

**Peru Central**

# **Cross-Campus Web-based Update**

## **HIGHLIGHTS OF BOARD ACTION LAST NIGHT**

At the regular monthly meeting of **Tuesday, January 10, 2012** the Board of Education:

Commended a sub-set of Mr. Don Waddell's high school technology students Noah Carte, Justin Christian, David LaDuke, Kyle McCarthy, Michael O'Neill, Adam Rein and Linzee Wright who along with our school-to-work team students Anthony Burgess, Dakota Rice and Jeremiah Ston comprised the fall semester's student-led service project team that designed, constructed, coordinated, selected colors and finishes and completed a comprehensive renovation to the wood shelving and supports in the high school lobby's trophy case.

Many of the students worked tenth period for many weeks to accomplish this service project, which puts to practical and public use the skills, strategies and techniques these students learn in Mr. Waddell's technology classes.

That team also divided into sub-groups for particular tasks. Special thanks to each member of this capable and energetic service project team. It's been said that not everything that 'counts' can be 'counted'. That's certainly evident, in that neither federal nor state agencies have been successful in designing standardized student tests for commitment, team work, citizenship, care for one's community, service orientation, volunteerism, 'can-do' spirit, creating something of lasting value, engaging successfully with peers and one's teacher, doing quality work with one's hands, giving a piece of your heart to the greater good, sharing what you've done with others. However, this service project team gave us much more than a renovated display case. This service project team gives us all yet another good reason to celebrate the core values of quality work, team work and service to others.

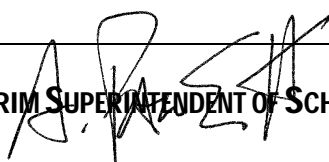
There was 'no child left behind' on this student project work team! Together, as a project team, they 'got it done' and all have moved ahead 'in good standing'.

Additionally, the Board received various reports & communications, including:

Report	From	Comments
a. Timetable of Public Reports	Interim Superintendent	Streamlined & updated for winter 2012.
b. Budget Development Timetable	Interim Superintendent	Key dates, topics and meetings.
c. Regular Monthly Enrollment Report	Interim Superintendent	January 2012 student enrollment.
d. Snapshot Report on APPR Piloting	Interim Superintendent	Examples of APPR pilot projects across campus.
e. Statement on State of the State Speech	NYSSBA	Includes NYSSBA's analysis of facts.

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**FROM A. PAUL SCOTT, INTERIM SUPERINTENDENT OF SCHOOLS**



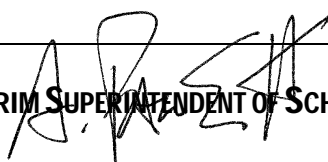
f. NYSSBA Talking Points on that Speech	NYSSBA	Outlines commissions of 1926-2008.
g. NYSCOSS Statement	NYSCOSS	Regarding State of the State Speech.
h. Revised Testing Schedule	State Education Department	Update for 2011-2012.
i. 2012 3-8 State Test Program	State Education Department	Five-page memo on changes.
j. Chamber of Commerce 2012 Priorities	Chamber of Commerce	Roadmap for Chamber actions this year ahead.
k. Monthly Program Reports	Administrators	Summary of December 2011 programs.
l. Monthly Operations Reports	Operations Supervisors	Summary of December 2011 operations.

Also, the Board:

- A. Adopted a set of Peru CSD district goals for the 2012-2013 school year, to assist in setting priorities for budget development in the months ahead.
- B. Received the BOCES region's school academic calendar for 2012-2013. That calendar was approved by the BOCES January 13, 2011. In the weeks ahead, the Interim Superintendent will engage with the faculty association and the administrative council to construct a proposed 2012-2013 Peru CSD academic calendar which uses the BOCES calendar as the foundation, and which tailors that BOCES calendar to address particular needs and contractual matters customary for and specific to Peru CSD. A proposed 2012-2013 Peru CSD calendar will be presented to the Board for its consideration at the February 2012 or March 2012 regular monthly meeting.
- C. Authorized the school district establish a full-time teacher aide position, based on the CSE's recommendation that support be put into place for a particular student with disabilities who transferred into Peru CSD in September 2011, based on behavioral management and safety considerations. Such support was put in place temporarily and has proven to be effective regarding academic achievement and behavior patterns [no attachment].
- D. Authorized the Interim Superintendent sign the customary continuation contract between the Clinton County Department of Social Services and the Peru CSD, thereby continuing the on-site service and support of Clinton County counseling and intervention services for particular students requiring such counseling and intervention. This contract is yet another example of inter-municipality partnerships to best leverage available resources with the interests of children and tax-paying citizens in mind.
- E. Authorized the school district establish a '**board@perucsd.org**' listserv that will allow a consistent and efficient manner for constituents to communicate to the governing team and district clerk via a unified email address, in keeping with Peru CSD policy 2710 Communication Among Individual Board Members and Peru CSD policy 2710.5 Board Member E-mail Communications. School district email accounts are subject to review at any time to ensure compliance with policy. This responds to increasing use of e-mail communications among constituents as an alternative to paper-based methods of communications, and better ensures that constituent communications are received in a manner that has neither the intent nor the effect of circumventing the Open Meetings Law. The school district will strive to have an auto-response message indicating the '**board@perucsd.org**' listserv message has been received and routed to the governing team, on behalf of that constituent.
- F. Authorized the annual field trip to the Ithaca College Gospel Chorus Fest associated with select high school chorus members and faculty chaperones, in partnership with Willsboro CSD select

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chorus members and faculty chaperone[s].

- G. Approved the scope of action summarized on the state-mandated NCLB [No Child Left Behind] Comprehensive Education Plans [CEP] for the middle school [focused on English language arts among students with disabilities] and high school [focused on English language arts among economically disadvantaged students].
- H. Received five-minute 'snapshot' briefings from each Principal highlighting two or three particular data elements featured within that grade span's curriculum data book for this school year.
- I. Authorized the school district move ahead with the final phase of substantial capital project work this coming summer, associated with the EXCEL capital project that was the subject of substantial capital project work across campus during the summers of 2010 and 2011.
- J. Received at the meeting and approved the roster of individuals selected or self-nominated for the various stakeholder committee 'seats' associated with the search process for a successor Peru CSD Superintendent of Schools.

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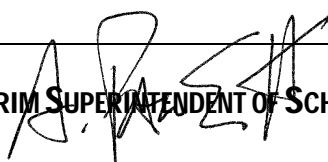
Attached to this report are the following documents:

- A. **Superintendent's Report** of January 10, 2012.
- B. Sixth annual **State of the District** report.
- C. Approved 2012-2013 Peru CSD district goals.

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**FROM A. PAUL SCOTT, INTERIM SUPERINTENDENT OF SCHOOLS**



## 2012 EDITION: STATE OF THE DISTRICT REPORT

Tonight's 'State of the District' report outlines fourteen priorities ahead for winter, spring and fall 2012. Some of the priorities are date-specific, such as the July 1<sup>st</sup> deadline for statewide launch of 'Dignity for All Students Act' which is intended to bolster prevention and prohibition of children harassing or stigmatizing other children on campus.

Ask any builder and you'll hear a recurring theme: Any successful construction project requires firm footings, generally referred to as a 'solid foundation'. Peru CSD has a 'solid foundation' of return on investment throughout the past decade. That investment has been placed in our students, faculty members, administrators, operations staff and across our campus in the form of renovated, modernized program spaces, updated district policy and in the form of increased efficiency & delivery.

Tonight's 'State of the District' report capsulizes the status of various key 'footings' for Peru CSD engagement and pursuit of increased achievement and success as measured by state accountability testing and revamped state policy regarding teacher and Principal evaluations. Also capsulized are key facts regarding fiscal accountability and the state's fiscal accountability report card.

Finally, that report re-states on page 5 the Peru CSD 'core values', as a reminder of what the Board approved, in regard to how we go about advancing the mission and promoting increased student success.

## JANUARY, FEBRUARY AND MARCH 2012

Winter on campus is a 'core' period of instructional time. These are important months at each grade span for English language arts, preparation for the annual start of winter/spring state accountability testing and continued focus on student active engagement and accomplishment. There will be substantial energy and engagement by the Board and school community stakeholders on budget development conversations and on recruitment and interviews of prospective finalist candidates for successor Superintendent of Schools. The Board's timetable calls for a new Superintendent to begin service no later than July 1, 2012.

