

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

January 9, 2012

OPENING ITEMS

1.01 Call to Order

A meeting of the Board of School Directors, Derry Township School District was held on Monday, January 9, 2012, in the High School LGI room. Mrs. Ellen Sheffey, Board President, called the meeting to order at 7:02 p.m.

1.02 Roll Call

Directors Present:

Mr. Christopher Barrett
Dr. Henry Donahue
Mr. John Gräb
Dr. Mary Beth Hagan
Mr. Bruce Hancock
Mr. Christopher Morelli
Mrs. Maryellen Sheehan
Mrs. Ellen Sheffey

Excused:

Dr. Donna Cronin

Superintendent:

Dr. Richard Faidley

Secretary:

Mr. Stephen Rineer

Solicitor:

Mr. Brian Jackson

Student Representative:

Mr. Zachary Cole
Mr. Stephen Haverstick

Press:

Mr. Nick Malawsky THE PATRIOT-NEWS

Representatives of the Administrative Staff: Mr. Dan Tredinnick, Dr. Bernie Kepler, Mr. Joseph McFarland, Ms. Lynn Dell, Mr. Ed Consalo, Mr. Al Harding, and Ms. Jackie Castleman.

Representatives of the Staff and Community: Drew Petersen, Tom Cronin, Nicole Brand, Jessica Capitani, Frank Capitani, Pamela B. Yocum, Laura Campbell, Kelly Pierce, Hagar Sodey, Kathy Gunkl, Brian Shiflett, Judy Haverstick, Jason Brown, Dr. Jack Myers, Dr. Steven Cyran

Mrs. Sheffey: I'd like to announce Dr. Cronin has an excused absence

1.03 Flag Salute

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

APPROVAL OF MINUTES

2.01 Approval of December 5, 2011 Re-Organization and School Board Meeting Minutes

A motion was made by Mr. Barrett and seconded by Dr. Hagan to approve the minutes of the December 5, 2011 Re-Organization and School Board Meeting Minutes. All Board members present signified by a Yes vote.

MOTION CARRIED

INFORMATION AND PROPOSALS

3.01 Announcement of Executive Session

Mrs. Sheffey: I would like to announce that the Board met in Executive Session prior to this meeting to discuss employment issues, matters that must be conducted in private to protect the lawful privilege or confidentiality, and financial matters.

3.02 Recognition of Citizens (Agenda Items)

None.

3.03 Student Representatives' Report

Mr. Haverstick: Thank you Madame President. We are elated to be back and working with you, and we're looking forward to a good 2012.

We begin with the memorable events that occurred on December 23, the day before winter break. It began with the annual holiday music concert that was brilliant as usual, but there was just a unique sense of anticipation and school pride in that auditorium.

Throughout the rest of the day, the Physical Education Department held the first annual school-wide volleyball tournament. The proceeds of the event totaled around \$700 for the Big Brothers/Big Sisters organization as more than 500 students made up the 50 or so teams that competed during the day. At the end of the day, the whole school piled into the gym for the semi-finals and championship game. I know Zach and the other students will second me on this when I say that I've never seen a day where the student body was so collectively unified in excitement, school spirit, and a genuine positive attitude. We even heard from Santa that he's never seen the students so well behaved and exhilarated as they chanted to the final song of the concert, but then again that may be a biased opinion, because he was the one throwing candy canes at our faces as he was saying Ho Ho Ho Merry Christmas.

As far as future events, the spring musical, *How To Succeed in Business Without Really Trying*, has announced its cast and has begun rehearsal. This is a highlight of the year for many of the students, so it's something to look forward to. The performance dates are March 1, 2, and 3.

Mr. Cole: I'll just reiterate what Stephen said about the volleyball tournament and the holiday concerts. It really was a truly unique experience to see such a unified student body. It was very surreal, but very fantastic at the same time, so it really was a great day.

In additional news, the Student Council held their yearly Stall Day which took place on the first day back from winter break, so one week ago today on January 2. This is a day in which students bring in coins and teachers much count and roll the change before they can actually begin class. It's a nice leisurely way for students and staff to get back in to the swing of things. It's always very well received on the day back from break. This year the proceeds from Stall Day went to the Jonathan Eshenhauer Memorial Trail, which as many of you probably know, was very badly damaged in the flooding that took place this past September. We're proud to announce that we did receive roughly \$2,600 and that's all in change so that's very very heavy, but it was, you know, a great amount. I'm a big believer in the fact that you really do not give until you actually give of yourself, and I'm proud to announce as well that we had 30 different teachers who participated in Stall Day, so lots of wrapping and lots of dirty fingers by the end of the day, but \$2,600 is something really fantastic.

Today, as well, marks the last day for students to turn in forms to receive parking permits here at the High School, which is a new method that we're using this year to assign parking. Stephen and I went around just kind of talking and trying to

receive the pulse of the student body today. There was some mild frustration from students just with the hassle involved in actually applying for a parking permit once again the first semester and now the second semester, so it's a really great method and great concept, because it does ensure that students who need parking passes do receive them, but at the same time there's just a bit of a hassle, but we are dealing with high school students. Thank you and that concludes our report.

Mrs. Sheffey: Thank you.

3.04 Standing Committee Reports

Mrs. Sheffey: Finance, do you have a report?

Mr. Gräb: The only report I have is we met this afternoon as the Standing Finance Committee. We had review over our financial statements and supplementary information that is the year ending June 30, 2011 audit report from which we will hear a little bit about later on in the evening.

We also took a look at the proposed preliminary budget and, again, we'll have a presentation of that this evening, so that's it.

Mrs. Sheffey: Okay and Dr. Donahue, do you have a report from Curriculum Council?

Dr. Donahue: Thank you. Curriculum Council met December 12 as well as today. I'll go over the salient points of the meeting of the 12th, I wasn't able to attend today's meeting, but I think it was very brief.

Other than approval of textbooks, as we often do, the more significant agenda item was the reorganization of a 10th grade course, which is an English course, right? This is significant as the kids go through these courses.

There's a new course that's going to be developed called Academic Literacy. It's been proposed and was probably second read today and that means it will be voted on at the next meeting. This class will incorporate, and correct me if I'm wrong Joe, sort of learning skills – what are called metacognitive thinking and sort of learning how to learn better. No?

Mr. McFarland: Yes.

Dr. Donahue: The other significant part – as part of this course will incorporate the speech communications skills that are taught now in a two marking period class called Speech Communications, which will no longer be offered, but the skills learned in Speech Communications will be incorporated into this new course.

Mr. McFarland: Right. It will focus on metacognition, which is really thinking about your thinking and how you learn, critical thinking and critical collaboration. It will be replacing the quarter credit speech class which is in 10th grade, but speech will still be offered as an elective . . .

Dr. Donahue: That's right.

Mr. McFarland: . . . in 12th grade.

Dr. Donahue: I think other than some book approvals as I had mentioned, that was the most important thing of the December 12th meeting, and today's meeting, Joe? Anything you'd like to add?

Mr. McFarland: It was just a second approval by the Curriculum Council of a novel and the Academic Literacy course.

Dr. Donahue: Which is what we'll vote on next time. Alright, that's it. Thank you.

Mrs. Sheffey: Okay. Thank you.

3.05 Presentation by Hershey High School Students and Doctors of the Hershey Medical Center Ecuador Mission Trip

Mrs. Sheffey: Each year doctors and staff from the Hershey Medical Center under the direction of Drs. Jack Myers and Stephen Cyran travel to Ecuador to treat children and toddlers diagnosed with serious heart conditions. For approximately five years, Dr. Myers and Dr. Cyran have selected students from our high school to participate as observers and translators between families and medical staff. Tonight, we will hear from several students and doctors who participated in the most recent trip last November.

Dr. Myers: Hello, it's a pleasure to be here. My name is Jack Myers and Steve Cyran is going to join me in just a few minutes. It's a great honor to be able to tell you briefly about our program.

We have looked at this as a new vehicle for educating students, but it's been at multiple levels. I'll go through that in just a little bit. Our mission trips started now over 25 years ago. We started going to Columbia and then, ultimately, we switched over to Ecuador. Initially, it was purely driven by clinical care – taking care of children, helping to educate the medical personnel, but in Columbia and then in Ecuador. Starting in 1998, we took our first two students, one was my daughter and the other was one of her best friends and they had such a great opportunity there and I saw that this was a real changing experience for her and her friend that we started taking other students. Initially, it was just kind of a "okay, I know this person", but as it became more and more involved, we wanted to develop a formal process where we selected students from the high school.

It's an education experience for our students. It's an opportunity for mentoring, because we have not only high school students, but we have nursing students, college students, medical students, residents, fellows, and so it's a multi-level mentoring. The only cost really to these students is an airline ticket.

I don't have a pointer, but if you look there at Guayaquil it's kind of down in the lower left hand corner – that's where we go. It's up the river. It's a very wide river, much like the Susquehanna only it's much wider and it's much dirtier. But here's where we go.

This is the hospital that we go to. It's a beautiful building. It's about 12 years old now. It's on a gated compound. It's a 400 bed hospital that serves the poor and it also has some private patients on the third floor.

