

Board Meeting Agenda

Board of Trustees

Board Chair: Saadiq Sumar

Vice-Chair: Holly Nichol

Nickela Anderson

Sarah Doll

Melanie Hoffman

Julie Kusiek

Linda Lindsay

Sherri O'Keefe

Jan Sawyer

Tuesday, October 6, 2026

2 p.m.

McCauley Chambers, Centre for Education
1 Kingsway NW, Edmonton AB T5H 4G9

A. Land Acknowledgement

B. O Canada

C. Roll Call

D. Approval of the Agenda

E. Communications from the Board Chair

F. Communications from the Superintendent of Schools

G. Approval of the Minutes

1. DRAFT – Board Meeting – September 15, 2026

H. Comments from the Public and Staff Group Representatives on items on the Meeting Agenda

NOTE: To speak under this item, pre-registration with the Board Office (780-429-8443) is required by NOON on MONDAY, OCTOBER 5, 2026, to reserve a speaking time.

I. Comments from the Public and Staff Group Representatives on Education Topics

NOTE: To speak under this item, pre-registration with the Board Office (780-429-8443) is required by NOON on MONDAY, OCTOBER 5, 2026, to reserve a speaking time.

J. Reports

2. Motion re: Ward Map Review Including Options for Seven Wards or Nine Wards in 2029 Election (Recommendation)
3. Confirmation of Alberta Schools Board Association (ASBA) Provincial Executive (Recommendation)
4. Motion re: Recommendations for alignment of Board Policies with the Recognition of Every Child's Right to Education (Recommendation)
5. Second Reading and Final Approval of Board Policy CH.BP Framework for Policy Development and Review (Recommendation)
6. Caucus Committee Report (Information)

K. Other Committee, Board Representative and Trustee Reports

L. Trustees and Board Requests for Information

M. Notices of Motion

N. Meeting Dates

O. Adjournment

Board Meeting Minutes

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta, held in the Centre for Education McCauley Chambers on Tuesday, September 15, 2026, at 2 p.m.

Present

Trustees	Nickela Anderson, Sarah Doll, Melanie Hoffman, Julie Kusiek, Linda Lindsay, Holly Nichol, Sherri O'Keefe, Jan Sawyer, Saadiq Sumar		
Officials	Angela Anderson, Todd Burnstad, Grace Cooke, Andrea Cooper, Kelsey Duebel, Martin Fechner, Kathy Muhlethaler, Kent Pharis, Nancy Petersen, Carrie Rosa, Ron Thompson, Christopher Wright, Liz Yule		
Board Chair	Saadiq Sumar	Recording Secretary	Catherine Angeles

A. Land Acknowledgement

The Board Chair called the meeting to order and provided a land acknowledgement.

Board Chair Sumar acknowledged that we live, work, play, and enjoy the abundance that Treaty 6 land provides. This land, known by many names, has been cared for by the Siksikaitsitapi, Denesuline, nehiyawak, Anishinaabe, Stoney Nakoda, and the Métis from the North Saskatchewan River Territory. This land has also been imprinted by the footsteps of the Inuit. He said that later this month, we will be marking the National Day for Truth and Reconciliation or Orange Shirt Day, a day to remember and honour Indian Residential School Survivors and for those who did not make it home to their families and communities. It is also an opportunity to renew our shared commitment to Truth and Reconciliation. This is of particular importance this year, when one considers that 2026 marks 150 years of the signing of Treaty 6.

B. O Canada

The 2026 Night of Music video version of O Canada was played.

C. Roll Call

2:05 p.m. – The Superintendent advised that Trustee Hoffman joined virtually and all other Trustees were present.

D. Approval of Agenda

Board Chair Sumar advised that he would like to defer Agenda Item 3, Confirmation of ASBA Provincial Director, to the October 6, 2026, Board meeting.

MOVED BY Trustee Kusiek:

That the agenda for the September 15, 2026, Board meeting be approved as amended.

(UNANIMOUSLY CARRIED)

E. Communications from the Board Chair

The Board Chair welcomed everyone back and congratulated all school and central staff for another successful start to the year and for supporting students and families with the transition back to school. He also thanked the staff who have been working diligently to hire complexity teams and new teachers as part of initiatives that were announced in the spring and summer.

