



AGENDA

BOARD OF TRUSTEES

Julie Kusiek
Board Chair

Jan Sawyer
Board Vice-Chair

Trisha Estabrooks
Dawn Hancock
Marcia Hole
Marsha Nelson
Sherri O'Keefe
Saadiq Sumar

The Board of Trustees of Edmonton School Division
One Kingsway
Edmonton, Alberta

CFE McCauley Chambers
Tuesday, November 28, 2023
2 p.m.

Board Meeting

- A. O Canada
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Approval of the Minutes
 - 1. DRAFT – Board Minutes – November 7, 2023
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, November 27, 2023, to speak under this item.)
- H. Reports
 - 2. Report #02 of the Caucus Committee (From the meeting held on November 7, 2023)
(Information)
 - 3. 2022-2023 Audited Financial Statements
(Recommendation)
 - 4. Annual Education Results Report (2022-2023)
(Recommendation)
 - 5. Funds for the 2024-2025 Professional Improvement Program – Teacher Certificated Staff
(Recommendation)
 - 6. Funds for the 2024-2025 Professional Improvement Program – Exempt Staff
(Recommendation)
 - 7. Policy Review Committee 2023-2024 Work Plan
(Recommendation)
- I. Comments from the Public and Staff Group Representatives – 5 p.m.
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, November 27, 2023, to speak under this item.)
- J. Other Committee, Board Representative and Trustee Reports
- K. Trustees and Board Requests for Information
- L. Notices of Motion
- M. Meeting Dates
- N. Adjournment

MINUTE BOOK**Board Meeting**

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, November 7, 2023, at 2 p.m.

Present:**Trustees**

Trisha Estabrooks
Dawn Hancock
Marcia Hole

Julie Kusiek
Marsha Nelson

Sherri O'Keefe
Jan Sawyer
Saadiq Sumar

Officials

Angela Anderson
Todd Burnstad
Grace Cooke
Andrea Cooper

Karen Mills
Kathy Muhlethaler
Kent Pharis
Nancy Petersen
Cliff Richard

Darrel Robertson
Carrie Rosa
Ron Thompson
Liz Yule

Board Chair: Julie Kusiek

Recording Secretary: Catherine Angeles

The Board Chair called the meeting to order with recognition that we are on Treaty 6 Territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis and Inuit whose footsteps have marked these lands for centuries.

A. O Canada

B. Roll Call: 2:02 p.m.

The Superintendent advised that all Trustees were present.

C. Approval of the Agenda

MOVED BY Trustee Estabrooks:

**"That the agenda for the November 7, 2023, Board meeting be approved as printed."
(UNANIMOUSLY CARRIED)**

MINUTE BOOK**D. Vimy Ridge Academy Remembrance Ceremony**

A recorded ceremony produced by Vimy Ridge Academy was shared to commemorate Remembrance Day.

E. Communications from the Board Chair

The Board Chair shared that November is Hindu Heritage Month. Hinduism is the world's third most practiced religion. At Edmonton Public Schools, 4.9 per cent of students in grades 4-6 and 5 per cent of students in grades 7-12 identify Hinduism as their spiritual affiliation. She said the Division values the rich contributions of students and staff with Hindu heritage and looks forward to celebrating this month.

The Board Chair said November is also a month to take time to remember. Veterans' Week takes place from November 5-11, Indigenous Veterans Day is on November 8 and Remembrance Day is on November 11. She thanked Vice Chair Jan Sawyer and Superintendent Robertson for attending the No Stone Left Alone celebration last week and thanked Trustee Sumar for attending the Muslims for Remembrance and National Indigenous Veterans Day event over the weekend.

The Board Chair shared that November 12 also marks Diwali and Bandi Chhor Divas. She expressed best wishes to all who are celebrating.

The Board Chair thanked the Minister of Education for making time to meet. She said the Board appreciated the opportunity to discuss the priorities of Edmonton Public Schools and looks forward to developing a strong, collaborative relationship with the Minister as the Board seeks to serve students.

The Board Chair advised that on November 2, she met with the chairs from Edmonton Catholic, Calgary Public, and Calgary Catholic school boards. She said they have many common challenges and opportunities and she looks forward to their work together.

The Board Chair said it was great to see more than 100 people attend the School Council training session a couple of weeks ago. Many thanks to parents and guardians who dedicate so much passion and time to working in partnership with schools to build great learning environments for kids. She thanked the Alberta School Councils' Association for their expertise in facilitating this event.

The Board Chair shared that during the last week of October, Edmonton Public Schools hosted two social innovation labs and two engagement sessions around the question, "How can we create school communities that feel safe for everyone?" She expressed gratitude to the community members, education partners, school staff and students who made time to share in this important dialogue. This is ongoing work, and the Division is committed to supporting safe and caring schools for everyone.

The Board Chair closed her remarks by sharing that the Board Connection article on the Division website has started up once again. The Board Connection is a way to quickly see what the Board is up to without having to keep up with every Board meeting. In this month's Board Connection, she highlights activities the Board has been engaged in and shares gratitude for everyone who came out to participate in the

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school safety engagement sessions. The Board Connection article can be found at epsb.ca under Board of Trustees/[Board Connection](#). The Board Chair invited anyone with particular topics they would like addressed in future posts to contact her or their Trustee

F. Communications from the Superintendent of Schools

The Superintendent shared some mental health support information for schools and staff. Global conflicts happening in the world today are cause for concern and impact many people in our community. These events are complex and deeply troubling. It's natural for staff and students to feel anxiety; for some, there has been a significant impact on their family, including personal loss (family members, friends, or other loved ones). The Division has a range of support for students, families and staff who may have been impacted by these events. Information regarding the *Mental Health Supports for Schools* was shared with the Board through a Transmittal Memorandum for their reference.

The Superintendent advised that Alberta Health Services (AHS) has an online respiratory virus dashboard available to the public. The dashboard reports on COVID-19, RSV and influenza cases in Alberta. The Division continues to track and share attendance data with the community on a daily basis. The Division also shares school absence information daily with AHS when a school's population has an absence rate of ten per cent or greater due to illness.

The Superintendent said that supply fill rates for teaching staff have been strong throughout September and October with the exception of some Mondays and Fridays. Support supply continues to be a challenge as the Division is using supply staff to fill vacancies, which were created through long-term assignments. The Division continues to experience shortages of educational assistants (EA) daily. The trends for sick time in all staff groups appear to be consistent with last year. The Division is working with the province to support a potential pilot for EA training and the human resources department continues to explore different ways to recruit new EAs.

The Superintendent stated that November 9-14 is Fall Break for the Division. He hopes that everyone is able to get some well-deserved rest.

G. Approval of the Minutes

1. Organizational Board Meeting – October 10, 2023
2. Board Meeting – October 10, 2023

MOVED BY Vice-Chair Sawyer:

**“That the minutes of the Organizational Board meeting held October 10, 2023, and the Board meeting held on October 10, 2023, both be approved as printed.”
(UNANIMOUSLY CARRIED)**

MINUTE BOOK**H. Comments from the Public and Staff Group Representatives**

The Board of Trustees heard from one registered speaker for this item.

I. Reports**3. Student Senate 2023-2024 Work Plan**

Student Trustees Chelsea Kwon, Callum La Roi and George Xie presented the 2023-2024 Student Senate Work Plan.

4. Report #01 of the Caucus Committee (From the meeting held October 10, 2023)

Information was provided regarding actions taken at the October 10, 2023, Caucus Committee meeting.

5. Infrastructure Committee 2023-2024 Work Plan**MOVED BY Trustee Hancock:**

**“That the Board approve the Infrastructure Committee 2023-2024 work plan.”
(UNANIMOUSLY CARRIED)**

6. Board Chair Discretionary Expense Allowance Report 2022-2023

A report of the expenses incurred under the Board Chair’s discretionary allowance for the period of September 2022 – August 2023 was provided for information.

J. Other Committee, Board Representatives and Trustee Reports - None**K. Trustees and Board Requests for Information**

Trustee Estabrooks submitted a Request for Information regarding Independent Student(s):

- Could Administration please define what is meant by the term “independent student”?
- Please provide a breakdown of the number of independent students who are enrolled with the Division by age, and in which year they are currently enrolled.
- What are some of the challenges that independent students face in accessing education?
- How does the Division help independent students apply for additional government supports?
- What has the provincial government, either through the Education and/or Advanced Education Ministries shared with the Division about the Foundational Learning Assistance Program including total funding available for students to cover basics such as food and rent under this program and number of independent students funded annually? Are we aware of any increased demand for this program or changes in overall funding from previous years?

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- How could a lack of access to funding impact independent students who attend EPSB after September 30?

Trustee Hole submitted a Request for Information regarding Naloxone training for EPSB students:

1. Do any classes offered through EPSB include information or training for students on how to use naloxone as a potentially life saving measure?
2. Are there any opportunities, supported by Edmonton Public schools, for division students who are interested in learning how to administer naloxone to receive that training, apart from what might be offered through a class? If so,
 - Is there a cost for students to receive naloxone training?
 - What is the age requirement for students to participate?
 - Does the training include nasal naloxone, naloxone injections or both?
 - Are students provided with a free naloxone kit as part of their training?
3. Are EPSB students permitted to carry naloxone with them at school?
4. What type of information is shared with EPSB students and staff about where they can receive optional naloxone training in the community?
5. What type of information is shared with division students and staff about where they can pick up a free naloxone kit?

L. Notices of Motions

Trustee Sumar made the following motion:

That the Board of Trustees grant waiver of notice to support the intent of the following positions at the Alberta School Boards Association Fall General Meeting in November:

Proposed Positions:

1. Access to New Funds for Fully Funded Full-Time Kindergarten
 - New funds for fully funded, full-time (950 hours) Kindergarten to develop the important language, social, motor, literacy, and numeracy skills
2. Recognition of Valid Teaching Certificates
 - Individual Alberta school authorities can temporarily recognize the scope of practice as authorized by a valid teaching certificate from either an Alberta or other Canadian jurisdiction
3. Removal of the Reserve Cap
 - Removal of the maximum limit for operating reserves for school boards
4. Review of Diploma Exams
 - A review be undertaken of the practice of administering high school diploma exams

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5. CEU Funding for Dual Credit
 - Sufficient, sustainable and equitable funding for Dual Credit programming
6. EAL Student Funding
 - EAL Student Funding as needed for pre-K to Grade 12, without the 5-year maximum
7. Cross-Ministerial Support – Community-Based Service Agencies
 - Enhanced funding and access to community-based services that work with schools
8. Infrastructure Allocation, Servicing and Construction Costs of School Sites
 - Collaboration with school boards on reserve land for sites allocated through the Municipal Government Act
 - Collaboration to obtain capital funding to cover all costs of school construction including site servicing

IN FAVOUR: Trustees Estabrooks, Hole, and Sumar

OPPOSED: Trustees Hancock, Kusiek, Nelson, O’Keefe, and Sawyer

Notice of motion can only be waived by a unanimous decision of the Board. Therefore, the motion was DEFEATED.

M. Next Board Meeting: Tuesday, November 28, 2023, at 2 p.m.

N. Adjournment: 3:33 p.m.

The Board Chair adjourned the meeting.

Julie Kusiek, Board Chair

Karen Mills, Director Board and
Superintendent Relations

DATE: November 28, 2023

TO: Board of Trustees

FROM: Trustee Kusiek, Caucus Committee Chair

SUBJECT: Report #02 of the Caucus Committee (From the meeting held on November 7, 2023)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

REFERENCE: [Trustees' Handbook](#) – Caucus Committee - Section 5.4

ISSUE

The Board approved the following recommendation at the March 3, 2015, Board meeting: That Section 5.4 of the Trustees' Handbook be revised to give the Caucus Committee final decision-making power on certain types of matters, and yet constrain that power so it is used only when absolutely necessary.

The following recommendations were approved at the November 7, 2023, Caucus Committee meeting:

1. Advocacy Committee Request to Proceed with Request for Information for Consultant

That the Board authorize the Advocacy Committee to conduct a request for information process for an external consultant to assist in the development of a plan to enhance advocacy efforts and relationship building.

BACKGROUND

At their 2023 fall planning meeting, Trustees affirmed their commitment to continued advocacy on infrastructure, mental health and funding that matches our growth on behalf of the students and families. When discussing ways to improve advocacy efforts, the idea of hiring an external consultant was brought up.

At the Advocacy Committee follow up meeting on September 29, Trustees agreed that engaging external expertise would have the greatest impact on making advocacy efforts effective and efficient.

KM:ca

DATE: November 28, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2022-2023 Audited Financial Statements

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE

STAFF: Madonna Proulx, Sharon Then, Amanda Wong

ISSUE

Each year, Alberta Education requires the Division to complete and submit audited financial statements on an August 31 fiscal year-end by November 30.

BACKGROUND

This report includes:

- The audited financial statements, notes to the financial statements and unaudited schedules.

RELATED FACTS

Under section 138 of the *Education Act*, the Board of Trustees must appoint an auditor. PwC was appointed by the Board of Trustees and completed their examination of the 2022-2023 Financial Statements.

Pursuant to section 139(2)(b) of the *Education Act*, the auditor must send to the Minister, on or before November 30 in each year, copies of:

- (i) the Board's financial statements,
- (ii) the auditor's report on the Board's financial statements, and
- (iii) any written communications between the auditor and the Board respecting the systems of internal control and accounting procedures of the Board.

Pursuant to section 142 of the *Education Act*, the Board of Trustees has established an Audit Committee who are responsible for the review of the Division's audited financial statements. On November 24, 2023, the Audit Committee had an opportunity to review and discuss the audited financial statements and auditor's letter regarding the opinion.

The Audit Committee approved the following recommendation be brought forward to the Board of Trustees for approval. Board approval of the financial statements is a requirement of the *Education Act*.

RECOMMENDATION

That the 2022-2023 audited financial statements, notes to the financial statements and unaudited schedules be approved.

NEXT STEPS

Once approved, the 2022-2023 Audited Financial Statements will be posted on the Division website and also forwarded to the Minister of Education.

ATTACHMENTS and APPENDICES

ATTACHMENT I Audited Financial Statements for the year ended August 31, 2023

ATTACHMENT II User-Friendly Guide to Understanding the Division's Financial Information for the 2022-2023 School Year

TB:ja

**AUDITED
CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2023**
[Education Act, Sections 139, 140, 244]

The Board of Trustees of Edmonton School Division

Legal Name of School Jurisdiction

One Kingsway NW Edmonton AB T5H 4G9

Mailing Address

(780-429-8116) amanda.wong@epsb.ca

Contact Numbers and Email Address

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of The Board of Trustees of Edmonton School Division presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with Canadian Public Sector Accounting Standards and follow format prescribed by Alberta Education.

In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the school jurisdiction's assets are safeguarded, that transactions are executed in accordance with appropriate authorization and that accounting records may be relied upon to properly reflect the school jurisdiction's transactions. The effectiveness of the control systems is supported by the selection and training of qualified personnel, an organizational structure that provides an appropriate division of responsibility and a strong system of budgetary control.

Board of Trustees Responsibility

The ultimate responsibility for the financial statements lies with the Board of Trustees. The Board reviewed the audited financial statements with management in detail and approved the financial statements for release.

External Auditors

The Board appoints external auditors to audit the financial statements and meets with the auditors to review their findings. The external auditors were given full access to school jurisdiction records.

Declaration of Management and Board Chair

To the best of our knowledge and belief, these financial statements reflect, in all material respects, the financial position, results of operations, remeasurement gains and losses, changes in net financial assets (debt), and cash flows for the year in accordance with Canadian Public Sector Accounting Standards.

BOARD CHAIR

JULIE KUSIEK

Name

Signature

SUPERINTENDENT

DARREL ROBERTSON

Name

Signature

SECRETARY-TREASURER OR TREASURER

TODD BURNSTAD

Name

Signature

November 28, 2023

Board-approved Release Date

c.c. **ALBERTA EDUCATION, Financial Reporting & Accountability Branch**
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
EMAIL: EDC.FRA@gov.ab.ca
PHONE: Kevin Luu: (780) 422-0314; Angel Tsui: (780) 427-3855 FAX: (780) 422-6996

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CONSOLIDATED STATEMENT OF FINANCIAL POSITION
As at August 31, 2023 (in dollars)

		2023	2022 (Restated - Note 3)
<u>FINANCIAL ASSETS</u>			
Cash and cash equivalents	(Schedule 5; Note 5)	\$ 113,551,027	\$ 153,590,641
Accounts receivable (net after allowances)	(Note 6)	\$ 28,059,893	\$ 24,830,968
Portfolio investments			
Operating		\$ -	\$ -
Endowments		\$ -	\$ -
Inventories for resale		\$ -	\$ -
Other financial assets		\$ -	\$ -
Total financial assets		\$ 141,610,920	\$ 178,421,609
<u>LIABILITIES</u>			
Bank indebtedness	(Note 9)	\$ -	\$ -
Accounts payable and accrued liabilities	(Note 10)	\$ 50,953,331	\$ 74,787,512
Unspent deferred contributions	(Schedule 2)	\$ 25,205,022	\$ 33,088,116
Employee future benefits liabilities	(Note 11)	\$ 9,575,400	\$ 9,556,400
Asset retirement obligations and environmental liabilities	(Note 12)	\$ 73,273,908	\$ 73,273,908
Other liabilities		\$ -	\$ -
Debt			
Unsupported: Debentures	(Note 13)	\$ 8,995,577	\$ 9,712,149
Mortgages and capital loans		\$ -	\$ -
Capital leases		\$ -	\$ -
Total liabilities		\$ 168,003,238	\$ 200,418,085
Net debt		\$ (26,392,318)	\$ (21,996,476)
<u>NON-FINANCIAL ASSETS</u>			
Tangible capital assets	(Schedule 6)	\$ 1,440,259,675	\$ 1,383,559,082
Inventory of supplies		\$ 4,819,713	\$ 4,147,005
Prepaid expenses	(Note 14)	\$ 7,020,745	\$ 6,520,130
Other non-financial assets		\$ -	\$ -
Total non-financial assets		\$ 1,452,100,133	\$ 1,394,226,217
Net assets before spent deferred capital contributions		\$ 1,425,707,815	\$ 1,372,229,741
Spent deferred capital contributions	(Schedule 2)	\$ 1,233,193,976	\$ 1,205,221,250
Net assets		\$ 192,513,839	\$ 167,008,491
Net assets	(Note 15)		
Accumulated surplus (deficit)	(Schedule 1)	\$ 192,513,839	\$ 167,008,491
Accumulated remeasurement gains (losses)		\$ -	\$ -
		\$ 192,513,839	\$ 167,008,491
Contractual rights	(Note 7)		
Contingent assets	(Note 8)		
Contractual obligations	(Note 16)		
Contingent liabilities	(Note 17)		

The accompanying notes and schedules are part of these financial statements.

CONSOLIDATED STATEMENT OF OPERATIONS
For the Year Ended August 31, 2023 (in dollars)

	Budget 2023	Actual 2023	Actual 2022 Restated (Note 3)
REVENUES			
Government of Alberta	\$ 1,149,342,942	\$ 1,176,674,511	\$ 1,161,775,132
Federal Government and other government grants	\$ 2,032,408	\$ 2,964,835	\$ 2,145,253
Property taxes	\$ -	\$ -	\$ -
Fees	\$ 28,753,900	\$ 28,520,534	\$ 18,774,222
Sales of services and products	\$ 12,996,350	\$ 15,677,367	\$ 16,731,659
Investment income	\$ 1,000,000	\$ 6,121,177	\$ 1,598,029
Donations and other contributions	\$ 9,080,600	\$ 9,545,480	\$ 6,614,148
Other revenue (Note 18)	\$ 4,156,000	\$ 4,325,677	\$ 4,534,715
Total revenues	\$ 1,207,362,200	\$ 1,243,829,581	\$ 1,212,173,158
EXPENSES			
Instruction - ECS	\$ 40,461,400	\$ 50,354,173	\$ 50,637,258
Instruction - Grades 1 to 12	\$ 891,239,300	\$ 889,144,778	\$ 881,079,987
Operations and maintenance (Schedule 4)	\$ 192,154,800	\$ 182,318,404	\$ 191,849,150
Transportation	\$ 43,547,500	\$ 41,837,988	\$ 37,343,103
System administration	\$ 37,507,200	\$ 36,867,760	\$ 36,401,252
External services	\$ 14,152,000	\$ 17,801,130	\$ 14,798,965
Total expenses	\$ 1,219,062,200	\$ 1,218,324,233	\$ 1,212,109,715
Annual operating surplus (deficit)	\$ (11,700,000)	\$ 25,505,348	\$ 63,443
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
Annual surplus (deficit)	\$ (11,700,000)	\$ 25,505,348	\$ 63,443
Accumulated surplus (deficit) at beginning of year	\$ 167,008,491	\$ 167,008,491	\$ 166,945,048
Accumulated surplus (deficit) at end of year	\$ 155,308,491	\$ 192,513,839	\$ 167,008,491

The accompanying notes and schedules are part of these financial statements.

CONSOLIDATED STATEMENT OF CASH FLOWS
For the Year Ended August 31, 2023 (in dollars)

	2023	2022 Restated (Note 3)
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Annual surplus (deficit)	\$ 25,505,348	\$ 63,443
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	\$ 60,911,861	\$ 62,653,407
Net (gain)/loss on disposal of tangible capital assets	\$ (685,391)	\$ (1,013,402)
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ -
(Gain)/Loss on sale of portfolio investments	\$ -	\$ -
Spent deferred capital recognized as revenue	\$ (47,316,175)	\$ (48,260,635)
Deferred capital revenue write-down / adjustment	\$ 4,852	\$ 571,016
Increase/(Decrease) in employee future benefit liabilities	\$ 19,000	\$ (241,200)
Donations in kind	\$ -	\$ -
	\$ -	\$ -
	\$ 38,439,495	\$ 13,772,629
(Increase)/Decrease in accounts receivable	\$ (3,228,925)	\$ 2,671,363
(Increase)/Decrease in inventories for resale	\$ -	\$ -
(Increase)/Decrease in other financial assets	\$ -	\$ -
(Increase)/Decrease in inventory of supplies	\$ (672,708)	\$ (284,672)
(Increase)/Decrease in prepaid expenses	\$ (500,615)	\$ (1,944,678)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Increase/(Decrease) in accounts payable, accrued and other liabilities	\$ (23,834,181)	\$ (21,612,835)
Increase/(Decrease) in unspent deferred contributions	\$ (7,883,094)	\$ (12,515,876)
Increase/(Decrease) in asset retirement obligations and environmental liabilities	\$ -	\$ -
Increase/(Decrease) in tangible capital asset accruals	\$ (3,384,348)	\$ (2,618,556)
Total cash flows from operating transactions	\$ (1,064,376)	\$ (22,532,625)
B. CAPITAL TRANSACTIONS		
Acquisition of tangible capital assets	\$ (72,818,563)	\$ (62,606,538)
Net proceeds from disposal of unsupported capital assets	\$ 702,324	\$ 1,040,230
	\$ -	\$ -
Total cash flows from capital transactions	\$ (72,116,239)	\$ (61,566,308)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	\$ -	\$ -
Proceeds on sale of portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Total cash flows from investing transactions	\$ -	\$ -
D. FINANCING TRANSACTIONS		
Debt issuances	\$ -	\$ -
Debt repayments	\$ (716,572)	\$ (695,159)
Increase (decrease) in spent deferred capital contributions	\$ 33,857,573	\$ 38,917,926
Capital lease issuances	\$ -	\$ -
Capital lease payments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Total cash flows from financing transactions	\$ 33,141,001	\$ 38,222,767
Increase (decrease) in cash and cash equivalents	\$ (40,039,614)	\$ (45,876,166)
Cash and cash equivalents, at beginning of year	\$ 153,590,641	\$ 199,466,807
Cash and cash equivalents, at end of year	\$ 113,551,027	\$ 153,590,641

The accompanying notes and schedules are part of these financial statements.

CONSOLIDATED STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
For the Year Ended August 31, 2023 (in dollars)

	2023	2022 (Restated - Note 3)
Annual surplus (deficit)	\$ 25,505,348	\$ 63,443
Effect of changes in tangible capital assets		
Acquisition of tangible capital assets	\$ (72,818,563)	\$ (62,606,538)
Amortization of tangible capital assets	\$ 60,911,861	\$ 62,653,407
Net (gain)/loss on disposal of tangible capital assets	\$ (685,391)	\$ (1,013,402)
Net proceeds from disposal of unsupported capital assets	\$ 707,176	\$ 1,611,246
Write-down carrying value of tangible capital assets	\$ -	\$ -
Transfer of tangible capital assets (from)/to other entities	\$ (41,431,328)	\$ (41,604,836)
Other changes Tangible capital asset accruals	\$ (3,384,348)	\$ (2,618,556)
Total effect of changes in tangible capital assets	\$ (56,700,593)	\$ (43,578,679)
Acquisition of inventory of supplies	\$ (11,130,011)	\$ (9,543,102)
Consumption of inventory of supplies	\$ 10,457,303	\$ 9,258,430
(Increase)/Decrease in prepaid expenses	\$ (500,615)	\$ (1,944,678)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Net remeasurement gains and (losses)	\$ -	\$ -
Change in spent deferred capital contributions (Schedule 2)	\$ 27,972,726	\$ 32,262,127
Other changes	\$ -	\$ -
Increase (decrease) in net financial assets	\$ (4,395,842)	\$ (13,482,459)
Net financial assets at beginning of year	\$ (21,996,476)	\$ (8,514,017)
Net financial assets at end of year	\$ (26,392,318)	\$ (21,996,476)

The accompanying notes and schedules are part of these financial statements.

CONSOLIDATED STATEMENT OF REMEASUREMENT GAINS AND LOSSES
For the Year Ended August 31, 2023 (in dollars)

	2023	2022
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -
Accumulated remeasurement gains (losses) at beginning of year	\$ -	\$ -
Accumulated remeasurement gains (losses) at end of year	\$ -	\$ -

The accompanying notes and schedules are part of these financial statements.

SCHEDULE 1

**CONSOLIDATED SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2023 (in dollars)**

	NET ASSETS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED SURPLUS (DEFICIT)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2022	\$ 212,285,855	\$ -	\$ 212,285,855	\$ 140,629,117	\$ -	\$ -	\$ 30,362,929	\$ 41,293,809
Prior period adjustments:								
ARO prior period adjustment	\$ (45,277,364)	\$ -	\$ (45,277,364)	\$ (45,277,364)	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2022	\$ 167,008,491	\$ -	\$ 167,008,491	\$ 95,351,753	\$ -	\$ -	\$ 30,362,929	\$ 41,293,809
Operating surplus (deficit)	\$ 25,505,348		\$ 25,505,348			\$ 25,505,348		
Board funded tangible capital asset additions				\$ 42,340,484		\$ (20,927,590)	\$ -	\$ (21,412,894)
Board funded ARO tangible capital asset additions				\$ -		\$ -	\$ -	\$ -
Disposal of unsupported or board funded portion of supported tangible capital assets	\$ -		\$ -	\$ (16,933)		\$ (667,814)		\$ 684,747
Disposal of unsupported ARO tangible capital assets	\$ -		\$ -	\$ -		\$ -		\$ -
Write-down of unsupported or board funded portion of supported tangible capital assets	\$ -		\$ -	\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -						
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus (Describe)	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -			\$ (59,456,417)		\$ 59,456,417		
Amortization of ARO tangible capital assets	\$ -			\$ (1,455,444)		\$ 1,455,444		
Amortization of supported ARO tangible capital assets	\$ -			\$ -		\$ -		
Board funded ARO liabilities - recognition	\$ -			\$ -		\$ -		
Board funded ARO liabilities - remediation	\$ -			\$ -		\$ -		
Capital revenue recognized	\$ -			\$ 47,316,175		\$ (47,316,175)		
Debt principal repayments (unsupported)	\$ -			\$ 716,572		\$ (716,572)		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ (7,719,530)	\$ 7,719,530	
Net transfers from operating reserves	\$ -					\$ -	\$ -	
Net transfers to capital reserves	\$ -					\$ (9,069,528)		\$ 9,069,528
Net transfers from capital reserves	\$ -					\$ -		\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2023	\$ 192,513,839	\$ -	\$ 192,513,839	\$ 124,796,190	\$ -	\$ -	\$ 38,082,459	\$ 29,635,190

SCHEDULE 1

**CONSOLIDATED SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2023 (in dollars)**

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2022	\$ 23,926,991	\$ 41,293,809	\$ -	\$ -	\$ 3,329,895	\$ -	\$ 3,106,043	\$ -	\$ -	\$ -
Prior period adjustments:										
ARO prior period adjustment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2022	\$ 23,926,991	\$ 41,293,809	\$ -	\$ -	\$ 3,329,895	\$ -	\$ 3,106,043	\$ -	\$ -	\$ -
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ -	\$ (21,412,894)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Board funded ARO tangible capital asset additions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported or board funded portion of supported tangible capital assets		\$ 684,747		\$ -		\$ -		\$ -		\$ -
Disposal of unsupported ARO tangible capital assets		\$ -		\$ -		\$ -		\$ -		\$ -
Write-down of unsupported or board funded portion of supported tangible capital assets		\$ -		\$ -		\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Direct credits to accumulated surplus (Describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets										
Amortization of ARO tangible capital assets										
Amortization of supported ARO tangible capital assets										
Board funded ARO liabilities - recognition										
Board funded ARO liabilities - remediation										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves	\$ 4,627,765		\$ -		\$ 2,792,083		\$ 299,682		\$ -	
Net transfers from operating reserves	\$ -		\$ -		\$ -		\$ -		\$ -	
Net transfers to capital reserves		\$ 9,069,528		\$ -		\$ -		\$ -		\$ -
Net transfers from capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2023	\$ 28,554,756	\$ 29,635,190	\$ -	\$ -	\$ 6,121,978	\$ -	\$ 3,405,725	\$ -	\$ -	\$ -

CONSOLIDATED SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
For the Year Ended August 31, 2023 (in dollars)

	Alberta Education Safe Return to Class/Safe Indoor Air					Other GoA Ministries				
	IMR	CMR	Others	Total Education	Alberta Infrastructure	Children's Services	Health	Other GOA Ministries	Total Other GoA Ministries	
Deferred Operating Contributions (DOC)										
Balance at August 31, 2022	\$ 12,670,238	\$ -	\$ -	\$ 5,465,366	\$ 18,135,604	\$ 54,480	\$ -	\$ 86,067	\$ 140,547	
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ 56,397	\$ 56,397	\$ -	\$ -	\$ -	\$ -	
Adjusted ending balance August 31, 2022	\$ 12,670,238	\$ -	\$ -	\$ 5,521,763	\$ 18,192,001	\$ 54,480	\$ -	\$ 86,067	\$ 140,547	
Received during the year (excluding investment income)	\$ 13,633,699	\$ -	\$ -	\$ 13,261,959	\$ 26,895,658	\$ -	\$ -	\$ 302,331	\$ 302,331	
Transfer (to) grant/donation revenue (excluding investment income)	\$ (7,693,793)	\$ -	\$ -	\$ (9,906,575)	\$ (17,600,368)	\$ (54,480)	\$ -	\$ (316,791)	\$ (371,271)	
Investment earnings - Received during the year	\$ 166,841	\$ -	\$ -	\$ -	\$ 166,841	\$ -	\$ -	\$ -	\$ -	
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Transferred (to) from UDCC	\$ (17,789,141)	\$ -	\$ -	\$ -	\$ (17,789,141)	\$ -	\$ -	\$ -	\$ -	
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
DOC closing balance at August 31, 2023	\$ 987,844	\$ -	\$ -	\$ 8,877,147	\$ 9,864,991	\$ -	\$ -	\$ 71,607	\$ 71,607	
Unspent Deferred Capital Contributions (UDCC)										
Balance at August 31, 2022	\$ -	\$ 1,129,754	\$ -	\$ -	\$ 1,129,754	\$ 5,705,539	\$ -	\$ -	\$ 5,705,539	
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Adjusted ending balance August 31, 2022	\$ -	\$ 1,129,754	\$ -	\$ -	\$ 1,129,754	\$ 5,705,539	\$ -	\$ -	\$ 5,705,539	
Received during the year (excluding investment income)	\$ -	\$ 8,554,227	\$ -	\$ -	\$ 8,554,227	\$ (7,275,657)	\$ -	\$ -	\$ (7,275,657)	
UDCC Receivable	\$ -	\$ 752,454	\$ -	\$ -	\$ 752,454	\$ 14,728,040	\$ -	\$ -	\$ 14,728,040	
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Investment earnings - Received during the year	\$ -	\$ 173,230	\$ -	\$ -	\$ 173,230	\$ 205,160	\$ -	\$ -	\$ 205,160	
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Transferred from (to) DOC	\$ 17,789,141	\$ -	\$ -	\$ -	\$ 17,789,141	\$ -	\$ -	\$ -	\$ -	
Transferred from (to) SDCC	\$ (17,789,141)	\$ (10,609,665)	\$ -	\$ -	\$ (28,398,806)	\$ (5,463,619)	\$ -	\$ -	\$ (5,463,619)	
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
UDCC closing balance at August 31, 2023	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,899,463	\$ -	\$ -	\$ 7,899,463	
Total Unspent Deferred Contributions at August 31, 2023	\$ 987,844	\$ -	\$ -	\$ 8,877,147	\$ 9,864,991	\$ 7,899,463	\$ -	\$ 71,607	\$ 7,971,070	
Spent Deferred Capital Contributions (SDCC)										
Balance at August 31, 2022	\$ 81,608,175	\$ 65,680,374	\$ -	\$ 210,742	\$ 147,499,291	\$ 1,056,503,443	\$ -	\$ -	\$ 1,056,503,443	
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Adjusted ending balance August 31, 2022	\$ 81,608,175	\$ 65,680,374	\$ -	\$ 210,742	\$ 147,499,291	\$ 1,056,503,443	\$ -	\$ -	\$ 1,056,503,443	
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Alberta Infrastructure managed projects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 41,431,328	\$ -	\$ -	\$ 41,431,328	
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Transferred from UDCC	\$ 17,789,141	\$ 10,609,665	\$ -	\$ -	\$ 28,398,806	\$ 5,463,619	\$ -	\$ -	\$ 5,463,619	
Amounts recognized as revenue (Amortization of SDCC)	\$ (6,689,346)	\$ (1,666,870)	\$ -	\$ (23,415)	\$ (8,379,631)	\$ (38,911,707)	\$ -	\$ -	\$ (38,911,707)	
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (4,852)	\$ -	\$ -	\$ (4,852)	
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
SDCC closing balance at August 31, 2023	\$ 92,707,970	\$ 74,623,169	\$ -	\$ 187,327	\$ 167,518,466	\$ 1,064,481,831	\$ -	\$ -	\$ 1,064,481,831	

SCHEDULE 2

**CONSOLIDATED SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
For the Year Ended August 31, 2023 (in dollars)**

	Other Sources			Total other sources	Total
	Gov't of Canada	Donations and grants from others	Other		
Deferred Operating Contributions (DOC)					
Balance at August 31, 2022	\$ -	\$ 7,976,672	\$ -	\$ 7,976,672	\$ 26,252,823
Prior period adjustments - please explain:	-	(56,397)	-	(56,397)	-
Adjusted ending balance August 31, 2022	\$ -	\$ 7,920,275	\$ -	\$ 7,920,275	\$ 26,252,823
Received during the year (excluding investment income)	\$ -	\$ 7,564,471	\$ -	\$ 7,564,471	\$ 34,762,460
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ (8,115,785)	\$ -	\$ (8,115,785)	\$ (26,087,424)
Investment earnings - Received during the year	\$ -	\$ -	\$ -	\$ -	\$ 166,841
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ (17,789,141)
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
DOC closing balance at August 31, 2023	\$ -	\$ 7,368,961	\$ -	\$ 7,368,961	\$ 17,305,559
Unspent Deferred Capital Contributions (UDCC)					
Balance at August 31, 2022	\$ -	\$ -	\$ -	\$ -	\$ 6,835,293
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2022	\$ -	\$ -	\$ -	\$ -	\$ 6,835,293
Received during the year (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ 1,278,570
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ 15,480,494
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings - Received during the year	\$ -	\$ -	\$ -	\$ -	\$ 378,390
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ 17,789,141
Transferred from (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ (33,862,425)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC closing balance at August 31, 2023	\$ -	\$ -	\$ -	\$ -	\$ 7,899,463
Total Unspent Deferred Contributions at August 31, 2023	\$ -	\$ 7,368,961	\$ -	\$ 7,368,961	\$ 25,205,022
Spent Deferred Capital Contributions (SDCC)					
Balance at August 31, 2022	\$ -	\$ 1,218,516	\$ -	\$ 1,218,516	\$ 1,205,221,250
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2022	\$ -	\$ 1,218,516	\$ -	\$ 1,218,516	\$ 1,205,221,250
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects	\$ -	\$ -	\$ -	\$ -	\$ 41,431,328
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ -	\$ -	\$ -	\$ -	\$ 33,862,425
Amounts recognized as revenue (Amortization of SDCC)	\$ -	\$ (24,837)	\$ -	\$ (24,837)	\$ (47,316,175)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ (4,852)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
SDCC closing balance at August 31, 2023	\$ -	\$ 1,193,679	\$ -	\$ 1,193,679	\$ 1,233,193,976

CONSOLIDATED SCHEDULE OF PROGRAM OPERATIONS
For the Year Ended August 31, 2023 (in dollars)

2023

2022
(Restated - Note 3)

REVENUES	Instruction		Operations and Transportation		System Administration		External Services		TOTAL	TOTAL
	ECS	Grades 1 - 12	Maintenance							
(1) Alberta Education	\$ 38,599,870	\$ 904,768,866	\$ 110,154,999	\$ 33,440,380	\$ 38,557,353	\$ 3,731,105	\$ 1,129,252,573	\$ 1,100,552,273		
(2) Alberta Infrastructure	\$ -	\$ -	\$ 43,031,875	\$ -	\$ -	\$ -	\$ 43,031,875	\$ 44,918,633		
(3) Other - Government of Alberta	\$ -	\$ 2,017,758	\$ 23,584	\$ -	\$ 746	\$ 813,102	\$ 2,855,190	\$ 14,822,515		
(4) Federal Government and First Nations	\$ -	\$ 1,642,687	\$ -	\$ -	\$ -	\$ 1,322,148	\$ 2,964,835	\$ 2,145,253		
(5) Other Alberta school authorities	\$ -	\$ 1,069,880	\$ 221,393	\$ -	\$ 38,901	\$ 204,699	\$ 1,534,873	\$ 1,481,711		
(6) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(8) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(9) Fees	\$ 303,962	\$ 19,172,541	\$ -	\$ 8,697,290	\$ -	\$ 346,741	\$ 28,520,534	\$ 18,774,222		
(10) Sales of services and products	\$ -	\$ 3,157,059	\$ 1,737,912	\$ -	\$ 116,763	\$ 10,665,633	\$ 15,677,367	\$ 16,731,659		
(11) Investment income	\$ -	\$ 5,095	\$ 6,114,032	\$ -	\$ -	\$ 2,050	\$ 6,121,177	\$ 1,598,029		
(12) Gifts and donations	\$ 462,241	\$ 7,452,414	\$ -	\$ -	\$ 3,925	\$ -	\$ 7,918,580	\$ 5,959,794		
(13) Rental of facilities	\$ -	\$ 1,079,398	\$ 961,327	\$ -	\$ 9,556	\$ 1,573,072	\$ 3,623,353	\$ 3,494,485		
(14) Fundraising	\$ -	\$ 1,626,900	\$ -	\$ -	\$ -	\$ -	\$ 1,626,900	\$ 654,354		
(15) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ 702,324	\$ -	\$ -	\$ -	\$ 702,324	\$ 1,040,230		
(16) Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(17) TOTAL REVENUES	\$ 39,366,073	\$ 941,992,598	\$ 162,947,446	\$ 42,137,670	\$ 38,727,244	\$ 18,658,550	\$ 1,243,829,581	\$ 1,212,173,158		
EXPENSES										
(18) Certificated salaries	\$ 24,420,460	\$ 517,216,435	\$ -	\$ -	\$ 4,616,495	\$ 4,026,685	\$ 550,280,075	\$ 539,914,370		
(19) Certificated benefits	\$ 5,835,949	\$ 119,944,284	\$ -	\$ -	\$ 1,124,761	\$ 896,057	\$ 127,801,051	\$ 128,048,531		
(20) Non-certificated salaries and wages	\$ 14,049,257	\$ 122,015,284	\$ 64,007,562	\$ 1,114,401	\$ 17,062,286	\$ 3,501,972	\$ 221,750,762	\$ 221,802,930		
(21) Non-certificated benefits	\$ 4,014,869	\$ 35,814,034	\$ 19,980,472	\$ 298,411	\$ 4,582,536	\$ 806,230	\$ 65,496,552	\$ 63,542,798		
(22) SUB - TOTAL	\$ 48,320,535	\$ 794,990,037	\$ 83,988,034	\$ 1,412,812	\$ 27,386,078	\$ 9,230,944	\$ 965,328,440	\$ 953,308,629		
(23) Services, contracts and supplies	\$ 2,029,025	\$ 82,073,483	\$ 49,893,802	\$ 40,424,374	\$ 8,514,910	\$ 8,355,810	\$ 191,291,404	\$ 195,324,683		
(24) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 47,316,175	\$ -	\$ -	\$ -	\$ 47,316,175	\$ 48,260,635		
(25) Amortization of unsupported tangible capital assets	\$ 4,613	\$ 10,342,267	\$ 760,106	\$ 31	\$ 932,599	\$ 100,626	\$ 12,140,242	\$ 12,937,329		
(26) Amortization of supported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(27) Amortization of unsupported ARO tangible capital assets	\$ -	\$ 1,358,080	\$ 15,052	\$ 771	\$ 15,052	\$ 66,489	\$ 1,455,444	\$ 1,455,443		
(28) Accretion expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(29) Unsupported interest on capital debt	\$ -	\$ -	\$ 281,525	\$ -	\$ -	\$ -	\$ 281,525	\$ 303,235		
(30) Other interest and finance charges	\$ -	\$ 363,978	\$ 63,710	\$ -	\$ 19,121	\$ 47,261	\$ 494,070	\$ 492,933		
(31) Losses on disposal of tangible capital assets	\$ -	\$ 16,933	\$ -	\$ -	\$ -	\$ -	\$ 16,933	\$ 26,828		
(32) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(33) TOTAL EXPENSES	\$ 50,354,173	\$ 889,144,778	\$ 182,318,404	\$ 41,837,988	\$ 36,867,760	\$ 17,801,130	\$ 1,218,324,233	\$ 1,212,109,715		
(34) OPERATING SURPLUS (DEFICIT)	\$ (10,988,100)	\$ 52,847,820	\$ (19,370,958)	\$ 299,682	\$ 1,859,484	\$ 857,420	\$ 25,505,348	\$ 63,443		

CONSOLIDATED SCHEDULE OF OPERATIONS AND MAINTENANCE EXPENSES
For the Year Ended August 31, 2023 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR/CMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2023 TOTAL Operations and Maintenance	2022 TOTAL Operations and Maintenance
Non-certificated salaries and wages	\$ 39,232,303	\$ 18,246,581	\$ -	\$ -	\$ 6,528,678			\$ 64,007,562	\$ 63,484,837
Non-certificated benefits	\$ 10,493,014	\$ 7,323,122	\$ -	\$ -	\$ 2,164,336			\$ 19,980,472	\$ 19,859,724
SUB-TOTAL REMUNERATION	\$ 49,725,317	\$ 25,569,703	\$ -	\$ -	\$ 8,693,014			\$ 83,988,034	\$ 83,344,561
Supplies and services	\$ 2,806,886	\$ 1,666,587	\$ 566,482	\$ 7,693,793	\$ 482,694			\$ 13,216,442	\$ 19,863,463
Electricity			\$ 12,315,827					\$ 12,315,827	\$ 11,301,597
Natural gas/heating fuel			\$ 8,019,820					\$ 8,019,820	\$ 8,228,117
Sewer and water			\$ 3,337,648					\$ 3,337,648	\$ 2,821,438
Telecommunications			\$ 355,666					\$ 355,666	\$ 365,857
Insurance					\$ 4,653,268			\$ 4,653,268	\$ 6,106,547
ASAP maintenance & renewal payments							\$ 3,658,558	\$ 3,658,558	\$ 4,478,023
Amortization of tangible capital assets									
Supported							\$ 47,316,175	\$ 47,316,175	\$ 48,260,635
Unsupported						\$ 775,158		\$ 775,158	\$ 2,335,860
TOTAL AMORTIZATION						\$ 775,158	\$ 47,316,175	\$ 48,091,333	\$ 50,596,495
Accretion expense						\$ -	\$ -	\$ -	\$ -
Interest on capital debt - Unsupported						\$ 281,525		\$ 281,525	\$ 303,235
Lease payments for facilities				\$ 4,336,573				\$ 4,336,573	\$ 4,370,548
Other expense Other interest charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 63,710	\$ -	\$ 63,710	\$ 69,269
Losses on disposal of capital assets						\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSES	\$ 52,532,203	\$ 27,236,290	\$ 24,595,443	\$ 12,030,366	\$ 13,828,976	\$ 1,120,393	\$ 50,974,733	\$ 182,318,404	\$ 191,849,150

SQUARE METRES

School buildings	1,260,512	1,240,993
Non school buildings	122,165	122,165

Notes:

Custodial: All expenses related to activities undertaken to keep the school environment and maintenance shops clean and safe.

Maintenance: All expenses associated with the repair, replacement, enhancement and minor construction of buildings, grounds and equipment components. This includes regular and preventative maintenance undertaken to ensure components reach or exceed their life cycle and the repair of broken components. Maintenance expenses exclude operational costs related to expensed Infrastructure Maintenance Renewal (IMR), CMR & Modular Unit relocations, as they are reported on separately.

Utilities & Telecommunications: All expenses related to electricity, natural gas and other heating fuels, sewer and water and all forms of telecommunications.

Expensed IMR, CMR & Modular Unit Relocation & Lease Payments: All operational expenses associated with non-capitalized IMR and CMR projects, modular unit (portable) relocation, and payments on leased facilities.

Facility Planning & Operations Administration: All expenses related to the administration of operations and maintenance including (but not limited to) contract administration, clerical functions, negotiations, supervision of employees & contractors, school facility planning & project 'administration', administration of joint-use agreements, and all expenses related to ensuring compliance with health and safety standards, codes and government regulations.

Unsupported Amortization & Other Expenses: All expenses related to unsupported capital assets amortization and interest on unsupported capital debt.

Supported Capital & Debt Services: All expenses related to supported capital assets amortization and interest on supported capital debt.

CONSOLIDATED SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS
For the Year Ended August 31, 2023 (in dollars)

Cash & Cash Equivalents

	Average Effective (Market) Yield	2023		2022	
		Cost	Amortized Cost	Amortized Cost	Amortized Cost
Cash	4.72%	\$ 113,551,027	\$ 113,551,027	\$ 123,438,399	
Cash equivalents					
Government of Canada, direct and	0.00%	-	-	-	
Provincial, direct and guaranteed	0.00%	-	-	-	
Corporate	0.00%	-	-	-	
Other, including GIC's	2.20%	-	-	30,152,242	
Total cash and cash equivalents		\$ 113,551,027	\$ 113,551,027	\$ 153,590,641	

See Note 5 for additional detail.

Portfolio Investments

	Average Effective (Market) Yield	Investments Measured at Cost/Amortized Cost	2023 Investments Measured at Fair Value				Subtotal of Fair Value	Total	Book Value	Fair Value	Total
			Cost	Fair Value (Level 1)	Fair Value (Level 2)	Fair Value (Level 3)					
Interest-bearing securities											
Deposits and short-term securities	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bonds and mortgages	0.00%	-	-	-	-	-	-	-	-	-	-
	0.00%	-	-	-	-	-	-	-	-	-	-
Equities											
Canadian equities - public	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Canadian equities - private	0.00%	-	-	-	-	-	-	-	-	-	-
Global developed equities	0.00%	-	-	-	-	-	-	-	-	-	-
Emerging markets equities	0.00%	-	-	-	-	-	-	-	-	-	-
Private equities	0.00%	-	-	-	-	-	-	-	-	-	-
Hedge funds	0.00%	-	-	-	-	-	-	-	-	-	-
	0.00%	-	-	-	-	-	-	-	-	-	-
Inflation sensitive											
Real estate	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Infrastructure	0.00%	-	-	-	-	-	-	-	-	-	-
Renewable resources	0.00%	-	-	-	-	-	-	-	-	-	-
Other investments	0.00%	-	-	-	-	-	-	-	-	-	-
	0.00%	-	-	-	-	-	-	-	-	-	-
Strategic, tactical, and currency investments	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total portfolio investments	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

See Note 7 for additional detail.

Portfolio Investments

	Level 1	2023 Level 2	Level 3	Total
Pooled investment funds	\$ -	\$ -	\$ -	\$ -

Portfolio Investments Measured at Fair Value

	Level 1	2023 Level 2	Level 3	Total	2022 Total
Portfolio investments in equity instruments that are quoted in an active market.	\$ -	\$ -	\$ -	\$ -	\$ -
Portfolio investments designated to their fair value category.	-	-	-	-	-
	\$ -	\$ -	\$ -	\$ -	\$ -

Reconciliation of Portfolio Investments

Classified as Level 3	2023	2022
Opening balance	\$ -	\$ -
Purchases	-	-
Sales (excluding realized gains/losses)	-	-
Realized Gains (Losses)	-	-
Unrealized Gains/(Losses)	-	-
Transfer-in - please explain:	-	-
Transfer-out - please explain:	-	-
Ending balance	\$ -	\$ -

Operating

	2023	2022
Cost	\$ -	\$ -
Unrealized gains and losses	-	-

Endowments

	2023	2022
Cost	\$ -	\$ -
Unrealized gains and losses	-	-
Deferred revenue	-	-

Total portfolio investments

	\$ -	\$ -
--	------	------

The following represents the maturity structure for portfolio investments based on principal amount:

	2023	2022
Under 1 year	0.0%	0.0%
1 to 5 years	0.0%	0.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	0.0%	0.0%

SCHEDULE 6

School Jurisdiction Code: 3020

**CONSOLIDATED SCHEDULE OF TANGIBLE CAPITAL ASSETS
For the Year Ended August 31, 2023 (in dollars)**

<u>Tangible Capital Assets</u>	2023						2022	
	Land	Work In Progress*	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total	Total
	Estimated useful life		10-50 Years	10 Years	10 Years	5 Years		
Historical cost								
Beginning of year	\$ 837,590	\$ 88,109,825	\$ 2,075,530,218	\$ 173,366,137	\$ 3,860,008	\$ 59,549,239	\$ 2,401,253,017	2,298,665,123
Prior period adjustments	-	-	73,115,253	-	-	-	73,115,253	73,115,253
Additions	3,020,170	88,775,750	20,449,363	2,680,277	-	2,708,679	117,634,239	106,829,931
Transfers in (out)	-	(92,969,698)	89,045,354	3,092,984	-	831,360	-	-
Less disposals including write-offs	-	-	(1,735,927)	(24,190)	-	-	(1,760,117)	(4,242,037)
Historical cost, August 31, 2023	\$ 3,857,760	\$ 83,915,877	\$ 2,256,404,261	\$ 179,115,208	\$ 3,860,008	\$ 63,089,278	\$ 2,590,242,392	\$ 2,474,368,270
Accumulated amortization								
Beginning of year	\$ -	\$ -	\$ 861,804,356	\$ 136,417,714	\$ 3,258,867	\$ 44,209,542	\$ 1,045,690,479	988,136,709
Prior period adjustments	-	-	45,118,709	-	-	-	45,118,709	43,663,266
Amortization	-	-	49,394,037	6,215,502	112,156	5,190,166	60,911,861	62,653,406
Other additions	-	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	(1,731,075)	(7,257)	-	-	(1,738,332)	(3,644,193)
Accumulated amortization, August 31, 2023	\$ -	\$ -	\$ 954,586,027	\$ 142,625,959	\$ 3,371,023	\$ 49,399,708	\$ 1,149,982,717	\$ 1,090,809,188
Net Book Value at August 31, 2023	\$ 3,857,760	\$ 83,915,877	\$ 1,301,818,234	\$ 36,489,249	\$ 488,985	\$ 13,689,570	\$ 1,440,259,675	
Net Book Value at August 31, 2022	\$ 837,590	\$ 88,109,825	\$ 1,241,722,406	\$ 36,948,423	\$ 601,141	\$ 15,339,697		\$ 1,383,559,082

	2023	2022
Total cost of assets under capital lease	\$ -	\$ -
Total amortization of assets under capital lease	\$ -	\$ -

* Work in Progress consists of new modular projects, anticipated to be substantially complete in the 2023-2024 school year, Infrastructure Maintenance Renewal and Capital Maintenance Renewal Capital Projects, as well as other Board Funded Capital Projects not substantially complete by August 31, 2023. Additionally, three schools in progress managed by Alberta Infrastructure are also part of this balance.

Proceeds of \$684,747 were received in the year for one parcel of land related to the sale of surplus sites, which is not reflected in this schedule due to the Edmonton Joint Use Agreement (See Note 2(b) - "Other Assets").

