

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

October 22, 2012

OPENING ITEMS

1.01 Call to Order

A meeting of the Board of School Directors, Derry Township School District was held on Monday, October 2, 2012, in the District Office Board room. Mrs. Ellen Sheffey, Board President, called the meeting to order at 7:04 p.m.

1.02 Roll Call

Directors Present: Mr. Christopher Barrett
Dr. Donna Cronin
Dr. Henry Donahue
Mr. John Gräb
Mr. Bruce Hancock
Mr. Christopher Morelli
Dr. William Parrish
Mrs. Maryellen Sheehan
Mrs. Ellen Sheffey

Superintendent: Dr. Richard Faidley (Excused)

Secretary: Mr. Stephen Rineer

Solicitor: Mr. Brian Jackson

Student Representative: Miss Caroline Briselli
Mr. Garrett Richards

Press: Ms. Tricia Kline THE PATRIOT-NEWS

Representatives of the Administrative Staff: Mr. Dan Tredinnick, Dr. Bernie Kepler, Mr. Ed Consalo, Mr. Al Harding, Mr. Joseph McFarland, and Ms. Lisa M. Sviben Miller.

Representatives of the Staff and Community: Ruth Still, Allison Mackley, Emily Hall, Kim Brown, Olivia Morgan, Michelle Chung, Thomas Blum, Megan G. Hulse, Heidi Eby,

David Sweigart, Rich Gamble, Mark Painter, Wendy Maroney, Anne Newman, Brian Shiflett, Jason Brown, Kate G., Ann S. Rowland, Julie Isaacson

1.03 Flag Salute

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

1.04 Approval of October 22, 2012 School Board Agenda

The Administration recommended the approval of the October 22, 2012 Derry Township School District Board Agenda.

Mrs. Sheffey: This is time to approve the agenda for tonight's meeting. May I have a motion to approve the agenda?

Mr. Barrett: So moved.

Mrs. Sheffey: By Mr. Barrett. Is there a second?

Dr. Donahue: Second.

Mrs. Sheffey: By Dr. Donahue. Is there any discussion? Okay, this is a consent vote. All in favor indicate by saying 'yay'.

All Board Members: Yay.

Mrs. Sheffey: Any 'nay's'? Okay.

INFORMATION AND PROPOSALS

2.01 Announcement of Executive Session

Mrs. Sheffey: I'd like to announce that the Board met in Executive Session prior to the meeting to discuss employment issues.

2.02 Recognition of Citizens (Agenda Items)

Mrs. Sheffey: This is now an opportunity for residents and taxpayers to address the Board on matters related to the agenda. Those who speak are asked to come to the microphone, state your name and address for the record.

In an effort to keep the meeting on schedule and out of respect for others who wish to speak, please keep comments to no more than 3 minutes. This portion of the agenda is intended primarily for those who wish to provide input. Inquiries may be directed to the Board and they will be answered to the extent possible.

Speakers with questions needing follow up outside of the Board meeting are asked to fill out a contact card which can be found at the podium. Completed cards may be turned in to members of the Administration to facilitate a reply.

Are there any citizens who would like to address the Board at this time?

Mr. Gamble: Yes, I would. As you know I'm an advocate for people with disabilities, and I just want to remind the Board tonight that we have in our audience a person who is visually impaired. Normally, in a public meeting, 508 Act requests that alternative handouts be available, so since I talked with a lady and she's going to start requesting them prior to the meeting, so if possible tonight, anything that's projected on the screen will be read entirely so that she can be an active participant.

Mrs. Sheffey: Absolutely.

Mr. Gamble: Thank you.

Mrs. Sheffey: Thank you very much.

Heidi Eby: I just have a quick question on the Comprehensive Planning Committee. Is that the Strategic Plan?

Mrs. Sheffey: Yes it is. The state has renamed it.

Ms. Eby: Okay.

Mrs. Sheffey: It is the Strategic Plan.

Ms. Eby: Okay, because that's confusing to anybody who in the past has been involved, so I just wanted to make sure it was.

The other thing was, in the past I know that an application was put online so that anyone who had any interest in participating was asked to apply and then you were selected from those applications. I know this time it was a closed selection and people were just selected by, I guess, the Administration. I'm just wondering why the change in that procedure.

Mrs. Sheffey: We will actually be pulling that off the consent agenda and we will be discussing it.

Ms. Eby: Okay.

Mrs. Sheffey: And I think we will be discussing the selection process and how we want to proceed.

Ms. Eby: Okay. That's it, thank you.

Mrs. Sheffey: Are there any other comments? Okay.

2.03 Student Representatives Report

Ms. Briselli: This week was a big week at the high school. We had our Homecoming week, so throughout the week we had Spirit Week and students dressed up and we had a lot of student participation. We had a Twin Day, Spirit Day. The theme of our Homecoming this year was Harvest, so we had a lot relating to autumn and fall. On Friday, we had the parade. We were really happy to see a lot of community members come out. We had a lot of community involvement this year, and then we went on to the game. We had a little bit of rough weather with the game; it was postponed until 8:15, but the students stayed. We had a really great student section, and the halftime show went really well. Then the next day we had the dance. The dance also went really well. It was very well attended, so overall it was a really fun week to be a Hershey High School student.

Mr. Richards: On a slightly less entertaining, but still important note, the High School had a presentation on texting while driving. It was conducted by a representative from AT&T as well as the Chief of Police from Derry Township. We were shown a video and we discussed some statistics on texting while driving and it is very alarming and I'm sure it was a wakeup call for many students and maybe members of the faculty as well. There's info about that video and the video itself, I believe, on the school website, so if anyone's interested they can take a look. And that's about it.

Mrs. Sheffey: Excellent. Thank you. As a parent of a 16 year old who just got her permit, I'm glad you had that presentation. Dr. Cronin?

Dr. Cronin: Just a comment, because I love your input, but I'd also love to get some of your opinions, maybe next meeting, to number 1 – let us know any suggestions you have for next year's Homecoming that the District can support students' efforts in making it different or better, and also with the texting – what kind of follow up do you think is needed, because obviously, once and done with high school students isn't always enough, but what do you think the school can do as a follow up – whether it be through student council or some other means to make sure that it isn't forgotten quickly. Thanks.

Mrs. Sheffey: Okay.

Dr. Cronin: Thank you.

Mrs. Sheffey: Any other comments or questions?

Mrs. Sheehan: I have a quick question. How many students attended the Homecoming Dance?

Miss Briselli: I'm not sure how many exactly. I believe in years past, we've sold around 600 tickets. I'm not sure exactly what the figures were this year, but I know – I was there and it was crowded, but in a good way.

Mrs. Sheehan: So attendance was up.

Miss Briselli: There were a lot of students.

Mrs. Sheffey: Excellent. Any other questions or comments?

2.04 Standing Committee Reports

Mrs. Sheffey: The Communications Standing Committee met twice – October 18 and today. Mr. Barrett, do you have a report?

Mr. Barrett: Yes, Madam President. Thank you and I would like to ask my colleagues if I miss anything substantial if they could please chime in.

The first meeting I'll address will be on the 18th. It took place at 9:00 a.m. here in this building. The agenda items – a lot of the agenda items actually centered around audio and videotaping of Board meetings, and I'll get back to that in a minute. Dan could probably help me with this, or Mr. Tredinnick could probably help with this a little bit more, but beginning, I believe, with this meeting, a complete audio file will be online on the District's website, so after Board meetings and after Committee meetings, the full audio file will be online to review. I believe they already are actually there. That brings up the question of minutes for each meeting being transcribed, which is a significant expense to the District, I believe it's about \$5,000 a year, so that's something we'll really have to talk about, but the full audio file is there, and I believe that you had said Dan, and please correct me if I'm incorrect with this, but that, say for this meeting, that tomorrow actually the full file would be online for review, whereas sometimes that takes a month until their transcribed and reviewed, so it will be a cleaner and quicker process now with the file being online, correct?

Mr. Tredinnick: Correct. Beginning with the move back into this room for Board meetings this year, we've been digitally recording all of the Committee meetings that have occurred here as well as the School Board meetings like this. So we're able to post the audio files from those meetings the next day. Now, on the same page that we've posted the audio files are also links to the official minutes of the Board meetings. Now since minutes don't become official until they're approved at the next Board

meeting, there is basically a two week lag between when the written transcript is available, but the audio file – our goal is to get it up within 48 hours of the meeting occurring.

Mrs. Sheehan: One thing we had discussed previously was using Board Docs, the agenda to be converted into the meeting minutes and it's my understanding there is an upgrade charge of approximately \$5,000. Is that correct?

Dr. Kepler: That is correct.

Mrs. Sheehan: I personally, just looking at the report would like to reallocate the Board's meals and refreshment budget of \$5,200 to potentially cover the update to Board Docs to just make that process easier.

Mrs. Sheffey: I thought we had made that upgrade.

Mrs. Sheehan: No, it's still – oh, you mean for Board Docs?

Mrs. Sheffey: I thought we had. Rather than, if you could find out that answer or do you know it?

Dr. Kepler: I do.

Mrs. Sheffey: Okay.

Dr. Kepler: Madam President, there was an upgrade to Board Docs, and during that time of upgrade, we could choose between Board Docs LT, which is what we selected and, at that time, it was wise to do that as we were able to cut costs from \$10,000 a year to about \$4,800 a year, because the upgraded package has elements were not utilizing. If we were to go to Board minutes being produced directly from Board Docs, we would need to go to that upgrade back to the \$10,000.

Mrs. Sheffey: Okay.

Mr. Barrett: To continue along that line, we were also given two policies from the Policy Committee and they are noted as Local Board Procedures Function and Goals and Policies 101, 303, and 901 and there's a section there in Section 2 on legislative where currently before each School Board meeting, or, I'm sorry, if there's a policy for review, excuse me, that it is currently displayed for 30 days in the Hershey Public Library, Derry Township Tax Office, Derry Township Municipal Office, High School Library, District website and District Office and then, of course, the Board shall then approve the policy at its next regular meeting after 30 day review has passed. That's the public display provision of the policy and currently, we obviously have the ability to post these online and a lot of our constituency has access to the website and can review the policies before their adopted. Also there can be paper policies here within this building, and I guess probably in the High School and all of our own properties, but the question is,

should we still have paper copies at the Hershey Public Library, the Derry Township Tax Office, the Derry Township Municipal Office?

Mrs. Sheehan: I think we had discussed keeping them possibly at the library, because the library had extended hours beyond the School District's hours, but perhaps eliminating the copies at the other buildings.

Dr. Parrish: Makes sense.

Mr. Barrett: Okay. Because that would be a change, and I know you guys had discussed that so we wanted to bring that up here, because we're trying to get more people to use the website as a central place to get all that information, so I guess that we need a change I guess to your Committee, Dr. Cronin, so you got that input from here.

The second policy was section community 903, public participation in Board meetings and the specific language that was brought to our attention is an addition to this policy and that policy additional language would read:

The Board will designate the front row of the public seating area for those citizens desiring to audio or video tape for the purposes of providing a venue free of distraction and/or conflict. This will not preclude individuals from audio or video taping from any seat in the public meeting.

So that would be an addendum to this, and I think we had discussed very simply just designating two seats in the front or two to three to four, however many would be in the front row as being reserved, so if a member of the public wanted to come up and videotape or audio or whatever they would desire, they obviously have the ability to do that, but it would not preclude them from audio or video taping from anywhere within the audience. So that was also discussed and decided that, I guess, to have the designated seats. So those two were discussed.

Also, I guess we did discuss the website audio. We talked a little bit about social media and also about – we talked a little bit about the web, and I wanted to get everybody some stats, which hopefully will get to you after our next meeting.

The second – and also we did at that meeting request that, of course, we have an e-blast tool and we requested that a schedule be looked at as far as what will be pushed out with that e-blast tool over the next few months. We have a number of things coming up with budget and we'll need to communicate those pretty succinctly, so that was from the first meeting. Did I miss anything Maryellen?

Mrs. Sheehan: Well, we did briefly talk about having –

Mr. Barrett: I'm sorry, yes.

Mrs. Sheehan: A citizen actually came to the meeting with a device that could be attached to an iPhone or an iPad that would basically give you a wide view projection that cost \$30. So the suggestion was why can't there be a videotape of the meeting versus what had been looked at, I guess two or three years ago, Bernie when, I think this is what you had said, or maybe it was you Dan, I'm sorry, when we actually had someone come in and give us a quote as to what it would cost to rewire to have a more upgraded video system videotape the meetings.

Mr. Barrett: And as I understood it, Dan, there would be three cameras tied into the audio system? It would be voice activated? Correct?

Mr. Tredinnick: Correct. That was the recommendation for the particular product if we wanted to do – so we could see close ups of the three sides of the Board, because this room is long and narrow, unfortunately, a single camera in a fixed stationery position is going to give you a very long and not very clear shot. So the recommendation was if we were really interested in the video part of it, that multiple cameras at least two would be needed and the recommendation at that point and time was three. Now having said that, that was sort of the Cadillac of systems, but that was the quote at the time.

Mr. Barrett: And I think we also discussed too, if my recollection serves me is, there are possibly some students that may want to look at this as some type of project over the long term to videotape our meetings, have them downloaded to YouTube, have YouTube serve it up so we don't have to use server space. Those things were kind of discussed as well, then maybe that's something we want to look at in the future. I think we have a good first step with audio with the full audio, which I really commend you for doing, so that's a good first step and maybe this is the second step we could look at moving forward, if the Board so desires, although that was brought up.

I think from that first meeting, that was about it, I believe. The second meeting took place today and the purpose of that meeting, which was at 5:00 p.m., was to discuss communications regarding the budget going forward. I'm excited to report we had a lot of good feedback from everybody in the community. Steve first gave us a very very short brief on the 2013-2014, some very very basic assumptions and then the question was posed, how do we want to best communicate what's going to happen with the budget this year and in previous meetings we had talked about, should we have a community forum, and I know this had been done in the past, and to get it to your really succinctly, the Committee recommended that we do look at the community forum to get key messages across and that there would possibly be two forums. The first forum would take place in January, the first week of January, where there would be a very very brief 10 minute presentation put forward that would list some assumptions – kind of like where the budget would end of in 2013 and 2014 and then we would ask for community input, but we would advertise it far enough in advance that we would hope the community could give us some questions beforehand, so we would be able to come to the first forum prepared to answer some of those questions, such as why don't you look at lowering "x" expense or "y" expense, so we could answer those questions fully

and then obviously anybody could come to the forum on the 7th and say anything they want, but if we had some information beforehand, we would just be better prepared.

So that's something we want to suggest that we go forward with, because we think it would be the best way to get everybody within the community involved. Then after we would harness everything from the first forum, there could possibly be a second forum to say, here's the community input we got. Here's how we're constructing the budget moving forward and here's the product we're coming out with. Now, we also asked Steve and the Administration to generate a timeline of the budget process, because obviously a lot of this is going to have to be in sync with what the budget process is, and I think, Steve, the preliminary has to be in in February, correct?

Mr. Rineer: Correct.

Mr. Barrett: Okay, so obviously some of this timeline would be driven by that, and of course when the final budget would actually be adopted, then we also talked about, obviously, using our e-blast tool and the media to get the messages out there so that we could have as much community input as possible. That was pretty much what we talked about the whole meeting. It went pretty quick. Did I miss anything Maryellen? I'm sorry, Bruce, you were there.

Mr. Hancock: I just want to make a comment. I thought what I heard at the meeting today was pretty – was good in being a little more proactive and not waiting until we get to the nitty gritty of the line items of a budget mid-early spring, but start the macro strategic conversations earlier and get the input, I think it was Maryellen's idea, I thought that was – if we can somehow develop a form to do that so you get the barometer and the direction of the key stakeholders before we get into the nitty gritty, I think it will help the entire process along, but I applaud the Committee. I think that's exactly the right way to go about it.

