

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

March 22, 2010

OPENING ITEMS

1.01 Call to Order

A meeting of the Board of School Directors, Derry Township School District was held on Monday, March 22, 2010, in the District Office Board Room. Dr. William Parrish, Board President, called the meeting to order at 7:03 p.m.

1.02 Roll Call

Directors Present: Mrs. Beulah Chabal
Dr. Donna Cronin
Dr. Henry Donahue
Mr. John Gräb
Dr. Mary Beth Hagan
Mr. Chris Morelli
Dr. William Parrish
Mrs. Ellen Sheffey
Mr. Charles Stover

Superintendent: Dr. Linda Brewer

Secretary: Mr. Stephen Rineer

Solicitor: Brian F. Jackson

Student Representative: Ms. Shruti Shah

Press: Mr. Drew J. Weidman THE SUN
Mr. Dan Miller THE PATRIOT NEWS

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

Representatives of the Staff and Community: Bruce Hancock, Suzane and Marshall Ney, Robert and Sharon Warden, Linda Chavey, Elizabeth A. Nace, Sue Tezak, Alan

Tezak, Ryan Tezak, Ken Kremer, Annmarie Schupper, Susan Foxx, Heidi Eby, Marietta Mierski, Sharon Sinclair, Bunny Hottenstein, Anna Larsen Gawel, Luk Devorski, Paul Devorski and Leslie A. Shearer.

1.03 Flag Salute

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

Dr. Parrish: Mr. Tredinnick, I believe we have some special guests tonight.

Mr. Tredinnick: Yes, thank you Mr. President. In honor of March being Music in Our Schools Month, we'd like to take an opportunity to pause from some of the usual business before the Board and give you a chance to appreciate the talents of our teaching staff and, more importantly, of our students.

Without any further ado, I'm going to turn it over to Mrs. Alison Ometz who will introduce the group that she has here and just fill you in on what you're about to hear.

Mrs. Ometz: Welcome, thank you for having us. Actually, this is a small portion of the 5th grade chorus. Fifth grade chorus has over 140 students in it. These are about 20 that are selected to sing in an Honors Choir – two different Honors Choirs. Twelve of these kids went to County Chorus on Saturday and 10 more are going to Song Fest this coming Saturday. They've been working hard, and we would also like to invite you to come to the International Fair Family Night at the Intermediate School on Friday night because they will be singing there also.

Our first piece is Viva La Amore. We have 6 very short solos, but this is a rousing rendition and I hope it gets your heart pumping.

Viva La Amore means "May love last forever." Tuimbe is one of their favorite songs from chorus. We're going to be singing that for you.

Dr. Parrish: Thank you very much. We certainly appreciate you coming in and sharing your talents.

REVIEW AND APPROVAL OF MINUTES

2.01 Approval of March 8, 2010 School Board Meeting Minutes

A motion was made by Mrs. Chabal and seconded by Mr. Morelli to approve the minutes of the March 8, 2010 School Board meeting.

All Board members present signified by a Yes vote.

MOTION CARRIED

INFORMATION AND PROPOSALS

3.01 Announcement of Executive Session

Dr. Parrish: I'd like to announce that the Board did meet in executive session tonight to discuss employment issues, labor relations, purchase or lease of real estate matters that must be conducted in private i.e., certain conferences, working sessions, and financial matters. Eight of the 9 Board members were there, as I said, I just literally flew in, so I was absent.

3.02 Recognition of Citizens (Agenda Items)

None.

3.03 Student Representatives' Report

Ms. Shah: We have a couple things to report. Our 4 Diamonds mini-thon event will be held this Friday. That is from 5:00 p.m. to 7:00 p.m. for the Middle School and from 7:00 p.m. to 12:00 a.m. for the High School, so it's a little bit different than we've done in the past, but we're hoping it will be a success. Also, this week we have the Hoops for Hope event, which is teachers and students in a basketball game that starts at 7:00 p.m. on Thursday. That will also benefit the 4 Diamonds fund. The chorus is going to Roxbury this weekend, so that's exciting news for them. I just wanted to point out how well the boys and girls swimming team have done and that they should be commended for their success this season.

Dr. Parrish: So, the girls get second and the boys are first? I've been gone for 10 days, so I heard the girls got second. Excellent. Congratulations. Any other comments/questions for our students?

3.04 Standing Committee Report

Finance Committee

Mrs. Sheffey: The Finance Committee has met twice since our last Board meeting. We met last week in closed session and tonight, open and with our citizen advisors. The agendas were similar, but I'm going to try to merge my report from the two meetings. I ask my colleagues on Finance to help out if I miss anything.

I think we began our meetings by looking at our revenue projections and, unfortunately, that is not a bright picture. Almost all of our revenues are payment in lieu of taxes, our amusement tax, earned income tax, federal and state funding are expected to remain flat. Our returns on investments are actually down. In fact, returns on investments are down almost \$500,000 since the economic downturn.

We, then, took a look at expenditures and, actually, we spent the majority of our time focusing in this area. We reviewed the status of our current budget, that's this year's budget and we anticipate that we will be able to pay forward approximately \$750,000 worth of one time expenditures out of this current budget which will decrease expenditures for next year's budget.

We also discussed PSERS and we are going to recommend that we fund next year's increase through our retirement stabilization fund. We do realize that with no legislative action on this issue, that fund will be exhausted by our budget year 2012-2013. So, we are going to be drafting a resolution for this Board to take action on at our next meeting urging legislation to address this issue.

We also discussed our capital maintenance and improvement budget and, again, we are recommending that we fund this budget through our capital reserve fund.

Based on all the actions that we approved, expenditures for next year are estimated to increase 2.7% over our current. While this is less than the cost of living, when you take into account that revenues are essentially flat, we are estimating next year that the difference between revenues and expenditures without a tax increase will be \$1.7 million – with a 2.9% tax increase, which is our state Act 1 index; this comes down to about \$800,000. I don't know, the public may not have been here, but I know our Board members know, we took a first glance at our budget and we had estimated at that time a \$1.4 million difference assuming a 2.9% tax increase. So, \$1.4 million versus \$800,000 – we're making progress, obviously, more work needs to be done. With that in mind, we took a look at a list of priority cuts which Dr. Brewer will be presenting to the full Board later tonight, so I will leave that to her. These cuts are estimated to save \$100,000. Again, we're working in the right direction, but still more work needs to be done. Dr. Brewer will be meeting with each of her administrators to identify further expenditure reductions.

We spent some time talking about where those reductions should come from. At our February Board meeting, we talked about academics versus non-academics with any reduction coming first from non-academics. But, as we discussed this issue, it became clear that we all define academics slightly differently and we also recognize that if something is academic, it doesn't necessarily mean that service is being delivered in the most effective manner. So all this is to say that we informed Dr. Brewer that everything is on the table to look at everything and her challenge is, I guess I'll use your words Chuck, is to cut the fat, not the muscle.

So, given all of this and most importantly given that our projected budget gap is \$1.7 million without a tax increase, the Finance Committee did direct and the citizen advisors concurred, we directed Dr. Brewer to present a preliminary budget to the full Board assuming a 2.9% tax increase. That increase will generate approximately \$900,000 in new revenues. Obviously, this recommendation needs to be approved by the majority of the Board so we anticipate much discussion at our April 26 Board meeting when the preliminary budget will be presented.

I hope I got everything.

Dr. Parrish: Thank you. Questions? Does anybody else on that Committee have comments?

Mr. Gräb: I just want to ask Mrs. Sheffey to back up the fact that there was no tax increase last year and going forward that eliminated \$1.2 million dollars from the income cash stream each and every year thereafter.

Mrs. Sheffey: Correct. Thank you, John. I knew I missed something.

Mr. Morelli: Just a quick comment and thanks for mentioning the fact, Ellen, and that is, when we're talking about cutting some of these programs, we're talking about preserving the educational component and looking at some of the fluff surrounding some of these programs. Thanks.

Dr. Parrish: Thanks, Chris. Any other comments?

3.05 Presentation - Staffing 2010-2011

Dr. Brewer: Thank you Dr. Parrish. At the first meeting in January, we introduced the first estimated projections of revenues and expenditures for the 2010-2011 budget. Though too early for precision and specificity, we needed to calculate these estimates to ensure that we could operate within the state index of no more than a 2.9% tax increase. At that time, we were projecting a negative variance between revenues and expenditures of about \$1.4 million. Nevertheless, we were confident that through the budget process we would decrease that deficit. So, at the second Board meeting in January, you passed a resolution limiting the tax increase to no more than 2.9% which meant that a referendum was not required for the May 2010 primary ballot to pass a tax increase above the index.

From January through the first meeting with March, you interacted with the building level administrators and directors as they outlined their budgetary needs, including staffing. Tonight, we will make recommendations regarding staffing that are based on the needs that have been defined, including enrollment and mandates – being mindful of the challenges in the economy, particularly as those challenges relate to our flat revenues. You will see that many of the positions that the administrators had requested are not going

to be recommended tonight, but a few are. Our philosophy for building this budget has been one of austerity. Standing sentry over this process are the Finance, General Service and Human Resources Committees.

The presentation tonight has been carefully discussed with Human Resources and we thank them for their input and direction. Dr. Kepler and I will be presenting the staffing recommendations to you and now he will set the context for those recommendations.

Dr. Kepler: Thank you, Dr. Brewer. As Dr. Brewer said, the budget context really begins with the annual basis where we start considering expenditures. At that time, conversation typically swings to personnel. As you can see from slide 2, a significant portion of our annual budget is comprised of salary and benefits of our District employees. You can see from this slide that 46% of our annual budget is comprised or speaks solely on salaries of employees. Our 274 teachers' salaries are almost an even 1/3 of our overall budget, with HESPA employees comprising nearly 8%, and Act 93 employees at 5% of expenditures.

In the center of this slide you can see that Insurance and other benefits compose 9.4% of the overall expenditures and the additional mandated benefits, such as FICA, unemployment, social security, etc. comprise just over 7% of expenditures. When we consider health benefits and other mandated benefits, the employees of our School District constitute nearly 63% of our District's expenditures. These figures are an important aspect of our budget for two specific purposes: 1) We believe it is the human capital is what makes our students achieve and 2) as clearly indicated by the data, the budget hinges mainly on personnel costs.

Switching to the next slide, typically, what drives staffing decisions, other than finances, is the number of students that walk through our front doors each morning. In handout 1 that has made its way around to the Board and the public has some handouts coming around as well, you can see the historical enrollment for the previous decade, as well as a forecast of enrollment projections for the next ten years. It's important to note that these figures represented are compiled by Mr. Vic Evans and they represent the most recent report completed by Mr. Evans from February of this year.

Many of you may recall the kindergarten class of 2008-2009. They entered as a large group and required an additional section of kindergarten. This year that section has moved to first grade and, in order to maintain a class size, we added an additional section in first grade. In fact, this group was at 254 while in kindergarten and currently sits at 299 while in the last quarter of first grade. You can see from Mr. Evans projections that this group is anticipated to eclipse the 300 mark entering second grade.

Fortunately, the 2008-2009 group appears to be an anomaly as the kindergarten numbers for the current year are more typical, as are the kindergarten registration numbers for 2010-2011. In handout 2, Board members, you can see a historical perspective of kindergarten registration. The numbers show that we can anticipate a relatively flat year for the 2010-2011 enrollment. In essence, we are recommending that

we can maintain the typical 12 sections of kindergarten and still adhere to our class size guidelines.

In addressing the 2010-2011 second grade, however, we are looking to move or transfer a first grade teacher to second grade, and that still does meet our class size guidelines. That 14 first grades will become 14 second grades. This pattern is most likely to continue year after year as this larger group of students moves throughout the elementary ranks. We are, therefore, able to meet the demands of these students without adding a teacher and adding to expenditures.

If you recall, last July our 5th grade numbers rose to the point where we added an additional section of 5th grade in order to accommodate enrollment growth. For this school year, classroom teacher was employed as a long-term substitute and gave us the ability to reduce class size to the levels we're comfortable with without making a long term commitment to a permanent employee. However, enrollment patterns suggest that this position be necessary for years to come and we are recommending that this long term sub position remain in the budget for 2010-2011, however, be a permanent position. This would maintain our 5th grade class size at approximately an average of 22.9 students per classroom within the guidelines that we try to adhere to.

Another factor we monitor closely is the balance of new registrants and the number of student withdrawals. From the third day enrollment this past August/September, we have seen an influx of 31 more students entering our District than withdrawing from our District. Having centralized registration in place, we are able to have a better understanding of patterns, and I can state that these enrollments are not a transition of families moving from private or parochial schools to us, but however, new students to the District.

We further look at enrollment in slide 4, you can see the District's guidelines for class size. It is important to note, that these numbers depict guidelines and are not set in Board Policy. The maintenance of class size, as we know, is critical to providing quality programs and it helps us maintain our high level of student achievement as well. Board and public, in handout 3 you can see a projection of class size for each elementary grade for the onset of 2010-2011. These class size estimates are utilizing the enrollment projections from Mr. Vic Evans report.

As you can see in each grade level we will be within the guidelines set forth by the District. You can see the impact of having a first grade teacher move to second grade and maintaining a class size of approximately 21.57 students per classroom. Without this 14th section, to give you an idea, we would be between 23 and 24 students per class in second grade; which would be over the guidelines that we look at setting forth. In 5th grade you see an anticipated class average of just over 23 students. If maintained at 11 sections, we would see estimated class sizes between 25 and 26 students at the beginning of the 2010-2011 school year; again above our District guidelines.

These enrollment projections and class size projections set the framework for the staffing recommendations Dr. Brewer will present to you shortly.

