

SHARON PUBLIC SCHOOLS

ADMINISTRATION 2000

SERIES

	Regulation	Number	Policy or
0.	Concept and Roles in Administration	2000	P
A.	Board-Suaperintendent Relationship.....	2000.1	P
B.	Goals and Objectives.	2010	P
1.	Administrative Staff Organization	2100	P
A.	Management Positions/Team		
(1)	Equal Employment Opportunity.....	2111	P
(2)	Professional Development	2112	P
B.	Organizational Chart(s).....	2120	P
(1)	Lines of Responsibility.	2121	P
C.	Administrative Personnel Positions.....	2130	P
(1)	Superintendent of Schools	2131	P
(2)	Appointment of Designee for Superintendent.....	2131.1	P
(3)	Principals.....	2133	P
	<i>Principal Job Description.....Adopted Nov. 14, 2005.....</i>	<i>2133 (d)</i>	<i>P</i>
D.	Superintendent	2140	P
E.	Administrative Staff		
(1)	Hiring School Administrators.....	2151	P
2.	Administrative Operations		
A.	Administrative Leeway in Absence of Board Policy	2210	P
B.	Representative and Deliberative Groups		
(1)	Policy and Regulations Systems	2231	
 P/R		
(2)	Standard Announcements	2232	R
(3)	Treatment of Outside Reports.....	2234	P
C.	Educational Research in Sharon Schools	2240	P
3.	Statement of Ethics for Administrators.....	2300	R
4.	Evaluation of Administrative Personnel	2400	P
5.	Annual Report.....	2500	P

Administration

Concept and Roles in Administration

The Superintendent shall direct and coordinate the administrative staff in implementing the educational philosophy, and achieving the goals and general objectives of the Board of Education, within the guidelines established by Board of Education policy, law and employee agreements. The Board of Education expects the administration to demonstrate leadership and to develop good working relationships with the community for the achievement of common goals.

The Superintendent of Schools is encouraged to conduct the operations of the school system in a collaborative manner.

Administration

Board-Superintendent Relationship

The Superintendent shall be the chief executive officer of the Board of Education and shall be responsible for the professional leadership and skill necessary to translate the will of the Board into administrative action.

The Superintendent shall be responsible for all aspects of school operation and for such duties and powers pertaining thereto as the Board may direct or delegate. The Superintendent may delegate responsibility and the authority necessary to discharge it to other officials and so develop such procedures and regulations as he/she considers necessary to ensure efficient operation of the schools.

The Board assumes that the Superintendent is professionally able and possesses outstanding qualities of leadership, vision, and administrative skill, and that the Superintendent will implement all policies of the Board in good faith.

The Superintendent can assume that the Board will respect the Superintendent's professional competence and extend to him/her full responsibility for implementation of Board policy decisions. It is incumbent on the Superintendent to recognize policy implications of administrative problems which arise. In order that the Superintendent may provide effective leadership, the Board will delegate to the Superintendent those powers which it considers advisable to do so. The Superintendent can expect the Board to support the Superintendent's decisions and administration of the school system.

Administration

Goals and Objectives

The Board of Education believes that proper administration is vital to a successful educational program. The coordination and supervision of all aspects of the operations of the district's schools, pursuant to the policies of the Board, are necessary for the development and maintenance of an effective learning environment. Administrative duties and functions are to be assessed in terms of their contributions to the improvement of education in the district. The Superintendent of Schools, as chief executive officer of the district, is to provide the leadership necessary to support this objective.

District administration is to be organized so that all divisions and departments of the central office and all schools operate within a system guided by Board policies, which are implemented through the Superintendent. All personnel will have the necessary authority and responsibility (clearly defined and correlated to their roles) to carry out their respective assignments within this framework. Accountability will rest with these same personnel for the effectiveness with which their duties are performed.

Major goals of district administration will be:

1. to effectively manage the district's various departments, units and programs;
2. to provide professional advice and counsel to the Board and to advisory groups established by Board action. This includes the review of policy alternatives and the subsequent recommendation from among them;
3. to perform managerial duties as will best assure effective learning programs, including but not limited to:
 - a. ensuring the effective implementation of Board policy;
 - b. addressing the on-site needs of the district's schools;
 - c. providing leadership in keeping abreast of current educational developments;
 - d. arranging for effective staff development programs;
 - e. coordinating cooperative efforts at improving learning programs, facilities, equipment and materials; and
 - f. providing channels for the upward flow of information necessary and useful in the design and development of school policy.