Mr. Barrett: Thanks Bruce that was expressed very well, we were playing beat the clock a lot, so I think this way we're kind of short circuiting that process a little bit and getting as much community input as possible. Did I miss anything?

Mrs. Sheehan: Nope, that pretty much sums it up.

Mr. Barrett: Okay, anybody else who was there?

Dr. Cronin: I wasn't at that meeting, but I just want to make sure that we acknowledged you were discussing the videotaping and I want to make sure that, especially John's aware, that the information you sent on videotaping was dispersed to the Policy Committee, so if we want to add anything to the current policy that's on review, we can now do that, so thanks for that information.

Mr. Barrett: Did I miss anything there Donna on those two things? Okay, I guess not, okay. So that's, unless there's anything else, Madam President, that concludes our report.

Mrs. Sheffey: Okay. So are there any other comments or questions? Excellent.

2.05 Students of the Month

Dr. Reimann: Good evening everybody. My name is Dale Reimann, High School Principal, and I'm pleased to be here with you this evening to share a little bit of information about a couple of special students here at Hershey High School. I'll just recognize who they are first. They are Caroline Briselli and Tom Blum, a quick round of applause for those two.

Each of them has shown they have a couple of things in common, so I'll share those things first and then share some unique things and let them tell you a little bit about themselves as well. Both have shown strong leadership in the way of National Honor Society, Student Council, the Hershey Community Youth Alliance, and in other areas as well. They are both involved in extracurricular activities. I see both of them out supporting other activities. I think I saw Tom painted orange at a football game one time actually, so you know he's into it. He's sincere.

Strong academic schedules and they both have goals for beyond the walls of Hershey High School that are exciting. I've enjoyed getting to know both of them in my opening couple of months here at Hershey High School. A quick anecdote: when I sat with the teacher leadership team who works with me to select these students, it's basically nomination and majority vote and when I shared that, you know, this is what I'm looking to do next, the names came out Tom Blum, Caroline Briselli, everyone agree? Yep. Okay, next item. That was a very easy thing to do, because they're very, you know, all that they've accomplished is well known amongst staff, so it was a pleasure to be a part of that quick decision and let us move on to the next item, so kudos to both of you among your teachers as well. They recognize your efforts.

For Tom, he's been our Hershey Rotary Student of the Month. We attended a luncheon, so he's already heard this particular account before, but when I was interviewing here in the District, Tom was one of the students that took me for a tour of the building and just like when you're interviewing somewhere, you're interviewing the people across the table as well and he was a great face for Hershey High School and all the enthusiasm that he carried was a strong message to me that this was something that I would want to be part of as well, so I was very impressed by Tom's perspective on the interview and that had a lot to do with myself helping to make a decision to come here to Hershey.

For Caroline, she's a task master and she was in charge of the Homecoming parade and at one point, I was to be the Marshall in a fire engine, next thing I knew I was

driving 2012 Camaro, which was fine too. I just did whatever Caroline told. She had a clipboard. She managed four floats, three fire engines, a band, and 12 convertible cars, and she got it all done and she did it well, so I was pleased to work with her that day also.

So I'm going to ask Tom to come up and just tell you a little bit about himself.

Mr. Blum: Hello everyone. As Dr. Reimann said, my name is Tom Blum and I'm a senior at Hershey. First of all I'd like to thank you all for having me here tonight. I'd like to thank Dr. Reimann, my teachers, and the Rotary Club for nominating me for this award.

A couple of things I'm involved in in the school are Student Council, which I'm the President of. I'm the President of National Honor Society, and Vice President of my class. I'm involved in the Hershey Community Youth Alliance – community service club with Milton Hershey, and lastly, I participate in Pennsylvania Youth Apprenticeship Program, a medical internship at the Hospital.

As for my future plans, I plan on attending either Villanova University or Boston College to major in biology and hopefully do a medicine route for my future, and once again, thank you for having me tonight and it's an honor to represent my school. Thank you.

Dr. Reimann: I guess Caroline; you could probably keep your seat and just share from there.

Ms. Briselli: Okay. As Dr. Reimann said, I'm Caroline Briselli, and I'd like to thank Dr. Reimann and my teachers and the Federated Women's Club for nominating me as Girl of the Month. It was a really big honor and a very nice way to start off the year.

Just a couple of things I'm involved in: I'm one of three managing co-editors of The Broadcaster, our school's paper. Our print edition we'll actually be talking a little bit about that later on tonight. I'm Vice President of our National Honor Society. I'm involved in Student Council and Youth and Government, so I've really enjoyed getting involved at the High School.

At the moment, I'm in the midst of college applications, but I'm looking at applying to the University of Virginia, Penn State University, and the College of William and Mary. I'm hoping to one day work in a museum, so I'm looking at studying museum studies or history, so just once again, thank you for having me and thank you Dr. Reimann for nominating me.

Dr. Reimann: Thank you.

Mrs. Sheffey: Thank you and congratulations. It's always impressive what you kids are doing. Bruce, did you want – any other comments? Okay.

2.06 Presentation – High School Bring Your Own Device (BYOD)

Mrs. Sheffey: High School Bring Your Own Device, Mr. McFarland, Dr. Reimann, Mr. Harding, Ms. Still, Ms. Crowley.

Mr. McFarland: And there's many others that we could have here tonight, but thank you for giving us this time tonight to share with you an update on the High School Bring Your Own Device work that is underway, as well as the Broadcaster, which will be right after us, so we're excited to have this opportunity.

As you're aware over the last five to seven years, the District has put an emphasis on technology and not just for technology's sake, but for truly enhancing and extending the learning that goes on in the classrooms. That is multi-faceted. It's not only providing resources financially, whether it's from kindergartners using iPads to 8th graders using District-provided resources, to high schoolers using combinations of devices, as well as professional development. That is something we've been focusing on over the last several years in how to use technology, not as a glitz, not as glamour, not as something flashy, but truly to enhance and extend learning.

The District vision, which we shared with you last year, is to seize the potential of digital resources to transform teaching and learning and that's the key word in there – to prepare students for success in the 21st century.

And just to give you a little bit of background before I turn it over to my colleagues, last year, the fourth quarter of the year, the High School did a pilot on Bring Your Own Device. We provided professional development on the use of iPods and mobile devices to the staff in February and March and then they were encouraged to utilize those with the students and students were allowed to bring their own devices in at that time. This summer we sent communication home to parents and students in August and telling them that we would be allowing devices to be brought in and we did not specify what device, but we specified some criteria the devices needed to be able to meet for educational purposes. Throughout this year, we'll be gathering feedback from students through representative groups at the High School, from parents, from teachers, so that we can take all that information and use that to enhance the process moving forward.

So with that, I'd like to turn it over to Dr. Reimann to share a little bit of how things have been going so far and where we're going next.

Dr. Reimann: It's an exciting initiative to be a part of and something that was already sort of rolling when I arrived and sort of the ball was passed to me and I'm really excited to be continuing with this initiative with working with teachers and students as well. It gives us a chance to be pioneers, probably a little over a year ago at this point and time, I was probably standing in front of auditorium full of students saying if we see your cell phone, we're going to take it, and now here we are saying, take out your cell phones, because we're going to use them as part of your instruction during the day. So to be

pioneering with something like that and innovating is an exciting thing and to be leading and working with teachers. It gives us an opportunity as well to work together as a team – a team of teachers, a team of Administrators and students involved as well, which is something that we're actually working on right now – to try to get more students involved in helping us to lead this initiative and capitalize on their skills. It also gives us the opportunity to, well; I don't think it erases our need for infrastructure. It does relax it a little bit, because students carry them, I mean, we all probably have something in our pockets right now, so as they move through their day, instead of keeping it in their pockets, let's take it out and let's use it and we make the most of what they're already carrying with them, and it aligns perfectly as an initiative with our 21st century skills push that we're working on when we are doing inservice and professional development with teachers and trying to prepare students for the world of work and education beyond our walls as well as the HEAT framework, which I'm not sure what you're level of familiarity with that is, but, I mean, the HEAT framework is an acronym for Higher order thinking, Engaged learning, Authentic learning, and then Technology. So we're working with teachers to push their lessons up in that direction, or as we say HEAT their lessons up to move things up with respect to those four items.

The challenges that we've seen are many. It's not the kind of thing that you institute and it's a piece of cake and everybody's happy and it works out great. There are a number of challenges that we've come up against. Time for professional development. We have inservice days built in. We have faculty meetings and some things like that, but sometimes it feels like it's not quite what we would need in terms of time and resources to be able to put things into the hands of teachers and give them the best chance at being successful with this initiative, so time is sometimes an issue.

Infrastructure and connectivity – if you have a class full of students, if 25 students are in front of you and we all download an app at once, somewhere, Mr. Harding is saying "What's going on out there with our network?", because everything just slowed down. So being prepared to manage that kind of traffic can sometimes be an issue with different devices being used all throughout the building.

A departure from the norm is a little bit different, just like I opened up with, you know, a year ago, we're telling students put your phones away. Now we're doing something very different, so that has some strife associated with it and some growing pains, because it's not what we normally do.

The new challenges that come up are frequent. I'm meeting with a group of teachers usually every other week we sit – How's it going? What's going well? What's not? And even, you know, having started last marking period and now we're at, you know, nearly into another marking period in this side of the school year, we're still coming up with things that – oh we hadn't thought of that – and that's something else that we have to sort of mediate and determine how to work around that issue or use some problem solving skills to make the best of the situation that we have and planning for the future as well.

I also made a note there that we're going to share some student and teacher perspectives that you'll see shortly in video form as we get through our presentation here.

In the handbook, which I believe was written by Mr. Painter, there are two pages in there that outline the structure and format for BYOT in our schools that kind of gives the purpose and tells students what's okay and what's not okay. While we do have students taking phones out, it's not like they can do it at any point. We still want to keep teachers in the driver's seat and managing that so that they're out when they say it's okay and they're not when they say that that's not okay, so we do have some text in the handbook that gives some background on that.

We sent out a letter to the student body, just like Mr. McFarland said, about mid-August to say – bring it in, whatever you have, iPad, Droid, iPhone, bring it in and we'll see how we can make use of it during your school day here.

We've had some exercises on the opening day of school. I had a number of teacher leaders who assist me with putting some things in front of teachers and trying to keep this out in front and an option that teachers can use to make opportunities for students that align with 21st century learning and using that technology in class. Every teacher in the High School has a goal this first marking period to make use of some web tool or app that can be downloaded. The idea there was, while we have some higher, you know, early adopters in our teaching ranks, maybe some who are a little bit less likely to reach out and try something different, I just thought we would set a goal, everybody would try something new. Just like my parents would say when you're little and you're eating dinner. You don't have to eat everything, but you have to try everything. So we're making people just try something and maybe it's brussel sprouts to them or maybe it's chocolate cake. I don't know yet, depends on which teacher to speak to, I suppose. But we used inservice time as well to do some relevant planning and spend some time so that teachers have an opportunity to reflect. Reflective teachers make the best teachers, we don't want to just say – here, go do this. We're trying to give an opportunity as well for them to interact with each other – what's going well, what's not.

The last piece that I want to talk to you about is called ITCs and we have what's called instructional tech coaches. They have a series of responsibilities and I'll give credit to scheduling from last year with Mr. Ebert. We put periods in teacher's schedules where they have dedicated time to focus on this particular initiative, so you ask what do they do? Their primary goal is to be working to facilitate technology integration. They interact with teachers. They go out to teachers. They find teachers who might have technology issues. They're available to teachers, so that they can help them maybe HEAT up a lesson, or I have this component of my lesson that I think is a little dry and can maybe stand to be HEATED up with some aspect of technology or 21st century skill and they're there to help with that kind of thing, which is fantastic. We use faculty meeting time to push these initiatives. There's a great social network taking place, not only among these ITCs, but they've also opened those portals so that teachers can be

checking in on those things as well and gaining information and perspective on how to innovate in their own classrooms.

ITCs are mobile. The ideal is not that these would be teachers who are sitting in their rooms and waiting for someone to come to them. They're out, so if you're the kind of teacher who sees technology as brussel sprouts, you're going to see somebody rounding the corner to say, how's it going in here? How can I help? What can I do? We want them to have enough knowledge, which each of them do. The right type of person and someone who could relate with another teacher who can assist them to try to challenge them to do a little bit more with regard to the BYOT initiative. They collaborate with each other regularly. Like I said, we meet every other week and do check ins. I mean it's really a neat component of our school to be a part of and moving this initiative forward. So that's what I had to share about that.

There's the schedule, so I'm not sure your familiarity with our teachers, but Mr. Painter and Mr. Mummert are not here with us this evening. Where is he? Oh, sorry sir. He is here. So if you want to wave and say hello. And then Mrs. Mackley I saw, Mr. Mummert is not here, or am I wrong about that too. Okay. Mrs. Still is here and Mrs. Crowley is here as well.

And while I'm here, I'll just also give some credit to Mr. McFarland as well, who has been working closely with us as well as Al Harding, I know he's here and Mr. Sweigart as well, so that's what I have to share with you about the BYOT initiative at the High School, and I'm going to shift to Brianna Crowley with a couple of neat videos.

Ms. Crowley: Good evening. My name is Brianna Crowley and I teach English at the High School and when this presentation – when Mr. McFarland asked us to be a part of this presentation, he asked us if we could go out to the people that we were seeing during our technology duty to our students and get feedback to bring back to all of you, so I had never made a video before, but I went to our library and I checked out a little flip cam, which our students can check out as well and I just started asking my students, some of them were in study hall, so I didn't actually have them in class and others of them I had in class. I started asking teachers that I worked with to just give me clips and I was really surprised in a very good way at the insight that both students and teachers offered to us, so then I went home to my husband who is much more technology proficient than me in this area and he helped me put together two videos.

So the first one you're going to see are the success stories that teachers and students talked about when I asked them how has BYOD changed your classroom, and I didn't lead them one way or the other, I didn't say positively or negatively. I just asked the question and so then I spliced the answers into two separate videos. So the first one is going to be the success stories and the second one is going to be about some of the challenges that have also resulted and so I just hope that this offers you a window into both teachers' and students' perspectives.

[VIDEO PRESENTATION]

Ms. Still: Hi, I'm Ruth Still. I teach Physics at the High School. I'm also an ITC with a lot of great people. Some of the challenges – my part of the section was we were going to get each one of you one of our iPods and we were going to actually do a hands on kind of thing, but the website app that I use at 2:30 today crashed, and I've been using it for like a year now and it's never happened, so I don't know what's going on. So we're punting, football acronym, so my part was we were going to go to a website called Socrative and maybe you've heard of that, some of your students – kids – we use it a lot at the High School. It's run – it's an app, it's web based, it's iPhone, it's iPad, it's Android, it's Blackberry – whatever. They can go – we can post a question and then they can go onto our classroom, they log onto our room number, each teacher has our own room number for it, and we can spontaneously – I have kids turn it on when they first walk in and then while we're discussing, I can spontaneously say, okay, I want to know who knows what Newton's three laws are? And they can type them in real quick and not be afraid of who's going to think what, because they don't know who's answering. It's also a way, I use it is – ticket out the door or an informative type of assessment where I give them specific questions and I want to see did they grasp what I got and that part is like a quiz and they can actually put their name in and I would get a real, at the end of the activity, they go through and answer the questions, then I can download a report and I have Susie understood all of them, Laurie didn't quite understand this aspect, or I can see – where, oh everybody got this one wrong, what did I do wrong, let's go back and revisit. So it gives me a good formative assessment, but it's concrete and I can have it so the day of a test or a quiz, I don't necessarily get too shocked, because only three people are answering questions. I know truly what everybody knows because they're not afraid to say an answer in front of everybody, because it's kind of anonymous.