The Board Chair shared that as Trustees, part of the summer was spent getting some much-needed rest after a busy year, but there were also a few events, activities, and announcements that he wanted to highlight:

- Many Trustees from across the country kicked their summer off in BC, with the Canadian School Boards Association Trustee Gathering on Education, Innovation and Reconciliation. He said it was an incredible few days of learning from colleagues across the country as well as speakers like author, lawyer, and former MP Jody Wilson-Raybould, athlete and advocate Rick Hansen, singer/songwriter Susan Aglukark, Olympic Gold Medal Winner Jon Montgomery, and various Indigenous leaders and Elders.
- In the first week of August, EPSB hosted the Public School Boards Association Council Meeting. Trustees from member boards had the opportunity to engage in some incredible professional development and visit many schools and spaces within EPSB, including amiskwaciy Academy and McKay Avenue School. Chair Sumar thanked Trustee Jan Sawyer for her effort in organizing and hosting the event.
- The Board of Trustees took a couple of days last week to roll up their sleeves and discuss the upcoming school year, including how the new 2026-2030 Strategic Plan will be actioned by both Division Administration and the Board of Trustees. He thanked all of his colleagues and members of Administration for coming together in support of their Mission, to provide high-quality public education that supports students' academic success and builds compassion and connection. Trustees are excited to see the new strategic plan in action this year.

The Board Chair advised that after the last Board meeting in June, the province announced funding for more Classroom Complexity teams and expanded the scope of those resources to 7-12 schools and different types of supports for students. For EPSB, that increases the number of teams from 101 to 137 and includes the addition of 19 teams for Grades 7-12.

The Board Chair noted that Bill 25 passed last Spring and many changes from this legislation have already come into effect. The Board appreciates everyone's patience as the Division navigates these changes and awaits additional information and regulations from the province.

The Board Chair reported that more recently, funding for modulars was announced for various division schools, including for EPSB. With the constant need for additional space for students, this funding announcement is welcomed and appreciated by the Board.

F. Communications from the Superintendent of Schools

The Superintendent welcomed back the Board, staff, students and families to the 2026-27 school year. September is all about re-establishing routines, building relationships and getting the learning going, which he knows is happening across the city. He wished everyone a great 2026-27 school year.

The Superintendent shared that the EPSB Human Resources department has been working incredibly hard over the summer to support school startup. He shared an update on teacher staffing and this fall's Educational Assistant Internship Program:

- We have completed 463 new teacher continuing contracts.
- We've also completed 726 other teaching contracts, which include the 101 complexity assignments and 105 class size reduction teachers.
- We've also filled a number of other temporary teaching assignments and have seen some movement throughout the Division (teachers going from one assignment to another).
- We've hired 319 Educational Assistants to the supply pool, which includes some of the interns who participated in the Educational Assistant Internship program in the spring.
- We've also hired 99 new EA interns as part of the fall cohort, which will support 62 schools. We were excited for them to kick off their year with us on August 31 for their first week of orientation and training, which has included NCI and an introduction to the low arousal approach. Last week, we started placing interns in schools to work directly with their mentor EAs and students.

Superintendent Thompson welcomed all the new staff members hired to join Edmonton Public Schools this fall.

The Superintendent noted that the Division will be hosting its annual livestream event to mark the National Day for Truth and Reconciliation on Tuesday, September 29. Advancing reconciliation is a priority for both the Division and the Board of Trustees. Division schools support this work in many different ways throughout the year, and the Division's event is just one example of this important work. He also advised that additional teaching and learning resources have been provided to schools. Every school is receiving a Truth and Reconciliation book club kit from Curriculum and Learning Supports.

The Superintendent advised that in addition to the work around Truth and Reconciliation, the Division is working to create a Community of Practice for First Nations, Metis, and Inuit education. The Division knows that Communities of Practice are a great way for educators to gather, learn from one another, share practices and come away with additional knowledge. The work to create

this Community of Practice is just starting, but Superintendent Thompson expressed his excitement about the potential. Advancing this work supports Priority 2 of the Division's new Strategic Plan. The Division will be continuing this work throughout the year on all priorities, and he'll be highlighting examples at future meetings.

G. Approval of the Minutes

1. Board Meeting - June 16, 2026
2. Organizational Board Meeting - June 16, 2026

MOVED BY Trustee Sawyer:

That the minutes of the Board meeting held June 16, 2026, and the Organizational Board meeting held June 16, 2026, be approved as presented.

(UNANIMOUSLY CARRIED)

H. Comments from the Public and Staff Group Representatives on items on the Meeting Agenda

There were no registered speakers for this item.

I. Comments from the Public and Staff Group Representatives on items on the Meeting Agenda

The live stream of the Board meeting was suspended at 2:20 p.m. to hear from registered speakers.

The Board of Trustees heard from three registered speakers for this item.

The live stream of the Board meeting resumed at 2:36 p.m. after all registered speakers had been heard.

