

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

February 8, 2010

OPENING ITEMS

1.01 Call to Order

A meeting of the Board of School Directors, Derry Township School District was held on Monday, February 8, 2010, in the District Office Board Room. Dr. William Parrish, Board President, called the meeting to order at 7:00 p.m.

1.02 Roll Call

Directors Present: Mrs. Beulah Chabal
Dr. Henry Donahue
Dr. Mary Beth Hagan
Mr. Christopher Morelli
Dr. William Parrish
Mrs. Ellen Sheffey
Mr. Charles Stover

Excused: Dr. Donna Cronin
Mr. John Gräb

Superintendent: Dr. Linda Brewer

Secretary: Mr. Stephen Rineer

Solicitor: Mr. Brian Jackson

Student Representative: Miss Shruti Shah

Press: Mr. Drew J. Weidman THE SUN

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

Representatives of the Staff and Community: Bunny Hottenstein, Cathy A.

Ferster, Seth Freiberg, Andy Feibers, Julian Stoute.

1.03 Flag Salute

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

REVIEW AND APPROVAL OF MINUTES

2.01 Approval of January 25, 2010 School Board Meeting Minutes

A motion was made by Mrs. Chabal and seconded by Dr. Hagan to approve the minutes of the January 25, 2010 School Board meeting. All Board members present signified by a Yes vote.

MOTION CARRIED

INFORMATION AND PROPOSALS

3.01 Announcement of Executive Session

Dr. Parrish: I'd like to announce that the Board met in executive session this evening to discuss matters of legal issues and personnel. Any other comments? I missed part of that meeting, did I miss anything?

Response: No.

3.02 Recognition of Citizens (Agenda Items)

None.

3.03 Student Representatives' Report

Ms. Shah: We actually have a couple things. Chris would have been there, but he has to prepare for the All Eastern's competition, so he regrets that he couldn't be here. A few of the things that we do have to report; we had our 4 Diamonds Dance Mini-Thon assembly a couple weeks ago and it was a success, so we hope that this year it will be just as much of a success, if not more, than the years past. I think that's one of the biggest things we had to report. Other than that, one thing that was a little bit concerning is that the students, from what I've heard, the high school students at least, are a little unsure of the new policy with Aristotle concerning the addition of certain e-mail accounts that are not going to

be allowed to be accessed throughout the high school, which I guess is the information that teachers have been providing us. I know a few students are, from what I've heard, students are a little bit hesitant that we won't be able to use our e-mails or access them throughout the day, but I think that's another thing we've heard throughout the school.

Dr. Parrish: I don't know. Lin, do you know anything about that?

Dr. Brewer: Probably Al or Mike can address that.

Mr. Harding: I'll address it. We had a rather interesting activity in the last couple weeks with students deleting other student's account information and using generic accounts, so the only way to keep track of who's doing what is to increase the level of security. The computers we're providing are for educational use. Unless there is an educational use that accessing your e-mail requires, then it's a violation along with doing Facebook. We have an awful lot of kids that we found out are doing Facebook while they're supposed to be paying attention to whatever the teacher may be instructing at that point. So, we increased the level of security on our Aristotle package to pick up these types of violation and alert teachers. It's up to the individual teacher then to decide whether it's educational use or not. We do have some teachers that use Facebook educationally. We do have some that have allowed students to use e-mail for educational purposes and that's up to them. Our policy with Aristotle is Aristotle informs the teacher what the students in their classroom are doing with the computers. It's like having another set of eyes, because those of you that have children on computers, you know how fast they are and how easily they can hide what they're doing. Aristotle provides that second set of eyes of what's going on. It's up to the teacher to decide whether it's educational and acceptable use or not. Mike, do you want to add anything?

Mr. Murphy: No.

Dr. Parrish: So, it's a change based on a response to a need.

Mr. Harding: Basically, we have put it in effect, because of the problem we're having with kids deleting other kid's work. There are some rather serious violations going on there. When all the dust has settled, there will be some students who will face some pretty serious discipline actions as a result of that.

Dr. Parrish: Thank you. Is that satisfactory?

Ms. Shah: Yes. Thank you.

Dr. Parrish: Any questions for our Student Rep? Big basketball game tomorrow night, I know. Hopefully we don't get snowed out.

3.04 Standing Committee Report

Dr. Parrish: I believe the Finance Committee met last week. Ellen, do you have brief report?

Mrs. Sheffey: No report.

Dr. Parrish: Any other Standing Committee Chairs who would like to comment.

Dr. Donahue: Yes, the Human Resources Standing Committee met today before the Executive Session. We discussed membership of citizens on our various subcommittees. I should remind people that Friday's the deadline to express interest in any of these committees. We discussed issues regarding HEA and side letters we're developing for contract that deals with retirement. Other than that, that was about it.

Dr. Parrish: Thank you.

Mrs. Sheffey: Can I ask a question?

Dr. Parrish: Sure.

Mrs. Sheffey: Hank, do you have an idea of how many people have responded to the citizen advisor program?

Dr. Donahue: Yes, I do. New ones: 9. We're pretty good on all of the committees except Policy. We could probably use a couple more citizens on Policy.

Mrs. Sheffey: Okay, so we've had good response then?

Dr. Donahue: Yes.

Mrs. Sheffey: Great.

Dr. Brewer: Mr. President?

Dr. Parrish: Yes.

Dr. Brewer: Can I remind Board members to at least initially for the stenographer to say who you are so she hears your voice? Thanks.

Dr. Parrish: Any other questions? If not, our first presentation tonight is by Dr. Brewer. She's going to introduce her school calendar for next year.

Dr. Brewer: Actually I'm going to have Mr. McFarland do this, because he's been very instrumental, so take it away.

