

SCHOOL COMMITTEE POLICY MANUAL

SOUTHERN BERKSHIRE REGIONAL SCHOOL DISTRICT SHEFFIELD, MASSACHUSETTS 01257

This manual contains the official policies of the Southern Berkshire Regional School Committee; the major regulations intended to implement policy; and certain reference or "exhibit" documents that relate to policies and/or regulations.

Policy development in a modern, forward-looking school system is a dynamic, ongoing process. New problems, issues, and needs give rise to the continuing need to develop new policies or to revise existing ones. This is why the committee employs the loose-leaf format for this manual. It is easy to keep up to date.

Each person holding a copy of this manual should make a diligent effort to keep it up to date as new policies, regulations, and exhibits are distributed by the central office.

How to Use this Manual

The school department operates according to policies established by the school committee. The committee then appraises the effects of its policies and makes revisions as necessary.

In the interests of harmony, efficiency, uniformity of interpretation, coordination of effort, and in fairness to all concerned, the committee makes this manual available to all who are affected by its policies.

Please Note: All copies of this manual are the property of the Southern Berkshire Regional School District.

How the Manual is organized

The manual is organized in accordance with the classification system developed by the National School Boards Association. This system provides an efficient means of coding, filing, and finding policies and other documents. There are 12 major classifications each assigned an alphabetical code:

- A -- FOUNDATIONS AND BASIC COMMITMENTS
- B -- SCHOOL BOARD GOVERNANCE AND OPERATIONS
- C – GENERAL SCHOOL ADMINISTRATION
- D – FISCAL MANAGEMENT
- E – SUPPORT SERVICES
- F – FACILITIES DEVELOPMENT
- G – PERSONNEL
- H – NEGOTIATIONS
- I – INSTRUCTIONAL PROGRAM
- J – STUDENTS
- K – SCHOOL-COMMUNITY RELATIONS
- L – EDUCATION AGENCY RELATIONS

Sub classification under each heading is based on logical sequence and alphabetical sub coding. For an example of the sub coding system, examine the white pages immediately following the tab for Section AD--Foundations and Basic Commitments.

The white pages that follow the tab for each major section present the classification system, section by section, and serve as the tables of contents for each section or "chapter" of this manual.

How to find a policy: There are two ways to find a policy (or regulation) in the manual:

1. Consider where the policy statement (or regulation) would be filed among the 12 major classifications. Turn to the Table of Contents for that section and glance down the listing until you find the term that most closely fits the topic you are seeking. Use the code letters given for that term to locate the policy you need. The pages are arranged in alphabetical order by code within the section. All pages are coded in their upper right hand corner.
2. Turn to the Code Finder Index at the end of the manual. The code finder is an alphabetical index of all terms used in education. Look up your topic as in any index, find the code, and use the code to locate the correct page in the manual.

What if you can't find the term you are seeking? The code finder index lists more than 1,800 terms, but no index of useful size could include every possibility. If the term you are seeking is not included, look up a synonym or a more general or specific term appropriate to the topic.

What if you can find the term and code, but there is no policy or regulation? This probably means that the school system has no written policy or important regulations in that particular area. All terms used in the classification system appear in the sectional tables of contents and Code Finder Index to accommodate the coding, insertion, and finding of policies or regulations that may be issued later. But there is one other possibility. A brief statement related to the policy you are seeking may be incorporated in a "superior" policy, which covers the area generally. This "superior" policy will be coded under a more general term. To find it, read up the classification system. For example, a policy statement, which relates to all meetings of the school committee, might be filed under "School Board Meetings" (BD) rather than "Regular Board Meetings" (BDA). (Please note: In the classification system and Code Finder Index, read "School Committee" for "School Board".)

Using the signs and symbols. Various signs and symbols are used in connection with the classification system. They are for your use in locating and/or in examining policies. Included are the following:

- R This symbol following a code indicates that the statement is a regulation, not a committee policy. The statement appears on a yellow, rather than a white, sheet.
- E Exhibit. This symbol following a code indicates that the statement is a reference document such as a calendar, application form, etc., rather than a policy. Such statements are printed on green paper.

