

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

April 10, 2012

OPENING ITEMS

1.01 Call to Order

A meeting of the Board of School Directors, Derry Township School District was held on Tuesday, April 10, 2012, in the High School LGI room. Mrs. Ellen Sheffey, Board President, called the meeting to order at 7:12 p.m.

1.02 Roll Call

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

Superintendent: Dr. Richard Faidley

Secretary: Mr. Stephen Rineer

Solicitor: Mr. Brian Jackson

Student Representative: Mr. Zachary Cole
Mr. Stephen Haverstick

Press:

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

Representatives of the Staff and Community: Julie Isaacson, Diane Brockman, Frances DiClemente, Jonas Sheehan, Ron Hamilton, Judy

Haverstick, Sarah Haverstick, Dave Haverstick, Andrea Abruzzo, Vivian Gayol, Uzma Ahmad, Shelly Tice, Anne Newman, Peggy Bravacos, Jackie LaCoe, Diane Cerminara, Carol Clavh, Julie Moore, Tara Valoczki, Jay Franklin, Julie Tafuto, Bill Tafuto, John Lutes, Anne Reeves, Josephine Allen, Lauren Grabb, Wendy O'Shea, Patricia McCorkle, Christine Drexler, Diane Leonard, Julie A. Neal, Judy Woodring, Bill Woodring, Brian Shiflett, Nancy C. Miller, Michelle Hamilton, Kristen Ober, Shane Marino, D.S., Heather Spochart, Mark A. Spochart, Jocelyn C. Paige, Megan G. Hulse, Sarah Snavely, Nate Wilson, Grant Geyer, Connie Wilson, Gail Geyer, Jeff Snavely, Samantha Cockroft, Marilou Cockroft, Mike Jackson, Judy Guo, Joel Hammer, Carol Dundorf, Kellie Stover, Brian Matthews, Paul E. Slinger, Priscilla Stoner, Janice E. Mark, Gale Tice, Ann Gardiner, Tracy Sullivan, Stan Sullivan, Kathleen G., Paul Thompson, Kathleen W. Koppenhaver, Chris Morazin, Sara Dieffenbach, Peg Donahue, Heidi Eby, John BN Dunn, Dina Angello, Kathy Cerullo Frick, Mike Leonard

1.03 Flag Salute

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

APPROVAL OF MINUTES

2.01 Approval of March 26, 2012 School Board Meeting Minutes

A motion was made by Dr. Donahue and seconded by Mr. Barrett to approve the minutes of the March 26, 2012 School Board Meeting Minutes.

Mr. Hancock: Madam President, just a question on the minutes. I'm sorry. I noticed in there that there was a commentary about sign in sheets missing, and I was curious. At the Finance meeting today, there were no sign in sheets. Should, as a matter of protocol, should we have sign in sheets for all committee meetings and/or Board events?

Mrs. Sheffey: Yes, they should be at the table when you come in. We'll correct that in the future.

Mr. Hancock: Thank you.

Mrs. Sheffey: Thank you.

All Board members present signified by a Yes vote.

MOTION CARRIED

INFORMATION AND PROPOSALS

3.01 Announcement of Executive Session

Mrs. Sheffey: I would like to announce that the Board met in Executive Session prior to this meeting to discuss matters that must be conducted in private to protect lawful privilege or confidentiality.

3.02 Announcement of Working Session

Mrs. Sheffey: This is the first public Board meeting of the month, therefore, there are some items for which the Board will take action tonight, but most items will be voted upon at our April 23, 2012 meeting.

When this meeting adjourns this evening, the Board will reconvene in a public work session. Tonight, the Board will discuss the 2012-2013 budget during the less formal work session. If you're able to stay, please join us.

3.03 Recognition of Citizens (Agenda Items)

None.

3.04 Student Representatives' Report

Mr. Haverstick: Thank you Madam President, as the fourth marking period begins and advance placement exam testing is almost upon us in the high school, students will demonstrate the knowledge and skills they've learned throughout the year in attempt to gain college credit with the high score on these exams. Zach and I both know of many students who are juggling 4, 5, even 6 AP courses, so this can be a hectic and stressful time for some students, but for seniors this is also basically our last hurdle as we look forward to graduation in June. I know many of our classmates have already decided on where they're going so it's also a very exciting time for us.

Mr. Cole: And additionally, this season, in addition to prom and graduation marks what I consider to be a very important time – PSSA testing. That will be for grades 3 through 8 and Grade 11 as well. We'll continue with PSSA testing later this month. Now previously the first PSSA session that took place earlier in March was conducted on a 2 hour delay for students who are not taking the PSSAs here at the high school level. Stephen and I talked to some students just regarding that change this year and students seem to really value the fact that they have those 2 hours here to take the test without having distractions of a normal school day and the students who weren't taking the test, of course, have

those two extra hours that they can use to their utmost ability. That concludes our report. Thank you very much.

Mrs. Sheffey: Thank you. Okay, I'm going to skip the next agenda item so that we can get our students before us.

3.06 Presentation - 21st Century Learning Environment - Seventh Grade Science

Mrs. Sheffey: We have a presentation on 21st Century Learning Environment – our 7th grade science, Dr. Shuman.

Dr. Shuman: Good evening everyone. I'd just like to take a minute to say thank you for this opportunity, ladies and gentlemen of the Board, to come before you tonight and just really I'll be here to introduce our teachers and students who are going to talk to you a little bit about 21st century learning environment at Hershey Middle School, specifically a project related to kingdoms of life and how they used voice thread in the classroom to accomplish the learning goals of the lesson.

So, I will be brief, but I want to talk a little bit tonight just about a 21st century learning environment and what that looks like, When you say that and you walk into a classroom, what are the look for's that we're looking for in our middle school classrooms. The fact that it all starts with a solid instructional foundation is really no different than education has ever been. You know, you take a solid learning goal and good instructional strategies and use the technology to really enhance that and to extend that learning beyond the classroom, even beyond the school day, so some of what you'll see tonight will be an illustration of that.

When I talk about 21st century learning environment, we talk about things like higher order thinking, engaged learning, authentic connections for our students and then the use of technology. I think the project that the science teachers are going to tell you a little bit tonight about and what the students are going to show you that they were able to create will really hit on all of those things this evening.

It's important to stress that when we speak about a 21st century learning environment, oftentimes the first thing that jumps to mind is – oh, that's all about technology, but I want to make it clear tonight that that's just one piece and the technology enabled us to do some things with learning about kingdoms of life in 7th grade science that we couldn't have done otherwise, but it really is just one piece. It starts with clearly defined learning goals, specific assessment criteria tied to those learning goals and instructional tasks that tie back to those learning goals as well, so it really starts with clearly defining what you want the kids to know and be able to do and I think our teachers did an excellent job with that and then were able to weave in the technology to accomplish that goal.

The learning goals for this task specifically were that students will be able to explain how organisms are classified into groups called kingdoms and students will be able to identify each of the kingdoms and define characteristics of the organisms in each. This can be done in a lot of different ways, but how they decided to do it really is what we're talking about when we talk about the art of teaching. It's a lesson that we probably have all gone through during our own educational career. I like to think that if my teachers used some of the same tools to engage me when I was in the classroom, I might have remembered that there were five kingdoms of life, which I learned again as we went through the preparation for this presentation tonight.

The 7th grade science department developed a short project to accomplish those learning goals and created a true 21st century learning environment. They selected the technology to a voice thread as a way to engage the students in creating an authentic product and extending the collaboration beyond the school day.

I'm going to turn things over now to one of our 7th grade science teachers, Mr. John Zitko who is going to talk about the learning activities, the use of technology and why they chose this approach to engage the students in the learning. I think specifically John's going to talk a little bit about the research component, so Mr. Zitko?

Mr. Zitko: Good evening. Thank you for the time that you're giving up to let us show you what some of our students are doing in the classroom, it's really outstanding work on their part. They've worked very hard on what you're about to see.

In our professional learning community in 7th grade science, we were looking for an opportunity to integrate some technology into our instruction. The kingdoms of life unit, admittedly, can be a little dry. We thought it was an ideal candidate for bringing some technology into play, and it lends itself well to having the students accomplish a couple of goals beyond what the curriculum says they need to learn. We integrated some research into the project and it lends itself well to a presentation format, so the technology that we chose from the list of District resources allowed them to present the information in such a way that they could show that they truly understood the material.

Three pieces of technology that we chose: we used the library databases, which allowed the students to do research in probably a little bit different way than they're used to. I would say the normal way research is done at home is on Wikipedia or Ask.com or Google. This is a true database where it's text-based and the students have to find a source, go and find important information, even cite their resources. So, it's a little bit closer to what they'll see as they progress through high school and into college.

The second piece of technology that we chose to use was a Google Doc. It's a Google document that was set up with the help of Penny Arnold, our middle school librarian. It allows the kids; it's really a graphic organizer for their research, so it allows the students to gather information from their research. They can go online, work on the same document at the same time, so it's a real time activity and they're putting what they're finding into this Google Doc. It organizes it for them. They can see what everybody else in their group is putting into the Google document and they can offer comment, feedback, and make sure that they're all on the same page.

The third piece of technology that we employed was voice thread, which is a presentation application on the web. It allows the kids to either upload Power Point slides or images and then they can voice over. They can even add video; they can tell it straight, they can do a variety of things to explain what they're showing to whoever's watching the presentation. We piloted this project last year, and we honestly had some reservations and we looked very closely in our PLC whether this was a legitimate way to use technology, not just to use technology, but to make sure the students were learning. To be honest, the project took a little longer than we thought, but when we reflected together, we decided there's a lot of skills beyond the curriculum that the students are going to get out of this project. We feel very confident that that's what we accomplished.

