

MISSION STATEMENT AND VISION

The Board of Education recognizes that to govern effectively, it must clearly define why the district exists and what it aspires to be. The Board therefore adopts the following mission statement to convey the district's purpose, and vision to set forth what the district should strive to become in the future.

Mission Statement

Our mission is to nurture and enrich our students' natural delight in learning and in the powers of mind and body. Each child's awakening into confident young adulthood requires guided engagement with vital ideas and events of the past to realize fresh possibilities and discoveries for the future.

We aspire to foster in our students those qualities of character consonant with the ideals of a democratic society. We are committed to reaching beyond routine expectations in a learning environment that encourages inquiry and builds its daily practice upon respect for oneself and others.

Vision

North Shore supports the belief that we are a community of learners, (students, teachers, parents and community members), where each member of the community is committed to the learning of all individuals. Our schools shall provide a well-articulated program that meets the needs of each of our students for life and work in a "knowledge society," in a fashion that reflects North Shore's philosophy of education; is developmentally appropriate; and is properly responsive to state and national standards as well as the views of discipline-based professional organizations.

The Board recognizes that while the vision is intended to be a long-range statement of the ideal future for the district, it still requires continual evaluation. Accordingly, the Board will review the vision statement annually in developing the district's annual goals.

Cross-ref: 0300, Accountability

Adoption date: June 15, 2006

Equal Opportunity

The Board of Education, its officers and employees, shall not discriminate against any individual on the basis of actual or perceived age, race, creed, color, national origin, sexual orientation, military status, gender (including gender identity), sex, disability, predisposing genetic characteristics, marital status or domestic violence victim status. The School District will provide notice of this policy in accordance with federal and state laws and applicable regulations.

This policy of nondiscrimination includes access by students to educational programs, counseling services for students, course offerings, and student programs and activities, community and youth programs, including but not limited to the Boy Scouts and Girl Scouts, as well as recruitment and appointment of employees and employment pay, benefits, advancement and/or terminations.

Additionally, to promote the district website's accessibility to staff, students, and members of the community with disabilities, the district will maintain a website that is accessible (or contains accessible alternatives) on perceivability, operability and understandability principles. The Coordinator of Educational Services or his/her designee is responsible for considering the following when developing or updating the district website:

- Adding the text equivalent to every image;
- Posting documents in a text-based format such as HTML or RTF in addition to PDFs;
- Avoiding dictating colors and font settings;
- Including audio descriptions and captions to videos;
- Identifying other barriers to access; and
- Making other considerations when developing the district's website.

A finding that an individual has engaged in conduct in violation of this policy may result in disciplinary action and/or filing of a report with third parties in the manner prescribed by the District Code of Conduct, the law or applicable contract.

Annual notification:

At the beginning of each school year, the School District shall publish notice of the established grievance procedures for resolving complaints of discrimination to parents/guardians, employees, eligible students and the community. The public notice shall:

- a. Inform parents, employees, students and the community that education programs, including but not limited to vocational programs, are offered in a non-discriminatory fashion.

- b. Provide the name, address and telephone number of the person designated to coordinate activities concerning discrimination; and
- c. Be included in announcements, bulletins, catalogues, the school calendar, student and staff handbooks and applications for employment and shall be posted in each school and facility in the school district.

The Superintendent of Schools or his/her designee shall establish regulations and procedures for presenting problems or appealing decisions which affect individual students, in accordance with applicable statutory requirements, and for the resolution of complaints or grievances which may affect the student body.

All complainants and those who participate in the investigation of a complaint in conformity with federal or state laws, regulations, or School District policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

Cross-ref:

Ref: Americans with Disabilities Act, 42 U.S.C. § 12101 *et seq.*
 Title VI, Civil Rights Act of 1964, 42 U.S.C. § 2000d *et seq.*, § 2000e *et seq.*
 Title VII, Civil Rights Act of 1964, 42 U.S.C. Age Discrimination Act of 1975,
 § 42 U.S.C. 6101 *et seq.*
 Title IX, Education Amendments of 1972, 20 U.S.C. § 1681 *et seq.*
 § 504, Rehabilitation Act of 1973, 29 U.S.C. § 794
 Individuals with Disabilities Education Law, 20 U.S.C. §§ 1400 *et seq.*
 Boy Scouts of America Equal Access Act, 20 U.S.C. § 7905
 Executive Law § 290 *et seq.* (New York State Human Rights Law)
 Education Law §§ 313(3), 3201, 3201-a

Adoption date: June 14, 2018

Equal Opportunity Regulation

Definitions

1. Grievant shall mean an individual who alleges that they have been discriminated against in violation of the law.
2. Grievance shall mean any allegation of discrimination in violation of state or federal law.
3. Compliance Officer shall mean the employee designated by the Board of Education to coordinate efforts to comply with and carry out responsibilities in connection with a claim of discrimination under applicable law.
4. Representative shall mean any person designated by the grievant as his/her counsel or to act in his/her behalf.

Individual complaints and grievances shall be handled in accordance with the following guidelines:

Stages

A. Stage I – Compliance Officer

1. Within thirty (30) days after the events giving rise to the grievance, the grievant shall file a grievance in writing with the Compliance Officer. The Compliance Officer may informally discuss the grievance with the grievant. He/She shall promptly investigate the complaint. All employees of the School District shall cooperate with the Compliance Office in such investigation.
2. Within fifteen (15) days of the receipt of the grievance, the Compliance Officer shall make a finding in writing that there has or has not been a violation of applicable law. In the event the Compliance Officer finds that there has been a violation, he/she shall propose a resolution of the complaint.
3. If the grievant is not satisfied with the finding of the Compliance Officer, or with the proposed resolution of the grievance, the grievant may, within fifteen (15) days after he/she has received the report of the Compliance Officer, file a written request for review by the Superintendent of Schools.

B. Stage II – Superintendent of Schools

1. The Superintendent of Schools may request that the grievant, the Compliance Officer, or any member of the school district staff present a written statement to him/her setting forth any information that such person has relative to the grievance and the facts surrounding it.
2. The Superintendent of Schools shall notify all parties concerned as to the time and place when an informal hearing will be held where such parties may appear and present oral and written statement supplementing their position in the case. The Superintendent of Schools shall hold such conference within fifteen (15) school days of the receipt of the appeal by the Superintendent.

3. Within fifteen (15) days of the hearing, the Superintendent of Schools shall render his/her determination in writing. Such determination shall include a finding that there has or has not been a violation of applicable law and a proposal for equitably resolving the complaint.
4. If the grievant is not satisfied with the determination of the Superintendent of Schools, the grievant may, within fifteen (15) days after its receipt, file with the Clerk of the Board of Education, a written request for review by the Board.

