

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

**May 10, 2010**

**OPENING ITEMS**

**1.01 Call to Order**

A meeting of the Board of School Directors, Derry Township School District was held on Monday, May 10, 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:** 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

**Excused:** Mrs. Beulah Chabal

**Superintendent:** Dr. Linda Brewer

**Secretary:** Mr. Stephen Rineer

**Solicitor:** Brian F. Jackson

**Student Representative:** Ms. Shruti Shah  
Mr. Chris Waybill

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

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

**Representatives of the Staff and Community:** Bruce Hancock, Timothy M. Allwein, Bunny Hottenstein, Susan Foxx, Richard Foxx, David O. Twaddell, John Dunn.

### **1.03 Flag Salute**

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

## **REVIEW AND APPROVAL OF MINUTES**

### **2.01 Approval of April 26, 2010 School Board Meeting Minutes**

A motion was made by Dr. Hagan and seconded by Mr. Morelli to approve the minutes of the April 26, 2010, 2010 School Board meeting.

Mr. Stover: Mr. President, thank you. I believe that if I'm not mistaken, it's 6.06 is when we voted on the Harrisburg Area Community College. The vote was 7 No, 2 Yes and afterwards it says Motion Carried, so it should be that the motion failed.

Dr. Parrish: Motion failed, correct. Any other comments?

All Board members present signified by a Yes vote.

## **INFORMATION AND PROPOSALS**

### **3.01 Announcement of Executive Session**

Dr. Parrish: I'd like to announce that the Board did meet in Executive session this evening to discuss employment issues, labor relations, and real estate issues. Any other comments?

### **3.02 Announcement of Working Session**

Dr. Parrish: There will be a working session tonight. This is the first Board meeting of the month and we're very happy to have with us tonight a representative from PSERS, Mr. Tim Allwein, who will be discussing the impending crisis with the Public Service Employees Retirement System. So, those of you who can stay would be welcome to do so and we hope you will do so, because this is something that's going to affect every one of us here in the room and most taxpayers in the District.

### **3.03 Recognition of Citizens (Agenda Items)**

None.

### **3.04 Student Representatives' Report**

Dr. Parrish: Any reports, other than finals are coming?

Mr. Waybill: I think we have a few things. I apologize for the absences, I've been a little busy with college visits and such. I think Shruti and I have both made decisions on colleges. I will be going to Duke University in North Carolina.

Ms. Shah: I will be attending the University of Pennsylvania and hope to pursue a career in business.

Mr. Waybill: I'll be doing engineering. In addition, last Monday, the Apollo Award nominations were announced and our school received 5 nominations for musical, orchestra, dance, and then two of the girl leads received nominations. Arts Night will be coming up soon.

Ms. Shah: As you know, AP testing has begun and it's going well and we will continue into this week, so it's been going well and grad projects ended, I guess, the end of the last month. It went well also. We have senior activities. The senior prom is coming up, senior dinner, so we're all looking forward to that. Sophomore/junior prom was also a great success this year.

Dr. Parrish: Good. Thank you. Any questions for the students?

### **3.05 Presentation - High School Restructuring**

Mr. Murphy: I do want to say before I begin that if any of the student representatives feel this is exciting stuff, you're welcome to come back again next year, we'll keep you another year and you can stick around to see all the fun we're going to be having.

Thank you for this opportunity to address the Board this evening as we talk about the ongoing efforts toward restructuring of our high school. High school restructuring is a concept that is relatively new in school form, in large part, because we've really expended a lot of energy in education talking about the early levels and applying a lot of research we have towards moving along the system now focusing on the high school. It's a descriptor used because of the whole school systemic approach really necessary to address instruction at the high school given the interdependence between teaching and learning and the other factors involving student supports and the collaboration among professionals. You might recall last year I shared with you this particular quote which comes to us from a report by the National Association of Secondary School

Principals. This I thought back then and I will reiterate it tonight serves as a strong rallying call as to why we need to be talking about whole school reform at the high school level. You may recall, it talks about if 90% of your population ensures you are ahead of local, state, and regional assessments and benchmarks, but the other 10% really isn't there, they remain unchallenged, you have a large group of students that are being ill served by the system. But, equally important, you can just bet that some of that 90% that is achieving at the benchmark level probably isn't achieving as much as they really should. This really serves as an emphasis or an exclamation point on why we are talking about high school reform.

Looking toward that thought as a challenge – how do we serve the potential that we talk about and really consistently as you review literature and high school reform. It focuses on several areas: the first being curriculum that focuses on concepts and skills. It's unfortunate that in a relatively short period time, it's almost become cliché, but you see a lot about what we're calling 21<sup>st</sup> century skills. As much as it's overused, I still like the term, because I think the folks using it the most have really done a nice job of demonstrating how it combines not just the academic skills and the technical skills necessary for today's young people getting out of school, but also embraces what we used to call the soft skills – the ability to work collaboratively and think deliberately. By bringing that all together under the umbrella of 21<sup>st</sup> century skills, we continually demonstrate the interconnectedness of all of that. We feel that by building upon our tradition of excellence, we can extend our skills as educators and help students acquire the knowledge and skills that are necessary to not only meet state and national standards, but function effectively in the work place upon graduation.

Secondly, supporting students with high expectations, building resiliency, we've talked a lot about what it means for students to have the ability to deal with adversity, to deal with the stressors that come with learning as we push students to rise to higher levels. It requires a greater level of support. Equal to that, however, is a necessity that we allow our professionals to function in a manner that gives them the opportunity to work with students on an individual basis. Right now, you've heard me say this many many times. Typical core teachers in the high school have anywhere from 150 to 170 students on their case load. If you talk about building resiliency in students and getting to know students on an individual level so that the teachers know their learning styles, what's necessary for them to get to the goals that they aspire to, you know that 160-170 students in a given day is probably a bit too much of a challenge.

Finally, the issue of school of structures – focusing on the issue of time, but not just time for instruction, time that goes into teachers working with students directly, but all of the other things that impact time in the day – the non-teaching duties that we give teachers, the opportunities that they have to work with students on a smaller level, but also the opportunities they have to work with each other in a collaborative environment. Using a term that I, sort of, warmed up to recently, the concept of making private practice public. We know that for too long, public education really was one adult closing their door and interacting with 20 to 30 students for a given length of time and there really wasn't an awful lot of knowledge of what was going on there. By bringing that out and giving

teachers the opportunities to speak with each other about what they are doing – making private practice public.

Based on all of that literature, the literature that focused on those three areas, the teachers with whom we are working in the high school, my assistants, Mr. Ebert and Ms. Wade, came up with our three strands or focused areas, and we gave our own little names to them that kind of parallel what you just saw, but we think operationalize them a little bit better.

The first being teaching and learning. Within this then we developed a statement of mission, a statement of vision, we listed goals. Mr. McFarland passed around to you action plans that came from all three of these that detail all of that as well as the very steps that have taken place and that have yet to take place in the very near future. Within teaching and learning, we know that teaching should emphasize student learning over covering course content, which should focus on essential concepts and skills as well as specific facts and information. This sounds to a lot of us, I suspect, as a given, but the reality is, it runs afoul of the way a lot of secondary teachers were trained to teach. They were taught to teach content. In fact, even today when you talk to some folks at the university level about enhancing or increasing standards for folks to become teachers, they talk about getting degrees in content areas first. Certainly worthwhile, you need to know the material, but as we constantly talk – is teaching an art or a science – it's really an interplay between the two. To focus on one to the detriment of the other can certainly be problematic.

With regard to teaching and learning, we envision curriculum and programs that will evolve from deliberate study of best practice and research based methods. One of the things, if you talk with our teachers in the high school now, particularly the department chairs, because they've been on the leading edge of this, we are going through a tremendous amount of information, knowledge, acquiring as much as we possibly can, disseminating it, reading, reviewing, talking. One of the things we've been doing within that group is sort of modeling what a professional learning community looks like and resolving questions of professional practice based on that research.

Within supporting students, we have a mission to provide deliberate instruction and assessment of critical non-academic skills believing that that is necessary for students to realize their potential. Again, there is a body of literature in our field that talks about the skills that employers look for in hiring people today – whether it be out of high school or shortly after college. Certainly, technical skill is important, but as I think all of us who have been in the workplace a number of years can attest, it's really those interpersonal skills and some of those self reliance type skills that make a difference between a good employee and a great employee.

We envision a school in which the climate demonstrates caring, promotes connections between adults and students, forges relationships and supports individual growth through social, emotional, and academic learning. Again, understanding the importance of the relationship, not divorcing one from the other.

Professional collaboration: again, it is our mission that we will establish a culture of collaboration. That's important. A professional learning community is not simply an event, it's really a demonstration of a culture that exists where teachers feel it is absolutely necessary to share their ideas, their thoughts, their strategies with other teachers, constantly probing each other. What are they doing to resolve certain issues? Both related to professional practice, but also specifically to issues of student need as well, hoping that they will have the opportunity to learn more about the craft that they exercise.

