

South Lewis Middle School  
Employability Skills  
Grade 8  
2016-2017

Student Name \_\_\_\_\_

**Key**

4	Exceeds Expectations
3	Meets Expectations
2	Emerging Expectations
1	Below Expectations

<b>Employability Skills</b>	<b>Mid-Year Review</b>	<b>End of Year Review</b>
Has good communication skills.		
Is courteous.		
Is a team player.		
Is capable of independent work.		
Manages time well.		
Has a good attitude.		

# ***South Lewis Central Schools***

**Mr. Douglas Premo, Superintendent**

## ***South Lewis Middle School***

P. O. Box 70, East Rd., Turin, NY 13473

315-348-2570, Fax 315-348-2510

Ms. Judith A. Duppert  
Middle School Principal  
315-348-2570

Mrs. Julie Kraeger  
Middle School Guidance  
315-348-2570

November 2016

Dear Families of Grade 8 Students:

As students leave the middle school and enter high school, one area of focus is preparing them for their first jobs and eventual careers. We have received feedback from several local employers that students would benefit from developing employability skills. These skills include things like:

- is courteous
- is a team player
- has a good attitude

In an effort to ensure students' future success, we are piloting an *Employability Skills* report to help students reflect on some of these skills. When students receive feedback about their performance, it validates things they are doing well and provides areas they can improve. Most students are motivated to grow, especially when it comes to their future jobs and careers. The report will indicate if students have mastered a skill or if it needs improvement and will be completed at the end of the second marking period and again at the end of the fourth marking period. This report will not affect your child's grades, but will prepare him/her to enter the workforce. I have enclosed a copy for your reference and hope it will also provide an opportunity for you to discuss these skills with your child.

If you have any questions, please contact me.

Best regards,

Judith A. Duppert  
Middle School Principal

Attachment

# 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.*

### Approved Professional Development Topics and Providers (Figure A)

21 <sup>st</sup> 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	NYSASHPERD
Assistive Technology	NYSCOSS
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	NYSPHSAA
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	Student Data Management
Effective Teaching I and II	Teacher Collaboration/Co-Teaching
ELA and Math Shifts	Technology Integration
ELA/Math Assessments Grades 3-8	Training for Student Teacher Sponsors
Freshman Seminar	Unit writing activities across each content area
Greater 1000 Islands Literacy Council	Utica National Insurance
IEP Development/Goal Writing/Test Accommodations	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 (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 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

# Middle-High School

## Exterior/Site Work

Track repair/replacement/re-surfacing  
Stadium lighting upgrades  
Field irrigation system replacement/additions  
Fencing replacement and additions  
Track retaining wall replacement  
Additional exterior lighting  
Field work – top dressing, seeding, leveling, etc...  
Additional practice field  
Walkway replacement, re-design, additions, etc...  
Baseball field scoreboard replacement and relocation  
Select brick re-pointing  
Addition of outdoor courts (basketball, tennis, etc...)  
Addition of outdoor bleachers  
Parking lot/pavement replacement and restoration

## Kitchen/Cafeteria

Complete kitchen renovation (equipment, design, etc...)  
HVAC renovation/improvements  
Increased refrigeration and freezer space

## Auditorium

Addition of AC  
Renovate/replace stage pit  
Addition of jacks/wiring  
Sound system improvements  
Stage floor replacement  
Curtain replacement  
Addition of mounted projector  
Air handler replacement

## Middle School Gym

Air handler replacement  
Bleacher replacement  
Basketball net replacement  
Scoreboard replacement  
Addition of door hold opens  
Hallway and locker room door replacement  
Locker room renovations (flooring, tiling, bathroom fixtures, showers, etc...)  
Floor resurfacing and painting  
Addition of motorized batting cage

## High School Gym

Replace/Repair basketball hoops  
Exterior door replacement  
Scoreboard replacement  
Bleacher replacement  
Addition of hold opens to hallway doors  
Floor resurfacing and painting  
Locker room renovations and re-design (lockers, showers, bathrooms, etc...)

