

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

June 14, 2010

OPENING ITEMS

1.01 Call to Order

A meeting of the Board of School Directors, Derry Township School District was held on Monday, June 14, 2010, in the District Office Board Room. Dr. William Parrish, Board President, called the meeting to order at 7:01 p.m.

1.02 Roll Call

Directors Present:

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

Excused:

Mrs. Ellen Sheffey
Mr. Charles Stover

Superintendent:

Dr. Linda Brewer

Secretary:

Mr. Stephen Rineer

Solicitor:

Brian F. Jackson (Not Present)

Student Representative:

Not Present

Press:

Mr. Drew J. Weidman THE SUN

Representatives of the Administrative Staff: Mr. Dan Tredinnick, Dr. Bernie Kepler, Mr. Al Harding, Ms. Lisa M. Sviben Miller, Dr. Sue King, Ms. Joy L. MacKenzie, Mr. Joseph McFarland, Ms. Jackie Castleman, Ms. Lori Dixon, and Mr. Ed Consalo.

Representatives of the Staff and Community: Bunny Hottenstein, Kaitlyn Patt, Christine Drexler, Dr. Dana Powell, K. Ferguson, C. Rudawski, Marietta Mierski, Glenn C. Rowe, Master Sergeant Bill Meiser.

Dr. Parrish: Both Mr. Stover and Mrs. Sheffey have excused absences.

1.03 Flag Salute

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

REVIEW AND APPROVAL OF MINUTES

2.01 Approval of May 24, 2010 School Board Meeting Minutes

A motion was made by Mrs. Chabal and seconded by Dr. Hagan to approve the minutes of the May 24, 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 that the Board did meet in Executive Session prior to this meeting to discuss employment issues and labor relations, etc.

3.02 Recognition of Citizens (Agenda Items)

None.

Dr. Brewer: Mr. President?

Dr. Parrish: Yes?

Dr. Brewer: Could we hold on presentation of Hometown Hero? We are awaiting the arrival of someone.

Dr. Parrish: Sure. Not a problem.

Dr. Brewer: Thank you.

3.04 Presentation - Middle School Grading and Reporting/Advisory

Dr. King: Thank you. This is my opportunity to update you on the grading and the advisory at the middle school. If you'll recall last year, about this time, Mr. Murphy and I were here to talk about changes in secondary grading practices.

I'll start by just reviewing what our goals were for the grading practices at the middle school. This came exactly from last year's presentation – that we believed that grades should be used to communicate about student's progress towards standards or the learning goals in each course; that we wanted to make sure that our grades communicated the most accurate information about a student's learning at a point in time. Those points in time are our reporting periods. We believe that effective grading principals can enhance the teaching and learning process and we really want to change the emphasis of the grades from collecting points to demonstrating achievement and really in retrospect, I would change that word achievement to learning. We want the focus for grades to be on what learning are the students showing. Those were our goals.

What we then put in place when we refined our grading practices was: we removed behaviors and attitudes from the academic grades. We eliminated any extra credit work or bonus points there were not directly connected to the content that was taught and assessed. In that, we focused on things that might be incorporated to stretch student's learning directly connected to what was being taught in the content area. If there was a piece of work that really was being used to evaluate what a student knows, understands, and can do, then the student cannot receive a zero for that or have the grade reduced more than 10%. Those are the principals that the teachers are working under to refine their grading practices. One of the other things I think it's important to understand is we really are shifting any of that work that is done that's going to be evaluated to see what a student knows and can do; we want that done in school. We want those things not to be things that are sent home that students work on at home, but rather those types of things that are done in school in the school setting.

One of the things I want to just mention is the rationale behind this approach to grading and the changing in our grading practices. I think that if you look at the work that's done in motivation, and I brought this along just to show you. This is probably, Dan Pink's work is probably the most recent work that's being done in looking at what is motivational – what drives people's motivation. He really looks at it both from a business standpoint – what drives employees to be motivated – and he also addressing schooling. He bases a lot of what he says on work that's been, research that's been done, for a very long time. A lot of that work was done by a man named Edward Deci and he talks about intrinsic motivation and how, if you attach rewards, that you actually do more harm than good. Attaching rewards for things other than the very routine tasks does harm. It does not develop people's intrinsic motivation. So, when you use things like grades or certificates or awards for something other than just routine tasks, you actually do more damage and you create that extrinsic – students who are totally driven by extrinsic motivation. It really is very interesting to look at the research that says

really tasks that involve anything from basic cognitive work and beyond that people do better when there are not extrinsic rewards attached, but instead you focus on giving them feedback, giving them praise, but specific praise, and giving them non-tangible types of rewards.

The other person that is working a lot in this area is a woman named Carol Dweck. She is a professor of psychology at Stanford University and she looks at intelligence theories and she talks about the difference between an entity theory – those who believe intelligence is a thing, is an entity and is fixed and incremental theory – those who believe that intelligence is developed and can be increased. She talks about the difference in goals – that when students have performance goals like getting an A, compared to students who have learning goals, such as speaking fluently in a language – that students who have a learning goal perform better than students who just have a performance or an achievement goal.

Really, a lot of what we're looking at in our grading practices are based on first of all solid research and evidence and with the goal of creating students who are lifelong learners, who are problem solvers, who are thinkers, which is exactly what we need in today's day and age. That's a lot of the rationale behind why we're going in the direction we're going, but it is not really an easy sell for a lot of people who have been through a traditional school system. We still have a lot of work to do on that.

Specifically, what we have done in the middle school is we have focused on formative assessments and timely and specific feedback to students. Some of the ways that we've done that: all of our science classes, the students – a lot of the work that's done in science, you know that it's more hands on, that there are a lot of lab activities and it is a discovery based approach to science. The teachers give the students feedback on some of the tasks, but that feedback is not a grade that counts for a grade. So, the tasks will be in the home access center, parents will be able to see the task and they would see a "P" or an "S" or a "U". They would know that even though that didn't count for a grade, it would give the parent and the child a sense of where they are at in making progress toward the learning goal that the activity addresses. In Google Docs and a lot of the teachers, not just in Communication Arts, though Google Docs are primarily used in Communication Arts, but the feedback that students get, students will turn in an assignment on Google Docs electronically and the teachers can embed comments right in the document. Again, it's not focused on a grade, they don't get "X" number of points, but they get comments about what they have to improve in the different areas. Those are some of the things that we're doing in the area of formative assessment and giving feedback and, again, getting the students to focus on, what do you know and understand about this? What do you still need to learn? Again, having that constant conversation with the students, trying to get them to understand that it's not about how many points did I get? What grade did I get? Is this going to be on the test? But, what did I learn, what do I understand, what don't I understand, what do I still need to do.

