

BROADALBIN-PERTH CENTRAL SCHOOL DISTRICT

innovate

a comprehensive plan for the future

2015-16 School Year

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contents

A Message from the Superintendent — 1
2028 Task Force — 2
Planning Process — 4
Goal Completion Timeline — 7
Long-Term Goals — 10
The State of Our Schools — 37
District Finances: Past, Present & Future — 46
Technology: Making B-P Future Ready — 49
Excerpts from the CASDA Study — 50

Broadalbin-Perth Central School District provides a stimulating and safe environment of success for lifelong learning. Students of all ages will develop intellectually, emotionally, creatively, socially and physically through the cooperative efforts of school and community, all **striving for excellence.**

– District mission



a message from the superintendent

This comprehensive plan marks a transformational moment for the Broadalbin-Perth Central School District. As a community, we recognize that education as it exists now and as it existed for my generation and generations before me is outdated and ineffective at preparing today's students for college and careers.

We need to innovate.

The goals and measurable outcomes described in this document will, when implemented, revolutionize the educational program at Broadalbin-Perth. Over the next five years, we will examine what and how students learn, study highly effective schools and districts in New York state and beyond, and adopt best practices in both instruction and operations.

We will do all this work with an eye on the Class of 2028. This group of students — the first to attend full-day prekindergarten at Broadalbin-Perth — has served as our inspiration since we began the process of developing this plan. What will they need to know to be successful after high school graduation? What are the most effective ways for them to learn? What resources do they need to fulfill their potential?

These are difficult questions to answer. Many members of the Class of 2028 will probably grow up to perform jobs that don't even exist today. The world is changing so rapidly that it's hard to imagine what these children's lives will be like when they become adults.

But we know the direction we need to move in to put them on the path that has the greatest likelihood to lead them to future success. With this plan, we take the first steps in that direction.



Stephen M. Tomlinson
Superintendent of Schools

2028 task force

This comprehensive plan would not have been possible without the dedication of the members of the 2028 Task Force. During the 2014-15 school year, these individuals took the time to share and discuss their ideas for the future of the Broadalbin-Perth Central School District — ideas that formed the foundation for the vision presented in this plan. We thank them for their service.

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Crisan Anadio, *Secondary Teacher*

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Charles DeZolt, *Parent '12, '14, '16 & '18, Board of Education Member*

Bethany DeZolt '16

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Kristina Marshall, *Secondary Teacher*

Kimberly Maryanopolis '16

Kimberly McClarren '03, *Parent '28*

Andrew Measha w '16



Membership in the 2028 Task Force included students, parents, faculty, staff, alumni and community members.

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Amanda Oare '06, *Elementary Teacher*

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Katie Simonds, *Parent '22, '22 & '25, Elementary Teacher*

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Jeremy Spraggs, *Parent '14*

Jennifer Steele '98, *Parent '27, '30 & '34, Middle School Counselor*

Bradley Strait, *The Learning Community Principal*

Nicole Sullivan '07, *Secondary Teacher*

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Joanna Tavolaro '16

Matthew Taylor '16, *Parent '28 & '31*

James Terwilliger, *Parent '18 & '21*

Stephen Tomlinson '87, *Parent '24, Superintendent of Schools*

John Trinkle '15

Brianna Westfall '15

David Wiltey, *Parent '05 & '09, Secondary Teacher*

Amy Wurz, *Elementary Teacher*

Jennifer Zimmerman, *Parent '29 & '33, High School Counselor*

Marco Zumbolo, *School Business Administrator*

Note: *The two-digit number after the word "Parent" indicates the year the task force member's child is expected to graduate or has graduated from Broadalbin-Perth.*

background, process & next steps

Create a task force to draft a plan for making B-P's educational programs more flexible, customizable, college- and career-oriented, and tailored to meet students' interests and needs to better prepare students for their futures.

– Broadalbin-Perth Board of Education goal for the 2014-15 school year

When members of the Broadalbin-Perth Board of Education met to set their annual goals for the district in August 2014, the one that generated the most discussion and excitement was a goal that called for the creation of a plan for the district's future.

Soon after, district leaders began looking for parents, students, teachers and community members to serve on the task force the board goal described.

The task force first convened on Dec. 8, 2014, to brainstorm big ideas about what the future of Broadalbin-Perth schools might look like. Task force members used mind mapping, a group brainstorming technique that involves participants jotting their ideas on paper-covered tables, then reacting and responding to the ideas generated by other discussion groups.

During their brainstorming and discussion sessions, district leaders repeatedly asked task force members to think about what type of an education Broadalbin-Perth students will need to be successful in the year 2028. In fact, 2028 became such a watchword during this process that the group became known as the 2028 Task Force.

Why 2028?

Just as this task force was convening, Broadalbin-Perth was welcoming its first class of full-day prekindergarten students at The Learning Community. These students — members of the Class of 2028 — will be the first to spend 14 years in B-P schools.

Task force members continued to develop and refine their ideas for the future of Broadalbin-Perth during subsequent meetings in the spring.



Members of the 2028 Task Force discuss ideas for the future of the district.



In the summer and fall of 2015, members of the district leadership team took the raw ideas from the 2028 Task Force and developed them into a set of long-term goals that address all aspects of the district's educational program.

These goals are the foundation for Broadalbin-Perth's comprehensive plan. They are are described in detail starting on page 10.

"The 2028 Task Force was a collaborative effort by people from every portion of the community," said Board of Education President Robert Becker. "Their input was invaluable as it let us know what was important to the community as a whole. It gave us direction and allowed us to focus on the areas that would have the most impact."

The district also contracted with the Capital Area School Development Association (CASDA), an education and research non-profit organization at the University at Albany's School of Education to compile a report on factors affecting the district's future; excerpts from this report start on page 50.

Concurrent with the development of this comprehensive plan, district leaders have been working with architects from CSArch to identify urgent infrastructure needs, as well as classrooms and other learning spaces that may need to be modified to meet the district's long-term goals. The final capital project plan will be presented to voters in a referendum on Tuesday, May 17, 2016.

Members of the Board of Education and district administration are committed to implementing this plan over the next five years. The district will keep members of the community informed of their progress on reaching these goals.

Residents who have questions or comments about this plan are invited to call the district office at 954-2500 to make an appointment to speak with Superintendent of Schools Stephen Tomlinson.



goal completion **timeline**

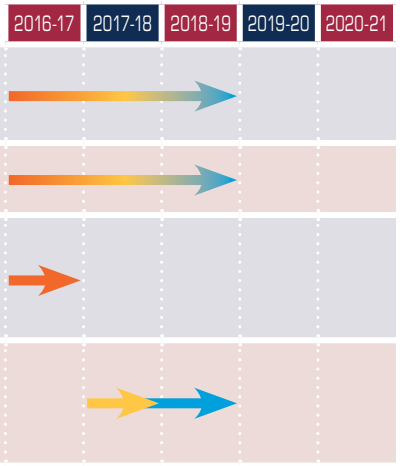
What we will focus on and when we will focus on it

Goal 1: Structure the learning environment to better promote student achievement.

	2016-17	2017-18	2018-19	2019-20	2020-21
1.1. Develop a MAP (My Academic Plan) for each individual student, taking into consideration aptitudes, abilities, learning styles, past achievement, and interests.	→				
1.1a. Finalize a MAP template and outline procedures.	→	→			
1.1b. Use the final template and procedures to create a MAP for each individual student, pre-K through grade 12.	→	→	→	→	→
1.2. Structure the learning environment to be standards-based and student-centered.	→	→	→	→	→
1.2a. Clarify the curriculum to ensure it aligns with standards in order to improve student proficiency.	→	→	→	→	→
1.2b. Design and use multiple purposeful and reliable measures to gain a more complete understanding of each individual student's progress toward meeting learning standards.	→	→	→	→	→
1.2c. Use data to inform actions.	→	→	→	→	→
1.2d. Fully engage all students in the learning process.	→	→	→	→	→
1.3. Consider ways to creatively use the talents of all faculty to offer a variety of elective and mandatory courses to better help students prepare for college and careers.	→	→	→		
1.4. Institute an alternative schedule at the secondary level that maximizes existing human and capital resources.	→	→			
1.4a. Plan the school day around the academic, physical and social/emotional needs of students.	→	→	→	→	→
1.4b. Extend learning time by using technology and offering learning opportunities at non-traditional times.	→	→	→	→	→
1.5. Create opportunities for students to participate in learning activities outside of the traditional grade-level and academic subject grouping structures.	→	→	→	→	→
1.5a. Group students to differentiate instruction, taking into consideration students' learning styles.	→	→	→	→	→
1.5b. Encourage students to explore their personal strengths as those strengths relate to the curriculum.	→	→	→	→	→

What do the colored arrows mean? District leaders plan to report on their progress toward meeting each of these goals to the community every year. The straight tail of each arrow indicates a time frame when the district will be working on meeting a goal. The pointed head of each arrow indicates a time when the district will be able to demonstrate some accomplishments related to the goal.

Goal 2: Design and maintain school facilities that better support evolving 21st-century learning needs.



2.1. House all elementary students in one building and all secondary students in another building to more efficiently and effectively meet all students' needs.

2.2. Create multipurpose learning spaces to accommodate a variety of non-traditional student groupings.

2.3. Create a three-year instructional technology plan that will ensure teachers and students have access to technology that helps them engage completely and seamlessly in the learning process.

2.4. Encourage curiosity, entrepreneurship and innovation by providing facilities, resources and opportunities during and outside the school day for students to develop ideas individually or in groups.

Goal 3: Create a strengths-based culture throughout the school community.



3.1. Continue to cultivate a safe culture for learning by clearly communicating expectations and by using positive, proactive and engaging instructional techniques district-wide.

3.2. Implement programs to help students, faculty and staff identify and cultivate their innate strengths.

3.3. Increase the variety of extracurricular and athletic offerings for students to ensure each individual has sufficient opportunity to develop his or her strengths.

Goal 4: Fortify the school/home partnership to better encourage student success.



4.1. Continually improve communication between teachers and parents.

4.2. Offer more opportunities for parents to participate in their child's learning process.

4.3. Use technology to provide parents with current information about their children's schoolwork and academic progress on demand.

4.4. Dedicate staff time to collaborate with social services agencies to work with families in their homes or in the community.

Goal 5: Leverage federal, state and community resources to better prepare students for college and careers.



5.1. Collaborate with area colleges and businesses to develop a career readiness curriculum for all students in pre-kindergarten through grade 12.

