

PERFORMANCE AUDIT

Claysburg-Kimmel School District Blair County, Pennsylvania

July 2018



Commonwealth of Pennsylvania
Department of the Auditor General

Eugene A. DePasquale • Auditor General



Commonwealth of Pennsylvania
Department of the Auditor General
Harrisburg, PA 17120-0018
Facebook: Pennsylvania Auditor General
Twitter: @PAAuditorGen
www.PaAuditor.gov

EUGENE A. DePASQUALE
AUDITOR GENERAL

Mr. Darren McLaurin, Superintendent
Claysburg-Kimmel School District
531 Bedford Street
Claysburg, Pennsylvania 16625

Mr. Richard Gergely, Board President
Claysburg-Kimmel School District
531 Bedford Street
Claysburg, Pennsylvania 16625

Dear Mr. McLaurin and Mr. Gergely:

We have conducted a performance audit of the Claysburg-Kimmel School District (District) for the period July 1, 2012 through June 30, 2016, except as otherwise indicated in the audit scope, objective, and methodology section of the report. We evaluated the District's performance in the following areas as further described in the appendix of this report:

- Contracting
- Administrator Contract Buyout
- Data Integrity
- Bus Driver Requirements

We also evaluated the application of best practices in the area of school safety. Due to the sensitive nature of this issue and the need for the results of this review to be confidential, we did not include the results in this report. However, we communicated the results of our review of school safety to District officials, the Pennsylvania Department of Education, and other appropriate officials as deemed necessary.

The audit was conducted pursuant to Sections 402 and 403 of The Fiscal Code (72 P.S. §§ 402 and 403), and in accordance with the Government Auditing Standards issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

Mr. Darren McLaurin

Mr. Richard Gergely

Page 2

Our audit found that the District performed adequately in the bulleted areas listed above. Our audit contains the following observation:

- To Improve Curriculum and Educational Programs, the District Implemented Several Recommendations from a Consultant's Report

We appreciate the District's cooperation during the course of the audit.

Sincerely,



Eugene A. DePasquale
Auditor General

June 29, 2018

cc: **CLAYSBURG-KIMMEL SCHOOL DISTRICT** Board of School Directors

Table of Contents

	Page
Background Information	1
Observation	8
Observation – To Improve Curriculum and Educational Programs, the District Implemented Several Recommendations from a Consultant’s Report	8
Status of Prior Audit Findings and Observations	14
Appendix: Audit Scope, Objectives, and Methodology	15
Distribution List	19

Background Information

School Characteristics 2015-16 School Year ^A	
County	Blair/Bedford
Total Square Miles	56.49
Number of School Buildings	2
Total Teachers	62
Total Full or Part-Time Support Staff	56
Total Administrators	7
Total Enrollment for Most Recent School Year	845
Intermediate Unit Number	8
District Vo-Tech School	Greater Altoona Career and Technical Center

Mission Statement^A

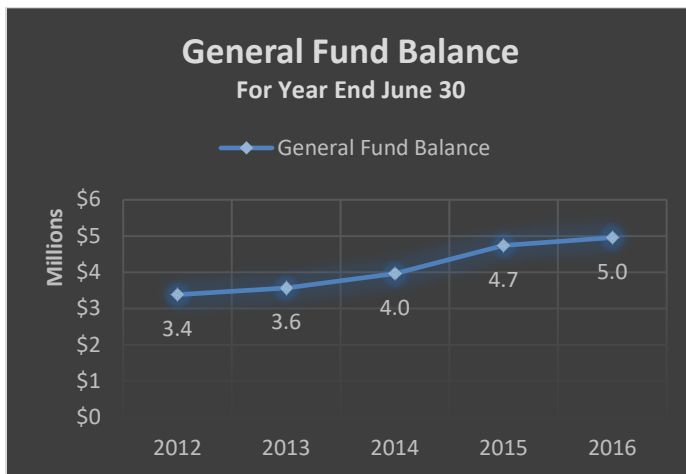
We inspire and empower individuals to excel each day in the learning choices they must make to be productive and responsible citizens.

A - Source: Information provided by the District administration and is unaudited.

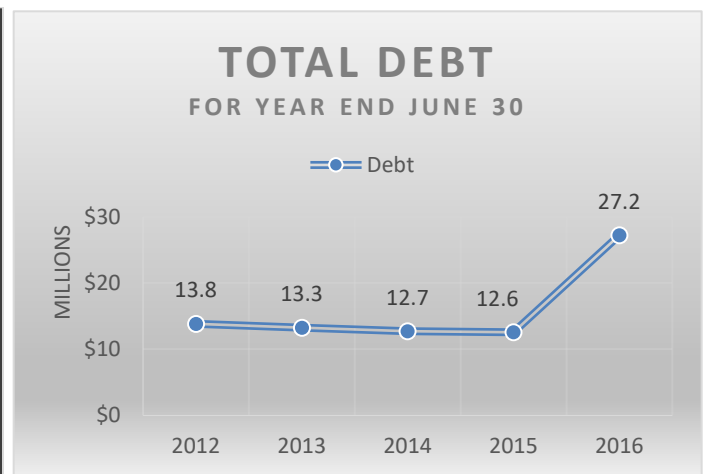
B - Source: United States Census
<http://www.census.gov/2010census>.

Financial Information

The following pages contain financial information about the Claysburg-Kimmel School District (District) obtained from annual financial data reported to the Pennsylvania Department of Education (PDE) and available on PDE's public website. This information was not audited and is presented for **informational purposes only**.