SCHEDULE 7

School Jurisdiction Code: 3020

**CONSOLIDATED SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES
For the Year Ended August 31, 2023 (in dollars)**

Board Members:	FTE	Remuneration (1)	Benefits	Allowances	Performance Bonuses	ERIP's / Other Paid	Other Accrued Unpaid Benefits (2)	Expenses	
Chair*: ESTABROOKS, TRISHA	1.00	\$66,705	\$10,580	\$3,377			\$1,638	\$5,060	
HANCOCK, DAWN	1.00	\$41,571	\$9,292	\$3,377			\$1,599	\$6,309	
HOLE, MARCIA	1.00	\$40,767	\$9,246	\$3,377			\$1,568	\$2,782	
IP, NATHAN**	0.75	\$49,971	\$4,593	\$2,575			\$0	\$2,796	
KUSIEK, JULIE	1.00	\$42,549	\$9,352	\$3,377			\$1,565	\$4,995	
NELSON, MARSHA	1.00	\$40,164	\$5,638	\$3,377			\$1,516	\$1,077	
O'KEEFE, SHERRI	1.00	\$41,638	\$5,726	\$3,377			\$1,591	\$2,559	
SAWYER, JAN	1.00	\$49,017	\$7,519	\$3,377			\$1,736	\$12,914	
SUMAR, SAADIQ	1.00	\$39,694	\$9,183	\$3,377			\$1,527	\$5,675	
	-	\$0	\$0	\$0			\$0	\$0	
	-	\$0	\$0	\$0			\$0	\$0	
	-	\$0	\$0	\$0			\$0	\$0	
	-	\$0	\$0	\$0			\$0	\$0	
Subtotal	8.75	\$412,076	\$71,129	\$29,591			\$12,740	\$44,167	
Name, Superintendent 1	ROBERTSON, DARREL	1.00	\$334,161	\$44,753	\$6,023	\$0	\$0	\$19,004	\$3,845
Name, Superintendent 2									
Name, Superintendent 3									
Name, Treasurer 1	BURNSTAD, TODD	1.00	\$233,925	\$37,395	\$3,377	\$0	\$0	\$50,850	\$4,831
Name, Treasurer 2									
Name, Treasurer 3									
Name, Other	MILLS, KAREN	1.00	\$164,290	\$32,385	\$0	\$0	\$0	\$24,881	\$1,939
Certificated		\$549,945,914	\$126,356,662	\$806,198	\$0	\$0	\$568,411		
School based	5,147.00								
Non-School based	228.00								
Non-certificated		\$220,940,471	\$51,911,063	\$3,965,704	\$0	\$1,519,683	\$7,837,754		
Instructional	1,959.00								
Operations & Maintenance	971.00								
Transportation	14.00								
Other	456.00								
TOTALS	8,786.75	\$772,030,837	\$178,453,387	\$4,810,893	\$0	\$1,519,683	\$8,513,640	\$54,782	

- (1) Remuneration Includes: *Per annum honorarium and Per diem honorarium for additional activities over and above Trustees' general duties.*
 (2) Other Accrued Unpaid Benefits Include: *Accrued untaken vacation leave, Trustees' severance, and Superintendent's SERP benefits.*

* Resigned as Chair on October 5, 2023
 ** Non returning Trustee - Resigned June 6, 2023

CONSOLIDATED SCHEDULE OF ASSET RETIREMENT OBLIGATIONS
For the Year Ended August 31, 2023 (in dollars)

Continuity of ARO (Liability) Balance

(in dollars)	2023						2022					
	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
Opening Balance, Aug 31, 2022	\$ -	\$ 73,273,908	\$ -	\$ -	\$ -	\$ 73,273,908	\$ -	\$ 73,273,908	\$ -	\$ -	\$ -	\$ 73,273,908
Liability incurred from Sept. 1, 2022 to Aug. 31, 2023	-	-	-	-	-	-	-	-	-	-	-	-
Liability settled/extinguished from Sept. 1, 2022 to Aug. 31, 2023 - Alberta	-	-	-	-	-	-	-	-	-	-	-	-
Liability settled/extinguished from Sept 1., 2022 to Aug. 31, 2023 - Other	-	-	-	-	-	-	-	-	-	-	-	-
Accretion expense (only if Present Value technique is used)	-	-	-	-	-	-	-	-	-	-	-	-
Add/(Less): Revision in estimate Sept. 1, 2022 to Aug. 31, 2023	-	-	-	-	-	-	-	-	-	-	-	-
Reduction of liability resulting from disposals of assets Sept. 1, 2022 to Aug. 31, 2023	-	-	-	-	-	-	-	-	-	-	-	-
Balance, Aug. 31, 2023	\$ -	\$ 73,273,908	\$ -	\$ -	\$ -	\$ 73,273,908	\$ -	\$ 73,273,908	\$ -	\$ -	\$ -	\$ 73,273,908

Continuity of TCA (Capitalized ARO) Balance

(in dollars)	2023						2022					
	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
ARO Tangible Capital Assets - Cost												
Opening balance, August 31, 2022	\$ -	\$ 73,115,253	\$ -	\$ -	\$ -	\$ 73,115,253	\$ -	\$ 73,115,253	\$ -	\$ -	\$ -	\$ 73,115,253
Additions resulting from liability incurred	-	-	-	-	-	-	-	-	-	-	-	-
Revision in estimate	-	-	-	-	-	-	-	-	-	-	-	-
Reduction resulting from disposal of assets	-	-	-	-	-	-	-	-	-	-	-	-
Cost, August 31, 2023	\$ -	\$ 73,115,253	\$ -	\$ -	\$ -	\$ 73,115,253	\$ -	\$ 73,115,253	\$ -	\$ -	\$ -	\$ 73,115,253
ARO TCA - Accumulated Amortization												
Opening balance, August 31, 2022	\$ -	\$ 45,118,709	\$ -	\$ -	\$ -	\$ 45,118,709	\$ -	\$ 43,663,266	\$ -	\$ -	\$ -	\$ 43,663,266
Amortization expense	-	1,455,444	-	-	-	1,455,444	-	1,455,443	-	-	-	1,455,443
Revision in estimate	-	-	-	-	-	-	-	-	-	-	-	-
Less: disposals	-	-	-	-	-	-	-	-	-	-	-	-
Accumulated amortization, August 31, 2023	\$ -	\$ 46,574,153	\$ -	\$ -	\$ -	\$ 46,574,153	\$ -	\$ 45,118,709	\$ -	\$ -	\$ -	\$ 45,118,709
Net Book Value at August 31, 2023	\$ -	\$ 26,541,100	\$ -	\$ -	\$ -	\$ 26,541,100	\$ -	\$ 27,996,544	\$ -	\$ -	\$ -	\$ 27,996,544

The Board of Trustees of Edmonton School Division

Notes to the Consolidated
Financial Statements
August 31, 2023



1. AUTHORITY AND PURPOSE

The Board of Trustees of Edmonton School Division (the Division) is empowered to provide public education through bylaws approved by its Board of Trustees and under the authority of the *Education Act*, 2012, Chapter E-0.3.

The Division receives funding for instruction and support under the *Ministerial Grants Regulation* (AR215/2022). The regulation allows for the setting of conditions and use of grant monies. The Division is limited on certain funding allocations and administration expenses.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

These consolidated financial statements have been prepared in accordance with the *CPA Canada Public Sector Accounting Standards (PSAS)*. The consolidated financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality and within the framework of the accounting policies summarized below:

(a) Reporting Entity and Method of Consolidation

The consolidated financial statements reflect the assets, liabilities, revenues, and expenses of the reporting entity, which is composed of all organizations, which are controlled by the school jurisdiction. These organizations include

- Edmonton Public Schools Foundation (the Foundation), a foundation established in 2009 by the Division for the purposes of fundraising. The Foundation was incorporated under the *Societies Act* of the Province of Alberta.

The accounts of government sector entities, except those designated as government business enterprises, are consolidated using the line-by-line method. Under this method, accounting policies of the consolidated entities are adjusted to conform to the school jurisdiction's accounting policies and the results of each line item in their financial statements (revenue, expense, assets, and liabilities) are included in the school jurisdiction's results. Revenue and expense, capital, investing and financing transactions and related asset and liability balances between the Division and the Foundation have been eliminated.

(b) Basis of Financial Reporting

Valuation of Financial Assets and Liabilities

The Division's financial assets and liabilities are generally measured as follows:

<u>Financial Statement Component</u>	<u>Measurement</u>
Cash and cash equivalents	Cost
Accounts receivable	Lower of cost or net recoverable value
Accounts payable and other accrued liabilities	Cost
Debt	Amortized cost
Asset retirement obligations	Cost

Financial Assets

Financial assets are assets that could be used to discharge existing liabilities or finance future operations and are not for consumption in the normal course of operations.

Financial assets are the school jurisdiction's financial claims on external organizations and individuals, as well as cash.



(b) Basis of Financial Reporting (cont'd)

Cash and Cash Equivalents

Cash comprises cash on hand and demand deposits. Cash equivalents are short-term, highly liquid investments that are readily convertible into known amounts of cash and are subject to an insignificant risk of change in value. Cash equivalents have a maturity of three months or less at acquisition and are held for the purpose of meeting short-term commitments rather than for investment purposes.

Accounts Receivable

Accounts receivable are recognized at the lower of cost or net recoverable value. A valuation allowance is recognized when recovery is uncertain.

Liabilities

Liabilities are present obligations of the school jurisdiction to external organizations and individuals arising from past transactions or events occurring before the year-end, the settlement of which is expected to result in the future sacrifice of economic benefit.

They are recognized when there is an appropriate basis of measurement and management can reasonably estimate the amounts.

Accounts Payable and Other Accrued Liabilities

Accounts payable and accrued liabilities include unearned revenue collected from external organizations and individuals for which goods and services have yet to be provided.

Deferred Contributions

Deferred contributions include contributions received for operations which have stipulations that meet the definition of a liability per *Public Sector Accounting Standards (PSAS)* PS 3200. These contributions are recognized by the Division once it has met all eligibility criteria to receive the contributions. When stipulations are met, deferred contributions are recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability.

Deferred contributions also include contributions for capital expenditures, unspent and spent:

- Unspent Deferred Capital Contributions (UDCC) represent externally restricted supported capital funds provided for a specific capital purpose received or receivable by the Division, but the related expenditure has not been made at year-end. These contributions must also have stipulations that meet the definition of a liability per PS 3200 when spent.
- Spent Deferred Capital Contributions (SDCC) represent externally restricted supported capital funds that have been spent but have yet to be amortized over the useful life of the related capital asset. Amortization over the useful life of the related capital asset is due to certain stipulations related to the contributions that require the Division to use the asset in a prescribed manner over the life of the associated asset.



(b) Basis of Financial Reporting (cont'd)

Employee Future Benefits

The Division provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements.

The Division accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include the non-registered Supplemental Executive Retirement Program (SERP), retirement allowances and non-vested accumulating sick leave. The future benefits cost is actuarially determined using the projected benefit actuarial cost method pro-rated on service and using management's best estimate of expected salary escalation, benefit usage, termination and retirement rates and mortality. The discount rate used to measure obligations is based on the combined expected future cash flows of each benefit and the rates provided by the Alberta Loans to Local Authorities Office as of August 31, 2023.

Asset Retirement Obligations

Asset retirement obligations are legal obligations associated with the retirement of a tangible capital assets. Asset retirement activities include all activities relating to an asset retirement obligation. These may include, but are not limited to;

- decommissioning or dismantling a tangible capital asset that was acquired, constructed or developed;
- remediation of contamination of a tangible capital asset created by its normal use;
- post-retirement activities such as monitoring; and
- constructing other tangible capital assets to perform post-retirement activities.

A liability for an asset retirement obligation is recognized when, as at the financial reporting date:

- (a) there is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- (b) the past transaction or event giving rise to the liability has occurred;
- (c) it is expected that future economic benefits will be given up; and
- (d) a reasonable estimate of the amount can be made.

When a liability for asset retirement obligation is recognized, asset retirement costs related to recognized tangible capital assets in productive use are capitalized by increasing the carrying amount of the related asset and are amortized over the estimated useful life of the underlying tangible capital asset. Asset retirement costs related to unrecognized tangible capital assets and those not in productive use are expensed.

As the future retirement date is unknown, the asset retirement obligation is measured at the current estimated cost to settle or otherwise extinguish the liability. When the future retirement date is known, a present value technique will be used to measure the liability.

Debt

Debentures are recognized at their face amount less unamortized discount, which includes issue expenses.

Non-Financial Assets

Non-financial assets are acquired, constructed, or developed assets that do not normally provide resources to discharge existing liabilities, but instead:

- (a) are normally employed to deliver government services;
- (b) may be consumed in the normal course of operations; and
- (c) are not for sale in the normal course of operations.



Non-financial assets include tangible capital assets, inventories of supplies and prepaid expenses.

(b) Basis of Financial Reporting (cont'd)

Tangible Capital Assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost, including amounts directly related to the acquisition, design, construction, development, improvement, or betterment of the asset. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset and asset retirement cost.
- Donated tangible capital assets are recorded at their fair market value at the date of donation, except in circumstances where fair value cannot be reasonably determined, when they are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at original cost less accumulated amortization.
- Supported tangible capital assets are capital assets purchased using restricted grants/donations, or received with specific usage. Unsupported tangible capital assets are funded by the Division's own source funds.
- Work-in-progress is recorded as a transfer to the applicable asset class at substantial completion.
- Buildings include site and leasehold improvements as well as assets under capital lease.
- Sites and buildings are written down to residual value when conditions indicate they no longer contribute to the ability of the Division to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. For supported assets, the write-downs are accounted for as reductions to Spent Deferred Capital Contributions (SDCC).
- Buildings that are demolished or destroyed are written off.
- Tangible capital assets with costs in excess of \$5,000 are capitalized.
- Tangible capital assets are amortized over their estimated useful lives, commencing the following year of acquisition, on a straight-line basis, at the following rates:

Buildings	2% to 10%
Vehicles	10%
Computer Hardware & Software	20%
Other Equipment & Furnishings	10%

Inventory of Supplies

Inventory of supplies is valued at the lower of cost and replacement cost. Cost is determined on an average costing basis.

Prepaid Expenses

Prepaid expenses are recognized at cost and amortized based on the terms of the agreement or using a methodology that reflects use of the resource.

Other Assets

Under the Edmonton Joint Use Agreement: Land, school lands are acquired by the City of Edmonton through reserve dedication. Land interest is transferred to the Division for a nominal cost when a school is built. This land is not recognized in the Division's consolidated financial statements, as the land reverts to the City of Edmonton or another school jurisdiction at nominal cost upon disposition. Only in historical instances does the Division have control over school site land or the proceeds gained on its disposal, typically on sites that were acquired prior to the adoption of provincial planning legislation requiring land dedication or when a portion of land is identified as surplus.



(b) Basis of Financial Reporting (cont'd)

Operating and Capital Reserves

Certain amounts, as approved by the Board of Trustees, are internally or externally restricted for future operating or capital purposes. Transfers to and from reserves are recorded when approved by the Board of Trustees. Capital reserves are restricted to capital purposes and may only be used for operating purposes with approval by the Minister of Education. Reserves are disclosed in the Schedule of Changes in Net Assets.

Revenue Recognition

All revenues are reported on the accrual basis of accounting. Cash received for which goods or services have not been provided by year end is recognized as unearned revenue and recorded in accounts payable and other accrued liabilities.

Government transfers

Transfers from all governments are referred to as government transfers.

Government transfers and associated externally restricted investment income are recognized as deferred contributions if the eligibility criteria for use of the transfer, or the stipulations together with school jurisdiction's actions and communications as to the use of the transfer, create a liability. These transfers are recognized as revenue as the stipulations are met and, when applicable, school jurisdiction complies with its communicated use of these transfers.

All other government transfers, without stipulations for the use of the transfer, are recognized as revenue when the transfer is authorized and the school jurisdiction meets the eligibility criteria (if any).

Donations and non-Government contributions

Donations and non-government contributions are received from individuals, corporations, and private sector not-for-profit organizations. Donations and non-government contributions may be unrestricted or externally restricted for operating or capital purposes.

Unrestricted donations and non-government contributions are recognized as revenue in the year received or in the year the funds are committed to the Division if the amount can be reasonably estimated and collection is reasonably assured.

Externally restricted donations, non-government contributions and realized and unrealized gains and losses for the associated externally restricted investment income are recognized as deferred contributions if the terms for their use, or the terms along with the Division's actions and communications as to the use, create a liability. These resources are recognized as revenue as the terms are met and, when applicable, the Division complies with its communicated use.

In-kind donations of services and materials are recognized at fair value when such value can reasonably be determined. While volunteers contribute a significant amount of time each year to assist the Division, the value of their services are not recognized as revenue and expenses in the consolidated financial statements because fair value cannot be reasonably determined.

Investment income

Investment income includes interest income earned on the Division's general bank account, Notice Plan account, and Guaranteed Investment Certificate.

Expenses

Expenses are reported on an accrual basis. The cost of goods consumed and services received during the year is expensed.



(b) Basis of Financial Reporting (cont'd)

Program Reporting

The Division's operations have been segmented as follows:

- **ECS Instruction:** The provision of ECS education instructional services that fall under the basic public education mandate.
- **Grade 1 - 12 Instruction:** The provision of instructional services for Grade 1 - 12 that fall under the basic public education mandate.
- **Operations and Maintenance:** The operation and maintenance of all school buildings and maintenance shop facilities.
- **Transportation:** The provision of regular and special education bus services (to and from school), whether contracted or board operated, including transportation facility expenses.
- **System Administration:** The provision of board governance and system-based / central office administration.
- **External Services:** All projects, activities, and services offered outside the public education mandate for Pre-Kindergarten children and students in Kindergarten to Grade 12. Services offered beyond the mandate for public education must be self-supporting, and Alberta Education funding may not be utilized to support these programs.

The allocation of revenues and expenses is reported by program, source, and object on the Schedule of Program Operations. Respective instruction expenses include the cost of certificated teachers, non-certificated teaching assistants as well as a proportionate share of supplies & services, school administration & instruction support, and system instructional support.

Trusts Under Administration

The Division has property that has been transferred or assigned to it to be administered or directed by a trust agreement or statute. The Division holds title to the property for the benefit of the beneficiary.

Trusts under administration have been excluded from the financial reporting of the Division. A summary of Trust balances is listed in Note 19.

Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the consolidated financial statements. The Division recognizes a financial instrument when it becomes a party to a financial instrument contract.

Unless otherwise noted, it is management's opinion that the Division is not exposed to significant credit and liquidity risks, or market risk, which includes currency, interest rate and other price risks.

The associated transaction costs are added to the carrying value of items in the cost or amortized cost upon initial recognition. The gain or loss arising from de-recognition of a financial instrument is recognized in the Consolidated Statement of Operations. Impairment losses such as write-downs or write-offs are reported in the Consolidated Statement of Operations.



(b) Basis of Financial Reporting (cont'd)

Measurement Uncertainty

Measurement uncertainty exists when there is a variance between the recognized or disclosed amount and another reasonably possible amount. The preparation of consolidated financial statements for a period involves the use of estimates and approximations, which have been made using careful judgment. Actual results could differ from those estimates.

The estimated employee future benefits liability of \$9,575,400 (2022 - \$9,556,400) recognized and disclosed in these consolidated financial statements is subject to measurement uncertainty. Actual experience may vary from the assumptions used in the calculations.

There is also measurement uncertainty related to the estimated asset retirement obligation of \$73,273,908 (2022 - \$73,273,908) as it involves estimates in determining settlement amount and timing of settlement. Changes in any of these estimates and assumptions may result in a change to the obligation.

3. CHANGE IN ACCOUNTING POLICY

Effective September 1, 2022, the Division adopted the new accounting standard PS 3280 Asset Retirement Obligations and applied the standard using the modified retroactive approach with restatement of prior year comparative information.

On the effective date of the PS 3280 standard, the Division recognized the following to conform to the new standard:

- asset retirement cost capitalized as an increase to the carrying amount of the related tangible capital assets in productive use;
- accumulated amortization on the capitalized cost; and
- adjustment to the opening balance of the accumulated surplus/deficit.

Amounts are measured using information and assumptions where applicable that are current on the effective date of the standard. The amount recognized as an asset retirement cost is measured as of the date the asset retirement obligation was incurred. Accumulated amortization is measured for the period from the date the liability would have been recognized had the provisions of this standard been in effect to the date as of which this standard is first applied.



3. CHANGE IN ACCOUNTING POLICY (CON'T)

Impact on the prior year's financial statements as a result of the change in accounting policy is as follows:

	2022		
	As previously reported	Adjustment recognized	As restated
Consolidated Statement of Financial Position			
Liability	127,144,177	73,273,908	200,418,085
Net financial assets	51,277,432	(73,273,908)	(21,996,476)
Non-financial asset	1,366,229,673	27,996,544	1,394,226,217
Net assets	212,285,855	(45,277,364)	167,008,491
Consolidated Statement of Operations			
Expense	1,210,654,272	1,455,443	1,212,109,715
Annual surplus	1,518,886	(1,455,443)	63,443
Accumulated surplus at beginning of year	210,766,969	(43,821,921)	166,945,048
Accumulated surplus at end of year	212,285,855	(45,277,364)	167,008,491
Consolidated Statement of Change in Net Financial Assets (Net Debt)			
Annual surplus (deficit)	1,518,886	(1,455,443)	63,443
Amortization of tangible capital assets	(45,034,122)	1,455,443	(43,578,679)
Net financial assets at beginning of year	64,759,891	(73,273,908)	(8,514,017)
Net financial assets at end of year	51,277,432	(73,273,908)	(21,996,476)
Consolidated Statement of Cash Flows			
Annual surplus (deficit)	1,518,886	(1,455,443)	63,443
Amortization of tangible capital assets	61,197,964	1,455,443	62,653,407



4. FUTURE CHANGES IN ACCOUNTING STANDARDS

During the 2023-2024 fiscal year, the Division will adopt the following accounting standard issued by The Public Sector Accounting Board:

- **PS 3400 Revenue (effective for years beginning on or after April 1, 2023)**

This standard provides guidance on how to account for and report on revenue, and specifically, it addresses revenue arising from exchange transactions and non-exchange transactions.

- **PSG 8 Purchased Intangibles (effective for years beginning on or after April 1, 2023)**

This standard provides guidelines on how to account for and report on identifiable non-monetary economic resources without physical substance acquired through an arm's length exchange transaction between knowledgeable, willing parties who are under no compulsion to act.

- **PS 3160 Public Private Partnerships (effective for years beginning on or after April 1, 2023)**

This accounting standard provides guidance on how to account for public private partnerships between public and private sector entities, where the public sector entity procures infrastructure using a private sector partner.

Management is currently assessing the impact of these standards on the consolidated financial statements.

5. CASH AND CASH EQUIVALENTS

Cash and cash equivalents include \$750,809 (2022 - \$430,062) for the Foundation.

On November 30, 2022, the Division transferred its balance in a Notice Plan with a floating interest rate (1.06% at the time of transfer) to its general bank account. Effective December 1, 2022, the Notice Plan Agreement stated an interest rate of 0.80%, 2 basis points lower than rates earned in the general bank account, to which the funds were transferred to.

On June 22, 2022, the Division purchased a 30-day cashable Guaranteed Investment Certificate (GIC) for \$30,000,000, with a maturity date of June 22, 2023. Interest was paid and compounded monthly at a rate of 2.2%.

On July 26, 2022, the Division redeemed the GIC and purchased a new 1-year cashable GIC at 3%. In September 2022, as a result of increases to the Bank of Canada interest rates, the Division redeemed the GIC as the interest earned was lower than the overnight rate (3.82%). No new investments have been purchased thereafter.

Interest earned on the GIC prior to cash out totaled \$17,297 (2022 - \$152,242). These amounts are all included in investment income.



6. ACCOUNTS RECEIVABLE

	2023		2022	
	Gross Amount	Allowance for Doubtful Accounts	Net Realizable Value	Net Realizable Value
Alberta Education - Grants	\$ 7,357,671	\$ -	\$ 7,357,671	\$ 241,989
Alberta Education - Other	277,290	-	277,290	200,763
Other Alberta school jurisdictions	73,063	-	73,063	70,393
Alberta Health Services	98,694	-	98,694	156,005
Post-secondary institutions	34,581	-	34,581	877
Seniors, Community & Social Services	14,710	-	14,710	221,584
Alberta Infrastructure	15,559,326	-	15,559,326	15,495,670
Federal government	1,570,597	-	1,570,597	2,467,070
Municipalities	1,465,784	-	1,465,784	1,259,192
First Nations	41,391	-	41,391	17,424
Other	3,495,417	(1,928,631)	1,566,786	4,700,001
Total	\$ 29,988,524	\$ (1,928,631)	\$ 28,059,893	\$ 24,830,968

7. CONTRACTUAL RIGHTS

Contractual rights are rights of the Division to economic resources arising from contracts or agreements that will result in both assets and revenues in the future when the terms of those contracts or agreements are met.

	2023	2022
Contractual rights from operating leases	\$ 3,414,422	\$ 2,511,248
Contractual rights from service agreements	5,074,514	8,616,845
Contractual rights from grant agreements	2,886,283	4,063,549
Contractual rights from capital grant agreements	8,306,347	9,855,442
Contractual rights from other agreements *	921,484	1,996,560
Total	\$ 20,603,050	\$ 27,043,644

* Other agreements consist of a revenue sharing agreement with the City of Edmonton for the sale of surplus sites, as well as financial contributions from the Canada Community Revitalization Fund.



7. CONTRACTUAL RIGHTS (CON'T)

Estimated amounts that will be received or receivable for each of the next five years and thereafter are as follows:

	Operating Leases	Service Agreements	Grant Agreements	Capital Grant Agreements	Other
2023-2024	\$ 3,414,422	\$ 3,848,800	\$ 1,585,480	\$ 7,766,994	\$ 921,484
2024-2025	-	1,225,714	1,300,803	539,353	-
2025-2026	-	-	-	-	-
2026-2027	-	-	-	-	-
2027-2028	-	-	-	-	-
Thereafter	-	-	-	-	-
Total	\$ 3,414,422	\$ 5,074,514	\$ 2,886,283	\$ 8,306,347	\$ 921,484

8. CONTINGENT ASSETS

The Division initiated legal matters where possible assets are being sought. The outcomes from these matters are, at this point, indeterminate.

9. BANK INDEBTEDNESS

The Division has negotiated a line of credit in the amount of \$42,000,000 Canadian dollars and \$200,000 US dollars (the equivalent of \$270,620 Canadian at August 31, 2023) that bears interest at prime less 0.50%. This line of credit is secured by a borrowing bylaw and a security agreement, covering all revenue of the Division. There was no balance outstanding at August 31, 2023 or August 31, 2022.



10. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	<u>2023</u>	<u>2022</u>
Alberta Education	\$ -	\$ 10,935,800
Other Alberta school jurisdictions	3,327	99,685
Alberta Health Services	350	13,675
Post-secondary institutions	481	-
Alberta Infrastructure	175,254	86,117
Alberta Foundation for the Arts	6,300	6,300
Other Government of Alberta ministries	2,175	3,546
Federal government	13,753	19,260
Accrued vacation pay liability	8,513,640	9,074,104
Other salaries & benefit costs	10,759,081	10,362,422
Other trade payables and accrued liabilities	25,065,743	38,469,257
Unearned Revenue:		
School Generated Funds, Other	846,615	1,195,501
School Generated Funds, Advanced Fees	837,190	1,043,971
Other unearned revenue over \$5,000 *	4,729,422	3,477,874
Total	<u>\$ 50,953,331</u>	<u>\$ 74,787,512</u>

* Unearned Revenue over \$5,000 for 2022-23 can be broken down as follows:

1. \$4,213,162 in funds received from students enrolled in the International Students Program. Funds are held in Unearned Revenue and are recognized at the start of the applicable school semester.
2. \$367,259 in tuition amounts paid by students at Metro Continuing Education for classes that start at a later date.
3. \$26,895 in tuition amounts collected in advance from Non-Resident English Language Learners (ELL).
4. \$21,877 in unused gift certificates issued by Metro Continuing Education (\$21,162) & Café 1881 (\$715).
5. \$50,859 in long-term lease receivable at John A. McDonald School.
6. \$49,370 in funds received from the City of Edmonton for use of the sign at Dr. Anne Anderson High School (\$20,000) and rental services at Montrose school (\$29,370).

11. BENEFIT PLANS

Pension costs included in these consolidated financial statements are comprised of the cost of employer contributions for current service of employees during the year.

Current and past service costs of the Alberta Teachers Retirement Fund (ATRF) are met by contributions by active members and the Government of Alberta. Under the terms of the *Teacher's Pension Plan Act*, the Division does not make pension contributions for certificated staff. The Government portion of the current service contribution to the ATRF on behalf of the Division is included in both revenues and expenses. For the school year ended August 31, 2023, the amount contributed by the Government was \$50,239,822 (2022 - \$55,553,241).

The Division participates in a multi-employer pension plan, the Local Authorities Pension Plan (LAPP), and does not report on any unfunded liabilities. The expense for this pension plan is equivalent to the annual contributions of \$16,861,838 for the year ended August 31, 2023 (2022 - \$17,427,090). At December 31, 2023, the LAPP reported a surplus of \$12,671,000,000 (2022 - surplus of \$11,922,000,000).



11. BENEFIT PLANS (CON'T)

The Division and the Superintendent participate in a multi-employer registered Supplemental Integrated Pension Plan (SIPP). The plan provides a supplement to the ATRF pension to a full 2% of pensionable earnings multiplied by pensionable service, limited by the *Income Tax Act*. The annual expenditure for this pension plan is equivalent to the annual contributions of \$8,694 for the year ended August 31, 2023 (2022 - \$8,405).

The Division does not have sufficient plan information on the LAPP and SIPP to follow the standards for defined benefit accounting, and therefore, follows the standards for defined contribution accounting. Accordingly, pension expense recognized for the LAPP and SIPP is comprised of employer contributions to the plan that are required for its employees during the year, which are calculated based on actuarially pre-determined amounts that are expected to provide the plan's future benefits.

Employee future benefit liabilities consist of the following:

	2023	2022
Accumulating sick pay liability (vested)	2,605,100	2,862,700
Retirement allowances	6,544,300	6,277,000
Other employee future benefits	426,000	416,700
Total	\$ 9,575,400	\$ 9,556,400

12. ASSET RETIREMENT OBLIGATIONS

	2023	2022 (Restated - Note 3)
Asset Retirement Obligations, beginning of year	\$ 73,273,908	\$ 73,273,908
Liability incurred	-	-
Liability settled	-	-
Accretion expense	-	-
Revision in estimates	-	-
Asset Retirement Obligations, end of year	\$ 73,273,908	\$ 73,273,908

Tangible capital assets with associated retirement obligations include the Division's buildings. The Division has asset retirement obligations to remove hazardous asbestos fibre containing materials from various buildings under its control. Regulations require the school division to handle and dispose of the asbestos in a prescribed manner when it is disturbed, such as when the building undergoes renovations or is demolished. Although timing of the asbestos removal is conditional on the building undergoing renovations or being demolished, regulations create an existing obligation for the school division to remove the asbestos when asset retirement activities occur.

Asset retirement obligations are initially measured as of the date the legal obligation was incurred, based on management's best estimate of the amount required to retire tangible capital assets and subsequently remeasured considering any new information and the appropriateness of assumptions used. The estimate of the liability is based on professional judgment and third-party quotes to validate the amounts.

The extent of the liability is limited to costs directly attributable to the removal of hazardous asbestos fibre containing materials from various buildings under the Division's control in accordance with legislation establishing the liability. The entity estimated the nature and extent of hazardous materials in its buildings based on the potential square meters affected and the average costs per square meter to remove and dispose of the hazardous materials.

Included in ARO estimates is \$73,273,908 measured at its current estimated cost to settle or otherwise extinguish the liability. School division has measured AROs related to hazardous asbestos fibre containing materials at its current value due to the uncertainty about when the hazardous materials would be removed.



13. DEBT

	<u>2023</u>	<u>2022</u>
Unsupported debenture outstanding at August 31, 2023 has an interest rate of 3.06%. The term of the debenture is 20 years, with payments made semi-annually.	\$ 8,995,577	\$ 9,712,149
Total	<u>\$ 8,995,577</u>	<u>\$ 9,712,149</u>

Unsupported Debenture – Alberta Capital Finance Authority

Payments on the unsupported debenture due over the next five years and beyond are as follows:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2023-2024	\$ 738,645	\$ 269,393	\$ 1,008,038
2024-2025	761,398	246,640	1,008,038
2025-2026	784,852	223,186	1,008,038
2026-2027	809,028	199,009	1,008,037
2027-2028	833,950	174,088	1,008,038
2028 to maturity	5,067,704	476,504	5,544,208
Total	<u>\$ 8,995,577</u>	<u>\$ 1,588,820</u>	<u>\$ 10,584,397</u>

14. PREPAID EXPENSES

Prepaid expenses consist of the following:

	<u>2023</u>	<u>2022</u>
Prepaid insurance	\$ 1,376,041	\$ 1,344,033
International Baccalaureate Fees	130,446	149,911
Building Lease Payments	265,786	386,245
Enterprise Systems and Software	5,122,856	4,519,180
Professional Development, Programs and Fees	66,922	75,561
Other	58,694	45,200
Total	<u>\$ 7,020,745</u>	<u>\$ 6,520,130</u>



15. NET ASSETS

Detailed information related to accumulated surplus is available on the Schedule of Changes in Net Assets. The Division's accumulated surplus is summarized as follows:

	<u>2023</u>	<u>2022</u>
Unrestricted surplus	\$ -	\$ -
Operating reserves	38,082,457	30,362,929
Accumulated surplus from operations	38,082,457	30,362,929
Investment in tangible capital assets	124,796,190	95,351,753
Capital reserves	29,635,189	41,293,809
Accumulated surplus	<u>\$ 192,513,836</u>	<u>\$ 167,008,491</u>

Accumulated surplus from operations (ASO) includes funds of \$1,802,175 that are raised at the school level and are not available to spend at the board level. The Division's adjusted surplus from operations is calculated as follows:

Accumulated surplus from operations	\$ 38,082,457	\$ 30,362,929
Deduct: School generated funds included in accumulated surplus (Note 20)	1,802,175	1,640,261
Adjusted accumulated surplus from operations ⁽¹⁾	<u>\$ 36,280,282</u>	<u>\$ 28,722,668</u>

⁽¹⁾ Adjusted ASO represents funds available for use by the Division after deducting funds raised at the school level.

16. CONTRACTUAL OBLIGATIONS

	<u>2023</u>	<u>2022</u>
Building projects ⁽¹⁾	\$ 3,196,507	\$ 9,001,286
Building leases ⁽²⁾	7,071,722	10,085,820
Service providers ⁽³⁾	14,481,237	25,308,052
Total	<u>\$ 24,749,466</u>	<u>\$ 44,395,158</u>

⁽¹⁾ Building Projects: The Division is committed to \$3,196,507 in Maintenance Projects, some of which are anticipated to be funded by Infrastructure Maintenance Renewal and Capital Maintenance Renewal funding from Alberta Education.

⁽²⁾ Building Leases: The Division is committed to lease office space to provide learning spaces for various outreach and alternative academic programs.

⁽³⁾ Service Providers: as at August 31, 2023, the Division has \$14,481,237 in commitments relating to service contracts. None of these are paid to other school jurisdictions.



16. CONTRACTUAL OBLIGATIONS (CON'T)

Estimated payment requirements for each of the next five years and thereafter are as follows:

	Building Projects	Building Leases	Service Providers
2023-2024	\$ 3,196,507	\$ 3,133,532	\$ 12,636,236
2024-2025	\$ -	\$ 1,660,188	\$ 1,013,568
2025-2026	\$ -	\$ 1,438,457	\$ 529,870
2026-2027	\$ -	\$ 73,004	\$ 25,985
2027-2028	\$ -	\$ 73,004	\$ 25,985
Thereafter	\$ -	\$ 693,537	\$ 249,593
Total	\$ 3,196,507	\$ 7,071,722	\$ 14,481,237

17. CONTINGENT LIABILITIES

- a) The Division is involved in legal matters where damages are being sought. The Division has been named in 28 (2022 - 30) claims of which the outcome is not determinable. The resolution of indeterminable claims may result in a liability, if any, that may be significantly lower than the claimed amount. Accruals have been made in specific instances where it is likely that losses will be incurred based on a reasonable estimate. None of these contingent liabilities involves related parties.
- b) The Division is a member of Urban Schools Insurance Consortium (USIC). Under the terms of its membership, the Division could become liable for its proportionate share of any claim losses in excess of the funds held by USIC. The Division's share of the pool as at August 31, 2023 was \$2,517,320 (2022 - \$2,325,901). This amount has not been recognized in the Division's consolidated financial statements.

18. OTHER REVENUE

Other revenue consists of the following:

	2023	2022
Rental of facilities	\$ 3,623,353	\$ 3,494,485
Gains on disposal of capital assets	702,324	1,040,230
Total	\$ 4,325,677	\$ 4,534,715

19. TRUSTS UNDER ADMINISTRATION

These balances represent assets that are held in trust by the Division. They are not recorded in the consolidated financial statements of the Division.

	2023	2022
Deferred salary leave plan	\$ 1,206,426	\$ 1,474,538
Scholarship trusts	1,653,169	1,544,775
International Student Health Insurance	(3,025)	112,415
Total	\$ 2,856,570	\$ 3,131,728



20. SCHOOL GENERATED FUNDS

	2023	2022
School Generated Funds, Beginning of Year	\$ 4,590,443	\$ 4,420,248
Gross Receipts:		
Fees	12,101,877	5,887,402
Fundraising	1,538,325	617,089
Gifts and donations	4,428,112	2,944,902
Grants to schools	91,199	80,258
Other sales and services	5,060,267	3,442,341
Total gross receipts	<u>\$ 23,219,780</u>	<u>\$ 12,971,992</u>
Total Related Expenses and Uses of Funds	18,144,040	9,351,276
Total Direct Costs Including Cost of Goods Sold to Raise Funds	5,796,928	3,450,521
School Generated Funds, End of Year	<u>\$ 3,869,255</u>	<u>\$ 4,590,443</u>
Balance included in Deferred Contributions	\$ 1,220,463	\$ 1,754,681
Balance included in Accounts Payable	\$ 846,615	\$ 1,195,501
Balance included in Accumulated Surplus (Operating Reserves)	\$ 1,802,177	\$ 1,640,261



21. RELATED PARTY TRANSACTIONS

Related parties are those entities consolidated or accounted for on the modified equity basis in the Government of Alberta consolidated financial statements. Related parties also include key management personnel in the Division and their close family members.

All entities that are consolidated in the accounts of the Government of Alberta are related parties of the Division. These include government departments, health authorities, post-secondary institutions and other school jurisdictions in Alberta.

	Balances		Transactions	
	Financial Assets (at cost or net realizable value)	Liabilities (at amortized cost)	Revenues	Expenses
Government of Alberta (GOA):				
Alberta Education				
Accounts receivable / Accounts payable	\$ 7,634,961	\$ -	-	-
Prepaid expenses / Deferred operating revenue	-	9,864,991	-	-
Expended deferred capital revenue		167,518,466	8,379,631	
Grant revenue & expenses	-	-	1,070,510,787	-
ATRF payments made on behalf of Division			50,239,822	
Other revenues & expenses	-	-	122,333	218,767
Other Alberta school jurisdictions	73,063	3,327	1,370,320	37,319
Alberta Health	-	-	86,981	-
Alberta Health Services	98,694	17,885	927,182	374,099
Enterprise and Advanced Education	-	-	-	-
Post-secondary institutions	34,581	481	164,553	1,178,170
Alberta Infrastructure				
Alberta Infrastructure	15,559,326	175,254	43,031,875	488
Unexpended deferred capital contributions	-	7,899,463	-	-
Spent deferred capital contributions		1,064,481,831		
Alberta Seniors, Community and Social Services	14,710	10,324	1,655,391	-
Alberta Arts, Culture & Status for Women	-	25,000	7,087	14,373
Alberta Foundation for the Arts	-	26,025	45,457	-
Alberta Children & Family Services	-	-	54,617	-
Other GOA ministries	-	1,197	78,475	2,026
Other:				
Alberta Capital Financing Authority	-	8,995,577	-	281,525
TOTAL 2022/2023	\$ 23,415,335	\$ 1,259,019,821	\$1,176,674,511	\$ 2,106,767
TOTAL 2021/2022	\$ 16,387,282	\$ 1,249,971,449	\$1,162,346,146	\$ 2,584,672

The Division and its employees paid or collected certain amounts set by regulation or local policy. These amounts were incurred in the normal course of business, reflect charges applicable to all users and have been excluded from this schedule.

The Division occupies space provided by related parties in exchange for a nominal sum. The Division also leases space to related parties for a nominal sum.



22. ECONOMIC DEPENDENCE ON RELATED THIRD PARTY

The Division's primary source of income is from the Alberta Government. The Division's ability to continue viable operations is dependent on this funding.

23. BUDGET AMOUNTS

The budget was prepared by the school jurisdiction and approved by the Board of Trustees on May 27, 2022.

The Board of Trustees of Edmonton School Division

Unaudited Schedules
August 31, 2023

SCHEDULE 9

**UNAUDITED CONSOLIDATED SCHEDULE OF FEES
For the Year Ended August 31, 2023 (in dollars)**

Please provide a description, if needed.	Actual Fees Collected 2021/2022	Budgeted Fee Revenue 2022/2023	(A) Actual Fees Collected 2022/2023	(B) Unspent September 1, 2022*	(C) Funds Raised to Defray Fees 2022/2023	(D) Expenditures 2022/2023	(A) + (B) + (C) - (D) Unspent Balance at August 31, 2023*
Transportation Fees	\$7,297,216	\$9,135,200	\$8,697,290	\$0	\$0	\$41,861,882	\$0
Basic Instruction Fees							
Basic instruction supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fees to Enhance Basic Instruction							
Technology user fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alternative program fees	\$69,743	\$209,200	\$1,327,387	\$55,142	\$0	\$1,328,607	\$53,922
Fees for optional courses	\$1,765,998	\$3,438,300	\$2,766,007	\$339,780	\$0	\$2,660,993	\$444,794
Activity fees	\$2,339,585	\$6,877,200	\$6,442,606	\$334,309	\$0	\$6,790,743	\$0
Early childhood services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other fees to enhance education	\$902,664	\$935,800	\$845,284	\$0	\$0	\$845,284	\$0
Non-Curricular fees							
Extracurricular fees	\$1,407,748	\$2,790,000	\$2,555,871	\$358,625	\$0	\$2,651,496	\$263,000
Non-curricular travel	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lunch supervision and noon hour activity fees	\$4,414,591	\$4,587,000	\$4,835,165	\$0	\$0	\$5,446,718	\$0
Non-curricular goods and services	\$507,848	\$781,200	\$696,140	\$107,645	\$0	\$705,058	\$98,727
Other fees	\$0	\$0	\$4,782	\$0	\$0	\$4,782	\$0
TOTAL FEES	\$18,705,393	\$28,753,900	\$28,170,532	\$1,195,501	\$0	\$62,295,563	\$860,443

*Unspent balances cannot be less than \$0

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products", "Fundraising", or "Other revenue" (rather than fee revenue):

	Actual 2023	Actual 2022
Please provide a description, if needed.		
Cafeteria sales, hot lunch, milk programs	\$1,056,781	\$653,332
Special events, graduation, tickets	\$1,613,677	\$1,281,877
International and out of province student revenue	\$3,214,455	\$2,971,148
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$863,442	\$867,410
Adult education revenue	\$0	\$0
Preschool	\$0	\$0
Child care & before and after school care	\$0	\$0
Lost item replacement fee	\$0	\$0
Library fines, book donations	\$140,787	\$89,805
	\$0	\$0
	\$0	\$0
TOTAL	\$6,889,142	\$5,863,572

SCHEDULE 10**UNAUDITED CONSOLIDATED SCHEDULE OF SYSTEM ADMINISTRATION**

For the Year Ended August 31, 2023 (in dollars)

Allocated to System Administration
2023

EXPENSES	Salaries & Benefits	Supplies & Services	Other	TOTAL
Office of the superintendent	\$ 476,657	\$ 18,933	\$ -	\$ 495,590
Educational administration (excluding superintendent)	4,267,814	1,712,753	-	5,980,567
Business administration	6,490,428	3,566,939	-	10,057,367
Board governance (Board of Trustees)	874,240	977,114	-	1,851,354
Information technology	2,696,338	36,027	-	2,732,365
Human resources	8,584,803	622,872	-	9,207,675
Central purchasing, communications, marketing	2,166,109	435,607	-	2,601,716
Payroll	-	-	-	-
Administration - insurance			440,769	440,769
Administration - amortization			947,651	947,651
Administration - other (admin building, interest)			244,279	244,279
Building operations/closed school management	1,004,060	421,519	-	1,425,579
Student information	527,634	2,367	-	530,001
Archives and museum	297,997	54,850	-	352,847
TOTAL EXPENSES	\$ 27,386,080	\$ 7,848,981	\$ 1,632,699	\$ 36,867,760
Less: Amortization of unsupported tangible capital assets				(\$932,599)
TOTAL FUNDED SYSTEM ADMINISTRATION EXPENSES				35,935,161
REVENUES				2023
System Administration grant from Alberta Education				38,007,171
System Administration other funding/revenue from Alberta Education (ATRF, secondment revenue, etc)				550,182
System Administration funding from others				169,891
TOTAL SYSTEM ADMINISTRATION REVENUES				38,727,244
Transfers (to)/from System Administration reserves				(2,792,083)
Transfers to other programs				-
SUBTOTAL				35,935,161
2022 - 23 System Administration expense (over) under spent				\$0



EDMONTON PUBLIC SCHOOLS

A USER-FRIENDLY *guide* TO:

Understanding the Division's Financial Information

for the 2022-2023 school year



Message from the Chief Financial Officer

It is with great pleasure that I introduce this user-friendly guide, designed to assist all members of our community, regardless of their accounting background, in comprehending the vital information contained within our annual audited financial statements.

This guide was created not to replace our financial statements, but to act as an informal reference guide to help our stakeholders better understand the Division's financial position as at August 31, 2023, and the transactions that occurred during the 2022-2023 school year.

Understanding financial data is essential for fostering transparency, accountability, and informed decision-making within our organization. As guardians of public funds, it is our responsibility to ensure that everyone has access to clear and concise explanations about our financial health and stewardship.

Through this guide, our goal is to demystify complex accounting concepts, providing you with easy-to-grasp explanations, real-life examples, and practical insights. By empowering you with the knowledge to interpret our financial statements, we aim to strengthen the trust you place in us.

As you delve into the contents of this guide, I encourage you to explore, question, and engage with the financial information presented. Your understanding is pivotal in ensuring the continued success and growth of our Public School Division.

Together, let us embark on this journey of financial literacy.

Warm regards,



Todd Burnstad
Chief Financial Officer

Please use this document as a supplement to our Division's financial information.

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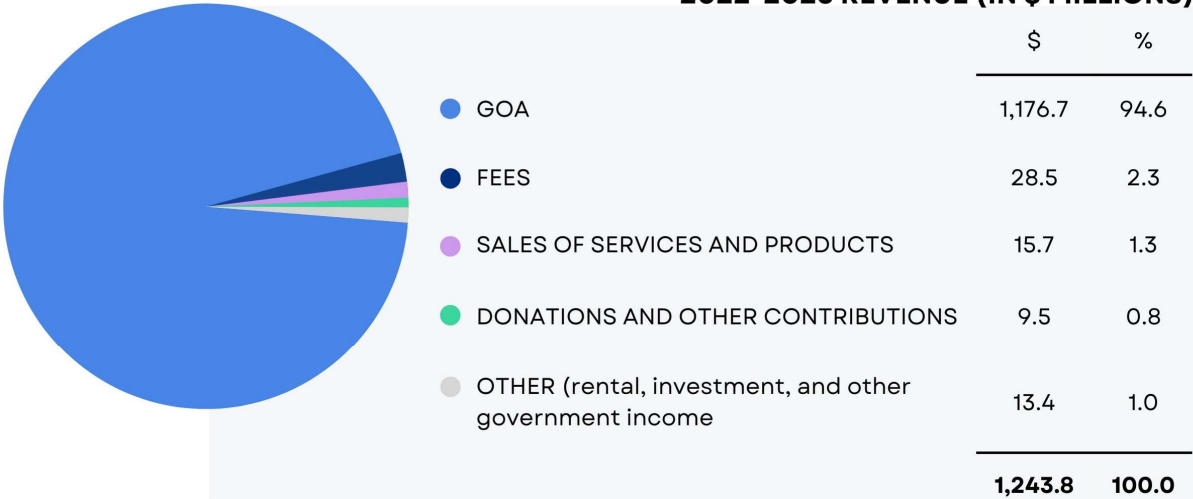
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Financial Highlights for the Year Ended August 31, 2023

The Division’s total revenue for 2022-2023 was \$1,243.8 million, the majority of which was received from the Government of Alberta (GOA). Included in this balance is the Weighted Moving Average (WMA) adjustment \$7.2 million, as well as several targeted grants that were received from the GOA, announced subsequent to the approval of the original spring budget (refer to page 10 for details). Additionally, these revenues do not include approximately \$30 million in capital grants received from the GOA to build and modernize schools, which will be recognized as revenue over the life of the schools.

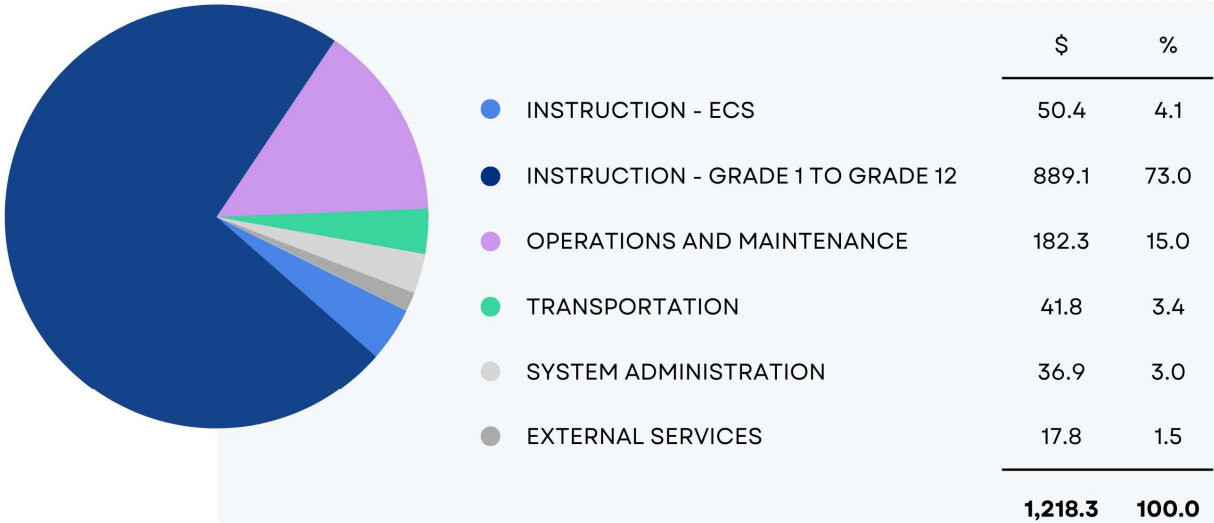
2022-2023 REVENUE (IN \$ MILLIONS)



Total revenues exceeded expenses by \$25.5 million (2.1%), resulting in an operating surplus.

The Division’s total operating expenses for 2022-2023 were \$1,218.3 million, a minimal variance when compared to the spring approved budget total of \$1,219.1 million.

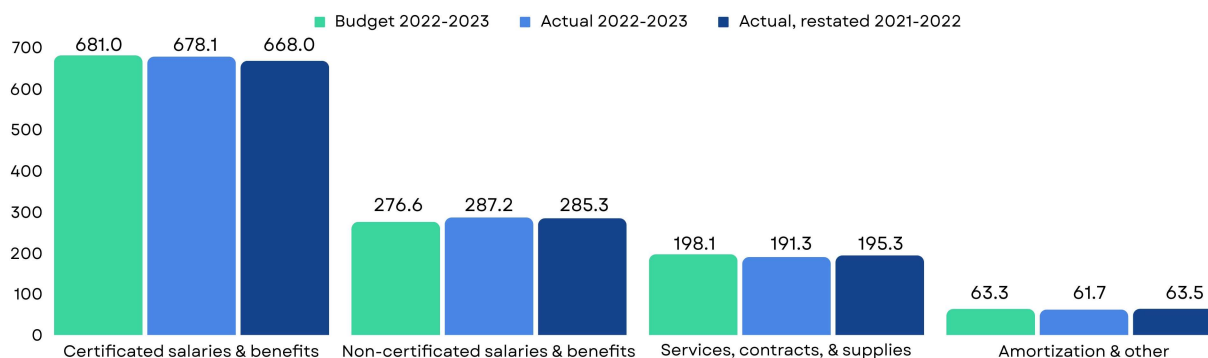
2022-2023 EXPENSES BY PROGRAM (IN \$ MILLIONS)



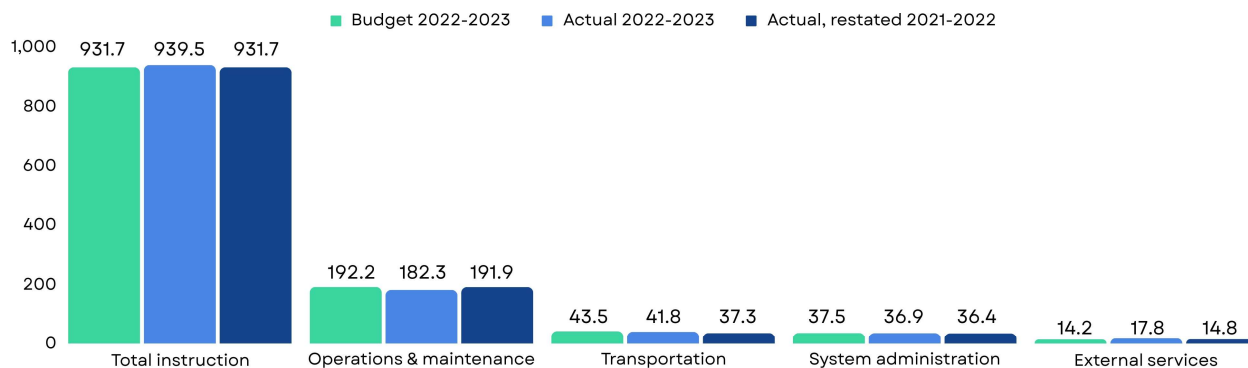
Financial Highlights for the Year Ended August 31, 2023

The audited financial statements report expenses by type and program, as indicated in the graphs below.

Expenses by Type (in \$ millions)



Expenses by Program (in \$ millions)



Total expenses are comprised of: 79.2% staffing and 15.7% goods & services, with the remaining balance representing amortization and other.

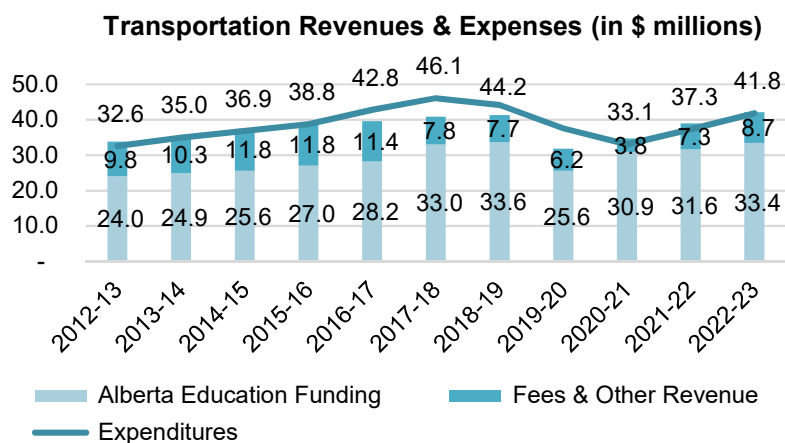
Average per student spending for 2022-2023 was \$11,304 (2021-2022 - \$11,858). This figure does not include gross receipts of School Generated Funds or the cost for External Services. Calculation is based on 2022-2023 actual enrolment of 104,522 full-time equivalent (FTE) students (2021-2022 – 100,032). For WMA enrolment details, refer to page 9.

