

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

September 14, 2009

OPENING ITEMS

1.01 Call to Order

A meeting of the Board of School Directors, Derry Township School District was held on Monday, September 14, 2009, in the District Office Board Room. Mrs. Beulah Chabal, Board President, called the meeting to order at 7:00 p.m.

1.02 Roll Call

Directors Present: Mrs. Beulah Chabal
Dr. Donna Cronin
Dr. Henry Donahue
Mr. John Gräb
Mr. Alan Malkoff
Dr. William Parrish
Mrs. Ellen Sheffey
Mr. Charles Stover

Excused: Mr. Christopher Barrett

Superintendent: Dr. Linda Brewer

Secretary: Mr. Stephen Rineer

Solicitor: Not Present

Student Representative: Charles Waybill
Shruti Shah

Press: Mr. Drew J. Weidman THE SUN
Ms. Monica von Dobreneck THE PATRIOT NEWS

Representatives of the Administrative Staff: Mr. Dan Tredinnick, Dr. Bernie Kepler, Mr. Ed Consalo, and Mr. David Yarian.

Representatives of the Staff and Community: Marilyn Ferguson, Frank Ferguson, Sr., Bunny Hottenstein, Steve Ballard, James L. Brandt, Thomas J. Long, Colette S. Cocco, Melissa Hintze, John F. Schniepp, Kathleen Schniepp, Richard H. Barley, Cindy Hertz, John Dunn, Judy Dunn, Debbie Lynch, Eleanor Schneider, Bruce, Hancock, Julie Neal, Judy Han, Susan Saye, Esther Lee Decker, Judy Haverstick, Leslie A. Shearer, James Ingalzo, Paul Hertzler, Susan Foxx, Patricia McCorkle, Charles Lee Decker, Diane Leonard, Chris Morelli, Janet Maynard, James M. Maynard, AnnMarie Schupper, Steven J. Roberts, Paul D. Clark, Christina Mihalik, James Muses, Eleanor Dunham, Richard W. Gamble, Mary K. Moyer, Megan Hulse.

Mrs. Chabal: I would also like to welcome our 2009-2010 Student Representatives, Miss Shruti Shah and Mr. Christopher Waybill. Thank you for joining us.

1.03 Flag Salute

Dr. Donahue led those gathered in the Salute to the American Flag.

REVIEW AND APPROVAL OF MINUTES

2.01 Approval of August 24, 2009 School Board Meeting Minutes

A motion was made by Mrs. Sheffey and seconded by Mr. Malkoff to approve the minutes of the August 24, 2009 School Board meeting. All Board members present signified by a Yes vote.

MOTION CARRIED

INFORMATION AND PROPOSALS

3.01 Announcement of Executive Session

Mrs. Chabal announced the Board met in executive session prior to the meeting to discuss matters related to personnel. All Board members were present.

3.02 Announcement of Working Session

Mrs. Chabal announced that there are some items for which the Board will take action tonight and some items will be voted on in the September 28 Board meeting. At the conclusion of tonight's meeting, the Board would convene in a public working session. The Board will discuss two tiered busing.

3.03 Recognition of Citizens (Agenda Items)

Betty Shaffner: I've been a resident of Derry Township for 40 years. I have also been a school bus driver for 32 years. The first 10 years I drove at Lower Dauphin under the two tier system. The last 22 years, I have been here driving under the three tier system. Believe me when I say, we need the two tier system. It is so hard to try to meet our schedules and do it safely, especially the newer drivers. They're cutting corners to try and get back. We are very conscientious about our schedules and as soon as we're off of the schedule, we start getting calls on the radio. The secretary is getting calls from parents "where are we?" We do not have a minute to pull over for a bee on the bus, a sick child, or even a discipline problem. We all know the traffic around Hershey has really multiplied. We've gotten more traffic lights. Concerts, everything that's going on over at the Giant Center, and where we're located, we are constantly fighting to try to stay on schedule. We get new bus drivers, they come in, and it's a very rigid training schedule. They have a lot of tests that they have to pass. They pass the tests and they think they have it made and then they go out on the road on a route. They realize they can't stand the stress of fighting the clock. We're dealing with a busload of children and for their benefit, the safety of everybody, we really need the two tiered system. That's all I have to say.

Mrs. Chabal: Thank you.

Susan Foxx: As the two tier bus system is worked on, the one thing I would like to have the Board consider is looking at, and it's been brought up previously, the number of student drivers we have at the high school. As I understand it, there is anywhere between 200 and 350 student parking spaces allowed and there's no real criteria at all tied to who gets a parking spot and who doesn't. I just think, given the nature of the problem that we have at this point in time, we're trying to reduce traffic, that perhaps we look at limiting the number of those students parking or have it tied to some kind of criteria. Most school district do, whether it's prior given to seniors and then juniors, or to kids that need to work after school. But, I imagine if there were 100 fewer kids driving into the school in the morning, it just might make, in this meantime, a lot easier for our bus drivers, teachers, and everyone else coming. I just think that's an important thing to kind of look at as we work on this problem of trying to separate buses from cars. Thank you.

Mrs. Chabal: Thank you.

Ron Danner: I've lived here for about 10 years and have been driving a school bus for 10 years since I moved here. The two tiered system, and what I think really needs to happen is several issues. One, I picked up my first high school student at 6:25 in the morning, drop him off at the high school at 7:05, because I have to be out on Fishburn Road to pick up my middle school first stop at 7:15 in the morning to get them back to the middle school in time. The congestion is just getting out of sight. Yes, it is from some of the students driving, but let me tell you something, the middle school, and no

reflection on the middle school, but the middle school is the worst. The parents have no respect for the buses. Last year, we had so many incidents where there was nobody at the entrance to the middle school. The cars would come in and the parents have got to drop their children off right at the door. They can't drop them off down at the end, they have to drop them off at the door. We had incidents where a car came in, cut the bus off, and backed up towards the bus, so the bus couldn't go anywhere. With the two tiered system, we have our own area, it would be safe. In the afternoon, now, for dismissal time, we're lined up ready to pick the students up and take them home and they dismiss the walkers. Well, in the afternoon the parents come in and park in front of the middle school. Now, the children, though we try and prevent it by parking the buses as close as we can to each other, but yet the children cut between the buses and they do not look. They cut out between the two buses, because their mother's car is parked right over there, that's where I'm going to go. They don't look, it's just straight shot right between the buses. I mean, I've had several times, I've had to blow the horn for them to stop and look and listen. I know there is some discussion, some people said about, well we don't want the middle school children riding with the high school students. Well, Mr. Yarian has already basically told us, if this goes into effect, the bus will be divided – 6th, 7th, 8th, 9th, 10th, 11th, and 12th. There will be no intermixing of the middle school students with the high school students. That's on my bus already. I have the high school, 9th, 10th, 11th, and 12th, middle school, and same way with the elementary school. I think with the separation of the buses and the cars is a major safety issue as far as the congestion is concerned around this school District. Thank you.

Mrs. Chabal: Thank you.

Diane Leonard: I, first, just want to say thank you so much for agreeing and putting in your Trojan quest that you're going to be keeping minutes of all of your committees. I think that that's fantastic. As I've said, a lot of work, particularly tonight, I know you had a General Services Committee and a lot of the things that we're talking about now likely have already been discussed in that Committee, so thank you for that. I just have one follow up that I want to make relative to the last meeting that we had. That was where you asked our folks from Hayes Large and Trans Associates to kind of extrapolate whether the distancing people in space and time is something that has been done. I would just say that if a school district was looking at doing that, chances are, they're not contracting with a site development company, so I don't think that that's a fair assessment that those 3 to 6 to 8 schools that they said that they've worked with, that, no, that was not an option for them. I don't think it's fair to draw global conclusions about whether separating in space and time is something that can happen here in Derry Township.

The other thing that I just want to say is, when we're looking at two tier, it seems that, I don't disagree at all with what the bus drivers are saying in terms of something needs to happen with safety, what I'm concerned with is it seems that we have Option A, we do nothing, or Option B, we go to do two tier busing, complete with corrals and retaining walls. Are we looking at other ways to do that? Do we need a huge bus corral for each of the schools, for each of the drop off areas. Is there another way on campus with our

existing infrastructure that we can meet the same end without spending the same amount of money. Thank you.

Mr. Stover: If I may, Madam President. I'd like to address that, because I don't think this has been said. What a lot of people need to know is that when we first embarked upon this, what I characterize as an adventure at this point, we had 9 different architectural firms come in. They were all given the same marching orders. We had 9 different architectural firms. We spent 3 days listening to these firms and what we're working with now is the firm that came up with the best ideas. So, I don't know how we look too much further. We're certainly taking a lot of time and even today in our General Services meeting, we've identified some other options that we're looking at. There has been a lot of due diligence that's gone into this that a lot of people don't understand and I just wanted to point that out.

Ms. Leonard: And I appreciate that. As I've said previously, when you go back and look at minutes and try to kind of extrapolate what that due diligence was, you don't see that. You see the final decision discussed here in this Board meeting, so a lot of that history has been lost. When you inquire, the information just is not readily available, so thank you very much. I do appreciate that, and I don't mean to sound as though I'm criticizing the contractors that we're working with, but I'm just saying I want to be sure that we're looking at all the options and really being fiscally sound and making sound financial decisions with the taxpayer money that we have. As I've said last month, if you have the money, that doesn't mean you necessarily need to spend every penny that you have at your disposal.

Mrs. Chabal: Thank you.

3.04 Standing Committee Report

General Services Standing Committee

Mr. Gräb: I would like to open my comments by Diane addressing some of your dilemmas. From this point moving forward as a pilot program, we are recording the meetings of the General Services Committee and they will be transcribed, and as these are approved by Committee, they will be available for the public, so we are listening and we are addressing and we're doing what we can.

