

NORTH HARRISON COMMUNITY SCHOOL CORPORATION  
BOARD MEETING MINUTES  
JULY 9, 2009

The North Harrison Community School Corporation Board Meeting held on the 9th day of July, 2009 at the North Harrison Middle School Library, Ramsey, Indiana; said Public Meeting commencing at 7:32 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:

Mr. Randy Barrett, Superintendent  
Dr. Kenneth Oppel, Assistant Superintendent  
Judy Jeffries, Assistant Treasurer  
Kelly Simpson, High School Principal  
Lance Richards, Morgan Elementary Principal  
Lisa Jones, North Harrison Elementary Principal

Also Present:

NHSC Board Meeting 7-9-09\_1

Angela Beaver, Character Education Program  
Les Smith, James L. Shireman, Inc.

Speakers from the audience:

Karl Benz, Tammy Sager, Carol Hoehn, Jeff Brown

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/Mr. Naegele
Adoption of Agenda . . . . .	.Mr. Chinn
Reorganization of Board. . . . .	.Mr. Chinn/Mr. Byrne
Approval of Minutes. . . . .	.Mr. Barrett
Approval of Claims . . . . .	.Mr. Barrett
Approval of Payrolls . . . . .	.Mr. Barrett
Character Education Program. . . . .	.Angela Beaver
Comments from Public . . . . .	Karl Benz, Tammy Sager
Personnel. . . . .	.Mr. Barrett
A. Resignations	
B. Employment	
Other Items. . . . .	.Mr. Barrett
Discussion Items . . . . .	.Mr. Barrett
Late Items . . . . .	.Mr. Barrett
Adjournment. . . . .	.Mr. Byrne

PROCEEDINGS

7:32 P.M.

MR. CHINN: Mr. Secretary, would you poll the Board, please?

MR. NAEGELE: Mr. Robert Chinn?

MR. CHINN: Here.

MR. NAEGELE: Mr. Gary Byrnes?

MR. BYRNE: Here.

MR. NAEGELE: Fred Naegele, here. Michael Beyerle?

MR. BEYERLE: Here.

MR. NAEGELE: Mr. Gerald Renneker?

MR. RENNEKER: Here.

MR. NAEGELE: Mr. Randy Barrett?

MR. BARRETT: Present.

MR. NAEGELE: Dr. Ken Oppel?

DR. OPPEL: Here.

MR. NAEGELE: And I think Ms. Judy Jeffries?

MS. JEFFRIES: Here.

MR. NAEGELE: Kelly Simpson?

MR. SIMPSON: Here.

MR. NAEGELE: And Ms. Lisa Jones?

MS. JONES: Here.

MR. NAEGELE: I'm sorry I left your name out last month, but I apologize for that.

MS. JONES: That's all right.

MR. NAEGELE: And Mr. Lance Richards?

MR. RICHARDS: Here.

MR. NAEGELE: JoAnn Saylor for the Corydon Democrat?

MS. SAYLOR: Here.

MR. NAEGELE: And Steve Brockman from the Banner Gazette?

MR. BROCKMAN: Here.

MR. NAEGELE: And we'll go on.

MR. CHINN: We're going to move on to the adoption of the agenda, and I think we need to add a couple items, Mr. Barrett.

MR. BARRETT: We have late items. The purchase of property, 7-9-24; a retirement resignation, Gary Crisp; and 7-9-9, we withdraw the recommendation No. 1, and you'll have recommendation No. 2, Regina Clunie, and recommendation No. 3, Angela Smith. That's all the additions.

MR. CHINN: Anyone else have any additions they need to add?  
It's been recommended the agenda for the 2000 -- excuse me, for the July 9, 2009 meeting be approved as presented with the additions, correction, or deletions as recommended by the Board. I need 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?  
(Pause) ... It's going to die for lack of a second.

MR. RENNEKER: I'm sorry, we were in discussion over here. I didn't hear what -- what you just said.

MR. CHINN: I'm looking for a second for a -- I'm sorry, I'll back up just a second, then. Don't print that yet.  
I need a second for the agenda that we just set. We've got a motion by Mr. Naegele. We are looking for a second.

MR. RENNEKER: I will second.

MR. CHINN: Okay, we have a second, Mr. Renneker. All those in favor signify by saying "aye."

MR. BEYERLE: I have a question. What if the agenda doesn't get approved? Are we going home?

MR. CHINN: You'll have to rework it until it does get approved.

MR. BYRNE: So another question. So if something would come up through the meeting, you're saying we can't change it then at the end? And if we could revote on it again at the end of the meeting?

MR. BARRETT: By the rules of order, you set the agenda, that's the agenda you're following.

MR. BYRNE: But at the end of it, if five Board members or three Board members say they want to add another item, can it be done? We've done it onest (sic). Is that right or wrong?

MR. BARRETT: Well, it should be added before the meeting starts.

MR. BYRNE: But it can be done is all I'm asking?

MR. BARRETT: I don't know the legalities of it one way or the other.

MR. BYRNE: Okay.

MR. RENNEKER: So let me clarify that one more time. So what you're saying is if -- if we want something to be put on the agenda right now, we've got to speak now?

MR. BARRETT: It should be added at the start of the meeting so

the public is aware that you're voting on that issue to give -- allow for public comment.

MR. RENNEKER: That's all I've got.

MR. CHINN: All those in favor signify by saying "aye."

ALL BOARD MEMBERS: Aye.

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

Next we will move on to reorganization of the Board. The Board needs to reorganize for the coming school year by electing members to the following positions. I'm going to mention all three: President, Vice President, and Secretary. Obviously, we're going to start with President. I need a nomination.

MR. RENNEKER: I would like to nominate Gary Byrnes for President.

MR. CHINN: Motion's been made. Or the nomination's been made for Gary Byrnes. We need a motion to that effect.

MR. BEYERLE: I'll make the motion.

MR. CHINN: Motion has been made. We need a second.

MR. RENNEKER: I'll second.

MR. CHINN: Motion has been made and seconded. Is there any discussion? All those in favor signify by saying "aye."

ALL BOARD MEMBERS: Aye.

MR. CHINN: Those opposed, "no." Motion's going to carry 4-0-1.

MR. BYRNE: I voted for myself.

MR. CHINN: Huh?

MR. BYRNE: I voted, too. I voted for myself.

MR. CHINN: Oh, you can.

MR. BYRNE: If I can do that.

MR. CHINN: You can.

MR. BYRNE: I thought so. I didn't abstain. That's all right.

MR. CHINN: Okay. At that point, I'm going to turn it over to the new President.

MR. BARRETT: Well, I've got a presentation. On behalf of the school corporation passing the gavel, as tradition here, to former President. Congratulations. Thanks for your year.

MR. CHINN: Thank you. It's been a pleasure working with you. Even though it's been a short time, it's been rather rigorous at times, and it will be for quite some time the way it's looking.

Okay, with that, I'm going to turn it over to Mr. Byrnes, your new President.

MR. BYRNE: I guess we're looking for a nomination for Vice President.

MR. RENNEKER: I would like to nominate Michael Beyerle for Vice President.

MR. BYRNE: We have a nominee. Do we have a motion to do so?

MR. CHINN: I'll make the motion.

MR. BYRNE: Mr. Chinn's made the motion. Do I have a second?

MR. RENNEKER: I'll second.

MR. BYRNE: Any discussion? All those in favor for?

ALL BOARD MEMBERS: Aye.

MR. BYRNE: All those against? Motion passes 5-0. Next up is Secretary. Do we have a nomination for Secretary?

MR. BEYERLE: I'd like to nominate Mr. Renneker.

MR. BYRNE: Do we have a motion to --

MR. CHINN: I'll second that.

MR. BYRNE: Well, we need a motion.

MR. CHINN: Oh, I'm sorry.

MR. BEYERLE: I'll make the motion.

MR. CHINN: Beyerle made the motion. I'm seconding.

MR. BYRNE: Okay, he made the motion.

MR. CHINN: I'll second.

MR. BYRNE: Do we have a second? Or you seconded? Bobby Chinn. Okay. All those in favor for?

ALL BOARD MEMBERS: Aye.

MR. BYRNE: All those against? It looks like we have a new -- new officer is elected. I guess ... Next up?

MR. BARRETT: The Board needs to appoint people for the following positions: Corporation Treasurer, Assistant Treasurer, and Extra-Curricular Treasurer. We're recommending Sharon Hanen as the Treasurer, Judy Jeffries as the Assistant Treasurer, and Kathy Chinn as the Extra-Curricular Treasurer.

