DISTRICT OFFICES
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BSD Procedure Development Process

Overview:
The following document summarizes the key steps involved in developing and revising *BSD Procedures*. The School Board develops Policies in consultation with the District and then the District develops procedures (or instructions for how to meet those policies). A procedure is the counterpart to a policy; they spell out how the District handles common practices that impact students, families, and staff across schools (like attendance, use of technology, grading, assessment, homework, field trips, etc.).

Procedure Development Process:

1. **Determine a need**
   a. A policy exists without accompanying procedures.
   b. A new policy is adopted or revised.
   c. A District leader - principal or director - identifies a need to develop a new process or clarity around an existing process that will impact multiple schools or programs.

2. **Identify who will take lead responsibility**
   a. Delegate responsibility to an individual, working group, sub-committee, or staff members, according to the expertise required.
   b. Responsible party includes the proposed procedure in a Cabinet update to inform Cabinet the procedure is in development. (Cabinet is the District's leadership team, composed of principals and department leaders.)
   c. Include the development in the district work plan, and identify responsible and consulted parties.

3. **Gather information**
   a. Determine any legal obligations or determine best practices.
   b. Research how other organizations have tackled the same issue.
   c. Read the related policy to ensure that the procedure aligns with the policy.
   d. Identify which staff roles, students or families this will impact in terms of implementation (use the District equity tool).
   e. Consult with the appropriate stakeholders (i.e., parents, students, staff, cabinet); this will help determine the level of co-creation needed in Step 4.
   f. Determine budget implications.

4. **Draft the procedure**
   a. Utilize the information gathered to determine the level of Co-creation needed.
   b. Draft procedure language collaboratively with those identified as consultants.
   c. Identify any training or professional learning needs in order to implement the procedure.
   d. Ensure that the wording and length of the procedure is clear and concise, not overly complex, and provides clarity on the operational steps required.
      i. Procedures should reference position titles not specific names of employees.
   e. Share draft with Cabinet for feedback.

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5. **Finalize or approve**
   a. Present the procedures to the Superintendent for approval.
      i. Include Budget implications.

6. **Communicate and Implement**
   a. Responsible party develops a training plan in consultation with the principals and teaching and learning team.
   b. Procedures will be communicated in the Superintendent's Weekly Cabinet Updates.
   c. Procedures will be updated on the website, under procedures.
   d. The Superintendent's Office will develop a communication plan to ensure access to the community, including translation.

Procedure Revision Process:

1. **Monitor, review, and revise**
   a. The Office of Human Resources ensures that the appropriate procedures are developed, up to date, and aligned to policy.
   b. Responsible team members monitor procedures at least biennially and propose updates to procedures when the policy changes or as needed if practices shift.
   c. Simple changes, such as personnel updates and/or changes in responsible parties, may be made by HR.

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