Administrative Bulletin to Board Members
April 11, 2014

Superintendent Report

High School Renovation

Plan Con

Demolition of the home ec room has begun which created some problems that were not addressed in the specs. Demolition for the plumbing was missed in the specs. However, the new plumbing with the new handicap sink case work is in the plumber's specs. The demolition of electric and also the replacement of the electric were missed in the demo specifications. In most cases there should have been very little in the demo of the electrical and replacement of electric, however, during the last renovation electrical wires and electrical conduit was run strait through the cabinet as a short cut rather than placing it in the wall or surface mount.

We may or may not have a change order regarding the home ec room for this meeting. John may be able to take care of the plumbing portion of it and then we may end up with an electrical change order down the road. We will not know for sure where we are at until Monday.

Energy Savings

Both boilers are up and running on natural gas.

During the fire up procedure I asked a number of questions concerning the boiler that was froze and how we prevent that in the future with the duck work we have in the boiler room. It was explained that the duck work is as spec by the boiler manufacturer. It was also explained that the boiler which is a backup has a number of sensors. One which controls the circular pumps comes on if water temperatures get too cool which then will prevent freezing. There is also a manual switch that can turn on the circulating pumps. The boiler froze because of the following two reasons: it was filled with water and the setup had not been completed for it to become operational and the electrical switch on the furnace was shut off therefore the sensor did not send a message for the circulating pump to run.

Bus 3

There will be an addition to the agenda where Rodney Leese is indicating he will not pursue his Bus 3 contract for next year. My recommendation will be to allow me to review all bus routes because we have three that will be overloaded and I will be able to tweak some of these routes along with a few that are unloaded and then determine what the bus route will be for the one that we would bid. In bidding the route it will be my recommendation that a mandatory pre bid meeting be held with any and all contractors that are interested. Anytime I have bid a route in the past the increase for the second year is based solely on the increase of the index used in the state formula. This means anyone bidding the route bids a per mile bases in the cost index in the state formula. The route DOES NOT go to state formula the second year which would simply defeat bidding the route in the first place.

Elementary Report

Art Show

Ms. Cleveland, students, and volunteers worked very diligently to make the 2014 Art Show a success. Students received many compliments on their work and demonstrations. A special thank you to the Southern Fulton PTA for providing concession foods and to the Needmore Volunteer Fire Company for providing an area for visitors to view the equipment.

Child Study at the Elementary

The Child Study Team (CST) is a group of specialists employed by the Southern Fulton School District to provide consultative and evaluative support, and to implement strategies that address the needs identified to the CST for students, teachers, and parents of our school district. The CST, along with our building principals, makes recommendations to address the specific areas of concern identified for your child and these recommendations are then carried out within your child's classroom. Our Child Study Team consists of our Supervisor of Special Education, School Psychologist, School Principal(s), Title One Teacher, Regular Education Teachers, Parent(s) and our School Counselor.
It is the philosophy of the Southern Fulton School District to actively involve parents throughout the process of assisting students in resolving academic or behavioral difficulties in the school setting. The school district will contact parents to discuss the need for intervention by the Intervention & Referral Service Committee if their child is experiencing difficulty in the classroom. If it becomes necessary to refer a student to the Child Study Team, parents must be informed and also notified in writing. Parents will be invited to attend a meeting with the Child Study Team, their child's teacher(s), and other appropriate school personnel to develop a plan that includes interventions to be implemented in student's classroom. This plan will be monitored to determine if these interventions are assisting the student in a positive way and if he/she is making progress in the areas of concern. Parents will be informed regularly on the progress their child is making with this plan.
The elementary school Child Study Team held our second set of meetings on April 9, 2014.

Federal Programs

Amendments and Final Adjustments have been released for Title I and Title II Part A. Southern Fulton has an increase of $77.00 for Title I to an adjusted amount of $118,637.00. Title II Part A has decreased $27.00 to $36,996.00. The eGrant portal has opened but the Pennsylvania Department of Education has asked that district do not access the Selection of Schools in the grant portal at this time due to an issues with this section.