Financial Highlights for the Year Ended August 31, 2023

The 2022-2023 transportation surplus was \$0.3 million, a significant reduction from the last few school years that were affected by COVID-19. Surpluses held in transportation encompass the net effect of the Division's transportation costs, targeted grants and fees.

The approved use of prior year transportation surpluses (\$1.6 million) was not required in the year. Although the Division returned to regular operations in 2022-2023, transportation expenditures were below budget, largely due to several planned routes being unable to be filled by carriers due to driver shortages.

- The Division incurred a transportation deficit of \$2.9 million in 2018-2019 and \$5.8 million in 2019-2020.
- Board approved surpluses carried forward in the Transportation program from prior years total \$3.1 million.



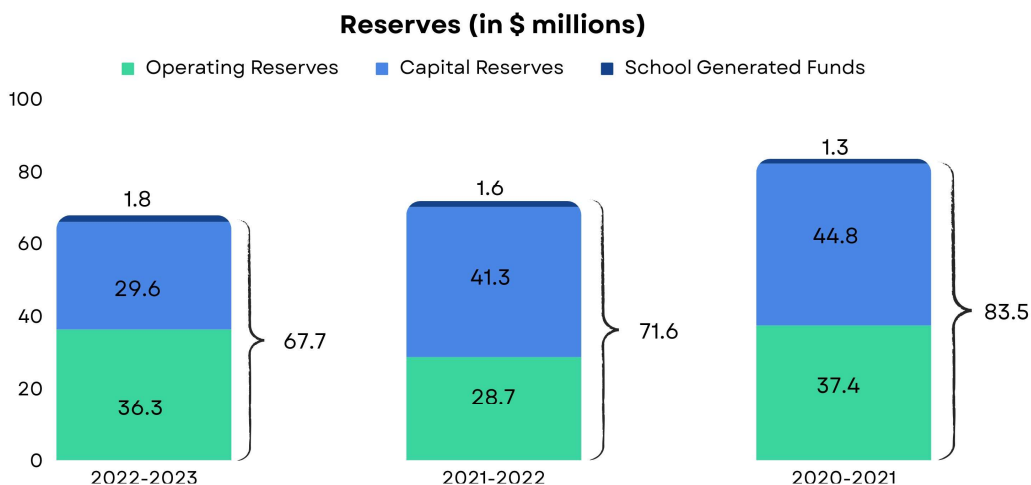
The 2022-2023 gross receipts in School Generated Funds (SGF) were \$23.2 million, compared to \$26.7 million reported in the spring budget. This is more in line than in previous years when comparing actuals to budget as the Division continues to recover from the residual financial impacts of the pandemic.

Gross receipts in SGF is comprised of:		
Type	Budget (\$ millions)	Actual (\$ millions)
Fees	\$ 13.9	\$ 12.1
Fundraising	2.2	1.5
Gifts and Donations	6.2	4.4
Other sales and services	4.4	5.2
Total	26.7	23.2

- Unexpended SGF at August 31, 2023, was \$3.9 million, lower than the amount at the beginning of the school year of \$4.6 million. This balance consists of:
 - Deferred revenue - \$1.2 million
 - Unearned revenue - \$0.9 million
 - Accumulated surplus - \$1.8 million
- Uses of SGF totaled \$18.1 million and related primarily to extra-curricular activities and School Council funded activities and initiatives.
- Additional SGF expenses of \$5.8 million related to direct costs of other sales and services and fundraising.

Financial Highlights for the Year Ended August 31, 2023

The Division's reserves represent the accumulation of surpluses, net of deficits since inception.



2022-2023 changes in accumulated surplus from the prior year include:

- Net increase in operating reserves of \$7.8 million (includes an increase of \$0.2 million in SGF)
- Net decrease in capital reserves by \$11.7 million

The decrease in capital reserves of \$11.7 million is attributed to:

- \$21.4 million used to fund previous board approved capital projects including:
 - Growth Accommodation and Division Centre Program Establishment (includes modular and relocation projects), Westlawn Cluster replacement school in partnership with Alberta Education (Alex Janvier School), and the purchase of the Alberta College building (home of Centre High).
- \$(0.7) million received for the sale of a parcel of surplus land at Keheewin School
- \$(9.0) million from the operating reserve, a Board and Ministerial approved transfer of surplus

Introduced for the 2021-2022 school year the maximum operating reserve balance for the Division at August 31, 2023 must be below 3.15%. Operating reserves of \$36.3 million (net of \$1.8 million in SGF) as at August 31, 2023, represents 3.0% of annual operating expenses, 0.15% below the maximum threshold.

Consolidated Statement of Financial Position

The Consolidated Statement of Financial Position reports on the assets the Division owns or controls, liabilities that are owed by the Division, and the accumulated surplus that we may use for future operations.

Statement of Financial Position restated in a “traditional” balance sheet format:

<i>Balance Sheet as at August 31, 2023 (In \$ millions)</i>	2023	2022 (Restated)	Increase (Decrease)
Assets:			
Cash and Cash Equivalents	113.6	153.6	(40.0)
Accounts Receivable	28.1	24.8	3.3
Capital Assets	1,440.3	1,383.7	56.6
Prepaid Expenses	7.0	6.5	0.5
Inventory of Supplies	4.8	4.1	0.7
Total Assets	1,593.8	1,572.7	21.1
Liabilities:			
Accounts Payable & Accrued Liabilities	51.0	74.8	(23.8)
Deferred Contributions	1,258.4	1,238.3	20.1
Employee Future Benefits	9.6	9.6	-
Asset Retirement Obligations	73.3	73.3	-
Debt: Debenture	9.0	9.7	(0.7)
	1,401.3	1,405.7	(4.4)
Accumulated Surplus:			
Opening Accumulated Surplus	167.0	166.9	0.1
Current Year's (Deficit) Surplus	25.5	0.1	25.4
Ending Accumulated Surplus	192.5	167.0	25.5
Total Liabilities and Accumulated Surplus	1,593.8	1,572.7	21.1
↓			
Accumulated Surplus Includes:			
School Generated Funds Reserves	1.8	1.6	0.2
Operating Reserves	36.3	28.7	7.6
Capital Reserves	29.6	41.3	(11.7)
Investment in our Board Assets	124.8	95.4	29.4
Total Accumulated Surplus	192.5	167.0	25.5

Consolidated Statement of Financial Position – Analysis

NOTE: Detailed definitions for each asset and liability category are found in Appendix I: Definitions (page 16).

As reflected in the Consolidated Statement of Financial Position, the Division's Net Financial Debt position is \$26.4 million. Included in this balance is an asset retirement obligation (ARO) liability of \$73.3 million, reported as a result of the new Public Sector Accounting Standard (PS 3280 – Asset Retirement Obligations) effective for school years beginning on September 1, 2022.

In the absence of an upfront provincial funding commitment, the Division has recorded its ARO as an unsupported capital asset until funding is committed. Once remediated, the cost will be recorded against the ARO liability, reflecting the liability being settled.

<i>in \$ millions</i>	2023	2022
Net Financial Debt (Unadjusted)	\$ (26.4)	\$ (22.0)
Remove: ARO Liability	73.3	73.3
Net Financial Asset (Adjusted)	46.9	51.3



By removing this line, we arrive at a net financial asset position of \$46.9 million, indicating financial health. As at August 31, 2023, all remaining liabilities are covered using either cash or assets that can be quickly converted to cash, with an adequate healthy balance of assets remaining.

The Division's **cash and cash equivalents** balance is \$113.6 million, compared to \$153.6 million in the prior year. The Division redeemed its Guaranteed Investment Certificate (GIC) classified as a cash equivalent in September 2022 when the interest earned (3%) was lower than the overnight rate (3.82%). Overall, the reduction in cash and cash equivalents of \$40 million can be attributed mostly to lower deferred Capital Maintenance Renewal (CMR) and Infrastructure Maintenance Renewal (IMR) balances at the end of the current year (i.e., higher cash outflows). As well, the timing of payments made resulted in a comparatively lower accounts payable balance (i.e., higher cash outflows) at the end of the year.

Accounts payable is lower by \$23.8 million mostly due to less CMR and IMR capital projects at the end of the year, resulting in lower or no amounts payable to certain vendors. As well, when applying the three-year WMA, as set out in the funding manual, actual enrolment was higher than projected, resulting in no liability being recorded in accounts payable. In 2021-2022, accounts payable included a liability of \$10.6 million as a result of lower than projected enrolment from the COVID-19 pandemic. Refer to page 9 for current year WMA enrolment details.

The **unspent deferred contributions** balance has been reduced by \$7.9 million. Unspent deferred contributions include operational and capital funding received that remains unspent by the end of the year. Included in this balance are unspent funds received under the CMR and IMR initiatives as well as operational funding received by the province for curriculum implementation which must be spent prior to the end of the 2023-2024 school year. The reduced overall balance is mainly due to an increase in CMR and IMR project spending and a reduction in overall funds received.

Unspent Funds (in \$ millions)	CMR	IMR	Other
Opening balance	\$1.1	\$12.7	\$19.3
Received/receivable	9.5	13.8	28.8
Spent	(10.6)	(25.5)	(23.9)
Closing balance	0.0	1.0	24.2

In the fall of 2012, the Division committed to a \$15 million **debenture** through the Alberta Loans to Local Authorities Office (formerly the Alberta Capital Finance Authority), primarily to improve energy efficiency in our schools (Ameresco). The decrease in this balance is due to the payment of principal in the year. The debenture is set to mature in 2033 and incurs an interest rate of 3.06% per annum. In 2020-2021, Administration reviewed an early buyout settlement. However, the combined early payout penalty and lost interest income resulted in no cost savings for the Division.

Consolidated Statement of Financial Position – Analysis

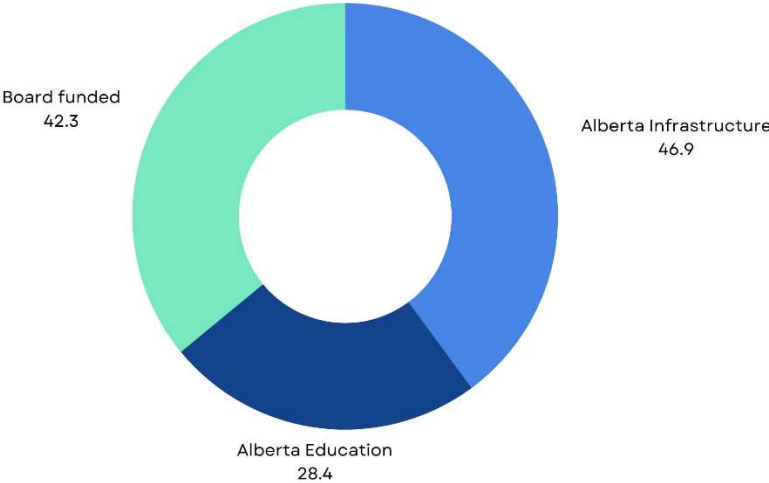
Total **tangible capital assets** (TCA) of \$1.4 billion increased by \$56.6 million, consisting of \$115.8 million (\$117.6 million in current year additions, net of \$1.8 million in disposals), net of accumulated amortization of \$59.2 million.

Additions to TCA consist of:

\$75.3 million in fully supported construction in progress and building costs (funded by Alberta Infrastructure and Alberta Education), net of \$1.6 million in disposals. This includes:

- Design and Construction of three new schools (managed by Alberta Infrastructure)
- Various modular projects
- Various Capital IMR Projects
- Various CMR Projects

TCA ADDITIONS FUNDING (IN \$ MILLIONS)



\$42.3 million in Board-funded capital purchases (including the use of the Division’s capital reserves), net of \$0.2 million in disposals. This includes:

- \$5.1 million in capital projects and purchases using school budgets (includes Chromebooks and carts, various equipment, minor renovations, etc.)
- \$15.2 million for various capital projects (including \$4.3 million of Growth Accommodation funded by the operating reserve)
- \$22 million for the purchase of the Alberta College Building

The Division’s **spent deferred capital contributions** (SDCC) balance of \$1.2 billion consists of the spent portion of capital contributions. The increase in this balance is made up of \$75.3 million spent on supported capital, as noted above, and transferred to SDCC for various provincially funded capital projects. This is offset by \$47.3 million in revenue recognized as amortization of the associated capital.

Finally, as at August 31, 2023, the Division has a total **accumulated surplus** of \$192.5 million (2022 restated – \$167 million). This is comprised of:

- \$38.1 million in Operating Reserves (includes \$1.8 million restricted for SGF). The current year operating surplus of \$25.5 million and the net effect of the capital related items of \$17.7 million resulted in a \$7.8 million increase to the operating reserves balance.
- \$29.6 million in Capital Reserves (see Financial Highlights, page 5 for details).
- \$124.8 million in Investment in Tangible Capital Assets – the net book value of the accumulated assets purchased by the Board less any unpaid debt used to pay for these assets.

Consolidated Statement of Operations

The Consolidated Statement of Operations reports on revenues, expenses and the financial results of operations for the fiscal year. This statement includes budget figures, current year and prior year results. Revenues and expenses also include non-cash items, such as the amortization of SDCC associated with the corresponding amortization of supported TCA.

NOTE: Public Sector Accounting Standards requires that the budget figures used on this statement reflect the Division's original budget submission (approved in the spring), which relies on projected enrolment. The budget was based on enrolment of 101,010 WMA funded students, while actual enrolment was 101,944 students, for an increase of 1%.

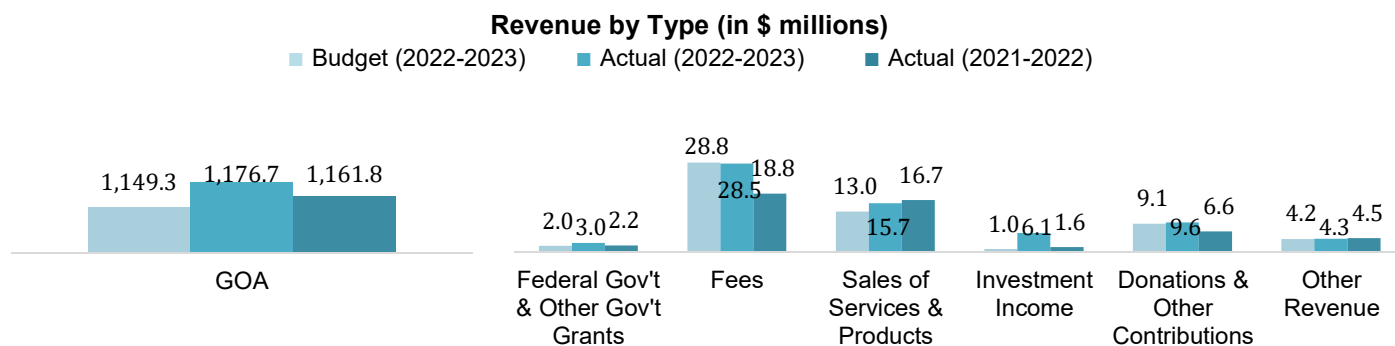
Year	FTE (Budget)	FTE (Actual)
2020-2021	98,287.50	98,367.50
2021-2022	100,066.00	100,031.50
2022-2023	102,701.50	104,521.00
WMA FTE Enrolment	101,010.10	101,943.50

Statement of Operations – updated to show variances

Statement of Operations (in \$ millions)	Actual 2023	Budget (Spring) 2022-23	Actual 2022 (Restated)	Actual 2023 vs Spring Budget		Actual 2023 vs Actual 2022	
	A	B	C	D = A - B	E = D/B	F = A - C	G = F/C
Revenues							
Government of Alberta	1,176.67	1,149.34	1,161.78	27.33	2.4%	14.89	1.3%
Federal Government and Other Government Grants	2.96	2.03	2.15	0.93	45.8%	0.81	37.7%
	1,179.63	1,151.37	1,163.93	28.26	2.5%	15.70	1.3%
Fees	28.52	28.75	18.77	(0.23)	-0.8%	9.75	51.9%
Sales of Services and Products	15.68	13.00	16.73	2.68	20.6%	(1.05)	-6.3%
Investment Income	6.12	1.00	1.60	5.12	512.0%	4.52	282.5%
Donations and Other Contributions	9.55	9.08	6.61	0.47	5.2%	2.94	44.5%
Other Revenue	4.33	4.16	4.53	0.17	4.1%	(0.20)	-4.4%
	13.88	13.24	11.14	0.64	4.8%	2.74	24.6%
	64.20	55.99	48.24	8.21	14.7%	15.96	33.1%
Total Revenue	1,243.83	1,207.36	1,212.17	36.47	3.0%	31.66	2.6%
Expenses							
Instruction - ECS	50.35	40.46	50.64	9.89	24.4%	(0.29)	-0.6%
Instruction - Grade 1 to Grade 12	889.14	891.24	881.08	(2.10)	-0.2%	8.06	0.9%
Operations and Maintenance	182.32	192.15	191.85	(9.83)	-5.1%	(9.53)	-5.0%
Transportation	41.84	43.55	37.34	(1.71)	-3.9%	4.50	12.1%
System Administration	36.87	37.51	36.40	(0.64)	-1.7%	0.47	1.3%
External Services	17.80	14.15	14.80	3.65	25.8%	3.00	20.3%
Total Expenses	1,218.32	1,219.06	1,212.11	(0.74)	-0.1%	6.21	0.5%
Operating (Deficit) Surplus	25.51	(11.70)	0.06				

Consolidated Statement of Operations – Revenue Variances

The Division's 2022-2023 spring budget was based upon projected enrolment, while funding is based on September 30 enrolment numbers and adjusted for at year end. Total revenue was \$36.5 million (3.0%) higher than budget and \$31.7 million (2.6%) higher than the prior year.



For the 2022-2023 year, a few highlights to note:

- The base instruction grant received was higher by \$7.2 million, related to the WMA adjustment as enrolment was higher than projected.
- Additional one-time grant funding of \$17.2 million, announced subsequent to the spring budget, was received from the GOA, consisting of:
 - Teacher Salary Settlement Grant (\$9.6 million)
 - Supplemental Enrolment Growth Funding (\$3.7 million)
 - Support for Ukrainian Students Funding (\$1.8 million)
 - Provincial Lease Support (\$2.1 million)
- SGF fees for offsetting expenses, along with transit and bus pass sales all returned to amounts similar to years prior to the pandemic as the Division returned to a full year of regular operations.

As a result of these events:

- Total revenue from GOA and Federal Government and First Nations was \$28.3 million (2.5%) higher than budget and \$15.7 million (1.4%) higher than the prior year.
- Fees were \$0.2 million (0.8%) lower than budget and \$9.8 million (51.9%) higher than the prior year.
- Sales of Services and Products were \$2.7 million (20.6%) higher than budget and \$1.1 million (6.3%) lower than the prior year. This revenue category represents optional purchases made in schools, including clothing, food, optional supply purchases, yearbooks, pictures, etc. Sales fluctuate based on demand, preferences, and economic factors.

Consolidated Statement of Operations – Revenue Variances

- Investment Income was \$5.1 million (512.1%) higher than budget and \$4.5 million (282.6%) higher than the prior year. Budgeted interest rates were very conservative as the significant increase to interest rates were not anticipated.
- Donations and Other Contributions were \$0.5 million (5.1%) higher than budget and \$2.9 million (44.3%) higher than the prior year.

Consolidated Statement of Operations – Expense Variances

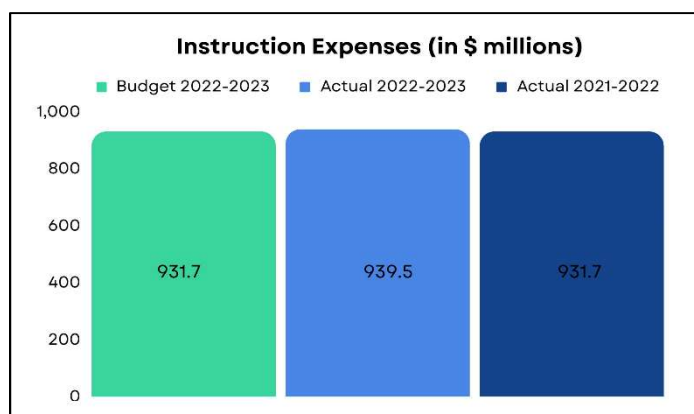
The Division's 2022-2023 total expenses were \$0.7 million (0.1%) lower than budget and \$6.2 million (0.5%) higher than the prior year.

Six programs are identified in the Statement of Operations, detailed below.

NOTE: Program definitions are summarized from Alberta Education's Guidelines for the Preparation of School Jurisdiction Audited Financial Statements for the Year Ended August 31, 2023.

Instruction

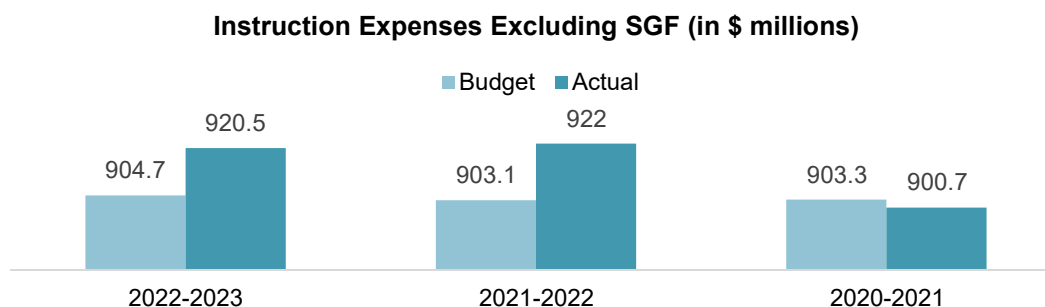
The Instruction Program includes all costs related to classroom and online learning including but not limited to: teaching staff, support staff in classrooms or school administration, services, supplies, and furnishings and equipment. All academic, vocational and technical courses, along with organized instructional activities are included in this definition. This program consists of two blocks:



- **Early Childhood Education (ECS)** - includes the above instruction costs directly in relation to ECS students. This program was \$9.9 million (24.4%) higher than budget, and \$0.3 million (0.6%) lower than the prior year.
- **Grade 1 to Grade 12** - Includes the above instruction costs directly in relation to students in Kindergarten to Grade 12. This program was \$2.1 million (0.2%) lower than budget, and \$8.1 million (0.9%) higher than the prior year.

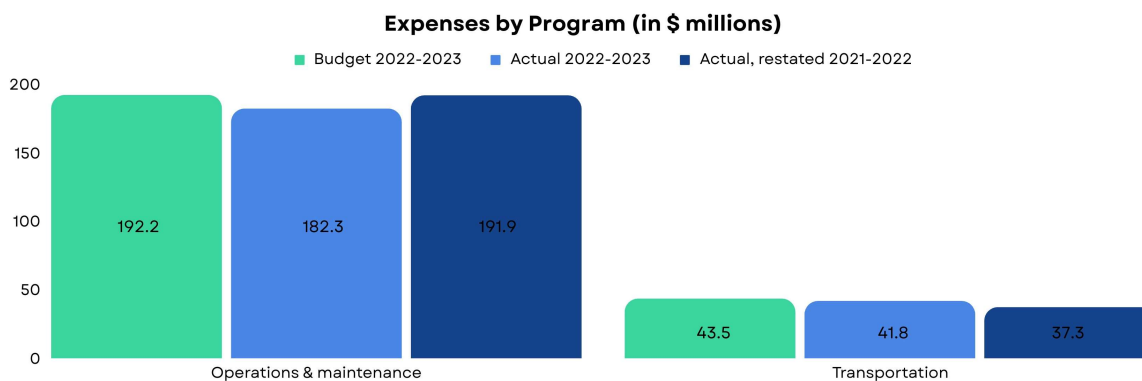
The variance to Instruction, as a whole (including SGF), was \$7.8 million (0.8%) higher than budget, and \$7.8 million (0.8%) higher than the prior year.

As mentioned on page 4, actual SGF expenditures were more in line with budget this year as the Division continues to recover from the financial impacts of COVID-19. Once SGF expenses are excluded, the instruction variance for the year is increased to \$15.7 million (1.7%) higher than budget and \$1.6 million (0.0%) higher than the previous year.



Consolidated Statement of Operations – Expense Variances

As discussed previously, several grants were announced subsequent to the spring budget resulting in additional funds allocated to the Instruction Program. Although expenses were higher than budgeted, a shortage of Educational Assistants resulted in several vacant positions at schools and an operational surplus in this program.



Operations and Maintenance (O&M)

O&M consist of activities that relate to the Division's responsibility for the construction, operation, maintenance, safety and security of all school buildings, including costs related to the supervision of these activities.

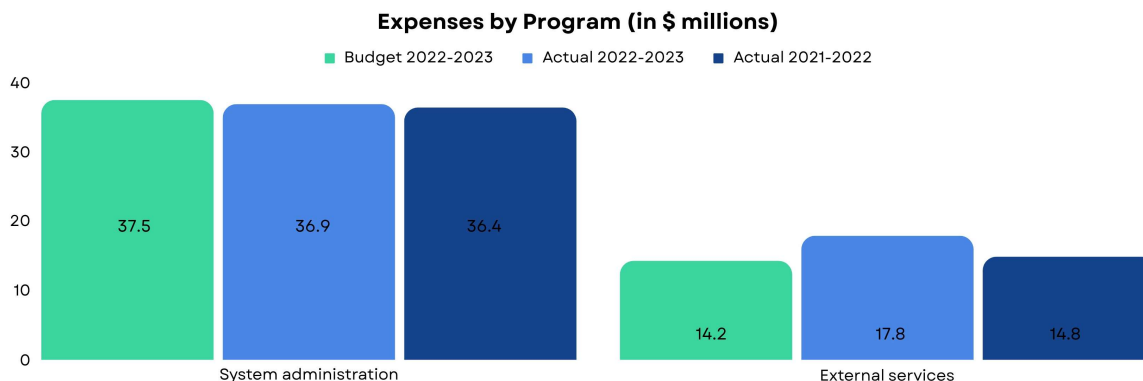
- This program was \$9.8 million (5.1%) lower than budget, and \$9.5 million (5%) lower than the prior year.
- Overall more IMR projects were capitalized than budgeted resulting in lower operational expenses in the program.
- There were fewer ongoing projects under the Infrastructure Investment Framework, as well as fewer IMR expense projects. This would include various maintenance projects including interior painting, repair or replacement of flooring, etc.

Transportation

Transportation consists of activities related to the transportation of students to, from, and between schools and boarding of eligible students away from home.

- This program was \$1.7 million (3.9%) lower than budget, and \$4.5 million (12%) higher than the prior year.
- As noted on page 10, the Division saw increased transit and bus pass sales from a transition to regular operations.
- Budgeted costs included several planned routes that were not able to be filled due to driver shortages.

Consolidated Statement of Operations – Expense Variances



System Administration (SA)

SA comprises all administrative costs related to the operations of the Division including the responsibilities of the Boards of Trustees, Superintendent, Corporate Secretary-Treasurers and their respective staffs. Supplies and amortization of administrative equipment and facilities related to these administrative groups are also included in this program.

- This program was \$0.6 million (1.7%) lower than budget, and \$0.5 million (1.3%) higher than the prior year.
- As per the funding manual, SA is a targeted and dedicated allocation
- Management regularly reviews the allocation of expenditures based on changing roles and responsibilities to ensure an accurate representation of these costs.
- The surplus for the year of \$2.8 million will be added to the internally restricted SA reserve.

External Services

External services include services offered outside the Division's regular educational programs for ECS children and students in grades 1 to 12 who are served by the Division. Activities such as adult education, family school liaison programs and those of a cultural and recreational nature are included in this program.

- This program was \$3.6 million (25.8%) higher than budget, and \$3 million (20.3%) higher than the prior year.

Other Statements and Schedules Included in the Audited Financial Statements

Consolidated Statement of Cash Flows

- Identifies where cash came from and where it was used. It highlights operating, capital, investing and financing transactions that impacted the Division's cash.

Consolidated Statement of Change in Net Financial Assets

- Presents information to understand the changes in financial assets and liabilities. This statement shows the impact on net debt due to operational results via the operating surplus and changes in tangible capital assets, prepaid expenditures, other non-financial assets, endowments and re-measurement gains and losses.

Consolidated Statement of Remeasurement Gains and Losses

- Provides the changes in value of financial assets and liabilities due to the re-measurement of their value to current exchange rates or fair value. This statement may indicate financial risk in an investment. Since Edmonton Public Schools does not hold investments with any risk, this statement is not used.

Consolidated Schedule of Changes in Net Assets

- Provides summarized information about the Division's activities that resulted in increases or decreases to each component of accumulated surplus. This statement, required by Public Sector Accounting Standards is not particularly user-friendly to the lay person.

Consolidated Schedule of Deferred Contributions

- Provides information on the receipt, transfer, and use of funds for each type of deferred contribution: deferred operating contributions, unspent deferred capital contributions, and spent deferred capital contributions provided to the Division.

Consolidated Schedule of Program Operations

- Provides a summary of revenue allocated to programs by type and expenditures by type for each program area. This information provides supplementary information to the Statement of Operations.

Appendix I: Definitions

Accounts Receivable are funds owing to the Division.

Accounts Payable includes amounts for which goods and services were received by the Division but not yet paid.

Debt represents funds borrowed by the Division for capital purposes.

Employee Future Benefit Liabilities represent future financial obligations to employees, such as retirement allowances and sick leave.

Financial assets are comprised of cash or items that will eventually be turned into cash to discharge the Division's liabilities or provide resources for future programs and services.

Liabilities are comprised of amounts owed by the Division.

Net Assets (Accumulated Surplus) – the financial resources that are available to the Division to provide future services to students.

Net Financial Assets represents the financial resources available to the Division after paying our liabilities.

Non-financial assets represent assets that are used in the operation of the Division for the provision of services and are not readily converted to cash resources.

Spent Deferred Capital Contributions (SDCC) typically represent school buildings funded by the Province for which the Division has a service obligation to use for educational purposes. SDCC is amortized at the same rate as the related building over the course of the building's economic life. Even though the money has been spent on building the asset, the Government-funded school building must be used for its intended purpose (educating children) over its useful life. Therefore, it should be treated as a liability and recognized as it is depreciated (i.e., as it is used to educate children).

Tangible Capital Assets is the cost of assets less accumulated amortization (depreciation) of assets. This represents the assets' net book value. Tangible capital assets may be supported (funded by the GOA) or unsupported (funded from reserves, targeted donations or unspent general revenues).

Unspent Deferred Capital Contributions (UDCC) represents funds received for capital purposes which have yet to be expended. Once the funds have been spent, the associated obligation is classified as SDCC.

Unspent Deferred Contributions includes grants and donations received for a specific purpose. These represent obligations that the Division has for resources it has been provided. The most common deferred contributions the Division receives is for operational grants and donations. For example, Infrastructure Maintenance and Renewal (IMR) grants must be spent on school maintenance and repair. Unspent deferred contributions may also be capital in nature. Capital expenditures have a service life of multiple years, such as buildings, equipment, and motor vehicles. Externally restricted capital funds are classified as either Unspent Deferred Capital Contributions or Spent Deferred Capital Contributions. The accounting definitions and descriptions used in this document were taken or adapted from ASBOA's "A Guide to Reading School Jurisdiction Financial Statements (revised 2014)".

Weighted Moving Average (WMA) calculates average enrolment based on weighted proportions for past, present and future school year enrolment.

DATE: November 28, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Annual Education Results Report (2022–2023)

ORIGINATOR: Nancy Petersen, Managing Director, Strategic Division Supports

RESOURCE

STAFF: Danette Andersen, Angela Anderson, Clarice Anderson, Corbett Artym, Marnie Beaudoin, Dave Bennell, Todd Burnstad, Andrea Colling, Grace Cooke, Thomas Gillard, Sean Jones, Terry Korte, Trish Kolotylyuk, Terry Korte, Heather Langenhahn, Owen Livermore, Bob Morter, Ann Parker, Madonna Proulx, Carrie Rosa, Sunita Sas, Elizabeth Shen, Soleil Surette, Jennifer Thompson, Carol Van Kuppeveld, Christopher Wright, Jon Yin.

REFERENCE: Funding Manual for School Authorities 2023/24 School Year (Section L)

ISSUE

Alberta Education requires school jurisdictions to submit an Annual Education Results Report (AERR) by November 30, 2023. This year's AERR reports on the Division's progress for the 2022-2023 school year.

BACKGROUND

School jurisdictions are required to annually report on their results guided by Alberta Education's Assurance Framework.

The AERR is legislatively required as per the *Education Act, Section 67; Fiscal Planning and Transparency Act, Section 10; Alberta Regulation 94/2019, Education Act, School Councils Regulation; and Alberta Regulation 120/2008, Government Organization Act, Education Grants Regulation, Sections 2 and 7.*

The AERR serves as part of the annual planning, reporting and monitoring cycle the Division uses to advance its strategic direction, as set out in the [2022-2026 Strategic Plan](#). The AERR reflects the Division's progress over the past year in support of high quality public education and meeting the Division's priorities for 2022–23 as set out in year one of the [2022–26 Four-Year Education Plan](#). In collaboration with families and community, we have continued our efforts to empower every student to live a life of dignity, fulfillment, empathy and possibility.

RELATED FACTS

- Each year the Division submits an AERR to Alberta Education.
- The AERR serves as one of the planning, reporting and monitoring tools the Division uses to advance its strategic direction and demonstrate accountability.
- The draft report coming forward for Board of Trustees approval meets all reporting requirements set out by the province.

RECOMMENDATION

That the Edmonton Public Schools' 2022–2023 AERR be approved.

CONSIDERATIONS and ANALYSIS

- The Division is required to submit an approved version of the AERR to Alberta Education by November 30, 2023.

OPTIONS

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

1. Approve the 2022–2023 AERR as written.
2. Provide feedback and request changes be made to the 2022–2023 AERR prior to submission to the province by November 30, 2023.

NEXT STEPS

- Upon approval, the final AERR will be submitted to the province and posted for public awareness on the Division website by November 30, 2023.

ATTACHMENTS and APPENDICES

ATTACHMENT I Annual Education Results Report (2022–2023)

NP:ss



Annual Education Results Report (AERR) 2022–23 School Year

3020 The Edmonton School Division
Submitted to Alberta Education
November 2023

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Message from the Board Chair and Superintendent

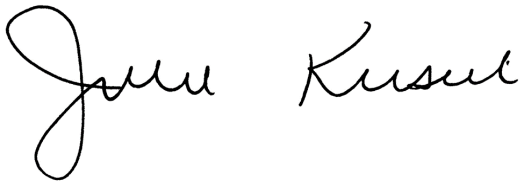
Edmonton Public Schools is honoured to have served over 109,000 students and their families in the 2022–2023 school year. Schools play an integral role in the community and have a profound impact on the life and development of children and youth. Our work in support of student success is guided by the [Division Strategic Plan 2022–26](#) and our actions are grounded in our Cornerstone Values—*Accountability, Collaboration, Equity and Integrity*.

Foundational to a thriving school community and student success is the strong partnership between families and educators. The importance of this partnership was never more evident than over the past few years, as we came together in response to the pandemic while maintaining an intentional focus on high quality teaching and learning.

The 2022–23 school year saw a full return to in-person learning and many of the events and activities that support connection and build energy and enthusiasm across the school community. Staff were excited to rebuild strong relationships with students and families in person and support each child on the next steps of their learning journey.

This year's Annual Education Results Report reflects the Division's progress over the past year in support of high quality public education and meeting the priorities for 2022–23 as set out in year one of the [2022–26 Four-Year Education Plan](#). With guidance from our Education and Strategic Plans, and in collaboration with families and community, we have continued our efforts to empower every student to live a life of dignity, fulfillment, empathy and possibility.

We are proud to share our story and results with you.



Julie Kusiek
Board Chair



Darrel Robertson
Superintendent of Schools

Accountability Statement

The Annual Education Results Report for the Edmonton School Division for the 2022–23 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students served by the Division can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2022–23 was approved by the Board of Trustees on XXX, 2023.



Julie Kusiek
Board Chair



How to Read this Report

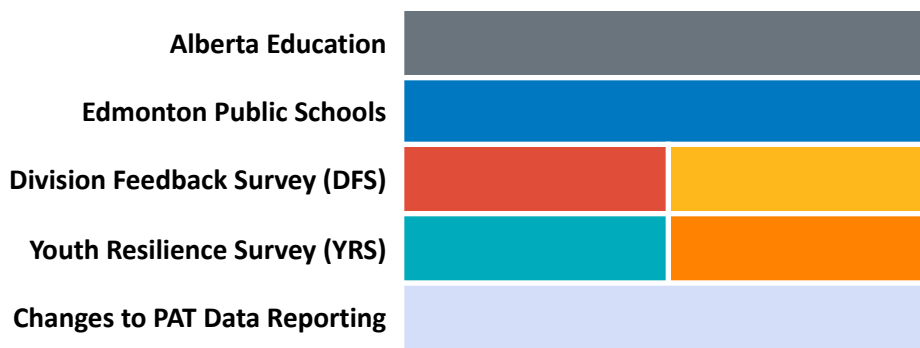
The Annual Education Results Report (AERR) serves as a comprehensive accountability tool that collates data from many sources. To provide a transparent overview of Edmonton Public Schools’ activities in support of the first year of the [2022–26 Four-Year Education Plan](#), this report has been intentionally organized and designed using consistent design practices to promote clarity. As a Division, we are accountable to Alberta Education, and various guiding documents:

- Alberta Education oversees provincial education policy and regulations and as such this report reports on provincial requirements as outlined in the Alberta Education [2023–24 Funding Manual for School Authorities](#).
- Edmonton Public Schools selects local criteria which are outlined in the Division’s [2022–26 Four-Year Education Plan](#), which was informed by EPSB’s [2022–26 Strategic Plan](#) and the [Ministry Business Plan: Education 2022–25](#).

This report will include the following sections:

- Who We Are: introducing our Board of Trustees and Division Leadership.
- Accountability and Assurance: our evaluations through the Alberta Education Assurance (AEA) measures and avenues for Division- and School-level Engagement.
- Progress towards each Strategic Plan Priority specifically referencing Outcomes, Goals and Strategic Actions that were identified within the Four-Year Educational Plan, as well as any additional actions taken to enhance pathways for student success.
- Summary of our Financial Results from the Year.
- Annual Report of Disclosures.
- Appendices for supplementary data on our Division’s work that may be helpful for understanding our story.

Coloured tables or boxes will be used to clarify the varied data sources utilized in this report, as per below:



The AEA tables in past Annual Education Results Reports typically showcased five years of data. However, the impact from the COVID-19 pandemic, coupled with new Alberta Education Assurance Measures (AEAM) in 2020–21 and the ongoing introduction of a new provincial curriculum in elementary education, caused some disruption to reliable five-year trend data. Within the reporting requirements set out by Alberta Education, the Division must report on at least four years of available comparable data; this report has been structured around four-year data trends.

In presenting our *Required Alberta Education Assurance Measures—Overall Summary* table (see Table 2, page 11), we have included the provincial measure evaluation (the achievement, improvement, overall colours) for a clearer picture of our students’ current educational standing in Alberta. We have applied this comparison information to all assurance

How to Read this Report

tables in the report. As such, measure evaluations will be included where available for both the Division and the province.

Every year, the Alberta government assesses performance across all school authorities through assurance measures, including the [AEA survey](#), Provincial Achievements Tests (PATs) in Grades 6 and 9 and Diploma Exams results, as well as three-, four- and five-year high school graduation, drop out, Rutherford Scholarship and transition rates. These results are categorized using Alberta Education’s colour-coded system and definitions, as shown in the chart below.

Achievement	Very Low	Low	Intermediate	High	Very High
Improvement	Declined Significantly	Declined	Maintained	Improved	Improved Significantly
Overall	Concern	Issue	Acceptable	Good	Excellent

Note: For a detailed breakdown of each level’s calculation and measure evaluation, refer to [Appendix B](#).

Who We Are

Board of Trustees

Edmonton Public Schools proudly served over 109,000 students in the 2022–23 school year. As stated in the [Education Act](#), the Board of Trustees is responsible to provide “a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.” This responsibility is fulfilled by providing oversight and stewardship to public education, evaluating and reporting on results achieved and setting priorities and policies that provide overall direction for the Division and provide each student with the opportunity to achieve their potential. Learn more about the Board of Trustees at: epsb.ca/ourdistrict/board.



Left to right: Nathan Ip¹ (*Ward H*), Dawn Hancock (*Ward E*), Sherri O’Keefe (*Ward A*), Marcia Hole (*Ward C*), Trisha Estabrooks (*Ward D*), Julie Kusiek (*Ward F*), Jan Sawyer (*Ward I*), Marsha Nelson (*Ward B*), Saadiq Sumar (*Ward G*).

The Superintendent, with the support of the Division Support Team (DST), provides advice and support to the Board, ensures the Division meets expectations set out in board policy and Alberta Education legislation and works toward the goals and outcomes of the Division’s Strategic Plan.

The 2022–23 Division Support Team was comprised of:

Darrel Robertson—Superintendent of Schools

Andrea Cooper	Assistant Superintendent of Schools	Angela Anderson	Chief Human Resources Officer, Human Resources
Kathy Muhlethaler	Assistant Superintendent, Instructional and Strategic Division Supports	Todd Burnstad	Chief Financial Officer, Financial Services
Kent Pharis	Assistant Superintendent of Schools	Cliff Richard	Chief Infrastructure and Technology Officer, Infrastructure and Technology
Ron Thompson	Assistant Superintendent of Schools	Karen Mills	Director, Board and Superintendent Relations
Liz Yule	Assistant Superintendent of Schools	Nancy Petersen	Managing Director, Strategic Division Supports
Grace Cooke	General Counsel	Carrie Rosa	Managing Director, Communications

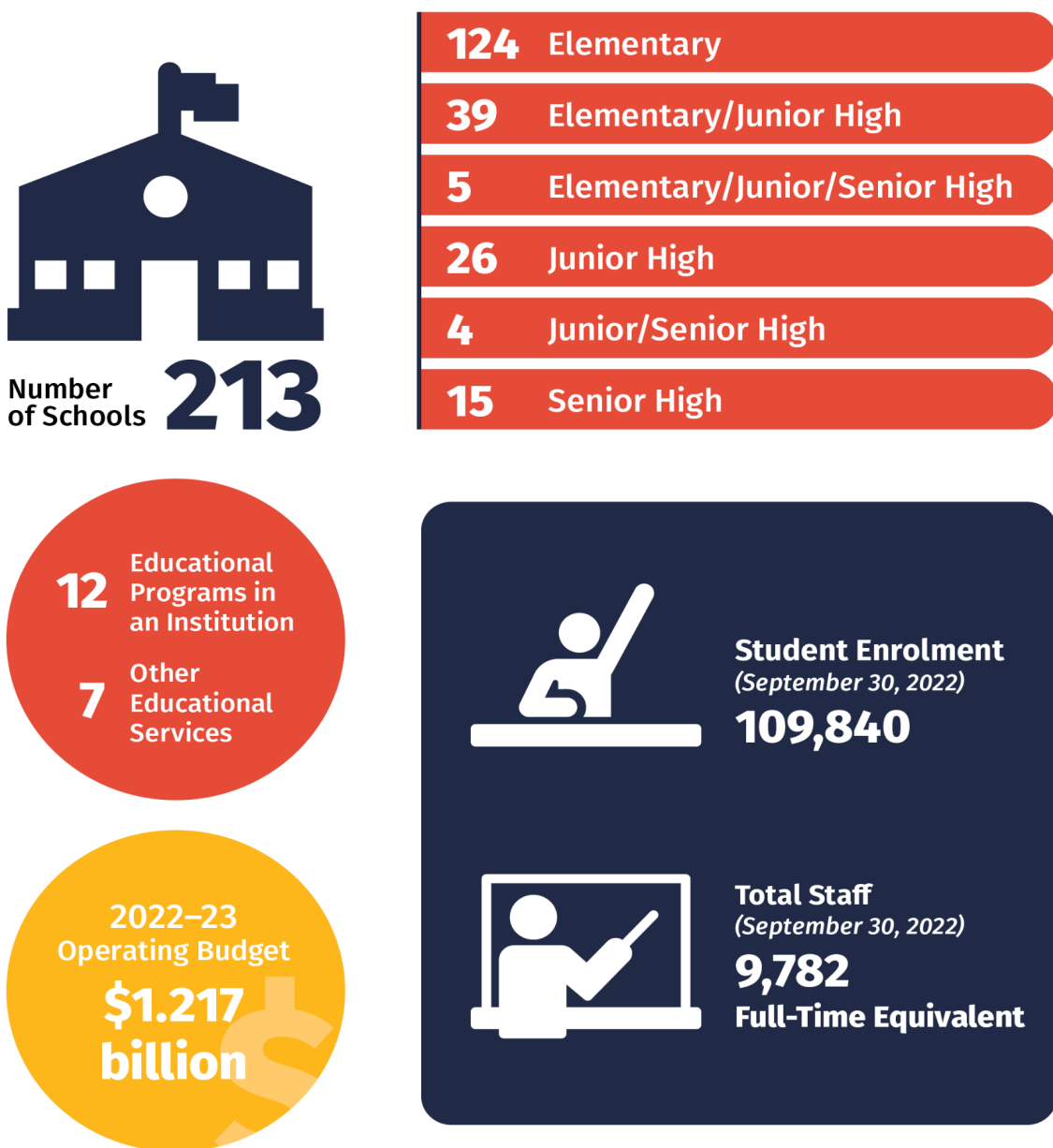
¹ In May 2023, Trustee Ip was elected as the MLA for Edmonton-South West. He resigned as Ward H trustee effective June 6. Trustee Sawyer formally assumed responsibilities for Ward H in June 2023.

Division Overview

The Division is committed to enhancing pathways for success for every student we serve. This work is a collective responsibility shared among the Board of Trustees, senior leadership, staff, as well as families and community members who, together, strive to fulfil the Division’s 2022–26 Vision: *Enhancing pathways for student success.*

To meet the diverse range of students' needs and support family choice, the Division offers many educational program options, including regular programming from Pre-K through Grade 12, 33 alternative programs and 13 specialized programming options. A comprehensive list of all programming from Edmonton Public Schools can be found on epsb.ca. Figure 1 below presents a snapshot of the Division's overall educational infrastructure and demographics for the 2022–23 school year.

Figure 1. Edmonton Public Schools’ Educational Infrastructure and Demographic Overview for the 2022–23 School Year



Student Profile

In September 2022, the Division welcomed over 109,000 students back to school, an increase of 3.6 per cent over the previous year, surpassing the City of Edmonton's population growth of 2.86 per cent.² Between September 2011 and September 2022, the Division has experienced a 35.6 per cent growth in overall student enrolment. This growth can be further broken down by the following. Since 2011:

- The Division's English as an additional language learners (EAL³) population went from 14,206 to 25,928, which is an 82.5 per cent increase.
- The Division's self-identified First Nations, Métis and Inuit student population went from 7,072 to 9,029, which is a 27.7 per cent increase.
- The number of students meeting provincial special education coding requirements went from 10,880 to 13,370 which is a 22.9 per cent increase.

Table 1 showcases four elements of enrolment data for the past 11 years: overall student enrolment, EAL learners, self-identified First Nations, Métis and Inuit learners and students meeting provincial special education coding requirements, as calculated at the end of September every year. It must be noted the Division's steady growth in enrolment is within the context of provincial population growth patterns, as Alberta continues to see positive population growth trends (4.1 per cent population growth from quarter 3 of 2022 to quarter 3 of 2023, as per Government of Alberta [population data](#))

Table 1. Student Profile—September	2011	2022	Net Change Over 11 Years (%)
Total Students	80,569	109,212	35.6
EAL Students	14,206	25,928	82.5
Self-identified First Nations, Métis and Inuit	7,072	9,029	27.7
Special Education-Coded Students	10,880	13,370	22.9

² [Regionaldashboard.alberta.ca](https://regionaldashboard.alberta.ca)—Last updated—February 28, 2023.

³ Understanding that many students are fluent in languages other than English, and considering that all students are also learning English, this report will use the term EAL learners (English as an Additional Language). While some past documents might use EAL, ELL (English Language Learners) and ESL (English as a Second Language) interchangeably, we will use Alberta Education's updated terminology: EAL learners.

Accountability and Assurance

Edmonton Public Schools' AERR celebrates the Division's accomplishments and highlights the results from the 2022–23 school year. The AERR provides an annual overview of Edmonton Public Schools' commitment to advancing both our Division priorities and those of the province. As well, the AERR complements the other reporting available to our stakeholders including School Plans and Results Review (see [Appendix A](#)), Catchment Conversations and Strategic Plan Update reports. Within the Division's culture of evidence-based decision-making, these reporting processes help the Division to monitor for progress, reflect on what has been accomplished, determine strategic actions and the best use of resources. As well as data, the Division uses feedback from stakeholders to help inform ongoing work. This approach reflects alignment with the intent and structure of the provincial assurance framework.

Evidence-based decision-making is central to the Division's assurance model, where data is used to monitor for progress, reflect on the impact of our actions and celebrate what has been accomplished. This information helps to inform decisions around the use of resources.

Foundational to the planning and reporting cycle are the Division's Vision, Mission, Values, [2022–26 Strategic Plan](#) and the [Ministry Business Plan: Education 2022–25](#), which are brought to life through the shared leadership and responsibility of the Board of Trustees, Division and school leadership. All of these pieces come together to form the basis of accountability and assurance within the Division. A critical component of reporting and assurance is the budget planning and Results Review processes where the Division and schools reflect on their results and establish plans. This work is evidence-based and includes engaging with staff, students and families. From this, the Division develops its annual AERR and Education Plan.

The AERR is posted on the Division's website at epsb.ca/ourdistrict/results/aerr. Upon approval from the Board of Trustees, the AERR will be submitted to Alberta Education. As well, results review documents and budget plans are available on epsb.ca.

Alberta Education Assurance Measures

The 2022–23 school year marked our first year without operational interruptions due to COVID-19 in three years. This year’s Assurance Measures serve as one point of reference, guiding us in our efforts towards continuous improvement. The following three tables (*see Tables 2–4*) provide a required summary of Division results through the lens of Alberta Education’s five assurance domains: Student Growth and Achievement, Teaching & Leading, Learning Supports, Governance and Local and Societal Context. Each assurance domain can have one or more measures. The primary purpose of the education system is student achievement and growth, which is the core outcome for the assurance framework.⁴ Within its local and societal context and under the direction of our 2022–26 Strategic Plan, Edmonton Public Schools supports each of its students to live a life of dignity, fulfilment, empathy and possibility through the work undertaken in support of student growth and achievement. The work engaged in by the Division in respect to the other four domains supports and strengthens the efforts focused on student growth and achievement.

In order to accurately interpret all Assurance Measure tables in this report, please note the contextual information below that has been provided by Alberta Education and is necessary to fully understand the data:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion results over time, as participation in the 2019–20 to 2021–22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of per cent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 Knowledge and Employability–KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018–19, and the COVID-19 pandemic from 2019–20 to 2021–22. School years 2019–20, 2020–21 and 2021–22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018–19 and 2022–23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022–23 PAT results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021–22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Furthermore, in order to address the ongoing piloting and launching of new K–6 curriculum, in the fall of 2023 Alberta Education removed the following Grade 6 PAT subjects from aggregate PAT calculations: ELA, FLA, Math and Science. These changes and their impact are outlined below in Box 1.

⁴ [Alberta Education Funding Manual](#) 2023–24, p.19.

Box 1. 2022–23 PAT Data Reporting and Recalculation Explanation

The historical values reported for *Student Growth and Achievement—PAT: Acceptable/Excellence* in the 2022–23 AEA Measures have changed and do not match the values provided in prior reporting. Alberta Education recalculated historical aggregate PAT results based on the ongoing piloting and implementation of new curriculum. As a result of this:

- **Results** for Grade 6 English Language Arts, Français, French Immersion Language Arts and Literature, Mathematics and Science have been removed from aggregate data.
- **Aggregate PAT** results for this year, 2019 and 2022 are now based only on Grade 6 Social Studies and Grade 9 results for all subject areas.
- **This year's AERR Data Tables** reflect results using the new calculation.
- **Access to Division Grade 6 PAT Results for all subjects.**
 - Individual PAT results for Grade 6 English Language Arts, Français, French Language Arts, Mathematics, Social Studies and Science can be found in [Appendix C](#).



Accountability and Assurance

Overall, we have much to celebrate and recognize the opportunities for continuous improvement. These results were achieved within the context of supporting students, staff and families as all of us emerged from the challenges presented during the pandemic.

Tables 2 to 5 provide a summary of both the Division’s results and those of the province, enabling us to better understand our results within a broader context. This comparison is presented both quantitatively and through the coloured coded provincial achievement standards.

Table 2. Required Alberta Education Assurance Measures—Overall Summary												
All Students—Division compared to Province												
Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement												
Student Learning Engagement	84.4	84.4	85.1	n/a	Declined Significantly	n/a	84.4	85.1	85.1	n/a	Declined Significantly	n/a
Citizenship	79.6	81.4	82.2	High	Declined Significantly	Issue	80.3	81.4	82.3	High	Declined Significantly	Issue
3-year High School Completion	78.2	80.6	78.9	Intermediate	Maintained	Acceptable	80.7	83.2	82.3	Intermediate	Declined Significantly	Issue
5-year High School Completion	85.8	85.3	83.8	Intermediate	Improved Significantly	Good	88.6	87.1	86.2	Intermediate	Improved Significantly	Good
PAT: Acceptable	63.2	65.4	n/a	Low	n/a	n/a	63.3	64.3	n/a	Low	n/a	n/a
PAT: Excellence	19.5	21.9	n/a	High	n/a	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
Diploma: Acceptable	80.2	73.8	n/a	Intermediate	n/a	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
Diploma: Excellence	24.0	21.1	n/a	Very High	n/a	n/a	21.2	18.2	n/a	High	n/a	n/a
Teaching & Leading												
Education Quality	87.5	88.9	89.5	High	Declined Significantly	Issue	88.1	89.0	89.7	High	Declined Significantly	Issue
Learning Supports												
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.2	85.4	85.4	n/a	Declined Significantly	n/a	84.7	86.1	86.1	n/a	Declined Significantly	n/a
Access to Supports and Services	78.2	80.0	80.0	n/a	Declined Significantly	n/a	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance												
Parental Involvement	77.5	76.8	78.0	Intermediate	Maintained	Acceptable	79.1	78.8	80.3	High	Declined Significantly	Issue

Accountability and Assurance

Table 3. Supplemental Alberta Education Assurance Measures—Overall Summary

All Students—Division compared to Province												
Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
4-year High School Completion	84.7	83.7	83.6	Intermediate	Improved Significantly	Good	86.5	87.1	85.4	Intermediate	Improved Significantly	Good
Drop Out Rate	2.2	2.2	2.3	Very High	Improved	Excellent	2.5	2.3	2.5	Very High	Improved	Excellent
Rutherford Scholarship Eligibility Rate	71.7	70.8	68.0	High	Improved Significantly	Good	71.9	70.2	68.3	High	Improved Significantly	Good
Transition Rate (6 yr)	65.2	65.2	64.9	High	Maintained	Good	59.7	60.3	60.2	High	Maintained	Good

[Alberta Education](#) and Edmonton Public Schools are dedicated to providing timely and relevant learning support for EAL students and self-identified First Nations, Métis and Inuit students. Details of these results are outlined below in Tables 4 and 5.

