



# 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 26, 2024  
2 p.m.

### Board Meeting

#### Land Acknowledgement

- 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 5, 2024
- G. Comments from the Public and Staff Group Representatives on Items on the Meeting Agenda

*(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, November 25, 2024, to speak under this item.)*
- H. Reports
  - 2. Caucus Committee Report (From the meeting held on November 5, 2024) (Information)
  - 3. 2023-2024 Audited Financial Statements (Recommendation)
  - 4. Modular Classroom Update (Information)
  - 5. Revised Capital Reserve Plan for 2024-2025 (Recommendation)
  - 6. Annual Education Results Report (2023-2024) (Recommendation)
  - 7. Funds for the 2025-2026 Professional Improvement Program - Teacher Certificated (Recommendation)
  - 8. Funds for the 2025-2026 Professional Improvement Program - Exempt Staff (Recommendation)
  - 9. Bereavement (Information)
- I. Comments from the Public and Staff Group Representatives on Educational Issues – 5 p.m.

*(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, November 25, 2024, 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 5, 2024, at 2 p.m.

**Present:****Trustees**

Trisha Estabrooks  
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 and called upon Trustee Estabrooks to provide a land acknowledgement.

Trustee Estabrooks began the meeting by acknowledging the land on which we live, work, learn and raise our families. We are on Treaty 6 land. In Cree, the word for land is askiy. And on amiskwaciwâskahikan or Beaver Hills House or Edmonton, it's important we acknowledge the history of this land, the people who have called it home for generations, and also the potential of this land.

Trustee Estabrooks acknowledged that land acknowledgements are rooted in land but also are, in many ways, an act of reconciliation. She honoured the legacy of the Honourable Murray Sinclair, who passed away yesterday. He was an Anishinaabe elder, a lawyer, a judge, a senator and he led the process of reconciliation in our country. His contributions will long have ripple effects in Canada. He said many times in his journey listening to survivors' stories that reconciliation will take generations. He also noted that, in reference to residential schools and the work that we do together as part of reconciliation and truth, it is education that got us into this mess, and it's education that will get us out of it.

**A. Roll Call: 2:02 p.m.**

The Superintendent advised that Trustee Hancock was absent. All other Trustees were present.

**MINUTE BOOK****B. Approval of the Agenda**

**MOVED BY Trustee Sumar:**

**“That the agenda for the November 5, 2024, Board meeting be approved as printed.”**

**(UNANIMOUSLY CARRIED)**

**C. O Canada - Vimy Ridge Academy Remembrance Ceremony**

Vimy Ridge Academy conducted a Remembrance ceremony.

**D. Communications from the Board Chair**

The Board Chair shared that yesterday she and Superintendent Darrel Robertson attended the No Stone Left Alone ceremony at Beechmount Cemetery. This moving ceremony was live streamed across the country and is an important way for young people to engage in active remembrance of fallen military personnel. She expressed thanks to students at Centennial School and Riverbend Junior High for taking an active part in the ceremony. Board Chair Kusiek hopes that everyone is able to take time on November 11 and throughout this month to remember the sacrifices made so that we can enjoy the freedoms we have today, and to take this time as a call to action to work for peace.

The Board Chair said that November is Family Violence Prevention Month. November 13-19 is Transgender Awareness Week and November 20 is Transgender Day of Remembrance. Given the discussions today about the recently-tabled Bill 27 and our continued advocacy for the rights of 2SLGBTQIA+ students, she wanted to invite all students, staff and families to learn and reflect on how to be a good ally to colleagues, classmates, youth, friends, family and neighbours who are transgender or gender diverse.

The Board Chair advised that last month Edmonton Public Schools participated in a presentation and panel discussion on school infrastructure at the invitation of the Public School Boards' Association of Alberta. This was part of the professional learning offered at the recent fall annual general meeting and conference. She thanked Managing Director of Infrastructure Chris Wright for co-presenting with her. With the new School Construction Accelerator Program, there is a lot of talk about school construction. Opportunities to share experiences with other public school divisions across Alberta is appreciated. She also expressed gratitude to Vice-Chair Sawyer, who sits as a Director on the PSBAA Board and to our representative, Trustee Sherri O'Keefe, and all other Trustees who were able to attend.

The Board Chair said that at the last Board meeting it was requested that she would share, on behalf of the Board, information on several reports with various elected officials and education partners. Letters pertaining the Division Environmental Strategy and our Board's advocacy for a carbon tax rebate have been sent to Mayor Sohi, Minister Nicolaides, Minister Freeland and Minister Guilbault. A letter to the

**MINUTE BOOK**

Alberta School Boards Association regarding increased election costs has also been sent. All letters will be posted to [epsb.ca](https://epsb.ca) shortly.

**E. Communications from the Superintendent of Schools**

The Superintendent thanked everyone attending the meeting in person today, including SCOPE principals Scott Markine and Mike Morisson, and to those watching online.

The Superintendent reflected on the upcoming Results Review, highlighting the conversations about the Division's achievements. He expressed gratitude for the strong public education system in Alberta, particularly Edmonton Public, which has made significant progress in recent years. He emphasized the importance of teamwork in teaching and appreciated the dedication and collaboration of staff in supporting student success. Despite the challenges, including long days, staff continue to achieve remarkable results and improve high school completion rates. Superintendent Robertson also acknowledged the partnership with parents and the hard work of students, celebrating their collective efforts in achieving remarkable results and helping students transition to lives of dignity, empathy, and fulfillment.

The Superintendent congratulated John A. McDougall School, who recently opened a refreshed basketball court honouring the Edmonton Grads. The Edmonton Grads was an amateur women's basketball team that played from 1915 to 1940. Many of the players attended John A. McDougall School, also playing and practicing at the school. The Edmonton Grads, an award-winning team, won 19 national championships, 17 North American championships and 16 World championships, holding the North American record for the women's sports team with the best winning percentage. John A. McDougall School is a happy and deserving recipient of the refurbished court that features the Grads' logo in black and gold and has the name of every Grads player on the poles of the hoop.

The Superintendent said that last month he and Board Chair Kusiek had the great pleasure of attending an event at M.E. LaZerte. Students at the school have been working alongside professionals from Homes by Avi to build a house. Students in the Trades 10, 20 and 30 class constructed the main floor of a beautiful three-bedroom home over the summer. They unveiled the home in early October. Once complete, the house will be sold and the proceeds will go back to M.E. LaZerte School for the continuation of the program. Superintendent Robertson also thanked NAIT, which announced a dedicated bursary for M.E. LaZerte students who advance to the School of Construction and Building Sciences at NAIT.

The Superintendent shared that the Communications team won two BRAVO! Awards from the Canadian Association of Communication in Education (CACE) last month. This national awards program recognizes and honours exemplary work in all aspects of school public relations, communications, marketing and engagement. The awards were handed out on October 26 and the team received awards for their Oilers playoff Instagram reel and for their work on the student demographic survey. He congratulated the team.

The Superintendent congratulated Ida Lucila, who works in the Division Support Services department. She recently won the Artist of the Year Award at the 2024 Rise Awards, hosted by the Newcomer Centre. This award showcases the artistic talents of an immigrant who has enriched Edmonton's cultural landscape through their work, bridging communities with the power of art.



**MINUTE BOOK****F. Approval of the Minutes****1. Board Meeting – October 22, 2024**

Trustee Sumar requested that his Land Acknowledgment in the October 22, 2024 minutes, be amended by removing the quotes in the following sentence:

*In the spirit of reconciliation, Trustee Sumar committed to, as Dr Ali Lakhani said, “opening wider the aperture of my own heart so that I may know and that I may get to know more about the original inhabitants of Turtle Island and their descendants.”*

**MOVED BY Trustee O'Keefe:**

**“That the minutes of the Board meeting held October 22, 2024, be approved as amended.”  
(UNANIMOUSLY CARRIED)**

**G. Comments from the Public and Staff Group Representatives on Items on the Meeting Agenda**

There were no registered speakers for this item.

There was a short break in the meeting.

**H. Reports****2. Student Senate 2024-2025 Work Plan**

Student Trustees Bella Jiao, Chloe Ge and Christina Daniel presented the 2024-2025 Student Senate Work Plan.

**3. Advocacy for 2SLGBTQIA+ Rights**

**MOVED BY Trustee Estabrooks:**

**“That the Board of Trustees urge Alberta School Boards Association and Public School Boards’ Association of Alberta to advocate to Alberta’s Premier and the Minister of Education that sexual education remain an “opt out” option for parents in Alberta and that school boards’ autonomy be respected with regards to their own sexual orientation and gender identity and gender expression policies.”  
(UNANIMOUSLY CARRIED)**

There was a short break in the meeting.

**MINUTE BOOK**4. Governance and Evaluation 2024-2025 Work Plan**MOVED BY Trustee O'Keefe:****"That the Board approve the Governance and Evaluation Committee 2024-2025 Work Plan."  
(UNANIMOUSLY CARRIED)**5. Strategic Plan Update Report – Well-being and Mental Health

An update was provided on the ongoing work and efforts made by the Division in the 2023–24 school year to support Priority 3 of the [2022–26 Division Strategic Plan](#): "Promote a comprehensive approach to student and staff well-being and mental health".

6. Student Accommodation Plan 2024-2025

An update was provided on the Student Accommodation Plan, which is updated annually to provide timely and transparent information to stakeholders and to build an awareness of the intricacies of student accommodation.

7. Board Chair Discretionary Expense Allowance Report 2023-2024

A report of the expenses incurred under the Board Chair's discretionary allowance for the period of September 2023 – August 2024 was provided for information.

**I. Other Committee, Board Representatives and Trustee Reports**

Trustee Estabrooks shared that she attended the RISE community awards night hosted by the Newcomer Association. She offered congratulations to all the awards recipients.

Trustee Estabrooks thanked school councils in Ward D for the invitation to attend recent meetings and share the challenges facing the Division, notably growth, as well as the successes of our Division and Board of Trustees.

Trustee Estabrooks thanked the organizers of the trans rights rally held at the Alberta legislature on the weekend. She said it is powerful when people can come together and collectively lift each other up.

**J. Trustees and Board Requests for Information - None****K. Notices of Motion - None****L. Next Board Meeting: Tuesday, November 26, 2024, at 2 p.m.**

**MINUTE BOOK**

M. **Adjournment:** 5:44 p.m.

The Board Chair adjourned the meeting.

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Julie Kusiek, Board Chair

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Karen Mills, Director Board and  
Superintendent Relations

**DATE:** November 26, 2024

**TO:** Board of Trustees

**FROM:** Trustee Sawyer, Caucus Committee Chair

**SUBJECT:** Caucus Committee Report (From the meeting held on November 5, 2024)

**ORIGINATOR:** Karen Mills, Director Board and Superintendent Relations

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

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**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 recommendation was approved at the November 5, 2024 Caucus Committee meeting:**

Renewal of Cervantes Institute Agreement

That the Board Chair be authorized to sign the agreement between the Cervantes Institute and the Edmonton School Division.

**BACKGROUND**

The evaluation for the Division to continue status as an Associated Cervantes Institute has been completed, and now requires signature to finalize the agreement and return documentation to Spain.

KM:ca

**DATE:** November 26, 2024

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** 2023-2024 Audited Financial Statements

**ORIGINATOR:** Todd Burnstad, Chief Financial Officer

**RESOURCE**

**STAFF:** Madonna Proulx, Amanda Wong

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### 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 2023-2024 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 22, 2024, 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 2023-2024 audited financial statements, notes to the financial statements and unaudited schedules be approved.**

**NEXT STEPS**

Once approved, the 2023-2024 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, 2024

ATTACHMENT II User-Friendly Guide to Understanding the Division's Financial Information for the 2023-2024 School Year

TB:ja

School Jurisdiction Code: 3020

**AUDITED  
CONSOLIDATED FINANCIAL STATEMENTS  
FOR THE YEAR ENDED AUGUST 31, 2024**  
[Education Act, Sections 139, 140, 244]

**The Board of Trustees of Edmonton School Division**

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Legal Name of School Jurisdiction

**One Kingsway NW Edmonton AB T5H 4G9**

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Mailing Address

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

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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**

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Name

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Signature

**SUPERINTENDENT**

**DARREL ROBERTSON**

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Name

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Signature

**SECRETARY-TREASURER OR TREASURER**

**TODD BURNSTAD**

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Name

---

Signature

**November 26, 2024**

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Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch  
10th Floor, 44 Capital Boulevard, 10044 108th Street NW, Edmonton AB T5J 5E6  
EMAIL: EDC.FRA@gov.ab.ca  
PHONE: Kevin Luu: (780) 422-0314; Jing Li: (780) 644-4929



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Independent Auditors report to be given as a separate report to Audit Committee. It will be inserted as pages 3, 4 and 5 for reporting to Alberta Education.

**CONSOLIDATED STATEMENT OF FINANCIAL POSITION**  
**As at August 31, 2024 (in dollars)**

	2024	2023
<b>FINANCIAL ASSETS</b>		
Cash and cash equivalents (Schedule 5; Note 4)	\$ 145,245,788	\$ 113,551,027
Accounts receivable (net after allowances) (Note 5)	\$ 24,366,646	\$ 28,059,893
Portfolio investments		
Operating	\$ -	\$ -
Endowments	\$ -	\$ -
Inventories for resale	\$ -	\$ -
Other financial assets	\$ -	\$ -
<b>Total financial assets</b>	<b>\$ 169,612,434</b>	<b>\$ 141,610,920</b>
<b>LIABILITIES</b>		
Bank indebtedness (Note 8)	\$ -	\$ -
Accounts payable and accrued liabilities (Note 9)	\$ 57,734,509	\$ 50,953,331
Unspent deferred contributions (Schedule 2)	\$ 37,244,297	\$ 25,205,022
Employee future benefits liabilities (Note 10)	\$ 9,293,900	\$ 9,575,400
Asset retirement obligations and environmental liabilities (Schedule 8; Note 11)	\$ 87,060,484	\$ 73,273,908
Other liabilities	\$ -	\$ -
Debt		
Unsupported: Debentures (Note 12)	\$ 8,256,931	\$ 8,995,577
Mortgages and capital loans	\$ -	\$ -
Capital leases	\$ -	\$ -
<b>Total liabilities</b>	<b>\$ 199,590,121</b>	<b>\$ 168,003,238</b>
<b>Net debt</b>	<b>\$ (29,977,687)</b>	<b>\$ (26,392,318)</b>
<b>NON-FINANCIAL ASSETS</b>		
Tangible capital assets (Schedule 6)	\$ 1,405,433,673	\$ 1,440,259,675
Inventory of supplies	\$ 5,235,035	\$ 4,819,713
Prepaid expenses (Note 13)	\$ 10,694,086	\$ 7,020,745
Other non-financial assets	\$ -	\$ -
<b>Total non-financial assets</b>	<b>\$ 1,421,362,794</b>	<b>\$ 1,452,100,133</b>
<b>Net assets before spent deferred capital contributions</b>	<b>\$ 1,391,385,107</b>	<b>\$ 1,425,707,815</b>
Spent deferred capital contributions (Schedule 2)	\$ 1,193,977,594	\$ 1,233,193,976
<b>Net assets</b>	<b>\$ 197,407,513</b>	<b>\$ 192,513,839</b>
<b>Net assets</b> (Note 14)		
Accumulated surplus (deficit) (Schedule 1)	\$ 197,407,513	\$ 192,513,839
Accumulated remeasurement gains (losses)	\$ -	\$ -
	<b>\$ 197,407,513</b>	<b>\$ 192,513,839</b>
<b>Contractual rights</b> (Note 6)		
<b>Contingent assets</b> (Note 7)		
<b>Contractual obligations</b> (Note 15)		
<b>Contingent liabilities</b> (Note 16)		

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

**CONSOLIDATED STATEMENT OF OPERATIONS**  
For the Year Ended August 31, 2024 (in dollars)

	<b>Budget 2024</b>	<b>Actual 2024</b>	<b>Actual 2023</b>
<b>REVENUES</b>			
Government of Alberta	\$ 1,219,773,762	\$ 1,232,584,246	\$ 1,176,674,511
Federal Government and other government grants	\$ 2,113,897	\$ 3,358,160	\$ 2,964,835
Property taxes	\$ -	\$ -	\$ -
Fees	\$ 29,499,958	\$ 30,529,094	\$ 28,520,534
Sales of services and products	\$ 13,830,765	\$ 17,733,875	\$ 15,677,367
Investment income	\$ 4,545,500	\$ 7,037,088	\$ 6,121,177
Donations and other contributions	\$ 9,476,351	\$ 11,558,109	\$ 9,545,480
Other revenue (Note 17)	\$ 3,870,392	\$ 9,880,769	\$ 4,325,677
<b>Total revenues</b>	<b>\$ 1,283,110,625</b>	<b>\$ 1,312,681,341</b>	<b>\$ 1,243,829,581</b>
<b>EXPENSES</b>			
Instruction - ECS	\$ 49,488,325	\$ 55,352,159	\$ 50,354,173
Instruction - Grades 1 to 12	\$ 949,540,183	\$ 958,020,971	\$ 889,144,778
Operations and maintenance (Schedule 4)	\$ 196,784,585	\$ 189,530,009	\$ 182,318,404
Transportation	\$ 51,289,700	\$ 47,075,286	\$ 41,837,988
System administration	\$ 38,240,937	\$ 39,009,545	\$ 36,867,760
External services	\$ 12,578,936	\$ 18,799,697	\$ 17,801,130
<b>Total expenses</b>	<b>\$ 1,297,922,666</b>	<b>\$ 1,307,787,667</b>	<b>\$ 1,218,324,233</b>
<b>Annual operating surplus (deficit)</b>	<b>\$ (14,812,041)</b>	<b>\$ 4,893,674</b>	<b>\$ 25,505,348</b>
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
<b>Annual surplus (deficit)</b>	<b>\$ (14,812,041)</b>	<b>\$ 4,893,674</b>	<b>\$ 25,505,348</b>
<b>Accumulated surplus (deficit) at beginning of year</b>	<b>\$ 192,513,839</b>	<b>\$ 192,513,839</b>	<b>\$ 167,008,491</b>
<b>Accumulated surplus (deficit) at end of year</b>	<b>\$ 177,701,798</b>	<b>\$ 197,407,513</b>	<b>\$ 192,513,839</b>

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

**CONSOLIDATED STATEMENT OF CASH FLOWS**  
For the Year Ended August 31, 2024 (in dollars)

**2024****2023****CASH FLOWS FROM:****A. OPERATING TRANSACTIONS**

Annual surplus (deficit)	\$ 4,893,674	\$ 25,505,348
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	\$ 71,708,746	\$ 60,911,861
Net (gain)/loss on disposal of tangible capital assets	\$ (4,565,422)	\$ (685,391)
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ -
(Gain)/Loss on sale of portfolio investments	\$ -	\$ -
Spent deferred capital recognized as revenue	\$ (46,981,296)	\$ (47,316,175)
Deferred capital revenue write-down / adjustment	\$ 32,507	\$ 4,852
Increase/(Decrease) in employee future benefit liabilities	\$ (281,500)	\$ 19,000
Donations in kind	\$ -	\$ -
	\$ -	\$ -
	\$ 24,806,709	\$ 38,439,495
(Increase)/Decrease in accounts receivable	\$ 3,693,247	\$ (3,228,925)
(Increase)/Decrease in inventories for resale	\$ -	\$ -
(Increase)/Decrease in other financial assets	\$ -	\$ -
(Increase)/Decrease in inventory of supplies	\$ (415,322)	\$ (672,708)
(Increase)/Decrease in prepaid expenses	\$ (3,673,341)	\$ (500,615)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Increase/(Decrease) in accounts payable, accrued and other liabilities	\$ 6,781,178	\$ (23,834,181)
Increase/(Decrease) in unspent deferred contributions	\$ 12,039,275	\$ (7,883,094)
Increase/(Decrease) in asset retirement obligations and environmental liabilities	\$ 13,786,576	\$ -
Asset retirement obligation provision	\$ -	\$ -
Increase/(Decrease) in tangible capital asset accruals	\$ 5,985,689	\$ (3,384,348)
<b>Total cash flows from operating transactions</b>	<b>\$ 63,004,011</b>	<b>\$ (1,064,376)</b>

**B. CAPITAL TRANSACTIONS**

Acquisition of tangible capital assets	\$ (50,064,942)	\$ (72,818,563)
Net proceeds from disposal of unsupported capital assets	\$ 4,719,157	\$ 702,324
	\$ -	\$ -
<b>Total cash flows from capital transactions</b>	<b>\$ (45,345,785)</b>	<b>\$ (72,116,239)</b>

**C. INVESTING TRANSACTIONS**

Purchases of portfolio investments	\$ -	\$ -
Proceeds on sale of portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
<b>Total cash flows from investing transactions</b>	<b>\$ -</b>	<b>\$ -</b>

**D. FINANCING TRANSACTIONS**

Debt issuances	\$ -	\$ -
Debt repayments	\$ (738,646)	\$ (716,572)
Increase (decrease) in spent deferred capital contributions	\$ 14,775,181	\$ 33,857,573
Capital lease issuances	\$ -	\$ -
Capital lease payments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
<b>Total cash flows from financing transactions</b>	<b>\$ 14,036,535</b>	<b>\$ 33,141,001</b>

<b>Increase (decrease) in cash and cash equivalents</b>	<b>\$ 31,694,761</b>	<b>\$ (40,039,614)</b>
<b>Cash and cash equivalents, at beginning of year</b>	<b>\$ 113,551,027</b>	<b>\$ 153,590,641</b>
<b>Cash and cash equivalents, at end of year</b>	<b>\$ 145,245,788</b>	<b>\$ 113,551,027</b>

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

## CONSOLIDATED STATEMENT OF CHANGE IN NET DEBT

For the Year Ended August 31, 2024 (in dollars)

	2024	2023
Annual surplus (deficit)	\$ 4,893,674	\$ 25,505,348
Effect of changes in tangible capital assets		
Acquisition of tangible capital assets	\$ (20,479,370)	\$ (72,818,563)
Amortization of tangible capital assets	\$ 71,708,746	\$ 60,911,861
Net (gain)/loss on disposal of tangible capital assets	\$ (4,565,422)	\$ (685,391)
Net proceeds from disposal of unsupported capital assets	\$ 4,751,664	\$ 707,176
Write-down carrying value of tangible capital assets	\$ -	\$ -
Transfer of tangible capital assets (from)/to other entities	\$ (22,575,305)	\$ (41,431,328)
Other changes      Tangible capital asset accruals	\$ 5,985,689	\$ (3,384,348)
<b>Total effect of changes in tangible capital assets</b>	<b>\$ 34,826,002</b>	<b>\$ (56,700,593)</b>
Acquisition of inventory of supplies	\$ (11,486,924)	\$ (11,130,011)
Consumption of inventory of supplies	\$ 11,071,602	\$ 10,457,303
(Increase)/Decrease in prepaid expenses	\$ (3,673,341)	\$ (500,615)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Net remeasurement gains and (losses)	\$ -	\$ -
Change in spent deferred capital contributions      (Schedule 2)	\$ (39,216,382)	\$ 27,972,726
Other changes	\$ -	\$ -
<b>Decrease (increase) in net debt</b>	<b>\$ (3,585,369)</b>	<b>\$ (4,395,842)</b>
<b>Net debt at beginning of year</b>	<b>\$ (26,392,318)</b>	<b>\$ (21,996,476)</b>
<b>Net debt at end of year</b>	<b>\$ (29,977,687)</b>	<b>\$ (26,392,318)</b>

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

**CONSOLIDATED STATEMENT OF REMEASUREMENT GAINS AND LOSSES**  
**For the Year Ended August 31, 2024 (in dollars)**

2024

2023

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, 2024 (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
<b>Balance at August 31, 2023</b>	\$ 192,513,839	\$ -	\$ 192,513,839	\$ 124,796,190	\$ -	\$ -	\$ 38,082,459	\$ 29,635,190
<b>Prior period adjustments:</b>								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted Balance, August 31, 2023</b>	\$ 192,513,839	\$ -	\$ 192,513,839	\$ 124,796,190	\$ -	\$ -	\$ 38,082,459	\$ 29,635,190
Operating surplus (deficit)	\$ 4,893,674		\$ 4,893,674			\$ 4,893,674		
Board funded tangible capital asset additions				\$ 15,296,298		\$ (12,247,795)	\$ -	\$ (3,048,503)
Board funded ARO tangible capital asset additions				\$ 13,975,268		\$ (13,975,268)	\$ -	\$ -
Disposal of unsupported or board funded portion of supported tangible capital assets	\$ -		\$ -	\$ (76,312)		\$ (4,423,481)		\$ 4,499,793
Disposal of unsupported ARO tangible capital assets	\$ -		\$ -	\$ (77,423)		\$ 77,423		\$ -
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	\$ -			\$ (61,078,969)		\$ 61,078,969		
Amortization of ARO tangible capital assets	\$ -			\$ (10,629,777)		\$ 10,629,777		
Board funded ARO liabilities - recognition	\$ -			\$ (13,975,268)		\$ 13,975,268		
Board funded ARO liabilities - remediation	\$ -			\$ 219,365		\$ (219,365)		
Capital revenue recognized	\$ -			\$ 46,981,296		\$ (46,981,296)		
Debt principal repayments (unsupported)	\$ -			\$ 738,645		\$ (738,645)		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ (11,897,956)	\$ 11,897,956	
Net transfers from operating reserves	\$ -					\$ 12,000,000	\$ (12,000,000)	
Net transfers to capital reserves	\$ -					\$ (12,171,305)		\$ 12,171,305
Net transfers from capital reserves	\$ -					\$ -		\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Balance at August 31, 2024</b>	\$ 197,407,513	\$ -	\$ 197,407,513	\$ 116,169,313	\$ -	\$ -	\$ 37,980,415	\$ 43,257,785

**SCHEDULE 1**

**CONSOLIDATED SCHEDULE OF NET ASSETS**  
**For the Year Ended August 31, 2024 (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
<b>Balance at August 31, 2023</b>	\$ 28,554,756	\$ 29,635,190	\$ -	\$ -	\$ 6,121,978	\$ -	\$ 3,405,725	\$ -	\$ -	\$ -
<b>Prior period adjustments:</b>										
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted Balance, August 31, 2023</b>	\$ 28,554,756	\$ 29,635,190	\$ -	\$ -	\$ 6,121,978	\$ -	\$ 3,405,725	\$ -	\$ -	\$ -
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ -	\$ (3,048,503)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Board funded ARO tangible capital asset additions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported or board funded portion of supported tangible capital assets		\$ 4,499,793		\$ -		\$ -		\$ -		\$ -
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										
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	\$ 10,378,742		\$ -		\$ 1,519,214		\$ -		\$ -	
Net transfers from operating reserves	\$ (12,000,000)		\$ -		\$ -		\$ -		\$ -	
Net transfers to capital reserves		\$ 12,171,305		\$ -		\$ -		\$ -		\$ -
Net transfers from capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Balance at August 31, 2024</b>	\$ 26,933,498	\$ 43,257,785	\$ -	\$ -	\$ 7,641,192	\$ -	\$ 3,405,725	\$ -	\$ -	\$ -

**SCHEDULE 2**

School Jurisdiction Code: 3020

**CONSOLIDATED SCHEDULE OF DEFERRED CONTRIBUTIONS  
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)  
For the Year Ended August 31, 2024 (in dollars)**

	<b>Alberta Education</b> <b>Safe Return to Class/Safe Indoor Air</b>						
	IMR	CMR	Indoor Air	Transportation	Others	Total Education	
<b>Deferred Operating Contributions (DOC)</b>							
Balance at August 31, 2023	\$ 987,844	\$ -	\$ -	\$ -	\$ 8,877,147	\$ 9,864,991	
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ 987,844</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 8,877,147</b>	<b>\$ 9,864,991</b>	
Received during the year (excluding investment income)	\$ 13,583,006	\$ -	\$ -	\$ 39,009,346	\$ 12,783,215	\$ 65,375,567	
Transfer (to) grant/donation revenue (excluding investment income)	\$ (4,512,842)	\$ (56,430)	\$ -	\$ (38,161,231)	\$ (15,522,875)	\$ (58,253,378)	
Investment earnings - Received during the year	\$ 239,971	\$ -	\$ -	\$ -	\$ -	\$ 239,971	
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Transferred (to) from UDCC	\$ (3,233,507)	\$ -	\$ -	\$ -	\$ -	\$ (3,233,507)	
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>DOC closing balance at August 31, 2024</b>	<b>\$ 7,064,472</b>	<b>\$ (56,430)</b>	<b>\$ -</b>	<b>\$ 848,115</b>	<b>\$ 6,137,487</b>	<b>\$ 13,993,644</b>	
<b>Unspent Deferred Capital Contributions (UDCC)</b>							
Balance at August 31, 2023	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
Received during the year (excluding investment income)	\$ -	\$ 12,787,665	\$ -	\$ -	\$ -	\$ 12,787,665	
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Investment earnings - Received during the year	\$ -	\$ 352,845	\$ -	\$ -	\$ -	\$ 352,845	
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Transferred from (to) DOC	\$ 3,233,507	\$ -	\$ -	\$ -	\$ -	\$ 3,233,507	
Transferred from (to) SDCC	\$ (3,233,507)	\$ (2,346,428)	\$ -	\$ -	\$ -	\$ (5,579,935)	
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>UDCC closing balance at August 31, 2024</b>	<b>\$ -</b>	<b>\$ 10,794,082</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 10,794,082</b>	
<b>Total Unspent Deferred Contributions at August 31, 2024</b>	<b>\$ 7,064,472</b>	<b>\$ 10,737,652</b>	<b>\$ -</b>	<b>\$ 848,115</b>	<b>\$ 6,137,487</b>	<b>\$ 24,787,726</b>	
<b>Spent Deferred Capital Contributions (SDCC)</b>							
Balance at August 31, 2023	\$ 92,707,970	\$ 74,623,169	\$ -	\$ -	\$ 187,327	\$ 167,518,466	
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ 92,707,970</b>	<b>\$ 74,623,169</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 187,327</b>	<b>\$ 167,518,466</b>	
Donated tangible capital assets					\$ -	\$ -	
Alberta Infrastructure managed projects						\$ -	
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Transferred from UDCC	\$ 3,233,507	\$ 2,346,428	\$ -	\$ -	\$ -	\$ 5,579,935	
Amounts recognized as revenue (Amortization of SDCC)	\$ (6,405,034)	\$ (2,649,520)	\$ -	\$ -	\$ (48,415)	\$ (9,102,969)	
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Transferred (to) from others - See note below: PS 3160 P3 Implementation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>SDCC closing balance at August 31, 2024</b>	<b>\$ 89,536,443</b>	<b>\$ 74,320,077</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 138,912</b>	<b>\$ 163,995,432</b>	

## SCHEDULE 2

**CONSOLIDATED SCHEDULE OF DEFERRED CONTRIBUTIONS  
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)  
For the Year Ended August 31, 2024 (in dollars)**

School Jurisdiction Code: 3020

	Other GoA Ministries					Other Sources					
	Alberta Infrastructure	Children's Services	Health	Other GOA Ministries	Total Other GoA Ministries	Gov't of Canada	Donations and grants from others	Other	Total other sources	Total	
<b>Deferred Operating Contributions (DOC)</b>											
Balance at August 31, 2023	\$ -	\$ -	\$ -	\$ 71,607	\$ 71,607	\$ -	\$ 7,368,961	\$ -	\$ 7,368,961	\$ 17,305,559	
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 71,607</b>	<b>\$ 71,607</b>	<b>\$ -</b>	<b>\$ 7,368,961</b>	<b>\$ -</b>	<b>\$ 7,368,961</b>	<b>\$ 17,305,559</b>	
Received during the year (excluding investment income)	\$ -	\$ -	\$ -	\$ 326,535	\$ 326,535	\$ -	\$ 12,349,130	\$ -	\$ 12,349,130	\$ 78,051,232	
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ (371,921)	\$ (371,921)	\$ -	\$ (11,749,303)	\$ -	\$ (11,749,303)	\$ (70,374,602)	
Investment earnings - Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 239,971	
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (3,233,507)	
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>DOC closing balance at August 31, 2024</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 26,221</b>	<b>\$ 26,221</b>	<b>\$ -</b>	<b>\$ 7,968,788</b>	<b>\$ -</b>	<b>\$ 7,968,788</b>	<b>\$ 21,988,653</b>	
<b>Unspent Deferred Capital Contributions (UDCC)</b>											
Balance at August 31, 2023	\$ 7,899,463	\$ -	\$ -	\$ -	\$ 7,899,463	\$ -	\$ -	\$ -	\$ -	\$ 7,899,463	
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ 7,899,463</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 7,899,463</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 7,899,463</b>	
Received during the year (excluding investment income)	\$ (10,964,833)	\$ -	\$ -	\$ -	\$ (10,964,833)	\$ -	\$ -	\$ -	\$ -	\$ 1,822,832	
UDCC Receivable	\$ 16,470,720	\$ -	\$ -	\$ -	\$ 16,470,720	\$ -	\$ -	\$ -	\$ -	\$ 16,470,720	
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Investment earnings - Received during the year	\$ 283,965	\$ -	\$ -	\$ -	\$ 283,965	\$ -	\$ -	\$ -	\$ -	\$ 636,810	
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,233,507	
Transferred from (to) SDCC	\$ (9,227,753)	\$ -	\$ -	\$ -	\$ (9,227,753)	\$ -	\$ -	\$ -	\$ -	\$ (14,807,688)	
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>UDCC closing balance at August 31, 2024</b>	<b>\$ 4,461,562</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 4,461,562</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 15,255,644</b>	
<b>Total Unspent Deferred Contributions at August 31, 2024</b>	<b>\$ 4,461,562</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 26,221</b>	<b>\$ 4,487,783</b>	<b>\$ -</b>	<b>\$ 7,968,788</b>	<b>\$ -</b>	<b>\$ 7,968,788</b>	<b>\$ 37,244,297</b>	
<b>Spent Deferred Capital Contributions (SDCC)</b>											
Balance at August 31, 2023	\$ 1,064,481,831	\$ -	\$ -	\$ -	\$ 1,064,481,831	\$ -	\$ 1,193,679	\$ -	\$ 1,193,679	\$ 1,233,193,976	
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ 1,064,481,831</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,064,481,831</b>	<b>\$ -</b>	<b>\$ 1,193,679</b>	<b>\$ -</b>	<b>\$ 1,193,679</b>	<b>\$ 1,233,193,976</b>	
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Alberta Infrastructure managed projects	\$ 22,575,305	\$ -	\$ -	\$ -	\$ 22,575,305	\$ -	\$ -	\$ -	\$ -	\$ 22,575,305	
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Transferred from UDCC	\$ 9,227,753	\$ -	\$ -	\$ -	\$ 9,227,753	\$ -	\$ -	\$ -	\$ -	\$ 14,807,688	
Amounts recognized as revenue (Amortization of SDCC)	\$ (37,853,490)	\$ -	\$ -	\$ -	\$ (37,853,490)	\$ -	\$ (24,837)	\$ -	\$ (24,837)	\$ (46,981,296)	
Disposal of supported capital assets	\$ (32,507)	\$ -	\$ -	\$ -	\$ (32,507)	\$ -	\$ -	\$ -	\$ -	\$ (32,507)	
Transferred (to) from others - See note below: PS 3160 P3 Implementation	\$ (29,585,572)	\$ -	\$ -	\$ -	\$ (29,585,572)	\$ -	\$ -	\$ -	\$ -	\$ (29,585,572)	
<b>SDCC closing balance at August 31, 2024</b>	<b>\$ 1,028,813,320</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,028,813,320</b>	<b>\$ -</b>	<b>\$ 1,168,842</b>	<b>\$ -</b>	<b>\$ 1,168,842</b>	<b>\$ 1,193,977,594</b>	

**Note:** An adjustment of \$29,585,572 was recorded to reduce the carrying amount of deferred contributions as a result of Government of Alberta's adoption of PS 3160 – Public Private Partnerships as explained in note 2 on page 28 of the consolidated financial statements.

**SCHEDULE 3**

School Jurisdiction Code: 3020

**CONSOLIDATED SCHEDULE OF PROGRAM OPERATIONS**  
For the Year Ended August 31, 2024 (in dollars)

2024

2023

REVENUES		Instruction		Operations and	Transportation		System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1 - 12	Maintenance							
(1) Alberta Education	\$ 46,802,641	\$ 943,981,358	\$ 115,027,299	\$ 38,602,231	\$ 39,196,890	\$ 2,192,367	\$ 1,185,802,786	\$ 1,129,252,573		
(2) Alberta Infrastructure	\$ -	\$ -	\$ 42,243,454	\$ -	\$ -	\$ -	\$ 42,243,454	\$ 43,031,875		
(3) Other - Government of Alberta	\$ 347,321	\$ 1,769,774	\$ 249,068	\$ -	\$ 110	\$ 254,716	\$ 2,620,989	\$ 2,855,190		
(4) Federal Government and First Nations	\$ -	\$ 1,998,677	\$ -	\$ -	\$ -	\$ 1,359,483	\$ 3,358,160	\$ 2,964,835		
(5) Other Alberta school authorities	\$ 10,944	\$ 857,578	\$ 385,562	\$ -	\$ 170,715	\$ 492,218	\$ 1,917,017	\$ 1,534,873		
(6) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(8) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(9) Fees	\$ 330,098	\$ 21,585,904	\$ -	\$ 8,472,948	\$ -	\$ 140,144	\$ 30,529,094	\$ 28,520,534		
(10) Sales of services and products	\$ 10,701	\$ 3,411,791	\$ 1,864,605	\$ 107	\$ 95,585	\$ 12,351,086	\$ 17,733,875	\$ 15,677,367		
(11) Investment income	\$ -	\$ 9,011	\$ 7,026,085	\$ -	\$ -	\$ 1,992	\$ 7,037,088	\$ 6,121,177		
(12) Gifts and donations	\$ 140,899	\$ 9,799,261	\$ -	\$ -	\$ 7,873	\$ -	\$ 9,948,033	\$ 7,918,580		
(13) Rental of facilities	\$ -	\$ 761	\$ 2,148,125	\$ -	\$ 10,027	\$ 3,002,699	\$ 5,161,612	\$ 3,623,353		
(14) Fundraising	\$ -	\$ 1,610,076	\$ -	\$ -	\$ -	\$ -	\$ 1,610,076	\$ 1,626,900		
(15) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ 4,719,157	\$ -	\$ -	\$ -	\$ 4,719,157	\$ 702,324		
(16) Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(17) <b>TOTAL REVENUES</b>	\$ 47,642,604	\$ 985,024,191	\$ 173,663,355	\$ 47,075,286	\$ 39,481,200	\$ 19,794,705	\$ 1,312,681,341	\$ 1,243,829,581		
<b>EXPENSES</b>										
(18) Certificated salaries	\$ 26,079,111	\$ 547,303,814	\$ -	\$ -	\$ 4,897,368	\$ 2,987,865	\$ 581,268,158	\$ 550,280,075		
(19) Certificated benefits	\$ 6,539,995	\$ 132,184,561	\$ -	\$ -	\$ 1,237,662	\$ 679,787	\$ 140,642,005	\$ 127,801,051		
(20) Non-certificated salaries and wages	\$ 15,177,737	\$ 130,652,832	\$ 65,463,225	\$ 1,194,780	\$ 17,940,661	\$ 3,278,592	\$ 233,707,827	\$ 221,750,762		
(21) Non-certificated benefits	\$ 4,569,439	\$ 39,483,794	\$ 20,319,122	\$ 327,284	\$ 4,799,874	\$ 751,235	\$ 70,250,748	\$ 65,496,552		
(22) SUB - TOTAL	\$ 52,366,282	\$ 849,625,001	\$ 85,782,347	\$ 1,522,064	\$ 28,875,565	\$ 7,697,479	\$ 1,025,868,738	\$ 965,328,440		
(23) Services, contracts and supplies	\$ 2,953,593	\$ 86,328,434	\$ 55,196,291	\$ 45,547,315	\$ 9,024,428	\$ 10,033,767	\$ 209,083,828	\$ 191,291,404		
(24) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 46,981,296	\$ -	\$ -	\$ -	\$ 46,981,296	\$ 47,316,175		
(25) Amortization of unsupported tangible capital assets	\$ 32,284	\$ 11,764,207	\$ 847,238	\$ 219	\$ 936,476	\$ 517,249	\$ 14,097,673	\$ 12,140,242		
(26) Amortization of supported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(27) Amortization of unsupported ARO tangible capital assets	\$ -	\$ 9,871,264	\$ 111,082	\$ 5,688	\$ 111,083	\$ 530,660	\$ 10,629,777	\$ 1,455,444		
(28) Accretion expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(29) Unsupported interest on capital debt	\$ -	\$ -	\$ 259,145	\$ -	\$ -	\$ -	\$ 259,145	\$ 281,525		
(30) Other interest and finance charges	\$ -	\$ 432,065	\$ 198,875	\$ -	\$ 61,993	\$ 20,542	\$ 713,475	\$ 494,070		
(31) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ 153,735	\$ -	\$ -	\$ -	\$ 153,735	\$ 16,933		
(32) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(33) <b>TOTAL EXPENSES</b>	\$ 55,352,159	\$ 958,020,971	\$ 189,530,009	\$ 47,075,286	\$ 39,009,545	\$ 18,799,697	\$ 1,307,787,667	\$ 1,218,324,233		
(34) <b>OPERATING SURPLUS (DEFICIT)</b>	\$ (7,709,555)	\$ 27,003,220	\$ (15,866,654)	\$ -	\$ 471,655	\$ 995,008	\$ 4,893,674	\$ 25,505,348		

**SCHEDULE 4**

School Jurisdiction Code: 3020

**CONSOLIDATED SCHEDULE OF OPERATIONS AND MAINTENANCE EXPENSES**  
For the Year Ended August 31, 2024 (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	2024 TOTAL Operations and Maintenance	2023 TOTAL Operations and Maintenance
Non-certificated salaries and wages	\$ 41,277,192	\$ 18,855,527	\$ -	\$ -	\$ 7,497,231			\$ 67,629,950	\$ 64,007,562
Non-certificated benefits	\$ 11,493,887	\$ 4,472,047	\$ -	\$ -	\$ 2,186,463			\$ 18,152,397	\$ 19,980,472
<b>SUB-TOTAL REMUNERATION</b>	<b>\$ 52,771,079</b>	<b>\$ 23,327,574</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 9,683,694</b>			<b>\$ 85,782,347</b>	<b>\$ 83,988,034</b>
Supplies and services	\$ 2,905,266	\$ 6,758,605	\$ 619,998	\$ 4,569,272	\$ 1,254,405			\$ 16,107,546	\$ 13,216,442
Electricity			\$ 13,766,189					\$ 13,766,189	\$ 12,315,827
Natural gas/heating fuel			\$ 8,325,497					\$ 8,325,497	\$ 8,019,820
Sewer and water			\$ 3,462,120					\$ 3,462,120	\$ 3,337,648
Telecommunications			\$ 343,090					\$ 343,090	\$ 355,666
Insurance					\$ 5,863,642			\$ 5,863,642	\$ 4,653,268
ASAP maintenance & renewal payments							\$ 4,370,929	\$ 4,370,929	\$ 3,658,558
Amortization of tangible capital assets									
Supported							\$ 46,981,296	\$ 46,981,296	\$ 47,316,175
Unsupported						\$ 958,320		\$ 958,320	\$ 775,158
<b>TOTAL AMORTIZATION</b>						<b>\$ 958,320</b>	<b>\$ 46,981,296</b>	<b>\$ 47,939,616</b>	<b>\$ 48,091,333</b>
Accretion expense						\$ -	\$ -	\$ -	\$ -
Interest on capital debt - Unsupported						\$ 259,145		\$ 259,145	\$ 281,525
Lease payments for facilities				\$ 2,957,278				\$ 2,957,278	\$ 4,336,573
Other expense    Other interest charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 198,875	\$ -	\$ 198,875	\$ 63,710
Losses on disposal of capital assets						\$ 153,735		\$ 153,735	\$ -
<b>TOTAL EXPENSES</b>	<b>\$ 55,676,345</b>	<b>\$ 30,086,179</b>	<b>\$ 26,516,894</b>	<b>\$ 7,526,550</b>	<b>\$ 16,801,741</b>	<b>\$ 1,570,075</b>	<b>\$ 51,352,225</b>	<b>\$ 189,530,009</b>	<b>\$ 182,318,404</b>

**SQUARE METRES**

School buildings	1,261,248.0	1,260,512.0
Non school buildings	118,692.0	122,165.0

**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, 2024 (in dollars)

Cash & Cash Equivalents	Average Effective (Market) Yield	2024		2023	
		Cost	Amortized Cost	Amortized Cost	
Cash	5.51%	\$ 145,245,788	\$ 145,245,788	\$ 113,551,027	
Cash equivalents					
Government of Canada, direct and guaranteed	0.00%	-	-	-	
Provincial, direct and guaranteed	0.00%	-	-	-	
Corporate	0.00%	-	-	-	
Other, including GIC's	0.00%	-	-	-	
Total cash and cash equivalents	5.51%	\$ 145,245,788	\$ 145,245,788	\$ 113,551,027	

See Note 5 for additional detail.

