

PERFORMANCE AUDIT

Spring-Ford Area School District Montgomery County, Pennsylvania

December 2019



Commonwealth of Pennsylvania
Department of the Auditor General

Eugene A. DePasquale • Auditor General



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**EUGENE A. DePASQUALE
AUDITOR GENERAL**

Dr. David R. Goodin, Superintendent
Spring-Ford Area School District
857 South Lewis Road
Royersford, Pennsylvania 19468

Ms. Colleen Zasowski, Board President
Spring-Ford Area School District
857 South Lewis Road
Royersford, Pennsylvania 19468

Dear Dr. Goodin and Ms. Zasowski:

We have conducted a performance audit of the Spring-Ford Area School District (District) for the period July 1, 2014 through June 30, 2018, 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:

- Bus Driver Requirements
- Transportation Operations
- Administrator Separations

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.

Our audit found that the District performed adequately in the bulleted areas listed above, except as noted in the following finding:

- The District and Its School Board Failed to Comply with Provisions of the Public School Code and Associated Regulations by not Maintaining Records and Provided Insufficient Monitoring Procedures for Its Contracted Bus Drivers

Dr. David R. Goodin
Ms. Colleen Zasowski
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We appreciate the District's cooperation during the course of the audit.

Sincerely,

A handwritten signature in black ink, appearing to read "Eugene A. DePasquale". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Eugene A. DePasquale
Auditor General

December 11, 2019

cc: **SPRING-FORD AREA SCHOOL DISTRICT** Board of School Directors

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Background Information

School Characteristics 2018-19 School Year ^A	
County	Montgomery
Total Square Miles	44
Number of School Buildings	11
Total Teachers	662
Total Full or Part-Time Support Staff	353
Total Administrators	38
Total Enrollment for Most Recent School Year	7,991
Intermediate Unit Number	23
District Vo-Tech School	Western Montgomery Career and Technology Center

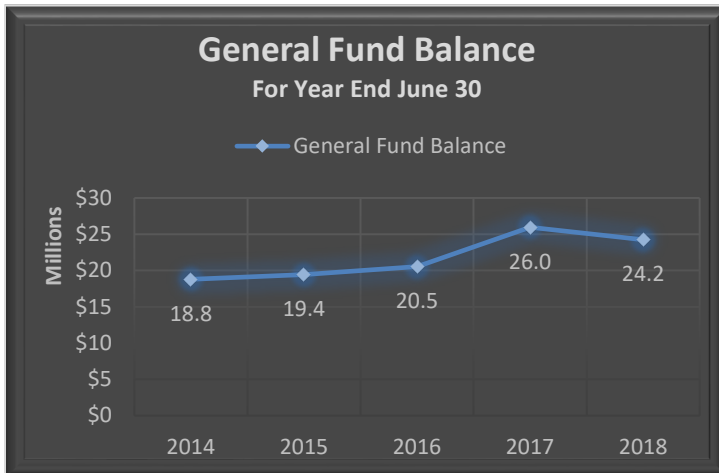
A - Source: Information provided by the District administration and is unaudited.

Mission Statement^A

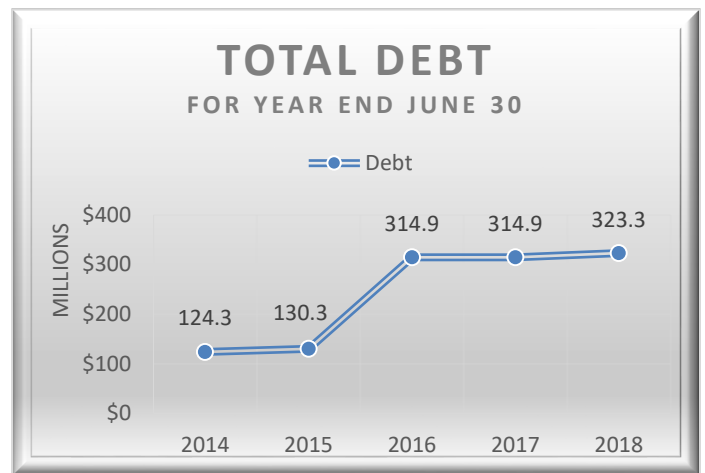
Spring-Ford Area School District strives to be educationally relevant, focused on achievement and growth, and have a priority on people so that students are fully prepared to positively contribute to their society.

Financial Information

The following pages contain financial information about the Spring-Ford Area 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**.

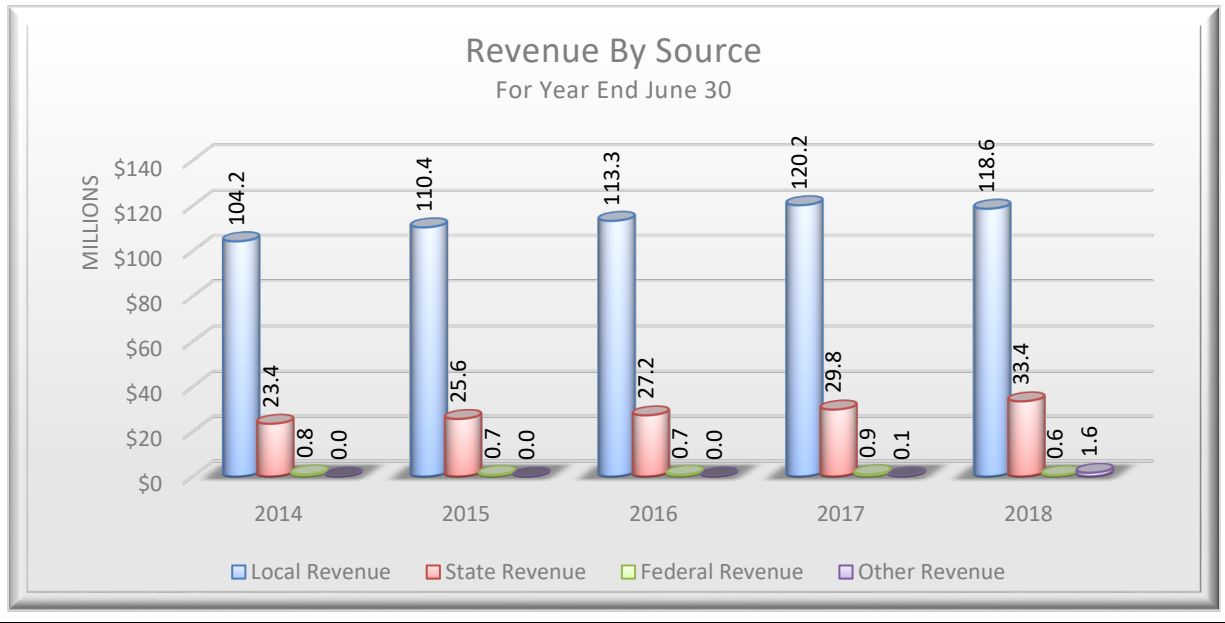
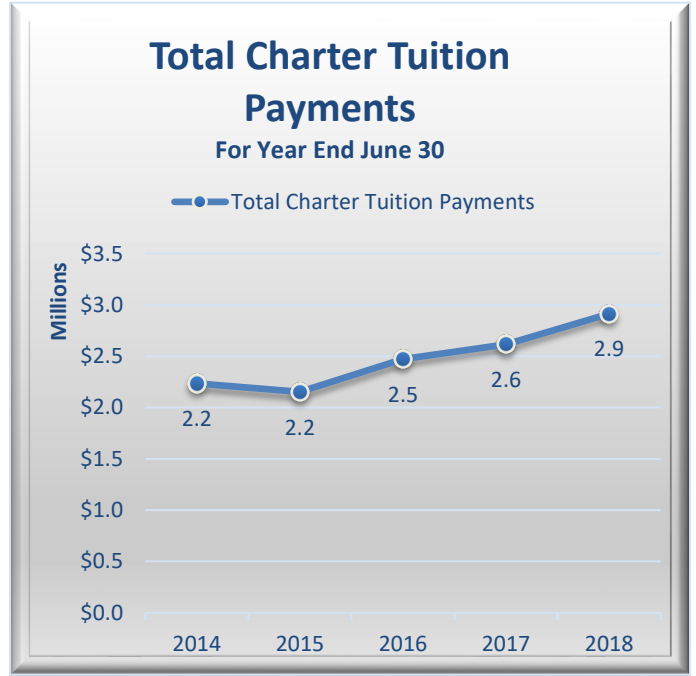
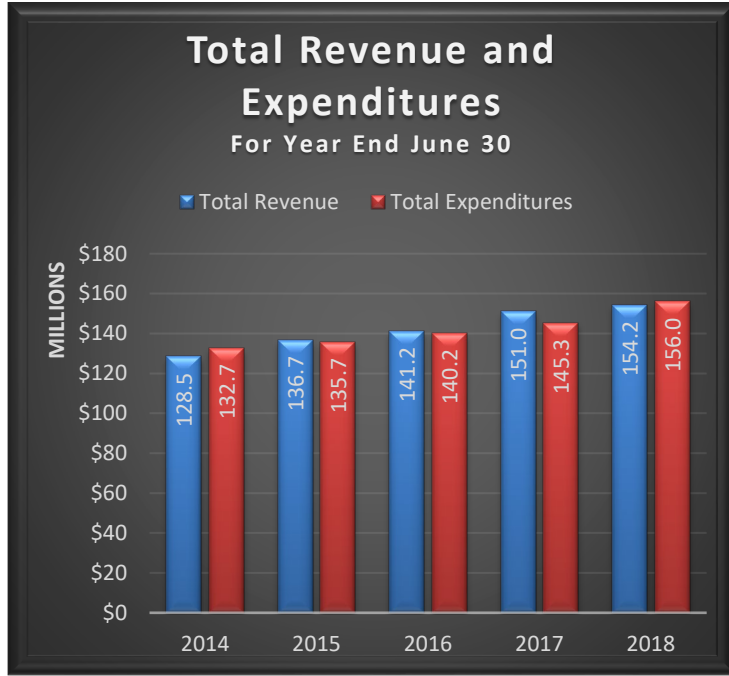