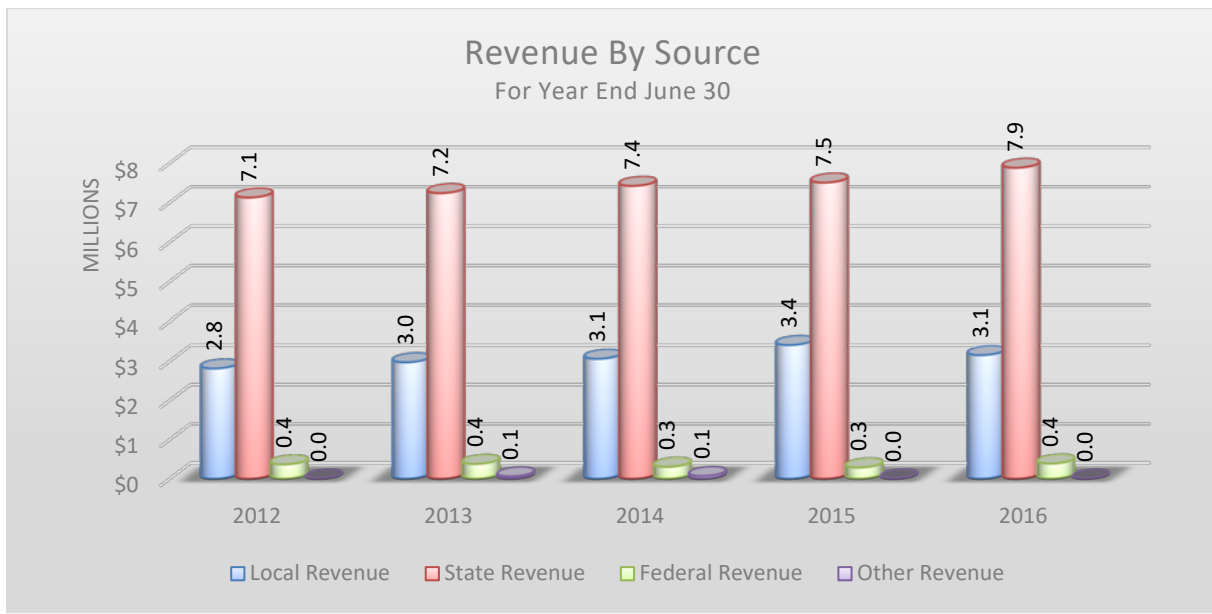
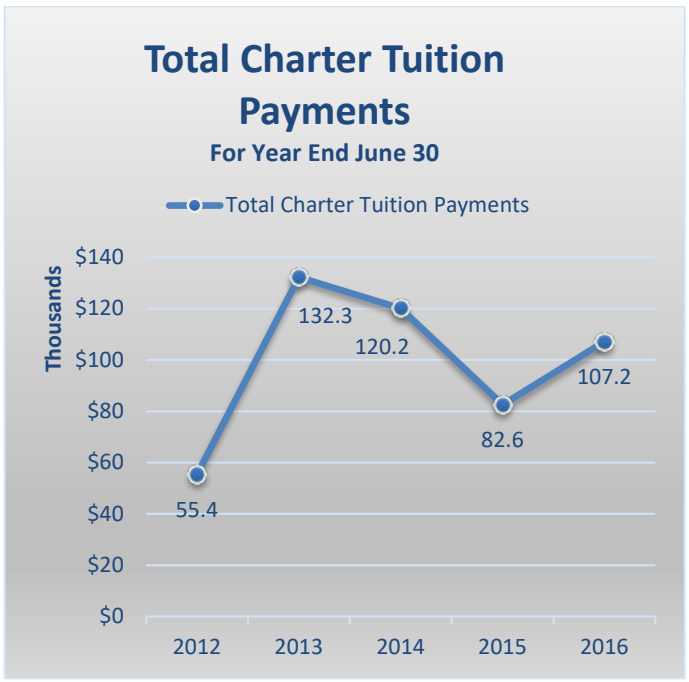
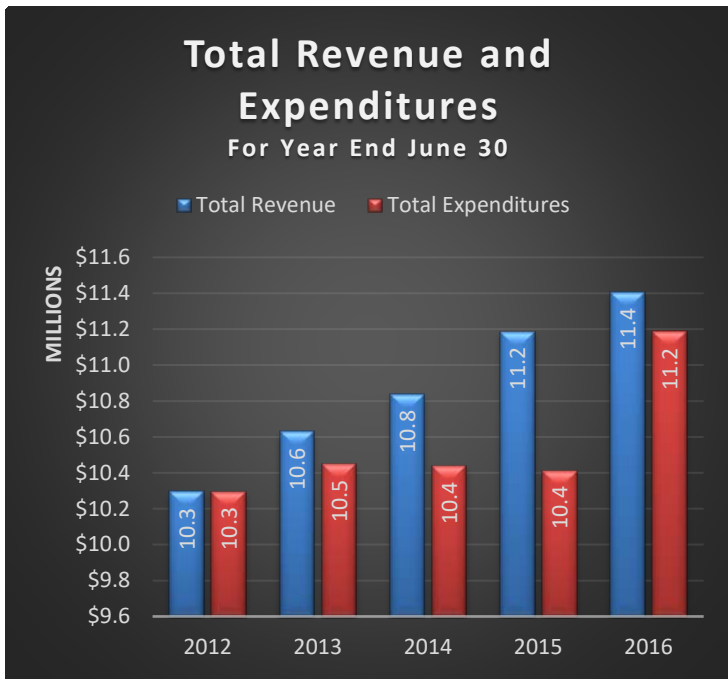


Note: General Fund Balance is comprised of the District's Committed, Assigned and Unassigned Fund Balances.



Note: Total Debt is comprised of Short-Term Borrowing, General Obligation Bonds, Authority Building Obligations, Other Long-Term Debt, Other Post-Employment Benefits, Compensated Absences and Net Pension Liability.

Financial Information Continued



Academic Information

The graphs on the following pages present School Performance Profile (SPP) scores, Pennsylvania System of School Assessment (PSSA) scores, Keystone Exam results, and 4-Year Cohort Graduation Rates for the District obtained from PDE's data files for the 2014-15 and 2015-16 school years.¹ These scores are provided in the District's audit report for **informational purposes only**, and they were not audited by our Department. Please note that if one of the District's schools did not receive a score in a particular category and year presented below, the school will not be listed in the corresponding chart.² Finally, benchmarks noted in the following graphs represent the statewide average of all public school buildings in the Commonwealth that received a score in the category and year noted.³

What is a SPP score?