5.2. Develop an internship program through which students can earn course credit while exploring their career interests in the community.

5.3. Establish a mentoring program, matching students with trained peers and/or adults in the school or community.

5.4. Create year-round opportunities for community members and representatives from business and community organizations to teach students job and life skills, wellness activities and hobbies.

5.6. Continue to aggressively pursue federal, state and corporate grants to fund the creation or expansion of innovative programs.

Goal 6: Exemplify the importance and benefits of lifelong learning.



6.1. Each member of the Board of Education will complete and track a minimum of 12 hours of professional development each school year.

6.2. Provide professional development opportunities that align with specific teacher needs, content knowledge, research-based approaches, the Danielson Framework for Teaching, and the skills required for teaching to high standards.

6.3. Through the A-PLUSS (Academy of Peer Learning: United for Student Success) program, provide high-quality, differentiated professional learning opportunities for all teachers.

goal

1

Structure the learning environment to better promote student achievement.



Broadalbin-Perth will develop a MAP (My Academic Plan) for each individual student, taking into consideration aptitudes, abilities, learning styles, past achievement, and interests.

When a student has special needs, a group of teachers, support staff and administrators work with the child's parents to develop an Individualized Education Plan (IEP) for that child. The IEP details the child's unique strengths and learning needs and provides concrete strategies that the child's teachers use to help the child learn to the best of his or her ability.

Members of the 2028 Task Force wondered: Wouldn't every child benefit from such a plan?

They answered a resounding "yes."

While the content and process for developing IEPs are goverened by federal law, there are no such mandates when it comes to academic plans for general education students. This provides Broadalbin-Perth with the opportunity to develop its own system — using off-the-shelf tools, creating all aspects of the system in-house, or a combination — that will best help the district achieve the desired results.

A team will work to develop the district's My Academic Plan — or MAP — system by the end of the 2016-17 school year, designing one or more templates or sample plans and outlining procedures for how faculty will create and update students' MAPs. By the end of the following school year, every Broadalbin-Perth student will have a MAP.

Each student's MAP will provide their teachers with a more complete understanding of the child, including information teachers cannot easily glean from academic assessments, such as interests the child has outside of school. Teachers will then be able to use that information to get each child excited about and engaged in the learning process.

> "We want to provide every child with a world-class education that meets the child's individual needs. MAP is the tool that will enable us to accomplish our goal."
>
> *– Stephen Tomlinson, superintendent*

Broadalbin-Perth will structure the learning environment to be standards-based and student-centered by:

- Clarifying the curriculum to ensure it aligns with standards in order to improve student proficiency.
- Designing and using multiple purposeful and reliable measures to gain a more complete understanding of each individual student's progress toward meeting learning standards.
- Using data to inform actions.
- Engaging students in the learning process.



Education in the United States is rapidly evolving. Students are challenged to meet higher standards while schools and teachers attempt to meet state and federal expectations.

At B-P, teachers in subject and grade-level teams are collaborating to review what and how they teach and work together to make any necessary changes to ensure what they're doing in the classroom is giving students their best chance to meet state educational standards and achieve proficiency on standardized performance measures.

Teachers also are looking at how best to measure students' progress throughout the school year using a variety of assessment tools — beyond quizzes and tests. Compiling portfolios of student work and asking students to apply what they have learned can give teachers a much clearer picture of what students have learned.

Once they have gathered information about their students from assessments, teachers can use the resulting data to adjust their teaching strategies, revisit and review topics, and work one-on-one or in small groups with students who need extra help. At Broadalbin-Perth, teachers are encouraged to work with their peers to better use data to help students learn.

Finally, Broadalbin-Perth teachers recognize that a disengaged child is one who will not learn. Therefore, they are working together to make their lessons and classrooms engaging, interesting to students, hands-on and relevant to the real world.

Consider ways to creatively use the talents of all faculty to offer a variety of elective and mandatory courses to better help students prepare for college and careers.

As a relatively small school district, Broadalbin-Perth continually faces the challenge of developing and offering a variety of elective courses for students, especially at the secondary level.

In recent years, district leaders have relied on B-P's talented teachers to design courses that appeal to a wide range of student interests, such as Design and Drawing for Production (DDP), Math for Nanotechnology, and the award-winning 8th Grade STEM (science, technology, engineering and math) program.

But Broadalbin-Perth is only scratching the surface.

In order for the district to fully achieve this goal, B-P would need to group its elementary teachers together and its secondary teachers together. This reconfiguration, which would be made possible if residents approve the proposed 2016 capital project, would result in pre-K through grade 6 at the Perth campus and grades 7-12 at the Broadalbin campus.

The new school structure would accomplish two things. First, the district would be able to tap into the full potential of each teacher's certification, resulting in expanded learning opportunities for students. Second, it would allow the district to ensure that each teacher has a full class load as is allowed under the current contract (see page 17 for an example). New programs being considered include:

- Elementary STEM programs, such as web design and video production;
- Additional Advanced Placement courses and other opportunities for students to earn college credit while still in high school;
- A greater variety of STEM electives for middle and high school students, including electrical engineering, programming and space technologies; and
- Career exploration and readiness courses, such as auto technology, construction trades and culinary arts, as well as internship programs.

Institute an alternative schedule at the secondary level that maximizes existing human and capital resources.

- Plan the school day around the academic, physical and social/emotional needs of students.
- Extend learning time by using technology and offering learning opportunities at non-traditional times.



At its middle and high schools, Broadalbin-Perth's rigid schedule of 38- to 41-minute class periods limits teachers' ability to plan creative, hands-on activities and forces all courses — from physical education to social studies to biology — to adhere to a one-size-fits-all model.

This model doesn't work well for all classes. And it's not the most efficient way to deliver an academic program, either.

What if B-P had a schedule that allowed for longer class periods to give students more uninterupted learning time? What if extracurricular and athletic activities were not limited to the after-school hours? What if students could access learning tools on demand in the evenings and on weekends through technology?

A different, more flexible schedule would open up a world of opportunities that just are not possible with the district's current secondary class schedule.

In addition, based on feedback from members of the 2028 Task Force — as well as copius research on the topic — the district is looking at the possibility of swapping the elementary and secondary start times to address the many health and academic problems that result from teenagers being sleep-deprived.

Create opportunities for students to participate in learning activities outside of the traditional grade-level and academic subject grouping structures.

- Group students to differentiate instruction, taking into consideration students' learning styles.
- Encourage students to explore their personal strengths as those strengths relate to the curriculum.

Children learn in different ways and master concepts at different times. This is a basic principle of education and the basis for the teacher practice of differentiating instruction to meet the needs of all students.

Members of the 2028 Task Force wondered if there was more the district could be doing to meet students' learning needs.

Could a sixth-grader who excels in math speed up her course of study so that, by the time she starts seventh grade, she's ready to join ninth-graders in an Integrated Algebra class?

Could a group of children who are strong visual learners but weak readers be offered customized English and social studies lessons that are more effective for their learning styles?

Could a student interested in computer animation complete a cross-curricular project or course through which he masters concepts from art, geometry and English literature while exploring a possible career path?

If residents approve the 2016 capital project, giving the district the opportunity to reorganize its schools to group elementary students together and secondary students together, the resulting school buildings would feature physical spaces to accommodate non-traditional student groupings (see page 18). Updated technology would give teachers the tools they need to more precisely differentiate learning for their students. And having all elementary-certified teachers in one location and all secondary-certified teachers in the other location would increase opportunities for teachers to collaborate on lesson planning and how they can best meet individual students' needs.

goal

2

Design and maintain school facilities that better support evolving 21st-century learning needs.





House all elementary students in one building and all secondary students in another building to more efficiently and effectively meet all students' needs.

The current configuration of Broadalbin-Perth schools limits the district's ability to deliver a high-quality academic program efficiently and effectively. Currently, the Broadalbin campus houses students in pre-K through grade 2 and grades 9-12, and the Perth campus houses students in grades 3-8.

However, most teacher certifications are for either elementary or secondary grades — usually kindergarten through grade 6 and grades 7-12. Under B-P's current configuration, the district's teachers with elementary certifications are split between two campuses and teachers with secondary certifications are split between two campuses. This is inefficient and hinders the creation of opportunities.

In a reconfigured district — with pre-K through grade 6 at the Perth campus and grades 7-12 at the Broadalbin campus — the district would be able to create expanded learning opportunities using existing staff.

How?

One example is in the state-mandated middle school Home and Career Skills course, during which students learn about financial management, human development, and nutrition and wellness, among other topics. For many students, this course gives them their first opportunity to learn to cook food.

With the middle school separate from the high school, high school students have no opportunities to learn from the Home and Career Skills teacher. However, with grades 7-12 housed in the same building, B-P's Home and Career Skills teacher could offer a culinary arts elective for high school students. This would be a great opportunity for those who want to expand their culinary skills or even go on to the two-year BOCES culinary arts program.

If voters approve the 2016 capital project, Broadalbin-Perth would be able to complete the renovations necessary to create one elementary campus and one secondary campus, making it possible to more effectively and efficiently offer a greater variety of programs for students while containing annual operating costs.

Create multipurpose learning spaces to accommodate a variety of non-traditional student groupings.

District-wide, most classes at Broadalbin-Perth currently average about 22 students. This includes elementary classes, science classes and art classes.

The district's average class size is largely a function of classroom capacity, or the number of students who can fit into a classroom at one time.

But should classroom capacity be the driving force in decisions about student groupings?

Members of the 2028 Task Force said "no."

For example, it might be more efficient and just as effective to teach an English class of 45 students instead of a class of 22 students. A chemistry teacher may be able to give students more individual attention in a hands-on laboratory classroom that accommodates just 10 students.

If residents approve the 2016 capital project, both the Perth and Broadalbin buildings would be renovated to include learning spaces designed for a variety of instructional needs. With these spaces available, students' learning needs — not classroom capacity — would be the the guiding principle in decisions about student groupings.

Create a three-year instructional technology plan that will ensure teachers and students have access to technology that helps them engage completely and seamlessly in the learning process.

Technology is changing rapidly — so rapidly that it is often difficult for schools and teachers to keep pace, both in terms of training and finances.

Although it's impossible to predict the future of technology, we can plan for it.

By developing a plan for the district's instructional technology department, Broadalbin-Perth will be better positioned to use financial resources to purchase effective technological learning tools, as well as to make sure teachers and students have sufficient training to use those tools to their full potential.



