

SOUTH LEWIS CENTRAL SCHOOLS

2021-2022 Instructional Calendar

July

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September (21)

1-3 Superintendents Conference Day

6 Labor Day

7 Opening of School

October (20)

11 Columbus Day

November (18)

11 Veterans Day

24-26 Thanksgiving Holiday

December (16)

23-31 Christmas Holiday

January (20)

17 Martin Luther King Day

25-28 Regents Exams

February (15)

21 President's Day
22-25 Winter Recess

March (23)

April (15)

11-14 Spring Recess
15 Good Friday
18 Easter Monday

May (21)

30 Memorial Day

June (17)

15-23 Regents Days

20 Juneteenth Holiday

24 Regents Rating Day

24 Last Day of School

Total number of days 186

January

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

NOTE: If additional days must be used for emergency closings, the Board of Education reserves the right to determine which makeup days will be used from any scheduled recess periods and/or holidays, consistent with any language that may exist in district labor agreements.

BOE Approved 3-16-21

South Lewis Central Schools

2021-22 Budget

March 16, 2021



CURRENT 2020-21 Budget

\$26,453,524

- Cost-Drivers:
 - Salaries:
 - Administrative/Supervisory/Confidential: 3.00 to 3.25%
 - SRP: 3.5%
 - SLTA: 3.25%
 - Healthcare: 1.0%
 - Worker's Compensation: Decrease of 1.0%
 - Pensions:
 - ERS: Steady @ approximately 15-16% of payroll
 - TRS: Increase from 9.53% to 9.8% of payroll
 - Building/Department Budgets: Decrease of 2.24% (total = \$2,997,092)
 - BOCES and RIC Budgets: Decrease of 15% (total = 3,206,607)
- State Aid:
 - Foundation Aid: TBD
 - Includes \$100,000 Community Schools Aid
 - Expense Based-Aids (Transportation, BOCES, etc...) – TBD
 - Enrollment Based-Aid (Textbook/Software, Library, etc...) – TBD

Local Tax Levy History and Recommendation

□ Tax Levy History:

■	2012-13: 1.97%	(Allowable Limit was 3.46%)
■	2013-14: 1.98%	(Allowable Limit was 4.95%)
■	2014-15: 1.98%	(Allowable Limit was 5.96%)
■	2015-16: 1.95%	(Allowable Limit was 3.45%)
■	2016-17: 0%	(Allowable Limit was .12%)
■	2017-18: 1.25%	(Allowable Limit was 2.8%)
■	2018-19: 1.97%	(Allowable Limit was 2.75%)
■	2019-20: 1.75%	(Allowable Limit was 2.56%)
■	2020-21: 1.80%	(Allowable Limit was 2.19%)

□ 2021-22 Tax Levy Recommendation

- 3.23% increase (*Estimated Allowable Limit is 11.46%*)
 - Ten Year Avg. 1.79% (*Utilized 45% of allowable limit which has averaged 3.97%*)

2021-22 Proposed Budget

\$28,000,656

☐ What is in/not in this budget compared to this year?

- ☐ * *All current programs and opportunities for students*
- ☐ AM and PM UPK offerings for both classes
- ☐ Building/Department budgets as presented/requested
- ☐ South Lewis Summer School @ High School Level
- ☐ Staffing/Program Changes
 - ☐ Minor Staffing Adjustments TBD
 - ☐ Aides vs. Monitors & Food Service Staff in elementary café (supervision and cash registers)
 - ☐ Full-Time 2nd Shift Dispatcher vs. Two (2) Part-Time Dispatchers (AM and PM)
 - ☐ Buildings and Grounds (assignment of exterior landscaping ?)
 - ☐ 2nd Shift Building Coverage (24/7 locked campus)
 - ☐ Other MISC/TBD (single-campus efficiencies)

2021-22 Proposed Budget

\$28,000,656

-
- ❑ **What is in/not in this budget compared to this year?**
 - **Purchase of three school buses*
 - Mini-Renovation/Capital Outlay Project (\$100,000/Year)
 - ❑ TBD – exterior doors?
 - Increase: Bond Payment of \$2.55 million/Year
 - ❑ \$38.88 million voter approved project on 10/23/18
 - ❑ \$1.43 million State Aid and \$1.12 million local share
 - Decrease: BOCES/RIC Budgets: \$570,776
 - ❑ BOCES Capital Payment: \$411,000
 - Decrease: Building/Dept. Budgets: \$68,637
 - Decrease: Lunch Fund Subsidy: \$175,000
 - ❑ \$300,000 to \$125,000/year

2021-22 Proposed Budget

\$28,000,656

☐ What is in/not in this budget compared to this year?

- ESD/SVP and SVP Grants Expire June 30 (\$408,000/year total)
- Applications submitted in March (5-year period: July 2021 – June 2026)
- \$350,000/Year ESD/SVP Grant
 - ☐ AM/PM AIS, Summer School, HHH ASP, Grade 5-6 Intramurals, Robotics, etc.
 - ☐ Professional Development and Supplies/Materials
 - ☐ Late Runs and Summer Transportation
 - ☐ Salaries and Benefits (Substance Abuse Counselor, Safe-Corridor Aide, etc.)
- \$58,000/Year SVP Grant
 - ☐ SRO

2021-22 Enrollment (UPK-12)

	Grade	Students	Total
Elementary	UPK (2 AM & 2 PM)	72 (4 Sections)	48 (12 students)
	K	80 (4)	20
	1	71 (4)	17.8
	2	70 (4)	17.5
	3	64 (4)	16
	4	62 (4)	15.3
		419/24 = 17.5	395/24 = 16.5
Middle School	5	66	
	6	58	
	7	75	
	8	76	MS = 275 Total
High School	9	43	
	10	68	
	11	70	
	12	62	HS = 243 Total



2021-22 Proposed Budget

\$28,000,656

- ☐ 5.8% spending increase (+ \$1,547,132)
 - Note: Bond Payment increase of \$2.55 million/Year
- ☐ 3.23% Tax Levy Increase Recommendation (Allowable Limit is 11.46%)
- ☐ Changes of Note:
 - AM/PM UPK Classes and HS Summer School
 - Minor staffing adjustments/changes
 - 3 Buses, Capital Outlay Project
 - Capital Project Bond Payment Increase
 - Building/Department Budget Decreases
 - BOCES Capital and Lunch Subsidy Decreases
 - ESD/SVP and SVP Grants ?
- ☐ Scheduled for Budget Adoption on April 20th



DISCUSSION

South Lewis Central School District



Long Range Financial Plan and Fund Balance Management- Reserve Plan

March 16, 2021

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❖ **The Purpose and Benefit of Long Range Planning**

Multiyear planning improves management and service delivery and allows for early identification of potential problems. It aids in projecting the future costs of existing services, and in determining whether existing revenue streams will be sufficient to cover these costs by the end of the planning period.

Multiyear financial planning provides information needed for program evaluation. It helps District officials examine the need for new programs, given projected growth and demographic changes. Multiyear planning also allows District officials to look at the efficiency and effectiveness of existing programs and determine what improvements are needed.

Strategic Action Plan

The School District needs to maintain, at all costs the high academic standards of our students, as they are the future of the district and will become our witness as to how we have passed or failed our mission. The District will continue to focus on effective academic programs, implementation of the Next Generation Learning Standards, and recruitment and retention of high-quality staff.

❖ **School District Revenues**

Local Tax Levy

The tax levy is the total dollars that a school district collects from property owners within the district in order to balance its budget. The levy is determined after accounting for all other sources of income, including state aid.

The tax rate is used to calculate what each property owner will pay in school taxes. The district tax levy rate is just one factor, along with assessment values and equalization rates that figure into determining the tax rate. The district does not set individual assessment values.

At the end of June 2011, the New York State Legislature enacted a property tax “cap” that seeks to limit the annual increase in the tax levies of local governments and school districts.

Although the new law has been referred to as a “2 percent tax cap,” it does not, in fact, restrict any proposed tax levy increase to 2 percent. What it does is establish a tax levy limit (which will be determined by each district according to an eight-step, complex formula dictated by the law, and will vary by district) that determines the number of votes needed to pass a school budget. Should the school district Board of Education ever choose to override the tax cap limit, a 60% super-majority vote would be needed.

State and Federal Aid

About 63% of total revenues are procured through State and Federal Aid. In 2009, the State announced drastic reductions in State Aid to Schools through the Gap Elimination Adjustment (GEA) in order to balance the State budget. The District has lost over 3.9 million dollars through the GEA. The State eliminated the Gap Elimination Adjustment for the 2016-2017 fiscal year. The State has also placed periodic freezes on Foundation Aid. State budget controls funding for many districts that derive a high percentage of their revenue from State Aid. Long Range planning becomes difficult, if not impossible, without consistent expectations

of State Aid revenue. Even after the State passes their budget on time, our funding stream may still be disrupted and payments extended past the original schedule due to lack of cash flow from the State. Given the economic climate and state of the State, the school system has found ways to save money and consolidate services whenever possible.

❖ **School District Expenditures**

The periodic freezes on Foundation Aid and the Gap Elimination Adjustments applied over the last 6 budget cycles has created a funding cliff on the revenue side of the budget. This coupled with escalating health care, retirement contributions and contractual obligations has posed significant challenges for the Board of Education as they prepare a spending plan each year.

Employee compensation and related fringe benefit costs is the largest area of expense. These costs are mainly affected by two uncontrollable factors: number of staff and contracts with collective bargaining units. The District employs approximately 235 full and part time employees.

Each year, the rising cost of providing pension and insurance benefits, factors beyond the district's control, complicates the development of the annual school budget. Health insurance costs have been increasing by 2-6% each year.