Shifting the focus again on completing work and assigned tasks to what has been learned and what has been mastered. Again, that shift of focus from grades being used to rank or to compete from them being used to communicate level of mastery or depth of learning. I think one of the most challenging things is the idea that the student who learns the fastest should get a higher grade and students who don't learn something as quickly, in some way, that should show up in a grade. That really is whether it takes a student two weeks to learn something or four weeks to learn something, if they learn it, that is what the grade should represent. Everybody doesn't learn at the same rate, therefore, there is not a reason for the grade to reflect the rate of learning – really just the degree of learning. That's a hard shift to make, but, again, it's trying to shift grades from being competitive to just based on learning.

The other thing, I mentioned earlier about taking out behaviors from the academic grades. We had many discussions at the middle school that those, what we call the critical learning skills, the work skills, and the interpersonal skills were very important. As a matter of fact, those probably are even more important in a lot of ways than just the academic grade, so once we took them out of the academic grade, we still wanted to report to the parents on how the students were doing in the area of work skills and interpersonal skills. We created a rubric with descriptors and I have copies of this. This is in our student handbook. It is also posted in most of the classrooms at the middle schools. When we say what work skills, what are we referring to? We look at the students using the tools and strategies that support academic success, using time effectively, and being a self-directed learner. On the rubric, it explains exactly what that means, what those things mean, and then it says, what would it look like if a student needed improvement, if they were satisfactory, or if they were excellent. Then, the same thing for the interpersonal skills – it talks about students demonstrating appropriate conduct, using effective communication skills, and using teamwork skills. That's all part of that interpersonal, so the students have this in their planner. It was shared with all of them. There were different activities that were done with the teachers at the beginning of school. What we did, again, this really is just for your information, but the second handout has a list of scenarios that we gave to all the teachers in the middle school. We worked in small groups and based on a description of a make believe student that was displaying certain behaviors, we asked the teachers, what would you give that student in work skills. They all assigned a mark and then we had discussions about why did you assign the grade you assigned to try and develop some inter-rater reliability, if you will, or some common understanding about what would a student with excellent work skills look like? What would a student with excellent interpersonal skills look like; because we know that it's hard enough with academic grades, which we think are very tangible and concrete to say – a student who gets an A in math, what does that look like? What would that student look like? It's a lot harder when you look at things like work skills and interpersonal skills. We did work with the teachers on a lot of discussions about how we are going to now assign these marks on the critical learning skills.

The other thing that many of the teachers did or teams did was to have the students rate themselves on these two areas – work skills and interpersonal skills. Then, they

gave the students feedback. If a student said, I would give myself an “S” in work skills and here’s why and then the teachers would have a conversation with the students. Again, we are only trying to focus the students on where are you in these two areas and what do you need to do to improve – either in work skills or interpersonal skills. That is work that is still continuing. There definitely needs to be a common understanding of what the excellent work skills look like and if a student doesn’t display them, how do we teach them. The same, if not more importantly, with interpersonal skills. Students aren’t just going to develop the skills, because you tell them you have an “N” or because you tell them they have an “S”. We have to teach them. We did a little bit of that instruction in the interpersonal skills into advisory, particularly around the area of communication. What does it look like to be a good listener? What does it look like to be effective in your communication to solve problems, to work together? That is work that will continue. We certainly are just starting that, but we are looking at being able to use our advisory period to do some of that work, but we also know that that work has to be then infused across all the content areas.

That leads into our discussion on advisory. We talked with the staff about the purpose and goals for advisory being that a student in an advisory group, which the average size for an advisory group is 13 students. Every teacher in the middle school has an advisory group and what we did was we just took a team of students and attached some of the encore and support teachers to a team so that we could spread the students on a team out to form groups of about 13. Therefore, if you look at the first one, students being known and knowing they are known by the adults in the building, those students to have a group of 13 that a teacher works with, you get to know a child much better than even in a class of 20 or 25. If teachers expect the students to be engaged learners, they have to communicate that they are cared for, they are respected, they are welcomed and appreciated and then being given an opportunity to give students affirmation, support, and, again, showing that there is an adult that cares about them. The advisory groups met once a week for about a 23 minute period. This was our first attempt at an advisory and it really was very positively accepted by the staff and by the students. We see it as a real positive. We did do some follow up. We had the staff and students do a survey about advisory and one of the things that was probably most notable was that the staff and students both felt that we needed more time. Either the advisory period needed to be a little bit longer or it needed to occur more frequently.

One of the things that we did in the beginning of the year to achieve some of the goals that you just saw was that we spent time in the advisory groups with the group itself – students and the adult establishing group norms and saying, how is this group going to operate so that we are demonstrating respect for each other. We are demonstrating that we care about each other, that we are really going to get to know each other. This isn’t about the adult being at the head and then having a class. It really was, you know, we even were very specific about in your advisory sitting in a circle, so all the advisories were ask to sit in a circle. We don’t want the teacher up at the front and then the students in the class. We started out by reading the book *Seed Folks*, which is a book about 13 very different individuals who lived in an inner city who take an empty lot that’s filled with garbage and they turn it into a community garden. To be honest, the students

really struggled with the book because it was something they had a hard time connecting with and really connecting to the idea that even though they didn't really relate to living in an urban area that was a lot of poverty and 13 very diverse people who had a lot of challenges, they weren't able to really transfer that over to how that applies to us being a community. But, nevertheless, it did really give that shared everyone was doing the same thing and everyone was having discussions, so even if the students were saying, did you read that chapter? I didn't understand it. They were still, at least, having the conversation. I think there was some positive in that and I do think that some of the things that were emphasized in that book, that sense of being a community and what that means were very valuable.

The other part of the year in advisory was spent doing some team building type activities that really focused on interpersonal skills, on understanding your strengths and how your strengths can contribute to a group, understanding how you function in a group, and really time for the students to just talk – talk with each other and talk with an adult about some of the things that were going on.

