

South Lewis Central Schools  
Superintendent Evaluation  
2018.19

## South Lewis Central Schools Superintendent Evaluation

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The South Lewis Superintendent Evaluation is designed to help the Board of Education and Superintendent of Schools boards and develop thoughtful, constructive evaluations that advance district goals and keep the leadership team healthy.

An effective evaluation requires commitments from both the Board of Education and Superintendent of Schools as outlined below:

### **Board Member Commitments**

- Participate in the agreed upon process and evaluation discussions with honesty and integrity.
- Each board member should rate all performance indicators and goals based on evidence.
- Identify the Superintendent's strengths and areas for improvement

### **Superintendent Commitments**

- Understand, agree to and participate in the articulated process and evaluation discussions.
- Gather and provide information and evidence if requested by the Board.

The format of evaluation will be a rubric style evaluation to determine levels of performance for the Superintendent. Each section contains particular indicators with specific criteria to rate the performance level. The five evaluation areas, listed below, are to be scored on a HEDI scale of Highly Effective, Effective, Developing, and Ineffective. Should any indicator and/or section be rated Developing or Ineffective it must be supported by evidence and commented upon.

- Relationship with the Board
- Community Relations
- Staff Relations
- Business and Finance
- Instructional Leadership

In addition to these five basic areas the Superintendent will also set goals.

### **Superintendent Evaluation Process and Timeline**

#### **July-September**

- Board and Superintendent review evaluation process
- Board and Superintendent agree upon goals

#### **January-March**

- Superintendent conducts a self-assessment
- Superintendent and Board hold a meeting to review goals, self-assessment, and overall evaluation progress/status

#### **April-June**

- BOE members individually complete Superintendent Evaluation
- Superintendent and Board hold a meeting to reflect on the year, review goals, and overall evaluation
- Board President finalizes/compiles/writes the evaluation of Superintendent

**A. Relationship with the Board**

	Ineffective	Developing	Effective	Highly Effective	Rating
Information	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps the board informed with appropriate information as needed so it may perform its responsibilities.	Keeps all board members informed with appropriate, regular communication so it may perform its responsibilities.	
Materials and background	Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda.	Meeting materials are incomplete, and don't include supporting information.	Materials are provided. Some supporting information is included.	Meeting materials are provided with supporting information in order to make informed decisions.	
Board questions	Board questions are rarely answered.	Board questions are answered, but not all members are apprised of relevant questions/answers.	Board questions are addressed with occasional follow-up to members.	Board questions are answered thoroughly with communication to all members to ensure understanding.	
Policy involvement	Makes decisions without regard to adopted policy.	Is minimally involved in the development, recommendation and administration of district policies.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities.	
Board development	Doesn't promote board development.	When asked, provides members with information about board development.	Provides members with information regarding board development opportunities when they arise.	Actively and continuously encourages board development by seeking and communicating opportunities.	
<b>Category Rating</b>					
Comments:					

**B. Community Relations**

	Ineffective	Developing	Effective	Highly Effective	Rating
<b>District image</b>	Is negative about the district.	Doesn't actively promote the district.	Projects a positive image of the district <i>as expected</i> .	Projects and promotes a positive image of the district.	
<b>Communication with community</b>	Isn't readily available.	Provides appropriate information only when asked.	Actively seeks two-way communication with the community as appropriate.	Actively seeks communication, as appropriate, and works to provide alternative means of contact with the community.	
<b>Media relations</b>	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media.	Promotes the district in the media.	Initiates and actively engages the media.	
<b>Approachability</b>	Is neither visible nor approachable by members of the community.	Is visible, at a distance.	Is visible and approachable by members of the community.	Is visible and approachable by members of the community. Attends a variety of events.	
<b>Category Rating</b>					
<b>Comments:</b>					

