

Date	October 6, 2026
To	Board of Trustees
From	Trustee Nickela Anderson, Chair, Policy Review Committee Trustee Julie Kusiek, Policy Review Committee Trustee Holly Nichol, Policy Review Committee Trustee Saadiq Sumar, Board Chair, Ex officio member of Policy Review Committee
Subject	Second and third reading of Board Policy CH.BP Framework for Policy Development and Review
Resource Staff	Kelsey Duebel, Wanas Radwan
Reference	Policy Review Committee 2026-27 Work Plan Board Policy CH.BP Framework for Policy Development and Review

ISSUE

The Policy Review Committee (PRC) is presenting Board Policy CH.BP Framework for Policy Development and Review for second and third reading.

RECOMMENDATION

1. That Board Policy CH.BP Framework for Policy Development and Review be read for the second time.
2. The Board Policy CH.BP Framework for Policy Development and Review be read for the third time and approved.

BACKGROUND

In 2025, a multi-year [Policy Framework Review Project](#) was initiated by the PRC. The first phase of this project involves the review of Board Policy CH.BP Framework for Policy Development and Review. This policy outlines the criteria and format that must be used in the development of new policy or the review of existing policies.

A revised policy was approved for first reading at the [June 9, 2026, Board meeting](#), including the following changes to the policy:

- Updating the Purpose section to clearly articulate the intent of the policy and to identify the legislation and provincial direction that guides the Board's mandated responsibility to establish and implement policy.
- Supporting accountability by removing the Policy section and modifying broad belief statements into either purpose statements or actionable expectations that can be implemented by the Superintendent and reported on to the Board.

- Revising the Expectations section to:
 - Remove repetition between Clause 1, which outlined why a policy may be created or revised, and Clause 2, which outlined the criteria for the content of all new and revised policies.
 - Streamline the criteria to support clarity and alignment with current practice.
 - Update the format requirements to support consistency and clarity across all policies, specifically by:
 - Providing more detail on the intent of the Purpose section.
 - Simplifying the Definitions and Expectations section descriptions.
 - Removing the Policy section to shift board policy away from belief or philosophical statements toward clear purpose statements and actionable direction.
 - Revising the Accountability section to support reporting expectations at the policy governance level (i.e., focused on the achievement of outcomes instead of implementation).
 - Narrowing the description of the References section to include only those references that directly impact how the policy is understood and implemented.
 - Remove the requirement for a seven year policy review cycle and replace it with the intent to review all policies over the Board's term, in alignment with the Policy Review Committee's Terms of Reference.
 - Clearly delineate the roles of the Board, the Policy Review Committee, and the Superintendent of Schools, while also articulating the interplay among these roles.
 - Clarify the purpose of each reading of a policy at public board and the requirements for when readings occur at public board.
 - Enable engagement practices to remain responsive to the unique nature of each policy and require the PRC to bring an engagement plan to the Board of Trustees for approval, as part of the policy review process.
- Updating the Accountability section to clearly outline when CH.BP will be reviewed and how its implementation will be evaluated.

At the September 4, 2026, PRC meeting, the Committee conducted a final review of the draft policy and identified further minor revisions to support the clarity and purpose of the policy. Revisions made to the policy since first reading include:

- The definition of "education partners" was updated to clarify that the definition is specific to this board policy, as an "education partner" may be defined differently in other contexts.
- The preamble in the Expectations section (Clause 1) was updated to enhance the accuracy of the policy:
 - The phrase "force of local law" was removed.
 - Language was revised to clarify that policy sets parameters and/or direction for the action of the Board, Trustees, the Superintendent of Schools, staff, students and parents.
- The Expectations section was re-structured and updated to more accurately reflect policy development and review practices. As part of these changes, direction around how public engagement is planned and shared with the Board of Trustees as a whole now precedes direction relevant to the required three-reading process for board policies.
- To strengthen clarity around the three-reading process, additional context was added to each reading phase (i.e., First reading refers to an initial consideration; second reading refers to further consideration; and third reading refers to the final decision).

