

**ADMINISTRATION 1000**

**POLICY DEVELOPMENT AND  
REVIEW PROCESS 1000**

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**1. Rationale**

The Simcoe County District School Board (SCDSB) recognizes that policies provide the basis upon which the decisions necessary for the day-to-day operation of the system are made. An established process for the development and review of board policies will ensure that policies which clearly reflect the intent of the Board are developed with consistency and thoroughness and are adapted to changing circumstances.

The Board may decide by majority decision to rescind a policy, or to suspend a policy for a specific or indeterminate period of time.

**2. Policy**

It is the policy of the SCDSB that policy will be developed and reviewed according to the guidelines set out in this policy.

**3. Definitions**

"Policy" is a course or general plan of action adopted by the Board.

**4. Guidelines**

**4.1 Approval of Policy Initiatives**

- 4.1.1 All policy initiatives must have the prior approval of the Board or be Ministry mandated in order for policy development to be undertaken.
- 4.1.2 The Board will consider granting approval for the development of a specific policy on the recommendation of:
  - 4.1.2.1 the Director of Education;
  - 4.1.2.2 a standing committee of the Board;
  - 4.1.2.3 the Board.
- 4.1.3 The Board recognizes that policy issues may be identified through several sources within the board's constituent groups. Suggestions for the consideration of a policy initiative will be received by the Director of Education who will be responsible for:
  - 4.1.3.1 acknowledging the submission;
  - 4.1.3.2 informing the Board; and,
  - 4.1.3.3 advising the Board as to issues which may require board policy.

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### 4.2 Policy Development

- 4.2.1 Once the Board or board staff has recommended the need for policy development, or if Ministry mandated, the matter will be referred to the Director of Education for policy development.
- 4.2.2 The Director will be responsible for the assignment of appropriate staff to the task and for monitoring the development process.
- 4.2.3 The first stage in the development of a policy will be the determination of broad and practical alternative courses of action that may be considered.
- 4.2.4 In developing the alternative courses of action, administration will consider:
  - 4.2.4.1 the intent and scope of the policy area;
  - 4.2.4.2 the groups which will be affected;
  - 4.2.4.3 current practices and available precedents;
  - 4.2.4.4 legal and financial implications; and,
  - 4.2.4.5 pertinent provincial statutes and regulations.
- 4.2.5 In preparing the draft document, the Director will ensure that consultation takes place with identified groups with regard to the provisions of the policy.
- 4.2.6 Following consultation, the Director will present the draft policy document to the appropriate standing committee for review. In reporting to this standing committee, administration will make known information considered and the rationale for their recommendation. Recommendations to the Board for the adoption of a policy are made by this standing committee.
- 4.2.7 If directed by the standing committee, further public consultation will occur prior to being presented to the Board for approval.
- 4.2.8 The Board may approve the recommendation of the standing committee, select a different alternative or refer the issue back to the standing committee for further study.

### 4.3 Policy Implementation

- 4.3.1 Once a policy has been approved by the Board, it will be the responsibility of the Director of Education to ensure implementation.
- 4.3.2 The Director will identify the staff who are responsible for implementation and give direction for the development of appropriate action plans.
- 4.3.3 An information plan will be developed to notify all constituent groups of the new policy.

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4.4 Review of Board Policies

- 4.4.1 An important component of the board's systematic approach to policy development is a cyclical review of established policies.
- 4.4.2 It is the responsibility of the Director of Education to identify annually the policies that require review as part of the five-year review cycle.
- 4.4.3 Wherever possible, the review of policies will be incorporated into the board's long-term planning process.
- 4.4.4 Once a policy has been identified for review, the Director of Education will assign appropriate staff to undertake the following tasks:
  - 4.4.4.1 an examination of the intent of the policy;
  - 4.4.4.2 an evaluation of the degree of policy implementation;
  - 4.4.4.3 an evaluation of the effectiveness of the policy; and,
  - 4.4.4.4 an examination of changes in circumstances.
- 4.4.5 The Director will inform the appropriate standing committee with regard to the findings of the review and recommend any required revisions to policy statements. Recommendations to the Board regarding policy revisions are made by the appropriate standing committee.
- 4.4.6 The Director is authorized to make minor policy revisions to ensure that current titles and nomenclature are reflected in policy documents.

4.5 Policy Format

- 4.5.1 All policies will be organized and coded to reflect the board's administrative and standing committee structure.
- 4.5.2 All policies will be set out in a consistent format:
  - 4.5.2.1 rationale;
  - 4.5.2.2 policy statement;
  - 4.5.2.3 definitions;
  - 4.5.2.4 guidelines.
- 4.5.3 All policies will be supported by appropriate administrative procedures and identify the discretionary authority of the Director.

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**5. Administrative Procedures**

The Director of Education is authorized to provide the administrative procedures necessary to implement this policy.

**ADOPTED DECEMBER 10, 1986  
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