

**NORTH HARRISON COMMUNITY SCHOOL CORPORATION  
BOARD MEETING MINUTES  
FEBRUARY 9, 2009**

**The North Harrison Community School Corporation Board Meeting held on the 9th day of February, 2009 at Morgan Elementary School Cafeteria, 12225 Old State Road 135 NE, Palmyra, Indiana; said Public Meeting commencing at 7:35 p.m., called to order by Robert Chinn, and recorded by Sandra D. Aich, Certified Verbatim Reporter.**

\*\*\*\*\*

***AICH REPORTING SERVICES  
2400 Flatwoods Road SE  
Corydon, IN 47112  
(812) 952-3447***

-----

***aichreporting@yahoo.com***

## APPEARANCES

### School Board Members:

Robert Chinn  
Gary Byrne  
Fred Naegele  
Jerry Renneker  
Michael Beyerle

### School Administration:

Dr. Thomas Fihe, Superintendent  
Dr. Kenneth Oppel, Assistant Superintendent

### Kovert Hawkins:

Hal Kovert, Architect  
Matt, Landscape Architect  
Mark Shireman, Construction Manager

### Performance Services, Inc.:

Steve Thoman

### Speakers from the audience:

Kelly Simpson, Jeff Brown, Keith Jones, Ron Coleman,  
Zach Talmage, Lorna Wenning, Dan Haskell, Judy Jeffries

## TRANSCRIPT LEGEND

- (Interjection of thought for clarification)  
-- (Interruption of thought)  
... (Trailing off or did not complete thought)  
(ph) (Phonetically)  
(sic) (In its original form)

**INDEX**

**Call to Order .....Mr. Chinn**

**Approval of Minutes .....Mr. Chinn**

**Approval of Claims.....Mr. Chinn**

**Morgan Elementary School Project Update.....**  
    **Hal Kovert, Schematic Drawings**  
    **Matt, Landscape Architect**  
    **Mark Shireman, Construction Manager**

**Comments from Public..... Mr. Haskell**

**Items for Action .....**  
    **A. Personnel**  
    **B. Donations**  
    **C. Performance Services, Inc. - consider contract**  
    **D. Lawn Care Advertising - permission**  
    **E. Appointment of Gary Byrne to Alternative School Board**  
    **F. Board Policy - Grant Writing**  
    **G. Board Policy - Fuel**

**Administrative Communications .....Dr. Fihe, Dr. Oppel**

**Board Member Communications .....**  
    **Fred Naegele**  
    **Gary Byrne**  
    **Michael Beyerle**  
    **Jerry Renneker**  
    **Robert Chinn**

**Adjournment.....Mr. Chinn**

## PROCEEDINGS

MR. CHINN: We'd like to call this meeting to order. I'd like to remind you tonight we are being recorded. If you would, please turn your cell phones off, and we don't want any interruptions here. And I would ask you that if you address the Board, to come up and speak into the microphone so we can hear you. State your name and what you want to be talking about.

Mr. Secretary, would you poll the Board, please?

MR. NAEGELE: All members are present, Mr. President.

MR. CHINN: Move on to the approval of minutes of the previous meetings, January 8th, the regular session; for January the 21st, executive session; January 24th, special session; January 31, executive session; and February 4, executive session. (Reviews documents.) Is there any changes? I need a motion.

MR. RENNEKER: I make a motion.

MR. CHINN: Mr. Renneker has made a motion to accept the minutes. Do we have a second?

MR. BYRNE: I'll second it.

MR. CHINN: Mr. Byrne has seconded. Any discussion? All those in favor, signify by saying "aye."

BOARD MEMBERS: Aye.

MR. CHINN: Those opposed, "no." Motion carries 5-0.  
Move on to approval of claims, which would be merchant claims, numbers 49 through 189. Also, payroll for February 27 and March 13, 2009.

MR. RENNEKER: There's a voucher number, it looks like 85, Purcell Electric.

DR. OPPEL: I believe that, Mr. Renneker, is the grant for the baseball facility that was put in. I think that comes -- that's paid for out of the grant.

MR. RENNEKER: So there's a reimbursement coming back for that amount?

DR. OPPEL: I believe that we paid -- Yes, some of it will be. I believe without checking the grant.

MR. BYRNE: They come out at 720.

DR. OPPEL: Wait a minute, here's a ...

MR. BYRNE: And that's the construction baseball facility, that's where that grant went to, I believe.

MR. RENNEKER: I thought we had that all paid, though.

MR. BYRNE: Hold on.

MR. RENNEKER: I didn't think there was anything outstanding on that.

MR. BYRNE: It looks like that was the remainder of the balance.

DR. FIHE: 85 is either missing or out of order. We don't see it. But isn't it correct that part of those expenses come from foundations?

DR. OPPEL: Yes, I believe so.

DR. FIHE: And we don't have part of it?

DR. OPPEL: I think it was part of that matching grant. Isn't that right, Mr. Byrne?

MR. BYRNE: It says it come out of 720 fund, which is the construction baseball facility grant, I believe.

MR. CHINN: It looks like it was the final payment to it.

MR. BYRNE: Yeah.

MR. CHINN: In matching balance.

MR. BYRNE: There's \$7 -- after that's paid, there's \$7 left in it.

MR. RENNEKER: I thought that was already done. My mistake.

DR. OPPEL: Thank you, Mr. Byrne. I'm not finding that.

MR. RENNEKER: Number 90 ... (Reviews documents.)

DR. OPPEL: Mr. Simpson?

MR. SIMPSON: Yes, sir.

DR. OPPEL: That's involving Star Physical Therapy, the trainer. Do you want to

explain to Mr. Renneker how that works?

MR. SIMPSON: How our contract with the trainer is?

DR. OPPEL: Yes.

MR. SIMPSON: We contract with the rehabilitation services, and they come out 10 hours a week, and they are -- our trainer is here for when we host varsity events in case there's an injury or some sort like that. She also does rehabilitation from like 3:00 -- 3:00 to 5:00, depending on practice time or if there's a game that night, and we have her here for the ballgames, and then if there's something that comes up and she needs to rehab somebody, then she's here before practice or after practice, depending on what she works out with the player. She treats our injuries that are treatable and don't require a doctor.

MR. RENNEKER: Is this a monthly fee, or what is this? What's this period of time?

MR. SIMPSON: I don't know what it was based on. The entire amount is paid, I don't know, quarterly maybe.

MR. RENNEKER: Probably monthly. Its says December '08. That's probably a monthly fee, I think.

DR. OPPEL: It says December, contract fee for athletic training services, December.

MR. BYRNE: Yeah, I've seen them in there about every month.

DR. OPPEL: They come for the football games and the basketball games.

MR. BEYERLE: They're only there for home events? They don't travel with us?

MR. SIMPSON: She does some. She does travel some. She went to all football games. She does go to varsity basketball -- boys' varsity basketball games, and then occasionally she will be at girls' varsity games.

MR. BEYERLE: But it's not part of the contract, that part of it?

MR. SIMPSON: Not always. It's just a set amount of hours she puts in on a week.

MR. BEYERLE: I noticed there was nobody at Crawford County last Friday night. That's why I was asking.

MR. SIMPSON: No, she wasn't there.

DR. FIHE: Is the home team required by IHSAA rules to have someone present?

MR. SIMPSON: They have medical staff there. Normally, there's someone available. You have to have an ambulance for football, but I don't think you have to -- absolutely have to have them -- it's good if you do -- for home varsity events.

MR. RENNEKER: Number 130, Matrix Integration.

DR. OPPEL: Oh, that's for the new copier, Mr. Renneker.

MR. BEYERLE: Is this a budgeted item?

DR. OPPEL: You may have to answer that one, Dr. Fihe.

DR. FIHE: I couldn't tell you, but I'll find out. I would assume that Dr. Partenheimer put money into the budget for this specific item because if the money is not available, they are to do it -- the purchase is not approved.

MR. RENNEKER: Well, I just noticed the month before we spent like \$1500 on repairs on it, and then we turn around and bought a new one. I was just curious about that.

DR. FIHE: Were they both in the central office?

MR. RENNEKER: Yeah, check that to make sure.

DR. FIHE: I'll see what I can find out about that.

MR. BEYERLE: PO 135, or voucher 135.

DR. OPPEL: The Ramsey water bill, Mr. Beyerle?

MR. BEYERLE: Yeah. The bottom one. Are you looking at the voucher listing?

DR. OPPEL: Okay. Hang on.

MR. BEYERLE: Water ... Well, on your printout there, it says "water, NHE," and I guess that means temporary? It's got "temp" in parens.

DR. OPPEL: Yeah, I see. I don't ...

MR. BEYERLE: Where exactly is that meter?

DR. FIHE: What was your question again?

MR. BEYERLE: Where exactly is that meter?

DR. OPPEL: Jeff, do you know? We're on the Ramsey water. It says here there's a temporary meter for North Harrison Elementary.

MR. BROWN: Temporary meter?