J. Reports

3. Confirmation of Alberta School Board Association (ASBA) Provincial Director

This item was deferred to the October 6, 2026 Board meeting.

4. Process and Timelines for the Fall Review of the 2025-26 Results and the 2026-27 Plans (Recommendation)

Trustee Hoffman left the meeting at 2:37 p.m. and rejoined the meeting at 2:43 p.m.

MOVED BY Trustee O'Keefe:

That the process and timeline for the 2025-26 results review and the 2026-27 plans be approved.

(UNANIMOUSLY CARRIED)

5. Motion re: Ward Map Review Including Options for Seven Wards or Nine Wards in 2029 Election
(Recommendation)

There was a short break in the meeting at 3:24 p.m. and resumed at 3:36 p.m.

MOVED BY Trustee Kusiek:

That Division Administration prepares a report for the Board of Trustees that outlines updated ward boundary maps for the 2029 election with two options - one with seven wards and one with nine wards - be approved.

MOVED BY Trustee Hoffman, the motion be amended:

That Division Administration prepares a report for the Board of Trustees that outlines updated ward boundary maps for the 2029 election with ~~two the following options –one with seven wards and one with nine wards~~ - seven wards, nine wards, eleven wards, or another number in alignment with boundaries for other levels of government - be approved.

Trustee Hoffman reported technical difficulties at 3:53 p.m. and was unable to rejoin the meeting.

The Board Chair recommended tabling this item to the October 6, 2026 Board meeting, as Trustee Hoffman, the mover of the amendment, was unable to continue participating in the meeting, and there are a number of questions that the Board may need answered before they fully consider the amended motion.

MOVED BY Trustee Sawyer:

That Agenda Item 5 be tabled, in order to receive more information and clarification, to the October 6, 2026 Board meeting.

IN FAVOUR: Trustees Anderson, Doll, Hoffman, Kusiek, Nichol, O’Keefe, and Sumar

OPPOSED: Trustees Lindsay and O’Keefe

(CARRIED)

Trustee Hoffman was not present for the vote.

6. Omnibus Information Reports
(Information)

- a. Actions Taken Under the Delegation of Authority - 2026 Summer Recess
- b. 2025-26 Superintendent of Schools’ Evaluation Summary
- c. Caucus Committee Report

K. Other Committee, Board Representative and Trustee Reports

Board Chair Sumar shared an Edmonton Public Schools Foundation (Foundation) update:

- The Foundation hosted its first board meeting of the 2026-27 school year last week, where they officially welcomed two new members to the Foundation Board.
- The Foundation is also currently working on its 2025-26 impact report and wanted to share some impact numbers from the 2025-26 school year:
 - 482 Chromebooks were delivered to students across 81 schools through Chromebooks for Kids
 - 88 schools received funding to provide nutritious breakfasts, snacks and lunches to approximately 4,700 students daily through Top-ups for Tummys
 - Through various partnerships, over 9,000 books were gifted to schools for their classroom libraries, which are being enjoyed by over 5,000 students
- Earlier this month, the Foundation officially wrapped up its Pack the Pack School Supplies drive in partnership with Kingsway Mall. Over 2,000 school supplies, including backpacks, binders, notebooks, paper and pencils, were donated.
- The second annual Fueling Futures Back to School Fundraising Campaign concluded on September 1, and thanks to generous community support, they raised over \$10,000 to help ensure even more students can start the year supported, inspired and ready to learn.

L. Trustees and Board Requests for Information

None

M. Notices of Motion

Trustee Doll gave notice that she would be making the following motion:

Given that the Alberta School Boards Association, representing all 64 publicly funded school boards, recently adopted a formal position calling on the Government of Alberta to fully fund K–12 public education for all ordinarily resident school-aged children, recognizing children's right to education under the United Nations Convention on the Rights of the Child.

Given that Alberta's funding model uses adjusted enrolment to determine student-driven funding, which does not reflect actual enrolment. School boards must educate all eligible students, including those who enrol after the September count date, regardless of whether corresponding funding is provided.

Given that Edmonton Public Schools' 2026-2030 Strategic Plan commits the Division to advancing inclusion, taking action to address systemic barriers to students' success, and strengthening trusting relationships among communities.

And

Given that reviewing Board policies through the lens of children's right to education provides an opportunity to put these commitments into practice;

Therefore, I move that the Policy Review Committee (PRC) review relevant Board policies and develop recommendations to align those policies with the recognition of every child's right to education as described in the United Nations Convention on the Rights of the Child. The review should be informed by input from Administration regarding operational, legal, and financial considerations.

