

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 student, employee or applicant on the basis of race, color, national origin, creed, religion, marital status, gender, age, veteran status, sexual orientation or disability.

This policy of nondiscrimination includes access by students to educational programs, counseling services for students, course offerings, and student activities, as well as recruitment and appointment of employees and employment pay, benefits, advancement and/or terminations.

The Board authorizes the Superintendent of Schools to establish such rules, regulations and procedures necessary to implement and maintain this policy.

Cross-ref: 5030, Student Complaints and Grievances
9140.1, Staff Complaints and Grievances

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.
Title VII, Civil Rights Act of 1964, 42 U.S.C. §2000e 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, §290 et seq U.S.C. §§1400 et seq.
Executive Law §290 et seq. (New York State Human Rights Law)
Education Law §§313(3), 3201, 3201-a

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HARASSMENT

The North Shore Central School District is committed to safeguarding the right of all employees and students to work and learn in an environment that is free of harassment of a sexual, racial, religious, ethnic, disability-related, ageist, or other unlawful nature. The District does not permit such harassment, whether it is committed by administrators, teachers, staff members, students, or third parties (school visitor, vendor, etc.). Conduct that violates this policy, whether verbal or physical, will not be tolerated.

Such harassment is prohibited on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at locations outside the district.

Harassment based upon such personal characteristics as gender, race, ethnic origin, religion, disability, age, and/or sexual orientation violates federal and state laws, and creates an unpleasant and unproductive working and learning environment. All employees and students are reminded that such behavior is absolutely unacceptable and will result in disciplinary action, up to and including discharge from employment or suspension from school.

Sexual Harassment

The type of harassment that people most often have trouble recognizing is sexual harassment. "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature. Harassment of any kind occurs when:

1. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of an employee's employment or a student's education (including any aspect of the student's participation in school-sponsored activities, or any other aspect of the student's education); or
 2. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting an employee's employment or a student's education; or
- the conduct or communication has the purpose or effect of substantially or unreasonably interfering with an employee's work performance or a student's academic performance or participation in school-sponsored activities, or creating an intimidating, hostile or offensive working or educational environment.

The following activities are examples of possible sexual harassment and are prohibited by the district. Analogous activities that are based upon other characteristics also violate this policy.

1. Rape, attempted rape, sexual assault, attempted sexual assault, forcible sexual abuse, hazing, and other sexual and gender-based activity of a criminal nature as defined under the State Penal Law;

2. Threatening retribution or promising benefits in return for sexual favors, whether implicitly or explicitly.
3. Any unwanted physical contact. The person being touched is the judge of what contact is unwanted. Some examples are: touching another's body parts, cornering or blocking an individual, standing too close, spanking, pinching, following, stalking, unwanted hugs.
4. Unwanted sexual advances.
5. Unwanted comments concerning a person's sexual habits, sexual preferences, or sexual desirability, whether direct or indirect.
6. Offensive talk or gestures about sex or sexuality.
7. The use of demeaning or offensive words when referring to people of a particular gender.
8. Unwelcome leers, stares, gestures, or slang that are sexually suggestive; sexually degrading or imply sexual motives or intentions;
9. Clothing with sexually obscene or sexually explicit slogans or messages;
10. The display of pornographic or other highly offensive material.
11. Ridiculing a person for engaging in an activity not traditional for that person's gender.
12. Impeding a student's progress in a class by questioning his or her ability to do the work because of the student's gender.
13. Needlessly calling attention to a student's gender
14. Limiting or denying access to educational tools, such as computers or machinery, because of a student's gender.
15. A person in a position of authority (e.g., a teacher or an administrator) permitting any other person to engage in sexual harassment.
16. Any other activity that creates an unpleasant or offensive working or learning environment, or that interferes with work performance, because of a person's gender.

It makes no difference if the harassment is intended as "just joking" or "teasing" or "playful." Jokes can be just as offensive as any other type of harassment.

Although sexual harassment can come from co-workers or fellow students, it is especially intimidating when the harasser has a position of authority over the victim, for example an administrator harassing a teacher or a staff member, or a teacher harassing a student. Any sexual relationships between supervisors and those whom they supervise are especially to be avoided, because it is difficult to confirm consent when one party has a degree of authority over the other.

There is no such thing as a permissible sexual relationship between an employee and a student. Not only are most students below the age of consent, but even in the case of older students, the use of the school setting, or of school-based relationships, for such purposes is always improper and impermissible, even if the student is claimed to have "consented," and even if the student is not in the employee's class or building.

All employees and students are responsible for successfully maintaining this policy.

Other Types of Harassment

Just as sexual harassment is strictly prohibited, so is harassment on the basis of race, age, color, ethnicity, disability, religion, national origin, age, veteran status, sexual orientation, or any other category protected by law.

