

Types of Data 2016-17...

- ◆ Proficiency and BOCES Rank (3-8 ELA, Math & Sci and Regents)
- ◆ Growth Scores
- ◆ School Report Card and Accountability (includes Grad Rate)
- ◆ APPR Summary

What is proficiency on 3-8 exams?

➤ **NYS Level 4**

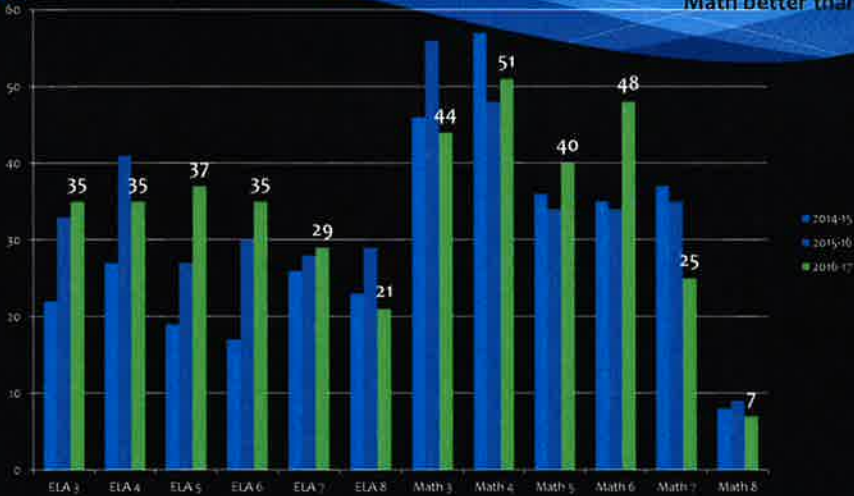
Students performing at this level **excel** in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards that are considered **more than sufficient** for the expectations at this grade.

➤ **NYS Level 3**

Students performing at this level are **proficient** in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards that are considered **sufficient** for the expectations at this grade.

District Proficiency Past 3 Years

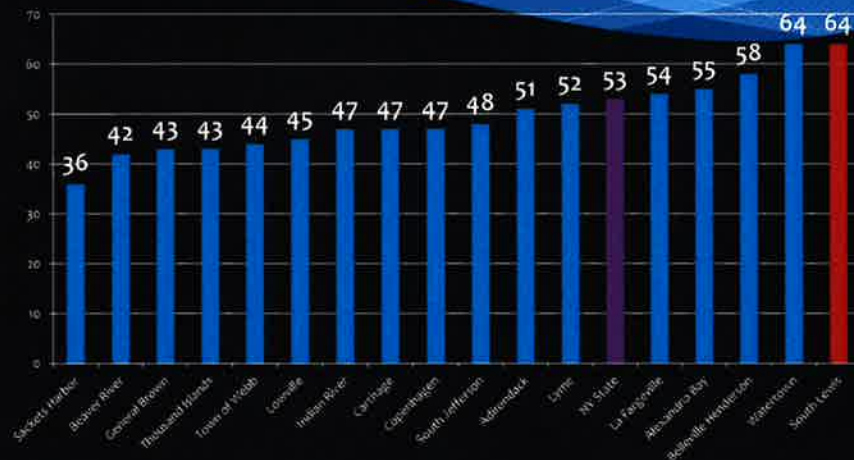
Conclusions:
Math 4 and 6 Strong, Seems to drop 7 and 8
Math better than ELA