Overall, we were very pleased with the things that came out of advisory. For next year, we are going to maintain the grade level advisory groups. We've talked about keeping an advisory group together so that they're together through all three grades at the middle school. However, I don't know that the students or the staff are ready for the 6th graders to not be with their 6th grade teachers. We are going to keep the advisory groups focused at the grade level. So, the incoming 6th graders will have 6th grade teachers on their teams or some encore support staff who are attached to 6th grade.

Our focus for next year is going to be on citizenship. This year, it was focused on community and we made sure all the activities that we did that theme of community was threaded through. This year, we're going to focus on citizenship and looking at what does it mean to be a good citizen, looking at using some aspects of the critical learning skills, and also the Cocoa principals when you look at citizenship. It talks about being a good citizen, doing service, so we're going to be able to work in that service project aspect in to the advisory and it will be nice to have a very well established focus each year for advisory. One of the things I think we learned was that we try to make advisory do everything. We thought, okay, we have advisory, now we're going to do this and we're going to do this and we said, okay, wait. It's 23 minutes once a cycle, once a week. It's not going to be able to do everything. We really want to stay very focused on what we want advisory to do and if there are other things that need to be done, then we need to find other avenues to do that. We're also going to look at the schedule and getting at least 30 minutes for the advisory time.

In the other areas, we want to try to, again, embed the critical learning skills work into all classes and we want to take that out of trying to do it just in advisory or do it haphazardly and some teams doing it and some teams not doing it, to developing some dedicated times within the teams that they are going to work with the students on aspects of those critical learning skills so every student is getting that same type of information, that same type of practice with the critical learning skills. Then, really

continuing to define our grading practices, develop greater understanding of the value and purpose for grades, so we know we still have work to do in developing an understanding about what grades are representing, how we're grading students. It's going to take longer than just a year to change that.

I think that's it.

Dr. Parrish: Thank you, Sue. Any questions?

Dr. Donahue: So, basically, your last statement. The current grading system will be in place for this coming year and do you see a point in the future where there will not be grades? I mean, not way in the future, immediate future?

Dr. King: I do not anticipate that we would eliminate grades at the middle school. I don't think anyone is planning for that at this time.

Dr. Donahue: Because it seems, so, intellectually what you're saying makes sense, but it seems, I suspect for most parents, that still if you have grades the focus is going to be on getting grades rather than learning how to do something, which is what you want the focus to be one, which makes sense. It seems to make this whole thing work, you have to do the really hardest thing that nobody wants to do it seems, which is do away with grades.

Dr. King: I think one of the other ways, I don't disagree with you on that, but I think one of the other ways that you can address that, one of the other things we're doing at the middle school is to make sure that we develop common units in each of the content areas so 7th grade science has a series of unit maps that have very clearly articulated learning goals. What do we want all students to know and be able to do in this unit? I think if you have those learning goals well articulated and communicated, then the focus can be on, for this goal, to have a student be able to say – where am I at with that? What's my evidence that I learned this? Yes, they may still get a grade, but the discussion will be about what did you learn about this topic.

Dr. Donahue: I think I heard you say that soon, even this year, some of the learning objectives will be reflected on home access, because I think, as great as home access is, what it does actually is get at least the parents to focus more on grades.

Dr. King: Correct.

Dr. Donahue: Thanks.

Mr. Morelli: This is another comment on the grades. I think it's important to have them, but at the right time. You mentioned about the students all learning at different speeds. If it takes a student two weeks to get through a certain section and another gets through it in a week, that's fine, because the important thing is they're both getting through it. They're both learning what that section is, but we're still giving out grades on four

distinct time periods. I don't know if it's more of a logistics, but it would be nice and even down to the course level that the student doesn't receive that grade if they're still going to get a grade at the end of the day until they have that proficiency, whatever that quarter of the year is whether it's the beginning of September or mid-October or whatever. Do you ever see something like that happening, because what we're doing in the classroom day to day, you're still . . .

Dr. King: Right. There's still an arbitrary end at the marking period. That's an arbitrary time. I mean, in all honesty the teachers try to develop their units so that the ending point is at least, you can say assumptive, like, to this point, this is the degree to which you have learned how to do these things. Some subjects that's a little bit easier to do than others because the learning goals don't build upon one another. There is a certain amount of content that you do have to demonstrate mastery and understanding of and then you go on to new content.

Mr. Morelli: Thank you.

Dr. Cronin: I'll just comment first on advisory, because that's one of the things that two of my middle schoolers never say they love it or hate it, but it's the one thing that they talk about, so I know it has an impact, because I don't hear anything from them. But, every once in a while, I'm like, what's that? Oh, that was advisory. So, that's a good thing. I don't know a lot about it, but they talk about it, so it's definitely having an impact. In terms of the middle school grading, you mentioned that the intrinsic rewards are thought to be negative, so that was saying that if kids are learning to achieve a grade, that impacts their learning – what about their learning?

Dr. King: Extrinsic rewards are negative.

Dr. Cronin: Right, extrinsic rewards, right. So, meaning grades, I'm trying to understand that, because I know we don't want to get away from grades, but we want to change the way the grades are assessing what they do.

Dr. King: Actually, if you look at some of the research that's been done, for example, Carol Dweck did an experiment with middle school students and they took two groups of students and they were studying scientific principles. One of the groups had a goal that was achievement oriented. The other had goals that were learning oriented, like by the end of this, we want you to learn these things. What they found was that when both groups demonstrated a grasp of the material, they then gave the students tasks where they had to apply their knowledge and understanding to different, a new set of problems that were related to the content, but they weren't the same. So, this is your typical, you're taking a task, the problems don't look like all the problems that you had on the review. The students who have the goal that was learning focused outperformed them considerably.

Dr. Cronin: Got it. Okay. I keep forgetting. My other comment is, right now science in middle school seems to be the closest match to that, because that's where all the

formative assessments are and then there are some summative assessments, but do the formative assessments get rolled into the grade in any way, shape, or form?

Dr. King: No.

Dr. Cronin: So, they're demonstrating I understand this principal and I don't get a grade on it, but then I take a test and I may do well or not on the test, but I may know the concept, but that doesn't affect the grade at all. How do we balance that?

Dr. King: Because the assessment that they give is going to be can you apply what you were learning or supposed to be learning in those activities, rather than have you just memorized what's been told. Their grade is going to be a reflection of the degree to which they understand and can apply what's learned.

