

Forestville Central School Board of Education Guidebook



“The ability of a group of people to do remarkable things hinges on how well those people pull together as a team.”

Simon Sinek

2024-2025

Guidebook Objective

In order to focus our best efforts to serve the students entrusted to us, we must seek a Board culture that is hopeful, collaborative, and respectful. The purpose of this guidebook is to provide a clear pathway for board members' expectations and responsibilities to grow and preserve this effective Board culture.

Forestville's District Mission Statement

We exist to equip every student with tools to experience their greatest potential and lead them to become lifelong learners.

Goal Setting

District Goals: There will be a goal setting meeting with the Superintendent as early as practical after July 1 to discuss District goals for that school year. The final goals will be presented to the community and approved by the Board at a public meeting before the fall of each year. Building goals in support of District goals will also be developed by building administrators and department managers.

Board Goals: The Board will annually develop its own goals, separate from District goals and review the progress. *These goals will address matters related to the internal workings of the Board. i.e. how to improve governance, board culture, communications and key relationships*

District Goals

2024-2025

- Continue to improve our facilities that provide a clean, safe, and inviting environment that instill school pride.
- Continue providing consistent communications that promote positive relationships.
- Continue to cultivate a culture that inspires and supports excellence in teaching and learning.

Board Goals <i>2024-2025</i>
--

1. Board Governance and Development

Goal: Enhance the effectiveness of the board through continuous professional development and improved governance practices.

Action Steps:

- Conduct regular self-assessments to identify areas for growth in board performance.*
- Provide training opportunities for board members on current educational trends, policy development, and governance best practices.*
- Establish clear communication protocols between the board, superintendent, and community members.*

2. Diversity, Equity, Inclusion, Civics & Belonging

Goal: Create an inclusive educational environment that meets the diverse needs of all students, with a focus on eliminating disparities in opportunities and outcomes.

Action Steps:

- Conduct an equity audit to identify areas where disparities exist in student achievement, resources, and discipline.*
- Develop targeted strategies to support underrepresented student groups, including culturally responsive teaching practices.*
- Provide ongoing training for staff on diversity, equity, Inclusion, Civics & Belonging principles.*

3. Community and Stakeholder Engagement

Goal: Strengthen partnerships with families, community members, and local organizations to foster a supportive learning environment.

Action Steps:

- Develop and implement a comprehensive communication plan that keeps stakeholders informed and engaged.*
- Increase opportunities for family involvement in school activities and decision-making processes.*
- Create partnerships with local businesses and community organizations to support student learning and career readiness.*

4. College and Career Readiness

Goal: Prepare all students for post-secondary success by offering diverse pathways to college and career opportunities.

Action Steps:

- Increase the availability of advanced coursework, including Advanced Placement (AP), dual enrollment, and career and technical education (CTE) programs.*
- Strengthen guidance and counseling services to support students in their post-secondary planning.*
- Develop partnerships with local colleges, universities, and industries to create internship and career exploration opportunities.*

Values

1. *Equity* of opportunity for every student.
2. *Hope* in overcoming obstacles to achieve our goals.
3. *Responsibility* to equip our students for a productive life.
4. *Belief* in the potential of every student/staff member.
5. *Unity* in effort to work from a foundation of consensus.
6. *Integrity* to do what is right and best for our district.
7. *Trust* in the mutual care for those with whom we serve.

Ethics

District Policy #6110

1. Board members will respect the opinions of colleagues and community members addressing those with whom they disagree with dignity.
2. Board members will be motivated by an earnest desire to serve the best interest of our students and school community. No member will use the resources of our district for personal gain or for the advantage of friends, family and supporters.
3. Board members will not disclose confidential information acquired in the course of their official duties or use such information for their personal interest.
4. Board members will protect the reputation and public opinion of fellow members by never speaking disparagingly about our team.
5. Board members will speak openly, honestly, thoughtfully and with respect, considering every point of view as the board works toward consensus in the best interest of our students.
6. Board members will be prepared prior to regular meetings, seeking answers to questions and being informed, building a foundation of information with topics addressed on the agenda.
7. Board members will work as a collaborative team always seeking greater level of effectiveness for the success of our school community.
8. Board members will not accept any gift having a value of \$75 or more under circumstances in which it could be reasonably inferred that the gift was intended to influence them in the performance of official duties.