I just tallied these up last night. We've now had about 383 unique individuals who have traveled with us. Now, this group up here is a pretty stable group – it's myself and my partner, cardiologist Dr. Cyran, some of his partners, anesthesiologists, and other staff from the Medical Center, but these people have changed. We've now had 105, that I count, high school students that have traveled with us, 25 college students, 54 nursing students – these are nursing students from Penn State, these are Penn State medical students, and residents in anesthesia and pediatrics.

This is where a lot of the students participate. This is actually the waiting room. This is in the clinic area, but what also is important about this slide is up above here used to be nun's quarters and their sleeping rooms and that's where we actually stay. We can sleep about 70 people there. It's a very secure area. As I said, the hospital is on a gated compound and it creates a real camp-like atmosphere.

Here's Dr. Cyran doing an examination, patients waiting, this an echocardiogram machine used to put the microphone on the heart and used to look at the heart.

Typically 150 to 200 children can be evaluated on any given trip and just kind of a rough multiplication, it's probably well over 2,000 patients that have been evaluated. Unfortunately, we can only do about 30 patients each trip, because we're there, we do two cases a day, and we go in two groups back to back. We've operated now on over 300 patients. In addition, we now take one of our cardiologists who does electrophysiology studies and treatments in the lab and they've done 30 or 40 patients now over the last couple of years.

These are kind of the things that we think occur when we take these students down here, again, it's medical students, nursing students, high school students, and resident physicians. It's an introduction to what mission work is about and hopefully the seed will be planted that some time in their career, no matter what

they do, that they will get interested in providing some type of mission work back to their community, their state, their country, or even the world. The experience just being there, many of the students – a lot of them – have never been abroad. We had one student one time who had never flown before. So it was just an opportunity to experience something very different, particularly for those students who are interested in a medical career and certainly our medical students and nursing students. It offers a great opportunity for clinical exposure to conditions that they will never see here in the United States. We see such advanced disease just in cardiovascular disease that is never seen like that here in the United States.

When I mention this multi-level mentoring, where a kid who is a high school student who is interested in going to medical school is there for an entire week with a bunch of medical students and residents and they can talk to them and say, hey, what's it all about. What are things like? It's kind of a summer camp atmosphere, because even us as faculty and staff are working with the students and it's a great experience for us too.

This is from a couple years ago and it doesn't show very well, but this gal is a PA. This gal now has gone to nursing school. She graduated from here and is one of the nurses in our Pediatric Intensive Care Unit. This gal is a pharmacist. We've got a couple kids – one kid who is in medical school at Hershey now and the other one who is in New Orleans, so a lot of, not that we affected what they ultimately did, but we'd like to take enjoyment in knowing that we kind of excite them and get them interested in doing things.

That's all I have to present, but I'd like to have Dr. Cyran come up and speak a little bit and then we're going to have the three students.

Dr. Cyran: I'll keep it brief. It's always humbling when Jack shows these slides over the years. Jack, I'd like you to take that one out of me echoing the patient, because it dates me pretty significantly and how old I'd gotten.

You all should be very proud. You really should. I mean, your students, the students here in Derry Township have really performed quite remarkably on these trips. I think that one of the things that we've tried to do, at least from my perspective, I operationalize a lot of the interactions with the folks down there as to (1) give them an exposure to medicine and what we do and that's very exciting for many of them. You can see their eyes brighten up when they see many of the things that we see. But the second thing is to give them, sort of, a cultural experience to understand that the greatest love in the world, that is parents for their children, it crosses all geographies. It makes no difference where we are in the world. I think many of them have understood that.

I've been moved by how they jump in on the wards and how they jump in in the clinic session. What that picture doesn't really do justice is how many people are

crammed into the pre-evaluation area. There are hundreds of families there that get there around 6:30 in the morning to see us. We give the students the task of sitting down with them and interacting – just trying to keep some of them happy as they get to the final stages before evaluation. It's a very difficult time for many of these families. On the one hand, they want an answer, on the other hand, they really may not want an answer. I think the students have done remarkably well in terms of just interacting with the kids and keeping them happy.

The last thing is it gives, I think, the students an appreciation for what we really have here in the States. Number one, the system is remarkable and it really gives them a sense and all of us a sense of what it takes to do what we do here. When you don't have all of those elements, how challenging it is. Secondly, I think it gives people an appreciation for the kinds of things that families really do value. The one thing we were so caught up, you've all heard it, but we're so caught up with paperwork and all of dotting the i's and crossing the t's and where medicine has taken us in this country, we're free of that there. We're there to work. We're there to take care of the kids. The gratitude that's shown by these families that the students have an opportunity to share in, is really quite remarkable. It's change, I think it's safe to say, it's changed many of the folks' lives. It certainly has the staff who has been there and I think probably the students as well

So we're grateful that we have the opportunity now to work with folks, and I'll just leave you with one that I think is one of the more exciting interactions. As we work with the clinic, we began to see that the students really did engage themselves with these families, so what we did was we hooked them up with the medical students. What happens is that a patient comes into the clinic, we have 5 minutes to evaluate a given patient and we're going to see 350 patients over the two weeks or 450 patients. The students come in and they take the history with the medical student. Most of the medical students don't have much in the way of any Spanish know-how, so they use their Spanish to extract some of the information. They sit with the medical student. They examine the patient. They bring the patient in. We examine the patient. We do the echocardiogram, which gives us ultrasound pictures of the heart. They are participating in all of that. Every single step of the way. Then they can follow that patient up through their surgery up to the wards and so it gives them a sense as to what it is that we do, but also I think a sense of continuity and accomplishment. I mean, they really are part of the team. They really accomplish some of these things, the success that we have.

We're looking forward to, hopefully, future years where we get a chance to do that. I will tell you that it's becoming increasingly difficult for Dr. Myers and I, to go through things. The applications are really humbling. We're oftentimes splitting hairs to decide who can go and who couldn't go and we wish we could take all 40 or 45 applicants that have applied, but we're looking forward to continuing to, hopefully, expand the program into the future. Thank you.

Dr. Faidley: I'd like to invite the students to come forward. I know that they have some information they'd like to share as well.

Drew Petersen: Hi, I'm Drew Petersen.

Nicole Brand: I'm Nicole Brand.

Tom Cronin: And I'm Tom Cronin. Like they said, we're not going to go over everything that Dr. Myers and Dr. Cyran went over, but we just want to say some personal experiences that we gained from the trip.

Personally. I went more so for the medical experience. From that, I think one of the greatest experiences from the trip was in the clinic like Dr. Cyran was talking about and how we got to see the patient from the beginning in the clinic. We asked them what's wrong, what's going on. After that we went into the echo with Dr. Cyran and we got to see – are you going to get surgery? Are you not? After that, if they were going to get surgery, we were able to watch them go down into the operating room, watch them leave the operating room, and we were able to talk to them in the PICU. It was just a great experience to watch them grow from the first step to the end.

Drew Petersen: I spent most of time in the intensive care unit, so after the patients would have surgery they would go to the intensive care unit. It was really a special experience, because we were really part of the team there. We would be working with the doctors and nurses and they would always be looking for us to translate for the patients. We learned that there is only a handful of doctors or nurses that could speak Spanish, so we were heavily relied upon. Most of the patients ended up even learning our names so, no matter where we were in the hospital, walking through the hallways, you know, patients would always be calling our names, because we were the ones that they knew they could talk to, because we were able to speak Spanish. It was really cool being part of the actual medical staff.

Nicole Brand: I was mostly in the ward, which after the PICU. It's kind of a recovery. It's a big open space where all the children just have individual beds and the parents to have a great significance in the treatment of the child. We as the students, we helped the doctors and the nurses interact to translate for the kids. What we mostly did was play with the kids and make them feel like the recovery process was going to be okay – that throughout all the pain, we can make them overcome that and everything will be okay and they'll be able to run with their friends in no time and do anything the normal kids could do. We gave them stickers and we had personal interaction with the kids. I personally had one with a young girl and I saw her from her – I was able to translate to her that she was going to be able to have surgery and see her even leave the ward with success of a great surgery and everything. That's it.

Mrs. Sheffey: Thank you. Does anybody have any comments?

Dr. Hagan: I have one. I can't say enough and thank you to the doctors for having this program for the Hershey High students. My son was able to go last year and definitely had a life changing experience. He had an encounter as a student here at Hershey High. He went down there, was dressed in scrubs and one of the patient's mom's thought that he was a doctor and handed him her baby, saying "Please help my baby." And Ben, this big guy took this baby, but he said, "Mom, she was willing to hand her baby over to me – a complete stranger." That was like what you were saying was the power of a mother's love. It was an amazing experience for him to see that. He took that on, had such a wonderful experience, he went on to his next level at the Naval Academy and decided he was going to concentrate in linguistics. He not only wanted to know languages, he wanted to know the very particulars of a language, because the subtleties of him – he was in an operating room and had to translate during the course of the operation. So not only just you needed to know right and left and heart and lung, you needed very very particular words that you're translating. So thanks to this program, it helped him go on and solidify exactly what he wanted to do. An amazing learning experience from all aspects, not just the biology, the sociology, the linguistics of this, just all around an amazing program. So kudos and thank you so much for allowing our students to have this incredible opportunity. We are very lunch and thank you for everyone involved in it.

