

GOALS AND OBJECTIVES FOR ADMINISTRATION

The Board of Education recognizes that proper administration is vital to a successful educational program. The Board expects the educational administration to direct, coordinate and supervise students and staff in their efforts to reach the goals and objectives adopted by the Board.

Within the guidelines of board policy, negotiated agreements and state law, the Board expects the educational administration to:

- Provide up-to-date information and sound professional advice to the Board, as an aid to rational decision-making.
- Plan, organize, implement and evaluate the educational programs established by Board policy, in order to provide optimum educational opportunities to the students of the district.
- Provide these optimum educational opportunities at the lowest possible cost.
- Use efficient administrative and management procedures, in accordance with law and regulation, and developed after consultation with and among the Board, administrators and other appropriate staff members.
- Coordinate the resources of the community with those of the district.

Ref: Education Law §§ 1604, 1711, 2507, 2508

Adoption date: June 15, 2006

SUPERINTENDENT OF SCHOOLS

The Board of Education shall by a majority vote appoint a Superintendent of Schools for a term of three or five years. This contract shall be reviewed in accordance with the provisions agreed upon by the parties and made part of the contract. The Superintendent shall serve as the chief executive officer of the Board and as such shall carry out the policies established by the Board.

The Superintendent is the executive officer for the Board of Education and the unitary leader of the school district. In harmony with the policies of the Board, the Laws of New York State, and the Commissioner's Regulations, the Superintendent has executive authority over the school system and the sole responsibility for its effective functioning.

The Superintendent attends all meetings of the Board and participates in all of its deliberations. The Superintendent advises the Board in policy development and general planning and assumes initiative in presenting associated issues to the Board for consideration.

The Superintendent provides data and information to the Board concerning progress and problems of the district. The Board depends upon the Superintendent for educational leadership and professional counsel in its deliberations.

In emergency matters, the Superintendent is authorized by the Board to act at his/her discretion subject to subsequent approval by the Board.

The Superintendent shall be accountable at all times to the Board.

Ref: Education Law §§1604; 1711; 2507; 2508; 2565; 3003(4)

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Reviewed: November 19, 2009
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DUTIES OF THE SUPERINTENDENT

The Superintendent of Schools, as chief executive officer of the Board of Education, will have the following specific powers and duties:

Relationship with the Board

1. to serve as the executive officer for the Board and be charged with the responsibility for implementing the policies of the Board. He/She shall work with the Board President and/or Vice President in planning the agenda for each meeting, shall attend all meetings and participate in all regular and special meetings of the Board and executive meetings of the Board at the Board's request;
2. to develop a harmonious and close working relationship with the Board. He/She shall treat all Board members impartially and alike, refraining from criticism of individual or group members of the Board. He/She shall go to the Board when serious differences of opinion arise in an earnest effort to resolve such differences immediately;
3. to serve as a resource person and advisor to the Board. He/She shall keep the Board informed on issues, needs, and operation of the school system. He/She shall offer advice to the Board, based on thorough study and analysis, on items requiring Board action;
4. to provide a continuous appraisal of all school policies originating with the Board. He/She shall advise the Board on the need for new and/or revised policies and suggest draft policies to satisfy those needs;

Educational Direction and Leadership

5. to develop administrative principles and procedures for implementing Board policy. He/She shall ensure the enforcement of all provisions of law, rules and regulations, and Board policy relating to the management of the schools and other educational, social and recreational activities. He/She shall interpret for the staff all Board policies and applicable laws, rules and regulations;
6. to understand and keep informed on all aspects of the instructional program at all levels. He/She shall have responsibility for the supervision of instruction and shall bring to the school, in a leadership capacity, the best in educational thought and practice. He/She shall, on a continuing basis, review and update the educational program of the school, and keep the Board informed of all changes in curriculum;
7. to recommend to the Board for its adoption all courses of study, curriculum guides and textbooks to be used in the schools;
8. to encourage a positive approach to student behavior and discipline;