Social Media Etiquette

Reliance on social media as a means of communication is rapidly becoming the norm for individuals, businesses and non-profit organizations such as school districts. As use of blogs, micro blogs, Twitter, Facebook, Instagram, message texting becomes more commonplace, it is important for you, as an elected official, to make sure there is a clear definition between the school district's and your own accounts.

You need to keep both communication etiquette and legal restraints in mind when writing in your personal accounts. Remember:

- The printed word, even if it is written and distributed via the Internet, is “discoverable”, meaning it can be retrieved and used as evidence in lawsuits.
- Don't assume that you can post any opinion you want citing “freedom of speech”. More and more headlines are reporting defamation suits filed as the result of those postings.
- Follow district guidelines and state and national privacy laws concerning the release of student information (including use of photos) if you post anything about School District events on a social media outlet. Obtain written permission from parents or guardians prior to posting photos or other identifying information on your personal accounts even if the school district has permission forms on file. Parents may not feel that a board member's personal account is a place to display their children's information.

Social Media Etiquette (Cont.)

- Don't solicit discussion among fellow board members on any School District business using social media. While discussion of certain topics may be permitted, err on the side of caution so that you don't find yourself violating legal requirements for open meetings.
- Even if you are posting to your personal web sites, Instagram, Facebook and Twitter accounts, remember that nothing is really personal on the Internet. People have a way of accessing the information, forwarding, copying and pasting and possibly distorting what you have written. Even though you use a personal account, as long as you are on the school board you are a "public face" of the District and your comments could be misconstrued as reflecting views of the District.
- Avoid posting your opinions about School District business or Board actions.
- If Board members choose to join a social media site on their own, the Board member must ensure that it is clear that the postings regarding School District business do not represent the Board as a whole.
- If you have a reason to post information about the District, double check to make sure the information is correct. It is easy to transpose numbers, get a date or time incorrect even on the most well-intentioned post, blog entry or tweet.
- To avoid putting incorrect information on your personal blogs, use links to the School District's home page or blog directing readers/followers to get information from the "official" source.

Social Media Etiquette (Cont.)

- Commenting on School District business while using one's own computer can put you in a precarious position if a public records request is made of all communications concerning a particular topic. Your personal computer and hard drive, and other data memory equipment could be subpoenaed as part of a lawsuit discovery process.
- Remember that once a thought, idea, claim, or suggestion has been distributed via social media, it takes on a life of its own. Think twice when writing anything. Ask yourself if you would want your comments to appear on the front page of the morning paper or as a lead item on the television news.
- Be aware that if you have a personal Facebook page or Twitter feed, reporters will find you. Don't have Board conversations on social media platforms and be cautious about what you post personally. If you don't want to find it on the front page of your local newspaper or hear it broadcast, then don't post it.
- Don't continue School Board discussions or debates using your social media as a vehicle for voicing your dissent or approval of an issue. The board room is the place for discussion and decision, not the Internet.
- If you want public comment on a particular issue with which the School Board is dealing, don't ask readers/followers to comment on your own message boards or comment sections. Instead, tell readers/followers how to contact the District through e-mail or phone calls that will allow comments to be forwarded to all Board members. Be sure to include information on deadlines for submitting comments.

Social Media Etiquette (Cont.)

- Refrain from using your personal social media account to inflame or incite a public outcry on a topic that is being discussed by the Board.
- Never post any information gleaned during an executive session, such as that related to personnel, business negotiations, and employee contract negotiations.
- If you post to other sites and social media outlets – not under your control – make sure those site's topics and photos are considered to be politically correct as well as socially acceptable for readers of all ages.

Compensation and Expenses

District Policy #2330

1. Board members may not receive any compensation for their service.
2. Board members may be reimbursed for expenses incurred in representing the District. All receipts for reimbursement must be itemized in reasonable detail and submitted to the business office.