C. Stage III – Board of Education

1. When a request for review by the Board of Education has been made, the Superintendent of Schools shall submit all written statements and other materials concerning the case to the President of the Board of Education to be made available to the members of the Board of Education for their respective review in connection with the same applicable.
2. The Board of Education shall notify all parties concerned of the time and place when a hearing will be held. Such hearing will be held within fifteen (15) school days of the receipt of the request of the grievant. All parties concerned shall have the right to present further statements and testimony at such hearing.
3. The Board of Education shall render a decision in writing within fifteen (15) days after the hearing has been concluded.

In addition to the above, individuals may contact the Office for Civil Rights at:

United States Department of Education
Office for Civil Rights
32 Old Slip, 26th Floor
New York, New York 10005
(646) 428-3800

Distribution of the Grievance Procedure

A copy of the procedure shall be distributed to all employees and to all students or their parents/guardians. A copy of this procedure shall be available for public inspection at reasonable times with the District Clerk and/or at the office of the Compliance Officer.

Adoption date: June 14, 2018

Sexual Harassment

The Board of Education recognizes that harassment of students and staff on the basis of sex, gender, gender identity, gender expression and/or sexual orientation is abusive and illegal behavior that harms victims and negatively impacts the school culture by creating an environment of fear, distrust, intimidation and intolerance. The Board of Education further recognizes that preventing and remedying such harassment in schools is essential to ensure a healthy, nondiscriminatory environment in which students can learn and employees can work productively.

The Board of Education is committed to providing an educational and working environment that promotes respect, dignity and equality and that is free from all forms of sexual harassment. To this end, the Board of Education condemns and strictly prohibits all forms of sexual harassment on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at locations outside the district.

Because sexual harassment can occur staff to student, staff to staff, student to student, male to female, female to male, male to male or female to female, it shall be a violation of this policy for any student, employee or third party (school visitor, vendor, etc.) to sexually harass any student or employee.

In order for the Board of Education to effectively enforce this policy and to take prompt corrective measures, it is essential that all victims of sexual harassment and persons with knowledge of sexual harassment report the harassment immediately. The School District will promptly investigate all complaints of sexual harassment, formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner. Limited disclosure may be necessary to complete a thorough investigation.

If, after appropriate investigation, the School District finds that a student, an employee or a third party has violated this policy, prompt corrective action will be taken in accordance with the applicable collective bargaining agreement, district policy and state law.

All complainants and those who participate in the investigation of a complaint of sexual harassment have the right to be free from retaliation of any kind. Any act of retaliation against any person who complains of sexual harassment, is prohibited and illegal, and therefore subject to disciplinary action. Likewise, retaliation against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing concerning a sexual harassment complaint is prohibited.

The Superintendent of Schools is directed to develop and implement regulations for reporting, investigating and remedying allegations of sexual harassment. These regulations are to be attached to this policy.

In addition, training programs shall be established for students and employees to raise awareness of the issues surrounding sexual harassment and to implement preventative measures to help reduce incidents of sexual harassment including but not limited to the following:

1. All students and employee shall be informed of this policy in student and employee handbooks and student registration materials. A poster summarizing the policy shall be posted in a prominent location at each school. All secondary student body officers shall receive district training about the policy at the beginning of each school year.
2. All new employees shall receive information about the policy and procedures concerning the prohibition against sexual harassment at new employee orientation. All other employees shall be provided information at least once a year regarding this policy and school district's commitment to a harassment-free learning and working environment. Principals, Title IX Officer/Coordinators, and other administrative employees who have specific responsibilities for investigating and resolving complaints of sexual harassment shall receive a yearly training on this policy, procedures and related legal developments.
3. Program directors and principals in each school shall be responsible for informing students and staff on a yearly basis of the terms of this policy, including procedures established for investigation and resolution of complaints, general issues surrounding sexual harassment, the rights and responsibilities of students and employees, and the impact of sexual harassment on the victim.

This policy shall be posted in a prominent place in each School District facility and shall also be published in student registration materials, student, parent and employee handbooks, and other appropriate school publications.

A committee of administrators, teachers, parents, and students shall be convened annually to review this policy's effectiveness and compliance with applicable state and federal law, and to recommend revisions to Board.

Cross Ref: Policy 0100 Sexual Harassment
Policy 0115 Dignity for All Students
Policy 5300 Code of Conduct

Ref: Education Amendments of 1972, Title IX, 20 U.S.C. §1681 *et seq.*
Title VII of Civil Rights Act (1964), 42 U.S.C. §2000-e; 34 CFR §100 *et seq.*

Adoption Date: June 14, 2018

**NORTH SHORE CENTRAL SCHOOL DISTRICT
Sea Cliff, New York**

**SEXUAL HARASSMENT
FORMAL COMPLAINT FORM**

Name and position of complainant _____

Date of complaint _____

Name of alleged sexual harasser _____

Date of incident _____

Place of incident _____

Description of misconduct _____

Name of witnesses (if any) _____

Has the incident been reported before? _____

If yes: When? _____

To Whom? _____

What was the resolution? _____

**NORTH SHORE CENTRAL SCHOOL DISTRICT
Sea Cliff, New York**

**SEXUAL HARASSMENT
FORMAL COMPLAINT FORM**

Reasons for dissatisfaction _____

Supervisor/Compliance Officer Signature

Date _____

Complainant Signature

Date _____

**NORTH SHORE CENTRAL SCHOOL DISTRICT
Sea Cliff, New York**

**SEXUAL HARASSMENT
FORMAL APPEAL FORM**

Name and position of complainant _____

Date of appeal _____

Date of original complaint _____

Name of alleged sexual harasser _____

Have there been any prior appeals? _____

If yes: When: _____

To Whom: _____

Description of decision being appealed _____

**NORTH SHORE CENTRAL SCHOOL DISTRICT
Sea Cliff, New York**

**SEXUAL HARASSMENT
FORMAL APPEAL FORM**

Why is the decision being appealed? _____

Supervisor/Compliance Officer Signature

Date

Complainant Signature

Date

SEXUAL HARASSMENT OF STUDENTS REGULATION

The following regulation will implement the Board of Education's policy concerning sexual harassment of students.

Definition

Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communication of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of a student's participation or success in school programs or activities; or
2. submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student; or
3. such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating, hostile or offensive learning environment.