Mrs. Sheffey: I'd like to echo that. Dr. Myers, Dr. Cyran, what an amazing service you are providing and an amazing opportunity you are giving to our students and congratulations to our students. It sounds like you made the most of that opportunity. I'm very proud of the program and everything you've accomplished so thank you.

Dr. Myers: I will have to say that we have just as much fun with the students there. For a number of years we just went just as staff from the Medical Center, but having the young people down there constantly picking your brain about this and that, that has really made this trip a lot more exciting for us. We very much enjoy having the students. Thank you.

3.06 Presentation - Assistive Technology and the Use of iPad for Instructional Purposes

Ms. Dell: Good evening, my name is Lynn Dell, Director of Special Education.

Ms. Castleman: And I'm Jackie Castleman, the Principal of the Early Childhood Center.

Ms. Dell: And we work together with some pretty fantastic people and three of them are here this evening. We'd just like to thank you for the opportunity to share in some exciting applications for assistive technology using some pretty general use type of technology, so some pretty exciting things going on.

Keeping with the vision of the 21st century learning and the transformation of instruction and learning, we have a team tonight that's going to share and introduce a very special 1st grader who is using that technology. So without further ado, team? Laura Campbell is going to introduce the video and Kelly Pierce, our Special Education Learning Support Teacher for 1st grade is going to introduce our student, and Pam Yocum is our Speech and Language Pathologist who specializes in working with augmentative and alternative communications. So accessing the curriculum using technology.

Ms. Campbell: Good evening. As Lynn Dell said, my name is Laura Campbell. I teach 1st grade here at Derry Township, and it's a pleasure to be with you this evening. We will be sharing a video presentation that tells the story of how assistive technology is used by one of our 1st grade students. This video will include still shots with narratives as well as actual video footage of the student using the iPad as a communication device within my regular education classroom. I have to apologize ahead of time, James Earl Jones was not available to narrate, so unfortunately, you'll be listening to myself. He just was not available and did not return my phone calls, so next time we'll try to get something a little more soothing than myself, but Ms. Pierce is going to come up and then we'll be able to show you the video.

Ms. Pierce: Once the video is completed, we will have our student, who is here with us, share with you how he uses his assistive technology device as well as some augmentative communication software that he uses on a daily basis. So without further ado, here's our video.

Assistive technology or adaptive technology is an umbrella term that includes assistive, adaptive, and rehabilitative devices for people with disabilities. Assistive technology promotes ***** by enabling people to perform tasks that they were formerly unable to accomplish or had great difficulty accomplishing. As one could imagine, assistive technology has found a permanent home in the field of education and in classrooms across the nation.

Within the classroom, assistive technology is any item that can be used to increase, maintain, or improve functional capabilities of a child with disabilities. Assistive technology can support the inclusion and participation of students with disabilities in the regular education.

Caden, a 1st grade student here at Derry Township School District uses a form of assistive technology in order to provide him access to the regular education curriculum. Because Caden has difficulty using natural speech to meet the daily communicative needs effectively, he benefits from the use of alternative augmentative communication in the form of a voice output device.

Specifically, Caden uses Proloquo2Go, a program that is from AssistiveWare and runs on the Apple iPhone, iTouch, or iPad. Proloquo2Go is an assistive software program that provides a tool in communication and is specifically designed for students, because it is easy to use, has great voice quality, and allows you to easily import new symbols to extend vocabulary. For Caden, the use of an iPad in conjunction with the program Proloquo2Go provides meaningful access to the general education curriculum.

As part of the 1st grade curriculum, students learn how to write complete sentences on one given topic. During the month of December, students in 1st grade learned about the different holiday traditions and cultures throughout the world. In conjunction with our social studies curriculum, students in my 1st grade classroom were asked to write complete sentences about what holiday they celebrate and how they celebrate it.

The following video clip shows a 1st grade regular education student sharing their writing piece with the class.

The next video clip shows Caden, also a 1st grade student, using his assistive technology, the iPad, and Proloquo2Go to share how he celebrates the holidays in the month of December. This software allows Caden to communicate by expressing his thoughts with one word responses, to build sentences, or even relay stories. Caden, with the help of an adult, discusses what holiday he celebrates at home and how he celebrates it. Together, they formulate complete sentences about the topic which are then inputted into the Proloquo2Go program on his iPad allowing him to communicate his ideas with his classmates.

As you can see, the use of assistive technology in the form of an iPad and the program Proloquo2Go helps to provide Caden access to the regular education writing and social studies curriculums just to name a few. Caden uses the iPad and Proloquo2Go in the regular education classroom, special education classroom, and in speech therapy to work on social communication ****, sentence expansion, expressing wants and needs, gaining vocabulary knowledge and use and increasing category understanding. This

technology allows Caden to use symbols and visual supports for communication and instructional focuses.

Female Voice: So now our 1st grade student is going to introduce himself to you using his Proloquo2Go software.

Caden: Hello. Hi. I am Caden. I am 6 years old. I am in 1st grade at Hershey ECC. I like Buzz Lightyear. I love Angry Birds. I like stories. I like pudding. My favorite foods are blackberries and pizza. Tell me something about you.

Female Voice: Now Caden, can you tell us something that you did today in school?

Caden: Today in school – this morning we talked about people that communities better. I said a doctor helps people feel better. At lunch, I ate with all the girls. In speech today, I played Play Doh with a friend. In the afternoon, I learned about penguins. At recess, I played with friends from all different classes.

Female Voice: Thank you very much. Normally, his iPad is in a very protective case, but we needed to take it off to be able to hook all the cords into it. So he's able to carry that around with him throughout the school building, so it's very easy for him to access it throughout the day. What you just saw about his school day, we try to do every day so that he has a way of letting mom and dad know at home what happens in school and they can start a conversation with him about each topic.

Female Voice: What's really nice about this is over the years, of course, some of you have probably seen communication devices that are very big and bulky. And now, obviously, he can use the technology of an iPad, which is great, because not only does he have Proloquo2Go, but there are other educational apps that he has on it that he can use as well. As he gets older, he can use this communication and put it on an iPod or an iPhone. He can go with his friends to McDonalds, lay it on the counter and it's a communication device that he can carry in his pocket. Actually, he's only started with this this school year and he's really, he's excellent with using this assistive technology. He's just starting to get to know the vocabulary, but he works with it here at school and he also takes it home. He has two very supportive parents. They help to program on the weekends, so when he comes back to school, he can share in his classrooms with his whole class what he did on the weekend. He can start a conversation. He carries it around school. The case that he has has a nice strap so that he can even take it to the lunchroom with him. It's just been phenomenal to see him interact so much.

Does anyone have any questions about the software, the program, how Caden uses it that we can answer for you?

Female Voice: I would like to also add, as you can see it's definitely a team effort: parents, right on board with it. But, what is also neat to go into the classroom and Mrs. Hannibal is wonderful with Caden and the use of it that the kids want to be working with him because of his device because they're used to that type of technology. It's a really great give and take and thank you so much for all you do.

Dr. Hagan: I just have one quick question for you guys. First of all, it's an amazing thing you're doing. It's really is and thank you so much for what you do. Thank you Caden for coming. You were the best thing about this meeting today. Do you ladies have everything that you need to take care of Caden? And you have all the software that you need? You have the computers that you need? Is there anything you need from us to continue doing what you're doing?

Female Voice: The answer is we could always use more.

Dr. Hagan: Well that's true. You can see the role expanding for different children and probably everybody, right? Every child.

Female Voice: Actually the cost of the program is very reasonable \$189 for Proloquo2Go and when you're thinking of thousands and thousands of dollars for communication devices, this is very reasonable. It's actually the device that makes the kids most acceptable with their peers, and like I said, as he's going down the line changing it over to an iPod or an iPhone, it's just wonderful what's out there today. Also the voice compared to years before, the voice sounds very much like a human voice and not robotic. It's just wonderful. They're actually all the time, and we just found this out, they're having updates all the time to the software. And another nice thing is with this particular iPad, this is the one that can take photos. So he can take a picture of something he's doing that day in school with another student or with a teacher, plug it in, we can quickly add some speech to it, he can go home and show mom. It's a great way for him to communicate, again, back and forth between the parents and the school.

Female Voice: Thank you.

Female Voice: Once again, I just would like to thank everybody, and especially Laura Campbell for giving an honorary doctorate, thank you, but I do want to especially thank mom and dad, Mr. and Mrs. Capitani for coming out and bringing your son here this evening, because I know it's probably bedtime. I also just wanted to mention, Al reminded me, because he and I have been around for quite a long time doing assistive technology, IEPs require 10 days. If we indicate on an IEP that a child needs assistive technology, we have 10 days to provide that, so we usually start off with an assessment. We have building capacity with our staff the last three or four years in doing assistive technology assessments and then we are able to feature match, but with the new technology coming out with the simple features of the dynamic screen, the children are able to

conceptually use it with ease. It's really helped access, not just the tool itself, but to retrieve the language that is inside the software. Thank you everybody and we do have several other students using this system as well.

Mrs. Sheffey: Thank you and Caden, thank you for being so patient.