Note: General Fund Balance is comprised of the District's Committed, Assigned and Unassigned Fund Balances.



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

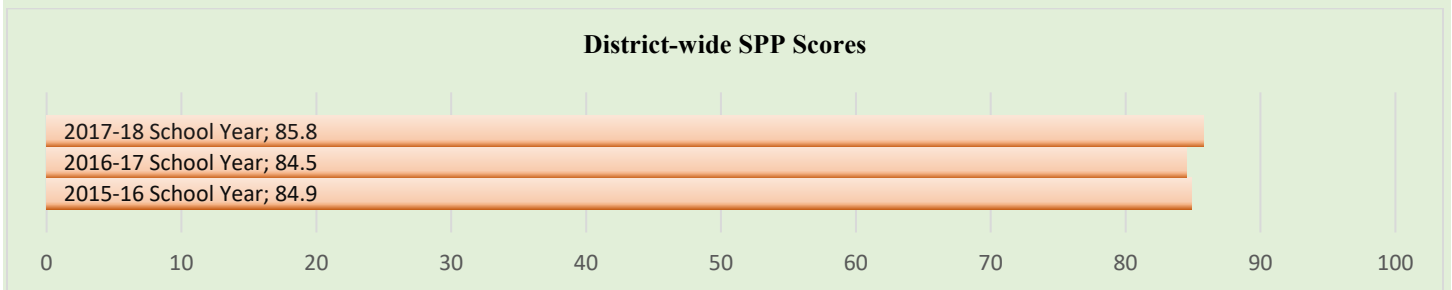


Academic Information

The graphs on the following pages present the District-wide 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 2015-16, 2016-17, and 2017-18 school years.¹ The District's individual school building scores are presented in Appendix B. These scores are provided in this 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 graph.²

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 annually using a 0-100 scale for all school buildings in the Commonwealth, which is calculated based on standardized testing (i.e., PSSA and Keystone exam 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.³



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

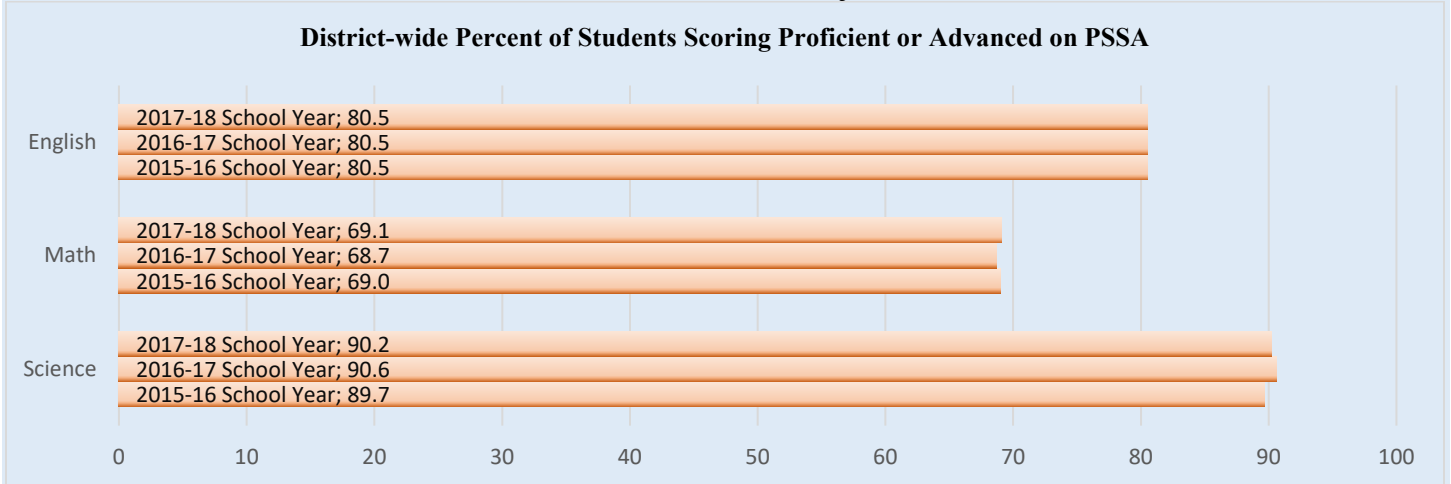
³ PDE started issuing a SPP score for all public school buildings beginning with the 2012-13 school year. For the 2014-15 school year, PDE only issued SPP scores for high schools taking the Keystone Exams as scores for elementary and middle scores were put on hold due to changes with PSSA testing. PDE resumed issuing a SPP score for all schools for the 2015-16 school year.

Academic Information Continued

What is the PSSA?

