actually, are 3 years like a technology plan that's 3 years and it has to be revised at the end for the next 3 years. Our Strategic Plan did call for us to investigate one to one laptop program for the secondary and what we hope to present to you is what our vision is based on that research and also other research that has been done by groups about technology in general and its effects on education. Then, lastly, what it would take for us to reach our vision.

Our Strategic Plan does have a mission statement and two of the key points in that mission statement deal with preparing for our students for a 21<sup>st</sup> century world, which is obviously much different than what most of us grew up in and some of the skills which HR departments around the country say that we need to have and our students need to have to be competitive, and we as a nation need to have to be competitive. This includes things like problem solving, communication skills, technology, and team work, none of which are directly taught in our curriculum today, or in a lot of ways, measured. What do we believe is necessary in order to achieve that mission statement? One thing clearly has been shown in study after study, as much as two years ago, a study done on thousands of high schools found that 80% of students were bored every day in school, so student engagement is a huge issue that we need to do if we're going to reach those 21<sup>st</sup> century skills. Effective instruction based on the best practices is obviously a key point, and instruction that uses and teaches 21<sup>st</sup> century. I don't want to steal too much of Mr. McFarland's thunder's, but our kids grow up in a whole different world than most of us and their way of working and our way of working is completely different.

What does the research actually show about technology? One to one programs have been shown consistently to increase student engagement and motivation. One to one programs have been found or can be found to be an effective way of

changing teaching and learning. The key word in there “can be,” how they’re implemented determines whether they do or they don’t, and, in some cases, they actually hurt teaching and learning. They’re some studies that have shown that. Probably one of the key points in all of this is: until computers become one to one, technology has shown very minimal positive effects. Frankly, putting one computer in a classroom and putting 10 in don’t make much difference. Until every student has one, a teacher really can’t change how they teach. Kids can’t really change the way they react to information. You put 2 or 3 kids sharing one computer, there’s all kinds of problems and the research shows there’s very minimal impact of putting technology in until you go one to one. Lastly, one to one programs do and have been shown to increase 21<sup>st</sup> century skills which is one of our key goals of our Strategic Plan.

What is our vision at this point for technology? What do we see technology being used to do? We believe it can increase academic achievement, especially in the areas of critical thinking and literacy. To have students use technology and the tool that’s best suited is something that would be our vision. They grow up with it; they use it all the time. Thirdly, that we want to focus on those 21<sup>st</sup> century teaching and learning. Lastly, our vision and really the key point for this presentation is that we do begin a one to one program in the secondary – Grades 6 to 12 in the near future. A target date that we’ve put together is 20112012 school year. Reaching that may or may not be possible. It would be a program that would be phased in. What we really want to bring to you is a vision and to get your sign off as a Board that we pursue this in more detail. Two critical components are putting together the cost of this, which obviously you would want to see before you sign off on anything, but secondly, the planning and preparation have been shown consistently that they make or break the programs. Programs that are not planned for well and executed well are failures, and it actually causes more problems in the classroom rather than less. To really put together a program, we need to start doing the research now if this is a vision that the Board can support. That’s our primary purpose today. I’m going to turn the next section over to Joe, and then I’ll be back to wrap up.

Mr. McFarland: Thank you. As Mr. Harding said, in education we must prepare our kids for careers, many of which we don’t know what they are at this point. Education, public schools, we’re set up very much for the industrial era and in many cases, they are still run like the industrial era and that’s not how our children work or live anymore. Anyone over 45, which is none of us in this room, remembers the time before cable television and computers. Anyone over 35 remembers the time before digital video games and the Internet. Anyone younger than 25 years old has lived in the world of digital electronic images their entire life. We have to think about the question: what year are we preparing our students for? 1973? 1995? 2010 or beyond that? Are we giving our students the education and tools they need to successfully enter the global economy?

Students in our schools today have grown up with technology and it is a way of life for them. They do not know a time before the internet was available. They do not know a time when they were not able to research a topic online while interacting with an expert in another state or country.

Internet access via a handheld device, netbooks, etc. allow for anywhere/anytime learning, and we must focus on these new competencies.

We do still need to focus on essential knowledge and skills which are articulated in our state standards, but the way we address those needs to change.

Students today are not linear learners. We learned in a way where you learned this skill, then this skill, then this skill. Today our students learn in a way more like a web where they get information from here and here and here and here all at the same time. They can be online reading a definition of something on Wikipedia while they're talking through a skype to an expert in Australia while they're also getting information from Youtube or another access point. We need to teach our students to fully utilize the tools of the 21st Century to prepare them to be productive, contributing members of a 21st Century world and to be those true problem solvers and critical thinkers that we need.

To get a little more specific with that, Mr. Murphy is going to talk about what that might look like at the high school.

Mr. Murphy: Thank you, Joe. As you see on display, we have a couple of figures talking about the current status of technology in the high school, the number of classrooms that are equipped with laptops for every student therein. Twelve out of approximately 75 classrooms that we have in the building, so you can see there is a great discrepancy in the amount of technology that is available. We have a lot of additional peripherals to support the use of the technology in addition to some of the laptop carts that go around the building, projectors in every classroom, active vote systems, things of that nature. All of which do attempt to bring that technology into the hands of the students so that they can actually be using it.

You heard Al talk about a figure saying that about 80% of students claim to be bored at some time in high school. That figure was born out of our own experiences in administrating the high school survey of student engagement. That's the HSSE survey that we did in 2008, and then we redid it more recently we just haven't gotten all the data back yet. Our own survey information was right in line with what the national reports tell us and that is a large number of our students claim to be bored at some point in time. It varies, it's not always 80%, it's not everybody all the time kind of thing, but at some point in time they do claim that what's going on the classroom is not exactly exiting them and oftentimes point to the proper use of technology as an opportunity where they see a teacher's activity as being a little more engaging to them.



We feel that because of the increasing information that is available, the use of technology is helping our students develop some organizational skills, because with all of that information available via technology, you have to learn to do something with it. A practical example I like to give all the time, if you'll bear with me. Several years ago, I happened to be leaving my office and as I was leaving I got a newsflash from the New York Times on my computer that Rosemarie Wood passed away that afternoon. Thinking that would be of interest to my secretary, I walked by her saying, "Gee, did you know Rosemarie Wood passed away." She said, "Well, who's that?" In about the 18 seconds it took for me to explain to her who she was, a student sitting at a computer there called it up on his computer and was reading her biography. Now, you can say that's a pretty mundane fact and nobody really needs to know and you'd be right, but the reality is it just serves as a practical example of how the students have been geared toward gaining that information. Information that sometimes we adults don't have at our fingertips and don't really even know where to begin looking for it.

Where do we want to go for the future? I have a very very simple vision for the high school and that is, I'd like to have every student with the same access in school that they have outside of school – whether it be home, whether it be in the work place, whether it be on a college campus. I want our kids to have all that access right here, right now in the high school. I don't think it's quite reasonable to say to a student who is immersed in technology and utilizes it on a regular basis to say, well when 7:40 comes and you walk in my front door, you've got to leave all that behind. You can't use those tools. Some of you know that back in a previous life, I was an auto mechanic. I worked on cars for a living. I couldn't imagine if my boss came to me and said, you must fix that car, but we're not going to let you use the tools in the 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> drawers of your tool chest. You can't do it. I think we're hampering students a lot in their learning by saying to them; you cannot have in school what you have everywhere else.

As you are aware, we are currently going through a rather significant restructuring initiative in the high school. Numerous goals and visions within that directly relate to technology. Teaching and learning that utilizes the most current research based practices. More and more we're being shown what technology can do. Not only to give information, but to just engage the student and get them more excited and utilize some of those skills that are going to make them more effective workers outside of high school. Instruction and skills that support, emphasis on support there, academic learning. Those kinds of things that, again, make the learning real time – the Rosemarie Wood example. It was right there at that kid's fingertip when he wanted it. He probably forgot it 5 minutes later, but I was happy with the example I got to take away from that, and to provide a maximum opportunity for success. Again, technology allows us to do some things for students. The absent student, being able to access information that the teacher may have posted, or a contemporary example, we have student who's to be missing a lot of school and they want to maintain some contact with

their information and courses that are perhaps a little more challenging – technology provides that opportunity. It's not just the one or two students. We get a lot of that in a given year, so providing maximum opportunity for success for all students. We can really use technology to help level that playing field.

That's where we are, that's where we'd like to see us go. At this point, I'll turn it over to Ms. King.

Ms. King: In the middle school, very similar to the high school, we also have 12 classrooms that have a netbook for every child every day. In those classrooms, the teachers and the students have access to great quality, diversity, and quantity of resources every day. What we see in those classrooms is what I describe as minds on learning and that gets at that student engagement piece. It really does allow for more kids more of the time to be completely engaged in learning. We have seen and we have really focused on increased meaningful writing with feedback and the ability of teachers to provide very specific and immediate feedback has increased. That is equated to increased meaningful learning. We have seen a lot of increased motivation with students wanting to improve their writing, improve the way they express things – whether it's in a content area or within a more traditional language arts type writing assignment. You also see what I describe as the network student. I know that Mr. McFarland sent you in your Board packet a link to a video and I don't know if any of you got an opportunity to look at that, but in that video you see a 7<sup>th</sup> grade student in a science class describing all the different tools that she uses to really manage her learning in that science class. Those different tools, if you were to give that to many adults, they would not even know what half of them were. That was a genuine example of the student who really does use technology in their every day life. So, when we talk about network students, that's what we're describing. Students who use those tools for information management and organization, for communication with each other, with the teacher, with people outside of the school walls, gives us an opportunity to teach them how to have those communications in appropriate ways and it really does expand their learning networks. That's our current reality in 12 classrooms.

Our vision for the future is to extend that for all kids in all classes all days and really to get to a point where we have seamless and natural uses of technology where technology is not the latest gadget, where it really is used as a necessary tool by all students. And then the infrastructure, the physical space, the curriculum and instruction that supports that so that we really can prepare our students for the world in which they are living. To me, having those netbooks every day for every student opens a lot of doors for learning. It does allow us to do a lot of the things that we have been talking about in education for a long time – differentiating instruction, dealing with students who are absent, bringing down some of the walls of the classroom or the school building making contact with other cultures. All of those become very very possible when you have the technology available all of the time. When you only have it available some of the

time or to some of the students, it becomes more of a production. So, that is our vision for the middle school for the future.

