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ABSTRACT
                Written policy by local school boards is essential
for efficient operation of the total educational program. At least
one-half of the nation's 20,000 school boards have not established a
written policy statement or kept one updated with new methods. This
research established a taxonomy of terms that should be included in
such a statement along with exhibit documents that illustrate the
taxonomy. The 12 terms are school district organization, school board
operations, business management, facility expansion program,
students, general public relations, fiscal management, general school
administration, personnel, negotiations, instructional program,
interorganizational relations, and relations with other education
agencies. Recommendations include: (1) developing workshops for
school board members and school administrators in policy development,
(2) developing an information clearinghouse in policy development,
and (3) adapting this research to community college governing boards.
(LN)

FINAL REPORT

Project No. 9-0179
Contract No. OEC-5-9-230179-0044

DEVELOPMENT OF A SCHOOL BOARD
POLICY CODIFICATION SYSTEM
AND
SCHOOL BOARD POLICY INFORMATION CLEARINGHOUSE

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February 28, 1970

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
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SUMMARY

Written policies have always been the <u>sine qua non</u> of a
soundly organized and efficiently operated school board,
and the need for an effective system for keeping policies
up-to-date has been accentuated by the many changes and
developments brought about in the decade of the 1960s.

Yet, as the decade drew to a close, the National School
Boards Association (NSBA) had acquired considerable evi-
dence that the nation's school boards had great need for
assistance in making written policies a viable part of
their operations. An NSBA survey indicated, for example,
that perhaps as many as half of the nation's 20,000 school
boards either maintained no manual of written policies or
they were employing inadequate methods of recording policy
decisions--and thus allowing their policies to become out-
of-date.

The research reported herein was carried out in response
to this need. Specifically, this activity achieved the
following objectives:

--It created a taxonomy for the classification and codi-
fication of policy statements, companion administrative
rules statements, and other resource documents important
in the policy-development process.

--It created an array of exhibit documents to illustrate
the taxonomy.

--It created the model for a school board policy reference
manual, which includes the classification system; index of
terms; and the exhibit documents.

--It created the model for a handbook to provide orientation
and instruction for local school officials using the system.

--It created the model for a policy information clearing-
house designed to serve as a national repository of school
board policy manuals and as an "information exchange."

--It created the model for a monthly publication designed
to help school board members and professional educators
keep abreast of change in policy development theory and
practices.

No unusual or new methods were employed in this research.
A total of 10,000 candidate terms were collected for the
classification system, and 1,000 edited and coded terms

were preserved for use. More than 300 school board policy
manuals and related pieces of literature were collected
for use in searching out exhibit documents, and a total of
202 edited and coded discrete exhibit statements were pre-
served for use. School board members, school administrators,
a school attorney, and staff members of state school boards
associations and state education agencies monitored and ad-
vised on various phases of the research activity.

The various products of the research activity were designed
as a comprehensive program for encouraging the orderly de-
velopment of school board policies to meet the needs of
changing times. In its totality, the program attempts to
provide a means whereby local school boards might contin-
uously evaluate the quality of existing policy utterances
and identify areas of need for new and/or modified policy
statements. It also attempts to establish a clear channel
for the exchange of information regarding educational poli-
cies among local, state, and federal education agencies in
the United States.

Convinced that such a program of assistance is urgently
needed by a society in turmoil, the National School Boards
Association assigned the highest priority to this research
effort with the object of publishing the various models in
January, 1970, as part of a new NSBA Educational Policies
Service. This Service was inaugurated on schedule.

The dissemination of information about both the research
and Service phases of these activities has been widespread;
the demand for assistance from local school districts is
stronger than previously anticipated. The National School
Boards Association--in cooperation with its state affiliates
--is making the strongest possible effort to meet this de-
mand within the limits of its present resources. Neverthe-
less, the research results point unerringly to the next
steps which must be taken if the fruits of these labors are
to meet their full potential. That potential is nothing
less than improving the quality of local school governance
throughout these United States.

   There is still need for a program of workshops and sim-
   ilar inservice education experiences designed to develop
   expertise among school board members and school admin-
   istrators in policy development practices.

   There is need to link up the strong information gather-
   ing and dissemination facilities of the NSBA policy
   information clearinghouse with other educational infor-
   mation centers.

   And there is need to adapt the results of this research
   to the particular needs of the growing number of com-
   munity college governing boards.

CHAPTER 1

Introduction: School Board Policies and the Crisis in Local School Governance

In the 1960s, the troubles that afflicted American life and society deepened and--as a consequence--infected the life-blood of the nation's system of public education. The drug problem. Crippling teacher strikes. Vandalism. Violence in school corridors. Racial isolation. Inequalities of educational opportunity. Outdated programs and methods. These were but a few of the syndromes of the illness in our schools.

When troubles deepen, it is tempting to retreat into pessimism. But it is infinitely more constructive to hold on to hope for the promises of public education, and to plan and work for the kind of schools in the kind of society that enrich the lives of our people.

It is well, too, to stand back for a moment from our present troubles and to acknowledge what we as a people have accomplished in the unique experiment called public education.

> "Perhaps the best measure and most striking summary of the basic thrust of American public education is the fact that at the turn of the century only about 4 percent of the eligible age group graduated from high school, while today almost 40 percent of our young people enter college. Thus in terms of mass education, the enterprise has been a huge success and is still unique among major nations.
>
> "Moreover, the emphasis on mass--through universality, regardless of social and economic background--is more than a matter of quantity; it is crucial to the political idea of equal opportunity, based in the main on Thomas Jefferson's belief that ignorance and freedom could not exist side by side in a democracy."[1]

Implicit in the research reported herein is an acknowledgement of the many and complex problems our schools face combined with a faith that the educational leadership community

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1. Fred M. Hechinger in "Public Education," _The New York Times Encyclopedic Almanac 1970_. Seymour Kurtz, editor-in-chief. New York City: The New York Times Company, 1969. Page 519.

has the capability to forge a finer future for our nation's children, youth, and adults.

The Importance of School Boards

American school boards are the responsible governing bodies of the nation's public schools. The National School Boards Association (NSBA), through its affiliated state associations,[2] represents school board members responsible for 95% of all public elementary and secondary students in the United States.

About 100,000 Americans serve on school boards--for the most part, without pay and as a public service. They come from every walk of life--doctors, dentists, lawyers, laborers, merchants, managers, carpenters, housewives, farmers, professors. School board members are the connecting link between the public, which supports our schools, and the professional educators, who administer them. While public education in the United States is a function of the states, and while the ongoing work and support of the public schools are, in fact, carried on under a unique local-state-federal "partnership", the major responsibilities of public school governance have been delegated to local school boards.

> "The American system of universal education is
> unique in world history and is a distinguishing
> characteristic of our society. Dedicated to the
> principles of equality of opportunity and democ-
> racy, this system safeguards the freedom and unity
> of our people and is one of the best guarantees
> of their social and economic well-being....Within
> the limitations of the federal Constitution, states
> have full power over their educational affairs, and
> for meeting their educational needs....Each state
> is responsible for allocating to its state and
> local educational agencies the functions to be per-
> formed by them. Political subdivisions of the
> states [are] established solely for educational
> purposes, [and are] usually governed under delegated
> powers by locally selected boards of education....

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2. The National School Boards Association, a federation of 50 state school boards associations, is a nonprofit organization incorporated under the laws of Illinois. One of the organization's purposes, as stated in its Constitution and By-laws, is "to work for the most efficient organization of the public schools."

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"Most teaching takes place at the level of the
local educational agency. With such assistance
as may be available from other agencies, each
local educational agency should assume responsi-
bility for the teaching it performs. This agency
should have primary control of the educational
program in all its operational aspects, and should
exercise broad discretion concerning who shall
teach and what shall be taught, within the legal
framework of state requirements. It should look
primarily to the state for services and financial
assistance, including guidelines for intergovern-
mentally financed programs involving the state and
federal governments. Each local educational agency
should assume full responsibility for meeting the
requirements attached to intergovernmental funds
concerning educational purposes for which such funds
may be used, for diligent and effective planning
and operation, and for suitable accounting for pro-
gram results and funds. Within these general re-
quirements, the agency should retain sole control
of local teaching, utilizing all possible resources
to assist in the advancement of education."[3]

Obviously, the powers that reside in the local school board
are great, and it is not with exaggeration that one might
say, as the school board, so are its schools. "[school
boards'] powers and position in the structures of education
make them key agencies in school improvement programs,"
writes Alpheus L. White. "A soundly organized and effic-
iently operated board of education is essential to the pro-
vision of good schools."[4]

The Importance of a Written Policy System

Written and continuously updated policies are the sine qua
non of a soundly organized and efficiently operated school

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3. State and Local Responsibilities for Education. Wash-
    ington, D.C.: Council of Chief State School Officers,
    1968. Pages 9-18, passim.

4. Local School Boards: Organization and Practices by Alpheus
    I. White. Washington: U.S. Government Printing Office,
    1962. (U.S. Department of Health, Education, and Wel-
    fare, Office of Education, Bulletin 1962, No. 8.) Page 1.

board. As White points out in his summary of literature in the field, "policies contribute to effectiveness by: (1) fostering continuity, stability, and consistency of board action; (2) enabling the board to provide for many affairs or conditions in advance of their happening; (3) saving time and effort by eliminating the necessity of having to make a decision each time a recurring situation develops; (4) facilitating the orderly review of board practices; (5) aiding boards in appraising educational services; (6) improving board-superintendent relationships; (7) reducing pressures of special interest groups; (9) enabling staff members to understand their work in relation to the total activities of the school system; (10) facilitating the improvement of staff morale by providing uniform and fair treatment; (11) keeping the public and school staff informed of board action; and (12) giving lay citizens a better understanding of how they can work with school authorities in building a good school system."[5]

Recognizing the importance of written policies to efficient public school operations, NSBA in the period between 1958 and 1960 produced in cooperation with the National Education Association, the Reference Manual on Written School Board Policies and a companion publication, How to Develop Written Policies: A Guide to Procedures. The purposes of this bellwether service were as follows:

1. To convince school boards that written policies are important

2. To define essential terms (policies, rules, regulations, bylaws)

3. To present a suggested outline of content for a school board policy manual

4. To present illustrations of written policies related to the outline of contents.

The looseleaf Manual exhibited hundreds of actual examples of written policies gathered from schools across the nation and arranged under the following headings: educational philosophy, school organization, boards of education, administration, business and operation, certificated personnel, non-certificated personnel, students, instruction, and school-community relations. The Manual went through three printings in the early 1960s and upwards of 3,000 copies were

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5. Ibid, pages 63-4.

distributed to local school boards, other educational agencies, and to the headquarters of affiliated state school boards associations.

Also in the 1958-60 period what is believed to be the first commercially-produced school board policymaking system made its appearance.[6] In more recent years several private publishers and several of NSBA's own state affiliates have produced policy reference documents and services.

In addition, the NSBA and all its affiliated state school boards associations, in cooperation with colleges, universities, state education agencies, and various professional education societies, have conducted over the past decade innumerable conferences, workshops, and clinics on the importance of written school board policies and on procedures for developing them.