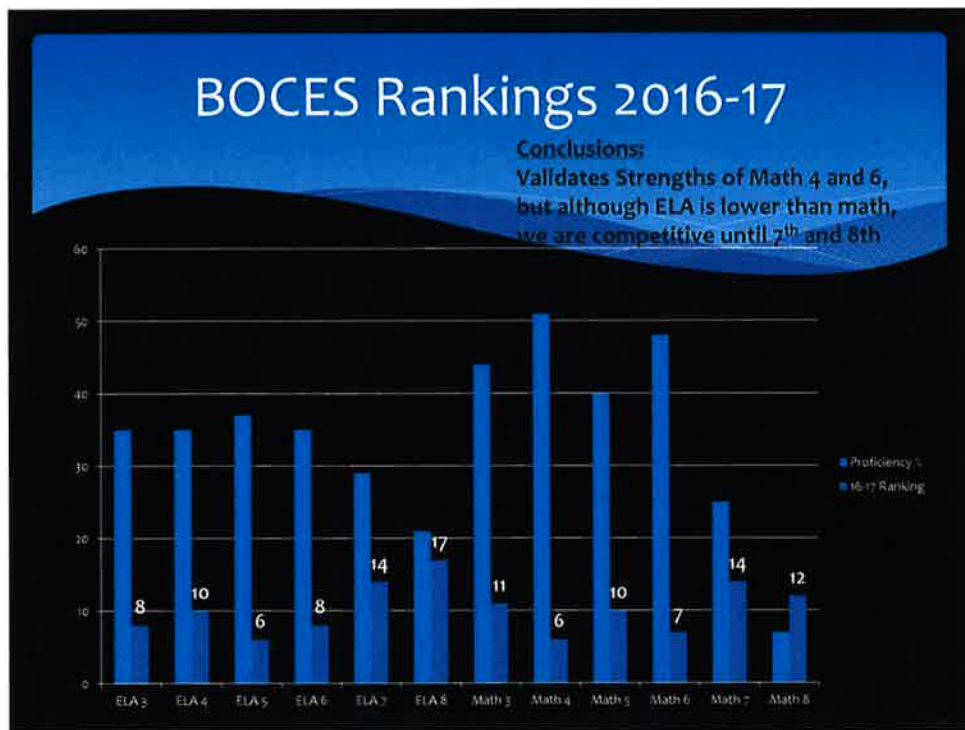
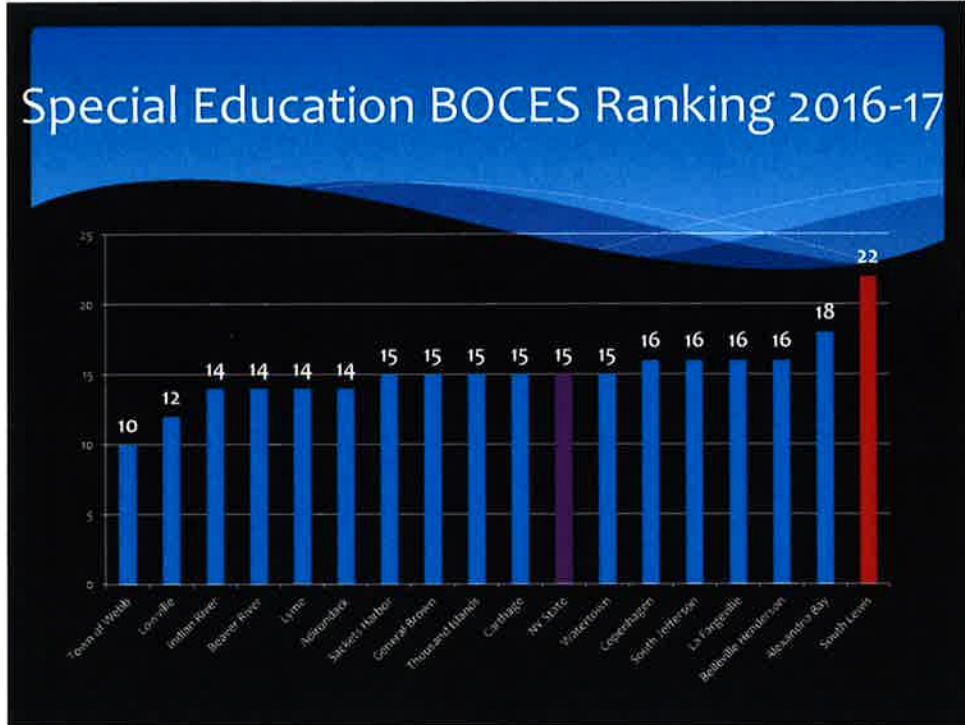


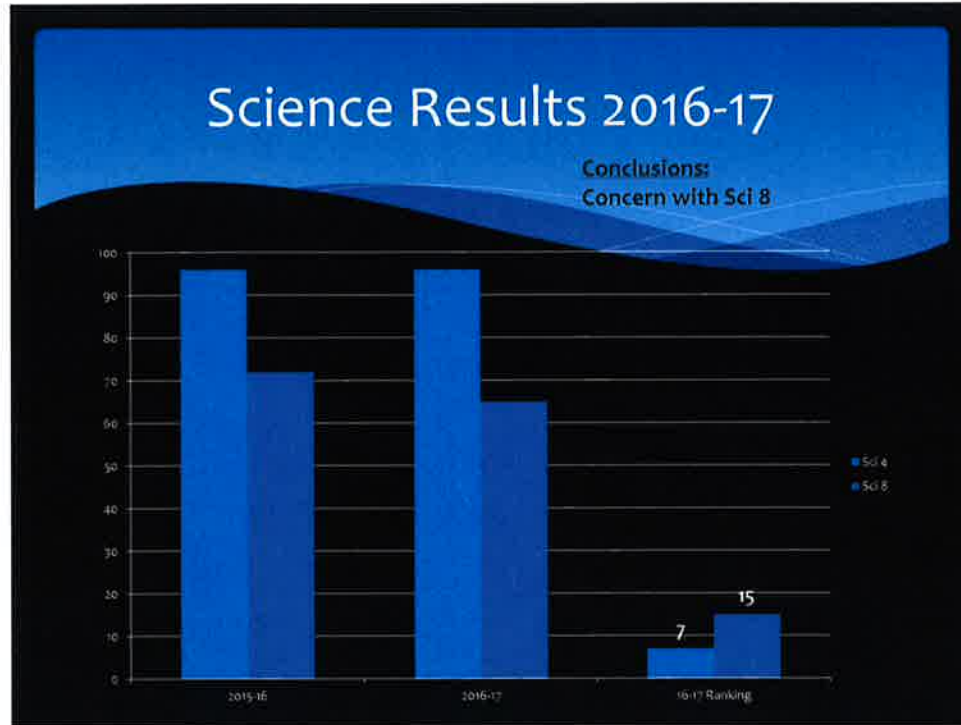
BOCES Rankings...

- 17 District in our BOCES Region (Adirondack, Alex Bay, Beaver River, Belleville-Henderson, Carthage, Copenhagen, General Brown, Indian River, LaFargeville, Lowville, Lyme, Sackets Harbor, South Jefferson, South Lewis, Thousand Islands, Town of Webb, Watertown)
- Sp. Ed. percentage of students = 17th
- Free and Reduced Lunch percentage = Tied 16th
- **Research has proven that both have a strong negative correlation to success in schools**