Personnel

9. to develop and implement sound personnel practices, consistent with law, Board policy and collective bargaining agreements, including recruitment, hiring, assignment, supervision, evaluation, promotion, and discipline of all personnel. He/She shall develop procedures for the selection of staff members. He/She shall establish standards for teacher selection, and shall provide a framework for continuing in-service training of all professional staff members;
10. to recruit qualified professional, civil service, and non-certified personnel. He/She may authorize the payment of part or all of the expenses of candidates for teaching positions if the candidates are asked to come to the district for visits or interviews;
11. to nominate employees for appointment, promotion, transfer or dismissal in accordance with the policies of the Board and the procedures outlined by the law. He/She shall make recommendations to the Board regarding salary and tenure of all employees. He/She may temporarily suspend any employee for cause and shall promptly report such suspension to the members of the Board. Unless otherwise determined by the Board, he/she is authorized to reemploy all employees upon the adoption by the Board of the budget for the following year;
12. to supervise and evaluate all staff members. He/She shall work for good morale and be impartial, firm and fair in dealing with staff;
13. to encourage in-service education and the professional growth of staff through conferences, workshops, group discussions, committee/individual studies and use of consultants;
14. to advise the Board, in conjunction with the Board-designated negotiator(s), in all collective bargaining matters;

Financial Management

15. to prepare and present to the Board a preliminary annual budget in accordance with a schedule established with the Board. He/She is responsible for ensuring that the budget, as adopted by the Board and approved at the annual meeting, is properly administered. He/She shall ensure that regular reports are made to the Board on the status of the budget;
16. to establish efficient procedures to maximize income, safeguard investments and provide effective controls for all expenditures of school funds in accordance with the adopted budget. He/She shall ensure that all necessary bookkeeping and accounting records are maintained by the district;

Facilities Management

17. to supervise operations, maintenance, alterations and repair to buildings and grounds, insisting on competent and efficient performance;

18. to evaluate plant needs and recommend to the Board improvements, alterations and changes in the buildings and equipment of the district;

Community Relations

19. to supervise the public relations activities of the district. He/She shall keep the public informed about the policies, practices, and problems in the district's schools, and provide leadership in changing attitudes and practices for the future. He/She shall develop friendly and cooperative relationships with the news media;
20. to establish and maintain an effective working relationship with all segments of the community: parent-teacher organizations, local and state government, other school systems, institutions, agencies, civic organizations, and the general public. He/She shall solicit and give attention to problems and opinions of all groups and individuals;

Personal Qualities and Growth

21. to demonstrate outstanding qualities of leadership with ability to delegate authority and responsibility effectively and to hold subordinates accountable;
22. to exhibit good judgment, common sense and perception;
23. to exhibit the ability to face controversy, remain true to convictions and to live with a high-pressure job;
24. to speak well before large and small groups, expressing ideas in a logical and forthright manner;
25. to maintain professional development by reading and course work, attending conferences, working on professional committees, visiting other districts, and meeting with other Superintendents;

Management Functions

26. to coordinate and manage the district so that the school organization operates smoothly and efficiently. He/She must be able to coordinate the processes essential to achieving a smooth operation in all areas of the school district organization:
 - Planning: determining needs, objectives and goals;
 - Organization: assigning roles, responsibilities and establishing lines of communication;
 - Control: ensuring that progress is being made toward priorities, disciplining, making necessary staff reallocations and changes and evaluations;
 - Decision-making: data-collecting, analyzing data and choosing appropriately from a variety of decision-making techniques;
 - Problem-solving: sensitivity to problems, formulating problem statements, and using a variety of problem solving techniques;

- Communication: giving and receiving information effectively both orally and in writing, facilitating the exchange of information, views and opinions; and

27. to perform such other duties as the majority of the Board may determine.

Cross-ref: 0320, Evaluation of the Superintendent

Ref: Education Law §§1604(8); 1711; 1804

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ADMINISTRATIVE TEAM

Policy Setting and Administrative Structure

The Board of Education is responsible for the fiscal well-being, philosophy and objectives of the North Shore Central School District and for setting policy to achieve its aims. It selects a Superintendent to implement its policies and manage all administrative functions.

The Board policies should be broadly expressed and amendable, fit the district's mission and long-range plans, and adhere to local, state and federal law and regulations.

Members of the Board act only as a group and only in the areas of policymaking, planning and appraisal. The Board will seek and act upon the Superintendent's recommendations.

The Board and Superintendent will:

- Assure opportunities for high quality education for all students
- Act only in the best interest of students
- Obey all national, state and local laws and regulations,
- Represent the entire community without fear or favor
- Uphold due process, honor individual dignity and protect civil and human rights.
- Respect and regard each other's responsibilities and duties
- Enhance effectiveness through research and continuing professional development.
- Consider all issues fairly and without bias
- Instill respect for community, state and nation
- Honor all contracts
- Be honest, direct and maintain confidentiality

Board members will:

- Attend all meetings, insofar as possible.
- Be informed of issues under consideration
- Enact policy only after full discussion at open public meetings.
- Base decisions on available facts and independent judgment; not on the influence of individuals or special interest groups.
- Maintain contact with the Superintendent
- Act through the Superintendent in professional relationships with school personnel.
- Take no private action that compromises the Board or administration.