- Also:** Certain policies bear two codes in the upper right hand corner. The second is in parentheses and is preceded by 'Also'. This means that the identical policy (or regulation) is filed under both codes.
- Dates:** Where possible, the original date of adoption/issuance appears immediately following each policy or regulation. In other instances, an approximate adoption or re-approval date is used.
- LEGAL REF.:** Pertinent legal references are given to inform the reader where in state law s/he may find the statutes that relate to a specific policy. Unless otherwise noted, all references direct the reader to the General Laws of the Commonwealth of Massachusetts (cited as M.G.L., Chapter and section).
- CONTRACT REF:** Agreements reached through negotiations with recognized staff organizations have the full force of committee policy. References to negotiated agreements are provided, as appropriate, to direct the reader to statements in these agreements.
- CROSS REF.:** Certain policies and regulations relate to others. Cross-references are provided following many statements to help the reader find all of the related information needed.

About School Committee Policies

Generally, the role of a School Committee is to set policy and the role of the administration is to implement it through regulations. Written policies are the chief means by which a School Committee governs the schools, and regulations are one of the means by which the committee's policies are implemented. The following definitions provide a distinction between these two types of statements:

POLICIES are principles adopted by the School Committee to chart a course of action. They are broad enough to indicate a line of action to be taken by the administration in meeting a number of day-to-day problems while being narrow enough to give the administration clear guidance.

REGULATIONS are detailed directions usually developed by the administration to put policy into practice.

These definitions are serviceable much of the time. They reflect sound theory of governance and administration. But policies and regulations are obviously closely related. They can and do merge, making it difficult to ascertain where one begins and the other ends. For example:

- State and federal governments require school committees to make or officially approve detailed regulations, and procedures in certain areas.

- A School Committee signs contracts and agreements that may contain and interweave policies, regulations, and procedural detail.
- The public, staff, or school committee members may demand that the School Committee itself, not the administration, establish specific regulations and procedures in certain sensitive areas.

The intermingling of policy and regulation in law, in contracts, and in adopted statements of the School Committee that can cause confusion. Sometimes they are not easily separated. Therefore, the separation of policies and regulations in this manual follows several "rules of thumb" in addition to basic theory:

1. When the school system's practice in a particular area is established by law, any informational statement covering the practice is presented as "policy" and is printed on a white page. (A law may, of course, be quoted or referred to in a regulation.)
2. When a school system's practice in a particular area has been established through a negotiated agreement, any statement pertaining to that practice is presented as "policy".
3. Where the School Committee has interwoven regulations with policy and where separation would interfere with their meaning, the entire statement is presented as a policy.
4. Where the School Committee has adopted rules and by-laws concerning its own organizational and operating procedures, these statements appear as policy.

As long as the administration operates within the guidelines of policy adopted by the committee, it may issue regulations without prior committee approval, unless law requires committee action, or unless the committee has specifically asked that certain types of regulations be submitted for committee approval. The School Committee is to be informed of all school system regulations issued by the administration. All such regulations are subject to committee review.

Is the Manual Complete?

No. The manual contains all of the current written policies of the school committee to date. But, the need for putting additional policies in writing, for adopting new or revising existing ones, becomes apparent.

Additionally, state laws; and regulations change. No matter how well conceived and well developed, a policy manual can never be 100% complete and 100% up-to-date. Policy development is a continuing process. From time to time, new policies, regulations, and reference documents will be developed, coded under the classification system, and issued for insertion in the manual. Should the need arise, supplemental sub codes may be added to the classification system to accommodate topics not covered by existing codes.

Order of precedence. School committee policies and regulations, as well as negotiated agreements with staff bargaining units, must be read and interpreted in the light of the Massachusetts General Laws and State regulations. Wherever inconsistencies of interpretation arise, the law and state regulations prevail. A conflict between a local policy or regulation and a negotiated agreement must be interpreted in line with the contract for members of the particular bargaining unit.

Terminology. The masculine, feminine and neuter genders as used in this manual import one another, and the singular shall include the plural whenever applicable.

It is the hope of the Southern Berkshire Regional School Committee is that this collection of policies and regulations will make greater harmony and efficiency possible in all areas of school operations. This will enable the committee to devote more time to its primary duty--the development of long-range policies and planning for the future of the school system.