A student can be subject to sexual harassment by a student, employee, board member or any individual who foreseeably might come in contact with the student on school grounds or at school activities. Sexual harassment experienced by students is not always easily recognized. The following are examples of sexual harassment one should be aware of when dealing with a complaint of alleged sexual harassment:

1. unwanted sexual behavior, which may include, but is not limited to touching, verbal comments, sexual name calling, spreading sexual rumors, comments regarding an individual's sexual orientation, gestures, jokes, pictures, leers, overly personal conversation, cornering or blocking student's movement, pulling at clothes, attempted rape and rape;
2. a female/male student in a predominantly male/female class subjected to sexual remarks by students or teachers who regard the comments as joking and part of the usual classroom environment;
3. impeding a student's work in a classroom based upon gender;
4. purposefully limiting or denying a student's access to educational tools, such as computers;
5. pressure for sexual activity; and
6. suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning a student's grades, etc.

Procedures

The Board of Education shall designate a Compliance Officer to carry out the District's responsibilities associated with compliance with Title IX pursuant to Policy 0100 (Equal Opportunity). In addition, the Board will designate a second individual for compliance with Title IX in regard to sexual harassment so that students who believe that they have been subjected to sexual harassment will have a second avenue of complaint, if the alleged harasser is the Compliance Officer.

The Superintendent of Schools shall notify all students and employees of the name, office, address and telephone number of both designees. In addition, the Board of Education through this regulation has established grievance procedures that provide for prompt investigation and equitable resolution of student sexual harassment complaints.

The Superintendent of Schools shall implement specific and continuing steps to notify students, parents, employees, and prospective students or employees that the school district does not discriminate on the basis of sex in the educational programs or activities which it operates as required by Title IX. Such notification shall include publication in: local newspapers; newspapers and magazines operated by the School District or by student, alumnae, or alumni groups for or in connection with the School District; and memoranda or other written communications distributed to every student and employee.

All reports of sexual harassment will be held in confidence, subject to all applicable laws and any relevant provisions found in the School District's policy manual and collective bargaining agreements.

Consistent with federal and state law, and all applicable provisions contained in the School District's policy manual and collective bargaining agreements, the following procedures shall be employed in handling any report, investigation and remedial action concerning allegations of sexual harassment:

Students who believe they have been subjected to sexual harassment are to report the incident to the Compliance Officer or the second designee as described above. The Compliance Officer or designee shall notify the Building Principal and the Superintendent of Schools of all complaints. The student can pursue his/her complaint informally or file a formal complaint.

Investigation of a Complaint

Upon receipt of a formal or informal complaint, a prompt, thorough and impartial investigation of the allegations must follow. This investigation is to be conducted diligently. All witnesses shall be interviewed and if requested, the victim shall speak with an individual of the same sex. Complainants are to be notified of the outcome of the investigation.

Informal Complaints

In addition to notification to the Compliance Officer or the Board of Education's designee as described above, students who believe they have been subjected to sexual harassment may request that an informal hearing be held between themselves and the Building Principal or Superintendent of Schools. The student may also request a meeting with a counselor or administrator of the same sex. Parents or guardians of the student shall be notified of their right to attend the interview with their child. The purpose of such a meeting will be to discuss the allegations and remedial steps available.

The Building Principal or Superintendent of Schools will then promptly discuss the complaint with the alleged harasser. The alleged harasser shall be informed of his/her right to representation by counsel. Should the alleged harasser deny the allegations, the Building Principal or Superintendent of Schools is to inform the complainant of the denial and request a formal written complaint to file with his/her report to the next level of management on what has transpired to date. If the complainant submits a formal complaint, a copy of the complaint shall accompany the Building Principal's or Superintendent's report with a recommendation for further action.

Should the harasser admit the allegations, the Building Principal or Superintendent of Schools is to obtain a written assurance that the unwelcome behavior will stop. Depending on the severity of the charges, the Building Principal or Superintendent of Schools may impose further disciplinary action. Thereafter, the Building Principal or Superintendent of Schools is to prepare a written report of the incident and inform the complainant of the resolution. The complainant is to indicate on the report whether or not he/she is satisfied with the resolution.

If the complainant is satisfied with the resolution, the incident will be deemed closed. However, the complaint may be reopened for investigation if a recurrence of sexual harassment is reported. The Building Principal or Superintendent of Schools is to inform the complainant to report any recurrence of the harassment or any retaliatory action that might occur. Should the complainant be dissatisfied with the resolution, he/she is to file a formal written complaint.

If during the Building Principal or Superintendent of Schools informal attempt to resolve the complaint, the alleged harasser admits the allegations but refuses to give assurance that he/she will refrain from the unwelcome behavior, the Building Principal or Superintendent of Schools is to file a report with the next appropriate level in the complaint procedure. The report is to indicate the nature of the complaint, a description of what occurred when the Building Principal or Superintendent of Schools informed the alleged harasser of the allegations against him/her, the harasser's response to the allegations, and a recommendation that stronger corrective measures be taken. This report should be accompanied by a student's formal complaint.

Formal Complaints

Formal complaints may be submitted either to initially report any incidence or sexual harassment, or as a follow-up to an unsatisfactory resolution of an informal attempt to resolve a complaint. In the latter case, the formal written complaint is to be submitted to the Building Principal or Superintendent of Schools originally consulted, who will then forward it to the next appropriate level of management, e.g. the Superintendent of Schools or the Board of Education, for appropriate action.

The formal written complaint will consist of any appropriate forms and a copy of any applicable Building Principal or Superintendent of Schools reports. The appropriate forms solicit the specifics of the complaint, e.g., date and place of incident, description of sexual misconduct, names of any witnesses, and any previous action taken to resolve the matter.

The Superintendent of Schools or the Board of Education shall take immediate appropriate and corrective action upon a determination of sexual harassment. The Superintendent of Schools or the Board of Education shall notify the complainant of any findings and action taken.

Remedial Action

If the investigation reveals the sexual harassment has occurred, appropriate sanctions will be imposed in a manner consistent with any applicable law, district policies and regulations and/or collective bargaining agreements. Depending on the gravity of the misconduct, sanctions may range from a reprimand up to and including dismissal of an employee or suspension of a student.

Anyone subjecting complainants or witnesses to any form of retaliation will also be subject to disciplinary action in the manner prescribed by law and consistent with any applicable provisions in the district's policy manual or collective bargaining agreements. If the investigation reveals that no sexual harassment has occurred, or if the complainant is not satisfied with the remedial action taken after a finding of sexual harassment, the complainant may appeal to the next appropriate level in the complaint procedure. The appeal must include a copy of the original complaint, all relevant reports, the specific action being appealed, and an explanation of why the complainant is appealing.