Ms. Leonard: Thank you.

Mr. Gräb: The first thing we talked about this afternoon was an addition to the Hershey Middle School expansion and renovations. We took a look at 3 scenarios for what we call, Phase 1. Scenario in Phase 1, which is almost an imperative is the cafeteria/kitchen renovation and Family and Consumer Sciences demolition and restoration and removing that to another area of the school. The second item in Scenario 1 would be the construction of a new stairway and a storefront enclosure for

the bus corral and the students coming in. We took a look at Scenario 1 which came in at approximately \$1.6 million dollars. We took a look at Scenario 2 of Phase 1, which included Item 1, eliminated Item 2, and I'll explain to you in a moment why it eliminated Item 2, included Item 3, which is a library addition, courtyard construction, and alteration of the existing library classrooms. When we increase the size of the cafeteria in the middle school, we will lose 3 classrooms. We tried to find a replacement for those 3 classrooms. If we do the library along with that entranceway, we will be able to reconfigure the existing library into 3 classrooms, so the 3 we lost, the 3 we were going to be able to pick up. That came in at approximately \$3.6 million dollars. We looked at Scenario 3, which included everything mentioned above plus the construction of a new phase classroom structure for the first floor. That came in about approximately \$6.5 million dollars. After a rather lengthy and productive discussion, we decided that we're going to go with Scenario 2 for Phase 1, which is the cafeteria/kitchen renovation, library addition, courtyard construction, and alteration of the existing library into classrooms. That comes in, like I said, at approximately \$3.6 million dollars. As we move forward into Phase 2, if it is needed and a lot of that is depending on the future enrollment of the middle school. Our 3rd day enrollment this year of 2009 was 786. The projected enrollment was 807, which means right now we're about 20 to 21 members into that enrollment. Projecting that out to 2014, it comes in to about 907. The caveat here, the largest middle school enrollment occurred in 2004 at which time it was 891. So, even at 907 we can still look within the confines of the existing middle school. Going out to 2015, it increases to approximately 990 at which time those members sitting on this Board are going to have to make a decision as to which one of the items they'd like to include as they move forward with Phase 2. Phase 3 additions to the middle school leads us into whether or not we want to upgrade the heating ventilation and air conditioning system at the same time. At this point in time, with 2009 dollars, that raises to \$11.4 and \$20.9 million dollars, but at the present time that is not in consideration. The only consideration right now is Scenario 2, which I alluded to prior to this.

We took a look at the existing Master Plan and the two tiered busing system. We are asking Trans Associates to take a look at putting our safety corridor between the existing library and the Antique Barn leading out to 743. We're also going to have them explore the possibility of accessing Route 322 through the parking lot to about Pebble Beach or the baseball field across from the church. We talked about the bus corrals and some of the conversations came up this evening about the bus corrals and as we move forward, if we move to a two tiered busing system, those bus corrals are almost a necessity. We took a look at part of the initial plans for the two tiered busing system would be the construction of an additional 120 parking space parking lot along 322. After further discussion among the members at the meeting, we're not sure whether that is needed or not and we're going to explore some alternatives which could result in a savings of approximately \$522,000 to the District if we do not proceed forward with that parking lot along 322.

Dr. Foxx, I think you brought up this evening, the question about the number of students driving to school and I think we're going to hear later on the results of a student survey

which addresses that question which will give us more data as a Board to make our decision in the future. The one thing I suggested at the last meeting of a parent drop off at Founders Field or the recreation center, unfortunately, at this time, we don't own any of those properties and we would have to work with the owners of those properties to work out some kind of a deal there.

Another question came out about the utilization of the library bridge and whether it was structurally sound to handle the amount of buses that would go across it, not necessarily one at a time, but the effects of multiple bus usage over an extended period of time. As part of our next steps, we asked Mark if he would take a look at the original construction plans for that bridge to see whether or not it is structurally sound to handle that much traffic. If it isn't, and if we decide to use that outlet by the library, what will be needed to reinforce that bridge. Take notice I emphasize two words in that statement: if and if. That's it. If anyone else at the General Services meeting, I hope I brought out the specificity you're looking for. Any questions from fellow Board members? Thank you very much.

Dr. Cronin: Just a question because I was thinking about what Diane said, and you had said that if we do incorporate the two tiered bus system that the bus corrals were a necessity. Maybe the decision has been made, but I like what she said about, obviously if we contract with 9 folks, they're going to give a structural or a physical option, so can we still entertain options that do involve the physical bus corrals, spending money, and separate those two? Not if one, then the other.

Mr. Gräb: We possibly could look into that. One of the major reasons for the bus corral was, as brought up this evening, I think by Mr. Danner. He brought up the question of the parents who drop off students and intermingling with the buses. With the concept of the two bus corrals the parents at the high school, the parents at the middle school, and the parents at the elementary school would be totally separated from where the bus drop offs are. That's the primary driving safety factor for looking at the bus corrals.

Dr. Cronin: I totally agree with the need, because I've been in those parking lots a few times and have not been happy with the mixing, but once again, would love to entertain the idea of separating them, but not necessarily by constructing a whole separate area, I don't want to belabor it, but just want to keep....

Mr. Gräb: Well, I think the representatives from our architects are here this evening and they can take your input into consideration. I know at this time that they deal with Ed, and as Mr. Stover alluded to, the people that we have doing the transportation circulations throughout the District are the best we had out of 9 possible suggestions. We haven't at this point eliminated anything, but at the same time, we have to speak with these experts and it would behoove us to follow some of their suggestions.

Dr. Cronin: Thanks, John.

Mrs. Chabal: Thank you John.

Presentation:

Dr. Kepler: Mr. Rineer, I've placed a few copies on your side if you don't mind passing them down to the Board members on that side mind passing them down to the Board members on that side of the room, that would be great. Thank you Mr. McFarland.

While those are coming around, I just would like to thank Mr. Murphy and his staff for, it's the first of school and you're trying to set some parameters and tone for a school year, taking the time out of their schedules to help facilitate the student survey. I owe them a thank you. Also to Ms. Shrudy and Mr. Waybill, our Student Representatives for meeting with Mr. Murphy and I midweek last week and reviewing the survey with us and giving us from input from the student body, we thank you for that.

Mrs. Chabal: Do we have enough of these to go out?

Dr. Kepler: Not at this time, I don't think, what was made or passed around here.

Mrs. Chabal: Thank you, go ahead.

Dr. Kepler: Sure. So last Wednesday, we had the opportunity to meet with our Student Representative and get their input and roll out a survey to the student body on Thursday and Friday of last week with the intent of surveying 10th, 11th, and 12th graders. You can see on the first slide, 728 students took the survey. You can see a break out by age. A pertinent piece of information as you look as student drivers, they obviously have to meet a minimum age. You can see that, believe it or not, we have a few 14 year olds left as sophomores starting the year and a large percentage of the students in the 10th, 11th, and 12th grade taking that survey.

First Question: Will you ride the school bus to school? Less than one quarter of the students indicate that they will travel by school bus.

Dr. Cronin: This is every day?

Dr. Kepler: Every day. Correct. They would be riding on a daily basis, yes. And if you intend to ride, what's the frequency of that ride? You can see that in large part students that are going to ride are going to ride daily. A total of 414 responded and said they do not intend to ride and you can see the various breakdowns of their intentions to ride the school bus.

Moving on, student driving. Well, if they're not riding the bus, how are they getting here? The largest percentage of our 10th, 11th, and 12th graders are driving. As you can see, that 71% intend to drive to school during the 2009-2010 school year. Before we move too far into this, data is what it is. It's the information of the respondents. Mr. Murphy will tell us tonight if he had 389 students that said they intend to drive every day,

he would not be able to house that currently, so we do not on a given year have 389 drivers. This one question when we looked at the data, we raised, how did we get 389 10th, 11th, and 12th graders saying they intend to drive on a daily basis? Parents, you don't know, but you're buying more cars.

This next question is intriguing to me as a former high school principal. One of the things you look at is carpooling. You encourage it for senses of being green and so forth, but there's also statistics out there that say, the more passengers in a car, the more dangerous a situation can be at times. You have to look at that as a two edged sword. Again, most of the folks that would carpool have 1 to 2 students in their vehicle with them. In opening week of school being present for arrival and student dismissal, that seemed pretty accurate with the first week of school, just based on a general observation.

On the other side, will you intend to be a passenger and nearly half of our students at one point or another, feel they will ride to school with another student. Again, when they do carpool, it is of a frequent nature, 5 times a week, or more sporadic, just once or twice a week. Again, look at that large population of students that will not feel they will be a passenger with another student.

Student drop off. Again, just over ¼ of our 10th, 11th, and 12th graders will be dropped off by a parent or guardian according to the student perspective. Again, if you planned on being dropped off, what's that frequency? It seems like it's very occasional or daily. I think that depends upon activities in large part.

The flip side of that is being picked up in the afternoon. I expected this to be a little more discrepant than it was based upon students' arrival and pick up. I expected this to have a larger percentage of students being picked up just based upon after school activities, but again, it's actually slightly less of a percentage of the student body saying they need to be picked up by a parent.

Student walking frequency. Very few student walkers. In large part, I think due to basically how our campus is structured with some highways surrounding us on various sides – whether it's clear out to Chocolate Avenue or 322 and Homestead and Cocoa Avenue.

Now the meat of the survey. The why. Notice, the first thing I want to bring to your attention on this is 'check all that apply'. Students had the opportunity on this question to denote multiple options. If you can't see this, I'm sure in the back it's pretty small to read. The largest number, 318 students out of the 728 selected "athletics". The number 1 response as to why they will drive or ride with another student. Next highest categories in there are "less rushing around", "social time", and "sleep in longer". You may think that this is being a teenager who might not be interested in getting up in the morning. Could be. Another look at this may be that student A could stay in their bed and watch the school bus pick up in front of their house, and continue on its route. They can get up, get ready, and still beat that bus to school because of more of a direct route.