A SPP score serves as a benchmark for schools to reflect on successes, achievements, and yearly growth. PDE issues a SPP score using a 0-100 scale for all school buildings in the Commonwealth annually, which is calculated based on standardized testing (i.e., PSSA and Keystone exams scores), student improvement, advance course offerings, and attendance and graduation rates. Generally speaking, a SPP score of 70 or above is considered to be a passing rate.

PDE started issuing a SPP score for all public school buildings beginning with the 2012-13 school year. For the 2014-15 school year, PDE only issued SPP scores for high schools taking the Keystone Exams as scores for elementary and middle schools were put on hold due to changes with PSSA testing.⁴ PDE resumed issuing a SPP score for all schools for the 2015-16 school year.

What is the PSSA?

The PSSA is an annual, standardized test given across the Commonwealth to students in grades 3 through 8 in core subject areas, including English and Math. The PSSAs help Pennsylvania meet federal and state requirements and inform instructional practices, as well as provide educators, stakeholders, and policymakers with important information about the state's students and schools.

¹ PDE is the sole source of academic data presented in this report. All academic data was obtained from PDE's publically available website.

² PDE's data does not provide any further information regarding the reason a score was not published for a specific school. However, readers can refer to PDE's website for general information regarding the issuance of academic scores.

³ Statewide averages were calculated by our Department based on individual school building scores for all public schools in the Commonwealth, including district schools, charters schools, and cyber charter schools.

⁴ According to PDE, SPP scores for elementary and middle schools were put on hold for the 2014-15 school year due to the state's major overhaul of the PSSA exams to align with state Common Core standards and an unprecedented drop in public schools' PSSA scores that year. Since PSSA scores are an important factor in the SPP calculation, the state decided not to use PSSA scores to calculate a SPP score for elementary and middle schools for the 2014-15 school year. Only high schools using the Keystone Exam as the standardized testing component received a SPP score.

The 2014-15 school year marked the first year that PSSA testing was aligned to the more rigorous PA Core Standards.⁵ The state uses a grading system with scoring ranges that place an individual student's performance into one of four performance levels: Below Basic, Basic, Proficient, and Advanced. The state's goal is for students to score Proficient or Advanced on the exam in each subject area.

What is the Keystone Exam?

The Keystone Exam measures student proficiency at the end of specific courses, such as Algebra I, Literature, and Biology. The Keystone Exam was intended to be a graduation requirement starting with the class of 2017, but that requirement has been put on hold until the 2020-21 school year.⁶ In the meantime, the exam is still given as a standardized assessment and results are included in the calculation of SPP scores. The Keystone Exam is scored using the same four performance levels as the PSSAs, and the goal is to score Proficient or Advanced for each course requiring the test.

What is a 4-Year Cohort Graduation Rate?

PDE collects enrollment and graduate data for all Pennsylvania public schools, which is used to calculate graduation rates. Cohort graduation rates are a calculation of the percentage of students who have graduated with a regular high school diploma within a designated number of years since the student first entered high school. The rate is determined for a cohort of students who have all entered high school for the first time during the same school year. Data specific to the 4-year cohort graduation rate is presented in the graph.⁷

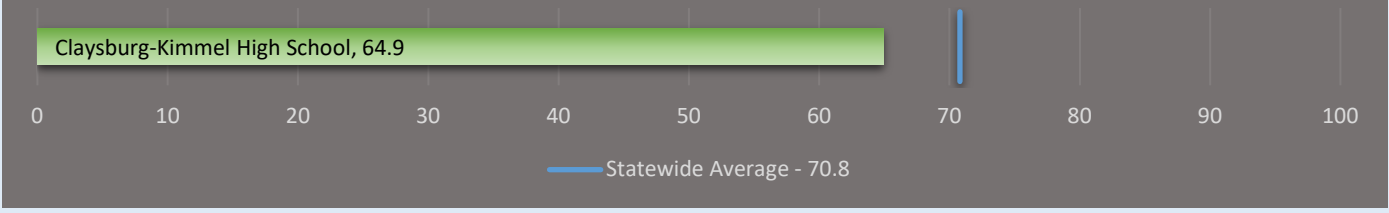
⁵ PDE has determined that PSSA scores issued beginning with the 2014-15 school year and after are not comparable to prior years due to restructuring of the exam.

⁶ Act 39 of 2018, effective July 1, 2018, amended the PSC to further delay the use of Keystone Exams as a graduation requirement for an additional year until the 2020-21 school year. *See* 24 P.S. § 1-121(b)(1).

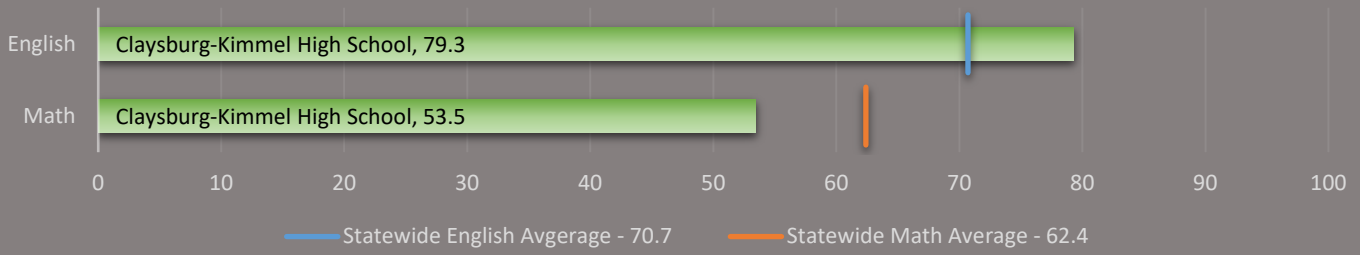
⁷ PDE also calculates 5-year and 6-year cohort graduation rates. Please visit PDE's website for additional information: <http://www.education.pa.gov/Data-and-Statistics/Pages/Cohort-Graduation-Rate-.aspx>.