Post Remedial Action

Following a finding of sexual harassment, victims will be periodically interviewed by the appropriate Building Principal or Superintendent of Schools to determine that the harassment has not resumed and that no retaliatory action has occurred. In the discretion of the School District, these follow-up interviews will continue for an appropriate period of time. A report will be made of any victim's response.

In recognition of the trauma experienced by victims of sexual harassment, the victims will be referred to an appropriate local counseling service.

Complaint Records

Upon written request, complainants should receive a copy of any resolution reports filed by the Building Principal or Superintendent of Schools concerning his/her complaint. Upon substantiation, copies should also be filed with the student or employment records of both the complainant and the alleged harasser.

Investigation in the Absence of a Complaint

The Board of Education will, in the absence of a victim's complaint, commence an investigation with the appropriate individuals, upon learning of, or having reason to suspect, the occurrence of any sexual harassment.

Adopted: June 14, 2018

SEXUAL HARASSMENT OF EMPLOYEES

The following regulation will implement the Board of Education's policy concerning sexual harassment of employees.

An employee can be subject to sexual harassment by another employee, a Board member or any individual who foreseeably may come into contact with the employee on school grounds or at any school-sponsored activities.

Definitions

Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communication of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or advancement; or
2. submission to or rejection of such conduct by an employee is used as the basis for decisions affecting the employee; or
3. such conduct has the purpose or effect of unreasonably interfering with an employee's performance or creating an intimidating, hostile or offensive working environment.

Immediate supervisor shall mean the person to whom the employee is directly responsible (e.g. Department Head, Building Principal).

Examples

Sexual harassment may include, but is not limited to the following:

1. unwanted sexual behavior, which may include but is not limited to touching, verbal comments, sexual name calling, spreading sexual rumors, comments regarding an individual's sexual orientation, gestures, jokes, pictures, leers, overly personal conversation, cornering or blocking an individual's movement, pulling at clothes, attempted rape and rape;
2. pressure for sexual activity; and
3. suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's job, etc.

Procedures

Employees who believe they have been subjected to sexual harassment are to report the incident to the Compliance Officer designated by the Board of Education to coordinate efforts to comply with Title IX and their immediate supervisor. Should the immediate supervisor be the alleged harasser, the report shall be made to the next level of management. Incidents of sexual harassment may be reported informally or through the filing of a formal complaint.

All reports of sexual harassment will be held in confidence subject to all applicable laws and any relevant provisions found in the district's collective bargaining agreements.

Consistent with federal and state law, and all applicable provisions contained in the District's collective bargaining agreements, the following procedures shall be employed in handling any report, investigation and remedial action concerning allegations of sexual harassment.

Informal Complaints

Employees who believe they have been subjected to sexual harassment may request that an informal meeting be held between themselves and the appropriate supervisor/compliance officer. The purpose of such a meeting will be to discuss the allegations and remedial steps available. The supervisor will then promptly discuss the complaint with the alleged harasser. Should the harasser admit the allegations, the supervisor is to obtain a written assurance that the unwelcome behavior will stop. Depending on the severity of the charges, the supervisor may recommend that further disciplinary action be taken. If the supervisor or compliance officer is the alleged harasser, the employee shall report the harassment to the next level of management.

Thereafter, the supervisor/compliance officer is to prepare a written report of the incident and inform the complainant of the resolution. The complainant is to indicate on the supervisor's/compliance officer's report whether or not he/she is satisfied with the resolution.

If the complainant is satisfied with the resolution, the incident will be deemed closed. However, the complaint may be reopened for investigation if a recurrence of sexual harassment is reported. The supervisor/compliance officer is to inform the complainant to report any recurrence of the harassment or any retaliatory action that might occur.

Should the complainant be dissatisfied with the resolution, he/she is to file a formal written complaint.

If during the supervisor's/compliance officer's informal attempt to resolve the complaint, the alleged harasser admits the allegations but refuses to give assurance that he/she will refrain from the unwelcome behavior, the supervisor/compliance officer is to file a report with the next appropriate level of management.

The report is to indicate the nature of the complaint, a description of what occurred when the supervisor/compliance officer informed the alleged harasser of the allegations against him/her, the harasser's response to the allegations, and a

recommendation that stronger corrective measures be taken. This report should be accompanied by a formal complaint.

Should the alleged harasser deny the allegations, the supervisor/compliance officer is to inform the complainant of the denial and state that a formal written complaint will be required for further informal investigation. The supervisor/compliance officer will file a report with the next level of management or what has transpired to date. If the complainant submits a formal complaint, a copy of it should accompany the supervisor's/compliance officer's report with a recommendation for further action.

Formal Complaints

Formal complaints may be submitted either to initially report any incidence of sexual harassment, or as a follow-up to an unsatisfactory resolution of an informal attempt to resolve a complaint. In the latter case, the formal written complaint is to be submitted to the supervisor/compliance officer originally consulted, who will then forward it to the next appropriate level of management, e.g., the Assistant Superintendent for Pupil Services and Personnel, the Assistant Superintendent for Curriculum and Instruction, the Assistant Superintendent for Business, and/or the Superintendent of Schools, for appropriate action.

The formal written complaint will consist of any appropriate forms and a copy of any applicable supervisor/compliance officer reports. The appropriate forms solicit the specifics of the complaint, e.g., date and place of incident, description of sexual misconduct, names of any witnesses, and any previous action taken to resolve the matter.

Investigating a Complaint

Upon receipt of a formal or informal complaint, a prompt, thorough and impartial investigation of the allegations must follow. This investigation is to be conducted diligently. Complainants are to be notified of the outcome of the investigation.

Investigation in the Absence of a Complaint

The Board of Education will, in the absence of a victim's complaint, ensure that an investigation is commenced by the appropriate individuals, upon learning of, or having reason to suspect, the occurrence of any sexual harassment.

Remedial Action

If the investigation reveals that sexual harassment has occurred, appropriate sanctions will be imposed in a manner consistent with any applicable law and collective bargaining agreements. Depending on the gravity of the misconduct, these may range from a reprimand up to and including dismissal from employment.

Anyone subjecting complainants or witnesses to any form of retaliation will also be subject to disciplinary action in the manner prescribed by law and consistent with any applicable provisions in the School District's collective bargaining agreements.

If the investigation reveals that no sexual harassment has occurred, or if the complainant is not satisfied with the remedial action taken after a finding of sexual harassment, the complainant may appeal to the next appropriate level in the complaint procedure. The appeal must include a copy of the original complaint, all relevant reports, the specific action being appealed, and an explanation of why the complainant is appealing.