Mr. Harding: One of the key questions has to be: what does it take to get there? It's easy to say you have a vision, what does it really take? Well, obviously, we need infrastructure and the hardware and the software are probably the least of our concerns. Given historically the budget which the District has been able to provide for the students and the way the cost of the technology keeps decreasing, I think it's quite possible for us to be able to do this program with our budget. The key issues are really the personnel for implementation. To do this well, the professional development is a key thing. You have to have that continuous ongoing professional development. Some of the new Board members heard me say this last week and I apologize for repeating it, but most of us, when we get to learn something new, we get to learn it at the privacy of our desk or our home. We're not standing up in front of 25 kids trying something for the first time and, if it doesn't work, having chaos many times break out in that classroom. It's a whole different world for a teacher to try something new than it is for us where they have an immediate audience. Without having the staff development and the coaching in the room to help them through those first couple occurrences, it just doesn't happen. How many of us would get up and make a fool of our selves in front of a whole bunch of people on a regular basis? It's not a very fun thing to do. The personnel to support this is really more of an issue. We would clearly have to increase the number of technology coaches we have. Currently, we have a coach and a half for K to 12. Secondly, we would be increasing a number of devices so we would need to have at least one more tech support person to be able to support all those devices and the breakdown. The key cost is probably personnel more than actual hardware/software. The exact figures are something we would want to work out and have more communication if this is a vision you can buy into.

Last thing of course is we have to have the support of the Board first and foremost, but the community, the administration, the teachers, and the parents. There would be a lot of work to build that support that we would be able to fund and maintain a program of this type. So I'll open the vision to your questions and any of my colleagues can feel free to jump in and answer questions because they're probably better than I am at answering them.

Dr. Donahue: It's a really exciting program. I'd just like to interject; you might like to look at the last article in this week's New York Times Book Review which was the advantages of boredom in some people. It's a whole book on why boredom's good. It's very interesting. I have a couple of questions and I'm looking at your last slide that quotes Jack Welsh. When challenge is really, by the time you get netbooks into everybody else's hands, you're already behind. Right now, we're behind clearly. So, what's your proposal to stay ahead of the curve and at least have that vision if not the resources? We can't be cutting edge necessarily, but I mean, netbooks, which I assume are small networked

laptops, there's a lot of other things out there that people have now that I would say enhance learning. What's the proposal to stay ahead of the curve?

Mr. Harding: We are constantly keeping in taps of what the newest technology is. Certainly, there's a merging between the cell phone and the net book/laptop technology. As that keeps changing, we'll keep adapting. Two years ago, three years ago, actually I guess it's four now, time flies. Four years ago when the state started its laptop for the future, we were talking about laptops like this and those big hunky things are pretty much a thing of the past now. We're moving more and more towards the smaller net book type thing and technology is going to keep changing. The good part is, it keeps getting cheaper and more powerful at the same time.

Dr. Donahue: You have included this in your plan?

Mr. Harding: Yes. I mean, we're obviously going to be looking at what we buy now will not be what we buy 3 or 4 years from now. It will keep changing continually.

Dr. Parrish: Currently, the classrooms that are equipped, those computers stay in there correct? So, I would anticipate when these kids start taking these home and owning them, not technically owning them, but being responsible for them, they're going to get beat around a little bit. At another Board I sat on, I had an opportunity to sit with a group of about 20 students on a campus last Friday that is integrated with laptops and the biggest problem they had was breakdown. The problem they had was when, they were using tablets, when their tablets went down, the turnaround time was 2, 3, 4 months sometimes. Two to 3 months was pretty routine and it was a big problem, because sometimes the loaners didn't necessarily work too. So, I think that's something we need to think about and make sure that we have a system in play to replace a broken down unit because that was a real problem.

Mr. Harding: I know one of the key things that I've talked to a number of different vendors is, if we would go forward with this, we would want to sign a relationship – it would probably be a several year relationship with a vendor – where they would be certain guarantees built into it, not the least of which would have to be turn around on repairs or replacement when they can't turn it around right away. Again, you come back to the point that both Ms. King and Mr. Murphy mentioned, if you only give some technology to the kids in the class, it breaks down real quick. It has to be everyone has it regularly.

Dr. Cronin: Question – would the contract be a rent or buy for the hardware?

Mr. Harding: That's some of the real nitty gritty details that have to be worked out. There's a couple different ways to go. You can lease, you can buy, some

vendors would even allow kids to bring in their own. We could even go the route of having parents and students buy their own and bring them in.

Dr. Cronin: What do we do now?

Mr. Harding: Right now, everything we're pretty much buying what we have at this point.

Dr. Cronin: Okay, thank you.

Mr. Harding: We leased a few years ago. At this point, we're buying our equipment.

Dr. Cronin: Can you kind of address my second questions was, well first of all, can the netbooks go home if you had them in every classroom, would they be able to go home with the student?

Mr. Harding: Yes. We would plan, if we go to a one to one, students would take them home. Different districts have done different things. One of the things that I've investigated is, that I know some districts have done, is ask if the student wants to take it home, then the parents must buy insurance on that device, and that runs usually \$30 to \$50 a year. That's something, again, we would have to research the details if you say this is a vision you could support given it comes in the right price range obviously. We can't ignore price on any of this, but to do the more detailed negotiations, we need to know that it's something that the Board would sign off on, but that would be a key point. How would we handle taking home and still addressing Dr. Parrish's question of breakage? At least one option is, there are insurance programs you can get, and either the District or we ask parents to buy that insurance policy.

Dr. Cronin: So, you said that some of the vendors will allow students to buy their own, so they don't care whether the school buys 100 computers or parents buy them, they would still service them, provide loaners if that was in the contract, so there would be an option that they would be owned by the families. The reason I'm asking is because I know at Milton Hershey, obviously it's different, because they're given to the kids, but each kid in 10<sup>th</sup>, or I guess when they hit high school, gets a computer that they keep with them, because then each year the class is getting the most up to date computers. So, this year's sophomores might get version A, next year's sophomores get version B, so we're able to keep with the times in some regard, and your computer would never be more than 3 or 4 years old, rather than longer. Okay. Thank you.

Dr. Parrish: I know one of the boys prep schools in the DC area, this came up in this discussion last week, actually they buy computers, every desk is equipped with one, and the kids each have their own flash drive. So, they're not dragging the computer back and forth, so the wear and tear is easier.

Female Voice: But they have to have a computer.

Dr. Parrish: But the kids are responsible for a flash drive that they can plug in each class to their computer which is another thing, I guess, to throw out there. I'm not a tech person.

Ms. King: We have actually done that at the middle school with the students when we first got the netbooks. All of the students did get that. The only downside to that is then you don't really learn how to use, if you don't have access at home, outside of school, you don't learn to use the other tools. That really just saves your files. There are also a number of other districts that we've looked at who have gone to one to one and they've handled some of these things in different ways as far as the lease or buy and the students taking it home. So, I think we have a lot that we can draw from in other people's experiences.

Mr. Harding: One other thing if I can just add one point there, one of the things that has been shown is when the kids take a laptop and they carry it with them, the repairs actually go down versus they stay in a room and it's not there so they don't really care because it's broken, it's someone else's problem.

Dr. Cronin: That brings up my question. That's what I was going to get at. It would be nice to see data, what other schools do and what the wear and tear is in students owning versus using someone else's, because personally, I support this 100, 200%. I can't imagine life without having the computer with you at all times, so I must be under 25. Was their life before Google? But obviously, these things have to be worked out, but I really believe, I would want the kids to have it 24/7 at their disposal and having the option to buy in most circumstances and have that responsibility, I think would be really invaluable to ensure the life of the computer. If it's yours, but realizing you still have the IT support and the loaner if it does break, to me, that's a win-win situation for the kids. And then realizing that in some situations, you might want to look into, you know, if there a scholarship program to help people who can't afford it, or a loaner or a lease program, but cover all the bases. Thank you.

Mrs. Chabal: I am assuming two things: home is equal to connectivity which I don't think is 100% in Derry Township and also have we given some consideration to establishing and perhaps our campus is entirely wireless at this point?

Mr. Harding: Yes, our campus is entirely wireless. One of the issues would be those families who do not have internet access at home. Fortunately, we do have quite a few businesses in the Hershey community who do, including the Hershey Library where certainly they could go. It's not the ideal situation, but at least it would provide some access for our secondary students.

Mrs. Chabal: Thank you.

Dr. Parrish: So, I think you mentioned that we have to make sure our classrooms are set up, are the desks in the high school and the middle school set up to accept a laptop consistently or are we looking at buying new furniture?

Ms. King: The furniture is an impediment to . . .

Mr. Harding: Right now, the majority of desks in the high school are the old style and are about this big, but we have been, as we've brought laptops into these 12 classrooms you heard me talk about, we have been bringing in other furniture arrangements to accommodate that. I think you bring up a good point. We have found major problems when you try to use the old furniture with books and tablets and pencils and such.

Dr. Parrish: It's always little things that creep up and grab you – things you wouldn't think about.

Mr. Morelli: I have a couple questions. First of all, when the students get to the high school level, are these netbooks enough horse power for the non-internet stuff they need to do, such as Word, PowerPoint, and Excel. I mean, I like the idea of netbooks for getting the internet. They're light and you can carry them around and they're a fraction of the cost, but as you get to high school, does the functionality or the needs of the student go beyond just being able to get to internet all the time, you still need to do assignments with Microsoft Word and PowerPoint – things like that, that generally these netbooks don't have enough horse power for.

