

PROCEDURE 111	
Adopted	October 6, 2008
Last Revised	November, 2022
Review Date	November, 2027

## POLICY AND ADMINISTRATIVE PROCEDURES

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### 1) PURPOSE

This procedure has been developed to describe the process for the development, implementation and review of board policy and administrative procedures.

Board policies, their review and establishment, are the sole responsibility of the Board of Trustees. This procedure defines the role of the director of education and staff with regard to the development and review of Board policies.

Administrative procedures direct the work of the system. The Director of Education and designates will develop, implement and monitor a comprehensive series of administrative procedures which comply with legislated requirements; are consistent with Board policies, goals and priorities; and provide system direction.

The Director of Education recognizes that policies and procedures, to be effective, must be reviewed regularly and revised in keeping with existing circumstances. The director also recognizes that many individuals and groups in the district have an interest in and may provide valuable contributions in the development and revision of administrative procedures. The director encourages a collaborative approach for the development of new procedures or modifications of existing procedures.

### 2) DEFINITION

- a) **Administrative Procedure**—An administrative procedure is a prescribed course of action by which the director of education directs the staff.
- b) **Board Policy** - Policy is a statement of intent, governing principles and/or end result (objectives) adopted by trustees and intended to guide actions. They outline what the Board is responsible for, and accountable to, but do not outline how outcomes will be implemented or operationalized. They include, at a minimum, objective, application, definitions and history.

### 3) MONITORING AND RESPONDING TO LEGISLATION

- a) The director of education and system administrators shall keep informed about proposed and enacted legislation that has implications for the district staff, students and programs.
- b) When proposed legislation is announced, the director will ensure district compliance with statutory requirements. Board Policy or administrative procedures may be developed or revised to comply with the *Education Act*, Regulations and other legislated requirements.
- c) The director of education shall designate one system administrator as the lead person for each new initiative that must be monitored.
- d) While monitoring proposed legislation, the director of education or designate will:
  - i. take part in activities related to the Bill as deemed useful;
  - ii. provide feedback or engage other staff to provide feedback if appropriate;
  - iii. monitor legislative activities through the Ontario Public Supervisory Officials' Association, the Ontario Public School Boards' Association, other boards or individuals as appropriate;
  - iv. monitor legislative activities directly for matters critical to Hastings and Prince Edward District School Board;
  - v. provide the staff and/or Board, as appropriate, with updates on changes in Bills as they pass through the legislative process; and
  - vi. advise the staff and Board of the Bill's proclamation.

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- e) When legislation is passed, the monitoring individual as designated by the director shall provide the staff and/or Board, as appropriate, with a plan of action to respond to the full implications of the new legislation.
  - f) The plan of action may include the development of Board policy and/or an administrative procedure or procedures to direct implementation of the legislation.
- 4) ADMINISTRATIVE PROCEDURES**
- a) The Administrative Procedures are the primary source of administrative direction and operations for the staff of Hastings and Prince Edward District School Board.
  - b) Procedures shall be organized into five sections that provide a logical division of the administrative procedures according to subject matter and responsibilities:
    - i. General Administration (100 series);
    - ii. Educational Programs and Materials (200 series);
    - iii. Students (300 series);
    - iv. Personnel and Staff Relations (400 series); and
    - v. Business Administration, Finance, Facilities and Operations) (500 series).
  - c) Gaps in the numbering sequence facilitate the insertion of additional administrative procedures that may be developed at a future time to maintain logical flow.
  - d) Once a procedure has been approved or amended by the director, any former procedure or policy addressing the same issue shall be considered revoked.
- 5) DEVELOPMENT OF POLICIES**
- a) While Board policies may be developed to comply with a legislated requirement, policies are also created to provide general direction for the district, assign authority and establish controls that make Board governance possible.
  - b) All Board policies must be developed in accordance with Board By-laws and policy.
  - c) Once an issue requiring Board policy is identified, the responsibility for development will be assigned by the director of education to the appropriate supervisory officer. The supervisory officer, acting as a project leader, may form a policy work group to develop the proposed policy.
  - d) Policy development will take into consideration:
    - i. the priorities and values of the Board;
    - ii. appropriate timelines;
    - iii. a process for consultation;
    - iv. resource requirements; and
    - v. the implementation process
  - e) Consultation is fundamental to policy development and will involve, where appropriate, all parties who are affected by the proposed policy.
  - f) Timelines for consultation will be clear and adequate so that participants can plan meaningful involvement.
- 6) DEVELOPMENT OF PROCEDURES**
- a) The development of administrative procedures is solely the responsibility of the director of education.
  - b) To ensure effective implementation of procedures, the director or designate(s) will inform groups affected by proposed procedures or amendments to existing procedures prior to finalizing any changes.
  - c) Upon the identification of a new issue requiring a new procedure or the amendment of an existing procedure, the director or designate(s) will review:
    - i. the current status of administrative direction on that issue;
    - ii. an indication of the present or anticipated issues which will be addressed by the formulation of a new procedure or the amendment of an existing procedure;
    - iii. the need for changes to the present procedure(s) to deal with the present or anticipated issues;
    - iv. suggestions for revisions to the existing procedure; and
    - v. the estimated cost implications of the proposed changes.
  - d) Upon receipt of a request for a new procedure or amendment, the director or designate(s) will examine the request and shall determine priorities by addressing the following questions:

- i. Is an administrative procedure required by an *Act* or regulation?
  - ii. Is the development of a procedure the appropriate response to the issue?
  - iii. Is there a health and safety issue?
  - iv. Is there a program need?
  - v. Is there an operational need?
  - vi. Is there an equity issue?
  - vii. Is there a community issue?
  - viii. Are there financial implications?
  - ix. Is there urgency?
  - x. What are the implications of continuing with the status quo?
  - xi. Is there an existing procedure that should be revised to address the need?
- e) The Director of Education will then take one of the following actions:
- i. designate an individual or team to conduct further research, make comments or draft alternate proposals as may be required; or
  - ii. adopt the request for a new procedure or amendment and delegate the task to a writing team; or
  - iii. reject the request.

## 7) **WRITING OF PROCEDURES AND POLICIES**

Administrative procedures are the primary source of administrative direction and operations for the staff of Hastings and Prince Edward District School Board

- a) Procedures shall be organized into five sections that provide a logical division of the administrative procedures according to subject matter and responsibilities:
  - i. General Administration (100 series);
  - ii. Educational Programs and Materials (200 series);
  - iii. Students (300 series);
  - iv. Personnel and Staff Relations (400 series); and
  - v. Business Administration, Finance, Facilities and Operations) (500 series).
- c) Gaps in the numbering sequence facilitate the insertion of additional administrative procedures that may be developed at a future time to maintain logical flow.
- d) Once a procedure has been approved or amended by the director, any former procedure or policy addressing the same issue shall be considered revoked.
- e) Each policy and procedure shall contain an opening statement which outlines the purpose.
- f) Each policy will provide a framework for oversight through at minimum, an objective, application, definitions and history.
- g) Each procedure will provide direction, outline responsibilities, and describe the process for implementation.
- h) Each policy and procedure shall follow the prescribed format, with the Board logo and provision for dates of adoption, last revision and review. Legal and Board references will be provided. Policies shall use 10 point Arial Font for the main text. Each main heading will be written in upper case bold type. Each policy will be numbered to permit quick reference to any clause:
  - i. main sections; 1), 2), 3, etc;
  - ii. subsections of above, a), b), c), etc;
  - iii. paragraphs under subsections, i), ii), iii), etc;
  - iv. further subdivisions under paragraphs, a, b, c, etc.An a), b), c) format will be used to identify a brief list of points. A semi-colon will be inserted at the end of each line and the final point in the list will end with a period.

## 8) **IMPLEMENTATION OF POLICIES AND PROCEDURES**

- a) The implementation of Board Policy is the responsibility of the Board of Trustees.
- b) The implementation of administrative procedures is the responsibility of the director of education.
- c) The Director will ensure that responsibility for the implementation of the procedure is delegated to the appropriate person(s) or group(s); that the procedure is available to all staff; that the contents of the procedure are communicated effectively; that any required in-service training and/or resources are provided; and that implementation is supported and monitored.