DR. OPPEL: It says "temp," yeah.

MR. BROWN: We don't have any temporary meters unless it was that -- unless it was that change out that they did. You know, through the summer we worked with that one meter, and then right before school started, we switched over and put that two-phase meter in there. That's the only thing I can think of.

DR. OPPEL: Let me find out, Mr. Beyerle. We'll find out.

MR. BEYERLE: The one that's labeled "softball," that's absolutely just the softball field? Do you know? What all does that meter service, that I guess is my question. I wouldn't think we're --

DR. OPPEL: That would be the varsity softball field, I assume.

MR. BEYERLE: They're using \$100 worth of water right now?

DR. OPPEL: I'm not aware of doing any sprinkling on it whatsoever. I don't know -- you know, that may -- that could be possibly part of the maintenance building, too. That's out there on that same line.

MR. CHINN: We've been through it once before, and it serves somewhere else. I don't know where it is.

DR. FIHE: We'll find out why that ...

MR. CHINN: It goes somewhere else. I don't know where it is, Mike.

DR. FIHE: Yeah, it would have to be servicing something else besides just the softball field.

MR. BEYERLE: The next one, 136.

DR. OPPEL: Can liners.

MR. BEYERLE: Yeah.

DR. OPPEL: It's a retailer supply. Mr. Brown, do you want to --

MR. BEYERLE: Is that some great amount, quantity?

MR. BROWN: Well, yeah, we've -- Mr. Oppel has the status on that, the statistics. We've decided that -- we talked about buying in bulk, we can save over \$12,000 a year. So right at the first of the year we went ahead and bought what we needed for the year, and I think we probably provided you with that information on the amount of money we'll save on each item. But that's why we bought such a large amount. We saved some cash, amount of money.

MR. BEYERLE: And that will be a year's supply?

MR. BROWN: More or less. We might have to buy, you know, a few different sizes, but that should last us the entire year. Yes, sir.

MR. BEYERLE: Thank you.

MR. BYRNE: When you say -- you mean the remainder of the school year, or the whole -- the whole 2009?

MR. BROWN: (Inaudible) This year.

MR. BYRNE: Okay. I just wanted to make sure. I've got one on 122, Hilltop Gas, and it looks like we're getting some hundred gallons of gas on these tanks. Do they have a set rate or a certain amount that they put -- they charge more on if you don't use -- bill so much or ...

DR. OPPEL: I don't think so, Mr. Byrne.

MR. BYRNE: Because it's like \$2 a gallon.

DR. OPPEL: It should be the same price for all of them.

MR. BYRNE: Because most of them it was just the 100 gallons put in each one of them. What date was that billed, then?

DR. OPPEL: Okay. Hang on here. 122 ... I got it. 1/17, 1/17, 1/17, 1/17. They're all 1/17, Mr. Byrne. And they're all at 2.18 -- or \$201.80.

MR. BYRNE: The reason why I was asking, I just had mine filled up on the 30th, and it was from the same company, it was a buck seventy-seven versus two bucks.

DR. OPPEL: We did lock -- we locked in, though.

MR. BYRNE: Oh, we locked in LP --

DR. OPPEL: Yes. And I filled up, too, just recently, and so I think that's right.

MR. BYRNE: So we did lock that in?

DR. OPPEL: Yes, sir. Yes. Sorry, I misunderstood your question.

MR. BYRNE: That explains that. 168, it's on the North Harrison Elementary roof closures.

DR. OPPEL: Yes, sir.

MR. BYRNE: What is that?

DR. OPPEL: Got them right here. I was prepared for that one, Mr. Byrne. This right here is what it is. This right here.

MR. BYRNE: It still don't explain it to me.

DR. OPPEL: In general, ... Jeff, you may have to help me out on this, but where the overhangs come out, these go in to seal it, and they're original, and they have dry-rotted and rotted and water is starting to get in, so we have to replace those.

MR. BROWN: On your metal roof you got your ridge cap, you lay those over the rubber pieces that go up in there. The other ones have just shrunk and dry-rotted, and a lot of the water we're getting was not a result of the roof; it was our fault. So we bought -- we're going to replace them all.

MR. BYRNE: Are we doing that work, or is somebody else doing it?

DR. OPPEL: We're going to do that. We're going to do that.

DR. FIHE: That's one of those deals that has to be done because of the rotting. It's not a ...

DR. OPPEL: And we were going to work on it, and then we got into the bad weather.

MR. BYRNE: I'm just assuming something here, but on 166, Kovert Hawkins Architect, the reimbursement, is that just from mileage, because that's what I'm assuming? Or what is that?

DR. FIHE: No, that's 15 percent of his contract.

MR. BYRNE: Well, the bottom part says "reimbursement, Morgan." Is the \$308 ...

DR. FIHE: Well, the one figure is for the fees, and the other one is for reimbursables - drawings, slides, et cetera. So they'll both be paid out of the same account, construction fund for Morgan Elementary. But the first part is a part of his fee

that's due him by contract.

MR. BYRNE: But I was talking about the reimbursable code. Is it itemized, or you just --

DR. FIHE: Yeah, it's itemized. I can remember there was some drawings, there was some hard disks that were copied. There's a CD that was burned. There was some copying. Black line bond copy, more copy, more copying expenses. A color plot, which I think you present somewhere, I forget where. But each one of those reimbursables are itemized and spelled out.

MR. BYRNE: I got one on the general fund. Did we ever come up with the amount that we're still going to be receiving and ...

DR. FIHE: That number has not changed, and we have not received any money. I can't recall what that number was, but I can tell you that we have not received the money yet.

And could I comment about Kovert Hawkins' fee, --

MR. BYRNE: Sure.

DR. FIHE: -- architect fee, for people in the audience?

The fees for the architect do not come out of the general fund, which is where we take all of our operational expenses. This will come out of the capital project's fund, which is a separate tax rate and a separate fund. So these expenses that the Board and we are going through are not depleting any of the general fund expenses. Capital projects only. Totally separate and independent.

MR. CHINN: Okay. Looking for a motion to approve merchant claims, numbers 49 through 189, and payroll for February 27th through March 13th, 2009.

MR. NAEGELE: I'll make the motion.

MR. CHINN: Mr. Naegele has made the motion. Do I have a second?

MR. RENNEKER: I'll second it.

MR. CHINN: Mr. Renneker seconds. All those in favor, signify by saying "aye."

BOARD MEMBERS: Aye.

MR. CHINN: Those opposed, "no." It carries 5-0.

Next we move on to the elementary -- Morgan Elementary School project update, and I'm going to turn it over to you, Dr. Fihe.

DR. FIHE: Okay. The Board members all know the architects that are going to be making their presentations this evening, but we would just want to inform the people

in the audience that these are the people that are putting together the architectural drawings for the school construction project, and they're going to be presenting information tonight that represents where they are at this stage. These are not final drawings. So we encourage you to learn as much as you can about this, but this is just the status report. And the Board will approve these schematic drawings tonight and make suggestions for some changes, but there will be additional meetings and additional opportunities to make changes in the design of the Morgan Elementary project. So these are not the final drawings. They will change. Hal?

MR. KOVERT: Okay. I've got a PowerPoint, so I'm going to roll over here, so I don't know where you guys want to sit, but I don't think you want it shining in your eyes.

It takes a few minutes for the projector to come up to full brightness. But what we're here tonight to talk about is the -- we're referring to this as the schematic design, and this is one of the first approval steps that we go through as a part of this design process. What we have done is we have been having meetings here at the school with the staff and the faculty, the technical staff, as well, support staff or technology facilities, maintenance, all those different components that are comprised to make the design of the facility. As a part of this, what we have developed -- and we were actually here just almost one year ago, it was February 14th last year when we made an initial presentation of our thoughts about what you could be doing at Morgan Elementary. That was the basis for continuing on as we went through the process of getting approvals from the community and from the State to proceed on with this project. So at this point now we've gotten all those State approvals that we need, so we are in the process of taking this to the next step. We've developed what we consider to be the schematic design, and that really defines the scope of the work. As Dr. Fihe referred to is there will be some final little adjustments here and there, but in general, the scope or the overall concept of this building, if it's approved tonight by the Board, that will establish the basis that we will continue on with.

This first drawing gives you an overview. This is what the existing building and the existing site currently is composed of. We have the main entry over here on the east side. 135 is back this direction. We're actually in this room right here this evening. And then you've got some parking on the back, and then the ballfield is back here. Then you've also got the existing playground as a part of this component. So that was where we started with is this existing site and development. And I'm also going to have a colleague, Matt Gellow (ph) is going to be talking about the site development and how that component of the site has evolved and developed. Matt?