Mr. Harding: We have found [tape ends] . . . PowerPoint can be a little slow. Certainly trying to do a larger presentation with something like Movie Maker is going to be slow. We do not anticipate absolutely eliminating, we will never eliminate all of our computer labs. CAD lab as an example would never run on these netbooks, well I shouldn't say never, because they keep, obviously, each generation netbook is a little bit faster and a little bit more performance. Each version of Word gets a little bit clunkier and takes more power, so sometimes we're not going forward; we're kind of staying even. Anyway, bottom line is, your basic point is yes, we would have to have some computers. In the middle school, we keep a full fledged set of laptops on a cart that teachers do use for certain projects because the netbooks are not ideal for that. I would see the same thing happening. We would not be able to absolutely say we're not having anything else other than netbooks. We would have to have some provisions for other applications.

Mr. Morelli: On the subject of buy versus lease, I like leasing. The guy that built our house, he didn't own a tool. He rented them all, because if the stapler broke and he's on the job, he calls the stapler guy and he brings him a new one and

takes the old one back. You never need to worry about that. I'd also like to see folks look into, because I'm uninterested in piling on this whole PSERs teachers retirement issue that we have in a couple of years, maybe contracting out for some of your Help Desk and your extra personnel that you need, because those folks, there are a lot of them around, especially in this economy. You could probably get a pretty good deal on some services. Just like the staple, if you don't like them, next week, you can have another guy in.

Dr. Donahue: So, what I don't see in this and probably because it's not appropriate, but is there a parallel vision for course and curriculum development to take care, so one example is social networking sites are going to be important and medical informatics and all sorts of applications for people who will get jobs that aren't in computer science per se, but a lot of people are going to have to do these sort of things. What I'm wondering is, as we build the hardware and infrastructure which we need, is there a plan for parallel course development? I don't mean programmers and computer scientists, but I mean people that will use that in different applications.

Mr. Harding: Yes. We have computer classes currently, which need to change, because 10 years ago, we had to teach students how to utilize Word, how to do a PowerPoint. That's not what they need today. So, within the courses we have, we just need to revise and update the curriculum. Plus our teacher librarians are also working with all curricular areas and infusing the media specialist piece into those curriculum and using them as specialists to help teach the content area teachers how to utilize these tools as well.

Dr. Donahue: Okay, thanks.

Dr. Cronin: One other comment. In terms of the speed and the sophistication of the computers, I think it's important to have them be fast enough for the basic stuff, but not so top of the line that they could do things that they shouldn't be doing - World of Warcraft, the gaming thing, stuff like that. That's a personal note. The biggest expense that I'm seeing here is the training and the staff, the bodies. I think what you said was important Chris about the contracting out, but also, would there be a plan to, which I think we've done already with whiteboards, but to train the trainer so we don't necessarily need so much training, but you have certain grade level or folks that are the go to people that can help train rather than extra bodies that have to be on salary.

Ms. King: One of the things that we run into is, when you look at all of the research on professional development, it is not done, like imbedded, as the teacher is doing the teaching. It really does fall apart. One of the things we ran into when we had someone in each grade level who was kind of the go to person is, they were teaching when their colleagues were teaching. So you either had to pull them out of their classes to go and help a colleague or try and have someone from another grade level come in, and it really became very



cumbersome. The other issue with even the technology people who would service equipment who would come in when the equipment, you know, when suddenly the teacher can't get access to the printers or something's going on. If you have a to make phone call to a Help Desk or you have to go to someone's who is not right within the District or not within your building, again, that increases the frustration and it actually causes people to not want to use some of the technology if they have to wait. Again, you're talking about classrooms where they're there with 28 students in front of them and if they always have to have a backup plan, you know, technology always will go down sometimes. But, if you're always having to wait or you're always having to share a person, wait until a person is ready to come support you, it really does become just a lot more difficult.

Dr. Cronin: I was referring more to the training, initial training, not the ongoing support.

Mr. McFarland: And we do actually have that with out TIME program – technology integration master educators where they work with a tech coach. There's a difference between the professional development technology coach and a technician.

Dr. Cronin: Right.

Mr. McFarland: The technician is going to handle more of the . . .

Dr. Cronin: Troubleshooting.

Mr. McFarland: Troubleshooting, the coach is more to get in there, model, team teach, those kinds of things. But with that program, we are doing sort of a train the trainers model that then those teachers go back and work with their colleagues as well.

Dr. Cronin: Gotcha. Good. Thank you.

Dr. Parrish: Just to wrap it up, Joe, I think it's pretty general consensus on the Board that we have an interest in moving forward and hearing how this goes and obviously we need more details. What's your time frame coming back to us with some of these questions, some of these thoughts in a more concrete form where we could really start making some decisions about it? Do you guys have a time frame, Lin?

Dr. Brewer: The reason we wanted to introduce the technology vision to you is that AI will be coming back for his mini presentation on technology and before we outline what a couple years would look like in bringing this to fruition, we wanted to get a sense of your enthusiasm for the project, which I'm hearing. So, you will see the proposal when AI does the technology budget in a couple weeks.

Dr. Parrish: Great, thank you.

Dr. Cronin: When Al does that budget, he'll do a multi year? I know, tonight we'll just see a one year, but the technology would be . . .

Dr. Brewer: Yes, we'll need to do that a little differently for technology to show you, because the question will be – how do we bring it in and when do we bring it in within the confines of the budget. For example, the capital plan showed \$200,000 in the budget for next year to maintain the infrastructure. So, obviously, we're already started down the road on that.

Dr. Parrish: Great. Thank you guys, appreciate your time.

### **3.06 2010-2011 Budget Presentation – Athletics**

Dr. Parrish: Moving ahead, we'll do our first budget presentation tonight other than Lin's overview of the budget two weeks ago. We're going to start off with Mr. Elias talking about our Athletics Department budget for the upcoming year as proposed.

Mr. Elias: My goal this evening is to give you a snapshot of the background and how the money is utilized in the athletic budget.

First of all, in the Athletic Department staff, we have 158 individuals that apprise the Athletic Department. Of that 158, 113 are paid individuals. Hopefully that gives you a little idea of the 26 varsity sports that we have, how big we need to have some of the individuals to staff that, the number of students as you'll see. We have a large amount of students later in my slides, you'll see the number.

Each year, we try to balance our home and away contests. This year we have 823 contests and they are pretty much balanced. Besides that, we have numerous post season contests that our kids are either in Mid-Penn competitions in the post season, or they're in the District competitions, or PIAA. We have a number of competitions in the Athletic Department over the course of one year.

Student participation – 358 students participated in at least one sport in Grades 7 and 8. In the high school 9 through 12, we have over 526 students participate in at least one sport. That's a large number of students that comprise the overall athletic program that we have each year. A total of 43 students participate in 3 sports. That number is getting smaller and smaller every year. A lot of it is because of specialization, a lot of it is because of kids that are in club programs and go from the club into a single sport. But, because of that specialization, at one time, about 8 years ago, we about 70-80 kids that were playing 3 sports. So, that number is getting smaller and smaller.

I wanted to give you a background of our athletic budget versus the overall budget. The National Interscholastic Athletic Administration Association as a source, the national average for high school athletic budgets is 1.2% to 1.5% of the overall budget. You can see the history of the past 5 years; we've been under 1% and what I'm asking this year, in 2010-2011, which is next year's budget, .89% of the overall budget. So, when you see the number of students that we have participating and the amount of money that we spend, I think we have a very good product.

I wanted to give you a snapshot of some examples of, this is not everything of course, but a snapshot of where the money is going in our athletic budget. In the game operation costs, officials, you can see, is a large part of our budget and as you go through there, there are numerous items that you see in game operation costs that are not fixed. They are items that change every year. You don't have a whole lot of control over some of these items. Officials' rates go up every year and I remember at one time, that might have been 7 or 8 years ago, the officials might have been around \$34,000-\$35,000. They go up about \$3,000-\$4,000 every year when you add up all the sports collectively.

Another category in the budget is the equipment and supplies – the nuts and bolts of what the coaches need to run their programs. You can see, when you see general supplies, we're talking about the balls, the practice equipment, helmets, for example, whether its lacrosse or football, cloth items, uniforms, warm ups. That would be general supplies. That's the bulk of our equipment and supplies. Our medical, our trainer, both at the middle school and at the high school have a budget, \$11,000 may not seem like a lot, but it is a lot of money for them to utilize to take care of our students. A lot of that is in rehab that they can actually in their own training room. The equipment – whenever we need to replace a basketball board, and we've had to replace several this year, two in the middle school, or we add a tackling sled, something like that. That would be under the equipment category. Then we have repairs and maintenance and that's reconditioning to preserve and make sure that we can get the most out of our equipment over numerous years. The bulk of our repairs comes in the football, with the repairs of the football equipment. The life of a lot of that equipment can be an added 5, 6, 7 years, which in the long runs saves us a lot of money.

Under administrative costs, we have dues and fees and you can see a listing of where a lot of our dues and fees go to. The Mid Penn has dues, the PIAA has dues. We have coaches that belong to coach associations. We have tournament fees. Whenever our kids are in tournaments, we have to pay a fee to be in that tournament. There's league award banquets and there are coaches' clinics and workshops that are for our coaches to stay current with the latest trends in coaching. We have insurance, and a big part of that is the Drayer physical therapy where we get two of our trainers from. Without our trainers,

they are probably the most valuable personnel that are on our staff and have not only helped with rehab of our athletes, but have helped with preventative measures with our athletes. They are extremely valuable to us.

Reasons for increase? Fixed costs, those areas right there go up every year. They don't stay at all, and as I've mentioned, we still have rentals. There are still a couple times that we have to utilize other facilities. We pay a rental at the Plaza for the pool. Not so much for the pool, but for the Colorado timing device, the scoreboard that we use for the meets. We pay a rental once a year, there's a car show at Hershey Park. It seems we have a home game always that week and we have to find another place to play a game. One year we had to play in Palmyra, we played in Middletown, the past couple years we've been able to play at Milton Hershey. Each one of those places charge a rental and we have to put that in the budget just in case that year we're away on a car show. We also pay a rental to go to the Hershey Racquet Club for our boys and girls tennis for a week or two where it's inclement weather or they might get a week of rain and they need to continue their training, so we pay a minimal amount at the Hershey Racquet Club. Those are the three areas right now where we pay rental. At one time, our rental budget was up to \$40,000-\$45,000 until Hershey Park gave us all of their facilities free, we were paying a very hefty amount of money to Hershey Park.