My two questions to you folks was going to be based on the BYOD, so we're going to do old school, so you can write down numbers, because you're going to have to do, sorry, you're going to have to embarrass yourselves, say A, B, C, or D and you're going to raise your hand and I'm going to see what you guys think percentage wise.

The first question is: What percent of the High School student body is bringing in their own technology? Don't write a percent down, listen to your choices: you have 12%, A is 12%, B 32%, C 52%, or D72%. So, 12%, 32%, 52%, or 72%? How many think 12%? How about 32%? 52%? 72%?

Dr. Cronin: We're wishful thinkers.

Ms. Still: You are wishful thinkers, because you're not right. And Mr. Harding, well, can I tell them the percent? It's 52%. Now that's iPhones, Blackberrys, there's a few computers –

Dr. Cronin: Is that District-wide or just High School?

Ms. Still: This is High School. High School. Second question and I might have given it a little away, but what percentage of those 52% that are coming in are laptops or iPads, meaning that they could do more typing, a little more longer application? So what percentage are laptops or iPads? First one 73%, 53%, 23%, 13%, or less than 5%?

Mr. Gräb: And it's A, B, C, D?

Ms. Still: A, B, C, D, E.

Mrs. Sheehan: And this is the percentage of the 52 student – the 52 percentage?

Ms. Still: Yeah.

Mrs. Sheehan: Okay.

Dr. Donahue: Will there be a chance for extra credit?

Ms. Still: I don't give extra credit.

Dr. Cronin: She's tough.

Ms. Still: Don't I? I don't give extra credit. Yeah, we could do remediation. I'm at school at like 7 – so it's 73%, 53%, 23%, 13%, or less than 5%. How many say 73%? 53%? 23%? 13%? Less than 5%? I have one person that got it correct. Dr. Cronin got it correct. It's 13% that are iPads or laptops.

Dr. Cronin: Does that also mean like Kindles or any type of iPad?

Ms. Still: I looked at iPads and laptops based – and is that Android, because according to the data I got –

Dr. Cronin: Because pads are getting more common because they're more affordable now.

Ms. Still: Right. Right. And I just went off of [not audible] not knowing, because we do have Android on the list, but it's not split as to is it a phone or not. I'm going to pass now to Al Harding and he'll give you more of the stats.

Mr. Harding: Mr. Tredinnick or someone is passing out the full sheet, but this is a quick summary up on the board for everyone to see of what type of devices we are seeing on our network. Roughly it breaks out to \$983 unique devices we see on our network so far, and this was actually captured last week. This is one week's data – whether that was a good week or a bad week, it's hard to judge. It was a week where there was a lot of stuff going on with Homecoming, so perhaps it was down a little bit, but we had 983 unique devices. Of those 983, roughly 350 were our devices – District bought devices whether they were laptops in classrooms or teacher laptops, teacher mobile devices.

So that leaves us roughly 627 non-District owned devices that were seen on the network, which is roughly 50%, slightly above 50%. That is a little disappointing, because when we surveyed students, all of our surveys have indicated 90% – somewhere around 90% would have devices and would bring them in and use them.

The other thing that is disappointing as Mrs. Still pointed out is, if you look at the category of laptop, the Macintosh OSX, the Windows laptops, and the Android's a tough one, because we don't know what size Android they are, but as she mentioned, we have a very small percentage of larger devices which can really type. One of the biggest limitations of the iPhone, iPod is typing and when you get to high school level, you want kids to do more input, not just consume. The iPod's not a bad device for consuming information, it's not the best for creating, especially text thing, so one of our challenges is going to be how do we get more input typing, because writing and typing is an important skill that we need our students to be able to do. But that's some of our data.

The other point that's not on the slide for the audience, but we did buy 275 iPods so that we could support this for people who may not have one and any student can go down to the library and get one on loan. Is it three weeks Mrs. Mackley?

Mrs. Mackley: Three weeks.

Mr. Harding: Yeah, we have a loan period of three weeks that they can take an iPod out and keep it for three weeks and then bring them back. If a teacher wants to do an exercise where they want to have consistency, one of the things, I think it was Mr. Wales mentioned is – it's difficult if you have 25 kids in a classroom, but three have a Kindle Fire, and two have an iPad, and someone else has a laptop to have consistency, so a teacher can get a complete set of iPods, so they can do an activity where there is consistency. And out of the 444 loans we've had so far in the first month of school, we did have four damaged and I think they were equally between teachers and students, so it's not just students who are damaging our iPods.

So that's a quick summary of some of our data.

Mr. McFarland: Yes, we're open for any questions you may have.

Mrs. Sheehan: I have two – sorry.

Mr. Harding: Mark and –

Mr. McFarland: Yes. With all of our experts here.

Mr. Harding: Yeah, we have just about everybody here.

Mrs. Sheffey: Joe, you can facilitate.

Male Voice: Bruce?

Mr. McFarland: We can go around that's fine.

Mr. Hancock: My questions are two. One is I heard it mentioned a couple times around the infrastructure piece, AI, that there's some things we need. Do we have plans? Do we know specifically what we would need to make that infrastructure is not an issue that's mentioned a couple of times and do we have that in any of our plans and capital plans moving forward?

Mr. Harding: Probably our biggest challenge right now is our wireless network and to upgrade it and that's a constant challenge, because the infrastructure we put in a couple of years ago, we were not looking at the number of devices we're looking at now, so we are looking at trying to upgrade that in pieces as we go forward. The funding is going to be tough over the next couple of years, I mean, I'd be –

Mr. Hancock: Have you submitted that to us so the Administration and the Finance Committee what that would take in your step process going forward for consideration in the budget process?

Mr. Harding: We could certainly put that together, yes.

Mr. Hancock: My second question and it was somewhat addressed was around the number of kids who perhaps might not have as advanced technology and do they feel disadvantaged and are, Allison, are the people coming to the library, obviously 400, but relatively speaking, are the right people – does everybody feel that they have the same level playing field in the classroom. Maybe that's not your question, but maybe to some of the teachers.

Female Voice: I know that the students feel very comfortable coming to the library and I know a lot of them come back three weeks later and renew them and they can renew them as many times as they need to renew them. I haven't heard of anyone who has felt unequal to other people because right now a lot of the teachers make sure that what they're doing can also be done on an iPod.

Female Voice: I can speak to that as well. I teach English 11 and in both sections that I teach, about half the students did not have devices, which is very unusual for a group of students, so I made it clear that I expected them to come with devices and I made it clear where they could find them and I did have – you know – some of them immediately when down and got the iPad and others, the iPod, excuse me, and others were more hesitant, and especially, I had one student who felt very strongly that he did not want to be in possession of that, because if he broke it, he could not pay for it and he was very scared about it, so I bought some really cheap cases. I'm not sure how they actually protect it, but I wanted him to feel more comfortable with the device, because if he didn't have the money to go buy a case and he didn't want to carry it in this plastic thing that kind of proclaimed that he had a library device, I wanted him to feel

more comfortable and that seemed to work. That was a quick fix for me, but it seemed to make him feel more comfortable taking ownership of that device and not feeling scared to use it, so it's just been an adjustment for some of them, but I do feel that all students have equal opportunity and I do feel that they have utilized it, if the teacher has said, I expect you to come with this. We're going to use it. It's going to be a real asset to your learning, please go check one out and you can do it right now in my class. And as long as I've done that I've seen them [not audible].

Mr. Hancock: Thank you.

Mr. McFarland: And if I could add one other thing that we've talked about even today that we're looking at is for damaged devices, we have to have some type of policy for students who may not be able to afford that and we've talked about having them actually work for the Tech Department to help us with some things we could certainly benefit from as payment for a device that gets damaged, rather than asking for money. It still becomes a benefit to the District. Donna?

Dr. Cronin: First of all, I just want to say I think the whole initiative is fabulous. I was a supporter of the one to one initiative, but was very concerned of the cost, especially the fact that one of the downsides when we looked at it was the changing technology, and I look at it even now. I think the devices that people bring in this year are going to be different next year, and I know my own kids already – they always want what's next coming out, so I think this is a great great way to do it.

My questions are: one, are all the apps accessible to all teachers in the sense that they know how to get them and they know how to use them? Like, is there any type of – like just the training teach them on just a few apps, then it's up to the teacher to be creative or are there at least a certain set that they know how to use?

Female Voice: Can I answer that?

Mr. McFarland: Yes.

Female Voice: We have worked very hard at giving them suggestions, like at faculty meetings we always try to implement an app and given them suggestions on how to use it. If they come to us with a problem or if we go around and say what are you looking to improve, then we can go out and research an app that they might not have time to do and then we can work with them, so there has been a lot more training and help in that manner. I don't feel – at least I haven't heard, I don't know if anybody else has, that teachers feel like they're out there stranded. In fact, I've been hearing – I've been seeing teachers who had been very stuck, that the chalk is my technology, they are using it and, which is nice, because I never thought that would happen.

Dr. Cronin: Okay great.

Mr. McFarland: And the other thing I would say – in our professional development plan for this year, there's time built in for departments to meet, because an app that you might use in science is much different than one you might use in English, so department-specific, they're sitting down and looking and having time to find apps that are relevant for their disciplines.

Dr. Cronin: Okay. And then my second question was – is there either a depository now or a repository now, or will there be of apps on the website for parents? Like, here are the most common apps being used. Like, for example, I now am very glad that I now know what – I get all the apps that my kids download: Angry Birds and I have this Study Blue on here and I was ready to delete it. I had no idea what it was, so I'm glad that now I know what this Study Blue is, but I'd love to have a website that shows what the kids are – just general things they're using, so I could know what not to delete from my phone.

Female Voice: Part of the one inservice we had last, we were talking about – we broke up into groups and talked about concerns and Mrs. Dilger touched it on the video saying about how, especially special ed teachers, they have so many kids and in fact, so many different teachers and they were looking at some way to come up with a common list of apps so – there might be tutorials out there for kids to help and the teachers can help them. We're also implementing some possibilities of some students being able to be out there and help, but ever since that was said at the training session, it's been in my head and then the video kind of kicked it in there. Part of my goal, and I was talking to Mrs. Mackley about it, is to create and work on our technology website, WIKI website, and have links to – here are some of the apps that we use for this, or here are some websites even, not just apps and kind of have a local place, so that is in the works, we're just not – it's in developmental stages.

Mr. Harding: That's actually a great idea, not only for the high school, but K to 12. We're doing an awful lot with that in the elementary with the IOS –

Dr. Cronin: I have to say –

Mr. Harding: And that would really be an advantage for them.

Dr. Cronin: Yeah, my son had – he was using our Kindle Fire and he was reading his book and he was answering questions on it and I had no idea what he was doing. Of course, I'm thinking he's playing a game, and he showed it to me and I just thought o myself, I really need to get clued into this, but it was phenomenal and he felt so proud to, you know, show me, because I had no idea.

My last question is – if we thought there was about 92% of our students that would have devices, why do we think they're not in the school? Was that an overinflated number or are folks afraid to bring them in for theft, damage, or whatever?

Mr. Harding: I think it's probably a combination and I'll give my opinion, someone else may want to disagree. I do think we're a little bit in a chicken and an egg syndrome right now, because there's no sense bringing the device in unless the teachers are using it. On the other hand, the teachers aren't really able to use it unless a lot of kids bring it in, so you've got to sort of break that chicken and egg syndrome. I do think the numbers are probably a little over inflated, when you ask someone do you have a device; no one wants to admit they don't have a device. So, I think there may be a little bit of a tendency to say we – higher percentage than we did and I think there's clearly a factor that the kids would like to bring it in in some cases and the parents say no, so we surveyed students, not parents.

Dr. Cronin: So maybe more education on how they're actually being used getting out to the parents. I'm looking at Dan now, even a web link on the front page to show these are all the apps that are being used might encourage a parent to let their kid bring it in, because I, at first, didn't want my son to bring my Kindle in and then I saw he was using it, so now maybe I'll say, okay, if you need it in school, I'll let you bring it in. But if we can educate parents, maybe they'll get over their phobias of sending it in.

Female Voice: Can I just say one thing? Part of the tension with this initiative is, if you think about it, any other initiative when the school's driving the device, you can have standardization and when you have students bringing it in, part of the philosophy behind it is, you know, the teacher or the department will say, we would like you to have a tool to do 'x'. We would like you to have a tool to take digital notes, to have a digital portfolio and on some level, then the idea is that each student could find his or her own tool that they are most comfortable with or that fits best with their device and the teacher could make suggestions, like these are the three I found. This is the one I use. But at the same time, if you want the personalization of education, you have a tension then with the generalization, the standardization of education and so some of the communication pieces are a little bit more difficult, because if you don't want a teacher to say, you must use the app I am most comfortable with, then you also won't have a general list of apps the students are using, because they could be finding their own or each teacher could be introducing different ones, and so that piece becomes a little bit more difficult than a different initiative where you can standardize it and then put a list up, so I think that we're trying to find a happy balance where we can say, this is sort of a baseline of great apps that a lot of people are using, but then not limit it to that and still allow for the personalization so the kids feel more empowered to say, wow, this is the tool I found and I'm allowed to use it because I love it. So that's kind of the tension in the philosophy and the execution of that.

Mr. McFarland: And with that we re-wrote our Computer Ed curriculum, 1st grade through 9th grade, and that is exactly what we're doing. We're building in certain things for communication for collaboration, showing them certain apps or tools, but not limiting there and giving a problem or something they need to do. They can use the one they've been taught, but if they know another one, it's not about the tool. So the kids are actually learning that and we're trying to keep up.

Dr. Cronin: Thank you.

Mr. McFarland: I'm going to jump to the student, if that's okay.

Mr. Richards: My name is Garrett Richards, by the way. I'm a senior. I think Dr. Reimann, this question may be more for you. You spoke earlier about how you were trying to get every teacher to use technology, and I have a lot of teachers who are really good at using technology and they really incorporate it effectively, but I've also seen teachers who are either uncomfortable with it or just really struggling to find an idea. I know one of my favorite teachers and who is probably my best teacher I've ever had, he taught AP U.S. History, and he did lectures every day, you know, on the chalkboard. You know, maybe some kids don't like it, but I think a lot of us found it very effective and a lot of us, we learned very well that way. He's a very good speaker. And also I'm in band, I know my band director has been struggling to incorporate technology in band, because we, you know, we just sit down and play our instrument; that's just pretty much what band is. And so, I guess my question is, you know, is there any way, you know, that the District can be showing any leniency or, you know, a different approach to those kind of teachers or those kind of classes?

Dr. Reimann: Well now you made a good point and I know Mr. Painter has said a number of times in our discussions, it's not always necessarily that we use technology necessarily [not audible] or that you achieve 21st century learning skills. Sometimes me lecturing and discussing to you about, which I would never do in AP History, I have nothing to do with that, but sometimes the teacher who knows that content, the best way to deliver that is through lecture and maybe there's technology involved and maybe there isn't. So the fact that you take note that there are some teachers that are maybe back here on the continuum and some up here, I think that's okay, because there are many ways to get it done. If all the teachers are receiving 21st century skills in some capacity or some regard, then I feel that's success. What we're trying to do here with this initiative is to make [not audible] we talked about the ITC [not audible] where teachers are available, meaning if there was a teacher who was lecture heavy and wanted a way to make an adjustment there, there's a resource they can go to. We're trying to put things in front of teachers and faculty meetings to say here are some options [not audible]. I think you'll continue to see different degrees in different classrooms and there's more one way to skin a cat, so to speak.

