

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

**February 22, 2010**

**OPENING ITEMS**

**1.01 Call to Order**

A meeting of the Board of School Directors, Derry Township School District was held on Monday, February 22, 2010, in the District Office Board Room. Dr. William Parrish, Board President, called the meeting to order at 7:00 p.m.

**1.02 Roll Call**

**Directors Present:**

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

**Superintendent:**

Dr. Linda Brewer

**Secretary:**

Mr. Stephen Rineer

**Solicitor:**

Brian F. Jackson (Not Present)

**Student Representative:**

Mr. Chris Waybill

**Press:**

Mr. Drew J. Weidman      THE SUN  
Ms. Monica von Dobeneck THE PATRIOT NEWS

**Representatives of the Administrative Staff:** Mr. Dan Tredinnick, Dr. Bernie Kepler, Mr. Joseph McFarland, Mr. Michael Murphy, Mrs. Sue King, Mr. Ed Consalo, Mr. David Yarian, Ms. Jackie Castleman, Ms. Lynn Dell, Mr. Greg Hummel, Ms. Lisa Sviben Miller, Mr. Sam Elias, and Ms. Joy L. MacKenzie.

**Representatives of the Staff and Community:** John B. N. Dunn, Bunny Hottenstein, and Anna Larsen Gawel.

### **1.03 Flag Salute**

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

## **REVIEW AND APPROVAL OF MINUTES**

### **2.01 Approval of February 8, 2010 School Board Meeting Minutes**

A motion was made by Mrs. Chabal and seconded by Mrs. Sheffey to approve the minutes of the February 8, 2010 School Board meeting. 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 the Board did meet tonight to discuss matters of legal and personnel issues.

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

None.

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

Mr. Waybill: We have a lot of things going on at the school as February comes to a close. Our basketball team did very last Friday in the Mid Penn championship, so I'd like to congratulate them. All 6 of our National Merit Semi Finalists became finalists over the past week and that was a big step. In addition, 4 students, including myself, were able to go to Philadelphia in the middle of the snow storm. We went a day late, but we were able to go to the ACDA All Eastern Festival. It's a choir festival that comprises 11 states on the northeast coast, and over 10,000 kids auditioned and we were able to send 4 kids. It was a really great time.

Dr. Parrish: Excellent. And the spring musical is coming up soon?

Mr. Waybill: Yes. That will be March 4, 5, and 6. I won't be here next week because of dress rehearsal, but I hope you all can come out and see the show, because it's going to be a good one.

Dr. Parrish: Okay. Thank you.

### **3.04 Standing Committee Report**

#### **Finance/General Services Standing Committee**

Mr. Gräb: I'm going to cover for Mrs. Sheffey this evening, thank you very much. The joint Finance and General Services Committee did meet this afternoon. We had a rather robust schedule. The first thing we talked about were bids, bonds, and sequence going forward. We have a series of dates here. First of all, this evening following my report, Mr. Verdelli is going to give us an introduction to refunding and new monies associated with future capital projects. On March 8, we will have a public Board meeting where a motion authorizing the financing team to proceed will be considered. On March 17, Mr. Consalo will have a walk through with the contractors for the elementary school project. On March 18, there will be a walk through for the parking project. On March 31, we will be opening the bids. On April 7, the Building Oversight Committee, which is contiguous with the General Services Committee, will meet to review the bids. On April 12, there will be a public Board meeting and a series of motions to approve those bids. On April 19, there is a proposed special Board meeting to authorize the bond sale, the amount of the new monies, and to lock in the rates. On May 15, there will be a meeting to have settlement to receive the funds.

The second item we talked about was the long range capital maintenance and growth program, which you know is funded from our capital reserve fund. For the 2010-2011 year, it stands at approximately \$1,043,380.00, but there were some items of discussion that may reduce that down to somewhat under one million dollars. I'm not going to delineate all those items of discussion, but they primarily dealt with classroom carpeting and some new drapes for the auditorium in the high school.

Mr. Harding was kind enough to present us with a computer budget as we look forward to going to the one-to-one scenario for each of the students in the middle school and in the high school. Each student would have a netbook, and he shared with us some costs with that and whether or not we want to go forward. I think Dr. Brewer was going to share the total cost with the entire Board and then we will make a decision one way or the other.

The next item was a list of potential pay it forward items. As Steve alluded earlier, there will be some positive budget variances, both on the income side and on the expenditure side. We are looking forward to paying it forward close to

\$750,000 worth of items that would have been included in the 2010-2011 budget, but if we can get those purchased and paid for by the 30<sup>th</sup> of June, that is something we would like to do.

We had an update on the HVAC solution for the middle school. Unfortunately, during some of the preliminary investigations, we had originally wanted to go with a geothermal-type heat pump. That is not going to be the case, because of some substructures underneath the building. It's not going to permit that to be done. We're going to look at and may use a variable speed forced air system.

The final thing we talked about was Governor Rendell's 2010-2011 proposed budget in which the Derry Township School District could possibly receive an 11% increase, but even with the 11% increase, I think we will still end up being the school district receiving the least amount of state money in Dauphin County.

That's my joint Finance/General Services Committee Meeting report.

Dr. Donahue: Can you or Mr. Consalo expand on the inability to put in heat pumps?

Mr. Gräb: There's no possibly way I could do it, so I will call on Mr. Consalo.

Dr. Brewer: Can I remind the Board please to speak into your microphone and identify yourself.

Mr. Consalo: To have geothermal, we need dirt around the pipes to go through there to get the temperature we need. When we did the boring, we found water, about 200 gallons a minute water. We couldn't get the pipes to seal for one thing, because it's not enough. If we were going to use it for wells, we'd have perfect wells, but unfortunately, there is fractured bedrock and voids which make it difficult to grout the pipes. You need dirt around it to get the temperature of the ground source and we could not get that, therefore, we abandoned after 3 wells that we found water in 3 different locations. Quite a bit of water.

Dr. Donahue: So that was all over our property?

Mr. Consalo: We did behind the middle school twice and we did one in front of the middle school and we found almost identical. We got about 145-150 feet and we just hit water that just kept gushing up. We looked at it and there wasn't any reason for us to waste any more money doing drills, so we decided that we had to look at another method, and that's the reasons we went to this fan forced variable speed air system, which we're looking into to see what the savings are.

Dr. Donahue: Thank you.

Dr. Parrish: Ed, question while you're still there. Where did this system . . . I don't think that type of system was presented as an option. Why wasn't it and where did that come from all the sudden?

Dr. Brewer: Funny you should ask, because that was actually brought up during the meeting. I can't answer that. I think Ed, you can answer a little bit, but what we are going to do is ask them to generate a new report with the same format of the other 3 options to explain why this would be a good one. As soon as they have that report available, we're going to call for another joint General Services/Finance meeting. We're on a tight schedule, because we need to get to bed, but Ed, you're going to check with them when they might have that available, yes?

Mr. Consalo: The main reason is that price wise it's close to a geothermal, but the energy savings is far superior with geothermal than it is with what we have. So, rather than bring this system up, we went with the geothermal, and we get a better energy savings on it. We will get energy savings with this, but not as much as we would have with the geothermal. That's the reason. They were so close in the price range; we didn't feel like it was worthwhile to bring this one up at the time if we could get geothermal.

Dr. Parrish: Essentially, the cost was similar to geothermal, but the economic benefit wasn't as great in the long run.

Mr. Consalo: That's correct.

Dr. Brewer: We'll show you that as soon as we have the report.

Dr. Cronin: I said this in the General Services meeting, I'll just reiterate it. We were given choice A, B, and C, and we, I believe we chose A. We had a first choice and a second choice, and my assumption was that if the drills weren't working we would go to the next choice. Now, a 4<sup>th</sup> choice is now brought up which wasn't introduced earlier, which is very frustrating from my standpoint, because I thought we had already had a 1<sup>st</sup> and 2<sup>nd</sup> choice. I feel as if the choices that were given to us were leading us to choose the geothermal so that we wouldn't pick the second choice. Now, we have another choice to try to keep us from picking the second choice. I'm a little frustrated with the expert provisions that were given to us.

Mr. Consalo: Well, we still don't want the second choice which is the heat pump system, which is not a savings, but a cost to do it that way.

Mrs. Sheffey: I think Donna was referring to the unit ventilators.

Dr. Cronin: Yes. Unit ventilators.

Dr. Brewer: I would like us to withhold judgment until was see the report, because my suspicion is that this is a hybrid that they were hoping they didn't have to use, that they did not understand how challenging our geo situation is.

Mr. Gräb: Mrs. Sheffey, did you have anything you wish to add, I'm sorry.

Mrs. Sheffey: I do not.

Mr. Gräb: Okay. Thank you.

Dr. Parrish: I'd just like to make one more comment. I hope we're buying computers without cameras.

Mr. Gräb: No, they're having cameras and microphones . . .

Dr. Cronin: And GPS's.

Mr. Gräb: That's good, Bill.

Dr. Parrish: Any other questions or comments?

### **3.05 RBC Bond Presentation**

Mr. Verdelli: Thank you and good evening. Tonight is meant to be the formal presentation of the financing plan that many of us and many of you have spent the better part of a year and half developing this plan. We've made some small tweaks to it as we've been meeting with the Finance Committee. I've presented this to the full Board a few months ago saying that we were in the final stages of formulating it and laying out some of the timelines. So, we want to give you an update on where we are as of right now, some of the dates that I'll have in my handout to review will match some of the dates that were just reviewed with you in terms of the project timeline.

I'd like to start on this first page, which really came about at the last Finance Committee meeting we had. I was describing all of the previous meetings, the things that we were thinking about as we developed the plan and Mr. Morelli actually asked me to put something like this together, because he said it sounds like you guys have been thinking about a lot of different things, it would be nice to have it all out there for all of the Board members to take a look at. So, that's where this Page 2 came from. I think it is helpful for those that haven't been through the development of a financing plan for a new borrowing. Obviously, when we come in with refinancing opportunities, those are kind of one off and you want to move on those, but when it is time to borrow additional funds for anew project, you certainly need to plan prudently for the impact of the project. Certainly, we've been doing that for the last year and a half.

Some of the items that we take into account: certainly, to start at the top, is the amount that you would need to borrow and potentially when you need to borrow it, and what the budget impact's going to be of that new borrowing, and how does that impact the borrowing capacity of the School District? The School District is limited by state formulas in terms of how much debt it can have outstanding, so we need to look at those items. We need to look at in terms of when to borrow. Obviously, the project time line, but in this case, really we have been recommending that this financing be programmed to the spring of 2010, because there were 2 refinancing opportunities that I'll talk about in just a little bit, but their call dates were May 15 of 2010, so we were targeting that it would make a great deal of sense to have the new money borrowing coincide with those refinancing opportunities because of the goal we were trying to achieve of limiting any budget impact from any new borrowing. That's something else that we're always looking at is what's happening with your payment schedule.

Second bullet point talks about credit rating implications. Many of you have heard me talk about the District's rating of AA2 by Moody's. There are only 6 or 7 school districts right now out of 500 in Pennsylvania that have a rating better than AA2. There are a couple in the AA1 category and then the highest rating is in the AAA category, and there are just 2 of those. We're very mindful of preserving this strong credit rating that we have and we need to think about things like the debt service, what percentage of your total budget will that equal, those are some of the ratios that Moody's looks at. They also look at how quickly you pay down your debt. They use a calculation that looks at, in the next 10 years, how much principle is paid down over that period. So, whenever we're structuring your borrowing, we are mindful of that.

The actual structure of the new borrowing, meaning how do you set it up? Just like you look at, if you're going to buy a new house, can you afford a 15 year mortgage or a 30 year mortgage, or a variable rate, or a fixed rate, the actual structuring – how do we want to set it up? Well, we look at your existing payments and we'll show you that on the next page of the bond issues that are in place right now. How are they structured? When does that debt drop off? When can we basically put additional debt in place after that existing debt drops off? A very important one is the term of the loan – matching the useful life of the project that you're going to finance with the actual term of the financing. You don't want to go out and buy a whole bunch of new laptops and finance them over 20 years when the useful life of a laptop is 5 years or something like that. With a brand new building that hopefully has a useful life of 30 or 40 or 50 years, you want to make sure that the payback on that is basically being spread across the financing and that all of the people that will use that facility will also be paying their fair share towards the building as opposed to, if you tried to finance a big brand new school with a 5 year borrowing, obviously, only the people here in the next 5 years would be paying for it and that wouldn't be a good spreading out of the useful life of the project. So, the structure is important.

Lastly, I have interest rates. Of course, they are critical to the decision – both short term interest rates, what’s happening with the shortest term rates being where you invest money for 6 months or a year? That’s important because when you borrow this money, you’re going to have it to invest until you actually pay the bills. So, you might have an investment horizon of a year. We have to be mindful of where can we invest that money, what interest rate? Right now, unfortunately, you know it’s only about 1% if we’re investing money for a year or a year and a half. Then the even more important interest rate is the long term interest rate that you’re going to lock in on the bonds that you issue. That’s the real driver. That’s the rate that we monitor very very closely. That’s the rate that, as you’ll see from some of the charts, and certainly as you know from what’s happening out in the financial markets, those long term interest rates still remain near 40 year lows.