Both the New York State Teachers' Retirement System (TRS) and Employees' Retirement System (ERS) employer contribution rates have risen every year from 2002 through 2013. In 2014, we began to see contribution rates stabilize with a decrease realized in 2015 and 2016.

Bus Purchases

The District is on a bus replacement schedule that calls for the purchase of 3-4 new buses each year. The bus replacement plan evens out the transportation costs and ensures that buses are replaced every 7-8 years. Planned purchasing insures that the district has safe buses to transport students. As buses exceed their warranty and mileage recommendations, they become more costly to maintain and less efficient to run. Most of the purchase price is reimbursed through state transportation aid when purchased with local taxpayer dollars.

South Lewis Central School District
Five Year Financial Plan History, Fiscal Years 2016-2021
General Fund

	Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20	Projected 2020-21
Revenues					
Real Property Tax Items	8,360,930	8,606,776	8,815,384	8,815,384	8,979,914
Charges for Services	205,210	210,000	215,000	215,000	215,000
State Aid	14,265,342	15,070,946	15,450,022	16,172,709	15,336,073
Federal Aid	64,079	65,069	99,485	90,970	20,000
Other	461,575	293,093	366,221	281,176	551,028
Interfund Transfers	100,000	100,000	751,409	65,854	-
Total Revenues and Other Sources	23,457,136	24,345,884	25,697,521	25,641,093	25,102,015
Expenditures by Function					
General Support	2,811,097	2,793,586	3,000,000	3,100,000	3,215,000
Instruction	11,865,327	12,064,650	12,159,405	12,059,552	12,300,000
Pupil Transportation	1,124,153	1,232,836	1,250,000	1,300,000	1,300,000
Employee Benefits	5,411,837	5,387,076	5,661,000	5,850,000	6,025,000
Debt Service	1,991,699	1,966,361	1,990,000	1,990,000	1,990,000
Interfund Transfers	344,587	380,252	2,607,902	435,000	235,000
Total Expenditures and Other Uses	23,548,700	23,824,761	26,668,307	24,734,552	25,065,000
Surplus (Deficit)	- 91,564	521,123	- 970,786	906,541	37,015
Budgetary Reserves					
Fund Equity, Beg. Of Year	4,023,770	3,934,208	4,493,344	3,522,558	4,429,099
Fund Equity, End of Year	3,934,208	4,493,344	3,522,558	4,429,099	4,466,114
Nonspendable and Restricted Fund Balance	538,333	929,546	580,765	612,759	615,000

❖ **The Purpose and Benefit of Fund Balance Management**

The Board of Education and Administration considers several aspects of Fund Balance in balancing the overall fiscal health of the District.

Why do we need Fund Balance?

Fund balance is necessary in order to cover cash flow deficits in the summer and to plan for future liabilities as well as to accommodate unforeseen issues. A good Fund Balance Management Plan will substantially reduce or eliminate a negative effect on the normal operation of our District in order to accommodate liabilities that may arise. The General Fund budget voted upon by the community is established to pay for the expenses for that year. There is little room in that budget to pay for extraordinary or unanticipated expenses. We create Fund Balance with the idea that we can support future liabilities – known and unknown – without negatively affecting the instructional program or the taxpayers.

How is Fund Balance created?

Fund Balance is created when unexpended funds remain at the end of the fiscal year primarily by the design and management of annual district budgets. Over the last several years, the South Lewis Central School District Board of Education and Administration have been improving their efforts at prudent budget design. We have been conservative with our revenue estimates by acknowledging that the executive and legislative budget proposals are simply projections and estimates... not a guarantee of funding to the district. The actual dollars to be received from the state are not provided to us until November of the year following the vote. By being conservative, we avoid the risk of over stating budgeted revenues.

The appropriate development of the expenditure side of each budget is another area that has progressed and increased in accuracy in recent years. As a strategy to avoid unanticipated expenditures in the budget, the Board of Education strives to anticipate changes in regulations and student population. We receive updates from many sources in Albany and share information received by both the Superintendent and School Business Official from these sources in order to develop the most accurate financial plans possible. We work with the building administrators and department supervisors much more closely to determine changes in placements and programming for the future. Even after the budget is adopted, we monitor the fiscal plan on at least a weekly and sometimes more frequent basis looking for variances from our assumptions.

As of June 30, 2011, GASB Statement Number 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, was issued, which replaced fund balance classifications with the following:

Fund Balance Classifications

Non-spendable – consists of assets that are inherently non-spendable in the current period either because of their form or because they must be maintained intact, including prepaid items, inventories, long-term portions of loans receivable, financial assets held for resale, and principal of endowments.

Restricted – consists of amounts that are subject to externally enforceable legal purpose restrictions imposed by creditors, grantors, contributors, or laws and regulations of other governments; or through constitutional provisions or enabling legislation.

Committed – consists of amounts that are subject to a purpose constraint imposed by a formal action of the government's highest level of decision-making authority before the end of the fiscal year, and that require the same level of formal action to remove the constraint.

Assigned – consists of amounts that are subject to a purpose constraint that represents an intended use established by the government's highest level of decision-making authority, or by their designated body or official. The purpose of the assignment must be narrower than the purpose of the general fund, and in funds other than the general fund, assigned fund balance represents the residual amount of fund balance.

Unassigned – represents the residual classification for the government's general fund, and could report a surplus or deficit, limited to 4 percent of the annual budget.

❖ **Fund Balance and Reserve Plan**

Reserve Funds, like other savings plans, are mechanisms for accumulating cash for future capital outlays and other allowable purchases. The practice of planning ahead and systematically saving for contingencies is considered prudent management. The District feels strongly that Reserves must be funded adequately in order to serve as a revenue source during periods of economic downturn and/or State Aid decreases. This helps safeguard against the loss of educational programming/services and dramatic increases in the tax levy. The District uses conservative budgeting practices to ensure adequate funding of the following reserves and fund balance categories:

Unassigned Fund Balance – These funds are unrestricted and may be used for any valid purpose. They are used for unanticipated, unbudgeted expenditures.

Funding Target: 4-6% of the ensuing year's budget

Assigned Appropriated Fund Balance – These funds are set aside and returned to the community by lowering the required tax levy of the ensuing year's budget. They also provided the necessary cash flow during the summer months.

Funding Target: \$1,200,000 - \$1,500,000

Unemployment Reserve

Creation – The establishment of this reserve was approved by Board Resolution.

Purpose – This reserve is used to reimburse the State for payments made to claimants where the district uses the benefit reimbursement method. The District does subscribe to the benefit reimbursement method, meaning we reimburse the State for actual claims incurred. We do not pay NYS a fixed premium for unemployment insurance coverage.

Funding Methods – This reserve was funded entirely from excess fund balance when it was created. It was funded in anticipation of an increased number of staff reductions.

Use of Reserve – The initial funding was an amount sufficient to pay full unemployment insurance at the maximum rate for approximately eight individuals. Although the budget has had and continues to contain \$10,000 for unemployment insurance, this amount is used for relatively small, incidental claims incurred by the District in the normal course of business. It would not be enough if there were multiple layoffs or terminations. Although the District has experienced some layoffs/terminations over the past few years, not all have resulted in unemployment expense to the District.

Monitoring of Reserve – This reserve is monitored by the Superintendent and Business Administrator to assess the potential for incurring unemployment claims.

Funding target - \$150,000 - \$175,000

Rationale: Given the nature of uncertainty regarding unemployment claims from year to year we initiated this reserve in 2010-11. We monitor need annually. We recognized the need to increase funding it due to the COVID19 furloughs and the potential of them being much greater should another pandemic effect the district.

Employee Benefit Accrued Liability

Creation – The establishment of this reserve was approved by Board Resolution.

Purpose – This reserve is used to pay for unused accumulated leave time contractually provided to certain groups of employees. This typically includes payment for unused sick and vacation pay. This fund cannot be used to pay for items such as: retirement incentives, FICA and Medicare payments and retiree health insurance.

Funding Methods – This reserve was funded from excess fund balance.

Use of Reserve – This reserve is used when an employee retires from the District and payment of accumulated leave is required. These transactions flow through the budget via a budget revision with the offsetting revenue coming from a drawdown of this reserve if the current budget would not support the payment. This reserve will be used in this manner to make these payments.

Monitoring of Reserve – This reserve is monitored by the Superintendent and Business Official. Each year, a detailed analysis of the liability is computed and is used to support the funding of this reserve at 100% of the liability.

Funding Target – This reserve was initially funded at \$289,000 and has slightly increased based upon actual calculation of compensated absences at year end.

Rationale: This reserve is typically funded at 100% of the accrued liability for unused accumulated leave time (including vacation, sick leave and personal leave, per contracts.)

Repair Reserve

Creation – The establishment of this reserve was approved by Board Resolution.

Purpose –This reserve is used to pay the costs associated with repairs (that do not typically recur annually) to capital improvements and/or equipment.

Funding Methods – This reserve was funded from excess fund balance.

Use of Reserve –This reserve is used to pay for repair and maintenance projects that are not included in the district’s general maintenance budget appropriations.

Monitoring of Reserve – This reserve is monitored by the Superintendent and Business Administrator.

Funding Target –: \$ 60,000-70,000 or an amount the BOE deems appropriate (typically this use would be for a down payment of an item the District could purchase through a multi-year agreement)

Rationale: Maintaining the facility and grounds is a major component of the operational health of the District. Past financial constraints have created a scenario where updates and upkeep were limited over the past several years. This reserve will be utilized for building/facility repair and equipment expenses not covered by budget appropriations.

Liability and Casualty Reserve

Creation – The establishment of this reserve was approved by Board Resolution on June 15, 2017

Purpose – This reserve is used to pay casualty and other types of losses, except for those for which insurance may be purchased.