What you'll see tonight is each of the teachers involved will present a piece of the technology – just explain it briefly, so we don't use too much of the student's time and then the students themselves will be able to show you what they were working on and what they were able to accomplish in the classroom. T

The first piece is very simple so I'll be brief and that's our research database. On the left side, you'll see science if you guys could click on 'science.' Mrs. Arnold in the middle school library was kind enough (if you could scroll down) just to set up a separate page – Kingdoms of Life. It's actually a very simple system to use. It's a great resource. It took a while for the kids to learn to use keywords correctly and to get in there and dig for the information, but this is where they got their information. Once they had this information in hand, they moved on to the next piece of technology and the teacher that will explain that to you is Mrs. Kellie Stover.

Mrs. Stover: Hello everyone, I'll try to be brief. Nate brought up one example of a Google Doc that we used and as John said, we use this to collaborate so they could cooperate and each do their own individual piece while still seeing what everybody else in the group was doing.

So the reason why I picked this particular example here is because this group chose to color code their names and then color code the parts of the graphic

organizer so they were sure they knew where to place their information, they could see who and what still needed to be done.

The second thing that you can see along the right hand side there is the comment feature that Google Docs allows to happen. Within the classroom or from home, because it's web based or even one of these students was on vacation for two of the days that we did the project, he was able to input his information and ask questions and provide feedback even though he wasn't even in school, so that was a really neat factor where we could add in these comments, ask questions, and provide feedback for each other, so you can see comment streams that are there.

But what I wanted to share with you is what you can't see on this document. Once they worked on this, it was interesting in our classroom I don't always have one to one, so everyone can't always have their hands on a computer, but for this we were able to pull the resources and get that done, was everybody's working independently all on their pieces and they can get in there and comment to each other, but there still wasn't this interaction that you sometimes see. So, I put in some comments and then I took a break after they were supposed to be done with their research and moving on to the voice thread piece where they move their research over into their final project. I said, time out, 20 minutes you're not allowed to add anything new to your part. You need to look at the overall Google Doc presentation and look at pieces that are missing or comments that were made and you need to help where you can help. Where are you strong? If you're good at pictures and importing pictures, then you go help somebody who seems to be missing a picture. If you know how to do the web base, like citations and things like that, then go do that. And what I got to see in 20 minutes was a group who now positively were working at what they knew they were strong with across the board. One guy getting pictures for everybody who didn't seem to have them and helping import them and make them fit properly – that was the amazing thing that I saw through me having the ability to use this tool. You can't see it up there, because they just fixed it for the final presentation.

Alright, now Mrs. Dunderf is going to tell you about the final part – the voice thread.

Mrs. Dunderf: Again, thank you for inviting us in. This was an exciting project for us. The voice thread was our medium to demonstrate the student's knowledge, but it was also a tool so that students could actually communicate their ideas with others.

So the final piece that they did was that they shared it with our 7th grade science group as you can see up here. This group allowed every single 7th grade science student to be able to view all of the voice threads across all three teams. By doing that they were able to compare and gain a deeper understanding, so it was

through this that we expected students to actually look at other student's voice threads and when they did this, they were also supposed to give feedback. We hoped, and it was our intent, that by doing that they would actually, hopefully, begin to develop an ability to give constructive feedback – to be able to use that feedback to improve their work and finally to gain a deeper understanding of their own content. We found that it seemed to work very well.

So, with that, I'd like to introduce the students. They're going to start presenting their voice threads.

Student: Hi my name is Jason Guo and this is my partner Sameka and Luke back at the computer.

Student: Jonathan was also involved in the project. He couldn't make it today.

Student: Over there was our entire voice thread project and this right here is the voice thread science project and this slide shows us our essential question: Why did scientists classify organisms into five kingdoms?

Because of this, we were able to use voice thread so we could share our information along with the rest of our 7th grade peers. We were also able to share our thoughts with others. The feedback from our peers allowed us to critique our work and allow us to have a stronger understanding.

Student: We think scientists classify organisms into the five kingdoms because there are so many of them and if we didn't categorize them we wouldn't be able to know what they belong to. Also when scientists are studying different life forms, it would be easier to have them in categories, because people will already have background information based on the kingdom they are placed to.

Presentation of Voice Thread

Student: I'm Sameka and, as you can see, this is the question how scientists classify organisms into the five kingdoms of life. This is a very essential question along with why they classify, because in order to actually know why they classify you have to know how they classify it. The use of technology, voice thread, Google Docs, and the databases really helped us in figuring out this question. It was a key tool and it made it a lot easier, because this task actually looked a lot harder at first, but after we had all these resources with us, it became a lot easier.

Presentation of Voice Thread

Student. Hi, I'm Sarah Haverstick. I was a part of the group with Nate Wilson, Jillian Paige, Samantha Cockroft, and Sarah Snavely. For me, this project was a more fun and interesting way to learn the content. We had to go through the

process of researching the information and then using that information to create a slide. After we uploaded our individual slides into the voice thread project, we each had the opportunity to explain what we had learned in a way that other students could understand. This is an example of a slide done by one of the members in my group.

Student: Hi I'm Jillian, so this is a slide about the fungi kingdom by Nate Wilson. By having the group and only working on one kingdom, you can focus and learn more about that kingdom. Also because we can share and see others more. We can learn about the other kingdoms too.

Presentation of Voice Thread

Student: Hi, I'm Sarah. This is our fungus example. By having these examples and sharing our presentation with other 7th grade science classes, please can see our example and they can have a wide range of examples from our presentation to any of the other presentations.

Presentation of Voice Thread

Student: Hello. My name is R. Ahmad and we will be representing Mrs. Dundorf's science class today. This is my group. I will be showing you our voice thread on the five kingdoms of life. Here's a quick preview of it. This is one slide made by our fellow partner.

Presentation of Voice Thread

Student: This is a constructive comment by one of my classmates. He had typed it in and it helped me get my grade up.

Student: In this slide you can see the three examples: voice, video, and text.

Presentation of Voice Thread

Student: These comments allow us to interact and learn with our peers when they are not with us.

Student: As you can see, without this we would not be interacting with our peers as much, because if we didn't have this we would be taking notes, which me, I do not like that much, which is not constructive and interacting with other people. That's why I like to do the voice thread better.

Male Voice: As we wrap up, just a few acknowledgements – very important. We'd like to thank the School Board, because we wouldn't have this technology and these resources without you, the Administration – Joe McFarland you have been very supportive. We've learned a lot of what we're able to implement in the

classroom through our inservices and the sorts of topics that have been placed as priorities and what we're being trained on in each of the buildings. Tech support – this absolutely could not have happened without Al Harding, Tracy Landry, and Mark Painter. They came in and taught us the technology. They came and taught some of our kids the technology. They were there every step of the way. And then our building faculty – Penny Arnold was great in helping us get this project started and we begged, borrowed, and stole computers from our faculty mates to make this happen and they were very obliging, as well as sharing some of their own expertise, and I'm very sorry I didn't thank the students themselves for all their hard work.

Now, we'll bring the students forward and if you'd like to ask any questions, you can fire away.

Mrs. Sheffey: Do any Board members have questions? Fire away.

Mr. Hancock: Madam President, I have a couple. Maybe first two for the teachers and thank you Dr. Shuman for bringing this forward. This is the better part of our meetings where we really get to feel what's going on, so it brings a lot of energy and I appreciate it. But, first to the teachers, I would ask, what was the biggest change you had to make in getting to this kind of environment, what obstacles did you have to overcome personally in your teaching style and probably secondarily what do we have to do to facilitate more of this?

Teacher: I would say my biggest challenge, I've been teaching for 16, 17 years is kind of letting the reigns loose a little bit. These guys know a lot more about technology than I do. So, keeping up with them was great, but letting loose and letting them use their enthusiasm and their knowledge of technology to do what they can do was kind of refreshing. It was nice. I think to do more of this we need to what we're doing in the middle school right now which is we're learning about these sorts of things in the inservices, we're trying to implement them [not audible] being supported in doing that, so that's all the pieces of the puzzle right there.

Teacher: I started teaching about 20 years ago and I remember there was a computer lab in college, but [not audible]. It is very rewarding to be feeling uncomfortable, but have the kids totally comfortable when it's okay that I don't understand. They can bring in and share with each other as well as me, so I learned along the way. [not audible], but also with Tracy and Mark, when passwords don't work or glitches come up, I mean, I had their cell phone numbers. We were on the phone with them and then the kids were on the phone with them trying to see how they could get it to work. That you cannot replace having that availability for them to be there for us when the things don't work so that there's not a whole lot of down time in the classroom. So that helped me feel like that, okay, I can do this, because if something doesn't work out and I don't understand how they fix it, I've got people who feel more comfortable with

that, so that was very very helpful for me in moving forward with a project like this. [Not audible].

Teacher: The only thing I would have to say is that probably one of the biggest challenges with a project like this is that you can set up a timeline, but it's definitely not going to be the timeline you set. [Not audible]. This did take a few days longer than we anticipated.

Mr. Hancock: Thank you. Thanks for all you do.

Dr. Cronin: I have a question for the students. I was at the Taste of Hershey a couple of Sundays ago and there was a lot of tech presentations and there were 1st and 2nd graders showing me how they use their iPads. You're now 7th graders. Were there any components of this project that were new aspects of technology and how much of this was just a culmination of what you've learned over the years? Someone step forward or I'm going to start calling names. You know who you are.

Student: When we had made our presentations, sometimes when you uploaded them they got a little screwed up, so I had to find out how to save them right so that when I uploaded them they were the same.

Student: Another thing you could do with it, is you could bring in like an iPhone or an iPad or an iPod and use the mobile app to comment and edit your voice threads too which was really useful.

Dr. Cronin: And you all knew how to do that already?

Student: Mmm hmmm.

Dr. Cronin: Can you guys teach some classes to some of us? Thank you.

Mrs. Sheffey: Okay, any other Board member comments? I just wanted to say Mr. Zitko in your opening comments, you thanked us for giving up our time to listen to you, I want to thank you, students, and all you teachers for giving up your time to present to us, because this is what we're all about. As Mr. Hancock said, it is definitely the better part of our meetings, so thank you.

3.05 Standing Committee Reports

Mrs. Sheffey: I'm going to go back to Committee Reports, today the Finance Standing Committee met, Mr. Gräb, do you have a report?