From a student perspective, perhaps they're saying, it's a little more of a wise decision on their part. Other areas: 232 students marked "did not apply", because they don't intend to be a passenger or drive. Other items, "academic assistance" was a large category 122 responded, "clubs" 170 responded, "appointments" 97 responded, "weight training" 92 responded, 79 students responded to "after school employment", and then our music programs "music ensemble" 63 responded, and "drama and musical production" 61 responded.

The next question we asked students was "what is your primary mode of transportation?" Again, 300 students, nearly half of the respondents or 40%-45% of the respondents indicated that they will be a student driver. That number falls in line probably with the passes that are distributed annually at the high school. By the spring of the year, Mr. Murphy and his staff probably distributed approximately 300 student passes. That number grows particularly since the, I don't when the law changed about driving with your permit for a longer period of time, but that number is much lower in the fall until we get those new student drivers throughout the school year. That number will be, what we have now, 1/3 to 40%-45% larger come the spring. A total of 186 respondents said the primary mode will be traveling by bus, and the least of which, very similar numbers we already saw as walking to school.

Those same choices we now said, okay, choose 1. You selected your main, your primary mode of transportation, what's the number 1 reason why you choose that transportation. Again, "athletics" stood out as the primary reason that students chose their method of transportation. Followed again, in order, "less rushing around in the morning" "sleeping in later". "Other" was the fourth highest. Some of the larger contributors to "other" were students who were involved in the PYAP program's internships and another program that I'm not familiar with, CASA. There are a number of students involved in that program and on down as you see the respondents. Again, I think it's pertinent where they could choose one reason why and you can see there, the main focus was on the student involvement based initiatives. And just in another format, you can see, just in a chart format on the next slide, the same responses.

When you digest further some of the data and you look at this chart, again, I'll go directly to athletics. Students that chose athletics as their reason for determining how they're going to get to and from school, a large portion of those students were student drivers. You don't see any yellow there (walking to school), a few bus students and a larger number yet of dropping off and being picked up by a parent or guardian. But, for athletic purposes students want to drive. Their schedules are different and their learning times vary each day. It's determined to be their most reliable form of transportation, basically convenience. You can leave as your team finishes for the day. Furthermore, some of the other areas on that slide to highlight areas where student drivers chose their purpose for transportation was based on employment and then the morning types of things socializing and less rushing around.

Conclusions. Our students are involved. Our student body is involved, whether its music, athletics, clubs, academic assistance. We talked about the student driving

growing as the year progresses, so that the 160 passes that are distributed as of last week, 160 applications will grow significantly as the year progresses. As you drive by the student lot tomorrow, don't use that as your rule of thumb for what the parking lot will be like in May. Fifty percent of our respondents indicate they'll ride with other students, so our students are vested into carpooling. The athletic piece we've talked about and in talking to students and through the survey data, convenience, I think, plays a large part in their choice of transportation.

That's the student data, any questions?

Dr. Donahue: I have a couple of questions. I think the easiest way is to verbalize how I think I understand this and you correct what's wrong. We hand out 300 passes a year, approximately, for students driving in the high school?

Dr. Kepler: Correct.

Dr. Donahue: And I seem to recall last meeting we have to have a certain number of parking places for the building, is that correct?

Dr. Kepler: Regarding the Township Code, yes.

Dr. Donahue: But, it's the School District's absolute prerogative as to how many passes we hand out? If we want to hand out 10, we can do that, or if we want to hand out 0, we can do that, is that correct?

Dr. Kepler: Certainly.

Dr. Donahue: So my next question is how would not handing out, and this may be for Mr. Yarian, how would not handing out 300 parking passes affect the bus traffic?

Mr. Yarian: I'm glad you asked that, because I was a little nervous as you were having this conversation. The planning that I've done is based upon what we have now. If you decide that out of the 300 passes, you're going to eliminate 100 and you have 2 students in a car, that's 200 kids. That's a least 4 buses at \$90,000 a pop, and that's the drivers, which is not a one-time expense. When you look at all this, I'm not sure that the parking lot may be the cheaper option in the long run if you take everything into consideration.

Dr. Donahue: What about the costs aside purely from a safety perspective. I mean, there would be more buses out there, could you, if money wasn't an issue, could you get enough buses out there in some system whether it's two tier, three tier? Could you do that safely if money was not an object? I guess under those circumstances, the answer would be yes.

Mr. Yarian: Certainly. If we start adding that much to the number of buses, then we'd better look at the corral is designed for the number of buses that we need now. The

number of buses that we're adding for the two tier takes us about to the max for what we can do with our current program. If we start adding more, then we're going to have to start looking at adding another mechanic and that's not a one time expense. There's a lot of things that become involved when you start changing things that might not be as cost effective if you're looking at it just from the money standpoint.

Dr. Brewer: I think another thing to keep in mind when you look at the data is that our kids are involved in the after school activities. The buses just wouldn't be taking the kids home at 2:30. There would be lots of kids that either would have to be picked up by their parents or there would have to be many more activity buses.

Dr. Cronin: I have a question. When a student gets a parking pass, are they now not allowed to ride on the bus anymore?

Mr. Yarian: Oh no, they can.

Dr. Cronin: So aren't the buses already outfitted to take all the kids?

Mr. Yarian: What we do is I may assign 90 or 100 students to a bus, knowing that only that only 40 are going to ride.

Dr. Cronin: So the high school buses aren't empty, because that's what I always hear from folks.

Mr. Yarian: Well, as the year goes on, fewer high school students ride the buses. Some of the buses run a short amount of time, which I'll explain later. A bus route goes out and needs to get back in time for the next route, and therefore I run out of time before I can fill it. I did surveys of each high school bus route and the actual number of riders throughout last year. This information was used to determine how many buses I thought would be needed for the two tier system.

Dr. Donahue: I'd like to make one more point if I could please?

Mrs. Chabal: Yes, go ahead.

Dr. Donahue: I believe more than anybody that it's important to get people to use cars less, not just the students, but for the parents. I think it would be great if we could get more kids to walk to school, if we could get more kids to ride their bikes to school. I'm guessing no high schooler rides a bike to school, I guess?

Dr. Kepler: There were a few in "other", 1 or 2 indicated a bicycle.

Dr. Donahue: Good. My concern however, though is that the issue is complicated to the degree that we, and I'm not even suggesting that we not continue to look into these options, but from the little bit I know, it seems like addressing these sort of issues in such a complicated process might slow us down in addressing what is a very important

safety issue with the busing. Whereas, I fully agree with everything that's been said about the need to be more environmentally sensitive, I don't want to risk the safety of our children by putting off what we decide is the safest thing to do. But that, by no means, I think we still have several months/years to focus on getting cars, whether they're students or parents or teachers, getting cars off the campus. Nobody would argue that that's not a good idea.

Dr. Cronin: I just want to comment that I find it interesting that there's about almost 300 kids who are saying that the reason why they're not taking the bus is for "social" "other", which I'm not sure what all that is, "less rushing around" and "sleeping in longer". Not, the job, the sports, the activities. Just convenience. That seems like the area that the most, where we could have the most impact based on what Hank said in terms of, I think it's certainly safer. Data definitely showed that it's safer to ride a bus than to have 300 kids in cars coming to school. The more number of kids in the car, 2 is a passenger, 3 is a party. I think it definitely does make it safer if there are less drivers.

Mr. Yarian: I think for the convenience part of it, and I'm kind of jumping into my next slide. We only have a few minutes between when high school starts and middle school starts. The only way I can do that in the morning is to bring high school in really early, so we're bringing high school students in 30 minutes earlier than we need to, just because I need that time to do the middle school run.

Dr. Cronin: Actually, that's a great point. I think the two tier system, if the scheduling was right, could actually address the fact that they need more time to sleep in the morning, they want less rushing around, because we wouldn't have them getting up so early to allow the middle school run. If the high school/middle run are together, that could, in a sense, take away that problem of, you've got to get there so much earlier. It would solve that with the two tier system.

Mr. Yarian: I'd like to make just one comment and that is changing to the two tier system is a big step. I've done a lot of planning in order to figure out what we need. You're spinning a lot of other things in here that add a lot of guess work for me. When you start with one step, like moving to two tier and then you want to start looking at additional things like cutting down on student drivers, then I suggest we do that down the road. You would need to add even more buses if you want to cut down on student drivers. I would recommend that we don't do all these things at one time. One step would be the two tier and then the next step might be looking at doing something that changes the number of student drivers and buses needed.

Dr. Cronin: Right. I totally appreciate that, but I also wanted to not lose sight of the fact that the two tier system automatically comes with an altered bus schedule that the administrators will work on, so if we can give them one idea for the administrators when they do it, that's their job, but, hey, can we solve some of these issues while you're doing it. It's going to change, the bell schedule will have to change, maybe it can change to account for some of this data that we're showing. The kids need to sleep in longer, alright, we're giving that to you, now what's your reason for driving? They'll

have to come up with something else. Anyway, I just want to make sure that we're proactive in thinking of all these things, because if we do go to two tier, we are changing the bell schedule.

Mrs. Chabal: Does anyone else have a question or comment for Dr. Kepler regarding the survey?

Mrs. Chabal: I would love to hear and I know it's your first day, but I guess the question from, at least my perspective, would be, it looks like we had a nice response number. It evidently generated some conversation and, I guess, our question to you would be, what did you hear? What were your thoughts? What input might you want to throw out our way?