The Superintendent will:

- Attend Board meetings and participate in deliberations.
- Provide the Board information necessary to meet its responsibilities.
- Be chief advisor, guiding the Board in the full range of its activities.
- Handle all communications between the Board, faculty and staff.

Superintendent of Schools

The Superintendent determines the methods for implementing Board policies; creates operational regulations; oversees the business operation; develops and evaluates student programs and services; organizes the staff; provides administrative and professional leadership for faculty and staff; orchestrates external relations; selects administrators, faculty and staff and recommends them to the Board for appointment, and designates appropriate officials to make necessary administrative decisions.

Employees and students must follow Board policy. If a situation is not covered by an existing policy or regulation, the Superintendent or designee will decide how to proceed, and will report to as appropriate.

The Board makes available enough qualified officials to administer the schools effectively and requires the Superintendent to secure clear understandings of each official's functions and of the relationship between and among them; to establish clear lines of communication, both vertically and horizontally; and to establish the necessary councils, cabinets, and committees to provide for efficient operation of the schools. Each group shall be given particular responsibilities, and channels shall be established so that the recommendations or decisions of each group can be heard and reviewed by the chief administrative officer concerned and, where appropriate, by the Board.

Members of the staff, when assigned a responsibility or a position, shall be given the authority to make decisions necessary to perform the tasks. The Board, however, shall at all times reserve appropriate authority to itself.

Assistant Superintendent for Instruction

The educational leadership of the district is the responsibility of the Superintendent and an Assistant Superintendent for Instruction.

The Assistant Superintendent for Instruction concentrates attention on the instructional process and teaching quality, thereby permitting the Superintendent to work on program planning and development and on forging a community vision of educational excellence.

The Assistant Superintendent for Instruction is responsible for professional staff recruitment, screening, and recommendation for hiring. He or she is also responsible for evaluation and for developing ways to address problems of ineffective performance.

The Assistant Superintendent for Instruction also is responsible for the professional development of the faculty -- not only training in the usual sense -- coursework, workshops, and so on, but also continued challenges and opportunities for staff's continuing growth as adults. This may mean looking at structural changes -- ways teachers can assume different roles in the system as mentors to younger staff, advisors of students, quasi administrators, committee chairpersons, or the like. It may mean helping identify opportunities outside the district and, in the extreme, providing outplacement for people who no longer are compatible in teaching.

In addition, the Assistant Superintendent for Instruction is responsible for curriculum and instructional coordination among schools (grades 5 and 6, grades 8 and 9, or among elementary schools), and for supporting the Superintendent in

carrying out district, school and department goal setting, program/curriculum planning and implementation, and evaluation.

In all matters relating to instruction as to which his or her duties are not specifically prescribed or limited, and particularly in emergencies, he or she may exercise discretion subject to later approval of the Superintendent of Schools.

Assistant Superintendent for Business

Under the supervision of the Superintendent of Schools, the Assistant Superintendent for Business has general responsibility for planning, organizing, coordinating and directing all financial and business operations.

The Assistant Superintendent for Business is the financial and business assistant to the Superintendent of Schools, administratively responsible for direction, review and coordination of construction, building and grounds, transportation, purchasing, insurance, food services, budgeting and accounting for the school system. He or she recommends administrative policies, develops programs and work objectives for each major operating function and resolves problems as appropriate. He or she organizes, advises on and oversees the review of budget estimates and the preparation of the district budget plan. He or she provides the Superintendent of Schools with timely, accurate and informative reviews of the district's financial position.

The Assistant Superintendent for Business also assists the Superintendent in the analyzing and conducting negotiations, maintaining of all personnel records and planning and administering employee benefit programs. The Assistant Superintendent for Business recruits and recommends the hiring of all civil service personnel.

In all matters relating to the business management of the schools as to which his or her duties are not specifically prescribed or limited, and particularly in emergencies, he or she may exercise his or her discretion subject to later approval of the Superintendent of Schools.

Elementary and Secondary Principals

Under the supervision of the Superintendent of Schools, the Principal is the chief supervisory educational and administrative officer of the building. He or she is responsible for the leadership, supervision and direction of the pupils, programs, and personnel of the school and for the management and operation of the buildings, grounds and equipment.