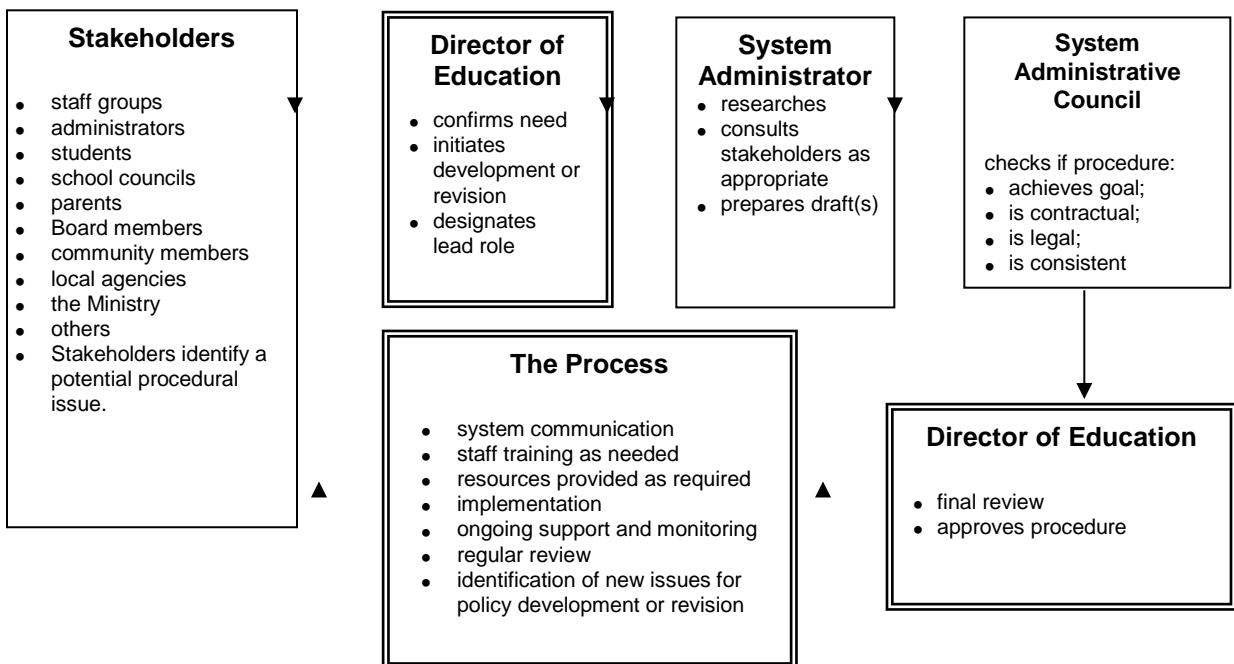
**9) REVIEW OF POLICIES AND PROCEDURES**

- a) All Board policies will be reviewed at least every three years.
- b) All administrative procedures shall be reviewed at least every five years to ensure that they continue to adequately meet the needs of the system.
- c) Any procedures identified by the director or designates as requiring review will be addressed in a timely manner.
- d) Any policy identified by the Board of Trustees or the Director of Education as requiring review will be addressed in a timely manner.
- e) Any procedure requiring extensive review will include consultation with stakeholders, including labour groups, during the process.
- f) Consultation may occur in writing (email, in person or through formal review meetings as deemed appropriate).

**10) MODEL OF THE PROCESS**

- a) The chart below describes the means by which issues for potential procedures are identified and the process through which procedure development then occurs.
- b) The identified stakeholders can propose issues for study or procedure development and, as appropriate, will be consulted as the draft procedure is developed.
- c) In most instances, a member of the senior staff will take responsibility for conducting the research needed (e.g., existing administrative procedures and practices; procedures used in other boards, legal and contractual obligations) consulting with stakeholders including labour groups where appropriate.
- d) When the director approves the draft, the director will ensure that the final document is communicated to the system, and that any required training and resources are provided.

**THE CYCLE OF PROCEDURE DEVELOPMENT**



**Legal References:**

*Education Act, section 283 Chief Executive Officer;*  
*Education Act, section 286 Duties of Supervisory Officers*

*Education Act, sections 170-171 Duties and Powers of Boards;*  
*Education Act, sections 8-17 Powers of the Minister*

***District References:***

- Board By-Laws
- Board Policy 1: Board Mission and Goals
- Board Policy 4: Corporate Board Job Description
- Board Policy No. 5 – Director of Education Job Description
- Board Policy No. 7 – Board Policy Development and Review
- Multi-Year Strategic Plan
- Administrative Procedure 100 - System Planning