

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

October 26, 2009

OPENING ITEMS

1.01 Call to Order

A meeting of the Board of School Directors, Derry Township School District was held on Monday, October 26, 2009, in the District Office Board Room. Mrs. Beulah Chabal, Board President, called the meeting to order at 7:09 p.m.

1.02 Roll Call

Directors Present:

Mr. Christopher Barrett
Mrs. Beulah Chabal
Dr. Donna Cronin
Mr. John Gräb
Mr. Alan Malkoff
Mrs. Ellen Sheffey

Excused:

Dr. Henry Donahue
Dr. William Parrish
Mr. Charles Stover

Superintendent:

Dr. Linda Brewer

Secretary:

Mr. Stephen Rineer

Solicitor:

Brian F. Jackson (not present)

Student Representative:

Shruti Shah

Press:

Mr. Drew J. Weidman THE SUN
Ms. Monica von Dobeneck PATRIOT NEWS

Representatives of the Administrative Staff: Mr. Dan Tredinnick, Dr. Bernie Kepler, Mr. Ed Consalo, Mr. Michael Murphy, Ms. Sue King, Ms. Jackie Castleman, Ms. Lori Dixon, Dr. David Lillenstein, Mr. Dave Yarian, Mr. Sam Elias, Ms. Lynn Dell Ms. Joy MacKenzie, and Ms. Lisa Sviben Miller.

Representatives of the Staff and Community: Steve Ballard, Ronald Danner, Kathy Cerullo-Frick, Michael Fedash, Bunny Hottenstein, Bruce Hancock, Sil Littlewite, Nancy Stein, Judy Haverstick, Cindi Haines, Kim D'Amiri, John Dunn, Kristen Steele, Susan Foxx, Marilyn Dodge, Diane Leonard, Mary Beth Hagan, Chris Morelli, Megan Hulse, Michael Hulse, Sandy Ballard, Chris DeFutch, Scott Stein.

1.03 Flag Salute

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

REVIEW AND APPROVAL OF MINUTES

2.01 Approval of October 12, 2009 School Board Meeting Minutes

A motion was made by Mr. Barrett and seconded by Mr. Malkoff to approve the minutes of the October 12, 2009 School Board meeting. All Board members present signified by a Yes vote.

MOTION CARRIED

INFORMATION AND PROPOSALS

3.01 Announcement of Executive Session

Mrs. Chabal: I'd like to announce that the Board met in executive session this evening prior to this meeting with a consultation with attorney and professional advisors.

3.02 Recognition of Citizens (Agenda Items)

Mike Fedash: My wife and I just moved to the Township about 2 years ago and reading through the newspaper and whatnot, I have seen a lot of stuff on the new Master Plan and the two tier bus system that they're looking to implement. I saw that they're looking to do a whole reorganization of the parking lot which will probably cost a couple million dollars. I believe I had read, and just thought with all the change that's going to be going on in terms of new school directors coming on that they might consider pushing that Plan back until the new directors come on and possibly looking at ways to explore options where they wouldn't need to totally redo the parking and busing area and look for more cost effective measures.

Mrs. Chabal: Thank you.

Sil Luttlewite: While I am a resident and a parent, I'm here tonight as the Chairman of the Planning Commission. It is in that role that I wanted to have a discussion with you really in hopes of making the process regarding the Master Plan, and any submission that's made with your Board's approval better - for those conversations that you either individually have with the Supervisors, those discussions that you have with the Township staff, or those discussions that you have with the Planning Commission better. It's my view, and I think the view is shared by the staff of the Derry Township Community and Economic Development and some of the Supervisors that there were a few liberties taken, with what I've been able to see, in some of the public releases that you've had related to our August meeting. Mrs. Chabal, specifically, you suggested in, I guess, an open letter that there was a Derry Township Planning Commission memo that was written, and if I can just point out that that was not a Derry Township Planning Commission memo. That did come from Ed Small who is the Director of Community Development here in Hershey, but it specifically qualified, in its entirety, anything that was said in that letter. Further to kind of cherry pick in your letter a few items that probably are going to, again, in my mind, lead to some probably failed thinking, specifically, as it relates to the Master Plan.

Something else I wanted to point out. There was a comment made by a Board member that's not here tonight related to getting all the facts right. In the August meeting, there were representatives from your design team, your staff, a Board member, and a couple other interested folks. During our discussion, and there are minutes to support this and tapes to support this, Mr. Yarian noted that the Cocoa pass and the bus corral could be independent of any two tier busing determination, and I think that's kind of a little bit of conflict with what I'm hearing and reading.

Dr. Cronin: I'm sorry, who's Mr. Yuri?

Mrs. Chabal: Yarian.

Mr. Luttlewite: One other note is that there was a discussion about the alternatives to the Cocoa pass access to Cocoa Ave. and Mr. Yarian noted in the meeting that it was really not feasible and not something that the Board should be looking into. So, again, I'd be happy to answer questions and talk to you about it, but we have a system here in the Township, a system that you all are familiar with, with the Supervisors and the various Boards that work with the Supervisors to work on this Plan, all plans, and it's really my hope that we can somehow make this process better. Thank you.

Mrs. Chabal: Just for clarification. I am not familiar with the memo that I supposedly sent?

Dr. Brewer: I think you're speaking about the letter that Mr. Small wrote to us summarizing the information from the Planning Commission. My question to you is what are we to do with those recommendations that are written down there? Are you saying that we should not be following them?

Mr. Littlewite: No, you should, but frankly, Dr. Brewer, they're no different than a discussion that we would have with anybody on any sketch plan or plan that's this early in development. All these issues are no different than any plan. So, what I would do is rely on the comments and assistance of your professionals that you've hired to do this work. Take those comments that were made, again, I don't think I would take them out of context. I would take them all in context. You had professionals and Board members there, make an assessment based on their discussion.

Dr. Brewer: My follow up, I'm quite confused by your comments.

Mr. Barrett: I am too, I don't understand what you're saying.

Dr. Brewer: Are we to be following the lead of Mr. Small or you? Because we had a written document. I don't think we were cherry picking, but what I think we were doing is, there was some discussion about whether or not the traffic study needed to be increased and in that letter from Mr. Small, it said that we needed to go out 10 years. I don't think we were attempting to cherry pick, I think that we were attempting to address the request for a longer traffic study.

Mr. Littlewite: Again, part of the overall plan, first of all, the process, as you know, is to provide a preliminary or a final land development plan to the Planning Commission for its approval or disapproval.

Dr. Brewer: Right.

Mr. Littlewite: The Planning Commission then makes a recommendation to the Board of Supervisors. It's only at that time, as you know, that you can count on that whole process being fully vetted. Right?

Dr. Brewer: Yes.

Mr. Littlewite: So, the letter I'm making reference to is a letter that was posted on the School District's website, and I believe it was also sent around in the Trojan. It was in the newspaper also.

Mrs. Chabal: So, it was a statement.

Mr. Littlewite: A statement, right.

Mrs. Chabal: Okay, thank you.

Mr. Luttlewitte: In it, it talks about two of the 15 or 20 issues that were discussed, again, that would be discussed with any plan that comes in front of the Planning Commission, including storm water, which is a significant issue on the site.

Mrs. Chabal: Sure.

Mrs. Sheffey: Sil, I think the statement that was read was a direct response to an e-mail the Board had received, so we were only responding to the e-mail and the two points in the e-mail had to do with the two items that we cited, so that's all that was.

Mr. Luttlewitte: I totally get it, and again, I'm just here to make the process better, but I just want to make sure that the Derry Township Planning Commission has not opined, nor did it in that letter, on this Plan.

Mrs. Sheffey: That actually, that helps me. So when we get the letter, when we go back to the Planning Commission with a formal plan, rather than a sketch plan, should we not be doing the things that you suggested in that letter from Ed Small?

Mr. Luttlewitte: Yes, but along with storm water plans, along with safety plans...

Mrs. Sheffey: Yes, but at a minimum, we need to address the concerns that were in Ed's memo, and, if you're saying no, that's important because we're spending money based on that memo.

Mr. Luttlewitte: No, no, no. I mean, at a minimum, again, I would rely on your experts at work in this area to address all the issues – light shed, I mean there's a number of issues that need to be addressed during the planning process.

Mrs. Sheffey: But, we must, because we just talked about it today in Committee meeting, is it safe to say, we must expand our traffic study from our current 5 year study to a 10 year study, because we're spending money on that.

Mr. Luttlewitte: One of our Commission members who happens to be an engineer that does a terrific job for us, did suggest that you go out longer. With respect to the 20 year, I think your engineers will agree with this, 20 years is kind of unheard of...

Mrs. Sheffey: Which is why we're only doing 10.

Mr. Luttlewitte: I think the context was, look at demographically what happens in 20 years, not with respect to Homestead, Cocoa, not with respect to any

intersection that's out there now. I think that was more of a demographic discussion than a traffic discussion.

Mr. Barrett: I think it's great that you've come before us and kind of clarified this, but I think you have to be very careful with what your staff is transmitting to us, because we're, and I understand completely what you're saying and we took it as that, but we were responding to questions based upon what the public was asking us.

Mr. Luttlewite: I understand.

Mr. Barrett: Based upon a written document that we received representing ordinances referenced or procedures by the, not ordinance, but procedures of the Township.

Mr. Luttlewite: It actually didn't represent anything, I mean, I'd be happy to read it. It says: which may or may not represent...

Mr. Barrett: Understood, but it still a written document coming to us from the Township, so I think next time, maybe where we erred is, or the process here is that when we hear Ed speaking to us, we're assuming that it's coming from, you know what I'm saying.

Mr. Luttlewite: Chris, I agree with...

Mr. Barrett: But I appreciate you coming.

Mr. Luttlewite: I'm sympathetic to internal discussions about this going forward.

Mr. Barrett: Thank you.

Dr. Cronin: So, is it safe to say that, you said that that document represents what goes out to anybody in this type of planning procedure.

Mr. Luttlewite: In general.

Dr. Cronin: So, they're kind of general guidelines, but we're still able to negotiate and discuss this as citizens who happen to be part of the Board, with citizens who happen to be part of the Township, to figure out whether or not that's a cost effective thing to do, because it says it in there.

Mr. Luttlewite: That's beyond what my job...

Dr. Cronin: Just trying to figure out if that's black and white, as Alan said, do we have to do that or is it something that we need to take up consideration of?

Mr. Barrett: Right.

Dr. Cronin: Because we took it as black and white and voting on it as...

Mr. Luttlewite: You need to take it under consideration with your engineers.

Dr. Cronin: Okay, because it was presented as, this has to be done, so it would be nice to have it as a discussion, rather than black and white.

Mr. Luttlewite: Again...

Dr. Cronin: That's good for us to know.

Mr. Barrett: Yeah, thank you.

Mr. Luttlewite: Alright.

Mrs. Sheffey: Thank you.

Steve Ballard: I'm a member of the Friends of the Hershey Public Library and a Board member of the Hershey Public Library Endowment Trust, and thank you for the opportunity to speak briefly. Mrs. Sheffey invited me to present an idea for moving out onto Route 322 with your buses and I wanted to present that to the Board and to the public. The idea came from the Planning Commission, the Planning Commission meeting, I was there, I think it was August 28, and enjoyed my first visit learning how that all works. The Planning Commission, I thought was strongly presenting the idea that the Board consider Route 322 as a possible solution. The concern that was raised by the School District, Mr. Yarian was very concerned about folks making a left hand turn onto the School District property.

I'll illustrate real briefly. The idea was to come out here, this is the high school, to come up this serpentine road, and then out onto 322 here. Then making a right hand turn to exit off of the School District property is feasible, but making the right hand turn was not the thing that Mr. Yarian was most concerned about. Mr. Yarian was mostly concerned about coming up this way and making a left onto the property. I heard his concern, and I shared it, and one day it hit me as I was looking at the site. Perhaps one way to handle this would be to allow folks to come off, allow the buses to come off the property making a right hand turn to come off of the property, but then when folks want to get on to the property, the buses could be routed up Homestead Lane and from the south on Homestead Road coming on to Governor Road and then making a right hand turn on to the campus. So, this idea would have a triangle here allowing only right hand turns onto the campus and allowing only right hand turns off of the campus on to Route 322.

So, I appreciate the Planning Commission's suggestion about that idea. I offer it to you. I'm disappointed that Mr. Gräb stated earlier today that he never would consider that idea, and has never considered that idea, that's a disappointment. I think that idea should be considered. Thank you.

Mr. Gräb: May I respond to that? It's not that I didn't consider that idea, it's that out of all the ideas that came up, that one never hit radar. I considered it, but it never hit my radar.

Mr. Ballard: Okay. If it didn't hit your radar, you were there at the Planning Commission meeting as well, you didn't hear them, and so I'm disappointed that their point did not hit your radar.

Mr. Gräb: Well, I didn't [not audible] until I got the memo in the paper that was sent out and distributed to us. Okay?

Dr. Cronin: Steve, could you explain, how are cars supposed to get back on to campus? If they're coming from the other part of town, where do they, how do they get to be coming south again?

Mr. Ballard: Thank you, Dr. Cronin. That was sort of the idea that kind of hit me one day because it's not intuitive at first, but once you see it, it sort of is. They would come up, if you could all imagine the soccer field that is called Founders Park, I believe, that is between our school system and the Milton Hershey School system? There is a diagonal road there that runs in front of the 1920s era Milton Hershey School homes that are there and so that would be one route on which buses could be placed and then they could make a right turn on to Route 322 and then a right turn on campus. And yet another way, Mrs. Sheffey and I thought of, was coming up from the south on Homestead Road, the first was Homestead Lane, this is Homestead Road coming from the south up and then making a left through the red light there, protective red light, and then making a right directly on to campus. Thank you.

Dr. Cronin: Thank you. I wasn't seeing it.

Marilyn Dodge: I'm a tax payer and a parent. I just had a few thoughts. One, I guess the concern I've had and some that's been voiced by other tax payers is the rush to decisions. There seems to be a rush to decide that there's a problem and then there's a rush to decide how to answer that problem or solve it and often that runs to that decision and solving it concerns hiring a consultant and that starts getting expensive. Looking back at this whole idea of safety, I'm really wondering is that really a problem? We're hearing from several individuals that it is, but I mean one possible option here that doesn't seem to be on the table is keeping things the same and that actually is an option that we can look at. There's no cost to that. Another option, the problem with safety seems to be

time it takes. The buses would be rushing to get the kids and rushing to go back and the traffic that's involved.

One thing that kind of struck me is that Derry Township is probably the only Township that I've ever lived in where the buses stop at every two or three houses. Is it not an easier and cheap and simple solution to have the buses, instead of stopping every two or three houses, stopping every block, two blocks, depending upon the age of the children? That would greatly hasten the buses getting back to the school. I think most of our children are involved in sports. I think it would not be an imposition upon them to walk a block or two instead of being picked up every 3 houses.

Another problem in the same vein is that often times when you're behind one of those buses, you notice that the parents stop and talk to the bus driver. I mean every single stop, they go and they do a little chit chat with the bus driver. Now, if you cut that out, if that's not permitted, hey, we get another 5 minutes, another 10 minutes, another 20 minutes.

These are very simple solutions. They don't require consultants being brought in, they aren't affecting any major reorganizations of parking lots. My thought is why don't we have a little discussion about these issues and maybe get ideas that are maybe out of the box that are simple, that are cheap, and cost effective. Thank you.

Mrs. Chabal: Thank you.

Chris DeFutch: I'm speaking as a father, a physician. Thank you, Ms. Dodge. That's very practical. Sometimes we forget about simple practicalities. My concerns is with the two tier bus system and the early start for the middle school students. I, over the next couple of years, will have - I have one middle school student now, a second middle school student, and hopefully in a few years, another middle school student coming up. The concern is with the early start, the long bus ride, and the lack of sleep associated with these earlier starts in this age group. My child now rides the bus for about 40 minutes to get to his elementary school. If he catches it when he's supposed to catch it, we're one of those people who drives two blocks, no 3 blocks in one direction so he can catch it 40 minutes later, okay? So it's the last stop as opposed to the first stop up in Walton Spring Hills, so another practical example of how we can fix some things. The second issue is that he'd be waking up at about 6:15 to be ready for a bus pick up somewhere around 7:00 to get to his school to start at 7:30, if we're talking about the early buses assuming there's a 10 minutes savings in time. That's a pretty early time for an 11 or 12 year old child, especially if they're in sports and could be involved in sports later in the day. Lots of studies will tell you they need about 10 or 11 hours of sleep. If any of you have younger kids, have you tried to get them to bed at 8:00 or 7:00 at night so they can get up at 6:00 in the morning? There's a practicality that will concern you, so I just want to voice

my opinion about the early start and the two tiered bus scenarios, especially for the younger middle school students. Thank you.