In short, the NSBA and other organizations have been aware of the problem of creating policy-minded school boards and have worked in various ways to solve the problem. And the total impact of the above mentioned forces has undoubtedly been favorable to a degree. "One of the most significant and highly successful means of improving the overall efficiency of local school district operation," says White, "has been the development of comprehensive board policy manuals."[7]

The Need for Assistance

With all this activity, did local boards of education of the 1960s still need assistance with the task of getting policies into writing and keeping them up-to-date?

The National School Boards Association had abundant evidence that they did. In fact, the need for sophisticated, comprehensive, and continuous help was perhaps greater than ever before in the history of American education.

The need stemmed from three phenomena: (1) the policy-writing lag; (2) obstacles to the policy-writing process; and (3) the pressures caused by changing times.

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6. The Davies-Brickell System of School Board Policymaking and Administration, developed in the schools of Manhassett, N.Y., under a grant from the Kellogg Foundation, has been published by Croft Educational Services of New London, Conn., since 1958.

7. White Op. cit. Page 63.

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. The Lag. To the knowledge of the NSBA, the most recent (and perhaps only) "count" of school board policy manuals was White's. Using data collected in 1959, he indicated that 60.4% of the 4,032 school boards responding to the item reported that they had a policy manual.

Having a manual and having a manual that represents an operable system for keeping written policies up-to-date are two quite different things. While many school boards undoubtedly have developed good procedures in this area, many more are using obsolete and inefficient procedures--or have yet to adapt any system at all for rendering policies into writing.

In the spring of 1968, to acquire a sampling of evidence on present practices and needs, NSBA surveyed 50 State Departments of Education (SDEs); the Executive Secretaries of the 50 State School Boards Associations (Exec Secs); and 200 school board-owners of the NSBA-NEA Reference Manual on Written School Board Policies.

The results of the survey clearly indicated a continuing need for assistance. Only 7 out of 24 of the SDEs responding to the item indicated that a majority of local boards maintained a well-developed system for keeping written policies up-to-date. The estimates of Exec Secs were lower: only 3 of 25 respondents to the item reported that a majority of boards in their states were in good shape on this matter.

The need for assistance seemed also to exist even in those states in which written policies are required by state law or SDE regulation. Georgia is one such state. Yet its SDE estimated that 25% of its local boards do not have a well-developed policymaking system. Texas is another. Yet Texas reported 30% of its local boards without such a system. "Some boards," reported the Texas SDE respondent, "do not realize the importance of revising...policies as programs or operations change with the times or community needs. Also, many boards fail to make use of looseleaf policy manuals which can be easily revised and kept current."

Regarding the local school boards surveyed, 54 of the responding 73 reported they had a written manual of their own, and an additional 10 reported they were at work in codifying their policies. Yet of this group, a group that one might suspect had its house in order in the matter of policy-writing, 67 of the 73 expressed interest in the possibility of getting ongoing and more comprehensive assistance from the NSBA.

. The Obstacles. The development of any new policymaking

system and/or service must take into account this question: Why, by now, haven't the great majority of local school boards in America developed a viable policy-making system?

NSBA's survey of SDEs and Exec Secs yielded some clues. These were the reported "obstacles" to the school board's duty to get policies in writing and to keep them up-to-date:

1. Lack of staff and/or time

2. Poor administrative leadership

3. Negative board attitudes (Think policies are "restrictive"; regard policies as not important)

4. Lack of know-how

5. Frequent turn-over of board members

6. High cost of consulting help

7. Lack of available resource information

The Alabama SDE reported to us that some boards don't put policies into writing because of "a mistaken desire to avoid being tied to certain courses of action by having adopted definite policies." They think policies would "tie their hands." Similarly, the California SDE reported an attitude "that written policies are 'too confining'...[and that] small districts think they 'don't need policies.'" The Connecticut Exec Sec reported that misunderstanding is often reflected when its requests for local policy samples sometimes bring in documents--like curriculum guides--that are not policies at all!

Regrettably, the lack of understanding sometimes extends to state school officials. One reported with pride that its better school systems reviewed its policies once a year. It's erroneous to believe that policymaking can be a once-a-year project. Effective educational policy decision-making is a process that goes on year-long at meeting after meeting.

. Changing Times. As indicated above, upwards of 3,000 copies of the NSBA-NEA Reference Manual on Written School Board Policies were put into distribution, most of them during the period between 1960 and 1963. But the contribution of the Joint NSBA-NEA Committee in creating this reference document was made obsolete by the end of the decade because of dramatic new developments which related critically to problems of local school governance and policymaking.

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Consider:

- The massive infusions of federal aid since 1965, and the consequent impact of federal influence upon educational development.

- New problems relating to board-staff negotiations, and the phenomenon of teacher militancy.

- The urban crisis, problems of de facto segregation, the renewed challenge to provide equal educational opportunity for all, the pressures for a greater degree of "community involvement" in decisionmaking.

- The pressures to break up large districts--and to consolidate small ones. The search for "metropolitan" or regional solutions to educational problems.

- The new body of law and procedures affecting the civil rights of minors, codes of dress, student activism, and the use of drugs.

- The changing nature of church-state relationships.

- The impact of post-1958 Curriculum Study Groups, and the nationwide quest for workable innovations in teaching and learning.

- The advent of the nonprofessional classroom aide, and new patterns of class organization and scheduling.

It is needless to extend the list. The point is obvious. No reference on school board policies produced almost a decade ago, regardless of its value at the time of development, could have anticipated so many great and continuing changes.

In summary, despite previous and continuing efforts to make local school boards aware of the vital importance of their policymaking responsibilities, there existed in 1968 a critical lag in the practice of developing at the local level a systematic way of getting policies into written form and keeping them up-to-date. And despite existing resources in this field, there was need for new, ongoing, sophisticated assistance to local school boards with the dynamics of policy-writing. It was obvious that any future services to local school boards in this field must be so designed as to be accommodating to change. Until the need for help in this area was met, the efficiency of local school governance would be less than it was capable of becoming; if it was not met, the progress of America's schools could be in jeopardy.

Objectives of the Research Activities

With the above needs in mind, the National School Boards Association on October 4, 1968, requested assistance from the United States Office of Education for a year-long development project which would lead (1) to the development of a practical policy development system suitable to the policymaking functions of local school boards and adaptable to the policymaking functions of other public educational bodies; and (2) to the development of a model for a school board policy information clearinghouse.

The NSBA reasoned that the proposed project would contribute positively to the quality of local public school governance in the United States. The proposed project would establish a comprehensive program for encouraging the orderly development of school board policies to meet the needs of changing times. It would establish a means whereby local school boards might continuously evaluate the quality of present policies and identify areas of need for new or modified policy statements. It would open a clear channel for the exchange of information regarding policy and policy-related matters among local, state, and federal educational bodies in the United States. And it would contribute, ultimately, to a better understanding of the educational policymaking process among lay board members, professional school administrators, school staffs, and the public.

Specifically, the following activities would be required to implement the proposed project:

1. The collection of policy samples. The NSBA would solicit policy manuals from 150 school districts representing every geographic region of the United States. Simultaneously with the collection of policy manuals, the NSBA would solicit permission to reproduce any of these sample policies for any future dissemination as may be deemed desirable.

2. The development of a classification system. The NSBA would develop a standard vocabulary of policy descriptors and an open-ended classification system suitable to the policymaking functions of other public educational bodies.

3. The codification of sample policies. The NSBA would ascribe codes and code titles to a minimum of 150 sample school board policies. The policies would represent every major category of school district operations and also be representative of governing boards of large, medium-sized, and small districts throughout the United States.

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4. The production of a prototype policy reference manual and handbook. The NSBA would create an exhibit of the newly developed classification system and demonstrate its practical application through the production of a prototype reference manual (containing the sample policies) and handbook. The primary function of the handbook would be to demonstrate the adaptability of the system to local needs.

5. The establishment of a model for a policy information clearinghouse. The NSBA would develop a system for the effective exchange of school board policies and information about school board policies to, from, and among local school districts; to, from, and among state school boards associations; and to, from, and among other interested public educational agencies and organizations. It was anticipated that the clearinghouse would eventually serve as a national repository for literature in the field and also as a national center for the dissemination of information about policy development theory and practice.

6. The production of a prototype publication designed to disseminate information about school board policymaking in America's public schools. The NSBA would produce the model for a monthly publication which would be both advisory (dealing with the theory and practice of school board policymaking) and bibliographic (listing each month coded policy documents and other resources available from the proposed clearinghouse).

In its proposal, the National School Boards Association indicated that it was "prepared to follow a vigorous course of action and service to its membership and to the educational community-at-large in order to put to their most productive use the fruits of the proposed development activity...[that it was] prepared to produce and distribute through its usual channels upwards of 3,000 copies of the proposed manual and handbook;...[that it was] prepared to assume responsibility for the continuing operation of the proposed clearinghouse and to produce and to seek the widest possible distribution of the proposed clearinghouse publication;...[and that it was] prepared to implement an intensive and continuous program of information...to acquaint its membership and the educational community-at-large about the proposed policymaking system and services."

Within four months after making its proposal, the National School Boards Association received notification that the United States Office of Education's support for such a research activity would be forthcoming. And between February, 1969, and February, 1970, the research was carried on under the aegis of the NSBA School Board Policy Project (Policy Project).

CHAPTER 2

Methods: How the Objectives Were Achieved

The Policy Project took as its mandate the development of a
comprehensive program for meeting its broadest goals. The
various models to be produced by the research activity would
be tightly interlocked, each serving the other. The nature
of the study did require the employment of a variety of
skills and abilities[8] but not the employment of any new or
unusual or complicated methods of research.

The Project conducted no surveys nor did it create any hypoth-
eses for testing. Consequently, it found no occasion to
employ the methodologies of statistical research.

However, comments are in order concerning the methods used
to meet two specific objectives--one, the collection of
policy samples for exhibit purposes; and two, the creation
of the school board policy classification system.

The Collection of Policy Samples

The solicitation of policy samples and reprint rights was
made through a form letter.   The precedents for acquiring
such documents are many, including the voluntary and informal
exchanges of policies among local school boards through the
good offices of NSBA's affiliated state school boards assoc-
iations that are carried on continuously. Also, NSBA's
previous work in this field has found school boards
most willing to share policy statements if they have them.

The Project wrote to a total of 287 selected school districts
for copies of local policy manuals. Of this total, 137
school districts had been identified by state school boards
associations and other sources as being likely to have an
up-to-date set of written policies; the remaining 150 school
districts were randomly selected as being representative
of every geographic region of the United States as determined
by the five standard categories employed by the U.S. Bureau
of the Census. Of the total of 287 districts solicited, 115
responded to the request for manuals and for a written

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8. For example, the "statesman's knowledge of policy, the
    manager's ability to coordinate and expedite, the clerk's
    ability to attend to small details, the taxonomist's
    ability to classify information, the research librarian's
    ability to nose out needed information, and the writer's
    ability to write clearly."