Mr. Gräb: Yes, I do, Madam President and thank you very much for permitting me to follow the students. We on the Finance Committee and we on the School

Board at times need to make tough decisions which affect you as the taxpayers. Fortunately, you've seen this evening some of the results of your expenditures in our District and I thank you very much for that. Now going into my Financial Report.

First thing we did was we approved the minutes of the prior meeting to which there were no additions, corrections, or deletions. I think the term following that is we had a plethora of resolutions which we had to take a look at and resolve.

The first one was a resolution supporting reform of the charter and cyber charter school funding formula by the Board of Directors of the Derry Township School District. We have decided to pass this resolution on to the entire Board for its approval.

The second was a resolution supporting prevailing wage reform by the Board of Directors of the Derry Township School District and, again, after a discussion, we decided to pass this one along to the entire Board for their approval.

The third resolution dealt with urgent pension reform by the Board of Directors of the Derry Township School District. This involved additional direction to the Administration to add some numbers and to add some more specificity to this particular resolution and bring it back at another Finance Committee meeting for us to review it before we pass it along to the entire Board.

Resolution Number 4, supporting increased state funding for K to 12 public education by the Board of Directors of the Derry Township School District. Again, the members sitting on the Finance Committee, both the Board members and the citizen advisors thought it might be more beneficial if we provided numbers along with this rather than just a plea for additional money, but to be specific, I think one of the things pointed out in the resolution was basic funding has not been increased for some of these things since 2008-2009 and there has been an increase in the cost of living in the CPI index. We passed that one back to the Administration to come back to another Finance Committee meeting.

We took in a resolution supporting House Bill 855 by the Board of Directors of the Derry Township School District. This is related to the laying off of professional staff for economic reasons. According to the existing School Code, personnel may not be furloughed due to economic reasons, so we would like the state legislature to take a look at that.

We had some budget projections by Dr. Faidley and Mr. Rineer detailing to us what could possibly happen in the years to come and I think we might see a review of that again in the work session?

Dr. Faidley: That is correct.

Mr. Gräb: Thank you Dr. Faidley. We also gave the opportunity for citizens to supply survey results, which again will be shared this evening. We took a look at some cost containment updates by Dr. Faidley and, depending upon how things are done going forward, things could be very difficult and serious for this particular School District in the years to come as it affects your child's education.

Mr. Rineer presented a budget timeline. We have to adhere to this by the Pennsylvania Department of Education. We must have our budget adopted and finalized and to PDE by June 30 whether the General Assembly and the Governor does that or not is another question.

We did an outstanding job in presenting all these things, because when we opened it up to public comment, there wasn't any, and that concludes my report.

Mrs. Sheffey: Thank you Mr. Gräb. The Curriculum Standing Committee met on April 2.

Dr. Donahue: I can do that.

Mrs. Sheffey: Oh, I was going to ask, Dr. Donahue, you can give the report? Mr. McFarland is not here.

Dr. Donahue: We met for the first time and as far as informational, we got an update on the Hershey Online Academy. My recollection from the meeting, and I believe, what other Board members were there I can't remember, Mr. Gräb, I believe we've enrolled more individuals than we thought we would, so we brought a lot of people that were, kids that were using off campus, learning online, we've brought them into the HOLA program which is significant, because now we keep the – for lack of a better word – tuition that the states associates with those students. Also the HOLA provides online learning Japanese and Chinese now at our – on campus in school.

We got a foreign language curriculum update, high school English curriculum update. We went over the middle school math and foreign language course progression and placement criteria. I don't have those criteria with me, but we received them and so this is the criteria that with tests and teachers' recommendations that would enable a student to, for instance, go one class ahead in math. Interestingly, we discussed the ultimate, you know, students that go ahead in math, ultimately end up taking pre calculus and even calculus – oh good, Joe's here – so correct me if I'm wrong, end up taking calculus and pre calculus – pre calculus and even calculus and interestingly some national organizations of college and secondary school math teachers actually have done some research and found out kids taking calculus in high school often don't do, on average, don't do as well as kids taking the – in calculus in college – as kids that didn't take calculus, does that make sense? In other words, if you take calculus in high school, not on an individual basis, but on an overall average, you

may not do quite as well as calculus in college, largely because the calculus in college is difficult because of algebra and trigonometry and that's what you should be focusing on. Was that anywhere near correct?

Mr. McFarland: Yes. What it's saying is that the push should not be the rush to calculus. The push should be to learn math deeply and if the student doesn't get to calculus by the end of the high school, that's fine, as long as they're learning the math foundations and the math skills, they will be better prepared to take calculus and advance math in college than if they have a rush to calculus by the end of high school.

Dr. Donahue: That's exactly what I meant. Also importantly this recommendation from this group is online apparently somewhere on our website.

Mr. McFarland: Yes when the minutes are placed up before the next meeting, that statement from the National Council of Teachers and Math will be there.

Dr. Donahue: So it's important for parents to look this over as they're considering whether this is right for their children or not.

We also discussed a high school pre algebra course proposal and approved it on a first read. This is a high school pre algebra course for students that were in special education . . .

Mr. McFarland: Students that are coming out of 8th grade learning support.

Dr. Donahue: I meant learning support.

Mr. McFarland: That are, and their IEPs are able to take the algebra and do not need a foundations course, so this course will be there for those students.

Dr. Donahue: And that was it. The next meeting is May 2 at 4:00 p.m. in the middle school LGI and I should mention that, as with all committee meetings, the Curriculum Committee is open to the public so you can come and listen to what's going on. It's often, from my perspective, it's one of the most exciting meetings, because we really talk about how the curriculum and really what the fundamental aspects of the School District are discussed, so you're welcome to come. Thank you.

Dr. Cronin: Just a quick comment. I didn't look at that data, I believe that that's the data they found, but I think it's also important as a School District to realize that it's not just what that committee has found, but realizing that until colleges get on board, if kids don't take calculus in high school, colleges will look down upon that when it comes time to admissions, so there are a number of things to weigh when it comes to looking at math curriculum. Just a comment.

Mrs. Sheffey: Any other Board member comments?

Mr. Hancock: I have a question. On the online learning academy, I know that was an initiative to bring that in house a year ago, what was the financial implication?

Dr. Donahue: It's been positive, but Bernie I think . .

Mr. Hancock: I was just curious if you had a dollar number and when do we realize that?

Dr. Kepler: Mr. Hancock, the costs associated with a student attending a charter or cyber charter school outside the District ranges from \$10,000 annually to upwards of \$12,000 to \$15,000 for a student with special needs. When a student comes back to our online academy, they come back at a cost of \$4,800 a student. We do have a \$24,000 a year fee for licensing, so we need to realize four students to basically break even. Not all of the 18 students registered – 15 students registered this year came back from a cyber or a cyber charter, but were prevented from leaving. They chose to stay on Board with the advantage of a Hershey High School diploma and having a cost of \$4,800 versus the \$10,000 to \$15,000, so several, you know \$5,000 plus per student.

Mr. McFarland: And I would say too that some of those students have IEPs or special ed students and the cost for those students is even greater if they leave our District.

Mr. Hancock: So I guess the point I was making was the financial payout played out just as advertised a year ago.

Mr. McFarland: Yes.

Dr. Donahue: Better maybe.

Mr. Rineer: One other thing I would like to mention is that from the [not audible] point of view, we have budgeted about \$550,000 for 2012-2013 for cyber school tuition, so it's a big number.

Mrs. Sheffey: Any other questions or comments?

Mr. Morelli: Just a quick comment about the program. I'm glad it's doing well. I was against it when we voted last year and I can see now I was wrong, so good for you guys.

Dr. Kepler: Madam President, if I may just add one additional comment? Just for, I think our Board is well aware of this because we've discussed this over time – lengthy, but for our community how that payment works or that \$550,000 of

budgeted money is school districts across the Commonwealth basically choose not to pay those bills and the state just withholds our state subsidy in an equal amount. So money that we would have gotten as a School District is withheld and sent directly to the cyber charters to run their organizations. Thank you.

Dr. Faidley: Madam President if I might add one additional piece of information. We are, and I'm not sure if it was mentioned, we are expanding this opportunity to our middle school students for next school year, so not only will it be available for our high school, but also our middle school. Our hope is that we will capture those students that may have exited our School District going into high school and we will keep them, because they will have exposure in the middle school.

Mrs. Sheffey: Thank you. Any other comments or questions?

UNFINISHED BUSINESS

4.01 Unfinished Business

None.

NEW BUSINESS

5.01 Anticipated Agenda Items for the April 23, 2012 Public Meeting

The following items will be on the agenda for the April 23, 2011 Public Board Meeting:

1.	Presentations: <ul style="list-style-type: none"> • 21st Century Learning Environment - High School BYOD • Safe Schools - Lisa Miller
2.	Standing Committee Reports
3.	Approval of April 10, 2012 School Board Minutes
4.	Approval of March 2012 Finance Report
5.	Budget Transfers
6.	Requests for Payment
7.	Bid Approval Tennis Court/Cinder Track Repair
8.	Approval of Athletic Training Three-year Coverage Agreement
9.	Request for Field Trip/Excursions: <ul style="list-style-type: none"> • HS Girls' Basketball Team Camp • PA Jr. Academy of Science
10.	Requests for the Use of Facilities

11.	Personnel
12.	Announcement of Staff Development Conference
13.	Students of the Month

Mrs. Sheehan: Ellen, excuse me, I have a question. The bid approval for the tennis courts and cinder track repairs on there for the next agenda, and I was wondering if anyone, perhaps Chris this should be directed to you, got back to Mike Leonard regarding the proposal he presented to us at the last Board meeting.

Mr. Morelli: I did not. I received a note from him and contact information for the gentleman that deals with the artificial tennis courts, but I have not spoken back to Mike since I got that note.

Mrs. Sheehan: Thank you.

Mrs. Sheffey: There's a General Services Committee meeting on that night as well?

Mr. Morelli: Correct there is.