N. Meeting Dates

Next Board Meeting: Tuesday, October 6, 2026, at 2 p.m.

O. Adjournment

4:09 p.m. – The Board Chair adjourned the meeting.

Saadiq Sumar, Board Chair

Kelsey Duebel, Director Board and
Superintendent Relations

Date	October 6, 2026
To	Board of Trustees
From	Trustee Julie Kusiek
Subject	Motion re: Ward Map Review Including Options for Seven Wards or Nine Wards in 2029 Election
Originator	Trustee Julie Kusiek
Reference	<u>Education Act;</u> <u>Trustee Representation Ward H;</u> <u>Anticipated 2025 Election Costs RFI;</u> <u>2026 Response for Request for Information Trustee Election Costs;</u> <u>May 26, 2026 Recommendation Report to the Board of Trustees for 2026-2027 Budget;</u>

This report was originally included as Agenda item 5 at the September 15, 2026 Board meeting. During debate, an amendment to the recommendation was introduced, but not debated or voted on. The following motion to postpone the debate was then carried: “That Agenda Item 5 be tabled, in order to receive more information and clarification, to the October 6, 2026 Board meeting.” Appendix I has been attached to this report by Administration to provide further information, as directed by the motion to postpone.

ISSUE

At the June 16, 2026 Board meeting, Trustee Julie Kusiek provided the following notice of motion:

Given that:

- There has been a 5% cut to Edmonton Public Schools’ System Administration Grant provided by the Province that is used to fund the Board of Trustees, alongside other Division administrative functions,
- The duration of time required to complete a ward boundary review and subsequent bylaw changes is substantial,
- Edmonton has experienced rapid population growth over recent years, and
- Ward boundaries are regularly reviewed and the last changes to boundaries were made in 2021,

I provide notice of motion for Division Administration to prepare a report for the Board of Trustees that outlines updated ward boundary maps for the 2029 election with two options - one with seven wards and one with nine wards.

RECOMMENDATION

That Division Administration prepares a report for the Board of Trustees that outlines updated ward boundary maps for the 2029 election with two options - one with seven wards and one with nine wards - be approved.

BACKGROUND

Ward boundaries are regularly reviewed ahead of the election and no motion from the Board of Trustees is required for this review to take place. However, this motion is being brought forward to allow for discussion among Trustees as to whether the Board of Trustees would like to provide direction to Division Administration to explore two options for a ward boundary review ahead of the 2029 Trustee election - one with nine wards and one with seven wards.

RELATED FACTS

- Ward boundaries for Edmonton Public Schools Board of Trustee elections changed for the 2021 municipal election; those boundaries remained in place for the 2025 municipal election.
- In the 2021-2025 Trustee term, three Trustees resigned (one in 2023, two in early 2025) resulting in six Trustees taking on the work of all nine wards for the remainder of the term.
- Under its 2017-2026 cost-sharing agreement, Edmonton Public Schools has been responsible for 29% of the City of Edmonton's joint election costs. These costs have escalated in recent years for a number of reasons (see reference documents, including [2026 Response to Request for Information Trustee Election Costs](#)).
- There has been a 5% reduction to Edmonton Public Schools' System Administration Grant provided by the Province that is used to fund the Board of Trustees, including Trustee elections. This grant is also used to support the Division's several other administrative functions. See page 6 of the [May 26, 2026 Recommendation Report to the Board of Trustees for the 2026-2027 Budget](#) for further details.

CONSIDERATIONS and ANALYSIS

All other Metro Boards in Alberta have seven Trustees. This includes Calgary Board of Education, Edmonton Catholic School Division and Calgary Catholic School Division. Calgary Board of Education is Alberta's largest school division. Edmonton Public Schools is Alberta's second largest school division.

In the previous term, Edmonton Public School Board functioned for most of its term with just eight Trustees and for a portion of the last year with just six Trustees. All work continued to be completed at both the Board and Ward levels. Approving the recommendation allows for Administration to provide Trustees with two options when considering ward boundary reviews - an option with the status quo of nine Trustees and an option with a reduced number of Trustees to seven wards.

Defeating the recommendation means that Administration will still prepare a Ward Boundary Review, but with options pertaining to nine wards only. Trustees will not be provided an opportunity to reduce the system administration costs associated with an additional two Trustees.

NEXT STEPS

Upon approval of the recommendation, administration will prepare a Ward Boundary Review, including options for seven wards and nine wards. The report will also include information on bylaw update steps, timelines, and impacts to system administration costs due to changes in total Trustee remuneration levels should the number of wards be reduced.