"agreement to share (policy) information." In addition,
manuals came to the Project from other sources, and by
February, 1970, the Project's collection numbered 170 man-
uals to form the nucleus for the Clearinghouse model.
(See #5, p. 15.)

Accompanying the search for manuals was the search for
resolutions, formal statements, and similar policy refer-
ence documents enunciated by professional associations and
certain other organizations concerned and informed about
American education. Such documents were conceived of as
"policy information statements"--informed and important
utterances that would be valuable to school boards as ref-
erence resources. A representative list of organizations
solicited for such resources appears in Appendix I.

Of all documents collected--both policies and "information
statements"--a total of 202 were selected for codification
as exhibits in the prototype policy reference manual. (See
#4, p. 15.) The breakdown of these 202 exhibits is as follows:

--165 are samples of exemplary school board policies;

-- 11 are samples of exemplary administrative rules;

-- 26 are "information statements" selected from various
    organizations.

The Creation of the Classification System

The classification system represents an arrangement of 13
groups (classes) into which policy terms (descriptors) be-
long.

The classes as finally adopted are as follows:

A--SCHOOL DISTRICT ORGANIZATION
B--SCHOOL BOARD OPERATIONS
C--GENERAL SCHOOL ADMINISTRATION
D--FISCAL MANAGEMENT
E--BUSINESS MANAGEMENT
F--FACILITY EXPANSION PROGRAM
G--PERSONNEL
H--NEGOTIATIONS
I--INSTRUCTIONAL PROGRAM
J--STUDENTS
K--GENERAL PUBLIC RELATIONS
L--INTERORGANIZATIONAL RELATIONS (education agencies exluded)
M--RELATIONS WITH OTHER EDUCATION AGENCIES

The classification system is, in essence, a term-association

list in which all terms are codified. This enables users
to describe policy and policy-information documents to a
desired level of specificity for input into a loosleaf
binder system of document storage. Contrarily, the coding
permits users to describe the information required at out-
put in mutually precise terms.

The classification system, then, serves as an "authority
list." It brings into coincidence the "language of docu-
ments" and the "language of questions." It provides the
"rules of communication" for operating a policy information
system successfully.[9]

The classification system is intended to conform to sound
principles of information storage and retrieval, to sound
principles of school governance, and also to the mandates
of practicality. The system's ultimate success or failure,
will depend, of course, on the extent of its day-to-day use-
fulness as a management tool to facilitate board operations.

Basic to the system is the vocabulary of policy development
descriptors. In the words of the ERIC Thesaurus, "descriptors
are technically meaningful terms or short phrases that are
used to characterize a document and which may also be used
as index entries. Descriptors perform a dual function in a
storage and retrieval system. First, they permit the indexer
to describe the subject elements of a document so that it
may be stored in a system for future search and retrieval
purposes. Second, they represent the raw material from which
a searcher may construct a question for the system to answer.
In this sense, the body of descriptors is the communication
link between the human operators and the users of the system
and the system itself. Without a structure to satisfy lang-
uage, scope, and usage, communication with the system would
be impaired."[10]

The Policy Project's classification system for school board
policies includes more than 1,000 discrete terms--e.g.,
"Underground Newspapers," "Psychological Testing," "Nepotism,"
"Scope of Professional Negotiations," etc. These terms set

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9. This description adapted from wording employed in the
    Thesaurus of ERIC Descriptors, Second Edition. U.S.
    Office of Education, Washington, D.C.: Government Print-
    ing Office, 1969. Page vii.

10. Ibid.

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forth specific issues and concerns for possible school board action at the policy development level.

The final 1,000 terms included in the vocabulary were selected and edited from a collection of more than 10,000 "candidate" terms drawn from many sources, including actual school board policy manuals; the 1960 NSBA-NEA Joint Committee's Reference Manual on School Board Policies; the Information Retrieval Thesaurus of Educational Terms (Case Western Reserve, 1968); Financial Accounting for Local and State School Systems: Handbook II (Office of Education, 1966); the Thesaurus of Eric Descriptors, Second Edition (OE, 1969); and professional journals.

Whenever convenient, EPS descriptors were made to coincide with the terminology of the Educational Resources Information Center, as prescribed by the ERIC Thesaurus, in order to advance the cause of a standard, commonly-understood "language of education." This is why, for example, EPS uses "Students" instead of "Pupils" and "Professional" instead of "Certified." In certain instances, however, the Policy Project departed from ERIC as in the EPS term "School Board" instead of the ERIC descriptor "Board of Education." Why? Because "school board" is a generic term--as in National School Boards Association. All boards of education are school boards, but all school boards are not boards of education. In several New England states, for example, the school board is known as the "school committee."

The coding or "tracking" of terms is by letter rather than number. Letter encoding offers two major advantages over number encoding for the task at hand: (1) A letter system offers more flexibility. (The coder has available 26 separate letters to use compared to only ten digits.) (2) A letter system requires no decimal points. (This tends to reduce the likelihood of errors of reproduction and filing.)

The classification system is supplemented by an alphabetized listing of more than 1,400 terms. Its purpose is to help users find their way quickly to coded descriptors. This index includes both terms used in the classification system and also terms that are not regarded as formal descriptors. These "extras" are cross-referenced to official descriptors. Some of these topics are synonyms. (E.g., Administrative Regulations see "Administrative Rules.") Others are included to show where they might be placed into the system by local classifiers. (E.g., Jury Duty see "Leaves and Absences.")

In addition, major descriptors appear in several places in the index. This again is to facilitate the user's search for correct term placement in the system.

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CHAPTER 3

Results: A National System for Developing
School Board Policies is Born

As mentioned in Chapter 1, the NSBA--in the project proposal
--pledged to follow a vigorous course of action and ser-
vice to its membership and to the educational community-at-
large in order to put to their most productive use the fruits
of the proposed development activity...[that it was] pre-
pared to produce and distribute through its usual channels
upwards of 3,000 copies of the proposed manual and handbook;
...[that it was] prepared to assume responsibility for the
continuing operation of the proposed clearinghouse and to
produce and to seek the widest possible distribution to the
proposed clearinghouse publication;...[and that it was] pre-
pared to implement an intensive and continuous program of
information...to acquaint its membership and the educational
community-at-large about the proposed policymaking system
and services."

This pledge has been and is still being fulfilled.

In October, 1969, the Project's activities were proceeding
ahead of schedule, and in consultation with the Project's
advisers--school board members, school administrators, a
documentation specialist, a school attorney, and staff mem-
bers of state education agencies and state school boards
associations--the NSBA decided to announce the inauguration
in January, 1970, of an important new service to assist the
nation's school boards with the task of developing effective
educational policies and keeping them up-to-date.

This program is called the Educational Policies Service of
the National School Boards Association (EPS/NSBA). EPS/NSBA
employs and has absorbed the fruits of the Policy Project's
research. The responsibility for producing the necessary
printed materials and disseminating information about the
Service has been borne by the National School Boards Assoc-
iation with the cooperation of its affiliated state associa-
tions. The Service is offered on a low cost membership fee
basis to local school districts.

The launching of EPS/NSBA represents, then, both the culmin-
ation of the Policy Project's mission and the achievement of
all objectives. This is illustrated by the following events:

--EPS/NSBA has published a completely new school board pol-
  icy classification system. Features of the classification

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system are described in Chapter 2, and the full taxonomy
is reproduced as Appendix II

--EPS/NSBA has published a new Educational Policies Ref-
erence Manual, which includes the classification system,
an alphabetized index of terms, and a "starter file" of
201 exhibit documents, all coded to the classification
system. Examples of these exhibit documents appear as
Appendices III, IV, and V.

--EPS/NSBA has published a 48-page handbook entitled,
School Board Policy Development for the '70s, which pro-
vides a step-by-step guide to the utilization of the full
system. A page from the handbook, illustrating its style
as a "recipe book" appears as Appendix VI.

--EPS/NSBA has established a School Board Policy Information
Clearinghouse to serve as a national repository for the
collection of school board policy manuals and related
literature and to provide reference service to the nation's
school boards.

--EPS/NSBA has begun the publication of a monthly six-page
Clearinghouse newsletter entitled Updating School Board
Policies, to provide school boards with a steady stream
of information about policy development theory and prac-
tices.

Dissemination Activities

To meet its pledge to inform school boards and the educa-
tional leadership community in general about both the Policy
Project and the new Service, NSBA has employed a variety of
devices. Both news and formal announcements appeared on
five consecutive months between October, 1969, and February,
1970, in the pages of the NSBA's own publication, The Amer-
ican School Board Journal, which reaches a readership of
more than 40,000 school board members and school adminis-
trators. Information has appeared regularly in the pages
of the NSBA Newsletter, a monthly publication for state school
board leaders. In addition, news announcements have been
printed in almost all the journals and/or newsletters pub-
lished by state school boards associations. NSBA has also
mailed news announcements to more than 700 education and
general news editors, and it has mailed announcements con-
cerning EPS/NSBA to 13,000 school districts.

Finally, the Principal Investigator has had occasion to
speak about the Policy Project and/or the development of

CPS/NSBA at the 1969 Annual Convention of the National
School Boards Association in Miami; at a Title III confer-
ence on school board policy development in Santee, S.C.;
at the Illinois and Wisconsin state school boards associa-
tions annual meetings; and at the 1970 Annual Convention
of the American Association of School Administrators.

A vigorous program of dissemination will continue beyond
the termination of the Policy Project.

The response to the dissemination activities has been en-
couraging. More than 600 school boards registered their
districts as members of CPS/NSBA before the program started
in January, 1970. This early indication of interest might
well be regarded as an excellent omen for the future.

The Case for Deliberate Speed

In a more leisurely era than ours, a strong case could be
made for a research effort as important as the one des-
cribed herein to be allotted a generous block of time to
meet its objectives. Undoubtedly, the Policy Project staff
would have felt more "comfortable" had it had the luxury
of two or even three years to develop and test its various
models. But this would have been a luxury; the necessity--
in the opinion of the National School Boards Association--
is to provide assistance and service to school boards now.
These words, from the NSBA publication, New Dimensions in
School Board Leadership, describe the sense of urgency that
motivated the Policy Project to work at "all deliberate
speed":

> The need for "intelligent, responsible" leadership
> for democracy's make-ready institutions, the public
> schools, has never been more urgent. School boards
> are on the front line in a war that's getting hotter.
> The nation's grave problems of race and poverty, the
> phenomenon of student unrest, the taxpayer's revolt,
> teacher militancy--all these forces are testing the
> mettle (and the staying power) of the nation's school
> board members.
>
> School boards--which have considered it worthy all
> along to work for the unanimous vote, to establish
> consensus, and to promote harmonious board-staff
> community "teams"--have few precedents for dealing
> with dissent, controversy, and today's hot issues.
> By and large, school boards are relatively unskilled
> as "managers of diversity and change."

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Some boards are responding to the crisis by mud-
dling through. In meeting after meeting, board
members absorb themselves in matters of routine
and trivia.

Many boards are not planning for change but rather
simply reacting to the steady hammer-beat of one
demand after another. They are in a state of "fut-
ure shock."

There are good, earnest people on school boards
everywhere. The talent pool has perhaps never been
richer.