Further looking at staffing considerations, we assess positions through four parameters that you see in this slide. Is the staff position necessary due to enrollment? Is the position an enhancement? Is it a new position in general? Is the position based on a state or federal mandate, much like special education and you'll hear one of those this evening. Finally, is there federal or state dollars that will help us pay for such positions?

Included on this slide are the recommended positions that Dr. Brewer will speak to in more detail shortly. You can see that these recommendations for 2010-2011 fall into 3 of the 4 categories I've mentioned. Enrollment factors are driving consideration for a 5th grade, the increased number of students requires us to look at two-tier busing and, therefore, the additional bus drivers. Not specifically stated in this slide, however, is some cost savings associated with two tier busing to help absorb the cost of those new drivers. Additionally, two weeks ago, Mr. Consalo provided information on additional square footage of facilities the District has obtained over the last decade, therefore, the corresponding need for an additional carpenter/painter position.

You can also see the positions that fall under "Enhancements", as well as under the category of "Mandates."

Federal and State Funded Initiatives: The federal dollars we receive on a \$50 + million dollar budget is quite small in comparison. However, these funds do provide a sizeable amount of staffing. As I spend the countless hours preparing and reporting on these grants, I remind myself that although it's a relatively small figure compared to our overall budget, it is a significant amount of money and would impact staffing and our overall budget if we would not have these dollars. An aside, I was actually at a conference today at the Lodge and just learned that our Title 1 allocation for next year will see a reduction of 1.4%. To show you how small of a dollar figure that is, it's \$1,464.00.

In 2010-2011 we continue to recommend that we use our state and federal grant dollars to fund the salary and benefits of 6 teachers. There you can see a breakout of those 6 positions. Class size reduction money, written through Title II will be utilized to maintain low class sizes in first grade. These funds exceed \$300,000 and are important for the vitality of our overall budget and intervention positions.

An addition to this year's presentation, you see at the bottom of that slide is the ARRA IDEA funds. These are the stimulus dollars you may have heard about from our federal government. For the current year we were able to utilize these funds to offset costs for 5 special education teachers in our District. In 2010-2011 we have reserved enough of those funds to pay for the additional special education teacher for the classroom that we opened this November of 2009. If the Board recalls, we had to open a new position due to student needs and have the funding for this year and for next for that position.

Although early indications are that we will receive stable revenues from these grant sources, we will not know specifics until the state budget is passed and the federal allocations are provided to us.

Personnel Cost Analysis: If you look at the next slide, what do we not know? Unknown factors are presented in the next slide. Leading the negotiation efforts for the District, I can share that we are early on in negotiating a new HESPA contract. Fiscal considerations for a new collective bargaining agreement will only be realized when we are able to settle a collective bargaining agreement with HESPA. Their current contract expires on June 30 of this year.

As I mentioned during the presentation on the state and federal grants, we also have unknowns with the state budget, although the Governor Rendell shows us with having an 11% in basic education funding, when you couple that with the flat increases in special education, we are looking at an average of about a 6% increase in our state funding. These figures could certainly be altered through the state's budgeting process; and we are all quite optimistic that we will have a state budget prior to June 30 of this year so that we can better plan. It is important to note, however, that our state subsidy is about 14% of our annual revenue.

The next slide talks to us about what we do know: We know that we have had 14 teacher retirements here, or will have, at the end of this school year. Our Board acted upon these retirements on March 8. Although these individuals will be hard to replace, I've said to you before 344 years of experience will be walking out our door in June, we've already started to try the daunting task of trying to replace these individuals. We recognize the loss of teaching experience that these folks have brought, however, it is coupled with some cost savings both in Year 1 and in Year 2. Given an average replacement salary at step 3, in Year 1, we are looking at a savings of \$262,000 and that is with the new positions that will be recommended to you this evening. In Year 2, the savings based on retirees and bringing in the new hirees, is over \$400,000 - \$418,185.00 of salary savings. Again, those numbers do include the new positions that Dr. Brewer will be recommending.

Considering the long-term substitutes that we have to hire, both for teacher leaves for 2010-2011 and for those long term substitutes we've had to hire this year because they were July/August vacancies, we're looking at hiring an overwhelming 23 teachers for the upcoming fall. Our principals will be extremely busy in the weeks and months ahead.

Now, also what do we know? Additional known personnel costs: considerations within the HEA Collective Bargaining Agreement that is set to continue through June 30 of 2011, so there will be no costs there. We know costs in the Act 93 Agreement - both of these agreements, as I said, expire at the end of next school year. Although much less significant dollars than in the current year, as I said earlier, we do have the special education stimulus dollars in reserve for next year that will help us pay for 1 special

education teacher. We know that our Title I and Title II federal dollars should be relatively flat and I provided you the update that is hot off the press as of this morning.

Members of the Finance Committee are well aware of our PSERS rates, as is the full Board. The increase to over 8.0% for employer contributions for next year will be a huge impact. Unless something is done legislatively, it is only the tip of the iceberg for 2012-2013 that is set to rise from 4.7% currently to 20 to 29% contribution in those future years of 2012-2013.

Now that I've provided you with the background data on the knowns, the unknowns of data, on enrollment, on budget, on federal programs, Dr. Brewer is here to provide you with the recommendations for 2010-2011.

Dr. Brewer: Thank you, Bernie. The context was very helpful. Last year during the staffing presentation, we indicated that we were watching Grade 5 very closely, because the projections right then were slightly above our guidelines. In fact, we did go from 11 to 12 5th grade classes in August 2009. As Bernie said to you, this long term substitute position, we are recommending to be a permanent contract for 2010-2011.

In addition, we are recommending an additional middle school learning support teacher. Lynn Dell talked to you about this during her presentation and, if you'll remember, there are class size requirements for special education and, therefore, we need this additional class to stay within the mandates provided by the state and federal government.

During the mini-presentation for technology, we also described the vision for technology and the one on one technology initiative that would require not only hardware, but increases in staff. To that end, we are recommending that we increase the technology coach by ½ and we can do this with no fiscal increases. In a moment, we're going to discuss some of the cuts and restructuring for your consideration and by increasing ½ in this technology coach's position it's tied to a recommended decrease in the co-op position. But, for a moment, suffice to say that the increase in the technology coach is offset by the decrease in the co-op position.

The next recommendation is for the carpenter. During the last mini-presentation, Mr. Consalo talked to you about that. He demonstrated the offsets to this cost by not needing to use as many outside vendors to repair things. In fact, he has, Mr. Consalo has decreased the cost of the vendors in other operating costs and so this position is fully funded through the decreases in his operational budget.

Finally, we had recommended the hiring of 5 additional bus drivers. You've heard about that numerous times as Mr. Yarian has spoken with you. He has presented his rationale for that. What you don't see in the numbers here is that economically, the two tier system does have some cost savings in the long run in different categories, not staffing, but in the amount of fuel consumption and wear and tear on the vehicles and so on.

The bottom line is that the number of retirees offset the budgets and the new recommended positions which will cost us an additional \$155,000 are offset in the retiree's savings. One of the things I would like to show you, I would like to reference you to this handout and we'll come to it at the end of the presentation, but this shows you the numbers that I just gave you on what are the offsets to also include the new positions. We'll come back to that in a moment.

The next handout I'd like you to reference has to do with possible cuts and restructuring of staff and programs. These are very difficult times. When we get to the preliminary budget, we will be talking about our revenues and the PSERS increases – those are the two stories that are the biggest factors in building our budget for next year. So we have direction from the Finance Committee to build a budget as Ellen said, that is no more than a 2.9% increase in expenditures knowing that we also have direction to limit any millage increase to 2.9%. Simply put, the budget is a function of revenues to pay for expenditures, and expenditures are to support the educational programs. So, personnel costs, as you saw, are our largest expenditure. With the configuration of retirements, we can finance the part-time technology coach with no additional costs by making the full time co op position part-time. So, if you look at Handout 4 and you look at the very top and you see a couple scenarios. There are some scenarios where depending on which existing staff member might go into the part-time co op position and then stay part-time in the job that they currently occupy that there's a couple different ways to get there. But, overall, by taking this from a full time position, the retirement, from a full time position to a part-time position and bringing in a half time technology coach, we feel that we can save about \$40,000.

In addition and this is a very difficult discussion, but if we look at German. We know that we currently offer German starting in 6th grade through 12th grade. Under this scenario that we're proposing, we would not offer German to incoming 6th graders – the kids that are in 5th grade right now. Otherwise, students who chose German that are currently in 6th grade will be in 7th grade next year through 12th grade would continue to have their choice of language honored. By 2011-2012, German would not be offered to 7th grade, because those are the 6th graders coming in and by 2012-2013, it would not be offered to 8th grade, because by then this year's 5th graders are in 8th grade and they didn't have that as a choice. In other words, under this scenario, German would be phased out of the middle school by 2013-2014 and then German would be continued to phase out in the high school until the last class finished their senior year, which I believe would be 2017-2018. We show you on this handout a couple different ways that we might take existing staff from positions that they're in now and because of their certifications take them over to other positions and this would result in a savings of about \$38,000 should we do that scenario.

We also have a list of limited service contracts that we are recommending not be filled next year. They amount to \$20,000. They include the following: the co-advisors for the middle school stage crew going from 4 positions to 2, outdoor education advisors cutting 2 positions in each of the Kenbrook/Sandy Hill positions, the Pennsylvania Youth Apprenticeship Program cutting from 2 positions to 1, the Ski Club Advisor, the Ski Club

chaperones, we want to combine the yearbook advisor and the yearbook business manager, that is no savings it's just a restructure. We would eliminate a few technology lead teachers, the grade level coordinator for 6th grade, and the indoor track position. All of that list amounts to \$19,000. The total list that we've talked about is about \$100,000.

Now I would like to talk just for a moment about the Ski Club. We are proposing that the Ski Club be offered, however, that it be on the same model as the high school where chaperones volunteer their time, we have a bus that is made available and within the price of the lift ticket and the transfers, the students would be paying for the ski trip, but we would still act as a liaison to make it happen. The one thing that we are checking out is our liability. We are looking into that to make sure that if we offer it in the fashion we're talking about if we have any increases in liability, so I think we're going to be okay with that, but Steve is checking into that.

The other thing I want to mention because I know it's gotten a lot of dialogue among us and within the community and we've talked about it in the Human Resources Committee is we had looked for some more cuts by discontinuing Kenbrook, Sandy Hill, and the Star and Gold programs. The recommendation of the Human Resources Committee is that we do continue these programs for 2010-2011, but that we make several adjustments to cut costs, including all chaperones would pay their own way. We would see if there's some way that we can use school buses for the trip down to Sandy Hill. That's going to be a challenge and we need to find the buses because ours are tied up and we have some constraints, but we're looking into that. If feasible, we'd like to talk with the PTO about their contributions to both these trips. They are very generous with their contributions and in the past, it's my understanding that PTOs have contributed to the overall cost by buying T-shirts for Kenbrook and I think some materials, maybe even disposable cameras and the like for Sandy Hill. We'd like to have a dialogue with the PTO about is whether or not they could continue the contribution. I think it's roughly \$2,000 per program, is that right?

Sue King: I believe that's right.

Dr. Brewer: And next year Dr. King . . . (she defended her dissertation this week successfully. I was going to make a big deal at the end of that, but I didn't want to call her Mrs. when I could call her Dr. right now.) . . . In any case, all of next year, Dr. King will be working with her staff to consider options that might result in additional savings with these programs, but keep the integrity of the program and keep the academic aspects of the program. For example, with the Star program, perhaps the lesson in etiquette does not need to be at the Hershey Hotel. Perhaps there can be a discussion with the folks in charge of Start of finding another way to keep it on campus – just as a for instance, but it is a very crucial conversation we'll be having next year. But, I'm happy to report that Human Resources has found a way and has recommended that we do continue those programs.

During the mini presentations, going over to the next slide, the principals also shared other staffing recommendations. The things that I just shared with you, you've heard before. You've heard it in the rationale during the mini presentations, but all these positions that are listed up here were positions that the principals brought to you as a part of their due diligence. They fully understood that when they brought these positions to you that you were not going to be able to fund all of these. Nevertheless, all of us want to keep these positions at eye level. We did the same thing last year. We had a slide like this where we showed you some of the things and now some of the things we are recommending this year. We're going to be keeping our eye on these recommendations and I just wanted to point them out to you.

A summary of our recommendations is tied to the number of retirees so I want to go back to this handout. I want to just review that for a moment. If you will look on the far right toward the bottom where it says 5 bus drivers, middle school learning support, Grade 5 teacher, half time tech coach – and you'll notice that it doesn't have the carpenter which we are also recommending, but the reason that's not there is because the offset – the direct offset – in the operating budget and the cost of this employee. We probably could have done the same thing with the 5 bus drivers, but I do believe that we are bringing you a very conservative measured approach to our staffing needs. We are in a better position with staffing this year than we've been in some years because of the number of retirees and as Dr. Kepler said, on average, we will look to bring new positions to you that are no more than a step 3 knowing that that will be an average where some positions will be step 1 and some positions that are harder to fill and where the supply and demand is different may be higher than a step 3. Overall, we are projecting next year that we'll probably only have 2 or 3 retirements. This year is an anomaly as far as helping out with the budget.

That is our presentation on staffing for tonight. We bring it to you first in the overall building of the budget because, as Dr. Kepler said, it represents by far our largest expenditures in building this budget. In two weeks, we will bring the annual capital maintenance and improvement plan to you and the General Services standing committee has been and will be involved in that process. Then, in a month, on April 26, we will be presenting the preliminary budget to you. That has been our practice before the preliminary budget is introduced, you will get a detailed description of the budget by object and by function and then it will go on display for 30 days. We will continue to try to make adjustments and on May 25, you will vote on the preliminary budget and the final adoption will be on June 28.