MR. BYRNE: Okay, it's the recommendation of Mr. Barrett for these positions. Do we have a motion to accept these?

MR. BEYERLE: I'll make the motion.

MR. BYRNE: Mike Beyerle's made the motion. Do I have a second?

MR. RENNEKER: I'll second it.

MR. BYRNE: Jerry Renneker's second. All those for?

BOARD MEMBERS BYRNE, NAEGELE, BEYERLE, RENNEKER: Aye.

MR. BYRNE: And all those against?

MR. CHINN: One abstention.

MR. BYRNE: We have one abstention, Mr. Chinn. Motion passes 4 with 1 -- 1 abstained.

MR. BARRETT: It is recommended the minutes from the previous minutes be approved as presented at the regular meeting on June 11th; special meeting, June 25th; Executive Session, June 17th and 29th. And we're still waiting on the March meetings.

MR. BYRNE: Are we ready to make a motion for that, or do you guys need to -- any corrections? Looking for a motion, then, to approve the minutes.

MR. RENNEKER: I'll make the motion.

MR. BYRNE: Mr. Renneker's made the motion. Do I have a second?

MR. CHINN: I'll second.

MR. BYRNE: Mr. Chinn's seconded it. All those in favor approving the minutes of June 11th, June 25th, June -- Executive Session 17th and 29th, all those in favor say "aye."

ALL BOARD MEMBERS: Aye.

MR. BYRNE: All those opposed? Motion passes 5-0.

MR. BARRETT: It's recommended that the claims numbers 813 through 949 be approved as presented.

MR. BYRNE: Do we have a motion to do so, or do we have questions --

MR. CHINN: I'll make a --

MR. BYRNE: -- first?

MR. CHINN: I'll make a motion. You really need to get it on the floor.

MR. BYRNE: Mr. Chinn's made the motion. Do I have a second?

MR. BEYERLE: I'll second it.

MR. BYRNE: Mr. Beyerle's second it. Do we have any discussion? I'll ask a question about the general fund. The current balance in -- about the loan, I guess we still -- have we not paid any of the loan back still?

MR. BARRETT: We have not paid any of the loan back --

MR. BYRNE: In the -- in the --

MR. BARRETT: So 4 million dollar balance. And we have 3 million of that loan money in that, 3.4 million, actually.

MR. BYRNE: So it's 3.4 million?

MR. BARRETT: Yeah, because we had to transfer a million.

MR. BYRNE: Okay.

MR. BEYERLE: I got a question on No. 851. Was you done? Oh, I'm sorry.

MR. BYRNE: Go ahead. What number was that, Mike?

MR. BEYERLE: 851.

MR. BYRNE: 851.

DR. OPPEL: Jeff, can you talk about the salt water pellets and how the hardware ...

MR. BROWN: Yeah, we bought pellets for our water softener, we bought them in bulk for the year. We don't have -- 'cause we had problems with Culligan. We do it ourselves. We buy them in bulk and we put them in ourselves. And Haubs give us the best price.

MR. BEYERLE: That's for the school year?

MR. BROWN: Yes, for the school, for all the kitchens, that all runs soft water.

MR. BEYERLE: But you said for the year. The school year, or the calendar year?

MR. BROWN: This will probably last us up through January/December.

MR. BEYERLE: How many bags was that?

MR. BROWN: What?

MR. BEYERLE: How many bags was that?

DR. OPPEL: Do you know off the top of your head how many bags it was?

MR. BROWN: That was half a truckload. I don't remember how many -- I know how many pallets there were, but I don't remember how many bags.

DR. OPPEL: (Reviews documents.) About 567.

MR. BARRETT: 567 40-pound bags. And four sixty-nine a bag.

MR. BYRNE: I have a question about 859. It's wind damage. It says insurance, I guess, infield mix. The fund it come out of is general fund. Is that -- is that something that gets reimbursed or ...

MR. BARRETT: That's a pass-through account. I'm sure that Sharon brought it in as general fund money from what the insurance paid us, and it's passed back out.

MR. BYRNE: Okay. Because I remember a fund before that said wind damage fund. I thought -- wasn't there at one time?

MR. BARRETT: Yeah, in the general fund.

MR. BYRNE: Okay. It was in the general fund. I thought it was a fund by itself, but it wasn't.

MR. BARRETT: I think it's under -- under the umbrella of the general fund. I may be wrong on that, Gary, but I think that's true.

MR. BYRNE: So the money from the insurance went in to the general fund is what we're thinking. Okay.

MR. BARRETT: It's what you call pass-through accounts.

MR. BYRNE: Okay.

MR. BARRETT: It's just like your grants that are listed there, the -- you know they're separated and you can't use them for anything else.

MR. BYRNE: Then on 270 -- or 2 -- no, it'll be 8 -- 868, a payment to James Shireman, and that's out of the capital projects. That will be reimbursed, then, from the building project?

MR. BARRETT: That's that money that I talked about during the work session that we used for construction out of the --

MR. BYRNE: Right.

MR. BARRETT: -- capital projects.

MR. BYRNE: So that -- How does that get flagged where -- I mean, when do we see it go back in, I guess --

MR. BARRETT: It has a construction account for Morgan in the CPF right now, and we have a running total of what goes out for construction that can be reimbursed once the money is obtained.

MR. BYRNE: So what I guess I'm asking is is what will I see in my book down the road when I see the money go back in to it?

MR. BARRETT: You're going to see a reimbursement of X amount of dollars put back in to the CPF account based on the cost of construction.

MR. BYRNE: Okay.

MR. RENNEKER: Will it be listed in the ledger like that? It will show as a reimbursement? Is that the way it will show up, or will the fund just -- all of a sudden the balance will go up and we'll just have to know that that's what --

MR. BARRETT: It will have to be credited -- it will have to be debited then. And so you have to show a line item where it came from.

MR. RENNEKER: So it will have some notation to that effect?

MR. BARRETT: Right. It will be Morgan Building Corporation, which will be in a reimbursing.

MR. BEYERLE: I have a question on 934. That payment, where does that get ... That's paid to ourselves, the North Harrison Community School. Does that get deposited in the general fund?

MR. BARRETT: That's the common school fund loan.

MR. BEYERLE: 934 is? It's got KDG, which I had to assume was kindergarten.

MR. CHINN: Riverboat, kindergarten funds.

MR. BARRETT: Riverboat to reimburse kindergarten, I assume.

MR. BEYERLE: So it goes right back to the general fund from rainy day to a general fund?

MR. BARRETT: Not rainy day, but Riverboat fund.

MR. BEYERLE: Or Riverboat. Excuse me.

MR. BARRETT: Then you pay your expenses.

MR. BEYERLE: But it does go to the general fund?

MR. BARRETT: I'm pretty sure that that's how she's got it set up, 'cause it has to be shown along with your -- all that kindergarten training.

MR. BYRNE: 947. I know it's for the football field, I guess, and I'm assuming that's the re --

DR. OPPEL: Reseeding or the plugging.

MR. BYRNE: -- reseeding or the plugging. So we had to do that -- we have to do that every year then; is that what it's --

DR. OPPEL: I don't think we did it last year.

MR. BROWN: Yeah, we did.

MR. BYRNE: We did.

DR. OPPEL: We did it last year?

MR. BYRNE: Yeah.

DR. OPPEL: Did we? Okay. I thought there was one year we skipped. You know, when we did the soccer field mowing, that should take off some wear off that because, you know, it's all right there in the center of the football field where it gets worn out. I was up at French Lick Spring -- the water park over the weekend, Mr. Byrnes. I saw, you know, a football field for French Lick -- or Spring Valley is right there on the highway, and they done the same thing. You know, you can see where it's worn right there in the center.

MR. BYRNE: They have soccer on their field, too?

DR. OPPEL: I don't know, but I'm sure they -- you know, with the middle -- like with middle school football, they wear that center out.

MR. BYRNE: Okay.

DR. OPPEL: With the soccer being moved, that should help. It's definitely not going to do as much wear and tear.

MR. BYRNE: Well, soccer's games are still going to be on it, correct? The games, 'cause we don't have facilities out there. That's my understanding.

DR. OPPEL: That's probably true, but they may still practice on it. But, you know, a lot of wear and tear is not going to be happening.

MR. BYRNE: Okay.

DR. OPPEL: You know the spots where you put the goals, ...

MR. BYRNE: Yeah.

DR. OPPEL: ... those would really get worn out.

MR. BYRNE: Is there any more questions or ... Are you guys good? Okay. We have a second to approve the claims. All those in favor approving, say "aye."