MATT: Good evening, everyone. Again, my name is Matt, and I'm the landscape architect and the site designer for the Kovert Hawkins' team. What does that mean? I come on to the site and I look at an existing building that is going to be renovated, in this case, and see the improvements that can be made to the site as what's involved in parking, drainage, overall esthetics, where your traffic flow is going to be handled and how that is either rerouted or how it's improved. And so it's a little fuzzy, but right now here's your 135, and this is where all your traffic comes in. This is where your bus traffic comes in and your automobile traffic for dropping kids off in the morning and picking them up in the afternoon. Currently, the existing site

-- the bus traffic comes in and drops it off in the front of the building, and cars pick up their kids and drop them off in the front and some in the rear, I believe. Right now the main focus for this design was to split those two, to completely segregate your bus traffic and your automobile traffic. So what I've done is I've taken all your automobile traffic and used this front area as a way to drop kids off in the morning and pick them up in the afternoon. Busses will be coming off of -- is it 135? -- sorry -- and actually coming through here in a separate entrance and be parking in an angle parking where there is going to be plenty of room to turn around and then go back out the same entrance. So you're going to have a complete segregated entrance for your bus and your cars. So it will be really helpful and just -- in making your automobile and your bus flow a lot easier, and it will be a really nice improvement to the overall design of the site. Right here is actually where you're going to have all your loading and unloading of materials - food, any kind of materials that are coming in mechanically, anything. So this actually proved to be a little bit of a challenge in that it's actually in front of the building, where all you -- you see all your -- all your sights are coming in from cars and traffic. So it's kind of esthetically unpleasing. So what I've done here is really screened it and put some berms up so you're not going to be focusing on the unloading from -- from semi trucks or milk carton trucks and stuff like that. So even though the loading is here, it would still be screened to -- to the people who are coming into the building, so it's not going to be a focal point of the building. What will be the focal point is the really nice entrance right here with a new landscaped front and new loading zone, and you'll see a little bit more of that when Hal begins his piece. Right now the existing site only has 108 spaces for the entire site. There's 15 bus spaces, and overall there's about 60 spaces that are taken up by bus and parking conjoined. What I've done is I've improved that, and we now have 257 spaces. 103 of those spaces will not overlap. There is this whole area that will be full of parking for events that could take place in here, so you're going to have a nice deal more parking throughout this entire site and a little bit extra up here for visitors and whatnot. Right now there is the playground that's up here. The playground is actually going to be more involved with the park setting that you have in the back. This is going to be a really nice component of what you have existing. The baseball fields are in great condition, and I think a lot of the community really enjoys it. Relocating this playground to this area is really going to add to that feature, and I think it's going to be a nice implementation for the entire site as a whole. I think that's it for the actual design.

A little bit about the technical. The whole site is going to be pretty much regraded as we -- as we have planned on right now. So sometimes in the -- as you go to the back, there's a really big dip, that's all going to be taken care of. I worked with Hal and actually helped grade out some of the issues of not having so many ramps up and down in the building, and they'll be all localized into one area. So you'll have one level right here, and then the second level up here instead of going down and up and down and up and such. There might be a retention basin in the back, and that's basically just to take all the storm water that we have from the new pavement areas and the water that's going to be collected from the roof and actually be stored in here before it actually enters into another's person's property. That's just a generally good practice to have when you're doing these kind of things and adding any kind of pavement or building to an existing site. What I am looking at for this area is some kind of

permeable pavers. What that means is that you'll be getting all the rain water and actually having -- instead of draining off from the pavement, it's going to seep into the ground. But it's actually going to be pavers. So all your storm water that's going to be coming from the site is going to be somewhat collected here and treated before it exits the site, which is going to be really nice. It's just something that we're going to kind of look at and see if it's in the budget or not. That's about it for now.

MR. KOVERT: You'll notice this one component here down at the end. Originally we had that section coming straight out, but in this corner, there's a lot of storm water that will tend to collect, not necessarily on the school's property but the adjoining farm area. There was a concern about if we got too close to that property line and we started excavating for foundations, that we could get into some soils issues and start to get into some really expensive remediation in that particular area. So that was one of the driving forces with that.

Again, now, this is a close-up. This is -- in general, this is what the existing building looks like at this point in time. And this is the schematic design floor plan. This is the overall plan that we are proposing at this time for the renovation project. We'll go into some enlarged plans here in the next few sequences, but in general I'll take you through ... The area down here, which is commonly referred to as Unit A, which is what it is today, that will become intermediate grades - grades 3, 4, and 5, and you'll see the 3's, the 4's, and the 5. And our goal on this is to have a four-section school when we're finished. That means you'll have four classrooms for each grade level. And you'll see as a part of this, we've also built in one additional classroom which we refer to as a flex room, and that provides for us -- in certain times you may end up with a bubble class, one that is just a little bit larger than the others, and that gives us that expansion space for that -- that work to -- that group to occur.

In the area that was -- that's currently referred to as Unit B, there are several classrooms down this area, that's the component that will be -- of the existing building that will be demolished as well as the space that we're in here tonight. In that area you'll see that we've got the new cafeteria, kitchen, and so forth.

Then the main addition, which we're now -- which we're calling Unit C, that is this extension that comes off here, and that will be the primary wing. That will be kindergarten, first, and second grades. So we've created somewhat a segregation of the intermediate grades and the primary grades, and that is very conducive to the learning environment because you have different goals and strategies at the K through 2 that you do for 3, 4, and 5. And that allows a lot of collaboration for those teachers in those particular grade levels.

Our new main entrance will be generally where we are entering the building now, but it will be completely new construction. This is an enlargement. This is the area -- or the Unit A floor plan. Again, these classrooms, these four third grades, fourth grades, and fifth grades, that is all current space. That is current classroom space. Now, we are going to renovate that as a part of the project in terms of ceilings, lighting, some finishes on the interior, that type of thing.

We are also -- as a part of our time that we spend out here, we found that these corners were very congested because currently you have doors from all three classrooms coming into one corridor, and getting kids in and out was a real traffic

congestion. So we have relocated some of the doors and this entry, which we felt like is going to be a big improvement to that.

The other thing that we're doing in the intermediate grades only, and that is we are adding student lockers into the corridor areas. That's what you see, those little boxes all lined up there. That does a couple of things for us. Number one, these classrooms in this wing, these existing classrooms, are smaller than what we would design today. They're about 750 square feet, and we would -- and we will design about a 900 square foot minimum elementary classroom today. So to help the staff out to get as much use out of that space as possible, we have moved the lockers out of that space, so all those coats and everything go out of the classroom. Currently, there's no segregation of those coats as they're hanging up, so you have the health issue, particularly with head lice, from the transfer from one coat to the other. By having the lockers and that clothing segregated individually helps with that -- that issue tremendously.

We've got existing restrooms in this area. And the library is in this core. Now, currently, this library is cut off, and about a third of this library is taken over right now by what's called the reading lab. We felt like that we needed to move that reading lab to its own location and expand that and give that space back to the library. So as a part of this project, that space is going to be coming back to the library.

Next is the Unit B, we've got the existing gymnasium. We're doing very little to the gymnasium itself. We are doing some lighting in there. But the area at the end where the music room is now, the stage and the boiler room, that particular space will all be cleaned out and gutted and reconstructed, and we will -- currently, you enter the gym from two different corridors on each side. We are closing those off, and we're having one central entrance through the center of that. We've got restrooms here that are handicap accessible, because currently the only restrooms in the gymnasium, you have to go down those stairs under the bleachers for those particular components. We have a small concession stand, and then we have storage on each side for P.E. We've also moved the -- both specials' classes here of art and music. Currently, you have a very nice art room in terms of square footage. The music room is severely undersized, what we would do in a new school facility. We've gotten that. And we've also got -- This area directly off of the music room and in the cafeteria is -- we call this a platform, but it's -- for all practical purposes, it's a stage at an elementary school level. So that gives us a space that you sort of had here in the gymnasium, but it had been cut off with so many different partitions and storage, it really wasn't a functional stage. And this will provide that space for the school. We've got an all-new kitchen, which will have two serving lines as opposed to one, which you currently have. And the cafeteria presently seats about 164 students, and that is with these tables end to end, very, very tight. And in this layout, we have about 230 seating in these tables, and they're spread out. If we determine that they need to be tighter and we want to move them in, we've got room to expand and provide that additional seating.

You'll also notice -- The current buildings are on two different levels. The space that we're on is on an upper level. Right now it's two feet higher than A wing. As a part of our evaluation of the site, we felt like that we needed to get as much of the building down to the Unit A level as possible and minimize the amount that's up at the higher elevation. So we have done that. All of the new construction, except for this area right

in here, will be at the lower elevation or the Unit A elevation. That will provide us complete flexibility from going from one space to the other without any kind of ramps or steps or anything of that nature. There will be some ramps in this particular area, but that will be it, so that's somewhat limited.

The Unit C area, this will be the new main entrance. We have a vestibule that -- the concept here is to secure the building during the day. Once the students are in the building, all the exterior doors are locked with the exception of this one. Then the interior set of doors on this vestibule will be locked. So any visitor coming into the building during the day will be forced to go into the central office. So they have to go into the office; they can't just wander in and go on down the hallways anywhere they want to. So that is a very common design that we are doing over the past six to eight years in helping to secure these buildings.