3.05 Introduction to 2010-1011 School Calendar

Mr. McFarland: As you can see up on the screens and I think you received in your Board packets, the calendar that we had worked on and are proposing for the 2010-2011 school year. As noted in your Board note, we'll be bringing that to you on February 22 for a vote and we'll take any discussion and questions that you might have.

Just a couple of things to remember as you look at the calendar and how it was developed – there are certain contractual parameters that we have to work around, including 190 staff days, 180 student days at the elementary, and 181 at secondary. That extra day is for the second elementary conference and secondary is in school. There are 193 new staff days – that's the 3 orientation induction days prior to the start of school. We also go for a late August start and an early end June for students. You'll notice, as we have in the last couple of years, that we start the year with two 4 day weeks with Labor Day being in that second week. That's especially beneficial to our younger students easing them back into 4 day weeks, and it also allows for that first week where we do early dismissals, the secondary, to allow for the training of students at the elementary to get to the buses.

We tried to in this calendar, which we did this year, front load our inservice days. The rationale for that is that by frontloading the inservice time, it provides more time for application of skills and follow up through our Act 80 days and additional inservice days, where if you put them at the end of the year, then the teachers leave and there is not the time for application and follow up.

All of the traditional holidays and activities were preserved in this calendar. There is also a contractual day in January, which you'll note there on the 17th, which is at the end of the second semester there is a contractual work day for the teachers. I can talk about that a little bit. We had to manipulate that a little bit because if we would have gone with exactly equal quarters, that would have happened on the 24th, which we coincide that with Martin Luther King Day. It actually works out in our favor, because PSSAs, the month of PSSAs was adjusted next year because of Easter being a very late Easter, so PSSAs are the middle of March to the middle of April. If you look at the quarter breaks, the third and the fourth quarter are 3 and 4 days longer than the 1st and 2nd. That will actually account nicely for the lost instructional time due to PSSAs because the first couple of weeks of PSSAs will be in the 3rd marking period; the last couple of weeks will be in the 4th marking period, so they'll pretty much balance out in the number of instructional days.

You'll notice that, taking into account PSSAs, we have relatively balanced quarters and trimesters, as well as the semester break. We have, as we have in other years, [not audible] early dismissal days combined in there. We tried to take community feedback in positioning those on weekends or up against weekends or up against inservice days so that there are longer breaks if families want to go away. So, you'll see that those all occur either on a weekend or on a natural break for those.

The one change that is in there is in August. In previous years, we've had the 3 new teacher orientation days the week prior to the 2 kick off days when we bring the whole staff back. Because of the anticipated summer construction, and what will be happening across the campus, we tried to push everything back to the end of August as much as possible, so the 3 new teacher days are in the same week, the beginning of the week, that all the teachers will come back on Thursday and Friday.

Labor Day is again a late Labor Day, so that is why we're not starting until August 30 or proposing to start on August 30. As I said, Easter is extremely late. I think, when we looked at it, it won't happen again until 2038 that Easter happens that late.

Those are some of the parameters that we worked around. Really, when you factor in all the holidays and trying to balance out marking periods and quarters, there's not a whole lot of days to play with to hold into the parameters of starting by the end, late in August, and ending early in June.

The other thing that you'll notice and which is next actually in the order are the elementary trimesters. You'll notice in there that the quarter breaks are listed, the elementary trimesters are listed as well. The elementary principals will be talking to you more about that. In November, if you look there, there is one little glitch of a day. That is where currently in 1st marking period, 6th grade also has conferences. We still want to preserve that 6th grade conference, but that does not match now with trimesters, because 6th through 12 will remain on quarters. So, you'll see there on November 12th that it's Grade 6 conferences, so students in 6th grade would not have school that day. Kindergarten through 5 and 7 through 12 would while the 6th grade teachers have their parent/teacher conferences. Therefore then in December is when you would have your first trimester elementary conferences and then again in March is when you would have your second trimester elementary conferences.

Dr. Parrish: Thank you.

Mr. McFarland: Any questions?

Dr. Parrish: Any questions?

Mrs. Sheffey: I don't know if this is a better question for the trimester, that is very awkward having November 12, just the 6th grade having off. Is there any way around that? I guess maybe I'll save that for the next presentation.

Mr. McFarland: The only way, really, around that would be to move the 6th grade conferences to when the elementary are and that's a month away from the end of their quarter. So, no.

Mrs. Sheffey: So they're going to get their report card on the 12th and when you have a conference on the 10th, that doesn't make sense. Okay.

Dr. Parrish: Thank you. You know, in the past the calendar has raised a lot of attention. Two of the last three years we've had public work sessions and a fair number of people come out for those. I think people realize that you don't have as much flexibility in developing this calendar as you might think you do. Thank you for your hard work.

3.06 Presentation - Elementary Trimester Report Cards

Ms. Dixon: You should have had this PowerPoint as well as a 1 page informational sheet in your packet. We did talk about this presentation at the January Curriculum meeting. We're in our 4th year of our standards based report card. All along the way, we've been talking about – that was a huge change to how we really do school in the elementary. We really focused on it's what you learn, not what you earn, and giving kids time to show proficiency and mastering and skills. So, the subgroup that we've had together now for 4 years – probably a year or 2 into this process say, you know what, having a longer period of time to teach our kiddos some of the skills would just certainly make sense. We've been mulling the idea of going to a trimester report card together for 3 years now, and we've finally decided this would be a great time to really look at this and move to trimesters.