Portfolio Investments	Average Effective (Market) Yield	Investments Measured at Cost/Amortized Cost	2024 Investments Measured at Fair Value					2023				Explain the reason for difference if PY Actuals are different from prior year submitted numbers
			Cost	Fair Value (Level 1)	Fair Value (Level 2)	Fair Value (Level 3)	Subtotal of Fair Value	Total	Investments Measured at Cost/Amortized Cost	Fair Value	Total	
Interest-bearing securities												
Deposits and short-term securities	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Bonds and mortgages	0.00%	-	-	-	-	-	-	-	-	-	-	-
	0.00%	-	-	-	-	-	-	-	-	-	-	-
Equities												
Canadian equities	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	2024			
	Level 1	Level 2	Level 3	Total
Pooled investment funds	\$ -	\$ -	\$ -	\$ -

Portfolio Investments Measured at Fair Value	2024				2023 Total
	Level 1	Level 2	Level 3	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		2024	2023
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	2024		2023	
	Cost	-	\$	-
Unrealized gains and losses:		-	-	-
		-	-	-
Endowments				
Cost	\$	-	\$	-
Unrealized gains and losses:		-	-	-
Deferred revenue		-	-	-
		-	-	-
Total portfolio investments	\$	-	\$	-

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

	2024	2023
	0.0%	0.0%
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, 2024 (in dollars)****Tangible Capital Assets**

	2024							2023
	Land	Work In Progress*	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total	Total
Estimated useful life			10-50 Years	10 Years	10 Years	5 Years		
<b>Historical cost</b>								
Beginning of year	\$ 3,857,760	\$ 83,915,877	\$ 2,256,404,261	\$ 179,115,208	\$ 3,860,008	\$ 63,089,278	\$ 2,590,242,392	2,401,253,017
Opening balance adjustments**	-	-	(43,175,081)	-	-	-	(43,175,081)	73,115,253
Additions	-	44,535,690	17,952,882	3,042,114	9,500	1,114,373	66,654,559	117,634,239
Transfers in (out)	-	(21,485,915)	20,806,376	675,523	-	4,016	-	-
Less disposals including write-offs	-	-	(1,676,609)	(26,986)	(86,180)	-	(1,789,775)	(1,760,117)
Historical cost, August 31, 2024	\$ 3,857,760	\$ 106,965,652	\$ 2,250,311,829	\$ 182,805,859	\$ 3,783,328	\$ 64,207,667	\$ 2,611,932,095	\$ 2,590,242,392
<b>Accumulated amortization</b>								
Beginning of year	\$ -	\$ -	\$ 954,586,027	\$ 142,625,959	\$ 3,371,023	\$ 49,399,708	\$ 1,149,982,717	1,045,690,479
Opening balance adjustments**	-	-	(13,589,509)	-	-	-	(13,589,509)	45,118,709
Amortization	-	-	60,385,235	6,505,244	101,890	4,716,377	71,708,746	60,911,861
Other additions	-	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	(1,490,366)	(26,986)	(86,180)	-	(1,603,532)	(1,738,332)
Accumulated amortization, August 31, 2024	\$ -	\$ -	\$ 999,891,387	\$ 149,104,217	\$ 3,386,733	\$ 54,116,085	\$ 1,206,498,422	\$ 1,149,982,717
<b>Net Book Value at August 31, 2024</b>	<b>\$ 3,857,760</b>	<b>\$ 106,965,652</b>	<b>\$ 1,250,420,442</b>	<b>\$ 33,701,642</b>	<b>\$ 396,595</b>	<b>\$ 10,091,582</b>	<b>\$ 1,405,433,673</b>	
<b>Net Book Value at August 31, 2023</b>	<b>\$ 3,857,760</b>	<b>\$ 83,915,877</b>	<b>\$ 1,301,818,234</b>	<b>\$ 36,489,249</b>	<b>\$ 488,985</b>	<b>\$ 13,689,570</b>		<b>\$ 1,440,259,675</b>

	2024	2023
Total cost of assets under capital lease	\$ -	\$ -
Total amortization of assets under capital lease	\$ -	\$ -

\* Work in Progress consists of new modular and furniture and equipment projects, anticipated to be substantially complete in the 2024-2025 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, 2024. Additionally, three schools in progress managed by Alberta Infrastructure are also part of this balance.

\*\* Adjustments to reduce the carrying value of tangible capital assets in the net amount of \$29,585,572 were recognized as a result of the Government of Alberta's adoption of PS 3160 – Public Private Partnerships (P3) as explained in Note 2 on page 28 of the consolidated financial statements.

\*\* Prior year opening balance adjustment was due to the Division's adoption of the new accounting standard PS 3280 Asset Retirement Obligations. The Division applied a modified retroactive approach with restatement of prior year comparative information as directed by Alberta Education.

**SCHEDULE 7**School Jurisdiction Code: **3020****CONSOLIDATED SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES  
For the Year Ended August 31, 2024 (in dollars)**

Board Members:		FTE	Remuneration (1)	Benefits	Allowances	Performance Bonuses	ERIP's / Other Paid	Other Accrued Unpaid Benefits (2)	Expenses
Chair: KUSIEK, JULIE		1.00	\$50,725	\$10,343	\$3,377			\$2,884	\$12,850
ESTABROOKS, TRISHA		1.00	\$46,066	\$10,066	\$3,377			\$1,741	\$3,075
HANCOCK, DAWN		1.00	\$42,686	\$9,864	\$3,377			\$1,669	\$3,584
HOLE, MARCIA		1.00	\$40,706	\$9,747	\$3,377			\$1,577	\$2,236
NELSON, MARSHA		1.00	\$41,735	\$5,956	\$3,377			\$1,609	\$5,549
O'KEEFE, SHERRI		1.00	\$41,893	\$5,966	\$3,377			\$1,629	\$3,575
SAWYER, JAN*		1.00	\$61,811	\$7,061	\$3,377			\$3,871	\$12,087
SUMAR, SAADIQ		1.00	\$41,735	\$9,808	\$3,377			\$1,608	\$7,374
		-	\$0	\$0	\$0			\$0	\$0
		-	\$0	\$0	\$0			\$0	\$0
		-	\$0	\$0	\$0			\$0	\$0
		-	\$0	\$0	\$0			\$0	\$0
		-	\$0	\$0	\$0			\$0	\$0
<b>Subtotal</b>		<b>8.00</b>	<b>\$367,357</b>	<b>\$68,811</b>	<b>\$27,016</b>			<b>\$16,588</b>	<b>\$50,330</b>
Name, Superintendent 1	ROBERTSON, DARREL	1.00	\$302,259	\$52,838	\$6,023	\$0	\$0	\$20,740	\$3,573
Name, Superintendent 3									
Name, Treasurer 1	BURNSTAD, TODD	1.00	\$246,932	\$38,077	\$3,377	\$0	\$0	\$51,740	\$3,763
Name, Treasurer 3									
Name, Other	MILLS, KAREN	1.00	\$164,506	\$32,719	\$0	\$0	\$0	\$15,655	\$1,464
Certificated			\$580,965,899	\$139,046,885	\$847,536	\$0	\$0	\$667,983	
School based		5,360.00							
Non-School based		228.00							
Non-certificated			\$232,929,032	\$56,765,833	\$3,620,893	\$0	\$1,669,700	\$7,940,339	
Instructional		2,056.00							
Operations & Maintenance		925.00							
Transportation		15.00							
Other		461.00							
<b>TOTALS</b>		<b>9,056.00</b>	<b>\$814,975,985</b>	<b>\$196,005,163</b>	<b>\$4,504,845</b>	<b>\$0</b>	<b>\$1,669,700</b>	<b>\$8,713,045</b>	<b>\$59,130</b>

(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.

\* On June 20, 2023 the Board elected one Trustee to represent Ward H in addition to their current ward until the next municipal election. Additional remuneration in the amount of one-third the regular Trustee remuneration was approved.

## SCHEDULE 8

**CONSOLIDATED SCHEDULE OF ASSET RETIREMENT OBLIGATIONS**  
For the Year Ended August 31, 2024 (in dollars)

School Jurisdiction Code: 3020

**Continuity of ARO (Liability) Balance**

2024							2023						
(in dollars)	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total	(in dollars)	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
Opening Balance, Aug 31, 2023	\$ -	\$ 73,273,908	\$ -	\$ -	\$ -	\$ 73,273,908	Opening Balance, Aug 31, 2022	\$ -	\$ 73,273,908	\$ -	\$ -	\$ -	\$ 73,273,908
Liability incurred from Sept. 1, 2023 to Aug. 31, 2024	-	-	-	-	-	-	Liability incurred from Sept. 1, 2022 to Aug. 31, 2023	-	-	-	-	-	-
Liability settled/extinguished from Sept. 1, 2023 to Aug. 31, 2024 - Alberta Infrastructure	-	(453,233)	-	-	-	(453,233)	Liability settled/extinguished from Sept. 1, 2022 to Aug. 31, 2023 - Alberta Infrastructure	-	-	-	-	-	-
Liability settled/extinguished from Sept 1., 2023 to Aug. 31, 2024 - Other	-	-	-	-	-	-	Liability settled/extinguished from Sept. 1, 2022 to Aug. 31, 2023 - Other	-	-	-	-	-	-
Accretion expense (only if Present Value technique is used)	-	-	-	-	-	-	Accretion expense (only if Present Value technique is used)	-	-	-	-	-	-
Add/(Less): Revision in estimate Sept. 1, 2023 to Aug. 31, 2024	-	14,459,174	-	-	-	14,459,174	Add/(Less): Revision in estimate Sept. 1, 2022 to Aug. 31, 2023	-	-	-	-	-	-
Reduction of liability resulting from disposals of assets Sept. 1, 2023 to Aug. 31, 2024	-	(219,365)	-	-	-	(219,365)	Reduction of liability resulting from disposals of assets Sept. 1, 2022 to Aug. 31, 2023	-	-	-	-	-	-
<b>Balance, Aug. 31, 2024</b>	<b>\$ -</b>	<b>\$ 87,060,484</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 87,060,484</b>	<b>Balance, Aug. 31, 2023</b>	<b>\$ -</b>	<b>\$ 73,273,908</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 73,273,908</b>

**Continuity of TCA (Capitalized ARO) Balance**

2024							2023						
(in dollars)	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total	(in dollars)	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
<b>ARO Tangible Capital Assets - Cost</b>							<b>ARO Tangible Capital Assets - Cost</b>						
Opening balance, August 31, 2023	\$ -	\$ 73,115,253	\$ -	\$ -	\$ -	\$ 73,115,253	Opening balance, August 31, 2022	\$ -	\$ 73,115,253	\$ -	\$ -	\$ -	\$ 73,115,253
Additions resulting from liability incurred	-	-	-	-	-	-	Additions resulting from liability incurred	-	-	-	-	-	-
Revision in estimate	-	13,975,268	-	-	-	13,975,268	Revision in estimate	-	-	-	-	-	-
Reduction resulting from disposal of assets	-	(219,365)	-	-	-	(219,365)	Reduction resulting from disposal of assets	-	-	-	-	-	-
<b>Cost, August 31, 2024</b>	<b>\$ -</b>	<b>\$ 86,871,156</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 86,871,156</b>	<b>Cost, August 31, 2023</b>	<b>\$ -</b>	<b>\$ 73,115,253</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 73,115,253</b>
<b>ARO TCA - Accumulated Amortization</b>							<b>ARO TCA - Accumulated Amortization</b>						
Opening balance, August 31, 2023	\$ -	\$ 46,574,153	\$ -	\$ -	\$ -	\$ 46,574,153	Opening balance, August 31, 2022	\$ -	\$ 45,118,709	\$ -	\$ -	\$ -	\$ 45,118,709
Amortization expense	-	1,449,042	-	-	-	1,449,042	Amortization expense	-	1,455,444	-	-	-	1,455,444
Revision in estimate	-	9,180,736	-	-	-	9,180,736	Revision in estimate	-	-	-	-	-	-
Less: disposals	-	(141,942)	-	-	-	(141,942)	Less: disposals	-	-	-	-	-	-
<b>Accumulated amortization, August 31, 2024</b>	<b>\$ -</b>	<b>\$ 57,061,989</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 57,061,989</b>	<b>Accumulated amortization, August 31, 2023</b>	<b>\$ -</b>	<b>\$ 46,574,153</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 46,574,153</b>
<b>Net Book Value at August 31, 2024</b>	<b>\$ -</b>	<b>\$ 29,809,167</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 29,809,167</b>	<b>Net Book Value at August 31, 2023</b>	<b>\$ -</b>	<b>\$ 26,541,100</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 26,541,100</b>

# **The Board of Trustees of Edmonton School Division**

Notes to the Consolidated  
Financial Statements  
**August 31, 2024**



## 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 the 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, 2024.

### 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, as follows:

Buildings	10 - 50 years
Vehicles	10 years
Computer Hardware & Software	5 years
Other Equipment & Furnishings	10 years

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.



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(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.

**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 18.

**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 \$9,293,900 (2023 - \$9,575,400) 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 \$87,060,484 (2023 - \$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.

**Change in Accounting Policy**

**Adoption of PS 3400 Revenue**

There were no changes to the measurement of revenues on adoption of PS3400.

**Adoption of PSG-8 Purchased Intangibles**

No changes were made to the consolidated financial statements on adoption of PSG-8.

**Adoption of PS 3160 Public Private Partnerships**

Effective April 1, 2023 the Government of Alberta (the Province) adopted PS 3160 Public Private Partnerships (P3). This standard provides guidance on how to account P3 contracts between public and private sector entities, where the public sector entity procures infrastructure using a private sector partner. The Province used prospective application to adopt this standard, except for P3 contracts entered prior to April 1, 2023, of which retroactive application is used without restating prior year comparatives. The Province reported the resulting adjustments of the adoption in its consolidated financial statements as at and for the year ended March 31, 2024.

As a result of Province's adoption of the standard, the Division's values of tangible capital assets and spent deferred capital contributions reported in the consolidated statement of financial position of the consolidated financial statements, were decreased by \$29,585,572. These adjustments are detailed, and further explained, in schedules 2 and 6 of the consolidated financial statements of the Division.

No P3 agreements were identified at the Division as a result of the adoption of PS 3160.



### 3. FUTURE CHANGES IN ACCOUNTING STANDARDS

On September 1, 2026, School Jurisdiction will adopt the following new conceptual framework and accounting standard approved by the Public Sector Accounting Board:

#### **The Conceptual Framework of Financial Reporting in the Public Sector**

The Conceptual Framework is the foundation for public sector financial reporting standard setting. It replaces the conceptual aspects of Section PS 1000 Financial Statement Concepts and Section PS 1100 Financial Statement Objectives. The conceptual framework highlights considerations fundamental for the consistent application of accounting issues in the absence of specific standards.

#### **PS 1202 Financial Statement Presentation**

Section PS 1202 sets out general and specific requirements for the presentation of information in general purpose financial statements. The financial statement presentation principles are based on the concepts within the Conceptual Framework.

Management is currently assessing the impact of the conceptual framework and the standard on the consolidated financial statements.

### 4. CASH AND CASH EQUIVALENTS

Cash and cash equivalents include \$1,224,341 (2023 - \$750,809) for the Foundation.



## 5. ACCOUNTS RECEIVABLE

	2024			2023
	Gross Amount	Allowance for Doubtful Accounts	Net Realizable Value	Net Realizable Value
Alberta Education - Grants	\$ 3,087,440	\$ -	\$ 3,087,440	\$ 7,357,671
Alberta Education - Other	297,169	-	297,169	277,290
Other Alberta school jurisdictions	107,454	-	107,454	73,063
Alberta Health Services	108,992	-	108,992	98,694
Post-secondary institutions	82,284	-	82,284	34,581
Seniors, Community & Social Services	68,949	-	68,949	14,710
Alberta Infrastructure	16,549,552	-	16,549,552	15,559,326
Government of Alberta Ministries	226	-	226	
Federal government	1,736,109	-	1,736,109	1,570,597
Municipalities	1,144,260	(288,829)	855,431	1,465,784
First Nations	14,802	-	14,802	41,391
Other	3,394,484	(1,936,246)	1,458,238	1,566,786
<b>Total</b>	<b>\$ 26,591,721</b>	<b>\$ (2,225,075)</b>	<b>\$ 24,366,646</b>	<b>\$ 28,059,893</b>

## 6. 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.

	2024	2023
Contractual rights from operating leases	\$ 3,770,720	\$ 3,414,422
Contractual rights from service agreements	5,343,043	5,074,514
Contractual rights from grant agreements	5,673,714	2,886,283
Contractual rights from capital grant agreements	14,102,325	8,306,347
Contractual rights from other agreements *	1,348,563	921,484
<b>Total</b>	<b>\$ 30,238,365</b>	<b>\$ 20,603,050</b>

\* Other agreements consist of a revenue sharing agreement with the City of Edmonton for the sale of surplus sites.



## 6. CONTRACTUAL RIGHTS (CON'T)

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

	<b>Operating Leases</b>	<b>Service Agreements</b>	<b>Grant Agreements</b>	<b>Capital Grant Agreements</b>	<b>Other</b>
2024-2025	\$ 3,770,720	\$ 3,533,900	\$ 4,691,905	\$ 13,100,379	\$ 1,348,563
2025-2026	-	1,809,143	981,809	1,001,946	-
<b>Total</b>	<b>\$ 3,770,720</b>	<b>\$ 5,343,043</b>	<b>\$ 5,673,714</b>	<b>\$ 14,102,325</b>	<b>\$ 1,348,563</b>

## 7. CONTINGENT ASSETS

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

## 8. BANK INDEBTEDNESS

The Division has negotiated a line of credit in the amount of \$10,000,000 Canadian dollars 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, 2024 or August 31, 2023.



## 9. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2024	2023
Other Alberta school jurisdictions	\$ 89,113	\$ 3,327
Alberta Health Services	28,471	350
Post-secondary institutions	15,842	481
Alberta Infrastructure	156,297	175,254
Alberta Foundation for the Arts	6,300	6,300
Alberta Arts, Culture & Status of Women	8,556	-
Other Government of Alberta ministries	1,538	2,175
Federal government	1,857,474	13,753
Accrued vacation pay liability	8,713,045	8,513,640
Other salaries & benefit costs	13,933,636	10,759,081
Other trade payables and accrued liabilities	26,091,336	25,065,743
Unearned Revenue:		
School Generated Funds, Other	1,276,411	846,615
School Generated Funds, Advanced Fees	1,415,005	837,190
Other unearned revenue over \$5,000 *	4,141,485	4,729,422
<b>Total</b>	<b>\$ 57,734,509</b>	<b>\$ 50,953,331</b>

\* Unearned Revenue over \$5,000 for 2023-24 can be broken down as follows:

1. \$3,689,676 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. \$348,231 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. \$15,819 in unused gift certificates issued by Metro Continuing Education (\$14,849) & Café 1881 (\$970).
5. \$43,364 in long-term lease receivable at John A. McDougall School.
6. \$17,500 in funds received from the City of Edmonton for use of the sign at Dr. Anne Anderson High School.

## 10. 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, 2024, the amount contributed by the Government was \$54,280,127 (2023 - \$50,239,822).

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 \$17,367,894 for the year ended August 31, 2024 (2023 - \$16,861,838). At December 31, 2023, the LAPP reported a surplus of \$15,057,000,000 (2022 - surplus of \$12,671,000,000).





## 10. 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 \$8,939 for the year ended August 31, 2024 (2023 - \$8,694).

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:

	<b>2024</b>	<b>2023</b>
Accumulating sick pay liability (vested)	2,371,100	2,605,100
Retirement allowances	6,500,300	6,544,300
Other employee future benefits	422,500	426,000
Total	<b>\$ 9,293,900</b>	<b>\$ 9,575,400</b>

## 11. ASSET RETIREMENT OBLIGATIONS

	<b>2024</b>	<b>2023</b>
Asset Retirement Obligations, beginning of year	\$ 73,273,908	\$ 73,273,908
Liability incurred	-	-
Liability settled	(672,598)	-
Accretion expense	-	-
Revision in estimates	14,459,174	-
Asset Retirement Obligations, end of year	<b>\$ 87,060,484</b>	<b>\$ 73,273,908</b>

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 \$87,060,484 for the year ended August 31, 2024 (2023 - \$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.



## 12. DEBT

	<u>2024</u>	<u>2023</u>
Unsupported debenture outstanding at August 31, 2024 has an interest rate of 3.06%. The term of the debenture is 20 years, with payments made semi-annually.	\$ 8,256,931	\$ 8,995,577
<b>Total</b>	<b><u>\$ 8,256,931</u></b>	<b><u>\$ 8,995,577</u></b>

### 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>
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	833,949	174,088	1,008,037
2028-2029	859,638	148,400	1,008,038
2029 to maturity	4,208,066	328,104	4,536,170
<b>Total</b>	<b><u>\$ 8,256,931</u></b>	<b><u>\$ 1,319,427</u></b>	<b><u>\$ 9,576,358</u></b>

## 13. PREPAID EXPENSES

Prepaid expenses consist of the following:

	<u>2024</u>	<u>2023</u>
Prepaid insurance	\$ 4,738,275	\$ 1,376,041
International Baccalaureate Fees	156,525	130,446
Building Lease Payments	265,892	265,786
Enterprise Systems and Software	5,426,199	5,122,856
Professional Development, Programs and Fees	97,554	66,922
Other	9,641	58,694
<b>Total</b>	<b><u>\$ 10,694,086</u></b>	<b><u>\$ 7,020,745</u></b>



## 14. 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:

	<b>2024</b>	<b>2023</b>
Unrestricted surplus	\$ -	\$ -
Operating reserves	37,980,415	38,082,459
Accumulated surplus from operations	37,980,415	38,082,459
Investment in tangible capital assets	116,169,313	124,796,190
Capital reserves	43,257,785	29,635,190
<b>Accumulated surplus</b>	<b>\$ 197,407,513</b>	<b>\$ 192,513,839</b>

Accumulated surplus from operations (ASO) includes funds of \$2,239,698 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	\$ 37,980,415	\$ 38,082,459
Deduct: School generated funds included in accumulated surplus (Note 19)	2,239,698	1,802,177
<b>Adjusted accumulated surplus from operations <sup>(1)</sup></b>	<b>\$ 35,740,717</b>	<b>\$ 36,280,282</b>

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

## 15. CONTRACTUAL OBLIGATIONS

	<b>2024</b>	<b>2023</b>
Building projects <sup>(1)</sup>	\$ 7,033,889	\$ 3,196,507
Building leases <sup>(2)</sup>	5,885,933	7,071,722
Service providers <sup>(3)</sup>	12,185,662	14,481,237
<b>Total</b>	<b>\$ 25,105,484</b>	<b>\$ 24,749,466</b>

- <sup>(1)</sup> Building Projects: The Division is committed to \$7,033,889 in Maintenance Projects, some of which are anticipated to be funded by Infrastructure Maintenance Renewal and Capital Maintenance Renewal funding from Alberta Education.
- <sup>(2)</sup> Building Leases: The Division is committed to lease office space to provide learning spaces for various outreach and alternative academic programs.
- <sup>(3)</sup> Service Providers: as at August 31, 2024, the Division has \$12,185,662 in commitments relating to service contracts. None of these are paid to other school jurisdictions.



## 15. CONTRACTUAL OBLIGATIONS (CON'T)

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

	<b>Building Projects</b>	<b>Building Leases</b>	<b>Service Providers</b>
2024-2025	\$ 7,033,889	\$ 3,194,824	\$ 11,354,229
2025-2026	-	1,592,430	529,870
2026-2027	-	134,231	25,985
2027-2028	-	135,455	25,985
2028-2029	-	135,455	25,301
Thereafter	-	693,538	224,292
<b>Total</b>	<b>\$ 7,033,889</b>	<b>\$ 5,885,933</b>	<b>\$ 12,185,662</b>

## 16. CONTINGENT LIABILITIES

- The Division is involved in legal matters where damages are being sought. The Division has been named in 31 (2023 - 28) 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.
- 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, 2024 was \$4,908,847 (2023 - \$2,517,320). This amount has not been recognized in the Division's consolidated financial statements.

## 17. OTHER REVENUE

Other revenue consists of the following:

	<b>2024</b>	<b>2023</b>
Rental of facilities	\$ 5,161,612	\$ 3,623,353
Gains on disposal of capital assets	4,719,157	702,324
<b>Total</b>	<b>\$ 9,880,769</b>	<b>\$ 4,325,677</b>

## 18. 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.

	<b>2024</b>	<b>2023</b>
Deferred salary leave plan	\$ 1,483,560	\$ 1,206,426
Scholarship trusts	919,446	1,653,169
International Student Health Insurance	141,782	(3,025)
<b>Total</b>	<b>\$ 2,544,788</b>	<b>\$ 2,856,570</b>



## 19. SCHOOL GENERATED FUNDS

	<b>2024</b>	<b>2023</b>
School Generated Funds, Beginning of Year	\$ 3,869,255	\$ 4,590,443
Gross Receipts:		
Fees	14,693,907	12,101,877
Fundraising	1,621,705	1,538,325
Gifts and donations	6,403,476	4,428,112
Grants to schools	272,074	91,199
Other sales and services	6,129,980	5,060,267
Total gross receipts	\$ 29,121,142	\$ 23,219,780
 Total Related Expenses and Uses of Funds	 21,491,748	 18,144,040
Total Direct Costs Including Cost of Goods Sold to Raise Funds	6,570,744	5,796,928
 School Generated Funds, End of Year	 <b>\$ 4,927,905</b>	 <b>\$ 3,869,255</b>
 Balance included in Deferred Contributions	 \$ 1,411,796	 \$ 1,220,463
Balance included in Accounts Payable	\$ 1,276,411	\$ 846,615
Balance included in Accumulated Surplus (Operating Reserves)	\$ 2,239,698	\$ 1,802,177



## 20. 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
<b>Government of Alberta (GOA):</b>				
<b>Alberta Education</b>				
Accounts receivable / Accounts payable	\$ 3,384,609	\$ -	\$ -	\$ -
Prepaid expenses / Deferred operating revenue	-	13,993,644	-	-
Unexpended deferred capital contributions	-	10,794,082	-	-
Expended deferred capital revenue	-	163,995,432	9,102,969	-
Grant revenue & expenses	-	-	1,122,243,922	-
ATRF payments made on behalf of Division	-	-	54,280,127	-
Other revenues & expenses	-	-	175,768	221,615
<b>Other Alberta school jurisdictions</b>	107,454	89,113	1,430,738	456,681
<b>Alberta Health Services</b>	108,992	48,015	1,044,024	398,284
<b>Post-secondary institutions</b>	82,284	15,842	486,279	177,887
<b>Alberta Infrastructure</b>				
Alberta Infrastructure	16,549,552	156,297	42,243,454	114,905
Unexpended deferred capital contributions	-	4,461,562	-	-
Spent deferred capital contributions	-	1,028,813,320	-	-
<b>Alberta Seniors, Community and Social Services</b>	68,949	7,654	1,036,001	-
<b>Alberta Arts, Culture &amp; Status for Women</b>	-	8,556	235,880	16,635
<b>Alberta Foundation for the Arts</b>	-	6,300	27,390	-
<b>Alberta Children &amp; Family Services</b>	-	-	59,674	-
<b>Service Alberta and Red Tape Reduction</b>	-	-	-	5,390
<b>Other GOA ministries</b>	226	560	218,020	-
<b>Other:</b>				
Alberta Capital Financing Authority	-	8,256,931	-	259,145
<b>TOTAL 2023/2024</b>	<b>\$ 20,302,066</b>	<b>\$ 1,230,647,308</b>	<b>\$ 1,232,584,246</b>	<b>\$ 1,650,542</b>
<b>TOTAL 2022/2023</b>	<b>\$ 23,415,335</b>	<b>\$ 1,259,019,821</b>	<b>\$ 1,176,674,511</b>	<b>\$ 2,106,767</b>

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.



## **21. 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.

## **22. BUDGET AMOUNTS**

The budget was prepared by the school jurisdiction and approved by the Board of Trustees on May 24, 2023.

# **The Board of Trustees of Edmonton School Division**

Unaudited Schedules  
**August 31, 2024**



**SCHEDULE 9**

**UNAUDITED CONSOLIDATED SCHEDULE OF FEES**  
For the Year Ended August 31, 2024 (in dollars)

Please provide a description, if needed.	Actual Fees Collected 2022/2023	Budgeted Fee Revenue 2023/2024	(A) Actual Fees Collected 2023/2024	(B) Unspent September 1, 2023*	(C) Funds Raised to Defray Fees 2023/2024	(D) Expenditures 2023/2024	(A) + (B) + (C) - (D) Unspent Balance at August 31, 2024*
<b>Transportation Fees</b>	\$8,697,290	\$9,665,500	\$8,472,948	\$0	\$0	\$47,075,286	<b>\$0</b>
<b>Basic Instruction Fees</b>							
Basic instruction supplies	\$0	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
<b>Fees to Enhance Basic Instruction</b>							
Technology user fees	\$0	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
Alternative program fees	\$1,327,387	\$209,200	\$1,277,471	\$53,922	\$0	\$1,344,393	<b>\$0</b>
Fees for optional courses	\$2,766,007	\$3,466,300	\$3,303,530	\$444,794	\$0	\$3,282,591	<b>\$465,733</b>
Activity fees	\$6,442,606	\$6,877,258	\$7,653,992	\$0	\$0	\$7,500,680	<b>\$153,312</b>
Early childhood services	\$0	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
Other fees to enhance education	\$845,284	\$807,200	\$1,035,278	\$0	\$0	\$1,035,278	<b>\$0</b>
<b>Non-Curricular fees</b>							
Extracurricular fees	\$2,555,871	\$2,790,000	\$3,078,866	\$263,000	\$0	\$2,886,513	<b>\$455,353</b>
Non-curricular travel	\$0	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
Lunch supervision and noon hour activity fees	\$4,835,165	\$4,903,300	\$5,055,520	\$0	\$0	\$5,818,682	<b>\$0</b>
Non-curricular goods and services	\$696,140	\$781,200	\$726,842	\$98,727	\$0	\$713,728	<b>\$111,841</b>
Other fees	\$4,782	\$0	\$4,200	\$0	\$0	\$4,200	<b>\$0</b>
<b>TOTAL FEES</b>	<b>\$28,170,532</b>	<b>\$29,499,958</b>	<b>\$30,608,647</b>	<b>\$860,443</b>	<b>\$0</b>	<b>\$69,661,351</b>	<b>\$1,186,239</b>

\*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 2024	Actual 2023
Please provide a description, if needed.		
Cafeteria sales, hot lunch, milk programs	\$1,112,837	\$1,056,781
Special events, graduation, tickets	\$2,067,138	\$1,613,677
International and out of province student revenue	\$4,234,395	\$3,214,455
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$1,326,236	\$863,442
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	\$183,252	\$140,787
	\$0	\$0
	\$0	\$0
<b>TOTAL</b>	<b>\$8,923,858</b>	<b>\$6,889,142</b>

**SCHEDULE 10****UNAUDITED CONSOLIDATED SCHEDULE OF SYSTEM ADMINISTRATION****For the Year Ended August 31, 2024 (in dollars)****Allocated to System Administration  
2024**

<b>EXPENSES</b>	<b>Salaries &amp; Benefits</b>	<b>Supplies &amp; Services</b>	<b>Other</b>	<b>TOTAL</b>
Office of the superintendent	\$ 481,396	\$ 18,417	\$ -	\$ 499,813
Educational administration (excluding superintendent)	4,889,397	1,319,195	-	6,208,592
Business administration	6,682,321	4,211,264	-	10,893,585
Board governance (Board of Trustees)	831,665	1,084,004	-	1,915,669
Information technology	2,270,239	147,000	-	2,417,239
Human resources	9,543,886	383,878	-	9,927,764
Central purchasing, communications, marketing	2,258,600	432,888	-	2,691,488
Payroll	-	-	-	-
Administration - insurance			501,581	501,581
Administration - amortization			1,047,558	1,047,558
Administration - other (admin building, interest)			572,716	572,716
Building operations/closed school management	1,037,129	387,713	-	1,424,842
Student information	619,517	2,310	-	621,827
Archives and museum	261,415	25,456	-	286,871
<b>TOTAL EXPENSES</b>	<b>\$ 28,875,565</b>	<b>\$ 8,012,125</b>	<b>\$ 2,121,855</b>	<b>\$ 39,009,545</b>
Less: Amortization of unsupported tangible capital assets				(\$1,047,559)
<b>TOTAL FUNDED SYSTEM ADMINISTRATION EXPENSES</b>				<b>37,961,986</b>

<b>REVENUES</b>	<b>2024</b>
System Administration grant from Alberta Education	38,740,937
System Administration other funding/revenue from Alberta Education (ATRF, secondment revenue, etc)	455,953
System Administration funding from others	284,310
<b>TOTAL SYSTEM ADMINISTRATION REVENUES</b>	<b>39,481,200</b>
Transfers (to)/from System Administration reserves	(1,519,214)
Transfers (to) other programs	
<b>SUBTOTAL</b>	<b>37,961,986</b>
System Administration expense (over) under spent	\$0



# A USER-FRIENDLY *Guide* TO:

**Understanding the Division's Financial Information**

for the 2023-2024 school year



*Artwork by Elementary Students at King Edward Park*

## Message from the Chief Financial Officer

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It is with great pleasure that I present this user-friendly guide, crafted to help all members of our community understand the essential information within our annual audited financial statements, regardless of their accounting background.

This guide serves as an informal reference to help our stakeholders better understand the Division's financial position as of August 31, 2024, and the transactions that occurred during the 2023-2024 school year. It is not intended to replace our financial statements.

Understanding financial data is crucial for promoting transparency, accountability, and informed decision-making within our organization. As stewards of public funds, we must ensure that everyone can access clear and concise explanations regarding our financial health and stewardship.

In line with the Auditor General's focus on improving performance reporting in the education sector, this guide will not only explain the financial data but also showcase the impact of our financial decisions on student outcomes. We believe that presenting this information in an accessible format will enhance accountability and demonstrate how resources are being utilized to achieve our educational goals.

This guide aims to clarify complex accounting concepts by providing:

- Easy-to-understand explanations.
- Real-life examples.
- Practical insights.

By empowering you with the knowledge to interpret our financial statements, we aim to strengthen the trust you have placed in us.

Your understanding is key to ensuring the continued success and growth of Edmonton Public School Division. Let's embark on this journey of financial literacy together!

Warm regards,



**Todd Burnstad**  
**Chief Financial Officer**

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

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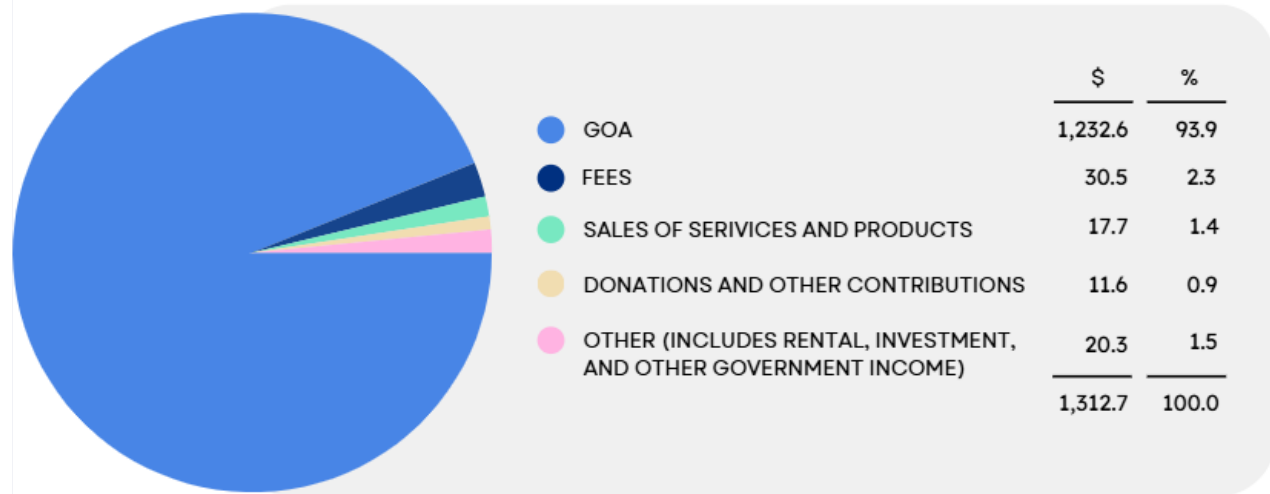
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## Financial Highlights for the Year Ended August 31, 2024

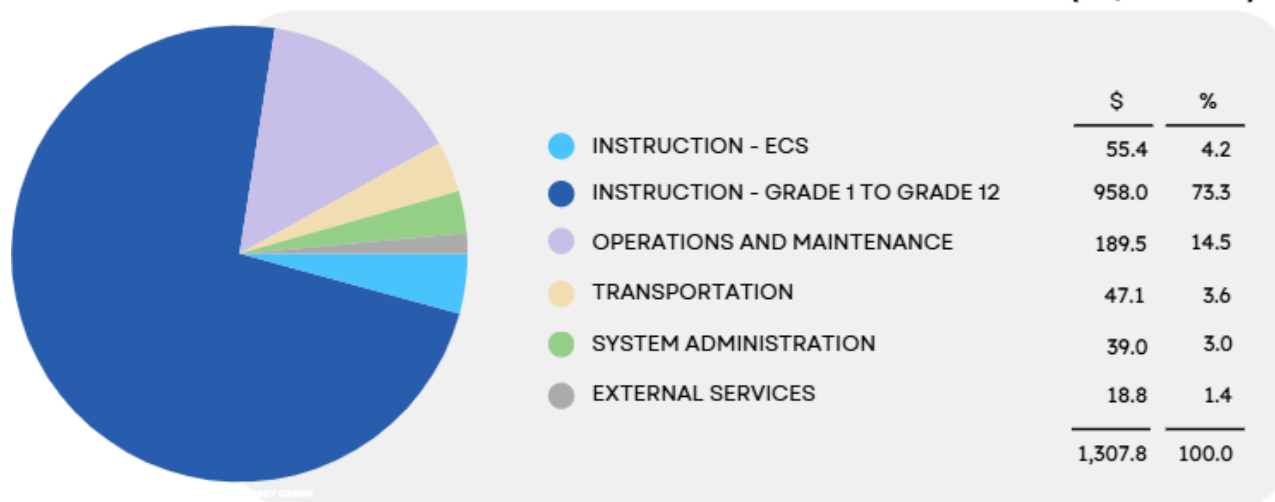
The Division's total revenue for 2023-2024 was \$1,312.7 million, the majority of which was received from the Government of Alberta (GOA). Included in this balance is the Weighted Moving Average (WMA) adjustment \$3.8 million, as well as the mid-year increase to our Supplemental Enrolment Grant from \$4.6 million to \$10 million. The operating revenue does not include approximately \$31 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.

### 2023-2024 REVENUE (IN \$ MILLIONS)



The Division's total operating expenses for 2023-2024 were \$1,307.8 million, compared to the spring approved budget total of \$1,297.9 million. This \$9.9 million (0.7%) variance includes a non-cash inflation adjustment to our Asset Retirement Obligation rates resulting in additional amortization expenses. Operational expenses do not include capital expenditures.

### 2023-2024 EXPENSES BY PROGRAM (IN \$ MILLIONS)

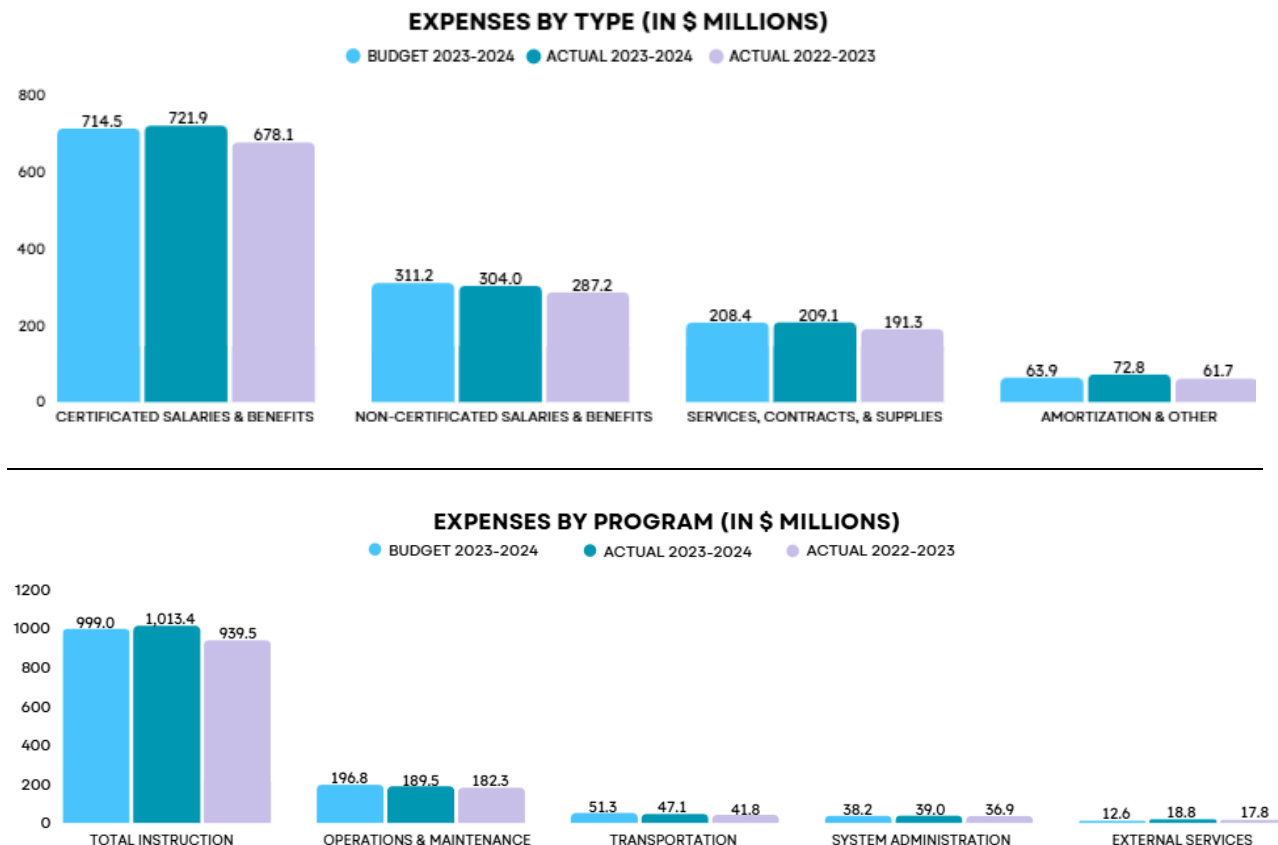


Total revenues exceeded expenses by \$4.9 million (0.4%), resulting in an operating surplus.



## Financial Highlights for the Year Ended August 31, 2024

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



Total expenses are comprised of: 78.4% staffing and 16.0% goods & services, with the remaining balance representing amortization and other.