Table 4. Alberta Education Assurance Measures—Overall Summary

English as an Additional Language Students—Division compared to Province												
Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement												
3-year High School Completion	71.2	76.7	72.9	Low	Maintained	Issue	72.8	78.5	77.1	Low	Declined Significantly	Concern
4-year High School Completion	82.5	80.5	81.5	Intermediate	Maintained	Acceptable	85.0	86.4	84.1	Intermediate	Maintained	Acceptable
5-year High School Completion	84.3	87.6	87.1	Intermediate	Declined	Issue	88.7	86.1	86.0	Intermediate	Improved Significantly	Good
PAT: Acceptable	59.8	63.6	n/a	Very Low	n/a	n/a	57.9	59.7	n/a	Very Low	n/a	n/a
PAT: Excellence	16.7	19.0	n/a	Intermediate	n/a	n/a	12.2	13.7	n/a	Low	n/a	n/a
Diploma: Acceptable	68.7	58.8	n/a	Very Low	n/a	n/a	67.1	59.0	n/a	Very Low	n/a	n/a
Diploma: Excellence	17.2	13.6	n/a	Intermediate	n/a	n/a	13.8	10.8	n/a	Intermediate	n/a	n/a
Supplemental Measures												
Drop Out Rate	1.9	2.0	1.9	Very High	Maintained	Excellent	2.5	2.2	2.3	Very High	Declined	Good
Rutherford Scholarship Eligibility Rate	57.5	60.4	55.4	Intermediate	Improved	Good	60.3	61.3	58.4	Intermediate	Improved Significantly	Good
Transition Rate (6 yr)	70.3	69.8	70.6	High	Maintained	Good	62.7	66.0	65.7	Intermediate	Declined Significantly	Issue

Accountability and Assurance

Table 5. Alberta Education Assurance Measures—Overall Summary

Self-identified First Nations, Métis and Inuit Students—Division compared to Province

Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement												
3-year High School Completion	44.2	47.1	46.8	Very Low	Maintained	Concern	57.0	59.5	59.1	Very Low	Declined	Concern
4-year High School Completion	55.9	57.0	53.2	Very Low	Maintained	Concern	65.8	68.6	65.5	Very Low	Maintained	Concern
5-year High School Completion	62.3	59.3	56.4	Very Low	Improved Significantly	Acceptable	71.3	68.0	67.0	Very Low	Improved Significantly	Acceptable
PAT: Acceptable	33.3	33.4	n/a	Very Low	n/a	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
PAT: Excellence	4.2	4.6	n/a	Very Low	n/a	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
Diploma: Acceptable	74.0	67.7	n/a	Low	n/a	n/a	74.8	68.7	n/a	Low	n/a	n/a
Diploma: Excellence	11.1	8.2	n/a	Low	n/a	n/a	11.3	8.5	n/a	Low	n/a	n/a
Supplemental Measures												
Drop Out Rate	5.7	6.4	6.6	Intermediate	Improved	Good	5.1	4.9	5.1	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	44.2	41.0	39.4	Very Low	Improved Significantly	Acceptable	43.9	41.1	39.9	Very Low	Improved Significantly	Acceptable
Transition Rate (6 yr)	32.7	30.9	31.4	Very Low	Maintained	Concern	35.5	37.7	36.7	Very Low	Maintained	Concern

Stakeholder Engagement

Engaging with our stakeholders—staff, parents, students and community members—serves as a meaningful way in which everyone can have a role in supporting student success and well-being and serves as a key element of public assurance. Both the Board of Trustees and Division administration value stakeholder engagement and hold themselves accountable by seeking input prior to taking action. The Division relies on recognized standards for public participation practice, such as the International Association for Public Participation (IAP2) Spectrum for Public Participation. IAP2 provides a framework for increasing levels of public engagement depending on the purpose of stakeholder participation and degree of impact a decision or initiative may have on stakeholders.

Engagement occurs through multiple avenues. Through these efforts, the Division is laying the foundation for generative participation, public assurance and confidence in its decision-making and policy development. Examples of engagement opportunities at both the Division and school levels include:

Division-Level Engagement

- **Division Feedback Survey (DFS):** Conducted every year for staff, students and families, this quantitative and qualitative survey provides perspectives on how the Division is doing regarding the Strategic and Education Plans. The DFS provides both system-wide and school-level results that are used to inform planning at both levels. This past year, we received over 61,000 responses to the DFS. The 2022–23 DFS was the first year for the new survey aligned to the 2022–26 Strategic Plan. [Appendix D](#) contains a summary of DFS quantitative responses included throughout this report.
- **Extended Student Demographic Survey:** In the fall of 2022, the Division invited students in Grades 4 to 12 to participate in this survey to help the Division gain insights into the self-described identities of students served by the Division. Both students and parents had the option to opt out, and students were encouraged to respond only to questions that they felt comfortable with. Over 55,000 students (73 per cent) participated in the survey. Data from the survey will be analyzed with other student data to identify actions the Division can take to support ongoing and increased student success.
- **Inclusive Education Parent and Community Advisory Committee:** Supported by Division staff and comprised of family and community members, this committee provides ongoing feedback to help inform the delivery of inclusive education in the Division.
- **First Nations, Métis and Inuit External Advisory Council:** Comprised of members from the broader community and staff from the First Nations, Métis and Inuit Education Team, the council provides feedback to inform the development of Division resources and supports an ongoing dialogue between council members around student success and First Nations, Métis and Inuit education.
- **Equity Advisory Committee:** Comprised of community stakeholders, students, families and Trustees, and supported by staff, the committee provides feedback to the Division to help support progress towards the priority areas of the Anti-racism and Equity Action Plan.
- **School Re-naming Advisory Committee:** Comprised of families, community members and Trustees, and supported by staff, the committee provides feedback to help inform criteria that considers the potential renaming of a school and supports policy development that addresses school renaming.
- **Student Senate:** Student senators from across Division high schools represent their fellow students to provide student voice to the Board of Trustees and administration.
- **Staff Advisory Committee to Support Anti-racism:** To ensure that we hear the perspectives of a wide range of Division staff, from across all staffing groups, we are creating a Staff Anti-racism, Reconciliation and Equity Advisory Committee. This committee will provide advice and feedback to inform how the Division moves forward on priorities outlined in the Anti-racism and Equity Action Plan. The committee will meet up to four times throughout the 2023–24 school year during the work day. Selection of membership for the committee will focus on representing a range of diverse staff roles, work locations and personal identities and experiences. Expression of interest went out to all staff in June to establish the committee for the 2023–24 school year. We received 236 expressions of interest.

Accountability and Assurance

- **Teacher/Staff Collaborative Conversations:** These conversations bring together staff from across the Division around a strategic topic. Feedback from the conversation helps to inform next steps in support of students. Examples of recent topics include: Literacy and Numeracy Division 1 screening assessments and Anti-racism and Equity.
- **Listening Circles:** The Division invites individuals to participate in conversations and leadership staff have the role of active listening. Understanding of the lived experience of students, staff and families will help the Division's work in support of anti-racism and equity.
- **Superintendent's Community Of Practice in Education:** The Superintendent annually establishes a group of leaders from schools and central decision units to come together and discuss key topic areas in support of the Division's strategic direction. These discussions provide feedback around emerging opportunities, Division processes and targeted initiatives in support of student success and well-being.
- **Superintendent's Small Group Conversations:** The Superintendent invites principals and Central leaders to small group discussions around educational topics of their choice and interest. This practice offers an open platform for Division leaders to connect, address shared challenges and brainstorm solutions for emergent needs.
- **Results Review and Catchment Conversations:** These conversations provide school and Central leaders with the opportunity to reflect on their results and to share and learn with each other. Through results reviews, Trustees are able to gather information, notice trends and bring back their observations to administration. Catchment Conversations bring together principals from across catchments (Kindergarten to Grade 12 school groupings) to engage and share in a conversation. Both of these opportunities inform future planning at the school and Division levels.
- **Community Consultations:** The Division brings members of the community together around key topics and programming areas. These discussions use data to support the conversation and gather stakeholder feedback around such areas as school boundaries and mature community enrolment challenges.

School-Level Engagement

- **School Councils:** Schools engage with families through school councils, which provide opportunities for dialogue around school operations, school plans and budget, and annual results reports as well as ongoing dialogue regarding student success and well-being.
 - The Board of Trustees continues to support all schools in the ability to form a school council by covering the Alberta School Councils' Association membership fees on behalf of Division schools.
 - A School Council Annual Report Highlights Summary is submitted to the Board of Trustees each year, outlining the work of school councils across the Division. This report is submitted in the new year, covering the previous school year.
- **Local school activities:** Schools engage with their communities in ways that best meet the needs of their students and families. Examples of what this engagement looks like at the school level include, but are not limited to: meet the principal drop-ins, morning coffee conversations, family nights, student focus groups and school-level surveys. Feedback and voice from these various activities help to support decision-making and inform planning and programming.
 - Recognizing the importance of the role of parents as partners in their child's learning, parents are invited to participate in both results review and school budget planning.
- **Creating Schools That Listen:** Creating Schools That Listen is an inquiry-led approach to working across school communities around a systemic or social issue that brings together professional learning and student voice. Working collectively with students, staff and community, school leaders develop responsive frameworks to advance equity and inclusion in schools.

In summary, the Division’s intentional approach to supporting high quality teaching and learning and ultimately, student success is represented in the following diagram (see Figure 2).

Figure 2. Edmonton Public Schools: Assurance Model⁵

Assurance Model



⁵ Designed by PresentationGO.



Priority 1

Build on outstanding learning opportunities for all students.

Priority 1: Build on outstanding learning opportunities for all students

Outcome: The growth and success of every student is supported throughout their journey from early learning to high school completion and beyond.

The Division walks alongside students on their Kindergarten to Grade 12 journey towards the goal of high school completion and a life of dignity, fulfilment, empathy and possibility. Building high quality learning opportunities that engage and motivate students on their journey to high school completion is a collective endeavour, involving Division staff, community partners and families. The three goals of Priority 1 work together to support the growth and success of every student throughout their learning journey to high school completion and beyond. High school completion is a foundational milestone that influences future educational paths, life goals and ultimately quality of life. This work could not be accomplished without the support of families who are key partners in their child's learning and participate in a range of meaningful ways within the school community.

High quality teaching and learning environments are at the heart of student success. To support these environments, the Division prioritizes the development and growth of its staff through a range of opportunities that support professional learning and leadership development and by creating opportunities for collaboration. In addition, the Division provides and facilitates staff access to effective support, services and resources, such as coaching, mentoring, communities of practice, as well as guides and frameworks to support staff in their journey of professional growth.

DFS results indicate that:

89 per cent of students agreed that "At school I have the opportunity to be successful in my learning."

The provision of high quality teaching and learning is also guided by the Division's Administrative Regulation [FGCA.AR Supervision and Evaluation of Teachers](#) and the Continuing Contract Recommendation Handbook that stipulates:

- The Division has a formal evaluation process for new teachers and beginning principals.
- Teachers and school leaders develop annual professional growth plans.
 - These plans reflect alignment with the Teaching Quality Standard (TQS) and Leadership Quality Standard (LQS).
 - Many staff use an inquiry based approach to developing and participating in these plans.
 - Teachers collaborate with their principal in the development of their plan.
- The TQS and LQS inform the decisions and actions of certificated teachers and leaders.
 - To support staff attainment and growth within these standards, the Division offers professional learning that aligns with and enhances capacity across the standards.

The work to provide professional learning opportunities that will positively impact student success resides across the Division, as schools, catchments and Central units all play a role in building staff capacity. Particular areas of focus for the Division include professional learning around the TQS and LQS competencies, providing support and guidance to emerging, aspiring and experienced leaders through the Leadership Development Framework, a community of practice

Priority 1: Build on outstanding learning opportunities for all students

approach supporting first and second year principals and professional learning for all staff in the areas of literacy, numeracy, anti-racism, reconciliation, equity and First Nations, Métis and Inuit education and new curriculum.

Building off existing processes and with extensive engagement, work was completed to prepare a formal process for confirmation of assistant principal designations. The new processes and supports, for both principals and assistant principals engaged in the process, have been implemented for the 2023–24 school year.

As we welcomed students back in the fall of 2022 the Division was focused on well-being and meeting each student where they were at on their learning journey. As the Division continued to address potential learning gaps resulting from the prolonged disruption of the pandemic and support overall student and staff well-being, it is encouraging that students and families expressed confidence in students' learning opportunities for the 2022–23 school year as evidenced in feedback from the DFS.

DFS results indicate that:

89 percent of students agreed that "school staff have high expectations for me to be successful in my learning."

82 per cent of families agreed that "I feel my child's learning needs are supported at their school."



Goal 1: Recognize and support the diverse learning needs of all students

P1G1 Strategic Action: Provide targeted professional learning and resources that support teachers in the implementation of the new curriculum.

- Curriculum Learning Supports (CLS) developed a range of professional learning (PL) opportunities and resources to support new curriculum implementation, including scopes and sequences, resource collections and synchronous and asynchronous professional learning. These were provided to support implementation of new subjects and grades for the 2023–24 school year:

- Kindergarten to Grade 3 English Language Arts and Literature.
- Kindergarten to Grade 3 Math.
- Kindergarten to Grade 6 Physical Education and Wellness.

DFS results indicate that:

89 per cent of teachers “know how to access resources to help me meet the diverse learning needs of all students.”⁶

- In a continued effort to provide flexible professional learning to Division schools, CLS implemented “spotlight sessions” on PL days that provided short, focused sessions repeated throughout the day. The convenience of this new format proved to be very popular with schools; approximately 1,555 teachers and administrators participated in sessions targeted at implementation of the new curriculum.
- Centrally-created science resources (*Snippets*) were provided in June 2023 to support teachers in getting started with implementing the Kindergarten to Grade 3 Science curriculum for September 2023.
- Through targeted provincial funding, the Division provided leadership to the establishment of the provincial science resource project. This project is being implemented in collaboration with the other metro boards. In support of this work CLS completed a range of tasks to ensure readiness for fall 2023, including staffing, development of a project plan and mapping the teacher writer training. The project is supported by a Metro Leadership Advisory Group and the secondment of teachers from Edmonton Catholic School Division and Calgary Catholic School Division. Through an application process, 10 teachers from Edmonton Public Schools with experience from Kindergarten to Grade 3 were selected to work on the science resources starting in September 2023.

P1G1 Strategic Action: Refine the Individual Program Planning⁷ process as a means to monitor for student growth and enhance collaborative goal setting with families.

Individual Program Plans (IPP) prioritize areas of growth for individual students. The IPPs are focused around a student’s academic success or social participation and may include areas such as: reading, writing, speaking (expressive language), listening (receptive language), viewing/representing, work habits and numeracy. IPPs are developed in collaboration with families. This collaboration recognizes and builds upon their background knowledge and experiences, starting with baseline data and tracking progress through success indicators.

- The Specialized Learning Supports (SLS) team initiated a conversation with school leaders to gather feedback on the current IPP templates and consider options to measure student success toward goals. SLS conducted an environmental scan of Division IPP templates and Alberta Education sample templates.

⁶ Note: only asked to K–6 teachers, all principals and assistant principals. 69 per cent of eligible respondents indicated that they had accessed Division resources

⁷ An **Individual Program Plan (IPP)** is mandatory for students who require adaptations, accommodations, or added support in learning Alberta’s programs of study. The IPP delineates the specific instructional strategies and resources provided by a school to cater to the unique needs of each student.

Priority 1: Build on outstanding learning opportunities for all students

- Feedback from this work will be used to inform revision of the IPP templates. This will also support the creation of a mechanism to track student progress towards their IPP goals. This will build upon existing positive collaboration with families.

DFS results indicate that:

83 per cent of families, who have a child with an IPP, agreed that “my child’s IPP goals are appropriate for their development.”

P1G1 Strategic Action: Support a range of programming choices for families through ongoing engagement and the monitoring of enrolment data.

- Programming choice for families to support the success of all students through high quality teaching and learning environments is a cornerstone commitment at Edmonton Public Schools. The Division offers regular, alternative and specialized programming in response to this commitment. To support this work, the Division develops an annual student accommodation plan.
 - There are over 33 alternative programs offered by the Division. Establishment of a program is the responsibility of the Board of Trustees. Once established, placement of alternative programs is data-driven using our metrics to determine program viability and sustainability (see [Board Policy GAA.BP Delivery of Student Programs of Study and Administrative Regulation GEE.AR Decision Authority for Programs, Curriculum, Student Assessment and Instructional Resources](#)).
 - The distribution of specialized programming is determined by monitoring enrolment in existing specialized classes and new requests for programming. The Division offers a range of specialized programs in over 130 schools. Superintendent approval is required to expand or reduce specialized classrooms. Decisions regarding specialized classrooms are made around a variety of factors including parent choice and school space.

Additional Actions Taken in Support of Priority 1 Goal 1

Educational Assistant Internship (EAI)

- Edmonton Public Schools led the development and delivery of an EAI prototype in spring 2023 where three school divisions participated. CLS and SLS worked collaboratively to build a range of learning resources for the EAI participants. These included presentations, handouts, links to additional webinars and resources as well as quizzes for the following topics:
 - Child Brain Development module and Thinking Guide
 - Supporting Literacy module
 - Supporting Mathematics module
 - Managing Anxiety module
 - Supporting Students with Complex Behavioural Needs module
- The 13 week program included a one-week orientation with the remaining weeks being a combination of online learning and classroom experience. Overall 23 people from across three school divisions registered to be part of the prototype (two participants withdrew prior to completion).
- Edmonton Public Schools offered this paid internship prototype (35 hours/week) to individuals interested in, but not currently working as Educational Assistants (EAs), over a 13 week program.
- The 10 interns who completed the program through the Division were hired as supply EAs with Edmonton Public Schools.

Priority 1: Build on outstanding learning opportunities for all students

- Feedback from the prototyping indicated the following:
 - EPSB intern participants perceived the program positively, and appreciated the support provided through being part of a community of practice and from Division staff.
 - The program modules were rated overall by participants as very effective, with an average ranking of 6.2 to 6.4 on a scale of 7 for four out of the five topics.
 - Staff from participating Division schools provided an average ranking of 4.2 out of 5 to the experience of having an intern and 100 per cent indicated an interest to participate in the program again next year.
- In winter 2024, the Division will support scaling-up from the prototype; this work is supported by funding from Alberta Education to support participation from 12 school divisions across the province.

P1G1: Summary of Results and Analysis

Edmonton Public Schools uses a variety of performance indicators to track efforts for continuous improvement in this outcome. Assurance measures include preparing all students to graduate, supporting the transition into post-secondary education and the world of work (see *Tables 2–5*), as well as community citizenship, quality of education, family involvement, student engagement in learning and access to supports and services. Locally, indicators begin in Kindergarten with the [Early Years Evaluation-Teacher Assessment \(EYE-TA\)](#).

Local Measures

EYE-TA

Kindergarten is the beginning of a school learning journey for most children. Division Kindergarten programming is informed through provincial Kindergarten curriculum and the provincial Kindergarten Program Statement with many concepts delivered through a play-based approach to learning. Through a focus on English language arts and literature, mathematics, environment and community awareness, social studies/citizenship and identity, physical education and wellness and creative expression, Kindergarten lays the foundation to a child’s educational journey. To help facilitate high quality learning experiences, Kindergarten teachers collaborated around best practices through a Kindergarten community of practice and across their catchments.

At the Division, recognizing and supporting the diverse learning needs of each child begins in Kindergarten for the majority of students, where the EYE-TA is an evaluation tool administered to all Kindergarten children during the fall, and some Kindergarten children again in the spring. The purpose of the EYE-TA is to provide educators with the data they need to plan for targeted classroom programming and appropriate interventions during the Kindergarten year. The EYE-TA measures five key areas of development closely linked with school readiness and emergent literacy skills:

1. Awareness of Self and Environment
2. Social Skills and Approaches to Learning
3. Cognitive Skills
4. Language and Communication
5. Physical Development

Over the past few years, the EYE-TA faced irregular administration due to limitations as a result of the pandemic (see *Table 6*). The 2022–23 EYE-TA results displayed a slight decrease in readiness for Grade 1 in spring compared to the past eight years. The Division will continue to monitor this data set and explore these results going forward. Detailed results for the five key areas of development are available in [Appendix E](#).

Priority 1: Build on outstanding learning opportunities for all students

Table 6. EYE-TA Division Indicator	Results (in percentages)																	
	2014–15		2015–16		2016–17		2017–18		2018–19		2019–20		2020–21		2021–22		2022–23	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Percentage of children entering (fall) and leaving (spring) EPSB programs meeting developmental milestones	62	81	61	81	62	82	59	81	58	81	59	n/a	Assessment not required due to challenges of COVID-19		61	80	58	78
Percentage increase in children meeting developmental growth by Spring.	19		20		20		22		23		n/a				19		20	

Note: In the fall, children in Kindergarten are administered the EYE-TA. In spring, typically only those who initially showed difficulty or weren't assessed in the fall are reassessed. The percentage increase in children meeting developmental milestones reflects those who met them in the fall plus those now meeting them in the spring.

Provincial Measures

Alberta Education Assurance Measures

Education Quality: Responses to the AEA survey indicated that the Education Quality in Edmonton Public Schools is perceived by different respondents as High and Intermediate, mirroring provincial results (see Table 7). While the decline in improvement is notable, the baseline Education Quality achievement result remains High overall. These results parallel those of the province. The Division remains committed to implementing actions that support continuous improvement.

Table 7. Alberta Education Assurance Measures—Education Quality												
Measure & Evaluation	Edmonton School Division						Alberta					
	2020–22 Avg	2022	2023	Achievement	Improvement	Overall	2020–22 Avg	2022	2023	Achievement	Improvement	Overall
Overall	89.5 (n= 30,989)	88.9 (n= 29,515)	87.5 (n= 31,216)	High	Declined Significantly	Issue	89.7 (n= 257,078)	89.0 (n= 249,532)	88.1 (n= 257,584)	High	Declined Significantly	Issue
Parent	85.6 (n= 4,026)	85.2 (n= 4,158)	83.5 (n= 3,894)	High	Declined Significantly	Issue	86.4 (n= 34,318)	86.1 (n= 31,890)	84.4 (n= 31,890)	High	Declined Significantly	Issue
Student	87.1 (n= 22,132)	86.4 (n= 21,186)	85.4 (n= 23,077)	Intermediate	Declined Significantly	Issue	86.9 (n= 190,299)	85.9 (n= 186,834)	85.7 (n= 193,343)	Intermediate	Declined Significantly	Issue
Teacher	95.9 (n= 4,474)	95.0 (n= 4,171)	93.7(n= 4,245)	Intermediate	Declined Significantly	Issue	95.7 (n= 32,462)	95.0 (n= 32,351)	94.4 (n= 32,351)	Intermediate	Declined Significantly	Issue

Parental Involvement: Parental Involvement has been evaluated at Intermediate with parents feeling highly involved in their children’s education. Parents feel more involved than they have over the last three-year average. Parents’ perception of increased involvement is evidence of their commitment towards their child’s education. Family feedback from the DFS further supports these results with 87 per cent of families indicating that they feel they have a positive relationship with staff in support of their child’s learning and 84 per cent agree that the information they receive about their child’s learning helps them support their child in their learning.

Teacher perception around parent involvement declined from previous years on the AEAM (see Table 8). Examining the teacher responses more closely, this achievement evaluation may be partially attributed to an increased number of teachers indicating they “don’t know” across multiple questions of the assurance survey related to parent involvement (Grades 4, 7, 10). Schools continue to find ways to invite parents back into the school community post-pandemic.

Priority 1: Build on outstanding learning opportunities for all students

Table 8. Alberta Education Assurance Measures—Parental Involvement

Measure & Evaluation	Edmonton School Division						Alberta					
	2020–22 Avg	2022	2023	Achievement	Improvement	Overall	2020–22 Avg	2022	2023	Achievement	Improvement	Overall
Overall	78.0 (n=8,523)	76.8 (n=8,256)	77.5 (n=8,083)	Intermediate	Maintained	Acceptable	80.3 (n=66,395)	78.8 (n=62,412)	79.1 (n=63,935)	High	Declined Significantly	Issue
Parent	71.1 (n=4,101)	71.6 (n=4,143)	72.6 (n=3,873)	High	Improved	Good	73.1 (n=34,077)	72.3 (n=31,598)	72.5 (n=31,720)	High	Declined	Acceptable
Teacher	85.5 (n=4,422)	81.9 (n=4,113)	82.4 (n=4,210)	Low	Declined Significantly	Concern	87.4 (n=32,318)	85.2 (n=30,814)	85.7 (n=32,215)	Intermediate	Declined Significantly	Issue

3-Year Historical Engagement Students and Providing Support: In 2021–22 the province introduced the following two Assurance Measures:

- Whether students are engaged in their learning at school.
- Whether students have access to the appropriate support and services at school.

Results for both the province and Division signal the importance of working with students and families to best understand student learning needs. (see Table 9 and Appendix C for detailed stakeholder results). Research emphasizes the importance of relationships in respect to student success, as reflected by its prominent position as the first quality standard in both the TQS and LQS. The Division remains committed to building relationships with each student and meeting them where they are at in support of their learning.

Table 9. Alberta Education Assurance Measures—3-Year Historical Engaging Students and Providing Support

The percentage of teachers, parents and students who agree that:	Edmonton School Division				Alberta			
	2021	2022	2023	Improvement*	2021	2022	2023	Improvement*
Students are engaged in their learning at school	85.8 (n=25,633)	85.1 (n=29,562)	84.4 (n=31,178)	Declined Significantly	85.6 (n=230,956)	85.1 (n=249,740)	84.4 (n=257,214)	Declined Significantly
Students have access to the appropriate supports and services at school.	80.6 (n=25,607)	80 (n=29,533)	78.2 (n=31,153)	Declined Significantly	82.6 (n=230,761)	81.6 (n=249,570)	80.6 (n=256,994)	Declined Significantly

*As this is a new measure, only improvement evaluation can be calculated this year.

5-Year Historical Division Specialized Supports: The satisfaction of parents of students who qualify for specialized supports dropped from previous years, but remains relatively high. In this same area, satisfaction of teachers dropped significantly (see Table 10). This may be connected to the staffing challenges related to EAs and the increasing complexity of classrooms.

Table 10. Alberta Education Assurance Measures—5-Year Historical Division Specialized Supports

a. Parent satisfaction the specialized supports their child receives enables them to be successful learners					
	2019	2020	2021	2022	2023
Parents	86 (n=874)	85 (n=933)	83 (n=532)	83 (n=690)	80 (n=709)
b. Teacher satisfaction their school can access supports for students with specialized needs in a timely manner					
Teachers	85 (n=4,528)	82 (n=4,716)	78 (n=3,560)	75 (n=4,055)	69 (n=4,177)

Goal 2: Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes

Literacy and numeracy form the foundation for successful living, learning and participation in society. Evidence suggests that proficiency in literacy and numeracy are primary determinants of educational outcomes, which in turn significantly influence earning potential, career trajectory and overall quality of life.⁸ It is important for students to develop proficient literacy and numeracy skills to realize their full potential in school and ultimately in the workplace and life. Supporting students where they are at on their learning journey is fundamental to the work of educational staff and to each student's success. The Division's actions described below highlight our strategic, collective commitment to how students grow and thrive in these key areas.

P1G2 Strategic Action: Examine data and implement interventions, professional learning and resources that have the greatest impact on student growth.

This evidence-based work happens at multiple levels of the organization:

- Classroom level: Teachers assess students in the fall to inform programming and interventions. They continue to use data to monitor for progress. Assessments at the end of the school year help to confirm growth achieved for the school year.
- School and catchment level: School leaders use data to inform a variety of decisions within the school community: the allocation of resources, setting of goals, PL topics and how to organize for instruction. Data also serves to support the work of catchments; it is used to help identify goals and prioritize areas for collaboration.
- Division level: The Division uses data to support a variety of system-level decisions, including informing the allocation of resources, setting priorities and the reporting of growth or progress.
- To build upon existing staff capacity in the areas of literacy and numeracy, Curriculum and Learning Supports (CLS) provided a total of 184 PL opportunities (inservicing, consultations and/or coaching) for 3,856 participants.
 - To be responsive to the needs of teachers, feedback from staff and current research in the areas of literacy and numeracy learning was used to shape the continuous improvement of PL throughout the year.
- To help mitigate the impact of transition, several catchments have developed processes and/or assigned staff to support students transitioning. These processes address both transiency and the natural transitions between grades, divisions and schools, allowing for increased continuity of learning for the student on their unique learning journey.
 - Principals of Equity Achievement Project schools are noticing the positive impact of common instructional practices and approaches in literacy and numeracy learning for students moving between EAP schools.
- Additionally, the Division is supporting this action through the development of the Dossier Dashboard, which is a data visualization platform intended to support and facilitate data analysis in both schools and centrally in support of student growth.
 - In February 2023, the Dossier Dashboard was soft-launched for Division leaders. To support leaders in the use of the platform, pre-Division Leadership Meeting (DLM) PL sessions were made available from February to June.

P1G2 Strategic Action: Implement Year 2 of the Equity Achievement Project, including an analysis of findings from Year 1 of the project.

Informed by research, the Equity Achievement Project (EAP) is a strategic and intentional Division project to ensure children in some of Edmonton's most socially vulnerable communities are set up for success in school, and ultimately in

⁸ [Green & Riddell, 2001](#); [Green & Riddell, 2012](#); [Lane & Conlon, 2016](#). For further referenced research on Impact of Literacy and Numeracy on Life Outcomes or Addressing Student Needs in a Post-COVID Era, please see [Appendix G](#).

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life. The overarching goal of this project is the ***intentional support of student learning, leading to improved academic outcomes for our most vulnerable students.***

- For Year 2 of EAP the following supports were provided:
 - Targeted funding for each of the 41 project schools to support the lead teacher role in the areas of literacy and numeracy (0.35 FTE).
 - Targeted funding for the CLS literacy and numeracy supports (4.0 FTE).
 - Communities of practice for lead teachers and project leadership to support ongoing communication, monitoring and implementation of the work.
 - Central leadership for facilitation and evaluation.
- Year 2 continued to strengthen and build capacity in high impact, research-informed instructional practices and school leadership, while also focusing on observing growth in learner behaviour and in students' self-efficacy as readers, writers and mathematicians.
- The [Year 1 Evaluation Report](#) provided a comprehensive overview of the intentional work undertaken in the development of the EAP model, the goals and expected outcomes and initial results in the first year of the project related to teacher growth and student achievement in literacy and numeracy. Highlights of these results include:
 - Growth in lead teacher instructional leadership.
 - Increased collaboration in support of learning.
 - Growth in teacher practice.
 - Observed changes in student learning behaviours and initial evidence of academic improvement.

Additional Actions Taken in Support of Priority 1 Goal 2

Literacy and Numeracy Project

- There was considerable interest in the literacy and mathematics frameworks developed for the EAP from schools across the Division. Central and school leaders worked together to identify actions that could bring the learning from the EAP to other schools in a rigorous, systematic way. This included:
 - The establishment of the Literacy and Numeracy Project for the 2023–24 school year. Schools were invited to express interest. Twenty-two schools were identified based on multiple factors including school achievement data and staff interest to be part of this community of practice.
 - EAP schools shared best practices from EAP with other schools in their catchment.
 - The inclusion or integration of content from the EAP literacy and mathematics frameworks into other CLS-hosted PL and resources.

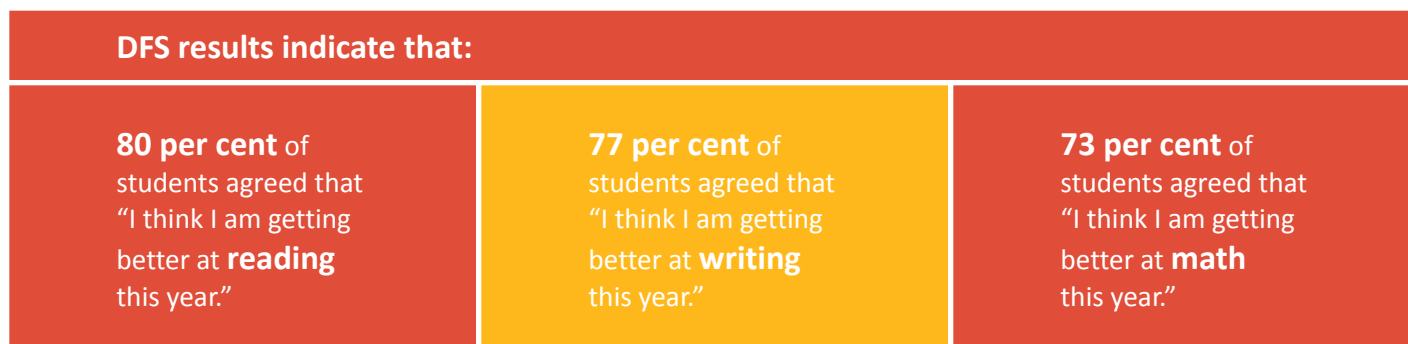
P1G2: Summary of Results and Analysis

The Division collaboratively analyzes various internal and external data sources to support the literacy and numeracy development of all students. These include Division-led assessments such as the CAT4 (which covers reading, math and computation and estimation), Highest Level of Achievement Test (HLAT) writing, as well as provincial assessments such as PATs, Diploma Exams, the Assurance Survey and the provincial Early Years literacy and numeracy screening assessments. Teachers plan for instruction by reflecting on the results from these assessments, other classroom and local school-based assessments and their own professional observations. This helps them tailor instruction to meet the specific learning needs of each student, inform programming and identify students in need of additional support or intervention in pursuit of continuous improvement and student success. In addition, this information is helpful in communicating with families around their child's literacy and numeracy journey.

Local Measures

Reading, Writing and Mathematics

Teachers use a triangulation of evidence (observations, conversations and products) with students to determine if students are reading at, above or below grade level based on outcomes from the Alberta curriculum. An important part of a student’s learning journey is their belief in themselves as learners; it is encouraging to hear students expressing confidence in their academic growth for the 2022–23 school year as evidenced in feedback from the DFS.



Overall Reading Levels and HLAT Writing—Local Measures

Table 11 provides a summary of local measures in the areas of reading and writing for students in Grades 4 to 9 at the Division level and disaggregated for both EAL students and students who self-identify as First Nations, Métis or Inuit. These results highlight the importance of the work teachers are doing to identify where each student is at in their literacy and numeracy development and to monitor throughout the year for evidence of growth and progress. Results by grade level are available in [Appendix F](#).

Table 11. Local Reading and Writing Results					
Students At or Above Grade Level for Reading	2018–19*	2019–20**	2020–21***	2021–22	2022–23
All Division students (Gr. 1–9)	72.3 (n=61,119) (Gr.1 to 8)	68.7 (n=69,720)	69.8 (n=71,650)	69.9 (n=71,543)	67.6 (n=75,612)
EAL students (Gr. 1–9)	66.5 (n=18,759) (Gr 1–8)	61.3 (n=20,836)	63.5 (n=20,759)	62.5 (n=19,825)	59.6 (n=22,340)
Self-identified First Nations, Métis, and Inuit students (Gr. 1–9)	48.9 (n=5,468) (Gr. 1 to 8)	44.5 (n=6,307)	43.3 (n=5,938)	45.9 (n=6,083)	43.7 (n=6,270)
Students At or Above Grade Level for Writing (HLAT)	2018–19	2019–20	2020–21***	2021–22	2022–23
All Division students (Gr. 1–9)	73.2 (n=66,331)	HLATs were not administered due to the COVID-19 Pandemic	68.8 (n=66,198)	68.8 (n=68,317)	66.4 (n=72,001)
EAL students (Gr. 1–9)	69.1 (n=19,972)		64.0 (n=19,991)	64.1 (n=19,257)	60.1 (n=21,512)
Self-identified First Nations, Métis, and Inuit students (Gr. 1–9)	49.0 (n=5,703)		41.4 (n=4,820)	42.3 (n=5,298)	42.1 (n=5,511)

*Widespread reporting of Grade 9 results began in 2019–20.

**In 2019–20, assessment occurred after the move to online learning at the end of March 2019.

***In 2020–21, approximately 30 per cent of Division students were online.

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Foundational to this work is ensuring that teachers know how to respond to the learning needs of every child and the importance of ongoing access to PL and resources that support teachers in this work. Teacher voice from the DFS indicates a high level of confidence in this area. Through Division, catchment and school level efforts teachers will continue to be supported in the area of high quality literacy and numeracy instruction to meet the learning needs of each of their students.

DFS results indicate that:

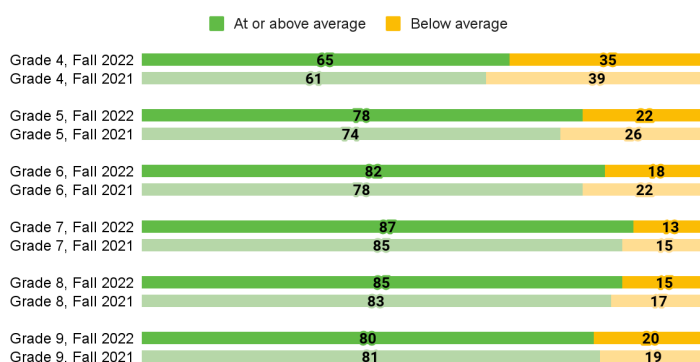
93 per cent of staff agreed that “I have the knowledge and skills to support students in their literacy learning.”

89 per cent of staff agreed that “I have the knowledge and skills to support students in their numeracy learning.”

CAT4

In 2022–23, students in Grades 4 to 9 completed the CAT4 for the second year. Figures 3 to 11 provide a summary of CAT4 results from the fall of 2021 compared to fall of 2022 in the areas of reading, mathematics and computation and estimation for students in Grades 4 to 9 at the Division level and disaggregated for both EAL students and students who self-identify as First Nations, Métis or Inuit. Overall, students performed higher on these measures in the fall of 2022 than they did in fall of 2021. This pattern of improvement is most encouraging for self-identified First Nations, Métis and Inuit students, as they improved consistently across grades in both reading and mathematics. Division students also demonstrated growth in both of these areas, with Division results for mathematics being higher than reading and students achieving a higher rate of improvement between the two years for these areas as well. For computation and estimation EAL students’ results met or exceeded those of the Division for all but one grade level. Self-identified First Nations, Métis and Inuit students showed significant growth on this measure for Grades 5, 6 and 8.

Figure 3. Reading—All Students



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Figure 4. Reading—EAL students

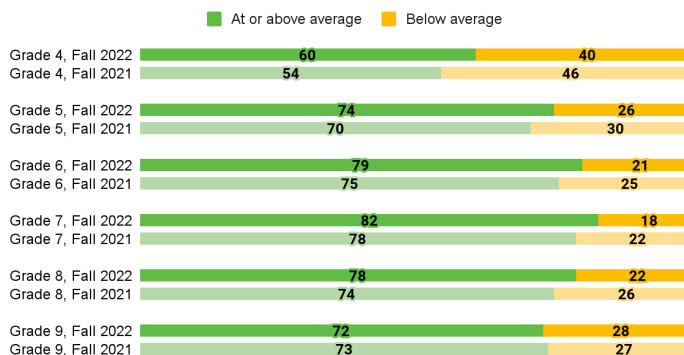


Figure 5. Reading—Self-identified First Nations, Métis, and Inuit students

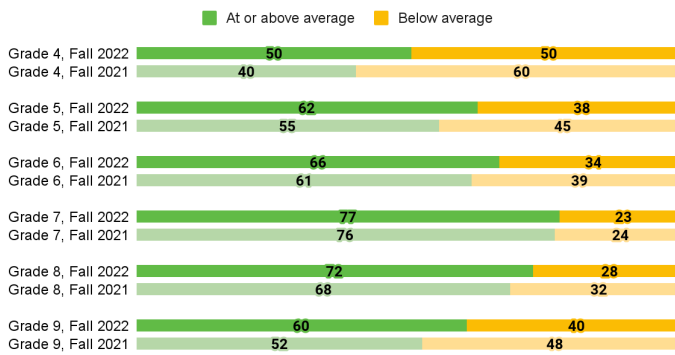


Figure 6. Mathematics—All students

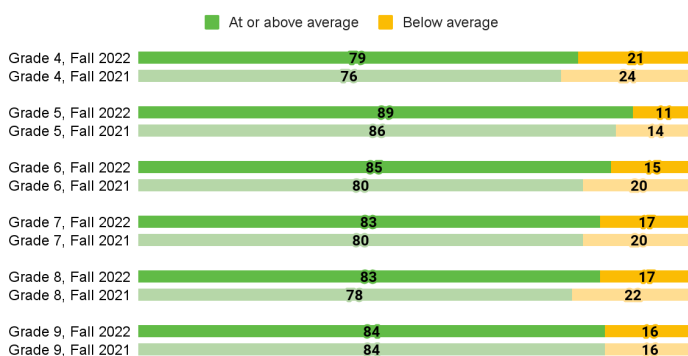


Figure 7. Mathematics—EAL students

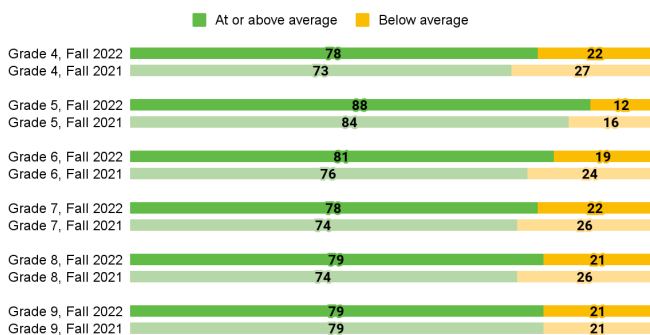
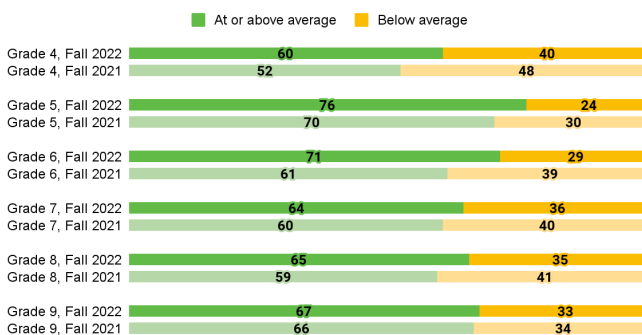


Figure 8. Mathematics—Self-identified First Nations, Métis and Inuit students



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Figure 9. Computation & Estimation—All students

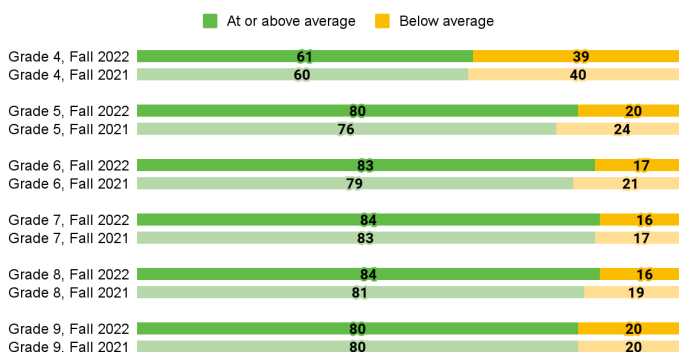


Figure 10. Computation & Estimation—EAL students

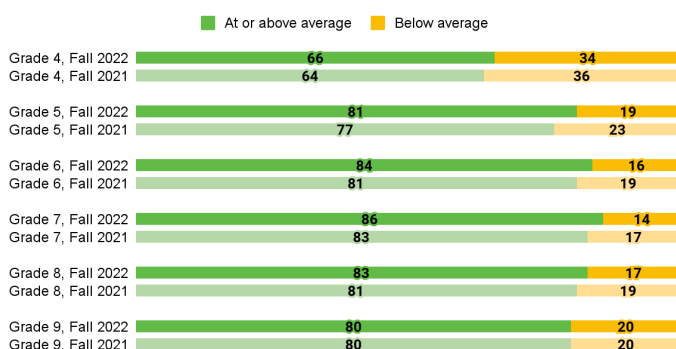
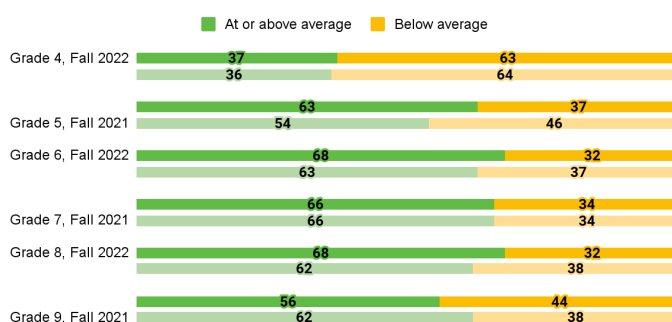


Figure 11. Computation & Estimation—Self-identified First Nations, Métis, and Inuit students



Alberta Education Assurance Survey

Reading and Writing Support: From the AEA Survey, it is evident that students' belief in their ability to access reading and writing help at school has seen slight fluctuations over the years. For Grades 4 and 7, there is a gradual decrease in this confidence from 2018–19 to 2022–23, dropping by six per cent and five per cent respectively (see Table 12). However, the most noticeable decline appears in Grade 10, which experienced a sharp decrease from 80 per cent in 2019–20 to 71 per cent in 2020–21 (where student perceptions were likely impacted by the quarter system, online learning and general social distancing requirements).

Table 12. Alberta Education Assurance Measures—5-Year Historical Division Help with Reading & Writing

Percent of students in Grades 4 to 12 who believe they can access reading and writing help at school when needed.

Grade	2019	2020	2021	2022	2023
Grade 4	88 (n=10,633)	88 (n=10,382)	85 (n=8,931)	85 (n=9,478)	82 (n=9,859)
Grade 7	87 (n=6,422)	88 (n=7,005)	85 (n=5,462)	85 (n=6,232)	83 (n=6,834)
Grade 10	81 (n=5,956)	80 (n=6,003)	71 (n=3,553)	74 (n=5,168)	76 (n=6,066)

On the DFS students were asked, “I know how to get help with my learning in school.” Though broader in nature than the provincial assurance measure, 84 per cent of students indicated a positive response to this question. This data reinforces the importance of relationships between students and school staff.

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Provincial Early Years Literacy and Numeracy Assessments

Early Years Literacy and Numeracy Screener and Assessments: In the 2022–23 academic year, the Division continued with the Early Years literacy and numeracy screening assessments introduced by the province in 2021–22 to help address pandemic related learning disruption. These Early Years assessments are now part of provincially required measures to inform assurance reporting and to support instruction for students in the early years at the classroom level. These assessments are conducted in the fall (or January for Grade 1 students) and are intended to identify students who might be at-risk in the areas of literacy or numeracy⁹. Students identified as being at-risk are assessed again in the spring.

The tables below capture data from the Early Years Assessments for Grades 1 to 3 for the English word-reading test (Castles and Coltheart 3) and provincial numeracy screeners (see Table 13). The table is an indicator of the number of Division students qualifying for and receiving literacy and/or numeracy interventions.

At each grade level more than 30 per cent of students assessed met criteria for intervention, with some students receiving support in both literacy and numeracy learning.

Table 13. Early Years Literacy & Numeracy Assessments	Total number of students assessed at beginning of school year (Grade 1 in January)	Total number of students identified as being at-risk in literacy or numeracy on these initial assessment(s)	Total number of at-risk students in literacy who received ONLY literacy intervention programming	Total number of at risk students in numeracy who received ONLY numeracy intervention programming	Total number of at-risk students in literacy and numeracy who received BOTH literacy and numeracy intervention programming (i.e., the same student received both literacy AND numeracy programming)
Grade 1	8,232	2,673 (32.5%)	798	791	1,084 (13.2%)
Grade 2	7,168	2,581 (36.0%)	692	1,076	813 (11.3%)
Grade 3	7,869	2,526 (32.1%)	1,000	728	798 (10.0%)

*Results for Grade 1 reflect a shorter period of intervention support due to the January assessment.

To address any areas of concern, teachers used universal instructional supports, targeted (small group) and specialized, individualized strategies to support students in their literacy and numeracy learning. Edmonton Public Schools supported students at risk in the area of literacy and numeracy, through a range of strategies including, but not limited to, the following examples:

Literacy

- Teachers incorporated research-based literacy intervention strategies related to:
 - Comprehension—Activate and build content knowledge, self-monitor for understanding, develop inference skills and use text structure knowledge.
 - Vocabulary—Explicitly teach tier two words and word learning strategies.
 - Fluency and Sight Word Acquisition—Employ repeated reading and build automaticity with

Numeracy

- Teachers used various screeners and formative assessments to identify areas of concern.
- To address any areas of concern, teachers used universal instructional supports, targeted (small group) and specialized, individualized strategies to support students in their math learning.
- Teachers implemented research-based instructional process across a range of aspects of mathematical learning including, but not limited to:
 - Mathematical Representations

⁹Schools across the Division used the following Alberta Education approved early years screening assessment for Grades 1 to 3: LeNS, CC3 and the numeracy assessments.

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- high frequency words.
- Phonemic Awareness and Phonics—Explicitly and systematically teach letters, letter combinations and associated sounds and teach isolating, blending, segmenting and manipulating of sounds.
 - Visuals
 - Concrete materials
- Mathematical Dialogue
 - Number talks and mental math activities
 - Vocabulary development
- Mathematical Writing
 - Graphic organizers and charts
 - Using pictures, numbers and symbols

Early Years Literacy & Numeracy Assessments—At Risk: Table 14 illustrates the number of students identified at risk in the fall and at the end of the year and also highlights those students who transitioned out of the at-risk category. Table 15 indicates continued opportunities for ongoing support of students at risk in literacy and numeracy, but it also highlights areas of significant growth in numeracy. A required contextual understanding for interpreting these results is that benchmarks for each grade level become more demanding from the fall to end-of-year assessment, representative of content progressing through a grade. So, while some at-risk students may not consistently meet these evolving benchmarks, they still can be making significant progress as observed by their teacher.

Table 14. <i>Early Years Literacy & Numeracy Assessments—At-Risk student count</i>	Castles & Colheart 3			Numeracy Assessments		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Total students assessed (Fall)	7,736	6,809	7,859	8,195	7,168	7,847
Students identified as at-risk (Fall)	1,864	1,461	1,744	1,861	1,868	1,523
Students identified as at-risk (End of Year)	1,581	960	1,401	1,619	1,479	1,183
Students who were at-risk in the fall, who now meet the end-of-year benchmark	283 (15.2%)	501 (34.2%)	343 (19.7%)	242 (13.0%)	398 (21.3%)	340 (22.3%)

*Results for Grade 1 reflect a shorter period of intervention support due to the January assessment.

Table 15. <i>Early Years Literacy & Numeracy Assessments—Average months of growth</i>	Castles & Colheart 3			Numeracy Assessments		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Average months behind grade level (Fall)	5.3	8.65	14.15	8.11	9.86	10.33
Average months of improvement (End of Year)	-1.84	-4.05	-2.58	1.12	1.67	-0.23
Average months of growth by at-risk students (End of Year)	2	5	6	10	10	9

*Results for Grade 1 reflect a shorter period of intervention support due to the January assessment.

Provincial Achievement Results

PAT Results for All Division Students, English as an Additional Language and Self-Identified First Nations, Métis and Inuit students: Tables 16, 17 and 18 detail the aggregate PAT results for the following cohorts: all Division students, EAL students and self-identified First Nations, Métis and Inuit students. These results are compared to those of the province. Overall, the Division's multi-year results show a decline from 2019, which aligns with the understood impact of the pandemic and provincial results. Within this pattern, it must be noted that our results for self-identified First Nations,

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Métis and Inuit students have declined more significantly than provincial results for this same cohort. Evidence-based strategies that support student learning and success remain a priority.

Table 16. Overall PAT Acceptable/Excellence Results for All Division Students

Overall cohort results	Edmonton School Division					Alberta				
	2019	2019–2020	2022	2023	Achievement*	2019	2019–2020	2022	2023	Achievement*
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on PATs.	73.7 (n= 14,630)	n/a	65.4 (n= 16,246)	63.2 (n= 16,654)	Low	71.1 (n= 104,012)	n/a	64.3 (n= 109,520)	63.3 (n= 115,580)	Low
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on PATs.	26.7 (n= 14,630)	n/a	21.9 (n= 16,246)	19.5 (n= 16,654)	High	20.8 (n= 104,012)	n/a	17.7 (n= 109,520)	16.0 (n= 115,580)	Intermediate

*The lack of PAT data in 2019–20 and 2020–21 means only an achievement evaluation can be calculated.

Alberta Education recalculated prior aggregate PAT results for 2019 and 2022 to align with new curriculum implementation/piloting (full details in Box 1).

Table 17. Overall PAT Acceptable/Excellence Results for English as an Additional Language Students

EAL cohort results	Edmonton School Division					Alberta				
	2019	2019–2020	2022	2023	Achievement*	2019	2019–2020	2022	2023	Achievement*
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on PATs .	68.6 (n= 3,611)	n/a	63.6 (n= 3,679)	59.8 (n= 3,928)	Very Low	64.5 (n= 16,165)	n/a	59.7 (n= 15,972)	57.9 (n= 17,260)	Very Low
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on PATs.	20.9 (n= 3,611)	n/a	19.0 (n= 3,679)	16.7 (n= 3,928)	Low	15.6 (n= 16,165)	n/a	13.7 (n= 15,972)	12.2 (n= 17,260)	Intermediate

*The lack of PAT data in 2019–20 and 2020–21 means only an achievement evaluation can be calculated.

Alberta Education recalculated prior aggregate PAT results for 2019 and 2022 to align with new curriculum implementation/piloting (full details in Box 1).