Mr. McFarland: And if I can give an example to that, yeah, lecture sometimes is the best deliver method. Not all the time, but sometimes. But, even in a lecture, if I'm teaching a history class, if I can pull in an expert suddenly into the classroom that knows more than I do as the teacher, I can give that to my class. I can extend the learning beyond the walls of Hershey High School. Those are the kind of things we're trying to get people to think beyond what they've always done, and that's that paradigm shift. That's that struggle and everybody's at a different place on that continuum, but we're encouraging them to try it. Will they fail sometimes? Yes, but that's okay. So I hope that answered the question a little bit.

Mr. Richards: Okay. Yeah.

Mr. Barrett: Just two really quick ones that – thanks Joe – Al. Do we still – does the bandwidth still come from the IU, because didn't we have a pretty strong pipe there with bandwidth coming in?

Mr. Harding: Yeah, we've almost, well most years we've doubled our bandwidth. This year we went from 60 to 100 megabytes.

Mr. Barrett: Wow.

Mr. Harding: And invariably, we got a 100 megabyte connection to the internet. We actually have a gigabyte connection to the IU and then 100 megs out to the internet and we saturate it, Mr. Sweigart probably knows exact times, but right after lunch almost every day it's 100%. One hundred megs, which is just outstanding, unbelievable.

Mr. Barrett: Wow. I agree with Bruce. I think we've got to look at our – and budget for that, because I don't remember if it was in the capital plan and I don't think it was, but I know sometimes you read a lot about the foundations out there. You know, like the Bill Gates Foundation; it seems like there's a lot of funding out there for technology. I don't know if that might be an opportunity we want to look at in the future to help us with that infrastructure cost. And devices, you know, I wonder if Apple, you guys might already know this, because you deal with it, but I wonder if the same availability to help with devices is out there as well, because over time, if you get somebody to be an Apple devotee, you know, that will carry out through their lifetime. Thanks for all you guys are doing. It's very good.

Mrs. Sheehan: I – are we going around – does everybody have questions? I'm sorry, I'm watching this way, I didn't know.

Mrs. Sheffey: Go ahead.

Mrs. Sheehan: Okay, sorry. Just two quick questions – has there been a problem with theft of the devices?

Mr. Harding: Um, as far as I know we haven't had any devices lost to theft yet, correct? I mean, we've had a couple damaged. Last year, we lost one laptop in the middle school and that showed up at the very end of school, so it was home for several months, but it came back.

Mr. McFarland: Sort of like books.

Mr. Harding: Yes, so over the course of the seven years I've been here, we've never had a major problem with more than one or two devices walking away in a year.

Mrs. Sheehan: Okay.

Mr. Harding: And that's really been probably outside people.

Mrs. Sheehan: Then the second question I was going to ask is the 275 iPads that can be checked out, what percentage of those are check out?

Mr. Harding: I don't know offhand.

Female Voice: I'm not sure.

Mrs. Sheehan: So there's not a waiting list?

Female Voice: There is not a waiting list.

Mrs. Sheehan: So there's enough devices there for the needs of our students?

Mr. Harding: We have enough right now for those who are checking them out, yes.

Mrs. Sheehan: Okay. Thank you.

Mr. Gräb: My turn?

Mrs. Sheffey: Yes.

Mr. Gräb: Thank you. Al, this is a problem that cropped up for me years and years ago and that's the length of the battery life of the device. If the students charge it up coming in in the morning, does it last the entire day or does it need to be charged sometime during the day and what processes are in line to recharge those and should we start considering an additional utility cost for that electricity use?

Mr. Harding: That's one of, actually, the disadvantages of bringing in a laptop. A typical laptop battery, unless it's a netbook, will not last the 6 hours of a typical school day. The IOS devices, if they're charged up, they are fine for the day. Android things, a Kindle Fire, anything like that is going to last a full day. Netbooks in general will, but your full size laptops are not going to make it through a day. We, at this point, our basic policy is we do not want them charging them in the school building, mainly more of a safety issue than anything else, because as soon as they start dragging cords across the things and the way our rooms are designed, classrooms, they're not designed to support charging them, so it becomes a safety issue, not only for someone tripping over the cords, but also for the device – someone trips over the cord and there goes the device flying across the room with them, so we discourage charging. I can't say that it doesn't happen occasionally, but we don't want them charging.

Mr. Gräb: Well what happens to those students who bring it in in the morning and by the time they have their 7th or 8th period class in the afternoon and their battery's dead.

Mr. Harding: Uh, they don't have a device.

Mr. McFarland: Go ahead.

Female Voice: I've asked this question and I've asked about the safety issue and fortunately, I am able to have a couple of extra desks in my room, so I push them to the side that has the plug and, especially when I have a study hall in the middle of the day, I can tell my students, you can sit at that desk as long as the cord doesn't reach past the desk and then they can sit there, still participate, because they're still in my classroom, because as a teacher, that's actually something that they'll use as an excuse. Oh, my device is dead. So, I have a solution for you. There's a desk right here.

Mr. McFarland: It used to be my pencil's point broke.

Female Voice: So, I see my study hall students charging during study hall and also during class if that happens, I have, it's only about three desks, so hopefully it's not more than that.

Mr. Gräb: So the possibility exists then that individual teachers can make accommodations for the students.

Female Voice: As long as it doesn't violate the crossing the aisles.

Mr. Gräb: Yeah, okay.

Mr. Harding: Mr. Consalo's here, and I can tell you he'd be very upset if he sees cords running across the floor or across the desk.

Dr. Kepler: So next week you can do that.

Mr. Gräb: Well teachers and AI, thank you very much for picking up on this concept of bring your own device and bring your own technology and making the best to implement it into the classroom. Education is changing from what it was when I went to school and it's nice to see.

Mr. McFarland: I think Hank had –

Dr. Donahue: Joe, when we talked about the one to one initiative a couple of years ago, the thing that impressed me about how it was presented to us was that it was a real change in how people teach and sort of evolving away from didactic teaching and a little less about technology. This strikes me and I think, because this was part of our concern, and this goes to your question, you know, teachers were going to have to come on board sooner or later, at least with that type of teaching if not using the device. So how is that going to work with this in that it seems to be everybody has different apps. I mean, are teachers being taught how to teach this way?

Mr. McFarland: Do you want to? I'll look to the teachers.

Mr. Painter: I'll take this one.

Mr. McFarland: Okay there goes – waiting for him to jump up.

Mr. Painter: Listening to all these guys in the back is kind of fun, but one of the things that we really talk about and it goes to the question that asked earlier, and the music department is not really using – and I cringe when I hear the word app all the time, because we're not an Apple school. It's the technology and it could be a website. It could be a lot of different resources, but it's really about how the students are using it and opening yourself up to allowing them to use it. So the tasks that we ask them to do everyday don't change, but it's how they can get to it and it may be bringing out a three ring binder and writing it down or it may be using a piece of technology or it may be walking up to a board and while some students are writing down the notes, because that's the best way to learn, some kids, like myself, would take a picture of those notes and take it home and say, okay, I can look over that. So it's really about how it's fitting in the background rather than the forefront, and I think that's some of the things, although we are using it instructionally in the forefront, a lot of it's also the background, especially with the mobile devices that we're talking about. They're not great devices for productivity, but they are great devices for recording and storing data and for communication, and I think that's really where we're trying to get to with a lot of the technology.

Dr. Donahue: So Mr. Painter, I'll put you on the spot.

Mr. Painter: Go ahead.

Dr. Donahue: I recall that you were a very strong advocate of the one to one initiative and I was very supportive of the one to one initiative. Do you think this is fulfilling every hope you had when you were thinking about the one to one initiative?

Mr. Painter: Absolutely not. I will totally – and I think a lot of us are in agreement with that, that BYOD is not a replacement for what we were trying to get to.

Dr. Donahue: Or it's not even, it's not even one to one like I sense?

Mr. Painter: Umm no. It's not one to one like. It is a great use of the tools and resources that we all use on a daily basis, you know, I would shudder to think that when most of us go to our jobs, that this is the only technology that we have available to us. That's the same thing with our students, although this is a lifeline and it has changed the way that we do business all across the world, it is not the stand all be all when we're talking about kids that we're asking them to write research papers and do things like that. We can't do that with this technology, although we can do a lot of wonderful things with it. And I think how we're incorporating it is great, but again, it is not a replacement for the one to one, and I know budgetary, I'm not saying that that's, but kids still need

those powerful devices to be able to produce some of the things that we're asking them to do and that will help them in the future also, so it's kind of –

Dr. Donahue: Thanks.

Mr. McFarland: And I think that's a key point. It's not a replacement. It's not this or that. It's a little of both, and I think we're early on too. I think when come back later in the year and share, there's going to be different growths, some different challenges that come up, so it's really early in the process. I was just at the middle school after school and there's a new club that two teachers volunteered to just get going and it's a BYOD club and they were meeting after school.

Dr. Donahue: BYOD?

Mr. McFarland: BYOD. You can call it BYOT, D, let me enunciate – D or T, either one is okay. Device or technology and there was about 25 kids there.

Dr. Parrish: Joe, just a sort of basic question, this all is fun, and I'm sure the kids love it and it seems pretty exciting, any literature to say that this increases learning?

Mr. McFarland: This is relatively new, so research out there is very hard to find. There are articles and there are very small end studies that I could get you and you can find – depending on how it's implemented and how it is utilized, you can get results on either end of the spectrum.

Dr. Parrish: Okay.

Mrs. Sheffey: Dr. Donahue.

Dr. Donahue: Can I answer that? So, when we did the one to one thing, we looked into the literature and there isn't any, and it was just for one to ones, so there's nothing for this sort of thing, so there wasn't any increase in test scores, but there – however, they measured engagement, the students were more engaged, so think you in general pay more attention and the other thing they found that the students, and this was several years ago, we were more technically savvy obviously, if they have to [not audible], so I mean, I don't think test scores yet, there's not data, but engagement, to the extent that that relates to students, you know, doing better or feeling better about how their doing, I don't know. But there's not a lot of data.

Mrs. Sheffey: Chris.

Dr. Cronin: Wait for Mark to design a longitudinal study and he'll be the expert in the field. We'll all be quoting him.

Mr. McFarland: But the problem solving and the creativity that is capable and which is 21st century skills we're trying to teach that's there.

Mr. Morelli: Just real quick, just two comments quickly. I always think first when these programs are around that you want to make sure everyone is on the same playing field, so to the extent, I sort of thought the library didn't have enough devices. It sounds like they do, but if they don't, you could always reach out to the community for donations, because my kids upgrade their phones all the time and folks have this stuff sitting around and they may donate it.

I was involved in a handful of committee meetings with this Committee and some subcommittees and I can tell you the Administrators and the teachers are crazy about this program, and I've never seen more motivated team members on a project and I'm on a lot of projects at work and usually folks are getting pulled through a project because it's somebody's bright idea that they have to spend six months on, but everyone of these meetings and sessions I've been in, both staff and teachers are just excited and crazy about what they do and this is helping them, so you guys are off to a great start, so please continue. Thank you.

Mr. McFarland: Thank you.

Mrs. Sheffey: Okay and I just wanted to kind of follow up on Hank or Dr. Donahue and Dr. Parrish's comment. How are you going to measure success? At the end of the year, I am hoping you're coming back to us and how will you measure the success?

Mr. McFarland: I'll answer that one. A lot of it will be the feedback that we get making adjustments going forward. Also we'll have some data, but again, it's hard to say was this the result, either positively or negatively impacting the data. It will be a lot more anecdotal data that we'll collect.

Mrs. Sheffey: Okay. Thank you. Are there any other questions or comments? Excellent. Thank you very much.

Mr. McFarland: And I do, one other thing, I'm sorry, back in the back sitting very quietly is Dave Sweigart, who is one of our technicians. He's in the high school, so he has been very integral in helping with the infrastructure and getting a multitude of things up and running and he is housed there, so he is well known in the high school, so thank you Dave.

Mrs. Sheffey: Great thank you.

2.07 Presentation – Broadcaster

Mrs. Sheffey: Okay and now we have a presentation on the Broadcaster: Mrs. Brown, Miss Briselli, Miss Chung, Miss Hall, and Miss Morgan.

Mrs. Brown: Good evening and thank you for having us tonight to present two initiatives that we wanted to share with the.

The first kind of came from – thank you – came from a partnership with the Patriot-News that Mr. Tredinnick referred to me last year at the end of the year. They were doing kind of a pilot program themselves, something they had never tried before, and they wanted to use a couple of student journalists to provide a live Twitter feed during graduation and go around and get some real time quotes and pictures, upload it through Twitter, and then the Patriot then took it and converted it using a storified platform and put it on their own website. So I'm going to have the two students who worked on that with the Patriot talk to you a little bit about that and then after their done, I have the two managing editors from the Broadcaster's website here as well and they'd like to show you the website that was created last year. It's now in its second year of operation and share some of their goals for the website with you. So we'll start with Caroline Briselli and Olivia Morgan who worked with the Patriot and then Emily Hall and Michelle Chung will talk to you about the Broadcaster's website.

Miss Morgan: Hello. As Mrs. Brown just said, I'm Olivia Morgan and I'm a senior at Hershey High School.

Miss Briselli: And I'm Caroline Briselli. I'm also a senior at Hershey High School and we are two of the three co-managing editors of the print version of the paper.

Miss Morgan: And at the end of last year, Mrs. Brown just sort of asked around if people were going to be interested in this project, and she basically just was very vague about it, just saying that we would be covering graduation through social media. And so basically we were just sort of intrigued, and so we figured, why not? And so we sat down with Jane, Chris and Susan Anthony, they came into school one day to talk to us about what we were actually going to be doing and honestly we were still a little bit confused about what we were going to be doing. But whenever we got to graduation day, it sort of all cleared up. Basically what we did was we created a Broadcaster Twitter as you can see up here and we also used some Instagram, which we both got thanks to this project and basically throughout the day, we asked people questions, tagging everything with #HHSGrad12, which was how Mr. Chris would be tracking our questions and our answers and so we just sort of took a social media glance at graduation for Hershey High School.

Miss Briselli: So we came in in the morning, because graduation during the day no one has school, but the seniors come in in the morning and have their practice at Founders and then at night they go over and they have their actual graduation, so Olivia and I showed up at the graduation practice. A lot of it is students sitting around and waiting as their getting instructions, so there's actually a lot of time to talk to people, so we chose a couple questions to ask people, such as: what was your favorite part of senior year? Or what was a memory you had of your first day of school? And we would ask them, they'd give us a real quick answer, because you're only allowed to have like 160 characters, so it couldn't be anything long and we would just put it up.

One thing we used, which you'll see a lot is three words to describe how you feel today. So we'd ask people that, we'd attribute it to them, and then we'd tag it with, you know, #HHSGrad12. It's kind of neat, because it was sort of a new way to do journalism. When you think of traditional journalism, you think of a really in depth, you know, good in depth story that looks at a lot of different perspectives. This kind of does the same thing, but it does it to kind of as you were saying with the 21st century learning, people can look at it really quickly and get a really quick idea of what's going on in the minds of these Hershey High School grads.

Miss Morgan: And it was really interesting to see, because as we were going through the day and we had the practice and we were there for the practice asking everybody questions and then whenever actual graduation game around, they were there all dressed up in their cute little [not audible] and everything and they were getting all excited. It was a lot of waiting around nervously and people who are nervous, they tend to look at their phones and so they were just glancing on their phones seeing all the stuff that we were posting and it was really neat to see their reactions to a lot of stuff, because a lot of people gave really kind of funny and interesting anecdotes or quotes that people like to see because it was just a nice overall view of what was happening on graduation for people who were there and people who were not there. We tweeted some stuff about what some of the speakers were saying, some of the quotes from their speeches and it was just – it was really fun.