Dr. Cronin: So the formative assessments are reflective in the grades?

Dr. King: They are not reflected in the way the grade is calculated, but if a student does very well, if all throughout, the feedback that the student is getting is that they have mastered – that formative assessment is strong – yes, you're proficient. When they take the assessment, they are going to do better on the assessment. The same thing with if homework is valuable, if a student does their homework and it's valuable homework and the student actually is the one who is doing it, then when they take a test, they should do better on the test.

Dr. Cronin: Right, okay.

Dr. King: If there is no tie, if the student doesn't ever do any homework and then they take a test and ace it, then there is either something wrong with the homework, the student didn't need to do it, or the assessment is they're not being stretched enough.

Dr. Cronin: Alright, good. My last question is how will this transition to what's happening in the high school. For example, if kids, I mean think kids are all very different and I'm sure the data, whatever they found in their results, but I also find that some kids are motivated one way and some the other way, but if they're not getting points taken off, I mean, I think it's good that you don't get a zero, because a zero kills your opportunity of ever climbing out of the gutter and saying if you hand something in late, you can't get more than 10% off. That's great, but if they're given the entire semester or quarter to hand something in and then they get to high school and you don't have it that moment in class, even if it's in your locker, you get zero points, how do we mesh the two to train them to go from one set of rules to the other or are you and Mike working on that?

Dr. King: We are working on it, yes, but I think the other thing is, to me, leaving something in your locker and not having it when you show up in class – that's a behavior. It has nothing to do with what you learn and understand, so that should not get included in an academic grade. It just shouldn't. The academic grade needs to

reflect what the student knows and understands and not the 'how compliant is the student.' There is lots and lots of research to support that if we continue to create students who are just compliant and who do things just for the reward of getting points, then we are going to have adults who are not problem solvers, who don't have perseverance, who don't know how to work through tasks.

Dr. Cronin: Okay, so my only goal would be to make sure that you guys are on the same page, so middle school to high school transitions and it's one set of rules, second set of rules. Then, my last comment, it isn't a question, is that I like the philosophy that the middle school instituted about getting on people who don't hand in their assignments, the strike one, strike two, whatever it is. My only comment would be that punishing them by making them come in early affects the parents negatively, probably more than the kids. I'd say make them lose something during the day; don't make me have to get up earlier, leave my other kids to go take them. I've just heard a lot of parents talk about that. Punish them, do something, but don't affect us. Don't affect my day. Make him miss whatever, gym, recess, lunch, I don't care, but that's something that needs to be considered.

Dr. King: Logistically is, the only other thing we have is lunch and we don't have a place nor the people to do that as much during lunch time as we do before school. To me, the bigger issue is homework and is it valuable, so I think that's the piece that we'll still continue to look at. Quite honestly, we do need for those students who are habitual and the only people who came to that are students who got their third incomplete homework in one subject area. Now, to me, if you've got three in one subject area within a 6 week time period, then there is an issue and we do need parents to support that. If parents supporting it means that you have to get up early and drive your child to school, then . . .

Dr. Cronin: You can't if you have other kids, but after school. I think you just have to really consider what parents can, how it impacts parents, but leaving them after school and having them catch another bus or the after school bus, but anyway, that's just something to consider.

Dr. King: Right.

Dr. Cronin: But anyway, I think it's good accountability on the kids' part. I'm all for it. Thank you.

Mr. Gräb: Sue, first of all, thank you very much for this presentation this evening. Very informative. It gets back to that thing that we make it a valid attempt to instruct students as to what they might know, but what they're able to do with that knowledge. The problem you have with this type of a grading system is more with parents than it is with the students, because I'm always concerned are my kids doing better than Donna's or Donna's kids doing better than someone else, it gives us something to talk about at cocktail parties and things. I don't want to sound negative. I do have a couple of questions about Carol Dweck's study.

Dr. King: Okay.

Mr. Gräß: The first thing I always question when I hear a study like that, what was the population size?

Dr. King: I don't have those specifics, but I can get them for you.

Mr. Gräß: That's always the first question. The second question that always comes up is was this type of study replicated by someone else?

Dr. King: Again . . .

Mr. Gräß: I always want the self fulfilling prophecy of people. She may not have designed the study this way, but she might have been looking for this type of outcome. That's just what they call the self fulfilling prophecy and if the study can be replicated by someone else who has a different theory and the population size is larger, I have a tendency to put more credence in it.

Dr. King: John, I can give you the citations for the studies, but both Carol Dweck and when you look at Edward and I don't even know how to pronounce his last name, but it's Deci, their work that they have done is very well substantiated so my thought is that you will find that their studies are very scientifically done. I know that Edward Deci's studies are, but I'd be happy to give you information on them. Again, I think a lot of times it's changing a belief system that is very much engrained so we want to believe that those extrinsic rewards make a difference, science says otherwise.

Dr. Parrish: Any other comments/questions? Thank you, Sue. I agree with John. That was going to be my comment. I think the hardest thing may be the conveying this whole concept to parents, because they are so focused on grades. Any other questions? Thank you very much.

3.03 Presentation - Hometown Hero Award

Dr. Parrish: We have a special guest. I'd like to introduce Master Sergeant Bill Meiser. Sergeant Meiser, thank you for being here.

MSgt Meiser: Thank you, Mr. President. Thank you School Board Members. The International Guard has launched a nationwide campaign named the Hometown Hero Salute. It recognizes eligible airmen who deployed for more than 30 days in continuous duty for Operation Enduring Freedom and Iraqi Freedom. I was presented that award and part of the award is to recognize a center of influence, someone who has influenced them during their deployment and, when you decide who is the center of influence in their community it presents that person or organization with a special medallion of appreciation. So, I'd like to call Mr. Ed Consalo up.

Ed was my center of influence. Ed Consalo was my supervisor here for seven years while I worked at Derry Township as an HVAC Technician. Ed was my supervisor. I selected Ed because of his unwavering support of myself during my deployments and upon my return. One of the things that I always felt that the department always supported when I was gone and all my endeavors – the entire District – but specifically my department. There is always a special connection that most don't understand between veterans and Ed's a Vietnam veteran. Ed, you served with what unit? He's was in the Army in Vietnam. What years were you there Ed?

Mr. Consalo: 1967-1968.