Mr. Waybill: I think generally when the students were taking the survey, I think it's really important to look at the less rushing around and the sleeping in longer, really as one thing. Because that was really generally, do I want to sound nice to the School Board for be honest and say, I want to sleep longer. Sleeping longer, I know at get up at the same time as I would if I took the bus, but now I have time to eat a breakfast at home. I check my Facebook and my e-mail which is really nice to do because a lot of time... I think look at those two it's the same thing. I think that's the main reason. Also, I think just the before school schedule is typically the main problem, because after school, I know the buses, they leave right away. Students that drive generally take 10-15 minutes, go to their locker a little slower, socialize a little bit. I think the after school driving and busing issue is less of a big deal than the morning time.

Miss Shah: I do agree with Chris on a couple of points and that the morning schedule is a little bit what dictates, I guess, why I drive to school. I would have no problem riding the bus to school in the morning, it's just that I'm involved in so much after school that I can't. I need a ride home or that I go from one place to the next, so it's very hard to not have a car on a certain day at school. I also wanted to bring up the point that Chris is talking about as far as the social time and the sleeping in longer. I feel like, as a senior and juniors, we get so busy in school, in homework, and after school activities, that we're usually up very late. To wake up very early to catch the bus is sometimes quite difficult for me, especially with colleges and things like that going on. I do agree with Chris that those two are one of the major points why kids ride the bus. Addressing athletics, as a student who is involved in athletics, I personally didn't put down answer. I said that I like to sleep in longer, because I do find athletics to be very important, but I find that the ability to sleep in the morning is a little bit more important, so I do think that we have a lot of students who are in athletics, but that maybe give more priority to other things. I think we should just keep that in mind when we discuss the breakdowns of these reasons.

Mr. Waybill: Yes, I also that carpooling was more of an issue with parent drivers than with student drivers. I know all of my friends take at least one person to school, but it's kids who go with their parents, just parent/child to school. I think that causes a lot of the congestion also because students, when they come in right now, they turn right and

park. Parents go in, go straight, which is a little bit closer to the bus route and then back around, I guess, and come out. It's just hectic.

Miss Shah: I do agree with Chris in that even if students don't take carpool in the morning, we usually do carpool in the afternoon after after-school activities or sports or something. Parents do kind of have more trouble getting in and out of the school since they have to wait for students to cross at certain cross walks or wait for the buses that are coming in. I feel that does cause a little bit more congestion than the students since we are separated. After about the first couple of weeks, we know exactly where we're going with our assigned parking spots. I think if there was an easier way for parents to get in and out, that would lessen contact with the buses and lessen contact with the student, that might work out a little bit better.

Mr. Waybill: Also the safety wasn't addressed in the student survey, what was the main link I missed behind the safety question. Is it because of the amount of students in the cars that it was not safe, or?

Dr. Kepler: Just looking at, just remember back Chris, the directions at the beginning at the survey spoke about we all know that congestion in and around the campus is an issue and it stated that student driving is only one element of that. So, just look at it from that. It's one element, not the entire picture that we're looking at, but wanted to get a grasp solely on, what's our student body decision making and why are they making those decisions.

Male Board Member: If I can ask a question of you, and don't read anything into this, but if we were to embark on a plan where we would limit the number of passes given out. In other words, you had to have a valid reason of why you're driving, athletics, play practice, after school something, you have to go to work afterwards. If we were to survey and limit the number of passes, how do you think that would be looked upon?

Mr. Waybill: I think it would be probably frowned upon, but I don't think it's a bad idea at all. I think that carpooling would solve a lot of the main issues. I know almost every college campus I visited, they even have carpooling there with people who hardly know each other and lists up asking if you live in Pennsylvania, can I get a ride here this weekend? I think it would a lot easier to set up lists of neighborhoods and say, oh I live here, can I get a ride, and even is students split up the driving days so they could share a pass, I think that would definitely be a possibility.

Miss Shah: I also agree with Chris. I don't think that there would be that much controversy over it, except that in that with students who maybe don't play a sport in the fall, when they're applying for a pass, they would have to say that they do it later in the year or something like that. It kind of affects students who, maybe, don't do things year round, but I do think that a lot of students would embrace it. I think that we're kind of being more aware of our impact on the environment which is also a big issue for us, so, I think that it would be welcomed. If we gave priority to certain issues, like athletics, I think you just have to look at things equally in terms of internships, athletics, or any

other after school activities that students have. You just have to figure out how we weight those.

Mr. Waybill: Then the problem comes where our school is so involved in almost any sort of activity. I know my cross country team alone has 100 people just about on it. That's 1/10 of the school almost. Just about everybody is doing something, whether it be weight lifting. Then, does it become a seniority issue? I think if you definite limit the seniors and juniors, it wouldn't be as bad, because there are very few sophomores who start their sophomore year driving. I didn't even start my junior year driving. I didn't get my license until last December.

Dr. Cronin: I appreciate what you said about using your time in the morning rather than sitting on the bus. I definitely know people that take advantage of that, so that's important. I'm assuming that buys you about 15 or 20 minutes or maybe more? I don't know.

Mr. Waybill: More for me.

Miss Shah: Yes, a little bit more.

Mr. Waybill: About a half hour.

Dr. Cronin: Do you think if the 200 or 300 folks who said they wanted to sleep in longer, have less rushing around more social time could start their day 20 to 25 minutes later, would they still find a reason to drive or do you think they would try to be part of the plan to solve this problem?

Mr. Waybill: If the buses came later?

Dr. Cronin: Right.

Mr. Waybill: It probably would attract more people to the buses. I know the waking up for the bus that comes at 6:30, getting up. The 5:30 wake up call is the killer, because I know sometimes I don't even get home to start my homework until 11:00, either I'm in a meeting or rehearsal, or whatever it may be.

Dr. Cronin: Thank you.

Miss Shah: I was just going to actually add that I do think that if buses came a little bit later, more students would be inclined to ride the buses. I know I personally would, since that's my main reason for driving, one of my main reasons for driving. If we did push it back, students, I think, would find that they don't have as much of a reason to drive to school.

Mrs. Sheffey: Thank you to our student representatives. This was helpful for me to hear why kids choose to drive to school. Children driving to school is just a small part of

our problem. We've got parents driving to school. Would we be able to do a survey to parents to find out why they are driving the kids to school?

Dr. Cronin: Like elementary and middle school?

Dr. Brewer: I think that would be a logical next step, because to get their perspective on this situation would be helpful. I do like the idea of going forward with the two tiered system just as Mr. Yarian was saying. It's a complicated issue to begin with and to keep looking at this issue as we think about ways to cut down on student driving and parent drop off. I'm wondering if maybe we should take this to our PTOs to see if they would like to assist us in this process just as our student representatives craft a survey, so we could get the perspective of parents by asking PTOs 'here's what we're thinking about with the survey, what say you before we send it out? Now, one of the differences in surveying the parents versus the students is that we were able to survey all the students because we did it in mass. When you're doing a survey with parents, any survey that's given, if you get a 50% response rate, you're lucky. Sometimes, you get a spurious correlation where people who have a strong opinion about something one way or the other are going to respond to the survey and you may not get as complete a picture in a parent survey as you've gotten in a student survey. But that doesn't mean that we shouldn't do it.

Dr. Cronin: Do we have the technology to do a short online survey?

Dr. Brewer: Yes. We do.

Dr. Kepler: The student survey was conducted online.

Miss Shah: About the parent survey, if you wanted to do it certainly in mass as we did with the students, you could do it during Back to School night. I know most of the parents, at least one parent, tries to show up during that night, so that might be a good opportunity to grab some of the parents to see their input. One important issue that you might want to include in the survey is, are parents, at least for the underclassmen, going to allow their students to carpool, since there is a safety issue with how many students we have in each car. I don't think that the parent's decision, if parents don't allow their students to carpool, I don't that should affect them negatively as far as getting parking spots, since that is not in their control.

Dr. Cronin: Have we had middle school Back to School night yet? No, okay. We've had all the elementary schools, but that is a great captive audience.

Dr. Brewer: The middle school is a whole other issue, because we're not talking about student drivers then. We have a large population of parent drivers.

Male Board Member: Chris and Shruti, nice job.

Mrs. Chabal: Yes, thank you very very much. We really appreciate it and we look forward to your input on other areas of interest throughout the year. Thank you. We are delighted that you're here and don't hesitate.

UNFINISHED BUSINESS

None.

NEW BUSINESS

5.01 Anticipated Agenda Items for the September 28, 2009 Public Meeting

The following items will be on the agenda for the September 28, 2009 Public Board Meeting:

1.	Approval of August 24, 2009 Board Minutes
2.	Standing Committee Report - Finance
3.	Presentation - RBC (Lou Verdelli) <ul style="list-style-type: none"> • Financial Planning for Capital Projects
4.	Approval of August 2009 Finance Report (Mr. Rineer)
5.	Requests for Payment (Mr. Rineer)
6.	Appointment of Delegate to Act 32 Committee - Tax Collection Committee
7.	Approval of Music Festival Overnight/Excursions for the 2009-2010 School Year (Dr. Kepler)
8.	Requests for the Use of Facilities (Mr. Elias)
9.	Personnel
10.	Announcement of Staff Development Conferences

5.02 Requests for the Use of School Facilities

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

<i>Group:</i>	Hershey Youth Basketball
<i>Date/Time:</i>	September 16, 2009 7:30 p.m. to 8:30 p.m.
<i>Requested Facility:</i>	Middle School LGI Room

<i>Event:</i>	Board Meeting
<i>Date/Time:</i>	September 29, 2009 6:00 p.m. to 8:30 p.m.
<i>Requested Facility:</i>	Middle School Cafeteria
<i>Event:</i>	Signups
<i>Date/Time:</i>	Saturdays November 14, 2009 through February 27, 2010 8:00 a.m. to 6:00 p.m.
	Sundays November 15, 2009 through February 28, 2010 1:00 p.m. to 5:00 p.m.
	Monday through Fridays November 16, 2009 through February 26, 2010 6:00 p.m. to 9:00 p.m.
<i>Requested Facility:</i>	Middle School Gym
<i>Event:</i>	Games and Practices
<i>Date/Time:</i>	Saturdays November 14, 2009 through February 27, 2010 8:00 a.m. to 1:00 p.m.
	Monday through Thursdays November 16, 2009 through February 25, 2010 6:00 p.m. to 9:00 p.m.
<i>Requested Facility:</i>	Elementary School Gym
<i>Event:</i>	Games and Practices
<i>Date/Time:</i>	Saturdays November 14, 2009 through February 27, 2010 8:00 a.m. to 6:00 p.m.
	Sundays November 15, 2009 through February 28, 2010 1:00 p.m. to 5:00 p.m.
	Monday through Fridays November 16, 2009 through February 26, 2010 6:00 p.m. to 9:00 p.m.

