

MIDD-WEST SCHOOL DISTRICT

Work Session

Middleburg Elementary School

Large Group Conference Room

Monday, April 9, 2018

A QUALITY EDUCATION FOR ALL, FOR LIFE

I. **EXECUTIVE SESSION: 6:45 p.m.**

II. **OPENING CEREMONY**

Mr. Abate stated well, we have our student this evening. You can't go yet. I have to tell everybody who you are. This is Sophia Dively. You are in first grade with Mrs. Cuatt. Is that how you say that? Okay. You like reading and math, and you like dancing with Selinsgrove Dance Studio, and you enjoy making slime.

Laughter occurred at this time.

Mr. Abate inquired what else do you like to do? Don't be shy. You like to go to the pool.

Miss Dively stated yeah.

Mr. Abate stated and the beach. Let me ask you a question. What's your favorite thing about school?

Miss Dively responded everything.

Laughter occurred at this time.

Mr. Abate commented good answer. There's the flag. You start whenever you're ready. Okay?

A round of applause occurred at the conclusion of the Pledge of Allegiance.

III. **CALL TO ORDER: 7:23 p.m.**

Mr. Victor L. Abate

IV. **ROLL CALL:**

Mr. Victor L. Abate

BOARD OF SCHOOL DIRECTORS

PRESENT

ABSENT

LATE ARRIVAL

Mr. Victor L. Abate, President

X

Mr. Thomas J. Rubillo, Vice President

X

Mr. Shawn A. Sassaman, Treasurer

X

Mr. Ronald L. Hoffman

X

Mrs. Wyona P. Lauver

X

Mr. Tony G. McKnight

X

Mr. Christopher T. Nesbit

X

Mr. Donald D. Pinci

X

Mr. Ronald E. Wilson

X

Mr. Richard J. Musselman, Superintendent X
(Non-Voting Member)
Ms. Allyson L. Folk, Secretary (Non-Member) X

OTHERS

Mr. Joseph W. Stroup, Director of Curriculum and Instruction
Mrs. Amy B. Simmons, Business Manager
Attorney Orris C. Knepp, III, Solicitor
Mr. Dane S. Aucker, Principal, Midd-West Middle School
Mr. Jeremy D. Brown, Assistant Principal, Midd-West High School
Mrs. Lee C. Bzdil, Supervisor of Special Education
Mr. James C. Edmiston, III, Senior Network Administrator
Mr. Thor R. Edmiston, Principal, Midd-West High School
Ms. Cynthia L. Hutchinson, Principal, Middleburg Elementary School
Mr. John S. Rosselli, Director of Food Services
Miss Erin C. Sheedy, Principal, West Snyder Elementary School
Mrs. Bree A. Solomon, Athletic Director
Mr. Gary L. Thomas, Supervisor of Buildings and Grounds
Mr. Umberto Catania
Miss Sophia Dively
Mrs. Tara Dively

Mr. Abate announced this evening before our work session we did meet in an Executive Session with our Act 93 staff, and then we did discuss a contract issue with the Board.

V. **SCHEDULED SPEAKERS**

There were no scheduled speakers.

VI. **ITEMS FOR WORK SESSION**

A. **BUSINESS AND FISCAL**

Mr. Shawn A. Sassaman

1. **MINUTES**

- a. Approval is recommended of the minutes of the March 26, 2018, regular meeting of the Midd-West School District Board of Directors.

Discussion:

None

2. **LIST OF BILLS**

Approval is recommended of the list of bills for the period March 26, 2018, through April 23, 2018.

Discussion:

None

3. **TREASURER'S REPORTS**

Approval is recommended for the Treasurer's Reports for the General Fund, Capital Reserve Fund, Capital Projects Fund, Food Service Fund and Activity Fund for the period ending March 31, 2018.

Discussion:

None

4. **QUOTE FOR LAPTOP COMPUTERS**

Approval is recommended of the quote to purchase 457 HP Probook x360 11 GI laptop computers at a per unit cost of \$290.00 from IntegraONE, Camp Hill, PA, in the total amount of \$132,530.00. *{ \$39,700.00 will be paid with the Rural School Grant and the balance from the 2018-2019 Midd-West School District Budget. }*

Discussion:

Mr. Abate inquired are these? Go ahead.

Mr. Stroup stated yes, those would be to purchase the computers that I gave you for demonstration at last month's Board meeting, and I'm curious as to hearing your feedback. The plan for integrating these into the system would be of that 457 about 170 would go into restocking the eighth grade supply. We try to cycle out each year a five-year commitment for computers, and it's those said eighth graders would graduate that those computers would retire so to speak. Some of the computers haven't made it through the five-year cycle. So, we do reinsert them into the school system where we can. Some teachers are popping up with these now, and middle school certainly as well and so we expect a five-year life span from any of the machines like we get with these or the new ones, and there's several design features. Our tech staff, they're both here. They can talk about the computers as well, but what were your experiences with the machines that we allowed you to use?

Mr. Abate responded I'm keeping mine.

Mr. Stroup stated and we have that ability because we did have ten sample computers, and if the Board wants computers to use with their daily work here in the school system and Board agendas, etc., we can do things that way and set it up. So, that is a thought.

Mr. Abate stated they work very nice.

Mr. Stroup inquired any other comments? I mean the things we look for: battery life is big with us, functionality as far as size and space to run all the programs that the kids need to run, and there are differences at different levels. Some of the \$290.00 machines will not have enough memory for us to function some of the programs for our high school kids and staff. So, we will add memory. If you think you want more, we can do that as well, but that is a quick fix, but our elementary computers

and things we use at the middle school, they'll be fine the way they are set up and configured as well.

Mr. Musselman inquired, Jim, you did have some concern with memory, I believe?

Mr. Edmiston responded yes. They come with 64 gigs which is not enough for our high school and the applications that they run, but this guy (Mr. Catania) over here likes taking everything apart to see what's inside of it, and he took it apart one day, and he said, "Oh, look. Here's a slot where we can put an extra or an additional hard drive in it." So, then we went online, and we started looking, and for an additional \$50.00 we can put a 128 gigabyte stick in it which then gives them two drives; 128 gigs and the original 64. So, that's. I mean that was quite a little discovery and good savings right there because to get it from HP each stick is \$157.00. To go to the next model with it built in is \$497.00. So, through it all that \$50.00 M2 stick is going to give us that same capability as the \$497.00 machine. That's what we'd like to do for our high school students and all of their staff to give them the extra storage, and all should be well. I don't think they need it at the grade school level, and on top of it all, they'd have the Cloud also for storage. So, I think it will cover everybody's bases.

Mr. Abate stated, Jim, I do have one question. The durability? The reason we went with those other ones is because they were a little heavier, a little?

Mr. Edmiston responded right.

Mr. Abate inquired how do these stack up with that?

Mr. Edmiston responded well, we really don't know yet. I was impressed you had it a week and didn't break it.

Laughter occurred at this time.

Mr. Abate stated that's a fact.

Mr. Musselman stated you asked for that one, didn't you?

Mr. Abate responded yes, I stepped or walked right into that one.

Mr. Edmiston stated no, we really don't know, Victor. We've had it in the hands of students for the best part of this school year with trading it off in the different levels, and so far we've been okay with it. We haven't had any issues.

Mr. Stroup stated all the computers you have, they've been used for months that are in front of you. So, the wear and tear on them is what students have done with them, teachers have done with them over the past three/four months.

Mr. Musselman stated the one concern I heard was the stylist. There were a lot of people were concerned students would possibly lose those or whatever, and I think we talked about not giving those out but maybe

having them for like certain classes or something like that if they need a stylist.

Mr. Stroup stated teacher classroom sets as opposed to giving them out to all students.

Mr. Musselman stated we were concerned if they had them with them they would be gone.

Mr. Abate commented these are nice.

Mr. Edmiston stated you can get a pack of four or six of those at The Dollar General for a little bit of nothing, or selling them in our School Store might be a nice place to have some.

Mr. Stroup stated instead of on the kids.

Mr. Rubillo inquired how much time are you looking at to do? Was it 457 of them to take them apart and put the little jigger in to give it more memory?

Mr. Stroup responded we wouldn't be doing that many. We'd be doing roughly 72 plus 170 for the seniors. About 240.

