

Administrative Bulletin to Board Members

March 21, 2014

Superintendent Report

High School Renovation

Plan Con

I received a change order request for deletion of lights in the auditorium that will not be done during the construction project. The total credit for the change order will be \$30, 251.44. We owe John a debt of thanks for his ability to solve the problems and save the district that funding in the plan con project. The metal panels indeed were the ones John indicated were laying outside the window in the one room. They do not look anything like what I was seeing during the selection process. When you look straight on to the panels they appear to look green however, when you move to either side and look at the panels from an angle they appear to look maroon to brick color. So when you see the panels, if you do not like the color you see at first move to the right or left and maybe you can find a more pleasing color. I have attached a copy of the construction meeting minutes from March 5, 2014.

High School Report

Boys' Basketball

The boys' basketball team had a very successful season. They finished the regular season at 19-3 winning the Tri-State Shootout Christmas Tournament and the Sideling Hill League. Unfortunately, the boys lost to Conemaugh Township in the semifinals of District 5. The following are individual accomplishments/recognitions that were awarded:

- SHL, ICC, and Public Opinion First team All Star - Jordan Clingerman
- Public Opinion and ICC First Team, SHL 2nd Team All Star - Connor Litton
- SHL and ICC Honorable Mention All Star - Dylan Gordon

Girls' Basketball

The Lady Indians began the season with a four point OT loss at Berlin. Later the team played in the Hancock Winter Mixer and Macey Hollenshead and Ashley Roman were named to the All-Tournament team. A month later, Macey broke the school record of 1,442 points at home against Forbes Road and finished her career with 1,637 points. The team finished the regular season with a 20-2 record and clinched the ICC-South and a share of the Sideling Hill League championship. The team fell short in the ICC championship to Bellwood-Antis. Qualifying for the DV playoffs as the #1 seed, the Lady Indians beat NBC 69-22 in the first round. In the semi-finals, the Lady Indians came back from a seven point deficit to advance to the DV Championship with a 47-36 win over Conemaugh Twp. The Lady Indians faced #2 seed Shade in the district championship and cruised to a 75-51 victory, while earning a #3 Class A state ranking along the way. The season ended the following weekend at UPJ in the opening round of the PIAA state playoffs with a 43-33 upset by Quigley Catholic. Final record 23-4. Macey Hollenshead, Ashley Roman, and Olivia Mottern were named ICC 1st team. Macey Hollenshead and Ashley Roman were named 1st team SHL, and Olivia Mottern was named 2nd team. Macey Hollenshead was named Public Opinion Player of the Year, while Ashley Roman and Olivia Mottern were both named to the 1st team.

Elementary Report

PSSA Testing

Students in grades 3-6 will begin PSSA Math and Reading testing on Monday, March 24. As the elementary school has not been monitored during testing, the likelihood increases this year for state monitoring during the testing window.

Art Show

The Southern Fulton School District will hold the annual art show on Sunday, April 6, from 12:00 PM until 3:00 PM.

Special Education Report

Special Education Compliance Monitoring

I have 15 days to complete the FSA to the state. The FSA is an electronic file that contains approximately 200 pages and each page has approximately 4 to 5 essays per page. Also, I have ten files selected by the state. In each of the ten files, we must go back three years and complete an educational benefit review. All information is to be handwritten onto special sheets created by the state and must be written word for word from the IEP. After all three years are completed on each student then a series of that must be reviewed for three years. The files have to have educational benefit reviews completed for each year. Upon completion of the file review the following questions must be answered for each file. Data analysis is carried out throughout the FSA to determine if Southern Fulton is following IDEA 2004 and meeting student's needs, not only academically, but socially too. (Drop-out rate, attendance issues, out of school suspensions, expulsions, discipline, LRE – Least restrictive environment, Child Find, Assistive Technology, Behavior Support, Confidentiality, Dispute Resolution, Graduation and Drop Out Rates, Facilities, Independent Educational Evaluations, Least Restriction Environment, Extended School, Related Services, Psychologist Counseling, Caseloads, Parent Training, PSSA and PASA, Public School Enrollment, Surrogate Parent, Personnel Training, Intensive Interagency, Summer of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation, Disproportionate Representation that is the Result in Inappropriate Identification – all of these areas require self- assessment and analyzing data to be able to answer the essay questions on the FSA.

1. Are the assessments complete and do they identify all the student's needs, including postsecondary outcomes and/or career assessment/functional vocational evaluations for secondary students?
2. In Year 3, does the IEP, through the Present Level of Academic Achievement and Functional Performance (PLAAFP) statement or other IEP information, identify all of the student's significant needs?
3. In Year 3, are all of the student's needs addressed by goals and objectives, transition services, and/or supplementary aids and services, including, for secondary students, postsecondary outcomes, preferences, and interests?
4. In Year 3, are there programs and services to support all of the student's goals and objectives?
5. Do the transition services provided for the student over the three year period of review represent a coordinated set of activities related to the student's vision for adult life?

6. In reviewing the comparison of the PLAAFP from Year 1 to Year 2 and from Year 3, if the student did not make progress, were the goals and objectives, transition activities, or programs and services in Year 3 changed in the IEP to facilitate the student's future progress.
7. In reviewing the comparison of the PLAAFP from Year 1 to Year 2 to Year 3, if the student did make progress, were the goals and objectives, transition activities, or programs and services in Year 3 changed in the IEP to facilitate the student's future progress, including participation in general education?
8. Were sufficient services provided to ensure that the student would make progress?
9. Is this student provided with supplementary aids and services to support participation in extracurricular and non-academic activities if determined to be needed by the IEP team?
10. Based upon the review of Worksheets Year 1, 2, and 3 and questions # 1 – 9 above, the school district has determined that the students has received educational benefit.

Look for patterns and issues of concern.

After the above is carried out on all ten files, this information must be submitted to finalize the FSA. Then a file review box of all requested school policies and self-audits must be compiled for the team of evaluators to review when they arrive in our district on May 5.

PSSA

Next week is PSSA testing and I will be assisting with the testing for 6th grade students all week in the elementary school 8:30 – 12:00.

PASA

With two special education staff out of the district and the third headed out in three weeks, everyone is pitching in and trying to help cover state testing. The PASA testing is very different it requires an enormous amount of prep before it can be given. Test booklets and material have to be cut out and paper clipped to the appropriate page. Material have to be gathered, reviewed, and placed in individual folders so they are ready to implement without down time. These tests are video- taped, which then have to be submitted to the state electronically.