Just a quick look at what we currently have and then what our proposal is. On the left hand side you can see we have a traditional 45 period of instructional days which boils down to 4-9 weeks instructional periods with 2 parent/conferences. Under our proposed status, we would have 60 day chunks of time to teach broken up into 3-12 week grading marking periods with retaining 2 parent/teacher conferences. One of the things that, if you've had any experience with our elementary standards based report cards, it's very focused on what the child has learned, what they have mastered, and what they're still working on. That first 9 weeks goes by like that. The kids are adjusting to school and the teachers are learning who the students are, before you know it, you're sitting down and saying in this period of time, here is where your child is. With young learners, that extra 15 days of instruction really can make a difference for our young learners in terms of really showing are they proficient on a skill. That

was probably our main reason for wanting to move to this kind of system. It just really seemed like the next logical step. The one nice thing about it is we retain 2 face to face conferences with parents. One of the things you're going to see on next slide is that it does present some challenges and we've got some ideas about that. To give the quality instruction paired with the quality feedback to parents and students, we just think a 12 period week of instruction really makes sense for that. That's the side by side.

Here are some benefits and challenges. Under benefits, more time for students to demonstrate proficiency on skills. Our parent conferences actually would coincide with 2 of the 3 report card distributions. The only one we wouldn't have a face to face conference for is the last day of schools when the kids bring their report cards home. There is really no change in our standards. There is no change in our curriculum. What we're teaching all stays the same, we just repackage it from a 9 week instructional unit to a 12 week instructional unit. We're not losing instructional time. We're not losing anything from our curriculum. It's the same curriculum, we're just packaging it differently.

The challenges: length of time between the start of the year and our December conferences. As you heard Mr. McFarland share in the calendar proposal, I believe it's December 9th and 10th that would be the first formal opportunity for parents to sit down and have a face to face conference with their teacher, and especially for some of our younger ones, that's a long time to go without feeling like you have a time that you can sit and meet. Now, preface by anytime a parent wants to come and have a meeting with their child's teacher, they're more than welcome to, but I'm talking about the formal structures that we have in place. The other challenge you heard about was there is a different day, that November 12 day is kind of an outlier there for 6th grade. The other challenge, and honestly quite a bit of work to do, would have to occur this summer and that would be realigning all of the skills that we have on our quarterly report cards to now fit into a trimester. As I said, we're not losing any instructional time. We're not losing any curriculum, but obviously we have to redistribute how that falls across the marking periods.

I'm going to let Mrs. Castleman talk a little bit about some of the things that you've already got in place at the ECC in terms of that length of time between the school year and some of the thoughts we've talked about. That, honestly for us, is probably one of our biggest challenges is to make sure that parents feel like they have the opportunity to come in and meet their teachers and get in the classrooms and see what's going on before December 10.

Mrs. Castleman: Thanks Lori. Currently, what we do at the ECC is for our new kindergartners, we have a Meet the Teacher day which is usually 2 or 3 days prior to the start of school. The students, for those of you who have little ones, you know, or may remember, the students get assigned a 20 minute block of time in which they come in with 3 other classmates or soon to be classmates and

the teacher will read a story with them, do an activity with them and then they go on a little scavenger hunt throughout our building. Usually then, the very next night, or 2 days later is our Back to School Night. We like to do it before school starts because the kids get anxious: Where am I going? That's a big building. Even if they're there from kindergarten to 1st grade, I'm moving upstairs. So, that gives kindergarten students another chance to be in the building. They were there 2 days before at their Meet the Teacher and then we usually have the Back to School night 2 days later where kindergartners and 1st graders could come and find their rooms and just ease that anticipation. We don't want to take that piece away. We realize that that's really important to the students and probably to their parents as well. What we're thinking, and actually we're thinking K through 5, is to have some type of meet and greet for everyone, so the kids can go and see their new classes, meet their teacher, but it won't be the same type of, like the Back to School night where you would talk more about what's going on in the classroom. Then what we'd like to do is further on in late September/October, have our Back to School night where there would be some artifacts actually at the student's desk in the classrooms, so parents can get a glimpse at – well these are some of the things we've been working on.

The other thing that we will never want to lose sight of is the amount of other communication. Our standards based report card is one way for us to communicate what it is the students are learning. There are lots of other vehicles that the teachers do a fabulous job of communicating – with their websites, with their newsletters, just giving ideas of these are the skills that were worked on this week. I know some teachers even at the upper grades send home their Friday folder for the parents to take a look at what's happened. There are a lot of other ways that we're communicating. It's just now that sit down is going to be extended a little bit later.

Our teachers, I have to say, are very excited about moving to trimesters. Again, for the block of time that is going to be available for the instruction. Was there something else?

Ms. Dixon: I don't think so. Just one thing I would add is, if you look at the proposal that Jackie was talking about, having that meet and greet right there, probably the last week of August before school starts. Right now, our Back to School night happened like on Day 7 or Day 8. It's very very early in the school year, and we thought we'd back that up to maybe early October. We'd have maybe 4 or 5 weeks of school, as Jackie said, there would be some artifacts of some student work. It wouldn't be a conference, but you can get in the building and meet the teacher. Then, it would be about another 7 weeks where you actually would have your face to face contact. You think meeting the teacher before school starts, about 5 weeks in your in the building you're looking at things, and then about 7 weeks later you're coming in to actually sit down and look at skills.

Ms. Castleman: We've been communicating with our BAT team members, our PTO, to be sure that they understand our thinking along the way and they're in support of it as well.

Dr. Hagan: Can I ask a question?

Ms. Castleman: Sure:

Dr. Hagan: Would there be a challenge in identifying that child that might benefit from intervention with a reading specialist or a speech specialist by delaying?