Special Education

Special Education Compliance Monitoring

There will be areas that Southern Fulton will need to address based on the data submitted through the FSA on 4/2/14. Until, May 5, 6, and 7, when the actual monitoring takes place, there will be many things to complete. Currently, I am in the process of preparing a file box that addresses all the components within the FSA. The state monitors will be assigned different sections of the audit and they will dissect the file box and disseminate the contents to the state monitor who is responsible to evaluate each section. Below you will find each category area to be reviewed by the state during the compliance monitoring.
The LEA is to complete the Data Collection Summary for each topic in the FSA. In addition to completing the Data Collection Summary for each topic, this checklist identifies specific items the LEA is

to prepare and make available for the BSE onsite review. Documentation to support each listed area must be gathered and provided in a designated filing order and presented to the team of monitors who arrive to carry out the state monitoring.

TOPIC 1: Assistive Technology Devices and Services; Hearing Aids and External Components of Surgically Implanted Medical Devices

Assigned to: _____
Date completed: _____

Provide approximately 3 student files or 10% of all school-aged students in special education who are using AT.
Prepare a summary of how the LEA maintains proper functioning of hearing aids.

TOPIC 2: Positive Behavior Support Policy

Assigned to: _____
Date completed: _____

Provide a copy of the LEA's Positive Behavior Support Policy approved by the Board.
Provide the file(s) of all students with disabilities who have been restrained and students who have restraints included in their IEPs

TOPIC 3: Child Find: Annual Public Notice and General Dissemination Materials

Assigned to: _____
Date completed: _____

Provide a copy of the Annual Public Notice.
Provide copies of all publications containing child find information (school calendars, student handbooks, printed leaflets, information provided at parent training).

TOPIC 4: Confidentiality

Assigned to: _____
Date completed: _____

Provide a copy of the LEA's Confidentiality Policy approved by the Board.
Provide copies of faculty/staff training addressing confidentiality.
Provide the file(s) of any student with a disability for whom the LEA has reported a crime

TOPIC 5: Dispute Resolution

Assigned to: _____
Date completed: _____

Provide the file(s) of any student for whom a due process hearing decision was issued from the prior School- year ***where the parent was the prevailing party.***

TOPIC 6-7: Graduation and Drop Out Rates

Assigned to: _____
Date completed: _____

TOPIC 8: Exclusions: Suspensions and Expulsions

Assigned to: _____

Date completed: _____

Provide a list and the file(s) of all students with disabilities who were suspended (in and out of school) during the prior school year. **See PDE Procedure in FSA for organization of information.**

Provide the file(s) of any student with mental retardation who was suspended from school for any number of days during the prior school year.

TOPIC 9: Facilities Used For Special Education (Not applicable for charter schools)

Assigned to: _____
Date completed: _____

Provide a list of any classes or classrooms that result in a "no" response with requirements a-g on the Facilitated Self Assessment (FSA).

TOPIC 10: Independent Educational Evaluation (IEE)

Assigned to: _____
Date completed: _____

Provide a copy of the procedure describing the LEA's response to a parent request for an Independent Educational Evaluation (IEE) at public expense. (The procedure must include all components found within the Regulatory Base as described in the Facilitated Self- Assessment).

Provide a copy of the information as to where an Independent Educational Evaluation (IEE) may be obtained.

Provide the file(s) of any student for whom an IEE at public expense was requested by the parent during the prior school year.

TOPIC 11: Least Restrictive Environment (LRE)

Assigned to: _____
Date completed: _____

TOPIC 12: Provision of Extended School Year (ESY) Services

Assigned to: _____
Date completed: _____

Provide a list of students eligible for ESY services. (See LEA Procedure for required information).

TOPIC 13: Provision of Related Services Including Psychological Counseling

Assigned to: _____
Date completed: _____

Provide specific written assurance or other documentation that parents are not charged for psychological counseling services that students require if the service is a necessary related service.

TOPIC 14: Caseload and Age Range (Not applicable for charter schools)

Assigned to: _____
Date completed: _____

Provide Teacher's Class Report, for each class, complete with original teacher signature.