## Pool

Locker room renovation  
Mechanical room drains and misc. repairs (e.g. water leakage)  
Replace diving equipment

## Team Room

Complete renovation (HVAC, lockers, walls, flooring, showers, etc...)

## Laundry Room

Equipment replacement

## Basement

Dry storage renovation/addition  
Seal exterior wall of electrical room  
Interior/Exterior door replacement  
Replace conveyor system  
HVAC – repair and remove duct work from basement flooring/dirt

## Interior

Replace bus garage/biomass sewage lift station  
Replace sewage lift station servicing team room, laundry, pool, exterior bathrooms  
Replace 95 wing ductwork  
Replace master clock and public address system  
Replace/relocate HS office AC and heating system  
Select window replacement  
Select VCT classroom flooring replacement  
Select carpet replacement  
Select ceiling tile replacement  
Select bathroom renovations  
Select re-heating coils  
Repair skylight leaks  
Replace metal roofing  
Insulate roof drains  
Replace/renovate elevator and related mechanicals

Replace HVAC in library and library conference room  
Replace exterior siding of upper auditorium  
Safety office/desk area renovations  
Loading dock renovations (water infiltration, heat, etc...)  
Replace Greenhouse room controls (seasonal greenhouse addition ?)  
Expand the capacity of the summer boiler  
Replace the BEST key system  
HVAC (heat) – 95 wing and Math wing  
Remove weight room hallway univent

#### Other

Abatement (asbestos/lead)  
Technology upgrades (cameras, wireless access points, smartboard wiring, interior access controls, increased number of kiosks, etc...)  
Exploration of “clean power”  
TBD

## **Bus Garage**

Replace of bus wash system  
Replace emergency generator  
Remediate select overhead door heights  
Addition of office vestibule  
Replace air compressor  
Add/replace exterior siding to office  
Repair concrete apron/footer on select beams  
Addition of public address system tied into the MS/HS  
Renovate office bathroom (hot water, etc...)  
Replace exterior man doors



## **Biomass Facility**

Addition of “jockey” boiler plant

Addition of radiant heat slab

Sealing of exterior walls

## SOUTH LEWIS CENTRAL SCHOOL DISTRICT - Board of Education Self-Evaluation - 2016

Instructions for rating performance – Place an “X” in the box that best describes the BOE’s performance based on the following scale:

**Highly Effective (H)** – *continually exceeds the criteria.*

**Effective (E)** – *consistently meets the criteria.*

**Developing (D)** – *partially meets the criteria.*

**Ineffective (I)** – *does not meet the criteria.*

#	CRITERIA	H	E	D	I	COMMENTS
1	As a BOE member, do you feel that Board members speak loudly and clearly enough so everyone present can hear what is being discussed?	X-				
2	As a BOE member, do you feel the Board meeting is conducted in a business-like manner and follows accepted parliamentary procedures and rules?	X				Our board president does an outstanding job.
3	As a BOE member, do you feel that the chairperson takes charge of the Board meetings and keeps the meetings under control?	X				
4	As a BOE member, do you feel Board members treat school personnel and each other politely and with respect during the meetings?	X-				
5	As a BOE member, do you feel the appropriate school personnel are present at Board meetings to supply information for agenda items?	X-				
6	As a BOE member, do you feel the location and setting of Board meetings are comfortable and conducive to getting business done with adequate room for the public and media?	X-				1 <sup>st</sup> meeting in new room, small area for public.
7	As a BOE member, do you feel a conscious effort is made to make the public feel welcome at Board meetings, providing them with copies of the agenda?		X+			
8	As a BOE member, do you feel the policy for public participation is explained at each meeting by the Board chairperson and is followed to maintain order?	X				