As the changes to the policy are based on internal governance practices, engagement was focused on informing the public about the changes. To support this modified engagement plan, a waiver was granted to the PRC at the [May 26, 2026, Board meeting](#).

- At the June 11, 2026, PRC meeting, the Committee worked with Communications to support the development of engagement resources. These resources were reviewed by the Committee at the September 4, 2026, PRC meeting.
- In late June 2026, the [EPSB Policy Feedback webpage](#) was updated to include information on the review of Board Policy CH.BP Framework for Policy Development and Review.
 - Upon approval of this policy, additional resources will be shared with school communities and the broader community on various digital platforms.

RELATED FACTS

- Board Policy CH.BP Framework for Policy Development and Review was approved for first reading at the June 9, 2026, Board meeting. After first reading, the PRC reviewed the revised policy at the September 4, 2026, Committee meeting and implemented further changes to support the clarity and purpose of the policy.
- As Board Policy CH.BP Framework for Policy Development and Review supports internal Board governance practices, engagement will focus on informing the public about the changes.

OPTIONS

Based on the information provided in this report, the following options are considered most appropriate:

1. Approve the policy as written for second and third reading.
2. Provide feedback and request changes be made to the policy.

CONSIDERATIONS and ANALYSIS

The timelines outlined in the Policy Framework Review Project Plan are dependent on the approval of Board Policy CH.BP Framework for Policy Development and Review. The criteria outlined in CH.BP will direct the second phase of the Project (i.e., the review of all board policies to identify potential revisions that will bring policies into alignment with CH.BP).

NEXT STEPS

Upon approval of the recommendation report, the revised policy will be posted to the Division website and the update will be communicated to Division students, staff, families, and community.

ATTACHMENTS

- | | |
|---------------|--|
| ATTACHMENT I | Draft Board Policy CH.BP Framework for Policy Development and Review (Tracked) |
| ATTACHMENT II | Draft Board Policy CH.BP Framework for Policy Development and Review (Clean) |

NA: wr

CODE: CH.BP**EFFECTIVE DATE:** (28-01-2020)**TOPIC:** Framework for Policy Development and Review**ISSUE DATE:** ~~(29-01-2020)~~ (06-10-2026)**REVIEW YEAR:** ~~(2019)~~ (2033)

Black text indicates original content
Red text indicates new/revised content

PURPOSE

To provide clarity around the Board's **of Trustees' (the Board)** governance role through **this** policy and to create coherence and consistency across all board policy by establishing the Board's expectations for process, content ~~development, structure and format~~ to guide the development and review of policies.

To establish a transparent approach to policy development and regular review, with the meaningful involvement of partners in the education system.

To support effective and accountable governance, in alignment with the Board's Strategic Plan, the Four Year Education Plan, the *Education Act* and other relevant legislation.

~~The *Education Act* legislates that a board must establish policies respecting the provision of educational programs and services affecting student learning. The Board governs the Division through the adoption of carefully developed policies which have the force of local law applied to Edmonton Public Schools. Policies provide parameters on and guidance for the action of the Board, Trustees, the Superintendent of Schools, staff, students, electors and others with respect to Edmonton Public Schools.~~

DEFINITIONS

Administrative Regulations are the directions, procedures and assignment of responsibilities established by the Superintendent of Schools that direct the implementation of and achievement of desired outcomes of board policy and the operation of the Division.

~~Stakeholders~~ **Education Partners, for the purposes of this board policy**, are individuals and groups who are affected by a policy and have a vested interest in its implementation. ~~Stakeholders~~ Education partners may include, but are not limited to students, parents, staff, school councils, associations, unions, community members and organizations.

Policy is **the Board's** intent, **direction**, ~~belief~~, governing principles and expectations regarding specific areas of Board responsibility, formally adopted by a majority vote of the Board and intended to guide future actions.

