

# Board Meeting Agenda

## Board of Trustees

**Board Chair:** Saadiq Sumar

**Vice-Chair:** Linda Lindsay

Nickela Anderson

Sarah Doll

Melanie Hoffman

Julie Kusiek

Holly Nichol

Sherri O'Keefe

Jan Sawyer

Tuesday, April 14, 2026

2 p.m.

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

**A. Land Acknowledgement**

**B. O Canada**

**C. Roll Call**

**D. Approval of the Agenda**

**E. Communications from the Board Chair**

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

**G. Approval of the Minutes**

1. DRAFT – Board Meeting – March 17, 2026

**H. Recognition**

2. Confirmation of Principal Designations  
*(No Enclosure)*

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

*NOTE: To speak under this item, pre-registration with the Board Office (780-429-8443) is required by NOON on MONDAY, APRIL 13, 2026, to reserve a speaking time.*

**J. Reports**

3. Omnibus Updates to Board Policies re: *Protection of Privacy Act* and *Access to Information Act* (Recommendation)
4. Revised Process and Timeline for the 2026-27 Budget (Recommendation)
5. Distribution of Funds (Recommendation)
6. Three-Year Capital Plan 2027-30 (Recommendation)

**K. Other Committee, Board Representative and Trustee Reports**

**L. Trustees and Board Requests for Information**

**M. Notices of Motion**

**N. Meeting Dates**

**O. Adjournment**

# Board Meeting Minutes

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta, held in the Centre for Education McCauley Chambers on Tuesday, March 17, 2026, at 2 p.m.

## Present

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

### A. Land Acknowledgement

The Board Chair called the meeting to order and acknowledged that we live, work, play, and enjoy the abundance that Treaty 6 land provides. This land, known by many names, has been cared for by the Siksikaitisitapi, Denesuline, nehiyawak, Anishinaabe, Stoney Nakoda, and the Métis from the North Saskatchewan River Territory. This land has also been imprinted by the footsteps of the Inuit. As winter turns to spring, Chair Sumar was reminded that this is a time for renewal, for regeneration, and for reciprocity in relationships with different peoples and with the land.

The Board Chair said that this Friday is Two-Spirit and Indigenous LGBTQQIA+ Celebration and Awareness Day. It symbolizes renewal and balance and honours the resilience, diversity, and vital roles of Two-Spirit and Indigenous queer/trans people across Turtle Island as sacred knowledge keepers and leaders.

The Board Chair said that this weekend also marks the International Day for the Elimination of Racial Discrimination, raising awareness and encouraging global action against racism. It also reflects efforts that have led to important progress and the strengthening of global commitments to equality and non-discrimination.

### B. O Canada

The Laurier Heights School video version of O Canada was played.

### C. Roll Call

2:05 p.m. – The Superintendent advised that all Trustees were present.

**D. Approval of Agenda**

**MOVED BY Trustee Doll:**

**That the agenda for the March 17, 2026, Board meeting be approved as presented.**

**(UNANIMOUSLY CARRIED)**

**E. Communications from the Board Chair**

The Board Chair highlighted the four new school projects recently announced by the Province, expressing appreciation for the government's response to the Division's ongoing advocacy. Additionally, Chair Sumar recognized the Province for inviting board chairs and senior administration leadership from across the province to participate in the announcement.

The Board Chair shared that last weekend, he and several Trustees attended the HIV Edmonton Positive Light Gala. Dr. Kristopher Wells was a guest speaker, and his remarks regarding education were well-received by those in attendance.

The Board Chair said that Trustees also attended the 2026 Provincial Budget Luncheon with Minister Nate Horner. The discussion centred on the government's budgetary vision, including specific acknowledgments of sector concerns and a commitment to increasing educational funding.

The Board Chair extended well wishes to those observing the upcoming Eid Mubarak and Easter holidays.

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

The Superintendent welcomed everyone in attendance today and those tuning in online.

The Superintendent reminded everyone that pre-enrolment closes next week on March 25. While most open houses have finished, he encouraged parents to reach out to the school principals if they have questions about what a school offers.

The Superintendent advised that the Division Feedback Survey remains open until March 25 and encouraged parents, students and staff to complete it. Higher participation ensures more detailed and accurate data.

The Superintendent welcomed the announcement of the four new school projects as part of the provincial Budget 2026. The Division received design funding for a new K-9 in the Aster and Stillwater communities. Planning funding was also received for a new K-6 in Crystallina Nera and a K-9 in River's Edge. With these four announcements, the Province has committed to a total of 16 school projects for the Division. These projects will significantly assist in accommodating more families and alleviating current capacity challenges.

## G. Approval of the Minutes

### 1. Board Meeting - March 3, 2026

Trustee Kusiek requested that the roll call be updated to acknowledge her virtual attendance at the March 3, 2026, Board meeting.

*Excerpt: The Superintendent advised that Trustee Kusiek ~~was absent~~ would join virtually once the technical issues were resolved and all other Trustees were present.*

**MOVED BY Trustee Kusiek:**

**That the minutes of the Board meeting held March 3, 2026, be approved as amended.**

**(UNANIMOUSLY CARRIED)**

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

There were no registered speakers for this item.

## I. Reports

### 2. 2026-27 Budget - Staff Group Presentations

Mr. Barry Benoit, President of CUPE Local 474 (Custodial Staff), presented the Local's brief.

### 3. Annual Review of Board Policy HB.BP Student Behaviour and Conduct (Recommendation)

**MOVED BY Trustee Anderson:**

**That Board Policy HG.BP Student Behaviour and Conduct remain as written based on the 2025-26 annual review.**

**(UNANIMOUSLY CARRIED)**

### 4. Ten-Year Facilities Plan 2026-35 (Information)

Information was provided on the Ten-Year Facilities Plan, which included up-to-date data and the current Division operations.

Trustee Doll left the meeting at 2:59 p.m. and rejoined the meeting at 3:02 p.m.

Trustee Nichol left the meeting at 3:16 p.m. and rejoined the meeting at 3:19 p.m.

There was a short break in the meeting at 4:02 p.m.

The meeting resumed at 4:16 p.m.

5. Class Size Information Update  
(Information)

An update was provided on the Division’s 2025-26 class size reporting results, along with two years of historical data.

6. Municipal Trustee Election Costs  
(Response to Request for Information #001)

Information was provided in response to the Request for Information #001.

7. Caucus Committee Report  
(Information)

Information was provided regarding recommendations approved by the Caucus Committee.

**J. Other Committee, Board Representative and Trustee Reports**

None

**K. Trustees and Board Requests for Information**

None

**L. Notices of Motion**

None

**M. Meeting Dates**

The next Board meeting is a Special Board meeting scheduled for Tuesday, April 7, 2026, at 2 p.m.

**N. Adjournment**

5:02 p.m. – The Board Chair adjourned the meeting.

---

Saadiq Sumar, Board Chair

---

Kelsey Duebel, Director Board and  
Superintendent Relations

<b>Date</b>	April 14, 2026
<b>To</b>	Board of Trustees
<b>From</b>	Trustee Nickela Anderson, Policy Review Committee, Chair Trustee Sarah Doll, Policy Review Committee Trustee Holly Nichol, Policy Review Committee Trustee Julie Kusiek, Policy Review Committee
<b>Subject</b>	Omnibus Updates to Board Policies re: <i>Protection of Privacy Act</i> and <i>Access to Information Act</i>
<b>Resource Staff</b>	Kelsey Duebel, Wanas Radwan
<b>Reference</b>	<a href="#">Board Policy CH.BP - Framework for Policy Development and Review</a>

## ISSUE

The Policy Review Committee (PRC) has completed an omnibus review of all board policies to reflect the transition from the repealed Alberta *Freedom of Information and Protection of Privacy Act* (FOIP Act) to the current Alberta *Protection of Privacy Act* (POPA) and the *Access to Information Act* (AITA). The PRC is presenting the updated policies to the Board of Trustees (the Board) for first, second, third and final reading.

## RECOMMENDATION

**That administrative changes identified from the omnibus removal of references to the Alberta *Freedom of Information and Protection of Privacy Act* in board policies be read for the first, second, and third and final time and be approved.**

## BACKGROUND

In June 2025, the former *FOIP Act* was repealed and replaced with the Alberta *Protection of Privacy Act* and the *Access to Information Act*. To align board policies with Alberta's access and privacy legislation, the PRC completed an omnibus review of all board policies to:

- Identify outdated references to the repealed Alberta *FOIP Act*.
- Identify potential revisions required to align board policies with *POPA* and *AITA*.

With support from administration, the PRC reviewed the scan of board policies at the February 3, 2026 and February 24, 2026, PRC meetings, and identified the following for revision:

- Board Policy AB.BP Dispute Resolution and Appeals
- Board Policy CHA.BP Board Delegation of Authority
- Board Policy CN.BP Managing Division Information
- Board Policy CNA.BP Information Security
- Board Policy DK.BP Division Technology
- Board Policy FA.BP Human Resources Framework

- Board Policy HF.BP Safe, Caring, Respectful Learning Environments
- Board Policy HFA.BP Sexual Orientation, Gender Identity and Gender Expression

During this scan, the PRC identified outdated references to the repealed Alberta *School Act* in Board Policy FA.BP Human Resources Framework. As such, in addition to the removal of reference to the *FOIP Act*, reference to the *School Act* will be removed and replaced with appropriate sections of the *Education Act*.

- The transition from the *School Act* to the *Education Act* also included an update in terminology from school “district” to school “division.” As such, all references to “district” in the policy have been updated to “division.”

All the proposed changes are administrative in nature and intended to align board policy with legislative requirements. As such, engagement is not recommended at this time. A more fulsome review of all board policies will occur as part of the multi-year Policy Framework Review Project, and it is expected that opportunities for engagement will be identified to support this process.

#### RELATED FACTS

- Administration met with subject matter experts from Technology and Information Management on December 1, 2025 and February 18, 2026, to confirm the scope of revisions necessary in board policy to maintain compliance with *POPA* and *AITA*.
- The PRC completed an omnibus review of board policies to identify outdated reference to the repealed *FOIP Act* on February 3, 2026.
- A total of 8 policies were identified for revision, which included the removal of reference to the repealed *FOIP Act*, and the addition of reference to *POPA* and/or *AITA*, as appropriate.
- As part of this omnibus review, the PRC identified an opportunity to replace reference to the repealed Alberta *School Act* with the *Education Act*.
  - This proposed change remains administrative in nature and only impacts Board Policy FA.BP Human Resources Framework.
- As these proposed changes do not change direction, public engagement is not recommended. A more comprehensive review of all board policies will take place as part of the multi-year Policy Framework Review Project.

#### OPTIONS

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

1. Approve the first, second, third and final reading of all board policies identified in this omnibus review.
2. Provide the PRC with feedback to inform revisions of the documents to support approval at an upcoming board meeting.

#### CONSIDERATIONS and ANALYSIS

The proposed revisions are intended to bring board policies into alignment with legislative requirements. As these changes are administrative in nature, public engagement is not recommended at this time. A more comprehensive review of these board policies is expected to occur as part of the multi-year Policy Framework Review Project.

**NEXT STEPS**

Upon approval of the recommendation, the board policies will be updated on the Division website.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I      Tracked Versions of Revised Policies

ATTACHMENT II     Clean Versions of Revised Policies

NA:wr

## ATTACHMENT I TRACKED VERSIONS OF REVISED POLICIES

**CODE:** AB.BP

**EFFECTIVE DATE:** (11-09-2001)

**TOPIC:** Dispute Resolution and Appeals

**ISSUE DATE:** (06-02-2024)

**REVIEW YEAR:** (2031)

---

*Red text indicates new/revised content*
**PURPOSE**

To outline the Board of Trustees' (the Board) expectation for how Division staff, parents/guardians and students work to resolve school-level disputes and appeals in a manner that supports a cooperative and collaborative learning environment and aligns with the requirements of the *Education Act*.

**DEFINITIONS**

**Appeal** refers to the process used to reconsider a school-level decision by a Division staff member after the dispute resolution process has been used and no resolution has been reached.

**Dispute Resolution** refers to the process used to address concerns and complaints at the school level.

**Operational Day** refers to a day when teachers have duties assigned by the Board. Operational days include instructional days (when students receive instruction) and non-instructional days (when students are not receiving instruction). The school year typically begins with an operational day and ends with an operational day.

**POLICY**

The Board recognizes and supports the right of parents/guardians and students to raise disputes to employees of the Board.

The Board expects that dispute resolution and appeals:

- Are approached in a respectful manner that upholds the integrity of the education system and has the intent for resolution.
- Are addressed openly and collaboratively to facilitate cooperation and understanding among involved parties.
- Treat all parties fairly and ethically, in alignment with the Division's cornerstone values of accountability, equity, collaboration and integrity.
- Are supported through clear and accessible administrative procedures.

The Division's dispute resolution and appeals processes will be used for school-level issues and staff decisions not already addressed through separate processes outlined in other board policies, administrative regulations, procedures and guiding documents.

A dispute must be handled in a confidential manner, in accordance with *the Access to Information Act and the Protection of Privacy Act*. ~~the Alberta Freedom of Information and Protection of Privacy Act.~~

#### A. DISPUTE RESOLUTION

1. Disputes must be first raised to staff directly involved in the issue or decision in question. If a dispute is raised with a Trustee or staff member not directly involved in the issue, the dispute will be referred to the staff member who is directly involved.
2. If a resolution is not reached at the school level and the dispute is eligible for appeal, the dispute may be appealed to the Superintendent of Schools, in accordance with Section B of this policy.

#### B. APPEALS

1. In alignment with Section 42 of the *Education Act*,
  - A parent/guardian of a student or child and
  - In the case of the student who is 16 years of age or older, either a parent/guardian of the student or the student,may appeal a decision made by an employee of the Board within 30 operational days from when the parent/guardian or student was informed of the decision.

A parent/guardian or student over the age of 16 must follow the Division's dispute resolution process prior to appealing a decision.

Only the following decisions are eligible for appeal:

- a. Decisions that significantly affect the education of a student or of a child enrolled in a Division early childhood education program.
  - b. Decisions respecting access to, accuracy or completeness of a student record, which may only be appealed by a person who may review a student record as per Section 56 of the *Education Act*.
  - c. The Division's failure to make a decision respecting 1(a) and/or 1(b).
2. With respect to Section B(1)(a), decisions that are subject to appeal include, but are not limited to:
    - a. Provision of and access to specialized supports and services.
    - b. Access to enrolment at a particular school or program.
    - c. Eligibility for and access to transportation services.
  3. Decisions not subject to appeal, include, but are not limited to:
    - a. Student academic assessment and performance.

- b. Student suspensions and expulsions.
  - c. Teaching and learning resources.
  - d. Human resources matters.
  - e. Trustee conduct and Board governance matters.
4. The Board delegates authority to the Superintendent of Schools to determine whether a specific employee decision is subject to appeal, in accordance with this policy.
  5. Subject to Section 52 of the *Education Act*, the Board delegates authority for review and final decision on appeals to the Superintendent of Schools. This delegation of authority to the Superintendent of Schools includes the right to sub-delegate authority and responsibility to a designate(s). Superintendent/designate decisions on appeals are not subject to further appeal.
  6. In alignment with Section 43 of the *Education Act*,
    - A parent/guardian of a student or child and
    - In the case of a student who is 16 years of age or older, either a parent/guardian of the student or the student,who is affected by a decision may request that the Minister of Education review the decision if it relates to:
    - a. The provision of specialized supports and services to a student in accordance with Section 11(4) of the *Education Act* or to a child enrolled in a Division early childhood services program.
    - b. The expulsion of a student.

A person who may review a student record under Section 56 of the *Education Act* may request that the Minister review a decision respecting access to, accuracy or completeness of the student record.

## ACCOUNTABILITY

The Superintendent of Schools will be responsible for implementing this policy through appropriate regulations and communication with Division stakeholders, including staff, students and parents/guardians.

## REFERENCES

AB.AR Appeal Processes  
CHA.BP Board Delegation of Authority  
DEA.AR Transportation Services  
*Education Act* Sections 42, 43, 52  
FA.BP Human Resources Framework  
FBCA.AR Respectful Working Environments  
FBCB.AR Division Staff Code of Conduct  
FBM.AR Grievance Process  
GI.AR Teaching and Learning Resources  
GK.BP Student Assessment, Achievement and Growth  
GKB.AR Standards for Evaluation

HA.BP Inclusive Education  
HA.AR Students in Need of Specialized Supports and Services  
HB.AR Student Placement  
HC.BP Resident Student Enrolment  
HC.AR Student Admission and Enrolment  
HEC.BP Non-resident Student Admission and Enrolment  
HED.BP Student Attendance  
HED.AR Student Attendance  
HG.BP Student Behaviour and Conduct  
HG.AR Student Behaviour and Conduct  
HGD.BP Student Suspension and Expulsion  
HGD.AR Student Suspension and Expulsion  
HO.AR Student Records  
Trustees' Handbook  
*Access to Information Act*  
*Protection of Privacy Act*

**CODE:** CHA.BP

**EFFECTIVE DATE:** (22-05-2007)

**TOPIC:** Board Delegation of Authority

**ISSUE DATE:** (07-09-2021)

**REVIEW YEAR:** (2028)

*Red text indicates new/revised content*

## POLICY

1. In accordance with Section 52(1) of the *Education Act*, the Board authorizes the Superintendent of Schools to do any act or thing or exercise any power that the Board may or is required to do or exercise, except those matters which, in accordance with Section 52(4) of the *Education Act*, cannot be delegated.
2. Notwithstanding the above, the Board reserves to itself the authority to make decisions regarding contracts or agreements that have the potential for political sensitivity, harm or impact to the Division's reputation. This authority applies to contracts or agreements with partnerships or funding outside of typical operations or procurement processes that include, but are not limited to:
  - a. International funding sources, governments or organizations.
  - b. Other orders of government within Canada.
3. The Board reserves to itself the authority to make decisions regarding new unanticipated expenditures that exceed \$1,200,000 and have not been accounted for in the current annual budget.
4. In accordance with Section 52(5)(a) of the *Education Act*, the Board delegates authority to the Superintendent of Schools to suspend the services of a teacher under Sections 213(1) and (2) of the *Education Act*.
5. In accordance with Section 52(5)(b) of the *Education Act*, the Board delegates authority to the Superintendent of Schools to terminate the services of a teacher.
6. A decision of the Superintendent of Schools to suspend or terminate the services of a teacher is not appealable to the Board.
7. Pursuant to **the *Access to Information Act* and the *Protection of Privacy Act*** ~~Section 95 of the *Freedom of Information and Protection of Privacy Act*~~, the Board designates the Superintendent as head of the Division for the purposes of the ***Access to Information Act* and the *Protection of Privacy Act*** ~~*Freedom of Information and Protection of Privacy Act*~~.
8. Notwithstanding the above, the Board also reserves to itself the authority to make decisions on specific matters requiring Board approval in accordance with Board policies.