Funding Methods – This reserve was funded from excess fund balance.

Use of Reserve – This reserve is used to pay any allowable claims, as described in the purpose for this reserve.

Monitoring of Reserve – This reserve is monitored by the Superintendent and Business Official.

Funding Target - \$60,000-70,000 or an amount the BOE deems appropriate.

Rationale: Given the nature of uncertainty regarding any and all such claims from year to year, we have funded this reserve, albeit in a conservative manner, to help safeguard against future, potential claims.

Employees Retirement System Reserve

Creation- Establishment of this reserve was approved by Board resolution on April 20, 2021

Purpose- The reserve is used to develop a balance to assist the general fund in paying the annual contribution should large percentage increases occur.

Funding methods- This reserve is funded from excess fund balance.

Use of reserve- Make payments to NYS ERS.

Monitoring of reserve- This reserve is monitored by the Superintendent and Business Official.

Fund Target- \$900,000 (Two years of anticipated contribution amounts)

Rational- Provide funds to keep the general fund contribution to the retirement system level in the budgeting cycle. The volatility of the stock market can cause steep increases at any given year.

Teachers' Retirement System Reserve (sub fund of ERS Reserve)

Creation- Establishment of this reserve was approved by Board resolution on April 20, 2021

Purpose- The reserve is used to develop a balance to assist the general fund in paying the annual contribution should large percentage increases occur.

Funding methods- This reserve is funded from excess fund balance.

Use of reserve- Allocate fund to TRS year end accrual.

Monitoring of reserve- This reserve is monitored by the Superintendent and Business Official.

Funding Target- The monies contributed annually shall not exceed 2% of the total of the TRS salaries paid during the immediately preceding fiscal year. The total funding limitation is 10% of the total TRS salaries.

Rational-Provide funds to keep the general fund contribution to the retirement system level in the budgeting cycle. The volatility of the stock market can cause steep increases at any given year.

Capital Improvement Reserve A

Creation – The establishment of this reserve was approved by voters on May 15, 2018.

Purpose – This reserve was established for the purpose of financing either the full or partial costs of any capital addition, improvement, or other object or purpose (school buses, et.) for which the District would otherwise be able to seek and issue bonds pursuant to the local finance law.

Funding Methods – This reserve was funded from excess fund balance.

Use of Reserve – Expenditure of funds from this reserve requires pre-approval by the voters. Annual appropriations to additionally fund reserve requires voter approval.

Monitoring of Reserve – This reserve is monitored by the Superintendent and Business Official and all expenditures from this reserve require voter approval.

Funding Level – This reserve was established with a maximum funding of up to \$2.5 million for 10 years.

Rationale: Funding of this and all other reserves was a noted recommendation resulting from the NYS Comptroller's Audit. Funds were placed in this reserve for the purpose of financing either the full or partial costs of any capital addition, improvement, or other object or purpose for which the District would otherwise be able to seek and issue bonds pursuant to the local finance law.

South Lewis Central School District									
Historical Review of Fund Balance									
2010/11-19/20									
Year Ending	Unemployment Reserve	Liability and Casualty Reserve	EBLAR	Repair Reserve	Capital Improvement Reserve	Appropriated Fund Balance	Unappropriated Fund Balance	TOTAL	
2010-11	100,000	62,927	-	64,315		1,275,999	2,249,577	3,752,818	
2011-12	100,042	62,962	-	64,351		1,376,000	2,321,761	3,925,116	
2012-13	100,052	62,969	-	64,357		1,426,000	1,969,637	3,623,015	
2013-14	100,062	62,975	-	64,364		1,489,409	2,916,915	4,633,725	
2014-15	100,072	62,981	-	64,370		1,405,855	2,427,412	4,060,690	
2015-16	100,082	62,988	289,480	64,377		1,405,214	2,101,629	4,023,770	
2016-17	100,529	63,268	309,872	64,664		1,389,409	2,006,466	3,934,208	
2017-18	101,745	64,034	298,321	65,446	400,000	1,389,409	2,174,389	4,493,344	
2018-19	103,932	65,410	344,560	66,863		1,332,303	1,609,490	3,522,558	
2019-20	105,413	66,342	373,198	67,806		1,388,965	2,427,375	4,429,099	

Memorandum of Agreement
Between the
South Lewis Central School District
And the
South Lewis School Related Personnel

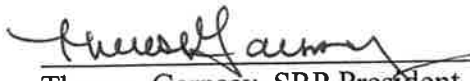
March 9, 2021

The District has two distinct and separate School Bus Dispatcher/Driver and Bus Driver contractual titles as outlined in Appendix A of the current bargaining agreement. Additionally, the District requires that all employees hired after July 1, 2010 must work 30 hours or more per week in order to be eligible for health insurance benefits. School bus drivers are exempt from this provision. Any school bus driver hired prior to July 1, 2020 will be eligible for health insurance, regardless of the number of contractual hours. Furthermore, any school bus driver hired after July 1, 2020 who works at least 10 contractual hours per week will be eligible for health insurance benefits. SRP health benefits are outlined in Article X 1.0.

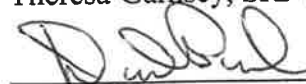
The District and SRP are interested in creating part-time Bus Dispatcher/Drivers who also work in the separate title of Bus Driver. These positions will likely result in the employee falling short of both the required total 30 hours/week for any title and the required 10 hours/week for bus drivers to be eligible for health insurance. It is in the best interest of all parties to provide health insurance to these individuals employed in these dual roles and titles.

Therefore, to address the District's and SRP's needs the Parties agree as follows:

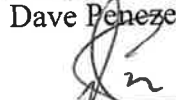
1. Individuals working in the two separate titles of Bus Dispatcher/Driver and Bus Driver shall only need to work a collective minimum of 20 hours per week to be eligible for health insurance benefits.
2. This agreement between the District and the SRP shall only be through the term of the current SRP Agreement which expires on June 30, 2024.
3. Nothing in this agreement shall establish any precedent or obligation, including any past practice, which may be used by either party now or in the future.
4. This Agreement shall not be effective unless and until it is approved and ratified by public vote of the Board of Education of the South Lewis School District at the Board's meeting on March 16, 2021.


Theresa Garnsey, SRP President

3/9/21
Date


Dave Penezek, SRP Vice-President

3-9-21
Date


Douglas Premo, Superintendent

3/9/21
Date

South Lewis Central Schools

Mr. Douglas Premo, Superintendent

3/16 B&E
Agenda

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
Guidance Counselor
315-348-2575

TO: Board of Education and Mr. Premo
FROM: Judy Duppert *J.A.D.*
CC: Richard Poniktera
DATE: March 4, 2021
RE: Items for Discard



I respectfully request to dispose of the following items which are no longer relevant to the Grade 5 Science program:

1. 83 - Sciencasaurus: A Student Handbook textbooks
Publisher: Great Source (Houghton Mifflin)
Copyright: 2002

*62 copies in room 233 and 21 copies in room 232

SOUTH LEWIS CENTRAL SCHOOL DISTRICT
PUBLIC HEALTH EMERGENCY CONTINUATION OF OPERATIONS PLAN

*(Amendment to the South Lewis Central School
District-Wide School Safety Plan Dated October 1, 2020)*

This Public Health Emergency Continuation of Operations Plan has been developed in accordance with NYS Legislation S.8617-B/A.10832 amending subdivision 2 of Section 2801-a of New York Education Law. It amends the South Lewis Central School District-Wide School Safety Plan dated October 1, 2020 to include protocols for responding to a declared public health emergency involving a communicable disease.

Our District-Wide School Safety Plan is based on addressing the currently accepted phases of emergency management (Prevention/Mitigation; Protection; Response; Recovery). This concept is more simplistically defined as a way of looking at a potential emergency before, during and after the event. This Pandemic Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team. Effective April 1, 2021, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a. The Plan addresses the required components in the sections as noted below:

Prevention/Mitigation

- (1) A list and description of positions and titles considered essential with justification for that determination.
- (2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- (3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.

Protection/Preparedness

- (4) Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.

Response

- (5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.
- (6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
- (7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Prevention/Mitigation:

- We will work closely with the Lewis County Public Health to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:
 - Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to: Lewis County Public Health, 7785 N. State Street, Suite 2, Lowville, NY 13367.
 - Public Health Consultation and Immediate Reporting: 315-376-5453
 - *Coronavirus Hotline: 888-364-3065*
- Lewis County Public Health may monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The Superintendent of Schools, Douglas Premo, will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district Medical Director and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the school district technology director will also be an important Team member. The Business Administrator, Building and Grounds Supervisor, Food Service Manager, Transportation Supervisor, Public Information Officer and Curriculum Coordinator will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.

- The District-Wide School Safety Team will review and assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* was reviewed for this determination and has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.
- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

This Public Health Emergency Continuation of Operations Plan has been developed with input from the South Lewis Teachers' Association and South Lewis School Related Personnel as required by New York State Labor Law Section 27-C.

The Plan addresses the required components in the sections as noted below:

- A list and description of positions and titles considered essential with justification for that determination.
- The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.
- Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.
- Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.
- Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
- Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

(1) ESSENTIAL SCHOOL POSITIONS AND TITLES

In the event of a declared public health emergency involving a communicable disease, the District must ensure that essential functions are continued without disruption.

The District has developed a list and description of positions and titles considered essential in the event of a state ordered reduction of in-person workforce, as well as a justification for such consideration for those positions that would be required to be on-site or in district to continue to function as opposed to those positions that could realistically work remotely. The following information is addressed in the table below:

1. **Title** – a list of positions/titles considered essential (could not work remotely) in the event of a state-ordered reduction of in-person workforce.
2. **Description** – brief description of job function.
3. **Justification** - brief description of critical responsibilities that could not be provided remotely.
4. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

Human Resources Essential Positions (Example Table)		
Title	Description	Justification

A worksheet has been completed for each department and is attached as **Appendix A**, Essential Employee Worksheets.