~~Board Governance Policy~~ **Trustees' Handbook** is a policy that applies to the Board's own internal operations and expectations of its members which may also include specific directives and regulations for the Board and Trustees.

POLICY

The Board believes that a coherent, consistent and transparent approach to policy development and regular review will improve alignment with the Board's vision, mission and priorities, increase accountability and help translate the intention of the Board into actions for its students.

The Board is committed to making student learning its primary focus when meeting its responsibility to develop policy in keeping with the requirements of legislation and the values of the community. The Board believes that the development and review of policy is enhanced when the process allows for the meaningful involvement of staff, parents, students and other interested groups and persons.

When developing policy, the Board strives to achieve a balance between the responsibility of the Board to govern by the adoption of policy to guide the Division and the responsibility of the Superintendent of Schools and school administrators to exercise professional expertise and judgment in the management of the Division by implementing policy.

EXPECTATIONS

The *Education Act* legislates that a board must establish policies respecting the provision of educational programs and services affecting student learning. The Board governs the Division through the adoption of carefully developed policies which have the force of local law applied to Edmonton Public Schools. Policies **set parameters and/or direction** provide parameters on and guidance for the action of the Board, Trustees, the Superintendent of Schools, staff, students **and parents**, electors and others with respect to Edmonton Public Schools.

1. The Board may adopt new or revise existing policy to:
 - a. ~~comply with legislative requirements and fulfill the Board's mandate.~~
 - b. ~~give substance to the Board's vision, mission and priorities;~~
 - c. ~~provide the Superintendent of Schools with parameters for the effective operation of the Division and to inform and guide actions of staff;~~
 - d. ~~provide the Board of Trustees with parameters for effective Board governance; and~~
 - e. ~~articulate the Division's culture and communicate the Board's values and philosophy to students, parents and the public.~~
 - a. **A new policy will be proposed for development only in cases when direction cannot be articulated through the amendment of an existing policy.**
2. All ~~statements of board policy shall~~**will** meet the following criteria:
 - a. ~~e~~Conform to the *Education Act* and regulations, policies and orders issued under the authority of the *Education Act*, and other relevant provincial and federal legislation;
 - b. ~~s~~Support **the Board's Strategic Plan, the Board's Vision, Mission, and Priorities**
 - c. ~~be consistent with other board policies;~~
 - d. ~~e~~Create a framework within which the Superintendent of Schools can exercise professional judgment in discharging responsibility for the administration of the Division;
 - e. ~~be broadly stated to provide guidance and the flexibility to address diverse situations while ensuring consistency across the system;~~
 - c. ~~b~~Be capable of implementation, review and evaluation;~~and~~
 - d. ~~b~~Be developed and reviewed with appropriate ~~stakeholder~~ engagement **practices. In accordance with the International Association of Public Participation's Spectrum of Public Participation and Board policies relevant to engagement.** in accordance with the Board's policy on stakeholder engagement, with due consideration for the contentiousness of the policy topic, its impact on student learning and wellness, and whether the policy is new

~~or expected to be significantly revised.~~

3. All board policies ~~shall~~ **will** have a consistent format and the following sections ~~as appropriate:~~
 - a. Purpose
 - i. ~~Articulates the intent and rationale for the policy's development, including how its direction supports the Board in fulfilling its mandate, as outlined in the *Education Act*.~~ **include a purpose statement indicating the intent and rationale for the policy;**
 - b. Definitions
 - i. ~~Defines terminology used in the policy to support accessibility and clarity.~~ **may include definitions of terminology used specific to the understanding of the policy statement;**
 - c. ~~Policy: include statements of belief, values and philosophy or approach;~~
 - c. **Expectations**
 - i. ~~Expectations: may include statements of~~ **Provides direction for** specific expectations, outcomes or results to be achieved by the Board or by the Superintendent of Schools. ~~and the Administration;~~
 - d. Accountability
 - i. ~~include a statement of~~ **Outlines requirements for the reporting of progress toward the policy's intended outcomes. These requirements may include information on implementation and indicators as well as expectations for frequency of reporting to the Board.** ~~how the effectiveness of the policy implementation will be measured and reported to the Board; and~~
 - e. References
 - i. ~~include a listing of~~ **Lists relevant** references, including related legislation, policies and administrative regulations, that directly impact how the policy direction is understood and implemented. **pertinent to the understanding of the policy such as related legislation, policies and administrative regulations.**
4. The Board ~~shall formally review each existing policy a minimum of every~~ **will strive to complete a formal review of all board policies over the Board's term.**
~~seven (7) years*, with the exception of:~~
 - a. ~~the Division Priorities, which the Board shall review at the beginning of its term;~~
 - i. ~~The Board's Division Priorities Committee shall assist the Board in this process by facilitating an open stakeholder consultation process and enveloping recommendations for the Board's consideration.~~
 - b. ~~board governance policies, also known as the Trustees' Handbook, which the Board shall review the year prior to a Board election in preparation for the newly elected Board of Trustees.~~