Yet the forces that militate against effective school
board service are becoming almost overwhelming.

On the eve of the 1970s the traditional role of the
school board is in question; there is a crisis in
authority at the local level of school governance.[11]

The development of the Policy Project models represent a
constructive response from the National School Boards Assoc-
iation to this "crisis in authority."

11. Adapted from New Dimensions in School Board Leadership:
     A Seminar Report and Workbook. Evanston, Ill.: National
     School Boards Association, 1969. Pages 9-10.

CHAPTER 4

Conclusions and Recommendations: The Challenge
    of Accountability

Implicit in the policy-development program described in
these pages are these assumptions:

--Public education is everybody's business.

--The governance of public education will be best served if
   there is a balance of power in the decisionmaking structure.

These assumptions are reflected by the descriptors which
pervade the policy classification system. They cover such
matters as Staff Involvement in Policy Drafting; Community
Involvement in Decisionmaking; Student Involvement in De-
cisionmaking; Attorney Involvement; Consultant Involvement;
School-City Hall Relations; Interdistrict Relations; Rela-
tions With Title III Centers, With the State, With Churches,
With Colleges, With Museums and Libraries, With Professional
Organizations, With Neighborhood Associations, etc., etc.,
etc.

Such descriptors acknowledge the existence of a vast pool
of intelligence to draw from in efforts to set matters right
for America's public schools. Nationwide, this pool numbers
more than 20,000 school administrators and other professional
education leaders; more than two million teachers; and mil-
lions upon millions of interested, knowledgeable, concerned,
and affected adults and young people who have ideas and tal-
ents to offer the cause of the advancement of education.
Such are the supportive forces available to 100,000 school
board members.

A Sophisticated View of Policies

It has been an article of faith in American education that
the school board makes policy; the administration executes
it. In this research, we have accepted the classic dis-
tinction between the "legislative" and/or adjudicative
function of governing boards (the policymakers); and the
function of school administrators (the executors of poli-
cies). We have preserved the definition of "board policies"
and "administrative rules" that was recorded by the NSBA-NEA

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Joint Committee in the Manual developed in 1960.[12]

Such distinctions are useful. In actual practice, they should be serviceable most of the time. But not all of the time.

For one thing, the line between "board" and "administration" does not always hold fast in the minds of school patrons and school staff. Neither public citizens nor teachers are willing to differentiate between who is responsible--board or administration--for a given problem. Citizens, especially in the cities, are bypassing the school superintendent's office and taking their complaints right into the board room. The public is holding the board itself accountable. "Today's world," it has been said, "is not programed for yesterday's school board. Yesterday's board tended too frequently to avoid controversy at all costs. Today, change and conflict are inevitables to be dealt with constantly. Today, school boards have to deal with impatient, angry constituents who are demanding instant solutions to almost impossible problems. The work of today's board is often carried on before the eyes of raucous onlookers who want satisfaction now. If leadership is to have meaning in the 1970s, the American school board will have to learn how to manage and not just react to it."[13]

For another thing, the line between "policies" and "rules never did hold fast--and the distinction is less clean today than in years past. State laws and federal guidelines, for example, often detail the how, whom, and when of "rules" as well as the what and why of "policies." Yet state and federal edicts are, in effect, policies--mandated policies. Also, contracts negotiated between board and employee groups --both professional and nonprofessional--often yield both

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12. "POLICIES are principles adopted by the school board to chart a course of action. They tell what is wanted and may include also why and how much. They should be broad enough to indicate a line of action to be taken by the administration in meeting a number of problems day-after-day; they should be narrow enough to give the administration clear guidance. ADMINISTRATIVE RULES are the detailed directions that are developed by the administration to put policy into practice. They tell how, by whom, where, and when things are to be done." From The Reference Manual on Written School Board Policies, NSBA-NEA Joint Committee. Evanston, Ill.: National School Boards Association, 1960. Pages 4-5.

13. New Dimensions, op. cit., page 15.

highly specific "rules" and also broad "policies." But
once signed by the board, the negotiated contract has to
be considered as a policy document.

Perhaps as much as 80 to 90% of what school boards do has
been predetermined by state law, federal guidelines, court
decisions, negotiated agreements, and budget limitations.
Regardless, school boards are held accountable as the re-
sponsible governing bodies of the nation's public schools.
In colloquial terms, the buck stops at the board room door.

The school board that accepts the mantle of accountability
will give priority to its policy development responsibilities.
And it will recognize that the process of board policy de-
velopment and administrative execution of policy is a much
more complex, delicate, and sophisticated activity than here-
tofore described in textbook literature.

Policy development is a process that recognizes many ante-
cedent movements that come to the board's attention. It
involves many forces beyond the board's control. It involves
consultation, planning, and study in cooperation with many
groups and organizations and with many individuals, laymen
and professional educators alike. It involves keeping the
lines of communication open at all times. No school board
makes policy in isolation from antecedent movements and
forces and existing pressures. Yet the board that holds
itself accountable can exercise considerable power at the
crucial moment. Boards do indeed initiate policy, but equally
important, they serve as vital policy brokers and policy
adjudicators. The school board's final policy determination
represents key decisions that unlock many other decisions
and actions.

In this context, policy development remains one of the para-
mount responsibilities of responsible school boards. And in
exercising this responsibility, school boards become managers
of change and diversity and viable forces for the advance-
ment of public education. They become "education's ruddermen."

> "It is at this point where the school board can serve
> a highly creative role. As a long-established occu-
> pant of the community's center stage, it is in a
> unique position for taking the initiative in advancing
> the cause of mutual planning, coordination, and ex-
> ecution of the total, interlocking educational mission.
> Vis-a-vis the other partners-in-education, the school
> board can serve as an 'enabling agency' that helps
> catalyze total community progress."[14]

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14. Ibid, page 19.

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The models created by the research reported herein and the Educational Policies Service developed from these models are in harmony with the new challenge before school boards to become managers of change.

Can the school boards of the 1970s fulfill this new role? It is vitally important to the nation that they do so. Yet the task of preparing school boards for this challenge is large. The full resources of the National School Boards Association, including EPS/NSBA, will be brought to bear on this task in the months and years ahead. Yet these resources are limited. Support will be required if the task is to be fully achieved. Hence, the recommendations which follow.

Recommendations

The research results reported herein point unerringly to steps which must be taken if the fruits of these labors are to meet their full potential. That potential is nothing less than improving the quality of local school governance throughout these United States.

1. Inservice education of school board members and school administrators. There is need for a national program of workshops and similar inservice education experiences de- signed to develop expertise among school board members and school administrators in modern policy development practices exemplified by the materials produced under Contract No. OEC-5-9-230179-0044.

2. Information network linkage. There is need to link the strong information gathering and dissemination facilities of the NSBA policy information clearinghouse with other edu- cational information centers. Such a linkage is necessary to help fulfill the requirements of both professional edu- cators and lay educational leaders for a steady flow of current and authoritative information in "consumer form."

3. Special assistance for community college boards. The proliferation of community colleges in the United States re- quires that the governing boards of these many new institu- tions be brought into the mainstream of current practice and theory in educational governance. The school board policy development models created under Contract No. OEC-5-9-230179- 0044 may be adapted from their present form to the particular needs of these boards. But if adaptions are to be made by separate boards in isolation from one another, the results --in effect--would proliferate many individualized policy

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systems rather than provide a nationally standard and auth-
oritative system available to all community college boards.
A standard system, adapted from new taxonomy and developed
under the auspices of the National School Boards Associa-
tion's Council of Community College Boards, holds the best
promise for developing sound practices in policy development
among the nation's community college boards.

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APPENDIX I

A Representative List of Organizations Solicited for Res-
olutions and/or Other Statements Potentially Useful as
Guidelines for the Development of Local School Policy

Adult Education Association of the USA
American Association for Health, Physical Education and
 Recreation
American Association for the Advancement of Science
American Bar Association
American Classical League
American Educational Research Association
American Home Economics Association
The American Legion
American Library Association
American Personnel and Guidance Association
American Public Health Association
American Social Health Association
Association for Childhood Education International
Association for Student Teaching
Association of Classroom Teachers
Association of College Admission Counselors
Child Study Association of America, Inc.
Child Welfare League of America, Inc.
Columbia Scholastic Press Association
Conservation Education Association
Council for Basic Education, Inc.
Council for Exceptional Children
Council of Educational Facility Planners
Council on Social Work Education, Inc.
Department of Audiovisual Instruction
Department of Elementary-Kindergarten-Nursery Education
Department of Home Economics
Education Writers Association
Educational Film Library Association, Inc.
Educational Press Association of America
International Reading Association
Joint Council on Economic Education
Modern Language Association of America
Music Educators National Conference
National Art Education Association
National Association for Gifted Children
National Association for Public School Adult Education
National Association for Retarded Children, Inc.
National Association of Social Workers
National Association of State Directors of Special Education
National Association of Student Personnel Administrators
National Council for the Social Studies
National Council for Teachers of English

National Federation of Modern Language Teachers Association
National Fire Protection Association
National Kindergarten Association
National Society for the Study of Education
National Vocational Guidance Association
NAACP
Speech Association of America
Urban League (National)
U.S. National Commission for UNESCO
Veterans of Foreign Wars

APPENDIX II

A Taxonomy for a School Board Policy Codification and
Retrieval System

A   SCHOOL DISTRICT ORGANIZATION

B   SCHOOL BOARD OPERATIONS

C   GENERAL SCHOOL ADMINISTRATION

D   FISCAL MANAGEMENT

E   BUSINESS MANAGEMENT

F   FACILITY EXPANSION PROGRAM

G   PERSONNEL

H   NEGOTIATIONS

I   INSTRUCTIONAL PROGRAM

J   STUDENTS

K   GENERAL PUBLIC RELATIONS

L   INTERORGANIZATIONAL RELATIONS (education agencies excluded)

M   RELATIONS WITH OTHER EDUCATION AGENCIES

Signs and Symbols Used in the School Board Policy Codification and Retrieval System

SN   Scope Note--a brief statement used when necessary in order to clarify and/or limit the intended use of a descriptor entry.

Administrative Personnel
SN For school management and supervisory personnel below district superintendent level.

Also   A prefix to a parenthetical code to indicate that the <u>identical</u> term (and identical school board policy) appears elsewhere in the classification system.

AFC (ALso EBBD)   Emergency Closings

EBBD (ALso AFC)   Emergency Closings

Cf.   A prefix to a parenthetical code to indicate that a <u>related</u> term (and related school board policy) appears elsewhere in the classification system.

JCDAC (CF. IDBB)   Drug Use

IDBB (CF. JCDAC)   Drug Education

-R   An affix to a code to indicate that the statement it describes is an administrative <u>rule</u>, not a school board policy.

( )*   Parenthetical codes with asterisks (and accompanying terms) are not officially part of the EPS classification system but are included to suggest how the system may be expanded or modified by the user.