When you put all these factors together, we develop a plan and that’s what we’ve been doing the last year and half. That recommended plan is at the bottom of Page 2. Again, as I mentioned earlier, we were really formulating it around the refinancing opportunities of 2 of your issues: the 2004 A bonds and the 2005 bonds. Both have call dates of May 15, 2010 that we’re able to call them at that point and time. So, we’ve been working around that. Those 2 issues will produce about \$500,000 of debt service savings to the District just by going from the higher interest rates to current low rates. That’s the first piece. We are working to structure that savings, basically, over the next 4 years because, as you’ll see on the next page, your debt service budget is level for the next 4 years and then it drops off. We want to use those savings basically to make capacity for the new payments on the new borrowing that you would add in.

The last part of the financing plan is also an important guideline that we’ve had the last year and half and that’s that we maintain a debt service budget that is equal to what is currently being paid and that’s about \$6.4 million dollars. We wanted to keep that the same even though we would be adding additional funds for the construction project.

Page 3 is what we start with when we put the plan together in terms of your numbers. This is the existing debt service for the financings that are currently outstanding before we would do any refinancing or any new borrowings. It’s just important that when you see Columns 1 through 7, and I’ll just take a quick minute to review those for some of the new Board members. Column 1 that’s labeled ICDA – that’s the Derry Township Industrial and Commercial Development Authority financing that was a joint project between the Township and the School District for the renovations of this building. You and the Township paid pro rata payments. What’s shown here is the School District’s pro rata share of that 2007 financing.



Column 2 is a financing that was undertaken for the Dauphin County VoTech School and column 2 is showing the District's pro rata share – all the districts that participate in the VoTech have a pro rata share of those payments, column 2 is your share of the payments.

Columns 3 through 7, those are traditional bonds that were issued by the School District for various projects or refinancings over the course of the last 6 years going back to that oldest issue, the 2004A. It's that column 3 and column 4 that are the 2 target issues for refinancings: the 04As and the 05s. Down at the very bottom you see we also keep track of the call dates when these issues can be refinanced. There you see May 15, 2010 for both the 04 and 05 bonds.

Column 8 then adds it all up and when we look at next year's budget for the 2011 year, you're scheduled to pay just over \$6.4 million dollars on all of the existing debt. You can see that it runs at that level for 4 years through 2014 and then there's a significant drop down to \$4.6 million. It runs at that level for 5 or 6 years and then drops off again to \$3 million, and then the significant drop off in 2025 to just under \$300,000 per year. This page is an important one that Moody's looks at when they measure how quickly you pay down your debt. Here you can see that obviously, the majority of the debt is paid down within the next 10 years and so that feeds into the favorable rating. It's this column, column 8, that we need to focus on when we think about adding any new debt to what would the impact of that new debt be to this page?

Page 4 is where we first show that and this is now stepping into what the new financing would look like at the top of the page. We've been referring to this over the last year as Phase 1 and the note says that the table represents the proposed refunding issue and new money, and the amount of new money that we've been using for this model right now is \$8.1 million of additional funds for new projects.

Column 1 is the new debt service from the issue that would refund the old 04 and 05 bonds. Column 2 is the debt service on the additional borrowing of \$8.1 million. All the other columns are the same, so we have 2 new columns – 1 and 2. The impact of that is column 8 where you can see the debt service is still now at \$6.4 million for the next 4 years, but instead of the way it dropped off on the previous page, it's going to stay up in the \$5 million dollar range for several years and then go to \$4.8. I hear some paper flipping. In anticipation of that, if you look at page 5, we've done that comparison to show you the bars are what the debt looks like right now. The red line is what it would look like after you add the additional borrowing. There you can see the debt service remaining at \$6.4, exactly as it is now, but then where it was otherwise going to drop off under \$5 million, it will actually stay right around \$5 million and, again, out in 2021 where it was going to drop to \$3, it will be staying at that \$5 million dollar range and then you still have the considerable drop off in the end. Again, this is where we spend a lot of time kind of massaging these numbers looking at where are interest

rates, where can we put this debt service that it still pays off quickly, but still have enough of a useful life that we've spreading it out over the life of the project. Obviously, the other goal on Page 5, before I leave that, is that you know there's probably going to be some other project somewhere down the road. Right now, you have that labeled as Phase 2, but we always want to preserve those drop offs for the projects that may be 8 years down the road or 10 years down the road, so that you have that ability to layer in the debt. You have that luxury. Some school districts that are growing very rapidly, if I were to show you this chart, they're chart goes straight across for 20 years, because they've just had to build so many schools over the course of the last 10 years that their debt service is perfectly level at maybe \$8 million dollars a year for 20 years. We've been able to grow in moderation and keep our debt service basically stepping down over a shorter time frame.

I'll just there before I get to Phase 2, because that's certainly off in the future before we look at that.

Dr. Donahue: Can I ask questions?

Mr. Verdelli: Sure.

Dr. Donahue: So, we restructured our debt a year ago for some of the capital improvements, what is that on this?

Mr. Verdelli: Your most recent issue when you look at Page 3 was column 7, the 2008 bonds. That was the last time we did anything.

Dr. Donahue: Can you explain to me very simplistically what the call date is? I know vaguely, but . . .

Mr. Verdelli: Sure. Well, take the 2004 bonds, when they were sold, the investors that bought those bonds knew that they had that interest rate locked in and you could not refinance it until you got to May 15, 2010. You've got to the point now that you can refinance it.

Dr. Donahue: Okay. Thank you. The last 2 questions are: what's, obviously it's a drop in interest rates that would encourage us to refinance and make some money, what can we do with the \$8 million dollars that we generate from the restructuring?

Mr. Verdelli: in terms of how you can invest it?

Dr. Donahue: How we can spend it.

Mr. Verdelli: Well, that \$8.1 million is . . .

Dr. Donahue: Savings.

Mr. Verdelli: Right now, that is being driven by the project estimates that you would borrow \$8.1 million for your new project expenses.

Dr. Donahue: So, it's capital.

Male Voice: Phase 1.

Mr. Verdelli: Right. It's additional borrowing.

Dr. Donahue: I'm sorry, I understand now, so it's all part of the whole - what we've been planning to do and this is just the next restructuring of it.

Mrs. Sheffey: If I could just take a minute to point out that that 8.1 is a high estimate. We're hoping that the response to the bid or the bid responses will be lower and that this number will go down, correct?

Dr. Brewer: That is our hope and one of the architects told us about something that came in well under 20% lower, however, today I talked to one of our attorneys and she said it's starting to go up.

Mrs. Sheffey: Okay.

Dr. Donahue: One more very naïve question. When you look at the call dates that are in the future at the end of this year, in 2011, and 2016, I guess this is more of a question for Lin and the administration, do we look at these call dates as opportunities to build something that we've been putting off or that we need? I mean, we don't know what things are going to be like in 2 years, but . . .

Dr. Brewer: In my tenure, having seen some in 10 years and then having actually done some in the last 7 years, there have been times when we've just restructured to take advantage of lower interest rates and there have been a couple occasions when we've built something. You can do it either way, but really, Lou, you can say better than I, but it really depends on what's going on in the market. If the interest rates start to go up in the next call date, we would want to sit. I can't imagine if we get this bond off the ground in the next 2 months that we're going to find anything much lower than what we're finding now in interest rates.

Mr. Verdelli: Right. We're close to the bottom, but I think maybe more to your question, if this refinancing opportunity wasn't there, you would still be looking at, I think, the capital project due to your needs. We've just brought in the refunding opportunities, because you would have done them anyway and there's cost savings that you're doing one financing, rather than if we did the refundings right now and then 6 months from now you decided to do the new money borrowing.

Dr. Donahue: It is harder to restructure if it's not for capital funding? We can use it for anything?

Mr. Verdelli: When you refinance your bonds, it's just like if you refinance your mortgage, because interest rates have dropped dramatically.

Dr. Donahue: But when I refinance my mortgage, I'm doing it to improve my house, I'm more likely to get it than if I'm doing it to buy a sports car or something like that.

Mr. Verdelli: No, you should refinance your mortgage if interest rates are at 6 and you can go to 5 and it will lower your payments on that mortgage, regardless of whether you need any money for buying a new car or something like that. So, that's what we have done routinely – those refinancing opportunities have come up for the District and we've refinanced the debt with no additional borrowings.

Mr. Stover: Let me just jump in, Hank, and just explain from a financial standpoint. It's important that we finance long term assets with long term borrowings, and that we not ever go out and borrow long term borrowings to use for, for instance, to balance the budget. Okay? You always want use the right instrument with what you're financing. Okay? That's very key.

Mr. Rineer: I just want to point out to Dr. Donahue, if he refinances his mortgage from 6% down to 5%, your mortgage payment will lower and you could those extra funds to buy your sports car.

Dr. Parrish: Lou, continue.

Mr. Verdelli: So, that is Phase 1 that we've been structuring and then with a potential other construction project further down the road, it's important, as you see us kind of structuring this existing debt and the new debt together, we need to be thinking about what is that potential project, what's the potential cost, and how would we structure it, because we need to structure the current borrowing now thinking about what that potential impact is down the road.

On Page 6, we've made some assumptions based on your second project or what's referred to as Phase 2, which includes the 2010 borrowing and then a proposed borrowing in the year 2014. For this illustration, we've used the amount of \$18.6 million of additional borrowing at that point and time. This chart on Page 6, columns 1 and 2 are the same that I just reviewed with you. The 2010 doesn't change, but now we've dropped in column 3, which is new payments on a new \$18 million dollar borrowing and then how that impacts column 9, very obviously, instead of the debt dropping off from \$6.4 million, you can see that it would run at an amount \$5.7, 5.6, into the mid-4s on out to through the year 2030 is the impact of adding an additional borrowing out in the

year 2014. Graphically, on Page 7, a little easier to see there, that compare to the impact of Phase 1, that now we filled in more of the out years where the debt otherwise was going to drop to accommodate the additional payments.

I know there are many variables to that second borrowing and the amount and the time, but we wanted to pick one illustration – 2014 with that amount to show potentially what the impact of that is.

Mrs. Chabal: Lou, you just answered the question that I wanted to articulate for the room and that is on Page 6 where you put new money at \$18.6, this is a figure that you derived from where?

Dr. Brewer: It's based on the estimates to go ahead and do the classrooms for the middle school. Now, that \$18.6 includes the more expensive HVAC system and what we don't know yet is, in this derivative of the geothermal, what that's going to cost, because my recollection is that the geothermal was millions - \$8 million maybe. So, it may be that when we find out the new system that that comes down from \$18.6.

Mrs. Chabal: Also, for clarification, this is a number that is out there so that we can look forward and we are at the point of approving Phase 2, but what you're doing is showing us "if" we wanted to go forward with Phase 2. I just think that it's important to say that, because, obviously, we're looking at Phase 1, but Phase 2 is something that this Board is considering and for whatever reason may or may not come to fruition, but we at least know the math behind it.

Mr. Verdelli: And they way we're illustrating this, the borrowing would not occur until 2014.

Mrs. Chabal: Right. So, since it's just on Page 6 out of a short document, I didn't want it to appear that this is something that we were right in the process of doing and we were going to go ahead and do this. That's something that several years out from now, but it highlights the fact that we're doing our due diligence ahead of time financially.

Mr. Verdelli: On Page 8, just to keep moving, on that illustration of the borrowing of 2014, we've obviously talked about how attractive interest rates are, so at one of the Finance committee meetings, it was recommended that we be a little bit more conservative with our assumption on interest rates for that borrowing that would occur in 2014. Page 8 is the same illustration of that borrowing in 2014 of \$18 million, but we're assuming for that borrowing that the interest rates were 1 full percent higher than what they are today. Across the title bar there, you see it, it says Phase 2, plus 100 basis points, so that's the only difference. Obviously, that drives up the payments in column 3 when you're borrowing that same amount of money at higher interest rates, the payments are going to be higher

and then the impact of that is graphically shown on Page 9. Obviously, the line there just does not dip down as much as it did on the previous illustration.

That is the current financing plan that we have to present to you. Page 10, just as an update on interest rates, we've mentioned that we're near 40 year lows. This chart on the left goes back to 1970 and there you can see where interest rates have been. Where we are recently is on the far right side of that chart. There you can see that we're right down very close to the all time lows that have been reached over the last 40 years. That's why the refinancing opportunity has \$500,000 of savings. If the interest rates were much higher, there may not be any savings and then we would not even be including that as part of the plan. Assuming interest rates stay lower during the course of the next 2 months as we finalize this transaction, that refunding, those savings will be critical to being used to help offset the additional payments on the new debt.