MSgt Meiser: So, as veterans, we have a very special connection with each other that most people will just never understand or know and I think that's why we get along so well. I consider Ed a good friend and a mentor. I joined PASBO before I left here and he helped me get the skills I needed to become a Facility Manager at Middletown Area School District, so we're good friends, but we also work together and continue to work together. It was just very important that when I got this just the other weekend and my wife came and I said I have to give this to Ed. I called Dr. Brewer to make sure she knew about it so I just want to go over this Ed, real quick. This is the September 11 medallion on here. It has the global war on terrorism ribbon, service ribbon, and expeditionary ribbon, and the medal case states – we will never waiver. We will never tire. We will never falter, and we will fail. Peace and freedom will prevail. George W. Bush, 43rd President of the United States, October 7, 2001. Again, Ed, thank you. Thank you for your military service and thank you for supporting others here.

Dr. Parrish: Thank you very much. Ed, congratulations. I think on behalf of the entire Board, we thank both of you for your service. Thank you gentlemen.

UNFINISHED BUSINESS

4.01 Unfinished Business

None.

NEW BUSINESS

5.01 Anticipated Agenda Items for the June 28, 2010 Public Meeting

The following items will be on the agenda for the June 28, 2010 Public Board Meeting:

1.	Approval of June 14, 2010 Board Minutes
2.	Adoption of 2010-2011 Final Budget (Mr. Rineer & Mrs. Sheffey)

3.	Adoption of Tax Resolution for 2010-2011 (Mr. Rineer & Mrs. Sheffey)
4.	Approval of May 2010 Finance Report (Mr. Rineer)
5.	Budget Transfers (Mr. Rineer)
6.	Requests for Payment (Mr. Rineer)
7.	Approve Physician/Team Contract
8.	Approval to Eliminate High School Yearbook Course
9.	Approval of Textbooks
10.	Requests for the Use of Facilities (Mr. Elias)
11.	Personnel
12.	Announcement of Staff Development Conferences

Dr. Parrish: This is for information only. We will not be voting on any of these items tonight. Comments/questions?

5.02 Approve and Execute Deed Consolidation

The Administration recommended the Board approve and execute the deed of consolidation prepared by the District's solicitor. This deed will facilitate land development approvals pertaining to the construction of the Elementary and High School parking lots.

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

Roll Call Vote:

Chabal – Yes

Cronin – Yes

Donahue –Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Absent

Stover - Absent

7 Yes, 2 Absent

MOTION CARRIED

5.03 Approval of Overnight Field Trip/Excursion - High School Boys' Basketball Team - Penn State University - June 2010

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

<i>Group:</i>	Hershey High School Boys' Basketball Team
<i>Number of</i>	20-26

<i>Participating Students:</i>	
<i>Grade Level:</i>	9-12
<i>Destination:</i>	Penn State University
<i>Purpose:</i>	Basketball Camp
<i>Depart:</i>	June 17, 2010
<i>Return:</i>	June 19, 2010
<i>Trip Leader:</i>	Paul Blackburn

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

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

Dr. Cronin: There's nothing on the budget. I assume this is all internally raised with their booster club and everything. There's no expense to the school.

Dr. Kepler: That's correct.

Dr. Cronin: Thank you.

Dr. Parrish: Do we provide transportation for them at all?

Dr. Cronin: School vans.

Dr. Parrish: School vans is all? Okay.

Roll Call Vote:

Chabal – Yes

Gräb – Yes

Parrish – Yes

Cronin – Yes

Hagan – Yes

Sheffey – Absent

Donahue –Yes

Morelli – Yes

Stover - Absent

7 Yes, 2 Absent

MOTION CARRIED

5.04 Approval of Overnight Field Trip/Excursion - Music Education National Council All-Eastern Honors Festival - March 2011

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

<i>Group:</i>	Hershey High School Music Department
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<i>Number of Participating Students:</i>	Up to 4
<i>Grade Level:</i>	9 - 12
<i>Destination:</i>	Baltimore, Maryland
<i>Purpose:</i>	Music Education National Council All-Eastern Honors Festival (MENC)
<i>Depart:</i>	March 31, 2011
<i>Return:</i>	April 3, 2011
<i>Trip Leader:</i>	Richard Miller, Gregory Woodbridge, Joe Farrell

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

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

Dr. Parrish: This is next March, is that right?

Dr. Kepler: Correct. Basically, this is the final destination, if you will, for our student musicians and vocalists. When we began bringing music trips to the Board for approval, the idea is our music department knowing in advance that the fiscal support is there prior to starting auditions for this endeavor.

Dr. Parrish: So we don't know who might have qualified for this yet?

Dr. Kepler: That's correct, but an estimated 3 to 4 students is a typical year for us.

Dr. Parrish: Any other questions?

Roll Call Vote:

Chabal – Yes

Cronin – Yes

Donahue –Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Absent

Stover - Absent

7 Yes, 2 Absent

MOTION CARRIED

5.05 Requests for the Use of School Facilities

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

<i>Group:</i>	Hershey Lacrosse Association
<i>Date/Time:</i>	July 12 - 15, 2010
<i>Requested Facility:</i>	Grass Hockey Field behind High School
<i>Event:</i>	Elementary and Middle School Aged Girls' Lacrosse Camp
<i>Fee:</i>	None
<i>Group:</i>	Special Olympics Pennsylvania Area M
<i>Date/Time:</i>	September 18, 2010 10:00 a.m. - 1:00 p.m.
	September 19, 2010 7:00 a.m. - 6:00 p.m.
<i>Requested Facility:</i>	Middle School Athletic Fields, Gym, Auditorium, Cafeteria/Kitchen, LGI, Locker Rooms
<i>Event:</i>	Fall Sports Classic
<i>Fee:</i>	Waiver Requested

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

Dr. Cronin: I'll abstain from this. One of these is one of my requests.