Mr. Edmiston stated about 240. With an assembly line, it really wouldn't take that long because one person could crack the shell, and it's like looking under a hood. Where's it located, it's right over on the right, and you could have a couple people sliding them in, and that's all you really have to do is slide them in, and one screw puts it in place. Correct?

Mr. Catania responded uh huh.

Mr. Edmiston stated and then it's just snap, snap, snap, and test it. Of course we're going to test it when we image it. So, I don't really think that's going to be a big issue.

Mr. Rubillo commented I'm just curious. Thank you.

Mr. Catania stated one computer took about like three minutes. Once the discovery, we took it apart. It took roughly three minutes to install it and get it running.

Mr. Stroup stated and Mr. Nesbit had a computer that wasn't working the first night. I said of all people to give the one that wasn't working.

Mr. Edmiston stated well, and that one was our guinea pig.

Mr. Stroup stated and you guys fixed it in like five minutes.

Mr. Edmiston stated when we lifted it up, we must have lifted it a little too high, and one of the ribbon cable edges worked out. So, that's good that we learned that now, too. We have to be a little careful on that one edge, but after we do it, we're going to reimage them immediately so we'll know if things aren't working.

Mr. Nesbit stated super. As far as the maintenance, repair parts, screens, that sort of thing, how do they compare cost wise to other machines or the machines we've used the past several years?

Mr. Edmiston responded well, we found a place to buy computer screens, and I've been paying I think it was \$34.00 a screen. They're a huge, huge company in America. So, we try to go out and get the best bang for the buck. We didn't buy a whole lot at once because we thought wow, I spent \$34.00 and they may not work, but we got a few. We put them in our machines. They work great. So, then we went out and bought like 100 of them, and that's what we've used over the past years, and we haven't used them all yet.

Mr. Stroup stated touch will be a little more expensive.

Mr. Edmiston stated touch will probably be another \$50.00 I would guess for a touchscreen.

Mr. Stroup stated yeah, but that will be an extra charge as far as repairs.

Mr. Edmiston stated that's generally what it costs around \$50.00.

Mr. Nesbit inquired how many screens do you think you replace in a year?

Mr. Edmiston responded this year was the best year we ever had so this would be an unusual year, but what? Eight? Ten this year?

Mr. Catania responded probably.

Mr. Nesbit commented not that many.

Mr. Edmiston stated and the insurance, you know, if the student pays insurance, even if you pay the deductible, it comes out of that fund.

Mr. Abate inquired anybody else have any questions on the laptop issue? I like it, Mr. Edmiston. It works nice.

Mr. Nesbit commented nice machines.

Mr. Abate commented they are.

Mr. Edmiston stated it's the next evolution over what we had. We don't have a choice to buy those anymore. So, I think it's nice, too, for the students to be able to flip it over and use it as a tablet. You know you always have that situation where you don't want to type.

Mrs. Lauver inquired how does it work for students who do not have access to Internet at home?

Mr. Edmiston responded well, usually we know that, and we'll ask the students to prepare or the teachers to prepare documents and things they need that evening at home, and they can download it onto the machine and go home and do the prepared work, and then come back and upload it into Sapphire. So, everything that a teacher puts on

Sapphire can be downloaded. So, they're suggested to do it at school and then go home and do their homework, put it back up the next day. I really don't even know what the percentages are right now for students not having Internet at home. I guess it would be interesting to know. Sometime maybe we can do a survey, but I think that back from years ago, it was quite a number, but I don't think it's going to be as many as we think anymore.

Mr. Brown stated it's not that high. The biggest area of concern is in the Richfield area. For students who live out in Richfield, it's very slow.

Mrs. Lauver stated at our house we can't. We're not guaranteed to get it. I mean we have with one, and they told us we should use it for our business and our house because they can't guarantee to get it for the other phone, and right now even Nittany can't. They don't even have it coming in the cable. It is a problem on our side of the mountain.

Mr. Brown stated that communication is had with all of those specific students and teachers. So, they're all aware of it, and they just have to provide the hard copies.

Mrs. Lauver stated and it's very slow. Like we're at the very bottom. It's just. It's awful. That's why I was wondering. Because Buckwheat Valley, they don't have it either. I mean Oriental, some of those areas.

Mr. Brown stated we still make sure the students have what they need to have.

Mr. Abate inquired any further discussion on the laptop?

5. **PROPOSAL FOR TAKE-HOME KITS**

Approval is recommended of the proposal to purchase 17 Take-Home Kits from American Reading Company for Middleburg Elementary School and West Snyder Elementary School for the 2018 summer at a cost of \$27,150.00 to prevent summer regression in reading with at-risk readers. *{This will be paid with 2017-2018 Title I Parent Involvement funds.}*

Discussion:

Mr. Stroup stated Erin and I can address this as well. This is for books for elementary students. It's a part that's set aside for Title I that we need to spend in some outreach program with our elementary kids, and they get to select books to take home for summer reading.

Miss Sheedy stated we did it last year and had a great response from students and families. It comes with supplemental materials that we can send home to parents so they know what kind of questions to ask and things that they can do with their kids. The kids get to keep all of the books. So, if nothing else, it's getting books in the homes of kids who don't necessarily have them or need access to them.

Mr. Pinci inquired how many books are in a kit?

Miss Sheedy responded so each kit comes with hundreds of books for them to pick from. So, I'm trying to think. At West Snyder last year I needed three cafeteria tables. Each kid could go around and pick, I think it was nine books. From like if you're a first grade student, you can pick from this set of tables because they're leveled for those students so that they're books they can read on their own and are developmentally appropriate, but they also give you more titles than you would need. So, if this box was supposed to be for 20 kids, and each kid gets eight books, they give you well more than that so that everyone has a choice. So, they say they build in extra books so that like you can put them in classroom libraries or send them home with other kids from last year. We just extended the number of kids we were able to serve based off of what was left over. So, we actually we reached more kids than we had originally planned, but like Mr. Stroup said, it is part of our federal program requirement to do parent involvement. So, activities that are literature based that reach parents for our struggling readers as well.

Mr. Abate inquired anything further?

Mrs. Lauver inquired is accountability written into it? Like do they let you know at the end of the summer what they've read or?

Miss Sheedy responded so, it even comes with like an incentive. Like if you would turn your paper in, when you come back, you get some type of prize. If they don't do it, we don't take the books back. Once they have the books, one nice thing about the program is that they get to keep all of it.

Mr. Stroup inquired could you guys possibly let us know what the percentage of kids is that are successful after this year? The ones who earn a reward.

Miss Sheedy responded yes.

6. **QUOTE FOR CLASSROOM MANAGEMENT TOOL**

Approval is recommended of the quote to purchase eight (8) licenses from ESGI Software for a one-year subscription for the Kindergarten teachers at Middleburg Elementary School and West Snyder Elementary School for the 2018-2019 school year at a cost of no more than \$200.00 per license for the Classroom Management Tool to deliver and store individual student assessments. *{The total cost not to exceed \$1,600.00.}*
{This will be paid with 2017-2018 Title I funds.}

Discussion:

Mr. Stroup stated I can talk about this one as well. It's a system that allows kindergarten teachers to track student progress. Kindergarten kids we are evaluating when they recognize their letters, recognize sounds that goes with those letters or symbols, recognize blends, digraphs, and the computer system will help the teacher track that by providing that feedback data to support whether the student has mastered it or not. Like when we get to the high school, we take percentage grades, and we give them an 88%. We know that's a "B," and

parents know that's a "B," but the kindergarten we're more skills specific, and this not only helps teachers to track and test the skill on the computerized version, but then keep the data and maintain it to show parents, to show the students themselves progress over time, and Erin can elaborate on this as well.