ALL BOARD MEMBERS: Aye.

MR. BYRNE: All those against? Motion passes 5-0.  
Next up is payroll claims through July 24th through August 7th. Any motion to approve those?

MR. CHINN: I'll make the motion.

MR. BYRNE: Mr. Chinn's made the motion. Do I have a second?

MR. RENNEKER: I'll second it.

MR. BYRNE: Mr. Renneker's seconded it. Any discussion? All those in favor please say "aye."

ALL BOARD MEMBERS: Aye.

MR. BYRNE: All those against? Motion passes 5-0.

MR. BARRETT: At this point Angela Beaver wanted to make a presentation on the character education program.  
Come on up front.

MS. BEAVER: Do I need to talk up here, or can I just --

MR. BARRETT: Yes. So ...

MS. BEAVER: I want to make sure everybody can hear me because I think I'm not the only one that has concerns. We all know, at least you all know, that there were irregularities with regard to the Character Education Program. And I am here tonight because I want to know how that situation is going to be addressed going forward as well as what changes might be made to the program. And I also have some suggestions that I think might improve the program. So that's my goal here. I'd like to know, and I think that you guys should address on the record for the public what happened. I know that there were -- that there are personnel issues that you cannot go into. I'm not saying that we need to go there, but I think that the kids, the kids in particular, deserve an explanation of what happened and how the damage was mitigated. The students for -- ever since the program began, have expressed concern that the program was not fair. And I believe that as administrators, as parents, as concerned citizens in the community, we failed them because we did not listen to their concerns. I had a daughter that was in the school when this program was going on, and she told me. She didn't even turn her tickets in. She said to me, "Mom, it doesn't make any difference if I turn them in because I know I'm not going to win." I brushed off her concerns, and I feel bad about that now because I should have pursued it, and I didn't. And I think that we all let these kids down by not listening to what they had to say. They've been saying it since the get-go. So I would like to know if the kids are going to get an explanation of what happened, and if they're going to get an explanation of how we're going to make sure it doesn't happen again. I think there are some steps that we can take to ensure that not only that it doesn't happen again, but that the kids feel safe and secure that the program is operating properly. We all know when we're members of an organization -- I was heavily involved in the marching band -- that no -- that our checks are not signed by just one person; they're signed by two people so that we can ensure that things are safe. I would suggest that

the -- the package, the container, whatever it is that you call it that the tickets go in, that they go straight in to there, they don't go in to any kind of separate container that are then dumped in to the big container. The tickets -- the kids should put their tickets directly in to the container, the main container from which they will be drawn. I would suggest that there would be two locks on that container with two separate keys, one key given to someone here that's in the high school every day, I would suggest Mr. Simpson. The second lock or second key should be given to someone who is not in the school system every day. I would suggest the guy that donates the car. And that nobody opens that container until the day of the drawing. And on the day of the drawing, Mr. Simpson with his key, the guy from Heritage Ford, and forgive me, I can't remember his name, with his key, opens the container in front of all of the students so that there is no question that all of the tickets have been in there from when they were deposited. I'd also suggest that the Character Education Program have a committee -- and I don't know how it's -- how it's set up in the school right now. I don't know if there are any students that are on this committee. If not, I would suggest that students be put on the committee. That might be something that the Student Council or the National Honor Society students might be willing to take on that as some extra service to the school so that they can -- the students can get some buy-in. The way the program is set up, it could be a wonderful program, and it could influence the way the kids behave. But the way it is right now, the kids see no reason to change their behavior because they don't believe that the -- that they have a chance of winning. We've got to change that. We've got to get buy-in on the parts of the students. I would suggest, again, as a way of getting this buy-in -- you know, in order to encourage the kind of behavior that we want, I think that we need to give more tickets. I would suggest that all of the teachers in the high school -- and I'm not sure how this logistically would work, this is just my -- my suggestion, we would need to tweak it -- all of the teachers get some sort of a special punch, and when the students do something that they should be doing, when they behave in a way that we want to encourage, that the teacher could then punch like, say, the back of their assignment book or some card that they're given, and at the end of the year, they could turn that card in for a ticket for the drawing for -- say they get a ticket for every 10 punches or every 15 punches, or whatever ends up being decided. But that would give the teachers another tool to reward good behavior so that we are encouraging good behavior instead of constantly punishing bad behavior. You know, we've had an administrator in the school that I personally believe has been too punitive. There was too much black and white and no gray. And so the students were never given a chance to make a mistake. These are kids. I mean, we can't forget these are kids, and they're gonna screw up. They should be given a safe place to screw up without having the world come to an end because they've screwed up. So let's start, instead of being constantly punishing these kids, let's try to start rewarding the behavior we want. For instance, the kids that do the peer tutoring, they should be rewarded for peer tutoring. You know, we're trying to encourage character. They're helping out their fellow students. But also the kids who are going to the tutoring, who are trying to better their grades, they should be rewarded for that. The kids who are participating in a sports team or an organized activity like band, those are things that -- that increase team work and all of these good skills that employers want to see in their employees. Those things should be rewarded. I also think that the community should get an explanation. The community is the source of all of these prizes, and we can't -- we have to be -- it's part of character. You know, it's integrity, and it's responsibility,

and it's honesty. It's taking responsibility when we don't hold up our end of the bargain. And, like I said, in this -- in this instance, I feel like we let the kids down, and I think we have to model the characteristics of good behavior. We have to stand up to the kids in the community and say, "You know what, we didn't -- we didn't do what we should have done to make sure this was not -- this didn't happen. We're sorry. This is how we're gonna fix it." I think that the community deserves that explanation as well. And, again, I know there are personnel issues, but I believe that this can be done without violating any kind of confidentiality or anything like that. I just think that we need to stop treating the kids like they're inherently bad, like they -- they just are just grubby little creatures who are just looking for a chance to break the rules because most of them aren't. They're good kids, they screw up from time to time. We have to start rewarding them for that. I think that's all I've got to say. I would love to hear what you all have to say about this program and where we can go going forward, how we can fix the -- the problems and improve the school.

MR. BARRETT: I will make a couple of comments on behalf of the school administration. We are working on revamping the program. We do not have an assistant principal, and we would like to have one on board before we do that. And, yes, there were tickets removed, and, yes, they were put back in before the drawing, and no student who put a ticket in last year missed a chance of getting the car or any other prize. They were in there.

MS. BEAVER: That we know of. All of the tickets that were found were replaced; is that correct?

MR. BARRETT: That is correct. I personally did that, so ...

MS. BEAVER: Was there a --

MR. BARRETT: Myself and Mr. Simpson.

MS. BEAVER: -- list of the students whose tickets were pulled out?

MR. BARRETT: No, there were no lists. I didn't even -- I just glanced at a few tickets as I dumped the bag back in to there, and we've already discussed about putting two locks on it and separating keys and some of those things, and putting it right in front of the office where everybody would see it and --

MS. BEAVER: Right.

MR. BARRETT: -- and so we've discussed some of those ideas, and -- and certainly I would agree with you that there do need to be safeguards, there will be safeguards, Mr. Simpson's going to make sure of that, and that everyone in the community to be aware, as well as the kids, that it will be taken care of. And that's --

MS. BEAVER: Okay. And I want to make sure that the students know that, and, again, I would like to see the program broadened, and I hope you guys will consider that.

MR. BARRETT: As we get our new administrators in, we will be able to do some of those things.

MS. BEAVER: Okay. Thank you.

MR. RENNEKER: I would like to make a comment or two on that regarding that. As far as when you started out, Angela, you made a comment that the program is not fair, a lot of the students

feel like the program is not fair. I want to make sure I understand when you make that statement, when you say the program is not fair, do you really mean the Character Education Program or the way that the -- the prizes were distributed and the whole prize portion of it?

MS. BEAVER: Thanks for letting me clarify that. I don't believe that they think that the program itself is unfair; I think that they believe the way it has been administered is unfair.

MR. RENNEKER: The administering of the prizes. See, that's a very clear distinction I want to make sure that we make here, because I don't think you meant that there is a flaw in the program as much as maybe you thought there was a flaw in the administering of the prizes.

MS. BEAVER: I would agree with that except that because there is a flaw in the way the prizes are awarded, it creates a flaw in the program because the program cannot live up to its potential because the kids haven't bought in. The kids haven't taken ownership. They don't care if they get a ticket for -- for passing the ISTEP because they're not gonna win. That's what's going on in their mind. You see what I'm saying? So by correcting the perception, maybe by whether it's increasing more small prizes or whether it's awarding more tickets or whatever it is, we've got to get buy-in on that level in order for the program on a macro level to work.