Table 18. Overall PAT Acceptable/Excellence Results for Self-identified First Nations, Métis and Inuit Students

Self-identified First Nations, Métis and Inuit student cohort	Edmonton School Division					Alberta				
	2019	2019–2020	2022	2023	Achievement*	2019	2019–2020	2022	2023	Achievement*
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on PATs .	45.4 (n= 1,309)	n/a	33.4 (n= 1,438)	33.3 (n= 1,403)	Very Low	49.6 (n= 7,791)	n/a	43.3 (n= 8,584)	40.5 (n= 9,094)	Very Low
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on PATs.	7.6 (n= 1,309)	n/a	4.6 (n= 1,438)	4.2 (n= 1,403)	Very Low	7.4 (n= 7,791)	n/a	5.9 (n= 8,584)	5.5 (n= 9,094)	Very Low

*The lack of PAT data in 2019–20 and 2020–21 means only an achievement evaluation can be calculated.

Alberta Education recalculated prior aggregate PAT results for 2019 and 2022 to align with new curriculum implementation/piloting (full details in Box 1).

Diploma Exams

Overall Diploma Exam Course Results: Tables 19, 20 and 21 detail the aggregate Diploma results for the following cohorts: all Division students, EAL students and self-identified First Nations, Métis and Inuit students. These results are compared to those of the province. A closer look at these results indicate a pattern of improvement over the previous year’s results, as we are making progress to return to pre-pandemic outcomes. This mirrors provincial results. Of

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particular notice is growth in the number of students challenging Diploma Exams in the 2022–23 school year; this is encouraging.

Table 19. Overall Diploma Exam Course Acceptable/Excellence Results for Division Students

Overall cohort results	Edmonton School Division					Alberta				
	2019	2019–2020	2022	2023	Achievement*	2019	2019–2020	2022	2023	Achievement*
Overall percentage of students who achieved the acceptable standard on Diploma Examinations.	83.9 (n=12,312)	n/a	73.8 (n=10,317)	80.2 (n=12,163)	Intermediate	83.6 (n=65,117)	n/a	75.2 (n=58,444)	80.3 (n=67,294)	Intermediate
Overall percentage of students who achieved the standard of excellence on Diploma Examinations.	28.2 (n=12,312)	n/a	21.1 (n=10,317)	24.0 (n=12,163)	Very High	24.0 (n=65,117)	n/a	18.2 (n=58,444)	21.2 (n=67,294)	High

*The lack of Diploma data in 2019–20 and 2020–21 means only an achievement evaluation can be calculated.

Table 20. Overall Diploma Exam Course Acceptable/Excellence Results for English as an Additional Language Students

EAL cohort results	Edmonton School Division					Alberta				
	2019	2019–2020	2022	2023	Achievement*	2019	2019–2020	2022	2023	Achievement*
Overall percentage of students who achieved the acceptable standard on Diploma Examinations.	72.8 (n=1,724)	n/a	58.8 (n=1,624)	68.7 (n=1,911)	Very Low	72.5 (n=6,239)	n/a	59.0 (n=5,396)	67.1 (n=6,167)	Very Low
Overall percentage of students who achieved the standard of excellence on Diploma Examinations.	18.4 (n=1,724)	n/a	13.6 (n=1,624)	17.2 (n=1,911)	Intermediate	15.3 (n=6,239)	n/a	10.8 (n=5,396)	13.8 (n=6,167)	Intermediate

*The lack of Diploma data in 2019–20 and 2020–21 means only an achievement evaluation can be calculated.

Table 21. Overall Diploma Exam Course Acceptable/Excellence Results Self-Identified First Nations, Métis and Inuit Student

Self-identified First Nations, Métis and Inuit student cohort	Edmonton School Division					Alberta				
	2019	2019–2020	2022	2023	Achievement*	2019	2019–2020	2022	2023	Achievement*
Overall percentage of students who achieved the acceptable standard on Diploma Examinations.	80.8 (n=620)	n/a	67.7 (n=469)	74.0 (n=615)	Low	77.2 (n=3,452)	n/a	68.7 (n=3,107)	74.8 (n=3,949)	Low
Overall percentage of students who achieved the standard of excellence on Diploma Examinations.	14.8 (n=620)	n/a	8.2 (n=469)	11.1 (n=615)	Low	11.4 (n=3,452)	n/a	8.5 (n=3,107)	11.3 (n=3,949)	Low

*The lack of Diploma data in 2019–20 and 2020–21 means only an achievement evaluation can be calculated.

Goal 3: Promote competencies to empower students to meet the needs of a changing society, workforce and climate

Preparing all students to graduate and supporting their transition into post-secondary education, the world of work, lifelong learning and community citizenship is a fundamental outcome of public education. The following actions support students in thinking about and preparing for the future.

P1G3 Strategic Action: Enhance innovative, experiential learning opportunities that encourage all students to think about, explore and plan for the future.

- Design thinking empowers students to solve real world problems anchored in curriculum while promoting innovation and creativity. As they approach challenges to craft solutions, students hone their problem solving and critical thinking skills. Similar to design thinking, project-based learning develops student competencies in creative thinking and problem solving. Both approaches begin with an open ended question or provocation connected to the curriculum and enables students to research and represent their learning in creative and innovative ways.
 - To support teachers in creating learning opportunities through a design thinking or project-based approach, 18 PL sessions specific to design thinking and project-based learning were offered.
- The Division’s work in support of Career Pathways provides curricular resources and hands-on learning opportunities, all grounded in Alberta curriculum and supporting competency-focused experiences for students. Career Pathways supports all schools in career exploration from Awareness (Kindergarten to Grade 4), to Understanding (Grades 5 to 9), to Readiness (Grades 10 to 12). In the 2022–23 school year the Career Pathways Team:
 - Provided a range of support to Science, Technology, Engineering and Mathematics (STEM) programming in schools, including the provision of PL opportunities, offering advice on curriculum planning and supportive technologies and supporting a principal community of practice.
 - Supported MakerWeek, a cross-curricular design challenge for students that emphasized creative problem solving.
 - Over 1,000 students from Kindergarten to Grade 12 participated. Participating schools were provided with resources and PL.
 - Worked with Inquiring Minds site coordinators to support immersive off-campus learning experiences for Kindergarten to Grade 9 students. There are several unique inquiring minds learning experiences that schools may apply for that cover a range of themes or topics. Some examples include: Museum School, Zoo School, Aviation School, Science School, City Hall School, USchool and Edmonton Oilers Ice School.
 - The Division supported the Edmonton Public Library in developing a new Inquiring Minds site at the Stanley A. Milner Library Makerspace, which will be piloted in the 2023–24 school year.
 - Hosted the Career Pathways’ Community Marketplace, where over 7,600 students and professionals from over 50 organizations explored careers together. Through the Marketplace, volunteer professionals visited classrooms



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to share information with students and lead the class in authentic, hands-on, career-focused learning activities.

- Campus EPSB allows students to immerse themselves in engaging, hands-on courses and take courses at another school or industry site to earn high school credits and potentially industry credentials. In 2022–23, seven Campus EPSB semestered courses were offered at Division high schools across the city. An additional two semestered courses were offered at four industry training sites. Three summer courses were offered at three industry training sites. Training and experience at industry sites is supported in partnership with The Educational Partnership Foundation (TEPF).
- Through support from the Edmonton Construction Association Tools for Schools initiative, 20 Division junior high schools each received donated equipment, tools and materials. The goal of the initiative was to increase interest and provide positive experiences for students in construction classes. The initiative involved a design challenge where students were asked to use the donated materials and the delivery crates to make items to benefit their classroom or community. Some results of these design challenges included: construction storage racks; tables and benches; and toys for donation.

P1G3 Strategic Action: Engage students from Kindergarten to Grade 12 to self-reflect and set goals that develop their skills, increase their awareness of career pathways and support their readiness to transition to life beyond high school.

- myBlueprint is an online tool designed to support awareness of various career pathways and support students' in their readiness to transition to life beyond high school. This tool is available to all students from Kindergarten to Grade 12 and enables them to:
 - Create portfolios
 - Self-reflect
 - Set goals and create high school plans
 - Explore careers, post-secondary education and trades
 - Build resumes or cover letters
- During the 2022–23 school year, myBlueprint was accessed by students across Kindergarten to Grade 12. High school students are the most likely to use myBlueprint. Table 22 highlights the percentage of students in Grades 10 to 12 accessing their myBlueprint account.

Table 22. myBlueprint account use among high school students	2020–21	2021–22	2022–23
Percentage of high school students accessing their account	55	53	60
Percentage of self-identified First Nations, Métis and/or Inuit high school students accessing their account	40	47	51

- To support students in their awareness and exploration of various career options, the third annual EPSB Virtual Career Day was organized by Division high schools and supported by the Career Pathways team. This event provided 107 sessions and 5,000 students participated.
 - Evaluations administered to students, speakers and moderators indicated high satisfaction, with an average rating of 4 out of 5.

P1G3 Strategic Action: Build students' awareness and understanding of climate change through curriculum, learning resources and experiential learning opportunities.

- The [Division Energy and Environment Strategy \(2023–26\)](#) was introduced to bring to life the Division's commitment to environmental and social responsibility. The document serves as an overview of existing sustainability efforts and

Priority 1: Build on outstanding learning opportunities for all students

a framework for upcoming initiatives that recognize the importance of environmental education and sustainable learning environments. It outlines efforts ranging from small projects that support larger sustainability initiatives, through to Division-wide environmental policy and program development.

- Students' awareness and understanding of the environment and climate change is connected in school through the curriculum, student-led initiatives and current events. This includes but is not limited to:
 - Curriculum related learning is introduced in Grade 1 social studies and continues on through the social studies and science curriculum right up to and including Grade 12.
 - As the new curriculum is released, the Division will continue to review it to identify where connections to the environment or climate can be made.
 - Through emerging world events students gain an understanding of things like catastrophic weather or the increasing number of forest fires and how these events are connected to the environment.
 - Student leadership and school wide initiatives take on a variety of activities that support the environment and climate, such as recycling programs, writing for environmental grants or participating in Emerald School activities.
 - Infrastructure Supports and Operations' EnviroMatters and Environmental Sustainability team supports environmental initiatives in schools, including:
 - Maintaining and regularly updating the EnviroMatters toolkit, which outlines the tools, resources and environmental programs that are available to staff and students.
 - Supporting the [EcoSchools in Alberta](#) program, which is an online certification platform that engages schools in climate action projects while working towards certification. Currently there are over 20 Division schools signed up to participate in the EcoSchools in Alberta program.
-

Additional Actions Taken in Support of Priority 1 Goal 3

Dual Credit Courses

- During the 2022–23 school year the Division offered five dual enrolled courses through Memorandums of Understanding (MOU) with MacEwan University, Norquest College and Athabasca University. In partnership with these post secondaries, the following courses were offered:
 - Athabasca University: One high school offered Foundations of Design ADST 200.
 - MacEwan University: One high school offered the Introduction to Sustainable Business dual credit course.
 - NorQuest College: Three high schools each offered one of the following dual credit courses:
 - Introduction to Psychology
 - Introduction to Early Learning Childcare
 - Individual Health and Wellness

Spanish Career Fair

- In partnership with the Ministry of Education and Vocational Training in Spain and Edmonton Catholic Schools, the Institute for Innovation in Second Language Education coordinated a Spanish Career Fair for students. In November 2022, 252 students from seven different schools attended, representing both Edmonton Public Schools and Edmonton Catholic Schools.

P1G3: Summary of Results and Analysis

Engaging and motivating students on their journey to high school completion is a collaborative effort between Division staff, community partners and families that begins in the earliest years. The above described actions exemplify our Division's collaboration with community and families to empower student learning for a changing society, workforce and climate. The following measures, along with those in Tables 2–4, illustrate both the ongoing success of the Division in supporting students to high school completion and preparing them for lifelong learning as well as opportunities for continuous improvement in the active citizenship measure.

Local Measures

Credits Attempted for Students with Passing High School Awarded Marks: Division high schools work together as a network to explore responsive and creative ways to support student engagement and increased course completion. These efforts have supported the average course completion rate to remain stable or slightly increase despite some of the challenges of these past few years (see Table 23).

	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
Sum of Credits Attempted for Students with Passing High School Awarded Marks	773,249	791,750	811,504	779,073	812,377	866,694
Total Students in Division with Passing High School Courses	24,785	25,393	25,884	25,152	25,865	27,231
Average Credits per Student	31.2	31.2	31.4	31	31.4	31.8

* Credits Attempted as reported in PASI¹⁰. Summer school or evaluated courses not included.

Provincial Measures

High School Completion: Rates are the most significant indicator of the Division's success in supporting all students in achieving the goal of high school completion and a life of dignity, fulfilment, empathy and possibility. The Division is encouraged and proud of results in this area, as more and more students are completing high school. This year's five year completion rate of 85.8 per cent continues to show a pattern of growth and our dropout (2.2 per cent) and Rutherford Scholarship Eligibility (71.7 per cent) rates also demonstrate the commitment and success of Division high school students (see Table 24). This same data disaggregated for EAL students is also a positive indicator of success, despite a slight decline in the three- and five-year completion rates for this group of students (see Table 25; results for self-identified First Nations, Métis and Inuit students are addressed in Priority 2 of this report).

¹⁰ The Provincial Approach to Student Information (PASI) is "an [Alberta Education] strategic, multi-faceted system including business processes, information systems and technologies to support a collaborative enterprise for education that allows schools, school authorities and the Ministry to share student information in real-time. PASI provides the right information to the right people at the right time supporting schools and school authorities with student information as students move from school to school, transition from grade to grade and teacher to teacher."

Priority 1: Build on outstanding learning opportunities for all students

Table 24. Alberta Education Assurance Measures—High School Completion
All Students—Division compared to Province

Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
3-year High School Completion	78.2	80.6	78.9	Intermediate	Maintained	Acceptable	80.7	83.2	82.3	Intermediate	Declined Significantly	Issue
4-year High School Completion	84.7	83.7	83.6	Intermediate	Improved Significantly	Good	86.5	87.1	85.4	Intermediate	Improved Significantly	Good
5-year High School Completion	85.8	85.3	83.8	Intermediate	Improved Significantly	Good	88.6	87.1	86.2	Intermediate	Improved Significantly	Good
Drop Out Rate	2.2	2.2	2.3	Very High	Improved	Excellent	2.5	2.3	2.5	Very High	Improved	Excellent
Rutherford Scholarship Eligibility Rate	71.7	70.8	68.0	High	Improved Significantly	Good	71.9	70.2	68.3	High	Improved Significantly	Good
Transition Rate (6 yr)	65.2	65.2	64.9	High	Maintained	Good	59.7	60.3	60.2	High	Maintained	Good

Table 25. Alberta Education Assurance Measures—High School Completion
English as an Additional Language Students—Division compared to Province

Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
3-year High School Completion	71.2	76.7	72.9	Low	Maintained	Issue	72.8	78.5	77.1	Low	Declined Significantly	Concern
4-year High School Completion	82.5	80.5	81.5	Intermediate	Maintained	Acceptable	85.0	86.4	84.1	Intermediate	Maintained	Acceptable
5-year High School Completion	84.3	87.6	87.1	Intermediate	Declined	Issue	88.7	86.1	86.0	Intermediate	Improved Significantly	Good
Drop Out Rate	1.9	2.0	1.9	Very High	Maintained	Excellent	2.5	2.2	2.3	Very High	Declined	Good
Rutherford Scholarship Eligibility Rate	57.5	60.4	55.4	Intermediate	Improved	Good	60.3	61.3	58.4	Intermediate	Improved Significantly	Good
Transition Rate (6 yr)	70.3	69.8	70.6	High	Maintained	Good	62.7	66.0	65.7	Intermediate	Declined Significantly	Issue

Priority 1: Build on outstanding learning opportunities for all students

Citizenship: The Division’s achievement on the measure of students modelling the characteristics of active citizenship is high (see Table 26), but it is reflecting the overall downward trend seen at the provincial level. A more indepth review of this measure, which comprises five subquestions, found the following:

- A decline in stakeholder agreement for the subquestions about students following the rules and respecting each other, but also an increase in the percentage of *I don’t know* responses from parents and students over the past three years for these two questions.
- A return to pre-pandemic levels of agreement for the question regarding students being encouraged at school to be involved in activities that help the community.

Table 26. Alberta Education Assurance Measures—Citizenship

Teachers, parents and students who are satisfied that students model the characteristics of active citizenship

Stakeholder Group	Edmonton School Division			Evaluation			Alberta			Evaluation		
	2020–22 Avg	2022	2023	Achievement	Improvement	Overall	2020–22 Avg	2022	2023	Achievement	Improvement	Overall
Overall	82.2 (n= 31,002)	81.4 (n= 29,564)	79.6 (n= 31,187)	High	Declined Significantly	Issue	82.3 (n= 257,092)	81.4 (n= 249,770)	80.3 (n= 257,231)	High	Declined Significantly	Issue
Parent	80.3 (n= 4,132)	79.7 (n= 4,153)	78.9 (n= 3,894)	High	Declined	Acceptable	81.4 (n= 34,290)	80.4 (n= 31,689)	79.4 (n= 31,869)	High	Declined Significantly	Issue
Student	73.4 (n= 22,398)	72.4 (n= 21,241)	70.2 (n= 23,047)	High	Declined Significantly	Issue	73.0 (n= 190,349)	72.1 (n= 187,120)	71.3 (n= 193,015)	High	Declined Significantly	Issue
Teacher	92.9 (n= 4,472)	91.9 (n= 4,170)	89.8 (n= 4,170)	Intermediate	Declined Significantly	Issue	92.6 (n= 32,453)	91.7 (n= 30,961)	90.3 (n= 32,347)	Intermediate	Declined Significantly	Issue

Lifelong Learning: Agreement that students are taught attitudes and behaviours that will make them successful at work has an achievement evaluation of High but has declined compared to the prior three-year average, similar to the province (see Table 27). Teachers and parents are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning, and results remain significantly above the prior three-year average.

Table 27. Alberta Education Assurance Measures

	Edmonton School Division						Alberta					
	2020–22 Avg	2022	2023	Achievement	Improvement	Overall	2020–22 Avg	2022	2023	Achievement	Improvement	Overall
a. Teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.												
Overall	83.8 (n= 8,226)	84.2 (n= 7,899)	82.5 (n= 7,692)	High	Declined Significantly	Issue	84.5 (n= 63,855)	84.9 (n= 59,488)	83.1 (n= 60,705)	High	Declined Significantly	Issue
b. Teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.												
Overall	75.8 (n= 8,361)	80.0 (n= 8,056)	79.4 (n= 7,860)	High	Improved Significantly	Good	76.8 (n= 65,002)	81.0 (n= 60,822)	80.4 (n= 62,032)	High	Improved Significantly	Good

Career Planning: Grade 10 student perception that they get the help they need planning for a career returned to pre-pandemic levels (see Table 28). These results indicate opportunities for improvement as well as reasons for celebration as schools returned to a more normal routine in 2022–23. Detailed stakeholder results can be found in [Appendix C](#).

Priority 1: Build on outstanding learning opportunities for all students

Table 28. Alberta Education Assurance Measures—5-Year Historical Division and Province

Students reporting that they get the help they need planning for a career.

Grade	Edmonton School Division					Alberta				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Grade 7	59 (n=6,405)	58 (n=6,983)	53 (n=5,206)	56 (n=6,063)	56 (n=6,680)	53 (n=63,097)	52 (n=62,466)	52 (n=51,598)	53 (n=57,068)	53 (n=58,836)
Grade 10	78 (n=5,949)	77 (n=5,997)	73 (n=3,611)	77 (n=5,193)	78 (n=6,054)	78 (n=49,030)	78 (n=49,335)	76 (n=39,431)	76 (n=46,267)	77 (n=51,168)

In the DFS, students in Grades 10 to 12, families and school staff were asked two questions focused around how the Division is doing to help students be prepared for their futures. These results, as presented in Figures 12 and 13, reflect a high level of staff confidence in the role school plays in preparing youth for their futures. As youth explore and wonder about their futures beyond high school, student feedback shows less agreement with these two questions.

Figure 12. What students are learning in school will help prepare them for the future.

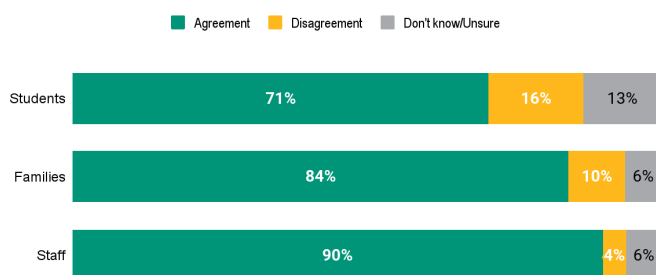
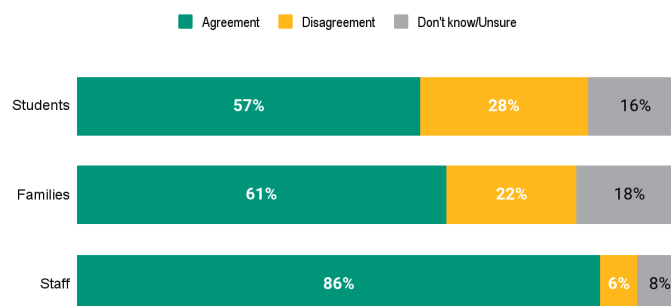


Figure 13. School is supporting students to prepare for life after high school:



Students: What I learn in school will help me in my future (n=49,222)

Families: What my child learns in school will help prepare them for their future (n=6,550)

Staff: I feel confident connecting curricular outcomes to the development of competencies students will need for their futures (n=4,161)

Students: I feel supported to prepare for life after I finish high school (Grades 10 to 12; n=11,468)

Families: My child's school supports them to transition to life after high school (Grades 10 to 12; n=639)

Staff: I feel confident that the work I am doing is preparing students to transition to life after high school (n=4,428)





Priority 2

***Advance action
towards anti-racism
and reconciliation.***

Priority 2: Advance action towards anti-racism and reconciliation

Outcome: Authentic and meaningful progress advancing towards anti-racism and reconciliation.

Edmonton Public Schools is committed to anti-racism, reconciliation and equity. This commitment unfolds under the direction and actions set out in Board Policy, Priority 2 of the 2022–26 Strategic Plan and the Division’s [Anti-racism and Equity Action Plan](#).

The Division believes that listening to, and learning from, students, staff, families and community is critical to understanding what is important. These voices have helped inform the development of a multi-year action plan which is structured around three key areas:

- Support for schools and enhancing school capacity.
- Human Resource practices.
- Extended student demographic data collection.

The actions outlined in this plan are intended to lead to authentic and long-term systemic change. DFS results provide the Division with an indication of the active awareness around this work for staff, students and families.

DFS results indicate that:

80 per cent of students, agreed that “my schools takes actions that support truth and reconciliation” and

69 per cent of families agreed “my child’s school keeps me informed of steps they are taking to support truth and reconciliation.”

93 per cent of staff agreed “the Division is taking actions that support truth and reconciliation.”

Goal 1: Work with students, staff, families and communities to update and advance the Division's Anti-racism and Equity Action Plan each year, so it serves as the catalyst for meaningful, long-term systemic change

P2G1 Strategic Action: Support the Division's intentional efforts towards anti-racism through an annual cycle of goal setting, monitoring and reporting on progress.

- To support ongoing communication with stakeholders around the Division's commitment to and progress towards anti-racism, reconciliation and equity the [Strategic Plan Update Report: Priority Two Anti-racism and Equity Action Plan—Year One Update](#) was brought to public Board on March 21, 2023. The report provided an update around actions taken and progress made during the 2021–22 school year in support of year one of the Anti-racism and Equity Action Plan. The report was structured around the action plan's three key areas of focus. Some highlights from the report included:
 - Support for schools and enhancing school capacity: Introduced the Anti-racism Critical Support Team (ARCS) as a resource for schools, introduced the multi-faith calendar as a planning tool for schools, and an overview of PL opportunities available to Division staff in the areas of anti-racism and reconciliation.
 - Human Resource practices: Developed and refined a Diversity and Inclusivity Statement; hosted conversations with staff who identify as Black, Indigenous and People of Colour to learn about their lived experience in respect to a path to leadership in the Division; and initiated the development of a new leadership competency related to anti-racism, reconciliation and equity.
 - Extended Student Demographic Data collection: A working group was established to develop a model to support the collection of extended student demographic data; ongoing engagement with community, staff and students occurred to help inform the development of the model; and a set of questions to ask of students were identified.
- In 2022–23 work in support of the three key areas of the action plan continued, building off of progress made in the previous year. Highlights from year two include:
 - Continuing to support building staff capacity, awareness and knowledge, CLS and Diversity consultants (Anti-racism; First Nations, Métis and Inuit; and Sexual Orientation Gender Identity) offered 95 PL sessions for Division staff. These sessions addressed a range of topics in the areas of anti-racism, foundational knowledge of First Nations, Métis and Inuit cultures, world views, histories and current realities. Over 5,737 staff participated in these learning opportunities.
 - To support enhanced accessibility, PL opportunities were provided for specific cohorts of staff and tailored to certain times or days including catchment principals, catchment emerging leaders, pre-DLM, post-DLM, Leadership Development Framework, the EA pilot, and early Thursdays school staff groups.
 - The ARCS team, made up of consulting staff from Diversity Education, worked alongside other Central units to support school-based issues and events related to anti-racism and equity. The ARCS team responded to 26 requests from schools in the 2022–23 school year.
 - The Anti-racism and Equity toolkit was reviewed and finalized as a resource to support Division leaders.

Priority 2: Advance action towards anti-racism and reconciliation

- The Increasing Diversity in Leadership Conversations summary report was included as part of the [Anti-racism and Equity Action Plan—Year One Update](#). From this feedback the following actions were taken:
 - Refinement of content on the Leadership Development Framework site to increase functionality and usability for all staffing groups.
 - Creation of more networking opportunities by enhancing the Emerging Leaders series; launching the Assistant Principal Development Program; and researching and designing a mentoring program pilot to be launched in the winter of 2024.
 - Review of the curriculum and resources for the Aspiring Principal, First Year Principal and Second Year Principal Development Programs to include content that addresses anti-racism, diversity and equity.
- The Division’s Diversity and Inclusivity Statement (see Box 2) was introduced in Human Resources practice in October 2022 and serves as a reflection of what the Division offers and what is possible.

Box 2. Edmonton Public Schools’ Diversity and Inclusivity Statement¹¹.

We are listening, we are learning and we are committed. Edmonton Public Schools aspires to be a learning community where every individual:

- *Belongs*
- *Is included*
- *Experiences success*

We strive to empower staff to reach their goals in a diverse, equitable and inclusive workplace that values their lived experiences. We are seeking individuals like you, who reflect the students and families we serve. Together, we are stronger.

- The extended student demographic survey was implemented with students in Grades 4 to 12. This work was supported by a comprehensive communication strategy and materials that assisted principals in their work with staff, students and families related to the implementation of the short survey.
 - 55,850 students chose to participate in the survey.
 - [Preliminary Findings From the Extended Student Demographic Survey](#) were brought to public Board in a report on June 6, 2023.
- A comprehensive overview of work completed in support of year two of the Anti-racism and Equity Action Plan will be coming to public Board in early 2024.

P2G1 Strategic Action: Engage with staff, students, families and members of the community to help support and inform the Division’s work and commitment towards anti-racism.

- The Superintendent’s **Equity Advisory Committee**, comprised of members of the community and parents representing a diverse range of backgrounds and lived experiences, was re-established and met three times over the course of the year. Two members of the Board of Trustees also sit on this committee. The purpose of the committee, as defined in its terms of reference, is to provide advice and perspective to the Division to support the implementation of the Anti-racism and Equity Action Plan.
- To support ongoing engagement that informs this work, the Division continues to have in place both an Anti-racism and Equity Steering Committee, made up of staff from across multiple Central units, and a principal committee, with representation from 24 schools and Central leaders. Both of these groups met monthly.
- The annual DFS is another way staff, students and families can provide feedback around the Division’s work. For the 2022–23 school year, questions on the survey were revised to align with the 2022–26 Strategic Plan, with

¹¹ *Anti-racism and Equity Action Plan - Year One Update* ([Edmonton Public Schools, 2023](#))

Priority 2: Advance action towards anti-racism and reconciliation

questions specific to progress towards Priority 2 included. Feedback from the survey is used to support school and Division level decision-making and planning. This past year the following number of participants completed the survey:

- Staff: 5,606; Students: 49,222 and Parents: 6,550

Additional Actions Taken in Support of Priority 2 Goal 1

- The Board of Trustees further progressed their work to review and revise Board Policy [GCA.BP](#) Approval of the School Year Calendar. This work reflected their commitment for the prioritization of days of significance in the calendar when possible.
- Edmonton Public Schools recognized the second National Day for Truth and Reconciliation through a live streamed event showcasing and learning alongside Indigenous artists and students. Schools also have access to a series of teaching and learning resources to support them in acknowledging and recognizing the National Day of Truth and Reconciliation. These resources have been developed to help create awareness about the impact of the Indian Residential School System in Canada.

P2G1: Summary of Results and Analysis

Results from the 2022–23 DFS indicated areas for celebration and the importance of the Division’s ongoing work and commitment towards anti-racism (see [Appendix D](#) for details).

DFS results indicate that:

88 per cent of staff indicated, to varying extents, that Division-provided professional learning supports “enhanced [their] confidence in supporting the Division’s action toward anti-racism and equity.”

76 per cent of staff agreed “if I were to experience racism or discrimination at my workplace, I would feel safe getting help from the Division”

71 per cent of students agreed that “I would feel safe going to an adult at my school for help if I felt something racist or discriminatory happened.”

85 per cent of families agreed that “many diverse cultures¹² are represented in the events, activities and environment of my child’s school.”

96 per cent of staff agreed “I am aware of the work Edmonton Public Schools is doing to support anti-racism and belonging in schools.”

¹² Further expanded on in the DFS as “languages, traditions, world views, histories, current realities.”

Goal 2: Support and enhance the educational experiences and achievements of First Nations, Métis and Inuit students in relationship with First Nations, Métis and Inuit families and communities

Working closely with students, their families, caregivers, Elders, Knowledge Keepers and members of the broader community, the Division strives to develop a holistic understanding of First Nations, Métis and Inuit cultures, world views, histories and current realities. It is through this holistic approach that the Division builds relationships that welcome, nurture and honour individual student's stories and cultures and support the weaving of culture and curriculum to enhance the sense of belonging and learning for all students.

The Division has framed its work in support of First Nations, Métis and Inuit students around the six areas of policies and practices identified as critical to improve achievement for Indigenous students in the OECD report *Promising Practices in Supporting Success for Indigenous Students* (2017). The OECD research highlights the importance of relationships, working with families, engaging with the community, early learning, high quality school leadership as well as teaching and learning and monitoring for evidence of growth and progress. The strategies outlined for student success are important for all students. The Division's intentionality and alignment with this research is reflected across our work and throughout many of the priority actions identified for the 2022–23 school year.



Artwork by Angela Hall, Métis Albertan Artist

P2G2 Strategic Action: Implement evidence-based practices to support continuous improvement and enhance the achievement of First Nations, Métis and Inuit students.

Grounded in the OECD's [Promising Practices in Supporting Success for Indigenous Students](#) (2017) research, the Division continued with evidence-based work that supports the achievement of First Nations, Métis and Inuit students. Schools across the Division engaged with First Nations, Métis and Inuit community Elders, community partners and Central units in support of building staff understanding and knowledge around Indigenous history and communities. Informed by the OECD's promising practices, as shared through catchment conversation, the following actions are being taken by schools in support of success for First Nations, Métis and Inuit students.

- Taking steps to help build staff capacity around indigenous perspectives, world views, and culture was supported through the following:
 - Engaging with Elders, Knowledge Keepers and Cultural Advisors to support the development of foundational knowledge.
 - Participating in an inquiry-based growth plan community of practice focused on building and applying foundational knowledge.
 - Engaging emerging and aspiring leaders in the OECD [Promising Practices](#) report along with PL that explored Indigenous legacies and cultures.

Priority 2: Advance action towards anti-racism and reconciliation

- Supporting relationship building through Indigenous focused PL days where gained knowledge and understanding can help lead to stronger relationships with families and members of the community.
- Participating in the exploration of the Indigenous Peoples' Experience at Fort Edmonton Park.
- Across the Division, schools welcomed and built relationships with students and families in multiple ways including:
 - Learning about and creating personalized Land Acknowledgements.
 - Celebrating Indigenous culture through a variety of activities or events: wâhkôhtowin (kinship) Family Nights, wîcêhtowin (partnership or friendship) Nights, powwows, round dances, smudging, Indigenous Games Day, Métis Week and National Indigenous Peoples' Day.
 - Working with Community partners, Elders and Knowledge Keepers to support students
 - Inviting guest dancers, speakers, artists and authors to come into the school community to share and celebrate Indigenous culture.
 - Honouring Residential School survivors on Orange Shirt Day, recognizing Truth and Reconciliation Day (September 30) and celebrating National Indigenous Peoples Day (June 21).
- To support the timely monitoring of progress for each student, schools assess each student where they are at in their learning in the fall to inform programming, monitor for evidence of growth throughout the year to ensure progress or identify students for intervention and assess learning in the spring to inform achievement over the course of the school year. Schools used a variety of assessments and measures to support this work in conjunction with teacher professional judgement to determine the most appropriate programming to meet the learning needs of each individual student. Examples of these tools include: EYE-TA (early learning), Provincial literacy and numeracy screeners for students identified as at-risk, CAT4 (reading, mathematics, and computation and estimation), HLAT writing, At, Above or Below reading achievement, Benchmark Assessment System and the Reading Readiness Screening Tool.
 - High schools utilize student goals and tracking systems to monitor for assignment and course completion in support of a student's path to high school completion.
 - Through the EAP, approximately 43 per cent of the Division's self-identified First Nations Métis and Inuit Kindergarten to Grade 6 students had access to the evidence-based literacy and numeracy instructional practices foundational to the initiative, which include ongoing monitoring for evidence of student growth and progress.

P2G2 Strategic Action: Evaluate the self-identified First Nations, Métis and Inuit High School Completion Coach model through the lens of student growth and progress towards high school completion.

The High School Completion Coach model is an evidenced-based approach focused on strengthening First Nations, Métis and Inuit students' academic achievement in an environment that is welcoming and inclusive, where First Nations, Métis and Inuit cultures are visible and valued. The model has been developed to target many of the highest impact priorities identified in the OECD's Promising Practices report:

- Monitoring progress to inform practice.
- Providing tailored support.
- Engaging families.
- Facilitating learning activities.
- Sustaining dedicated rooms and providing access to cultural experiences.

The High School Completion Coach team includes Indigenous Advisors who provide a range of cultural supports and connections for students while supporting them on their individual path to school completion. For the 2022–23

Priority 2: Advance action towards anti-racism and reconciliation

school year:

- Nine High School Completion Coaches serving self-identified First Nations, Métis and Inuit students at three Division high schools supported:
 - 2,577 individual coaching sessions.
 - 48 post-secondary transition sessions (including presentations by post-secondary institutions and partner organizations).
 - 500 engagements with self-identified First Nations, Métis and Inuit students and their families, including emails, phone calls, conferences and school family nights.
- Results from the ongoing monitoring of the model’s impact are encouraging. There has been an increase in the number of credits earned on average per self-identified First Nations, Métis and Inuit student each year at all three high schools since the High School Completion Coach teams have been established. The greatest evidence of this impact is at schools where coaches have been in place for the longest amount of time. Specifically:
 - 28.4 per cent increase in average credits earned from 2019–20 to 2022–23 at Queen Elizabeth High School.
 - 3.8 per cent increase in average credits earned from 2020–21 to 2022–23 at Eastglen High School.
 - 0.3 per cent increase in average credits earned from 2021–22 to 2022–23 at Jasper Place High School.
- For the third year, feedback from students regarding the High School Completion Coach Model was initiated through a survey. The 2022–23 student questions were refined slightly to further reflect the work of the coaches. Results from all three years of the student survey are included in Table 29. These results demonstrate the importance of this model and the impact that it has on students.

Table 29. Student feedback on High School Completion Coach Model	2020–21	2021–22	2022–23
	n=24 (2 schools)	n=71 (3 schools)	n=70 (3 schools)
Having high school completion coaches helps me have a sense of belonging at school.	87	91	99
Having high school completion coaches creates opportunities for me to participate in cultural teachings and experiences.	-	-	97
Having high school completion coaches helps me to think about my future (e.g. selecting courses and exploring after high school plans).	92	94	99
Having high school completion coaches helps me with my academic achievement.	-	-	99
In general, it is helpful having high school completion coaches at my school.	91	99	100

P2G2: Summary of Results and Analysis

The achievement data and actions presented as part of Priority 1 Goal 2 (see Table 11, 18, 21, 22; Figure 5, 8, 11) reflect Division results for self-identified First Nations, Métis or Inuit students, demonstrating small steps forward, but also reinforcing the Division’s continued intentional efforts in support of student success. The data reaffirms the importance of Priority 2 of the 2022–26 Strategic Plan—Advance action towards anti-racism and reconciliation, and the Division’s commitment to this important work.

High School Completion Self-identified First Nations, Métis and Inuit Students: Division results indicate that our commitment and evidence-informed practices in support of student success and high school completion for self-identified First Nations, Métis and Inuit students are having an impact. We see steady and continuous improvement in the area of high school completion, dropout rate and the number of students eligible for the Rutherford Scholarship (see Table 30). Within this pattern of growth we also see the urgency and need to remain focused and intentional in this work to ensure a greater number of students experience success.

Priority 2: Advance action towards anti-racism and reconciliation

Table 30. Alberta Education Assurance Measures—High School Completion
Self-identified First Nations, Métis and Inuit Students—Division compared to Province

Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
3-year High School Completion	44.2	47.1	46.8	Very Low	Maintained	Concern	57.0	59.5	59.1	Very Low	Declined	Concern
4-year High School Completion	55.9	57.0	53.2	Very Low	Maintained	Concern	65.8	68.6	65.5	Very Low	Maintained	Concern
5-year High School Completion	62.3	59.3	56.4	Very Low	Improved Significantly	Acceptable	71.3	68.0	67.0	Very Low	Improved Significantly	Acceptable
Drop Out Rate	5.7	6.4	6.6	Intermediate	Improved	Good	5.1	4.9	5.1	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	44.2	41.0	39.4	Very Low	Improved Significantly	Acceptable	43.9	41.1	39.9	Very Low	Improved Significantly	Acceptable
Transition Rate (6 yr)	32.7	30.9	31.4	Very Low	Maintained	Concern	35.5	37.7	36.7	Very Low	Maintained	Concern

Local Measures

Results from the 2022–23 DFS indicated areas for celebration and opportunities for improvement in the Division’s work and commitment towards supporting and enhancing the educational experiences and achievements of First Nations, Métis and Inuit students (see [Appendix D](#) for details).

DFS results indicate that:

94 per cent of students agreed that “in school I have the opportunity to learn about the contributions of Indigenous peoples.”

87 per cent of staff indicated, to varying extents, that school-level collaboration and resources “enhanced [their] confidence supporting the success of First Nations, Métis and Inuit students¹³.”

78 per cent of teachers agreed that “I have the knowledge and skills to program for/support students who are First Nations, Métis and Inuit.”

92 per cent of students agreed that “in school I have the opportunity to learn about Indigenous perspectives.”

¹³ With Division-provided PL, Central unit support, catchment-level PL and school-level, there are many different offerings of PL available to staff.



Priority 3

Promote a comprehensive approach to student and staff well-being and mental health.

Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

Outcome: Student and staff well-being is intentionally supported through access to a variety of resources and supports.

Edmonton Public Schools uses a collaborative and comprehensive approach to support students and staff well-being with the intent of helping students and staff to grow and thrive in their learning and working environments. The Division’s responsibilities for well-being and mental health are grounded in Alberta’s *Education Act*, which directs school authorities to provide welcoming, caring, respectful and safe learning environments for students and staff. Additionally, the Alberta Education TQS requires all teachers to be aware of and able to facilitate “*responses to the emotional and mental health needs of our students.*” The Division further formalizes its role and responsibilities in this area through the development of Division Board Policies, administrative regulations and practices or procedures.

The Division’s work in support of well-being and mental health for students is framed within the pyramid of intervention and grounded in the internationally recognized [Comprehensive School Health \(CSH\)](#) approach. The Division works in partnership with Alberta Health Services (AHS) around this approach; AHS hosts a [virtual hub](#) of health-related resources for schools. On June 20, 2023, the [Strategic Plan Update Report: Well-being and Mental Health](#), providing an in-depth review of actions taken during the 2021–22 school year in support of student and staff well-being and mental health, was presented to the Board of Trustees. The actions described in the AERR in support of Priority 3 of the [2022–26 Strategic Plan](#) build upon actions highlighted in the June 20 report.

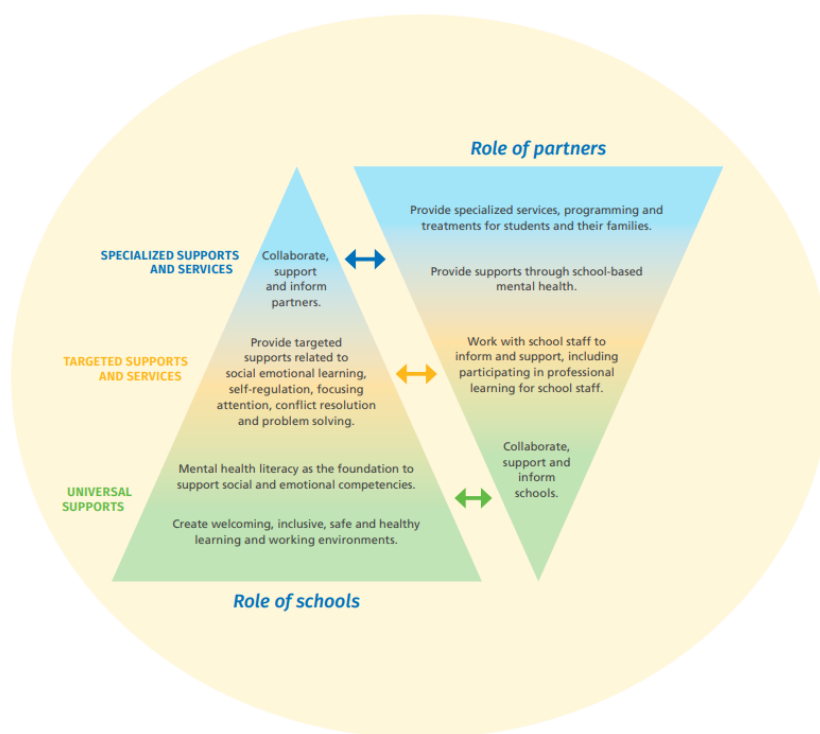


Figure 14. Pyramid of Intervention demonstrating the interplay between the role of schools and the role of health partners (Edmonton Public Schools, 2023)

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE): To support divisions in monitoring their responsibilities for well-being, the province introduced the Welcoming, Caring, Respectful and Safe Learning Environments measure in the AEAM in 2020–21 as highlighted in Table 31. The Division is not surprised to see a

Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

decline both provincially and locally, as the effects of the pandemic on the well-being and mental health of students, families and staff have persisted. Responsive to this context, the Division has maintained an intentional approach to student and staff well-being and mental health through actions that support welcoming, caring, respectful and safe learning and working environments for all.

Table 31. Alberta Education Assurance Measures

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)—the percentage of parents, teachers and students who agree that their learning environments are welcoming, caring, respectful and safe.

Stakeholders	Edmonton School Division				Alberta			
	2021	2022	2023	Improvement*	2021	2022	2023	Improvement*
Overall	87 (n=25,660)	85.4 (n=29,582)	83.2 (n=31,197)	Declined Significantly	87.8 (n=231,091)	86.1 (n=249,941)	84.7 (n=257,391)	Declined Significantly
Parent	86.8 (n=3,613)	85.7 (n=4,157)	84.2 (n=3,896)	Declined	88.2 (n=30,980)	86.9 (n=31,715)	85.6 (n=31,885)	Declined Significantly
Student	79.4 (n=18,379)	77.6 (n=21,254)	75.0 (n=23,056)	Declined Significantly	79.8 (n=169,900)	77.7 (n=187,258)	76.6 (n=193,156)	Declined Significantly
Teacher	94.9 (n=3,668)	93 (n=4,171)	90.4 (n=4,245)	Declined Significantly	95.3 (n=30,211)	93.6 (n=30,968)	92.0 (n=32,350)	Declined Significantly

*As this is a new measure, only improvement evaluation can be calculated this year.

Local DFS data around individual perception of well-being provides another snapshot to how people are doing. These results indicate that students and staff perceive that their well-being is improving. Starting in May 2021, over a year into the COVID-19 pandemic, the Division included a question in the DFS asking students and staff about their well-being (see Figures 15–16). Unsurprisingly, only around half of both groups were doing *Very Well/Well* when asked in May 2021. However, we see a gradual positive increase in the percentage of these responses for both groups over the 2021–22 and 2022–23 school years.

Figure 15. DFS 2022–23: Percentage of Students Indicating Each Well-being Self-assessment Option Over Time

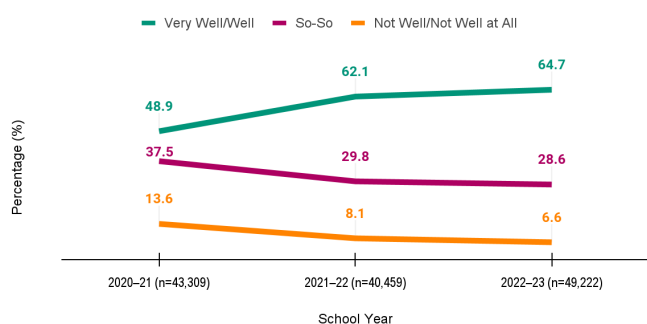
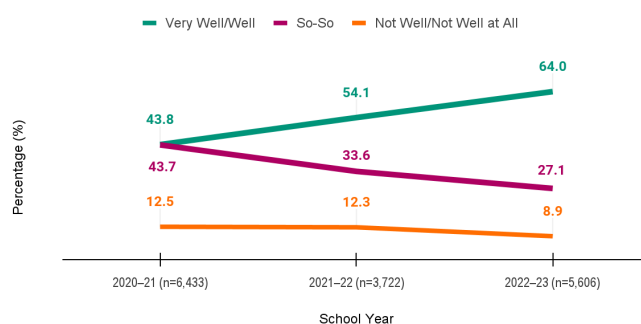


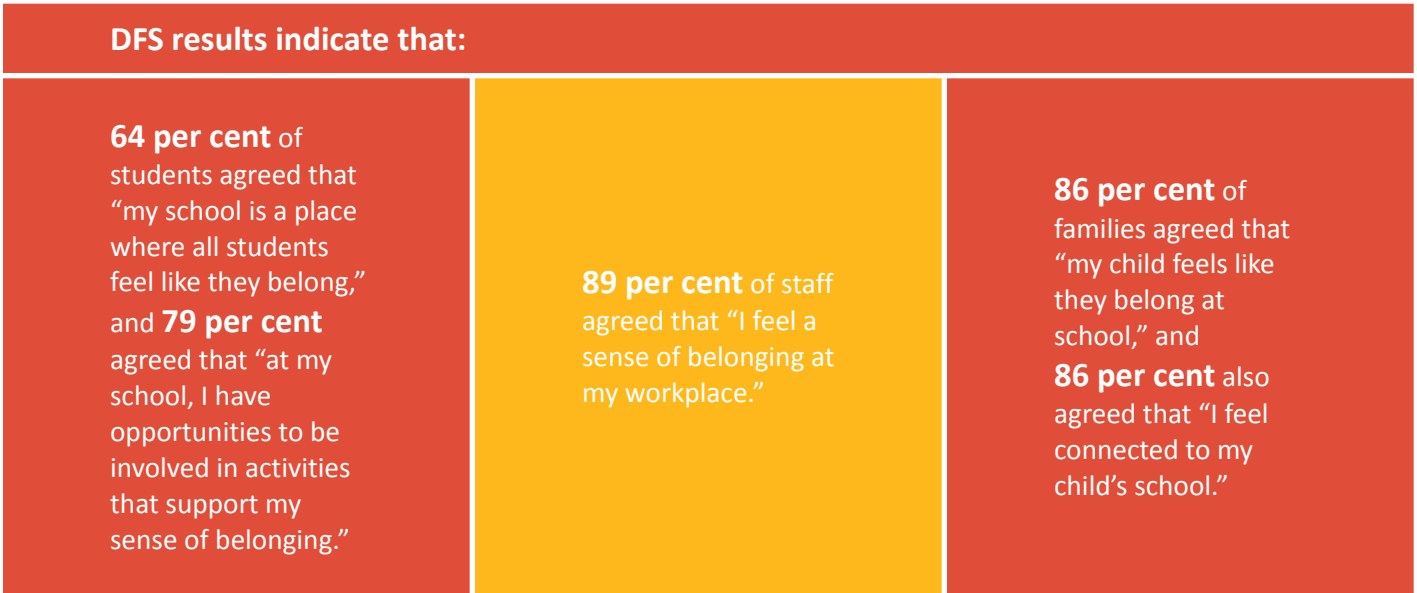
Figure 16. DFS 2022–23: Percentage of Staff Indicating Each Well-being Self-assessment Option Over Time



* Specific question for both respondent groups on DFS: *How are you doing this school year?*

Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

Through the DFS staff, students and families had the opportunity to indicate a sense of welcome or belonging in their school community. Staff and parents have a high level of connection or belonging to the school community.



Students’ sense of belonging on the DFS is similar to student responses related to belonging on the Youth Resilience Survey (YRS) from the fall of 2022 (see Figure 17). Student responses from these two measures confirm the ongoing importance of building relationships and taking intentional steps for students to see themselves within the school community.

Figure 17. YRS 2022–23 Division Results—I feel like I belong at school (n=53,582).



Goal 1: Support students and staff in building skills, strategies and relationships that contribute to positive mental health

P3G1 Strategic Action: Implement evidence-based approaches and practices intended to enhance student and staff well-being.

- The Division has a range of initiatives in place that span across all three levels of the pyramid of intervention and reflect the efforts of both schools and Central units to support the well-being and mental health of students. Examples include: building staff capacity to support student resilience, transition support and 1–1 therapy.
- These initiatives are part of the Division’s *Navigating Mental Health: A Coordinated Approach*, which was developed in 2022–23 and builds on the following key ideas:
 - Emphasizes a shared language around mental health in our school communities.
 - Supports knowing the pathways through mental health services and supports and who is involved.
 - Ensures that school staff have the knowledge and resources to help students with mental health problems.
 - Assists school leaders with strategies that build on student strengths.
 - Reinforces the importance of the whole-school approach.
 - Guides schools in developing school-based action plans.
- During the 2022–23 school year, Specialized Learning Supports (SLS) and Hospital School Campuses (HSC) worked collaboratively to create one mental health team. This team, consisting of cross-disciplinary support (such as mental health therapists, psychiatric nurses, social workers, registered psychologists), provided schools with access to cross-disciplinary support and consultations. The creation of one coordinated mental health team ensured effective and efficient use of resources, connections to AHS and a streamlined approach for schools.
- The Critical Incident Support Services (CISS) team, comprised of staff from both SLS and HSC supported staff and students in distress following critical incidents at schools. In the 2022–23 school year, there were 49 critical incidents at 43 schools and one Central unit that triggered a CISS team response.

DFS results indicate that:
94 per cent of staff agreed “I feel confident helping students build skills that support their wellness.”



Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

- To support staff mental health and well-being there are a range of supports and services available to staff through the Employee and Family Assistance Program in collaboration with Inkblot. These services include, but are not limited to: counseling supports, work life coaching supports and financial advice or legal advice. Staff can learn more about all the resources and supports available to them through Inkblot by accessing information on Connect (the Division's digital home for information and tools for staff) or by using their Inkblot portal.

DFS results indicate that:

85 per cent of staff agreed that "I am aware of the range of supports for my well-being available through the Division's benefit program."

P3G1 Strategic Action: Continue to provide opportunities for schools and Central units to build upon their capacity to support student resilience.

The Division is taking steps to build out a body of practice around resilience and a sense of belonging within the school community. The work is evidence-based and includes professional learning for staff, a YRS instrument and opportunities to link to curriculum and explore implications for school culture. This work is in partnership with Dr. Michael Ungar, Director of the Resilience Research Centre at Dalhousie University.

- The 2022–23 YRS was administered by classroom teachers to all students in Grades 4 to 12 who were attending classes in-person. The survey provides schools with one source of data that helps to identify and extend practices to nurture student resilience. Overall, 53,582 students completed the survey.
- The Division continued to work with Dr. Ungar in capacity building to support student resilience through PL opportunities and the introduction of the [R2 Resilience Program©](#). The program uses an evidence-based approach to help educators incorporate resilience-promoting factors in their classrooms and curriculum. The program helps teachers and school staff create a nurturing environment and school culture that protects against the various risks young people experience, as well as promotes student well-being. Forty-one schools participated in the R2 community of practice. This work included:
 - PL with Dr. Ungar around a range of topics intended to build staff awareness and knowledge in the area of resilience and support staff in taking intentional steps towards more resilience-promoting school communities.
 - The opportunity to explore modules from the [R2 Resilience Program©](#) developed by Dr. Ungar and his team and tailored to the Alberta curriculum in collaboration with Division CLS staff. Through concepts in the curriculum, the modules focus on two types of protective factors that build resilience - the rugged qualities that reside within all of us and the external resources that provide us with the many kinds of support we need to thrive when stressed.

Additional Actions Taken in Support of Priority 3 Goal 1

Division Mental Health Classroom at Aldergrove School

- Drawing upon prior experiences where education and health work together to support a learning environment for students with a mental health diagnosis, such as the Glenrose classroom, Parkview School’s mental health classroom and collaborative work with AHS, the Division conceptualized a learning environment that would provide early mental health interventions for students. In 2022–23, this vision came into fruition as the mental health classroom at Aldergrove School. This 12-week mental health classroom program is designed as an early intervention program for students in Grades 4 to 6 that focuses on mental health and well-being. It builds capacity within the participating students, their families and the students’ home school by focusing on three main goals:
 - Improve implementation of learning strategies, accommodations and support by school staff.
 - Increase academic achievement, emotional regulation and social competence.
 - Strengthen home-school partnerships.
- Students and families of the Aldergrove classroom are supported through a cross-disciplinary mental health team and transition support is provided back to the student’s ‘home school’. Two cohorts of 10 students each were served by the classroom in 2022–23 and it is anticipated that for 2023–24, three cohorts of 10 students will be supported.
- Preliminary results from last year’s cohorts demonstrate there are several benefits for the students who participated, including:
 - Sixty-five per cent improvement in school attendance.
 - One hundred per cent of families felt their child had a better outlook and were more regularly attending school.
 - Significant progress towards goal-attainment as reported by students and teachers.
 - A significant number of successful connections to additional internal and community supports.
 - Support from the Mental Health Transition Team for the student returning to their home school or starting at a new school.

