

South Lewis Central Schools 2018-19 Budget May 2018



CURRENT 2017-18 Budget \$25,185,830

- Cost-Drivers:
 - Salaries:
 - Administrative/Supervisory/Confidential: 3.00-3.25%
 - SRP: 3.25%
 - SLTA: 3.25%
 - Healthcare: 2.0%
 - Pensions:
 - ERS: Steady @ approximately 15-16% of payroll
 - TRS: Increase from 9.8% to 10.63% of payroll
 - Building/Department Budgets: Increase of 2% (total = \$3,142,323)
 - BOCES and RIC Budgets: Increase of 3.5% (total = \$3,748,559)

- State Aid:
 - Foundation Aid: \$232,042 (1.55% increase)
 - Includes \$95,627 Community Schools Aid
 - Expense Based-Aids (Transportation, BOCES, etc...) – No Formula Change
 - Enrollment Based-Aid (Textbook/Software, Library, etc...) – No Formula Change

Local Tax Levy History and Recommendation

- Tax Levy History:
 - 2009-10: 1.79%
 - 2010-11: 3.4%
 - 2011-12: 2.98%
 - 2012-13: 1.97% (Allowable Limit was 3.46%)
 - 2013-14: 1.98% (Allowable Limit was 4.95%)
 - 2014-15: 1.98% (Allowable Limit was 5.96%)
 - 2015-16: 1.95% (Allowable Limit was 3.45%)
 - 2016-17: 0% (Allowable Limit was .12%)
 - 2017-18: 1.25% (Allowable Limit was 2.8%)

- 2018-19 Tax Levy Recommendation
 - 1.97% increase (Estimated Allowable Limit is 2.75%)

2018-19 Recommended Budget \$25,559,993

- **What is in/not in this budget compared to this year?**
 - All current programs and opportunities for students

 - Building/Department Budgets as presented/requested

 - Minor Staffing/Program Changes
 - Elimination of Elementary Tenure Area Teacher
 - Due to enrollment and a retirement
 - Addition of three paid Assistant Varsity Coaches
 - Boys and Girls Soccer and Volleyball

2018-19 Recommended Budget \$25,559,993

- **What is in/not in this budget compared to this year?**
 - Purchase of three school buses and one school car
 - Mini-Renovation/Capital Outlay Project – 2018-19 will be Year 2
 - Up to \$100,000 district-funded up front monies with SED reimbursement the following year at our aid ratio (approximately 85%)
 - **Middle School Gym Renovation**
 - YEAR 1: Baskets, Score Clock, Wall Pads, Batting Cage, etc... - DONE
 - **YEAR 2: Bleachers (motorized)**
 - Establishment of a Capital Reserve Fund

NOTE: 1.49% Spending Increase over 2017-18

2018-19 Elementary (UPK-6) Projected Enrollment

	Glenfield	Port Leyden
UPK	Up to 18 (1 class)	Up to 18 (1 class)
K (Projected)	38 (19, 19)	39 (20, 19)
1	34 (17, 17)	44 (22, 22)
2	41 (21, 20)	35 (18, 17)
3	36 (18, 18)	39 (20, 19)
4	37 (19, 18)	38 (19, 19)
	<i>Total = 204/11 = 18.5</i>	<i>Total = 213/11 = 19.4</i>
	Middle School	
5	92/4 = 23	
6	47/4 = 11.8	

SOUTH LEWIS CENTRAL SCHOOLS 2018-19 Budget

SCHOOL DISTRICT TAX REPORT CARD

	BUDGETED 2016-17	BUDGETED 2017-18	BUDGETED 2018-19	% CHANGE From 2017-18
Total Spending	\$24,773,105	\$25,185,830	\$25,559,993	1.49%
Estimated School Tax Levy	\$8,303,849	\$8,426,897	\$8,591,330	1.97%
Enrollment	1023 (March 2016 Data)	1026 (March 2017 Data)	1001 (March 2018 Data)	-2.4%

SOUTH LEWIS CENTRAL SCHOOLS 2018-19 Budget

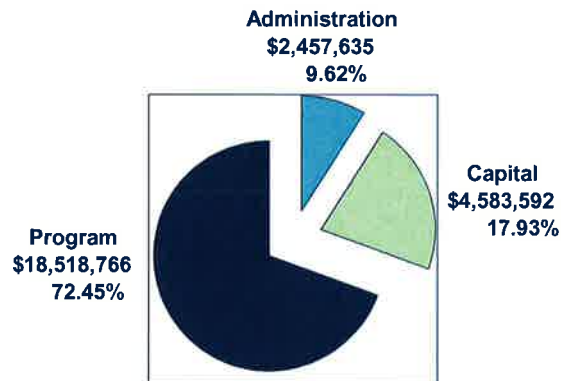
PROPOSED BUDGET REVENUE COMPARISON

	2016-17 Estimated Revenue	2017-18 Estimated Revenue	2018-19 Estimated Revenue	% Change From 2017-18
Property Tax	\$8,303,849	\$8,426,897	\$8,591,330	1.97%
State Aid	\$14,398,847	\$14,782,212	\$15,014,254	1.55%
Other Income	\$581,000	\$487,312	\$465,000	-4.58%
Fund Balance	\$1,489,409	\$1,489,409	\$1,489,409	-
Total	\$24,773,105	\$25,185,830	\$25,559,993	1.49%

SOUTH LEWIS CENTRAL SCHOOLS

2018-19 Budget

PROPOSED COMPONENT BUDGET



Quick Recap

\$25,559,993

(1.49% Spending Increase & 1.97% Tax Levy Increase)

► Highlights

- All current programs and opportunities for students
- Building and Department Budgets as requested/presented
- Addition of three paid varsity assistant coaches
- Elimination of elementary tenure area teacher (enrollment and retirement)
- Purchase of 3 buses and one school car
- Mini-Renovation/Capital Outlay Project (MS Gym Renovation)

1.49% SPENDING INCREASE

1.97% TAX LEVY INCREASE

PROPOSITION #1

- Resolved, that the Board of Education of the South Lewis Central School District, Lewis County, New York be authorized to levy the necessary tax for and appropriate a sum not to exceed \$25,559,993.00 for the purpose of the General Fund Budget for the 2018-19 school year.