These are program costs that we have. We have a program of replacement of uniforms where our policy is every 5 years we replace the uniform. Replacement of warm ups, the storage bins, we continually look for areas for storage. One of the biggest concerns that we have, and I'm sure every other principal would tell you, storage is very minimal at the high school. We find every nook and cranny. When we can find something, we'll buy a storage bin that we could secure our investment. Under the program costs, the equipment supplies as I mentioned earlier. But the most important thing that is a challenge in the athletic budget are those fixed costs and trying to handle those costs and keep the budget without too much of an increase each year.

I wanted to give you a snapshot of the total athletic budget. You can see 50% of the athletic budget – game operations, 41% is buying equipment and supplies each year and 9% is administrative costs. So, the game operations which is 50% of our budget, that's the challenge every year of trying to balance that budget so that it doesn't get exorbitant.

I'd be glad to answer any questions at this time.

Mr. Morelli: Thanks, Sam. I just have 5 questions. The average percent of the athletic budget versus our budget was for the US, do you have the figures for how we match with the rest of Pennsylvania schools or Central Pennsylvania schools?

Mr. Elias: I could tell you this. The previous two school districts that I worked at as athletic director and assistant principal, we spent more money at those schools athletically, with less athletic programs. Not that we need any more money, but I think we do a very good job with the amount of money that we receive. A lot of school districts I think have, I know of several that run into the 1.1 to 1.3. I'm very proud and happy that we're still under 1%. There is no need to ask for more than what we have. Some of the reasons some of the costs has gone up is we've added programs. A year and a half ago, we added boys lacrosse. We've added middle school volleyball. Particularly boys' lacrosse is a very expensive sport. That adds another \$15,000-\$20,000-\$25,000 to the budget. It's not apples to apples. You have to look at the numerous sports that we've added. Since I've been here, we've added quite a bit, but we've still been able to maintain not escalating that cost a lot.

Mr. Morelli: How about the PIAA. What are they doing to sort of control costs? I'm assuming they're the ones that make all the schedules; they have all the contracts with the officials and all that. I'm looking at it, and I'm sure they're reasons for this, but our girls' field hockey played LD for the state championship and everybody had to go to Allentown.

Mr. Elias: I could tell you, I'm on the budget committee, the Board of Directors of PIAA. The only way that they can raise, can make money, the only way is through gate sales. They certainly don't want the price of admission to go up because pretty soon you won't have anybody coming to the game. The number 1 reason that Lower Dauphin and Hershey had to go to Whitehall is because they had a 4 year contract. Everything just went out again this year where everybody in the state has the opportunity to bid on sites of all the sports, and Whitehall had won that for 4 years and they were contracted to do that. We knew back in August/September that the finals were going to be in Whitehall. We couldn't predict that it was going to be Hershey and Lower Dauphin. It certainly would have made sense to stay local, but they were under contract to go to Whitehall because that is what they had signed 4 years ago.

Mr. Morelli: Sure. Does the football family or the Trojan Foundation, do they give money to the program for the real costs?

Mr. Elias: No.

Mr. Morelli: Okay. I thought the Trojan Foundation, if you donated, you could earmark money for education or sports or music.

Mr. Elias: When you talk real costs, maybe you need to be more specific.

Mr. Morelli: I mean your costs, not the cost of sweatshirts and snack bars.

Dr. Cronin: Budgeted items.

Mr. Morelli: Yes, budgeted items.

Mr. Elias: No. No. Budgeted items, and we don't really want booster clubs to get involved in buying uniforms and things of that nature, because we want to make sure they have the right colors, they're governed under the PIAA regulations, because there are a lot of uniforms that are national federation, they have to be a certain way. What the District wants to do is to give the program those extras, such as maybe the sweatshirts, warm ups, things that are not in our regular budget, but we don't take any money from any of the booster clubs to incorporate in anything you've seen in the slides.

Mr. Morelli: Just a last question. The Drayer contract. Is that annual?

Mr. Elias: Yes.

Mr. Morelli: Do you look at other PT guys? They're very good and they're probably the biggest in the area, but do you look at other PT companies?

Mr. Elias: They are very few that are out there and if I had the power, I would hire 2 full time at our school, not through Drayer. I think it's time to start thinking about hiring our own trainers. There are many schools, and I have surveys to show, there are many schools now that have their own trainers and not contract through other organizations.

Mr. Morelli: That's a good cost, I mean, that \$40,000, that's for both of them? I mean, I'm sure they're losing money on that deal.

Mr. Elias: Absolutely.

Mr. Morelli: And they give you great service. I just didn't know if it was a long contract or not.

Mr. Elias: No, it's a yearly contract.

Dr. Donahue: I'm going to preface this question by saying that I really support athletics, because I think this question might be taken the wrong way, but something I anticipate people might ask me. Are all the real costs of having an athletic program in this budget? In other words, taking care of gymnasiums, mowing lawns, taking care of fields, some of which you might do for physical education, some of which you might not, that's not in this budget.

Mr. Elias: No, that would be under buildings and grounds.

Dr. Donahue: So, if somebody asked me what is the cost to have athletics at your School District? The .89% wouldn't be the real cost, because there's a cost,

and please correct me if I'm wrong, there is a cost associated with having the program, but that wouldn't naturally be in the budget, because it does other things too, is that correct?

Mr. Elias: That's right. That would be the same thing as a custodian who sets up the gym for a basketball game is also cleaning the room for class the next day, so that's all incorporated. They all are kind of doing the same thing. Some individuals that are working outside are also cutting the front of our lawn which is not the athletic field.

Dr. Donahue: Do you have any way of knowing how much that would be? Just wildly guessing?

Mr. Elias: No.

Dr. Donahue: Thanks.

Mr. Elias: Sure.

Dr. Cronin: A couple of questions. The first one is: it would be helpful for me to see the actual dollar cost rather than the percentages to see what the national average of athletic budgets is on a dollar basis, because 1.2 at one district is very different than 1.2 in actual dollars. I think that's critical to know. If we could just see the same slide that has all the percentages over the years and the national budget in dollar figures, that would help put it in perspective. One question that jumps out at me is: why is the multiple sport athletes dropping? Is that okay with us philosophically and if not, what are we putting into place to stop discouraging multiple sport athletes. For example, if we know there are programs out there that are pretty much preventing kids from doing other things, is that our philosophy? If so, fine. If not, that should be looked at. Number 2, the game help personnel – over \$30,000 in game help personnel. Are there ways that we can work with booster associations to serve in those capacities? For example, I remember a mom worked the clock at lacrosse games and donated all the money back to the booster association. Maybe booster associations can make that a position to do that job on a volunteer basis. Just an idea, because that really seemed to add up. I know timing is just one part of it. You said that warm ups come from booster clubs.

Mr. Elias: No, no, I didn't say that. I said that's suggested.

Dr. Cronin: Right. Warm ups and other things.

Mr. Elias: And when I say warm ups, I don't mean the warm up that they would wear to run out on the court or on the field, I'm talking about warm ups, for example, boys basketball has warm ups that they wear to the game on the bus instead of . . .

Dr. Cronin: I thought they were suits.

Mr. Elias: The warm up suits, yes.

Dr. Cronin: No, suits and ties.

Mr. Elias: They also have warm ups, tops and bottoms that they wear to games.

Dr. Cronin: Oh, okay.

Mr. Elias: Sweatshirts, things of that nature, sweatpants.

Dr. Cronin: Yes, that was my question. Do all the high school sports get sweatsuits?

Mr. Elias: No.

Dr. Cronin: And what determines whether they get them or not?

Mr. Elias: Each booster club and each coach.

Dr. Cronin: No, I'm saying the ones that we buy from the District budget. So, some coaches request warm ups and some don't or some get them and some don't?

Mr. Elias: Yes. It depends on, for example, basketball. Both basketball coaches don't believe in the warm up pants, so we don't buy warm up pants, but we buy warm up tops. Wrestling wanted a hooded sweatshirt, so the hooded sweatshirt, but they didn't want pants. So, it depends on the philosophy of each coach and how they want their kids to dress for pregame warm ups.

Dr. Cronin: Okay, the reason I ask is because I see that as an easy item that could be a booster club item because it changes year to year what they may want or what they need and it seems like something that we may not have to buy at a District level. Buying uniforms is critical, but warm ups is, I don't know. I didn't see that as a priority.

Mr. Elias: I think warm ups are critical because it shows what you think of how you look. I think it's important for . . .

Dr. Cronin: If that was the case, then we should make it standard for everybody. I think it has to be philosophically decided, what do we do and who buys it since it doesn't seem like it's standard. I know some sports have it and some don't.



Mr. Elias: I don't think with 26 sports that we should be standard as long as each coach has a philosophy and we look good in the way they dress before the game and during the game. I think it's very important to a lot of our coaches what our kids look like and I would hate to tell the coaches you all have to get a certain type of sweatshirt or you have to get warm ups. The booster clubs, there's a lot of pressure on them as it is to finance their award banquets and different little things. I'd hate to get into the business with booster clubs to tell them that we want you to help now outfit. That is up to the individual booster club and some hustle more than others and I think that should be an individual thing as opposed to standardizing it.

Dr. Cronin: No, I'm saying if a coach wants sweatsuits, then they request it of their booster club as an option. I'm just saying. If we're looking to save money.

Mr. Elias: Right.

Dr. Cronin: And then, one of the administrative costs was league award banquets, do coaches have to pay to go to a league award banquet?

Mr. Elias: There are times, yes. It might be a \$15 cost for 4 or 5 coaches and we'll pay.

Dr. Cronin: And PIAA bidding, since you're on that committee, that's absolutely ridiculous for the PIA to make contracts that long that incur costs on districts. That should be done on a year, I mean, if you can put any word in, that should be done on a year to year basis to decide who are the teams that are in there, where's the most cost effective location. That's insane that Whitehall's, I mean what if Pittsburgh teams were in the playoffs, that's just nuts. So, as our representative, take care of that.

Mr. Elias: Okay.

Dr. Cronin: That's all I have, thanks.