(HAHAA)*   Recognition of Professional Staff
                    Negotiating Organization

A--SCHOOL DISTRICT ORGANIZATION

AA	School District Legal Status
	SN An information category.
AAA	Decentralization Legal Status
AB	School Board Legal Status
	SN Largely an information category offering little if any leeway for board action.
ABA	Authority
ABB	Powers and Duties (Cf. BBBA)
ABC	Board Members (Cf. BBB)
ABCA	Number
ABCB	Qualifications
ABCC	Terms of Office
ABCD	Method of Election (Cf. LDAC)
ABCDA	Unexpired Term Fulfillment
ABCE	Resignation
ABCF	Removal from Office
ABD	School Superintendent Legal Status (Cf. CE)
AC	School District Organization Plan
AD	School District Attendance Areas (Cf. JBCC)
ADA	School Census
AE	School Year
AEA	School Calendar
AEAA	Vacations
AEAB	Holidays
AEB	Extended School Year (Cf. IDC)
AEBA	Summer Sessions (Cf. IDCA)
AF	School Day
AFA	Double Sessions
AFB	Evening Sessions
AFC	Emergency Closings (Also EBBD; Cf. JGFA)

B--SCHOOL BOARD OPERATIONS

BA   Goals and Objectives

BB   Internal Organization
BBA   Officers
BBAA   Method of Election (Cf. BCAA)
BBAB   Duties
BBABA   President
BBABB   Vice-President
BBABC   Secretary
BBABD   Clerk
BBABE   Treasurer
BBABF   Parliamentarian
BBB   Members (Cf. ABC)
BBBA   Duties (Cf. ABB)
BBBB   New Member Orientation
BBBC   Board Member Development Opportunities
BBBD   Bonded Members
BBBE   Compensation
                     SN   Includes salaries, expense allowances, and
                     benefits such as liability insurance coverage.
BBC   Board Committees
BBCA   Standing Committees
BBCB   Temporary Committees
BBCC   Committees of the Whole
BBD   Board-School Superintendent Relations (Also CF)
BBE   Attorney
BBF   Advisory Committees (Also KCBA)
BBFA   Types and Functions
BBFB   Method of Appointment
BBFC   Organization
BBFD   Resources
BBFDA   Personnel
BBFDB   Materiel
BBFDC   Financial
BBFE   Liaison
BBFF   Reporting
BBFG   Dissolution
BBG   Consultants (Cf. CJ, FDAA, FEAA)

BC   Meetings
BCA   Types
BCAA   Annual (Cf. BBAA)
                     SN   The organizational meeting of the board,
                     usually once a year, when the board elects
                     its officers.
BCAB   Regular
BCAC   Special
BCAD   Adjourned
BCAE   Public Hearings (Also KCC; Cf. DCDB)

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BCB                 Procedures
BCBA                    Time and Place
BCBB                    Notification
BCBC                    Preparation
BCBD                    Agendas
BCBE                    Distribution of Materials
BCBF                    Rules of Order
BCBFA                       Quorum
BCBFB                       Suspension of the Rules
BCBG                    Voting Method
BCBH                    Minutes
BCBI                    Public Participation (Also KCA)
BCBJ                    News Coverage (Cf. KBCC)
BCBJA                      Press Services (Also KBCCA)
BCBJB                      Broadcasting and Taping (Also KBCCB)
BCBK                    Executive Sessions

BD            Policy Development (Cf. CM)
BDA               Policy Development System Adoption
BDAA                 Policy Draft Writer
                     SN  The person designated by the board, often
                         an administrator, who is responsible for
                         recasting group consensus about policy rec-
                         ommendations into acceptable prose for further
                         deliberation and/or action.
BDB               Policy Drafting
                  SN  The ongoing process of planning, gathering in-
                      formation, and preparing recommendations relative
                      to the need for new policies and/or the revision
                      and repeal of existing policies.
BDBA                 Attorney Involvement
BDBB                 Staff Involvement (Also GAC)
BDBC                 Community Involvement (Also KCBB)
BDBD                 Student Involvement (Also JCB)
BDC               Policy Adoption
                  SN  The official action of the board that makes new
                      and/or revised policy statements operable.
BDD               Policy Dissemination
BDE               Policy Review
                  SN  The periodic assessment by the board of its exist-
                      ing policies and policy development system.
BDF               Review of Administrative Rules (Also CMAD)
BDG               Administration in Policy Absence (Also CMB)
BDH               Suspension of Policies

BE         School Board Records

BF         Annual Reports

BG         Memberships
BGA           Area School Boards Association (Also MGB)
BGB           State School Boards Association (Also MGB)
BGC           National School Boards Association (Also MGB)

BH         Ethics
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C--GENERAL SCHOOL ADMINISTRATION

CA   Goals and Objectives

CB   Ethics
         SN An information category since ethics are determined by a profession and not imposed upon it.

CC   Organization Charts
CCA   District
CCB   District Departments
CCC   School Buildings

CD   Line and Staff Relations

CE   School Superintendent (Cf. ABD)
CEA   Qualifications
CEB   Duties
CEC   Recruitment
CED   Appointment
CEE   Compensation and Benefits
CEF   Travel Expenses
CEG   Professional Development Opportunities
CEH   Consulting
CEI   Evaluation
CEJ   Separation
CEK   Resignation
CEL   Retirement

CF   Board-School Superintendent Relations (Also BBD)

CG   Administrative Personnel
         SN For school management and supervisory personnel below district superintendent level.
CGA   Compensation Guides and Contracts
CGB   Positions
CGBA   Qualifications and Duties
         SN Job descriptions listed and coded (CGBAA, CGBAB, etc.) job-by-job.
CGC   Recruitment
CGD   Hiring
CGE   Assignment
CGF   Orientation
CGG   Probation
CGH   Supervision
CGI   Evaluation
CGJ   Promotion
CGK   Tenure
CGL   Transfer
CGM   Separation
CGN   Resignation

CGO	Retirement
CGP	Working Conditions
CGPA	Health Examinations
CGPB	Time Schedules
CGPC	Work Load
CGPD	Travel Expenses
CGPE	Nonschool Employment
CGPEA	Consulting
CGPF	Professional Leaves and Absences
CGPFA	Sabbaticals
CGPFB	Conferences and Visitations
CGPG	Personal Leaves and Absences
CGPGA	Emergency and Legal
CGPGB	Illness
CGPGC	Maternity
CGPGD	Military
CGPGE	Religious
CGPGF	Bereavement
CGPH	Vacations
CH	Part-Time Administrators
CI	Administrative Intern Program
CJ	Consultants (Cf. BBG, FDAA, FEAA)
CK	Professional Development Opportunities
CL	Councils, Cabinets, and Committees
CLA	Types and Functions
CLB	Method of Appointment
CLC	Organization
CLD	Resources
CLDA	Personnel
CLDB	Materiel
CLDC	Financial
CLE	Liaison
CLF	Reporting
CLG	Dissolution
CM	Policy Implementation (Cf. BD)
CMA	Administrative Rules
CMAA	Rules Drafting
CMAAA	Staff Involvement (Also GAC)
CMAAB	Community Involvement (Also KCBB)
CMAAC	Student Involvement (Also JCB)
CMAB	Rules Adoption
CMAC	Rules Dissemination
CMAD	Rules Review (Also BDF)
CMB	Administration in Policy Absence (Also BDG)

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CN          Records
CNA             Types
CNB             Public Use
CNC             Disposition

CO          Reports
COA             Types
COB             Dissemination
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D--FISCAL MANAGEMENT

DA   Goals and Objectives

DB   Planning Programing Budgeting System
DBA   Program Structure
DBB   Multi-Year Financial Plan
DBC   System Analysis

DC   Annual Operating Budget
DCA   Goals and Objectives
DCAA   Priorities
DCB   Fiscal Year
DCC   Preparation Procedures
DCCA   Deadlines and Schedules
DCCB   Staff Involvement (Also GAB)
DCCC   Public Involvement (Also KCBC)
DCCD   Local Government Involvement (Cf. LDA)
DCCE   Student Involvement (Also JCC)
DCD   Preliminary Adoption Procedures
DCDA   Publication of Recommendations
DCDB   Hearings and Reviews (Cf. BCAE, KCC)
DCE   Final Adoption Procedures
DCEA   Referenda
DCF   Appeals Procedures
            SN *Applicable to districts that are not fiscally*
                 independent.
DCG   Encumbrances
DCH   Periodic Budget Reconciliation
DCI   Line Item Transfer Authority

DD   State and Federal Aid Eligibility Determination (Cf. EFDA)

DE   Debt Limitation

DF   Revenues (Cf. FF)
DFA   Local Tax Revenues
DFB   State Aid
DFC   Federal Aid
DFD   Bond Sales (Also FFA)
DFE   Short Term Notes (Also FFB)
DFEA   Tax Anticipation Notes (Cf. FFAC)
DFF   Grants
DFG   Fees, Payments, and Rentals (Cf. EBH, ECE, KG)
DFGA   Types
DFH   Tuition Income
DFI   Royalty Income
DFJ   Fines
DFK   Gifts and Bequests
DFL   Investment Earnings
DFLA   General Fund Investment
DFLB   Building Fund Investment (Cf. FFAE)

DFM	Equipment and Supplies Sales
DFN	Property Sales
DG	Depository of Funds
DH	Bonded Employees
DI	Accounting and Reporting
DIA	Accounting System
DIB	Financial Reports and Statements
DIBA	Types and Deadlines
DIC	Inventories
DICA	Types and Deadlines
DID	Audits
DIDA	Types and Deadlines
DJ	Expenditure of Funds
DJA	Checking Accounts
DJAA	Authorized Signatures
DJAB	Check-Writing Services
DJB	Petty Cash Accounts
DJC	Payroll Procedures
DJCA	Pay Day Schedules
DJCB	Salary Deductions (Also GAL)
DJD	Expense Reimbursements
DJE	Purchasing of Goods and Services (Cf. DJF)
DJEA	Purchasing Authority
DJEAA	Board Approval
DJEAB	Administrative Leeway
DJEB	Quality Control
DJEBA	Specifications
DJEBB	Purchasing Guides and Vendor Lists
DJEBC	Trial Tests and Field Checks
DJEBD	Inspections
DJEBE	Guarantees
DJEC	Cost Control
DJECA	Standardization
DJECB	Quantity Purchasing
DJECC	Cooperative Purchasing
DJED	Bids and Quotations Requirements
DJEE	Local Purchasing
DJEF	Requisitions
DJEG	Purchase Orders and Contracts
DJEH	Change Orders
DJEI	Vendor Relations
DJEIA	Sales Calls and Demonstrations
DJEJ	Payment Procedures
DJEJA	Bill Payment Authorization
DJF	Capital Equipment Purchasing (Cf. DJE)
	SN *Excludes real estate purchasing.*
DJFA	Purchasing Authority
DJFAA	Board Approval
DJFAB	Administrative Leeway

DJFB	Quality Control
DJFBA	Specifications
DJFBB	Purchasing Guides and Vendor Lists
DJFBC	Trial Tests and Field Checks
DJFBD	Inspections
DJFBE	Guarantees
DJFC	Cost Control
DJFCA	Standardization
DJFCB	Quantity Purchasing
DJFCC	Cooperative Purchasing
DJFD	Bids and Quotations Requirements
DJFE	Local Purchasing
DJFF	Requisitions
DJFG	Purchase Orders and Contracts
DJFH	Change Orders
DJFI	Vendor Relations
DJFIA	Sales Calls and Demonstrations
DJFJ	Payment Procedures
DJFJA	Bill Payment Authorization
DJG	Lease and Rental Payments
DJH	Note and Bond Payments

DK   Student Activities Funds Management (Also JHB)

DL   Cash in School Buildings
          SN   Refers to the safeguarding of cash on hand.

