

# BOARD POLICY MANUAL

## The School District of Edgefield County

### Edgefield, South Carolina

This manual contains the policies of The School District of Edgefield County Board of School Trustees (printed on white paper), the major administrative rules intended to implement policy (yellow paper), and certain reference or "exhibit" documents that relate to policies and/or rules (green paper).

The school board has four major goals relating to the governance of this district.

**Setting the long-range vision** (examples include strategic planning, budget planning, other planning procedures such as facilities planning or curriculum audit, inclusion of all community groups, and taking a proactive stance for education).

- **Establishing the basic structure** (examples include personnel, quality of staffing and staffing patterns. budget development, curriculum and instruction, appropriate environment such as facilities and behaviors, and district operations).
- **Ensuring accountability** (examples include budget; legal requirements; student performance; community/parental involvement; community/parental support; dealing with pressure groups; recognizing the difference between private citizen and public official role responsibility; working together as an effective team; and evaluating all aspects of district including the board, superintendent, staff, students and community).
- **Engaging in advocacy** (examples include working with elected and appointed officials; cooperating with agencies serving children; being advocates for children; and promoting the value of public education with business, retired persons and other groups).

Policy development is a part of the basic structure for achieving these goals.

Policy development 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 board employs the looseleaf format for this manual.

**How to use this manual.** The School District of Edgefield County operates according to policies established by the board of trustees. The board, which represents both the state and local community, develops the policies after careful deliberation, and the school administration implements them through specific rules and regulations. The board then appraises the effects of its policies and makes revisions as necessary.

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

**How the manual is organized.** The manual is organized according to the classification system developed by the National Education Policy Network of the National School Boards Association and has been adopted by the South Carolina School Boards Association. The system provides an efficient means for coding, filing and finding board policies, administrative rules and other documents.

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There are 12 major classifications, each bearing 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 PLANNING AND DEVELOPMENT
G	- PERSONNEL
H	- NEGOTIATIONS (no policies used in S.C. manuals)
I	- INSTRUCTIONAL
J	- STUDENTS
K	- SCHOOL-COMMUNITY-HOME RELATIONS
L	- EDUCATION AGENCY RELATIONS

A subclassification under each major heading is based on logical sequence and alphabetical subcoding. The table of contents pages which follow the tab for each major section present the classification system, section by section.

**How to find a policy.** There are two ways to find a policy (or rule) in the manual.

- Consider where the policy 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 ten-n that closely fits the topic you are seeking. Use the code letters given for the term to locate the sheet which will appear in alphabetical order by code within the particular section. (All pages of the manual are coded in the upper right-hand corner.) Or –
- Turn to the index at the end of the manual. The index is an alphabetical list of all terms used in the classification system. It also includes other terms commonly used in education. Look up your topic as in any index, find the code, and use the code to locate the sheet in the manual.

What if you can't find the term you are seeking? The code finder lists more than 1,400 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.? This probably means that the school system has no written policy or important rule in the particular area. All terms used in the classification system appear in the sectional tables of contents and code finder to accommodate the coding, insertion and other possibilities.

A brief statement related to the policy you are seeking may be incorporated in a "superior" policy that 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 board might be filed under "School Board Meetings" (BE) rather than "Regular Board Meetings" (BEA).

**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 examining policies. Included are the following.

Also: Certain policies bear a second code at the end of the body of the 'policy. It is preceded by "ALSO." This means that the identical policy (or rule) is filed under both codes.

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- Cf. Confer. Certain policies relate to other policies; such policies have one or more code(s) (preceded by "Cf.") following the body of the policy. Check statements under such codes for **related** statements.
- R This symbol following a code indicates that the statement is an administrative rule, not a board policy. The statement appears on yellow, rather than on a white page.
- E Exhibit. This symbol following a code indicates that the statement is a reference document, such as a calendar, salary schedule, etc., rather than a policy. Such statements are on green pages.
- \* An asterisk following a code indicates that the NFPN/NSBA classification system has been expanded to include a distinctively local policy and term.
- Date: When possible the original date of adoption/issuance appears immediately following each policy rule. In other instances, an approximate date, or revised date, is used.
- Legal Reference: Pertinent legal references are given to alert the reader where in state law he/she may find specific statutes, regulations, opinions or case law that relate to a policy. Please note that the legal references are for information only and are not intended to be an incorporation of the laws referenced.

Additional cross references are offered in notes throughout the manual to help the reader find related information.

**About school board policies.** Generally, the role of a board of trustees is to set policy and the role of the administration is to execute it.

**Policies** are principles adopted by the board to chart a course of action. They tell what is wanted and may include why and how much. 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; they need to be narrow enough to give the administration clear guidance.

But the real world of school boards does not always conform to definitions. Often state and federal governments confuse the distinction and require school boards to make detailed rules. A school board also signs many contracts that incorporate rules and regulations. Additionally, the public may demand that the board itself, not the administrator, establish the specific rules and procedures in certain sensitive areas.

Thus the separation of policies and administrative rules in this policy manual follows several rules of thumb.

- All edicts of the state (even though regulations) are considered mandated board policy. They appear on white pages and may be followed by detailed administrative rules on yellow paper.
- All agreements signed through contract (even though regulations) are considered mandated board policy.
- Where the board has written regulations in particularly sensitive areas and has incorporated them into policy, the entire statement is presented as policy on white pages.
- Where the board has adopted rules and regulations concerning **its own procedures** (as to how it conducts meetings), these statements concerning operations of the board appear as policy on white pages.

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As long as the administration operates within the guidelines of a general policy adopted by the board of trustees, it may change administrative rules without prior approval of the board -- unless the board has specifically asked that a particular rule be given prior board approval. However, only the board can adopt new policies or revise old ones.

Please note that the legal references contained herein are for information only, and are not intended to be an incorporation of the laws referenced.

**Is the manual complete?** No. The manual contains all of the current written policies of the board to date. But continually, the need for putting additional policies in writing, for adopting new ones and revising old ones becomes apparent. No matter how well conceived and well-developed, a policy manual can never be 100% up-to-date. Policy development regulations and reference documents will be developed, coded according to the classification system and issued for insertion in the manual.

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It is the hope of the board of trustees that this collection of policies and rules will make greater harmony and efficiency possible in all areas of school operations. This will enable the board to devote more time to its primary duty -- the development of long-range policies and planning for the future of the school system.

Adopted 2000