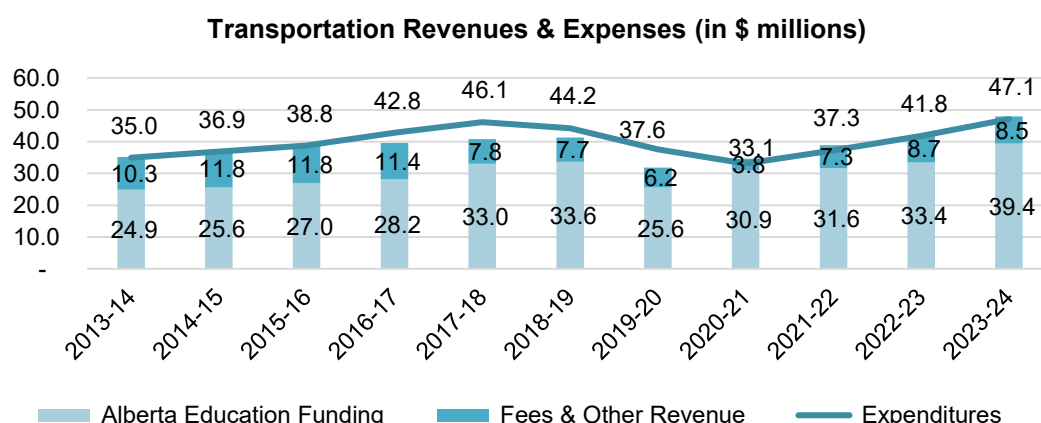
Average per student spending for 2023-2024 was \$11,510 (2022-2023 - \$11,304). This figure does not include gross receipts of School Generated Funds or the cost for External Services. Calculation is based on 2023-2024 actual enrolment of 110,044 full-time equivalent (FTE) students (2022-2023 - 104,522). For WMA enrolment details, refer to page 9.

## Financial Highlights for the Year Ended August 31, 2024

The 2023-2024 Funding Manual revised the accounting treatment for the transportation grant where it can no longer be transferred to other program areas. As a result, the grant is restricted and surpluses are deferred as opposed to allowing Divisions to consolidate into the Operational Reserve. Note, this does not affect our treatment of this grant as the Division has always restricted our transportation funding.

Surpluses held in the transportation reserves reflect the net effect of the Division's transportation costs, targeted grants and fees in years prior to 2023-2024.

The budgeted approved use of prior year transportation surpluses (\$3.4 million) was not required in the year. A small surplus (\$0.8 million) from 2023-2024 will be deferred for use in 2024-2025, as transportation expenditures were below budget, primarily due to a shortage of bus drivers resulting in reduced routes.



The 2023-2024 gross receipts in School Generated Funds (SGF) were \$29.1 million, compared to \$26.7 million projected in the spring budget. The budget is based on prior year averages and the current year increase can be attributed to the Division's growth.

### GROSS RECEIPTS IN SGF IS COMPRISED OF:

TYPE	BUDGET (\$ MILLIONS)	ACTUAL (\$ MILLIONS)
FEES	13.9	14.7
FUNDRAISING	2.2	1.6
GIFTS AND DONATIONS	6.2	6.4
OTHER SALES AND SERVICES	4.4	6.4
<b>TOTAL</b>	<b>26.7</b>	<b>29.1</b>

- Unexpended SGF at August 31, 2024, was \$4.9 million, higher than the amount at the beginning of the school year of \$3.9 million. This balance consists of:

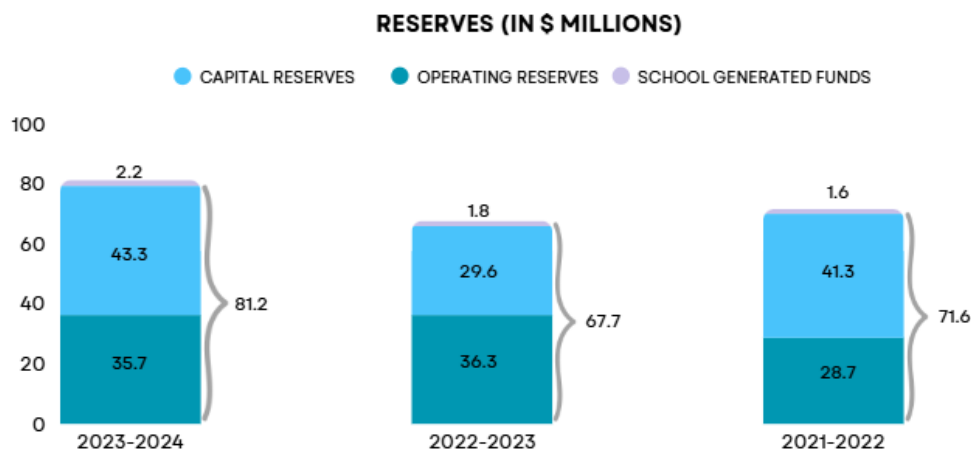
Deferred revenue - \$1.4 million  
 Unearned revenue - \$1.3 million  
 Accumulated surplus - \$2.2 million

- Uses of SGF totaled \$21.5 million and related primarily to extra-curricular activities and School Council funded activities and initiatives.
- Additional SGF expenses of \$6.6 million related to direct costs of other sales and services and fundraising.



## Financial Highlights for the Year Ended August 31, 2024

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



2023-2024 changes in accumulated surplus from the prior year include:

- Net increase in SGF operating reserves of \$0.4 million
- Net decrease in operating reserves of \$0.6 million
- Net increase in capital reserves by \$13.7 million

The increase in capital reserves of \$13.7 million is attributed to:

- \$4.5 million received for the sale of school and site of Sherwood School
- \$12.0 million from a targeted transfer from Operating Reserves for Division identified Capital needs

Less:

- \$2.8 million used to fund previous board approved capital projects, including:
  - Growth and Student Accommodation Programs (Portables)
  - The Division's Energy and Environmental Strategy

The maximum operating reserve balance for the Division at August 31, 2024 must be below 3.2% of the prior year operating expenses. Operating reserves of \$35.7 million (net of \$2.2 million in SGF) as at August 31, 2024, represents 3.0% of prior year operating expenses, 0.2% below the maximum threshold. This threshold will increase to 6.0% of prior year operating expenses for the 2024-2025 year end.

# 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, 2024 (In \$ millions)</i>	<b>2024</b>	<b>2023</b>	<b>Increase (Decrease)</b>
<b>Assets:</b>			
Cash and Cash Equivalents	145.2	113.6	31.6
Accounts Receivable	24.4	28.1	(3.7)
Capital Assets	1,405.4	1,440.3	(34.9)
Prepaid Expenses	10.7	7.0	3.7
Inventory of Supplies	5.3	4.8	0.5
<b>Total Assets</b>	<b>1,591.0</b>	<b>1,593.8</b>	<b>(2.8)</b>
<b>Liabilities:</b>			
Accounts Payable & Accrued Liabilities	57.7	51.0	6.7
Deferred Contributions	1,231.2	1,258.4	(27.2)
Employee Future Benefits	9.3	9.6	(0.3)
Asset Retirement Obligations	87.1	73.3	13.8
Debt: Debenture	8.3	9.0	(0.7)
	<b>1,393.6</b>	<b>1,401.3</b>	<b>(7.7)</b>
<b>Accumulated Surplus:</b>			
Opening Accumulated Surplus	192.5	167.0	25.5
Current Year's (Deficit) Surplus	4.9	25.5	(20.6)
Ending Accumulated Surplus	<b>197.4</b>	<b>192.5</b>	<b>4.9</b>
<b>Total Liabilities and Accumulated Surplus</b>	<b>1,591.0</b>	<b>1,593.8</b>	<b>(2.8)</b>



<b>Accumulated Surplus Includes:</b>			
School Generated Funds Reserves	2.2	1.8	0.4
Operating Reserves	35.7	36.3	(0.6)
Capital Reserves	43.3	29.6	13.7
Investment in our Board Assets	116.2	124.8	(8.6)
<b>Total Accumulated Surplus</b>	<b>197.4</b>	<b>192.5</b>	<b>4.9</b>

## Consolidated Statement of Financial Position – Analysis

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

As reflected in the Consolidated Statement of Financial Position in the audited Financial Statements, the Division's Net Financial Debt position is \$30.0 million. Included in this balance is an asset retirement obligation (ARO) liability of \$87.1 million (2022-2023 - \$73.3 million), reported as a result of the Public Sector Accounting Standards.

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. In 2023-2024, the calculated ARO liability increased by \$13.8 million, mainly due to an increased rate projected based on inflationary estimates.

By removing this line, we arrive at a net financial asset position of \$57.1 million, indicating financial health. As at August 31, 2024, 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.

IN \$ MILLIONS	2024	2023
NET FINANCIAL DEBT (UNADJUSTED)	\$ (30.0)	\$ (26.4)
REMOVE: ARO LIABILITY	87.1	73.3
<b>TOTAL</b>	<b>57.1</b>	<b>46.9</b>

The Division's **cash and cash equivalents** balance is \$145.2 million, compared to \$113.6 million in the prior year. Overall, the change in cash and cash equivalents of \$31.6 million can be attributed to the proceeds from the sale of Sherwood school and higher deferred Capital Maintenance Renewal (CMR) and Infrastructure Maintenance Renewal (IMR) balances at the end of the current year (i.e., lower cash outflows, higher cash inflows). As well, the timing of payments made resulted in a higher accounts payable balance (i.e. lower cash outflows) at the end of the year.

UNSPENT FUNDS (IN \$ MILLIONS)	CMR	IMR	OTHER
OPENING BALANCE	0.0	1.0	24.2
RECEIVED/RECEIVABLE	13.1	13.8	70.3
SPENT	(2.4)	(7.7)	(75.1)
<b>CLOSING BALANCE</b>	<b>10.7</b>	<b>7.1</b>	<b>19.4</b>

Included in this balance are **unspent funds** received under the CMR and IMR initiatives, surplus Transportation funds, as well as operational funding received by the province for curriculum implementation which must be spent prior to the end of the 2024-2025 school year.

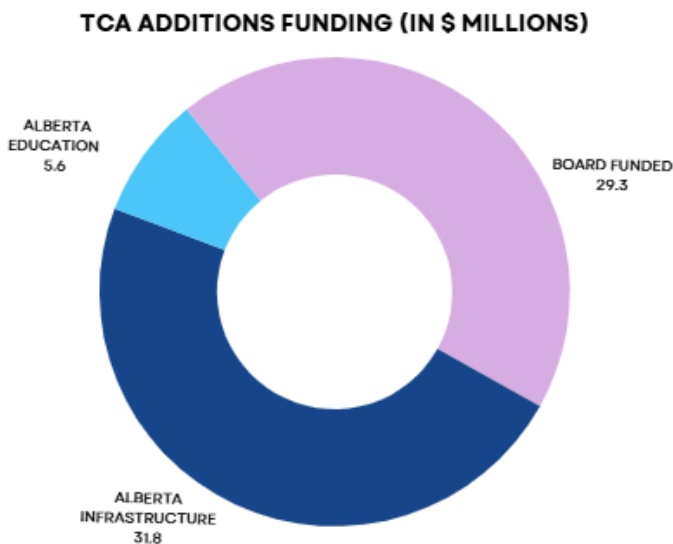
## Consolidated Statement of Financial Position – Analysis

Total **tangible capital assets** (TCA) of \$1.4 billion decreased by \$34.9 million. The change consists of net additions of \$64.9 million, including \$66.7 million in current year additions less \$1.8 million in disposals, offset by accumulated amortization (net of disposals) of \$70.2 million.

Additionally, a net decrease of \$29.6 million in tangible capital assets relates to the Provincial adoption of PS3160, in accordance with guidance from Alberta Education. This adjustment is offset by an equivalent amount in spent deferred capital contributions (SDCC).

Additions to TCA consist of:

- \$37.4 million in fully supported construction in progress and building costs (funded by Alberta Infrastructure and Alberta Education), net of \$1.4 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
- \$29.3 million in Board-funded capital purchases (including the use of the Division's capital reserves), net of \$0.4 million in disposals. This includes:
  - \$2.9 million in capital projects and purchases using school budgets (includes Chromebooks and carts, various equipment, minor renovations, etc.)
  - \$26.4 million for various capital projects (including \$2.7 million of Growth Accommodation funded by the operating reserve)



The Division's **spent deferred capital contributions** (SDCC) balance of \$1.2 billion consists of the spent portion of capital contributions. The decrease in this balance is made up of \$37.4 million spent on supported capital, as noted above, and transferred to SDCC for various provincially funded capital projects. This is offset by \$47.0 million in revenue recognized as amortization of the associated capital and the required adjustment from the Provincial adoption of PS3160 of \$29.6 million.

Finally, as at August 31, 2024, the Division has a total **accumulated surplus** of \$197.4 million (2023 - \$192.5 million). This is comprised of:

- \$37.9 million in Operating Reserves (includes \$2.2 million restricted for SGF). The current year operating surplus of \$4.9 million and the net effect of the capital related items of \$5.0 million resulted in a \$0.2 million decrease to the operating reserves balance, compared to prior year.
- \$43.3 million in Capital Reserves (see Financial Highlights, page 5 for details).
- \$116.2 million in Investment in Tangible Capital Assets which represents 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.

YEAR	FTE (BUDGET)	WEIGHTING FACTOR
2021-2022 (ACTUAL)	100,032	20%
2022-2023 (ESTIMATE)	104,522	30%
2023-2024 (PROJECTION)	109,688	50%
<b>WMA FTE ENROLMENT</b>	<b>106,207</b>	<b>2023-2024 BUDGET</b>

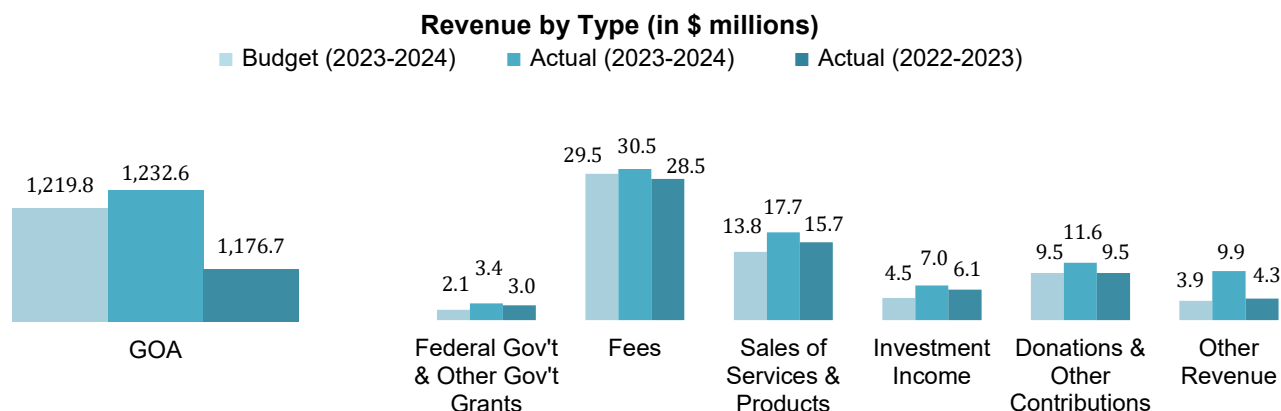
**NOTE:** Public Sector Accounting Standards requires that the budget figures used on this statement reflect the Division's original budget submission (approved in the spring), which relies on projected enrolment. The budget was based on enrolment of 106,207 WMA funded students, whereas actual WMA enrolment reached 106,385 for a 0.2% increase based on actual student enrolment or 110,044 FTE for 2023-2024.

## Statement of Operations – updated to show variances

<i>Statement of Operations</i> (in \$ millions)	Actual 2024	Spring Budget 2023-24	Actual 2023	Actual 2024 vs Spring Budget	%	Actual 2024 vs Actual 2023	%
<b>Revenues</b>	A	B	C	D = A - B	E = D/B	F = A - C	G = F/C
Government of Alberta	1,232.6	1,219.8	1,176.7	12.8	1.0%	55.9	4.8%
Federal Government and Other Government Grants	3.4	2.1	3.0	1.3	61.9%	0.4	13.3%
	1,236.0	1,221.9	1,179.7	14.1	1.2%	56.3	4.8%
Fees	30.5	29.5	28.5	1.0	3.4%	2.0	7.0%
Sales of Services and Products	17.7	13.8	15.7	3.9	28.3%	2.0	12.7%
Investment Income	7.0	4.5	6.1	2.5	55.6%	0.9	14.8%
Donations and Other Contributions	11.6	9.5	9.5	2.1	22.1%	2.1	22.1%
Other Revenue	9.9	3.9	4.3	6.0	153.8%	5.6	130.2%
	21.5	13.4	13.8	8.1	60.4%	7.7	55.8%
	76.7	61.2	64.1	15.5	25.3%	12.6	19.7%
<b>Total Revenue</b>	<b>1,312.7</b>	<b>1,283.1</b>	<b>1,243.8</b>	<b>29.6</b>	<b>2.3%</b>	<b>68.9</b>	<b>5.5%</b>
<b>Expenses</b>							
Instruction - ECS	55.4	49.5	50.4	5.9	11.9%	5.0	9.9%
Instruction - Grade 1 to Grade 12	958.0	949.5	889.1	8.5	0.9%	68.9	7.7%
Operations and Maintenance	189.5	196.8	182.3	(7.3)	-3.7%	7.2	3.9%
Transportation	47.1	51.3	41.8	(4.2)	-8.2%	5.3	12.7%
System Administration	39.0	38.2	36.9	0.8	2.1%	2.1	5.7%
External Services	18.8	12.6	17.8	6.2	49.2%	1.0	5.6%
<b>Total Expenses</b>	<b>1,307.8</b>	<b>1,297.9</b>	<b>1,218.3</b>	<b>9.9</b>	<b>0.8%</b>	<b>89.5</b>	<b>7.3%</b>
<b>Operating (Deficit) Surplus</b>	<b>4.9</b>	<b>(14.8)</b>	<b>25.5</b>				

## Consolidated Statement of Operations – Revenue Variances

The Division's 2023-2024 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 \$29.6 million (2.3%) higher than budget and \$68.9 million (5.5%) higher than the prior year.



For 2023-2024, variances between budgeted and actual revenue include the following:

- Total revenue from GOA was \$12.8 million (1.0%) higher than budget and \$55.9 million (4.8%) higher than the prior year. This variance includes the WMA adjustment of \$3.8 million as well as the mid-year increase to the Supplemental Enrolment Grant (\$5.4 million).
- Federal Government and First Nations was \$1.3 million (61.9%) higher than budget and \$0.4 million (13.3%) higher than the prior year. This variance is mainly due to additional Jordan's Principle funding.
- Fees were \$1.0 million (3.4%) higher than budget and \$2.0 million (7.0%) higher than the prior year as fees are budgeted conservatively.
- Sales of Services and Products was \$3.9 million (28.3%) higher than budget and \$2.0 million (12.7%) higher 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.
- Investment Income was \$2.5 million (55.6%) higher than budget and \$0.9 million (14.8%) higher than the prior year. Interest rates exceeded conservative rates used in the budget.
- Donations and Other Contributions were \$2.1 million (22.1%) higher than budget and \$2.1 million (22.1%) higher than the prior year. Parent Advisory Committees (PAC) donations exceeded a conservative budget.
- Other revenue was \$6.0 million (153.8%) higher than budget and \$5.6 million (130.2%) higher than the prior year. This variance includes \$4.7 million of proceeds from the sale of Sherwood School which was not finalized prior to the spring budget.

## Consolidated Statement of Operations – Expense Variances

The Division's 2023-2024 total expenses were \$9.9 million (0.8%) higher than budget and \$89.5 million (7.3%) higher than the prior year.

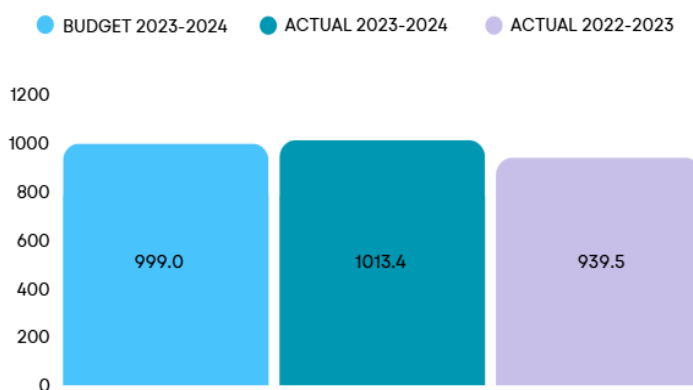
Six programs are identified in the Statement of Operations, detailed below.

**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, 2024.

### 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:

#### INSTRUCTION EXPENSES (IN \$ MILLIONS)

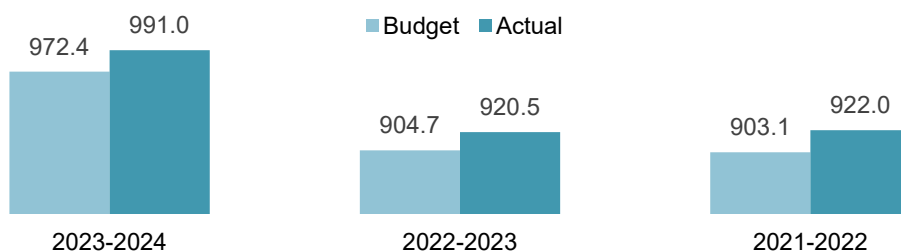


- **Early Childhood Education (ECS)** - includes the above instruction costs directly in relation to ECS students. This program was \$5.9 million (11.9%) higher than budget, and \$5.0 million (9.9%) higher than the prior year. Included in these costs are expenses related to full-day Kindergarten. Variances to budget are due to uncertainties at spring budget on specialized learning supports for Kindergarten and are offset in Grades 1 to Grade 12 budgeted expenses.
- **Grade 1 to Grade 12** - includes the above instruction costs directly in relation to students in Grades 1 to 12. This program was \$8.5 million (0.9%) higher than budget, and \$68.9 million (7.7%) higher than the prior year.

The variance to Instruction, as a whole (including SGF), was \$14.4 million (1.4%) higher than budget, and \$73.9 million (7.9%) higher than the prior year.

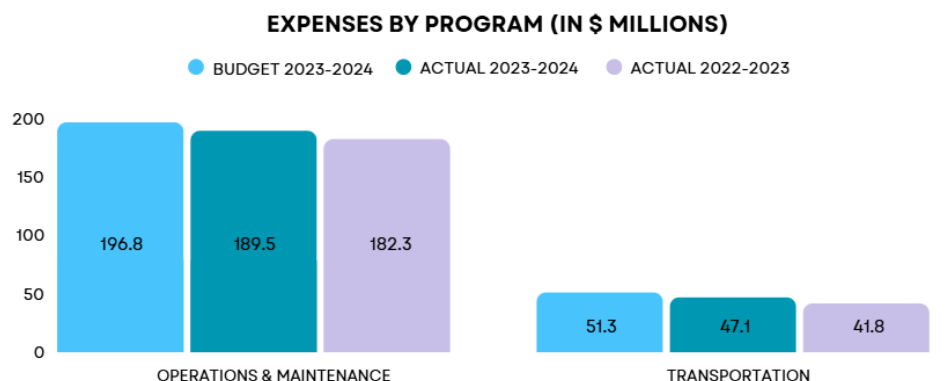
Once SGF expenses are excluded, the instruction variance for the year is increased to \$18.6 million (1.9%) higher than budget and \$70.5 million (7.7%) higher than the previous year.

#### Instruction Expenses Excluding SGF (in \$ millions)



## Consolidated Statement of Operations – Expense Variances

As discussed previously, additional revenue from the GOA was received mid-year; this resulted in additional funds being allocated to the Instruction Program after the spring budget. Although expenses were higher than budgeted, a shortage of Educational Assistants resulted in several vacant positions at schools and ultimately created 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 \$7.3 million (3.7%) lower than budget, and \$7.2 million (3.9%) higher than the prior year.
- Utilities were lower than anticipated due to a mild winter.
- The timing of when IMR projects can be completed, along with the occurrence of project delays, led to lower operational expenses in the program compared to the budget.
- The continued maintenance of aging buildings, rising insurance premiums, and an increase in non-capital projects contributed to higher operational expenses in the program compared to the previous year.
- As detailed on Schedule 3 of the financial statements, total expenses for Operations and Maintenance exceeded the targeted grant revenue creating a program operating deficit of \$16 million.

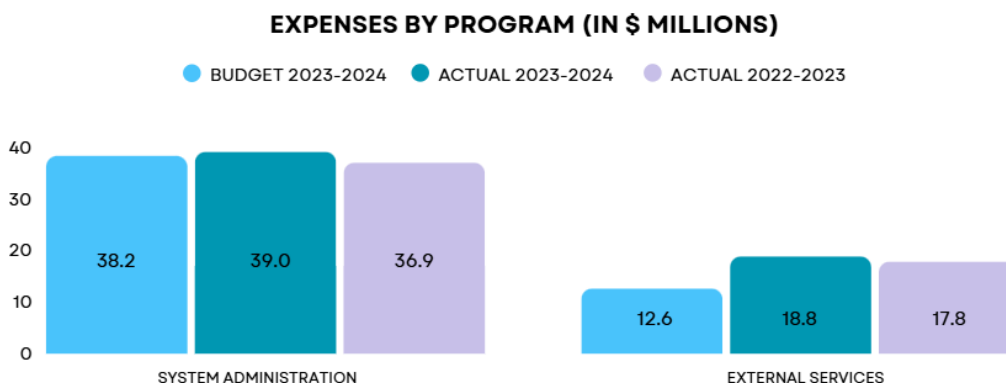
### Transportation

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 \$4.2 million (8.2%) lower than budget and \$5.3 million (12.7%) higher than the prior year.
- Budgeted costs included several planned routes that were not able to be filled due to driver shortages. As previously mentioned, transportation surpluses from 2023-2024 onward are deferred and not consolidated into the Operational Reserve.



# 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 \$0.8 million (2.1%) higher than budget, and \$2.1 million (5.7%) higher than the prior year. Variances compared to the prior year can be attributed to inflationary increases in staffing, insurance and other operational expenses.
- 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.
- Expenses in this program cannot exceed System Administration funding; however, surpluses can be carried forward. This year's surplus of \$1.5 million (net of amortization expense) 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 \$6.2 million (49.2%) higher than budget, and \$1.0 million (5.6%) higher than the prior year. The variance to budget is offset by revenue as programs in external services must be fully self-funded and can vary year over year based on activity.

# Other Statements and Schedules Included in the Audited Financial Statements

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## **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.

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)".

## Appendix I: Equity Fund

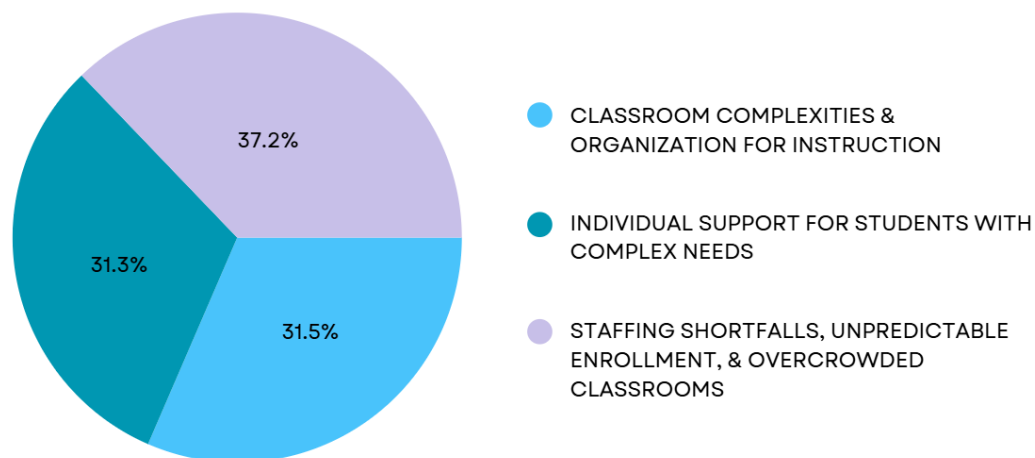
The Equity Fund, established by the Board in 2014-2015, is aimed to enhance opportunities across all schools in the Division, aligning with our Four Cornerstone Values: Collaboration, Accountability, Integrity, and Equity. Initially, funds were allocated to six school leadership groups where priority was given to projects targeting literacy, numeracy, and mental health, with a portion reserved for student assessments. While the Fund initially emphasized broader catchment initiatives, it has since shifted its focus to addressing the unique needs of individual schools. The Equity Fund also acts as a tool to address some of the gaps that naturally arise in budget allocation models that are formula based.

The following provides an overview of the Equity Fund distribution over the past three years, leading up to and including the 2023-2024 year. These figures are *unaudited*.

	Actual Total for Year	Certificated Teaching Staff Support	Non Certificated Staff Support	Supplies & Services Support	Deficit Write-offs
2021-2022 [Budget = \$7.8M]	\$10.3M	\$5.5M (53.4%)	\$4.4M (42.7%)	\$0.4M (3.9%)	\$0.0M (0.0%)
2022-2023 [Budget = \$9.1M]	\$8.1M	\$3.2M (39.5%)	\$2.5M (30.9%)	\$0.1M (1.2%)	\$2.3M (28.4%)
2023-2024 [Budget = \$8.0M]	\$8.5M	\$2.8M (32.9%)	\$3.0M (35.3%)	\$0.1M (1.2%)	\$2.6M (30.6%)

Starting in 2022-2023, the distribution process was revised to pool funds across the four leadership groups which fostered a collaborative review approach, resulting in enhanced transparency and consistency across the Division.

In 2023-2024 the Equity Fund prioritized support in the areas below:



## Appendix II: Definitions

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

**Accounts Receivable** are funds owing to the Division.

**Asset Retirement Obligation (ARO)** is a legal obligation incurred by the Division to dismantle, decommission, or remove a long-lived asset, such as a school building. This obligation can involve significant costs, including demolition, site restoration, and environmental cleanup.

**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)** represent the financial resources that are available to the Division to provide future services to students.

**Net Financial Assets** represent 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)** represent 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.

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

**DATE:** November 26, 2024

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Modular Classroom Update

**ORIGINATOR:** Cliff Richard, Chief Infrastructure and Technology Officer  
Todd Burnstad, Chief Financial Officer

**RESOURCE STAFF:** Shauna Bland, Jenifer Elliott, Leanne Fedor, Roland Labbe, Valerie Leclair,  
Jennifer Thompson, Christopher Wright

**REFERENCE** [Approval of the 2024–2025 Budget](#)  
[School Construction Accelerator Program](#)

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**ISSUE**

The Division has been approved to receive 42 new and four relocated modular classrooms (combined, 46 net new), and funding for the relocation of four existing units within the Division, over the 2024–2025 school year. The total number is a result of the Division’s initial November 1, 2023, modular request submission, a secondary mid-year submission opportunity, and an opportunity to receive four units from another jurisdiction through the Province. Capital reserve funding that had been earmarked to secure new unfunded units is no longer required due to the mid-year approvals. As well, the Province has announced enhanced funding for modular classrooms over the next four years as part of the Alberta School Construction Accelerator Program.

**BACKGROUND**

Between 2010 and 2023, the Division has installed or relocated 440 modular classrooms to support schools in accommodating growing student enrolment. Annually, the Division submits a request to the Province through the Modular Classroom Program for new modular classrooms or funding to relocate existing units, typically by November 1st of each year. In the past, when the Division has not received funding for all requested modular classrooms, the Division has used capital reserve funds to acquire and install a limited number of modulators to address top priorities for which provincial funding was not approved. In light of the funding that will now be provided by the Province for modulators, the projected ‘not to exceed’ total of \$5.7 million from capital reserve funds for growth accommodation, as approved in the 2024–2025 Budget, can be revisited.

Over the course of the 2024–2025 school year, the Division will be receiving 42 new and four relocated (used) modular classrooms (for a total of 46 net new units), and funding to relocate four existing Division modulators:

- In October 2023, the Division received notice that we would receive four (used) relocated modular classrooms from another school division.
- In March 2024, the Division received approval for 13 of the 56 modular classrooms requested in our annual Modular Classroom Program request to the Province (submitted on November 1, 2023).

- In order to address unfunded priority requirements, the Division requested and received approval from the Province to self-fund the acquisition of six additional modular classroom units and to relocate four existing units within the Division. This cost was included in the \$5.7 million growth accommodation allocation from the Division capital reserve, as approved by the Board of Trustees in the approved 2024–2025 Budget.
- In May 2024, Alberta Education contacted the Division to inquire whether additional modular classrooms could help address emergent space needs due to increasing enrolment.
- In response, in July 2024, Administration submitted a formal request for 17 additional modular classrooms and a request to cover the six previously unfunded units and four relocations for which Division capital reserve funding had been earmarked.
- In August 2024, the Division received approval for 26 additional modular classrooms and up to 11 relocations.
- Given the approvals noted above, the Division will not need to draw on the capital reserve funds allocated previously for six new units and four relocations.
- Since the Division does not have 11 modular classrooms available to move (all but four are required in their existing locations), approval was granted by the Province to use the residual ‘relocation’ funding (for the remaining seven units) to acquire an additional three new units.

## CURRENT SITUATION

Of the 42 new modulars and eight total relocations approved by the Province, 19 units have been installed and are now operational. Eight additional units are on their intended sites and installation will be complete by the end of November. The remainder are anticipated to be received/moved and installed over the course of the 2024–2025 school year.

As the Division continues to grow in enrolment, modular classrooms help but do not solve the capacity or accommodation issues the Division is facing. As of the official September count for the 2024–2025 school year, the Division grew by 5,022 students since the official count for 2023–2024, and in the first three weeks of October alone, added more than 500 additional students. If the Division placed 30 students in each of the approved 46 net new modular classrooms, this would amount to 1,380 net new spaces to counter the growth of over 5,522 students. As the Division continues to grow at a rate of nearly one modular classroom per school day, this ‘straight count’ growth is not sustainable with modular classrooms alone.

The Division continues to require capital funding and construction of new school facilities in new and developing communities to accommodate enrolment growth. The addition of modular classroom units at select existing Division schools does not prevent accommodation, service and cost challenges, such as:

- Schools serving students from new and developing communities, where a new school has not yet been funded or built, may still be required to use the lottery system as there are more requests to enrol than spaces available.
- An increasing number of students will continue to be bussed out of new communities to designated schools. Even if modular classrooms are added to existing sites, the transportation of students from new and developing communities without schools will continue to increase. Additional routes and longer ride times to designated schools and Division centre program sites can be expected. As well, resources and capacity available from contract carriers may increasingly become strained.
- The removal of Division tenants, such as childcare centres, may not be avoidable.
- Building or fire code limitations and other constraints at existing buildings/sites include washroom capacity, gymnasium space, purpose-built instructional spaces (e.g., Career and Technology (CTS) spaces), circulation constraints, lockers, and site and parking limitations. In other words, the ‘core’

school building or site layout may not be able to accommodate the additional students or traffic that would in theory be possible with additional modulares.

- Where building/fire code limitations, P3 contractual limitations, or other site constraints do not preclude additional modulares, it nonetheless becomes challenging for schools to schedule spaces such as gymnasiums, CTS classrooms and music rooms, given that the school facility is operating beyond the original designed capacity. Many of our newer schools have a greater number of modular classrooms vs. permanent construction, which poses challenges for general functionality such as access to water, washrooms and lockers.
- The construction of 25 to 35 specialized Division centre classrooms annually requires building modifications and proximity to facilities like sensory rooms and accessible washrooms, which modular classrooms cannot accommodate. This results in an additional cost to the Division to modify interior spaces to accommodate these programs.

On September 23, 2024, the Province announced the School Construction Accelerator Program. This provincial program aims to increase school construction and funding for school modernizations, but also includes funding for an expanded Modular Classroom Program over the next four years, which is described as “more than 20,000 student spaces in new or relocated modular classrooms”.

Due to the announcement of an enhanced Modular Classroom Program by the Province and the inability to continually add modular classrooms to all sites, Administration believes that the Division may experience a diminished reliance on capital reserve funding in support of self-funded units while the program is at enhanced levels. In response to this recent development, a revised plan for the use of capital reserve funds will be presented in the Capital Reserve Plan agenda item that will be tabled at the November 26, 2024, Board meeting subsequent to this report. Modular classrooms cost approximately \$500,000 each—approximately \$350,000 for the unit and \$150,000 for delivery and installation.

To address capacity challenges for the 2025–2026 school year, the Division’s annual Modular Classroom Program request was submitted by November 1, 2024, including 39 new modular units across 14 schools, as well as a request to fund one demolition.

#### **KEY POINTS**

- For the 2024–2025 school year, the Division is receiving a total of 42 new and four relocated (used) modular classrooms, and funding to relocate four existing Division modulares.
- Of the 42 new modulares and eight total relocations, 19 units have now been installed and are now operational. Eight additional units are on their intended sites and installation will be complete by the end of November. The remainder are anticipated to be received/moved and installed over the course of the 2024–2025 school year.
- In September 2024, the Province announced the School Construction Accelerator Program, which includes increased modular classroom funding for the next four years.
- The additional modular classroom funding approvals from the Province allows the Division to reconsider the amount of capital reserve funding allocated to enrolment growth measures.
- The Division has requested 39 new modular classrooms for the 2025–2026 school year, representing an addition of approximately 1,170 student spaces if fully approved.

#### **ATTACHMENTS and APPENDICES**

ATTACHMENT I      Modular Classroom Location Summary 2024–2025

JT:jl

### New/Relocated Modular Classroom Location Summary 2024–2025

School	Number of Units	Final Funding Source
Garth Worthington School	3	March 2024 annual approval
Winterburn School	4	March 2024 annual approval
Julia Kiniski School	2 2	March 2024 annual approval August 2024 in-year approval
John D. Bracco School	2	March 2024 annual approval
Jackson Heights School	2	March 2024 annual approval
Ellerslie Campus School	4	Relocated from another school jurisdiction; separate approval
Centennial School	4	August 2024 in-year approval
Daly Grove School	2	August 2024 in-year approval
Constable Daniel Woodall School	1	August 2024 in-year approval
Nellie Carlson	2	August 2024 in-year approval
Velma E. Baker School	1	August 2024 in-year approval
Joey Moss School	6	August 2024 in-year approval
Donald R. Getty School	1	August 2024 in-year approval
Alex Janvier School	4	August 2024 in-year approval
Weinlos School	3	August 2024 in-year approval
Overlanders School	2	Relocated from Dr. Donald Massey School
Malcolm Tweddle School	2	Relocated from Esther Starkman School
Kim Hung School	3	August 2024 in-year approval
<b>Total</b>	<b>46 net new units + 4 internal relocations</b>	



**DATE:** November 26, 2024

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Revised Capital Reserve Plan for 2024–2025

**ORIGINATOR:** Todd Burnstad, Chief Financial Officer

**RESOURCE STAFF:** Cliff Richard, Christopher Wright, Terri Gosine, Crystal Plante

**REFERENCE** [Recommendation Report – Centre for Education Capital Plan Information Report - Division Energy and Environment Strategy Update](#)

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### ISSUE

The 2024–2025 Capital Plan was presented and approved by the Board in conjunction with the Spring Budget on May 24, 2024. Subsequently, during the summer, the Center for Education (CFE) experienced electrical interruptions as a result of equipment failure associated with aging infrastructure, underscoring the benefits of moving forward expeditiously with the CFE Capital Plan. In addition, on September 18, 2024, the Alberta Government announced funding under the School Construction Accelerator Program which will now provide funding for some modular classrooms that were budgeted for through the Division’s Capital Reserve. An updated 2024–2025 Capital Reserve plan is being proposed to reflect our updated capital needs for the year.

### BACKGROUND

The Centre for Education (CFE) has reached 41 years of age and several key building components and systems have reached end-of-life and require renewal at a cumulative cost of approximately \$16 to \$19 million. In order to best address the condition of the facility and systems, a CFE Capital Plan was created to identify projects that will need to be undertaken over the coming years. These projects include priority deferred maintenance such as roof renewal and structural repairs, technology upgrades, accessibility improvements, and energy efficiency improvements. Amongst the most critical projects are the upgrade of the Division’s Data Centre and the CFE electrical system.

On May 14, 2024, the Board of Trustees approved a four-year plan to address the most pressing CFE capital needs estimated at approximately \$8.5 million. For 2024–2025, \$365,000 was approved from operating surplus funds to address some water infiltration issues, to complete a feasibility study on relocating the Data Centre, and for other Data Center related upgrades.

The recommended approach to address the CFE deficiencies includes multi-year project planning or phases where projects would be bundled where feasible and phased appropriately to realize financial and project efficiencies. If approved, requests for proposals (RFPs) for certain projects can be initiated early in 2025 with work starting prior to the end of the 2024–2025 school year. Discrete projects such as the roof renewal and parkade/plaza repairs can proceed relatively quickly while complex projects such as the Data Centre upgrade ramp up through feasibility and engineering studies and preliminary scoping and design work.

Related to growth and student accommodation, the Division has been approved to receive 42 new and four relocated modular classrooms (combined, 46 net new), along with funding to relocate four existing units within the Division, over the 2024–2025 school year. The total number is a result of the Division's initial November 1, 2023, modular request submission, a secondary mid-year submission opportunity, and an opportunity to receive four units from another jurisdiction through the Province. Capital reserve funding that had been earmarked to secure new unfunded units is no longer required due to the mid-year approvals.

The Province has also announced enhanced funding for modular classrooms (more than 20,000 student spaces in new or relocated modular classrooms) over the next four years as part of the Alberta School Construction Accelerator Program. Administration believes the provincial Modular Classroom Program—by virtue of the new School Construction Accelerator Program—is now resourced to a level that our Division's needs over the next three years will be sufficiently addressed. As such, \$3.7 million of the originally approved \$5.7 million within the Capital Reserve for growth and student accommodation for 2024–2025 can be reprofiled into future years or for other purposes.

## **RELATED FACTS**

### Center for Education

If approved, for the 2024–2025 school year, the following priority items can move forward in order to ensure that deferred maintenance is addressed in a timely and sequential manner, as well as maximize the Division's ability to gain efficiencies through procurement:

- Parkade/plaza water infiltration – proposed expenditure for the 2024–2025 school year is approximately \$2.7 million, allowing for early completion of nearly the entire anticipated scope (all phases). Accelerating this work mitigates additional water infiltration and related corrosion.
- Roofing – proposed expenditure for the 2024–2025 school year is approximately \$1.2 million, with an additional \$500,000 anticipated to be expended in the early part of the 2025–2026 school year.
- The most complex and interrelated aspects of the CFE Capital Plan (electrical system, Data Centre, security monitoring, etc.) will progress as a comprehensive Integrated Project Delivery (IPD) project – proposed expenditure for the 2024–2025 school year is approximately \$500,000 out of a total (preliminary) rough order estimated budget of \$2.75 million for all phases. It is anticipated that the majority of the expenditures would occur over the 2025–2026 school year.

### Growth and Student Accommodation

A portion of the Capital Reserve funding approved for growth and student accommodation measures in 2024–2025 could be reprofiled into future years or for other uses due to the Province's recent injection of additional funding into the Modular Classroom Program as a result of the School Construction Accelerator Program. The Division anticipates requiring facility modifications within highly-utilized schools—high schools in particular—to accommodate projected student enrolment for 2025–2026. Administration is recommending that \$3.7 million of the \$5.7 million earmarked for growth and accommodation measures in 2024–2025 be reprofiled into future-year growth and student accommodation, while \$2 million remains accessible to facilitate building modification projects (earmarked for summer 2025) required to accommodate projected student enrolment for 2025–2026.

### Division Energy and Environment Strategy

The Division's Energy and Environment Strategy aims to reduce our carbon footprint by 45 per cent by 2035. To achieve this ambitious goal, the Division must explore multiple avenues, including upgrading building components to energy-efficient alternatives. LED lighting upgrades, for instance, will replace

high-energy-use fixtures in various buildings. While provincial Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) funding may be used in support of operational school facilities, administrative buildings (e.g., Centre for Education, Distribution Centre, Maintenance Facility) and closed schools are not eligible. Administration proposes allocating \$750,000 for LED lighting upgrades in administrative buildings in 2024–2025, which will significantly contribute to the Division’s carbon reduction efforts while reducing annual operational costs related to utilities. Engineering assessments, building audits and project development work in 2024–2025 will support additional energy and environment strategy capital investments in future years.

In summary, the original amount of access to Capital Reserve funds for 2024–2025 amounted to \$6.95 million. Factoring in the above noted proposed changes, the revised request for access to capital reserve funds now amounts to \$7.15 million, or a net increase of \$200,000.

### **RECOMMENDATION**

**That the revised 2024–2025 Capital Reserve Plan as outlined in Attachment I be approved.**

### **OPTIONS**

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

1. Proceed with the recommendation as detailed in this report.
2. Do not proceed with the recommendation.
3. Another option favorable to the Board.