## REFERENCES

CH.BP Framework for Policy Development and Review  
 FGB.BP Evaluation of Superintendent of Schools

*Education Act Sections 52, 62, 213, 215*

*Access to Information Act*

*Protection of Privacy Act*

*~~Freedom of Information and Protection of Privacy Act~~*

**CODE:** CN.BP**EFFECTIVE DATE:** (28-01-2020)**TOPIC:** Managing Division Information**ISSUE DATE:** (29-01-2020)**REVIEW YEAR:** (2013)

---

*Red text indicates new/revised content*

## POLICY

All records created in the service of Edmonton Public Schools, regardless of form or creator, are the property of Edmonton Public Schools. Records are an asset and support the Division's work in providing a quality education to each student to reach their maximum potential.

- A. The Board believes that:
1. Division records are a vital Division resource that must be managed effectively and efficiently;
  2. staff should have access to the information necessary for them to carry out their work;
  3. the Division is responsible for documenting the activities and results for which the Division is accountable;
  4. parents, staff, students and the public have the right of access to records held by the Division except where Division or legislated requirements prevent.
- B. The Board expects that Division records management practices and processes shall ensure:
1. open and accountable reporting to the public;
  2. Division records are maintained in a legally defensible manner;
  3. accountability for managing and maintaining information is clear and well-defined;
  4. information is managed through its entire life cycle from collection, record creation or receipt to final disposition through archival preservation or destruction;
  5. the privacy of individuals is protected at all times during collection, use and disclosure of information;
  6. the security, integrity and accuracy of information used and reported.
- C. Division Archives
1. The Board encourages the collection and preservation of records and objects which form the permanent record of the Division's philosophy, policy, people, and performance.
  2. Edmonton Public Schools Archives and Museum shall be the official repository and custodian of such materials.
  3. The Board believes that records and objects assist in the interpretation of history, and that these materials should be accessible to Division staff, students, parents, and the general public, subject to any restrictions imposed by law or Division policy and regulations.

## REFERENCES

CN.AR - Creation, Use and Maintenance of Division Information

CO.BP - Fiscal Oversight and Accountability

DDC.AR - Publication and Authorization for Use of Division Owned Materials

HO.AR - Student Records

IQ.AR - Conducting Research within the Division

~~Freedom of Information and Protection of Privacy Act~~

*Protection of Privacy Act*

*Access to Information Act*

*Education Act*

**CODE:** CNA.BP**EFFECTIVE DATE:** (28-01-2020)**TOPIC:** Information Security**ISSUE DATE:** (29-01-2020)**REVIEW YEAR:** (2020)

---

*Red text indicates new/revised content*

## PURPOSE

To ensure that information and information systems are adequately protected against damage, loss, and unauthorized use, disclosure or modification.

When information and information systems are protected, the Division is better positioned to: protect the privacy of staff and students; manage risks; preserve resources; enable innovation and provide seamless and integrated educational programming.

All records created in the service of Edmonton Public Schools, regardless of form or creator, are the property of Edmonton Public Schools. Records are an asset and support the Division's work in providing a quality education to each student to reach their maximum potential.

## DEFINITIONS

**Division information** is data in any form (physical or digital, in transmission or stored) created or captured for the purpose of Edmonton Public Schools activities in line with the Division's educational mandate and Mission, Vision and Priorities.

**Information security** is the protection of information from losses of:

- Confidentiality: Information must not be disclosed, purposefully or inadvertently, to anyone who does not have authority to receive it.
- Integrity: Information needs to be accurate and complete.
- Availability: Information must be available when required.

## POLICY

The Board is committed to a Division-wide, systematic and coordinated approach to ensuring the confidentiality, integrity and availability of Division information assets in order to support the Division's work in providing a quality education to students in a safe and secure learning environment. The Board believes that the Division's approach to information security should be consistent with international standards, should enable business and educational outcomes, and expects the following principles to guide this work:

1. *Accountability* - The responsibilities and accountability of the Division, its staff and all users of Division information systems should be explicit.
2. *Awareness* - The Division, its staff and all users of Division information should be aware of the need for the security of information systems and what they can do to enhance security.

3. *Ethics* - The information systems and the security of information systems should be provided and used in such a manner that the rights and legitimate interest of others are respected.
4. *Multidisciplinary* - Measures, practices and procedures for the security of information systems should take account of and address all relevant considerations and viewpoints.
5. *Proportionality* - Security levels, costs, measures, practices and procedures should be appropriate and proportionate to the value of and degree of reliance on the information systems and to the severity, probability and extent of potential harm.
6. *Integration* - Measures, practices and procedures for the security of information systems should be coordinated and integrated with other measures, practices and procedures of the organization so as to create a coherent system of security.
7. *Timeliness* - The Division should act in a timely coordinated manner to prevent and respond to breaches of security of information systems.
8. *Reassessment* - The security of information systems should be reassessed periodically, as information systems and the requirements for their security vary over time.
9. *Transparency* - The security of information systems should be compatible with the legitimate use and flow of data and information in an open and accountable public institution

## EXPECTATIONS

1. The Superintendent of Schools shall ensure implementation of this policy through appropriate administrative regulations, defined and communicated processes, practices, and assignment of roles and responsibilities.
2. The Superintendent of Schools shall notify the Board of Trustees of any significant breaches of information security in a timely fashion.

## ACCOUNTABILITY

1. A yearly report of information security actions and issues regarding confidentiality, integrity and availability shall be completed internally, and a report of the findings presented to the Board as part of the Division's annual results review.
2. An external audit of information security shall be completed every four years, and a report of the findings presented to the Board of Trustees.

## REFERENCES

CN.BP - Managing Division Information  
CN.AR - Creation, Use and Maintenance of Division Information  
CNA.AR - Security of Personal and Division Information  
HO.AR - Student Records  
DK.BP - Division Technology

*Protection of Privacy Act*

*Access to Information Act*

~~*Freedom of Information and Protection of Privacy Act*~~

*Education Act*

ISO/IEC 27001:2005

Provincial Approach to Student Information (PASI) Usage Agreement

Student Record Regulation of Alberta

**CODE:** DK.BP**EFFECTIVE DATE:** (09-03-2010)**TOPIC:** Division Technology**ISSUE DATE:** (27-05-2025)**REVIEW YEAR:** (2032)

---

*Red text indicates new/revised content*

## PURPOSE

To reflect the Board of Trustees' (the Board) commitment to enabling high quality learning, teaching and working environments through the use of technology.

## DEFINITIONS

**Artificial Intelligence (AI)** refers to technology that enables computers to perform various functions that would be typically associated with requiring human intelligence. AI involves the development and use of algorithms and systems to learn from various data sets that can perform tasks such as problem-solving, pattern recognition, natural language processing and prediction and more. AI includes generative artificial intelligence, a machine learning system that can create new content such as text, images, music, audio and videos, in response to a prompt or series of prompts.

**Division Technology** includes those technologies licensed or owned by the Division, including but not limited to: hardware, applications (which may include AI), networking and communications equipment.

**Technology** refers to any hardware, applications (which may include AI), networking and communications equipment used in the Division, including those that are personally owned.

## POLICY

The Board believes technology supports high quality learning and teaching that enables students to discover, develop and apply competencies across subject and discipline areas for learning, work and life.

The Board supports the safe and appropriate use of technology that contributes to a productive learning environment and aligns with Division expectations for positive student and staff behaviour.

The Board supports a learning and teaching environment in which Division students and staff have equitable access to devices, applications, infrastructure and networks that facilitate the effective integration of technology.

The Board recognizes the importance of Division technology that is designed to maintain the safety, security and privacy of students and staff and values transparency related to practices supporting the collection, management and storage of data.

The Board acknowledges the role of technology to provide high quality working environments that enable communication and information management.

The Board values professional learning and capacity building of Division staff in the area of technology to support student learning.

The Board acknowledges that learning, teaching and working environments are continually evolving, and supports the use of technology that adapts to these dynamic environments. To achieve this outcome, the Division collaborates with industry leaders and innovators in the field of educational technology.

## ACCOUNTABILITY

The Superintendent is responsible for implementing this policy through appropriate administrative regulations and communication with Division stakeholders, including staff, students and families.

## REFERENCES

AA.BP - Stakeholder Relations  
AE.BP - Welcoming, Inclusive, Safe and Healthy Learning and Working Environments  
CN.BP - Managing Division Information  
CN.AR - Creation, Use and Maintenance of Division Information  
CNA.BP - Information Security  
DCA.AR - Video Surveillance Systems  
DK.AR - Division Technology  
DKB.AR - Appropriate Use of Division Technology  
DKC.AR - Canada's Anti-Spam Legislation (CASL) Compliance  
EA.BP - Infrastructure Planning Principles  
FA.BP - Human Resources Framework  
GA.BP - Student Programs of Study  
HG.BP - Student Behaviour and Conduct  
HG.AR - Student Behaviour and Conduct  
Alberta Education Learning and Technology Policy Framework  
~~Freedom of Information and Protection of Privacy Act~~  
*Access to Information Act*  
*Protection of Privacy Act*

**CODE:** FA.BP

**EFFECTIVE DATE:** (19-06-2018)

**TOPIC:** Human Resources Framework

**ISSUE DATE:** (20-06-2018)

**REVIEW YEAR:** (2022)

*Red text indicates new/revised content*

## PURPOSE

To provide a framework that guides a comprehensive human resource strategy to attract, develop, engage, and retain qualified staff to support the ~~District~~ **Division** Vision, Mission, Values, and Priorities.

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the ~~District~~ **Division**.

A human resources framework supports the Board in meeting its responsibility to establish and maintain governance and organizational capability that promotes student and staff well-being and success, and effectively addresses potential legal, operational, or financial risk.

## DEFINITIONS

Definitions for the following terms and for terminology for all other policies related to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are found in a Glossary of Terms (linked in References).

- **Conflict of Interest**
- **Human Resource Strategy**
- **Internal Controls**
- **Organizational Capability**
- **Wellness**

## POLICY

Student success is achieved through high quality learning opportunities supported by meaningfully engaged students, staff, and communities. The Board recognizes that human resources are critical in meeting the diverse needs of students and supporting the ~~District~~ **Division** Vision, Mission, Values, and Priorities. The Board values the dedication, professional contributions, achievements, and performance of ~~District~~ **Division** staff that are committed and engaged in supporting and advancing student learning and achievement, the ~~District~~ **Division's** reputation, and public support for education.

The Board affirms the rights, as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each staff member employed by the Board and each student enrolled in a school operated by the Board. Staff members employed by the Board and students enrolled in a school operated by the Board will not be discriminated against as provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms*.

The Board is committed to transparent and clearly communicated human resource management practices that:

- meet all legislated requirements, collective agreements and terms and conditions of employment, and consider current and future **District Division** needs, fiscal responsibility, market conditions, and organizational health;
- attract, recruit and retain the most qualified and high performing individuals available based on the requirements of the position and the needs of the **District Division**;
- ensure continuity of instruction and **District Division** services are maintained while supporting staff in balancing work and personal needs;
- are free of bias resulting from any prejudice, and ensure procedural fairness and equity for employment and advancement;
- promote positive, safe, and respectful working environments that foster collaborative and responsible behaviour and reflects the diversity of our community;
- consider the impact on student and staff wellness and safety when making and implementing decisions; and
- achieve desired outcomes in an ethical, efficient and effective manner.

The Board believes that **District Division** management practices that promote and support a culture of staff wellness, continuous growth, engagement, accountability, and innovation are critical to building staff capacity and organizational capability. Further, the Board believes that:

- all staff share responsibility to contribute to creating and maintaining welcoming, caring, respectful, and safe learning and working environments that honour diversity and foster a sense of belonging;
- a **District Division** culture of collaboration and evidence-based decision making supports innovation and calculated risk-taking;
- the involvement of staff in decision making that affects their work increases employee engagement, performance, and productivity;
- staff who are valued, supported, and trusted by the **District Division** behave accordingly in interactions with students, colleagues, and other education stakeholders;
- positive working relationships between the **District Division** and staff group representatives developed through regular communication and consultation using a collaborative, interest-based approach can best address both **District Division** and staff needs; and
- an ongoing supervision and evaluation process of collaboratively setting goals, coaching, staff development, and recognition of contributions supports continuous growth, improved staff performance, and succession planning.

The Board believes it is important to create and maintain a culture of integrity through clearly defined and communicated expectations for the conduct and accountability of all staff and exemplary leadership. The Board maintains high standards for ethical conduct and expects all staff to:

- avoid and disclose potential conflicts of interest;
- fulfill the responsibilities of their positions in an honest, diligent, and lawful manner;
- treat all people with dignity, respect, and consideration in carrying out their duties;
- be careful stewards of **District Division** resources; and
- adhere to Board policies, and administrative regulations and directives of the Superintendent of Schools.

In addition to the **Education Act School Act**, other federal and provincial legislation places obligations on the Board with respect to human resource management practices. Subject to the limitations laid out in this

policy, the Board delegates authority for all human resource management decisions to the Superintendent of Schools, or designate, as required in accordance with:

- federal and provincial legislation;
- ~~Section 61 of the School Act~~ **Section 52 of the Education Act** except those matters which the Board cannot delegate; and
- the direction provided in this policy.

Specifically, this delegation of authority includes authorization of the Superintendent of Schools to:

- suspend the services of a teacher under the **Sections 213(1) and 213(2) of the Education Act** ~~School Act section 105(1) and 105(2)~~; and
- terminate the services of a teacher pursuant to **Section 215 of the Education Act**. ~~section 107 of the School Act.~~

The Board retains authority to approve:

- the designation or appointment of Superintendent of Schools and General Counsel; and
- all collective agreements and terms and conditions of employment for staff not covered by a collective agreement.

## EXPECTATIONS

1. The Superintendent of Schools shall implement this policy through:
  - a. establishment of a comprehensive human resource strategy;
  - b. the assignment of roles, responsibilities and authority; and
  - c. the development of administrative regulations, processes, and internal controls aligned with provincially and federally legislated requirements and recognized standards of practice for public bodies.
2. The Superintendent of Schools shall inform the Board of all designations and appointments of assistant superintendent, executive director, managing director, director, and principal to the **District Division**, and confirmation of new principal designations.
3. The Superintendent of Schools shall provide the Board the opportunity to identify desired competencies when recruiting for positions working directly with the Board on a regular basis.

## ACCOUNTABILITY

The Superintendent of Schools shall provide the Board with information on implementation of the policy through the annual budget and results review process, and in the annual Alberta Education Results Report.

## REFERENCES

AA.BP – Stakeholder Relations

AD.BP – ~~District~~ Vision, Mission, Values and Priorities

AE.BP – Welcoming, Inclusive, Safe and Healthy Learning and Working Environments

AE.BB.BP – Wellness of Students and Staff

AEBC.AR – Acknowledging Student, Staff and Trustee Deaths and Bereavements

AGA.BP – Recognition of Students, Staff, Parents, and the Community  
CH.BP – Framework for Policy Development and Review  
CHA.BP – Board Delegation of Authority  
CN.BP – Managing ~~District~~ **Division** Information  
CNA.BP – Information Security  
CO.BP – Fiscal Oversight and Accountability  
FBA.AR – Designation, Appointment and Assignment to Leadership Positions  
FBCA.AR – Respectful Working Environments  
FBCB.AR – ~~District~~ **Division** Staff Code of Conduct  
FBCD.AR – Mandatory Records Checks for Employees  
FBCE.AR – Volunteers - Registration and Records Checks  
FBE.AR – Health and Wellness of Staff and Students  
FBEA.AR – Health and Safety Roles and Responsibilities  
FBEB.AR – Workplace Violence  
FBEC.AR – Public Interest Disclosure (Whistleblower Protection)  
FBM.AR – Grievance Process  
FCA.AR – Staff Qualifications Targets  
FCAA.AR – Teacher Contracts  
FCAB.AR – Intern Teachers  
FCAC.AR – Substitute Teachers Affiliation with Schools  
FCB.AR – Staffing Procedures Document  
FCBD.AR – Time in Recognition of Duties Related to Reporting Student Achievement  
FGB.BP – Evaluation of Superintendent of Schools  
FGCA.AR – Supervision and Evaluation of Teachers  
FGCB.AR – Supervision and Evaluation of Exempt Non-Management Staff  
FGCC.AR – Supervision and Evaluation of Custodial, Maintenance and Support Staff  
FIA.AR – Pensions  
FJA.AR – Staff Participation in Alberta Education Activities  
FJB.AR – Staff Out-of-~~District~~ **Division** Exchanges  
FJC.AR – Staff Secondment to External Agencies  
FJD.AR – Leaves of Absence - Community Service  
FJE.AR – Leaves of Absence - Military Service  
FJF.AR – Leaves of Absence - Personal  
FLC.AR – School Professional Development Days  
HF.BP – Safe, Caring and Respectful Learning Environments  
HFA.BP – Sexual Orientation and Gender Identity  
Glossary of Terms  
[Alberta Employment Standards Code and Regulations](#)  
[Alberta Human Rights Act](#)  
[Alberta Occupational Health and Safety Act](#)  
[Canadian Charter of Rights and Freedoms](#)  
[Freedom of Information and Protection of Privacy Act](#)  
[Access to Information Act](#)  
[Protection of Privacy Act](#)  
[Education Act](#)  
~~School Act Section 45.1(1)(3)~~

**CODE:** HF.BP**EFFECTIVE DATE:** (28-01-2020)**TOPIC:** Safe, Caring and Respectful Learning Environments**ISSUE DATE:** (29-01-2020)**REVIEW YEAR:** (2017)

---

*Red text indicates new/revised content*

## **POLICY**

Edmonton Public School Board is committed to creating welcoming learning environments which promote understanding and respect among all members of the school community.

