

Peru Central

Cross-Campus Web-based Update

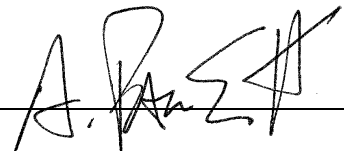
HIGHLIGHTS OF BOARD ACTION LAST NIGHT

At the regular monthly meeting of **Tuesday, June 14, 2011** the Board of Education:

- A. Welcomed the President of the Entrepreneurship Club, featured as this school year's final monthly report from club officers on extra-curricular student activities, leadership development and service at Peru Central. It's expected this annual series of club officer public presentations will sustain into next school year, as well.
- B. Offered congratulations and thanks to the many dozens of students and the dozens of faculty members, support staff, administrators who have been publicly recognized this school year at regular monthly meetings for the distinctive and exemplary achievement and service they've accomplished and provided.
- C. Provided special congratulations and recognition to member Rodney Brown, who is completing an honorable and valued second five-year term of office as a member of this school community's Board of Education. Whether it be goal setting, human relations, multi-year finance planning or active engagement with leading and serving for the advancement of public education, Peru Central salutes Rodney Brown for exemplary public service to this community.
- D. Launched the annual recognition to retiring & recently retired employees, associated with commemorative library books to be placed into circulation with bookplates and signatures. Peru CSD offers heartfelt congratulations and best wishes to each and every retiring employee, many of which have provided decades of public service to the children and residents of our school community.
- E. Recognized the "Fresh Start" teaching staff of: Matthew Armstrong, Holley Christiansen, Lisa Crain, Eric Dubay, Jenifer Jensen, Brian Marino, Michelle Polhemus and Kathleen Roach. This transition program has successfully given at-risk students an outstanding start to high school. All students in this program have earned a minimum of 3.5 credits in the first semester and 13 out of 15 students will have earned 8.5 credits at the end of the school year. Many students will have earned junior status at the end of this school year.
- F. Adopted Resolution #1 of June 14, 2011 requesting the customary special education school-aged student summer school program for summer 2012.
- G. Examined and discussed the results of the annual budget vote, election and voluntary voter exit survey of May 17, 2011.

Footnote #1: The June 14th **Superintendent's Report** is attached.

Footnote #2: Resolution #1 of June 14, 2011 regarding BOCES special education services is attached.



JUNE 15, 2011

FROM A. PAUL SCOTT, SUPERINTENDENT OF SCHOOLS

ADVANCING PROFESSIONAL PRACTICE

Peru Central's governing team, administrators, faculty teams, operations supervisors and support staff teams have advanced professional practice across campus, throughout our grade spans and operations. Examples:

- A. Cross-campus focus on practical, proven research-based instructional strategies.
- B. Peer coaches to help support first year teachers at Peru Central.
- C. Peer presenters cadre to sustain and strengthen professional practice across campus.
- D. Multi-year induction program for all new Peru CSD faculty and administrators.
- E. Leadership academies to strengthen classroom, school and district level leadership.
- F. Streamlined and strengthened professional development planning.
- G. Re-vamped custodial team cleaning practices and protocols.
- H. Updated protocols for recruitment, observation & assessment of state-certified employees.
- I. Portfolio process in place for all administrators to promote continuous improvement.
- J. Portfolio process available for each and every probationary appointment teacher.
- K. Expanded energy conservation protocols cross-campus & with transportation services.

MUCH ACCOMPLISHED & MUCH GOOD WORK AHEAD

This school district's governing team has advanced its own practices and protocols throughout the past decade. I congratulate and commend the Board for its progressive approach to streamlining and strengthening our engagement with our community and stakeholders. Examples:

- 1. Quarterly 'Community Report' mailed to residents of school district.
- 2. Budget development based on district goals established in advance of the budget process.
- 3. Budget advisory committee to broaden discussion of finance matters [annually since 2005].
- 4. Annual benchmarking report to publicly report on comparisons with bordering districts.
- 5. Strengthened fiscal accountability and internal controls as an ongoing priority.
- 6. Various Peru CSD policies and procedures used as benchmarks by other school districts.
- 7. Conservative, multi-year approach to expenditures & revenues as part of fiscal management.
- 8. Very favorable per-pupil spending comparisons with similar districts, statewide.