Miss Briselli: Yeah, it was actually a lot of fun, because we got to go kind of back – we were back behind the stage during graduation, which was a neat opportunity for us, but what was cool is that we got to share it with everyone who was following our tweets, because obviously not everyone can be behind stage, but we were able to take a bunch of pictures and we were able to get some snippets from their speeches, so it made it more personal for people, you know, our hope is that maybe there were grandparents somewhere out there who couldn't come and were following it. They could feel a little bit more like they were there, especially with the live feed of graduation that was on the school website.

Miss Morgan: Yeah, and it was just a really interesting way to integrate technology from a point where we really didn't really understand what we were doing to when we just sort of made it up and it turned out to be something really interesting for a lot of people and a lot of the graduates and the families of graduates.

Miss Briselli: So that's kind of what we have.

Female Voice: [Not audible]

Miss Briselli: Oh yeah. This is what the Patriot ended up doing. Because we tagged everything with #HHSGrad12, I guess they had someone sitting back at their office kind of following what we were tweeting, so we used Instagram, which was totally new to me, and I learn something new about it every day, but they would just take these pictures

and put it on a story, but it wasn't like your traditional story, which you post or you print and it's done. It was kind of like a growing story, so as the day went on, the story got bigger, so this is like during practice and they chose a couple like key quotes. And then at the end, you know, they had the actual graduation.

Miss Morgan: And they did this with a lot of the different graduations around the area, and it was kind of interesting to see all the different schools, because they posted little snippets of them in the Patriot-News Express section, and it was interesting to see how like our school's graduation evolved and like other people's graduation evolved and it was very interesting to see, because it was something new to experience for both me and Caroline and a lot of the students as well.

Miss Briselli: Yeah. Other people got involved too. A couple of the tweets are from, I'm sure a lot of you remember Zach Cole. He got involved with the #HHSGrad12, some parents started seeing the HHSGrad12, so what was neat was that it wasn't just us. Other people picked up on it and added to the story, which was something neat in journalism and social networking, so that's kind of what we have.

Miss Morgan: We'll hand it over.

Miss Hall: And then as Mrs. Brown mentioned before, my name is Emily Hull and I'm a senior at Hershey High School

Miss Chung: And my name is Michelle Chung, also a senior at the Hershey High School and we are the online managing editors of the Broadcaster. And as Mrs. Brown also mentioned, the Broadcaster online is a fairly addition. It's only our second year, and what's great about the website is that it allows us to enhance the printed versions of the stories by making it more interactive for the readings, because we have links, photos, or videos that are kind of restricted in the printed version, because obviously there's like the space restrictions and the links or the videos are only for the online exclusive.

Miss Hall: Alright and as Michelle stated, since the Broadcaster online is a fairly new addition, this year our goals are to help it grow. We are looking at different aspects. We kind of got inspired actually by Olivia and Caroline's Twitter experience and we were looking into like how can we connect with the students more. How can we get the Broadcaster online out there to more people? Not only to students, but maybe parents or relatives that would like to have more information of what's going on at their kid's high school. So we are also looking to possibly using the Twitter again and we're also looking at, which is kind of exciting, uploading videos to the website of more like a day in the life of an HHS student. For example, a video that we're kind of in the middle of right now is, I don't know if some of you have heard of the Dual in the D Wing, which is the first time the Social Studies Department at Hershey High School is kind of putting together a mock electoral college and students are getting involved all over the school and everyone's actually really excited about it. So we thought it would be kind of neat to have a video and upload that onto the website, so not only the students could

understand what's happening, but parents as well could also come in and get involved and we're really excited about where it's going and we hope that you would all please look at it.

Miss Chung: Come visit.

Mrs. Brown: So you can see why my job's easy, because I have such wonderful students. One thing I wanted to mention is a goal of mine, especially with regard to collaborating with the Patriot was to find a way to extend that authentic learning experience to more of my students, not just the two who were fortunate enough to work directly with them. So they actually have invited us and I'm trying to follow up on making a visit to their headquarters with my students, but just last Friday I had the City Editor from the Patriot come into my classes and talk to my students about ethics, journalism ethics, because the seniors had just finished a unit on that. So that was neat. We were originally going to Skype and use technology, but then they were actually willing to come, so that was even better. So we are looking for ways to kind of broaden, as Mr. McFarland mentioned earlier, kind of take learning outside of the classroom walls, and I'm trying to bring, as I said, as much of that authentic learning to my students as I can.

Also just to follow up on something a little unrelated that Dr. Cronin mentioned: in our December issue, we will be having a center spread on texting on driving as a follow up to the assembly, so I wanted to just mention that for the record as well.

With regard to the Broadcaster website, Mr. Tredinnick, I know we want to work with you to try to get a link to it on the school's website so that it is easier for parents to get to it. We advertise – the link is on the top of all of our printed pages, the web address is there, but of course if you don't get a copy of the print edition, it's a little hard for you to see it, so that's something we would like to work with.

Mr. Tredinnick: Actually your wish is my command.

Mrs. Brown: Well thank you.

Mr. Tredinnick: If you look under our school on the High School page, you will find a link to the Broadcaster.

Mrs. Brown: Excellent. Okay.

Mr. Tredinnick: And I apologize for not having communicated that to you, because it's actually been in place since the beginning of the school year.

Mrs. Brown: Okay that's terrific thank you. That's good news for everybody then. I think that's all I have, so thank you again very much for your time. We appreciate it.

Mrs. Sheffey: Okay are there any questions or comments? Okay. Well thank you very much. This was very informative.

Mrs. Brown: Thank you.

2.08 Board Operating Guidelines

Mrs. Sheffey: This is really just for us to finalize. I know there are some outstanding issues, so there is no motion tonight. This is just for us as a Board to finalize these and I will have them on our next agenda for us to approve.

But, before we do that, there was a survey in PSBA's latest publication that specifically talked about Board Operations and there's some interesting points in here for us. One of the questions was – and actually they had good response – there were 272 out of 500 school districts responded, so it's actually informative. One of the questions was how many subcommittees – do you use subcommittees first off, 82% of school boards that responded do use subcommittees. How are the subcommittees established? And 71% of the cases they are appointed by the Board President. And then they talked about subcommittees that are utilized – 72% use budget finance, but athletics and student activities is one we're considering – 49% of the districts that responded actually have an athletics/activities committee.

So you can look through it, but there's a lot of interesting information and I think we're right on par with everybody. We're actually ahead of other school districts, so that was good information. Most of these, let me get to this on here, most of these operating guidelines, I think, I sent them all out three weeks ago, the comments in red or the typing in red are the comments that came out of the work session and then in blue are the comments I received from each of you.

And, I'm sorry this computer, there we go, so if we want to start with Duties of Board Officers, I think that we can – I think that one's good, but are there any last minute comments from anybody? Okay, then if not, I'm going to move on to Board Standing Committees, and I think that one was alright, I didn't get any comments on that one. So then I'm going to move on to Functions of Standing Committees. I think this is where we have to decide are we prepared – do we want to add athletics now? And if we do, what are the responsibilities of the athletic/activities committee.

Mr. Barrett: Didn't we talk about that one being in December?

Mrs. Sheffey: Do we want to –

Mr. Barrett: The next cycle? I think that's what we said, right?

Mrs. Sheffey: Okay, so who is going to come back to us in December with a recommendation?

Mr. Barrett: Shouldn't the HR Committee?

Mrs. Sheffey: Okay.

Mrs. Sheehan: Well, do we just want to take a quick poll to see whether or not we all think it's something that we want to move forward with?

Mrs. Sheffey: Yeah, I think we can do this quickly.

Mrs. Sheehan: I'd support an athletic committee. I'm fine with that.

Mr. Barrett: Oh yeah.

Dr. Cronin: We also talked about making it broader, like activities.

Mrs. Sheffey: Yeah, so an athletic/activities committee.

Mr. Barrett: Add the activities, right.

Dr. Cronin: Right. Absolutely.

Mrs. Sheffey: So we're going to move forward with that. Can we just – I think it's a quick discussion. What do we think the responsibilities of this committee should be? Just to share the recommendation would be that they would review and make recommendations regarding the operation, maintenance, and supervision of the programs sponsored by the Board and then they would also make a recommendation to the Board for the budget. Are there any other responsibilities we think should be added to that committee?

Dr. Cronin: I think that's a good start, but once the committee's in place, they can also decide their objectives.

Mr. Hancock: I know we've been kicking this around. I know Chris you talked about this a year ago having some sort of oversight. There was one thing in our discussions we talked about – is this the proper place to have the coordination of booster club activities?

Mrs. Sheffey: I know that the booster club activities comes up every year, so –

Mr. Hancock: I know we've talked about it a couple times, but I'm not sure where the proper purview should be and when we talked about this activities committee, I thought it would just be something that –

Mr. Barrett: I think that's where it was Bruce – within this, I'm pretty sure when I read that.

Mrs. Sheffey: Well I think there's a question of is that a Board responsibility.

Mr. Barrett: Oh, is it a Board responsibility?

Mrs. Sheffey: And do we as a Board want to start getting involved in the politics of booster clubs and –

Dr. Cronin: I think the Committee can decide that too.

Mrs. Sheffey: Correct. We have no oversight of booster clubs.

Dr. Donahue: We don't have any oversight, but we probably have some oversight as to what they use of ours, so we don't have any – it's a private organization, but we're allowing a private organization to use our logo for instance and all that sort of thing, so we do have, even though it's not our thing, we do have a little bit of control over it. I mean, so you could say, we're only going to allow our logo to be used by one – I'm not suggesting this – just as an illustrative point, we're only going to use our logo to be used for one umbrella booster club.

Mr. Hancock: I think there's been some issues over time on funds – what we allow them as a District to purchase, you know, and I think everyone as you said Chris, they're all independent organizations, but I know we've had conversations around do we need to coordinate some of the activities when it touches things in our budget and things –

Mrs. Sheffey: Then maybe that can be a responsibility for this committee to say, because I think there are some legal issues associated with that, so that could be one of the first assignments of the committee.

Mr. Barrett: But what's the responsibility of the committee? What's it charge could be decided by the – I think it kind of gets back to what Donna said, that they decide what the charge is and then bring it back to us with a recommendation.

Dr. Cronin: Right. The committee could look at what other schools do and look at the pros and cons of getting involved with the booster club, what the needs are, and if it's feasible, then let them recommend to us.

Mrs. Sheffey: So then I'm not going to put anything in these Operating Guidelines, but come January we'll create this committee and their first reasonability will be come back.

Mr. Morelli: I think the difference, and we can talk about this more, but the difference in the other committees is they have a task, like the Finance Committee has to do the budget, General Services Committee has their projects. You know, a lot of what we think this committee is going to be needed for and we need to be careful of, is sort of covered by policy and we don't want to tell the athletic program what to do, because that's not our job, it's the Administration's, so, but then again, the subject of the booster clubs and sort of not wanting to control them, however, they do raise a lot of money and

that may be problematic in the future if we get to the point where they start charging athletes and families to do some of our sports. On top of that these booster clubs want them to pay all the same money they are continuing to pay, so I'd suggest we don't decide this tonight. We think about it, review some of the other districts and what they're actually doing on these, but it should be overall activities, not just the sports.

Mr. Barrett: That's a good case in point just by what you said.

Mrs. Sheffey: So we won't forget January we're going to create this committee though. We're all committed to that.

Dr. Cronin: Right.

Mrs. Sheffey: Okay, so I'm not going to have it in this guideline. We do need to, Maryellen had sent me, sorry, Mrs. Sheehan had sent me something we need to add to our HR Committee function – the review and assigning of citizen advisors. Are there any other? Okay. Alright, so I will have this ready for us.

And then, let me see, I added official – I'll do that one last. Board Relations? Are there any changes or comments to that?

Mrs. Sheehan: Hold on, I've just got to pull it up. The Board Relations is –

Mrs. Sheffey: It's very short.

Mrs. Sheehan: Right. I had brought up a revision after this was initially drafted based on the second paragraph where it states, All other issues should be sent – when communicating with – Board member's request for information regarding District operations shall be done through the Superintendent via e-mail. I had reached out to Mrs. Sheffey, because I was aware that there was a Board – there was an issue sent on a constituent's behalf that an Administrator pulled in three specific Board members, so I thought that should be reciprocated, both Administrators and Board members, if Board members aren't supposed to contact Administrators, Administrators shouldn't contact Board members.

But then thinking about this, are we creating – you know – we're trying to improve communications and are we limiting ourselves to where it's basically just one outlet, which is Dr. Faidley or the Superintendent who all the communication for the entire District is coming and going, so I just thought that we should reconsider that.

Mrs. Sheffey: It would be helpful if we had Dr. Faidley here to comment on that. Maybe we hold off on this one. We'll approve the others and then we'll keep this one for further discussion, so we can get Dr. Faidley's input.

Mrs. Sheehan: Okay.

Mrs. Sheffey: Is everybody okay with that?

Mr. Barrett: Yes maam.

Mrs. Sheffey: Okay and then the last one – Official Board Minutes. This just based on our discussion two weeks ago and it sounds like Communications also discussed it, all I did was take our policy and list all of the things that our policy says will be included in the minutes. Currently our minutes go well beyond that, and so I think there's been a lot of discussion about costs associated with that, so what is it exactly that we want to be – and what is the purpose of the minutes? I think, you know, right now, if you go by PSBA's recommendation, if you go by our own policy, which I think comes from Roberts Rules, it looks pretty clear that it comes from Roberts Rules, all it does is report on the actions that were taken, but I think we all want to make sure the community knows what we've talked about and we want them to be able to use minutes to be informed on the issues we're discussing, so we need to do more and I don't know if transcribing the minutes is the right thing or if streaming the audio is the right thing, so we probably should be discussing how we want to share that information.

Mr. Morelli: I think let's see how the audio goes, I mean, if folks can generally get what they want out of the audio, it's obviously verbatim, so if you can hear it well, you're going to get everything, including tone and voice and all that. If we're not going to spend the money for the upgrade to Board Docs, because it cost more obviously, I wouldn't be in favor of that, but we could still do is required by the Sunshine Act. Steve takes all that down, it'd take him about 10 seconds to type that up or he's probably typing it in his computer as we go through it. I mean, that would still save us the money of producing these minutes that I don't think are necessary.

Mrs. Sheffey: Steve, I have a question. Before we started transcribing the minutes, how did – as Board Secretary – how did you do minutes?

Mr. Rineer: Well, actually as Board Secretary, my responsibilities weren't to take the actual minutes. They were to review the minutes that were typed by initially – actually it was a number of District employees over the years. It was Ms. Lehrian and then there were several other people who followed her, and it was making note of what the resolutions were and what the action was and not much more than that.

Mrs. Sheffey: Okay and so did they have a limited service contract or was it part of – I mean, because this is after the business –

Mr. Rineer: My recollection is it was limited service contract.

Mrs. Sheffey: Okay.

Mr. Barrett: You have a full audio record.

Mrs. Sheffey: So if we, so at this point is the will of the Board that we will stop transcribing minutes, do a full audio online and then we'll work with Dr. Faidley who can generate this minimal as required minutes.

Mr. Hancock: Madam President, just a question. As we started this conversation, was that not a recommendation out of the Communications Committee or did they make a recommendation?

Mrs. Sheffey: Well the Policy Committee recommendation was –

Mr. Hancock: Right. For this, but I was just curious did we have input from the Communications. I know we did, I can't recall exactly what it was.

Mr. Barrett: Yeah, I think. We did.

Mrs. Sheehan: Yeah, we'd be in favor of this.

Mr. Barrett: Yes, I mean especially if it's going to save \$5,000, absolutely.

Mrs. Sheffey: Alright.

Mr. Hancock: Thank you.

Mr. Barrett: Thanks Bruce. I appreciate that.

Mrs. Sheffey: Thank you everybody. Well that was quick.