DM   Reserve Funds (Cf. FFC)

DN   Surplus Funds

DO   School Properties Disposal Procedure

E--BUSINESS MANAGEMENT
SN   Excludes fiscal management.

EA   Goals and Objectives

EB   Buildings and Grounds Management
EBA   Insurance Program
EBAA   Casualty
EBAB   Liability
EBAC   Self-Insurance
EBB   Safety
EBBA   Fire Prevention (Cf. LDAK)
EBBB   Warning Systems
EBBC   Emergency Drills (Also JGFA; Cf. LDAL)
EBBD   Emergency Closings (Also AFC)
EBBE   Traffic and Parking Controls (Cf. JGFD, JGFF)
EBBF   Safety Inspections
EBC   Security
EBCA   Vandalism Protection
EBD   Heating and Lighting
EBE   Cleaning Program
EBF   Sanitation
EBG   Repairs
EBGA   Routine
EBGB   Emergency
EBH   Leasing and Renting (Cf. DFG, FI)
EBI   Long-Range Maintenance Program
EBIA   Buildings
EBIB   Grounds
EBJ   Records
EBJA   Types

EC   Equipment and Supplies Management
ECA   Insurance Program
ECAA   Casualty
ECAB   Liability
ECAC   Self-Insurance
ECB   Receiving
ECC   Warehousing
ECD   Distribution
ECE   Leasing and Renting (Cf. DFG)
ECF   Equipment Maintenance
ECG   Records
ECGA   Types

ED   Student Transportation Management
EDA   Carrier Types
EDAA   School-Owned Buses
EDAB   Leased Buses
EDAC   Contracted Bus Service
EDAD   Public Carriers
EDAE   Private Vehicles

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EDB             Insurance Program
EDBA                Casualty
EDBB                Liability
EDBC                Self-Insurance
EDC             Safety
EDCA                Safety Inspection
EDCB                Student Conduct (Cf. JCD)
EDD             Scheduling and Routing
EDDA                Special Use of School Buses
EDDB                Walkers and Riders (Also JGGA)
EDE             Maintenance Program
EDF             Records
EDFA                Types


EE          School Lunch Services Management
EEA             Free Lunch Policy (Also JGHA)
EEB             Sanitation Inspections
EEC             Records
EECA                Types


EF          Data Management
```

SN For policies of a general nature on the generation and control of statistical and other information as desired by the district and/or required by state and federal regulations. See also "Records" and "Reports" in Index.

```
EFA             Data Collection Purposes
EFB             Data Collection and Retrieval Methods
EFC             Data Analysis
EFD             Data Dissemination
EFDA                To Education Agencies (Cf. DD, MI, MJ)
EFDB                To Staff (Cf. HAIDA, HBIDA)
EFDC                To Public (Cf. KL)
```

F--FACILITY EXPANSION PROGRAM
SN *Includes new construction as well as related activities such as acquiring sites, plant remodeling or modernizing, and leasing or renting property to meet expansion needs.*

FA	Goals and Objectives
FB	Building Committees
	SN *Applicable where such committees function by law.*
FBA	Legal Status
FBB	Types and Functions
FBC	Method of Appointment
FBD	Organization
FBE	Resources
FBEA	Personnel
FBEB	Materiel
FBEC	Financial
FBF	Liaison
FBG	Reporting
FBH	Dissolution
FC	Public Information Program (Cf. KB)
FD	Long-Range Planning
FDA	Long-Range Planning Involvement
FDAA	Consultants (Cf. BBG, CJ, FEAA)
FDAB	Architects
FDAC	Attorney
FDAD	Staff
FDAE	Community(Cf. KCBD)
FDAF	Local Government
FDAG	State Government
FDAH	Federal Government
FDB	Long-Range Needs Determination
FDBA	Existing Facilities Inventory
FDBAA	Existing Facilities Use
FDBAB	Existing Facilities Use Evaluation
FDBB	Obsolescence Determination
FDBC	Instructional Needs Projections
FDBD	Enrollment Projections
FDBE	Community Use Needs Projections
FDBF	Site Availability Projections
FDBFA	Investment in Sites
FDBG	Cost Projections
FDC	Naming New Facilities
FE	Project Planning
FEA	Project Planning Involvement
FEAA	Consultants (Cf. BBG, CJ, FDAA)
FEAB	Architects

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FEAC                Attorney
FEAD                Staff
FEAE                Community
FEAF                Local Government
FEAG                State Government
FEAH                Federal Government
FEB             Educational Specifications
                SN  Detailed, precise, expert presentation of a
                    plan or proposal for educational facilities
                    including equipment, classrooms, laboratories,
                    curriculum, etc.
FEC             Architectural Programing
                SN  The process of identification and systematic
                    organization of the functional, architectural,
                    structural, mechanical, and esthetic criteria
                    which influence decisionmaking for the design
                    of a functional space, building, or facility.
FED             Plans and Specifications
FEDA                Site
FEDB                Construction
FEDC                Equipment
FEE             Cost Estimates
FEEA                Preliminary
FEEB                Final
FEF             Capitalization Planning

FF          Project Financing (Cf. DF)
FFA             Bond Sales (Also DFD)
FFAA                Bond Referenda
FFAB                Bond Issues
FFAC                Bond Anticipation Notes (Cf. DFEA)
FFAD                Bond Sales Reserves
FFAE                Bond Sales Investment (Cf. DFLB)
FFB             Short Term Notes (Also DFE)
FFC             Reserve Funds Use (Cf. DM)
FFD             Annual Budget Use
FFE             Supplementary Appropriations
FFF             State Loans and Grants
FFG             Federal Loans and Grants

FG          Project Administration
FGA             General Supervision
FGAA                Board Responsibilities
FGAB                Building Committee Responsibilities
FGAC                School Administration Responsibilities
FGAD                Architect Responsibilities
FGAE                Contractor Responsibilities
FGB             Site Acquisition Procedures
FGC             Bids and Quotations
FGCA                Job Specifications
FGCB                Bid Advertisements and Solicitations
FGCC                Bid Opening Procedures
FGCD                Determination of Low Bidder Responsibility
```

G--PERSONNEL

GA   General Section
            SN Policies applicable to all school employees.

GAA   Goals and Objectives
GAAA   Equal Opportunity Employment

GAB   Budget Planning Involvement (Also DCCB)

GAC   Policies and Rules Development Involvement (Also BDBB,
                                                    CMAAA)

GAD   Professional Development Opportunities
GADA   Requirements

GAE   Complaints and Grievances

GAF   Staff-Student Relations (Also JP)

GAG   Conflicts of Interest (Cf. GBU)
GAGA   Nepotism

GAH   Staff-Community Relations (Also KD)
GAHA   Participation in Community Activities (Also KDA)
GAHB   Political Activities
GAHC   Public Appearances (Also KDB)

GAI   Solicitations
GAIA   Solicitations by Staff Members (Also KDCA)
GAIB   Solicitations of Staff Members (Also KDCB)

GAJ   Gifts
GAJA   Gifts by Staff Members
GAJB   Gifts to Staff Members (Cf. KHD, JLA)

GAK   Records
GAKA   Types
GAKB   Public Use
GAKC   Disposition

GAL   Salary Deductions (Also DJCB)

GB	Professional Personnel Section
	SN Excludes district school superintendent and other school management and supervisory personnel classified under CG policies.
GBA	Compensation Guides and Contracts
	SN Scope of category determined by actual agreements in force. See Handbook.
GBAA	Merit System
GBB	Positions
GBBA	Qualifications and Duties
	SN Job descriptions listed and coded (GBBAA, GBBAB, etc.) job-by-job.
GBC	Recruitment
GBD	Hiring
GBE	Assignment
GBF	Orientation
GBG	Probation
GBH	Supervision
GBI	Evaluation
GBJ	Promotion
GBK	Suspension
GBL	Tenure
GBM	Transfer
GBN	Separation
GBO	Resignation
GBP .	Reemployment
GBQ	Retirement
GBR	Working Conditions
GBRA	Health Examinations
GBRB	Time Schedules
GBRC	Work Load
GBRD	Staff Meetings
GBRE	Extra Duty
GBRF	Travel Expenses
GBRG	Nonschool Employment
GBRGA	Consulting
GBRGB	Tutoring for Pay

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GBRH              Professional Leaves and Absences
GBRHA                  Sabbaticals
GBRHB                  Conferences and Visitations
GBRHC                  Exchange Teaching
GBRI              Personal Leaves and Absences
GBRIA                  Emergency and Legal
GBRIB                  Illness
GBRIC                  Maternity
GBRID                  Military
GBRIE                  Religious
GBRIF                  Bereavement
GBRJ        '     Arrangement for Substitutes
GBRK              Vacations

GBS         Professional Organizations (Cf. HAH, MGA)

GBT         Professional Publishing

GBU         Ethics (Cf. GAG)
            SN  An information category since ethics are
                usually determined by a profession and not
                imposed upon it.
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GC          Nonprofessional Personnel Section
            SN  Excludes school management and supervisory
                personnel classified under CG policies.

GCA             Compensation Guides and Contracts
                SN  Scope of category determined by actual agree-
                    ments in force.  See Handbook.
GCAA            Merit System

GCB         Positions
GCBA            Qualifications and Duties
                SN  Job descriptions listed and coded (GCBAA,
                    GCBAB, etc.) job-by-job.