We envision all teachers and students adopting and using those interpersonal skills necessary and appropriate in that collaborative culture. Again, not just teacher to teacher, professional to professional, but also between the adults and the students, so that hopefully the students will see modeling via the adults that will encourage them to act in that collaborative manner. Also, it's important to emphasize that these strands and, in fact, our entire restructuring effort are highly congruent. In fact, run perfectly parallel to the District's Strategic Plan as well as the efforts we've recently concluded with obtaining our middle states accreditation. That occurred several weeks ago and you'll find that the degree of similarity is right there.

Specifically, as we work through this this year and we started coming up with some program proposals, these programs address things in a number of ways. First of all, with curriculum, we've undergone a major curriculum initiative this year in our English and our mathematics. Looking at the possibility of totally revamping what the concepts are, we are trying to teach there what the skills are that we're trying to teach – moving away from, right now our English curriculum is a list of a lot of novels and plays and things of that nature, and not really a lot of discussion about what are the concepts we're trying to instill with students. What are the things we want them to walk away from and be able to do with that knowledge? Teaching strategies are integral to that conversation as well. As we're revamping curriculum, we're talking about ways we're going to give teachers the tools necessary to implement a revised curriculum. We're also going to be enhancing our assessment strategies so that teachers not only are offering more authentic avenues of assessment, but also assessment that yields data that they can use for future consideration. That's not something that we've had the opportunity to do a lot of at the high school level.

Again, with the professional learning community, these are going to have their function in both the whole group and the department level. We've had a very well planned series of events this year that began with a national consultant coming in back in October through some various meetings throughout the year on both our half days as well as full inservice days. The staff is really excited about what we've been doing so far with establishing that collaborative culture. In fact, in a very short time, have already been clamoring for greater opportunities to do that. They're seeing the benefit. They're realizing what it's doing for their teaching, what impact it's having on kids, and they're really looking forward to more opportunities to do that – responding to those questions of professional practice that we talk about.

Again, with the rise of student resiliency, particularly in those 21<sup>st</sup> century skills, often referred to as soft skills, we are in the process now of determining how we will develop and teach and also report progress toward these skills. The counseling program has already begun a process and review that we intend to yield significant changes in how they offer their services and can better integrate with the rest of the school. One of the things, as we start talking later one, more specifically about some schedule changes, we're looking at implementing a type of seminar program where we can deliberately treat various topics that don't always fit at an introductory level within the curriculum, but can certainly be reinforced upon introduction.

The use of time, as I said, this becomes a big issue, because really it's the only commodity that we have some control over. How we allocate our time not only, again as I said earlier, in the way we teach our classes or the way we reach our classes, but what we do with all of the other times in the school day – the number of transitions we have. Right now, as you know, we have an 8 period day. Kids pick up and move from one class to the other – 4 minutes. I would propose to you that those 4 minutes are not the most productive times in our day. In fact, as most teachers will attest, a lot of the problems they have to deal with arise out of times as students are moving in mass. So, we can do things that reduce some of those problems associated with changes and transitions and so forth. We have a number of goals with our discussion to the use of time. This is the one aspect that has probably occupied the greatest amount of energy this school year for the staff, because it is such a serious issue. Our goals were to reduce the number of subjects students have to focus on in one day. Again, there's a growing body of research that talks about – should you have students focusing on 6, 7, 8 subjects in a day? The question I always pose in a rhetorical way is, I ask folks, if we weren't doing this today, would we start? You ask yourself the question if you were designing the American high school today if you were back in the late 1800s, would you think it makes perfect sense knowing what we know now that kids take 8 things in one day and really encounter 8 different teachers – 7/8 different teachers? Only recently, it dawned on me to look at it from the standpoint of the student who comes to school on his first day and goes through his schedule and has to learn 7 or 8 different procedures for entering the classroom, places they're going to sit, how they're going to turn in papers, whether they're going to put their name on the top of a paper, whether they're allowed to sharpen the pencil before class, middle of class, after class. Can they chew gum in that room? I mean, think about it. It's an awful lot for a student to absorb on that first day and first couple of days. If you just take that and stretch it out to all of the other things that occur in the ensuing year.

Our second goal is to reduce student to teacher ratios. You heard me talk about the fact that core teachers having 150 to 170 students makes it very very difficult to really get to know the students, know what their learning styles are, and plan for that student and help that student to leverage their individual skills and interests to meet some goal. We really need to get that down. Now, the interesting thing is, up until recently, most of the research in education has always talked about class size. You folks have all heard a lot about class size in our District – try to have an ideal at certain levels. At the high

school, though, it's kind of in its infancy, but it's starting to grow, studying the issue of case loads for teachers as opposed to class size and what effect that has. Interestingly, the one or two reports that I've read that are most prominent to this state really aren't even coming from educators. They're coming from business people, the business world. As we know, out in the business world, seldom is one person charged with dealing with 150 people at one time. Those numbers are typically for a foreman or a supervisor or something like that are down in the teens, hardly in the hundreds. So, we have to look at how we can reduce the ratios of students to teachers in order to give them the opportunity to interact more with those students, and then provide time for active learning to increase students' engagement. Last year, when I was with you, I talked about a high school survey of student engagement that we did – part of a national study from the University of Indiana out of Bloomington. What we found was that our students were consistent with the high school students across the country, and that is, they love their school, they love their teachers, they don't feel that they're all that engaged, however. They feel that the teachers can do more to make them more excited about their learning, and that they can employ some strategies that help that. We want to provide time that gives the teachers the opportunity to infuse the very kinds of things that research is saying lead to better student engagement.

In closing, this is the same thought I left you with last year as we move forward, but I think it's still relevant today. As we strive to meet the ongoing emerging challenges, it is important for us to look at, really, the whole school, and see that we're doing things that result in whole school reform to impact every corner.

Dr. Parrish: Any questions for Mr. Murphy?

Dr. Donahue: Thanks, Mike. I had a question on your action plan. On the first page, where you say 5 year reviews of various tests, like PSSA, PSAT, SAT, etc., don't you follow those yearly though? I mean, why would you pick just 5 years? Don't you track those yearly?

Mr. Murphy: We absolutely do, but for the purposes of this exercise, we wanted to look at trends.

Dr. Donahue: To see how this reorganization affects it. Okay. The other question was just more of a general question. There is obviously mass literature based on how, I guess, best to teach math and to teach reading, etc. Is there data on how best to teach interpersonal skills? The approach you seem to be taking, which seems logical, is to have teachers serve as models, but is there some literature to support that? Are there other methods?

Mr. Murphy: There is literature to support that, some of it quantitative, however, more of it qualitative. There are some really good examples that we've been reading about in schools where they focus on some of these kids of skills and what they're doing. Really, it's the models that we have to look at more than test data and that type of information.

Dr. Donahue: Thank you.

Dr. Parrish: Any other questions for Mr. Murphy?

Dr. Cronin: The 55 versus 42 that was number of periods in a week? What was that number?

Mr. Murphy: That was a reference to our ongoing discussion about the use of time. Right now, we have 8-42 mini-periods in a day. There is some literature that certainly supports more than that so, as we are deliberating where we're going to go, we're looking at that 55 minute to an hour time frame.

Dr. Cronin: Which would be how many periods in a day?

Mr. Murphy: We're looking at anywhere from 6 to 7. I don't offer anything specific, because one of the things we're flushing out are some models that actually have some more periods some days than other days in order to accommodate certain things – elective subjects, science labs.

Dr. Cronin: This is for which academic calendar year?

Mr. Murphy: We were looking to have this in place for the 2011-2012 year.

Dr. Cronin: Have you looked at data, I'm sure you have, from my standpoint, I'd love to see the data that compares the decrease in the number of subjects per day versus the benefit of the repetition and continuity of seeing a teacher and having the class every day, and I don't know what that data is. I'm sure there are pros and cons both ways, but whenever that's available, I'd love to see that.

Mr. Murphy: Sure.

Dr. Parrish: Mike, will this limit the number of classes or number of subjects a student can take in a particular year?

Mr. Murphy: It should not have an impact on the total number of credits a student can take over their four years with us. What is likely going to change is some of the emphasis. For instance, most of our electives right now are full year, 1 credit electives. There is an emerging thinking that that really isn't the best way to allocate our students' time as well as our teachers' time – that some of that results in far more depth than they need. That way, if we can have some courses that are less than full year, less than full credit, the kids can sort of take a smattering of various things and then follow that up with a course that provides an emphasis.

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

Mr. Murphy: Thank you all very much.

Dr. Parrish: One of our reps had a question. I missed it.

