

Manchester- Shortsville Central School District Board of Education Handbook, 2017-2018



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**Manchester - Shortsville
Central School District**

**1506 Route 21
Shortsville, N.Y. 14548**

585.289.3964

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Manchester-Shortsville Central School District

“Red Jacket Schools”

WELCOME



RJ Logo created by student, Heather Peek & Indian Head Logo provided by Sports Boosters Club President, Robert Good.

After a community-wide vote, during the school budget vote in May 2014, these two logos received the majority of votes from several other logos widely used by the school community. These logos became the official school logos when they were adopted by the Board of Education at the June 11, 2014 Board of Education meeting.

Dear New Board of Education Member:

Welcome aboard as a new member of our dedicated team! Your service to our school and community is very important and admirable. We recognize how challenging this important role can be as we strive for excellence together on behalf of our students.

Merriam-Webster’s Dictionary definition of *grit* is: *firmness of mind or spirit: unyielding courage in the face of hardship or danger*. This character trait is what our communities were founded on when this area was first settled in 1793. In 1821, townspeople decided to separate from the town of Farmington and they organized a town that was called “Burt” until they decided to change the name to Manchester in 1822. Shortsville was originally called “Shorts Mills,” named after Theophilus Short, who built the first mill which he powered using the Canandaigua Outlet. Just think, our school could have been named the Burt-Shorts Mills Central School District!

Beginning in the Pre-Civil War era, businesses in these two communities boomed. Manchester was known for the Lehigh Valley Railroad, which was one of the largest in the world and Shortsville was a mill town where flour, wool, saw and paper mills were built. Several other companies, such as Empire Drill Works, Shortsville Wheel Company and Papec Machine Company, added to the rapid growth and development of the time in our communities. Competitive baseball grew in popularity and became an exciting social event that brought the communities even closer together.

Although I do not think life was easy during this time, I do think in many ways, it was a simpler time. Local historical publications from the late 1800’s, including the *Shortsville Enterprise*, the *Ontario County Repository and Messenger* and the *Ontario County Journal*, contained local news and personal communications. *Shortsville Enterprise* contained a column called *Manchester Murmurings* where you may read articles from 1888 about Melvin Fish and his family returning to Shortsville from Port Gibson after spending time there or you will see an invitation from 84 year old Danford Booth asking community members to join him in his home to hear stories about the early history of Shortsville. In the 1888 *Ontario County Repository*, under *Shortsville News*, you will notice B.K. Emmerson sold his milk route to F. Mink or from the 1892 *Ontario County Journal*, Mr. and Mrs. Jennings visited relatives in Phelps.

These publications were used by community members to share their news and connect with neighbors in each of the close-knit communities of Manchester and Shortsville, like our Smartphone or social media is used today. Although technology has become much more sophisticated over time, it is very clear to me that from our beginning to now, community pride and the desire to stay connected remains important. In 1945, when Manchester merged with Shortsville to form a centralized school district, the Manchester-Shortsville Central School District, also known as Red Jacket Schools, emerged, with the first class graduating in 1950. To this day, our school remains the common denominator between these two historically proud, connected communities and Red Jacket is one school and name that unifies us, pride is what continues to define us, and grit is how we have persevered over time.

I am grateful and proud to be a part of the Red Jacket team, which has grown out of our past, with our combined communities working successfully together toward the future to provide our students with the very best education possible. Red Jacket has been named to US News and World Report Best High Schools in America and Buffalo Business First ranked our District in the top third out of 67 districts for academic performance. For a small school, we continue to remain very competitive and offer tremendous opportunities for our students with personalized attention that only happens in a small, close-knit school community, working together, like ours.

On behalf of our dedicated staff and supportive community, I would like to thank you for your service to Red Jacket Schools and welcome you aboard as a new member of our team, preserving the special qualities Red Jacket Schools has to offer while innovatively reaching into the future!

With Red Jacket PRIDE,

Charlene Dehn

Charlene Dehn (formerly Harvey)

Superintendent of Schools

ABOUT THE DISTRICT

Name of the District: Manchester-Shortsville Central School District

Known As: The Red Jacket Indians

Our school nickname, Red Jacket, is named in honor of Native American Seneca Chief Red Jacket (1750-1830) who, in his early years as a Chief was known as Sagoyewatha (Keeper Awake). Chief Red Jacket, Chief of the Wolf Clan, was a famous orator who spoke for the rights of his people. He took his name Red Jacket for the red coat he wore that was given to him by the British for his wartime services. In 1794, Red Jacket signed the Pickering Treaty in Canandaigua, which he negotiated to help to secure Seneca territory for his people.

School Colors: Red and White

Alma Mater:

*Red Jacket Central to thee we hail;
Our pride and glory in thee will not fail.
Hope and courage to us you bring.
Our Alma Mater, to thee we sing.
And though we leave your guiding ways,
Your teachings lead us through our days.
As we look up to the red and white,
Red Jacket Central, our shining light.*



Mission: We challenge all learners and work in partnership with students, parents, and community to achieve high standards.

Vision: Every employee of the District plays a vital role in the success of our students. With uncompromising commitment in the pursuit of excellence, we will meet the unique needs of every student, regardless of social advantage, race or gender and ensure he or she has a safe learning environment and acquires necessary foundational skills. We will promote healthy habits and provide challenging, real-world learning experiences. We will cultivate student ownership for goal-setting, learning and citizenship by partnering with families and community groups. We will promote a learning environment of critical thinking, creative problem-solving, self-direction and collaboration in order to maximize each student's ability and potential to succeed in an ever-changing, highly technical and diverse world. Together, we will develop and maintain the highest level of ethical and professional practice, demonstrating a culture of respect, cooperation, and pride, with care and dignity for all.

-Shared Vision -September 2013

Address: 1506 State Route 21
Shortsville, New York 14548

District Phone Number: (585) 289-3964

District Website Address: www.redjacket.org

Superintendent: Charlene Dehn (Jan. 9, 2013 to Present)

Work Phone Number: (585) 289-3964

Cell Phone Number: (585) 721-5430

E-mail: Charlene.Dehn@redjacket.org

BOARD OF EDUCATION

Board Clerk: Kim Brown (Jan. 1, 2011 to Present)
 Work Phone Number: (585) 289-3964
 Fax Number: (585) 289-6660
 E-mail: Kim.Brown@redjacket.org

Board of Education Members:

Board Members	Length of Service	Phone	E-mail
Kris Gray, President	7/1/05 – Present (Term up 2020)	289-9652	Kristin.Gray@redjacket.org
Marty Flower, Vice President	7/1/10 – Present (Term up 2020)	315-597-3579	Martha.Flower@redjacket.org
Amanda MacNamara	7/1/17 – Present (Term up 2022)		Amanda.macnamara@gmail.com
Barb Gardner	7/1/14 – Present (Term up 2019)	314-3811	Spartanmama15@hotmail.com
Rich Vienna	7/1/12 – Present (Term up 2021)	831-2319	chowvienna@yahoo.com
Eric Schaertl	7/1/13 – Present (Term up 2018)	289-4871	eschaert@syr.edu
Jennifer Speers	7/1/13 – Present (Term up 2021)	289-8999	Jennifer.Speers@redjacket.org

Contact Board of Education Clerk for Board of Education Membership History.