MR. RENNEKER: So you think by administering the -- how the prize portion of it is awarded and the checks and balances are there, we'll have greater buy-in from the students in that regard?

MS. BEAVER: I believe so, and I -- with the proviso that more tickets are given for more things than just grades and attendance, which I -- those two things are crucial, don't get me wrong, but we've got to get the kids thinking that there's -- there's some reason to do this. They need -- you know, and -- and, you know, how -- you guys know as well as I do, some of these kids are coming from some really bad places when they come in to school every morning. The pat on the back that they get at school might be the only pat they get on the back. And those little things are just saying: Hey, you know what, yeah, you got a C on that test, but maybe you were failing, and just hearing somebody say, "Good job," that can make all the difference in the world.

MR. RENNEKER: I don't disagree that there ought to be less punitive portion of -- of control as far as the students, but I'm not one to agree 100 percent with the fact that -- that we have to reward a student for good behavior. Good behavior is what we expect out of them. We expect them to --

MS. BEAVER: Right.

MR. RENNEKER: We expect them as parents, and we expect them as -- as attendees to our school system, good behavior is something that's expected. To reward every student for good behavior when that's the very minimal amount of expectation we should have for them is to come and behave well in school, both as administrators and as teachers and as parents, that's -- that's the baseline.

MS. BEAVER: Right.

MR. RENNEKER: Now, anything over and above that, I agree with you that maybe there ought to be further compensation with regards to some -- some form of ticket punching or whatever. I

think those are all good ideas. But I want to make sure that as far as I'm concerned, I don't -- I don't think a student just for good behavior ought to receive a, you know, "Hey, you know, thanks for not throwing books or shooting spit wads or" --

MS. BEAVER: Yeah. No, and --

MR. RENNEKER: -- "tripping your -- you know, the guy next to you." Or, you know, basic good behavior is not something that I think that you constantly got to be rewarded for.

MS. BEAVER: Right. What I am envisioning when I say rewarding good behavior, I'm thinking of things like where there's a fight in the hall and somebody jumps in and breaks it up.

MR. RENNEKER: I look at that as over and above.

MS. BEAVER: That's somebody that should say, "Hey you know what, that's the kind of behavior we want to see," somebody who's stepping up and saying, "Guys, this is not the way we act." You know, those types of things. I'm not talking about general, you know, things that you expect a civilized human being to do. I'm talking about kids who are obviously striving to display the characteristics that the program is intended to reward. Okay?

MR. RENNEKER: I just wanted to clarify that. Thank you.

MS. BEAVER: Okay. Thanks.

MR. BYRNE: I guess next on the agenda is public comments on the agenda items. If anybody would like to speak, please stand. We have one, Mr...

MR. BENZ: I note that the fuel policy, the revised fuel policy, is on the agenda. On behalf of the band boosters, we've had an opportunity to review it. I think that the revisions do clarify it, and we appreciate it. Thank you. I would appreciate you supporting the proposal as it has been presented. Thank you.

MS. SAGER: Mr. Byrnes, I don't have an agenda, but I was wondering if it was possible for the Board to give some sort of update on the status of the superintendent's position? Just some sort of where you're at at this point and what you're looking forward to ...

MR. BYRNE: I'll tell you that that's not on the agenda right now, but ...

MS. SAGER: Okay. Is it possible to just give an update, a brief one?

MR. BYRNE: We're still looking, and we have no decisions. That's pretty much where we're at, I think. There's no final candidate.

MS. SAGER: Interviews laid out still? To come?

MR. BYRNE: We have interviewed, and there will be discussion tonight, in executive session.

MS. BEAVER: Okay, I was wondering. Will there be even more interviews yet to come, or do you feel like you've been...

MR. BYRNE: We don't know. The executive session will determine.

MS. BEAVER: Don't know. All right, thank you.

MR. BYRNE: Anybody else on the agenda? If not, I guess we will

go to personnel. Mr. Barrett...

MR. BARRETT: You have within your packet a request by Jim Stuppy to retire August 1st, 2010 as North Harrison band director, and Jeff Purichia resigning as coach and teacher at North Harrison High School effective June 29th. I would recommend that you accept these two resignations. Resignation/retirement, should I say.

MR. BYRNE: So we'll just do resignation only then, first? We've heard Mr. Barrett's recommendation. Do I have a second -- or a motion made? Won't go second yet.

MR. RENNEKER: I'll make the motion.

MR. BYRNE: Mr. Renneker's made the motion. Do I have a second?

MR. BEYERLE: I'll second.

MR. BYRNE: Mr. Beyerle seconds it. Any discussion?

MR. NAEGELE: Do we have three resignations?

MR. BARRETT: Yeah, we have some on the other ... on the late items.

MR. NAEGELE: Okay, you're not going to add it to that? Okay.

MR. RENNEKER: I would like to ... I think all of my kids have been involved in the band program here at the school, and I don't know, Jim's ...

UNKNOWN SPEAKER: I think that ...

MR. RENNEKER: Yeah, and I think Mr. Stuppy is ... Mr. Crisp and Mr. Stuppy, we're going to vote on both of them, I guess, eventually, but ... have done a wonderful job at this school, and I think they've done as good as any band people could be involved, and I wish them both well in their retirement. But I think they've done an excellent job at this school system, and I thank them.

MR. BYRNE: Any other discussion? All those in favor of accepting resignations say "aye."

ALL BOARD MEMBERS: Aye.

MR. BYRNE: All those opposed? Motion carries 5-0.

MR. BARRETT: We have a recommendation from appointed boys' summer basketball divided three ways: Hal Pearson at \$2,292, that's one and a half stipends as per the teacher's master contract, and Mr. Simpson \$1,500, and Mr. Walters \$792. That roughly divides up the hours equally. Also, Kim Voyles as assistant cheerleading coach at North Harrison High School effective 2009-10 school year, and Norma Bary as corporation bus driver on Route 50 effective the '09-10 school year.

MR. BYRNE: You've heard Mr. Barrett's recommendation. Do I have a motion?

MR. NAEGELE: I'll make the motion.

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

MR. CHINN: I'll second.

MR. BYRNE: Mr. Chinn has seconded. Any discussion? If none, all those in favor say "aye."

ALL BOARD MEMBERS: Aye

MR. BYRNE: All those opposed? Motion carries 5-0.

MR. BARRETT: Indiana code requires that a public servant who has a pecuniary interest in a contract or purchase that possibly may interest those public servants' net worth must fully disclose the possibility of a conflict of interest. This disclosure must be filed once each year with the State Board of Accounts. No official board action is required but publicity -- a public acknowledgment of the following:

Ken Oppel, wife Chrissy Oppel, is a secretary at North Harrison Middle School.

Mr. Kelly Simpson's wife, Judy Simpson, the secretary of the Middle School-- I'm sorry elementary on the first one.

Robert Chinn's wife, Kathy, is the Extra-Curricular Treasurer for the school corporation.

Mike Beyerle's wife, Jill, is a bus -- contracted bus driver.

Jerry Renneker's wife, Kim, is an instructional assistant at North Harrison Middle School.

It is recommended the Board approve Gordon Food Services as primary provider of commodity foods with the exception of Chicago Uno Pizza to the school cafeteria for the 2009-10 school year. Also recommended is B&B Food Distribution as provider of Chicago Uno Pizza for the 2009-10 school year. And these were all laid out in bids, and you have a copy of those others. That's the recommendations.

MR. BYRNE: Okay. I guess we need a motion to approve the food services. Do I have a motion for that?

MR. BEYERLE: I'll make the motion.

MR. BYRNE: Mr. Beyerle has made the motion. Do I have a second?

MR. NAEGELE: I'll second the motion.

MR. BYRNE: Mr. Naegele seconded. Any discussion? All those in -- Go ahead. Go ahead.

MR. CHINN: Did we have more than one bidder this year on most of this stuff?

MR. BARRETT: On some of it, and --

DR. OPPEL: On some of it we did.

MR. BARRETT: -- some of it we didn't.

MR. BYRNE: Any other? All those in favor say "aye."

ALL BOARD MEMBERS: Aye.

MR. BYRNE: All those opposed? Motion carries 5-0.

MR. BARRETT: It is recommended the Board approve Prairie Farms/Holland as provider of milk products to the school for the '09-10 school year. This is a change from last year.

MR. BYRNE: You heard Mr. Barrett's recommendation for the milk product. Do I have a motion to do so?