#	CRITERIA	H	E	D	I	COMMENTS
9	As a BOE member, do you feel Board members appear familiar with the materials provided to them prior to the Board meeting?		X+			Yes, we get all material in an appropriate time.
10	As a BOE member, do you feel appropriate procedures are in place to permit any Board member to add items to the agenda?		X			Would we do this in an Email beforehand, or is it OK to make a motion under new business – Board members sometimes this item is glossed over.
11	As a BOE member, do you feel Board members display good listening skills, a spirit of compromise when problems arise, and work to achieve unity?	X-				
12	As a BOE member, do you feel Board members vote their conscience, but support the majority decisions?		X+			
13	As a BOE member, do you feel the Board follows its role as a policy body and does not become involved in making administrative decisions at Board meetings?	X-				
14	As a BOE member, do you feel Board discussions are confined to the issue on the floor?		X			Generally we do very well, but sometimes we stray...not always a bad thing.
15	As a BOE member, do you feel issues before the Board are resolved unless postponed or tabled pending further study?		X+			
16	As a BOE member, do you feel issues that are first brought to the Board by residents, students, or staff are appropriately referred back to the administration for investigation?	X-				
17	As a BOE member, do you feel if the Board goes into Executive Session, a reason is announced that is consistent with the Open Meeting Law?	X				
18	As a BOE member, do you feel only the items that have been identified in public session are discussed in Executive Session?					
19	As a BOE member, do you feel Board meetings start on time and end within a reasonable time?	X-				

**GENERAL COMMENTS: Please share any general observations about Board meetings and any specific examples of actions, positive or negative that you feel need to be mentioned.**

The board as a whole, represents the community very well.

I feel the collective Board carries a diverse wealth of knowledge, as well as a calm open-minded approach to the decisions we make. Due to these attributes, I believe we are a highly functioning BOE.

I think that we have a Board that puts the needs and concerns of our students and staff as a priority. We may disagree with each other at times on policies or direction, but we eventually come together to provide a positive educational atmosphere for our district.


#	ANNUAL SCHOOL BOARD GOALS	Exceeded Goal	Met the Goal	Partially Met The Goal	Didn't Meet The Goal
1	The Board of Education will develop a new <i>Board Self-Evaluation</i> process.		X		
2	The Board of Education will develop a new <i>Superintendent Evaluation</i> process.		X		
3	The Board of Education will finalize the Building Conditions Survey and begin the process of developing a long-range facilities plan to help determine the future capital project needs and configuration of the District.		X		

# *South Lewis Central School District*

**Mr. Douglas E. Premo, Superintendent**

*Glenfield and Port Leyden Elementary Schools  
South Lewis Middle School*

Martha Jones, Principal  
Christopher Villiere, Principal  
Judith Duppert, Principal

To: Board of Education  
From: Martha Jones, Christopher Villiere, Judith Duppert  
Date: October 26, 2016  
RE: Used Textbooks

Dear Mr. Premo and the Board of Education,

We respectfully request to dispose of or sell the following used Envision Math Textbooks. This text series was published prior to the Common Core Standards. We have not used these textbooks in the past 4 years, as the district adopted the Common Core Math Modules when Common Core Standards were implemented.

Thank you for your consideration.

Sincerely,  
Martha Jones, Principal  
Christopher Villiere, Principal  
Judith Duppert, Principal

19 GF + 35 PL - Grade 3 Envisions Math Textbooks along with Teacher Editions and Supplemental Materials

49 GF + 35 PL- Grade 4 Envisions Math Textbooks along with Teacher Editions and Supplemental Materials

103 Grade 5 Envisions Math Textbooks along with Teacher Editions and Supplemental Materials

10 Grade 6 Envisions Math Textbooks

## SENIOR TRIP 2017 – Baltimore, Maryland

Dates: May 11<sup>th</sup> – 13<sup>th</sup>

**Cost: \$600.00**

If you intend to go on the trip, then you must reserve your spot now!  
**A \$200.00 nonrefundable cash/check deposit is due to Mr. or Mrs.  
Brown by November 15<sup>th</sup>, 2016.**

(Checks should be made out to South Lewis Class of 2017.)