Roll Call Vote:

Chabal – Yes	Gräb – Yes	Parrish – Yes
Cronin – Abstain	Hagan – Yes	Sheffey – Absent
Donahue –Yes	Morelli – Yes	Stover - Absent

7 Yes, 2 Absent, 1 Abstention

MOTION CARRIED

5.06 Personnel – Resignations

The Administration recommended the approval of the following resignations:

Professional:
Snyder, Maryann Guidance Counselor Middle School Reason: Personal

Effective: 06/18/2010
Classified:
Cave, Dana Recess Aide Elementary School Reason: Personal Effective: 06/09/2010 (retroactive)
Hagy, Myrle Keith Bus Driver District-wide Reason: Personal Effective: 06/09/2010 (retroactive)
Ross, Dorothy General Food Service Worker Elementary School Reason: Personal Effective: 05/21/2010 (retroactive)

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

Roll Call Vote:

Chabal – Yes

Gräb – Yes

Parrish – Yes

Cronin – Yes

Hagan – Yes

Sheffey – Absent

Donahue – Yes

Morelli – Yes

Stover - Absent

7 Yes, 2 Absent

MOTION CARRIED

5.07 Personnel – General

1.	The Administration recommended the approval of the following appointments:
	Professional:
	Bianco, Lakyn (replacing Ellen Hartman) English Teacher High School Long Term Substitute Bachelors, Step 1 Salary: \$40,281.25 Effective: 08/23/2010 through the end of the 2010-2011 school year
	Carricato, Alyssa (replacing Joan Jarrett)

<p>Computer Education Teacher Middle School Temporary Professional Bachelors, Step 1 Salary: \$40,281.25 Effective: 08/23/2010 (pending receipt of PA Certification)</p>
<p>Greene, Adam * (replacing Amanda Creason) Emotional Support Teacher Elementary School Temporary Professional Bachelors, Step 1 Salary: \$40,281.25 Effective: 08/23/2010 (pending receipt of PA Certification)</p>
<p>Luckenbill, Erica (replacing Sarah Donaher) Speech and Language Pathologist District-wide Temporary Professional Masters, Step 9 Salary: \$54,782.50 Effective: 08/23/2010 (pending receipt of Act 34, 151, and 114 clearances and PA Certification)</p>
<p>Pierce, Kelly (new position added in 2009-2010) Learning Support Teacher Elementary School Temporary Professional Bachelors, Step 1 Salary: \$40,281.25 Effective: 08/23/2010</p>
<p>Prestidge, Heidi * (for Dawn Yingling) Grade 4 Teacher Elementary School Long Term Substitute Bachelors, Step 1 Salary: \$40,281.25 (pro-rated) Effective: 08/23/2010 through 01/14/2011</p>
<p>Classified:</p>
<p>Cave, Dana * Substitute Recess/Cafeteria Aide Elementary School Salary: \$9.53 per hour Effective: 06/09/2010 (retroactive)</p>
<p>Mellott, Carol * Substitute Library Aide District-wide</p>

Salary: \$10.34 per hour (pending HESPA contract) Effective: 08/30/2010
Substitute Teachers' Aide District-wide Salary: \$10.34 per hour (pending HESPA contract) Effective: 08/30/2010
Templin, Lawrence Substitute Bus Driver District-wide Salary: \$14.14 per hour Effective: 06/15/2010 (pending receipt of Act 151 and 114 clearances)
Weber, Roger Substitute Bus Driver District-wide Salary: \$14.14 per hour Effective: 06/15/2010 (pending receipt of Act 151 clearance)
Transfer of Classified Staff:
Ginder, Kenneth * From: Substitute Bus Driver District-wide To: Bus Driver (Additional Drivers for 2010-11 Budget) District-wide Level A: 5.0 hours per day Salary: \$14.14 per hour (pending HESPA contract) Effective: 07/01/2010
Grecia, Joseph * From: Substitute Bus Driver District-wide To: Bus Driver (Additional Drivers for 2010-11 Budget) District-wide Level A: 5.0 hours per day Salary: \$14.14 per hour (pending HESPA contract) Effective: 07/01/2010
Laudermilch, Dale * From: Substitute Bus Driver District-wide To: Bus Driver (Additional Drivers for 2010-11 Budget) District-wide Level A: 5.0 hours per day Salary: \$14.14 per hour (pending HESPA contract) Effective: 07/01/2010
Robbins, Belva Michelle * From: Substitute Bus Driver

	<p>District-wide To: Bus Driver (Additional Drivers for 2010-11 Budget) District-wide Level A: 5.0 hours per day Salary: \$14.14 per hour (pending HESPA contract) Effective: 07/01/2010</p>
	<p>Russell, Paula * From: Substitute Bus Driver District-wide To: Bus Driver (replacing Glenn Campeau) District-wide Level A: 5.0 hours per day Salary: \$14.14 per hour (pending HESPA contract) Effective: 07/01/2010</p>
	<p>Russell, William * From: Substitute Bus Driver District-wide To: Bus Driver (replacing Myrle Hagy) District-wide Level A: 5.0 hours per day Salary: \$14.14 per hour (pending HESPA contract) Effective: 07/01/2010</p>
	<p>Smith, Alan L. * From: Substitute Bus Driver District-wide To: Bus Driver (Additional Drivers for 2010-11 Budget) District-wide Level A: 5.0 hours per day Salary: \$14.14 per hour (pending HESPA contract) Effective: 07/01/2010</p>
	<p>Limited Service Contracts:</p>
	<p>Dawes, Andrew Head Varsity Golf Coach High School Level I, Group F, Step 22 Salary: \$3,474 Effective: 08/16/2010 (pending receipt of Act 34, 151, and 114 clearances)</p>
	<p>Giovino, Anthony Assistant Varsity Golf Coach High School Level II, Group F, Step 22 Salary: \$2,432 Effective: 08/16/2010 (pending receipt of Act 34, 151, and 114 clearances)</p>
2.	<p>The Administration recommended the approval of the following individuals for 2010</p>

	Extended School Year for the Special Education Department:
	Ellingson, Katie * Extended School Year Special Education Teacher, Learning Support Reading and Math Elementary School Part-time for a period of 4 weeks Salary: \$26.00 per hour Effective: 06/28/2010
	Extended School Year Special Education Teacher, Direct Instruction 1:1 Reading Elementary School Part-time for a period of 4 weeks Salary: \$26.00 per hour Effective: 07/01/2010
	Ermold, Dana * Extended School Year Special Education Teacher, Learning Support High School Part-time for a period of 4 weeks Salary: \$26.00 per hour Effective: 06/14/2010
	Grudi, Denise * Extended School Year Teachers' Aide, Autism Support Middle School Part-time for a period of 4 weeks Salary: \$13.44 per hour (pending HESPA Contract) Effective: 07/01/2010
	Marron, Jennifer * Extended School Year Speech and Language Therapist Middle School Part-time for a period of 4 weeks Salary: \$26.00 per hour Effective: 06/26/2010
3.	The Administration recommended the approval of the following personnel for 2010 summer employment:
	Morelli, Vincent Summer Groundskeeper 8 hours per day Salary: \$11.50 per hour Effective: 06/15/2010
4.	The Administration recommended the approval of the Limited Service Contract for the following individual for the 2010 Summer School Staff, contingent upon enrollment:
	Abadilla, Maria * Teachers' Aide