Encourage curiosity, entrepreneurship and innovation by providing facilities, resources and opportunities during and outside the school day for students to develop ideas individually or in groups.

Our students have big ideas. Whether those ideas are for the next viral app or a cure for cancer, many of our students just need the time, space and resources to bring their ideas to life.

If residents approve the 2016 capital project, the renovated Perth and Broadalbin campuses would both include innovation spaces designed to foster students' creativity and provide them with a range of technological tools they can use to complete classroom assignments or to pursue their dreams.

With a new school day schedule, chances to learn in non-traditional student groupings, and access to all elementary or secondary teachers on a single campus, students would have more opportunities than ever before to follow their passions, explore the world of ideas, and take ownership of their learning.

goal

3

Create a strengths-based culture throughout the school community.





Through the PBIS program, students who consistently meet behavioral expectations can earn such rewards as invitaitons to make-your-own-sundae parties.

Continue to cultivate a safe culture for learning by clearly communicating expectations and by using positive, proactive and engaging instructional techniques district-wide.

During the past few years, Broadalbin-Perth has been using the Positive Behavioral Interventions & Supports (PBIS) program in the middle and high schools to great success. Tardy and absence rates have decreased, and teachers are referring fewer students to the main office for disciplinary reasons.

Under PBIS, teachers and administrators teach, model, communicate and reinforce their expectations for student behavior. Students who consistently meet those expectations are rewarded with "B-P Bucks" to spend at the school store, pizza or ice cream parties, and other incentives. At Broadalbin-Perth, expectations for student behavior are summarized on posters hung throughout the schools: Be Safe, Be Respectful, Be Responsible.

Now, B-P wants to build on that success by expanding PBIS to the elementary level and taking steps to make it more effective throughout all schools.

Dovetailing with PBIS, district leaders also recognize that students who are engaged and interested in the learning process are more likely to positively contribute to a classroom environment and are less likely to be sent out of the classroom for displaying negative behavior. In the coming years, Broadalbin-Perth teachers will learn effective techniques to engage students in classroom activities to create a more positive learning environment district-wide.



Implement programs to help students, faculty and staff identify and cultivate their innate strengths.

As a society, we put a greater emphasis on fixing our weaknesses than on developing our innate strengths — personality traits or patterns of thought or behavior that come naturally to individuals that can be used in a productive manner.

During the critical formative years when children are attending school, giving students an opportunity to discover unique aspects about themselves that they can develop to help them become more successful at school, in careers and in life has the potential to be life-altering.

Many members of the Broadalbin-Perth faculty and staff have already participated in trainings designed to help them identify and cultivate their strengths. In the coming years, the district will turn its focus to students.

Through the process of identifying and cultivating their strengths, students will stretch themselves socially and emotionally, improve their self-esteem, and take advantage of opportunities to explore career paths where their strengths would be considered assets.

Increase the variety of extracurricular and athletic offerings for students to ensure each individual has sufficient opportunity to develop his or her strengths.

Every child has something that he or she excels at. Unfortunately, not every child has the chance to shine in a traditional public school setting.

Members of the 2028 Task Force believe that needs to change.

Although all students still need to learn the basics, opportunities exist outside of the school day for students to explore their interests and talents with like-minded peers.

Broadalbin-Perth currently offers an array of extracurricular and athletic activities for students of all ages that appeal to a wide variety of interests, including sports, computers, science, math, the arts, reading, writing, and leadership.

But there isn't yet something for everyone.

> "Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."
>
> *– Albert Einstein*

Over the coming years, district leaders want to work with students to identify gaps in Broadalbin-Perth's extracurricular offerings. Do students want a Cooking Club? Or a Future Farmers of America chapter? Perhaps karate or tennis programs would meet some students' needs.

In addition to giving students the chance to develop their strengths in an extracurricular setting, research shows that students who participate in school clubs and athletics are less likely to drop out of high school. And the earlier students begin participating in these kinds of activities, the lower the drop-out risk.

goal

4

Fortify the school/home partnership to better encourage student success.





Continually improve communication between teachers and parents.

Collaboration between teachers and parents is critical to children's success in school. In fact, a 2007 study by the National Education Association (NEA) found that parent involvement was the top predictor of students' early literacy success.

That is why Broadalbin-Perth is committed to continual improvement in this area.

From phone calls and emails to in-person meetings and handwritten notes, district leaders encourage parents and teachers to take advantage of every opportunity to communicate about a student's progress, needs and achievements.

As technology evolves, B-P will continue to seek out communication tools that are most convenient and useful for parents.



Offer more opportunities for parents to participate in their child's learning process.

Parents are their child's first teachers. This role of parents as teachers doesn't end when children begin their formal education. Although there are some opportunities for parents to partner with their children's teachers to enhance the learning process, there is room for improvement in this area.

At B-P, activities that involve parents helping in their children's classrooms are engaging, effective, and enjoyable by parents, teachers and students alike. In recent years, these activities have included:

- Parents acting as guest readers during A Slice and a Story, evening events during which families enjoy a pizza dinner followed by a story time;
- Parents making food for students to taste and helping students make yarn dolls (pictured above) as part of a fifth-grade unit on the book "Esperanza Rising" by Pam Muñoz Ryan; and
- Parents volunteering to teach March Mini-Courses or lead activities during school-wide Wellness Days.

Parents also volunteer to coach Odyssey of the Mind and FIRST Lego League teams, and help support education for all B-P students as members of the Parent-Teacher Organization (PTO), Broadalbin-Perth Education Foundation (BPEF), B-P Sports Booster Club, and elementary and secondary shared decision-making teams.

In the coming years, B-P will seek to offer more opportunities for parents to actively participate in their child's education.

Use technology to provide parents with current information about their children's schoolwork and academic progress on demand.

Broadalbin-Perth launched its Patriot Portal during the 2015-16 year and took its first step toward achieving this goal. Through the Patriot Portal, which parents and students can access through a web browser or the district's mobile app, information about students' grades, assignments and attendance is available.

Over the next few years, district leaders plan to expand the types of information available to parents and students through the Patriot Portal and other systems, including state test results, cafeteria balances and media center activity.

Dedicate staff time to collaborate with social services agencies to work with families in their homes or in the community.

A wide variety of factors can affect a child's ability to learn, most of which are outside the control of the child's teacher. For example, some families don't have enough to eat, and a child who comes to school with an empty stomach will be distracted by hunger and have more difficulty concentrating on learning.

However, opportunities exist for school personnel to help families dealing with situations affecting a child's education, either directly or by connecting families to community organizations best suited to meet their needs.

Broadalbin-Perth is already doing this with families of prekindergarten students. The district's part-time parent advocate, a position funded by a state pre-K grant, provides each family with information on their child's development, activities they can do at home with their child to build skills, and helps them find other resources relevant to their situation. Similarly, B-P social workers, school counselors and psychologists help students dealing with death, divorce, anxiety and other issues.

But in a community where more than 40 percent of families are considered economically disadvantaged, district leaders recognize the need to help families facing difficulties related to poverty and remove some barriers to student learning.

goal

5

Leverage federal, state and community resources to better prepare students for college and careers.



BPHS students have the opportunity to study at the Clean Tech Early College High School at HVCC's TEC-SMART campus in Malta.

Collaborate with area colleges and businesses to develop a career readiness curriculum for all students in pre-kindergarten through grade 12.



From pre-schoolers playing dress-up to high-schoolers working for pay or experience after school and on weekends, opportunities abound for students to explore different career options.

However, members of the 2028 Task Force said there's more that Broadalbin-Perth can do to prepare students for the "real world" of life after high school.

Task force members recommended the district work with local employers and institutes of higher education to determine what students need to know about careers and brainstorm ways students can learn more about careers through experiences. The district can then take that information and develop a curriculum to help students explore careers throughout their time in B-P schools.

In addition to learning about existing jobs and careers that fit with students' strengths and interests, the career readiness curriculum will also address so-called "soft skills," such as positive work habits, interpersonal communication, teamwork and responsibility — skills universally valued by employers.

Finally, the career readiness curriculum will include courses on financial literacy, wellness and other topics outside of the core curriculum that are essential to life as a successful adult and contributing member of the community.

Develop an internship program through which students can earn course credit while exploring their career interests in the community.

Integral to Broadalbin-Perth's proposed career readiness curriculum are opportunities for secondary students to complete internships with employers and professionals working at jobs that interest them.

As they work with area businesses and colleges to develop the career-readiness curriculum, district leaders hope to continue these relationships and turn them into internship opportunities for students.

Furthermore, as technology evolves, B-P will look for ways that students can complete internships remotely, expanding their opportunities beyond those available in our region.

Establish a mentoring program, matching students with trained peers and/or adults in the school or community.

Every young person could benefit from a supportive relationship with an adult or older peer who can share their experiences, provide help and advice, and serve as a sounding board.

At the same time, there are plenty of adults in the Broadalbin-Perth community who would cherish the opportunity to make a positive difference in the lives of students in our schools through one-on-one mentoring.

In the coming years, B-P wants to bring these groups together in a formal mentoring program to better connect students — especially those who are considered "at risk" — with role models who share their interests.

According to Youth.gov, successful mentoring relationships can result in increased high school graduation rates, better school attendance, healthier relationships and lifestyle choices, better attitudes about school, higher college enrollment rates, improved behavior and interpersonal skills, and enhanced self-esteem and self-confidence.

Create year-round opportunities for community members and representatives from business and community organizations to teach students job and life skills, wellness activities and hobbies.

In recent years, Broadalbin-Perth has offered a handful of opportunities for community members to share their knowledge and experiences with students during structured activities at the schools. Two of those opportunities, March Mini-Courses, which are after-school learning opportunities available to elementary students, and the intermediate school's Wellness Day, during which students choose from a variety of workshops designed to encourage healthy choices, have received consistent positive feedback from students, teachers and community volunteers.

In the future, district leaders will look for ways to offer these kinds of experiences for students throughout the school year, rather than just during individual months or on special days.

Continue to aggressively pursue federal, state and corporate grants to fund the creation or expansion of innovative programs.

Over the past several years, grant funding has given Broadalbin-Perth opportunities to resurrect its Advanced Placement program, expand its pre-kindergarten program to include a full-day option, bolster its professional development offerings, and acquire an array of learning tools used to enhance students' learning experiences.

Grants provide financial support for district programs that fall outside of B-P's general operating budget. They give teachers the opportunity to innovate in their individual classrooms, and they give district leaders the opportunity to pilot big ideas that affect large numbers of students.

