

Administrative Rules

Section A - Introduction

The Board of Education of District #225 directs the superintendent to implement its policies by developing such rules, regulations and procedures as are appropriate, subject to compliance with relevant legal requirements.

Section B - Rules Drafting

The Board of Education authorizes the superintendent to create such advisory councils and committees as the superintendent deems appropriate, to advise the superintendent on developing rules, regulations and procedures for Board Policy implementation. It encourages the superintendent to seek advice, when appropriate, from school district citizens, school personnel, and district students.

Section C - Rules Dissemination

The Board of Education directs the superintendent to assign a district administrator the responsibility of developing and maintaining a complete, up-to-date handbook of rules, regulations and procedures that are operative throughout the district. The superintendent shall require each school principal to develop and maintain a similar handbook for the principal's specific building. These handbooks shall be open to public inspection; appropriate sections shall be reproduced in full or part in staff and student handbooks.

Section D - Administration in Policy Absence

If the Board of Education has provided no policy for administrative action in an area where action must be taken quickly, the superintendent has the authority to act, but the superintendent's actions shall be subject to review by the Board at its next regular meeting. It shall be the duty of the superintendent to inform the Board promptly of the superintendent's action and of the need for Board policy.

Section E - Decision-Making Procedure

All personnel shall refer matters requiring administrative action to the administrative officer immediately in charge of the area in which each is employed. If necessary, administrative officers shall refer such matters to the next higher authority and, if circumstances so justify, to the superintendent.

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