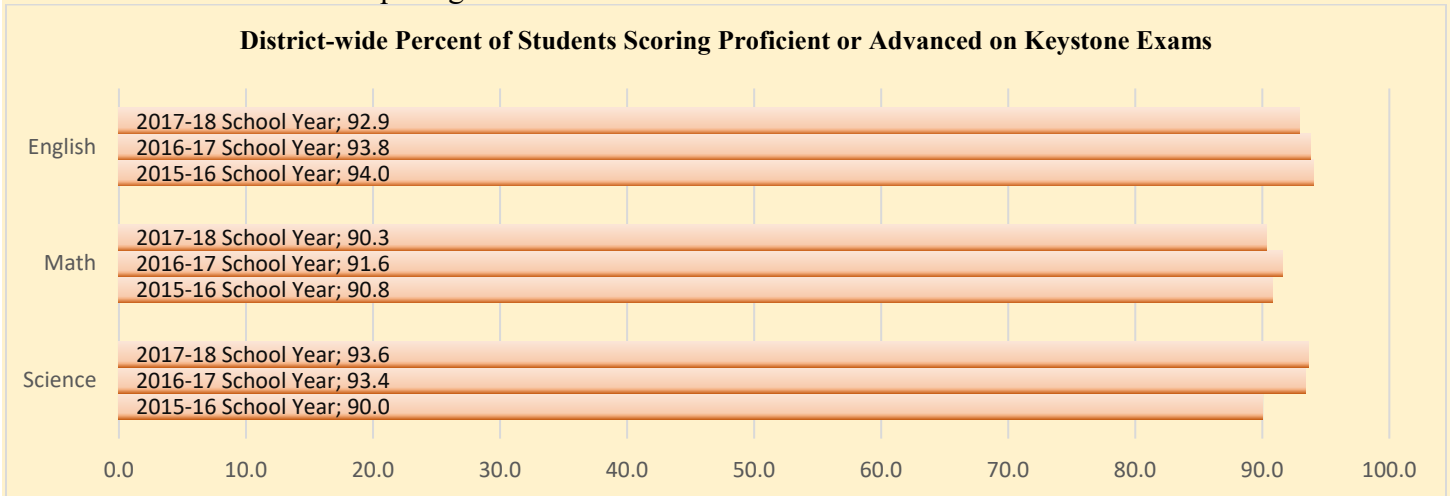
The PSSA is an annual, standardized test given across the Commonwealth to students in grades 3 through 8 in core subject areas, including English, Math and Science. The PSSAs help Pennsylvania meet federal and state requirements and inform instructional practices, as well as provide educators, stakeholders,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

The 2014-15 school year marked the first year that PSSA testing was aligned to the more rigorous PA Core Standards. 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.⁴ 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.

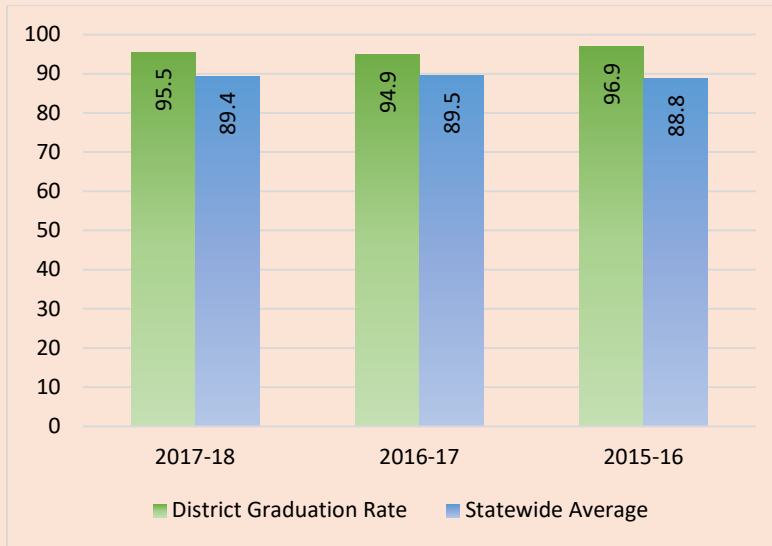


⁴ Act 39 of 2018, effective July 1, 2018, amended the Public School Code to further delay the use of Keystone Exams as a graduation requirement for an additional year until the 2020-21 school year. See 24 P.S. § 1-121(b)(1).

Academic Information Continued

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 below.⁵



⁵ 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>.

Finding

Finding

The District and Its School Board Failed to Comply with Provisions of the Public School Code and Associated Regulations by not Maintaining Records and Provided Insufficient Monitoring Procedures for Its Contracted Bus Drivers

Criteria relevant to the finding:

Chapter 23 (relating to Pupil Transportation) of the State Board of Education regulations, among other provisions, provides that the board of directors of a school district is responsible for the selection and approval of eligible operators who qualify under the law and regulations. *See*, in particular, 22 Pa. Code § 23.4(2).

Section 111 of the Public School Code (PSC) requires state and federal criminal background checks and Section 6344(a.1)(1) of the Child Protective Services Law (CPSL) requires a child abuse clearance. *See* 24 P.S. § 1-111 and 23 Pa.C.S. § 6344(a.1)(1), as amended.

With regard to criminal background checks, Sections 111(b) and (c.1) of the PSC require prospective school employees who have direct contact with children, including independent contractors and their employees, to submit a report of criminal history record information obtained from the Pennsylvania State Police, as well as a report of Federal criminal history record information obtained from the Federal Bureau of Investigation. *See* 24 P.S. § 1-111(b) and (c.1).

The Spring-Ford Area School District (District) failed to meet its statutory obligations related to the employment of individuals having direct contact with students for the 2018-19 school year. Specifically, we found that the District did not ensure that all bus drivers had the required qualifications and criminal history clearances *before* they transported students at the beginning of the school year but instead relied on its transportation contractor to determine driver fitness. We also found that the District was not following its own policy regarding contracted services, which required the District to evaluate the results of the contractor's screening process. Finally, the District's Board of School Directors (Board) did not approve individual bus drivers as required, but rather approved just the use of a contractor. The District's failure to provide legally-mandated oversight of transportation services under the Public School Code (PSC), the Child Protective Services Law (CPSL), and the Vehicle Code resulted in the District placing its students at potential risk of harm by not ensuring that contracted bus drivers were properly qualified and cleared to transport students.

Employment Requirements

Several state statutes and regulations establish the minimum required qualifications for school bus drivers. The primary purpose of these requirements is to ensure the protection, safety, and welfare of the students transported in school buses.

Regardless of whether they use their own drivers, or use a contractor's drivers, school districts are required to verify and have on file a copy of the following documents for each employed or contracted driver, *before* he or she can transport students with Board approval:

1. Driver qualification credentials,⁶ including:
 - a. Valid driver's license (Commercial driver's license if operating a bus).

⁶ Pennsylvania's Vehicle Code, 75 Pa.C.S. §§ 1508.1 (relating to Physical examinations) and 1509 (relating to Qualifications for school bus driver endorsement).

*Criteria relevant to the finding
(continued):*

Section 6344(b)(3) of the CPSL requires, in part, that, “The applicant shall submit a full set of fingerprints to the Pennsylvania State Police for the purpose of a record check...” (Act 153 of 2014). *See* 23 Pa.C.S. § 6344(b)(3).

Furthermore, both the PSC and the CPSL now require recertification of the required state and federal background checks and the child abuse clearance every 60 months (or every five years). *See* 24 P.S. § 1-111(c.4) and 23 Pa.C.S. § 6344.4.

Section 111(e) of the PSC lists convictions for certain criminal offenses that require an absolute ban on employment. Further, Section 111(f.1) of the PSC requires that a ten, five, or three year *look-back period* for certain convictions be met before an individual is eligible for employment. *See* 24 P.S. § 1-111(e) and (f.1).

Section 111(a.1)(1) specifies that bus drivers employed by a school entity through an independent contractor who have direct contact with children must also comply with Section 111 of the PSC. *See* 24 P.S. § 1-111(a.1)(1).

Section 111(c.4) further requires administrators to review the criminal background and child abuse reports and determine if the reports disclose information that may require further action. *See* 24 P.S. § 1-111(c.4).

- b. Valid school bus endorsement card, commonly referred to as an “S” card, indicating completion of skills and safety training (if operating a bus).
 - c. Annual physical examination (if operating a bus).
2. Criminal history reports/clearances:
 - a. State Criminal History Record (Pennsylvania State Police clearance).
 - b. Federal Criminal History Record, based on a full set of fingerprints (FBI clearance).
 - c. PA Child Abuse History Clearance.
 - d. Arrest/Conviction Report and Certification Form (PDE-6004).⁷

Failure to Review Driver Qualifications and Clearances

We requested documentation to support the qualifications and clearances for a select group of drivers during the 2018-19 school year. The District only had the FBI clearances on file and could not provide evidence of a comprehensive review or monitoring process whereby the District makes a fitness determination prior to allowing an individual to drive for the District and be in direct contact with children. District officials acknowledged that they did not obtain, review, and maintain all of the necessary qualification and clearance documentation. The only exception was the FBI clearance, which only the District has access to, and not the contractor. Instead, the District admittedly relied on its contractor to obtain, review, and maintain the documentation to demonstrate that all drivers are qualified and cleared to transport students. In fact, the transportation contract between the District and the contractor places responsibility for all driver clearances on the contractor, which is further evidence of the District’s reliance on the contractor, but contrary to the requirements of the law.