Policy adopted:

November 13, 2000

SHARON CENTER SCHOOL
Sharon, Connecticut

Administration

Administrative Staff Organization

The administrative staff should act as a directing force toward the achievement of excellence in the educational program. The Superintendent shall organize the staff to achieve the school district goals as expressed by the Board of Education. The Superintendent shall be the administrator responsible to the Board of Education and shall identify lines of primary authority for all employees.

Administration

Equal Employment Opportunity

All personnel policies and practices of the Board of Education will be in accord with equal employment opportunity practices as determined by state and federal legislation. A job description and required qualifications for a position to be filled will be made available to all applicants.

Legal References: Title VII of the Civil Rights Act of 1964, 42 U.S.C., sub 2000e.
Age Discrimination in Employment Act, 29 U.S.C. Sec 621.
Executive Order 11246.
Connecticut General Statutes
Connecticut Constitution Article I, Section 20; Amendment V Equal Rights Protection Amendment.
46a-51 (8), (17), (18) Discriminatory practices.
46a-58(a) Deprivation of rights.
46a-60 Discriminatory employment practices prohibited.
46a-79 State policy re employment of criminal offenders.
46a-80 Denial of employment based on prior conviction of crime.
10-153 Discrimination on account of marital status.
PA 91-58 An act concerning discrimination on the basis of sexual orientation

Administration

Professional Development

The Board of Education recognizes the importance of professional development opportunities for new and experienced administrators. Administrators should provide positive role models for other staff and students by adopting the dual roles of teacher and learner. Formal acknowledgment of the importance of these reciprocal roles and responsibilities will lead to sustained professional growth and learning among administrative staff, which will, in turn, benefit the school community.

A philosophy that promotes continued learning for all educators should permeate professional development programs and practices. The philosophy should specifically support different learning needs, based on experience, and an investment in the professional growth of future school leaders:

1. Innovative programs should be developed and established for teachers who aspire to administrative positions.
2. For new administrators, a comprehensive orientation program should include broad-based exposure to district practices and resources, provision of mentor support from experienced administrators, and development of an individualized professional growth plan that targets priority learning needs.
3. For experienced administrators, flexible professional development opportunities should be entertained, allowing for career advancement support and long-term areas of professional pursuit.

All administrators should be exposed to professional growth opportunities and educational practices that address ways to foster excellence, diversity and equity in the school community.

Administration

Administrative Organization

The administration of the school system will be delegated to the Superintendent of Schools.

The Superintendent is responsible for developing a table of organization to determine staff responsibilities and authority. The Superintendent will be guided by the knowledge that the Board of Education values free interchange of ideas.

While directing the Superintendent to establish specific lines of authority and responsibility, the Board of Education does not intend to reduce the efficiency of a team operation.

General Operation

The following principles will govern the administrative operation of the school system:

1. The Superintendent of Schools has specific responsibility for overseeing the pattern and sequence of educational experience provided for students from pre-kindergarten through grade 8.
2. The staff of each school will be encouraged to establish the educational program most appropriate for the students attending that school.
3. Communication will flow from the students to the appropriate staff, faculty members, principal, to the Superintendent and then to the Board of Education. The community is encouraged to follow the same procedure.
4. Each member of the staff will be made aware of their position responsibilities and lines of authority.

Administration

Lines of Responsibility

General Operations

The following principles will govern the administrative operation of the school system:

1. Each school will be encouraged and will be free to work out the educational program most appropriate for the students attending that school.
2. The Assistant Superintendent will have specific responsibility for overseeing the pattern and sequence of education experiences provided for children from kindergarten through grade 8.
3. General responsibility for chain of command will flow simply and clearly from students, through teachers, the Principal and the Superintendent to the School Board.
4. Each member of the staff will be told to whom he/she is responsible and for what functions.
5. Whenever possible, each member of the staff will be made responsible to only one immediate superior for any one function.
6. Each staff member will be told to whom he/she can appeal in case of disagreement with the person to whom he/she is responsible.
7. Each staff member will be told to whom he/she can go for help in working out his/her functions in the school program.