The Board believes that a responsive, safe, caring and inclusive school environment is necessary for students to learn and achieve high academic standards. It believes that equity of opportunity, and equity of access to programs, services, and resources are critical to supporting all students in realizing their full potential. The Board expects these beliefs to be reflected in Division programs, operations and practices.

The Board recognizes that individual and systemic biases related to race, colour, ancestry, place of origin, religious beliefs, gender, gender identity, physical or mental disability, marital status, family status, source of income, socio-economic status and sexual orientation exist in society. Therefore, the Board acknowledges that such biases may exist within our schools. The Board believes that such biases are intolerable. Biases result in behaviours that damage the physical, mental and emotional well-being of students and negatively impact their educational, social and career outcomes. Further, they damage relationships with peers, families and community partners. The Board believes staff play a central role in creating environments which acknowledge and promote understanding, respect and recognition of the diversity of students and families within the school community. As students learn by example, all members of the school community are expected to model respectful conduct, inclusive behaviour and an understanding and appreciation of diversity.

The Board is committed to acknowledging, addressing, and eradicating discrimination, harassment, intimidation or bullying. The Board believes schools have the responsibility to ensure that students and their families feel safe to share these issues and concerns. Within a safe and caring environment, students and their families have the right and responsibility to bring these concerns to the attention of the school staff. The Board expects that school and Division staff will be respectful of the concerns of students and their families and will work with them to provide appropriate supports and resolve their issues in a timely manner.

## **REFERENCES**

FAA.BP - Human Resources Framework  
FBCA.BP - Respectful Working Environments  
FBCA.AR - Respectful Working Environments  
GGAB.BP - Multicultural Education  
GGAB.AR - Multicultural Education  
HAA.BP - First Nations, Métis, and Inuit Education  
HAA.AR - Aboriginal Education  
HG.BP - Student Behaviour and Conduct

HG.AR - Student Behaviour and Conduct  
HGD.BP - Student Suspension and Expulsion  
HGD.AR - Student Suspension and Expulsion  
*Alberta Human Rights Act*  
~~*Freedom of Information and Protection of Privacy Act*~~  
*Protection of Privacy Act*  
*Canadian Charter of Rights and Freedoms*  
*United Nations Convention on the Rights of the Child*

**CODE:** HFA.BP

**EFFECTIVE DATE:** (29-11-2011)

**TOPIC:** Sexual Orientation, Gender Identity and Gender Expression **ISSUE DATE:** (18-06-2024)

**REVIEW YEAR:** (2031)

*Red text indicates new/revised content*

## PURPOSE

To articulate the Board of Trustees' (the Board) commitment to support all sexually diverse and/or gender diverse students, staff and families.

To reflect the Board's mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment that respects diversity and supports a sense of belonging throughout the Division.

## DEFINITIONS

**Cisgender** is a term used to describe a person whose gender identity aligns with their sex assigned at birth.

**Cisnormativity** refers to an implicit cultural or social framework that assumes all individuals are either cisgender male or cisgender female. This assumption contributes to the marginalization of gender diverse people (i.e., people who do not identify as cisgender).

**Discrimination** is negative differential treatment of a person or group on the basis of race, religious beliefs, ethnicity, language, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, gender identity and/or gender expression or sexual orientation (This definition applies to this policy and does not supercede the definition of discrimination as set out in other Board policies, administrative regulations or procedures).

**Gender Expression**, as defined by the Alberta Human Rights Commission, refers to the varied ways a person expresses their gender. This can include a combination of dress, demeanour, social behaviour and other factors.

**Gender Identity**, as defined by the Alberta Human Rights Commission, refers to a person's internal, individual experience of gender, which may or may not align with the sex assigned to them at birth. For example, the Alberta Human Rights Commission explains that a person may identify as being a woman, a man, two-spirit, transgender, non-binary, gender non-conforming, intersex or another gender. Gender identity is different from sexual orientation.

**Heteronormativity** refers to an implicit cultural or social framework that assumes all individuals are heterosexual. This assumption contributes to the marginalization of sexually diverse people (i.e., people who do not identify as heterosexual).

**Heterosexual** is a term used to describe a person who feels physically and emotionally attracted to someone who is considered to be the opposite gender identity.

**Perceived Gender Expression** refers to the ways in which someone may interpret another person's gender expression. (An example of this term may include interpreting gender expression based on the style of clothing a person wears.)

**Perceived Gender Identity** refers to the ways in which someone may interpret another person's internal, individual experience of gender. This interpretation may be made based on someone's outward expression of self. (An example of this term may include interpreting gender identity based on someone's choice to wear makeup.)

**Perceived Sexual Orientation** refers to the ways in which someone may interpret another person's physical, emotional or romantic attraction to others. (An example of this term may include an assumption that everyone is attracted to individuals of the opposite gender identity.)

**Sexual Orientation**, as defined by the Alberta Human Rights Commission, refers to a person's physical, emotional or romantic attraction to others. A person may be heterosexual, lesbian, gay, bisexual, pansexual, asexual, queer or any other sexual orientation.

## **POLICY**

The Board is committed to establishing and maintaining a safe, inclusive, equitable and welcoming learning and teaching environment for all members of the school community. This includes students, staff and families who identify or are perceived as sexually diverse and/or gender diverse. The Board expects all members of this diverse community to be welcomed, respected, accepted and supported in every Division working and learning environment.

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice and harassment. This right is guaranteed under the *Canadian Charter of Rights and Freedoms*, *Alberta Human Rights Act* and *Education Act*. These rights will be supported, and enforced, so that all members of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences. The Board strives to create learning and working environments that are free of harassment, bullying, intimidation or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity and/or gender expression.

The Board affirms their commitment to the protection of rights, as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each staff member employed by the Board and each student enrolled in a school operated by the Board.

The Board believes that all sexually diverse and/or gender diverse students, staff and families have the right to:

- Be treated fairly, equitably and with dignity and respect.
- Have their confidentiality protected and respected as per privacy legislation.
- Self-identification and determination.
- Freedom of conscience, expression and association.
- Be fully included and represented in an inclusive, positive and respectful manner by all school personnel.
- Have equitable access to the same supports, services and protections provided to heterosexual and cisgender students, staff and families.

- Have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying and/or violence.
- Have their unique identities, families, cultures and communities included, valued and respected within all aspects of the school environment.

The Board is committed to implementing measures that will:

- Define appropriate expectations, behaviours, language and actions with the goal to prevent discrimination, prejudice and harassment through greater awareness of, and responsiveness to, their harmful effects.
- Ensure that all reported incidents of discriminatory behaviours are reviewed appropriately.
- Improve understanding of the individual lives of sexually diverse and/or gender diverse students and their families, cultures and communities throughout the year.
- Develop, implement and evaluate inclusive educational strategies, professional development opportunities and administrative guidelines to ensure that sexually diverse and/or gender diverse staff, students and their families are welcomed and treated with respect and dignity in all aspects of the school community.
- Work towards the removal of institutional and individual barriers related to heteronormativity and cisnormativity in order to improve the experience of sexually diverse and/or gender diverse students, staff and families.

The Board also recognizes the need to develop and maintain mutually supportive relationships with a variety of diverse sexual orientation, gender identity and gender expression community groups and stakeholders in order to ensure the ongoing improvement of the implementation of this policy. These community relationships will involve ongoing feedback and collaboration.

## **ACCOUNTABILITY**

The Superintendent will provide an annual update to the Board around progress made in support of student success and achievement within a welcoming, inclusive, safe and healthy environment.

In the Four-Year Education Plan, the Division will identify goals and strategies that reflect the Division's commitment to supporting our diverse school communities, and will provide an annual update on progress and priority strategies in support of this policy through the Annual Education Results Report to Alberta Education.

## **REFERENCES**

AD.BP Vision, Mission, Values, and Priorities  
AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments  
AE.BB.BP Wellness of Students and Staff  
FA.BP Human Resources Framework  
FBCA.AR Respectful Working Environments  
FBCB.AR Division Staff Code of Conduct  
FBE.AR Health and Wellness of Staff and Students  
GGDA.AR Guidelines for Student Activities and Organizations  
HF.BP Safe, Caring and Respectful Learning Environments

HF.AR Safe, Caring and Respectful Learning Environments

HFA.AR Sexual Orientation and Gender Identity

HG.BP Student Behaviour and Conduct

HG.AR Student Behaviour and Conduct

*Alberta Human Rights Act*

Alberta Teachers' Association Code of Professional Conduct

Alberta Teachers' Association Declaration of Rights and Responsibilities

*Canadian Charter of Rights and Freedoms*

~~*Freedom of Information and Protection of Privacy Act*~~

*Protection of Privacy Act*

*Access to Information Act*

United Nations Convention on the Rights of the Child

*Education Act Sections 3, 4, 6, 10, 12, 14, 33(1), 35.1(1), 52*

## ATTACHMENT II CLEAN VERSIONS OF REVISED POLICIES

**CODE:** AB.BP

**EFFECTIVE DATE:** (11-09-2001)

**TOPIC:** Dispute Resolution and Appeals

**ISSUE DATE:** (06-02-2024)

**REVIEW YEAR:** (2031)

## PURPOSE

To outline the Board of Trustees' (the Board) expectation for how Division staff, parents/guardians and students work to resolve school-level disputes and appeals in a manner that supports a cooperative and collaborative learning environment and aligns with the requirements of the *Education Act*.

## DEFINITIONS

**Appeal** refers to the process used to reconsider a school-level decision by a Division staff member after the dispute resolution process has been used and no resolution has been reached.

**Dispute Resolution** refers to the process used to address concerns and complaints at the school level.

**Operational Day** refers to a day when teachers have duties assigned by the Board. Operational days include instructional days (when students receive instruction) and non-instructional days (when students are not receiving instruction). The school year typically begins with an operational day and ends with an operational day.

## POLICY

The Board recognizes and supports the right of parents/guardians and students to raise disputes to employees of the Board.

The Board expects that dispute resolution and appeals:

- Are approached in a respectful manner that upholds the integrity of the education system and has the intent for resolution.
- Are addressed openly and collaboratively to facilitate cooperation and understanding among involved parties.
- Treat all parties fairly and ethically, in alignment with the Division's cornerstone values of accountability, equity, collaboration and integrity.
- Are supported through clear and accessible administrative procedures.

The Division's dispute resolution and appeals processes will be used for school-level issues and staff decisions not already addressed through separate processes outlined in other board policies, administrative regulations, procedures and guiding documents.

A dispute must be handled in a confidential manner, in accordance with the *Access to Information Act* and the *Protection of Privacy Act*.

## B. DISPUTE RESOLUTION

3. Disputes must be first raised to staff directly involved in the issue or decision in question. If a dispute is raised with a Trustee or staff member not directly involved in the issue, the dispute will be referred to the staff member who is directly involved.
4. If a resolution is not reached at the school level and the dispute is eligible for appeal, the dispute may be appealed to the Superintendent of Schools, in accordance with Section B of this policy.

## C. APPEALS

2. In alignment with Section 42 of the *Education Act*,
  - A parent/guardian of a student or child and
  - In the case of the student who is 16 years of age or older, either a parent/guardian of the student or the student,may appeal a decision made by an employee of the Board within 30 operational days from when the parent/guardian or student was informed of the decision.

A parent/guardian or student over the age of 16 must follow the Division's dispute resolution process prior to appealing a decision.

Only the following decisions are eligible for appeal:

- d. Decisions that significantly affect the education of a student or of a child enrolled in a Division early childhood education program.
  - e. Decisions respecting access to, accuracy or completeness of a student record, which may only be appealed by a person who may review a student record as per Section 56 of the *Education Act*.
  - f. The Division's failure to make a decision respecting 1(a) and/or 1(b).
7. With respect to Section B(1)(a), decisions that are subject to appeal include, but are not limited to:
    - a. Provision of and access to specialized supports and services.
    - b. Access to enrolment at a particular school or program.
    - c. Eligibility for and access to transportation services.
  8. Decisions not subject to appeal, include, but are not limited to:
    - a. Student academic assessment and performance.

- b. Student suspensions and expulsions.
  - c. Teaching and learning resources.
  - d. Human resources matters.
  - e. Trustee conduct and Board governance matters.
9. The Board delegates authority to the Superintendent of Schools to determine whether a specific employee decision is subject to appeal, in accordance with this policy.
10. Subject to Section 52 of the *Education Act*, the Board delegates authority for review and final decision on appeals to the Superintendent of Schools. This delegation of authority to the Superintendent of Schools includes the right to sub-delegate authority and responsibility to a designate(s). Superintendent/designate decisions on appeals are not subject to further appeal.
11. In alignment with Section 43 of the *Education Act*,
- A parent/guardian of a student or child and
  - In the case of a student who is 16 years of age or older, either a parent/guardian of the student or the student,
- who is affected by a decision may request that the Minister of Education review the decision if it relates to:
- b. The provision of specialized supports and services to a student in accordance with Section 11(4) of the *Education Act* or to a child enrolled in a Division early childhood services program.
  - b. The expulsion of a student.

A person who may review a student record under Section 56 of the *Education Act* may request that the Minister review a decision respecting access to, accuracy or completeness of the student record.

## ACCOUNTABILITY

The Superintendent of Schools will be responsible for implementing this policy through appropriate regulations and communication with Division stakeholders, including staff, students and parents/guardians.

## REFERENCES

AB.AR Appeal Processes  
CHA.BP Board Delegation of Authority  
DEA.AR Transportation Services  
*Education Act* Sections 42, 43, 52  
FA.BP Human Resources Framework  
FBCA.AR Respectful Working Environments  
FBCB.AR Division Staff Code of Conduct  
FBM.AR Grievance Process  
GI.AR Teaching and Learning Resources  
GK.BP Student Assessment, Achievement and Growth  
GKB.AR Standards for Evaluation

HA.BP Inclusive Education  
HA.AR Students in Need of Specialized Supports and Services  
HB.AR Student Placement  
HC.BP Resident Student Enrolment  
HC.AR Student Admission and Enrolment  
HEC.BP Non-resident Student Admission and Enrolment  
HED.BP Student Attendance  
HED.AR Student Attendance  
HG.BP Student Behaviour and Conduct  
HG.AR Student Behaviour and Conduct  
HGD.BP Student Suspension and Expulsion  
HGD.AR Student Suspension and Expulsion  
HO.AR Student Records  
Trustees' Handbook  
*Access to Information Act*  
*Protection of Privacy Act*

**CODE:** CHA.BP**EFFECTIVE DATE:** (22-05-2007)**TOPIC:** Board Delegation of Authority**ISSUE DATE:** (07-09-2021)**REVIEW YEAR:** (2028)

---

**POLICY**

1. In accordance with Section 52(1) of the *Education Act*, the Board authorizes the Superintendent of Schools to do any act or thing or exercise any power that the Board may or is required to do or exercise, except those matters which, in accordance with Section 52(4) of the *Education Act*, cannot be delegated.
2. Notwithstanding the above, the Board reserves to itself the authority to make decisions regarding contracts or agreements that have the potential for political sensitivity, harm or impact to the Division's reputation. This authority applies to contracts or agreements with partnerships or funding outside of typical operations or procurement processes that include, but are not limited to:
  - a. International funding sources, governments or organizations.
  - b. Other orders of government within Canada.
3. The Board reserves to itself the authority to make decisions regarding new unanticipated expenditures that exceed \$1,200,000 and have not been accounted for in the current annual budget.
4. In accordance with Section 52(5)(a) of the *Education Act*, the Board delegates authority to the Superintendent of Schools to suspend the services of a teacher under Sections 213(1) and (2) of the *Education Act*.
5. In accordance with Section 52(5)(b) of the *Education Act*, the Board delegates authority to the Superintendent of Schools to terminate the services of a teacher.
6. A decision of the Superintendent of Schools to suspend or terminate the services of a teacher is not appealable to the Board.
7. Pursuant to the *Access to Information Act* and the *Protection of Privacy Act*, the Board designates the Superintendent as head of the Division for the purposes of the *Access to Information Act* and the *Protection of Privacy Act*.
8. Notwithstanding the above, the Board also reserves to itself the authority to make decisions on specific matters requiring Board approval in accordance with Board policies.

**REFERENCES**

CH.BP Framework for Policy Development and Review  
FGB.BP Evaluation of Superintendent of Schools  
*Education Act* Sections 52, 62, 213, 215  
*Access to Information Act*  
*Protection of Privacy Act*

**CODE:** CN.BP**EFFECTIVE DATE:** (28-01-2020)**TOPIC:** Managing Division Information**ISSUE DATE:** (29-01-2020)**REVIEW YEAR:** (2013)

## POLICY

All records created in the service of Edmonton Public Schools, regardless of form or creator, are the property of Edmonton Public Schools. Records are an asset and support the Division's work in providing a quality education to each student to reach their maximum potential.