Mrs. Sheffey: Okay.

5.02 Approval of Policies: 001; 002; 003; 004; 235; 251

The Administration recommended the approval of the following Policies of the Derry Township School District Policy Manual:

- 001 - Name and Classification
- 002 - Authority and Powers
- 003 - Functions/Goals
- 004 - Membership
- 235 - Student Rights/Surveys
- 251 - Homeless Students

The Policies were on display in the following locations: Hershey Public Library, Derry Township Tax Office, Derry Township Municipal Office, Hershey High School Library, and the District Office.

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

Dr. Cronin: I just have a comment, Ellen. Just as a reminder for folks who might not have been here. The first four policies we're really just reviewing them because they hadn't been reviewed in a while, so there were no really major

changes and those policies really come out of PSBA Board Policy examples. The homeless students was a new mandate to make sure that we had a policy to address homeless students, so that's just a little bit of background on those policies.

Mrs. Sheffey: Okay, thank you.

Roll Call Vote:

Barrett – Yes

Cronin – Yes

Donahue – Yes

Gräb – Yes

Hagan – Yes

Hancock – Yes

Morelli – Yes

Sheehan – Yes

Sheffey - Yes

9 Yes

MOTION CARRIED

5.03 Approval of Online Sale of Bus #50

The Administration recommended the sale of bus #50, 1998 Bluebird 20-passenger school bus to 422 Online Auction for the amount of \$500.00.

Dr. Faidley: I may also add that this bus was scheduled to be phased out of our fleet in July and due to an exploded engine and making it non-operational, that's why the cost of \$500.

Mrs. Sheffey: Okay, hope no students were on board from the engine exploding.

Mr. Gräb moved the Board approve the Sale of Bus #50 and was seconded by Dr. Cronin.

Roll Call Vote:

Barrett – Yes

Cronin – Yes

Donahue – Yes

Gräb – Yes

Hagan – Yes

Hancock – Yes

Morelli – Yes

Sheehan – Yes

Sheffey - Yes

9 Yes

MOTION CARRIED

5.04 Approval of CAIU Managed Network Services

The Administration recommended approving the Capital Area Intermediate Unit (CAIU) Managed Network Services from July 1, 2012 through June 30, 2015.

The CAIU will provide services as listed:

- Infrastructure Support
- Server Infrastructure Support (VMware and Hosted Servers)
- Server Maintenance
- Helpdesk Support
- Consultation Services
- Service Level Agreement

The cost associated with the services is \$40,000 per year.

Dr. Faidley: The Board approved this as part of the technology reorganization as a cost saving measure.

Mr. Barrett moved the Board approve the CAIU Three Year Proposal and was seconded by Dr. Donahue.

Roll Call Vote:

Barrett – Yes

Cronin – Yes

Donahue – Yes

Gräb – Yes

Hagan – Yes

Hancock – Yes

Morelli – Yes

Sheehan – Yes

Sheffey - Yes

9 Yes

MOTION CARRIED

5.05 Request for the Use of School Facilities

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

<i>Group:</i>	Township of Derry Parks & Recreation Department
<i>Date/Time:</i>	August 27, 2012 to June 6, 2013
<i>Requested Facility:</i>	Primary Cafeteria, Gym, Kitchen
<i>Event:</i>	Kids Club Before and After School Program
<i>Fee:</i>	None

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

Roll Call Vote:

Barrett – Yes

Cronin – Yes

Donahue – Yes

Gräb – Yes

Hagan – Yes

Hancock – Yes

Morelli – Yes

Sheehan – Yes

Sheffey - Yes

9 Yes

MOTION CARRIED

5.06 Personnel - Resignation

Classified:
Kain, Patricia Cafeteria Aide Elementary School Reason: Personal Effective: 04/04/2012 (retroactive)

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

Roll Call Vote:

Barrett – Yes

Gräb – Yes

Morelli – Yes

Cronin – Yes

Hagan – Yes

Sheehan – Yes

Donahue – Yes

Hancock – Yes

Sheffey - Yes

9 Yes

MOTION CARRIED

5.07 Personnel - General

1.	The Administration recommended the approval of the following appointments:
	Act 93:
	Winslow, Stacy Principal Middle School Salary: \$98,500 Effective: 07/01/2012 (pending receipt of Act 34, 151, and 114 clearances)
2.	The Administration recommended the approval of the following personnel for 2012 Summer Employment:
	Technical Support:
	Breckfield, Spencer *

	<p>Summer Technical Support District-wide Up to 10 hours per day or up to 40 hours per week Salary: \$8.50 per hour Effective: 06/11/2012 through 08/24/2012</p>
	<p>Mackley, Jared * Summer Intern District-wide Up to 10 hours per day or up to 40 hours per week Salary: \$10.50 per hour Effective: 05/07/2012 through 08/24/2012</p>
	<p>McNeal, Benjamin * Summer Technical Support District-wide Up to 10 hours per day or up to 40 hours per week Salary: \$10.50 per hour Effective: 04/11/2012 through 08/31/2012</p>
3.	<p>The Administration recommended the approval of the following individuals as medical volunteers for the Derry Township Environmental Education Retreat:</p>
	<p>May 21-25, 2012 - Camp Kenbrook</p>
	<p>Anna Biser, RN Lisa Lewis, RN Diane Morelli, RN John Shea, RN Pamela Warlow, RN Karen Wilson, RN</p>
4.	<p>The Administration recommended the approval of the following addition to the 2011-2012 Substitute Teacher List:</p>
	<p>Marino, Shane B.S. in Social Studies and B.A. in History from Boston University</p>
*	<p>This individual is currently an employee and/or volunteer. Clearances are on file.</p>

Dr. Faidley: Madam President, it's my pleasure this evening to introduce to you the recommended candidate for the new middle school principal at Hershey Middle School, Dr. Stacy Winslow. She is here with us this evening, could she please stand?

Mrs. Sheffey: Welcome.

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

Roll Call Vote:

Barrett – Yes

Cronin – Yes

Donahue – Yes

Gräb – Yes

Hagan – Yes

Hancock – Yes

Morelli – Yes

Sheehan – Yes

Sheffey - Yes

9 Yes

MOTION CARRIED

Mrs. Sheffey: Okay, now welcome Dr. Winslow.

SPECIAL REPORTS

6.01 School Community Information Report

Mr. Tredinnick: Those of you who were driving by campus this past weekend may have noticed a substantial change and that is the walls have started to come crumbling down at the ECC. That is by design. As you know, the September rains caused earth movement underneath the building and we spent considerable time in the interim stabilizing the building and studying what remediation needed to be done to secure that building for the future long term. We're now at the point where the Board having approved the contracts for that earlier this spring, work has now begun, so members of the community as you go past the ECC you will see a portion of that building has been removed. Over the next several months, you'll see it begin to rise again, but did want to note that for the public that that work was now coming and, in fact, it looks worse now than it did back in September, but that's a necessary step in the right direction so that we can, again, have our kindergarten and 1st grade students back in the ECC come the start of the 2012-2013 school year.

Mrs. Sheffey: Thank you.

6.02 Board Members' Report

Mrs. Sheehan: First of all, thank you. I have never seen the attendance so high tonight. I received a lot of phone calls, as I am sure the Administration did regarding the article in The Sun newspaper and I wanted to elaborate a little bit more. When I announced my candidacy for School Board Director last January, I stated that if I'm elected, I will advocate for greater oversight to ensure that the

policies and directives of the School Board are effectively implemented by the Administration. The School Board is elected to represent the citizens of the Township and in that way the Administration works for the citizens. I intend to bring a higher level of accountability to the School District. Every citizen should expect that their questions or answers be addressed in a timely and professional manner by the Administration. Citizens should not be seen as an inconvenience. I, like so many others, felt like an inconvenience to the District then and fast forward 15 months, I feel like I'm an inconvenience to the District now.

When I was campaigning and had the privilege to approach thousands of houses, there were several reoccurring concerns that I heard from the taxpayers: one, fiscal responsibility – stop the wasteful spending, two, wanting to improve communications with the stakeholders, and three, accountability for decisions. I heard time after time that if an issue was brought up to the District, those who brought up the issues were told that they were “misunderstood” or “misinterpreted.” I take my position as a public official very seriously as the decisions I make impact a \$52 million dollar budget and the education of 3,600 students. I will not vote to spend your tax dollars on a budget that is full of unexplained costs, and I will not cut student programs until I am sure that all expenses are trimmed from the budget.

My questions represent the interests and concerns of the community by whom I was elected and for whom I will continue to work diligently. When I attended my first Finance Committee meeting as a Board member in January, I had a couple of questions that I asked during the meeting. I was then asked to provide my questions to the Administration prior to the publicly held meetings so that they can prepare answers and are not “blind sighted.” I did as requested. I will gladly add them publicly, but I haven't at their request.

In addition, I have also been directed to filter all of my questions through our Superintendent, rather than contact any District personnel directly. I have complied with this request.

I was told I could have an item added to the agenda if I wanted to discuss something, but when I made this request to add something to the agenda, I was told the agenda is too full and we don't have room to add it.

When reviewing the finance reports for the March 19 Finance Committee meeting, I had some questions on two of the finance reports. To be specific, I had four questions on the expenditure history and projection report and four questions on the revenue history and projection report. I also asked for a list of Administration, it stated that it took four administrators 11 hours to answer these questions. The need to tell me how long it took the Administration to answer questions on reports they generate made me feel that once again, I was an inconvenience. In my opinion, it should never have taken a day and a half of Administrator's time to answer relatively simple questions on a finance report

they created. These administrators make six figure salaries and are well compensated for the jobs they do. In addition, it actually took me three requests before the salary report was inclusive of all employees.

What I have found is that when I ask a question, I do not receive a complete or accurate answer or the answer I receive conflicts with previously received information or data. As a result, I need to ask the same question multiple times before I get an accurate or complete answer. These partial and incomplete answers are in response to questions for which should be readily available and the lack of transparency to a Board member is very concerning to me.