Board Member's Role

District Policy #1310

1. The Board sees itself primarily as a policy-setting body and delegates the administration of school to the superintendent. In addition, the Board provides oversight and represents the desires/expectations of the community.
2. The Board working with the Superintendent, annually sets goals for the district with the consideration of students' needs. The District goals will become the foundation for the goals of the Superintendent and his/her administrative team.
3. The Board of Education is granted the legal and regulatory authority to establish policy for the school district and to provide oversight for the education of our children. Board members have authority only when acting as members of the Board at a duly convened open meeting. In most cases, a majority vote of the Board is required for action. A Board member does not have the power to individually authorize action.
4. Whenever possible, the Board strives to reach decisions through the process of consensus rather than simply by majority vote.
5. Board decisions are binding on all Board members and members will support and never undermine all decisions reached by the Board.
6. The Board is responsible for the performance and annual evaluation of the Superintendent. *District Policy #4240*
7. The Board will annually evaluate itself, reviews its protocols, and holds itself to standards of best practice. *District Policy #2340*
8. To commit whatever time and effort necessary to be effective in serving our school community.
9. To be present at school events whenever possible. i.e. open house, games, concerts, award ceremonies, graduation exercises
10. Listening to all stakeholders with open consideration to opposing viewpoints.

President's Role

District Policy #1320

1. Has no greater authority than any other Board member.
2. Serves as a liaison between the Board and the Superintendent.
3. Is responsible for sharing information pertaining to Board work with all Board members on a timely basis and is the primary conduit of information flow from the Board to the Superintendent.
4. Works with the Superintendent and Board Vice-President to set meeting agendas.
5. Runs meetings in an orderly fashion, using parliamentary procedure. S/he encourages open discussion and deliberation, and guides the Board to reach decisions.
6. Is the primary spokesperson for the Board with the media
7. Helping to guide and preserve a high functioning Board culture
8. Conduct annual interviews with each board member to assess board effectiveness, communications and individual areas of service on the board and in the school community
9. Responding to public concern, comment or question after seeking the counsel of the Superintendent and the Board.
10. Mentors new board members and /or assigns mentors for each new board member.
11. Coordinating Board related articles for the District newsletter.

Vice-President's Role

District Policy #1320

1. Is available to stand in for the president whenever s/he is not available.
2. Acts as mentor to incoming board members.
3. Is available as a source of feedback for the president.
4. Is responsible for scrutinizing Board documents prior to Board acting upon them
5. Shares in serving with the President as ex officio member on committees

Superintendent's Role

District Policy #4310

1. The Superintendent serves as the chief executive officer, is charged with implementing the policies of the Board, and is responsible for administration of the School District.
2. The Superintendent shall suggest and administer policies deemed necessary for the effective functioning of the School District and implement regulations, rules and procedures to support established policies.
3. The Superintendent shall have the authority to organize, without limitation, the administrative and supervisory staff, including, instruction and business affairs, to best serve the interests of the District, in collaboration with the Board of Education.
4. The responsibility for the placement of personnel shall be vested in the Superintendent of Schools; hiring, termination and tenure shall be subject to the approval of the Board of Education.
5. It is the Superintendent's primary responsibility to provide visionary and aspirational leadership that enables the District to continually improve the educational experiences of students and achieve the goals which have been established.
6. The Superintendent is a visible presence in the schools to underscore that the most important interactions that occur are in the classrooms.
7. The Superintendent provides the Board with the information analysis, and sound professional advice it needs to formulate policy and monitor operations of the District.
8. The Superintendent creates and sustains a climate of collegiality among members of the staff and parent body.