Page 11 then are some dates that should sound familiar based on what was just reviewed with this being the formal presentation, the financing plan, there's no action required tonight. We were targeting March 8, when you would actually authorize the team, us, and bond counsel and the administration to actually begin preparing the documents to go out and do the borrowing, start the credit rating process. You know it takes us about 30 to 40 days to go through that, getting the District's credit rating updated and all the disclosure documents together.

April 12 then is when you'll be approving your bids, and basically when you do that, that's when we will actually be tweaking the amount that you're going to borrow. We have that ability to change the \$8.1 that we've referenced is just simply an estimate right now, but once we get to April 12 and you award bids and you know exactly how much you need, that's when we will adjust that final size of the new borrowing and then we would come back on April 19 with live interest rates based on that new borrowing for you to lock in. May 15, you wouldn't actually need a meeting, that would just be when all the money would exchange. The old bonds get paid off and you would receive the new funds and have those available for your project.

Dr. Parrish: Thank you, Lou. Additional questions? Just one general finance question for me. Isn't there a time, I know we can call these bonds, is there a time when the people who hold these bonds can say, bond rates are a lot better, I want to sell these back to you and they can bail out because they can do better as well?

Mr. Verdelli: Well, they . . .

Dr. Parrish: Do you ever get stuck holding these cheaper bonds or somebody can come back and say, we're going to unload these, and we're forced to refinance?

Mr. Verdelli: No. Once you issue them, they're out into the market. You have the ability to call them in. If an investor wants to get rid of them, they sell them on the secondary market and there's an active market trading and then somebody else buys them.

Dr. Parrish: Okay. Any other questions? Thank you. I appreciate it.

### **3.06 Presentation - Building Level Academics, Programs, Personnel**

Mrs. Castleman: Good evening. I'm not sure it's a good thing that we're following this bond presentation or a bad thing, but nonetheless, we have some information that we do want to share with you. Mrs. MacKenzie and I will be presenting the elementary portion to you, which will then be followed by the middle school and the high school. I know the last time we were up here with Mrs. Dixon, we were being referred to as the Three Stooges, so tonight, we're just Laurel and Hardy.

As you see in your packet, we started off with giving you an overall scope of our services. Looking at our data, our current data that we have in the elementary school buildings, looking K to 5 and you see it up on the screens there broken down by the number of students, the number of sections and then in the parenthesis roughly what the class size is. We do need to mention that, and we're very thankful for your support, that at the last minute in August, we did have to add that 14<sup>th</sup> section of 1<sup>st</sup> grade and we had to add the 5<sup>th</sup> grade section to make that 12 sections of 5<sup>th</sup> grade. That's an overall look when you look at our scope of services.

Mrs. MacKenzie is going to talk with you a little bit about how that then breaks down into some of the special service areas, some of the intervention areas that we're looking at.

Mrs. MacKenzie: So, the next slide, you'll see these are our intervention services. This would be services that we provide over and above the instruction that is provided in the general education classroom. So, you look for the area, in the area of math, you'll see that we have 1 ½ professional staff that is providing additional instruction in math beyond what the children would get in a regular, for example, 2<sup>nd</sup> grade classroom or 3<sup>rd</sup> grade classroom. We also have a .5 coach. That person's role is really to work with the General Ed teachers and teach those folks more about math and really to expand their capacity. Between those 2 math folks, you'll see that they are currently serving 164 students. That is 1<sup>st</sup> through 5<sup>th</sup> grade.

In the area of reading, we currently have 5 professional staff. We have 1 reading specialist per grade, 1 through 5, and we have 1 support staff and 1 teacher assistant that is working under the direction of the 5 professional staff. We have

2 folks who are coaches. Again, their role is very similar to the math coach where they are getting into the General Ed classrooms and modeling lessons and working with teachers to expand their skills. Those folks are currently with 243 students 1<sup>st</sup> through 5<sup>th</sup>. You'll notice that we did not include kindergarten in those services and we'll talk a little bit more about that later.

Now, Mrs. Castleman is going to talk a little bit about our strategic plan and goals.

Mrs. Castleman: Obviously, everything that we do is focused around our Strategic Plan and the area that we're really looking at tonight more closely when we do look at the budgetary constraints and our wish list, so to speak, is the area of quality teaching and the continuous learning ethic. When we think of kindergarten through 5<sup>th</sup> grade teachers, we know they're generalists. They have to be good at teaching reading. They have to be good at teaching math. They have to be good at the science, the social studies, second step, everything else that is part of the standards and part of their instructional delivery. We believe, and we realize you do as well, because you've been very supportive, that the whole class size is so important as we look at the accountability piece for student achievement. We also feel that in order for that to happen as we look at our standard based report card, the discreet skills that we're teaching daily, that we're using those formative assessments on to make sure that the students are proficient in each of those foundation skills, the skills that layer on top. When we look at the ability to be able to differentiate the instruction so that we do have the small flexible groups based on those kids needing the intervention right on up the continuum to those kids who are at the level of, that's passed grade level, the more gifted level, the higher level. When we look at their need to go back and re-teach skills, to be able to have the resources, to be able to have the numbers, to be able to have the knowledge, the training to be able to make that happen within their classrooms, as well as how to build in for the review and practice. When we do look at the quality of teaching going on in our kindergarten through 5<sup>th</sup> grade classes, and I'm sure it's the whole way to high school, but we're only familiar with K to 5, we really feel that the small class size, the necessary resources are vital to the success of our students.

Mrs. MacKenzie is now to speak with you about some of the program initiatives.

Mrs. MacKenzie: We have really 3 main areas that we're focusing on this year and have been focusing on in previous years. One of which is, of course, always student achievement. It's funny because this is my 30<sup>th</sup> year. . . .

Mrs. Castleman: Here?

Mrs. MacKenzie: Not here, but in education. I think. I sort of stopped counting, but it's somewhere around there. I can tell you that a lot has changed since I started. Thirty years ago, we would have a classroom teacher that would



honestly feel as though he or she had done their job if they taught kind of to the middle of the class. We may not have been quite as focused on the data driving our instruction, nor would we have been quite as focused on making sure that everybody was successful in reaching the standard. A lot has changed in those 30 years, for the better. When we take a look at student achievement, it is really amazing how much data that we have, rich data, we're data rich, so we've got the right kind of data where our teachers can make good decisions and change instruction for kids very quickly. We don't have to wait to the end of the year to say that the child has been successful or not successful. We're really proud of that. Part of the support and the resources that we have help us to make sure that we can continue with that data driven instruction.

The other thing that is a large focus for us in the elementary is an initiative that is called Response to Instruction and sometimes called Response to Intervention. We are taking that data and we're looking at how we can provide services for students from the smallest amount of support that would be needed all the way up to the greatest amount of support that would be needed. It is actually tiered. There is a general classroom and when we talk about Tier 1 intervention that means that the children still are being served in the general classroom, but they might need something a little different than their peers. When we talk about Tier 2 instruction, we're really talking about providing for some children beyond what they would get in the general classroom as sort of normal kind of instruction. Our folks right now that are really helping with that Tier 2 instruction would be the math people and the reading people that we talked about just a couple minutes ago. One of the things that we're really looking at focusing on now and also for next year is what we're calling Tier 3 instruction. It's something that we are trying to bolster. It's really, yet another kind of tier for some kids who might need even smaller group instruction or more intense instruction and that would be a level of support before we might decide to refer kids to special education. What we're doing right now is Tier 1 and Tier 2. We're kind of building that Tier 3, and we want to get that in place so that we've got lots of good support for kids before we might determine that it is time to do the referral for special education. That's our first program initiative.

The second one we've talked about with a number of folks and that is our Core Reading Program. With that Core Reading Program, we have both large group instruction that takes place in the classroom as well as some small group instruction, which we have, at this point; it's just some good tools for teachers to be using. With all the knowledge and background and expertise that our teachers have now, it's just a very good solid tool to help them to do the second point in there, which is to continue to make sure that we're helping all kids be successful.

The last piece that we're really focusing on at the elementary is the Resiliency piece. We want kids to feel safe; we want them to feel as though they belong, and that they're successful. We know those 3 things are the elements that we need

in order to help kids to build their resiliency. We're working very hard to be sure that we're making connections to all students and that they feel as though they belong and they're successful and they feel safe.

So, those are our program initiatives. There is a lot of examination of the data and the data is really informing teachers on what to do next in instruction. Alright, we're going to move into some of the staffing considerations, Mrs. Castleman?

Mrs. Castleman: So knowing all that, knowing that all of this is coming from the data that we're collecting on our students daily, weekly, monthly, yearly, the staffing considerations that we are presenting are – the first 2 here being a 2<sup>nd</sup> grade teacher, which, again, would be a reassignment of a current contract. It would not be an expansion. It would just be as 1<sup>st</sup> grade is growing up into 2<sup>nd</sup> grade, needing to be able to support those students at the level that is manageable to keep all those initiatives intact. Then, the second one here is a 5<sup>th</sup> grade teacher. Right now, this is one that I mentioned earlier that we did add early in August, but to make that a permanent contract for an existing classroom. Right now, it's a long term sub position. So, those are the 2 staffing considerations and we really did, knowing that it's a tough fiscal times, we really did pair down our wish list looking as close to the data as possible and these were the 2 main considerations we have, but we do have 2 more that Joy's going to share with you.

Mrs. MacKenzie: Alright, so the next slide also talks about, as Mrs. Castleman said, our wish list. As we're looking forward, we always try to look not just at the immediate future, but long term and semi-long term, I guess I would say. Our numbers earlier that we showed you, you could probably see that we had less support for math intervention than we did for reading. One of the reasons for that is that our initiatives in literacy came first and so we really built that first. Now, we're taking a real close look at math and what we would like to be able to do in terms of giving some support to the area of math. When we look at the math intervention, we would love to have another additional person, a professional, to help. That person would also help with the coaching and also do some direct services with kids. We feel the number of students that we have at this point really could support an additional person.

At this point, we're not supporting kindergarten with math intervention. Actually at that level, rather than intervention, we probably would be calling it prevention. When we take a look at what the research says to us, if we can prevent, that certainly is better than intervening, so when we look at the position for math, we really are wanting to not only help in terms of the coaching and building teacher skills, but at this point, we currently provide remediation in Grades 1 through 5, two to three times per cycle for 20 to 30 minutes where our reading support is every day for the majority of the kids. We'd like to expand our pre-teaching model, which means that the math intervention specialist, part of what they do is

they see kids in small group and try to pre-teach the concepts that then will be introduced to the students in the upcoming weeks. We'd like to expand that really to also be able to do some remediation or, if there are children that are missing skills, to be able to fill in those gaps for them. We've seen the effectiveness of coaching in reading and we would really like to be able to replicate that model with math.

The other position on our wish list would be a reading support aid. The first position is a teacher. It's a professional position. The second one is a reading support aid, primarily to look at bolstering that Tier 3 that I talked about and Tier 3 is designed for those kids that need an even smaller group and more intensity of instruction. We feel as though if we would have another support person that would work under the guidance of our reading specialist that we could provide some very tailored kinds of things for the kids that would be in Tier 3. Our goal really is that every student would be a reader by the end of elementary.

Mrs. Castleman: If I could just add, when Mrs. MacKenzie said we're not supporting kindergarten, I don't want you to think for a minute we're forgetting about kindergarten. We just wanted to really be able to show you the numbers. When it comes to math intervention, our math coach does sit down with us at IPMs, she goes into kindergarten grade level meetings, and she's providing support to the teachers. When it comes to reading, we have our reading specialist at the kindergarten level who has a support person, but they are geared just towards the kindergarten level, because we have half day sessions and the number of students that we have, all of their time and energy is spent there. So, I didn't want anyone to think for a minute, I'd let anyone forget about kindergarten, but just didn't feel like it would be fair to put that in with the numbers we're looking at. Any questions?

Mrs. Sheffey: I have a question. As I look at the enrollment data, our current kindergarten class is extremely small compared to our other classes. As they age up, won't we have extra teaching positions that you can use to fund the 5<sup>th</sup> grade teacher that you want to make permanent and, perhaps to fund your reading intervention specialist?

Mrs. Castleman: Well, we looked at the projections for next year and, actually, the kindergarten projections for next year are at 232 kids, so it is going to be a larger group of students. Again, it is a projection. We're not sure what will happen there, but that's what we were being told for that one.

Mrs. Sheffey: But I'm saying, as kindergarten ages up to 1<sup>st</sup> grade, keep it at 12 sections. It's currently 14, 1 you'll move up to the 2<sup>nd</sup> grade, but you have 13 still remaining at 1<sup>st</sup> and you'd only need 12.