I met with Ellen Sheffey and John Gräb to discuss these concerns on February 13, as I was becoming increasingly frustrated. I felt that there were two classes of Board members – those who were treated with respect and in the know and those who are not. I explained that I would ask a question nicely the first time and I would ask a question nicely the second time, but by the third time I had to ask a question, they were going to sense frustration.

On March 12, Ellen, John, and I met with Administrator to discuss my concerns. My hopes after this meeting is that things would improve. They did not. Now every time I ask a question, the response is cc'd to the entire Board. I could understand if this were being done for all questions any Board members asked, but it wasn't. It was only my questions, which either meant that the other Board members were not asking questions or the Administration was trying to make a point by sharing my questions. I got the feeling that the point of cc'ing these answers were to say, see? Here she is again asking more questions. At this point, I was becoming very self conscious of the questions I was asking and I realized that I was withholding questions, because I felt that I was being perceived as an inconvenience.

On Friday, March 30, I had a phone conversation with Ellen Sheffey. She told me she had just sent an e-mail calling for a special Executive Session meeting, because several Board members felt that I was asking too many questions. After thinking about this overnight, I decided that in the effort to be transparent to the taxpayers that I would want to have this discussion publicly.

On Saturday, March 31, I called Ellen and asked her that I would like to have this meeting in public and I would be putting this in writing and sending it to the Board. Ellen stated that she would need to check with the School Solicitor to see if this could be done. I told her I felt it was my right to have this done publicly so taxpayers could see this discussion. I told her that the questions I ask are to educate myself on issues so I can be as educated and knowledgeable when voting and making decisions. Ellen Sheffey then said that she had never had to deal with this before and that my question that I had sent on behalf of a taxpayer who had e-mailed me regarding the service dog had "thrown her over the edge."

On Monday, I spoke to Ellen and asked if she had spoken to the Solicitor to get an answer. She said she had and that she would be sending me her response in writing. A couple hours later I received her response stating that I may have misinterpreted the intent of this meeting. Now there was not going to be a meeting, instead Executive Council will develop protocols for Board members to request information. Let me be clear: I did not misinterpret what was told to me. I was told in plain English – English – we are meeting because several Board members have concerns that I'm asking too many questions, that my last question threw her over the edge, and that she has never had to deal with this before. I, without a doubt, feel that this meeting was scheduled to try to discourage me to stop asking questions and by doing so, limit my access to information regarding the District.

I had been aware of this type of behavior from two other current Board members. Shortly after announcing my candidacy, a Board member requested to meet with me. My campaign manager and I met with this Board member. During this meeting we were told that this Board member had been "humiliated, laughed at, intimidated, and sloughed around by the Board and Administration. This Board member felt like they were banging their head against the wall because no one cared and the answer to the Administrator's request was a tax increase and that no one in the community seemed to care, because no one comes to meetings.

Last month a different Board member shared a letter of reprimand signed by the School Board President removing this Board member from all committees. This type of discipline seemed to be the norm and now it was my turn.

In summary, I am confident that this request of special Executive session was to try to intimidate me to stop asking questions and demanding fiscal and professional accountability. It is with pride that I represent the community and I will continue to do so to the best of my ability. My questions will not stop, because when they do I am not doing the job that you elected me to do. Thank you.

Mrs. Sheffey: Thank you Mrs. Sheehan. Are there any other Board member reports?

Mr. Hancock: Just a quick report from the Trojan Foundation. On Sunday, April 1, it was mentioned earlier the Trojan Foundation sponsored the Taste of Hershey event at the Hershey Lodge. Again, our appreciation to Dan and the committee for another successful event, which highlights all the good stuff that's going on in our school. I think the gross amount, Dan, was around \$10,000 raised that day for the Trojan Foundation. Thank you.

Mr. Gräb: As President of the Hershey/Hummelstown Kiwanis Club, we'd like to take this opportunity to thank the Hershey High School Key Club for organizing the Dance Mini Thon last Friday and Saturday. We'd like to thank the students

from Hershey High School and the students from Milton Hershey School who participated in that Mini Thon, the administrative leaders, the school teachers, the parents who came as chaperones, and the many entities in the community who donated food to help feed those hoards of students who consume unbelievable amounts of food.

I have to admit, unlike Mr. Haverstick, I did not remain there the entire evening. I quit at approximately 2:00, but I just wanted to make that acknowledgement. Hershey High School started the first high school Mini Thon back in 1984. We were approached by members of the Four Diamonds Fund at the Hershey Medical Center to see if the dance a thon that happens at Penn State University could be moved down to the high school level. I'm happy to report that last year there were 64 high school Mini Thons in the state of Pennsylvania and this year there will be 80 high school dance mini thons in the state of Pennsylvania to raise money for that Four Diamonds Cancer Fund at the Hershey Medical Center and Hershey High School started that back in 1984. Thank you Madam President.

Dr. Donahue: I just had a brief comment. I wanted to welcome Bernie back. Some of you know that Bernie had surgery for a very very survivable cancer, so he's going to be with the School District a long time, and we really appreciate all the work you're doing on behalf of the District. I'd like to also thank the Administration in general for the work their doing on the budget and Joe especially in curriculum development. You're doing an outstanding job. I've had several people in the community come up to me personally and say, as we've said before, a really great job is being done, the budget process is once again as it was last year, is much more transparent than it was three or four years ago. So I just want to let you know that I appreciate that and a lot of people that aren't able to come to Board meetings appreciate your work also. Thank you.

Mrs. Sheffey: Okay, any other Board member reports?

6.03 Superintendent's Report

Dr. Faidley: Thank you Madam President. Tonight I wanted to celebrate and acknowledge the many positives that have occurred in our School District over the past 8 months. I attribute these successes to the students, parents, support staff, professional teaching staff, Administration, and Board.

The rain and subsequent flooding in early September did not dampen our collective spirit to continue to strive toward excellence. The Derry Township School District and Derry Township residents continue to achieve success by working together. Here are a some examples:

- Act 48 Staff Development:
 - Collins Writing for Focused Correction Areas
 - Differentiated Instruction Within Reading Streets
 - Everyday Math and The CommonCore Standards
 - Professional Development in Unit Design
 - K-5 Leadership Team Training
 - First In Math Training

- Participate in the Pennsylvania Technology Expo where we receive awards and nominations.
- Lisa Butler presented at the national ISTE conference in California.
- Upcoming feature in a professional magazine.
- Congratulations to our Memory team at the high school for their 5th consecutive national championship.
- Numerous accolades for our band.
- Sarah Bruno one of 20 Best and Brightest high school seniors for 2012.
- 21st Century Learning Environment work with 8th grade one-to-one pilot, high school Bring Your Own Device pilot, Digital Flexbook classrooms, elementary iPad/iPod pilot, focused professional development on utilizing technology to enhance learning, develop critical thinking and problem solving skills in real world applications, as you witnessed this evening from our middle school students and faculty.
- Hershey Online Learning Academy launch and current enrollment of 15 students that far exceeded our projections for cyber students. The expansion of Hershey Online Learning Academy to the middle school for next year.
- Our focused efforts in the Race To Nowhere: Homework review; survey of teachers, parents and over 1,600 students; focused discussions related to homework practices and philosophies.

- Our Business Office issuing a Request For Proposal for banking services to continue our cost saving measures.
- Our Act 32 compliance with the countywide collection of Earned Income Tax.

- PA Youth Survey (PAYS) administered to students in October to gather data and use that to inform our decisions.
- We acknowledged Rebecca Arnold, our Juvenile Probation Officer of the Year for the State of Pennsylvania.
- Implementation and dissemination of the digital portable radio system to comply with FCC regulations and increase communication across the buildings, Township, and with supporting response agencies such as Derry Township Police Department.
- Development and implementation of a pilot of the Social Skills Improvement System (SSIS).
- We are in final stages of comprehensive coordinated and integrated model for the delivery of Student Services.

- Revision of the process for documenting and disseminating student Health Care Plans and related information to all staff with a need to know.
 - In-servicing staff regarding updates in the Incident Response Plan to incorporate National Incident Management System (NIMS), Incident Command System (ICS), and updates from FEMA and PEMA.
 - Installation of the School Gate Guardian system at the High School.
 - Implementation of the COCOA Principles by students and staff within the District K-12.
 - Trained and certified 71 staff in CPR/AED/First Aid.
 - Trained 35 staff in Safe Crisis Management.
 - Provided Presentation on Mandated Reporters for Child Abuse to PYAP students.
-
- Introduced revised 9th grade English curriculum that emphasized skill development rather than specific literature.
 - Continued preparation of new English curriculum to implement our vision of skills-based English classes through 12th grade.
 - Developed new courses in 10th grade English, Entertainment and Sports Marketing, Pre-Algebra, and Civics.
 - Materials and program review for year two of Essentials of Math and Reading programs.
 - Implemented focused “line of inquiry” data review sessions for students in reading and mathematics. Served as a demonstration school for Pennsylvania Department of Education to videotape sessions for professional development across the state.
 - Finalized school-wide overlay of 21st Century Skills initiative to inform curriculum efforts.
 - Developed revised scope and sequence of courses in social studies that will provide clearer articulation and support for upcoming Keystone Exams requirement.
 - Conducted assessment blueprint in-services during which teachers evaluated their assessments for congruence with course curriculum.
 - Conducted homework professional learning communities to develop school-wide homework expectations and guidelines.
 - Implemented online learning opportunities as an alternative to cyber charter schools.
 - Piloted Bring Your Own Technology (BYOT) in the high school and conducted professional development for teachers associated with that.
 - Administering in late April High School Survey of Student Engagement (HSSSE) to inform our program conversations.
 - Introduced a service dog to the students to assist with emotional needs of our students.
 - Implemented online course selection for students to the high school list.