PROPOSITION #2

- Resolved, that the Board of Education of the South Lewis Central School District, Lewis County, New York is hereby authorized to purchase three 66-passenger buses for a total maximum aggregate cost of \$299,417.00 and that sum of \$299,417.00, or as much thereof as may be necessary shall be raised by the levy of the tax upon the taxable property of said school district and collected in annual installments as provided by Section 416 of the Education Law and in anticipation of such tax, obligations of said school district shall be issued.

PROPOSITION #3

- Shall the Board of Education of the South Lewis Central School District be authorized to establish a new ten-year capital reserve pursuant to Section 3651 of the Education Law in an amount not to exceed \$2,500,000 to be used for renovations, improvements and additions to all District facilities, including purchase of equipment, technology upgrades, classroom equipment and/or school infrastructure equipment, site development, storm and sanitary sewer, driveways, parking lots and athletic fields, such reserve fund to be funded from year-end budget surplus funds known as unassigned fund balance, as available for the fiscal year ended June 30, 2018 and each fiscal year thereafter for the term of the reserve fund, (ii) transfers of excess monies from Board of Education designated reserves, (iii) amounts from budgetary appropriations from time to time, and (iv) New York State Aid received and made available by the Board of Education from time to time, all as permitted by law.

Board of Education Election

- Candidates for the one, five-year term seat on the Board of Education will be listed on the ballot.
- Seats Expiring:
 - Thomas Burmingham
- Candidates:
 - Thomas Burmingham
 - Debra J. Plemons





BUDGET PUBLIC HEARING

Tuesday, May 8, 2018 at 6:30 PM

(Middle/High School - Board Room)



**ANNUAL SCHOOL ELECTION
AND BUDGET VOTE**

May 15, 2018 from 12:00 Noon to 8:00 PM
(Middle/High School Music Room)

If you are not going to be in the district on
May 15th, please consider voting by
absentee ballot. You can receive an
absentee ballot application by contacting the
District Clerk, Mr. Barry J. Yette, at 315-348-2503
or email at byette@southlewis.org.

2018-19 Budget

Comments-Questions-Discussion

If you would like more information on the Budget Propositions, please see me at the end of the presentation or contact me at:

Phone: 315-348-2508

Email: dpremo@southlewis.org

**South Lewis Central Schools
Superintendent Evaluation
2017.18**

South Lewis Central Schools Superintendent Evaluation

The South Lewis Superintendent Evaluation is designed to help the Board of Education and Superintendent of Schools boards and develop thoughtful, constructive evaluations that advance district goals and keep the leadership team healthy.

An effective evaluation requires commitments from both the Board of Education and Superintendent of Schools as outlined below:

Board Member Commitments

- Participate in the agreed upon process and evaluation discussions with honesty and integrity.
- Each board member should rate all performance indicators and goals based on evidence.
- Identify the Superintendent's strengths and areas for improvement

Superintendent Commitments

- Understand, agree to and participate in the articulated process and evaluation discussions.
- Gather and provide information and evidence if requested by the Board.

The format of evaluation will be a rubric style evaluation to determine levels of performance for the Superintendent. Each section contains particular indicators with specific criteria to rate the performance level. The five evaluation areas, listed below, are to be scored on a HEDI scale of Highly Effective, Effective, Developing, and Ineffective. Should any indicator and/or section be rated Developing or Ineffective it must be supported by evidence and commented upon.

- Relationship with the Board
- Community Relations
- Staff Relations
- Business and Finance
- Instructional Leadership

In addition to these five basic areas the Superintendent will also set goals.

Superintendent Evaluation Process and Timeline

July-September

- Board and Superintendent review evaluation process
- Board and Superintendent agree upon goals

January-March

- Superintendent conducts a self-assessment
- Superintendent and Board hold a meeting to review goals, self-assessment, and overall evaluation progress/status

April-June

- BOE members individually complete Superintendent Evaluation
- Superintendent and Board hold a meeting to reflect on the year, review goals, and overall evaluation
- Board President finalizes/compiles/writes the evaluation of Superintendent

A. Relationship with the Board

	Ineffective	Developing	Effective	Highly Effective	Rating
Information	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps the board informed with appropriate information as needed so it may perform its responsibilities.	Keeps all board members informed with appropriate, regular communication so it may perform its responsibilities.	
Materials and background	Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda.	Meeting materials are incomplete, and don't include supporting information.	Materials are provided. Some supporting information is included.	Meeting materials are provided with supporting information in order to make informed decisions.	
Board questions	Board questions are rarely answered.	Board questions are answered, but not all members are apprised of relevant questions/answers.	Board questions are addressed with occasional follow-up to members.	Board questions are answered thoroughly with communication to all members to ensure understanding.	
Policy involvement	Makes decisions without regard to adopted policy.	Is minimally involved in the development, recommendation and administration of district policies.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities.	
Board development	Doesn't promote board development.	When asked, provides members with information about board development.	Provides members with information regarding board development opportunities when they arise.	Actively and continuously encourages board development by seeking and communicating opportunities.	
Category Rating					
Comments:					

B. Community Relations

	Ineffective	Developing	Effective	Highly Effective	Rating
District image	Is negative about the district.	Doesn't actively promote the district.	Projects a positive image of the district <i>as expected</i> .	Projects and promotes a positive image of the district.	
Communication with community	Isn't readily available.	Provides appropriate information only when asked.	Actively seeks two-way communication with the community as appropriate.	Actively seeks communication, as appropriate, and works to provide alternative means of contact with the community.	
Media relations	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media.	Promotes the district in the media.	Initiates and actively engages the media.	
Approachability	Is neither visible nor approachable by members of the community.	Is visible, at a distance.	Is visible and approachable by members of the community.	Is visible and approachable by members of the community. Attends a variety of events.	
Category Rating					
Comments:					

