



Administrative Procedure: Policy Development

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1.0 Process

1.1 Identification of Policy Issues. The identification of the need for a Board policy or the need for review or revision of an existing Board policy may be initiated by Board members, constituent groups, a Board's policy committee, students, or staff members. The need for change could also be identified as a result of policy directives from the Ministry of Education, or as a result of regulations or legislation at the federal, provincial, or municipal level.

1.2 Development of Draft Policy. When the Board of Trustees makes a decision to develop a policy or revise an existing policy, a first step involves consultation with constituent groups who may have an interest in the policy. This could include students, parents, staff, employee unions and the broader community. The School Board's senior staff prepares a draft policy. The draft

policy is brought to the Policy Advisory Committee for input. The Policy Advisory Committee consists of a senior team member, a trustee, a principal, human resources officer and a union representative. A final draft reflecting this input is submitted to the Board for approval. Once approved, the document becomes Board policy and goes into effect.

1.3 Input by the Policy Advisory Committee. All policies and procedures are brought to the Policy Advisory Committee for input of revised policies or new created policies.

1.4 Approval by the Board of Trustees. All policies and procedures are brought to the Board of Trustees for approval prior to implementation.

1.5 Implementation of the Policy. The elected Board is responsible for implementing its own policies and is responsible for the formal delegation of authority to the Director of Education to implement its broad goals and expectations. The implementation plan for a Board policy will include information about the administrative procedure that supports the policy in addition to a communication plan to ensure that all stakeholders are notified about the new or revised policy.

2.0 Policy Review

2.1 It is necessary to review policies on a regular basis to ensure their relevance to the current School Board environment and their compliance with applicable legislation and Ministry policy directives. At the time of adopting a policy, the elected Board usually specifies the date it will be due for review.

3.0 Policy Checklist

3.1 Policy documents should be brief, written in plain English and should include the following core elements:

- 3.1.1** Policy statement - the policy itself.
- 3.1.2** Purpose/intention - a brief, clear and direct explanation of what the policy is intended to achieve and to whom it is intended to apply.
- 3.1.3** References - any website links, PPM, other policies, and literature, that may have been used to write the policy.

4.0 Administrative Procedure Checklist

4.1 The following is a checklist of content that should be included in the

preparation of the administrative procedure that belongs to each policy:

- 4.1.1 **Definitions:** of terms of reference
- 4.1.2 **Guidelines:** to whom and to what the policy applies, where the policy will have effect and the public value it will add.
- 4.1.3 **Context:** a brief description of the context within which the policy will operate, including connections with government directions.
- 4.1.4 **Principles:** a description of the principles that have shaped the development of the policy and their effect on the way in which it should be applied.
- 4.1.5 **Responsibility:** identification of whether the Board is solely responsible for the implementation of the policy (e.g., Governance Bylaws and Standing Rules, Board Operations, Board Members' Code of Conduct, Selection of the Director) or whether the Board has delegated responsibility to the director to implement the Board's expectations across the district (Board Vision and Goals, Board Expectations for Student Achievement and Well-Being).
- 4.1.6 **Legislative base:** a reference to the legislation, other policies/administrative procedures that provides the authority for the policy statement.

5.0 Differentiating Between Policy and Administrative Procedure

5.1 The elected Board governs and the Director manages the Board on a daily basis. The Board exercises its role through the adoption of policy, establishing goals, monitoring progress and engaging with its communities. The job of the Director of Education is to provide leadership in turning the broad directives of the Board into reality throughout all the operations of the Superior North Catholic District School Board. It is up to the Director, through his/her staff, to develop appropriate procedures and processes to ensure effective implementation of policy and strategic plans.

5.2 **Policies** provide direction and signal the major intentions and priorities of the elected Board. They are few in number and broad in scope. Directional policy is expressed in the Board goals and strategic directions and is clearly aligned with government priorities. Directional policies signal long-term institutional commitments to student achievement and well-being, to values, and to fairness.

5.3 **Administrative Procedures** are a specific or prescribed course of action, emanating from Board policy, that must be taken by staff in a given situation and be standard practice.