

Section C

General School Administration

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ADMINISTRATION GOALS

It is the intent of the School Committee that the Ware School District employs qualified personnel to administer the school district efficiently and to require the Superintendent to organize the administration in a manner that will make clear the functions of each position and the relationships among them.

The Superintendent will establish clear lines of communications and will form any staff councils or committees needed to provide for efficient conduct of school business. In order to engage in this process in an orderly and effective fashion, each individual and group will be given particular, clear-cut responsibilities. Channels will be established so that the recommendations and decisions of each group can be heard and reviewed by the building principal concerned, and, where appropriate, by the Superintendent and School Committee.

The organization and administration of the schools will balance responsibility with commensurate authority, subject to the reserved legal powers of the School Committee. This means that a staff member, when assigned a responsibility or a position, will be given the authority to make decisions necessary to perform the assigned tasks.

For the schools to operate effectively, each administrative officer will be responsible and accountable for making a plan of development for all staff assigned to his/her area of operation.

SUPERINTENDENT'S CONTRACT

The School Committee, upon the appointment of a candidate or upon re-appointment of the incumbent Superintendent, will enter into a written contract with the Superintendent, which will meet the requirements of law and will protect the rights of both the School Committee and the Superintendent.

LEGAL REFS.: M.G.L. 71:41; 71:42

Adoption Date: July 17, 1997
Revision Date: February 6, 2008
Last Date Reviewed: February 6, 2008

EVALUATION OF THE SUPERINTENDENT

The annual evaluation of the Superintendent of Schools' overall performance shall be based on his/her job description and stated goals during the previous calendar year.

On or before April 1st, one School Committee meeting will be designated for the evaluation of the Superintendent of Schools. Each School Committee member shall have prepared, on the approved form, their individual evaluation; a copy of which has been submitted to the Chairperson prior to that meeting. The chairperson will prepare a composite evaluation that will become part of the Superintendent's personnel file and may be released to the public and press.

The School Committee recognizes that the purpose of the evaluation is to effectuate improvements in the school district, to accept personal goals for the Superintendent, clarify the role of the Superintendent, develop a harmonious working relationship between the School Committee and the Superintendent, and provide administrative leadership of excellence for the school district in accordance with expectations of the Massachusetts Education Reform Act, and District Improvement Plans.

WARE PUBLIC SCHOOLS SUPERINTENDENT EVALUATION

2006-2007

PERFORMANCE STANDARDS

| RATING | PERFORMANCE | DESCRIPTION |
|---------------|--------------------------|---|
| 1 | EXCEPTIONAL | Results consistently exceed the requirements of the task. |
| 2 | SATISFACTORY | Results achieved consistently meet the requirements of the task. |
| 3 | NEEDS IMPROVEMENT | Meets some, but not all requirements. Performance is marginal in one or more areas. |
| 4 | UNSATISFACTORY | Results achieved do not meet requirements of the task. Performance is unacceptable. |

EVALUATION OF THE SUPERINTENDENT APPRAISAL INSTRUMENT

Responsibility #1 - Relationship with the School Committee

The School Committee relies on the Superintendent in order to make informed decisions that affect the quality of education for the public school students in our community. In order to promote a climate of mutual respect and trust, a professional working relationship must be maintained. The Superintendent should help maintain clear direction for the School Committee’s meetings by assisting the School Committee chairperson with the preparation of agendas and providing support materials that allow for reasonable policy formation and informed decision making. It is expected that the Superintendent supports and implements district, state and federal policies and directives and effectively communicates these to the students, staff, and members of the community.

| Expectations: | 1 | 2 | 3 | 4 | AVG |
|---|---|---|---|---|-----|
| Interprets, supports and executes the intent of the School Committee policies. | | | | | |
| Has a professional working relationship with the Committee. | | | | | |
| The Superintendent participates and advises the Committee in the formulation of objectives, policies, plans, and programs in accordance with expectations of Massachusetts Ed Reform Act, along with School and District Improvement Plans. | | | | | |
| The Superintendent makes appropriate recommendations to the Committee and accepts responsibility for all such recommendations. | | | | | |
| Supports and enhances the Committees’ core values, budget commitments, and budget priorities. | | | | | |

Comments:

Responsibility #2 - Community Relations

Public awareness is the cornerstone for support of education in our community. The Superintendent should ensure that staff, students, parents, and the community are kept informed of the mission, accomplishments and ongoing needs of the school system. A strong, positive posture is needed in building and maintaining public support for the system.

| Expectations: | 1 | 2 | 3 | 4 | AVG |
|--|---|---|---|---|-----|
| Gains the respect and support of the community with communications, attending community events, PTO meetings, school athletic events, etc. | | | | | |
| Works effectively with other public officials in town and state government. | | | | | |
| Works effectively and respectfully with and makes himself/herself available to parents and students. | | | | | |
| Develops a good relationship with news media. | | | | | |
| Promotes the Ware Public Schools. | | | | | |

Comments:

Responsibility #3 - Personnel Management

The Superintendent is responsible, either directly or indirectly, for the hiring of all school personnel. Personnel decisions should be approached in a non-discriminatory and impartial manner. It is the Superintendent’s responsibility to foster an environment conducive to educational excellence. The Superintendent should be actively involved with a staff evaluation program, and should provide balanced staff professional development. The School Committee will be kept informed in a comprehensive, timely manner of all-important developments concerning collective bargaining, performance standards, professional development, and grievances.

| Expectations: | 1 | 2 | 3 | 4 | AVG |
|--|---|---|---|---|-----|
| Oversee the selection process of professional staff, seeking to find the best-qualified individuals for each position. | | | | | |
| Delegates authority to staff members appropriate to the position each holds. | | | | | |
| Job descriptions for every position are up-to-date and well defined. | | | | | |
| Evaluates the administrative staff consistent with state standards and district goals. | | | | | |
| Ensures that staff members actively participate in professional growth and improvement programs. | | | | | |
| Collective bargaining agreements are administered efficiently, and grievances are dealt with effectively. | | | | | |
| Participates in contract negotiations, advising the School Committee regarding the needs of the system. | | | | | |
| Demonstrates and promotes an atmosphere of respect for self and others. | | | | | |

Comments:

Responsibility # 4 - Educational and Professional Leadership

The focus of decisions must address the needs of all students. In order to provide effective leadership, the Superintendent must keep abreast of the latest developments in the field of education. Curriculum evaluation and development, professional evaluation and development and student assessment should all be considered in the formulation of short and long-range goals and objectives. The Superintendent must periodically visit each school site and interact with the staff and students.

| Expectations: | 1 | 2 | 3 | 4 | AVG |
|--|---|---|---|---|-----|
| Demonstrates a strong belief that schools are operated for the benefit of the CHILDREN and promotes that view to all. | | | | | |
| Understands and stays informed regarding all aspects of the curriculum/instructional program. | | | | | |
| Holds others accountable to work toward the achievement of the highest professional standards. | | | | | |
| Is innovative and creative in the development and integration of new and existing programs. | | | | | |
| Keeps informed about the needs of the school system by visiting school sites, meeting with staff, committees, and parent groups. | | | | | |

Comments:

Responsibility #5 - Business and Finance

The School Committee has the responsibility of approving and overseeing the budget. The Superintendent has the responsibility to present a budget that promotes understanding of the needs of the entire district based on a continued assessment process. The need to promote the school system and gather community support for school finances is an integral component of the budget process.

| Expectations: | 1 | 2 | 3 | 4 | AVG |
|---|---|---|---|---|-----|
| Utilizes site based management practices to develop a school budget that is clear, concise, and incorporates the financial needs of the district. | | | | | |
| Actively seeks ways to save money and stretch the budget further. | | | | | |
| Determines that funds are spent wisely, with adequate controls by reviewing and signing each purchase order in the district. | | | | | |
| Acts within legal requirements including the planning, procedural and performance expectations of the Massachusetts Ed Reform Act. | | | | | |

Comments:

Responsibility #6 - Professional Qualities

The Superintendent is responsible for the efficient operation of the school system. Those assigned the task of carrying out the activities necessary to the success of the system depend on having an awareness of the goals and objectives of the system. The Superintendent is expected to provide assistance to the School Committee in the development of these goals and objectives. It is important that the Superintendent is familiar with and has a strong understanding of State and Federal laws, Department of Education regulations, School Committee policy, and current developments in the educational community.