2014-15 Academic Data
School Scores Compared to Statewide Averages

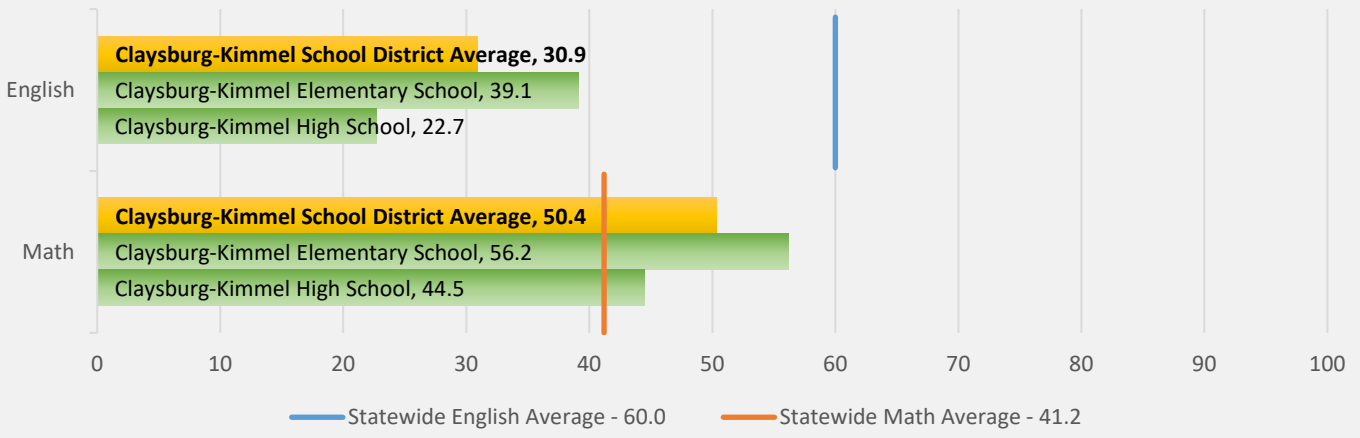
2014-15 SPP Scores



2014-15 Keystone % Advanced or Proficient

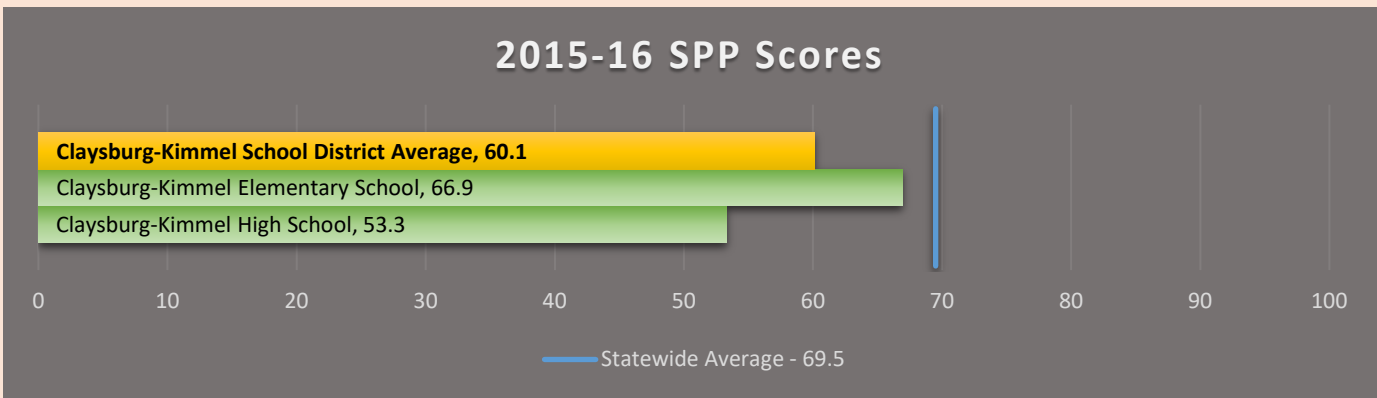


2014-15 PSSA % Advanced or Proficient

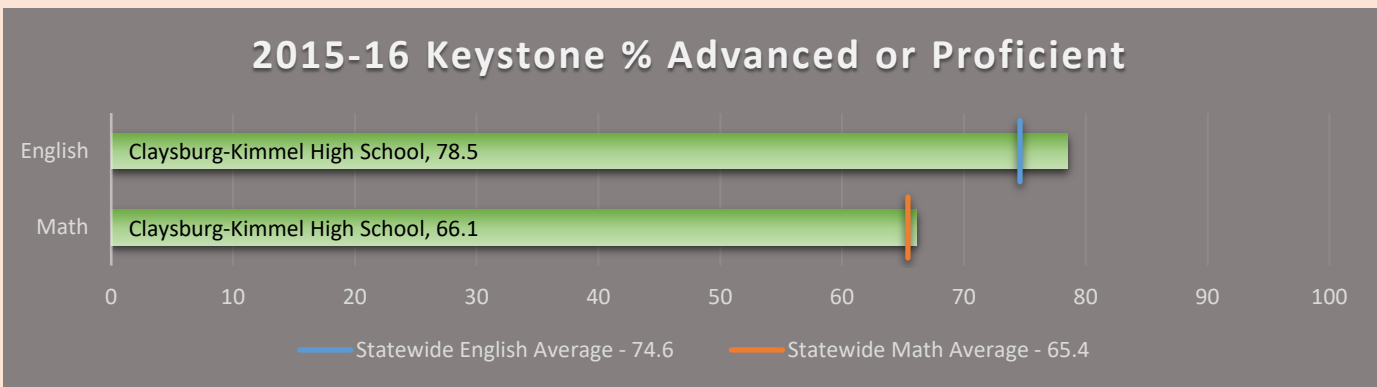


2015-16 Academic Data
School Scores Compared to Statewide Averages

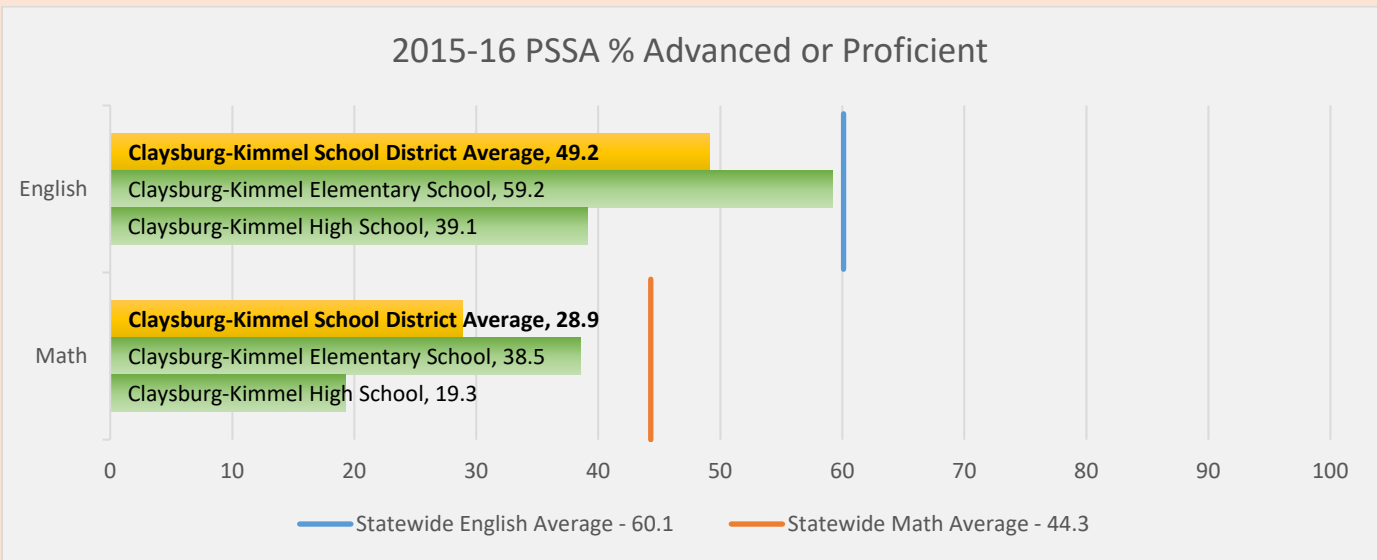
2015-16 SPP Scores



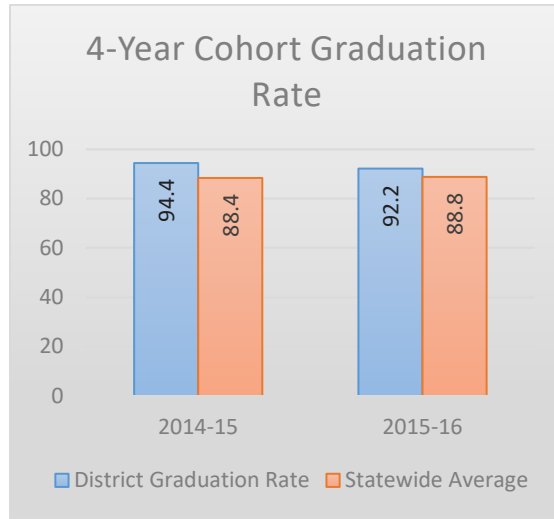
2015-16 Keystone % Advanced or Proficient



2015-16 PSSA % Advanced or Proficient



4-Year Cohort Graduation Rate



Observation

Observation

To Improve Curriculum and Educational Programs, the District Implemented Several Recommendations from a Consultant's Report

The Claysburg-Kimmel School District (District) experienced a decline in student academic achievement, which caused concern for the community as well as certain members of the Pennsylvania General Assembly. We received several requests to review what the District was doing to reverse the academic decline. This observation provides details about specific issues, corresponding corrective actions, and our conclusion regarding the District's efforts to address the aforementioned concerns.

Background

On February 2, 2017, the District received a special report from a contracted education consultant, who had been hired by the District to “undertake an educational program and curriculum study” and to provide recommendations for improvement. The consultant reviewed the District's curriculum as well as specific educational issues and processes that had been identified by the District's Board, principals, and teachers. We reviewed the consulting agreement, the special report and its recommendations, and the District's response to those recommendations.⁸

The Agreement

The consulting agreement was appropriately pre-authorized by the Board at its regular meeting held on November 9, 2016. We verified that the total cost of the consulting services provided was approximately \$3,500. The resulting report, which was approved by the Board on March 8, 2017, identified eleven issues and provided corresponding recommendations for corrective action.

We focused on the District's corrective actions for nine of the eleven issues, noting that the consultant's report had merged two of the original issues since they were so closely related.⁹ As a result, we reviewed the District's corrective actions on the following:

1. Frequent turnover of school building principals.
2. The level of completion of curriculum mapping and planned courses (original issue no. 2), as well as the rigor of the courses being offered at the high school (original issue no. 3).

⁸ The roll call vote unanimously approving the hiring of Rodney Green by the Board of School Directors, Claysburg-Kimmel School District is documented in the meeting minutes for the regular session held on Wednesday, November 9, 2016. The purpose of the study is cited in these minutes.

⁹ Two of the issues identified in the report (issues No. 4 and 6) contained analyses and recommendations that were broad and difficult to quantify or verify, so we did not further evaluate whether the District took corrective actions on the recommendations for those issues.