Dr. Brewer: Ellen, one of the things you have to keep in mind is that we do have some additional students traditionally come on between kindergarten and 1<sup>st</sup>

grade. We have very recently gotten the enrollment projections back from Vic Evans that we need to share with you. When I do the staffing presentation, we will show you those and we will show you the affects on class size. Certainly, our kindergarten enrollment has moderated compared to this outlier that we have that's going into 2<sup>nd</sup> grade, but that's going to be very important information that we're going to put out to you. The whole report we're going to put out to you this week in anticipation of the staffing presentation, because most certainly, this year, one of the focuses will have to be on maintaining class sizes as opposed to any kind of enhancement. When you're looking at Jackie and Joy's report on here, the intervention specialist and the reading support aid are not mandated. One could argue that they have something to do with enrollment, but I, at this point, would consider them enhancements. So, what the staff is trying to do is have you have at eye level needs that they see coming down the pike, but they certainly understand that in this economy, we're not going to be able to fund everything.

Mrs. Sheffey: Okay.

Dr. Kepler: To give a breadth to that or further to find the data that 299 current 1<sup>st</sup> graders was at 257 as a kindergarten group. Historically, we average an increase of about 35-40 kids in kindergarten to 1<sup>st</sup> grade.

Mrs. Sheffey: Okay.

Dr. Donahue: Do the professional math intervention people, do they ever actually teach or are they full time math interventions.

Mrs. Castleman: Yes.

Dr. Donahue: So, they actually do teach also?

Mrs. Castleman: Yes. They teach small groups. Right now, 1<sup>st</sup> through 5<sup>th</sup>.

Dr. Donahue: Okay, so it's a specialized teacher. What the difference between, for reading, you have coaches and support aids. What is the difference between, both of them are not professional teachers, right?

Mrs. Castleman: The coaches are.

Dr. Donahue: The coaches are.

Mrs. Castleman: The one aid isn't.

Dr. Donahue: So, our coaches, when you say you need, let's say when you need an additional coach, or you have ½ a coach, is that somebody who is a teacher and who is doing extra work as a coach?

Mrs. Castleman: Correct.

Dr. Donahue: So, those would be, what are those contracts called?

Mrs. Castleman: Limited service.

Dr. Donahue: Limited service contracts?

Mrs. Castleman: No.

Dr. Kepler: If I can define the math and reading for the group. If you look at math, we have 1.5 professional staff an intervention specialist and a .5 coach. It's two bodies, one person's a full time intervention specialist working with kids. The other person's time is split; half of their time is spent working with our teachers at large, the other half of their time is working with kids. Now, the reading is a total of 7 professional staff, 5 working with kids, 2 working with staff at large.

Dr. Donahue: So, as far as the fiscal implications, coaches are the same as teachers, but support aids are not . . .

Mrs. Castleman: Correct.

Dr. Donahue: . . . not only because of salary, but because of contract and duration and tenure and etc.

Mrs. Castleman: That's correct.

Dr. Donahue: Okay. Thank you.

Dr. Parrish: Any other questions? Thank you ladies.

Mrs. Castleman: Thank you.

Mrs. MacKenzie: Thank you.

Dr. Parrish: Thank you very much. Mrs. Dixon, are you up next? Who is up next? Mrs. King.

Mrs. King: With the middle school. I'll give you just an overview on the next slide, the scope of services. Our number of students has crept up a little bit. I think we're between 832 and 835 now. Seventy-five professional staff, that says it includes 2.5 professional staff, and actually we have one teacher who is 0.5, she only works half the day. We have another one who is actually 0.75, so that's all counted in with that 75. Four secretarial or support staff, two secretaries in

the main office, a secretary in guidance, and we have an assistant that works all day in the library. We have two administrators, Mr. Shuman and myself, and two guidance counselors. I just gave you the ratio there of students to guidance counselors and actually students to administrators. The student to teacher ratio, I base that only on the core classes. So, looking at the number of students on a team and taking the 4 teachers on the team, because the student to teacher ratio otherwise can be very misleading. If you just throw in all the extra staff, sometimes you'll end up with a very low student to teacher ratio. In all honesty, even that ratio, that does not mean in every core class we have only 24 students, we have some classes that have 28, some might have 22, and that's simply because of some grouping issues, particularly around mathematics. That just gives you an overview of the scope of the services.

Included in our professional staff, we have 2 reading specialists and 1 math specialist. Those 3 people all work with students. We have 1 instructional support teacher who works with both students and teachers and, of course, we have 1 full time gifted teacher and we share the technology coach with the elementary school.

The Strategic Plan goals are listed for you there and I think it's important when you look at the building budget that really the focus of the budget, where we spend our money, really should very closely align with the Strategic Plan goals. On the next slide, you see our program initiatives which certainly coincide with the Strategic Plan goals.

The first one addresses the technology. I will tell you after spending the day today at the PETE&C conference and seeing some of our teachers there and then looking at some of the other presentations, our teachers in our District, we are just light years ahead of where most of the other districts are. You should be very proud of the support that you've provided, because when you see them at gatherings such as this conference, it really makes you realize how much your support has paid off. That leveraging, the technology tools and infrastructure, and trying to support the critical thinking and prepare our students well is one of our major program initiatives. I can tell you that we are well on our way to getting there.

The second one addresses the never ending goal of increasing the knowledge base and pedagogy, and curriculum instruction of all of our staff and, of course, the goal is to increase the academic performance of all of our students. Those are our program initiatives that really should be driving the budget.

On the next slide, I took the middle school budget, which is \$338,792.00, which is a decrease of 1.6% from last year, and I just broke it out into different categories so you can see kind of a picture of what that money is spent on. Where it says "Support Services," those are things like the nurse, the library, instructional support, the gifted program, MASH, that's what I put in that category, for the core

classes and foreign language, that's self explanatory. The next one where it says "Performing Arts" that's actually performing arts and practical arts, so that's the music art, health and PE, computer ed, family consumer science, and tech ed. The "General Supplies", "Professional Services", and "Operational Supplies", that's all of the professional development, just the general supplies that are used to make the building run. The "Professional Development" and "Professional Support", that's for all the professional staff. You see the purplish, the "Field Trips/Special Events", that is a significant chunk of the budget. That includes the 6<sup>th</sup> grade field trip to Kenbrook, the 7<sup>th</sup> grade Sandy Hill, the 8<sup>th</sup> grade Gettysburg and Philadelphia. It also includes all of the special programs: ski club, and then we have some of the smaller, the Gold, the Star, the 8<sup>th</sup> grade play, those things. So, that's just an overview of the budget and how it kinds of breaks out into categories.

Looking ahead at staffing considerations – Mrs. Dell spoke to you in her presentation about the need for an additional learning support teacher at the middle school, both due to increased number of students with IPs and also the increase in the complexity of those students. In order to meet the needs of those students and be in compliance, we do believe that we need an additional learning support teacher at the middle school. The other staffing considerations, if you look at on the first slide I showed you, the guidance counselors are at a ratio of 415 students, actually a little higher than that, to 1. Again, we have students who come to us with a complexity of needs and we do feel that an additional guidance counselor would better support the needs of all of our students. What we're trying to do at the middle school, particularly in the area of resiliency and creating that positive school climate and meeting the needs of all students. And then an additional assistant principal – when you look at even the ratio of the staff to the administration, it's a 37.5 to 1. With a lot of the initiatives that we have, a lot of those are very focused on increasing the effectiveness of instructions, and you can not increase the effectiveness of instruction and try to move things forward if the administrators can not be in the classrooms with the teachers sitting down. That takes a lot of time, it takes a lot of attention, and trying to support 37.5 teachers for 1 person is very challenging. Those are some short term and long term staffing considerations.

Any questions?

Dr. Parrish: I'll lead off. The field trips and special events, 33%, that's going to gain everybody's attention. Can you give us numbers on each of those? Kenbrook, Sandy Hill?

Mrs. King: Yes. Approximate numbers, I don't have the exact ones right here in front of me, but Kenbrook and Sandy Hill both cost about \$34,000 each and that does not include the stipends for the teachers that organize and manage those. Those are separate; those are in the personnel budget. The 8<sup>th</sup> grade, their field trips, they run about \$12,000, when we don't do the civil war reenactment, it goes

up to \$15,000 or \$16,000 when we do. Then we have intramurals and ski club. Ski club, we spend \$4,000 and, again, that's not with the contract for the person who oversees that, that's separate. Intramurals is around \$3,000. Then, the Star and Gold are about \$4,000, and then we have assemblies and that type. The play is only about \$1,000.

Dr. Parrish: So, ski club, we underwrite the ski club? I thought the kids paid for that.

Mrs. King: The kids do pay. We pay the teachers who accompany the students and so the salaries for the teachers, the stipends that they get are in the budget. That's \$4,000.

Mrs. Sheffey: So, this \$4,000 does include the teachers?

Mrs. King: No, that includes the teachers who go, but there's also a stipend for the teacher, a contracted position, who oversees it and organizes it. That's the one that's separate.

Mrs. Sheffey: Okay.

Mrs. King: So, that \$4,000 for ski club is simply to pay the stipend for the teachers who go each week when the kids go, but the kids otherwise do pay for the bus and all of that.

Mrs. Sheffey: As you said Bill, these amounts are shocking, you know, 33% of your budget on field trips. Do you get that much out of it?

Mrs. King: You know, it is difficult to quantify the field trips. There is only so much you can measure. I would not say that in education everything that's valuable you can measure. However, it is a large amount of money. We are looking at possibilities to scale it back some, to scale the trips back some without eliminating them, because there is a benefit. Having been a part of the Kenbrook trip as a teacher, I do know that it certainly is a very enjoyable experience, but I do think you have to get to a point where you say, is the benefit in keeping with where you want to really focus and is there a balance there?

Dr. Donahue: Maybe it's a bit unfair to look at this at 33% of the budget. The budget doesn't include all of the salaries for the personnel, so I want to call it discretionary budget, but it's not personnel.

Mrs. King: Right.

Mrs. Sheffey: When you have 16% for performing arts, what is that specifically then if there's no personnel in there?



Mrs. King: None of it has personnel, correct. It's only their materials. In the budget, we have all their general supplies, their textbooks, their professional books . . .

Mrs. Sheffey: Instruments, okay. Got it.

Mr. Morelli: I was just wondering, have you guys thought about alternatives for Kenbrook and Sandy Hill? What if they had to go away?

Mrs. King: Well, that's what we are looking at actually. We're looking at, is it possible to do, Kenbrook is local, so could we do it for less time. For Sandy Hill, we're looking at, are there alternative sites to doing it that might cost less. Do we need to do an overnight as opposed to some other types of outdoor learning experiences? So that is something that we are looking at right now.

Dr. Parrish: Is there a way to combine Sandy Hill and Kenbrook? I did Kenbrook a couple times. I had a great time. Is there some way to combine the effort for those two?

Mrs. King: That's what we're trying to look at, again, without not having students have the experience to say is there a way to do an every other year or just a different type. Do they both have to be such extensive overnight experiences in both years? That is the bulk of the cost for those trips is the cost that we pay to the facility to stay there. Those are the things we are looking at. The outdoor education and that whole experience is very much a positive, but is there a way to do it that's more fiscally responsible.

Mr. Morelli: Just a quick question on the clubs. The ski club, that \$4,000 is just for a teacher to go skiing?

Mrs. King: Correct.

Mr. Morelli: Okay. What are the costs of the whole intramural programs? Is that again paying someone to be there?

Mrs. King: Yes. We also pay, it varies, if the students go bowling, we'll pay the transportation to take them to the bowling alley. Just for materials, for supplies for the different activities they do, in all honesty, the person who does it really tries to make use of the things we have within the building, but our facilities are used by athletics so much that sometimes we do have to go out of the building.

Mr. Morelli: Do you get any help from the PTO or the Trojan Foundation?

Mrs. King: We get help for the field trips for the T shirts for Kenbrook, our PTO always funds those. They always fund part of the Sandy Hill, like we get

disposable cameras. So, the PTO always funds a certain something for each of the grade level's field trips.

Mrs. Sheffey: They also fund Star and Gold?

Mrs. King: Yes.

Dr. Brewer: I do have a question related to this matter for the Board. We have been talking internally about looking at expenditures, particularly in this economy with our revenue sources being flat; the only other place we can look is in cutting expenditures. If you are ready for us to do this, we would like to seriously consider discontinuing Sandy Hill or modifying it to something local to save money. Same with Kenbrook. We would not want to deny the kids the experiences, but can we do it in a more local area, less time. I think the same is true with ski club – to discontinue those limited service contracts and not continue with it is something that if you direct us to explore that, we will. I will tell you that you can expect that those who are very enthused about this are going to have an opinion otherwise.

