Williamson Central School District

Board of Education Guideline Document

Imperative

Doing what is right for children

Mission

Our mission is to provide a learning community that inspires character, service, knowledge, and wisdom.

Vision

Active learning in a supportive, respectful environment

Approved by the Board of Education 01/07/2026

Board of Education Guidelines

This handbook was written and is maintained by the Williamson Board of Education. The intended audience is current, prospective, and new members of the Board, the Board Clerk, the Superintendent, and Administrative team. The document outlines a description of the district and community, the roles, responsibilities, and expectations of a School Board, the norms of the Board, and the working agreements for Board interaction.

This Guideline Document will be revised as issues or changes arise, and revisited annually after the Board of Education's Reorganization meeting. It is meant to be a reference guide and not a complete handbook of Board Orientation.

Welcome to the Williamson Board

Thank you for your willingness to serve on the Williamson Board of Education. As an elected official, you will participate as a member of a five-person team, charged with the policy making and governance of this district. Keep in mind the qualities and characteristics of an effective team are essential to your role and the success of the board as a whole. These include being collaborative, working as a team rather than an individual, respecting your peers, practicing effective listening and communication skills, honoring your oath, being transparent and forthcoming with interactions, staying within the confines of your charge, and continuing to learn. You will also be required to complete all state-mandated training.

Key Information

Mailing Address
Williamson Central School District
4184 Miller Street, P.O. Box 900
Williamson, NY 14589

Phone Number: 315-589-9661
Website: www.williamsoncentral.org
Fax: 315-589-7611

Board of Education

Mrs. Angela DeFisher, President
7727 E. Towline Road
Williamson, NY 14589
adefisher@williamsoncentral.org
585-329-7110 (C)

Mr. Francis Gasparri, Vice President
4210 Ridge Road
Williamson, NY 14589
fgasparri@williamsoncentral.org
315-310-5299 (C)

Mr. Geoffrey Governor, Trustee
6913 Bear Swamp Road
Williamson, NY 14589
ggovernor@williamsoncentral.org
585-455-5245 (C)

Mrs. Sarah Schembri, Trustee
4847 Lake Road
Williamson, NY 14589
sschembri@williamsoncentral.org
504-247-7462 (C)

Ms. Rae Verbridge, Trustee
4801 Everdyke Road
Williamson, NY 14589
rverbridge@williamsoncentral.org
585-752-2887 (C)

Ronan Martinez, Student Ex Officio

Administration

E. Bridget Ashton, Superintendent bashton@williamsoncentral.org

Penny Johnston, Business Administrator pjohnston@williamsoncentral.org

Nancy Miller, Director Of Student & Family Services nmiller@williamsoncentral.org

Karen Hoody, Coordinator of Instruction, Intervention, and Innovation khoody@williamsoncentral.org

Dr. Robert Snyder, High School Principal rsnyder@williamsoncentral.org

Chelsea Northrop, High School Asst. Principal/Data Coordinator cnorthrop@williamsoncentral.org

Kathryn Taylor, Middle School Principal ktaylor@williamsoncentral.org

Bryon Rockow, Middle School Asst. Principal/Athletic Director brockow@williamsoncentral.org

Scott Drechsler, Elementary School Principal sdrechsler@williamsoncentral.org

Jessica Craft, Elementary Asst. Principal/Associate of Student & Family Services jcraft@williamsoncentral.org

A copy of the District's Organizational Chart can be found in Appendix A.

About the District

The Williamson Central School District is located in the town of Williamson, nestled along the southern shore of Lake Ontario in Upstate New York. The District lies approximately 20 miles east of the City of Rochester in Wayne County and spans 36 square miles. It serves most of the town of Williamson, as well as portions of the neighboring towns of Marion, Ontario, and Sodus. Students at Williamson benefit from a wide range of opportunities at every stage of their academic careers, supported by a strong and vibrant community.

Founded in 1802 and named for Charles Williamson, a land agent of the Pultney Estate, the town has a proud agricultural heritage. Williamson is well known for its fruit production—especially apples, peaches, and cherries—and is home to generations of family farms that continue to shape the local economy and community identity. In addition to fruit farming, the area supports dairy farming,

beef cattle, row crops, and muck farming operations, reflecting a deep-rooted agricultural tradition.

While agriculture remains a cornerstone of the community, Williamson also supports a mix of small businesses, light industry, and service-based enterprises that contribute to local economic vitality. Its location along Lake Ontario provides not only scenic beauty but also recreational opportunities, drawing residents and visitors to enjoy fishing, boating, and lakeside activities.

Williamson is also home to several notable landmarks, including Pultneyville, a historic hamlet and former shipping port, and the nearby Bear Creek Harbor. These sites reflect the area's early role in commerce and transportation along the Great Lakes. Today, the town blends historic charm, natural beauty, and a strong sense of community—qualities that are mirrored in the pride and spirit of the Williamson Central School District.

Deep community roots, strong relationships, and shared accountability make Williamson CSD a place where students don't just attend school—they belong, they grow, and they lead. Grounded in our heritage and focused on bright futures, we remain steadfast in our commitment to provide an exceptional education that prepares every student to thrive.

District Facts & Figures

Year	2025-2026	2024-2025	2023-2024
Total Budget	$29,126,655	$28,389,900	$27,075,900
True Value Tax Rate	16.77	17.74	$19.16
Enrollment - K-12	936	943	993

*Additional historical data can be found in Appendix J

Transportation: 36 Square Miles

Students Bused: 1019

Required Walkers: 0

Number of Schools: 3

Building Configurations: Elementary School-Grades Pre-K-4
Middle School-Grades 5-8
High School-Grades 9-12
District Office

Transportation Building

Communities Served: Williamson, parts of Marion, Ontario and Sodus

Number of Employees: 239 total number of employees (full-time and part-time)

Bargaining Units: Civil Service Employees Association, Inc. (CSEA)
Contract Date July 1, 2025 – June 30, 2028

Williamson Faculty Association (WFA)
Contract Date July 1, 2022 – June 30, 2026

School Building Data:

	Elementary School	Middle School	High School
Grade Level	Pre-K—4	5—8	9—12
Enrollment *	384	259	296
Principal	Scott Drechsler	Kathryn Taylor	Robert Snyder

* Enrollment report via SchoolTool, October 1, 2025 (BEDS Day)

Student Population:

Ethnic Groups by Percentage: White 80%, Asian/Pacific Islander <1%, Black 3%, Hispanic 12%, Multiracial 4%, American Indian/Alaskan Native <1%, Native Hawaiian/other Pacific Islander <1%

Percentage of English Language Learners: 4%

Percentage of students receiving free or reduced lunch: 43%

**The District is CEP Eligible until 2028

Board of Education Timeline

July

- Annual Re-organization Meeting (as required by law) by July 10
- Two-three day Board of Education/Admin Team Retreat (professional development, academic achievement update, strategic planning, etc.)
    - Board of Education self-evaluation (can be completed in June if Board of Education trustees are changing July 1)
    - Set Board of Education goals (completed at Retreat)
    - Review/Revise Board of Education Guidelines at Annual Retreat/Workshop
    - Plan and schedule BOE Connections for current year

August

- Approve Board of Education goals at August meeting
- Audit Committee Meeting to review external Audit findings and Corrective Action Plan (CAP) (August/September/October)
- Summer Graduation (if necessary, will be notified by Admin)
- Meet with Superintendent between August 1 and September 10th to develop Superintendent goals, objectives and criteria for evaluation
- Superintendent to follow up within 30 days with a memorandum setting forth those mutually agreed upon areas within which the Superintendent is to concentrate efforts during the ensuing year, including a statement of goals and objectives

September

- Opening Day (full BOE attends)
- Audit Committee Meeting to review external Audit findings and Corrective Action Plan (CAP) (August/September/October)

October

- Administration presents Building Planning Team (BPT) goals for the current year
- Audit Committee Meeting to review external Audit findings and Corrective Action Plan (CAP) (August/September/October)

November

- Business Official presents on Reserve Plan and current reserves
- Long Range Financial Plan review

December

- Adopt Budget Calendar

January

- Budget Presentation
- Board/Admin Team mid-year workshop (evening)
- Board of Education mid-year self-evaluation – review of progress toward goals
- Informal check-in with Superintendent regarding progress toward goals

February

- Budget Presentation

March

- Budget Presentation
- Budget Workshop

April

- Board of Education President distributes Superintendent Evaluation instrument to BOE members
- Superintendent presents self-evaluation to Board of Education during Executive Session
- Tenure Tracking
    - Tenure forms due to Board of Education
    - Executive session with appropriate Admin to review Probationary Candidates and Tenure Candidates prior to Tenure appointments at last May meeting

May

- Budget Hearing and Meet BOE Candidates
- Budget Vote and Annual Elections (3rd Tuesday in May), entire BOE and candidates attend to learn results of vote
- Board of Education members collaborate to evaluate Superintendent during Executive Session
- Student Focus Groups
- Executive session with appropriate Admin to review Probationary Candidates and Tenure Candidates prior to Tenure appointments at last May meeting
- Tenure/Retirement Reception prior to last May meeting

June

- Evaluation discussion of Superintendent by Board of Education during Executive Session
- Graduation (BOE attends)

The Role of the Board of Education

Budget Development

The Board of Education plays a critical governance role in the development and approval of the district's annual budget, ensuring that resources are allocated responsibly and in alignment with the district's mission, essential objectives, and legal obligations. The budget process provides a framework for maintaining fiscal stability while supporting high-quality instruction and programs that guarantee a Free Appropriate Public Education (FAPE) and a sound basic education for every student.