### **CONSIDERATIONS and ANALYSIS**

A number of CFE Capital Plan priority projects can commence during the 2024–2025 school year, as described above. The \$12 million recently transferred into the Capital Reserve and targeted to addressing this work will allow Administration to facilitate an expedited approach to addressing priority deferred maintenance items starting in the current school year. Advantages to accelerating the CFE Capital Plan include risk mitigation related to component failure or further damage, cost avoidance related to future inflation and cost escalation, and potential reductions to the Division's carbon footprint sooner.

Some Capital Reserve funding approved for growth and student accommodation measures in 2024–2025 can be reprofiled into future years or for other uses due to the Province’s recent injection of additional funding into the Modular Classroom Program as a result of the School Construction Accelerator Program. The provincial commitment to additional modular funding only covers the next four years, while the Division’s space challenges are anticipated to extend beyond that timeframe. The Division will require facility modifications to support enrolment growth at highly-utilized schools, and high schools in particular, within that time frame, to include in preparation for school year 2025–2026. As such, the Administration recommends reprofiling the excess portion (\$3.7 million) of the growth and student accommodation funds allocated for 2024–2025 into growth and student accommodation (future use) to facilitate building modification projects and modular classroom purchases that are anticipated to be required in future years.

Included within the Division Energy and Environmental Strategy (2023–2026) is a strategy for reducing the Division’s carbon footprint and meeting our greenhouse gas emissions reductions targets of five per cent by 2025 and 45 per cent by 2035. Upgrading to LED lighting will help to reduce the Division’s operational costs and carbon footprint in a meaningful way. Additional work related to the Strategy will

continue to progress as facilitated by the Capital Reserve funding allocated in the current and future years.

**NEXT STEPS**

If approved, Administration will work to align project timelines and cash flows with the updated Capital Reserve allocations. Updates will be provided to the Board through the annual budgeting process and periodic CFE Capital Plan and Energy and Environment Strategy updates.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I      Revised 2024–2025 Capital Reserve Plan

TB:ja

**Edmonton Public Schools**  
**Revised 2024-2025 Budget - Capital Reserve Plan**

Notes:	Original Approved	Proposed Change	Updated Balance
<b>Actual capital reserve balance at September 1, 2024</b>			<b>\$ 43,257,785</b>
<b>Capital transactions projected for 2024-2025</b>			
1 Growth and Student Accommodation 2024-2025	\$ (5,700,000)	\$ 3,700,000	\$ (2,000,000)
2 Division Energy and Environment Strategy	(1,250,000)	500,000	(750,000)
3 CFE Deferred Maintenance	-	(4,400,000)	(4,400,000)
<b>Forecasted accumulated capital reserve balance at September 1, 2025</b>			<b>\$ 36,107,785</b>
<b>Capital Reserve funded projects, future use:</b>			
1 Growth and Student Accommodation (future use)	(9,300,000)	(3,700,000)	(13,000,000)
2 Division Energy and Environment Strategy	(8,000,000)	(500,000)	(8,500,000)
3 CFE Deferred Maintenance	(12,000,000)	4,400,000	(7,600,000)
<b>Forecasted accumulated capital reserve balance (uncommitted)</b>	<b>\$ (29,300,000)</b>	<b>\$ -</b>	<b>\$ 7,007,785</b>

**Notes:**

- Growth and Student Accommodation (2024-2025)** -Additional modular classrooms anticipated through the School Construction Accelerator Program will allow the Division to defer accessing some Capital Reserve funds previously approved for access during the 2024–2025 school year. As this Provincial funding initiative is for an initial four year period and does not support facility modifications, Division-funded work will still be required to accommodate growth in the future.
- Division Energy and Environment Strategy** -The Division is committed to reducing our greenhouse gas emissions and has set reduction targets of five per cent by 2025 and 45 per cent by 2035. These funds will be used to address the action items identified with the strategy.
- CFE Capital Plan** - The Centre for Education (CFE) has reached 41 years of age and several key building components and systems have reached end-of-life and require renewal. A CFE Capital Plan has been created to identify projects that will need to be undertaken over multiple years. These projects include priority deferred maintenance such as roof renewal and structural repairs, technology upgrades, accessibility improvements, and energy efficiency improvements.

**CFE - Phase I Priorities**

	2024-2025	> 2024-2025	Total
Ground water mitigation	\$ 2,700,000	\$ -	\$ 2,700,000
Roofing	1,200,000	500,000	1,700,000
Electrical, Data Centre, Security monitoring	500,000	2,250,000	2,750,000
	<b>\$ 4,400,000</b>	<b>\$ 2,750,000</b>	<b>\$ 7,150,000</b>

**DATE:** November 26, 2024

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Annual Education Results Report 2023–24 School Year

**ORIGINATOR:** Nancy Petersen, Managing Director, Strategic Division Supports

**RESOURCE**

**STAFF:** Danette Andersen, Angela Anderson, Clarice Anderson, Zainab Azhar, Amanda Barrett, Catherine Bay, Marnie Beaudoin, Dave Bennell, Todd Burnstad, Andrea Colling, Grace Cooke, Linda Derksen, Kim Diggle, Kelsey Duebel, Blythe Evans, Erin Faught, Husna Foda, Thomas Gillard, Kim Holowatuk, Sean Jones, Andre Joseph Terry Korte, Willa Kung-Sutton, Trish Kolotyluk, Terry Korte, Christie Ladouceur, Sean Lafferty, Seanna Lawrence, Owen Livermore, Marilyn Manning, Tracy Mastrangelo, Karen Mills, Coreen Moccia, Ann Parker, Cynthia Pharis, Madonna Proulx, Wanas Radwan, Felicia Roque, Carrie Rosa, Andrea Sands, Sunita Sas, Elizabeth Shen, Christine Simmons, Soleil Surette, Anne Szczesny, Carol Van Kuppeveld, Amanda Wong, Greg Wongda, Christopher Wright, Jon Yin.

**REFERENCE:** Funding Manual for School Authorities 2023/24 School Year (Sections B and L)

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**ISSUE**

Alberta Education requires school jurisdictions to submit an Annual Education Results Report (AERR) by November 29, 2024. This year's AERR reports on the Division's progress for the 2023-24 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; *Sustainable Fiscal Planning and Reporting Act*, Section 10; *Education Act, School Councils Regulation (94/2019)*, Section 12; and *Ministerial Grants Regulation (AR215/2022)*, as amended, Sections 3 and 8.

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 [2022-26 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 2023–24 as set out in year two 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' 2023–24 AERR be approved.**

**CONSIDERATIONS and ANALYSIS**

- The Division is required to submit an approved version of the AERR to Alberta Education by November 29, 2024.

**OPTIONS**

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

1. Approve the 2023–24 AERR as written.
2. Provide feedback and request changes be made to the 2023–24 AERR prior to submission to the province by November 29, 2024.

**NEXT STEPS**

- Upon approval, the final AERR will be submitted to the province and posted for public awareness on the Division website by November 29, 2024.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I      Annual Education Results Report 2023–24 School Year

NP:ss



# ***Annual Education Results Report (AERR) 2023–24 School Year***

3020 The Edmonton School Division  
Submitted to Alberta Education  
November 2024



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## Message from the Board Chair and Superintendent

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Edmonton Public Schools is honoured to have served over 115,000 students and their families in the 2023–24 school year. Schools play an integral role in the community and have a profound impact on the life and development of children and youth. We believe that an investment in children is the best investment we can make as a society. Public education is a fundamental good, positively impacting productivity, income, crime and health<sup>1</sup>. Our work in support of student success is guided by these beliefs, which are reflected in 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 unfolds every day across our school communities as we work together in support of student success.

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 2023–24 as set out in year two 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

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<sup>1</sup> [Moretti, 2005](#); [Lochner, 2011](#); [Machin et al., 2012](#); [Deming, 2022](#).

# Accountability Statement

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The Annual Education Results Report for the Edmonton School Division for the 2023–24 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting 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 in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2023–24 was approved by the Board of Trustees on XXX, 2024.



Julie Kusiek  
Board Chair





## Vision

Enhancing pathways for student success

## Mission

Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfilment, empathy and possibility.

## Values

Accountability, collaboration, equity and integrity

2022–26

## Division Priorities

- 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.



EDMONTON PUBLIC SCHOOLS





## 2022–26 Division Strategic Plan

### Priority 1

**Build on outstanding learning opportunities for all students.**

**Goal 1**

Recognize and support the diverse learning needs of all students.

**Goal 2**

Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes.

**Goal 3**

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

### 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.

**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.

### 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.

**Goal 2**

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



EDMONTON PUBLIC SCHOOLS

# 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 second year of the [2022–26 Four-Year Education Plan](#), this report has been intentionally organized and designed 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 [2024–25 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 the [Division Strategic Plan 2022-26](#) and the [Ministry Business Plan: Education 2023–26](#).

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 Measures (AEAMs) 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 2022-26 Four-Year Education 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:



In presenting our *Required Alberta Education Assurance Measures—Overall Summary* table (e.g. Table 2, page 12), 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 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 [Alberta Education Assurance \(AEA\) 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 115,000 students in the 2023–24 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](https://epsb.ca/ourdistrict/board).



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

## Division Leadership

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, administrative regulations and Alberta Education legislation and works toward the goals and outcomes of the Division Strategic Plan 2022-26. The 2023–24 Division Support Team was comprised of:

**Darrel Robertson**—Superintendent of Schools

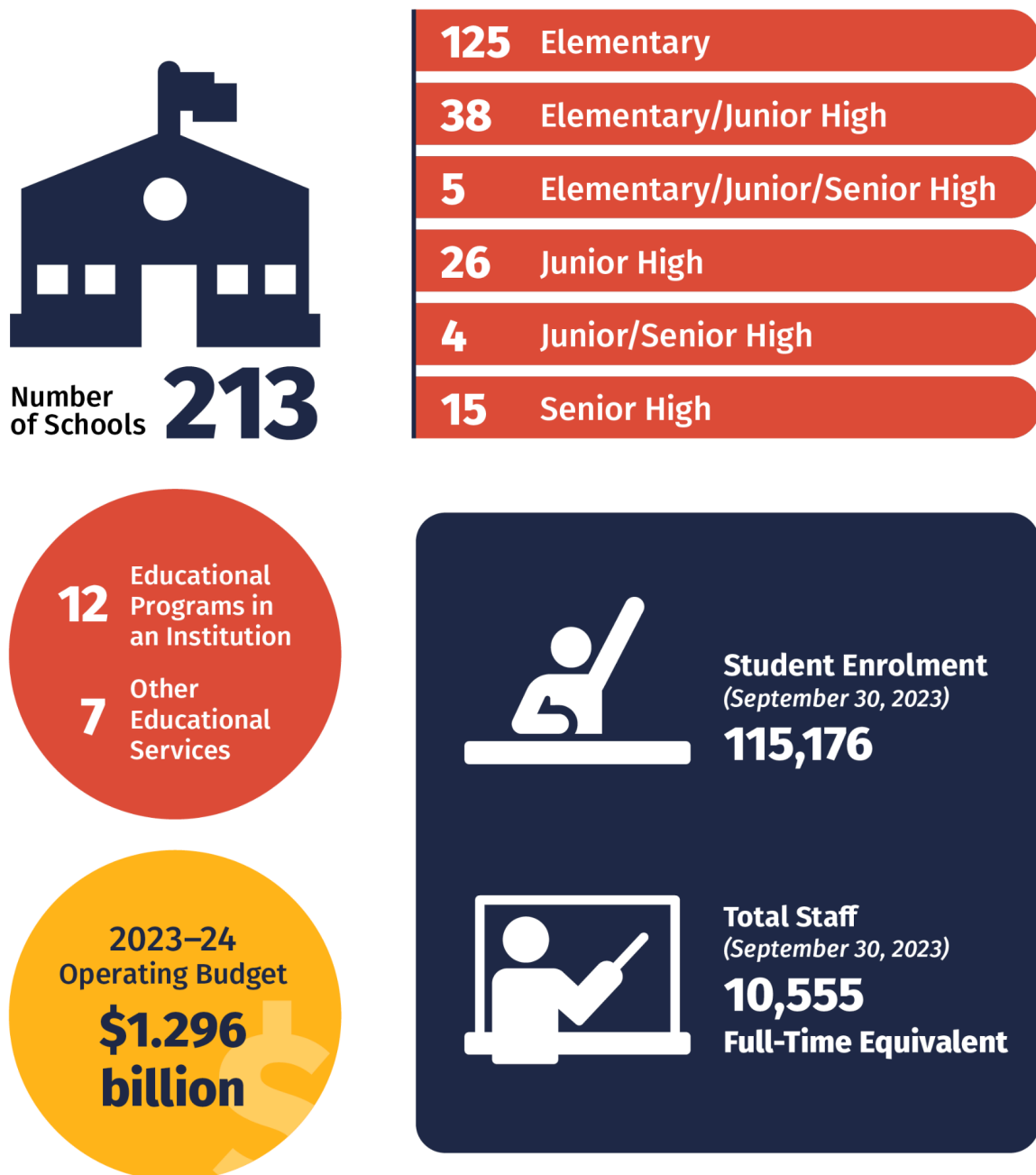
<b>Angela Anderson</b>	Chief Human Resources Officer	<b>Nancy Petersen</b>	Managing Director, Strategic Division Supports
<b>Todd Burnstad</b>	Chief Financial Officer	<b>Kent Pharis</b>	Assistant Superintendent of Schools
<b>Grace Cooke</b>	General Counsel	<b>Cliff Richard</b>	Chief Infrastructure and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

## 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 Kindergarten to Grade 12, more than 30 alternative programs and 13 specialized programming options, including Pre-Kindergarten. A comprehensive list of all programming from Edmonton Public Schools can be found on [epsb.ca](https://epsb.ca).

**Figure 1.** Edmonton Public Schools' Educational Infrastructure and Demographic Overview for the 2023–24 School Year





## Student Profile

In September 2023, the Division welcomed over 115,000 students into our schools, an increase of 5.5 per cent over the previous year, slightly surpassing the City of Edmonton's population growth of 5.13 per cent.<sup>2</sup> Between September 2011 and September 2023, the Division has experienced a 43.0 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 students (EAL<sup>3</sup>) population increased by 105.3 per cent.
- The Division's self-identified First Nations, Métis, and Inuit student population increased by 31.5 per cent.
- The number of students meeting provincial special education coding requirements increased by 34.4 per cent.

Table 1 showcases these four elements of enrolment data for the past 12 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 (4.36 per cent population growth between July 1, 2023, and July 1, 2024, as per Government of Alberta [population data](#)).

<b>Table 1. Student Profile—September</b>	<b>2011-12</b>	<b>2023-24</b>	<b>Net Change Over 12 Years (%)</b>
Total students	80,569	115,176	43.0
English as an Additional Language students	14,206	29,159	105.3
Self-Identified First Nations, Métis, and Inuit students	7,072	9,299	31.5
Special Education-Coded students	10,880	14,621	34.4



<sup>2</sup> [Regionaldashboard.alberta.ca](#)—Last updated—August 1, 2024.

<sup>3</sup> 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

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Edmonton Public Schools' AERR celebrates the Division's accomplishments and highlights the results from the 2023–24 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 also 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 current Ministry Business Plan: Education, which are brought to life through the shared leadership and responsibility of the Board of Trustees and 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 are the budget planning and Results Review processes where central units 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 Four-Year Education Plan.

The AERR is posted on the Division's website at [epsb.ca/ourdistrict/results/aerr](https://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](https://epsb.ca).



## Alberta Education Assurance Measures (AEAM)

This year's AEAMs serve as one point of reference, guiding us in our efforts towards continuous improvement. The following four tables (see *Tables 2–5*) provide a 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.<sup>4</sup>

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 AEAM 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:

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than six. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate 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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam 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.

<sup>4</sup> [Alberta Education Funding Manual](#) 2024–25, p.26.



## Overall Summary

In general, we have much to celebrate, while also recognizing the opportunities for continuous improvement. These results affirm the focus of the 2022–26 Strategic Plan and the 2022-26 Four-Year Education Plan (Year Two), which EPSB continues to support through intentional efforts that promote welcoming school environments and high quality teaching and learning experiences.

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
<b>Student Growth and Achievement</b>												
Student Learning Engagement	83.7	84.4	84.8	n/a	Declined Significantly	n/a	83.7	84.4	84.8	n/a	Declined Significantly	n/a
Citizenship	79.0	79.6	80.5	High	Declined Significantly	Issue	79.4	80.3	80.9	High	Declined Significantly	Issue
3-year High School Completion	76.5	78.2	79.2	Intermediate	Declined Significantly	Issue	80.4	80.7	82.4	Intermediate	Declined Significantly	Issue
5-year High School Completion	86.6	85.8	85.0	Intermediate	Improved Significantly	Good	88.1	88.6	87.3	Intermediate	Improved Significantly	Good
PAT6: Acceptable	71.6	68.1	68.1	Intermediate	Improved Significantly	Good	68.5	66.2	66.2	Intermediate	Improved Significantly	Good
PAT6: Excellence	25.5	22.0	22.0	High	Improved Significantly	Good	19.8	18.0	18.0	High	Improved Significantly	Good
PAT9: Acceptable	63.2	62.0	62.0	Low	Improved	Acceptable	62.5	62.6	62.6	Low	Maintained	Issue
PAT9: Excellence	19.1	18.9	18.9	High	Maintained	Good	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
Diploma: Acceptable	81.5	80.2	80.2	Intermediate	Improved Significantly	Good	81.5	80.3	80.3	Intermediate	Improved Significantly	Good
Diploma: Excellence	25.5	24.0	24.0	Very High	Improved Significantly	Excellent	22.6	21.2	21.2	High	Improved Significantly	Good
<b>Teaching &amp; Leading</b>												
Education Quality	87.2	87.5	88.2	Intermediate	Declined Significantly	Issue	87.6	88.1	88.6	High	Declined Significantly	Issue
<b>Learning Supports</b>												
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.6	83.2	84.3	n/a	Declined Significantly	n/a	84.0	84.7	85.4	n/a	Declined Significantly	n/a
Access to Supports and Services	76.8	78.2	79.1	n/a	Declined Significantly	n/a	79.9	80.6	81.1	n/a	Declined Significantly	n/a
<b>Governance</b>												
Parental Involvement	77.9	77.5	77.1	Intermediate	Improved	Good	79.5	79.1	78.9	High	Improved Significantly	Good

**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	<b>83.2</b>	84.7	83.6	Intermediate	Maintained	Acceptable	<b>85.1</b>	86.5	86.2	Intermediate	Declined Significantly	Issue
Drop Out Rate	<b>2.1</b>	2.2	2.2	Very High	Improved	Excellent	<b>2.5</b>	2.5	2.4	Very High	Declined	Good
Rutherford Scholarship Eligibility Rate	<b>71.0</b>	71.7	70.0	High	Improved	Good	<b>70.7</b>	71.9	70.0	High	Improved Significantly	Good
Transition Rate (6 yr)	<b>65.2</b>	65.2	65.1	High	Maintained	Good	<b>60.1</b>	59.7	60.0	Intermediate	Maintained	Acceptable

[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.

In 2023-24, as part of the annual review of students coded EAL, schools reviewed academic information to see if students still required support. As a result of this work, significantly fewer students were identified for coding as EAL learners for the 2023-24 school year, which may have affected the Division results (*see details in [Appendix C, Tables C9 and C15](#)*).

**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
<b>Student Growth and Achievement</b>												
3-year High School Completion	<b>68.8</b>	71.2	73.0	Low	Declined Significantly	Concern	<b>72.0</b>	72.8	76.7	Low	Declined Significantly	Concern
4-year High School Completion	<b>79.6</b>	82.5	82.7	Intermediate	Declined	Issue	<b>82.2</b>	85.0	84.8	Intermediate	Declined Significantly	Issue
5-year High School Completion	<b>87.3</b>	84.3	85.7	Intermediate	Maintained	Acceptable	<b>88.1</b>	88.7	87.2	Intermediate	Improved	Good
PAT6: Acceptable	<b>63.0</b>	65.3	65.3	Low	Declined	Issue	<b>64.6</b>	65.4	65.4	Low	Declined	Issue
PAT6: Excellence	<b>19.1</b>	20.1	20.1	High	Maintained	Good	<b>16.5</b>	15.7	15.7	Intermediate	Improved	Good
PAT9: Acceptable	<b>49.3</b>	57.8	57.8	Very Low	Declined Significantly	Concern	<b>52.7</b>	55.3	55.3	Very Low	Declined Significantly	Concern
PAT9: Excellence	<b>10.5</b>	15.5	15.5	Low	Declined Significantly	Concern	<b>10.1</b>	11.0	11.0	Low	Declined	Issue
Diploma: Acceptable	<b>60.8</b>	68.7	68.7	Very Low	Declined Significantly	Concern	<b>66.3</b>	67.1	67.1	Very Low	Maintained	Concern
Diploma: Excellence	<b>14.4</b>	17.2	17.2	Intermediate	Declined	Issue	<b>14.0</b>	13.8	13.8	Intermediate	Maintained	Acceptable

# Accountability and Assurance

Supplemental Measures												
Drop Out Rate	1.8	1.9	1.9	Very High	Maintained	Excellent	2.6	2.5	2.4	Very High	Declined	Good
Rutherford Scholarship Eligibility Rate	56.4	57.5	57.7	Intermediate	Maintained	Acceptable	56.8	60.3	60	Intermediate	Declined Significantly	Issue
Transition Rate (6 yr)	67.9	70.3	70.9	High	Declined	Acceptable	65.2	62.7	64.7	High	Maintained	Good

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
<b>Student Growth and Achievement</b>												
3-year High School Completion	49.0	44.2	47.3	Very Low	Maintained	Concern	58.6	57.0	59.5	Very Low	Maintained	Concern
4-year High School Completion	54.2	55.9	55.0	Very Low	Maintained	Concern	65.3	65.8	66.0	Very Low	Maintained	Concern
5-year High School Completion	60.0	62.3	59.1	Very Low	Maintained	Concern	69.4	71.3	69.1	Very Low	Maintained	Concern
PAT6: Acceptable	45.6	42.1	42.1	Very Low	Improved	Issue	48.7	45.3	45.3	Very Low	Improved Significantly	Acceptable
PAT6: Excellence	7.0	5.3	5.3	Very Low	Improved	Issue	7.3	6.5	6.5	Very Low	Improved	Issue
PAT9: Acceptable	34.7	31.3	31.3	Very Low	Improved	Issue	41.4	39.4	39.4	Very Low	Improved Significantly	Acceptable
PAT9: Excellence	5.7	4.0	4.0	Very Low	Improved	Issue	6.1	5.3	5.3	Very Low	Improved	Issue
Diploma: Acceptable	77.2	74.0	74.0	Low	Improved	Acceptable	76.9	74.8	74.8	Low	Improved Significantly	Good
Diploma: Excellence	11.0	11.1	11.1	Low	Maintained	Issue	11.8	11.3	11.3	Low	Maintained	Issue
<b>Supplemental Measures</b>												
Drop Out Rate	6.4	5.7	6.0	Intermediate	Maintained	Acceptable	5.2	5.1	5.0	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	42.7	44.2	41.6	Very Low	Maintained	Concern	43.7	43.9	41.5	Very Low	Improved Significantly	Acceptable
Transition Rate (6 yr)	34.4	32.7	31.9	Very Low	Maintained	Concern	36.8	35.5	36.3	Low	Maintained	Issue

## Engagement

Engaging with our stakeholders—staff, families, 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 Leadership 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 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 survey monitors progress towards the 2022–26 Strategic and Four-Year 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 65,000 responses to the DFS. The 2023–24 DFS was the second year of the survey aligned to the 2022–26 Strategic Plan, and at the request of the Board of Trustees, included a unique set of questions focussed on perceptions of school safety. A [summary](#) of the 2023-24 DFS quantitative results was presented to the Board of Trustees on October 8, 2024.
- **Extended Student Demographic Survey:** In the fall of 2022, students in Grades 4 to 12 were invited to participate in this survey to help gain insights into the self-described identities of students served by the Division. There was the opportunity to opt out of the survey, and participation students were encouraged to respond only to questions that they felt comfortable with. Over 55,000 students (73 per cent) participated in the survey. [Preliminary findings](#) from the extended student demographic survey results were presented at the June 6, 2023, Board of Trustees meeting. Preparation and analysis of this data continues, with the most recent work exploring students' sense of belonging and safety. A report highlighting these findings is expected in December 2024.
- **Inclusive Education Parent and Community Advisory Committee:** Supported by Division staff and composed of 10 family and community members as well as three members from Division Administration, this committee meets three times per year and provides ongoing feedback to help inform the delivery of inclusive education in the Division.
- **First Nations, Métis, and Inuit External Advisory Council:** Composed 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 First Nations, Métis, and Inuit education. The committee met formally in December 2023 and members provided feedback informally throughout the year.
- **Equity Advisory Committee:** Composed of eight parents of EPSB students, four members of the broader community, four community partners, two Trustees and supported by staff, the committee meets three times per year to help support progress towards the three priority areas of the Division's [Anti-racism, Reconciliation and Equity Action Plan](#).
- **Student Senate:** Student senators from across Division high schools represent their fellow high school students to provide student voice to the Board of Trustees and Administration. The Student Senate serves as a youth

engagement model to promote active student participation in youth governance within education. The work of Student Senate is profiled on the [Student Senate website](#).

- **Community Consultations:** The Division and Board of Trustees bring members of the community together around a variety of key topics responsive to high quality teacher and learning environments and the public education system. Through these opportunities staff, students, families and members of the community have provided feedback around such topics as school space and programming, board policy, as well as emergent topics.
  - In 2023-24, the Board of Trustees initiated social innovation labs on the topic of school safety. Held over several days and evenings, these labs were an opportunity for students, staff, families and community members to share their experiences and perspectives around school safety. This [feedback](#) was provided to the Board of Trustees and an overview from these conversations was made public at the April 30, 2024, Board of Trustees meeting.
- **Staff Advisory Committee to Support Anti-racism:** This committee, which meets three times a year and is composed of 77 staff members, met for the first time in fall 2023. Its purpose is to support progress towards the Division's [Anti-racism, Reconciliation and Equity Action Plan](#) through feedback from a wide range of staff, representing multiple staffing groups, roles, work locations and personal identities and experiences.
- **Principal Committees:** Central leaders host committees around key areas of Division operations such as Budget, Human Resources, Instructional Supports, Infrastructure and Anti-Racism, Reconciliation and Equity. Principals from across a diverse range of school communities sit on these committees to provide school perspective to these key areas of work. Committee work can include feedback that supports the implementation of an initiative, the development of tools or resources or to inform system efficiency and improvement. These committees meet between four and eight times a year and membership is reviewed annually through an expression of interest from school leaders.
- **Superintendent's Community Of Practice in Education:** The Superintendent annually establishes a group of leaders from schools and central decision units to come together to discuss key 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.
- **School and Central Results Review:** These are yearly evidence-based discussions between Division leaders and Trustees. Schools invite students, families and community members to be part of these conversations. Through results reviews, Trustees are able to gather information, notice trends and bring back their observations to Administration. These conversations help to inform future planning at the school and Division levels.
- **Catchment Conversations:** Division schools are organized in Kindergarten to Grade 12 catchment groupings that work together around common goals in support of student success. Catchment conversations provide school and central leaders with the opportunity to reflect on their results and share and learn from each other. Trustees often attend these events; the feedback from catchment conversations complements and enhances information gathered through Trustee-hosted results review conversations.
- **Teacher/Staff Collaborative Conversations:** These conversations bring together staff from across the Division around a strategic topic. Feedback from these conversations help to inform next steps in support of students. Some examples of topics addressed through a collaborative conversation include: literacy learning, mental health supports for students, numeracy learning, school safety and staff experiences of belonging through an anti-racism lens.



## School-Level Engagement

- **School Councils:** One way schools engage with families is through school councils, which provide opportunities for dialogue around school operations, school plans and budget and annual results reports as well as ongoing conversation regarding student success and well-being. Trustees often attend school council meetings as a means of connection and engagement with families and school leadership.
  - 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.

- **Student Voice:** Many schools across the Division intentionally sought to engage with students through inquiry-led approaches around issues of importance to their school community, including school goals, initiatives and plans. These ranged from school-formed groups, optional engagement sessions around a topic of focus, as well as school survey opportunities. A number of school-level conversations that centered



around student voice took place across the Division in various formats anchored in engagement activities such as summits and social innovation labs and approaches such as *Creating Schools that Listen* (see [2022-26 Four-Year Education Plan](#), p.6). Working collectively with students, staff and community, school leaders develop responsive frameworks to advance equity, belonging 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 Model<sup>5</sup>

## Assurance Model



<sup>5</sup> 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 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.

## 2023-24 DFS results indicate that:

**86 per cent** of staff “know how to access resources to help me meet the diverse learning needs of all students.”

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

- The Division has a formal evaluation process for new teachers, beginning principals and assistant principals who have been identified for evaluation.
- 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 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.



## Priority 1: Build on outstanding learning opportunities for all students

As we welcomed students back in the fall of 2023, the Division was focused on well-being and meeting each student where they were at on their learning journey. Students and families continued to express confidence in students' learning opportunities for the 2023–24 school year as evidenced in feedback from the DFS.

### 2023-24 DFS results indicate that:

**83 per cent of students** agreed that "school staff have high expectations for me to be successful in my learning."

**81 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 PL. These were provided to support implementation of new subjects across the following grades for the 2023–24 school year:
  - Grades 4-6 English Language Arts and Literature
  - Grades 4-6 Math
  - Kindergarten to Grade 3 Science
  - Kindergarten to Grade 3 French Immersion Language Arts and Literature
- CLS continued to offer a range of flexible PL opportunities for Division schools, including brief, targeted “spotlight sessions”. The convenience of this format has been popular with schools; 1,600 teachers and administrators participated in sessions targeted at both English and French implementation of the new curriculum during the 2023-24 school year.
- CLS also provided monthly curriculum implementation PL targeted at specific subjects and grade levels.
  - 370 teachers attended these targeted English sessions and 208 teachers attended targeted French sessions.
- Centrally-created science resources (Snippets) in English and French were provided in June 2024 to support teachers in getting started with implementing the Grade 4 to Grade 6 Science curriculum for September 2024.
- Through targeted provincial funding, the Division provided leadership to the development of science resources for Kindergarten to Grade 6. This project is a collaborative project with Calgary Board of Education, Calgary Catholic Schools and Edmonton Catholic Schools and led by Edmonton Public Schools. Twelve teacher writers were onboarded into the science resource development team in CLS for the year to support the development of Kindergarten to Grade 3 science resources. These comprehensive resources were field tested across all four metro boards, including in 24 Division schools, and revised based on teacher feedback.
  - The completed resources for Kindergarten to Grade 3 were submitted to Alberta Education and posted to the provincial resource platform New Learn Alberta, as well as to the Division's internal website.

**2023-24 DFS results indicate that:**  
**84 per cent** of staff<sup>6</sup> thought “the Division resources for teaching the new curriculum have been helpful.”

<sup>6</sup> Staff who reported using new curriculum resources in a prior DFS question.

**P1G1 Strategic Action: Refine the Individual Program Planning<sup>7</sup> 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 who have a special education code or who are identified as potentially benefiting from an IPP. 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. Using one of six Division templates, 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. As part of a two-year initiative to work with stakeholders to refine IPPs, the following improvements were made in 2023-24:

**School Story**

As one example of how schools and families work together in the development of the IPP, one school shared how they begin working with new and returning families to support the development of IPPs in the spring for the upcoming school year. This helps ensure continuity of support, which is critical for student success, and helps students, families, and staff build on the supports and strategies from the previous year.

**On the DFS, 100 per cent of families at that school feel that their child's IPP is appropriate.**

- IPP templates A (Grades 1 to 9 mild, moderate or severe) and E (Grades 10 to 12 mild, moderate or severe) now have goal boxes similar to templates B (severe) and D (early years to Kindergarten). These goal boxes include three progress indicators (not yet evident, developing, independent) that teachers will use for each goal at each review period.

**2023-24 DFS results indicate that:**

**81 per cent** of families who have a child with an IPP agreed that "my child's IPP goals are appropriate for their development."

- In 2024-25, collaboration with stakeholders will continue to look at improvements for IPPs that address the needs of Pre-Kindergarten, Gifted and Talented and the combined IPP/IBSP<sup>8</sup> templates. Continuous refinement of IPP templates ensures that students' needs are being supported through achievable goals and strategies, as well as providing evidence around student progress towards their goals.

**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.
  - 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 student enrolment, parent choice and

<sup>7</sup>The IPP delineates the specific instructional strategies and resources provided by a school to cater to the unique needs of each student.

<sup>8</sup> Individual Behaviour Support Plan

## Priority 1: Build on outstanding learning opportunities for all students

school space.

- There are over 30 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](#)).
- Responsive to student interest and anticipated labour market and industry demands, a Business and Innovation alternative program was approved by the Board of Trustees to begin at McNally High School in September 2024. This new program provides students with the opportunity to explore the Business and Information Technology Career Pathway. Students in this program benefit from cross-curricular learning opportunities that blend business and entrepreneurship CTS courses with a focus on innovation. Through entrepreneurial thinking, students focus on building competencies that will serve them in life beyond high school.

### Additional Actions Taken in Support of Priority 1 Goal 1

#### Educational Assistant Internship (EAI) Pilot

- In 2023-24, Edmonton Public Schools led the transition of the EAI project from prototype to pilot, expanding from three school divisions and 22 interns to 14 school divisions and 278 interns. Please see the [2022-23 AERR](#) for a summary of the EAI prototype.
- Participating divisions included urban and rural authorities representing public, separate and charter schools.
- The participating divisions agreed to complete the full EAI pilot, designate a staff member to be an EAI coach, allocate time for their interns to participate in the community of practice (CoP) sessions, provide the means and time for the interns to access the online modules and provide school placements.
- School authorities could offer the internship to prospective Educational Assistants (EAs) or to established EAs working within their systems. EPSB's 59 interns were all new recruits with no prior EA experience with the Division.
- The 16-week program included orientations for the interns and coaches. EPSB supported the other divisions by providing an orientation package and coordinating the coaching orientation.
- In June 2024, 56 interns who completed the pilot through the Division were hired as supply EAs with Edmonton Public Schools. Subsequently for the 56, 24 were hired into permanent positions, 27 are working in long-term assignments and five are picking up day-to-day assignments.

### P1G1: Summary of Results and Analysis

Edmonton Public Schools uses a variety of performance indicators to track efforts for continuous improvement. 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

##### Early Years Evaluation-Teacher Assessment (EYE-TA)

Kindergarten is the beginning of a school learning journey for most children. Division Kindergarten programming is informed by provincial Kindergarten curriculum and the provincial Kindergarten Program Statement, with many



## Priority 1: Build on outstanding learning opportunities for all students

concepts delivered through a play-based approach to learning. With 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.

At the Division, recognizing and supporting the diverse learning needs of each child begins in Kindergarten. One way that teachers assess children in Kindergarten is the EYE-TA, which along with other indicators, provides educators with data to inform planning, targeted classroom programming and appropriate interventions responsive to the development and learning needs of the children they teach. The EYE-TA measures five key areas of development closely linked with school readiness and emergent literacy skills. Detailed results for the five key areas of development are available in [Appendix D](#).

### EYE-TA: Change in percentage of students meeting developmental milestones from fall 2023 to spring 2024

1. **Awareness of Self and Environment:** 74 per cent → 87 per cent
2. **Social Skills and Approaches to Learning:** 76 per cent → 87 per cent
3. **Cognitive Skills:** 67 per cent → 87 per cent
4. **Language and Communication:** 71 per cent → 83 per cent
5. **Physical Development:**
  - a. **Fine motor skills:** 70 per cent → 89 per cent
  - b. **Gross motor skills:** 82 per cent → 92 per cent
6. **Overall Readiness:** 58 per cent → 75 per cent

To help facilitate high quality learning experiences, Kindergarten teachers collaborated around best practices through a Kindergarten CoP and across their catchments.

## Provincial Measures

### Alberta Education Assurance Measures

Education Quality: Responses to the Alberta Education Assurance (AEA) survey indicated that the Education Quality in Edmonton Public Schools is perceived by different respondents as High and Intermediate, similar to provincial results (see Table 6). While the decline in improvement is notable, parent perception of achievement results were maintained and remain good overall. The Division remains committed to implementing actions that support continuous improvement.

Table 6. Alberta Education Assurance Measures–Education Quality

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
Overall	87.2 (n= 29,182)	87.5 (n= 31,216)	88.2 (n= 30,366)	Intermediate	Declined Significantly	Issue	87.6 (n= 265,643)	88.1 (n= 257,584)	88.6 (n= 253,558)	High	Declined Significantly	Issue
Parent	83.6 (n= 3,916)	83.5 (n= 3,894)	84.3 (n= 4,026)	High	Maintained	Good	83.8 (n= 33,250)	84.4 (n= 31,890)	85.2 (n= 31,809)	High	Declined Significantly	Issue
Student	84.6 (n= 21,495)	85.4 (n= 23,077)	85.9 (n= 22,132)	Intermediate	Declined Significantly	Issue	84.9 (n= 200,322)	85.7 (n= 193,343)	85.8 (n= 190,089)	Intermediate	Declined Significantly	Issue
Teacher	93.3 (n= 3,771)	93.7(n= 4,245)	94.4 (n= 4,208)	Intermediate	Declined Significantly	Issue	93.9 (n= 32,071)	94.4 (n= 32,351)	94.7 (n= 31,661)	Intermediate	Declined Significantly	Issue

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**Parental Involvement:** Parental Involvement has been evaluated at Intermediate with improvement by the provincial achievement measure, where parents feel highly involved in their children's education (*see Table 7*). Parents feel more involved than they have over the previous three-year average. Family feedback from the 2023-24 DFS show more encouraging 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. These results are either similar to or an improvement over the 2022-23 DFS results. Teacher perception around parent involvement remains low on the AEAM. 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 work toward finding creative ways to support engagement and invite parents back into the school community post-pandemic.

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
Overall	77.9 (n= 7,620)	77.5 (n= 8,083)	77.1 (n= 8,170)	Intermediate	Improved	Good	79.5 (n= 64,949)	79.1 (n= 63,935)	78.9 (n= 63,174)	High	Improved Significantly	Good
Parent	73.9 (n= 3,888)	72.6 (n= 3,873)	72.1 (n= 4,008)	Very High	Improved	Excellent	74.4 (n= 33,070)	72.5 (n= 31,720)	72.4 (n= 31,659)	Very High	Improved Significantly	Excellent
Teacher	81.9 (n= 3,732)	82.4 (n= 4,210)	82.1 (n= 4,162)	Low	Maintained	Issue	84.6 (n= 31,879)	85.7 (n= 32,215)	85.5 (n= 31,515)	Low	Declined Significantly	Concern

**Engaging 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 and their connection to the school community (*see Table 8 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. The intentional work being done by schools to hear student voices is a key strategy to support improvement across this area.

The percentage of teachers, parents and students who agree that:										
Measure & Evaluation	Edmonton School Division					Alberta				
	2021	2022	2023	2024	Improvement*	2021	2022	2023	2024	Improvement*
Students are engaged in their learning at school	85.8 (n= 25,633)	85.1 (n= 29,562)	84.4 (n= 31,178)	83.7 (n= 29,106)	Declined Significantly	85.6 (n= 230,956)	85.1 (n= 249,740)	84.4 (n= 257,214)	83.7 (n= 265,079)	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)	76.8 (n= 29,064)	Declined Significantly	82.6 (n= 230,761)	81.6 (n= 249,570)	80.6 (n= 256,994)	79.9 (n= 264,733)	Declined Significantly

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

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**Division Specialized Supports:** The satisfaction of parents of students who qualify for specialized supports remained constant to the prior year. Results were relatively high and, historically, have been similar to the province. In this same area, satisfaction of teachers decreased again, which also follows a provincial pattern (*see Table 9*). This may be connected to the ongoing challenge of staffing to support this work and the increasing complexity of classrooms.

Table 9. Alberta Education Assurance Measures—Division Specialized Supports

a. Parent satisfaction the specialized supports their child receives enables them to be successful learners

Measure & Evaluation	Edmonton School Division					Alberta					
	2020	2021	2022	2023	2024		2020	2021	2022	2023	2024
Parents	85 (n=933)	83 (n=532)	83 (n=690)	80 (n=709)	80 (n=695)	Parents	85 (n=9,893)	84 (n=5,500)	82 (n=5,954)	81 (n=6,562)	78 (n=6,871)

b. Teacher satisfaction their school can access supports for students with specialized needs in a timely manner

Teachers	82 (n=4,716)	78 (n=3,560)	75 (n=4,055)	69 (n=4,177)	66 (n=3,690)	Teachers	81 (n=33,506)	79 (n=29,312)	78 (n=30,162)	75 (n=31,575)	73 (n=31,191)
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## Goal 2: Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes

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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.<sup>9</sup> 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 use fall assessments to inform programming and interventions for students. They continue to use data to monitor for progress throughout the year. Assessments at the end of the school year help to confirm growth achieved for the school year.
- To build upon existing staff capacity in the areas of literacy and numeracy, Curriculum and Learning Supports (CLS) provided a total of 839 PL opportunities (in-servicing, consultations and/or coaching) for 5,936 participants.
  - To offer PL that is responsive to the needs of teachers and supports the learning needs of students, feedback from staff and current research in the areas of literacy and numeracy learning was used to shape the development of PL throughout the year.
- In 2023, the Division initiated the Literacy and Numeracy Achievement Project (LNAP) to provide access across Division schools to the foundational learnings and successes from the Equity Achievement Project. Participation in LNAP was offered as an "opt-in" opportunity and 20 Division schools with Kindergarten to Grade 6 programming chose to join the project. Through LNAP, schools had an opportunity to participate in ongoing PL in support of evidence-based literacy and/or numeracy strategies that built upon the good work already happening in their school communities.
  - Participating schools identified a 0.25 FTE lead teacher to support their area of focus.
    - These teachers participated in four CoP sessions offered by CLS and worked collaboratively with teachers within their school.
    - Teachers in participating schools were supported through online PL sessions in literacy or mathematics.
  - CLS also supported four CoP sessions for LNAP school leaders; these sessions were focused on instructional leadership in support of literacy or numeracy.
- The Division continued 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 June 2024, the dashboard was updated to report the Diploma exam marks alongside the teacher awarded marks and the blended marks. To support new school leaders, timely professional development was provided to first and second year principals.

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<sup>9</sup> [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](#).

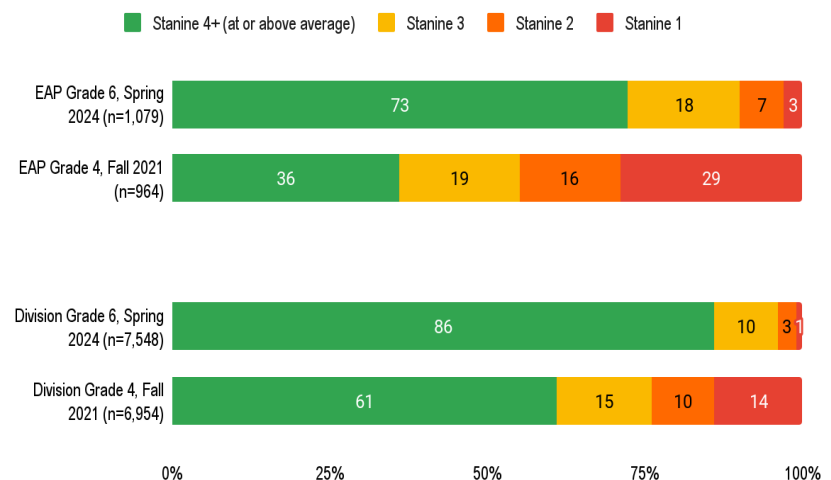


## P1G2 Strategic Action: Implement Year 3 of the Equity Achievement Project, including an analysis of findings from Year 2 of the project.