GCC             Recruitment

GCD             Hiring

GCE             Assignment

GCF             Orientation

GCG             Probation

GCH             Supervision

GCI             Evaluation

GCJ             Promotion

GCK             Suspension

GCL             Tenure

GCM             Transfer

GCN             Separation

GCO             Resignation

GCP             Reemployment

GCQ             Retirement

GCR         Working Conditions
GCRA            Health Examinations
GCRB            Time Schedules
GCRC            Work Load
GCRD            Overtime Pay
GCRE            Travel Expenses
GCRF            Nonschool Employment
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GCRG            Leaves and Absences
GCRGA               Emergency and Legal
GCRGB               Illness
GCRGC               Maternity
GCRGD               Military
GCRGE               Religious
GCRGF               Bereavement
GCRH            Vacations
GCRI            Paid Holidays

GCS         Employee Organizations (Cf. HBH)
```

GD	Paraprofessional Personnel Section
GDA	Compensation Guides and Contracts
	SN Scope of category determined by actual agreements in force. See Handbook.
GDAA	Merit System
GDB	Positions
GDBA	Qualifications and Duties
	SN Job descriptions listed and coded (GDBAA, GDBAB, etc.) job-by-job.
GDC	Recruitment
GDD	Hiring
GDE	Assignment
GDF	Orientation
GDG	Probation
GDH	Supervision
GDI	Evaluation
GDJ	Promotion
GDK	Suspension
GDL	Tenure
GDM	Transfer
GDN	Separation
GDO	Resignation
GDP	Reemployment
GDQ	Retirement
GDR	Working Conditions
GDRA	Health Examinations
GDRB	Time Schedules
GDRC	Work Load
GDRD	Staff Meetings
GDRE	Extra Duty
GDRF	Travel Expenses
GDRG	Nonschool Employment
GDRH	Personal Leaves and Absences
GDRHA	Emergency and Legal
GDRHB	Illness
GDRHC	Maternity

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GDRHD               Military
GDRHE               Religious
GDRHF               Bereavement
GDRI           Vacations

GDS         Employee Organizations (Cf. HAH, HBH)
```

H--NEGOTIATIONS

HA	Professional Personnel Negotiations
HAA	Legal Status
HAB	Goals and Objectives
HAC	Scope of Professional Negotiations (Cf. HAIC)
HAD	Board Rights and Duties
HAE	Board Negotiating Agents
HAF	Superintendent's Role
HAG	Professional Staff Rights
HAH	Professional Staff Negotiating Organization (Cf. GBS,GDS)
HAHA	Method of Determination
HAHB	Privileges
HAHBA	Use of School Facilities
HAHBB	Use of School Equipment
HAHBC	Use of School Time
HAI	Bargaining Meeting Procedures
HAIA	Time and Place
HAIAA	Time Limits
HAIB	Notification
HAIC	Agenda Determination (Cf. HAC)
HAID	Distribution of Information
HAIDA	Research Assistance (Cf. EFDB)
HAIE	Quorum
HAIF	Rules of Order
HAIG	Minutes and Records
HAIH	Progress Reporting
HAIHA	To Staff and Board
HAIHB	To Press and Public
HAJ	Preliminary Agreement Disposition
HAK	Ratification Procedures
HAL	Announcement of Agreement
HAM	Impasse Procedures
HAMA	Mediation
HAMB	Fact Finding
HAMC	Arbitration
HAN	Sanctions and Slowdowns
HAO	Boycotts and Strikes

HB	Nonprofessional Personnel Negotiations
HBA	Legal Status
HBB	Goals and Objectives
HBC	Scope of Nonprofessional Negotiations (Cf. HBIC)
HBD	Board Rights and Duties
HBE	Board Negotiating Agents
HBF	Superintendent's Role
HBG	Nonprofessional Staff Rights
HBH	Nonprofessional Staff Negotiating Organization (Cf. GCS, GDS)
HBHA	Method of Determination
HBHB	Privileges
HBHBA	Use of School Facilities
HBHBB	Use of School Equipment
HBHBC	Use of School Time
HBI	Bargaining Meeting Procedures
HBIA	Time and Place
HBIAA	Time Limits
HBIB	Notification
HBIC	Agenda Determination (Cf. HBC)
HBID	Distribution of Information
HBIDA	Research Assistance (Cf. EFDB)
HBIE	Quorum
HBIF	Rules of Order
HBIG	Minutes and Records
HBIH	Progress Reporting
HBIHA	To Staff and Board
HBIHB	To Press and Public
HBJ	Preliminary Agreement Disposition
HBK	Ratification Procedures
HBL	Announcement of Agreement
HBM	Impasse Procedures
HBMA	Mediation
HBMB	Fact Finding
HBMC	Arbitration
HBN	Walkouts and Slowdowns
HBO	Boycotts and Strikes

I--INSTRUCTIONAL PROGRAM

IA	Philosophy
IAA	Academic Freedom
IB	Goals and Objectives
IC	Curriculum Development
ICA	Resources
ICAA	Personnel
ICAB	Materiel
ICAC	Financial
ICB	Planning
ICC	Research (Cf. ME)
ICD	Pilot Projects
ICE	Pilot Project Evaluation (Cf. IJ)
ICF	Curriculum Adoption
ICFA	Curriculum Guides and Course Outlines
ID	Curriculum Design
IDA	Basic Program

> *SN Includes the full range of programs designed
> to meet the individual needs of the great ma-
> jority of students and beginning, in some dis-
> tricts, with preprimary areas of instruction
> and extending, in some districts, beyond grade
> 12. Basic skills instruction, citizenship edu-
> cation, conservation education, occupational
> education, home economics, and the standard
> academic areas of instruction are regarded here
> as component elements of the Basic Program.*

IDB	Health Education
IDBA	Sex Education
IDBB	Drug Education (Cf. JCDAC)
IDC	Extended Programs (Cf. AEB)
IDCA	Summer Program (Cf. AEBA)
IDCB	Evening Program
IDCC	School Camp Program
IDCD	Travel Study Program (Cf. JQK)
IDCE	Advanced College Placement (Also MFC)
IDCF	Work-Study Programs (Also LEGA; Cf. JJC)
IDD	Special Programs (Cf. JQ)
IDDA	Disadvantaged
IDDB	Remedial and Therapeutic
IDDC	Homebound Instruction
IDDD	Gifted Student
IDDE	Driver Training
IDDF	Physically Handicapped (Cf. JQA)
IDDG	Mentally Handicapped (Cf. JQB)
IDDH	Perceptually Handicapped (Cf. JQC)
IDDI	Emotionally Disturbed (Cf. JQD)
IDE	Cocurricular Activities (Cf. JH)

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IDF          Interscholastic Activities (Also MDB)
IDFA             Interscholastic Athletics (Also MDBA)
IDG          Adult Education Program (Cf. JQJ)
IDGA             Manpower Training Program

IE        Instructional Arrangements
IEA          Grouping for Instruction
IEB          Organization for Instruction
IEBA             Self-Contained Classrooms
IEBB             Nongraded Schools
IEBC             Departmentalization
IEC          Class Size
IED          Scheduling for Instruction
IEE          Student Schedules
IEF          Team Teaching
IEG          Differentiated Staffing
IEH          Independent Study

IF        Instructional Resources
IFA          Classroom Materials
IFAA             Textbook Selection and Adoption
IFAB             Supplementary Materials Selection and Adoption
IFAC             Equipment and Supplies Selection and Adoption
IFB          Instructional Services
IFBA             Teacher Aides
IFBB             Resource Teachers
IFBC             Instructional Materials Centers
IFBD             School Libraries
IFBDA                Professional Libraries
IFBE             Instructional Television
IFBEA                Closed-Circuit Television
IFBEB                Educational Television
IFBF             Instructional Radio
IFBG             Computer Assisted Instruction
IFC          Community Resources (Cf. KF, MB)
IFCA             Community Resource Guides (Also KFA)
IFCB             Field Trips and Excursions (Also KFB)
IFCC             Use of Community Resource Persons (Also KFC)
IFCD             School Volunteers (Also KFD)

IG        Guidance Program (Also JE)

IH        Academic Achievement (Also JF)
IHA          Grading Systems
IHAA             Final Examinations
IHAB             Report Cards (Also JFAA)
IHB          Homework
IHC          Class Rankings
IHD          Honor Rolls
IHE          Promotion and Retention (Also JFB)
IHEA             Make-Up Opportunities
IHEAA                Tutoring
IHEB             Acceleration
IHF          Graduation Requirements (Cf. JFC)
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JA   Goals and Objectives
JAA   Equal Educational Opportunities

JB   Attendance
JBA   Compulsory Attendance Ages
JBB   Entrance Age
JBC   School Admissions
JBCA   Resident Students
JBCAA   New Resident Students
JBCB   Nonresident Students
JBCBA   Tuition (Cf. JS)
JBCC   Assignment (Cf. AD)
JBCCA   To Schools
JBCCB   To Classes
JBCD   Transfers and Withdrawals
JBD   Absences and Excuses
JBE   Truancy
JBF   Released Time (Also MCB)
JBG   Readmissions

JC   Rights and Responsibilities
JCA   Civil Rights of Minors
JCAA   Due Process
JCAB   Interrogations and Searches (Cf. LDAJA)
                    SN   For policy statement regarding interroga-
                          tions and searches by school officials only.
JCB   Policies and Rules Development Involvement (Also BDBD,
                                                                 CMAAC)
JCC   Budget Planning Involvement (Also DCCE)
JCD   Conduct (Cf. EDCB, JHCCA)
JCDA   Behavior Code
JCDAA   Smoking
JCDAB   Alcohol Use
JCDAC   Drug Use (Cf. IDBB)
JCDB   Dress Code
JCE   Complaints and Grievances
JCEA   Ombudsman
JCEB   Hearing Procedure
JCEC   Demonstrations and Strikes

JD   Discipline
JDA   Corporal Punishment
JDB   Detention
JDC   Probation
JDD   Suspension
JDE   Expulsion

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JE          Guidance Program (Also JG)
JEA             Educational Guidance
JEB             Personal Guidance
JEC             Vocational Guidance

JF          Academic Achievement (Also IH)
JFA             Reporting
JFAA                Report Cards (Also IHAB)
JFAB                Student Conferences
JFAC                Parent Conferences
JFB             Promotion and Retention (Also IHE)
JFC             Graduation (Cf. IHF)

JG          Student Welfare
JGA             Student Insurance Programs
JGB             Student Aid Programs
JGC             Student Health Services
JGCA                Physical Examinations
JGCB                Innoculations
JGCC                Communicable Diseases
JGD             Student Psychological Services
JGDA                Psychological Testing (Cf. II)
JGE             Student Social Services
JGEA                Home Visits
JGF             Student Safety
JGFA                Emergency Drills (Also EBBC; Cf. AFC, LDAK, LDAL)
JGFB                Supervision of Students
JGFC                Dismissal Precautions
JGFD                Student Safety Patrols (Cf. EBBE)
JGFE                Bicycle Use
JGFF                Automobile Use (Cf. EBBE)
JGFG                Accidents
JGFGA                   First Aid
JGG             Student Transportation
JGGA                Walkers and Riders (Also EDDB)
JGH             School Lunch Service
JGHA                Free Lunches (Also EEA)

JH          Student Activities (Cf. IDE)
JHA             Activities Fees
JHB             Activities Funds Management (Also DK)
JHC             Student Organizations
JHCA                Student Clubs
JHCAA                   Secret Societies
JHCB                Student Government
JHCC                Student Publications
JHCCA                   Underground Newspapers (Cf. JCD)
JHD             Student Social Events
JHE             Student Performances (Cf. KEAA)