Ms. Shah: We just had a quick question, actually. We know that you had mentioned something about having more concepts addressed, I guess you had mentioned the English program, and we were just wondering what types of concepts you were looking at when you had mentioned, I guess, the books – the focus on the books in English classes.

Mr. Murphy: Looking more carefully at various writing concepts, literary tools, focusing on those as the target of instruction as opposed to just the document, the book, the poem, or so forth. We're still going to be reading classical literature. We're still going to be reading Shakespeare, because that is necessary to demonstrate some of those various things. It's just that that won't be the focus. The curriculum won't be a listing of books. It will be a listing of concepts for which the books become the tool to address.

Mr. Waybill: Is that, I mean, I only was able to take 4 years of English and I'm sure there is much more I could have taken, but, for my perspective, I never really felt that the books were the core of the subject. I know this year, especially, I've read more than any other year. I felt like I've learned the most about writing and the most about the themes that come up in literature most often. Was it those courses or some of the other courses?

Mr. Murphy: We're undertaking a whole department-wide review. So, really, it's going to be a reconfiguration across the board keeping what we think does work that is in line with this philosophy and reconfiguring some things that aren't. So, some of what you're talking about is probably going to stay.

Ms. Shah: That was, I guess, our only concern. In our AP English class, that's basically what we've seen the focus is on – learning through the literature that we read. We just thought that that was very beneficial to us, not only for the AP exam, but just in general learning the concepts through the literature. That was something that we would like to see continue.

Mr. Murphy: Literature is not going to go away.

Ms. Shah: Right.

Mr. Murphy: Literature is still there. It's just that it becomes the tool to a specific end.

Mr. Waybill: I know a multitude of students have come back to say that Comp 3 was the best class they've taken in high school to prepare them for college too.

Dr. Parrish: Thank you for your comments. Those are very helpful.

Dr. Cronin: I have one more question. The other data that would be helpful is to find out, and once again, I don't know the answer to this, what the optimal attention span is for freshman through seniors. It may be the same. It may be different in terms of 42 minutes versus 55 minutes versus 10 minutes.

Mr. Murphy: Actually, we've talked about that, because the reality is, it's not 42 minutes. There is some research that pegs the attention span of adolescents as low as 10 to 12 minutes. The reality is it requires a teacher sort of shift gears throughout the period. The point being that in 42 minutes, you really can't quite get to the depth in doing that that you can with a slightly long period of time.

Mr. McFarland: That's where the instructional strategies, professional development is critical.

Dr. Cronin: And then the follow up is, if you have less periods per day, would that impact what your core courses, I understand how some electives might be more beneficial to do some one semester, would core courses still be two semester so that you would have that continuity across the year for mathematic progression or AP courses?

Mr. McFarland: Definitely core courses would remain.

Dr. Parrish: Any other comments? Mike, I think I read where seniors in the last month have the attention span of about 3 minutes. Alright, thank you Mike. We'll move forward.

## **UNFINISHED BUSINESS**

### **4.01 Unfinished Business**

None.

## **NEW BUSINESS**

### **5.01 Anticipated Agenda Items for the May 25, 2010 Public Meeting**

Dr. Parrish: Item 5.01 is anticipated agenda items which will occur at our next Board meeting on May 25. That's for information only. You can look ahead and have a sneak preview of what we will be discussing at our next meeting.

Mrs. Sheffey: Can I make a comment on that?

Dr. Parrish: Yes.

Mrs. Sheffey: If I can just make a comment. You'll notice that, at our next meeting, we will be voting on preliminary budget, so if anybody has any questions or concerns, please contact me or Dr. Brewer as soon as possible so we can get answers to you so everybody's prepared to vote. Thanks.

Dr. Parrish: Any comments?

1.	Approval of April 28 and May 10, 2010 Board Minutes
2.	Standing Committee Report
3.	Presentation: <ul style="list-style-type: none"> <li>• Middle School Grading and Reporting/Advisory</li> </ul>
4.	Proposed 2010-2011 Final Budget Adoption (Mr. Rineer)
5.	Approval of April 2010 Finance Report (Mr. Rineer)
6.	Budget Transfers (Mr. Rineer)
7.	Requests for Payment (Mr. Rineer)
8.	Election of Board Treasurer
9.	PSERS Resolution
10.	Sublease Granada
11.	CAIU Intermediate Unit Special Education Contract
12.	Requests for the Use of Facilities (Mr. Elias)
13.	Personnel
14.	Student of the Month (Mr. Tredinnick)
15.	Announcement of Staff Development Conferences

## 5.02 Resolution for the Sale of Bonds to Refund Outstanding Bond Issues

Mr. Rineer: Mr. Lou Verdelli of RBC Capital Markets and Mr. Richard Wood of Rhoads & Sinon, LLP, also I should add, Mr. David Twaddell from Rhoads & Sinon, will review with the Board information regarding the sale of General Obligation Bonds Series A of 2010, in the aggregate amount of \$15,315,000, to provide funds to refund outstanding General Obligation Notes, Series A of 2004 and General Obligation Bonds, Series of 2005 of the School District.

The Administration recommended that Bond Counsel be authorized to proceed with closing the sale of General Obligation Bonds, Series A of 2010, that was concluded Monday, May 10, 2010 and to adopt the necessary resolution authorizing the indebtedness and the issuance of the Bonds in accordance with the Pennsylvania Local Government Unit Debt Act.

Mr. Verdelli is at the podium.

Dr. Parrish: Mr. Verdelli.

Mr. Verdelli: Do we want to introduce the other one since the two really go hand in hand, the refunding of the bond money?

Mr. Rineer: 5.03?

Dr. Parrish: 5.03.

Mr. Rineer: We'll have to vote on them separately.

Dr. Parrish: Correct.

### **5.03 Resolution for the Sale of Bonds - Hershey Middle School, Hershey Elementary School, and Various Other Site Improvements**

Mr. Lou Verdelli of RBC Capital Markets and Mr. Richard Wood and Mr. David Twaddell of Rhoads & Sinon, LLP will review with the Board information regarding the sale of General Obligation Bonds Series of 2010, in the aggregate amount of \$9,215,000 to provide funds for additions and renovations to the Hershey Middle School, Hershey Elementary School, and various other site improvements to the educational campus facilities of the School District.

The Administration recommended that Bond Counsel be authorized to proceed with closing the sale of General Obligation Bonds, Series of 2010, that was concluded Monday, May 10, 2010 and to adopt the necessary resolution authorizing the indebtedness and the issuance of the Bonds in accordance with the Pennsylvania Local Government Unit Debt Act.

Dr. Parrish: Thank you. Mr. Verdelli.

Mr. Verdelli: Basically, tonight is the culmination of a little over two years of planning and meetings with the administration and with your Finance Committee and with the full Board discussing the implementation of a financing for your proposed projects as well as the refinancing of two issues that we had been tracking for over a year when the plan was really coming together. So, you've heard an awful lot and we've looked at numbers and interest rate projects and, fortunately, we have great news all across the board in terms of interest rates, in terms of the impact of the financing, and in terms of the credit ratings that the School District received.

What I'd like to do is walk you through first the Powerpoint handout that you should have in front of you that says "GO Bond Series of 2010 and Series A of 2010". Then, behind that I had a separate handout of the actual numbers, but why don't we go through the Powerpoint first for some of the highlights.

You may recall that we had put the plan together to combine the new money with this refinancing opportunity so that we could basically use the savings from refunding the two old issues, the 2004 and the 2005, reduce the debt service with those savings for the next few years so that when you added the new money payments in, we could meet the target of maintaining the debt service for all of the District's debt at a target close to what you're currently paying, which is a little over \$6.4 million per year that the debt service has been the last few years and was projected to be for the next couple of years. The plan has come together and I have it broken down here on these next two pages. First, into the highlights of the new money issue, which is called the Series of 2010. You'll see that the refunding is called the Series A of 2010. We have to keep them separate for legal purposes and for some of the rules within the state.

This first issue, new money was to provide funds for the various construction projects and, of course, any time we go to the market, you know that we need to have the credit rating updated. We have a Standard and Poors AA+ rating, which is one notch away from the highest rating of AAA. Moody's assigned a AA1 rating, which is also one notch away from their highest rating of AAA. I'll talk about that in a little bit more detail, because we have the actual rating reports, but those are tremendous ratings. I'll show you how that stacks up to other school district in Pennsylvania in a page or two.

The final issue size while the amounts that Steve read were preliminary, the final size is based upon pricing the bonds today on the new money issue. The total amount will be \$9,165,000 versus the \$9,215,000 that was originally estimated. So, the final size \$9,165,000. The bond yield, because the two issues are done, really, together, even though we have them separated, it's a combined yield that we have to calculate and report to the IRS. That yield as a result of where we were able to price the bonds today is 3.3% for the issue.

The new bonds, like many of your previous issues, we wanted to maintain maximum flexibility, so they were sold with a 5 year prepayment provision, so that 5 years from now, May 2015, you would have the opportunity to call the bonds if there was a refinancing opportunity.