The Business Official develops the draft budget, utilizing a combination of rollover and zero-based budgeting approaches. This process ensures that all expenditures are evaluated carefully, resources are allocated efficiently, and both recurring and emerging needs are considered. The Business Official works closely with the Superintendent, who leads discussions with building leaders, department heads, and operational areas to identify programmatic priorities, emerging needs, and potential reductions or efficiencies.

The Board of Education's role is to review, provide input, and ultimately approve a balanced budget that reflects community priorities, regulatory requirements, and the district's long-term fiscal health. Even in years when expenditures may outpace revenues, the Board and Superintendent share responsibility to ensure that the adopted budget is balanced, sustainable, and aligned with the district's commitment to student learning and operational effectiveness.

Through this collaborative process, the Board, Superintendent, and Business Official maintain transparency, accountability, and strategic stewardship of public resources, ensuring that every student has access to high-quality educational opportunities.

Facilities and Capital Projects
Review Building Conditions Survey (due in 2027)

The Building Condition Survey (BCS) is a comprehensive, state-required assessment conducted every five years to evaluate the physical condition, safety, and functionality of all school district facilities. It provides an objective, detailed analysis of building systems—including structural components, mechanical and electrical systems, roofing, accessibility, and safety features.

The BCS is an essential tool for short- and long-term facilities planning, helping the district prioritize projects, allocate resources responsibly, and ensure safe, efficient, and well-maintained learning environments. It also informs capital improvement planning and can position the district to maximize state building aid and other funding opportunities.

The Superintendent assumes responsibility for the completion of the Building Condition Survey, ensuring it is carried out in accordance with state regulations and accurately reflects the current condition and needs of district facilities. The Superintendent, in collaboration with the Director of Facilities and other designees, works with architects, engineers, and state agencies to collect and analyze the necessary data and develop recommendations based on the findings.

The Board of Education's role is to use the information and recommendations provided through this process to make informed, strategic decisions about capital priorities, resource allocation, and long-range infrastructure planning. The Board should expect that the Superintendent and/or designees will keep the Board apprised throughout the process and present recommendations that support both immediate operational needs and long-term strategic goals.

Through this shared responsibility, the Board and district leadership work together to protect the community's investment in its schools, maintain safe and functional facilities, and ensure that the physical environment supports the district's educational mission well into the future.

Academic Achievement Reports (quarterly)

The Williamson Central School District is committed to continuous improvement and the academic success of every student. To support this, the district regularly collects and analyzes student performance data across all grade levels and programs. This includes quarterly academic performance reports, assessment results, and other indicators that provide a clear picture of student growth, achievement gaps, and instructional effectiveness.

The Superintendent provides oversight for the instructional domain of operations. The Coordinator of Instruction, Innovation and Intervention assumes professional responsibility for the collection, analysis, and reporting of student performance data, ensuring alignment with district goals and essential objectives. The Coordinator of Instruction, Innovation, and Intervention also assumes professional responsibility for developing and implementing strategic actionables that translate data into meaningful instructional improvements, interventions,

and program enhancements, moving the district forward toward greater achievement results.

The Board of Education's role is to use these data-driven reports to monitor progress toward the district's academic goals, review trends in student achievement, and ensure that district programs and initiatives are effectively supporting all learners. The Board should expect the Superintendent and/or designees to present quarterly performance updates, highlight successes, identify areas needing attention, and make recommendations for adjustments or resources needed to maximize student learning outcomes.

Through this collaborative framework, the Board, Superintendent, and instructional leadership maintain alignment in their shared commitment to high-quality instruction, continuous improvement, and the long-term academic success of every student.

Policy Committee (all board members participate)

Regular review of Board of Education (BOE) policies is essential to ensure that district governance, operations, and practices remain current, effective, and compliant with state and federal regulations. Policies provide the framework for consistent decision-making, operational guidance, and accountability across the district.

The Board of Education's role is to exercise governance and oversight by reviewing, adopting, and revising policies in alignment with the district's mission, vision, and strategic priorities. Board members are responsible for ensuring that policies reflect best practices, support student success, and provide a clear framework for administrative decision-making, while remaining consistent with legal and regulatory requirements.

The Superintendent supports the Board by providing recommendations, professional guidance, and administrative perspective to ensure that policies are both operationally feasible and compliant with State Education Department (SED) regulations and updates. The Superintendent works with staff to review policy effectiveness, identify areas requiring revision, and propose updates that maintain alignment with district operations and evolving legal requirements.

Through this collaborative process, the Board and Superintendent uphold a shared commitment to strong governance, regulatory compliance, and the

advancement of district goals, ensuring that policies serve the best interests of students, staff, and the community.

Audit Committee (all board members participate)

The Board of Education serves a critical oversight function as the district's audit committee, ensuring transparency, accountability, and financial integrity in the management of public resources. The Board's role is to review and monitor the district's financial operations, internal controls, and compliance with state regulations, while providing governance oversight over the audit process.

The Business Official works directly with the external auditor, who conducts the audit in accordance with state regulations, auditing standards, and reporting requirements. The Business Official facilitates the process by providing necessary records, explanations, and operational context to ensure a thorough and accurate audit.

The Board's responsibilities include reviewing the auditor's findings and recommendations, asking clarifying questions, and monitoring implementation of corrective actions or improvements. While the Board does not perform the audit itself, it ensures accountability by approving the audit, understanding key financial reports, and confirming that the district's financial practices align with legal requirements, sound business practices, and the district's fiscal policies.

Through this process, the Board, in collaboration with the Superintendent and Business Official, maintains oversight of district finances, protects public resources, and supports the ongoing financial health and integrity of the school district.

*See Appendix G for all other Committee and Liaison assignments

Programming

The Williamson Central School District is rooted in a proud tradition of excellence, strong relationships, and a shared commitment to continuous improvement. Nestled along the southern shore of Lake Ontario, Williamson is a small rural district with deep community ties and a forward-focused vision for every student's future. We are large enough to offer students a vast array of opportunities, yet small enough to personalize our approach—ensuring that every child is known, valued, and supported.

Our mission is to provide a learning community that inspires character, service, knowledge, and wisdom—always keeping children at the center of everything we do.

Our vision is to cultivate a culture where deep relationships, academic rigor, and meaningful opportunities prepare all learners to thrive in an ever-changing world. Our core values—excellence, integrity, belonging, and care—guide our daily work and long-term goals.

Serving approximately 1,050 students in grades Pre-K through 12 across three buildings, Willaimson CSD provides a comprehensive and inclusive educational experience. Our Essential Objectives anchor our continuous improvement efforts and focus on three key areas: Student Achievement, Culture of Caring, and Community Partnerships. These objectives are more than aspirations—they drive our actions, inform our decisions, and unite our school community around a common purpose.

Academic excellence, inclusive programming, and strong student support are at the heart of our work. We prioritize small class sizes, personalized learning, and a Multi-Tiered System of Supports (MTSS) to ensure each student is challenged, supported, and inspired to reach their full potential. From Universal Pre-K through Grade 12, students benefit from a strong core curriculum, enrichment opportunities, and a supportive learning environment that emphasizes both rigor and relationships.

Early learning focuses on literacy, hands-on math and science, and character education. Middle school students explore accelerated academics, foreign language, and STEM programming through Project Lead The Way, while high schoolers access Advanced Placement, dual credit (Gemini) courses, Career and Technical Education, and School to Work and Career Pathways programs that prepare them for college, careers, and lifelong learning.

Our commitment to educating the whole child is reflected in a wide range of opportunities in performing arts, athletics, clubs, and Community Schools partnerships. Performing arts begin early, with enrichment from Kindergarten through Grade 12 and formal programs starting in Grade 4. Academic and social-emotional supports ensure that inclusion is not just a program—but a shared value.

Roles and Responsibilities

It is essential for the Board, staff, and stakeholders to understand the delineation of roles and responsibilities of the Board and the Superintendent. The New York State School Boards Association (NYSSBA) outlines several primary functions and responsibilities for Boards of Education (BOEs) in New York State. These functions are designed to ensure effective governance and support student achievement.