This will be the new administrative office area, we'll have a reception area and work space here in the front. We've got a clinic area for the nurse, and that is located directly adjacent to the reception/secretarial areas because the nurse is not full time, not here every day. So when those students go to the clinic or the sick room, then they've got some immediate supervision directly adjacent to them. And we've got a space here for our three cots. It has its own restroom in that space as well. We have the principal's office, guidance office. We have a workroom here that will serve not only the staff, the office staff, but the primary grades - kindergarten, first, and second. The intermediate wing will also continue to have its workroom. Then we have a conference room. That's something that you currently -- you really don't have in this facility. And particularly with case conferences, special ed, and so forth, you need a good-size conference room when those cases do occur.

The new wing -- the kindergarten classrooms are approximately 1200 square feet, which is the recommended standards by the State of Indiana. The classrooms for first and second grade are about 920 square feet, again, based on the recommended standards for the State. This primary wing also has its own computer lab, and this was something in our meetings with the staff, and particularly with D.J., they really felt like we needed to have a separate computer lab for the primary wing, not just the one lab for the entire school.

Also, we've got two sets of restrooms here. In these discussions, oftentimes for kindergarten and first grade, you will put a restroom in the classroom, and what we are seeing, and the staff here agreed, that particularly with kindergarten kids now being all day, it is more advantageous to have larger group restrooms because it takes so long for those kids one at a time to use the restroom. So it just slows everything down. It's more productive and actually provides more time on task in the classroom.

And then this brings you back and lets you see where the components fit together. You'll also notice we've got two primary means of exit to the west, and what those do, those will be the entrances that will take -- or the exits that will take you out to the bus pickup, and then this in the front is where the car riders will be dropped off and picked up.

This is our thoughts on what the appearance of the building would look like. Again, as you approach from 135 coming in on Old 135, this is the view that you would see - the parking area here, this is the main entrance. This is that view that you would - as you first drive in, and as Matt was alluding to, are back behind this berm and in

here, that is where that loading dock is, and we wanted to screen that so that that wasn't something you just saw when you first drove in. So we've done a couple of things here. We've got a low brick serpentine wall, and then we've also got some berms, and then we put landscaping on top of that. So we've really tried to soften that approach and also provide the screening.

This is the main entrance. These windows right here would be into the main office area. These over here are into the new cafeteria. And then this is the main entrance right there.

This is a view of the new C wing. We've got that curve group that comes out through here, and then we've created some spaces out there that they can also do some small group instruction. As a part of meeting with the teachers and staff, one of the real components here that's a focus of this school is small group instruction, small group tutoring, and that has been what everyone feels is the real secret to the success of this school, being able to take those kids and get that immediate remediation whenever it was identified, one-on-one, or one-on-two or three. And they talked about not just inside the building, but on nice days, some spaces that they could take those students outside as well.

Our cost -- our construction budget for our component of the work is \$10,250,000, and we're roughly around \$10,200,000. So we're still within the budget that we established back in the beginning, and that budget was approved by the Department of Local Government Finance in Indianapolis.

Again, just to kind of look at the consistency, this top right-hand corner, that was our initial concept design that we presented about a year ago, we're continuing to refine, but following through pretty much in that -- that same line. So we haven't deviated significantly from our original goal. And the next step that we will go to is actually -- we'll continue with some meetings with the teachers and the staff and the support folks here - Jeff Brown and D.J. and those type of folks. And we'll really focus - start focusing on the details - the materials that we're going to actually finish the interior of the spaces with. We've had some discussions about those initially, but we're going to get into those on an individual room basis and actually talk about the function of particular spaces and a lot of the refining. Okay. That's it.

DR. FIHE: Anyone have any questions? Board members have questions?

MR. CHINN: I've got one, Hal. You talked about some of the rooms being smaller than what we would build today?

MR. KOVERT: Right.

MR. CHINN: Where are we at with sanitary school coding today?

MR. KOVERT: Where are we with what?

MR. CHINN: Sanitary school coding.

MR. KOVERT: We're still okay from that perspective. The

State Board of Health says 30 square feet per student. So in some cases we're about 750, and by moving some of that -- those spaces out, the coat racks and that sort of thing, that helps us in those particular areas.

MR. JONES: Mr. Kovert, is there anything put in there for the possibility of putting a generator on the -- on to the project in the future? Not so much putting a generator in the budget, ...

MR. KOVERT: Right. We haven't gotten to that part of the component yet, but I'm sure that that's part -- when we get to the discussion of the building infrastructure, whether it's the plumbing or the electric and so forth, ... I was going to say six to eight years ago or ten years ago nobody ever talked about generators, but with the events that we've had over the past couple of years, we're seeing that a lot more in an elementary school. Generally, when you look at a generator, it's not to power the entire building but some of the key components, like to keep your refrigerators and your freezers up so that you don't lose anything there by spoilage, and some of the -- Oftentimes our phone systems today and the computers and so forth, we need -- it just saves a lot if we can keep those things up and running. But, yes, that would be something we'll definitely be considering.

MR. BYRNE: Would there be anything in particular that would cost us -- spending more money than in certain areas that we could save possibly, or is everything considered there, this is pretty much what we need?

MR. KOVERT: Yes. I think ... We have added some things from when we thought initially, particularly such as the second computer lab and also the -- we've added a second set of restrooms in that new wing. But as we -- as we met with the staff and started talking more about their curriculum and their process and how they work, the quicker you can get them in and out of the restrooms, the more time they can spend on task. Having another set of computer labs means two classes could be in there at one time as opposed to try and schedule it out with just one. So those are the kind of things that has grown a little bit from our initial thoughts on the project.

MR. BYRNE: Those kind of things I'm okay with. I'm talking about things that's just for looks that we're spending money on instead of more for using than looks.

MR. KOVERT: Right. One of the things that we've been traditionally very conservative in terms of the materials that we've used, we're trying to use materials, one, that are readily available, things that are low maintenance, so that's why we're looking at things like general brick veneer on the exterior of the building. We're using some limestone for some accents and things, but in our particular region, that's not a real expensive frill just because it's available so close. We're looking at some things on the roof material using a white roof, which is highly reflective, and we're using a lot of -- we're taking the insulation up at a higher level than maybe what we would -- what we have been ten years ago, so we're doing a lot of those kind of things. But as far as a lot of frills, ... I mean, the only thing that we've done is maybe this area in the front, but at

the same time, it does serve a purpose, it does bring some natural light into that space. And as we talked with the teachers and the staff about their dismissal process and where they hold students at different points in the building, this became a really central point for that, so I felt like it was -- it was something that warranted a little more attention and not just a dingy little box that you would park the kids into, so to speak.

MR. RENNEKER: Hal, what kind of roof system as far as -- Is this a pitched roof all the way around on the new construction as well as on the demolition and the redoing of the central part of the school?

MR. KOVERT: It would all be -- Right now we're envisioning this being a low-pitched roof with internal roof drains. So we are not looking at draining this off in a higher pitch or something to a gutter system. There's a couple reasons for that is when you start raising the pitch, that starts to create cost because you're building volume, you're not just building square footage. Then I start having to build walls taller. The other side to that is I'm meaning to collect a lot of this water and be very careful about where I discharge it. I can't just dump it on to the neighbors because I don't want it to cause flooding and so forth. So we're going to be doing some things. When Matt was talking about retention, what we're doing is we sort of capture this in different areas. When you get a heavy rain, and then that allows -- then by using some smaller pipe, it collects and then discharges at a slower rate so you're not just putting this huge amount on all at one time.

MR. RENNEKER: What about when you get the ice that we just recently had?

MR. KOVERT: Well, as a part of that, actually, you have less problem with internal roof drains than you do with gutters and downspouts because the internal roof drains are above the ceiling, and because that -- the insulation is at the roof, at the top of the roof, not under the roof, it actually helps to keep those drains open. So it will actually clear up quicker than it will oftentimes with your gutters because once the gutters fill up, then they get heavy and you end up finding them on the ground. Yes?

MR. COLEMAN: The exterior will all be brick, right?

MR. KOVERT: Yes.

MR. COLEMAN: There won't be any change?

MR. KOVERT: No, not unless somebody tells me to.

MR. COLEMAN: That color?

MR. KOVERT: Well, the exact color -- we'll actually bring some brick samples in, and we'll actually choose those when we get to that point, yes. But right now our thoughts are to stay very close to that color, somewhere. Some of that is just a matter of what is projected on the computer, isn't always the exact same. But we did see

something in a lighter brick. The one part on the old A wing is this really dark chocolate brick, and we didn't feel like we wanted to take that color and bring it on around because it's almost a depressing color, it's so dark and bleak. And some of the things - We'll have some later renderings that will explain this in a little more detail. But we're actually looking at like the brown metal that's on the other sides, we're looking at painting that the same color as this taupe or tan color that we've got there to help lighten up and tie that in with the rest of the building. Yes?