P3G1: Summary of Results and Analysis

The 2022–23 DFS results highlighted positive actions taken by the Division as well as opportunities to enhance its efforts in supporting skills, strategies and relationships that bolster positive mental health (see [Appendix D](#) for details). A substantial number of responses from students, families and staff validated that trained mental health and wellness professionals were valued within the school community (e.g., school or guidance counselors, therapists, psychologists, psychiatrists and success coaches).

DFS results indicate that:

69 per cent of students agreed that “my school helps me keep trying when things are hard”, while **11 per cent** of students indicated that they are unsure if “[their] school helps me keep trying when things are hard.”

Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

Additionally through the DFS and the YRS students indicated the following. These results demonstrate the importance of the role that school staff play in the lives of students.

DFS results indicate that:	YRS results indicate that:
79 per cent of students agreed that “I have at least one adult in my school who I would go to for help if I need it.”	74 per cent of students agreed that “my teachers care about me.”



Goal 2: Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being

P3G2 Strategic Action: Continue to engage with staff, students and families to better understand how to enhance learning environments and school communities that support a sense of belonging and success for all students.

As outlined in the [Stakeholder Engagement](#) section, the Division has many mechanisms for engagement at both a system and school level to identify and respond to the learning needs of a diverse student community. In this section, key engagement opportunities that helped to inform the enhancement of learning environments and school communities for students are shared. The work this past year focused, in great part, on listening to the voices of students.

- Student Senate: During the 2022–23 school year, based on survey responses from their peers to the question “considering your school experiences, what supports or opportunities would enhance pathways to your success”, the Student Senate prioritized student well-being in their 2022–23 [work plan](#), with specific focus on transitions from high school, supporting students with school work and mental health supports for students. A [summary](#) of the work they accomplished was presented to the Board of Trustees on June 6, 2023. Supporting materials, information and resources developed in support of students are available on the [Student Senate Website](#).
- Creating Schools that Listen approach: A collaboration between the Bennett Argyll Metro (BAM) team and the University of Alberta initiated the Creating Schools that Listen (CSTL) PL series in response to a desire from leaders within Edmonton Public Schools to work collectively to learn from one another and mobilize change within their school communities. The CSTL year-long embedded PL series uses a relational pedagogy approach to understand systemic issues. As a collective, leadership teams commit to monthly PL to enhance their capacity to develop Schools That Listen. These teams mobilize their learning through student engagement processes such as summits and Social Innovation Labs, to co-create with students and other rights holders within the school community actions that address safety, equity and inclusion within their school communities. High school principals and schools from across two catchments participated in this work during the 2022–23 school year.
- Culturally Responsive Practices (CRP) approach: CRP highlights the importance of incorporating a student's perspective and experience into the learning process to ensure students are able to see themselves in their learning resulting in greater engagement and academic achievement. As part of the Division's efforts to improve students' experiences and sense of belonging in school, CRP was introduced as content in multiple PL sessions.

DFS results indicate that:

64 per cent of students agreed that “my school is a place where all students feel like they belong,” while

95 per cent of staff agreed that “my school takes steps to support a sense of belonging and inclusion for everyone.”

Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

- **Extended Student Demographic Survey:** To gain a better understanding of student identity and how students see themselves, the Division implemented the extended student demographic survey in the fall of 2022. Students in Grades 4 to 12 were invited to answer a short set of questions related to identity. Data from the survey will be used to help inform actions the Division can take to support success for all students. The [Preliminary Findings from Extended Student Demographic Survey](#) report was shared at the June 6, 2023, Board meeting.
- **Board Policy Engagement:** As part of the work to create school communities that support a sense of belonging and success for all students the Board of Trustees regularly reviews its policies and seeks community feedback regarding clarity, language and policy direction, where appropriate. In 2022–23, the following engagement took place in support of policy development:
 - **Enrolment and Admission:** A public online survey was shared for the revised Board Policies [HC.BP](#) Resident Student Enrolment and [HEC.BP](#) Non-Resident Student Admission and Enrolment. A [recommendation report](#) was presented at the May 2, 2023, Board of Trustees meeting. Feedback from the survey informed the final draft of the policy.
 - **School Renaming:** The name of a school has the potential to bring a community together or may cause harm based on the legacy of the school namesake. To support the Board of Trustees in examining the concept of school renaming, a School Renaming Criteria Advisory Committee, hosted by the Board of Trustees and comprised of staff, parents and community members, was established and met four times. The committee explored the act of school renaming and provided the Board of Trustees with a report outlining its recommendations for criteria to inform decisions around school renaming. The report will serve as one source of information to inform the work to develop a policy that addresses school renaming.
- **Catchment Groupings:** A common theme from Catchment Conversations was the role that Catchments play in supporting staff collaboration. This work ranges from the sharing of resources, co-planning, learning together and supporting each other through complex or difficult situations. The relationships and connections that develop within the catchment encourage and enable collaboration.
- **The Division Feedback Survey:** The DFS annually gathers insights from students, families and staff to assess the Division's progress towards the three priority areas of the 2022–26 Strategic Plan Strategic. The DFS includes questions specific to Priority 3.

Additional Actions Taken in Support of Priority 3 Goal 2

- **Free Menstrual Products in all Division Schools:** In support of the [April 27, 2021, Board Motion](#), the Menstrual Products Initiative was launched across all Division schools, using a Central allocation to support start-up of this initiative. Going forward schools will continue to ensure free products are readily accessible for students.

P3G2 Strategic Action: Enhance collaboration with partners to inform the strategic use of Division and community resources in support of student and staff well-being.

The work to support all students on their path to high school completion and create school communities that are welcoming, safe and inclusive for all is complex and is not done in isolation. The Division and schools work in partnership with many members of the Edmonton community who are equally committed to and invested in the success and well-being of children and youth. This work is evolving and responsive to the needs of students and looks unique within each school community. There are many great examples of how schools and communities work

Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

together in support of students and families.

- Through the budget planning process, schools have the opportunity to recognize community connections or support for their students. This process has identified over 600 community connections across Division schools that provide supports and services beyond that of educational programming. Some examples of these are: The Africa Centre, Bent Arrow Traditional Healing Society, BGCBigs, e4c, Family Centre, Free Play for Kids, RAJO (Somali Youth Empowerment Project) and the YMCA.
- Guided by a partnership with AHS, the [Community Helpers Program](#) provides opportunities for students or Helpers (ages 12 and over) to strengthen support skills and learn more about mental health and suicide prevention. In addition to developing skills and increasing knowledge, Helpers are introduced to community services and professional supports. This connection bridges informal and formal supports in the community, enabling helpers to refer peers to expert support when needed. This past year, 25 junior and senior high schools facilitated the program for 425 students.
- Through provincial funding, the opportunity emerged to partner with CASA (Child and Adolescent Services Association) around a CASA Mental Health Classroom.
 - The Division worked with CASA to finalize an MOU that will serve as the foundation to the partnership supporting the opening of a CASA classroom in a Division school for the 2023–24 school year.
 - CASA classrooms will address the need for services closer to students by bridging a child’s mental health and school needs, through a coordinated approach by a mental health team and a teacher.
 - The CASA Classroom, serving up to 12 students from Grades 4 to 6, opened at J.A. Fife for the fall of 2023.
- 2022–23 was the third year of a three-year Mental Health Capacity Building (MHCB) partnership with AHS involving wellness coaches. These coaches promote positive mental health in children, youth and families in the communities where they live through programming that builds capacity of knowledge and skills through universal supports and services (see [Appendix H](#) for a comprehensive list).
- The Edmonton Public Schools Foundation worked with members of the community and donors to help bring a range of supports and opportunities to students across the Division. Examples from this work include:
 - Through the Chromebooks for Kids program, 489 students received their very own device.
 - Through Freshhoops, a partnership with the Edmonton Stingers, basketball courts at Delton and McKee Schools were given a “refresh.”
 - A grant opportunity with the Giants of Africa supported a new basketball court at Londonderry School.
 - The Sinatra Aldea Foundation made a significant donation that supported the building of a new playground at Forest Heights School.

P3G2: Summary of Results and Analysis

The 2022–23 DFS results highlighted positive actions taken by the Division as well as opportunities for continuous improvement in the work to support students so they experience a greater sense of belonging and well-being. Results across stakeholder groups in the WCRSLE measure (see [Table 28](#)) broadly mirror DFS results for questions that measure the same or similar concepts (e.g., safety, respect and caring). Proportions of agreement were similar: Teachers were the most positive, then families/parents and finally students (see [Appendix D](#) for details). The similarity in results reinforces the importance of the work the Division and schools are undertaking in support of Priority 3 Goal 2 and ongoing efforts to hear directly from students what they need in order to be successful.

DFS results indicate that:

70 per cent of students agreed that “my school helps me develop skills that support my wellness”, while **12 per cent** were unsure if “[their] schools helps me develop skills that support my wellness.”

70 per cent of students agreed “I feel like I belong at my school.”



Summary of 2022–23 Financial Results

Student achievement continues to be the primary focus in every one of the Division’s schools. The Division’s priorities, budgeting process and results review reflect this focus.

Operational Results

The Division’s total operating expenses for 2022–23 were \$1,218.3 million, a minimal variance of \$0.8 million or 0.07 per cent, when compared to the spring approved budget total of \$1,219.1 million. Figures 18–20 illustrate expenses by type and program.

Figure 18. Expenses by Type (in \$ millions)

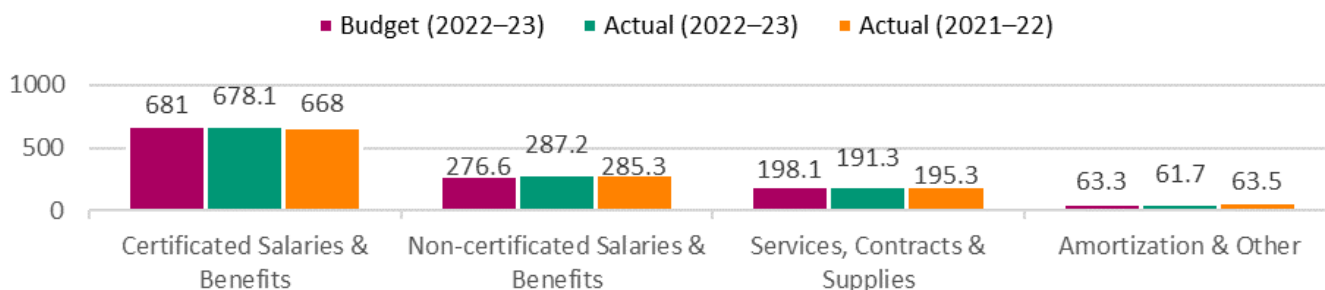
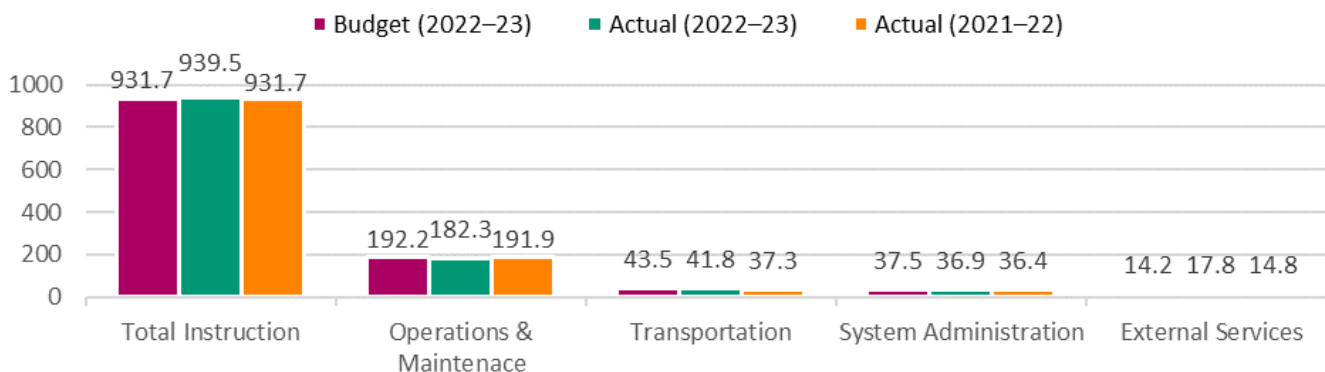


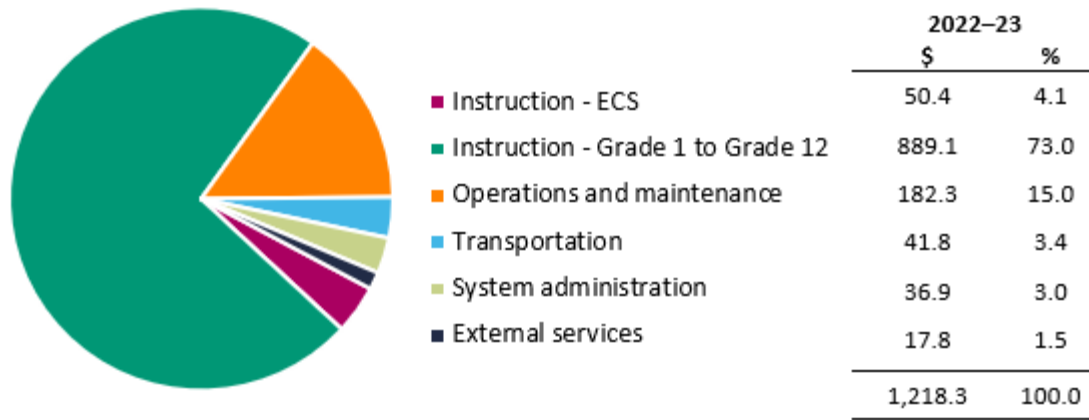
Figure 19. Expenses by Program (in \$ millions)



- Operational expenses do not include capital expenditures.
- Total revenues exceed expenses by \$25.5 million, resulting in an operating surplus.
- 79.2 per cent of total expenses represent staffing, 15.7 per cent represent goods and services and the remaining balance represents amortization and other.

Summary of 2022-23 Financial Results

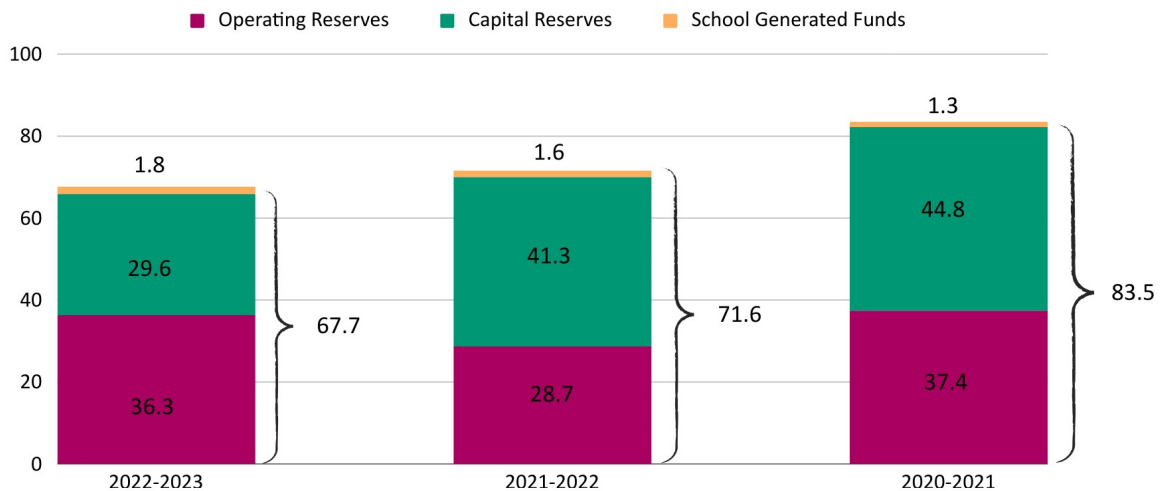
Figure 20. 2022-23 Expenses by Program (in \$ millions)



- The Division’s total operational expenses for 2022-23 were \$1,218.3 million as compared to \$1,212.1 million in 2021-22.
- Average per student spending for 2022-23 was \$11,304 (for 2021-2022 it was \$11,858). This figure does not include gross receipts of School Generated Funds or the cost for External Services. Calculation is based on 2022-23 actual enrolment of 104,522 full-time equivalent (FTE) students (compared to 100,032 in 2021-22).

Figure 21 illustrates reserves and funds.

Figure 21. Reserves (in \$ millions)



2022-23 changes in accumulated surplus from the prior year include:

- Net increase in operating reserves of \$7.8 million (includes an increase of \$0.2 million in SGF).
- Net decrease in capital reserves by \$11.7 million.

Summary of 2022-23 Financial Results

The decrease in capital reserves of \$11.7 million can be attributed to:

A spend or drawdown of:

- \$21.4 million used to fund previously Board approved capital projects including:
 - Growth Accommodation and Division Centre Program Establishment (includes modular and relocation projects), Westlawn Cluster replacement school in partnership with Alberta Education (Alex Janvier School), and the Purchase of the Alberta College building (home of Centre High).

Offset by funds being deposited into the capital reserve fund:

- \$0.7 million received for the sale of a parcel of surplus land at Keheewin School.
- \$9.0 million from the operating reserve, which was a Board and Ministerial approved transfer of surplus.

School Generated Funds (SGF)

- Unexpended SGF at August 31, 2023 was \$3.9 million, reduced from the amount at the beginning of the school year of \$4.6 million.
 - \$1.2 million of the current year unexpended funds is included in Deferred Revenue.
 - \$0.9 million in Unearned Revenue.
 - \$1.8 million included in Accumulated Surplus.
- Gross receipts in SGF is comprised of:

School Funds	Budget (\$ millions)	Actual (\$ millions)
Fees	13.9	12.1
Fundraising	2.2	1.5
Gifts and donations	6.2	4.4
Other sales and services	4.4	5.2
Total	26.7	23.2

- Uses of SGF totaled \$18.1 million and related primarily to extra-curricular activities and School Council funded activities and initiatives.
- Additional SGF expenses of \$5.8 million related to direct costs of other sales and services and fundraising.

Detailed information regarding the Division’s audited financial statements can be obtained from Financial Services at (780) 970-5243 or can be viewed at the Division’s website at:

<https://epsb.ca/media/epsb/ourdistrict/districtbudget/2022-23-audited-financial-statements.pdf>

The provincial roll up of jurisdictions’ Audited Financial Statements is provided at:

<https://www.alberta.ca/k-12-education-financial-statements.aspx>.

Annual Report of Disclosures

Edmonton Public Schools reported no disclosures under the *Public Interest Disclosure (Whistleblower Protection) Act* in the 2022–23 school year.

Appendix A: School Plan and Results Review

School Plan Template and Planning Guide

PLANNING FOR THE 2022–23 SCHOOL YEAR

- All schools are to set at least two goals:
 - At least one goal will be in support of Priority 1 of the [2022–26 Strategic Plan](#).
 - Schools will set a second goal that can be in support of any priority and can choose to set a third goal if desired.
- Central unit's are to set at least two goals in support of any of the priorities in the 2022–26 Strategic Plan, and can choose to set a third goal if desired.

WHEN COMPLETING PLANS, NOTE THE FOLLOWING:

- **Student growth and success in literacy and numeracy is a priority for the Division.** This includes a Division commitment to improving the results of First Nation, Métis and Inuit students.
 - When setting goals, particularly for student success, consider including in your goals how your school will intentionally support First Nations, Métis and Inuit student success and Competency Five of the TQS and LQS.
- Consider goals that may extend over a multi-year time frame reflecting your school's journey over the four years of the [2022–26 Strategic Plan](#).
 - Think about ways to engage your school communities in these goals.
- The [2022–26 Four-Year Education Plan](#) may also provide additional information helpful in developing goals.

DEVELOPING GOALS

The following reflective questions are intended as a guide to support schools in the development of goals by reflecting on data, setting targets and identifying actions.

UNDERSTANDING OUR DATA¹⁴

What goal does our data tell us is important?

- What specific data informed the identification of this goal?

Goals should reflect what your data is telling you now, guiding you toward the critical, intentional work needed to support your students. Consider using the following questions to be responsive to your school community and where your students are as learners and people:

-
- How well are students progressing and what evidence do you have of this?
 - What are achievement trends or patterns for students at your school over the past few years?
 - Are there particular groups of students whose trends and patterns differ?

SETTING TARGETS

Where are we starting from?

- What is our data telling us now?

Where do we intend to be by the end of the year?

¹⁴Understanding our Data, Setting Targets and Identifying Actions adapted from *Charters and Analysis of Variance: Guidance for boards of schools and kura*. Ministry of Education, TE TĀHUUHU O TE MĀTAURANGA. Dec 2017. AOTEAROA/New Zealand.

- How will we know?

Targets should support improvement in the growth and achievement of all identified groups of students, but with a particular focus on students or groups of students who may need additional support.

- Are your targets specific, measurable and achievable? Do you have a baseline? (you might not, which is okay—part of your goal can include identifying a measure and establishing a baseline)
- How are you using current and historical data to set your targets?
- Two key conditions are necessary for effective target setting:
 - Targets should “stretch” expectations for success (high expectations).
 - Targets should be clearly communicated so that they are a shared responsibility between school leaders, teachers, staff, families and students.

IDENTIFYING ACTIONS

What are actions that will support working towards achieving this goal?

Consider two to five critical, intentional actions that will support achieving your goal. Consider using the following questions when identifying actions to support achievement of targets and goals:

- What are we already doing to achieve these targets? Has this been effective?
- What do we need to learn to do so that we can achieve these targets?
- What will we do differently so that we can achieve these targets?

Although you are not required to submit any documents outlining the specific actions you plan to use to achieve your goals, you are expected to have them in place and you will be asked about these actions as part of the Trustee results review meetings and/or by your Assistant Superintendent/Executive member.

Once you have developed your goals using the above reflective questions, use the SMART Goal framework to ensure that they are:

- Specific
- Measurable
- Achievable
- Relevant
- Time-frame

SCHOOL COMMUNITY RELATIONSHIPS ON THE PROFILE PAGE

This section on the profile page provides designated space to celebrate community supports and services at Division schools. The section begins with: *We would like to acknowledge the following community members who have helped to foster the growth and success of our students.*

After this statement, there is a list of key school-community relationships that provide supports/services to your school and students. This list is populated based on the data entered by each school in the School Community Relationship Tracker Tool in PeopleSoft.

If you feel there are errors or omissions to your school's list of key school-community relationships on your school's profile page, go into PeopleSoft and correct the information either by editing existing relationships entered in the tool or by adding new relationships missing from your school's list on the profile page.

Planning the 2022–23 School Year–Template

Division Priorities 2022–26

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022–23 school year (referencing the Division’s Priority number that the goal supports). In setting goals, all schools will set at least two goals; one goal must be in support of Priority 1 of the 2022–26 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central unit’s will set at least two goals in support of any of the priorities of the 2022–26 Strategic Plan, and can choose to set a third goal if desired.

Goal #1: <minimum of 20 characters per text box>

Goal #2: <minimum of 20 characters per text box>

Goal #3 (optional): <minimum of 20 characters per text box>

Results Review Template

Reporting on the 2021–22 School Year

Division Priorities 2022–26

1. Build on outstanding learning opportunities for all students.
2. Advance action towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the SMART goals that were established for 2021–22, report on the results you achieved (with evidence, including referencing the school’s Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division’s Priorities (reference the priority number in your response).

SMART Goal #1: <i>goal will be imported from the 2021–22 Plans</i>
Results Achieved: <limit of 5000 characters per text box>

SMART Goal #2: <i>goal will be imported from the 2021–22 Plans</i>
Results Achieved: <limit of 5000 characters per text box>

SMART Goal #3: <i>goal will be imported from the 2021–22 Plans</i>
Results Achieved: <limit of 5000 characters per text box>

Challenges:
What were the biggest challenges encountered in 2021–22?

Improvement Opportunities:
What are the opportunities for improvement from 2021–22 that will inform your plan for 2022–23?

Appendix B: Assurance Measures Evaluation Reference

AEAM evaluation achievement is based upon a comparison of current year data to a set of standards which remain consistent over time. The standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The chart below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00–66.30	66.30–71.63	71.63–77.50	77.50–81.08	81.08–100.00
3-year High School Completion	0.00–65.95	65.95–74.10	74.10–84.79	84.79–89.00	89.00–100.00
4-year High School Completion	0.00–71.57	71.57–78.63	78.63–87.93	87.93–91.45	91.45–100.00
5-year High School Completion	0.00–72.59	72.59–80.82	80.82–89.18	89.18–91.96	91.96–100.00
PAT: Acceptable	0.00–66.07	66.07–70.32	70.32–79.81	79.81–84.64	84.64–100.00
PAT: Excellence	0.00–9.97	9.97–13.44	13.44–19.56	19.56–25.83	25.83–100.00
Diploma: Acceptable	0.00–71.45	71.45–78.34	78.34–84.76	84.76–87.95	87.95–100.00
Diploma: Excellence	0.00–9.55	9.55–12.59	12.59–19.38	19.38–23.20	23.20–100.00
Education Quality	0.00–80.94	80.94–84.23	84.23–87.23	87.23–89.60	89.60–100.00
Parental Involvement	0.00–70.76	70.76–74.58	74.58–78.50	78.50–82.30	82.30–100.00
Drop Out Rate	100.00–9.40	9.40–6.90	6.90–4.27	4.27–2.79	2.79–0.00
Rutherford Scholarship Eligibility Rate	0.00–47.98	47.98–55.78	55.78–68.95	68.95–74.96	74.96–100.00
Transition Rate (6 yr)	0.00–21.98	35.49–49.47	49.47–62.88	62.88–72.76	72.76–100.00
Program of Studies	0.00–66.31	66.31–72.65	72.65–78.43	78.43–81.59	81.59–100.00
Work Preparation	0.00–66.92	66.92–72.78	72.78–77.78	77.78–86.13	86.13–100.00
Lifelong Learning	0.00–62.64	62.64–67.96	67.96–75.71	75.71–82.44	82.44–100.00

Notes:

- 1) For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100 per cent.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the current year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

Appendix B: Assurance Measures Evaluation Reference

The chart below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00–3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00–3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The chart below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1 and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g., 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern).

Appendix C: Detailed Assurance Measures Results

The following tables provide a more detailed reporting of required and supplemental Assurance Measures in support of Edmonton Public Schools' AERR (see Tables C1–C17).

Program of Studies

Table C1. Alberta Education Assurance Measures—Satisfaction with the opportunity for students to receive a broad program of studies including fine arts, career, technology and health and physical education.

Measure & Evaluation	Edmonton School Division						Alberta					
	2020–22 Avg	2022	2023	Achievement	Improvement	Overall	2020–22 Avg	2022	2023	Achievement	Improvement	Overall
Overall	83.2 (n=20,663)	84.5 (n=19,950)	84.5 (n=21,204)	Very High	Improved	Excellent	82.6 (n=175,964)	82.9 (n=172,339)	82.9 (n=179,589)	Very High	Improved Significantly	Excellent
Parent	81.1 (n=3,645)	83.5 (n=4,412)	83.5 (n=3,870)	Very High	Improved	Excellent	81.3 (n=31,703)	82.4 (n=31,625)	82.2 (n=31,780)	Very High	Improved Significantly	Excellent
Student	77.9 (n=12,430)	78.7 (n=11,645)	79.4 (n=13,092)	Very High	Improved	Excellent	77.3 (n=112,632)	76.9 (n=109,776)	77.4 (n=115,487)	Very High	Maintained	Excellent
Teacher	90.6 (n=4,588)	91.3 (n=4,163)	90.5 (n=4,242)	High	Maintained	Good	89.3 (n=31,630)	89.3 (n=30,938)	89.3 (n=32,322)	High	Maintained	Good

Learning Engagement

Table C2. Alberta Education Assurance Measures—3-Year Historical Engaging Students

Teachers, parents and students who agree that students are engaged in their learning at school.

	Edmonton School Division				Alberta			
	2021	2022	2023	Improvement*	2021	2022	2023	Improvement*
Overall	85.8 (n=25,633)	85.1 (n=29,562)	84.4 (n=31,178)	Declined Significantly	85.6 (n=230,956)	85.1 (n=249,740)	84.4 (n=257,214)	Declined Significantly
Parent	89.4 (n=3,612)	88.5 (n=4,156)	87.6 (n=3,888)	Declined	89.0 (n=30,994)	88.7 (n=31,694)	87.3 (n=31,862)	Declined Significantly
Student	71.9 (n=18,365)	71.9 (n=21,239)	71.2 (n=23,047)	Declined	71.8 (n=169,789)	71.3 (n=187,102)	70.9 (n=193,029)	Declined Significantly
Teacher	96 (n=3,656)	95.1 (n=4,167)	94.4 (n=4,243)	Declined	96.0 (n=30,173)	95.5 (n=30,944)	95.1 (n=32,323)	Declined Significantly

*As this is a new measure, only improvement evaluation can be calculated this year.

Appendix C: Detailed Assurance Measures Results

Supports and Services

Table C3. Alberta Education Assurance Measures—3-Year Historical Engaging Students								
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.								
	Edmonton School Division				Alberta			
	2021	2022	2023	Improvement*	2021	2022	2023	Improvement*
Overall	80.6 (n=25,607)	80 (n=29,533)	78.2 (n=31,153)	Declined Significantly	82.6 (n= 230,761)	81.6 (n= 249,740)	80.6 (n= 256,994)	Declined Significantly
Parent	76.1 (n=3,601)	74.9 (n=4,148)	73.7 (n=3,891)	Declined	78.9 (n= 30,936)	77.4 (n= 31,684)	75.7 (n= 31,847)	Declined Significantly
Student	78.6 (n=18,342)	79.7 (n=21,216)	78.9 (n=23,018)	Declined Significantly	80.2 (n= 169,631)	80.1 (n= 186,395)	79.9 (n= 192,805)	Declined
Teacher	87.2 (n=3,664)	85.2 (n=4,169)	81.9 (n=4,244)	Declined Significantly	88.7 (n= 30,194)	87.3 (n= 32,342)	86.2 (n= 32,342)	Declined Significantly

*As this is a new measure, only improvement evaluation can be calculated this year.

Success at work after school and Lifelong learning

Table C4. Alberta Education Assurance Measures												
Teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.												
Measures and Evaluation	Edmonton School Division						Alberta					
	2020–22 Avg	2022	2023	Achievement	Improvement	Overall	2020–22 Avg	2022	2023	Achievement	Improvement	Overall
Overall	83.8 (n=8,226)	84.2 (n=7,899)	82.5 (n=7,692)	High	Declined Significantly	Issue	84.5 (n=63,855)	84.9 (n=59,488)	83.1 (n=60,705)	High	Declined Significantly	Issue
Parent	75.4 (n=3,854)	76.5 (n=3,847)	75.4 (n=3,592)	Very High	Maintained	Good	76.6 (n=32,249)	77.3 (n=29,553)	75.0 (n=29,674)	Very High	Declined Significantly	Acceptable
Teacher	92.3 (n=4,372)	91.9 (n=4,052)	89.7 (n=4,100)	Intermediate	Declined Significantly	Issue	92.4 (n=31,606)	92.5 (n=29,935)	91.3 (n=1,031)	Intermediate	Declined Significantly	Issue

Table C5. Alberta Education Assurance Measures												
Teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.												
Measures and Evaluation	Edmonton School Division						Alberta					
	2020–22 Avg	2022	2023	Achievement	Improvement	Overall	2020–22 Avg	2022	2023	Achievement	Improvement	Overall
Overall	75.8 (n= 8,361)	80.0 (n= 8,056)	79.4 (n= 7,860)	High	Improved Significantly	Good	76.8 (n= 65,002)	81.0 (n= 60,822)	80.4 (n= 62,032)	High	Improved Significantly	Good
Parent	68.8 (n= 3,931)	74.4 (n= 3,941)	73.7 (n= 3,680)	High	Improved Significantly	Good	69.6 (n= 32,884)	74.6 (n= 30,314)	73.4 (n= 30,381)	High	Improved Significantly	Good
Teacher	82.8 (n= 4,148)	85.6 (n= 4,115)	85.0 (n= 4,180)	Intermediate	Improved Significantly	Good	84.0 (n= 32,118)	87.4 (n= 30,508)	87.3 (n= 31,651)	High	Improved Significantly	Good

Detailed Student PAT and Diploma Achievement

Provincial Achievement Tests

PAT results from Edmonton Public Schools and the province are available below, by subject (*see Tables C6–C11*), for all enrolled students, EAL students and self-identified First Nations, Métis and Inuit Students. Note that only aggregate data for 2019 and 2021 PAT results was recalculated and individual course data below remained unchanged (*see Box 1*).

Course	Standard	Edmonton School Division					Alberta				
		2019	2020–21	2022	2023	Achievement	2019	2020–21	2022	2023	Achievement
English Language Arts 6	Acceptable	83.9	n/a	77.2	76.8	Low	83.2	n/a	76.1	76.2	Low
	Excellence	20.1	n/a	21.6	20.6	High	17.8	n/a	18.9	18.4	High
French Language Arts 6 année	Acceptable	88.9	n/a	80.1	83.3	Intermediate	87.7	n/a	76.9	77.6	Intermediate
	Excellence	17.9	n/a	12.0	15.5	High	15.7	n/a	10.6	12.5	Intermediate
Mathematics 6	Acceptable	73.7	n/a	65.9	67.1	Low	72.5	n/a	64.1	65.4	Low
	Excellence	18.7	n/a	15.6	18.4	High	15.0	n/a	12.6	15.9	Intermediate
Science 6	Acceptable	80.7	n/a	74	67.4	Low	77.6	n/a	71.5	66.7	Low
	Excellence	33.4	n/a	27.7	24.3	Intermediate	28.6	n/a	23.7	21.8	Intermediate
Social Studies 6	Acceptable	77.6	n/a	69.7	68.1	Low	76.2	n/a	67.8	66.2	Low
	Excellence	28.9	n/a	24.7	22.0	High	24.4	n/a	20.1	18	Intermediate
English Language Arts 9	Acceptable	76.1	n/a	69.2	69.3	Low	75.1	n/a	69.6	71.4	Low
	Excellence	18.7	n/a	15.6	15.1	High	14.7	n/a	12.9	13.4	Intermediate
K&E English Language Arts 9	Acceptable	48.1	n/a	50.0	45.0	Low	57.4	n/a	50.5	50.2	Low
	Excellence	1.2	n/a	3.8	1.5	Intermediate	5.4	n/a	5.0	5.7	Intermediate
French Language Arts 9 année	Acceptable	89.1	n/a	82.9	79.6	Low	82.9	n/a	73.5	76.1	Low
	Excellence	22.6	n/a	12.5	15.1	Intermediate	12.3	n/a	9.9	10.9	Intermediate
Mathematics 9	Acceptable	64.6	n/a	55.9	54.0	Low	60.0	n/a	53.0	54.4	Low
	Excellence	25.7	n/a	21.0	16.8	Intermediate	19.0	n/a	16.7	13.5	Intermediate
K&E Mathematics 9	Acceptable	48.2	n/a	49.6	50.0	Low	59.6	n/a	55.3	52.7	Low
	Excellence	10.1	n/a	5.4	8.4	Intermediate	13.2	n/a	11.1	11.3	Intermediate
Science 9	Acceptable	78.0	n/a	69.5	65.5	Intermediate	75.2	n/a	68.0	66.3	Intermediate
	Excellence	33.2	n/a	28.6	24.3	Very High	26.4	n/a	22.6	20.1	Very High
K&E Science 9	Acceptable	55.0	n/a	48.9	57.3	Low	61.7	n/a	57.8	52.9	Low
	Excellence	8.3	n/a	10.2	9.7	Intermediate	10.7	n/a	11.0	10.9	Intermediate
Social Studies 9	Acceptable	74.5	n/a	62.8	59.3	Low	68.7	n/a	60.8	58.4	Low
	Excellence	29.4	n/a	20.4	20.2	High	20.6	n/a	17.2	15.9	Intermediate
K&E Social Studies 9	Acceptable	52.5	n/a	54.2	57.4	Intermediate	55.9	n/a	53.2	49.6	Low
	Excellence	12.1	n/a	20.5	11.5	Intermediate	15.0	n/a	14.1	10.6	Intermediate

Notes for all PAT tables:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Appendix C: Detailed Assurance Measures Results

3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019–20 to 2021–22. School years 2019–20, 2020–21 and 2021–22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018–19 and 2022–23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022–23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021–22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Table C7. Alberta Education Assurance Measures Division and Province—PAT Grades 6 and 9—All Students Enrolment

Course	Edmonton School Division				Alberta			
	2019	2020–21	2022	2023	2019	2020–21	2022	2023
English Language Arts 6	7,724	n/a	8,098	8,364	54,820	n/a	56,095	52,106
French Language Arts 6 année	324	n/a	342	330	3,559	n/a	3,496	3,131
Mathematics 6	7,717	n/a	8,100	8,363	54,778	n/a	56,019	52,551
Science 6	7,719	n/a	8,093	7,972	54,879	n/a	56,451	54,859
Social Studies 6	7,718	n/a	8,095	8,357	54,802	n/a	56,483	57,665
English Language Arts 9	6,669	n/a	8,039	8,155	46,822	47465	35,521	56,255
K&E English Language Arts 9	241	n/a	106	131	1,588	1569	1,310	1,254
French Language Arts 9 année	230	n/a	257	279	2,899	2811	3,228	3,215
Mathematics 9	6,622	n/a	8,012	8,109	46,603	46764	32,890	55,447
K&E Mathematics 9	278	n/a	129	178	2,049	2190	1,746	1,815
Science 9	6,680	n/a	8,051	8,155	46,810	47489	31,215	56,311
K&E Science 9	218	n/a	88	124	1,528	1536	1,185	1,197
Social Studies 9	6,676	n/a	8,059	8,156	46,840	47496	30,108	56,309
K&E Social Studies 9	223	n/a	83	122	1,501	1466	1,167	1,140

Appendix C: Detailed Assurance Measures Results

Table C8. Alberta Education Assurance Measures Division and Province—PAT Grades 6 and 9—EAL Students

Course	Standard	Edmonton School Division					Alberta				
		2019	2020–21	2022	2023	Achievement	2019	2020–21	2022	2023	Achievement
English Language Arts 6	Acceptable	81.1	n/a	75.5	73.4	Low	81.3	n/a	76.8	73.9	Low
	Excellence	15.4	n/a	17.8	16.1	Intermediate	13.8	n/a	16.0	13.9	Intermediate
French Language Arts 6 année	Acceptable	96.4	n/a	64.0	77.5	Intermediate	89.5	n/a	74.0	75.5	Intermediate
	Excellence	14.3	n/a	8.0	10.0	Intermediate	21.5	n/a	11.6	13.8	Intermediate
Mathematics 6	Acceptable	72.8	n/a	65.8	65.9	Low	72.7	n/a	65.3	64.9	Low
	Excellence	16.5	n/a	16.0	17.3	Intermediate	14.5	n/a	13.1	15.2	Intermediate
Science 6	Acceptable	78.4	n/a	72.3	63.6	Low	76.4	n/a	72.0	64.7	Low
	Excellence	27.9	n/a	25.9	19.3	Intermediate	23.5	n/a	21.0	17.2	Low
Social Studies 6	Acceptable	76.2	n/a	68.7	65.3	Low	74.8	n/a	68.4	65.4	Low
	Excellence	23.6	n/a	23.3	20.1	High	20.5	n/a	17.9	15.7	Intermediate
English Language Arts 9	Acceptable	68.1	n/a	65.4	62.5	Very Low	63.4	n/a	61.9	62.2	Very Low
	Excellence	10.2	n/a	9.7	9.3	Low	6.8	n/a	7.0	6.6	Low
K&E English Language Arts 9	Acceptable	46.9	n/a	30.0	26.1	Very Low	49.7	n/a	45.7	34.9	Low
	Excellence	0.0	n/a	0.0	0.0	Low	2.1	n/a	2.4	1.3	Intermediate
French Language Arts 9 année	Acceptable	*	n/a	69.2	85.0	Intermediate	79.1	n/a	64.0	71.1	Low
	Excellence	*	n/a	0.0	25.0	High	13.9	n/a	10.1	11.3	Intermediate
Mathematics 9	Acceptable	59.9	n/a	56.3	53.1	Low	53.3	n/a	47.0	50.1	Very Low
	Excellence	22.5	n/a	19.6	15.5	Intermediate	16.3	n/a	12.9	12.0	Low
K&E Mathematics 9	Acceptable	42.9	n/a	38.1	38.7	Low	54.0	n/a	54.5	39.5	Low
	Excellence	6.5	n/a	0	3.2	Low	15.0	n/a	9.8	5.6	Low
Science 9	Acceptable	71.9	n/a	67.6	61.5	Intermediate	66.0	n/a	55.8	59.4	Low
	Excellence	26.3	n/a	25.7	20.8	Very High	18.1	n/a	13.7	15.0	High
K&E Science 9	Acceptable	50.0	n/a	15.4	39.1	Low	61.1	n/a	52.3	33.1	Very Low
	Excellence	6.1	n/a	0	8.7	Intermediate	6.0	n/a	2.8	3.3	Low
Social Studies 9	Acceptable	67.5	n/a	60.4	54.9	Very Low	59.6	n/a	54.5	50.4	Very Low
	Excellence	23.6	n/a	16.9	16.7	Intermediate	14.1	n/a	12.6	11.0	Low
K&E Social Studies 9	Acceptable	53.5	n/a	10.0	57.9	Intermediate	57.7	n/a	64.1	39.4	Low
	Excellence	11.3	n/a	10.0	5.3	Low	12.3	n/a	11.7	1.5	Low

Appendix C: Detailed Assurance Measures Results

Table C9. Alberta Education Assurance Measures Division and Province—PAT Grades 6 and 9—EAL Students Enrolment

Course	Edmonton School Division				Alberta			
	2019	2020–21	2022	2023	2019	2020–21	2022	2023
English Language Arts 6	2,124	n/a	1,976	2,318	9,804	n/a	9,336	9,044
French Language Arts 6 année	28	n/a	25	40	228	n/a	215	188
Mathematics 6	2,123	n/a	1,976	2,317	9,792	n/a	9,289	9,076
Science 6	2,123	n/a	1,976	2,217	9,819	n/a	9,369	9,728
Social Studies 6	2,123	n/a	1,976	2,315	9,817	n/a	9,379	10,098
English Language Arts 9	1,407	n/a	1,683	1,588	6,143	n/a	4,153	6,969
K&E English Language Arts 9	81	n/a	20	23	191	n/a	127	149
French Language Arts 9 année	5	n/a	13	20	158	n/a	189	194
Mathematics 9	1,411	n/a	1,680	1,582	6,102	n/a	4,157	6,930
K&E Mathematics 9	77	n/a	21	31	213	n/a	143	177
Science 9	1,421	n/a	1,687	1,588	6,163	n/a	3,141	6,975
K&E Science 9	66	n/a	13	23	167	n/a	109	151
Social Studies 9	1,417	n/a	1,690	1,592	6,151	n/a	4,434	6,983
K&E Social Studies 9	71	n/a	10	19	163	n/a	103	137

Table C10. Alberta Education Assurance Measures Division and Province—PAT Grades 6 and 9—First Nations, Métis and Inuit Students

Course	Standard	Edmonton School Division					Alberta				
		2019	2020–21	2022	2023	Achievement	2019	2020–21	2022	2023	Achievement
English Language Arts 6	Acceptable	67.9	n/a	51.9	57.1	Very Low	71.6	n/a	58.2	60.6	Very Low
	Excellence	4.9	n/a	7.1	5.9	Very Low	6.3	n/a	7.4	7.1	Low
French Language Arts 6 année	Acceptable	83.3	n/a	69.2	70.0	Low	81.3	n/a	63.7	65.9	Low
	Excellence	8.3	n/a	0.0	0.0	Very Low	6.6	n/a	6.4	5.3	Low
Mathematics 6	Acceptable	45.8	n/a	36.0	38.3	Low	50.5	n/a	40.3	42.0	Low
	Excellence	2.5	n/a	3.2	2.7	Very Low	4.2	n/a	3.7	5.6	Very Low
Science 6	Acceptable	58.8	n/a	47.3	41	Very Low	59.2	n/a	51.2	46.0	Very Low
	Excellence	9.3	n/a	9.2	6.1	Very Low	11.9	n/a	9.7	9.0	Very Low
Social Studies 6	Acceptable	52.5	n/a	42.6	42.1	Very Low	57.7	n/a	46.8	45.3	Very Low
	Excellence	8.3	n/a	7.2	5.3	Very Low	8.9	n/a	7.3	6.5	Very Low
English Language Arts 9	Acceptable	47.6	n/a	38.6	38.4	Very Low	55.0	n/a	49.4	49.2	Very Low
	Excellence	5.1	n/a	2.8	3.5	Very Low	4.2	n/a	3.6	4.4	Very Low
K&E English Language Arts 9	Acceptable	55.0	n/a	48.0	42.9	Low	56.3	n/a	46.7	43.8	Low
	Excellence	1.7	n/a	0.0	0.0	Low	5.0	n/a	5.0	3.7	Intermediate
French Language Arts 9 année	Acceptable	*	n/a	60.0	85.7	Intermediate	67.7	n/a	53.3	75.0	Very Low
	Excellence	*	n/a	0.0	0.0	Very Low	5.4	n/a	5.2	10.0	Low

Appendix C: Detailed Assurance Measures Results

Mathematics 9	Acceptable	29.0	n/a	18.4	19.8	Very Low	31.5	n/a	26.3	28.7	Very Low
	Excellence	5.6	n/a	2.9	2.3	Very Low	5.4	n/a	4.1	3.8	Very Low
K&E Mathematics 9	Acceptable	52.9	n/a	41.2	68.4	Intermediate	55.0	n/a	48.1	48.9	Low
	Excellence	7.1	n/a	0.0	15.8	Intermediate	11.4	n/a	6.0	11.1	Intermediate
Science 9	Acceptable	48.0	n/a	35.5	35	Very Low	52.8	n/a	49.3	42.1	Very Low
	Excellence	10.5	n/a	7.4	5.1	Low	10.2	n/a	8.5	7.1	Intermediate
K&E Science 9	Acceptable	58.3	n/a	55.0	53.8	Low	56.2	n/a	53.3	48.4	Low
	Excellence	6.7	n/a	10.0	3.8	Low	6.1	n/a	9.7	8.2	Intermediate
Social Studies 9	Acceptable	43.9	n/a	28.8	26.9	Very Low	44.7	n/a	34.7	34.1	Very Low
	Excellence	8.5	n/a	2.9	4.2	Very Low	6.8	n/a	4.1	4.9	Very Low
K&E Social Studies 9	Acceptable	52.6	n/a	50.0	64.3	Intermediate	53.9	n/a	41.3	45.4	Low
	Excellence	10.5	n/a	10.0	10.7	Intermediate	12.9	n/a	9.1	7.3	Intermediate

Table C11. Alberta Education Assurance Measures Division and Province—PAT Grades 6 and 9—First Nations, Métis and Inuit Students Enrolment

Course	Edmonton School Division				Alberta			
	2019	2020–21	2022	2023	2019	2020–21	2022	2023
English Language Arts 6	688	n/a	718	664	4,109	n/a	4,275	3,891
French Language Arts 6 année	12	n/a	13	10	166	n/a	171	132
Mathematics 6	685	n/a	719	663	4,101	n/a	4,294	3,907
Science 6	685	n/a	719	607	4,096	n/a	4,391	3,990
Social Studies 6	684	n/a	719	663	4,080	n/a	4,396	4,332
English Language Arts 9	565	n/a	690	711	3,259	n/a	2,822	4,375
K&E English Language Arts 9	60	n/a	25	28	416	n/a	362	297
French Language Arts 9 année	5	n/a	10	7	93	n/a	135	136
Mathematics 9	552	n/a	684	698	3,128	n/a	2,169	4,197
K&E Mathematics 9	70	n/a	34	38	525	n/a	451	440
Science 9	562	n/a	698	709	3,245	n/a	2,476	4,380
K&E Science 9	60	n/a	20	26	425	n/a	321	281
Social Studies 9	565	n/a	698	707	3,261	n/a	2,073	4,393
K&E Social Studies 9	57	n/a	20	28	388	n/a	320	262

Appendix C: Detailed Assurance Measures Results

Diploma Exams

Table C12. Alberta Education Assurance Measures Division and Province—Diploma Exams Grade 12—All Students

Course	Standard	Edmonton School Division					Alberta				
		2019	2020–21	2022	2023	Achievement	2019	2020–21	2022	2023	Achievement
English Lang Arts 30-1	Acceptable	83.2	n/a	74.8	81.2	Very Low	86.8	n/a	78.8	83.7	Low
	Excellence	12.9	n/a	11.3	11.2	High	12.3	n/a	9.4	10.5	Intermediate
English Lang Arts 30-2	Acceptable	81.4	n/a	72.2	81.5	Very Low	87.1	n/a	80.8	86.2	Low
	Excellence	9.7	n/a	9.2	11.6	Intermediate	12.1	n/a	12.3	12.7	Intermediate
French Language Arts 30-1	Acceptable	95.9	n/a	97.6	96.3	Intermediate	91.5	n/a	91.9	93.1	Intermediate
	Excellence	9.8	n/a	2.4	10.5	Intermediate	10.1	n/a	6.8	6.1	Intermediate
Mathematics 30-1	Acceptable	78.6	n/a	69.1	74	n/a	77.8	n/a	63.6	70.8	n/a
	Excellence	38.5	n/a	29.5	33.4	n/a	35.1	n/a	23.0	29.0	n/a
Mathematics 30-2	Acceptable	80.5	n/a	62.1	72.5	n/a	76.5	n/a	61.5	71.1	n/a
	Excellence	21.7	n/a	13.3	18.2	n/a	16.8	n/a	11.8	15.2	n/a
Social Studies 30-1	Acceptable	87.9	n/a	80.9	83.5	Intermediate	86.6	n/a	81.5	83.5	Intermediate
	Excellence	19.4	n/a	17.6	16.3	High	17.0	n/a	15.8	15.9	High
Social Studies 30-2	Acceptable	74.1	n/a	65.0	73.6	Low	77.8	n/a	72.5	78.1	Low
	Excellence	8.9	n/a	8.0	9.6	Intermediate	12.2	n/a	13.2	12.3	Intermediate
Biology 30	Acceptable	87.6	n/a	73.6	83.7	Intermediate	83.9	n/a	74.3	82.7	Intermediate
	Excellence	39.9	n/a	28.7	35.7	Very High	35.5	n/a	25.2	32.8	High
Chemistry 30	Acceptable	88.2	n/a	79.1	83.5	High	85.7	n/a	77.1	80.5	High
	Excellence	50.0	n/a	34.9	41.2	Very High	42.5	n/a	31.1	37.0	Very High
Physics 30	Acceptable	89.3	n/a	79.2	84.8	High	87.5	n/a	78.5	82.3	Intermediate
	Excellence	50.7	n/a	41.7	46.5	Very High	43.5	n/a	34.6	39.9	High
Science 30	Acceptable	88.7	n/a	76.5	81.7	Intermediate	85.7	n/a	75.7	79.4	Intermediate
	Excellence	41.7	n/a	21.2	29.2	High	31.2	n/a	17.2	23.1	Intermediate

Notes for all Diploma exam tables:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019–20 to 2021–22. School years 2019–20, 2020–21 and 2021–22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Participation in the Diploma Exams was impacted by the fires in 2018–19 and 2022–23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Appendix C: Detailed Assurance Measures Results

4. A written-response component worth 25 per cent of the total exam mark was added to the Mathematics 30-1/30-2 Diploma Exams in 2018–19.