2.09 Anticipated Agenda Items for the November 5, 2012 Public Board Meeting

The following items will be on the agenda for the November 5, 2012 Public Board Meeting:

1.	Standing Committee Report - Finance
2.	Presentation - K-12 Library (Allison Mackley, Penny Arnold, Sallyann Talley, Kathy Marschka)
3.	Approval of October 22, 2012 School Board Minutes
4.	Requests for the Use of Facilities
5.	Approval of Policies: 123.2 Sudden Cardiac Arrest; 249 Bullying/Cyberbullying; 802 School Organization; 803 School Calendar; 804 School Day; 807 Opening Exercises; 810.2 School Bus Video Monitoring; 811 Bonding
6.	Personnel
7.	Staff Development

UNFINISHED BUSINESS

3.01 Unfinished Business

None.

CONSENT AGENDA ITEMS

4.01 Approval of Consent Agenda Items

Adoption of items of routine nature and those that normally do not require public deliberations on the part of the Governing Board. A Board Member may pull items which will then be discussed and voted on separately.

4.02	Approval of October 8, 2012 School Board Minutes
4.03	Approval of Finance Report for September 2012
4.04	Budget Transfers
4.05	Requests for Payment - Construction Projects
4.06	Approval of Comprehensive Planning Committee
4.07	Approval of Compassion for Animals Club Student Activity Account
4.08	Approval of Christian Alliance Team (CAT) Student Activity Account
4.09	Approval to Administer Anonymous Survey to Students
4.10	Requests for the Use of School Facilities

Mrs. Sheffey: We are at the Consent Agenda. I know that we will be pulling out, which one, Item 4.06. Are there any other items that Board members would like to pull out for separate discussion?

Mrs. Sheehan: I'd like to pull out 4.03 please.

Mrs. Sheffey: Okay. Are there any others? Okay, then can I have a motion to approve the Consent Agenda items 4.02, 4.04, 4.05, 4.07 through 4.10?

Dr. Cronin: So moved.

Dr. Parrish: Second.

Mrs. Sheffey: Moved by Dr. Cronin, second by Dr. Parrish. Is there any discussion?

Mrs. Sheehan: Yes, please. Agenda Item 4.04 Budget Transfers, I didn't see and perhaps it was an oversight on my end, there had been discussion at previous Board meetings to ask for a budget transfer brief and I went back and referenced some

previous Board meetings and they were there, but I didn't see one. Was there one Steve – that I just –

Mr. Rineer: Yes, there was. I did see it. I don't know whether it got in here, but I did see it.

Mrs. Sheehan: Okay. I didn't see it, sorry.

Mrs. Sheffey: So if we can check Board Docs and get it up there.

Mr. Hancock: I thought there was a one pager.

Mrs. Sheffey: Okay. Thanks Steve.

Mrs. Sheehan: And then I just have a quick question regarding 4.10, the use of facilities request for HYFA to use the middle school cafeteria and auditorium. Are they being charged to use this? I see that they're charging admission or some type of fee to their attendees. I didn't know if we were charging that organization.

Mrs. Sheffey: Dr. Kepler, are you the best person to answer that?

Mr. Morelli: I think if there was a cost, it would be on the application.

Mrs. Sheehan: Yeah, it didn't say.

Dr. Cronin: But when you apply for a facility, you have to answer whether or not you're charging and I'm not sure –

Mrs. Sheehan: Well they are charging, I just didn't know if the District –

Dr. Cronin: Right, but I don't know what we'd do with that information. So if they are charging, what do we do different?

Mrs. Sheffey: Well I think if there not for profit and they're charging, they're putting it back in the program, it's okay.

Mr. Morelli: Yeah, they charge –

Mrs. Sheffey: The question of what is their status would determine if they would be charged a fee.

Dr. Kepler: That's correct. According – the HYFA being, by policy a District community based organization, they would not have a fee as per Policy 707.

Mrs. Sheehan: Okay, I just didn't know if –

Male Voice: [not audible]

Dr. Kepler: That is November 10.

Mrs. Sheehan: Saturday.

Dr. Cronin: They also charge for the –

Mr. Consalo: The only thing we would charge them for would be a custodian fee for them to there.

Mrs. Sheehan: Okay.

Mr. Consalo: There were not charged for the building, because they meet the 85% requirement that we have on that.

Mrs. Sheehan: Okay.

Mr. Consalo: And it's a non-profit organization.

Mrs. Sheehan: Thank you.

Mrs. Sheffey: Alright. Any other questions? Comments? Alright, Mr. Rineer, roll call:

Roll Call Vote:

Barrett – Yes

Gräb – Yes

Parrish – Yes

Cronin – Yes

Hancock – Yes

Sheehan – Yes

Donahue – Yes

Morelli – Yes

Sheffey - Yes

9 Yes

MOTION CARRIED

4.02 Approval of October 8, 2012 School Board Meeting Minutes

4.03 Approval of Finance Report for September 2012

1.	The Treasurer's Report for the month ending September 30, 2012 was summarized as follows:	
	• General Fund Revenues	\$22,500,662
	• General Fund Expenditures	7,277,044

	<ul style="list-style-type: none"> Balance of Cash Plus Investments (Includes \$6,809,200 Capital Reserve) 	35,941,395
2.	The listed schedule of investment transactions for the period beginning September 1, 2012 through September 30, 2012 had total interest earnings of \$6,211 comprised of the following:	
	<ul style="list-style-type: none"> General Fund 	0
	<ul style="list-style-type: none"> Money Market 	4,649
	<ul style="list-style-type: none"> Capital Reserve 	1,562
	<ul style="list-style-type: none"> PA Local Government Investment Trust 	0
	The average interest rate for September 2012 was .29%.	
3.	The September 2012 expenditures for the paid bills for all funds totaled \$1,696,166 excluding net payroll, retirement contributions, and debt service.	
4.	The October 2012 expenditures for the unpaid bills for all funds totaled \$1,036,979.	
5.	The estimated expenditures of the General Fund for the month of October 2012 were in the following amounts:	
	<ul style="list-style-type: none"> Operating Expenses 	\$1,000,000
	<ul style="list-style-type: none"> Utilities 	90,000
	<ul style="list-style-type: none"> Net Payroll (2 Pays) 	1,280,000
	<ul style="list-style-type: none"> Employer Provided Insurance 	406,200
	<ul style="list-style-type: none"> Payroll Deductions 	610,000
	<ul style="list-style-type: none"> Employer Payroll Taxes (FICA/RET) 	145,000
	<ul style="list-style-type: none"> Debt Service 	<u>0</u>
	Total Estimated Expenditures	\$3,531,200

Mrs. Sheffey: Okay now we're going to go to Item 4.03, Approval of the Finance Report for September 2012. May I have a motion to approve the report?

Dr. Donahue: So moved.

Mr. Gräb: Second.

Mrs. Sheffey: Okay, moved by Dr. Donahue, seconded by Mr. Gräb. Is there any discussion?

Mrs. Sheehan: I'm sorry Ellen, I was talking with Bernie about the budget transfer. Can you repeat where we are?

Mrs. Sheffey: We are Item 4.03, the Finance Report.

Mrs. Sheehan: Oh, okay. Sorry that was me. I just had a question as to why we're still paying Eastburn and Gray? There are some minimal charges, but I see that they were on both the unpaid and the paid bills.

Mr. Rineer: I'd have to go back and look at the specific bill. I'll have to get back to you on that Mrs. Sheehan. I do know, for example, that we just had a request for Eastburn if they could bill us for response to our auditor's request, which is normal. Anytime in the course of a year that we engage any legal firm that the auditors will contact that legal firm to find out if there's any unknown or unstated litigation that would affect their opinion. Besides that, I can't think of any large amount that I know of.

Mrs. Sheehan: The charges were minimal, I just didn't know that we were still being billed or –

Mr. Rineer: That was when they provide the service. If they provide the service say, let's say the end of the August –

Mrs. Sheehan: Yeah, then this is October. Okay, but that's fine if you want to look into it.

Mr. Rineer: I'd be delighted to find out.

Mrs. Sheehan: Okay thank you. Then the other question I had is I see that we have a few charges for Dehart, III, Esquire, and I wasn't sure, clearly this is an attorney what these charges are for?

Mr. Rineer: I think that's workmen's' comp. We have workmen's comp. We have several workmen's' comp insurance issues going on.

Mrs. Sheehan: Okay okay, because it wasn't listed as one of our attorneys in our legal services.

Mr. Rineer: What's the name of the firm again, please?

Mrs. Sheehan: Dehart III, like roman number III, Esquire, so I just – it wasn't an attorney that I was familiar with, so I wasn't sure what the charges were and I didn't see them outlined in our legal services. There were one, two, three, four, five, six, seven, eight, nine -

Mr. Rineer: That name is not familiar to me right offhand.

Mrs. Sheehan: Okay. I just thought I would inquire about that.

Mr. Rineer: Dehart? Okay.

Mrs. Sheehan: The Third, Esquire. And it's the same amount. It's like a reoccurring amount.

Mr. Rineer: What's the amount?

Mrs. Sheehan: 406.30?

Mr. Rineer: That does not ring any bells.

Mrs. Sheehan: Okay. That's all.

Mrs. Sheffey: Okay. Any other questions? Okay, Mr. Rineer, it's a roll call:

Roll Call Vote:

Barrett – Yes

Cronin – Yes

Donahue – Yes

Gräb – Yes

Hancock – Yes

Morelli – Yes

Parrish – Yes

Sheehan – Yes

Sheffey - Yes

9 Yes

MOTION CARRIED

4.04 Budget Transfers

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

The Administration recommended the Board authorize the October 2012 budget transfers.

4.05 Requests for Payment – Construction Projects

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

	ECC Earth Movement:	
1.	Hayes Large Architects Bill No. 1209-064	\$3,006.28
	Hershey Middle School Phase II:	
2.	SchraderGroup Architecture, LLC Invoice No. 01245	\$4,795.00

4.06 Approval of Comprehensive Planning Committee

The Administration recommended the approval of the following Citizens to the Comprehensive Planning Committee:

		Comprehensive Planning Committee List			October 2012
	Staff	School Board	Community & Business	Parents	Students
Professional	Joe McFarland	Bill Parrish	Jason Brown	Diana Briselli	
Development	Chris Baker	John Gräb	Jayanth Franklin	Kim D'Amico	
	Lori Dixon		Megan Hulse	John Horn	
	Gregg Longenecker		Joe Judge	Casie Kennedy	
	Allison Mackley		Rosemary Marino		
	Sarah O'Brien		Laura Woodburn		
	Jason Pedersen				
	Kim Pegher				
	Laurie Scherer				
	Mary Turner				
	Tara Valoczki				

	Stacy Winslow				
Safe & Supportive Schools	Lisa Sviben Miller Jackie Castleman Denise Ebersole Peter Ebert Bernie Kepler Mary Kepple David Yarian	Donna Cronin Hank Donahue Bruce Hancock	Andrea Abruzzo Sandy Ballard Betsy Bruaw Christine Drexler John Dunn Pete Gurt Pat Leonard Gregory Neuhauser Patrick O'Rourke	Anthony Joseph Bernardo Darlene Brandt Ann Marie Schupper	Caroline Briselli Garrett Richards
Special Education	Lynn Dell Richard Faidley David Lillenstein Joy MacKenzie Leann Snyder Laurie Wade	Chris Barrett Maryellen Sheehan	Julie Neal Denise Oggero Sheldan Parker Mike Waverka	Lori Cotter Kim D'Amico Angela Dye Donna Griffith Sharon Kirkwood-Miller	
Technology	Al Harding Lisa Butler Traci Landry Mark Painter Dale Reimann Aaron Shuman Daved Sweigert	Chris Morelli Ellen Sheffey	Garrett Gallia Diane Leonard Anne Newman Anne Reeves Glenn Rowe Brian Shiflett Philip Wood	Joseph Carl Betz Ingrid Regina Bakalorz Blubaugh Jennifer Buchanan	Spencer Beckfield Keely Fickau Mitchell Good Umer Quereshi Bailey Robertson Alex Sarris Jayce Stohler

Mrs. Sheffey: Okay, now item 4.06, Approval of the Comprehensive Planning Committee? Dr. Kepler.

Dr. Kepler: Thank you Madam President. The Administration recommends the approval of the following Citizens to the Comprehensive Planning Committee as listed. I will note, however, that there were inadvertently nine individuals who were on a list and through various transfers to get them into a spreadsheet for mail merge were missed, so they are being projected on the screen for you this evening and the approval that we're seeking would include those nine members and then additionally, the District will be posting an advertisement on our web for one week for any additional citizens or stakeholders who wish to participate in the Comprehensive Planning or Strategic Planning as it was formerly called and if there are any additional citizens interested, we will bring those names to the Board at the November 5 Board meeting.

Mrs. Sheffey: And you'll post this on the website tomorrow?

Dr. Kepler: That will be our goal.

Mrs. Sheffey: And you'll include the first date for – it's two days after they would be approved so get that on their calendar when they apply.

Dr. Kepler: That is correct. Okay.

Dr. Cronin: I have a question. I thought that –

Mrs. Sheffey: Oh wait, we haven't made the motion yet.

Dr. Cronin: Oh.

Mrs. Sheffey: It just dawned on me. Can you read the motion? Oh, you did. So now, may I have a motion to approve the –

Mr. Gräb: Move to approve.

Dr. Parrish: Second.

Mrs. Sheffey: Thank you. Is there any discussion? Now Dr. Cronin.

Dr. Cronin: Yes, thank you. I just want to thank Heidi Eby for bringing up this topic, because I think it's very critical that – I don't think – I think it's important that we open this up to the same process that we did for citizen advisors, but I think it'd be a step backward for us for us to approve this and then just have some add ons, because we really need to be transparent. We've done a lot of work in our Communications Committee, we've had the work session on Communications, and we've talked about transparency and I think we need to make it an application process, rather than a selection process because although I'm sure that the makeup of this group is fabulous,

there's a lot of overlap, there's a lot of duplication, and we really want to get as many community members involved in our overall process. The citizen advisors do a great job, our PTO members do a great job, our BAT members do a great job, but to have that same group on this list also for our Strategic Planning is really greatly limiting outside help, so I would rather table this altogether and do the application process as, you know, even if it's a quick turnaround, because people if they want to do it, they will apply and then we don't have the perception that we're handpicking the same people and that's a step backwards in what we've been trying to do. And if all these people apply and it ends up being them, great, that's fine, but at least the process is right, because I do not think this process is in our best interest. I'd like to see it wide open.

Mrs. Sheffey: Okay and you said to table – we wouldn't be able to table it, because we'd be tabling the specific list, so I think it would just be a no vote.

Dr. Cronin: Right.

Mrs. Sheffey: Would be the best way for you to handle that.

Dr. Cronin: So that we could then keep it open, so then we could re – we would then have the application process determine the committee makeup.

Mrs. Sheffey: Okay.

Mr. Hancock: So if I understand what you're suggesting is almost just starting over.

Dr. Cronin: Right. Absolutely. Open the process up, because we don't –

Mr. Hancock: For one week.

Dr. Cronin: Right. One week and let people know on the application that the kick off meeting is November 7. You'll be informed whenever the date is, take the citizen advisor application, turn it into this application, it's very similar, but then it doesn't look like we're handpicking certain people again for the same input and we're opening it up. I don't care if the same people end up applying and getting it, but we need to have the perception that it is opened up, and I think that's critical for us moving forward.

Mr. Hancock: So with the recommendation that Dr. Kepler made was to open it up, correct?

Dr. Cronin: But to keep these names and add on, which then we're getting a much bigger number and less room for applicants.

Mr. Hancock: We haven't capped the number of people, so I don't want to make more work than if we come out to a similar outcome. But don't misunderstand me, I fully endorse what Heidi had said. I think we're all in agreement of opening it up, but I'm not quite sure where we're headed with this.