Miss Sheedy stated well, the one thing like with kindergarten, so the way that we do is you have your flashcards, and you show the student the letter, and the letter was "N," and if they got the letter right, you put a little dot next to the letter "N," and you go through all of the flashcards. So, now with laptops, you can now do that on PowerPoint. So, you're still putting your little dot in your box, and then you're like okay. They don't have "O." They don't have "Q." They don't have "S." So, what the system does is as you're showing it to them, you hit left or right on your mouse, and it automatically tracks it. So, then the next time you go to work with the student in a week's time, you can say, "I've been working with you on these three letters that you don't know," I can choose. I can say, "Okay. I'm going to test you on all 26," or "I'm just going to test you on those seven that you didn't know," and it tracks that over time for you. It does the same thing with numbers, the same thing with letters. It also will create like parent letters that are specific that you can send home. "Your child needs to work on these nine letters, these numbers." It tracks their data over time. It will give you percentages. It will show you the growth that they're making. I mean the nature of kindergarten is that all assessments are done one-on-one. So, it takes that which can be very time consuming. So, this will take that time and condenses it, and then gives you all of that data right away so that we're increasing our instructional time and not needing more time to compile the data. We can turn around right away and say, "Okay. You need to do these four things," instead of having to sit down and say, "Okay. We're just going to do this, this and this." It's automatically that.

Mr. Stroup stated right. It will make the teachers much more efficient and thereby allow them to spend more time with the students teaching and instructing to their needs.

Miss Sheedy stated and this came about because one of the kindergarten teachers in my building, Mrs. Emily Kramer, went to, on her own, went to a kindergarten conference, and won a subscription to this for the year, and so she's been piloting it. She shared it with her colleagues because she liked it that much, and it has a free 45-day trial. So, the other kindergarten teachers are trying it now. They really kind of bought into the idea, and they really liked it as a resource and to see how efficient it is and how much more time they have to teach. So, this is how that whole thing came about.

Mr. Abate inquired, Mrs. Hutchinson, have you had an opportunity to look at this at all?

Ms. Hutchinson responded yes, yes.

Mr. Abate inquired your opinion?

Ms. Hutchinson responded yes.

Mr. Abate commented okay.

Ms. Hutchinson stated yeah, the West Snyder teacher came and did a demo with the kindergarten teachers here (Middleburg Elementary School).

Mr. Abate commented great. Does the Board have any other questions?

Mr. Pinci responded yeah. How do I get my computer from not shutting off?

Mr. Abate responded punch it.

Mr. Pinci stated I changed it from 10 minutes to 20 minutes. That didn't seem to work.

Mr. Edmiston stated you have to go into Power Save. I can show you how to do that.

Mr. Pinci stated well, I did that.

Mr. Edmiston stated I'll show you how to do that.

7. **ENGAGEMENT AGREEMENT – THE RESCHINI GROUP**

Approval is recommended of an Engagement Agreement with The Reschini Group to assist Midd-West School District in the completion of reporting requirements mandated by the Patient Protection and Affordable Care Act as codified in Sections 6055 and 6056 of the Internal Revenue Code at a cost of \$_____ per form. *{Estimated cost not to exceed \$_____}*

Discussion:

Mr. Abate inquired do you (Mr. Musselman) have anything to add?

Mr. Musselman responded no, we had them come and help us last year with that.

Mr. Abate commented all right. Was it like \$3 and something?

Mr. Musselman stated yeah.

Mr. Abate stated it was like \$3.15 or something.

Mr. Musselman stated something like that per. Yeah.

8. **2018-2019 MEMORANDUM OF UNDERSTANDING – FOSTER GRANDPARENT PROGRAM**

Approval is recommended of the 2018-2019 Memorandum of Understanding between the Foster Grandparent Program of Central Pennsylvania and the Midd-West School District to provide nine (9) foster grandparent volunteers for the 2018-2019 school year at a cost to the District of \$5,589.00 (one adult lunch per day per grandparent).

Discussion:

Mr. Musselman stated and this was the program that I talked about last time when we met. They did come in and meet with me and asked if we wanted to keep it the same, or if we were willing to increase that and give them \$1.00 a day or \$2.00 a day. I guess from what they told me the District used to give them \$3.00 a day. Not since I've been here, but I said that I would bring it up to the Board, and we would see. My recommendation would be to keep it as it is, personally, but, it's up to you guys. I said I would bring it up to you, and you can if you wanted to give them a \$1.00 a day because you have your principals here that can talk to you about the value of having the grandparents in the rooms that can share any information. Cynthia or Erin? I don't think you have any at the middle school, do you, Dane?

Mr. Aucker responded no.

Mr. Musselman stated but you are familiar with them, so.

Mr. Aucker responded yes.

Mr. Musselman inquired do you have any recommendations or?

Ms. Hutchinson responded well, I think they're really utilized. Any time you walk through, they're working one-on-one with a student going through their snap words or doing things like that all day long. in the kindergarten classrooms, particularly, they're heavily utilized.

Mr. Rubillo inquired what's the purpose? To provide them lunch? Is that correct? Is it a lunch that is served at the school where they're at?

Mr. Abate commented in the cafeteria.

Mr. Musselman stated yeah, the school cafeteria. I mean the purpose of this is for the volunteers to come in. It's to help out.

Mr. Rubillo commented to feed them.

Mr. Musselman stated well, not to feed them necessarily, but they help out in the school.

Mr. Rubillo stated but I'm saying while they're here, they're being valuable. I can see their point.

Mr. Musselman stated right, yeah.

Mr. Rubillo stated but I'm saying this dollar figure.

Mr. Musselman stated that's kind of the payment.

Mr. Rubillo stated but the dollar figure is nothing more than to cover their lunch.

Mr. Musselman stated yes, yes.

Mr. Rubillo stated so.

Mr. Musselman stated you can give them more if you wanted to like \$1.00 a day or something like that. \$2.00 a day if you want to. That's up to you.

Mr. Rubillo stated let them eat.

Mr. Abate stated let them eat.

Mr. Rubillo stated yeah, let them eat.

Mr. Musselman stated we weren't looking at going backwards, so.

Mr. Nesbit inquired this is what we have been doing?

Mr. Musselman responded this is what we've been doing. This is what we've been doing. They said years ago we used to give this plus like \$3.00 a day. This plus \$3.00 a day, but it was backed off to just the meal a day years ago.

Ms. Hutchinson stated I don't recall that they gave them more than lunches in the time that I've been here, so.

Mr. Musselman stated that's just what they told me when they came in. I don't know.

Ms. Hutchinson stated it must have been a ways' back. Now, some of them do come on the bus. I don't know whether they get free to come. The Rabbit Transit. So, I don't know if they have to pay for that or not.

Mr. Musselman stated all we pay for is this. I'm good with that. Just told them I'd ask.

Mrs. Lauver stated I think at Perry-West Perry maybe the Home and School maybe had given at one time.

Mr. Musselman stated they may.

Mrs. Lauver stated but I don't' know if Middleburg had.

9. **2018-2019 PROPOSED FINAL GENERAL FUND OPERATING BUDGET**
- a. Approval is recommended to adopt the 2018-2019 Proposed Final General Fund Operating Budget which includes expenditures totaling \$_____.

Discussion:

Mr. Abate inquired, Mrs. Simmons, are we going to have one more meeting with the Budget Committee?

Mrs. Simmons responded I'm waiting to hear back from Mr. Sassaman.

Mr. Abate inquired, Mr. Sassaman, are we going to have one more meeting?

Mr. Sassaman responded we have one scheduled tonight by my calendar after this meeting.

Mr. Abate commented okay.

Mr. Sassaman stated and then talking with Mrs. Simmons, we'll see if we can get one more in to see the completion, and then that's probably it.

Mr. Abate stated I'd like to see if we can get this to everybody at least a week ahead of time to review.

Mr. Sassaman commented okay. That should be doable.

Mr. Abate commented okay. Yes, sir (Mr. Nesbit).

Mr. Nesbit stated before we move onto the next category, if we could go back a minute to the laptop computers?

Mr. Abate commented okay.

Mr. Nesbit inquired when you did your testing, did you evaluate the performance of the machine to broadcast media through the overhead projectors as well as document cameras, audio, video, etc.?

Mr. Edmiston responded yes, the teachers had it, and I didn't hear about any trouble. Did you (Mr. Catania)?

Mr. Catania stated there weren't any issues as far as the projectors or document cameras.

Mr. Nesbit inquired you tried all the buildings having projectors?

Mr. Catania responded yes.

Mr. Nesbit commented thank you.

Mr. Abate stated the only issue we had, Mr. Nesbit, was with Mrs. Simmons' Leap Frog and the projector at the budget meeting or negotiation meeting.