Mrs. Chabal: Thank you very much.

Scott Stein: First off I'd like to say that I generally favor the two tiered system. At first I was kind of a little concerned about how it was going to be done in a safe manner, especially with kids being bused to the school and how they would have to potentially walk to the high school to get the bus. If you look at the Plan a little bit more and you see a little bit more information that comes out. I like the two tiered system because I think it gives the bus drivers more time which slows them down and they don't have to rush to get the kids. It also enables them to deal with issues on the buses if they need to, so I think it's a good plan. Right now the difference, I can actually drop my high school kid off at school and my middle school kid off at the same time right now even though they start some distance apart. Occasionally, my daughter's gotten to school as late at 7:30 and made it to school on time and my son, obviously wants to get there so he can socialize with his friends before they have to report to the classrooms at quarter till, so they can actually be dropped off at the same time. So, the two tier system, even now, wouldn't be a bad idea.

My concern I really have deals with some of the concepts of the Master Plan, particularly with the corralled busing. The corral idea works, I think in principle, at the end of the day, because all your buses are going to be lined up, sitting still. The kids can leave the school building, go to the buses. In the morning, I've taken my kids to school now for, my 9th grader for 4 years now, in her 4th year of driving her to school every day and my other son just a year. You watch the buses. The buses are never on time. They all come in sporadically and we're going to stick them in the little corral and they're going to discharge students in the bus corral into a parking lot at whatever spot may be open at that time and then they're going to have to find their way to the safest sidewalk for the walk to the school, which may mean they're walking through bus traffic. That's a concern. I don't think the corral works in the morning. I think it's better, in my opinion, to leave the plan as it is.

The elementary is a perfect drop off. The parents come to the front of the building, the buses go to the back of the building, there's very little interaction. The high school, kids can be dropped off, the parents into the parking lot and the middle school the same way. There's ways to facilitate this, to modify the entrances or modify the flows to allow for the separation without making a major change and adding a bus corral. If you're going to do a bus corral, I think you need to look at discharging the kids like you would at a bus station with sidewalks for every bus to pull up to and the kids have a sidewalk from the time that they step off the bus until the time they reach the school and if they have to cross any roadways that there would be a guard there. You're adding additional guards. It just doesn't seem practical to me. Similarly, I think if you look at the two tiered

system and start the two tiered system sooner rather than later, you may find that some of your traffic congestion issues will alleviate themselves, because parents often have multiple kids and the kids could be dropped off similarly in a good flow manner.

Additionally, high school students. Everybody wants to drive, but sophomores driving to school or having the right to drive to school, I think should be the lowest priority. At that age, they haven't developed the skills to drive; if they're coming to school tired because of extracurricular activities, they're more likely to get themselves into an accident. I think it's better to limit it to the seniors, maybe the juniors after they've had some time, which will reduce the congestion you have from the student traffic. So, I think if we could look at this stuff as more of a phase process versus an all or nothing, and I know sometimes you get better financing the more projects you do, but similarly there's no need to rush to change the flow pattern simply to alleviate congestion now, because it may not solve your problem. So, I think you should just look at that carefully.

And lastly, the safety corridor. I mean, I don't think the library's a suited exit. If you want to do it on 322 and you get PennDOT to agree, fantastic. You have multiple exists from these buildings. There's multiple exits from the high school parking lot, the student parking lot, you can exit out the access or the exit road from the middle school front circle, the front loop. That is an exit. Certainly, from the middle school access, if you put an access road between the elementary's access road and open that up in an emergency situation, you can flow traffic out that way as well. So you can create these multiple exits you need for the buildings in an emergency situation and in a safe way without necessarily creating a new flow onto another roadway, particularly Cocoa which itself is already dangerous enough and the proximity of where those exits would be are too close to that 322 and Cocoa interchange. It's just way too much traffic there during any time of the day to have buses and students and student drivers leaving and exiting those ways. I ask you to consider those factors in reviewing this process.

Mrs. Chabal: Thank you very much.

Dr. Brewer: I want to say that some of this information does not reflect how our Plan is presented, but when we get to Old Business, we'll reiterate what the Plan looks like and that might address some of these concerns.

Ron Danner: I'm a school bus driver. I've been driving for 10 years. I came here to speak tonight because I read in the paper that some of the Board members are not in favor of the bus corral with the two tiered busing system. As a driver, I think it is a very very important safety issue. The corral, the way it's designed, from what I've seen, there will not be a problem with the children crossing in front and getting into traffic. It's a separate corral. We're trying to get

the children safely to and from school, because that's what you hired us to do. A couple of notes I made here for different schools.

The high school: We have student drivers, parents dropping off students is very dangerous because everyone's energy is beat the bus at any cost.

In the middle school: the north end of the middle school up at the front of the building, I think Ms. Kispagh who is out there now deserves a medal for being out there every morning in all kinds of weather to [not audible] from in front of the building. I can tell by the way some of the parents drive after she turns them away that they're not very happy, because I've seen one of them she turned away and by the time I got to the other end of the middle school, she was very upset, I could tell by her driving. Without anyone there, people cut in front of the buses. I've had [not audible] in front of my bus so that I couldn't get out until she got out and they were cutting the buses off. Then you have the children, the parents come in and drop their children off at the 15 minute parking, so now you have the children walking in front of the buses, you have the same thing in the afternoon. The buses are running up. If we don't park the buses up against each other, then the kids come out of the school because their parents are sitting over there waiting to pick them up, they cut in front of the buses. I'm telling you, when the kids come out of the school, they do not look either way. They come out between the buses going to their parent's car and I've beeped the horn a couple of times when the kids would run in between the buses. They don't do that on mine now, because they can't get between my bus and the next bus. At the south end of the ramp at the middle school by the high school it's not blocked off in the morning, so we have the parents that, instead of dropping their children off at the side of the building where they're supposed to, they come up that ramp to the stop sign. They drop their children off and then it's get out of there, the bus is coming out. The other day I almost had a Mercedes as an ornament for my bus. At the elementary school, the problem is alongside of the building, they're supposed to go in the front of the building or in the back. They try to get in there so that the teacher's don't see them. They drop off at the side of the building, the entry door, get out of the car. Now, safety will tell you unload the children from the other side of the car, but no, they unload them on the street side. We're coming down there with the buses and then they open the door, they get in the car and drive away.

Then at ECC, it's bad because there's a lack of parking spaces and some of the parents are parking over at the rec center parking lot, walking across that little bridge and up the hill. Now, we have a teacher out there at the cross walk, but the majority of the parents that are over there, they don't walk that way, they cut across the driveway, across the flower beds, into the ECC building. Most of them feel the two tier system is a good system and I think it is. It will be a benefit to the bus drivers. It will have us get your children to school safely and give us time to do it without trying to get three runs done, and I believe most of the drivers feel the same way. That being said, I think it's a very appropriate issue that the bus

corral be included in the two tiered busing schedule. This will separate the students, the cars, the parents, the handicapped buses, all from the loading zone away from the schools. The buses will have their own loading system, loading and unloading area that will keep it away from everybody else and the children should be safe. Thank you for your time.

Cindy Haines: I'm here on behalf of my kids. I promised them that I would stand up tonight if I came to the meeting. First of all, I'd like to thank you all for your time and service to our school and to our community. I have, currently a 5th grader, an 8th grader, and an 11th grader. They are really concerned about the increase in the length of the school day by 18 minutes. They did a little math tonight and what they figured out was 18 minutes a day turns into 90 minutes extra of school per week, 54 extra hours per year, which is about the equivalent of 8 extra school days. Now, they thought if you would start them after Labor Day and let them out before Memorial Day, they might be okay with that. But, as a mom whose kids are involved in extracurricular activities and sports, I can tell you my kids are chronically sleep deprived. The day is too long for them as it is. They don't get enough sleep. They don't have enough free time, so I would like just some clarification as to why the day is being lengthened and maybe that is being required in order to go to the two tiered system, but why it's being lengthened and what the benefit of that is. Thank you.

Dr. Brewer: That will be addressed.

Mrs. Chabal: Thank you.

John Dunn: First of all, I'd like to applaud all our bus drivers that do a remarkable job negotiating the congested highways and byways of Derry Township, the decimation town of the northeast corridor. I think the safety corridor is the primary focal point of addressing what has been identified as a safety issue with the children racing around with chaos of everybody's other personal agendas of getting the kids to negotiate their driving kids and whatnot, so I think the corral concept is a viable concept that protects the children and also protects the drivers to do their due diligence of transporting kids back and forth from the school.

I'm coming from the perspective of the second access road, which I actually look at as the corridor of convenience. But, I think earlier today there was a discussion in the Committees where actually it was identified that this was not a necessity in order to provide safety to our children, so if we stay focused on what is necessary for our kids, which is the corrals, develop that access and not expand it to the corridor of convenience through the library, I think we would have calm in our village, in our community.

I know that it was also discussed that we need to create an emergency exit in the event there's something untimely. We've had 28 years, 30 years since the last

untimely event, and I think that if there was a need to exit children out of the school, there could be a strategic development without developing a hundreds of thousand dollar road that takes it through the library in the unlikely event we're going to have another TMI event. There's lots of opportunities. If you have to route children off campus quickly, I think a little speed bump driving across the lawn would get kids off the corridor. The issue is, once you get the kids off of your campus and out of your hands, the biggest issue is actually the surrounding environment of the congestion of 322 when the Milton Hershey Medical Center is doing exactly what you're doing. So, gridlock is right over the curb onto the main highway, so try to get the heck out of Derry Township in the event of a true emergency.

The other concept is you can develop an exit plan out of the school at the modest little area right now where they're two safety standards with little locks right now which is big enough for probably a golf cart, but if you're really serious in working with the community, with the Township, you can actually create a safety emergency corridor that does not entail bringing a road through how you're planning it along the egress of the water way that pretty much is handling all our flood waters, and it would actually be cheaper to come through that area and if there is an issue that does come up, unlock those [not audible] and let the buses come through there and it would be a far more efficient way of addressing what is the safety issue that is a concern all the sudden after 30 years. So, I would say, I applaud the bus drivers for what they have to do, even with the 3 schedules, and I support the corrals, but I think the convenience corridor traffic way does not satisfy the needs of our total community and it also opens up the opportunity to use that corridor for other agendas that will be coming down the road that we don't know of right now, but I'm sure it can be rationalized we need that road for other reasons, other than an emergency that occurs 30 years, every other year or whatever. Thank you. Take care.

Mrs. Chabal: Is there another constituent that would like to talk at this time? Thank you very much. We deeply appreciate your input as well. Thank you for coming and speaking to us at this time.

We are now at the place where we would like to have our student representatives speak and Ms. Shaw, I believe you're on your own, but we are certainly looking forward to hearing from you.

3.03 Student Representatives' Report

Miss Shaw: Chris is actually at a choir concert, so he apologizes for not being here, but I don't think we have anything to report.

Mrs. Chabal: Well, thank you for coming and listening with us as we go through our Board meeting. It's deeply appreciated.

3.04 Standing Committee Report

Joint Finance and General Service Committee Meeting

Mr. Gräb: Actually, I defer to my esteemed colleague who did an outstanding job facilitating the meeting this afternoon and took copious notes and just ready to share them.

Mrs. Sheffey: Well, we had a very ambitious agenda, we had 7 items on it and we got to 2 and probably 1/3 of a 3rd item, so I'm going to ask my colleagues to help me. I was trying to take good notes, but we did cover a lot of ground.

I think the first item we discussed was the updated traffic study which was the expansion to 10 years. I believe the summary was that moving to a two tiered system and the change in the traffic flow would improve our findings for everywhere, especially at Homestead and 322. We are currently failing at that corner going southbound. Is that me?

Mr. Consalo: It's somebody's cell phone that's picking up on the PA system.

Mrs. Sheffey: Okay. So, heading south at the corner of Homestead and 322, we currently get an F and by making these changes to the two tier and the bus corrals and improved traffic flow, we would improve that. Is there anything else from the traffic study? I think that pretty much summarized it.

Mr. Gräb: I think they added to the fact that going northbound on Homestead Road we would require left hand turns which presently exist, there's a [not audible] highway there, the middle lane is the turn lane, but going southbound on Homestead Road at some of these locations coming down the road, there might be the need for a right hand turn lane going southbound into those areas.

Mrs. Sheffey: Yeah, you're right. See, I even have a note and I didn't notice it. Entering the high school and the middle school would be, he said yes we would, he has not made a determination yet for the elementary ECC.

Then the next item we discussed, well actually we kind of blended them all together. The one was safety corridor, extra parking to address the bus corral parking position – the parking spaces that would be lost to the bus corral, and then an emergency access. You guys are all going to have to chime in if I miss anything. I think what we decided was that we would wait for the safety corridor, that there's more work to be done and we did hear from Mr. Yarian that he could do the two tiered system without a safety corridor, but we are not taking it off the table, we're merely waiting to see how, I guess, the two tier system works out and, can you help me with this John?

Mr. Gräb: What does your note say?

Mrs. Sheffey: It says, but no to 322.

Mr. Gräb: When we looked at the 322 entrance, he could make a right hand turn coming in and a right hand turn going out at one of those entrances, but not a left hand turn. Making a left hand turn really doesn't help a lot and it would be much easier for him to go down to the traffic light at Homestead and turn left anyhow.

Mrs. Sheffey: Okay.

Mr. Barrett: So the 322 access wasn't something that you felt would help in your situation currently, it gives only egress basically and you can make a left hand turn into Homestead so that was taken off the table.

Mrs. Sheffey: Okay, but we did say if we're not going to proceed with the safety corridor, we must proceed with an emergency access. John, this is actually what you just described. We would look to determine what is an emergency – is it a fire, is it an intruder on the campus, is it TMI, so we would work hand in hand with the Township to determine what is an emergency and who could use it. Would we allow the library to use it should they have an emergency? Oh, fire was another emergency.

The parking to replace the parking lost to the bus corral. We didn't really finalize that. I think we went back and forth saying let's try to use the parking behind the high school before building new spots, but I don't think we ever reached a conclusion because we ran out of time. Is that fair to say?

Mr. Gräb: That's fair to say.

Mrs. Sheffey: But one of our community members, Mrs. Lynch came up and asked us to consider changing our drop off areas for parents using maybe the rec center parking lot and Memorial Field parking. Those are things we said we would pursue. For the rec center, we would need to have discussions with the Supervisors. Boy, it was a long meeting and I seem to be blowing through the comments. Oh, the back parking lot. We did talk about, if we use the back parking lot, we will need staff to manage that. We will need cameras, and we may still need to limit student parking. We had Mr. Murphy talk about how other schools charge for parking for high school students and somehow limit the number of students, but he did point out, as did several community members, to be aware that if you limit parking, kids will find another place to park because they want to drive. They consider it a right and not a privilege, so just beware if you do that. I think that's everything. Did I cover it all?

Mr. Barrett: One last option that was put in front of us was the access way between the library and Antique Barn. Mark did present us that concept from Hayes Large and we had asked. There were a number of different issues that we identified being that currently the intersection has just been rehabbed and to put another access way to Cocoa Avenue probably, we theorize, wouldn't be approved by PennDOT. Also, we had asked, because any PennDOT engineer is going to want to see some type of study. So, we said can you give us a ballpark on what that study would be and we were told ballpark, again, I want to be very clear that this was a ballpark number, that would be a \$40,000 expenditure on our part, which we didn't feel was worth it. We took that option off the table as well, although we thank Mark for giving us that to take a look at, but we didn't think it was worth expending the extra dollars to go that route.

Mrs. Sheffey: Actually, we did have the partial of our third agenda item, which was cameras for the fields. We had two recommendations, one which was fixed cameras at a cost of \$61,000 and then a second one which would be cameras that would move and would cover 100% of the fields and even a portion of the parking for a cost of \$91,000. We, I believe, said to move forward with the \$91,000 and we do have money in our Capital Plan which we were not able to review tonight to cover this. I think we'll find out details at our next meeting what exactly is the savings in our Capital Plan to cover it and we'll find out those details.

Also, we did get to 3 1/2, bleacher request from Hershey Little League. Hershey Little League has the former bleachers from the Senators, is that correct? And they are going to donate them to Derry Township School District and they will install them around our baseball fields at their costs and we just needed to accept their very generous gift, which we have done. I guess there will be a formal acceptance by this full Board.

Mr. Gräb: They and their being the Hershey Baseball Association and not the Harrisburg Senators. The Senators are going to donate the seats and the Hershey Baseball Association is going to underwrite the cost of installing them at the two little league fields and at the Memorial Field senior high field.

Mr. Barrett: We just made the point that we needed to really thank them publicly for all the upgrades to the fields. This is just another example of the great work that they have done. So, at some point we just need to make that public recognition.