Economically Disadvantaged BOCES Ranking 2016-17

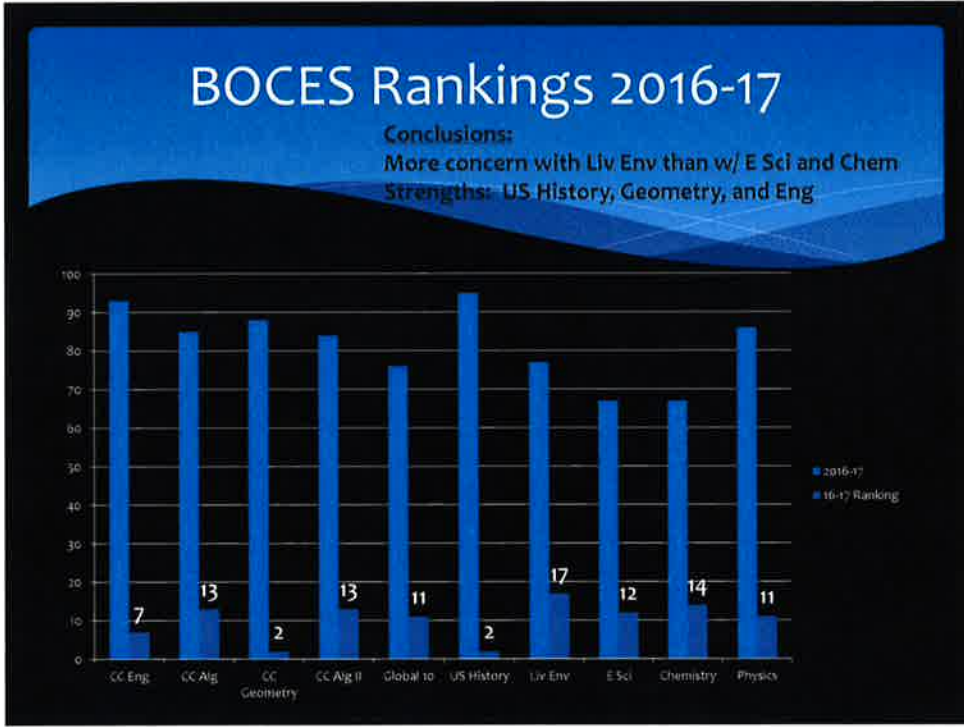
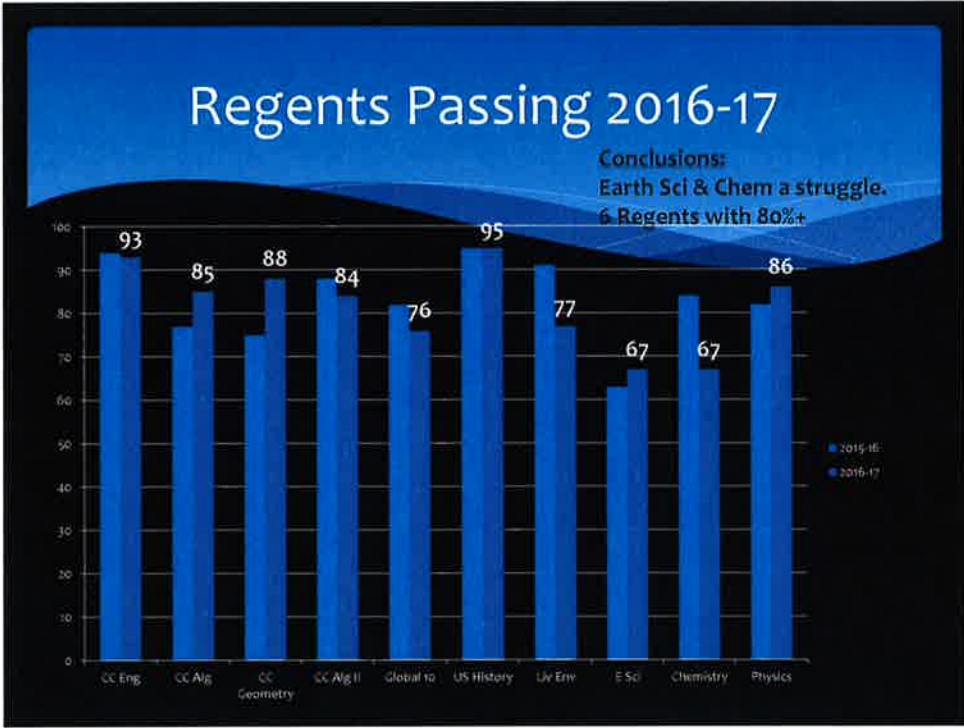






Regents...

- Passing means any student who earns a scale score of 65 on each Regents – **this doesn't mean they got 65% of the test correct – it varies Regents to Regents, but for some a student only needs 29.1% of the test correct to earn a scale score of 65**
- **Difficult to compare apples to apples**
 - Students have choices in whether they do or don't take each Regents
 - Students need to pass 5 Regents for a regular diploma and 8 with an Advanced Regents
 - Some districts push kids to keep re-trying to pass a failed Regents, lowering percentages
 - Regents are offered in January, June and August
 - Some districts teach courses in different orders