- I've mentioned at our middle school Parent Technology Night.
 - We worked to complete plans for Phase 2 of the construction project.
 - We have continued our work at the middle school on our professional learning communities.
 - We have worked collaboratively with the middle school PTO to have girls attend the "Girls Take Charge" event in Hershey.
 - Our advisory focus for this year was "Ownership" for our COCOA Principles.
-
- We held K through 5 "Read Across America" with Dr. Seuss.
 - We hosted the Agriculture Van for hands-on experiments tied to the 3rd grade curricula.
 - We piloted the new Everyday Math Series with two teachers in 1st and 5th grade.
 - We piloted the social skills program in grades K through 3.
 - We piloted social/emotional individual proficiency plans with a small group of teachers in K through 3.
 - We piloted iPods and iPads in two classes of each grade level to determine effectiveness with students.
-
- At our Early Childhood School, we survived and continue to thrive in the new educational settings at the District Office and in our elementary school.
 - We are continuing our ongoing work with Reading Intervention Specialists and Psychologists to align tiered programs with needs based on current data.
 - We continue to our collaborative work with learning facilitators on the development and implementation of Social Skills Lessons and WholeBody Listening Lessons for Kindergarten and 1st grade classes.
 - We continue our ongoing scheduling of visits at the ECC to gather and return instructional materials for the Library and Kindergarten and 1st grade classrooms.
 - We implemented a recess for kindergartners at the District Office and our staff gave up their parking spaces and chose to walk in an effort to provide that opportunity for students.
 - We have new Kindergarten registration process.
-
- In our athletics realm, 18 students were recognized in February for receiving partial or full athletic scholarships to colleges and universities.
 - Several more seniors are receiving word this month of their scholarship information.
 - Hershey teams have won five Mid Penn Conference titles.
 - Hershey teams have won two District III Titles.
 - The boys and girls swim teams were both state runners up.
 - The Athletic Department held a workshop earlier in the year for parents on College Recruiting for the Student Athlete.

- Our Athletic Director, Mr. Elias, received at the National Athletic Directors Conference in Indianapolis the top award along with four other athletic administrators in the nation, The Distinguished Service Award.
- At a luncheon in September, five former graduates were inducted into the Hershey Hall of Fame attended by 135 individuals.
- We have repaired our network fiber damaged by flood.
- Relocated technology for 20 classrooms.
- Our District staff and technology has made three staff and two student presentations at the National Educational Computer Conference (ISTE Conference).
- District staff has received four nominations and had two finalist (top 3) from PA TechQuest – Pennsylvania’s Technology Companies Association.
- The District is being featured in Hewlett-Packard’s educational technology website for its accomplishment’s with technology integration and academic achievement.
- 11 groups of teachers and students displayed how technology is changing teaching and learning at the annual Taste of Hershey event.
- In our Transportation Department, they have developed a new bus safety program for Kindergarten, 1st grade, and pre-school students using a mini Robot school bus. The safety curriculum incorporates the COCOA principles. This program was a great success and, therefore, curriculum will be developed to expand the program to higher elementary grade levels to improve the safety to our students.
- Our Food Services provided food and beverages to over 1,500 students and staff during the “shelter in place” in September due to the flood.
- We have successfully integrated 1st graders into the Elementary School Cafeteria.
- We have partnered with the Elementary PTO and our guest Chef to provide bi-monthly sampling events.
- We have joined the Chef’s Move to Schools campaign and hosted a local guest Chef sampling event at our Middle and High Schools.
- The Food Service Department received over \$2,000 of equipment to use in the Chefs Move to Schools Program.
- We have partnered with Penn State University and their Dietetic Internship Program. During the school year four dietetic interns have each spent three weeks in the Food Service Department. Mr. Hummel and the interns have presented nutritional and health lessons to dozens of classrooms throughout the District.
- The Food Service Department received a \$7,000 grant from the Mid Atlantic Milk Association.

- We have completed the largest upgrade to date in our point of sale system (referred to as SNAP) for hardware to software. This upgrade was completely paid for by the Food Service Department.

As part of the Township comprehensive planning process, a survey was developed by the Township. When I reviewed that, one of the questions that really caught my attention was, “What do you MOST like about Derry Township?” Of the 1,500 respondents responding to the Township’s survey with their comprehensive plan, chose low crime rate and quality of the Derry Township , respondents chose the top two “low crime rate” and “quality of the Derry Township Schools” to be their number 1 and 2 choices.

We recently sent a survey to 2,600 individuals in our community through our e-mail database to gather additional input on District priorities. We received 500 plus responses from individuals who took time out of their day to complete the survey. This information has provided valuable insight and has expanded the walls of our Board room into our community.

Our core mission is to continue to support each other to do our absolute best for the children in our School District. Each day our team, my team is focused on that core mission. We work as a team to provide opportunities for excellence in this community. We will continue to do so. We continue to focus on the positives. Thank you Madam President that concludes my report.

Mrs. Sheffey: Thank you Dr. Faidley.

6.04 Board President’s Report

Mrs. Sheffey: I have ballots for everyone for the Capital Area Intermediate Unit new Board members. If you can send them in, I think all the positions are uncontested, but you are welcome to write in anybody you would like, so for Derry Township, if you would like to nominate someone other than myself, feel free.

Then I have to share with everyone, the American School Board Association recently announced their 2012 Magna Awards. These are awards that they give out to school boards for innovations and excellence in school governance. I thought it would be interesting for everybody to take a look at them. I’ve only copied the awards for the school districts with an enrollment under 5,000, but it talks about the district that won that a dilemma that they were facing, their solution, and then it talks about the board’s involvement. I think that’s really important, because sometimes it’s not always clear what our involvement and what our role should be, and then it talks about results.

One of award winners is actually doing something very similar to what Mr. McFarland is doing with his Race to Nowhere homework study, so it's good to know that we're thinking along the lines of innovation and excellence.

I also wanted to say that it has been the observation of the Executive Council that a single Board member's informational requests and follow up requests to the Administration have the potential to have an adverse impact on the Administration's ability to discharge other job duties. Additionally, if each Board member engaged in the same exercise, it would have the effect of creating duplicative work and further adversely impacting the Administration's ability to do their job duties. Therefore, to assure the District Administration can focus their time on all of their job duties and consistent with the committee based approach that we use, the Executive Council has developed the following protocol that will be applicable to all Board members who seek information.

Questions regarding Committee issues should be directed to the Committee Chair. The Committee Chair will review the questions and respond to those for which they have an answer. They will give priority to questions regarding upcoming votes. Their response will be sent to the full Board so that all Board members have the same information. Questions that Committee Chairs do not have sufficient information to answer will be forwarded to the Superintendent. The Superintendent will review and prioritize the questions and let the Committee Chair know when a response will be available. Once completed, the response will be sent to the full Board, again, so that we all have the same information.

Questions regarding general operations should be directed to the Executive Council. Executive Council will review the questions and respond to those for which they have an answer. The response will be sent to the full Board. Questions we do not have sufficient information to answer will be forwarded to the Superintendent, again, who will review and prioritize the questions and let us know when a response will be available. Once completed, the response will be sent to the full Board.

In following this protocol, Board members are asked not to send questions directly to any member of the District Administration. Board members are asked to avoid waiting until the last minute to ask questions regarding upcoming votes, and Board members are asked to review their confidential Board notes before forwarding questions. Oftentimes, the answers to their questions can be found there.

When asked questions by a constituent, Board members should refer them to the appropriate Administration and up the chain of command or to the District's "Contact Us" webpage. If Board members would like to pursue the issue raised by the constituent, Board members should follow the protocol outlined above.

I want to stress that this is a temporary solution until we as a Board can schedule a retreat to develop protocols jointly. Thank you.

Dr. Cronin: Ellen, I would just make a comment. I wanted to comment off of Dr. Faidley, the listing that, I'm sure you've left some things out because it's been an incredible year, and I think it just helps us to focus on why we're here. Student success in so many arenas is why we're here and why we as a Board really need to work hard, work together, take advantage of all of our time, energy, and expertise and also utilize that of those of you that are sitting here. Thank you for coming. I urge you to try to come as much as you can to as many committees as you can. During that retreat, I certainly for one, pledge that as Chair of Policy Committee I will help to craft a policy that makes sure that we can utilize all of the expertise of the Board members.

I can't let the evening go without commenting on what Maryellen stated. The second Board member that she mentioned was myself and after being taken off all committees in the fall of 2010 as a punishment, our current Board Vice President, then President, Dr. Donahue, chose to not put me on any committees the following year. I feel like I was elected by the community and was not able to serve in my full capacity. I pledge my commitment to make sure that we utilize all of our collective and individual expertise moving forward and make sure that our communications are not only appropriate, but as Ellen said, that we're all getting the same information and all getting involved at the same level. Thank you.

RECOGNITION OF CITIZENS (Non-Agenda Items)

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

Diane Leonard: I got a text from Mike saying if I get there by 9 will I make it, and I said, good God, I hope not. We just might make it. I just need to stand before you and simply comment on the tennis courts. Mike and I as you know are the kind of people that, we're not ones just to sit back and complain about an issue. If we have a concern, we like to get involved in the process, which is what we did. He joined the General Services Committee and two years ago provided a plethora of information relative to the tennis courts. That sat somewhere from the feedback that he'd gotten from the contacts that he had spoken with, there was not a lot of leg work done with – and I can tell you he was on the phone countless hours doing endless research, and there wasn't a whole lot that had been done with that. We had been given reasons why the alternative surface wouldn't work. Even recently at the last meeting, we had been told, well two meetings ago, he had been told that PIA wouldn't sanction them. I think as Board members, you saw in the packet, that that isn't current information. You have on your agenda if I saw it scroll very quickly a vote on the tennis courts at the next meeting. I'm disappointed to hear that a contact hasn't been made with

Mr. Spinagle as of yet. I think the alternative surface is a viable option at least to consider, at least to do as a Board's due diligence and do your full research. The vote is here for the next meeting. As Board member's I think one of your options is you can vote no and look at alternatives and take the process a little bit further.