(2) Protocols Allowing Non-Essential Employees to Telecommute

Through assigning certain staff to work remotely and by staggering work shifts, the District can decrease crowding and density on site or in district. Non-essential employees able to accomplish their functions remotely will be enabled to do so to the greatest extent possible.

Working remotely requires:

- Identification of staff who will work remotely,
- Assignment of remote work, and
- Identifying the resources necessary in order for the staff to work remotely.

Ensure Digital Equity for Employees

- **Mobile Devices:**

- District employees who require devices in order to maintain operational functions as well as instructional services will be provided with a computing device to be utilized for remote work.
- Conduct a cost analysis of technology device needs
- **Internet Access Assessments:**
 - Staff have been surveyed in order to determine reliable internet access in their place of residence. Those who do not have reliable internet that will enable remote work will be assessed on a case by case basis to determine if they will require District provided internet access.
 - Conduct a cost analysis of Internet access needs
- **Providing Mobile Devices and Internet Access:**
 - To the extent practicable, decide upon, develop procurement processes for, order, configure, and distribute, if and when available, appropriate mobile devices to those determined to be in need.
 - To the extent practicable and technically possible, decide upon, develop procurement processes for, and when available, provide appropriate Internet bandwidth to those determined to be in need. WIFI hotspots and residential commercial Internet options will be evaluated for anticipated effectiveness in particular situations.

To the extent practicable, essential staff may be assigned to remote work for part of their work week to reduce exposures.

(3) Staggering Work Shifts of Essential Employees – Reducing Overcrowding

Depending on the exact nature of the communicable disease and its impact, South Lewis Central School is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements in order to minimize building occupancy. The following will be considered:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or Local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work-days or work weeks.
- Limit or eliminate visitors to the building.

The school district will utilize these base strategies and expand upon them as necessary in order to address any public health emergency.

Protection (Preparedness):

We have collaborated with our partners to assure complementary efforts. We have invited representatives from Lewis County Public Health, Police Department, Office of Emergency Management, Department of Mental Health and others to attend our District-wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.

- The District-wide Command Center will be at the District Office with the alternate at the specific building affected and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:

ICS Role	Name	Title	Phone Number
Incident Commander	Douglas Premo	Superintendent	315-348-2508
Public Information Officer	Douglas Premo	Superintendent	315-348-2508
Liaison Officer	Chad Luther, Judith Duppert, Christine Sobel or Christopher Villiere	Building Principal	315-348-2500
Safety Officer	Barry Yette	Business Admin	315-348-2503

Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems.

- The school district has designated a COVID-19 safety coordinator (administrator), for each of its schools, whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels. The coordinators shall be the main contact upon the identification of positive COVID-19 cases and are responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the COVID-19 public health emergency and plans implemented by the school.

<i>School/Program</i>	<i>COVID-19 Safety Coordinator/Administrator</i>	<i>Contact #</i>
High School	Chad Luther – Principal	315-348-2520
Middle School	Judith Duppert - Principal	315-348-2570
Glenfield Elementary	Christine Sobel – Principal	315-348-2620
Port Leyden Elementary	Christopher Villiere – Principal	315-348-2660

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community.

Communication methods may include; websites; school postings; general mailings; e-mails; special presentations; phones and cell phones, texting; reverse 911 systems, and the public media. A school district Public Information Officer (PIO), Douglas Premo, Superintendent of Schools, has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. The District will utilize Peachjar, SchoolMessenger, email, telephone and other communication methods as appropriate. We have tested/exercised our communication systems throughout the school year.

- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Overall Operations – we have defined the following decision-making authority for the district:
 - Superintendent of Schools – Douglas Premo**
 - Business Administrator – Barry Yette**
 - Building and Grounds Supervisor – Richard Poniktera**
 - Transportation Supervisor – Andrew Krokowski**
 - Food Service Manager – Steven Fuller**
 - Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand-held radios, cell phones, e-mail, district automated phone notification system.
 - The Business Office is essential for maintaining overall function and facilities operation. We have also established the ability to maintain these essential functions off-site from remote locations as follows: The Business Office financial software is cloud-based and may be accessed by all employees involved with the essential functions via a secure internet connection. A VPN has been designated for the Business Administrator. Technology devices will be deployed for remote work as deemed necessary.
 - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Building and Grounds Supervisor or back-up designee will keep the business office informed of such status and determine the appropriate staffing level in order for District buildings to be maintained. Teachers may be asked to assist in cleaning classrooms between student groups. If necessary, the District may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. *At no time will products not approved by the school district be utilized.*
- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work

closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:

- Hard copy, self-directed lessons
- Use of mobile media storage devices for lessons (CDs, Jump Drives, iPads)
- On-line instruction; on-line resources; on-line textbooks
- Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings, etc.

We have obtained input from curriculum and instructional technology staff in development of these strategies.

(4) Obtaining and Storing Personal Protective Equipment (PPE)

PPE & Face Covering Availability:

- The school district will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms).
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Teach and reinforce use of face coverings among all staff.
- We have authorized all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management

- The Business Administrator is working with programs to determine the overall PPE needs of the District. Centralized purchasing will be used when possible.

Response:

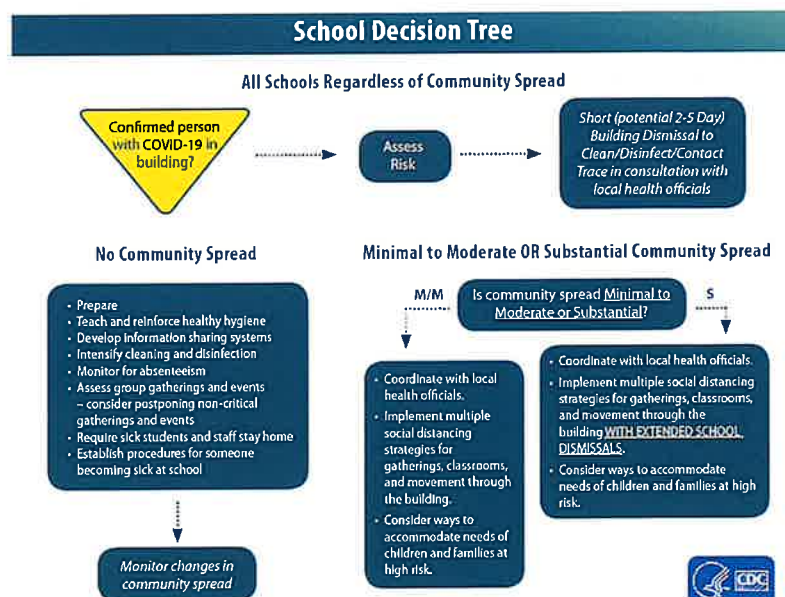
The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with Lewis County Public Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.

- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Technology Director to re-test all communication systems to assure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The Business Administrator will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The School Business Administrator will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Building and Grounds Supervisor will meet with staff and monitor ability to maintain essential function. Sanitizing procedures will be reviewed with teachers. The Building and Grounds Supervisor will work closely with the Business Administrator or designee to implement different phases of the Plan as necessary.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- If the decision is made to close a school building the school district will notify the NYS Education Department and District Superintendent at Jefferson-Lewis BOCES.

(5) Preventing Spread, Contact Tracing and Disinfection

Confirmed COVID-19 Case Requirements & Protocols

Instructional programs must be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. CDC has provided the following decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation:



CDC and NYSDOH Recommendations:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to DOH's [Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#) for information on "close and proximate" contacts.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

Return to School After Illness:

Schools must follow CDC and NYSDOH guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and have a healthcare provider written note stating that they are clear to return to school.

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:

- It has been at least ten days since the individual first had symptoms;
- It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
- It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. [Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings](#).

CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 14 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.

Staff Absenteeism

- Instructional staff will call their building principal when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- The instructional departments will develop a plan to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.
- The instructional departments will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff.

Employee Assistance Program (EAP)

- The District Office will continue to disseminate information to employees about EAP resources. EAP is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.

Medical Accommodations

- The Superintendent of Schools will handle medical and COVID-19 accommodations. Requests for COVID-19 accommodations should be sent in writing to the Superintendent of Schools.

New York State Contact Tracing Program

If a student or staff member tests positive for Coronavirus the New York State Contact Tracing Program will be implemented. As such, it is important for everyone to understand how contact tracing works. The information below is provided by the New York State Contact Tracing Program:

Contact Tracers work with people who have tested positive for COVID-19 to identify people they have had contact with and let them know they may have been exposed to the disease.

If you get a call from “NYS Contact Tracing” (518-387-9993), PLEASE answer the phone. Answering the phone will keep your loved ones and community safe.

A contact tracer will:

- NEVER ask for your Social Security number
- NEVER ask for any private financial information
- NEVER ask for credit card information
- NEVER send you a link without proper authentication procedures

If you test positive, a COVID Contact Tracer will connect you with the support and resources you may need through quarantine, such as help getting groceries or household supplies, child-care, medical care or supplies. The Tracer will work with you to identify and reach out via phone and text to anyone you've been in contact with while you were infectious to trace and contain the spread of the virus.

People who have come in close contact with someone who is positive are asked to stay home and limit their contact with others. By staying home during this time, IF you become sick yourself, you have not infected many others along the way.

Testing, medical and quarantine support for yourself and your loved ones will be arranged. They will not release your name to anyone. Your information is strictly confidential and will be treated as a private medical record. This program will place emphasis on areas with the highest rates of infection and on regions ready to open. The program will operate through the flu season. Your caller ID will say "NYS Contact Tracing" (518-387-9993).