C. Staff Relationships

	Ineffective	Developing	Effective	Highly Effective	Rating
Internal communications	Doesn't have a specific system to inform staff of important matters.	Is inconsistent in keeping staff informed of important matters.	Keeps staff informed of most important matters.	Establishes a system of keeping staff continually informed of important matters.	
Personnel matters	There is no system to handle personnel matters in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address personnel matters with consistency, fairness, discretion and impartiality.	Establishes a system that is proactive with personnel matters. Personnel policies are routinely discussed and promoted.	
Delegation of duties	Doesn't delegate duties. Maintains personal control over all district operations.	Delegates duties to staff, but retains final decision-making authority.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.	
Recruitment	There is no formal recruitment process and/or hires are considered in an arbitrary manner.	A formal recruitment process is in place, but is not used consistently.	Follows a formal recruitment process for each hiring opportunity.	Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	
Visibility	Seldom visits buildings.	Is present at building programs and special activities.	Visits buildings/classroom as time permits.	Regular visits to buildings and classrooms are a priority item.	
Category Rating					
Comments:					

D. Business and Finance

	Ineffective	Developing	Effective	Highly Effective	Rating
Budget development and maintenance	Superintendent's budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Superintendent works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	
Budget reports	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Regularly reports to the board concerning the budget and financial status.	Constant flow of budgetary/ financial information provided with discussion of the ramifications of any changes.	
Facility management	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities management plan in place, includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	
Resource allocation	Resources are allocated without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed based upon district goals and seek to meet immediate objectives.	Resources are distributed based upon district goals and seek to meet immediate and long-range objectives.	
Category Rating					
Comments:					

E. Instructional Leadership

	Ineffective	Developing	Effective	Highly Effective	Rating
Professional knowledge	Is unaware of current instructional programs.	Is somewhat knowledgeable of current instructional programs. Relies on others for info./data.	Demonstrates knowledge of current instructional programs, and is able to discuss them.	Demonstrates knowledge and comfort with current instructional programs. Seeks to communicate with others how the district is implementing best practices.	
Self-improvement	Does not participate in professional development opportunities.	Passively participates in some professional development opportunities.	Seeks to learn and improve upon personal and professional abilities. Attends professional conferences when appropriate.	Eagerly seeks to learn and improve upon personal and professional abilities. Is able to apply this new learning for the benefit of the district. Participates actively in professional groups and organizations.	
Focus on students	Focus is on the management of the district and maintaining day-to-day operations. Student achievement isn't the priority.	Student achievement is a concern, but does not always guide decisions made within the district.	Student achievement is important and guides decisions made within the district.	Places student achievement as the top priority and consistently communicates this to others. Bases decisions on improving student achievement. This priority is reflected in the budget.	
Staff development	Staff development isn't provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward increasing student achievement.	Staff development programs are targeted toward district-specific goals and are sustained to increase student achievement.	
Curriculum	Curriculum isn't a priority in the district.	Allows teachers to define their own curriculum. There is little or no coordination.	A curriculum is in place that seeks to meet the state standards.	There is an on-going review process to be sure the curriculum is aligned to the state standards and meets the needs of our students.	
Category Rating					
Comments:					

The following specific goals have been developed and agreed upon:

Goal 1 - Will educate all stakeholders of the capital project and promote it prior to the public referendum A. Relationship with the Board (Information and Materials & Background) B. Community Relations (District Image, Communication with Community, Media Relations, and Approachability) C. Staff Relationships (Internal Communications) D. Business and Finance (Facility Management)					
	Ineffective	Developing	Effective	Highly Effective	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

Goal 2 - Will support awareness of and the successful implementation of the SBHC (including Mental Health), SBDP, SRO, and 1:1 Technology Device Initiative B. Community Relations (Media Relations) C. Staff Relationships (Internal Communications and Delegation of Duties) E. Instructional Leadership (Staff Development)					
	Ineffective	Developing	Effective	Highly Effective	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

Goal 3 - Will make regular visits to buildings and classrooms (an average of at least 2 times per month for a total minimum of 20 times for the year per building) C. Staff Relationships (Visibility) E. Instructional Leadership (Focus on Students)					
	Ineffective	Developing	Effective	Highly Effective	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

Determining the Overall Evaluation Rating

Superintendent's name:	Douglas Premo	School year:	2016-17
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RATINGS ON INDIVIDUAL DOMAINS:

A. Relationship with Board	Ineffective	Developing	Effective	Highly Effective
B. Community Relations	Ineffective	Developing	Effective	Highly Effective
C. Staff Relationships	Ineffective	Developing	Effective	Highly Effective
D. Business & Finance	Ineffective	Developing	Effective	Highly Effective
E. Instructional Leadership	Ineffective	Developing	Effective	Highly Effective

OVERALL RATING:	Ineffective	Developing	Effective	Highly Effective
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Comments by Board of Education:

Comments by the Superintendent:

Superintendent's Signature: _____ Date: _____

Board President's Signature: _____ Date: _____

(The administrator's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the evaluation.)



Utica National Insurance Group®

2018 School Safety



EXCELLENCE AWARD



Presented to

South Lewis Central School District

In recognition of the school district's outstanding efforts to create a safer school environment, and as a direct result of the district's diligence and adherence to safety principles prescribed to safety group members, this certificate is hereby awarded on

March 27, 2018

Richard Pizzuco
Richard Pizzuco, CSP, ALCM
Regional Manager
Risk Management

Brian D. Saville
Brian D. Saville
Resident Senior Vice President
Educational Institutions

David T. Brown
David T. Brown, CPCU, AU
Underwriting Manager

Over 40 years of keeping students and school staff safe.

Revised February 2002
Revised July 2005
Revised April 2008
Revised March 2010
Revised May 2012
Revised April 2014
Revised April 2016
Revised April 2018

South Lewis Central School District

**Academic
Intervention Services

Grades K - 12**

Preparing Our Students for College and Career

Table of Contents

- I. Definition and Components of Academic Intervention Services**
- II. Eligibility Determination, Progress Monitoring, Components**
- III. Academic Intervention Criteria, Strategies and Assessments/Evaluations Used per Grade Level(s)**
- IV. Parental Notification and Involvement**

Definition and Components of Academic Intervention Services

Academic Intervention Services (AIS) means additional instruction and/or student support services which supplement the instruction provided in the general curriculum and assist students in meeting the State learning standards. Academic Intervention Services (AIS) are designed to help all students achieve the New York State and Common Core Learning standards in English Language Arts, mathematics, social studies, and science in grades K – 12. Those at risk of not meeting New York State and Common Core Learning standards indicated through the district-adopted or district-approved procedure, including students in grades K-3 who lack reading readiness, qualify for AIS.