The Principal is responsible to and serves under the direction of the Superintendent of Schools. The Principal is the executive officer of the school with all of the powers and duties pertaining to this office which, by Board policy and administrative regulations, he or she is authorized to perform, with general authority to act at his or her discretion, subject to later approval of the Assistant Superintendent for Instruction and the Superintendent of Schools, upon all emergency matters and those as to which his or her powers and duties are not particularly set forth or limited.

Assistant Principals

The Assistant Principal performs such duties as the Principal assigns. He or she performs the duties of the Principal in his or her absence. The Assistant Principal works under the direct supervision of the Principal, developing and supervising programs, practices, procedures and personnel as determined by the Principal.

Academic Directors/Teacher Leaders

Directors/Teacher Leaders are the Principals' representatives for work with teachers on matters of curriculum and teaching. They are responsible to the Assistant Superintendent for Instruction for articulation of program grades K-12.

Under the direction of the Assistant Superintendent of Instruction, they have prime responsibility for performance evaluation, program development and articulation and are expected to collaborate with each principal.

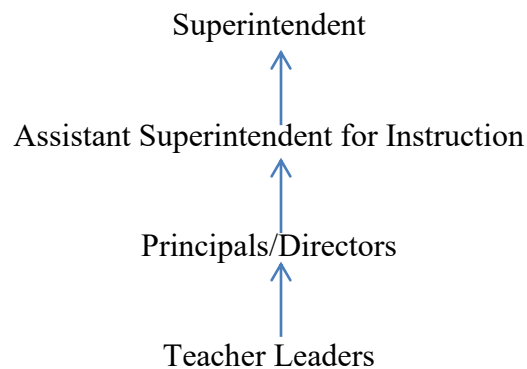
They assist the Principal in teacher supervision, evaluation and the improvement of instruction. They assist in recruiting new teachers and employing new personnel. They are responsible for improving curriculum content and the methods used by teachers.

Through suggestion, development of interests, and example, they seek to motivate teachers to become involved in more significant content and more effective, interesting methodology.

Administrative Relationships

Human Resource/Curriculum/Program Development Functions

Human resource, curriculum and program development and evaluation administration occurs straight line from Superintendent to Assistant Superintendent for Instruction to Principals to Directors/Teacher Leaders. Curriculum development, program evaluation, as well as recruiting, educating teachers, evaluating performance, offering career development, establishing conditions of employment (assignment, staffing, etc.), resolving staff problems are all the responsibility of the Assistant, with building responsibility delegated to Principals.

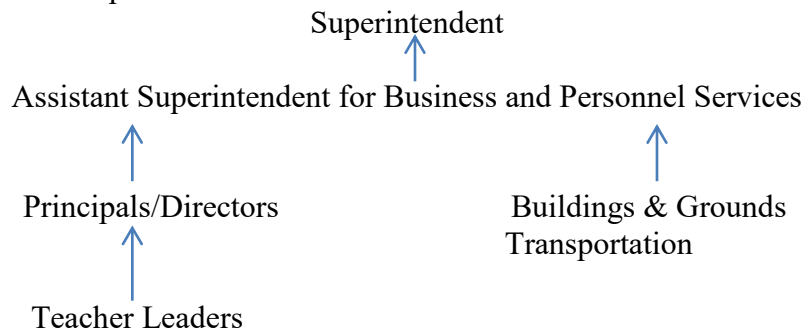


On any given building matter -- for example, establishing a grade 9 through 12 writing requirement -- the Superintendent and Principal develop broad direction. The Assistant Superintendent for Instruction is involved in planning but is a resource to the Principal in

each phase of implementation. This means giving the Principal direct advice, information, and support. The principal works with the Director/Teacher Leader to find strategies to implement plans and to advise on ways to resolve the human problems which arise. In this connection, the Principal, Director/Teacher Leader and Assistant Superintendent for Instruction will communicate closely.

The Assistant Superintendent for Business reports directly to the Superintendent of Schools. There is a line relationship to the members of the division which he or she heads. There is a line relationship between the Assistant Superintendent and each of the Principals and each of the administrators in the other divisions of the school system in all business and financial matters.

The following diagram defines the administrative relationship of the Assistant Superintendent for Business to staff on matters of business operations and Civil Service personnel.



Cross-ref: 2410, Policy Development, Adoption, Implementation and Review
4200, Curriculum Management

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