Facilities: Cleaning and Sanitizing

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. Visibly soiled surfaces and objects must be cleaned first. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

Routine cleaning of school settings includes:

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and doorknobs/handles
- Dust- and wet-mopping or auto-scrubbing floors
- Vacuuming of entryways and high traffic areas
- Removing trash
- Cleaning restrooms
- Wiping heat and air conditioner vents
- Spot cleaning walls
- Spot cleaning carpets
- Dusting horizontal surfaces and light fixtures
- Cleaning spills

Classroom/Therapy Rooms:

South Lewis Central School will provide related service providers with additional cleaning supplies to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.

Common Areas:

Smaller common areas, like kitchenettes and copy room areas, should have staggered use. If users cannot maintain six feet of distance, they shall wear a mask. Signage has been posted in common areas to remind staff of health and safety etiquette.

Disinfecting:

Disinfecting kills germs on surfaces or objects by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

- Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.
- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by Central Administration.
- Additional paper towel dispensers may be installed in other designated spaces.

Upon request, the Building and Grounds Supervisor will provide CDC approved disinfecting solutions for additional on the spot disinfecting. This should be done daily or between use as much as possible. Examples of frequently touched areas in schools may include:

- Bus seats and handrails.
- Buttons on vending machines and elevators.
- Changing tables.
- Classroom desks and chairs.
- Door handles and push plates.

- Handles on equipment (e.g., athletic equipment).
- Handrails.
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Positive Academic Support Solution (PASS) Rooms.
- Related Services Spaces.
- Shared computer keyboards and mice.
- Shared desktops.
- Shared telephones.

Hand Sanitizing:

- Hand sanitizer dispensers will be located and installed in approved locations.
- Hand sanitizer bottles will be distributed to staff as approved by the Building and Grounds Department.
- South Lewis Central School ensures that all existing and new alcohol-based hand-rub dispensers, installed in any location, are in accordance with the Fire Code of New York State (FCNYS) 2020 Section 5705.5.

Trash removal:

- Trash will be removed daily.
- Garbage cans or process for collecting trash during lunch periods in classrooms will be increased where necessary.
- No-touch trash receptacles will be utilized, where possible.

(6) Documenting Precise Hours/Work Locations of Essential Workers

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis.

(7) Emergency Housing for Essential Employees

Emergency housing for essential workers is not considered to be generally required for school employees as opposed to healthcare workers and other critical care employees. However, we have canvassed local hotels/motels so we may be prepared for an unanticipated need and should be able to access the following if necessary: The Edge Hotel (866-348-4211).

Recovery:

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing

learning methods to our normal process. We will use all described communication methods and our PIO to keep the school community aware of the transition process.

- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to de-brief and determine lessons learned. Information from the PIO, Business Office, Building and Grounds Supervisor, and Curriculum Coordinator will be vital to this effort. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



Local educational agencies (LEAs) play an integral role in protecting the health and safety of their district's staff, students and their families. The Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) have developed the following checklist to assist LEAs in developing and/or improving plans to prepare for and respond to an influenza pandemic.

Building a strong relationship with the local health department is critical for developing a meaningful plan. The key planning activities in this checklist build upon existing contingency plans recommended for school districts by the U.S. Department of Education (Practical Information on Crisis Planning: A Guide For Schools and Communities <http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>).

Further information on pandemic influenza can be found at www.pandemicflu.gov.

1. Planning and Coordination:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify the authority responsible for declaring a public health emergency at the state and local levels and for officially activating the district's pandemic influenza response plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify for all stakeholders the legal authorities responsible for executing the community operational plan, especially those authorities responsible for case identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	As part of the district's crisis management plan, address pandemic influenza preparedness, involving all relevant stakeholders in the district (e.g., lead emergency response agency, district administrators, local public health representatives, school health and mental health professionals, teachers, food services director, and parent representatives). This committee is accountable for articulating strategic priorities and overseeing the development of the district's operational pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with local and/or state health departments and other community partners to establish organizational structures, such as the Incident Command System, to manage the execution of the district's pandemic flu plan. An Incident Command System, or ICS, is a standardized organization structure that establishes a line of authority and common terminology and procedures to be followed in response to an incident. Ensure compatibility between the district's established ICS and the local/state health department's and state education department's ICS.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Delineate accountability and responsibility as well as resources for key stakeholders engaged in planning and executing specific components of the operational plan. Assure that the plan includes timelines, deliverables, and performance measures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with your local and/or state health department and state education agencies to coordinate with their pandemic plans. Assure that pandemic planning is coordinated with the community's pandemic plan as well as the state department of education's plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Test the linkages between the district's Incident Command System and the local/state health department's and state education department's Incident Command System.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contribute to the local health department's operational plan for surge capacity of healthcare and other services to meet the needs of the community (e.g., schools designated as contingency hospitals, schools feeding vulnerable populations, community utilizing LEA's healthcare and mental health staff). In an affected community, at least two pandemic disease waves (about 6-8 weeks each) are likely over several months.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Incorporate into the pandemic influenza plan the requirements of students with special needs (e.g., low income students who rely on the school food service for daily meals), those in special facilities (e.g., juvenile justice facilities) as well as those who do not speak English as their first language.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participate in exercises of the community's pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to address provision of psychosocial support services for the staff, students and their families during and after a pandemic.

1. Planning and Coordination (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consider developing in concert with the local health department a surveillance system that would alert the local health department to a substantial increase in absenteeism among students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implement an exercise/drill to test your pandemic plan and revise it periodically.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Share what you have learned from developing your preparedness and response plan with other LEAs as well as private schools within the community to improve community response efforts.

2. Continuity of Student Learning and Core Operations:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop scenarios describing the potential impact of a pandemic on student learning (e.g., student and staff absences), school closings, and extracurricular activities based on having various levels of illness among students and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop alternative procedures to assure continuity of instruction (e.g., web-based distance instruction, telephone trees, mailed lessons and assignments, instruction via local radio or television stations) in the event of district school closures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents.

3. Infection Control Policies and Procedures:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district (e.g. promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases such as flu.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide sufficient and accessible infection prevention supplies (e.g., soap, alcohol-based/waterless hand hygiene products, tissues and receptacles for their disposal).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies for transporting ill students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to www.hhs.gov/pandemicflu/plan).

4. Communications Planning:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure language, culture and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee, asking for their participation both in document planning and the dissemination of public health messages within their communities.

4. Communications Planning (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and test platforms (e.g., hotlines, telephone trees, dedicated websites, and local radio or TV stations) for communicating pandemic status and actions to school district staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and maintain up-to-date communications contacts of key public health and education stakeholders and use the network to provide regular updates as the influenza pandemic unfolds.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information about the LEA's pandemic influenza preparedness and response plan (e.g., continuity of instruction, community containment measures).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information from public health sources covering routine infection control (e.g., hand hygiene, cough/sneeze etiquette), pandemic influenza fundamentals (e.g., signs and symptoms of influenza, modes of transmission) as well as personal and family protection and response strategies (e.g., guidance for the at-home care of ill students and family members).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.



APPENDIX A - Essential Employee Worksheet

In the event of a government ordered shutdown similar, to what we experienced in the spring due to Coronavirus, we are now required to have a Plan for future shutdowns that may occur. As part of that Plan we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. Please provide the information requested below for your department utilizing the following guide:

1. **Title** – a list of positions/titles considered essential (**could not work remotely**) in the event of a state-ordered reduction of in-person workforce.
2. **Description** – brief description of job function.
3. **Justification** - brief description of critical responsibilities that could not be provided remotely.
4. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors.
- 6.

Essential Employee Determination				
Title	Description	Justification	Work Shift	Protocol
Superintendent	District Leadership	On-site district-wide oversight and leadership	7:00 AM – 3:00 PM	
Building/Grounds Supervisor	Supervisor of Custodial/Cleaning Staff	Custodians and Cleaners must be supervised in their work regardless of education program	7:00 AM – 3:00 PM	
Cleaners and Custodians	Cleaning and Repairs	On-going cleaning and repairs as needed	7:00 AM – 3:00 PM	
Maintenance	Building Maintenance	Oversight of building systems and immediate response to issues	7:00 AM – 3:00 PM	
Building Principals	Building Leadership	On-site building oversight and leadership	7:00 AM – 3:00 PM	
Keyboard Specialists	Office Support	Answer Phones and operate the office with principals	7:00 AM – 3:00 PM	
IT Director	Technology	Oversight of all technology functions	7:00 AM – 3:00 PM	
Food Service Manager	Meal Services	Meal delivery and/or pick-up	7:00 AM – 3:00 PM	
Food Service, Cook, Baker	Meal Services	Meal Preparation	7:00 AM – 3:00 PM	
Transportation Supervisor	Transportation Support	Organization of any needed transportation needs	7:00 AM – 3:00 PM	

Mechanics	Fleet Maintenance	Maintenance of transportation fleet	7:00 AM – 3:00 PM	
Bus Drivers	Transportation Needs	Transportation, delivery, pick-up needs	7:00 AM – 3:00 PM	
Business Administrator	Financial	On-going needs for financial systems to operate	7:00 AM – 3:00 PM	
Treasurer & Account Clerks	Financial	Payroll and other financial system operations	7:00 AM – 3:00 PM	
Safety Monitor/Aide	Visitor Management	Management of visitors	7:00 AM – 3:00 PM	
Nurses	Health and Wellness	Health and medical support for on-site staff	7:00 AM – 3:00 PM	
Curriculum/Data Coordinator	System Collaboration	Coordination of all systems within the district (financial, student management, communications, etc.)	7:00 AM – 3:00 PM	



Kathleen R. DeCataldo, Esq.
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Phone: (518) 486-6090 Web: <http://www.p12.nysed.gov/sssl>

December 3, 2020

To: District Superintendents of BOCES
Superintendents of Public School Districts
Principals of Public Schools
Charter School Leaders

From: Kathleen R. DeCataldo

Subject: Recent Amendments to Education Law §2801-a Regarding Pandemic Planning

On September 7, 2020, Governor Cuomo signed into law Chapter 168 of the Laws of 2020 that requires public employers, including public school districts, to **adopt a continuation of operations plan in the event that the governor declares a public health emergency involving communicable disease**. The legislation (S.8617-B/ A.10832) amends subdivision 2 of section [2801-a of New York Education Law](#) to require that District Safety Plans include protocols for responding to a declared public health emergency involving a communicable disease that are “substantially consistent” with the provisions of section 27-c of the Labor Law.