Post Remedial Action

Following a finding of sexual harassment, victims will be periodically interviewed by the appropriate supervisory personnel to ensure that the harassment has not resumed and that no retaliatory action has occurred. In the discretion of the district, these follow-up interviews will continue for an appropriate period of time. A report will be made of any victim's response.

In recognition of the trauma experienced by victims of sexual harassment, the victims will be referred to an appropriate local counseling service or the Employee Assistant Program.

Complaint Records

Upon written request, complainants should receive a copy of any resolution reports filed by the supervisor/compliance officer concerning his/her complaint. Upon substantiation, copies should also be filed with the employment records of both the complainant and the alleged harasser.

Adopted: June 14, 2018

Dignity for All

The Board of Education is committed to providing a positive, safe and supportive learning environment where students are free from bullying, harassment and discrimination.

“Harassment” and “Bullying” are the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying shall include, but not be limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. For the purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.

“Cyberbullying” shall mean harassment or bullying as defined above, where such harassment or bullying occurs through any form of electronic communication.

The Board of Education aims to foster an educational setting wherein all students are treated with respect and dignity.

The Board of Education acknowledges that bullying and other forms of harassment or discrimination are disruptive and harmful to our students. Because bullying and other forms of harassment or discrimination are detrimental to our learning environment, our sense of community, and an individual's well-being, the Board of Education does not and will not condone bullying, harassment or discrimination of any kind. The School District strictly prohibits all forms of bullying, harassment and discrimination of students by District employees or students on school property or at school functions, regardless of whether they are conducted on the premises of the School District. The School District also prohibits all forms of off-campus bullying, harassment or discrimination including, but not limited to, “cyber-bullying,” which may include the use of instant messaging, e-mail, websites, chat rooms and text messaging or other form of electronic communication, or other acts in violation of this policy when such acts occur off school property and create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

The Dignity Act Coordinator is the school employee charged with receiving reports of harassment, bullying and discrimination.

Any student who believes that he or she is being bullied, harassed or discriminated against, or who has knowledge of bullying, harassing or discriminating behavior should report it. Students may make oral or written reports of bullying, harassment or discrimination to any staff member.

All School District personnel are responsible for taking action if they become aware of any bullying, harassment or discrimination against a student. Staff members must make an oral report promptly of all complaints of bullying, harassment, and discrimination that they receive from students or others, whether oral or written, as well as any instances of bullying, harassment or discrimination that they are aware of, to the Dignity Act Coordinator not later than one (1) school day after receipt of a report or witnessing an incident and must file a written report with the Dignity Act Coordinator not later than two (2) school days after making the oral report.

Bullying, harassment or discrimination of a sexual nature, as defined by the School District's sexual harassment policy, must be reported to the School District's Title IX officer. Bullying, harassment or discrimination which involves criminal activity, or where there is reasonable belief that criminal activity may occur, must be immediately reported to the Principal. If the Principal believes that any harassment, bullying or discrimination constitutes criminal conduct, he/she shall promptly notify the appropriate local law enforcement agency. To the extent possible, allegations of bullying, harassment or discrimination will be kept confidential; however, the School District reserves the right to disclose the identity of the parties and witnesses in appropriate circumstances to individuals with a need to know.

The Dignity Act Coordinator will lead the investigation of all reports of harassment, bullying and discrimination and will complete each investigation promptly after receipt of any written report. All reports of bullying, harassment or discrimination will be thoroughly investigated and prompt action will be taken by the school where the incident occurred to address the verified allegations, including the imposition of appropriate disciplinary measures in accordance with applicable law and the School District's Code of Conduct. Actions will be reasonably calculated to end the harassment, bullying or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of behavior, and provide for the safety of the student(s) against whom the bullying, harassment or discrimination was directed. Actions shall be consistent with the guidelines created by the School District, in accordance with law and this policy, for measured, balanced and age-appropriate responses to instances of harassment, bullying and discrimination.

All Principals and Dignity Act Coordinators shall make regular reports to the Superintendent of Schools on data and trends related to harassment, bullying and discrimination in their schools.

The School District expressly prohibits any retaliation against complainants, victims, witnesses and/or any individuals who initiate, testify, participate or assist in the investigation of any allegation or report of bullying, harassment or discrimination. The School District's administrators will monitor participants in investigations and victims of bullying, harassment or discrimination to determine that the behavior has ceased, no retaliation has occurred and support or counseling has been afforded to the involved individuals, as needed.

The School District will create guidelines for training and will provide training to staff, in accordance with the requirements of state law and the Regulations of the Commissioner of Education, which will include, but not be limited to: raising awareness and sensitivity to potential bullying, harassment or discrimination and the effects of bullying, harassment or discrimination, including cyberbullying, on students; enabling staff to prevent and respond to incidents of bullying, harassment or discrimination; addressing social patterns of harassment, bullying and/or discrimination, the identification and mitigation of such acts, and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings; effectively implementing school policy on conduct and discipline; and including safe and supportive school climate concepts in curriculum and classroom management.

The School District will include in the course of instruction in grades kindergarten through twelve a component on civility, citizenship and character education. Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, with an emphasis on discouraging acts of harassment, bullying and discrimination, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community. The component shall support the development of a school environment free of harassment, bullying and discrimination and shall also include instruction on the safe, responsible use of the internet and electronic communications. For purposes of this policy, "tolerance," "respect for others" and "dignity" shall include awareness and sensitivity to bullying, discrimination or harassment and civility in the relations of people of different races, colors, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, genders and sexes.

In accordance with state law, the Superintendent of Schools or his/her designee will designate at least one (1) staff member at every school as a Dignity Act Coordinator who is approved by the Board and who will be instructed in the provisions of the Dignity for All Students Act; thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex; and provided training: (1) which addresses the social patterns

of harassment, bullying and discrimination, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex; (2) in the identification and mitigation of harassment, bullying and discrimination; and (3) in strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings. Each Coordinator shall be employed by the School District and be licensed and/or certified by the Commissioner as a classroom teacher, school counselor, school psychologist, school nurse, school social worker, school administrator or supervisor, or Superintendent of Schools. The name and contact information of the Dignity Act Coordinator shall be disseminated in accordance with state law and the Commissioner's Regulations.

The Superintendent of Schools or his/her designee shall develop and implement a school strategy to prevent harassment, bullying and discrimination as well as procedures and guidelines, as needed, to fulfill the purpose of this policy in the School District, including intervention and non-discriminatory instructional and counseling methods and guidelines relating to the development of measured, balanced and age-appropriate responses to instances of harassment, bullying or discrimination by students, with remedies and procedures following a progressive model that make appropriate use of intervention, discipline and education, vary in method according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors, and are consistent with the School District's Code of Conduct.