JI          Student Volunteers
JIA             School Service
JIB             Public Service
```

JJ	Employment of Students
JJA	School Employment
JJB	Outside Employment
JJC	Work-Study Employment (Cf. IDCF, LEGA)
JK	Solicitations
JKA	Solicitations of Students (Also KEBA)
JKB	Solicitations by Students (Also KEBB)
JL	Gifts
JLA	Student Gifts to Staff Members (Cf. GAJB)
JLB	Student Gifts to School
JLC	Gifts to Students (Also KHC)
JM	Contests for Students (Also KHB)
JN	Awards and Scholarships (Also KHA)
JO	Student-Community Relations (Also KE)
JP	Student-Staff Relations (Also GAF)
JQ	Anomolous Students (Cf. IDD)
	SN Includes those students for whom special policy dispensations may or may not have to be made.
JQA	Physically Handicapped (Cf. IDDF)
JQB	Mentally Handicapped (Cf. IDDG)
JQC	Perceptually Handicapped (Cf. IDDH)
JQD	Emotionally Disturbed (Cf. IDDI)
JQE	Pregnant
JQF	Married
JQG	Unwed Mothers
JQH	Drop-Outs
JQI	Post-Secondary
JQJ	Adult (Cf. IDG)
JQK	Exchange (Cf. IDCD)
JQKA	Foreign
JR	Student Records
JRA	Types
JRB	Public Use
JRC	Disposition
JS	Student Fees, Fines, and Charges (JBCBA)

K--GENERAL PUBLIC RELATIONS

KA	Goals and Objectives
KB	Public Information Program (Cf. FC)
KBA	Public's Right to Know
KBB	School-Sponsored Information Media
KBC	News Media Relations
KBCA	News Releases
KBCB	News Conferences and Interviews
KBCC	Board Meeting Coverage (Cf. BCBJ)
KBCCA	Press Services (Also BCBJA)
KBCCB	Broadcasting and Taping (Also BCBJB)
KBCD	Sports and Special Events Coverage
KBCDA	Press Services
KBCDB	Broadcasting and Taping
KBD	Speaker Services
KBE	Information Campaigns
KBF	Use of Students
KC	Board-Community Relations
KCA	Public Participation in Board Meetings (Also BCBI)
KCB	Community Involvement in Decisionmaking
KCBA	Advisory Committees (Also BBF)
KCBB	Policies and Rules Development Involvement (Also BDBC, CMAAB)
KCBC	Budget Preparation (Also DCCC)
KCBD	Facility Expansion (Cf. FDAE)
KCC	Public Hearings (Also BCAE; Cf. DCDB)
KD	Staff-Community Relations (Also GAH)
KDA	Staff Participation in Community Activities (Also GAHA)
KDB	Staff Public Appearances (Also GAHC)
KDC	Solicitations
KDCA	Solicitations by Staff (Also GAIA)
KDCB	Solicitations of Staff (Also GAIB)
KE	Student-Community Relations (Also JO)
KEA	Community Activities and Performances
KEAA	By Students (Cf. JHE)
KEAB	For Students
KEB	Solicitations
KEBA	Solicitations of Students (Also JKA)
KEBB	Solicitations by Students (Also JKB)
KEC	Interviews with Students
KF	Community Instructional Resources (Cf. IFC, MB)
KFA	Community Resource Guides (Also IFCA)
KFB	Field Trips and Excursions (Also IFCB)
KFC	Use of Community Resource Persons (Also IFCC)
KFD	School Volunteers (Also IFCD)

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KG         Use of School Facilities (Cf. DFG)
KGA             Buildings and Grounds
KGB             Equipment
KGC             Services

KH         Public Gifts
KHA             Awards and Scholarships (Also JN)
KHB             Contests for Students (Also JM)
KHC             Gifts to Students (Also JLC)
KHD             Gifts to Staff Members (Cf. GAJB)
KHE             Gifts to Schools

KI         Free Materials Distribution in Schools
KIA             Political Campaign Materials
KIB             Special Interest Materials

KJ         Advertising in the Schools
           SN  Includes advertising in school publications, on
               school property, and sponsored advertising of
               school events.

KK         Public Sales on School Property

KL         Public Use of School Records (Cf. EFDC)

KM         Visitors to the Schools

KN         Complaints
KNA             About School Policies
KNB             About Curriculum
KNBA                Instructional Materials
KNC             About School Facilities and Services
KND             About School Personnel
```

L--INTERORGANIZATIONAL RELATIONS
SN   Excludes education agencies.

LA   Goals and Objectives

LB   School-Community Cooperation

LC   School-Community Programs

LD   School-General Government Relations
LDA   Local Government (Cf. DCCD)
                *SN   Includes central governing and administrative
                      bodies such as City Council and Mayor's office.*
LDAA   Fiscal Authorities
LDAB   Taxation Authorities
LDAC   Elections Board (Cf. ABCD)
LDAD   Public Anti-Poverty Authorities
LDAE   Public Housing Authorities
LDAF   Public Health Authorities
LDAG   Public Welfare Authorities
LDAH   Parks Department
LDAI   Recreation Department
LDAJ   Police Department
LDAJA   Interrogations and Investigations (Cf. JCAB)
LDAK   Fire Department (Cf. EBBA, JGFA)
LDAL   Civil Defense Agency (Cf. EBBC, JGFA)
LDAM   Industrial Development Authorities
LDAN   Planning Authorities
LDAO   Zoning Authorities
LDB   (RESERVED CATEGORY)
                *SN   For use to record relationships with governmental
                      bodies between the local and state levels--county,
                      regional, and/or metropolitan.*
LDC   State Government
LDCA   Legislative Representatives
LDCB   State Employment Department
LDD   Federal Government
LDDA   Congressional Representatives

LE   School-Community Organizations Relations
LEA   Private Social Service Agencies
LEB   Parents Organizations
LEC   Booster Organizations
LED   Churches
LEE   Human Relations Organizations
LEF   Neighborhood Associations
LEG   Business and Labor Organizations
LEGA   Work-Study Programs (Also IDCF; Cf. JJC)
LEGB   Student Banking Programs

M--RELATIONS WITH OTHER EDUCATION AGENCIES

MA	Goals and Objectives
MB	Local Cultural Institutions Relations (Cf. IFC, KF)
MBA	Libraries
MBB	Museums
MC	Private Schools Relations
MCA	Shared Services
MCB	Released Time (Also JBF)
MD	Interdistrict Relations
MDA	Shared Services
MDB	Interscholastic Activities (Also IDF)
MDBA	Interscholastic Athletics (Also IDFA)
ME	Education Research and Service Centers (Cf. ICC)
MEA	Title III Centers
MEB	Regional Laboratories
MF	Colleges and Universities
MFA	Shared Services
MFB	Practice Teaching
MFC	Advanced College Placement (Also IDCE)
MG	Associations
MGA	Professional Associations (Cf. GBS)
MGB	School Boards Associations (Also BGA, BGB, BGC)
MH	County Education Agency Relations
MI	State Education Agency Relations (Cf. EFDA)
MJ	United States Office of Education Relations (Cf. EFDA)
MK	Educational Accreditation Agency Relations (Cf. IJ)
ML	Professional Visitors and Observers

APPENDIX III

Sample School Board Policy Statement Coded to the Taxonomy

EQUAL EDUCATIONAL OPPORTUNITIES

The policy of the State of Washington for education is stated
in Article IX of the Constitution. Its preamble reads: "It
is the paramount duty of the State to make ample provision for
the education of all children residing within its borders,
without distinction or preference on account of race, color,
caste, or sex."

Port Angeles School District has been created by the legislature
to execute the educational policy as defined in the Constitution.
It shall be the policy of the Port Angeles School District to
offer a quality of education which provides all children with
the necessary skills and attitudes, commensurate with their
ability, to become effective citizens able to take their places
in the community, the state, and the nation. This education
shall be provided under a policy which is consistent with the
provisions of the Constitution of the State of Washington, the
laws of the State Legislature, the laws of the United States,
and policies and regulations established by the Board of Directors
of Port Angeles School District.

SOURCE: School District #21, Port Angeles, Wash.
DATE: 11/13/67

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APPENDIX IV

Sample Administrative Rule Statement Coded to the Taxonomy

STAFF INVOLVEMENT IN RULES DRAFTING

To the end that joint advice may be readily available, the staff shall be encouraged to elect advisory committees to work with principals and the Superintendent in the areas of concern to the staff. Furthermore, the Superintendent and principals shall at their own discretion appoint additional committees for such functions as are not being performed by existing groups.

Each selected staff committee shall act in an advisory capacity to the administrative officer responsible for the area in which the committee was elected to operate. Each appointed committee shall act in an advisory capacity to the administrative officer by whom it was appointed.

SOURCE: School District #5, Aberdeen, Wash.
DATE: 1/63

APPENDIX V

Sample Information Statement Coded to the Taxonomy

STUDENT RIGHTS AND RESPONSIBILITIES

The National Education Association believes that genuine student involvement requires responsible student action which is possible if students are guaranteed certain basic rights, among which are the following: the right to free inquiry and expression; the right to due process; the right to freedom of association; the right to freedom of peaceful assembly and petition; the right to participate in the governance of the school, college, and university; the right to freedom from discrimination; and the right to equal educational opportunity.

SOURCE: From Resolution 69-12, "Student Involvement," National Education Association, July, 1969.

Sample page from <u>School Board Policy Development for the '70s:</u>
<u>A Guide to EPS/NSBA.</u> Evanston, Ill.: National School Boards
Association, 1970. Page 16.

B—SCHOOL BOARD OPERATIONS

Background Comment. Section B provides the repository for statements about the board as a board. The board here is "ruling on itself." It is delineating its own practices, its own procedures. It is setting forth its own ground-rules for the conduct of meetings and for the ethical behavior of its members.

But Section B policies reach beyond internal matters. Its statements also set forth guidelines concerning some of the board's closest relationships—with its chief executive, the superintendent of schools; its attorney; its advisory committees and consultants; the press; and — in the area of policy development — with staff, students, and public. It is because of these interrelationships that Section B has so many cross references.

Because the board is ruling on itself, some of the statements in this section will be highly specific. Some will employ the language of rules.[3] The policy for **BCBA—Time and Place of Meetings,** for example, will undoubtedly be highly specific in wording. Such statements will still be policies, of course, and not administrative rules.

Also, despite the fact that the board is ruling on itself, there are categories in this section that do admit discretionary action by the superintendent and will consequently call for the development of companion rules by the superintendent. For example, administrative rules, rather than board policies, are probably the best instruments for spelling out the board's intent concerning staff, student, and public involvement in the policy drafting process. (See the **BDB** sequence.)

The Categories

BA—Goals and Objectives

See separate discussion of Goals and Objectives, page 38.

BB—Internal Organization

Use this category and whatever subcategories as necessary for statements concerning the organization of the board; the duties of its officers, members, and committees; and the relationship of the board to its professional and lay advisors.

Note subcategory **BBAA — Method of Election.** This descriptor refers, in context, to the board's method of electing its own officers, not to the public election of board members. (See ABCD.)

Note subcategories **BBBB—New Member Orientation** and **BBBC—Board Member Development Opportunities.** Both reflect the importance of a planned program for educating board members about their roles as educational leaders in contemporary society and might express the endorsement of member participation in regional, state, and national meetings designed specifically to develop school leadership talent. They might also express the board's intention to provide professional periodicals — like *The American School Board Journal* — to its members as a stimulus to growth.

Note subcategory **BBF—Advisory Committees.** The subordinate descriptors here specify structure and groundrules that are designed to keep the board in ultimate control of the advisory committee relationship.

Do not confuse **BBF—Advisory Committees** with **CL—Councils, Cabinets, and Committees.** The former are lay and/or professional bodies created by the board