Both Dr. Kepler and I would be ready to answer your questions and hear your input. I'm very thankful that the administrative staff is here as well. They had left before I had a chance to publicly acknowledge their efforts, but they have been shoulder to shoulder with us recognizing the difficulty of this year in building the budget and we're very grateful to them. I know that they can help us tonight with your questions.

Dr. Parrish: Thank you Dr. Brewer. Any questions for Dr. Brewer?

Mrs. Sheffey: Dr. Brewer, looking at the handout 2010-2011 enrollment projections personnel staffing presentation at the top, it looks like we could, let's see, Grade 1 currently you're showing 13 sections with an average class size of 18.6. We could drop that to 12 sections having a class size of 20.16 still within our guidelines. Would it be possible to then convert that Grade 1 teacher to the Grade 5 teacher that you're looking to hire?

Dr. Brewer: Yes. That's a philosophical discussion we need to have. You know, if you want to have us look at scenarios that adjust these class sizes in elementary school, we could do that.

Dr. Kepler: If I may just jump in there and clarify too. It might not necessarily be Grade 1 teacher going to Grade 5. It might be, you know, we have vacancies in Grade 2, for example. We just slide an existing Grade 1 teacher into Grade 2 and not hire the new person there.

Mrs. Sheffey: Okay.

Mrs. Castleman: Can I also add?

Dr. Brewer: Yes, please. Come.

Mrs. Castleman: Jackie Castleman, ECC principal. We will watch that and monitor that very closely, but another factor that comes into play is we do often have students from St. Joan of Arc and other schools that come to us in 1st grade so we don't want to not have that flexibility, but, you know, you've been very supportive every year when we've needed a position, so we will monitor that closely.

Mrs. Sheffey: I think our enrollment projections take that into account – the St. Joan kids, so you should be in good shape.

Dr. Brewer: Yes, that's right. I believe the projections we showed, Bernie, do account for the cohort survival method?

Dr. Kepler: That's correct. At the date of this report in February, we're listed at 211 kindergarteners and projecting 242 1st graders. Was that number 211 approximately accurate at this time, Mrs. Castleman?

Mrs. Castleman: Yes.

Dr. Brewer: You know, one thing that we did last year, which we could consider this year, is to stay flexible, carefully monitor the enrollment so that we can make a decision at a later time about where we are with the elementary enrollment.

Dr. Parrish: Comments or questions for Dr. Brewer?

Mrs. Sheffey: Special Ed teachers funded through stimulus. We have 6, is that correct?

Dr. Kepler: Currently.

Mrs. Sheffey: Stimulus money runs out next year?

Dr. Kepler: It was a one-time allocation this year of nearly a half million dollars and we have 2 years to spend that. We held in reserve, we actually had to resubmit when we found the need to hire this additional teacher in November of this year to open up a classroom.

Dr. Brewer: But we had the other positions budgeted already.

Mrs. Sheffey: Yes. But through stimulus, so I'm just worried that next year.

Dr. Brewer: No.

Mrs. Sheffey: Oh, that's not through the stimulus money.

Dr. Kepler: Correct. We had District money budgeted for all, for 5 of those positions and we're just using the stimulus dollars as an offset.

Mrs. Sheffey: For one.

Dr. Kepler: For one year only.

Mrs. Sheffey: Got it.

Dr. Kepler: Now there are 6 positions this year, one position next.

Mrs. Sheffey: Okay. And then the following year, we'll have to find something for that.

Dr. Kepler: Correct.

Dr. Cronin: I just want to look at the limited services contracts and how that relates to our class size discussions. I think what we're doing with looking at our class size, class size is very good and very efficient, but I'm noticing on the limited service contracts that we're eliminating indoor track as a program. My first question is: what is the impact of that? How many students were running and is that an issue? My second question is can we look at or have we looked at trying to make our sports teachers coaches in alignment with our class teachers? In other words, if we're having 25 middle school kids per teacher, can we look at having the same type of ratio in sports? So, except for needing a varsity and JV, like for tennis, you might only have 10, for varsity and JV, that I think is your default. But other than that, if you have a team sport that's bigger, can we limit it to the 25 to 1 and have a one varsity and one JV coach rather than a lot of these

sports that have 3, 4, 5, 6. Now, I realize there will be exceptions for some sports based on the way coaches are specialized by position. But, in general, we seem to have a lot of sports where we have 3 coaches plus 2 volunteers. My proposal would be to stay with the 25 to 1 with paid coaches and then have the 2 volunteers, but that third coach in a lot of sports, I think is additive in terms of expense and I want to be consistent with what we're doing in the academic arena.

Dr. Brewer: Okay, you have a couple different questions here. I think the first question I'd like our Athletic Director to address is why did we turn to indoor track and then he's our expert on the ratios.

Mr. Elias: We have 25 programs, indoor track is one of them. When I asked to cut programs in particular, indoor track was the first and easiest decision. We have a lot of kids in the indoor track program. We have between 60 and 70 kids, but the difference is this: indoor track meets twice a week. They start after Thanksgiving. They are not in a conference. They don't compete against other schools. They go to several invitationals. All the other programs that we have are in a conference, they play other schools. It made sense that of all the programs this was one that would have the least impact in our contract obligations, our league obligations. We wouldn't have to worry about other opponents because we don't compete against other opponents. It really is, indoor track, is a preparation for the outdoor track program. They meet twice a week like I said. We have one coach and we have many volunteers that our coach convinces to volunteer. That's the indoor track and that's why that was presented.

As far as looking at other programs and limited service contracts, the first thing that I had to do was go through all of our programs and you mentioned tennis for example. We can go through all of them that have 2 coaches, a head coach and a JV coach. One of the concerns that I had, and let's take boys volleyball. If they were competing tonight and we had 1 coach and one of our students got hurt and had to go to the hospital, who is taking care of the rest of our kids? There's half of our sports that we need to have 2 supervisors there in case of emergency. There are other sports that, because of the safety issue, if we were to cut some of those positions, we'd have to be concerned that we would have to cut the number of participants that we have in those programs. We have 60 football players. It is a specialized sport, and if we were to cut staff there, I don't think we could capably, for numerous reasons, but let's just talk about the safety issues. That would be one that would be very difficult.

Dr. Cronin: Just to interject. What about the sports that have, I'm just going with the 25 to 1 ratio that we do in the classroom, sports that have under 50 kids varsity and JV coach. Why can't we limit it to varsity and JV? Why do we need to have a third coach when the numbers – you have the 2 for safety, 1 varsity, 1 JV. Why do we have to pay for a third coach in all the sports that have under 50? I'm just going strictly with the classroom numbers.

Mr. Elias: I think that's a philosophical question that you have to answer as a School Board, but if you have 50 students and depending on what the sport is, and I'm not sure how many sports we have that have 50 on one team.

Dr. Cronin: I mean varsity and JV combined.

Mr. Elias: Well, even varsity/JV combined, it's very few that we have 50 plus, but if we have 50 it would be very difficult depending on the sport, the technicality of the sport and adding the stress level of 1 or 2 coaches dealing with 50 kids, whether it's male or female. I think you're putting the coach in a bad position. I'm here to do what you want me to do to help save money. If you want to cut programs, I can give you programs to cut, but understand if that happens, there's consequences with that. You're going to have less participation. You're going to have security/safety issues, and you're going to have concerns with the morale of the programs. Right now, we have a lot of programs. I think, in fact, there's one district that has as many programs as we have and that's Cumberland Valley. They have two times the size of our student body. So, we have through the years added programs to meet the needs of the kids in the interest of what they wanted to do. Since I have taken over 8, 9 years ago, I believe we've added approximately 4 or 5 varsity sports and several middle school programs.

Dr. Brewer: And what are they Sam?

Mr. Elias: We've added boys and girls lacrosse, we have added boys and girls volleyball. We have added middle school volley ball. I think there is one that's escaping me, but I think there were 5 programs since 2001-2002. With that comes a lot of cost to us. My concern is not the number of coaches, my concern is the number of participants. If we have the continual approximately 58%-59% of participating that we get from our high school, it's going to impact with losing coaches, it's going to impact those 3 areas that I'm concerned about. I'm concerned about the safety. I'm concerned about the stress level of the coach in dealing with all this. I'm concerned about coaches having to cut then certain programs that they're not accustomed to cutting because of the ratio being difficult to give the technical part of what they're coaching that specific sport.

Dr. Cronin: Just to follow up on that. I'd like to have the dialogue with the Board since you did state that you would like our direction. I personally would not like to see programs cut as a first choice, because I think there is a lot of diversity that we have in terms of talent of athletes and would like to offer as many as possible. But, I would like for us to have the dialogue when we're talking about academic arena to try to match the athletic arena in terms of the numbers. Once again, I think most sports have, typical team sports have probably less than 45, probably some less 40 and I really think we need to consider which of those sports would not hinder safety to have two coaches. It would be a case by case basis I think, but I think it's an exercise that I think would be important.

Dr. Brewer: I'd like to say that I don't think there is a direct analogy between the coaching ratio and the classroom ratio. When, and very quickly, I'll get out of my expertise with the coaching business, but when kids are out on the field and the coaches are there, those are the adults that are there to assist whereas in a classroom there are reading coaches, there are special, sometimes some of the kids go to special education, go to remedial reading. There are math coaches, there are music, there's a lot of extra kinds of staff that are involved in the classroom. I don't think there's a direct analogy there.

Mr. Morelli: Sam, is there a requirement for any sport, I believe that you need the amount of coaches for a given sport that you need. If you need 2 or 3 for tennis, you need 2 or 3. Just because you can't afford it, cutting it down to 1 won't work for safety, for instructional purposes, logistics, all that stuff. So, if you need 3, say you need 3 for indoor track, we're talking dollars and cents here. So, are you required to have a coach being paid under a limited service contract? So, if somebody stands up and says, you know what? I love track. I love these kids. We have volunteer coaches in the system now.

Mr. Elias: We have volunteer coaches only because the head coach recommends them and it's through their friends or contacts.

Mr. Morelli: Absolutely. I mean . . .

Mr. Elias: That's how, when you get yearly volunteer coaches you might see one year, you might have 2 or 3 and another year, you may have zero. It all depends on the philosophy of that coach, who is willing to help and who is available. The head coach, we may have 4 or 5 that may be interested and it happens numerous times, the head coach decides for whatever reasons they don't want that individual to be in that program and that's the right of that person to pick their own staff, in particular, volunteer coaches. But, we certainly reach out to a lot of individuals that are capable in the community and we have quite a bit that do help volunteer-wise.

Dr. Donahue: I think the question was can you have a volunteer coach as a head coach of a team, and I don't think you can.

Mr. Elias: No, you can't.

Dr. Donahue: So, that was your question, right?

Mr. Morelli: Right. You can.

Various Responses: You cannot.

Dr. Brewer: Because it's a collective bargaining agreement.

Dr. Donahue: It's a contract. You cannot have, so you can have as many assistants as that particular coach wants, but you can't have . . .

Dr. Parrish: A non-paid volunteer.

Dr. Donahue: And the head coach or the JV head coach, if there is one, have to be paid teachers, paid-not teacher's, but paid.

Dr. Parrish: These limited service contracts are collective bargaining contracts so if we were to fill that position with a non-paid volunteer they would be able to grieve that, okay?

Mr. Morelli: Okay.

Dr. Cronin: But, that doesn't mean, the contract doesn't say how many you have to have, like you have to have 3 or 4 or 5 in any certain sport.

Dr. Parrish: That's correct.

Dr. Cronin: So it would be something that we could dialogue.

Mr. Elias: If you told me that we would only be required to have one head football coach and no one else, we would not be against the law. People would think we're crazy, but we would not be against the law.

Dr. Parrish: I think, as Lin said, I don't think you can compare classroom ratios to coaching ratios. Beyond that, you probably, not probably, you can't compare one sport to another. If you have 50 wrestlers in a wrestling room in a contained space, that's a whole lot different than having 50 football players or lacrosse players or whoever, baseball players, scattered over a 100 by 50 yard football field or lacrosse field. So trying to use pure ratios just won't work.

Mr. Morelli: So, Bill, how is that we have volunteer coaches – are they taking up a limited service contract position or not?

Dr. Parrish: No. The limited service, now correct me if I'm wrong Sam, the limited service contracts are stated in the contract, in the teacher's contract. A head coach for any particular sport has the ability to invite non-paid assistance in addition to or beyond those limited service contracts.

Mr. Morelli: So this is really a discussion for next year?

Mrs. Sheffey: Yes.

Dr. Parrish: That's right.

Mr. Elias: Mr. Morelli, the other thing that I think is confusing when you see coming to you with the volunteer coach. Many times that volunteer coach is not working the number of hours and the number of days. They might tell the head coach, hey, I'm available on Monday and Wednesday and I'll give you a hand on Monday and Wednesday, but I'm not available Tuesday, Thursday, and Friday. That's why many times the volunteer coaches, they can't give the full time that our staff, our head coaches or assistant coaches can give.

Dr. Parrish: Sam, are there recommendations from any other national organizations for coaching ratios for football? Are there any guidelines out there anywhere?

Mr. Elias: No. Not that I'm aware of. I'd be glad to . . .

Dr. Parrish: You could look into that for us?