One of the things that he really was struck by in talking with some of these other school districts is the incredible spirit of cooperation that some of these districts have with their Township. Something that I think is lacking here in Derry Township or perceived to be lacking. We've sat in meetings and heard, well we can't do that, the Township won't let us. We'll ask the Township. Mike interacts with them a lot and sometimes the question wasn't really asked. We're basing our decisions sometimes on a historic perception. Has anything been done in contacting the Township and looking at combining, using the area at the skate park. That's a viable option. The tennis courts down on Areba, you know you look at the usage at our tennis courts throughout, there's a lot of time those courts sit and they're not being used. Both at the rec center and at Areba, so I think there are some things that can be done and I just would ask, again, one more time that you do some more leg work on that. I know my husband has put in countless hours researching. If any of you have questions, we're in the phone book or I guess there's not a phone book anymore, you have to look for us online or find his name on the truck.

I just needed to stand before you and simply say that you have the option as a Board to vote no and to continue to expand beyond proposals. I hear when I sit in different meetings, Finance and things, that time is of the essence. We're on a limited timetable here. We have money, we have to use it in a certain timetable. There's been two years that this option has been hanging out there. To say now that we don't have time to realistically look at that as a viable option, I think is a great injustice to the amount of work that he's put in on that alternative surface. Thank you.

Female Voice: Thanks Diane.

Chris Morazin: I keep hearing about this survey. I don't have any children. I grew up here. I went to this School District. I'm still here, and as a taxpayer, I feel this survey should be available to everybody paying taxes. I'd kind of like to know why it isn't?

Dr. Faidley: Madam President, would you like me to respond?

Mrs. Sheffey: Yes, please, Dr. Faidley.

Dr. Faidley: Thank you for your question. One of the things that we've tried to do is to push out information to our community. We had a database of 2,600 individuals with e-mail that we could access. So in an effort to save money, to not mail surveys in the U.S. Post Office mail – had we chose to do that to the

entire District it would have cost approximately \$10,000. So in an effort to expand the walls of the Board room, we used our resources that we had available. Those resources were the e-mail database of 2,600 individuals so we chose to push that survey out to gather more information. We encouraged over time for individuals in our meetings and in our Board meetings and our Finance Committee meetings for people to attend and to share their input, so it was another attempt to try to expand the amount of information we had to work with.

Mr. Morazin: Okay, you know, I don't know how it all works to be honest with you, but in conjunction with the Township Tax Office and everything else, they couldn't put a little note in there that the survey was coming out and make it available online? A small little note paper saying go to the website? I don't know. As a taxpayer, it just seemed like, you know, like I should have a say in this and 2,600 people in a town what size? You know, I just, I feel left out. I pay the same taxes as you and everybody else in here.

Dr. Faidley: I would invite you to stay for the work session and we would welcome your comments at the public work session.

Mr. Morazin: In all honesty, I don't really have a comment, I'd just like to know why I keep hearing about this survey from different people, some of which have children in the School District which are on your e-mail list. I'm not. I don't have any children, but yet I pay the same taxes, so I just truly think addressing the Board like, if you're going to make a decision like that to take a survey, I really think it ought to be available to everybody that's paying taxes in a Township to get an honest true reading of what people that are paying believe before decisions are made. It's their money too. That's it.

Mrs. Sheehan: Mr. Morazin: I just wanted to let you know that I do not give the survey any merit, because it is my understanding that the sample – the e-mail blast that they did is not a true representation of the population and that the questions that were used were leading questions, so personally I am not going to be giving any merit when making decisions regarding the budget.

Mr. Morazin: Thank you.

Mrs. Sheffey: And I think, Mr. Morazin, if you go to our website, you can opt in and in the future then you will be on our e-mail and you will get our e-mail blasts, so if you wouldn't mind going to our website and opting in, we'll get . . .

Mr. Morazin: You ever hear the saying, too little, too late?

Mrs. Sheffey: I hear you.

Mr. Morazin: Thank you.

Mr. Barrett: Madam President? If I could – if we could ask the press to highlight that for us please to have the community opt into that and if we can add that to our homepage? Okay, thank you.

William Tafuto: I'll preface my comments by saying I appreciate people who serve on a public Board – a voluntary job, a thankless job. You know, people who get appointed to a Board or run for a Board should understand that it's a thankless job before they do it or before they accept the appointment. You know certainly people who run to be on a public Board and do it for authority or recognition are doing it for two wrongest reasons that there could be.

I want to make a comment about Mrs. Sheehan and then Mrs. Sheffey's response. Being on a Board, you know, you obviously have to exercise judgment. You have to have perspective and to do that when you exercise that judgment it's best to do it well informed. Based on the premise that Mrs. Sheehan is asking for information to better render a decision that affects taxpayer's money, based on if that premise is true, it's a little bit concerning that the information being requested to render a decision – information that should be available to all, to exercise that judgment. It's concerning that it's that inaccessible, that it takes so – I mean I understand there's protocols. We get that, but that there is such a process, especially with the staff that's in this school, so many administrators and what not, that it would take that long to be available. It's concerning, because it makes me think none of the rest of the people were considering such information when decisions were being rendered.

If you want to respond find, otherwise, I guess take it under advisement. Thanks

Mrs. Sheffey: Thank you.

Andrea Abruzzo: I just have a question before I start. I was under the impression the survey was only available if you physically went down to the District Office and filled it out. People asked me about it and I said that's what you had to do. Was that originally the plan? Or can they get it online?

Mr. Tredinnick: The plan from the inception was to use the District's e-mail database which is the main area of dissemination. In addition to that, we did distribute copies through the molar center. When we got requests from individuals who were interested in the survey, but were not currently part of our e-mail list, we did make hard copy available to them at the District Office.

Ms. Abruzzo: Is it now available online or no? I'm sorry, I missed that.

Mr. Tredinnick: No. The survey concluded. I believe the cutoff date was April the, I'm not sure. It ran for one week. It was early April and ended mid part of last week.

Ms. Abruzzo: Okay. Thank you. I would like to share an observation regarding our current communications practices. Several weeks ago many wrestling families brought to your attention their concerns regarding the high school wrestling coach. They were concerned that the coach used poor language, poor coaching practices, and in some situations, let the children unattended, therefore, risked their safety. My children do not wrestle and never have. My concern is a of reciprocal communication/protocol when dealing with these families.

As of 6:52 p.m. tonight, none of these families have been contacted by the School Board or School District to report on any action taken by the District. Would it have been impermissible to simply say to the families involved – we have brought your concerns to the coach and after some discussion, we are convinced the matter has been properly resolved. This response would not violate any privacy policies relating to personnel actions, but would have given the parents the satisfaction of knowing that their concerns had been addressed. Instead, parents are left feeling mistreated and ignored. What's worse is that the wrestling coach allegedly dismissed the same parents at the team banquet and vowed that, despite their complaints to the District, he wasn't going anywhere.

These comments were brought to the attention of the School District over three weeks ago by a parent who attended the banquet and to date there has been no follow up with the parent that any of this has been addressed.

I understand that personnel matters are very sensitive and can have legal ramifications that need to be respected, but don't parents deserve some response? A friend of mine is involved in employment law, and when asked, she agreed that a response similar to the one that I suggested would be permissible.

I'm troubled, because I heard the rhetoric a year and a half ago from School Board candidates who promised better communication with the taxpayer, and I have yet to see any such evidence that this District is trying to improve communications.

So, because I'm a helper, even when I'm not asked to help, I would like to know what do you need from us to help better communicate with the public? What can we do? I attended a Communications meeting, a subcommittee, with you Chris, and I voiced these same concerns, not, of course about the wrestling, but about communication, and we never did resolve it. I would just like know what we can – to stop this madness.

Mrs. Sheffey: I would suggest continue attending the Communications Committee meeting. I believe they have one on Friday, is that correct, Chris?

Response Not Audible

Mrs. Sheffey: I'm sorry, go ahead Chris.

Mr. Barrett: The 19th is the next one.

Mrs. Sheffey: What's that?

Female Voice: The 19th.

Mr. Barrett: I'm sorry the 19th.

Mrs. Sheffey: Oh sorry, the 19th.

Dr. Donahue: And if I might – do exactly what you're doing now. I mean, I know it's hard to come to meetings all the time. People are all busy, but I mean, we need to be constantly reminded. You cannot communicate enough in my opinion ever, so if you improve it 100%, you'd still have to improve it 100% more. So I think one thing you can do is exactly what you're doing now.

Ms. Abruzzo: Thank you, but I just want to know when we come with a problem, why isn't the response time within a week or two, and why are we saying this to the parents? Why aren't we saying, we looked into it. We've addressed it. We feel like the problem has resolved. I'm not saying a person should be fired or we should know that something's in their file, that is none of our concern. I just don't understand what we can do to just make this cycle stop, so we don't have these same people – I mean, I don't know what you hear, but I know in the community I hear swimmers and their issues and the wrestlers, and, again, I don't have a wrestler, I don't have a swimmer, but it's not just this incident. It's several. So I just really think we need to serious look at that and just stop it now and address it for the final time and have a protocol. So I will come to the next Communication meeting, and I hope this can be on the agenda. Can it be added or . . . ?

Dr. Cronin: You want closure.

Ms. Abruzzo: Yeah, I just want it . . .

Mr. Barrett: Right. Actually, I e-mailed all you guys today to ask you for items to put on that agenda.

Ms. Abruzzo: Oh, well good. I want that one.

Mr. Barrett: I'm happy to have that. The second thing is: I know I want to see us push this one out, there is an electronic system online to be able to write – when you hear these things, you need to utilize that, because that's a protocol system then to communicate to the Administration. It also tracks that there's an issue. I mean, coming to the meeting is great communicating it's obviously on the record. But, when you hear something, if you feel that you need to get it on the record so it can be tracked. So that's why that system's in place, correct Dan?

Female Voice: I'd also like to make a recommendation. When this committee was reinstated, we had two meetings and then the third meeting was cancelled because there was no agenda items. I think we should always have agenda items in approving our communications, especially if it's a priority for the Board. So I recommend not cancelling future meetings, because I know when that meeting was cancelled a constituent took it upon themselves to meet off-site. They had good attendance and there was great dialogue.