Dr. Parrish: Sam, one question. I agree. We don't want to micro manage our coaches, has there ever been a situation where a coach came to you and said, this is the way I'd like my kids to be dressed for warm ups and you said no?

Mr. Elias: I've never said no to any of our coaches, as long as they give me a thoughtful process in how they are dressed and what they want to do. No one's ever been said no.

Dr. Parrish: So, there's no reason to think there's any favoritism?

Mr. Elias: There is absolutely no favoritism and I can bring 26 head coaches up here and they'll tell you, they've all been treated equally. I would bet my life on that.

Dr. Parrish: Thank you, Sam.

Mr. Elias: Thank you.

Dr. Cronin: The .89%, does that include personnel?

Mr. Elias: No.

Dr. Cronin: Okay.

Mr. Elias: That is just the cost that you see there to run the programs.

Dr. Cronin: And can we see a comparison when we include personnel?

Mr. Elias: If you add personnel, it would probably be another .8.

Dr. Cronin: Okay.

Mr. Elias: So, overall, with personnel, it would be about 1.6%.

Dr. Cronin: And how would that compare to the national or we don't have that?

Mr. Elias: With the national average that I've researched, it has nothing to do with salaries, it has to do with actual program costs.

Dr. Cronin: Okay. So, they don't include, the national average doesn't include . . .

Mr. Elias: Doesn't include salaries.

Dr. Cronin: Thank you.

Dr. Parrish: Really the way to look at it would be: what's your cost per participant, if we really wanted to be critical.

Mr. Elias: Right.

Dr. Parrish: Thank you, Sam.

Mr. Elias: Thank you.

### **3.07 2010-2011 Budget Presentation - Special Education**

Dr. Parrish: The next budget presentation on special education, Lynn Dell. Welcome.

Ms. Dell: Good evening. The following special education budget presentation will highlight Special Education scope and services as well as strategic planning goals that drive special education program initiatives. In front of you, you have a handout packet that was given to you in addition to the PowerPoint slide prior to the meeting tonight. I will be referring to each handout as we go along, there are 5.

As far as scope of services, Derry follows federal IDEA and Chapter 14 mandates to provide a Free and Public Education (FAPE) for each student identified. That's pretty much the essence of special education – mandated.

For the last 30 years that I've been working with special education (special education has been) underfunded and we can all accept that, and we can look at how we can begin looking at the scope of services and become more targeted and effective. At the federal level, IDEA is now aligned with the important principles of No Child Left Behind in promoting accountability for results, enhancing the role of parents, and improving student achievement through instructional approaches that are based on scientific research. While IDEA focuses on individual students, and I think that's really key here, that we're looking at individual students, and No Child Left Behind focuses on school accountability, both laws share the goal of improving academic achievement through high expectations and high quality education programs. Nationally, more students with disabilities are attending schools in their own neighborhoods, schools they may not have been attending previously over the years. Fewer students with disabilities are in separate buildings or separate classrooms or separate on-school campuses and are instead, learning in classrooms with their peers.

Your first handout is the special education data report from 2008-2009. The 2009-2010 (data report) has not been developed yet and promulgated yet from the state, so we have 2008-2009 numbers in front of us and percentages. For a student to be in need of special education services, they must meet two prongs of an evaluation requirement: they must exhibit needs and meet for one or more of the 12 exceptionalities and they are listed on your Handout 1 to the left box under Enrollment and starting with autism. They must also meet on the second prong require specially designed instruction or be in need of those instructional elements that augment, supplement, or replace typical instructional methods aids and services available for all students.

Looking at the first section of that handout, Derry Township educates 408 unduplicated students with IEPs. Now, unduplicated is defined as the students that are only reported one time even though they may meet criteria for an

additional disability category or related service. Basically, we are providing more services even though we have the 408 unduplicated number, and at this time on your handout, you can see that our total enrollment of the District has grown slightly and so has special education enrollments. Percentages for special education enrollment by disability is 11% for the District and for the state 15.2%, so we are under the percentage in relation to the other districts, according to the state percentages compared to all of the other 500 districts. I wanted to just make a point to that the percentage of students with the IEP total enrollment was 9.6% back in 2005-2006 and now we are hovering in the 11% range, so, even though it's lower than the state, we are steadily increasing.

Again, referring to your handout, additional key factors to note and this is really where we talk about budget and where we're going to be looking at additional costs for next year...of the special education enrollment, the autism spectrum disability category continues to rise and is significantly higher than other districts state wide. We have a 10.2% in the District and the state average is 5.3%. Speech and language impairment 20.7% and the state 16.3%. We have disability categories that we are following along with the national trend of 1 in 91 births in the autism spectrum, and we are going to be seeing a total of 26 new kindergarten students this year, in the past, 3 or 4 years ago we were in the teens coming in from the IU and even single digits not so long ago, now we're up to 26 total (preschoolers coming in to district). They are not all in the autism spectrum, but many are.

The point is, complex needs requiring increased amounts and types of services, along with an increase in the number of students. We talk about numbers all the time and increasing numbers, but we're also talking about the actual quantity and type and amount of services per each child. So, continuing to look at the enrollment data, Derry also has a greater number of students with multiple disabilities, 3.1% - District, 1.0% for the state. We're working to increase additional opportunities for students with multiple disabilities to receive education in less restrictive environments and we need to look at how we can provide more opportunities for these students to be accessing general education curriculum.

Finally, even though we are below state percentages for students with specific learning disabilities, we continue to have an increase in the percentage and complex needs requiring a focus on this population for reading and math. We talk about meeting AYP and we talk about learning support, we talk about evidence based reading and math and the students that we are really looking to augment the current level and type of intensive instruction. Even though we're doing a very nice job with our response to intervention initiative and seeing fewer students with learning disabilities (referred), the traditional curriculum casualties (those students in my day that didn't have access to good instruction) are not receiving special education. We're seeing the students of this day really being able to have their needs met through the response to intervention, not because the student is in special education, so the remaining students who are learning

support are requiring more intensive and targeted and focused interventions for reading and math.

As far as a continuum of services, your second handout is an effort to explain the concept of continuum – continuum of supports and services is not just where, but a continuum of supports and services is also amount and type. Actually, this is a change as of July of 2008 when they revised the IDEA regulations to really focus on amount of services and supports and type of services and supports and not just where the child is receiving their education. So, we can have students placed in regular education who are considered receiving extensive special education services. It's a shift in looking at special education services. Then, also our continuum of instructional settings – that we do have to have options for different instructional settings for students who may require those intensive instructional needs.

Looking at the continuum of (environments) of services, we also want to mention on the far right of your first handout, the box to the right that says special education inside regular education and special education inside regular class and special education in other settings. These 3 elements are what we are evaluated on and are monitored on by the state. Special Education inside the regular class for 80% or more is at 8% below the state percentages and we should be at 55.2%, so we need to have more students going into regular education with supports and services. We are above by 2.2, 12.2 over 10.8%, so we are above the target percentage for special education inside the regular class less than 40%. Special education at DTSD should be below that percent, so we actually should have our students with multiple disabilities and more significant needs out in regular education more. Those two least restrictive environment components place us on alert status, so we will need to target this next year. Again, whenever we are targeting things, we have costs and we have needs there.

Our staff works very hard. We have a total listing as well on Handout 3 of not only our direct service personnel, but also our support staff and our contracted support services from the end of last year. These types of staffing supports along with our current direct support staff of 24 educators, 1 of those professional educators is a full time interpreter, deaf and hard of hearing interpreter, 4 speech and language pathologists, and I do believe we might have a candidate and will be approving/filling that position soon, 1 occupational therapist full time and we also contract for additional occupational therapy services through the IU, 40 teacher assistants, and 3 psychologists who are actually under the Director of Psychological Services, but who are integral in providing supports for our staff and we couldn't do without them. This lists our direct staff that are serving the students in the District, but we do contract for additional support services that are in your handout as well.

As far as strategic planning, paralleling district's strategic planning goals for curriculum, special education planning is focusing on evidence based

interventions to increase student reading and math skills, both achievement and tracking student growth, not just looking at achievement, but tracking that growth over time. As mandated to meet the shifting student population needs, special education must work in collaboration with District administrators and educators to design a continuum of service delivery options which create a continuum amount/levels or types of services and placement options to provide a free and appropriate education. We're always receiving information on new students that are moving in that come from out of state for example. Their services from out of state don't always match the services that we have to offer here in our District and/or even regionally, so we're constantly looking at ways that we're designing a continuum of intervention levels and services for students. As mentioned earlier in the technology presentation, we are looking to continually train our staff, not just in technology, but also in all those evidence based intervention tools that are out there. Actually, we have to have to range and a plethora of those, it's not just 1 or 2 or 3, it's matching the features of those math and reading interventions to each individual need of each of those students and especially in learning support reading and math, because we are focusing on those students' progress and growth.

Research indicates that the professional educator is the most pivotal factor in influencing student change – we've heard that as well this evening. As a result, we are designing, providing and supporting professional development and guided practice and next year, we're going to embark on autism training in a guided practice format to address the increase in the high number of student needs in that category.

Finally, in line with the District's technology and Strategic Plan, planning guides the selection and implementation of specialized instruction and assisted technology for students with special needs. This collaboration provides appropriate and necessary technology and assistive technology. Many of you, we may be ahead of the curve because we're using iTouch's with simple apps for communication devices, so, as far as assistive technology goes, the assistive technology world out there for people with disabilities is quite portable. They've had to become that way, because they're small businesses and they have to stay in business so they're quite creative with that. We often use our access dollars for that, but as far as classroom instructional technology for those learning support classrooms and emotional support classrooms and our low incidence classrooms, we are looking at using currently stimulus funds for technology, but at some point, once those stimulus dollars are gone, we are going to working closely with our technology folks to maintain that technology as well.

Program initiatives – actually we look at the strategic goals, because we have mandates, we look at our program initiatives. When I was looking through the national program initiatives, we are spot on here, so I was really excited to see that. Once again, reading and math, K-12, we embark this year on more intensive focus on our high school learning support and providing additional

supplemental reading purchases, so next year we're looking at implementing those in classroom setting.