Mr. Elias: Look into that, but I'm not aware of it. My own concern is to make sure that we have at least coaches to cover each event, so just in case that strange time that one of the athletes has to go to the hospital. It's happened in my experience as a coach, particularly as a wrestling coach, where I've had to go to the hospital and my assistant had to take the rest of the team and be responsible. It would be a terrible thing if we have to put everything in the back and go home because we had no one else to finish the contest because we had no supervisor.

Dr. Parrish: Correct me if I'm wrong, but I think if you look at the salaries for our coaches, we're below median soon and really aren't near what the local median levels are for those coaches.

Mr. Elias: If I might say, I did a survey of all the programs in the area and outside the area and we were in the bottom third of our coaching salaries compared to all the other school districts. We are behind a little bit. Coaches aren't making a whole lot of money if you really put the hours. Many of our coaches are working 6, 7 days a week. I think our football staff figured out that they are getting about \$1.10 an hour.

Mr. Morelli: One last question. So what's the difference between the limited service contract, I'm assuming for the Ski Club, so we're asking some parent to take that on assuming that the liability isn't there. What's the difference between asking some parent to take on the Ski Club and not the indoor track program?

Dr. Brewer: Well, it's a club. A club by definition can be handled differently than a varsity sport or a junior varsity sport where you're doing competitions and so on. Almost like, you know, if it was a travel club or something. We've been doing that in the high school. It would be like a service that we're operating that this is something that the kids want to do. They want to do it as a group, so we're putting together a travel kind of arrangement for them and just having some chaperones for it.

Mr. Elias: If we were to keep, let's say for example, we wanted to have a club indoor track program next year, that would then be under the direction of the high school administration as opposed to the Athletic Department, because all clubs are under, whether it's middle school or elementary or high school, they are under the direction of those administrations as opposed to the Athletic Department.

Mr. Morelli: Are these contracts, coaching contracts, are they up every year for renewal?

Mr. Elias: Yes. They are one year.

Mr. Morelli: We can add a new football coach next year or track or wrestling any time we want?

Mr. Elias: That is correct.

Dr. Parrish: Good point. If we decide to eliminate the limited service contract for the Ski Club, is there a potential for a grievance if we allow them to have a club team or a club program that is staffed purely by volunteers. That's a great point.

Dr. Brewer: I think that's something we need to look into.

Dr. Parrish: We need to have clarified.

Dr. Brewer: But, we have been doing that for years at the high school. What we want to do is get consistent with offering it and if we find out that it was going to be grievable, that's another thing that we would come back to you for the Collective Bargaining Agreement and have it changed. At most, it would be one year.

Mr. Elias: I might add that my colleague Buildings and Grounds wanted to remind me and I can't believe I forgot it, the other reason indoor track was recommended is we don't have any facilities for indoor. They're running the hallways and different areas wherever we can find a little nook and cranny. That was the other thing. We don't have an indoor track like Central Dauphin, Cumberland Valley, Milton Hershey. I can go on and on.

Dr. Cronin: Just a final comment. I would like us as a Board to have the minimum requirement of two coaches for the reasons you stated and that we should look at each sport individually using the ratios only as a guideline realizing that there are differences, but I don't think that we can, I don't want to take that off the table for discussion if it ends up that no changes are made, that's fine, but I would like to see it reviewed by somebody.

Dr. Parrish: Sam, maybe you can look into some of those guideline issues and get back with HR to begin with and we can bring it to the full Board and we can look at, certainly,

every sport, where we're at and for paid positions and see if there's a way to cut without causing safety issues.

Dr. Brewer: That would be my recommendation, Dr. Parrish. That we bring this back to Committee discussion looking at those ratios, looking at some of the issues that you brought up, discussing them legally to see if we're talking about this year or next year to institute some of these things.

Dr. Parrish: Good. Thanks, Sam. I would like to make one more comment and that is we certainly charge Dr. King and her staff to look at the middle school extracurricular academic programs hard. Everybody knows, especially those of us on the Board, appreciate how near and dear Kenbrook and Sandy Hill and some of these programs are to each of us. We've had a lot of fun there as adults, some of us, but those programs run over \$100,000 in our budget. Okay? So, when you start hearing talk around the community about how some of those programs may be altered in the future, realize that they drive a huge line item in Dr. King's budget and that's why we've charged them to go back and look at those a little closer. Any other comments?

Mr. Morelli: Can I ask a question about the presentation and the staffing? I have a question about the carpenter. I believe Ed last meeting talked about it. The difference between his work orders and the carpenter's salary. Do we have that? Did the salary include benefits, pension.

Dr. Brewer: Ed, I thought you presented that information. I'm sure you did.

Mr. Morelli: I think he did and I just can't find it.

Mr. Consalo: What was the question you that you were asking about?

Mr. Morelli: The question was, you gave, actually you gave a really good presentation. I liked yours the best so far. You gave some figures. I think it was \$58,000 for this carpenter which included benefits. I'm assuming our contribution to PSERS also. The work orders, I don't have the figure for the work orders last year that you were using.

Mr. Consalo: What it is right now, the carpenter cannot get below 70 work orders on his list, because there are just so many work orders coming in. What we said with the subcontractors that we use, contractors that we use, we can save, I believe it was \$48,000/\$44,000. Now, the \$58,000 that you have, that's if the person takes the full benefits. It could be less if he's married and his wife has insurance. He might not take that. That's the highest it would be. It wouldn't be any more than that. As I said, we have already looked at right now, it was like 25, it was like 45 right now that we cut out of the budget already just for this position.

Dr. Kepler: Point of clarification. If we were to say no to adding the additional carpenter, it would be the desire to add those costs back into the budget for buildings and grounds as they are currently not in the budget.

Mr. Morelli: Is there a chance that if you hire this person, they can't keep up with the work orders. They're going to be new on their job on top of that, we're going to other carpenters come in and fill the void with the work orders.

Mr. Consalo: Is there a chance? There's always a chance, but I don't see where this would do it. I feel that we can do it with two carpenters and be able to maintain.

Dr. Brewer: This would be our second one.

Mr. Consalo: It is a second one, yes. I think we should be able to take care of that with the second one in there – just alone on door hardware. We could have one person just doing that and that's what I explained on the hardware too. It's something we need to start taking care of. You know, you don't just keep driving your car and don't change the oil. It's the same way. We need to start protecting our investment and that's the main thing that we're looking at too. Just alone we could save even more by protecting our investment by doing that.

Dr. Brewer: But, Ed, I think that's a speculation. We actually gave at the last presentation a whole list of vendors and what we paid that this position would offset.

Mr. Consalo: That is the labor cost that we could save, that wasn't material, that just labor cost that we would save on there.

Mr. Morelli: One other question. I guess this is for Dr. Brewer. It's the half technology coach. If we don't do the one to one program, what's that half coach going to do?

Dr. Brewer: Al, are you here?

Mr. Harding: Yes.

Dr. Brewer: Can you come up and address that? Exactly how we'll be using this half time technology person and if for some reason we don't go to the one on one initiative, do we still need it?

Mr. Harding: Well, the bottom line is we are asking our teachers with or without going to the one to one program to use technology more and it is an efficiency issue for the District. In general our teachers are not very competent with computers. Therefore, in my opinion, we need the technology coach to improve their technology skills with or without the one to one. I don't think we can go to one to one without a technology coach. Even if we don't go to one to one, I would still recommend the position, but it's certainly not as drastically needed as it would be if we're going to try to go to one to one.

Dr. Cronin: I have a question with the languages, I forgot to ask this. How would the, the dropping German, how does that impact the other languages because those

students still need a language, so do we have enough Spanish and French teachers to call it even?

Dr. Kepler. Sure, I can address that. The number of students in German in the middle school is pretty minimal. Dr. King can correct me, 6th grade currently 12 students in German, 7th grade 17 to 18 is it. So, the feeling is that those numbers could easily be absorbed into the other two languages.

Dr. Cronin: Interesting, thank you.

Mrs. Sheffey: And actually, Donna, thank you for reminding me. The Curriculum Council will be reviewing foreign language programs next year and what we're recommending for next year is only a 1/8 reduction in the German teacher FTE. So, as it phases out, they will propose where those resources could go.

Dr. Brewer: And you know, Mrs. Sheffey, one thing I would want to emphasize that when we go into that curriculum cycle and we're looking at delivery of foreign language, we are not interested in decreasing staff further. In fact, it would just be a question of delivery and it would be a question of whether or not anything else should be targeted.

Mrs. Sheffey: Thank you.

Dr. Cronin: One final question about that. Did we do any type of survey of the 5th and 4th graders or possibly 3rd graders to find out what kind of language they are interested in, so that we're not – like, what happens if all the 4th graders want to take German in 2 year or would have wanted to?

Dr. Kepler: Sure.

Dr. Cronin: We're reducing our choices prematurely, maybe not? I didn't realize it was that low of numbers.

Dr. Kepler: In working with Dr. King, this is a pattern that we're seeing for multiple years with the lower numbers in German, so we would not anticipate that. Secondly, the reciprocal of the situation is what we're trying to face in that we don't want to be going down to the 5th graders, which will happen very shortly, and offer it to them and then pull it out from underneath them. It's a timely decision that is needed on that piece.

Dr. Brewer: We really need to know tonight where you are at with that so that we either do or do not offer it to 5th grade. That's not a formal vote, but we need to know if that's going to . . .

Dr. Donahue: Do I understand that we teach or offer Chinese online? Is that correct or is that something kids do on their own?

Dr. Brewer: Mike, can you address that please?

Mr. Murphy: We do offer Chinese online.

Dr. Brewer: Say more.

Dr. Donahue: I'll interrupt. Is there a cost to us for offering Chinese online?

Mr. Murphy: There was. We are in our third year of a partnership with an organization that has been providing Japanese and Chinese instruction through Seaton Hill University, not to be confused with Seaton Hall. The students there can either take it simply for high school credit or even possible college credit through the dual enrolling program. At this point, they have maxed out at the Level 2. They have not offered anything beyond that. The cost, I'm sorry to say, I don't have the exact number in my mind, but it's pretty inexpensive actually.

Dr. Donahue: They're limited to two what?

Mr. Murphy: Two levels of the Japanese and Chinese. We don't go beyond that.

Dr. Donahue: Any case that program doesn't do German?

Mr. Murphy: At this time they do not, however, we are researching other opportunities that do offer German.

Dr. Donahue: Thank you.

Dr. Parrish: Alright, I think we can move ahead. Does anybody have any . . .

Dr. Brewer: I would like your direction on German?

Dr. Parrish: So, we'll do just an informal straw? The question is do we accept Dr. Brewer's recommendation to phase out German over the next 7 years?

Dr. Brewer: Maybe if I can just see a show of hands. I don't know what's the best way to do it.

Dr. Cronin: The language teachers are all comfortable with that trend and feel good about it?

Dr. Brewer: Probably not.

Dr. Cronin: No, I mean the other ones. The Spanish and French teachers realizing they will have bigger numbers possibly.

Dr. Brewer: I'm thinking not.

Mr. Morelli: What was the rationale behind dropping Latin a few years ago? Was that the same?

Various Responses: The teachers. We couldn't find the teachers.

Dr. Brewer: Yes.

Dr. Parrish: Personally, I'm okay with your recommendation. Chris, are you okay with the recommendation?

Mr. Morelli: Yes.

Dr. Parrish: Beulah?

Mrs. Chabal: Yes.

Dr. Parrish: I'm sorry, Donna?

Dr. Cronin: Yeah, I wish I knew what 5th graders wanted to take if given the choice, because if 50 5th graders wanted to take German, I'd feel really bad about it, but I don't have a crystal ball.

Dr. Parrish: Beulah?

Mrs. Chabal: Yes.

Dr. Parrish: Ellen?

Mrs. Sheffey: Yes.

Dr. Parrish: Hank?

Dr. Donahue: I'm comfortable. I wish I knew what 5th graders want to take to.

Female Voice: Yes, I'm comfortable with that, too.

Dr. Parrish: Yes? Okay.

Dr. Brewer: Thank you, that helps.

Dr. Parrish: You can assume that. Alright, we'll move ahead.

UNFINISHED BUSINESS

None.

NEW BUSINESS

5.01 Approval of Finance Report for February 2010

1.	The Treasurer's Report for the month ending February 28, 2010 was summarized as follows:	
	• General Fund Revenues	\$1,202,383
	• General Fund Expenditures	2,970,055
	• Balance of Cash Plus Investments (Includes \$4,535,868 Capital Reserve)	25,549,352
2.	The listed schedule of investment transactions for the period beginning February 1, 2010 through February 28, 2010 totaled interest earnings of \$10,349 comprised of the following:	
	• General Fund	\$83
	• Money Market	8,341
	• Certificates of Deposit	1,925
	• PA School District Liquid Asset Fund	0
	• PA Local Government Investment Trust	0
	The average interest rate for February 2010 was .53%	
3.	The February 2010 expenditures for the paid bills for all funds totaled \$1,310,660 excluding net payroll, retirement contributions, and debt service.	
4.	The March 2010 expenditures for the unpaid bills for all funds totaled \$974,000.	
5.	The estimated expenditures of the General Fund for the month of March 2010 were in the following amounts:	

	• Operating Expenses	\$1,000,000
	• Utilities	133,000
	• Net Payroll (3 pays)	1,227,000
	• Employer Provided Insurance	341,000
	• Payroll Deductions	607,000
	• Employer Payroll Taxes (FICA/RET)	443,000
	• Debt Service	<u>488,308</u>
	Total Estimated Expenditures	\$4,239,308

Dr. Cronin moved the Board approve the Finance Report and was seconded by Mrs. Sheffey.

Mr. Gräb: Quick question. Steve, I see vast amounts of money rolling in in interest. Is that something we can control?

