APPENDIX VII: POLICY PROCESS OF THE BOARD

The following material is to be inserted after Item 14 of the text which appears in Appendix VII on page 65 of the Model Constitution and Commentary for Catholic Education Boards in Queensland

Flow Chart for the Policy Process

1. Reflect

<table>
<thead>
<tr>
<th>Broad Picture</th>
<th>Possibilities</th>
<th>Limitations</th>
<th>Obstacles</th>
<th>Benefits</th>
</tr>
</thead>
</table>

Outcome: Reflection Paper

2. Identify the Issue/s

- Policies and Positions of QCEC
- Policies and Positions of Catholic School Authorities
- Consultation with Staff
- Consultation with the Parents and Friends Association
- Consultation with wider Faith Community

Outcome: Issues Paper

3. Clarify the Issue/s – Clarify Position/s

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<tbody>
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<td>Option</td>
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</table>

**AUTHORITATIVE SOURCES OF VALUES**
- Statements of Vision, Mission, Special Religious Character
- Policies and other documents of the Catholic School Authority
- Other Catholic Church documents on education

4. Preferred Option

5. Board’s Position
6. **Policy Option**

   Board agrees to set a policy direction by:
   - Developing a board policy consistent with QCEC and Catholic School Authority policies; **OR**
   - Acknowledging an existing QCEC / Catholic school authority policy and developing a local policy on one narrower aspect of the issue; **OR**
   - Adopting an existing QCEC / Catholic school authority policy and develop statements for implementing this locally.

7. **Draft Policy**

   Format: INTRODUCTION (Preamble)
   RATIONALE
   PRINCIPLES, VALUES, UNDERSTANDINGS
   POLICY STATEMENT (actual words which set “Direction for Action”)
   IMPLEMENTATION ISSUES (Possible consequences)

8. **Consult**

   |------|------|-------|---------|------------|
   (See those listed in Item 2 above)

9. **Review Feedback**

10. **Reshape and recommend subsequent draft/s**

11. **Approve the policy**

12. **Implement**

   Issue to School Community → Monitor → Evaluate → Review
CHECKLIST FOR POLICY DEVELOPMENT AND REVIEW

The following points are provided as guidance for policy writers and reviewers:

Introduction [Preamble]

This section of the Policy Statement should provide the reader with a brief, but essential, background, to the Policy issue.

Rationale

- Clearly stated reasons, in simple language, as to why the policy is being produced. This should clearly address the identified needs for the policy.
- The Vision and Mission Statement of the school needs to be reflected in this section.
- Terms used in the policy, particularly those which have precise spiritual, legal, medical, social, or industrial connotations and implications, are defined.

Principles, Values, Understandings

- Clear reference to Gospel values are made in such a way that they are seen as integral to the text.
- The relevance of these values to the policy direction should be explained briefly and clearly.

Policy Statement

- The Policy Statement says WHAT is to be done but not how, when or by whom.
- The Policy is expressed in clear, simple, non-technical language.
- The Policy is stated concisely to enable ease of recall.

Implementation Issues

- These statements are drawn from the implied or planned consequences of implementing the policy and should be expressed in clear, simple language indicating quantifiable behaviours which could provide a means for evaluating the successful implementation of the policy.
- Language used in this section of the document should provide administrators with guidance for the task of implementation without detracting from their rightful administrative discretion.
- Implementation issues need not be exhaustive though key indicators for policy implementation should be provided.