Ms. Castleman: Not at all. We have several different structures already in place, our data review meetings, our intervention planning meetings. They would all stay as planned. We're still going to be looking at our data, looking at what the kids are doing, what interventions we need to change. Those pieces will still be in place.

Dr. Hagan: Okay. Great. Thank you.

Dr. Donahue: Have you had any feedback from the parents at PTO or BAT meetings that's not positive.

Ms. Castleman: Not that they've brought to our attention.

Dr. Donahue: Thanks.

Ms. Castleman: No, they're open to it. I think they see the changes that the standards based report card has brought about as far as the communication of the specific skills that we're working on towards that end standard. So, there's nothing that's been negative that's brought to our . . .

Ms. MacKenzie: I think the fact that we're retaining 2 times that we sit and meet with parents is a big positive. We're not saying we're only going to do 1 conference. We're still doing 2 conferences and I think that helps assure them.

Ms. MacKenzie: I think knowing that we're understanding that the first sit down is in December, being reassured that there is going to be another formal structure in place. I think really made people feel good.

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

Ms. Castleman: You're welcome, thank you.

Mrs. Sheffey: Actually, I'm sorry.

Dr. Parrish: Hold on.

Ms. Dixon: Go ahead.

Mrs. Sheffey: Communication plan. You say you're going to send a letter to the parents with the final report card, but they're going to be getting the District calendar in March, so can we get that to them before they see the District calendar?

Ms. Dixon: Absolutely.

Ms. Castleman: Sure.

Ms. Dixon: We could do it then as well as a reminder in the letter, thank you Ellen.

3.07 Presentation - Technology Budget

Mr. Harding: Good evening. Hopefully, you all received the PowerPoint presentation in your packet. I'll try to keep it moving along here pretty well. I apologize some of the text is pretty small.

The first slide basically discusses a scope of our services in trying to keep a uniform presentation. The top part deals with how many devices we have to deal with and how much staff. Probably the most valuable thing is the bottom area – the computer to staff ratio and how we stack up. Recommended level is 500:1. We're actually at about 750:1, so we're above the recommended, but if you look at the Capital Area IU average which is 701, we're slightly above the IU's average of 25 school districts, so we're in the ball park. I think one of the things that helps us in that area is that we have with some of the capital improvement funds you've provided us, we've been able to put in some tools a lot of districts don't have that allow us to manage our computers much more efficiently than I know some of my colleagues are able to do, and that's been a foresight in having those capital improvement funds available. Our average ticket time is 5 days from the time a teacher puts a ticket in until it's serviced. That's an average, 76% of the tickets that come in are done in 2 to 3 days. From a staff perspective at this point, we are able to, I think, adequately service our clientele with the staff we have even though we're above some of the averages.

The strategic goals are everything we do with the technology budget is built around our Strategic Plan which we are 3 years into the 6 year plan. Some of the highlights are shown on this slide and we discussed this actually 2 weeks ago when we did the technology vision. The 2 key things there would be our refresh program for our computers which is 4 years for laptops and 5 years for desktops according to our Strategic Plan and that our goal is by the end of the 6 years to

equip our classrooms for 21st century learning. We have a ways to go on both of those, but that's where our technology budget really is focused.

We have 2 major program initiatives that we've been doing as part of the Strategic Plan. One is a TIME program which is Technology Integration Master Educator where we pick basically 13, we've been able to do a few more last year in particular with a grant from the Trojan Foundation and some work we did in the middle school, but basically it's 13 teachers a year where we equip their classroom and give them intensive staff development. Most of you saw the results of that in last spring's presentation at the high school where we had a technology showcase of some of the work that those master educators are doing. We feel that's been a very successful program and we would like to continue it for the next 3 years or at least for next year in particular as part of the Strategic Plan goals.

The second key program initiative has been the one to one goal of the Strategic Plan to investigate that and do some pilots to see what it would like and how it could work and we've tried different models in both the high school and the middle school the last couple of years. As we talked about 2 weeks ago, we feel like we're in a position to start moving forward with a more full fledged plan, which I'll talk a little bit more about later on in the presentation.

The technology budget is broken into 2 main areas – the operating budget which comes out of the normal school budget and then the capital improvement which technically is optional but a foresight on the part of the Board. Basically, most of our year to year operations costs come out of the operating budget. We use the capital improvement to do our core network infrastructure and server and storage areas. We've tried to keep that separation between the capital and the operating. One thing about Derry Township's technology budget compared to a lot of school districts, we do it differently in the sense that all technology purchases come through the technology budget. Most school districts put expenses in the building budgets and, therefore, it's hard to see how much technology really costs, because each building has a technology component. The way our budget is composed all technology purchases come through technology, so it's a little bit different. The basic process is teachers make requests of principals, principals approve what they think is worthy of educational goals and that comes to the Technology Department, and then we put together the budget. It is a comprehensive budget. There's not stuff hidden in the building budget like there are in many districts. I hate to use the word hidden, but that's what happens.

The next slide just gives a 5 year perspective looking back and they'll be one 5 years forward coming up with 2010-2011 as the end and beginning of the two views. You can see our growth in computers. In the last 5 years, we've almost doubled the number of student computers. At the same time, we've driven down the age from 3 ½ age of the computers down to 2.0. Particularly that 4.7 in the

elementary, I can remember the first year I was here sitting in a 1st grade class where a teacher was trying to use her four computers as a learning station. In the course of being there in 3 hours, never were all four of those computers working. The best she could get was two of them working at any time and that was with me helping them trying to reboot them and get them working. We have been able to get the age of our computers down that they're a workable level.