Board Meetings

District Policy #1510

1. Responsibility for setting the agenda is shared by the Superintendent, the Board President and the Vice-President. Board members, through the President or Vice-President, can recommend items for the agenda or discussion.
2. Any item recommended for the agenda/discussion must be submitted prior to the agenda setting meeting to provide the Board Clerk and Superintendent time to prepare the final agenda.
3. To preserve effective teamwork and culture of “no surprises,” Board members will let the superintendent and Board President know in advance about items not on the agenda which they intend to raise at the Board meeting, and the superintendent will do the same, thus ensuring that all participants will be prepared for discussions.
4. Rules for confidentiality are those consistent with Section 805-a of the General Municipal Law, Commissioner’s Decisions and the Open Meetings Law.
5. Discussions in executive session must remain completely confidential.
6. E-mail should not be used for confidential matters or to conduct Board business.
7. Items for executive session must be consistent with the Open Meetings Law and the public must be informed of the reason for the executive session.

Meeting Dynamics

1. In public meetings and executive sessions, each Board member has a right to be heard once on an issue prior to others having a second chance. Members agree to listen to one another and not interrupt.
2. Motions should be used to focus discussion on action items, and any member may “call the question” to test whether the Board is ready to vote.
3. The Board President is authorized to focus discussion toward closure.
4. Board members should address the Board as a whole with their comments, rather than addressing the public.
5. The New York State Open Meetings Law will govern the conduct of the meeting and Roberts Rules of Order, as applicable, will be our meeting guide.

Public Comment at Meetings

District policy #1512

1. Public comment is defined as raising an issue or question about a topic or concern not on the agenda which will usually occur at the beginning of the meeting.
2. The Board encourages individuals seeking to address issues of concern, to first take that concern to the level of origin and then use the normal chain of authority to find resolution.
3. There will be an opportunity for public participation at work sessions, business and special meetings.
4. Each speaker is asked to sign the roster before the start of the meeting including their name and topic of their comment. This roster will be given to the Board President; the individual will then be introduced to make their comment.
5. Interruption of Board discussion is not permitted.
6. Each speaker will be given a maximum of 5 minutes to make their comment.
7. Civility and mutual respect will be maintained at all times. Speakers who indulge in rude or disrespectful behavior, such as cursing, making deprecating or disparaging remarks, libelous statements or threats of any kind, will have their time immediately terminated and may be banned from school property.
8. The Board may justifiably restrict public comment on matters involving privacy issues otherwise protected by law or discretion, *for example, when a member of the public wants to engage in comment that potentially may disclose disparaging information about a particular student or school employee.*
9. Board members will not engage in direct back and forth conversation with individuals making comment. If a member of the public has a specific question, they may also submit the question to the District Clerk for the Board or the Superintendent.

(copies of this protocol will be available for guests making comment)

Sharing Information

1. Information necessary for the Board's work will be shared consistently with all Board members and the Superintendent to assist the Board to reach consensus and preserve a culture of clear, transparent communication.
2. The superintendent's periodic memos and information packet will be the primary source material.
3. E-mail will be used for new information of a non-confidential nature; phone communication will be used for important confidential matters.
4. Keep e-mail brief and to the point, with sensitivity to overall volume. Use e-mail to gain clarification but not for expressing opinions as this may violate the Open Meetings Law when a majority of the Board is included.
5. Information requests to the administration should come to the Board President in order to maintain a reasonable balance of volume, content and tone. If the administration deems the information requests overly burdensome in the time requested, the Superintendent will discuss with the Board President and the member making the request to address alternatives to share the information. The following options may be used to meet the request:
 - a. An optional information meeting will be scheduled prior to the commencement of the Board meeting at which time the Superintendent will provide the information verbally.
 - b. The item will be placed on a future Board of Education agenda for discussion.
 - c. Intra-Board communication – by telephone, e-mail or in person, but should be consistent with the Open Meetings Law in terms of public and executive session deliberation and decision-making.
6. Any member receiving written communication should share the question or comment with the Superintendent or Board president so that a thorough and appropriate response can be prepared and shared with the entire Board.

Professional Development

District policy reference #2110/2330

1. Board members are committed to staying current on educational issues, including legislative issues affecting the public schools, via various New York State School Boards Association (NYSSBA) services and information provided by the Superintendent and his/her staff, and by our legal counsel.
2. Board members are encouraged to participate in the Chautauqua County School Board's Association meetings and sessions offered by NYSSBA, i.e. annual convention, rural schools convention
3. Board members will attend the locally scheduled, annual/semi-annual workshops.
4. Board members are encouraged to attend the semi-annual locally hosted NYSSBA webinars.