3. The current state of the gifted support programming.
4. The need to revisit and revise transition activities for the sixth grade students moving to the junior high school program.
5. The need to develop viable tutoring solutions for students with an achievement gap.
6. The absence of a data warehousing program to collect, share, and interpret multiple data points on student assessments.
7. The lack of a consistent and equitably delivered elementary science program for kindergarten through sixth grade.
8. The need to build upon the standards-based Science, Technology, Engineering, and Math (STEM) programs to upgrade technology education.

The District's Corrective Actions

We found that the District has either taken corrective action to address specific issues identified in the report or was in the process of doing so. Specifically, we noted the following:

1. Principal Turnover

Report Highlights. The consultant's report observed that, based on student enrollment, the District is a smaller district and often principals leave the District to work at larger districts, which typically provide higher compensation. The report recommended planning for this turnover by adding more opportunities to engage faculty in supplemental leadership positions which can "provide leadership continuity and support" even if building principals leave the District.¹⁰ It also recommended paying additional compensation for these supplemental leadership positions.

Corrective Actions. We found that the District created leadership positions to supplement faculty members' regular work, including a Dean of Students position and Educational Coaching positions (e.g., English Language Arts Coach). These positions supplemented the respective employees' regular job duties, and stipends were paid for the additional responsibilities.

The District also addressed the frequent turnover of its building principals by increasing salaries for existing principals. Additionally, the District approved a higher starting salary for the Junior/Senior High School Principal position to attract candidates with more experience.

2. Curriculum Mapping and the Rigor of High School Courses

Report Highlights. The report noted that public concerns had been expressed about the rigor of courses and that anecdotal evidence had been offered demonstrating that some honors students have had difficulty making the transition to college level course work. It identified course content as one factor that can be used to evaluate rigor. Content includes curriculum mapping, syllabi, and course descriptions. The consultant found that

¹⁰ Green, Rodney L, "Operational Review of Curriculum Resources, Processes, and Procedures: Summary and Recommendations," February 2, 2017, p. 3.

curriculum mapping was partially completed at the junior/senior high school rather than fully completed. It recommended that “curriculum mapping and standards-alignment activities need to be completed in a systematic and expeditious manner.”¹¹ It also recommended that the District’s course offerings should be annually approved by the Board.

Corrective Actions. According to District officials, in the 2017-18 school year, the District had already begun to institute a program of curriculum mapping and planned to have all courses mapped for the start of the 2018-19 school year. Documents we reviewed indicated that these curriculum mappings have also been aligned with the Pennsylvania Department of Education (PDE) standards and guidelines. The mapping process also described curriculum assessments and how they were linked to course content. In addition, the Superintendent created a Root Cause Analysis Form to analyze the *Pennsylvania System of School Assessment* (PSSA) scores so that teachers can identify the academic areas that are below the state average, determine the root cause for the deficiency, and then prepare solutions to correct the deficiency.

To improve communications about academic progress and goals for the future, the Superintendent created a monthly newsletter, which is sent to parents and posted on the District’s publicly accessible website. We also found that the District’s Board had already been approving courses, including revisions to course offerings.

3. Deficiencies in the Gifted Support Program

Report Highlights. The report observed that a relatively small number of students were identified as gifted and that there was no systematic process in place for identifying gifted students. Nor were any screening or examinations provided. It also found that most parents were unaware of a self-referral process that could be utilized on behalf of their children. The report recommended that the District should conduct a Facilitated Self-Assessment (FSA), using the PDE-approved form and process for conducting the assessment.¹² It recommended sharing the assessment results with staff and providing improved guidance to gifted students. The report also recommended adding enrichment opportunities for gifted students, including possible online courses and dual enrollment programs where students can take college courses for both college and high school credit. It further recommended exploring early-to-college offerings.

Corrective Actions. In the spring of 2017, shortly after the consultant’s report was issued, the District conducted a FSA that included the Gifted Support Program. Also, according to District officials, after each grading period, the Director of Special Services now sends an email to all faculty as a reminder to evaluate their students who exhibit exceptional academic performance. Attached to the email is an evaluation checklist the teachers use

¹¹ Ibid.

¹² The Facilitated Self-Assessment cited in this section is a gifted compliance monitoring tool for the local education agencies to use to determine whether they are complying with Section 16.4(c) of the State Board of Education’s regulations regarding the delivery of gifted education. Section 16.4(c) of the Pennsylvania Code states: “Each school district shall provide, as the Department may require, reports of students, personnel and program elements, including the costs of the elements, which are relevant to the delivery of gifted education.” See 22 Pa. Code § 16.4(c).

as part of the evaluation process. Starting with the 2017-18 school year, the District contracted with an online provider of course offerings, including Advance Placement courses, to provide online courses for gifted students.

We note that the District already had a board policy that approved early graduation for students who complete all graduation requirements prior to their senior year.

4. Transition Process for Sixth Grade Students

Report Highlights. The consultant’s report identified a need for more detailed transition preparation for sixth grade students, their teachers, and junior high staff because of a new grouping pattern implemented at the junior high level. It recommended the implementation of “individual profile sheets” to provide “a more complete picture of the learner” to improve upon the process for differentiating instruction.¹³ It also recommended a “bump day” activity where, toward the end of the school year, sixth grade students and their teachers can attend the junior high school for a day.¹⁴

Corrective Actions. According to District officials, the Elementary Principal and staff are currently working to develop a profile sheet for each sixth grade student transitioning to the seventh grade at the Junior High School. These profile sheets will be ready for implementation starting with the 2018-19 school year. The District currently has a seventh grade orientation for sixth grade students that is scheduled in August of each year. In addition, a “Bump Day” program is currently in the planning stages and is scheduled for May 31, 2018. During the “Bump Day,” sixth grade students and their teachers will spend the day at the Junior High School and attend seventh grade classes and activities, including lunch.

5. Development of Viable Tutoring Programs

Report Highlights. The report recognized that the District already had in place intervention and screening programs, but it recommended personalized tutoring programs at the elementary level to help close the achievement gap.