Ms. Abruzzo: Thank you.

Mrs. Sheffey: I think Dr. Faidley had a comment?

Dr. Faidley: I was just going to address the online communication form that Mr. Barrett referenced. A process that has been implemented this fall, actually it was implemented in the fall. We have seen utilization of that care and concern form. We also have an option on there for positive comments and things that you feel are going well in the District, so encourage community to use that process. There is a follow up. There is very timely feedback that your concern has been received, and then there is additional follow up if the matter is under investigation, when that matter has been concluded. So I would encourage you to use the identified process that's in place.

Julie Isaacson: I wanted to say that the Hummelstown Sun article this past week was very informative and enlightening and based on the article and the information in it, I would like to know how much the lawsuit against the Trust has cost the District in legal expenses since it was filed in July of 2011. Do you track the costs associated with the Trust lawsuit separately? How do you plan to communicate the cost and/or the status of the lawsuit to the community going forward?

Mrs. Sheffey: We do track the costs separately. I don't have that figure off the top of my head and given that it's a legal issue, I don't know that I can comment much, but whenever I get approval on sharing, we will share.

Ms. Isaacson: Okay. Thank you very much.

Joel Hammer: I just want to relay a quick story about an experience I had in school the other day. I was talking with my friends about basically the current political climate on the local level. To my astonishment, one of my teachers called me out, told me that I was wrong and that I was inaccurately portraying the way that, not only the School, but the Township was run. This is not the first time that I've been told to – that I was wrong or that I should not discuss these sort of things. My organization that I run at the high school has been forced to remove two of its advisors and obtain a third advisor, because our previous advisors feared for their jobs. It is my horror to find that the teachers of Hershey High

School as well as the students of Hershey High School, who I think are the real stakeholders of decisions made here, are being censored. That is a clear indication that something in the hierarchy here is wrong, that the people who are chosen to make decisions are not making the decisions and that the people who are the stakeholders in these decisions are being ignored and censored.

My organization at the high school, of which I am a representative and the President is the Hershey High School Young Libertarians Club. It is my pleasure to announce that the Young Libertarians Club will take all action necessary to ensure that the democratic procedures necessary for governing this School and this Township are executed properly. We will use all democratic devices necessary to solve this, including state correspondence and recall referendums. The Young Libertarians Club is dedicated to serving the students of Hershey High School and ensuring that democracy is executed properly and ethically. We will not rest until we have guaranteed that the stakeholders, especially students of Derry Township have the best possible education and can be assured that they are taken the best care of that we can offer. Thank you.

Mrs. Sheffey: Maam, if you can wait just a minute. Mr. Hammer, can you please give your contact information to Mr. Tredinnick, and I'm going to ask Dr. Faidley to ensure the appropriate administrator touches base with you. Okay, sorry.

Diane DiClemente Brockman: I'm speaking on behalf of my parents, Divo and Frances DiClemente. Mrs. Sheehan, can you hear me okay? Okay, thank you. Mrs. Sheehan reached out to me, because I'm an expert in behavioral sciences, and I just have a few concerns about the survey, mainly that – I know we talked about it before – but mainly that the fact that it's online, it doesn't reach some of our elderly population like my parents who've lived in the District for over almost 80 years. So, I'd be happy to work with the District in talking to you in how we can maybe work with this. Dr. Faidley, I appreciate that it certainly would cost a lot of money to survey the entire community, but maybe just taking a survey of a sample of the population that represents the entire community may be the answer here. Thank you.

Mrs. Sheffey: Okay. I'm sorry Maam.

Ms. Brockman: Yes, Maam.

Mrs. Sheffey: Would you mind giving your contact information to Mr. Tredinnick.

Ms. Brockman: Absolutely.

Mrs. Sheffey: I'm sure Dr. Faidley or somebody will follow up with you.

Ms. Brockman: Thank you very much.

Mrs. Sheffey: Thank you.

Anne Reeves: I share Mr. Tafuto's sentiments about thanking you all for your service. It's a job I would never want in a million years. I'm glad Mrs. Sheffey that you responded to Mrs. Sheehan's – because after she spoke and there was no response from anyone, I was amazed and I was upset at that. But, it seems to me as someone who asks a lot of questions for a living that the process of protocol that you put into place for seeking information and asking questions has gone from here to something like this. And it sounds like, from what you described, that it will take quite a long time to get a response to any questions that any of the Board members have. That really disappoints me and it worries me a lot, because Maryellen is a ball buster and that's why we elected her to the School Board. If she's making people uncomfortable, maybe that's not a bad thing. The questions that she's asking and the information that she's seeking are things that we want to know. Putting a protocol in to ask a question, I don't understand that. It would be easier for me to get information from the Governor's Office than to get information from that protocol that you're putting in from the Administration. The State of Pennsylvania has a Right to Know Office where you submit a request and you get information hopefully, but the protocol you put into place just sounds like it's redundant and it's put in place to discourage questions and to discourage people from getting information. So, I would just like to ask you reconsider that. I don't know what – it sounds like Maryellen is just asking questions constantly every day and is taking up all your time, but I can't imagine that that would be the case. She's new on the Board. She's learning. We're all learning, but I would just ask you to reconsider that protocol, because in my estimation, it's making things harder to get information instead of easier. Thank you.

Mrs. Sheehan: Anne, just to let you know I will not be following that protocol. I told the Board – my fellow colleagues – that instead of directing any questions to the Administration, I am now going to be asking all my questions publicly, so you all can hear them. They can delegate however they want to internally and then report to all of us.

Mrs. Sheffey: Any other comments?

Jay Franklin: I got one. I wasn't going to say anything. I got a 10 month old at home, I want to go home and go to bed. I've had a very brief experience with this Board. It hasn't been great. I see how you guys spend money. I see how you guys make decisions. It's ridiculous. But my big concern is everything I hear today is censorship. School Board member can't ask questions, kids in class are getting lectured by their teachers as to what they can say politically. I just want to say guys, knock it off. You guys work for the taxpayers of Derry Township. We want information, get us the information. Okay? You have no right to hold things back from us. Just start acting right. This is ridiculous. Thank you.

Tara Valoczki: I've many roles in Derry Township School District: I'm a parent of a student – a kindergartner, I'm a teacher, and I'm also co-President of the Teachers Association here at Derry Township. When I heard the censorship comment, it's very disturbing. I am sorry for what happened with that student. I don't even know the story, but I can assure that every teacher is passionate. They are here to work with the Administration, the School Board. We are dedicated to the mission of Derry Township. I get up every single day and enjoy coming to work, and I know that the colleagues that I work with do as well. I know that if I have a question or if anybody who is a teacher has a question, they feel very comfortable going to Dr. Kepler, Dr. Faidley, Mr. McFarland. It's not an issue. Our principals - we don't have as much contact with School Board – I try to as much as I see any of you in public, I always make a point to come up and ask you how you're doing and let you know how it's going at school. But, I don't want you to leave here tonight thinking that we're being censured by our opinions and our values and our mission here at Derry Township, because we are committed to the excellence here and we are working with the Administration and the School Board jointly.

Mrs. Sheffey: Thank you.

Mike Leonard: I think you probably all know me by now. I just want to encourage you, I understand – I got a text that you folks are going to be voting on the tennis courts next week – I just really want to encourage you to look at the pamphlet I gave you with ideas on saving money. I'm starting to get frustrated. I spent many years coming to the Board meetings with ideas, and I feel I've been listened to. I sat here when many of the Board members have made comments that they take it personal that the kids can't get a parking place and different things that I find a little frivolous. But, it's starting to get frustrating when field trips are getting cancelled. You see in the paper that we're going to have to get rid of so many teachers. You see sports – we have a great \$5 million field that no one can afford to play on the darn thing. It's getting frustrating and where we can save the money, we have to. Sixty percent of your budget is regulated by the state and federal government. You can't do iota with it. There's nothing you can do. I understand that. The other 35% we have to play with, and I just really encourage you just because the bids are out there for the tennis courts, they don't have to be accepted and other options can be looked at. I just – that's a lot of money – the people I put in there as references in Minnesota – 12 years, not a dollar spent on maintenance on those courts, and all the research I did and things like that. We have to save pennies where we can. I really encourage you to look at that. You have all my contact information. Pull my truck over, I don't care. I'll answer questions, but I really encourage you to consider your vote on that and look at saving money. Thank you.

Mrs. Sheffey: Thank you Mr. Leonard.

Julie Moore: I just wanted to say that I'm a pretty involved parent of a sophomore here and I never saw any kind of survey sent to my e-mail box. I do receive e-mails from the School District, phone calls at my home, and it just kind of concerns me that this is the first time that I'm hearing of such survey, and that I wasn't able to participate in and I did participate in the homework survey and other surveys that were given out.

The other thing, in regards to communication with parents, I do appreciate the information that was sent to us by telephone regarding the ski club and being notified that there was an incident with our children in ski club. However, I do not recall receiving any kind of closure to that incident or finding out any kind of resolution. I did call and talk to Mr. Murphy, because my son was pulled out of a core class and interviewed without my knowledge or consent and that kind of concerned me, so I did discuss that with Mr. Murphy, but after all that investigation, I never heard anything as to – it had been investigated and we had come to a resolution and there was no student to blame or we have solved this issue and we, you know, it's closed. So I would appreciate things like that – being notified parents. If you're going to let us know something happened, please let us know what happened after the investigation. Thank you.

Mrs. Sheffey: Thank you. Any other comments? We will take a five minute adjournment and then we have a work session on the budget.

8.01 Adjournment

Mrs. Sheffey: The next public School Board meeting will be held Monday, April 23, 2012 starting at 7:00 p.m. in the High School LGI room.

Dr. Hagan moved to adjourn, with a second by Dr. Cronin and, approved by unanimous voice vote by all members.

The meeting was adjourned at 9:12 p.m.

Respectfully submitted,

Stephen E. Rineer
Secretary to the Board
Approved at the April 23, 2012 meeting

Mrs. Ellen Sheffey
President of the Board

LDM