Upon request by the District, the contractor was able to provide the required documentation for all the drivers we selected for review and no deficiencies were found.

However, this does not change the fact that the District did not meet its legal responsibilities to determine driver fitness and maintain required credentials for all drivers. The District, and not the contractor, is required by law to review all bus driver qualification documents and clearances prior to the individual driving for the District.

Lack of On-Going Monitoring Procedures

We also found that the District delegated on-going monitoring procedures of driver qualifications and clearances to the contractor, when ultimately

⁷ *See* Section 111 of the PSC, 24 P.S. § 1-111.

*Criteria relevant to the finding
(continued):*

Administrators are also required to review the required documentation according to Section 111(g)(1) of the PSC. This section provides that an administrator or other person responsible for employment decisions in a school or institution under this section who willfully fails to comply with the provisions of this section commits a violation of this act, subject to a hearing conducted by the Pennsylvania Department of Education (PDE), and shall be subject to a civil penalty up to \$2,500. *See* 24 P.S. § 1-111(g)(1).

Effective July 1, 2012, Section 111(j)(2) of the PSC was amended to require all *prospective* employees to submit an *Arrest/Conviction Report and Certification Form* (PDE-6004 Form), including the newly added Section 111(f.1) criminal offenses, to their administrator prior to employment indicating whether or not they have ever been arrested or convicted of any of the reportable offenses provided for in Section 111(e) or (f.1). Further, retroactively effective on December 31, 2015, Section 111(j)(2) was amended by Act 4 of 2016 to require that the PDE-6004 Form include a certification of whether or not an employee was named as a perpetrator of a founded report of child abuse within the past five years as defined by the CPSL. *See* 24 P.S. § 1-111(f.1) and (j)(2) (Act 82 of 2012 and Act 4 of 2016) and PDE-6004 Form instructions.

Section 8.2 of Title 22, Chapter 8 (relating to Criminal Background Checks) of the State Board of Education regulations requires, in part, “(a) School entities shall require a criminal history background check **prior to hiring an applicant or accepting the services of a contractor**, if the applicant, contractor or contractor’s employees would have direct contact with children.” (Emphasis added.) *See* 22 Pa. Code § 8.2(a).

the District is responsible for determining both pre-employment and post-employment driver fitness. Specifically, the District acknowledged that it did not have a process in place to monitor expiration or renewal dates of driver licenses and background clearances. For example, driver licenses and S endorsements expire every four years and physical cards are valid for 13 months. Furthermore, recent amendments to the PSC and the CPSL require that all clearances be renewed **every five years**. Without a process to monitor the expiration dates on these clearances and driver credentials, the District would be unaware of when drivers with expired credentials and/or clearances are transporting students. Although we learned that the contractor has a software package with the ability to track the dates of each driver’s credentials and clearances and to run a report showing items that are near expiration, the District was not monitoring these reports.

Bus Driver Policies

During our review, we noted that the District’s Policy No. 818, *Contracted Services*, was adopted in 1991 and has never been updated or revised. This policy requires independent contractors and their employees who have direct contact with students to comply with the mandatory background check requirements for both criminal history and child abuse. This policy also requires the District to evaluate the results of that screening process. It is critical for the District to update its policies in a prompt manner to reflect the current laws and regulations. Since Policy No. 818 was first adopted in 1991, there have been significant changes to laws and regulations related to background clearances. For example, Section 111 of the PSC was amended to require contracted personnel to report certain arrests or convictions to the District within 72 hours of an occurrence on the Arrest/Conviction Report and Certification Form. Further, both the PSC and the CPSL were amended to require that all three background clearances be obtained every five years.

Policy No. 818 does not address either of these legislative changes. District officials indicated that the Board is currently working through the policy manual to review and revise its policies, but this particular policy has not yet been reviewed and revised.

Failure of the Board to Approve Drivers

Based on our review of board meeting minutes and interviews with District officials, we found that the Board does not approve bus drivers as required by the State Board of Education regulations. While the Board approves the contractor, the Board does not approve drivers hired to transport its students. The Board relies on District Administrators to monitor and ensure all drivers were qualified to transport its students. As the governing body, the Board should have implemented procedures to verify that the Administrators were monitoring its contracted drivers. The Board’s lack of governance as it pertains to student’s transportation puts students at risk of being harmed. Although the District was able to obtain

*Criteria relevant to the finding
(continued):*

Section 23.4 of Title 22, Chapter 23 (relating to Pupil Transportation) of the State Board of Education regulations provide that the board of directors of a school district is responsible for the selection and approval of eligible operators who qualify under the law and regulations. *See* 22 Pa. Code § 23.4(2).

See also PDE's "Clearances/Background Check" web site for current school and contractor guidance (<https://www.education.pa.gov/Educators/Clearances/Pages/default.aspx>).

the drivers credentials per our request, its lack of standard written procedures, and outdated policies, increases the risk of harm for students. Furthermore, the District was ineffective in its oversight of internal controls and failed to ensure the validity and completeness of its bus driver's records and system maintenance.

Conclusion

The District and its Board did not meet their statutory obligation to ensure that bus drivers are qualified and eligible to transport students. Specifically, the District and its Board failed to comply with applicable laws, regulations, the Pennsylvania Department of Education's (PDE) guidance documents, and board policy by failing to obtain, review, and maintain all required bus driver qualifications and clearances and to board approve drivers. The District also lacks policies and procedures to monitor expiration dates for credentials and clearances and to require the reporting of arrests and convictions occurring at any time during employment. Ensuring that required credentials and clearances are satisfied and bus driver approvals are made under the State Board of Education's regulations are vital student protection legal obligations and responsibilities placed on the District and its Board. The main purpose of these requirements is to ensure the safety and welfare of students transported in school buses. The use of a contractor to provide student transportation does not negate these District and Board legal obligations and responsibilities.

Recommendations

The *Spring-Ford Area School District* should:

1. Obtain, review, and maintain all contracted driver credentials and clearances, as well as credentials and clearances for any other employees or contracted employees having direct contact with students.
2. Develop and implement formal written procedures requiring the District to determine driver fitness prior to employment and to conduct routine and ongoing monitoring of bus driver records to ensure all required credentials and clearances remain valid and complete.
3. Promptly update board policies and procedures for transportation and contracted services to address the requirements of all laws, regulations, and the PDE guidance document that governs transportation and student safety of all District students. These policies should clearly establish the District's and the Board's legal duty to ensure that drivers are qualified and have obtained all clearances, regardless of whether they are employed by contractors, before the District authorizes them to transport District students.

4. Provide an up-to-date driver listing to the Board for approval before the start of each school year. Provide updated lists to the Board for approval throughout the year as new drivers are added and/or removed.

Management Response

District management provided the following response:

The administration:

- Has updated policy 818 and it is expected to be approved/adopted by the board by January 2020.
- Has updated its written procedures regarding the onboarding of contracted bus drivers in accordance with the recommendations set forth by the auditors in the finding document. Execution of these procedures has already started as of the date of this document.
- Will prepare a list of the contracted bus drivers hired by the transportation contractor will be approved by the board at the beginning of each school year and periodically throughout the year as needed.

Auditor Conclusion

We are encouraged that the District intends to implement all of our recommendations. We continue to emphasize that the board policies and procedures for transportation and contracted services must be consistent with requirements as provided for in state law (including the PSC), associated regulations, and PDE guidance. It is important for the District to properly maintain all the required credentials and clearances for all of its bus drivers. We will review and evaluate the corrective actions taken by the District during our next audit.