Secondary transition –are school outcomes for our students that have been in special education many many years, what are our outcomes? What are we showing for accountability? We're doing quite a bit of training in that area, and, again, it's a mandate so that we do have support from other outside agencies helping us with that, for example, the CAIU does provide a trainer for that content.

Culture and civility and resiliency, collaborating with the student services department this year – a couple of our staff are involved in a classroom course, but next year, we're going to be rolling that out even more. Again, we're going to be looking at collaborating with the student services department on this.

Specialized software – this year we took a huge chunk of time and looked at IEP Tracker, which is a software program and we were able to train staff to enter any all IEPs this year, so that we would be able to do sorts and finds (searches) and look at data and possibly inform our instruction and actually track the progress in the goal areas for our students better.

Positive behavior support planning – again, another mandate. We are looking at students negative behaviors and teaching replacement behaviors – doing that in a system-wide approach.

Assistive writing and communication technology – I mentioned earlier. Just a note on the assistive writing – we are looking at ways to use NIMAS, which is a national universal technology system and there are others resources that are very inexpensive and/or free and that's catching on as well. So, we have a lot of students who are able to access just universal assistive technology on their computers.

We talked about Parent Advisory Council last time I was here, and that continues, and we are looking for additional parent involvement. Again, our paraprofessionals must be trained each year, 20 hours each year. This year, they received their highly qualified status. All were successful in passing their exams, but next year again, another 20 hours of staff development.

So those are all our program initiatives, but again, costs go along with those and they are reflected in this proposal, the budget.

Our last slide was the one I alluded to earlier as far as anticipated staffing needs. We are anticipating working with Sue King, our middle school principal, in looking at how we are going to address some of the significant needs we have next year. In your Handout 4, you have in front of you mandated caseload type of service and then the number under each of those different columns indicates the

maximum number of students that would be allowed for that particular classroom. So, this year, in 5<sup>th</sup> grade, we have 2 5<sup>th</sup> grade learning support classrooms. Typically, we just have 1 class moving up to the middle school. This year, we have 2, and the 2 classrooms are actually as far as the student needs, I broke them down for you (on the handout). I tried to maintain anonymity and make sure that we weren't giving away too much information, but I broke it down in Handout 5 for you to just show you that when you're looking at students who are in supplemental range of instruction, you're looking at students who are going to be in learning support in that setting for a good chunk of the day. Typically, in our learning support classrooms, and I mentioned that earlier, it's not the student profile of yesteryear. It's the student profile with deeper needs, tougher responders to our instruction. So, there's a total of 25 students, but if you look at their disability categories, you can see, even though they are in learning support, they also have multiple needs and multiple categories of needs, including other health impaired, autism, high functioning Aspergers, kids that require additional supports in speech and language and occupational therapy. These are students that are in our learning support classrooms, not our multiple disabilities classrooms, our learning support classrooms. So our highest number of students on the original Handout 1, which the 45.9 specific learning disability, those students' profiles are much different than even 8-10 years ago. We're looking at students who require the supplemental level of services, so of those 25, only 3 are students that would be out in the regular classroom receiving minimal supports, most of them, 22 of them, would receive supplemental level services. So, it exponentially changes the face of what you're doing.

I think I've gone through everything, and I'm near the end and I just want to thank you for letting me give you that story of special education. Again, it's a moving target. Last year, we had 63 new students move in at the beginning of the school year and we had pretty low numbers throughout the year. This year, we had 55 before school started and 23 since then. We have actually 10 in the last 3 weeks move into the District, so, constantly a moving target. Questions?

Female Voice: Lynn, what percent of our students are receiving services out of district here in Derry Township?

Ms. Dell: I don't know percent, but I do know we have 55 students placed out of District, a total of 55 students.

Dr. Kepler: And of those 55 students, we just received pricing from the IU for next year and I want to believe, Lynn, you indicated that we haven't seen an increase from the IU for a year, two years, three years?

Ms. Dell: For 2 - 3 years there was a 0% increase. This school year, there was a 4.1% increase. Next year, there's a significant increase.



Dr. Kepler: In most categories of exceptionality, the services they're provided are double digit increases.

Female Voice: I think that's due to PSERS.

Ms. Dell: They did say that, and Alicia did share that.

Female Voice: Of these students that who are out of District, would there be a way for us to bring them back to the District and would it be cheaper for us to educate them here?

Ms. Dell: That is the million dollar question. It's always an individual education plan, a team decision. That doesn't mean that we could do what you say, however, we also have students who are here, we usually have on average 22 students leave at graduation every year. Then we also have students who leave and go out of placement and are remediated with their needs and then come back during the year. I think special education as a whole is getting better about knowing how to look at intensive services and help students so that they can be in their home district. Federal law mandate is that students be, if at all possible, be educated in their home district. Eleven of those students are, I should have said this earlier, Dauphin County Tech School students, so they're going to stay, hopefully, and build their skills at Dauphin County Tech School. Another 11 of those students are on a consortium classroom, a life skills classroom at Lower Dauphin High School. We are in consortium; they (LDSD) runs that particular high school program, do a very nice job, for 11 of those students. So, the remaining students are in a variety of settings. Most settings and I can tell you by memory are either an autism support classrooms or multiple disability support classrooms and emotional support classrooms. So, we are serving the majority of the students that we can meet their needs and provide services for them with the staff that we have. Four speech pathologists, 1 OT, we don't have a huge related service staff and of the teachers that we have, I think we do a good quality service there. I can't answer that question, because every IEP meeting goes differently. It's the federal law.

Female Voice: Thank you.

Dr. Donahue: I didn't really, so what you're projecting as far as staff needs is a learning support specialist for the middle school.

Ms. Dell: Yes.

Dr. Donahue: Can you, I didn't really understand the justification and rationalization for that. Can you give it a sort of simple . . .

Ms. Dell: Historically, it's been rare, we have more students. We have 25 kids. You look at the caseload, listing, the teacher can only have 20. You have 5 extra

kids. Now, with the new law revision of IDEA of 2008, we have to look at type and amount of services for students. So, when we look at that and add the consideration of the complexity of the students this places a significant teaching load on the learning support teachers. The point was that it isn't just the amount of students that are moving in or staying or leaving, it's the type of student and the complexity of the student.

Dr. Donahue: And in any case, did you say that federal law mandates a certain number of learning support teachers per cases or per students?

Ms. Dell: I think it's Handout 4 in your . . .

Dr. Donahue: In any case, we've exceeded the number that we need for 1?

Ms. Dell: Yes.

Dr. Donahue: So, we don't have a choice in what you're telling us.

Ms. Dell: Yes.

Dr. Donahue: That makes it very easy.

Ms. Dell: Sometimes mandates are good, sometimes mandates are not.

Dr. Cronin: Lynn, I'm going to follow up on that just so I understand it. You're saying right now in the 5<sup>th</sup> grade class, there's 2 learning support classes and in 6<sup>th</sup> grade, there's only 1, so when they move up, that's where we need an extra one? Are there currently 2 different teachers in the 5<sup>th</sup> grade?

Ms. Dell: Yes.

Dr. Cronin: What happens to that? Will she have 2 classes next year or will that person have 2?

Ms. Dell: We'll loop that 5<sup>th</sup> grade teacher back around and the other side of the story that I didn't share with you is that with the 25 new kindergarten students coming in, we also have an extensive increase in our K-1 learning support classroom and so we have 14 learning support students coming up to 2<sup>nd</sup> grade and then we have the 2<sup>nd</sup> graders. We have about, I think 16 or 18, will move up to 3<sup>rd</sup> grade. We're going to be very close to being at limits for 2<sup>nd</sup> and 3<sup>rd</sup> grade learning support.

Dr. Cronin: I'm trying to parallel it to class size, when you have an extra 1<sup>st</sup> grade class and that extra teacher moves with the class to 2<sup>nd</sup> grade, but we can't do that because there's going to be another need somewhere else.

Ms. Dell: Mmmm hmm.

Dr. Cronin: You don't know where that is yet?

Ms. Dell: At this point, I'm thinking it's going to be 2<sup>nd</sup> grade.

Dr. Cronin: Is that going to over 20?

Ms. Dell: Again, yes. Again, what's going to happen is students are going to move away, students are going to move in. This last week we had 3 new students in 4<sup>th</sup> grade learning support. So, it just is such a . . .

Dr. Cronin: There's an anticipated need, but you don't have the firm numbers to say absolutely needed here and there.

Ms. Dell: Right.

Dr. Cronin: Okay. That's helpful. Thank you.

Female Voice: Lynn, you had said our percent of special education enrollment is steadily increasing and you're only asking for 1 position. I'm assuming next year and the year – is this – are you at the limit in all of your class sizes and are we going to be getting another big request?

Dr. Kepler: if I can interject and help answer that question. This is Bernie Kepler. If the Board recalls, just 2 or 3 months ago, we added a position through the use of our stimulus dollars. Next year, we're planning to be able to fund that position again through our federal stimulus dollars. Then, in 2011-2012, that becomes our total commitment. So, I just wanted to make sure we were reminded of that, that's it's really a position this year and another for next.

Female Voice: And then we'll be paying for that the following year?

Dr. Kepler: 2011-2012, correct.

Female Voice: We'll have to find the funding for it.

Dr. Kepler: Yes.

Dr. Cronin: Sorry, I forgot to ask this one, Donna Cronin, Lynn our autism numbers are twice that of the state average? Yes.

Ms. Dell: Yes.

Dr. Cronin: Is that because we have a higher percentage or is it because most of ours choose to get services here, because we're able to accommodate them so well?

Ms. Dell: There are, nationally, there are pockets of students in the spectrum. Typically, there are pockets nationally with high functioning Asperger population, very bright children have lots to offer and probably will be the professors at Yale someday. I really feel as if, and we do, have a good sound wonderful special education program. We provide a free and appropriate public education, but I also hear the families asking about education for their child's siblings, we have a great educational program here. Derry is a fine and wonderful school District. We see lots of wonderful outcomes for our students, so it isn't just the student with special needs. It's their entire family group and, in fact, I just met with a family on Monday from out of state. It's interesting, it's just not the one child, but we're compared with a few other districts around and so they're asking and they want the best for their children.

Dr. Cronin: Thank you.