ATTACHMENTS and APPENDICES

APPENDIX I Additional Information in Response to Motion to Postpone at September 15, 2026 Board Meeting - Ward Boundary Review Process

JK: jk

Ward Boundary Review Process

The additional information below is being provided by Administration in response to the following motion to postpone, carried at the September 15, 2026 board meeting, during questions on an amendment to Agenda Item 5 - Motion re: Ward Map Review Including Options for Seven Wards or Nine Wards in 2029 Election: **“That Agenda Item 5 be tabled, in order to receive more information and clarification, to the October 6, 2026 Board meeting.”**

Authority

Under Section 76 of the *Education Act*, the board may establish trustee wards and determine ward boundaries by bylaw. To the extent possible, trustee representation is to be proportionate to the population of each ward relative to the population of the school division.

Any change to the ward boundaries bylaw intended to apply to the 2029 general election would need to be passed before December 31st, 2028, with a copy provided to the Minister. Section 78 of the *Education Act* states that the Minister determines the number of Trustees elected to a school board. As a result, any consideration of changing the current number of EPSB trustees would require ministerial approval.

Bylaw 2020-2

Edmonton Public Schools' current trustee ward boundaries were established through [Bylaw 2020-2](#) for the 2021 municipal and school board election and remained in place for the 2025 election. Bylaw 2020-2 establishes the criteria used by Edmonton Public Schools when reviewing ward boundaries. Each ward is intended to:

- remain within plus or minus 25 per cent of the average ward population,
- account for projected population growth or decline over two election cycles,
- follow school attendance areas where practical,
- use clear and recognizable geographic boundaries, and
- maintain communities of common interest where possible.

In the 2020 review, population balance was the primary consideration, while the numbers of schools and students within each ward were used as supporting information.

Current Processes

A review of the existing ward boundaries typically occurs before each election to ensure trustee representation remains balanced. Ward boundary reviews are conducted in recognition of continued population growth and changes in where residential development is occurring across Edmonton.

Ward boundary reviews require updated population data by neighbourhood to assess different ward boundary options based on the current criteria outlined in Bylaw 2020-2 or others requested by Caucus Committee as the review process is undertaken. Datasets that are to be used include:

- Most recent Federal Census, population and dwelling counts.

- City of Edmonton neighbourhood-level population projections, neighbourhood boundaries, approved growth plans, residential development activity and other information that identifies where future growth is expected.
- Division data including existing ward boundaries and legal descriptions, school locations, current and future school sites, attendance areas, current and projected enrolment by student residence, and any planned changes to attendance boundaries or school accommodation.

Together, these datasets allow ward option scenarios to be assessed based on current and projected population, variance from the average ward population, the number of schools and students, the extent to which neighbourhoods or attendance areas are divided, and the degree of change from the existing ward structure.

Public engagement and communication with the City of Edmonton is also typically conducted as part of the review process and helps to identify local considerations such as community relationships and opportunities for boundary alignment. During the 2020 ward boundary review, the Division presented preliminary ward concepts for public feedback before bringing a preferred option forward to the Board.

Once updated population information is available, preliminary ward options are developed and tested before being presented for final consideration by the Board. Any changes to the current ward boundaries will require approval through a new or amended Board bylaw before December 31, 2028.

Date	October 6, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	Confirmation of Alberta School Boards Association (ASBA) Provincial Executive
Originator	Kelsey Duebel, Director Board and Superintendent Relations
Reference	Trustees' Handbook (Sections 4 to 7)

ISSUE

The current Alberta School Boards Association (ASBA) Provincial Executive term concludes at the end of the November 2026 ASBA Fall General Meeting. The Board must appoint a Trustee to serve a subsequent two-year term, effective at the close of the ASBA meeting.

RECOMMENDATION

That the Board of Trustees reappoint or review the position of Provincial Executive (Director) representative for the Alberta School Boards Association (ASBA), effective following the conclusion of the November 2026 Fall General Meeting.

BACKGROUND

In accordance with ASBA direction and Section 7.3 of the Trustees' Handbook, the ASBA Provincial Executive - Director position terms commence every November in even-numbered years with eligibility for re-election for one successive term of two years.

The current representative for Edmonton Public School Board in this position is Trustee Linda Lindsay, who has served a one year term that commenced in November 2025.