Table C13. Alberta Education Assurance Measures Division and Province—Diploma Exams Grade 12 Student Numbers by Course—All Students

Course	Edmonton School Division				Alberta			
	2019	2020–21	2022	2023	2019	2020–21	2022	2023
English Lang Arts 30-1	5,349	n/a	3,154	5,334	29,832	n/a	17,372	31,493
English Lang Arts 30-2	2,386	n/a	1,235	2,456	16,640	n/a	8,903	17,112
French Language Arts 30-1	123	n/a	85	162	1,215	n/a	666	1,236
Mathematics 30-1	3,900	n/a	2,116	3,777	19,389	n/a	9,102	19,763
Mathematics 30-2	2,549	n/a	1,361	2,334	14,465	n/a	7,872	14,418
Social Studies 30-1	3,714	n/a	2,266	4,233	21,610	n/a	13,811	24,023
Social Studies 30-2	2,941	n/a	1,418	2,776	20,758	n/a	11,131	21,045
Biology 30	3,943	n/a	2,512	4,091	22,442	n/a	13,449	23,270
Chemistry 30	3,279	n/a	1,856	3,149	18,525	n/a	10,196	18,364
Physics 30	1,837	n/a	1,043	1,783	9,247	n/a	5,560	9,241
Science 30	2,559	n/a	1,176	2,030	9,676	n/a	4,887	8,007

Table C14. Alberta Education Assurance Measures Division and Province—Diploma Exams Grade 12—EAL Students

Course	Standard	Edmonton School Division					Alberta				
		2019	2020–21	2022	2023	Achievement	2019	2020–21	2022	2023	Achievement
English Lang Arts 30-1	Acceptable	63.3	n/a	53.5	63.7	Very Low	68.1	n/a	55.5	63.3	Very Low
	Excellence	4.3	n/a	3.1	5.8	Low	3.3	n/a	2.6	3.7	Low
English Lang Arts 30-2	Acceptable	65.9	n/a	56.1	65.3	Very Low	73.1	n/a	63.9	71.5	Very Low
	Excellence	2.7	n/a	4.4	3.5	Very Low	4.8	n/a	3.7	5.5	Low
French Language Arts 30-1	Acceptable	66.7	n/a	*	85.7	Low	93.0	n/a	93.8	85.2	Low
	Excellence	0.0	n/a	*	0.0	Low	20.9	n/a	12.5	0.0	Low
Mathematics 30-1	Acceptable	73.4	n/a	62.0	67.9	n/a	71.7	n/a	52.2	61.1	n/a
	Excellence	29.6	n/a	26.9	28.7	n/a	27.6	n/a	19.2	23.1	n/a
Mathematics 30-2	Acceptable	73.6	n/a	50.2	61.6	n/a	68.8	n/a	46.9	58.5	n/a
	Excellence	16.2	n/a	8.9	12.4	n/a	11.6	n/a	6.3	9.7	n/a
Social Studies 30-1	Acceptable	82.7	n/a	68.6	72.6	Low	79.1	n/a	68.7	72.7	Low
	Excellence	10.7	n/a	9.4	11.0	Intermediate	9.6	n/a	9.0	8.8	Intermediate
Social Studies 30-2	Acceptable	58.5	n/a	49.0	59.2	Very Low	65.7	n/a	55.6	62.5	Very Low
	Excellence	4.7	n/a	4.5	5.9	Low	7.5	n/a	7.1	7.8	Low
Biology 30	Acceptable	83.0	n/a	58.4	77.1	Low	76.6	n/a	61.0	72.8	Low
	Excellence	28.6	n/a	17.2	29.6	High	24.7	n/a	18.0	24.7	Intermediate
Chemistry 30	Acceptable	81.7	n/a	72.4	80.0	Intermediate	78.8	n/a	67.9	73.5	Intermediate
	Excellence	41.0	n/a	28.0	35.1	Very High	34.6	n/a	23.5	29.9	Intermediate
Physics 30	Acceptable	81.8	n/a	60.8	78.7	Intermediate	79.3	n/a	63.1	75.7	Intermediate
	Excellence	36.9	n/a	31.4	37.7	High	32.3	n/a	26.4	32.3	High

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Science 30	Acceptable	84.2	n/a	64.3	69.9	Low	78.3	n/a	59.7	67.4	Low
	Excellence	30.5	n/a	16.5	22.5	Intermediate	21.8	n/a	11.8	16.1	Intermediate

Table C15. Alberta Education Assurance Measures Division and Province—Diploma Exams Grade 12 Student Numbers by Course—EAL Students

Course	Edmonton School Division				Alberta			
	2019	2020–21	2022	2023	2019	2020–21	2022	2023
English Language Arts 30-1	605	n/a	426	788	2,294	n/a	1,398	2,482
English Language Arts 30-2	548	n/a	344	596	2,420	n/a	1,368	2,284
French Language Arts 30-1	6	n/a	2	7	43	n/a	16	27
Mathematics 30-1	564	n/a	353	588	1,807	n/a	873	1,714
Mathematics 30-2	364	n/a	225	362	1,461	n/a	819	1,327
Social Studies 30-1	289	n/a	255	537	1,082	n/a	804	1,415
Social Studies 30-2	574	n/a	357	659	2,901	n/a	1,630	2,749
Biology 30	458	n/a	344	560	1,745	n/a	1,030	1,790
Chemistry 30	393	n/a	254	481	1,553	n/a	807	1,479
Physics 30	203	n/a	153	268	744	n/a	444	715
Science 30	367	n/a	224	316	975	n/a	536	714

Table C16. Alberta Education Assurance Measures Division and Province—Diploma Exams Grade 12—Self-identified First Nations, Métis and Inuit Students

Course	Standard	Edmonton School Division					Alberta				
		2019	2020–21	2022	2023	Achievement	2019	2020–21	2022	2023	Achievement
English Lang Arts 30-1	Acceptable	81.1	n/a	69.3	73.4	Very Low	84.4	n/a	73.5	78.3	Very Low
	Excellence	4.5	n/a	5.9	4.5	Low	5.4	n/a	4.4	6.1	Low
English Lang Arts 30-2	Acceptable	90.0	n/a	74.0	86.0	Low	88.4	n/a	82.1	86.5	Low
	Excellence	14.2	n/a	8.1	10.1	Intermediate	9.7	n/a	9.2	9.9	Intermediate
French Language Arts 30-1	Acceptable	*	n/a	n/a	*	*	81.3	n/a	83.3	83.8	Low
	Excellence	*	n/a	n/a	*	*	0.0	n/a	0.0	2.7	Low
Mathematics 30-1	Acceptable	63.4	n/a	65.4	63.2	n/a	61.7	n/a	50.9	60.6	n/a
	Excellence	28.2	n/a	3.8	16.2	n/a	18.2	n/a	10.5	15.0	n/a
Mathematics 30-2	Acceptable	80.8	n/a	55.9	65.2	n/a	72.0	n/a	55.2	65.8	n/a
	Excellence	16.0	n/a	13.2	19.6	n/a	12.0	n/a	7.3	12.1	n/a
Social Studies 30-1	Acceptable	73.8	n/a	71.6	69.8	Low	77.3	n/a	72.5	73.0	Low
	Excellence	7.1	n/a	3.4	4.8	Low	7.6	n/a	7.4	8.6	Low
Social Studies 30-2	Acceptable	76.2	n/a	66.4	69.9	Very Low	70.1	n/a	66.0	72.3	Low
	Excellence	5.9	n/a	4.5	4.0	Low	5.8	n/a	5.4	5.4	Low
Biology 30	Acceptable	85.7	n/a	66.2	69.4	Low	72.6	n/a	58.9	72.5	Low
	Excellence	28.6	n/a	13.5	21.4	Low	17.8	n/a	11.5	19.1	Low
Chemistry 30	Acceptable	80.6	n/a	65.8	77.6	Intermediate	72.9	n/a	62.5	70.0	Intermediate

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	Excellence	34.7	n/a	18.4	34.7	High	23.7	n/a	15.4	24.0	Intermediate
Physics 30	Acceptable	72.5	n/a	68.8	78.6	Intermediate	74.1	n/a	68.6	72.0	Intermediate
	Excellence	27.5	n/a	31.3	32.1	High	25.9	n/a	25.2	26.8	Intermediate
Science 30	Acceptable	87.3	n/a	66.7	76.2	Low	84.1	n/a	70.0	75.3	Low
	Excellence	23.7	n/a	5.0	17.8	Intermediate	19.5	n/a	7.2	18.7	Intermediate

Table C17. Alberta Education Assurance Measures Division and Province—Diploma Exams Grade 12 Student Numbers by Course—Self-identified First Nations, Métis and Inuit Students

Course	Edmonton School Division				Alberta			
	2019	2020–21	2022	2023	2019	2020–21	2022	2023
English Language Arts 30-1	201	n/a	101	199	1,164	n/a	722	1,286
English Language Arts 30-2	240	n/a	123	278	1,548	n/a	923	1,833
French Language Arts 30-1	4	n/a	n/a	1	32	n/a	18	37
Mathematics 30-1	71	n/a	26	68	467	n/a	220	566
Mathematics 30-2	125	n/a	68	92	699	n/a	413	742
Social Studies 30-1	126	n/a	88	126	864	n/a	564	986
Social Studies 30-2	256	n/a	134	299	1,647	n/a	929	1,933
Biology 30	105	n/a	74	98	821	n/a	514	902
Chemistry 30	72	n/a	38	49	527	n/a	285	550
Physics 30	40	n/a	16	28	216	n/a	159	250
Science 30	118	n/a	60	101	471	n/a	250	470

Appendix D: Detailed Division Feedback Survey

Quantitative Results

The 2022–23 DFS, administered to students, their families and staff, provides a benchmark for evaluating progress to the 2022–26 Education Plan and the 2022–26 Strategic Plan. The survey included quantitative Likert-scale questions, where participants expressed their agreement with given statements, and open-response queries about student success. Quantitative results are included in this appendix (see Figures D1–D24), with a full report forthcoming in the new year, which will be available for viewing on [EPSB.ca](https://epsb.ca).

Priority 1: Build on outstanding learning opportunities for all students

Figure D1. DFS 2022–23: Students' perception of learning at their school (n=49,222)

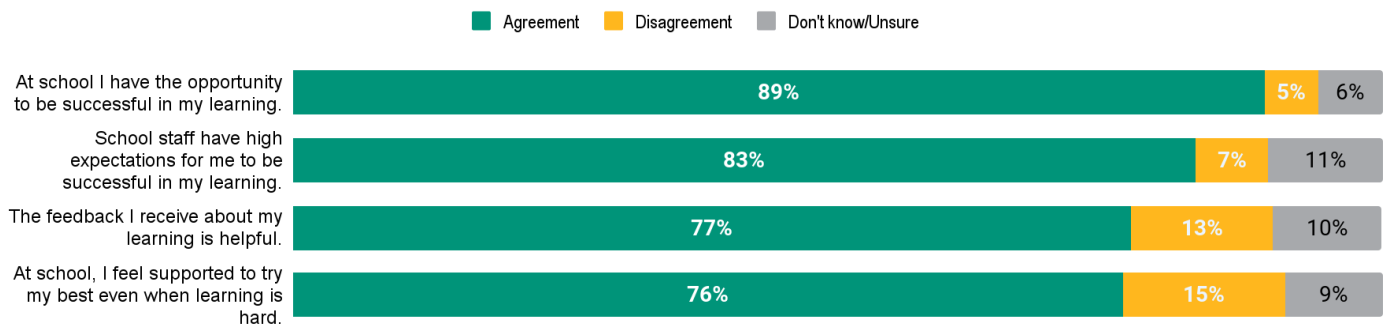
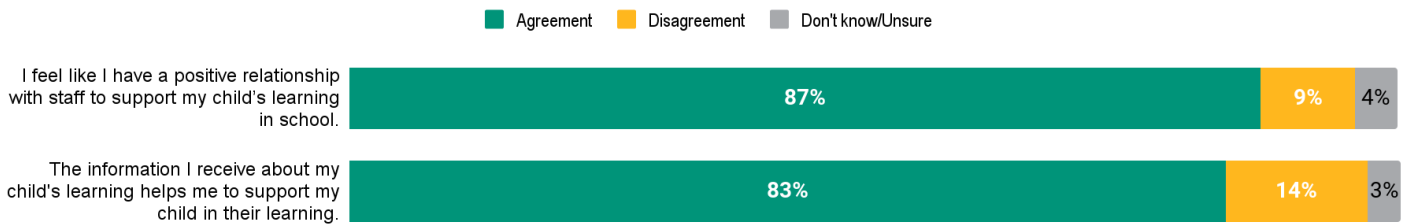


Figure D2. DFS 2022–23: Families' perception of their child's learning (n=6,550)



Appendix D: Detailed Division Feedback Survey Quantitative Results

Figure D3. DFS 2022–23: Students' perception of support for their learning at their school (n=49,222)

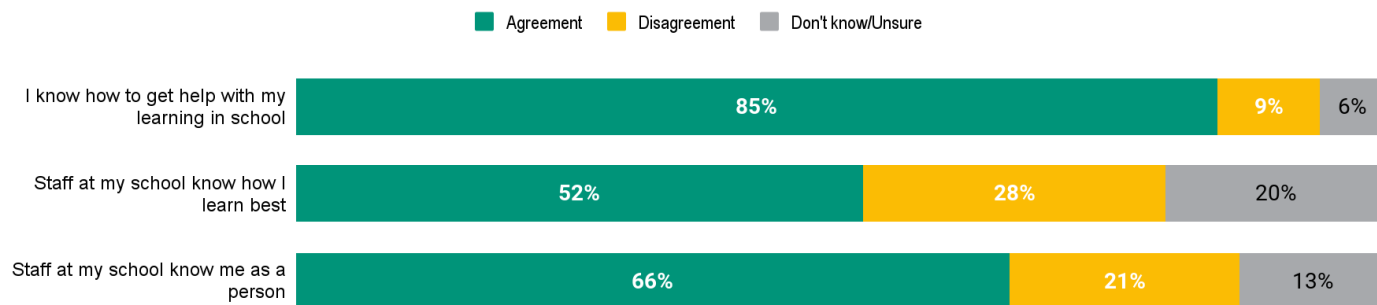


Figure D4. DFS 2022–23: Families' perception of support for their child's learning at their school

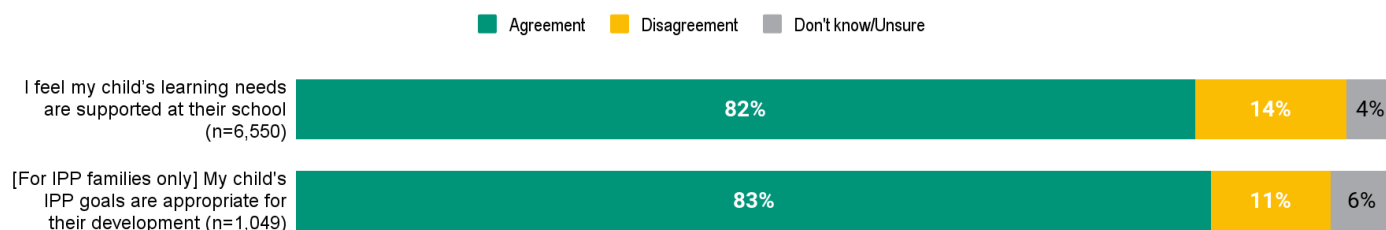
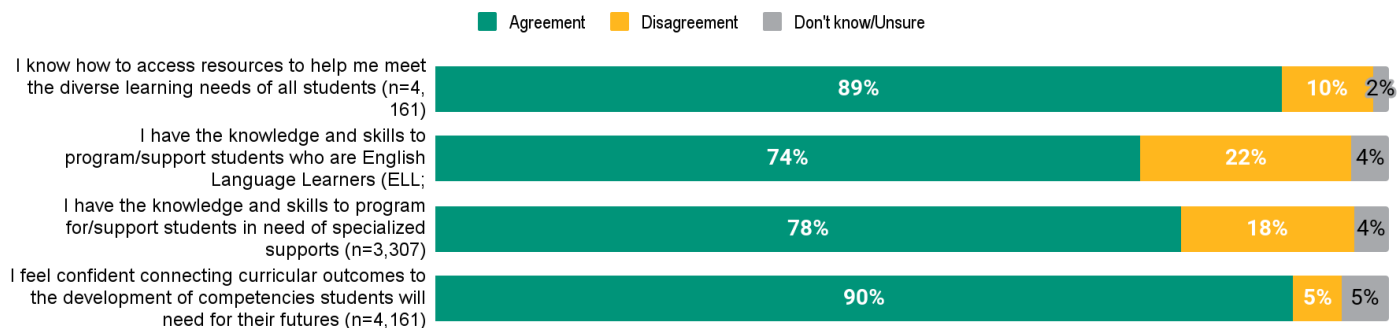


Figure D5. DFS 2022–23: Teachers' perception of their ability to meet the diverse learning needs of students



Appendix D: Detailed Division Feedback Survey Quantitative Results

Figure D6. DFS 2022–23: School Staff: To what extent have the following professional supports enhanced your confidence in supporting all students to achieve learning outcomes? (n=4,161)

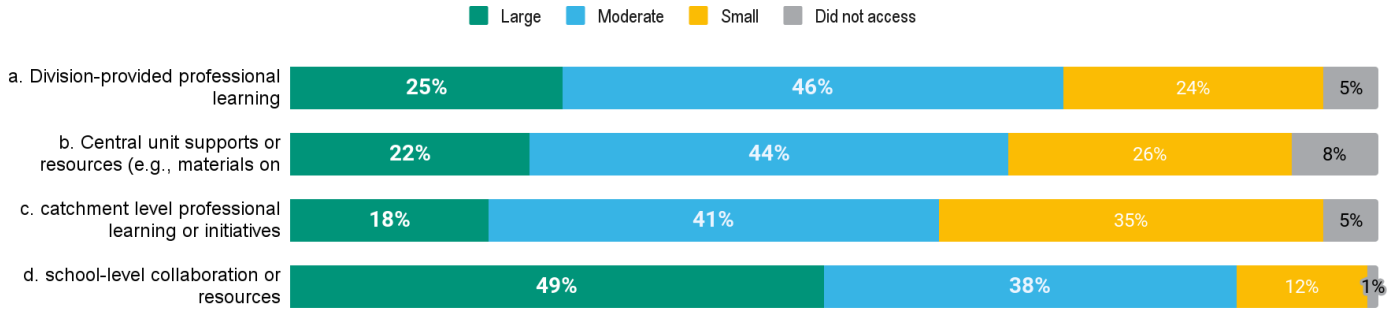


Figure D7. DFS 2022–23: Students' perception of their progress in learning reading, writing and math (n=49,222)

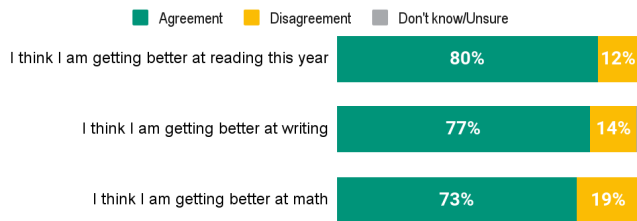


Figure D8. DFS 2022–23: Families' perception of their child's progress in reading, writing and math

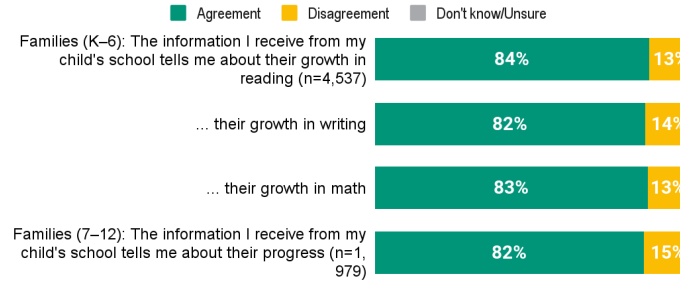
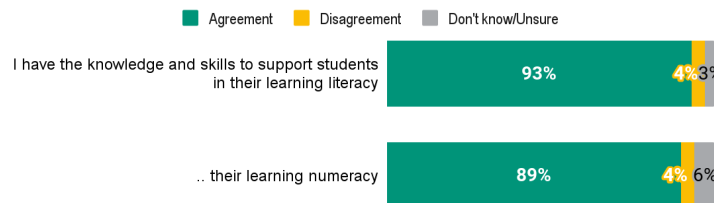


Figure D9. DFS 2022–23: Staffs' perception of their ability to support students' learning reading, writing and math (n=3,758)



Priority 2: Advance action towards anti-racism and reconciliation.

Goal 1: Work with students, staff, families and communities to update and advance the Division's Anti-racism and Equity Action Plan each year, so it serves as the catalyst for meaningful, long-term systemic change.

Appendix D: Detailed Division Feedback Survey Quantitative Results

Figure D10. DFS 2022–23: Schools and their materials, events, and staff effectively represent and reflect the diverse cultures and identities of their community, as perceived by students, families, and staff.

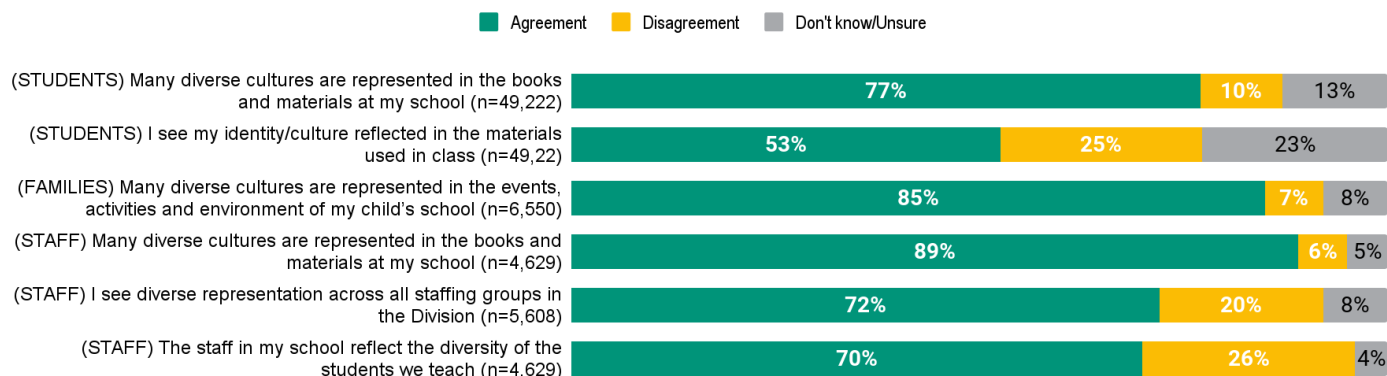


Figure D11. DFS 2022–23: Students and staff perceive schools and workplaces as environments that prioritize belonging.

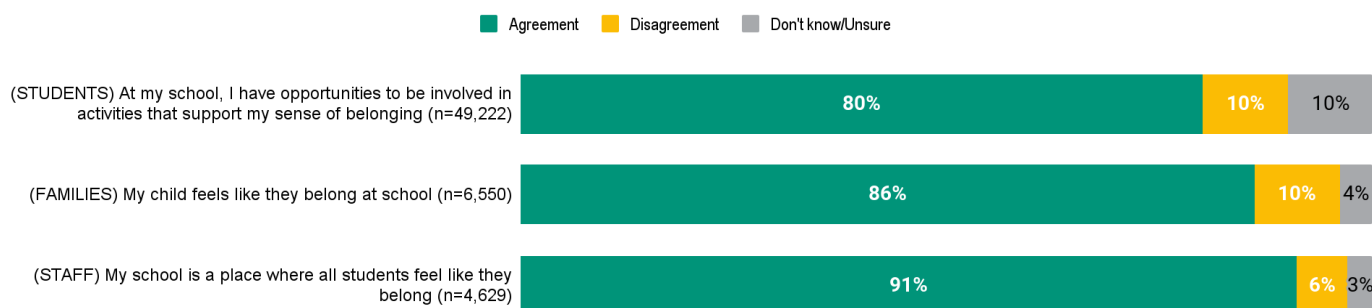
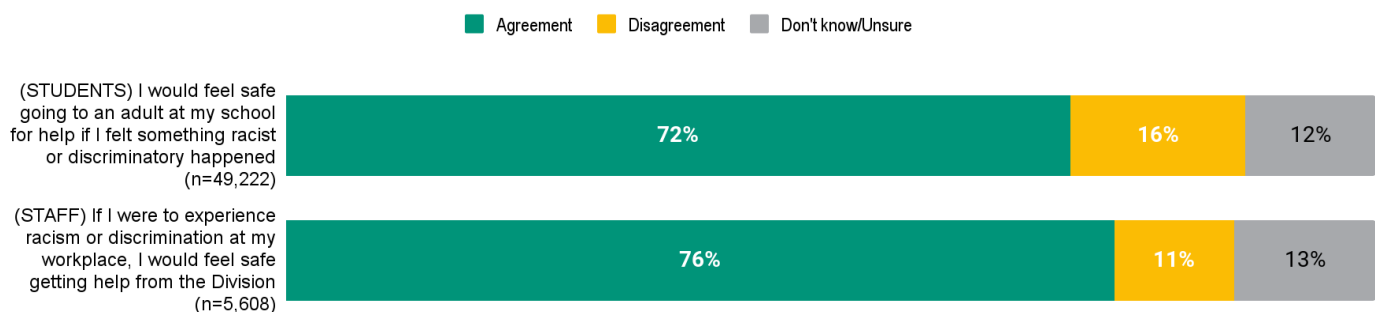


Figure D12. DFS 2022–23: Students and Staff trust the Division to address workplace racism or discrimination.



Appendix D: Detailed Division Feedback Survey Quantitative Results

Figure D13. DFS 2022–23: Students feel authentic in their schools and families feel a sense of welcome in their child's school

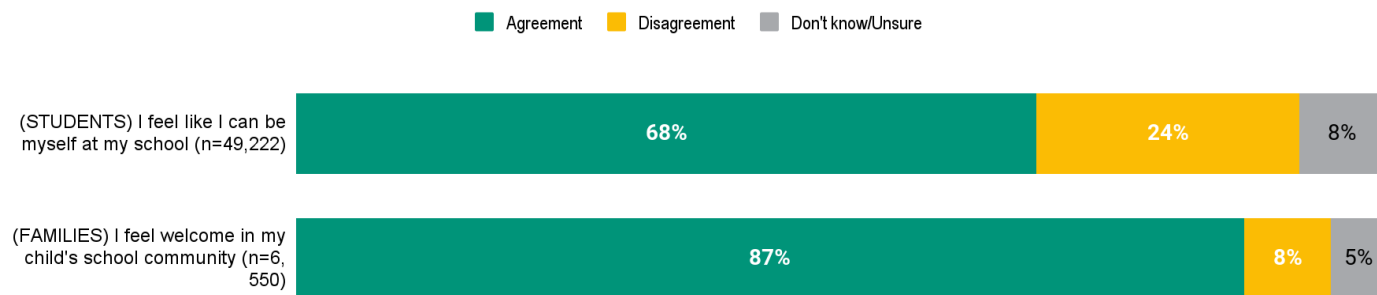
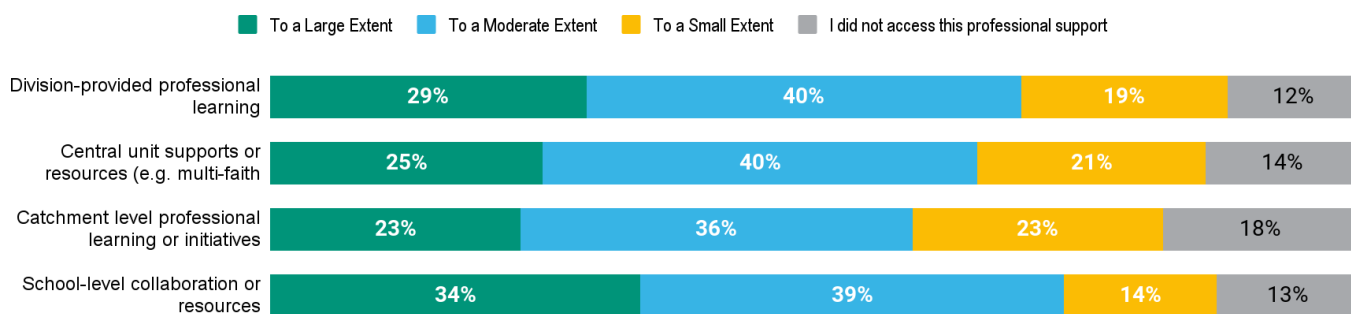
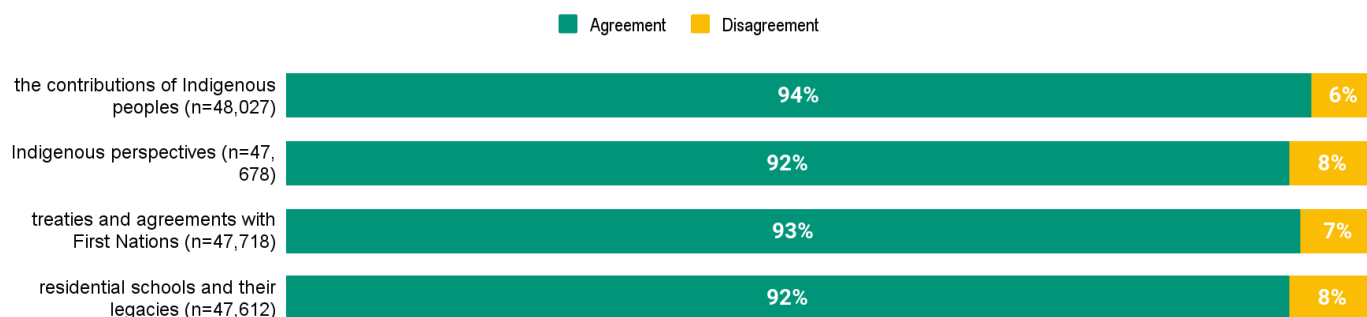


Figure D14. DFS 2022–23: To what extent have the following professional supports enhanced your confidence in supporting the Division's action toward anti-racism and equity? (n=5,291)



Goal 2: Support and enhance the educational experiences and achievements of First Nations, Métis and Inuit students in relationship with First Nations, Métis and Inuit families and communities.

Figure D15. DFS 2022–23: Students' agreement that in school they are provided opportunities to learn about...



Appendix D: Detailed Division Feedback Survey Quantitative Results

Figure D16. DFS 2022–23: Schools and the Division are actively engaged in actions supporting truth and reconciliation, as perceived by students, families, and staff.

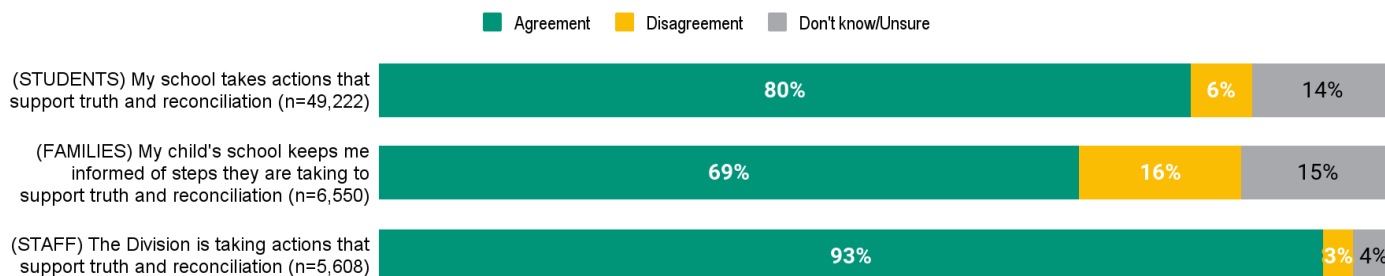


Figure D17. DFS 2022–23: Staff possess the knowledge and skills to support First Nations, Metis and Inuit students

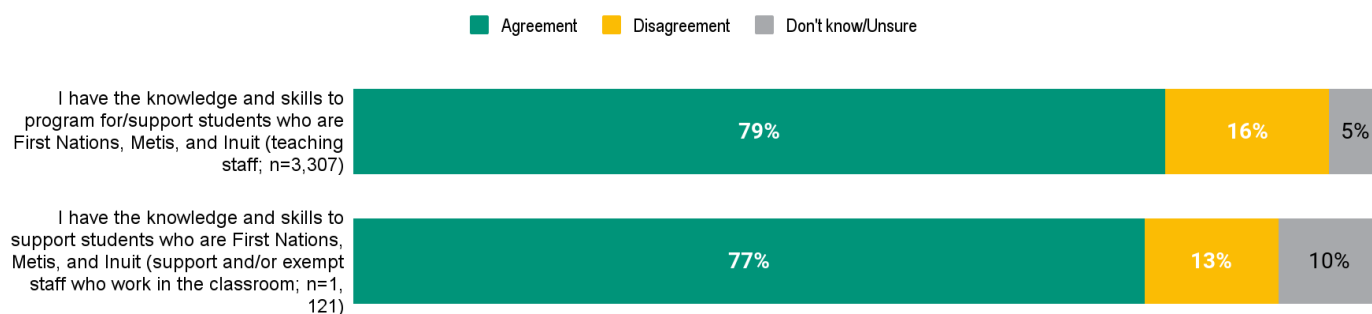
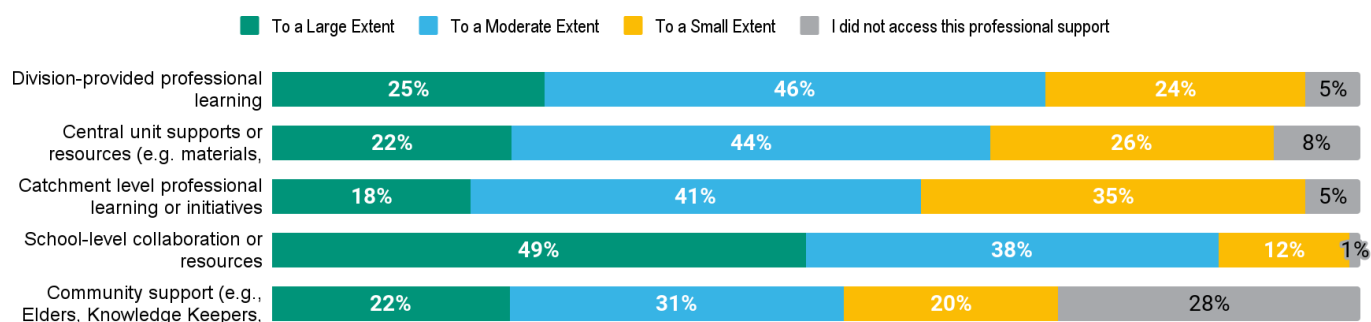


Figure D18. DFS 2022–23: To what extent have the following professional supports enhanced your confidence in supporting the success of First Nations, Métis and Inuit students? (n=5,291)



Appendix D: Detailed Division Feedback Survey Quantitative Results

Figure D19. DFS 2022–23: Students and staff are aware of the efforts by the Division to support anti-racism, equity, and

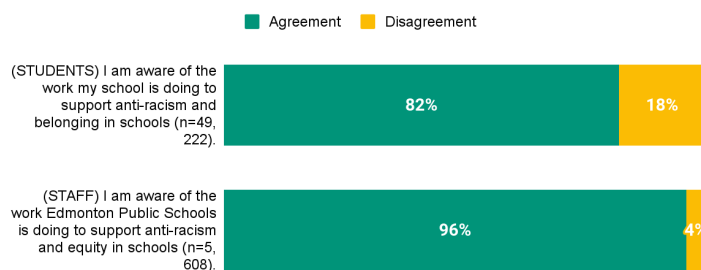
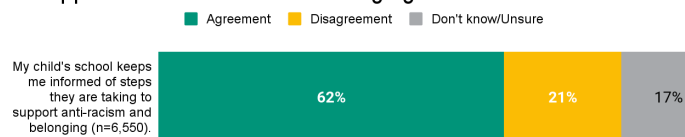


Figure D20. DFS 2022–23: Families awareness of school's action in support of anti-racism and belonging.



Priority 3: Promote a comprehensive approach to student and staff well-being and mental health.

Goal 1: Support students and staff in building skills, strategies and relationships that contribute to positive mental health.

Figure D21. DFS 2022–23: Schools play a role in nurturing wellness skills, as perceived by both students and families.

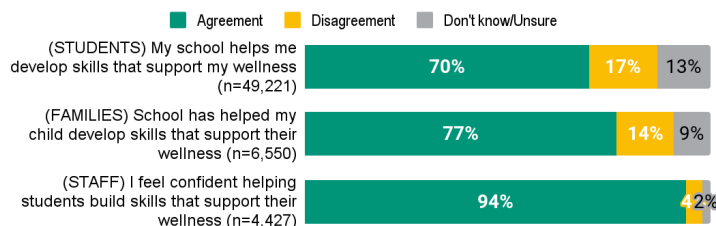
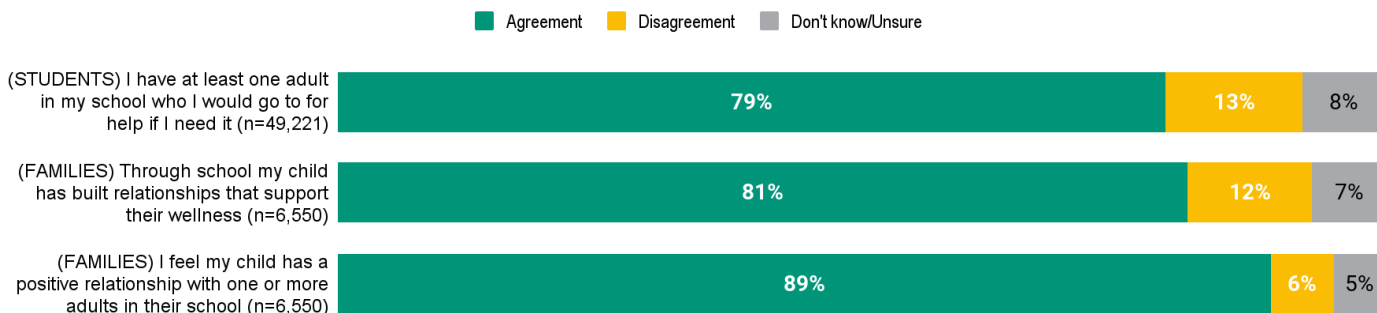


Figure D22. DFS 2022–23: Students and families recognize the presence and importance of supportive adult relationships in schools.



Appendix D: Detailed Division Feedback Survey Quantitative Results

Figure D23. DFS 2022–23: Schools provide resilience support for students, and staff are aware of external mental health resources.

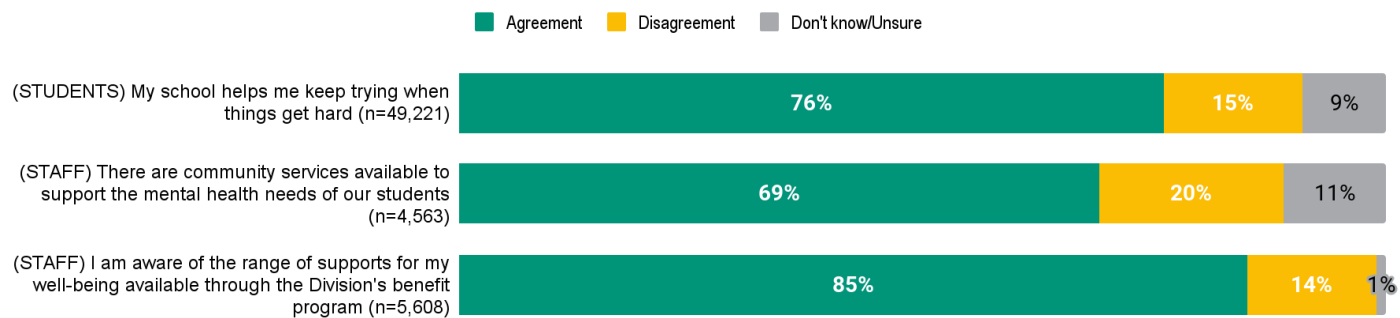
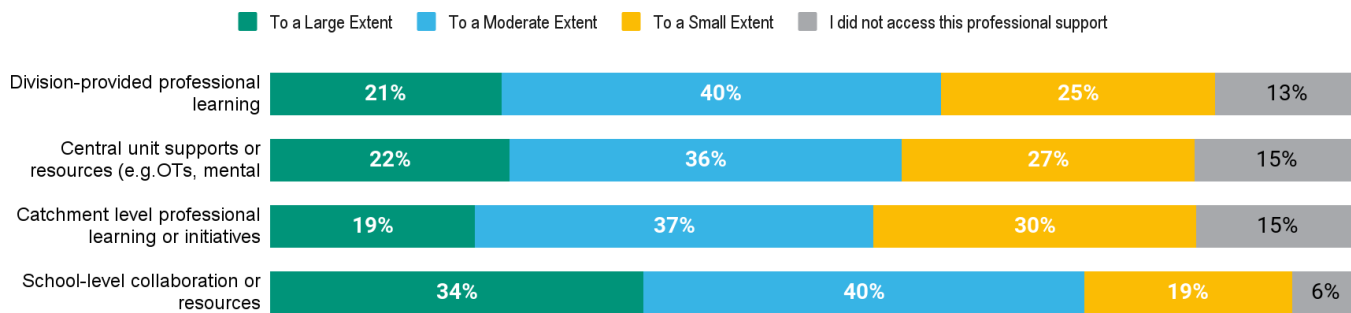
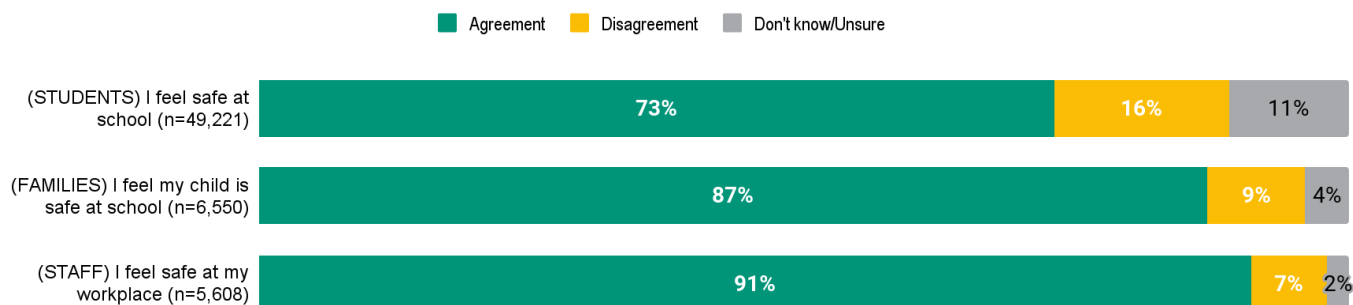


Figure D24. DFS 2022–23: To what extent have the following supports enhanced your confidence in supporting students' mental health and well-being? (n=4,628)



Goal 2: Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being.

Figure D25. DFS 2022–23: Schools and workplaces are safe environments, as perceived by students, families, and staff.



Appendix D: Detailed Division Feedback Survey Quantitative Results

Figure D26. DFS 2022–23: Students and staff perceive schools and workplaces as environments that prioritize belonging.

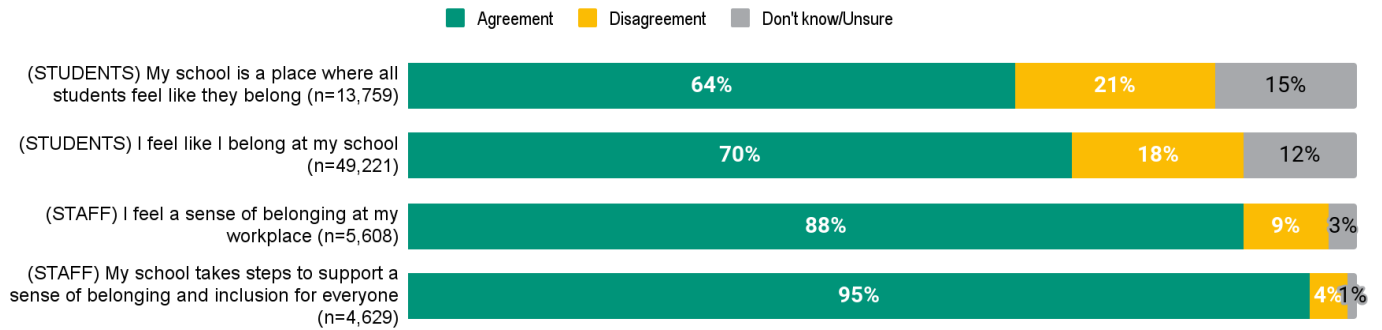
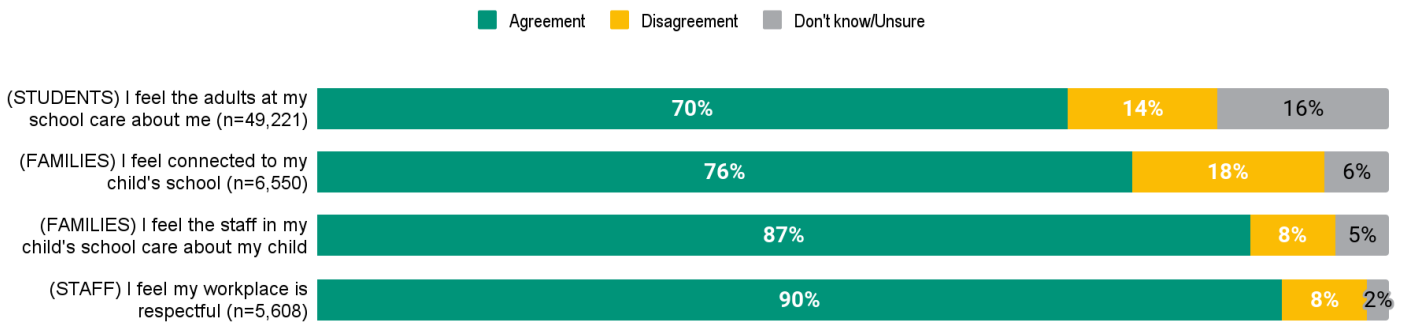


Figure D27. DFS 2022–23: Students, families, and staff feel a sense of care, connection, and respect within the school environment.



Appendix E: EYE-TA

The following Table E1: EYE-TA measures five key areas of development closely linked with school readiness and emergent literacy skills. Results (in percentages) from 2014–15 to 2022–23 in both fall and spring (typically only children who initially showed difficulty or weren't assessed in the fall are reassessed in the spring). To be noted the assessment was not required due to challenges of COVID-19 in 2020–21.

Table E1. EYE-TA Division Indicator	Results (in percentages)																	
	2014–15		2015–16		2016–17		2017–18		2018–19		2019–20		2020–21		2021–22		2022–23	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Percentage of children entering (fall) and leaving (spring) EPSB programs meeting developmental milestones	62	81	61	81	62	82	59	81	58	81	59	n/a			61	80	58	78
Percentage increase in children meeting developmental growth by Spring.	19		20		20		22		23		n/a				19		20	
Awareness of Self and Environment	80	92	80	92	80	92	80	92	79	92	79	n/a	Assessment not required due to challenges of COVID-19		81	92	79	89
	12		12		12		12		13		n/a				11		10	
Social Skills and Approaches to Learning	75	89	77	89	77	89	76	89	76	89	77	n/a			80	89	77	87
	14		12		12		13		13		n/a				9		10	
Cognitive Skills	64	90	62	89	62	89	60	88	60	88	60	n/a			64	88	63	87
	34		27		27		28		28		n/a				24		24	
Language and Communication	75	88	75	88	76	89	75	89	74	89	74	n/a			77	88	74	85
	13		13		13		12		15		n/a				11		11	
Physical Development																		
Fine Motor	70	93	70	92	69	92	69	92	68	92	71	n/a			73	91	71	90
	23		22		22		23		24		n/a			18		19		
Gross Motor	77	93	76	92	79	93	79	93	76	93	77	n/a		78	93	76	91	
	16		16		14		14		17		n/a			13		15		

Appendix F: Local Literacy and Numeracy Results

Reading Results

The following notes outline some considerations to consider when interpreting reading results data (see Tables F1–F3).

- In 2019–20, determination of at, above or below grade level occurred after the move to online learning at the end of March, 2019.
- In 2020–21, approximately 30 per cent of Division students were online.
- Grades 1 and 2 results include students enrolled in immersion and bilingual programs who may have received either no or a reduced amount of English instruction in reading.
- Widespread reporting of Grade 9 results began in 2019–20.

Enrolment Grade	Percentage of Students At or Above Grade Level				
	2018–19	2019–20	2020–21	2021–22	2022–23
Grade 1	64.6 (n=8,095)	54.3 (n=8,082)	60.9 (n=8,042)	59.5 (n=7,516)	58.9 (n=8,966)
Grade 2	72.0 (n=7,945)	65.9 (n=8,155)	66.7 (n=7,849)	66.8 (n=8,278)	65.9 (n=7,924)
Grade 3	73.7 (n=7,951)	68.8 (n=8,062)	70.2 (n=7,984)	68.3 (n=8,021)	68.1 (n=8,730)
Grade 4	72.9 (n=7,659)	68.7 (n=8,057)	70.3 (n=7,910)	67.6 (n=8,111)	65.4 (n=8,396)
Grade 5	72.6 (n=7,722)	69.7 (n=7,797)	70.5 (n=7,908)	71.4 (n=8,055)	66.8 (n=8,580)
Grade 6	74.4 (n=7,726)	70.6 (n=7,783)	71.0 (n=7,746)	70.3 (n=8,104)	70.1 (n=8,418)
Results (Grades 1 to 6)	71.6 (n=47,098)	66.3 (n=47,936)	68.2 (n=47,439)	67.4 (n=48,085)	65.8 (n=51,014)
Grade 7	74.9 (n=7,157)	75.0 (n=7,882)	70.9 (n=7,692)	74.3 (n=7,849)	70.5 (n=8,511)
Grade 8	74.1 (n=6,864)	73.6 (n=7,338)	71.3 (n=7,929)	74.3 (n=7,832)	72.4 (n=8,294)
Grade 9	n/a	73.3 (n=6,564)	73.7 (n=7,070)	76.3 (n=7,777)	71.0 (n=7,793)
Results (Grades 1 to 9)	72.3 (n=61,119) (Gr.1 to 8)	68.7 (n=69,720)	69.8 (n=71,650)	69.9 (n=71,543)	67.6 (n=75,612)

Enrolment Grade	Percentage of Students Reading At or Above Grade Level				
	2018–19	2019–20	2020–21	2021–22	2022–23
Grade 1	65.8 (n=2,754)	55.8 (n=2,622)	62.2 (n=2,453)	59.7 (n=1,897)	57.1 (n=2,525)
Grade 2	69.3	63.6	66.0	63.9	61.7

Appendix F: Local Literacy and Numeracy Results

	(n=2,681)	(n=2,944)	(n=2,683)	(n=2,710)	(n=2,445)
Grade 3	71.6 (n=2,760)	64.2 (n=2,843)	68.4 (n=2,992)	66.1 (n=2,789)	63.2 (n=3,132)
Grade 4	67.8 (n=2,534)	64.0 (n=2,760)	64.7 (n=2,757)	61.4 (n=2,821)	59.8 (n=3,015)
Grade 5	64.8 (n=2,255)	60.4 (n=2,318)	63.1 (n=2,412)	63.1 (n=2,360)	58.5 (n=2,997)
Grade 6	64.2 (n=2,197)	58.8 (n=2,064)	61.3 (n=2,129)	60.1 (n=2,075)	58.5 (n=2,527)
Total (Grades 1 to 6)	67.4 (n=15,181)	61.4 (n=15,551)	64.6 (n=15,426)	62.6 (n=14,652)	59.9 (n=16,641)
Grade 7	64.0 (n=1,842)	64.9 (n=2,007)	60.2 (n=1,864)	62.5 (n=1,821)	59.0 (n=2,070)
Grade 8	61.1 (n=1,736)	59.7 (n=1,701)	59.8 (n=1,891)	62.0 (n=1,640)	59.9 (n=1,922)
Grade 9	n/a	57.3 (n=1,577)	61.6 (n=1,578)	61.7 (n=1,712)	57.6 (n=1,707)
Total (Grade 1 to 9)	66.5 (n=18,759) (Gr 1–8)	61.3 (n=20,836)	63.5 (n=20,759)	62.5 (n=19,825)	59.6 (n=22,340)

Table F3. Local Reading Results: Self-identified First Nations, Métis and Inuit Students reading AT or ABOVE Grade Level

Enrolment Grade	Percentage of Students Reading At or Above Grade Level				
	2018–19	2019–20	2020–21	2021–22	2022–23
Grade 1	38.0 (n=666)	27.6 (n=682)	28.6 (n=559)	32.2 (n=621)	32.3 (n=710)
Grade 2	47.0 (n=655)	40.3 (n=678)	38.1 (n=649)	38.9 (n=615)	38.3 (n=637)
Grade 3	47.6 (733)	44.6 (n=686)	43.7 (n=625)	42.9 (n=666)	45.9 (n=653)
Grade 4	50.8 (n=706)	43.9 (n=765)	45.9 (n=645)	43.1 (n=659)	40.2 (n=674)
Grade 5	47.0 (n=704)	46.7 (n=722)	45.1 (n=718)	47.3 (n=668)	46.2 (n=689)
Grade 6	55.1 (n=719)	46.1 (n=718)	47.5 (n=707)	49.2 (n=732)	48.1 (n=765)
Total (Grades 1 to 6)	47.7 (n=4,183)	41.7 (n=4,251)	41.9 (n=3,903)	42.5 (n=3,961)	41.8 (n=4,045)
Grade 7	52.7 (n=640)	51.0 (n=737)	46.1 (n=684)	52.4 (n=716)	49.6 (n=765)
Grade 8	52.9 (n=645)	48.8 (n=664)	45.1 (n=718)	51.0 (n=702)	50.2 (n=749)

Appendix F: Local Literacy and Numeracy Results

Grade 9		51.1 (n=655)	47.2 (n=633)	53.6 (n=704)	44.4 (n=711)
Total (Grade 1 to 9)	48.9 (n=5,468) (Gr. 1 to 8)	44.5 (n=6,307)	43.3 (n=5,938)	45.9 (n=6,083)	43.7 (n=6,270)

HLATs (writing)

Please note, when interpreting HLAT results that in 2020–21, approximately 30 per cent of Division students were online (see Tables F4–F6).