With a high success rate on grant applications, Broadalbin-Perth will continue to seek opportunities to obtain financial support for future programs.

goal

6

Exemplify the importance and benefits of lifelong learning.





Each member of the Board of Education will complete and track a minimum of 12 hours of professional development each school year.

Business leaders say that the tone of an organization is set at the top.

Members of the Broadalbin-Perth Board of Education have set a tone that emphasizes the importance of lifelong learning and have committed to taking advantage of learning opportunities that will help them more effectively serve the district as members of the school board.

"Beliefs and culture matter," said Board Vice President Ed Szumowski. "It's my desire to foster a school culture in which new, helpful knowledge is sought after by everyone. If staff and students see that those in leadership roles actually behave according to their expressed beliefs, they are more likely to embrace the culture, too."

Broadalbin-Perth school board members are active in the New York State School Boards Association. They also receive training on educational issues from such organizations as the Capital Area School Development Association (CASDA), the New York State Council of School Superintendents (NYSCOSS), the School Administrators' Association of New York State (SAANYS), lawyers from the lawfirms of Girvin & Ferlazzo and Honeywell Law, as well as B-P teachers and administrators.

> "Live as if you were to die tomorrow. Learn as if you were to live forever."
>
> *– Mahatma Gandhi*

In recent years, board members have learned about such topics as interest-based negotiations, issues of gender identity in schools, anti-bullying legislation, and technology in schools.



Provide professional development opportunities that align with specific teacher needs, content knowledge, research-based approaches, the Danielson Framework for Teaching, and the skills required for teaching to high standards.

Just as students have different learning needs, so too do their teachers.

District leaders at Broadalbin-Perth strive to plan for and provide professional development opportunities for teachers that are relevant to the work they do and meet identified needs. Specifically, many professional development programs align with the Danielson Framework for Teaching.

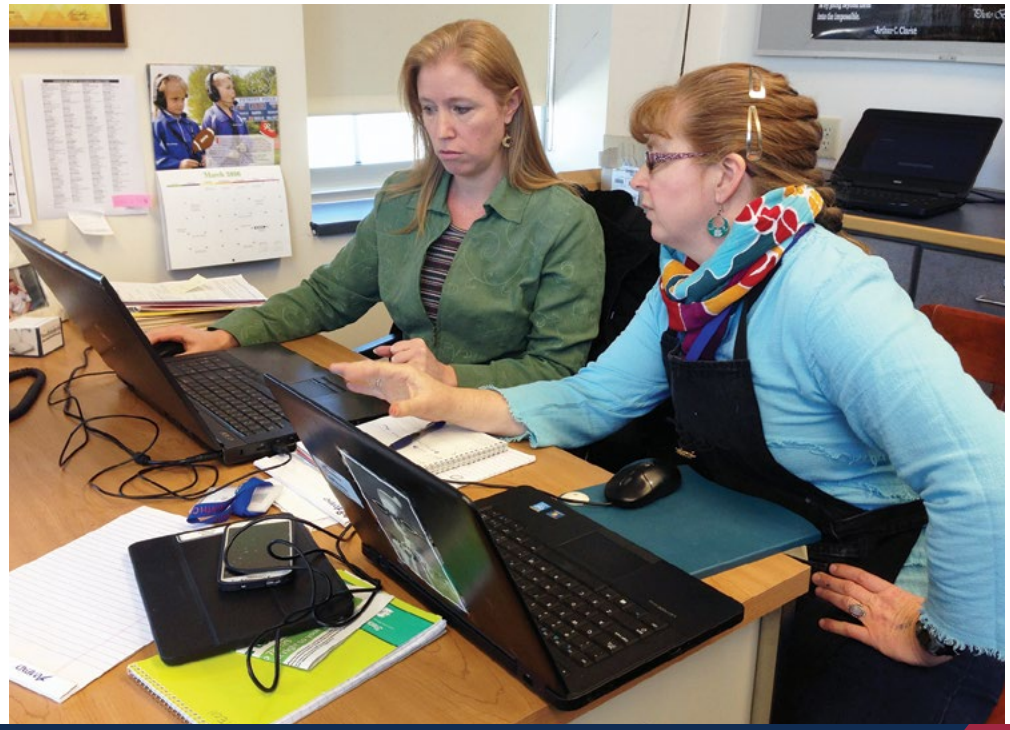
The Danielson Framework is a research-based set of 22 components of effective instruction divided into four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Broadalbin-Perth is one of many school districts that uses the Danielson Framework as the foundation of its mentoring, professional development and teacher evaluation processes, thus linking those practices together and helping teachers become more effective educators.

Through the A-PLUSS program, provide high-quality, differentiated professional learning opportunities for all teachers.

A-PLUSS — the Academy of Peer Learning, United for Student Success – aims to tap into Broadalbin-Perth's existing human resources in a structured way that helps improve classroom instruction and school leadership district-wide.

The A-PLUSS program revolves around turnkey training: Teachers and administrators sharing their knowledge and expertise with their colleagues. Through the program, participating faculty hone their craft in various aspects of effective teaching and school leadership and then serve as resident experts in the district, offering small group and one-on-one trainings.

Originally funded by a Strengthening Teacher and Leader Effectiveness 2 (STLE2) grant from the New York State Education Department, the A-PLUSS program gives Broadalbin-Perth teachers access to a greater variety of professional development opportunities, delivered on demand and in person by their colleagues.





the state of our schools

About 1,800 students make up Broadalbin-Perth's four schools, which are situated three miles apart in the town of Perth and village of Broadalbin. The Learning Community, which is the primary school that houses pre-kindergarten through second grade, and the high school make up the Broadalbin campus. The intermediate school (grades 3-5) and the middle school (grades 6-8) make up the Perth campus.

The district employs about 300 total staff, including about 135 teachers.

The Broadalbin-Perth Central School District was formed in 1988 when the Broadalbin Central School District annexed the Perth Central School District.

The district includes more than 11,500 residents and covers about 83 square miles in portions of Fulton, Montgomery and Saratoga counties. It includes parts of the towns of Broadalbin, Perth, Amsterdam, Galway, Edinburg, Johnstown, Mayfield, Northampton and Providence.

Broadalbin-Perth's graduation rate (91 percent in 2015) is consistently one of the highest in the Hamilton Fulton Montgomery (HFM) BOCES area and among the highest in the greater Capital Region.

The schools thrive as centers of activity, and the district enjoys outstanding community support.

"Know from whence you came. If you know whence you came, there are absolutely no limitations to where you can go."

– James Baldwin, 20th-century American writer

The Region

Located at the foothills of the Adirondacks and with some of the district along the shores of the Great Sacandaga Lake, residents enjoy a rural lifestyle in a small-town setting with easy access to the larger cities of the Capital Region, including Albany and Saratoga Springs.

The rural landscape includes farm vistas and spectacular lakefront along the shores of the Great Sacandaga Lake.

The district's easy access to the Adirondack and Capital regions provides opportunities for families to pursue myriad recreational, cultural and career interests.

ranking Broadalbin-Perth among upstate school districts

Each year, *Buffalo Business First* publishes an Almanac of Upstate School Districts, ranking all 431 New York school districts outside of New York City and Long Island on a variety of measures. The following information is from the 2015-16 Almanac; Broadalbin-Perth's original and complete report is available online at www.bizjournals.com/buffalo/news/2015/06/01/district171102040000.html. Broadalbin-Perth takes no responsibility for the accuracy of information presented on pages 38-39.

Basic Facts

School district: Broadalbin-Perth

Market: Albany area

County: Fulton

Latitude: 43.06 degrees North

Longitude: 74.17 degrees West

District land area: 82.56 square miles (177)

District population, all ages: 11,558 (146)

Population born in New York: 86.30% (99)

Born in foreign country: 2.41% (243)

Population density: 140 per square mile (170)

Notes

1. All statistics are the latest official figures from the New York State Education Department or the U.S. Census Bureau. Most come from the academic year that ended in 2013. Exceptions are enrollment, teachers' ages, teachers' experience levels, teachers' salaries and staffing ratios, which come from 2014, and the superintendent's budgeted salary, which comes from 2015.
2. Ranks (out of 431 districts) are shown in parentheses for most statistics. Every rank is from a category's highest number to its lowest number.

Students

K-12 enrollment: 1,735 (133)

Female students: 49.10% (215)

Male students: 50.90% (216)

Black students: 1.80% (160)

Hispanic students: 1.92% (230)

Asian students: 1.05% (170)

Native American students: 0.12% (272)

Multiracial students: 0.58% (292)

Gini-Simpson diversity index: 10.54% (250)

Living with both parents: 59.85% (351)

Economically disadvantaged: 37.94% (268)

Youth poverty rate: 15.28% (275)

Disabled students: 9.47% (398)

Teachers and Staff

Average age of teachers: 44.24 years (162)

Female teachers: 74.63% (204)

Male teachers: 25.37% (228)

Teachers with 1-10 years' experience: 25.37% (293)

Teachers with 11-20 years' experience: 42.54% (174)

Teachers with 21+ years' experience: 32.09% (164)

Pupils per administrator: 192.8 (89)

Pupils per student-service provider: 123.9 (167)

Pupils per teacher: 13.2 (55)

Pupils per teacher's aide: 33.0 (264)

Salaries

Budgeted salary for superintendent: $140,964 (201)

5th percentile for teachers: $45,434 (122)

25th percentile for teachers: $49,406 (225)

50th percentile for teachers: $60,392 (111)

75th percentile for teachers: $80,280 (43)

95th percentile for teachers: $84,440 (123)

Note: *Percentiles indicate a salary's position on a district's payroll. A salary at the 25th percentile is larger than 25 percent of all other salaries in the district, but smaller than the remaining 75 percent.*

Spending

District expenditures: $29,752,156 (150)

Federal funding: 3.34% (203)

State funding: 54.41% (262)

Local funding: 42.25% (172)

Spending per pupil: $16,895 (355)

Spending on administration: 2.41% (191)

Spending on debt service: 15.33% (43)

Spending on health benefits: 9.58% (342)

Spending on retirement benefits: 4.17% (115)

Spending on teachers' salaries: 28.36% (198)

Spending on transportation: 5.51% (127)

Note: *Percentages for the six spending categories immediately above may not add to 100 percent because additional categories are not shown.*

Community

Median household income: $57,006 (132)

Households with income above $100,000: 19.92% (138)