Mrs. Sheffey: As a parent who uses those parking lots, we did get confirmation that they will not be using any of the parking space to install those bleachers, so we will not be losing any parking in that very cramped parking lot.

Mrs. Chabal: Dr. Brewer, did you want to respond?

Dr. Brewer: I think it's going to be very important to look at the minutes from this meeting because we were certainly back and forth and it was a very good healthy dialogue. But, my understanding is, the bottom line of the discussion was that we were going to table the 322 exit for a couple of reasons. We were also going to table the Antique Barn exit, but we were going to pursue with the Township the possibility of a very inexpensive, like \$20,000, solution for an emergency only and that we would work with the Township to define what is an emergency. Certainly TMI isn't the only thing that we'd be looking at. We'd be looking at intruders and fire, just to name two, but we'd have to be very careful to be very specific because I know our constituents would want to make sure that this didn't become a slippery slope. Otherwise, I heard us saying that we were going forward with two tiered recommendation from the Joint Committee to go forward with two tiered and that would be signaled by the bell schedule, which we'll be talking about in a moment and to support that, the need for the bus corrals, that that was essential to the program. I just want to make clear that what I heard you saying was that we need to get going on this Plan and the safety corridor was not necessary next year to implement the Plan, but being aware that in a growing school district, at some point all traffic coming out on to Homestead could be a question. However, we can take more time to study that if we can just look at an emergency exit only.

Dr. Cronin: I have a question. Ellen, could you share with us what was the rationale for bus corrals being necessary for two tier? Like, what safety data do we have that actually shows us that bus corrals are safer than stepping off of the sidewalk? Because, I think that's critical if we're going to be spending a lot of money right up front, I want to make sure that we have data, whereas, I like the idea where somebody said, I think it was Mr. Dunn said, stay focused on safety and who else said? Oh, I forget the quote, I wrote it down, when I find it I'll say it. Something about, I don't want to spend more money, I'd rather watch and see, somebody said watch and see. I'd like to see the data that shows that a bus corral is safer than kids stepping from the sidewalk to the bus and I'd rather see the watch and see approach and monitor what we're currently doing before we pour a lot of money into a bus corral that has – that I have yet to see data that it's safer, so please explain to us that argument because I'm really not getting it.

Mrs. Sheffey: Well, we didn't talk at this meeting, so I will let somebody else address that, but I would like to point out that we as a Board in January of 2009 had a work session on the two tier and at that time the Administration had wanted us to implement two tier for this current school year. They talked about how they would implement it with no changes, how they would try and park the buses, or how they would line them up in the high school, how the kids would be walking out and how we'd have to hold the drivers because we wouldn't want high school drivers. We, the Board were the ones that told Mr. Yarian no, that is not acceptable, that is not safe, please come up with another plan. That's when it went back to the General Services Committee, they've been meeting on this

since January and I think that they got input from several architects who have given us some very, I think you said there were 9, John?

Mr. Gräb: There were originally 9 architects, but I think that was brought down to 3 and then it was brought down to 1, but to follow up on Donna's comment, I think it might be a benefit if we would canvas local school districts and see who else runs a two tier busing system out of a bus corral or out of a parking lot per se. I think it was brought up this evening, at the end of the day when the buses are all lined up, it will be easy to find a bus. But in the morning when they're discharging the students, if we could do some research, and I know, I think [not audible] has a bus lot for their seniors, but I'm not sure it's for the middle school and the elementary school. Susquenita runs a two tier busing system, but they have a tendency to drop them off at the middle school. They have a road that's specifically just for the buses, it goes down to the high school, but that's not solving our problem, because we don't have the space in front of the middle school to line up X number of buses, bring them out on to Homestead Road, take them down into the entrance of the high school and [not audible]. I think we need to do a smidge more research on what schools do have bus corrals, how they are utilized and how safety is addressed at those bus corrals or bus parking lots, whatever you want to call them.

Dr. Cronin: I absolutely recall, I mean I know the process we've gone through and I know the different ideas that have been brought forward at that very initial meeting, but I think they were pretty much talked around and not really a formal plan. I think when the bus corrals came up, it looks good on paper, but I think we have to realize, we really need to see the data because it is a huge amount of money. So, I don't know if it's canvassing as John said, but I think before we spend a lot of money, I want data that's going to show me that bus corrals are safer than loading off the sidewalk and I don't want to take off the table, like, for example, right now the elementary and ECC buses line up along that long sidewalk and two, I think there's two sets, because there is the first set of buses, my kids say I'm on Bus 1 or Bus 2. There's two different times, they're all lined up, one set goes the next set comes, the next set goes, and the same for both parts of the day. That's a system that's working and that I really don't see as needing to change whereas now that we're combining the middle school and high school, obviously, that does have to change, but I think there are other schools that have two tier systems. Lower Dauphin does and they have a middle school and high school that are separate so I'm not sure what they do. I know Palmyra has a system that I didn't go see yet, but I know that they have a bus lot that they don't let cars move in, so they separate in time and space so they didn't pay money for it. I don't know how it's working, but I think I would love to see what they're doing because they have the buses, the kids load, buses leave, and then cars can go. So, I know we've talked about it, but I really don't think we've exhausted looking what our options are and I just want to make sure that before we spend money for a bus corral, show me the data. Is this really safer? Because I think what we're doing now at the ECC and elementary school is

working. What we're doing at the middle and high school is working. How do we combine both of those plans? I know, and I mentioned it before, I know Mr. Yarian you said if we picked up at the middle school the way we currently do and then move the bus to the high school, it does take longer, but if it's for safety, maybe that could be the 10 extra minutes, instead of in the day, so that your kids don't get tired, Mrs. Haines, but if it's really for safety I think we really have to look at all these options and not just spend money for an easy fix. That may or may not be safety.

Mrs. Chabal: To your point, I guess that I would like to have clarified and maybe Chris you know this or Ellen you know this, what is the dollars that we're looking at to basically change, we're not enlarging the parking in order to take the bus corral, so if you're looking only at the bus corral component, what are we looking at? I've heard numbers all over the board.

Mrs. Sheffey: For the high school/middle school bus corral, our latest figure is \$340,000 and \$300. And that's to – I said high school/middle school. The ECC/elementary bus corral, that's the big ticket item. That is \$1.2 million dollars.

Mr. Barrett: That's retaining...

Mrs. Sheffey: I don't know why it's so high.

Mr. Barrett: There's a lot of excavation and the other one's more surface changes, this is pretty heavy construction. That's why it's a higher ticket item.

Mr. Gräb: There's a retaining wall that needs to be built there by the baseball field and all that dirt you see sitting along 322 by the high school is to be utilized as back fill in that retaining wall for that bus corral at the elementary school.

Mr. Barrett: That's a big ticket item.

Mrs. Chabal: So, to clarify. If we're looking at the middle school/high school corral, that is \$340,000 and ...

Mrs. Sheffey: \$300.

Mrs. Chabal: \$300, okay.

Mrs. Sheffey: And that's actually the high end. We got a range and we're using the high one.

Mrs. Chabal: Okay, so that's the high range.

Mr. Barrett: I think that's a construction estimate. They haven't been [not audible] yet, either. That's one thing you have to really keep in mind if they're

dual bid, it's still a high ticket item, but you're going to get some economy to scale for bidding both at the same time, but it is still a high ticket item, no doubt about it.

Dr. Cronin: Thank you for that. I didn't realize, I actually thought it was \$1 million for the combined bus corrals, so that's a big difference, thank you. That even makes my concern for the ECC/elementary bus corral even more significant because I'm very happy that all of our kids are going from the sidewalk to the bus on pick up and drop off and really would not want that to change unless I saw data that showed that walking into a bus corral was safer.

Mr. Gräb: I think what basically we should do as said previously this evening, we need to still concentrate safety-wise separating that [not audible] car traffic from the bus traffic. As we move forward, we need to take a look at all those [not audible] that are there...

Mrs. Chabal: If I recall, that was the charge for our architects when they went out and asked the big question, how can you help and that is what narrowed down the 9 to 3 to 1, is that correct, John?

Mr. Gräb: Yes, it is.

Mrs. Chabal: So, the question has been posed for a long period of time because I think that what we have discovered is that there is definitely a safety issue. It has been brought to us not only by our bus drivers, but for those of us who have taken children in and out the District, as I have, throughout a long period of time. Once again, kind of backing in to history, the Board as a whole, looked at and made a determination, the majority of the Board made a determination that there was an architect that had a feasible plan which included the bus corrals in order to do some very important things: separate walkers, separate our drop off, and to separate our bus routes. Those things were the prime movers and shakers in the decisions as this Board looked at concerns for safety issues. As we move forward in time, we are now looking at the Master Plan which is a fluid, obviously, plan. We are now discussing and have been concerned about the, not only the cost factor, which is something that we have a fiduciary responsibility to look at, but secondarily, well actually, primarily, safety. I think that what the Board is really charged to do is to figure out what is the most safest thing to do for our students and for our bus drivers and our parents as well, since our bus driver indicated, we almost had a car as a hood ornament, so we have to keep all those things in consideration. I think the biggest point that I'm trying to make is that as we move through this, I think we have covered a lot of ground, I think there has been some decisions that are important that we have made. I we have certainly indicated that we need a two tier bus system, schedule, rather, that is driven off of a bell schedule. The bell schedule then, of course, drives and complicates all of our lives, whether you have a student still in school. So, then moving forward from that which really drives, that's the benefit that we started with was the ability

to get the start and stop of our middle school and high school close enough together that we could go to two tiers and deal with the initial safety issues.

It is important to remember that we have to be able to do something that solves the largest number of problems. We won't ever be able to solve them all. We won't all ever be able to do 100% of everything, even around this [not audible] some decisions that we may have to go with and the majority of the Board will be making those decisions as they come forward. The reason I'm bringing this up is that we really need to get off the dime here. We need to make a decision about the two tier because in order for that to happen for the next academic term, we must move and we must move because it's a long-term process. We have everything from bidding to all the way around. So the two tier system is one of the things that we really as a Board are responsible for making a decision on and, yes, all of the other things flow from there, but the most important thing that we must be able to do and do soon is to make that two tiered bus system decision and we will be doing that.

Dr. Cronin: I have another question of General Services, because I think it's critical that I think people know that we did have 9 architect bids. We asked for ideas for safety, but I think it's also critical that we as a Board and the community realize that when you ask an architect for a plan for safety, it's going to involve construction, but what specialists have we asked or can we ask to say, how do we make this plan work without an architect and without building, because I don't think we're going to have an architect come in and say, no we don't need any building at all going on. I don't think that's part of the plan, so I agree the two tier system is incredibly important, but I think we're rushing because we have to build with it and what I'm hoping that we can acknowledge is that we can probably enact a two tier system, I know we can enact the two tier system for safety without necessarily having to build because we asked really for non-build alternatives and I don't want to lose sight of the fact that that's still an option. That still can be an option.

Mr. Barrett: If I may, Madam Chair, I'm not for spending one dime that we don't have to. I completely agree with that, but we went through the process and asked first, are there non-build options. I understand if you ask somebody who is supposed to design it are there non-build options, they're going to say probably not, but I think we went through the process for a long period of time and what concerns me is that I would hate to be short sighted and enact something operationally, such as a two tier system and not have the back end on the capital side, then we're scrambling next year to fix a problem that we made worse. I think we have to really, I'm there with you that if we don't have to spend the money, we shouldn't spend it, but I don't want to be penny-wise and pound-foolish either and then enact a system that's a disaster, then next year we have to go back, get quick bids and get the job done. That's a question that, we've taken a long period of time, I think, to study. I think one of the things we're forgetting is we have experts in house that are boots on the ground doing it every

day. We have a guy that's driving every day, saying, look you need this and it's going to work fine. I think that's the kind of balance that we have to have here is to look at it operationally and say that there might have to be some capital expenditure in order to get it done correctly up front, but we're going to have to, we have to go about, well I'm not going to be here, I'm going to be at my home, but if we have to come back and fix it, it's going to cost us more. That's my only caution in this whole process. I think it was a good thing that throughout this whole Master Plan that we heard from our stakeholders. We need to do that and listen to them. I think that's great. I think that makes us more introspective, because after all, this is a Master Plan. I really respect people coming out taking their time to share things with us, because that's a good thing. But at the end of the day, we have to look over all the information and say what's the best move to make. I don't know, I just don't want to see us saying yes, we need two tier, we need this, then all the sudden two years from now, it's a disaster and we have to go and build. I would look at our own internal experts, because we're paying them a salary to give us that and we have a good track record with our internal experts as well who have brought us projects on time and under budget all the time. So, I'll put my money on you guys to tell me what you think you need.

Dr. Cronin: I just want to add one more comment, because I just looked at my notes. I think it was Mr. Stein who said, when we enact the two tier system, we may solve more problems than we actually thought. When I'm looking at the big picture, if we could just step back and look at the big picture, if we're going two tier and we're adjusting the bus schedule, maybe we can address some of the issues that the students brought forth. Why are so many students driving? I think the first thing we said was we had a problem with too many cars and buses, too many student drivers. You guys did a great survey. We're very candid in saying that you drove often times to get more time to sleep in the morning and more time to do social twittering and whatever else. So, if we could, in effect, respond to some of the concerns that you students said and make the bell schedule with the two tier system with the later start for high school students with the acknowledgment that we're going to answer your problem by giving you more time to sleep, but we're not going to let everybody drive. Because then I think we'll show that, hey, we have less cars, we have less people driving. I think we're going to solve a lot of problems here that we don't even realize if we look at the big picture and put up some of these parameters that are all geared toward safety. I love the idea if you want to add some time here, add time there, but that's not really, that's a curriculum issue or an educational issue. For a safety issue, if we can look at the bell schedule in context of the student survey, why do we have so many cars, get the kids more sleep, decrease the number of cars, and maybe the two tier system will work, the way we're currently loading and unloading because we have less mixing. I think if we stand back and say what are all the things we're looking at and then if we decide we still need bus corrals, great, but I think to start by saying bus corrals and then do everything else we're a little bit backwards. I really was surprised by the survey and the candidness of the students saying why they were driving. I think if we work with the students

and families and say, hey, you said you wanted this, we're giving it to you, but now we're going to limit driving, because that's a safety concern. If anyone has driven their kids to school once or twice even, in an emergency, it is a crazy scene. That's where we have to stop the problem, and I think that should be part of this and then go from there.

Mrs. Chabal: Thank you, Donna. As we begin to close this, the only thing that I would point back to is that all of our attention is the main reason that we went through what we've gone through so far is to separate our buses, separate our walkers and to separate our drivers. Unfortunately, what you just said won't do all of that, so what I would like for us to remember is that that was the prime moving place that this Board agreed needed to happen and respect your emphasis on the – and some of the concerns that you've brought about on the bus corral. I also respect the dollars and cents that come to this, because I don't think there is anyone on this Board who wants to be frivolous with our tax dollars, because remember each and every one of us lives here, each and every one of us writes that check, so it's not just something that we're doing from a distance. This is very personal to each and every one of us. It's also our fiduciary responsibility to be careful with our tax dollars. It's also our responsibility to look after the safety of these children. The main driving factor of the two tier and the all that we went through with the architects was to look at a way to separate when the buses, the children, and the walkers and that's our prime motivating factor as we move to this two tier. I, personally, agree with some of the things that you said in concept, but when I look at what I have styled very closely in the process and planning, I would have just some concerns about whether or not we actually did that. I think that since this is a discussion if we can go ahead and move forward if that's okay with you, there is a number of things that we would like to do, but some material will be addressed, some of the questions that were brought forward from one of our constituents in the early part when you came and talked about an agenda item. There will be some things that are brought forward that may answer some of those questions or maybe even could be more, which is fine as well.

Dr. Brewer: Madam President, under Old Business when we get to this issue, the Director of Transportation is going to speak and then the High School Principal, then the Middle School Principal, then a representative from the Elementary Principal, Director of Building and Grounds, plus we have our experts here to address what the plan is, so I do think that you need that information.

Mrs. Chabal: And that would be fine, so I think that if, with permission from you and the Board, we will go ahead and move forward unless there is something that you...

Dr. Cronin: This is really the last one, but you brought up a good point because someone mentioned Mrs. Lynch and I remember she was the one at the previous Board meeting who suggested the idea of separating buses in time and space

and Mr. Dunn was the one who said on the regular roads, buses have priority, and at that meeting, I think I summarized both points and said I know right now at the middle school there is a sign that says buses only at a certain time and I don't want to, in the interest of keeping everything on the table, I don't want to discount the opportunity to separate buses in time, buses and cars in time and saying, if you're driving you cannot drive in this parking lot at all between these times that Mr. Yarian and the other experts deem are bus only times and, once again, it makes it less convenient for the drivers, but I think that's what we need to do in order to increase – we're spending money on buses, I want to increase bus capacity and if you're driving to school it's going to be less convenient because the safety is, we don't want cars where our buses are so you can't go in there and it's free that way. So, I want that to be on the table also.