Dr. Parrish: Thank you, Lynn. You certainly have your hands full hitting a constantly moving target.

Ms. Dell: Thank you.

## **UNFINISHED BUSINESS**

### **4.01 Unfinished Business**

None.

## **NEW BUSINESS**

### **5.01 Approval of Finance Report for December 2009**

|    |  |             |
|----|--|-------------|
| 1. | The Treasurer's Report for the month ending December 31, 2009 was summarized as follows: |             |
|    | • General Fund Revenues  | \$1,678,326 |
|    | • General Fund Expenditures  | 4,494,907   |
|    | • Balance of Cash Plus   | 27,234,853  |

|    |  |             |
|----|--|-------------|
|    | Investments<br>(Includes \$4,531,782 Capital Reserve)  |             |
| 2. | The listed schedule of investment transactions for the period beginning December 1, 2009 through December 31, 2009 has totaled interest earnings of \$15,022 comprised of the following: |             |
|    | • General Fund   | \$245       |
|    | • Money Market   | 11,447      |
|    | • Capital Reserve  | 2,298       |
|    | • PA School District Liquid Asset Fund   | 1,013       |
|    | • PA Local Government Investment Trust   | 19          |
|    | The average interest rate for December 2009 was 0.58%  |             |
| 3. | The December 2009 expenditures for the paid bills for all funds totaled \$1,700,348 excluding net payroll, retirement contributions, and debt service.                                   |             |
| 4. | The January 2010 expenditures for the unpaid bills for all funds totaled \$534,748.  |             |
| 5. | The estimated expenditures of the General Fund for the month of January 2010 were in the following amounts:  |             |
|    | • Operating Expenses   | \$1,000,000 |
|    | • Utilities  | 129,000     |
|    | • Net Payroll (3 pays)   | 1,250,000   |
|    | • Employer Provided Insurance  | 331,000     |
|    | • Payroll Deductions   | 645,000     |
|    | • Employer Payroll Taxes   | 145,000     |

|  |                                     |                    |
|--|-------------------------------------|--------------------|
|  | (FICA/RET)                          |                    |
|  | • Debt Service                      | <u>0</u>           |
|  | <b>Total Estimated Expenditures</b> | <b>\$3,500,000</b> |

Mr. Rineer: If you have any questions, I'd be happy to answer them.

Mrs. Chabal moved the Board approve the Finance Report and was seconded by Mrs. Sheffey.

Roll Call Vote:

Chabal – Yes

Gräb – Absent

Parrish – Yes

Cronin – Yes

Hagan – Yes

Sheffey – Yes

Donahue – Yes

Morelli – Yes

Stover - Yes

8 Yes, 1 Absent

## 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 January 2010 budget transfers.

Dr. Cronin moved the Board approve the Budget Transfers and was seconded by Mr. Morelli.

Dr. Parrish: These are routine transfers, Steve?

Mr. Rineer: That's affirmative.

Roll Call Vote:

Chabal – Yes

Gräb – Absent

Parrish – Yes

Cronin – Yes

Hagan – Yes

Sheffey – Yes

Donahue – Yes

Morelli – Yes

Stover - Yes

8 Yes, 1 Absent

**MOTION CARRIED**

**5.03 Approval of Audit Report for the 2008-2009 School Year**

The Administration recommended the approval of the audit report for the 2008-2009 school year as presented by Mr. Brian Straub, CPA, from the District's auditing firm of Waggoner, Frutiger & Daub.

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

Roll Call Vote:

Chabal – Yes

Gräb – Absent

Parrish – Yes

Cronin – Yes

Hagan – Yes

Sheffey – Yes

Donahue – Yes

Morelli – Yes

Stover - Yes

8 Yes, 1 Absent

**MOTION CARRIED**

**5.04 Resolution in Accordance with Section 687 of the Public School Code: Limitation of Real Estate Tax Rate Increase to 2.9% Index**

**RESOLUTION IN ACCORDANCE WITH SECTION 687 OF THE PUBLIC SCHOOL CODE:**  
**LIMITATION OF REAL ESTATE TAX RATE INCREASE TO 2.9% INDEX**

WHEREAS, the Board of School Directors of the Derry Township School District has determined that there will be no increase in the rate of any tax for the support of its public schools for the 2010-2011 fiscal year by more than the Index established by the Department of Education (Department) for the district;

WHEREAS, the Index for the District is 2.9%

WHEREAS, the Board of Directors of the Derry Township School District does hereby certify that the District will comply with the procedures as forth in Section 687 of the Public School Code as it relates to the annual budget for the adoption of its proposed and final budgets;

WHEREAS, the Board of School Directors certifies that increasing any tax at a rate less than or equal to the established index will be sufficient to balance its final budget;

WHEREAS, the Board of School Directors certify that the District will submit information on a proposed increase in the rate of a tax levied for the support of the public schools to the Department on a uniform form prepared by the Department no later than five (5) days after the adoption of this resolution;

WHEREAS, the Board of School Directors certify that a copy of this resolution adopted pursuant to Section 311 of the Taxpayer Relief Act of Special Session No. 1 of 2005 will be sent to the Department no later than five (5) days after the adoption of this resolution;

WHEREAS, the Board of School Directors recognize that the District shall not be eligible to seek referendum exceptions under Section 333 (f) of the Taxpayer Relief Act; and,

WHEREAS, the Board of School Directors recognize that the Department shall compare the proposed percentage increase in the rate of the tax with the index; within ten (10) days of the receipt of the information as required, the Department shall inform the District whether the proposed tax rate increase is less than or equal to the index.

NOW, THEREFORE, BE IT RESOLVED, by the Board of School Directors of the Derry Township School District as follows:

The Board of School Directors adopts this RESOLUTION on the 25<sup>th</sup> day of January, 2010 indicating that it will not raise the rate of any tax for the support of its public schools for the 2010-2011 fiscal year by more than the index established by the Department of Education for the district of 2.9%

DULY ADOPTED, by the Board of School Directors of this School District, this 25<sup>th</sup> day of January, 2010.

DERRY TOWNSHIP SCHOOL DISTRICT  
Hershey, PA

By: \_\_\_\_\_  
President

ATTEST:

\_\_\_\_\_  
Secretary

(SEAL)



Mr. Rineer: If you don't mind, I think I will forgo reading the entire, I'm certain that everybody is extremely interested, but the gist of it is we are voting to resolve that that District will not increase its real estate tax millage above the state index of 2.9%.

Dr. Parrish: So, the resolution in accordance with Section 687 of the Public School Code limitation of real estate tax increase to 2.9%.

Mrs. Chabal moved the Board approve the Resolution and was seconded by Mr. Stover.

Dr. Cronin: I just want to make a comment to make sure it's clear that this is something that we have to vote on and we didn't make up the number. The number comes from the state and we're just agreeing that we're not going to surpass that. I've heard some questions in the community, why are we voting on a tax increase? That's not it.

Dr. Parrish: It's not to exceed, this vote will commit to not exceeding a tax increase of 2.9%. Okay, Mr. Rineer.

Roll Call Vote:

Chabal – Yes

Gräb – Absent

Parrish – Yes

Cronin – Yes

Hagan – Yes

Sheffey – Yes

Donahue – Yes

Morelli – Yes

Stover - Yes

8 Yes, 1 Absent

## **MOTION CARRIED**

### **5.05 Tax Collection Association Appointment**

The Administration recommended Mr. Kenneth Patrick be appointed to the Township of Derry Tax Collection Association as an At Large Member until December 31, 2012.

Mrs. Sheffey moved the Board approve the request and was seconded by Mr. Stover.

Female Voice: What is this Chuck?

Mr. Stover: He's a citizen who is serving on the Board as an At Large . . .

Female Voice: So it's like a citizen advisor.

Mr. Stover: I don't think he does vote.

Mr. Rineer: Yes, he does.

Mr. Stover: Does he vote? He does, okay.

Dr. Cronin: Have we had this before?

Mr. Stover: Yes and he is outstanding.

Dr. Cronin: He's been on it before?

Mr. Stover: Mmmm hmmm.

Dr. Cronin: Oh, so we're just renewing his . . .

Mr. Stover: Renewing.

Dr. Parrish: And it's a 2 year appointment, correct?

Male Voice: I believe it's 3.

Dr. Parrish: Three year. Okay. Good. Any other questions?

Roll Call Vote:

Chabal – Yes

Cronin – Yes

Donahue – Yes

Gräb – Absent

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

8 Yes, 1 Absent

**MOTION CARRIED**

**5.06 Requests for Payment - Construction Projects**

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

|    |   |             |
|----|---|-------------|
|    | <b>Multi-Purpose Practice/Playing Fields:</b>   |             |
| 1. | Leon E. Wintermeyer, Inc. (General Contractor)  |             |
|    | Change Order 11 3,325.00                        |             |
|    | Change Order 13 <u>8,570.24</u>                 | \$11,895.24 |
|    |   |             |
| 2. | John E. Fullerton, Inc. (Electrical Contractor) |             |
|    | Application No. 7 56,039.11                     |             |

|    |                                    |           |
|----|------------------------------------|-----------|
|    | Application No. 8 <u>380.00</u>    | 56,419.11 |
|    |                                    |           |
| 3. | Atlas Track & Tennis               |           |
|    | Invoice No. 13553                  | 17,209.52 |
|    |                                    |           |
| 4. | CMX                                |           |
|    | Invoice No. 09091868 1,820.95      |           |
|    | Invoice No. 09101854 <u>493.90</u> | 2,314.85  |
|    |                                    |           |
| 5. | Hayes Large Architect LLP          |           |
|    | Bill No. 0912-013 7,507.49         |           |
|    | Bill No. 0912-014 <u>3,205.84</u>  | 10,713.33 |
|    |                                    |           |
| 6. | Township of Derry                  |           |
|    | Invoice No. 67588-10 965.00        |           |
|    | Invoice 68098-10A 65.00            |           |
|    | Invoice 67588-11 <u>433.71</u>     | 1,463.71  |
|    |                                    |           |
|    | <b>Parking Lot Improvements:</b>   |           |
| 7. | Hayes Large Architect LLP          |           |
|    | Bill No. 0912-036 75,081.92        |           |
|    | Bill No. 0912-037 7,500.00         |           |
|    | Bill No. 0912-038 17,924.38        |           |
|    | Bill No. 0912-039 5,379.00         |           |
|    | Bill No. 0912-040 <u>2,328.20</u>  | 95,334.50 |
|    |                                    |           |
|    | <b>Middle School Expansion:</b>    |           |
| 8. | SchraderGroup Architecture, LLC    |           |
|    | Invoice No. 00686 19,105.46        |           |
|    | Invoice No. 00696 <u>43,465.51</u> | 62,570.97 |
|    |                                    |           |

Mrs. Chabal moved the Board approve the request and was seconded by Dr. Hagan.