Regulations

The accompanying regulation (0110-R) contains the procedures for reporting, investigating and remedying allegations of harassment. These regulations are to be maintained and kept with this policy

Publication and Dissemination

The best way to prevent harassment is to notify all members of the school community of the policy and to aid students and staff in learning the warning signs of inappropriate conduct. To this end:

each new employee shall be given a copy of the policy and regulation and shall be instructed about it when commencing employment;
a copy or summary of the policy shall appear in faculty and student handbooks;
materials on the subject of harassment such as pamphlets, informational seminars, role playing exercises, etc., shall be included in student curricula and employee training programs, when deemed relevant and appropriate.

Monitoring

Each year the Superintendent shall make the Board of Education aware of reports of harassment received during the school year, including the results of all investigations and disciplinary actions, if any. This policy and accompanying regulation shall be reviewed and any recommended revisions submitted to the Board at that time.

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.
Davis v. Monroe County Board of Education, 526 U.S. 629, 652 (1999)
Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)
Faragher v. City of Boca Raton, 524 U.S. 775 (1998)
Burlington Industries v. Ellerth, 524 U.S. 742 (1998)
Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998)
Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)

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HARASSMENT REGULATION

Reporting Complaints

Any employee or student who believes that he or she has been the victim of harassment, or who has seen anyone engaging in any of the prohibited activities listed in policy 0110, must report the harassment at once to the district's Title IX Officer, or to any central or building administrator (e.g., Principal). The name and contact information for the Title I Officer shall also be included on the annual district calendar. The Title IX Officer is currently Ms. Jennifer Imperiale and Mr. Kevin Kurrus who can be reached at the High School at (516) 277-7002. Complaints should be made in writing; however, complaints may be filed verbally.

In addition, any school employee who receives a complaint of sexual harassment from a student shall inform the student of the employee's obligation to report the complaint to the school administration, and then shall immediately notify the Title IX officers.

In order to assist investigators, victims should document the harassment as soon as it occurs and with as much detail as possible including: the nature of the harassment; dates, times, places it has occurred; name of harasser(s); witnesses to the harassment; and the victim's response to the harassment.

Confidentiality

Complaints will be kept in the strictest confidence compatible with the district's ability to conduct a thorough investigation and/or take action to resolve the complaint. The Title IX Officers will inform the Superintendent of Schools of all complaints.

Investigations and Corrective Actions

Once a complaint is made, the district will conduct a prompt and thorough investigation. If the alleged harassment involves the individuals who would ordinarily conduct the investigation, an alternative means of investigation will be used.

A. Initial (Building-level) Procedure

The Principal or the Title IX officers shall conduct a preliminary review when they receive a verbal or written complaint of sexual harassment, or if they observe sexual harassment. Except in the case of severe or criminal conduct, the Principal or the Title IX officers should make all reasonable efforts to resolve complaints informally at the school level. The goal of informal investigation and resolution procedures is to end the harassment and obtain a prompt and equitable resolution to a complaint.

As soon as possible but no later than three working days following receipt of a complaint, the Principal or Title IX officers should begin an investigation of the complaint according to the following steps:

1. Interview the victim and document the conversation. Instruct the victim to have no contact or communication regarding the complaint with the alleged harasser. Ask the victim specifically what action he/she wants taken in order to resolve the complaint. Refer the victim, as appropriate, to school social workers, school psychologists, crisis team managers, other school staff, or appropriate outside agencies for counseling services.
2. Review any written documentation of the harassment prepared by the victim. If the victim has not prepared written documentation, instruct the victim to do so, providing alternative formats for individuals with disabilities and young children, who have difficulty writing and need accommodation.
3. Interview the alleged harasser regarding the complaint and inform the alleged harasser that if the objectionable conduct has occurred, it must cease immediately. Document the conversation. Provide the alleged harasser an opportunity to respond to the charges in writing.
4. Instruct the alleged harasser to have no contact or communication regarding the complaint with the victim and to not retaliate against the victim. Warn the alleged harasser that if he/she makes contact with or retaliates against the victim, he/she will be subject to immediate disciplinary action.
5. Interview any witnesses to the complaint. Where appropriate, obtain a written statement from each witness. Caution each witness to keep the complaint and his/her statement confidential.
6. Review all documentation and information relevant to the complaint. Where appropriate, suggest mediation as a potential means of resolving the complaint. In addition to mediation, use appropriate informal methods to resolve the complaint, including but not limited to:
 - a. discussion with the accused, informing him or her of the district's policies and indicating that the behavior must stop;
 - b. suggesting counseling and/or sensitivity training;
 - c. conducting training for the department or school in which the behavior occurred, calling attention to the consequences of engaging in such behavior;
 - d. requesting a letter of apology to the complainant;
 - e. writing letters of caution or reprimand; and/or
 - f. separating the parties.
8. Parent/Student/Employee Involvement and Notification
 - a. Parents of student victims and accused students shall be notified within one school day of allegations that are serious or involve repeated conduct.

b. The parents of students who file complaints are welcome to participate at each stage of both informal and formal investigation and resolution procedures.

c. If either the victim or the accused is a disabled student receiving special education services under an IEP or section 504/Americans with Disabilities Act accommodations, the committee on special education will be consulted to determine the degree to which the student's disability either caused or is affected by the discrimination or policy violation. In addition, due process procedures required for persons with disabilities under state and federal law shall be followed.