Dr. Cronin: I have a comment, because I've never been to Sandy Hill, but I've spoken with people who have. I've been to Kenbrook. I see them as academic programs. The 6<sup>th</sup> grade teachers, I know, have gone through a great deal of work to really make them, they're curriculum. They are definitely learning experiences. Each of the sessions, I think, are invaluable. Yes, \$34,000 for them is a lot more than some of the other things on this graph, but if you put in perspective with some of the other things that are non-academic, I think there are other ways that we could save that same type of money without infringing on academics. Something like ski club, intramurals, they're small, but, yes, it's additive. But then you have to look at the kids that are doing ski club. I think we need to modify the number of limited service contracts, rather than taking away whole entities would be my bias. For example, if you look at limited service contracts, there are many organizations that have multiple, four and up. Maybe we should scale down number of limited service contracts, rather than the actual number of activities. For example, we wouldn't get rid of a whole sport, but maybe instead of 5 coaches, you could do with 4 or 4.5 or something like that. But to take away a whole entity, I would definitely not be in favor of that. If we can find something that's more local than Sandy Hill, I think that's reasonable, but I would hate to limit the actual learning experience. The location, I think, is movable. Kenbrook is local already. I would hate to impact the academics, and I would rather find non-academic areas to scale down, rather than eliminate.

Mrs. King: I did have a conversation with Mr. Daley who has done, of course, Kenbrook for a very long time to see if cutting back on the length of time would impact what they're able to do that's tied to the curriculum. He did not feel that it would. He felt that that was something that was doable and that we could consider. The other thing I think you have to consider are the number of

students that are impacted by some of the activities, rather than just the scaling it back. Ski club really does only impact a fairly small number of students when you look at the overall population. It simply is the students, in all honesty, can afford to pay to go ski. It is not something that anyone at the middle school can take advantage of, only those students who can afford it – to attach that dollar amount to it, to me, is where I struggle with. We always talk to the PTO about making sure when they give funds that they give funds for something that's going to benefit a large number of students, and I do think that those things in our budget should be the same way that aren't mandated for educational type things. But, yes, ski club is wonderful to have, but for the District to support it financially with the number of students that are able to participate is, to me, where it becomes a little bit more difficult to support that one.

Dr. Brewer: And of course that ski club is not an academic area if that's our criteria. For us to bring back to you an alternative that maybe is one night instead of two nights with Kenbrook that the educational goals at Sandy Hill are met, but we don't have to go the whole way to the Chesapeake Bay is something that we can show to you if you are ready for us to look at that.

Dr. Donahue: I agree with Donna and maybe even go so far as to say, I think we would look maximally at changing the location. My personal bias would be not to do anything. Now, the point Donna and Sue made about skiing, I'm surprised we're even paying for skiing. It's almost embarrassing that we pay for something like that. That, to me, ski and to some extent intramurals, ski's a no brainer to me, personally. Intramurals, probably too, I mean, a lot of high schools don't have intramurals, let alone middle schools.

Mrs. King: If I can just, I don't mean to interrupt, but the intramurals really were started for the kids who do not make the competitive athletic teams and also for our 6<sup>th</sup> graders who don't have the opportunity, so that's one of the reasons we put the intramurals in place, but it's certainly is something we can look at.

Dr. Donahue: From one School Board Member, I'd be very reluctant to support doing away, and maybe even changing it to . . .

Dr. Brewer: Not doing away.

Dr. Hagan: I wouldn't want to do away with it.

Dr. Cronin: I wouldn't want to change anything.

Dr. Donahue: I'd be very reluctant to change them.

Dr. Hagan: Okay.

Dr. Brewer: Is that a general consensus?

Dr. Hagan: I also would be very reticent to cut an academic program. I think, certainly look at cost savings, absolutely. I've been to both as a physician and it is absolutely, I agree with Donna, an invaluable academic experience. It's one of the few things that every single student does. It impacts every student. I would much rather look at those activities that don't involve every single student who graduates from our Township. But, cost saving measures? Absolutely, I'd be happy to look at them, but nothing I would really want to touch too much if we could look at other ways of cutting non-academics.

Mr. Morelli: I tend to agree with everyone here and the only thing I'd like to add is that I want to have this conversation. We have to cut spending. We can't just keep raising taxes. Looking at spending is part of this process and this year and next year, and probably for the next couple of years, it's not going to be easy. We're going to do it more these next couple of years than we have in the past. I don't think anyone in this whole room wants to cut education, but there is a lot of room and we have to have this conversation for the non-academic programs, non-academic staff, including some of the bigger programs – sports, music. Like Mary Beth said, you have to look at who is participating and the number of children that are participating in some of these programs that we're paying for and when it comes to dollars and cents, sometimes it is a popularity contest. It's not going to be easy and I don't think anyone in this room wants to take away a Kenbrook or a Sandy Hill. All this stuff, you could talk about football, you could talk about Sandy Hill, everybody's passionate about it, but we're here to have this conversation and it's starting tonight.

Dr. Brewer: Chris, and I'm playing devil's advocate right now, but we need direction, because if you are saying cut expenditures, we're at the point where you have to cut into programs. So, if you're saying cut sports programs, we can name a couple for you. If you're saying that you want us to take class size up, we can do that. You give us direction on the expenditures. We've thrown out a couple examples to you, some of the limited service contracts with ski club, some of the limited service contracts with athletics. We can give you participation rates that are going to show you it's very high. In fact, Sam did that, as well as music. We have some things that through attrition and just not offering them in certain grades that we can look at. Human resources has looked at the German program, which is something that Sue did not mention, but one of the things we could do is something that would not have us give German to incoming 6<sup>th</sup> graders, but would continue to give German to those who have chosen it from 7<sup>th</sup> through 12<sup>th</sup> and eventually not have that as one of the foreign language. How far do you want to go?

Dr. Cronin: I would love to see the numbers for all our limited service contracts. How many students are participating and how many folks are being paid for that, whether it be productions or a sports team, or, like we said, intramurals. I never had any concept of how many people do intramurals or ski club, but if it's not a

good investment for our money, then I think we need to look at everything, every limited service contract and what the numbers are and go from there. I'd rather not cut anything academic, but anything that's non-academic, I'd rather not cut, I'd rather scale down wherever possible, for example.

Dr. Brewer: What do you mean by scale down?

Dr. Cronin: Like, for example, I don't know specifics, I don't have the numbers in front of me, but maybe we have 4 limited service contracts for a certain sport, maybe we may only need 3 or 3 1/2. I don't know specifics, but I know that we need to look at that and find out where we have too many limited service contracts. For example, for intramurals, if we're paying 3 people, 5 people, who knows? And we only 20 kids involved?

Mrs. King: Intramurals is only paid, there is no stipend, there is no limited service contract. That is simply paid by the hour. It depends on the number of kids.

Dr. Cronin: That's my idea. The idea is what is the number per student that we're paying out and is that a good investment or a good return on our money. I really have no idea, because I don't have the numbers in my head, nor do I know what the involvement rates are, but I think it would be good for us to look at. Maybe, it will tell us it would be really hard to make any changes there, but I don't think we know that information.

Mrs. Chabal: First, I wanted to say to Dr. Cronin that it has been something that we've been talking about trying to get a handle on over the last several contracts. I know that this Board has made the commitment going forward that we are going to have that data available to us as we make those decisions, so I think we have already begun to move in that direction. The question that I wanted to ask as it relates to both Kenbrook and Sandy Hill and as a parent. As a parent, I wasn't allowed to go to one because the kids wouldn't let me, but I know that they're really wonderful opportunities and I support them academically and educationally in every way. Have we had an opportunity to do a dialoguing with our PTO group? I wonder if we could put forth the proposal. I know that as parents they certainly support this. I know that they do some funding toward other things throughout our program, especially in the elementary and the middle school, because that's where the big bucks are. I've participated in a lot of purchasing – there's a lot of T shirts and gift packaging being sold. If we could perhaps, as a School District, offer a proposal or a question to them as to whether or not they may be able to generate some significant funding or whatever level funding toward these two particular very important educational programs, so that our budgetary commitment to that would be reduced a little bit and they might take on those two or one, or part of both, I have no idea. I have numbers in my head, but that's when my kids were in elementary school, so my numbers are not current. I know that there are some significant money raised in both the middle school and at the elementary level. If we were to propose that program to them,

especially at the middle school obviously, if that would be of interest to them. We don't know without asking.

Mrs. King: We've talked to them about that before. The challenge is, with the PTO first of all; their funds are totally dependent on the fundraiser.

Mrs. Chabal: Oh, absolutely.

Mrs. King: For example, this year when the fundraiser didn't make as much money, of course, then they wouldn't have the money to contribute, so you can't count on them for that. The other thing is, at the middle school, they have an operating budget also and so, they usually have maybe an extra \$6,000 which would not come close to addressing really much of this program at all. If they were to use more of their funds to put towards one of the programs, then they'd have to cut something else.

Mrs. Chabal: Right. I'm just saying a dialogue.

Mrs. King: There's nothing you can count on.

Mrs. Chabal: As a parent and fundraiser, I understand what their problem and you don't know what's in the door, till it's in the door. You can only, you know, that's just the bottom line. I was just proposing that we at least have a dialogue. We're not making any demands, we're just opening a dialogue, because I do think that our Board, almost unanimously, supports these, especially these two particular programs, Kenbrook and Sandy Hill, but I know our parents would too. If we were pursuing a fundraising event that supported these activities, you know, maybe that would make a difference. I'm just saying if we could have some kind of dialogue with them, because I know that they're also, that's their money.

Mrs. King: Right. The only other thing I would caution, throw a caution out, and I know that Sam has talked about this before, when you look at the limited service contracts, it's easy sometimes to sit back and say, these aren't necessary. My concern would be that if you start eliminating some of them and saying, well, one person can do the 8<sup>th</sup> grade play by themselves, surely that can't be that hard, you are not going to get one person to do that. I don't think, in most cases, the limited service contracts that we have are for staff that's really unnecessary, so I would just caution that. I don't want to fund us cutting back on those positions only then to not be able to fill them because the people are not willing to do the work of 3 people to try and manage it.

Dr. Brewer: There are safety considerations. To look at the participation rates, you've got to have enough coaches or staff that your insuring safety, so I think the question is do you run the program or not depending on the participation rates. Our participation rates are good. I don't think that's where we're going to find the cuts.

Mrs. Sheffey: I think we as a Board have to face that there are going to be programmatic reductions. It's not going to be easy decisions. We all have our own bias. I mean, I took a deep breath when you said German teacher, because that is my bias. I think we need to have a foreign language program. We all need to be prepared for that and I think it would be useful, Lin, if you give us a list of non-academic, which I think is going to be rather small, and then academic, which would include things that maybe we could [tape ends] . . . class size, what that's going to mean. So, have 3 categories for us.

Dr. Brewer: The other thing the Board could do is just give us a generalized expectation that you expect us to bring expenditures in within the index knowing that we have certain kinds of contractual obligations which would mean that we might have to be using our judgment to cut here, there, or wherever, to stay within the 2.9 knowing some of our contracts are above 2.9. That's the kind of parameter we need to talk about as we widdle through the 1.4 million dollar deficit.

Mrs. Sheffey: I think you already have the 2.9, because we passed the resolution that said we won't exceed 2.9.

Dr. Brewer: No, no no. That was the millage increase. The 2.9 I'm talking about is comparing this year's expenditures to next year's expenditures.

Mrs. Sheffey: Oh, got it. I'm sorry, I misunderstood you.

Mr. Chabal: I agree with both of you, but we're having 2 different conversations in some areas, but I do think that this Board is willing to make some hard decisions because we have to. So, I think that we are going to have to split those hairs. I do think that this Board also respects you as Superintendent and our administrators to make the decisions on what and whom we really need to do what we've hired you to do. So, yes, we all do have our little pet areas that we like as individual parents or Board members, but I believe in my heart that you have, if not all of this Board, a majority of this Board that will listen to what you bring to us that says yes, and this is where it's going to come from. You know the ripple effect and we don't. We're not the professionals. We may have some background in it, but we are not the acting professional in doing it every day like you're doing. I guess what I am saying is that if you're looking for a 2.9, then I would say, yes, show me a 2.9. I believe that the reason you are doing what you're doing and you are doing what you're doing is you can look and you can feed up to Dr. Brewer what you know needs to happen in order for that to happen. You don't need for us to try to tell you cut this service contract, that's not what we're here for, because that's not who we are. What we're here for is the big governance picture. I'm certainly putting my voice out there to say, yes, we do need to keep within a percentage and you need to bring back to us what you think that looks like, because you're the professionals. You're going to look

on attendance, you're going to look on the big picture, and we may tend to narrow it and cause a discussion that will take way too long.

Mrs. Sheffey: But I do think we as a Board set priorities.

Mrs. Chabal: We do, and that's what I'm saying.

Mrs. Sheffey: You know, we have to say what our priorities are.

Mrs. Chabal: Right. I think that one of the things tonight that we have talked about is academics.

Mrs. Sheffey: Academics first.

Mrs. Chabal: Academics first.

Dr. Parrish: Sue, just one last thing, I think we've danced around Kenbrook and Sandy Hill for a couple or 3 years, and I think we all support that. I do think though, again I'm one of 9, but I think that you and your faculty really need to look at those two programs from top to bottom and sort of assess what the value of each is. Is there opportunities to change that – wouldn't impact the academic influence or impact our kids, but it comes up every year. I think right now it's getting more play than it ever has in the past, but I really do think you have to look at it.