These services include two components:

- additional instruction that supplements the general curriculum (regular classroom instruction);

and/or

- student support services needed to address barriers to improved academic performance.

The intensity of such services may vary, but must be designed to respond to student needs as indicated through State assessments results and/or the district-adopted or district-approved procedure that is consistent throughout the district at each grade level.

Eligibility Determination, Progress Monitoring, Components

Eligibility Determination

- Performance on State Assessments/Regents
- Curriculum-Based Assessments
- Benchmark/Interim Assessments
- Recommendations from School Staff
- In-Put from Parents
- Classroom Performance
- Progress Reports/Report Cards
- Standardized Test Results

Progress Monitoring

- For students who, based on multiple measures, show relatively little risk of not meeting State standards
- Includes activities such as regular progress checks, further assessment, meetings with classroom teachers, and instructional modifications

Components

- Criteria for Participation
- Prescriptive / Diagnostic Plans
- Intervention Strategies
- Assessment/Evaluation Procedures
- Parental Notification

**Academic Intervention Services Criteria, Strategies and Assessments/Evaluations
Used Per Grade Level(s)**

Kindergarten Support

Criteria for AIS Participation

Classroom Performance
Brigance Screening
Parent In-Put
Staff Recommendation
Observation Survey
Benchmark/Interim Assessments
Guided Reading Level /Running Records

Prescriptive / Diagnostic Plan

Development of an individualized plan based on student need and ability.

Intervention Strategies

Technology Assisted Instruction
LLI Strategies
Small Group Instruction
Differentiated Instruction
Summer Program
Progress Monitoring
Assign Students to Before/After School AIS

Assessment/Evaluation

Classroom Performance
Observation Survey
Guided Reading Level/Running Records
Benchmark/Interim Assessments
Curriculum-Based Assessments

Grades 1 and 2 Support

Criteria for AIS Participation

Classroom Performance
Parent In-Put
Staff Recommendation
Observation Survey
Benchmark/Interim Assessments
Guided Reading Level /Running Records

Prescriptive / Diagnostic Plan

Development of an individualized plan based on student need and ability.

Intervention Strategies

Technology Assisted Instruction
LLI Strategies
Individualized or Small Group Instruction
Differentiated Instruction
Summer Program
Progress Monitoring
Assign Students to Before/After School AIS

Assessment/Evaluation

Classroom Performance
Observation Survey
Benchmark/Interim Assessments
Guided Reading Level /Running Records
Curriculum Based Assessments

Grades 3 - 4 Support

***SLCSD will provide AIS services to students based on performance on NYS ELA and mathematics exams as annually mandated by the New York State Education Department. For students who score above the state mandated AIS performance level, multiple criteria (as listed in our plan) will be reviewed to determine AIS participation.**

Criteria for AIS Participation

Classroom Performance
NYS ELA Test Score*
NYS Math Test Score*
Fourth Grade NYS Science Test Score (level score of 1 or 2)
Parent In-Put
Staff Recommendation
Benchmark/Interim Assessments

Prescriptive /Diagnostic Plan

Development of an individualized plan based on student need and ability.

Intervention Strategies

Technology Assisted Instruction
LLI Strategies
Individualized or Small Group Instruction
Differentiated Instruction
Summer Program
Progress Monitoring
Assign Students to Before/After School AIS

Assessment/Evaluation

NYS ELA Assessment
NYS Math Assessment
NYS Science Assessment
Benchmark/Interim Assessments
Classroom Performance
Curriculum Based Assessments
Guided Reading Level

Grades 5 - 8 Support

***SLCSD will provide AIS services to students based on performance on NYS ELA and mathematics exams as annually mandated by the New York State Education Department. For students who score above the state mandated AIS performance level, multiple criteria (as listed in our plan) will be reviewed to determine AIS participation.**

Criteria for AIS Participation

Staff Recommendation
Parent In-Put
NYS ELA Test Score*
NYS Math Test Score*
Eighth Grade NYS Science Test Score (level score of 1 or 2)
Classroom Performance
Benchmark/Interim Assessments

Prescriptive /Diagnostic Plan

Development of an individualized plan based on student need and ability.

Intervention Strategies

Small Group Instruction
Activity Period Remediation
Counseling
Progress Monitoring
Technology Assisted Instruction
Differentiated Instruction
Academic Eligibility Program (7th and 8th Grade)
Assign Students to Before/After School AIS
Math Plus and ELA Plus (7th and 8th Grade)

Assessment/Evaluation

NYS Assessment Results (meet or exceed standards)
Classroom Performance
Progress Reports/Report Cards
Benchmark/Interim Assessments
Curriculum Based Assessments

Grades 9-12

Criteria for AIS Participation

Results of Intermediate State Assessments (ELA, mathematics, and Science)
Regents Results
Staff Recommendation
Classroom Performance
Parent In-Put

Prescriptive /Diagnostic Plan

Development of an individualized plan based on student need and ability.

Intervention Strategies

Small Group Instruction
Activity Period Remediation
Counseling
Progress Monitoring
Technology Assisted Instruction
Assign Students to Before/After School AIS
Differentiated Instruction
Academic Eligibility Program

Assessment/Evaluation

Regents Exam Results
Classroom Performance
Progress Reports/Report Cards
Benchmark/Interim Assessments
Curriculum Based Assessments

Parental Notification

Parental Involvement is required under AIS [100.2(ee)(6)]. The South Lewis Central School District will send letters to notify parents of the start of AIS Services, notify parents of the end of AIS Services, and provide on-going communication during AIS Services.