SECTION C

GENERAL SCHOOL ADMINISTRATION

CA	Administration Goals
CB	School Superintendent
CBC	Superintendent's Contract
CBG	Evaluation of the Superintendent
CBG-E	Evaluation of the Superintendent - Exhibit
CC	Administrative Organizational Plan
CCA-E	Organizational Chart
CCB	Line and Staff Relations
CE	Administrative Councils, Cabinets and Committees
CF	School Building Administration
CF-R	School Building Administration - Regulations
CH	Policy Implementation
CHA	Development of Regulations
CHB	School Committee Review of Regulations
CHC	Regulations Dissemination
CHCA	Approval of Handbooks and Directives
CHCA-E	Approval of Handbooks & Directives -- Exhibit
CHD	Administration in Policy Absence
CL	Administrative Reports
CM	School District Annual Report

ADMINISTRATION GOALS

The purpose of school administration is to help create and foster an environment in which pupils can learn most effectively. All administrative duties and functions shall be appraised in terms of the contribution that they make to better instruction and to higher student motivation and achievement.

The School Committee shall rely on its chief executive officer, the superintendent, to provide the professional administrative leadership that such a goal demands.

The design of the administrative organization shall be such that all departments and all schools are part of a single system subject to the policies set forth by the committee and implemented through a single chief administrator, the superintendent. The principals of all schools and the administrators of all departments are expected to administer their units in accordance with Committee policy and administrative regulations. However, the mere execution of directives cannot, by itself, be construed as good administration. Vision, initiative, resourcefulness, leadership, and consideration for staff members, students, and parents are essential in effective administration of the schools.

Current practice codified 1976

Adopted: Date of manual adoption

SCHOOL SUPERINTENDENT

The Committee shall appoint a superintendent of schools to serve as executive officer and educational advisor to the Committee.

The superintendent shall attend all meetings of the Committee whenever possible. (S)he shall serve as an ex-officio member of any committees of the School Committee. These and other duties of the superintendent, as specified by the Committee policy, may be altered at any regular meeting of the Committee by a 2/3 vote of the full Committee or by a majority vote of the entire Committee at any meeting for which a 30-day notice shall have been given.

Adopted: 8/21/1975

CROSS REF.: BCD, School Committee - Superintendent Relationship

Note: The job description of the superintendent is filed, along with those of other school district positions, in a separate manual of job descriptions.

EVALUATION OF THE SUPERINTENDENT

The board shall annually review with the superintendent a set of performance objectives based on the needs of the school system. The superintendent's performance shall be reviewed annually in accordance with these specified goals. Additional objectives shall be established at intervals agreed upon with the superintendent.

In addition to the superintendent's performance objectives, his/her performance of his/her duties as listed in the Superintendent's Job Description shall be reviewed.

The evaluation of the superintendent shall be conducted in accordance with Section 23B of Chapter 39 of the General Laws, as amended by Chapter 372 of the Acts of 1978, and as interpreted by District Counsel in opinion dated April 24, 1979.

Adopted: 11/4/76

Revised: 5/18/78; 6/21/79; 4/7/83; 1/18/96

CROSS REFS: BA, School Committee Operational Goals
CBG-E, Procedure and Instrument for Evaluation of Superintendent (exhibit)
File Letter from Counsel, 4/24/79

ADMINISTRATIVE ORGANIZATION PLAN

The district shall be organized according to an organizational chart, which will be regularly updated. The lines of authority on the chart shall represent direction of authority and responsibility.

The superintendent shall have freedom to reorganize lines of authority and to revise the organizational chart, consistent with the Education Reform Act of 1993 and subject to committee approval of major changes and/or the elimination and creation of positions.

Current practice codified 1976

Adopted: date of manual adoption

Revised: 1/18/96

ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES

The superintendent may develop and lead such permanent and temporary councils, cabinets and committees as he deems necessary for proper administration of Committee policies and for the setting and achieving of program objectives.

Administrative Council

Members of the standing, central Administrative Council shall be the business administrator/treasurer and all contracted administrators serving the district at the time.