Board Leadership

The Board agrees that having a strong leadership team is essential in its functionality. The appointment of the President and Vice President of the Board are conducted on an annual basis.

In compliance with Open Meetings Law, the Board may wish to have a workshop to solicit interest for each leadership role. Prior to the Organizational Meeting:

1. Canvas for interest. All board members should be asked.
2. Individuals who are interested should state their strengths and passions.

At the Organizational Meeting:

3. Nominations are open.
4. Votes are cast.
5. Appoint.

Parent and Staff Concerns

District Policy #3230

1. Board members should direct parents and staff who call with concerns to work up through the hierarchy/chain of command – talking to the Teacher, the Principal and the Superintendent, before further involving Board members.
2. Board members should refer other more substantive criticisms, complaints or suggestions to the Board President and/or to the Superintendent. The Board President will assure circulation to the full Board. The Superintendent is the one responsible to investigate and problem solve with the assistance of staff as necessary. The scope of Board member's involvement does not include investigation and problem solving.
3. The Board will discourage anonymous complaints.

Media Contact

District Policy #3110

1. All official statements of Board positions, as well as responses to media inquiries, come from the Superintendent (or their designees).

Relationship to Staff

1. In general, contact with faculty, including visits to the school, will occur through the invitation of the Superintendent when Board members are wearing their “Board hat.” When contacting staff as a parent, it is reassuring to say, **“I am calling as a parent...”**
2. An individual Board member has no authority to direct personnel.
3. Board members may be included on committees for hiring administrative staff, upon the request of the Superintendent.
4. Conversations with staff about school concerns will always be filtered first through the Superintendent.

New Board Member Orientation

District Policy #2110

1. Orientation of New Board Members: The Superintendent, Board President and Vice-President will provide new Board members with an overview orientation as close to July 1st as practical.
 2. The key elements may include:
 - Individual meetings with Board Members, Superintendent, Building Principals and Business Official. The purpose of these meetings is to familiarize the new Board member(s) with key staff, their roles and responsibilities, and any current initiatives that may be underway. The Superintendent will inform the staff that the new Board member(s) will contact them to set up orientation meetings. The new Board member(s) are responsible for scheduling the meetings. At these meetings, the new Board member(s) should be provided with relevant materials for their area of responsibility, such as:
 - i. *Superintendent*: District mission, vision, goals and reports on goal accomplishment or progress for the previous two years; and any policies currently under review.
 - ii. *Business Official*: Budget history and main challenges; internal and external audit reports; explanation of all District funds and fund balances.
 - iii. *Building Principals*: Curriculum maps; materials on APPR; probationary staff evaluation process; tenure process; and mentoring.
 - Training sessions held by the NYSSBA, including legally required financial and Board governance training.
 - Reading Material. New Board members will be given a copy of the Board's Guidebook, a Policy Manual
 - List of relevant website resources.
 - iv. New York State School Boards Association:
www.nyssba.org
 - v. New York State Education Department: **www.nysed.gov**
- The Board will work together to assign new Board members mentors.



Appendix

Contacts		
----------	--	--

Superintendent:	Dr. John O'Connor 70 Rolling Hills West Seneca, NY 14224 (716) 861-8818	
President:	Mrs. Andrea Spengler 1586 King Road Forestville, NY 14062 (716) 725-4978	<i>Term 2027</i>
Vice President:	Mrs. Jamie Gruber 12878 Rt. 39 South Dayton, NY 14138 (716) 785-7876	<i>Term 2027</i>
Trustee:	Mrs. Rachel Locke 10127 Mosher Rd. South Dayton, NY 14138 (716) 864-6087	<i>Term 2028</i>
Trustee:	Mrs. Lindsey Ellis 9431 Center Road Fredonia, NY 14063 (716) 338-8292	<i>Term 2026</i>
Trustee:	Mr. Jamie Hebner 2858 Rt. 83 Fredonia, NY 14063 (716) 785-8149	<i>Term 2026</i>
Trustee:	Mr. Derek Case 2704 Whitaker Road Forestville, NY 14062 (716) 785-8959	<i>Term 2026</i>
Trustee:	Mrs. Michelle Merritt 10431 Prospect Rd Forestville, NY 14062 (716) 467-2469	<i>Term 2025</i>

