

SOUTH LEWIS SR. HIGH SCHOOL  
TURIN, NEW YORK 13473

**FOR IMMEDIATE RELEASE**

Chad Luther, the principal of the South Lewis Senior High School, proudly announces the class leaders for the Class of 2016.

Heather Hayes, Ashley York and Rachel Leach will be honored at the June graduation exercises at the South Lewis Sr. High School in Turin as the three students receiving the highest honors in the Class of 2016.

Heather is this year's Valedictorian with an overall high school average of 96.80. Heather, daughter of Richard and Barbara Hayes, Kessler Road, Boonville plans to attend college and major in civil engineering.

Heather has been very active in her high school years. She is the captain of the varsity girls' swim team, a member of the senior chorus, select choir and the vocal women's ensemble. Heather has taken part in the school musicals, Falcon Friends Mentoring Program and Students Against a Vanishing Environment. She also has been on the prom committee and is currently the class vice-president.

Heather is a Lions Club Scholar and is a Frontier League girls' varsity swim all-star.

Ashley York, daughter of Scott and Bonita York, Payne Road, Turin is this year's Salutatorian for the class of 2016 with an overall average of 96.41. Ashley plans to attend Utica College and major in Health Studies and Physical Therapy.

Ashley is a member of Students Against a Vanishing Environment, Girls Athletic Association and a member of the school's soccer and track teams.

She is a Lions Club Scholar, a member of the National Honor Society and has received the Clarkson Leadership Award.

Rachel Leach, daughter of Lisa Baxter, West Main Street, Port Leyden is this year's Technical Honor Student with an overall average of 93.89. Rachel plans on attending college, earning a doctorate in music and becoming a university professor, all while maintaining a presence in the musical performance community.

Rachel has been very active in school and community activities. She is a member of Students Against a Vanishing Environment, Skills USA, Whiz Quiz, senior high band, Lowville Village Band, Lowville Jazz Orchestra, Bi-County band and the New York State School Music Association Festival.

She is a recipient of the 2015 Kal Lewis Memorial Award, Rochester Institute of Technology Innovation and Creativity Award and Lions Club Scholar Award.

Graduation will be held on June 25, 2016 at 9:00 a.m. in the South Lewis High School Gymnasium.



# 2015 BUILDING CONDITION SURVEY





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## OVERVIEW

The South Lewis School district is a rural New York state district located about 45 minutes north of the city of Rome. The district currently serves over 1000 students in three (3) school buildings located on three (3) campuses throughout the community. The District serves the towns of Glenfield, Greig, Brantingham, Turin, Lyon Falls, Lyonsdale, Collinsville, Port Leyden, Constableville, and Mohawk Hill.



In addition, the District maintains its bus fleet within the Bus Garage located on the main campus with the Junior – Senior High School and Biomass Building. The district office is located within the Junior – Senior High School.

Following the path within the guidelines of the State Education Departments Requirements, this Building condition survey serves to audit the physical aspects of the learning environment housing the students and staff and serving the public within the community.

All of the South Lewis CSD facilities are well maintained, and capital work has continued to be an integral part of the overall planning from year to year. The District has also successfully managed a steady stream of projects, including minor interior renovations, abatement, pavement and sidewalk repairs, exterior improvements, and moderate renovations throughout the District. All of these efforts focused on providing high quality educational facilities.

## THE BUILDING CONDITION STUDY

As required by the SED, the Building Condition Survey (BCS) is intended to provide districts with “all the detailed information necessary to properly maintain safe and healthy school environments for New York public school children. The data will allow school districts to properly plan and prioritize capital improvements, and allow the state to properly plan for building aid reimbursements to districts.” Buildings occupied by students and staff must be surveyed per the commissioner’s Regulation 155.3.



The Building Condition Survey portion of this report is based upon observations made during visual surveys conducted by the project team led by SEI Design Group. No in-depth investigation or destructive testing took place to gather this data. Other resources used include record drawings, building reports, the 2010 Building Condition Survey, interviews with staff members, and field observation by members of the project team. This report addresses only the physical condition of each facility and does not assess the programmatic or educational strengths or weaknesses of the facilities. The Building Condition Survey, as

filed with the SED, is very broad in its overview and contains a compressed version of the overall data collected and denoted in the more detailed inventory report, included in this compilation.

BUILDINGS REVIEWED ARE AS FOLLOWS:

The South Lewis Central School District currently owns these buildings, as depicted in the eyes of the State Education Department, and were surveyed accordingly.

STUDENT OCCUPIED:

- a. Glenfield Elementary School (*Pre-K – 4th*)
- b. Port Leyden Elementary School (*Pre-K – 4th*)
- c. Junior - Senior High School (*5th – 12th*)

NON-STUDENT OCCUPIED:

- d. Bus Garage
- e. Glenfield Annex
- f. Biomass Building

FIVE YEAR PLAN

Planning for Capital Projects is an ongoing process and priorities shift as conditions change at each building. Trying to prioritize this work to address the most critical needs is an ever changing challenge. The Five-Year Capital Facilities Plan is to be used as a tool to help to better focus the District's efforts. Please note that this plan is not a finite inventory of all work that will be performed over the next five years, but rather it offers a budget and guideline, and a general planning schedule for the five year period. The projects and budgets contained within this plan are formulated first by analyzing the buildings through inspection, gathering current needs from district personnel, and updating systems based on either age and function or as required by the governing codes.



## INTERVIEW SYNOPSIS

As part of the process in gathering data, many groups and individuals were involved in order to be thorough and to obtain as much background data as possible within the given timeframe. Each of them were approached in different settings in an attempt to



solicit information as well as to provide cross checks amongst the groups and individuals to identify trends and/or irregularities. The meetings were conducted by a group of professionals all of whom are focused on Pre K – 12 facilities throughout New York State. Although some information was gathered from others while walking around, below is a compilation of all those involved in a focused manner.