<i>Requested Facility:</i>	ECC Gym
<i>Event:</i>	Games and Practices
<i>Fee:</i>	As per Lease Agreement
<i>Group:</i>	Senior Mens' Basketball
<i>Date/Time:</i>	October 1, 2009 through October 1, 2010 6:00 p.m. to 7:30 p.m.
<i>Requested Facility:</i>	Elementary Gym
<i>Event:</i>	Senior Mens' Basketball Games
<i>Fee:</i>	None

Dr. Parrish moved the Board approve the request and was seconded by Mr. Malkoff.

Roll Call Vote:

Barrett – Absent

Chabal – Yes

Cronin – Yes

Donahue – Yes

Gräb – Yes

Malkoff – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

8 Yes, 1 Absent

MOTION CARRIED

5.03 Personnel – Resignation

The Administration recommended the approval of the following resignation:

Classified:

Brinser, Danielle

Special Education Aide

High School

Reason: Personal

Effective: Retroactive to 8/26/09

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

Roll Call Vote:

Barrett – Absent

Donahue – Yes

Parrish – Yes

Chabal – Yes
Cronin – Yes

Gräb – Yes
Malkoff – Yes

Sheffey – Yes
Stover - Yes

8 Yes, 1 Absent

MOTION CARRIED

5.04 Personnel – General

1.	The Administration recommended the approval of the following appointments:
	Classified:
	Bryce, Jana * Substitute Teachers' Aide District-wide Salary: \$10.34 per hour Effective: 09/15/09
	Farrell, Jane Substitute Library Aide District-wide Salary: \$10.34 per hour Effective: 09/15/09
	Greene, Adam * (replacing Danielle Brinser) Special Education Aide High School Level B: 6.0 hours per day Salary: \$13.04 per hour Effective: 09/15/09
	Heslop, Jessica Substitute Teachers' Aide District-wide Salary: \$10.34 per hour Effective: 09/15/09 (pending receipt of Act 34, 151, and 114 clearances)
	Olives, Kelly Substitute Teachers' Aide District-wide Salary: \$10.34 per hour Effective: 09/15/09 (pending receipt of Act 34, 151, and 114 clearances)
	Smith, Lois Substitute Teachers' Aide District-wide Salary: \$10.34 per hour Effective: 09/15/09 (pending receipt of Act 34, 151, and 114 clearances)

	<p>Steyn, Corné (replacing Joseph Chen) Co-Op Student General Food Service Worker High School Part-time 3.0 hours per day Salary: \$7.25 per hour (special student rate) Effective: 09/15/09</p>
	<p>Wedderburn, Tracey * Substitute Teachers' Aide District-wide Salary: \$10.34 per hour Effective: 09/15/09</p>
	<p>Limited Service Contracts:</p>
	<p>Carranza, Chandler * Head Wrestling Coach Middle School Level II, Group B, Step 4 Salary: \$2,346 Effective: 11/20/09</p>
	<p>Guydo, Keith * Volunteer Assistant Cross Country Coach High School Effective: 09/15/09</p>
	<p>Ortiz, Jr., Jose * Assistant Wrestling Coach Middle School Level III, Group B, Step 4 Salary: \$1,676 Effective: 11/20/09</p>
	<p>Price, Chase Percussion Advisor High School Level I, Group H, Step 1 Salary: \$1,016 Effective: Retroactive to 07/01/09</p>
	<p>Transfer of Coaching Staff:</p>
	<p>Arndt, John * From: Assistant 9th Grade Football Coach High School To: Volunteer Assistant 9th Grade Football Coach High School Effective: 09/15/09</p>
	<p>Teague, Robert *</p>

	<p>From: Volunteer Assistant 9th Grade Football Coach High School To: Assistant 9th Grade Football Coach (replacing John Arndt) High School Level II, Group A, Step 3 Salary: \$2,607 Effective: 09/15/09</p>
2.	The Administration recommended the approval of the following addition to the Mentor List for the 2009-2010 school year:
	<p>Prisbe, Joni * Mentor to Elizabeth Mark, Grade 5 Teacher - Yr. 1 - \$1,027</p>
3.	The Administration recommended the approval of the following requests in accordance with the District Policies 435 & 439:
	<p>Buerk, Erin Grade 5 Teacher Elementary School Paid/Unpaid Childbearing/rearing Leave Effective: On or about 11/18/09 through 01/04/10</p>
	<p>Weaver, Kathleen Learning Support Teacher Middle School Paid/Unpaid Childbearing/rearing Leave Effective: On or about 01/02/10 through the end of the 2009-2010 school year</p>
4.	The Administration recommended the approval of the following additions to the 2009-2010 Substitute Teacher List:
	<p>Baranowski, Joseph B.S. in Art Education from Kutztown University</p>
	<p>Brandt, Danielle B.S. in Elementary Education from Elizabethtown College</p>
	<p>Bridgewater, David M.M.E. in Music Education from Pennsylvania State University</p>
	<p>Condran, Erin B.S. in Elementary Education from Millersville University</p>
	<p>George, Jennifer B.S. in Early Childhood Education from Lock Haven University</p>
	<p>Kirkpatrick, Brett B.S. in Secondary Social Studies from Millersville University</p>
	<p>Lindemuth, Stephen B.S. in Secondary Social Studies from Shippensburg University</p>
	<p>Nickolaus, Kevin B.S. in Physics Education from Michigan Technological University with</p>

	Secondary Mathematics certification
	Reichelderfer, Amy B.S. in Elementary Education from Millersville University
	Risser, Stacey B.S. in Elementary Education from Shippensburg University
	Roaten, Hope B.S. in Secondary Social Studies from Lebanon Valley College
	Spotts, Kelcee B.S. in Elementary Education from Pennsylvania State University
	Strine, Jenna B.S. in Elementary Education from Pennsylvania State University
	Tilghman, William B.S. in Elementary Education from Kutztown University
5.	The Administration recommends the approval of the Guest Teacher List for the 2009-2010 school year as attached.
	* This individual is currently an employee and/or volunteer. Clearances are on file.

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

Roll Call Vote:

Barrett – Absent

Chabal – Yes

Cronin – Yes

Donahue – Yes

Gräb – Yes

Malkoff – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

8 Yes, 1 Absent

MOTION CARRIED

DELEGATE REPORTS

6.01 Dauphin County Technical School Report

Mr. Gräb: The Dauphin County Technical School did meet last Wednesday. The school got off to a great start. We got enough mail ballots stating affirmative on all those options from August and we just proceeded forward.

6.02 Derry Township Tax Collection Association Report

Mr. Malkoff: The Tax Collection Association. Our next meeting is September 24. At our last meeting, one of the main things that we talked about is kind of a strategic issue that's going to affect the Tax Collection Association for the next several years. Derry Township is one of the very few school districts and municipalities that actually has its own tax collection association. Last year, the Pennsylvania state legislature passed a law that requires that earned income tax be collected at the county level. This is going to create some difficulties I think and it's going to place us in somewhat of a disadvantage, because I believe that in the long run, it's going to cost us a little bit more, because we're going to have less control over our own tax collection agency or association. This is something that we're going to be working with over the next several years, because we're going to be forced to reorganize our own tax collection association. We have absolutely no choice in the matter. In fact, there's a new super committee, I would call it. This committee is going to basically have a representative from every single school district and every single municipality in Dauphin County. Steve, correct me if I'm wrong, but the vote is going to be weighted based upon population and also on income?

Mr. Rineer: Both factors are rated, one is population as you mentioned and the other is income generated by the earned income tax, so there will be some districts and some municipalities that have more weight in deciding who the vendor is to collect the earned income tax.

Mr. Malkoff: The number of vendors that would be available to basically fill out a request for proposal in the next year or so as this process goes through is fairly limited.

Mr. Rineer: Lancaster County Earned Income Tax Bureau may not submit a bid, but Capital Tax and West Shore could, Berkheimer Associates could, so there's about 5 or 6 that may or may not to decide to submit a bid for the Dauphin County organization to collect income tax. You are right. It's going to have some implications, one of them is going to be cash flow, because we received our earned income tax every week and one of the pieces of the puzzle is going to be when we get our collections and how it's going to be determined. Some of these vendors that I just mentioned estimate it and then reconcile it at the end of the year. That doesn't give me a whole lot of comfort. So, it's going to have some cash flow issues as well, in addition to being more costly. One number that I've heard is that these typical vendors collect, they keep 2% as an administrative fee, so it's going to hurt us.

Mr. Malkoff: So, the net impact over the next several years is going to be negative as far as Derry Township School District and also the Township.

Mr. Rineer: Unfortunately, every change that we get has a negative impact on us.