### Tentative Itinerary

*The activities & times might change depending on the 2017 schedules!*

Thursday, May 11<sup>th</sup>:

8:00am Leave for Baltimore, Maryland aboard deluxe motor coach with a stop for lunch (406 miles, approximately 7 hours of driving time)  
4:00pm Hotel Check-in/Free time  
6:30pm Board DJ/Dinner Cruise  
10:00pm Ship returns to shore  
11:00pm 6 hours of private floor security

Friday, May 12<sup>th</sup>:

8:00am Breakfast  
10:00am National Aquarium with 4D Movie  
12:30pm Lunch at Hard Rock Café/Free time at the Harbor  
3:30pm Return to hotel  
7:00pm Medieval Times Dinner Theater  
9:00pm Return to Hotel  
11:00pm 6 Hours of private floor security

Saturday, May 13<sup>th</sup>:

8:00am Breakfast/Hotel Check out  
9:30am Leave for Six Flags America (Lunch provided)  
3:30pm Leave for home  
12:00am Approximate return to school

\*\*Spending Money: You are responsible for 3 meals/snacks. In addition, you might want shopping money.

### Payment Schedule

November 15 <sup>th</sup> , 2016 -	\$200.00 cash/check nonrefundable deposit Parent/student signature paper completed
December 15 <sup>th</sup> , 2016 -	\$300.00 in account
February 15 <sup>th</sup> , 2017 -	\$450.00 in account
March 15 <sup>th</sup> , 2017 -	\$600.00 in account

# *South Lewis Central Schools*

**Mr. Douglas Premo, Superintendent**

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## *Department of Health, Physical Education & Athletics*

**Mr. C Brian Oaks**

**Director of Health, Physical Education, & Athletics**

P. O. Box 40, East Rd., Turin, NY 13473

315-348-2562, Fax 315-348-2510

To: Doug Premo

From: C. Brian Oaks



Re: Request to apply to the Tri Valley League for Membership for Indoor Track

Date: November 2, 2016

I would like to request that the South Lewis Board of Education approve us applying to the Tri Valley League for membership for the Indoor Track team for the 2016-2017 winter season.

This membership would offer our athletes the opportunity to win championships and all-star awards.

Please contact me with any questions.

CC: Jack Bernard

**Home of the Falcons**

# ***2016-17 Budget Board of Education Sub-Committees:***

*(Approved at the 11/17/15 BOE Meeting)*

## **Physical Education, Athletics, and Health/Nursing– Brian Oaks**

Scott Chrzanowski, Mike Lisk, Richard Ventura

## **Buildings and Grounds- Rich Poniktera and Barry Yette**

Tom Burmingham, Scott Chrzanowski, Andy Liendecker, Mike Lisk

## **Music Department – Judy Duppert/Chad Luther**

Tom Burmingham, Paul Campbell, Richard Ventura

## **Student Transportation – Mike Hanno and Barry Yette**

Tom Burmingham, Tina Stanford

## **High School Instructional – Chad Luther**

Mike Lisk, Barry Worczak

## **Middle School Instructional – Judy Duppert**

Paul Campbell, Andy Liendecker, Mary Martin

## **Elementary Instructional – Martha Jones and Chris Villiere**

Scott Chrzanowski, Tina Stanford

## **Special Education – Cathy Littlefield**

Andy Liendecker, Tina Stanford

## **Technology- Scott Carpenter**

Mary Martin, Richard Ventura, Barry Worczak

## **BOCES/RIC, Debt Service, and Administration – Doug Premo and Barry Yette**

Tom Burmingham, Paul Campbell, Barry Worczak

## **Staffing and Programs (as needed)– Doug Premo and Barry Yette** (Principals/Directors/Supervisors as needed)

Tom Burmingham, Andy Liendecker, Mike Lisk, Barry Worczak