Mrs. Simmons stated yours isn't any bigger than mine.

Mr. Abate commented I can only report what I saw. Any questions on Mr. Sassaman's part here under "Business and Fiscal?"

B. POLICY AND PROGRAMS

Mr. Thomas J. Rubillo

1. **SPECIAL EDUCATION PLAN**

Approval is recommended of the Special Education Plan for the Mid-West School District for the period July 1, 2018, through June 30, 2021.

Discussion:

None

2. **2017-2018 SCHOOL CALENDAR REVISIONS**

Approval is recommended to make the following revisions to the 2017-2018 school calendar:

- June 4, 2018, as a half school day for students
{Dismissal @ 11:15 a.m. with no lunch served}
- June 5, 2018, as an ACT 80 day for teachers

Seniors will complete an online trade-off day at some point during the month of May to fulfill their 180-day instructional requirement and maintain graduation on Friday, June 1, 2018.

{These calendar revisions are due to having two (2) additional snow make-up days.}

Discussion:

None

3. **REVISED POLICY GUIDE 108 – ADOPTION OF TEXTBOOKS**

Approval is recommended of revised Policy Guide 108, Adoption of Textbooks, on first reading.

Discussion:

Mr. Rubillo stated we got for the revised policies 108, 109.1, 109.2. Those policies will be in your packets to review.

4. **REVISED POLICY GUIDE 109.1 – SELECTION OF MATERIALS**

Approval is recommended of revised Policy Guide 109.1, Selection of Materials, on first reading.

Discussion:

None

5. **REVISED POLICY GUIDE 109.2 – RECONSIDERATION OF MATERIALS**

Approval is recommended of revised Policy Guide 109.2, Reconsideration of Materials, on first reading.

Discussion:

None

6. **SUMMER SCHOOL PROGRAM**

Approval is recommended of the Summer School Program to be held at Mid-West High School from June 25, 2018, through July 19, 2018, with no classes being held on July 4, 2018.

Discussion:

None

7. **MIDDLECREEK AREA COMMUNITY CENTER (M.A.C.C.)
TRANSPORTATION REQUEST**

Approval is recommended of the request from the Middlecreek Area Community Center (M.A.C.C.) to permit the use of Narehood Transportation, LLC, buses to accommodate field trips for their Day Care, Youth Programs and Summer Day Camp to be effective June 30, 2018, through June 30, 2019, at no cost to the District.

Discussion:

None

C. **PERSONNEL**

Mr. Thomas J. Rubillo

1. **EMPLOYMENTS – CERTIFICATED**

Approval is requested to employ the following individuals:

- a. Temporary Professional Employee – _____ – Special Education Teacher {Life Skills Support} – Middleburg Elementary School – Effective: _____, 2018, through the remainder of the 2017-2018 school year – Salary: \$_____ pro rated
{Replacement/Hutchinson}
- b. Temporary Professional Employee – _____ – Elementary Teacher {Grade 3} – West Snyder Elementary School – Effective: August 16, 2018 – Salary: \$_____ *{Replacement/Sheedy}*
- c. Temporary Professional Employee – _____ – Special Education Teacher {Emotional Support/Learning Support} – Mid-West High School – Effective: August 20, 2018 – Salary: \$_____ *{Replacement/Edmiston}*
- d. Temporary Professional Employee – _____ – Gifted Support Teacher – Mid-West Middle School/Mid-West High School – Effective: August 20, 2018 – Salary: \$_____ *{Replacement/Bzdil}*

Discussion:

None

2. **EMPLOYMENT – CLASSIFIED**

Approval is requested to employ the following individual:

- a. Classified Employee – _____ – Personal Care Assistant – School-to-Work Transition Program – Midd-West Middle School/ Midd-West High School – Effective: _____ – Salary: \$12.10 per hour {Replacement/ Bzdil}

Discussion:

None

3. **APPOINTMENTS**

a. **EXTRA-CURRICULAR**

Approval is requested to appoint the following individual for the 2018-2019 school year: *{Stipend will be determined at a later date, following approval of the Midd-West School District Professional Staff Collective Bargaining Agreement.}*

_____ Football Coach – Head MWHS

Discussion:

None

b. **EXTRA-CURRICULAR – VOLUNTEER**

Approval is recommended of the following individual as a volunteer for the 2017-2018 school year:

McKayla B. Goodling Junior High Girls Soccer Coach MWMS

Discussion:

Mr. Abate inquired she was here last year, right?

Mr. Musselman responded no, no. I don't know if she was here last year as an assistant. She may have helped out. Her mother was one of the coach, Lori.

Mr. Abate inquired is that the one that helped the girls varsity?

Mrs. Solomon responded yes.

Mr. Musselman responded yes.

Mr. Abate commented okay.

Mr. Musselman stated Lori.

Mrs. Solomon stated and McKayla is also a substitute teacher for us.

Mr. Abate commented okay.

4. **SUMMER MAINTENANCE ASSISTANTS**

Approval is recommended of the employment of three (3) summer maintenance assistants at an hourly rate of \$7.25 for the period of June 11, 2018, through August 17, 2018.

Discussion:

None

5. **SUMMER CUSTODIAL ASSISTANTS**

Approval is recommended of the employment of five (5) summer custodial assistants at an hourly rate of \$7.25 for the period of June 11, 2018, through August 17, 2018.

Discussion:

None

6. **SUMMER PAINTER**

Approval is recommended of the employment of one (1) summer painter at an hourly rate of \$9.05 per hour for the period of June 11, 2018, through August 17, 2018.

Discussion:

None

7. **SUMMER TECHNOLOGY ASSISTANTS**

Approval is recommended of the employment of two (2) summer technology assistants at an hourly rate of \$7.25 for the period of June 11, 2018, through August 17, 2018.

Discussion:

None

Mr. Abate stated hold on a minute. Mr. Thomas, what's their hours they work? Seven hours? Six and a half hours? What?

Mr. Thomas responded they work the same hours as the custodial staff. Four 10-hour days.

Mr. Musselman stated four tens.

Mr. Abate stated four 10-hour days.

2. **DISCUSSION ON DEVELOPMENT FOR TRACK AND FIELD**

Discussion:

None

3. **DISCUSSION ON COST OF TRANSPORTATION FOR BASEBALL PRACTICE**

Discussion:

None

E. **INFORMATION ITEM**

Mr. Thomas J. Rubillo

1. **SUMMER STUDY PROGRAM**

At the March 27, 2017, regular meeting Peter J. Voss was approved for a Summer Study Program to pursue a four-year Certificate Program in Principalship at Pennsylvania State University. Due to course schedule conflicts, Mr. Voss has changed to a Master of Education in Educational Leadership, K-12 Principal Certificate with Bloomsburg University.

VII. **CLOSING CEREMONIES**

VIII. **PUBLIC COMMENT**

Mr. Victor L. Abate

Comment from the public is limited to three (3) minutes per person, and at the discretion of the Board President.

There was no public comment.

IX. **SCHEDULED SPEAKERS**

Mr. Victor L. Abate

There were no scheduled speakers.

X. **REPORTS**

1. **SUPERINTENDENT**

Mr. Richard J. Musselman

Mr. Musselman had no report.

Mr. Abate stated if you don't mind, I'm going to just switch the order here a little bit, and then I'll give you guys as much time as you want at the end. How's that?

Mr. Stroup stated switch the order.

2. **STUDENT ATHLETIC ACTIVITIES**

Mrs. Bree A. Solomon

Mrs. Solomon reported on the following item:

1) Spring Season

Not much new. Just trying to get the spring events in with the weather. We did get a few events in this past weekend. So, that was good, and today we had to play in the snow, so. My only concerns are with development of fields. So, discussion on that, and where we go from here and what we're looking at. Things like that.

3. **FOOD SERVICE OPERATIONS** Mr. John S. Rosselli

Mr. Rosselli reported on the following item:

1) End-of-the-Year Events

I kind of gave you my spiel earlier. I don't have a whole lot unless any of you have any questions for me. I know we have stuff leading up to the end of the school year with all the different retiree dinner, if we're still doing that. We have the secretaries' luncheon. Things like that coming up but just kind of gearing up for the final mad dash to the last day of school.