Primary Functions of a Board of Education

1. **Developing a Shared Vision and Goals**
    a. Collaboratively establish a vision, values, and strategic goals to guide student achievement and district success. New York State School Boards Association
2. **Policy Development and Oversight**
    a. Create, adopt, and revise policies that govern the operations of schools and the district. New York State School Boards Association
3. **Superintendent Oversight**
    a. Hire and annually evaluate the performance of the superintendent, ensuring strong district leadership and alignment with district goals. New York State School Boards Association
4. **Financial Oversight**
    a. Oversee the financial management and operations of the district, including approving the budget and monitoring financial reports to ensure responsible use of tax dollars and district resources. New York State School Boards Association
5. **Promoting Student Achievement**
    a. Support programs, curriculum, and initiatives that enhance student learning and equitable outcomes. New York State School Boards Association
6. **Supporting Equity and Inclusion**
    a. Ensure all students have access to high-quality education, resources, and opportunities regardless of background or ability. New York State School Boards Association
7. **Monitoring Student Performance**
    a. Monitor student performance data, reports, and feedback to enhance student achievement and close achievement gaps. New York State School Boards Association
8. **Community Engagement and Advocacy**

a. Engage with the community and advocate for public education to build support and ensure the district's success.

A helpful metaphor to remember the delineation of roles and responsibilities i s described by Jeff Stratton in the book: **The School Board Member's Manual: The Essential Guide for Effective Service**.

Stratton says:

- *"Teachers fly the planes (deliver instruction)*
- *Principals lay out the flight plans (supervise the delivery of instruction)*
- *The Superintendent sits in the control tower monitoring the progress of flights (supervises school staff)*
- *The board is the FAA (monitors the results via review of student achievement data and the Superintendent's performance)"*

NYSSBA offers the following guidance around the delineation between Board of Education and Superintendent roles & responsibilities:

School Board	**Superintendent**
(Guides, directs)	*(Administers, operates)*
Decides what	Decides how
Requests information	Seeks and provides information
Considers issues	Provides recommendations
Creates, reviews, adopts policy	Recommends and carries out policy
Approves and reviews plans	Implements plans
Monitors progress	Reports progress
Approves evaluation criteria/procedure	Contracts with personnel
Reviews and approves hires	Supervises hiring practices
Reviews and approves budget	Formulates budget
Represents public interests	Acts in public interest

Ex Officio Board of Education Membership

Historical Context

On September 5, 2024, New York Governor Kathy Hochul signed Bill S.9018A/A.9855A into law, amending the Education Law to require all school districts with high schools and Boards of Cooperative Education Services (BOCES)

to appoint at least one high school student as an ex officio, non-voting member of their boards. This law went into effect July 1, 2025, and aims to foster civic engagement among students and give them a voice in school policies and operations.

Role and Responsibilities of an Ex Officio Student BOE Member

Per BOE Policy #1130, the WCS Board will have at least one ex officio student Board member. Ex officio student Board members will serve on the Board for a term of one year, commencing July 1 and ending June 30. Per regulation, ex officio student BOE members:

- Are entitled to sit with the board members at all public meetings and hearings,
- May be permitted to participate in other board of education activities and responsibilities at the discretion of each board of education,
- May not be allowed to attend executive sessions or other meetings or hearings not open to the public,
- May not receive any compensation, and
- May not be entitled to vote as a member of the school board.
- Additionally, the elected ex officio student BOE member will develop and provide a brief monthly update to the Superintendent and the Board of Education surrounding highlights or areas of concern on behalf of the student body.

Eligibility to Serve as an Ex Officio Student BOE Member

- Student must be a member of the senior class.
- Regulation language identifies eligible students as those who have attended the high school for at least one year prior to their appointment to the board.

Board Meetings

Board meetings are held on Wednesdays. The Board has approximately 15-20 regular meetings per year. At times, special meetings may be scheduled for unique circumstances (i.e., litigation, hiring issues, etc.). Meetings are subject to the Open Meetings Law and should be conducted using Robert's Rules of Order (See Appendix B).

Be aware that Board meetings are not public meetings, rather they are meetings held in public. In New York State, public meetings of a Board of Education are "open to the public", meaning that the public has the right to attend, observe,

and be informed about the board's deliberations and decisions. This transparency ensures accountability and fosters community trust. However, an "open meeting" does not mean that the board is holding a meeting "*in public*" in the sense of soliciting public participation in discussion or debate; rather, the public observes the official business. While members of the public may have opportunities to speak during designated comment periods, the board retains control over the agenda, deliberations, and decision-making. The distinction is important: the board conducts its governance work among board members while remaining accountable to the public, rather than conducting a forum where public attendees participate in the formal decision-making process.

Any Trustee or the Superintendent may request that the Board enter Executive Session. There are specific issues that should be addressed in Executive Session rather than the public meeting. Matters for Executive Session include:

- Matters which will imperil the public safety if disclosed
- Any matter which may disclose the identity of a law enforcement agent or informer
- Information related to current or future investigation or prosecution of a criminal offense which would imperil law enforcement if disclosed
- Discussions regarding proposed, pending, or current litigation
- Collective negotiations pursuant to Article 14 of the Civil Service Law (The Taylor 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 examinations
- The proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value thereof

Board Goals

Each year, the Board of Education will set annual goals during their summer retreat. Goals should be monitored periodically and assessed by the Board during June or July as part of the Board's self-evaluation. The 2025-2026 Board Goals include:

1. Continue BOE Connections, including activities that align with and support the 2025-26 WCSD Strategic Plan Essential Objectives of Student Achievement, Culture of Caring, Community Connections, and Fiscal Responsibility.

2. Review, update and revise the Williamson Central School District Board of Education Guideline Document (aka Board of Education Handbook).

3. Each BOE member will attend at least one BOE meeting in another school district to broaden perspectives and share observations, best practices and other reflections with the rest of the BOE in the spirit of learning and continuous improvement.

Board Norms and Working Agreements

Effective group process helps groups accomplish goals and tasks while maintaining positive relationships. Group norms and working agreements should be revisited each year. Currently, the norms and agreements include:

Williamson Central School
Board of Education Agreements/Ground Rules

1. Interactions:

a. We will treat each other with the utmost respect at all times.
b. Disagreements are part of intellectual discussions; therefore, we agree to disagree, if we cannot come to consensus.
c. We disagree with ideas, not with people.

2. Interfacing with School management and Staff:

a. Board members, when acting as Board members, will only discuss issues with the Superintendent and shall not meet directly with school personnel.

b. As parents, Board members will work through the normal chain of command and will ensure that it is understood that they are acting as a parent and not as a Board member (See Appendix C)
c. When faced with issues from constituents, Board members will respond “Thank you for voicing your concern” and then share the concern with the Superintendent and the rest of the Board.

3. Communications outside of the Board meetings with the District:

a. The primary tool will be via the “Board Packet” in BoardDocs.
b. The next order of communication will be via text, e-mail or phone.
c. Board members shall communicate with the Superintendent and the Board prior to a Board meeting with questions or concerns about any content in the Board Packet.

4. Board of Education Agreements/Ground Rules adherence:

a. Each Board member and the Superintendent will be provided a copy of this document and it will also be housed in the Library on BoardDocs.
b. This document will be reviewed at least once a year.

5. Expectations and Responsibilities:

a. Be prepared for meetings.
b. Speak up.
c. Ask for what you need.
d. Keep commitments.
e. Provide clear communication of what you need by when.
f. Raise concerns regarding process early via using “Process Checks”.
g. Speak up without reservation when you have an opinion other than the one being expressed.
h. Demonstrate “active participation in a caring and respectful way”.
i. Avoid gotcha moments by bringing up questions ahead of time.

6. Listening Effectively:

a. Check for understanding with others.
b. Use reflective listening and summarizing techniques.
c. Seek first to understand, then to be understood.
d. Listen generously.

7. Confidentiality:

a. Confidential information **MUST** be kept confidential.
b. The Board will operate in a manner in which aligns with The School Board Member's Manual confidentiality and privacy guidance (see Board Clerk to obtain a copy of The School Board Member's Manual: The Essential Guide for Effective Service by Jeff Stratton).

8. External Disruptions (not Board Members):

a. Board President will address any/all disruption(s).
b. Board President will inform the disrupter of consequences.
c. Board President will recess the meeting, as applicable and call the police.

9. Internal Disruptions (Board Member):

The Board is committed to follow Parliamentary Procedures and to support members in following these procedures. The Board will hold one another accountable.

10. Decision Making:

a. State laws and New York State Education Regulations/Guidance are the first order of consideration.
b. Parliamentary Procedure is the second order of consideration.
c. The Board will work towards consensus on major decisions (e.g. budget, capital projects, Superintendent hiring, policy, etc.). This means you can support the decision both publicly and privately because it was arrived at in a fair and open manner. You must hear from each individual, ("Yes, I can support this.")
d. Other types of decision-making will be used when consensus is not. These include majority decisions and autocratic decisions.
e. An individual board member has no decision-making authority.
f. Committees make recommendations to the Board unless the Board specifically delegates the decision of authority on a specific issue.

11. Committee and Board Reports

a. Reports over five minutes and presentations over 10 minutes will be discussed with the Board President during the Agenda Planning Meeting.