Budget Terms

Expenditure: funds that are spent for salaries, contractual services, materials and supplies, benefits, and debt obligations

Revenue: funds that are collected as income (i.e.: state aid, property taxes, and grants)

Tax Rate: the dollar amount per thousand assessed on the value of a property paid by the property owner

Assessment: the value of a home based on the opinion of the town evaluator; known as the sole assessor

Full Value: the value of a property based on the total assessed value and the equalization rate

Partial Value: homes that pay taxes based on a percentage of the full value

Equalization Rates: state issued rates that are used to bring full and partially valued homes to the same level for all towns in a school district for taxation purposes

State Aid: funds provided to the School District by New York State based on wealth and enrollment, which is determined by income and property value. State aid comes to the district in three basic categories; allocations, entitlements, and reimbursements

Allocations: the amount of money designated for each child which varies based on grade level and educational needs. The allocation is multiplied by the number of students in the district

Budget Terms (Cont.)

Categorical Aid: the specific per dollar amount that must be spent on textbooks, library materials, software, and hardware per year in order to receive aid

Reimbursements: funds received as pay back for funds already spent in the previous year, such as transportation, buildings, BOCES, and some special education costs

STAR: a state program used to reduce school taxes for homeowners. Basic STAR and enhanced STAR qualify homeowners to have the assessed value of their home reduced. The state reimburses the difference in taxes raised directly to the district.

Reserve Funds: like savings accounts, these are mechanisms for accumulating cash for an intended future use. For example, large planned projects or expenses. All reserve funds have to be established by either board or voter approval. Reserve funds are generally not for unexpected expenses but rather, reserve funds should be established, utilized and funded based on the districts long term financial plan. *i.e. Unemployment, Insurance, Property Loss and Liability, Tax Certiorari, Employee Benefit Accrued Liability, and Capital, Retirement Contribution Reserve*

Fund Balance: dollars that are not used from the previous year

Budget Vote: the community's opportunity to voice their approval or disapproval for the proposed maximum the district can spend in the following school year

Rollover Budget: budget that is simply rolled over from prior year and includes known increases or decreases. i.e. negotiated contractual increases, benefit increases, and debt payments

Budget Terms (Cont.)

Contingency Budget: a prescribed minimalist budget that is enacted by the BOE when the proposed budget meets with disapproval from the community. This budget represents all expenses associated with maintaining education programs, preserving property and assures health and safety of students and staff.