4. **MAINTENANCE AND FACILITIES** Mr. Gary L. Thomas

Mr. Thomas reported on the following item:

1) Spring Weather

Hopefully, we'll get some nice weather here that we can get caught up on some of the outside work, and that's about it.

Mr. Abate inquired how much did that play set go for?

Mr. Thomas responded \$4,400.00. They're coming to pick it up tomorrow.

5. **CENTRAL SUSQUEHANNA INTERMEDIATE UNIT** Mr. Victor L. Abate

Mr. Abate stated believe it or not, they cancelled the meeting because of snow.

6. **SUN AREA TECHNICAL INSTITUTE** Mr. Ronald L. Hoffman

Mr. Hoffman had no report.

7. **PSBA LIAISON** Mr. Ronald E. Wilson

Mr. Wilson reported on the following item:

1) PSBA Standard Membership Summary for Midd-West

There is a report at your places tonight.

Ms. Folk stated no, they don't. You're the only one.

Mr. Wilson inquired I'm the only one that got? I'm sorry. Pass it over. I thought everybody had one. The letter is addressed to me. What it is is a report of what we have participated in with PSBA and what we could have done and didn't as well as what we're going to be billed for in the next couple

of months, and it's encouraging us to participate. I'm sorry. I thought everybody had one.

Mr. Abate inquired, Mr. Wilson, is there any discussion at PSBA about the new Board member training?

Mr. Wilson responded I have none that have been scheduled.

8. **POLICY COMMITTEE** Mr. Thomas J. Rubillo

Mr. Rubillo reported on the following items:

1) Policy Committee Meeting

We met this evening. You can see there's policies that are coming up in the pipeline. We had a good meeting tonight.

2) Next Meeting

Our next Policy Committee meeting will be on the 14th at 6 o'clock here at Middleburg Elementary.

9. **BUILDINGS AND GROUNDS COMMITTEE** Mr. Thomas J. Rubillo

Mr. Rubillo reported on the following item:

1) Next Meeting

Our meeting is May 3 at 5:00 p.m. at the Administrative Office coming up.

10. **FINANCE/BUDGET COMMITTEE** Mr. Shawn A. Sassaman

1) Next Meeting

Finance and Budget will be meeting later this evening, and then set another date here so we can get a preliminary budget in your hands for the next meeting.

11. **PROFESSIONAL STAFF NEGOTIATION COMMITTEE** Mr. Shawn A. Sassaman

Mr. Sassaman reported on the following item:

1) Next Meeting

We have a meeting coming up this week. So, we'll continue to negotiate.

12. **SUPPORT STAFF NEGOTIATION COMMITTEE** Mr. Donald D. Pinci

Mr. Pinci had no report.

13. **TRANSPORTATION COMMITTEE** Mr. Ronald L. Hoffman

Mr. Hoffman had no report.

Mr. Stroup presented a PowerPoint presentation titled, "MTSS Service and Supports West Snyder and Middleburg Elementary Schools Intervention Plan and Resource Distribution."

Mr. Stroup stated I'll be as brief as I can. This goes back to last month when I asked the Board to present some topics just to show where the resources are. We put things in front of you each month and ask you to purchase materials/resources, and I want to show you or illustrate just some of the planning that goes into this and how we intend to use this. A lot of them are used to supplement our MTSS model. MTSS stands for Multi-Tiered System of Supports, and it's been in place here in the school district for the last five years or more. Before my time. Before many of the principals' time even. It was something that the District had started to venture down the road, and in it grade level teams, building teams, individual teachers, they work in coordination to use data to make instructional decisions about the learning of individual students in the buildings, and that instruction is delivered during that time of the day, and each grade level has between 40 minutes roughly to an hour of instructional time per day dedicated to what we call MTSS or RTII, to use the old terminology, and one thing we do in education we create acronyms, and then we change those acronyms every couple years to keep everybody confused, but whatever we call it, MTSS or RTII, it is about meeting the needs of individual students. It's an evolving process. Whenever you work with kids and individual needs of kids, it has to evolve because you're basing all your decisions about what do we need to get these kids from Point A to Point B, or when they get to Point B, now what do we need to do to get them to Point C, and that's what our conversations revolve around. On Friday I got to witness a conversation with third grade teachers at West Snyder. Fantastic discussion and looking at data from MAP testing. Today I got to see more of the same with kindergarten here at ME (Middleburg Elementary), and they're really embracing it and starting to move forward in a very productive manner, and the focus on it is we manage the size of groups and the amount of intervention time to try to get the kids at the same level where they need to be moving forward, and I'll try to explain that here as we go.

The state when they put out information or the federal government even talks about groups of kids in tiers. Tier I, 80% to 85% of your population, that's your majority of your students who will with your curriculum that you put in place, with your resources that you put in place, they will get the material and grasp information necessary to progress and move forward. That's the target. We want everybody to do that, but and realistically we have to manipulate the amount of time, the level of intervention, the additional resources to get everybody to that goal. So, a Tier II level student is somebody who takes a little more time, a little more effort, a little more investment in resources to get to that point, and a Tier III student is somebody who is going to take quite a bit more time, quite a bit more resources, quite a bit more investment of time and materials. 5% to 10% of your population would be that Tier III group. 10% to 20% roughly your Tier II target group, and then I said that big group again. On the left, you can see we do a District-wide Screener. That's how we go about finding where our kids are performing relative to others. It's called MAP testing for K to 5. It's a norm referenced test which means we get our information back against all the kids in the country where they rank. They could be in the 9th percentile, the 25th percentile, the 75th percentile, and the kids we really try to

hone in or focus on are those kids in the 25th percentile or below because that means across the nation they are struggling in the bottom percentile, and then we try to divvy out resources and time and use that effectively to get them caught up. We do this test three times a year, and as I said, it gives us a picture of where to start. We have other screening materials that help break down specifically where their weaknesses may be. We use DIBELS which is Dynamic Indicators of Basic Early Literacy Skills. It tells us how, for example, one test how fluent they are, how accurately and well they read orally, and that's a big skill because if we can build fluent readers, then we know we can work on comprehension next. The big thing about reading is taking a passage, being able to comprehend what it says, make meaning out of it, create new meaning, ask questions and answer questions about it, and use it later, but in order to do that, fluency plays a big factor and benefit. So, that's one thing we test using DIBELS. Running records we use. 95% group diagnostic assessments. You'll see some of things come up on Board agendas, and these are the things that we're investing in. For math, we use Envision math placement tests and Number Concepts by Didax Company. That's new. That's something you just recently purchased for us because we needed a little more investment in math, and we appreciate all you do because it makes a big difference.

Now, this is reading. It's going to be hard to read, but I'll go over it the best I can. I tried to break it out so the colors code to the different things that we use with those students that are in that resource or Tier III. I'll start from the bottom with the organish group or golden color. The Tier I, this is what we use with all kids, the things they might be experiencing every day in a reading class or a writing class. Benchmark Literacy which we purchased three years ago. We do Guided Reading, Reader's and Writer's Work Shop, Reading Eggs which was something we just purchased for that K to 2 group. We've had Study Island for years, but we really had nothing for regular education, technology resource in K to 2 you just purchased that for us, and, of course, Teacher Directed Activities and something called BrainPOP that we use. It's another media related resource. So, if you go to Tier II then, these are kids that now are getting maybe 30 minutes every other day extra in math or reading, whatever their weakness is. Sometimes it's both. We really try to keep those group sizes to ten or less. In some instances, depending upon the building and the amount of need, it could grow a little higher, but we use Benchmarks Tier II reading materials. They were in the kits that we ordered. We knew they were structured based upon this Tier Cycle which was one reason our committee liked it. We use 95% group instructional materials. We use MAP Skills. That's part of the MAP testing. It's a feature that allows kids to practice skills that they have shown deficits in in the testing. It will just actually spit out material for them to practice based upon their needs, and then Letters and Sounds. That is a K to 2 phonemic awareness support electronically. Something you purchased recently as well. Visualizing and Verbalizing, that was a recent purchase. Read Naturally and Gate, those are things/materials we've had in the District for some time now, and then again Teacher Directed Activities, and when I refer to that anywhere along this way, these are things where the teachers sit down, create their own ideas or own activities to meet a certain, specific need for a kid. Not everything necessarily comes through a program. A lot of things we do are just based upon teacher ingenuity, and then the Tier III, that's really small groups. Maybe they might have reading an extra 30 minutes every day to catch up on certain skills. These are kids that are definitely behind grade level. If it's a fourth grade classroom, they're not reading at a level M or O necessarily, but they're behind their peers or reading in lower level books, and they're not quite

keeping up. Very small groups so they get a lot of individual attention for students. Some of the resources we use are Lexia Reading, MAP Skills, and you see they can be on two parts both with the Tier II and the Tier III intervention. That's because there's definitely some overlap. We're trying to make decisions on an individual level about kids and their needs, and some can benefit from the things in one. Another student who might be at a higher level could also benefit from those same skill activities. 95% Group Instructional Materials and Teacher Directed Activities.