12. Agenda Planning

The WCS Board of Education engages in an agenda setting process which involves a meeting of the President, Vice President, and the Superintendent and District Clerk. The agenda planning meeting is scheduled by the District Clerk for one week prior to the Board meeting to ensure adequate time for district personnel to research and prepare materials for discussion and/or presentation to the Board.

If a Board member wants an item to be placed on an agenda, the Board member can:

a. Contact the Superintendent or the Board of Education President.
b. Ask, if during a Board meeting, for it to be placed on a future agenda by giving the policy number or topic for discussion.

13. Level of Participation:

a. Each Board member is expected to participate fully and be respectful of all.
b. We will disagree with "things" remembering to support each other versus attacking the person.
c. If a meeting goes until 10:00, the Board will stop and decide whether to continue discussion or recess until an alternative time.

Relationship with the Superintendent

The relationship between the Board of Education and the Superintendent is primarily one of collaboration, and in many ways, the Superintendent is like the sixth member of the Board but does not have voting rights. The Board sets the vision and policy for the district and the Superintendent manages the district in a way that allows the vision to be realized and the policies to be carried out. An open, honest relationship and commitment to two-way communication, helps move the district forward.

Superintendent Evaluation

Law requires that the Superintendent be evaluated annually and the evaluation procedures must be filed in the District Office by September 10th each year.

(8 NYCRR 100.2 (o)(2)(v) The Board President is traditionally the person who coordinates the evaluation process. The process and evaluation tools are agreed upon between the Board and the Superintendent. A very effective resource guide on the evaluation can be found in **The School Board President's Guide: A Resource for Effective Leadership** published by the New York State School Board's Association.

The Superintendent's evaluation is completed and delivered by the entire Board in accordance with the Superintendent's contract. The process steps include:

B. Development of Evaluation Methodology.

The Superintendent shall meet with the Board to develop goals, objectives and criteria for the evaluation of the Superintendent during the period between August 1 and September 10th, at the minimum, on an annual basis.

Thereafter, and within thirty (30) calendar days, the Superintendent shall furnish the Board, by said date, with a memorandum setting forth those mutually agreed upon areas within which the Superintendent is to concentrate her efforts during the ensuing year, including a statement of the goals and objectives to be achieved during the year, together with criteria for evaluating such performance. This process shall be continued from year-to-year, taking place on a mutually agreeable date between August 1 and September 10, unless otherwise agreed by the parties. However, it is understood and agreed that, notwithstanding the mutually designated areas of concentration, the Superintendent is, and shall be, responsible for the District's entire educational process.

C. Evaluation Process.

At times mutually convenient during each year of employment, the Board will meet and confer with the Superintendent at a designated Executive Session portion of a Board meeting to engage in general discussions and an oral evaluation with the Superintendent concerning performance to date and future goals and expectations. The results of this discussion will be reduced to writing by the Superintendent within thirty (30) calendar days of the meeting, for review and approval by the Board and once approved, serve as a basis for continuing observation and discussion throughout the remainder of the school year.

The Board shall conduct a formal evaluation of the Superintendent's performance annually. The evaluation will take place and be reviewed with the Superintendent in Executive Session at a Board meeting to take place upon mutually convenient date(s), but no later than June 30th, wherein overall performance and working relationships will be taken into account. This evaluation will be reduced to writing.

District Strategic Planning

The Williamson Central School District is committed to continuous growth and improvement. The Board of Education serves as the governing body of the district and is responsible for establishing the district's vision, mission, values, and long-term goals. The board sets the overall direction and priorities for the district, ensuring alignment with community expectations, legal requirements, and

student needs. Through policy adoption and oversight, the board provides the framework and accountability structure that guides district operations.

While the board establishes this broad vision and direction, the superintendent and administrative team are responsible for the development, implementation, and management of the district's strategic plan. This includes designing programs, allocating resources, coordinating initiatives, and monitoring progress to achieve the board's goals. The administration translates the board's vision into actionable plans, operational strategies, and measurable outcomes, and regularly reports back to the board on progress, challenges, and results.

The 2025-26 Strategic Planning document contains 4 Essential Objectives:

Student Achievement, Culture of Caring, Community Connections and Fiscal Responsibility (see Appendix D).

The District has a set of core beliefs which drive the actions of the Board and Staff.

BELIEFS: Children are our first priority. Everything we do will be weighed against the impact on children.

We believe…

All children can learn.

We must encourage all children to reach their highest potential.

We must educate the whole child.

The education of a child requires the active involvement of the entire community.

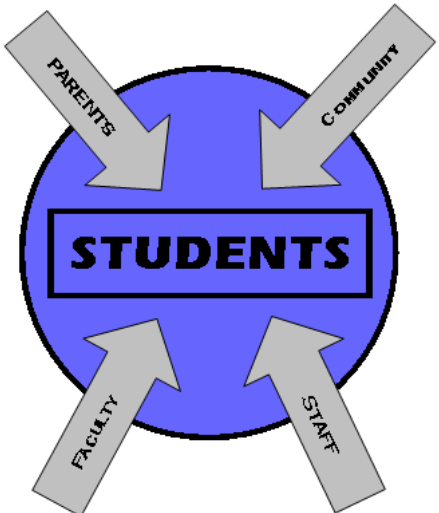
All members of our community should serve as positive role models for our children.

All community members have a voice in decision making.

Our buildings will serve as places for life-long learning.

We believe in supporting each other and

That laughter and joy are part of learning.



Communication

The Superintendent will communicate “just in time” information to the Board via email with a text alert. It is important that members check email frequently.

If a trustee is contacted by someone, they should encourage the person to follow the chain of command. Depending on the issue, the trustee should also alert the Board President and Superintendent of the concern. If it is an issue or question that may most likely escalate, communicate the issue/concern with the entire Board and the Superintendent. Board members should err on the side of caution. When in doubt about whether to communicate with the Superintendent or Board President, communicate.

Social media is a helpful tool to communicate messages and events to the community, but it is not an appropriate way to address issues or respond to comments made on sites such as Facebook. Board Members should avoid interactions on social media and should be sure personal account comments are carefully thought out so as not to cause district image problems. Remember, you have no power or authority except as a governing body of five, and your behavior must reflect the expectations and standards to which students are held.

APPENDIX

APPENDIX A: Organizational Chart (Policy 4202)

APPENDIX B: Robert's Rules of Order

APPENDIX C: Chain of Command

APPENDIX D: Strategic Plan

APPENDIX E: Budget Process (high level description of process to be provided by Business Official)

APPENDIX F: Information for Prospective Board Members (helpful hints, guidelines)

APPENDIX G: Board Committees & Liaisons

APPENDIX H: Abbreviations & Acronyms

APPENDIX I: Code of Ethics Policy 1360

APPENDIX J: Historical Data

POLICY	2026	4202
	Administration	

- Classified staff will be accountable to the Superintendent through their Supervisor
- Chart depicts supervision of personnel, not areas of responsibility

Approved: Board of Education
July 1, 2002

Approved: Board of Education
May 24, 2006

Approved: Board of Education
January 13, 2010

Approved: Board of Education

September 11, 2013

Approved: Board of Education
February 11, 2026

Approved: Board of Education
January 8, 2014

Approved: Board of Education
September 8, 2021

Approved: Board of Education
August 17, 2022

Approved: Board of Education
January 4, 2023

WCS Organizational Chart

Revised January 2026

Appendix A

Citizens of Williamson Central School District

WCS Board of Education

- District Clerk
- External Auditor
- Treasurer
- School Attorney

Superintendent of Schools

- Secretary to Supt Personnel Clerk
- Data Protection Officer
- Data Coordinator
- Public Relations

Business Official

- Payroll Accounts Payable
- Director of Transportation
- Director of Food Service
- Director of Facilities

Coordinator of Instruction, Innovation & Intervention

- Coordinator of Network and Technology Services
- Associate for Student and Family Services (ENL)
- Homeschool & ENL Staff

Director of Student & Family Services

- Associate for Student and Family Services (504)
- CSE, 504, Health Related, & MH Staff
- Registrar
- Community Schools Coordinators

Principals

- Assistant Principals
- Instructional Staff
- Building Level Staff
- Extraclass Advisors

Athletic Director

- Coaches
- Faculty Advisor
- Chaperones, Athletic Trainer, Officials

ROBERTS RULES CHEAT SHEET

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Adjourn	"I move that we adjourn"	No	Yes	No	No	Majority
Recess	"I move that we recess until..."	No	Yes	No	Yes	Majority
Complain about noise, room temp., etc.	"Point of privilege"	Yes	No	No	No	Chair Decides
Suspend further consideration of something	"I move that we table it"	No	Yes	No	No	Majority
End debate	"I move the previous question"	No	Yes	No	No	2/3
Postpone consideration of something	"I move we postpone this matter until..."	No	Yes	Yes	Yes	Majority
Amend a motion	"I move that this motion be amended by..."	No	Yes	Yes	Yes	Majority
Introduce business (a primary motion)	"I move that..."	No	Yes	Yes	Yes	Majority

The above listed motions and points are listed in established order of precedence. When any one of them is pending, you may not introduce another that is listed below, but you may introduce another that is listed above it.