3.07 Presentation - 2010-2011 Local Audit Report (Brian Straub, Waggoner, Fruiter & Daub, LLP)

Brian Straub: My name is Brian Straub. I'm sure my presentation won't be as interesting, but I'm here to go over the audit report for the year ending June 30, 2011. I should add that I've gone over this report with the Administration for about 90 minutes in pretty much detail. I also went over it with the Finance Committee this afternoon for about 30 minutes. If you have any questions as I go through it, feel free to stop me and I'll try to address them.

Using the blue binder, I think you had it over the weekend in case you wanted to review it, on Page 1 is the accountant's opinion. It's an unqualified opinion which means that these financial statements are in accordance with generally accepted accounting principles.

We also were required, as it states in the fourth paragraph to do the audit in accordance with governmental auditing standards, because the School District gets over a half million dollars from the federal government and we are required to do a single audit.

The next page is what's called the management discussion and analysis. It's 11 pages put together by the Administration to hit some of the key points, the highlights, of this year's financial section. I call your attention to the financial highlights here on this page. It's a good summary of what the Administration feels were the highlights of this year's financial report.

I'm going to fall back to Page 2 and 3 – the government wide financial statements. This is the only section where you're going to find the capital assets, netted depreciation as an asset, as well as the long-term debt as a liability.

The next page to hit is Number 4, which is the balance sheet for the governmental funds. The first three columns are what's considered to be the major funds of the governmental funds of the District. The first column is general funds, second column - capital reserve, third – middle school capital projects. This is the first year that your fund balances are required to defined in a different way. If you look down at the bottom section of the general fund, you'll see that fund balances are broken down into non-spendable, which includes the note receivable and inventories. The restrictive, which includes private contribution from the Rotary Club that was to be used, I think, on a scoreboard or a sign of

some type. Committed is what the School Board has designated for the retirement stabilization fund, which is close to \$2.4 million and a half million dollars for health insurance. Finally, the unassigned is available for any purpose that the School District should choose. Board policy states that that unassigned fund balance will never be more than 8% of general fund expenditures. So to accomplish that this year, there was slightly over a \$2 million transfer from the general fund to the capital reserve fund.

You'll see in the next column is the capital reserve fund. As of June 30, there was \$6.7 million of committed capital reserve fund balance. The next column is the middle school capital projects – one which is the final major fund and you can see at the end of the year in the bottom section, there is only \$98,000 still left from that bond issue for the middle school improvements.

I'm going to skip back to Page 6, which, again, is the governmental funds. The first column is the general fund. As you can see down – the third number from the bottom, there was a net increase in the general fund fund balance of \$214,000 last year. That would be the number after the \$2 million dollar transfer to the capital reserve fund to get the fund balance of the unassigned down to 8%. Capital reserve fund overall increased slightly over \$2 million dollars and the middle school capital project fund is down to a \$98,000 fund balance.

In the non-major fund, there is combining schedules back in the supplementary information. The biggest number there was the fact that there was \$8 million of new bond issue and then there was \$8 million of old bond issue that was paid off with the proceeds, so it was a total refinancing for last year to reduce the overall interest rate and cash flows.

I'm going to skip back to Page 17, not 17, the notes start on Page 14. There are approximately 20 pages of notes. I'm not going to hit every one, but I wanted to call your attention to the bottom of Page 18 is a further breakdown of those new fund balance designations for each of the major governmental funds.

On Page 22 starts three pages of the detail which makes up the balance sheet of the general fund. Page 25 those are changes in capital assets for the year. Page 26 starts general long term debt section. The middle of 26 there has your debt service requirements coming up in future years for your bond issues.

I'm going to skip back to Page 31. The top of 31 talks about PSERS and how much was put into the state retirement system for the School District's contribution for last year slightly over \$1.3 million. At the bottom of 33 starts two to three pages on post-employment and retirement benefits. The amount on the balance sheet for the statement and assets for this liability is \$1.6 million, which is totally unfunded at this point. The actual overall liability is actually \$8 million, but because of the policy that was implemented three ago, we haven't yet put the whole liability on there based upon Gasby requirements.

Page 38 starts number of combining schedules. Then back on Page 44 starts comparative revenues for the general fund compared to the prior year. We then have six or seven pages of the same information on the expenditures for the School District for the last two years. The last two pages are 10 year comparisons of revenue and expenses for the general fund for 10 years and general statistical information for 10 years.

Obviously, I went over that rather quickly. Does anyone have any questions on the financial report itself? If not, I've also handed out two letters. The first one is called the management letter. It's addressed to the Board and to the Business Manager. On the second page is a finding with regard to audit adjustments, which is a reoccurring finding. The Board, in previous years has decided that they were willing to let us as the auditors make the major adjustments as part of the audit process rather than having most of those adjustments made in-house, but technically that constitutes a finding. It's a cost versus benefit comparison. At this point, the Administration and the Board have decided the cost to fix it and hiring an additional personnel was not worth the benefit gained from getting rid of that finding.

There is also a second letter just to the Board which gives you a brief summary of how the audit went, what in the financial report we feel are sensitive items that you should be concentrating on and we're pleased to report there were no major problems in the content of this year's audit.

If you haven't already, you will be a single audit report. We were required under the guidelines to audit the stimulus money that came through the School District this year as well as a couple other federal programs.

Any questions on any of that information?

Mrs. Sheffey: Seeing no questions, thank you Brian.

Mr. Straub: You're welcome.

Mr. Rineer: Thank you Brian.

Mr. Gräb: And you did an outstanding job following the previous act.

3.08 Presentation - Proposed 2012-2013 Preliminary Budget/Discussion

Dr. Faidley: Madame President, thank you. I want to spend a very short time highlighting the conversation that was shared with the Finance Standing Committee. In taking a look at our budget presentation, I want to share with the community that as a result of this being an election year and the primary election

dates being in April this year, we have the tremendous task of working through the budget numbers approximately three weeks or more earlier than we normally start the process. At the next Board meeting, as per the State regulations, we will need to, as a Board, consider the adoption of a proposed preliminary budget.

With that said, I'd like to frame this conversation with the first look at our budget and what we know at this point and time. As we work through the budget process, through the Finance Committee with input from our citizen advisors and input from members of the Board, we will methodically work to address some of the issues that show up initially.

The first slide you will see presents the state as we know it right now. We have what we are coining at this point and time a \$2 million dilemma. Even if we froze current levels of service with no new program staff and no other costs would rise in the next fiscal year, our obligated expenses would grow by approximately \$2 million.

If you look at the bar graphs, it identifies what those expenses that are growing are. If you look at the bar that represents the 2011-2012 year, you see that we're slightly below \$51 million. But if you look at 2012-2013, you see that there are some additional expenses added to those columns. The most significant being the Pennsylvania State Retirement System. We pay currently 8.65% of the contribution rate for our employees. The first information that we have or the projected information that we have at this time from the State is that that is going to increase to 12.36% for the 2013 year. That is a significant increase and something that we have to factor in.

In addition, we have with our HESPA employees, our support professionals, we have obligations in their salary increases of approximately 2%. We have ongoing increases in our medical coverage that are increasing and we use our consultants to drive what those anticipated numbers are at the present time. As well as social security and other miscellaneous benefits that are factored into the equation.

What is not listed here is the increased costs of running our special education programs – those that are required by federal mandate under the Individuals with Disabilities Education Act. Because we are a community that people strive to live in, we have people moving into our community because of the programs and the services that are provided in our community, some of those are provided in the private sector, which the District does incur cost to. Those tuition rates can be as much as \$80,000 per child that the District must fund and we have approximately 10 of those anticipated for next year.

If you look at the next slide, this is just a graphic to show you what the Pennsylvania State Retirement contribution rates will do over time in increasing the Derry Township School District's expenses. It's capitalized. The School

District does not have any direct control in these expenses, so these are hard numbers. The percentages in 2011-2012, as I stated, are 8.65%. They will increase significantly over the next several years, going from 8.65% to 12.36% in 2013, approximately 16% in 2013. In 2014-2015 up around 20% and then in 2015-2016 going above 24%. What this means to us in our budget process is that we need to take a hard look at our long-term planning in terms of looking at our expenses and start to look very intricately at our budget process to identify areas that we may be able to identify some savings to mitigate some of these cost increases.

If you go onto the next slide, this is an attempt to look at our operating expenditures. Again, please understand that this is our initial information. These numbers will change over time, but we need to plan methodically. The budget that we present at the next Board meeting, the proposed preliminary budget, will look completely different than the one that the committee works through and recommends for adoption to the Board in June of 2012. It is a starting point.

The projected operating expenditures - \$53,933,000 – what it looks like if we extend our current millage freeze and you see in the parentheses a \$1.5 million deficit according to the numbers as we're showing them now. You see another look at the information if our School District taxes at the Act 1 index rate without utilizing the special education and/or Pennsylvania State retirement exceptions and that's about \$1 million, a little over a \$1 million deficit. And then also the revenue if we tax at the Act 1 index rate of 1.7% and pursue the special education exception and the retirement exception. They are hovering right around \$500,000.

The next slide shows a trend in our capital reserve fund balance. As you can see from 2010-2011, the projected trend is downward in that reserve fund. We will be going into more details in the future regarding how we can work to solve this particular issue as we create our budget.

What I would say to you in the next slide is that the potential operating deficit at the present time with the exceptions and the index is approximately \$500,000. The calculations on the potential millage change are listed below with the maximum potential millage rate utilizing the exceptions and the index.