Informed by research, the Equity Achievement Project (EAP) is a strategic Division project to ensure children in some of Edmonton's most socially vulnerable communities are set up for success in school, and ultimately in life. The overarching goal of this project is the ***intentional support of student learning, leading to improved academic outcomes for our most vulnerable students.***

- The [Year 2 Update Report](#) provided an overview of the intentional work undertaken to strengthen and build capacity in high impact, research-informed instructional practices and school leadership. Students who had been achieving below average in their first year of assessment showed growth over three years, indicating the impact of this work. Other highlights from the report include:
  - Increased collaboration in support of learning.
  - Continued deepening of teacher practice.
  - Growth in students' identities as readers, writers and mathematicians.
- For Year 3 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 (0.25 FTE for literacy and 0.25 FTE for mathematics).
  - Targeted funding for the CLS literacy and numeracy supports (4.0 FTE).
  - CoP for lead teachers and project leadership to support ongoing collaboration, communication, monitoring and implementation of the work.
  - Central leadership for facilitation and evaluation.
- Year 3 continued to build on the foundation of research and evidence-based practices established in the first and second years, with schools selecting an area of focus from each of the Literacy and Mathematics Frameworks. Supported by CLS consultants, these areas of focus enabled schools to delve more deeply into PL that was responsive to the context of their school community and the students they serve.
- The data in Figure 3 below demonstrates the positive impact of the Equity Achievement Project based on CAT4 (Canadian Achievement Tests) reading results. The data follows students in their learning from fall of 2021 to spring 2024.
  - Students in EAP schools needing the most support (stanines 1 and 2<sup>10</sup>) experienced substantial growth as they progressed from Grade 4 through to Grade 6. Additionally, EAP students narrowed the difference with the Division from 25 per cent to 13 per cent more students at or above CAT4 grade level expectations. (*Results for mathematics and computation & estimation can be found in [Appendix E.](#)*)

Figure 3. Reading: Growth for the EAP cohort from Grade 4 to Grade 6



<sup>10</sup> Please see p.32 for a brief explanation of stanines.

## P1G2: Summary of Results and Analysis

Division leaders collaborate to analyze various 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; the number of students expressing confidence in their academic growth is encouraging; however, DFS data also demonstrates the opportunity to support more students to experience this confidence.

#### 2023-24 DFS results indicate that:

**80 per cent** of students agreed that "I think I am getting better at **reading** this year."

**78 per cent** of students agreed that "I think I am getting better at **writing** this year."

**73 per cent** of students agreed that "I think I am getting better at **math** this year."

#### Overall Reading Levels and HLAT Writing

Table 10 provides a summary of local measures in the areas of reading and writing for students in Grades 1 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 E](#).

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Table 10. Local Reading and Writing Results

	2019-20*		2020-21**		2021-22		2022-23		2023-24	
Students At or Above Grade Level for Reading (Gr. 1-9)	% At or Above	N size	% At or Above	N size	% At or Above	N size	% At or Above	N size	% At or Above	N size
All Division students	68.7	69,720	69.4	70,130	69.9	71,543	67.6	75,612	68.0	78,212
EAL students	61.3	20,836	63.5	20,759	62.5	19,825	59.6	22,340	54.5	22,567
Self-identified First Nations, Métis, and Inuit students	44.5	6,307	43.3	5,938	45.9	6,083	43.7	6,270	47.9	5,901
Students At or Above Grade Level for Writing (HLAT) (Gr. 1-9)	% At or Above	N size	% At or Above	N size	% At or Above	N size	% At or Above	N size	% At or Above	N size
All Division students	HLATs were not administered due to the COVID-19 Pandemic		68.8	66,198	68.8	68,317	66.4	72,001	64.1	75,359
EAL students			64.0	19,991	64.1	19,257	60.1	21,512	53.6	21,983
Self-identified First Nations, Métis, and Inuit students			41.4	4,820	42.3	5,298	42.1	5,511	41.3	5,481

\*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.

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.

### 2023-24 DFS results indicate that:

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

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

### CAT4

In 2023-24, students in Grades 4 to 9 completed the CAT4 in reading, mathematics, and computation and estimation for the third year. One way schools can use their CAT4 results to capture progress over the school year is to compare fall results to spring results. For the AERR, Division level results have been investigated to show student learning trajectories between fall and spring for students in Grades 4 to 9<sup>11</sup>. In fall, the CAT4 assesses students on end of year grade-level expectations for their prior grade, and in the spring students are assessed against end of year expectations for their current grade (prorated to eight months). In the fall, teachers triangulate this data with other sources (e.g., other classroom assessments and their own professional observations) to plan for instruction to support student learning and inform the need for intervention, and in the spring the CAT4 assessments can be used again in support of assessing students' growth. At a Division level, these CAT4 results are illustrated through stanines.

<sup>11</sup> The CAT4 data represents the cohort of students who wrote at their enrolled grade level.

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The stanine scores present data on a nine-point scale, where:

- Stanine scores of 1, 2 and 3 are considered below average.
- Stanine scores of 4, 5 and 6 are considered average.
- Stanine scores of 7, 8 and 9 are considered above average.

Table 11 illustrates how Division students have progressed from the fall of 2023 to the spring of 2024, in reading as assessed by the CAT4, and generally indicates improvement as evidenced by the upward movement of students across the stanines. In Grades 4-7, overall there are fewer students in stanines 1 through 3 and more students achieving at stanine 4 or higher. For students not yet achieving at stanine 4 there is evidence of growth upwards, as the data for spring 2024 shows fewer students achieving at stanines 1 or 2 within these grades. There is more variability for students in Grades 8 to 9, which is an opportunity for further analysis. Division CAT4 results for mathematics, and computation and estimation, as well as disaggregated results for English as an additional language and self-identified First Nations, Métis, and Inuit students are available in [Appendix E](#).

	Stanine 4+ (Green)	Stanine 3 (Yellow)	Stanine 2 (Orange)	Stanine 1 (Red)
Grade 4, Spring 2024	73	14	10	4
Grade 4, Fall 2023	58	15	12	16
Grade 5, Spring 2024	84	11	4	1
Grade 5, Fall 2023	74	14	8	4
Grade 6, Spring 2024	86	10	3	1
Grade 6, Fall 2023	78	12	7	3
Grade 7, Spring 2024	87	6	4	3
Grade 7, Fall 2023	86	7	5	3
Grade 8, Spring 2024	78	9	5	8
Grade 8, Fall 2023	83	7	6	4
Grade 9, Spring 2024	75	10	7	8
Grade 9, Fall 2023	78	10	5	7

### Provincial Measures

#### 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 fluctuations over the years at both the Division and provincial level. For Grades 4 and 7, there is a decrease in this confidence from 2019–20 to 2023–24, dropping by six and seven percentage points respectively (*see Table 12*). After a sharp decline between 2019-20 and 2020-21 for Grade 10 students (where student perceptions were likely impacted by the quarter system, online learning and general social distancing requirements), results improved in 2022 and remained similar in 2023 and 2024.



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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.

EPSB						Alberta					
Grade	2020	2021	2022	2023	2024		2020	2021	2022	2023	2024
Grade 4	88 (n=10,382)	85 (n=8,931)	85 (n=9,478)	82 (n=9,859)	82 (n=9,193)	Grade 4	88 (n=79,269)	86 (n=72,003)	86 (n=76,408)	86 (n=76,795)	84 (n=79,653)
Grade 7	88 (n=7,005)	85 (n=5,462)	85 (n=6,232)	83 (n=6,834)	81 (n=6,394)	Grade 7	86 (n=63,269)	85 (n=55,194)	84 (n=60,972)	83 (n=62,369)	82 (n=64,441)
Grade 10	80 (n=6,003)	71 (n=3,553)	74 (n=5,168)	76 (n=6,066)	75 (n=5,503)	Grade 10	83 (n=49,426)	78 (n=39,142)	78 (n=45,983)	78 (n=51,147)	79 (n=52,565)

On the DFS students were asked to respond to, “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.

### Provincial Early Years Literacy and Numeracy Assessments

Early Years Literacy and Numeracy Screener and Assessments: In the 2023–24 academic year, the Division continued to administer 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 were administered 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 numeracy<sup>12</sup>. 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. Table 13 indicates 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. In the fall, at each grade level 18 - 26 per cent of students assessed met criteria for intervention, while in the spring, at each grade level 15 - 21 per cent of students assessed were identified as at-risk. The final row of the table shows the positive impact of intervention for students. Take Grade 2 as an example, where in numeracy of the 2,157 students who were identified for intervention, approximately 16.5 per cent (or 356) transitioned out of the at-risk category by the end of the year.

Table 13. Early Years Literacy & Numeracy Assessments—At-Risk student count	Castles & Coltheart 3			Numeracy Assessments		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Total students assessed (Fall - January for Grade 1)	7,978	8,250	7,598	8,266	8,453	7,471
Students identified as at-risk (Fall)	1,839 (23.0%)	1,716 (20.8%)	1,642 (21.6%)	1,920 (23.2%)	2,157 (25.5%)	1,361 (18.2%)
Students identified as at-risk (End of Year)	1,599 (20.0%)	1,443 (17.5%)	1,376 (18.1%)	1,631 (19.7%)	1,801 (21.3%)	1,137 (15.2%)
<b>Students who were at-risk in the fall, who now meet the end-of-year benchmark</b>	240	273	266	289	356	224

<sup>12</sup>Schools 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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To address 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 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.

### Numeracy

- Teachers implemented research-based instructional process across a range of aspects of mathematical learning including, but not limited to:
  - Mathematical Representations, which includes
    - Visuals, such as pictorial representations.
    - Concrete or “hands-on” materials.
    - Mathematical or symbolic notations.
  - Mathematical Dialogue, which includes:
    - Sharing ideas and clarifying understanding verbally.
    - Number talks and mental math activities.
    - Vocabulary development to express mathematical ideas.
  - Mathematical Writing, which includes:
    - Graphic organizers and charts.
    - Using pictures, numbers and symbols.

Table 14 shows the average number of months behind grade level at-risk students were assessed at in fall 2023 for reading and numeracy. The table further shows the average number of months of improvement and growth by at-risk students assessed at the end of the year (approximately nine months later).

Table 14. Early Years Literacy & Numeracy Assessments—Average months of growth for at-risk students	Castles & Coltheart 3			Numeracy Assessments		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Average months behind grade level (Fall)	5.35	8.46	14.35	8.28	9.82	10.48
Average months gained towards grade level (End of Year)	-1.99	-4.38	-2.81	1.30	1.18	-0.07
Average months of growth (End of Year)	7	5	6	10	10	9

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

These results indicate 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. The provincial assessment tools serve as one indicator of students’ growth or progress. Teachers triangulate this data with other sources of information supporting student learning and growth to inform programming and reporting.

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### Provincial Achievement Results

PAT Results for All Division Students, EAL students, and Self-Identified First Nations, Métis, and Inuit students: Tables 15, 16 and 17 detail the aggregate PAT results for the percentage of students who achieved the acceptable standard or the standard of excellence in 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, results for all Division students in 2024 (see Table 15) show significant improvement from 2022 for Grade 6 students and improvement and maintained results for Grade 9 students, with higher percentages of Division students achieving acceptable or excellent results compared to the province across both grades. It should be noted that all Grade 6 results have been updated to represent social studies only across all years (see Note 3 on page 11 for further explanation).

Results in 2024 for EAL students (see Table 16) in Grade 6 show a decline from 2022 in the percentage of students achieving the acceptable standard and maintained the percentage of students achieving the standard of excellence, which generally aligns with provincial results. Grade 9 results declined significantly from 2022 to 2024; there was a 12.8 per cent decrease in EAL students who achieved the acceptable standard and a 7.8 per cent decrease in standard of excellence achievement. Provincial results also show significant decreases but not to the same degree (2.1 per cent and 1.2 per cent respectively). One factor for this significant decrease in Grade 9 may be related to a smaller cohort, which is as a result of the annual review of students coded EAL, as discussed above on page 13. The Division will continue to explore these results and to provide programming and interventions to support EAL students in their learning.

Results in 2024 for self-identified First Nations, Métis, and Inuit students (see Table 17) showed improvement since 2022 across both Grades 6 and 9. This is an encouraging trend in improvement for self-identified First Nations, Métis, and Inuit student PAT results and is a testament to the collaborative work of students, their families, community members and staff to support student success.

Overall cohort results	Edmonton School Division							Alberta						
	2020-2021	2022	2023	2024	Achievement	Improvement	Overall	2020-2021	2022	2023	2024	Achievement	Improvement	Overall
Grade 6 Enrolment	n/a	8,095	8,357	8,969				n/a	56,482	57,655	60,804			
Overall percentage of students in Grade 6 who achieved the acceptable standard on PATs.	n/a	69.7	68.1	71.6	Intermediate	Improved Significantly	Good	n/a	67.8	66.2	68.5	Intermediate	Improved Significantly	Good
Overall percentage of students in Grade 6 who achieved the standard of excellence on PATs.	n/a	24.7	22	25.5	High	Improved Significantly	Good	n/a	20.1	18.0	19.8	High	Improved Significantly	Good
Grade 9 Enrolment	n/a	8,151	8,297	8,710				n/a	53,039	57,925	60,682			
Overall percentage of students in Grade 9 who achieved the acceptable standard on PATs.	n/a	64.3	62.0	63.2	Low	Improved	Acceptable	n/a	62.9	62.6	62.5	Low	Maintained	Issue
Overall percentage of students in Grade 9 who achieved the standard of excellence on PATs.	n/a	21.2	18.9	19.1	High	Maintained	Good	n/a	16.8	15.5	15.4	Intermediate	Maintained	Acceptable

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Table 16. Overall PAT Acceptable/Excellence Results for English as an Additional Language Students

EAL cohort results	Edmonton School Division							Alberta						
	2020-2021	2022	2023	2024	Achievement	Improvement	Overall	2020-2021	2022	2023	2024	Achievement	Improvement	Overall
Grade 6 Enrolment	n/a	1,976	2,315	2,300				n/a	9,376	10,098	11,278			
Overall percentage of students in Grade 6 who achieved the acceptable standard on PATs.	n/a	68.7	65.3	63.0	Low	Declined	Issue	n/a	68.4	65.4	64.6	Low	Declined	Issue
Overall percentage of students in Grade 6 who achieved the standard of excellence on PATs.	n/a	23.3	20.1	19.1	High	Maintained	Good	n/a	17.9	15.7	16.5	Intermediate	Improved	Good
Grade 9 Enrolment	n/a	1,703	1,613	1,303				n/a	6,575	7,162	7,405			
Overall percentage of students in Grade 9 who achieved the acceptable standard on PATs.	n/a	62.1	57.8	49.3	Very Low	Declined Significantly	Concern	n/a	54.8	55.3	52.7	Very Low	Declined Significantly	Concern
Overall percentage of students in Grade 9 who achieved the standard of excellence on PATs.	n/a	17.8	15.5	10.5	Low	Declined Significantly	Concern	n/a	11.3	11.0	10.1	Low	Declined	Issue

Table 17. Overall PAT Acceptable/Excellence Results for Self-Identified First Nations, Métis, and Inuit Students

	Edmonton School Division							Alberta						
	2020-2021	2022	2023	2024	Achievement	Improvement	Overall	2020-2021	2022	2023	2024	Achievement	Improvement	Overall
Grade 6 Enrolment	n/a	719	663	667				n/a	4,396	4,332	4,556			
Overall percentage of students in Grade 6 who achieved the acceptable standard on PATs.	n/a	42.6	42.1	45.6	Very Low	Improved	Issue	n/a	46.8	45.3	48.7	Very Low	Improved Significantly	Acceptable
Overall percentage of students in Grade 6 who achieved the standard of excellence on PATs.	n/a	7.2	5.3	7.0	Very Low	Improved	Issue	n/a	7.3	6.5	7.3	Very Low	Improved	Issue
Grade 9 Enrolment	n/a	719	740	768				n/a	4188	4717	4868			
Overall percentage of students in Grade 9 who achieved the acceptable standard on PATs.	n/a	31.1	31.3	34.7	Very Low	Improved	Issue	n/a	41.9	39.4	41.4	Very Low	Improved Significantly	Acceptable
Overall percentage of students in Grade 9 who achieved the standard of excellence on PATs.	n/a	4.0	4.0	5.7	Very Low	Improved	Issue	n/a	5.4	5.3	6.1	Very Low	Improved	Issue

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### Diploma Exams

Overall Diploma Exam Course Results: Tables 18, 19 and 20 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. Overall, results for all Division students showed significant improvement from 2022. This result largely aligns with the province, although a higher percentage of Division students achieved the standard of excellence compared to the province. EAL student results declined significantly compared to the previous three-year average. The significantly smaller cohort is likely a factor in this result; please refer to page 13 for further details. Self-identified First Nations, Métis, and Inuit student results show an improvement in the percentage of students achieving the acceptable standard, with Division results slightly higher than provincial result for this cohort. The Division will continue to provide meaningful learning experiences that meet high school students where they are at in their learning and in their interest towards life after high school.

Table 18. Overall Diploma Exam Course Acceptable/Excellence Results for All Division Students

Overall cohort results	Edmonton School Division							Alberta						
	2020-2021	2022	2023	2024	Achievement	Improvement	Overall	2020-2021	2022	2023	2024	Achievement	Improvement	Overall
Writers	n/a	10,317	12,163	12,876				n/a	58,444	67,294	72,444			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	n/a	73.8	80.2	81.5	Intermediate	Improved Significantly	Good	n/a	75.2	80.3	81.5	Intermediate	Improved Significantly	Good
Overall percentage of students who achieved the standard of excellence on diploma examinations.	n/a	21.1	24	25.5	Very High	Improved Significantly	Excellent	n/a	18.2	21.2	22.6	High	Improved Significantly	Good

Table 19. Overall Diploma Exam Course Acceptable/Excellence Results for English as an Additional Language Students

EAL cohort results	Edmonton School Division							Alberta						
	2020-2021	2022	2023	2024	Achievement	Improvement	Overall	2020-2021	2022	2023	2024	Achievement	Improvement	Overall
Writers	n/a	1,624	1,911	940				n/a	5,396	6,167	5,610			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	n/a	58.8	68.7	60.8	Very Low	Declined Significantly	Concern	n/a	59	67.1	66.3	Very Low	Maintained	Concern
Overall percentage of students who achieved the standard of excellence on diploma examinations.	n/a	13.6	17.2	14.4	Intermediate	Declined	Issue	n/a	10.8	13.8	14.0	Intermediate	Maintained	Acceptable



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Table 20. Overall Diploma Exam Course Acceptable/Excellence Results Self-Identified First Nations, Métis, and Inuit Student

	Edmonton School Division							Alberta						
	2020-2021	2022	2023	2024	Achievement	Improvement	Overall	2020-2021	2022	2023	2024	Achievement	Improvement	Overall
Writers	n/a	469	615	611					3,107	3,949	4,258			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	n/a	67.7	74.0	77.2	Low	Improved	Acceptable	n/a	68.7	74.8	76.9	Low	Improved Significantly	Good
Overall percentage of students who achieved the standard of excellence on diploma examinations.	n/a	8.2	11.1	11.0	Low	Maintained	Issue	n/a	8.5	11.3	11.8	Low	Maintained	Issue



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

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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.**

- The Division's work in support of career pathways seeks to connect students to authentic, hands-on learning opportunities grounded in curriculum and supporting competency-focused experiences. The Division's Career Pathways initiative supports career exploration from Awareness (Kindergarten to Grade 4), to Understanding (Grades 5 to 9), to Readiness (Grades 10 to 12). Some examples of the work occurring across the Division, includes:
  - MakerWeek, a cross-curricular design challenge for students that emphasized creative problem solving. Over 1,600 students from Kindergarten to Grade 12 participated. Participating schools were provided with resources and PL.
  - Inquiring Minds, immersive off-campus learning experiences for Kindergarten to Grade 12 students, including some of the following themes: Museum School, Zoo School, Aviation School, Science School, City Hall School, USchool and Edmonton Oilers Ice School.
  - The Career Pathways' Community Marketplace, where over 7,300 students and professionals from more than 50 organizations explored careers together. Through the Marketplace, volunteer professionals visited classrooms to share information with students and lead the class in authentic, hands-on, career pathways-focused learning activities.
  - The Student Spaceflight Experiments Program (SSEP) is a Division opportunity (in partnership with the National Center for Earth and Space Science Education) for Grade 6 to Grade 9 students to research Science, Technology, Engineering and Mathematics (STEM) topics in microgravity. Students compete to send their experiment to the International Space Station (ISS).
    - In the 2023-24 school year, 10 schools and 651 student researchers from across the Division participated in the Mission 18 competition. In conjunction with this competition, a cross-curricular Mission Patch Art and Design competition was also held. Two mission patch designs were chosen from entries from approximately 600 Division students Kindergarten to Grade 9. The flight experiment and winning mission patches will launch to the ISS in November 2024.
  - Through collaboration with the online learning tool Callysto, students from three high schools and eight junior high schools took part in hackathons about data science. Students took part in full-day hackathons where they learned about coding, computer literacy, computational thinking and data science. Callysto is an online learning tool that aims to support teachers and students to learn and apply in-demand data science skills.
  - Over 1,000 students from two elementary schools participated in an event focused on artificial intelligence (AI). In collaboration with the Alberta Machine Intelligence Institute (Amii), the event aimed to ignite student curiosity and foster a deeper understanding of AI and its real-world applications, including robotics.
  - Through continued support from the Edmonton Construction Association Tools for Schools initiative from 2022-23, eight additional Division junior high schools each received donated equipment, tools and materials in 2023-24, bringing the total to 28 schools. The goal of the initiative is to increase interest and provide

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positive experiences for students in construction classes.

- Design Thinking is an instructional approach that 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 enable 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 provided to 300 Division staff.

### School Story

As an example of how students are engaged in real world learning initiatives, one school implemented an inquiry process to engage students in real world design thinking and skill development in response to the prompt, “create a product that brings you joy”. Students had to explore and figure out the characteristics of their product that enabled it to be functional.

Using 3D printing, students explored and experienced the iterative nature of the design process. This included students engaging in the cycle of feedback to identify and incorporate incremental changes, where needed, to support design functionality. Through this process, student resilience was positively impacted.

- The Career Pathways team engages staff through PL opportunities, curriculum planning and facilitating connections to community partners. This work also included support for the launch of the Business and Innovation Alternative Program at McNally High School and STEM programming at multiple schools.
- 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 2023–24, six Campus EPSB semestered courses were offered at six Division high schools across the city. Additionally, three semestered courses were offered at six industry training sites and eight summer Campus EPSB courses were offered at eight industry training sites. Training and experience at industry sites is supported in partnership with The Educational Partnership Foundation (TEPF). Sixty-eight students chose this path of learning through one of these opportunities.

Semester in school courses	Semester industry training sites	Summer industry training sites
<ul style="list-style-type: none"><li>● Automotive Service Technician</li><li>● Community Care</li><li>● Cosmetology</li><li>● Culinary Arts</li><li>● Exploring Aviation</li><li>● Green Lighting and Renewable Electrical Technology</li></ul>	<ul style="list-style-type: none"><li>● Carpentry and Painters and Allied Trades</li><li>● Electrical and Pipes Trades</li><li>● Iron Working and Millwrighting</li></ul>	<ul style="list-style-type: none"><li>● Boilermaker</li><li>● Carpentry</li><li>● Electrician</li><li>● Finishing Trades</li><li>● Industrial Millwright</li><li>● Insulator Heat and Frost</li><li>● Ironworker</li><li>● Pipe Trades</li></ul>



**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.**

- A key step to high school completion and readiness for life beyond Grade 12 is mapping out a path to high school completion focused on a students' goals and interests. This work happens across Division schools in a variety of ways, with staff engaging in conversations with students and supporting them in documenting their plan. myBlueprint, an online tool, is one example of a resource schools can use to support students in this planning for their futures.
  - myBlueprint is designed to support students' awareness of various career pathways and 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 2023–24 school year, myBlueprint was accessed by students across Kindergarten to Grade 12. While high school students are the most likely to use myBlueprint, Grade 9 students also have the opportunity to create a high school plan. Table 21 highlights the percentage of students in Grade 9 with a high school plan and students in Grades 10 to 12 accessing their myBlueprint account.

Table 21. myBlueprint account use among high school students	2020–21	2021–22	2022–23	2023–24
Percentage of Grade 9 students with a high school plan	45	30	30	35
Percentage of high school students accessing their account	55	53	60	60
Percentage of self-identified First Nations, Métis and/or Inuit high school student accessing their account	40	47	51	48

- The fourth annual EPSB Virtual Career Day was organized by Division high schools and supported by the central Career Pathways team. This event provided 126 sessions, including 26 sessions in French. In total, over 5,000 students from junior high and high schools across the Division took part.
  - Evaluations from students, speakers and moderators indicated high satisfaction, with an average rating of 4.3 out of 5.

**Student Voice**

“My favorite session was my first block session titled ‘What can you do with an arts degree from the University of Alberta?’ I learned some valuable information about university and how to prepare for it.”

- Student Participant, EPSB Virtual Career Day

**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 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. An [update](#) was presented to the Board of Trustees on October 22, 2024. In support of environmental initiatives in schools, the Division conducted a range of activities, including the following:
  - Launched the Environmental Dashboard, which provides a Division- and school-level summary of utility consumption and solar generation (where applicable), with some data going back to 2019. The Dashboard provides data that can be used by teachers in class projects.
  - Communicated emissions reduction targets and solar news stories on the Division website, highlighting the program and the Division's Energy and Environment Strategy.
  - Supported 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 45 Division schools registered to participate in the EcoSchools in Alberta program, which is more than double the number from the prior year.
    - In June, the Division signed up to pilot the new [EcoSchools Board Program](#), which will offer a suite of supports and resources for school jurisdictions across Canada.
  - Engaged with the Student Senate to raise awareness of how students can participate in activities that promote environmental stewardship.
  - Engaged with principals through various committees including the formation of an Energy and Environment Principal Advisory Committee for ongoing feedback on initiatives and school resources.
- 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:
  - The Stepping Into Science Alberta Kindergarten to Grade 3 resource project included the development of lessons where students build an awareness and understanding of humans' impact on the environment. This includes but is not limited to:
    - A Kindergarten lesson where students explore how environments should be protected and respected.
    - A Grade 1 lesson where students learn that First Nations, Métis, and Inuit traditional teachings show a sense of responsibility to care for nature.
    - A Grade 3 lesson where students relate stewardship to changes in the Earth's surface.
  - 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 or writing for environmental grants.

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**Additional Actions Taken in Support of Priority 1 Goal 3**

**Dual Credit Courses**

- During the 2023–24 school year, the Division increased its dual credit offerings from five courses to seven courses, across seven Division high schools. These courses were offered through Memorandums of Understanding (MOU) with MacEwan University, Norquest College and Athabasca University. In total, 157 students participated in dual-enrolled, dual credit courses that included Sustainable Business, Introduction to Psychology, Introduction to

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Early Learning Childcare, Individual Health and Wellness and Sociology.

### German Career Fair

- In partnership with Goethe-Institut, the Central Agency for German Schools Abroad, and Alberta Education, the Institute for Innovation in Second Language Education (IISLE) coordinated a German Career Fair for approximately 180 secondary students in the German bilingual program. This event runs every two years with the purpose of encouraging students to continue studies in German in high school and university, promoting the advantages of learning German, and highlighting career and academic opportunities related to the German language.

### Official Languages in Education Programs (OLEP) Hub Project

- The Hub Project is a new provincial model for supporting French language learning that requires active collaboration among school jurisdictions. The Institute for Innovation in Second Language Education (IISLE) was one of seven projects approved for this funding. The Hub Project involves collaboration with eight other school divisions to address specific needs in French Immersion (FIM) education. The project's goal is to support student oral language development in FIM as well as new curriculum implementation by creating a collection of lessons that incorporate Kindergarten to Grade 6 Curriculum for French Immersion Language Arts and Literature (FILAL), Mathematics, Science and Physical Education and Wellness.

## 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 actions described above 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 2–5, 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 increase despite some of the challenges of these past few years (*see Table 22*).

Table 22. Credits Attempted* for Students with Passing High School Awarded Marks							
	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
Sum of Credits Attempted for Students with Passing High School Awarded Marks	773,249	791,750	811,504	779,073	812,377	866,694	927,853
Total Students in Division with Passing High School Courses	24,785	25,393	25,884	25,152	25,865	27,231	29,178
Average Credits per Student	31.2	31.2	31.4	31	31.4	31.8	31.8

\* Credits Attempted as reported in PASI<sup>13</sup>. Summer school or evaluated courses not included.

<sup>13</sup> 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.”

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### Provincial Measures

High School Completion Rates: These rates are a 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. Tables 23 and 24 highlight three-, four- and five-year high school completion rates for all students and for EAL students at the Division. A caution regarding interpreting high school completion rates over time was provided by Alberta Education (*see note 2 on page 11*), as participation in the 2019-20 and 2021-22 Diploma Exams was impacted by the pandemic. This impact included exams being cancelled at different times and their weighting being reduced from 30 per cent to 10 per cent in 2021-22 and 20 per cent in 2022-23.

These factors likely impacted graduation rates, hence the caution in interpreting results over time. Tables 25 and 26 show the diploma exam participation rate compared to the three-year high school completion rate each year from 2015 to 2023 for all students and for EAL students at the Division. The three-year high school completion rate is consistently higher in the years 2020, 2021 and 2022, when the pandemic affected the writing of diploma exams. The diploma exam participation rates and high school completion rates in 2023 more closely maintain the rates from 2015 to 2019.

This year's five-year completion rate of 86.6 per cent continues to show a pattern of growth and our dropout (2.1 per cent) and Rutherford Scholarship Eligibility (71.0 per cent) rates also demonstrate the commitment and success of Division high school students (*see Table 23*). The five-year completion rate, drop-out rate and Rutherford eligibility data for EAL students are also positive indicators of success, despite a decline in the three- and four-year completion rates for this group of students (*see Table 24*; results for self-identified First Nations, Métis, and Inuit students are addressed in Priority 2 of this report).

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	<b>76.5</b>	78.2	79.2	Intermediate	Declined Significantly	Issue	<b>80.4</b>	80.7	82.4	Intermediate	Declined Significantly	Issue
4-year High School Completion	<b>83.2</b>	84.7	83.6	Intermediate	Maintained	Acceptable	<b>85.1</b>	86.5	86.2	Intermediate	Declined Significantly	Issue
5-year High School Completion	<b>86.6</b>	85.8	85.0	Intermediate	Improved Significantly	Good	<b>88.1</b>	88.6	87.3	Intermediate	Improved Significantly	Good
Drop Out Rate	<b>2.1</b>	2.2	2.2	Very High	Improved	Excellent	<b>2.5</b>	2.5	2.4	Very High	Declined	Good
Rutherford Scholarship Eligibility Rate	<b>71.0</b>	71.7	70.0	High	Improved	Good	<b>70.7</b>	71.9	70.0	High	Improved Significantly	Good
Transition Rate (6 yr)	<b>65.2</b>	65.2	65.1	High	Maintained	Good	<b>60.1</b>	59.7	60.0	Intermediate	Maintained	Acceptable

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Table 24. 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	<b>68.8</b>	71.2	73.0	Low	Declined Significantly	Concern	<b>72.0</b>	72.8	76.7	Low	Declined Significantly	Concern
4-year High School Completion	<b>79.6</b>	82.5	82.7	Intermediate	Declined	Issue	<b>82.2</b>	85.0	84.8	Intermediate	Declined Significantly	Issue
5-year High School Completion	<b>87.3</b>	84.3	85.7	Intermediate	Maintained	Acceptable	<b>88.1</b>	88.7	87.2	Intermediate	Improved	Good
Drop Out Rate	<b>1.8</b>	1.9	1.9	Very High	Maintained	Excellent	<b>2.6</b>	2.5	2.4	Very High	Declined	Good
Rutherford Scholarship Eligibility Rate	<b>56.4</b>	57.5	57.7	Intermediate	Maintained	Acceptable	<b>56.8</b>	60.3	60	Intermediate	Declined Significantly	Issue
Transition Rate (6 yr)	<b>67.9</b>	70.3	70.9	High	Declined	Acceptable	<b>65.2</b>	62.7	64.7	High	Maintained	Good

Table 25. All Students - Division: Historical Diploma Exam Participation Rate (4+ Exams) and 3-Year High School Completion Rate

	2015	2016	2017	2018	2019	2020	2021	2022	2023
Diploma Exam Participation Rate (4+Exams)	60.1	60.7	60.2	60.2	61.3	0.0	0.0	4.9	56.3
3-year High School Completion	72.3	75.4	73.8	75.1	76.4	78.7	80.6	78.2	76.5
n size	6,199	6,308	6,271	6,567	6,589	6,772	6,973	7,107	7,235

Table 26. English as an Additional Language Students - Division: Historical Diploma Exam Participation Rate (4+ Exams) and 3-Year High School Completion Rate

	2015	2016	2017	2018	2019	2020	2021	2022	2023
Diploma Exam Participation Rate (4+Exams)	59.2	63.2	65.0	59.7	54.0	0.0	0.0	5.1	52.7
3-year High School Completion	65.9	76.1	78.0	68.1	71.0	71.0	76.7	71.2	68.8
n size	470	631	765	763	691	776	841	937	1,091

## 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 27); however, it reflects the overall downward trend seen at the provincial level. A more in-depth review of this measure, which comprises five sub questions, found the following:

- The sub questions regarding students following rules and respecting each other, which were identified last year as areas of concern, remain the areas with the greatest opportunity for improvement in student and teacher perception.
- An overall area of strength, for students, parents and teachers, continues to be positive agreement with the questions regarding student citizenship or helping their community.

Teachers, parents and students who are satisfied that students model the characteristics of active citizenship												
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
Overall	79.0 (n= 29,106)	79.6 (n= 31,187)	82.2 (n= 31,002)	High	Declined Significantly	Issue	79.4 (n= 265,100)	80.3 (n= 257,231)	82.3 (n= 257,092)	High	Declined Significantly	Issue
Parent	78.8 (n= 3,906)	78.9 (n= 3,894)	80.3 (n= 4,132)	High	Maintained	Good	78.7 (n= 33,217)	79.4 (n= 31,869)	81.4 (n= 34,290)	High	Declined Significantly	Issue
Student	68.7 (n= 21,432)	70.2 (n= 23,047)	73.4 (n= 22,398)	High	Declined Significantly	Issue	69.6 (n= 199,816)	71.3 (n= 193,015)	73.0 (n= 190,349)	High	Declined Significantly	Issue
Teacher	89.4 (n= 3,768)	89.8 (n= 4,246)	92.9 (n= 4,472)	Intermediate	Declined Significantly	Issue	89.8 (n= 32,067)	90.3 (n= 32,347)	92.6 (n= 32,453)	Intermediate	Declined Significantly	Issue

Lifelong Learning and Work Readiness: 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 28). Teachers and parents remain satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning, but results declined compared to the prior three-year average. Division result trends are similar to those of the province.

	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
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	82.4 (n= 7,276)	82.5 (n= 7,692)	83.4 (n= 7,796)	High	Declined	Acceptable	82.8 (n= 61,407)	83.1 (n= 60,705)	84.0 (n= 60,097)	High	Declined Significantly	Issue
b. Teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.												
Overall	78.6 (n= 7,431)	79.4 (n= 7,860)	79.7 (n= 7,958)	High	Declined	Acceptable	79.9 (n= 62,712)	80.4 (n= 62,032)	80.7 (n= 61,427)	High	Declined Significantly	Issue

## Priority 1: Build on outstanding learning opportunities for all students

Career Planning: Grades 7 and 10 students' perception that they get the help they need planning for a career decreased somewhat in 2024, indicating continued opportunities to build relationships with students and engage them in post-secondary planning (see Table 29). Detailed stakeholder results can be found in [Appendix C](#).

	Edmonton School Division					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Grades 7	58 (n=6,983)	53 (n=5,206)	56 (n=6,063)	56 (n=6,680)	52 (n=6,242)	52 (n=62,466)	52 (n=51,598)	53 (n=57,068)	53 (n=58,836)	52 (n=60,928)
Grades 10	77 (n=5,997)	73 (n=3,611)	77 (n=5,193)	78 (n=6,054)	75 (n=5,508)	78 (n=49,335)	76 (n=39,431)	76 (n=46,267)	77 (n=51,168)	76 (n=52,587)

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 4 and 5, 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 4. What students are learning in school will help prepare them for the future.

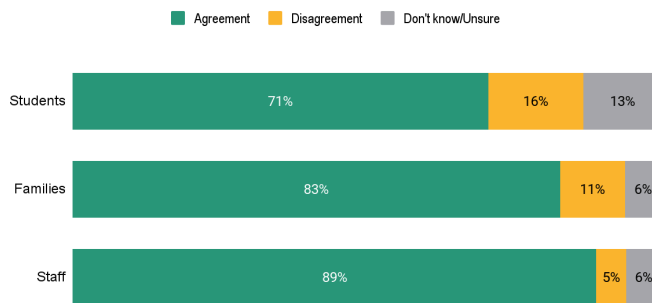
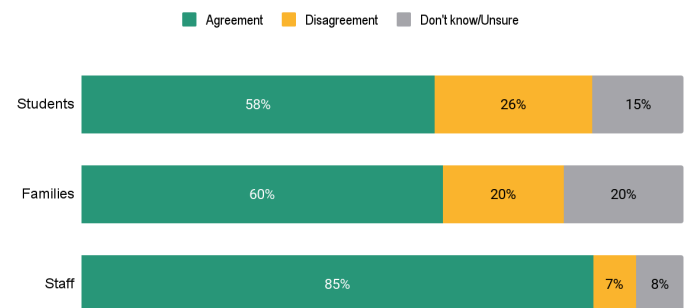


Figure 5. School is supporting students to prepare for life after high school



**Students:** What I learn in school will help me in my future (n=51,795)

**Families:** What my child learns in school will help prepare them for their future (n=7,483)

**Staff:** I feel confident connecting curricular outcomes to the development of competencies students will need for their futures (n=4,526)

**Students:** I feel supported to prepare for life after I finish high school (Grades 10–12; n=12,581)

**Families:** My child's school supports them to transition to life after high school (Grades 10–12; n=756)

**Staff:** I feel confident that the work I am doing is preparing students to transition to life after high school (n=4,776)





## 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.

### 2023-24 DFS results indicate that:

**82 per cent** of students agreed that “my school takes actions that support truth and reconciliation.”

**71 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.**

### **Public reporting on progress toward anti-racism, reconciliation, and equity**

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 2 Anti-racism, Reconciliation and Equity Action Plan—Year Two Update](#) was brought to public Board on March 5, 2024. The report provided an update around actions taken and progress made during the 2022–23 school year. The report highlighted the Division's work to support the three key action areas of the action plan.

In 2023–24 work in support of the three key areas of the action plan continued, building off of progress made in the previous years. A comprehensive summary of the Division's work in support of anti-racism, reconciliation and equity will be provided in a report at Public Board in early 2025, updating work carried out in support of the Anti-Racism, Reconciliation and Equity Action Plan. Initial highlights from the 2023-2024 school year include:

#### **Support for schools and enhancing school capacity:**

- The Division continued to offer a range of learning opportunities for staff focused on key topics intended to support and enhance staff capacity, awareness and knowledge. Details of this work includes:
  - CLS, Diversity and First, Nations, Métis and Inuit consultants offered 81 PL sessions around a range of topics, reaching over 1,770 staff members.
  - Support was also provided to other PL opportunities including before and after school sessions at schools, catchment leadership groups, central units and Human Resources leadership groups.
- First Nations, Métis, and Inuit consultants from CLS and Specialized Learning Supports (SLS) responded to 344 requests for supports, building capacity with students and staff, by providing consultations and Indigenous learning opportunities like the Blanket Exercise, Land Acknowledgement teachings, River Walks, Seven Grandfather teachings, Smudge teachings and building connections between schools and Elders and Knowledge Keepers.
- Anti-racism and Equity and Sexual Orientation and Gender Identity and Expression (SOGIE) consultants responded to 445 requests for support, building capacity with staff by providing consultations and PL opportunities. In collaboration with Mental Health Capacity Building (MHCB) Wellness Coaches, the team introduced a three-part series supporting Priorities 2 and 3 of the Strategic Plan through a capacity building framework that assisted schools to address issues around anti-racism, reconciliation and equity and mental health in tandem.
- The Anti-racism Critical Support (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 19 requests from schools in the 2023–24 school year. This compares to 26 requests in the 2022-2023 school year and 9 requests from the previous year, the year the team was first established as a support for schools.

## Priority 2: Advance action towards anti-racism and reconciliation

- Diversity Education staff also noted that there has been an increase in school personnel calling to have conversations around how to address issues before engaging with students, parents and/or community. School staff indicated they felt more prepared and confident to solve the issue after having these consultative meetings.
- The Specialized Learning Supports team, consisting of over 300 staff members, participated in multiple PL opportunities that examined how mental health and neurodiversity are perceived from varying cultural perspectives including Arabic, Caribbean, Hispanic, Indigenous, Nigerian, Somalian, SOGIE and Southeast Asian perspectives. The Intercultural Consultants shared how SLS consultants can work in culturally responsive ways to support newcomer families.
- A PL opportunity, entitled Integrative Anti-racism: Culturally Responsive Practices, was created and presented to varying staff groupings including first and second year principals. Diversity staff included conversation and slides on culturally responsive practices in multiple PLs that reached in excess of 2000 staff members. In addition to this PL, all PL opportunities offered by First Nations, Métis, an Inuit Cultural Consultants and Intercultural Consultants also promote culturally responsive practices.
- Further enhanced the information available around days of significance in the 2023-24 edition of the Division's Multifaith Calendar by including the addition of brief descriptors for each date.

### Human Resource practices:

- Ongoing engagement with staff to inform the implementation of the anti-racism, reconciliation and equity competency within the Division's Leadership Development Framework; the competency was introduced in August 2024.
  - This work also included the development of materials to support staff in working with the new anti-racism, reconciliation and equity competency.
- Supported the launch of the updated Leadership Development Framework site with increased functionality and usability for all staffing groups.
- Continued to offer PL for leadership staff focused on equitable hiring practices.
- The Division's newly developed Diversity and Inclusivity Statement was introduced to support various HR processes. See Box 2.
- Established a working group and developed a project plan to support exploring the potential collection of staff demographic data.

#### Box 1. Edmonton Public Schools' Diversity and Inclusivity Statement<sup>14</sup>.

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.

### Student Demographic Data:

- The 2023-24 school year was spent working with staff and community members to guide the next phases of analysis as data coding and linking proceeded. Through their guidance, students' sense of belonging and safety were identified as the first areas for more in-depth analysis. This analysis has been conducted and a report is scheduled for release in December 2024. This report will serve as the catalyst for further engagement with

<sup>14</sup> Anti-racism and Equity Action Plan - Year One Update ([Edmonton Public Schools, 2023](#))

## Priority 2: Advance action towards anti-racism and reconciliation

students to better understand actions the Division can take to enhance students' feelings of belonging and safety.

- The Division was recognized by the Canadian Association for Communicators in Education for its work on the communications plan supporting the extended student demographic survey and preliminary findings from the survey reported in June 2023. This recognition reflects the Division's commitment to transparency and ongoing communication with staff, students, families and the broader community.

### **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.**

- To support authentic engagement and accessible communication, work was initiated on two resources: a guide to courageous conversations and a document supporting guiding principles on inclusive language.
- The Superintendent's Equity Advisory Committee, comprised of members of the community and parents representing a diverse range of backgrounds and lived experiences, met three times over the course of the year. The work they focused on included:
  - Feedback around next steps in the analysis of the extended student demographic data.
  - Input for consideration to the collection of staff demographic data.
  - Things to consider when engaging with students in conversations around complex topics.
- The Anti-Racism, Reconciliation, and Equity Staff Advisory Committee was launched and members were engaged in the development or implementation of key activities, including:
  - Formation of a staff demographic data project committee to explore best practices around the collecting of staff demographic data.
  - Engagement with staff on a mentoring program pilot.
- To support ongoing engagement that informs this work, the Division also continues to have in place, an Anti-racism, Reconciliation and Equity Steering Committee, made up of staff leaders from across multiple central units, and a principal committee with representation from 24 schools and central leaders.
- A number of school-level conversations that centered student voice took place across the Division in various formats including *Creating Schools that Listen*, student summits and social innovation labs, with a focus on sense of belonging and safety.
- Schools are intentional in learning about and celebrating the identities of the students and families they serve. This includes special celebrations, experiencing food and culture from across the school community and supporting learning resources where students see themselves and learn about others.