	15 days, 4 hours per day Salary: \$13.44 per hour Effective: 06/14/2010 through 07/02/2010
5.	The Administration recommended the approval of the following personnel for additional hours:
	Waggoner, Dawn * Special Education Secretarial Support (Paid by Access Funds) Elementary School Salary: \$17.03 per hour Effective: 06/21/2010 through 08/13/2010
6.	The Administration gave notice that the following teachers have completed a successful term of three years of employment with a satisfactory evaluation for the District and will receive tenure as a teacher in the Commonwealth of Pennsylvania:
	Brandt, Amy Elementary - Grade 2 Elementary Brought, Naomi Art High School Brown, Kimberly English High School Butler, Lisa Spanish Middle School Clouser, Emma English Middle School Crowley, Brianna English High School Funck, Jena Elementary - Grade 5 Elementary Gehman, Allison Elementary - Grade 4 Elementary Graeff, Kimberly Elementary - Grade 2 Elementary Schoppy, Erin English High School Shirey, Mandy Spanish High School Silvestri, Colette Gifted Support High School Smith, Jessica Elementary - Kindergarten Elementary Wales, Ronald English Middle School Willis, Casey Elementary - Grade 5 Elementary
7.	The District's 2005-2011 Administrator Compensation and Benefit Plan provides that, on an annual basis and prior to the start of each school year, salary range structure adjustments for covered positions will be made based on the methodologies set forth in the Plan and shall not be less than 1% or greater than 3%. In accordance with the Plan, the Administration recommended that Act 93 minimum, mid-point, and maximum Salary Range Structure be adjusted upward by 1% for the 2010-2011 school year.
8.	The Administration recommended the approval of the following inductees to the Hershey High School Athletic Hall of Fame:
	Karl Kemble Class of 1960 Rebekah May Manning Class of 1998 Jessica Totaro Class of 1995 Joseph Viviano, Jr Class of 1985 Katie Stephens Weaver Class of 1997
	* This individual is currently an employee and/or volunteer. Clearances are

on file.

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

Roll Call Vote:

Chabal – Yes

Cronin – Yes

Donahue –Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Absent

Stover - Absent

7 Yes, 2 Absent

MOTION CARRIED

DELEGATES REPORTS

6.01 Dauphin County Technical School Report

Mr. Gräb: I'd just like to take this opportunity to thank Mr. Morelli for the excellent report he gave during the last meeting. The Dauphin County Technical School will be meeting this coming Wednesday and either he or I will be providing an outstanding report on June 28.

Dr. Parrish: Thank you.

6.02 Derry Township Tax Collection Association Report

Dr. Parrish: Mr. Stover and Mrs. Sheffey are not here. The Tax Collection Association has not met since our last meeting. They will be meeting later in the month. I think the date he gave me was June 24.

6.03 Harrisburg Area Community College Report

Dr. Donahue: On the advice of the rest of the Board, we will be supporting the nominations put forth by the Nominating Committee for new Trustees to the Harrisburg Area Community College Board of Trustees.

Dr. Parrish: Thank you.

6.04 Capital Area Intermediate Unit Report

Mrs. Chabal: Just a couple of real quick housekeeping – in front of you tonight you have an additional member to be elected to the IU, if you would please fill that out. Dr. Brewer, does that come to you? Okay. Thank you very much. This brief report that I'll give is about what occurred during the May meeting and then the June meeting will take place on the 24th of June.

The IU Board gave preliminary approval for a leave of absence for the Executive Director from July of 2010 to January 2011. That will, in all probability, that will be voted on again making that a yes or no vote on the 24th of June. There will probably be some discussion about that during the meeting on that, but I suspect that that may go forward. The Executive Director has been asked to serve as the Deputy Secretary of elementary and secondary education for the Pennsylvania Department of Education.

Also under discussion, like all of us, the IU is under certain fiscal restraints and they are looking at doing retirement incentives. A really short term, within 30 day period, once and done, asking some of their educators who are close to retirement whether or not they would accept a monetary retirement to sort of get some of the more expensive folks to go ahead and retire early. Those are some of the concerns. They also are, I'm not a part of the committee, but they are trying to do some incentives as well. Those kinds of things really won't be proposed for some time and then eventually, they are going to be trying to bring those under agreement. That is all I have to say at the moment.

Dr. Parrish: Thank you. Questions for Beulah?

SPECIAL REPORTS

7.01 Announcement of Staff Development Conferences

Megan Grimes, Michelle O'Brien, Erin Schoppy, Lynn Shirk, Shari Taylor-Stuckey College Board AP Conference Washington D.C. July 15 - 17, 2010 Expenses: \$929.00 (each)

Mary Turner AP Summer Institute Calculus AB Cape Henlopen High School, Lewes, DE July 27-30, 2010 Expenses: \$1,811.00
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Amanda Peters National Autism Conference

Pennsylvania State University August 2-6, 2010 Expenses: \$462.00

7.02 School and Community Information Report

Mr. Tredinnick: I'm pleased to report that 285 of our seniors successfully graduated at a wonderful commencement ceremony last week, so kudos to our seniors. Of course, now that means we've got a new class of juniors who are moving up to be top dogs. I'm also pleased to report that even though school is out, some of our sports teams continue to perform and as Mr. Morelli noted at the beginning of the meeting, our girls soccer team won their first ever state championship this past Friday, so congratulations to them. I'm also pleased to report that our boys baseball team is still on the hunt for a championship. They won their semi final game today 14-4.

Dr. Parrish: And we'll play Friday for the state championship, is that right?

Mr. Tredinnick: I believe that is correct, but I don't know the time.

Dr. Parrish: I believe so. Friday and it's in Altoona, is that right, Chris?

Mr. Morelli: Yes.

Dr. Parrish: I believe so.