MR. TALMAGE: What all have you done to make the school more energy-efficient and help cut costs on energy bills and stuff?

MR. KOVERT: Well, from the electrical side of it, we're going -- everything will be the high efficiency lighting fixtures, particularly in the classrooms. We're going to be using the electronic ballasts in the fluorescent lights. We'll have occupancy sensors, which in essence, is a motion detector in each classroom and -- well, it really -- in almost every room. So if people leave a room and the detector doesn't sense motion in that room for a certain period of time, it will automatically reduce the -- or turn the lights off in that particular room. The other thing we're doing is we believe in daylight and using that because 90 percent of the time, particularly the classrooms, are going to be used during the day, and even on a cloudy day, you get a lot of natural light into that space. So by doing that, we can actually reduce the amount of artificial light into that particular space.

MR. COLEMAN: The tall part of the entrance, is that to let light in?

MR. KOVERT: Yes, it is.

MR. BEYERLE: Where does it let light into? Straight into the lobby?

MR. KOVERT: Yeah, we'll go back, and I can show you. It is this space right in here.

MR. BEYERLE: So it has windows on the front and the rear of it?

MR. KOVERT: The front and the -- and one side.

MR. BEYERLE: So that it comes in from this angle, it's just trapped and goes down. Is that your thinking?

MR. KOVERT: Yes.

MR. BEYERLE: What do you think that added to the project, dollars?

MR. KOVERT: I didn't analyze the cost of that individually.

MR. BEYERLE: Would it be just as feasible to keep -- In that other picture

where you had a lot of glass running into that, what if you just kept the glass going? Was that looked at?

MR. KOVERT: That really -- Yes. I had the glass right here and the glass here. Now, the other aspect of that is I've got this huge canopy that comes out here. So I don't get light very far back into the space. Those windows are really more for visual out than it is more light coming in. By having the -- the light well up here, that allows that space -- that light to come in here, it'll filter into the office as well as into the cafeteria through these sets of doors as well.

MR. BEYERLE: How tall is that?

MR. KOVERT: Oh, roughly, we're talking in the 25 foot height, somewhere in there.

MR. BEYERLE: Just looking at your heating and cooling dead space; is that fair to say?

MR. KOVERT: You're really not going to try and temperature control that up there, so if in the wintertime, yeah, there's going to be some heat that rises up there, but you're not trying to heat it.

MR. BEYERLE: Well, at the same time that's light coming through those windows, that's going to produce the heat, then we're going to try and cool it. I'm not saying you're heating the air up there, but you're still going to heat or cool the air.

MR. KOVERT: Right. Any other questions?

MS. WENNING: Is there only going to be one exit out of the gym? Like now there's doors on the sides.

MR. KOVERT: No, there's still ...

MS. WENNING: Like if you have a basketball game and the school's closed.

MR. KOVERT: Okay. There are still these exit doors out here at the north end, there's a set of doors that goes out the west, and they'll be one door here that goes out this way. We're really not encouraging people to use that because that will take you out to the loading dock. And there will be a set of doors that come out this way. Now, we've also added internally doors at this corner and the cafeteria. So if somebody is using the gymnasium, they can't go anywhere beyond that. They can come through here, and the only thing they can do is go on out. And then they have a direct exit here and here as well. We've done the same for the cafeteria, so if the cafeteria is being used by an outside group, then you can close off doors here and right here, and that allows people not to be able to wander through the rest of the building as well. So we've tried to compartmentalize that for those evening activities as much as possible,

minimize the security issues in the rest of the building.

DR. FIHE: Shall we come back to our places, Mr. President, and Mark Shireman will give us a report, and then we'll look at a resolution.

James L. Shireman at Corydon is the construction manager on this construction project. And representing their firm is Mark Shireman, who's going to bring the Board up to date on what are some of the activities that he's been involved with as construction manager working with Hal and others. Mark?

MR. SHIREMAN: Thank you, Dr. Fihe. Gentlemen, you saw that budget that was on the PowerPoint show there, it's ... And it came up to 2 million -- or 10,250,000. If you add 1,710,000 to that -- 1,710,000 to that number, you'll come up with 11,960,000. And that is the number that matches up to your DLGF budget that Dr. Partenheimer had. So later on in the presentation, you'll hear from Performance Services, and that is their goal. You also have \$475,000 of contingency funds to be added to that and some loose equipment funds. What we've been doing and some of the things that Hal has talked about, we've been reviewing this budget, we believe it's valid. Although we weren't involved in its initial preparation, we believe it's valid based on the market numbers that we're seeing now and jobs that have been bid recently. We're reviewing these designs for constructability, and, you know talking about materials. We've been having a lot of meetings with Kovert, going over some of the different materials that could be used, reviewing existing conditions. We've been up here making tours, and we've had a lot of meetings with Dr. Fihe and Dr. Oppel, and like I said, the Kovert team, so that's basically what we've been doing is looking at budgets, et cetera. So I just want to let you know what we've been doing.

DR. FIHE: Hal, do you want the Board to consider any particular wording on the resolution approving the schematic drawings, or will just a general statement take care of it?

MR. KOVERT: Just a general statement will be fine. I do have some copies of all the presentation that I'll hand out as well. I think it contains all of the material that was in that presentation.

MR. BYRNE: Let me ask you something, then. For example, the tower that was brought up, and that was sort of the things I was leaning to ...

MR. KOVERT: Sure.

MR. BYRNE: Is that something that can be changed after we make this resolution?

MR. KOVERT: Well, it's something I really kind of need to have some direction on. We don't want to get too far down the road designing a tower if the tower's not going to be part of the component. But one of the things ... That was something that we had initially in there, and in the spirit of North Harrison, I didn't want to change something too dramatically from one time to the next, so ...

MR. BYRNE: Right. Understood.

MR. KOVERT: That's part of the reason that it's still in there. I showed it to you once, so I kept it in there.

MR. BYRNE: Do we have an estimate -- or will we get an estimate?

MR. SHIREMAN: We can get one. We don't have it right at this minute, but we can get one.

MR. BYRNE: Mark, do you see anything else that should be looked up like that?

MR. SHIREMAN: Well, you know, really, brick veneer is a good way to go. We're talking about load-bearing block in the corridors, which would lighten the steel up. So, I mean, I think there's not a lot of frill in this thing. I mean, that one sort of stands out, obviously, but ...

MR. KOVERT: The other thing is that particular component, the tower, I guess the scale of it is maybe not as -- when you take it in the perspective of the entire building -- I mean, we're talking a total building of about -- with everything, of about 86,000 square feet. And that particular area of the -- of the tower is probably something in the 300 square foot type scale. So we're talking something that's very small proportionally. I mean, it does -- Can you eliminate it? Yes, you absolutely can. Can you save money by eliminating it? Yes, certainly. But at the same time I think it does a couple of things. It does provide internal light to that space, and it also provides -- it's the one element that provides a little identity for the school. And, you know, when you're driving by on the highway, oftentimes, particularly with this setting, with being so far back off the highway, it's just -- it becomes a little bit of an icon for the school and a little bit of identity for it. And I don't think that the -- overall the cost of that is -- I mean, yes, it does cost something to build that wall and put that glass in it, it certainly does, but in the scope of the whole thing, I didn't feel like that it was something extravagant by any means or elaborate, and we're pretty conservative when it comes to that sort of thing, so we don't do that. We're not big into the huge atriums and things that a lot of times you'll see on some of these schools.

MR. BEYERLE: Just a guess. You don't have any idea how much that -- that's in there?

MR. KOVERT: Yeah, it may be \$20,000/\$25,000, something like that.

MR. RENNEKER: I've been in a couple of schools that have high-pitched towers like that into them -- or, not necessarily high-pitched, but high towers like that for the purpose of letting natural lighting in, and my concern would be most of the ones that I have seen, because of the cold and hot differential up in that tower, most of the time them windows are fogged over and you can't -- you can't see out of them, they don't

really add anything. If we go through this and we get this tower, is it going to be -- how are we going to address any kind of hot and cold issues there where you've got condensation on the inside of them windows and maintaining the inside of them windows up on the second story like that?

MR. KOVERT: Well, the first thing you do is use insulated glass. And one of the towers that I actually did, we actually did a thermostatically controlled vent that allowed - during the hot weather allowed some of that hot air to escape so that you didn't trap that up in there. So I think there's things that can certainly be done to circulate the air in that particular space.

MR. CHINN: We probably need to move that after the comments from the public, don't we?

DR. FIHE: Say it again.

MR. CHINN: We need to move this to items for action. Actually, need to give the public time to comment before we make a motion on it.

DR. FIHE: So you want to hold off until you get down here?

MR. CHINN: Until items for action. We'll put it on the first thing for items for action. How's that?

Okay, we're going to move on to comments from the public for items for action, and also approves what we've been look -- we'll be looking for approval of schematics here, so that's -- you can add that to that. If you would, come forward, state your name into the microphone and your questions for the Board as far as items for action.