Mrs. King: Okay.

Dr. Brewer: Do I hear a consensus from the Board that there is a charge to look at these things and try to keep the academic standards in, but see if we can cut expenditures and still keep the integrity of our academic programs?

Dr. Cronin: That's what I'm saying.

Dr. Cronin: I think we have to.

Dr. Brewer: Star and Gold programs as well?

Dr. Cronin: I think everything's on the table.

Mr. Stover: Part of what we're what we're going to have to decide is do you want to cut into programs? Do you want to look at that or do we want to say, no, let's start at this point first, the non-academics and see what they can bring in.

Dr. Parrish: Historically, correct me if I'm wrong, wasn't the Star program started by the PTO in the middle school? Is that correct and then the Gold program came later?



Mrs. King: Actually, no. It was started by the teachers and I was there for the first year of Star, actually, I was a teacher. We did it at the school. The expense was probably a lot less overall, so there are certainly ways to cut that back.

Dr. Parrish: And most of that was funded by the PTO though, if I'm correct?

Mrs. King: Yes, that is accurate.

Dr. Parrish: And the Gold program just came later?

Mrs. King: Correct, because we didn't have anything for the boys. In all honesty, we don't spend a lot of money for Star or for Gold. Those are fairly small. It's \$2,500 we spend for Gold and \$3,000 for Star, so those aren't big items, certainly something we could scale back, but those aren't the big ticket items. You are correct, Dr. Parrish. It was funded by PTO.

Mr. Gräb: Excuse me, Dr. Parrish, for my own personal edification, could you ample a little bit as to what Gold and what Star are?

Mrs. King: Both programs – Star is the girls' version, Gold is the boys' version and they really are to try and focus on preparing the 8<sup>th</sup> graders to transition to the high school. Part of that is making sure that we do everything we can while they're at the middle school to get them to become a little more confident in themselves, to develop a sense that who they are is more important as we send them off to the high school, which is a little bit less of a protected environment, that they get an opportunity. The whole day events, there's one day for the boys and then one day for the girls, and the girls we just started on Friday. Those are really more of a time for the girls to really bond or the boys to really bond and become a support system for each other. That's the message that they receive. Then we do things throughout the year, particularly with the girls, to try and build that self esteem and allowing them to realize they can be their own person and not have to succumb to peer pressure and stereotypes and things like that. The expense comes with the full day events that are in place for both groups. The girls, Friday, they go to lunch at the Hershey Hotel, the high school girls come over and do a fashion show, they have a speaker over there, and then we come back to the middle school and go through a series of sessions. This year we had a Zumba session and we had a roller skating session. The high school girls do a session for them and then they wrap it up with a dance. The boys go to Gretna Glen and they stick spaghetti up their nose and clip clothespins all over them, because that's, I guess, the kind of things boys like to do. It's really the same kind of thing.

Dr. Parrish: Thank you, Sue. I think we'll let you off the hook. Quick comment?

Dr. Cronin: Yes, I just had a comment. I think because the amounts are small, I think it'd be a good dialogue for the PTO rather than to trying to tackle on the big Kenbrook/Sandy Hill. The Gold and Star are smaller things to put in their budget that are more realistically achievable. Gold is guys out for leadership development and they do team building and bonding and they have high school students help them with the transition to high school and answer their questions without teachers around, so they get the real deal.

Dr. Parrish: And now we'll let our Star from the high school, Mr. Murphy step forward. You're Gold, I'm sorry.

Mr. Murphy: Not to take anything away from my esteemed colleague at the middle school, let the record reflect that I have never inserted spaghetti in my nose. Never. That's really, I got issues there, sorry.

Thank you very much for your time this evening and I will talk to you a little bit about the high school.

As you see from our scope of services, we do have, as Ms. King alluded to, a number that fluctuates really on a daily basis. We continue to register new students just about every day, perhaps a sign of the economy as well. We had 1,165 when this was written, it's probably closer to 1,170 today. Eighty-five professional staff, 3 administrators, myself, and two wonderful assistants.

We offer about 160 courses at the high school ranging anywhere from the 20 AP courses we have to courses in preparation for the state assessments in mathematics. We also offer additional opportunities for student to learn through various programs associated with the Intermediate Unit, such as the Capital Area School for the Arts, as well as some online learning opportunities. You know, for several years now, we've been offering online Japanese and Chinese to our students, a fledgling program, but nonetheless, an opportunity there.

Like my colleague, I point out specifically the average class size in core subjects because of the obvious fluctuations that occur in some of the other areas and that is about 26 students.

Our Strategic Plan goal is very broad – big umbrella type goals. Obviously, one, increase student achievement – that is priority number 1. We have a lot of things going on at the high school right now enveloped, really, in our restructuring initiative that address that. Developing a culture of professional collaboration – a long time ago I heard an inservice presenter talk about a high school teaching staff as the largest group on independent contractors joined by a common parking lot. If you see the way it works, some days, it looks just like that, and we're trying to change that a little bit. We're trying to bring private practice into public, give teachers an opportunity to work with each other to solve problems of professional practice. Foster resiliency strategy in our students – we know that's

been a big push District-wide now for several years now. We're really working toward trying to build an environment that's just more supportive of the kids all the way around, not just the guidance counselors, but really across the entire building. We have some new things that are being talked about for the future with regards to that goal.

As I mentioned, the restructuring initiative is really big for us right now and it is by far our largest user of time and energy and resources right now. Along those lines of the various points we're talking about are the organization of time. We know that we're not going to get a lot of instructional time added to our day or our calendar. It's just so expensive that schools don't really offer that very often. So, how can we squeeze more instructional efficiency from the time we have? Personalizing the high school experience – more and more research talks about the large high school, even high schools of 1,000 – 1,200 kids are considered large when you put all of those students in them and all of the sort of nuances that go on in the course of a day with that number of teenagers. How can we make that seem more responsive to what their needs are? How can we help them connect better with the adults in the building?

Right now, we're undergoing a significant curriculum review and development initiative, primarily in English and Mathematics. This, again, is part of our restructuring initiative and it's leading to some significant change because we want to talk about not only the standards that we have to be teaching to those things we like to cover that go beyond the standards, Dr. Brewer's adage from several years ago that we talk about frequently – proficiency is not prepared. What does prepared look like? Bringing in the 21<sup>st</sup> century skills you've heard talked about so much. We want to see that going forward into the other subject areas as well, but it's going to involve some additions of curriculum materials. There's a lot of time being invested right now among teacher in developing new curriculum. It's going to continue. We have Dr. Goldsworthy working on a regular basis with them and has made just unbelievable progress in the short time. It's funny, when she's no longer a coworker how she's willing to beat them over the heads with things and get them moving. It's going real well.

We talked a little bit about enhancing professional collaboration and how that really meshes with the issue of time. If we're going to have the same time in the day, how can we get opportunities for that to occur, and then a comprehensive building support system.

RTII is, as my colleagues at the elementary level talked about, response to instruction. At the secondary level, they're still playing around with the acronym a little bit, response to intervention and instruction, or instruction and intervention. It is a secondary model as they say and it's leading us to develop a reading program for next year. Also at the same time, taking some of the principles of RTII and applying it to the mathematics realm, and tiered levels of intervention, etc. There's going to be some efforts associated with that.

Staffing considerations – for several years now, I've been asking for an additional business education teacher, but the economy just really hasn't allowed it. In large part because over the years, we've added some program enhancements that have led to some attractive programs that students have really been signing up for. For about 3 years now, we've had to drop anywhere from 40 to 60 students from various business education offerings, because we didn't have enough teacher time to offer the sections. So, it's a documented need. It's not just we think it will come if we build it, it's been built, they're coming. We just don't have enough space to fit them all in, and we'd like to do that.

For the future, support for the restructuring – right now, the typical core subject teacher in our school has anywhere from 130 to 170 students. There is a body of research, in its infancy admittedly, but starting to grow, that talks about that being, obviously, way too many and starts pointing to a more effective number hovering around the 80-90 students per teacher. You see, I note there one additional teacher in core subjects for the future, the reality is that is only to make our schedules that we're looking at right now work. It does not bring the teacher case loads down to that magic number of 80 or 90. That's going to be a whole other conversation that frankly I'm not quite sure where it's going to go, but I can guarantee it's not going to be just one additional teacher in each area. Nonetheless, I've been really digging hard into some of the databases we have access to try to find more of that research. A lot of it is actually not even coming from within education, but coming from business and industry, pointing to the fact that having that many people just pulls a teacher in so many directions that it renders them somewhat less efficient.

That covers my slides.

Dr. Parrish: Questions for Mr. Murphy?

Mr. Gräb: Thank you, Mr. Murphy for your presentation this evening. I notice you offer 161 courses, some of which you classify as over enrolled. Are any of those classes what you would consider to be under enrolled? Are you setting the limit as to how many students need to be in the class or a course before it's offered? Let's say the number is set at X and if it's below X, are there other ways of delivering that course material rather than someone standing in front of the room or working with them?

Mr. Murphy: Typically, the number we look for, and it's not really carved in stone anywhere, but we're looking for about 10 or 12, meaning there's got to be that many students selecting the course now, this time of year when we're doing course selection. If it hasn't reached that number, we don't even put it into the schedule and in April and May, we're looking at what other opportunities exist. How can we? As I said, we have a battery of online offerings that we've been taking a better look at and gaining more access to. Now, the problem is, there is

an occasional year where we'll have 10 or 12 enrolled in a course, but through the scheduling process, because conflicts are sometimes created between courses, only 8 or 9 or 7 may get into it. You'll have a course that operates at that small number. I can tell you, however, that is quite infrequent. It's very seldom that we have a course running with less than 10 students.

Mr. Gräb: One quick follow up follow up question. How many students are enrolled in Latin?

Mr. Murphy: In Latin, right now? We do not offer Latin.

Mr. Gräb: Okay. Online or . . . ?

Mr. Murphy: We tried some different things, none which seemed to go, so we do not offer it at all.

Mr. Gräb: Thank you.

Mrs. Chabal: Mr. Murphy. Thank you very much and I know that what you're doing is not easy so I commend you as a parent now having graduated two students from just about start to end, the entire system is working well. I'm pleased with that. On your online course offerings, have they made it to the printed program book yet?

Mr. Murphy: Because they vary rather widely, from month to month literally, we put references to the various services that are available without mentioning the specific courses. The only ones we do mention specifically are Japanese and Chinese. The other ones, we mention the services that we can come to, recommending then that they go to their counselor because the list changes and then the counselor has that.

Mrs. Chabal: So, you're kind of, to paraphrase perhaps what you're trying to do is like if you were offering an online course in personal finance or, I don't know what. It's kind of word of mouth that the kids would know that if enough of them got together it would actually be offered online. I mean, is that how that works? I mean, is that a fair characterization?

Mr. Murphy: That is one possibility, however, a lot of the service providers we communicate with will offer courses to one student who wants it, so it doesn't really have to be a pool of students.

Mrs. Chabal: I guess I'm more from just a pure marketing standpoint. If it's not written down somewhere and it's just out in the course handbook of what's in high school and it comes home to the parents, because I know that there are many of us who have kind of watched over that curriculum selection, subject selection process. So, if a parent doesn't know for example that a class in Latin

if it were there, was offered, then they can't encourage their student to do that. I'm just wondering if there's a – I know it changes – but I just wonder if there's a way to get that information to the home front at some point that says, there are online classes that are available, because in my time period, they weren't in the program books. So, I'm just saying, you can't expect, especially parents who are kind of overseeing or watching over some of those selections in the upper ends of the high school if it's not printed somewhere.

I know that there's been wonderful movement in the major departments and the interaction between the departments and things like covering certain subject matter within a given amount of time, so it's not the luck of the draw of which teacher you get, but if you've got a subject area that the teachers are teaching fairly closely now to a given subject matter. Is that continuing to strengthen? Because I know that it has certainly strengthened over the time that, as a parent, that I have seen it. I know that, like you said, I love that little thing about what you said that they're all tied together by a parking lot, because as an educator way back in the dark ages, I remembered that everybody had their room and they shut the door. There wasn't a lot of interaction, even within the same subject level or in the same grade level. Are you pleased with how our educators are, kind of, coming around to being more transparent with one another and working with one another more inclusively?

Mr. Murphy: Let me first thank you for noticing that. It's an effort we've been making and some progress has occurred there. I think it's almost one of those, it's more of a journey than an actual end. Something we continually keep in mind with everything we're doing, whether we're talking about assessment and planning common assessments, whether we're talking about curriculum and planning common unit maps and pacing guides, whether it's forming our professional learning community discussion groups and reviewing them based on certain issues or subject areas. It's something that constantly in the front our minds that we're looking at. We've made substantial progress. We've got a long way to go, however, but you use a phrase there that's critical and that is bringing that practice out of the privacy of their room, where there is just the one adult and talking among themselves about it. That's been a big effort this year across all the buildings in the District and it's paid incredible dividends just in the first half of the year at the high school. The teachers have grown to a comfort level. I think you used that word yourself. That's a good descriptor. There has to be a comfort level there of sharing with their colleagues saying how did your student on that test, that particular question on the test, how did you teach it. They're doing so much more of that now and there embracing it. You don't have to push for it. It's something they ask for.