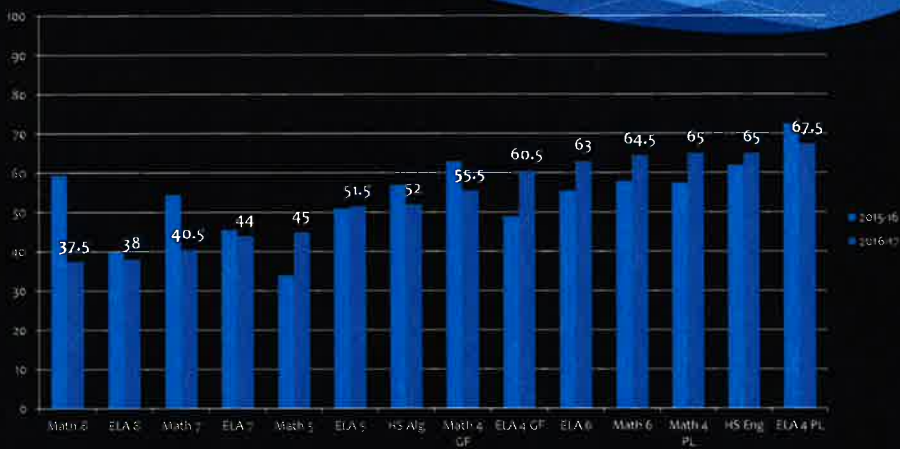


Growth Scores

- Put students into groups with “similar students” across the state:
 - Prior state exam scores
 - Prior academic performance
 - SWD
 - ED
 - ELL
- Begins at 4th grade, because we need 3rd grade results (prior scores) in order to make the “similar students” groups
- Idea is not did the child reach proficiency, but instead, where did each child come into the year, and compared to students like him/her across the state, how did they do at the end of the year:
 - Better than those like him/her (the child grew more than expected this year, 60+)
 - Equal to those like him/her (the child grew an average/expected amount this year, 47-59)
 - Below those like him/her (the child didn't grow as much as others this year, 40-)

Growth Scores Past 2 Years

-confirms proficiency data – 7th & 8th ELA and Math are focus areas
 -certain grades/subjects moving kids solidly



School Report Cards

* Go to <http://data.nysed.gov>

SOUTH LEWIS CSD AT A GLANCE

- GENDER**
- 1,021**
Total K-12 Public School Students
- EQUITY**

SOUTH LEWIS CSD DATA

STUDENT DATA SCHOOL DATA

Accountability

SOUTH LEWIS CSD DATA

2014-15 2015-16 **2016-17**

STUDENT DATA

- Enrollment
- 2015-16 Assessment Data
- 2016-17 Assessment Data

SCHOOL DATA

- General Information
- Financial Information

MY COMPARISONS

Place one or more items on the list for comparison. Click on the + icon below to add or remove items for comparison.

QUICK COMPARISONS

- COMPARE WITH LAST YEAR
- COMPARE WITH LEWIS COUNTY
- COMPARE WITH MY STATE

SOUTH LEWIS CSD - SCHOOL REPORT CARD DATA [2016-17]

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment, and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

Report Card Data | Glossary of Terms | Accountability Data | Glossary of Terms | Business Rules

What state would you like to compare?

Profile Data

- Enrollment
- Attendance
- Assessment
- Equity
- Financial Information
- General Information
- High School Graduation
- High School Performance
- Postsecondary Plans of Graduates

Assessment Data

- Grade 3 English Language Arts
- Grade 3 Mathematics
- Grade 4 English Language Arts
- Grade 4 Mathematics
- Grade 5 English Language Arts
- Grade 5 Mathematics
- Grade 6 English Language Arts
- Grade 6 Mathematics
- Grade 7 English Language Arts
- Grade 7 Mathematics
- Grade 8 English Language Arts
- Grade 8 Mathematics
- Grade 9 English Language Arts
- Grade 9 Mathematics
- Grade 10 English Language Arts
- Grade 10 Mathematics
- Grade 11 English Language Arts
- Grade 11 Mathematics
- Grade 12 English Language Arts
- Grade 12 Mathematics

Accountability Data

- Demographic Information
- Financial Information
- General Information
- High School Graduation
- High School Performance
- Postsecondary Plans of Graduates
- Student Performance
- Teacher Performance
- Teacher Quality
- Teacher Workload
- Teacher Turnover
- Teacher Vacancies
- Teacher Workload
- Teacher Turnover
- Teacher Vacancies

General Information

- General Information
- Financial Information

Offices at NYSED

- Information and Reporting Services
- Quality Assurance
- Special Education
- Student Support
- Teacher Support
- Technical Assistance
- Technology
- Training and Professional Development
- Transportation
- Public Information

Additional Information

- Additional Information
- Additional Information

What is looked closely at...

- ◆ Graduation rates
- ◆ Regents results for math and ELA
- ◆ State results in 3-8 for math, ELA & Science

- ◆ What is analyzed is how our entire student body performs, but also each sub-group of students
 - ◆ **Students with Disabilities**
 - ◆ **Economically Disadvantaged Students**
 - ◆ **Ethnic groups** (in our case we typically only have enough students to do a “white” category)

Colored Chart with Multiple Years of Data...

- ◆ Note that the state assessments in 3-8 ELA and math switched to Common Core in 2012-13 (that is why the numbers are quite a bit different for those exams as compared to 2011-12)
- ◆ The High School Math Regents began switching to CC in 2013-14
- ◆ The High School ELA Regents switched to CC in 2015-16

What the state looks closely at...

- The **PI** is the **P**erformance **I**ndex, which is a calculation giving double credit for students “proficient,” single credit for students scoring “below proficiency,” and no credit for students “well below proficiency.”
- The state has an “**E**ffective **A**nnual **M**easureable **O**utcome” each year that each sub-group needs to meet in order to work towards steady improvement “**A**dequate **Y**early **P**rogress.” The AMOs are predetermined, increase each year, and are the same for all schools in the state, with smaller schools having an advantage over larger schools (EAMO is higher based on student population).
- You can also make “Safe Harbor” for a group if you don’t make the **EAMO**. This means we have shown improvement over prior year’s performances (based on our school’s prior data).

What the state looks closely at...

- Districts or schools that are performing **substantially below** where they should be can be identified as “**F**ocus” or “**P**riority”
 - much more complex than this, but the overall concept is that the state attempts to identify schools/districts performing in the bottom 5% across the state on graduation rates, 3-8 testing results, and Regents results
 - create plans
 - possible state intervention/assistance

What the state looks closely at...