Status of Prior Audit Findings and Observations

Our prior audit of the Spring-Ford Area School District resulted in no findings or observations.

Appendix A: 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, the Pennsylvania Department of Education (PDE), and other concerned entities.

Our audit, conducted under authority of Sections 402 and 403 of The Fiscal Code,⁸ 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, 2014 through June 30, 2018. In addition, the scope of each individual audit objective is detailed on the next page.

The Spring-Ford Area School District's (District) management is responsible for establishing and maintaining effective internal controls to provide reasonable assurance that the District is in compliance with certain relevant state laws, regulations, contracts, and administrative procedures (relevant requirements).⁹ In conducting our audit, we obtained an understanding of the District's internal controls, including any information technology controls, if applicable, that we considered 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.

⁸ 72 P.S. §§ 402 and 403.

⁹ 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, 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, 2014 through June 30, 2018. 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:

- ❖ Bus Driver Requirements
- ❖ Transportation Operations
- ❖ Administrator Separations
- ❖ 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 ensure that bus drivers transporting District students had the required driver's license, physical exam, training, background checks, and clearances¹⁰ as outlined in applicable laws?¹¹ 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 randomly selected 15 of the 157 bus drivers employed by the District's bus contractors who transported District students as of March 22, 2019.¹² 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, when followed, would ensure compliance with bus driver hiring requirements. See Finding on page 6 of this report for the results of our review for this objective.
- Did the District ensure compliance with applicable laws and regulations governing transportation operations, and did the District receive the correct transportation reimbursement from the Commonwealth for non-reimbursable pupils?¹³
 - ✓ To address this objective, we reviewed all 137 students transported by the District and reported to PDE as non-reimbursable for the 2015-16 school year.¹⁴ We requested and reviewed the students' addresses along with the bus routes and, if applicable, any hazardous route documentation to verify that these 137 students were accurately reported to PDE as

¹⁰ Auditors reviewed the required state, federal and child abuse background clearances that the District obtained from the most reliable sources available, including the FBI, the Pennsylvania State Police, and the Department of Human Services. However, due to the sensitive and confidential nature of this information, we were unable to assess the reliability or completeness of these third-party databases.

¹¹ 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.

¹² While representative selection is required factor of audit sampling methodologies, audit-sampling methodology 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.

¹³ See 24 P.S. §§ 13-1301, 13-1302, 13-1305, 13-1306; 22 Pa. Code Chapter 11.

¹⁴ The District did not report any non-reimbursable students in 2014-15, 2016-17 or 2017-18 school years.

non-reimbursable. Additionally, we interviewed District officials concerning the process of transporting non-reimbursable students and reporting this information to PDE. Our review of this objective did not disclose any reportable conditions.

- Did the District pursue a contract buy-out with an administrator and if so, what was the total cost of the buy-out, what were the reasons for the termination/settlement, and did the employment contract(s) comply with the Public School Code¹⁵ and Public School Employees' Retirement System guidelines?
 - ✓ To address this objective, we reviewed the contract, settlement agreement, board meeting minutes, board policies, and payroll records for the only individually contracted administrator who separated employment from the District during the period July 1, 2014 through June 30, 2018. Our review of this objective did not disclose any reportable conditions.

- Did the District take actions to ensure it provided a safe school environment?¹⁶
 - ✓ To address this objective, we reviewed a variety of documentation including, safety plans, training schedules, fire drills, anti-bullying policies, and after action reports. We assessed if the District had implemented basic safety practices.¹⁷ Due to the sensitive nature of school safety, the results of our review for this objective area are not described in our audit report. The results of our review of school safety are shared with District officials, PDE, and other appropriate agencies deemed necessary.

¹⁵ 24 P.S. § 10-1073(e)(v).

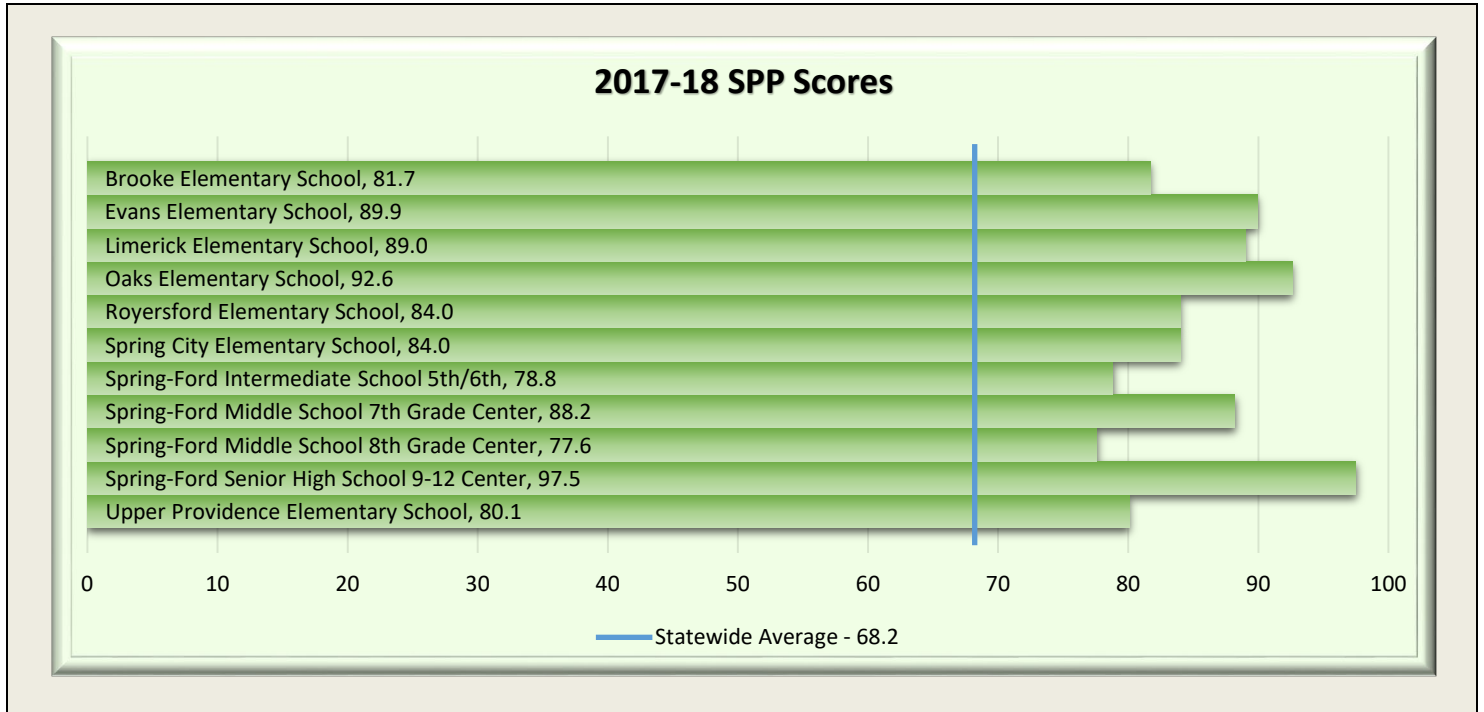
¹⁶ 24 P.S. § 13-1301-A *et seq.*

¹⁷ Basic safety practices evaluated were building security, bullying prevention, visitor procedures, risk and vulnerability assessments, and preparedness.