South Lewis Central Schools Superintendent Evaluation

C. Staff Relationships

	Ineffective	Developing	Effective	Highly Effective	Rating
Internal communications	Doesn't have a specific system to inform staff of important matters.	Is inconsistent in keeping staff informed of important matters.	Keeps staff informed of most important matters.	Establishes a system of keeping staff continually informed of important matters.	
Personnel matters	There is no system to handle personnel matters in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address personnel matters with consistency, fairness, discretion and impartiality.	Establishes a system that is proactive with personnel matters. Personnel policies are routinely discussed and promoted.	
Delegation of duties	Doesn't delegate duties. Maintains personal control over all district operations.	Delegates duties to staff, but retains final decision-making authority.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.	
Recruitment	There is no formal recruitment process and/or hires are considered in an arbitrary manner.	A formal recruitment process is in place, but is not used consistently.	Follows a formal recruitment process for each hiring opportunity.	Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	
Visibility	Seldom visits buildings.	Is present at building programs and special activities.	Visits buildings/classroom as time permits.	Regular visits to buildings and classrooms are a priority item.	

**Category Rating**

Comments:



**D. Business and Finance**

	Ineffective	Developing	Effective	Highly Effective	Rating
<b>Budget development and maintenance</b>	Superintendent's budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Superintendent works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	
<b>Budget reports</b>	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Regularly reports to the board concerning the budget and financial status.	Constant flow of budgetary/ financial information provided with discussion of the ramifications of any changes.	
<b>Facility management</b>	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities management plan in place, includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	
<b>Resource allocation</b>	Resources are allocated without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed based upon district goals and seek to meet immediate objectives.	Resources are distributed based upon district goals and seek to meet immediate and long-range objectives.	
<b>Category Rating</b>					
<b>Comments:</b>					

**E. Instructional Leadership**

	Ineffective	Developing	Effective	Highly Effective	Rating
<b>Professional knowledge</b>	Is unaware of current instructional programs.	Is somewhat knowledgeable of current instructional programs. Relies on others for info./data.	Demonstrates knowledge of current instructional programs, and is able to discuss them.	Demonstrates knowledge and comfort with current instructional programs. Seeks to communicate with others how the district is implementing best practices.	
<b>Self-improvement</b>	Does not participate in professional development opportunities.	Passively participates in some professional development opportunities.	Seeks to learn and improve upon personal and professional abilities. Attends professional conferences when appropriate.	Eagerly seeks to learn and improve upon personal and professional abilities. Is able to apply this new learning for the benefit of the district. Participates actively in professional groups and organizations.	
<b>Focus on students</b>	Focus is on the management of the district and maintaining day-to-day operations. Student achievement isn't the priority.	Student achievement is a concern, but does not always guide decisions made within the district.	Student achievement is important and guides decisions made within the district.	Places student achievement as the top priority and consistently communicates this to others. Bases decisions on improving student achievement. This priority is reflected in the budget.	
<b>Staff development</b>	Staff development isn't provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward increasing student achievement.	Staff development programs are targeted toward district-specific goals and are sustained to increase student achievement.	
<b>Curriculum</b>	Curriculum isn't a priority in the district.	Allows teachers to define their own curriculum. There is little or no coordination.	A curriculum is in place that seeks to meet the state standards.	There is an on-going review process to be sure the curriculum is aligned to the state standards and meets the needs of our students.	

**Category Rating**

Comments:

South Lewis Central Schools Superintendent Evaluation

The following specific goals have been developed and agreed upon:

<p><b>Goal 1 - Will educate all stakeholders of the capital project and promote it prior to the public referendum</b>                  A. Relationship with the Board (Information and Materials &amp; Background)                  B. Community Relations (District Image, Communication with Community, Media Relations, and Approachability)                  C. Staff Relationships (Internal Communications)                  D. Business and Finance (Facility Management)</p>					
	Ineffective	Developing	Effective	Highly Effective	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

<p><b>Goal 2 - Will promote the District's many positive events and accomplishments and increase communication with stakeholders (via Apptegy).</b>                  B. Community Relations (District Image, Communication with Community)                  C. Staff Relationships (Internal Communications and Delegation of Duties)</p>					
	Ineffective	Developing	Effective	Highly Effective	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	