Math, and I won't read all these to you because you get the same idea. For math, we have the different tiers and the different things that you see on the check items that are being used with kids. You have Tier I with all kids. Tier II, 10% to 20% of the population that needs that extra support maybe every other day for 30 minutes in one subject or so. Those are some of the things that we're using, and then our Tier III, the kids that are really struggling.

And then this is one group we'll talk about. This is a Tier I group. Remember, those are the kids that are on pace by just using the materials and resources for all students, but there's a segment of that population that needs something else because they're on the other end of the spectrum. They're finishing fairly early. They are catching all of the information, moving forward with it. They're progressing very fast, and then there's a portion of the kids that needs extension or acceleration opportunities. These kids in our RTII or MTSS System get extra time on science, social studies, reading or creative writing. Defined STEM was something the Board purchased as well that's opportunities to work on STEM activities in groups, and then, you know, possibly enrichment programming which is through a GIEP process, and that's a group of that Tier I group that needs pushed or accelerated in some way. That's basically a list of RTII and some of the resources that are in it. Do either of you (Ms. Hutchinson or Miss Sheedy) have anything to add or speak to about that?

As I said, in the District it's been going on for about five years now. We've come a long way. We're still growing. It's something we work on and we talk about regularly just as far as how we can improve it, how we can improve the way our teachers operate and organize what's in it, how do we get them time and kids' time to meet their needs. Questions?

Mr. Pinci stated yeah. When you're breaking these up into the groups of four and ten, is it across the whole class grade levels? When you say teachers are working together, that's how they cover?

Mr. Stroup responded yeah, so, let's say we're at third grade. We're at West Snyder. They're doing their MTSS time or RTII time. They would have three classroom teachers that have a variety of students. You would have the resource teachers. You'd have their Title teachers which they have, too, and all the kids in third grade are spread across those different resources teachers by need based upon where they are. So, one of the teachers may have a class of kids that's doing science and doing some type of science experiment. Those are all on pace. They're all doing well with their grades and the curriculum. Another teacher, a regular teacher, might be working on a group of kids with reading because they have reading needs. Third one might be working on math, and then you'd have Title teachers with really small groups working on reading skills that are specific to them, and you can get real creative. There might be a guidance counselor at the time working on social skills with some kids. It just

depends what those students' needs in that class, and that's the point of it. To meet the needs of kids on all spectrums.

Mr. Pinci inquired how often is this evaluated with regards to?

Mr. Stroup inquired how often do they resort?

Mr. Pinci responded yes.

Mr. Stroup stated about every six weeks or so.

Miss Sheedy stated no. Every three instructional cycles we sit down and have a meeting and talk about how it's going. So, if students are making progress or if something needs to change, so in those meetings we typically talk about a few students whose needs aren't being met in that specific group, but every time we do our universal screenings, so at the beginning of the year, middle of the year and then at our marking periods when we have new information we might make more changes, but we do visit it and look at individual student growth for our Tier II and Tier III kids every three instructional weeks.

Mr. Stroup stated and those DIBELS tests, they play a big deal in as far as placement on the grand scheme. So, if we come back, and we'd see kids in the 60th percentile in reading and math, we wouldn't worry too much about them because they're ahead of the curve nationally across other kids. Okay? It's those kids that are in the bottom that we're really looking at, and the kids that stay in the bottom, we want to continue to provide additional resources.

Miss Sheedy stated with our Tier II and Tier III kids, we take what we call progress monitoring data on them weekly, cycle weekly, once every six days to see if they're making progress to the goal that we set because the sooner we can see that we're doing something that what we're doing is not working, the sooner we can change it. So, every three instructional weeks we have three data points to say, "Okay. We have a trend that's going up. We have a trend that's going down. We're flat lining." So that we can look at that and kind of make those decisions as to if what we're doing is working, if they're making more than enough progress that we can weed off a little bit, or if we need to add something, change something. So, that's what those look like.

Mr. Stroup stated and that's so why when you see a resource like on the kindergarten request there for one specific name on that's on the agenda.

Miss Sheedy stated ESGI.

Mr. Stroup stated the ESGI. That makes them so much more efficient because that's collecting that data like that by computer, speed of light, and filing a form and storing so they don't have to do all the work that teachers used to do by hand. It makes them more efficient, allows them to spend more time with students.

Ms. Hutchinson commented lots of great stuff, though.

Mr. Stroup commented thank you.

Mrs. Bzdil stated I placed a sheet at your seat. So, you may remember that about three years ago we had a special education audit, and we were challenged through the audit findings to build capacity in our buildings to more appropriately service students in District. So, two years ago with your support we added the School-to-Work Program, and then last year we added the full-time Emotional Support Program at the high school. Both of those programs have effectively supported students returning about eight students from out-of-District placements back to the neighborhood schools. So, in looking toward next year, I wanted to talk with you about the possibility of adding a full-time Emotional Support Program at the elementary level. I've given you some information about three students who are currently out-of-District in programs and the costs that we are or the bills that we're footing for those programs. Two the students are at New Story, and one at a CSIU Program in Danville, and then below that we have the estimated yearly transportation costs for those three students. So, the total estimated yearly expenses for just those three students out-of-District currently in elementary Emotional Support Programs is \$195,000.00, and I also gave you a little bit of information about a few students who are currently in District but kind of at-risk for needing a more restrictive placement. And, so, if you would approve or provide support to add a full-time Emotional Support Program at the elementary level, Amy shared some figures with me. You'll see the chart at the bottom of the page and looking at one or possibly two paraprofessionals and one teacher. The total possible cost that we'd be looking at would be about \$135,000.00. So, based on those three students who are currently out and returning to District for programming, we'd be looking at saving about \$60,000.00.

Mr. Abate inquired, Mrs. Simmons, are these numbers fully loaded?

Mrs. Simmons responded they are the current salary, and they look at the benefit costs for next year.

Mr. Abate inquired so everything's in there? PSERS?

Mrs. Simmons responded yes, PSERS, social security.

Mr. Abate inquired payroll taxes?

Mrs. Simmons responded payroll, yes. It's all there.

Mr. Abate inquired do we have this program for middle school students?

Mrs. Bzdil responded we have a teacher dedicated at the middle school if we would need this level of support. We don't currently have any students at the middle school level who need full-time emotional support programming.

Mr. Abate inquired so what does that staff member do now?

Mrs. Bzdil responded well, she supports a lot of students at just like a supplemental level so about half of their day and also goes out to regular classes to push in for support.

Mr. Musselman stated, Lee, Lee, excuse me, as populations change, we would still. Like as these students get older, and they move through the program,

these teachers of this program could move to a middle school program if there are no need at the elementary school.

Mrs. Bzdil stated absolutely.

Mr. Musselman stated these teachers could actually follow those students up through even into the high school because it's not grade specific, correct?

Mrs. Bzdil responded correct.

Mr. Abate inquired there's no certain certification.

Mr. Musselman stated no, certification would not be an issue.

Mrs. Bzdil stated correct. We have certification for N through 12 for special education.

Mr. Abate inquired so if there's not a need at the middle school, why isn't that staff member here helping at the elementary level?

Mrs. Bzdil responded well, there is a need. It's just not to this extent, I guess. We would definitely be at a loss to support some students at the middle school if we move that teacher now.

Mr. Abate inquired do we currently have any at the high school that would require this level of?

Mrs. Bzdil responded last year, yes, we added the full-time program to the high school this past school year.

Mr. Nesbit inquired would all of these personnel be at Middleburg Elementary, or would they split between two schools?