Line of Responsibility and Appeal

Each employee in the district will be responsible to the Board of Education through the Principal/Superintendent.

All personnel will refer matters requiring administrative action to the administrative officer immediately in charge of the area in which the problem arises.

Administrative officers will refer such matters to the next higher authority when necessary.

All employees will have the right to appeal any decision made by an administrative officer to the next higher authority and through appropriate successive steps to the Board of Education by grievance procedures.

Administration

Administrative Personnel Positions

All administrative, supervisory, and other positions in the school system are established initially by the Board of Education, by state law, or both.

It is the intent of the Board of Education to maintain a sufficient number of positions to promote the school system's goals.

A job description for each position, including a statement of requirements, must be developed and written under the direction of the Superintendent for approval by the Board of Education.

The Board of Education will approve the broad purpose and function of the position in harmony with state statutes, laws and regulations.

The Board of Education directs the Superintendent to maintain a comprehensive and coordinated set of job descriptions.

Administration

Superintendent of Schools

1. **Executive Responsibilities:** Act as executive agent of the Board, administering schools in conformity with Board policy and state law, performing the duties required by the Board and reporting to them on the execution of these policies. Act as professional leader of school system, initiating action, informing the Board, coordinating work of schools, making continuous study of legislation, reporting to Board concerning operation and recommended changes with the schools.
2. **Policy Making:** Advise the Board when requested on matters of policy, raise questions that require policy statements, recommend policies for adoption, develop administration rules to carry out Board policies, recommend revisions and develop procedures for staff participation in policy making.
3. **Instructional Program:** Make recommendations concerning scope of educational program, formulate with staff courses of study, submit to Board for approval, recommend textbooks and instructional materials, recommend and develop ways for evaluating effectiveness of school program, develop in-service and professional growth for staff, supervise instruction of students, recommend school calendar.
4. **Personnel:** Recommend desirable qualifications for professional and non-professional personnel. Search, receive applications, interview candidates, nominate candidates for positions, or appoint staff members (If this power is delegated by the Board of Education) execute contracts with dismissal, assignment of personnel, recommend staff promotion, demotion, dismissal; recommend to Board for employment.
5. **Finance:** Supervisory oversight through Principal to: Develop budget, recommend to Board; present long-range financial needs; present and interpret the budget, report to the Board, recommend transfers; make purchases of supplies and equipment; prepare specifications, receive bids on materials, construction and repair; examine and verify bills for payment; develop and direct program of financial accounting.
6. **School Plant:** Supervisory oversight through Principal to: Make continuous studies of school plant needs; recommend plant expansion, develop educational specifications for new buildings, including plans, school sites, and desirable areas; develop a program of plant management and the administration of this program; and provide for community use.

Administration

Superintendent of Schools (continued)

7. **Pupil Personnel:** Recommend and develop program of pupil services and exceptional children, supervise student enumeration; develop discipline policy, procedures for suspension and expulsion, classification, promotion and graduation of students, recommend school attendance and geographical boundaries; assign students; study transportation needs, plan routes; develop school lunch program; administer standardized testing procedures; issue working papers; arrange for physical examination of students including eyesight and physical deficiency, notify parents of defects and report to State Department of Education; develop supervised system of student records, reporting to parents, and vocational and educational records.
8. **Meetings:** Attend and participate in all Board meetings, prepare agenda, and make reports and recommendations of agenda items.
9. **Public Relations:** Make annual report of school progress and needs; investigate complaints; arrange for publication of agenda, meeting dates; publications to students and parents concerning matters of public interest such as school progress, problems and needs.

Delegation of Authority

The Superintendent may delegate to other employees of the Board the exercise of any powers and the discharge of any duties imposed upon the Superintendent by these rules or by vote of the Board. The delegation of power or duty, however, will not relieve the Superintendent of responsibility for the action taken under such delegation. Superintendent's duties as outlined above.

Administration

Appointment of Designee for Superintendent of Schools

In order to provide for unforeseen circumstances, the Superintendent shall appoint a designee. This designee shall function only when the Superintendent is out of the District. The designee shall function only in emergency situations.

Administration

Principal

Appointment of Principals

The Board of Education shall employ its Principal(s) upon the nomination by the Superintendent of Schools.

