

DISTRICT POLICY AND POLICY DEVELOPMENT

The primary responsibility of the Board of Education in its provision of education for students is the determination of policies which direct the operations of the school district's human and physical resources. The elected trustees are responsible for the formulation of policies and are aided in this task by the Superintendent and administrative staff. The role of the Superintendent and administrative staff is to assist in the development of policy and then oversee the implementation and monitoring of Board policies.

Statements of policy are based on beliefs, provide a public statement of the Board of Education's intent, and are generally broad enough to allow for discretionary action, yet specific enough to provide clear direction to those responsible for implementing policy decisions of the Board. Generally-speaking, good policies:

1. provide a clear statement of intent;
2. are based on beliefs, principles and values;
3. provide major guidelines for action;
4. allow for discretion;
5. are concerned with the future;
6. are dynamic and evolving.

Administrative regulations are developed by the Superintendent and administrative staff to accompany policy statements. Regulations arise from policies and are statements describing the action to be taken. They may include statements regarding the delegation of authority and ascribe parameters to delineate the scope of the policy.

Administrative procedures arise from regulations and are developed by the Superintendent and administrative staff. Procedures are more specific than regulations and indicate *who* does *what*, *how*, *when*, and *in what order*. Administrative procedures are issued by the Superintendent, or at the Superintendent's direction, by senior administrative staff.

Given the central importance of policy development, the Board of Education maintains a process which provides for:

1. A clear series of steps which constitute the process of policy development;
2. A standard format for policy statements which includes legal reference, any cross references, and a log of dates of approval and revision;
3. Clear distinction among policy, administrative regulations, and administrative procedures, by delineating responsibility and providing clear separation of these three levels in the policy manual.

STEPS IN POLICY DEVELOPMENT PROCESS

This following constitutes the sequence for developing Board policies and administrative regulations:

STEP	RESPONSIBILITY
1. Initial decision to recommend or formulate a policy or a policy change or to review an existing policy	Board, Board Committee, or staff
2. Study of background information; consultation with involved personnel where appropriate	Appropriate Board Committee; staff as requested by Committee
3. Preparation of initial draft	Senior administrators in consultation with staff as appropriate
4. Finalization of draft; approval for presentation to the Board as <i>Notice of Motion</i>	Board Committee, as appropriate
5. Receipt of <i>Notice of Motion</i>	Board
6. Distribution of <i>Notice of Motion</i>	Superintendent
7. Review; modifications as necessary	Board Committee; senior staff
8. Preparation of regulations and procedures	Senior administrators in consultation with staff as appropriate
9. Adoption of policy; approval of regulations and procedures	Board
10. Distribution of policy statements, regulations and procedures	Superintendent

Date Adopted: 1980-06
Date(s) Revised: 2007-09 25

Cross References: School Act 103 (2) (a)