The School District will maintain current versions of this policy on its website and require that at least once during each school year, each school provide its employees, students and parents with a written or electronic copy of this policy, or a plain-language summary thereof, including the notification process by which students, parents and school employees may report harassment, bullying and discrimination.

The School District shall report material incidents of discrimination, bullying and harassment of students to the Department of Education as mandated by the Regulations of the Commissioner of Education, but in no case less than on an annual basis.

Cross Ref: Policy 0100 Equal Opportunity
Policy 0110 Sexual Harassment
Policy 5300 Code of Conduct

Ref: Education Law, Article 2
Education Law § 801-a
8 NYCRR §§ 100.2(c), (jj), (kk)

Adoption Date: June 14, 2018

HIV/AIDS

The Board of Education recognizes the public concern over the health issues surrounding Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS). The Board recognizes, based upon the current state of medical knowledge, that the virus associated with AIDS is not easily transmitted and there is no evidence that AIDS or the HIV virus can be transmitted by casual social contact in the open school setting.

The Board further recognizes the privacy rights of students diagnosed with HIV infection or AIDS and their right to a free appropriate public education; the rights of HIV infected employees to privacy and reasonable accommodations; the rights of all non-infected individuals to a safe environment free of any significant risks to their health; and the rights of all students to instruction regarding the nature, transmission, prevention, and treatment of HIV infection, pursuant to the Commissioner's Regulation, Part 135.3.

No individual shall be denied access to any program or activity sponsored by or conducted on the grounds of the district, solely on the basis of his/her status as an HIV-infected individual.

Students

It is the policy of the Board that:

1. A student's education shall not be interrupted or curtailed solely on the basis of his/her HIV status. HIV-infected students shall be afforded the same rights, privileges, and services available to every other student.
2. No student shall be referred to the Committee on Special Education solely on the basis of his/her HIV status. A student who is infected with HIV shall be referred to the Committee on Special Education (CSE) only when the student's disability interferes with his/her ability to benefit from instruction. Such referral shall be made in accordance with Part 200 of Commissioner's Regulations.
3. If a student who is HIV-infected requires special accommodations to enable him/her to continue to attend school, the student shall be referred to the appropriate multi-disciplinary team as required by §504 of the Rehabilitation Act.
4. No disclosure of HIV-related information involving a student shall be made without first obtaining the informed consent of the parent, guardian or student on the Department of Health (DOH) approved form.

Employees

It is the policy of the Board that:

1. No employees shall be prevented from continuing in his/her employment solely on the basis of his/her HIV status; such employees are entitled to all rights, privileges, and services accorded to other employees and shall be entitled to reasonable accommodations to the extent that such accommodations enable such individuals to perform their duties.
2. No disciplinary action or other adverse action shall be taken against any employee solely on the basis of his/her status as an HIV infected or a person with AIDS. Such action will only be taken where, even with the provision of reasonable accommodations, the individual is unable to perform his/her duties.
3. All employees shall have access to the district's exposure control plan as required by the federal Office of Safety and Health Association (OSHA).
4. In accordance with OSHA regulations, training in universal precautions and infection control shall be offered to all employees and shall be provided to every employee with potential occupational exposure.

Confidentiality

Any information obtained regarding the HIV status of an individual connected to the school shall not be released to third parties, except to those persons who are:

1. named on an Authorization for Release of Confidential HIV Related Information form;
2. named in a special HIV court order; or
3. as indicated in Public Health Law §2782, when necessary to provide health care to the individual (i.e., to the school physician and the school nurse).

Any employee who breaches the confidentiality of a person who is HIV infected shall be subject to disciplinary action in accordance with applicable law and/or collective bargaining agreement.

To protect the confidentiality of an HIV infected individual, any documents identifying the HIV status of such individuals shall be maintained by the school nurse (or another authorized individual) in a secure file, separate from the individual's regular file. Access to such file shall be granted only to those persons named on the Department of Health approved Authorization for Release of Confidential HIV Related Information form, or through a special HIV court order. When information is disclosed, a statement prohibiting further redisclosure, except when in compliance with the law, must accompany the disclosure.

HIV/AIDS Testing

No school official shall require a student or employee to undergo an HIV antibody test or other HIV-related test. In accordance with OSHA regulations in the event of an incident involving the exposure of individuals to a potentially infectious body fluids of another individual, particularly blood or any other fluid which contains visible blood, an HIV test may be requested but NOT required. The request and refusal must be documented.

However, school officials shall not be precluded from requiring a student or employee to undergo a physical examination pursuant to Education Law §§903 and 913, when other illness is suspected (e.g., tuberculosis), as long as no HIV antibody test or other HIV-related test is administered without the individual's informed consent as required by Public Health Law §27-F.

To implement this policy, the Superintendent of Schools is directed to arrange for staff training, to distribute copies of this policy to all employees of the district, and to include it in the district's student handbook, and to establish an advisory council to make recommendations on the development, implementation, and evaluation of HIV/AIDS instruction as a part of comprehensive health education.

Cross-ref: 5420, Student Health Services

Ref: 29 USC §§794 et seq. (Rehabilitation Act of 1973)
 20 USC §§1400 et seq. (Individuals with Disabilities Education Act)
 42 U.S.C. §12132, et seq. (Americans with Disabilities Act)
 34 CFR Part 104
 29 CFR Part 1910.1030
 Executive Law §296 (Human Rights Law)
 Education Law §§903; 913
 Public Health Law, Article 27-F
 8 NYCRR §§29.1(g); 135.3; 136.3

An Implementation Package for HIV/AIDS Policy in New York State School Districts, NYS HIV/AIDS Prevention Education Program, 6/17/98.

Adoption date: June 15, 2006

Revised: December 15, 2011

ACCOUNTABILITY

The Board of Education acknowledges that it is directly accountable to the community it has been elected to serve, and is committed to engaging in a continuous assessment of all district conditions affecting education.

The Board recognizes that a comprehensive accountability system is necessary to improve the effectiveness of the district's schools by keeping the primary focus on student achievement and on what can and should be done to improve that achievement.

Consistent with its obligations and commitments, the Board will:

1. Request regular reports on student progress and needs, based on a variety of assessments to evaluate the quality and equity of education in the district, including instruction, services, and facilities.
2. Evaluate the Superintendent's performance in accordance with policy 0320, Evaluation of the Superintendent.
3. Evaluate the Board's performance in accordance with policy 0310, Board Self-Evaluation.
4. Participate in collaboration with the Superintendent to establish and evaluate progress toward the achievement of district long- and short-term goals and ensure that board policies and resources effectively support the district vision.
5. Provide appropriate staff and board training opportunities.
6. Fulfill governance responsibilities as required by state and federal law.