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Object to procedure or personal affront	"Point of order"	Yes	No	No	No	Chair decides
Request information	"Point of information"	Yes	No	No	No	None
Ask for vote by actual count to verify voice vote	"I call for a division of the house"	Must be done before new motion	No	No	No	None unless someone objects
Object to considering some undiplomatic or improper matter	"I object to consideration of this question"	Yes	No	No	No	2/3
Take up matter previously tabled	"I move we take from the table..."	Yes	Yes	No	No	Majority
Reconsider something already disposed of	"I move we now (or later) reconsider our action relative to..."	Yes	Yes	Only if original motion was debatable	No	Majority
Consider something out of its scheduled order	"I move we suspend the rules and consider..."	No	Yes	No	No	2/3
Vote on a ruling by the Chair	"I appeal the Chair's decision"	Yes	Yes	Yes	No	Majority

The motions, points and proposals listed above have no established order of preference; any of them may be introduced at any time except when meeting is considering one of the top three matters listed from the first chart (Motion to Adjourn, Recess or Point of Privilege).

Appendix B

Chain of Command

As in any system, it is important that all parts function together to make the system run efficiently. As a school system, we need to be sure that we communicate with all parts of the system and that we are aware of how each of the sub-systems work together to make up the entire system. That means that the transportation department needs to communicate with the buildings, the cafeteria needs to communicate with parents, the staff needs to communicate with administration, etc. There are many more examples of how inter-related we are and because of that there are many ways that the system can break down. Here in Williamson, we pride ourselves in being a system that communicates with all of our departments and stakeholders and take seriously any breakdowns in communications.

One of the most important parts of a system is to know where to go to get your questions answered or your complaint heard. In either situation, always go to the source first. That might be the **bus driver or the teacher**. If you are not satisfied with the response at this level, or if you do not receive a response, you need to go to the **supervisor** for that person. For the transportation department that would be the **transportation supervisor** Victoria Indelicato. If the issue is with a building staff member, your next level to access would be the **building principal**. If you have communicated with the supervisor and you are still not satisfied, it is time to move up the communication chain. The next person you would contact would be me, the **Superintendent of Schools**. If you are still not satisfied with the answer you receive from me or if your complaint has not been resolved, you would then contact the District Office to contact **the Board of Education**. We have a process in place that allows all community members to have access to the Board, either in a public session or an executive session. We ask that you follow this chain of command that is reviewed below in a simple graphic.

Chain of Command

Staff Member --> Supervisor --> Superintendent --> Board of Education

If your issue involves an athletic issue, there is a slightly different chain to follow. Here, we ask that you talk to your **child's coach**, then the athletic director before you move further along the chain.

Chain of Command for Athletics

Coach --> Athletic Director --> Building Principal --> Superintendent --> Board of Education

We ask that you use this chain of command so that you can receive a timely response from the staff member that is most directly involved in the situation. As you move further along the chain of command, the staff is less directly involved and usually needs time to research the situation before they can give you an answer. If you do not hear back from the person you have contacted within 24 hours, it is time to move along to the next level of the chain. We do not expect your questions or concerns to go unanswered for a long period of time.

We all look forward to a wonderful school year with few complaints. Please note that compliments or acknowledgements of positive events can be directed to everyone along the chain. All of us appreciate hearing that there is something good that has happened!



Strategic Plan 2025-2026

WILLIAMSON CENTRAL SCHOOL DISTRICT

STRATEGIC PLAN: ESSENTIAL OBJECTIVES 2025-26

1

STUDENT ACHIEVEMENT

Advance student achievement by implementing focused strategies that raise proficiency and academic performance across all schools. The district will prioritize high-impact efforts in literacy, mathematics, multi-tiered systems of support, career and technical education, professional development, and equitable grading practices. Through this strategic approach, we will ensure every student is supported, challenged, and prepared to reach their full potential.

2

CULTURE OF CARING

Foster a culture of caring by intentionally cultivating environments where all students feel respected, valued, and supported. The district will strengthen respectful relationships, promote positive student management practices, elevate student voice, and implement a responsive Multi-Tiered System of Supports. Through collaboration among staff, students, families, and the broader community, we will create safe, inclusive, and empowering spaces where every student can thrive socially, emotionally, and academically.

3

COMMUNITY CONNECTIONS

Strengthen community connections by building authentic, two-way relationships with families and local partners. The district will prioritize personalized communication with families, foster meaningful family partnerships, and expand collaboration with community organizations. Through these efforts, we aim to create a shared commitment to student success and a strong, supportive network that enriches learning both inside and outside the classroom.

4

FISCAL RESPONSIBILITY

Ensure fiscal responsibility by engaging in thoughtful short- and long-term financial and facilities planning that aligns with district goals and community priorities. The district will pursue longterm sustainability, explore shared service opportunities, and allocate resources strategically to maximize efficiency and impact. Through transparent decision-making and proactive stewardship, we will support the long-term viability and success of our schools.

DEEP ROOTS • CORE VALUES • BRIGHT FUTURES

2025-2026 STRATEGIC PLAN ESSENTIAL OBJECTIVES

STUDENT ACHIEVEMENT

As evidenced by performance on NYS Assessments, higher levels of student mastery & graduation rates.

AREAS OF FOCUS

- Literacy
- Math
- Multi Tiered System of Supports
- Career Tech Education
- Professional Development
- Grading Practices

CULTURE OF CARING

As evidenced by student & staff survey data, discipline data, and attendance data.

AREAS OF FOCUS

- Respect
- Relationships
- Student Management
- Student Voice
- Multi Tiered System of Supports
- Collaboration

COMMUNITY CONNECTIONS

As evidenced by student, parent and staff survey data.

AREAS OF FOCUS

- Personalized communication with families
- Family Partnerships
- Community Partnerships

FISCAL RESPONSIBILITY

As evidenced by long range financial forecasts, sustainability of rich programming for WCSD students, and external audits.

AREAS OF FOCUS

- Short and Long Term Financial Planning
- Short and Long Term Facilities Planning
- Pathways to Sustainability
- Shared Services

Budget Process - Part I

UNIFORM SYSTEM OF ACCOUNTS

The school district's budget essentially follows the format prescribed by the Commissioner of Education based upon the Uniform System of Accounts for School Districts promulgated by the Office of the State Comptroller. General fund appropriation are classified by major function codes are as follows:

- General Support
- Instruction
- Pupil Transportation
- Community Service
- Undistributed Appropriations

These major function codes are broken down into related functional units such as supervision, teaching, instructional media, and interscholastic athletics.

Functional unit codes have expenditure descriptors called object codes, such as, instructional salaries, materials and supplies, equipment, and contractual expenditure.

SEQUENCE OF EVENTS

The board of education establishes objectives and priorities for the operation of the district and sets that course by establishing policy. The chief school officer is responsible for planning, organizing, directing, coordinating, and reporting the budgeting process. The chief school officer must be aware of both the district's financial capacity and its external environment (public) whose approval is required in order to achieve the district's objectives.

Participation in the budget process by both inside and outside groups will give the process a broader prospective and will lead to a better communication and a wider support system once the proposed budget is completed and public support is required.

To reach a realistic assessment of the district's educational needs and the community's ability and willingness to finance the school program, it is important to have accurate information regarding:

- the community's receptiveness to tax increases;
- enrollment projection;
- capacity and limitations of facilities;
- staff expertise;
- educational program objectives.

Once this data has been analyzed and the parameters governing budget development have been established, a full staff meeting should be conducted in which educational priorities, fiscal constraints and the process itself are discussed in order to obtain full staff cooperation. This should take place prior to the budget development process.

The professional staff should help by analyzing the district's operations, identifying problems and needs and then creating potential solutions. This includes determining which programs or services should be supported with increased resources, maintained at current levels, reduced or eliminated.

The proposed budget is reviewed by the chief school officer and the business official. After acceptance by the chief school officer, the proposed budget should then go to the board of education for its approval. If reduction is necessary, the board should make the reduction by total sum rather than by

item. Where the board makes budgetary increases, these should be for specific items and in sufficient detail to enable administrative staff to carry out the intent of the increased appropriations. Reductions should be discussed by the chief school officer with the administrative staff. The building principals should then discuss respective reductions with the educational staff so that budget decreases are determined according to priority. The current and proposed budget must be separated into the district's program, capital and administrative component costs before being resubmitted to the chief school officer, and subsequently to the board for final approval.

AUTHORIZATION

Final approval of the tentative budget document for presentation to the district voters, where required, rests with the board. The chief school officer, and such members of his or her staff as he or she shall deem necessary, should be prepared to explain and justify the budget to the board in sufficient detail to make clear the importance of each item in the educational program.

Final authorization of the budget rests with the voters of the district. When the budget document has been adopted by the board, it becomes the responsibility of the board to ensure that the proposed budget is adequately explained to the public.