Table F4. Local HLAT Results: Students writing AT or ABOVE Grade Level

Enrolment Grade	Students Writing At or Above Grade Level				
	2018–19	2019–20	2020–21	2021–22	2022–23
Grade 1	80.7 (n=7,525)	HLATs were not administered due to the COVID-19 Pandemic	74.0 (n=7,227)	74.9 (n=6,814)	75.8 (n=8,123)
Grade 2	76.5 (n=7,822)		68.2 (n=7,486)	69.5 (n=8,006)	68.7 (n=7,626)
Grade 3	70.0 (n=7,818)		65.5 (n=7,622)	65.8 (n=7,740)	62.7 (n=8,430)
Grade 4	69.9 (n=7,586)		65.4 (n=7,586)	64.4 (n=7,837)	59.4 (n=8,122)
Grade 5	68.0 (n=7,635)		66.4 (n=7,615)	66.2 (n=7,789)	62.1 (n=8,256)
Grade 6	70.9 (n=7,604)		70.1 (n=7,479)	67.6 (n=7,823)	65.5 (n=8,105)
Grade 7	73.5 (n=7,026)		70.4 (n=7,205)	70.5 (n=7,466)	67.2 (n=8,009)
Grade 8	73.6 (n=6,730)		69.1 (n=7,253)	69.3 (n=7,323)	69.0 (n=7,718)
Grade 9	76.2 (n=6,585)		70.7 (n=6,725)	71.6 (n=7,519)	67.9 (n=7,612)
Total (Grades 1–9)	73.2 (n=66,331)			68.8 (n=66,198)	68.8 (n=68,317)

Table F5. Local HLAT Results: English as an Additional Language Students writing AT or ABOVE Grade Level

Enrolment Grade	Percentage of Students Writing At or Above Grade Level				
	2018–19	2019–20	2020–21	2021–22	2022–23
Grade 1	80.3 (n=2,674)	HLATs were not administered due to the COVID-19 Pandemic	73.5 (n=2,336)	75.0 (n=1,804)	73.3 (n=2,394)
Grade 2	76.0 (n=2,640)		67.6 (n=2,583)	68.6 (n=2,622)	67.2 (n=2,348)
Grade 3	70.9 (n=2,721)		64.5 (n=2,868)	66.8 (n=2,711)	59.9 (n=3,018)
Grade 4	67.1 (n=2,501)		61.8 (n=2,681)	61.1 (n=2,732)	56.0 (n=2,927)

Appendix F: Local Literacy and Numeracy Results

Grade 5	64.1 (n=2,235)		60.2 (n=2,362)	61.3 (n=2,301)	57.2 (n=2,905)
Grade 6	64.0 (n=2,158)		61.4 (n=2,086)	60.2 (n=2,023)	56.6 (n=2,440)
Grade 7	65.1 (n=1,812)		63.7 (n=1,768)	60.6 (n=1,784)	57.7 (n=1,986)
Grade 8	63.3 (n=1,726)		59.8 (n=1,770)	60.6 (n=1,569)	56.6 (n=1,836)
Grade 9	63.7 (n=1,505)		61.1 (n=1,537)	61.7 (n=1,711)	55.5 (n=1,658)
Total (Grades 1 to 9)	69.1 (n=19,972)		64.0 (n=19,991)	64.1 (n=19,257)	60.1 (n=21,512)

Table F6. Local HLAT Results: First Nations Métis and Inuit Students writing AT or ABOVE Grade Level

Enrolment Grade	Percentage of Students Writing At or Above Grade Level				
	2018–19	2019–20	2020–21	2021–22	2022–23
Grade 1	57.2 (n=626)	HLATs were not administered due to the COVID-19 Pandemic	41.7 (n=458)	49.8 (n=544)	51.5 (n=635)
Grade 2	56.6 (n=627)		42.5 (n=553)	40.7 (n=567)	41.9 (n=590)
Grade 3	42.5 (n=701)		36.1 (n=535)	34.7 (n=603)	34.7 (n=605)
Grade 4	45.4 (n=687)		38.3 (n=540)	38.7 (n=607)	34.5 (n=620)
Grade 5	42.9 (n=679)		40.0 (n=617)	39.3 (n=608)	36.4 (n=626)
Grade 6	48.9 (n=675)		49.0 (n=602)	44.5 (n=647)	44.5 (n=633)
Grade 7	46.9 (n=591)		40.3 (n=544)	47.7 (n=600)	42.2 (n=635)
Grade 8	51.5 (n=575)		42.4 (n=521)	43.2 (n=546)	50.1 (n=607)
Grade 9	51.1 (n=542)		42.0 (n=450)	42.7 (n=576)	43.2 (n=560)
Total (Grades 1 to 9)	49.0 (n=5,703)			41.4 (n=4,820)	42.3 (n=5,298)

Appendix F: Local Literacy and Numeracy Results

CAT4 Cohort Sizes

Table F7. Fall 2021 and fall 2022 cohort size for all Division students

Enrolment Grade	Reading		Mathematics		Computation & Estimation	
	2021	2022	2021	2022	2021	2022
Grade 4	6,954	7,042	6,997	7,180	6,821	7,113
Grade 5	6,942	7,148	6,993	7,304	6,862	7,203
Grade 6	6,920	6,995	6,996	7,107	6,817	7,071
Grade 7	6,847	7,005	6,742	7,149	6,818	7,189
Grade 8	6,709	6,707	6,841	6,831	6,842	6,818
Grade 9	6,898	6,766	6,968	6,779	6,977	6,807

Table F8. Fall 2021 and fall 2022 cohort size for English as an additional language students

Enrolment Grade	Reading		Mathematics		Computation & Estimation	
	2021	2022	2021	2022	2021	2022
Grade 4	2,539	2,393	2,575	2,439	2,506	2,430
Grade 5	2,343	2,390	2,375	2,470	2,353	2,430
Grade 6	2,042	1,907	2,083	1,969	2,054	1,978
Grade 7	1,769	1,703	1,784	1,782	1,797	1,784
Grade 8	1,601	1,469	1,631	1,575	1,636	1,588
Grade 9	1,616	1,319	1,651	1,418	1,660	1,436

Table F9. Fall and spring cohort size for self-identified First Nations, Métis, and Inuit students

Enrolment Grade	Reading		Mathematics		Computation & Estimation	
	2021	2022	2021	2022	2021	2022
Grade 4	437	450	447	463	427	451
Grade 5	464	467	468	483	449	464
Grade 6	505	477	510	488	476	480
Grade 7	511	498	501	508	487	515
Grade 8	448	485	463	478	465	480
Grade 9	463	478	480	482	467	458

Appendix G: Summary Review of Research on Literacy, Numeracy and Student Development in a Post-COVID Era

Impact of Literacy and Numeracy on Life Outcomes

- Researchers found a significant connection between the ability to read and write and how much money you make, especially for newcomers to Canada ([Green & Riddell, 2001](#)).
- Formal education increases literacy and numeracy skills, which leads to higher pay; improving these skills alone can increase income by as much as an additional year of education ([Green & Riddell, 2012](#)).
- People with more education and better skills, especially in technology, tend to earn more; strong technology skills can sometimes balance out having less formal education when it comes to income ([Lane & Conlon, 2016](#)).
- By age five in the United States, there are already clear cognitive and social-emotional gaps between children from advantaged and disadvantaged backgrounds; additionally, attending early childhood education helps boost literacy and numeracy skills for all students ([OECD, 2020](#)).

Addressing Student Needs in a Post-COVID Era

- American students are bouncing back from COVID-19 school disruptions, but younger students, especially in Grades K to 2, and particularly Black and Hispanic students, are still struggling more with reading than before the pandemic; while upper elementary grades (3 to 5) have seen good progress, the overall risk of students not learning to read is still higher than pre-pandemic levels ([University of Oregon: Amplify Education, 2022](#)).
- In 2021–22 in the US, academic progress started to rebound, particularly in math and among younger students, with all school poverty levels showing recovery; however, low-poverty schools are on track for a quicker recovery. Despite these improvements, overall student achievement remains below typical levels, especially in math, with elementary students showing slight improvements and middle school levels mostly unchanged; Black, Hispanic and American Indian/Alaska Native students¹⁵ continue to be disproportionately affected ([Kuhfeld & Lewis, 2022](#)).
- In California, younger students have faced notable setbacks in English and Math, with low-income and English language learners being particularly hard-hit compared to their peers ([Pier, Hough, Christian, Bookman, Wilkenfeld, Miller & 2021](#)).
- Similarly, in England, younger children are roughly two months behind in grammar, punctuation and spelling and about one month behind in math and reading than older children; additionally, there is a growing academic gap based on socio-economic status ([Blainey & Hannay, 2021](#)).
- In the United Kingdom, the pandemic impacted the academic achievements of primary students (Years 1–6), with the youngest experiencing the most notable decline; students from lower socioeconomic families and those with special education needs suffered particularly significant setbacks in their learning ([Juniper Education, 2022](#); [Twist, Jones, & Treleaven, 2022](#)).
- In Australia, younger students tended to face greater learning setbacks than older ones. Students from less educated families or those attending schools with a lower socio-educational ranking¹⁶ experienced learning gaps that were 60 per cent bigger than other students ([Donnelly & Patrinos, 2022](#)).
- In Ontario, school closures due to COVID-19 have significantly impacted students' academic progress, especially among vulnerable groups; these closures also carry broad economic implications, with potential long-term reductions in individual earnings and substantial national economic losses for Canada ([Gallagher-Mackay, Srivastava, Underwood, et al., 2021](#)).

¹⁵ The terminology used in U.S. Census classifications informs American research contexts. It is important to note that while such terms are used for the purpose of leveraging research, they may not align with the language typically utilized by Edmonton Public Schools to represent their student populations. This use is not indicative of an endorsement of these terms but rather a reflection of the research terminology that is prevalent in American academic discourse.

¹⁶ ICSEA (Index of Community Socio-Educational Advantage) is an Australian scale which allows for fair and reasonable comparisons among schools with similar students. It is calculated by parents' occupation and education, geographical location and proportion of Indigenous students ([Australian Education, 2014](#)).

Appendix H: Mental Health Capacity Building (MHCB): Wellness Coach Partnership

Table H1. Mental Health Capacity Building (MHCB): Wellness Coach Work

Students	Staff ¹⁷
<ul style="list-style-type: none"> ● Facilitated online, interactive presentations to students, which were followed with resource tool kits for teachers to expand on the lessons with additional activities and stories, on the following topics: <ul style="list-style-type: none"> ○ Understanding the Brain: 10,385 attendees. ○ Mental Health Literacy: 21,729 attendees. ○ Emotional Literacy: 14,838 attendees. ○ Regulation: 20,138 attendees. ● Following these sessions, teachers could sign their classroom up for capacity building workshops to extend these learnings through skill introduction and development. Many teachers chose to further participate with their classrooms: <ul style="list-style-type: none"> ○ Understanding the Brain Workshops: 88 classrooms. ○ Mental Health Literacy: 196 classrooms. ○ Emotional Literacy: 117 classrooms. ○ Regulation: 95 classrooms. ● Regulation skill development group targeted at Grades 2 to 3 students <ul style="list-style-type: none"> ○ A four-week after school program focused on social emotional development, where a new social skill was taught and then practiced in social play situations, topics included: <ul style="list-style-type: none"> ■ Friendships and Positive Relationships ■ Stress and Worry ■ Regulation ■ Social Thinking ○ Information on skills practiced was also shared with teachers and families. 	<ul style="list-style-type: none"> ● Wellness coaches provided 23 PL sessions on capacity focused topics, such as: <ul style="list-style-type: none"> ○ Go-To Educators Mental Health Literacy. ○ Psychological First Aid. ○ Understanding Stress. ○ Brain Architecture. ○ Promoting Wellness in Your School. ○ “Kimochis Kollege.” ○ “Worry Woos Wisdom Academy.” ● These coach-lead sessions trained teachers in the delivery of both social-emotional learning programs and included lending the materials and resources to teachers to offer the program in their classrooms.

¹⁷ over 630 staff



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DATE: November 28, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Funds for the 2024-2025 Professional Improvement Program – Teacher Certificated Staff

ORIGINATOR: Angela Anderson, Chief Human Resources Officer

RESOURCE STAFF: Trish Kolotyluk, Renée Thomson

REFERENCE: Teachers’ Collective Agreement-September 1, 2018 to August 31, 2020, Clause 9

ISSUE

An allocation of funds from the 2024-2025 operating budget is requested to support the Professional Improvement Program – Teacher Certificated Staff. Through this program, teachers can access tuition and leave support for post-secondary coursework as per clause 9 of the Teachers’ Collective Agreement. An allocation of funds to support this program is an investment that will benefit our Division in several ways, including improving student achievement, building capacity in our teaching staff and sharing knowledge and expertise through professional learning opportunities. The request for a commitment of funds is made well in advance of the distribution of the funds to accommodate application and university admission processes.

BACKGROUND

Edmonton Public Schools recognizes that professional development for staff is a critical aspect in supporting successful outcomes for students, as well as for succession planning. The Professional Improvement Program – Teacher Certificated Staff is in direct support of [Board Policy GE.BP - Organization for Instruction](#), which states that “effective teachers who have strong knowledge of pedagogy and subject content knowledge, make a significant difference to student learning and achievement.” The program is aligned with the [Division Strategic Plan](#) and is grounded in our values of accountability, collaboration, equity and integrity. The program is also in direct support of our Division’s vision of “Enhancing pathways for student success”, as well as our mission, which states that “Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfilment, empathy and possibility.”

Through this program, Division teachers have the opportunity to apply for tuition and leave support to participate in professional improvement activities that are aligned with Division Priorities and areas of need. A comparison of successful applicants by year (Attachment I), as well as a synopsis of funds and support granted over the past 10 years (Attachment II) are included in this report.

RELATED FACTS

- The Professional Improvement Program – Teacher Certificated Staff is guided by clause 9 of the Teachers' Collective Agreement.

- Clause 9.2.2 outlines the conditions under which, upon application, leave for professional improvement may be granted to a teacher for a school year or portion of the year.
- Clause 9.2.7 specifies that tuition support for professional improvement may be granted, upon application, to a teacher on continuing contract and with two or more years of service with Edmonton Public Schools.
- Clause 9.2.8 states the maximum amount the Division may allocate for the Professional Improvement Program – Teacher Certificated Staff as “3/4 of 1% of the annual grid costs, calculated as of the preceding November 30”.
- Through this program, teacher certificated staff have the opportunity to apply for support for courses that take place between July 1, 2024, and August 31, 2025 (Attachment III).
- The Professional Improvement Program application process is rigorous. Assessment of applications is completed by a committee of Division leadership staff who consider the alignment of the applicants’ proposed professional improvement plans with Division Priorities and identified programming needs. Additional considerations are the anticipated benefits to learners, the school and the Division, as well as connections to the applicants’ professional growth plans and career goals.
- Successful applicants agree to a return of service to Edmonton Public Schools of one year for tuition support and three years for a full-time leave with an allowance; part-time leaves are prorated accordingly.
- For the 2023-2024 Professional Improvement Program, support was granted primarily for programs of study related to counseling/trauma informed education, leadership and inclusive learning. Support was also granted for programs related to curriculum studies and specific subject areas, including literacy, mathematics and science.
- Of the 118 requests for support through this program in 2023-2024, based on the relative strength of the applications, 13 applicants were granted the support they requested and were eligible to receive, 84 were granted partial support and 21 were not granted support. Gaps in alignment of the applications with Division priorities identified through the assessment process, combined with limited years of experience with the Division, accounted for the majority of the 21 applications that were not recommended for support. Seventy-four of the 118 (63 per cent) were first time applicants, while 44 (37 per cent) submitted applications in previous years.
- In 2023-2024, the approved allocation of \$1,300,000 for this program was 34 per cent of the maximum possible allocation, compared to 31 per cent of the maximum for the previous year (Attachment II).
- It has been an administrative practice to maintain a holdback of a portion of the allocation to address potential increases to leave allowance costs and tuition fees in the next academic year, as well as potential fluctuations in the exchange rate for tuition fees paid to international post-secondary institutions. The holdback for the 2023-2024 Professional Improvement Program was 3.5 per cent.
- In the 2024-2025 school year, Human Resources will draft an application process that will allow applicants to request support for either one or two years. Human Resources and Financial Services have discussed budget options that could accommodate a two-year funding cycle. Funding granted to applicants for the second year would be tentative based on final budget approval.
- The Professional Improvement Program – Teacher Certificated Staff is one of several ways that professional learning is supported for Division staff. The following chart outlines sources of support for professional learning.

Funds for Professional Learning	Details
School Budgets	Funds are allocated for staff professional learning within schools and catchments.
Central Decision Units	Central decision units allocate funds for the delivery of targeted professional learning activities for staff. These include sessions offered through Curriculum and Learning Supports, Specialized Learning Supports, Technology and Information Management and Human Resources, among others.
Division Programs: Teacher Development Program and Professional Improvement Program	Tuition support is available to teachers for post-secondary coursework related to core subjects and second languages, as well as for courses related to specific Division priorities through the Teacher Development Program. Tuition and leave support is available to teachers through the Professional Improvement Program for post-secondary coursework aligned with the Division’s Strategic Plan.
Teacher Development Fund (administered through the ATA)	Through the Teachers’ Collective Agreement the Division has committed funds to Edmonton Public Teachers Local 37 of the Alberta Teachers’ Association (ATA) to administer and distribute funds in support of professional development activities or resources related to teachers’ individual professional growth plans.
Bursaries and Scholarships	Teachers are encouraged to access support through the provincial government’s bursary programs and to explore scholarship opportunities through their post-secondary institution and other community organizations.

RECOMMENDATION

That an allocation of \$1,300,000 from the 2024-2025 operating budget be approved for the Professional Improvement Program - Teacher Certificated Staff for the purpose of granting professional improvement leaves and tuition support to teachers for the 2024-2025 school year.

CONSIDERATIONS and ANALYSIS

Student achievement is positively impacted by teacher professional learning and the application of new skills and knowledge within classrooms and school communities. Our investment in teachers to complete in-depth post-secondary studies is in direct support of the Division’s commitment to provide high-quality public education and results in benefits that extend beyond those individual teachers and their students. Professional Improvement Program participants share their knowledge and expertise with colleagues through a wide range of professional learning opportunities, including sessions held on designated professional development days, communities of practice, collaboration with colleagues, coaching and mentoring and post-secondary coursework. Through this comprehensive model of professional learning, our Division is focused on working together to build capacity. Overarching this is our shared responsibility to support our students to achieve their fullest learning potential within an environment that supports their health and wellness.

The in-depth learning acquired from post-secondary studies is a key tenet of the Division’s professional learning model. Focused study in university programs, that are aligned with our Strategic Plan and areas of need, results in significant benefits across the Division. A selection of reflective statements from staff

who were supported through the Professional Improvement Program highlight this in Attachment IV. Several program participants explain that the integration of new strategies and perspectives, learned through their post-secondary studies, results in improved student academic success and wellness. Several participants reflect on the positive impact a deeper understanding of topics related to equity, diversity and Indigenous perspectives has had on their teaching practices and on their ability to meet the complex needs of students.

The Professional Improvement Program is grounded in all four Division values. The value of collaboration, however, is most evident in program participants’ descriptions of how they are sharing their learning and experience with colleagues. Professional Improvement Program participants are leveraging school and catchment professional development activities to build capacity and develop shared understanding. Those program participants who are consultants within the Division describe the ripple effect of learning that occurs when they share their knowledge, skills and experience with a broad audience across the Division through sessions and targeted direct supports to schools. As well, staff in both informal and formal leadership roles describe how they are using their learning from post-secondary studies to inform how they guide and support staff and students.

The number of teachers who request and receive support through this program is small relative to the total number of teachers in the Division. As we continue to build capacity by supporting a small number of teaching staff each year to participate in post-secondary studies aligned with our Division’s Strategic Plan, those teachers, in turn, work collaboratively with colleagues to support the academic success and wellness of our students. The chart below shows a five-year comparison of the number of teachers working in the Division, the number of Professional Improvement Program applicants and the number of applicants who were granted support.

Comparison of Total Number of Teachers and Number of Successful Applicants

Year	Number of Teachers (Sept. 30)	Number of Applicants	Number of Successful Applicants	Percentage of Teachers Supported
2018-2019	5673	137	104	1.83%
2019-2020	5788	144	112	1.94%
2020-2021	5607	110	94	1.68%
2021-2022	5647	117	99	1.75%
2022-2023	5591	120	97	1.73%
2023-2024	5806	118	97	1.67%

Over the past few years, there has been a fairly consistent number of applications for support through the Professional Improvement Program (Attachment I). Our teachers have accessed professional learning, including university coursework, to best respond to the complex needs of our students.

Post-secondary professional learning is critical to building staff capacity and supporting student learning. In 2021-2022, in response to a challenging economy, the allocation of funds for this program was reduced by \$100,000 (7.7 per cent) over the previous year. The allocation remained at the reduced level for the 2022-2023 school year (Attachment II). The allocation was increased to \$1,300,000 for 2023-2024. Maintaining the funding for this program at \$1,300,000 for 2024-2025 will help to offset increasing tuition costs to allow teacher certificated staff to develop a deeper understanding of

educational theories and practice, curricula and subject content in support of Division students. For these reasons, this option is considered most appropriate.

NEXT STEPS

Upon approval of this recommendation, the program timelines for the application intake will be implemented (Attachment III).

ATTACHMENTS

ATTACHMENT I	Total Number of Applicants and Number of Successful Applicants
ATTACHMENT II	Professional Improvement Program History
ATTACHMENT III	Professional Improvement Program Timeline
ATTACHMENT IV	Selection of Reflective Statements: Benefits of Program Participation

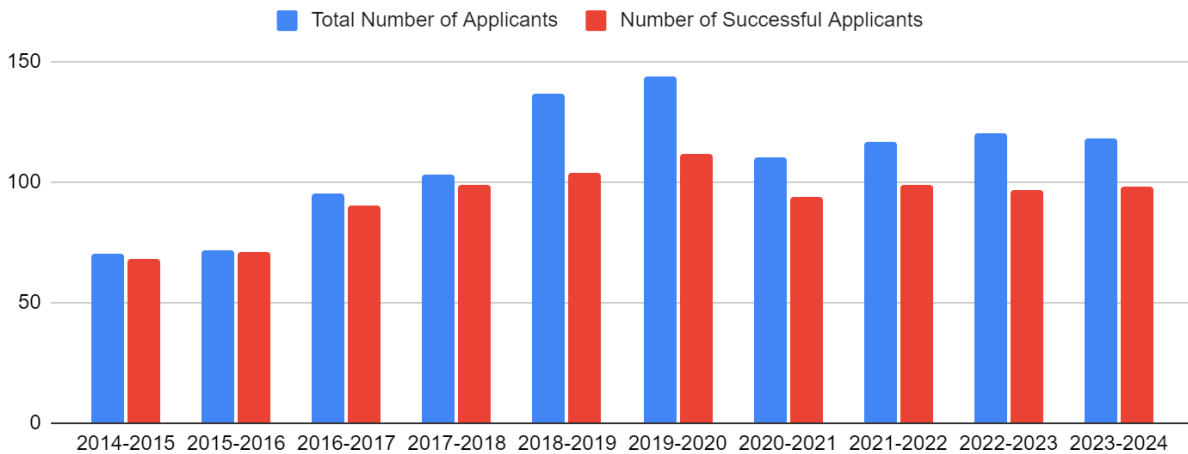
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PROFESSIONAL IMPROVEMENT PROGRAM - TEACHER CERTIFICATED STAFF

Total Number of Applicants and Number of Successful Applicants

YEAR	TOTAL NUMBER OF APPLICANTS	NUMBER SUCCESSFUL
2013-2014	86	75
2014-2015	70	68
2015-2016	72	71
2016-2017	95	90
2017-2018	103	99
2018-2019	137	104
2019-2020	144	112
2020-2021	110	94
2021-2022	117	99
2022-2023	120	97
2023-2024	118	97

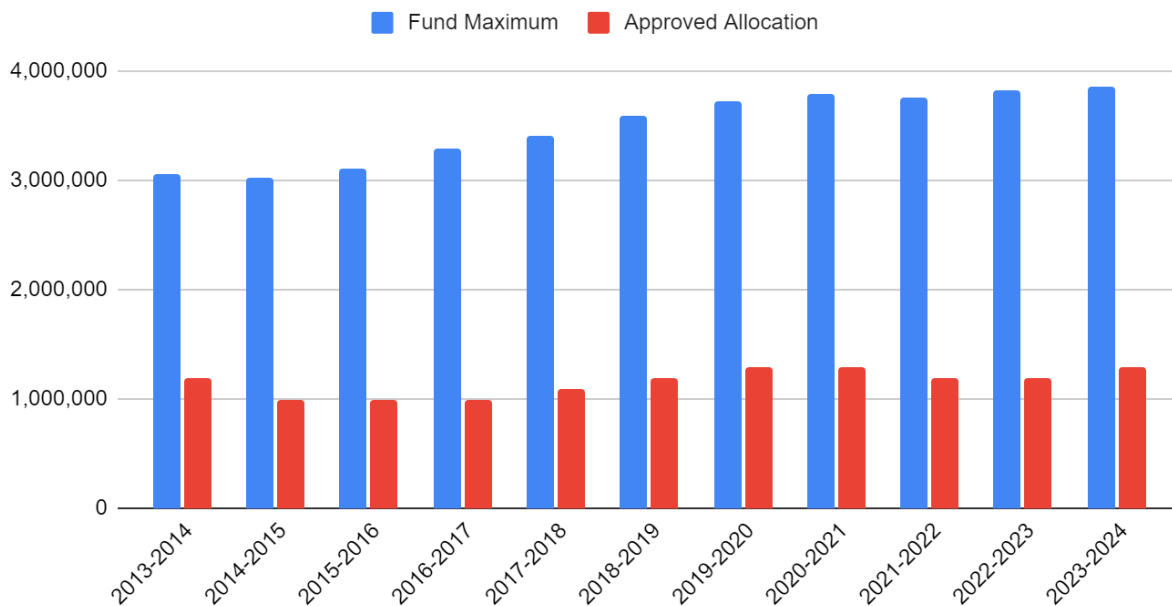
Total Number of Applicants and Number of Successful Applicants



Professional Improvement Program History

YEAR	FUND MAXIMUM AS PER CLAUSE 9.2.8	APPROVED ALLOCATION	% OF MAXIMUM	APPROVED TOTAL LEAVE FTE	ACTUAL \$ GRANTED FOR LEAVES	ACTUAL \$ GRANTED FOR TUITION	TOTAL ACTUAL \$ GRANTED FOR LEAVES & TUITION
2012-2013	3,005,090	1,200,000	40%	12.48	785,786	296,530	1,082,316
2013-2014	3,062,822	1,200,000	39%	11.56	706,110	354,758	1,060,868
2014-2015	3,019,266	1,000,000	33%	7.20	517,762	367,680	885,442
2015-2016	3,111,487	1,000,000	32%	8.026	561,457	400,757	962,214
2016-2017	3,286,102	1,000,000	30%	9.40	577,248	371,809	949,057
2017-2018	3,402,751	1,100,000	32%	7.818	521,808	545,100	1,066,908
2018-2019	3,587,437	1,200,000	33%	8.09	589,115	581,762	1,170,877
2019-2020	3,725,511	1,300,000	35%	11.072	679,106	584,120	1,263,226
2020-2021	3,795,407	1,300,000	34%	8.478	621,109	641,150	1,262,259
2021-2022	3,754,228	1,200,000	32%	9.079	515,900	651,700	1,167,600
2022-2023	3,828,254	1,200,000	31%	10.117	492,070	680,170	1,172,240
2023-2024	3,859,977	1,300,000	34%	6.325	474,546	780,000	1,254,546

Fund Maximum and Approved Allocation



2024-2025 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

Activity	Date
Professional Improvement Program – Teacher Certificated Staff announced on Division Staff News and application available on Connect	October 31
Information meetings for interested staff (4:00 - 6:00 p.m. Google Meet)	November 21 and 27
Obtain data to calculate maximums as per Clause 9.2.8 of the Teachers' Collective Agreement	November 30
Due date for applications	January 12
Processing of applications <ul style="list-style-type: none"> ● Receipt of applications confirmed ● Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs) ● Applications prepared for review by committee of leadership staff 	January 15 – February 2
Review of applications <ul style="list-style-type: none"> ● Application packages prepared for committee review ● Committee workshop conducted ● Review of applications completed 	January 15 – February 7 February 8 February 15
Compile background information with input from assessors	February 12 – March 8
Recommendation submitted for approval	March 11
Approval of leaves and tuition support	March 18
Communication of support granted <ul style="list-style-type: none"> ● Applicants notified; letters and agreements sent to successful applicants ● TM to Board ● Division Staff News announcement 	March 19 - 22 April 3 April 5

Selection of Reflective Statements: Benefits of Program Participation 2022-2023 Professional Improvement Program – Teacher Certificated Staff

Janice Pinnock, Diversity Education Consultant, Specialized Learning Supports

Western University – Master in Professional Education in the Field of Equity, Diversity and Social Justice

“Pursuing a Master's in Equity, Justice, and Diversity has offered me a transformative educational experience that has equipped me with critical knowledge, skills, and perspectives essential for fostering an inclusive and equitable organization. [...] I have learned how better to support our understanding of oppressed groups and build capacity for antiracism and equity in our Division. This program's benefits to myself as an educator and Division employee has been unparalleled.”

Jillian Marino, Principal, Vimy Ridge Academy

Yorkville University – Master of Arts in Counselling Psychology

“...[My] engagement in coursework in crisis, trauma, and understanding group counselling techniques provides me skills and strategies in restorative practices in working with youth when relationships go awry. Schools with staff capacity in trauma-informed practices are able to remove barriers to learning for all students and improve ways of regulating and de-escalating emotional circumstances. Often group sessions can reduce suspensions and expulsions for students when facilitated with effective strategies and skilled processes.”

Kistin Auger-Supernault, Teacher, Prince Charles School

University of Alberta – Master of Education in Educational Psychology, School Counselling

“I have gained valuable skills and knowledge in school counseling, allowing me to provide more effective counseling services and support student well-being and academic success, especially when working with Indigenous students in my current school context. [...] The advanced training equips me to address a wide range of student challenges, promoting positive mental health, social-emotional growth, intergenerational healing, and academic achievement.”

Alyssa Mayer, Teacher, Roberta MacAdams School

University of Alberta – Master of Education in Elementary Education

“My commitment to Indigenous ways of knowing, being and doing promotes intertwined curricula, reinforce authentic assessment, and ensure the mental, emotional, physical and spiritual dimensions of children are prioritized. [...] Every day, alongside children, I work to learn, acknowledge and incorporate the innumerable gifts and teachings offered by Indigenous friends, professors, elders and knowledge keepers in my life. Furthermore, as the First Nations, Métis and Inuit representative for my school, I feel I can competently and confidently share resources and recommendations.

Tara Copeman, Principal, Bannerman School

University of Alberta – Master of Education in Educational Studies, Special Education

“The learning I have gained has informed my practice as an educational leader, and I have been able to bring research-informed practice into my school by providing professional development to my staff. It has also given me tools and protocols to objectively re-evaluate the effectiveness of current literacy instruction and intervention practices in my school and the division, and a path forward to improving student learning and achievement. Our literacy achievement has drastically improved, and much of it is a

direct result of the direction I have taken with school staff PD based on my acquired knowledge from my studies.”

Hayley Simard, Teacher, Delwood School

University of Alberta – Master of Education in Educational Studies

“My final research assignment focused on best practices that support the inclusion of all students within an immersive second-language classroom. Through this research, students working below grade level in language acquisition will gain the support they require when teachers build a repertoire of resources, strategies, and procedures that may scaffold language learning for [second language learning].”

Kathryn Spaidal, Teacher, M. E. LaZerte School

Columbia College – Master of Education in Trauma-Informed Education

“Being able to expand my knowledge allowed me to further support my students, and give them a safe space to learn and grow. [...] I was able to learn about social emotional development, and activities to help our kids gain the skills needed to be resilient, pick up on social cues, develop coping strategies and gain a better understanding of themselves.”

Sherri Humphrys - Principal, Julia Kiniski School

University of Portland - Doctor of Education in Learning and Leading

“The coursework provided a foundation of knowledge about leadership that has changed how I lead. My dissertation focus was leading for organizational well-being through the lens of principal self-awareness. [...] I work to apply the learnings in my own practice within my own school community. My intent is to share the learnings and perhaps influence the practice of others.”

Alexandra Stewart - Teacher, Dr. Donald Massey School

University of British Columbia - Master of Education in Special Education

“I learned that inclusion is for all. Inclusive classrooms are not just classrooms that include individuals with disabilities. They are classrooms that meet the needs of all learners – each of whom is unique. Inclusive classrooms are trauma-informed, strength-based and culturally responsive spaces that respond to the diversity of the students. I came to this program to learn how to include students with disabilities but instead learned how to include everyone.”

Lindsay Garanis, Curriculum Coordinator, Constable Daniel Woodall School

Western University – Master in Professional Education in the Field of Equity, Diversity and Social Justice

“...I have worked with colleagues to build capacity to hold conversations about race, Indigenous education, the introduction of an elementary school GSA, how educators can move along in their journey of supporting students who identify under the LGBTQ2S+ umbrella and understanding District's policies about anti-racism and equity, sexual orientation and gender and sexual health.”

David Tran, Assistant Principal, Esther Starkman School

University of Alberta – Master of Education in Educational Studies

“By gaining a comprehensive grasp of anti-racist strategies and practices, I have been able to model them for my colleagues and students, fostering a culture of inclusivity and empathy within my school community. [...] This inclusive environment is crucial for fostering academic success and emotional well-being, especially for racialized minority students. [...] I facilitated monthly anti-racism sessions for the W.P. Wagner catchment principals, collaborated with various school leaders across division levels on

a four-part anti-racism student conference focused on anti-racism education and student leadership, and presented a successful anti-racism workshop at ULEAD 2023 for various school administrators and leaders from across Canada.”

Elle McClary, Teacher, Academy at King Edward

University of Alberta – Master of Education in Educational Psychology, Special Education

“I have been able to apply my learning on a daily basis to support struggling adolescent readers, in small groups, as they begin to acquire the foundational reading skills they are missing. [...] [My] course work has allowed me to become familiar with the current state of reading and reading research, benchmark assessment tools, instructional practices and programs, and progress monitoring tools to support responsive teaching. [...] One of the most important things I have taken away from this year is being able to share my learnings with staff through professional development presentations, in class modeling, and observations.”

Natalie Webster, Teacher, Dr. Margaret-Ann Armour School

University of Ottawa – Master of Education in Studies in Teaching and Learning

“Students in my classroom are learning about anti-racism in a developmentally appropriate and curricularly relevant way. [...] I incorporated Indigenous perspectives throughout the year in the content I was teaching and also prioritized a holistic, project-based approach that aligns with the key tenets of some Indigenous pedagogies. [...] I am excited to share what I have learned with my colleagues. [...] I am looking forward to leading some professional, foundational learning at my school around incorporating Indigenous perspectives into the classroom.

DATE: November 28, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Funds for 2024-2025 Exempt Staff Professional Improvement Program

ORIGINATOR: Angela Anderson, Chief Human Resources Officer

RESOURCE STAFF: Trish Kolotyluk, Renée Thomson

REFERENCE [Division Strategic Plan](#)

ISSUE

An allocation of funds from the 2024-2025 operating budget is requested to support the Exempt Staff Professional Improvement Program. Through this program, exempt staff can access tuition and leave support for post-secondary coursework. An allocation of funds to support this program is an investment that will benefit our Division in several ways, including improving student achievement, building capacity in our exempt staff and sharing knowledge and expertise. The request for a commitment of funds is made well in advance of the distribution of the funds to accommodate application and program admission processes.

BACKGROUND

Edmonton Public Schools recognizes that professional development for staff is a critical aspect in supporting successful outcomes for students, as well as for succession planning. The Exempt Staff Professional Improvement Program is aligned with the [Division Strategic Plan](#) and is grounded in our values of accountability, collaboration, equity and integrity. The program is also in direct support of our Division's vision of "Enhancing pathways for student success", as well as our mission, which states that "Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfillment, empathy and possibility."

Through this program, Division exempt staff have the opportunity to apply for tuition and leave support to participate in professional improvement activities that are aligned with Division Priorities and areas of need. A comparison of successful applicants by year (Attachment I), as well as a synopsis of funds and support granted over the past few years (Attachment II) are included in this report.

RELATED FACTS

- The program ensures that exempt staff members across the Division have access to opportunities that would serve to enhance their professional capacity and allow them to stay current with industry standards and trends.
- Support for professional development assists in the attraction of exempt staff to the Division and in the retention of those employees.
- Exempt staff have the opportunity to apply for support in January for courses that take place between July 1, 2024, and August 31, 2025, or in September for courses that take place between December 1, 2024, and August 31, 2025 (Attachment III).

- The application process for this program is rigorous. Assessment of applications is completed by a committee of Division leadership staff who consider the alignment of applicants’ proposed professional improvement plans with the Strategic Plan and identified areas of need in the Division. Additional considerations are the anticipated benefits to the Division, as well as connections to the applicants’ professional growth plans and career goals.
- Successful applicants agree to a return of service to Edmonton Public Schools of one year for tuition support and three years for a full-time leave with an allowance; part-time leaves are prorated accordingly.
- For the 2023-2024 Exempt Staff Professional Improvement Program, requests for support from exempt staff varied as greatly as their roles in the Division. All 12 applicants were granted the support they requested and were eligible to receive. Six (50 per cent) were first time applicants, while six (50 per cent) submitted applications in previous years.
- It has been an administrative practice to maintain a holdback of a portion of the allocation to address potential increases to leave allowance costs and tuition fees in the next academic year, as well as potential fluctuations in the exchange rate for tuition fees paid to international post-secondary institutions.
- In the 2024-2025 school year, Human Resources will draft an application process that will allow applicants to request support for either one or two years. Human Resources and Financial Services have discussed budget options that could accommodate a two-year funding cycle. Funding granted to applicants for the second year would be tentative based on final budget approval.
- The Exempt Staff Professional Improvement Program is one way that professional learning is supported for Division staff. The chart below outlines sources of support for professional learning.

Funds for Professional Learning	Details
Decision Unit Budgets	Funds are allocated for staff professional learning within decision units.
Central Decision Units	Central decision units allocate funds for the delivery of targeted professional learning courses and sessions for staff. These include sessions offered through Curriculum and Learning Supports, Specialized Learning Supports, Technology and Information Management and Human Resources, among others.
Professional Improvement Program	Tuition and leave support is available to exempt staff through the Professional Improvement Program for post-secondary coursework aligned with the Division’s identified areas of need.
Bursaries and Scholarships	Staff are encouraged to access support through bursary programs and to explore scholarship opportunities through their post-secondary institution and other community organizations.

RECOMMENDATION

That an allocation of \$140,000 from the 2024-2025 operating budget be approved for the Exempt Staff Professional Improvement Program for the purpose of granting professional improvement leaves and tuition support to exempt staff for the 2024-2025 school year.

CONSIDERATIONS and ANALYSIS

Based on the number of applications and the types of requests we have received over the past few years, it is anticipated that maintaining the allocation of funds for this program at the current level would adequately cover the requests for support in 2024-2025. There is a relatively small pool of applicants to

the Exempt Staff Professional Improvement Program. Fluctuations in the support granted each year are significantly influenced by the nature of the requests for leaves and tuition support, as well as associated allowance and tuition costs. A decreased allocation may not adequately support anticipated fluctuations in funds required to support requests.

A selection of statements from staff members who were granted support through the Exempt Staff Professional Improvement Program has been included with this report (Attachment IV). Program participants reflected on the benefits of their professional learning and how it has been effectively integrated into their work responsibilities.

While post-secondary professional learning is critical to building staff capacity and supporting student learning, we acknowledge the current economic climate. We continue to see strong demand for support through the Exempt Staff Professional Improvement Program. For these reasons, this option, which would maintain the allocation of funds for this program at the current level, is considered most appropriate.

NEXT STEPS

Upon approval of this recommendation, the program timelines for the application intakes will be implemented (Attachment III).

ATTACHMENTS

ATTACHMENT I	Total Number of Applicants and Number of Successful Applicants
ATTACHMENT II	Exempt Staff Professional Improvement Program History
ATTACHMENT III	Exempt Staff Professional Improvement Program Timelines
ATTACHMENT IV	Selection of Reflective Statements: Benefits of Program Participation

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EXEMPT STAFF PROFESSIONAL IMPROVEMENT PROGRAM

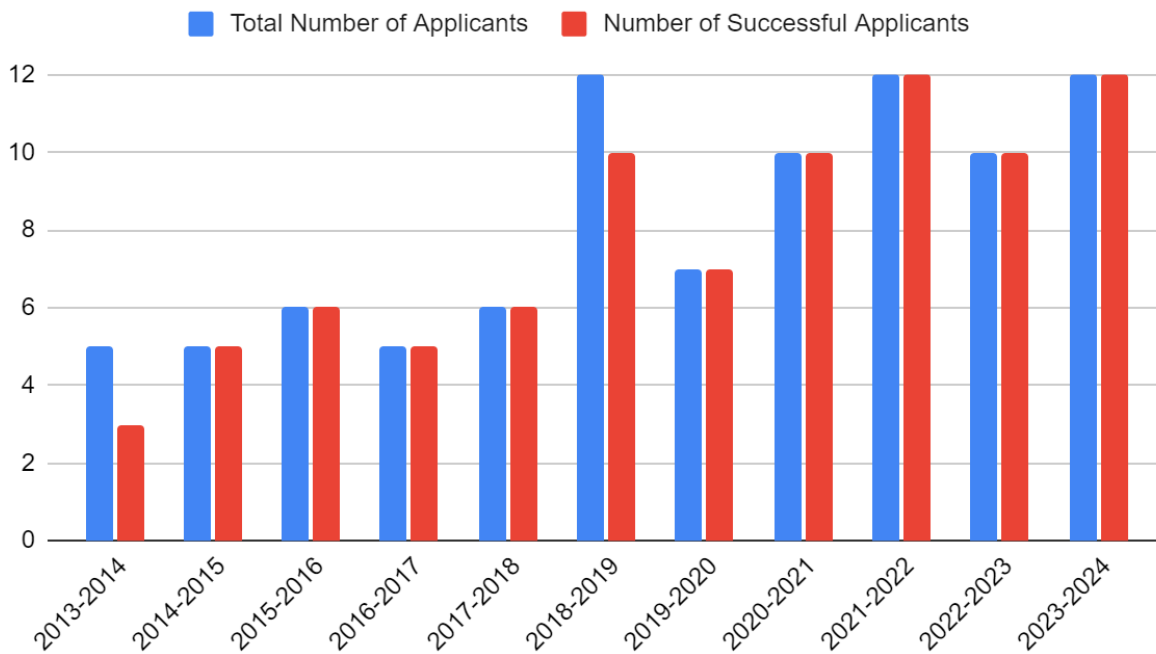
Total Number of Applicants and Number of Successful Applicants

Year	Total Number of Applicants	Number Successful
2013-2014 ¹	5	3
2014-2015 ¹	5	5
2015-2016 ¹	6	6
2016-2017 ²	5	5
2017-2018	6	6
2018-2019	12	10
2019-2020	7	7
2020-2021	10	10
2021-2022	12	12
2022-2023	10	10
2023-2024	12	12

¹ Applications from exempt staff were assessed using processes outlined in the Teachers’ Collective Agreement.

² The Exempt Staff Professional Improvement Program was established.

Total Number of Applicants and Number of Successful Applicants



EXEMPT STAFF PROFESSIONAL IMPROVEMENT PROGRAM HISTORY

YEAR	APPROVED ALLOCATION	APPROVED TOTAL LEAVE FTE	ACTUAL GRANTED FOR LEAVES	ACTUAL GRANTED FOR TUITION	TOTAL ACTUAL GRANTED FOR LEAVES & TUITION
2016-2017	\$150,000	1.467	\$106,861	\$35,585	\$142,446
2017-2018	\$150,000	0.644	\$47,129	\$39,304	\$86,433
2018-2019	\$150,000	0.600	\$47,147	\$52,902	\$100,049
2019-2020	\$150,000	0.440	\$32,699	\$37,730	\$70,429
2020-2021	\$150,000	1.000	\$67,572	\$30,450	\$98,022
2021-2022	\$140,000	0.216	\$19,564	\$58,327	\$77,891
2022-2023	\$140,000	0.00	\$0	\$77,065	\$77,065
2023-2024	\$140,000	0.00	\$0	\$95,859	\$95,859

2024-2025 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

JANUARY 2024 APPLICATION INTAKE (for courses that take place between July 1, 2024 and August 31, 2025)	
Activity	Date
Exempt Professional Improvement Program announced on Division Staff News and application package available on Connect	October 31
Information meeting for interested staff (4:00 - 6:00 p.m., Google Meet)	November 30
Due date for applications	January 12
Processing of applications <ul style="list-style-type: none"> ● Receipt of applications confirmed ● Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs) ● Applications prepared for review by committee of leadership staff 	January 15 - February 2
Review of applications <ul style="list-style-type: none"> ● Application packages prepared for committee review ● Committee workshop conducted ● Review of applications completed 	January 15 - February 7 February 9 February 16
Compile background information with input from assessors	February 12 - March 8
Recommendation submitted for approval	March 11
Approval of leaves and tuition support	March 18
Communication of support granted <ul style="list-style-type: none"> ● Applicants notified; letters and agreements sent to successful applicants ● TM to Board ● Division Staff News announcement 	March 19-22 April 3 April 5

2024-2025 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

SEPTEMBER 2024 APPLICATION INTAKE (for courses that take place between December 1, 2024 and August 31, 2025)	
Activity	Date
Due date for applications	September 20
Processing of applications <ul style="list-style-type: none"> ● Receipt of applications confirmed ● Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs) ● Applications prepared for review by committee of leadership staff 	September 20 – 27
Review of applications <ul style="list-style-type: none"> ● Application packages prepared for committee review ● Review of applications completed 	September 30 – October 4 October 11
Compile background information with input from assessors	October 14 – 18
Recommendation submitted for approval	October 25
Approval of leaves and tuition support	November 1
Communication of support granted <ul style="list-style-type: none"> ● Applicants notified; letters and agreements sent to successful applicants ● TM to Board ● Division Staff News announcement 	November 4 November 9 November 10

**Selection of Reflective Statements: Benefits of Program Participation
2022-2023 Exempt Staff Professional Improvement Program**

Linda deJong – Supervisor Data Control, Human Resources Service Centre
Prosci Canada – Certificate in Change Management

“I have received my Change Management certification. I feel that I will be able to use the skills I have learned to benefit my team. We are looking into making some changes to the structure of our teams and the work that we do which will ultimately streamline and improve the efficiency of what we do. With all the changes planned I believe that the change management skills that I have learned will help to make this a very smooth process. Some of the changes we are making will have an impact on other teams and I am confident that I will be able to assist in keeping the process both positive and flowing smoothly for everyone involved. Should I have the opportunity to change positions in the future these skills will come with me and benefit my new division team as well.”

Carol Van Kuppeveld – Supervisor, Leadership Development, Human Resources
Leaders Lab Learning and Development Inc. – Mentor Coaching

“I anticipate the benefits from engaging in the mentor coaching will be multi-layered. On a personal professional level, I have had the opportunity to engage in deeper learning about advanced coaching skills and mindset. This involved receiving a mentor coach's feedback after they observed me coach on my coaching strengths and growing edges. This has been invaluable to my ongoing growth as a coach. Another layer of benefit will be derived by the Division leaders who engage in an executive coaching relationship with me. As my skills grow, they benefit proportionately by achieving greater clarity around goals, actions and professional growth. This in turn, supports their staff and the students and community they serve and ultimately the Division's Strategic Plan. An additional level of benefit is in the work I am now better equipped to do with the other Division staff who are certified executive coaches and volunteer their time to coach aspiring principals, first and second year principals. I am now eligible to provide mentor coaching to these coaches to support their application for, or renewal of ACC credentials with the International Coaching Federation, thereby saving the Division money and growing our internal capacity as we continue to grow a coaching culture.”

Carolyn Sparrow – Speech Language Pathology Consultant, Specialized Learning Supports
Rocky Mountain University of Health Professionals – Doctor of Speech-Language Pathology

“Some of the course work I have engaged in while working towards my doctorate in Speech-Language Pathology has helped me to better develop my understanding of evidence-based practice, including honing skills to search for and then evaluate the research literature to determine what the evidence says is best practices. Additional coursework has helped develop my learning in supervision and leadership. The skills and information that I have learned over the past year have already been put into practice, by supporting my SLP colleagues in Specialized Learning Supports in ensuring that our practices are informed by the best evidence and in starting to develop an advocacy role for students with language-learning disabilities, most specifically Developmental Language Disorder, so that all staff at EPSB can support their learning journeys. Finally, the first 4 semesters of the doctoral program have helped to hone the direction of the research and support I wish to accomplish as part of the degree. Coaching teachers who work with neuro-diverse students is an important part of the role of an SLP consultant within Edmonton Public Schools and I hope to study effective tools that SLPs (and other consultants) can use to support teachers in their daily work in classrooms.”

Ron Thompson – Assistant Superintendent, Superintendent’s Office

University of Portland – Master of Education in Educational Leadership

“As I approach the end of the first year of the Masters in Educational Leadership program through the University of Portland, I am excited about the impact this work has had, and will continue to have, on my role as an Assistant Superintendent of Schools with EPS. There has been a connection to all three Division Priorities in our coursework to date. This has provided me with the opportunity to apply both theoretical and practical knowledge to my work with schools. This connection between the concepts covered in the Master’s program and my work in our Division has deepened the level of support I am able to offer to our school principals. Engaging in professional conversations, academic writing, review of current literature, and analysis of research-based strategies has allowed me to grow as a leader, through the lens of continuous improvement for our schools. I look forward to completing year 2 and continuing to expand my understanding of educational leadership.”

DATE: November 28, 2023

TO: Board of Trustees

FROM: Trustee Marcia Hole, Policy Review Committee
Trustee Jan Sawyer, Policy Review Committee
Trustee Saadiq Sumar, Chair, Policy Review Committee

SUBJECT: Policy Review Committee 2023-2024 Work Plan

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Naimo Bille, Nancy Petersen, Wanas Radwan

REFERENCE: [Trustees' Handbook Section 6.1 – Board Committee Protocols Board Policy CH.BP – Framework for Policy Development and Review](#)

ISSUE

The Policy Review Committee (PRC) is presenting its 2023-2024 work plan to the Board of Trustees (the Board) for approval.

BACKGROUND

The PRC is responsible for assisting the Board by ensuring that policies submitted for Board approval are developed and reviewed in accordance with Board Policy CH.BP Framework for Policy Development and Review.

The PRC discussed policy development and review for both the remainder of their term and for the 2023-2024 year on September 5, October 11 and November 10, 2023. From these discussions, the committee established an annual plan for policy development and review to be undertaken in 2023-2024, while also accommodating the need for any emergent policy work.

RELATED FACTS

The work plan addresses the following:

- 1. New policy development:** Emerging contexts and existing requirements to align with the *Education Act* support the identification of two areas for new policy development work in 2023-2024. The work to develop these policies is continued from the 2022-2023 Work Plan.
 - **Dispute resolution policy:** To align with Section 41 of the *Education Act*, a new dispute resolution policy is being developed. This policy is being developed with consideration to the review of Board Policy AB.BP Appeals. The first draft of Board Policy AB.BP Dispute Resolution and Appeals was brought forward for first reading in September 2023.
 - **School renaming policy:** In accordance with the September 7, 2021, Board motion, a new policy is being developed to provide direction related to the renaming of schools. This policy will align with Board Policy HAAB.BP Anti-racism and Equity and supports progress towards the Division's

Anti-racism and Equity Action Plan.

- As part of this work, Board Policy EA.BP Infrastructure Planning Principles, which includes direction on naming schools, is also identified for review to ensure alignment with the new policy.

2. **Policy review and revision:** The Board is responsible for ensuring all Division policies are in alignment with provincial legislation, reflect current processes and procedures and support the direction set out in existing Board policies. As such, the following policies or area of policy will be supported for review.
 - **School calendar and scheduling:** The review of Board Policy GCA.BP Approval of the School Year Calendar will continue in 2023-2024. This policy will be updated to align with collective agreement requirements, applicable federal and provincial statutes and regulations. This policy will also include direction around the inclusion of diverse days of significance as breaks for students in the school year calendar, where possible.
 - **Sexual orientation, gender identity and gender expression:** The committee will conduct a review of Board Policy HFA.BP Sexual Orientation and Gender Identity to ensure language is up to date and aligns with language in the Alberta *Human Rights Act*. The PRC is not seeking to change the intent or purpose of the policy from its original development.
 - The intent of the current policy is to address discriminatory, hostile and unsafe environments that impact the ability of students to feel safe, respected, fully included and capable of ambitious learning in their schools. The policy does not direct or influence the official curriculum taught in Edmonton Public Schools; Division schools follow the Kindergarten to Grade 12 curriculum, as set by Alberta Education.
 - **Appeals:** Board Policy AB.BP Appeals will be updated in alignment with the *Education Act*. The first draft of Board Policy AB.BP Dispute Resolution and Appeals was brought forward for first reading in September 2023.
 - **Human Resources Framework:** Board Policy FA.BP Human Resources Framework will be updated in alignment with Board Policy HAA.B.BP Anti-racism and Equity. Where relevant, this policy will also undergo further review to align with current practice and processes.
 - **Student behaviour and conduct:** In addition to the above listed policies, Section 33 of the *Education Act* requires an annual review of the code of conduct for students. To comply with this, Board Policy HG.BP Student Behaviour and Conduct will also be reviewed and updated, if required.
3. **Longer Term Policy Work:** The following policies have been identified by the PRC as policy areas that may require review or revision. Prior to officially initiating either policy for review, the PRC will seek more context related to emerging trends or issues for each policy area. As such, the work to look at the following policies is preliminary and is intended to build the Board of Trustees' capacity around these topics areas. The preliminary work will inform next steps for each of the following policy areas:
 - Board Policy EO.BP Environment
 - Board Policy HA.BP Inclusive Education

This year's work plan also includes the request for funds to support the development of a video to support Board Policy GCA.BP Approval of the School Year Calendar. The video will serve as a tool to help build people's awareness around the complexity related to the development of the Division's annual school year calendar. The video will be included as part of engagement with stakeholders after first reading of the policy and will also serve as a resource for staff, students and families beyond the development of the policy.

RECOMMENDATIONS

1. That the PRC 2023-2024 work plan be approved.
2. That the Board approve the expenditure of up to \$15,000 from the Board Initiative Fund for the production of a school calendar video.

OPTIONS

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

1. Approve the PRC 2023-2024 work plan as written.
2. Provide feedback and request changes be made to the PRC 2023-2024 work plan.

CONSIDERATIONS and ANALYSIS

The work of the PRC reflects the committee's best efforts to fulfill the expectation to complete policy work required for alignment to provincial legislation and the Board's commitment to reviewing and revising existing Board policies. The review and revision of these policies will be informed by stakeholder engagement and will involve a multi-year commitment.

NEXT STEPS

Policy review activities will proceed, in alignment with the approved work plan.

ATTACHMENTS and APPENDICES

ATTACHMENT I Policy Review Committee 2023-2024 Work Plan

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Policy Review Committee 2023-2024 Work Plan

PURPOSE

- The Policy Review Committee is responsible for assisting the Board in reviewing Board policy by ensuring that Board policies submitted for Board approval are developed and reviewed in accordance with Board Policy CH.BP Framework for Policy Development and Review.
- The main objective of the work plan is to recommend an annual plan for policy development and review to be undertaken in 2023-2024, while also accommodating the need for any emergent reviews.

ACTIVITIES

The Policy Review Committee Work Plan 2023-2024 includes the following:

New Policy Development	
Policy	Summary
Dispute Resolution	<i>Education Act</i> requirement; continuation from 2022-2023 work plan that was brought forward for first reading in September 2023.
School Renaming <ul style="list-style-type: none"> • EA.BP Infrastructure Planning Principles 	In accordance with the September 7, 2021, Board motion and to align with Board Policy HAAB.BP Anti-racism and Equity; Board Policy EA.BP Infrastructure Planning Principles is part of this review to reflect alignment with the new draft policy; continuation from 2022-2023 work plan

Policy Review and Revision	
Policy	Summary
AB.BP Appeals	Align with <i>Education Act</i> , current practice and dispute resolution policy development; continuation from 2022-2023 work plan that was brought forward for first reading in September 2023.
FA.BP Human Resources Framework	Align with the Division's 2021-2022 Anti-racism and Equity Action Plan and to align with Board Policy HAAB.BP Anti-racism and Equity; continuation from 2022-2023 work plan.
GCA.BP Approval of the School Year Calendar	Add clarity to calendar and scheduling policies, including guiding values and the inclusion of diverse days of significance; align with Board Policy HAAB.BP Anti-racism and Equity; continuation from 2022-2023 work plan.

HFA.BP Sexual Orientation and Gender Identity	Opportunity to align policy language with the Alberta <i>Human Rights Act</i> ; will retain the current intent of the policy to address discriminatory, hostile and unsafe environments that impact the ability of students to feel safe, respected, fully included and capable of ambitious learning in their schools. There is an opportunity to reinforce that the policy is not a means to direct curriculum. Curriculum is set by Alberta Education.
HG.BP Student Behaviour and Conduct	Annual review required under the <i>Education Act</i> .

Longer Term Policy Work	
Policy	Summary
EO.BP Environment	The work to look at these policies is preliminary and is intended to build the Board of Trustees’ capacity around these topics. This work may involve environmental scans; exploring emerging trends, issues and evidence related to each topic. The preliminary work will inform next steps for each policy area.
HA.BP Inclusive Education	

SUPPORTING ACTIONS/INFORMATION REQUESTED FROM ADMINISTRATION

- The committee may conduct public engagement in support of many of the policies outlined in this work plan. These engagement activities will require support from Strategic Division Supports, Infrastructure Planning and Division Support Services. However the timing and extent of this engagement for each of these policy areas has yet to be determined.

REQUESTED RESOURCES

- Resources are required to support the development of a video as a teaching tool for the review of Board Policy GCA.BP Approval of the School Year Calendar. The anticipated cost for this resource is \$15,000, including translated subtitles.