Then the last slide basically shows how that impacts the citizens in our community at the current rate what they're paying and their assessed valuation. We've provided some ranges from 75,000 to 250,000 and what the maximum potential rate could be provided that the end result was to take the exceptions and the index and what that increase looks like for individual citizens in our community.

That's kind of the 10,000 foot view of where we're at at the present time. Again, we have a lot of work to do between now and June in our committees and with

our administrative staff in identifying some potential areas that we can target to save and plan for our future.

Madame President, I can take any questions that the Board may have.

Mrs. Sheffey: Actually, I think our job now is to give you some direction and I'd ask Mr. Gräb as our Treasurer to move that discussion.

Mr. Gräb: Thank you Madame President. Of course, our ultimate goal as a School Board is to pass a budget with no tax increase to the public as we were able to do last year. We also need to take into consideration what is coming down the road with the increases in the State Employees Retirement System.

In addition to that, our Act 93 employees this year as well as our Hershey Educational Association employees were kind enough to take a pay freeze this year, which is going to have an effect next year as well that follows this. Even though we'd like to come through with a budget this year with no tax increase, we need to consider what's coming down the road as well. What we're looking for this evening is Board members to give direction to Dr. Faidley as to how we would like to go. Do we want a budget with absolutely no tax increase? Would we like Dr. Faidley to look at the budget along with his administrative staff and come through with a most prudent budget that's going to affect us going down the road? We've had a philosophy in the past as it relates to class size. I know in the past every several years, we've taken a look at outsourcing or contracting some of our non-professional services. These are some other things that we might want to consider, but Dr. Faidley needs to hear what your thoughts are, so I'm going to stop my diatribe and let you provide your input.

Mr. Barrett: I just first want to applaud the Board, I think, in the last few years there has been some really prudent fiscal management in getting our reserve areas to where they currently are and carrying out the capital plan and investing in our physical plan keeping it where it is right now, because, obviously, from a debt standpoint we have a huge investment there. As you know, a citizen I was for the last two years, I just want to thank everybody on the Board for all the hard work they did. Looking at these slides when it was presented to us in the Finance Committee meeting, I looked at Steve's revenue projections which were very flat basically. I know we have a lot of unknowns this year in State funding. I think some of us have read that they are looking at about a one billion dollar shortfall in the State's budget this year that's probably not going to get any better for the revenue side. So I think we have to be realistic and say that there's going to need to be revenue movement somewhere, whether it's a tax increase or whatever. I just think that could be ruled out, but I do want to say that in the current economic climate that we're in right now, I think we need to seriously look at the expense side very very critically. I was very happy to hear that there's a lot of movement with the new Administration right now to look at some of those expense areas. I know everybody expects the District to offer an exemplary

product, which it obviously 100% does. I think that some of the conversations we would have had, even in the last few years, if we weren't really prudent would have been harder conversations much sooner. So, I'm very happy about that, but now I think those hard conversations on the expense side need to happen before we continue to, you know, because only, I think it's been pointed out, that it's only going to get worse over the next couple of years, especially with the PSERS payments. That would be my take on it, but thank you for everything you guys have done the last couple of years, because I know just looking at Lancaster County there's a lot of issues down there right now, because I don't think they planned as well as we did, so thank you.

Mr. Hancock: I would echo Chris's comments and probably begin by saying being on the other side of the fence a year ago and kind of was an observer to probably the most diligent process that I think the Administration and the Board had ever taken in this District. I would suggest that's probably the new normal as we go through these kinds of exercises. There are going to be things that are questioned that I think are prudent to be questioned, but I think not in an aggressive mode. We have to not be overly sensitive when we're asking questions amongst ourselves. I think everything's open. It's the new normal. I would echo what Chris and John said directionally. I think we're all – do not want to do anything to the product, but at the same time we absolutely have to be fiscally prudent going forward.

Mrs. Sheehan: I second what both gentlemen have said. I'd like to look at every expenditure in the District from meals and refreshments to professional development to different positions to see if we can restructure any positions to work more effectively and only raise taxes if it's an absolute necessity and we've cut every area that we possibly could.

Dr. Donahue: I, in general, agree. I think the way we went about it last year was very, as Bruce suggested, very open and pretty efficient. Just to remind all of us though, when we did this exercise last year, we did have on the table a maximum Act 1 increase and applying for exceptions, however, we ended up not having to use either. It's important to remember that even if we put those things on the table that does not mean that we're going to use them, but as everybody before me has said, we have to look for places to cut and if we can balance the budget by cuts without raising taxes then that's ideal. We have to keep our cuts, obviously, away from – as far away as possible – from the education of the children.

The other thing that I think we did really well last year was get community input. When we get to a point where we're considering where we can make savings and get input from the community as to their feelings regarding any cuts that we might be considering, which we also did last year in a sort of large open forum. So the bottom line is if we can't balance the budget with cuts that stay

away from the educational programs and we have to raise taxes to balance the budget, then I would vote for doing so.

Mr. Morelli: I'd also like to continue what we did last year, and I could tell you if I look at this PSERS slide that probably won't be enough. We'll have to get more and more serious about what we're doing as the years go by. I know this slide was created about a year ago. I don't know if these projections have changed – any of these percentages – I haven't seen any of them. I don't know if there's any new legislation to sort of attack this, but if this is reality . . .

Mr. Rineer: The rate increase from 12.19% up to 12.36%, whether or not that will be the final rate, we'll just have to wait and see.

Mr. Morelli: Again, I would vote that we look at everything again this year like we did last year. Thank you.

Mrs. Sheffey: You know we're talking a lot about PSERS and I think we're not going to be able to address PSERS in this Board room. You see those numbers. There's no way we could ever cover those expenses. I know Dr. Faidley and I are planning on becoming a little more active in advocating our position and working with PSBA and meeting with our legislatures. We're going to be a little more active on the PSERS front, but I think we have an excellent school system and that's what our community expects, and they actually expect it to only get better. I think first we look at our needs and really look hard at redeploying some of our resources, rethinking how we provide our services, maybe saving money here in order to fund technology. I would love to see us invest in technology, but not until we look at what we currently do and maybe finding resources for it. If necessary, I would support a tax increase, because I think we have a good thing going, and I'd hate to lose it. Anybody else?

Mr. Gräb: Well, Dr. Faidley, I think you've gotten your marching orders so to speak. The general consensus of opinion appears to be we would like for you to bring back to us a very sincere well tooth combed budget looking at all possible sources of revenue and all possible sources of expenses and see if you can't come back to us with a budget with the least possible tax increase, if we need one. I think that's what I'm going to grab as the general consensus of the Board and as the Chairman of the Finance Committee that's what we would like you to do.

Dr. Faidley: I will begin my work.

Mr. Gräb: Thank you.

UNFINISHED BUSINESS

4.01 Unfinished Business

None.

4.02 2012 Committee/Delegate Assignments

Mrs. Sheffey: I'd like to just take a few minutes to explain how our Board utilizes the committee structure. We do this because it allows us more time to have in depth discussions about issues. It also allows for more community input. Most of our committees have up to four citizen advisors on it, and it gives us an opportunity to foster very positive working relationships between our Board, the Administration, and our community. All of our committees are open to the public, with the exception of HR and Building Oversight, and I'll go through each of the committees and explain why those two are not open to the public.

It is the responsibility of our committee chairs/committee to make a recommendation to the full Board, however, the Board is not obligated to accept the committee recommendation. Committee chairs are responsible for keeping the full Board informed on the issues they are working on, agendas and minutes from the committees will be made available to the full Board, so non-Board members have the same access to information as the committee members do. If a non-committee member has questions about what's coming up, they need to contact the committee chair, and please do it before a recommendation is made to the full Board, that way we have an opportunity to include your concerns in the discussion. If a Board member cannot attend, I forgot to say this earlier, if a Board member cannot attend a committee meeting, please let the committee chair know, Dr. Faidley, and myself know as soon as possible so we can provide another Board member an opportunity to attend in your stead.

The committee assignments are behind me. I'm going to do them in a slightly different order.

Finance – Mr. Gräb will be chair of Finance, and your primary responsibilities this year – lots of little things, but the big things, obviously the 2012-2013 budget, financing for the middle school expansion, and start looking long-term at funding operating costs for our middle school expansion.

General Services – Mr. Morelli has agreed to chair that, thank you. Your primary responsibilities – the middle school expansion, traffic patterns around our schools, and then take a look at our overall growth. As we look at the middle school, we know we've got other areas that potentially will need expansion as well.

Human Resources – this committee is not open to the public because of the sensitive nature of many of the employment issues and student issues they deal with. So continue to work on those issues, Dr. Donahue will chair it. Additional responsibilities – they will select citizen advisors, that will be your first responsibility. They are also responsible for the Superintendent evaluation, and then this year I'd like us to do a Board self-evaluation, if you could develop that for us.

Communications Committee – Mr. Barrett is chair. Your responsibilities will be to evaluate and expand on our communication pathways. I think this is critical as we look to expand our middle school. We need citizen input. And as we look to trim our budget, we're going to need community input. You also need to review our Board communications – how we communicate with our constituents. I think we can do a lot better in that area. Finally, I'd like you to consider a program called Students On Board. This is an opportunity – we have students on our Board, but you only report to us, and I think we need a dialogue with our student body. There's a national program called Students on Board and it's all about the Board sitting down and having lunch with our student body and hearing from you what your needs are and what we can be doing to make things better for you.