POPULAR BUDGET

The popular budget may be considered one of the most important publications compiled for a school district during the year. It portrays how the school district will operate for the next fiscal year and it conveys the continuity and improvement of the district's desired educational goals. This document should be easy to read, provide budget information in an organized manner, and in plain language. Its contents should include an explanation of three essential plans: the educational plan; the expenditure plan; and the revenue plan.

BUDGET DEFEATS

If voters fail to approve the board of education's proposed budget, the District must operate on a contingency budget. The board of education may present the original budget or a revision of the budget to the voters two times for approval. In the event the board declines this course of action, Section 2008 of the Education Law provides a means whereby a stipulated number of citizens may petition the board to call a special district meeting to vote on one or more budget related measures. It is generally considered good practice to submit a budget for a second vote.

If no budget has been adopted by the voters by the beginning of the new fiscal year, the board must identify those items of contingent nature and adopt a budget that includes only contingent items and is within the calculated administrative budget and tax levy caps. These items can then be entered in the district accounting records to enable salaries and bills to be paid. If a new budget is adopted records may be adjusted to reflect the changes. If no change occurs, care should be taken by the board and the administration to ensure that the administrative and contingent budget caps are not exceeded and that only expenditures for teachers' salaries and ordinary contingent expenditures are included.

Budget Process - Part II

The foundation for the budget process is based on the board of education budget policy. A comprehensive budget policy guides the district administration in complying with the decisions of the board of education. To insure that the district's educational goals are met, budget policy should be based upon and consistent with the board's educational philosophy.

A viable budget policy is a yardstick by which the board of education can measure and evaluate the effectiveness of its budget process. Policy will provide areas of responsibility, continuity of budget process, adherence to laws and regulations, and establish expenditure controls.

Responsibility for Preparation

- The board of education is responsible for the preparation and presentation of the budget to the residents.
- The annual budget shall be prepared in accordance with the laws of the State of New York. ((Education Law, §§1608, 1716, 2601-a).
- The board of education should charge the chief school officer with the responsibility of initiating, supervising and coordinating the budget preparation for presentation to the board of education.
- All staff members, both professional and support staff, are charged with the responsibility to assist the chief school officer in the development of the budget.

1. Long-range planning

   It is the responsibility of the chief school officer with the cooperation of the business official and other designated staff members to develop a five-year long-range plan in accordance with New York State guidelines. Such plan should be updated on an annual basis.

2. Budget Calendar

   The board of education, with the assistance of the chief school officer and the business official, shall develop and present for board adoption a budget calendar setting forth the approximate times of the year and order of consideration for budget items by the board.

3. General Format for Presentation of the Budget

   The budget for presentation to the district residents will be prepared by the chief school officer with the assistance of the business official. The detail shall be no less than that required by the Commissioner of Education and be available as required by Education Law, §§ 1608, 1716, and 2601.a. The board of education will approve the budget prior to its release (Education Law, §1716).

4. Budget Adoption

   The proposed budget will be presented to the voters of the district at the annual budget hearing. The voters will approve the budget by majority vote of those present and voting at the annual meeting on the third Tuesday in May (Education Law, §2022).

5. Use of Fund Balance

   The board will comply with the requirement of Real Property Tax Law §1318(1) in it's consideration of the use of the fund balance during budget deliberations.

6. Administration
    a. The chief school officer is responsible to the board of education for keeping the adopted budget in balance and for maintaining control of the expenditures within the budget parameters established by the voters. The day-to-day administration of the annual budget is centralized in the business function of the district under the supervision of the business official and members of the business office staff.
    b. The adopted budget is to be entered into appropriate books of accounts. All subsequent receipts and expenditures are recorded and controlled in accordance with the various categories of the adopted budget.
    c. The adopted budget shall, at a minimum, be maintained in the books of account in accordance with the Uniform System of Accounts for School Districts.
    d. Procedures should be developed and maintained whereby no claims or purchase orders are processed unless sufficient appropriations exist, and the requisite authorizations are present.
    e. The board of education shall require the district treasurer to render a monthly report of the status of the budget as required by Regulations of the Commissioner of Education, Section 170.2(p).

TO BE UPDATED ON AN ANNUAL BASIS

WILLIAMSON CENTRAL SCHOOL DISTRICT
4184 Miller Street, PO Box 900
Williamson, NY 14589

SCHOOL BOARD ELECTION - MAY 20, 2025

GENERAL BOARD OF EDUCATION ELECTION INFORMATION

Board of Education members of the Williamson Central School District must meet the following qualifications:

- Age 18 years or older
- Citizen of the United States
- Able to read and write
- Residency in the Williamson Central School District for at least one (1) year prior to the date of the election
- Cannot be an employee of the Williamson Central School District

Candidates for the Williamson Board of Education run at-large and serve terms of three (3) years. Terms of office begin July 1, 2025. The following vacancy is to be filled in the upcoming election:

1 Three year term currently held by Mrs. Jamie Sonneville
1 Three year term currently held by Mrs. Ashtyn Mohanlall

FILING OF NOMINATING PETITIONS – At least 25 qualified voters

Petitions to nominate a candidate for school board are available, beginning **March 1, 2025** from the District Clerk at the District Office, 4184 Miller Street, Williamson, NY 14589.

Deadline for filing completed petitions is **on or before Monday, April 21, 2025 at 5:00 p.m.**

Nominating petitions must be signed by at least 25 qualified district voters or 2 percent of the number of voters who voted in the previous annual election of the members of the board of education, whichever is greater (§2018(a)). **In our district the 25 signatures are required.**

QUALIFICATIONS FOR PERSONS SIGNING NOMINATING PETITIONS

A person who signs a petition nominating a person for school board must meet the following qualifications:

- Age 18 years or older.
- Citizen of the United States.
- Resident of the Williamson Central School District for at least thirty (30) days prior to the date of the school election on **May 20, 2025.**

A person signing a nominating petition is not required to own property.

INSTRUCTIONS FOR SIGNATURES ON NOMINATING PETITIONS

1. Each signature must be accompanied by residence address (not Post Office Box) of the signer.
2. All signatures **must be in ink**.
3. Married women must sign their given name in order for their signature to be valid and accepted (Example: Mrs. Mary Jones **NOT** Mrs. John Jones).

ORDER OF CANDIDATE'S NAMES ON THE SCHOOL ELECTION BALLOT

As outlined by New York State Education Law, the order in which school board candidate's names are listed on the voting ballot is determined by random drawing.

If necessary, this random drawing for determination of ballot order for the **May 20, 2025** school election is set for **Tuesday, April 22, 2025** at **10:00 a.m. in the Williamson Central School District Office, Conference Room.**

Each candidate is welcome to attend this drawing or to designate a person to attend as his/her proxy. If the candidate does not choose a designee, one will be chosen by the District Clerk.

STATEMENTS OF CAMPAIGN EXPENSES – All Candidates must file campaign expense statements.

NYS Education Law §1528-1531, requires that each candidate for election as a school board member file sworn statements of campaign expenses and/or contributions both before and after the annual school election. Copies of these campaign expenditure statement forms are enclosed and must be filed in the office of the District Clerk on each of the dates noted below.

FILING DATES for this year's election are as follows:

FIRST STATEMENT DUE (30 days prior to election) – **April 21, 2025**
SECOND STATEMENT DUE (5 days preceding the election) – **May 15, 2025**
THIRD STATEMENT DUE (20 days after election) – **June 9, 2025**

ALL CANDIDATES must file campaign expenditure statements, whether or not they exceed $500 in campaign contributions or expenses at any of the filing dates. All statements must be sworn before a notary public.

If **EXPENSES EXCEED $500**, the candidate must file a sworn (notarized) campaign expense statement with both the Commissioner of Education and the District Clerk.

If **LESS THAN $500** is spent, the candidate is only required to file a sworn (notarized) campaign expense statement with the District Clerk.

If any **CONTRIBUTION IN EXCESS OF $1,000** is received after the close of the second reporting period, that must be reported to the District Clerk within 24 hours of its receipt.

EXPENSES are defined as those costs directly and personally incurred and paid by the candidate, including travel expenses, and expenses incidental thereto; for writing, printing, and preparing...letters, circulars or other publications... setting forth positions or views...and expenses for stationery, postage, telephone, telegraph, facsimile, or other public message service.

CONTRIBUTIONS include any cash receipt or loan or the fair market value of any gift or property contributed to or received by a candidate.

A statement of campaign contributions and expenses is considered properly filed when it is deposited in any established post office within the time requirement, is duly stamped or registered, and is directed to the District Clerk **OR** is personally delivered to the District Clerk and the Commissioner of Education, if necessary, by the deadline for filing such statement.

CAMPAIGN EXPENDITURES MADE WITHOUT CANDIDATES APPROVAL
Persons who make expenditures on the candidate's behalf, without the candidate's approval, must file with the District Clerk and with the Commissioner of Education, a sworn statement that the candidate did not approve the expenses. This provision applies to expenses of $25 or more, and is separate from the determination of expenses less or greater than $500 incurred by the candidate.