District Information

Communities Served: Town of Farmington, Town of Hopewell, Village of Shortsville, Village of Manchester, and the Town of Manchester.

Number of Square Miles the District Covers: 25 square miles

* All K-5 students are transported. * Middle and High School students beyond 1.5 miles are transported.

Number of Employees: 148 full-time, 1 part-time. Our cafeteria staff and bus drivers work less than 8 hours per day; however, they are considered full-time for their positions.

Bargaining Units: Civil Service Employees Association, Inc. (CSEA)
 Confidential Support Staff (CSSS)
 Red Jacket Faculty Association (RJFA)

Number of Schools: Three schools/one facility. **Facility:** approximately 330,000 square feet. **Grounds:** 45 acres.

School Building Data:

	Red Jacket Elementary School	Red Jacket Middle School	Red Jacket High School
Grade Level	UPK-5	6-8	9-12
Enrollment	355	189	271
Principal	Jeff McCarthy (Began Dec. 2014)	Karen Hall (Began Feb. 2015)	Mark Bracy (Began Aug. 2017)

Student Population: 815

Ethnic Groups by Percentage: White 90%, Hispanic 5%, Multiracial 3.6%, Asian 0.8%,
 Black/African American 0.2%, American Indian/Alaskan Native 0.4%, Native Hawaiian/Pacific Islander 0%

Percentage of English Language Learners: 0.5%

Percentage of students receiving free or reduced-price lunch: 44% (2016)

General Budget Timeline Information: End of March/Beginning of April, districts must publish the first of four legal notices of the budget vote and board election during the seven weeks preceding the election. Districts must complete their budgets seven days before the public hearing. Within the first two weeks of May, the Board must hold a public hearing on the budget. Copies of the budget must be available to residents upon request during the 14 days before the vote and on the day of registration. The annual budget vote is held the third week in May.

2017-2018 FLAT Budget: \$17,114,000 (2016-2017 Budget: \$17,114,000, 2015-2016 Budget: \$16,615,700)

Budget Result History from 1992-2012:

Excluding 6 failed budgets (2 of the 6 failed budgets were put back up for a revote and passed); the District averaged **56% voter approval over the 20 year span!**

Tax Levy History:

0%	2011-2012	
0%	2012-2013	
1.9%	2013-2014	
1.9%	2014-2015	
1.2%	2015-2016	
0%	2016-2017	
0%	2017-2018	(317 yes, 41 no)

Budget History

Budget Passed: 53%
Budget Passed: 73%
Budget Passed: 73%
Budget Passed: 74%
Budget Passed: 75%
Budget Passed: 80%
Budget Passed: 89%

Capital Project Vote History (Excludes Netzero and other Energy Performance Projects):

Date of Vote	Amount	Project Description	Results
Feb. 26, 1997	12.9 Million	Middle School classrooms, gymnasium & library	Passed by 60%
June 14, 2000	6.9 Million	Spec. Ed classrooms, classroom ventilators, HS and Aud. entrance doors, air cond. for Aud, lib. book security, pool, fitness center, multi-purpose field (all weather surface, lights, fencing), 8 lane track, dug-outs, parking, access road to soccer and softball fields, new score boards for soccer, softball, baseball, elem playground, tennis courts.	Failed by 62%
Dec. 8, 2003	Prop 1: 3.4 Million Prop 2: \$440,000	Prop 1: Roof replacement, upgrading heating and ventilation, repaving elementary parking lot, site work. Prop 2: Upgrade the track with all-weather surface, adding cooling to the auditorium, expansion of the playground.	Prop 1: Passed by 68% Prop 2: Passed by: 60%
Dec. 19, 2006	Prop 1: 3.43 Million Prop 2: \$270,000 Prop 3: \$130,000	Prop 1: Repairs to bus garage and K-12 instructional campus. Prop 2: Improve adaptive Physical Ed space. Prop 3: Bus Reserve withdraw for one 63 passenger bus and one 24 passenger bus.	Prop 1: Passed by 61% Prop 2: Failed by 52% Prop 3: Passed by 75%
Dec. 11, 2012	3.5 Million	Update HVAC, electrical, plumbing, site work, bathroom, sidewalk to visitor seating at football field, high jump pad, pole vault pad, long jump pad, library lighting, bus garage windows	Failed by 56%
April 9, 2013 (put back up for revote from Dec. 11, 2012 failed vote)	3.1 Million	Update HVAC, electrical, plumbing, fuel pump and reader, auditorium lighting, some exterior lighting, security (doors, thumb turns, shades, and cameras), bathroom (HS main hall across from café), upgrade to infrastructure and wiring, site work repairs.	Passed by 82%
Dec. 14, 2016	12 Million (Largest project since middle school was built)	<u>Project's Primary Focus:</u> 1) Protecting the building envelope by replacing 40 to 50 year old windows, repairing roof leaks, and correcting underlying water drainage issues that are causing structural and interior damage to the school. 2) Addressing safety and code compliance issues, creating secure entrances where they are lacking, and replacing original and failing exterior doors. 3) Updating our 1969 classrooms and other spaces to meet current accessibility requirements, addressing safety concerns, and recapturing underutilized space for usable instructional space. ➤ This will include removing "gang style" locker rooms and showers and replacing them with individual changing rooms with access to individual showers for Physical Education classes. <u>No other school in the entire region and possibly the State</u> has changing rooms for their students. Goal: Dignity in a safe environment for all students.	Passed by 90%

Administrators:

Departments	Name	Title
Oversight of All	Charlene Dehn	Superintendent
Curriculum Development	Kris Guereri	Assistant Superintendent
Business Office	Tim Burns	Business Manager
Elementary School	Jeff McCarthy	Principal
Middle School	Karen Hall	Principal
High School	Mark Bracy	Principal
Special Education/CTE	Jane Kobos	Coordinator of Special Services

Notes: The Superintendent of Schools, Robert Leiby then Charlene Dehn, were responsible for the duties of the Business Management position until 2015. The Coordinator of Special Services position was restored August 2015, and Career Technology Education (CTE) for all our students was added to the responsibilities of this position. The Middle School Principal (Charlene Dehn), Middle School Counselor (Karen Hall), School Psychologist (Tammy Jo Matthews), and Assistant Superintendent (Kristine Guereri) were primarily responsible (not simultaneously) for the Coordinator of Special Services duties during various years spanning from 2005-2015. We are pleased Jane Stockton-Kobos was hired to provide stability, oversight and continuity to this vital position.

Prior to the restoration of the two administrative positions, the following restorations were made:

In 2013: Technology Teacher to full-time and Modified Sports were restored.

In 2014: Secondary ELA Teacher to full-time, Secondary Social Studies Teacher to full-time.

The 2016-2017 Budget included adding an afternoon Pre-K program, a full time Athletic Director (AD) and a part time School Resource Officer (SRO) shared with BOCES. Our goal was to offer more early learning and upper level course opportunities for our students. Safety has always been a priority at Red Jacket and thankfully, our community supported the addition of an SRO. Previously the AD was a PE teacher who was given release time from teaching to accomplish AD duties. The position of AD is an annual appointment and for the 2015-2016 school year, our business teacher was given release time from teaching to perform AD duties. Release time from teaching decreased our elective course opportunities for our students, which conflicted with our goals to provide students with more. The community supported a full time AD for the 2016-2017 school year, which allowed us to hire a full time business teacher and increase our course offerings at the secondary level. The new business teacher is approved to teach 6 Gemini courses, more than any other teacher in our District - this offers our students more elective and college level credits than we had previously.