Policy Committee – Dr. Cronin will chair that committee. Their responsibility will be to review current policies on a regular basis. I'd like them to start with the 000s which are the policies governing our Board. You should do that anytime a Board transitions, then to develop any new policies as necessary. An example of that is our ad hoc advertising committee – some of the recommendations that they were recommending had policy implications so a new policy had to be developed.

Finally, Curriculum Council – Dr. Donahue will chair that. Really your role there is to ensure that the Administration's recommendations are in line with the District's vision and Strategic Plan.

I think I talked about citizen advisors. Terms are up for most of our current advisers. We will be extending the term for our Finance Committee citizen advisers until June of 2012. Going forward, their term will coincide with the fiscal year rather than the calendar year to provide continuity as we develop our budget. Dr. Faidley, if you could have the appropriate staff member post on our website the application front and center that we're looking for citizen advisors. Colleagues and member of the public, members of the press, if you could also get out the word that we are looking for citizen advisors. Citizen involvement on our committee is crucial to what we do. Thank you.

Committee Assignments

Communication:

Chair

Chris Barrett

Hank Donahue
Mary Beth Hagan
Maryellen Sheehan

Curriculum Council:
Chair

Hank Donahue
Donna Cronin
John Gräb

Finance Committee:
Chair

John Gräb
Chris Barrett
Maryellen Sheehan
Ellen Sheffey

General Services Committee:
Chair

Chris Morelli
Donna Cronin
John Gräb
Bruce Hancock

Building Oversight Committee
(Ad Hoc):
Chair

Chris Morelli
Donna Cronin
John Gräb
Bruce Hancock

Human Resources Committee:
Chair

Hank Donahue
Mary Beth Hagan
Bruce Hancock
Chris Morelli

Policy Committee:
Chair

Donna Cronin
Bruce Hancock
Maryellen Sheehan
Ellen Sheffey

Mrs. Sheffey: The delegate assignments are posted behind me. I think we have one change to that. I don't know if it made it on. Dauphin County Technical School – is Chris Barrett on there as well?

Male Response: Yes.

Mrs. Sheffey: Excellent. It made it on. Good.

Delegate Assignments

CAIU Permanent Representative:	Ellen Sheffey
Dauphin County Technical School:	John Gräb Chris Barrett
Derry Township Comprehensive Plan:	John Gräb Maryellen Sheehan
Derry Township Joint Work Group:	Ellen Sheffey Hank Donahue John Gräb
Derry Township Parks and Recreation:	Chris Morelli
Founder's Park:	Chris Morelli
Harrisburg Area Community College:	Donna Cronin
Tax Association:	John Gräb Maryellen Sheehan
Trojan Foundation:	Bruce Hancock

Mrs. Sheffey: As President, I hereby invite the following to serve in those capacities. Nobody's denying. Thank you.

NEW BUSINESS

5.01 Anticipated Agenda Items for the January 23, 2012 Public Meeting

The following items will be on the agenda for the January 23, 2012 Public Board Meeting:

1.	School Director Recognition
2.	Presentation
3.	Approval of January 9, 2012 School Board Minutes
4.	Standing Committee Report
5.	Approval of December 2011 Finance Report
6.	Approval of Budget Transfers
7.	Requests for Payment
8.	Requests for the Use of Facilities
9.	Personnel
10.	Announcement of Staff Development Conference
11.	Students of the Month

5.02 Audit Report for the 2010-2011 School Year

The Administration recommended the approval of the audit report for 2010-2011 school year as presented by Mr. Brian Straub CPA, from the District's auditing firm of Waggoner, Frutiger & Daub.

Mr. Gräb moved the Board approve the Audit Report and was seconded by Dr. Donahue.

Roll Call Vote:

Barrett – Yes

Cronin – Absent

Donahue – Yes

Gräb – Yes

Hagan – Yes

Hancock – Yes

Morelli – Yes

Sheehan – Yes

Sheffey - Yes

8 Yes, 1 Absent

MOTION CARRIED

5.03 Approval of Finance Report for November 2011

1.	The Treasurer's Report for the month ending November 30, 2011 was summarized as follows:	
	• General Fund Revenues	\$3,320,144
	• General Fund Expenditures	3,991,479
	• Balance of Cash Plus Investments (Includes \$4,761,043	32,393,090

	Capital Reserve)	
2.	The listed schedule of investment transactions for the period beginning November 1, 2011 through November 30, 2011 had total interest earnings of \$5,225 comprised of the following:	
	• General Fund	100
	• Money Market	4,342
	• Capital Reserve	783
	• PA Local Government Investment Trust	0
	The average interest rate for November 2011 was .20%	
3.	The November 2011 expenditures for the paid bills for all funds totaled \$1,442,229 excluding net payroll, retirement contributions, and debt service.	
4.	The December 2011 expenditures for the unpaid bills for all funds totaled \$1,060,682.	
5.	The estimated expenditures of the General Fund for the month of December 2011 were in the following amounts:	
	• Operating Expenses	\$1,000,000
	• Utilities	121,800
	• Net Payroll (2 Pays)	2,086,000
	• Employer Provided Insurance	436,400
	• Payroll Deductions	990,000
	• Employer Payroll Taxes (FICA/RET)	621,000
	• Debt Service	<u>0</u>
	Total Estimated Expenditures	\$5,255,200

Dr. Donahue moved the Board approve the Finance Report and was seconded by Mr. Morelli.

Roll Call Vote:

Barrett – Yes
Cronin – Absent
Donahue – Yes

Gräb – Yes
Hagan – Yes
Hancock – Yes

Morelli – Yes
Sheehan – Yes
Sheffey - Yes

8 Yes, 1 Absent

MOTION CARRIED

5.04 Approval of Gift - Keystone Rental Association

The Administration recommended accepting the following gift:

Donated by:	Keystone Rental Association
Item:	Check
Specifications:	Flood Related Relief
Value:	\$3,000

Dr. Donahue moved the Board accept the gift and was seconded by Mr. Gräb.

Mrs. Sheffey: I would just like to thank them if you can send them a letter on our behalf.

Roll Call Vote:

Barrett – Yes
Cronin – Absent
Donahue – Yes

Gräb – Yes
Hagan – Yes
Hancock – Yes

Morelli – Yes
Sheehan – Yes
Sheffey - Yes

8 Yes, 1 Absent

MOTION CARRIED

5.05 Approval of Gift - Mid Atlantic Dairy Association

The Administration recommended accepting the following gift:

<i>Donated by:</i>	Mid Atlantic Dairy Association
<i>Item:</i>	Check
<i>Specifications:</i>	Recognition for promoting milk as an appealing,

	nutritious beverage in their efforts to repackage milk so it is more appealing to kids
<i>Value:</i>	\$7,000

Dr. Donahue moved the Board accept the gift and was seconded by Mr. Barrett.

Roll Call Vote:

Barrett – Yes

Cronin – Absent

Donahue – Yes

Gräb – Yes

Hagan – Yes

Hancock – Yes

Morelli – Yes

Sheehan – Yes

Sheffey - Yes

8 Yes, 1 Absent

MOTION CARRIED

5.06 Course Proposals and Revision

The Administration recommended the approval of the following course offerings entitled:

- Sports/Entertainment Marketing and Management
- 9th Grade Civics
- English 10 Curriculum Revision

The course offerings were reviewed and approved at the November 2011 meeting of the District Curriculum Council. The cost for the recommendations were incorporated into the proposed 2012 - 2013 budget.

Dr. Donahue moved the Board approve the course offerings and was seconded by Mr. Hancock.

Mrs. Sheehan: I have a question. Are there any associated costs with the 9th grade Civics course and the 10th grade English curriculum changes? I know there was no staff changes, but I did know that the Sport Entertainment Marketing and Management course did have an associated cost with, I believe it was textbooks, but I didn't see any listed for the other two.

Response: I don't think there were any.

Mr. McFarland: There will be some resources, but at this point, they haven't been determined, because as the curriculum is written then you find the resources to support it.

Mrs. Sheehan: Okay.

Mrs. Sheffey: Any other discussion?

Roll Call Vote:

Barrett – Yes

Cronin – Absent

Donahue – Yes

Gräb – Yes

Hagan – Yes

Hancock – Yes

Morelli – Yes

Sheehan – Yes

Sheffey - Yes

8 Yes, 1 Absent

MOTION CARRIED

5.07 Approval of Thirty-Day Review of Policies

The Administration recommended the approval of a Thirty-Day Review of the following policies of the Derry Township School District Policy Manual:

- 201 - Admission of Students
- 210.2 - Possession/Use of Asthma Inhalers
- 218.1 - Weapons
- 235 - Students Rights/Surveys
- 302 - Employment of Superintendent
- 302.1 - Employment of Assistant Superintendent
- 303 - Employment of Administrators
- 307 - Student Teachers/Interns
- 317 - Conduct/Disciplinary Procedures
- 404 - Employment of Professional Employees
- 405 - Employment of Substitute Professional Employees
- 417 - Conduct/Discipline Procedures
- 504 - Employment of Classified Employees
- 505 - Employment of Substitute and Short-term Employees
- 517 - Conduct/Disciplinary Procedures
- 601 - Fiscal Objectives
- 619 - District Audit
- 705 - Safety
- 805 - Emergency Preparedness
- 818 - Contracted Services
- 913.1 - Commercial Partnerships and Sponsorships

The policies will be on display in the following locations: Hershey Public Library, Derry Township Tax Office, Derry Township Municipal Office, Hershey High School Library, and the District Office.