MR. CHINN: I'll make it.

MR. BYRNE: Mr. Chinn's made the motion. Do I have a second?

MR. RENNEKER: I'll second.

MR. BYRNE: Mr. Renneker's seconded. All those in favor -- or is there any -- any discussion, I guess? If none, all those in favor say "aye."

ALL BOARD MEMBERS: Aye.

MR. BYRNE: All those opposed? Motion carries 5-0.

MR. BARRETT: It is recommended that the Board approve Interstate Bakeries/Butternut as provider of bread products for the school for the '09-10 school year.

MR. BYRNE: We have a recommendation from Mr. Barrett for the Interstate Bakeries. Do I have a motion to do so, to approve?

MR. CHINN: I'll make it.

MR. BYRNE: Mr. Chinn has made the motion. Do I have a second?

MR. BEYERLE: I'll second it.

MR. BYRNE: Mr. Beyerle's second. Any discussion? All those in favor say "aye."

ALL BOARD MEMBERS: Aye.

MR. BYRNE: All those opposed? The motion carries.

MR. BARRETT: It is recommended the Board approve textbook rental and fees for the 2009-10 school year, and you have been provided a list of those fees and costs.

MR. BYRNE: Do we have a motion to approve 2009-2010 school year textbook approval?

MR. NAEGELE: I'll make the motion.

MR. BYRNE: Mr. Naegele's made the motion.

MR. CHINN: I'll second.

MR. BYRNE: Mr. Chinn's second. Do we have any discussion?

MR. RENNEKER: Yeah, I did have one question. Let's see if I can find it here real quick. I noticed there was a slight difference between the Morgan and the North Harrison Elementary.

MR. BARRETT: It's like \$5.

MR. RENNEKER: Yeah.

MR. BARRETT: There was a fee in there for something. I remember seeing it.

MR. RENNEKER: It was on one thing, and I'm just wanting to be clear as to why we have not the difference in the dollar amount, I can understand that simple enough, but on the Morgan we just have the spelling workbook, but on the elementary, we have the spelling workbook, which is the same exact price and everything's

identical. But then we also have the -- the grammar and writing workbook. Can you answer why -- what's the difference between what they have and what we have at Morgan?

MS. JONES: Those are two different items. This grammar and writing workbook has not only the skills kinds of things that the grammar and writing -- I'm sorry, the grammar and writing book has not only the skills things that the workbook has, but it also has writing prompts, and it works more on the writing process itself. And at that grade level, we feel like it's a better book for our students. So it's two separate items -- two separate books.

MR. RENNEKER: Just one more clarification, though. I noticed that you had this -- this all the way through to, I think, grade level -- yeah, grade level one. I'm no educator, so I'm asking -- this may be a really dumb question, but, I mean, they're not even writing in grade level one, really. I mean, is it down to the skill level to where they're --

MS. JONES: No, they do write in --

MR. RENNEKER: Okay. So they're doing --

MS. JONES: They do write in --

MR. RENNEKER: -- cursive and --

MS. JONES: -- in grade level one.

MR. RENNEKER: -- all that. Well, I got all the teachers here shaking their heads saying --

MS. JONES: Well, they don't do it in cursive, and this is more the writing process of how you create a story, how you put sentences together, and that kind of thing.

MR. RENNEKER: Okay. Thank you for that clarification. I appreciate that.

MS. JONES: You're welcome.

MR. BYRNE: Is there any further questions? If not, all those that will approve say "aye."

ALL BOARD MEMBERS: Aye.

MR. BYRNE: All those against? Motion carries 5-0.

MR. BARRETT: It is recommended the Board approve the contract with Indiana Utilities for a natural gas pipeline and meter for Morgan Elementary School. The contract will be for \$200,000, the installation will be by the start of the '10-11 school year. And this would replace, in our construction, LP gas with a net cost of around \$78,000.

MR. BYRNE: You've heard Mr. Barrett's recommendation. Do I have a motion for -- to make?

MR. BEYERLE: I'll make the motion.

MR. BYRNE: Mr. Beyerle's made the motion. Do I have a second?

MR. CHINN: I'll second it.

MR. BYRNE: Mr. Chinn's seconded. All those in favor -- or any

discussion first? If none, all those for say "aye."

ALL BOARD MEMBERS: Aye.

MR. BYRNE: All those against? Motion carries 5-0.

MR. BARRETT: It is recommended that the Board approve the first reading of the fuel policy and make copies to -- available to the public, and they are on the counter in our office. We would adopt that on the second reading, which would be next month.

MR. BYRNE: You've heard Mr. Barrett's recommendation. Do I have a motion to do so?

MR. RENNEKER: I'll make that motion.

MR. BYRNE: Mr. Renneker has made the motion. Do I have a second?

MR. BEYERLE: I'll second.

MR. BYRNE: Mr. Beyerle's second. Any discussion?

MR. BEYERLE: I just have a question. This throws out the other fuel policy. It'll have the same policy number as a revision --

MR. BARRETT: It will.

MR. BYRNE: Any other questions? All those in favor say "aye."

ALL BOARD MEMBERS: Aye.

MR. BYRNE: All those against? Motion carries 5-0.

MR. BARRETT: It is recommended the Board approve the adoption of the School Board policy for transfer of students and making copies available to the public. They have been in our office on the counter for the last two months, and we have received no public comment on this policy.

MR. BYRNE: You've heard Mr. Barrett's recommendation for policy for the transfer of students. Do I have someone make a motion?

MR. CHINN: I'll make it.

MR. BYRNE: Mr. Chinn's made the motion. Do I have a second?

MR. NAEGELE: I'll second the motion.

MR. BYRNE: Mr. Naegele has second. Is there any discussion?

I have discussion. If we charge for someone that comes in after the ADM, 'cause that's what this is saying we would do, why would somebody want to come here?

MR. BARRETT: After the ADM?

MR. BYRNE: Yeah.

MR. BARRETT: They probably would not. They're probably the type of student we probably wouldn't want anyway 'cause they're probably running. But the other thing is if the other school corporation would wish to approve the transfer, they can pay that tuition part from what they receive on that student. I would say that would be highly unlikely that anybody would approve the transfer and forwarding the money on to North Harrison Community Schools. Or would we, if someone wanted to go to Corydon in

November, sign off and send the rest of the money down there?

MR. BYRNE: Right. That won't happen.

MR. BARRETT: That won't happen.

MR. BYRNE: So I guess my question from there is if somebody moves in and it's somebody we want, ...

MR. BARRETT: If they move in, this does not apply. This is an outer district transfer only.

MR. BYRNE: Outer district only. If they move in, it doesn't apply?

MR. BARRETT: It doesn't apply. They're not considered -- well, they're transfers, but they're considered residents. And this is basically the policy that we've represented sent out by Dave Emmert and the Indiana School Board's, the adoptions that were given to us. And this simply protects the school corporation.

MR. RENNEKER: So if somebody wants -- just so I'm clear on that -- so if somebody wants to transfer from, say, New Albany, into North Harrison before the start of the school season, there's not going to be any fee assessed then?

MR. BARRETT: There could be as much as probably around \$400, which is -- The state gives us a formula to figure that this is the amount of money that local tax payers are paying per student based on excise tax and your commercial vehicle tax that goes into the general fund. But basically excise tax. And ever (sic) what that portion is, that is considered local money that does go in to the general fund even though the state gets it, and we would not get that money on that student from the state.

MR. BEYERLE: What exactly, then, does it protect us from?

MR. BARRETT: The law says you have to have a transfer policy of who you accept, who you won't accept, and how you will accept them. That's the new law. And this just simply gives us an option to say no we're not accepting your transfer or are we, and this is the proper cost, because to me it is unfair for the tax payer to North Harrison's school district -- school corporation to have to pay for someone who comes in here from New Albany-Floyd County Schools. It's not fair to our local tax payers. So they need to pay that portion that the local tax payers would be paying on that student, and that's what this says.

MR. RENNEKER: So we're essentially just negating the cost. We're not making money on this deal. This corporation is just negating the cost of -- for the local excise tax, what the people of this tax base are paying for that student --

MR. BARRETT: Yes.

MR. RENNEKER: -- transferring in?

MR. BARRETT: Yes.

MR. BYRNE: And this would be just the first reading of it, then, correct?

MR. BARRETT: No, this is the second.

MR. BYRNE: This is the second reading.

MR. BARRETT: You already passed the first reading.

MR. BYRNE: And this has been approved by the Indiana School Board? This is what they recommended?

MR. BARRETT: (Nods head.)