Mr. Rineer: You could probably buy a milkshake at 53 basis points this past month.

Dr. Parrish: State of affairs.

Roll Call Vote:

Chabal – Yes
Cronin – Yes
Donahue –Yes

Gräb – Yes
Hagan – Yes
Morelli – Yes

Parrish – Yes
Sheffey – Yes
Stover - Yes

9 Yes

MOTION CARRIED

5.02 Budget Transfers

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

The Administration recommended the Board authorize the March 2010 budget transfers.

Dr. Cronin moved the Board approve the budget transfers and was seconded by Mrs. Sheffey.

Dr. Parrish: Routine transfers?

Mr. Rineer: Routine.

Dr. Parrish: Nothing unusual. Okay.

Roll Call Vote:

Chabal – Yes

Cronin – Yes

Donahue –Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

9 Yes

MOTION CARRIED

5.03 Requests for Payment - Construction Projects

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

Multi-Purpose Practice/Playing Fields:		
1.	Eshenaurs Fuels, Inc. (Plumbing Contractor) Application No. 4	\$4,365.15
2.	ATT Sports Inc. Invoice 10-012-REP-1	7,000.00
3.	Township of Derry Invoice No. 69046-8	1,1,02.02
4.	Biscon Land Surveying Co., Inc. Invoice No. 6806	675.00
Parking Lot Improvements:		
5.	Hayes Large Architect LLP Bill No. 1001-004	18,549.65

6.	Derry Township School District, reimbursement for the following: Dauphin County Conservation District	500.00
Middle School Expansion:		
7.	SchraderGroup Architecture, LLC Invoice No. 00725	21,313.54
8.	CMX Invoice No. 10011726 9,350.00 Invoice No. 10011727 <u>8,200.00</u>	17,550.00
Elementary School/LGI:		
9.	Hayes Large Architect LLP Bill No. 1001-041	5,166.44

Mr. Stover moved the Board approve the request and was seconded by Dr. Hagan.

Dr. Cronin: I just wanted to clarify the Phase 1 running track repair. That wasn't the . . .

Mr. Rineer: There's going to be an offset there.

Dr. Cronin: Okay. Alright, perfect.

Mr. Rineer: That's the cost to fix the track that didn't meet and then it's going to be deducted from the, I think the general contractor, but I'm not positive about that.

Dr. Cronin: Got it.

Mr. Rineer: There's going to be a deduction.

Dr. Cronin: There will be an offset. Perfect, thank you.

Dr. Parrish: Any other questions?

Roll Call Vote:

Chabal – Yes

Cronin – Yes

Donahue –Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

9 Yes

MOTION CARRIED

5.04 Approval of 2010-2011 Capital Area Intermediate Unit General Operating Budget

The Administration recommended the approval of the 2010-2011 Capital Area Intermediate Unit General Operating Budget. Derry Township School District's contribution to the General Operating Budget is \$48,858.94

09-10= 49060.94
09-10 actual = 47485.50

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

Roll Call Vote:

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

9 Yes

MOTION CARRIED

5.05 Approval of Real Estate Tax Assessment Appeal Settlement 2008-CV-16326-TX

The Administration recommended the approval of a real estate tax assessment settlement of property owned by American Tower (Case No. 2008-CV-16326-TX) for Tax Parcel No. 24-052-261-001-0001 for a fair market value of \$350,000. Any applicable common level ratios will be applied according to law. The District Administration and special counsel are authorized to take all steps necessary to effectuate this settlement and to resolve the pending tax assessment appeal cases. The impact of this settlement reduces annual real estate taxes by \$1,304.

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

Mr. Gräb: Although not a large amount on this particular real estate tax assessment appeal, there are others which have come down the line which do have a negative impact on our cash stream as it flows under the District.

Dr. Parrish: Comments?

Roll Call Vote:

Chabal – Yes	Gräb – Yes	Parrish – Yes
Cronin – Yes	Hagan – Yes	Sheffey – Yes

Donahue –Yes

Morelli – Yes

Stover - Yes

9 Yes

MOTION CARRIED

5.06 Approval of Textbooks

Mr. McFarland: The Administration recommends the approval of the following textbooks for the use in the 2010-2011 school year as listed with one correction there – that should say Science Environmental 6th Edition which is noted in the .pdf. Not 7th.

High School	
<i>Curricular Area:</i>	Science
<i>Subject/Course:</i>	College Prep Environmental Science
<i>Title:</i>	Environment 7th Edition
<i>Publisher:</i>	John Wiley and Sons
<i>Author:</i>	Peter Raven, Linda Berg, David Hassenzahl
<i>Copyright:</i>	2010

Elementary	
<i>Curricular Area:</i>	Reading
<i>Subject/Course:</i>	Core Reading Program Grades 1-5
<i>Title:</i>	Reading Street
<i>Publisher:</i>	Scott Foresman
<i>Copyright:</i>	2011

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

Roll Call Vote:

Chabal – Yes

Cronin – Yes

Donahue –Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

9 Yes

MOTION CARRIED

5.07 Approval of Overnight Field Trip/Excursion - PA Jr. Academy of Science

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

<i>Group:</i>	PA Jr. Academy of Science
<i>Number of Participating Students</i>	11
<i>Grade Level:</i>	8-12
<i>Destination:</i>	Pennsylvania State University State College, PA
<i>Purpose:</i>	State Level Science Fair Competition
<i>Depart:</i>	May 16, 2010
<i>Return:</i>	May 18, 2010
<i>Trip Leader:</i>	Jason Sibbach

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

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

Roll Call Vote:

Chabal – Yes

Cronin – Yes

Donahue –Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

9 Yes

MOTION CARRIED

5.08 Approval of Boyo Transportation Services Special Needs Agreement

The Administration recommended the approval of the BOYO Transportation Services Contract as reviewed and approved by the District's Solicitor. The term of the contract is for a period of five (5) years commencing with the District's 2010-2011 school year and ending with the 2014-2015 school year.

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

Roll Call Vote:

Chabal – Yes

Cronin – Yes

Donahue –Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

9 Yes

MOTION CARRIED

5.09 Requests for the Use of School Facilities

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

<i>Group:</i>	Hershey Lacrosse Association
<i>Date/Time:</i>	March 18, 2010 (retroactive) 5:15 p.m. - 6:45 p.m.
<i>Requested Facility:</i>	Cinder Track
<i>Event:</i>	Hershey Lacrosse Association Players Running the Sprint and Mile Run Around Cinder Track
<i>Fee:</i>	None
<i>Group:</i>	St. Joan of Arc
<i>Date/Time:</i>	Monday, Wednesday, Friday March 15 - May 20, 2010 5:30 p.m. - 7:30 p.m.
<i>Requested Facility:</i>	Cinder Track
<i>Event:</i>	St Joan of Arc Track Team Practices
<i>Fee:</i>	None
<i>Group:</i>	Township of Derry Parks & Recreation
<i>Date/Time:</i>	June 2, 2010 4:00 p.m. - 8:00 p.m.
<i>Requested Facility:</i>	Primary Elementary Multipurpose Room
<i>Event:</i>	Summer Day Camp Parents Night
<i>Fee:</i>	None
<i>Group:</i>	Derry Township Police Department
<i>Date/Time:</i>	June 12, 2010

	8:00 a.m. - 3:00 p.m.
<i>Requested Facility:</i>	HS Staff Parking Lot, Bus Drop Off Lane, Bathrooms in Gym Hallway
<i>Event:</i>	Children's Festival
<i>Fee:</i>	None

<i>Group:</i>	Township of Derry Park & Recreation
<i>Date/Time:</i>	Monday through Friday June 14 - August 13, 2010 6:30 a.m. - 6:00 p.m.
<i>Requested Facility:</i>	9 ECC Classrooms TBA, Gym, Cafeteria, Kitchen, Multipurpose Room, Bathrooms
<i>Event:</i>	Summer Day Camp Program
<i>Fee:</i>	None

Mr. Stover moved the Board approve the request and was seconded by Mrs. Sheffey.

Mr. Gräb: I'll be abstaining from this due to the fact that one of these events may have a monetary effect on myself.

Dr. Parrish: Okay.

Dr. Cronin: I'll abstain since one of the requests is from me.

Dr. Parrish: Okay.

Dr. Cronin: I have a question, maybe. I noticed the Township of Derry Park and Recreation and the Fee: None and that definitely happens. Is there ever a time where we use the Township grounds also for no fee as kind of a back and forth type of collegiality between us? Is that how?

Dr. Brewer: In fact, we've been talking to them about using their tennis courts with our difficulties.

Dr. Parrish: Any other comments?

Roll Call Vote:

Chabal – Yes

Cronin – Abstain

Donahue – Yes

Gräb – Abstain

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

7 Yes, 2 Abstentions

MOTION CARRIED

5.10 Personnel – Resignations

The Administration recommended the approval of the following resignations:

Classified:
Overbaugh, Erica Special Education Aide Elementary School Reason: Personal Effective: 04/02/2010
Limited Service Contracts:
Andres, Simon Head Varsity Golf Coach High School Reason: Personal Effective: 03/16/2010
Bean, Timothy Head Varsity Boys' Basketball Coach High School Reason: Personal Effective: 03/12/2010
Reinert, Emily Nexus Advisor High School Reason: Personal Effective: 03/10/2010

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

Roll Call Vote:

Chabal – Yes
Cronin – Yes
Donahue –Yes

Gräb – Yes
Hagan – Yes
Morelli – Yes

Parrish – Yes
Sheffey – Yes
Stover - Yes

9 Yes

MOTION CARRIED

5.11 Personnel – General

1.	The Administration recommended the approval of the following appointments:
	Classified:
	<p>Dull, Dawn Substitute General Food Service Worker District-wide Salary: \$9.01 per hour Effective: 03/24/2010 (pending receipt of Act 34, 151, and 114 clearances)</p>
	<p>Edley, Brandon (replacing Corné Steyn) Co-Op Student General Food Service Worker Middle School or as Assigned Part-Time 3.0 hours per day Salary: \$7.25 per hour (special student rate) Effective: 03/23/2010</p>
	<p>Robbins, Belva Michelle Substitute Bus Driver District-wide Salary: \$14.14 per hour Effective: 03/23/2010 (pending receipt of Act 34 and 151 clearances)</p>
	<p>Smith, Alan Substitute Bus Driver District-wide Salary: \$14.14 per hour Effective: 03/23/2010 (pending receipt of Act 34, 151, and 114 clearances)</p>
	Transfer of Classified Staff:
	<p>Leonard, Tonya * From: General Food Service Worker Middle School Level A: 4.0 hours per day To: Assistant Head Cook (replacing Jeanne Bender) Middle School Level C: 8.0 hours per day Salary: \$14.30 per hour Effective: 02/01/2010 (retroactive)</p>
	Limited Service Contract:
	<p>Landenberger, Lars Volunteer Varsity Assistant Boys' Lacrosse Coach High School Effective: 03/23/2010</p>
2.	The Administration recommended the approval of the following request in

	accordance with the District Policy 438.1:
	Klos, Jennifer Gifted Support Teacher Middle School Compensated Professional Development Leave Effective: 01/17/2011 through 06/09/2011
3.	The Administration recommended the approval of the following requests in accordance with District Policy 435:
	Brittain, Leah Grade 2 Teacher Elementary School Paid/Unpaid Family Medical Leave (up to 12 weeks) Effective: 03/15/2010 to be used intermittently during a one-year cycle as necessary (retroactive)
	Taylor, Michele Early Intervention Specialist Early Childhood Center Paid/Unpaid Family Medical Leave (up to 12 weeks) Effective: 03/15/2010 to be used intermittently during a one-year cycle as necessary (retroactive)
4.	The Administration recommended the approval of the following request in accordance with District Policies 435 & 439:
	Klos, Jennifer Gifted Support Teacher Middle School Paid/Unpaid Childbearing/rearing Leave Effective: On or about 08/10/2010 through 01/14/2011
5.	The Administration recommended the approval of the following addition to the 2009-2010 Substitute Teacher List:
	Bell, Kristen B.S. in Elementary Education from Millersville University
	Patterson, Morgan B.S. in Information Technology for Business Education from Shippensburg University
	Phillips, Lenora M.E. in Elementary Education from Montana State University
	Wagner, Lauren B.S. in Elementary Education from Shippensburg University
	* This individual is currently an employee and/or volunteer. Clearances are on file.

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

Roll Call Vote:

Chabal – Yes

Cronin – Yes

Donahue –Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

9 Yes

MOTION CARRIED

DELEGATES REPORTS

6.01 Dauphin County Technical School Report

Mr. Gräb: Both Mr. Morelli and I were in attendance on March 10. The vast majority of the discussion revolved around the upcoming budget for the Dauphin County Technical School. The PSERS contributions estimate for the upcoming year seemed to be centering around a lot of the discussion. Going forward, it could be very very costly to the Technical School. I'm sure it will be to every other educational entity in the state. Mr. Morelli, anything you'd like to add?

Mr. Morelli: No, thank you.

Dr. Parrish: John, have they done anything there to try and cushion the blow as we've done?

Mr. Gräb: Unfortunately, the Technical School doesn't have the benefit of a fund balance.

Dr. Parrish: Okay. Questions or comments?

6.02 Derry Township Tax Collection Association Report

Mr. Stover: The Tax Association did not meet in March because there were not enough pressing agenda items. We will be meeting April 22 and we will be having that meeting, because we have to get some business done at that time.

The Dauphin County Tax Collection Committee met on March 17, mostly procedural items, although we are up to a deadline for April 15 that we must have the bylaws passed, so our next meeting is April 14 and I'm confident that we'll have that accomplished.