DR. FIHE: While he's coming up here, we put the nametags on the place not for the people in the audience because they all know the Board members; we had turned them so that she could see them as she's recording. Thank you.

MR. HASKELL: Dan Haskell. Addressing the tower, I think it's a nice esthetic thing. I don't know about the light. You guys are experts there. I would urge you, when you look at that, -- you know, 20/\$25,000 on an \$11,000,000 budget ... One thing, when I see Morgan, the first thing I see is the gym roof, and I think that breaks it up from what little I've seen. I think it adds to the building rather than detracts, so I just want to put my two cents in on that.

MR. CHINN: Anyone else?

MR. HASKELL: Another thing to think about: The building's going to be, what, they say about 40 years' life expectancy?

MR. KOVERT: I would hope so, yes.

MR. HASKELL: So then you've got a box for 40 years instead of something that

adds a little bit of architecture detail.

MR. CHINN: Anyone else? We're going to move on to items for action. Looking for a motion for the approval of the schematics of the -- or schematic drawings that we saw here.

MR. BYRNE: I'll do that.

MR. CHINN: Mr. Byrne has made the motion.

MR. BEYERLE: I will second.

MR. CHINN: Mr. Beyerle has seconded. Any more discussion? All those in favor, signify by saying "aye."

BOARD MEMBERS: Aye.

MR. CHINN: Those opposed, "no." Motion carries 5-0. Next we'll move on to items for action with personnel. I'll turn it over to you, Dr. Fihe.

DR. FIHE: Okay. We have three resignations that we've received, and we'd like the Board to consider accepting. The first one was from Ms. Jill Ireland as an instructional assistant at North Harrison Elementary School, effective January 16th, 2009. Bev Keene, bus driver, effective February the 6th. And one we just received today, Robin Asher, an instructional assistant at North Harrison Elementary, effective February the 13th, and that just came in today.

MR. CHINN: Look for a motion to approve the resignations of those three people so mentioned.

MR. NAEGELE: I'll make the motion, Mr. President.

MR. CHINN: Mr. Naegele's making a motion. Do we have a second?

MR. RENNEKER: I'll second.

MR. CHINN: Mr. Renneker seconds. Is there any discussion? All those in favor, signify by saying "aye."

BOARD MEMBERS: Aye.

MR. CHINN: Those opposed, "no." Motion carries 5-0. On to appointments.

DR. FIHE: Mr. President, we have six appointments before us this evening. Do you want me to do them one at a time, or just do them all as a group?

MR. CHINN: Anybody have any problem taking them all at one time? Take them all at one time.

DR. FIHE: One at a time?

MR. CHINN: All at one time.

DR. FIHE: All at once? Okay. The first recommendation is Mr. Jason Mullis as boys' track coach at the middle school, effective this school year. Mr. Mullis does have four years' experience as an assistant track coach at the high school level.

Joyce Kincheloe as instructional assistant at North Harrison Elementary, effective February the 9th. She would be replacing Jill Ireland. Mrs. Kincheloe would be a part-time employee with no benefits. She does have specialized training and extensive experience in special needs' children. She received special training in Connecticut. Ms. Kincheloe originally was from the Ramsey area. They moved away, and when her husband retired from the military, they returned back here, and so she is now looking for employment with us.

Traci Kerns is being recommended as girls' track coach at the high school, effective this school year. She was once our head coach and got out of that, and was an assistant for several years. Now she wants to come back as head coach.

Mr. Shaun Miller, a lay assistant girls' softball coach at the high school, effective this school year. He does have experience coaching in the school system doing sixth grade girls' and also fifth grade boys' basketball. He is an employee. He is an instructional assistant in the special needs department.

Mr. Mack -- or Mark Lahmon, assistant girls' softball coach. This is a lay position as well at the high school effective this school year. Mark doesn't have any experience with the school system, but he does have youth softball experience out in the community.

The last recommendation is Mr. Jason Stephenson, assistant boys' track coach, effective this school year. He is a lay coach, and he was a volunteer in the boys' track program at the middle school. He is also a -- Well, that's it. We'll stop there.

MR. CHINN: I need a motion for appointments of the six people so mentioned.

MR. RENNEKER: I'll make that motion.

MR. CHINN: Mr. Renneker's made the motion.

MR. BEYERLE: And I'll second it.

MR. CHINN: Mr. Beyerle has seconded. Is there any discussion?

MR. NAEGELE: You said Mr. Miller is going to be a lay coach, but he's an employee with the school corporation also?

DR. FIHE: Correct. He's under contract with the exceptional learner division, so he's in a special ed co-op, so he's -- they're a contract, and so we have to call him technically a lay coach even though he works here.

MR. NAEGELE: Thank you.

MR. CHINN: Any other questions? All those in favor, signify by saying "aye."

BOARD MEMBERS: Aye.

MR. CHINN: Those opposed, "no." Motion carries 5-0.  
Move on to donations.

DR. FIHE: We have two requests. First is a \$500 donation from First Harrison Bank for our North Harrison Elementary and Morgan Elementary for Cougar Readers program. And we also have a donation from the Lucas Oil Company in the amount of \$1,000 to North Harrison Middle School for the eighth grade field trip to Indianapolis on April the 1st.

MR. CHINN: Let's take them both together. I don't think that's a problem. I need a motion to accept the donations so read.

MR. BYRNE: I move to accept the donations.

MR. CHINN: Mr. Byrne has made the motion. Do we have a second?

MR. NAEGELE: I'll second the motion.

MR. CHINN: Mr. Naegele seconds. Any discussion? All those in favor, signify by saying "aye."

BOARD MEMBERS: Aye.

MR. CHINN: Those opposed, "no." Motion carries 5-0.  
Move on to consider a contract with Performance Services, Incorporated.

DR. FIHE: There have been several meetings held between representatives from Performance Services, Incorporated, and the architects' office, the construction manager's office, and with Jeff Brown and Dr. Oppel and myself. And after those several meetings and conversations and discussions, we are now presenting to you a document that should have three sheets of paper you should have in front of you. At the top of the document, it should say "Engineering Agreement." And then you'll see some yellow highlights on it. It's right there. Okay?

Well, our task this evening is going to be to take a look at these three contract documents, and at the end of our discussion, and if you have questions, those gentlemen are here to answer any questions we have. At the end of our discussion, we're going to approve these three documents, and what this will do is this will retain

officially Performance Services, Incorporated on this Morgan construction project. Now, looking at the engineering agreement, I'd like to go down through this with you. I've tried to highlight the important parts of each one of these documents, and on the front page, you'll notice that the important items on this engineering agreement is -- the first one is, "The price is not to exceed the amount identified on Exhibit C." And if you'll turn to the last page, Exhibit C, you'll see each of the fee schedules for Performance Services, Incorporated for each of the four design stages that they'll be involved. The other thing is that in the next paragraph, you'll note that the provider, which is their firm, "shall perform the engineering services required to design and receive bids for the ECM's as described in their proposal." And I believe they made a proposal to you some months ago as to what they -- they were going to do on this project.

And then in the last paragraph, the important note is that, highlighted, "Performance Services understands that the school corporation goal is to install a new HVAC system at Morgan Elementary for a cost not to exceed \$1,710,000, including both hard and soft costs." Now, those are the important portions of this contract document.

If you turn to the next page, to Exhibit B, we've highlighted the important points there as well. And in the first paragraph, what's important is that we're saying in entering into a contract, it says that, "We have advertised and received proposals for energy conservation measures for Morgan Elementary School." And in the next paragraph it says that, "We desire to accept the proposal from Performance Services." And the third paragraph that, "In the event that our contract is canceled, they shall only be -- or we shall only be liable for the cost incurred by the provider up to the day of the cancellation." So it's a cancellation clause. And then in the last paragraph, you'll notice the highlighting where it says "Superintendent." What we're saying here is that, "The superintendent will be authorized to finalize the engineering agreement." The engineering agreement specifies what our expectations are, and then the superintendent then becomes responsible for ensuring that that engineering agreement is completed and it's followed. And then two lines below that you see where the president and secretary of the School Board -- and then down to the last two lines, "President and secretary of the School Board will ensure and are authorized to complete any instrument or document which may be necessary or expedient in connection with the provisions of the agreement, subject to the final review and approval by the school corporation's attorney." In other words, if there is something unusual that comes up and we can't wait until the next School Board meeting, the president and the secretary are authorized to enter into some kind of addendum or a notation or addition to the contract, and when they do that, it's subject to review by the school attorney. And, of course, there is the expectation it would be at the next School Board meeting, that information would be brought to the full Board and explained.

Now, that should take care of what the three contract documents are that we're hoping that you'll approve this evening, which will get their engineering and design work to start. But first we'd like to ask them if they have anything they'd like to add to these comments, and they're also available to answer any questions you might have of them.

MR. THOMAN: We didn't really have anything to say. I think you covered the highlights of the contracts well. You know, we enjoy working with you guys and

certainly hope we have an opportunity to work with you guys on this as we did on the high school (sic).