Corrective Actions. In January 2018, the District began offering both before and after school tutoring programs at the elementary and secondary levels. The tutoring is provided by current teachers who are paid an additional stipend for their services. The District also posted flyers throughout the school buildings informing students of the availability of this program, as well as the location and times for tutoring. Additionally, parents have been notified of these tutoring programs through the District’s Newsletter.

¹³ Individual profile sheets would include information such as grades, state, and local assessment results, social data, and Individualized Education Program (IEP) content information.

¹⁴ Green, p. 7.

6. Absence of a Data Warehousing Program

Report Highlights. The consulting report observed that the District did not have a “true data warehousing product” for collecting and organizing student assessment data. It recommended the District purchase a data warehousing program, if possible.

Corrective Actions. The District’s Student Information Software (SIS) provider has a warehousing module, which the District started utilizing for the 2016-17 and 2017-18 school years so that it could collect, share, and interpret data for student assessments. This module was free for the 2016-17 school year. Starting with the 2018-19 school year, the use of the module will cost the District \$1.00 per student. The District has included this cost in its budgeting process so that it can continue to utilize this function.

7. The Lack of a Consistent, Equitably Delivered Elementary (K-6) Science Program

Report Highlights. The report concluded that elementary science instruction was not being provided consistently and equitably to students in kindergarten through sixth grade. Even though the state science assessments were considered relatively strong, the report recommended raising the priority for science education and for it to be delivered in a project-based inquiry learning format. It also recommended providing elementary school teachers with yearly professional development services in science instruction.

Corrective Actions. The District’s current science program was not project-based in an inquiry learning format and teachers were not given professional development in the program. However, elementary teachers currently receive professional development through the Intermediate Unit 8 for STEM. We noted that the District was in the process of changing the current science program and was researching several programs offered by different education program vendors with the goal of implementation for the 2018-19 school year. The new science program will be project-based in an inquiry learning format and will be taught to all elementary school students, in kindergarten through sixth grades, for all marking periods. Additionally, teachers will be given professional development on an on-going basis once the new program is adopted. Finally, the District has budgeted \$20,000 in Elementary Science for the implementation of the new program.

8. The Need to Build Upon a Standards-Based Science, Technology, Engineering, and Math (STEM) Curriculum

Report Highlights. The report states that while the science course sequence at the secondary level is aligned with state standards, course offerings “may or may not be project-based and likely do not offer direct career linkages to disciplines such as pre-engineering or bio-medicine.” It also reiterated the need for updates to its elementary level science programming. It recommended, in light of budget constraints, the expansion of standards-based technology education curriculum. One particular program for consideration, *Project Lead the Way* (PLTW), which is being used by more than

175 Pennsylvania schools and is aligned with state and national science and technology standards, was specifically recommended.¹⁵

Corrective Actions. The District had not purchased the recommended standards-based technology education program. The District's teachers and administrators were in the process of completing a technology questionnaire, at no cost to the District, through another vendor that will be evaluated by its representative. The representative will provide recommendations that the District can utilize to improve and advance the technology education program. Also, as a corrective action, the District has partnered with the Carnegie Science Center STEM Excellence Pathway. The Pathway program offers educational workshops to teachers and administrators as well as tools the District can utilize to improve upon its STEM program. In the 2017-18 school year, District teachers and administrators had already attended one of the Pathway workshops.

In November 2016, prior to the issuance of the consultant's report, the District had also created a Technology Student Association advisor position to assist teachers and students with the STEM program.

Conclusion

Overall, the District appears to be seriously taking the concerns identified in the consultant's report. As noted above, the District has implemented many of the report's recommendations by taking numerous corrective actions. It is also in the process of taking additional corrective actions to improve its curriculum and educational programs. Since many of these corrective actions were just put into place during the current school year, we could not evaluate the effectiveness of these actions.

¹⁵ Ibid. p. 10.

Status of Prior Audit Findings and Observations

Our prior audit of the Claysburg-Kimmel School District resulted in no findings or observations.

Appendix: Audit Scope, Objectives, and Methodology

School performance audits allow the Pennsylvania Department of the Auditor General to determine whether state funds, including school subsidies, are being used according to the purposes and guidelines that govern the use of those funds. Additionally, our audits examine the appropriateness of certain administrative and operational practices at each local education agency (LEA). The results of these audits are shared with LEA management, the Governor, Pennsylvania Department of Education (PDE), and other concerned entities.

Our audit, conducted under authority of Sections 402 and 403 of The Fiscal Code,¹⁶ is not a substitute for the local annual financial audit required by the Public School Code of 1949, as amended. We conducted our audit in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit.

Scope

Overall, our audit covered the period July 1, 2012 through June 30, 2016. In addition, the scope of each individual audit objective is detailed on the next page.

The Claysburg-Kimmel School District's (District) management is responsible for establishing and maintaining effective internal controls¹⁷ to provide reasonable assurance that the District is in compliance with certain relevant state laws, regulations, contracts, and administrative procedures (relevant requirements). In conducting our audit, we obtained an understanding of the District's internal controls, including any information technology controls, which we consider to be significant within the context of our audit objectives. We assessed whether those controls were properly designed and implemented. Any deficiencies in internal controls that were identified during the conduct of our audit and determined to be significant within the context of our audit objectives are included in this report.

¹⁶ 72 P.S. §§ 402 and 403.

¹⁷ Internal controls are processes designed by management to provide reasonable assurance of achieving objectives in areas such as: effectiveness and efficiency of operations; relevance and reliability of operational and financial information; and compliance with certain relevant state laws, regulations, contracts, and administrative procedures.

Objectives/Methodology

In order to properly plan our audit and to guide us in selecting objectives, we reviewed pertinent laws and regulations, board meeting minutes, academic performance data, annual financial reports, annual budgets, new or amended policies and procedures, and the independent audit report of the District's basic financial statements for the fiscal years July 1, 2012 through June 30, 2016. We also determined if the District had key personnel or software vendor changes since the prior audit.