6.03 Harrisburg Area Community College Report

Dr. Donahue: The delegate body met March 10 and saw the preliminary budget for Harrisburg Area Community College – Harrisburg campus. As most of you realize, school districts contribute to the budget based currently on a 5 year agreement. We're in the 2nd or 3rd year of this agreement. There's 2 sources: there's a capital and operating cost. The capital is based on fixed credit hours – average credit hours that our students attend at HACC and that's fixed at the 2007-2008 appropriation, so that's \$350,000. That will stay that way for another 2 or 3 years. The other part is the capital portion of it which is based \$600,000 divided amongst the 21 school districts and divided up based on their assessed property values so that could actually change a little bit each year and that is about \$38,000. That's our contribution. Just for sake of reference, they are averaging a 4% increase in their salary pool for all their staff and faculty. They are increasing tuition \$98 to \$108 a credit hour and they're still going to be operating with a million dollar deficit. That's it. Oh, so, I should be given some direction on how to vote on this budget. I would recommend that we approve their budget.

Dr. Parrish: Any questions for Dr. Donahue? Any problems from anybody in following Dr. Donahue's recommendation to accept this budget and approve it?

Dr. Brewer: My input would be that, at this juncture, with what their collective bargaining agreement is and what the 5 year plan is that we should approve it. However, I do believe that they need to start looking at their collective bargaining agreements. I don't know when they come up, but 4% in this economy isn't very sustainable, particularly with PSERS.

Dr. Donahue: Right. They are involved in PSERS too, not all of their faculty, some faculty are PSERS and some faculty are TIA [not audible], and I think some faculty are a third option. We can communicate that to them.

Dr. Parrish: Seeing no objection, Hank.

Dr. Donahue: Thanks.

Dr. Parrish: That would be an affirmative for us.

6.04 Capital Area Intermediate Unit Report

Mrs. Chabal: The March meeting date will be this Thursday on the 25th since that will actually be my first date as representative so we'll have further discussions at another time.

Dr. Parrish: Look forward to your report next month.

SPECIAL REPORTS

7.01 School and Community Information Report

Mr. Tredinnick: Thank you. First, I want to thank Ms. Shah for very eloquently covering a lot of the items I was going to bring to you coming from the high school. There is one item of significance that I would be remiss if I did not bring up and that is that the Trojan Foundation's Taste of Hershey will be occurring this coming weekend and hopefully all of you got a happy little reminder about that over the weekend. I hope to see you all there.

Also, my colleague, Mr. Consalo, asked me to point out to you that the bids for the building projects that you have been talking about ad infinitum officially went out today.

Thank you.

Mrs. Sheffey: Actually, for Ed. Where did we advertise? Did we post something in the library and all that?

Mr. Consalo: Yes. We did put it in the library. We didn't do the Tax office, but we did do it in the library. We also did it in the local papers – the Lebanon paper, the Patriot-News, and the Lancaster paper.

Mrs. Sheffey: Thank you.

Mr. Consalo: Of course, the contractors did their different areas [not audible].

Dr. Parrish: Thank you, Ed. Any other questions?

7.02 Board Members' Report

Mr. Morelli: Just a quick and this is timely since we were just talking about the Trojan Foundation with their dinner this Sunday. That is, I never miss trying to put in a plug for folks like that and our PTO and some of our booster clubs, some of which have started raising funds already for fall sports. As these different Boards think about how they're spending their money and you can see what we're dealing with here, hopefully they'll think about donating to the school through the Foundation or any other way to help us out with some of these harder costs and meet some of the soft costs that we traditionally see. Thank you.

Dr. Parrish: Thanks, Chris. Any other Board member reports?

7.03 Superintendent's Report

Dr. Brewer: I alluded to the fact that one of our colleagues defended her dissertation this weekend. It was from Seaton Hall and we are very pleased for her and very proud of her. I would point out that her assistant Aaron Shuman defended his dissertation at Temple a couple months ago, so we have two doctors over in Hershey Middle School. We're very pleased.

Dr. Parrish: Congratulations, Dr. King.

7.04 Board President's Report

No report.

RECOGNITION OF CITIZENS (Non-Agenda Items)

8.01 Recognition of Citizens

Heidi Eby: I am speaking tonight with regards to an incident which took place last week between a faculty member who is also an athletic coach and a student. Through multiple accounts of first hand witnesses, the conduct of a professional member of your high school staff has been called into question. Without going into detail and understanding the confidentiality aspect of both parties involved, I will just give an overview of the incident.

Upon entering the classroom, the faculty member questioned the student's attire. The student was dressed in a shirt and tie as a senior member and assistant captain of the Hershey High School Varsity Ice Hockey Team. The Varsity Hockey Team had their first playoff game of the Eastern State Flyer's Cup Championship that evening and a shirt and tie are standard attire by all of the varsity players. Demeaning, inappropriate and taunting comments were made by this faculty member about the student, the varsity ice hockey team and the sport of ice hockey itself. The faculty member's behavior ensued despite the student's attempts to ignore the escalating inappropriate comments and behavior of the faculty member. This took place in a classroom setting with a room full of students. There was a second incident later that day with a similar scenario that occurred as this student attempted to leave the school building. The student admitted to making some inappropriate remarks during the incidents but ONLY after the continued barrage of insulting comments and repeated attempts to bait and enrage this student took place, despite the student's attempts at ignoring the statements, asking to be left alone & trying to get away from this adult.

The next morning, prior to the student arriving at the school or having spoken to any administrator, the ice hockey club was notified via email of disciplinary action taken based upon the faculty member's account of the incidents. This email references the

time of day and the fact that the student had not yet come into the school building that morning. The disciplinary action taken prohibited the student from participating with the varsity hockey team in the quarterfinals of the Eastern State Championship Flyers Cup. Being a 4 year member and senior leader of the team, this uninformed and incompletely investigated decision denied the student from participating in his final sporting event as a high school student! Equally as important was denying his classmates and teammates from one final memory together due to lack of investigatory procedures. I won't even mention the importance of the game and the impact on the team at the game from losing one of their most valuable players. No witnesses were questioned, and no one spoke to the student involved to obtain his account of the incidents prior to the disciplinary action!

Some of you, maybe most of you, know me. I consider myself a very involved parent. I am a Board member of the Hershey High School Ice Hockey Club, a mother of a 19 year old Hershey High School graduate, a 17 year old varsity hockey player, and a 13 year old middle schooler. I have been a very active parent in this District for over 12 years, serving as past PTO president both at the elementary school & the middle school, regularly attend Building Advisory Team meetings, attend and/or read the minutes of the school board meetings, and am a current member of 2 District committees as a citizen advisory appointee. One such committee is the Community Task Force which has worked for the past two years to create, teach & expect a community of civility within our District and our schools. I think it's safe to say that I am involved, informed and support the school District in many ways. I do not take speaking in front of all of you lightly, nor do I speak publicly about issues often, and then only because I feel very strongly that an issue or concern has had or will have a significant impact on the welfare of our students and this community.

I am very upset by this recent incident because of the broader impact upon all of our students for several reasons. It absolutely highlights: 1) the bullying and taunting behavior by a staff member to a student 2) the process by which disciplinary action was taken without a complete and full investigation from both parties and first-hand witnesses, and finally 3) the long-standing lack of respect given a high school & middle school extracurricular activity and its members (in this case, within the athletic department and some members of the faculty).

With regards to my first point, the bullying and taunting behavior by a staff member to a student, I refer to the Hershey High School Student Handbook. On page 12 under "Students Rights & Responsibilities" it states: "It is the responsibility of the total school community to create and maintain an atmosphere that is conducive to teaching, learning and living. Everyone in the educational process has the right to expect that the environment shall be safe, pleasant and well organized. The climate should produce security and consistency through the establishment of reasonable rules and guidelines that require an interaction based upon mutual respect and cooperation. The emphasis should be on courtesy, consideration and the fulfillment of all necessary obligations at all times." Section B states "Students do have rights. They have legal rights as persons and citizens not to be deprived of what the law gives them. They also have human

rights as persons and participants in the educational community. These rights include the right to be treated with dignity by other participants...”

I wish to address this point based on my lengthy involvement in the bullying issues in this District, specifically from my involvement on the Community Task Force to which I was appointed as a community member. The Community Task Force, after much examination and input from the all stakeholders, identified bullying as one of the number one issues and concerns on which to focus to create a better climate in our schools and our community. As you know, bullying is identified not only as bullying between students, but also between students and staff members and between staff members themselves. In keeping with the mission of safe schools and the efforts put forth through our Safe Schools Committee, our District implemented the Olweus Bullying Prevention Program. Over the past two years, international speakers were brought in to address the school personnel about bullying prevention. A community wide event was even held, highlighted by a presentation from Dr. Forni co-founder of the Johns Hopkins Civility Project. In addition, coaches and parents of athletes were identified as groups that could benefit from training about and provide significant guidance for the anti-bullying, pro-civility message.

On page 44 of the Hershey High School Student Handbook, under “Harassment”, bullying behavior is defined as “... the perpetrator appears to find pleasure in taunting and continues even when the target’s distress is obvious And the taunting continues over a period of time, and is not welcomed by the target.” Bullying is specifically defined by the handbook as “A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions...” That sentence in the handbook is quoted directly from the Olweus Bullying Prevention Program.

With all of this effort being made by our District to promote and demonstrate a culture of civility & tolerance, it is astounding to me that any faculty member, especially an athletic coach, would conduct themselves in the manner in which was demonstrated last week. This behavior goes against everything the Community Task Force, the administrators and parents have been working to create. We have invested our time and resources into lengthy processes by which to educate and support our faculty to promote civility in the schools. Any faculty members’ bullying and inappropriate words, actions and behavior should certainly come under scrutiny and be discussed by the administrators and the school board. Your words with regards to students’ rights must be more than sentences on a page.

My second concern involves the process by which investigatory information is obtained for any incident in the school District. Once again, I refer to the Hershey High School Student Handbook. On page 34, under the “Discipline Code” it says “It is urged that in all cases ... an attempt be made to resolve problems informally. In doing so, school personnel should make full use of all supporting services...” The disciplinary responses set for in the handbook specify that to work out a problem, “direct contact with pupil and parent may frequently be the most helpful response to an offense.” The right of any student to be heard should be of the utmost importance *prior to* any disciplinary

action involved. Everyone is “alleged” of a behavior until it’s proven to be a fact. Gathering evidence, especially from one of the primary individuals involved as well as eyewitness accounts should be the number one priority of any incident.

On pages 35-38 of the Hershey High School Student Handbook the disciplinary offenses and penalties are explained. The procedures for the differing degrees of offenses are also outlined. Beginning with a Level 1 offense, it states that a “discipline form is to be completed and the student is to be referred to the Assistant Principal for a conference. Parent contact is required prior to referral.” The procedures also state that the Assistant Principal verifies the offense, collects documentation, and meets with the student. Based on this, it is clear that in this case, the student was not afforded the procedures specifically set up to require his/her fair treatment in an incident investigation. Your administrators violated the right of a student as outlined in the handbook. The administrator’s actions with regards to any incident involving a student must uphold what you want us, as parents and community members, to rely on as safe, fair and equitable rules, regulations and rights for our children. In my view, this did not happen last week. What is to stop this from happening to one of my children or any other student as well? As a parent this is of great concern to me and should be of great concern to you as well.

The last point that I wish to make involves the overall issue of extracurricular activities, using the Hershey High School Ice Hockey Club as an example. All students are afforded many opportunities for extracurricular activities in our District. The Clubs & Organizations page on the Hershey High School website attests to the abundant and varied interests and passions of our students. Whether you are an athlete, a scholar, an artist, a musician, an actor or a linguist, all should be afforded respect. It states on page 12 in the Hershey High School Student Handbook that included in the students’ rights are “... the right to be free from discrimination ... and treated with dignity...”

There have been numerous accounts of demeaning statements and behavior directed at students participating in the Hershey High School Ice Hockey Club by several members of the coaching staff of other Hershey High School sports teams. These statements and behavior include such things as:

- Stating that ice hockey is not a “real” high school sport
- Making statements about the legitimacy in the championship for which the ice hockey team competes as it is “just a silly little trophy” (presumably referring to the CPIHL Bears Cup and the Eastern State Championship Flyers Cup).
- Ice hockey is not a PIAA sport, and therefore is meaningless.
- Members of the ice hockey team are “non-athletic”.
- Members of the team are nothing but “hoodlums and criminals”
- The team does not follow school rules and therefore is a joke.
- Coaches prohibiting members of their teams from attending games or showing support for their classmates that play on the ice hockey team.

Such statements and behaviors are completely and totally intolerable no matter what the sport or activity. Yes, we are a club sport and do not play under the PIAA. All of the local hockey teams in Central Pennsylvania, with one exception, are club sports and are not afforded the financial benefits of other athletes and teams that are under the PIAA. Players and parents pay for everything – school jerseys, equipment, ice time, transportation, practices, etc. Our sport lasts 4 to 5 months – a huge time commitment and dedication to the conditioning it takes to excel at the sport of hockey.

To my knowledge, the varsity hockey team is the only club or athletic team who has won its championship trophy 3 years in a row (and counting), 7 out of the last 8 years and a record-setting 11 years overall since the high school league's inception. Last year the Varsity team made it all the way to the championship game of the Flyer's Cup only to lose in overtime. It was the first time ever that a team from Central Pennsylvania made it to the finals of the Flyer's Cup. There was no recognition from the athletic department or the school for this accomplishment.