~~The Board shall be responsible for the development, review and approval of its board governance policies in the manner and frequency it deems necessary.~~

5. The decision to initiate ~~a policy change, that is, the development of a new policy or the review of an existing board policy resides with the Board. of Trustees.~~
 - a. A Trustee, ~~a Board Committee,~~ the Administration, or **a member of the public** ~~an individual or community delegation~~ may make suggestions for policy development or review of a board policy to the Board. The request for policy change must include a rationale for the request.
6. The Board's Policy Review Committee (PRC) ~~shall~~ **will** be responsible for assisting the Board in its policy role by:
 - a. **Bringing a work plan, including a preliminary budget, to a public board meeting for approval prior to December 31 of each year. Prior to this work plan being shared for approval, the PRC will:**
 - i. ~~g~~**G**~~iving~~ **iving** advance notice of board policy review discussions and ~~providing~~ **g**~~iving~~ the Board the opportunity to give preliminary input. ~~prior to policy development or review.~~
 - b. ~~o~~**O**~~verseeing the~~ **development of new policy or the review of existing policies outlined in the work plan, review of proposed board policy changes** in accordance with this policy ~~;*Framework for Policy Development and Review*;~~

- c. Providing regular reports to Board on the status of policies coming up for and currently under review, including ; and any exploratory work initiated by the PRC to determine whether policy work not included in the annual work plan is recommended.
 - i. If the Policy Review Committee deems ~~that~~ the development of a new policy or the review of an existing policy not included in the annual work plan necessary, this work ~~shall will~~ must be initiated by a Board approved motion.
 - d. ~~Providing t~~The Board ~~with shall be provided~~ the opportunity to give preliminary guidance to the Policy Review Committee as to the desired intent of the policy change.
 - e. ~~r~~Recommending policies meeting the Board's expectations for policy to the Board for approval.
7. The Superintendent of Schools ~~shall will~~ be responsible for assisting the Board and the Policy Review Committee in their roles by assigning resources for drafting new and revised board policy for consideration in accordance with ~~this policy the Framework for Policy Development and Review~~. The draft should be accompanied by a Recommendation Report that provides:
- a. An overview of how the new or revised policy aligns with the criteria set out in this policy, and how it supports the Board's Strategic Plan and fiduciary duty.
 - b. ~~i~~Information on the process used and ~~stakeholders~~ engagement involved in the ~~policy's~~ development or review.
 - c. ~~a~~An analysis of intended and unintended consequences of the policy ~~and~~.
 - d. ~~r~~Relevant supporting data that may be helpful to the understanding of the ~~Policy Review Committee~~ Board.
 - e. A summary of recommended reporting to meet accountability expectations outlined in the policy.
8. The Policy Review Committee will recommend a public engagement plan for Board approval. The engagement plan will at minimum outline what decisions will be informed by public input, appropriate methods for engagement, and at what point in the policy development and review process engagement is most appropriate.
- a. The public will be engaged to provide input and/or feedback on the development of new policies; on substantive changes to the intent of an existing policy; or on proposed rescindments that result in substantive changes to Division direction or practice.
 - b. The engagement will occur either before first reading or, where applicable, any time between readings prior to third reading.
 - c. The Superintendent of Schools or ~~designate~~ will review and summarize the ~~feedback gathered stakeholder input received from education partners~~ and recommend any changes to the Policy Review Committee, as deemed necessary. The Policy Review Committee ~~shall will~~ review ~~the de-identified raw data and the summary of feedback, input received,~~ and consider any recommended changes.
 - d. When engagement occurs, the Board of Trustees as a whole will have access to engagement feedback.
9. With the exception of ~~the Trustees' Handbook board governance policies~~, every new policy or substantive change to the intent of an existing policy will receive three separate ~~readings considerations~~ by the Board. ~~Board approval of the third reading is considered final approval of the policy. before the policy is finally approved. Not more than two considerations may be given at any one meeting unless the Trustees present at the meeting unanimously agree.~~
- a. Not more than two readings may be given at any one meeting unless the Trustees present at the meeting unanimously agree.
 - i. First reading - Initial consideration ~~Consideration~~: The proposed policy change is recommended by the Policy Review Committee to provide the Board the opportunity to seek clarification, request additional information and make suggestions for change.
 - ~~ii. After first consideration of a proposed policy change, the Policy Review Committee will oversee the updating of the draft policy as needed and request the Superintendent of Schools to circulate the draft policy for broad stakeholder review. At minimum, each policy shall be made available on the Division website for four weeks for stakeholder input.~~