Mrs. Chabal: So, I'm assuming then that, say within an English department at the 10<sup>th</sup> grade, there is a unified final?

Mr. Murphy: There is.

Mrs. Chabal: Okay. That's wonderful.

Mr. Murphy: That was really the beginning of this whole journey. Within the next year or two you're going to see common assessments at various intervals within the courses.

Mrs. Chabal: Okay.

Mr. Murphy: You're going to see, a good example in English, we had 3 different levels of courses in the 9<sup>th</sup> grade, the courses actually had very different content, and, to me, that's not what leveling is about – honors versus college preparatory. It's not about different material, it's about the skills you're teaching and how you're teaching them. We're changing that considerably as well.

Mrs. Chabal: Thank you, and then one other quick question that I keep reading about over and over as we credit crunch and a lot of things that some of our young people are not really understanding personal finance. Do we have or are we hoping to have classes in personal finance that are offered across the tracks, because I understand there are, I don't like to call it a tracking system, that there are certain course levels and some kids are taking multiple APs and some are not, but is there a way that we can bridge that community to teach what some of us, we try to do at home, but there's a lot of information out there right now that says we're graduating a lot of kids that really don't understand personal finance. They don't understand what a credit card does and they don't understand debit cards. Is there something that we are looking at that's very common sense basis that, because, if I've got a kid in AP calculus and they can't figure out their credit score, they're going to be in trouble. So, I just wondered if there were, that's a commonality, do we need a bank at the high school? I mean, you know, do we need to find a bank to set up in the high school? Just common sense.

Mr. Murphy: Let me say that the cynic in me wants to tell you to read the Wall Street Journal and there are a lot of highly paid adults who don't understand financial literacy too. We do offer a personal finance course. It is an elective subject for upperclassmen. It's moderately popular. The kids know it's valuable, but as you alluded, because of some of the busy schedules, our most academically able students take, they really can't fit it into their schedule. One of the things we're looking at through our high school restructuring initiative and one of the reasons we're really talking a lot more about fitting different things in the puzzle of time is we are looking at instituting a seminar program that will occur at regular intervals in the course of the years for all 4 years that the student's in school. The seminar program is going to include a lot of things enveloping those 21<sup>st</sup> century skills we talked a lot about, financial literacy was one of those right in there and that's an opportunity, not to get as deep as our personal finance course gets, because our personal finance course even talks rudiments of investing in the stock market, which is not something that we're going to do in the

seminar, but it can include some of the most basic things. How many kids within a year or two after leaving their parents are they faced with an apartment lease? How do you read that and decipher it and know what some of the language is telling you? There are some things like that that we can indeed do. I agree with the need for that and it is something we are hoping to incorporate.

Mrs. Chabal: And just as an aside, I actually had someone come up to me, in a personal fundraising sense, and they were starting, looking for high schools and middle schools who were willing to do little banks – that they would come in and they would teach the children, the students, and then actually set up processes where they could learn to write checks and learn to take things out and do all that stuff. It wasn't a class. It was just like having a book store, that you go to the book store and buy a book or buy your pencils and whatever.

Mr. Murphy: I was approached by a representative of a local credit union wanting to do the same thing in our school. I like the idea and I was more than happy to open it up and let them come in and do some of the teaching. I was a little concerned about the commercial side of them being the sole proprietor.

Mrs. Chabal: Right. No, I agree with that proprietary issue.

Mr. Murphy: But we do bring in primarily through the course some professionals in the field, but as we get into that seminar program, I think there is going to be increasing opportunity to get more of that in.

Mrs. Sheffey: I feel like we picked on Sue quite a bit. I don't have any students in the high school, so I don't have any programs that I know of, but are there any areas where you could make some savings, especially when I hear you only need 10 to 12 students to offer a course and then sometimes it backs down to 8, do you think you could up that number? Does that have any savings?

Mr. Murphy: Let me tell you the number of courses that come in at that border line is so small . . .

Mrs. Sheffey: There's no savings.

Mr. Murphy: . . . and it really wouldn't really reduce a person, it would reduce one section in which case we probably would pick up something else, take a class that might have an average of 28 and make another section. It really doesn't result in a lot. If you had, say, 3 science classes that had that problem, maybe the AP sciences, then you might be able to affect some movement there.

Mrs. Sheffey: But it's not a significant . . .

Mr. Murphy: It's not enough within one area.



Mrs. Sheffey: Are there any areas where you think you could?

Mr. Murphy: Well, let me first say that the high school budget doesn't quite have some of the really big ticket items like Ms. King mentioned with the field trips. Some of the big ticket items are, for instance, drivers' education. We pay the driver education consultant who does the behind the wheel about \$50,000 a year. On top of that, we pay a teacher to teach the classroom portion of it. Driver education, if you read the Harrisburg Patriot this past weekend, is not a required subject by the Department of Education. We do it, because it makes sense. We want safe drivers on the road. It's a proven fact, statistically, that students who take a driver education training program have fewer accidents, get fewer tickets, are basically safer drivers. But that's a big chunk of money nonetheless.

Mrs. Sheffey: How many students take that?

Mr. Murphy: Behind the wheel? It's darn near an entire class.

Mrs. Sheffey: Okay.

Mr. Murphy: The classroom portion all 10<sup>th</sup> graders have to take. Almost every student then, after completing the classroom portion, takes the behind the wheel. In fact, I can tell you right now, our consultant's about 4 months behind because so many kids sign up for it. It's very popular. Another big ticket item is the Capital Area School for the Arts. I budget almost \$40,000 a year for that program. I will go on record as seriously concerned about what our students get from that, to the point where we've had to put some criteria in place over the years to try to make sure the right students were going there.

Mrs. Sheffey: I thought we only had 1 student enrolled.

Mr. Murphy: This year, we do.

Mrs. Sheffey: Okay.

Mr. Murphy: Previous years, we've had as many as 6 or 8, and so, because not knowing, we don't do registration for those things until April. I have to turn my budget in to Mr. Rineer, the mean person that he is, in December, that's another big ticket item. But beyond a couple of those kinds of things, I don't have a lot. But, I can tell you for instance, textbooks, textbooks is probably just about a quarter of the budget. Some of those are replacement textbooks, a lot of those are new textbooks as copyrights get kind of old. As you can imagine, in some of our more advanced courses, the content changes frequently. Textbooks are expensive. A typical textbook in an advanced placement course is easily \$150 a copy, and I'm trying to think of the one I looked at today was AP Environmental Science which we need about 100 copies of it.

Mrs. Sheffey: It would be affected by this German [not audible] if we would institute that.

Mr. Murphy: Yes.

Mrs. Sheffey: Okay.

Mr. Murphy: Again, but it's a lot of money for textbooks, but it represents every subject area in the school, so to say one is more important than or anything like that.

Mrs. Sheffey: Okay, thanks.

Dr. Parrish: Thanks, Mike.

Mr. Murphy: Thank you.

## **UNFINISHED BUSINESS**

### **4.01 Unfinished Business**

None.

## **NEW BUSINESS**

### **5.01 Approval of Finance Report for January 2010**

1.	The Treasurer's Report for the month ending January 31, 2010 was summarized as follows:	
	• General Fund Revenues	\$2,099,393
	• General Fund Expenditures	3,023,344
	• Balance of Cash Plus Investments (Includes \$4,533,943 Capital Reserve)	26,089,982
2.	The listed schedule of investment transactions for the period beginning January 1, 2010 through January 31, 2010 has totaled interest earnings of \$12,384 comprised of the following:	
	• General Fund	\$134
	• Money Market	10,090

	• Certificates of Deposit	2,160
	• PA School District Liquid Asset Fund	0
	• PA Local Government Investment Trust	0
	The average interest rate for January 2010 was 0.54%	
3.	The January 2010 expenditures for the paid bills for all funds totaled \$1,590,778 excluding net payroll, retirement contributions, and debt service.	
4.	The February 2010 expenditures for the unpaid bills for all funds totaled \$596,026.	
5.	The estimated expenditures of the General Fund for the month of February 2010 were in the following amounts:	
	• Operating Expenses	\$1,000,000
	• Utilities	125,000
	• Net Payroll (3 pays)	1,232,000
	• Employer Provided Insurance	345,000
	• Payroll Deductions	607,000
	• Employer Payroll Taxes (FICA/RET)	141,000
	• Debt Service	<u>0</u>
	<b>Total Estimated Expenditures</b>	<b>\$3,450,000</b>

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

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

Gräb – Yes  
Hagan – Yes  
Morelli – Yes

Parrish – Yes  
Sheffey – Yes  
Stover - Yes

9 Yes

**MOTION CARRIED**

**5.02 Budget Transfers**

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

The Administration recommended the Board authorize the February 2010 budget transfers.

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

Roll Call Vote:

Chabal – Yes

Cronin – Yes

Donahue –Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

9 Yes

**MOTION CARRIED**

**5.03 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.	Hayes Large Architect LLP Bill No. 1001-017	\$6,006.86
	<b>Parking Lot Improvements:</b>	
2.	Hayes Large Architect LLP Bill No. 1001-015	32,682.72
3.	Derry Township School District, reimbursement for the following: Dauphin County Planning Commission 230.00 Derry Township 1,500.00 Derry Township <u>2,200.00</u>	3,930.00
	<b>Middle School Expansion:</b>	
4.	Hayes Large Architect LLP Bill No. 1001-014	7,802.37

5.	SchraderGroup Architecture, LLC Invoice No. 00711	17,313.54

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

Roll Call Vote:

Chabal – Yes

Gräb – Yes

Parrish – Yes

Cronin – Yes

Hagan – Yes

Sheffey – Yes

Donahue –Yes

Morelli – Yes

Stover - Yes

9 Yes

### **MOTION CARRIED**

#### **5.04 Approval of HEA Side Letter Agreement**

The Administration recommended the District approve the Side Letter Agreement which modifies Section 6.19 of the current collective bargaining agreement between the District and Hershey Education Association. Specifically the Side Letter Agreement addresses and further defines the calculation of age-based eligibility for certain retirement incentives already set forth in the collective bargaining agreement.

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

Roll Call Vote:

Chabal – Yes

Gräb – Yes

Parrish – Yes

Cronin – Yes

Hagan – Yes

Sheffey – Yes

Donahue –Yes

Morelli – Yes

Stover - Yes

9 Yes

### **MOTION CARRIED**

#### **5.05 Approval of 2010-2011 School Calendar**

The Administration recommended the approval of the 2010-2011 School Calendar.

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

Dr. Cronin: I just have some comments, and I missed the discussion, but I read every single word that was stated at the last meeting. After the last snow fall that we had, I really got to thinking about how, I don't want to say crazy, but how not necessarily the most logical thing for us to build in these snow days as represented as vacation days that then get used and then get yanked away. I did a little bit of research to find out what other school districts did and one concept that I thought made a little bit more sense to me was to have the snow days, especially this year, because the way it falls with the last day of school being on a Tuesday, other school districts will tack on two or three days at the end of the year which you actually then get back if you don't use the snow days. So, you plan to go to school till the 10<sup>th</sup> and if there's no snow days, you get out at the 7<sup>th</sup>, rather than saying, well parents you have President's Day or Easter Monday – guess what? Now, you don't. It's just problematic that way. We're not really giving people vacations, because you can't plan anything and they're not guaranteed. I would much rather, given especially the past two years where we had to do this, not take away vacations and tack them on at the end and maybe not have to go as long. But, because it's all that same week, it's not like we're going an extra week. We're still into the second week of June, I would really like us to consider tacking on at the end and don't take away vacations that families plan, because then you're saying you really can't plan, or oh well, now you're missing school. It's just not a very good philosophical way to do it.

Dr. Parrish: I think that that's something that certainly can be discussed next year as we moved forward, but I think the effort and the discussion for this calendar has . . .

Dr. Cronin: We just had the discussion this past two weeks ago when this came up was like, well, we've got to go with the calendar even though a lot of us had a issues with it. Why can't we preemptively say, we had this bad experience two years in a row, let's try it a different way, mostly because the way the last week of the school year ends is not a Friday and going into the next week. This would be a great way to try something else.

Dr. Parrish: If the general Board feels that way then they would vote no on this proposal, if not, and you would prefer to do it next year, then vote yea.

Mr. Stover: I hear what you're saying, but I think you're going to have the same complications for people trying to plan at the end of the year, especially graduations. So, how do you set what day graduation's going to be and some parents are going to want to be taking vacation the day their kids get out and they're never going to know what that day is and you know you have to lock in vacation plans sometimes 6 months in advance. I think you're going to have, no matter how you do this, you're going to have complications.