- A school (not district) that fails to make AYP for 3 years in a row for a sub-group can be identified as a “**Local Assistance Plan**” school
 - create plan to address how to gain growth for the sub-group(s) not making AYP
- **SINCE WE ARE IN THE PROCESS OF SWITCHING TO ESSA, NO NEW LAP SCHOOLS WILL BE IDENTIFIED BASED ON THE DATA THAT WAS RELEASED FOR 2016-17**

Do you notice any areas where we have red 3 years in a row?

- What does that mean?

Progress Filters...

Examples of those previously approved:

- Group has made a ten point gain in the Performance Index from Prior Year.
- Median Student Growth Percentile is at or above Statewide average.
- Subgroups 4- or 5-year graduation rate is above Statewide average or has increased by ten percent over last two years.

Next Steps...

- We know that we won't be a Focus or Priority school or district, and no LAP schools will be identified.
- However, we want to use this data in combination with the proficiency, BOCES rankings, and growth scores to see which areas are repeatedly showing up as low, and also to see which areas repeatedly show up as strong areas amongst all of the data we look at.

How is the district impacted when students opt out of the 3-8 tests...

- When you are missing student data it can skew your results either way (if the students who opt out tend to be higher performing students, your results will be poorer than they should be, but the opposite can also be true)
- In addition to meeting your EAMO for all of the sub-groups we talked about, you also need to have 95% of your students participate in the 3-8 ELA and math assessments and 80% participation for the 4 and 8 Sci exams

How is the district impacted when students opt out of the 3-8 tests...

- If you fail to meet these percentages, then you will fail to make your AYP, no matter if you made the EAMO or Safe Harbor (the state does average 2 years together if you fall below the required participation rates)
- Repeated failures to make the AYP for any of your sub-groups can make you a “Local Assistance Plan,” “Priority,” or “Focus” District or School
- In conclusion, not meeting these percentages puts you in the same predicament as getting very poor student results

In Conclusion...

- School report cards give us a lot of important overall information about a district and school buildings
- The state uses 3-8 ELA, math & Sci state results, HS math and ELA Regents results, and Graduation Rates to determine which schools are struggling (**Focus, Priority and Local Assistance Plan**) and which districts and schools are doing well (**Reward**)
- Participation rates are also important, and fortunately our district met all participation requirements in 2016-17

Changes Coming...

- You have probably heard of ESSA (Every Student Succeeds Act) – the latest law that replaces ESEA (Elementary and Secondary Education Act) – NY's ESSA Plan has been submitted to the US Dept. of Education
- Federal requirement to still test students in 3-8 ELA and math, once in ELA and math at HS, and 3 times for Science (elementary, middle and high)
- However, states will have to determine their own systems for how they will measure accountability and how to determine which districts and schools are Focus, Priority, LAP, or Reward
- Participation rates will still apply
- Overall – we know that the state exams, Regents, and Grad Rates will still be a large factor in ESSA, but other areas such as: chronic absenteeism, percent of students taking college or AP courses, and other elements will be added to how accountability is determined

Big Picture View of SL...

- 3-8 ELA and math PIs
 - Are bars moving up each year or are any dropping down?
 - We are looking for steady growth upwards.
 - Are there certain areas that seem overall higher bars (strengths), lower bars (focus areas), patterns?
- Focus Areas: SWD (working with BOCES)

Big Picture View of SL...

- High School Regents and Sci 4 and 8
 - Are bars moving up each year or are any dropping down?
 - We are looking for steady growth upwards.
 - Are there certain areas that seem overall higher bars (strengths), lower bars (focus areas), patterns?
- Focus area is Sci 8

Big Picture View of SL...

- ◆ Graduation Data
 - ◆ Are bars moving up each year or are any dropping down?
 - ◆ We are looking for steady growth upwards.
 - ◆ Are there certain areas that seem overall higher bars (strengths), lower bars (focus areas), patterns?
- ◆ Conclusions: Pleased with our Grad. Rates and working towards increasing those graduating with Advanced Designations.

APPR 2016-17 and 2017-18

- ◆ Last year we started a new APPR plan so teachers and principals no longer get a score, 0-100.
- ◆ Instead, they will be rated on two categories, Student Performance and Observation.

		Observation			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

S. Lewis 5-Year APPR Summary

Rubric, Local, Growth	2015-16 Original SLCSO = 99	2015-16 Transition SLCSO = 77 (any UPK-8 teachers)	2016-17 (Refer to Matrix) Rubric, Student Achievement	2016-17 Original SLCSO = 100	2016-17 Transition SLCSO = 35 (any 3-8 ELA/math teacher)
HE 91-100	42 = 42%	61 = 79%		9 = 9%	1 = 3%
E 75-90	55 = 56%	16 = 21%		88 = 88%	34 = 97%
D 65-74	2 = 2%	0%		3 = 3%	0%
I 0-64	0%	0%		0%	0%
Total	100%	100%	Total	100%	100%

What we've covered:

- Proficiency and BOCES Rankings
- Growth Scores
- School Accountability – State Data Portal
- APPR Summary
- Questions???