**Determining the Overall Evaluation Rating**

Superintendent's name:	Douglas Premo	School year:	2016-17
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**RATINGS ON INDIVIDUAL DOMAINS:**

A. Relationship with Board	Ineffective	Developing	Effective	Highly Effective
B. Community Relations	Ineffective	Developing	Effective	Highly Effective
C. Staff Relationships	Ineffective	Developing	Effective	Highly Effective
D. Business & Finance	Ineffective	Developing	Effective	Highly Effective
E. Instructional Leadership	Ineffective	Developing	Effective	Highly Effective

<b>OVERALL RATING:</b>	Ineffective	Developing	Effective	Highly Effective
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Comments by Board of Education:

Comments by the Superintendent:

South Lewis Central Schools Superintendent Evaluation

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Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Board President's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(The administrator's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the evaluation.)

## South Lewis Central Schools Superintendent Evaluation

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The following specific goals have been developed and agreed upon:

Goal 1 - Will educate all stakeholders of the capital project and promote it prior to the public referendum A. Relationship with the Board (Information and Materials & Background) B. Community Relations (District Image, Communication with Community, Media Relations, and Approachability) C. Staff Relationships (Internal Communications) D. Business and Finance (Facility Management)					
	Ineffective	Developing	Effective	Highly Effective	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

Goal 2 - Will promote the District's many positive events and accomplishments and increase communication with stakeholders (via Apptegy). B. Community Relations (District Image, Communication with Community) C. Staff Relationships (Internal Communications and Delegation of Duties)					
	Ineffective	Developing	Effective	Highly Effective	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

**South Lewis Central Schools  
Board of Education Goals  
2018-19**

**DRAFT**

**The Board of Education will educate all stakeholders of the capital project and promote it prior to the public referendum.**

**The Board of Education will educate and inform itself of the Every Student Succeeds Act (ESSA) and its impact on South Lewis Central School District.**



To: Mr. Premo and Mr. Luther  
From: A.J. McCall  
Re: Senior High Band Trip  
Date: July 1, 2018

Several parents have asked about doing another senior band trip. Prices have certainly changed since our last trip to Florida in 2015; however I have priced this trip and believe to be an outstanding value and opportunity for our students and families. Like 2015, Universal will allow family support and participation. This may allow our families to do something together that they may otherwise be unable. In 2015, I think we had 88 people attend the band trip. I think I have provided most information you need; but feel let me know if there are additional questions.

Dates: Wednesday, April 10 – Tuesday, April 16. Specifically: Depart South Lewis after school on Wednesday, April 10, 2019 via motor coach. We will spend four nights/ 3days at Universal Studios. Thursday- Sunday, April 11 – 14. We will depart Universal Studios at approximately 9:00 AM on Monday, April 15. Return late morning/early afternoon of Tuesday, April 16

The tentative price for the trip is \$600.00 per person. The trip will not exceed a ticket price of \$650 which was the trip price in 2015. The trip includes the following:

1. Charter bus transportation to and from Orlando, Florida. Daily trips to Wal-Mart and the like while in Orlando for food and souvenirs, which save students/families a great deal of money, will be provided.
2. 4 night stay at the newest resort hotel at Universal Studios, AVENTURA. Rooms will be quad occupancy with an adult in most, if not all rooms. For a detailed look at the Universal's Aventura Hotel, please visit: <http://www.universalorlandovacations.com/hotel-deals/on-site-resort-hotels> . There is a video if you click on the screen.
3. 3 day premium hopper pass to: Universal Studios, Volcano Bay, Islands of Adventure, and City Walk.
4. Band Performance inside Universal Studios for family and park goers.

#### FAQ:

1. What about food? I can include food vouchers at about \$20 a piece. This increases the base trip coast as they are pricey. In 2015, roommates worked with each other to bring food. Our food runs to Walmart allows food to be bought and save a lot of money. Rooms have a fridge. I think families would rather have a lower base trip and solve the food option as they like. In 2015, the boosters provided a pizza party as well.
2. Band Performance- We must submit a performance package including a video to gain acceptance.
3. Locking in the trip- this is the most difficult part. Coach busses are already being reserved for next year. Once approved, I will contact families to announce the trip and ask for tentative numbers. For example: will just the band student attending or not and/or will it be a family of four. We may need two busses
4. Universal requires 40 students performing on stage.
5. What can influence the cost of the trip. Besides including food vouchers mentioned before, the only fluctuation should be bussing. The number of passengers on the bus or busses can affect the price up and down.
6. If this trip does not work out, we can look at a performance trip to Darien Lake or the like.