MR. RENNEKER: This is actually -- This was tabled the last time, so this really becomes the first reading, doesn't it?

MR. BARRETT: No, the first reading -- The adoption was tabled, not the first reading. The first reading was done at the School Board meeting before.

MR. RENNEKER: So we tabled the second reading is what we did?

MR. BARRETT: Yes.

MR. RENNEKER: Okay.

MR. CHINN: Effectively, I guess what happens here, you could have enough students come in, you have to go hire a new teacher for them, plus the cost of them if you don't have something in place like this. I think you're going to find that all schools do have this in place just to protect themselves (sic) from that happening. Because you could be laying out the expenses for, you know, whatever the number may be and --

MR. BEYERLE: You don't have to --

MR. CHINN: -- receive no monies.

MR. BEYERLE: -- accept them, do you? If you don't have class-size room and all that, you don't have to accept anybody.

MR. BARRETT: No, you don't have to accept anybody who does not live in the --

MR. BEYERLE: So that negates that.

MR. BARRETT: You could have a policy that says we accept no transfers that live outside the district, but, you know, we have employees that bring their kids here and other things, and I think generally we accept those.

MR. BEYERLE: So we're going to start charging them, then, if this is approved?

MR. BARRETT: They will have to pay a portion, or the Board can waive that and give them a 1099 added to their income, which becomes a -- a negotiated item with the teachers. Because it's a fringe benefit if you let them come in without the local portion being paid, and it's considered a fringe benefit by the federal government, and considered income.

MR. BYRNE: Well, explain that now. Since the general fund is taken over by the state, what portion are you talking about then, 'cause that's -- that's the local funding you said?

MR. BARRETT: I would be the excise tax part.

MR. BYRNE: That's the excise tax, which is how much did we get for excise tax?

MR. BARRETT: I think it's four -- it'll be somewhere around \$400.

MR. BYRNE: \$400 is why you're -- we have to give them a 1099 for because of \$400?

MR. BARRETT: Yep. I didn't write the laws, guys.

MR. BYRNE: And if we don't do -- if we don't approve this, do they have to -- do they still have to go through that same scenario?

MR. BARRETT: They will -- we'll still have to give them a 1099 or charge them tuition. Someplace somewhere that amount of money has to be accounted for as federal income tax. Either they pay it and deduct it off their taxes, or they get a 1099, which it's cheaper for them to pay it, they can take it as a deduction now with the new scholarship part, they could deduct it even off their state taxes, where before they could not.

MR. RENNEKER: So this is pretty much being forced by the State Board of Accounts essentially is what we're talking about?

MR. BARRETT: Yeah, every -- The cost of each student has to be accounted for to the State Board of Accounts one way or the other. I mean, you can have this policy and then you can ask me to write a policy that allows all corporation employees to bring their tuition -- kids from out of the corporation free of charge, but if we do that, then that's considered a fringe benefit.

MR. RENNEKER: And they still get a 1099?

MR. BARRETT: And they could still get a 1099.

MR. RENNEKER: Right.

MR. BARRETT: And then they can't deduct that off their taxes, but the other way, they could deduct it off their taxes.

MR. RENNEKER: Right.

MR. BARRETT: It's 50 -- half dozen one way or the other.

MR. BYRNE: Any other discussion?

MS. BEAVER: Can you guys take comments on this, can you?

MR. BYRNE: We really -- we really can't because it was supposed to be the one portion of the meeting. It would be breaking the rule to do so. I'm sorry.

MS. BEAVER: I just had a question about what you were talking about.

MR. BYRNE: What was on the floor was a policy for transfer of students moving in -- not moving in, but wanting to come to our school from outside of our school district.

MS. BEAVER: So could they not just give another address and say they moved in and get around the policy?

MR. RENNEKER: I guess that's one of the biggest hangups I have about the whole issue 'cause we know we've got that occurring in this school system.

MR. BARRETT: But, you know, you can send somebody out and verify residence. I'm sure that every school system has the same problems, every one I've been associated with does.

MR. BYRNE: Well, I guess we need to vote on it. Motion's on the floor. All those in favor of doing so, say "aye."

ALL BOARD MEMBERS: Aye.

MR. BYRNE: All those opposed? Motion carries 5-0.

MR. BARRETT: It is recommended the Board approve the adoption of the School Board policy for cellular phones, electronic communication devices. Copies are available to the public. And this is the cellular phone -- There was one correction from the last meeting of the last line, and it should read, "Students may not use school -- may use school phones to contact parents during the school day, not cell phones."

MR. BEYERLE: Say that again. What's it saying?

MR. BARRETT: It should read, "Students may use school phones to contact parents, guardians during the school day."

MR. BYRNE: Recommendation's been made by Mr. Barrett to approve School Board policy for cellular phones. Do I have a motion?

MR. NAEGELE: I'll make the motion.

MR. BYRNE: Mr. Naegele's made the motion. Do I have a second?

MR. CHINN: I'll second.

MR. BYRNE: Mr. Chinn's seconded. Do we have any discussion?

MR. NAEGELE: Yes, I do. Mr. Barrett, can you explain to me an example. If we don't pass this policy, and you have a student in the locker room for phys. ed. and someone takes a cell phone and takes a nude -- nude photograph of that student and then it's put online, how much liability does the school corporation have?

MR. BARRETT: Since we do not have direct supervision, we probably have some liability because there's an incident -- that's -- if it wasn't -- if it was just a communication device only, we would (sic) have too many problems, but when you get texting, students sitting in the classroom texting answers on tests, texting out to taking pictures are -- are becoming problems in almost every school system. And therefore, if I wanted to cheat on a test, and I've got the teacher the next period, somebody could be texting me the questions on the test for the next period so I know what they are, as well as taking pictures, and that could be in locker rooms and other places. And you did approve this policy in the handbook adoption last week.

MR. BEYERLE: For the middle school.

MR. BARRETT: Or last month.

MR. BEYERLE: Just for the middle school.

MR. BARRETT: Middle school. And this would be corporation wide.

MR. BYRNE: So --

MR. BARRETT: And it's just not -- it's just preventing them from carrying cell phones to classrooms during the school day.

MR. BEYERLE: How does it decrease our liability for his example

with a policy?

MR. BARRETT: I didn't -- You know, if they do it, we have a rule against it. If we don't have any rules, are you condoning that? I don't know. And I don't -- I don't know whether that would be as much as the disruptions and other things that go on with cell phones used in the classroom as well as plagiarism, which is a concern.

MR. NAEGELE: Last month there was a couple of staff members approach me about this policy from the school corporation. And they made good valid points that in the event of a disaster, manmade or natural, then the students have the capability of communicating with their parents, but it's unfortunate that our technology has caused us to make decisions like this, and here we have to make a decision -- Any parent sitting here tonight, how would you feel if your child's photograph was taken in a locker room here where you thought there was privacy and put out online? And Gary and Mr. and Mrs. Saylor was at a Farm Bureau meeting, and that's one of the things we talked about with sexting, was security at schools and how important that is, and that's why last month this died because of lack of a second, and that's why I'm personally standing behind this policy because of the legal ramifications that can happen if we don't enact a policy. Now, the other gentlemen, they have their own feelings, but this is the way I feel about it, and I wanted to publicly speak to my constituents and tell you how I feel and why I'm supporting this policy. But here, again, the staff did make a good point, and I agree that is a plus if you have a cell phone and you have some type of a disaster here and need to get ahold of your parents, bomb threats. But, unfortunately, we've got some students that abuse that technology, and that's -- that's why I stand behind what I do with this policy and support Mr. Barrett's recommendation.

MS. HOEHN: Fred, can you explain the policy because I don't have a copy of it?

MR. NAEGELE: Would you read that, --

MS. HOEHN: Just briefly --

MR. NAEGELE: -- Mr. Barrett, or show her?

MS. HOEHN: -- what it means?

DR. OPPEL: Student possession of any electronic communication device is prohibited during school hours. Students shall not use cell phones, camera phones, or other electronic communication devices, also known as ECDs, personal digital assistant PDAs, and other devices designed to receive and send an electronic signal during the school day. Cell phones, ECDs, et cetera, must be kept in the student locker, turned in to the office, and be turned off during the school day. In addition, students are not permitted to use cell phones, including camera phones or ECDs to record, store, send, transmit the spoken work or visual image of any person, including other student or staff members or educational instrument, document any time while on school property. Finally, students may not use cell phones or ECDs on school property to access and/or view internet websites otherwise -- that are otherwise (sic) block students at school. The student who brings a cell phone or ECD to school is responsible for its care. The Board is not responsible for preventing theft, loss, damage or vandalism to these devices on school property. Parents, guardians are advised that the best way to get in touch with their child during the school day is by contacting the

school office. Students may use school phones to contact parents, guardians during the school day.