Next steps: with your approval tonight, basically, is just a closing of the issue which we've scheduled for June 15.

On the second page, this is the summary of the Series A issue. Again, at the top, it refunded two issues, the 2004As and the 2005 bonds. Credit ratings are the same. Again, the final issue size is a little bit different than what was introduced there. The final size is \$15,025,000. On this issue, again, there you see the yield at 3.3%. The same call date, 2015.

This next item is one to focus on on this page. The refunding savings which we had been projecting. There were times I looked back at some of my handouts from a year ago, the savings projections were \$500,000. A couple months ago we were at

\$600,000 of savings. I was actually concerned a few weeks ago, we saw interest rates bump up a little bit and thought, "Gee, I hope these savings aren't getting away while we're waiting to size the final issue." In actuality, with some of the events that we had in the markets, which I'm sure everybody saw over the last couple of days, it pushed interest rates lower. Based on these interest rates tonight, the net savings to the District from the refunding of these two issues is just over \$700,000. That obviously gives us more savings that we can reduce current payments to make room for the new payments on the additional funds that you're borrowing. So, very significant savings by percentages we always measure that as an amount of savings generated by how many bonds you're refunding. This is 5% savings. We usually use 2% as a benchmark. A 2% savings is pretty good and you would proceed, so it's a very efficient refunding opportunity.

Timing on this is the same. These bonds will settle on June 15 and that's also the day that the two old issues will be called in and retired.

Page 3. I wanted to give you this quick snapshot on the Moody's ratings of other Pennsylvania school districts. This was fresh. We just requested this information last week after they assigned the AA1 rating. Here you'll see that there's only 6 districts in the AAA category in Pennsylvania and then there's 9 districts that fall into your category at AA1. Obviously, it's a great rating when we're 1 of just 15 districts out of 500 in the state within the 2 highest rating categories for Moody's.

On Page 4 is the Standard and Poors rating. Standard and Poors doesn't rate quite as many school districts in Pennsylvania, but the ones that they do rate, these are the 6 that fall into the top 2 brackets that they have. Obviously, when you look at some of the names of the other districts – very well known districts – and I think we're all happy to be in the same company as many of those districts. You're obviously doing a great job.

Page 5: interest rates. Obviously, this timing is everything, but this chart goes back to 1970 and if you look in the box that's shaded blue, you'll see the first line says the index as of May 10. That's for this week and it's at 4.29%. The very next line says the low since 1970 is 3.94%. In the past 40 years, the lowest we've been is 3.94% and right now we're only about 35 bases points above that. Certainly by any historical measurement, it's a great time to be in the market. Obviously, those interest rates that I just showed you are pretty reflective of that.

Page 6 then is the page of the numbers that we've really focused on over the last, as I said, 2 years we've been looking at what's the final impact of all the District's debt. Column 1 is the new payment on the new money issue. Column 2 is the Series A, which is the refunding issue, and then Columns 3 through 7, no changes. Those are just your existing payments. Column 8 is where we add it all up, and that's where I said, right now, we've been at a running rate just over \$6.4 million. You were scheduled to be at that rate for the next few years. You can see that even with the new money, the new running rate will be at \$6,348,000 and remaining at that level for the next 4 years which, again, it was those 4 years that we're running at about \$6.4 million. The debt

service then drops off to \$5 million, \$4.9, \$4.8, and then the final drop in 2025 down to \$3.8 million. The other thing to note is that obviously the goal was trying to keep this debt as short as possible. Obviously, the quicker you pay it off, the less interest expense there is. The entire financing, when you look at Column 1, this is just a 15 year financing – trying to take advantage of the low interest rates and keeping our debt short. Actually, you'll see that both of the rating agencies comment about how rapidly we repay the debt. It's a factor that they take into account when they look at the debt repayment.

The next page starts the Standard and Poors credit rating report and it's 3 pages. Then we have the Moody's credit report. I would just take this time to tell you that, on each one of these reports, what leads to all this is a pretty intense call that the rating analyst does with the school District. Typically, it's Steve that sits in on that call with us and it's 45 minutes to an hour of peppering on every question about the finances of the District, the healthcare situation, the pensions, the reserve funds, future debt plans, enrollment growth. What's happening with the local businesses? What are the tax collections doing? I sit in on a lot of these and, certainly, Steve does a tremendous job of being able to answer almost every question that they throw at him. There's, certainly, a lot of business managers that I've been on calls where they say, "Well, I'll have to check that. I have to check that and get back to you with some of that information." We did this last call with Moody's just on Thursday, and he did a great job of conveying the District's finances, talking about the local economy. That's one of the things that, as you read the reports, both of them focus on the tax base and business base that we have. Being stable employers is something that they really focused on with everything that the economy's been through the last couple of years. I won't take you through these reports, but would encourage you to read both the Standard and Poors and the Moody's reports when you have a few minutes.

The actual numbers, I just wanted to walk you through these. They get quite a bit more detailed, but certainly for Steve's benefit and some of the budgeting that he'll need to do the next couple of years, I want to make sure everyone understands that. These are a set of numbers – it's starts labeled at the top "Sources and Uses of Funds." This is the breakout of the two issues. Again, at the top there you see the Series 2010: \$9,165,000, 2010A at \$15,025,000. As you go down the two columns, the new money issue, we were asked to structure this to produce \$9.1 million dollars as the construction fund deposition. There, you see the first line that that issue was sized for \$9.1 million and then the other costs of issuance are shown below that. The second column "2010A", we basically sized that issue around the amount of money that we need to pay off the two old issues, so on the second line under "Uses", you see \$15,120,000. That's how much we need to pay off the 2004As and the 2005 bonds and the remaining issuance cost for both of those.

On the second page, this is the actual debt service schedule for the new money issue – the series of 2010. These payments will begin in next year's budget – November 15, 2010. This is the page you'll probably be seeing again inserted in your budget in terms of the new debt service on the new money issue. The next page at the top is labeled

“Series A of 2010”. This, of course, is the refunding issues, refunding the 2004As and 2005s and, again, the first payment is next year, November 15, 2010. The 4<sup>th</sup> page at the top says “Summary of Bonds Refunded”. This is just showing you those old 2004 As and 2005 bonds. The interest rates on them are shown in the second column. You can see those rates ranging from 3 ½% to mid 4%. That’s obviously what’s driving the savings is that we’re placing the bonds at much lower interest rates.

If you flip two pages back at the top, it’s labeled “Savings”. This just summarizing the \$706,000 of savings from the issue when we compare Column 1 is the old debt service schedule on those two old issues with the Column labeled “Refunding Debt Service” and that produces that \$700,000 of savings.

Just two more pages to go. At the top of the next page is where the yield is calculated. I reported that at 3.30. You can actually see it goes out a few more decibel places, but that is the borrowing rate on this new issue, 3.307%. The final page is just the calculation and the amount needed to pay off the old two issues, the \$15,120,000.

That is a summary of the transaction. I’d be happy to answer any questions before we turn things over to Mr. Wood.

Dr. Parrish: Questions for Mr. Verdelli. Thank you Lou. We appreciate it. Mr. Wood.

Mr. Twadell: Good evening. I’m standing with Mr. Wood, David Twaddell from the law firm of Rhoads & Sinon. Let me being by just mentioning both as a parent of two graduates and a 6<sup>th</sup> grader and a freshman in high school, my compliments to the Board and the administration on the rating and the process that you’ve completed here. As a taxpayer, I appreciate seeing those interest rates that are a result of that rating.

The action items before you are the two resolutions which Mr. Rineer has summarized. You have before you two resolutions. I would mention for the record that [tape ends] . . . Each resolution was properly made as required by the Local Government Unit Debt Act and a copy of the draft resolution has been available in the office of the Secretary of the District for public inspection as required by law. The resolutions achieve all the legislative action that you as a Board need to take to accept the purchase proposal from RBC for purchase of the bonds at the interest rates and the terms that Mr. Verdelli has described to you. It also authorizes the filing with DCED of the necessary proceedings for their approval for the District to incur debt and finally authorizes the officers of the District to execute the bonds and the closing documents and certificates. As Lou mentioned, the target settlement date is June 15. That’s also the date on which the refunded obligations will be called so you’ll be immediately able to take advantage of the savings resulting from the refunding. I’ll be happy to answer any questions you may have about the resolutions themselves. I’m sure if there are other questions for Mr. Verdelli, but otherwise the matters before you for a roll call vote.

Dr. Parrish: Any questions?

Dr. Cronin: Just a quick question. I know the date on here, we approve it tonight and then the date is June 15. I assume that once we approve it, we're locked in?

Mr. Twaddell: That is absolutely correct. Paragraph 4 on each of these resolutions accepts the purchase proposal that's been presented to you so any change in interest rates after today become the risk of RBC.