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

July 12, 2018


The District typically has need for up to four late bus runs as defined in Article XIII – Miscellaneous, Section 5.0, paragraph 5.1.3 of the Parties collective bargaining agreement. These late bus runs typically require between 1 and 2 hours each day. There has been an insufficient number of bus drivers, who are members of the School Related Personnel (SRP) bargaining unit, signing up to drive the necessary late bus runs to meet the District’s needs.

To address the District’s needs and ongoing concerns, the Parties agree as follows:

1. This agreement between the District and the SRP shall only be for the 2018-19 school year and it shall expire effective June 30, 2019.
2. Effective, September 1, 2018, the Parties agree to modify Article XIV – Compensation, Section D. Salaries, so that the “Late Bus Runs” rate of “\$11.75 per hour” shall be paid at “\$23.13 per hour” for the 2018-19 school year.
3. Nothing in this agreement shall establish any precedent or obligation, including any past practice, which may be used by either party now or in the future.
4. This Agreement shall not be effective unless and until it is approved and ratified by public vote of the Board of Education of the South Lewis School District at the Board’s meeting on August 7, 2018.

  
\_\_\_\_\_  
Mark Austin, SRP President

7/12/18  
Date

  
\_\_\_\_\_  
Douglas Premo, Superintendent

7/12/18  
Date

## AGREEMENT

**MOUNTAIN VIEW PREVENTION SERVICES, INC.**, a not-for-profit organization with offices located at 7714 Number Three Rd., Lowville, NY 13367 (“MVPS”)

And

**SOUTH LEWIS CENTRAL SCHOOL**, a public school with offices located at 4264 East Road, Turin, NY 13473 (“SLCS”)

As follows:

This Agreement is intended as a formal understanding and binding contractual commitment for MVPS to provide drug free prevention services to students within the SLCS district, and SLCS to participate in the financial support of said services. Drug free prevention services include prevention counseling in the Student Assistance/Project Success Program, the Youth Advocate Program and selected evidence based prevention services as defined by the Office of Alcoholism and Substance Abuse Services (OASAS). The approved evidence-based services to be provided are *Too Good for Drugs* and *Life Skills Training* curriculums. The terms and conditions of this Agreement, and the obligations and promises of the parties in connection with it, are as stated in this document.

**(A) Program administration and staffing.**

- (1) The program shall have an administrator-supervisor on duty at a central administrative location during MVPS normal operation (8:00 a.m. until 4:00 p.m.). His/her duties shall include:
  - (i) Overseeing the day-to-day operation of the program;
  - (ii) Supervising the work of all staff, and
  - (iii) Evaluation of program performance against the program's stated objectives.
  
- (2) Services provided will include a Student Assistant/Project Success Program Counselor to provide prevention counseling at four days per week, grades 6 – 12; a Youth Advocate to work with students in grades 6 – 12 at two days per week; a Prevention Education Specialist to provide *Too Good For Drugs* for students K – 2 and *Lifeskills Training* for grades 3 - 6 at one day per week.
  - (i) The programs shall have adequate staffing from trained Project Success/Student Assistant Program Counselors (SAP) and/or Youth Advocates (YA) to provide both individual and group counseling services, and/or Coordinators to provide classroom presentations.
  - (ii) The individual counseling caseload for any SAP Counselor or Youth Advocate shall be limited to 50 participants receiving individual counseling.
  - (iii) The group counseling caseload for any SAP Counselor or Youth Advocate shall be limited to no more than 10 participants per group per counselor.
  