The other key thing that technology has benefited from is money that has been left over in the budget at the end of the year has often been used to buy forward technology purposes. As a result, we've been able to supplement the technology budget somewhat. We also had the classrooms of the future, the CFF funds from the state for 2 years that helped us to increase the technology budget. Basically, as you can see, the trend has been the last 3 years in particular, is down as a result of the pressure that we've all felt in the economy. That's kind of our history.

Looking at the budget and what's kind of fixed in the budget or at least to a large degree is difficult. Basically, our operating costs just to buy the software, the network fees, the service, the repair, equipment, disposable supplies and stuff costs the District almost \$450,000. Some of that stuff is stuff we could eliminate. We do, if times are really tough, but it would seriously affect the teaching program. We spend over \$100,000 just in educational software licensing. We take those programs away from our teachers and now they have something that they've been using for years, they're not able to do. Our central print shop and the copiers in the buildings cost us about \$120,000. Refreshing of computers has cost basically \$250,000. We're at the point now where we're buying about 500 computers a year to stay on a refresh cycle. Our TIME program which is the master educator program, is basically \$5,000 to equip their rooms. When you add them all up, we're almost at a million dollars on just fixed costs in the budget. Again, some of those things could be dropped, but we would pay for them down the road if we do.

That's really where we're at for the budget considerations. Two weeks ago when we presented the vision we wanted to also follow up with some costs of what it would take if we wanted to go one to one. The numbers that are before you are preliminary numbers. There are a lot of details we've worked out, but based on some of the costs that we can at least guesstimate at, some of the numbers that we would look at in order to be able to buy enough computers to give every student 6 to 12 a netbook/laptop type device based on the current pricing of computers would be the numbers you see here. Using \$350,000 as a base line of what we're spending to refresh computers, we'd have to, if we were going to look at a one to one program say starting in 2011-2012, we'd have to be looking at almost a half million dollars – roughly \$150,000 more than what we would otherwise have to spend to refresh computers. In addition to that \$150,000, we would incur somewhere around \$27,000 in additional fees for things like internet bandwidth, licensing for network services for Aristotle for educational uses. Most

things are licensed by the number of devices you have, so if we up our number of devices, our license fees go up. Total, we'd have to be about \$176,500 more than we would otherwise spend in 2011 just to stay on our current computer program. The numbers for the next 2 years are shown there. They are not overwhelming from the hardware standpoint, but that's a ballpark figure.

If you go to the next slide, there are 2 ways to look at going forward with any type of computer things – whether we go one to one or not with even our normal budget. One is to buy outright which is what we have been doing for the last few years. The second is to lease. If we lease, in the long run we pay a little bit more, but there can be benefits for that too, especially if we can build in a comprehensive program. One of the things that we're spending more and more time and effort on is just disposing of computers. If we add up my staff's time to collect computers, erase hard drives, get stuff ready to be disposed of, that may be worth the extra money we pay in interest payments to lease. If we leave stuff at the end of the lease, we just tell them to come and get them. We don't have to dispose of them. One downside of that is that you also can't extend their lifetime if you want to try to which is what was done in the past in particular.

The numbers there are basically numbers, I'm not going to read all those numbers off. You can look at them. They would, especially in our current economic situation, buy us a couple years of reduced fees. That's probably the biggest advantage if we're looking at doing this in the near future and we want to buy a few years, we could easily reduce our costs in the technology budget, especially in 2010-2011/2011-2012, because the full course of those leases don't hit until the 3rd year if you into a typical 3 year lease. It can buy you a fair amount of extra – 2 years of reduced fees. The \$515,000, once you get into the full lease would really be an ongoing cost from that point forward if we continue to have the basic student population we have. If we get a big increase in students, that obviously might drive up the cost a little bit, but otherwise, we'd be looking at as pretty much a fixed hardware fee year after year at \$515,000. Again, those numbers could vary a little bit based on changes as we go forward – some of the details. That represents roughly \$150,000 more than what we would otherwise pay if we don't go into a one to one program. I don't know how you look at those fees, I don't think those fees are overwhelming for a district like ourselves. We're really talking about the size of the technology budget that was in 2007-2008. At that level, we could support a one to one program the way the costs have dropped.

The second consideration though with going forward with the one to one is really the staffing side of this. One of the things that we talked about in the vision and in the packet that you received with the vision 2 weeks ago, there was some information about the programs that failed. When they fail, they fail for 2 reasons. It was either poor planning and/or there is not enough staff to support it adequately. If we're thinking seriously about going forward, the staffing has to be most important issue we look at and be committed to that.

Right now, we have 1 ½ technology coaches. We have a half time coach at the high school, a full time coach who goes K to 8. We're proposing in the 2010-2011 budget to have the equivalent of 2 full time technology coaches – 2 half time people who both happen to be high school teachers, 1 of those high school teachers would spend part of their day at the middle school doing technology integration. Then our other full time technology coach would then operate probably K through 6, if that staffing request goes through in the 2010-2011 budget. Going forward, if we're looking at going to one to one in the 2011-2012, we feel we would need 3 technology coaches at that point – one at each level. That would involve hiring one additional staff member in 2011-2012.

Finally, we'd also need to add some technology staff. The 2 people we have currently as technology people working in the buildings, we would be adding roughly 1,000 computers over those 2 years. To ask those 2 people to continue to support that many computers would be too much, so that by the time we get to the 2012-2013, we feel we'd have to add another staff member. That staff member, as was pointed out in the vision presentation, could be a person we get through a consulting service. That person, I don't think, necessarily has to be a District person. There are a number of agencies who would do that and that would be something we would explore between now and then, because that could be a feasible option to offload the benefits to someone else. There's a lot of agencies out there who will provide people at a fee and we've used them in the past for some issues.

That's kind of an overview of where we stand and what the technology budget is operating under. I welcome any questions you might have.