Dr. Cronin: Then my second question is, the savings on, the page number isn't listed, the page that says "Savings" over 12 years is over \$700,000. On the first page it has the cost, is that a real number? Is that deducted off of that or is that something that we would deduct?

Mr. Twaddell: The savings are presented to you assuming all costs have been paid.

Dr. Cronin: Gotcha. Okay. Thank you.

Dr. Parrish: That's a good point, Donna. Any questions? Thank you sir.

Mr. Twaddell: Thank you.

Dr. Parrish: Any other comments? Mr. Rineer, we'll vote on Item 5.02, first. Just to reiterate – 5.02 is the approval of resolution for the sale of bonds to refund outstanding bond issues. Can I have a motion to accept?

Dr. Brewer: Point of order. To change the precise amount on both of those motions. This one would be for \$15,025,000.

Dr. Parrish: Okay. The appropriate amount. Okay, I need a motion.

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

Roll Call Vote:

Chabal – Absent

Cronin – Yes

Donahue – Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

8 Yes, 1 Absent

**MOTION CARRIED**

Dr. Parrish: Resolution 5.03 – approval of the resolution for the Sale of Bonds to refund outstanding bond issues. The number that needs to be changed here?

Mr. Rineer: \$9,165,000.

Dr. Parrish: Is \$9,0165,000 instead of \$9,215,000.

Mr. Rineer: That's correct.

Dr. Parrish: Can I have a motion to accept this recommendation?

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

Mr. Gräb: Point of order, Mr. President. This is not to refund bonds. This for the new construction.

Mr. Rineer: That's correct.

Dr. Parrish: For the sale of bonds to refund outstanding bond issues is the way it's written.

Mrs. Sheffey: 5.03. You're reading the wrong one. It's 5.03.

Dr. Parrish: It's written the same on both, I'm sorry. That is the way it's written.

Mr. Rineer: 5.03 is to provide funds for additions and renovations for the Hershey Middle School, Hershey Elementary School, and various other site improvements to the educational campus facilities of the School District.

Dr. Parrish: Okay. Any other discussion?

Roll Call Vote:

Chabal – Absent

Cronin – Yes

Donahue – Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

8 Yes, 1 Absent

## **MOTION CARRIED**

Dr. Parrish: Thank you gentlemen very much. You put a lot of work in. Thank you to the Finance Committee and administration and Steve, obviously, as usual, you do a great job for us on these things.

Mr. Rineer: I had a lot of help.

Dr. Parrish: Thanks, guys.

#### 5.04 New Course Proposal - Foundations of Math

The Administration recommended the approval of a new Hershey High School course offering entitled:

- Foundations of Math

The course offering was reviewed and approved at the May 2010 meeting of the District Curriculum Council. The cost for this recommendation has been incorporated into the 2010-2011 budget.

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

Roll Call Vote:

Chabal – Absent

Gräb – Yes

Parrish – Yes

Cronin – Yes

Hagan – Yes

Sheffey – Yes

Donahue – Yes

Morelli – Yes

Stover - Yes

8 Yes, 1 Absent

#### MOTION CARRIED

#### 5.05 Approval of Textbooks

The Administration recommended the approval of the following textbooks for the use in the 2010-2011 school year:

<b>High School:</b>	
<i>Curricular Area:</i>	English
<i>Subject/Course:</i>	Advanced Placement Language and Composition
<i>Title:</i>	Everything's an Argument, 5th Edition
<i>Publisher:</i>	Bedford/St. Martins
<i>Author:</i>	Andrea A Lunsford, John J Ruskiewicz, and Keith Walters
<i>Copyright:</i>	2010
<b>High School:</b>	
<i>Curricular Area:</i>	English
<i>Subject/Course:</i>	Advanced Placement English Literature and Composition
<i>Title:</i>	All Quiet on the Western Front
<i>Publisher:</i>	Everbind
<i>Author:</i>	Erich-Maria Remarque

<i>Copyright:</i>	Not available on website
<b>Middle School:</b>	
<i>Curricular Area:</i>	Social Studies
<i>Subject/Course:</i>	Geography
<i>Title:</i>	TCI Geography Alive
<i>Publisher:</i>	Teachers' Curriculum Institute (TCI)
<i>Author:</i>	Teach TCI (in partnership with National Council for Geographic Education)
<i>Copyright:</i>	2010

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

Mr. Gräb: Mr. McFarland, I'm noticing the high school English book, the advancements of English literature, the copyright is not available on the website. I'm assuming that's somewhat current?

Mr. McFarland: That is a novel.

Mr. Gräb: Okay.

Roll Call Vote:

Chabal – Absent

Cronin – Yes

Donahue –Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

8 Yes, 1 Absent

### **MOTION CARRIED**

Mr. Rineer: Mr. President?

Dr. Parrish: Yes.

Mr. Rineer: I do not believe I gave Dr. Cronin the opportunity to vote last time? Could you . . . ?

Dr. Cronin: Yes.

Mr. Rineer: Thank you very much.

**5.06 Approval of Overnight Field Trip/Excursion - Future Business Leaders of America National Leadership Conference**

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

<i>Group:</i>	Future Business Leaders of America
<i>Number of Participating Students:</i>	1
<i>Grade Level:</i>	11
<i>Destination:</i>	Nashville, Tennessee
<i>Purpose:</i>	National Leadership Conference Competition
<i>Depart:</i>	July 12, 2010
<i>Return:</i>	July 18, 2010
<i>Trip Leader:</i>	Bonnie Ritchey

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

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

Roll Call Vote:

Chabal – Absent

Cronin – Yes

Donahue –Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

8 Yes, 1 Absent

**MOTION CARRIED**

**5.07 Personnel – General**

1.	The Administration recommended the approval of the following appointments:
	<b>Professional:</b>
	<b>Adams, Kaitlyn *</b> (for Alicia Bohn) Kindergarten Teacher Early Childhood Center Long Term Substitute Bachelors, Step 1 Salary: \$40,281.25 (pro-rated)

Effective: 08/26/2010 through 01/14/2011
<p><b>Brocius, Elizabeth</b> * (replacing Susan Kreider)  Grade 3 Teacher  Elementary School  Temporary Professional  Bachelors, Step 1  Salary: \$40,281.25  Effective: 08/26/2010</p>
<p><b>Ehrhorn, Nicole</b> * (replacing Judith Connor)  Grade 2 Teacher  Elementary School  Temporary Professional  Bachelors, Step 1  Salary: \$40,281.25  Effective: 08/26/2010</p>
<p><b>Gessel, Damian</b> (replacing Carol Ogilvie)  English Teacher  High School  Temporary Professional  Masters, Step 1  Salary: \$41,892.50  Effective: 08/23/2010 (pending receipt of diploma/certification)</p>
<p><b>Risser, Stacey</b> * (new position added due to increased enrollment in 2009-2010)  Grade 5 Teacher  Elementary School  Temporary Professional  Bachelors, Step 1  Salary: \$40,281.25  Effective: 08/23/2010</p>
<p><b>Rode, Nicole</b> * (replacing Kristyn Ecenrode)  Grade 4 Teacher  Elementary School  Temporary Professional  Bachelors, Step 1  Salary: \$40,281.25  Effective: 08/26/2010</p>
<b>Transfer of Professional Staff:</b>
<p><b>Collins, Miriam</b> *  From: Full-time German Teacher  High School  To: Part-time German Teacher and Part-time Social Studies Teacher (Full-time)  High School  Effective: 08/30/2010</p>

<p><b>Heckert, Judith *</b>  From: Part-time German Teacher  Middle School  To: Full-time German Teacher  Middle and High Schools  Effective: 08/30/2010</p>
<p><b>Morrison, Andrea *</b>  From: Grade 1 Teacher  Early Childhood Center  To: Grade 2 Teacher  Elementary School  Effective: 08/30/2010</p>
<p><b>Painter, Mark *</b>  From: Half-time Technology Coach and Half-time Technology Education Teacher  High School  To: Full-time Technology Coach  Middle and High Schools  Effective: 08/30/2010</p>
<p><b>Paukovitch, Jeffrey *</b>  From: Grade 1 Teacher  Early Childhood Center  To: Grade 2 Teacher  Elementary School  Effective: 08/30/2010</p>
<p><b>Ritchey, Bonnie *</b>  From: Business Education Teacher  High School  To: Part-time Business Education Teacher and Part-time Cooperative Education  Teacher (Full-time)  High School  Effective: 08/30/2010</p>
<p><b>Classified:</b></p>
<p><b>Cleck, Candi</b>  Substitute General Food Service Worker  District-wide  Salary: \$9.01 per hour  Effective: 05/11/2010 (pending receipt of Act 114 clearance)</p>
<p><b>DeBolt, Robert</b> (for David Wertley)  Temporary/Substitute HVAC Tech/Plumber  District-wide  8 hours per day  Salary: \$22.74 per hour without benefits  Effective: 06/07/2010 (pending receipt of Act 34, 151, and 114 clearances)</p>