7.03 Board Members' Report

Mr. Gräb: Not necessarily a report, just a comment. I personally wanted to thank Mr. Tredinnick, Dr. Kepler, and Mr. McFarland for accepting and adopting the summer dress code for Board meetings.

7.04 Superintendent's Report

Dr. Brewer: Just very briefly, I feel like the end of the year was a resounding success. I thought that the commencement was wonderful. I thought our kids were wonderful and their speeches were wonderful. They were just beautiful. Soccer and baseball, of course, is just a wonderful icing on the cake here at the end of the year, but I also would like to report that the administrative team is already hard at work at goals for next year. We met all day today to chart the course which we will bring to you for input in August or September. We will be hard at that all week.

7.05 Board President's Report

Dr. Parrish: I certainly would like to reiterate everybody's comments about the end of the year. A special thanks to Mike Murphy. If you've been to graduation, he really does make that roll along and move very smoothly and it's very nice. Lastly, I just got a text and the Bears are up 2 to nothing, so if you have an interest in that.

RECOGNITION OF CITIZENS (Non-Agenda Items)

8.01 Recognition of Citizens

Kaitlin Patt: I'm a senior at Hershey High.

Dr. Parrish: Thank you. Rising senior?

Ms. Patt: Graduating senior.

Dr. Parrish: Congratulations.

Ms. Patt: Thank you. I'd like to approach you about the Capital Area School for the Arts program. Our school motto is every student, every day. I'm here tonight asking for your help in achieving the most for my personal high school experience. I've been accepted to the PM classes at Capital Area School for the Arts, also known as CASA. When I initially began looking into attending CASA, I called CASA and verified that Derry Township was a sponsoring school district. I've been told by Mr. Murphy upon our first meeting about a month ago that CASA program was being looked at to be cut from the Derry Township School District because there is no longer room for it in the budget. That would make Lower Dauphin School students were permitted to attend CASA, I brought up this fact to Mr. Murphy. He explained to me that Lower Dauphin School District was receiving additional money through the casino and that was why their students could attend CASA. From this meeting, I took from Mr. Murphy that I really only had two options – be either home schooled or move school districts, because Hershey would not accept it, I guess. Upon our second impromptu meeting, Mr. Murphy then told me that I have not exhausted the art curriculum at Hershey and therefore do not meet the requirements to attend CASA. During my high school career, I've taken the academic courses and electives that would better my chances of getting into my goal schools and give my transcripts a more qualifying look. Now that I'm approaching my senior year with the assistance of my guidance counselor, I feel assured that I've achieved an academic level that will afford me the opportunity to attend college after my graduation. With this knowledge, I have now redirected my thoughts to my future academic career and interests. I've always been really passionate about the arts. I followed through, even though Mr. Murphy has denied signing my permission slip to apply and have an audition at CASA. I was just hoping that there is some way I may be able to attend. I'm very excited to have been accepted into the CASA program and feel privileged that my portfolio of artwork warranted the art instructors to offer me a spot in

their program. What I'm asking of you tonight is to clearly define my options as a Hershey High School student who is wishing to expand her knowledge and experience through the CASA program?

Dr. Parrish: Lin, can you make a comment on that or Bernie?

Dr. Brewer: I don't know what your circumstances are and Mr. Murphy isn't here so I can't address this individual situation. I can tell you that we have budgeted for CASA. It's inaccurate that it's not a line item on our budget this year. There has been some question whether or not CASA will continue as a whole consortium arrangement, but I believe it will for the 2010-2011 school year. I don't know beyond that. I would hope that they find some other funding. The only thing we can do is go back to Mr. Murphy for your individual circumstances – not knowing whether or not the slots that we have budgeted have been filled. I just don't know that.

Dr. Kepler: That's basically what I would have said Dr. Brewer.

Dr. Donahue: Just so I'm clear. As it is right now for this upcoming budget, that program does exist as it has in the past, correct?

Dr. Brewer: Yes.

Dr. Donahue: But we are looking at it, but no decision has been made.

Dr. Parrish: As our others.

Dr. Brewer: It's in our budget.

Dr. Parrish: Right.

Dr. Cronin: Do we have a set number of slots? Is there a certain tuition rate?

Dr. Brewer: Three.

Dr. Kepler: We went from about a \$45,000 line item to a \$11,000, which is approximately two to three slots.

Dr. Cronin: So, it's a matter of getting into one of those slots and there's no room for, because I know we talked about before, how some years there is 1, 5, it varies. How can we accommodate the changing number and allow for fluidity, rather than just saying three slots, we lose the two, but if there was four, one person doesn't get in it. How do we make sure that we're making sure that every student who needs this program gets it without limiting their options?

Dr. Kepler: I can answer that Dr. Brewer. To date, I don't believe we've had a situation that I'm aware of where a student has not been able to go to CASA that has expressed

an interest, basically because of timing. We're budgeting through, the Board approved a preliminary budget in April. I think at point, scheduling is well under way, course selection should be done months prior to that. We should know well in advance of the final preliminary and final adoption of budget what we need in that line item given CASA continues in its own accord.

Dr. Brewer: We're going to have to go back to Mr. Murphy and advise you.

Dr. Parrish: And get back to us. Okay.

Dr. Cronin: I just wanted to follow up so that we can look into that with him to make sure that students, that we are able to accommodate students if they are accepted into CASA, because that's the, I guess that 's the hurdle? You have to apply and get accepted?

Ms. Patt: Right.

Dr. Cronin: And we have to then allow it or something. I'm not familiar with the process, but yeah, that would be great to find out how can we make sure kids that get accepted are given the opportunity.

Dr. Parrish: And we want to make sure we circle back to Ms. Patt, right?

Ms. Patt: Right.

Dr. Brewer: I will do that and will circle back to you.

Ms. Patt: Okay. Thank you.

Dr. Parrish: Thank you very much. Other citizens?

ADJOURNMENT

9.01 Adjournment

Dr. Parrish: I'd like to announce that the next Board meeting will be on Monday evening, June 28, 2010 at 7:00 p.m. in this room.

Dr. Cronin moved to adjourn, with a second by Mrs. Chabal and, approved by unanimous voice vote by all members. The meeting was adjourned at 8:08 p.m.

Respectfully submitted,

Stephen E. Rineer
Secretary to the Board
Approved at the June 28, 2010 meeting

Dr. William Parrish
President of the Board

LDM