2017-2018 Budget: Although Red Jacket still has an estimated shortfall of \$1.3 MILLION in Foundation Aid from the State, we have made smart programmatic decisions (slow restoration of positions offset with retirements, a 1:1 Chromebook program that provides students with more resources at an affordable cost, and significant cost savings through energy performance projects) that allows us to ask our community to vote on a **FLAT 2017-2018 BUDGET of \$17,114,000, with a tax levy increase of 0%, and a budget increase of 0%!**

A flat budget will allow the Manchester-Shortsville Central School District to balance the budget, maintain the restorations to the positions we brought back over the past four years, maintain the positions we added last year, and maintain the new programs and initiatives we created over the past four years. **Additionally, this budget will allow us to maximize our resources by:**

- ✓ Hiring a progressive teacher to provide instructional technology coaching to teachers to remain up-to-date and effectively infuse current, new, and upcoming technology effectively into their instruction so Red Jacket can remain on the cutting edge as technology evolves.
- ✓ Hiring a English as a New Language (ENL) Teacher to provide mandated services to students.
- ✓ Hiring a middle school secretary to provide consistent, excellent customer service to students, parents, community members, and staff. Currently one of our talented aides splits her time between student supervisory duties and office duties, which leaves the office closed at times during the school day. Leaving the office unattended is a safety concern and it creates inefficient communication and anxiety for students, parents and staff members.
- ✓ Hiring a Psychologist Intern to add more counseling services. Superintendent Dehn sought out a grant opportunity to fund a Family Support Center, which will add family counseling services using 4 counselors, after school hours, for families in our District. Additionally, in 2016-2017 we hired a .5 PE/.5 Counselor to the elementary school and sought out part time counseling services through Ontario County to increase our overall counseling services at the elementary school level.

Counseling Services (excluding external services we access for students):

Elementary School: Scott Forbes Lauren Caportorto Tina Fiori (2.5 days/week)	Middle School: Emma Stutzman	High School: Lori Ryan	K-12: School Psych.	Family Counseling: Lori Ryan Lauren Caportorto
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School Resource Officer (SRO):

Officer John Peck	SRO	585-289-3966
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Departments:

Department Name	Name	Title
Athletics	Sue Rosato-Franceschi	Athletic Director
Cleaning	Kathy Haas	Cleaners
Facility Usage	Mark Bracy	High School Principal
Food Services	Dorie Dunham	Director of Food Services (Shared with Midlakes)
Maintenance	Mike Roddenbery	Maintenance
Technology	Susan Bailey	Coordinator of Technology
Transportation	Chuck Vogt	Head Bus Driver

Music Boosters:

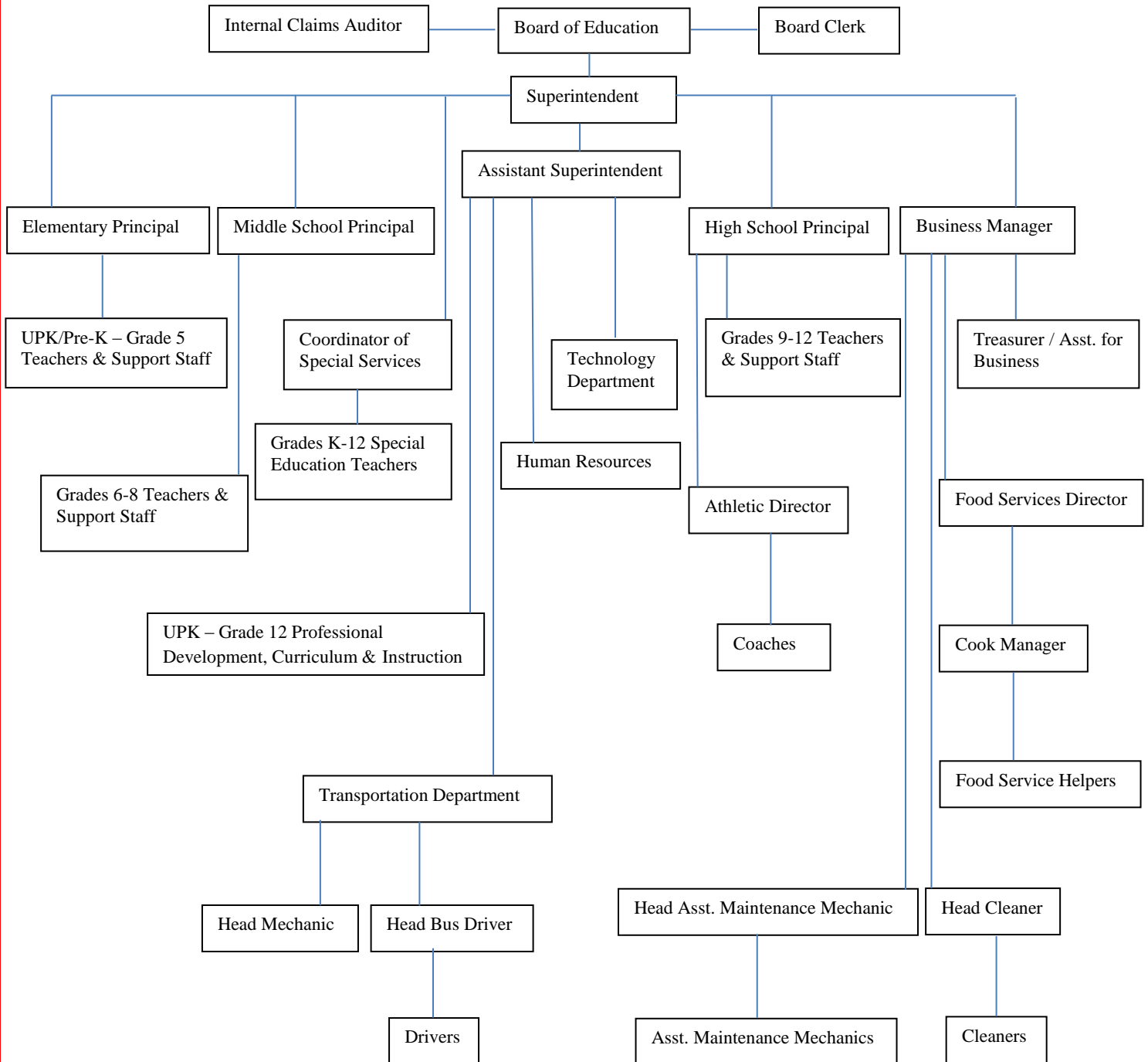
Organization Name	Chairperson/President	Contact Information
Red Jacket Music Boosters	Kris Gray	Telephone Number: 289-9652

Sports Boosters:

Organization Name	Chairperson/President	Contact Information
Red Jacket Sports Boosters	Bob Good	Telephone Number: 860-214-7952

Manchester Shortsville Central School District Organizational Chart

Updated July 2016



CHAIN OF CONTACT

(BOARD MEMBERS SHOULD REFER PARENTS TO APPROPRIATE PERSONNEL WHEN QUESTIONED BY A PARENT. FOR QUESTIONS AS A PARENT, PLEASE FOLLOW THE APPROPRIATE CHAIN OF CONTACT AND FOR QUESTIONS RELATED TO BOARD OF EDUCATION MATTERS, BOARD MEMBERS SHOULD BRING THEM TO THE ATTENTION OF THE BOARD PRESIDENT AND SUPERINTENDENT.)