KD: ca

Date	October 6, 2026
To	Board of Trustees
From	Trustee Sarah Doll
Subject	Motion re: Recommendations for alignment of board policies with the recognition of every child's right to education
Resource Staff	Kelsey Duebel
Reference	Education Act Sections 11(1), 3(1), 12 Funding Manual for School Authorities 2026-2027 sections C 1.1, C1.2 Edmonton Public Schools 2026-2030 Strategic Plan HEC.BP Non-Resident Student Admission and Enrolment HC.BP Resident Student Enrolment HC.AR Student Admission and Enrolment May 27, 2025 Recommendation Report: Advocacy for the Education of Undocumented Children Letter from EBSB Trustees to Minister of Education ASBA Position Passed at the Spring General Meeting 2026 United Nations Convention on the Rights of the Child

ISSUE

The Edmonton Public School Board's (EPSB) policies have not been comprehensively reviewed to determine whether they align with the recognition of every child's right to education as described in the United Nations Convention on the Rights of the Child (UNCRC). This recognition of every child's right to education has been reflected in the Board's support of a related Alberta School Boards' Association position. Current registration and enrolment policies may create a barrier for children to enrol in school based on funding eligibility status. The Policy Review Committee should identify any systemic barriers or areas of misalignment and provide thoughtful recommendations prepared with support from administration for the consideration of the Board.

RECOMMENDATION

That the Policy Review Committee (PRC) review relevant Board policies and develop recommendations to align those policies with the recognition of every child's right to education as described in the United Nations Convention on the Rights of the Child. The review should be informed by input from Administration regarding operational, legal and financial considerations.

BACKGROUND

There has been continued community advocacy for ensuring that children who are not eligible for provincial education funding due to their immigration status should be able to attend school. This advocacy has included multiple presentations at public Board meetings, the [Education 4 All campaign](#) by the Alberta

Workers Association for Research and Education, a petition being circulated for the Alberta Legislature, and direct advocacy with Trustees of the Board throughout multiple terms.

The Board of Trustees has responded with advocacy that has primarily focused on provincial funding eligibility and changes to the *Education Act*. In spring of 2025, the Board of Trustees [wrote](#) to the Minister of Education recognizing no child is responsible for their immigration status and requesting amendments to the *Education Act* to provide funding to accommodate these students. The Board also [voted](#) to move forward advocacy alongside our professional organizations with school boards across the province.

In spring of 2026, the Board of Trustees supported the Alberta School Boards' Association (ASBA) position statement that asks for K-12 funding for all 'ordinarily resident' students in Alberta and recognizing every child's right to an education as described in the UNCRC.

In May of 2026, EPSB adopted its new 2026-2030 Strategic Plan, which includes commitments advancing inclusion and anti-racism, addressing systemic barriers to student success, and strengthening trusting relationships among communities.

The issue is currently occurring in the context of a pending provincial referendum which questions education funding eligibility for students whom the Division is currently mandated to educate under the *Education Act* based on immigration status.

RELATED FACTS

Education funding and student enrolment have distinct requirements

- The Board is required to operate in accordance with the *Education Act* and all other applicable legislation and provincial requirements.
- The *Education Act* and Alberta's 2026-2027 Funding Manual for School Authorities distinguish between eligibility for provincial funding and a school board's authority to enrol a student.
- Funding eligibility includes criteria related to student citizenship, immigration status and Alberta residency.
- This means children within the same family may have different funding eligibility based on their individual circumstances.
- School boards are not prohibited from enrolling a student who is not eligible for provincial funding; however, certain requirements must be met:
 - Boards must ensure effective stewardship of division resources; comply with all applicable Acts and Regulations; refrain from issuing statements or taking positions, including political, social or ideological positions, that are not relevant to the fulfilment by the board of its obligations; and carry out any other matters prescribed by the Minister of Education.
 - Resident students eligible for funding must be prioritized and non-resident students may be enrolled where sufficient space and resources permit.
 - A board may charge tuition fees in respect of an individual who attends a school operated by the board and who is not a resident student of the board or any other board or the Government.
 - [HEC.BP Non-Resident Student Admission and Enrolment](#) outlines the application of tuition fees for students when necessary, and the amount of annual tuition fees is established by the Board of Trustees.
- The Minister of Education has [publicly stated](#) that school boards can accept students who are not eligible for provincial funding, if they have the space and resources.