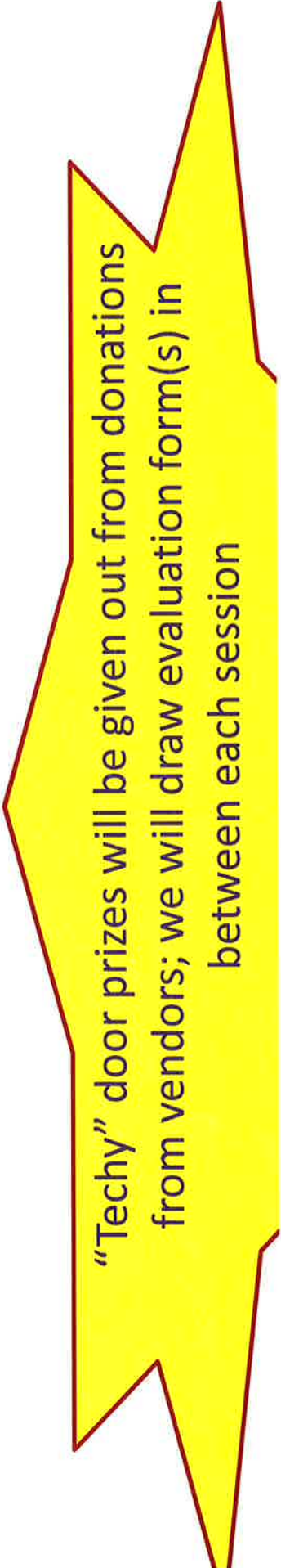
Plan for **Feb. 13** (Snow Date Feb. 14)

South Lewis Technology Showcase (5-12 Staff & Students)

- **1st-4th per. classes are canceled at the HS**
 - HS students and teachers circulate to 3 technology sessions that they've chosen
- **6th-10th per. classes are canceled at the MS**
 - MS students and teachers circulate to 3 technology sessions that they've chosen

We will be having an assembly AP to explain the sessions and to review how people will sign up for their sessions

- **Jan. 29** – Middle School **Jan. 31** – High School



“Techy” door prizes will be given out from donations from vendors; we will draw evaluation form(s) in between each session

- **20 presentations will take place during each time-frame, with a maximum size of 20 attendees in a session, below are some of the full descriptions, and other topics include: Google Earth, Twitter, 3-D Printing, Castle Learning, Internet Safety with Sgt. Schmitt, Robotics, Coding, Breakout EDU (led by students), and More!**

Presenter and Title	Description
Building Mobile Apps in the Classroom: Derek LaLonde (MORIC)	Have you ever wondered how your favorite mobile applications are developed? Join us as we explore the mobile application development landscape, and introduce to the concepts and tools needed to get started build your own apps in the classroom.
VR for All: A Trip to Remember: Tony Williams (MORIC)	Virtual reality allows teachers to transport whole classes across the world, into space, under the seas, and even inside the atom. Travel through time and space to witness first-hand the amazing potential of VR, and learn how to harness its ingenuity and embracing the Maker Culture to provide its students with VR at about 2% the cost.
Powerful Presentations: Google Slides and Nearpod - Andrew Reid and Gail Kiser	Upgrade your presenting power. Still making the switch to Google? Mrs. Kiser will guide you through the ins and outs of switching to Google Slides from Microsoft PowerPoint. Want more interactivity when presenting? Mr. Reid will show you how to upload your Google Slides and PowerPoints into Nearpod which allows you to insert activities like instant polls, drawings, open-ended questions, and a whole lot more, keeping your audience actively engaged while gathering data on how effective your presentation was.
Google Extensions - Tim Davey (BOCES Google "Guru")	Google Chrome Extensions are amazingly useful and valuable tools. This workshop will focus on extensions that are helpful to you in the classroom. Google Chrome is the learning environment for all things Google – and this browser allows you to customize almost anything to fit your needs. Better yet, Google Chrome can be tailored to fit the needs of our student learners. In addition to really great Google Extensions, we will also learn some unknown tips and tricks that will help you in any venue.
3D Pens: Handheld Magic of Creation- Anne Huntress	These devices work by extruding heated plastic that cools almost instantly into a solid, stable structure, allowing for the free-hand creation of three-dimensional objects. Participants will create, build, and learn about structural dynamics.
Accessibility Options for Reading and Writing : Brook VanBrocklin	Reading and writing made easy! If you can think it, you can write it! Learn about how CoWriter can improve your spelling and writing by using word prediction based on previously selected vocabulary packs. Can't understand a text or prefer to have it read aloud? The Snap&Read Google Extension can read aloud most texts and includes many other features such as outlining tools and an instant works cited page creator. This extension can read pdf's as well as graphs, captions or charts. A great tool for any struggling reader!
Introduction to G-Suite Lanette Liddiard	Have you heard people talking about G-Suite but you're not sure what it is or how to use it? Get an introduction to the power of G-Suite including Drive, Docs, Classroom, and Calendar.
Introduction to Google Sites: Melissa Mooney	Have you ever asked yourself how can I create my own web page, have you wondered how can I use self created websites in my class or how can I turn a web page into a presentation?
Connecting the Classroom and Technology: Melissa Mooney	Taking education a step further! Engaging students while they learn; find out how Padlet, White Board, and Kahoot can make that happen in your classroom.
EdPuzzle Smart Potpourri: Curtis Kilburn, Ryan Fitzgerald, and Shelly Still	The presentation will provide a brief introduction of the inner workings of EdPuzzle and how it applies to various content areas. We will cover how to create assignments, student projects with embedded questions, upload videos to EdPuzzle that are created in SMART Notebook, and a quick preview of Maestro. There will be time for personal exploration and development as well.