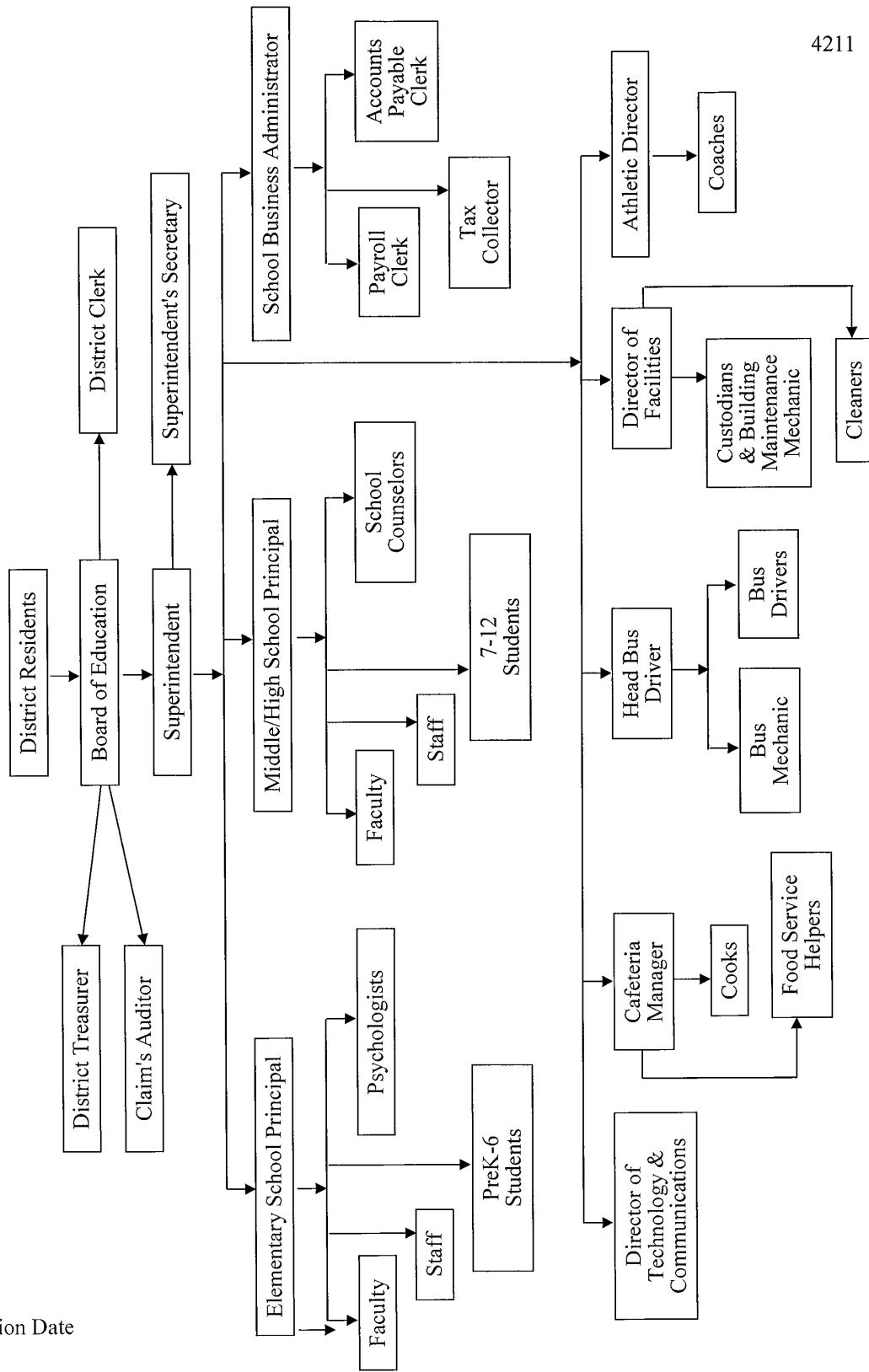
Educational Acronyms

ACT	American College Testing
AIS	Academic Intervention Services
AP	Advanced Placement
AYP	Adequate Yearly Progress
BEDS	Basic Educational Data System
BETAC	Bilingual/ES Technical Assistance Center
BOCES	Board of Cooperative Educational Services
CAR	Comprehensive Assessment Report
CPS	Child Protective Services
CR	Commissioner's Regulations
ELA	English Language Arts
ELL	English Language Learners
ESL	English as a Second Language
FERPA	Family Educational Rights and Privacy Act
FOIL	Freedom Of Information Law
GED	General Educational Development Test
HIPPA	Health Information Personal Privacy Act
HSE	High School Equivalency Program
IHIP	Individualized Home Instruction Plan
LEP	Limited English Proficiency
MOU	Memorandum of Understanding
NYSED	New York State Education Department
NYSSBA	New York State School Boards Association

Educational Acronyms (Cont.)