Roll Call Vote:

Chabal – Yes  
 Cronin – Yes  
 Donahue – Yes

Gräb – Absent  
 Hagan – Yes  
 Morelli – Yes

Parrish – Yes  
 Sheffey – Yes  
 Stover - Yes

8 Yes, 1 Absent

**MOTION CARRIED**

**5.07 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 Little League  |
| <i>Date/Time:</i>          | March 13 through November 7, 2010                              |
|                            | Monday through Thursdays<br>4:00 p.m. - 9:00 p.m.              |
|                            | Fridays<br>4:00 p.m. - 10:00 p.m.                              |
|                            | Saturdays<br>8:00 a.m. - 10:00 p.m.                            |
|                            | Sundays<br>1:00 p.m. - 8:00 p.m.                               |
| <i>Requested Facility:</i> | Memorial Baseball Field, North and South Fields, Batting Cages |
| <i>Event:</i>              | Practices and Games  |
| <i>Fee:</i>                | None   |
|                            |  |
| <i>Group:</i>              | Deer Run of Hershey Homeowner's Association                    |
| <i>Date/Time:</i>          | May 20, 2010<br>6:00 p.m. - 9:00 p.m.                          |
| <i>Requested Facility:</i> | Middle School LGI  |
| <i>Event:</i>              | Homeowner's Association Public Board Meeting                   |
| <i>Fee:</i>                | None   |
|                            |  |
| <i>Group:</i>              | Derry Township Parks & Recreation                              |
| <i>Date/Time:</i>          | June 5, 2010<br>8:00 a.m. - Noon                               |

|                            |   |
|----------------------------|---|
| <i>Requested Facility:</i> | High School Track   |
| <i>Event:</i>              | Track and Field Games - Local Meet                        |
| <i>Fee:</i>                | None  |
|                            |   |
| <i>Group:</i>              | Kicks 4 Kids  |
| <i>Date/Time:</i>          | June 19 & 20, 2010<br>7:00 a.m. - 7:00 p.m.               |
| <i>Requested Facility:</i> | Cinder Track Field, 2 Middle School Fields (if available) |
| <i>Event:</i>              | 2010 Hershey Invitational Charity Soccer Tournament       |
| <i>Fee:</i>                | Request for Waiver  |
|                            |   |

Dr. Hagan moved the Board approve the request and was seconded by Mrs. Chabal.

Roll Call Vote:

Chabal – Yes

Gräb – Absent

Parrish – Yes

Cronin – Yes

Hagan – Yes

Sheffey – Yes

Donahue – Yes

Morelli – Yes

Stover - Yes

8 Yes, 1 Absent

## **MOTION CARRIED**

### **5.08 Personnel – Resignation**

The Administration recommended the approval of the following resignation:

|   |
|---|
| <b>Professional:</b>  |
| <b>Daniels, Linda</b><br>English as a Second Language Teacher<br>District-wide<br>Reason: Retirement<br><b>Revised:</b> Effective: 03/01/10 |

Mrs. Sheffey moved the Board approve the resignation and was seconded by Mr. Morelli.

Roll Call Vote:

Chabal – Yes  
Cronin – Yes  
Donahue – Yes

Gräb – Absent  
Hagan – Yes  
Morelli – Yes

Parrish – Yes  
Sheffey – Yes  
Stover - Yes

8 Yes, 1 Absent

## MOTION CARRIED

### 5.09 Personnel – General

|    |   |
|----|---|
| 1. | The Administration recommended the approval of the following appointments:  |
|    | <b>Professional:</b>  |
|    | <b>Adams, Kaitlyn</b> * (for Linda Daniels)<br>English as a Second Language Teacher<br>District-wide<br>Long Term Substitute<br>Bachelors, Step 1<br>Salary: \$40,281.25 (pro-rated)<br>Effective: 01/21/10 through the end of the 2009-2010 school year<br>(retroactive pending certification) |
|    | <b>Classified:</b>  |
|    | <b>Laudermilch, Dale</b><br>Substitute Bus Driver<br>District-wide<br>Salary: \$14.14 per hour<br>Effective: 01/26/10 (pending receipt of Act 151 and 114 clearances)   |
|    | <b>Waybright, Patricia</b> (replacing Sherry Kompare)<br>General Food Service Worker<br>Elementary School<br>Level A: 4.0 hours per day<br>Salary: \$10.38 per hour<br>Effective: 02/01/10  |
| 2. | The Administration recommended the approval of the following request in accordance with District Policies 435:  |
|    | <b>Lupacchini, Stephanie</b><br>Grade 3 Teacher<br>Elementary School<br>Paid/Unpaid Family Medical Leave<br>Effective: 01/15/10 through 02/25/10  |
| 3. | The Administrations recommended the approval of entering into a Service Contract with Deborah Hudak for English as a Second Language WIDA   |

|    |  |
|----|--|
|    | testing services. The terms of the contract denote a testing period beginning January 26, 2010 through April 1, 2010. Deborah Hudak will provide preparation of testing materials, testing of all English Language Learners, and test packaging at a rate of \$36.00 per hour. |
| 4. | The Administration recommended the approval of the following addition to the 2009-2010 Substitute Teacher List:  |
|    | <b>Travis Matthew</b><br>M.M.E. in Music Education from Pennsylvania State University  |
| 5. | The Administration recommended the approval of the following additions to the 2009-2010 Guest Teacher list:  |
|    | <b>Parker, Kathryn</b><br><b>Warner, Kristin</b>   |
|    | <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. Chabal.

Roll Call Vote:

Chabal – Yes

Gräb – Absent

Parrish – Yes

Cronin – Yes

Hagan – Yes

Sheffey – Yes

Donahue – Yes

Morelli – Yes

Stover - Yes

8 Yes, 1 Absent

## **MOTION CARRIED**

## **DELEGATES REPORTS**

### **6.01 Dauphin County Technical School Report**

No report.

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

Mr. Stover: The next meeting is this Thursday, the 28<sup>th</sup> at which time we will reorganize. I also attended, along with Mr. Rineer, the Dauphin County Tax Commission, the EIT and we were successful in electing a solicitor. The next meeting for that will be in February.

Dr. Parrish: Thank you very much.

### **6.03 Harrisburg Area Community College Report**

No report.

### **6.04 Capital Area Intermediate Unit Report**

Mrs. Chabal: I will take on my new duties. The next meeting is this Thursday, however, I am not able to make that meeting, but I will be attending the February meeting and will report at that time.

Dr. Parrish: Thank you.

## **SPECIAL REPORTS**

### **7.01 Announcement of Staff Development Conference**

Tracie Dawson, Jane Zimmerman  
Pennsylvania Association of School Nurses and Practitioners  
Pittsburgh, PA  
April 9 - 11, 2010  
Expenses: \$482.00 (each)

### **7.02 School and Community Information Report**

Mr. Tredinnick: Thank you, Mr. President. This is the time where we take a few moments to recognize some of our outstanding students. We did not do that in December, but we want to acknowledge both our December Student of the Month, Casey Boyer, as well as our two January Students of the Month who are Harrison Levin and Jennifer Hu.

We'll start with Casey. Interestingly enough, since there was discussion earlier about athletics and how many participate in what sports, it's interesting to note that Casey is a 3 sport athlete who plays field hockey, basketball, and soccer. She is also president of the Key Club, is active in the Future Business Leaders of America, and SADD. She's a member of the National Honor Society, participates in the 4 Diamonds Fund Mini-Thon and has won a Big 33 Community Service Award. She is the daughter of Stanley and Ann Boyer of Hummelstown and will attend the University of Central Florida on a soccer scholarship and she'll also study health services.

Harrison Levin is the son of Roger and Diann Levin of Hummelstown. A National Merit scholarship semi-finalist, Harrison is a yearbook editor and a student



producer for Hershey High School productions. He's a member of the National Honor Society and has won an AP statistics award. He intends to major in physics at Penn State.

Jennifer Hu is involved with the Nexus Literary magazine, the Broadcaster, Future Business Leaders, and the Science Olympiad. She's won numerous writing awards and served as a youth poet delegate to the Youth for Human Rights International United Nations summit. She is a member of the National Honor Society and the French Honor Society. She is the daughter of Yanling Chen and Dr. Jianming Hu of Hummelstown. She has not yet announced her college plans.

Those are the Students of the Month for December and January.

### **7.03 Board Members' Report**

No report.

### **7.04 Superintendent's Report**

No report.

### **7.05 Board President's Report**

Dr. Parrish: I'd just like to recognize the many Boy Scouts who are here tonight. I assume you're here for a merit badge. Thank you for bearing with us through a long evening. Do you have any questions we can help you with? Very good. Well, thanks for coming, thanks for your attention.

## **RECOGNITION OF CITIZENS (NON-AGENDA ITEMS)**

### **8.01 Recognition of Citizens**

None.

## **ADJOURNMENT**

### **9.01 Adjournment**

Dr. Parrish: I'd like to announce that our next Board meeting will be held on Monday, February 8, 2010 starting at 7:00 p.m. in this room

Dr. Cronin moved to adjourn, with a second by Mrs. Chabal and, approved by unanimous voice vote by all members. The meeting was adjourned at 9:06 p.m.

Dr. Parrish: Thank you everybody for coming.

Respectfully submitted,

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Stephen E. Rineer  
Secretary to the Board  
Approved at the February 8, 2010 meeting

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Dr. William Parish  
President of the Board

LDM