January through March 2012 will also feature collaborative dialogue at the district office. I'll be inviting and engaging various faculty association leaders and administrative council leaders on the topics of state-mandated major change regarding annual performance reviews, piloting of practical methods to gather evidence associated with state-mandated criteria for annual teacher evaluation scores, scoping out the details of 'Dignity for All Students' act mandates for school districts, attending to budget development matters, and analyzing the Governor's to-be-announced 2012 state aid proposal for Peru CSD and the state's other rural school communities which are highly dependent upon state aid for revenue, and which have had three very tough years of stagnant or reduced state operating aid. Much good work is ahead for the winter months, and much good work will be ahead for spring 2012, too!

Respectfully submitted by A. Paul Scott, Interim Superintendent of Schools

### PERU CENTRAL SCHOOL DISTRICT

## STATE OF THE DISTRICT JANUARY 10, 2012 REPORT

### PRESENTATION TO THE BOARD OF EDUCATION

BY A. PAUL SCOTT, INTERIM SUPERINTENDENT OF SCHOOLS



**PERU CENTRAL SCHOOL DISTRICT**

# **STATE OF THE DISTRICT JANUARY 10, 2012 REPORT**

**PRESENTATION TO THE BOARD OF EDUCATION  
BY A. PAUL SCOTT, INTERIM SUPERINTENDENT OF SCHOOLS**



**PERU CENTRAL SCHOOL DISTRICT**

# **STATE OF THE DISTRICT JANUARY 10, 2012 REPORT**

**PRESENTATION TO THE BOARD OF EDUCATION  
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# PERU CENTRAL SCHOOL DISTRICT

## JANUARY 10, 2012 STATE OF THE DISTRICT REPORT

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### INTRODUCTION

This year’s **State of the District** report outlines various priorities ahead for Peru Central, for the Board, our school community, staff and students. Also, this report summarizes the school district’s instructional and financial ‘footings’ for the year ahead. This report highlights the importance of recruiting high quality individuals for all vacant positions. Lastly, the report re-states the core values we’ve established on our campus. Peru CSD strives to reflect those values, day to day, year to year.

I retired as your Superintendent of Schools June 30, 2011, following more than a decade of service in that role. During mid-September 2011 you asked me to return temporarily as your Interim Superintendent, associated with the unanticipated vacancy of September 2011, when your [new] Superintendent resigned. I’ll place part of my focus spring 2012 on planning and implementing a strong transition process for your successor Superintendent of Schools.

As I reflect on my eleven years of active service as your Superintendent of Schools, I am grateful to the Board, to our students, administrative team, faculty, support staff, volunteers, neighbors and friends who helped make this past decade a productive one at Peru Central School District.

I hope this **State of the District** report is a catalyst for focusing on the ‘good work ahead!’

A. Paul Scott, Interim Superintendent of Schools

# TOP PRIORITIES: A 'CUT TO THE CHASE' SUMMARY

- A. Continue increasing student graduation rates at Peru CSD and increase student achievement on state accountability tests and state Regents exams.
- B. Recruit a successor Superintendent of Schools who begins service by July 1, 2012, to sustain the momentum among the governing team, the administrative team and various staff teams.
- C. Construct policy & procedures for the July 1<sup>st</sup> statewide launch of 'Dignity for All Students Act' intended to prevent and prohibit children from being harassed and stigmatized at school.
- D. Implement the state-mandated annual performance review process for teachers & Principals.
- E. Construct a proposed 2012-2013 spending plan for May 2012 voter consideration that reflects first-year implementation of the state's new 'property tax cap' threshold for school districts.
- F. Respond as thoughtfully as possible to whatever winter/spring 2012 actions the Governor and Legislature take in regard to state aid to rural school districts such as Peru CSD for 2012-2013.
- G. Continue increasing the percentage of Peru CSD graduates who earn a diploma coupled with one or more college credits or a career-technical certificate, via our strong partnerships with Clinton Community College and this region's BOCES.
- H. Sustain our early grades literacy development program, revamped years 2006 thru 2009.
- I. Update our K-12 pathways for English language arts and mathematics to reflect the New York State Education Department's adoption of the multi-state 'common core' curriculum.
- J. Continue bolstering transition programs for our students: second grade in primary school to third grade in intermediate school, fifth grade in the intermediate school to sixth grade in the middle school, and eighth grade in the middle school to ninth grade in the high school.
- K. Expand fact-based discussion led by Principals at each grade span, focused on the annual Peru CSD curriculum data books summarizing student achievement and conduct associated with state accountability testing, extra-curricular programs, continuous improvement initiatives for that grade span's programs, staff development and staffing/budget changes.
- L. Make thoughtful decisions regarding use of instructional time, given a static daily schedule, ever-expanding State mandates and regulations, and ever-increasing demands on our time.
- M. Substantially complete the construction phase of our EXCEL capital project by October 2012. That project, authorized by Peru CSD voters in March 2008, addresses the top infrastructure priorities for campus modernization & renovation identified during years 2005, 2006 & 2007.
- N. Advance the Peru CSD legacy of strong instructional programs for this community's children, in the midst of a fiscal climate increasingly focused on accountability for each expenditure, regionalization and expanded inter-municipality partnerships to promote increased efficiency in the region's public education systems throughout Clinton County.