<u>Red Jacket Chain of Contact</u>			
<u>Question/Concern</u>	<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>
	→	→	→
Academics			
▪ Curriculum Content	Class/Course Teacher	Building Principal	
▪ Homework Request	Building Secretary		
▪ Scheduling	School Counselor	Building Principal	
▪ Student Difficulties	Class/Course Teacher	School Counselor or Building Principal	Building Principal
Attendance	School Nurse	School Counselor or Building Principal	Building Principal
Athletics	Coach	Athletic Director - call High School	Building Principal
Behavior	Class/Course Teacher	Building Principal	
Classroom Procedures	Class/Course Teacher	Building Principal	
Counseling	Teacher or School Counselor	School Counselor or Psychologist	Building Principal
Extracurricular Activities	Advisor of the Club	Building Principal	
Food Service	Food Service Director - call High School	Business Manager - call District Office	
Free/Reduced Meal Program	Food Service Director - call High School	Office Secretary - call District Office	Business Manager -call 289-3964
Health/Medical	School Nurse	Building Principal or Teacher	
Registration or Residency	Registrar - call District Office	Assistant Superintendent - call District Office	
Safety	Building Principal	Superintendent - call District Office	
Special Education	Teacher/Case Manager	Counselor/Building Principal	Coordinator of Special Services - call 289-3478
Transportation	Head Bus Driver - call Bus Garage	Assistant Superintendent - call District Office	
Facility Use	High School Principal or AD (for gym/field use)	High School Principal or AD (for gym/field use)	Business Manager -call 289-3964
Website			
▪ Teacher Page	Teacher		
▪ District Page	Webmaster - call District Office		

Important Numbers:

Elementary School Office	289-9647
Middle School Office	289-3967
High School Office	289-3966
CPSE/CSE Office	289-3478
Elementary School Nurse	289-9650
Middle/High School Nurse	289-3968
Bus Garage	289-3925
District Office	289-3964

POLICY

SUBJECT: BOARD OF EDUCATION AUTHORITY

#1120

As a body created under the Education Law of New York State, the Board of Education of the Manchester-Shortsville Central School District has full authority, within the limitations of federal and state laws and the Regulations of the Commissioner of Education and interpretations of them, to carry out the will of the people of its District in matters of education.

In all cases where laws or regulations of the State Commissioner of Education do not provide, permit, or prohibit, the Board shall consider itself the agent responsible for establishing and appraising educational matters and activities.

Board members have no authority over school affairs as individuals. They have authority only when acting as a body duly called in session.

Education Law Sections 1604, 1701, 709, 1804 and 1805

Adopted: 9/14/94

Revised: 2/10/16

SUBJECT: POWERS AND DUTIES OF THE BOARD

#1310

As a Central School District, the Board of Education shall have powers and duties as set forth in New York State Education Law, principally Articles 33, 35 and 37, and other applicable federal and state laws and regulations. In general, the Board shall have in all respects the superintendence, management and control of the educational affairs of the District and shall have all the powers necessary to exercise these powers expressly granted to it by the laws of New York State and the Commissioner of Education.

Education Law Sections 1604, 1709, 1804 and 2503

NOTE: Refer also to Policy #6540 -- Defense and Indemnification of Board Members and Employees

Adopted: 9/14/94

Revised: 12/9/15

SUBJECT: DUTIES OF THE DISTRICT CLERK

#1331

The Clerk of the Board will be appointed by the Board at its Annual Organizational Meeting and will serve for a period of one (1) year. The Clerk's duties include the following:

- a) Attends all meetings of the Board, unless excused by the Superintendent, and keeps a record of its proceedings and record, by name, those Board Members in attendance;
- b) Prepares minutes of the meetings of the Board, obtains their approval by the Board at the next meeting and forwards copies of the minutes to each member of the Board of Education;
- c) Sends notices of special meetings to members of the Board; contacts and communicates with members as required;
- d) Sees that the proper legal notices and announcements are published on all specifications and items out on bid, in accordance with state law;
- e) Maintains an up-to-date record of Board policies and by-laws;
- f) Delivers to, and collects from, the President (or Vice-President) such papers for signature as may be necessary;
- g) Distributes notices to the public announcing availability of copies of the budget to be presented at the annual District meeting in compliance with the requirements of the State Education Law;
- h) Administers oaths of office, as required by Section 10, Public Officer's Law;
- i) Gives written notice of appointment to persons appointed as inspectors of election;
- j) Calls all meetings to order in the absence of the President and Vice-President;
- k) Assumes other duties customary to the office

The above duties of the District Clerk are not intended to be complete, but should serve as a comprehensive guide in undertaking the duties of this office. The District Clerk shall perform such other duties as may be assigned from time to time by the Board.

Education Law Section 2121

Public Officers Law Section 104

Adopted: 9/14/94

Revised 12/9/15

SUBJECT: SUPERINTENDENT OF SCHOOLS

#4310

The Superintendent of Schools is the Chief Executive Officer of the School District. He/She is responsible for carrying out the policy of the Board and for keeping it informed of matters which should be weighed by the Board in reaching decisions. He/She is responsible to the Board in his/her stewardship of the entire school system.

The Superintendent will have the specific powers and duties discussed below and will be directly responsible to the Board for their proper exercise. As Chief Executive Officer of the School District, he/she shall:

- a) Attend all regular, special, and work meetings of the Board except that the Superintendent may be excluded when his/her employment contract or performance is discussed in executive session; or otherwise excused by the Board President.
- b) Administer all policies and enforce all rules and regulations of the Board;
- c) Recommend to the Board, areas in which new policies seem to be needed;
- d) Organize, administer, evaluate, and supervise the programs and personnel of all school departments, instructional and non-instructional;
- e) Act as liaison between the Board of Education and the teaching staff, seeing that the needs of the staff are brought to the attention of the Board and that Board policies are interpreted to the staff;
- f) Prepare and recommend to the Board the annual School District budget in accordance with the format and development plan specified by the Board;
- g) Advise the public about the activities and needs of the schools through his/her written and spoken statements, and shall be responsible for all news releases emanating from the school district;
- h) Create all salary scales and administer the salary plan approved by the Board. Some of these salary scales will be developed within staff contracts negotiated under the provisions of the Taylor Law;
- i) Determine the need and make plans for plant expansion and renovation;
- j) Coordinate/facilitate or oversee the process for hiring, evaluating or dismissing professional and non-professional staff personnel and make recommendations to the Board of Education for appointments and terminations;
- k) Prepare or supervise the preparation of the teacher's handbook, staff bulletins, and all other District-wide staff materials;
- l) Plan and coordinate the recruitment of teachers and other staff to assure the District of the best available personnel;
- m) Plan and conduct a program of supervision of teaching staff that will have as its goal the improvement of instruction, and, at the same time, will assure that only the teachers found to have a high degree of competence will be recommended for tenure;
- n) Distinguish for all concerned between the areas of policy decisions appropriate to the Board and management decisions appropriate to the District's administrative personnel;
- o) Transfer personnel when necessary and/or desirable to promote optimal effectiveness. Any such personnel transfers shall be made pursuant to appropriate guidelines established by state laws, District policies and negotiated contracts; and
- p) Submit data from the School Report Card and/or other such reports of student/District performance as prescribed by and in accordance with requirements of the Commissioner of Education.

