Administrative Bulletin to Board Members

June 26, 2015

Superintendent

Gym Sky Light

I have contacted Heidler Roofing to completely remove the skylight and reseal or replace the skylight if it is damaged. At this time I do not have a quote on this issue.

Vacation

Since I have arrived in November 2012 I have not taken a full week vacation, only days here and there. However this year for our wedding anniversary my wife and I will be taking a week vacation next week. I will be available by phone.

Elementary Principal

2015-2016 PreK Grant

The Southern Fulton Grant Application for funding for the 2015-2016 PreK Counts grant has been submitted. The grant is under review and organizations that submitted grant proposals are slated to be notified in mid-July (based on the approval of the state budget).

Lending Library

Elementary School students will have access to additional books through the work of the Southern Fulton Education Foundation. These books will be available at the start of the school year. Students will have an opportunity to read and share high interest books at each grade level. We are thankful and appreciative of the work of the foundation and Pittman's Market to provide these resources for our students.

Mobile Ag Lab

Students at the elementary school will once again have an opportunity to participate in the Mobile Ag Lab during the 2015-2016 school year as the lab will be visiting in September.

Federal Programs: I am preparing the 2015-2016 Grant application for submission. The Title IA preliminary allocation is $151,040 and the Title II A preliminary allocation is $36,952. Debra Schetrompf, Diane Younker, and Theresa Corle will be attending training on the updated Federal guidance for Federal funding on August 6 and 7. This training is being paid for from various

grant funding sources. I am also working on data needed for the Final Expenditure Report for the 2014-2015 Federal Programs Grant.

Ready to Learn Grant

Debra Schetrompf and I have been collecting and finalizing data needed for the FER for the Ready to Learn Grant for the 2014-2015 School year. This grant assisted with salaries for Full Day Kindergarten, Professional Development, and training and purchasing of the Canvas portal. This online solution will allow teachers to share resources and other materials for their classes with parents and students.

Special Education Director

Special Education Compliance Monitoring

The state monitor arrived on Wednesday, June 24th to carry out the exit monitoring. The areas of non-compliance were checked and approved. Correction were made in a timely manner and correctly carried out. Also, additional files were randomly picked to be sure that changes were being implemented on all files.

Areas sited for in the monitoring:

- One re-evaluation was missing some information
- ESY determinations need to be made by 2/28, with NOREP issued at that time for the targeted group (when parents decide not to send their child to ESY, they must send written documentation indicating that they are refusing if they sign the NOREP agreeing to ESY)
- The rest of the non-compliances were from Abraxis for one of our students, which we have not jurisdiction over; therefore, we couldn't make the changes

Transition Monitoring for Indicator 13

A representative appointed by the state will be coming to SF to review high school files on Friday, June 26th. As reported to the school board during the 2014-2015 school year, SF was "randomly" selected to be in a pilot program for Transition Monitoring under IDEA 2004. A brief overview of the monitoring will be forthcoming.

ESY – Extended School Year

Extended school year for students with IEP's who qualified officially began on Tuesday, June23rd. There are two teachers and one paraprofessional assisting with ESY. In addition, there are several groups that I am assisting with too.

As the Pennsylvania Code (22 Pa. Code §14.132(a)(2), and §711.44(a)(2)) requires, Extended School Year determinations can be based on the traditional regression/recoupment criteria as well as other factors, such as:

- The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted.

- The extent to which the student reverts to a lower level of functioning as evidenced by a measurable decrease in skill or behaviors which occur as a result of an interruption in education programming (regression).

- The extent to which the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming (recoupment).

- The extent to which the student's difficulties with regression and recoupment make it unlikely that the student will maintain the skills and behaviors relevant to IEP goals and objectives.

- The extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers.

- The extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process.

If these factors make it unlikely that the student will maintain skills and behaviors relevant to IEP goals and objectives, or if the student otherwise requires Extended School Year services to receive FAPE, the student is eligible for Extended School Year.

Deliverable in a variety of environments and structures such as:
(a) Home with the parent teaching, and staff consulting (packets sent home)
(b) School based
(c) School based with community activities
(d) Related services alone or in tandem with the above

Vision Quest Visit

On Wednesday, June 24th I attended with other professionals from SF an informal meeting with Vision Quest to discuss upcoming changes in the contract between Vision Quest and the school district. Further information is needed, as well as seeking out assistance from PDE to assist with the proposed changes for the new school year.

Technology Specialist

Network Equipment Replacement

The IU is in the process of replacing network equipment used to connect to the Internet. They replaced a network switch/router at our high school Monday June 15th at 3:30pm. This took about 2 hours. On Tuesday June 16th, there was an issue with the fingerprinting laptop whereby data wasn't getting sent to their website. It was determined that there was a configuration issue with the new network switch/router. This was fixed and the data was then uploaded. This did not affect the ability for people to have their fingerprints scanned.

The IU replaced network equipment at their site on June 24th starting at 4pm. It took about 4 hours. We did not have Internet connection during this time.

Google Admin Training

On Thursday June 18th I attended Google Apps for Education (GAFE) administrator training in Norristown, PA. This will help me to better understand all the features of Google apps so that faculty, staff, and students can take advantage of this free service.

PIMS Update

I uploaded information into the PDE PIMS database for the highly qualified teacher (HQT) submission. I will run PIMS reports and send to the principals for their review so as to verify the accuracy of the data.

I uploaded data into PIMS for the Graduate/Dropout/Cohort submission. PDE tracks whether or not a student graduated within 4 years after they entered 9th grade. A cohort is the group of students who entered the 9th grade during the same school year (e.g., students who entered 9th grade during the 11-12 school year should have graduated in 2015). I've run PIMS reports and sent to Mrs. Solomon and Mrs. Hendershot so they can review the data.

I'm working with the principals and their staff to complete the PIMS Safe Schools submissions.

In July I'll be helping Connie Mellott submit the final child accounting data to PIMS. This should conclude all PIMS processing for the 14-15 school year