The Administrative Council serves in an advisory capacity to the superintendent. The Council assists in immediate and long-range clarification of objectives, identification of problems, establishment of priorities, development of strategies and evaluation of overall district progress. The Council also serves in a communicative and interpretative capacity, explaining the District's goals, procedures and policies to the staff and the community.

Current practice codified 1976

Adopted: date of manual adoption

Revised: 12/7/78; 5/19/83; 10/5/89; 1/18/96

SCHOOL BUILDING ADMINISTRATION

Acting with the approval of the superintendent and upon the advice of the superintendent and business administrator, each principal shall be the chief administrator of his school. All personnel assigned to his/her building shall be directly responsible to him/her. Staff members who work in more than one school shall be responsible to the principal of the school during the time they are working in his/her building.

Elementary School Administration

Each of the regional district schools including one or more elementary grades (PreK-6) shall be under the direction of the principal of elementary education.

In the New Marlborough Central School, a teacher-in-charge shall be designated annually by the superintendent of schools. The teacher-in-charge, in the absence of the principal, shall assume responsibility during emergencies and for matters of a critical nature requiring immediate attention.

The contract of the teacher-in-charge shall be extended two days per year for necessary training and instruction. Compensation for the extended contract shall be in accordance with the Southern Berkshire Educational Association Agreement.

Current practice codified 1976

Adopted: date of manual adoption

Revised: 5/3/79; 10/5/89; 1/18/96

GUIDELINES FOR RESPONDING TO EMERGENCIES & MATTERS OF A CRITICAL NATURE IN ABSENCE OF THE PRE-K-6 PRINCIPAL

The following procedures and guidelines relate to the areas of responsibility that the teacher-in-charge of the New Marlborough Central School shall assume in the absence of the elementary supervising principal during emergencies and for matters of a critical nature requiring immediate attention.

MATTERS OF A CRITICAL NATURE	COURSE OF ACTION
Substitute teacher(s)	Greet and meet with substitute and orient to assignment
Late arrival of a staff member	-Assign or reassign paraprofessional -- OR-- -Notify closest adjoining teacher for the supervision of students
Bus problems: Late departure (i.e., child not picked up by parent, late field trip, missed bus, etc.)	-Arrange for supervision of student(s) -Answer telephone inquiries -Arrange for transportation through home
Parent inquiries: Need of immediate attention (discretion of secretary)	-Discuss matter with parent and refer to principal and/or superintendent
General Information (discretion of secretary)	-Discuss matter with parent and refer to principal
Staff Problem: Teacher-teacher Teacher-student	-Intercede to ameliorate immediate problem and notify principal and/or superintendent
Student Problem: Student-student Teacher-student Paraprofessional-student	-Intercede for interpersonal emergencies -Refer to principal and/or superintendent for follow-up procedures
Run-aways	-Instruct secretary to notify police, principal and/or superintendent, and parent
Scheduling	-Assist in facilitating unexpected scheduling needs (films, assemblies, lunches, field trips)
Traffic and parking	-Take measures to secure immediate safety of children and staff -Notify principal

Communications	-Respond to inquiries with discretion to insure amiable relationship with students, parents and staff -Record and report to principal and/or superintendent
Unregistered person in building or on grounds	-Inquire of and offer assistance to ensure safety and orderly conduct of school
Emergencies (Physical) School Closing	-Assume immediate responsibility of all student departure to home or designated location in compliance with Emergency School Closing Policy
Building Safety (fire, bomb threat or any impending danger)	-Assume responsibility for the safety of children and staff to evacuate building -Notify custodian -Notify central office and principal -Notify pupil service personnel
Minor Occurrences (power outage, lack of water, heat, etc.)	-Notify custodian -notify central office and principal
Emergencies (Medical) Communicable diseases (rashes, skin infections, cold symptoms, sore throat, inflamed eyes)	-Notify nurse
Diabetic Coma Insulin Shock Seizures	-Notify nurse and parent to come for child -Follow procedures prepared by school nurse
Serious accident or illness requiring emergency room care at hospital *New Marlborough Central *Outlying Schools	-Notify nurse/call for ambulance when necessary -Notify home to transport to hospital - Secretary transport to hospital emergency room or call for ambulance when nurse not available (NOTE: Parents will be notified anytime a child must be transported to hospital.) -First two procedures above -Notify principal or central office

Issued: 8/23/79

Revised: 1/18/96

CROSS REF.: CF, School Building Administration

Southern Berkshire RSD, Sheffield, MA

SCHOOL COUNCILS

Introduction: This policy is designed to implement the provisions of MGL Chapter 71, Section 59C, which requires the establishment of school councils in all of the public schools in the Commonwealth of Massachusetts.