MS. SAGER: Define school day. Are we still talking about just the regular normal school hours? What about special events and assemblies and things --

MR. BARRETT: We're talking about --

MS. SAGER: -- that are extra-curricular?

MR. BARRETT: -- school hours of academic instruction.

MS. SAGER: Okay. So the situation that Fred spoke of during a basketball game, after the basketball game and the kids are cleaning up, showering, you could still wind up with that situation because that particular time frame isn't covered by that policy?

MR. BARRETT: Well, the athletic -- I don't think you're going to have that much with athletics as you would in physical education class where everybody's there. The coach will be in charge.

MR. BYRNE: And then my question is about the ECDs. Is there any point in time where a teacher allows a recorder in the classroom for their -- for their lecture to be recorded, or that's not acceptable or ...

MR. BARRETT: I think that's up to individual teachers. They can provide recordings or ...

MR. BYRNE: Well, according to this policy, they can't do it.

MS. BEAVER: Will students be able to make long distance calls?

MR. BARRETT: They would be able to contact parents through the school phones.

MS. BEAVER: If, like for instance, the parent works in Louisville?

MR. BYRNE: We'll move on then. Is there any other discussion on the Board? All those in favor of this communication policy, say "aye."

BOARD MEMBERS CHINN, NAEGELE, RENNEKER: Aye.

MR. BYRNE: All those opposed?

BOARD MEMBERS BYRNE AND BEYERLE: Aye.

MR. BYRNE: So was that a -- I didn't hear down here.

MR. BEYERLE: I -- Against.

MR. BYRNE: Jerry, I didn't hear you.

MR. RENNEKER: I was for.

MR. BYRNE: So the vote passes 3 -- 3-2.

MR. BARRETT: It is recommended the Board approve permission to advertise proposed 2010 budget, tax rates, bus replacement plan, and capital projects plan. I know this is something the Board has not done in the past, but I think it's a good idea that the Board give the superintendent, the central office permission to

advertise these budgets. It's a personal quirk on me.

MR. BYRNE: You've heard recommendation by Mr. Barrett.

MR. RENNEKER: I'll make that motion.

MR. BYRNE: Mr. Renneker's made the motion. Do I have a second?

MR. CHINN: I'll second it.

MR. BYRNE: Mr. Chinn's seconded. Do we have any discussion?

MR. BEYERLE: Question. This just gives you permission to advertise the budget, that's it?

MR. BARRETT: That's it.

MR. BEYERLE: Then you come back and the Board has to vote on your budget?

MR. BARRETT: You have to approve the budget.

MR. BEYERLE: I just want everyone to understand.

MR. BYRNE: Any other discussion? All those in favor say "aye."

ALL BOARD MEMBERS: Aye.

MR. BYRNE: All those against? Motion carries 5-0.

MR. BARRETT: It is recommended the Board approve permission for North Harrison Middle School music program to apply for a grant from the Harrison County Foundation for a 16-station Yamaha piano lab. The total for this project is \$24,000. Matching funds of \$12,000 will be required by the school corporation -- of the school corporation, it should say. Mr. John Malone is writing the grant. Presently, the music department has enough money in the Riverboat balances to cover this matching grant.

MR. BYRNE: You've heard Mr. Barrett's recommendation. Do I have a motion to approve that?

MR. NAEGELE: I'll make the motion.

MR. BYRNE: Mr. Naegele's made the motion. Do I have a second?

MR. CHINN: I'll second.

MR. BYRNE: Mr. Chinn has seconded. Is there any discussion?

MR. CHINN: Do you know how many people can be involved with this thing at any one time?

MR. BARRETT: It would be his entire classes --

MR. CHINN: So it's --

MR. BARRETT: -- here at the middle school.

MR. CHINN: It's like it's a classroom type thing?

MR. BARRETT: Right. And he plans on using it with the choirs.

MR. BYRNE: Any other discussion? All those in favor say "aye."

MR. BEYERLE: I have one.

MR. BYRNE: Sorry.

MR. BEYERLE: Did you say we have Riverboat money?

MR. BARRETT: We have Riverboat money for the past three -- three years.

MR. BEYERLE: So it's actually going to come out of the band money?

MR. BARRETT: (Nods head.)

MR. BEYERLE: That's all.

MR. BYRNE: Any other discussion? All those in favor say "aye."

BOARD MEMBERS CHINN, BYRNE, NAEGELE, BEYERLE: Aye.

MR. BYRNE: All those opposed?

MR. RENNEKER: No.

MR. BYRNE: I'm sorry?

MR. RENNEKER: No.

MR. BYRNE: Okay. That was Jerry. Mr. Renneker against. Motion carries 4-1.

MR. BARRETT: It is recommended the Board approve permission for the North Harrison technology department to apply for a grant from the North Harrison Community Foundation for a multimedia interactive presentation system to enhance learning at North Harrison Elementary School. The total for this project is \$11,916. Matching funds of \$5,958 will be required by the school corporation. Mrs. Donna Haskell is writing the grant.

MR. BYRNE: You've heard Mr. Barrett's recommendation to approve writing of this grant. Do I have a motion?

MR. CHINN: I'll make it.

MR. BYRNE: Mr. Chinn's made the motion -- or -- yeah. Do I have a second?

MR. NAEGELE: I'll second the motion.

MR. BYRNE: Mr. Naegele has seconded. Any discussion?

MR. CHINN: Where's the matching funds going to come from?

MR. BARRETT: Riverboat Technology.

MR. CHINN: That's all I got.

MR. BYRNE: What year would that -- would you be using?

MR. BARRETT: Well, as you're aware, we have to expend this year's, so we would try to take out of this year's before we can get 2010 money.

MR. BYRNE: Any other discussion? All those in favor say "aye."

ALL BOARD MEMBERS: Aye.

MR. BYRNE: All those opposed? Motion carries 5-0.

MR. BARRETT: It is recommended the Board approve permission for Morgan Elementary School to apply for a grant from the Harrison County Community Foundation for level reading books to enhance the reading program and the goal of helping every child succeed. Total of this project is \$41,045.38. Matching funds of \$20,522.69 will be required by the school corporation. Mr. Lance Richards is writing the grant. And he's writing the grant presently to get all of the funds and not have a corporation match. But there is that possibility.

MR. BYRNE: You've heard Mr. Barrett's recommendation. Do I have a motion to do so?

MR. CHINN: I'll make a motion.

MR. BYRNE: Mr. Chinn's made the motion. Do I have a second?

MR. NAEGELE: I'll second the motion.

MR. BYRNE: Any discussion?

MR. CHINN: If we have to pull funds ...

MR. BARRETT: We can cover this fairly easily.

MR. BEYERLE: From where?

MR. BARRETT: Either the general fund or Riverboat could be constructional. But we already have -- we have extra money coming in on the library fund for those schools also.

MR. BYRNE: Didn't earlier you say we could use the construction money possibly, too?

MR. BARRETT: (Nods head.)

MR. BYRNE: Any other discussion? All those in favor say "aye."

ALL BOARD MEMBERS: Aye.

MR. BYRNE: All those against? Motion carries 5-0.

MR. BARRETT: Late items. I'm just going to those on the next page. It is recommended the Board approve the purchase of property east of the elementary school on whiskey Run Road, the grassy property, for a price of \$117,000.

MR. BYRNE: You've heard Mr. Barrett's recommendation. Do I have a motion to do so?

MR. NAEGELE: I'll make a motion.

MR. BYRNE: Mr. Naegele's made the motion. Do I have a second?

MR. CHINN: Yeah.

MR. BYRNE: Mr. Chinn's second. Any discussion?

MR. BEYERLE: Where would this money come from?

MR. BARRETT: Some of it will have to come out of the CPF fund, and I'll just scan through and see where else we can get it. There's a possibility that it could be considered an expansion on the elementary and use some of those funds also.

MR. CHINN: I think for clarification when you say that, that's property in-house.

MR. BARRETT: That's property in-house. It would make the school corporation own the entire stretch of property. It's just a very wise move to the school, having this opportunity to purchase this to do this.

MR. BYRNE: Any other discussion? All those in favor say "aye."

ALL BOARD MEMBERS: Aye.

MR. BYRNE: All those opposed? Motion carries 5-0.

MR. BARRETT: Gary Crisp as band director of North Harrison High School, letter of retirement effective at the end of the '09-10 school year.