Appendix B: Academic Detail

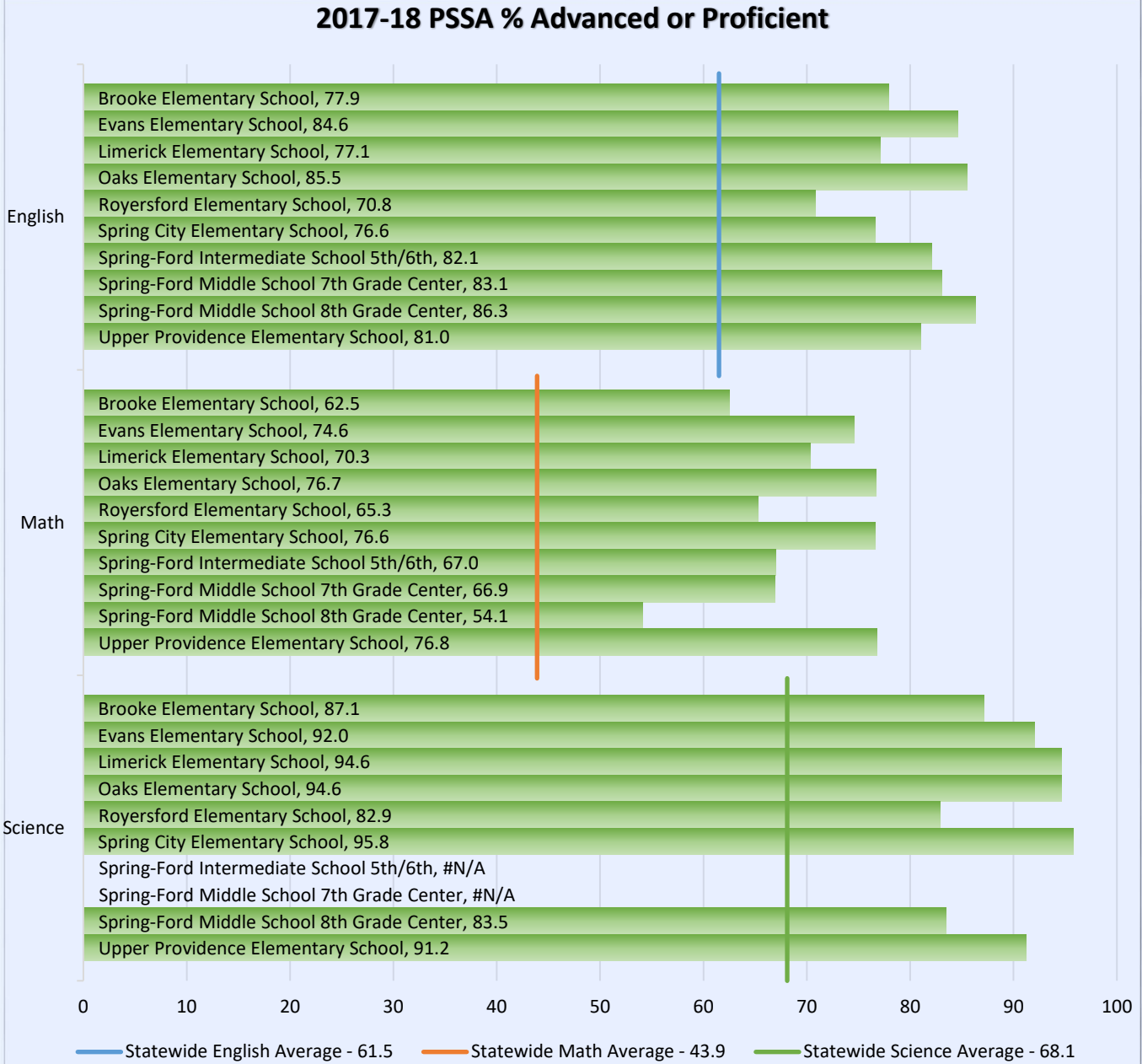
Benchmarks noted in the following graphs represent the statewide average of all public school buildings in the Commonwealth that received a score in the category and year noted.¹⁸

2017-18 Academic Data School Scores Compared to Statewide Averages



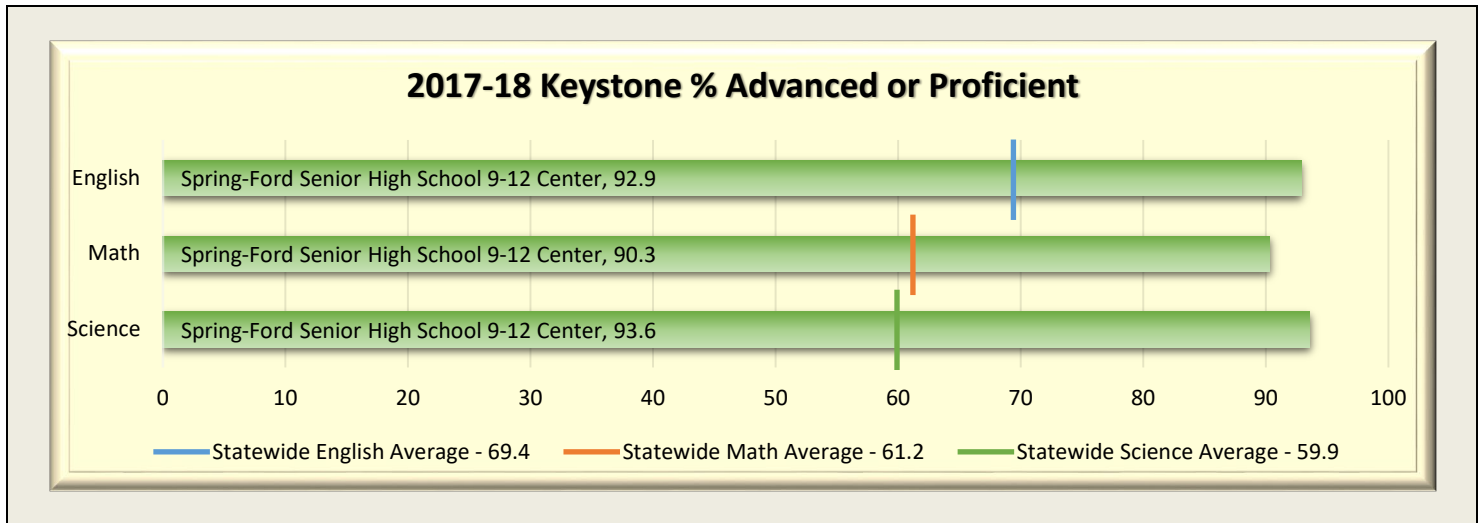
¹⁸ Statewide averages were calculated by our Department based on individual school building scores for all public schools in the Commonwealth, including district schools, charters schools, and cyber charter schools.

2017-18 Academic Data
School Scores Compared to Statewide Averages (continued)