The Principal is directly responsible to the Superintendent and through the Superintendent to the Board. The Principal acts as the chief local administrative officer for his/her own school building and grounds. He/she is responsible for and has authority over the actions of students, professional and non-professional employees, visitors and persons hired to perform special tasks.

The Principal will keep the Superintendent and the Board informed of activities in his/her school by whatever means the Superintendent deems appropriate.

Leadership Duties of the Principal

The primary duty of the Principal is to administer and supervise the school in such a manner as to secure improvement of instruction. He/she seeks to achieve this through leadership.

Community Relationships

The Principal is responsible for maintaining sound relationships with parents and other citizens. He/she takes a leading role in interpreting the educational program to the community.

Discipline

The Principal is responsible for maintaining order in and around his/her school. He/she works closely with teachers to assist students in achieving self-discipline.

School Property

The Principal is responsible for the buildings, grounds, and other property of the school. He/she supervises the work of the custodians. He/she reports to the Superintendent and to the appropriate Board Committee the condition of the building and grounds and recommends improvements and repairs.

Administration

Principal (continued)

Emergencies

The Principal is responsible for taking all reasonable precautions to safeguard the health and well-being of students and staff members in his/her school. He/she will formulate adequate plans for meeting emergencies such as fire, storm or other sudden danger. He/she will keep a record of all serious accidents at the school and will report these promptly to the Superintendent and/or the insurance carrier.

Responsibilities, Duties and Working Relationships of the Principal

The job description of the Elementary School Principal is as follows:

1. **Executive Responsibilities:** Is directly responsible to the Superintendent of Schools. Administers and supervises school in accordance with policies and regulations prescribed by the Board of Education and the Superintendent of Schools. Informs the Superintendent of conditions and needs of the school. Develops educational program of his/her school in accordance with students' needs and within the framework of established policy for the total school system. He/she is responsible for seeing that teachers and other school personnel fulfill assigned duties. Submits reports requested by the Superintendent or a delegated representative.
2. **Instructional Program:** Is responsible for the total program in the individual schools. Assists teachers in improvement of instructional program and in the supervision of students. In cooperation with others, exerts leadership in curriculum development and improvement, developing materials for implementing the program. Keeps abreast of current instructional practices and is acquainted with current trends affecting the elementary program. Engages in research and experimentation approved by the Superintendent. Organizes and plans for carrying out of programs.
3. **Public Relations:** Maintains close and cooperative relations with parents and all community groups. Interprets, supports and promotes a sound educational program cognizant of the needs of a changing America and the local community. Receives and coordinates community wishes for the school, is familiar with parents' aspirations for their children and imparts his/her own vision and goals for the school to the faculty and community.
4. **Personnel:** Guides and encourages professional personnel through planning worthwhile staff meetings and in-service programs. Assists in recruiting and interviewing prospective teachers. Assumes responsibility for recommendation to the Superintendent of Schools for the reemployment or dismissal of personnel. Evaluates the teachers' contribution and professional growth. Includes supervision of non-professional staff assigned to the building and their services relating to purposes to the schools.

Administration

Principal (continued)

Responsibilities, Duties and Working Relationships of the Principal (continued)

5. **Pupil Personnel:** Knows students and their needs. Consults with staff personnel to help in placement of children and organization of classes. Arranges for special services for children within bounds of staff facility, budgetary allocation and community resources. Cooperates with community leaders and staff to originate and develop policy which relates to the operation and administration of a school. He/she is responsible for all students' records.
6. **Policy Making:** Contributes to development of system-wide policies. The policies are referred to the Superintendent for study and approval and thence to the Board of Education for approval. The Superintendent and the Principal will then implement the policy with the staff and community. He/she interprets Board policy to staff and community as it relates to the schools. Develops individual school policies within established structure which best suits the school. Creates environment within which teachers and students may achieve mutual understanding, high sense of morale and best working conditions.
7. **School Plant:** Takes all precautions to safeguard safety, health, well-being of students and staff members, including formation of plans to meet emergencies. Receives regular reports of conditions from the custodian and takes steps to take care of needs. Inspects school plant thoroughly at regular intervals. Is consulted on use of school building by outside groups.
8. **Finance:** Maintains an inventory of supplies, equipment, furniture within the school, estimates financial requirements in preparation of annual school budgets. He/she is responsible for accurate records of all monies received into and dispersed from the school funds.
9. **Evaluation:** Self-evaluation and analysis of the principalship, its responsibilities, duties, staff relationship, and procedure for evaluation of staff proficiency are parts of the evaluation.
10. **Guidance:** The Principal is responsible for guidance to the staff and students.
11. **Discipline:** The Principal is responsible for the discipline in the school.
12. **Certification:** Certification requirements as set by the State of Connecticut.

