

POLICY: <u>POLICY DEVELOPMENT AND REVISION</u>			#	<u>201</u>
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A: **POLICY**

1. 1.1 Policy establishment is one of the most critical responsibilities of the Board of Trustees. It is through effective policies that the Board provides direction and stability to, and the framework for, the operation of the school system.
- 1.2 Policy statements reflect the basic philosophy and values established for the system, and constitute basic principles for decision-making and action by administrative personnel.
- 1.3 Through statements of policy, the Board of Trustees exercises its legislative authority and controls the operation of the school system by establishing the limits within which the activities of professional staff may occur.
- 1.4 Effective policies eliminate inconsistency in Board and administrative action and minimize the need for higher authorities to deal repeatedly with like matters.
- 1.5 The value and importance of policies demand a consistent and comprehensive process of policy development. Therefore the Board of Trustees approves the development of policies in accordance with the guidelines outlined in this policy.

B: **GUIDELINES**

2. **Policy Statements - Definition**

A policy may be:

- a statement of philosophy, broad goals, objectives or priorities;
or
- a standard or principle by which to make a judgment or to take a course of action;
or
- a guideline for decision-making or to future action by the Board, administrative personnel or staff.

A policy is not a set of by-laws, rules or regulations.

3. **Derivative Policies**

- 3.1 Discretionary authority granted by a policy to administrative personnel may be exercised through operational decisions or through derivative or subordinate policies (e.g., school emergency, discipline and supervision policies).
- 3.2 Derivative policies usually provide specific guidelines, procedures and details with respect to how Board policies are to be implemented. Derivative policies must be consistent with the intent of the Board of Trustees and with the general policy from which the discretionary authority originates.

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4. **Criteria for Effective Policies**

A sound, effective policy:

- respects the Mission Statement and reflects the goals of the Board;
- is specific in its intent and purpose;
- is relevant to the current and future operation of the system;
- suggests executive action and may grant executive discretionary authority to accommodate individual circumstances and changing needs;
- is free from ambiguities and uncertainties and is written in clear, concise inclusive language;
- is sufficiently broad in scope to allow administrators to be guided in their decisions or related problems; and
- conforms to current legislation, including the Education Act and Ministry Memoranda.

5. **Policy Format and Review Process**

In order to preserve continuity and consistency, policies should be designed in accordance with a standard format and should be reviewed in a consistent and efficient manner. Procedures for policy development and review are found in Appendix A - Procedures.