D. The Board believes that:

5. Division records are a vital Division resource that must be managed effectively and efficiently;
6. staff should have access to the information necessary for them to carry out their work;
7. the Division is responsible for documenting the activities and results for which the Division is accountable;
8. parents, staff, students and the public have the right of access to records held by the Division except where Division or legislated requirements prevent.

E. The Board expects that Division records management practices and processes shall ensure:

7. open and accountable reporting to the public;
8. Division records are maintained in a legally defensible manner;
9. accountability for managing and maintaining information is clear and well-defined;
10. information is managed through its entire life cycle from collection, record creation or receipt to final disposition through archival preservation or destruction;
11. the privacy of individuals is protected at all times during collection, use and disclosure of information;
12. the security, integrity and accuracy of information used and reported.

F. Division Archives

4. The Board encourages the collection and preservation of records and objects which form the permanent record of the Division's philosophy, policy, people, and performance.
5. Edmonton Public Schools Archives and Museum shall be the official repository and custodian of such materials.
6. The Board believes that records and objects assist in the interpretation of history, and that these materials should be accessible to Division staff, students, parents, and the general public, subject to any restrictions imposed by law or Division policy and regulations.

## REFERENCES

CN.AR - Creation, Use and Maintenance of Division Information

CO.BP - Fiscal Oversight and Accountability

DDC.AR - Publication and Authorization for Use of Division Owned Materials

HO.AR - Student Records

IQ.AR - Conducting Research within the Division

*Protection of Privacy Act*

*Access to Information Act*

*Education Act*

**CODE:** CNA.BP**EFFECTIVE DATE:** (28-01-2020)**TOPIC:** Information Security**ISSUE DATE:** (29-01-2020)**REVIEW YEAR:** (2020)

## PURPOSE

To ensure that information and information systems are adequately protected against damage, loss, and unauthorized use, disclosure or modification.

When information and information systems are protected, the Division is better positioned to: protect the privacy of staff and students; manage risks; preserve resources; enable innovation and provide seamless and integrated educational programming.

All records created in the service of Edmonton Public Schools, regardless of form or creator, are the property of Edmonton Public Schools. Records are an asset and support the Division's work in providing a quality education to each student to reach their maximum potential.

## DEFINITIONS

**Division information** is data in any form (physical or digital, in transmission or stored) created or captured for the purpose of Edmonton Public Schools activities in line with the Division's educational mandate and Mission, Vision and Priorities.

**Information security** is the protection of information from losses of:

- Confidentiality: Information must not be disclosed, purposefully or inadvertently, to anyone who does not have authority to receive it.
- Integrity: Information needs to be accurate and complete.
- Availability: Information must be available when required.

## POLICY

The Board is committed to a Division-wide, systematic and coordinated approach to ensuring the confidentiality, integrity and availability of Division information assets in order to support the Division's work in providing a quality education to students in a safe and secure learning environment. The Board believes that the Division's approach to information security should be consistent with international standards, should enable business and educational outcomes, and expects the following principles to guide this work:

10. *Accountability* - The responsibilities and accountability of the Division, its staff and all users of Division information systems should be explicit.
11. *Awareness* - The Division, its staff and all users of Division information should be aware of the need for the security of information systems and what they can do to enhance security.

12. *Ethics* - The information systems and the security of information systems should be provided and used in such a manner that the rights and legitimate interest of others are respected.
13. *Multidisciplinary* - Measures, practices and procedures for the security of information systems should take account of and address all relevant considerations and viewpoints.
14. *Proportionality* - Security levels, costs, measures, practices and procedures should be appropriate and proportionate to the value of and degree of reliance on the information systems and to the severity, probability and extent of potential harm.
15. *Integration* - Measures, practices and procedures for the security of information systems should be coordinated and integrated with other measures, practices and procedures of the organization so as to create a coherent system of security.
16. *Timeliness* - The Division should act in a timely coordinated manner to prevent and respond to breaches of security of information systems.
17. *Reassessment* - The security of information systems should be reassessed periodically, as information systems and the requirements for their security vary over time.
18. *Transparency* - The security of information systems should be compatible with the legitimate use and flow of data and information in an open and accountable public institution

## EXPECTATIONS

3. The Superintendent of Schools shall ensure implementation of this policy through appropriate administrative regulations, defined and communicated processes, practices, and assignment of roles and responsibilities.
4. The Superintendent of Schools shall notify the Board of Trustees of any significant breaches of information security in a timely fashion.

## ACCOUNTABILITY

3. A yearly report of information security actions and issues regarding confidentiality, integrity and availability shall be completed internally, and a report of the findings presented to the Board as part of the Division's annual results review.
4. An external audit of information security shall be completed every four years, and a report of the findings presented to the Board of Trustees.

## REFERENCES

CN.BP - Managing Division Information  
CN.AR - Creation, Use and Maintenance of Division Information  
CNA.AR - Security of Personal and Division Information  
HO.AR - Student Records  
DK.BP - Division Technology  
*Protection of Privacy Act*

*Access to Information Act*

*Education Act*

ISO/IEC 27001:2005

Provincial Approach to Student Information (PASI) Usage Agreement

Student Record Regulation of Alberta

**CODE:** DK.BP**EFFECTIVE DATE:** (09-03-2010)**TOPIC:** Division Technology**ISSUE DATE:** (27-05-2025)**REVIEW YEAR:** (2032)

## PURPOSE

To reflect the Board of Trustees' (the Board) commitment to enabling high quality learning, teaching and working environments through the use of technology.

## DEFINITIONS

**Artificial Intelligence (AI)** refers to technology that enables computers to perform various functions that would be typically associated with requiring human intelligence. AI involves the development and use of algorithms and systems to learn from various data sets that can perform tasks such as problem-solving, pattern recognition, natural language processing and prediction and more. AI includes generative artificial intelligence, a machine learning system that can create new content such as text, images, music, audio and videos, in response to a prompt or series of prompts.

**Division Technology** includes those technologies licensed or owned by the Division, including but not limited to: hardware, applications (which may include AI), networking and communications equipment.

**Technology** refers to any hardware, applications (which may include AI), networking and communications equipment used in the Division, including those that are personally owned.

## POLICY

The Board believes technology supports high quality learning and teaching that enables students to discover, develop and apply competencies across subject and discipline areas for learning, work and life.

The Board supports the safe and appropriate use of technology that contributes to a productive learning environment and aligns with Division expectations for positive student and staff behaviour.

The Board supports a learning and teaching environment in which Division students and staff have equitable access to devices, applications, infrastructure and networks that facilitate the effective integration of technology.

The Board recognizes the importance of Division technology that is designed to maintain the safety, security and privacy of students and staff and values transparency related to practices supporting the collection, management and storage of data.

The Board acknowledges the role of technology to provide high quality working environments that enable communication and information management.

The Board values professional learning and capacity building of Division staff in the area of technology to support student learning.

The Board acknowledges that learning, teaching and working environments are continually evolving, and supports the use of technology that adapts to these dynamic environments. To achieve this outcome, the Division collaborates with industry leaders and innovators in the field of educational technology.

## **ACCOUNTABILITY**

The Superintendent is responsible for implementing this policy through appropriate administrative regulations and communication with Division stakeholders, including staff, students and families.

## **REFERENCES**

AA.BP - Stakeholder Relations  
AE.BP - Welcoming, Inclusive, Safe and Healthy Learning and Working Environments  
CN.BP - Managing Division Information  
CN.AR - Creation, Use and Maintenance of Division Information  
CNA.BP - Information Security  
DCA.AR - Video Surveillance Systems  
DK.AR - Division Technology  
DKB.AR - Appropriate Use of Division Technology  
DKC.AR - Canada's Anti-Spam Legislation (CASL) Compliance  
EA.BP - Infrastructure Planning Principles  
FA.BP – Human Resources Framework  
GA.BP - Student Programs of Study  
HG.BP - Student Behaviour and Conduct  
HG.AR - Student Behaviour and Conduct  
Alberta Education Learning and Technology Policy Framework  
*Access to Information Act*  
*Protection of Privacy Act*

**CODE:** FA.BP

**EFFECTIVE DATE:** (19-06-2018)

**TOPIC:** Human Resources Framework

**ISSUE DATE:** (20-06-2018)

**REVIEW YEAR:** (2022)

## PURPOSE

To provide a framework that guides a comprehensive human resource strategy to attract, develop, engage, and retain qualified staff to support the Division Vision, Mission, Values, and Priorities.

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the Division.

A human resources framework supports the Board in meeting its responsibility to establish and maintain governance and organizational capability that promotes student and staff well-being and success, and effectively addresses potential legal, operational, or financial risk.

## DEFINITIONS

Definitions for the following terms and for terminology for all other policies related to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are found in a Glossary of Terms (linked in References).

- **Conflict of Interest**
- **Human Resource Strategy**
- **Internal Controls**
- **Organizational Capability**
- **Wellness**

## POLICY

Student success is achieved through high quality learning opportunities supported by meaningfully engaged students, staff, and communities. The Board recognizes that human resources are critical in meeting the diverse needs of students and supporting the Division Vision, Mission, Values, and Priorities. The Board values the dedication, professional contributions, achievements, and performance of Division staff that are committed and engaged in supporting and advancing student learning and achievement, the Division's reputation, and public support for education.

The Board affirms the rights, as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each staff member employed by the Board and each student enrolled in a school operated by the Board. Staff members employed by the Board and students enrolled in a school operated by the Board will not be discriminated against as provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms*.

The Board is committed to transparent and clearly communicated human resource management practices that:

- meet all legislated requirements, collective agreements and terms and conditions of employment, and consider current and future Division needs, fiscal responsibility, market conditions, and organizational health;
- attract, recruit and retain the most qualified and high performing individuals available based on the requirements of the position and the needs of the Division;
- ensure continuity of instruction and Division services are maintained while supporting staff in balancing work and personal needs;
- are free of bias resulting from any prejudice, and ensure procedural fairness and equity for employment and advancement;
- promote positive, safe, and respectful working environments that foster collaborative and responsible behaviour and reflects the diversity of our community;
- consider the impact on student and staff wellness and safety when making and implementing decisions; and
- achieve desired outcomes in an ethical, efficient and effective manner.

The Board believes that Division management practices that promote and support a culture of staff wellness, continuous growth, engagement, accountability, and innovation are critical to building staff capacity and organizational capability. Further, the Board believes that:

- all staff share responsibility to contribute to creating and maintaining welcoming, caring, respectful, and safe learning and working environments that honour diversity and foster a sense of belonging;
- a Division culture of collaboration and evidence-based decision making supports innovation and calculated risk-taking;
- the involvement of staff in decision making that affects their work increases employee engagement, performance, and productivity;
- staff who are valued, supported, and trusted by the Division behave accordingly in interactions with students, colleagues, and other education stakeholders;
- positive working relationships between the Division and staff group representatives developed through regular communication and consultation using a collaborative, interest-based approach can best address both Division and staff needs; and
- an ongoing supervision and evaluation process of collaboratively setting goals, coaching, staff development, and recognition of contributions supports continuous growth, improved staff performance, and succession planning.

The Board believes it is important to create and maintain a culture of integrity through clearly defined and communicated expectations for the conduct and accountability of all staff and exemplary leadership. The Board maintains high standards for ethical conduct and expects all staff to:

- avoid and disclose potential conflicts of interest;
- fulfill the responsibilities of their positions in an honest, diligent, and lawful manner;
- treat all people with dignity, respect, and consideration in carrying out their duties;
- be careful stewards of Division resources; and
- adhere to Board policies, and administrative regulations and directives of the Superintendent of Schools.

In addition to the *Education Act*, other federal and provincial legislation places obligations on the Board with respect to human resource management practices. Subject to the limitations laid out in this policy, the Board delegates authority for all human resource management decisions to the Superintendent of Schools, or designate, as required in accordance with:

- federal and provincial legislation;
- Section 52 of the *Education Act* except those matters which the Board cannot delegate; and
- the direction provided in this policy.

Specifically, this delegation of authority includes authorization of the Superintendent of Schools to:

- suspend the services of a teacher under the Sections 213(1) and 213(2) of the *Education Act*; and
- terminate the services of a teacher pursuant to Section 215 of the *Education Act*.

The Board retains authority to approve:

- the designation or appointment of Superintendent of Schools and General Counsel; and
- all collective agreements and terms and conditions of employment for staff not covered by a collective agreement.

## EXPECTATIONS

3. The Superintendent of Schools shall implement this policy through:
  - d. establishment of a comprehensive human resource strategy;
  - e. the assignment of roles, responsibilities and authority; and
  - f. the development of administrative regulations, processes, and internal controls aligned with provincially and federally legislated requirements and recognized standards of practice for public bodies.
  
4. The Superintendent of Schools shall inform the Board of all designations and appointments of assistant superintendent, executive director, managing director, director, and principal to the Division, and confirmation of new principal designations.
  
4. The Superintendent of Schools shall provide the Board the opportunity to identify desired competencies when recruiting for positions working directly with the Board on a regular basis.

## ACCOUNTABILITY

The Superintendent of Schools shall provide the Board with information on implementation of the policy through the annual budget and results review process, and in the annual Alberta Education Results Report.

## REFERENCES

- AA.BP – Stakeholder Relations
- AD.BP – Vision, Mission, Values and Priorities
- AE.BP – Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
- AEBB.BP – Wellness of Students and Staff
- AEBC.AR – Acknowledging Student, Staff and Trustee Deaths and Bereavements
- AGA.BP – Recognition of Students, Staff, Parents, and the Community
- CH.BP – Framework for Policy Development and Review
- CHA.BP – Board Delegation of Authority
- CN.BP – Managing Division Information
- CNA.BP – Information Security

CO.BP – Fiscal Oversight and Accountability  
FBA.AR – Designation, Appointment and Assignment to Leadership Positions  
FBCA.AR – Respectful Working Environments  
FBCB.AR – Division Staff Code of Conduct  
FBCD.AR – Mandatory Records Checks for Employees  
FBCE.AR – Volunteers - Registration and Records Checks  
FBE.AR – Health and Wellness of Staff and Students  
FBEA.AR – Health and Safety Roles and Responsibilities  
FBEB.AR – Workplace Violence  
FBEC.AR – Public Interest Disclosure (Whistleblower Protection)  
FBM.AR – Grievance Process  
FCA.AR – Staff Qualifications Targets  
FCAA.AR – Teacher Contracts  
FCAB.AR – Intern Teachers  
FCAC.AR – Substitute Teachers Affiliation with Schools  
FCB.AR – Staffing Procedures Document  
FCBD.AR – Time in Recognition of Duties Related to Reporting Student Achievement  
FGB.BP – Evaluation of Superintendent of Schools  
FGCA.AR – Supervision and Evaluation of Teachers  
FGCB.AR – Supervision and Evaluation of Exempt Non-Management Staff  
FGCC.AR – Supervision and Evaluation of Custodial, Maintenance and Support Staff  
FIA.AR – Pensions  
FJA.AR – Staff Participation in Alberta Education Activities  
FJB.AR – Staff Out-of-Division Exchanges  
FJC.AR – Staff Secondment to External Agencies  
FJD.AR – Leaves of Absence - Community Service  
FJE.AR – Leaves of Absence - Military Service  
FJF.AR – Leaves of Absence - Personal  
FLC.AR – School Professional Development Days  
HF.BP – Safe, Caring and Respectful Learning Environments  
HFA.BP – Sexual Orientation and Gender Identity  
Glossary of Terms  
[Alberta Employment Standards Code and Regulations](#)  
[Alberta Human Rights Act](#)  
[Alberta Occupational Health and Safety Act](#)  
[Canadian Charter of Rights and Freedoms](#)  
*Access to Information Act*  
*Protection of Privacy Act*  
*Education Act*

**CODE:** HF.BP**EFFECTIVE DATE:** (28-01-2020)**TOPIC:** Safe, Caring and Respectful Learning Environments**ISSUE DATE:** (29-01-2020)**REVIEW YEAR:** (2017)

## **POLICY**

Edmonton Public School Board is committed to creating welcoming learning environments which promote understanding and respect among all members of the school community.

The Board believes that a responsive, safe, caring and inclusive school environment is necessary for students to learn and achieve high academic standards. It believes that equity of opportunity, and equity of access to programs, services, and resources are critical to supporting all students in realizing their full potential. The Board expects these beliefs to be reflected in Division programs, operations and practices.

The Board recognizes that individual and systemic biases related to race, colour, ancestry, place of origin, religious beliefs, gender, gender identity, physical or mental disability, marital status, family status, source of income, socio-economic status and sexual orientation exist in society. Therefore, the Board acknowledges that such biases may exist within our schools. The Board believes that such biases are intolerable. Biases result in behaviours that damage the physical, mental and emotional well-being of students and negatively impact their educational, social and career outcomes. Further, they damage relationships with peers, families and community partners. The Board believes staff play a central role in creating environments which acknowledge and promote understanding, respect and recognition of the diversity of students and families within the school community. As students learn by example, all members of the school community are expected to model respectful conduct, inclusive behaviour and an understanding and appreciation of diversity.

The Board is committed to acknowledging, addressing, and eradicating discrimination, harassment, intimidation or bullying. The Board believes schools have the responsibility to ensure that students and their families feel safe to share these issues and concerns. Within a safe and caring environment, students and their families have the right and responsibility to bring these concerns to the attention of the school staff. The Board expects that school and Division staff will be respectful of the concerns of students and their families and will work with them to provide appropriate supports and resolve their issues in a timely manner.