The Board acknowledges that publicizing the district's progress and performance is important to maintaining the community's trust and support. The Board is committed to keeping the public aware of such progress and performance on a regular basis.

Cross-ref: 0000, Mission Statement and Vision
0310, Board Self-Evaluation
0320, Evaluation of the Superintendent
1000, Community Relations Goals

Adoption date: June 15, 2006

Revised: June 14, 2018

BOARD SELF-EVALUATION

The Board of Education is committed to the continuous improvement of the district and its own functioning. Accordingly, the members of the Board shall conduct a self-evaluation annually, during the month of June to determine the degree to which they are adhering to their responsibilities as Board members, following established procedures and protocols and the needs of their educational community.

This self-evaluation shall be positive, frank and honest, and shall focus on evaluating the Board as a whole, not as individuals. The self-evaluation shall be based on the goals the Board sets for itself, not on goals it sets for the entire district. The results of the evaluation shall be used to establish priorities for action and specific goals and objectives to strengthen the operation of the Board.

The Board shall use the North Shore Schools Board of Education Self-Evaluation Instrument, as described in regulation exhibit 0310-E

Adoption date: June 15, 2006

Revised: June 14, 2018

**EVALUATION OF SCHOOL BOARD
OPERATIONAL PROCEDURES EXHIBIT**

BOARD OF EDUCATION SELF-ASSESSMENT

Pre-Assessment Activities

1. Provide each Board member (and Superintendent, if desired) with a copy of the Board self-assessment at the Board meeting preceding the Board self-evaluation meeting.
2. Instruct the Board to complete the assessment by rating each item (using a scale of 1-5 in which 5 is the highest).
3. Ask the members to return the completed form to the Board President and/or Vice President by a certain date before the assessment session.

Assessment Analysis (performed by President and/or Vice President)

1. Using a blank assessment instrument, list each Board member's rating for each item next to the item. When this instrument is complete with all members' ratings noted, it will be the summary assessment instrument.
2. After listing the ratings of all members next to each item, begin to note the following:
 - a. for items that receive a 3, 4, or 5, put a "+" (plus sign). These items are perceived as strengths by the group as a whole.
 - b. for items that receive a 1, 2, or 3, put a "-" (minus sign). These items are perceived as needing improvement.
 - c. For items that receive two or more ratings of 1 or 2 and other ratings of 3, 4, or 5, put a "check mark." Items with a "check mark" are those that received mixed ratings and must be discussed honestly during the assessment session.
3. Make a copy of this summary assessment instrument for all Board members and the Superintendent.

Assessment Session

This session is an open session. It can serve as a goal-setting session for Board performance, as the items needing improvement will be the basis of future Board performance goals. Those items receiving a "check mark" may become the basis for Board performance goals if, during group discussion, this is determined.

1. Share the assessment results with the Board and Superintendent. Begin with the identified strengths (+) under each category on the instrument. The strengths are important because they are the basis for improvement and accomplishing future goals.
2. Next, share those items that all Board members identified as needing improvement (-) under each category on the instrument. You will work with these in step 3.
3. Share by category all items that have a "check mark." There are mixed perceptions about these items, which may indicate an area that needs improvement. Discuss each item. When discussion is complete for an item, ask Board members to rate the item again. If the ratings are all low or again mixed, the Board should consider the item when writing goals, or at least note it as a task or behavior that needs attention by the group.

Adoption Date: June 15, 2006

Revised: December 15, 2011

EVALUATION OF THE SUPERINTENDENT

The Board of Education recognizes that student achievement, district progress and community satisfaction with the schools are all in large part affected by the superintendent's performance. The Board also recognizes the superintendent cannot function effectively without periodic feedback on performance, and is committed to ensuring that the superintendent is evaluated annually as required by Commissioner's regulations.

The purposes of the evaluation shall be to:

Gauge the district's progress toward the goals the Board has charged the superintendent to accomplish.

Provide a basis for assessing the strengths and weaknesses of the Board and the superintendent and to aid in the professional development of both parties.

Strengthen the working relationship between the Board and the superintendent.

Provide a basis for commending, rewarding and reinforcing good work.

The evaluation shall focus on the goals the Board sets for the superintendent each year as well as the duties and competencies specified in the superintendent's job description.

The form the Board uses for evaluating the superintendent, (0320-E) shall be filed in the district office and available for review by any individual no later than September 10th of each year.

Cross-ref: 3120, Duties of the Superintendent

Ref: 8 NYCRR 100.2 (o)(2)(v) (Performance review of superintendent)

Adoption date: June 15, 2006

EVALUATION OF THE SUPERINTENDENT REGULATION

Procedures for Superintendent's Evaluation

1. During the months of August and September the Superintendent will prepare a tentative statement of areas of emphasis for the following academic year. The experiences of the past year and the results of the annual evaluation will be taken into consideration.
2. Prior to the first meeting of the Board in September, Board members will prepare any recommendation for areas of emphasis. The Superintendent will distribute copies to the entire Board two weeks prior to the meeting at which the priorities for the year will be set.
3. After review of all these materials, the Board will, at or prior to the first October meeting, establish the district's priorities for the year. It may also define any other activities they wish to use in their evaluation of the Superintendent.
4. One week prior to the first regular meeting in June, the Superintendent will prepare and distribute a written report on the accomplishment of these objectives.
5. At its first regular meeting in June the Board will discuss the report with the Superintendent. This will be done in executive session and there will be ample opportunity for a full exchange of ideas.
6. In the interval between this meeting and the second session in June, the Board will prepare a written, tentative evaluation based on the annual goals and Superintendent's job description.
7. During an executive session, as part of the second meeting in June, opportunity will be provided for a full discussion of the tentative evaluation.

In light of this exchange of information the final evaluation will be prepared and submitted to the Superintendent by June 20. He(she) will have the opportunity to respond in writing by June 30 and a copy will be attached to the evaluation.

8. In addition to the original evaluation, which will be given to the Superintendent, copies will be placed in his(her) personnel file and the files of the school district clerk.

Adoption date: June 15, 2006

Revised: December 15, 2011

North Shore Central School District Superintendent Evaluation

Instructions

1. Attached are the self-evaluation forms to be completed by the superintendent rating each of the nine performance standards. A separate page is provided for each performance standard. Pages are also included to highlight positive performance areas as well as areas of focus. These forms should be distributed to the superintendent by _____ and returned no later than _____.
2. Subsequently, each board member, utilizing the forms completed by the superintendent, should rate the superintendent on all nine of the performance standards utilizing the completed self-evaluation. Each performance standard has performance indicators listed below it. These performance indicators suggest objective measurers to consider. Each performance indicator should not be evaluated separately; only the overall performance standard should be rated.
3. Board member comments in support of the ratings will be helpful during the board discussion for preparation of a summary evaluation form.
4. Please return the completed forms to the board vice-president for compilation. The vice-president will compile the results on a preliminary summary evaluation form.
5. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
6. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms so that the board speaks with one voice in evaluating the superintendent.