#### **Catchment Story**

One catchment focussed on engaging with students to support a culture of anti-racism, reconciliation and equity. This work included student symposiums, student-led cultural celebrations, engagement with parents and a variety of opportunities across the catchment to learn and build a shared understanding together. Additionally, staff from the catchment participated in monthly PL around a range of topics (e.g., bias, microaggressions, and sexual orientation and gender identity) as part of this initiative. Through this work,

**Students felt empowered celebrating their culture and identity.**

Additional Actions Taken in Support of Priority 2 Goal 1

- The Policy Review Committee of the Board of Trustees initiated the work to review Board Policy FA.BP Human Resources Framework through an anti-racism and equity lens.
- Board Policy [GCA.BP Approval of the School Year Calendar](#) was passed on May 28, 2024. This work reflected the Board of Trustees’ commitment to the prioritization of days of significance in the calendar when possible.
- Edmonton Public Schools recognized the third National Day for Truth and Reconciliation through a live streamed event showcasing and learning alongside Indigenous artists and students. Schools had access to a series of teaching and learning resources to support them in acknowledging and recognizing the National Day for Truth and Reconciliation.
- A collection of resources intended to support schools in honouring National Indigenous History Month and National Indigenous Peoples Day in June was also made available.

P2G1: Summary of Results and Analysis

Results from the 2023-24 DFS are one source of evidence that the Division is making progress in support of Priority Two. The results also confirm the importance of the Division’s ongoing work and commitment towards anti-racism and equity (see the [DFS summary](#) for details).

2023-24 DFS results indicate that:			
<b>78 per cent</b> of students agreed or strongly agreed that “many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the books and materials at my school.”		<b>75 per cent</b> of staff agreed “if I were to experience racism or discrimination at my workplace, I would feel safe getting help from the Division.”	
<b>86 per cent</b> of families agreed that “many diverse cultures <sup>15</sup> are represented in the events, activities and environment of my child's school.”		<b>71 per cent</b> 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.”	
		<b>95 per cent</b> of staff agreed “I am aware of the work Edmonton Public Schools is doing to support anti-racism and belonging in schools.”	

<sup>15</sup> 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' success 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



Sken-nen Kowa (Keith Callihoo), a Kanienkehaka/Welsh Treaty 6 artist and educator, created this artwork to honour the 2023-24 First Nations, Métis, and Inuit high school graduates at EPSB.

research highlights the importance of relationships, working with families, engaging with the community, early learning, high quality teaching and learning and school leadership 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 2023–24 school year.

### 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.

- During the 2023–24 school year, 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.
  - Identifying and developing First Nations, Métis, and Inuit resources that support the learning outcomes in Science and English Language Arts and Literature new curriculum.

## Priority 2: Advance action towards anti-racism and reconciliation

- Facilitating PL opportunities to increase foundational knowledge of First Nations, Métis, and Inuit cultures, languages, histories, perspectives and current realities.
- Facilitating a staff river valley walk to help build foundational knowledge and reconciliation by learning about Edmonton's history from a First Nations and Métis perspective.
- Developing 94 Truth and Reconciliation travelling book club kits to support book clubs and teaching First Nations, Métis, and Inuit content in English Language Arts and English Language and Literature curriculums across Grades 1 through 12.
- In support of high quality teaching and learning with Indigenous perspectives, schools continued to look at their resources and ensure that books and learning materials included Indigenous examples, stories, characters and world views.
  - Additionally, to support this work, the Division acquired two locally developed courses, Beading (Elder Chronicles) 15 and Treaties and Sovereignty 15, for use in schools to support embedding First Nations, Métis, and Inuit knowledge and history into teaching and learning.
- Across the Division, schools took intentional steps to create welcoming environments 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, Indigenous Games Day, Métis Week.
  - Working with community partners, Elders and Knowledge Keepers to support students.
  - Inviting First Nations, Métis, and Inuit 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) and National Indigenous History Month (June).
- To support the ongoing monitoring of progress for each student, schools assess where students are at in their learning in the fall to inform programming. Schools then monitor for evidence of growth throughout the year to ensure progress or identify students in need of additional support or intervention. In the spring, learning is assessed to inform achievement over the course of the school year.
  - Schools use 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), At, Above or Below grade level reading achievement and HLAT writing.
  - 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.

### School Story

To support students learning about Indigenous people and their history in Canada, one school purchased a large Indigenous map of Turtle Island (Canada). For the past three years, the map has been put up in the gymnasium for a month. Supported by activity stations and a tipi, the map invites experiential learning and supports a sense of belonging and engagement across the school community. Staff, students and families come together to participate in activities centered around the map. Recently, this experience has been extended to students from across the catchment.

**The school has noted that when the map is displayed, families like to come and learn from it along with students.**

## Priority 2: Advance action towards anti-racism and reconciliation

- Through the EAP, approximately 41 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.

#### **High Impact Priorities**

*(OECD Promising Practices in Supporting Success for Indigenous Students)*

- 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 provided a range of cultural supports and connections for students including: land based field trips, daily smudging, ribbon skirt/shirt creation, classroom and whole school presentations.
- Ten High School Completion Coaches served self-identified First Nations, Métis, and Inuit students at four Division high schools in 2023-24. Through this work the Coaches built relationships with students and their families and provided a range of supports, including:
  - 4,348 individual coaching sessions.
  - 75 post-secondary and/or career transition sessions, including presentations by post-secondary institutions and partner organizations.
  - 600 connections with self-identified First Nations, Métis, and Inuit students and their families, including emails, phone calls, conferences and school family nights.
- Since the High School Completion Coach teams have been established, there has been a continued increase in the number of credits earned on average per self-identified First Nations, Métis, and Inuit student at participating high schools. The greatest impact has been at schools where coaches have been in place for a longer amount of time. Specifically:
  - 23 per cent increase in average credits earned from 2019-20 to 2023-24 at Queen Elizabeth High School.
  - 26 per cent increase in average credits earned from 2020-21 to 2023-24 at Eastglen High School.
  - 12 per cent increase in average credits earned from 2021-22 to 2023-24 at Jasper Place High School.
  - Students have maintained average credits earned from 2021-22 to 2023-24 at Dr. Anne Anderson High School.
- For the fourth year, feedback from students regarding the High School Completion Coach Model was initiated through a survey (*see Table 30*). Note that the questions were refined slightly to further reflect the work of the coaches in 2022-23. These results demonstrate the importance of this model and the impact it has for students.



## Priority 2: Advance action towards anti-racism and reconciliation

Table 30. Student feedback on High School Completion Coach Model	2020-21	2021-22	2022-23	2023-24
	n=24 (2 schools)	n=71 (3 schools)	n=70 (3 schools)	n= 160 ( 4 schools)
Having high school completion coaches helps me have a sense of belonging at school.	87	91	99	98
Having high school completion coaches creates opportunities for me to participate in cultural teachings and experiences.	-	-	97	98
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	98
Having high school completion coaches helps me with my academic achievement.	-	-	99	98
In general, it is helpful having high school completion coaches at my school.	91	99	100	100

### Additional Actions Taken in Support of Priority 2

- The Board of Trustees passed a [motion](#) at a public Board meeting on September 7, 2021, recognizing that renaming schools is an important part of becoming a more anti-racist and equitable school Division and initiating the work to develop a policy and process for renaming schools in collaboration with students, staff, families and community. As the Board of Trustees continues this work, two schools underwent the renaming process in 2023-24.
  - At the April 9, 2024, Board meeting, Oliver School was renamed Wîkhwêntôwin School.
    - The Wîkhwêntôwin community league led a neighbourhood renaming process with the City, which included engagement with students, staff and families to rename the community from Oliver. The school community felt the new name reflected the values of the school community. Wîkhwêntôwin translates into English as ‘circle of friends’.
  - Prince Charles School was renamed awâsis waciston School.
    - In 2021, the Board approved a motion to initiate a process to consider a new name for Prince Charles School, acknowledging the significance of the awâsis (Cree) program at the school and the Truth and Reconciliation Commission of Canada’s commitment to Indigenous languages and action in education. In June 2024, the name, awâsis waciston, was gifted to Lloyd Martin, Cree Language Keeper, during a Sundance Lodge and can be translated into English as ‘child nest’. The new name was officially announced on September 24, 2024, at a public Board meeting.

*Mural at awâsis waciston School created by artist Branden “BusyRawk” Cha and Anishnaabe Cultural Educator and artist Que Rock - Quenten Commanda.*



## P2G2: Summary of Results and Analysis

The achievement data and actions presented as part of Priority 1 Goal 2 (see Tables 10, 17, 20, 21) reflect Division results for self-identified First Nations, Métis, and Inuit students, demonstrating 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 work.

High School Completion Self-identified First Nations, Métis, and Inuit Students: Division results indicate the importance of our commitment and evidence-informed practices in support of student success and high school completion for self-identified First Nations, Métis, and Inuit students. In 2023-24 we maintained our results in the areas of high school completion, dropout rate, the number of students eligible for the Rutherford Scholarship, and the six-year transition rate (see Table 31). These results confirm the need to remain focused and intentional in this work to ensure a greater number of students experience success.

Similarly to Tables 25 and 26 (see page 45), Table 32 illustrates the possible impact the disruption to diploma exams had on three-year graduation rates. However, the pattern is not quite as noticeable, particularly given the most recent high school completion rate of 49 per cent, which is almost as high as the 2020 rate of 50.5 per cent when there were no diploma exams.

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	<b>49.0</b>	44.2	47.3	Very Low	Maintained	Concern	<b>58.6</b>	57.0	59.5	Very Low	Maintained	Concern
4-year High School Completion	<b>54.2</b>	55.9	55.0	Very Low	Maintained	Concern	<b>65.3</b>	65.8	66.0	Very Low	Maintained	Concern
5-year High School Completion	<b>60.0</b>	62.3	59.1	Very Low	Maintained	Concern	<b>69.4</b>	71.3	69.1	Very Low	Maintained	Concern
Drop Out Rate	<b>6.4</b>	5.7	6.0	Intermediate	Maintained	Acceptable	<b>5.2</b>	5.1	5.0	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	<b>42.7</b>	44.2	41.6	Very Low	Maintained	Concern	<b>43.7</b>	43.9	41.5	Very Low	Improved Significantly	Acceptable
Transition Rate (6 yr)	<b>34.4</b>	32.7	31.9	Very Low	Maintained	Concern	<b>36.8</b>	35.5	36.3	Low	Maintained	Issue

	2015	2016	2017	2018	2019	2020	2021	2022	2023
Diploma Exam Participation Rate (4+Exams)	20.3	20.5	21.6	18.9	18.4	0.0	0.0	0.8	16.3
3-year High School Completion	38.3	45.6	41.3	40.9	42.8	50.5	47.1	44.2	49.0
n size	560	587	633	607	584	601	622	613	628

## Priority 2: Advance action towards anti-racism and reconciliation

### Local Measures

Results from the 2023–24 DFS confirm that the majority of students are learning about indigenous perspectives and contributions in school and also reinforce 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 the [DFS summary](#) for details).

#### 2023-24 DFS results indicate that:

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

**86 per cent** of families agreed or strongly agreed that “many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the events, activities and environment of my child’s school”

**79 per cent** of staff<sup>16</sup> agreed that “I have the knowledge and skills to program for/support students who are First Nations, Métis, and Inuit.”

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



This artwork is by Linus Woods from Long Plain First Nation in Southern Manitoba. This art was gifted to Edmonton Public Schools. Linus has worked closely with students in our Division and we very much appreciate this gift.

<sup>16</sup> Staff here includes principals, assistant principals and teachers.



## Priority 3

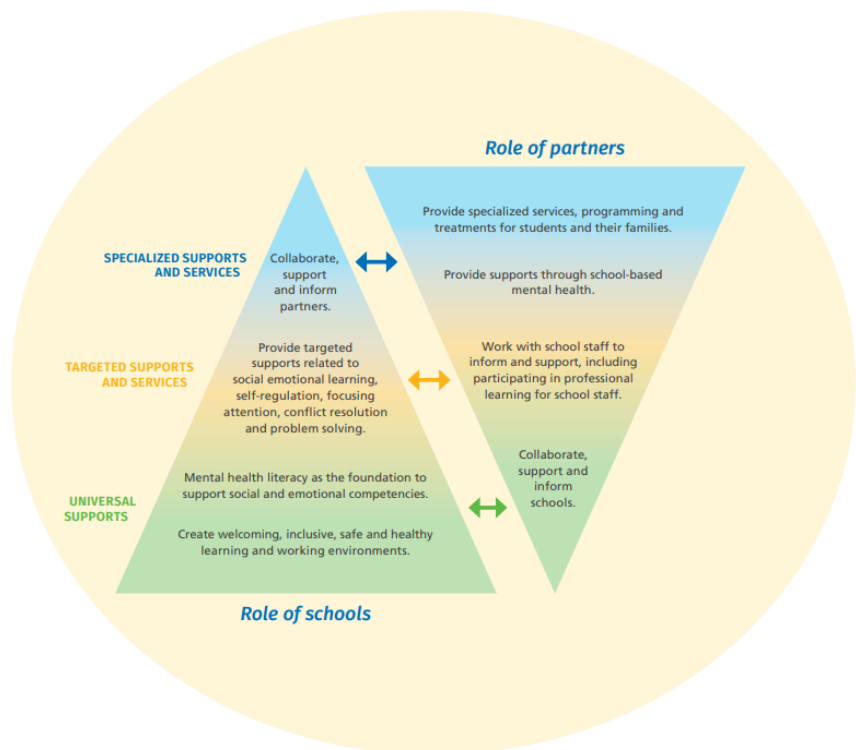
***Promote a comprehensive approach to student and staff well-being and mental health.***

## 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 a pyramid of intervention model (Figure 6) and grounded in the internationally recognized Comprehensive School Health (CSH) framework, which is a whole school approach as it touches on all aspects of school life. The Division works in partnership with Alberta Health Services (AHS) around this approach; AHS hosts a virtual hub of health promotion related resources through [Healthier Together Schools](#). The work of AHS in support of well-being is paralleled alongside the work of schools in Figure 6.



**Figure 6.** Pyramid of Intervention demonstrating the interplay between the role of schools and the role of health partners ([Edmonton Public Schools, 2023](#))

The following results provide insight into how the Division is doing in addressing Goals 1 and 2 of this priority, encompassing staff and student mental health, well-being and sense of belonging in working and learning environments.

### Provincial Measures

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE): To support divisions in monitoring their responsibilities for well-being, the province introduced the WCRSLE measure in the AEAM in 2020–21 as highlighted in Table 33. In 2023-24, parent results were maintained at the Division, though there continued to be an overall decline



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

both provincially and locally for this measure. Some observations from a deeper look at the sub questions that make up this measure include the following:

- Parent and teacher perceptions around teachers caring about and treating students fairly are strong; student results related to these concepts are lower, reflecting an opportunity to reinforce the importance of building relationships with students.
- Student, parent and teacher perceptions that students respect and care for one another, and treat each other well are areas with opportunities for improvement within the Division.

The WCRSLE results closely align with the DFS across all three stakeholder groups in questions relating to safety and belonging (see the [2023-24 DFS summary report for details](#)). 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 in partnership with families and community. The [Strategic Plan Update Report: Well-being and Mental Health](#) highlighting the collective efforts to support Priority 3 of the 2022-2026 Strategic Plan was presented to the Board of Trustees on November 5, 2024. This report shares information about the Division's work to support students through active engagement to build and maintain a welcoming school culture where students feel a sense of belonging and connection; co-create expectations and nurture relationships to support feelings of safety and citizenship; and build staff capacity to support student resilience and engagement as key contributors to mental health and well-being.

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.										
	Edmonton School Division					Alberta				
	2021	2022	2023	2024	Improvement*	2021	2022	2023	2024	Improvement*
Overall	87 (n= 25,660)	85.4 (n= 29,582)	83.2 (n= 31,197)	82.6 (n= 29,133)	Declined Significantly	87.8 (n= 231,091)	86.1 (n= 249,941)	84.7 (n= 257,391)	84.0 (n= 265,321)	Declined Significantly
Parent	86.8 (n= 3,613)	85.7 (n= 4,157)	84.2 (n= 3,896)	84.5 (n= 3,908)	Maintained	88.2 (n= 30,980)	86.9 (n= 31,715)	85.6 (n= 31,885)	85.3 (n= 33,232)	Declined Significantly
Student	79.4 (n= 18,379)	77.6 (n= 21,254)	75.0 (n= 23,056)	73.2 (n= 21,456)	Declined Significantly	79.8 (n= 169,900)	77.7 (n= 187,258)	76.6 (n= 193,156)	75.2 (n= 200,020)	Declined Significantly
Teacher	94.9 (n= 3,668)	93 (n= 4,171)	90.4 (n= 4,245)	90.1 (n= 3,769)	Declined Significantly	95.3 (n= 30,211)	93.6 (n= 30,968)	92.0 (n= 32,350)	91.6 (n= 32,069)	Declined Significantly

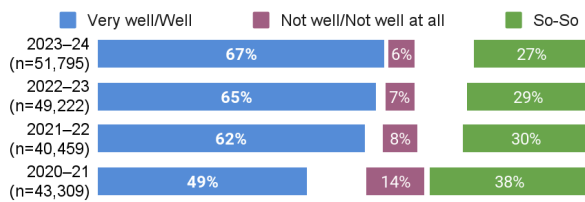
\*As this is a new measure, only improvement evaluation can be calculated this year.

#### Local Measures

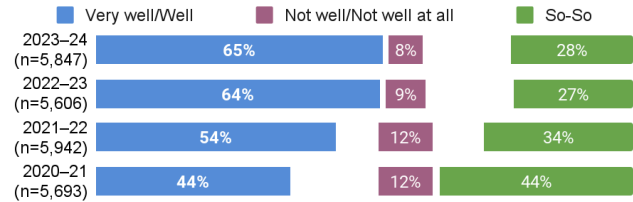
Local DFS data around individual perception of well-being also provides another snapshot of how people are doing. These multi-year results indicate that students and staff perceive that their well-being has been improving. Starting in May 2021, over a year into the COVID-19 pandemic, the Division included a question in the DFS asking students and staff about their well-being (see [Figures 7–8](#)). Unsurprisingly, only around half of both groups were doing *Very Well/Well* when asked in May 2021. However, more students and staff have signaled a greater sense of well-being in each of the three following years, with 67 per cent of students and 65 per cent of staff indicating they felt well or very well in 2023-24.

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

**Figure 7. DFS: Student responses to question, “How are you doing this school year?” \***



**Figure 8. DFS: Staff responses to question, “How are you doing this year?” \***



\* 2020–21 DFS student and staff question: How are you doing during the pandemic?

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.

### 2023-24 DFS results indicate that:

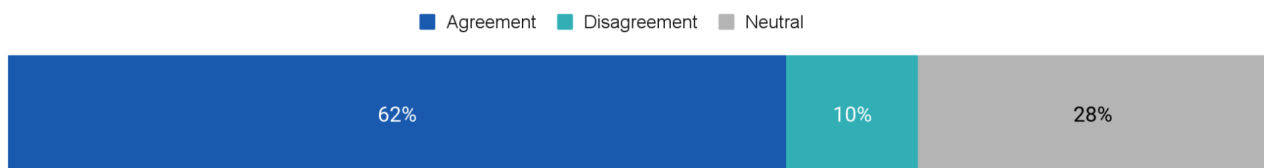
**63 per cent** of students agreed that “my school is a place where all students feel like they belong,”  
**80 per cent** agreed that “at my school, I have opportunities to be involved in activities that support my sense of belonging.”

**88 per cent** of staff agreed that “I feel a sense of belonging at my workplace.”

**86 per cent** of families agreed that “my child feels like they belong at school,” and  
**77 per cent** also agreed that “I feel connected to my child’s school.”

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 2023 (see Figure 9). 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 9. YRS 2023–24 Division Results—I feel like I belong at school (n=59,354).**



## 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.

#### 2023-24 DFS results indicate that:

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

- The following three initiatives are part of the Division’s *Navigating Mental Health: A Coordinated Approach*:

#### Key Ideas from *Navigating Mental Health: A Coordinated Approach*

- Emphasizes a shared language around mental health in our school communities.
- Assists school staff awareness around pathways through mental health services and supports for students.
- 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.

- The Critical Incident Support Services (CISS) team continues to be a collaborative effort between Specialized Learning Supports (SLS) and Hospital School Campuses (HSC), supporting students and school staff in distress following critical incidents at schools. In the 2023–24 school year, the CISS team expanded to eight teams who supported 30 critical incidents at 25 schools and one central decision unit.

- The Mental Health Team (a collaboration between SLS and HSC) continued to ensure effective and efficient use of resources, connections to AHS and a streamlined approach for schools. This team, consisting of cross-disciplinary support (such as mental health therapists, psychiatric nurses, registered social workers, registered psychologists), provides schools and families with access to cross-disciplinary support and consultations.
  - Members of this team support students during calendar breaks (e.g. winter, spring and summer breaks) as well as during school time, providing crucial access to support for students during key periods of out of school time.
  - The collaborative team of Mental Health Therapists and MHCB Wellness Coaches works closely together to provide a seamless continuum of support and reduce barriers to accessing mental health services. This team prioritizes universal support, before transitioning to targeted or specialized interventions as needed. They collaborate on delivering group sessions, professional learning sessions, and parent information sessions to ensure accessibility and effectiveness.



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

- The Division Mental Health Classrooms at Aldergrove and Keheewin Schools: Initiated in 2022-23, CARE (Confidence, Academics, Relationships and Emotional Regulation) classrooms consist of a Teacher, EA, Mental Health Therapist, Consulting Registered Psychologist and are administered through HSC. This 12-week program is designed as an early intervention for students in Grades 4 to 6 that focuses on mental health and well-being. Students learn new social and problem-solving skills and strategies that help them gain confidence and manage their thoughts and feelings, with the intent that they come away from the classrooms with practical strategies to help them in school, at home and in the community. A classroom cohort serves 10 students and each classroom can support three cohorts per year.
  - The program 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 school-home partnerships.
  - At the completion of their 12 weeks in the CARE classroom, students are supported in their transition by the Mental Health Therapist.
    - To date, 100 per cent of parents whose children participated in the CARE classroom indicated that they have seen positive changes in their children.
    - There has been markedly improved attendance for all students served in this classroom model (average is 90+ per cent).
    - Many students and families have navigated pathways to additional internal and community supports.
- 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.
- To support well-being, most central staff have access to a hybrid work arrangement or an earned day off program. Schools are also able to support flexible work arrangements for staff on PL days.
- The ESPB Multifaith Calendar highlights many days of significance celebrated by students, families and staff across the Division. It promotes awareness for all around various days of significance. It also serves as a tool to assist schools in planning and has supported staff in feeling more comfortable to honour and celebrate days that are important to them. The Division has reported the following data in relationship to days of significance for Division staff:
  - 574 employees observed days of significance - an increase of 34 per cent from 2018-19.
  - 42 distinct days of significance were observed - an increase of 83 per cent from 2018-19.

#### 2023-24 DFS results indicate that:

**82 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."

#### School Story

A school initiated a *whole school values mapping* project in support of well-being, collecting data from students and staff on what matters most in their school community. This work resulted in the emerging of shared language and its meaning in support of a school culture that values well-being:

**Success through connection, support and learning**

### **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 PL for staff, the 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 2023–24 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 that nurture student resilience and a sense of belonging at school. Overall, 59,354 students completed the survey. The [2023-24 Youth Resilience Survey Summary Report](#) was included as part of the [Strategic Plan Update Report: Well-being and Mental Health](#) presented to the Board of Trustees on November 5, 2024.
- The Division continued to work with Dr. Ungar in capacity building to support student resilience through the second year of the [R2 Resilience Program©](#) and ongoing PL opportunities. The 12 R2 modules of lessons are aligned with the Alberta curriculum and 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. 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. Seventy-two schools participated in the R2 program last year, an increase of 31 schools from year one. This work included:

#### **School Story**

Staff at a junior high participated in the R2 CoP and did a book study. They chose to focus on communication with each other and within the school community. They practiced and modeled how to have a conversation and how to listen, creating a learning opportunity for students to see these communication skills in action.

**Both staff and students have reported using what they learned not just at school, but also at home, with peers and in the workplace.**

- A support menu to provide staff with access to a range of resilience related materials that inform teaching and learning and the development of a resilience promoting school culture. The menu includes resources, curriculum connections, school-specific stories and research-based materials to expand practices that build student resilience. These tools were designed to promote a shared understanding of resilience research among students, staff and families.
- 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.
- R2 school teams participated in a CoP that included the opportunity to work directly with Dr. Ungar, learn from each other and participate in PL. The CoP met four times throughout the school year.

P3G1: Summary of Results and Analysis

With results similar to 2022-23, the 2023-24 DFS summary report highlighted the impact of 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 [2023-24 Division Feedback Survey for details](#)). This work in schools is often supported through partnerships or connections with community agencies, health professionals or AHS.

**2023-24 DFS results indicate that:**  
**70 per cent** of students agreed that “my school helps me keep trying when things are hard.”

Additionally, through the DFS and the YRS, students were asked about the connections made in school with trusted teachers and other school staff. These results demonstrate the importance of the role that school staff play in the lives of students.

**2023-24 DFS results indicate that:**  
**80 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.”

**2023-24 YRS results indicate that:**  
**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 [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 2023–24 school year, Student Senators decided to pursue four projects, including: a Club Summit one-day conference; a podcast discussing mental health, media coverage and body image issues youth face; a brochure to highlight digital learning tools; and a workshop to ignite students' passion for education. A [summary](#) of the work they accomplished was presented to the Board of Trustees on May 28, 2024. Supporting materials, information and resources developed in support of students are available on the [Student Senate Website](#).
- Extended Student Demographic Survey: To gain a better understanding of student identity, 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. In 2023–24, to support further analysis of this data, coding of the responses was completed. Feedback from community members, students, families and staff identified belonging and safety as critical to school success. Given this, the student demographic data was linked to responses to questions pertaining to belonging and safety collected through the YRS. A disaggregated analysis of students' sense of belonging and safety was completed in Fall 2024 and a summary report sharing these results is scheduled to come to Public Board December 2024.
- 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. The DFS includes questions specific to Priority 3 and was completed by 51,795 Grade 4 to 12 students, 7,483 families and 5,847 staff.
- 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 2023–24, the following engagement took place in support of policy development:
  - Following the first reading of Board Policy AB.BP Dispute Resolution and Appeals at the October 10, 2023, Board meeting, public engagement occurred through a survey that was open for four weeks from October 16

#### School Story

Relationships and connections between students and school staff are critical to students experiencing success in school.

To support students in getting to know the adults in their school community, one school created a bulletin board with agency partners and school staff names and photos. This helped build relationships sooner between staff and students and enhanced the students' overall sense of belonging.



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

to November 12, 2023. There were 65 respondents to the online survey.

- Following the first reading of Board Policy GCA.BP Approval of the School Year Calendar at the February 6, 2024, Board meeting, public engagement occurred through a survey that was open for four weeks from February 12 to March 11, 2024. There were 972 respondents to the online survey.
- Following the first reading of Board Policy HFA.BP Sexual Orientation, Gender Identity and Gender Expression, public engagement occurred through a survey that was open for four weeks from May 15 to June 12, 2024. There were 1,137 respondents to the online survey.
- In the fall of 2023, the Board of Trustees hosted social innovation labs on the topic of school safety. Held over several days and evenings, these labs were an opportunity for students, staff, families and community members to share their experiences and perspectives around school safety. This feedback was provided to the Board of Trustees and an overview from these conversations was made public at the [April 30, 2024](#), Board of Trustees meeting.

### 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 together in support of students and families.

- Through the completion of school plan documents, schools have the opportunity to recognize community members, agencies or individuals who have supported 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: sport activities, student leadership opportunities, nutrition support, cultural activities, tutoring, field trip opportunities, out of school time activities and donations.

#### School Story

Established in 2016, the evidence-based *All in for Youth (AIFY)* wrap-around initiative has been supporting students in socially complex schools for the past seven years. A review of three-year high school graduation rates for students who attended an *All in for Youth* school for a portion of time on their path to high school completion found the following:

- The three-year graduation rate for students who spent **one year** in an AIFY school was **34.1** per cent.
- The three-year graduation rate for students who spent **two years** in an AIFY school was **42.1** per cent.
- The three-year graduation rate for students who spent **three years** in an AIFY school was **61.1** per cent.

- In response to rising food insecurity across Edmonton<sup>17</sup>, schools seek collaborations with community partners to be responsive to student nutritional needs throughout the day. Beyond the Alberta School Nutrition Program, the Division is engaged in partnerships across a range of local and national organizations. Additionally many schools are supported by the local community who wish to be responsive to student nutritional needs.

<sup>17</sup> In 2022, [Statistics Canada](#) reported that 21 per cent of Edmontonians were experiencing some level of food insecurity, the highest rate across census metropolitan areas.

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

- In partnership with AHS, the [Community Helpers Program](#) (CHP) provides opportunities for youth, ages 12 to 25, who are already acting as support to their peers to strengthen their support skills and learn more about mental health. The program's primary goals are to identify and support students who are considered 'natural helpers' to create mental health awareness, reduce stigma and encourage healthy communication, problem solving and help-seeking behaviours. As a universal support for mental health, the CHP helps to create a school environment that is welcoming, inclusive, safe and healthy, and improves the mental health literacy of students and staff. This past year, 20 junior and senior high schools facilitated the program for over 400 student helpers.
- In fall 2023, through provincial funding, a mental health classroom was opened in partnership with CASA Mental Health at J.A Fife school.
  - The CASA Classroom, serving up to 12 students from Grades 4 to 6, addresses the need for services closer to students by bridging a child's mental health and school needs, through a partnership that sees both mental health and educational professionals working together in the classroom.
    - At the J.A. Fife CASA Classroom, average attendance increased from 74 per cent to 87 per cent; students were also able to engage in extracurricular activities such as choir and intramural sports signaling increased connection to the school community.
    - Work was also completed to open another CASA mental health classroom for 2024-25 at Rosslyn School.
- A second three-year contract for the MHCB partnership with AHS began in 2023-24, with six wellness coaches and a program coordinator. Four additional wellness coaches were temporarily hired until the end of August 2024 as a result of one-time additional funds being made available.
  - The wellness coaches promoted positive mental health for children, youth and families through programming that builds capacity of knowledge and skills through universal supports and services. (See a comprehensive list of services offered [here](#).)
    - Through this programming, staff were able to make approximately 74,000 connections with students, 5,500 connections with staff and 2,500 connections with families<sup>18</sup>.
- The Division partnered with United Way, the Family Centre and Edmonton Catholic Schools around an application for Provincial Mental Health in Schools Pilot Program funding. The application, focused around wrap-around mental health supports and building resilient school culture, was accepted, with the provincial grant being administered through United Way. For the 2023-24 school year, the funding supported a mental health therapist position and the opportunity to work collaboratively with Dr. Michael Ungar to build staff capacity and support student mental health and well-being in a responsive and sustainable manner. The province recently announced the extension of this program from December 2024 to June of 2025.
- 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, 538 devices were distributed across 76 Division schools.
  - Fresh Hoops continues to make an impact on Edmonton Public Schools outdoor courts across the city. Thanks to a partnership with the Edmonton Stingers and a generous donation from Go Auto, six more outdoor courts were given a refresh, bringing the total to nine, and more are in the works.
  - The Foundation continues to support six full-day Kindergarten programs at Beacon Heights, Calder, Lauderdale, Mee-Yah-Noh, Princeton and Tipaskan schools, supporting 138 students during the 2023-24 school year.

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<sup>18</sup> Connections refers to the number of times sessions were attended and not individual program attendees as many participated in multiple sessions.

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

- EPCOR made a significant commitment of \$104,000 (\$52,000/year over two years) to support our youngest learners in a new way - supporting early literacy in all 25 full-day Kindergarten classrooms.
- The Foundation received a Community Grant from the Edmonton Community Foundation for \$50,000 to support School Nutrition in Edmonton Public Schools.

## P3G2: Summary of Results and Analysis

The [2023–24 DFS results](#) and the November 5, 2024, [Strategic Plan Update Report: Well-being and Mental Health](#) 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 from students, parents and staff in the WCRSLE measure (see *Table 33*) broadly mirror DFS results for questions that address 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. The congruence 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 around what they need in order to feel connected to and experience success within their school community.

### 2023-24 DFS results indicate that:

**72 per cent** of students agreed that “my school helps me develop skills that support my wellness.”

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



# Summary of 2023–24 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 2023–24 were \$1,307.8 million, a variance of \$9.9 million or 0.7 per cent, when compared to the spring approved budget total of \$1,297.9 million. Figures 10–12 illustrate expenses by type and program.

Figure 10. Expenses by Type (in \$ millions)

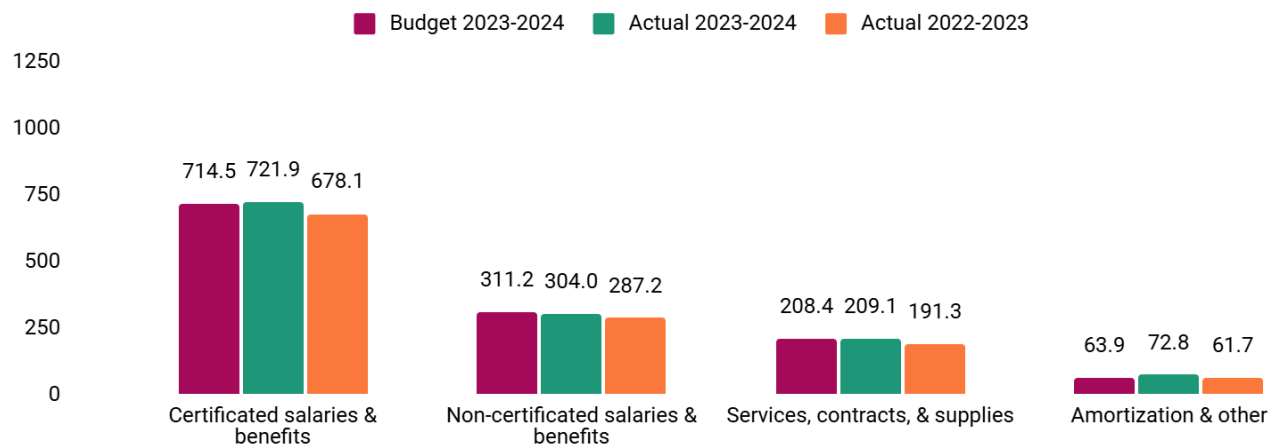
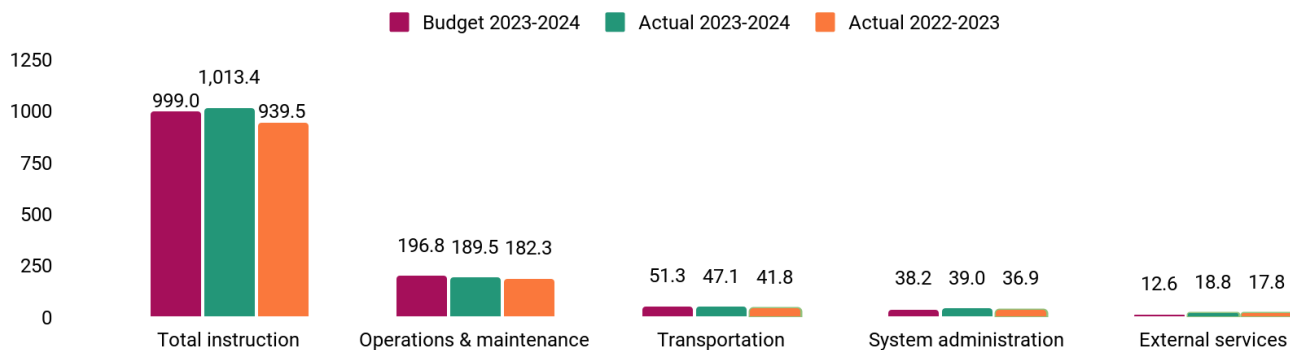


Figure 11. Expenses by Program (in \$ millions)

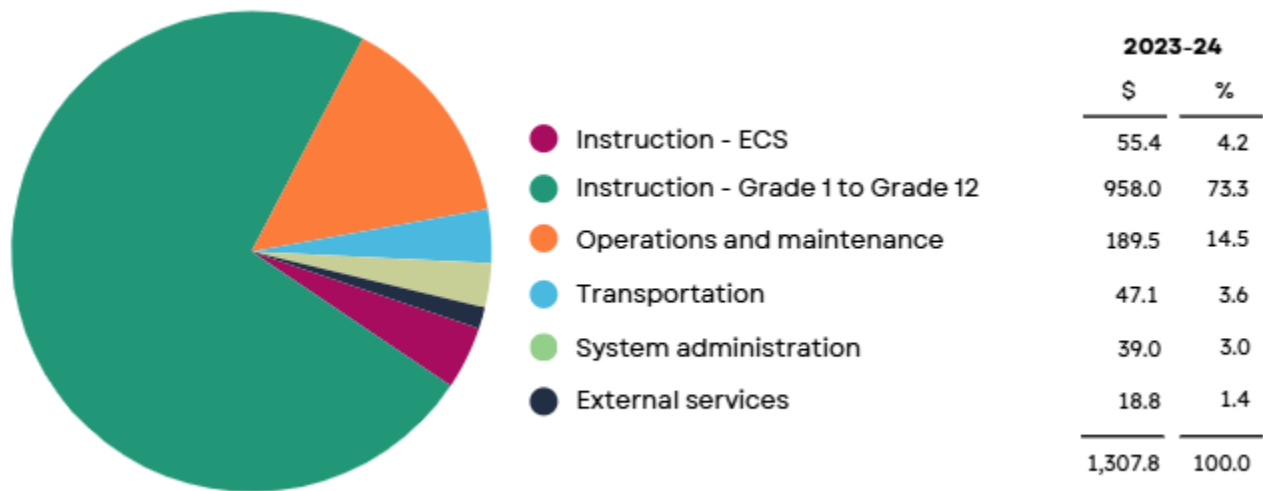


- Operational expenses do not include capital expenditures.
- Total revenues exceed expenses by \$4.9 million, resulting in an operating surplus.
- 78.4 per cent of total expenses represent staffing, 16.0 per cent represent goods and services and the remaining balance represents amortization and other.



## Summary of 2023–24 Financial Results

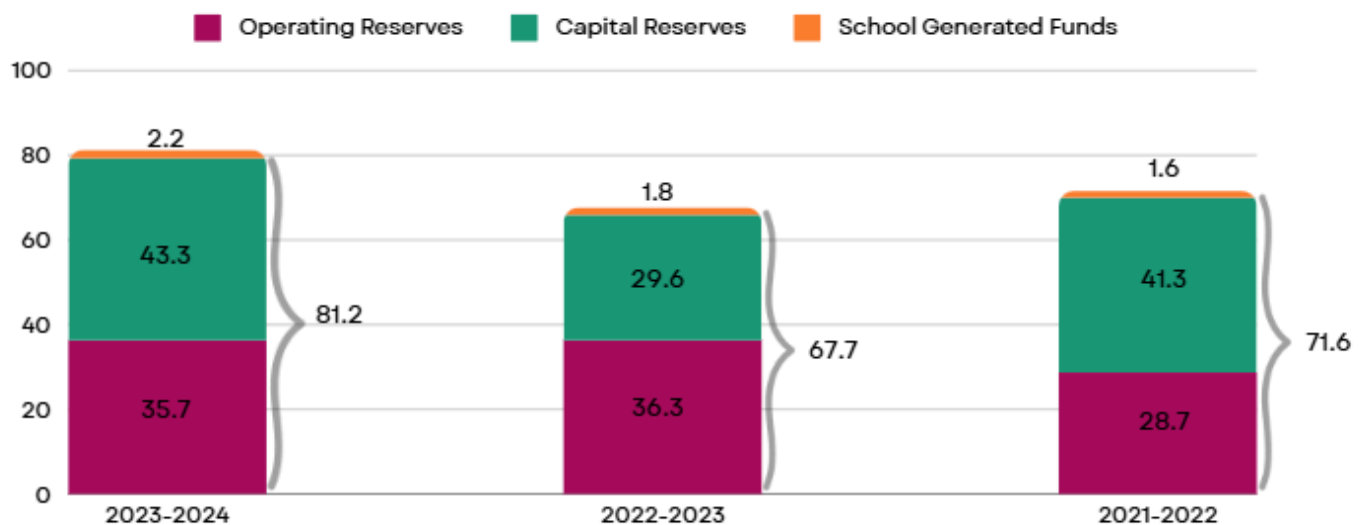
**Figure 12. 2023-2024 Expenses by Program (in \$ millions)**



- The Division's total operational expenses for 2023–24 were \$1,307.8 million as compared to \$1,218.3 million in 2022–23.
- Average per student spending for 2023–24 was \$11,510 (for 2022–2023 it was \$11,304). This figure does not include gross receipts of School Generated Funds or the cost for External Services. Calculation is based on 2023–24 actual enrolment of 110,044 full-time equivalent (FTE) students (compared to 104,522 in 2022–23).

Figure 13 illustrates reserves and funds.

**Figure 13. Reserves (in \$ millions)**



## Summary of 2023–24 Financial Results

2023–24 changes in accumulated surplus from the prior year include:

- Net increase in SGF operating reserves of \$0.4 million
- Net decrease in operating reserves of \$0.6 million
- Net increase in capital reserves by \$13.7 million.

The increase in capital reserves of \$13.7 million can be attributed to:

- \$4.5 million received for the sale of Sherwood School (school and site).
- \$12.0 million from a targeted transfer from Operating Reserves for Division identified Capital needs.

Offset by \$2.8 million used to fund previously Board approved capital projects including:

- Growth and Student Accommodation Programs (includes modular and relocation projects) and to further the Division's Energy and Environmental Strategy.

### School Generated Funds (SGF)

- Unexpended SGF at August 31, 2024 was \$4.9 million, increased from the amount at the beginning of the school year of \$3.9 million.
  - \$1.4 million of the current year unexpended funds is included in Deferred Revenue.
  - \$1.3 million in Unearned Revenue.
  - \$2.2 million included in Accumulated Surplus.
- Gross receipts in SGF is comprised of:

Table 34. School generated funds gross receipt breakdown		
School Funds	Budget (\$ millions)	Actual (\$ millions)
Fees	13.9	14.7
Fundraising	2.2	1.6
Gifts and donations	6.2	6.4
Other sales and services	4.4	6.4
Total	26.7	29.1

- Uses of SGF totaled \$21.5 million and related primarily to extra-curricular activities and School Council funded activities and initiatives.
- Additional SGF expenses of \$6.6 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/2023-24-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

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Edmonton Public Schools reported no disclosures under the *Public Interest Disclosure (Whistleblower Protection) Act* in the 2023–24 school year.

# Appendix A: School Plan and Results Review

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## School Plan Template and Planning Guide

### PLANNING FOR THE 2023–24 SCHOOL YEAR

- **Five Reflective Questions Template:** To support schools in the completion of their 2023–24 school plan, a template framed around five reflective questions that help support continuous improvement has been created. Principals are invited to work through these questions with their school community to help inform the development of this year's goals for your school plan. Each school will develop a **minimum of two goals**, with one goal related to Priority 1 of the [Strategic Plan](#). Exemplars are provided in this document on pages 3-12.
- Working Five Reflective Questions Template
- Exemplar 1: Elementary (Grades 1–6) Literacy
- Exemplar 2: Junior High (Grades 7–9) Numeracy
- Exemplar 3: Priority 3 'Sense of Belonging'
- Exemplar 4: High School (Grades 10–12) Literacy

### WHEN COMPLETING PLANS, NOTE THE FOLLOWING:

- All schools will complete a 2023–24 Plans document.
- Principals with Pre-Kindergarten programming are to consolidate their plans for both cost centres in a single document.
- BPS is restricted to a two page limit in the Plans module.
  - Each goal has a minimum requirement of 20 characters for each text box. An error message will appear if a box is under the minimum requirement or if the plan exceeds the two page limit.
  - The box at the bottom of each goal titled "What data will you use to track continuous improvement?" has a limit of 400 characters. This section is intended to be a sentence format of the data you will be using for evidence of continuous improvement. This box has structured limitations, please use a sentence separated by commas and not a bulleted list. Exceeding this limit will result in an error in your upload.
- Student academic growth is a priority for the Division. As such, all schools will develop at least one goal in support of Priority 1 of the Strategic Plan, *Build on outstanding learning opportunities for all students*. This includes the Division's responsibility and 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](#).
  - Please see the OECD Promising Practices-Abridged report as a reference resource.
- 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 community in the development of school goals. The five reflective questions may support you in these conversations.
- The [2022–26 Four-Year Education Plan](#) may also provide additional information helpful in developing goals.
- Review and update the SCHOOL COMMUNITY RELATIONSHIPS section of the Plans document. For more information see here.
- Spell check—the spell check function is no longer available on BPS. Please review your spelling carefully.
- Ward Trustee names—The trustee names found in BPS are current. These will be updated centrally following each municipal election.
- User Manuals for BPS Modules can be accessed under the HELP menu on Budget Planning System (BPS).