Education Law Sections 1711, 2508 and 3003

8 NYCRR Section 100.2(m)

Adopted: 9/14/94

Revised: 12/09/15

The Board of Education is accountable for all pursuits, achievements and duties of the School District. The Board's specific role is to deliberate and to establish policies for the organization. The Board delegates the necessary authority to the Superintendent who, acting as chief executive officer, is held accountable to the Board for compliance with its policies.

- a) With respect to School District goals and objectives, the Board will establish broad guidelines to be observed in the development of further policy and action. The Board reserves the right to issue either restrictive or general policy statements.
- b) Generally, the Superintendent will be empowered to assign and use resources; employ, promote, discipline and deploy staff; to translate policies of the Board into action; to speak as agent of the Board; to organize and delegate administrative responsibilities; and to exercise such other powers as are customary for chief executives.
- c) The Superintendent may not perform, cause, or allow to be performed any act that is unlawful, in violation of commonly accepted business and professional ethics; in violation of any contract into which the Board has entered; or, in violation of policies adopted by the Board that limit the Superintendent's authority.
- d) Should the Superintendent or his/her designee consider it unwise or impractical to comply with an explicit Board policy, the Superintendent will inform the Board of that determination. The Board will decide whether such judgment was warranted.
- e) When law or other authority calls for Board approval of decisions that the Board has delegated to the Superintendent, Board approval will be routinely given if those decisions have been made within the limits of Board policies.

Education Law Section 1711

Adopted: 9/14/94

Revised: 2/10/16

GOVERNANCE TEAM OPERATIONS

Regular Board Meeting Dates and Times: Second Wednesday of every month at 7:00 PM

Board Officers: Kris Gray, President
Marty Flower, Vice-President

Audit Committee: Entire Board

Types of School Board Meetings:

- **Annual Reorganizational Meeting** is when the School Board elects and appoints its officers for the coming year. Newly-elected Board Members take oaths of office. This meeting must take place within the first 15 days in July.
- **Regular Board Meetings** are the regularly scheduled business meetings held throughout the year.
- **Special Board Meetings** are not regularly scheduled and may be called to address a particular item or items.
- **Work Session Board Meetings** are generally scheduled the third Wednesday of every month during months where there is no holiday break.

All meetings are subject to the Open Meetings Law. School Boards are public bodies and the Open Meetings Law requires Board meetings, where School District business will be discussed to be open to the public. The public may be excluded only from properly convened executive sessions of the Board and other meetings exempted under the law.

Executive Session: Executive Session is a portion of the Board meeting that is not open to the public. Executive sessions are permitted only for the purpose of discussing one or more of the following subjects:

- Matters that will imperil the public safety if disclosed.
- Any matter that may disclose the identity of a law enforcement agent or informer.
- Information relating to current or future investigation or prosecution of a criminal offense that would imperil effective law enforcement if disclosed.
- Proposed, pending, or current litigation.
- Collective negotiations pursuant to article 14 of the Civil Service Law.
- The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation.
- The preparation, grading, or administration of exams.
- The proposed acquisition, sale, or lease of real property or the proposed acquisition, sale, or exchange of securities, but only when publicity would substantially affect the value of these things.

Purpose of the Public Comment: This allows the community to share matters of interest or concern with the Board of Education. As a matter of courtesy, issues related to specific School District personnel or students should be brought to the Superintendent of Schools privately.

The Board's Response to Public Comment at the Board Meeting: The Board President will recognize those who wish to speak. Individuals will stand and identify themselves before presenting their thoughts. Items brought to the Board's attention may be taken into consideration for future response or action. No response or action will be taken at the time the matter is brought to the Board. There is a pledge of conduct for those wishing to make a public comment.

Pledge of Conduct for Public Comment:

- 1) The speaker understands this is a meeting of the Board of Education in a public setting, not an open public meeting and will respect that purpose.
- 2) The speaker will address the Board President.
- 3) All remarks shall be addressed to the Board as a body and not to any member thereof.
- 4) The speaker will direct all comments to issues.
- 5) The speaker may disagree, but will be respectful to others.

Public Comment Guidelines:

- 1) Those wishing to address the Board must sign up prior to the start of the Board meeting.
- 2) Speakers will be called in the order in which they sign up.
- 3) Speakers will be given up to two (2) minutes to address the Board.
- 4) Additional written comments may be left with the Board Clerk.
- 5) Up to ten (10) speakers will be given the opportunity to address the Board.
- 6) In order to effectively deal with the regularly scheduled business on the agenda, the Board will not engage in dialogue or respond to questions posed by the public.
- 7) This opportunity should not be a vehicle to avoid appropriate channels of communication with teachers or administrators. It is expected that attempts to solve problems with those directly involved have been tried prior to the public comment.
- 8) Personal attacks are inappropriate during "public comment" and will be ruled out of order by the Board President. Confidential personnel matters may only be discussed by the Board in Executive Session in accordance with the law.

QUESTIONS ON GOVERNANCE PROTOCOLS

(ADAPTED FROM NYSSBA)

How is the Board meeting agenda developed? The Superintendent gathers agenda topics from Administrators and the Board President gathers agenda topics from members of the Board. The Board Executive Committee meets to create the agenda. Once a draft agenda is developed, the Superintendent and Board Clerk meet to finalize the agenda.

How do I obtain documents needed for Board meetings? Board packets, which include the agenda and supporting documents, are posted on the District website (www.redjacket.org). Specific instructions for access to the Board Packets online can be obtained from the District Clerk. All information is posted the week prior to the Board meeting. Once the documents are posted, the Board Clerk sends the Board an e-mail letting them know the information is available on the website. The Board member may request to have the Board packet delivered to their home.

How do I obtain additional information about Board meeting agenda items before the meeting? If you have a clarification question, you should phone or e-mail the Superintendent. Please remember that discussion between Board members and the Superintendent cannot take place through e-mail or over the phone; however, clarification is allowed. All discussion must take place during the open meeting or in executive session if the subject allows.

How do I communicate between and among the Board members and the Superintendent? Board members are provided a Red Jacket e-mail. You may phone or use e-mail. It is asked that if you e-mail a Board member (other than for a mentoring question), you include the entire Board to keep everyone "in the loop".

How does the Superintendent communicate with me? The superintendent will e-mail, telephone, or even text in order to communicate with the Board. She will also ask the Board Clerk to send out an e-mail or information as needed.

How do I communicate with the Board Clerk? You may e-mail or telephone the Board Clerk.