## RESEARCH TEAM

This Building Condition Survey data was compiled by Michael Ebertz, Alan Guidera, and Steve Staveski with SEI Design Group. The following team of professional consultants were assembled to assist in preparing the Plan:

### Architectural

SEI Design Group, D.P.C.  
224 Mill Street  
Rochester, NY 14614

### Mechanical, Electrical, Plumbing

ME Engineering. P.C  
150 North Chesnee Street  
Rochester, NY 1460

### Site-Work

Appel Osborne Landscape Architecture  
102 West Division St., Suite 400  
Syracuse, NY 13204-1434



### DISTRICT PARTICIPANTS / RESOURCES

The following District personnel actively participated in the gathering and deciphering of information:

- Douglas Premo – Superintendent of Schools
- Barry Yette – Business Administration
- Brian Oaks – Director of Health, Physical Education and Athletics
- Scott Carpenter – Director of Information Technology
- Rich Poniktera – Head of Buildings and Grounds

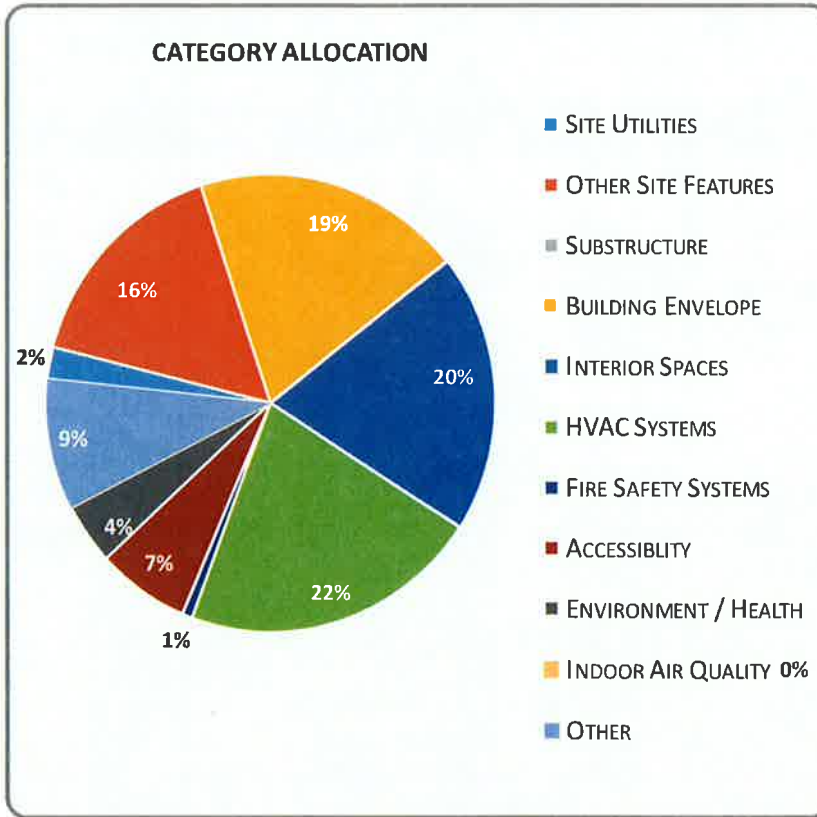
### OTHER RESOURCES UTILIZED:

- 2010 Building Conditions Survey and 5-Year Plan
- Roof Warranty Documentation
- Asbestos Reports
- Insurance reviews
- ADA studies
- Fire Safety Reports



# SOUTH LEWIS CENTRAL SCHOOL DISTRICT

District Wide Analysis - Budget Allocation Summary



| BCS COSTS WITH INCIDENTALS |                     |
|----------------------------|---------------------|
| Category                   | Cost                |
| Site Utilities             | \$741,052           |
| Other Site Features        | \$5,249,952         |
| Substructure               | \$0                 |
| Building Envelope          | \$6,342,079         |
| Interior Spaces            | \$6,448,704         |
| HVAC Systems               | \$7,057,171         |
| Fire Safety Systems        | \$238,736           |
| Accessibility              | \$2,190,192         |
| Environment / Health       | \$1,419,316         |
| Indoor Air Quality         | \$0                 |
| Other                      | \$3,007,760         |
| <b>Total</b>               | <b>\$32,694,962</b> |

| BCS COSTS WITH INCIDENTALS & PHASE ESCALATION |                     |                    |                    |                  |                 |
|---|---------------------|--------------------|--------------------|------------------|-----------------|
|   | 1                   | 2                  | 3                  | 4                | 5               |
|   | 2016                | 2017               | 2018               | 2019             | 2020            |
| Site Utilities                                | \$664,828           | \$78,892           | \$0                | \$0              | \$0             |
| Other Site Features                           | \$4,767,757         | \$243,461          | \$252,309          | \$12,677         | \$0             |
| Substructure                                  | \$0                 | \$0                | \$0                | \$0              | \$0             |
| Building Envelope                             | \$3,935,100         | \$239,640          | \$2,330,389        | \$0              | \$0             |
| Interior Spaces                               | \$3,592,774         | \$2,467,649        | \$392,812          | \$107,832        | \$8,922         |
| HVAC Systems                                  | \$6,033,096         | \$891,876          | \$146,976          | \$27,888         | \$0             |
| Fire Safety Systems                           | \$237,211           | \$1,578            | \$0                | \$0              | \$0             |
| Accessibility                                 | \$2,100,541         | \$5,996            | \$0                | \$0              | \$0             |
| Environment / Health                          | \$1,260,635         | \$80,610           | \$81,654           | \$3,042          | \$2,099         |
| Indoor Air Quality                            | \$0                 | \$0                | \$0                | \$0              | \$0             |
| Other   | \$2,447,000         | \$552,245          | \$20,960           | \$8,451          | \$0             |
| <b>Total</b>                                  | <b>\$25,038,942</b> | <b>\$4,561,947</b> | <b>\$3,225,100</b> | <b>\$159,890</b> | <b>\$11,021</b> |

## GLENFIELD ELEMENTARY SCHOOL

**BEDS Code:** 23-11-01-04-0-004  
**Address:** 5960 Main Street, Glenfield, NY 13343  
**Primary Occupancy:** Education – E;  
**Grades:** Pre-K through 4<sup>th</sup>  
**Enrollment:** 209  
**Year Constructed:** 1931, 1979, & 1995  
**Stories:** 3  
**Building Area:** 45,524 approximate GSF  
**Probable Useful life of Building:** 50 years  
**Estimated Replacement Value:** \$10,289,000 (Based on \$250/sf)