Dr. Hagan moved the Board approve the Thirty Day Review and was seconded by Dr. Donahue.

Mrs. Sheehan: I had a question. I was just wondering the policy, I believe it's the Emergency Preparedness, 805, what were you going to be doing in terms of communicating the Memorandum of Understanding and the policy in general to the public. How are you going to communicate that?

Dr. Kepler: In general, with the posting of policies online, they are accessible to our public at any time. The MOU I will have to look at and make sure. I'm going to assume it's a public document, it could be posted on our website as well. We can make those prominent places. Ultimately, as a District, we were ahead of the game in this policy – legislative changes driving some of this, but for years we've had an MOU with our local law enforcement, Township officials, etc.

Mrs. Sheehan: Okay. In terms of the Office of Safe Schools, I know that's referenced here, where is our District in terms of our safe school committee?

Mrs. Sheffey: We no longer have a safe school committee, is that correct?

Dr. Kepler: In previous, most recent years, the safe schools committees' work was focused on the – help me.

Mr. Rineer: The response plan?

Dr. Kepler: No.

Mrs. Sheffey: Civility.

Dr. Kepler: Civility. The work of the civility and the community task force was the focus of that committee. That committee does need to kind of get rejuvenated and move forward as we are required to have a safe schools committee.

Mrs. Sheehan: Okay.

Mrs. Sheffey: We'll need to assign Board members. Is there any other discussion?

Roll Call Vote:

Barrett – Yes

Cronin – Absent

Donahue – Yes

Gräb – Yes

Hagan – Yes

Hancock – Yes

Morelli – Yes

Sheehan – Yes

Sheffey - Yes

8 Yes, 1 Absent

MOTION CARRIED

5.08 Approval of Overnight Field Trip/Excursion - Youth and Government - April 2012

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

<i>Group:</i>	Youth and Government
<i>Number of Participating Students:</i>	30
<i>Grade Level:</i>	9-12
<i>Destination:</i>	State Capital - Harrisburg, PA Camp Hill, PA
<i>Purpose:</i>	Youth and Government Model Legislature
<i>Depart:</i>	April 20, 2012
<i>Return:</i>	April 22, 2012
<i>Trip Leader:</i>	Pete Steelman

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

Mr. Gräb moved the Board approve the excursion and was seconded by Dr. Donahue.

Mrs. Sheehan: Sorry, as a new Board member, I'm just making sure. Is this funded by the student activities fund?

Dr. Kepler: No, it is funded by the students themselves.

Mrs. Sheehan: Okay.

Dr. Kepler: Well, I guess the answer to your question actually would be yes, because they're fundraising efforts for model UN youth and government channeled through the student activity accounts.

Mrs. Sheehan: Thank you.

Mr. Hancock: So Bernie, the only expense is the transportation, correct?

Dr. Kepler: That is correct.

Mrs. Sheffey: Any other discussion?

Roll Call Vote:
Barrett – Yes

Gräb – Yes

Morelli – Yes

Cronin – Absent
Donahue – Yes

Hagan – Yes
Hancock – Yes

Sheehan – Yes
Sheffey - Yes

8 Yes, 1 Absent

MOTION CARRIED

5.09 Requests for the Use of School Facilities

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

<i>Group:</i>	Ben & Tim Day 5K Run
<i>Date/Time:</i>	August 24, 2012 3:00 p.m. - 8:30 p.m.
	August 25, 2012 6:00 a.m. - 12:30 p.m.
<i>Requested Facility:</i>	High School Cafeteria, Parking Lot
<i>Event:</i>	Annual 5 K Memorial Run
<i>Fee:</i>	None

Dr. Donahue moved the Board approve the request and was seconded by Mrs. Sheehan.

Roll Call Vote:
Barrett – Yes
Cronin – Absent
Donahue – Yes

Gräb – Yes
Hagan – Yes
Hancock – Yes

Morelli – Yes
Sheehan – Yes
Sheffey - Yes

8 Yes, 1 Absent

MOTION CARRIED

5.10 Personnel – Resignation

The Administration recommended the approval of the following resignation:

Classified:
Sellers, Rachel

Cafeteria Aide Elementary School Reason: Personal Effective: 12/16/2011 (retroactive)
--

Mr. Hancock moved the Board approve the resignation and was seconded by Dr. Donahue.

Roll Call Vote:		
Barrett – Yes	Gräb – Yes	Morelli – Yes
Cronin – Absent	Hagan – Yes	Sheehan – Yes
Donahue – Yes	Hancock – Yes	Sheffey - Yes

8 Yes, 1 Absent

MOTION CARRIED

5.11 Personnel - General

1.	The Administration recommended the approval of the following appointments:
	Professional:
	Silcox, Julie * (for Bethany Kleinfelter) Grade 5 Teacher Elementary School Long Term Substitute Bachelors, Step 1 Salary: \$43,695.25 (pro-rated) Effective: 11/15/2011 through the end of the 2011-2012 school year (retroactive)
	Classified:
	Bomgardner, Erin * Substitute Food Service Worker District-wide Salary: \$9.56 per hour Effective: 01/10/2012

	Limited Service Contracts:
	<p>Pace, Greg Volunteer Assistant Varsity Wrestling Coach</p> <p>High School Effective: 01/10/2012 (pending receipt of Act 34 and 151 clearances)</p>
	<p>Messner, Steven Volunteer Assistant Varsity Boys' Lacrosse Coach</p> <p>High School Effective: 01/10/2012</p>
	<p>Whiston, Brian Volunteer Assistant Varsity Wrestling Coach</p> <p>High School Effective: 01/10/2012</p>
	<p>Whiston, Thomas Volunteer Assistant Varsity Wrestling Coach High School Effective: 01/10/2012</p>
	<p>Woodrow, Jesse * Volunteer Assistant Varsity Baseball Coach High School Effective: 02/28/2012</p>
	<p>Youtz, Cody Volunteer Assistant Varsity Wrestling Coach High School Effective: 01/10/2012</p>
2.	The Administration recommended the approval of the following request in accordance with District Policies 435 & 439:
	<p>Kleinfelter, Bethany * Grade 5 Teacher Elementary School Extension of Unpaid Childrearing Leave</p>

	Effective: 02/01/2012 through the end of the 2011-2012 school year
3.	The Administration recommended the approval of the following addition to the 2011-2012 Substitute Teacher List:
	Makuch, John M.S. in Physics from Iowa State University with certification in Physics, Mathematics, and Earth and Space Science from Susquehanna University
*	This individual is currently an employee and/or volunteer. Clearances are on file.

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

Roll Call Vote:

Barrett – Yes

Cronin – Absent

Donahue – Yes

Gräb – Yes

Hagan – Yes

Hancock – Yes

Morelli – Yes

Sheehan – Yes

Sheffey - Yes

8 Yes, 1 Absent

MOTION CARRIED

DELEGATES REPORTS

6.01 Dauphin County Technical School Report

Mr. Gräb: Just a brief report. The joint Board of the Dauphin County Technical School is all 54 School Board members representing the six participating School Districts were invited to a reorganization meeting. Unfortunately, we didn't have a quorum and a mail ballot was sent out. If you, as a member of the Derry Township School Board have not returned your mail ballot yet, we'd greatly appreciate if you would do that.

The joint operating committee then met and we had a preliminary budget presentation by Maria Zaharick, the Dauphin County School Business Manager. In our general session, we just passed the consent agenda and that's basically about it.

Mrs. Sheffey: Okay, thank you.

6.02 Capital Area Intermediate Unit Report

Mrs. Sheffey: I will be attending training for the Board next Friday and our first meeting will be the following Thursday.

6.03 Derry Township Tax Collection Association Report

Mrs. Sheffey: Mr. Gräb and Mrs. Sheehan, you are new delegates. I can tell you that they did not meet in December. The first meeting is the third Thursday in January.

Mr. Gräb: I'm glad to hear that. I thought I had missed it.

SPECIAL REPORTS

7.01 School Community Information Report

Mr. Tredinnick: Just want to briefly note that on this Friday we will be having an early dismissal for students in grades 1 through 12. Also there will be no school for students the following Monday in observation of Martin Luther King day that is also our annually scheduled teacher work day.

Mrs. Sheffey: Okay, thank you.

7.02 Board Members' Report

Mrs. Sheffey: We have a committee report. The agenda item I skipped over earlier, our Ad Hoc Advertising Committee.

Mr. Morelli: This is sort of the end and the beginning for this committee. Last year we spent a couple months with a handful of Board members and residents in the community to talk about school advertising and looking to what was available and determine direction to see if we were interested as a District. We spent a few months talking about different types of advertising, some of the limits we had within the District, within the community with some of our ordinances with the Township. In the end, we came up with a tier 1 level of advertising that we decided we would start with as a District. That is, we would put some signage at a handful of places around the District or look to put signage at a handful of places around the District, both inside and outdoors. We've also drawn up, the Policy Committee has also drawn up a policy that was on the list this evening for the Thirty Day review along with all the other policies we just talked about.