## **REFERENCES**

FAA.BP - Human Resources Framework  
FBCA.BP - Respectful Working Environments  
FBCA.AR - Respectful Working Environments  
GGAB.BP - Multicultural Education  
GGAB.AR - Multicultural Education  
HAA.BP - First Nations, Métis, and Inuit Education  
HAA.AR - Aboriginal Education  
HG.BP - Student Behaviour and Conduct  
HG.AR - Student Behaviour and Conduct

HGD.BP - Student Suspension and Expulsion  
HGD.AR - Student Suspension and Expulsion  
*Alberta Human Rights Act*  
*Protection of Privacy Act*  
*Canadian Charter of Rights and Freedoms*  
*United Nations Convention on the Rights of the Child*

**CODE:** HFA.BP**EFFECTIVE DATE:** (29-11-2011)**TOPIC:** Sexual Orientation, Gender Identity and Gender Expression **ISSUE DATE:** (18-06-2024)**REVIEW YEAR:** (2031)

## PURPOSE

To articulate the Board of Trustees' (the Board) commitment to support all sexually diverse and/or gender diverse students, staff and families.

To reflect the Board's mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment that respects diversity and supports a sense of belonging throughout the Division.

## DEFINITIONS

**Cisgender** is a term used to describe a person whose gender identity aligns with their sex assigned at birth.

**Cisnormativity** refers to an implicit cultural or social framework that assumes all individuals are either cisgender male or cisgender female. This assumption contributes to the marginalization of gender diverse people (i.e., people who do not identify as cisgender).

**Discrimination** is negative differential treatment of a person or group on the basis of race, religious beliefs, ethnicity, language, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, gender identity and/or gender expression or sexual orientation (This definition applies to this policy and does not supercede the definition of discrimination as set out in other Board policies, administrative regulations or procedures).

**Gender Expression**, as defined by the Alberta Human Rights Commission, refers to the varied ways a person expresses their gender. This can include a combination of dress, demeanour, social behaviour and other factors.

**Gender Identity**, as defined by the Alberta Human Rights Commission, refers to a person's internal, individual experience of gender, which may or may not align with the sex assigned to them at birth. For example, the Alberta Human Rights Commission explains that a person may identify as being a woman, a man, two-spirit, transgender, non-binary, gender non-conforming, intersex or another gender. Gender identity is different from sexual orientation.

**Heteronormativity** refers to an implicit cultural or social framework that assumes all individuals are heterosexual. This assumption contributes to the marginalization of sexually diverse people (i.e., people who do not identify as heterosexual).

**Heterosexual** is a term used to describe a person who feels physically and emotionally attracted to someone who is considered to be the opposite gender identity.

**Perceived Gender Expression** refers to the ways in which someone may interpret another person's gender expression. (An example of this term may include interpreting gender expression based on the style of clothing a person wears.)

**Perceived Gender Identity** refers to the ways in which someone may interpret another person's internal, individual experience of gender. This interpretation may be made based on someone's outward expression of self. (An example of this term may include interpreting gender identity based on someone's choice to wear makeup.)

**Perceived Sexual Orientation** refers to the ways in which someone may interpret another person's physical, emotional or romantic attraction to others. (An example of this term may include an assumption that everyone is attracted to individuals of the opposite gender identity.)

**Sexual Orientation**, as defined by the Alberta Human Rights Commission, refers to a person's physical, emotional or romantic attraction to others. A person may be heterosexual, lesbian, gay, bisexual, pansexual, asexual, queer or any other sexual orientation.

## **POLICY**

The Board is committed to establishing and maintaining a safe, inclusive, equitable and welcoming learning and teaching environment for all members of the school community. This includes students, staff and families who identify or are perceived as sexually diverse and/or gender diverse. The Board expects all members of this diverse community to be welcomed, respected, accepted and supported in every Division working and learning environment.

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice and harassment. This right is guaranteed under the *Canadian Charter of Rights and Freedoms*, *Alberta Human Rights Act* and *Education Act*. These rights will be supported, and enforced, so that all members of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences. The Board strives to create learning and working environments that are free of harassment, bullying, intimidation or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity and/or gender expression.

The Board affirms their commitment to the protection of rights, as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each staff member employed by the Board and each student enrolled in a school operated by the Board.

The Board believes that all sexually diverse and/or gender diverse students, staff and families have the right to:

- Be treated fairly, equitably and with dignity and respect.
- Have their confidentiality protected and respected as per privacy legislation.
- Self-identification and determination.
- Freedom of conscience, expression and association.
- Be fully included and represented in an inclusive, positive and respectful manner by all school personnel.
- Have equitable access to the same supports, services and protections provided to heterosexual and cisgender students, staff and families.

- Have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying and/or violence.
- Have their unique identities, families, cultures and communities included, valued and respected within all aspects of the school environment.

The Board is committed to implementing measures that will:

- Define appropriate expectations, behaviours, language and actions with the goal to prevent discrimination, prejudice and harassment through greater awareness of, and responsiveness to, their harmful effects.
- Ensure that all reported incidents of discriminatory behaviours are reviewed appropriately.
- Improve understanding of the individual lives of sexually diverse and/or gender diverse students and their families, cultures and communities throughout the year.
- Develop, implement and evaluate inclusive educational strategies, professional development opportunities and administrative guidelines to ensure that sexually diverse and/or gender diverse staff, students and their families are welcomed and treated with respect and dignity in all aspects of the school community.
- Work towards the removal of institutional and individual barriers related to heteronormativity and cisnormativity in order to improve the experience of sexually diverse and/or gender diverse students, staff and families.

The Board also recognizes the need to develop and maintain mutually supportive relationships with a variety of diverse sexual orientation, gender identity and gender expression community groups and stakeholders in order to ensure the ongoing improvement of the implementation of this policy. These community relationships will involve ongoing feedback and collaboration.

## **ACCOUNTABILITY**

The Superintendent will provide an annual update to the Board around progress made in support of student success and achievement within a welcoming, inclusive, safe and healthy environment.

In the Four-Year Education Plan, the Division will identify goals and strategies that reflect the Division's commitment to supporting our diverse school communities, and will provide an annual update on progress and priority strategies in support of this policy through the Annual Education Results Report to Alberta Education.

## **REFERENCES**

AD.BP Vision, Mission, Values, and Priorities  
AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments  
AE.BB.BP Wellness of Students and Staff  
FA.BP Human Resources Framework  
FBCA.AR Respectful Working Environments  
FBCB.AR Division Staff Code of Conduct  
FBE.AR Health and Wellness of Staff and Students  
GGDA.AR Guidelines for Student Activities and Organizations  
HF.BP Safe, Caring and Respectful Learning Environments

HF.AR Safe, Caring and Respectful Learning Environments

HFA.AR Sexual Orientation and Gender Identity

HG.BP Student Behaviour and Conduct

HG.AR Student Behaviour and Conduct

*Alberta Human Rights Act*

Alberta Teachers' Association Code of Professional Conduct

Alberta Teachers' Association Declaration of Rights and Responsibilities

*Canadian Charter of Rights and Freedoms*

*Protection of Privacy Act*

*Access to Information Act*

United Nations Convention on the Rights of the Child

*Education Act Sections 3, 4, 6, 10, 12, 14, 33(1), 35.1(1), 52*

<b>Date</b>	April 14, 2026
<b>To</b>	Board of Trustees
<b>From</b>	Ron Thompson, Superintendent of Schools
<b>Subject</b>	Revised Process and Timeline for the 2026-2027 Budget
<b>Originator</b>	Todd Burnstad, Chief Financial Officer
<b>Resource Staff</b>	Jennifer Price, Jeremy Higginbotham, Madonna Proulx
<b>Reference</b>	<a href="#">Education Act</a> <a href="#">March 3, 2026 - Process and Timeline for the 2026-27 Budget Report</a>

#### ISSUE

The Process and Timeline for the 2026-2027 Budget was presented and approved by the Board of Trustees at the [March 3, 2026 meeting](#). This timeline was presented assuming the Division would receive its Funding Profile by mid-March, as communicated on February 26, 2026, by the Deputy Minister of Education and Childcare.

The funding profile and updated funding manual were not available until March 30, 2026. Due to this delay, the original dates as outlined in the March 3, 2026, report have had to shift.

#### RECOMMENDATION

**That the Revised Process and Timeline for the 2026-2027 Budget, as outlined in Attachment I, be approved.**

#### BACKGROUND

Financial Services develops a comprehensive process and timeline calendar subject to approval by the Board of Trustees. This framework is designed to facilitate effective planning for Division staff and the Board, while ensuring the Division remains in compliance with the provincial budget report deadline. Although the Provincial Budget was announced on February 26, 2026, with details on the total Education and Childcare budget, the Division relies on the individual school jurisdiction funding profile for specific details on the Division's budget.

The original approved timeline included the Distribution of Funds report being presented as a board recommendation report at a Special Board meeting on April 7, 2026. If approved at this meeting, the Budget Planning System (BPS) was scheduled to open for schools and central cost centres on April 10, 2026, and close on April 27, 2027, (11 full business days).

As a result of the delay in getting information necessary to complete the Distribution of Funds report, the timeline has now been updated to have the recommendation report presented at the April 14, 2026, Board Meeting and if approved, BPS would open on April 15, 2026, and close on April 30, 2026, (11 full business days) (Attachment I).

Considerable administrative time is required between the closing of the budget planning system and the completion of the Alberta Education Budget Report. In order to maintain the amount of time the budget planning system is open for schools and central cost centers at 11 full business days, the proposed revised timeline reflects the Budget Report being presented at the May 26, 2026, Board Meeting instead of the originally scheduled Special Board meeting on May 22, 2026.

### **OPTIONS**

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

1. Approve the proposed recommendation.
2. Provide direction for an amendment to the proposed revised timeline.

### **RELATED FACTS**

- Following approval of the Distribution of Funds, schools and central departments will receive their budget allocation memo, and the Budget Planning System (BPS) will be available for budget input.
- If approved, the Special Board meeting scheduled for May 22, 2026 would be cancelled and all of the planned agenda items would be moved to the May 26, 2026, Board meeting including: the 2026-2027 School Year Budget, The 2026-2030 Division Strategic Plan, and the Four-year Education Plan.
- Although school divisions are no longer required to provide a fall budget update to Alberta Education, the Division updates budget allocations in the fall. These updates are based on the Division's actual enrolment as of the September count date versus the projected enrolment used in the spring.
- Each fall, Trustees participate in School and Central Results Review meetings. Detailed information regarding these meetings for Trustees and decision units, will be outlined in a recommendation report prepared by Strategic Division Supports in the fall of 2026.

### **NEXT STEPS**

- The approved revised timeline will be communicated to schools and central cost centers.
- The 2026-2027 Budget will be submitted to the Province on or before the May 31, 2026, deadline.

### **ATTACHMENTS and APPENDICES**

ATTACHMENT I Revised Process and Timeline for the 2026-2027 Budget (Calendar)

TB:ja

## 2026-2027 Revised Spring Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
FEB	1	2 Pre-Enrolment Opens for Parents	3	4	5	6	7
	8	9	10 BOARD 2:00 PM	11	12	13	14
	15	16 FAMILY DAY	17 PD DAY	18	19	20	21
	22	23	24	25	26 TEACHER'S CONVENTION PROVINCIAL BUDGET ANNOUNCEMENT	27 TEACHER'S CONVENTION	28
MAR	1	2	3 BOARD 2:00 PM Process & Timeline Recommendation	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17 BOARD 2:00 PM	18 Projected Enrolment Principal Input Opens	19	20 PD DAY	21
	22	23	24	25 Projected Enrolment Principal Input Closes	26 Pre-enrolment Closes	27	28
APR	29	30 SPRING BREAK	31 SPRING BREAK	1 SPRING BREAK	2 SPRING BREAK	3 GOOD FRIDAY	4
	5	6 EASTER MONDAY	7 Special Caucus Introduction – Distribution of Funds	8	9	10	11

## 2026-2027 Revised Spring Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
APR	12	13	14 BOARD 2:00 PM Revised Process & Timeline  Recommendation Distribution of Funds Recommendation	15 BPS OPENS	16	17	18
	19	20	21	22	23	24	25
	26	27	28 BOARD 2:00 PM	29	30 BPS CLOSSES	1	2
MAY	3	4	5	6	7	8	9
	10	11	12 BOARD 2:00 PM	13	14	15	16
	17	18 VICTORIA DAY	19	20	21	22	23
	24	25	26 BOARD 2:00 PM Approval of the 2026-2027 Budget	27 PD DAY	28 TEACHER'S DAY IN LIEU	29 BOARD APPROVED NON-INSTRUCTIONAL DAY Budget Report Due to Alberta Education	30/31

## 2026-2027 Fall Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
OCT	27	28	29	30 THE NATIONAL DAY FOR TRUTH AND RECONCILIATION	1	2	3
	4	5	6	7	8	9	10
	11	12 THANKSGIVING	13 PD DAY BPS opens for fall budget	14	15	16	17
	18	19	20	21	22	23	24
	25	26 BPS Closes for fall budget	27	28	29	30	31
NOV	1	2	3	4	5	6	7
	8	9	10	11 REMEMBRANCE DAY	12 BOARD APPROVED NON-INSTRUCTIONAL DAY	13 BOARD APPROVED NON-INSTRUCTIONAL DAY	14
	15	16 TEACHER'S DAY IN LIEU	17	18	19	20 Audit Committee Presentation of Audited Financial Statements	21
	22	23	24 Audited Financial Statements presented to Board	25 Audited Financial Statements due to the Province	26	27	28

Central & School Results Review Meetings to be added and confirmed by Strategic Division Supports in the fall of 2026

## PROCESS AND TIMELINE FOR THE 2026-2027 BUDGET (DETAIL)

Timeline	Process
March 3, 2026	<ul style="list-style-type: none"> <li>Process and Timeline for 2026-2027 Budget is recommended to the Board of Trustees</li> </ul>
April 14, 2026	<ul style="list-style-type: none"> <li>Revised Process and Timeline for the 2026-2027 Budget is recommended to the Board of Trustees</li> </ul>
April 14, 2026	<ul style="list-style-type: none"> <li>Distribution of Funds is recommended to Board</li> </ul>
April 15, 2026	<ul style="list-style-type: none"> <li>Schools and central departments receive allocations and budget requirements</li> </ul>
April 30, 2026	<ul style="list-style-type: none"> <li>Schools and Central departments budgets are due</li> </ul>
May 26, 2026	<ul style="list-style-type: none"> <li>The 2026-2027 Budget is recommended to the Board of Trustees</li> </ul>
May 29, 2026	<ul style="list-style-type: none"> <li>The 2026-2027 Budget is submitted to the Province</li> </ul>
October 13, 2026	<ul style="list-style-type: none"> <li>Schools and central departments receive allocations for the fall budget update</li> </ul>
October 26, 2026	<ul style="list-style-type: none"> <li>Schools and Central departments fall budget updates complete</li> </ul>

<b>Date</b>	April 14, 2026
<b>To</b>	Board of Trustees
<b>From</b>	Ron Thompson, Superintendent of Schools
<b>Subject</b>	2026-2027 Distribution of Funds
<b>Originator</b>	Todd Burnstad, Chief Financial Officer
<b>Resource Staff</b>	Jeremy Higginbotham, Drew Horn, Jennifer Price, Madonna Proulx
<b>Reference</b>	<a href="#">Funding Manual for School Authorities for the 2026-2027 School Year</a>

## ISSUE

Each year, Edmonton Public Schools Administration presents a Distribution of Funds Report to the Board of Trustees outlining the proposed allocation of resources for the upcoming school year.

## RECOMMENDATION

1. **That Distribution of Funds for the 2026-2027 Budget be approved.**

## BACKGROUND

### 2026-2027 PROVINCIAL BUDGET OVERVIEW

On February 26, 2026, the Government of Alberta announced an education budget of \$10.8 billion, this represents an increase of \$722 million or 7.2 per cent over Budget 2025. This investment is intended to address enrolment growth, expand staffing capacity, and enhance support for students with specialized needs.

The Provincial budget supports the hiring of more than 1,600 teachers and over 800 support staff in 2026-2027.

### Enrolment Growth

To address enrolment growth, more than \$560 million will be provided over three years, supporting projected annual increases of 1.6 per cent, 1.3 per cent, and 1.3 per cent province wide.

### Class Size and Classroom Complexity

Budget 2026 also invests \$355 million in 2026–2027 to address class size and classroom complexity, including \$300 million in new funding (to be released later this spring). This builds on \$143 million announced in February 2026 and \$55 million provided through the existing Classroom Complexity Grant.

### 2026-2027 Provincial Funding Rate Increases:

#### Three per cent

- Base Instruction grants (to support the teacher salary settlement)
- First Nations, Métis, and Inuit Education (FNMI)

- Refugee Students
- School Technology
- Specialized Learning Support Grant (SLS)
- Student Transportation
  - An additional \$10 million has been allocated provincially for special transportation (pending distribution).

**Five per cent**

- Operations and Maintenance (O&M)

**Six per cent**

- English as an Additional Language (EAL)
- Moderate Language Delay Grant
- Program Unit Funding (PUF)

**Literacy and Numeracy Screening**

The Government of Alberta is investing \$20 million in 2026–2027 to expand literacy and numeracy screening and targeted early intervention supports. This represents an increase of more than 60 per cent from 2025–2026 and is intended to strengthen foundational learning outcomes for students across the province.

**Mental Health Supports**

Budget 2026 continues government’s commitment to support student well-being, with \$25 million in funding in 2026-2027. This funding is intended to enhance the role of school jurisdictions in delivering a continuum of supports and services that are essential to students’ mental health.

**Grant Reallocations**

Under Budget 2026, the Government of Alberta is reallocating funding from existing programs to prioritize class size and classroom complexity.

The System Administration Grant will be reduced by five per cent in the 2026–2027 school year, reflecting a focus on identifying system-wide efficiencies.