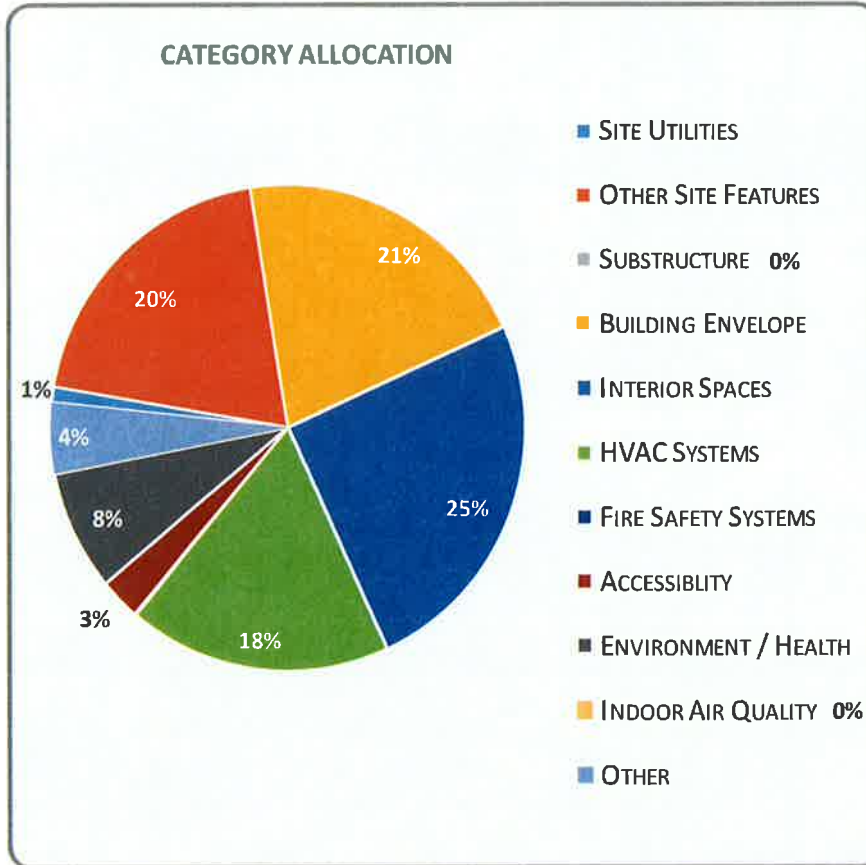
Glenfield Elementary School is located on 5960 Main Street, in the Village of Glenfield, Town of Martinsburg, and Lewis County, New York. This building sits within a 7 acres parcel. Originally constructed in 1931, this portion of the building is two stories with a basement and partial crawl space. An addition was added in 1979 and also in 1995 to make the building's total square footage approximately 45,524 square feet. The school site features one baseball field, one tennis court, playground, multi-purpose field, parking bus loop with a separated student drop off loop. In the summer of 2011 the storm drains, downspouts and culverts were improved, as well as the foundation walls were water proofed all to improve the water infiltration into the basement and crawlspace of the building. In the summer of 2011 the basement locker rooms were also renovated to repair the exterior walls water damage. Included in the construction work of the summer of 2011, was the repointing and cleaning of the masonry.

Also on the site is a 1,550 square foot annex building that originally was constructed as a bus garage. Currently housed in this building is the generator which was installed in the 2011 project. This building needs masonry restoration as well as new windows and doors.

1. Remove glassblock windows from the southside of the Gym and infill exterior wall to mitigate water infiltration issues. Add a new skylight to introduce natural lighting.
2. Partial EPDM roofing replacement above the 1931 section of the Elementary School.
3. Expand parking at River Street by 900 S.Y. (24 cars), replace walks and repair driveway curb adjacent to Main Street, and complete drive replacement not completed in the 2010 project.
4. Replace stage and exterior site lighting with LED type fixtures.
5. Exterior Envelope: Paint north side original entrance, scrape and paint steel window and door lintels, and re-point brick masonry on 1931 and 1979 sections of the façade.
6. Abate VAT floor tile in 1931 corridors and provide new VCT flooring.

# GLENFIELD ELEMENTARY

## Budget Allocation Summary



| BCS COSTS WITH INCIDENTALS |                    |
|----------------------------|--------------------|
| Category                   | Cost               |
| Site Utilities             | \$76,224           |
| Other Site Features        | \$1,432,408        |
| Substructure               | \$0                |
| Building Envelope          | \$1,502,877        |
| Interior Spaces            | \$1,803,737        |
| HVAC Systems               | \$1,299,869        |
| Fire Safety Systems        | \$5,488            |
| Accessibility              | \$202,909          |
| Environment / Health       | \$581,903          |
| Indoor Air Quality         | \$0                |
| Other                      | \$339,709          |
| <b>Total</b>               | <b>\$7,245,124</b> |

| BCS COSTS WITH INCIDENTALS & PHASE ESCALATION |                    |                    |                    |                 |              |
|---|--------------------|--------------------|--------------------|-----------------|--------------|
|   | 1                  | 2                  | 3                  | 4               | 5            |
|   | 2016               | 2017               | 2018               | 2019            | 2020         |
| Site Utilities                                | \$0                | \$78,892           | \$0                | \$0             | \$0          |
| Other Site Features                           | \$991,831          | \$219,320          | \$244,960          | \$0             | \$0          |
| Substructure                                  | \$0                | \$0                | \$0                | \$0             | \$0          |
| Building Envelope                             | \$945,220          | \$102,244          | \$491,554          | \$0             | \$0          |
| Interior Spaces                               | \$897,824          | \$701,676          | \$239,957          | \$3,718         | \$700        |
| HVAC Systems                                  | \$1,086,441        | \$157,784          | \$40,827           | \$25,353        | \$0          |
| Fire Safety Systems                           | \$5,488            | \$0                | \$0                | \$0             | \$0          |
| Accessibility                                 | \$197,421          | \$5,680            | \$0                | \$0             | \$0          |
| Environment / Health                          | \$566,963          | \$14,201           | \$0                | \$1,352         | \$0          |
| Indoor Air Quality                            | \$0                | \$0                | \$0                | \$0             | \$0          |
| Other   | \$320,142          | \$0                | \$20,960           | \$0             | \$0          |
| <b>Total</b>                                  | <b>\$5,011,330</b> | <b>\$1,279,798</b> | <b>\$1,038,258</b> | <b>\$30,424</b> | <b>\$700</b> |