School Division funding is determined by a weighted enrolment metric rather than an exact headcount

- The Adjusted Enrolment Method (AEM), which is integral to Alberta's K-12 education funding model, does not provide funding based on actual enrolment numbers throughout the school year, but uses the Division's enrolment from the September count date.
- The AEM formula calculates an AEM Full Time Equivalent (FTE) enrolment figure, which is used to allocate funding for Early Childhood Services to Grade 12 instructional activities. This formula is based on 30% of the prior school year's actual enrolment plus 70% of the enrolment for the current year. Students who enrol after the September count date are not included in the AEM FTE enrolment calculation for the current school year. As a result, a school division's actual enrolment during a school year may differ from the AEM FTE enrolment figure used in the provincial funding allocation.
- As reflected in the Division's approved [2026-2027 Budget](#), the Division budgeted to receive funding based on an AEM FTE enrolment of 118,969 whereas our projected FTE enrolment was 119,690 (resulting in a gap of 721). For the 2025-2026 school year, the AEM FTE enrolment was 116,590 compared to our actual FTE enrolment of 117,288 (resulting in a gap of 698).
- School divisions remain responsible for providing instruction to eligible students regardless of when they enrol with the Division.

UNCRC and the right to education

- Article 28 of the UNCRC recognizes the right of the child to education and that primary education should be compulsory and available free to all.
- Article 2 establishes the Convention's non-discrimination principle and includes protections related to status and origin.
- Canada is a party to the UNCRC as of 1991 and the endorsement of its ratification was formally acknowledged by Alberta in 1999.

Edmonton Public Schools Strategic Plan

- Our 2026-2030 Strategic Plan includes commitments related to strengthening relationships with families and communities, inclusion, and addressing systemic barriers.
- **Priority 2** Advance anti-racism, Truth and Reconciliation, and inclusion to support student learning.
 - **Goal 1** Take individual and collective action to address systemic barriers to students' academic success.
- **Priority 3** Centre good relationships to enhance belonging, safety and well-being for students and staff.
 - **Goal 1** Strengthen trusting relationships among students, staff, families and communities.
- These priorities provide relevant strategic context for the review of board policies relevant to student enrolment and registration.

The ASBA position

- At the spring 2026 General Meeting, ASBA adopted the position statement "Supporting Children's Right to Access Fully Funded K-12 Public Education in Alberta."
- The position asks that "ASBA advocate to the Government of Alberta that all school age individuals who are ordinarily resident in Alberta be eligible to receive fully funded K-12 education in Alberta's public, separate and francophone school boards, recognizing children's right to education as described in the Convention on the Rights of the Child."
- ASBA represents all 61 public, catholic, and francophone school boards in Alberta.
- EPSB supported this position statement.

CONSIDERATIONS and ANALYSIS**The UNCRC provides a recognized framework for reviewing existing board policies**

- Canada is a party to the UNCRC and has committed to implementing the rights recognized within it.
- While the UNCRC does not create the same legal obligations for Edmonton Public Schools as provincial legislation, it provides an established human rights framework through which the Board can examine its existing policies and practices.
- The proposed review could ask: Are children's rights to education being equitably and meaningfully realized through policies within the Board's authority?
- Having supported an ASBA position recognizing children's right to education under the UNCRC, it is reasonable and appropriate for the Board to consider whether its own policies reflect that recognition.

The proposed review is intended to be undertaken within the Board's existing legal obligations

- The proposed review does not seek to disregard or override provincial legislation or Trustee obligations and fiduciary duties.
- Administration's legal, operational, funding and financial analysis will identify any legislative requirements, limitations, or implications associated with potential policy changes.
- This input from Administration would help inform any recommendations brought forward to the Board.
- Approving this review does not commit the Board to any particular policy change or financial expenditure. It is an opportunity to understand what options are available within the Board's authority and work meaningfully to recommend any changes that would support alignment.
- Recognition of the UNCRC and commitment to advocacy for all children's right to education is an existing position of EPSB through previous advocacy and support for the ASBA position.
- The issue, background, and context of this recommendation is relevant to the obligations under the *Education Act*.

The proposed review provides a responsible path to policy consideration

- A potential concern is that students who do not generate provincial funding may create an additional financial or operational burden for the Division.
- This concern is legitimate and will be considered as part of the proposed review process, but the existence or amount of that burden has not yet been established.
- The motion proposed today does not assume that enrolment should occur regardless of cost, available space, staffing, or resources. The considerations presented in this report surrounding enrolment are provided to identify areas that warrant examination and demonstrate the value of the proposed review.
- Instead, it would allow Administration to identify the actual financial and operational implications of any recommended policy changes and work collaboratively with the Board.
- The proposed review allows the Board to distinguish between barriers that are legally required due to provincial legislation and barriers that may result from existing policy or procedure within the Board's control.
- The purpose of this report is to establish the rationale for undertaking a policy review, not to predetermine the possibility or impossibility of specific operational or policy changes that are in alignment with the UNCRC.