How does the Board Clerk communicate with the Board? The Board Clerk will e-mail or telephone the Board. If an e-mail is sent to the Board that is time sensitive, she will indicate in the subject line "TIME SENSITIVE". This allows the Board, at a quick glance, to see there is an item that needs immediate attention. If the Board Clerk does not hear back from Board members on time sensitive issues, she will call them asking them to check their e-mail.

How do I communicate with staff members? As a parent, you have the same rights as other District parents to communicate with staff members regarding your child's education. As a Board member, communications intended for staff members should be coordinated through the Superintendent of Schools.

How do I deal with community or staff complaints or concerns outside of Board meetings? Please refer the individual to the "Chain of Contact" Document, which can be found on the website under the District tab. In the interest of promoting effective communication, this contact list was developed to inform community members of who to contact regarding a question and/or concern. In addition, please contact the Superintendent of Schools to let her know of the complaint or concern.

What organizations support the Board Members? The Board of Education belongs to New York State School Boards Association (NYSSBA) at the State level. The Board Clerk registers all Board members with NYSSBA. Board members will receive correspondence directly from NYSSBA. NYSSBA provides professional development and networking opportunities as well as advocacy information.

How do I sign-up to attend a conference/workshop? Let the Board Clerk know if you are interested in attending a conference/workshop. She will take care of the registration and purchase order, along with making reservations for travel and housing, if needed. If you would like to be reimbursed for travel expenses, once you have returned from the workshop, you must submit your receipts to the Board Clerk, along with a completed and signed requisition and your mileage. The requisition, along with all receipts, will be submitted to our Business Office for payment.

Who do I inform if I would like to participate in District activity and/or community event? Board members have the right to attend any event open to the public. Occasionally, Board members are invited to District and/or community events because of their role as a School Board member. The Board Clerk or Superintendent will work with Board members to coordinate who will be in attendance and make the appropriate arrangements for the Board of Education for these types of events.

How does the Board conduct a self-evaluation? In June, a Board Self-Evaluation is sent out to all Board members. Each member responds to the various statements evaluating the total Board's performance for the school year. The response of each Board member is then compiled and a consensus rating reached. At the August Board retreat meeting, the results of the evaluation are reviewed with the existing Board. The self-evaluation is done in June to obtain feedback from outgoing Board members. During the summer Board retreat, the consensus rating is reviewed once again with the new Board, including any feedback from outgoing Board members, and goals are set for the upcoming year.

How does the Board evaluate the Superintendent? In accordance with the terms of the Superintendent's Employment Agreement, the Board of Education completes an annual evaluation by May 1st. The Superintendent prepares a self-evaluation in by April 1st. The Board President provides each Board member with a blank evaluation form and a copy of the self-evaluation prepared by the Superintendent. The response from each Board member is compiled and a consensus rating is reached. The Board reviews the evaluation with the Superintendent during the June executive session.

Where can I find Board Policies? Board Policies are located on the District's website (www.redjacket.org) under "Board" and then "Board Policies."

Where can I find District Goals? District Goals are located on the District's website (www.redjacket.org) under "District", and then "Superintendent Goals."

ROLES AND RESPONSIBILITIES OF THE BOARD

(ADAPTED FROM NYSSBA)

1. Corporate nature of the Board. The Board:
 - a. Can only act collectively by majority vote, individuals cannot act alone.
 - b. Is considered a trustee, not representatives. Representatives act on the will of the people who elect them (public). Trustees represent the interests of the people the organization serves (students).
 - c. Only has one (1) employee, the Superintendent.
 - d. Members need to avoid meddling in management of daily affairs.
2. Flow of information, discussions, and disagreements. Board members:
 - a. Communicate with the Superintendent for all Board of Education related issues, not with individual administrators.
 - b. Tell the Superintendent what people are and are not happy with (funnel analogy).
 - c. Use the chain of command with respect to community questions or concerns.
 - d. Must balance the needs of individual board members.
 - e. Must deliberate openly and honestly, and express opinions or dissent before a vote.
 - f. Must accept an individual's point of view only matters before a vote is cast and must support a decision once it is approved.
 - g. Understand the potential perils of email.
3. Monitoring Board/District performance. The Board must ask
 - a. Did we achieve the desired result? (Effective?)
 - b. Was the effort necessary to achieve result worth it? (Efficient?)
 - c. Is it within the budget? Was the value worth the effort? (Economical?)
4. Strategic Direction
 - a. Should be the Board's top priority.
 - b. Is what you return to as you decide to take action (Mission and Vision alignment).
 - c. Requires strategic planning and setting goals.
 - d. Requires policies reviewed every 3-5 years. The policies should provide oversight not details ("would this policy help me make a good decision?").
 - e. Defines priorities, and aligns resources through the budget.
5. Collective Bargaining. The Board should ask
 - a. Is it affordable?
 - b. Is it workable for the administration?
 - c. Is it fair to the employees?
6. Executive Session. The Board should:
 - a. Understand there is a short list of legal reasons to enter executive session (current or future criminal investigations; proposed, pending or current litigation; collective bargaining; discipline and personnel- cannot say "personnel matter" must be specific).
 - b. Understand the only motion allowable in executive session is to define probable cause to end tenure.
 - c. Understand that if you take notes, they become public information.
 - d. Understand that information is confidential and cannot be shared.

BEST PRACTICES FOR THE BOARD TO FOLLOW

(ADAPTED FROM NYSSBA)

- 1) Be informed of the school's activities by:
 - a. Discussing operations with board members and officers.
 - b. Reviewing materials provided by the school.
 - c. Actively participating in meetings of the board and the committees.
 - d. Attending fiscal training for board members.
- 2) Establish an audit committee and finance committee with responsibility to periodically meet with management and the auditors to consider:
 - a. The adequacy of internal controls and financial reporting processes, and the reliability of fiscal reports.
 - b. The independence and performance of the internal and external auditors.
 - c. Steps taken by management to address audit report findings.
 - d. Compliance with legal and regulatory requirements.
 - e. Steps taken by management to minimize significant risks to the institution.
 - f. School districts and BOCES are required to have an audit committee.
- 3) Ensure the institution is carrying out its purpose without extravagance or waste and is not engaging in any questionable or illegal activities by:
 - a. Requiring management to provide periodic reports on how well the institution is fulfilling its mission and the activities accomplished for the period.
 - b. Approving strategic plans, budgets, policies, plans of operation, development of plans and goals, contracts, implementing standards of operation, key financial and program reports, and other items.
 - c. Holding the chief executive officer accountable for results.
 - d. Being involved in the selection and compensation of the chief executive officer.
 - e. Using good judgment in analyzing matters that may impact the institution.
 - f. Reviewing all claims.
- 4) Monitor the financial condition and management practices of the school by:
 - a. Reviewing periodic fiscal reports, financial statements, audit reports, management letter; including managerial letters.
 - b. Ensuring reserve funds are used for their intended purposes.
 - c. Verifying fund raising expenses are reasonable in relation to the amount of fund raising revenue generated.
 - d. Ensuring net assets are positive, but not excessive.
 - e. Verifying that deficits are being addressed with remedial action.
 - f. Ensuring records are complete and accurate, and required reports are filed with federal and state agencies.
 - g. Issuing a Request for Proposal (RFP) for an external auditor at least once every five years.
- 5) To help ensure effectiveness, Board members need to ensure boards address the following, consistent with statute:
 - a. Consist of a minimum of five voting members who are independent.
 - b. Meet at least twice a year, and more often as needed or required by statute.
 - c. Keep complete and accurate minutes of all meetings.
 - d. Convene an annual meeting and elections as required by law.
 - e. Not compensate their members for services in their role as board member.
 - f. Develop a training program for both new and experienced board members.
 - g. Seek expert advice when needed.
 - h. Avoid any conflicts of interests or even the appearance of a conflict and maintain a conflict of interest policy for board members and employees.
 - i. Require each member to file an annual written disclosure of any business involvement with the institution or related parties.
 - j. Assess the need for liability insurance to protect board members and officers from legal liability.
 - k. Ensure processes for selecting new members result in diversity of viewpoints and seek out individuals with commitment, skills, life experience, background and other characteristics that will serve the school and its needs.
 - l. Be aware of the requirement to petition the Regents to amend the charter of certificate of incorporation to change the name, address or purpose of the corporation.
 - m. Be aware of the laws and regulations relating to dissolution of the corporation, and not distribute, disperse or spend down any assets without going through the proper dissolution procedure.