We have continually struggled with the little to no recognition from the high school or athletic department despite these continued accomplishments. The lighted sign in front of the high school does not wish our players luck in their championship games nor congratulate our varsity team as the reigning Bears Cup or three-time consecutive champions. Announcements about scores and upcoming games are not regularly in the morning announcements. Our game schedule is not on the athletic department's Winter Sports Schedule despite numerous meetings and being sent the schedule with the assurance it would be included. Our hockey club has worked hard to closely align ourselves with the requirements of a PIAA sport. This has been completely voluntary on our Board's part and a good faith effort to show the athletic department that we want to have and encourage a positive relationship, encourage adherence to the school District's policies and procedures with regards to athletic teams, and foster a greater sense of sportsmanship among all of our athletes.

Our varsity team has had the unwavering support of a large student following, as evident by our games continually having one of the biggest crowds in the entire league. Students support the varsity hockey team wholeheartedly and for that we are thankful and grateful. The students like the game. We are a very successful team. We have almost doubled the number of players 6th-12th grade in the past years. We live in a hockey town. This is not a strange sport in which to be involved in this area! How demoralizing it to our players who play and practice as hard as any other athlete or team, are dedicated, and sacrifice and give of their time to a sport they love, but receive so little support from the athletic department, the high school and our District?

The willingness to allow and perpetuate any club or organization of the school District to continually be treated in such unsportsmanlike ways and denied the respect and courtesy of any student team or group is inexcusable. My son is a junior. We only have one year left on the Varsity Ice Hockey team. But our youngest will be coming to the high school next year. Whatever way my children or any student chooses to be

involved in, represent or honor our school District should be recognized and respected by everyone in this District.

What I have highlighted is my opinion, but pertinent issues and concerns that you, the school Board members and administrators must address as representatives of the stakeholders of this school community. The preaching of a culture of civility in our District, the assurance of the rights of our students, and the assumed respect for all choices of activities by our students in this District means nothing if administrators, faculty and staff do not lead by example, abide by a respectful code of conduct, and treat students the same way in which this District expects students to treat them and each other.

Thank you.

Dr. Parrish: Thank you, Heidi for your comments. Can we, by chance, have a copy of your text so we could, you said a whole lot there, so we can certainly go through that. As you know from being at Board meetings before, we're certainly constrained by what we can comment on relative to personnel and student issues, so I would defer to Mr. Jackson for any comment relative to those types of issues.

Brian Jackson: Thank you, Mr. President. There is not a whole lot that we can say. Two things I would like to respond to – I can't speak to the issue of the role of the hockey program in the District, but I can speak to the issues of a faculty member's conduct. Rest assured that that conduct has been fully investigated. It has been preliminarily addressed and, as soon as the meeting can be scheduled with the faculty member, a sanction will be imposed. It has not been ignored.

With respect to the chronology of the students being advised of, or some segment of the public, being advised of the student's suspension, apparently there is a bit of a disconnect. That was that a liaison to the team was advised, as is standard practice, that a suspension was possible. That is done in these instances with coaches and liaisons so that they can be apprised of the possibility and can make arrangements if necessary. That is certainly a lot better than finding out at the last minute. At that point and time, to my understanding, the suspension had not been formally given, am I correct, Dr. Brewer? And ultimately, was.

Without the ability to give a lot more detail, I think it's important for everybody to know that the District has looked at the conduct of student and faculty member. The District has addressed those issues with an eye towards all of the effort that the entire community has imposed with respect to the unacceptable bullying in this community. The District has designed sanctions to ensure to both stakeholders, and to show as an example to all stakeholders, that no further bullying will be permitted and has addressed this issue most seriously.

In terms of any delay between the imposition of sanctions to student and faculty member, I will tell you that as a matter of course, I've been involved in a number of

these investigations for the District over time and when an investigation requires us to consider going in and interviewing students, we understand that all of your children, to the extent that they are going to be interviewed are going to feel anxiety no matter what the circumstances. So, we always attempt to be as narrow as we can in those processes and not try to bring students in unnecessarily to create angst for them when they haven't asked for it. So, there was a bit of a delay in terms of the conclusion of the investigations in these instances, but certainly that has happened in the past, it will happen in the future unfortunately. But, again, rest assured, that the situation has been addressed with both the stakeholders. That's all I have to say.

Dr. Parrish: Thanks, Brian. I know many of you are here maybe to make comments about this incident. I think you can rest assured that, I think we are pretty aware of the consequences and circumstances. You are certainly welcome to read your statements or make a comment, but as Brian said, I think this has been fairly aggressively addressed at this point. Would anybody else like to make a statement, please feel free to do so.

Susan Sinclair: I'm a resident of the community and President of the Hockey Club. My statement will be brief because Heidi spoke for us very well. I do want to clarify something relative to the contact, because as the President of the Club, I was the person who received the message at 9:00 Wednesday morning indicating, not indicating that there had been a suspension, but indicating that the student was ineligible to participate in any practices or games for 3 days. That was a direction given to me as the President that he could not participate in sports. So, I differ a little bit in that that basically implied there had already been a sanction imposed. It was not a heads up, this might be something that we need to consider. I responded and I copied Mr. Murphy and Mr. Elias on that saying that until I was informed there had been a suspension, that we were not going to accommodate that. When we were told that there had been a suspension, we would, of course lived by the rules, because we've agreed to that as a hockey club, which is not something we've had to do, but we voluntarily done that, that we'll live by the school rules. So, I was informed of that. It was in the initial note that the student had not been spoken to as of that point and so I said until that had occurred, we weren't going to accommodate that request. So, I do think that there was a little miscommunication and maybe mishandling of me being informed prior to him having been talked to and I think that isn't very good relative to the administration. That made me feel very bad as a parent.

I'd also like to accentuate something that Heidi said. The whole incident is appalling as a parent. My son had this teacher and I'm appalled that any teacher in your school District would handle themselves that way. But, I'm especially appalled that a coach, somebody who is coaching other athletes would have that type of behavior about any other sports team. I think the point that Heidi brought up relative to coaches going through some type of civility training and testing and you getting feedback on them. I mean, sports are a very volatile situation no matter what. Students are very emotional about them, coaches are very emotional, and everybody's very proud of what they're doing. So, I would ask that you really, within your athletic program, that you really

consider that, because the coaches has a tremendous impact on their students. They represent all of Hershey. They represent all of Hershey athletics. It's disappointing and, unfortunately, there's been a trend, whether it's true or not, but a lot in the papers about some of the coaches that have been selected that maybe haven't been some of the best choices. So, we continue to ask for you to consider that in your hiring choices relative to athletics.

Dr. Parrish: Thank you.

Ryan Tezak: My name is Ryan Tezak and I'm a senior at Hershey High School. I've been a student in Derry Township school District since kindergarten, and I've always been proud to say that I was a student at Hershey. I should mention that I played on the ice hockey team this past year and was the team's captain. I was also the co-captain of the golf team this past fall and I am one of the co-captains of the baseball team this spring. Last week, I and several other students witnessed an incident that involved one of our classmates and a teacher. As difficult as it was to witness the incident, it was more difficult to see how my classmate who was involved in the incident with the teacher was treated. No one in the school took the time to talk to him or many other students who witnessed what happened before deciding his punishment. The school administration has since talked to some of us, but it was after they decided what they were going to do and the punishment started.

This incident started when the teacher questioned why my teammate was wearing a dress shirt and a tie to school. The classmate explained he was playing in a high school hockey state playoff game that night and that is how the team dressed the day of the game. Several of my classmates witnessed and heard some very nasty and untrue things said about my classmate and the Hershey High School Ice Hockey team as a whole. This is not the first time that these things have been said. During my four years in high school, there has been little support shown to the ice hockey team, other than by our student body and a handful of teachers. However, there have been things said by some school staff that have offended me and my hockey teammates as well as other classmates and athletes. The disappointing thing is that the teachers that said these things were coaches in other sports. To be honest, I just ignored these comments, because I knew that our hockey team was very successful and the student body supported us. I just thought it was jealousy of the ice hockey team's success and popularity.

Now that this type of attitude apparently started this incident, I need to speak up. I've tried to represent our high school in the best of my ability in all my activities in which I participate. Right now, many of my classmates and I feel betrayed. Please look into how the incident involving my classmate started and also the attitude of some teachers and coaches toward athletes that participate in other sports and please make the necessary changes. I will graduate in 2 ½ months, so any of the changes will not affect me, but will help future students and athletes regardless of the sport they choose to play. I want to be proud once again to say that I attend Hershey High School. Thank you.

Dr. Parrish: Thank you, Ryan. Any other comments?

Alan Tezak: I think I know that young man. My wife and I are proud parents of two students that had their K through 12 education provided by Derry Township High School. One of our sons graduated 2 years ago and, of course, Ryan is scheduled to graduate this year.

I want to be very brief and just address two issues, but real quickly I think by hearing my son and exactly the passion that he had and real concern that he had really triggered some things in myself and felt as though I needed to pay a little closer attention to what occurred. I do need to real quickly mention how I get involved in this particular situation and just bear with me so I kind of set that and then I'll move very quickly through the two points I want to make.

Last Tuesday my son came home upset in a way that typically I do not see my son. He tends to be a very even keeled young man. He described the circumstances that he heard several others describe and indicated that there were other students that unfortunately had witnessed the same type of thing. That, in and of itself, began to raise some flags. I then became aware of the communication that occurred with Susan Sinclair regarding the suspension or planned suspension or whatever it was at that particular point, but it was very clear or at least the implication was that a decision had been made.

At that particular time, because there were a number of red flags going up, not the least of which I was aware of certain circumstances involving the staff member, previous circumstances involving the staff member, that I thought it was really necessary to kind of try to slow the process down, if you will. I also should make mention that one of the reasons that I intercede is because I do have a background in working in child serving systems. I've been a practitioner and a consultant for nearly 30 years in child welfare, juvenile justice, and educational systems literally at a local, state, and national level. So, I have some experience in some of the way systems work and bureaucracies work. That's one of the reasons I figured that maybe I could intercede and at least have a discussion with some administrators.

Last Wednesday, I actually went in and spoke with Mr. Ebert and really tried to provide him with some additional information that maybe he ought to take a look and talk to some other folks. I left that meeting feeling as though he heard my concerns and actually began to interview some additional students. I knew this by virtue that I went to another part of the building and traveled back across into a, back across into the office and saw of the individuals that I provided information to Mr. Ebert. To his credit, he began that interview.

There were a number of additional pieces of information that then began to flow after I met with Mr. Ebert later on that evening, and, again, I got word that the situation was moving and moving very quickly. So I once again, the following day went in and spoke

to another one of the administrations, because Mr. Ebert has, well, Mr. Murphy was unable to meet with me, because they had been out of town for some reasons. So, I had a conversation, two conversations, last week where basically I was asking please slow down, there's additional information, the situation appeared to be very fluid and, consequently, really was there a need to rush to a decision. So, I shared those concerns. I had opportunity to meet with Mr. Murphy this morning and fortunately, I think he heard my concerns just in terms of how this whole process unfolded. Frankly, from my professional judgment as well as my personal involvement in this in which there was some incomplete information, I certainly didn't have all the information. I think the kids didn't have all the information and what became apparent to me is that staff didn't have all the information, really, to make a decision. We may quibble on that, and frankly, Mr. Jackson, Dr. Brewer, I'd be more than happy to share a more detailed chronology and some conversations along with Mr. Murphy where we can sit down and really just literally go through the whole process once again.

I raised my concerns. I believe Mr. Murphy heard my concerns. I trust that that process may be reviewed. I will acknowledge I don't have all the information. I still don't and may not necessarily be privy to that. I should mention that the family did, because they were upset, asked that because of my professional background that I do assist them in trying to communicate some of these points to the school District. So, I was inserted into that process.

That's actually my first point that I was really concerned about how this process unfolded. How it appeared as though there was a real push to impose a sanction against a student without having the full array of information and really putting some of the behaviors, some of the issues in proper context, because at least the information we were getting, clearly there was a great deal of uncertainty to say the least.

The point that actually is the primary point that I would like to make is that, as you heard, my son as well as my older son also played ice hockey. This was a relative constant refrain regarding certain behaviors and attitudes that were directed towards the ice hockey team. Ice hockey players, they tend to be pretty tough lot and part of an ice hockey parent, sometimes, we just tell them to suck it up, okay? I think my son articulated it pretty well. When you're successful, sometimes, there are some things that happen that, you know, you have to ignore. I have shared those concerns with Mr. Elias. He was gracious enough to meet with me last week. He was surprised to hear some of those concerns. I did relay that many of these things have existed for several years. Maybe they existed right below the surface or that they were in certain pockets or didn't see.

I shared some things with Mr. Elias around some recommendations that might be able to improve that situation going forward. There are also a couple other recommendations that rather than simply espousing what had occurred and the feelings that were left with the students that participated in the ice hockey program, I'd really like to put a couple of recommendations that we really have begun to think about in terms of, if, in fact, there is a real interest in improving the attitudes and behaviors. One of the

things that I need to also mention is that I understand the difficulty, let me back up real quickly, I understand that attitudes and beliefs in an institution can exist, and sometime they are very difficult to, in fact, ferret out (personal attitudes or somewhat institutional attitudes). So, I understand the difficulties in doing that. I've had to confront that in my professional career – on how you change those types of things. The only way that I found that you can change those things is that you have to leave yourself, you have to leave your organization out of that. You can't wait for the information to come to you. You can't say, oh I didn't know. Someone didn't report it to me. You have to develop some proactive systems. I put a couple things on the table for Mr. Elias. He did respond that he thanked me for my comments. I hope he certainly takes those and reviews those and seriously considers those.