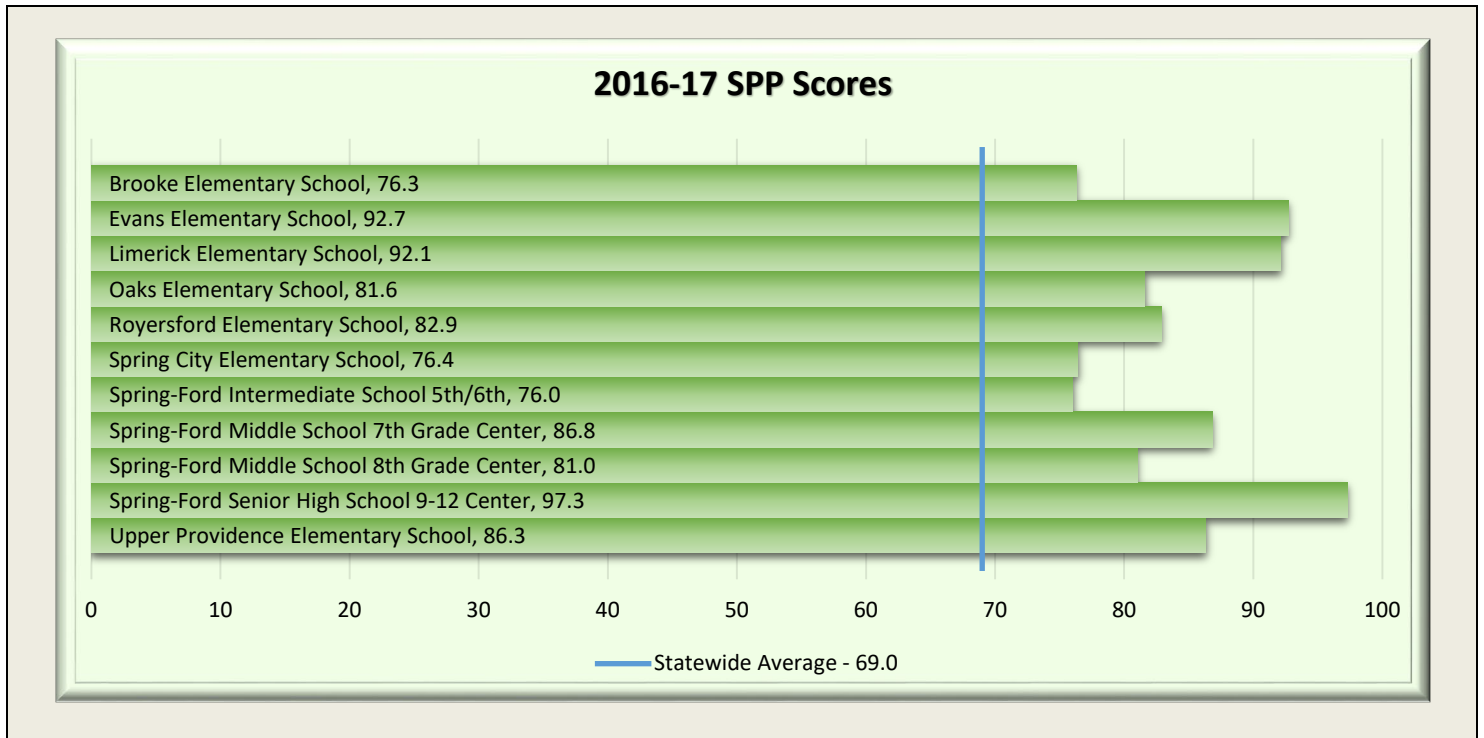


#N/A: Students in grades 4 and 8 are administered the Science PSSAs. The Spring-Ford Intermediate School 5th/6th and the Spring-Ford Middle School 7th Grade Center are grades 5-7; therefore, Science PSSAs are not administered to these schools' students.

2017-18 Academic Data
School Scores Compared to Statewide Averages (continued)



2016-17 Academic Data
School Scores Compared to Statewide Averages



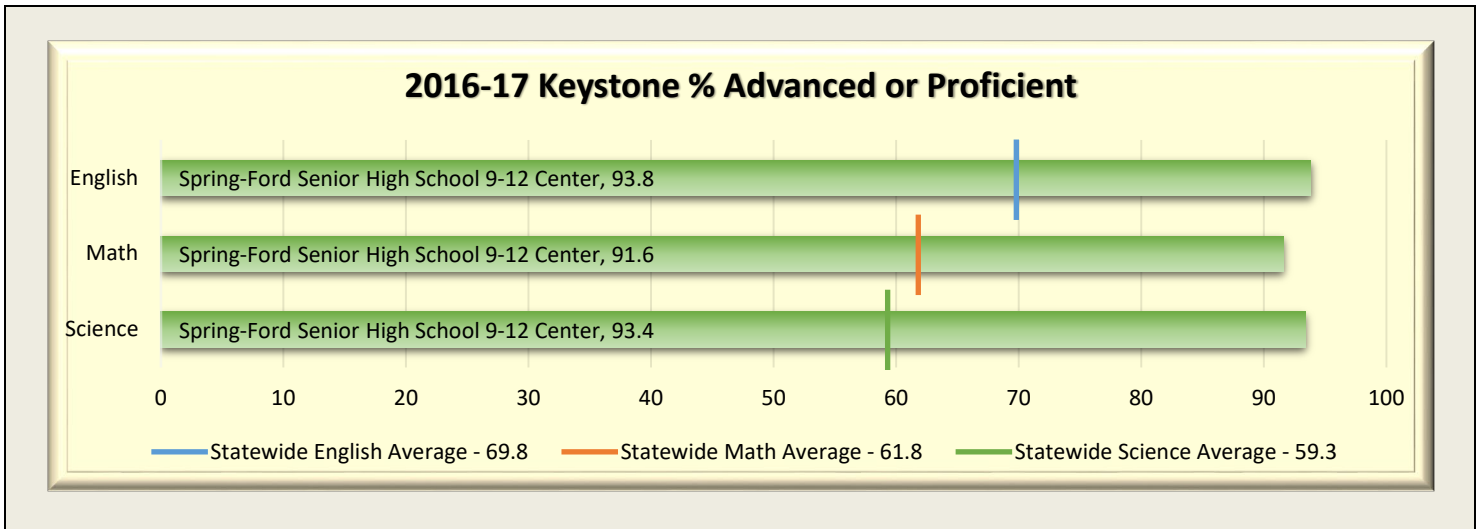
2016-17 Academic Data
School Scores Compared to Statewide Averages (continued)

2016-17 PSSA % Advanced or Proficient

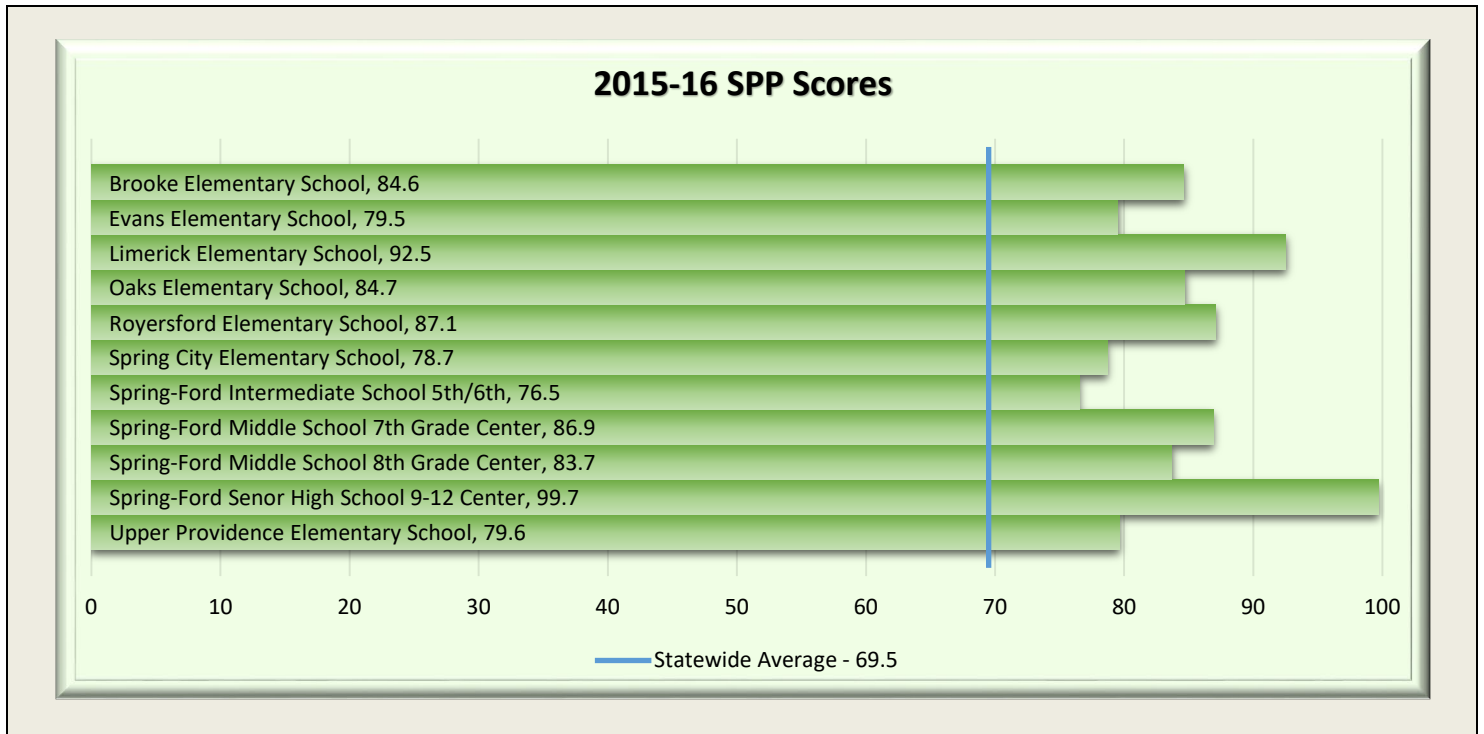


#N/A: Students in grades 4 and 8 are administered the Science PSSAs. The Spring-Ford Intermediate School 5th/6th and the Spring-Ford Middle School 7th Grade Center are grades 5-7; therefore, Science PSSAs are not administered to these schools' students.