The expenditure statement must include "...the dollar value or fair market value of the contribution, the name and address of the contributor, and if the contributor is a political committee as defined by NYS § 14-100, in which case the statement shall include the name of and the political unit represented by the committee..."

ELECTIONEERING – NYS School Law prohibits electioneering within the polling place or within 100-feet zone of the polling place. This includes distributing or displaying a candidate's election campaign materials or materials in support of or in opposition to any proposition.

CANDIDATE BIOGRAPHY, STATEMENT AND PHOTOGRAPHS – School Board Candidates for election are asked to complete a biography and statement form (attached) for use by the school district to develop short articles for the budget newsletter and/or district official newspapers.

Candidates for school board are asked to provide a current digital photograph or a photograph can be taken at the time the completed nominating petition and information materials are submitted to the District Clerk.

Please feel free to contact me if you have questions or need further information about the school district election.

Kelly M. Dixon, District Clerk
Williamson Central School District
Phone: (315) 589-9661
E-mail: kdixon@williamsoncentral.org

ATTACHMENTS:
- Nominating Petitions
- Candidate Biography Form & Statement – *Background information is needed for the budget newsletter. Please complete and return with your petition no later than April 21, 2025*
- Ballot Name Verification
- Statement of Expenditures (3)
- **The School Board Member's Manual: The Essential Guide for Effective Service book, must be returned after the election, if not elected.**

ALL PETITIONS AND COMPLETED PAPERWORK ARE DUE
IN THE DISTRICT CLERK'S OFFICE BY
5:00 P.M. ON MONDAY, APRIL 21, 2025.

TO BE UPDATED ON AN ANNUAL BASIS

WILLIAMSON CENTRAL SCHOOL DISTRICT
4184 Miller Street, PO Box 900
Williamson, NY 14589

SCHOOL BOARD CANDIDATE BIOGRAPHY FORM

Candidate's Name: _____ Age: _____

Candidate's Residence Address:

_____

Street City State Zip

Candidate's Mailing Address (if different than above):

_____

Street City State Zip

Number of years as a resident of Williamson Central School District_____

FAMILY

EDUCATIONAL BACKGROUND

PRESENT OCCUPATION & EMPLOYER

ADDITIONAL BACKGROUND INFORMATION (Military, Community Service, Civic Involvement, Church Affiliation, etc.)

BIOGRAPHY, STATEMENT AND PHOTOGRAPH ARE DUE TO KELLY DIXON THE AT DISTRICT OFFICE NO LATER THAN 5:00 PM ON MONDAY, APRIL 21, 2025

WILLIAMSON CENTRAL SCHOOL DISTRICT
4184 Miller Street, PO Box 900
Williamson, NY 14589

SCHOOL BOARD CANDIDATE STATEMENT FOR NEWS MEDIA USE

Candidate's Name: _____ Date: _____

Candidate's Mailing Address: _____

Candidate's Phone:

Home: _____

Cell: _____

Candidate's Email: _____

Candidate Statement:

- A statement of your reasons for seeking election to the Williamson Board of Education (Information can be emailed to Kelly Dixon kdixon@williamsoncentral.org at the District Office)
- Digital Photograph (or one can be taken at the District Office)

BIOGRAPHY, STATEMENT AND PHOTOGRAPH ARE DUE TO KELLY DIXON THE AT DISTRICT OFFICE NO LATER THAN 5:00 PM ON MONDAY, APRIL 21, 2025

WILLIAMSON CENTRAL SCHOOL DISTRICT
4184 Miller Street, PO Box 900
Williamson, NY 14589

SCHOOL BOARD CANDIDATE BALLOT NAME VERIFICATION

CANDIDATE NAME

Please PRINT your name exactly as it should appear on the school election ballot:

_____

PLEASE RETURN this information with your completed Nominating Petition. Thank you!

WILLIAMSON CENTRAL SCHOOL DISTRICT
4184 Miller Street, PO Box 900
Williamson, NY 14589

BOARD OF EDUCATION CANDIDATE EXPENDITURE STATEMENT

TO BE FILED ON OR BEFORE APRIL 21, 2025
WHETHER OR NOT YOU HAVE INCURRED ANY EXPENSE.

TO THE WILLIAMSON CENTRAL SCHOOL DISTRICT CLERK OF THE BOARD OF EDUCATION

CHECK & COMPLETE THE FOLLOWING WHICH APPLY:

☐ A. That all personal expenses together with the total expenditures incurred by others on my behalf and with my approval do not exceed $500.

☐ B. The following is a complete list of personal expenditures and expenditures incurred by others on my behalf with my approval: *(Attach additional sheets if necessary.)*

Signed _____ **Date** _____

Printed Name _____

STATE OF NEW YORK)
COUNTY OF WAYNE)

Sworn to before me this _____ day of _____, 20 _____

_____
Notary Public

(Affix Notary Stamp)

You must file one statement thirty (30) days before election, another statement five (5) days before election and a subsequent statement not more than twenty (20) days after election. (Three (3) statements in total).

INSTRUCTIONS FOR FILING: Statement is to be submitted to the District Clerk of the Williamson Central School District. If you exceed $500 in expenses a copy is also needed to be sent to the Commissioner of Education, Room 510 State Education Building, Albany, New York 12234.

WILLIAMSON CENTRAL SCHOOL DISTRICT
4184 Miller Street, PO Box 900
Williamson, NY 14589

BOARD OF EDUCATION CANDIDATE EXPENDITURE STATEMENT

TO BE FILED ON OR BEFORE MAY 15, 2025
WHETHER OR NOT YOU HAVE INCURRED ANY EXPENSE.

TO THE WILLIAMSON CENTRAL SCHOOL DISTRICT CLERK OF THE BOARD OF EDUCATION

CHECK & COMPLETE THE FOLLOWING WHICH APPLY:

☐ A. That all personal expenses together with the total expenditures incurred by others on my behalf and with my approval do not exceed $500.

☐ B. The following is a complete list of personal expenditures and expenditures incurred by others on my behalf with my approval: *(Attach additional sheets if necessary.)*

Signed _____ **Date** _____

Printed Name _____

STATE OF NEW YORK)
COUNTY OF WAYNE)

Sworn to before me this _____ day of _____, 20 _____

_____
Notary Public

(Affix Notary Stamp)

You must file one statement thirty (30) days before election, another statement five (5) days before election and a subsequent statement not more than twenty (20) days after election. (Three (3) statements in total).

INSTRUCTIONS FOR FILING: Statement is to be submitted to the District Clerk of the Williamson Central School District. If you exceed $500 in expenses a copy is also needed to be sent to the Commissioner of Education, Room 510 State Education Building, Albany, New York 12234.

WILLIAMSON CENTRAL SCHOOL DISTRICT
4184 Miller Street, PO Box 900
Williamson, NY 14589

BOARD OF EDUCATION CANDIDATE EXPENDITURE STATEMENT

TO BE FILED ON OR BEFORE JUNE 9, 2025
WHETHER OR NOT YOU HAVE INCURRED ANY EXPENSE.

TO THE WILLIAMSON CENTRAL SCHOOL DISTRICT CLERK OF THE BOARD OF EDUCATION

CHECK & COMPLETE THE FOLLOWING WHICH APPLY:

☐ A. That all personal expenses together with the total expenditures incurred by others on my behalf and with my approval do not exceed $500.

☐ B. The following is a complete list of personal expenditures and expenditures incurred by others on my behalf with my approval: *(Attach additional sheets if necessary.)*

Signed _____ **Date** _____

Printed Name _____

STATE OF NEW YORK)
COUNTY OF WAYNE)

Sworn to before me this _____ day of _____, 20 _____

_____
Notary Public

(Affix Notary Stamp)

You must file one statement thirty (30) days before election, another statement five (5) days before election and a subsequent statement not more than twenty (20) days after election. (Three (3) statements in total).

INSTRUCTIONS FOR FILING: Statement is to be submitted to the District Clerk of the Williamson Central School District. If you exceed $500 in expenses a copy is also needed to be sent to the Commissioner of Education, Room 510 State Education Building, Albany, New York 12234.