## **GLENFIELD ANNEX**

**BEDS Code:** 23-11-01-04-0-003

**Address:** 5960 Main Street, Glenfield, NY 13343

**Primary Occupancy:** Storage – S-1 (Moderate Hazard)

**Year Constructed:** 1931

**Stories:** 1

**Building Area:** 1,504 approximate GSF

**Probable Useful life of Building:** 25 years

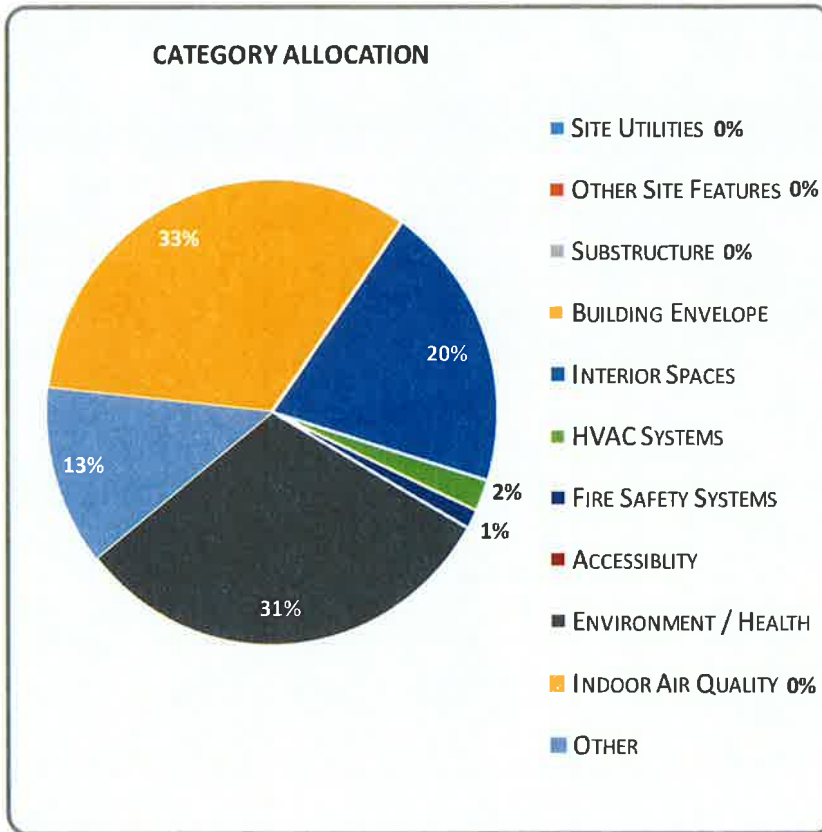
**Estimated Replacement Value:** \$387,500 (Based on \$250/sf)



Originally constructed as a bus garage in 1931, this 1-story, 1,504 square foot building currently houses Glenfield Elementary school's emergency generator which was installed in 2011. Additional, it stores miscellaneous classroom equipment, sporting equipment, and grounds maintenance supplies.

1. Façade work: Repoint brick masonry, scrape/paint steel lintels, and replace exterior man door.
2. Abate hot mastic at flooring and provide new finishes
3. Abate Masonite ceiling and provide new acoustic ceiling tile ceiling.
4. Provide CO and gas detection system to Emergency Generator Room
5. Provide lit exit signs, phones, and new interior lighting.
6. Replace main normal panel and disconnect at bus garage

**GLENFIELD ANNEX**  
Budget Allocation Summary



| BCS COSTS WITH INCIDENTALS |                  |
|----------------------------|------------------|
| Category                   | Cost             |
| Site Utilities             | \$0              |
| Other Site Features        | \$0              |
| Substructure               | \$0              |
| Building Envelope          | \$57,168         |
| Interior Spaces            | \$34,301         |
| HVAC Systems               | \$3,811          |
| Fire Safety Systems        | \$2,287          |
| Accessibility              | \$0              |
| Environment / Health       | \$53,357         |
| Indoor Air Quality         | \$0              |
| Other                      | \$21,343         |
| <b>Total</b>               | <b>\$172,267</b> |

| BCS COSTS WITH INCIDENTALS & PHASE ESCALATION |                  |            |            |            |            |
|---|------------------|------------|------------|------------|------------|
|   | 1                | 2          | 3          | 4          | 5          |
|   | 2016             | 2017       | 2018       | 2019       | 2020       |
| Site Utilities                                | \$0              | \$0        | \$0        | \$0        | \$0        |
| Other Site Features                           | \$0              | \$0        | \$0        | \$0        | \$0        |
| Substructure                                  | \$0              | \$0        | \$0        | \$0        | \$0        |
| Building Envelope                             | \$57,168         | \$0        | \$0        | \$0        | \$0        |
| Interior Spaces                               | \$34,301         | \$0        | \$0        | \$0        | \$0        |
| HVAC Systems                                  | \$3,811          | \$0        | \$0        | \$0        | \$0        |
| Fire Safety Systems                           | \$2,287          | \$0        | \$0        | \$0        | \$0        |
| Accessibility                                 | \$0              | \$0        | \$0        | \$0        | \$0        |
| Environment / Health                          | \$53,357         | \$0        | \$0        | \$0        | \$0        |
| Indoor Air Quality                            | \$0              | \$0        | \$0        | \$0        | \$0        |
| Other   | \$21,343         | \$0        | \$0        | \$0        | \$0        |
| <b>Total</b>                                  | <b>\$172,267</b> | <b>\$0</b> | <b>\$0</b> | <b>\$0</b> | <b>\$0</b> |

## **PORT LEYDEN ELEMENTARY**

**BEDS Code:** 23-11-01-04-0-008

**Address:** 3336 Lincoln Street, Port Leyden, NY 13433

**Primary Occupancy:** Education – E;

**Grades:** Pre-K through 4<sup>th</sup>

**Enrollment:** 174

**Year Constructed:** 1921

**Stories:** 3

**Building Area:** 36,782 approximate GSF

**Probable Useful life of Building:** 50 years

**Estimated Replacement Value:** \$10,772,500 (Based on \$250/sf)



Port Leyden Elementary School was originally constructed in 1921 on a 4 acre parcel of land in the Village of Port Leyden within the Town of Leyden all in Lewis County. After a gym and classroom addition in 1951, the total square footage of the building is 36,782. A playground and one multi-purpose playfield as well as a parking lot surround the building. In the summer of 2011 two new exterior handicap ramps were installed at a side entrance and the bus drop off area to the lower west side of the building. The covered stair case exit from the east side was also replaced in the summer of 2011.

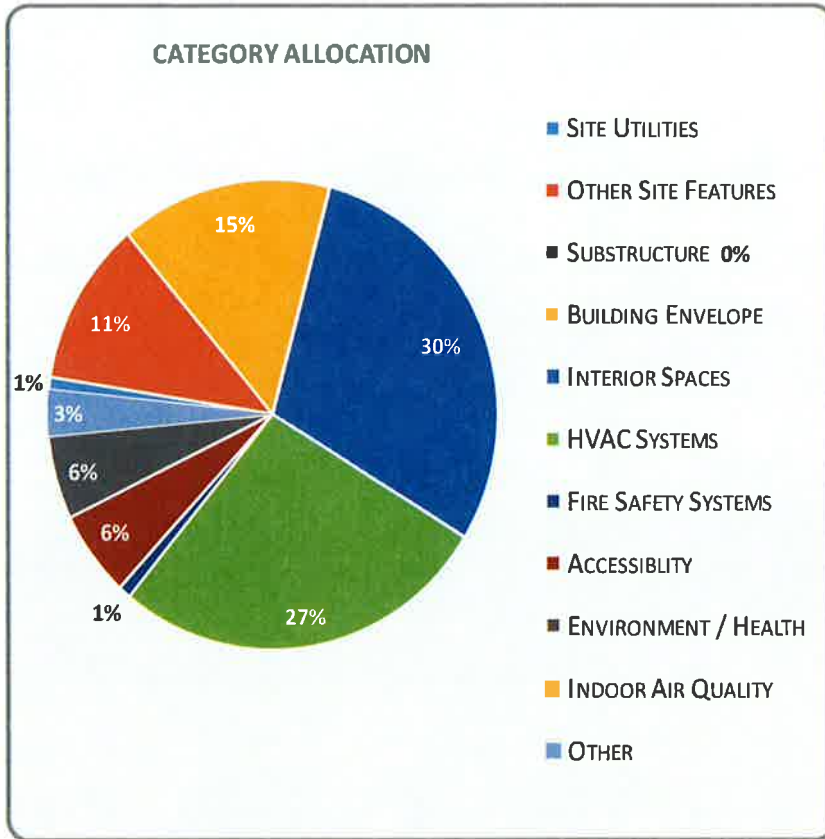
Extensive masonry reconstruction to the original building and additions was completed in the summer of 2011. The existing roof is EPDM installed in 1998 over solid wood lumber in the original building and gypsum deck on metal trusses/joists in the additions. Some exploratory roof drain work was done in the summer of 2012 and resulted in some minor repair to the roof drains.