The proposed review advances the Board's commitment to address systemic barriers

- The 2026-2030 Strategic Plan places new emphasis on identifying and addressing systemic barriers to student success.
- The Board has established this direction through its own Strategic Plan, and undertaking the proposed review is a concrete step in the direction of implementing our priorities.

- Meaningful work to address systemic barriers can require institutions to examine their own policies and practices including areas where findings may be challenging and require change.
- A commitment to inclusion requires a willingness to undertake that work and respond accordingly to recommendations identified.

A policy review strengthens previous advocacy work within current provincial context

- The Board's provincial advocacy regarding funding and legislative changes should continue; however, those matters are outside of the Board's direct authority. The proposed review would be an opportunity to examine what work can be done through the Board's own policies.
- Provincial policy regarding education funding eligibility is facing potential changes. Regardless of future provincial decisions, the Board is still responsible for understanding policies and barriers within its own authority.
- Completing the proposed review now would provide the Board with a clear understanding of its policy options as the provincial funding environment changes over time.
- This proactive work is crucial to the stability and predictability for students and demonstrates the Board's commitment to our fiduciary duty and good governance practices.

Existing capacity does not eliminate the need for infrastructure investment or sustainable funding

- The Division continues to face significant infrastructure needs, including the construction of new schools and renewal of aging facilities as well as sustainable and predictable funding to support operations and enrolment.
- Accommodating students within available capacity does not diminish the need for continued provincial investment or minimize the complexity of managing 122,000 students in 214 schools across a growing, busy city. At the same time, the existence of broader capacity pressures does not mean that every school within EPSB is at capacity.
- The Division currently has [16 school projects](#) in the capital funding process, which will advance towards full construction and provide additional school capacity. Enrolment growth has also [significantly stabilized](#) over the past two years.
- This changing growth trajectory is an important context when considering how existing capacity may be used and whether or not capacity itself is an absolute barrier to every potential opportunity to enrol students.

The impact of maintaining the status quo

- Where a Board policy may contribute to a barrier to education, it is the Board's responsibility to eliminate that barrier, if possible.
- Without completing the proposed review, the Board cannot determine whether any existing barrier to a child's right to education experienced in EPSB is legally required or whether there are previously unidentified mechanisms to overcome the barrier.
- Undertaking the proposed review allows the Board to respond to any identified policy barriers based on evidence and thoughtful consideration of its legal, operational, and fiduciary duties. It would also create a policy alignment with our strategic plan.

NEXT STEPS

Upon approval of the recommendation:

- The PRC will commence a policy review, including policies governing registration and enrolment, to identify barriers or possible areas of misalignment with the UNCRC.

- As part of the PRC's review, Administration will bring forth operational, legal, and financial analysis of potential policy recommendations.
- PRC will bring a recommendation report for any policy amendments that will support alignment with the UNCRC while remaining within the Board's legal and fiduciary obligations. If any other relevant policies are identified as part of the review, they'll be brought forward in this report.
- All substantive policy changes require public engagement. As such, any draft amendments recommended by the PRC will be made available for public feedback after first reading
- Any corresponding relevant administrative regulations, such as [HC.AR Student Admission and Enrolment](#) would be addressed through the Division's established administrative process as a result of any changes required to operationalize board policies.

SD:sd

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 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

Date	October 6, 2026
To	Board of Trustees
From	Trustee Holly Nichol, Caucus Committee Chair
Subject	Caucus Committee Report
Originator	Kelsey Duebel, Director Board and Superintendent Relations
Reference	Trustees' Handbook - Section 5.4: Caucus Committee

ISSUE

In accordance with Section 5.4 of the Trustees' Handbook, certain types of matters are dealt with by the Caucus Committee through in-camera sessions.

CURRENT SITUATION

The following recommendations were approved by the Caucus Committee:

Meeting date	Matter	Motion/Decision
June 16, 2026	Proposed Trustees' Handbook Updates: Committees	That the Trustees' Handbook be approved as presented, specifically to: a. Refine the process involved in the change of Board Chair during the Organizational Board meeting in Section 5.1.2 Organizational Board Meeting Process in Election Year. b. Clarify the role of the Board Chair in Committees in Section 5.1.2 Organizational Board Meeting Process in Election Year. c. Establish clear expectations around Trustee participation in committees and the roles of guests, Committee Chairs, and committees in Section 6.1 Board Committee Protocols. d. Clarify the Audit Committee Chair resignation process in Section 16.2 Resignations.
June 16, 2026	Proposed Trustees' Handbook Updates: Speakers at Public Board Meetings	That Section 5.2.3 Comments from the Public and Staff Representatives be approved as presented, specifically to permit speakers to join public Board meetings virtually, when possible.

KD: ca