Performance audits draw conclusions based on an evaluation of sufficient, appropriate evidence. Evidence is measured against criteria, such as laws, regulations, third-party studies, and best business practices. Our audit focused on the District's efficiency and effectiveness in the following areas:

- Contracting
- Administrator Contract Buyout
- Data Integrity
- Bus Driver Requirements
- School Safety

As we conducted our audit procedures, we sought to determine answers to the following questions, which served as our audit objectives:

- ✓ Did the District take appropriate corrective actions to address the recommendations made in the special education report that was commissioned by the District and performed by an independent educational consultant?
 - To address this objective, we reviewed the procurement process and the agreement between the District and the independent consultant. This agreement was approved by the Board of School Directors (Board) on November 9, 2016. We interviewed District officials, reviewed the official board meeting minutes, and the District's corrective actions to determine if the actions taken by the District appropriately addressed the concerns in the independent educational consultant's report. Finally, we determined if the District administration presented the results of the special report to the Board. Our review of this objective can be found in the observation in this report (see page 8).
- ✓ Did the District pursue a contract buyout with an administrator and if so, what was the total cost of the buyout, what were the reasons for the termination/settlement, and did the employment contract(s) comply with the Public School Code¹⁸ and Public School Employees' Retirement System (PSERS) guidelines?
 - To address this objective, we reviewed the contracts, settlement agreement, board meeting minutes, board policies, and payroll records for the one administrator who separated employment from the District during the audit period. We verified

¹⁸ 24 P.S. § 10-1073(e)(2)(v).

the reasons for the separation and whether the total cost of the separation was made public during board meetings. We reviewed payroll records to ensure that these payments were correctly reported to PSERS. We also reviewed the employment contract of the current superintendent contract to ensure that the contract complied with the appropriate provisions of the Public School Code (PSC) regarding termination, buyout, and severance provisions. Our review of this objective did not disclose any reportable issues.

- ✓ Did the District ensure that the membership data it reported in the Pennsylvania Information Management System was accurate, valid, and reliable?
 - To address this objective, we randomly selected 10 (5 resident and 5 area vocational-technical center) out of the 3,158 total registered students from the vendor software listing for the 2016-17 school year. We verified that each child was appropriately registered with the District. In addition, we randomly selected two out of five school terms reported on the Summary of Child Accounting and verified the school days reported on the Instructional Time Membership Report and matched them to the School Calendar Fact Template. Our review of this objective did not disclose any reportable issues.¹⁹

- ✓ Did the District ensure that bus drivers transporting District students had the required driver's license, physical exam, training, background checks, and clearances as outlined in applicable laws?²⁰ Also, did the District have written policies and procedures governing the hiring of new bus drivers that would, when followed, provide reasonable assurance of compliance with applicable laws?
 - To address this objective, we selected all 22 of the bus drivers transporting District students by the District bus contractor, as of January 10, 2018. We reviewed documentation to ensure the District complied with the requirements for bus drivers. We also determined if the District had written policies and procedures governing the hiring of bus drivers and if those procedures would ensure compliance with bus driver hiring requirements. Our review of this objective did not disclose any reportable issues.

- ✓ Did the District take actions to ensure it provided a safe school environment?²¹
 - To address this objective, we reviewed a variety of documentation including, safety plans, training schedules, anti-bullying policies, and after action reports. In addition, we conducted on-site reviews at both of the District's school buildings

¹⁹ While representative selection is a required factor or audit sampling methodologies, audit sampling was not applied to achieve this test objective, accordingly, the results of this audit procedure are not, and should not be, projected to the population.

²⁰ 24 P.S. § 1-111, 23 Pa.C.S. § 6344(a.1), 24 P.S. § 2070.1a *et seq.*, 75 Pa.C.S. §§ 1508.1 and 1509, and 22 Pa. Code Chapter 8.

²¹ 24 P.S. § 13-1301-A *et seq.*

to assess whether the District had implemented basic safety practices.²² We also reviewed the District's fire drill documentation for the 2016-17 school year to determine if the District maintained adequate supporting documentation for fire drills completed. We also reviewed documentation to determine if the fire drill results submitted to PDE were accurate. In addition, we reviewed the District's Memorandum of Understanding with local law enforcement to ensure compliance with the PSC.²³

Due to the sensitive nature of school safety, the results of our school safety and fire drill review, including any weaknesses we identified, are not described in our report. The results of our review are shared directly with the District officials, PDE, and other appropriate law enforcement officials.

²² Basic safety practices evaluated were building security, bullying prevention, visitor procedures, risk and vulnerability assessments, and preparedness.

²³ 24 P.S. § 13-1301-A (c).

Distribution List

This report was initially distributed to the Superintendent of the District, the Board of School Directors, and the following stakeholders:

The Honorable Tom W. Wolf

Governor
Commonwealth of Pennsylvania
Harrisburg, PA 17120

The Honorable Pedro A. Rivera

Secretary of Education
1010 Harristown Building #2
333 Market Street
Harrisburg, PA 17126

The Honorable Joe Torsella

State Treasurer
Room 129 - Finance Building
Harrisburg, PA 17120

Mrs. Danielle Mariano

Director
Bureau of Budget and Fiscal Management
Pennsylvania Department of Education
4th Floor, 333 Market Street
Harrisburg, PA 17126

Dr. David Wazeter

Research Manager
Pennsylvania State Education Association
400 North Third Street - Box 1724
Harrisburg, PA 17105

Mr. Nathan Mains

Executive Director
Pennsylvania School Boards Association
400 Bent Creek Boulevard
Mechanicsburg, PA 17050

This report is a matter of public record and is available online at www.PaAuditor.gov. Media questions about the report can be directed to the Pennsylvania Department of the Auditor General, Office of Communications, 229 Finance Building, Harrisburg, PA 17120; via email to: News@PaAuditor.gov.