Mrs. Chabal: Yes, thank you.

3.05 Presentation - Special Education Parent Advisory

Mrs. Dell: Good evening everyone. Change in topic. Are we ready? Well, my name is Lynn Dell and I'm Director of Special Education here in Derry Township and I want to speak to you tonight on Parent Advisory Council. Derry Township School District believes effective collaboration among home, community, and school is essential. With this belief, Derry Township School District has a desire to see parent volunteers whose children are currently receiving special education programming. These parents would serve in an advisory role and would by their functions would reflect a commitment to all stakeholders to support effective, evidence based special education services.

Outcomes from this parent advisory service would include a multi-year plan to build communication awareness and information and resources for Derry Township families, students, and professionals while keeping with the District's vision and beliefs.

How would this parent advisory council be formed? Some work was necessary to bring families together for this new collaborative effort. So, on May 14 in 2008, a special education roundtable was held to offer parents a forum and to invite families to join in establishing a parent advisory council. Approximately 35 parents responded and attended and Derry Township's administration staff were in attendance. Parents who attended were representative of a wide range age of student age groups and a variety of different types of educational programming and services. Administrators began with a special education program overview which created a forum for parents to share any concerns, ask questions, and provide feedback on current programming effectiveness. A rich discussion ensued, and a scribe captured all discussion items, issues, inquires, and suggestions shared by the parents during the round table. Common issues and concerns were grouped and an action plan was created around the focus areas

of common concepts of communication, special education awareness, and development of resources.

Finally, as the evening was drawing to a close, a proposal was made to the parents detailing the parent advisory council concept. Parents were then offered an opportunity to commit to becoming a participant for future meetings to be held during the next year, which was 2008-2009. The parent advisory council then in 2008-2009 was formed and the meetings were held every six weeks for approximately 2 hours. A facilitated discussion would follow our first meeting began by collectively generating a parent advisory description and the role of the council. So, the description is what is stated above, it's rather lengthy, but basically we are working to partnership and to promote a cultural civility and we talked a lot about civility last year, and we're talking a lot about resiliency this year and we're trying to pull together all those concepts of respect and inclusion in students and staff and families.

The purpose then was actually we used a previous Director of Special Education, Miss Lori Dixon had a mission statement from a few years back and we actually used that as a framework and we updated it and this is what we came up with as far as a purpose statement for the council: promote each student's individual excellence in addition to lifelong social and emotional physical well being for students with special needs, and we're looking those school outcomes. To provide support and resources, materials, information to families, staff, and children, to promote collaborative opportunities for parents educators and professionals, and finally to foster communication regarding District programs and policies.

So, collectively formed the description and purpose statements provided a framework so now when we meet in council meetings and with the action plan, each [not audible] focused on those action plans tasks and activities. We looked at communication last year, we looked at the current special education website and gathered suggestions for different postings. We survey monthly needs for input on future training topics, special education sharing of resources from actually [not audible] which was kind of nice, plus we had lots of nice information to share on local, regional and state special education awareness. Over 400 parents were invited to a first parent training session given by a guest speaker and the topic of choice was actually through the survey. We had a guest speaker who was a parent, a physician, and a professional educator and has two children with disabilities from the state who spoke on understanding your child's IEP.

All parents were invited once again to an end of the year celebration to highlight regular education and special education collaborations. We highlighted some technology that was being used in inclusion settings. We had some success stories of a first grade special education and first grade classroom teacher sharing their tips and techniques for inclusion and we also highlighted a

collaboration between special education and food services, Mr. Hummel's program.

The development of resources we are continually working on, but at the time we were looking to share, again, parent to parent, secondary transition links that actually is a rich resource that already existed – one of our high school learning sport teachers is our secondary transition coordinator and had a very nice detailed site to give, we just linked to it to just make people aware of that secondary transition site, and also looking at school outcomes there as well.

This year, our dates are on the calendar and all parents are welcome. We have a core group that do return and they have been with us since the beginning and we thank them very much for being an advisory spearheading group, so we kept them for the second year to keep the momentum going. Again, we focus on communication, development of a parent packet, [not audible] families of special education. You can continuously look on our website elaborating on features to foster communication and actually look at a cleaner framework if we can get to that soon. Special education awareness continues to provide parent training opportunities, we have to look at Survey Monkey and see which ones are popping up. We have many more parents responding to the survey now, and development of resources adding different links, sharing effective instruction tools, resources for parents and connecting parents to theirs.

So, that is our most recently developed parent advisory council and if there are any questions at this time, I'd be happy to take those.

Mrs. Chabal: That's tremendous. Thank you so very much Ms. Dell and what you have done and what you are doing is so significant and I can't thank you enough, not only as a Board member, but as a parent that you have linked together so many wonderful opportunities and connections and what you are doing, I think, is outstanding, so I really appreciate the time that you took this evening to bring this to us. I hope that it didn't appear to be overshadowed by our other conversations, but what you do is so important and how you have reached out and connected many parts of our community to support these needs is just outstanding, so I want to thank you for that.

Ms. Dell: Thank you, and I thank again our parent group. This is our most recent trip to the Capitol, last Friday, I do believe or Thursday, so some collaboration amongst the students.

Dr. Brewer: Madam Chairman, I just want to affirm what you're saying. Mrs. Dell, when she was brought to our District, this is one of the things we were hoping she would accomplish and she rolled up her sleeves and got right to it and it's very important that our parents of special needs children have a voice and this gives them a vehicle to do so, so thank you Lynn.

Mr. Gräß: Thank you Madam Chairman. Mrs. Dell, I also would like to compliment you on what you've accomplished up to this point. You brought out two facts that I really hung my hat on. Number 1, you said you had a number of parents that came back for the second year, which is always a fantastic testament to what's you've been doing. The second thing that I really liked is the fact that you developed a packet for those new parents who may come into the District who may decide to enter your program. That just facilitates the ease in what they're attempting to do, so thank you very much for what you've done.

Mrs. Chabal: Wonderful.

UNFINISHED BUSINESS

4.01 Unfinished Business

Mrs. Chabal: We are at our Unfinished Business and under that category this evening, we are looking at the two tier busing discussion and the bell discussion, so Dr. Brewer.

Dr. Brewer: Mr. Yarian, begin.

Mr. Yarian: As you might imagine, I was wanting to jump up earlier in the middle of the conversation, because I think we can answer quite a few of the questions that came up as we explain how some of these things work.

First of all, it might seem to some of the ones that are just seeing things in the paper lately and so forth, that this is something that we have just started on when, in fact, we had quite a bit of discussion on this up until, I think, November last year when we went to the public to get some input on the two tier bus system. With some input from them, we came to the Board in January and we got some direction then. At that point, we did look at some plans that utilized not using bus corrals to try to do a two tier system, and we found that there was a lot of safety issues that came up with trying to do that. Enough so, that we decided, along with Board input, that because of the safety issues that were involved, that we should come back with another plan, involve some architects, maybe look at doing some more extensive things on the campus, because without making some changes to the campus, we just felt that we were not able to do the two tier system, getting the buses all in place at one time safely.

Other things that we looked at, I think somebody had mentioned some districts where they actually switch buses – they load half one place and half another and then they switch and so forth. That would have considerably increased our congestion area on Homestead Road if we tried to do that. If you could imagine with all the traffic we have during dismissal time, if we were trying to load half the buses at one school and half at another and then we were trying to switch.

The other things that we ran in to in looking at some of those systems were – anything that we do where we can't get the buses all in at one time for each dismissal, definitely impacts the bell schedule, because you have to allow for that additional 20 minutes to load the buses twice. One of the things that we heard loud and clear from our constituents was they didn't want the times to start any earlier in the morning than absolutely necessary. We've really worked hard to try to make that morning start time as late as we possibly could and still meet all the other parameters that we need to look at with this. So, if we did something where we couldn't load the buses all at one time, we would lose about 3 minutes doing 2 stages and that time has to get made up somewhere and most of it would end up getting made up early in the morning.

This has been a long process, so I'm kind of jumping out of my seat as I'm hearing people say, geez, maybe we should settle down and research this because we've researched it for about 2 years. We have talked to a lot of experts. We really looked at senior architects had to show us trying to come up with what we thought was the best, safest, most efficient plan. Actually, some of the architects suggest that a corral bus system because it just makes sense for our particular campus and our particular needs.

A lot of things that I've heard are just a misconception of how a bus corral works and I hear some people saying the idea of the buses loading, getting from the bus right to the curb which, actually, there are some safety concerns with that, so I think we can address some of these by just talking a little bit about how a bus corral works. If you could bring up one of the bus corral pictures, the goal is for the bus corral to separate vehicles and pedestrians. That was something that was very important to add to safety, and it's something, as you look at our dismissals, and are constantly in and out during dismissal time, it doesn't take you very long to realize that that is a safety concern. Our staff that is on duty works really hard trying to keep students safe, because of the mixing of cars coming in with pedestrians. It is a concern.

The middle school is really a concern at dismissal time. You have buses coming along the curb. They're coming in groups. We have students walking along the sidewalk where buses are driving. You have cars trying to pass the buses as pedestrians are walking between the buses to get over to cars that are parked in front of the school and it's really a concern. The bus corral addresses a lot of these things. First of all in the morning, there's a good comment came up by one of the people in the audience about a concern about the students and the bus corral and how they're dropped off in the morning. If you over in the elementary school and you see that big yellow wide line along the sidewalk, that's because the buses coming in, the staff, myself, one of our big concerns is the buses driving along where students are walking. And if you talk about statistics, that's where you see fatalities across the state. It's in moving zones and it's buses running over students. It's because of students walking right along the side

where buses are driving. So, we painted a wide yellow line at the elementary school to keep the students away from the buses, but it's only about this wide and we can only make it so wide because you still have to have a sidewalk. One of the big advantages of a bus corral is, this shows the high school/middle school proposed bus corral. Along this bank here is a sidewalk. The buses would come in in the morning and they would unload along that sidewalk. However, because we have the space, we can have a line painted parallel to that sidewalk about 6 feet away from the sidewalk. That's where the buses pull up along that line and students get off, walk right over to the sidewalk and then the students are walking 6 feet away from where the buses are traveling, so it's actually a much safer way of discharging students than the way we're doing it now where they're walking right along sidewalks.

Dr. Cronin: Could you explain that, how? It might be equally safe, but how is it safer than being on a sidewalk. I mean, it could be equally safe.

Mr. Yarian: Now, the buses drive right along the sidewalk, but the buses wouldn't have to drive right along the sidewalk. We would have a painted line 6 feet away from the sidewalk. The buses pull up along that line, the students get off of the bus and walk right over to the sidewalk. Now, bus traffic is 6 feet away from the sidewalk, instead of right along the side of the sidewalk. It separates moving vehicles, moving buses from pedestrian traffic.

Dr. Cronin: Could you put that same 6 foot line in front of the high school, so you could do the same thing in front of the high school?

Mr. Yarian: Well, for example, at the middle school the driveway is not wide enough.

Dr. Cronin: To get rid of car traffic in front of the middle school.

Mr. Yarian: [not audible] about parking.

Dr. Cronin: You predicate the middle school as being a disaster, which I agree, because kids, cars, and buses are mixing and we agree, we shouldn't let that happen. I mean, I know there's one part of the day where you say...

Mr. Yarian: We painted a line 6 feet away from the curb and we have buses coming and going constantly. So, if you did that you they would be able to pass each other, so one bus could hold up everything.

Dr. Cronin: I'm just not seeing that much of a difference, but go ahead.

Mr. Yarian: This kind of eliminates, I think, people get the idea when they hear bus corral that students are just wandering around aimlessly in this bus corral. When the buses are lined up along here what happens is all the students have to

enter from the sidewalk from the front. There will be a fence along the back of it and along the side, because you don't want student entering from the back and from all different directions. They come in from the front sidewalk and they walk only down the aisleway to where their buses are. So, it's not students just running around. They're not allowed to go in between buses. They come in and they come from the middle school over to the sidewalk, from the high school over to the sidewalk and they walk down the aisleway to where their buses are, so they're not just walking between buses. I think that a lot of the conception was the bus corral was that kids are just kind of aimlessly wandering all around.

Dr. Cronin: You don't think they're going to going to do that?

Mr. Yarian: What's that?

Dr. Cronin: You don't think any middle schoolers are going to be walking around aimlessly?

Mr. Yarian: Well, I think they will definitely be directed.

Dr. Cronin: This is why I really need to see statistics, because I can see 6th, 7th, and 8th graders wandering aimlessly, and I've got one of them.

Dr. Cronin: If they're on a sidewalk going to a bus, I don't have to worry when I'm at home. This really concerns me. I need to see data. There's no way, that freaks me out, with the ECC even worse. This really concerns me. I mean, I don't know if it concerns anyone else, but when I look at that and I say, you're assuming that all kids are going to walk in the line and get on their bus, everyone's running late.

Mrs. Sheffey: Aren't we going to have staff out there?

Mr. Yarian: Yes, and more staff will be available when we dismiss all at one time.

Dr. Cronin: It's like jumping from the fire into the kettle or even worse. We're jumping from not the fire into the fire. I'm sorry. I can see that yellow line being great, put it in front of the high school. I don't see this as being safer at all. I need to see a school that does this and says this works beautifully, because this conceptually, now that you've explained it, because I never knew it, I like the yellow line, but having those buses lined up at the end of the day and kids just going in there. And how do you know when to tell buses to go when someone's coming late.

Mr. Yarian: One of the advantages in this system is the bus can be in the same place every day regardless of what time they come in, they can be in the same spot. Students are very concerned about finding their bus. They don't have a lot

of time to be mulling around so we have at the beginning of school when we're teaching students, we would have people with numbers in the front saying, if this is your aisleway, Buses 3, 5, and 9 are in this aisle way and people directing them throughout.

Dr. Cronin: When you're lined up on a sidewalk, you can only get into your bus and you're never leaving the sidewalk until you find your bus. If it takes two shifts, I know my kids on the sidewalk before he gets on the bus. That really, I don't see that happening.

Mrs. Chabal: Donna.

Dr. Cronin: I'm sorry.

Mrs. Chabal: No, no no. I'm not interrupting your conversation, what I'm saying is that one of the things you need to keep in mind as you think about this, because I think it's important that we look at the realistic, and you're pointing out very realistic issues, you know, children are children. It's even a bigger problem the way its configured now and the reason...

Dr. Cronin: Specifics. I want to know how.

Mrs. Chabal: I will. Currently, the way the buses line up, let's just talk about the high school for a second. There is a line up at the high school, they have to migrate through the buses if they're being picked up because of the way the parents . . .

Dr. Cronin: They're not allowed to be picked up there. That's what I'm saying, you separate that. Why would we ever allow kids to be picked up that have to walk through buses? They're not allowed to be picked up there. If we're doing that now, we need to stop it immediately. They've got to be picked up somewhere else, or you wait to pick up until after 3:00. If we're letting that happen now, that's a huge safety concern that we don't wait until next year to solve. That should never happen. Tell me what you just told – she just drew a little diagram and said what she sees in the morning.

Miss Shah: Addressing the concern about students walking through the buses at the high school, I know that right as school is dismissed, students who are getting picked up have to go in the circle on the side of the school instead of being picked up in the front. That's only for buses, and those students get picked up there. So, no, there aren't too many students who have to walk through the buses. And, addressing the concern with the corral, as a student who did ride the bus and who was late plenty of times getting to the bus, we are definitely going to find the shortest route between the door and the bus. When you're running late, it's not that the buses would be late, we would know where the buses are, but as students running late from our lockers and you're putting the

buses farther away from the lockers than they are already, so students are going to be running a bit later, so they're going definitely find – they might not all walk on the sidewalk or away from that yellow line. I think you are going to have some students that are going to find the shortest route, so that's another concern that you might have. But, addressing what Dr. Cronin was saying, I think at this point, before you implement everything and even just for this year, you might want to think about separating the buses and parents are another large group that cause quite a bit of concern for students when we're driving in, because as you said before, students definitely will find another way around driving, but parents at the same point find all sorts of places to park and drop off their kids, especially if they get closer to 7:35, 7:37, you know. They're really rushed. They're going to find a lot of places to park. I know, even at this point when students come in and students and parents have to go along the same route, parents a lot of times are pulling over into the side of that area that we have to park and they're parking in teacher parking, dropping off their kids and then trying to reverse back out into that line of traffic. So, it causes a lot of congestion. So, to separate the parents and the students, you might want to consider maybe allowing parents to drop off their kids were buses are dropped off after maybe 7:20, because that's when most of the parents are dropping off their kids. Maybe open up that area once all the buses are gone and that way you would separate parents from the students and that way you would students that ride buses, students that are dropped off, and students that drive. So, that's maybe just something to consider for this year, at least, since we're concerned about safety. Just an idea.