The Infrastructure Maintenance and Renewal (IMR) grant will be discontinued in 2026–2027. Of this funding, \$50 million will be redirected to the Operations and Maintenance (O&M) grant, while the remaining \$36.5 million will be reallocated to classroom supports. The impact of these changes will be partially offset by a five per cent increase to the O&M grant and additional investment in Capital Maintenance and Renewal, providing school jurisdictions with increased flexibility to address facility maintenance needs.

**Capital Funding**

Budget 2026 allocates \$4.1 billion in capital funding over three years, a 24.6 per cent increase (\$809.5 million) from previous levels. This includes \$44 million dedicated to planning and designing forty new school projects. These investments are expected to create approximately 23,300 new student spaces and 7,300 modernized or renovated spaces, marking the second phase of the \$8.6 billion Schools Now initiative.

**2026–2027 DIVISION BUDGET OVERVIEW**

Including all revenue sources, Edmonton Public Schools’ projected total operational revenue for 2026–2027 is approximately \$1.57 billion, an increase of \$109 million (7.4 per cent) compared to the 2025–2026 Fall Revised Budget (Attachment I).

The Distribution of Funds Report has been updated to compare the proposed 2026-2027 allocations against the 2025–2026 Fall Revised Budget rather than the prior spring budget. This approach reflects the additional funding received after the initial 2025–2026 budget submission and provides a more accurate year-over-year comparison.

The Adjusted Enrolment Method (AEM) is entering its second year. Under this model, enrolment is calculated using a weighted formula: 30 per cent based on current-year enrolment and 70 per cent based on projected enrolment. This calculation determines the majority of provincial grants (see Attachment II).

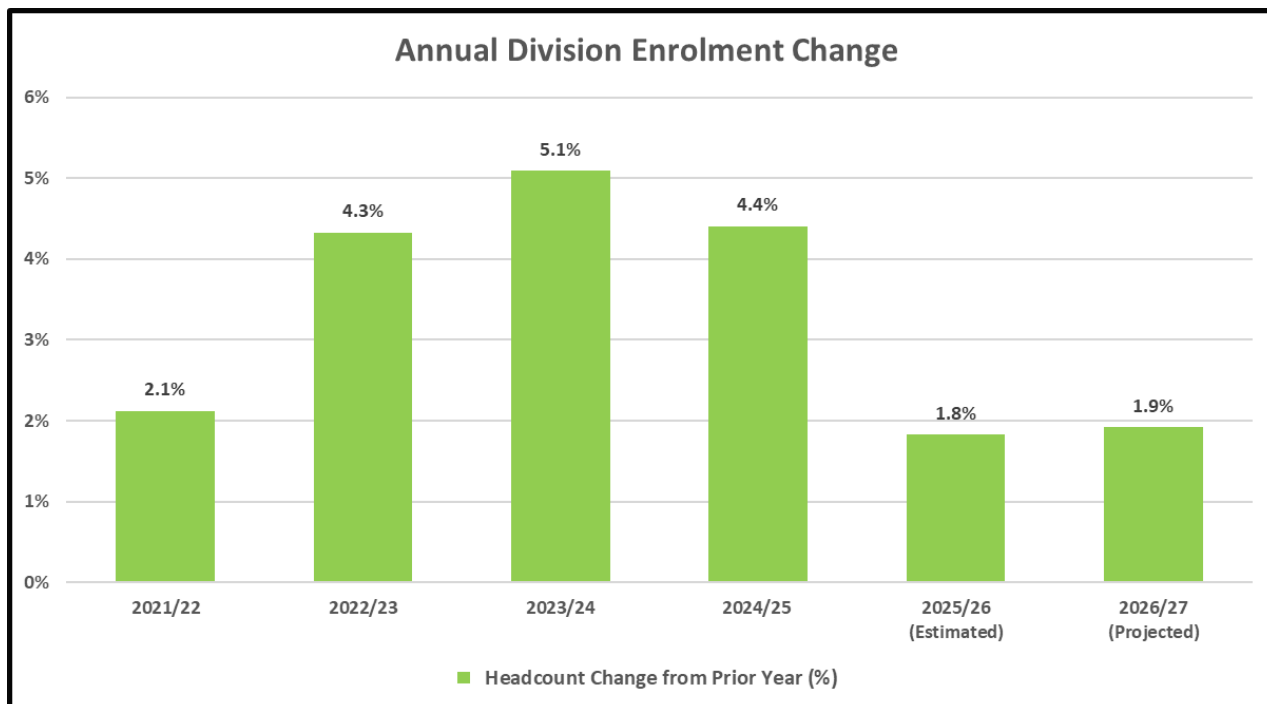
**Key drivers of the funding increase include:**

- Projected enrolment growth of 2,334 Students (1.9 per cent)
- A 3.0 per cent increase to base funding grants
- Targeted grant increases ranging from 3.0 per cent to 60.0 per cent

**These increases are partially offset by:**

- A 5.0 per cent reduction to the System Administration Grant
- Elimination of the Infrastructure Maintenance and Renewal (IMR) Grant

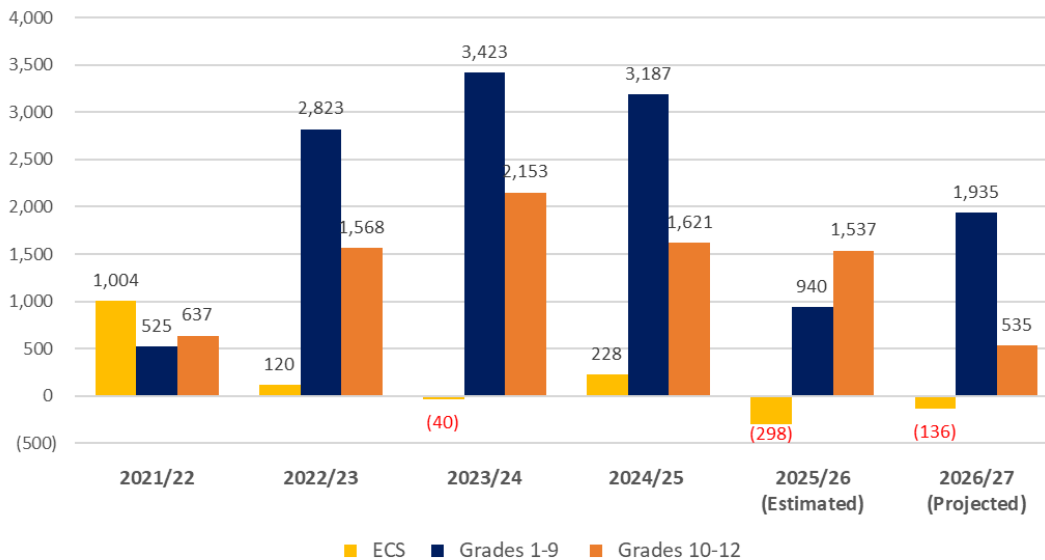
**Enrolment**



Following three consecutive years of rapid enrolment growth above 4.3 per cent, the Division expects growth to moderate to 1.9 per cent for the upcoming 2026-2027 school year, which is in line with our current enrolment growth for 2025-2026. This trend aligns with the Province’s projected population growth of 1.1 per cent in the Fiscal Plan 2026–2029, reflecting a slower rate of families moving to Alberta from other provinces and overseas.

Of the Province’s estimated 12,600 student increase for 2026–2027, the Division projects 2,334 additional funded students (Attachment II), representing 18.5 per cent of the provincial total. Historical and projected enrolment increases are summarized in the chart below, organized by grade levels as used in Alberta Education’s Base Instruction Grant funding model.

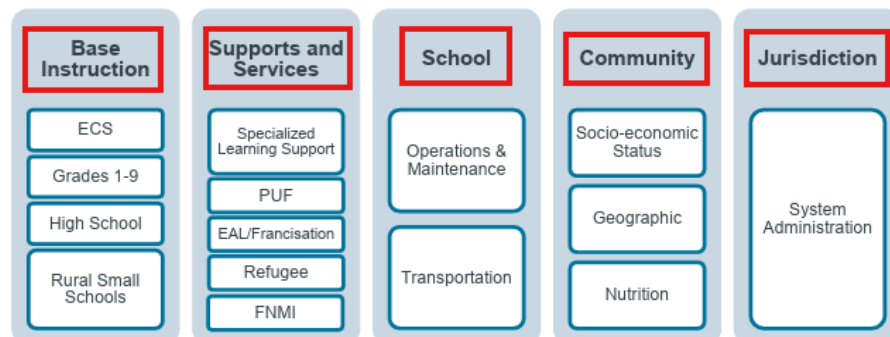
**Annual Division Enrolment Change**  
by Grade Level



**CHANGES TO GRANT FUNDING**

**Section A – Executive Summary**

Alberta’s funding model consists of 15 major grant allocations as outlined in the following diagram. In some instances, sub-grants are contained within the allocations.



### Grant Funding Rate Increases

Several major grants within the provincial funding framework, including targeted priority grants, have been increased from 3.0 per cent to 60.0 per cent. These adjustments account for approximately \$37.8 million, or 45.5 per cent of the total provincial operational revenue increase. The remaining increase is primarily due to enrolment growth, contributing \$33.6 million (40.4 per cent), and Teacher Salary Harmonization, contributing \$11.7 million (14.1 per cent) (see Appendix I).

### Other Grant Updates:

#### Community

- School Nutrition Program: Provincial funding of \$1,735,347 will continue to be received (no change to funding rates), supplemented by new federal funding of \$1,402,343. The Federal National Food Program Grant was first received in 2025-2026 and included retroactive funds for the 2024-2025 as well as funds for 2025-2026.

### Grant Funding Reductions/Reallocations

Under Budget 2026, funding from some existing programs and funding grants will be reallocated to the classroom.

- System Administration Grant: 5.0 per cent reduction
- Infrastructure Maintenance and Renewal Grant: has been discontinued

#### System Administration

The System Administration Grant is a targeted fund designed to cover the governance (Board of Trustees) and central administration costs of a school authority.

Over the last five years, Alberta's funding model has shifted from a per-student model to a more structured, predictable framework. This was intended to standardize administrative spending and maximize "dollars to classrooms". While other grants saw increases over the last five years (e.g., six per cent for base instruction), the System Administration Grant rate has remained nearly flat, seeing only a 0.05 per cent increase in some recent years.

The System Administration Grant covers board governance and central office costs not directly related to instruction. This is a targeted grant that cannot be combined with funding from other grants within the provincial funding framework to cover system administration costs.

Edmonton Public Schools has historically been able to operate within the 3.2 per cent cap. As reported in our 2024-2025 audited financial statements, the Division's System Administration comprised 3.0 per cent of our total expenses. However, inflation, increasing third party costs (like the costs associated with the Trustee election) and increasing reporting requirements is putting a strain on administrative costs.

To manage this grant reduction, Edmonton Public Schools has proposed funding some initiatives through access to surplus funds (Attachment VI) that will reduce administrative costs in future years including:

- A Fee Management System (FMS) upgrade: This will drive significant operational efficiencies by eliminating manual triple-entry reconciliation across FMS, Global Payments, and QuickBooks, ensuring that sales and refunds automatically update student records and the general ledger in real-time. For the school accounting, Internal Audit, and cash management teams, the system's ability to instantly consolidate and analyze data across individual schools or the entire division will save countless hours of manual labor. The upgrade should result in a simpler user-experience for families and a streamlined payment and reporting interface for school administration, saving hours of time each month at each school.

- HR Technology Systems Review: Funds to complete a review of HR technology needs including; an assessment of PeopleSoft functionality and implications of moving to the cloud. The objective of this work is to ensure HR systems meet the needs of a growing Division and to reduce duplication of work and assist in automating and/or streamlining manual processes.

Infrastructure Maintenance and Renewal (IMR)

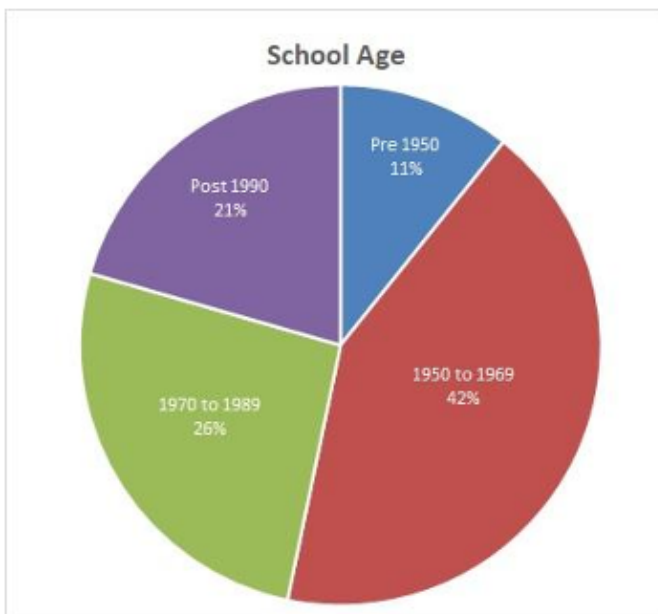
The Province has indicated that funding previously allocated through IMR has been reallocated to support a 5.0 per cent increase to the Operations and Maintenance (O&M) Grant, enhance Capital Maintenance and Renewal (CMR) investments, with the remaining balance being directed toward classroom-based supports.

For Edmonton Public Schools, the Infrastructure Maintenance and Renewal (IMR) grant has historically been a critical funding source for maintaining over 200 operational school sites. With an estimated deferred maintenance backlog exceeding \$1 billion, the discontinuation of such a grant presents significant operational and long-term facility challenges.

The importance of the IMR grant for EPSB is centered on three main areas:

- Prolonging Facility Life: The grant is specifically intended to upgrade and maintain critical building systems, including roofs, boilers, mechanical systems, and water/sewer lines. For EPSB's aging infrastructure, these upgrades are vital to keeping schools in "suitable operating condition" and preventing the need for much costlier full replacements.
- Operational Flexibility: Unlike project-specific capital grants, up to 70 per cent of IMR funds could traditionally be used for operating expenses rather than just capitalized costs. This allowed the division to react quickly to emergent or unexpected infrastructure needs that arise throughout the school year.
- Preventing a Maintenance Deficit: if maintenance funding does not keep pace with inflation and aging, the deferred maintenance deficit will continue to swell.

While the government has shifted focus to the [Schools Now Program](#) to build new schools, Edmonton Public Schools has emphasized that this does not replace the urgent need for maintenance of its existing, mature school buildings.



As per the [Ten-Year Facilities Plan 2026-2035](#) presented at the March 17, 2026 Board Meeting:

**11 per cent** of Division buildings were constructed before 1950.

**68 per cent** of Division buildings were constructed between 1950 and 1989.

Only **21 per cent** of Division buildings were built more recently (after 1990).

This aging infrastructure represents a substantial portion of the Division's deferred maintenance backlog and underscores the significant challenge and ongoing need for dedicated maintenance funding.

Although the provincial IMR grant has been discontinued, the Division plans to maintain its own internal IMR program. For 2026–2027, the proposed budget includes \$13.8 million, consistent with the current year, with funding being allocated 50 per cent to operational expenses and 50 per cent to capital needs.

#### **Class Size and Classroom Complexity Grant**

Budget 2026 includes a total investment of \$355 million to support efforts to address class size and increasing classroom complexity across Alberta.

This investment builds on the \$143 million announced earlier in 2026 and is in addition to the \$55 million currently allocated through the existing Classroom Complexity Grant, further enhancing the capacity of school divisions to respond to diverse student learning needs.

This includes \$300 million in new funding for 2026-2027 to be allocated to school jurisdictions in the coming months. As no specific details are currently available, these additional funds have not been factored into the current 2026-2027 budget.

#### **Capital Maintenance and Renewal (CMR) Grant**

The Division's Capital Maintenance and Renewal (CMR) funding will increase by \$1.1 million, from \$18.1 million in 2025–2026 to \$19.2 million for 2026–2027.

#### **2026–2027 Staff Unit Cost Changes**

Compensation remains the largest expenditure for the Division, accounting for approximately 79 per cent of total operating costs, including 63 per cent for salaries and wages and 16 per cent for benefits.

To support consistent and predictable budgeting, the Division applies standardized unit costs for each staffing group, regardless of years of service, in the development of school and central budgets. As part of this process, unit costs and benefit overhead rates, including dental, extended health care, and workers' compensation premiums, are projected annually to estimate their impact on the upcoming budget.

For the 2026–2027 budget, unit costs and benefit overhead rates are projected to increase across all staffing groups compared to the prior year. For the 2026-2027 budget, the unit costs have been increased in conjunction with the budget allocations so no stand alone unit cost or retroactive salary adjustment is required.

Unit cost increases for Exempt, Custodial, and Support Staff are expected to range from 0.5 per cent to 2.6 per cent. In contrast, as the teacher collective agreement remained unsettled from September 2024 to the fall of 2026, the teaching staff unit costs remained static. With the recently ratified agreement that includes annual salary increases of 3.0 per cent retroactive to September 2024, as well as the implementation of a provincially harmonized teacher pay grid, teacher unit costs are projected to increase by 10.1 per cent.

Based on the current staffing complement, excluding any additional staffing changes, the total impact of the increase in unit costs for all staff groups is estimated at \$73.8 million.