Median home value: $142,400 (128)

Combined wealth ratio: 0.616 (191)

Median age of residents: 41.5 years (262)

Adults with high school diplomas: 89.39% (210)

Adults with bachelor's degrees: 16.84% (301)

Adults with advanced degrees: 6.16% (330)

Workers with management or professional jobs: 30.57% (263)

Workers with service jobs: 16.81% (284)

Workers with sales or office jobs: 26.99% (68)

Workers with construction or maintenance jobs: 10.36% (236)

Workers with production or transportation jobs: 15.27% (158)

Note: *Community statistics are for all persons and households within the school district's boundaries.*

Similar Districts

1. Alden (Erie County)
2. Schoharie (Schoharie County)
3. Phelps-Clifton Springs (Ontario County)
4. General Brown (Jefferson County)
5. Palmyra-Macedon (Wayne County)
6. Sherrill (Oneida County)
7. Jordan-Elbridge (Onondaga County)
8. Fonda-Fultonville (Montgomery County)
9. Mechanicville (Saratoga County)
10. Whitney Point (Broome County)

Note: *These are the 10 Upstate districts that are most similar to Broadalbin-Perth when 23 demographic and economic indicators are compared.*

Dissimilar Districts

1. Syracuse (Onondaga County)
2. Rochester (Monroe County)
3. Pittsford (Monroe County)
4. Ithaca (Tompkins County)
5. Albany (Albany County)
6. Utica (Oneida County)
7. Buffalo (Erie County)
8. Schenectady (Schenectady County)
9. Williamsville (Erie County)
10. Niskayuna (Schenectady County)

Note: *These are the 10 Upstate districts that are most dissimilar to Broadalbin-Perth when 23 demographic and economic indicators are compared.*

Extracurricular Activities

The following is a list of extracurricular activities that are currently offered at Broadalbin-Perth schools. Visit www.bpcsd.org/athletics for a list of B-P's athletic offerings.

High School

- Art Club
- Drama Club
- Fishing Club
- Green Club
- Hobby Club
- Key Club
- Masterminds
- National Honor Society
- Nutrition Club
- Odyssey of the Mind
- SADD
- School Store
- STEM Club
- Vocal Ensemble
- Yearbook Club

Middle School

- Art Club
- Community Service Club
- Drama Club
- Future Cities Club
- Jazz Band
- National Junior Honor Society
- Odyssey of the Mind
- Project Adventure Club
- School Store
- Spanish Club
- Student Council
- Travel Club
- Wind Turbine Club
- Yearbook Club

grade-by-grade enrollment

	2012-13	2013-14	2014-15	2015-16
Pre-K	N/A*	N/A*	70	84
K	123	114	96	114
1	123	138	128	101
2	106	119	145	133
3	124	108	120	140
4	135	125	115	125
5	143	136	137	118
6	140	141	138	140
7	126	143	149	143
8	144	128	140	157
9	154	151	133	139
10	132	153	144	126
11	129	130	143	143
12	135	140	136	147

* During the 2012-13 and 2013-14 school years, Broadalbin-Perth offered only a half-day pre-K program. Full-day pre-K became an option during the 2014-15 school year, after the district won a renewable state grant to fund a full-day program.

Intermediate School

- App Club
- B-P Ringers
- Character Kids
- Just Run
- Newspaper Club
- Odyssey of the Mind
- Robotics
- School Store
- Science Club
- Ski/Snowboard Club
- Student Council
- Yearbook Club
- Book Club (Gr. 3)

The Learning Community

- School Store
- March Mini-Courses (K-2)
- Odyssey of the Mind (K-2)
- Kids Who Care (Gr. 1-2)
- Ski Club (Gr. 1-2)
- Candy Cane Lane (Gr. 2)
- Junior FIRST Lego League and Lego Club (Gr. 2)
- Wake Up TLC (Gr. 2)

student demographics

	2011-12	2012-13	2013-14	2014-15	2015-16
Students, K-5	759	754	740	741	731
Students, 6-12	992	960	986	983	995
Total, K-12	1,751	1,714	1,726	1,724	1,726
Free and Reduced-Price Lunch	32%	34%	38%	38%	41%
Classified Special Needs	11.0%	9.6%	9.7%	9.0%	9.5%
Average Attendance	94.82%	94.03%	94.23%	93.99%	N/A

high school graduation

Broadalbin-Perth's four-year graduation rate is consistently among the highest in the HFM BOCES region and the greater Capital Region.

	2011-12	2012-13	2013-14	2014-15
Graduation Rate (in 4 years)	86%	87%	85%	91%
Graduation Rate (in 5 years)	93%	87%	90%	TBD
Graduates Earning Regents with Advanced Designation	30%	29%	25%	23%
Graduates Earning Regents with Advanced Designation with Honors	15%	13%	14%	20%

post-secondary plans of graduates

	2012-13	2013-14	2014-15
Four-year college	33%	34%	34%
Two-year college	46%	41%	44%
Other post-secondary education	< 1%	2%	2%
Military	4%	2%	2%
Employment	16%	21%	17%



average **SAT scores**

The maximum score for each SAT section is 800.

	2011-12	2012-13	2013-14	2014-15
Critical Reading	510	507	502	521
Mathematics	527	534	519	540
Writing	494	499	473	496

average **ACT scores**

The maximum score for each ACT section is 36.

	2011-12	2012-13	2013-14	2014-15
Total Tested	41	35	44	32
English	23.3	22.0	20.8	23.6
Mathematics	24.1	23.8	22.7	24.7
Reading	24.2	24.1	22.0	25.2
Science	24.3	23.5	22.6	25.1
Composite	24.2	23.5	22.2	24.7

enrollment in courses bearing **college credit**

	2013-14	2014-15
AP/SUPA Biology	25	27
AP/FMCC Calculus	24	24
AP/FMCC English Literature	6	6
AP/FMCC Statistics	11	10
AP/FMCC Computer Science	15	11
AP/FMCC U.S. History	24	11
AP World History	20	22
SUPA Sociology	13	12
SUPA Psychology	25	31
SUPA 360	4	0
FMCC English	29	31
FMCC Pre-Calculus	44	34
UHS French	11	23
UHS Spanish	12	25

AP = Advanced Placement

SUPA = Syracuse University Project Advance

FMCC = Credit awarded by Fulton-Montgomery Community College

UHS = University in the High School; credit awarded by the University at Albany

With the exception of AP World History, students who enroll in Advanced Placement courses can earn college credit even if they choose not to take the AP exam or if they score below a 3 on the AP exam.





Regents exam **passing rates**

The number in parentheses indicates the percentage of students who achieved mastery scores: 85 or higher on the traditional Regents exams or level 5 on the Common Core Regents exams.

If there is no data listed for a Common Core Regents exam in a given year, that indicates the exam had not yet been introduced.

	2011-12	2012-13	2013-14	2014-15
English Language Arts	89% (45%)	70% (29%)	87% (36%)	89% (46%)
Common Core ELA	–	–	83% (30%)	75% (35%)
Integrated Algebra	79% (12%)	83% (20%)	80% (13%)	76% (6%)
Common Core Algebra I	–	–	82% (22%)	86% (10%)
Geometry	86% (40%)	88% (29%)	80% (26%)	76% (21%)
Common Core Geometry	–	–	–	81% (25%)
Algebra II/Trigonometry	84% (22%)	89% (52%)	76% (33%)	60% (18%)
Global History	62% (25%)	63% (25%)	65% (27%)	74% (22%)
U.S. History & Government	79% (43%)	80% (44%)	84% (52%)	87% (55%)
Living Environment	87% (47%)	87% (41%)	86% (31%)	85% (34%)
Earth Science	85% (37%)	80% (32%)	92% (35%)	87% (41%)
Chemistry	94% (28%)	94% (32%)	100% (41%)	97% (34%)
Physics	92% (44%)	95% (68%)	93% (55%)	100% (62%)

New York state exam **proficiency rates**

Broadalbin-Perth's proficiency rates on New York state exams are consistently among the highest in the HFM BOCES region and the greater Capital Region.

ELA	2012-13	2013-14	2014-15
Grade 3	26.2%	28.9%	19.6%
Grade 4	39.3%	38.6%	37.6%
Grade 5	23.4%	41.8%	27.2%
Grade 6	33.1%	22.7%	30.2%
Grade 7	31.0%	31.9%	22.3%
Grade 8	22.9%	32.5%	37.0%

Math	2012-13	2013-14	2014-15
Grade 3	41.8%	54.0%	48.4%
Grade 4	41.5%	54.3%	65.5%
Grade 5	21.8%	38.8%	49.5%
Grade 6	24.6%	26.4%	36.0%
Grade 7	19.0%	28.8%	27.1%
Grade 8	9.8%	2.2%	16.4%

Science	2012-13	2013-14	2014-15
Grade 4	97.0%	94.4%	97.0%
Grade 8	76.4%	72.1%	74.8%

Students with Disabilities	2012-13	2013-14	2014-15
ELA (grades 3-8)	1%	2.6%	2.4%
Math (grades 3-8)	5.5%	9.5%	6.8%
Science (grades 4 & 8)	57.1%	62.3%	71%

reading at or above **grade level**

	2012-13	2013-14	2014-15
Kindergarten	78%	91%	92%
Grade 1	56%	83%	85%
Grade 2	64%	86%	88%
Grade 3	70%	81%	74%
Grade 4	69%	75%	79%
Grade 5	58%	69%	75%

Data indicates the percentage of students reading at or above grade level by the end of the school year as measured using Running Records and the Fountas and Pinnell reading levels.

district finances: past, present & future

Each year, every school district in New York state, including Broadalbin-Perth, follows basically the same process to develop its school budget proposal. This infographic outlines that process.

The following pages include district revenues and expenditures from recent years, as well as additional information about factors affecting Broadalbin-Perth's long-term fiscal planning.

School Budget 101

In New York state, local school boards must annually develop a balanced school budget proposal and put it up for a public vote on the third Tuesday in May.

Expenditures *[Money going out]* = **Revenues** *[Money coming in]*

Salaries and Benefits
Curriculum and Staff Development
Technology, Books and Supplies
Facilities Maintenance and Operation
Transportation
Debt Service

State/Federal Aid
Property Tax Levy
Miscellaneous Income
Fund Balance

Fall
- District reviews long-range goals, enrollment projections.
- Administrators begin discussing budget priorities.