Dr. Cronin: You can set graduation, and I know some schools will have graduation the last day of school or two days later. I know when I graduated, we graduated on the 6<sup>th</sup>, but school didn't let out till the 8<sup>th</sup>. I think there are different ways, but just because we had this problem already, it would be nice to try something different. That's all I'm saying.

Male Voice: There is give and take with that. If we use a facility that's not our own for graduation, so if we set graduation, if you look at 2011, it's the 7<sup>th</sup>. We could keep it there, now if we add 3 days of school after that, we may not be able to push graduation. The other thing is, okay, seniors graduate, they're done. We lose subsidy then for those additional days for those 300 kids, because you're not having them come in for the last 3 days. There's give and take with everything. Like, Chuck said, it's going to come into vacations that people schedule then at the end too.

Dr. Cronin: Right, right. I understand that.

Dr. Parrish: Personally, I think we should go ahead with the vote and I think it's not a bad point, but I think at this point in the process, it's something we should put on the table for next year, so, personally. So, I would, unless somebody else has any comments, Mr. Rineer, I'd go ahead and do the roll call.

Roll Call Vote:

Chabal – Yes

Cronin – No

Donahue – Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

8 Yes, 1 No

## **MOTION CARRIED**

### **5.06 Approval of Policy 705 - Employee Safety**

The Administration recommended the approval of Policy 705 - Employee Safety of the Derry Township School District Policy Manual which has been on public review for thirty-days in the following locations: Hershey Public Library, Derry Township Tax Office, Derry Township Municipal Office, Hershey High School Library, and the District Office.

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

Roll Call Vote:

Chabal – Yes

Gräb – Yes

Parrish – Yes

Cronin – Yes  
Donahue –Yes

Hagan – Yes  
Morelli – Yes

Sheffey – Yes  
Stover - Yes

9 Yes

## MOTION CARRIED

### 5.07 Approval of Overnight Field Trip/Excursion - Middle & High School Cheerleaders

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

<i>Group:</i>	Middle & High School Cheerleaders
<i>Number of Participating Students:</i>	46
<i>Grade Level:</i>	7 - 12
<i>Destination:</i>	Millersville University
<i>Purpose:</i>	Cheerleader Summer Camp
<i>From:</i>	July 28, 2010
<i>Until:</i>	July 31, 2010
<i>Trip Leader:</i>	Debbie Lechleitner

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

Mrs. Chabal moved the Board approve the request and was seconded by Mr. Morelli.

Dr. Cronin: Just confirming that that's all paid for by their, whatever they call it, booster club?

Dr. Parrish: Lin, do you know? Students and booster clubs pay for this? Is there any funding from the District?

Dr. Kepler: It is not necessarily funded by booster club, but it is funding through the cheerleaders' fundraising efforts, specifically, I'm pulling it up here . . .

Female Voice: But the School District doesn't contribute?

Dr. Kepler: Slowing pulling it up and now it's scrolling. I know the total per student is \$290 of student expense and no budget category is listed for the



District, so I don't believe our District dollars are paying for that. I think it's cheerleader initiated dollars.

Dr. Parrish: Any other questions or discussion?

Roll Call Vote:

Chabal – Yes

Cronin – Yes

Donahue – Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

9 Yes

**MOTION CARRIED**

**5.08 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 Aquatic Club
<i>Date/Time:</i>	April 11, 2010 2:00 p.m. - 6:00 p.m.
<i>Requested Facility:</i>	Middle School Auditorium
<i>Event:</i>	Awards Ceremony for Winter Season
<i>Fee:</i>	As per Lease Agreement
<i>Group:</i>	Harrisburg Bicycle Club/Pennsylvania Police Academy
<i>Date/Time:</i>	April 22 and 23, 2010 3:00 p.m. - 11:00 p.m.
	April 24, 2010 6:00 a.m. - 5:00 p.m.
<i>Requested Facility:</i>	Middle School LGI, Parking Lots between Middle and High Schools, Parking Lots between Middle and Elementary Schools
<i>Event:</i>	Sixth Annual Pennsylvania Police Benefit Bicycle Ride
<i>Fee:</i>	As per Lease Agreement

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

Mr. Morelli: Just a comment. I commend the aquatic club for using the school facilities for their award ceremony, and I hope the other booster clubs, especially some of our bigger ones will consider using the school facilities that we built and our food service department for some of their banquets in the future. Thank you.

Roll Call Vote:

Chabal – Yes

Gräb – Yes

Parrish – Yes

Cronin – Yes

Hagan – Yes

Sheffey – Yes

Donahue –Yes

Morelli – Yes

Stover - Yes

9 Yes

**MOTION CARRIED**

**5.09 Personnel – Resignation**

The Administration recommended the approval of the following resignation:

<b>Classified:</b>
<b>Sotack, Marie</b> Cafeteria Aide Elementary School Reason: Personal Effective: 02/16/2010

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

Roll Call Vote:

Chabal – Yes

Gräb – Yes

Parrish – Yes

Cronin – Yes

Hagan – Yes

Sheffey – Yes

Donahue –Yes

Morelli – Yes

Stover - Yes

9 Yes

**MOTION CARRIED**

**5.10 Personnel – General**

1.	The Administration recommended the approval of the following appointments:
	<b>Professional:</b>

	<p><b>Greene, Adam *</b> (for Amanda Creason)  Learning Support Teacher  Long Term Substitute  Elementary School  Bachelors, Step 1  Salary: \$40,281.25 (pro-rated)  Effective: 02/22/2010 through the end of the 2009-2010 school year  (pending certification)</p>
	<p><b>Classified:</b></p>
	<p><b>Greene, Jenny *</b>  Substitute Teachers' Aide  District-wide  Salary: \$10.34 per hour  Effective: 02/23/2010</p>
	<p><b>Transfer of Classified Staff:</b></p>
	<p><b>Ginder, Kenneth *</b>  From: Substitute Bus Driver  District-wide  To: Bus Driver (replacing Harry Lauzon)  District-wide  Level A: 5.0 hours per day  Salary: \$14.14 per hour  Effective: 02/22/2010</p>
	<p><b>Sullivan, Kimberly *</b>  From: Substitute Cafeteria/Recess Aide  Elementary School  To: Recess Aide (replacing Kris Barge)  Elementary School  Level A: 4.5 hours per day  Salary: \$10.92 per hour  Effective: 02/23/2010</p>
	<p><b>Limited Service Contract:</b></p>
	<p><b>Miller, Vicki *</b>  Mentor to Kaitlyn Adams, English as a Second Language Long Term  Substitute  District-wide  Salary: \$513.50  Effective: 01/12/2010 (retroactive)</p>
2.	<p>It is recommended that Marc Smith, an Act 93 employee, be given a \$5,000 salary adjustment starting July 1, 2010. This is the second of two salary increases associated with Mr. Smith's moving from Network Technician to Senior Network Technician within Group 2 of Act 93.</p>
3.	<p>It is recommended that Ed Consalo serve as Clerk of the Works for the</p>

	SchraderGroup and Hayes Large projects for 2010-2011 at a stipend of \$7,500.
4.	It is recommended that the Min/Mid/Max for the position of "Benefits Coordinator/Secretary" be set at \$32,332/\$40,015/\$48,500 beginning in the 2010-2011 school year. It is further recommended that Sherri Downs, an Act 93 employee, receive a salary adjustment and receive \$48,500 for the 2010-2011 school year.
5.	The Administration recommended the approval of the following additions to the 2009-2010 Guest Teacher List:
	<b>Madsen, Christine</b> <b>Singer, Bill</b> <b>VanBlargan, Suzanne</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 Dr. Hagan.

Mr. Gräb: I'll be abstaining from voting on this. A number of these people are close personal friends and one is a former teaching colleague.

Dr. Parrish: It is noted.

Roll Call Vote:

Chabal – Yes

Cronin – Yes

Donahue –Yes

Gräb – Abstain

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

8 Yes, 1 Abstention

## **MOTION CARRIED**

### **5.11 Approval of Overnight Field Trip/Excursion - Hershey Memory Team**

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

<i>Group:</i>	Hershey Memory Team
<i>Number of Participating Students:</i>	7
<i>Grade Level:</i>	9 - 12
<i>Destination:</i>	USA Memory Championship - New York, NY

<i>Purpose:</i>	To Defend National Title
<i>From:</i>	March 5, 2010
<i>Until:</i>	March 6, 2010
<i>Trip Leader:</i>	Colette Silvestri

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

Dr. Kepler: If you note the purpose is to defend our national title.

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

Roll Call Vote:

Chabal – Yes

Cronin – Yes

Donahue –Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

9 Yes

## **MOTION CARRIED**

## **DELEGATES REPORTS**

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

Mr. Gräb: I'll handle that this week, thank you very much. The Dauphin County Technical School was scheduled to meet on the 10<sup>th</sup> of February. Unfortunately, a small amount of snow delayed that until the 17<sup>th</sup> of February. The good thing that thrilled new members of the Joint Operating Committee, the Annual Valentines Dinner for our spouses or significant others was moved to the 17<sup>th</sup> as well, and we were all very happy about that. Normal business with personnel, financial, and miscellaneous, we did get a full draft of the proposed budget expenditures. When they were first brought forward, the anticipated increase in the budget for the Dauphin County Technical School was way about the index of the 6 participating school districts and we asked them to go back and take a look at it. As it stands now, in the third draft, the proposed budget is only having a 1.9% impact on school districts and as a bonus to that, as the Derry Township contribution is based on student enrollment, our proposed contribution for the 2010-2011 is somewhat less than what it had been for the 2009-2010 year. Bear in mind that operating costs are based upon the number of students that attend and our 5 year average is very low. Capital costs are based upon our assessed value, so of course we pick up 1/6 of that. That's my report, thank you.

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

Mr. Stover: The Tax Association meeting for this month was to be held on the 25<sup>th</sup>, but was canceled due to lack of agenda items. The next meeting will be March 25. The Dauphin County Tax Collection Committee met on February 17, mostly procedural discussion, and that next meeting will be on St. Patty's Day, March 17<sup>th</sup>. Thank you.

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

Nothing to report.

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

Nothing to report.

## **SPECIAL REPORTS**

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

Jennifer Marron Pennsylvania Speech-Language-Hearing Association Conference Pennsylvania State University, State College, PA April 8-9, 2010 Expenses: \$592.00
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### **7.02 School and Community Information Report**

Mr. Tredinnick: Thank you, Mr. President. You may recall at the last Board meeting, there was a discussion about some communications we'd be making to parents advising them that it was really important for student safety to follow drop off and pick up procedures at the individual buildings. This was a follow up to discussions we'd been having for quite some time that pertain to, basically, the safety of our students, transporting them, whether it be via bus, walking, or car. I wanted to let you know that that information was as promised, posted to the individual building web sites. We also included it very prominently in the Trojan Quest, the electronic newsletter that we sent out directing those folks, if they didn't know what the procedure were, to please take a look and encourage them to follow that. The timing was good in the sense that we had two incidents over the last week that really underscored the need and some of the principles that

we're look at in terms of protecting students' safety and looking at ways we can separate vehicular traffic from bus traffic and pedestrian traffic.

We had incidents both at the high school and at the middle school. Fortunately, both were relatively minor, but could have been substantial. We had one that involved a bus meeting, rather unfortunately, with a parent who was dropping of a student. The car came up behind the bus in a blind spot as the bus was attempting to back up. What could have been the more serious incident occurred in the vicinity of the middle school where we had a parent drop a student off, actually several students were dropped off on Homestead Road. Because of the snow that was piled up there, that necessitated the students to be walking up Homestead Road, not on the sidewalk, but on the road itself. Fortunately, one of our bus drivers noted this, stopped the bus, stopped all the vehicular traffic behind that just at a point and time where one of the students fell into the path of traffic. Had the bus driver not recognized the potential danger, that could have been a tragedy I would was reporting to you today. So, there is going to be some additional communication going home in the next two days aimed specifically at the middle school which seems to be our biggest challenge in terms of getting parents to follow the rules that are there, but I did want to let you know that this will continue to be an informational emphasis for us as we look forward. Of course, hopefully, we get to the point where the construction of the bus corrals might physically make some of that separation, but we are taking steps in the interim to protect student safety.

Dr. Parrish: Thank you.

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

No report.

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

No report.

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

Dr. Parrish: No report. I think we have outlasted the citizens.

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

### **8.01 Recognition of Citizens**

None.

## **ADJOURNMENT**

### **9.01 Adjournment**

Dr. Parrish: The next Board meeting will be held on Monday, March 8, at 7:00 p.m. As part of the discussion, we will be meeting briefly in post-executive session. Any other comments?

Dr. Cronin moved to adjourn, with a second Mrs. Chabal and, approved by unanimous voice vote by all members. The meeting was adjourned at 9:30 p.m.

Respectfully submitted,

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

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Dr. William Parrish  
President of the Board

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