Mr. Gräb: Steve, I have a quick question. I know Derry Township and the Derry Township School District have a 1% earned income tax, which is split one half and one half, whereas another school district in the county levies a 1 1/2 % earned income tax, which immediately is going to give them a heads up on the amount of income produced

coupled with the size of the school district. So, basically, we're not going to have a whole lot of say in what the vendor's going to be?

Mr. Rineer: I should be able to answer that question, but I can't. What I'm thinking is that it's not so much based on collections, it's going to be based on the earned income, the gross amount, the gross wage amount. You're right. If it was done that way, the District that you're talking about would even have a bigger financial decision making authority, than they presently do.

Mr. Gräb: Thank you.

Mrs. Chabal: Thank you.

6.03 Harrisburg Area Community College Report

Nothing to report.

6.04 Capital Area Intermediate Unit Report

Mrs. Sheffey: Many of you should know, the Intermediate Unit is not a taxing authority. So the state budget impasse is having a very negative affect on the IU. At our July meeting, we had to get an 8 million dollar revenue anticipatory note in order to pay bills. As of our August 27th meeting, the IU had drawn down 3 million of that 8 million. We anticipate that at our next meeting on September 24th, we will need to get a second revenue anticipatory note. The second revenue anticipatory note will have a much higher interest rate. One of our IU Board members suggested to reduce the need to draw down on that anticipatory note and, therefore, pay interest, could districts who are in the position such as ours, pay forward their bills. If we could do that and that would then reduce their need to draw down the anticipatory note and pay interest. We, I think our contribution is about \$600,000, Lin?

Dr. Brewer: Well, what's still owed yes.

Mrs. Sheffey: Yes. So, if we could pay forward through December and you're looking at about \$200,000 to \$300,000.

Mr. Rineer: Correct.

Mrs. Sheffey: And the interest we would earn on that \$200,000 to \$300,000 would be minimal, because I think our interest earned right now is 0.8%.

Mr. Rineer: Correct.

Mrs. Sheffey: The IU would save close, they're thinking about 6%, if we were to pay forward, and I would strongly suggest that we do that. I think we should try to help out where we can. I know there are three other school districts who are part of the IU who are also considering doing this. I don't know that we have to vote on it.

Dr. Brewer: I've checked that with our Solicitor and we do have a contract that gives a pay schedule, but if there is informed consent from the Board, meaning not a motion, we can do that. I certainly would recommend that we do our part, particularly when we did the analysis that shows that essentially our money is earning very little interest. The only caveat I would put in there is that we still would be responsible for their unbudgeted expenditure of the interest that they will have to pay. I do believe, and I don't want to get into it publicly, but I do believe that they are negotiating a better term than they originally thought they would get. But, also on the other hand, is that the more that we pay forward and if some of our colleagues can do so, the less they have to draw down on money that we would be responsible for in part anyhow.

Male Board Member: Ellen, was their discussion about an incentive for doing that? Because typically when you advance funds, you get a discount for doing that. Was there any discussion about offering a discount to do that?

Mr. Sheffey: No, these are services that they provide to our special needs students and there would be no savings in providing those services just because we pay up front. These are based on the actual costs to the IU.

Mr. Malkoff: Ellen, one question. Would all the school districts that participate through the Capital Area Intermediate Unit have to make the same decision or can just some school districts pay forward and others not.

Mrs. Sheffey: It would be on an individual basis. Many school districts are not in a position to do so.

Dr. Brewer: Ellen, I canvassed the Superintendents and some absolutely can not and will not. The few of us that are in a position to have indicated some willingness, but nobody beyond December. I certainly wouldn't want us to go beyond two pay forwards.

Mrs. Chabal: Is there a procedure that we would want to....

Mrs. Sheffey: Our next meeting is September 24, so...

Mrs. Chabal: You need to know.

Mrs. Sheffey: I need to know.

Dr. Brewer: We were just side barring about whether or not there could be any discount and I'll say it into the microphone, the costs are their costs. They have contractual arrangements that decide the fees. It's not like a profit center for them. The only way,

I'm thinking out loud right now, the only way they could incentivize this at all is that we pay less of their interest.

Mrs. Sheffey: And I'm willing to bring that up at our next meeting.

Male Board Meeting: It should be considered.

Mrs. Sheffey: For those who pay forward, the interest costs that will be pro rated, because it's unbudgeted, perhaps we would not take care of that.

Male Board Member: Absolutely. Because if we give them \$100,000, that's \$100,000 less they have to borrow, so you can project what the interest rate would be and we could meet somewhere in the middle because we're going to lose.

Mr. Rineer: Or alternatively, if we're earning $8/10^{\text{ths}}$ of a percent, that we'd be made whole.

Male Board Member: I just wan to be made whole, that's exactly right.

Mrs. Sheffey: So we can talk, I'll bring that up at our next meeting.

Mrs. Chabal: So, at this point, I guess we would want to consider a straw vote since we don't need to make an official vote. Ellen has indicated that she would need to know prior to our next Board meeting which means we need to do that now. I guess, what we have before us is whether or not you want to individually do a straw vote and give us a feel of whether or not the majority of the Board would like to pay forward the IU through December which is about \$200,000....

Mr. Rineer: Well, in round terms, it's about \$250,000 each payment that's due. So, it would be two payments. We could conceivably pay \$500,000 now and not make the October payment and the December payment.

Mrs. Chabal: Right. Okay.

Mrs. Sheffey: I thought our full contract was \$600,000, so how could we be paying...

Mr. Rineer: It's more like a million and a half, I think.

Mrs. Sheffey: No, it can't be.

Dr. Brewer: It's around \$990,000. The confusion is we've already made one payment.

Mrs. Sheffey: So, it's \$600,000 remaining.

Dr. Brewer: Yes.

Mrs. Sheffey: Okay.

Mrs. Chabal: So, what we're going to do is at your roll call number wherever you happen to be, we can just say verbally whether or not we would say yes or no to. If we say yes, what we're saying yes to is paying forward the amount of money that, two payments, through the end of December 2009 to the IU and that, in addition to that, it is our, that we would like to have under discussion whether or not we would be able to be made whole for this at the time that the state budget passes and they are received back their dollars, so that we would, in effect, be giving forward, but that we would be made whole after the time that the IU has its budget passed by the state. Is that clear on everybody's mind?

Dr. Brewer: Let's be clear then, if that's what we're saying, if we're talking about \$500,000, what's the interest on 0.8%?

Mr. Rineer: It's about \$300.00

Dr. Brewer: I know it's not much, but at the same time, I think it's worth asking.

Mr. Rineer: You can really make it awfully complicated. You can say that it's one payment for two months and one payment for another two months.

Mrs. Chabal: I don't want to make it complicated.

Mrs. Sheffey: Are we willing to pay forward through December.

Mrs. Chabal: Yes.

Mrs. Sheffey: I think that's easier to say. I will e-mail all of you the details.

Mrs. Chabal: So it may be the made whole situation is not under discussion then, right?

Mrs. Sheffey: I would bring that to the Board.

Mrs. Chabal: Okay, but there's an opportunity that that might not happen.

Mrs. Sheffey: Correct. That might not happen.

Mrs. Chabal: Okay. Then let's look at it as though it might not happen. That we are looking to pay forward on the IU through December 31, 2009 and whether or not you think that is a wise decision by this Board to make. So, Mr. Rineer and this is a straw vote.

Mr. Rineer: We'll start leading off where we ended last time with Dr. Cronin.

Dr. Cronin: I think if we're able to pay it forward and help out the greater good of the Intermediate Unit, I would say yes.

Mr. Rineer: Dr. Donahue?

Dr. Donahue: Yes.

Mr. Rineer: Mr. Gräb?

Mr. Gräb: Yes.

Mr. Rineer: Mr. Malkoff?

Mr. Malkoff: Yes.

Mr. Rineer: Dr. Parrish?

Dr. Parrish: Yes.

Mr. Rineer: Mrs. Sheffey?

Mrs. Sheffey: Yes.

Mr. Rineer: Mr. Stover?

Mr. Stover: I'll say yes, but I still strongly think that we should go back to them and tell them that because they are not going to have to borrow at X percentage rate and we are going to be giving up a percentage rate, that there should be a negotiated discount.

Mrs. Sheffey: Absolutely. What I think I would suggest is...

Mr. Stover: They should see right through that.

Mrs. Sheffey: Well, the interest that they'll pay would be then passed down to us and I would say please don't pass that back to us. Is that reasonable?

[Several Affirmative Responses]

Mrs. Sheffey: Okay.

Female Board Member: So that was a yes from him.

Male Voice: So noted, close to a maybe.

Mrs. Sheffey: We're meeting September 24th.

Mrs. Chabal: But he's not done. We didn't make it all the way through the roll call.

Dr. Cronin: You stopped at Stover.

Mr. Rineer: Who did I miss?

Mrs. Chabal: You stopped at Mr. Stover. You didn't get to me.

Mr. Rineer: Mrs. Chabal?

Mrs. Chabal: Yes.

SPECIAL REPORTS

7.01 Student Representatives' Report

No report.

7.02 School and Community Information Report

Mr. Tredinnick: I was delighted to hear mentioned earlier of Trojan Quest. To those of you who aren't familiar, please become familiar, but the District has now begun issuing a new communications tool that we think has great potential to keep our constituents much more engaged and informed about the whole spectrum of District projects, including those things that go on here at Board meetings. The inaugural edition was e-mailed out over this last weekend. The initial response so far as been pretty promising. I will note that right now , the bulk of our contact list that we're using is parents. That's who we have the best access to e-mail addresses for, so we really want to reach out to much broader in the community to reach our other constituents so if you have a friend, tell your friend. If you don't have a friend, this is a good excuse to make one. Please have them go to the District website, it is an opt in, opt out system. You can opt in, if you don't like what you see, you stay in, if you don't want, you can take yourself out at any point in time. We think this has great potential for just being a regular reminder of the things that are going on and engage folks and make them aware of things that perhaps they weren't aware of. If the name Trojan Quest sounds familiar to you, it's because for many years the District did a printed project that was then mailed at considerable cost to all District residents. That was discontinued some time ago for obvious cost saving reasons. This gives us an opportunity to use technology at a fraction of the cost to do the same sort of thing that we've done which is really try and reach out to the community at broad.