Mrs. Bzdil responded so, the program would be at one of the elementary schools. We haven't quite ironed out all of those details and just wanted to kind of get the conversation going with you all.

Mr. Nesbit inquired aside from needing additional staff for this program, would there be other special education needs for staffing at either of the schools for other students and other programs?

Mrs. Bzdil inquired do you mean in looking for next school year do we have any other staffing needs?

Mr. Nesbit responded correct.

Mrs. Bzdil responded not that we can't handle. Again, there may be some transitions or shifting of like a paraprofessional here or there as the needs and the populations shift, but I don't anticipate any further new staff.

Mr. Abate stated when you said your transportation costs, that's taking them to where they're needing to go now. Is that correct?

Mrs. Bzdil responded correct.

Mr. Abate inquired but we're still going to have transportation, additional transportation, because they're going to require vans. Is that correct?

Mrs. Bzdil responded yes, but they'd be within the District.

Mr. Abate inquired do you know what those costs are?

Mrs. Bzdil responded I don't. Do you (Mrs. Simmons)?

Mrs. Simmons responded I don't have that. It's less than what we're doing now.

Mrs. Bzdil stated certainly less, yeah.

Mr. Abate inquired how much less?

Mrs. Simmons responded don't know how much less.

Mr. Abate commented okay.

Mrs. Lauver inquired would these students be integrated into the regular classrooms then at times?

Mrs. Bzdil responded that possibility exists. It would just depend on the individual student of this level of programming that we're talking about. Generally, those students are having significant behaviors that impede their learning and that of others so they need to be in a pretty small contained group.

Mrs. Lauver stated I was wondering where they're at now, are they?

Mrs. Bzdil stated they're in small group classrooms, and they're in schools where there are not regular education students. It's all special education.

Mrs. Lauver stated because I think the law does specify that you have to be in the least restrictive environment.

Mrs. Bzdil stated correct.

Mrs. Lauver stated that's why I was a little concerned when you bring them back to regular classrooms.

Mrs. Bzdil stated yeah, so, from where they are now out-of-District, being in District would be less restrictive because they would be attending their neighborhood school.

Mrs. Lauver inquired so are we expected to? Okay, so, if a child is stimulated perhaps by being in a regular classroom, it may not always be beneficial for that child to be in that classroom. Is he required to be in the classroom, I guess, because the state considers that the least restrictive?

Mrs. Bzdil responded we are required to consider the regular classroom in programming as our first place to put the student, but then we have to consider all of their unique strengths and needs and any behaviors of concern and things like that as well effects on the other students in the classroom until the IEP team arrives at what is the most appropriate placement for each student.

Mr. Stroup stated and your vision for this is a full-time emotional support classroom which means those kids are placed in that room for the majority of the day.

Mrs. Lauver inquired they would not necessarily be in regular education?

Mrs. Bzdil responded correct.

Mr. Stroup stated they would not necessarily go to regular education classes.

Mrs. Bzdil stated the hope would be that spending some time in that most restrictive setting they could gather some skills and coping strategies, and then eventually spend more time in a regular classroom.

Mr. Brown stated we do have a student that is transitioning part time into the regular classroom out of there making great progress from where he was, and we kind of loosened that up a little bit to try and get him back to the regular ed.

Mrs. Lauver inquired and this is the high school? So, he's maturing?

Mr. Brown responded yes.

Miss Sheedy stated so when I taught, I taught in a similar setting, and of my eight students that I had, some of them it was appropriate for them to go out for certain things, and some of them it wasn't. So, it was very much on a student-by-student decision. It was a grade level IEP team decision. The nice thing about having it in your school setting is that as they are able to experience those things, you have that resource versus being in a separate school that transition from a separate school back to here with their peers is climbing Mount Everest. Whereas, you know, we might be able to try going to just calendar time, or maybe we'll try just going to our Encore. Like, so, it's easier to scaffold that when you have a setting in-house than being out and then taking that huge jump back into a public school setting.

Mr. Abate inquired have you talked to the parents of these students yet?

Mrs. Bzdil responded uh, yes. I have spoken with two of them, and the third with whom I haven't spoken to yet, I have a good idea that they will want the student to return.

Mr. Abate stated so the other parents that you've spoken to want their students back here, and if they're back here, they get more time with the emotional support teacher. Is that correct? Because they're not traveling? Is that what your thought process was on that as well?

Mrs. Bzdil stated their school day is about the same length, but, well, particularly for the student who goes to Danville, he's on the bus two hours every day which has an impact on his behavior as well, so.

Mr. Abate commented okay.

Mr. Rubillo inquired what about the space for a classroom?

Mrs. Bzdil responded so, that's one of those wrinkles we haven't quite ironed out yet, but I think there's room available.

Mr. Brown stated we do have a student as far as transportation is concerned that had special transportation but is now back on the regular bus as well. It's pretty successful with kids. There is a possibility that they could go back in the mainstream busing as well as far as transportation is possible.

Mr. Pinci stated let me make sure I'm up to date here. Are we talking about possibly six students right now?

Mrs. Bzdil responded uh, yes. So, at the top where I have the costs, those are three particular students who are going out-of-District currently, and then a little bit lower, Student D, E and F, those are three students who are in District, but are kind of, I would say, at-risk for needing a more restrictive placement. So, if we didn't have this type of program in District, we'd be looking to send them probably to one of the facilities listed at the top there.

Mr. Pinci inquired how is it handled with regards to the difference in grade levels?

Mrs. Bzdil responded so, I'd be looking this program to be K through 5, kindergarten through fifth grade.

Mr. Pinci inquired there wouldn't be a conflict with having all of them in the same room?

Mrs. Bzdil responded no, no, as long as the parents, you know, are aware and understanding that there is that age difference, and I'm not certain that we would need two aides or paraprofessionals, but we just wanted to kind of calculate it on the heavy side and always be better if we need less.

Mr. Abate stated I was just talking here. The level of instruction, obviously, because of the costs associated especially with New Story. So, if the Board decides to go with this, is that going to be an issue with the level of support that these students need? Are they going to be able to? I don't know how it works. Do they do one-on-one? Are they in a group setting, or how does that work?

Mrs. Bzdil responded they're in classrooms like at New Story or the CSIU Program. Each of those classes probably has between five and ten students. So, actually, it would look like our program possibly to start would be on the lower side of that. So, that would be a good ratio for the students.

Mr. Abate stated okay, but I guess my point is that there's levels of instruction due to the need of the student.

Mrs. Bzdil commented okay.

Mr. Abate stated so you're going to put all of these students into one classroom. Are they going to get the level of support that they need?

Mrs. Bzdil responded yes, I believe so.

Mr. Abate commented okay. I would like to know those transportation costs if you can get those for me if you could. Does anybody else have anything?

Mr. Pinci inquired isn't that what this is?

Mrs. Lauver responded no, that's what it currently is.

Mr. Abate stated that's to go there.

Mrs. Bzdil responded these students will continue to ride specialized transportation, but it will be a less of a cost because of less distance staying in the District.

Mrs. Lauver inquired currently, who places the students say like at New Story? Is that done by kind of like by the CSIU?

Mrs. Bzdil responded the IEP team makes the determination.

Mrs. Lauver inquired the IU?

Mrs. Bzdil stated the IEP team. So, the student's parents, myself, maybe a building administrator, the regular education teacher, the special education teacher who would be currently working with the students would look at the progress and make that determination.

Mrs. Lauver inquired I guess how did they arrive at New Story to start with? I'm asking. I'm not familiar with New Story, so.

Mrs. Bzdil responded we just have a couple of options. New Story being one, and the CSIU Program in Danville being another one. I think those are really our two only options at the elementary level in a relatively close distance, but Danville is not that close.

Mrs. Lauver stated I know the law says an appropriate education, and sometimes what we have in our areas are not always appropriate, and until the law is defined through the court system. I'd like to see the wording worded differently in the law. Of course, it hasn't been for children of special needs. So, I guess, like I said, I'm not familiar with New Story myself. I'm not sure what they offer at the CSIU. I suppose it depends on the need of the child.

Mrs. Bzdil commented uh huh.

Mrs. Lauver stated but I found often we don't have in our area appropriate, what I consider, appropriate. I'm sure some of the parents feel that way, too.