Dr. Cronin: Well, I mean I'd to get more input from Heidi, because obviously you've been involved in the past and what – do we have a sense of if there's a lot of talk about this? Maybe no one knows and cares about it, then it'd be moot point, but I'd hate to not allow the process.

Mr. Hancock: I think we all agree that we need to open it up and do a mass communication, albeit that the timing isn't optimal, but we need to do this quickly and does that get us to the point where everybody has an equal opportunity and community members can sign up and be part of it?

Mrs. Sheehan: When Donna references the duplication, all the citizen advisors were invited to be a part of this committee, as were a lot of the PTO and BAT members. When this initially came up, which was several weeks ago, I want to say a month ago, I initially expressed concern from this process, so there was ample time at that point to change the process and the Administration or the leadership on the Board decided not to do that, so now we're, once again, in the crunch time, because time is of the essence and we only have a week. This could have been corrected when these concerns were initially brought up and if you'd like I can go back and check my e-mail to find out how long it's been, but I want to say at least four weeks ago, because I was anticipating this being on the agenda for the October 8 meeting and it never was.

Dr. Cronin: I would just like to see us correct it now and get rid of any handpicked people, even if we open it up for others, just the perception of being handpicked, I think, is backwards in what we want to do as a committee.

Mrs. Sheffey: Can Dr. Kepler explain to us the selection process?

Male Voice: That's what I was just going to ask, thank you.

Dr. Kepler: Thank you Madam President. I can explain it to the best of my knowledge. The Comprehensive Planning Committee starts with the four subsets that are required by the Pennsylvania Department of Education. Each of those four subsets carries with it some specific requirements. For example, two of those four need Board approval, two others do not. Our intent was to bring all four to you this evening. That is a cross section of Administrators who are spread out among the four subcategories, staff members who work in various areas and have been invited to participate, our nine Board members of course, looking at our citizen advisors, looking at key stakeholders in the community from the Township, Police Department, to a group of involved citizens that are very informed members of our community who attend our meetings frequently, to PTO representatives, BAT representatives, parents in general, our citizen advisors, if I failed to mention that one as well. So, it was an attempt to get a cross section of which there are 50 different parent or community representatives listed. That is the background on how we got here. It was reviewed probably by six, at least six different Administrators, cross referenced, the intent was to get a cross section of people. My recommendation is that we would proceed with this list and open it up to anyone else

interested. My fear in starting from scratch is we'll have a Comprehensive Planning Committee that does not meet some minimum requirements that we're required to maintain from the State and why we had to have a certain number of parents, a certain number of business and community representatives. I'm fearful that if it's a start from scratch open application we'll have a Comprehensive Planning Committee of 10 people.

Mrs. Sheffey: Dr. Parrish.

Dr. Parrish: Bernie, I think basically you can assume that the people who have been asked to serve on these various committees have an interest in doing so. So all you're doing by opening it up is opening it up to additional members. I think it's safe to say that the November 7th meeting will be fairly organizational: who's on the committee, who's there. I would suggest that you can even run the application process beyond that first meeting if you felt the need that a week's too short, but I agree. I think throwing this out and starting from scratch doesn't really gain us anything. I think that you're giving people who have an interest in serving an opportunity to apply and we're not shutting anybody out, so I think we need to vote on this either up or down and decide if we're going to move forward.

Mrs. Sheffey: Okay.

Dr. Cronin: I just want to state that I do think there is a downside and that is the perception that we're handpicking people. We've gone out of our way to say we want things to be transparent, we want to open up the process, and then to take some PTO officers and not others, some BAT representatives and not others, it just sends the wrong message and I think we've done the application process in other realms so it's very consistent and would be expected, and I'd rather do that then even have the slightest hint that this is the A list. We made this list. It just isn't right and I think we just have to do what's right, even if it means going back a step. You do what's right. That's just the way it is.

Mrs. Sheffey: Okay.

Dr. Cronin: It's perception.

Male Voice: Call the question please.

Mrs. Sheffey: Are there any other comments from Board members who haven't spoken and Mr. Tredinnick?

Mr. Tredinnick: Madam President if I can just add two items of information that might help this discussion as it relates to the application process. Included among this list and Dr. Kepler referenced it generally, but I want to reference it specifically, anyone who has applied to be a citizens advisor in the past, regardless of whether they were actually selected for a committee or not, was included on this list, as well as anyone who applied

for the open Board seat we had earlier this calendar year was invited to be on this committee.

In addition, we selected parents at random, knowing that sometimes people might not necessarily volunteer to be a part of a committee, but if they're specifically asked to do something that they would join, so we had eight families that we just selected at random. We went through the student rolls and essentially closed my eyes, pointed at a name, they were added to the list as well.

Mrs. Sheehan: Could we be missing the demographic of a constituent who doesn't have a student in the District?

Male Voice: Do we get that by opening it up now to maybe to Bill's point, maybe give it longer than a week.

Dr. Parrish: I think you get the word out and let them know they can apply and we would welcome –

Mrs. Sheffey: Thank you Dan, Mr. Tredinnick for mentioning, I did notice there were citizen advisors who applied – citizens who applied for citizen advisor who do not have students in the District and they were not selected, but they are on this list. I just checked some of those names, so I think we have gotten some, but now –

Dr. Cronin: I think we also just need to ask ourselves how would you feel if you wanted to be on a committee and you weren't allowed. Okay? That's all I'm saying.

Mrs. Sheffey: I think now it's time. Mr. Rineer, roll call vote:

Mrs. Sheehan: Can we just clarify how? Yeah, like make sure, so we're going to be voting on the list as it stands, opening up for what period of time?

Mrs. Sheffey: So Dr. Kepler, it was the list as amended up on the screen, opening up for any additional citizens to apply with the deadline – do we want it a week or two weeks? The motion is for one week. We can amend the motion to two weeks.

Dr. Cronin: And do you have a number of open spots that are allowed?

Dr. Parrish: It's not capped.

Dr. Donahue: Somebody has to make an amendment.

Mrs. Sheehan: I motion to make an amendment to extend it to two weeks.

Mrs. Sheffey: Two weeks. Excellent.

Mr. Barrett: I agree.

Mrs. Sheffey: So that's our motion.

Dr. Cronin: And how many open slots?

Mrs. Sheffey: So we are making an amendment to the motion. I need a roll call vote to amend the motion.

Dr. Cronin: But how many additional members?

Mrs. Sheffey: There's no cap.

Dr. Cronin: Okay. No cap.

Mr. Barrett: To amend that further to have no cap on each – if that satisfies everybody to get it where we need it to be.

Mr. Gräb: I think that's going to have a tendency to get this committee is going to be a bit overwhelming if you have no cap.

Dr. Cronin: That's why I asked the question.

Mr. Gräb: About 30 or 40 people in each one of these four areas, so it's cumbersome.

Mr. Barrett: I think that, I hate to say this, respectfully, I think that'd be a good problem to have. I don't think we're going to have it.

Mrs. Sheehan: I agree Chris.

Mr. Barrett: But I think to try and compromise with what everybody feels, maybe we could position it that way and hope we get that and figure out what to do with it. Does that make sense?

Mrs. Sheehan: Yes.

Mr. Barrett: Okay.

Mrs. Sheffey: Okay, so is everybody clear on the motion now?

Dr. Donahue: We're voting on the amendment.

Dr. Parrish: We're voting on the amendment. Right? Okay. Steve.

Mrs. Sheffey: Okay? Mr. Rineer, roll call.

Mr. Rineer: On the amendment.

Roll Call Vote:

Barrett – Yes
Cronin – No
Donahue – Yes

Gräb – Yes
Hancock – Yes
Morelli – Yes

Parrish – Yes
Sheehan – Yes
Sheffey - Yes

8 Yes, 1 No

MOTION CARRIED

Mrs. Sheffey: So now we are voting on the motion as amended.

Mr. Rineer: Correct.

Mrs. Sheffey: Mr. Rineer, roll call:

Roll Call Vote:

Barrett – Yes
Cronin – No
Donahue – Abstain

Gräb – No
Hancock – Yes
Morelli – Yes

Parrish – Yes
Sheehan – Yes
Sheffey - Yes

6 Yes, 2 No, 1 Abstention

MOTION CARRIED

4.07 Approval of Compassion for Animals Club Student Activity Account

The Administration recommended the Board of School Directors approve the formation of a Student Activity Account for the Compassion for Animals Club at Hershey High School.

4.08 Approval of Christian Alliance Team (CAT) Student Activity Account

The Administration recommended the Board of School Directors approve the formation of a Student Activity Account for the Christian Alliance Team (CAT) at Hershey High School.

4.09 Approval to Administer Anonymous Survey to Students

The Administration recommended the Board authorize high school sophomore, Grace Hwang, be permitted to administer her anonymous survey to students in Hershey High School's biology and chemistry courses as per Board Policy 235.

4.10 Requests for the Use of School Facilities

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

<i>Group:</i>	Hershey Youth Football Association
<i>Date/Time:</i>	November 10, 2012 3:00 p.m. - 9:00 p.m.
<i>Requested Facility:</i>	Middle School Cafeteria, Auditorium
<i>Event:</i>	End of Year Banquet
<i>Fee:</i>	As per Lease Agreement
<i>Group:</i>	Hershey Symphony Festival Strings
<i>Date/Time:</i>	January 24, 2013 4:00 p.m. - 6:30 p.m.
<i>Requested Facility:</i>	Middle School Auditorium, Cafeteria
<i>Event:</i>	String Orchestra Rehearsal
<i>Fee:</i>	Waiver Requested
<i>Group:</i>	Hershey Track Club
<i>Date/Time:</i>	April and May 2013 Monday and Thursday 5:30 - 7:00 p.m. Saturday 8:00 a.m. - 9:30 a.m.
<i>Date/Time:</i>	June and July 2013 Monday and Thursday 5:00 p.m. - 7:00 p.m. Saturday 9:00 a.m. - 10:30 a.m.

<i>Requested Facility:</i>	Memorial Field Track, High School Track
<i>Event:</i>	Practices
<i>Fee:</i>	As per Lease Agreement
<i>Group:</i>	Kicks 4 Kids
<i>Date/Time:</i>	June 14, 2013 10:00 a.m. - 7:00 p.m.
	June 15, 2013 7:00 a.m. - 7:00 p.m.
	June 16, 2013 7:00 a.m. - 7:00 p.m.
<i>Requested Facility:</i>	Cinder Track Field, 2 Middle School Fields
<i>Event:</i>	2013 Hershey Invitational Kicks 4 Kids Charity Soccer Tournament
<i>Fee:</i>	None

NEW BUSINESS

5.01 Authorization to Proceed with Issuance of Series A of 2012 Bonds

The Board of School Directors of the Derry Township School District (the “School District”) authorized the Administration to work with RBC Capital Markets and Rhoads & Sinon, LLP to prepare necessary documents for the issuance of Derry Township School District, General Obligation Bonds, Series A of 2012. The proceeds of the new issue will be used to fund the Middle School HVAC project.

Mr. Gräb moved the Board approve the authorization and was seconded by Dr. Parrish.

Roll Call Vote:

Barrett – Yes

Cronin – No

Donahue – Yes

Gräb – Yes

Hancock – Yes

Morelli – Yes

Parrish – Yes

Sheehan – Yes

Sheffey - Yes

9 Yes

MOTION CARRIED

5.02 Personnel – Resignations

Dr. Kepler: Prior to providing you with the recommendation, I would just like to acknowledge Pat Payonk for her numerous years of service. The Athletic Hall of Fame Banquet and induction on Friday was an emotional time for many to say thank you to Pat for the work she did for us, particularly in the Athletic Department so we wish her well on her future endeavors.

And with that said, the Administration recommended the approval of the following resignations:

Classified:
Payonk, Patricia Athletic Secretary Middle/High School Reason: Personal Effective: 11/09/2012
Limited Service Contracts:
Eshenour, Kellie Assistant Track and Field Coach Middle School Reason: Personal Effective: 10/10/2012 (retroactive)
Payonk, Patricia Ticket Manager Middle/High School Reason: Personal Effective: 11/09/2012

Dr. Cronin moved the Board approve the resignations and was seconded by Dr. Donahue.

Mrs. Sheffey: Is there any discussion?

Mr. Barrett: Madam President?

Mrs. Sheffey: Yes, Mr. Barrett.

Mr. Barrett: Madam President, if I could make just a comment. I heard that there was somebody in the audience who will not be with us in a few days.

Mrs. Sheffey: Can you make those comments –

Mr. Barrett: I'm sorry?

Mrs. Sheffey: We're going to do something in a minute.

Mr. Barrett: Oh, forget it.

Mrs. Sheffey: I promised there wouldn't be anything on the agenda, but we'll get to it.

Mr. Barrett: Okay. I just wanted to make sure it didn't go unnoticed.

Mrs. Sheffey: Don't leave the room.

Mr. Hancock: Madam President, just quickly I want to echo Dr. Kepler's comments around Pat Payonk. As I mentioned at the luncheon on Friday, she's just been the backbone of a lot of different organizations, tirelessly worked for our kids, taking tickets, being at every event, and I think it's a regrettable loss for our District.

Mrs. Sheffey: Thank you. Is there any other discussion?

Roll Call Vote:

Barrett – Yes

Cronin – No

Donahue – Yes

Gräb – Yes

Hancock – Yes

Morelli – Yes

Parrish – Yes

Sheehan – Yes

Sheffey - Yes

9 Yes

MOTION CARRIED

Mrs. Sheffey: It's not on the agenda, but I just need to take a moment to recognize one of our Administrators who is here for his last meeting and I know, Ed come on up, I know that I said I wouldn't do this, but I can't let this opportunity pass.

Ed over the years you have ensured that our students have a safe, secure, clean, healthy environment in which to learn. You have gone out of your way to save this District hundreds of thousands of dollars through your energy saving initiatives and by somehow, miraculously making our roofs and our heaters and our chillers and our boilers and all those things I don't know the technical terms for, making them last well beyond their life expectancy. You have managed several capital projects and most of them have come in on time and under budget.

Mr. Barrett: To coin a phrase.

Mrs. Sheffey: You have done the impossible. Just last year you moved an entire building in just over a week. We have always known that no matter what came at us, no matter what our seniors dished at us, whether it be slip and slides in the hallway or lab

mice in the hallways, we've known that you've been on top of it. No matter what mother nature threw at us, we knew you were on top of it.

So, I have a very small token of our appreciation. Just something for you to look at every other Monday and think of all the fun you're missing, because we will be missing you. Thank you Ed. So Mr. Barrett, did you want to say anything?

Mr. Barrett: Yeah, that I almost blew it, yeah. I just wanted to say that ever since, well John was here too, I wasn't the only, but I think John and I were here when Ed came in as a Director of Buildings and Grounds. I think that was probably one of the best decision that I know I made as a School Director, and I think you very eloquently referenced all the things and the reasons why. We've lost a lot of great people, a lot of people have come and gone in this District. We have a lot of great people who are here. Some of them really kind of leave their marks, you know, and I think Ed's one of the guys that leaves a big mark, because look at the all the buildings that are around us now and they'll live on because of you, so thanks.

Mrs. Sheffey: Thank you. Anybody else? You're not going to say anything Ed?

Mr. Consalo: No.

Mrs. Sheffey: Okay.

Mr. Consalo: I just want to thank everybody for supporting [not audible].

Mrs. Sheffey: Thank you.