| Expectations: | 1 | 2 | 3 | 4 | AVG |
|---|---|---|---|---|-----|
| Exercises sound judgment and democratic processes in arriving at decisions. | | | | | |
| Demonstrates an ability to work well with individuals and groups. | | | | | |
| Completes tasks in a timely manner, demonstrating good management skills. | | | | | |
| Stands by his/her principles and convictions. | | | | | |
| Is articulate in dealing with the School Committee, staff members, students, parents and the public. | | | | | |
| Maintains his/her professional development by attending regional, state and/or national meetings and conferences. | | | | | |

Comments:

Summary Comments: These comments should summarize accomplishments, areas of strength and potential areas for development, improvement and/or correction.

_____, Chairman

Date

Superintendent of Schools Comments:

Superintendent of Schools

Date

Adoption Date: February 15, 2007
Revision Date:
Last Date Reviewed:

LINE AND STAFF RELATIONS

The School Committee expects the Superintendent to establish clear understandings, on the part of all personnel, of the working relationships in the school system.

Personnel will be expected to refer matters requiring administrative action to their immediate supervisor to whom they are responsible. The administrator will refer such matters to the next higher administrative authority when necessary.

It is expected that the established lines of authority will serve most purposes. All personnel will have the right to appeal any decision made by an administrative officer through established grievance procedures.

Additionally, lines of authority do not restrict in any way the cooperative, sensible working together of all staff members at all levels in order to develop the best possible school programs and services. The established lines of authority represent direction of authority and responsibility; when the staff is working together, the lines represent avenues for a two-way flow of ideas to improve the program and operations of the school system.

ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES

The Superintendent may establish such permanent or temporary councils, cabinets, and committees as he/she deems necessary for assuring staff participation in decision making, for implementing policies and regulations and for the improvement of the educational program.

Functioning in an advisory capacity all councils, cabinets, and committees created by the Superintendent may make recommendations for submission to the committee through the Superintendent. Such groups will exercise no inherent authority. Authority for establishing policy remains with the School Committee and authority for implementing policy remains with the Superintendent.

The membership, composition, and responsibilities of administrative councils, cabinets, and committees will be defined by the Superintendent and may be changed at his/her discretion. However, the School Committee must be kept informed of the establishment and dissolution of these groups as well as their membership and their purpose.

Expenses incurred by such groups for consultative services, materials, and any investigative travel will be paid by the school system, but only within budgetary allotments and when proposed in advance by the Superintendent, and approved by the School Committee.

SCHOOL COUNCILS POLICY

I. Purpose

This policy is designated to implement the provisions of Chapter 71, Section 59C, which requires that as enacted by the state legislature in the Education Reform Act of 1993, a School Council shall be established in each school to advise the principal in specific areas of school operation. The intent of this policy is to establish the operating parameters for School Councils, consistent with the law.

II. Relationship to the School Committee

The Ware School Committee is the policy making body for the town's public school system, and School Committee policy is administered through the Superintendent of Schools. The School Council is an advisory group to the principal. The School Committee appreciates and encourages the intent and purpose of School Councils and believes that parents, teachers, high school students and other members of the community working collaboratively to advise the principal will enhance the education of all the children in Ware.

III. Role of the School Council

It is the role of the School Council to:

1. Assist and advise the principal in developing educational goals for the school.
2. Assist and advise the principal in the identification of the educational needs of the children.
3. Assist and advise the principal in the review of the annual school budget.
4. Assist and advise the principal in the formulation of a school improvement plan.
5. Make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to section 38Q1/2.

All of the above roles shall be pursued with the policies, regulations, standards and goals of the school system.

The principal, in consultation with the School Council, shall be responsible for preparing a written school improvement plan annually. School improvement plans and budgets shall be submitted in accordance with procedures and time lines established by the Superintendent and School Committee.

IV. Composition of the School Council

The principal shall make known the composition of the School Council at the start of each school year. Consistent with the Education Reform Law, the principal shall determine the composition of the School Council subject to the following limitations.

The School Council shall be no less than seven (7) nor more than eleven (11) individuals apportioned as follows:

"School Members" the number of parents shall have parity with the number of educational personnel (e.g. teachers, principal, and any other school staff members) on the School Council.