I should also note that Homecoming is fast upon us and, in fact, the Hershey High School homecoming activities will begin on Friday, the 25th will the annual induction of new members into the Athletic Hall of Fame. Of course, there will be a parade that

afternoon and the football game against Greencastle that evening. If you haven't already marked your calendar, be aware that Homecoming festivities will be here at the end of the month.

Mrs. Chabal: I have one quick question for you. As we begin to reach out and grow our e-mail list, have we reached out to the Trojan Foundation at all and reached out to maybe some of the community members and business members to see if they would be interested in giving us their e-mail, so they can also the Trojan Quest since they do support us in many different ways through the Trojan Foundation, that may be a way to begin to move it out into our community partners as well.

Mr. Tredinnick: This was sort of an outgrowth of the ad hoc communications committee and we've outlined a number of initiatives over the next couple of months where we're going to pushing this out and reminding folks and trying to make sure that everybody at least knows about it. They aren't required to sign up, but I would be unhappy if they didn't at least know they had the opportunity.

Mrs. Chabal: Great. Wonderful. Thank you very much.

7.03 Board Members' Report

7.04 Superintendent's Report

Nothing to report.

7.05 Board President's Report

Nothing to report.

RECOGNITION OF CITIZENS (NON-AGENDA ITEMS)

8.01 Recognition of Citizens

Jackie Callaghan: I'm a 11 year resident of the District. Proud parent of two high school graduates from Hershey High School in the year 2006 and 2009 and hope to see my youngest walk across the stage this year in 2010. I want to pass around the newest edition of the Chocolatier 2009 and for reference point my oldest daughter's Chocolatier from 2006. This past week with much anticipation we picked up the Chocolatier 2009, hopefully to send off to my daughter who is now away at school. I've sent a letter to Mrs. Seaver who is the Yearbook Advisor. I have carbon copied Dr. Brewer and Mr. Murphy at the high school with my concerns. My concern is that I would characterize it as an appalling omission in coverage of specifically music department student activities,

academically high achieving students and student leaders in the 2009 edition of the Chocolatier. The Chocolatier is the primary pictorial publication of student life at Hershey High School. As Band Booster President the last two years and Vice President the year before, I am truly saddened to see the complete, and I mean complete, exclusion of almost 200 accomplished music department students from the current yearbook. I hold those in an advisory capacity to the yearbook staff culpable for this terribly egregious editorial error. I would think that producing a yearbook has some editorial leeway that surrounds a basic checklist of must haves. Senior portraits, check. Staff pictures, check. Underclassmen photos, check. Athletics with full membership photos captioned, check. Student activities with captions of participants, check. Music Department ensemble membership photos, none. None. This includes the Hershey Trojan Marching Band in uniforms purchased last year for the 2009 Hershey Marching Band to the tune of over \$15,000, not pictured in the yearbook. The Wind Symphony, the Concert Band, the Jazz Band, the Pit Band, the Orchestra, the Women's Choir, Cantabile, En Voice, and the After Eight did get a picture, no captions of the people who actually participated. The entire music department's ensembles are depicted in one half of a page of snapshots which, unfortunately include band and orchestra under the name "Club Band". Student Leaders, none. The senior class officers under Student Leaders are not pictured in the yearbook. The production officers that produced the largest activity that is done at the School District, the musical are not pictured in the yearbook. High achieving students. The National Merit Scholarship Finalists and commenced students are not assembled and pictured in the yearbook. The National Honor Society, and please reference page 100, has a one half by 2 inch picture with print that is so small I challenge any one of you on the Board to read it without an assisted device. I have good eyesight and do not wear glasses. I cannot read the print under the picture, nor make out any of the faces in the picture of our senior class National Honor Society students. The oversight and editorial advising is inexcusable. Could you imagine opening a yearbook and not seeing a full squad picture of the football team? How it is possible that the preeminent public emissary of our high school, the Marching Band could be excluded from inclusion in the school's yearbook is incredible to me.

As a School Board member I would, like I said previously, be particularly incensed alone by the fact that you approved and spent in excess of \$15,000 last year on new uniforms for the Hershey School Trojan Marching Band for the 2009 season and yet there is not a membership photo included in the yearbook. I have brought the 2006 yearbook in comparison of the coverage that would be considered I think standard of any yearbook. In the band alone the graduating class of 2009 totaled 39 students, approximately 15% of the entire graduating class. These incredibly talented musicians have gone on to study at some of the most prestigious schools in the country, yet they have no personal reference to look back in their senior yearbook to the years of dedication to representing their alma mater, Hershey High, in musical endeavors.

I respectfully request the following actions be taken: a letter of apology to all purchasers detailing the omissions of the yearbook should be sent out immediately. Refunds should be issued to anyone who requests one, and I will be the first one in line

for that. I believe there has to be increased oversight of the editorial efforts of the yearbook staff. I, in no way intend this to be an affront to the yearbook staff who I think worked incredibly hard to pull off an unbelievable publication every year. The advising staff and high school administration are to blame. I have since sent out since writing my letter where I asked for these three actions be taken that there are other school districts who published their yearbook in, what I consider the normal time frame, where it is given out in the springs to students, and then in the fall have an addendum that is printed and put in the back. These school districts are Mechanicsburg and Red Lion in particular. I would urge the School Board to please find it in the budget to have that addendum printed and please disseminated to those people who have bought the yearbook. Thank you for your time.

Male Board Member: Am I allowed to ask questions? So, just so I understand, the 2006 that you passed around did a, for lack of a better word, good example of how a yearbook should look?

Ms. Callaghan: I would say it would be standard in that there are pictures of those ensembles and those achieving students.

Same Male Board Member: So something happened between 2006 and 2009.

Ms. Callaghan: And I have to say as the parent of 3 children in 5 years, I thought I was covering my bases by saying I will buy your senior yearbook, because I would get 2006, 2009, and 2010. Unfortunately and sadly, especially for my high achieving 2009 graduate, she will not see any part of what she participated in in her yearbook.

Same Male Board Member: So the only thing I'm trying to get straight is that, and I'm not picking the best words, but at one time it was done in the correct manner and something's happened between 2006 and 2009?

Ms. Callaghan: And I would think that was just a lack of advising capacity, yes. The advisors were Sue Seaver and Mr. Hartman, but Mr. Hartman has left the District, so I addressed my letter to Sue Seaver.

Male Board Member: Are those different advisors than there were in 2006?

Ms. Callaghan: I don't know. It might be in the front page of the 2006.

Dr. Brewer: Did you say that you e-mailed me that letter?

Ms. Callaghan: No. I sent an actual carbon copy to you.

Dr. Brewer: Recently?

Ms. Callaghan: Yes, I would have sent it on Friday.

Female Voice: Mr. Hartman was 2006.

Ms. Callaghan: I can't verify this, but I've been told that because he had left the District, his advising capacity was very little this past year, but it was mostly Mrs. Seaver who would have been advising. Thank you.

Michael Bruno: It's a great pleasure to be here again and talking about the same thing that Dr. Alan and I spoke about last time. I really enjoyed hearing the comments from the students today, very candid assessment of what they see is the biggest issue in riding the bus. That is, that our very early bell time and our even earlier pick up time for the buses in terms of crowds of kids standing out on the corner. So I have actually brought some biological data which shows that kids need about 9 ½ hours of sleep and they need it at a particular time. After puberty, they actually need to go to bed later and they need to get up later. If they don't, they will have health problems, difficulty learning and concentrating, excessive daytime sleepiness, and other problems, especially if they're driving while checking their Facebook and eating breakfast. There are other issues. I really enjoyed the discussion about safety. I'm actually a safety officer in my department. One issue of safety that hasn't been discussed is that when the bus is picking up very early, it's dark out, so you large crowds of children standing around in the dark, while others are driving while texting and having breakfast, and doing their makeup. I think there is also a safety issue that was not discussed in terms of the early bell time and the even earlier pick up time of the buses in terms of crowds of kids standing out in the dark.

I have actually brought some biological data to share with the Board and I would like to call your attention especially to an article called "When Worlds Collide" by a professor of Brown University, Dr. Tasgarden, basically is discussing the mountain of evidence how biological needs of adolescence are in diametric opposition to the typically school schedule. Dr. Allen is going to share with you another mountain of literature from the school of psychology point of view and how this issue is being addressed in other places. I hope that you will support the idea that as we move toward a two tier system, that anything that could be done to move the bell time later would be of huge benefit for our students. Thank you very much. I'm going to pass these articles around.

Male Voice: We're going to in the work session we'll be discussing how the bell schedule relates to the two tier system, correct?

Mrs. Chabal: Correct.

Male Voice: Okay, so I'll wait to ask.