RED JACKET POINTS OF P.R.I.D.E. (HIGHLIGHTS)

Throughout our rich history, there are District residents and graduates of Red Jacket Schools who have achieved national recognition. Two notable graduates of Red Jacket are Philip Bredesen and Charles Volpe. Philip Bredesen moved to his mother's family home in Shortsville in 1951 where he attended our school until he graduated. After attending Harvard College, he founded a very successful insurance company called HealthAmerica Corp. that was publicly traded on the New York Stock Exchange. In 1986, he sold his controlling interest in the company after he had earned considerable wealth. He became Mayor of Nashville in 1991, and by 1994, he became the 48th Governor of the State of Tennessee. Governor Bredesen made significant contributions aimed at improving health care, improving education, reforming the worker's compensation system, launching war on methamphetamine use, and protecting ecologically significant land.

Charles Volpe, a Manchester resident, graduated from Red Jacket High School in 1954. In 1959, he graduated from the Rochester Institute of Technology with a degree in mechanical engineering. He was a successful businessman, beginning his career at Micro Switch Division of Honeywell, Inc.; and later in 1966, joined the Kemet Electronics Division of Union Carbide serving in a variety of positions throughout the United States and Europe. In 1987, Charles Volpe co-led a management buyout of the company and renamed it KEMET Electronics Corporation, where he served as Executive Vice President and Chief Operating Officer until 1995, when he became President and Chief Operating Officer. He believed transforming this private business into a successful public company was his greatest professional achievement. After his retirement in 1996, Mr. and Mrs. Volpe moved to Charleston, SC where they supported many organizations, established an endowment for the Charles E. and Andrea L. Volpe Director for Chamber Music, and invested generously in supporting numerous scholarships. Mr. and Mrs. Volpe pledged \$5 million to RIT for engineering, engineering technology and computing scholarships. As a way of giving back to RIT and to Mr. Volpe's hometown of Manchester, in 2003 he and his wife established an engineering scholarship and made a commitment to pay full tuition for four years to Red Jacket High School students with their "dream that enough students graduate through this scholarship that they will, in turn, see fit to individually or as a group of Volpe Scholars, get together and give something back to RIT and to their hometown."

From 2003 to 2015, the following students have become part of a fraternity of Red Jacket graduates who received the Charles E. and Andrea L. Volpe Engineering Scholarship to RIT:

2003: Justin Werth	2007: Zachary Anderson	2011: Matthew Woodard	2015: Christian Burnett
2004: Andrew Phillips	2008: Sean Sutton	2012: Brandon Johnson	2016: Walter Schaertl
2005: Spencer Herendeen	2009: Casey Schaertl	2013: Noah Peterham	2017: David Kuehnert
2006: Danielle Allen & Rachel Hart	2010: Matthew Sutton	2014: Paul Kuehnert	

I am proud to announce our 2017 Charles E. and Andrea L. Volpe Scholarship recipient is David Kuehnert. David joined this group of Volpe Scholars and, without any doubt, will go on to do great things and give back the Red Jacket way. In addition to the Volpe Engineering Scholarship, over 50 other scholarships are awarded to our students each year at Graduation. The generosity exhibited in our community is absolutely overwhelming!

Our District may be small, but history has proven that great things really do come in small packages!

2012-2013

- Red Jacket maintained a 90% passing rate on Regents exams. Based on the class of 2013 statistics, we had a higher than average 91% Graduation rate and more than 55% of our students earned Regents Diplomas with Advanced Designations.
- Positive Behavioral Intervention Support (PBIS); a program that focuses on supporting student success through a positive, proactive approach by reinforcing values of respect, partnership, and dignity was implemented in the high school.
- We began soliciting input from all stakeholders to develop our first district-wide shared vision.
- On April 9, 2013, the 3.1 million dollar Capital Project passed overwhelmingly after failing earlier in the same year.
- The school 2013-2014 budget passed with 73% voter approval, higher than any of the 21 previous years, and with a 1.9% levy increase after a 0% increase the prior year.

2013-2014

- Our district-wide, shared vision, core beliefs and values and P.R.I.D.E. (Partnership, Respect, Integrity, Dignity and Excellence) campaign was rolled out on opening day with staff.
- PBIS was introduced in the elementary school.
- We made a commitment to offer our students more college level courses and online course offerings.
- We held a school and community logo vote, during the budget vote, to provide the Board of Education with a recommendation for a pictorial and an RJ logo to adopt as our official school logos.
- On May 20, 2014, the school budget passed with 73% voter approval.
- We completed our first \$100,000 Net Zero Energy Performance Project. Our gym lighting, some corridor and classroom lighting was replaced with energy efficient LED lights. The State Aid on this project and rebate check from NYSEG and RG&E allowed us to make energy efficient upgrades with no budgetary impact.

2014-2015

- Red Jacket Schools ranked in the top third for K-12 academic performance out of 429 public school districts in 48 Upstate New York Counties based on four years of assessment data according to Buffalo Business First.
- Red Jacket was named in US News and World Report's Best High Schools in America.
- In addition to courses focusing on business applications, marketing, public speaking, and global foods, our students are able to take courses in robotics, computer-aided design, and computer programming. We also offered six AP Classes and almost twice as many FLCC Gemini courses for students interested in earning college credit while in high school. Through WFL BOCES, FLCC and online course providers we brought more options to students who want to almost any course at any level at almost any time.
- PBIS was rolled out in the middle school, making this program a district-wide initiative.
- We began laying the foundation for issuing a Google Chromebook to all our students in grades 6-12. Putting chrome books in the hands and homes of our students will provide them access to the tools they need for success now and for their future. Teachers were provided training and have successfully integrated the web based tool, Google Classroom, into their instruction. The Chromebooks were a smart fiscal move for our district because they cost about half of what a lower end Windows computer costs, we were able to reduce our overall number of devices by approximately 150 and 79% of the purchase price comes back to us in BOCES aid. The cost is approximately \$27 per student per year, which is very sustainable.
- We completed our second \$100,000 Net Zero Energy Performance Project. Our library, gyms and some corridor and classroom lighting was replaced with energy efficient LED lights. The State Aid on this project and rebate check from NYSEG and RG&E not only saved our district money, but made a small profit.
- The Board of Education approved a larger, 1.7 million dollar, energy performance project.
- We held joint meetings between C&S Company (Energy performance project) and SEI Design Group (Architects for capital project) to efficiently plan, avoid redundancy and maximize State Aid.
- The school budget passed with 75% voter approval, higher than any of the 23 previous years, and with a 1.2% levy increase.