	<p><b>Varvel, Brian</b> (new position)  Carpenter/Painter  District-wide  8 hours per day  Salary: \$18.14 per hour  Effective: 06/07/2010 (pending receipt of Act 34, 151, and 114 clearances)</p>
	<p><b>Transfer of Classified Staff:</b></p>
	<p><b>Campeau, Glenn *</b>  From: Bus Driver  District-wide  To: Substitute Recess/Cafeteria Aide  Elementary School  Salary: \$9.53 per hour  Effective: 05/10/2010</p>
	<p><b>Limited Service Contracts:</b></p>
2.	<p>The Administration recommended the approval of the Limited Service Contracts for the following individuals for the 2010 Summer School Staff, contingent upon enrollment:</p>
	<p><b>Boyer, Suzanne *</b>  Nature Camp  Session 2  Salary: \$195.00  Effective: 06/14/2010 - 06/18/2010</p>
	<p><b>Campbell, Laura *</b>  Pre-2 Math  5 Days, 4 hours per day  Salary: \$520.00  Effective: 06/14/2010 - 06/18/2010</p>
	<p><b>Dugan, Tiffany *</b> (replacing Katie Nardone)  Pre-6 Reading  5 Days, 4 hours per day  Salary: \$520.00  Effective: 06/14/2010 - 06/18/2010</p>
	<p><b>Gentry, Kristi *</b>  Pre-1 Reading  5 Days, 4 hours per day  Salary: \$520.00  Effective: 06/21/2010 - 06/25/2010</p>
	<p><b>Mackneer, Julie *</b>  Adventureland  Session 1  Salary: \$195.00  Effective: 06/21/2010 - 06/25/2010</p>

	<p>Cooking for Little Ones  Session 2  Salary: \$195.00  Effective: 06/21/2010 - 06/25/2010</p>
	<p>Under the Sea  Session 1  Salary: \$195.00  Effective: 06/28/2010 - 07/02/2010</p>
	<p>Wacky Games &amp; Relays  Session 2  Salary: \$195.00  Effective: 06/28/2010 - 07/02/2010</p>
	<p><b>Rix, Denise *</b>  Teacher's Aide  5 days, 4 hours per day  Salary: \$12.01 per hour  Effective: 06/21/2010 - 06/25/2010</p>
	<p><b>Snyder, Leann *</b>  Pre-2 Math  10 days, 5 hours per day  Salary: \$1,040.00  Effective: 06/21/2010 - 07/02/2010</p>
	<p><b>Taylor, Michele *</b>  Pre-1 Reading  10 days, 4 hours per day  Salary: \$1,040.00  Effective: 06/14/2010 - 07/02/2010</p>
3.	<p>The Administration recommended the approval of the following individuals as medical volunteers for the Derry Township Environmental Education Retreats:</p>
	<p><b>May 24-28, 2010 - Camp Kenbrook</b></p>
	<p>Dina Angello, RN  Gary Ceneviva, MD  Kathy Frick, RN  Michael Ioffreda, MD  Sandy Sickler, RN  Matthew Stapleton, RN</p>
	<p><b>June 2-4, 2010 - Sandy Hill</b></p>
	<p>Michelle Bonawitz, RN (pending receipt of Act 151 clearance)  Chris DeFlitch, MD  Sharilee Hrabovsky, RN  John Plott, RN  Shelly Tice, RN  Debra Yodfat, RN</p>

4.	The Administration recommended the approval of the Limited Service Contract List of Coaches for the 2010-2011 school year as attached.
5.	The Administration recommended the approval of the following request in accordance with District Policies 435 & 439:
	<b>Friel, Melissa *</b> School Nurse Elementary School Paid/Unpaid Childbearing/rearing Leave Effective: On or about 10/06/2010 through the end of the 2010-2011 school year
6.	The Administration recommended the approval of the following addition to the 2009-2010 Substitute Teacher List:
	<b>Gibson, Joella *</b> BS in Criminal Justice with teaching certification in Special Education from Eastern University
	<b>* <i>This individual is currently an employee and/or volunteer. Clearances are on file.</i></b>

Dr. Parrish: We will vote on this in two sections. Can I have a motion to approve the recommendations for professional transfer of professional staff, classified, and transfer of classified as well as limited service contracts as listed, excluding coaching.

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

Roll Call Vote:

Chabal – Absent

Cronin – Yes

Donahue –Yes

Gräb – Yes

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

8 Yes, 1 Absent

### **MOTION CARRIED**

Dr. Parrish: May I have a motion to accept the coaching recommendations for the 2010-2011 school year.

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

Mr. Gräb: Thank you Mr. President. I will be voting no on this, not necessarily because I disapprove of any of the coaches listed, however, I have a difficult time with how coaches are placed on the schedule. As I alluded to before, I looked at this limited service contract of coaches and I find that some are more difficult to decipher than the Davinci Code, so I will be voting no.

Dr. Parrish: Okay. Any other comments or discussion?

Roll Call Vote:

Chabal – Absent

Cronin – No

Donahue – Yes

Gräb – No

Hagan – Yes

Morelli – Yes

Parrish – Yes

Sheffey – Yes

Stover - Yes

6 Yes, 2 No, 1 Absent

## **MOTION CARRIED**

## **DELEGATES REPORTS**

### **6.01 Dauphin County Technical School Report**

Mr. Gräb: The Dauphin County Technical School will be meeting on Wednesday evening, however, here is an update on the mail ballot that was sent out in regards to the minutes of the prior meeting, the Treasurer, the Superintendent of Record, the 2010-2011 budget, the retirement fund, and the general grants and entitlement resolution. Five of the 6 supporting school districts are required to pass the budget, 44 of the 54 available Board members did pass the budget and Derry Township voted 6 for and 0 voted against.

Dr. Parrish: Questions for John?

### **6.02 Derry Township Tax Collection Association Report**

Mr. Stover: The next Tax Association meeting is scheduled for Thursday, May 27. The next Dauphin County Tax Commission meeting dealing with Act 32 is scheduled for next Wednesday, May 19.

Dr. Parrish: Thank you.

### **6.03 Harrisburg Area Community College Report**

Dr. Donahue: We'll be meeting next week, May 17, to interview three finalists for a vacant Trustee position.

Dr. Parrish: Question, Lin, does the Harrisburg School District use the Technical School? John?

Mr. Gräb: The Harrisburg School District is not a participating member of the Dauphin County Technical School.

Dr. Parrish: John Harris, is that right?

Mr. Gräb: They use William Penn.

Dr. Parrish: Okay.

Mr. Gräb: Which is in the process of deciding whether they're going to continue with that building or not.

Dr. Parrish: I read that in the paper. They may go to Harrisburg Area Community College.

#### **6.04 Capital Area Intermediate Unit Report**

Dr. Parrish: Mrs. Chabal isn't here, so we won't have a report.

### **SPECIAL REPORTS**

#### **7.01 Announcement of Staff Development Conference**

<i>Attendees:</i>	<i>Department Coordinators:</i> Allison Mackley, Michelle O'Brien, Jason Sibbach, John Walizer, Social Studies Teacher
	<i>High School Administrators:</i> Mike Murphy, Peter Ebert, Laurie Wade
<i>Program:</i>	Redesigning High Schools for Improved Instruction
<i>Location:</i>	Cambridge, MA
<i>Date:</i>	June 27 - July 2, 2010
<i>Expenses:</i>	\$25,976.00 (total)

#### **7.02 School and Community Information Report**

Mr. Tredinnick: Thank you, Mr. President. I'm happy to note that, once again, we have received a national honor. Specifically, late last week, we received notification that the NAMM Foundation, which is a national nonprofit organization dedicated to advancing participation in music, has named Hershey as one of the best communities for music education. We are actually no stranger to having received this award having received it previously in 2003, 2004, and 2007, but nonetheless, it is always nice to be recognized with the quality programs that we offer here in the District.

Specifically , in making the award, the Foundation looks at measures across curriculum, program criteria, as well as public support for music programs. For those who might be interested in seeing the outcome of some of what we do in the music programs, I'd like to note that May is a month where a lot of our ensembles offer their spring concerts. Specifically, tomorrow night the Middle School bands will be performing. On May 13, the Middle School choirs and orchestra will be performing. On May 17 will be the high school choir performance, and May 19, the High School band concerts. I encourage Board members and community members to take advantage and live up to and get to see why we are considered so good in music education.

I would also note that the work of the Communications Committee continues. Although we haven't given you a full report in a while, I do want to update you on an outgrowth of that, and that is that you can now follow us like your favorite athlete, soap opera star or business on Twitter. If you are not familiar with Twitter, I encourage you to get so quickly. You have the opportunity to get quick hitter updates on what's going on in the School District. We are posting on that regularly now. It's really a nice complement to the Trojan Quest e-newsletter that we started at the beginning of the year.