- (3) Support services. The program shall take steps to provide, as appropriate, a comprehensive range of social services, including vocational, educational, mental health, alcoholism and substance abuse as necessary, to each participant. The program will fulfill this responsibility by providing these services directly or by appropriate referral, with the consent of the participant.
  
- (4) Facility standards. The school shall provide the program with safe and adequate physical facilities in an area that will adequately ensure compliance with all appropriate federal confidentiality regulations.

**(B) Services**

**(1) Individual and group counseling services for the SAP Counselors or YA Program:**

- (i) These services may be provided to individuals who are substance abusers or are not yet substance abusers but are in an environment where such abuse is prevalent, or are considered to be at risk because of social, familial and other factors.
- (ii) Assessment procedures. Each individual who presents himself to the program shall be assessed by a qualified staff member to determine the appropriateness of continuing services to the individual. The results of the assessment shall be recorded and dated and include:
  - (a) Presenting problems of the individual;
  - (b) Assessment of the individual's need for services; and
  - (c) Follow-up notes, documentation of any referral or other closing notes.
- (iii) Admission procedures
  - (a) If the assessment of the individual's need for services reveals that he requires additional counseling or other services from the program beyond those received at the time of the interview, then a service plan must be developed for that individual.
  - (b) In addition, the reason for continued services must be recorded and there must be a notation in the record that the program rules of participation were discussed with the participant and that (s)he indicated that (s)he understood those rules and regulations.
- (iv) Services plan.
  - (a) The services plan prepared shall include:
    - (1) The assignment of a service coordinator;
    - (2) Delineation of service goals, including a statement of counseling to be provided and support services needed, and a plan for meeting those needs.
  - (b) The services plan shall be prepared within 20 school or work days of the date of determination that services are to be continued, and shall be recorded in the participant record.
- (v) Participant records shall be maintained for each individual seen by the program.
  - (a) For those individuals for whom it is determined that continued services are not needed, participant records shall include:
    - (1) The participant's name or identification number and identifying data;
    - (2) Record of assessment; and
    - (3) Synopsis with date of assessment.
  - (b) For those individuals for whom it is determined that continued services are needed, participant records shall include:
    - (1) The participant's name or identification number and identifying data;
    - (2) Record of assessment;
    - (3) Synopsis with date of assessment;
    - (4) Services plan prepared in accordance with this section with appropriate revisions;
    - (5) Documentation that the individual was informed of the rules for participation in the program and the voluntary nature of participation;
    - (6) Progress notes documenting the counseling and support services provided; and
    - (7) Follow-up or other closing notes stating the reason(s) for discharge from the program.
- (vi) MVPS will keep confidential records of all activities connected with the Student Assistance/Project Success and Youth Advocate Programs as regulated by CFR 42, part 2 and will present statistical records on a regular basis to the designated school contact.

**(2) Education, information, referral services and community education.**

- (i) When possible, the Program may organize, arrange and conduct activities to alert, educate and inform individuals, specialized groups and the public of the problems of substance abuse and

dependence and to refer individuals in need of substance abuse services to appropriate treatment resources.

(a) Such services may include, but are not limited to:

- (1) Presentations to faculty and school personnel;
- (2) Classroom and school presentations; and
- (3) Dissemination of informational materials.

(b) A prevention program may be established to provide only these services, or these services may be provided in conjunction with individual and group counseling prevention services.

(ii) The Program shall provide sufficient, qualified staff to provide appropriate services.

Careful attention shall be paid to staff workloads and specialized qualifications.

(iii) The Program shall maintain and provide records of the events, activities conducted or referrals made, including numbers of individuals involved, identity of groups served, the number of sessions of each activity conducted, the staff providing the service, and the nature of the activity.

**(C) Participation in Financial Support of Drug-Free Prevention Services.**

(1) In consideration of the foregoing, SLCS agrees to participate in the financial support of the drug-free prevention services by paying to MVPS the amount of **Fifty Six Thousand Two Hundred Thirty Five Dollars (\$56,235)**.

(2) Said sum shall be payable in one lump sum payment prior to **September 1, 2018** and in any event, prior to the provision of services of MVPS.