January
- Governor proposes Executive Budget. District reviews preliminary state aid projections.
- District estimates health care/retirement costs and other major cost drivers.

February
- District presents preliminary budget and identifies the initial gap between what is needed to continue all programs into the next year and projected revenues.

March
- By March 1, the District must submit its calculated maximum allowable **tax levy**[1] under the state's **property tax cap.**[2]
- Board of Education (BOE) reviews administrative recommendations for budget expenses in various areas such as instruction, transportation, special education, facility, athletics, etc.

April
- BOE discussions continue on priority issues; legislative actions affecting revenue and expenditures; impact on instructional programs, staffing, and support operations.
- By April 1, the New York State Legislature must adopt a state budget. District updates its state aid projection.
- The BOE examines **fund balance**[3] options to supplement revenues if needed.
- BOE adopts school budget proposal.

May
- Annual budget hearing. Budget information is mailed to all voters.
- Third Tuesday in May: **BUDGET VOTE DAY**[4]

Budget Vote Day: Third Tuesday in May

Voting on the school district budget is a **unique opportunity**.
It is the only government spending plan on which residents can vote.

1 The property **tax levy** is the total amount of property taxes the school district collects. The **tax rate** is the dollar amount per $1,000 of assessed property value a property owner pays in taxes.

2 Every year, school districts are required to calculate a "maximum allowable tax levy" under the **property tax cap** law. Exceeding the cap requires approval by a supermajority of voters (60% or more).

3 **Fund balance** is money left at the end of the fiscal year due to underspending or taking in additional revenue. It can be applied as revenue to the following year's budget or saved for future need.

4 If vote fails, the school district has **two choices** – resubmit the same budget or a revised budget for revote on the third Tuesday in June OR adopt a contingent budget.

Budget Vote Third Tuesday in May

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Fiscal Oversight

One of the keys to maintaining and enhancing academic and extracurricular programs for students is the successful management of the annual school budget.

Like all public school districts in New York state, Broadalbin-Perth's finances are independently audited each year. Since Stephen Tomlinson was named superintendent in 2008, the district has received the highest possible rating each year on its independent audit.

In addition to the annual independent audit, Broadalbin-Perth also has been audited by the state comptroller and, each time, has received positive reviews in such areas as property tax cap compliance and review of internal processes.

Under the leadership of the Board of Education, the business office has set up reserve funds to protect the district against major unforeseen financial pressures. District leaders are continually looking for ways to contain costs and enhance revenues. These efforts were rewarded in 2012, when Broadalbin-Perth received a state Management Efficiency grant worth $525,000, which the district used to enhance classroom technology.

Year-by-Year District Budget Information

	2012-13	2013-14	2014-15	2015-16
Total Budget	$29,362,710	$30,058,111	$31,501,242	$32,853,911
Dollar Increase (Decrease)	($116,000)	$695,401	$1,442,131	$1,352,669
Percent Increase (Decrease)	(0.39%)	2.37%	4.80%	4.29%
Voter Approval Percentage	65.4%	66%	68%	65.8%

Year-by-Year District Revenues

	2012-13	2013-14	2014-15	2015-16
State Aid	$14,946,842	$15,021,371	$16,096,868	$17,118,918
Total Tax Levy	$12,900,460	$13,334,296	$13,619,098	$13,923,187
Year-to-Year Tax Levy Increase	3.32%	3.36%	2.14%	2.23%

Year-by-Year District Expenditures

	2012-13	2013-14	2014-15	2015-16
Salaries & Benefits	$18,248,353	$19,013,508	$20,384,138	$22,300,943
Supplies & Equipment	$1,750,193	$1,881,093	$1,910,098	$1,648,150
Utilities	$825,412	$844,477	$785,758	$1,021,000
BOCES Services	$2,910,194	$3,423,962	$3,525,693	$3,547,500
Debt Service	$4,579,644	$3,938,719	$4,070,999	$4,134,018
Other (textbooks, software, etc.)	$152,968	$163,251	$230,318	$202,300

Budgeting in the Tax Cap Era

On June 14, 2011, the New York State Property Tax Cap was signed into law. This legislation limits annual growth on property taxes levied by local governments and school districts to two percent or the rate of inflation (CPI), whichever is less, with some exclusions. School districts can override the tax levy cap, but doing so requires at least 60 percent voter approval.

The Broadalbin-Perth Board of Education has been committed to adopting budgets that call for tax levies that are at or below the maximum allowable tax levy each year. Since the beginning of the tax cap era, Broadalbin-Perth residents have approved all budget proposals with an average voter approval rate of more than 65 percent.

Recent Fiscal Trends

Broadalbin-Perth relies heavily on state aid revenue to fund district programs. Because of this, the growth of student programs at Broadalbin-Perth depends greatly on the annual allocation of state funding. During the 2014-15 school year, state aid made up 52 percent of total district revenue.

Since 2008, New York has annually reduced aid to schools to balance the state budget through the Gap Elimination Adjustment (GEA). Broadalbin-Perth has lost $10,734,784 in promised state aid through the GEA since the 2010-11 school year. At the same time, state foundation aid was frozen at 2008-09 levels until the 2012-13 school year. Since then, it has been increased an average of 0.5 percent per year.

Outlook for the Future

Broadalbin-Perth will continue its practice of diligent fiscal planning so it can sustain current programs and support programs that would be made possible if voters approve the capital project. District leaders also will continue to advocate for state aid distributions that are equitable, adequate, sustainable and predictable.

Technology: Making B-P Future Ready

A Future Ready school, as defined by the U.S. Department of Education's Office of Educational Technology, successfully incorporates the infrastructure, devices, professional development, content and human capacity necessary to successfully implement a shared vision that prepares students for success in college, careers and citizenship.

Future Ready schools provide students with learning opportunities designed to help them compete on a global scale, including:

- 21st century skills/deeper learning;
- Personalized learning experiences;
- Collaborative, relevant and applied learning;
- Learning that leverages technology;
- Flexible learning — anytime, anywhere;
- Global and cultural awareness; and
- Local community engagement.

If voters approve the capital project, Broadalbin-Perth would create the foundation for an innovative educational environment, including a supportive technology infrastructure to ensure ready and consistent access to online resources for teaching and learning now and into the future.

excerpts from the CASDA report

During the 2015-16 school year, Broadalbin-Perth contracted with the Capital Area School Development Association (CASDA) to complete a comprehensive student enrollment and facilities usage study. The information presented on the following pages are taken directly from the CASDA report. The complete CASDA report will be available on the district website, www.bpcsd.org, in late April.

Analysis of Factors Affecting Future Growth

At the outset of this study, Broadalbin-Perth Superintendent of Schools Stephen Tomlinson shared with the CASDA reviewers that planners at the county and town levels of government had provided him with certain information that indicated a hopeful future for population and economic growth in the district. In particular, the Tryon Technology Park in Perth and the GlobalFoundries plant in Malta (Saratoga County) were mentioned as being key to this growth. Based on this information, CASDA was commissioned to investigate the specifics of how these entities might help to spur growth in the district over the next 10 years.

During this phase of the study, CASDA reviewers met with planning and code enforcement officials from Fulton County and the towns of Broadalbin, Mayfield, and Perth. In addition, data from the 2010 U.S. Census and New York state geological maps were reviewed and analyzed in light of the primary inquiry of this study.

U.S. Census Data

Analysis of U.S. Census data for Fulton County indicates that the county has experienced a 2.6 percent decline in the general population from 2010 to 2014. Generally, the population of the county is "graying," with the proportion of 5-year-olds decreasing from 5.5 to 5.0 percent and the proportion of 18-year-olds decreasing from 22.2 to 20.8 percent, while the proportion of those age 65 and older has increased from 16.0 to 18.1 percent during that time.

On an educational level, 85.8 percent of Fulton County residents hold a high school diploma or above, while 15.7 percent hold a bachelor's degree or higher. In comparison, nationwide, 86.3 percent of Americans have at least a high school diploma, and 29.3 percent have a bachelor's degree or higher.

Other Census data for the county shows that its economic situation generally mirrors the slow recovery of the U.S. economy, with 59.9 percent of the adult population working in the civilian labor force (compared with 63.5 percent for the nation). The total employment rate for the county dropped 4.4 percent between 2012 and 2013, while the U.S. employment rate rose 2.0 percent during the same time frame.

Slightly more of the county's population (15.7 percent) is at or below the poverty level, compared with the national rate (14.8 percent). These data points indicate a stagnant or declining economy in the county.

Census data indicates that an average of 2.38 persons live in each of the county's 22,440 households. It also shows that the county's population is relatively stable, with some 87.0 percent not having changed their permanent residence between 2010 and 2014. A majority (69.3 percent) of county residents own their own homes, compared with 64.4 percent nationally.

When taken as a whole, this information paints a lackluster economic and population picture for Fulton County and the district. The Mohawk Valley/Southern Adirondack region continues its long struggle to regain some of the industrial/commercial strength it had in the late 19th and early 20th centuries.

It has become clear to county leaders that positive steps need to be taken to stem the flow of residents out of the county by stimulating the economy to provide opportunity from within. County leaders propose doing so by attracting a new industrial/commercial base and by repurposing existing lands and facilities. They hope that by doing so, job opportunities will increase and people will stay, thus improving the economic outlook for all concerned.

Year-by-Year Enrollment Projections by Grade

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K	68	70	73	78	76	73	74	75	75	74
K	113	91	106	109	107	105	104	106	106	106
1	123	122	98	113	117	115	113	111	114	114
2	102	125	123	99	114	118	116	114	112	115
3	136	104	127	125	101	117	120	118	116	114
4	143	140	107	131	129	104	120	124	122	120
5	129	147	143	110	134	132	106	123	126	125
6	125	133	152	148	114	139	137	110	127	131
Elementary Subtotals										
	940	**932**	**929**	**913**	**892**	**903**	**890**	**881**	**898**	**899**
7	144	129	137	156	152	117	142	140	113	131
8	134	143	128	138	155	151	116	141	139	112
9	172	144	153	137	143	166	162	124	152	150
10	129	160	134	143	128	136	155	151	116	141
11	118	121	149	125	133	119	127	144	141	108
12	139	119	121	150	125	133	120	127	145	141
Secondary Subtotals										
	836	**816**	**822**	**849**	**836**	**822**	**822**	**827**	**806**	**783**
Totals	**1776**	**1748**	**1751**	**1762**	**1728**	**1725**	**1712**	**1708**	**1704**	**1682**

CASDA Recommendation

CASDA reviewers recommend that Broadalbin-Perth involve itself in supporting Fulton County proposals for SMART Waters, Tryon Technology Park, and other regional planning initiatives.