- iii. Second **reading - Further consideration** Consideration: The proposed policy, with changes as needed, is recommended by the Policy Review Committee to the Board for second **reading consideration**.
~~Amendments may be made.~~
- iv. Third **reading - Final decision** Consideration (**Approval**): The proposed policy, ~~with changes as needed~~, is recommended by the Policy Review Committee **to the Board** for approval. **The attached Recommendation Report will include information on the rationale for any recommended changes, or absence of changes.**
- b. The requirement for three separate readings is waived only in the following circumstances:
 - i. For policy revisions that are not deemed substantive by the Board (i.e., the intent of the existing policy has not changed).
 - ii. For omnibus updates to policies that support alignment with legislative requirements.
 - iii. For proposed rescindments.

~~10. Only those statements meeting the Board's criteria for policy and approved by the Board as policy shall be recorded as board policy.~~

10. The Superintendent of Schools ~~shall~~ **will** ensure that approved board policies and administrative regulations are available and accessible to staff, students, parents and the public on the Division's website.

11. The Board ~~shall~~ **will** be responsible for implementing **the Trustees' Handbook** ~~Board governance policies~~ which governs the Board's own operations.

12. The Superintendent of Schools ~~shall~~ **will** be responsible for implementing board policy through the establishment of administrative regulations. ~~and processes and assignment of responsibilities as needed.~~

13. The Superintendent of Schools ~~shall~~ **will** ~~report to the Board on the implementation of board policy on a regular basis. Accordingly, the Board shall be~~ inform **the Board** of new administrative regulations and substantive changes to existing administrative regulations prior to these regulations being made public.

ACCOUNTABILITY

The Board will:

- Review this policy at least once during its term.
- Evaluate the implementation and efficacy of this policy as part of the review cycle for all other policies.

~~The Board shall evaluate implementation of this policy on an annual basis as part of the Board's self-evaluation process.~~

~~***ADDENDUM** The minimum seven-year review cycle for existing policy shall be suspended for the duration of the *Full Review of Board Policy Project*, approximately three (3), years September 2015.~~

~~The Board approved the following motion January 31, 2012:~~

~~*That the Board undertake a full review of all its policies and update them using a standard framework for process, content development, structure and format. That the review process and standard framework be developed by the Policy Review Committee and recommended to the Board for approval.*~~

REFERENCES

AA.BP - Stakeholder Relations

CH.AR - Policy Development and Review

CHA.BP - Board Delegation of Authority

IA.BP - Parent and Community Involvement

Trustees' Handbook ~~– Policy Review Committee Terms of Reference~~

~~Education Act Sections 53, 222~~

CODE: CH.BP**EFFECTIVE DATE:** (28-01-2020)**TOPIC:** Framework for Policy Development and Review**ISSUE DATE:** (06-10-2026)**REVIEW YEAR:** (2033)

PURPOSE

To provide clarity around the Board of Trustees' (the Board) governance role through this policy and to create coherence and consistency across all board policy by establishing the Board's expectations for process, content and format to guide the development and review of policies.

To establish a transparent approach to policy development and regular review, with the meaningful involvement of partners in the education system.

To support effective and accountable governance, in alignment with the Board's Strategic Plan, the Four Year Education Plan, the *Education Act* and other relevant legislation.

DEFINITIONS

Administrative Regulations are the directions, procedures and assignment of responsibilities established by the Superintendent of Schools that direct the implementation of and achievement of desired outcomes of board policy and the operation of the Division.

Education Partners, for the purposes of this board policy, are individuals and groups who are affected by a policy and have a vested interest in its implementation. Education partners may include, but are not limited to students, parents, staff, school councils, associations, unions, community members and organizations.

Policy is the Board's intent, direction, governing principles and expectations regarding specific areas of Board responsibility, formally adopted by a majority vote of the Board and intended to guide future actions.

Trustees' Handbook applies to the Board's own internal operations and expectations of its members which may also include specific directives and regulations for the Board and Trustees.

EXPECTATIONS

The *Education Act* legislates that a board must establish policies respecting the provision of educational programs and services affecting student learning. The Board governs the Division through the adoption of carefully developed policies. Policies set parameters and/or direction for the action of the Board, Trustees, the Superintendent of Schools, staff, students and parents.

1. The Board may adopt new or revise existing policy to comply with legislative requirements and fulfill the Board's mandate. A new policy will be proposed for development only in cases when direction cannot be articulated through the amendment of an existing policy.
2. All board policy will meet the following criteria:
 - a. Conform to the *Education Act* and regulations, policies and orders issued under the authority of the *Education Act*, and other relevant provincial and federal legislation.
 - b. Support the Board's Strategic Plan.
 - c. Create a framework within which the Superintendent of Schools can exercise professional judgment in discharging responsibility for the administration of the Division.
 - c. Be capable of implementation, review and evaluation.
 - d. Be developed and reviewed with appropriate engagement practices.
3. All board policies will have a consistent format and the following sections:
 - a. Purpose
 - i. Articulates the intent and rationale for the policy's development, including how its direction supports the Board in fulfilling its mandate, as outlined in the *Education Act*.
 - b. Definitions
 - i. Defines terminology used in the policy to support accessibility and clarity.
 - c. Expectations
 - i. Provides direction for specific outcomes or results to be achieved by the Board or by the Superintendent of Schools.
 - d. Accountability
 - i. Outlines requirements for the reporting of progress toward the policy's intended outcomes. These requirements may include information on implementation and indicators as well as expectations for frequency of reporting to the Board.
 - e. References
 - i. Lists relevant references, including related legislation, policies and administrative regulations, that directly impact how the policy direction is understood and implemented.
4. The Board will strive to complete a formal review of all board policies over the Board's term.
5. The decision to initiate new policy or the review of an existing board policy resides with the Board.
 - a. A Trustee, the Administration, or a member of the public may make suggestions for policy development or review of a board policy to the Board. The request for policy change must include a rationale for the request.
6. The Board's Policy Review Committee (PRC) will be responsible for assisting the Board in its policy role by:
 - a. Bringing a work plan, including a preliminary budget, to a public board meeting for approval prior to December 31 of each year. Prior to this work plan being shared for approval, the PRC will:
 - i. Give advance notice of board policy review discussions and provide the Board the opportunity to give preliminary input.
 - b. Overseeing the development of new policy or the review of existing policies outlined in the work plan, in accordance with this policy.
 - c. Providing regular reports to Board on the status of policies coming up for and currently under review, including any exploratory work initiated by the PRC to determine whether policy work not included in the annual work plan is recommended.
 - i. If the Policy Review Committee deems the development of a new policy or the review of an existing policy not included in the annual work plan necessary, this work must be initiated by a Board approved motion.
 - d. Providing the Board with the opportunity to give guidance as to the desired intent of the policy change.

- e. Recommending policies meeting the Board's expectations for policy to the Board for approval.
7. The Superintendent of Schools will be responsible for assisting the Board and the Policy Review Committee in their roles by assigning resources for drafting new and revised board policy for consideration in accordance with this policy. The draft should be accompanied by a Recommendation Report that provides:
- a. An overview of how the new or revised policy aligns with the criteria set out in this policy, and how it supports the Board's Strategic Plan and fiduciary duty.
 - b. Information on the process used and engagement involved in the policy's development or review.
 - c. An analysis of intended and unintended consequences of the policy.
 - d. Relevant supporting data that may be helpful to the understanding of the Board.
 - e. A summary of recommended reporting to meet accountability expectations outlined in the policy.
8. The Policy Review Committee will recommend a public engagement plan for Board approval. The engagement plan will at minimum outline what decisions will be informed by public input, appropriate methods for engagement, and at what point in the policy development and review process engagement is most appropriate.
- a. The public will be engaged to provide input and/or feedback on the development of new policies; on substantive changes to the intent of an existing policy; or on proposed rescindments that result in substantive changes to Division direction or practice.
 - b. The engagement will occur either before first reading or, where applicable, any time between readings prior to third reading.
 - c. The Superintendent of Schools or designate will review and summarize the feedback gathered from education partners and recommend any changes to the Policy Review Committee, as deemed necessary. The Policy Review Committee will review the de-identified raw data and the summary of feedback, and consider any recommended changes.
 - d. When engagement occurs, the Board of Trustees as a whole will have access to engagement feedback.
9. With the exception of the *Trustees' Handbook*, every new policy or substantive change to the intent of an existing policy will receive three separate readings by the Board. Board approval of the third reading is considered final approval of the policy.
- a. Not more than two readings may be given at any one meeting unless the Trustees present at the meeting unanimously agree.
 - i. First reading - Initial consideration: The proposed policy change is recommended by the Policy Review Committee to provide the Board the opportunity to seek clarification, request additional information and make suggestions for change.
 - ii. Second reading - Further consideration: The proposed policy, with changes as needed, is recommended by the Policy Review Committee to the Board for second reading.
 - iii. Third reading - Final decision (Approval): The proposed policy is recommended by the Policy Review Committee to the Board for approval. The attached Recommendation Report will include information on the rationale for any recommended changes, or absence of changes.
 - b. The requirement for three separate readings is waived only in the following circumstances:
 - i. For policy revisions that are not deemed substantive by the Board (i.e., the intent of the existing policy has not changed).
 - ii. For omnibus updates to policies that support alignment with legislative requirements.
 - iii. For proposed rescindments.
10. The Superintendent of Schools will ensure that approved board policies and administrative regulations are available and accessible to staff, students, parents and the public on the Division's website.
11. The Board will be responsible for implementing the *Trustees' Handbook* which governs the Board's own operations.

12. The Superintendent of Schools will be responsible for implementing board policy through the establishment of administrative regulations.
13. The Superintendent of Schools will inform the Board of new administrative regulations and substantive changes to existing administrative regulations prior to these regulations being made public.

ACCOUNTABILITY

The Board will:

- Review this policy at least once during its term.
- Evaluate the implementation and efficacy of this policy as part of the review cycle for all other policies.

REFERENCES

AA.BP - Stakeholder Relations

CH.AR - Policy Development and Review

CHA.BP - Board Delegation of Authority

IA.BP - Parent and Community Involvement

Trustees' Handbook

Education Act