**Memo To: Mr. Doug Premo
Superintendent**

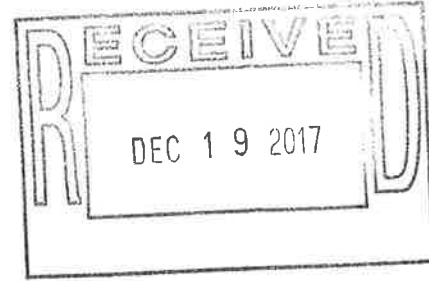
**From : Rich Poniktera
Director of Facilities III**

Re: Items for discard/disposal and or public sale

Date: October 20, 2017

We have two old voting machines that are not used any longer and would like to discard them by trying to sell them on the auctions international site.

1/16/18
BOE ontj



**Memo To: Mr. Doug Premo
Superintendent**

**From : Rich Poniktera
Director of Facilities III**

Re: Items for discard/disposal and or public sale

Date: December 19, 2017

We have the old distance learning room computer desks that are not used any longer and would like to discard them by trying to sell them on the auctions international site.

**INTER-MUNICIPAL AGREEMENT
EXPENSE SHARING
MAPLE RIDGE WIND FARM**

AGREEMENT dated as of January 2, 2018, by and between the COUNTY OF LEWIS, a body corporate and politic under the laws of the State of New York with an office at 7660 North State Street, Lowville, New York 13367 (the "County"), LOWVILLE ACADEMY AND CENTRAL SCHOOL DISTRICT, a body corporate and politic under the laws of the State of New York with an office at 7668 North State Street, Lowville, New York 13367 (the "Lowville School District"), COPENHAGEN CENTRAL SCHOOL DISTRICT, a body corporate and politic under the laws of the State of New York with an office at P.O. Box 30, Copenhagen, New York 13626 (the "Copenhagen School District"), SOUTH LEWIS CENTRAL SCHOOL DISTRICT, a body corporate and politic under the laws of the State of New York with an office at East Road, Turin, New York 13473 (the "South Lewis School District"), TOWN OF LOWVILLE, a body corporate and politic under the laws of the State of New York, with an office at 5533 Bostwick Street, Lowville, New York 13367, TOWN OF MARTINSBURG, a body corporate and politic under the laws of the State of New York, with an office at 6371 East Martinsburg Road, Lowville, New York 13367, TOWN OF HARRISBURG, a body corporate and politic under the laws of the State of New York, with an office at 7886 Cobb Road, Copenhagen, New York 13626, TOWN OF WATSON, a body corporate and politic under the laws of the State of New York with an office at 7316 Number Four Road, Lowville, New York 13367 (hereinafter the "taxing jurisdictions").

RECITALS

1. The taxing jurisdictions have previously entered into a document known as AMENDED AND RESTATED PAYMENT IN LIEU OF TAX AGREEMENT dated as of February 1, 2005 (hereinafter the "PILOT Agreement") by and between the taxing jurisdictions and FLATROCK WINDPOWER, LLC, a limited liability company with its local offices located at 7612 State Street, Lowville, New York 13367, and FLATROCK WINDPOWER II, LLC, a limited liability company with its local offices located at 7612 State Street, Lowville, New York 13367, (collectively referred to as the "Companies") with respect to the construction of a large scale windpower electric generating facility located on the Tug Hill Plateau (hereinafter the "Project").
2. The taxing jurisdictions and the Companies are currently in discussions concerning a potential new PILOT agreement to take effect at a date in the future upon termination of the existing agreement noted above.
3. The County of Lewis Industrial Development Agency (LCIDA) intends to retain legal counsel for the purpose of advising the taxing jurisdictions on negotiation of the new PILOT agreement.
4. These specialized legal services will provide guidance with respect to one or more of the following matters: (i) provisions to include in a PILOT agreement and the legal issues related to a PILOT agreement (ii) determination of the valuation of the Companies project assets, including the retention if necessary of an appraiser, (iii) negotiations with the Companies and their legal representatives (iv) analysis and understanding of renewable energy industry and factors that will impact this negotiation.
5. The parties acknowledge that it is fair and equitable for all the taxing jurisdictions that are receiving payments by and through the existing

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PILOT Agreement and will be a party to the potential new PILOT agreement, will share in the cost of Special Legal Services connected therewith.

NOW, THEREFORE, in consideration of the mutual promises made heretofore and herein, the parties hereby agree as follows:

Section 1. Term of Agreement.

The term of this Agreement shall be deemed effective December 1, 2017, and shall continue in full force and effect through December 31, 2019.

Section 2. Sharing of Expenses.

a. Each taxing jurisdiction agrees to pay its share of the legal fees incurred for Special Legal Services invoiced to the LCIDA. LCIDA will be responsible for payment of the invoices and will invoice each taxing jurisdiction and provide a copy of the invoice submitted by special counsel following the receipt of same. Each jurisdiction's pro rata share of such expense shall be based upon their relative share of revenues received under the PILOT Agreement for 2017 divided by the total amount paid by the Companies under this agreement the percentage distribution will be outlined in an attachment to this agreement.

b. Within thirty days of receiving a statement for services rendered in connection with Special Legal Services, the LCIDA shall issue an invoice to each taxing jurisdiction requesting payment of their pro rata share together with a copy of the statement received from special counsel. Payment shall be due within forty-five (45) days of receipt of such invoice.

Section 4. Retention of Counsel. It is agreed by the parties that during the term of this agreement Kevin McAuliffe, Esq. with Barclay Damon shall be retained to provide Special Legal Services for the parties to this agreement relative to issues regarding the Maple Ridge Wind Farm request to extend or enter a new PILOT. A copy of the retainer agreement is attached hereto as Exhibit "A". Should there be the need to change or hire additional counsel at any time during the term of this agreement the same shall be accomplished by a majority vote of the parties to this agreement with each party being accorded one vote.