There are a couple things that, frankly, in terms of leading ourselves forward that I would really like to put forth for the Board to consider and the administration to consider and these are very tangible. These are relatively minor types of things, but I think they could go a long way in which to try to change this culture. We can deny that it exists, okay, or the administration can deny that it exists, but I think if you talk to the kids that are involved in this, I think you'll get a pretty good understanding of exactly how they feel. It really has been illuminated by this most recent incident. We have an opportunity here, and I hope it's not an opportunity that's lost.

Some of these things: during at least the 6 years in which both of my boys have played ice hockey, we have provided season passes for administrators – one, I believe, two season passes. Frankly, I have never seen an administrator in the 6 years or a person in leadership at one of those games. One of the things I would ask is that the administration seriously consider just attend one regular season game and one playoff game. We have free passes for them. That mere presence validates the existence of the hockey team and the importance of the hockey team. It sends some strong messages to the students that participate.

This has not been cleared by the Board, this is just one of those ideas that comes to you as you're riding in the car, but one of the things – we recently were finally awarded our finalist banner for the Flyers Cup and it's a rather significant achievement. Just very quickly, one of the young men that we played against in the Flyers Cup to give you a sense of the level of competition was drafted 5th in the NHL, 5th round of the NHL draft by the Toronto Maple Leafs. This is high level competition. These kids work hard, they play hard, they compete hard. Their accomplishments are significant. What occurred last year was a milestone. I would hope that there at least be some acknowledgment, that possibly we could hang that banner over a period of time either in the gymnasium or in the hallway. It's a rather large banner, but I'm sure, maybe we can look for a place.

One of the things that was mentioned was announcing and posting games and scores. These are real visible and tangible things that you can send a message. My sons are out of school next year. They'll move on with the rest of lives. This is really for the

future and some of these kids. I really hope that you take these things into consideration.

Dr. Brewer, we've never approached you about this and actually this was rather an interesting thing that we witnessed. One of the teams that we competed against this year, Wilson, actually invited their superintendent to do a ceremonial puck drop. It would send an enormous signal, not only to our kids, but to the staff, and the entire high school and this entire community. We live in a hockey town. We live in the one of the storied franchises in NHL history. We should embrace that. That's really something. Kids that have grown up in this town like mine have, you go to the hockey games. You go to football games, you go to basketball games. It's a wonderful and very rich experience.

Dr. Brewer: I would be happy to do that.

Mr. Tezak: I thank you and I probably just overstepped my bounds, because occasionally I do.

One of the things that I submitted to Mr. Elias and I really hope that he takes this into consideration is that it's a wonderful program, the Captain's Council, that he developed. That really builds upon the leadership skills that many of our kids really need to be successful in life. This past year because of some misunderstandings, I guess, my son was a fall captain and he was a captain of the ice hockey team because he participated in the program in the fall. For whatever reason, he wasn't invited to participate during the winter council. One of the things that we saw that the Captain's Council represent is a real communication vehicle between the Athletic Director's office and the students directly. One of the things that I think it's a great opportunity to be able to do is to in fact establish a way which you can determine what the relationships are between teams, between teams and coaches in just a real informal way in which to be able to access that information. Now, I know it's difficult to try to reach kids and kids as diverse as ours and clearly the numbers that are involved, but I really think it's a great opportunity and an opportunity really to expand things.

The final suggestion that we have is that hockey is a sport. As such, should be treated as a sport. That doesn't mean it has to be PIAA sanctioned, okay? But one of the small gestures that could happen and really validate because what had happened – I trust that what happened last Tuesday will continue to move forward. I know it was a very feuded last week. I know there are a number of things that has to occur, but what happened, not only happened to the young man involved, but it also happened to several other seniors that were involved or, I should say, were part of that team. Those of you who have participated in any extracurricular activity that you participated in with passion be it in the orchestra be it within a musical be it within a sporting event, one of the things that happens is that when that final note is played, that curtain falls, that final buzzer sounds. You look around at who is with you at that particular time and you know what? It's probably some kids in a high school experience that you have literally grown up with. My son started skating when he was 5. Most of these kids. They did it

together since they've been 5 years old. What happened last Thursday wasn't about a win or a loss. It wasn't about hockey, but what it was, was about being together with others that shared the same passion that you do. [Not audible]. And every other one of those kids, those seniors, suffered. You can make one small reparation to those kids by acknowledging that what they participated in was a sport and it's validated as a sport. Simply by moving in the yearbook from a club to the sports section, that's a real small thing, but yet an important thing. I know there are concerns that if we do that for this club sport that there will be other club sports. You know what? My position is so what. They belong there too, okay? Do not relegate them to some other type of status. Not that a club is not an important piece, that's not where they belong. They are a sport. I really ask that tomorrow, to try to put this back together at least for some of these kids, that you seek to be able to do that. This is not something new, actually students involved with the yearbook have petitioned to the past two years to just do that and for whatever reason, it has been rejected. I urge you not to do that again this year.

I think we can move forward, but there has be very concrete and tangible actions. I urge you really to consider and do that. Please forgive me for my emotionalism. These kids matter to me and I know they matter to you as well. Thank you.

Dr. Parrish: Thank you Mr. Tezak for your constructive comments and recommendations. Any other comments?

Sharon Warden: It's no secret it's my son Todd Warden that was involved with this teacher and I'm just really appalled by the way this teacher attacked my son.

Dr. Parrish: Take your time.

Sharon Warden: I just want to say that I do appreciate all the support that so many people [not audible], but I don't understand why my son still got punished for 3 days of in school suspension. The most important game of his life he wasn't there for and everything I hear is, the investigation is going on. An investigation means nothing to me right now. I'm just so disgusted with Derry Township School District. I was always proud that I lived in this Township. I had one daughter that went here. I always had the most highest comments to say about this District. I just feel so let down and so hurt. I feel that they took something that could never be replaced again as far as my son is concerned. I just feel that [not audible] and I'm just thankful that I had so many wonderful people that supported us and basically said how wrong it was. That teacher, I still, I don't understand why he went after Todd and attacked him to the point where that he said he doesn't deserve to wear the Trojan on his jersey? For wearing a tie? For calling them sissy or calling them – I could go on and on with names that he called my son. My son is a student who will tell you that he called him one name and he got 3 days of in school suspension where he sat in a little tiny closet, if you ask me, for 3 days. I think it is totally unfair. His crime did not deserve the punishment that he received, plus he didn't even get the investigation. I mean, there were 3 students that went into that school after that incident occurred that day on Tuesday. I could give you their names. You all know probably who half these kids are. They went in and spoke

up on Todd's behalf and told the school that and the school didn't care. They sent out a letter saying he was suspended before they even talked to Todd and before they even called us. If they would have called us, I would have been there that day. It's just unfair the way that everything just went about and when I try to call people and say, when Alan came home with me that's all he wanted was for the suspension to be delayed until he had fair judgment. He never got that. They said, oh no. He's guilty. He said it. We can't have a student calling a teacher that. But on the other hand, the teacher's rights, they are entitled to have a full investigation. My son had no civil rights there. He was, basically, I feel like he was harassed, abused, he was baited, he was convicted, and he was punished. All within 20 minutes. I mean, nobody ever talked to him. Well, the teacher got the investigation and my son got nothing and because of that he missed – and it might sound so stupid. Oh, it's just a stupid little hockey game, but my son played hockey since he was 5 years. He spent 4 years on that varsity team and this was one of the biggest games of the season. It's just like taken away from him. That cannot be replaced, and I was just livid. I mean, I went to everybody that I could possibly think of. I even e-mailed the whole Board. I wanted something done. I'm just very discouraged and I'm very upset about the way everything was handled. I still want know, I know there's investigation, you can't tell me what's going on, but I still want to know, because I think that my son got ripped off. That's all I have to say, except that basically a lot of people in our Township who I talked to or called me and said that they heard from it from their children at school and they couldn't believe the actions of that teacher towards my son. So, I know that I have a lot of support out there. I know Todd is not a good student. I know he gets in trouble. I know Todd is just Todd, but I'll tell you what. He has a lot of friends and a lot of wonderful parents that support him and I appreciate that very much. Thank you.

Dr. Parrish: Thank you for your comments.

Mr. Tezak: If I could just as a follow up. I really urge the Board into taking a look at how this entire process unfolded. I urge you as a parent and as a professional with nearly 30 years of experience. I would be more than happy to talk to any of you individually or collectively based on my involvement in this process. Thank you.

Dr. Parrish: Thank you. Any other comments?

Dr. Donahue: I just had a general question because of what Mrs. Sinclair asked. So, we have certain requirements of our official, sorry for the word official, teams that we put on the players as far as their behavior and so forth and so on, have them sign something. Club teams aren't required to do that, but they can voluntarily do that if they want?

Mrs. Sinclair: I can at least address that for our club. We did volunteer two years ago. We signed the Code of Conduct and filled out all the emergency forms. This year we required our players to even have the school physicals. So, it's voluntary, though. It's not required, but we reached out to the school and offered to do that, because we wanted to be treated more like a sport.

Dr. Donahue: But club teams don't have to do that.

Mrs. Sinclair: We had never done it until two years ago.

Dr. Brewer: Is Sam still here? Sam? This is the only club sport we have at the moment, right?

Dr. Donahue: Okay, so it's moot, then.

Dr. Brewer: We do have the protocol is to have a District liaison between the club sport and us and I think that, first of all, that's our connection. Then second of all, I do apologize for the miscommunication. The way that happened with that e-mail was incorrect and we've addressed that and that wasn't . . .

Dr. Donahue: It's not incorrect, she's not incorrect that it happened. The way it was handled was incorrect.

Dr. Brewer: What was, and Brian already addressed this, what was told to that liaison by the Assistant Principal was heads up. This may happen. Not that a final decision had been made and that was the miscommunication.

Dr. Donahue: Thank you.

Mrs. Sinclair: One thing I should clarify too. We have signed the Code of Conduct for a number of years. It's some of the other things that we've started doing over the last year or two. I do have the e-mail that was sent to me if anybody wants.

Dr. Brewer: I have it.

Mrs. Sinclair: So we don't need to debate it.

Dr. Parrish: Thank you.

Heidi Eby: I just want to add a little footnote. The last time I spoke to the Board was when my current high school graduate was a sophomore and a lot of you were on the Board then and, if you'll recall, my frustration and concerns then also regarded the process of an entirely separate situation, but I went all the way through the proper channels again expressing my desire to have the Board, the administrators learn from what went wrong and that's why I saw red again when this happened, because I don't think we've learned enough of what is wrong with some of the way things are handled and how the misinformation, not informing, and following the policies that are set forth in the handbook. I can pull out the handbook from 2005-2006 from my previous incident with my own family member and I pulled out the handbook again for this, and what is written and what is done is not always the same.

Dr. Brewer: Heidi, I cannot let that stand. I know I'm speaking to an audience that sees things a certain way and I have taken notes on some of the things that need to happen, but the process was followed and the administration investigated this thoroughly and, except for that e-mail that was communicated, the process was followed correctly. I absolutely am sure of that, because we've got some very serious things with personnel that we have to the letter of the law investigate and the administrative team has spent, I don't know Bernie, what do you think, maybe a total of about 16-18 hours on this since last week. This has not been ignored.

Heidi Eby: Well, with all due respect, the parent of the student involved is giving a different story.

Dr. Brewer: You know, as Mr. Jackson said, we cannot get into the details. Some of the things you're saying, we're not going to contradict because they violate confidentiality.

Heidi Eby: I understand that.

Dr. Brewer: If I could I would be giving you a different viewpoint, but I can't, because I'm not going to violate confidentiality of the student or the teacher, but I can't let that stand. It's not correct.

Heidi Eby: I understand. I think it's our opinion that there is a disconnect here.

Dr. Parrish: One comment and we're going to wrap this up. This isn't the forum to discuss details because nobody knows more of the details and I think we've found out, so go ahead.

Mrs. Sinclair: Okay, just one last comment. Some of it ties in with what Mr. Tezak has said. I think some of this, there is just a perception as well, the fact that I received an e-mail at 9:00 on Wednesday morning after this incident occurred Tuesday would kind of indicate that there hadn't been a full investigation that had taken place, which was all that we asked for. We asked that the administration look at both sides of the story and there was a lot in the e-mail that we just requested. Our team, whether it's right or wrong, has the feeling and these are 57 kids who play at varying levels from all of our grades in school, has the feeling that this decision was made because the thing that could be taken away from the student was the ability to play that Thursday night. If there had been an investigation and it took a couple days, you couldn't have taken that away from him. That was very important to him. You've already his mother say that. Waiting a couple days and doing the investigation you couldn't have punished him the way that you did. That may totally be perception, but that is the perception of 57 students that you have right now and a number of them at the high school level who feel like they represent Hershey High just like the rest of your athletes do. I've asked you to consider that. It ties in with just the process and making sure that there really was fair judgment, because the quickness of this reaction and the penalty that was enforced, the

timing of which it was enforced, as I said, the only thing you could take away from him relative to hockey was occurring the next day and that's what was taken away from him.

Dr. Parrish: Alright, we're going to wrap this up there.

ADJOURNMENT

9.01 Adjournment

Dr. Parrish: The next public School Board meeting will be held Monday, April 12, starting at 7:00 p.m. in the District Office. The Board will continue to meet in Executive Session following this meeting due to the length of the agenda.

Dr. Cronin moved to adjourn, with a second by Mrs. Chabal and, approved by unanimous voice vote by all members. The meeting was adjourned at 9:46 p.m.

Respectfully submitted,

Stephen E. Rineer
Secretary to the Board
Approved at the April 12, 2010 meeting

Dr. William Parrish
President of the Board

LDM