5.03 Personnel – General

1.	The Administration recommended the approval of the following appointments:
	Act 93:
	<p>McKonly, Michael Interim Athletic Director District-wide Salary: \$50.00 per hour Effective: 11/12/2012 (pending receipt of Act 34, 151, and 114 clearances)</p>
	Classified:
	<p>Arnold, Judy * Substitute Library Aide District-wide Salary: \$11.30 per hour Effective: 10/23/2012</p>
	<p>Blauch, Desiree Substitute Recess/Cafeteria Aide Elementary School Salary: \$10.40 per hour Effective: 10/23/2012 (pending receipt of Act 151 clearance)</p>
	<p>Diem, Wendy * Substitute Library Aide Elementary School Salary: \$11.30 per hour Effective: 10/23/2012</p>
	<p>Finn, Kimberly (replacing Kelly Solovey) Recess/Cafeteria Aide Elementary School Level A: 3.0 hours per day Salary: \$11.93 per hour Effective: 10/23/2012 (pending receipt of Act 34, 151, and 114 clearances)</p>
	<p>Gingrich, Kimberly (replacing Stephen Bachmann) Bus Driver District-wide Level A: 5.25 hours per day Salary: \$15.45 per hour Effective: 10/15/2012 (retroactive)</p>
	Hoover, Linda

<p>Substitute Recess/Cafeteria Aide Elementary School Salary: \$10.40 per hour Effective: 10/23/2012</p>								
<p>Kelly, Suzy * (replacing Jamie Eckert) Recess/Cafeteria Aide Elementary School Level A: 3.0 hours per day Salary: \$11.93 per hour Effective: 10/23/2012</p>								
<p>Lengle, Tina Substitute Secretary Elementary School Salary: \$15.02 per hour Effective: 10/23/2012</p> <p>Substitute Recess/Cafeteria Aide Elementary School Salary: \$10.40 per hour Effective: 10/23/2012</p>								
<p>Stein, Nancy * (replacing Susan Akright) Special Education Aide Intermediate Elementary School Level B: 6.5 hours per day Salary: \$14.35 per hour Effective: 10/22/2012</p>								
<p>Transfer of Classified Staff:</p>								
<table border="0"> <tr> <td>Ecker, Jamie *</td> <td></td> </tr> <tr> <td>From:</td> <td>Cafeteria Aide Elementary School</td> </tr> <tr> <td>To:</td> <td>Recess Aide Elementary School</td> </tr> <tr> <td>Effective:</td> <td>10/23/2012</td> </tr> </table>	Ecker, Jamie *		From:	Cafeteria Aide Elementary School	To:	Recess Aide Elementary School	Effective:	10/23/2012
Ecker, Jamie *								
From:	Cafeteria Aide Elementary School							
To:	Recess Aide Elementary School							
Effective:	10/23/2012							
<p>Limited Service Contracts:</p>								
<p>Freeland, Stephen Head Junior High Girls' Basketball Coach Middle School Level II, Group B, Step 22 Salary: \$4,465</p>								

	Effective: 11/13/2012
	Ruhl, Douglas * (replacing Ryan Bown) Head Baseball Coach High School Level I, Group C, Step 9 Salary: \$3,969 Effective: 03/04/2013
2.	The Administration recommended the approval of the following addition to the 2012-2013 Substitute Teacher List:
	Mellot, Carol * M.S. in Library and Information Science from the University of Pittsburgh
3.	The Administration recommended the approval of the following additions to the 2012-2013 Guest Teacher List:
	Madeira, Angela Neessen, James Snyder, Kathyann Williams, Michael
*	This individual is currently an employee and/or volunteer. Clearances are on file.

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

Roll Call Vote:

Barrett – Yes

Cronin – No

Donahue – Yes

Gräb – Yes

Hancock – Yes

Morelli – Yes

Parrish – Yes

Sheehan – Yes

Sheffey - Yes

9 Yes

MOTION CARRIED

DELEGATES REPORTS

6.01 Dauphin County Technical School Report

Mr. Gräb: Thank you Madam President, I will cover this this evening. The Tech School did meet last Wednesday. During our work session, we had a report from our student representatives, Barry Kercher, the Instructor for the Automotive Technology gave us a

career and technical shop presentation. The Business Manager, Maria Zaharick gave us a summary of the June 30, 2012 financials, some of which we had alluded to prior to this. Dr. Lacey gave us a performance report for the 2011-2012 PSSAs and NOCTI results and Dr. Lacey also presented to us his administrative goals for the upcoming 2012-2013 year.

In our joint operating committee meeting, the approval of the September 12, 2012 minutes, the approval of the financial report as of September 30, 2012, the approval of September bills for payment, the approval of the auditor finance reports for June, July, August of 2012, the approval of the consent agenda and the approval of the supplemental agenda will rely on the results of a mail ballot because we did not have a quorum present.

Mrs. Sheffey: Okay. Thank you. Are there any questions for Mr. Gräb?

6.02 Harrisburg Area Community College Report

Dr. Cronin: I do. Similar to us, the Committee is working on a subcommittee basis and the subcommittee of the delegate body is meeting this evening and they are discussing a proposal by HAAC that will look at the District's contribution rates with a goal to phase it out to zero, as well as HAAC's operating budget and the tuition and capital investment rates over the next five years. The full meeting of the delegate body will – the entire committee will meeting, once the subcommittee is confident in the consensus of that report and we're hoping that will be by the end of November, so the full committee won't actually be meeting until December to vote on what the subcommittee decides.

Mrs. Sheffey: Excellent. Are there any questions for Dr. Cronin? Okay thank you.

6.03 Dauphin County Tax Collection Committee

Mrs. Sheffey: And Mr. Rineer, this is has been added to the agenda. Do you have a Dauphin County Tax Collection Committee report?

Mr. Rineer: You need to say that five times fast.

Mrs. Sheffey: Did I get that right?

Mr. Rineer: I do. The meeting was held at 6:30 on October 17 in the grand metropolis of Dauphin, Pennsylvania and among the administrative matters discussed was the finance committee, the subcommittee, the proposed budget for the fiscal year, and December 31, 2013. They discussed the audited financial statements for the year 2011 as audited by the firm of Sinlosky Axlerod regarding banking matters. The committee received a presentation from Huntington Bank with an account analysis that the

discussion of the charges that were assessed. The finance subcommittee met and reviewed the bank statement activity.

Keystone Collections, which the county-wide collection for Dauphin County gave a status of the fourth quarter reports, priorities for 2013. They discussed internal control audit by Boyer & Ritter and noted that the audit report for internal control should be issues, it's probably issued by this time. And there was a discussion by the audit subcommittee on internal controls.

That concluded the meeting.

Mrs. Sheffey: Alright thank you. Does anybody have any questions for Mr. Rineer? Excellent thank you.

SPECIAL REPORTS

7.01 Board Members' Report

Mrs. Sheffey: Are there any Board member reports?

Mr. Hancock: Madam President, just two quick comments. First, I just want to echo Mr. Richards' comments from earlier. I had the opportunity to be at the high school assembly the texting presentation by AT&T and two things, one I want to publicly thank Chief Pat O'Rourke, I think it was mentioned, for being there and supporting the program. Second, if you have not watched the video, take 5 minutes and watch the video and I guarantee you'll join everybody in taking a pledge and you'll be putting your cell phone in the back of your car.

Second, I know we had a preview at the last meeting, but I want to publicly again thank the HEA for their efforts on the teachers' play, Aladdin Jr., October 12 and 13. I also had a chance to witness that and it's a great thing that the staff does to engage the kids. They had a great time. I enjoyed it – didn't know some of our teachers had some of the talents that they witnesses, but it's a great thing. I understand it was very successful in the raising of funds for a scholarship for our kids. I want to thank the HEA.

Mrs. Sheffey: Okay thank you. Are there any other reports?

7.02 Superintendent's Report

Dr. Kepler: I have no report.

7.03 Board President's Report

Mrs. Sheffey: I have no report.

RECOGNITION OF CITIZENS (Non-Agenda Items)

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

Mrs. Sheffey: This is now an opportunity for residents and taxpayers to address the Board on matters related to agenda items or matters of District governance, not on the formal agenda. Those who speak are asked to come to the microphone, state your name and address for the record. In an effort to keep the meeting on schedule and out of respect for others who wish to speak, please keep comments to no more than three minutes. This portion of the agenda is attended primarily for those who wish to provide input. Inquiries may be directed to the Board and they will be answered to the extent possible. Speakers with questions needing follow up outside of the Board meeting are asked to fill out the contact card, which can be found at the podium. Completed cards may be turned into members of the Administration to facilitate a reply.

Are there any citizens who would like to speak at this time? Please come forward and state your name and address.

Brian Shiflett: I want to get back to the Board Operating Procedure Guidelines. First of all, I want to thank you for all the efforts, especially Mrs. Sheffey for putting this together. I think it's really well done and I hope you'll start following these shortly. I also hope that sometime maybe next September you do a follow up and just say, did these work? Did they solve whatever issues you were trying to deal with at the time you put these together. I think a little reflection would be helpful.

One area that, as I read through these, I thought they all read well, but one area I thought, maybe it's just a little bit incomplete is the role and responsibility of the Board Standing Committee Chairperson. If I go to the Board Standing Committees, Page 2, there were several things in there that sort of references what the Board Chairperson does, but I think if you kind of put your hat on as a novice committee chair, maybe you haven't done this job as a Board member, is this complete enough? And I think it falls a little bit short, so maybe I could ask somebody like Bruce or Maryellen to take a look at this from their perspective not being Board chair here yet. Is this sufficient or do you want more guidance? A couple areas for example, you talk about making recommendations to the full Board by a majority vote or a consensus of the committee members present, but in another place you say, well, only certain people have voting. So as a committee chair, who do I ask for recommendations? Is that everybody? Did I get it right? What does the full Board want to hear from? Do they want to hear from just the School Board members? Do they want to hear from everybody?

Also, you send your Board member requests to the Chairperson. It doesn't say what the Chairperson's supposed to do with them, you know, do I respond? How do I respond? Do I wait till the next Board meeting, Board reports? So just try to put your hat on as a prospective committee chair and just reread this and maybe there's a little bit more you can do, but otherwise, I think it's really well done so thank you.

I also want to thank you for the texting and driving presentation. I've been rear ended twice by young texters here in Derry Township twice in the last two years, so, anything you can do to help prevent that going forward, I appreciate that very much, so thanks.

Mrs. Sheffey: Excellent. Thank you Mr. Shiflett. And if everybody's okay, if you want to shoot me some comments and if I don't hear from you, I'll try and clean this up. Okay? Thank you.

Heidi Eby: I have a quick question on the Township's Comprehensive Plan. Is there anyone from the School District involved in those talks and implementing the future plans, because that is going to have a big impact on the School District if they approve the rezoning and the cluster housing that they're talking about, etc. You know, I'm sitting there thinking, oh gosh, I wonder if the School District knows about this? So I just wanted to know if there was somebody involved in those talks.

Mrs. Sheffey: Well, we have two Board members, I believe it's Mr. Morelli? No? Oh Mrs. Sheehan and who is it? And Mr. Gräb.

Ms. Eby: Okay.

Mrs. Sheffey: So, sorry Mrs. Sheehan.

Ms. Eby: Good. I just, like I said, some of the plans that they're going to implement will have a direct impact on the School District.

I also, going back to the, I keep calling it the Strategic Plan, the Comprehensive Plan, I just wondered why the change in the procedure for the picking the community and citizens, because I know that there was an application process done the last two times, because I was involved, so I just wondered if there was something that the State had said, or if this was just a decision and why was that decision made.

Mrs. Sheffey: Dr. Kepler, are you okay with that?

Dr. Kepler: Sure, I'd be happy to answer that in that probably as I look Dr. Faidley, myself, were not here for previous Strategic Plans, so (a) not knowing what that protocol was and just trying to get a cross section of individuals from various committees that have been participants.

Ms. Eby: In my opinion, I just think you may be missing people who, you know, they may not be involved in PTO, they may not be involved in something else, but this is a

crucial document. It's a crucial committee to be on as far as the future of the District, so I'm glad that you did decide and say that it can be open for another week or two. That's great.

The other thing is I wanted to, I wasn't here the last Board meeting, but I wanted to commend you on the work session two Board meetings ago, I guess it was, about the Board working together. I saw some real positive things, and I just wanted to commend you. I thought that that was a really positive thing for me as a citizen to see and you guys really working together and discussing issues and doing it very productively, and I just wanted to commend you for that. Thank you.

Mrs. Sheffey: Thank you. And Mrs. Eby, if you can get the word out for us for the not this – the old Strategic Plan – the new Comprehensive Plan. Thank you. Any other comments?

Mr. Consalo: Real quick just to let you know, we have now completed the tennis courts. I think they turned out nice. We invite all of you to swing by and take a look at the tennis courts. The girls actually started using it last week and they were all thrilled about it, so all the work we've been doing for the last couple years to get that completed is now done.

Mrs. Sheffey: Thank you.

Male Voice: Mrs. Sheffey, if I can just draw attention on the main page of the website is that video.

Mrs. Sheffey: Oh excellent.

Male Voice: And you can watch the whole documentary.

Mrs. Sheffey: Great thank you.

Kathy Gunkle: I never plan on coming up here, but I always seem to have a question or remark. I had a question about the Comprehensive, because it's something new to me, I've missed a few – I started coming to the meetings and then I missed a few, and the application process. Do you have to go through a regular qualification procedure in order to be on one of those committees if I applied?

Mrs. Sheehan: Can I just comment on that? I don't think there was an application for those who were appointed, so I think if there's a citizen who expressed interest, they should be appointed.

Mrs. Sheffey: Well, I think the amended motion that there would be no cap.

Mrs. Sheehan: Right, but then I think you're asking like if there are specific qualifications we're looking for?

Ms. Gunkle: Yeah.

Mrs. Sheehan: So I

Mrs. Sheffey: I think what we need is there will be an application and it's more for us to determine the appropriate place for you, so whatever background of expertise you bring could help determine what committee you would best contribute.

Mrs. Sheehan: Ellen, I have to question that, because why would I be appointed to the special education committee?

Mrs. Sheffey: I didn't do the –

Mrs. Sheehan: Right. I don't know the logic behind that to be honest with you.

Mrs. Sheffey: I – Dr. Faidley is not here –

Mrs. Sheehan: I have no expertise in special education whatsoever, and I was appointed to that committee, so I think if the individuals who are being appointed, if they didn't have to fill out an application, I think if an individual expressed interest, they should be appointed.

Mrs. Sheffey: Well certainly. I'm not saying they wouldn't be. I think it was where would you want to appoint them and having some information on their background would help know where, and I'm sure we can add to the application express what committee you would like to serve on.

Ms. Gunkle: And also being a lay, I'll call myself a lay community member, I really didn't have any idea what was going on with this and I do attend the meetings and perhaps people that do sign in to attend the meetings may have been contacted to ask if they'd like to be involved.

Female Voice: That's a great point too.

Ms. Gunkle: I'd also like to talk about the Bring Your Own Device to School. Everyone's so excited about it, but I would hope that we don't forget about basic handwriting skills. My son got his drivers' license the other day and the technician said to him, you sure you want to see that signature all the time on your driver's license, because you really couldn't even tell what his name is, because all they do is do their drafts for their papers and type on a computer. I'd like to not forget about basic handwriting. We all had to hand write all of our life and now this is new and starting from the young ones. Everybody has to know how to write.

Mrs. Sheffey: Okay.

Female Voice: Another good point. Thanks.

Mrs. Sheffey: Put that on your list. Okay do we have any other comments? Excellent.

9.01 Adjournment

Mrs. Sheffey: The next public School Board meeting will be held Monday, November 5, 2012 starting at 7:00 p.m. in the District Office.

Dr. Donahue moved to adjourn, with a second by Mr. Morelli and, approved by unanimous voice vote by all members.

The meeting was adjourned at 9:38 p.m.

Respectfully submitted,

Stephen E. Rineer
Secretary to the Board
Approved at the November 5, 2012 meeting

Mrs. Ellen Sheffey
President of the Board

LDM