Mrs. Chabal: No, that's wonderful. It's a very good point and what I was trying to indicate is that basically what we have is not working. As we look forward to whatever we wind up with and I think we're definitely going to have to wind up with a two tier system, but if we look at these issues and this is what this whole process is for, then we can discern where to go from there. I think that, Donna, you made some excellent points, I think those are very valid. I think that we, obviously, the frustration is that what we do have now is of concern not only to those sitting around this table, but to the people who work it on a daily basis. The ultimate goal is to find the best solution. As I said, I'm sure we're not going to please everybody, but we are trying to please as many constituents as we can. We've got to deal with our safety. If we can go ahead and let Mr. Yarian proceed with his process without, we can come back and that's the reason that we try to have our Board members make comments after presentations because it doesn't allow the presenter to finish up.

Dr. Cronin: I apologize. It really struck me.

Mrs. Chabal: So, with all due respect, I enjoy your questions, but I think that we need to be able to do it in a way that allows us a little more dialogue, so thank you.

Mr. Yarian: One of the factors that would eliminate students from actually being able to take shortcuts is there would be a fence. That is part of the Plan that we talked about with the architect. It would match the black 4 foot fence that they're using, just constructing around the back. That would be here so that you would not have students entering from the backs and the sides of the bus corral, because that is important. You want everybody entering from the front.

One of the other concerns that we had when we brought this to the public was the middle school students. This is an adjustment for them, riding with the high school students. One of the things that we looked into was dismissing the middle school students a few minutes before the other students so that they could get to the bus and get comfortable, get their spot before the other students.

Male Voice: Middle School.

Mr. Yarian: Yes, middle school, 6th grade students. We have cameras now on all of the buses which is another thing that would help, and we do sit the younger students in the front and the older students to the back. So, that's one of the things that came out of these meetings that we had when we were talking last year and some of the things that we came back with to help address that.

The crossing guards would still aid the buses coming in and out the same as they do now and there would be this entrance and exit that would be just for buses that would come in and out onto Homestead Road. So, in the morning, you'd have the buses coming in, they'd be coming down along the sidewalk with a painted line and they would be unloading along this back area right here. In the afternoon, the buses would be coming in and parking and the students would be entering from here for the high school and from over here for the elementary school and going into their perspective buses.

For the elementary school loading zone, there's a natural barrier in the back, so you wouldn't need a fence, so that you would have students entering only from the front. The buses would be in a single file. Then you would have the students walking from the sidewalk directly to the door of the bus which would be right at that corner of the bus. So, if you ever noticed at the elementary school, most of the bus drivers are standing out at the door of their buses, the students are coming in, so that will not be an issue at the elementary school, because they are single file.

Male Voice: How do they discharge?

Mr. Yarian: When they are discharged in the morning, you would have the same thing. As the high school/middle school buses would come in, there would be a yellow line painted along the sidewalk as we would have lots of width there to do that now and the buses could come in, they would drive along the yellow line. The students would walk from the line right over to the sidewalk and so we would

be adding like a 6 foot safety deal there between the moving buses and the students. That's even more of a concern with the little students, just because they're so small in comparison to the buses.

Looking at a lot of different methods of doing all this, personally dealing with this every day, I'm really excited about the idea of the bus corral. I think it would be much safer than what we're doing now. One of the things that we looked at from all the different architects, I think this is definitely the safest concept and we really separate buses from cars, so there is absolutely no way cars are going to be mixing with the buses. Even if we have staff for every day trying to stop cars, you just have no idea how persistent some people are and they get in and they get really upset when they can't get in. It's an issue. If you turn your back for a minute, for those few seconds, somebody will sneak in. It's just people's mindset. No matter where you tell them they need to go to drop their students off or pick them up, they want to come to the front of the building. That's one of the nice things about this plan is the students pick up and drop off is the same for every building, it's the front of every building. So, that's one of the things that I really like about the Plan. You're allowing people to go where they want to go instead of trying to force them somewhere else and yet they're still completely separate from the buses.

The thing that drives all of this and the thing that really will be coming to the Board for a vote on whether to have a two tier system is the bell schedule. The bell schedule is really the change that takes place. You see many drafts of this along the way. The goal has always been trying to get this time in the morning as late as possible for the secondary students and you can see this is 8 minutes later than the last time we had a schedule for the two tier system. From what I've been hearing a lot of people, any minute that we could get would be appreciated and that 8 minutes hopefully will help with some of the ones that have that concern.

One of the questions from somebody tonight was about why the high school day had to become 18 minutes longer. Actually with this schedule, now I believe it's 10 minutes. That's 3 days less time over the school year. But, the reason with the high school and the middle school, we had to add a little bit to the high school day is because we have to be on the exact same time together if they're all riding the same buses. The middle school day had a longer day, so in order to get them to be the same, we had to make the high school day a little bit longer. With this schedule, we would liked to have gained a little bit earlier dismissal time at the end of the day for elementary, because one of the things I've heard from parents throughout this process is they would like the elementary day to end sooner. Probably, I think I mentioned this to you before, the biggest complain that I get at the beginning of the year from parents is they can't believe how late the elementary students get home. So, for at least half of the students – this is only a couple minutes different than it is now, but half of the students would get home sooner, because with the bus corral, we'll be able to dismiss all at one time

and so we won't have a Group A and a Group B and so that will knock about 15 minutes off of that second group of students, so at least we'll help with half the students will get home 15 minutes sooner.

This still allows for the safety concerns that brought this to the forefront in the beginning, which is adequate time between the runs for the buses to do the runs safely without rushing from one stop to the next. This still allows for that. So, I'll take any questions now.

Dr. Brewer: I really think we should have the administrators run through what they're going to say and then. . .

Mrs. Chabal: Okay, that would be great. If you can just, Board members if you'll write yourself some notes so that we can come back, because I know I jotted some down and I know other people jotted some down, so if that way we can allow our administrators, they may accidentally answer the question that I have, so if we could go ahead and listen to them and then we'll proceed. Thank you.

Mr. Murphy: Hello again. As you saw from Mr. Yarian's presentation, the impact on time for the high school really is kind of minimal. We don't really talk in terms of hours gained generally in the course of day. However, if you multiply that out to a school year, it comes to 20 plus hours of additional instructional time that we could potentially leverage for our students. Now, granted stretching that by minutes here and there doesn't have the greatest impact, but one of the issues we run into periodically at the high school if we get a winter with a lot of inclement weather is the fact that our typically schedule today only gives us a little over 20 hours beyond the state mandated minimum – number of hours of instruction in a secondary school. So, if you have a series of 2 hours delays because of weather or early dismissals what have you, we start getting really close to that minimum number of hours of instructional time. Adding that 20 hours gives us a little bit of cushion so it's kind of nice in that respect. Notwithstanding, hopefully, the fact that we do offer at least 20 more hours of instruction a year, that would be our hope.

We talked a lot about where the buses are going to be and kids getting there and so forth, the truth of the matter is though, the schedule that Mr. Yarian laid out for our dismissal, as well as the time that the buses would begin rolling is longer than it is right now. So, this image of students running to catch the bus really should be somewhat reduced because they are going to have more time because he is increasing the turnaround time for them to come back and do their run. Right now, as most people has indicated, you stick around the high school and 2:25 and you do see a lot of people running for what appears to be the pot of gold at the end of the rainbow, but the reality is that that should change substantially and we're hoping to make things a little bit more controllable.

I will tell you right up front, I'm not the biggest proponent of a 7:38 or a 7:40 as we our now start time for high school kids. I don't disagree with the research. I don't disagree with what many people have told us, the truth of the matter is kids should be coming to school later. The reality, however, is somewhat different. We compete in an athletic league that spans, I couldn't even tell you how many hundreds of square miles and with athletic contests beginning in the late afternoon, early evening, as they sometimes do, students would be missing a lot of instructional time if we were to change unilaterally, without the dozens of other schools in the conference changing theirs. So, the reality that we can't really dictate the move of all these other schools and, thereby, affect our students in a very negative way, whereas, I don't hear of this discussion really occurring in a lot of other high schools within the conference. That is one issue that sort of drives typically when high schools begin. It is that schedule. Also, too, we have to be understanding of the fact that there are some homes who want to see their older children home first, because younger ones arrive home afterward and they count on that for the safety and security of those younger children. That is their childcare for those younger ones. If we were to change the start time appreciably beyond the 7:38 that we're proposing, we would certainly run into that issue as well should it end up flip flopping with the elementary time. There is a reality of why high school starts so early as opposed to what we know the research says.

The other thing is something we talked about last year when we first brought the subject of two tier busing up, there is sort of a, I guess I don't know any way of saying this politely, but there's a pretty serious issue we have at the high school, whereas there are times that students are being dropped off at our building as early as 10 minutes, 5 minutes before 7:00. Contractually, our staff is not required to be in the building until 7:30. We have anywhere from 30 to 40/45 minutes of students, and I'm not talking one or two students, I'm talking dozens of students, in the building in various places in the building, seeking out teachers for help, socializing in the cafeteria, things of that nature, with minimal adult supervision. Now, we have a lot of teachers that do get there early and they will offer supervision to the degree that they can, but they also prefer to be working in their classrooms with the students who are coming in, not patrolling the halls, the restrooms, the cafeteria, etc. By narrowing the window at which time the buses will be dropping students off, we get that time to be a lot closer to when the majority of staff are in the building and frankly alleviate what I think is a pretty concerning scenario there.

Those are the impacts of the high school. Obviously, I am a big proponent of the two tier system. I think it's going to go a long way to resolving some of these issues and I'm hoping the Board will go along with the proposal. Thank you.

Sue King: As far as the impact on the middle school and it does have significant impact on the middle school, but I just want to clarify what currently happens at the middle school. We actually have the same issue that Mr. Murphy raised at

the high school about the students arriving very early. We had to start last year keeping the doors locked so that students could not enter the building before 7:30, for the very same reason – there is no supervision. We actually are in a worse position because the buses start dropping the children at about 7:30 in the morning. That's when we have the doors open. If you drive up to the middle school prior to that, you will see a good number of students standing outside the doors waiting to be let in and those are the kids who get dropped off earlier. From 7:30 to 7:45, we also do not have any teachers who are on duty, that's before their scheduled time, so we have the students being dropped off by our buses because they have to do that in order to have enough time to turn around and make the elementary run. So from 7:30 to 7:45, Mr. Shuman and I are usually manning the cafeteria – we usually have all the students gather in the cafeteria area, but it's just the two of us who are down there to supervise them. There are times when both of us are not there, so that drop off then occurs starts probably about 7:32 if we were going to be exact, and then the last bus generally drops the students off at 7:45. The students have time to go to their lockers and they have to be in homeroom at 7:55. The change in time now to have that time now being at 7:38 is not that significant an amount of time, it's 17 minutes, but if you look at when they're getting out, they're getting out 21 minutes earlier, so in actuality the middle school loses 4 minute of time. The middle school kids gets 4 extra minutes of not being in school, so if you can share that with them. Basically, what we did to try to work with that loss of time was we shortened our homeroom time.

The other thing that I think, to me, is very critical to hear is that, someone talked about well lopping 10 minutes off the day. Our instructional time that we have currently – we have our classes at the middle school about 50-54 minutes in length and I have yet to read anything that talks about effective instruction and evidence based instructional practices that says you should have short class periods. To think that we should shorten our class periods and then have students just spending 40 minutes, like we used to, that used to be the day at the middle school – 40 minutes in the class, sit down, listen for a while, get up, run to the next class, to me goes against everything that we know now about effective instruction. In addition, the school Board has been wonderful about supporting 21st century learning and integrating technology effectively. Again, we don't do those kinds of things in a 40 minute time period. If you take that 40 minutes and now you put in running from 6th grade to the family consumer science room, you've lost a couple minutes there. Generally, even though, on paper, our classes are between 50 and 54 minutes in length, really the instructional time ends up a couple minutes shorter. So, when you go to 40 minutes, now you're really talking about 38 minutes.

The other issue that we look at and Dave has laughed at me, because every time we've looked at adjusting the start time, I have sit and do the whole bell schedule, because if you make the start time later, we have to think about getting in 3 lunch periods. Again, some people don't think about the snowball effect

everything has, but there are other districts that handle it by splitting a class over lunch, which is a terrible idea educationally and I've actually taught where I had half of the class period, then the kids got up and went to lunch, and then the second half after lunch. That is very undesirable. Right now we schedule lunches at the middle school by grade level, so that all the 6th graders eat together. We feel that that is extremely beneficial, that is how kids should eat at the middle school level. When you start now adjusting the times you run the risk of having more lunches and having to mix grade levels of kids during lunch. Also, you run the risk of having to have a very lunch period. Frankly, at the end of the day you have to have enough time after your last lunch to have a full class period, at least one. Either you're going to have kids eating very late, or kids eating very early, so every time we adjust the start time to try and meet people what people were saying, I have to work through the schedule to make sure I could get in 3 lunch periods that would start at a reasonable time and end at a reasonable time and be able to still schedule the kids by grade level, because those are the things that I think are very critical. And, also maintaining, what I believe is, an effective length of time for effective instruction.

The other piece is the current situation for dropping off and picking up in the morning at the middle school is – it is absolutely horrendous. In the morning, we do have people posted and the only reason we are able to have Ms. Kisbaugh posted starting at 7:30 is because she works on the high school schedule, because we share her with the high school, which means then she leaves before the end of our day. So, she is out there at 7:30 in the morning and, quite honestly, she has been badgered and harassed with parents trying to drop their students off. It's easy to say, well we shouldn't let them do that, but in all honesty we don't have really clear separate areas. It does get very congested. Then, you have parents who say, well my clock says 7:30, so you get into an argument and you're already there in the parking lot. We have kids who are crossing the walkers cross right in that same area, so it really has become a real danger. The bus corral does clearly separate the buses and it leaves the parent pick up and what's proposed is to have a parent drop off and parent pick up in the front of the middle school where they can come in, drop off, and loop around and go back out which really will give quite a bit of separation, and then you have your walkers going in the opposite direction, so it really does separate the kids very well. I am very familiar with, both at Cumberland Valley, they have a bus corral system, which I believe they've had for a number of years, and at Carlisle which is where we, years ago, my children attended. They have a bus corral system at Carlisle's high school which they have their 9-10 and 11-12 buildings split and a bus corral in the middle and that has worked very effectively for them.

Lori Dixon: I have to use this visual. The bell schedule really doesn't impact the elementary, but what does impact the elementary is the parent drop off and bus pick up for the students. I've heard some comments about it's working great, the elementary. It's not working great at the elementary. The bus corrals are going to be much safer. You heard, I thank Mr. Danner for his honesty in terms of what

people will do to do anything to beat the buses. Our end day is 3:37. If you enter the elementary office any time after 3:10, there is a steady flow of parents picking up their children for appointments. The appointment is I want to get out of the parking lot before the buses come. That's the appointment. If I wanted to be appointment patrol and say where are your children going, I don't want parents to have to lie to me, so I don't even ask them. Here's what happens that's not great. Because we've got buses not separated from parents, our pick up in the afternoon for parents is in the front and we've got teachers stationed all over the place. Do you see these lines? Nobody parks in the lines, and they don't park in the lines because if you follow the rules and park in the lines, you can't get your car out, because everybody else is parked along the yellow painted curb that says No Parking. So, the parents who follow the rules, we should give them gift certificates to the grocery store, because they follow the rules. They get out of their car and they pick up their children. Just last week, it happens every day, parents park along here and then motion for their kids to run across this parking lot to pick up their kids. Thank heavens we have teachers out there, but you can't catch everybody. I saw somebody run from here over to here because the parent didn't even want to pull around here, because then they'd have to loop back out there. They just wanted to pull and park here and then go straight out and go straight out here, before guess what? The buses start coming down the road. Here's what happens, this is the day-to-day things that people need to understand.