There shall be a minimum of one student from the high school on the Ware High School Council.

"Non-School Members" shall be neither a parent, teacher, student nor staff member.

V. Submission and Approval of the School Improvement Plan

The written school improvement plan shall be submitted to the Superintendent for review and approval not later than June 1 of the year in which the plan is to be implemented according to a plan development and review schedule established by the Superintendent. Upon request of the School Committee, copies of the plans shall be made available to the committee for review in order to ensure consistency with the 3-year district improvement plan and the district annual action plan; provided, however, that the Superintendent shall have the final approval authority of all school improvement plans. If the school improvement plan is not approved by the Superintendent, it shall be returned to the principal with specific feedback based on the following criteria regarding school improvement plan submission:

1. Be consistent with state and federal law, School Department policy, established curriculum, and negotiated agreements.
2. Align with the Ware Public Schools mission, goals and action plans as adopted annually by the School Committee and Administration.
3. Focus on improvement of student learning.
4. Describe expected student outcomes and measurable observable results.
5. Plan of actions to be taken and how changes will be implemented
6. Indicate anticipated costs and available funding source.
7. Identify the method of evaluating and reporting progress and results.

VI. Operational Procedures

A. Selection and Appointment of School Council Members

Principal -- The principal shall be a member of the School Council as stipulated by law. The principal shall establish a schedule for nomination and election of School Council members. The principal must ensure that a uniform nomination form is available to all individuals interested in and eligible for School Council membership and shall publicize widely the nomination process and advance notification of election date(s) through such means as the school newsletter, area newspapers, and/or local access cable television.

Teachers -- The teachers of the school for which the School Council advises shall nominate and elect from their membership the required number of representatives. The teachers in each school shall have responsibility for conducting this election for their school in a fair and equitable manner, using a secret ballot.

Parents -- The parents of the school for which the School Council advises shall solicit nominations from all parents with children attending the school and elect, by secret ballot the required number of representatives. The School Committee assigns responsibility for conducting this election in a fair and equitable manner to the officially recognized PTO/PTC of the school. Where there is more than one such recognized parent group at a school, the School Committee directs the principal to form an election committee composed of one parent leader from each recognized organization to conduct the election of parent representatives.

Students -- The student body at the high school shall nominate and elect from their membership the required number of representatives. Students attending the high school may vote in this election. The Student Council shall have responsibility for conducting this election in a fair and equitable manner, using a secret ballot.

Non-School Members -- A non-school member shall be an individual from the community who nominates himself or herself. The required number of non-school members shall be selected by the principal after an interview has been conducted with each individual who has nominated him/herself to serve on the School Council.

The names of all members of the School Council shall be submitted to the Superintendent and School Committee for appointment no later than the first Monday of October annually.

B. Conduct of School Council Business/Meeting Procedures

All meetings of the School Council are subject to the requirements of the Open Meeting Law. In questions of procedure Roberts Rules will prevail. Meetings shall be posted and conducted accordingly. Upon approval of minutes, copies will be forwarded to the School Committee, the Superintendent of Schools and the School Council members.

Each School Council shall hold a minimum of one (1) meeting monthly. In order to conduct business, majority of membership of the School Council shall be present, with consensus reached on an issue needed to approve any action. Votes (by majority) would be at the discretion of the Principal co-chair. In scheduling meetings, the Principal shall take into consideration members' schedules. An orientation session shall be held each year as part of the first meeting of each School Council to be scheduled by the Principal of each school no later than forty days after the first day of school, at which meeting a co-chairperson shall be selected. Liaison meetings between each School Council and the School Committee will be held at a minimum of twice annually (at regularly scheduled School Committee Meetings in December and June).

C. Length of Term on the School Council

Terms of office shall be as follows: Effective September 1, 1993, half the representatives of each group shall be appointed one year terms, half appointed to two year terms. All subsequent appointments shall be for no more than a two year term with no limit to the number of times an eligible member may be re-elected to the School Council.

D. Resignations During an Individual Term of Office

In the case of a School Council member resignation, the principal shall appoint an eligible person to fill the unexpired term.

VII. General Legal Compliance

Any provision of this policy that may subsequently be found inconsistent with state law or regulation shall be deemed invalid and the state mandate shall prevail.