2025-2026 BOE COMMITTEES/LIAISONS

COMMITTEES

	2024-2025 Representatives	2025-2026 Representatives
Policy Committee	Jamie Sonneville, Angela DeFisher, Ashtyn Mohanlall, Geoff Governor, Francis Gasparri	Angela DeFisher, Geoff Governor, Francis Gasparri, Sarah Schembri, Rae Verbridge
Scholarship Committee	Ashtyn Mohanlall, Jamie Sonneville, Angela DeFisher	Angela DeFisher, Sarah Schembri
Negotiations Committee	Jamie Sonneville, Angela DeFisher, Ashtyn Mohanlall, Geoff Governor	Angela DeFisher, Francis Gasparri
Finance/Audit Committee	Jamie Sonneville, Angela DeFisher, Ashtyn Mohanlall, Geoff Governor, Francis Gasparri	Angela DeFisher, Geoff Governor, Francis Gasparri, Sarah Schembri, Rae Verbridge
Buildings & Grounds Committee	Geoff Governor, Francis Gasparri	Geoff Governor, Francis Gasparri
Branding Committee	Jamie Sonneville, Angela DeFisher, Ashtyn Mohanlall, Geoff Governor, Francis Gasparri	Angela DeFisher, Geoff Governor, Francis Gasparri, Sarah Schembri, Rae Verbridge
Code of Conduct Committee	Jamie Sonneville, Angela DeFisher, Ashtyn Mohanlall, Geoff Governor, Francis Gasparri	Angela DeFisher, Geoff Governor, Francis Gasparri, Sarah Schembri, Rae Verbridge
Grading Committee	Jamie Sonneville, Angela DeFisher, Ashtyn Mohanlall, Geoff Governor, Francis Gasparri	n/a
Wellness Committee	Angela DeFisher, Geoff Governor	Geoff Governor, Sarah Schembri
Four County Board of Directors Committee	Jamie Sonneville, Angela DeFisher, Ashtyn Mohanlall, Geoff Governor, Francis Gasparri	Angela DeFisher, Geoff Governor, Francis Gasparri, Sarah Schembri, Rae Verbridge
Four County Legislative Committee	Jamie Sonneville, Angela DeFisher, Ashtyn Mohanlall, Geoff Governor, Francis Gasparri	Angela DeFisher, Geoff Governor, Francis Gasparri, Sarah Schembri, Rae Verbridge

LIAISONS

	2024-2025 Representatives	2025-2026 Representatives
Curriculum	Angela DeFisher, Francis Gasparri	Francis Gasparri, Sarah Schembri
Technology	Jamie Sonneville, Angela DeFisher, Francis Gasparri	Francis Gasparri, Rae Verbridge
Public Relations	Jamie Sonneville, Angela DeFisher, Ashtyn Mohanlall, Geoff Governor, Francis Gasparri	Angela DeFisher, Geoff Governor, Francis Gasparri, Sarah Schembri, Rae Verbridge
Parks	Ashtyn Mohanlall	Sarah Schembri
Recreation	Ashtyn Mohanlall	Rae Verbridge
Town Board	Angela DeFisher, Jamie Sonneville	Angela DeFisher, Francis Gasparri
Safety	Ashtyn Mohanlall, Geoff Governor	Geoff Governor, Rae Verbridge
Committee on Special Education	Angela DeFisher, Geoff Governor	Angela DeFisher, Geoff Governor
BOCES	Francis Gasparri	Francis Gasparri
PTSA	Geoff Governor, Francis Gasparri	Geoff Governor, Francis Gasparri
Pathways	Jamie Sonneville, Angela DeFisher, Ashtyn Mohanlall, Geoff Governor, Francis Gasparri	n/a

Appendix H

From New York State Boards Association:

- AASA – American Association of School Administrators
- ACEs - Adverse Childhood Experiences
- ADA – Americans with Disabilities Act; also Average daily attendance
- ADD/ADHD – Attention deficit disorder/Attention deficit hyperactivity disorder
- AED – Automated external defibrillators
- AGE – Average grade enrollment
- AIS – Academic Intervention Services
- AP Program – Advanced Placement program
- APPR – Annual professional performance review
- BEDS – Basic educational data system
- BOCES – Boards of Cooperative Educational Services
- CDOS – Career development and occupational studies
- CIPA – Children's Internet Protection Act
- CPSE – Committee on Preschool Special Education
- CRT – Criterion-referenced test
- CSD – Central School District
- CSE – Committee on special education
- CSI - Comprehensive Support and Improvement Schools
- CTE – Career and technical education
- DASA – Dignity for All Students Act
- DARE – Drug Abuse Resistance Education
- DSS – Disability Support Services
- ECB – Educational Conference Board
- ELA – English language arts
- ELL – English Language Learners
- ENL – English as a New Language
- ERS – Employees' Retirement System
- ESEA – Elementary and Secondary Education Act
- ESSA – Every Student Succeeds Act
- FAPE - Free Appropriate Public Education
- FERPA – Family Educational Rights and Privacy Act
- FTE – Full-time equivalent
- GAO – Government Accountability Office
- GAAP – Generally accepted accounting principles
- GASB – Governmental Accounting Standards Board
- HSE – High School Equivalency Diploma
- IDA – Industrial development agency
- IDEA – Individuals with Disabilities Education Act
- IEP – Individualized education prog
- LRE- Least Restrictive Environment
- NAEP – National Assessment of Educational Progress
- NCLB – No Child Left Behind Act
- NSBA – National School Boards Association
- NYCOM – New York State Conference of Mayors & Other Municipal Officials
- NYCRR – New York Code of Rules and Regulations
- NYLA – New York Library Association

- NYSASBO – New York State Association of School Business Officials
- NYSAA – New York State Alternate Assessment Program
- NYSAP – New York State Assessment Program
- NYSASA – New York State Association of School Attorneys
- NYSAWA – New York State Association of Women in Administration
- NYSCOSS – New York State Council of School Superintendents; “The Council” (preferred)
- NYSED – New York State Education Department
- NYSGFOA – New York State Government Finance Officers Association
- NYSMSA – New York State Middle Schools Association
- NYSSBA – New York State School Boards Association
- NYSSMA – New York State School Music Association
- NYSTCE – New York State Teacher Certification Examination Program
- NYSUT – New York State United Teachers PAC – Political action committee
- PBIS - Positive Behavioral Interventions and Support
- PERB – Public Employment Relations Board
- PILOT – Payment in lieu of taxes
- PINS – Persons in need of supervision
- PLA – Project labor agreement Project
- SAVE – Safe Schools Against Violence in Education
- RCT – Regents competency test
- SAANYS – School Administrators Association of New York State
- SARA – State Archives & Records Administration
- SASS – System of Accountability of Student Success
- SES – Supplemental educational services
- SRO - School Resource Officer
- STAR – School tax relief program
- STEM – Science, Technology, Engineering and Mathematics
- STW – School-to-Work
- SURR Schools – Schools Under Registration Review
- TRS - Teacher Retirement System
- TSI - Targeted Support and Improvement Schools
- UFSD – Union Free School District
- UPK – Universal prekindergarten
- YRE – Year-Round Education

Williamson Specific Acronyms:

- BPT - Building Planning Team
- MTSS - Multi Tiered Systems of Support
- WIT - Williamson Intervention Team
- FAMPP - Food Allergy Management and Prevention Plan
- WCMEA - Wayne County Music Educators Association

POLICY	2024	1360
	By-Laws	

Subject: Code of Ethics – Board Members

A school board member, operating under the highest ethical standards, should:

a) Provide the opportunity for high quality education for every student.

b) Observe state, federal and local laws and regulations pertaining to education and public agencies.

c) Accept office as a board member as a means of unselfish service.

d) Take official actions only in public sessions.

e) Represent the entire community without fear or favor, while not using these positions for personal gain and accepting all responsibilities as a means of unselfish service.

f) Remember that a board member is one member of an educational team.

g) Maintain confidentiality of privileged information.

h) Recognize that the strength of a school board is as a board, not as individuals.

i) Delegate authority to the chief school administrator as the Board executive and confine Board action to policy making and oversight.

j) Employ only competent personnel.

k) Preserve the obligation of having controversial issues presented fairly and without bias.

l) Instill respect toward our country and one's fellow citizens & self.

m) Practice and promote ethical behavior in the boardroom and in the classroom.

Subject: Code of Ethics – Board Members (Continued)

n) Uphold the principles of due process and individual dignity, and protect the civil and human rights of all.

o) *Disclosure Of Interest In Matters Before The Board Of Education:* To the extent that he or she knows thereof, a member of the Board of Education shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has with vendors conducting business with the Board. He or she shall file a *Disclosure of Significant Financial Interests & Obligations* conflict of interest form with the school district clerk annually at the re-organizational meeting. If Part II of the form is completed, the disclosure is acknowledged in the minutes of the Board of Education.

p) *Investments In Conflict With Official Duties:* A member of the Board of Education shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates conflict with his or her official duties.

Approved: Board of Education
May 11, 1994

Approved: Board of Education
February 9, 2005

Approved: Board of Education
January 14, 2009

Approved: Board of Education
June 10, 2009

Approved: Board of Education
January 30, 2013

Approved: Board of Education
May 8, 2024

Appendix J

Year	2025-2026	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Total Budget	$29,126,655	$28,389,900	$27,075,900	$25,979,008	$$25,285,305	$24,630,729	$24,363,504	$23,616,150	$23,099,790	$22,977,690	$22,046,540	$21,380,767	$21,051,455	$20,506,817	$20,380,584	$20,678,583
True Value Tax Rate	16.77	17.74	$19.16	$20.87	$22.33	23.29	24.66	24.7	24.36	24.055	25.04	24.77	24.15	23.48	23.05	22.63
Enrollment - K-12	936	943	993	995	1011	1043	1049	1088	1098	1124	1114	1119	1134	1136	1177	1145