The Southern Berkshire Regional School Committee supports and encourages the intent and purpose of school councils. The Committee 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 the Southern Berkshire Regional School District.

While the Committee supports the attempt to foster a collaborative effort at the local school level, it also recognizes its responsibility to provide a common direction for all the students of the Southern Berkshire Regional School District, regardless of which school they attend. To that extent, it is the expectation of the Southern Berkshire Regional School Committee that school councils, when developing school improvement plans, will not only address the areas contained within the Reform Act, but also will identify how each school intends to meet the system-wide goals, which are formulated and approved each year by the School Committee.

The law outlines four areas in which School Councils are to assist principals:

- adopting educational goals for the schools that are consistent with local educational policies and statewide student performance standards,
- identifying the educational needs of the students attending the schools,
- reviewing the annual school budget,
- formulating a school improvement plan,

Membership: The Committee recommends that the School Councils be composed as follows:

High School/Middle School	3 teachers including one special education teacher, 1 non-instructional staff member, 3 parents (selected by the PTO), including one of a special education student, 2 non parent community members, two students and the principal.
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Elementary Schools teacher,	1 teacher from each school building, 1 parent for every 2 non parent community members and the principal.
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Term of Office: Members of the Councils will serve as follows:

High School/Middle School students and	Teachers and parents shall serve for a term of two years; community members shall serve for a term of one year.
Elementary Schools community	Teachers and parents shall serve for a term of two years; members shall serve for a term of one year.

Meeting Procedures: At the first School Council meeting of the school year a parent representative will be designated to serve as co-chair with the principal. The parent co-chair will serve as the liaison to the School Committee and along with the Principal report to the School Committee on the activity of the Council no fewer than five (5) times per school year.

All meetings of the School Council are to be conducted according to the requirements of the open meeting law. In addition an agenda for each meeting, prepared by the co-chairs, will be provided council members and posted in the appropriate school and on the official district bulletin board one week prior to the meeting date. Every effort will be made to inform the parent community of the agenda prior to the meeting in a timely manner. The school committee, the superintendent, any member of the staff, any parent, any student or any member of the council who wishes to have an item included on an agenda may request its inclusion to the principal no later than one week prior to the meeting. The principal will consult with the co-chair and will be responsible for deciding whether or not such items are to be included. All meetings will be conducted in accordance with the prepared agenda. Agenda and approved minutes of each meeting will be prepared by a member of the council or a delegated clerk designated by the co-chairs and distributed in a timely fashion to the community in as broad a manner as possible, including copies to the superintendent and school committee. The official records of each school council meeting will be kept at the school. If a district employee is delegated a paid clerk of the School Council, said clerk shall be paid at her/his regular hourly rate for meeting times.

To encourage involvement and participation, each school council will set aside time at the beginning of each meeting for public input. School councils are encouraged to use subcommittees as a means of extending the involvement of parents, teachers, students and other community members concerning matters that are of importance to the schools.

SCHOOL IMPROVEMENT PLANS/EDUCATIONAL GOALS: The principals, in consultation with school councils, shall adopt educational goals for the schools and shall formulate a school improvement plan to advance such goals. The schools' educational goals must include the student performance standard adopted by the Massachusetts Board of Education and, consistent with any educational policies established for the district, shall assess the needs of the school in light of these goals. The school improvement plan shall address the system-wide goals adopted by the school committee each year. The plan shall include an assessment of the impact of class size on student performance, and shall consider student to teacher ratios and other factors and supportive adult resources, and may include a scheduled plan for class size. The plan shall address professional development for the school's professional staff, the

allocation of any professional development funds in the annual school budget, the enhancement of parental involvement in the life of the school, safety and discipline, the establishment of a welcoming school environment characterized by tolerance and respect for all groups, extracurricular activities, the development of 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; and such further subjects as the principal, in consultation with the school council, shall consider appropriate. In school districts with language minority student populations, the professional development plan under this section will specify how the plan will address the need for training and skills in second language acquisition and in working with culturally and linguistically diverse student populations. Each school improvement plan shall be submitted to the school committee for review on or before November 1 each year.