2015-2016

- **We may be small, but we get BIG results!** 74% of our senior class graduated with college credits and 80% of our juniors and seniors were enrolled in AP or other college-level courses.
- Red Jacket ranked in the top 10% across the nation and top 15% across the state for best high schools according to US News & World Report's 2015 Best High Schools report, based on State proficiency tests for math and English and Advanced Placement (AP) test data.
- We implemented a 1:1 Chromebook initiative in grades 6-12. Every secondary student was issued their own Chromebook.
- We began laying the foundation for issuing a Google Chromebook to all our students in grades K-5. Putting Chromebooks in the hands and homes of every student will provide access to the tools our students need for success now and beyond. Teachers are being provided training and many have already successfully integrated the web based tool, Google Classroom, into their instruction.
- We are committed to hiring literacy/reading experts at Red Jacket! At Red Jacket Elementary we have: fourteen teachers with literacy or reading certification - at least one teacher at each grade level- that's 56% of our classroom, literacy, and special education teaching staff. Fifteen teachers have special education certification - that's 65% of our classroom and special education teaching staff. This year we have two literacy teacher coaches; next year we will have three, due to changes in the schedule. At Red Jacket Middle School: four teachers have literacy or reading certification and five teachers have special education certification. Our 6th grade classroom teachers are all certified in elementary education, literacy, and special education!
- We finished a 3.1 Million Dollar Capital Project and a 1.7 Million Dollar Energy Performance Project. Through the Energy Performance Project, we replaced: One of our Boilers, 2 hot water heaters, 9 Rooftop Condensing Units, Our Chiller, We enhanced our HVAC Control System that was replaced through the capital project, 6 aging roof top units were replaced, 3 hot water pump motors were replaced and all our interior T8 and T12 lighting fixtures were replaced with much more efficient LED fixtures with advanced controls. This larger Energy Performance Project generated \$46,000 in utility savings this year and is expected to save 1.5 Million over the next 15 years! No other school in our region has the advanced LED control technology capabilities Red Jacket has. Victor CSD toured our schools and will follow our lead with the LED technology.
- We hired a school business manager and coordinator of special services. The coordinator of special services will not only oversee and manage our district-wide special education programs, but she has been charged with developing a Career and Technology Education (CTE) program that will provide our interested secondary students with job shadowing, internships and work experiences to help prepare them for a productive life beyond high school. The Explorers Program was brought to our middle school.
- The school budget passed with 80% voter approval, higher than any of the 24 previous years, and with a 0% levy increase.

2016-2017 Students First!

- We added an afternoon Pre-Kindergarten Program to provide more early learning opportunities and prepare our students for Kindergarten.
- We implemented a 1:1 Chromebook initiative in grades 6-12 in 2015-2016. In 2016-2017, every student, K-12, was issued their own Chromebook. Putting Chromebooks in the hands and homes of every student has provided access to the tools our students need for success now and beyond. Teachers are already successfully integrated the web based tool, Google Classroom, into their instruction. Red Jacket is one of only a few schools across the region who is a leader with technology.
- Red Jacket's infrastructure and wireless networks are among the strongest in the area. In fact, Red Jacket and only one other school in the Wayne Finger Lakes BOCES region are two of the very few across our State that are tech-ready enough to administer required State assessments fully online, giving our students an advantage. We will take the lead and administer grade 3-8 Assessments online starting this year.
- 82% of our seniors graduated with college credits and 70% of our juniors and seniors are taking AP, Gemini, or other college—level courses.
- We implemented Career and Technology Education (CTE) program opportunities within our school, by partnering with local businesses and community leaders. Interested secondary students have opportunities for job shadowing, internships and work experiences to help prepare them for a productive life beyond high school.
- We partnered with the Ontario County Coalition to educate our community, staff and students on the Opioid epidemic.
- Superintendent Dehn created a Movie Making and Editing Club for middle and high school students. She began working collaboratively with Library Media Specialist, Kathy Liebentritt, to implement a student-run Help Desk for technology repair and assistance.
- Safety has always been a priority at Red Jacket. For the first time ever, we now have a part time School Resource Officer (SRO), from the Ontario County Sheriff's Department, thanks to community support.
- In the 2015-2016 school year, our business teacher was also our Athletic Director (AD). To meet the demands of the athletic director position, she required additional time. Providing her with additional athletic director time would require taking away business courses from our academic program. Providing fewer elective options for our students was not acceptable. Placing the AD on special assignment allowed us to hire a full time business teacher to increase the number of higher level elective courses we can offer our secondary students.
- The community supported, by **90%**, a 12 Million Dollar Capital Project, which is the largest project since the middle school was built in 1997! Capital Project Committee Members: Rich Vienna, Ed Clark, Eric Schaertl, Donna Schaertl, Frankie Mullen, Matt Shannon, Mike Giaconia, Carole Kern, Andy Wight, Sue Franceschi, Jeff Wheaton, Jeff McCarthy, Karen Hall, Sam Martina, Tim Burns and Charlene Dehn.
Project's Primary Focus:
 - a. Protecting the building envelope by replacing 40 to 50 year old windows, repairing roof leaks, and correcting underlying water drainage issues that are causing structural and interior damage to the school.
 - b. Addressing safety and code compliance issues, creating secure entrances where they are lacking, and replacing original and failing exterior doors.
 - c. Updating our 1969 classrooms and other spaces to meet current accessibility requirements, addressing safety concerns, and recapturing underutilized space for usable instructional space.
- And the new Capital Project, expected to begin in 2018-2019, will include removing "gang style" locker rooms and showers and replacing them with individual changing rooms with access to individual showers for Physical Education classes. No other school in the entire region and possibly the State has changing rooms for their students. Student safety and dignity for all students is the goal.
- Beginning in January 2017, Red Jacket is one of only a few schools in our region to offer high school students the opportunity to participate in co-ed Unified Sports, where students qualifying for Special Olympics can partner with their (non-disabled) peers to play competitive basketball.
- The school budget passed with **89%** voter approval, higher than any of the 25 previous years (budget vote data collection began in 1992), and with a **0%** increase.

Red Jacket is a progressive and inclusive school with an unwavering drive to increase opportunities for all students, a drive to treat all students with the dignity and respect they deserve, and drive to provide a competitive, well-rounded education that produces positive memories for our students that will last a lifetime. **Our goal isn't about *being the first* or *being the only*; it is about making decisions that place our **students first** and asking how we can better prepare our students for their future, a future that has not yet been defined. A byproduct of remaining **student focused** has made Red Jacket the quiet leader it is.**

On behalf of our students, Board of Education, the Superintendent, and our entire school community, welcome to the Red Jacket Team! Thank you for your service to Red Jacket Schools!

Mission: We challenge all learners and work in partnership with students, parents, and community to achieve high standards.