1. The Locker Rooms are date and require complete renovation in order to serve the district well into the future.
2. Because of the age of the building, many of the spaces including the path of egress travel require improvements to meet accessibility needs.
3. The EPDM roof is beyond its useful life and requires full replacement.
4. Many of the classroom's finishes are dated and require replacement in order to serve the district well into the future.
5. Replace Auditorium / Gym AHU
6. Provide new, accessible playground equipment.



# PORT LEYDEN ELEMENTARY

## Budget Allocation Summary



| BCS COSTS WITH INCIDENTALS |                    |
|----------------------------|--------------------|
| Category                   | Cost               |
| Site Utilities             | \$53,357           |
| Other Site Features        | \$686,095          |
| Substructure               | \$0                |
| Building Envelope          | \$915,421          |
| Interior Spaces            | \$1,786,162        |
| HVAC Systems               | \$1,639,281        |
| Fire Safety Systems        | \$54,882           |
| Accessibility              | \$357,340          |
| Environment / Health       | \$347,181          |
| Indoor Air Quality         | \$0                |
| Other                      | \$188,853          |
| <b>Total</b>               | <b>\$6,028,572</b> |

| BCS COSTS WITH INCIDENTALS & PHASE ESCALATION |                    |                    |                  |                  |                |
|---|--------------------|--------------------|------------------|------------------|----------------|
|   | 1                  | 2                  | 3                | 4                | 5              |
|   | 2016               | 2017               | 2018             | 2019             | 2020           |
| Site Utilities                                | \$53,357           | \$0                | \$0              | \$0              | \$0            |
| Other Site Features                           | \$644,477          | \$24,141           | \$7,349          | \$12,677         | \$0            |
| Substructure                                  | \$0                | \$0                | \$0              | \$0              | \$0            |
| Building Envelope                             | \$900,057          | \$15,902           | \$0              | \$0              | \$0            |
| Interior Spaces                               | \$713,460          | \$894,243          | \$125,093        | \$94,480         | \$7,697        |
| HVAC Systems                                  | \$1,608,791        | \$31,557           | \$0              | \$0              | \$0            |
| Fire Safety Systems                           | \$53,357           | \$1,578            | \$0              | \$0              | \$0            |
| Accessibility                                 | \$357,340          | \$0                | \$0              | \$0              | \$0            |
| Environment / Health                          | \$246,827          | \$40,753           | \$65,323         | \$0              | \$0            |
| Indoor Air Quality                            | \$0                | \$0                | \$0              | \$0              | \$0            |
| Other   | \$188,853          | \$0                | \$0              | \$0              | \$0            |
| <b>Total</b>                                  | <b>\$4,766,519</b> | <b>\$1,008,173</b> | <b>\$197,765</b> | <b>\$107,157</b> | <b>\$7,697</b> |

## **MIDDLE – HIGH SCHOOL**

**BEDS Code:** 23-11-01-04-0-013

**Address:** 4264 East Road, Turin, NY 13473

**Primary Occupancy:** Education – E;

**Grades:** 6<sup>th</sup> through 12<sup>th</sup>

**Enrollment:** 588

**Year Constructed:** 1962, 2002

**Stories:** 2

**Building Area:** 226,938 approximate GSF

**Probable Useful life of Building:** 50 years

**Estimated Replacement Value:** \$45,719,000 (Based on \$250/sf)



South Lewis Middle High School is located on East Road in Turin, NY, on a 35-acre site. The School building was constructed in 1962. The total building area currently for the middle high site is 35 acres. Also situated on this site are the Biomass Building, Bus Garage and the Sports Storage Building. The original Middle High school is 226,938 sf. The facility was constructed in four phases starting in 1962, and ending with an addition in 2002 which updated the athletic facilities.

The bus loop area is on the west side of the facility, with the main parking lot to the north side of the building and the Administration and visitor's parking lot to the south side of the building. The administration's parking lot and portions of the bus loop and main lot were redone and resurfaced in the 2010 construction project. The athletic fields are to the south side of the building and the 6 lanes paved running track surrounded by a lighted football/soccer stadium with a turf field is located to south side of the main building and are used heavily by the district as well as the community.

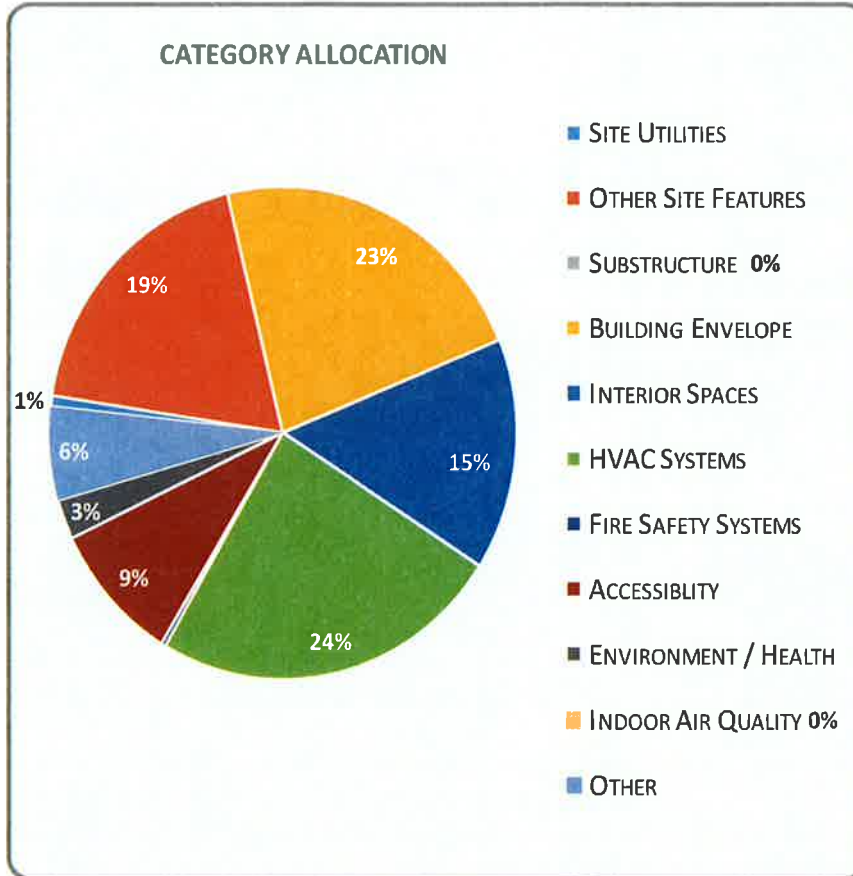
The Middle High School is primarily a single story masonry building with a partial second floor made up of classrooms. The building is supported on reinforced concrete foundation walls bearing on cast-in-place concrete footings. The roof structure is a combination of light weight gypsum deck over metal joists/trusses and metal deck on open web steel roof and floor joists. At the 1998 and 2002 additions the majority of the roofing is standing seam metal roof system at the gables and sloped sections. The infill walls are cavity construction, consisting of a CMU back-up wall with a brick veneer. The floor is reinforced concrete slab-on-grade. Upper floors are concrete on metal joists.