Dr. Parrish: Questions for Mr. Harding?

Mrs. Sheffey: I'm trying to get a feel for what is your increase for next year, the budget request, I see for the operation side is at \$176,000 and then . . .

Mr. Harding: That's the following year. That would actually be 2011-2012.

Mrs. Sheffey: Okay, so 2010-2011 . . .

Mr. Harding: If we started going one to one. If you would look at the technology budget history.

Mrs. Sheffey: Yes, I got it.

Mr. Harding: Our present budget this year is \$90,915.

Mrs. Sheffey: Okay, so you're looking for an additional . . .

Mr. Harding: About \$100,000 additional for next year.

Mrs. Sheffey: And then that doesn't include this half position?

Mr. Harding: No. That's actually not part of the technology budget per se.

Mrs. Sheffey: Got it.

Mr. Harding: We wanted to make sure you saw that that staffing position is also there.

Mrs. Sheffey: So, then that half position and then would there need to be any training, staff development added to the budget for it?

Mr. Harding: There would be some staff development, although those costs, I believe, are on Mr. McFarland's budget.

Mrs. Sheffey: Yes, I'm just trying to get the whole picture of technology.

Mr. Harding: Staff development does come out of Mr. McFarland's budget.

Mrs. Sheffey: Yes, I was just trying to get the whole cost.

Mr. Harding: The greater need would be if we go one to one, that's where we would have some extensive professional development.\

Mrs. Sheffey: And that would be in the 2010-2011 budget?

Mr. Harding: No, that would be 2011-2012.

Mrs. Sheffey: Too many pages, sorry.

Mr. Harding: The one thing that I know that we're going to be investigating between now and the end of the year and looking at is the leasing option. If we decide to lease, we potentially could start leasing this year. In fact, the numbers in the one to one program budget, those numbers are all based on the leasing option there and it includes leasing 2010-2011. We would be able to reduce next year's budget some if we decide to lease starting this year or the 2010-2011 budget. If we leased some of the computers, that could reduce the technology budget next year.

Dr. Brewer: Al, is there any chance that if we would see the lease as a good option that we wouldn't have to hire quite as many technicians for 2011-2012? I know that there's imaging of computers and discarding of them. Do you have any sense of how much time you might save in leasing?

Mr. Harding: We wouldn't save a whole lot of time on the set up or delivery of computers. It would really be on the disposing of them and that would not really happen until 3 years down the road when we're really getting rid of them. Now, when we buy computers no matter whether we lease them or not, they already come imaged. As part of the contract we sign, they come in and set them up for us, kind of setting them up for us, because we still have to go through – they physically plug them in and put them in a room. We have to join them to our network and name them and that does take some time. That's not going to change with the leasing option per se. What saves us is instead of paying the full amount, we pay 1/3 of the cost for the first year.

Dr. Parrish: Instead of turning those over every 4 to 5 years, we'd turn them over every 3?

Mr. Harding: We're looking at moving to buying a little bit lower performance computer than what we've bought in the past, but recycle them in 3 years, because that is the easiest way to have a continuous one to one program. You want to turn them over pretty rapidly. You can't expect students carrying around computers to last 4 or 5 years. It's a whole different thing than when we were looking at desktops.

Dr. Parrish: Any other questions?

Mrs. Sheffey: Is technology support part of the lease then?

Mr. Harding: No. We provide that. Where we would be looking at technology support is potentially rather than hiring another technician that we could essentially contract with someone to provide that service for us and they would run the cost of the benefits. We wouldn't, and it would be their position not ours.

Mrs. Sheffey: Okay, but not as part of the lease.

Mr. Harding: I don't think we could do that on the tech coach side though. I don't think that would work very well, but it would work for the technician side of things.

Mrs. Sheffey: Okay.

Dr. Parrish: Thank you Mr. Harding.

UNFINISHED BUSINESS

4.01 Unfinished Business

None.

NEW BUSINESS

5.01 Anticipated Agenda Items for the February 22, 2010 Public Meeting

The following items will be on the agenda for the February 22, 2010 Public Board Meeting:

1.	Approval of February 8, 2010 Board Minutes
2.	Standing Committee Report - Finance/General Services
3.	Presentation: RBC Introduction to Bond Refund and New Monies
4.	Mini 2010-2011 Budget Presentations: <ul style="list-style-type: none">• Building Level Academics, Programs, Personnel
5.	Approval of January 2010 Finance Report (Mr. Rineer)
6.	Budget Transfers (Mr. Rineer)
7.	Approval of Policy 705 - Employee Safety
8.	Approval of 2010-2011 School Calendar
9.	Requests for Payment (Mr. Rineer)
10.	TENTATIVE: Approval of 457 TSA Plan
11.	Requests for the Use of Facilities (Mr. Elias)
12.	Personnel
13.	Students of the Month (Mr. Tredinnick)
14.	Announcement of Staff Development Conferences

5.02 Awarding of Bid 2010-01 for Five New 2011 Seventy-eight Passenger School Buses

The Administration recommended Rohrer Bus Sales be awarded bid #2010-01 in the amount of \$459,850 for five new 2011, seventy-eight passenger school buses. Rohrer Bus Sales, Inc. was the lowest bid that met specifications.

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

Mrs. Chabal: I just want to clarify for the audience that this is something that we have had ongoing over the last several years in order to keep our buses current, but are also getting rid of some on the other end. Is that correct?

Mr. Yarian: We've always had a replacement schedule where every year we buy some and get rid of some. This year with the proposed two tier budget, our busing, we will not be getting rid of any. That's how we're doing it without adding

a lot of expense. This year we'll be not trading any in, just buying the replacement buses.