Moving forward, we have a couple of recommendations or I have a couple of recommendations for the Board and that is, obviously, to continue down this road with the approval of the policy – the new policy of tonight – then also direct the Administration to start looking into these locations for these tier 1 level signs within the District. Also work with the Township, where needed, for the outdoor signs, recommend some pricing options, then start the process of creating a marketing strategy to go out and look for partnerships and sponsorships. Finally, then come up with a process for reviewing contracts and submitting for approval. Finally, I'd like to take the responsibility for this committee and move it to the General Services Committee as dictated in the policy that is under review. It is that committee that will field the contracts and recommend them to the full Board for approval. Thank you.

Mrs. Sheffey: Thank you. Can you put together, or your committee put together, a small report, just formally ending your committee that we can have in our files?

Mr. Morelli: Sure.

Mrs. Sheffey: Thank you.

Dr. Donahue: I just had a couple questions. First of all, thanks Chris for doing that. This is a good start to an important venture, I think. So what do you mean by tier 1 advertisement?

Mr. Morelli: Well, we had a few gentlemen on the committee that do this sort of for a living and what they decided or what they suggested that we decide was to sort of not waste our time with some of the smaller things like electronic advertising on our web page and go for the heavy hitters, the bigger signs at the outdoor venues, the bigger signs at some of the indoor venues like our gymnasium and maybe some of our hallways or lobbies or the auditoriums at the various buildings. Those are the places they thought we could make the biggest impact to begin with. Some of the locations we came up with were, obviously, the scoreboards at both of our athletic fields, our bigger athletic fields, and the two turf fields, the high school gymnasium, the middle school gymnasium, the lobbies at both of those buildings, some of the concession stands, baseball fields down on Memorial, tennis courts, within the libraries, the middle school courtyard. It was the Township's direction that some of the places where their involvement will probably be needed are all on the outside of the buildings. The inside of the buildings, they have no ordinances and we can pretty much do what we'd like to do and get approved.

Dr. Donahue: Okay.

Mr. Morelli: It was a general consensus and, I believe, with folks like Chris and Mr. Bowser, John Bowser, who is on our committee that we could raise \$30,000 to \$50,000 with these locations.

Dr. Donahue: Per year.

Mr. Morelli: Per year. Again, a conservative estimate.

Dr. Donahue: That was my second question. So the amount of money we're talking about is \$20,000, \$30,000, \$40,000, \$50,000?

Mr. Morelli: Right.

Dr. Donahue: And then what's the timeframe, realistic timeframe, to where we might have signs out?

Mr. Morelli: At this point, you know, the Administration has to come up with a process and then also look into soliciting for folks to sign up as advertisers. The policy as written puts, obviously, all the control with the Board and the District, like it should be. I believe the max length we can sign someone up for is 5 years – a 5 year term without any automatic renewal, so you would have to reapply and get approved again by the Board. I think, you know, \$30,000 to \$50,000 is a lot of money. It's well worth it if we look at that amount for a couple of field trips here and there and given the presentation this evening from Dr. Faidley and the talk about the budget, this will help us and hopefully we can make some of it, if not a lot of it happen.

Dr. Donahue: Thanks Chris.

Mrs. Sheffey: Any other questions for Chris? Any other Board member reports?

7.03 Superintendent's Report

Dr. Faidley: Thank you Madame President. It has been some time since I last updated you on the status of the Early Childhood Center. Since this is the first Board meeting of the new year and because this Board will soon be asked to take action needed to keep the restoration project on track, I thought it appropriate to take a few minutes this evening to provide an update.

The District is currently soliciting bids for the work the architects and engineers have determined is needed to restore the building for safe occupancy. The invitation to bid is already out with a bid submission deadline of January 26. The bids will be opened at 2 p.m. on the 26th.

Following the bid openings, the architect will carefully review the submission and vet them to be sure we properly identify the lowest responsible bidder. At the Board's February 13 Business Meeting, the Board will take action to accept or reject the bid.

The major component of the work will entail the demolition and replacement of the footer and exterior wall on the building southwest side near the main entrance. There are some needed repairs needed on a few interior walls along with new tie-ins between the building walls and the roof.

In addition to the restoration work on the ECC building, the invitation to bid also asks for bids to repair the flood damage suffered at the District's cinder track and tennis courts. In addition, we are seeking one alternate bid, the replacement of the public address system in the ECC and the elementary building. The PA system replacement was a scheduled capital project for this fiscal year and it is our hope that by potentially bundling that work with the ECC project that we may receive some cost savings.

Our publicly stated goal is to resume kindergarten and first grade classes in the ECC building with the start of the 2012-2013 school year. The spring and summer construction window will be tight for this project, but we remain confident that we can – and will – meet the established goal.

Likewise, we continue to work with our insurer regarding the anticipated costs for the restoration work, and we anticipate these costs will be covered under our policies.

That concludes my report.

Mrs. Sheffey: Are there any questions?

Mr. Barrett: Madame President, just one quick one. Is Ed managing that construction on the, is he managing – almost like a clerk of the work, all the subs in there and for the rehab work on the building?

Dr. Faidley: Yes.

Mr. Barrett: Great. Okay, that's all I need to know, thanks.

Mrs. Sheffey: Any other questions?

7.04 Board President's Report

Mrs. Sheffey: I'd just like to say our District spends a great deal of time and effort developing our staff and our Administration, because we believe that our schools are only as good as the people who are running them, but we haven't spent a great deal of time developing ourselves as a Board, and I'd like to see that change. We started that change on December 15 when we had a full day Board member training session. It was run by PSBA, Pennsylvania School Board

Association. They did a fabulous job, a very good packet of information, and I think Dr. Faidley has some extra packets for the Board members who weren't able to attend. I want to thank the ones who did come, because it was a long day, but well worth it. PSBA did such a great job, I've decided I'm signed up for Board President training this Saturday, and I started to look at their website and there are a lot of training opportunities. We are a member of PSBA, so we do get the reduced rate. They are very reasonable rates, so if you all want to take a look at it – if you see anything that interests you, let us know, let Dr. Faidley or myself know. They have some one hour sessions over lunch. They also have a few free webinars, so take a look at that. Also look at the NSBA.org, National School Board Association, they have some free conferences as well. There is a good section on free resources, but there are also books that you can buy. If you see anything you're interested in, let us know. I have a few I'd be happy to share, and we can also probably buy a copy for all of us to share if it's really important. That's it for my report.

RECOGNITION OF CITIZENS (Non-Agenda Items)

8.01 Recognition of Citizens (Agenda and Non-Agenda Items)

Mr. Rineer: Madame President, if I could interrupt for a moment, Item 5.01 Anticipated Agenda Items, Dr. Faidley mentioned it, we need to adopt the proposed preliminary budget at our next Board meeting and it's not included on the list, so we should do that.

Mrs. Sheffey: Thank you.

Mr. Rineer: You're welcome.

Mrs. Sheffey: Any citizens who wish to address the Board?

Brian Shiflett: Just a couple observations on tonight's meeting. First of all, going back to committee assignments – good luck with your assignments this year. I would challenge the committee chairs to publicize and plan out your meeting dates. It's sort of embarrassing that there are no committee meetings on the Derry Township School District calendar. If you look at the Board committee page on the website, the last meeting is, I think, April 18, 2011, so clearly these are public meetings. You should be able to plan these out, and, you know, it's sort of hard just to wait to the Friday before to see if there is a Finance Committee meeting on Monday if you're a member of the public. I know that staff and committee members are always happy when members of the public show up, so publicize, and I think you'll get more people coming.

Second thing – on the preliminary budget as you work through it this year, I would encourage the District to get out in front of the PR curve and maybe use a

metric such as expenditures per student as something maybe to use as an indicator of how well the District is managing its finances, especially in comparison to neighboring districts. I think there's a lot of people in this community that think we spend money on students like Lower Marion School District. I was very impressed when I looked at the PDE data on how much different districts spend money. When I saw what Derry Township spends on its students relative to other school districts, I was very proud, because I thought – there's a lot of value for what's being spent. I think it's an indicator of strong fiscal management. I don't think millage rates, median tax assessments, I think those are bad metrics because aid ratios and everything skew those numbers so much, but I think when you want to publicize how well or the strengths of your fiscal management, don't be afraid to use your expenditures per student. Just a couple observations, thank you.

Mrs. Sheffey: Okay, thank you Mr. Shiflett. I think that's a lot of good information for our Communications Committee, and I hope that you'll be applying for citizen adviser.

9.01 Adjournment

Mrs. Sheffey: The next public School Board meeting will be held Monday, January 23, 2012 starting at 7:00 p.m. in the High School LGI room.

Dr. Donahue moved to adjourn, with a second by Dr. Hagan and, approved by unanimous voice vote by all members. The meeting was adjourned at 8:55 p.m.

Respectfully submitted,

Stephen E. Rineer
Secretary to the Board
Approved at the January 23, 2012 meeting

Mrs. Ellen Sheffey
President of the Board

LDM