The structural systems are in good shape, with no signs of visible distress. The roof is a fully-adhered EPDM membrane over combination of roof structures throughout the original building and the three additions. The entire EPDM roofing system of the building was replaced in summer of 2009.

1. The Team Room located in the basement, the Boy's Locker Room, and the Girl's Locker are in poor shape and requires complete renovation to better serve the district.
2. Provide replacement of the standing seam metal roof above the 1995 addition.
3. The middle school Gym bleachers are past their useful life and require replacement.
4. Provide a building wide paging system: Replace entire system; including head-end and speakers, dedicated wiring to each classroom to allow for individual classroom paging.
5. Construct a new 200' x 300' practice field south of the softball field.

## MIDDLE – HIGH SCHOOL

### Budget Allocation Summary



| BCS COSTS WITH INCIDENTALS |                     |
|----------------------------|---------------------|
| Category                   | Cost                |
| Site Utilities             | \$122,111           |
| Other Site Features        | \$3,116,814         |
| Substructure               | \$0                 |
| Building Envelope          | \$3,753,039         |
| Interior Spaces            | \$2,524,179         |
| HVAC Systems               | \$4,027,314         |
| Fire Safety Systems        | \$50,308            |
| Accessibility              | \$1,534,663         |
| Environment / Health       | \$436,875           |
| Indoor Air Quality         | \$0                 |
| Other                      | \$1,007,610         |
| <b>Total</b>               | <b>\$16,572,913</b> |

| BCS COSTS WITH INCIDENTALS & PHASE ESCALATION |                     |                    |                    |                 |                |
|---|---------------------|--------------------|--------------------|-----------------|----------------|
|   | 1                   | 2                  | 3                  | 4               | 5              |
|   | 2016                | 2017               | 2018               | 2019            | 2020           |
| Site Utilities                                | \$122,111           | \$0                | \$0                | \$0             | \$0            |
| Other Site Features                           | \$3,116,814         | \$0                | \$0                | \$0             | \$0            |
| Substructure                                  | \$0                 | \$0                | \$0                | \$0             | \$0            |
| Building Envelope                             | \$1,919,081         | \$121,494          | \$1,838,835        | \$0             | \$0            |
| Interior Spaces                               | \$1,563,018         | \$871,730          | \$27,762           | \$9,634         | \$525          |
| HVAC Systems                                  | \$3,247,157         | \$702,535          | \$106,149          | \$2,535         | \$0            |
| Fire Safety Systems                           | \$50,308            | \$0                | \$0                | \$0             | \$0            |
| Accessibility                                 | \$1,534,347         | \$316              | \$0                | \$0             | \$0            |
| Environment / Health                          | \$393,488           | \$25,656           | \$16,331           | \$1,690         | \$2,099        |
| Indoor Air Quality                            | \$0                 | \$0                | \$0                | \$0             | \$0            |
| Other   | \$466,417           | \$552,245          | \$0                | \$8,451         | \$0            |
| <b>Total</b>                                  | <b>\$12,412,742</b> | <b>\$2,273,976</b> | <b>\$1,989,078</b> | <b>\$22,311</b> | <b>\$2,624</b> |

## **BUS GARAGE**

**BEDS Code:** 23-11-01-04-5-001

**Address:** 4264 East Road, Turin, NY 13473

**Primary Occupancy:** Storage – S-1 (Moderate Hazard)

**Year Constructed:** 1966, 1980, 2002

**Stories:** 1

**Building Area:** 19,654 approximate GSF

**Probable Useful life of Building:** 25 years



The South Lewis bus garage is located on the same site as the Middle School High School building, the sports storage building and the biomass building and common parking lots. The bus garage is a 19,654 gross square foot, one story building with a small mezzanine. The original building was constructed in 1966 with two additions added in 1980 and 2002. Adjacent to the building is a fuel island.

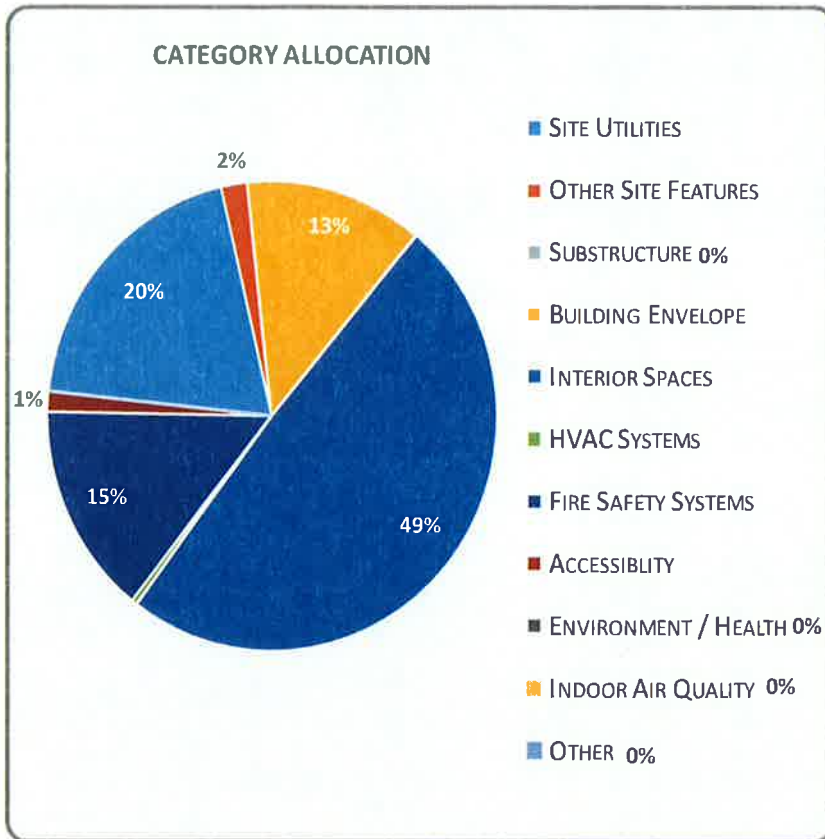
During the summer of 2011 this building was extensively reconstructed. All new overhead doors, man doors and windows were replaced as well as new insulated metal siding was added.