# STATUS REPORT: PERU CSD 'FOOTINGS'

## Public Education Programs & Supports to Promote Student Success and Provide a Solid Education

Category	K-2	3-5	6-8	9-12
Solid 'core' K-12 curriculum and pathway for English language arts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Solid 'core' K-12 curriculum and pathway for mathematics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Solid 'core' of academic coursework and activities for each of the state's content areas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Solid performing arts and visual arts courses and programs for all students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Solid physical education courses and programs for all students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Updated classrooms and other program spaces for all students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Updated library media center and a full-time library media specialist	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Updated information technology labs and computer workstations for all students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
School-based stakeholder teams set annual goals for student achievement & success	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Strong district policy and Principal's annual 'curriculum data book' highlighting facts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Curriculum auditing process to examine particular instructional programs & practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Solid array of dual-enrollment coursework with Clinton Community College				<input checked="" type="checkbox"/>
Solid set of 'Advanced Placement' coursework and BOCES 'Career-Tech' Courses				<input checked="" type="checkbox"/>
Parent-elected PTO leadership for that grade span's parent-teacher organization	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

## Annual State Accountability Testing & Reporting System

Category	Regular Education	Low Socioeconomic Household Status	Special Education
Primary School [K-2]	Good Standing	Good Standing	Good Standing
Intermediate School [3-6]	Good Standing	Good Standing	Good Standing
Middle School [6-8]	Good Standing	Good Standing	See Note A*
High School [9-12]	Good Standing	See Note B*	Good Standing

### Notes

- A** Middle School was identified fall 2011 as **expected to improve student achievement** as measured by federal & state 'No Child Left Behind' accountability testing measures for this particular cohort sub-group of **students identified by the Committee on Special Education as having one or more disabilities**. This BOCES region's training specialist is engaging with the Middle School Principal and faculty to respond to this matter.
- B** High School was identified fall 2011 as **expected to improve student achievement** as measured by federal & state 'No Child Left Behind' accountability testing measures for particular students identified as being of comparably low socioeconomic status, such as **students coming from households that are at or comparably near the poverty level**. There is no regional support structure for this cohort sub-group, so the Principal and faculty are devising a suitable plan of approach, locally.

## Fiscal Accountability and State Fiscal Accountability Report Card

Category	Yes	No
Efficient per-pupil spending as designated by NYSED Fiscal Accountability Report Card	<input checked="" type="checkbox"/>	
Multi-year finance plan revisited and updated twice annually by the Board	<input checked="" type="checkbox"/>	
Continuously examining expenditures, employment and fund balance	<input checked="" type="checkbox"/>	
Current budget uses greater than typical % of fund balance to sustain programs/services	<input checked="" type="checkbox"/>	
Additional cost reductions and operating efficiencies likely to be necessary for 2012-13	<input checked="" type="checkbox"/>	

# **PERU CENTRAL SCHOOL DISTRICT**

## **JANUARY 10, 2012 STATE OF THE DISTRICT REPORT**

### **HUMAN RESOURCES & RECRUITMENT**

Peru Central has many highly qualified and experienced faculty and support staff. Those individuals are supported and supervised by our operations supervisors, program administrators, the School Business Administrator and the Superintendent of Schools.