Mrs. Chabal: Okay, thank you.

Dr. Parrish: Will we be able to continue though after this year at the same rate of exchange?

Mr. Yarian: Yes, I believe so.

Dr. Parrish: We're not going to have to up it. Any other questions?

Mr. Morelli: Won't the rate of exchange increase with the two tier systems since it will be taking less trips?

Mr. Yarian: I'm thinking not for two reasons: one we're doing a little bit more contracting out of some of what we do now. That's part of how we're adding our buses to do what we do. Also, [not audible] less miles on the buses every year because we'll be doing 2 runs instead of 3. I think that we can maintain the same schedule that we are.

Mr. Morelli: Thank you.

Roll Call Vote:

Chabal – Yes

Cronin – Absent

Donahue – Yes

Gräb – Absent

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

7 Yes, 2 Absent

MOTION CARRIED

5.03 Approval of Thirty-Day Review of Policy 707 - Use of School Facilities

The Administration recommended the approval of Thirty-Day Review of Policy 707 Use of School Facilities of the Derry Township School District Policy Manual in the following locations: Hershey Public library, Derry Township Tax Office, Derry Township Municipal Office, Hershey High School, and the District Office.

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

Roll Call Vote:

Chabal – Yes

Gräb – Absent

Parrish – Yes

Cronin – Absent
Donahue – Yes

Hagan – Yes
Morelli – Yes

Sheffey – Yes
Stover - Yes

7 Yes, 2 Absent

MOTION CARRIED

5.04 Request for the Use of School Facilities

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

<i>Group:</i>	Parks and Recreation
<i>Date/Time:</i>	October 22, 2010 3:15 p.m. - 6:30 p.m.
	October 23, 2010 5:00 a.m. - 5:30 p.m.
<i>Requested Facility:</i>	High School Hallways, LGI, Cafeteria, Restrooms
<i>Event:</i>	Annual Winter Arts & Craft Show
<i>Fee:</i>	None

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

Roll Call Vote:

Chabal – Yes

Cronin – Absent

Donahue – Yes

Gräb – Absent

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

7 Yes, 2 Absent

MOTION CARRIED

5.05 Personnel – Resignation

The Administration recommended the approval of the following resignation:

Classified:
Bender, Jeanne Assistant Head Cook

High School Reason: Personal Effective: 02/05/2010
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Dr. Hagan moved the Board approve the resignation and was seconded by Mrs. Sheffey.

Roll Call Vote:

Chabal – Yes

Gräb – Absent

Parrish – Yes

Cronin – Absent

Hagan – Yes

Sheffey – Yes

Donahue – Yes

Morelli – Yes

Stover - Yes

7 Yes, 2 Absent

MOTION CARRIED

5.06 Personnel – General

1.	The Administration recommended the approval of the following appointments:
	Professional:
	Dell, Hailey * (for Lori Ogle) Mathematics High School Long Term Substitute Bachelors, Step 1 Salary: \$40,281.25 (pro-rated) Effective: 01/04/2010 through the end of the 2010-2011 school year (retroactive)
	Michkofsky, Megan Psychology Intern (replacing Paige Callahan) District-wide Salary: \$10,000 (no benefits, funded through IDEA) Effective: 08/26/2010 through the end of the 2010-2011 school year
	Classified:
	Farrell, Jane * Substitute Secretary District-wide Salary: \$13.75 per hour Effective: 02/09/2010
	Traino, Joseph (replacing Tyler Hoch) Co-Op Vo-Tech HVAC Student District-wide

	Part-time Salary: \$8.75 per hour Effective: 02/16/2010 (pending receipt of Act 34 and 151 clearances)
	Limited Service Contracts:
	Blase, Brian * Mentor to Stacey Risser, Grade 4 Long Term Substitute Elementary School Salary: \$1,027 (pro-rated) Effective: 09/28/2009 (retroactive)
	Pederson, Jason * Mentor to Paul Yeager, Learning Support Long Term Substitute Middle School Salary: \$1,027 (pro-rated) Effective: 12/21/2009 (retroactive)
	Scola, John * (vacant position) Assistant Varsity Girls' Lacrosse Coach High School Level II, Group D, Step 16 Salary: \$2,820 Effective: 03/01/2010
2.	The Administration recommended the approval of the following request in accordance with the District Policies 535:
	Fontana, Waraporn General Food Service Worker High School Paid/Unpaid Family Medical Leave (up to 12 weeks) Effective: 01/14/2010 through 04/08/2010 (retroactive)
3.	The Administration recommended the approval of the following additions to the 2009-2010 Substitute Teacher List:
	Camberg, Dana B.S. in Elementary Education with certification in Middle School Mathematics from Slippery Rock University
	Rash, Carolyn B.S. in Elementary Education from Elizabethtown College
4.	The Administration recommended the approval of the following additions to the 2009-2010 Guest Teacher List:
	Bostdorf, Douglas Costik, Amy Dile, Eli Lanza II, Charles
	<i>* This individual is currently an employee and/or volunteer. Clearances are on file.</i>

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

Roll Call Vote:

Chabal – Yes

Cronin – Absent

Donahue – Yes

Gräb – Absent

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

7 Yes, 2 Absent

MOTION CARRIED

DELEGATES REPORTS

6.01 Dauphin County Technical School Report

No report.