The building's roof was replaced in summer of 2008. All new aprons at the overhead doors were installed and two new vehicle lifts. All mechanical systems were upgrade. And a new generator was provided.

1. The current bus wash system is inoperable. Replace the current bus wash system and provide a rated enclosure around the area.
2. Seven overhead doors on the North side of the Bus Garage are too low to properly accommodate the bus's height. Raise the overhead door height to accommodate the vehicles.
3. Replace the underground fuel tank for emergency generator with above ground 1000 gallon tank.
4. Replace a portion of the heaved, concrete apron at the North side of the garage.

## BUS GARAGE

Budget Allocation Summary



| BCS COSTS WITH INCIDENTALS |                  |
|----------------------------|------------------|
| Category                   | Cost             |
| Site Utilities             | \$153,973        |
| Other Site Features        | \$14,635         |
| Substructure               | \$0              |
| Building Envelope          | \$99,854         |
| Interior Spaces            | \$384,171        |
| HVAC Systems               | \$3,049          |
| Fire Safety Systems        | \$114,337        |
| Accessibility              | \$10,976         |
| Environment / Health       | \$0              |
| Indoor Air Quality         | \$0              |
| Other                      | \$0              |
| <b>Total</b>               | <b>\$780,995</b> |

| BCS COSTS WITH INCIDENTALS & PHASE ESCALATION |                  |            |            |            |            |
|---|------------------|------------|------------|------------|------------|
|   | 1                | 2          | 3          | 4          | 5          |
|   | 2016             | 2017       | 2018       | 2019       | 2020       |
| Site Utilities                                | \$153,973        | \$0        | \$0        | \$0        | \$0        |
| Other Site Features                           | \$14,635         | \$0        | \$0        | \$0        | \$0        |
| Substructure                                  | \$0              | \$0        | \$0        | \$0        | \$0        |
| Building Envelope                             | \$99,854         | \$0        | \$0        | \$0        | \$0        |
| Interior Spaces                               | \$384,171        | \$0        | \$0        | \$0        | \$0        |
| HVAC Systems                                  | \$3,049          | \$0        | \$0        | \$0        | \$0        |
| Fire Safety Systems                           | \$114,337        | \$0        | \$0        | \$0        | \$0        |
| Accessibility                                 | \$10,976         | \$0        | \$0        | \$0        | \$0        |
| Environment / Health                          | \$0              | \$0        | \$0        | \$0        | \$0        |
| Indoor Air Quality                            | \$0              | \$0        | \$0        | \$0        | \$0        |
| Other   | \$0              | \$0        | \$0        | \$0        | \$0        |
| <b>Total</b>                                  | <b>\$780,995</b> | <b>\$0</b> | <b>\$0</b> | <b>\$0</b> | <b>\$0</b> |



## **BIOMASS BUILDING**

**BEDS Code:** 23-11-01-04-7-018

**Address:** 4264 East Road, Turin, NY 13473

**Primary Occupancy:** Factory – F-1 (Moderate Hazard);

**Year Constructed:** 2011

**Stories:** 2

**Building Area:** 6,056 approximate GSF

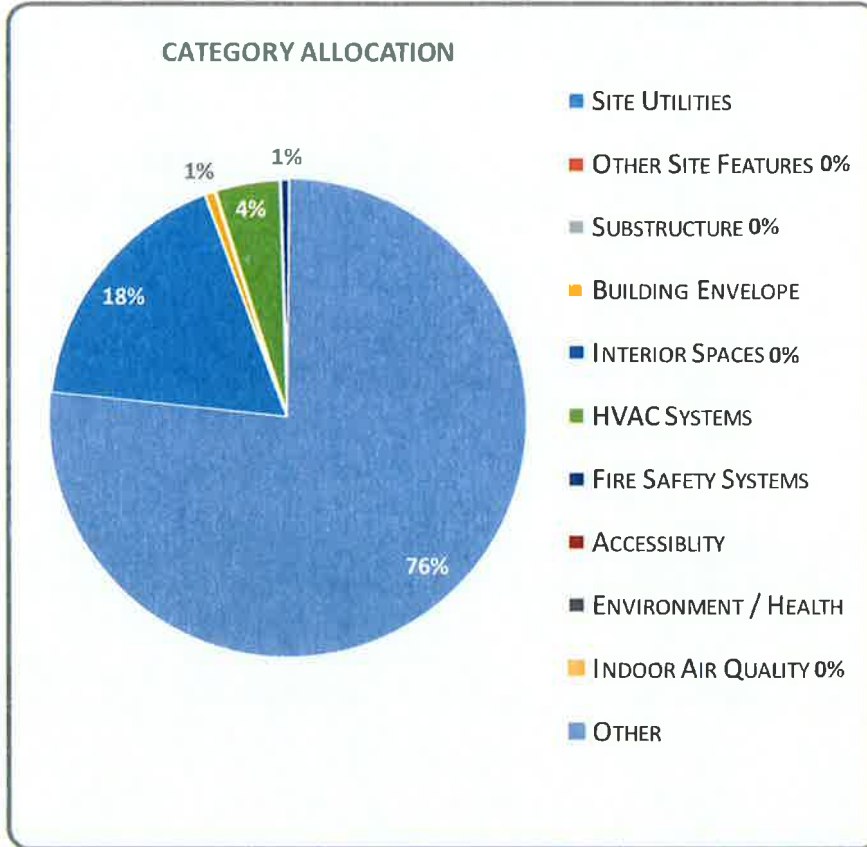


The Biomass Facility finished constructed in 2011. The woodchip biomass boiler building was constructed for the School District to reduce its dependence on fossil fuels and to aid in the reduction of energy costs. The two story facility is 6,056 gross square feet. The building is constructed of CMU load bearing walls, steel beams and open web roof joists, with cast in place slab on grade. The Biomass Facility currently provides heating water to the MS/HS Facility, the Bus Garage Facility and the Biomass Building. The combined areas for these facilities are 246,592 square feet. The boiler is sized to accommodate an anticipated campus expansion of an additional 58,600 square feet school building.