Parent/Guardian Notification – Start of Services

- Reasons why student needs AIS
- When services are to begin
- Summary of Instructional and Student Support Services to be provided (including intensity and duration)
- A diagnostic and prescriptive approach
- Consequences of not achieving expected performance levels

Parent/Guardian Notification – End of Services

- When services will end
- Performance levels student has attained to qualify for ending AIS

Teacher and School Communication with Parent(s)

- Consultation with the child's classroom teacher and AIS providers
- Quarterly reports to parents on the student's progress at all levels
- Recommendations to parents about ways to work with their child to improve achievement and monitor progress

South Lewis Central School District



Consolidated Grant Professional Development Plan 2018-2019

Members of the PDP Committee include:

Chad	Luther	High School Principal
Christine	Flansburg	Glenfield Elementary Principal
Kristy	McGrath	Curriculum & Data Coordinator
Mike	Comet	High School Teacher
Brook	VanBrocklin	Middle/High School Teacher
Tammy	Zehr	Glenfield/Port Leyden Teacher
Susan	Rockwood	Port Leyden Teacher
Rebecca	Marino	Glenfield Teacher
Marcy	McGuire	High School Teacher & SLTA Union President
Mark	Austin	Paraprofessional & SRP Union President
Michele	Liendecker	Parent Representative & Aide
Scott	Carpenter	Technology Coordinator

Part One -- An Introduction and Explanation

Mission Statement

The mission of South Lewis Schools is to prepare young people for citizenship and productive employment, and, in order to do this, professional staff development is an indispensable process with the sole purpose of educating and supporting all District educators in their efforts to help their students achieve and exceed the New York State Education Department's Standards of Learning.

District Objectives

- *Success for all students depends upon both the learning of the individual school employees and improvements in the capacity of the organization to solve problems and renew itself. Thus, individual learning and organizational changes will be addressed simultaneously and support one another.*
- *Each year specific goals for school improvement efforts in the area of curriculum and instruction will be determined. Thus, the district is committed to school-focused approaches to improve student achievement through staff and curriculum development.*
- *Professional development will be driven by a clear, coherent, data-driven and research based school improvement plan for the school district, each school, and the departments that serve schools.*
- *Professional development will focus on raising all student achievement and developing social and employment skills for life long learning.*
- *Professional development will focus on continuous improvements in performance for everyone who affects student learning including, but not limited to, teachers, teaching assistants, long-term substitute teachers, and professional and supplementary staff who work with students with disabilities.*

Building Objectives

- *Each year Grade Level and Department teams determine specific goals for school improvement efforts in the area of curriculum and instruction. Thus, the district is committed to school-focused approaches to improve student achievement through staff and curriculum development.*
- *An additional delivery system for professional development will be job-embedded learning. Staff will learn through diverse means such as action research, participation in study groups or small group problem solving, observation of peers, and involvement in improvement processes.*
- *Teachers will demonstrate the implementation of classroom strategies and activities that are data-driven, research based and reflect the curriculum changes put forth by the New York State Education Department.*
- *Teachers will modify, alter, and/or revise existing curriculum and/or develop new curriculum experiences and materials that reflect New York State Education Department and Federal Educational initiatives.*
- *A priority for professional development in the coming years will be on ensuring teachers have an understanding of and are prepared for implementation and adaptation of the modules and curriculum materials provided by New York State, ELA and mathematics UPK-12.*
- *A priority for professional development in the coming years will be on ensuring teachers have an understanding of and are prepared for implementation of the NYS Social Studies Framework, Field Guide, and sample lessons available from New York State.*
- *A priority for professional development in the coming years will be on ensuring teachers have an understanding of and are prepared for implementation of the new NYS Science Standards.*

Approved Professional Development Topics and Providers (Figure A)

21 st Century Learning	Learning Styles
AED/CPR	Mentor/Induction Program
American Heart Assoc.	Model Schools
American Red Cross	NASP
APPR-Evidence Based Observation	NYSAAA (Athletic Administrators Assoc.)
Assessment Development	NYSASPERD
Assistive Technology	NYSOSS
All BOCES in NYS	NYS Education Dept.
All Public School District in NYS	NYS Learning Standards, as related to each of the content areas
All RICs in NYS	NYS Middle Level Liaisons
All Teacher Centers in NYS	NYSPPHSAA
Brain Honey/Buzz	NYS Provided Curriculum (ELA & mathematics, UPK-12)
Castle Learning	NYSSBA
Character Education (Character Counts)	NYS Science Standards
Coaching Courses	NYSUT
Cognitive Strategies	NYSUT Rubric
Common Core	PLATO/Credit Recovery
Constructivist Theory	Process Writing
Cooperative Learning	Professional Organization Affiliation
Crisis Intervention	RSE-TASC
Curriculum Alignment and Mapping	RTI (Response to Intervention)
Curriculum Implementation	SEGIS
Data Conversations	Special Education Services
Data Driven Instruction	Social Studies Framework, Field Guide and Inquiries
DATAG	South Lewis Central School District
Dignity for All (Tolerance and Diversity)	Standards-Based Instruction
Doolittle Enterprises	Strategies to Educate Students from Poverty/Trauma
Effective Teaching I and II	Student Data Management
ELA and Math Shifts	Teacher Collaboration/Co-Teaching
ELA/Math Assessments Grades 3-8	Technology Integration
Freshman Seminar	Training for Student Teacher Sponsors
Greater 1000 Islands Literacy Council	Unit writing activities across each content area
IEP Development/Goal Writing/Test Accommodations	Utica National Insurance
	Writing Rubrics

CTLE-Continuing Teacher & Leader Education

CTLE certificate holder: A Registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate is required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NYS school district or BOCES. For information regarding CTLE (including what counts for CTLE, the Language Acquisition requirement, record keeping, and more, visit: <http://www.highered.nysed.gov/tcert/resteachers/CTLE.html>)

PROFESSIONAL DEVELOPMENT PLANNING TEAM

1. If school teams are not represented on the district professional development team, describe briefly how the district plan will ensure that the needs of schools in the district are met.

The Professional Development Team developed a district-wide Professional Development Plan. Representatives from each school are part of the district Professional Development Team as stipulated by State Regulation and Federal Law. The Professional Development Team will meet annually to review and monitor building professional development progress. The Professional Development Plan premise is that:

- a) All educators need to understand and use data to assess student performance.
 - b) All educators will be able to identify root causes of performance problems and develop a diagnostic prescription for success.
 - c) All educators will utilize scientifically based research to develop instructional programs.
2. On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.