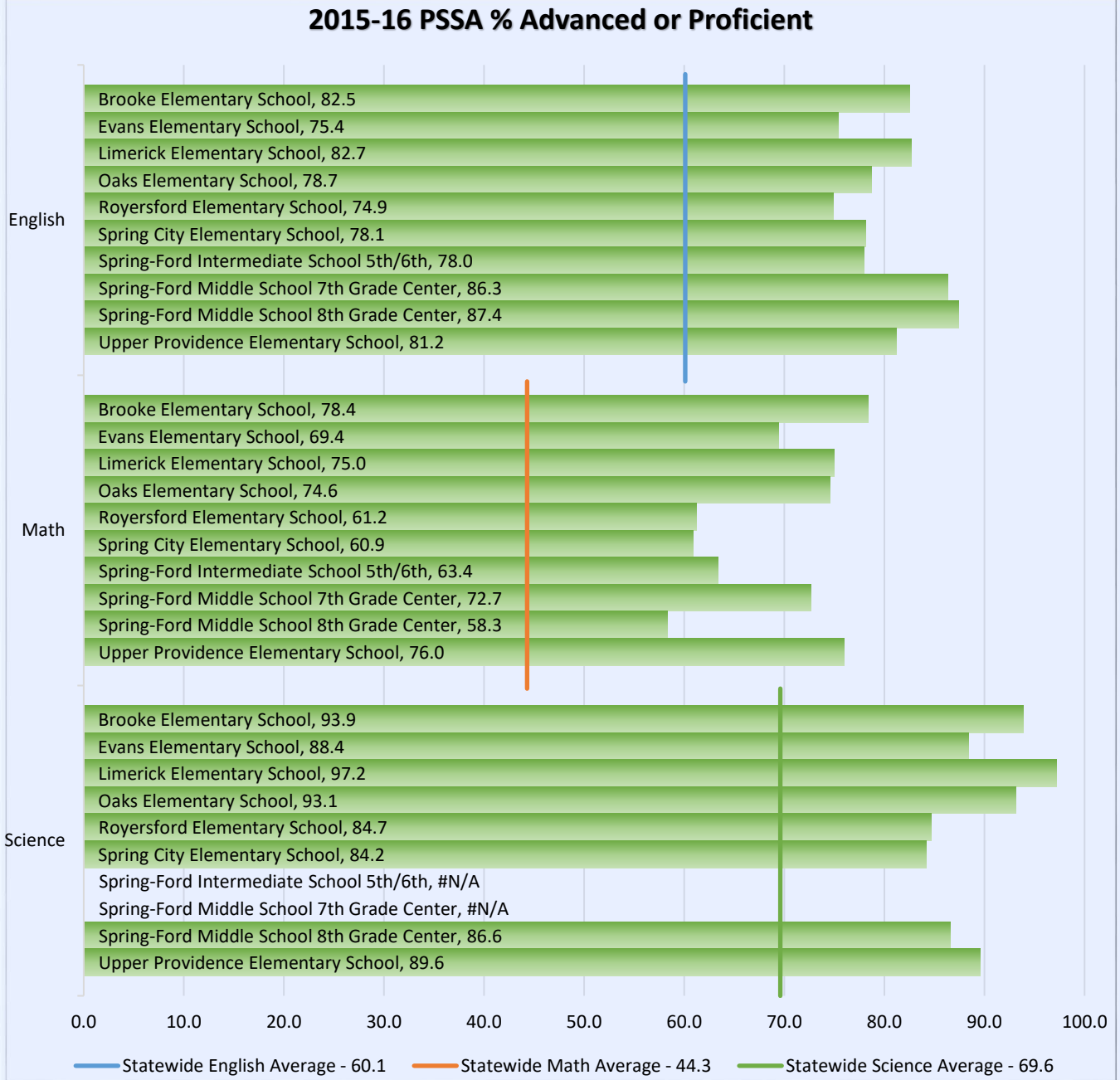
2016-17 Academic Data
School Scores Compared to Statewide Averages (continued)



2015-16 Academic Data
School Scores Compared to Statewide Averages

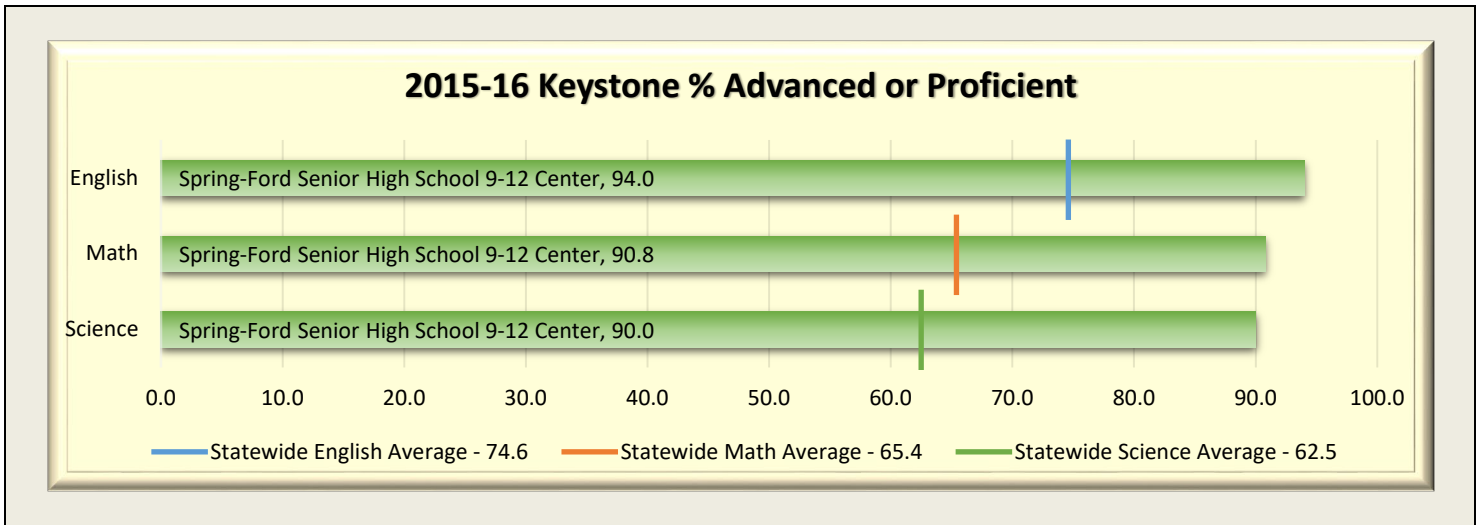


2015-16 Academic Data
School Scores Compared to Statewide Averages (continued)



#N/A: Students in grades 4 and 8 are administered the Science PSSAs. The Spring-Ford Intermediate School 5th/6th and the Spring-Ford Middle School 7th Grade Center are grades 5-7; therefore, Science PSSAs are not administered to these schools' students.

2015-16 Academic Data
School Scores Compared to Statewide Averages (continued)



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