PDP	Professional Development Plan
PHC	Pupils with Handicapping Conditions
PI	Performance Index
RCT	Regents Competency Tests
SASS	System for Accountability for Student Success
SAT	Scholastic Aptitude Test
SRO	School Resource Officer
SAVE	Safe Schools Against Violence in Education Act
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
CFR	Code of Federal Regulations
CPSE	Committee on Preschool Education
IAES	Interim Alternative Educational Setting
IDEA	Individuals with Disabilities Education Act
IEE	Independent Educational Evaluation
IEP	Independent Education Plan
IHO	Impartial Hearing Officer
LRE	Least Restrictive Environment
SETRIC	Special Education Training and Resource Center
VESID	Office of Vocational and Educational Services for Individuals with Disabilities

FORESTVILLE CENTRAL SCHOOL DISTRICT ORGANIZATIONAL CHART



4211

Adoption Date

Committees

Budget Committee: All members of the Board

Policy Committee: reviews and provides a comprehensive understanding of FCS operations for all students, teachers, volunteers and parents. The policies outline the way we intend to conduct our affairs and respond in specific circumstances. All policies adopted by the Board of Education will support the district mission statement and goals.

Jamie Hebner, Jamie Gruber, Michelle Meritt

Audit Committee: provides independent advice, assistance, and recommendation to the Board of Education in the oversight of internal and external audit functions of the district.

Andrea Spengler, Derek Case, Lindsey Ellis

Negotiation Committee: develops contracts with district employees in collaboration with administration.

Derek Case, Jamie Hebner, Andrea Spengler

DEIC Committee: providing students with equitable access to opportunity and cultivating and maintaining a learning environment that appreciates diversity and inclusion for all students, especially culturally diverse students who have historically faced discrimination.

All members of the Board

Athletic Committee: is to focus on promoting an atmosphere of enjoyment of all school sports programs that our students participate in as well as instill in our students the values of teamwork, discipline, safety, integrity and respect.

Michelle Merritt, Lindsey Ellis, Jamie Gruber



Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

<h2 style="text-align: center;">Annual Schedule</h2>
--

July	Reorganizational Meeting Board President Conducts Interviews with Individual Board Members, As Needed Rural Schools Association Conference
August	Disseminate all Evaluations, Job Descriptions, Timelines and Procedures (Superintendent and Board Self-Evaluation) Approve Student Handbooks Approve Code of Conduct Approve Emergency Response Plan Approve Professional Development Plan
September	Opening Day Events/Staff Recognition Introduction of New Staff
October	Review Board Guidebook NYSSBA Convention District Goals Report Audit Report
November	The Board of Education will receive the self-evaluation tool, discuss the timeline and process. Board Pictures Holiday Cards
December	All self-evaluations will be completed and turned into the President and Vice President. The Board of Education will receive the evaluation tools for the Superintendent and discuss the timeline and process. Approve Budget Calendar Tenure Review Vote on Guidebook
January	Workshop to Review Board Goals The entire board will review the completed self-evaluations.

January continued	<p>During executive session, the Superintendent will provide a self-reflection of their performance based on the evaluation tool.</p> <p>Claims Auditor to Present Report (Open Session)</p> <p>Budget Workshop</p>
February	<p>Set the date(s) for Senior Exit Interviews</p> <p>All evaluations for the Superintendent will be completed and turned into the President and Vice President.</p> <p>Board Goals Progress Report</p> <p>Budget Workshop</p>
March	<p>During executive session, the Board of Education will review the compilation of results for the Superintendent evaluations.</p> <p>The President and Vice President will review the completed evaluations with the Superintendent and District Treasurer.</p> <p>Superintendent Contract Negotiation</p> <p>Budget Workshop</p> <p>Musical Performance (Music in Our Schools Month)</p> <p>Conduct Senior Exit Interviews</p>
April	<p>BOCES Election/Budget Vote</p> <p>Tenure Review</p>
May	<p>Budget Hearing/Vote</p> <p>Budget Presentation</p> <p>CCSBA Honors Dinner</p>
June	<p>Claims Auditor to Present Report (Open Session)</p> <p>District Goals Report</p> <p>Retirement Recognition</p> <p>Board Workshop to Set Goals</p> <p>Board Leadership Conversation</p> <p>Board Committee Membership Conversation</p> <p>Graduation</p> <p>Class Night</p>