On the average, teachers will be involved in 35 hours of professional development on an annual basis. The South Lewis Professional Development Team developed two levels of professional development:

Level I Professional Development (untentured teachers) will/may participate in the following:

- o Year I Induction Program and Year II Induction Program
- o Effective Teaching I and II
- o Mentor/Intern Program
- o Schedule visitations to observe in an effective teacher's classroom
- o Participate in trainings and professional development offered, especially those that match district initiatives as listed in the chart "Professional Development Opportunities" of this plan

Level II Professional Development (tenured teachers) will/may participate in the following:

- o Participate in trainings and professional development offered, especially those that match district initiatives as listed in the chart "Professional Development Opportunities" of this plan
- o Participate in offerings specific to each teacher's areas of strength, weakness, and/or interest, so professional development is geared to needs of each teacher
- o Schedule visitations to observe in an effective teacher's classroom

NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN

1. Describe how the professional development plan is aligned with Common Core State Standards and assessments, student needs, and is articulated within and across grade levels.

The South Lewis Professional Development Team utilizes the New York State Report Card. The team will review the results of the elementary, intermediate and commencement level state assessments and Regents to provide the data to be used in the K-12 curriculum alignment strategies. The district will review data in order to inform programming that meets student needs. In addition, each teacher has access to the academic, attendance, and discipline data on each child they teach through the data dashboard on Schooltools.

2. Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.

The South Lewis Professional Development Plan is a multi-year plan to ensure the improvement of student performance. The plan is student data driven. The Professional Development Plan consists of two levels. Level I is a plan for all non-tenured teachers entering the district. Level II is an individualized professional development plan for tenured teachers within the district. All professional development is tracked using an online tool called My Learning Plan. All workshops, conferences, and professional development activities must be tied directly to the South Lewis Professional Development Plan goals and objectives.

In particular, the district is focusing on aligning curriculum and classroom instruction to the Common Core State Standards, academic intervention and capacity building. Staff development and adoption of best practices are integral parts of this plan.

3. Identify how the data used supports the goals, objectives, strategies, and activities in the professional development plan.

The goals, objectives and activities in the Professional Development Plan are directed towards improving student achievement as indicated by students' mastery of the Common Core State Standards. The South Lewis Central School Report Card provides an annual report of student performance. The data is reviewed continually and is utilized as the basis for determining professional development needs.

Part Two -- Goals and Objectives

Areas of Professional Development

Based on the review of district data, including the NYSED assessments and standardized assessments, six focus areas have been identified for the South Lewis Central School District Professional Development Plan.

1) Instruction and Assessment

South Lewis Central School District expects that all teachers will participate in professional development that will focus on enhancing instruction, continually improving all students' performance. The District's curriculum, classroom lessons, and assessments must continue to be aligned with the Common Core Learning Standards and the New York State Standards. Lessons and activities will utilize research based classroom instructional strategies as supported by the New York State Teaching Standards.

2) Common Core Curriculum and NYS Standards

South Lewis Central School District expects that all teachers will participate in professional development that will focus on enhancing instruction, continually improving all students' performance. Educators will receive highly qualified, research based training on the process of aligning to the newly developed Common Core Learning Standards in addition to the existing content based NYS Standards.

3) Data Driven Framework

South Lewis Central School District expects that all teachers will participate in professional development that will focus on enhancing instruction, continually improving all students' performance. All educators will use the Data-Driven Framework to improve classroom instructional practices and establish long-term goals.

4) Technology Integration

South Lewis Central School District expects that all teachers will participate in professional development opportunities to enhance teaching and student learning through the use of educational technologies aligned with the 21st Century Skills Framework. www.p21.org

5) Safety /Discipline/Diversity & Tolerance

South Lewis Central School District expects that all staff will participate in professional development opportunities to ensure that our students are safe. School discipline supports our belief in the importance of diversity and tolerance. These expectations are based on the 6 pillars of Character Counts (trustworthiness, respect, responsibility, fairness, caring, and citizenship).

6) Mentor/Intern Program

Refer to goal as written on the explanation of the program.

**South Lewis Central School District
Professional Development Plan
Instruction and Assessment**

Goal:

South Lewis Central School District expects that all teachers will participate in professional development that will focus on enhancing instruction, continually improving all students' performance. The District's curriculum, classroom lessons, and assessments must continue to be aligned with the Common Core Learning Standards and the New York State Standards. Lessons and activities will utilize research based classroom instructional strategies as supported by the New York State Teaching Standards.

Objectives:

- Train staff in writing and using authentic assessments to improve student achievement.
- Staff will be provided professional development in the implementation of research based best practices and NYS Teaching Standards.

Activities

- Effective Teaching Level I- During the first year of teaching
- Effective Teaching Level II- During the second year of teaching (optional)
- Workshops/Conferences related to assessment development and instructional techniques
- Induction Program
- Mentor/Intern Program
- Superintendent's Conference Days, Grade Level Meetings, Faculty Meetings, Team Meetings, Department Meetings
- Before school, after school, or summer sessions

Evaluation

- The District will continually analyze data from the disaggregation of SED and district assessments.
- The District performance on all state assessments will meet or exceed the state average for schools that are demographically similar to South Lewis.

**South Lewis Central School District
Professional Development Plan
Common Core Curriculum and NYS Standards**

Goal

South Lewis Central School District expects that all teachers will participate in professional development that will focus on enhancing instruction, continually improving all students' performance. Educators will receive highly qualified, research based training on the process of aligning to the newly developed Common Core Learning Standards in addition to the existing content based NYS Standards.

Objectives:

- Train staff on implementation of the Common Core Learning Standards and curriculum exemplars/modules.
- Train staff on the infusion of the Common Core Learning Standards into the content areas.
- Provide continuous training/development that is specific to content area standards approved by NYSED.

Activities

- Effective Teaching Level I- During the first year of teaching
- Effective Teaching Level II- During the second year of teaching (optional)
- Workshops/Conferences related to assessment development and instructional techniques
- Induction Program
- Mentor/Intern Program
- Superintendent's Conference Days, Grade Level Meetings, Faculty Meetings, Team Meetings, Department Meetings
- Before school, after school, or summer sessions

Evaluation

- The District will continually analyze data from the disaggregation of SED and district assessments.
- The District performance on all state assessments will meet or exceed the state average for schools that are demographically similar to South Lewis.

South Lewis Central School District
Professional Development Plan
Data Driven Framework

Goal:

South Lewis Central School District expects that all teachers will participate in professional development that will focus on enhancing instruction, continually improving all students' performance. All educators will use the Data-Driven Framework to improve classroom instructional practices and establish long-term goals.