The other thing is when Dave talked about the bus corrals being safe. Right now, we dismiss 3:37 Group A. It's about 18 buses, I think. Well, we tell our teachers when about 16 of the buses are in – call the kids – because we know the other 2 are shortly coming in. So, we actually have kids coming down this little sidewalk and trying to get 8-9 years olds to walk, it's the end of the day, you know they have a lot of energy, we're telling them to walk. But buses are literally moving in to get up along the curb while students are coming out, and then there is usually one of the buses in Group A that hasn't arrived yet, so now we've got a busload of students that we are trying to corral and hold on to them in this little section between the yellow line and waiting for their Group A bus to come, because if we waited until all 18 came, it would be after 4:00 easily before the students left. Then, we call Group B buses and there again, the Group B buses are pulling in while students are walking the opposite direction down the sidewalk. It's not really working. We also have parents who want to avoid all of this and they'll park along the side and tell their children to come out the front and go around the side here or drop them off their in the morning knowing that this side door is locked and then the kids have to walk around the front. There's a lot. We have rules in place, and we have procedures in place, but people aren't following them. We do our best, but nobody likes grief all the time. We do our best to keep the kids safe, but it really is not working at the elementary school. A bus corral would work and we can't do the two tier without the bus corral. Mr. Consalo and Mr. Yarian measured the space along the side this way and the space along the side that way thinking, if we could line them all up on two sides

of the building and split half the building; there's not enough room bumper to bumper for the buses, so we can't do it without some kind of bus corral.

Mr. Consalo: The big thing we have is that for the first time we're going to separate the buses and the cars. The big thing is, when we did the traffic study, their comment was, because if you look the way this is now, you have the bus at that entrance, the car is there. The car is at this entrance, the bus here, and a car at this entrance. You are separating gaps in between each one. Right now, you have the middle school right there, the elementary going in and out, they are all together. We're actually separating the entrances, so there is a gap between each one of them, almost a building sized gap between each entrance. That makes the safety on Homestead safer according to the traffic study by separating those entrances and separating the buses from the cars.

Let's go over to the elementary part. The elementary right now, we go around the loop. We did that because when we did the ECC, we couldn't find a way to get out on Cocoa, they would not let us go on Cocoa. So, now you have a race track around this way, and I don't know if you've watched any parents. Once they drop their child off here and then they've got this runway to go across. We're going to separate that by putting a gate here so we still can use it for maintenance and other things. Parents will come in here, drop their child off, go back out and come out. They'll go through here, drop the child off, come back and go out. There is one in and one out. Buses will come in here, separate all the way from the cars, come in here, come around this way, drop the kids off on the sidewalk and go out. When they come in, the buses will come in in the afternoon and park this way. At the present time, when the buses come in, Bus 12 might be here today, Bus 12 might be there tomorrow. The younger kids do not know where the bus is going to be. With the route, what we're going to be doing is we'll number these lines 1-40 or whatever it amounts to. Bus 24 is going to be on No. 4 every day. They will know it's going to be No. 4, so the kids do not have to go looking, where's Bus 24? Is it this far down here, or is it over here? It will have the same location every day, because it doesn't matter if Bus 24 comes in after Bus 33, because he's still got No. 4 lot to go in that way. Plus, he's turned around the back and pulling in. When the buses pull out, they'll pull out and go all the way around. When they come in, for the first time, they drop off here and go out. They're not crossing each other. We're also going to widen this sidewalk. Right now, it's really narrow. It will be widened all the way down, so when they come out here all the way across here so the sidewalk will be wider for that area.

To me, this stops, runway, it stops the cars and the buses going through there because as it is, this time here the buses come out, cars come this way and they try to race the bus. They try to get away from the bus to go that way and then everybody's fighting to get out this way. This way, the buses come out and go here or there. The cars come in and come out the same way.

In the middle school, if you look at the front. Right now they come in and they go out this way – buses, cars. Cars come in the other side and go back out. What they're going to be doing now is they'll come in, drop off, go right around through this way and go back out – all the cars. That will be in the front also. The other part where the kids would go out in the this area and over here and go along the sidewalk to the bus corral. The other good thing is 6th grade will now be the closest to get to the buses. Right now, they're the farthest away. They have to go up the steps and come around the front. The 6th grade class will actually be closer to the buses than the other 2 grades right now, which is the youngest students.

Dr. Brewer: Ed, why don't you focus a little bit on the phase 1 construction in the middle school?

Mr. Consalo: Also in Phase 1 what we're doing. The phase 1, first is the cafeteria. We're expanding the cafeteria. We're exchanging the serving lines similar to what we did in the high school. Right now, you have one entrance to get into the cafeteria to be served. If you've ever been there at lunchtime, you've seen them line up the hall and all the way out. With the serving lines, you will have two entrances to come in and one to go out where they pay out. We actually are adding an extra serving line altogether. Where the teachers are now, they will be moved to another location. We're adding more seats in the area, because we're taking away some of the classrooms on that side to do it. That's phase 1 which we will do during the summer.

Phase 2 will be this area here. This area is actually where the library is going to be, and a couple of classrooms and a couple of labs. We're also going to make an entrance through here, so that all the kids can come out this way from the top to go out, and from this side to come in and go out. The same way you're coming in, the 6th grade can go out through this way and come out or they could come out through the main entrance. That is one of the areas that we want to do. Unfortunately, since we're doing that, we're closing off that little bridge that's in there so that we cannot get back into this little area here for the grass area. We're going to make that more of an amphitheater inside the building, between the building so they can go in there and use that for different classes and also out of the library and eventually come out this way. That will be phase 1, because we have to do this or we wouldn't be able to get back in there to after we did the library part and the entrance. This would tie in to Phase 2 where we wouldn't have to take this area out, it would just add on to it as we do for the different pieces that we have in there, but that's what Phase 1 we're having for that area.

When we look at the high school, right now we have the bus area here. Parents come out, they go around this way and they drop the child off, they go back out. In the afternoon, if anybody has to go to a game and Dr. Cronin, you know that yourself, right in this area here is a disaster. There's a half loop that was designed for athletic buses to pick up and parents drop off and everything else.

They are parked 2 and 3 in here just to get by. It's a disaster. What we want to do is take out the circle for two reasons: 1) it's a disaster for that way and 2) it's a pain to get the snow out that circle. We spend more time on that than we do on the whole front parking lot. Now, the buses will come in this area. They will drop off at the curb and go back out. They will come in the afternoon, go in here and line this way. The advantage is now you come in here, Bus 23 might be here, Bus 23 might be here waiting to get in the next time. Bus 23 will be, let's say, in aisle 3. They know, Bus 23 is in aisle 3, they don't have to go looking – where is Bus 23 today? That saves time alone just trying to find your bus, because you know it's always going to be in Row 3. It doesn't matter if they are 3 buses deep, 23 might be there, 14 might be there and 7 might be there. Bus 23 is still going to be in row 3.

The other advantage is that the parents now will come in here drop off and then go out. They come in and go out this way. Also, in the front the special needs kids will still be dropped off in the front. They will not be back in the bus corrals, because the canopies are right there. They will still be dropped off in the same location they are now. We're not changing that.

One of the other things is, in the elementary, that area that there will be a bus corral can be used for play area during the day. It's a closed area, no one's coming in that way. They're not allowed in there. We're always looking for play area. If you look in the elementary and ECC, we're crowded for space. That's a play area they can use. In the high school, they can use this for different programs. We also wanted to line this off so that the band could use it. If anyone that plays in the band knows when you go out on the field you stomp up and down that same spot for about 2 hours. You don't move and that's the worst thing in the world for our fields is having somebody stomp on it, even when it's wet. Now the band will be able to have this area because at night it's not being used. They can use that. We can mark it off for them. They can do their practice. It's under light. They don't have to worry about getting wet, they don't have to worry about the grass being wet. So there are two things for that.

In the high school it does several things: 1) you don't have to worry about the athletic part there, because they can always drop their kids off this way. If they're in here they're still parked there. The question was why don't we keep the buses here for the high school and middle school? If you drop off the kids here for the middle school, they're walking across the parking lot. If they walk across the parking lot, there are kids driving there. That's worse than the parents, because most of them have only had their license for 6 months or 6 days and look out. We're asking for more trouble for dropping them off here and going across. One of the things we looked at having the bus corral in the front and try to do it that way. We moved it to the back because this way we are not crossing the path of the cars. We're back here. We're fencing in this area so that they can't, unless they want to jump the fence. We can see them jumping the fence. You only do it once and you discipline them and that's it. They'll have to come around here.

We're working on this entrance here, we're widening this sidewalk here so they have more room to walk on. We'll widen this sidewalk so they have more room to walk on, and we'll widen this area here. There's no vehicles going back here. We would actually gate that off so that vehicles can't go through here. During the day, they won't be coming through here, so they could actually use that for play at the time. They can do rollerblading. That's an ideal spot for rollerblading when they have the class for PE. That's a nice spot. That way they get out of my gym, they've been on rollerblades and I can keep that clean too.

One of the things we did about the two tiers. We wanted to do it the beginning of this year, but after doing all of the research, we found out that we have no place to put all the buses in to do a two tier, so we held it off this year. Now, if you wait longer and hold off for another year, how many years are we going to do this before we have to decide it's too late. How long is it going to be before one bus gets in an accident because they're rushing to get back to pick up the others. Does it take one time for a child to get hurt, then we decide it's time to do this? Or are we going to keep waiting to do more research? One of the questions was, well we used the architects to do this when we decided this. When we interviewed the architects, there were 9 that we interviewed. The architects were told to give us the best way we could for the middle school and the best way we could make the two tier buses work. They also were told to give us a rough budget. When you're trying to bid on a job, they're going to give us the best price they can. They're not going to add on and say, oh I can add on another \$100,000 and get this job. That \$100,000 might be the reason they didn't get the job. They're going to look at the best price they can do. They're not going to say, the more money we make by the more we do. They're fighting to get this job. They're trying to find the best way. What we did, after we interviewed all 9, we narrowed it down to 3, and then narrowed it down to 2. We took the best of every one of those and consolidated that in to 1 to do this. So, even though Hayes Large is doing the parking lot, we added some of everybody's in there to try to make it work. We actually picked everybody else's brain to do that. I know for a fact when Hayes Large did this, they brought in their traffic expert to try to figure out the best way to do the bus corral. I know Schrader Group, they brought their traffic expert in – that's all they do. They're not just architects, they're experts. I believe I'm correct on that, aren't I Mark, that you did that? They brought in the experts to do it, they just didn't come up with this on their own. This is these people's jobs. They looked at the best way to do it for traffic. This is not something new. We're not the guinea pigs on it. They've been doing it for years. There's nothing that is saying that, if it was so bad, why are school's still doing it? Why are architects still saying it, because in this day and age, you can do 100 good jobs, but do one bad job and it goes forever. So, why would they recommend for us to do that knowing that it's not going to work, that it is do dangerous to do it staining their reputation. Especially when you have an area like Derry Township which is well known and well populated for people who are going to spread the word quicker than anyplace else. This is a good example with the people who are here talking about it.

I think by what we've look at, all the research we've done and we need to do this. The other thing is we need to get this out the bid. In order for us to have this ready by next year, we need to get it out to bid around January, February at the latest. In order to do this, we have to go to the Township. Not with the sketch draw, we have to go with the full drawing for that way. I have yet to see anybody go through the Township and the Zoning Department and go through the first time. When you put that in, we have, I think it's the 5th or the 6th that we have it in, the month before. So, if we want to go in for November, we're too late. We're too late already if we want to go in now. We have to submit it in November to go in in December. They review it and they give us 30 days to give us their results. After they give us our results, we take what they write us, when they do give us the full written and we have to correct it. Then we submit it back in again. In between that time, there might be another month gone by before we can submit it again. We're looking at getting them in January, February, we need to get ready now, so we can do it. If we put off longer, if we wait for another month or two months, we're going to miss that cut off and then we can't start school when we have half the parking lot tore up. We can't start the ECC is we have half that road in there, because we're limited with parking space as it is now. We need to go out to bids to do this. If we do not, we're going to be out. If we don't get this part out to bid, then the cafeteria won't be done and then Mr. Hummel will be hollering at us, because of the space that we'll be using and everything else. We have no choice. It's not that we're saying we're rushing into this. We've been doing this for two years. For a year and a half, we've been talking to architects. We went and had a survey for the first time we did a survey of this whole School District.

For the first time, we have a complete plan of how we're going to do it. We're set up, if we add on to the high school, we know that we can always add a parking lot here, we know where we can go. If we add on the to the middle school, we know, we have parking space here, we have parking here. If we have to add on to the ECC and elementary, we know we can move this driveway over, we can add on here. The ECC was designed so we can add another wing on out this way. This whole Master Plan tells us how we can operate and how we can add on to any school we have for the first time since I've been here in 14 years that we have a plan of the whole thing. When I was here, we were building the high school. We built the high school, we put all the parking in for the high school. Then we came in and renovated the middle school. We didn't think about tying them together and then after that we went over here and did the ECC. The ECC, we put that loop in because that was the only way we could get it in. There is no way you can get to the elementary or the ECC without going past traffic. By diving that in half, at least you have a middle section in there, you have buses only coming in at certain periods of time, so that side is open and you don't have all the cars going by. The walkers come in from this way or from this way. I don't know any of them that come in from this way, there might be 1, but you don't have to worry about the cars as you're going through there. You only have the

buses and they come at different times and they're used to kids walking in front of them and they know that way, a car doesn't, a parent isn't used to the kids coming through that way. That's all I have, thank you.

Mrs. Chabal: Thank you Ed.

Dr. Brewer: Those were the administrators that we wanted to address the situation. We do have Hayes Large and Schrader Group and Trans Associates in the audience should you have any more specificities that you wish to add, but what I'd like to say in response to what the audience and some of our Board members said, is that I was very anxious to get to the administrative experience. What you've heard is what these folks are living every day. I think that is real data. The traffic study is real data. The architect's experience and training and other jobs that they've done are real data. I'm comfortable with us needing to call the question and what I would suggest is that for the next Board meeting after there is some dialogue here tonight that you vote on the bell schedule and that you also vote on authorizing the scope of the project so that we indeed can have our consultants do the drawings to get the projects to bid. What would happen then, when the bids are open, the Board would vote again on the scope of the project dependent on how much the bids are. Thank you.

Mrs. Chabal: Just to swing back around, what you would like for us to consider for time issues is to call the question. Let's find out one way or the other where we all stand, so that we can then move forward or not based on the majority of the Board.

Dr. Brewer: That's right.

Mrs. Chabal: Okay. Thank you. Yes, Donna.

Dr. Cronin: I didn't know if this was the time to ask questions that we wrote down based on the presentation?

Mrs. Chabal: Sure.

Dr. Cronin: Okay. I guess I'll start with the bell schedule because my first question would be, I'm glad that Mrs. Dixon said that there was no impact on the elementary school, but I guess my question is to make the bus schedule or the bell schedule to affect the least amount of people, why aren't we keeping the elementary school the same and then just backing everything up based upon the minimal amount of town that Mr. Yarian needs? For example, if the elementary school starts now at 8:47, why do we need to make it sooner at 8:40, when we could just back up the 58 minutes that the two tier system is allowing currently and make middle school and high school start at 7:45 instead of 7:38. It's just basically, a fundamental question, if our problem is the time between buses, our elementary school is the latest one, just back it up the 58 minutes and not affect

the elementary school at all, that's half of our constituents whose bell schedule does not change and then just work backwards from there just to make it, like you said, affect less people and make it easier since we already said that there is no impact there. That's my one point with the bell schedule. Then, for me, everything would fall into line perfectly and I'd have no issues.

In terms of the two tier system, I have a couple questions. First, with the elementary school. I understand how the separation with the corrals affects the ECC, but it doesn't really address – I think the common theme we've heard from all the principals, and I think anyone who has driven even once to the school, knows that our problem is the parents. So, the buses, we're not doing anything to change the pick up and drop off in front of the elementary school, which we know is horrendous. That is not being affected at all and the safety there is going to continue unless we get parents to tow to the line. It's still staying the same there and it's a mess. I see cars there before 3:00 getting their kids.

Ms. Dixon: What will help, that I didn't address clearly is because the parents will not be going out this way, they'll still go around. They will not be in such a hurry to beat the buses coming down the road there. Only the buses will be coming out there. Right now, we have a Township crossing guard at Homestead as well as the District crossing person to make sure that we can stop the parents coming out here when the buses are ready to roll, so that actually will help a lot.

Dr. Cronin: Because it's still not going to affect the kids who are, the parents, the kids who are running through. . . .

Ms. Dixon: That is correct. We still need to. . .

Dr. Cronin: That is really a mess there.

Ms. Dixon: That is correct, but it will help. I think it really will help the parents feeling, honestly, you can see the look on the parent's face as soon as they see the yellow buses starting to roll, because they know they're stuck. That part will help and I didn't clearly explain that.

Mr. Consalo: Plus, they're coming out the say way they're going in.

Dr. Cronin: But the number of parents that are picking up isn't being alleviated in any way and I don't have the answer to that, but that seems to be a huge concern there.