1. Provide radiant slab heating in chip storage.
2. Provide silane sealer for above grade walls.
3. Install gravity drainage line to de-water basement.
4. Provide CO detection system per SED requirements.

## BIOMASS BUILDING

Budget Allocation Summary



| BCS COSTS WITH INCIDENTALS |                    |
|----------------------------|--------------------|
| Category                   | Cost               |
| Site Utilities             | \$335,387          |
| Other Site Features        | \$0                |
| Substructure               | \$0                |
| Building Envelope          | \$13,720           |
| Interior Spaces            | \$0                |
| HVAC Systems               | \$83,847           |
| Fire Safety Systems        | \$11,434           |
| Accessibility              | \$457              |
| Environment / Health       | \$0                |
| Indoor Air Quality         | \$0                |
| Other                      | \$1,450,245        |
| <b>Total</b>               | <b>\$1,895,090</b> |

| BCS COSTS WITH INCIDENTALS & PHASE ESCALATION |            |            |            |            |
|---|------------|------------|------------|------------|
| 1   | 2          | 3          | 4          | 5          |
| 2016  | 2017       | 2018       | 2019       | 2020       |
| \$335,387                                     | \$0        | \$0        | \$0        | \$0        |
| \$0   | \$0        | \$0        | \$0        | \$0        |
| \$0   | \$0        | \$0        | \$0        | \$0        |
| \$13,720                                      | \$0        | \$0        | \$0        | \$0        |
| \$0   | \$0        | \$0        | \$0        | \$0        |
| \$83,847                                      | \$0        | \$0        | \$0        | \$0        |
| \$11,434                                      | \$0        | \$0        | \$0        | \$0        |
| \$457   | \$0        | \$0        | \$0        | \$0        |
| \$0   | \$0        | \$0        | \$0        | \$0        |
| \$0   | \$0        | \$0        | \$0        | \$0        |
| \$1,450,245                                   | \$0        | \$0        | \$0        | \$0        |
| <b>\$1,895,090</b>                            | <b>\$0</b> | <b>\$0</b> | <b>\$0</b> | <b>\$0</b> |

## **SOUTH LEWIS CENTRAL SCHOOL DISTRICT**



### **Appendix Summary**

#### **Roof Inspection**

*Detailed roof inspections were performed at all Schools, the Bus Garage and the Biomass Boiler Facility. The effort included visual inspection, core testing to identify deck material and insulation thickness/type, and thermal imaging to identify areas of wet insulation. Each roof area was assigned a rating of "Good, Fair, Poor or Failed".*

#### **Radon Testing**

*Radon Testing was performed in accordance with EPA Publication "Reducing Radon in Schools – a Team Approach – April 1994". During the '14-'15 Holiday Break, charcoal canisters were deployed within each School and the Bus Garage, collected after 5 days and sent to a lab for analysis. All radon sample tests demonstrated results that are below the EPA Action level of 4.0 pCi/L.*

#### **Emergency Generator(s) Load Study**

*A power outage was simulated at each building on 9/3/15. Each building was then toured to verify that all equipment that was intended to be on emergency power was in fact operational. This was confirmed but it also identified some items that the district would like to consider to add to the emergency generator system.*

#### **Biomass Boiler Study**

*The first part of this study investigated the proper size for a smaller jockey wood chip boiler to further reduce fuel oil costs for the district based on the existing MS/HS footprint. The second part of the study investigated the proper size for a smaller jockey wood chip boiler to reduce fuel oil costs based on a MS/HS building with an 80,000 SF addition.*

#### **Propane Fuel Usage Payback Calculation**

*An analysis was provided that looked at the feasibility of adding a sizable propane fuel tank at the MS/HS to reduce fuel oil consumption. The intent was to utilize propane fuel instead of fuel oil as the secondary energy source for the MS/HS boiler plant.*

# South Lewis Central School District



## Consolidated Grant Professional Development Plan 2016-2017

### Members of the PDP Committee include:

|         |             |  |
|---------|-------------|--|
| Chad    | Luther      | High School Principal                      |
| Martha  | Jones       | Glenfield Elementary Principal             |
| Kristy  | McGrath     | Curriculum & Data Coordinator              |
| Mike    | Comet       | High School Teacher                        |
| Brook   | VanBrocklin | Middle/High School Teacher                 |
| Tammy   | Zehr        | Glenfield 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                      |
| 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.*



**Professional Development Opportunities (Figure A)**

21<sup>st</sup> Century Learning  
AED/CPR  
APPR-Evidence Based Observation  
Assessment Development  
Assistive Technology  
Castle Learning  
Character Education (Character Counts)  
Coaching Courses  
Cognitive Strategies  
Common Core  
Constructivist Theory  
Cooperative Learning  
Crisis Intervention  
Curriculum Alignment & Mapping  
Curriculum Implementation (Jefferson-Lewis BOCES)  
Data Conversations  
Data Driven Instruction  
Dignity for All (Tolerance and Diversity)  
Effective Teaching I , II  
ELA and Math Shifts  
ELA/Math Assessments Grades 3-8  
Freshman Seminar  
IEP Development/Goal Writing/Test Accommodations  
Learning Styles  
Mentor/ Induction Program  
Model Schools  
NYS Learning Standards, as related to each of the content areas  
NYS Provided Curriculum (ELA and mathematics, UPK-12)  
NYS Science Standards  
NYSUT Rubric  
PLATO/Credit Recovery  
Process Writing  
Professional Organization Affiliation  
RTI (Response to Intervention)  
Special Education Services  
Social Studies Framework and Field Guide  
Standards-Based Instruction  
Student Data Management  
Teacher Collaboration/ Co-Teaching  
Technology Integration  
Training for Student Teacher Sponsors  
Unit writing activities across each content area  
Writing Rubrics

## 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 (untenured 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 21<sup>st</sup> Century Skills Framework. [www.p21.org](http://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 21<sup>st</sup> Century Skills Framework. [www.p21.org](http://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 1<sup>st</sup> year teachers will participate in this program. A 2<sup>nd</sup> or 3<sup>rd</sup> 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 1<sup>st</sup>, March 15<sup>th</sup>, and May 15<sup>th</sup>.
- 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?

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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

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

South Lewis Central School District

# **Academic Intervention Services**

## **Grades K - 12**

*Preparing Our Students for College and Career*

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- III. Academic Intervention Criteria, Strategies and Assessments/Evaluations Used per Grade Level(s)**
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## 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 (7<sup>th</sup> and 8<sup>th</sup> Grade)  
Assign Students to Before/After School AIS  
Math Plus and ELA Plus (7<sup>th</sup> and 8<sup>th</sup> 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