Objectives:

- Teachers will review and analyze data at the district, building, grade, and classroom level to inform instruction.
- Teachers will develop an action plan based on their analysis that meets the needs of students.
- Teachers will integrate action plans and re-assess student performance periodically, adjusting pedagogy as necessary.

Activities

- Effective Teaching Level I- During the first year of teaching
- Effective Teaching Level II- During the second year of teaching (optional)
- Workshops/Conferences related to assessment development and instructional techniques
- Induction Program
- Mentor/Intern Program
- Superintendent's Conference Days, Grade Level Meetings, Faculty Meetings, Team Meetings, Department Meetings
- Before school, after school, or summer sessions

Evaluation

- The District will continually analyze data from the disaggregation of SED and district assessments.
- The District performance on all state assessments will meet or exceed the state average for schools that are demographically similar to South Lewis.

South Lewis Central School District
Professional Development Plan
Technology

Goal

South Lewis Central School District expects that all teachers will participate in professional development opportunities to enhance teaching and student learning through the use of educational technologies aligned with the 21st Century Skills Framework. www.p21.org

Objectives

- Use all resources available to support learning through the integration of technology into instruction in all curriculum areas.
- Provide professional development opportunities for faculty and staff to enhance teaching and student learning through the use of educational technologies.
- Provide equitable access to technological resources for students, teachers and staff through the process of careful distribution of assets.

Activities

- Effective Teaching Level I- During the first year of teaching
- Effective Teaching Level II- During the second year of teaching (optional)
- Workshops/Conferences related to assessment development and instructional techniques
- Induction Program
- Mentor/Intern Program
- Superintendent's Conference Days, Grade Level Meetings, Faculty Meetings, Team Meetings, Department Meetings
- Before school, after school, or summer sessions

Evaluation

- The District will continually analyze data from the disaggregation of SED and district assessments.
- The District performance on all state assessments will meet or exceed the state average for schools that are demographically similar to South Lewis.

South Lewis Central School District
Professional Development Plan
Safety/Discipline/Diversity & Tolerance

Goal

South Lewis Central School District expects that all staff will participate in professional development opportunities to ensure that our students are safe. School discipline supports our belief in the importance of diversity and tolerance. These expectations are based on the 6 pillars of Character Counts (trustworthiness, respect, responsibility, fairness, caring, and citizenship).

Objectives:

- The District will be in compliance with the Dignity for All Students Act.
- Training will be provided and the District will implement Character Counts, a national character program focusing on the 6 pillars: trustworthiness, respect, responsibility, fairness, caring and citizenship.

Activities

- Effective Teaching Level I- During the first year of teaching
- Effective Teaching Level II- During the second year of teaching (optional)
- Workshops/Conferences related to assessment development and instructional techniques
- Induction Program
- Mentor/Intern Program
- Superintendent's Conference Days, Grade Level Meetings, Faculty Meetings, Team Meetings, Department Meetings
- Before school, after school, or summer sessions

Evaluation

- The District will continually analyze data from the disaggregation of SED and district assessments.
- The District performance on all state assessments will meet or exceed the state average for schools that are demographically similar to South Lewis.

MENTOR/INTERN PROGRAM

I. GOAL OF THE PROGRAM

To improve the instructional skills of new teachers by facilitating and enhancing their professional development.

II. OBJECTIVES OF THE PROGRAM

- A. To improve teaching performance
- B. To increase the retention of promising beginning teachers
- C. To support development of the knowledge and the skills needed by beginning teachers to be successful in the initial teaching positions
- D. To integrate beginning teachers into the social system of the school, the school district, and the community
- E. To provide an opportunity for beginning teachers to analyze and reflect on their teaching with coaching from veteran teachers
- F. To increase the positive attitudes of beginning teachers

III. COMPOSITION OF THE STEERING COMMITTEE

- A. The composition of the steering committee will be as follows:
Three teachers designated by the South Lewis Teachers' Association, the Superintendent, or his/her designee

IV. RESPONSIBILITIES OF THE STEERING COMMITTEE

- A. Develop a pool of mentors
- B. Select, interview and recommend mentor/intern matches to the Superintendent
- C. Monitor the program
- D. Coordinate training
- E. Implement procedures of the mentor/intern program
- F. Problem solving

V. RELEASE TIME

- A. The mentor and the intern will have 40 minutes of common time in a six-day cycle, duty-free, so they can meet during the day. This 40 minute time period shall be in addition to, not in place of, the daily contractual planning period. When a 40 minute common planning time is not possible during the instructional day the mentor and intern will meet outside of the school day and be compensated at the curriculum development rate for up to 40 minutes per 6-day cycle.
- B. During this time, the mentor and the intern will meet to discuss the following:
 - * Lesson planning
 - * Curriculum design
 - * Students' needs
 - * Best practices
 - * Professional issues
 - * Student work
 - * Reflection
- C. Mentors and interns will be provided additional release time up to a total of 18 days (126 hours). This time includes the following:
 - * Classroom observations
 - * Team teaching with mentor or have mentor model a lesson in intern's classroom
 - * Attend conferences together
 - * Common planning time

- * Three-way conferencing

D. Release days will be jointly determined by the mentor and the intern and approved by the building principal.

VI. INTERNS

- A. All 1st year teachers will participate in this program. A 2nd or 3rd year of participation will be at the discretion of the Administration.
- B. All interns will be required to attend the New Teacher Orientation and the New Teacher Induction Program.
- C. All interns will review the APPR Rubric with their mentor to establish goals for the school year.
- D. All interns will schedule classroom visitations of mentor and others.
- E. All interns will meet once in a six-day cycle with their mentor.

VII. MENTORS

- A. Mentors will be selected through an application process.
- B. Mentors will hold permanent or professional certification in the same area of certificate title as the intern or permanently licensed in the same licensure as the intern. If a certified mentor is not available, a teacher permanently or professionally certified in a different area of certificate title or licensure as the intern may serve as a mentor.
- C. Mentors will attend the New Teacher Orientation.
- D. Mentors will help interns with goals (Review APPR Rubric).
- E. Mentor will schedule visits to intern's room.
- F. Mentors will meet with interns once in a six-day cycle for professional dialogue.
- G. Mentors will arrange and attend the three-way conference.
- H. Mentors will have at least five years of experience in the District.
- I. Mentors will encourage interns to develop professional relationships.
- J. Mentors will provide advice and assistance to the interns.
- K. Mentors will share materials and resources with interns.
- L. Mentors will assist with helping the Intern understand their core curriculum and the Common Core State Standards.
- M. Mentors will be present at any mentor training sessions.