## Appendix A: School Plan and Results Review

- The 2023–2024 BUDGET PLANNING GUIDE FOR CREATING SCHOOL PLANS can be accessed under the Plans menu, Instructions and Info submenu on Budget Planning System (BPS).

### 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.

#### Five Reflective Questions to Support the Development of Goals

1. What area of focus does our data tell us is important?

2. What specific data informed the identification of this focus?

3. Where are we starting from?

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

5. What are the actions that will be taken to support improvement in this area of focus (2–5 actions)?

After working through the above five questions, use this information to develop a school plan goal to be entered in BPS:

Goal \_\_

Division Priority \_\_

What data will you use to track continuous improvement?

## Results Review Template

### Reporting on the 2023–24 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 2023–24, 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:** *goal will be imported from the 2023–24 Plans*

**Results Achieved:** *<limit of 5000 characters per text box>*

**SMART Goal #2:** *goal will be imported from the 2023–24 Plans*

**Results Achieved:** *<limit of 5000 characters per text box>*

**SMART Goal #3:** *goal will be imported from the 2023–24 Plans*

**Results Achieved:** *<limit of 5000 characters per text box>*

#### Challenges:

**What were the biggest challenges encountered in 2023–24?**

#### Improvement Opportunities:

**What are the opportunities for improvement from 2023–24 that will inform your plan for 2024–25?**

## 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
PAT6: Acceptable	0.00–58.97	58.91–68.15	68.15–76.62	76.62–83.55	83.55–100.00
PAT6: Excellence	0.00–7.30	7.30–12.45	12.45–19.08	19.08–30.09	30.09–100.00
PAT9: Acceptable	0.00–62.37	62.37–67.35	67.35–76.70	76.70–81.94	81.94–100.00
PAT9: Excellence	0.00–9.69	9.69–13.44	13.44–18.38	18.38–23.38	23.38–10
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)	0.00–35.49	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.

	Achievement				
Improvement	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					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	84.2 (n= 19,785)	84.5 (n= 21,204)	84.5 (n= 20,577)	Very High	Maintained	Excellent	82.8 (n= 184,554)	82.9 (n= 179,589)	82.9 (n= 175,964)	Very High	Declined	Good
Parent	83.8 (n= 3,896)	83.5 (n= 3,870)	83.5 (n= 4,006)	Very High	Maintained	Excellent	82.3 (n= 33,145)	82.2 (n= 31,780)	82.3 (n= 31,703)	Very High	Maintained	Excellent
Student	78.2 (n= 12,132)	79.4 (n= 13,092)	79.0 (n= 12,369)	Very High	Declined	Good	76.7 (n= 119,382)	77.4 (n= 115,487)	77.1 (n= 112,632)	Very High	Declined Significantly	Acceptable
Teacher	90.7 (n= 3,767)	90.5 (n= 4,242)	90.9 (n= 4,203)	Very High	Maintained	Excellent	89.2 (n= 32,027)	89.3 (n= 32,322)	89.3 (n= 31,630)	High	Maintained	Good

### Learning Engagement

Table C2 Alberta Education Assurance Measures—4-Year Historical Division Engaging Students

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

Measure & Evaluation	Edmonton School Division					Evaluation	Alberta					Evaluation
	2020	2021	2022	2023	2024	Improvement*	2020	2021	2022	2023	2024	Improvement*
Overall	n/a	85.8 (n= 25,633)	85.1 (n= 29,562)	84.4 (n= 31,178)	83.7 (n= 29,106)	Declined Significantly	n/a	85.6 (n= 230,956)	85.1 (n= 249,740)	84.4 (n= 257,214)	83.7 (n= 265,079)	Declined Significantly
Parent	n/a	89.4 (n= 3,612)	88.5 (n= 4,156)	87.6 (n= 3,888)	87.1 (n= 3,906)	Declined	n/a	89.0 (n= 30,994)	88.7 (n= 31,694)	87.3 (n= 31,862)	86.7 (n= 33,209)	Declined Significantly
Student	n/a	71.9 (n= 18,365)	71.9 (n= 21,239)	71.2 (n= 23,047)	69.6 (n= 21,436)	Declined Significantly	n/a	71.8 (n= 169,789)	71.3 (n= 187,102)	70.9 (n= 193,029)	69.3 (n= 199,823)	Declined Significantly
Teacher	n/a	96.0 (n= 3,656)	95.1 (n= 4,167)	94.4 (n= 4,243)	94.4 (n= 3,764)	Maintained	n/a	96.0 (n= 30,173)	95.5 (n= 30,944)	95.1 (n= 32,323)	95.1 (n= 32,047)	Declined

\*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—4-Year Historical Division Supports and Service

*The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.*

Measure & Evaluation						Evaluation	Alberta					Evaluation
	2020	2021	2022	2023	2024	Improvement*	2020	2021	2022	2023	2024	Improvement*
Overall	n/a	80.6 (n= 25,607)	80 (n= 29,533)	78.2 (n= 31,153)	76.8 (n= 29,064)	Declined Significantly	n/a	82.6 (n= 230,761)	81.6 (n= 249,570)	80.6 (n= 256,994)	79.9 (n= 264,733)	Declined Significantly
Parent	n/a	76.1 (n= 3,601)	74.9 (n= 4,148)	73.7 (n= 3,891)	72.3 (n= 3,896)	Declined Significantly	n/a	78.9 (n= 30,936)	77.4 (n= 31,684)	75.7 (n= 31,847)	75.4 (n= 33,177)	Declined Significantly
Student	n/a	78.6 (n= 18,342)	79.7 (n= 21,216)	78.9 (n= 23,018)	77.0 (n= 21,405)	Declined Significantly	n/a	80.2 (n= 169,631)	80.1 (n= 186,935)	79.9 (n= 192,805)	78.7 (n= 199,516)	Declined Significantly
Teacher	n/a	87.2 (n= 3,664)	85.2 (n= 4,169)	81.9 (n= 4,244)	81.1 (n= 3,763)	Declined Significantly	n/a	88.7 (n= 30,194)	87.3 (n= 30,951)	86.2 (n= 32,342)	85.6 (n= 32,040)	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.*

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
Overall	82.4 (n= 7,276)	82.5 (n= 7,692)	83.4 (n= 7,796)	High	Declined	Acceptable	82.8 (n= 61,407)	83.1 (n= 60,705)	84.0 (n= 60,097)	High	Declined Significantly	Issue
Parent	74.7 (n= 3,628)	75.4 (n= 3,592)	75.9 (n= 3,720)	Very High	Declined	Good	74.8 (n= 30,731)	75.0 (n= 29,674)	76.1 (n= 29,614)	Very High	Declined Significantly	Acceptable
Teacher	90.2 (n= 3,648)	89.7 (n= 4,100)	90.8 (n= 4,076)	Intermediate	Maintained	Acceptable	90.7 (n= 30,676)	91.3 (n= 31,031)	91.9 (n= 30,483)	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.*

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
Overall	78.6 (n= 7,431)	79.4 (n= 7,860)	79.7 (n= 7,958)	High	Declined	Acceptable	79.9 (n= 62,712)	80.4 (n= 62,032)	80.7 (n= 61,427)	High	Declined Significantly	Issue
Parent	72.8 (n= 3,726)	73.7 (n= 3,680)	74.1 (n= 3,811)	High	Declined	Acceptable	73.3 (n= 31,458)	73.4 (n= 30,381)	74.0 (n= 30,348)	High	Declined Significantly	Issue
Teacher	84.4 (n= 3,705)	85.0 (n= 4,180)	85.3 (n= 4,148)	Intermediate	Declined	Issue	86.6 (n= 31,254)	87.3 (n= 31,651)	87.4 (n= 31,080)	High	Declined Significantly	Issue

## 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.

Table C6. Alberta Education Assurance Measures Division and Province—PAT Grades 6 & 9—All Students

Course	Standard	Edmonton School Division							Alberta						
		2020-2021	2022	2023	2024	Achievement	Improvement	Overall	2020-2021	2022	2023	2024	Achievement	Improvement	Overall
English Language Arts 6	Acceptable	n/a	77.2	76.8	n/a	n/a	n/a	n/a	n/a	76.1	76.2	n/a	n/a	n/a	n/a
	Excellence	n/a	21.6	20.6	n/a	n/a	n/a	n/a	n/a	18.9	18.4	n/a	n/a	n/a	n/a
French Language Arts 6 année	Acceptable	n/a	80.1	83.3	86.5	Intermediate	Improved	Good	n/a	76.9	77.6	69.9	Low	Declined Significantly	Concern
	Excellence	n/a	12	15.5	15.0	Intermediate	Maintained	Acceptable	n/a	10.6	12.5	9.3	Intermediate	Declined Significantly	Issue
Mathematics 6	Acceptable	n/a	65.9	67.1	n/a	n/a	n/a	n/a	n/a	64.1	65.4	n/a	n/a	n/a	n/a
	Excellence	n/a	15.6	18.4	n/a	n/a	n/a	n/a	n/a	12.6	15.9	n/a	n/a	n/a	n/a
Science 6	Acceptable	n/a	74	67.4	71.6	Low	Improved Significantly	Good	n/a	71.5	66.7	68.8	Low	Improved Significantly	Good
	Excellence	n/a	27.7	24.3	29.2	High	Improved Significantly	Good	n/a	23.7	21.8	24.8	Intermediate	Improved Significantly	Good
Social Studies 6	Acceptable	n/a	69.7	68.1	71.6	Intermediate	Improved Significantly	Good	n/a	67.8	66.2	68.5	Intermediate	Improved Significantly	Good
	Excellence	n/a	24.7	22	25.5	High	Improved Significantly	Good	n/a	20.1	18	19.8	High	Improved Significantly	Good
English Language Arts 9	Acceptable	n/a	69.2	69.3	69.1	Low	Maintained	Issue	n/a	69.6	71.4	69.5	Low	Declined Significantly	Concern
	Excellence	n/a	15.6	15.1	13.7	Intermediate	Declined Significantly	Issue	n/a	12.9	13.4	11.8	Intermediate	Declined Significantly	Issue
K&E English Language Arts 9	Acceptable	n/a	50	45	33.1	Low	Declined Significantly	Concern	n/a	50.5	50.2	49.6	Low	Maintained	Issue
	Excellence	n/a	3.8	1.5	4.4	Intermediate	Improved	Good	n/a	5.0	5.7	5.6	Intermediate	Maintained	Acceptable
French Language Arts 9 année	Acceptable	n/a	82.9	79.6	84.3	Intermediate	Improved	Good	n/a	73.5	76.1	76.6	Low	Maintained	Issue
	Excellence	n/a	12.5	15.1	14.9	Intermediate	Maintained	Acceptable	n/a	9.9	10.9	10.6	Intermediate	Maintained	Acceptable
Mathematics 9	Acceptable	n/a	55.9	54	54.4	Low	Maintained	Issue	n/a	53.0	54.4	52.7	Low	Declined Significantly	Concern
	Excellence	n/a	21	16.8	17.7	Intermediate	Improved	Good	n/a	16.7	13.5	14.0	Intermediate	Improved Significantly	Good
K&E Mathematics 9	Acceptable	n/a	49.6	50	40.2	Low	Declined	Issue	n/a	55.3	52.7	52.2	Low	Maintained	Issue
	Excellence	n/a	5.4	8.4	7.7	Intermediate	Maintained	Acceptable	n/a	11.1	11.3	9.9	Intermediate	Declined	Issue
Science 9	Acceptable	n/a	69.5	65.5	68.0	Intermediate	Improved Significantly	Good	n/a	68.0	66.3	67.6	Intermediate	Improved Significantly	Improved Significantly
	Excellence	n/a	28.6	24.3	25.8	Very High	Improved Significantly	Excellent	n/a	22.6	20.1	20.8	Very High	Improved Significantly	Excellent
K&E Science 9	Acceptable	n/a	48.9	57.3	38.1	Very Low	Declined Significantly	Concern	n/a	57.8	52.9	52.3	Low	Maintained	Issue
	Excellence	n/a	10.2	9.7	4.8	Low	Declined	Issue	n/a	11.0	10.9	8.9	Intermediate	Declined	Issue

## Appendix C: Detailed Assurance Measures Results

Social Studies 9	Acceptable	n/a	62.8	59.3	62.3	Intermediate	Improved Significantly	Good	n/a	60.8	58.4	60.5	Low	Improved Significantly	Improved Significantly
	Excellence	n/a	20.4	20.2	20.0	High	Maintained	Good	n/a	17.2	15.9	15.8	Intermediate	Maintained	Acceptable
K&E Social Studies 9	Acceptable	n/a	54.2	57.4	40.0	Low	Declined Significantly	Concern	n/a	53.2	49.6	50.4	Low	Maintained	Issue
	Excellence	n/a	20.5	11.5	8.2	Intermediate	Maintained	Acceptable	n/a	14.1	10.6	11.3	Intermediate	Maintained	Acceptable

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

Course	Edmonton School Division				Alberta			
	2020–21	2022	2023	2024	2020–21	2022	2023	2024
English Language Arts 6	n/a	8,098	8,364	n/a	n/a	56,095	52,106	n/a
French Language Arts 6 année	n/a	342	330	334	n/a	3,496	3,131	1,870
Mathematics 6	n/a	8,100	8,363	n/a	n/a	56,019	52,551	n/a
Science 6	n/a	8,093	7,972	8,966	n/a	56,451	54,859	53,806
Social Studies 6	n/a	8,095	8,357	8,969	n/a	56,483	57,655	60,804
English Language Arts 9	n/a	8,039	8,155	8,570	n/a	35,521	56,255	59,096
K&E English Language Arts 9	n/a	106	131	136	n/a	1,310	1,254	1,465
French Language Arts 9 année	n/a	257	279	242	n/a	3,228	3,215	3,308
Mathematics 9	n/a	8,012	8,109	8,508	n/a	32,890	55,447	58,577
K&E Mathematics 9	n/a	129	178	194	n/a	1,746	1,815	1,967
Science 9	n/a	8,051	8,155	8,573	n/a	31,215	56,311	59,072
K&E Science 9	n/a	88	124	126	n/a	1,185	1,197	1,411
Social Studies 9	n/a	8,059	8,156	8,588	n/a	30,108	56,309	59,125
K&E Social Studies 9	n/a	83	122	110	n/a	1,167	1,140	1,351

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

Course	Standard	Edmonton School Division							Alberta						
		2020–2021	2022	2023	2024	Achievement	Improvement	Overall	2020–2021	2022	2023	2024	Achievement	Improvement	Overall
English Language Arts 6	Acceptable	n/a	75.5	73.4	n/a	n/a	n/a	n/a	n/a	76.8	73.9	n/a	n/a	n/a	n/a
	Excellence	n/a	17.8	16.1	n/a	n/a	n/a	n/a	n/a	16.0	13.9	n/a	n/a	n/a	n/a
French Language Arts 6 année	Acceptable	n/a	64	77.5	86.7	Intermediate	Maintained	Acceptable	n/a	74.0	75.5	74.5	Intermediate	Maintained	Acceptable
	Excellence	n/a	8	10.0	23.3	High	Improved	Good	n/a	11.6	13.8	12.7	Intermediate	Maintained	Acceptable
Mathematics 6	Acceptable	n/a	65.8	65.9	n/a	n/a	n/a	n/a	n/a	65.3	64.9	n/a	n/a	n/a	n/a
	Excellence	n/a	16	17.3	n/a	n/a	n/a	n/a	n/a	13.1	15.2	n/a	n/a	n/a	n/a
Science 6	Acceptable	n/a	72.3	63.6	62.9	Low	Maintained	Issue	n/a	72.0	64.7	63.8	Low	Declined	Issue
	Excellence	n/a	25.9	19.3	19.9	Intermediate	Maintained	Acceptable	n/a	21.0	17.2	18.4	Intermediate	Improved Significantly	Good

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Social Studies 6	Acceptable	n/a	68.7	65.3	63.0	Low	Declined	Issue	n/a	68.4	65.4	64.6	Low	Declined	Issue
	Excellence	n/a	23.3	20.1	19.1	High	Maintained	Good	n/a	17.9	15.7	16.5	Intermediate	Improved	Good
English Language Arts 9	Acceptable	n/a	65.4	62.5	52.1	Very Low	Declined Significantly	Concern	n/a	61.9	62.2	56.9	Very Low	Declined Significantly	Concern
	Excellence	n/a	9.7	9.3	4.8	Very Low	Declined Significantly	Concern	n/a	7.0	6.6	5.4	Very Low	Declined Significantly	Concern
K&E English Language Arts 9	Acceptable	n/a	30	26.1	32.3	Low	Maintained	Issue	n/a	45.7	34.9	46.7	Low	Improved Significantly	Good
	Excellence	n/a	0.0	0.0	3.2	Intermediate	Maintained	Acceptable	n/a	2.4	1.3	4.0	Intermediate	Improved	Good
French Language Arts 9 année	Acceptable	n/a	69.2	85.0	*	*	*	*	n/a	64.0	71.1	67.8	Low	Maintained	Issue
	Excellence	n/a	0	25.0	*	*	*	*	n/a	10.1	11.3	9.2	Intermediate	Maintained	Acceptable
Mathematics 9	Acceptable	n/a	56.3	53.1	45.6	Very Low	Declined Significantly	Concern	n/a	47.0	50.1	46.7	Very Low	Declined Significantly	Concern
	Excellence	n/a	19.6	15.5	11.7	Low	Declined Significantly	Concern	n/a	12.9	12.0	11.5	Low	Maintained	Issue
K&E Mathematics 9	Acceptable	n/a	38.1	38.7	31.7	Low	Maintained	Issue	n/a	54.5	39.5	49.7	Low	Improved Significantly	Good
	Excellence	n/a	0	3.2	2.4	Low	Maintained	Issue	n/a	9.8	5.6	12.2	Intermediate	Improved Significantly	Good
Science 9	Acceptable	n/a	67.6	61.5	54.5	Low	Declined Significantly	Concern	n/a	55.8	59.4	57.7	Low	Declined Significantly	Concern
	Excellence	n/a	25.7	20.8	16.5	Very High	Declined Significantly	Acceptable	n/a	13.7	15.0	14.2	High	Declined	Acceptable
K&E Science 9	Acceptable	n/a	15.4	39.1	32.1	Very Low	Maintained	Concern	n/a	52.3	33.1	41.1	Low	Improved	Acceptable
	Excellence	n/a	0	8.7	3.6	Low	Maintained	Issue	n/a	2.8	3.3	5.5	Low	Maintained	Issue
Social Studies 9	Acceptable	n/a	60.4	54.9	46.8	Very Low	Declined Significantly	Concern	n/a	54.5	50.4	49.4	Very Low	Declined	Concern
	Excellence	n/a	16.9	16.7	9.6	Very Low	Declined Significantly	Concern	n/a	12.6	11.0	9.6	Very Low	Declined Significantly	Concern
K&E Social Studies 9	Acceptable	n/a	10	57.9	25.9	Very Low	Declined Significantly	Concern	n/a	64.1	39.4	44.4	Low	Maintained	Issue
	Excellence	n/a	10	5.3	3.7	Low	Maintained	Issue	n/a	11.7	1.5	7.4	Intermediate	Improved Significantly	Good

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

Course	Edmonton School Division				Alberta			
	2020–21	2022	2023	2024	2020–21	2022	2023	2024
English Language Arts 6	n/a	1,976	2,318	n/a	n/a	9,336	9,044	n/a
French Language Arts 6 année	n/a	25	40	30	n/a	215	188	110
Mathematics 6	n/a	1,976	2,317	n/a	n/a	9,289	9,076	n/a
Science 6	n/a	1,976	2,217	2,299	n/a	9,369	9,728	10,323
Social Studies 6	n/a	1,976	2,315	2,300	n/a	9,379	10,098	11,278
English Language Arts 9	n/a	1,683	1,588	1,272	n/a	4,153	6,969	7,249
K&E English Language Arts 9	n/a	20	23	31	n/a	127	149	150
French Language Arts 9	n/a	13	20	6	n/a	189	194	174

## Appendix C: Detailed Assurance Measures Results

année								
Mathematics 9	n/a	1,680	1,582	1,262	n/a	4,157	6,930	7,201
K&E Mathematics 9	n/a	21	31	41	n/a	143	177	197
Science 9	n/a	1,687	1,588	1,275	n/a	3,141	6,975	7,236
K&E Science 9	n/a	13	23	28	n/a	109	151	146
Social Studies 9	n/a	1,690	1,592	1,276	n/a	4,434	6,983	7,249
K&E Social Studies 9	n/a	10	19	27	n/a	103	137	135

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

Course	Standard	Edmonton School Division							Alberta						
		2020-2021	2022	2023	2024	Achievement	Improvement	Overall	2020-2021	2021	2023	2024	Achievement	Improvement	Overall
English Language Arts 6	Acceptable	n/a	51.9	57.1	n/a	n/a	n/a	n/a	n/a	58.2	60.6	n/a	n/a	n/a	n/a
	Excellence	n/a	7.1	5.9	n/a	n/a	n/a	n/a	n/a	7.4	7.1	n/a	n/a	n/a	n/a
French Language Arts 6 année	Acceptable	n/a	69.2	70	81.8	Intermediate	Maintained	Acceptable	n/a	63.7	65.9	56.9	Low	Declined	Issue
	Excellence	n/a	0	0	0	Very Low	Maintained	Concern	n/a	6.4	5.3	2.9	Low	Maintained	Issue
Mathematics 6	Acceptable	n/a	36	38.3	n/a	n/a	n/a	n/a	n/a	40.3	42	n/a	n/a	n/a	n/a
	Excellence	n/a	3.2	2.7	n/a	n/a	n/a	n/a	n/a	3.7	5.6	n/a	n/a	n/a	n/a
Science 6	Acceptable	n/a	47.3	41	47.7	Very Low	Improved Significantly	Acceptable	n/a	51.2	46	51.4	Very Low	Improved Significantly	Acceptable
	Excellence	n/a	9.2	6.1	13.7	Low	Improved Significantly	Good	n/a	9.7	9	12.3	Low	Improved Significantly	Good
Social Studies 6	Acceptable	n/a	42.6	42.1	45.6	Very Low	Improved	Issue	n/a	46.8	45.3	48.7	Very Low	Improved Significantly	Acceptable
	Excellence	n/a	7.2	5.3	7	Very Low	Improved	Issue	n/a	7.3	6.5	7.3	Very Low	Improved	Issue
English Language Arts 9	Acceptable	n/a	38.6	38.4	41.9	Very Low	Improved	Issue	n/a	49.4	49.2	49.5	Very Low	Maintained	Concern
	Excellence	n/a	2.8	3.5	4.7	Very Low	Improved	Issue	n/a	3.6	4.4	4.7	Very Low	Maintained	Concern
K&E English Language Arts 9	Acceptable	n/a	48	42.9	12	Very Low	Declined Significantly	Concern	n/a	46.7	43.8	42.8	Low	Maintained	Issue
	Excellence	n/a	0	0	4	Intermediate	Improved	Good	n/a	5.0	3.7	4.9	Intermediate	Maintained	Acceptable
French Language Arts 9 année	Acceptable	n/a	60	85.7	80	Low	Maintained	Issue	n/a	53.3	65.4	63.8	Very Low	Maintained	Concern
	Excellence	n/a	0	0	20	High	Improved	Good	n/a	5.2	4.4	5.6	Low	Maintained	Issue
Mathematics 9	Acceptable	n/a	18.4	19.8	22.8	Very Low	Improved	Issue	n/a	26.3	28.7	28.7	Very Low	Maintained	Concern
	Excellence	n/a	2.9	2.3	4.7	Very Low	Improved Significantly	Good	n/a	4.1	3.8	4.8	Very Low	Improved Significantly	Acceptable
K&E Mathematics 9	Acceptable	n/a	41.2	68.4	28.9	Low	Declined Significantly	Concern	n/a	48.1	48.9	43.7	Low	Declined	Issue
	Excellence	n/a	0	15.8	5.3	Low	Declined	Issue	n/a	6.0	11.1	6.2	Intermediate	Declined Significantly	Issue
Science 9	Acceptable	n/a	35.5	35	39.5	Very Low	Improved	Issue	n/a	49.3	42.1	46	Very Low	Improved Significantly	Acceptable
	Excellence	n/a	7.4	5.1	7.7	Intermediate	Improved Significantly	Good	n/a	8.5	7.1	8.5	Intermediate	Improved Significantly	Good
K&E Science 9	Acceptable	n/a	55	53.8	22.7	Very Low	Declined Significantly	Concern	n/a	53.3	48.4	46.6	Low	Maintained	Issue
	Excellence	n/a	10	3.8	0	Low	Maintained	Issue	n/a	9.7	8.2	7.2	Low	Maintained	Issue



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Social Studies 9	Acceptable	n/a	28.8	26.9	34.6	Very Low	Improved Significantly	Acceptable	n/a	34.7	34.1	39	Very Low	Improved Significantly	Acceptable
	Excellence	n/a	2.9	4.2	5.9	Very Low	Improved	Issue	n/a	4.1	4.9	6.3	Very Low	Improved Significantly	Acceptable
K&E Social Studies 9	Acceptable	n/a	50	64.3	45.8	Low	Declined	Issue	n/a	41.3	45.4	46.2	Low	Maintained	Issue
	Excellence	n/a	10.0	10.7	4.2	Low	Maintained	Issue	n/a	9.1	7.3	9.4	Intermediate	Maintained	Acceptable

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

Course	Edmonton School Division				Alberta			
	2020–21	2022	2023	2024	2020–21	2022	2023	2024
English Language Arts 6	n/a	718	664	n/a	n/a	4,275	3891	n/a
French Language Arts 6 année	n/a	13	10	11	n/a	171	132	102
Mathematics 6	n/a	719	663	n/a	n/a	4,294	3907	n/a
Science 6	n/a	719	607	666	n/a	4,391	3990	3,851
Social Studies 6	n/a	719	663	667	n/a	4,396	4332	4,556
English Language Arts 9	n/a	690	711	743	n/a	2,822	4375	4,465
K&E English Language Arts 9	n/a	25	28	25	n/a	362	297	388
French Language Arts 9 année	n/a	10	7	10	n/a	135	136	160
Mathematics 9	n/a	684	698	728	n/a	2,169	4197	4,361
K&E Mathematics 9	n/a	34	38	38	n/a	451	440	485
Science 9	n/a	698	709	744	n/a	2,476	4380	4,477
K&E Science 9	n/a	20	26	22	n/a	321	281	373
Social Studies 9	n/a	698	707	742	n/a	2,073	4393	4,498
K&E Social Studies 9	n/a	20	28	24	n/a	320	262	351

## Diploma Exams

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

Course	Standard	Edmonton School Division							Alberta						
		2020–2021	2022	2023	2024	Achievement	Improvement	Overall	2020–2021	2022	2023	2024	Achievement	Improvement	Overall
English Lang Arts 30-1	Acceptable	n/a	74.8	81.2	81.6	Low	Maintained	Issue	n/a	78.8	83.7	84.2	Low	Improved Significantly	Good
	Excellence	n/a	11.3	11.2	10.8	Intermediate	Maintained	Acceptable	n/a	9.4	10.5	10.1	Intermediate	Declined	Issue
English Lang Arts 30-2	Acceptable	n/a	72.2	81.5	80.3	Very Low	Declined	Concern	n/a	80.8	86.2	85.7	Low	Declined	Issue
	Excellence	n/a	9.2	11.6	12.1	Intermediate	Maintained	Acceptable	n/a	12.3	12.7	12.9	Intermediate	Maintained	Acceptable
French Language Arts 30-1	Acceptable	n/a	97.6	96.3	97.4	Intermediate	Maintained	Acceptable	n/a	91.9	93.1	95.3	Intermediate	Improved Significantly	Good
	Excellence	n/a	2.4	10.5	11.1	Intermediate	Maintained	Acceptable	n/a	6.8	6.1	8.6	Intermediate	Improved Significantly	Good

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Mathematics 30-1	Acceptable	n/a	69.1	74	77.2	n/a	Improved Significantly	n/a	n/a	63.6	70.8	75.4	n/a	Improved Significantly	n/a
	Excellence	n/a	29.5	33.4	37.7	n/a	Improved Significantly	n/a	n/a	23	29	34.9	n/a	Improved Significantly	n/a
Mathematics 30-2	Acceptable	n/a	62.1	72.5	75.4	n/a	Improved Significantly	n/a	n/a	61.5	71.1	70.9	n/a	Maintained	n/a
	Excellence	n/a	13.3	18.2	18	n/a	Maintained	n/a	n/a	11.8	15.2	15.4	n/a	Maintained	n/a
Social Studies 30-1	Acceptable	n/a	80.9	83.5	85.3	Intermediate	Improved Significantly	Good	n/a	81.5	83.5	85.2	Intermediate	Improved Significantly	Good
	Excellence	n/a	17.6	16.3	20.1	Very High	Improved Significantly	Excellent	n/a	15.8	15.9	18.7	High	Improved Significantly	Good
Social Studies 30-2	Acceptable	n/a	65	73.6	72.4	Low	Maintained	Issue	n/a	72.5	78.1	77.6	Low	Declined	Issue
	Excellence	n/a	8	9.6	8.4	Low	Declined	Issue	n/a	13.2	12.3	12.7	Intermediate	Improved	Good
Biology 30	Acceptable	n/a	73.6	83.7	84.6	Intermediate	Improved	Good	n/a	74.3	82.7	83.1	Intermediate	Improved	Good
	Excellence	n/a	28.7	35.7	38	Very High	Improved Significantly	Excellent	n/a	25.2	32.8	33.7	Very High	Improved Significantly	Excellent
Chemistry 30	Acceptable	n/a	79.1	83.5	85.2	Very High	Improved	Excellent	n/a	77.1	80.5	82.9	High	Improved Significantly	Good
	Excellence	n/a	34.9	41.2	42.6	Very High	Improved	Excellent	n/a	31.1	37	38	Very High	Improved	Excellent
Physics 30	Acceptable	n/a	79.2	84.8	85.6	High	Maintained	Good	n/a	78.5	82.3	85.1	High	Improved Significantly	Good
	Excellence	n/a	41.7	46.5	47.8	Very High	Maintained	Excellent	n/a	34.6	39.9	43.1	Very High	Improved Significantly	Excellent
Science 30	Acceptable	n/a	76.5	81.7	85.3	Intermediate	Improved Significantly	Good	n/a	75.7	79.4	81.3	Intermediate	Improved Significantly	Good
	Excellence	n/a	21.2	29.2	33.3	High	Improved Significantly	Good	n/a	17.2	23.1	24.6	Intermediate	Improved Significantly	Good

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

Course	Edmonton School Division				Alberta			
	2020–21	2022	2023	2024	2020–21	2022	2023	2024
English Lang Arts 30-1	n/a	3,154	5,334	5,742	n/a	17,372	31,493	33,001
English Lang Arts 30-2	n/a	1,235	2,456	2,716	n/a	8,903	17,112	19,219
French Language Arts 30-1	n/a	85	162	190	n/a	666	1,236	1,200
Mathematics 30-1	n/a	2,116	3,777	3,980	n/a	9,102	19,763	21,035
Mathematics 30-2	n/a	1,361	2,334	2,475	n/a	7,872	14,418	15,676
Social Studies 30-1	n/a	2,266	4,233	4,524	n/a	13,811	24,023	25,167
Social Studies 30-2	n/a	1,418	2,776	3,084	n/a	11,131	21,045	23,985
Biology 30	n/a	2,512	4,091	4,237	n/a	13,449	23,270	24,414
Chemistry 30	n/a	1,856	3,149	3,363	n/a	10,196	18,364	19,955
Physics 30	n/a	1,043	1,783	1,970	n/a	5,560	9,241	9,955
Science 30	n/a	1,176	2,030	2,088	n/a	4,887	8,007	8,439

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

Course	Standard	Edmonton School Division							Alberta						
		2020-2021	2022	2023	2024	Achievement	Improvement	Overall	2020-2021	2022	2023	2024	Achievement	Improvement	Overall
English Lang Arts 30-1	Acceptable	n/a	53.5	63.7	50.3	Very Low	Declined Significantly	Concern	n/a	55.5	63.3	61.3	Very Low	Declined	Concern
	Excellence	n/a	3.1	5.8	1.7	Very Low	Declined Significantly	Concern	n/a	2.6	3.7	2.7	Low	Declined Significantly	Concern
English Lang Arts 30-2	Acceptable	n/a	56.1	65.3	58	Very Low	Declined Significantly	Concern	n/a	63.9	71.5	70	Very Low	Declined	Concern
	Excellence	n/a	4.4	3.5	4.9	Low	Improved	Acceptable	n/a	3.7	5.5	5.2	Low	Maintained	Issue
French Language Arts 30-1	Acceptable	n/a	*	85.7	*	*	*	*	n/a	93.8	85.2	85.7	Low	Maintained	Issue
	Excellence	n/a	*	0	*	*	*	*	n/a	12.5	0	19	High	Improved Significantly	Good
Mathematics 30-1	Acceptable	n/a	62	67.9	68.5	n/a	Maintained	n/a	n/a	52.2	61.1	64	n/a	Improved	n/a
	Excellence	n/a	26.9	28.7	30.6	n/a	Maintained	n/a	n/a	19.2	23.1	27.6	n/a	Improved Significantly	n/a
Mathematics 30-2	Acceptable	n/a	50.2	61.6	60.1	n/a	Maintained	n/a	n/a	46.9	58.5	57.7	n/a	Maintained	n/a
	Excellence	n/a	8.9	12.4	11.7	n/a	Maintained	n/a	n/a	6.3	9.7	9	n/a	Maintained	n/a
Social Studies 30-1	Acceptable	n/a	68.6	72.6	70.1	Low	Maintained	Issue	n/a	68.7	72.7	70.5	Low	Declined	Issue
	Excellence	n/a	9.4	11	9	Intermediate	Maintained	Acceptable	n/a	9	8.8	10.7	Intermediate	Improved	Good
Social Studies 30-2	Acceptable	n/a	49	59.2	44.2	Very Low	Declined Significantly	Concern	n/a	55.6	62.5	63.2	Very Low	Maintained	Concern
	Excellence	n/a	4.5	5.9	3.3	Very Low	Declined	Concern	n/a	7.1	7.8	8.3	Low	Maintained	Issue
Biology 30	Acceptable	n/a	58.4	77.1	67.1	Very Low	Declined Significantly	Concern	n/a	61	72.8	69.7	Low	Declined	Issue
	Excellence	n/a	17.2	29.6	24.4	Intermediate	Declined	Issue	n/a	18	24.7	23.6	Intermediate	Maintained	Acceptable
Chemistry 30	Acceptable	n/a	72.4	80	83.3	High	Maintained	Good	n/a	67.9	73.5	73.2	Intermediate	Maintained	Acceptable
	Excellence	n/a	28	35.1	32.8	High	Maintained	Good	n/a	23.5	29.9	29.6	Intermediate	Maintained	Acceptable
Physics 30	Acceptable	n/a	60.8	78.7	67.8	Low	Declined Significantly	Concern	n/a	63.1	75.7	71.3	Low	Declined	Issue
	Excellence	n/a	31.4	37.7	30.5	Intermediate	Declined	Issue	n/a	26.4	32.3	32.9	High	Maintained	Good
Science 30	Acceptable	n/a	64.3	69.9	69.5	Low	Maintained	Issue	n/a	59.7	67.4	69	Low	Maintained	Issue
	Excellence	n/a	16.5	22.5	25.5	High	Maintained	Good	n/a	11.8	16.1	16.2	Intermediate	Maintained	Acceptable

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

Course	Edmonton School Division				Alberta			
	2020-21	2022	2023	2024	2020-21	2022	2023	2024
English Language Arts 30-1	n/a	426	788	292	n/a	1,398	2,482	2,095
English Language Arts 30-2	n/a	344	596	412	n/a	1,368	2,284	2,333
French Language Arts 30-1	n/a	2	7	1	n/a	16	27	21

## Appendix C: Detailed Assurance Measures Results

Mathematics 30-1	n/a	353	588	248	n/a	873	1,714	1,543
Mathematics 30-2	n/a	225	362	188	n/a	819	1,327	1,250
Social Studies 30-1	n/a	255	537	134	n/a	804	1,415	1,110
Social Studies 30-2	n/a	357	659	398	n/a	1,630	2,749	2,904
Biology 30	n/a	344	560	213	n/a	1,030	1,790	1,509
Chemistry 30	n/a	254	481	192	n/a	807	1,479	1,364
Physics 30	n/a	153	268	118	n/a	444	715	645
Science 30	n/a	224	316	141	n/a	536	714	591

Table C16. Alberta Education Assurance Measures Division and Province—Diploma Grade 12—First Nations, Métis, and Inuit Students															
Course	Standard	Edmonton School Division							Alberta						
		2020-2021	2022	2023	2024	Achievement	Improvement	Overall	2020-2021	2022	2023	2024	Achievement	Improvement	Overall
English Lang Arts 30-1	Acceptable	n/a	69.3	73.4	76.1	Very Low	Maintained	Concern	n/a	73.5	78.3	81.7	Low	Improved Significantly	Good
	Excellence	n/a	5.9	4.5	3.6	Low	Maintained	Issue	n/a	4.4	6.1	6.9	Intermediate	Maintained	Acceptable
English Lang Arts 30-2	Acceptable	n/a	74	86	82.6	Low	Declined	Issue	n/a	82.1	86.5	86	Low	Maintained	Issue
	Excellence	n/a	8.1	10.1	14.1	Intermediate	Improved	Good	n/a	9.2	9.9	10.8	Intermediate	Maintained	Acceptable
French Language Arts 30-1	Acceptable	n/a	n/a	*	*	*	*	*	n/a	83.3	83.8	88.9	Low	Maintained	Issue
	Excellence	n/a	n/a	*	*	*	*	*	n/a	0	2.7	0	Low	Maintained	Issue
Mathematics 30-1	Acceptable	n/a	65.4	63.2	65.1	n/a	Maintained	n/a	n/a	50.9	60.6	64.4	n/a	Improved	n/a
	Excellence	n/a	3.8	16.2	22.2	n/a	Maintained	n/a	n/a	10.5	15	17	n/a	Maintained	n/a
Mathematics 30-2	Acceptable	n/a	55.9	65.2	74.2	n/a	Improved	n/a	n/a	55.2	65.8	64.8	n/a	Maintained	n/a
	Excellence	n/a	13.2	19.6	11.3	n/a	Declined	n/a	n/a	7.3	12.1	10.1	n/a	Declined	n/a
Social Studies 30-1	Acceptable	n/a	71.6	69.8	76.4	Low	Improved	Acceptable	n/a	72.5	73	79.1	Low	Improved Significantly	Good
	Excellence	n/a	3.4	4.8	6.1	Low	Maintained	Issue	n/a	7.4	8.6	10.6	Intermediate	Improved	Good
Social Studies 30-2	Acceptable	n/a	66.4	69.9	75.1	Low	Improved	Acceptable	n/a	66	72.3	72.9	Low	Maintained	Issue
	Excellence	n/a	4.5	4	5.6	Low	Maintained	Issue	n/a	5.4	5.4	6.6	Low	Improved	Acceptable
Biology 30	Acceptable	n/a	66.2	69.4	73.7	Low	Maintained	Issue	n/a	58.9	72.5	72.8	Low	Maintained	Issue
	Excellence	n/a	13.5	21.4	19	Low	Maintained	Issue	n/a	11.5	19.1	17	Low	Declined	Issue
Chemistry 30	Acceptable	n/a	65.8	77.6	81.1	High	Maintained	Good	n/a	62.5	70	78.2	Intermediate	Improved Significantly	Good
	Excellence	n/a	18.4	34.7	17	Low	Declined Significantly	Concern	n/a	15.4	24	23.5	Intermediate	Maintained	Acceptable
Physics 30	Acceptable	n/a	68.8	78.6	94.1	Very High	Maintained	Excellent	n/a	68.6	72	80.4	Intermediate	Improved Significantly	Good
	Excellence	n/a	31.3	32.1	17.6	Low	Declined	Issue	n/a	25.2	26.8	23.2	Intermediate	Maintained	Acceptable
Science 30	Acceptable	n/a	66.7	76.2	82.9	Intermediate	Improved	Good	n/a	70	75.3	78.1	Intermediate	Improved	Good
	Excellence	n/a	5	17.8	17.1	Intermediate	Maintained	Acceptable	n/a	7.2	18.7	18.5	Intermediate	Maintained	Acceptable

## Appendix C: Detailed Assurance Measures Results

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

Course	Edmonton School Division				Alberta			
	2020-21	2022	2023	2024	2020-21	2022	2023	2024
English Language Arts 30-1	n/a	101	199	197	n/a	722	1,286	1,402
English Language Arts 30-2	n/a	123	278	276	n/a	923	1,833	2,010
French Language Arts 30-1	n/a	n/a	1	1	n/a	18	37	36
Mathematics 30-1	n/a	26	68	63	n/a	220	566	634
Mathematics 30-2	n/a	68	92	97	n/a	413	742	785
Social Studies 30-1	n/a	88	126	148	n/a	564	986	1,071
Social Studies 30-2	n/a	134	299	269	n/a	929	1,933	2,091
Biology 30	n/a	74	98	137	n/a	514	902	1,041
Chemistry 30	n/a	38	49	53	n/a	285	550	614
Physics 30	n/a	16	28	17	n/a	159	250	280
Science 30	n/a	60	101	82	n/a	250	470	480

## Appendix D: 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 2023–24 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 D1. 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		2023–24	
	Fall	Spring	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	58	75
Percentage increase in children meeting developmental growth by Spring.	19		20		20		22		23		n/a				19		20		17	
Awareness of Self and Environment	80	92	80	92	80	92	80	92	79	92	79	n/a			81	92	79	89	74	87
	12		12		12		12		13		n/a				11		10		13	
Social Skills and Approaches to Learning	75	89	77	89	77	89	76	89	76	89	77	n/a			80	89	77	87	76	87
	14		12		12		13		13		n/a				9		10		11	
Cognitive Skills	64	90	62	89	62	89	60	88	60	88	60	n/a			64	88	63	87	67	87
	34		27		27		28		28		n/a				24		24		20	
Language and Communication	75	88	75	88	76	89	75	89	74	89	74	n/a			77	88	74	85	71	83
	13		13		13		12		15		n/a				11		11		12	
Physical Development																				
Fine Motor	70	93	70	92	69	92	69	92	68	92	71	n/a			73	91	71	90	70	89
	23		22		22		23		24		n/a				18		19		19	
Gross Motor	77	93	76	92	79	93	79	93	76	93	77	n/a			78	93	76	91	82	92
	16		16		14		14		17		n/a				13		15		10	

**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.

# Appendix E: Local Literacy and Numeracy Results

## EAP CAT4

Figure E1. Math: Growth for the EAP Cohort from Grade 4 to Grade 6

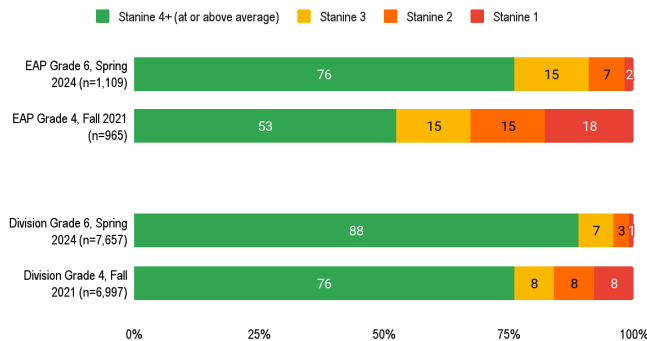
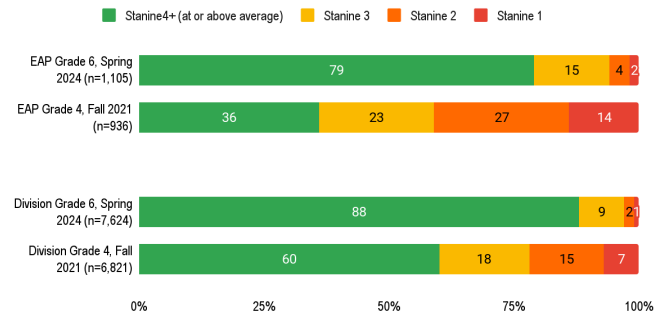


Figure E2. Computation & Estimation: Growth for the EAP cohort from Grade 4 to Grade 6



## Reading Results

The following notes outline some considerations to consider when interpreting reading results data (see *Tables E1–E3*).