MR. BYRNE: Is there anything in here different than what we did at North Harrison?

MR. THOMAN: No, actually, Dr. Fihe had asked me to put in the last statement that says that we understand that your goal is to install an HVAC system, not to exceed 1.71 million. That was not on the original -- the contract that we did for North Harrison Elementary School. He wanted that added, and that was really about it. But everything else was exactly the same document -- we actually copied the same documentation that was used for North Harrison Elementary.

MR. CHINN: I think what everybody's a little touchy about right here is that we've got to make the numbers work at current budget, because we've done told the public that we will do this on a zero tax. So it's very imperative that we get all things proper.

MR. THOMAN: Correct.

MR. CHINN: You know, where we're at on this.

MR. RENNEKER: Can I ask one question? Am I to assume that the engineering cost schedule is included in the 1.7?

MR. THOMAN: Yes.

MR. RENNEKER: That is inclusive of that? Okay.

MR. BEYERLE: Mark, I guess you've worked it all out? No suggestions?

MR. SHIREMAN: I mean, we -- you know, it's a two-step process. There's a design process, and then there's a bidding process. So they'll come back to you in coordination with us, and they'll show all of the bids. So you'll have another decision to make. So you're really in -- in a sense, you're agreeing to the design process. And in all fairness, all of these jobs are going to be bid about the same time, so ... So, you know, you're not agreeing to the final of it; more or less, you're agreeing to the design of it.

MR. BYRNE: And then when will we know what the decisions has been made on particulars of the types of --

MR. SHIREMAN: As we're updating you on all of the rest of this. The same sort of scenario.

DR. FIHE: What this does is it limits the fee they can charge for the design work, but it also authorizes them to get started within certain parameters. And we've identified the financial parameters in which their design work is supposed to focus, but

also it gives them authorization to begin the work. And it is for design only.

MR. BYRNE: Then how long would we see, I guess, the design -- what you guys designed, then?

MR. THOMAN: I think we can give it to him very quickly. I mean, I think certainly Hal and his group are ahead of us, but we can catch up fairly quickly.

DR. FIHE: Sandy, that was Steve Thoman.

MR. CHINN: I guess we need a motion to enter into a contract with Performance Services on the air-conditioning. Do we have a motion to that effect?

MR. NAEGELE: I'll make the motion.

MR. CHINN: Mr. Naegele's made the motion. Do we have a second?

MR. BEYERLE: I'll second.

MR. CHINN: Mr. Beyerle seconds. Is there any more discussion? All those in favor, signify by saying "aye."

BOARD MEMBERS: Aye.

MR. CHINN: Those opposed, "no." Motion carries 5-0.

Next we'll move on to permission to advertise for 2009 lawn care for Morgan and North Harrison campuses.

DR. OPPEL: Mr. Chinn, I'm asking for permission tonight to advertise in the Corydon Democrat for anyone who's wanting to bid on lawn care for the Morgan Elementary and North Harrison School grounds. Last year J.B. Lawn Care was awarded the Morgan Elementary lawn bid. And H & S Lawn Care was awarded the bid for North Harrison campus. So tonight I'm asking for permission to go ahead and place that ad in the paper and come back to you, hopefully, in Feb -- in March with the recommendation.

MR. CHINN: Dr. Oppel is looking for permission to advertise. Do we have a motion to that effect?

MR. RENNEKER: I'll make that motion.

MR. CHINN: Mr. Renneker's made a motion. Do we have a second?

MR. BYRNE: I second it.

MR. CHINN: Mr. Byrne has seconded. Is there any more discussion? All those in favor, signify by saying "aye."

BOARD MEMBERS: Aye.

MR. CHINN: Those opposed, "no." Motion carries 5-0.  
Next we move on to approval appointment of Gary Byrne to Alternative School Board. Do you mind if I take that one?

DR. FIHE: Go ahead.

MR. CHINN: Okay. Over the past couple of years, we have got a Board appointment to the Alternative School Board at Corydon, and hopefully, not many of you have been there, but if you have, you know that it's run by a Board, and they have to make decisions about running that school much the same way we make decisions about running this school. Gary has volunteered to be the new member of that Board down there. And we need to make the motion to put him down there.

MR. BEYERLE: I'll make it.

MR. CHINN: Mr. Beyerle has made the motion. Do we have a second?

MR. RENNEKER: I'll second.

MR. CHINN: Mr. Renneker has seconded. Is there any discussion? I will add that it is a good opportunity to serve the community, and it is a good school. I have high hopes for Gary to be able to make some things happen down there.  
All those in favor, signify by saying "aye."

BOARD MEMBERS: Aye.

MR. CHINN: Those opposed, "no." Motion carries 5-0.

MR. BYRNE: I abstain.

MR. CHINN: I'm sorry, 4-0, Gary abstained. 4-0-1.  
Okay. Consider Board grant policy writing.

DR. OPPEL: Mr. Chinn, tonight I come to you with a proposal for a grant writing policy. I discussed this with the Teacher's Association on February 3rd, which was last Tuesday. The principals were present. Mr. Rupp was present. And the PAC committee members of local buildings were present. And the policy states, "Any school corporation sponsored grant that requires school corporation matching funds must be approved by the superintendent and School Board before the grant writer applies for said grant or grants." And I would like that to go -- to make that effective tonight starting now. Do you want to do both of them together, or do them separate?

MR. CHINN: We're going to do them separate.

DR. OPPEL: Okay.

MR. CHINN: Looking for a motion to consider the Board policy as so stated.

MR. BEYERLE: I'll make the motion.

MR. CHINN: Mr. Beyerle has made the motion. Do we have a second?

MR. RENNEKER: I'll second.

MR. CHINN: Mr. Renneker has seconded. Do we have any discussion? All those in favor signify by saying "aye."

BOARD MEMBERS: Aye.

MR. CHINN: Those opposed, "no." Motion carries 5-0. On to fuel.

DR. OPPEL: Also on that same date we discussed the new proposal for a fuel policy. And it says, "The North Harrison School Corporation shall provide fuel only to school corporation vehicles such as school busses, activity busses, maintenance vehicles, maintenance equipment and automobiles." Second item, "With the approval of the building principal and the assistant superintendent, superintendent, any school sponsored organization, clubs, athletics, band, winter guard, drama, et cetera, shall be responsible for all fees, permits and fuel. When authorized to use private automobiles, tractor-trailers, charter busses, et cetera, it will be necessary for in-school corporation sponsored functions." And I believe this is a good policy. We have in the past been providing fuel to these organizations, and so you have some organizations that have already budgeted into their budget for this school year, where we have -- where we would provide the fuel. So based on that, I would say we make that effective starting June 1 of '09.

MR. RENNEKER: Ken, can I ask a question?

DR. OPPEL: Yes.

MR. RENNEKER: Have you met with any of these other groups such as, you know, the band, the winter guard, and the drum line, or any of these other clubs?

DR. OPPEL: Yes. Yes, sir.

MR. RENNEKER: Have any of them given you any kind of estimates of what -- what their budgets are gonna have to do if they have to incur the cost of their --

DR. OPPEL: I don't have a specific dollar, Mr. Renneker. But I have talked to

Mr. Stuppy and Mr. Crisp, and they said obviously, it is going to affect their budget. But I don't have a set dollar amount. But I've talked to them probably two or three times. But they're the ones that probably would be affected the most. And, you know, Mr. Crisp also oversees you know, the winter guard and drum line, too.

MR. RENNEKER: Well, my understanding here is that they can get approval, but you just want to know who's putting the fuel in those vehicles; it's not school --

DR. OPPEL: Yes.

MR. RENNEKER: -- only, correct?

DR. OPPEL: Well, they would have pay for it unless we give them approval. The fees become the -- or the fuel becomes the responsibility of -- of the band or the winter guard or whoever.

MR. BYRNE: So it could cost them nothing if you gave an approval, correct?

DR. OPPEL: Pardon?

MR. BYRNE: It could cost them nothing if you gave them approval, correct?

DR. OPPEL: True. Yes.

MR. BYRNE: So they don't know what the cost is gonna be until, I guess, you say no to them, right?

DR. OPPEL: Yes, sir. We're only going to put fuel in our equipment, and that -- you know, somebody would have to come -- you know, we're asking that they become responsible for all the permits and fuel unless they get authorization. But my feeling is, and I've had discussion, that -- with those groups -- that they should start picking up the expenses.

MR. CHINN: Look for a motion to consider this Board policy on fuel.

MR. BEYERLE: I'll make it.

MR. CHINN: Mr. Beyerle's made it. Do we have a second?

MR. NAEGELE: I'll second it.

MR. CHINN: Mr. Naegele has seconded. Any further discussion?

I got a question, Ken. We're saying that if we approve it, if we approve what they're doing, we're going to accept -- we're going to accept a rebate program, like they bring us tickets or something, or ...