Dr. Parrish: Thank you. Questions about Twitter?

### **7.03 Board Members' Report**

Dr. Donahue: The Curriculum Council met May 3. We approved the textbooks that we just voted on. We discussed elimination and approved elimination of yearbook as a course, so working on yearbook previously has been a course. I guess we'll vote on that as a Board also. The proposal is to make it more of a club, extracurricular activity. We recommended the approval of a French book. I'll call it French 3 and 4, because I can't pronounce the name, and the literacy navigator. Anything else?

Dr. Cronin: That was the big thing. The yearbook was the biggest change.

Dr. Donahue: Alright, that's it.

Dr. Parrish: Any other Board members?

Mr. Morelli: Just a question on the yearbook. I know we put some things in place last year to make sure we didn't make any omissions or things. How's that going?

Dr. Kepler: I can speak to that. I know that Mr. Murphy and his staff are working on a, basically, a document that provides specific criteria for organizations, how many page or pages an organization has in the yearbook to further define specifics so that there are no oversights, if you will. Our advisor to that is retiring so it's an opportune time that he's working with someone who will be our new advisor, which you'll see a list of limited service contracts, hopefully, May 25, but perhaps the first meeting in June as well.

Dr. Parrish: Thank you.

#### **7.04 Superintendent's Report**

No report.

#### **7.05 Board President's Report**

No report.

### **RECOGNITION OF CITIZENS (NON-AGENDA ITEMS)**

#### **8.01 Recognition of Citizens**

Susan Foxx: This is more perhaps, should have before hand, but it's based on Mr. Murphy's presentation on the restructuring of the high school. I was hoping to get some more specificity as to what that all will look like. I'm just wondering at what point you'll have that, the community, the parents will have that. The concern is, I think Donna you brought up, reducing the number of classes, which will usually translate into electives. There are a lot of parents who are concerned about that, because electives for many kids are pretty important whether it's orchestra, a foreign language, computer science, those sorts of things. So, my guess is, he's made the presentation, what's the next step for a specific change to take place?

Mr. McFarland: At this point, a lot has to be determined on the schedule, the number of minutes in the classes and things. Once that is determined, then you can look at how many electives a student would be able to take within a year. Throughout next year, early in the fall, because it will have budgeting implications, early in the fall, more details will come forth, so that by early spring, it's all laid out before decisions are made.

Ms. Foxx: So the Board will then vote on those number of minutes per class?

Mr. McFarland: The whole recommendation will come before the Board, because you'll have to see it in a package versus pieces.

Ms. Foxx: Right. How about parents and community? When do we get to look at that?

Mr. McFarland: Well, that's a piece and if Mr. Murphy was here could speak to the communication plan, because a piece of that is ongoing communication with the community, the parents, the students, the staff.

Ms. Foxx: I just think that the more that we know about it and what it will look like, I think we'll – now I think people are not in support of it – just really wanted to know what it was going to look like.

Mr. McFarland: Right.

Ms. Foxx: Thanks.

Dr. Parrish: Thanks, Susan.

Dr. Cronin: I just want to follow up on that. Will there be opportunities for parent/student input or is that already taking place? Is there just a teacher process? Just curious.

Mr. McFarland: I do not know exactly. There's been input a lot from the faculty and the department chairs working together on just getting the foundational piece, looking at the schedule, because that is a linchpin to the whole restructuring. I know it's been brought up at BAT meetings and things like that. It's been talked about and shared looking at the BAT minutes, but I don't know how – to what level.

Dr. Brewer: I can address that too.

Ms. Foxx: Well, I can address the BAT meetings, because I do attend regularly. Just that it's simply – we're working on it. So, when I came tonight knowing that Mr. Murphy would make a presentation hoping to hear a few more specifics on it. Is it kind of an all or nothing? Is it going to be a total revamping? It sounds like it's kind of headed in that direction.

Dr. Brewer: I think that one of the things we're not speaking about in the room is this thing that's floating around about block scheduling. There is no mention to go to a block schedule. What we are looking at is whether or not to go to 52 minutes, which would . . .

Mr. McFarland: 55.

Dr. Brewer: . . . 55 minutes, which is a little longer, but Mr. Murphy was saying that within that some days may be different than others. They're at the point in the high school where they are trying to reach some consensus on what the final recommendation should be as far as the length of each class and then whether or not that would be the same for each day. The process will be that a recommendation after various inputs have been received from students, from parents, from faculty, that the administration will bring a recommendation to the Board and it has been our practice that when we bring it to the Board we'll have discussed it in Curriculum, in Finance, and in Human Resources for all the implications it has for each of the standing committees. That will be a series of public discussion as Mr. Murphy bring recommendation to us.

Their work continues this summer in building that consensus. In fact, one of the things that was approved tonight . . .

Ms. Foxx: Was that conference? I was wondering if that had any part in . . .

Dr. Brewer: It does.

Ms. Foxx: Okay.

Dr. Brewer: They're going to be meeting with high schools from all over the nations. They're going to be meeting with experts from all over the nation. That's the faculty leadership that is going up there with the administration to do that. Next fall, the specificity will be there for discussion and for a vote so that we can plan financially.

Mrs. Sheffey: Lin, will we do like we do with the two tier busing where we actually had community meetings?

Dr. Brewer: Yes. We'll have that process.

Mrs. Sheffey: Okay.

Dr. Brewer: But we cannot give that kind of specificity quite yet. We're almost there.

Mr. McFarland: With the electives, that has been a big part of the discussion and part of the challenge is every curricular area has different needs. For example, the AP sciences have lab requirements, so you're looking at the time needs for them. You're also looking at time needs for electives and trying to strike a balance that will best work for the needs of the students, for all students. There's a lot of factors and everybody's having a voice in all of that and trying to take that into consideration as we're looking at what is the best workable solution to reach the goals that Mr. Murphy spoke about.

Mr. Waybill: We were just kind of mapping out what it would be like if you had 6 classes here. Having gone through the high school for 4 years with 8 classes, I felt pretty restricted, even with 8, and especially in my first 3 years of high school where it's pretty set up in a core manner already. If you have 6 classes, you've got your math, your English, social studies, language, and science, and then lab and gym, because gym's a state requirement and then there's no electives left. I guess we kind of feel like, you've just won an award for the music education at Hershey. That's going to completely vanish if you have 6 classes a day. You were talking about how you're going to have some things different in each day? Mr. Murphy was talking about how it's confusing for students on the first day of school just getting 8 classes, well would just be twice as confusing for the students.

Ms. Shah: Another thing, I guess, Chris and I were discussing is just, we understand if you want to have 55 minute classes, but it just doesn't seem like it would be as effective to have fewer classes for more time as was mentioned before. Students' attention span

is not nearly that long, so the amount of time that you actually have of kids paying attention wouldn't be that great with 55 minutes. It just doesn't seem as effective as giving the students the opportunity to try other classes, try maybe other electives, and figure out what they like with having 8 separate classes.

Mr. Waybill: I know with the AP tests ending, we've had some time in our classes and we've actually been brainstorming about this scheduling thing as students. We're all kind of wondering if there was a specific problem or issue with the current scheduling that brought about this need for change or is it just change for the sake of change.

Mr. McFarland: Some good questions and they have all been discussed too. In looking at your question about rotating schedules, things like that, when we've looked at electives and the core courses, and you're right, when you look at the core and the Phys Ed requirements and things, with just 6, there's not a lot of opportunity. But, the staff is looking at, and the department chairs are looking at, various solutions to that so that students can take electives. As far as the reason for change, there is a lot of research out there about one of the most important things for students for success and resiliency is a connection with a meaningful adult. As Mr. Murphy said, with teachers that have case loads of 150, it is difficult to do that. Building in a seminar type period where teachers could interact consistently with a small group of students in a less rushed setting and not content driven setting to help develop and build those relationships was one of the key goals.

Mr. Waybill: Yeah, I know when we were brainstorming, we talked about having a seminar period that lasted an hour, once every two weeks between teachers and students and different seminar students can sign up for. We had a whole typed out list that I can probably . . .

Dr. Parrish: That would be great if you could provide that.

Mr. Waybill: We only have one more, but certainly.

Mr. McFarland: When you're looking at time is the precious commodity. There's only so much and you have to look at how you can reach your goals knowing that you're never going to get everything that's perfect for everybody, but what best reaches the goals.

Ms. Shah: We definitely understand where you're coming from with lengthening the time periods for each class and forming that bond between the teachers, but I guess, personally, the question for me is that extra time actually going to be effective in accomplishing that goal whereas if it's just extra lecture time for teachers.