Michelle Amlin: I was very happy when Dr. Cronin asked both of us to come back and talk a little bit more about this, because, frankly, I thought maybe after last year that it had gotten shelved somewhere and wasn't going to go so far. The more I got into this over the last week reading the literature and there's a lot of new literature actually in the last year, naturally, since we've even been last time that even further supports what we

had talked about before. The one thing that was interesting to me was today my daughter came home from school. She is a 10th grader and she said, "Oh." There was kind of a little bit of, I won't say a ruckus on the bus, but some sort of a stir. The freshman were very loud and were disturbing the sleep of the upperclassmen. She said to me, "You know, mom. That was a hard thing for me to get used to when I started high school. I couldn't figure out, it was real dark, everybody slept the whole way, and the bus driver turns the lights out as soon as he pulls out of your stop." She said it was really weird compared to the other bus experiences that she had when she was younger, but she said now after going through high school for a year, I totally understand it, because she's just like one of the sleep deprived kids. One little fact I found today that I thought was really helpful in kind of framing this whole dilemma was, and in reference to what Dr. Bruno said about the serpadian rhythm differs with age.

For kids of high school age, waking them up before 7 a.m. would be similar to waking us up at 4 a.m. or earlier, so that just kind of gives you a frame of reference how that might feel. As Dr. Bruno said, the kids in high school age need 9.5 hours of sleep on average. If they were to get up at 6:00 in the morning, that would mean that they would have to go to bed at 8:45. Well, if you have high school children and you know the amount of homework, the activities, and really just downtime they need after all that to kind of relax a little bit and unwind, they're not going to bed at 8:45. It really isn't even idea if they did, because that's not the best time for them to actually start to go to sleep. It's more like 11, and then go to 8 or 9. Does this sound like it might have some truth to it? Because I didn't hear your comments earlier, so, I apologize. I think many schools have done it. In fact, I listed out a few and I did bring references for the Board as well. There have been several school districts across the United States, three very large ones in Minnesota, two very large ones in Kentucky, one in Wilton, Connecticut, one very large one in Colorado, one in West Des Moines, Iowa, which I want to talk about a little further, and the Adina School District in Minnesota is very much like Hershey High School. It's a very similar type of community. These schools have all had very positive results switching to a later start time. Research has shown that even starting one half later is beneficial to students at this age.

The West Des Moines School District, and if there's interest in this, we can certainly delve into it and look at it, but they actually feel they save \$700,000 by reducing bus costs on all three of their tiers combined of busing. I didn't spend a lot of time getting into the mechanics of it, because, first of all, that's not my area of expertise, second of all, I don't even know what the level of interest is in checking something like that out. Another thing to consider: there have been some federal grants available for schools who have decided to think outside the box and to start school a little bit later. Connecticut has legislation that prohibits public schools from starting before 8 a.m. and Massachusetts is considering similar legislation. I like to think of Hershey as a really premier school district, and I would like maybe our District to be one of the first in the area to do something that's out of the box thinking and maybe try to move forward in looking at a later schedule.

This would also benefit elementary students terrifically, because if you flip to elementary and senior, you think about little tiny kids. They're up with the sun, you know, they really are. They're at their best learning time early in the day, that's why to try to get those really important subjects scheduled in the morning: the reading, the math, and all that sort of thing. Isn't that right, Mr. McFarland? Because, I know that's when I wanted my kids to have it. Anyway, the thing of it is, is that then if they got out of school earlier, what they could do would be even maybe have a period of rest, because of those kids are tired at the end of the day, or begin their after school activities and things like that, and then get to bed early at night. You really would benefit at both ends of the spectrum. I think that middle school would be the one that we have to look at more carefully because the level of puberty and sleep needs, and certainly that's all over the place in middle school. I've worked in a middle school 28 years, so I feel like I can speak to that one pretty clearly.

To kind of wind this up and just as a summary statement, I was thinking about the whole package in general, and some of things that might be addressed by looking at a later start time and I was thinking that some of the things that bother the school the most, in addition to kids not being rested, grouchy, difficult to work with, things like that, there could be increased academic performance, improved health, improved immune system function, which is very important right now with things like swine flu, MERSA, all kinds of serious infections like that. There could be cost effectiveness with grants, certainly improved safety, and I say that in terms of not being out for the bus when it's dark. Also, too, if you think about it, there's many times that maybe school wouldn't have to be cancelled or delayed if we started later, by the then the road crews could be out, ice could be melting, and you may even have fewer delays and cancellations, things of that nature. The other area that I think schools really worry about too, today, is attendance, absenteeism, kids being tardy. All those things I think could really be addressed possibly through a later start to the school day. Now, what I've done, I do have some articles for you, there's a million articles out there, but I tried to pick the ones that were probably most helpful and address these problems that I just mentioned. There's even, this was an executive summary, suggesting schools start schedules for elementary and high school, flipping them around that gives some sample protocols for that. I will leave this with you and be happy to answer any questions related to this information.

Mrs. Chabal: Thank you very much.

Cindy Hertz: I didn't think I was going to get up here tonight, but Jackie, after hearing that, I was very saddened. With a 2004 graduate who was on the production crew and, back in the Stone Ages, I was a member of the Color Guard and Chorus back in my school, way back. I can tell you the amount of work, pride, energy, and so on and so on that goes into the music department, both from my own experience and my daughter's. So, I would urge whoever could do this that, at the very least, to put the addendum with pictures and provide that for the kids for the year book, because I don't know what happened. It's not my place to figure that out, but that's just a shame. That's tragic, and I know how proud my daughter was 2004 to have her pictures in there and I could bring in my 1978 one if you wanted to see that, but that's not..... But that would be the

very least, I'd like to see them do. I support everything that Jackie was saying, so thank you.

Mrs. Chabal: Thank you.

Susan Foxx: I'm also going to speak to that issue about the yearbook. My daughter graduated. She was in the orchestra, she was in the marching band, she was in Wind Symphony. She was the executive producer last year. The hundreds of hours that she put in, and there is absolutely no record of it at all. The one thing I want to add, because I concur with everything Mrs. Callahan said, yearbook, as I understand it, is a class for credit. It's the last period of the day, and I know countless hours go in beyond that, but it is a class. I think with that being what it is, there's an expectation of the quality, the comprehensiveness of it, it's certainly not a student led activity. Aside from the music, there were so, last year's senior class was one talented class. They had, there were individuals that went on to win awards at the state and national levels, whether it was the memory team, Science Olympiads, and just to get back to the music, the Pit Orchestra won for Best Pit for the Apollo Awards – first time in the area. This was a very very talented senior class in so many ways, and there is absolutely no record of it. This can't continue. Thank you.

Chris Morelli: I don't want to pile on, and I don't know anything about the music program and the band program, but I will tell you I was at the awards banquet this year and there were three gentlemen in charge of the music department who stood up to give out the awards. First of all, they couldn't say enough about the group, all the different programs. One of them told the story about when he first came to school as a young teacher, he asked the senior music teacher about what he could expect as far as the talent and all that of these kids growing up and going through the programs in the different schools. I believe the older gentlemen said, if you go through your whole career and have maybe 1 kid that is just dynamite and just sets you on fire as his teacher, consider yourself lucky. I think that gentlemen, and I'm not quoting him, but I think I got the number correct. He said, this year in this group of highly talented music children, he had 6, so that's amazing. I hope you do something with this yearbook, because these kids, I know how hard athletes work and they dream when they're in grade school all the way through high school and for a lot of them that's it. After they get out of high school, that's it. We've been fortunate in the music program to have a lot of kids that go on after that, but most of them don't. They just go to college like normal kids and that's it as far as athletics, music, and everything else you've done in school, with the exception of studying and going to college and getting jobs. The high school, you only have one senior year. You only have one junior and sophomore year, and that's it for a lot of these kids. I think, just based on my one hour of listening to these gentlemen talk about and give out multiple music awards that evening this spring, they were a very special group of kids. Thank you.

Mrs. Chabal: Thank you very much. I think that it will be looked into, to say the least. It has been brought to my attention that I jumped over asking my fellow Board members if they had any additional Board reports, so I apologize for that, but if there's anything else

that anyone wanted to say prior to us moving on toward our work session, please accept my apology for moving on.

Male Board Member: I guess just to emphasize what you said, Beulah, that we will, I think it's important that we do look into this and I think people should be confident that we will.

Mrs. Chabal: We thank you for bringing it to our attention. I will tell you that as a parent in the class of 2009, my child's yearbook was picked up by a friend to mailed to him so I haven't even seen it. I was unaware, as a parent, of the areas that were not covered, so thank you for bringing to our attention and, as I mentioned, I think that you can say that it will be addressed.

Mr. Malkoff: I would also like to express my comments. I appreciate getting the feedback from the parents regarding the yearbook. I have two sons that went through Hershey High School, both of them took part in all of the musicals thanks to Mr. Hartman and Mr. Hamilton, and I can definitely appreciate where you're coming from. I also attended the Spring Concert and I was very impressed with Mr. Miller. When Mr. Miller was handing out the awards at that particular event, he actually had each senior, he had a story about each and every one of them. I was extremely impressed with what I saw that night. It was just amazing. Each and every one of them. He knew them so well. It was just, for me, a very impressive evening. I'm glad that I attended and I can certainly appreciate the comments that have made today about being left out of the school yearbook and how meaningful the experiences are and the extreme amount of time, believe me, I know. Mr. Hamilton had to help my son learn how to sing just about every night for Guys and Dolls, so believe me, I really appreciate where you're coming from. Thank you.

Mrs. Chabal: Thank you very much. We are going to be adjourning from the session of the evening and moving into a work session as we will talk about the two tier bus system. Please stay if you have the time.

ADJOURNMENT

9.01 Adjournment

Mrs. Chabal announced the next Board meeting would be on Monday, September 28, 2009 at 7:00 p.m. in the District Board Room.

Dr. Cronin moved to adjourn, with a second by Dr. Parrish and, approved by unanimous voice vote by all members. The meeting was adjourned at 8:50 p.m.

Respectfully submitted,

Stephen E. Rineer
Secretary to the Board
Approved at the September 28, 2009 meeting

Beulah Chabal
President of the Board

LDM