Sharon Center School Principal Job Description

- Reports to Region One Superintendent of Schools
- Approved by the Board of Education: **November 14, 2005**

Qualifications:

- Masters Degree with emphasis in educational administration
- Valid State of Connecticut certificate for school administrator (092)
- Demonstrated leadership in educational leadership
- Understanding of curriculum frameworks and effective instruction
- Demonstrated skill in oral and written communication, including conflict resolution
- Ability to maintain positive school and community relations
- Understanding of student growth and development and impact on student learning (Pre-Kindergarten-Grade 8)
- Demonstrated ability to manage multiple operations in school building

Special Knowledge Skills:

- Ability to work collaboratively and collegially with teachers, parents, and Region One principals
- Understanding of school budget process
- Knowledge of curriculum as well as state frameworks & standards
- In-depth knowledge of theory and practice related to reading/language arts instruction
- Experience in using assessment results to shape instruction
- Possession of leadership skills
- Understanding of program development
- Knowledge of technology and instructional applications of technology
- Interest in staying abreast of educational trends, issues, and mandates that have a significant impact on elementary instruction
- Ability to lead staff development efforts at the school level
- *Facilitate, implement and manage change*

Major Responsibilities and Duties Principal

Educational Leadership

The school principal will:

demonstrate ethical and professional standards;
facilitate the vision of shared leadership at the school site;
provide learner-centered leadership for staff and students;
oversee the daily operations to meet building and student goals;

Principal Job Description (continued)

Educational Leadership

The school principal will:

- understand the dynamics of change and the change process;
- demonstrate and allow for creativity;
- work to hire and retain high-quality staff and provide appropriate supervision that will ensure professional growth;
- develop and follow a personal professional growth plan; and
- monitor student learning.

The school principal will work with staff to:

- develop a building vision that sets high expectations for students and staff;
- use multiple sources of data to develop a plan for the improvement of student achievement;
- provide appropriate educational opportunities for all students;
- plan and implement staff development opportunities for all staff members; and
- align and implement National/State standards and assessments within the curriculum.

Communication

The school principal will:

- clearly articulate the school's vision and mission;
- communicate to the appropriate audience in an effective and timely manner using a variety of methods;
- develop and maintain an atmosphere of openness, confidentiality, and trust;
- be clear and concise in written and oral language, using authentic common language, understandable to all stakeholders, with correct grammar;
- adapt communication style to meet the needs of the audience;
- demonstrate a willingness to work together to reach resolution;
- use appropriate cultural and gender-based norms in communication; and
- use humor generously and appropriately.

School/Community Relations

The school principal will:

- maintain a positive school climate and school morale;
- model shared leadership and decision-making strategies;
- exemplify a positive relationship with staff, students, parents (families), and community;
- develop collaborative efforts between the school and community;
- engage the community to build greater ownership for the work of the school;
- encourage and develop parent/guardian involvement/partnerships;
- deal effectively with the media.

Principal Job Description (continued)

Interaction with Students

The school principal will:

develop and implement a positive, effective student management system;
maintain a safe learning environment for all students;
create and foster a community of learners; and
work to see that the needs—enrichment, remediation, special education—of all students are being met.

Other Management Issues

The school principal will:

prioritize issues that arise on a daily basis;
develop and implement effective student discipline plans;
develop and implement building emergency plans;
work with district and building staff to develop building budgets for the effective use of resources;
be aware of legal policies regarding, but not limited to, documentation and record retention, data privacy, NCLB, and IDEA;
develop plans for securing and allocating financial and human resources and assure that resources are used to meet high standards;
manage the physical plant operation and planning;
be aware of the bargaining units' contracts;
work with student transportation; and
work with staff to develop building schedules.