A series of collaborations between the district and its municipal partners may benefit the district by providing opportunities to influence the direction of various county and town initiatives in a way that will benefit the district.

Such benefits could include residential and commercial developments that would increase the district's tax base, its student enrollment and the diversity of its population.

Care should be taken, of course, to ensure that such collaborations do not become politically motivated to the point that they distract the district from its primary mission, which is and should be centered on teaching and learning.

Tryon Technology Park

Tryon Technology Park is located in the extreme western portion of the Town of Perth and well within the boundaries of the district. It has been redeveloped from the recently decommissioned Tryon Youth Detention Center located along County Route 107 near the Perth/Johnstown municipal boundary.

This facility currently comprises 515 acres of mixed undeveloped and developed land encompassing a high-quality loop road and several abandoned dormitory, educational and commercial buildings.

According to Jim Mraz of the Fulton County Planning Department, the Tryon property has been subdivided into as many as 11 "shovel-ready" industrial sites that are being repurposed to attract national or international industries from such fields as biomedical, food/beverage, business services and health care. In addition to the shovel-ready industrial sites, the park is surrounded by undeveloped land that may be built up as residential properties to support the employees of the attracted industries.

As this report was being written, only one industrial site at Tryon has been leased: to a biomedical research and pharmaceutical company that will manufacture and distribute medical marijuana in New York. Other green technology companies are actively being recruited by the Fulton County government. It is hoped that Tryon, in its full development, will provide a much-needed boost to the economy of Fulton County and the entire lower Mohawk Valley region.

When fully developed, Tryon could attract a significant number of new families to the county, town and district. However, as hopeful as these predictions may sound, it is more likely that any improvements will occur within the next 20 years, rather than the next 10 years.

SMART Waters

The Fulton County government, with the assistance of Mraz, has been proactive in the development of the SMART Waters project. These county leaders have come to understand that certain critical factors need to be addressed if their plans for stimulating economic growth are to be realized. Chief among these factors is the development of reliable fresh water delivery and waste water removal and treatment systems.



Broadalbin-Perth residents live near a variety of natural resources, including the Great Sacandaga Lake, making the area a haven for outdoor recreation enthusiasts. (Photo by Dominic Kwiatkowski '12)

In developing this concept, it was discovered that while more-than-adequate supplies of fresh water are available within the county's borders, its distribution is uneven. These distribution systems were designed to primarily serve the cities of Johnstown, Gloversville, and Amsterdam. In addition, smaller municipal water supply and distribution systems exist in the villages of Broadalbin, Mayfield, Northampton and Northville. Measurements taken by the county's consultant engineering firm indicate that most of these systems have excess capacity to serve future growth within the municipalities.

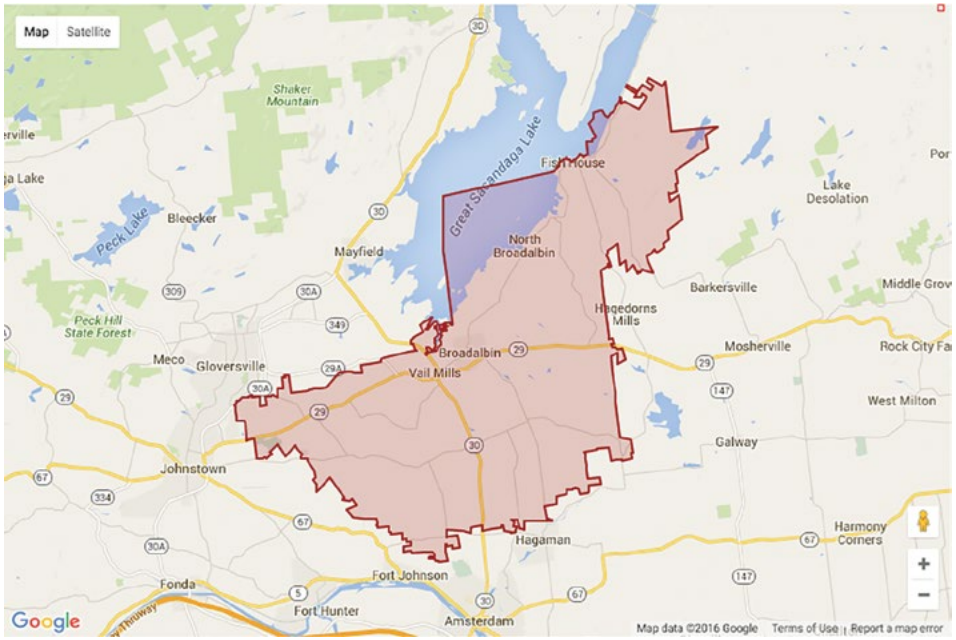
Likewise, municipal wastewater treatment systems in the county currently serve the cities of Gloversville and Johnstown and the villages of Broadalbin, Mayfield and Northampton. At least the Gloversville-Johnstown Joint Wastewater Treatment Facility (GJJWTF) has excess capacity to serve future growth within the cities.

The unincorporated majority of the county depends on individual wells for domestic water and on individual septic systems to treat wastewater. This situation includes the majority of the lands encompassed within the district's boundaries. Although commercial and residential development is possible on these lands, the lack of water and wastewater systems limits growth significantly.

The SMART Waters plan would link these resources for the benefit of the entire county. According to Mraz, a major challenge affecting implementation of the SMART Waters plan is negotiation between the county and its municipal partners on the appropriate mechanism and compensation for sharing excess capacity.

A second major challenge is developing support for a county-level authority to coordinate and administer the expansion of existing, and development of new, water/

continued on page 54



wastewater infrastructure throughout the county. The implementation of such a unified county-wide water/wastewater system would have a positive impact on industrial, commercial and residential development throughout the county. It also could help to spur significant residential growth within the school district given other factors discussed in this section. Such growth likely would be realized over the next 20 years, rather than the next 10 years.

Towns of Broadalbin, Mayfield, and Perth

The district is located within nine different townships in Fulton County — Amsterdam, Broadalbin, Edinburg, Gloversville, Johnstown, Mayfield, Northampton, Perth and Providence (see the map of the district boundaries, above). The scope of the CASDA project included a study of up to three townships, which focused on the towns of Broadalbin, Mayfield and Perth.

CASDA reviewers interviewed the Code Enforcement officers of these three townships to gather information concerning recent, current and future development in the towns. The results of these interviews were somewhat disappointing in that they did not point to any significant current or future development in those municipalities. A small number of planned subdivisions approved prior to 2009 have not filled out appreciably because of lack of funding or prospective buyers. All three officials also stated that no new residential developments were on the immediate horizon.

All three officials indicated that, since 2009, requests for both planned subdivisions and individual residential building permits have decreased considerably with only 8 to 10 new building permits issued annually per town in recent years, usually for single-family homes.

The single exception to this trend is the Bellen Road development, a 100-plus unit planned residential subdivision near the intersection of routes 29 and 30 in the Town of Mayfield and adjacent to the Village of Broadalbin. According to Michael Stewart, the Mayfield code official, this planned development has stalled because of the stagnant economy, so "nothing has come of it." Stewart went on to say that if the Bellen Road development does become a reality, it likely will be annexed by the village and be served by the village's domestic water and wastewater treatment systems.

Perth official Mark Concilla was optimistic about the potential build-out of the Tryon Tech Park in the western portion of the town (and the district), but less optimistic about any possible development in the eastern section. He saw the potential in the park to be a draw for clean industry and residential growth to the region.

Stewart was positive about the planned development of what he termed "resource hubs" in two locations in the town that officials hope will support tourism and trigger new residential and commercial development in proximity. One of these resource hubs is located at the rotary at the intersection of routes 29 and 30 in Vail Mills, near the Broadalbin campus.

Stewart also spoke enthusiastically about the county's SMART Waters plan as being a positive step to encourage and support future development in the region.

In addition to these interviews, CASDA reviewers studied the current comprehensive plans for future development in these townships that envision organized and regulated growth consistent with town goals, state laws and Adirondack Park Agency (APA) rules governing development in this region. Each of these documents describes the respective town's historical development as a municipality, its geography, its current demographic and economic status, its public infrastructure and resources and its future land use plan. In analyzing these documents for purposes of this report, the CASDA reviewers focused primarily on those factors directly or indirectly impinging on future growth within the district.

Despite the overall decline in population in Fulton County as a whole for the years 2010 through 2014, the populations of these three towns were still increasing up to the time of the 2010 census. Housing units also increased significantly in the same time period, in fact, at a much faster rate than did total population. Census data is not available for these towns for the 2010 to 2014 time frame, so it was not possible at this time to determine the effect of the 2009 world-wide economic slowdown on these factors.

Perhaps more interesting than individual statistics presented in these reports are the land use plans that are the main feature of town strategic plans. Each of these plans envisions a future characterized by positive and planned growth of all elements necessary for the maintenance of a robust community. These elements include organized town centers or "resource hubs" with mixed commercial and residential development, identified tracts for the development of single- and multi-family residential units, and ample open space to allow residents and visitors to take maximum advantage of the region's rich natural resources. All of these plans recognize the limitations on growth imposed by soil types, water, wastewater, transportation and other issues and welcome infrastructure solutions designed to mitigate these limitations. It is interesting to note from anecdotal comments that, while each town welcomes resources from outside, they are not necessarily as interested in sharing their resources with neighboring municipalities. In general, however, these plans take a positive approach to growth that bodes well for future district enrollments over the next 20 years.

CASDA Recommendation

CASDA reviewers recommend that Broadalbin-Perth examine its full educational program to ensure it is attractive to potential new families, compared with the educational programs of surrounding school districts.

If the district hopes to attract new families from such high-tech firms as GlobalFoundries and Tryon Tech Park, the quality of education that the district maintains should be of the highest quality and be able to demonstrate successful outcomes (e.g., superior assessment scores, high graduation rates, and college entrance and success).

Such a program should emphasize ELA (English language arts), social studies, and STEM (science, technology, engineering, and mathematics) at its core, but should promote strong foreign language, visual and performing arts, and health and physical education programs as well.

While CTE (career and technical education) programs will continue to be important for a significant segment of students, CASDA recommends that the district take advantage of its association with HFM BOCES to provide the majority of these programs in a cooperative setting that will maximize efficiencies rather than creating redundant programs in-district.