Mr. McFarland: Good point, and I'm glad you brought that up. Actually, when Mr. Murphy spoke earlier about secondary teachers, when they get their schooling, it is content driven – content heavy. We are working on providing how do you take that time and make it meaningful. When we talk about attention spans, it doesn't matter if you're

a kindergartner or a 12<sup>th</sup> grader, the attention span isn't 42 minutes, and it's not 55 minutes, and it's not 30 minutes. It's what do you do with that time that you have to change your instructional strategies and your instructional approaches and engage your students, so we're working on that. We started that this year and that will be a key focus next year for the high school staff.

Ms. Shah: I guess that's one of the biggest things that we'd like to see is that, if the time is lengthened, that teachers change or adapt the way that they're teaching instead of just continuing with what's going on currently, because I don't think that we would see a marked improvement in the attention span or even the interest of students if they're just continuing the 13 minutes of lecture.

Mr. McFarland: You are correct.

Dr. Brewer: That is just really an excellent point, because if we're only going to expand the time for a lecture, we're not increasing the amount of activity of students. So, project based learning, team learning, the expanded use of technology, the opportunity to be building leadership groups takes more time than the current period that we have. I also understand your eagerness to want to have a lot of electives, but in an expanded time, you can integrate some of those things into core subjects, but your questions are excellent. One thing I would say to you. You are both going off to wonderful colleges next year and we're so proud of you and you will find a much different use of time. You're not going to be taking 8 courses in a semester. You're going to dive deep into those courses. So, in some sense, we're starting to emulate getting kids ready for college.

Dr. Parrish: Might I suggest that perhaps as this starts to come together in the fall, because this is going to come out of various committees that this be scheduled as a preliminary presentation to the Board as it's coming together with a work session scheduled that evening so that it's advertised to the public. We can see what the preliminary recommendations are. We can obtain input from the public and then move forward.

Dr. Brewer: I think that's a really good idea, so that we process this the whole way through.

Dr. Parrish: Chris, you'll get those recommendations to us? Thank you. Any other citizens?

Mr. Dunn: First of all, I'd like to applaud our two high school kids here. They have wonderful insight and hands on experience as to what's going on and I thought were excellent recommendations and thoughts as to how to improve the quality of education for the kids that are following you. So, God bless you. I'm glad you're here.

I'm here on my normal moral task as a taxpayer. While you people are doing your volunteer due diligence of representing the Township, Channel 8 has an article on

talking about the excitement of instituting spring time football practice for whomever. As a taxpayer and a retired person, I'm thinking of the fact that we have two phenomenal quality fields right now that have a life to themselves, which is replacement of the field. I think the last conversations that we've had here that we are estimating every 10 years we have to replace the carpet and also there's increased cost to the lights and stuff that are going on through the use of those fields. I don't expect any answers tonight, because it's going to need some digging around here, but I was doing some diddling around trying to figure out what is the depreciated value per hour of the usage of the carpet on those two fields. If we actually utilize those fields beyond the extent of just our own school District, by inviting in PIAA tournaments and whatnot, there is a depreciation there that the Township of Hershey is actually picking up for the cost of the whole PIAA district. We all know that we are probably the most penalized District in the state from what the state subsidizes us. To be quite candid, as a taxpayer, I'm not that willing to give those fields up to those people when we meet through the state and the PIAA when we only get about \$1,100 per child, meanwhile, you go across Lower Dauphin, I believe, they're getting around \$3,000. So, with that in mind, I would like to figure out a fee structure that we could charge back to compensate for the depreciation. I did some quick numbers and it looks like we're losing about \$250 per hour of use on those fields assuming it's a \$2 million dollar cost to replace the carpet, and also figuring out that we're using those fields quite extensively on a per hour basis, so when I figured that all out, it came out to about \$250. Steve, I'm going to let you figure out if that is accurate and whatnot, but I would love to see the Township set up a structure that would charge, a fee structure, that would make it cost neutral to those that specifically are paying taxes to support our personal school District without providing a grandeur for everybody that wants to grace Derry Township. Otherwise, it will probably attract everybody to come here if there's no fee structure assigned to that. That also includes the light structure, and I figured the light structure out to be \$25 per hour. I don't know where we go with it, but I'd like to follow up with the School on this topic on May 26, I think. Thanks.

Mrs. Sheffey: Lin, don't we charge PIAA to use our fields?

Dr. Parrish: There's a fee. We are paid for those. I'm not sure what it is.

Mrs. Sheffey: So, we'll find out what that fee is.

Mr. Dunn: Well, I'll be interested to see if it recognizes this depreciation of the artificial turf.

Mrs. Sheffey: Okay. So, we can find out what that fee is . . .

Mr. Dunn: We can figure out if . .

Mrs. Sheffey: If it's an appropriate fee.

Mr. Dunn: As I understand, it's a \$2 million dollar replacement cost for the artificial fields and it's a 10 year life, and I don't know if that's true.

Mr. Consalo: It's not \$2 million dollars. What it is, when you replace, you're just replacing the carpet. The big price is the infrastructure underneath there, which is the drains, the stone and everything. The carpet alone, with the infrastructure and everything is about \$600,000 per each one, and we got it for around \$500,000 at the time to have it installed and everything else. So, you're looking at quite a bit less just to have the carpet put in for that area.

Mr. Dunn: For both fields?

Mr. Consalo: Yes. It's about \$300,000 to put that in, but we just did a restructuring on our rentals which increased it because of the utilities and everything else. It's not just anybody that can come in and use the fields. We have quite an extensive list of requirements we have to have, including paying for someone to be there at all times, a manager, and everything else. It's not just that we're letting everybody and anybody come in for that area.

Mr. Dunn: Is there a public contract that can actually be displayed showing us what we actually charge if I wanted to borrow it per hour?

Dr. Kepler: Absolutely, I believe it's online. I can confirm that under our policies, there is an administrative regulation section regarding the – there's different classifications of organizations – from an internal organization, to a Derry Township, to a totally external organization and what those rates are.

Mr. Dunn: And that includes lights and depreciation of field? I don't know if it includes the depreciation of field.

Mr. Consalo: The thing with the field though, we have a 10 year warranty. No one knows how long the carpets lasts, because they're still new. They are just now starting to replace them. So, they are actually going longer than 10 years because of the fiber they have. Since the fibers been changed, they guarantee it for 10 years, but after that, I think, it's going out longer than what it is.

Mr. Dunn: But, from the taxpayer standpoint, if we just arbitrarily said, we have to replace this in 10 years, and my conversations with Milton Hershey School, what their guideline is, is they're working on a 10 year life of that in their management of costs, which I thought was pretty prudent. I'm thinking, if we're doing that and if we're using it for our school in addition to inviting PIAA to have lots of sessions on their fields, and in previous conversations that we've had here, your engineer has said the likelihood is we're going to be replacing this in 10 years. So, 10 years is the number, let's start looking at the true cost of replacement of those fields in 10 years, and then do a cost index increase over what it would cost 10 years from now. If it's \$600,000 now, it will probably be \$800,000 per field or whatever it is. I'm not hung up on the \$2 million

number as much as identifying the true cost of depreciation of these phenomenal fields. They are going to attract more use than less use.

Mr. Consalo: We limit quite a bit who is allowed to enter, but also it's a 10 year warranty. It doesn't say that that's the life. Right now, they gave us for 10 year warranty. It's not saying that in 10 years we have to replace that carpet.

Female Voice: I think this is a great idea, a great suggestion, John. We can put it on the, I don't know if it will fit on the next agenda if there's room, we can put it on our next one.

Mr. Dunn: There's a May 26<sup>th</sup> meeting where we're discussing the other elements to this field that it would be nice to just add this together.

Dr. Brewer: There will be a General Service meeting on Tuesday at 4:30.

Female Voice: That's right. I wasn't thinking. It's General Services, but we can add this?

Dr. Brewer: Sure.

Female Voice: Okay, thanks John.

Dr. Parrish: Thanks, John.

Mr. Dunn: Thank you very much.

Dr. Parrish: Any other citizens?

## **ADJOURNMENT**

### **9.01 Adjournment**

Dr. Parrish: We will announce that we will be meeting again in working session, and get this right, Mr. Allwein is from the PSBA. I'm not sure if I said PSBA or PSERS. We will take a short break once we adjourn – 5 minutes only – and Mr. Allwein wants to get home, I'm sure, tonight. Then, we'll be back and he will present to us some facts about the looming retirement system crisis in the state.

I'd like to announce, again, that the next school Board meeting will be held on Tuesday May 25 at 7:00 p.m. Note, that it's a Tuesday night, not a Monday night, in this office.

Dr. Cronin moved to adjourn, with a second by Dr. Hagan and, approved by unanimous voice vote by all members. The meeting was adjourned at 8:30 p.m.

Respectfully submitted,

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Stephen E. Rineer  
Secretary to the Board  
Approved at the May 25, 2010 meeting

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Dr. William Parrish  
President of the Board

LDM