Physical Requirements

This work requires the following physical activities: climbing, balancing, bending, stooping, kneeling, crouching, crawling, twisting, reaching, sitting, standing, walking, pushing, pulling, lifting, finger dexterity, grasping, feeling, repetitive motions, talking, hearing, and visual acuity. The principal is exposed to atmospheric conditions and the work is performed both indoors and outdoors.

Administration

Superintendent

The Superintendent of Schools shall serve as Superintendent of Schools for the Board of Education of each town in the district and also for the Regional School Board. He/she shall act as executive agent for each local board and for the Regional Board.

Appointment

See current Region One Joint Employment Agreement for Superintendent of Schools.

Legal Reference: Connecticut General Statutes

10-157 Superintendents.

Administration

Hiring School Administrators

The Board of Education will appoint qualified persons to all administrative positions in the School System, based on recommendations made by the Superintendent.

The appointment of all administrators is valid only when made in such a manner, and the Superintendent will submit his/her recommendations to the Board in writing if so requested. The Board will accept or reject the Superintendent's recommendation at a regular or special Board meeting. If the Board should reject the Superintendent's nomination, she/he will make another recommendation to the Board within a month, or as soon as practical.

The Superintendent will be responsible for the posting of positions, establishment of a search committee, recruitment and screening of candidates, and to bring finalists, including the recommended candidate, to the Board.

The search/interview committee shall be comprised of Board members, administrators and parent, teacher and community representatives. The Superintendent is responsible for checking the references of all finalists and reporting results to the Board.

At the time of deciding to fill a vacant administrative position, the Board will determine whether the full Board, a committee of the Board or appropriate administrators will interview finalists for the position.

Administration

Administrative Leeway in Absence of Board of Education Policy

Where the Board has provided no policy guides for administrative action and situations requiring action arise in the schools, the Superintendent may act on his/her own initiative, subject to Board review.

Administrative decisions taken by the Superintendent in the absence of policy will be subject to review by the Board at its next regular meeting. It will be the responsibility of the Superintendent to inform the Board of his/her action and of the need for policy.

Administration

Treatment of Outside Reports

Within a reasonable time after receiving reports from such outside agents as the auditor, fire department, and health officer, the Superintendent will inform the Board of the action he/she has taken upon the recommendations made in such reports.

Administration

Educational Research in District Schools

All requests to conduct research within the school district must be directed to the Superintendent of Schools. The following criteria will be utilized to make a determination regarding approval of such requests:

1. The study results in direct benefits or provides direct services to the children of within the school district;
2. The study provides in-service opportunities for the growth and development of faculty and/or staff;
3. There be no expenditures of district funds or use of staff/faculty time unless there are benefits as described in 1 and 2 above.
4. Students participating in studies, authorized by school administration, must have the approval of their parents.

Administration

Statement of Ethics for Administrators

An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's actions will be viewed and appraised by the community, professional associates, and students. To these ends, the administrator subscribes to the following statements of standards.

The educational administrator:

1. Makes the well-being of students the fundamental value of all decision making and actions.
2. Fulfills professional responsibilities with honesty and integrity.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Obeys local, state, and national laws.
5. Implements the governing Board of Education's policies and administrative rules and regulations.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.
7. Avoids using positions for personal gain.
8. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.

Regulation approved: November 13, 2000

SHARON CENTER SCHOOL
Sharon, Connecticut

Administration

Evaluation of Administrative Personnel

The Superintendent will evaluate annually the performance of all administrative personnel directly responsible to him/her and make recommendations regarding their employment and salary status to the Board of Education.

The Board of Education shall evaluate the Superintendent at least once a year.

Administration

Annual Report

The Superintendent will write and submit for inclusion to the Town of Sharon annual report, following the close of each school year, a brief summary report concerning the activities of the school system during that year. The report will be designed to bring to the Board's attention:

- (a) Problems which the Board itself, as distinct from the administrative staff, may be called upon to solve.
- (b) Changes in practices or in accomplishments which are significant enough to be worth the Board's consideration.
- (c) Statistical summaries relevant to the Board's need for information and record. These will not include the financial reports which are the responsibility of the Board Secretary.

Legal Reference: Connecticut General Statutes

10-157 Superintendent of Schools

10-222 Appropriations and budget

10-224 Duties of the Secretary

10-227 Returns of receipts, expenditures and statistics to state board.

Policy adopted:

November 13, 2000

SHARON CENTER SCHOOL
Sharon, Connecticut