#### **2026-2027 Allocation Highlights**

As stated in the [2024-2025 Annual Education Results Report](#) (p.20):

*“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 Division allocates resources to schools and central cost centres in a variety of ways that support this effort.*

Highlights of some of the proposed 2026-2027 allocations that support student success are included below:

### Student Growth and Achievement

- **Campus EPSB and Dual Credit** - Successful high school completion is an achievement that leads to lifelong success. Allocations directed to Campus EPSB (\$0.5 million) and to Dual Credit (\$0.4 million) help to achieve that goal.
  - **Campus EPSB** is designed to provide students with another way to earn high school credits, industry credentials and get ahead of studies or prepare for post-secondary education. It provides opportunities and hands-on experiences that help students plan their next steps. In 2026-2027, two new courses including Housing Construction and Health Care Aide will be available to senior high students.
  - **Dual Credit Allocation** supports optional career-based high school programming. It can assist students in making meaningful transitions to post-secondary education or the workplace. Dual credit courses allow students to earn both high school credits and credits that count towards a post-secondary certificate, diploma or degree. For 2026-2027, the proposed allocation will support opportunities for senior high school students. Examples of such courses include Accounting Principles, Applied Ecology and Introduction to Psychology.
- **Class Size and Complexity** (\$26.4 million) - On February 12, 2026, the provincial government announced a \$143 million investment aimed at supporting Alberta's most complex classrooms. Edmonton Public Schools' share of this grant is \$30.3 million. These funds are designated to hire 101 complexity teams. Each team consists of one certificated teacher and two educational assistants, totaling 101 teachers and 202 educational assistants. For purposes of the budget, we assumed approximately \$3.9 million will be used in 2025-2026 with the remaining \$26.4 million available for 2026-2027 out of which \$25.4 million will be used to support the classroom complexity teams while \$1 million will be used to support additional specialized supports such as occupational therapists or speech language pathologists.
- **Division One Targeted Allocation** (\$40 million) - The Board of Trustees has identified early learning in both literacy and numeracy as a high priority. This allocation provides additional resources to Division One children and students.
- **Educational Assistant (EA) Internship Program** (\$2 million) - This program helps with recruiting and retaining educational assistants through a 16 week program comprising comprehensive online modules, mentor support, participation in communities of practice, and on-the-job training in the classroom. The allocation will allow continued support by educational assistant mentors as well as compensation for two cohorts of educational assistants.
- **Equity Funds** (\$10 million) - The Equity Fund allocation is distributed to the four school leadership groups supervised by the assistant superintendents of schools. The allocation may support projects to enhance learning and to support students in areas such as literacy, numeracy, and mental health. The fund supports schools that encounter unusual or unexpected budget challenges during the year. The allocation is distributed to schools at the discretion of the assistant superintendents.
- **Equity Achievement Project (EAP)** (\$2.4 million) - The Equity Achievement Project (EAP) is a collaborative, evidence-based approach designed to improve literacy and numeracy outcomes for the Division's most vulnerable students. Funding specifically supports designated lead teachers at participating schools and provides expert consultant support. By addressing student well-being holistically, the EAP model overcomes barriers associated with high social vulnerability through a focus on teacher capacity, student self-efficacy, and shared leadership. After a successful pilot funded by surplus reserves, the EAP is now being proposed as a permanent budget allocation. During the 2026-2027 school year, the Budget Allocation Committee will review this allocation alongside the High Social Vulnerability allocation to determine if the two should be merged.

- **High Social Vulnerability (HSV)** (\$6 million) - this allocation is considered a high priority for the Division and provides assistance to the top 60 schools with a significant percentage of students deemed as being socially vulnerable.
- **Programming and Student Accommodation** (\$8.8 million) - this allocation supports the establishment and activation of Division centres, which typically require facility modifications and additional resources to facilitate optimum learning spaces for students who qualify for specialized learning supports. As Division enrolment grows, and the number of students requiring specialized supports, as a percentage of overall growth, also grows. The Division must establish more Division centres in order to accommodate families who desire Division centre programming. Administration projects a need for 36 new Division centres for 2026-2027, with 33 of them being Interactions classrooms, two for Individual Support classrooms and one Connections classroom.
- **Weighted Enrolment Allocation** (\$792 million) - This allocation is provided to all schools based on their proportion of the Division's adjusted enrolment. The level of specialized learning support required will be correlated to the school's adjusted enrolment allocation. This is our largest allocation and represents approximately 72 per cent of the total direct school allocations. This allocation is supplemented by the Classroom Complexity Grant. This year's increase is driven by enrolment growth, higher provincial grants, and the inclusion of retroactive teacher salary grants—which were previously held back until the collective agreement was settled. (For additional information on this allocation, refer to Appendix II).

#### Welcoming, Caring, Respectful and Safe Learning Environments

- **First Nations, Metis and Inuit Allocation and Graduation Coaches** (\$16.1 million) - This allocation provides additional support to students who self-identify as First Nations, Metis and Inuit. A portion of the allocation provides transportation for junior high students attending amiskwaciy Academy and elementary students attending the Awâsis (Cree) program at awâsis waciston School. A portion of the First Nations, Metis and Inuit grant is directed to Central to assist schools with First Nations, Metis and Inuit education and for the First Nations, Metis and Inuit Senior High Completion Coaches who work directly with students at Eastglen, Jasper Place, Queen Elizabeth and Dr. Anne Anderson.
- **Mental Health Supports Allocation** (\$5.7 million) - The Division has a range of initiatives in place that span across all three levels (Universal, Targeted and Specialized) of the pyramid of intervention and reflect the efforts of both schools and central units to support the well-being and mental health of all students.

**Mental Health Classrooms** known as CARE (Confidence, Academics, Relationships and Emotional Regulation) were initiated in 2022-2023. CARE classrooms consist of a Teacher, EA, Mental Health Therapist, Consulting Registered Psychologist and are administered through Hospital School Campuses. 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.

**Mental Health Therapists:** To help support the work occurring in schools around belonging and safety, the Division has developed a framework - Building a Culture of Belonging and Safety: A Shared Responsibility. This framework emphasizes the relationship of belonging and safety and how the two are foundational to student success in school. The model of having a school-based mental health therapist in this framework helps build and increase this sense of belonging and safety, positive behaviors, improves academic outcomes and supports health and well-being. The school-based mental health therapist works in collaboration with schools' multidisciplinary teams by providing on-site therapy and mental health services to students. This role focuses on addressing students' mental health needs, offering individual and group therapy, crisis intervention, a pathway to care and preventative mental health education. The therapist works closely with school-based teams to identify students who may be at risk, ensuring a coordinated approach to student safety and well-being. This collaboration aims to create a supportive

and secure school environment, where mental health concerns are addressed proactively alongside safety measures.

- **The Mental Health Team** (a collaboration between SLS and Hospital School Campus) delivers equitable crisis and risk assessment support to all schools in the Division. The goal is to provide every student with timely, streamlined, and responsive care.
- **Mental Health Therapists** deliver school-based mental health support through group or 1:1 intervention, parent information and school/teacher consultation.
- **Mental Health Capacity Building (MHCB)** initiative focuses on providing universal (prevention and promotion) mental health supports to students across all Division schools. As the mental health needs of students become more targeted and individualized our Mental Health Therapist supports increase. Students requiring specialized intervention receive a continuum of support and the role of health partners becomes more important. MHCB Wellness Coaches prioritize universal support through classroom sessions and activities, staff professional learning opportunities and parent information sessions. MHCB Wellness Coaches work closely together with the Hospital School Campus (HSC) Mental Health Therapist team to reduce barriers to accessing mental health services for students.

### 2026-2027 Funding Increase Analysis

As shown on page two of Appendix I, the increase in provincial operating funding is being driven by enrolment growth, grant rate changes and the Teacher Salary Harmonization:

Enrolment Growth (1.9%)	33,557,300	40.4%
Grant Rate Net Changes	37,844,800	45.5%
Teacher Salary Harmonization	11,699,900	14.1%
	<b>\$ 83,102,000</b>	
Impact of Unit Cost Increases (Estimate)	-\$ 73,788,200	
	<b>\$ 9,313,800</b>	
<b>Realized Year over Year Increase (\$)</b>	<b>\$ 9,313,800</b>	
<i>Realized Year over Year Increase (%)</i>		<i>0.7%</i>

The majority of the increase in Provincial Operational funding will go towards offsetting the increase to unit costs for the Division.

### RELATED FACTS

- Approximately 77.5 per cent of the total Division funds will continue to be allocated to support students in the classroom, with the remaining balance covering fixed and committed costs. This is a slight increase from 76.8 per cent for the current year.
- Targeted grants such as the Institutional and Specialized Education Programs (SEPs), Program Unit Funding (PUF) and First Nations, Métis and Inuit Education will continue to be offset by an equal allocation.
- Out of the total Provincial increase of \$722 million for Budget 2026, only \$422 million was allocated as part of the Funding Profiles for School Divisions to complete their budget. The remaining \$300 million related to the class size and complexity initiative will be distributed in the coming months.
- The Distribution of Funds does not provide any relief for the potential increased costs of supplies, materials, and technology that may transpire as a result of the current global events.

**NEXT STEPS**

Following the approval of the 2026-2027 Distribution of Funds, allocations will be sent out to schools and decision units for the completion of the 2026-2027 Budget.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I	2026-2027 Preliminary Spring Revenue Budget
ATTACHMENT II	2026-2027 Enrolment Projections using AEM
ATTACHMENT III	2026-2027 Distribution of Funds - Total Allocations
ATTACHMENT IV	2026-2027 Distribution of Funds - School Allocations
ATTACHMENT V	2026-2027 Distribution of Funds - Other Allocations
ATTACHMENT VI	2026-2027 Proposed Use of Accumulated Operating Surplus Funds
ATTACHMENT VII	2026-2027 Proposed Use of the Capital Reserve Funds
APPENDIX I	2026-2027 Grant Funding Analysis
APPENDIX II	2026-2027 Weighted Enrolment Allocation

TB:ja

**Edmonton Public Schools**  
**2026-2027 Proposed Budget - Revenue**

	2026-2027 Distribution of Funds	2025-2026 Fall Revised Budget	Variance \$	Variance %	Notes
<b>BASE INSTRUCTION GRANTS</b>					
Kindergarten	\$ 28,001,100	\$ 27,747,400	253,700	0.9%	1
Grades 1 to 9	557,442,200	530,319,700	27,122,500	5.1%	1
<b>SUBTOTAL KINDERGARTEN TO GRADE 9</b>	<b>585,443,300</b>	<b>558,067,100</b>	<b>27,376,200</b>	<b>4.9%</b>	
High School (Year 1 - 3)	218,138,700	204,589,300	13,549,400	6.6%	
High School Metro summer	6,650,200	6,535,000	115,200	1.8%	
High School Year 4	6,504,000	5,668,700	835,300	14.7%	
High School Year 5	982,200	1,016,400	(34,200)	-3.4%	
Home Education and Blended Funding	374,000	417,200	(43,200)	-10.4%	
Online Education Funding	2,590,600	2,046,900	543,700	26.6%	
Outreach Programs	360,500	350,000	10,500	3.0%	
<b>High School Subtotal</b>	<b>235,600,200</b>	<b>220,623,500</b>	<b>14,976,700</b>	<b>6.8%</b>	2
<b>SUBTOTAL BASE INSTRUCTION GRANTS</b>	<b>821,043,500</b>	<b>778,690,600</b>	<b>42,352,900</b>	<b>5.4%</b>	
<b>SERVICES AND SUPPORT GRANTS</b>					
Classroom Complexity	6,802,700	6,682,400	120,300	1.8%	3
ECS Program Unit Funding (PUF)	19,075,500	20,052,700	(977,200)	-4.9%	4
English as an Additional Language	32,314,500	28,469,600	3,844,900	13.5%	5
First Nations, Métis, and Inuit	16,176,500	15,341,300	835,200	5.4%	6
Institutional and Specialized Education Programs	11,929,500	10,908,700	1,020,800	9.4%	7
Moderate Language Delay Grant (Pre-K & SLS-K)	278,200	347,800	(69,600)	-20.0%	8
Refugee Student	23,034,900	20,792,300	2,242,600	10.8%	5
Specialized Learning Support (SLS)	103,938,400	99,455,700	4,482,700	4.5%	9
<b>SUBTOTAL SERVICES AND SUPPORT GRANTS</b>	<b>213,550,200</b>	<b>202,050,500</b>	<b>11,499,700</b>	<b>5.7%</b>	
<b>SCHOOL GRANTS</b>					
Operations and Maintenance (O&M)	122,935,700	108,877,600	14,058,100	12.9%	10
School Technology	309,000	300,000	9,000	3.0%	11
SuperNet	2,847,700	2,753,300	94,400	3.4%	12
Transportation	42,152,600	38,125,300	4,027,300	10.6%	13
<b>SUBTOTAL SCHOOL GRANTS</b>	<b>168,245,000</b>	<b>150,056,200</b>	<b>18,188,800</b>	<b>12.1%</b>	
<b>COMMUNITY GRANTS</b>					
Geographic	1,534,800	1,534,800	-	-	
School Nutrition	3,137,700	3,348,500	(210,800)	-6.3%	14
Socio-Economic Status (SES)	15,745,500	15,653,600	91,900	0.6%	15
<b>SUBTOTAL COMMUNITY GRANTS</b>	<b>20,418,000</b>	<b>20,536,900</b>	<b>(118,900)</b>	<b>-0.6%</b>	
<b>AUTHORITY GRANTS</b>					
System Administration	41,044,000	41,850,200	(806,200)	-1.9%	16
Teacher Salary Settlement	81,452,300	69,752,400	11,699,900	16.8%	17
<b>SUBTOTAL JURISDICTION GRANTS</b>	<b>122,496,300</b>	<b>111,602,600</b>	<b>10,893,700</b>	<b>9.8%</b>	
<b>ENROLMENT PROJECTION ADJUSTMENTS</b>	<b>8,053,400</b>	<b>-</b>	<b>8,053,400</b>	<b>100.0%</b>	18
<b>SUBTOTAL PROVINCIAL OPERATIONAL REVENUE</b>	<b>1,353,806,400</b>	<b>1,262,936,800</b>	<b>90,869,600</b>	<b>7.2%</b>	
<b>INFRASTRUCTURE MAINTENANCE RENEWAL (IMR)</b>	<b>-</b>	<b>7,767,600</b>	<b>(7,767,600)</b>	<b>-100.0%</b>	19
<b>TOTAL PROVINCIAL OPERATIONAL REVENUE</b>	<b>1,353,806,400</b>	<b>1,270,704,400</b>	<b>83,102,000</b>	<b>6.5%</b>	

	2026-2027 Distribution of Funds	2025-2026 Fall Revised Budget	Variance \$	Variance %	Notes
<b>PROVINCIAL PRIORITY GRANTS</b>					
Class Size & Complexity Grant	26,418,800	3,881,200	22,537,600	580.7%	20
Curriculum - (7-9) Math, Social Studies (7-10) Physical Education and Wellness (PEW)	-	2,502,700	(2,502,700)	-100.0%	20
Curriculum - Social Studies (K-3) (4-6)	2,679,500	2,530,900	148,600	5.9%	20
Curriculum - (7-9) Math, Career Ed & Financial Literacy, Social Studies & Physical Education & Wellness	2,444,300	-	2,444,300	100.0%	20
Dual Credit Funding / Start Up	150,000	150,000	-	-	20
Literacy and Numeracy Support Funding	2,637,900	1,714,100	923,800	53.9%	20
Low Incidence Supports and Services	521,600	519,000	2,600	0.5%	20
Mental Health Grant	3,277,100	3,262,300	14,800	0.5%	20
	<b>38,129,200</b>	<b>14,560,200</b>	<b>23,569,000</b>	<b>161.9%</b>	
<b>CAPITAL</b>					
Amortization of Capital Allocations and Expended Deferred Capital Revenue	46,865,800	46,865,800	-	-	
<b>SUBTOTAL CAPITAL</b>	<b>46,865,800</b>	<b>46,865,800</b>	<b>-</b>	<b>-</b>	
<b>TOTAL PROVINCIAL OPERATIONAL AND CAPITAL REVENUE</b>	<b>1,438,801,400</b>	<b>1,332,130,400</b>	<b>106,671,000</b>	<b>8.0%</b>	
<b>DEFERRED REVENUE TO BE RECOGNIZED FROM PRIOR YEAR</b>					
Infrastructure Maintenance Renewal (IMR)	3,650,000	-	3,650,000	100.0%	19
<b>SUBTOTAL UNEARNED REVENUE FROM PRIOR YEAR</b>	<b>3,650,000</b>	<b>-</b>	<b>3,650,000</b>	<b>100.0%</b>	
<b>OTHER PROVINCIAL GRANTS</b>					
Other Provincial Grants	2,169,600	2,649,200	(479,600)	-18.1%	21
Transportation Eligibility Transition Funding	-	1,100,000	(1,100,000)	-100.0%	22
<b>SUBTOTAL OTHER PROVINCIAL REVENUES</b>	<b>2,169,600</b>	<b>3,749,200</b>	<b>(1,579,600)</b>	<b>-42.1%</b>	
<b>OTHER PROVINCIAL REVENUES</b>					
Alberta Teachers' Retirement Fund (ATRF)	53,065,200	53,065,200	-	-	
Educational Programs Cost Recovery and Conditional Grants	1,661,900	1,634,000	27,900	1.7%	21
Secondments - Provincial	1,781,700	1,781,700	-	-	
<b>SUBTOTAL OTHER PROVINCIAL REVENUES</b>	<b>56,508,800</b>	<b>56,480,900</b>	<b>27,900</b>	<b>0.0%</b>	
<b>OTHER ALBERTA SCHOOL AUTHORITIES</b>	<b>571,000</b>	<b>571,000</b>	<b>-</b>	<b>-</b>	21
<b>FEDERAL FRENCH FUNDING</b>	<b>1,872,700</b>	<b>1,872,700</b>	<b>-</b>	<b>-</b>	
<b>TOTAL GOVERNMENT OF ALBERTA REVENUE</b>	<b>1,503,573,500</b>	<b>1,394,804,200</b>	<b>108,769,300</b>	<b>7.8%</b>	
<b>FEDERAL GOVERNMENT AND FIRST NATIONS FEES</b>	<b>1,837,200</b>	<b>1,837,200</b>	<b>-</b>	<b>-</b>	21
Lunch Program Fees	5,089,800	5,089,800	-	-	
Metro Continuing Education Fees	1,035,600	1,035,600	-	-	
Music Instrument & Other Material Fees	286,900	286,900	-	-	
School Fees - School Generated Funds	16,167,500	16,167,500	-	-	
Transportation Fees	11,883,000	11,883,000	-	-	
<b>SUBTOTAL FEES</b>	<b>34,462,800</b>	<b>34,462,800</b>	<b>-</b>	<b>-</b>	21
<b>OTHER SALES AND SERVICES</b>					
Adult Education	710,900	710,900	-	-	
International Student Tuition	2,631,300	2,631,300	-	-	
Other Sales and Services - School Generated Funds	6,294,500	6,294,500	-	-	
Sales and Services - Schools and Central DUs	5,021,300	5,021,300	-	-	
Secondments - Other Entities	1,099,600	1,099,600	-	-	
<b>SUBTOTAL SALES AND SERVICES</b>	<b>15,757,600</b>	<b>15,757,600</b>	<b>-</b>	<b>-</b>	21
<b>INVESTMENT INCOME</b>	<b>3,897,400</b>	<b>3,897,400</b>	<b>-</b>	<b>-</b>	21
<b>GIFTS AND DONATIONS</b>					
EPSB Gifts and Donations	6,704,400	6,704,400	-	-	
<b>SUBTOTAL GIFTS AND DONATIONS</b>	<b>6,704,400</b>	<b>6,704,400</b>	<b>-</b>	<b>-</b>	21
<b>FUNDRAISING - SCHOOL GENERATED FUNDS (SGF)</b>	<b>1,378,300</b>	<b>1,378,300</b>	<b>-</b>	<b>-</b>	21
<b>RENTAL OF FACILITIES</b>	<b>4,738,200</b>	<b>4,738,200</b>	<b>-</b>	<b>-</b>	21
<b>TOTAL REVENUE</b>	<b>\$ 1,572,349,400</b>	<b>\$ 1,463,580,100</b>	<b>\$ 108,769,300</b>	<b>7.4%</b>	

## Attachment I - Notes to supplement the 2026-2027 Budget - Revenue

Unless otherwise noted, variance explanations have been provided for amounts where the 2026-2027 Distribution of Funds differ from the 2025-2026 Budget by more than five per cent.