If the age range numbers exceed compliance, the teacher should indicate the justification in the bottom margin of the class report.

Examples:

** Per class period, age range is in compliance.*

Or

**Age range exceptions are documented in appropriate student(s) IEP.*

LEA must check each report to assure caseload numbers are in compliance with Type of Support indicated.

TOPIC 15: Parent Training

Assigned to: _____

Date completed: _____

Provide documentation of all parent trainings conducted during the previous twenty- four month period as well as training expected to be given during the current school year.

Describe or provide the LEA's policy that ensures that parents have reasonable access to their child's classrooms.

TOPIC 16: Participation in PSSA and PASA (Pennsylvania System of Student Assessment; Pennsylvania Alternate System of Assessment) and District-Wide Assessment

Assigned to: _____

Date completed: _____

TOPIC 17: Public School Enrollment

Assigned to: _____

Date completed: _____

Provide a written policy on Student Admission.

Provide the list of students referred as per the Facilitated Self-Assessment (FSA) and have the student file(s) available for BSE review as described in the FSA.

TOPIC 18: Surrogate Parents (Students Requiring)

Assigned to: _____

Date completed: _____

Provide a report of students in need of a surrogate parent, during the previous twelve-month period, including students whose parents are unknown or unavailable and all students who are wards of the state and have the student file(s) available for BSE review as described in the FSA.

TOPIC 19: Personnel Training

Assigned to: _____

Date completed: _____

Provide documentation of all trainings conducted during the previous twenty- four month period as well as training expected to be given during the current school year.

TOPIC 20: Intensive Interagency Approach (Formerly Cordero Class Members)

Assigned to: _____

Date completed: _____

Provide a list of any students reported as active class members, students on Instruction in the Home, or students with disabilities on Homebound Instruction.

TOPIC 21: Summary of Academic Achievement and Functional Performance / Procedural Safeguard
Requirements for Graduation

Assigned to: _____
Date completed: _____

Provide 10%, or not less than 3 files, of students who have graduated or aged out in the prior school year. LEA will make files available as described in the FSA.

TOPIC 22: Disproportionate Representation that is the Result of Inappropriate Identification

Assigned to: _____
Date completed: _____

TOPIC 23: Educational Benefit Review

Assigned to: _____
Date completed: _____

LEA will have available the EBR Worksheet and individual student file(s) of students reviewed for FSA 23.

ADDITIONAL INFORMATION TO BE PROVIDED

Assigned to: _____
Date completed: _____

Provide a copy of the district's Special Education Data Report.
Provide copies of the School Calendar for the past two years.
Provide copies of schedules for teachers involved in the Teacher Interviews.
Provide Federal Child Count Information as per advisor's direction.

Teachers must fill out caseload sheets and they will be placed in the file box to become part of the monitoring. Also, teachers will have to provide the percentage of their time designated to special education. The purpose is so that the state can analyze the provided information to determine if SF is adhering to state and federal guidelines associated with caseloads, facilities which include room size and location(s).

Parent(s) and all staff within Southern Fulton School District were sent emails, letters, and/or received phone calls so that they were informed on how important the survey was to the state monitoring. All individuals were encouraged to please fill out the survey on-line and submit it within the established time frame issued by the state. Southern Fulton Staff had 100% surveys submitted, and 18.75% of the parents submitted information to the state concerning the services that their child receives in our school district. Many of the parents had difficulty answering some of the questions based on the use of terminology on the survey. Many parents called and shared this concern with me.

During the on-site monitoring by the state, parents, high school students, regular education teachers and special education teachers will be interviewed as part of the monitoring. Staff must be informed and well

versed on the following policies which are board approved: Confidentiality, Who can request records as well as; what records can be shared, Positive Behavior Support, Restraints – what is permitted and what is not permitted, Child Find. (Each of the required policies will be sent to all staff to review prior to the state monitoring. The listed policies were also provided to staff orally during staff training prior to school beginning each and every school year. Staff will be provided links to the following board policies for a refresher on the policies prior to the state monitoring.