Section 5. Point of Contact. It is agreed by the parties that the Point of Contact between the parties to this agreement and special counsel retained by the LCIDA on behalf of the parties will be County Attorney of the County of Lewis, the Executive Director of the LCIDA, or the attorney for the Town of Martinsburg. Any change in this Point of Contact shall be accomplished by a majority vote of the parties to this agreement with each party being accorded one vote.

Section 6. Major Decisions. All major decisions of a legal nature under this agreement shall be accomplished by two thirds vote of the parties with each party to the agreement being accorded one vote. Such "major decisions" shall be subject to the approval of each parties' governing board as required by law. Major decisions shall include:

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- a) The authorization of any proposal to be set forth to the Wind Farm Developers on behalf of the communities. Not sure about this – see comment
- b) Any decision to commence litigation.
- c) Any decision to expend funds or hire a consultant (other than retention of counsel under Section 4)

Section 7. Period Reporting. The Point of Contact shall provide an email report on a periodic basis no less frequently than 60 days to each of the parties to this agreement indicating any change in status, significant work undertaken, or significant correspondence during that time. Reports may be rendered regular mail, email, fax or other.

Section 8. Meetings. Meetings of the parties of this agreement may be called at any time at the request of at least four of the signatories of this agreement or at the request of the Point of Contact.

Section 9. Authority.

This Agreement is being executed by the duly authorized representative of each taxing jurisdiction identified pursuant to a Resolution adopted by said Board. The parties represent that the signatory for each party has been heretofore authorized to do so by similar action.

Section 10. Counterparts. This Agreement may be simultaneously executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.

Section 11. Modifications. This Agreement constitutes the entire agreement of the parties regarding the subject matter contained herein and shall not be modified unless in writing and signed by all of the parties hereto in the same manner as this Agreement is executed.

IN WITNESS WHEREOF, the parties hereto have caused this instrument to be duly executed the date set forth hereinabove.

COUNTY OF LEWIS

By:
It's: Chairperson, Board of Legislators

LOWVILLE ACADEMY AND CENTRAL SCHOOL DISTRICT

By: Thomas Schneeberger
It's: School Board President

**COPENHAGEN CENTRAL SCHOOL
DISTRICT**

By: Lynn Murray
It's: School Board President

**SOUTH LEWIS CENTRAL SCHOOL
DISTRICT**

By: Barry Worczak
It's: School Board President

TOWN OF LOWVILLE

By: Randall Schell
It's: Supervisor

TOWN OF MARTINSBURG

By: Terrence Thisse
It's: Supervisor

TOWN OF HARRISBURG

By: Stephen Bernat.
It's: Supervisor

TOWN OF WATSON

By: Dennis Foster
It's: Supervisor

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Attachment 1

Section 2. Sharing of Expenses.

a. Each taxing jurisdiction agrees to reimburse the County of Lewis Industrial Development Agency for such taxing jurisdiction’s pro rata share of the expense incurred on behalf of the parties for Special Legal Services. Each jurisdiction’s share of such expense shall be based upon their relative share of revenues to be received under the PILOT Agreement for 2017, *to-wit*:

Town of Harrisburg	10.9%
Town of Lowville	2.0%
Town of Martinsburg	12.8%
Copenhagen Central School District	2.6%
Lowville Academy Central School District	44.10%
Lewis County	26.9%
South Lewis Central School District	.30%
Town of Watson	.40%
	100.00%



Serving BOCES:
Herkimer-Fulton-Hamilton-Otsego
Jefferson-Lewis-Hamilton-Herkimer-Oneida
Madison-Oneida
Oneida-Herkimer-Madison

**RESOLUTION OF THE BOARD OF EDUCATION FOR THE
SOUTH LEWIS CENTRAL SCHOOL DISTRICT**

WHEREAS, the Board of Education of the South Lewis Central School District desires to enter into a 5 year contract with the Madison-Oneida BOCES in order for the Mohawk Regional Information Center to furnish certain services to the District pursuant to Education Law 1950(4)(jj), those services being Broadband Telecommunications as defined on the attached sheet(s).

NOW, THEREFORE, it is

RESOLVED, that the Board of Education of the South Lewis Central School District agrees to enter into a contract with the Madison-Oneida BOCES through the provision of said services to the District not to exceed \$700.00 monthly (South Lewis MS/HS), \$700 monthly (Glenfield Elementary), \$700.00 monthly (Port Leyden Elementary) plus any one time vendor installation costs, subject to the approval of the Commissioner of Education, for a period of 5 years, beginning on or about January 1, 2018, and ending on or about December 31, 2023.

CERTIFICATION

It is hereby certified that the above motion was approved by the South Lewis Central School District Board of Cooperative Education at its meeting, duly noticed, held on

_____.

Date _____, 2017

Board Clerk



Serving BOCES:
Herkimer-Fulton-Hamilton-Otsego
Jefferson-Lewis-Hamilton-Herkimer-Oneida
Madison-Oneida
Oneida-Herkimer-Madison

Telecommunications Upgrade Plan

Name of District: South Lewis Central School District
Name of Telecommunications Provider: Development Authority of the North Country
Term of Contract: 5 Years
Expected Start Date: January 1, 2018
Expected Termination Date: December 31, 2023

<u>Buildings</u>	<u>Bandwidth</u>	<u>Monthly Cost</u>
South Lewis MS/HS	1 GIG	\$700.00
Glenfield Elementary	1 GIG	\$700.00
Port Leyden Elementary	1 GIG	\$700.00

This signed Agreement authorizes the Mohawk Regional Information Center to contract with DANC and provide Board Resolution for a Multi-Year Agreement for this telecommunications upgrade.

Superintendent's Name: Douglas Premo

Douglas Premo, Superintendent

Date