Adopted: 12/2/93

Revised: 2/11/2010

POLICY IMPLEMENTATION

The superintendent has responsibility for carrying out, through administrative regulations, the policies established by the school committee.

The policies developed by the committee and the administrative regulations developed to implement policy are designed to increase the probability of an effective and efficient school system. Consequently, it is assumed that all school employees and all students will willingly carry them out.

Employees in super-ordinate positions are responsible for informing subordinates of existing policies and regulations and for seeing that they are implemented in the spirit intended. Disregard for committee policy and administrative regulations may be interpreted as willful neglect of duty.

Current practice codified 1976

Adopted: date of manual adoption

Revised: 10/14/76; 1/18/96

CROSS REF.: BFD, Policy Dissemination

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 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 must weigh with care the counsel given by representatives of staff, student and community organizations. He will inform the committee of such counsel in presenting pertinent reports of regulations and in presenting regulations for committee approval.

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

Adopted: 1/18/96

SCHOOL COMMITTEE REVIEW OF REGULATIONS

It is expected that 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 committee.

The committee will review the regulations developed by the superintendent for the school system prior to their issuance, but it will revise or veto such regulations only when, in the committee's judgment, they are inconsistent with policies adopted by the committee.

The 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 committee's advance approval.

Before issuance, regulations will be properly titled and coded as appropriate to subject and in conformance with the codification system selected by the committee. Those officially approved by the committee will be so marked; all others appearing in the manual will be considered approved, provided they are in accordance with the accompanying committee policy.

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 by the school committee.

Adopted: 1/18/96

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

REGULATIONS DISSEMINATION

It will be the responsibility of the superintendent to see that the regulations developed to implement 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.

Adopted: 1/18/96

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.

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 committee expects all handbooks to be approved by the committee and/or the superintendent prior to publication.

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 committee-approved policy or regulation.

Adoption Date: 1/18/96

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

APPROVAL OF HANDBOOKS AND DIRECTIVES

All student handbooks shall contain the following provisions, except in the event that any provision listed below is contrary to any general or special law:

- (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, or a controlled substance, may be subject to expulsion from school by the principal.
- (b) Any student who assaults any employee of the school district may be subject to expulsion from school by the principal
- (c) 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, expel, or take any other appropriate action. Any student who has been expelled or suspended shall have the right to appeal to the superintendent.

- (d) When a student is expelled or suspended under the provisions listed above and applies for admission to another school for acceptance, the superintendent of the Southern Berkshire Regional School District shall notify the superintendent of the receiving school of the reasons for the pupil's expulsion.
- (e) Any student shall have a formal opportunity to appeal any disciplinary decision, if he/she feels that he/she has been unfairly treated. At the secondary level, the appeal procedure shall include the opportunity for a hearing before a committee of students, faculty and parents.

Adoption Date: 1/18/96

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

ADMINISTRATION IN POLICY ABSENCE

In cases when action must be taken within the school system where the committee has provided no guides for administrative action, the superintendent shall have the power to act. His decisions, however, shall be subject to review by the committee.

Current practice codified 1976

Adopted: date of manual adoption

ADMINISTRATIVE REPORTS

Regular reports will be presented to the school committee in a timely manner. Such reports will include such matters as district test results, monthly financial reports, and enrollment. Additional informational presentations and reports will be made upon request.

Adopted: 11/18/76

Revised: 10/5/89; 5/10/01

SCHOOL DISTRICT ANNUAL REPORT

The regional agreement stipulates that the committee shall submit an annual report to each of the member towns. The report shall contain a detailed financial statement and a statement showing the method by which the annual charges assessed against each town were computed, together with such additional information relating to the operation and maintenance of the regional district schools as may be deemed necessary. It shall also include a school committee statement which the committee shall review prior to its publication. The School District Annual Report will be distributed to be included within each member town's annual report.

Established through Regional Agreement, Section 9

Revised: 11/12/81; 5/10/01