PSSA

Finally, completed. Special education had two students who did not take the testing. One parent refused because of religious reasons the other student was unavailable due to recent health issues. This will negatively impact the districts state scores, even though Southern Fulton School District has not control over either situation.

PASA

What is it? The PASA is an alternative assessment that students who qualify to take the assessment take when other students take the PSSA in the areas of: Science, Reading, and Math. The PASA assessments were finalized within the testing window.

The PASA is appropriate for a very small number of students with severe disabilities who meet criteria established and disseminated by the Bureau of Special Education, PA Department of Education. Individual IEP teams review these specific criteria and determine whether a student with disabilities will take the standard Pennsylvania System of School Assessment (PSSA), the PSSA with accommodations, or the Pennsylvania Alternate System of Assessment (PASA). It is expected that less than 1% of students in the Commonwealth of Pennsylvania will be assessed with the PASA.

The alternate assessment is appropriate for students who have significant cognitive disabilities, and who require intensive instruction and extensive support in order to perform and/or participate meaningfully and productively in the every-day activities of integrated school, home, community and work environments. These students require substantial modifications of the general education curriculum as well as instruction in areas not presently assessed by the PSSA. Specific eligibility criteria has been clearly established by the state and has to be inserted into every IEP of students who qualify for this assessment.

Criteria for Determining Who Should Take the PASA

1. The student is in grade 3, 4, 5, 6, 7, 8, or 11; and
2. The student has a very severe cognitive disability; and
3. The student requires very intensive instruction to learn; and
4. The student requires very extensive adaptations and supports in order to perform and/or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments; and
5. The student requires very substantial modification of the general education curriculum; and
6. The student's participation in the general education curriculum differs very substantially in form and/or substance from that of most other students (i.e., requires modified objectives, materials, and/or activities).

If all of the above criteria are met, it would be appropriate for the IEP team to decide that the student should take the PASA. If the criteria are not met, the student should be assigned to take the PSSA with or without accommodations

Leave of absences

I will welcome back my teachers with great appreciation for all that they do each and every day to help students be successful. Substitutes do their best to fill in, but students rely on consistency as well as their teacher's intuition on knowing what they need to be successful. It has been a long semester!

Advocates & IEP Meetings

There have been many IEP meetings and several parents have had advocates attend the meetings. The attempt to complete the majority of IEP meetings for the school year has been a priority given the leave of absences of special education staff.

Tiny Eyes Virtual Speech

With the help of Mr. Leisher, Mrs. Wert, and Mrs. Sipes we are almost ready to begin the virtual online speech services during the upcoming absence of the speech and language teacher. The speech sessions will be carried out Monday, Tuesday, and Wednesday utilizing virtual speech through Tiny Eyes Company. Friday's speech services will be provided by TIU 11 in person. The individual will be carrying out face to face service for those who are unable to effectively have speech services through the computer.

Many phone calls were made to obtain permission to carry out the virtual on line services. Paper copies had to be filled out granting permission. Once the permissions were received, they had to be faxed to the company before any information from student could be shared. I believe that we are only waiting for three parents to provide permission; then we will have the necessary paperwork for all speech students. A test run is scheduled for Thursday at 10:30 and all individuals who are to assist in this process will be trained to assure that we are prepared for the on-line speech services.

Business Manager

On March 27th, I met with Dianne Cornman from F&M Trust. She wanted to let us know about a new money market account called an ICS (Insured Cash Sweeps) which is currently paying .30% interest. It is FDIC covered up to $25 million with a $250,000 minimum balance requirement. We would be allowed six transfers per month with no charge.

The current yield in the PLGIT Class Account is .01% and .02% in the PLGIT Plus Account. All Earned Income Tax is transferred/deposited in the PLGIT Class Account from Cap Tax and all state subsidies are transferred/deposited into the PLGIT Plus Account.

I reviewed all information with Mr. Hann and we agree that this would be a great opportunity. We are suggesting that the school district open an ICS Account and transfer the money currently in the PLGIT Accounts to this money market account and take advantage of the current .30% interest rate.

Example:
$7,000,000.oo x .30% = $21,000.00 Interest
$7,000,000.00 x .02% = $ 1,400.00 Interest