**(D) Term of Agreement.** This Agreement shall be effective for the **2018-2019** Academic year, beginning **July 1, 2018 and ending June 15, 2019**.

**(E) Captions.** The captions employed herein are for the sake of convenience only and do not limit or qualify the content, scope or intent of the specific provisions of this agreement that they introduce.

**(F) Governing Law.** This Agreement shall be interpreted and construed in accordance with the laws of the State of New York.

IN WITNESS WHEREOF, this Agreement has been executed as of the dates hereinafter set forth.

**SOUTH LEWIS CENTRAL SCHOOL**

Date: \_\_\_\_\_, 2018

By: \_\_\_\_\_  
Douglas Premo  
*Superintendent*

**MOUNTAIN VIEW PREVENTION SERVICE, INC.**

Date: \_\_\_\_\_, 2018

By: \_\_\_\_\_  
Korin Scheible  
*Executive Director*



## 2017-18 SOUTH LEWIS CENTRAL SCHOOL DISTRICT - Board of Education Self-Evaluation

Instructions for rating performance – Place an “X” in the box that best describes the BOE’s performance based on the following scale:

Highly Effective (H) – *continually exceeds the criteria.*

Effective (E) – *consistently meets the criteria.*

Developing (D) – *partially meets the criteria.*

Ineffective (I) – *does not meet the criteria.*

#	CRITERIA	H	E	D	I	COMMENTS
1	As a BOE member, do you feel that Board members speak loudly and clearly enough so everyone present can hear what is being discussed?					
2	As a BOE member, do you feel the Board meeting is conducted in a business-like manner and follows accepted parliamentary procedures and rules?					
3	As a BOE member, do you feel that the chairperson takes charge of the Board meetings and keeps the meetings under control?					
4	As a BOE member, do you feel Board members treat school personnel and each other politely and with respect during the meetings?					
5	As a BOE member, do you feel the appropriate school personnel are present at Board meetings to supply information for agenda items?					
6	As a BOE member, do you feel the location and setting of Board meetings are comfortable and conducive to getting business done with adequate room for the public and media?					
7	As a BOE member, do you feel a conscious effort is made to make the public feel welcome at Board meetings, providing them with copies of the agenda?					
8	As a BOE member, do you feel the policy for public participation is explained at each meeting by the Board chairperson and is followed to maintain order?					

#	CRITERIA	H	E	D	I	COMMENTS
9	As a BOE member, do you feel Board members appear familiar with the materials provided to them prior to the Board meeting?					
10	As a BOE member, do you feel appropriate procedures are in place to permit any Board member to add items to the agenda?					
11	As a BOE member, do you feel Board members display good listening skills, a spirit of compromise when problems arise, and work to achieve unity?					
12	As a BOE member, do you feel Board members vote their conscience, but support the majority decisions?					
13	As a BOE member, do you feel the Board follows its role as a policy body and does not become involved in making administrative decisions at Board meetings?					
14	As a BOE member, do you feel Board discussions are confined to the issue on the floor?					
15	As a BOE member, do you feel issues before the Board are resolved unless postponed or tabled pending further study?					
16	As a BOE member, do you feel issues that are first brought to the Board by residents, students, or staff are appropriately referred back to the administration for investigation?					
17	As a BOE member, do you feel if the Board goes into Executive Session, a reason is announced that is consistent with the Open Meeting Law?					
18	As a BOE member, do you feel only the items that have been identified in public session are discussed in Executive Session?					
19	As a BOE member, do you feel Board meetings start on time and end within a reasonable time?					

<b>GENERAL COMMENTS:</b> Please share any general observations about Board meetings and any specific examples of actions, positive or negative that you feel need to be mentioned.

#	ANNUAL SCHOOL BOARD GOALS	Exceeded Goal	Met the Goal	Partially Met The Goal	Didn't Meet The Goal
1	The Board of Education will educate all stakeholders of the capital project and promote it prior to the public referendum.				
2	The Board of Education will educate and inform itself of the Every Student Succeeds Act (ESSA) and its impact on South Lewis Central School District.				
3					