Standard 1: LEADERSHIP AND DISTRICT CULTURE

This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate, and understanding multicultural and ethnic differences.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 1.1 Facilitates a community process to develop and implement a shared vision that focuses on improving student achievement
- 1.2 Promotes academic rigor that focuses on learning and excellence for schools
- 1.3 Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the school's vision
- 1.4 Models learning for staff and students
- 1.5 Promotes understanding and celebrating school/community cultures
- 1.6 Promotes and expects a school-based climate of tolerance, acceptance and civility
- 1.7 Develops, implements, promotes and monitors continuous improvement processes

Please rank your performance for this standard for the 2012-2013 school year:

- | | |
|----------|--------------------------|
| 0 | UNACCEPTABLE |
| 1 | NEEDS IMPROVEMENT |
| 2 | GOOD |
| 3 | EXCELLENT |
| 4 | OUTSTANDING |

Comments:

Standard 2: POLICY AND GOVERNANCE

This standard describes the superintendent's ability to work with the board to formulate internal and external district policy, defining mutual expectations of performance with the board and demonstrating good school governance to staff, students and the community at large.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 2.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles
- 2.2 Establishes procedures for superintendent/board interpersonal and working relationships
- 2.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools
- 2.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities

Please rank your performance for this standard for the 2012-2013 school year:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments:

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

This standard emphasize the skills necessary to establish effective two-way communications and engagement with students, staff, parents, media and the community as a whole. It also stresses responding to community feedback and building community support for and engagement with the district.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 3.1 Develops formal and informal techniques to gain internal and external perceptions of district
- 3.2 Demonstrates effective communications skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments)
- 3.3 Promotes stakeholder involvement, engagement and participation in the process of schooling
- 3.4 Establishes effective school/community relations, school/business partnerships and public service
- 3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media

Please rank your performance for this standard for the 2012-2013 school year:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments:

Standard 4: ORGANIZATIONAL MANAGEMENT

This standard requires the superintendent to gather and analyze data for decision-making and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 4.1 Demonstrates budget management including financial forecasting, planning, cash-flow management, account auditing and monitoring
- 4.2 Develops and monitors long-range plans for school and district technology and information systems, making informed decisions about computer hardware and software, and staff development and training needs
- 4.3 Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs, including bond issues
- 4.4 Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma
- 4.5 Organization and implementation of new initiatives

Please rank your performance for this standard for the 2012-2013 school year:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments:

Standard 5: CURRICULUM PLANNING/DEVELOPMENT

This standard addresses the superintendent's skills in staying up-to-date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 5.1 Develops core curriculum design and delivery systems based on content and assessment standards and best practices
- 5.2 Establishes curriculum planning to anticipate occupational trends, school-to-career needs and college preparation
- 5.3 Uses child development and learning theories in the creation of developmentally appropriate curriculum and instruction
- 5.4 Includes the use of computers, the Internet, distance learning and other technologies in educational programming
- 5.5 Assesses student progress using a variety of appropriate techniques
- 5.6 Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment
- 5.7 Develops and implements assessment of any new initiatives

Please rank your performance for this standard for the 2012-2013 school year:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments:

Standard 6: INSTRUCTIONAL LEADERSHIP

Standard #5 addresses what is to be taught; this standard emphasizes *how* it should be taught. It emphasizes the skills required to ensure that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement. This standard also requires applying research and best practices with respect to diversity sensitivities.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 6.1 Collaboratively develops, implements and monitors change process to improve student and adult learning
- 6.2 Implements appropriate safety and security practices in schools
- 6.3 Formulates plan to assess appropriate teaching methods, classroom management and strategies for all learners
- 6.4 Analyzes available instructional resources including applications of technology and assigns them in cost effective and equitable manner to enhance student outcomes
- 6.5 Establishes instructional strategies that include cultural diversity and differences in learning styles
- 6.6 Applies effective methods of providing, monitoring, evaluating and reporting student achievement and uses good research and assessments to improve the learning process
- 6.7 Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures and facilities design processes to support various teaching strategies and desired student outcomes

Please rank your performance for this standard for the 2012-2013 school year:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments:

Standard 7: HUMAN RESOURCES MANAGEMENT

This standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying ethical, contractual and legal requirements personnel selection, development, retention, promotion and dismissal.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 7.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development
- 7.2 Identifies and applies appropriate policies, criteria and process for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity
- 7.3 Does not promote nepotism

Please rank your performance for this standard for the 2012-2013 school year:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments:

Standard 8: VALUES AND ETHICS OF LEADERSHIP

This standard requires the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit multicultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 8.1 Exhibits multicultural and ethnic understanding and sensitivity
- 8.2 Describes role of schooling in a democratic society
- 8.3 Manifests a professional code of ethics and demonstrates personal integrity
- 8.4 Models accepted moral and ethical standards in all interactions
- 8.5 Explores and develops ways to find common ground in dealing with difficult and divisive issues
- 8.6 Promotes the establishment of moral and ethical practices in every classroom, every school and throughout the district for students and staff

Please rank your performance for this standard for the 2012-2013 school year:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments:

Standard 9: LABOR RELATIONS

This standard requires the superintendent to provide technical advice to the board during labor negotiations, to keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 9.1 Develops bargaining strategies based upon collective bargaining laws and processes
- 9.2 Identifies contract language issues and proposes modifications
- 9.3 Participates in the collective bargaining processes as determined by the board
- 9.4 Establishes productive relationships with bargaining groups while managing contracts effectively
- 9.5 Contracts are reviewed in advance of expiring
- 9.6 Has knowledge of recently negotiated contracts in similar school districts

Please rank your performance for this standard for the _____ school year:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments:

Evaluation of Superintendent
Positive Performance Areas

Based on the summary of those areas where the Superintendent has indicated that he/she has done exceeding well, please evaluate the areas noted as well as your assessments of the results.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Evaluation of Superintendent
Areas of Focus

Based on the areas of focus identified by the Superintendent, please comment on both the areas as well as the performance goals. The Board and the Superintendent should mutually agree on these enhanced performance targets and the appropriate timeline for implementation.

1. _____

2. _____

3. _____