**SCHOOL COUNCILS POLICY
SCHOOL IMPROVEMENT PLAN SUBMISSION FORM (FORM SIPS-1)**

Below are listed the elements of the School Improvement Plan as stated in Section 59C of Chapter 71 of the Acts of 1993 commonly referred to as the Education Reform Law:

1. Assessment of student-teacher ratios as they impact student performance both academically and behaviorally.
2. Identification of resources and programs that support and/or enhance the School System's Professional Development Plan.
3. Enhancement of parental and community involvement in the school.
4. Strategies to maintain and ensure School Safety and Discipline.
5. Establishment of a school environment characterized by respect and tolerance for all.
6. Assessment and development of extra-curricular activities.
7. Description of the means for meeting the diverse learning needs of as many children as possible, including children with special needs currently assigned to separate programs, within the regular education programs at the school.
8. Identification and description of other areas of school improvement, if appropriate.

In completing elements I thru VIII as listed above, the criteria regarding school improvement plan submission as listed in the School Councils Policy (File CF, Section V on Page 2) must be incorporated in completing the following pages of this School Improvement Plan Submission Form.

FORMS SIPS-1

I. Assessment of student-teacher ratios as they impact student performance both academically and behaviorally.

II. Identification of resources and programs that support and/or enhance the School System's Professional Development Plan.

III. Enhancement of parental and community involvement in the school.

IV. Strategies to maintain and ensure School Safety and Discipline.

V. Establishment of a school environment characterized by respect and tolerance for all.

VI. Assessment and development of extra-curricular activities.

VII. Description of the means for meeting the diverse learning needs of as many children as possible, including children with special needs currently assigned to separate programs with the regular education programs at the school.

VIII. Identification and description of other areas of school improvement, if appropriate.

POLICY IMPLEMENTATION

The Superintendent has responsibility for carrying out, through regulations, the policies established by the School Committee.

The policies developed by the School Committee and the regulations developed to implement policy are designed to increase the effectiveness and efficiency of the school system. Consequently, it is expected that all school district employees and students will carry them out.

Administrators and supervisors are responsible for informing staff members in their schools, departments, or divisions of existing policies and regulations and for seeing that they are implemented in the spirit intended.

DEVELOPMENT OF REGULATIONS

The Superintendent will be responsible for specifying required actions and designing the detailed arrangements under which the school system will be operated in accordance with School Committee policy. These detailed arrangements will be designed to implement policies, goals, and objectives of the School Committee and will be one of the means by which the school system will be governed.

In the development of regulations, the Superintendent may involve at the planning stage those who would be affected by the regulations, including staff members, students, parents, and the public. He/she must weigh with care the counsel given by representatives of staff, student and community organizations. He/she will inform the School Committee of such counsel in presenting pertinent reports of regulations and in presenting regulations for School Committee approval.

As long as the Superintendent operates within the guidelines of the policy adopted by the School Committee, he/she may issue regulations without prior School Committee approval unless committee action is required by law, or the School Committee has specifically asked that certain types of regulations be given School Committee approval, or the Superintendent recommends School Committee approval in light of strong community attitudes or probable staff reactions.

SCHOOL COMMITTEE REVIEW OF REGULATIONS

It is expected the Superintendent and administrative staff will need to issue regulations implementing policies of the School Committee. Many of these will be routine from year to year; others will arise in special circumstances; some will be drawn up under specific directions from the School Committee.

The School Committee may review the regulations developed by the Superintendent for the school system whenever they appear inconsistent with policy, goals or objectives of the school system, but it will revise or veto such regulations only when, in the School Committee's judgment, they are inconsistent with policies adopted by the School Committee.

The School Committee will not officially approve regulations except as required by state law or in cases when strong community attitudes, or possible student or staff reaction, make it necessary or advisable for a regulation to have the School Committee's advance approval.

Rules Pertaining to Staff and Student Conduct

Under Massachusetts law, the Superintendent is required to publish "rules and regulations pertaining to the conduct of teachers and students which have been adopted." Codes of discipline, as well as procedures used to develop such codes, shall be filed with the Department of Education for information purposes only. Standards of conduct will be included in staff and student handbooks. These handbooks will be reviewed and approved annually no later than four weeks prior to the start of school by the School Committee.