d. The Principal or Title IX Officers (i.e., the investigator) shall submit a copy of all investigation and interview documentation to the Superintendent.

e. The investigator shall report back to both the victim and the accused, notifying them in writing, and also in person as appropriate regarding the outcome of the investigation and the action taken to resolve the complaint. The investigator shall instruct the victim to report immediately if the objectionable behavior occurs again or if the alleged harasser retaliates against him/her.

f. The investigator shall notify the victim that if he/she desires further investigation and action, he/she may request a district level investigation by contacting the Superintendent of Schools. The investigator shall also notify the victim of his/her right to contact the U.S. Department of Education's Office for Civil Rights and/or a private attorney. Employees may also contact the U.S. Equal Employment Opportunity Commission or the New York State Division of Human Rights.

If the initial investigation results in a determination that harassment did occur, the investigator will promptly notify the Superintendent, who shall then take prompt disciplinary action in accordance with district policy, the applicable collective bargaining agreement or state law.

If a complaint received by the Principal or the Title IX Officers contains evidence or allegations of serious or extreme harassment, such as employee to student harassment, criminal touching, quid pro quo (e.g., offering an academic or employment reward or punishment as an inducement for sexual favors), or acts which shock the conscience of a reasonable person, the complaint shall be referred promptly to the Superintendent. In addition, where the Principal or the Title IX officers has a reasonable suspicion that the alleged harassment involves criminal activity, he/she should immediately notify the Superintendent, who shall then contact appropriate child protection and law enforcement authorities. Where criminal activity is alleged or suspected by a district employee, the accused employee shall be suspended pending the outcome of the investigation, consistent with all contractual or statutory requirements.

Any party who is not satisfied with the outcome of the initial investigation by the Principal or the Title IX officers may request a district-level investigation by submitting a written complaint to the Superintendent within 30 days.

B. District-level Procedure

The Superintendent shall promptly investigate and resolve all harassment complaints that are referred to him/her by a Principal or Title IX officers, as well as those appealed to the Superintendent following an initial investigation by a Principal or Title IX officers. In the event the complaint of harassment involves the Superintendent, the complaint shall be filed with or referred to the Board President, who shall refer the complaint to a trained investigator not employed by the district for investigation.

The district level investigation should begin as soon as possible but not later than three working days following receipt of the complaint by the Superintendent or Board President.

In conducting the formal district level investigation, the district will use investigators who have received formal training in harassment investigation or that have previous experience investigating harassment complaints.

If a district investigation results in a determination that harassment did occur, prompt corrective action will be taken to end the harassment. Where appropriate, district investigators may suggest mediation as a means of exploring options of corrective action and informally resolving the complaint.

No later than 30 days following receipt of the complaint, the Superintendent (or in cases involving the Superintendent, the Board-appointed investigator) will notify the victim and alleged harasser, in writing, of the outcome of the investigation. If additional time is needed to complete the investigation or take appropriate action, the Superintendent or Board-appointed investigator will provide all parties with a written status report within 30 days following receipt of the complaint.

The victim and the alleged harasser have the right to be represented by a person of their choice, at their own expense, during harassment investigations and hearings. In addition, victims have the right to register harassment complaints with the U.S. Department of Education's Office for Civil Rights.

Employee victims also have the right to register complaints with the federal Equal Employment Opportunity Commission and the New York State Division of Human Rights. Nothing in these regulations shall be construed to limit the right of the complainant to file a lawsuit in either state or federal court.

Retaliation Prohibited

Employees and students who in good faith make a report of harassment will be protected against adverse actions or retaliation as a result of their report. Persons who

believe that they have been retaliated against in violation of this policy should follow the same procedure outlined above for complaints of harassment.

For purposes of this policy, retaliation includes but is not limited to: verbal or physical threats, intimidation, ridicule, bribes, destruction of property, spreading rumors, stalking, harassing phone calls, and any other form of harassment. Any person who retaliates is subject to immediate disciplinary action, up to and including suspension or termination.

Discipline/Penalties

Any individual who violates the harassment policy by engaging in prohibited harassment will be subject to appropriate disciplinary action. Disciplinary measures available to school authorities include, but are not limited to the following:

Students: Discipline may range from a reprimand up to and including suspension from school, to be imposed consistent with the student conduct and discipline policy and applicable law.

Employees: Discipline may range from a warning up to and including termination, to be imposed consistent with all applicable contractual and statutory rights.

Volunteers: Penalties may range from a warning up to and including loss of volunteer assignment.

Vendors: Penalties may range from a warning up to and including loss of district business.

Other individuals: Penalties may range from a warning up to and including denial of future access to school property.

False Complaints

False or malicious complaints of harassment may result in corrective or disciplinary action taken against the complainant.

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Revised: December 15, 2011

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.

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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. 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 are 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

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 meeting their responsibilities as Board members 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

**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.

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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.

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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. _____