- 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.

Table E1. Reading Results Showing All Students AT or ABOVE Grade Level										
Enrolment Grade	2019–20		2020–21		2021–22		2022–23		2023–24	
	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	54.3	8,082	60.9	8,042	59.5	7,516	58.9	8,966	60.4	8,738
Grade 2	65.9	8,155	66.7	7,849	66.8	8,278	65.9	7,924	66.7	9,162
Grade 3	68.8	8,062	70.2	7,984	68.3	8,021	68.1	8,730	67	8,207
Grade 4	68.7	8,057	70.3	7,910	67.6	8,111	65.4	8,396	66.2	8,976
Grade 5	69.7	7,797	70.5	7,908	71.4	8,055	66.8	8,580	65.5	8,644
Grade 6	70.6	7,783	71	7,746	70.3	8,104	70.1	8,418	68.3	8,897
Grade 7	75	7,882	70.9	7,692	74.3	7,849	70.5	8,511	72	8,480
Grade 8	73.6	7,338	71.3	7,929	74.3	7,832	72.4	8,294	72.9	8,637
Grade 9	73.3	6,564	73.7	7,070	76.3	7,777	71	7,793	73.4	8,451



## Appendix E: Local Literacy and Numeracy Results

**Table E2. Reading Results Showing EAL Students AT or ABOVE Grade Level**

Enrolment Grade	2019–20		2020–21		2021–22		2022–23		2023-24	
	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	55.8	2,622	62.2	2,453	59.7	1,897	57.1	2,525	57.9	3,052
Grade 2	63.6	2,944	66	2,683	63.9	2,710	61.7	2,445	59.8	3,001
Grade 3	64.2	2,843	68.4	2,992	66.1	2,789	63.2	3,132	59.6	2,883
Grade 4	64	2,760	64.7	2,757	61.4	2,821	59.8	3,015	56.1	3,274
Grade 5	60.4	2,318	63.1	2,412	63.1	2,360	58.5	2,997	52.7	2,818
Grade 6	58.8	2,064	61.3	2,129	60.1	2,075	58.5	2,527	49.8	2,553
Grade 7	64.9	2,007	60.2	1,864	62.5	1,821	59	2,070	50.2	1,936
Grade 8	59.7	1,701	59.8	1,891	62	1,640	59.9	1,922	46.6	1,572
Grade 9	57.3	1,577	61.6	1,578	61.7	1,712	57.6	1,707	49.5	1,478

**Table E3. Local Reading Results: Self-Identified First Nations, Métis and Inuit Students reading AT or ABOVE Grade Level**

Enrolment Grade	2019–20		2020–21		2021–22		2022–23		2023-24	
	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	27.6	682	28.6	559	32.2	621	32.3	710	35.0	611
Grade 2	40.3	678	38.1	649	38.9	615	38.3	637	42.3	685
Grade 3	44.6	686	43.7	625	42.9	666	45.9	653	45.5	642
Grade 4	43.9	765	45.9	645	43.1	659	40.2	674	45.0	636
Grade 5	46.7	722	45.1	718	47.3	668	46.2	689	45.8	650
Grade 6	46.1	718	47.5	707	49.2	732	48.1	765	51.4	664
Grade 7	51.0	737	46.1	684	52.4	716	49.6	765	54.5	646
Grade 8	48.8	664	45.1	718	51.0	702	50.2	749	52.5	688
Grade 9	51.1	655	47.2	633	53.6	704	44.4	711	58.2	679

## Appendix E: Local Literacy and Numeracy Results

### HLATs (writing)

Please note, when interpreting HLAT results that in 2020–21, approximately 30 per cent of Division students were online (see Tables E4–E6).

Enrolment Grade	2019–20	2020–21		2021–22		2022–23		2023–24	
		% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	HLATs were not administered due to the pandemic	74.0	7,227	74.9	6,814	75.8	8,123	74.3	8,209
Grade 2		68.2	7,486	69.5	8,006	68.7	7,626	68.0	9,012
Grade 3		65.5	7,622	65.8	7,740	62.7	8,430	59.3	8,048
Grade 4		65.4	7,586	64.4	7,837	59.4	8,122	57.9	8,791
Grade 5		66.4	7,615	66.2	7,789	62.1	8,256	57.5	8,454
Grade 6		70.1	7,479	67.6	7,823	65.5	8,105	60.8	8,703
Grade 7		70.4	7,205	70.5	7,466	67.2	8,009	66.8	8,035
Grade 8		69.1	7,253	69.3	7,323	69.0	7,718	66.4	8,162
Grade 9		70.7	6,725	71.6	7,519	67.9	7,612	66.1	7,945

Enrolment Grade	2019–20	2020–21		2021–22		2022–23		2023–24	
		% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	HLATs were not administered due to the pandemic	74	2,336	75	1,804	73.3	2,394	73.1	2,954
Grade 2		68	2,583	69	2,622	67.2	2,348	63.8	2,956
Grade 3		65	2,868	67	2,711	59.9	3,018	54.4	2,830
Grade 4		62	2,681	61	2,732	56	2,927	50.2	3,209
Grade 5		60	2,362	61	2,301	57.2	2,905	47.6	2,770
Grade 6		61	2,086	60	2,023	56.6	2,440	46.3	2,505
Grade 7		64	1,768	61	1,784	57.7	1,986	47.6	1,847
Grade 8		60	1,770	61	1,569	56.6	1,836	42.3	1,495
Grade 9		61	1,537	62	1,711	55.5	1,658	42.2	1,417

Enrolment Grade	2019–20	2020–21		2021–22		2022–23		2023–24	
		% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	HLATs were not administered due to the pandemic	41.7	458	49.8	544	51.5	635	52.9	580
Grade 2		42.5	553	40.7	567	41.9	590	44.2	665
Grade 3		36.1	535	34.7	603	34.7	605	35.6	616
Grade 4		38.3	540	38.7	607	34.5	620	30.1	627
Grade 5		40.0	617	39.3	608	36.4	626	35.5	609
Grade 6		49.0	602	44.5	647	44.5	633	38.6	637
Grade 7		40.3	544	47.7	600	42.2	635	43.6	559
Grade 8		42.4	521	43.2	546	50.1	608	43.4	601

## Appendix E: Local Literacy and Numeracy Results

Grade 9		42.0	450	42.7	576	43.2	560	48.7	587
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### CAT4

**Table E7. CAT4 cohort size for all Division students**

Enrolment Grade	Reading		Mathematics		Computation & Estimation	
	Fall 2023	Spring 2024	Fall 2023	Spring 2024	Fall 2023	Spring 2024
Grade 4	7,594	7,669	7,842	7,816	7,777	7,831
Grade 5	7,255	7,203	7,405	7,369	7,385	7,345
Grade 6	7,518	7,548	7,619	7,657	7,610	7,624
Grade 7	7,140	6,928	7,274	7,213	7,208	7,218
Grade 8	7,271	6,932	7,243	7,233	7,201	7,234
Grade 9	7,071	6,714	7,158	6,732	7,115	6,628

**Table E8. CAT4 cohort size for English as an additional language students**

Enrolment Grade	Reading		Mathematics		Computation & Estimation	
	Fall 2023	Spring 2024	Fall 2023	Spring 2024	Fall 2023	Spring 2024
Grade 4	2,585	2,735	2,700	2,850	2,690	2,878
Grade 5	2,451	2,297	2,537	2,448	2,531	2,448
Grade 6	2,479	2,096	2,552	2,207	2,538	2,210
Grade 7	1,900	1,457	2,057	1,641	2,048	1,665
Grade 8	1,638	1,150	1,723	1,334	1,718	1,336
Grade 9	1,525	1,039	1,637	1,156	1,620	1,144

**Table E9. CAT4 cohort size for self-identified First Nations, Métis, and Inuit students**

Enrolment Grade	Reading		Mathematics		Computation & Estimation	
	Fall 2023	Spring 2024	Fall 2023	Spring 2024	Fall 2023	Spring 2024
Grade 4	449	450	470	454	467	456
Grade 5	461	460	464	468	467	461
Grade 6	473	485	479	472	466	472
Grade 7	469	426	449	423	441	417
Grade 8	471	443	463	430	451	415
Grade 9	489	411	483	409	476	405

## Appendix E: Local Literacy and Numeracy Results

**Table E8. CAT4 Reading - Percentage of EAL Students Achieving Across Stanines: Fall and Spring**

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2024	67	16	12	5
Grade 4, Fall 2023	50	16	14	20
Grade 5, Spring 2024	78	15	5	2
Grade 5, Fall 2023	71	16	9	5
Grade 6, Spring 2024	77	15	6	2
Grade 6, Fall 2023	72	15	9	4
Grade 7, Spring 2024	77	10	8	5
Grade 7, Fall 2023	79	10	7	3
Grade 8, Spring 2024	64	15	8	13
Grade 8, Fall 2023	76	9	9	6
Grade 9, Spring 2024	56	15	13	15
Grade 9, Fall 2023	68	14	7	11

**Table E10. CAT4 Mathematics - Percentage of All Students Achieving Across Stanines: Fall and Spring**

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2024	90	6	3	1
Grade 4, Fall 2023	74	9	8	8
Grade 5, Spring 2024	82	14	4	1
Grade 5, Fall 2023	88	9	3	1
Grade 6, Spring 2024	88	7	3	1
Grade 6, Fall 2023	83	12	5	1
Grade 7, Spring 2024	89	7	3	1
Grade 7, Fall 2023	82	9	6	2
Grade 8, Spring 2024	85	10	4	2
Grade 8, Fall 2023	84	9	6	1
Grade 9, Spring 2024	77	16	5	2
Grade 9, Fall 2023	85	9	3	2

**Table E9. CAT4 Reading - Percentage of Self-identified First Nations, Metis, and Inuit Students Achieving Across Stanines: Fall and Spring**

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2024	60	20	14	6
Grade 4, Fall 2023	39	19	18	24
Grade 5, Spring 2024	74	17	7	2
Grade 5, Fall 2023	62	18	13	7
Grade 6, Spring 2024	78	15	6	2
Grade 6, Fall 2023	65	17	13	5
Grade 7, Spring 2024	78	10	7	5
Grade 7, Fall 2023	74	12	9	5
Grade 8, Spring 2024	63	16	8	13
Grade 8, Fall 2023	72	9	11	8
Grade 9, Spring 2024	63	14	11	12
Grade 9, Fall 2023	64	16	7	13

**Table E11. CAT4 Mathematics - Percentage of EAL Students Achieving Across Stanines: Fall and Spring**

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2024	87	8	3	1
Grade 4, Fall 2023	71	10	9	8
Grade 5, Spring 2024	77	17	5	1
Grade 5, Fall 2023	86	10	3	1
Grade 6, Spring 2024	83	11	5	1
Grade 6, Fall 2023	80	13	6	1
Grade 7, Spring 2024	84	10	5	1
Grade 7, Fall 2023	76	11	9	4
Grade 8, Spring 2024	76	14	6	4
Grade 8, Fall 2023	79	10	8	2
Grade 9, Spring 2024	69	23	6	2
Grade 9, Fall 2023	80	12	5	3

## Appendix E: Local Literacy and Numeracy Results

**Table E12. CAT4 Mathematics - Percentage of Self-identified First Nations, Metis, and Inuit Students Achieving Across Stanines: Fall and Spring**

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2024	84	12	4	1
Grade 4, Fall 2023	53	13	17	16
Grade 5, Spring 2024	70	21	9	1
Grade 5, Fall 2023	74	19	6	1
Grade 6, Spring 2024	76	15	6	2
Grade 6, Fall 2023	68	21	9	2
Grade 7, Spring 2024	78	14	6	2
Grade 7, Fall 2023	67	18	10	5
Grade 8, Spring 2024	74	17	6	3
Grade 8, Fall 2023	68	17	12	3
Grade 9, Spring 2024	58	30	9	4
Grade 9, Fall 2023	72	18	7	4

**Table E14. CAT4 Computation & Estimation - Percentage of EAL Students Achieving Across Stanines: Fall and Spring**

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2024	85	11	3	1
Grade 4, Fall 2023	63	17	14	6
Grade 5, Spring 2024	86	10	2	1
Grade 5, Fall 2023	82	13	5	0
Grade 6, Spring 2024	88	9	2	1
Grade 6, Fall 2023	86	12	2	1
Grade 7, Spring 2024	82	13	3	2
Grade 7, Fall 2023	85	10	4	1
Grade 8, Spring 2024	75	18	6	2
Grade 8, Fall 2023	83	11	5	2
Grade 9, Spring 2024	74	17	7	2
Grade 9, Fall 2023	79	14	4	2

**Table E13. CAT4 Computation & Estimation - Percentage of All Students Achieving Across Stanines: Fall and Spring**

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2024	84	11	3	2
Grade 4, Fall 2023	60	8	16	6
Grade 5, Spring 2024	86	11	3	1
Grade 5, Fall 2023	78	14	6	1
Grade 6, Spring 2024	88	9	2	1
Grade 6, Fall 2023	84	13	2	1
Grade 7, Spring 2024	87	10	2	1
Grade 7, Fall 2023	84	10	4	1
Grade 8, Spring 2024	81	14	4	1
Grade 8, Fall 2023	84	11	4	1
Grade 9, Spring 2024	80	14	5	1
Grade 9, Fall 2023	82	13	3	2

**Table E15. CAT4 Computation & Estimation - Percentage of Self-identified First Nations, Metis, and Inuit Students Achieving Across Stanines: Fall and Spring**

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2024	69	20	8	3
Grade 4, Fall 2023	33	26	28	13
Grade 5, Spring 2024	72	20	5	2
Grade 5, Fall 2023	55	27	15	3
Grade 6, Spring 2024	71	21	5	3
Grade 6, Fall 2023	66	26	6	2
Grade 7, Spring 2024	75	18	5	2
Grade 7, Fall 2023	66	23	8	2
Grade 8, Spring 2024	65	27	7	2
Grade 8, Fall 2023	67	22	7	4
Grade 9, Spring 2024	61	27	8	3
Grade 9, Fall 2023	61	27	8	4



EDMONTON PUBLIC SCHOOLS

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**DATE:** November 26, 2024

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Funds for the Professional Improvement Program – Teacher Certificated Staff (2025-2026 and 2026-2027)

**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

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**ISSUE**

An allocation of funds from both the 2025-2026 and 2026-2027 operating budgets is requested to support the Professional Improvement Program – Teacher Certificated Staff. A commitment of funds for two budget years is being requested in order to implement a new trial process that gives teachers the option of applying for either one or two years of support.

Through the Professional Improvement Program, teachers can access tuition and leave support for post-secondary coursework as per clause 9 of the Teachers’ Collective Agreement. A commitment 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.
- 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”.
- In 2024-2025, the approved allocation of \$1,300,000 for this program was 32 per cent of the maximum possible allocation, compared to 34 per cent of the maximum for the previous year (Attachment II).
- 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 for support granted through this program. The commitment is for one year of active service in the Division for each year of tuition support and three years of active service for a full-time leave with an allowance. Part-time leaves are prorated accordingly.
- For the 2024-2025 Professional Improvement Program, programs of study were related to counseling, mental health and trauma-informed education, as well as leadership and inclusive learning. Support was also granted for programs related to literacy, social justice, diversity and equity, as well as curriculum studies, mathematics and science.
- Of the 150 requests for support through this program in 2024-2025, based on the relative strength of the applications, 37 applicants were granted the support they requested and were eligible to receive, 78 were granted partial support and 32 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 applications that were not recommended for support. One hundred and nine of the 150 (73 per cent) were first time applicants, while 41 (27 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. The holdback for the 2024-2025 Professional Improvement Program was three per cent.
- A trial two-year application option will be implemented this year (Attachment III). This will allow teachers to submit a request for either one or two years of support within one application.
- With the two year application option, the program would need a commitment of funds from both the 2025-2026 and 2026-2027 budgets.
- An allocation of funds from the 2025-2026 budget would support post-secondary studies that would take place between July 1, 2025 and August 31, 2026.
- To provide continued support for Year 2 requests, the program would also be committing to funds that will be formally brought forward with the 2026-2027 budget request.

- A maximum of 50 per cent of the funds for 2025-2026 would be allocated toward Year 2 requests. Those funds would support the second year of two-year applications for courses that take place between July 1, 2026 and August 31, 2027. Funding would be based on final budget approval.
- The Division is committed to supporting professional learning for staff in a number of ways. The chart below 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's current commitment of funds to Edmonton Public Teachers Local 37 of the Alberta Teachers' Association (ATA) is \$875,000 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 2025-2026 operating budget be committed for the Professional Improvement Program - Teacher Certificated Staff for the purpose of granting professional improvement leaves and tuition support to teachers for the 2025-2026 school year.**

**That a commitment of support for Year 2 (2026-2027) applications not exceeding 50 per cent of the 2025-2026 allocation amount be approved by the Board of Trustees. A formal request for an allocation of funds from the 2026-2027 budget year will be brought to the Board of Trustees in the fall of 2025.**

## 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 staff capacity. Overarching this is our shared responsibility to ensure that our students achieve to 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. Post-secondary studies that align with our Strategic Plan and areas of need have resulted in significant benefits across the Division. Attachment IV highlights reflective statements from staff who have participated in the Professional Improvement Program. Participants reflected on the positive impact a deeper understanding of topics related to Indigenous ways of learning, diversity, equity, anti-racism and reconciliation has had on their instructional practices. They spoke about creating culturally responsive classrooms and school communities that prioritize student well-being and promote a strong sense of belonging. Several program participants explained how the integration of new instructional strategies and perspectives, learned through their post-secondary studies, enhanced student engagement, wellness and learning outcomes. Many program participants also shared their learning with colleagues and collaborated on thoughtful changes to promote educational excellence.

The Professional Improvement Program is grounded in all four Division values. Collaboration is particularly evident in program participants' reflective statements, which describe sharing their learning and experience with colleagues. Program participants leverage school and catchment professional development activities to build capacity and foster shared understanding. Program participants who are consultants within the Division describe the ripple effect of their learning that occurs when they share their knowledge, skills and experience across the Division through sessions and targeted supports. As well, staff in both informal and formal leadership roles describe how they are using their learning to inspire 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 in Attachment I shows a 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.

Over the past few years, the number of applications for support through the Professional Improvement Program were fairly consistent (Attachment I). The number of applications increased from 118 for 2023-2024 to 150 for 2024-2025, which represents a 27.12 per cent increase over the previous year. Increased requests for support, as well as rising tuition costs, resulted in 32 applicants not receiving any support through this programming in the 2024-2025 school year, and many who were granted partial support received less funding than they requested. At this time, it is not clear whether the increase in the number of applications for support in 2024-2025 was an anomaly or a trend.

Post-secondary professional learning, grounded in evidence-based research, is essential for building staff capacity and supporting student learning. Maintaining the allocation of funds at the current level in 2025-2026 will allow a number of 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

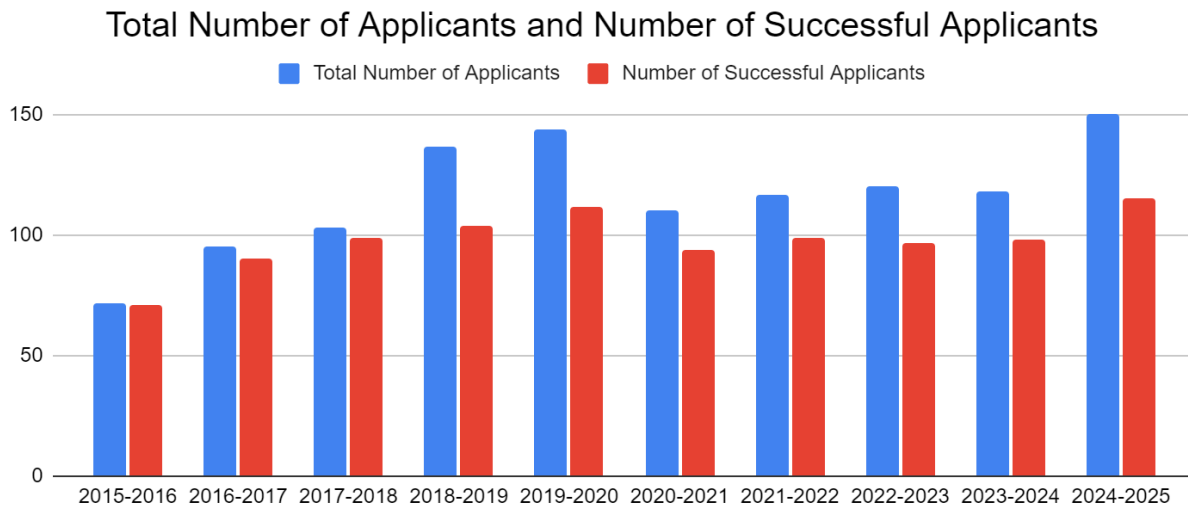
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### Number of Teachers, Applicants and Successful Applicants

YEAR	TOTAL NUMBER OF TEACHERS IN THE DIVISION	TOTAL NUMBER OF APPLICANTS	NUMBER SUCCESSFUL	PERCENTAGE OF TEACHERS SUPPORTED*
2014-2015	4860	70	68	1.40%
2015-2016	4981	72	71	1.43%
2016-2017	5168	95	90	1.74%
2017-2018	5435	103	99	1.82%
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%
2024-2025	6001	150	115	1.92%

\*This represents all successful applications with varying levels of support granted.

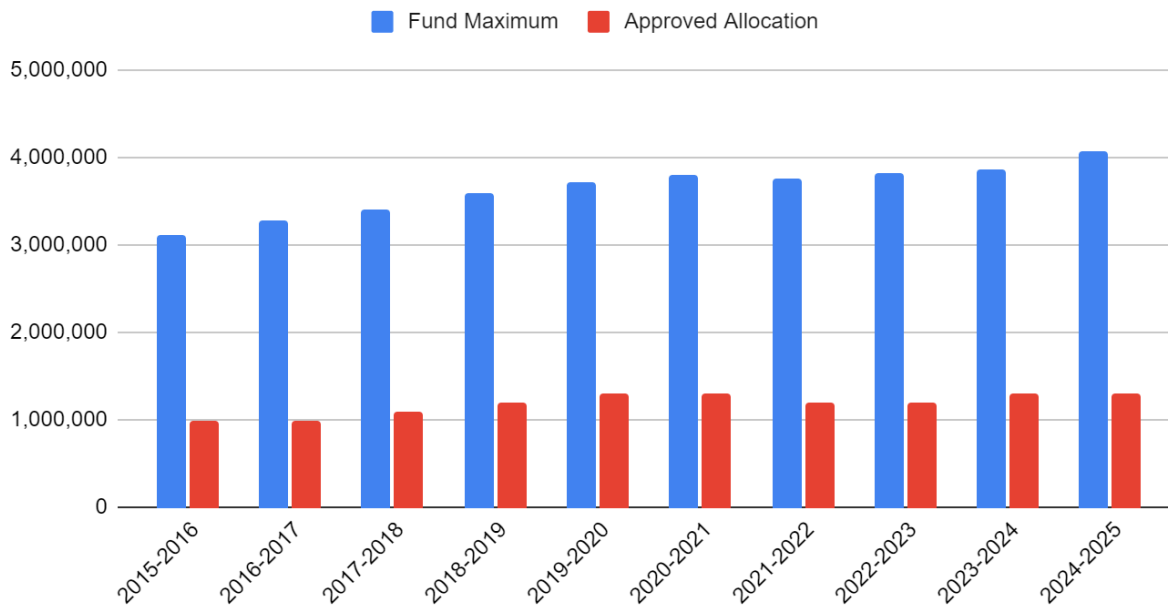
### PROFESSIONAL IMPROVEMENT PROGRAM - TEACHER CERTIFICATED STAFF



## 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
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
2024-2025	4,071,363	1,300,000	32%	6.451	514,008	747,250	1,261,258

## Fund Maximum and Approved Allocation



## 2024-2025 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

<b>Activity</b>	<b>Year 1 Dates</b>
Professional Improvement Program – Teacher Certificated Staff announced on Division Staff News and application available on Connect for support in 2025-2026 and 2026-2027	Oct. 31, 2024
Information meetings for interested staff (4:00 - 6:00 p.m. Google Meet)	Nov. 19 and 25, 2024
Obtain data to calculate maximums as per Clause 9.2.8 of the Teachers' Collective Agreement	Nov. 30, 2024
Due date for applications	Jan. 10, 2025
Processing of applications <ul style="list-style-type: none"> <li>• Receipt of applications confirmed</li> <li>• Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs)</li> <li>• Applications prepared for review by a committee of leadership staff</li> </ul>	Nov. 1, 2024 – Feb. 14, 2025
Review of applications	Feb. 6 – 14, 2025
Compile background information with input from assessors	Feb. 18 – Mar. 7, 2025
Recommendation submitted for approval	Mar. 12, 2025
Approval of leaves and tuition support	Mar. 19, 2025
Communication of support granted <ul style="list-style-type: none"> <li>• Applicants notified; letters and agreements sent to successful applicants</li> <li>• Posted on Connect</li> </ul>	Mar. 20 - 31, 2025



## **Selection of Reflective Statements: Benefits of Program Participation 2023-2024 Professional Improvement Program – Teacher Certificated Staff**

**Jason Ashmore**, Teacher, awâsis waciston School

*University of Alberta - Graduate Certificate in Educational Studies with a specialization in Technology in Education*

Incorporating culturally relevant teaching methods and strategies that resonate with Indigenous students is expected to improve engagement, understanding, and achievement in mathematics. I am equipped with innovative, research-based approaches to teaching mathematics, which I am eager to apply in the classroom to provide more effective and dynamic instruction. Furthermore, by sharing the insights and techniques gained from this program with my colleagues, we can collectively enhance our teaching strategies to benefit all students, fostering a collaborative growth environment where everyone's contribution is valued and acknowledged.

**Tanasha Dortch**, Teacher, David Thomas King School

*Yorkville University - Master of Education in Educational Leadership with a focus on Educational Administration*

I have gained in depth knowledge on leadership skills and practices that support diversity, antiracism and reconciliation. These skills will directly support the Division's strategic plan towards building outstanding learning opportunities for all students and advancing action towards anti-racism and reconciliation. In the short term I see implementing culturally responsive teaching practices that support students' voice and choice in my classroom. Long range I strive to shift power imbalances and support students of marginalized groups in ways that improve academic achievement and their overall well being.

**Betty Fu**, Program Coordinator, Curriculum and Learning Supports

*University of Alberta - Master of Education in Secondary Education, K-12 Science Cohort*

Through the support of the program, I was able to take courses in curriculum, leadership, and research. I was able to use what I learned through these courses to support my work as a program coordinator working on developing science resources to support the new curriculum. I was able to increase my knowledge in research-driven instructional approaches and deepen my understanding of curriculum. I took this knowledge and shared it with the teachers and consultants that I work with.

**Jocelyn Grant**, Teacher, David Thomas King School

*Yorkville University - Master of Education in Educational Leadership with a focus on Educational Administration*

Diversity and the Indigenization of Education have been recurring themes in my courses, and I'm beginning to feel more comfortable with engaging in and facilitating conversations around Inclusion, Anti-Racism and Reconciliation. Within my school context, I'm interested in examining and using a framework ... on Culturally Responsive Teaching - practices that can promote authentic engagement, rigor, and reduce the achievement gap in linguistically diverse students.

**Val Johnstone**, Teacher, Parkallen School

*University of British Columbia - Master of Education in Literacy Education*

The fourth course I took this past summer was “Place Based Literacies”. It stretched me to consider my own bias and place as an educator and really took me outside my comfort zone to explore the learnings of the Land and those who were first on this land. I have begun a “walking curriculum” with my students this fall, which is taking us out of the traditional classroom, onto the land to learn a more Indigenous way of learning. One of the projects for this course was so highly valued by my Professor that together with her help, I have submitted it for publication.

**Shannon Kulchisky**, Curriculum Coordinator, Beacon Heights School

*University of Alberta - Graduate Certificate in Educational Studies with a specialization in Structured Literacy and Reading Science*

Self-Regulated Strategy Development (SRSD) provides students with explicit strategies for planning, drafting, and revising their writing, while also promoting self-regulation skills. This shift in writing instruction will not only improve students' ability to communicate effectively but also empower them with lifelong skills in goal setting, self-monitoring, and reflection. This is a major benefit for EPSB, as it equips our students with essential skills that go beyond the classroom and prepares them for future academic and personal success. The ripple effect has already begun to spread beyond my school. Staff members who have participated in collaborative sessions are sharing these strategies with teachers from other schools, multiplying the impact of these practices throughout EPSB. By fostering a division-wide community of practice, we are building a shared commitment to literacy excellence and student success.

**Evan Lock**, Teacher, Bessie Nichols School

*University of Alberta - Master of Education in Educational Studies*

The coursework, focused on educational leadership, has equipped me with the knowledge and tools to effectively manage and inspire teams, pursue a common vision, and foster a positive school culture. This knowledge enables me to better understand the academic research body around educational leadership and better implement evidence-based strategies in the classroom and beyond. This will help ensure that our educational practices are grounded in the latest research, ultimately improving student outcomes. I have been able to share new strategies and insights gained from my studies, fostering a collaborative professional learning community.

**Darryl MacKinnon**, Teacher, Spruce Avenue School

*Walden University - Master of Science in Education with a specialization in Science*

One of the major benefits that I feel that was derived from this program was the ability to find new ways to create effective learning environments that are engaging, supportive, and respectful. I have learned new and research based methods that will allow me to foster positive relationships with students and their families, and to build a sense of community in my classroom.

**Marija Murray**, Teacher, Braemar School

*University of Calgary - Graduate Diploma towards Master of Education in Interdisciplinary Studies*

In the long term, the leadership skills I developed enabled me to advocate for mental health awareness and equity, helping to foster policies that prioritized student well-being. This allowed me to contribute positively to the school community by creating a more supportive, inclusive environment and helping to address broader mental health challenges within the division.

**Jana Nelson**, Department Head - Math/Literacy and Numeracy, Institutional Services

*University of Wyoming - Doctor of Philosophy in Education with a specialization in Curriculum and Instruction and a focus on Mathematics Education*

By engaging in advanced coursework and research my understanding of effective mathematics teaching strategies and curriculum design will deepen. This expertise will allow me to implement innovative instructional practices immediately, improving student engagement and achievement in mathematics. The skills and knowledge acquired through the program will empower me to lead long-term initiatives aimed at improving mathematics education across multiple grade levels. As I grow as an educational leader, I will be well-positioned to take on roles that influence district-wide policies and practices, contributing to a culture of excellence in mathematics education within Edmonton Public Schools.

**Roxanne Olsen**, Teacher, Dr. Lila Fahlman School

*University of Alberta - Master of Education in Elementary Education with a specialization in Curriculum and Pedagogy*

These learning experiences have enabled me to be more effective in my work by supporting the literacy development of my students across curricular areas. I have been able to focus on connecting literacy with mathematics and immerse my learning in academic research to strengthen language and numeracy skills. I feel more confident in building a classroom community where students are engaged learners and have a strong sense of belonging in our school community. Throughout my learning, the importance of connecting academic competencies, such as critical thinking skills, is necessary for students to achieve high levels of learning.

**Janice Pinnock**, Diversity Education Consultant, Specialized Learning Supports

*Western University – Master in Professional Education in the Field of Equity, Diversity and Social Justice*

The program has equipped me with a comprehensive understanding of the theoretical frameworks and practical strategies necessary for advancing diversity, and equity in educational settings. This knowledge allows me to offer more effective strategies to educators and division staff. The skills and insights gained through my studies have greatly enhanced my ability to collaborate with my team to deliver impactful anti-racism training sessions. I am now able to address complex issues with greater confidence and sensitivity, helping educators develop a deeper understanding of racism and effective strategies for combating it. With advanced training, I have been able to foster stronger partnerships with educators, school leaders, and other stakeholders. My ability to facilitate meaningful conversations and collaborations around diversity and equity has been greatly enhanced, leading to more impactful efforts within our schools.

**David Tran**, Assistant Principal, Esther Starkman School

*University of Alberta – Master of Education in Educational Studies*

My work aligns with the Division's vision of fostering equitable learning environments, ensuring that all students receive the support they need to succeed. I am committed to leveraging my experiences to create a more inclusive, supportive, and equitable educational landscape for all students. Together, we can transform our schools into environments where diversity is celebrated, and every student feels empowered to thrive. By cultivating a culture of belonging, support, and advocacy, we can ensure that all students have access to quality education and feel valued and respected within our school communities. I firmly believe that through education, we can empower individuals who, in turn, can transform the world.

**Alisha Wollmann**, Teacher, Thelma Chalifoux School

*Yorkville University - Master of Arts in Counselling Psychology*

This program has deepened my understanding of developmental and emotional challenges, allowing me to create a more supportive and inclusive classroom environment. My ability to provide a trauma informed classroom through the strategies learned in my courses has made my classroom a safe place for all students and staff. With the knowledge and skills I am gaining, I can tailor my teaching strategies to meet the unique needs of each student, fostering both their academic and social-emotional growth. This, in turn, promotes a more positive learning atmosphere and reduces behavioral issues, benefiting not just my students but the entire school community. Moreover, my advanced training allows me to collaborate more effectively with colleagues, parents, and support staff, ensuring that we implement strategies that promote the well-being of our students and support to families of diverse learners. The investment made by our school board in my education reflects a commitment to enhancing the quality of education for our most vulnerable learners, ultimately leading to improved outcomes for the district as a whole.

**DATE:** November 26, 2024

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Funds for 2025-2026 Exempt Staff Professional Improvement Program

**ORIGINATOR:** Angela Anderson, Chief Human Resources Officer

**RESOURCE STAFF:** Trish Kolotyluk, Renée Thomson

**REFERENCE** [Division Strategic Plan](#)

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**ISSUE**

An allocation of funds from the 2025-2026 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 evidence-based research.
- 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, 2025, and August 31, 2026, or in September for courses that take place between December 1, 2025, and August 31, 2026 (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 2024-2025 Exempt Staff Professional Improvement Program, requests for support from exempt staff varied as greatly as their roles in the Division. All 19 applicants were granted leave and/or tuition support. Eleven (58 per cent) were first time applicants, while eight (42 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.
- The Exempt Staff Professional Improvement Program is one way that professional learning is supported for exempt staff in the Division. 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 2025-2026 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 2025-2026 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 2025-2026. There is a relatively small but growing 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 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.

Post-secondary professional learning, grounded in evidence-based research, is critical to building staff capacity and supporting student learning. 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

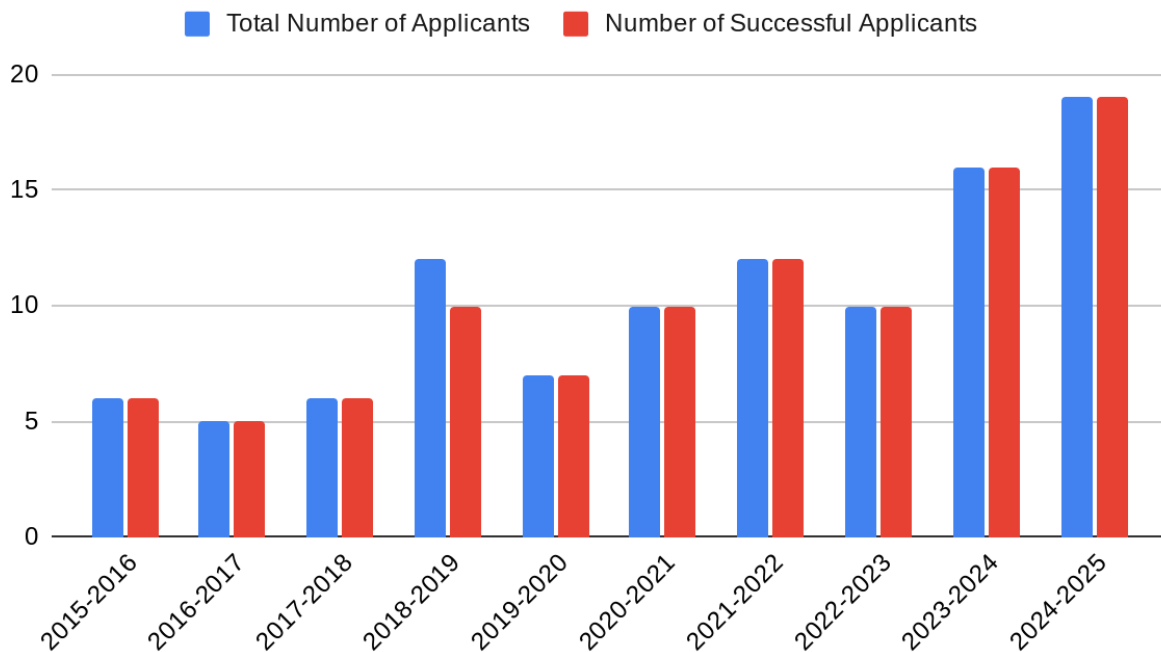
### Total Number of Applicants and Number of Successful Applicants

Year	Total Number of Applicants	Number Successful
2015-2016 <sup>1</sup>	6	6
2016-2017 <sup>2</sup>	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	16	16
2024-2025	19	19

<sup>1</sup> Applications from exempt staff were assessed using processes outlined in the Teachers' Collective Agreement.

<sup>2</sup> The Exempt Staff Professional Improvement Program was established.

### Total Number of Applicants and Number of Successful Applicants





**EXEMPT STAFF PROFESSIONAL IMPROVEMENT PROGRAM HISTORY**

<b>YEAR</b>	<b>APPROVED ALLOCATION</b>	<b>APPROVED TOTAL LEAVE FTE</b>	<b>ACTUAL GRANTED FOR LEAVES</b>	<b>ACTUAL GRANTED FOR TUITION</b>	<b>TOTAL ACTUAL GRANTED FOR LEAVES &amp; TUITION</b>
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	\$140,000	0.331	\$12,800	\$109,247	\$122,047

**2025-2026 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE**

<b>JANUARY 2024 APPLICATION INTAKE</b> (for courses that take place between July 1, 2025 and August 31, 2026)	<b>Date</b>
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)	December 2
Due date for applications	January 10
Processing of applications <ul style="list-style-type: none"> <li>• Receipt of applications confirmed</li> <li>• Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs)</li> <li>• Applications prepared for review by committee of leadership staff</li> </ul>	November 1 - February 19
Review of applications	February 4 - 14
Compile background information with input from assessors	February 18 - March 7
Recommendation submitted for approval	March 12
Approval of leaves and tuition support	March 19
Communication of support granted <ul style="list-style-type: none"> <li>• Applicants notified; letters and agreements sent to successful applicants</li> <li>• Posted on Connect</li> </ul>	March 20 - 31

<b>SEPTEMBER 2025 APPLICATION INTAKE</b> (for courses that take place between December 1, 2025 and August 31, 2026)	<b>Date</b>
Due date for applications	September 19
Processing of applications <ul style="list-style-type: none"> <li>• Receipt of applications confirmed</li> <li>• Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs)</li> <li>• Applications prepared for review by committee of leadership staff</li> </ul>	September 19 – October 3
Review of applications <ul style="list-style-type: none"> <li>• Application packages prepared for committee review</li> <li>• Review of applications completed</li> </ul>	October 6 - 15
Compile background information with input from assessors	October 16 – 20
Recommendation submitted for approval	October 24
Approval of leaves and tuition support	October 31
Communication of support granted <ul style="list-style-type: none"> <li>• Applicants notified; letters and agreements sent to successful applicants</li> <li>• Posted on Connect</li> </ul>	November 4 - 12

**Selection of Reflective Statements: Benefits of Program Participation  
2023-2024 Exempt Staff Professional Improvement Program**

**Navdeep Aulakh** - Techno-Functional Analyst, Financial Services

*Northern Alberta Institute of Technology (NAIT), Project Management Certificate*

The training has significantly enhanced my skills in organizing, planning and executing projects efficiently. I have gained a deeper understanding of best practices in resource allocation, risk management and stakeholder communication, which has positively impacted my day to day work. I am confident that applying these new skills will lead to even better project outcomes, ultimately benefiting the team and organization.

**Lisa Casillas** - Social Worker, M. E. LaZerte School

*University of Calgary - Combined Bachelor/Master of Social Work with a specialization in Trauma-informed Practice*

I have already applied my advanced knowledge and skills in supporting our students to address barriers they are facing to completing their high school education. By applying my social work skills, I am working to address systemic barriers and inequalities and level the playing field for all students, regardless of their circumstances. By investing in my education, I am paying it forward through supporting students in their school and wellness goals. Thank you for creating such a program and investing in exempt staff.

**Danielle McLennan** - Human Resources Consultant, Human Resources

*University of Calgary - Advanced Project Management Diploma*

I am extremely grateful for the Division's ongoing commitment to enhancing the professional capacity of staff. Through the program, I was able to further my understanding and acquire new skills related to project management. Project management is a key aspect of my role, this opportunity to learn and grow has already enhanced my skill set and will directly impact operational objectives and ultimately support those I serve.

**Nicole Hnatiuk** - Occupational Therapy Consultant, Specialized Learning Supports

*Boston University, Post-Professional Doctor of Occupational Therapy*

In the short term, I expect to enhance my service delivery and broaden my knowledge, directly improving student outcomes and engagement. My studies will strengthen my leadership abilities and clinical skills long-term, enabling me to contribute more effectively to educational goals. Additionally, the new insights and skills I acquire will foster a culture of collaboration and continuous improvement within the Division. Ultimately, my studies will elevate the quality of care and education I provide, benefiting students, colleagues, and the broader school communities.

**Jill Oliver** - Internal Auditor, Financial Services

*Association of Certified Fraud Examiners - Certified Fraud Examiner courses*

Through a self-guided program of intense modules and certification exams, I attained the professional certification of a Certified Fraud Examiner (CFE) in December 2024. By completing this internationally recognized program, I have been equipped with the skills to bring a unique lens to my colleagues and my direct work with Division schools in the areas of fraud detection, education, and mitigation. I want to thank the Trustees, Superintendent, and Assistant Superintendents for this unique training and learning opportunity, which benefits my position in the Division as an Internal Auditor now and in the long term.

**Alex Tonsi** - Athletic Trainer, Ross Sheppard School

*West Virginia University, Master of Science in Sport Coaching*

My coursework thus far has enriched my understanding of how Positive Youth Development and Long Term Development frameworks influence sustained physical activity and overall well-being. I've learned about research-based recommendations on improving physical literacy and promoting physical activity, as well as evidence-based methods to help co-create environments that promote competence, confidence, and connection that can aid in lifelong pursuits in various forms of physical activity. Additionally, I've acquired a scientific approach to analyzing and improving movement mechanics and learned to apply an evidence-based approach to support safe and effective recovery from injury. Through completing my coursework, I hope to share my acquired expertise with other schools in the Division while communicating best practices and helping to deliver developmentally appropriate training principles that enhance students' and staff's health and well-being.

**DATE:** November 26, 2024

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Bereavements

**ORIGINATOR:** Angela Anderson, Chief Human Resources Officer

**RESOURCE STAFF:** Cindy Maksymuik

**REFERENCE** [AEBC.AR Acknowledging Student, Staff and Trustee Deaths and Bereavements](#)

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**Ms. Julie-Ann Dzeryk** passed away on September 22, 2024, at the age of 58 years. Julie-Ann started with the Division in December 2001. She spent her 22-year career as a teacher's aide and teacher in Supply Services, Queen Elizabeth, Laurier Heights, Balwin and L.Y. Cairns Schools. She is survived by her husband, Rod; children, Ryan and Jordyn; siblings, Ken, Glenn and Nancy (Larry); mother and father-in law, Gail and Wayne, as well as numerous other family members and life-long friends.

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