GlobalFoundries

GlobalFoundries' Semi-Conductor ChipFab plant is located on a large campus in central Saratoga County near the village of Malta, a 25- to 30-minute commute from Broadalbin via Route 29. Because this facility is located outside both the district and the county, it is beyond the scope of this report and was not studied in detail. However, CASDA reviewers posed questions to county and town officials concerning its likely future impact on those municipalities and on the district.

Recent local news features have reported the intention of GlobalFoundries owners to expand their operation in Malta and to add as many as 4,500 new jobs within the region, possibly within the next 5 to 10 years. It is generally assumed that at least some of these jobs will go to individuals who do not now reside within the region and that this fact will drive a demand for additional residential and commercial development. According to Fulton County Planner Jim Mraz, the real estate market in Saratoga County is largely "saturated," meaning that a significant proportion of buildable lots in that county have already been built. Mraz also noted that housing costs in Saratoga County were significantly higher than in Fulton County and opined that this disparity could work in the future to attract new middle-income families to build or purchase homes and raise families in Fulton County.

It is hoped by local officials and by the district that these factors will combine to encourage residential building in eastern Fulton County, adding to the district's student enrollment. Although not a foregone conclusion at this time, it appears likely that at least some new development will occur within the district and that some new students will enroll because of this situation. It is still too soon to speculate on how many new students might be expected and when they may appear on the district's rolls. However, it is likely that the effects of this expansion will be seen over the next 20 years, rather than over the next 10 years.

It should be kept in mind, however, that in addition to Fulton County, Saratoga County is also flanked by Albany, Hamilton, Montgomery, Rensselaer, Schenectady, Warren and Washington counties and that these counties also will position themselves as housing choices for GlobalFoundries employees.

For this reason, the district would benefit from developing and maintaining an attractive, comprehensive and rigorous educational program that will serve the needs of both longtime families and families of the demographic expected from a highly technical workforce such as that of GlobalFoundries. By remaining competitive with other local school districts, Broadalbin-Perth can help to ensure that new families make the decision to relocate within its boundaries in lieu of the other school district choices available to them.

Other Nearby Projects

During the development of this report, local news sources reported the planned expansion of General Electric's Global Research Center in Niskayuna (Schenectady County), where up to 100 new high-tech jobs will be available within the next few years.

As hopeful as positive economic developments such as this are in terms of bringing new families into the area (and the district), countervailing events may expand the availability of buildable home sites within Saratoga County. A recent case in point is the announcement that the Eagle Crest Golf Course (Clifton Park) may be converted into a residential development in the county.

These reports represent only a sampling of economic news that can affect the future of the region and the district. Suffice it to say that it would be fitting for the district to remain alert to the ups and downs of the local economy that have the potential to impact development within the district.



Section Summary

A number of factors affecting future development within the district interact to either encourage or discourage growth. County planners are trying to be proactive and are making plans to revitalize the region's economy. Town planners also are thinking ahead for the future of their respective townships, but are constrained by the realities of the present economic condition. The district is attempting to plan for an uncertain future that it can impact only though the development of educational programs likely to attract the notice of potential new residents.

The CASDA reviewers' overall assessment of growth potential for the district is that they see significant promise for growth over the next 20 years, but much less promise over the next 10 years. For this reason, they feel it is unlikely that student enrollments will increase appreciably between 2016-17 and 2025-26.



Analysis of Facilities Usage

During the course of this project, CASDA reviewers studied the current and future uses of the Broadalbin and Perth schools. A considerable amount of anecdotal data was compiled through tabletop discussions, architectural floorplans, questionnaires and physical walk-throughs of these facilities.

Building Reconfiguration and Staffing

The manner in which schools and other district buildings will be reconfigured or repurposed will have an impact on how staff will be used for instruction at each building, school and grade level.

Teaching staff that hold K-12 certification (physical education, music, art, special education, OT/PT, speech therapy, counseling, social work and psychological services) can be assigned to any school without regard to grade-level configuration. The services associated with these areas of certification can easily follow student enrollment changes and may be allocated to support educational programs as needed.

The area where staff is most likely to be affected is the placement of grade 6. Sixth grade can be taught by teachers with either elementary or middle school certifications. Elementary teachers may teach in a middle school configuration if they hold a Middle School Teaching Certificate. The teaching certifications for staff need to be reviewed annually to determine whether they can teach grade 7 and 8 courses such as English, math, science, social studies, technology, home and careers, and health.

Building Layout and Grade Reconfiguration

The buildings of the district have undergone a number of renovations over the past several years. The renovations have resulted in the creation of isolated halls, underutilized spaces and silos of instructional areas in the schools. Some of these changes have resulted in flow issues that will impact the district's attempts to institute new grade-level configurations. The current structure for both schools has a tendency to isolate grade levels and programs.

At the Broadalbin campus, grade 9-12 wings and the corridors that lead from the pre-K through grade 2 wing restrict student movement within the building. In the present configuration, this is a desirable condition in that it provides separation between older and younger students. In the proposed grade 7-12 reconfiguration, it could serve a negative function by impeding flow of students between separate academic and common student services areas. Because of the existence of the elementary, gymnasium and auditorium entrances, the main entrance to the building is not easy to find for visitors unfamiliar with the campus.

The separation at the Perth campus, currently configured for grades 3-8, is made even more complicated by its three-story construction, small cafeteria, isolated music and technology areas, room availability for grade-level access and location of common spaces for larger group use. The middle school entrance is isolated from the middle school office and does not provide a welcoming environment for the school. A clear and welcoming entrance needs to be incorporated in the new design for a pre-K through grade 6 elementary school. However, the school can be effectively reconfigured to house its proposed grade reconfiguration.

The reorganization of schools to accommodate new grade-level structures needs a focus on program and academic use of the building. The administrators were encouraged to discuss and develop the flow of the building for academic use of the buildings by wings, common centers for multiple instructional uses, and the creation of a flow within each building for access by staff, students and the public.

CASDA reviewers discussed grade-level placement, program design and access to common teaching centers with building principals and central office administrators on the reviewers' four visits to the schools. In addition, a questionnaire was distributed to and completed by these administrators to gather a uniform data set for analysis.

The areas that were identified as priorities for the relocation of grade levels, academic needs of students and staff, and efficiency for district operations provided the parameters for building use in the future.

- Cafeteria spaces at both schools need upgrades to serve and support students.
- Gymnasium and locker room spaces need to be repurposed to meet teaching and extracurricular needs at each school.
- Library and media center areas need to be relocated for better student and staff access. The media centers have different instructional uses by grade level.
- Common teaching centers need to be created within each building to provide access and flow for students and staff as the schools are designed by grade level/corridor location.
- Office locations and spaces need to be positioned for better access by students, staff and the public. Offices within the buildings are undersized and too many are located far from main entrances, which makes it difficult to monitor access to the schools.
- Current grade-level placements at the elementary grades, pre-K through grade 6, are based on class sizes of 20 to 25 students. The district currently needs four classrooms for full-day pre-K; one classroom for half-day pre-K; and five or six classrooms for each grade, K-6. In all, the district needs between 40 and 47 core academic classrooms.
- Middle school grades 7 and 8 currently use 25 classrooms for core academic areas in English, math, social studies,

continued on page 60

science and foreign language. The areas of art (two classrooms), music (suite), health (one classroom), special education (four classrooms), technology (suite), home and career skills (one classroom), library/media area (suite) and physical education (two-station teaching area) need to be incorporated into the building to comply with middle school education requirements.

- Create an academic wing for transitional services and an alternate pathways learning center.
- Create an innovative technology center to incorporate 21st Century Learning Skills with technology support for students and staff.
- Improve the academic access and flow of each building by developing common centers for areas such as music, art, physical education and food services.
- Relocation of the district offices from the bus garage to the high school will require between six and eight office spaces, a conference area and larger training room for staff professional development.



CASDA Recommendations

CASDA reviewers recommend that, as capital planning continues, the district work with its architectural consultants to:

- **Centralize shared core services in the schools.** Centralizing services that are accessed by different student clusters will improve efficiency of the teaching and learning experience in the schools. The district should work with its architectural consultants to identify and create centralized areas within the school buildings to locate shared core services.
- **Improve the design and locations of entrances and offices.** School main entrances should be obvious to parents and other visitors unfamiliar with the layout of the building. School offices should be located immediately proximate to building entrances and properly designed to improve effectiveness of administrative operations, accessibility, safety and security.
- **Cluster grade levels appropriately in line with the grade-level reorganization plan.** Clustering grade levels will increase opportunities for sharing program resources and curricular offerings in age-appropriate environments. Such classrooms should be located on the same corridor, floor or cluster space to maximize these opportunities.
- **Improve student flow within and between grade-level clusters and core services.** The layout of the current buildings creates bottlenecks for student movement from classroom wings to core services scattered throughout the schools, potentially reducing the efficiency and effectiveness of program delivery. This situation should be improved through architectural redesign and programmatic reorganization.
- **Work to eliminate isolation of program spaces.** Certain program spaces (e.g., locker rooms, weight rooms, gymnasiums) at the Broadalbin school have been systematically cut off from the rest of the building because of partitioning, abandonment, or repurposing of spaces. Currently, some program spaces can be accessed by teachers and students only by moving through adjoining program spaces rather than through dedicated hallways, potentially disrupting those programs. This situation should be addressed in the district's next capital project.
- **Examine the possibility of creating needed classroom spaces from underutilized facilities.** Certain large facilities (e.g., gymnasiums, cafeterias, stages, library/media centers) at the Perth school appear to be programmatically underutilized. Some of these spaces may better serve the educational program if they are repurposed as classroom spaces serving one or more grade level clusters or shared core services.
- **Improve signage for directing visitors to parking areas and building entrances.** Although the district does provide some signage directing visitors to building entrances and parking lots, these are inadequate to direct visitors who may be unfamiliar with the layout of the campuses and the schools.
- **Reconstruct facilities within existing floorplans to minimize the enlargement of building "footprints" that would reduce aidability.** Student enrollment projections provided in this report do not support the concept of increasing the "footprint" of the district's school buildings at this time. While the district may still choose to do so, it is unlikely that it will be able to justify any footprint expansion to NYSED in terms of generating building aid for school building additions. As a result, the costs of any new structures that add to this footprint will likely be unaided, increasing the cost of the project for taxpayers. The district should work with its architectural consultants to focus improvements within the existing building footprint to the extent possible.

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