Mrs. Bzdil commented uh huh.

Mrs. Lauver stated so it's possible for what? We have six students you're talking about?

Mrs. Bzdil responded uh huh.

Mrs. Lauver stated it's quite possible we could do a better job, possibly.

Mrs. Bzdil stated I think so.

Mrs. Lauver stated meeting the needs.

Mrs. Bzdil stated yes.

Mrs. Lauver stated of the children.

Mrs. Bzdil stated yeah.

Mrs. Lauver stated because you're talking six children and meeting their needs in an individual basis appropriately so speaks the law. So, in my mind it might be worth trying rather than putting one child with. I'm not sure. Student A might be with what six kids that are not necessarily the same type of student.

Mrs. Bzdil stated so, they're all in a like an emotional support classroom, yeah, but there would be a wide variety of needs and strengths among those students coming from different districts, different.

Mrs. Lauver stated they're already with six kids. So, now they'll be with six children at different ages but home students. I don't know.

Mrs. Bzdil stated uh huh.

Mr. Abate inquired any further questions for Mrs. Bzdil?

16. **BUSINESS AND FISCAL**

Mrs. Amy B. Simmons

Mrs. Simmons reported on the following items:

1) 2018-2019 Mid-West School District Budget

Just still working on getting the preliminary budget numbers to you and getting those for the vote later this month.

2) CSIU E-Service

We're also working on getting with CSIU and getting moved over to their new platform for their software. That contract will be coming up in the next month or two for a vote. They're eliminating their older version of the software and moving everybody to the new web-based. We were in the pipeline for it, but somehow we got bumped out. So, they're trying to squeeze us back in as soon as possible. Other than that, it's the usual in the Business Office. Oh, there is one more thing.

3) App for Transportation Software

We're looking at an app that goes along with our transportation software called Transfinder Go. It would enable us to be able to pull up anything that we need from the transportation software on our phones. We wouldn't necessarily have to be in the office at our desks to have that information available. Teachers would be able to be out at the bus circle helping students get on and off the bus and have the rosters right there in the palm of their hand either via their phone or a tablet. Currently, we don't have that

capability. It also allows us to give access to the information to first responders and the state police if there was ever an accident, and they needed a list of rosters they could log in and pull up the bus number and see the roster and contact parents or whoever needs to be contacted. It is a school safety thing that we're looking at. It's just to give us some more access to information in an emergency.

Mr. Abate inquired it's an app?

Mrs. Simmons responded it's an app. It's called Go.

Mr. Abate inquired who could have access to that?

Mrs. Simmons responded anybody that wanted that we would give. We could give each one of you access. You could have the app.

Mr. Abate stated that would be my problem. I have a little concern with that.

Mrs. Simmons stated well, you wouldn't. You'd have to have a login and password to get into it.

Mr. Musselman stated it would only be people who we wanted to give the access.

Mrs. Simmons stated right, right.

Mr. Musselman stated so, building administrators would have access to it, obviously. You know we could allow it to law enforcement if we wanted to.

Mrs. Simmons stated uh huh.

Mr. Musselman stated we could actually just allow the view of the specific rosters to the bus contractors. So, I'm Hunters Valley, and I just want to see my rosters on a Smartphone. We could give them that access, very limited, but it wouldn't be available to parents or anybody else. We can control the access.

Mrs. Simmons stated no, and we can limit with the settings for each user. We can limit what they see. One capability that would be nice in the future is if we did have GPS on the vehicles, we could tell exactly where a bus was stopped or broken down if something happened or was in an accident. So, there are some capabilities that we're not there yet, but it would have more power in the future.

Mr. Pinci stated I have a question.

Mr. Abate stated go ahead, Mr. Pinci.

Mr. Pinci inquired have you found \$1 or \$2 million dollars we can use to make solar panels?

Mrs. Simmons responded nope, haven't found that yet.

Mr. Pinci stated well, I'll keep asking.

Mrs. Simmons commented okay.

17. **BOARD AND/OR ADMINISTRATOR COMMENTS**

Mr. Victor L. Abate

Mr. Thor Edmiston stated just want to remind the Board that the high school musical, Mary Poppins, starts this Thursday evening, and it runs Thursday, Friday, Saturday and Sunday. So, come on out, and see a great show.

Mr. Brown stated just wanted to mention the FFA Open House for the barn on the 21st. It begins at 11:00 a.m. There is a chicken barbecue, I believe hayrides, and the press will be there to cover that. That could be good or bad, I guess.

Mr. Nesbit inquired April 21st?

Mr. Brown responded 21st, yep. Saturday, the 21st, at 11 o'clock.

Mr. Aucker had nothing to report. I have my Board Report in front of you. If you have any questions, I'll gladly answer it.

Ms. Hutchinson reported we start PSSA testing tomorrow. So, we'll have ELA tests this week in math and next week, and then science the week after that for our fourth grade only. So, I think, as always, the teachers are a little nervous about that, but I'm sure everybody will do their best, and we're ready for that. The kids are excited about going over to see Mary Poppins on Friday. So, we're hopeful that there's no snow tomorrow morning, and we can proceed with our testing plans without making any adjustments to that. That would interfere with seeing Mary Poppins on Friday morning. If I could add one more thing? So, the information that Joe presented tonight, I really, I appreciate seeing all that together. It's the learning curve, you know, moving to the elementary was pretty, pretty significant, and there's a whole of things in place, and I'm just very appreciative, as I know you are, to know that we have access to all of those resources, and I'm appreciative to both Joe and to Erin for helping me to begin to come up to speed on all the things in place here.

Miss Sheedy stated PSSAs. Everything Ms. Hutchinson said about the schedule with PSSAs and whatnot, but other than that, we're good. May gets a little crazy, and we'll get through April first.

Mr. Abate inquired the kids get a little more antsy, do they, as the school year winds down?

Miss Sheedy responded I think that all of the fun activities like field trip and field day makes for inconsistency in schedules, and makes us all a little antsy.

Mr. Abate stated yeah, but there's no construction next year.

Miss Sheedy stated exactly, and we have air conditioning for when it gets.

Mr. Abate stated yeah, if you ever need it. Glad we put that in for you. Nothing that opening a window couldn't have done. I'm sure it will come in handy as the year goes on.

Miss Sheedy stated I don't know if it's really supposed to be in the 80s on Friday, you never know. We might jump right from heat to air.

Mr. James Edmiston had no report.

Mr. Abate inquired does the Board have anything they wish to bring up at this time?

Mrs. Lauver stated I do have one question with the barn. Someone had asked me about this. Do we have insurance? Have we added that like as an addendum to our insurance policy?

Mr. Musselman responded well, it's on a District policy. So, it is, and I know Mike had made sure that it was covered. So, those buildings out there, the grounds are covered by the District policy. So, just like an event we would hold right here at our school, it's covered on there as well.

Mrs. Lauver stated someone just had wondered about that, and I said I'm sure.

Mr. Musselman stated well, it's the entire District that's covered under the policy. So, that would include that land. It's ours.

Mrs. Lauver stated they wondered about animals. If we add animals, would we add an animal type liability policy?

Mr. Musselman stated I don't know. That's something Amy would probably have to contact Purdy and find out if animals.

Mrs. Lauver stated welfare or animal liability welfare type thing. I don't know.

Mr. Musselman stated I don't either.

Mrs. Simmons stated I'd have to check. It's livestock.

Mrs. Lauver stated I don't know. There were some concerns.

Mr. Musselman stated I'm sure there would be a rider, yeah, but I don't know.

Mrs. Lauver stated yeah, I'm sure you could get a rider to it.

Mr. Abate inquired is that the same policy, Mrs. Simmons, that you had on your donkey basketball game?

Mrs. Simmons responded well, that wasn't my responsibility.

Mr. Abate stated okay. We will. The Board will meet in Executive Session this evening. We do have an interview tonight. So, then we will adjourn, and Mr. Sassaman, is here okay for you? For your budget?

Mr. Sassaman responded uh huh.

XI. **ADJOURNMENT**

Mr. Victor L. Abate

There being no further business, Mr. Abate adjourned the work session at 8:50 p.m.

Recording Secretary:

Chairperson:

Date:
