

<b>Date</b>	May 26, 2026
<b>To</b>	Board of Trustees
<b>From</b>	Trustee Nickela Anderson, Policy Review Committee, Chair Trustee Sarah Doll, Policy Review Committee Trustee Holly Nichol, Policy Review Committee Trustee Julie Kusiek, Policy Review Committee
<b>Subject</b>	Waivers to Support the Policy Framework Review Project
<b>Resource Staff</b>	Kelsey Duebel, Wanas Radwan
<b>Reference</b>	<a href="#">Policy Review Committee 2025-2026 Work Plan</a> <a href="#">Trustees' Handbook</a> , Section 6.1 <a href="#">Board Policy CH.BP Framework for Policy Development and Review</a>

### ISSUE

The Policy Review Committee (PRC) is requesting waiver of the following two requirements, to support the timely initiation of the Policy Framework Review Project (the project):

1. The requirement for board committees to bring a work plan to Caucus for feedback, and then to a public Board meeting for approval before December 31 each year, as currently outlined in Section 6.1 of the *Trustees' Handbook*.
2. The requirement to make each policy under review available on the Division website for a minimum of four weeks for public input, as currently outlined in Board Policy CH.BP Framework for Policy Development and Review.

The request to waive these requirements only applies to the Project, of which the first step is to review Board Policy CH.BP Framework for Policy Development and Review.

### RECOMMENDATION

1. **That, for the 2026–2027 school year only, the Board of Trustees waive the requirement in Section 6.1 of the Trustees Handbook for the Policy Review Committee to present annual work plans to Caucus Committee and for public board approval by December 31; and that the Policy Review Committee bring its 2026–2027 work plan directly to the Board of Trustees at the June 9, 2026 public board meeting.**
2. **That, for the current review of Board Policy CH.BP Framework for Policy Development and Review, the Board of Trustees waive the requirement to make the policy available on the Division website for a minimum of four weeks for public input.**

## BACKGROUND

As part of their 2025-2026 Work Plan, the PRC is undertaking a multi-year Policy Framework Review Project. To initiate this project, the PRC has begun a review of Board Policy CH.BP Framework for Policy Development and Review (CH.BP). This policy:

- outlines the criteria that must be used in the development of new policy or the review of existing policies and
- will provide the basis and criteria for the review of all policies during the project.

The PRC has also developed a draft Project plan (see Attachment III), which includes potential timelines. The draft Project plan outlines three key phases:

- Phase 1 focuses on completing the review of CH.BP. The review of this policy is anticipated to be completed by December 2026.
  - At the February 24, 2026, PRC meeting, Committee members identified potential opportunities for revising the criteria set out in CH.BP. The decision to move forward with a comprehensive review of CH.BP, prior to initiating the review of all board policies, was made at the March 18, 2026, PRC meeting.
- Phase 2 focuses on using the updated criteria in CH.BP to review all board policies, and identify potential revisions required. This full review of board policies is anticipated to be completed by November 2027.
- Phase 3 focuses on revising board policies. As the scope of work in Phase 3 is contingent on the outcome of Phase 2, the anticipated completion date is unknown. While revisions will be anticipated in the current Board's term, the work to review all policies is expected to extend beyond the Board's four-year term.

As the PRC explored each phase of the Project, the following considerations were discussed at the May 5, 2026, PRC meeting:

- Currently, Section 6 of the *Trustees' Handbook* directs that "Board Committee work plans must first be brought to Caucus for feedback, and then to a public Board meeting for approval before December 31 each year."
  - This requirement means that the work plan must be approved before policy work can commence each school year. As the Project is intended to be multi-year, the PRC identified an opportunity to waive this requirement to support early work on the project annually (i.e., beginning in September).
- Currently, CH.BP directs that engagement must occur after the first reading of a policy with substantive changes; and, at minimum, "each policy shall be made available on the Division website for four weeks for stakeholder input."
  - This requirement means that between first and second reading, a minimum of four weeks must be reserved for engagement. In most cases, this requires at least six weeks total to allow for theming and analysis of the data.
  - As CH.BP provides direction on the intent, criteria, and processes for the board's development and review of policy, the PRC determined that the public would not have significant interest or influence on the policy revisions (see Attachments I and II for draft revisions). As such, public engagement opportunities are likely to focus on communicating information about the proposed revisions. The

PRC identified an opportunity to waive the requirement to engage for a minimum of four weeks to support a more tailored approach for CH.BP (see Attachment IV).

#### RELATED FACTS

- To support the Project, the PRC has identified two opportunities to enhance efficiencies, both of which require a waiver of current requirements.
- If the waivers are approved, the anticipated completion of Phase 1 of the Project (the review of Board Policy CH.BP Framework for Policy Development and Review) is December 2026 and the anticipated completion of Phase 2 (the review of all board policies to identify potential revisions) of the Project is November 2027. The anticipated completion of Phase 3 (revising board policies) of the Project is contingent upon the outcome of Phase 2.
- At the May 5, 2026, PRC meeting, Committee members discussed the intent of engagement for the Framework policy within the context of the International Association of Public Participation (IAP2) spectrum of engagement. As the direction outlined in the Framework policy directs policy development and review, the Committee developed an engagement plan focused on communicating the proposed changes to the policy with the public (the inform level of the spectrum).

#### CONSIDERATIONS and ANALYSIS

If both of the waivers proposed in this report are granted, it is possible to shorten the timelines by approximately six weeks:

1. The timeline can be shortened by approximately three weeks if the requirement to bring a work plan to Caucus for feedback, and then to a public Board meeting for approval before December 31 each year, as currently outlined in Section 6.1 of the *Trustees' Handbook*, is waived.
2. The timeline can be shortened by approximately three weeks if the requirement to make each policy available on the Division website for four weeks for public input, as currently outlined in Board Policy CH.BP Framework for Policy Development and Review, is waived.

The following adjustments to the Project's timeline will need to be made if one or both of the identified requirements are not waived:

1. The requirement to bring a work plan to Caucus for feedback, and then to a public Board meeting for approval before December 31 each year, as currently outlined in Section 6.1 of the *Trustees' Handbook*.
  - The PRC will resume work on the Project after their 2026-2027 Work Plan is approved.
2. The requirement to make each policy available on the Division website for four weeks for public input, as currently outlined in Board Policy CH.BP Framework for Policy Development and Review.
  - The PRC will modify their existing draft engagement plan to support the collection of input from the public, and extend their engagement to a minimum of four weeks.

While the current proposed timelines can be achieved without the waivers, there is limited flexibility to respond to emergent work or unanticipated challenges. As such, granting the waivers supports the feasibility of these timelines and provides an opportunity to enhance efficiencies and make the most possible progress on this multi-year policy review project.

PRC members expressed interest in completing as much of the multi-year Policy Review Project as possible within the current term. While the project was originally approved in principle as a four-year initiative, subsequent work identified the need for updates to Board Policy CH.BP Framework for Policy Development and Review to better support the process. As a result, completion within the original timeframe is now unlikely. Finalizing any Board-directed updates to Board Policy CH.BP Framework for Policy Development and Review, informed by PRC recommendations, remains critical to advancing the project and reducing outstanding work for Trustees in the 2029-2033 term.

**NEXT STEPS**

If the waivers recommended in this report are approved, the following recommendation reports will be shared at the June 9, 2026, Board meeting:

- Draft Board Policy CH.BP Framework for Policy Development and Review for first reading.
- The draft Policy Framework Review Project plan for approval.
- The draft engagement plan for approval.

The Board will receive another status update about the Project at the June 16, 2026, Board meeting, when the PRC's 2025-2026 Work Plan summary is shared as an information report.

**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)
ATTACHMENT III	Draft Policy Framework Review Project plan
ATTACHMENT IV	Draft Engagement Plan for Board Policy CH.BP Framework for Policy Development and Review

NA: wr

**CODE:** CH.BP

**EFFECTIVE DATE:** (28-01-2020)

**TOPIC:** Framework for Policy Development and Review

**ISSUE DATE:** (29-01-2020)

**REVIEW YEAR:** (2019)

*Black text indicates original content*

*Red text indicates new/revised content since the March 18, 2026, meeting*

## 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

**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.

**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** 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

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 direction** provide parameters on and guidance for the action of the Board, Trustees, the Superintendent of Schools, staff, and students. ~~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. 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, the Board's Vision, Mission, and Priorities~~
  - ~~c. be consistent with other board policies;~~
  - ~~d. 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;~~
  - ~~b~~ Be capable of implementation, review and evaluation; and
  - ~~b~~ Be developed and reviewed with appropriate stakeholder engagement, **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;~~
  - d. 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;**
  - e. Accountability
    - i. ~~include a statement of~~ **Outlines requirements for the reporting of progress toward the policy's intended outcomes. These requirements should 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**
  - f. 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 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.~~
  5. ~~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.~~

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 advance notice of board policy review discussions and providing the Board the opportunity to give preliminary input. ~~prior to policy development or review. by p~~
  - 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 ~~T~~ 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.
  - a. ~~A Trustee, a Board Committee, the Administration, or 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.~~
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. ~~Information on the process used and stakeholders engagement involved in the policy's development or review.~~
  - c. ~~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 recommended reporting structure and timing to meet accountability expectations outlined in the policy (e.g., key performance indicators, targets, and/or evaluation).~~
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. ~~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.~~
  - b. ~~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. The engagement will occur either before first reading or, where applicable, any time between readings prior to third reading.~~
    - i. ~~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.~~
    - ii. ~~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 raw data, the summary of feedback, input received, and consider any recommended changes.~~
  - c. ~~Not more than two readings may be given at any one meeting unless the Trustees present at the meeting unanimously agree.~~
    - i. ~~First reading 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 Consideration:~~ The proposed policy, with changes as needed, is recommended by the Policy Review Committee to the Board for second ~~reading consideration.~~ **At this stage, further suggestions for change or public engagement may be made by the Board. Amendments may be made.**
  - iv. ~~Third reading 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.**
10. ~~Only those statements meeting the Board's criteria for policy and approved by the Board as policy shall be recorded as board policy.~~
  11. 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.
  12. The Board ~~shall~~**will** be responsible for implementing **the Trustees' Handbook** ~~Board governance policies~~ which governs the Board's own operations.
  13. 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.~~
  14. 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 annually, 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:** (29-01-2020)

**REVIEW YEAR:** (2019)

## 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

**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.

**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** 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.

## 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 direction for the action of the Board, Trustees, the Superintendent of Schools, staff, and students.

1. The Board may adopt new or revise existing policy to comply with legislative requirements and fulfill the Board's mandate.

- 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 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, in accordance with the International Association of Public Participation's Spectrum of Public Participation and Board policies relevant to engagement.
  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 should 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 decision to initiate new policy or the review of an existing board policy resides with the Board.
  5. The Board will strive to complete a formal review of all board policies over the Board's term.
  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 recommended reporting structure and timing to meet accountability expectations outlined in the policy (e.g., key performance indicators, targets, and/or evaluation).
8. 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. 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.
  - b. 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. The engagement will occur either before first reading or, where applicable, any time between readings prior to third reading.
    - i. 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.
    - ii. 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 raw data, the summary of feedback, and consider any recommended changes.
  - c. Not more than two readings may be given at any one meeting unless the Trustees present at the meeting unanimously agree.
    - i. First reading: 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: The proposed policy, with changes as needed, is recommended by the Policy Review Committee to the Board for second reading. At this stage, further suggestions for change or public engagement may be made by the Board.
    - iii. Third reading (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.
9. 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.
10. The Board will be responsible for implementing the *Trustees' Handbook* which governs the Board's own operations.

11. The Superintendent of Schools will be responsible for implementing board policy through the establishment of administrative regulations.
12. 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 annually, 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*

# Policy Framework Review Project

Project Title	2025-2029 Policy Framework Review Project
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## 1 | Overview

Background or Rationale
<p>Board Policy CH.BP Framework for Policy Development and Review provides direction around the development of new policies and updates to existing policies. The policy provides a criteria to ensure consistent policy development and review and outlines expectations for the format and scope of direction to be articulated in policy.</p> <p>Currently, there is inconsistency in the format, scope, and adherence to criteria among existing board policies. As such, the PRC will undergo a multi-year Policy Framework Review Project, with the intent to:</p> <ul style="list-style-type: none"> <li>• Streamline board policies and eliminate outdated, unnecessary or redundant policies.</li> <li>• Improve efficiency for the policy review cycle of future Policy Review Committees.</li> <li>• Enhance the effectiveness, clarity, and accountability of board policy.</li> </ul>
Project Goals
<p><b>Goal 1: Update Board Policy CH.BP Framework for Policy Development and Review</b></p> <ul style="list-style-type: none"> <li>• To initiate this project, the Policy Review Committee (PRC) will first undertake a comprehensive review of Board Policy CH.BP Framework for Policy Development and Review (the Framework), to ensure it articulates clear and feasible criteria and expectations for policy development and review.</li> </ul> <p><b>Goal 2: Review all policies and identify opportunities for revision</b></p> <ul style="list-style-type: none"> <li>• Using the revised Framework, the PRC will then review all board policies to identify potential revisions to bring the policies into alignment with the updated criteria.</li> </ul> <p><b>Goal 3: Complete revisions and necessary engagement to finalize updates</b></p> <ul style="list-style-type: none"> <li>• Finally, the PRC will prioritize required revisions and begin updating board policies. During this last phase of the project, engagement opportunities will be made available to the public to support policy revisions.</li> </ul> <p>Throughout this work, board policies requiring additional revisions beyond the scope of this project will be flagged for further revisions, and included in work plans for further review and public engagement.</p>
Key Engagement Partners
<p>Engagement plans will be developed with consideration to the required revisions identified for each policy. Engagement for multiple related policies may occur together to support efficiency and minimize engagement fatigue. Broadly, it is expected that the following education partners will be consulted throughout this project:</p> <ul style="list-style-type: none"> <li>• Central staff subject matter experts across Division units.</li> <li>• Division staff and students.</li> <li>• Parents and families.</li> <li>• Communities and community groups.</li> </ul>

In alignment with the *Trustees' Handbook*, the PRC will keep the Board of Trustees (the Board) apprised of all work initiated through the Policy Framework Review Project, and will recommend proposed policy revisions to the Board for approval. Consistent communication with, and regular feedback and input from, the Board will remain an essential part of this project.

## 2 | Project Phases

This is a living document, intended to provide a guide to support transparency and accountability. The phases and key objectives identified below will remain responsive to emerging contexts and Division needs.

### PHASE 1: FEBRUARY 2026—DECEMBER 2026

#### **Update Board Policy CH.BP Framework for Policy Development and Review**

At the end of this phase, the following goals should be reached:

- Identify potential revisions to the Framework. These revisions will be shared with the Board of Trustees for review and feedback, and will focus on the following outcomes:
  - Clarify the process for initiating and approving policy development and review.
  - Support responsive and appropriate opportunities for the public to provide feedback during the policy review process.
  - Update the criteria to support efficient, effective and transparent policy work.
- Begin to develop an engagement strategy for the review of this policy that outlines the scope and intent of required feedback.

*Upon approval of Board Policy CH.BP Framework for Policy Development Review, Phase 1 will be complete.*

### PHASE 2: DECEMBER 2026—NOVEMBER 2027

#### **PHASE 2: Review all policies and identify opportunities for revision**

At the end of this phase, the following goals should be reached:

- Complete a review of all board policies to determine alignment with the criteria set out in the Framework.
- Recommend policies for rescindment, merging, or revisions, as outlined below:

##### **Rescindment**

Rescindment is recommended when there is no clear necessity for the policy (i.e., it does not articulate board responsibility and/or is not aligned with the *Education Act*, associated regulations, or other relevant legislation). When rescindment is recommended, internal engagement is necessary to ensure that the rescindment of the policy does not create a gap in direction. As such, this recommendation is considered mid complexity.

##### **Merging**

When the direction in the policy is required (e.g., due to a legislated requirement), but streamlining would improve clarity, merging is recommended. Merging supports clarity by consolidating two or more policies into a single policy. In these cases, the policies whose content has been merged will be rescinded. As direction will be added and/or removed, external stakeholder engagement will likely be necessary. As such, this recommendation is considered high complexity.

**Major revisions.**

Major revisions are recommended when direction needs to be added to a policy (e.g., an Accountability statement or an Expectations section) or when changes to existing direction are required. In these cases, external stakeholder engagement will likely be necessary. As such, this recommendation is considered high complexity.

**PHASE 3: NOVEMBER 2027—End date contingent on outcome of Phase 2**

The number of policies identified for revisions and the scope of the recommended revisions will influence the timelines for the policy project. As such, this is a living document with changes expected as more is learned through the review of each policy. Broadly, the following goals frame Phase 3 of the project:

- Streamline board policies and eliminate outdated, unnecessary or redundant policies.
- Improve efficiency for the policy review cycle for future Policy Review Committees.
- Enhance the effectiveness, clarity, and accountability of board policy.

**Engage educational partners in the finalization of revisions to policies:**

- Engagement will be tailored for each policy to support meaningful and authentic opportunities for education partners to share their input.

While this phase will be initiated in the current Board's term, the work to revise existing policy is expected to extend beyond the Board's four-year term.

## Draft Engagement Plan

### Policy Review Committee (PRC)

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#### Policy and Stage of Review

First reading of revised draft Board Policy CH.BP Framework for Policy Development and Review.

#### Overview

- [Board Policy CH.BP Framework for Policy Development and Review](#) (the Framework policy) provides direction around the Board of Trustees' (the Board) governance role to develop and implement policy.
- As part of the PRC's 2025-2026 Work Plan, the Committee completed a comprehensive review of this policy, and has recommended substantive changes to support clarity, accountability and engagement opportunities.
  - You can see the changes that have been made to the existing policy, as well as the proposed revised draft in the recommendation report.

#### Purpose of Engagement

##### 1. Who will be affected by the changes being proposed to the policy? How will they be affected?

The direction outlined in the Framework policy guides the Board and staff from administration who support the Board's policy committee, in developing policies. It also provides expectations for the Superintendent of Schools to create and implement corresponding administrative regulations. Students, staff, families, and community are not directly involved in the processes to develop and review board policy, outside of public engagement opportunities, and are therefore not impacted by changes to these processes through a revised CH.BP.

##### 2. What is the risk of not engaging?

As these changes to the policy are considered substantial, there is a risk of lack of transparency and confusion if the EPSB students, staff, families, and community are not informed about the changes.

##### 3. What level of participation should those affected/interested have?

As the direction in this policy directly impacts the Board of Trustees, the Superintendent of Schools, and administration who support the work of policy development and review, engagement that is intended to **inform** the public about the proposed changes, and the implications of these changes, is recommended. Specifically, the following should be shared with the public:

- Currently, the Framework policy limits engagement to the period of time after first reading. Engagement occurs for a minimum of four weeks, and is typically conducted through a survey.
  - The proposed changes to the Framework policy means that engagement may occur prior to first reading, or at any point before third reading, of a policy. Engagement will be tailored to meet the unique nature of each policy; this means that engagement may extend beyond four weeks, or may be reduced to a shorter time period and include the appropriate techniques for engagement for a particular policy
- Currently, the Framework policy directs that each policy must have a Policy section, which includes "statements of beliefs, values and philosophy or approach."
  - The proposed changes to the Framework policy removes this section. Where appropriate, this content will be revised to articulate clear expectations that can be monitored, evaluated, and reported to the Board.

**4. What are the decision points about or within the policy that could be informed by those affected/interested?**

The PRC will seek input from the Board of Trustees to inform revisions to this policy. As part of this ongoing engagement, the PRC will collaborate with administration supporting the PRC to explore considerations that could impact the feasibility of the proposed changes.

**5. What does the Board need to know to inform these decisions?**

- The level of detail that is required in policy to support the Superintendent of Schools in the development of administrative regulations while still supporting the flexibility necessary for site-based decision making.
- The anticipated resources and time required to create engagement opportunities, and how these considerations could impact the number of policies that are reviewed annually.

**Proposed Engagement Plan**

Key Education Partners	Engagement Approach	Engagement Method
Students	Inform	SchoolZone
Staff	Inform	Common message (principals) Division staff news (all staff)
Parents	Inform	SchoolZone
Community members	Inform	Social media posts EPSB.ca webpage content

**Required Resources and Anticipated Costs**

If this engagement plan is approved, administration will work with Communications to support the development of resources that can be shared in the engagement methods outlined above.

**Tentative Timelines**

- Based on tentative timelines, the first draft of the Framework policy is expected to be shared for first reading at the June 9, 2026, Board meeting. At this meeting, the finalized engagement plan will be shared.