It is through the human resources of the organization that students are transported, instructed, coached, fed, supervised and provided with a positive learning environment.

Various key employees have reached a point in time when they are either nearing eligibility, at that point of eligibility or serving beyond their point of eligibility to take a well-earned retirement from public service at Peru Central School District. Peru Central will need to recruit individuals to replace employees whose service with the school district comes to an end due to retirement, accepting another position, moving ahead with their career or for various other reasons.

In some cases, the candidate pool will be almost entirely local. In other cases, the candidate pool will be regional and/or statewide. With each vacancy, the focus will be on recruiting the individual who appears to be the closest and best 'match' for Peru Central from among those who apply for the position.

Doing so is important. For example, various research reports make clear that teacher effectiveness is the #1 factor in student success. That is why the school district and its administrators place substantial focus on recruitment for any and all vacancies at Peru Central School District. Such efforts will continue to be a priority in the years ahead.

# PERU CENTRAL SCHOOL DISTRICT CORE VALUES

**Peru CSD advances the mission and student success through:**

- A. Visionary district leadership complemented with management by facts.
- B. Worthwhile district goals coupled with high, reasoned expectations.
- C. Clearly stated expectations for achievement and success.
- D. Focus on professional development, lifelong learning and recruitment of top quality employees.
- E. Clearly defined conduct expectations, coupled with consistent, equitable enforcement of those expectations.
- F. An academic 'core' curriculum at each grade level that is written in clear fashion, delivered day-to-day in classrooms and assessed by appropriate means to measure student achievement and progress.
- G. Respect for and tolerance of differences among individuals.
- H. Making recommendations and performing assigned tasks with the needs of students placed first in mind, as part of focusing on good public service.
- I. High levels of accountability for each grade level and department, coupled with public reporting on progress, recognition of success.
- J. Sustaining and strengthening an environment of mutual respect.
- K. Variety in how students may demonstrate achievement and reach success.
- L. Well being, satisfaction, professional practice and development of faculty, staff and volunteers, because success depends increasingly on solid performance of duties and good stewardship by each administrator, supervisor, employee and school volunteer.
- M. Benchmarking programs, practices and finances with the best of other progressive public school districts having similar socio-economic profiles.

# PERU CENTRAL SCHOOL DISTRICT

## APPROVED 2012-2013 DISTRICT GOALS

### **1. Continuing to strengthen student achievement and instructional programs.**

- 1.1. Continue moving ahead with the Peru CSD 'Race to the Top' scope of work to advance student achievement, advance professional practice and update staff evaluation protocols.
- 1.2. Continue the progress evident in recent years with increasing the graduation rate.
- 1.3. Actively promote expanded high school student engagement with our SUNY dual-enrollment academic partnership with Clinton Community College as part of this region's 'cradle to career' constellation of inter-agency partnerships to promote student success.
- 1.4. Re-establish the monthly set of public reports from student club presidents & officers.

### **2. Updating school procedures and practices to reflect increased expectations among stakeholders for accountability and service, in consultation with those who will implement such practices.**

- 2.1. Engage with first-year implementation of the state-mandated 'Dignity for All Students' Act.
- 2.2. Commission each school's shared decision making committee with focusing collective school-based efforts among stakeholders at least two student achievement goals and at least two conduct goals for the 2012-2013 school year.
- 2.3. Engage the governing team [Board and new Superintendent of Schools] in fall 2012 strategic examination of the Peru CSD policy handbook's key policies in section 1000 [community relations], 2000 [governance], 3000 [administration] and 4000 [instruction].

### **3. Providing quality support services as necessary to meet the district's mission and to maintain good stewardship of district facilities and grounds.**

- 3.1. Complete by October 2012 the grades cross-campus renovations & modernization within the scope of the voter-approved EXCEL capital project.
- 3.2. Move ahead with various information technology plan priorities, including a revised Web site home page to encourage & support school community use of the Peru CSD Web site.

### **4. Ensuring fiscal responsibility and cost-effectiveness associated with expenditure of funds to support the goals above.**

- 4.1. Sustain the school district's multi-year approach to budgeting and continuous improvement.
- 4.2. Engage with other area Boards of Education and this region's BOCES to move ahead with regional discussions on public education's future in the Champlain Valley region.