The effective date of the law is September 7, 2020, with operation plans required to be established and functional within 30 days of that date. However, the Governor’s Approval Memo indicates there will be a technical chapter amendment to this bill which will push out the date the plans are due to **April 1, 2021**. Note that there may be additional changes added to the language at that time.

For your information, a summary of the requirements is provided below. District officials may include any relevant content developed for the District Re-Opening Plan in the Public Health Emergency Continuation of Operations Plan. District officials should consult with their school attorney regarding the best strategy for amending the current board - approved District Safety Plan and adopting an amended plan that includes the additional required information.

As per section [27-c of the Labor Law](#), the operations plan must include, but is not limited to:

- a. A list and description of positions and titles considered essential in the event of a state-ordered reduction of in-person workforce, as well as a justification for such consideration for each position and title. Note that per [NYS Department of Health COVID-19 toolkit guidance](#), school staff are not essential workers. However, as you are developing the list of essential and non-essential staff functions, you should

anticipate how certain positions/titles may be necessary to assist in response to a pandemic or communicable disease outbreak. For example, if schools are directed to provide meals to students and families that are eligible to receive free and/or reduced lunch or to provide child care for children of first responders or health care workers, you may need to designate certain positions/titles *as essential for this purpose*.

- b. A specific description of protocols the employer will follow in order to enable all non-essential employees and contractors to telecommute including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology, including software, data, office laptops or cell phones, and the transferring of office phone lines to work or personal cell phones as practicable or applicable.
- c. A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce overcrowding on public transportation and at worksites.
- d. Protocols the employer will implement to procure personal protective equipment (PPE) for essential employees and contractors, based upon tasks and needs in a quantity sufficient to provide at least two pieces of each type of PPE to each essential employee and contractor during any given work shift over at least six months. A plan for storage of equipment and access to equipment must be included.
- e. Protocols in the event an employee or contractor is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace. The protocols shall not violate any existing federal, state, or local law, regarding sick leave or health information privacy, and must include:
 - Detailed actions to immediately and thoroughly disinfect the work area, common area surface and shared equipment; and
 - The employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine.
- f. Protocol for documenting precise hours and work locations, including off-site visits, for essential employees and contractors. The protocol shall be designed only to aid in tracking of the disease and to identify exposed employees and contractors to facilitate the provision of any benefits which may be available.
- g. Protocol for working with the employer's locality to identify sites for emergency housing for essential employees to further contain the spread of the communicable disease to the extent applicable to the needs of the workplace.

Once drafted, the plan must be presented to recognized or certified representatives of the employer's employees, who shall be granted an opportunity to review the plan and make recommendations. The [Governor's press release](#) states that "[p]lans must be submitted to unions and labor management committees within 150 days," presumably requiring that the plans be shared by **February 4, 2021**.

The employer must consider and respond to such recommendations in writing within a reasonable timeframe. A copy of the final version shall be published in a clear and conspicuous location, and in the employee handbook, and in a location accessible on either the employer's website or on the internet accessible by employees. No employer shall take retaliatory action or otherwise discriminate against any employee for making suggestions or recommendations regarding the content of the plan.

Definitions:

"Personal protective equipment" shall mean all equipment worn to minimize exposure to hazards, including gloves, masks, face shields, foot and eye protection, protective hearing devices, respirators, hard hats, and disposable gowns and aprons.

"Public employer" or "employer" shall mean the state of New York, a county, city, town, village or any other political subdivision or civil division of the state, a public authority, commission or public benefit corporation, or any other public corporation, agency, instrumentality or unit of government which exercises governmental power under the laws of this state, provided, however, that this subdivision shall not include any employer as defined in section twenty-eight hundred one-a of the education law.

"Contractor" shall mean an individual performing services as party to a contract awarded by the state of New York or any other public employer defined in paragraph b of this subdivision.

"Essential" shall refer to a designation made that a public employee or contractor is required to be physically present at a work site to perform his or her job.

"Non-essential" shall refer to a designation made that a public employee or contractor is not required to be physically present at a work site to perform his or her job.

"Communicable disease" shall mean an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual or via an animal, vector or the inanimate environment to a susceptible animal or human host.

"Retaliatory action" shall mean the discharge, suspension, demotion, penalization, or discrimination against any employee, or other adverse employment action taken against an employee in the terms and conditions of employment.

If you have questions, please contact the Office of Student Support Services at StudentSupportServices@nysed.gov or (518) 486-6090.

Smart Schools Investment Plan - Revised - SSPlanAmend2

SSIP Overview

Institution ID

800000051063

1. Please enter the name of the person to contact regarding this submission.

Barry Yette

- 1a. Please enter their phone number for follow up questions.

315-348-2503

- 1b. Please enter their e-mail address for follow up contact.

byette@southlewis.org

2. Please indicate below whether this is the first submission, a new or supplemental submission or an amended submission of an approved Smart Schools Investment Plan.

Amended submission

3. All New York State public school districts are required to complete and submit a District Instructional Technology Plan survey to the New York State Education Department in compliance with Section 753 of the Education Law and per Part 100.12 of the Commissioner's Regulations. Districts that include investments in high-speed broadband or wireless connectivity and/or learning technology equipment or facilities as part of their Smart Schools Investment Plan must have a submitted and approved Instructional Technology Plan survey on file with the New York State Education Department.

By checking this box, you certify that the school district has an approved District Instructional Technology Plan survey on file with the New York State Education Department.

☒ District Educational Technology Plan Submitted to SED and Approved

4. Pursuant to the requirements of the Smart Schools Bond Act, the planning process must include consultation with parents, teachers, students, community members, other stakeholders and any nonpublic schools located in the district.

By checking the boxes below, you are certifying that you have engaged with those required stakeholders.

☒ Parents

☒ Teachers

☒ Students

☒ Community members

5. Did your district contain nonpublic schools in 2014-15?

☐ Yes

☐ Yes, but they have all since closed, moved out of district or are declining use of SSBA funds

☒ No

6. Certify that the following required steps have taken place by checking the boxes below:

☒ The district developed and the school board approved a preliminary Smart Schools Investment Plan.

☒ The preliminary plan was posted on the district website for at least 30 days. The district included an address to which any written comments on the plan should be sent.

☒ The school board conducted a hearing that enabled stakeholders to respond to the preliminary plan. This hearing may have occurred as part of a normal Board meeting, but adequate notice of the event must have been provided through local media and the district website for at least two weeks prior to the meeting.

☒ The district prepared a final plan for school board approval and such plan has been approved by the school board.

☒ The final proposed plan that has been submitted has been posted on the district's website.

Smart Schools Investment Plan - Revised - SSPlanAmend2

SSIP Overview

- 6a. Please upload the proposed Smart Schools Investment Plan (SSIP) that was posted on the district's website, along with any supporting materials. Note that this should be different than your recently submitted Educational Technology Survey. The Final SSIP, as approved by the School Board, should also be posted on the website and remain there during the course of the projects contained therein.

SSIP Amendment 1.pdf

- 6b. Enter the webpage address where the final Smart Schools Investment Plan is posted. The Plan should remain posted for the life of the included projects.

www.southewis.org

7. Please enter an estimate of the total number of students and staff that will benefit from this Smart Schools Investment Plan based on the cumulative projects submitted to date.

1,125

8. An LEA/School District may partner with one or more other LEA/School Districts to form a consortium to pool Smart Schools Bond Act funds for a project that meets all other Smart School Bond Act requirements. Each school district participating in the consortium will need to file an approved Smart Schools Investment Plan for the project and submit a signed Memorandum of Understanding that sets forth the details of the consortium including the roles of each respective district.

☐ The district plans to participate in a consortium to partner with other school district(s) to implement a Smart Schools project.

9. Please enter the name and 6-digit SED Code for each LEA/School District participating in the Consortium.

Partner LEA/District	SED BEDS Code
(No Response)	(No Response)

10. Please upload a signed Memorandum of Understanding with all of the participating Consortium partners.

(No Response)

11. Your district's Smart Schools Bond Act Allocation is:

\$1,308,299

12. Final 2014-15 BEDS Enrollment to calculate Nonpublic Sharing Requirement

	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	984	0	984.00	0.00

13. This table compares each category budget total, as entered in that category's page, to the total expenditures listed in the category's expenditure table. Any discrepancies between the two must be resolved before submission.

	Sub-Allocations	Expenditure Totals	Difference
School Connectivity	0.00	0.00	0.00
Connectivity Projects for Communities	0.00	0.00	0.00
Classroom Technology	119,935.00	119,935.00	0.00
Pre-Kindergarten Classrooms	0.00	0.00	0.00
Replace Transportable Classrooms	0.00	0.00	0.00
High-Tech Security Features	0.00	0.00	0.00
Nonpublic Loan	0.00	0.00	0.00
Totals:			

Smart Schools Investment Plan - Revised - SSPlanAmend2**SSIP Overview**

	Sub-Allocations	Expenditure Totals	Difference
	119,935	119,935	0

Smart Schools Investment Plan - Revised - SSPlanAmend2

School Connectivity

1. In order for students and faculty to receive the maximum benefit from the technology made available under the Smart Schools Bond Act, their school buildings must possess sufficient connectivity infrastructure to ensure that devices can be used during the school day. Smart Schools Investment Plans must demonstrate that:
- sufficient infrastructure that meets the Federal Communications Commission's 100 Mbps per 1,000 students standard currently exists in the buildings where new devices will be deployed, or
 - is a planned use of a portion of Smart Schools Bond Act funds, or
 - is under development through another funding source.