DR. OPPEL: No, they're going to have to get permission, Mr. Chinn, before

we're going to allow them to -- we're going to give them any money or so forth for fuel.

MR. BEYERLE: That's just on --

DR. OPPEL: Or permits and stuff like that.

MR. BEYERLE: With the exception of school busses, activity busses, maintenance vehicles, equipment, and school automobiles?

MR. CHINN: Like if they take our school bus and go on a band trip, --

MR. BEYERLE: They're going.

DR. OPPEL: Yeah, we're okay with that. But if a private citizen, for example, would pull a band trailer -- Well, we own the trailers. We have three trailers. We have a semi trailer and two trailers. But what I'm proposing tonight is that -- that we're not going to pay for that unless we give permission, and I've talked to the band and Mr. Stuppy and Mr. Crisp, particularly, and that they're going to start picking it up.

MR. CHINN: Anybody else? Okay, all those in favor signify by saying "aye."

ALL BOARD MEMBERS: Aye.

MR. CHINN: Those opposed, "no." Motion carries 5-0.  
Back to administrative communications. Dr. Fihe and Dr. Opperl.

DR. FIHE: I have one item of business, and it's nothing but good news. Shortly after I came on board on January the 5th, I was approached by Mark Hamilton, the -- our insurance agent on our building insurance. I met with him twice, and he and I looked at our coverage. We looked at our premiums, we looked at last year's coverage. We looked at the coverage that he was expecting for next year. He and I talked about the changes that occurred in the values of the buildings because of the reappraisal by the Indiana Insurance Company. I believe Dr. Partenheimer and some other school personnel were involved in assisting in that reappraisal. But our property and casualty insurance last year was \$146,457, and next year the good news is it's going to be \$145,731. So there is a decrease of about \$700 in our property and casualty insurance. If the coverage had been reduced or if the premium had been increased, we would have asked him to hold off until we could have a Board meeting and discuss this. But with the renewal date of January the 18th, and I came on board on the 5th -- it took me a while to find out what it was all about, when I determined that there was actually a reduction in the premium, then I thought this is not a problem. So I'm bringing this to you to let you know that it has been renewed, and that's good news.

MR. CHINN: Anything else?

DR. FIHE: No, that's it. No Board action is necessary; I'm just bringing that

information to you.

MR. CHINN: Dr. Oppel, do you have anything?

DR. OPPEL: Yes. I have put an updated information of an item in your packet different than the one I emailed to you because I found a mistake. And I was asked to do a report on a preschool special education bus route that we have, so I have gone back and investigated this. We paid for that bus -- the one that we're currently using is 48 -- we paid \$48,259 for that bus. Dr. Partenheimer had -- when he purchased that bus, he purchased it with Riverboat funds versus using the bus replacement fund. I figured the cost of using that activity bus at \$4,021.58 over 12 years because that's what the State bus replacement plan is. Obviously, if we keep the bus longer or shorter, that would adjust, but that's -- that's the basis of how I figured it. Dr. Partenheimer and Ms. Garrison met, I guess, early back in the Fall -- or, excuse me, probably during the Spring, and there was some increases in the mileage and so forth that our previous provider was charging. And that rate went to \$3.75 per mile, Blue River Services. And I don't believe they provide an aide on their preschool education bus route. Currently, we have 18 students -- excuse me, when we started school, we had 18 students enrolled, and currently we have 23 students enrolled, and that continues to change. I believe there's an opportunity that we may possibly see a couple other students here in the very near future. So the expenditures that I calculated for this first semester or our wages for our bus driver, Bob Plummer and Ashley Brown, was \$10,892.24 We used in the very beginning bus number 46 because there were some issues in getting the activity bus. So that -- the fuel is \$4.54 is what we're using right now. And the mileage is roughly 8,707 -- 8,707 miles on bus 46 prior to switching over to the activity bus. And when I sent that information to you over the weekend, I had not included some of that mileage on that. So you can see the numbers there. We have used the activity bus first semester, we put on about 3300 miles. In my estimate, I've tried to -- you know, a hard number I couldn't, but I found -- I basically estimate \$400 on the insurance. So based on the State bus replacement plan, half-year depreciation was \$2,010.79 for the first semester. So when it's all said and done, we estimate we spent about \$19,470.57. The corporation spent that. Now, we had to contract this out, which we had previously done with Blue River Services. I took the miles that we have traveled times \$3.75 a mile, and that come up to an expense of \$45,026.25. So I estimate that the corporation the first semester saved \$25,555.68. Just some information, we -- Mr. Plummer drives about 140 miles per day. Obviously, that can change if somebody is riding with the bus or somebody's sick or there's different transportation. And the preschool is four days a week, not five.

MR. RENNEKER: Ken, do these wages include all compensation?

DR. OPPEL: Yes. We tried to figure that up today. Kenton's got the PERF and the -- what else is ...

MS. JEFFRIES: There's no PERF, there's just the FICA and Medicare.

DR. OPPEL: FICA, yeah.

MS. JEFFRIES: Taxes.

MR. RENNEKER: How many busses do we have that we'll get 12 years out of?

DR. OPPEL: How many do we have?

MR. RENNEKER: Yeah.

DR. OPPEL: Well, all of our regular busses we could. Could we do this on this one here? I hope so, but I can't -- I can't guarantee it. It would depend on the wear and tear. But my figure is based on the 12-year bus replacement plan, Mr. Renneker, because that was the -- that was the only way I knew truly how to figure it.

DR. FIHE: Isn't that the State standard?

DR. OPPEL: Yeah, State standards. It went from 10 to 12.

MR. BEYERLE: That figure there, your \$45,000, I'm going to say that that is only fair if those 12,007 have no deadhead in them. You're saying it has 12,007 miles, every mile it was picking up a child?

DR. OPPEL: Well, I can't tell you there wasn't some deadhead in there.

MR. BEYERLE: Well, I have to assume there is.

DR. OPPEL: Right. I have to assume there is, too.

MR. BEYERLE: So that's going to inflate --

DR. OPPEL: It's going --

MR. BEYERLE: -- to \$45,000 --

DR. OPPEL: It would be some. But I still believe, you know that we're still going to operate this cheaper in the long run, yes.

MR. BYRNE: Especially if you could buy a dollar or two dollar gas -- or diesel instead of four fifty.

MR. CHINN: Any questions?

DR. OPPEL: No, I don't have anything further unless you do.

DR. FIHE: And there's no motion requested; it's just that Dr. Oppel was

requested to do this study, and he's given the report, and it's for information only, and we hope it's helpful.

MR. CHINN: Okay. We'll move on to Board member communications. Start down here. Fred?

MR. NAEGELE: I want to thank everybody for attending, our students. Have a good evening.

MR. BYRNE: Yeah, I'm looking forward to the Morgan project, hopefully, getting started. I hope everybody's excited about what's going on. I would also like to say something about the girls' basketball team. I was at the game. They fought hard and won a conference this year. So got to give them a big hand.

MR. BEYERLE: I agree with Gary. And the only other thing I'll add is I know there aren't any County Commissioners here, but I do think we all here on the Board and the school and taxpayers appreciate their continued support of sending us money for debt reduction, so I do want to publicly thank them.

MR. RENNEKER: Really, the only comment that I've got is more on a personal note. Recently went to a girls' basketball game a week ago this Thursday. I noticed during the Pledge of Allegiance we had some high school students up in the bleachers, I'm sorry to say, on both sides of the -- of the court that were clowning around and jumping around during the Pledge of Allegiance, and I saw Principal Kelly Simpson get up and walk over and escort a couple of the students out. And in lieu of the fact that we all want to be the best citizens of the United States, I think a lot of the kids could take an example of somebody who's done service to this country and takes the Pledge of Allegiance a little bit more serious than maybe some other folks. And I saw that from across the bleachers, and I was glad to see that he felt the way that I did, that that was not the proper kind of attitude that our students at North Harrison or any other students ought to be displaying in a school function. So I'd like to thank Kelly for getting up and taking care of that over there because he beat me to it. I didn't make it to the bottom of the bleachers quick enough to get over there and say something to them myself. So I just hope that everybody feels the way that I do, that when the Pledge of Allegiance is being done and displayed in our school functions, that we give it the proper respect that it deserves. And I want to thank you personally, Kelly, for doing that.

MR. CHINN: I'd like to thank Gary for stepping up and being on the Alternative School Board. It's been a pleasure to serve down there, and I'm going to miss it a little bit, but I'm looking forward to having a little extra free time. And he's got all kinds of time to use, so it's not a problem for him.

With that, I'm going to look for a motion to adjourn.

MR. BEYERLE: I'll make it.

MR. CHINN: Mr. Beyerle's made it.

MR. RENNEKER: I'll second it.

MR. CHINN: Mr. Renneker's seconded. All those in favor, signify by "aye."

BOARD MEMBERS: Aye.

MR. CHINN: Those opposed, "no." Carries 5-0.

(Whereupon, the meeting was adjourned at 9:25 p.m.)

oOo