Ms. Dixon: Honestly, if we could get our students out at 3:40, 3:45, the kids could get home a little bit earlier. A lot of our kids are involved in activities that start closer to the 4ish hour, 4:15, and so a lot of parents say, if I wait for my child to get home on the bus, it's 4:15 before they get home at the earliest, so, when I said it didn't impact the bell schedule, starting 7 minutes earlier really isn't

significant for us, but getting the kids out before 4:00, especially the second half of the bus, the Group B buses, they don't even pull out until 4:00 right now, so that would certainly help and we might have less parents picking up because of that.

Mr. Yarian: Another thing to personally answer that is we have looked at doing things to alleviate that. One of the things we did, we started this year is we found that on Wednesdays because Christian Education, we had all of the sudden the lot was packed. I worked with St. John's, we did a survey to see how many parents would utilize if we ran a bus over there on Wednesday to take those students. Now, we're taking about 60 students on Wednesday from the elementary school over to St. John's, that eliminates 60 cars out of there, so we do look at ways to try to alleviate that. As far as the other comment of not changing the elementary school, one of the things that we were not able to do as much as we'd like, is get the elementary school out earlier. Like I've said several times, my biggest complaint from parents is how late elementary students get home. We're only changing elementary dismissal by a couple of minutes. We would have liked to have changed it to more like 15 or 20 minutes, because that's our biggest complaint is how late elementary kids get home.

Dr. Cronin: I think the biggest complaint is how early school starts for the high school, and that's why I really think that if you kept the middle school the same, the high school would be gaining so much, then you'd satisfy not only the data for sleep, but not really affecting anybody else. I'm not convinced that the 7 minutes earlier is going to change – those parents are still going to want their kids earlier and I think we've got to change, we've got to make it harder – we're making it easier for parents to pick up, which I hate to encourage them to do that when they should be riding the bus unless they have extensive – there are circumstances when you need to pick up your kid and that's bonafide, but we're making it so easy that I don't think we're going to decrease parent pick up and the people who say they want to get their kids home earlier by having 7 minutes earlier on the bus, they're still going to be there picking them up, and we're not helping the high school anymore. I'd really love to see the elementary school stay the same and maximize the high school so that they could start at 7:45, which is only 5 minutes later, but with the, like you said, with the two tier, they're not going to be dropped at school 20-30 minutes earlier like they are now, so the high school is going to gain a ton and I think that's going to be huge.

Mr. Yarian: Just a couple things to that. First of all, the middle school instructional day is longer now than the high school, so if you're changing, if we go to two tier and you change the high school, you're also changing the middle school. If you keep the instructional time the same, now you're dismissing later and then we're going back to the same problem of pulling kids out of class at the end of the day because you're dismissing, you're pulling kids out for sports things, and teachers and coaches, yes.

Dr. Cronin: That's another issue I was going to address, because I spoke with my kids and I ran a list of just the soccer games for middle school and high school, there's only 3 games in the season that are far enough away that the kids actually say, oh we only got dismissed 3 times early this season: Carlisle, Chambersburg, Gettysburg, and Cumberland Valley, I believe. I know that that becomes additive, but for 3 times that my kids have miss their last period as part of being in a sport is the price they have to pay because I hate to see the whole District be delegated by sports. I looked up data, Cumberland Valley High School, I'm pretty sure gets out at 3:00 – their high school, and Palmyra gets out at 2:45 and they're both teams/schools that we play, so they're dealing with the same issues. I'd love to see what other schools are doing to deal with that – are they having their coaches have a free period whenever possible? Are they giving athletes study halls?

Sue King: Right, and again, Donna, we've looked at all this and I have two issues at the middle school. One is, when the kids do leave early and soccer is one team and then there are multiple teams, for example, 7th grade football got out last week at 1:30. That's a lot of time before the end of the school day. Along with them getting out and, again, there are things that we do not control over the times that they play the games, but my teachers leave with them, where at the high school and a middle school that does not a team grade level schedule the way we do because we think that is very important for a grade level to be on the same bell schedule. It is much easier for a high school to say, I'm going to have my coaches have the planning period at the end of the day. I can not do that in the middle school, so I have, in addition to coaches who coach middle school sports, I have coaches at the middle school who coach varsity sports, so they are leaving the same group of kids on a number of occasions. In addition, I have to have people to cover those classes. I don't have staff that just has all this free time that now I'm having them cover a class. So, what we have to do is we have to break up, let's say we have to cover a teacher for his class for 50 minutes. I have one teacher go in for 15 minutes, then another teacher go in for 15 minutes. That is totally disjointed, so now we're impacting the instruction of all the kids who are sitting in that classroom. I understand it may not seem when you look at soccer, those kids got out only 3 times, but it is cumulative and it is a nightmare to try and get coverage during athletic seasons when even if I have 4 people who have to leave at the end of the day. Quite frankly, it's really a waste of instructional time for students and it's a waste of the teacher's time where they should be spending on planning and preparing their own instruction rather than going and sitting in a class. I don't have the flexibility.

You suggested, well, why don't you have the 7th grade have their encore at the end of the day, because then they would just be missing encore. Well, the encore teachers and foreign language teachers don't particularly like to hear that, but then what do I do with 8th grade. I can't have them both have encore at the end of the day, so we have to pick one and we chose to have the 8th grade. So,

it's just not as easy as it seems and we have looked at it, and looked at it, and looked at it.

Dr. Cronin: So, this would negate the need for kids to ever be dismissed early from school?

Female Speaker: This will, and I know that I talked to Sam, and it will almost reduce the need for kids to be dismissed early, yes. Almost eliminate the need for kids and teachers to be dismissed early.

Dr. Cronin: Thank you.

Mr. Consalo: Also in your elementary, you said it will not help, it will help because right now they line up in the back part of the parking lot, because they're shooting straight out. They won't be able to shoot straight out. They'll have to come all the way around. You'll find that most of them will stay in their car until they get around to the curb and then let their child on and go that way. They won't be letting them shoot around, but they still have to wait for the car to come in front of them to get out to go back out. That will stop them from running across from each other as much.

Dr. Cronin: Yeah, but I think that all sounds good. I think we have a lot of unknowns that we think may happen or may not happen, and that's why once again, I hate to spend so much money, but we're not really sure exactly how it's going to look.

Mr. Consalo: They won't be able to shoot out. You see, the problem is now they park in the back because they're going straight out and go out with the buses out. That won't be an option. They'll have to come all the way around, so that pretty much unknown is not an unknown that way.

Dr. Cronin: The other question I had is both the high school and the middle school you said they were separating the buses from the parents, but we're still not separating the parents from the walkers. So, people might come in the ECC, parents, but they're not mixing with the buses, but they are still messing with kids that are walking that same area. I guess it comes back down to the fact that we're making it easier for parents to drive and pick up and they're still going to be the root of most of the safety concerns, with not only how they drop kids off, how walkers are intruding. I think this is all fine and good, but I think there's a bigger picture that we're missing and I think we're accommodating parents to drive and pick up and we're really not addressing the fact that . . .

Mr. Consalo: We are addressing walkers, because now if you look just at the ECC and elementary, the walkers have a designated area they can go across without fighting cars. They can get from the north side onto the school without going through cars, because the cars will be on the south side of the school.

They can come in from Cocoa off the back, because they'll be a walkway, which is even better, because now we had a little ramp of flowers, well, they used that ramp to go up which the retention wall is going to be there and they're going to have to maintain on that walkway to come in to the center. The middle school is the same way, you still have the path and the walkers to go on the sidewalk because the Township made us put a sidewalk all the way from 322 all the way across, on our side, not on their side, but on our side of the road so we could walk that way, because their comment was at the time that, well I won't make that, but it was just that they made us put a sidewalk so we do have a sidewalk all the way there for them to go.

Mrs. Chabal: Thank you. This has been a wonderful discussion. I think that it certain points out, oh I'm sorry John. This could even be a better discussion.

Mr. Gräb: Mr. Stover's not here this evening, but he recommended at the last Board meeting that if we've like to contribute, we should be recognized by the Chair and I was just trying to follow the rule here.

Mrs. Chabal: Thank you. I appreciate that. I'm sorry my peripheral vision . . .

Mr. Gräb: Dave, you mentioned some of the concerns I had about the diagonal parking and dropping the kids off. I understand now that the students are going to be dropped off along the yellow line, and they're going to discharge from the bus and walk over to the sidewalk and come in there.

Mr. Yarian: Yes.

Mr. Gräb: I had envisioned in the past that the buses were coming in at a variety of times parking in the diagonal lots and the kids were walking across and I had some concerns with that. You seem to have answered that. From what I understand the diagonal parking in both of the bus corrals is just going to be used in the afternoon and buses are going to be assigned specific parking places so students can find where their bus is when they're ready to leave.

Mr. Yarian: Yes, and it's helpful for all grade levels, but for the elementary school, that's huge. To have the bus in the same spot every day is huge when you're teaching elementary students to find their bus, so that will be a big help.

Mr. Gräb: Okay, and Mike, you say sometimes the parents the parents drop the students off in the morning 6:45, 6:50 and then the students assemble somewhere and some of our teachers get the assignment of trying to keep them under control until classes begin and the two tier busing systems is going to eliminate part of that?

Mr. Murphy: You are correct that I did say that sometimes students are getting dropped off, but perhaps what I wasn't clear with is the fact that it's buses dropping them off sometimes as early as 6:55 also.

Mr. Gräb: Oh, okay.

Mr. Murphy: That's where I feel very strongly that the two tier bus system obviously will alleviate that issue.

Mr. Gräb: Okay.

Mr. Yarian: If I could just elaborate on something – in the morning there is like 15 minutes time between the bell schedule, so that's the reason they have to do that. In the middle school, it's not just, there's another reason to have students coming in early. One is the parents that are dropping off students at the high school and want to drop their other child off at the same time. By having the two times together, I think that will also help cut down on a number of students that are being dropped off earlier at the middle school, because parents don't want to make two trips in to the school.

Mr. Gräb: Okay. That makes – and Sue you say the same thing sometimes occurs at the middle school where the students are dropped off long before there is any kind of supervisory personnel and right now they're just kind of locked out and stay outside until a certain time?

Ms. King: Yes. That is something, John, that we changed two years ago, because we were so concerned that they were in there so early. There were people who were not happy with that, but from a safety point, I thought, we did not want them in the building at 6:50 when no one was there. The teachers do not have to be there until 7:45.

Mr. Gräb: Okay. Lori, you spoke for the elementary folks. Does the same thing that happens at the high school and at the middle school occur at the elementary school? I mean, we're talking 5, 6 year old kids here that may be dropped off long before they could get into the building?

Ms. Dixon: It's not as large of a problem. When the buses pull up in the morning, they actually hold the kids on the bus until 8:37. In the morning, the students do wait outside until 8:37, but we have a teacher out there as well at that time.

Mr. Gräb: Do you have any parents who drop their students off at 7:00?

Ms. Dixon: Not that early.

Mr. Gräb: Not that early. Okay. And my final question is for Ed.

Mr. Consalo: Yes sir.

Mr. Gräb: The high school parking lot, I understand right now between the high school and the middle school, the buses will drive in there, park along the yellow line to discharge the students. In the afternoon, they come in and they park diagonally.

Mr. Consalo: Yes.

Mr. Gräb: Now, if memory serves me correct, the parking in that parking lot, you can exit northbound?

Mr. Consalo: Yes, if you look at the middle school, they won't be able to do that because – we will have them going here, there will be a gate right there so that during the bus times it would be closed. The only people coming in there will be the buses. Through this way, come in and go out. We're changing that circle in that area there. We're actually adding a couple more parking spaces here and we're eliminating the circle. You could go back and go back around if you have an event going, but you're still not interfering with the buses.

Mr. Gräb: But, that's not my concern. You park along the front two, three, four, front areas where students park.

Mr. Consalo: Yes sir.

Mr. Gräb: Okay, when they leave, you can presently go towards the middle school.

Mr. Consalo: No, they won't be able to. We're looking at either doing a [not audible] here or a gate that would close this area so they would have to come out this way.

Mr. Gräb: Okay, that wasn't explained to me before [not audible] conflict with cars and buses.

Mr. Consalo: We're not sure which way we're going to go, whichever we feel is going to work the best to do it, we'll go to work that way. That's part of the things we're trying to work out, but there will be some way to deter them from going that way.

Mr. Gräb: Okay, thank you Dave, and Mike and Sue and Lori and Ed for answering my questions. Back to you Madam Chair, thank you.

Mrs. Chabal: Thank you.

Mrs. Sheffey: I just wanted to ask just one question, I promise. Lori, you had mentioned that you are currently dismissing students before all the buses arrive. Will that happen with the two tier and the bus corral?

Ms. Dixon: No, it won't. We'll have one dismissal. They will all be parked in the bus corral in their same spots before we dismiss students, so when students come out, they'll all come out. We'll have all of our staff out there, students really will know exactly where their buses are and they'll all leave.

Mrs. Sheffey: And they'll all leave at the same time?

Ms. Dixon: And they'll all leave at the same time. So, even though it looks like our dismissal is only maybe 5 minutes earlier than what it is now, for our Group B students, it's about 15 minutes earlier.

Mrs. Sheffey: Thank you, and actually, I just want to thank all the administrators. You shared a lot of information tonight and a lot of my questions before I had to even ask them, so thank you very much.

Mrs. Chabal: Thank you very much, and I think that one of the things that is so important is for us to understand the unintended consequences of not knowing what the day to day life is for my teachers and our educators who live this every day, so I deeply appreciate the long evening that you've put in with us tonight to share the information on what your day is like when it comes to our checking in and checking at it at our various school levels, so thank you very much for that.

Dr. Cronin: Sorry, I just had one more comment. In light of all the information you provided that I wasn't aware of, because I don't think I've dropped or picked up this year, but hearing how bad it is right now, I would like for us to figure out what we can do between now and next year's two tier buses to address some of the safety issues in some way, shape, or form, because if it's that bad, I don't want to wait, 8 months or whatever, 6 months in the school year, and I think we need to do something to address the parents and kids walking and getting in the way of things in some manner. I have no answers, but I just think it's something we really need to address. I see a red flag after hearing that.

Mrs. Chabal: I think that's why we're here today is we all saw a red flag and I think that to the, and I don't know that they'll be an easy or a short answer because, and I do know that I feel certain that our administrators are doing the best they can in a situation that's far from perfect, and what we've heard tonight is their hope that we will certainly act to make major and significant changes for the following years as they deal with what we have right now. You're right, Donna, I don't know what we can do, but I'm certain that they are not just doing nothing. I'm sure that between their staff and every other thing that's out there, they are doing everything they can to utilize this position. I think what you're asking is that what should the Board talk about, and I don't know the answer to

that, so what I wanted to say was that I'm sure that our staff is doing everything that they can to make sure that on a day to day basis our students are safe every day and so I don't know how to answer your question.

Dr. Cronin: How to make it easier.

Mr. Barrett: That's a good point.

Dr. Cronin: I don't know if we need a committee or something, a task force, but I'd like for it to be addressed.

Mr. Barrett: Probably not a bad idea.

Mrs. Chabal: Yes. Because we've been talking a lot, I do have a statement that I was going to through in its entirety and then, but I'm not. I'm just going to speak to what it is and tell you that the statement we wanted to address were some concerns that came up about the portable sound system and the lights and I'll go through the steps that we have done to address that and rather than ad nauseum bore you beyond belief, what I want to say to you is that we will be putting a statement on the website. We will be putting a statement, this is just to let you know, okay here are the things we've done, the lights, all of those kinds of things that we have done in order to address these concerns. We're happy to have the concerns. We're glad that they have been brought to our attention. We're trying to be as transparent as possible so that we can be good community members. We're going to put this on our website, we're also going to send it to The Sun. We believe it's very reasonable that our neighbors expect for our District to comply with all Township ordinances. We do want to say that the portable sound system in relation to the public library and the Cocoa Avenue has been tested by professionals, and that these areas are concern are important to you and they're important to us, so that we have addressed them. We're going to put them out publicly for you, so we are going to do that. As I said, it will be on our website as well.

Mr. Barrett: Madam President?

Mrs. Chabal: Yes.

Mr. Barrett: Can I make a suggestion that, due to the lateness of the hour, can we dispense with the reading of the motions and consider each motion by, let's say, 5.01 and instead of Steve reading them, I think we can all read, and just go for a motion and the second?

Mrs. Chabal: Is that proper?

Mrs. Sheffey: That's how we do it at the IU.

Mr. Gräb: That's a fine idea.

[Various discussion]

Mr. Barrett: You know what? I don't know. Maybe can we group all the motions together? But, maybe we can say the Board will consider a motion, like 5.1 Approval of Finance Report and then ask for a motion and a second or discussion so you don't have to read everything, because we can read.

Mr. Rineer: How about I give an abbreviated...

Mr. Barrett: Yeah, that's a finance one, but some of the other ones. I just want to move, it's like 10:30.