VIII. CONFIDENTIALITY

Confidentiality is a critical component of the mentor-intern program. Establishing a safe and trusting environment is essential. If an intern is to grow, then having a trusting relationship with the mentor is vital. Trust is knowing that your actions and words will not be public knowledge. The sharing of a confidentiality issue with an administrator or colleague can undermine the entire mentor/intern relationship. All shared confidences should be kept between the mentor and the intern unless the information poses a safety, moral or legal issue. Mentors will never make evaluative reports about the intern available to administrators or colleagues, either verbally or in writing.

If, at any time, a mentor or an intern feels this trust has been violated, either the mentor or the intern can submit written details of the incident to the Steering Committee. The Steering Committee will act as an impartial third party to resolve any disagreements. If a mutual agreement cannot be reached, the Steering Committee will assign a different mentor to the intern. At that time, the release time will be transferred from the former mentor to the new mentor.

IX. ROLE OF THE PRINCIPAL/ADMINISTRATOR

- A. Make mentoring a priority
- B. Provide time for mentor and intern to meet as mutually assigned
- C. Keep supervision and evaluation a separate entity from mentoring
- D. Recognize efforts of mentors, interns, and staff
- E. Show interest and check on how the program is progressing
- F. Be available to problem solve
- G. Communicate to the mentor and the intern areas that need improvement during the three-way conference
- H. The administration, when making the Master Schedule, will make every effort to schedule one common duty-free planning period for the mentor and intern as outlined in Section V (A).

X. MENTOR-INTERN PROGRAM THREE-WAY CONFERENCES

- A. The mentor will arrange for and attend at least three conferences with the intern, mentor and administrator throughout the year. The possible conferences consist of formal observation post conference(s), informal observation post conference(s), and the mid-year meeting. A professional, private setting with complete confidentiality will be emphasized for each conference. Deadlines for the three-way conferences will be November 1st, March 15th, and May 15th.
- B. Three-way conferences should provide an opportunity for the intern's strengths and weaknesses to be discussed with both the mentor and the intern present.
- C. The three-way conference should include these questions:
 - What are the intern's strengths?
 - Are there any areas that need to show growth?
 - Is there anything about this intern's performance that could jeopardize the continuance toward tenure? This should be answered in relation to the intern's instructional performance and observed relationships with peers, students, and parents.
 - It is the mentor's responsibility to make sure these questions are addressed during this conference.

** Administrators will plan for available times for the three-way conferences.

SOUTH LEWIS CENTRAL SCHOOL DISTRICT
MENTOR TEACHER INTERN PROGRAM INFORMATION FORM

If you would like to serve as a mentor teacher, please complete this application and return it to the Mentor Teacher Intern program coordinator.

Name: _____ School Building: _____

Number of years teaching (include current year): _____

Number of years teaching for South Lewis CSD: _____

Grades Taught	Number of Years	Concentration (if applicable)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Questions: Please answer each of the following questions as completely as you can. This will help the committee significantly in the selection of mentors.

1. What is your concept of the job of a mentor and why are you interested in assuming this role?

2. On the back of this paper, describe any personal qualities or attributes which you possess that might enhance your role as a mentor teacher (i.e., membership in professional organizations, professional honors, additional training, areas of expertise, recent coursework, past student teaching experiences, etc.). Attach additional sheets as necessary.

School District Professional Development Plan

STATEMENT OF ASSURANCES

The Superintendent certifies that:

- Planning, implementation and evaluation of the professional development plan were conducted by a professional development team that included teachers, administrators, and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional development that:
 - Is aligned with state content and student performance standards;
 - Is articulated within and across grade levels;
 - Is continuous and sustained;
 - Indicates how classroom instruction and teacher practice will be improved and assessed;
 - Indicates how each teacher in the district will participate; and
 - Reflects congruence between student/teacher needs and district goals and objectives.
- The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Signature (Superintendent of Schools)

Date



Board of Cooperative Educational Services

Thomas R. Burns
District Superintendent
Executive Officer

Cooperative Purchasing

Special Education Building
20104 NYS RT 3
Watertown, NY 13601
(315) 779-7390
(800) 954-1929

E-mail: cooppur@slloboces.org

Amy M. Pastuf
Cooperative Purchasing Agent

St. Lawrence/Lewis BOCES Cooperative Purchasing Agreement

All school districts participating in the St. Lawrence/Lewis BOCES Cooperative Purchasing program through annual board resolution, agree to the following:

- 1.) To bid jointly any or all commodities on the attached list together with a number of public school districts comprising Clinton-Essex, Franklin-Essex, Jefferson-Lewis and St. Lawrence-Lewis BOCES in New York State.
- 2.) The school district will participate with other schools in the BOCES listed above in the joint bidding of any or all commodities on the attached list as authorized by General Municipal Law, Section 119-0.
- 3.) The school district agrees to appoint the St. Lawrence/Lewis BOCES Cooperative Purchasing Agent and related committees to assume the responsibility for drafting of specifications, advertising for bids, accepting and opening bids, tabulating bids, reporting results to the boards of education and making recommendations thereon.
- 4.) The Board of Education of the school district agrees to appoint the St. Lawrence/Lewis BOCES Cooperative Purchasing Agent and related committees to represent it in all matters related above.
- 5.) The Board of Education of the school district authorizes the above mentioned to represent it in all matters leading up to the entering into a contract for the purchase of any and /or all commodities on the attached list.
- 6.) The Board of Education agrees to assume its equitable share of the costs of cooperative bidding.
- 7.) The Board of Education agrees:
 - a.) To abide by majority decisions of the participating districts on quality standards;
 - b.) That unless all bids are rejected, it will award contracts according to the recommendations of the St. Lawrence/Lewis BOCES Cooperative Purchasing Agent and related committees.
 - c.) That after the award of contract(s) it will conduct all negotiations with the successful bidder(s).