Smart Schools Bond Act funds used for technology infrastructure or classroom technology investments must increase the number of school buildings that meet or exceed the minimum speed standard of 100 Mbps per 1,000 students and staff within 12 months. This standard may be met on either a contracted 24/7 firm service or a "burstable" capability. If the standard is met under the burstable criteria, it must be:

1. Specifically codified in a service contract with a provider, and
2. Guaranteed to be available to all students and devices as needed, particularly during periods of high demand, such as computer-based testing (CBT) periods.

Please describe how your district already meets or is planning to meet this standard within 12 months of plan submission.

Currently have 1gb data to all buildings as well as internal between data closets.

- 1a. If a district believes that it will be impossible to meet this standard within 12 months, it may apply for a waiver of this requirement, as described on the Smart Schools website. The waiver must be filed and approved by SED prior to submitting this survey.

☐ By checking this box, you are certifying that the school district has an approved waiver of this requirement on file with the New York State Education Department.

2. **Connectivity Speed Calculator (Required).** If the district currently meets the required speed, enter "Currently Met" in the last box: Expected Date When Required Speed Will be Met.

	Number of Students	Required Speed in Mbps	Current Speed in Mbps	Expected Speed to be Attained Within 12 Months	Expected Date When Required Speed Will be Met
Calculated Speed	980	98.00	1000	(No Response)	(No Response)

3. **Describe how you intend to use Smart Schools Bond Act funds for high-speed broadband and/or wireless connectivity projects in school buildings.**

Currently have 1gb data connections as well as robust 100% wifi coverage within all buildings.

Smart Schools Investment Plan - Revised - SSPlanAmend2

School Connectivity

4. Describe the linkage between the district's District Instructional Technology Plan and how the proposed projects will improve teaching and learning. (There should be a link between your response to this question and your responses to Question 1 in Section IV - NYSED Initiatives Alignment: "Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.")

Your answer should also align with your answers to the questions in Section II - Strategic Technology Planning and the associated Action Steps in Section III - Action Plan.)

We deployed our 1:1 initiative with chromebooks for all 4th through 12th grade students. Having completed the expected life cycle of our original Chromebook deployment we are looking to replace the current end of life inventory with new devices. This new deployment will allow students to study and develop at their own pace or speed. Being able to utilize software tools and applications using these laptops allows classroom instruction to be differentiated. Audio systems, DVD's, USB cameras, and other methods of assistive technology provide students with IEP's and ELL students the opportunity to expand their learning methods. Each student will be able to supplement their learning after regular school hours with this assigned device. This after-hours capability allows them to bring more preparedness and success to the classroom. These devices particularly allow ELL students to review and practice with translation software in order to shorten the learning curve of understanding regular classroom instruction. Classroom teachers will receive ongoing training in Google Classroom and Google Apps. The use of chromebooks allows students the opportunity to reach out to other sources in areas they feel help is needed in order to reduce the learning gaps within the district.

5. If the district wishes to have students and staff access the Internet from wireless devices within the school building, or in close proximity to it, it must first ensure that it has a robust Wi-Fi network in place that has sufficient bandwidth to meet user demand.

Please describe how you have quantified this demand and how you plan to meet this demand.

Currently have 1gb data connections as well as robust 100% wifi coverage within all buildings.

6. Smart Schools plans with any expenditures in the School Connectivity category require a project number from the Office of Facilities Planning. Districts must submit an SSBA LOI and receive project numbers prior to submitting the SSIP. As indicated on the LOI, some projects may be eligible for a streamlined review and will not require a building permit.

Please indicate on a separate row each project number given to you by the Office of Facilities Planning.

Project Number
(No Response)

7. Certain high-tech security and connectivity infrastructure projects may be eligible for an expedited review process as determined by the Office of Facilities Planning.

Was your project deemed eligible for streamlined review?

(No Response)

8. Include the name and license number of the architect or engineer of record.

Name	License Number
(No Response)	(No Response)

9. Public Expenditures – Loanable (Counts toward the nonpublic loan calculation)

Select the allowable expenditure type. Repeat to add another item under each type.	PUBLIC Items to be Purchased	Quantity	Cost Per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00

Smart Schools Investment Plan - Revised - SSPlanAmend2

School Connectivity

Select the allowable expenditure type. Repeat to add another item under each type.	PUBLIC Items to be Purchased	Quantity	Cost Per Item	Total Cost
		0	0.00	0

10. Public Expenditures – Non-Loanable (Does not count toward nonpublic loan calculation)

Select the allowable expenditure type. Repeat to add another item under each type.	PUBLIC Items to be purchased	Quantity	Cost per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

11. Final 2014-15 BEDS Enrollment to calculate Nonpublic Sharing Requirement (no changes allowed.)

	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	984	0	984.00	0.00

12. Total Public Budget - Loanable (Counts toward the nonpublic loan calculation)

	Public Allocations	Estimated Nonpublic Loan Amount	Estimated Total Sub-Allocations
Network/Access Costs	(No Response)	0.00	0.00
School Internal Connections and Components	(No Response)	0.00	0.00
Other	(No Response)	0.00	0.00
Totals:	0.00	0	0

13. Total Public Budget – Non-Loanable (Does not count toward the nonpublic loan calculation)

	Sub-Allocation
Network/Access Costs	(No Response)
Outside Plant Costs	(No Response)
School Internal Connections and Components	(No Response)
Professional Services	(No Response)
Testing	(No Response)
Other Upfront Costs	(No Response)
Other Costs	(No Response)
Totals:	0.00

14. School Connectivity Totals

	Total Sub-Allocations
Total Loanable Items	0.00
Total Non-loanable Items	0.00
Totals:	0

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Community Connectivity (Broadband and Wireless)

1. Describe how you intend to use Smart Schools Bond Act funds for high-speed broadband and/or wireless connectivity projects in the community.

(No Response)

2. Please describe how the proposed project(s) will promote student achievement and increase student and/or staff access to the Internet in a manner that enhances student learning and/or instruction outside of the school day and/or school building.

(No Response)

3. Community connectivity projects must comply with all the necessary local building codes and regulations (building and related permits are not required prior to plan submission).

☐ I certify that we will comply with all the necessary local building codes and regulations.

4. Please describe the physical location of the proposed investment.

(No Response)

5. Please provide the initial list of partners participating in the Community Connectivity Broadband Project, along with their Federal Tax Identification (Employer Identification) number.

Project Partners	Federal ID #
(No Response)	(No Response)

6. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category.

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

7. If you are submitting an allocation for Community Connectivity, complete this table.
Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that you entered in the SSIP Overview overall budget.

	Sub-Allocation
Network/Access Costs	(No Response)
Outside Plant Costs	(No Response)
Tower Costs	(No Response)
Customer Premises Equipment	(No Response)
Professional Services	(No Response)
Testing	(No Response)
Other Upfront Costs	(No Response)
Other Costs	(No Response)
Totals:	0.00

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Classroom Learning Technology

1. In order for students and faculty to receive the maximum benefit from the technology made available under the Smart Schools Bond Act, their school buildings must possess sufficient connectivity infrastructure to ensure that devices can be used during the school day. Smart Schools Investment Plans must demonstrate that sufficient infrastructure that meets the Federal Communications Commission's 100 Mbps per 1,000 students standard currently exists in the buildings where new devices will be deployed, or is a planned use of a portion of Smart Schools Bond Act funds, or is under development through another funding source.

Smart Schools Bond Act funds used for technology infrastructure or classroom technology investments must increase the number of school buildings that meet or exceed the minimum speed standard of 100 Mbps per 1,000 students and staff within 12 months. This standard may be met on either a contracted 24/7 firm service or a "burstable" capability. If the standard is met under the burstable criteria, it must be:

1. Specifically codified in a service contract with a provider, and
2. Guaranteed to be available to all students and devices as needed, particularly during periods of high demand, such as computer-based testing (CBT) periods.

Please describe how your district already meets or is planning to meet this standard within 12 months of plan submission.

(No Response)

- 1a. If a district believes that it will be impossible to meet this standard within 12 months, it may apply for a waiver of this requirement, as described on the Smart Schools website. The waiver must be filed and approved by SED prior to submitting this survey.

☐ By checking this box, you are certifying that the school district has an approved waiver of this requirement on file with the New York State Education Department.

2. **Connectivity Speed Calculator (Required).** If the district currently meets the required speed, enter "Currently Met" in the last box: Expected Date When Required Speed Will be Met.

	Number of Students	Required Speed in Mbps	Current Speed in Mbps	Expected Speed to be Attained Within 12 Months	Expected Date When Required Speed Will be Met
Calculated Speed	(No Response)	0.00	(No Response)	(No Response)	Currently met

3. If the district wishes to have students and staff access the Internet from wireless devices within the school building, or in close proximity to it, it must first ensure that it has a robust Wi-Fi network in place that has sufficient bandwidth to meet user demand.

Please describe how you have quantified this demand and how you plan to meet this demand.

(No Response)

4. All New York State public school districts are required to complete and submit an Instructional Technology Plan survey to the New York State Education Department in compliance with Section 753 of the Education Law and per Part 100.12 of the Commissioner's Regulations.