MR. BYRNE: You've heard Mr. Barrett's recommendation for resignation of Gary Crisp. Do I have a motion?

MR. CHINN: Reluctantly, yes, I'll make it.

MR. BYRNE: Mr. Chinn's made the motion. Do I have a second?

MR. BEYERLE: I'll second.

MR. BYRNE: Mr. Beyerle has seconded. Any discussion?

MR. RENNEKER: As I said before, I just thank Mr. Crisp for all the years that he's given us. He's done a wonderful job at the school in our music program, and sorry to see both him and Jim Stuppy go.

MR. BYRNE: Any other? All those in favor say "aye."

ALL BOARD MEMBERS: Aye.

MR. BYRNE: All those opposed? Motion carries 5-0.

MR. BARRETT: Employment: Regina Clunie as corporation secretary of North Harrison administrative office, effective the '09-10 school year. And also Angela Smith as teacher of North Harrison Middle School effective the '09-10 school year for recommendation.

MR. BYRNE: You've heard Mr. Barrett's recommendation. Do I got a motion to do so?

MR. RENNEKER: I'll make that motion.

MR. BYRNE: Mr. Renneker's made the motion. Do I have a second?

MR. CHINN: I'll second.

MR. BYRNE: Mr. Chinn has second. Any discussion? All those in favor say "aye."

ALL BOARD MEMBERS: Aye.

MR. BYRNE: All those opposed? Motion carries 5-0.

MR. BARRETT: Okay, back to discussion items. I think we pretty much covered the Morgan Project, but we have our man here who's got some handouts for the Board. Les has got handouts for the Board on progress so far.

MR. SMITH: Well, we've -- well, we just now, of course, getting the contractors over the last two weeks getting mobilized and on site starting some site work, and we've got some, you know, just some different site pictures and things of that nature that are here that you can look at. But we've -- but really progressing very well. And the -- the building pad for the -- for the new wing that comes out, you know, to the -- to the east, the curved wing, is done, and it's prepped, the reinforcement steel is on site, they're going to probably start digging footings and prepping to pour footings starting tomorrow, so, you know, as early as tomorrow, they could be pouring concrete. They're not 100 percent sure, but I know they're there tying and fabricating the -- the wall steel and things of that nature. During all the cuts and the dirt work and the fill and everything, they've been -- the geotechnical engineer have been there, they've been doing proof rolls and density tests and everything else like that. The concrete has been submitted and approved and we're working on submittals on other long-term items, you know, anywhere from electrical stuff, you know, light poles, the switch gears, the boxes, whatever. But anyway, all that preliminary stuff is going on now. We've disassembled the playground to the north. It's basically gone, and they've stored it up on the hill above the -- above the baseball fields. And so it was -- it was very well installed, I'll put it that way. There's a lot of -- lot of concrete there. I guess concrete was cheaper then. But, anyway, our -- our goal right now, of course, we're working close with Kenny and with -- with Jeff and with Lance, you know, although we're just now starting, we're already -- you know, we got to start preparing for school, for bus traffic, for, you know, student drop-off, for isolating students from construction project and all that stuff. So that's going on, the planning and everything for that's happening on a daily basis now. So we're working toward that to where by the time school starts we'll have a parking lot, whether it be gravel or possibly even paved. Our goal is, of course, to pave that north lot and get the binder coat on before school starts. But, you know, if we have to go on gravel, we're prepared to do that, too, so ... The interior of the building, we've starting removing ceilings in the area around the library area, the corridor there that gets redone. That's, of course, -- we've tied all of the lights up and all the cameras and the exit lights and all the functional things like, you know, the fire alarm, everything is to where it -- and it will all be retested and recertified for -- before school starts to make sure all that's right. We're going to have the Fire Marshal in before school starts to do a walkthrough to make sure all the egress is acceptable, and all the -- all the life safety products are in place. So we're working toward, you know, starting school with -- along with starting the project. So, anyway, I've included some pictures and, of course, you know, most of them are pretty self-explanatory where there -- you know, you get anything from disassembling the playground equipment to the -- that was an early-on picture of the lot on the -- it'd be on the east side of the building where the -- where the new wing is going. And then, of course, a few days later they had to cut down to grade, and then, of course, rolling and placing the fill in that area. So it's all progressing. And, of course, this -- this is a -- basically a finished elevation here of that -- of where it's cut down to the new grade, which will match the -- the office area, the library area, floor level. So it's -- all that front end is all basically going to be a new plane there that you'll see. And, of course, this was just a picture down on the playground of them taking out the -- one of the trees. And another picture of the playground stuff. You know, next month I'm sure I'll have a lot of more pictures and things of -- you know, inside the building and around the building of, you know, whether or not it

be the progress of the concrete and all that kind of stuff. But it -- for early on, we're progressing well. It looks like we've got a -- you know, a good team of contractors. Everybody's, you know, really wanting to get started and get going and pushing forward with it, so ... Anyway, you got anything?

MR. BYRNE: One question on the playground equipment. When will it be replaced, or will you have that for school or not, or do you know?

MR. SMITH: No, it's ...

MR. RICHARDS: Mr. McAfee (ph) has to do some site prep on that area as well. So they're concentrating on the front area, the side parking lot and the playground.

MR. SMITH: Right. The playground will be placed at a later date. But, like I said and Lance said, you know, and we've discussed this as far as the actual playground in place, it will not be there beginning of school.

MR. BYRNE: But will it be in there for the school -- part of the school year or not? So later ...

MR. SMITH: Well, maybe later on in the -- before the year is out possibly.

MR. RICHARDS: It's supposed to be installed mid year.

MR. SMITH: Yeah. Yeah, and we've got this phased in different -- you know, different steps, different phases as we go through.

MR. BYRNE: That's the only question I had.

MR. SMITH: Anything else? Then, you know, welcome if you, you know, come out and take a tour, whatever, at any time. Thank you.

MR. BARRETT: On what date would the Board like to do a walkthrough at North Harrison Elementary? Discuss this and ...

MR. BYRNE: You need an answer now?

MR. BARRETT: Well, we'd kind of like to get a date sometime. We'd like to all ...

MR. RENNEKER: I'll be out of town till the 22nd.

MR. BYRNE: I guess it'll have to be after the 22nd.

MR. BARRETT: Okay, I'll email you and get some input dates. You got -- Michael, you're looking at your calendar.

MR. BEYERLE: I agree with Jerry. Better shoot for August.

MR. BARRETT: Maybe the 27th/28th, something like that.

MR. CHINN: Do you want to do it before school starts?

MR. BARRETT: I think it -- I think you -- Yeah, before school starts. So you got till August 12th.

MR. RENNEKER: What time of the day were you wanting to do that?

MR. BARRETT: Any time you want. We can do it at 3:00 in the

afternoon, 9:00 in the morning, 7:00 in the morning, 10:00 at night.

MR. BEYERLE: We're not doing it on his way to work.

MR. BARRETT: We can do it on your way to work, Jerry. That'd be fine.

MR. BEYERLE: We'll be here at 4:00 then.

MR. BARRETT: No. I don't think I can handle that early.

MR. RENNEKER: Late in the afternoon on the 27th would be okay, like 4:00 o'clock or 3:30. I might be able to get over here to --

DR. OPPEL: We got to check with everyone.

MR. RENNEKER: I'd rather do it in the afternoon.

MR. BARRETT: Okay. We'll just -- what's the earliest? Fred, what do you think on you?

MR. NAEGELE: That will be all right.

DR. OPPEL: What time was it? You said at least 6:00/7:00?

MR. RENNEKER: No, no, I don't need to have it that late. If Fred's --

MR. NAEGELE: You said 3:30 or 4:00.

MR. RENNEKER: Yeah, 4:00 o'clock would be good for me.

DR. OPPEL: Are you okay, Fred?

MR. NAEGELE: I think so.

MR. BARRETT: Let's shoot 4:00 o'clock, and let's get some dates here. After -- the 27th or after. It sounds like everybody's going to be in and out after that.

MR. BYRNE: Anything else?

MR. BARRETT: That's all I got.

MR. BYRNE: I guess I need a motion to adjourn.

MR. BEYERLE: I'll make it.

MR. BYRNE: Mr. Beyerle's made the motion. Do I have a second?

MR. RENNEKER: I'll second it.

MR. BYRNE: Mr. Renneker's seconded. All those in favor?

ALL BOARD MEMBERS: Aye.

MR. BYRNE: Those opposed? Motion's adjourned.

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

ooo