

BOARD POWERS AND DUTIES

The Board of Education of the South Colonie Central School District shall be vested with the powers and duties described in the Education Law of the State of New York. Its paramount duty shall be the creation and enactment of policy for the District. The Board shall also be primarily responsible for recording such policies.

Cross-Reference: 8414.1, Bus Driver Qualifications and Training

Reference: Education Law 305 (30), 1701, 1708, 1709, 1710, 3004-d, 3035
Vehicle and Traffic Law Sections 509-cc, 1229-d

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Revised: June 19, 2001

SCHOOL BOARD POWERS AND DUTIES

Standards of Governance

1. Exercise duties and comply with obligations required by law.
2. Act officially only as a Board.
3. Develop and adopt written policies in all areas of school district governance.
4. Avoid conflicts of interest between public position and professional career or private life.
5. Adopt standards and operating procedures for Board meetings and business.
6. Evaluate Board performance on an annual basis using a pre-designed instrument.
7. Seek and promote opportunities for Board growth and development.

Educational Program

1. Test administrative and policy decisions by their potential to have a positive impact on student learning and achievement.
2. Emphasize and promote strong expectations for staff and students to become a community of learners.
3. Establish cooperatively developed educational standards and develop supporting structures necessary to achieve the standards.
4. Adopt and operationalize a strategic plan for implementing the District goals.
5. Collaboratively develop and approve desired learning outcomes, performance standards, plans for shared decision making and site-based planning in support of the District's strategic plan.

Administration and Personnel

1. Employ an educational leader to serve as Superintendent of Schools and adopt a description of his/her professional duties and provision for an annual performance review as well as retention, compensation or removal from the position based on the annual performance review and contractual provisions.
2. Through the Superintendent, retain and support staff who meet the highest standards of quality and performance.
3. Establish and adopt policies regarding staff recruitment, development, evaluation, discipline, and termination of employment.
4. Set priorities and procedures for negotiating employee contracts and ratify contracts as required by law.
5. Provide a secure and healthy working environment for staff and students by means that include ensuring quality in facilities and transportation services for students.
6. Assess and respond to needs associated with school facilities and equipment or maintenance or upgrading thereof.
7. Require the fingerprinting of all prospective employees for purposes of a criminal background check pursuant to the Education Law of the State of New York. Prior to initiating this process, the District shall furnish such employees with a form which outlines the reasons for the fingerprinting, the manner in which the fingerprints will be

used, and the right of the employee to obtain, review, and seek correction of his/her criminal history, and obtain such employees' informed consent. This section shall not apply to prospective employees who hold valid clearance pursuant to the Vehicle and Traffic Law of the State of New York.

8. Provide the Commissioner of Education with the name and position of an employee upon commencement and termination of such employee. (Effective July 1, 2001)

Fiscal Management

1. Establish spending priorities for budget development and seek to ensure adequate local, state, and federal revenue to support the budget.
2. Approve construction projects, capital expenditures, contract and budget reports within a framework of policy, and delegate appropriate authority.
3. Systematically link policies and decisions regarding allocation of funds with curriculum, instruction and desired learning outcomes.

School-Community Relations

1. Engage in activities that promote a positive image for public schools and a public view of school boards as advocates for children.
2. Utilize the community as an educational resource and asset through which the quality of learning and breadth of services to children may be enhanced through involvement. Conversely, promote the potential of schools, staff, and students to strengthen the economic, civil, and social health of the community.
3. Develop effective channels of communication with parents and other school publics to inform them regularly of school activities, to promote resolution of problems as close to their point of origin as possible, and to encourage on-going dialogue about and understanding of issues and policies under Board consideration.

Governmental Relations

1. Promote local, state, and federal intergovernmental and interagency collaboration to support comprehensive educational opportunities for children, youth, and their families.
2. Seek to shape and strengthen state and federal educational legislation, regulations of the Commissioner of Education, and policies by defining and communicating their potential local impact to your elected representatives.

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