[Various discussion]

NEW BUSINESS

5.01 Approval of Finance Report for September 2009

1.	The Treasurer's Report for the month ending September 30, 2009 was summarized as follows:	
	• General Fund Revenues	\$17,187,117
	• General Fund Expenditures	7,189,451
	• Balance of Cash Plus Investments (Includes \$3,983,769 Capital Reserve)	30,053,251
2.	The listed schedule of investment transactions for the period beginning September 1, 2009 through September 30, 2009 had totaled interest earnings of \$15,587 comprised of the following:	
	• General Fund	\$790
	• Money Market	10,922
	• Capital Reserve	2,198
	• PA School District Liquid Asset Fund	39

	<ul style="list-style-type: none"> PA Local Government Investment Trust 	1,638
	The average interest rate for September 2009 was .66%	
3.	The September 2009 expenditures for the paid bills for all funds totaled \$2,855,658 excluding net payroll, retirement contributions, and debt service.	
4.	The October 2009 expenditures for the unpaid bills for all funds totaled \$1,403,293.	
5.	The estimated expenditures of the General Fund for the month of October 2009 were in the following amounts:	
	<ul style="list-style-type: none"> Operating Expenses 	\$1,200,000
	<ul style="list-style-type: none"> Utilities 	138,300
	<ul style="list-style-type: none"> Net Payroll (2 pays) 	1,236,000
	<ul style="list-style-type: none"> Employer Provided Insurance 	333,000
	<ul style="list-style-type: none"> Payroll Deductions 	592,000
	<ul style="list-style-type: none"> Employer Payroll Taxes (FICA/RET) 	140,000
	<ul style="list-style-type: none"> Debt Service 	<u>0</u>
	Total Estimated Expenditures	\$3,639,300

Mr. Barrett moved the Board approve the Finance Report and was seconded by Mr. Gräb.

Roll Call Vote:

Barrett – Yes

Chabal – Yes

Cronin –Yes

Donahue – Absent

Gräb – Yes

Malkoff – Yes

Parrish – Absent

Sheffey – Yes

Stover - Absent

6 Yes, 3 Absent

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 October 2009 budget transfers.

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

Roll Call Vote:

Barrett – Yes	Donahue – Absent	Parrish – Absent
Chabal – Yes	Gräb – Yes	Sheffey – Yes
Cronin –Yes	Malkoff – Yes	Stover - Absent

6 Yes, 3 Absent

MOTION CARRIED

5.03 Requests for Payment - Construction Project

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

	Elementary School HVAC Improvements:	
1.	Trane, Inc. (HVAC Contractor) Application No. 16 93,250.00 Application No. 17 <u>93,250.00</u>	\$186,500.00
	Multi-Purpose Practice/Playing Fields:	
2.	John E. Fullerton, Inc. (Electrical Contractor) Application No. 5	72,262.17
3.	A-Turf (synthetic turf) Invoice No. AT-317-PA #2 (Hold \$25,000.00)	340,000.00
4.	Atlas Track & Tennis Invoice No. 13320	201,072.16
5.	Hayes Large Architect LLP	34,874.21

	Bill No. 0908-019 17,517.46 Bill No. 0908-020 2,911.93 Bill No. 0909-008 897.84 Bill No. 0909-009 12,512.48 Bill No. 0910-001 <u>1,034.50</u>	
6.	Grainger Invoice No. 90953823550	540.72
	Parking Lot Improvements:	
7.	Township of Derry Invoice No. 65742-L Sketch Plan	232.50
8.	Trans Associates Engineering Construction, Inc. Traffic Study Invoice No. 22557	10,780.00
	Middle School Expansion:	
9.	SchraderGroup Architecture, LLC Invoice No. 00659	45,426.98
10.	District Survey:	
	Rettew Associates, Inc. Invoice No. 78504	9,025.00

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

Mr. Barrett: Ed, thanks for your great project management. We love you. Thank you.

Roll Call Vote:

Barrett – Yes

Chabal – Yes

Cronin –Yes

Donahue – Absent

Gräb – Yes

Malkoff – Yes

Parrish – Absent

Sheffey – Yes

Stover - Absent

6 Yes, 3 Absent

MOTION CARRIED

5.04 Fourth Addendum to Joint Agreement for Collection of Taxes

The Administration recommended the approval of the Fourth Addendum to Joint-Agreement for Collection of Taxes extending the agreement from January 1, 2010 to December 31, 2013.

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

Roll Call Vote:

Barrett – Yes

Donahue – Absent

Parrish – Absent

Chabal – Yes

Gräb – Yes

Sheffey – Yes

Cronin – Yes

Malkoff – Yes

Stover - Absent

6 Yes, 3 Absent

MOTION CARRIED

5.05 Reese Chocolate Factory Assessment Appeal

The Administration recommended the Board approve settlement of the tax assessment appeal litigation (Case Nos. 2008-CV-15990-TX for Tax Parcel No. 24-029-005 involving property owned by Hershey Foods Corporation/Hershey Chocolate USA, commonly known as the 925 Reese Avenue (Reese Chocolate Factory) for a market value as of January 1, 2009 of \$6,650,000. After application of the applicable common level ratios, assessed value effective January 1, 2009 shall be \$4,555,300, and effective January 1, 2010 shall be \$4,688,300, in accordance with the order of the court. 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.

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

Mr. Gräb: I just have two quick questions, I know Chris would like to get out of here and see the Eagles.

Mrs. Chabal: But this is important, so ask away.

Mr. Gräb: Steve, it states in here on the third line commonly known as 925 for a market of 6,650,000 assessed value?

Mr. Rineer: It gets a little tricky. The real estate tax assessment that we [not audible] 2001-2002. [Not audible] the current taxable value is, what you do is you calculate, you determine what the current market value is and apply the common level ratio which is a decimal, at this time it's about 0.7, so you multiply

the market value times the 0.7 common level ratio to get down to an assessed value which makes it equal to the 2001-2002 assessed value that the County has based on.

Mr. Gräb: Second question. This is going to cost us how much?

Mr. Rineer: I see too many numbers. My recollection is that this is going to cost us about \$70,000. I think that's my recollection, but I will get an exact answer for you next time.

Mrs. Sheffey: Actually, Steve, you have in our Board briefing packet that we will be required to refund about \$152,000 for this current year and \$130,000 that's how much we would lose...

Mr. Rineer: If that's what I wrote in the Board brief, then that's what it is.

Mr. Gräb: Thank you, Steve.

Mr. Rineer: The County has agreed, the Township has agreed. If we don't go along with this, then we would be going it alone.

Mr. Barrett: We will spend \$400,000 in litigation and still have to pay it.

Roll Call Vote:

Barrett – Yes

Chabal – Yes

Cronin –Yes

Donahue – Absent

Gräb – Yes

Malkoff – Yes

Parrish – Absent

Sheffey – Yes

Stover - Absent

6 Yes, 3 Absent

MOTION CARRIED

5.06 Approval of District's 125 Cafeteria Benefit Plan

The Administration recommended the Board approve the selection of PSEA Health and Welfare Fund to (i) provide documents for the District's 125 Cafeteria Benefit Plan (including all benefits provided to employees thereunder) that are compliant with all applicable statutory and regulatory requirements and (ii) provide any and all administrative services with respect to the District's 125 Cafeteria Benefit Plan. Such documents will be reviewed by the Solicitor and executed by the Board President or appropriate administrator upon approval and completion.

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

Roll Call Vote:

Barrett – Yes

Chabal – Yes

Cronin – Yes

Donahue – Absent

Gräb – Yes

Malkoff – Yes

Parrish – Absent

Sheffey – Yes

Stover - Absent

6 Yes, 3 Absent

MOTION CARRIED

5.07 Approval of Revision of District's Section 403(b)

The Administration recommended the Board authorize the Board President and/or appropriate administrator execute revised documents relating to the District's current Section 403(b) Plan. Such documents will be reviewed by the Solicitor prior to execution.

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

Roll Call Vote:

Barrett – Yes

Chabal – Yes

Cronin –Yes

Donahue – Absent

Gräb – Yes

Malkoff – Yes

Parrish – Absent

Sheffey – Yes

Stover - Absent

6 Yes, 3 Absent

MOTION CARRIED

5.08 Authorization to Create 457(b) Benefit Plan and Documents

The Administration recommended the Board authorize the creation of a 457(b) Benefit Plan and authorize the Board President and/or appropriate administrator to execute all documents required for such Plan. Such documents will be reviewed by the Solicitor prior to execution.

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

Roll Call Vote:

Barrett – Yes

Chabal – Yes

Cronin –Yes

Donahue – Absent

Gräb – Yes

Malkoff – Yes

Parrish – Absent

Sheffey – Yes

Stover - Absent

6 Yes, 3 Absent

MOTION CARRIED

5.09 Requests for the Use of School Facilities

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

<i>Group:</i>	Hershey Lacrosse Association
<i>Date/Time:</i>	November 2, 2009 7:00 p.m. - 9:00 p.m.
<i>Requested Facility:</i>	Middle School LGI
<i>Event:</i>	Meeting and Registration
<i>Fee:</i>	None
<i>Group:</i>	League of Women Voters Hershey Area
<i>Date/Time:</i>	November 5, 2009 6:30 p.m. - 8:30 p.m.
<i>Requested Facility:</i>	Middle School Auditorium
<i>Event:</i>	Health Care Reform Town Meeting
<i>Fee:</i>	None
<i>Group:</i>	Hershey Lions Club
<i>Date/Time:</i>	March 21, 2010 8:30 a.m. - 3:30 p.m.
<i>Requested Facility:</i>	High School Kitchen, Cafeteria
<i>Event:</i>	Annual Spaghetti Dinner
<i>Fee:</i>	As per Lease Agreement
<i>Group:</i>	New Cumberland School of Ballet
<i>Date/Time:</i>	June 17 & 18, 2010 4:00 - 10:00 p.m.
<i>Requested Facility:</i>	Middle School Auditorium, 1 Classroom
<i>Event:</i>	Ballet Recital
<i>Fee:</i>	As per Lease Agreement

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

Roll Call Vote:

Barrett – Yes

Chabal – Yes

Cronin –Abstain

Donahue – Absent

Gräb – Yes

Malkoff – Yes

Parrish – Absent

Sheffey – Yes

Stover - Absent

5 Yes, 3 Absent, 1 Abstention

MOTION CARRIED

5.10 Personnel – Resignations

The Administration recommended the approval of the following resignations:

Classified:
Hamilton, Ronald Bus Driver District-wide Reason: Personal Effective: 10/15/09
Limited Service Contract:
Dibeler, Ryan Assistant Boys' Basketball Coach Middle School Reason: Personal Effective: 10/13/09

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

Roll Call Vote:

Barrett – Yes

Chabal – Yes

Cronin –Yes

Donahue – Absent

Gräb – Yes

Malkoff – Yes

Parrish – Absent

Sheffey – Yes

Stover - Absent

6 Yes, 3 Absent

MOTION CARRIED

5.11 Personnel – General

1.	The Administration recommended the approval of the following appointments:
	Professional:
	Saylor, Amanda (new position) Learning Support Teacher Elementary School Long Term Substitute Bachelors, Step 1 Salary: \$40,281.25 (pro-rated) Effective: 10/20/09 through the end of the 2009-2010 school year (retroactive)
	Classified:
	Hamilton, Ronald * Substitute Bus Driver District-wide Salary: \$14.14 per hour Effective: 10/15/09 (retroactive)
	Spirk, Patricia * Substitute Recess/Cafeteria Aide Elementary School Salary: \$9.53 per hour Effective: 08/10/09 (retroactive)
	Substitute Secretary District-wide Salary: \$13.75 per hour Effective: 08/10/09 (retroactive)
	Staller, Kevin (replacing Diana Teahl) Custodian Early Childhood Center Full-time, 8.0 hours per day Salary: \$13.33 per hour Effective: 11/09/09
	Transfer of Classified Staff:
	Habecker, Dennis * From: Substitute Bus Driver District-wide To: Bus Driver (new position) District-wide Level A: 5.0 hours per day Salary: \$14.14 per hour Effective: 10/19/09 (retroactive)
2.	The Administration recommended the approval of the following request in accordance with District Policies 535:

	Sotack, Marie Cafeteria Aide Elementary School Paid/Unpaid Family Medical Leave (up to 12 weeks) Effective: 09/07/09 through 11/30/09 (retroactive)
3.	The Administration recommended the approval of the following additions to the 2009-2010 Substitute Teacher List:
	Boland III, Stephen B.S. in Art Education from Millersville University
	Dedrick, Amy B.S. in Music Education from Lebanon Valley College
	Prestidge, Heidi B.S. in Elementary Education from Messiah College
	Scola, John M.Ed. in Special Education from Temple University with Supervisory Certificate from Bloomsburg University and Ed.D. in Educational Leadership from Nova South Eastern
4.	The Administration recommended the approval of the following addition to the 2009-2010 Guest Teacher List:
	Stene, Elizabeth
	* <i>This individual is currently an employee and/or volunteer. Clearances are on file.</i>

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

Roll Call Vote:

Barrett – Yes

Chabal – Yes

Cronin –Yes

Donahue – Absent

Gräb – Yes

Malkoff – Yes

Parrish – Absent

Sheffey – Yes

Stover - Absent

6 Yes, 3 Absent

MOTION CARRIED

DELEGATES REPORTS

6.01 Dauphin County Technical School Report

Mr. Gräb: The Dauphin County Technical School met on Wednesday, October 14. We dealt with personnel, finance, the building project, requests, and miscellaneous.

6.02 Derry Township Tax Collection Association Report

Mr. Malkoff: The next meeting of the Tax Collection Association will be November 12.

6.03 Harrisburg Area Community College Report

Mrs. Chabal: Dr. Donahue has an excused absence for this evening, so there is no Harrisburg Area Community College report, unless somebody else has it for him?

6.04 Capital Area Intermediate Unit Report

Mrs. Sheffey: We met October 22 and we approved the IU's professional educational plan and their technology plan to be submitted to PDE. I have copies of it anybody would like to see it, rather than summarizing.

SPECIAL REPORTS

7.01 Announcement of Staff Development Conference

Brianna Crowley, Ellen Hartman, Renee Owens
National Council for Teachers of English (NCTE)
Philadelphia, PA
November 19-24, 2009
Expenses: \$850.00 (each)

7.02 School and Community Information Report

Mr. Tredinnick: I'll have no report this evening. Typically, at this time, I bring you the Students of the Month, however, one of the Students of the Month is actually one of our Board representatives, so I think it would be appropriate to wait until such time as he was here.

Mrs. Chabal: That will be delightful. Thank you.

7.03 Board Members' Report

No reports.

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

Scott Stein: This is not an agenda item, so I'll be very brief. I just wanted to let the Board know that I am kind of spearheading the development of a formal Association for the Hershey High alumni. We had met back in September with a number of people. Many more, who unfortunately because of scheduling conflicts could not make homecoming weekend that want to participate and be involved and we're in the process of creating bylaws, which we hope to have approved and we'll hopefully be moving forward with a formalized association. I've spoken to Mr. Murphy and he's offered the information that the school keeps with regard to addresses, certainly that will help, and we're hoping to have a website, and at some point in time we'd like to link with the School District site. Our hope is to try to get more alumni involved in a number of things, the least of which is mentoring of our students, potentially helping to keep them in contact, and helping everybody to keep in contact with everybody else, across the classes, across the age groups. We've got a dynamic group of people from the 60s and the 50s who are looking to be involved all the way up the current classes. We're kind of excited, but we're really in the development process, so hopefully, we'll have more information for you later, but I wanted to bring that to your attention.

Mrs. Chabal: That's really wonderful. That's really nice.

Mrs. Sheffey: Mr. Stein, can I catch you after the meeting, I know of somebody who is also interested in doing the exact same thing. Don't leave.

Mr. Barrett: That's great.

Mrs. Chabal: That's wonderful. I did have an opportunity to speak very briefly to the Class of 1964 as they did there reunion. There were 40 strong that came in to do, on that rainy day, a tour. That's fabulous. I think it's really so important to keep connections with your high school roots, so thank you for spearheading that and we look forward to hearing more and helping in any way that we can. Thank you very much.

ADJOURNMENT

9.01 Adjournment

Mrs. Chabal announced the next Board meeting would be on Monday, November 9, 2009 at 7:00 p.m. in the District Board Room.

Dr. Cronin moved to adjourn, with a second by Mr. Malkoff and, approved by unanimous voice vote by all members. The meeting was adjourned at 10:23 p.m.

Respectfully submitted,

Stephen E. Rineer
Secretary to the Board
Approved at the November 9, 2009 meeting

Beulah Chabal
President of the Board

LDM