While much has been accomplished, much good work is ahead for Peru Central. Education law §3012-c requires school districts to establish a new performance evaluation system for teachers and Principals. In advance of the parties engaging in collective negotiations regarding such a new performance evaluation system, Peru CSD intends to use various federal grant monies to engage Peru CSD administrators and teachers in a set of summer 2011 curriculum/instruction collaborative projects that will generate ideas which may help with future implementation of the new performance evaluation system and associated collective bargaining. Federal grant monies will support team-based engagement of administrators and teachers at each grade span. The intended byproducts of such collaborative summer 2011 engagement would be the following documents:

- A. A draft edition teacher's 'evidence binder' tab set and draft edition protocol for teacher & Principal use of such an 'evidence binder' at each grade span;
- B. A draft edition Principal's 'evidence binder' for that grade span which dovetails with the draft edition teacher's 'evidence binder' for each grade span;
- C. A draft edition set of elements and protocols for a revitalized teacher self-evaluation process and associated documents;
- D. A draft edition set of elements and protocols for a classroom observation system at each grade span that would actively engage the classroom teacher before the observation and after the observation, in regard to documentation and in regard to reflective discussion about intended objectives of the lesson[s] and the associated instructional strategies & assessment strategies to advance student success and determine student progress toward those intended objectives.

The information above is slated for publication and distribution across campus this week – along with an associated 'request for proposals' for summer 2011 curriculum advancement projects.

DISTRICT GOALS FOR 2011-2012 AND THE YEARS AHEAD

District goals for 2011-2012 were adopted by the Board during the budget development process. For 2011-2012 and the next few school years, I expect the school district – like many progressive school districts – will sustain collective effort on key issues for public education, such as:

- A. Continuing to increase student graduation rates at Peru CSD and increase student achievement on state accountability tests and state Regents exams at each grade span.
- B. Striving for even higher numbers and percents 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.
- C. Sustaining our early grades literacy development program, constructed years 2006 thru 2009.
- D. Continuing to bolster student success during transition years: 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 from eighth grade in the middle school to ninth grade in the high school.
- E. Advancing 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.
- F. Making thoughtful decisions regarding use of instructional time, given a static daily schedule, ongoing changes to State regulations & expectations.
- G. Completing the construction phase of our EXCEL capital project. That project, authorized by Peru CSD voters in March 2008, addresses the top infrastructure priorities for campus modernization & renovation identified during years 2005 thru 2007.
- H. Responding as thoughtfully as possible to whatever actions the Governor and Legislature take in regard to freezing, reducing, capping or increasing state operating aid and/or property tax revenues slated for Peru CSD in future school years.
- I. Advancing the Peru CSD legacy of strong instructional programs for this community's children. The Board of Education and the school district will do so in the midst of a fiscal climate increasingly focused on fiscal accountability, regionalization and expanded inter-municipality partnerships to promote increased efficiency and reduced operating costs.
- J. Moving ahead with the multi-year plan for information technology, adopted in year 2009.
- K. Sustaining the practices of continuous improvement, induction programs and 'leadership academies' for newly recruited faculty, administrators and operations supervisors.

THANKS TO THE BOARD, THANKS TO ALL, GREETINGS TO DR. THOMAS STAPLEFORD

This Board of Education has been exceedingly gracious, supportive, a privilege to engage with - and I will forever be grateful for your affording me more than a decade of service as our school community's chief school officer. I truly appreciate the many district employees, students and volunteers who have wished me well during my final weeks of service, as I approach the date of my retirement as your Superintendent of Schools. To Peru Central School District, thank you for having provided my daughter – and thousands of other daughters & sons – a solid, suburban-level public education - in a rural school setting. In this final Superintendent's Report [roughly the 126th edition] I offer my thanks to all at Peru CSD, and my greetings to your successor chief school officer, Dr. Thomas Stapleford!

Respectfully submitted by A. Paul Scott, Superintendent of Schools

PERU CENTRAL SCHOOL DISTRICT

RESOLUTION #1 OF JUNE 14, 2011

COMMITMENT TO CONTINUED PARTICIPATION IN 2012

Whereas, the Peru Central School District and its Board of Education [Peru CSD] have consistently appreciated, relied upon and subscribed to this region's Board of Cooperative Education Services [BOCES] shared services for special education summer programming; on behalf of particular students who have individual education plans [IEPs] calling for such specialized summer services; and

Whereas, this region's BOCES has the specialized administrative staff, programs staff, facilities, expertise and general mission to provide for such services that are generally not feasible for individual component school districts to implement as efficiently and cost-effectively as the BOCES should be able to do on a shared basis for the component school districts and their Boards of Education; and

Whereas, Peru CSD cannot provide Special Education School Aged Summer School services in a more cost-effective manner than BOCES, due to the ability of BOCES to offer and provide services to multiple Districts who are able to share costs; therefore

Be it resolved that Peru CSD intends to participate in the 2012 Summer School, and agrees to pay the actual Clinton-Essex-Warren-Washington BOCES rate for the 2012 Summer School; and

Be it further resolved that no later than July 1, 2011, the Clerk of the Board shall notify the BOCES in writing of the District's commitment as described herein and the District's intent to participate in the 2012 Special Education School Age Summer School. A copy of this adopted resolution is to be provided to the BOCES and its District Superintendent, to the other component school district Boards of Education and their Superintendents of Schools, this region's State Legislators, and suitable others.