6.02 Derry Township Tax Collection Association Report

Mr. Stover: The Tax Collection Association met on January 28th and the first item of business was reorganization. Mr. Ken Patrick was elected Treasurer, the Secretary is being designated as the Tax Manager which was currently Mr. Stevens. Mark Moyer was elected Vice President and I was elected President. The most important item for the evening was that we were presented with a proposal to have a current employee take over as the new Tax Manager. That employee is Wendy Melhorn. She's been there for approximately 20 years. We feel very confident that the ad hoc committee made an outstanding selection that she will be able to fulfill this role, and that we will be able to move forward. I think that covers the gist of the meeting, except for some discussion about Act 32 which we'll continue to work on. The next meeting is February 25th.

Dr. Parrish: Any questions for Chuck?

Dr. Hagan: Congratulations in getting elected.

Mr. Stover: I was the only veteran.

6.03 Harrisburg Area Community College Report

No report.

6.04 Capital Area Intermediate Unit Report

Mrs. Chabal: Nothing to report. The next meeting is Thursday, February 25.

SPECIAL REPORTS

7.01 School and Community Information Report

Mr. Tredinnick: Some of the items I was going to bring up have actually been covered here. I thank Ms. Shah for mentioning the information about the Mini-Thon. I will point out that our Connect Ed high speed messaging system has had quite a work out toward the later part of this week due to the weather. Those of you who have been looking ahead will note that there is the potential that we may have to utilize that system again later this week. I bring this to the community's attention in particular. If you look at your calendar for this year, not the one that was presented for next year, but this year, you will see that Monday is the first scheduled snow make up day. So, if we do have to have a cancellation of school this week, we are planning to go ahead with the snow make up day this coming Monday.

Mrs. Sheffey: Dan, I can tell you the children already know that.

7.02 Board Members' Report

Mr. Morelli: Just one quick note. Two Saturdays ago, Coach Troy Smith and Dan Hugendubler took their weightlifting team up to Scranton for a weightlifting meet. They did very well. They won the team competition and a bunch of guys on the team won 1st, 2nd, 3rd place medals. I believe Coach Smith and Dan Hugendubler have been doing this for 4 or 5 years now, 3 or 4 years, something like that, and they've been very successful. The program, I believe, is growing, and just one of the things that our young boys and girls – there weren't any from Hershey, but there were some other teams with a lot of girls competing. I'd rather see them lifting weights and doing athletics and, obviously, some other extracurricular activities than not doing that type of stuff, especially in the winter months. Both of those coaches are doing a great job with that program. Thank you.

Dr. Parrish: It's a young program. It's been very successful from the very beginning.

7.03 Superintendent's Report

Dr. Brewer: I actually do have a bit of a report tonight, Dr. Parrish. I have one item that I would like to revisit and this is in response to a request of a Board Member at the last meeting regarding implementing some safety measures in regard to the traffic flow around all the buildings. The District and Administration did implement a couple things to increase safety measures for student drop offs and pick up locations. Beginning on February 2, Officer Kepple has been stationed at each building for the student drop off and pick up and on days when Officer Kepple is not present, Mr. Sholly is available. This measure has been put into place as a way to assist in maintaining students, staff, and community safety throughout the remainder of this year, but in no way should this measure be considered a recommended long term solution for existing traffic issues. On the contrary, it's really just a stop gap effort to assist in the short term. The two tier busing solution continues to be our best long term solution for increasing campus safety. We've asked Officer Kepple if she might have some recommendations that could strengthen our short term solutions and these recommendations will be reviewed for feasibility, for cost, and then implemented accordingly. We also intend to put them on the website. In fact, I think, Dan, we already have put them on the website – reminders to parents of the details of the expectations for drop off and pick up. We are going to have a Connect Ed message to follow, but we're not going to do it in the next couple days, because we've had a barrage of Connect Ed and we'll probably do another one this week. But, we will be doing that just to strengthen our resolve to have people follow the rules. I do have Officer Kepple here tonight. I didn't know if there would be any questions, but if you have any questions for her about this or if you've heard any kind of ruminations about this in the community, because we are being pretty firm in our expectations, she could answer your questions. Thank you.

Dr. Parrish: Any questions for Dr. Brewer or Officer Kepple?

Mr. Morelli: Dr. Brewer, I just had a quick comment and maybe even a request. I know we talked about students driving and we did a student survey last year to see why they were driving. I think at the time we mentioned in the dialogue with the middle school and the elementary school and for that matter, the high school too, the majority of the folks driving to school that aren't teachers or not students, they're parents. Even with us doing the two tier busing and the bus corrals and having better parent drop offs, we still have a ton of congestion on Homestead Road. I'd like to know why so many parents feel they have to drive their children to school, especially those who we're providing bus service for and buying buses. Some of them may have some good reason, but I don't want to continue to see our buses, even with the two tier system, driving around half or a quarter or a third empty. So, if there's any way we could survey some of these parents. There may be some safety issues there and like I said, just because we're doing the bus corrals and we're going to have better parent drop off and safer parent drop off, it still isn't going to solve the congestion on Homestead. Thank you.

Dr. Parrish: Any other comments?

7.04 Board President's Report

Dr. Parrish: Happy 100th anniversary to our Boy Scouts. We often have Boy Scouts here. Thankfully you came this week rather than 2 weeks ago because we were another hour and a half, so you were very smart to come tonight.

RECOGNITION OF CITIZENS (Non-Agenda Items)

8.01 Recognition of Citizens

None.

ADJOURNMENT

9.01 Adjournment

Dr. Parrish: The next Board meeting will be held on February 22, 2010 beginning at 7:00 p.m. in this room.

Mrs. Chabal moved to adjourn, with a second by Mrs. Sheffey and, approved by unanimous voice vote by all members. The meeting was adjourned at 8:03 p.m.

Respectfully submitted,

Stephen E. Rineer
Secretary to the Board
Approved at the February 22, 2010 meeting

Dr. William Parish
President of the Board

LDM