LEGAL REF.: M.G.L. 71:37H

Adoption Date: July 17, 1997
Revision Date: February 6, 2008
Last Date Reviewed: February 6, 2008

REGULATIONS DISSEMINATION

It will be the responsibility of the Superintendent to see that the regulations developed to implement School Committee policies and administer the school system are appropriately coded and included as regulations in the School Committee's policy manual.

A regulation concerning a particular group or groups in the schools will be distributed to the group(s) prior to the effective date of the regulation.

APPROVAL OF HANDBOOKS AND DIRECTIVES

The law directs that in each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a handbook setting forth the rules pertaining to conduct of students. The school council shall review the handbook each spring to consider changes in the disciplinary policy to take effect in September, but may consider policy changes at anytime.

It is essential that the contents of all handbooks conform with School Committee policies. It is also important that all handbooks bearing the name of the school system or one of its schools be of a quality that reflects credit on the school department. Therefore, the School Committee expects all handbooks to be approved prior to publication by the School Committee.

School Committee approval will be necessary for any handbooks that pertain to required standards of conduct for employees or students so that their contents may be accorded the status of School Committee-approved policy or regulation. The Superintendent will use his/her judgment as to whether other specific handbooks need School Committee approval. However, all handbooks published will be made available to the School Committee for informational purposes.

LEGAL REFS.: M.G.L. 71:37H

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Revision Date: February 6, 2008
Last Date Reviewed: February 6, 2008

STUDENT HANDBOOKS – REQUIRED LANGUAGE

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the required provisions listed in M.G.L. c.71, ss 37H. In addition, all student handbooks shall contain the provisions listed in M.G.L. c 71, ss 37H1/2.

1. Any student who is found on school premises or at school-sponsored/school-related events, including but not limited to, athletic games, in possession of a dangerous weapon, or a controlled substance will be subject to expulsion from school by the principal.
2. Any student who assaults any employee of the school district may be subject to expulsion from school by the principal.
3. Any student who is charged with a violation of either (a) or (b) above shall be notified in writing of an opportunity for a hearing, provided, however that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. **After said hearing the principal may decide to suspend rather than expel a student.**
4. Any student who has been expelled shall have the right to appeal to the Superintendent.
5. When a student is expelled under the provisions listed above, and applies for admission to another school for acceptance, the Superintendent of the sending school, upon request, shall notify the Superintendent of the receiving school the reasons for the pupil's expulsion.

LEGAL REFS.: M.G.L. 71:37H

Adoption Date: July 17, 1997
Revision Date: February 6, 2008
Last Date Reviewed: February 6, 2008

ADMINISTRATION IN POLICY ABSENCE

When action must be taken within the school system where the School Committee has provided no guidelines for administrative action, the Superintendent will have the power to act.

His/her decisions, however, will be subject to review by the School Committee at its next regularly scheduled meeting. It will be the duty of the Superintendent to inform the School Committee promptly of such action and of the need for policy.

ADMINISTRATIVE REPORTS

The School Committee will require reports from the Superintendent concerning conditions of efficiency and needs of the schools.

Superintendent may direct or require school building administrators to prepare such records and make reports.

Upon receipt of the Superintendent's reports, the School Committee will take steps to appraise the effectiveness with which the schools are achieving the educational purposes of the school system.

Because statistical information often has a time value, each administrator will give careful consideration to all procedures related to reports, accounting, and general business matters that are required for the administration of the school program and will make accurate and prompt return on scheduled dates of all statistical and other information required.

SCHOOL DISTRICT ANNUAL REPORT

An annual report covering the diversified activities of the school system and the administration's recommendation for their improvement will be prepared by the Superintendent and presented to the School Committee. Upon School Committee approval, the report will be made available to the public and used as one means for informing parents and citizens, the Commissioner of Education, and others of the programs and conditions of the town's public schools. The Superintendent shall transmit two copies thereof to the Commissioner of Education on or before April thirtieth, and shall deposit one copy in the office of the Town Clerk.

The Superintendent shall also submit to the Commissioner of Education a Pupil and Finance Report on or before the date required by law.

Established by law and committee policy.

LEGAL REFS.: M.G.L. 72:4
M.G.L. 72:3

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