Districts that include educational technology purchases as part of their Smart Schools Investment Plan must have a submitted and approved Instructional Technology Plan survey on file with the New York State Education Department.

☒ By checking this box, you are certifying that the school district has an approved Instructional Technology Plan survey on file with the New York State Education Department.

5. Describe the devices you intend to purchase and their compatibility with existing or planned platforms or systems. Specifically address the adequacy of each facility's electrical, HVAC and other infrastructure necessary to install and support the operation of the planned technology.

Chrome Books

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Classroom Learning Technology

6. Describe how the proposed technology purchases will:
- > enhance differentiated instruction;
 - > expand student learning inside and outside the classroom;
 - > benefit students with disabilities and English language learners; and
 - > contribute to the reduction of other learning gaps that have been identified within the district.

The expectation is that districts will place a priority on addressing the needs of students who struggle to succeed in a rigorous curriculum. Responses in this section should specifically address this concern and align with the district's Instructional Technology Plan (in particular Question 2 of E. Curriculum and Instruction: "Does the district's instructional technology plan address the needs of students with disabilities to ensure equitable access to instruction, materials and assessments?" and Question 3 of the same section: "Does the district's instructional technology plan address the provision of assistive technology specifically for students with disabilities to ensure access to and participation in the general curriculum?")

In addition, describe how the district ensures equitable access to instruction, materials and assessments and participation in the general curriculum for both SWD and English Language Learners/Multilingual Learners (ELL/MLL) students.

Our 1:1 initiative with chromebooks will allow students to study and develop at their own pace or speed. Being able to utilize software tools and applications using these laptops allows classroom instruction to be differentiated. Audio systems, DVD's, USB cameras, and other methods of assistive technology provide students with IEP's and ELL students the opportunity to expand their learning methods. Each student will be able to supplement their learning after regular school hours with this assigned device. This after hours capability allows them to bring more preparedness and successes to the classroom. This devices particularly allow ELL students to review and practice with translation software in order to shorten the learning curve of understanding regular classroom instruction. Classroom teachers will receive ongoing training in Google Classroom and Google Apps. The use of chromebooks allows students the opportunity to reach out to other sources in areas they feel help is needed in order to reduce the learning gaps within the district.

7. Where appropriate, describe how the proposed technology purchases will enhance ongoing communication with parents and other stakeholders and help the district facilitate technology-based regional partnerships, including distance learning and other efforts.

Technology purchases will improve communication with parents and other stakeholders of the district. The devices the students will be assigned allow for household members to share in watching webinars and other learning activities through the local BOCES and participating districts. Collaborating with the BOCES will allow local districts and libraries to offer various shared learning activities that would not be possible without the technology purchases.

8. Describe the district's plan to provide professional development to ensure that administrators, teachers and staff can employ the technology purchased to enhance instruction successfully.

Note: This response should be aligned and expanded upon in accordance with your district's response to Question 1 of F. Professional Development of your Instructional Technology Plan: "Please provide a summary of professional development offered to teachers and staff, for the time period covered by this plan, to support technology to enhance teaching and learning. Please include topics, audience and method of delivery within your summary."

(No Response)

9. Districts must contact one of the SUNY/CUNY teacher preparation programs listed on the document on the left side of the page that supplies the largest number of the district's new teachers to request advice on innovative uses and best practices at the intersection of pedagogy and educational technology.

☒ By checking this box, you certify that you have contacted the SUNY/CUNY teacher preparation program that supplies the largest number of your new teachers to request advice on these issues.

- 9a. Please enter the name of the SUNY or CUNY Institution that you contacted.

SUNY Potsdam

- 9b. Enter the primary Institution phone number.

315-267-2670

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Classroom Learning Technology

- 9c. Enter the name of the contact person with whom you consulted and/or will be collaborating with on innovative uses of technology and best practices.

Dr. Anthony Betrus

10. To ensure the sustainability of technology purchases made with Smart Schools funds, districts must demonstrate a long-term plan to maintain and replace technology purchases supported by Smart Schools Bond Act funds. This sustainability plan shall demonstrate a district's capacity to support recurring costs of use that are ineligible for Smart Schools Bond Act funding such as device maintenance, technical support, Internet and wireless fees, maintenance of hotspots, staff professional development, building maintenance and the replacement of incidental items. Further, such a sustainability plan shall include a long-term plan for the replacement of purchased devices and equipment at the end of their useful life with other funding sources.

☒ By checking this box, you certify that the district has a sustainability plan as described above.

11. Districts must ensure that devices purchased with Smart Schools Bond funds will be distributed, prepared for use, maintained and supported appropriately. Districts must maintain detailed device inventories in accordance with generally accepted accounting principles.

☒ By checking this box, you certify that the district has a distribution and inventory management plan and system in place.

12. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category.

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be Purchased	Quantity	Cost per Item	Total Cost
Laptop Computers	Chromebooks	415	289.00	119,935.00
		415	289.00	119,935

13. Final 2014-15 BEDS Enrollment to calculate Nonpublic Sharing Requirement (no changes allowed.)

	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	984	0	984.00	0.00

14. If you are submitting an allocation for Classroom Learning Technology complete this table.

	Public School Sub-Allocation	Estimated Nonpublic Loan Amount (Based on Percentage Above)	Estimated Total Public and Nonpublic Sub-Allocation
Interactive Whiteboards	(No Response)	0.00	0.00
Computer Servers	(No Response)	0.00	0.00
Desktop Computers	(No Response)	0.00	0.00
Laptop Computers	119,935.00	0.00	119,935.00
Tablet Computers	(No Response)	0.00	0.00
Other Costs	(No Response)	0.00	0.00
Totals:	119,935.00	0	119,935

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Pre-Kindergarten Classrooms

1. Provide information regarding how and where the district is currently serving pre-kindergarten students and justify the need for additional space with enrollment projections over 3 years.

(No Response)

2. Describe the district's plan to construct, enhance or modernize education facilities to accommodate pre-kindergarten programs. Such plans must include:

- Specific descriptions of what the district intends to do to each space;
- An affirmation that new pre-kindergarten classrooms will contain a minimum of 900 square feet per classroom;
- The number of classrooms involved;
- The approximate construction costs per classroom; and
- Confirmation that the space is district-owned or has a long-term lease that exceeds the probable useful life of the improvements.

(No Response)

3. Smart Schools Bond Act funds may only be used for capital construction costs. Describe the type and amount of additional funds that will be required to support ineligible ongoing costs (e.g. instruction, supplies) associated with any additional pre-kindergarten classrooms that the district plans to add.

(No Response)

4. All plans and specifications for the erection, repair, enlargement or remodeling of school buildings in any public school district in the State must be reviewed and approved by the Commissioner. Districts that plan capital projects using their Smart Schools Bond Act funds will undergo a Preliminary Review Process by the Office of Facilities Planning.

Please indicate on a separate row each project number given to you by the Office of Facilities Planning.

Project Number
(No Response)

5. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category.

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

6. If you have made an allocation for Pre-Kindergarten Classrooms, complete this table.
Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that you entered in the SSIP Overview overall budget.

	Sub-Allocation
Construct Pre-K Classrooms	(No Response)
Enhance/Modernize Educational Facilities	(No Response)
Other Costs	(No Response)
Totals:	0.00

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Replace Transportable Classrooms

1. Describe the district's plan to construct, enhance or modernize education facilities to provide high-quality instructional space by replacing transportable classrooms.

(No Response)

2. All plans and specifications for the erection, repair, enlargement or remodeling of school buildings in any public school district in the State must be reviewed and approved by the Commissioner. Districts that plan capital projects using their Smart Schools Bond Act funds will undergo a Preliminary Review Process by the Office of Facilities Planning.

Please indicate on a separate row each project number given to you by the Office of Facilities Planning.

Project Number
(No Response)

3. For large projects that seek to blend Smart Schools Bond Act dollars with other funds, please note that Smart Schools Bond Act funds can be allocated on a pro rata basis depending on the number of new classrooms built that directly replace transportable classroom units.

If a district seeks to blend Smart Schools Bond Act dollars with other funds describe below what other funds are being used and what portion of the money will be Smart Schools Bond Act funds.

(No Response)

4. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category.

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

5. If you have made an allocation for Replace Transportable Classrooms, complete this table.
Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that you entered in the SSIP Overview overall budget.

	Sub-Allocation
Construct New Instructional Space	(No Response)
Enhance/Modernize Existing Instructional Space	(No Response)
Other Costs	(No Response)
Totals:	0.00

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High-Tech Security Features

1. Describe how you intend to use Smart Schools Bond Act funds to install high-tech security features in school buildings and on school campuses.

(No Response)

2. All plans and specifications for the erection, repair, enlargement or remodeling of school buildings in any public school district in the State must be reviewed and approved by the Commissioner. Smart Schools plans with any expenditures in the High-Tech Security category require a project number from the Office of Facilities Planning. Districts must submit an SSBA LOI and receive project numbers prior to submitting the SSIP. As indicated on the LOI, some projects may be eligible for a streamlined review and will not require a building permit. Please indicate on a separate row each project number given to you by the Office of Facilities Planning.

Project Number
(No Response)

3. Was your project deemed eligible for streamlined Review?

☐ Yes

☐ No

4. Include the name and license number of the architect or engineer of record.

Name	License Number
(No Response)	(No Response)

5. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category.

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

6. If you have made an allocation for High-Tech Security Features, complete this table.
Enter each Sub-category Public Allocation based on the the expenditures listed in Table #5.

	Sub-Allocation
Capital-Intensive Security Project (Standard Review)	(No Response)
Electronic Security System	(No Response)
Entry Control System	(No Response)
Approved Door Hardening Project	(No Response)
Other Costs	(No Response)
Totals:	0.00