### **Grant Funding Rate Increases**

For the 2026–2027 school year, Alberta Education announced increases to all five funding categories, including Base Instruction, Supports and Services, School, Community and Jurisdiction, along with adjustments to the Jurisdiction Grant. These changes include enhanced funding for core instructional supports, Indigenous education, language learning, student supports, technology, transportation, and school operations and maintenance. At the same time, some funding is being reallocated to prioritize class size and classroom complexity, resulting in a reduction to system administration funding and the discontinuation of the Infrastructure Maintenance and Renewal grant (IMR).

#### **1. Base Instruction Grants**

For the 2026-2027 school year, grant rates will increase by 3.0 per cent to support the teacher salary settlement.

Base Instruction Grants provide foundational funding for Early Childhood Services (ECS) through Grade 12 and are intended to support classroom instruction. Projected enrolment for ECS through Grade 9 in 2026-2027 is 91,280 students, representing an increase of approximately 2.0 per cent compared to the current year (see Attachment II).

#### **2. High School Funding**

For the 2026-2027 school year, grant rates will increase by 3.0 per cent to support the teacher salary settlement.

The base funding rate for high school remains 10 per cent higher than for Grades 1–9, reflecting the increased costs of senior high programming. Projected senior high enrolment for 2026–2027 is 31,765 students, an increase of approximately 1.6 per cent over the current year (see Attachment II).

- **Overall funding increase:** While total enrolment rises 1.6 per cent, funding is expected to increase by \$15 million (6.8 per cent) due to shifts in enrolment by year:
  - Year 1–3 students: +1,041 (highest funding rate of \$7,436 per student)
  - Year 4 students: –417 (funding halved to \$3,718 per student)
  - Year 5+ students: –114 (funding halved again to \$1,859 per student)
- **High School Metro Summer:** High school funding is no longer based on credit enrolment units (CEUs) except for summer school programming, which continues to use prior-year completed credits for funding. For example, 2025–2026 course completion data will determine 2026–2027 summer school funding.
- **Online Education:** Funding is projected to increase by 26.6 per cent, consistent with higher projected enrolment at Argyll.

#### **3. Classroom Complexity**

The Classroom Complexity Grant is intended to support school divisions in responding to increasingly complex classroom environments. Funding may be used to enhance supports through measures such as hiring additional educational assistants or increasing their hours, expanding professional development opportunities for staff, and engaging specialized personnel including counsellors, psychologists, interpreters, and teachers. Note, this grant is in addition to the new Class Size and Complexity grant that was initiated in 2025-2026 (See note 20 for more details).

#### **4. ECS Program Unit Funding (PUF)**

For the 2026-2027 school year, grant rates will increase by 6.0 per cent.

Although grant rates have increased, overall funding is projected to decline by 4.9 per cent due to a reduction in the maximum number of Pre-Kindergarten PUF children to 536 (down from 600). This reduction reflects challenges in filling eligible PKP spaces at some of the Division's larger sites.

Program Unit Funding (PUF) will continue to support Pre-Kindergarten children with severe disabilities or developmental delays and has been consolidated with the former Specialized Learning Supports – Kindergarten Severe Grant. This consolidation represents a naming change only and does not alter the structure or delivery of funding.

Eligibility criteria remain consistent across programs.

- **Pre-Kindergarten children (PKP)** must be between 2 years, 8 months and 4 years, 7 months of age as of August 31
- **Kindergarten** children must be between 4 years, 8 months and less than 6 years old and must not have already accessed the maximum three years of ECS PUF funding.

To qualify for full funding, all eligible children must be registered by December 1, 2026, rather than the usual September count date. Children who begin between December 2, 2026, and February 2, 2027, will receive 50 per cent of the annual ECS PUF grant.

#### **5. English as an Additional Language (EAL) and Refugee Student Grants**

For the 2026-2027 school year, grant rates will increase by 6.0 per cent and 3.0 per cent respectively.

Students are eligible for only one of these grants, with funding provided through the program that offers the greater allocation. Eligibility for Refugee or English as an Additional Language (EAL) grant funding is limited to a maximum of five years.

#### **6. First Nations, Métis, and Inuit**

For the 2026-2027 school year, grant rates will increase by 3.0 per cent.

This grant is designed to provide system, program, and instructional supports for First Nations, Métis, and Inuit students. It also aims to support the implementation of the Truth and Reconciliation Commission's recommendations. The grant consists of three components: Support for Truth and Reconciliation, Student Self-Identification, and School and Community Demographics.

#### **7. Education Program in an Institution (EPI) and Specialized Education Programs (SEP)**

While there have been no changes to the grant rate, the 9.4 per cent increase reflects a pending program approval at the time this report was prepared.

- **Education Program in an Institution (EPI):** These are education programs provided to resident students under the care of the Government. As per the *Education Act* (Section 4[7]), the Minister is responsible for ensuring that students residing in correctional facilities, licensed group homes, or treatment facilities with a residential license from Children and Family Services receive an education program.
- **Specialized Education Programs (SEP):** These programs serve resident students of a school board who are temporarily unable to attend school within their resident board. Instead, they participate in an education program offered in emergency-stage women's shelters, hospitals, or facilities that are not licensed by Children's Services as residential facilities.

#### **8. Moderate Language Delay**

For the 2026–2027 school year, funding rates for the Moderate Language Delay grant will increase by 6.0 per cent.

This grant supports children in Pre-Kindergarten and Kindergarten who require additional assistance due to diagnosed moderate language delays.

Pre-Kindergarten eligibility criteria:

- Are 2 years 8 months to under 4 years 8 months of age as of August 31
- Have a diagnosed moderate language delay

Kindergarten eligibility criteria:

- Are 4 years 8 months to under 6 years of age as of August 31
- Have a diagnosed moderate language delay
- Have not attended three years of Early Childhood Services (ECS) programming

Registration Requirement:

All eligible Kindergarten students must be registered by December 1 to qualify for funding.

The 20 per cent decrease in funding reflects lower-than-projected enrolment in 2025-2026, which impacts the AEM formula.

**9. Specialized Learning Supports (SLS)**

For the 2026-2027 school year, grant rates will increase by 3.0 per cent.

The SLS grant, part of the services and supports grants, provides additional funding to help school jurisdictions offer a range of supports and services in an inclusive learning environment.

**10. Operations and Maintenance (O&M)**

For the 2026-2027 school year, grant rates will increase by 5.0 per cent.

The O&M grant is intended to support the Division's responsibility for the operation, maintenance, safety, and security of all school buildings. Eligible costs under this program include expenses related to utilities, custodial services, amortization, insurance, and similar operational needs.

The Province has indicated that funding previously allocated through Infrastructure Maintenance and Renewal (IMR) has been reallocated to support the increase to the Operations and Maintenance (O&M) Grant.

**11. School Technology Grant**

For the 2026-2027 school year, grant rates will increase by 3.0 per cent.

Beginning in the 2025–2026 school year, Technology Support funding was introduced to provide support for the safety and security of school jurisdictions' information technology systems. This is ongoing grant funding, with the Division receiving an annual allocation of \$309,000 based on the grant maximum for jurisdictions with enrolment exceeding 40,000 FTE.

**12. SuperNet**

For the 2026-2027 school year, grant rates will increase by 3.0 per cent. Under this grant the Division receives a flat amount per location for SuperNet services (excluding central office), regardless of bandwidth needs. This grant received a significant increase in 2025-2026 to better align with higher service costs and demand.

**13. Transportation**

For the 2026–2027 school year, transportation grant rates will increase by 3.0 per cent. The Division is primarily funded through the Metro Urban Transportation Grant, which supports “eligible passengers” based on distance criteria:

- **Grades 1 to 6:** Students must reside at least 1.6 kilometres from their school. *(Note: The Grades 1–6 threshold was temporarily reduced to 1.0 kilometre during the 2025–2026 school year)*
- **Grades 7 to 12:** Students must reside at least 2.0 kilometres from their school

This is a targeted grant and must be used exclusively for transportation services.

Additional funding is also available through the Special Transportation component, which requires a separate application by November 30, 2026. This funding supports eligible Early Childhood Services (ECS) children with severe disabilities or severe language delays who require transportation. ECS students registered by December 1,

2026 qualify for full funding, while those registering between December 2, 2026 and February 2, 2027 receive 50 per cent of the per-child rate. As announced as part of Budget 2026, an additional \$10 million in provincial funding has been allocated for special transportation, with distribution details yet to be confirmed.

#### **14. School Nutrition**

Provincial funding of \$1,735,347 will continue in 2026–2027 with no change to funding rates, supplemented by new federal funding of \$1,402,343. The Federal National School Food Program Grant was first received in 2025–2026 and included retroactive funding for 2024–2025 as well as current-year allocations, which accounts for the decrease in total nutrition funding budgeted for 2026–2027 compared to the current year.

With the recent adoption of Bill C-15, the National School Food Program is now permanently established, ensuring ongoing access to nutritious meals for students across Canada.

#### **15. Socio-Economic Status (SES)**

The SES Grant is provided to school jurisdictions to help address their societal contexts and promote equity and fairness in educational opportunities.

The SES Index, used to determine grant allocation, is calculated by Alberta Education using data from the 2021 Statistics Canada Census, based on the following indicators:

- Average number of years of education of mothers in families with children
- Percentage of families with children headed by a lone parent
- Percentage of families with children who own their dwelling
- Average income of families with children
- Percentage of parents with children who have no post-secondary education

The next federal Census is slated to be done in 2026.

#### **16. System Administration**

For the 2026-2027 school year, grant rates will decrease by 5.0 per cent. The grant covers board governance and central office costs not directly related to instruction.

#### **17. Teacher Salary Settlement**

The Teacher Salary Settlement Grant helps support increased salary costs resulting from the collective agreement between the Alberta Teachers' Association (ATA) and the Teachers' Employer Bargaining Association (TEBA). The grant covers the annual salary increases up to August 31, 2026.

In October 2025, the Alberta government passed legislation (Bill 2) introducing a province-wide teacher salary grid, aligning all divisions to a single standard based on the Grande Prairie Public School Division, effective September 1, 2026. The financial impact of this harmonization for EPSB has been included in the teacher salary settlement grant.

The 3.0 per cent salary increase effective September 1, 2026 was addressed through an increase to the base instruction grant rates for 2026-2027.

#### **18. Enrolment Projection Adjustment**

The Funding Profile is based on the Division's projected enrolment submitted to the Province in early January, with any variance between projected and actual September enrolment resulting in funding adjustments. While the total projected enrolment remains unchanged, administration has revised the student composition, which may reduce funding for certain grants, including Refugee, EAL, and PUF. As a precaution, the related portion of funding will be held back centrally in the spring budget but would be available for allocation in the fall based on actual enrolment.

## 19. **Infrastructure Maintenance Renewal (IMR)**

The Provincial Government has discontinued the Infrastructure Maintenance and Renewal (IMR) Grant for the 2026-2027 school year, with the funds being redirected to Operations and Maintenance (O&M) and to the Capital Maintenance and Renewal (CMR) grant.

### Deferred revenue to be recognized from prior year:

The IMR grant was intended to be used for both operating and capital expenses, the timing of which would often overlap fiscal years. As such, the Province allowed unspent annual funds from the IMR grant to be accumulated and carried forward for use in future years. The Division is estimating this balance to be \$3.7 million at the end of the current school year which will be available to use in 2026-2027.

## 20. **Provincial Priority Grants**

These grants are not included in the Division's base funding profile but are expected to be available through an application process or upon meeting specific eligibility criteria. Projections for 2026–2027 are based on funding received or anticipated in the 2025–2026 school year. Grant amounts will be updated in the 2026 Budget report as Central Division Units confirm new resource allocations, and budget amendments to schools will be made once final funding amounts are confirmed.

- **Class Size and Complexity:** On February 12, 2026, the provincial government announced a \$143 million investment aimed at supporting Alberta's most complex classrooms. Edmonton Public Schools' share of this grant was \$30.3 million. These funds are designated to hire 101 complexity teams. Each team consists of one certificated teacher and two educational assistants, totaling 101 teachers and 202 educational assistants. Approximately \$3.9 million will be used in 2025-2026 with the remaining \$26.4 million available to be carried forward for 2026-2027.

Budget 2026 includes \$300 million in new Class Size and Complexity funding for the 2026-2027 school year to be allocated to school jurisdictions in the coming months. As no specific details are currently available, these additional funds have not been factored into the current 2026-2027 budget.

- **Curriculum Implementation and Supports:** Beginning in 2026–2027, the Province is transitioning to a more flexible, variable-rate funding model. This includes a single upfront grant based on student enrolment and number of subjects, with per-student funding ranging from \$60 to \$90. Initial funding of \$90 per student will support Grades 7–9 optional piloting of mathematics, career education and financial literacy, physical education and wellness, and social studies, as well as preparation for full implementation in 2027–2028. Staffing FTE submissions are no longer required; funding is now based on frozen funded enrolment. Funding may be used through June 30, 2028, with final reporting required.

[Alberta's updated curriculum implementation timeline \(2024–2026\)](#) indicates that elementary programming has largely moved into full implementation, with all K–6 classrooms currently delivering updated curriculum in core subjects such as English Language Arts and Literature, Mathematics, Science, Physical Education and Wellness, and French Immersion Language Arts. Social Studies is being introduced through a phased approach, with full implementation in Kindergarten to Grade 3 beginning in September 2025 and expansion to Grades 4–6 scheduled for September 2026. At the secondary level, curriculum development remains ongoing, with Grades 7–10 subjects progressing through draft releases, public engagement, and optional field testing and piloting between 2025 and 2026. Initial field testing began in September 2025 for several Grade 7–9 subjects, with additional drafts and new subject areas released in spring 2026, followed by expanded piloting and testing, including Science and select Grade 10 courses, by September 2026.

- **Dual Credit Funding:** The 2026 provincial budget will continue to support dual credit programming.
- **Literacy and Numeracy Support Funding:** This funding is designed to provide targeted support for children and students in Kindergarten through Grade 3 who are identified as needing additional assistance with literacy and numeracy during the school year. Students in Grades 1 to 3 are reassessed at the end of the year to determine how many continue to require ongoing support in these foundational skills. The Provincial Government is investing \$20 million in the 2026-2027 budget, which is an increase of more than 60 per cent from 2025-2026.

- **Low Incidence Supports and Services (LISS):** This funding is intended to assist with the high cost associated with the specialized supports and services required to meet the educational needs of learners with low-incidence disabilities such as deaf/hard of hearing and blind/visually impaired.
- **Mental Health Grant:** Budget 2026 continues the government’s commitment to supporting student well-being, with \$25 million allocated for 2026–2027, up from \$23 million in 2025-2026. This funding is intended to strengthen the role of school jurisdictions in delivering a continuum of mental health supports and services for children and students. The Division’s 2026–2027 projection is based on its proportionate share of the total provincial allocation.

**21. Other Provincial Grants, Revenue and Other Alberta School Authorities, Fees, Sales and Services, Investment Income, Gifts and Donations, Fundraising and Rental of Facilities.**

These revenue items have either been revised to revenue earned in the current year or are a carry forward from the last approved budget. These revenue numbers will be updated when budgets are opened for input by schools and central cost centers.

**22. Transportation Eligibility Transition Funding**

With the updated student transportation eligibility criteria now fully adopted, measuring distances of 1.6 km for Grades K–6 and 2.0 km for Grades 7–12, the Province has removed the one-year transition eligibility funding that was provided in 2025-2026.

**Edmonton Public Schools  
2026-2027 Enrolment Projections using the Adjusted Enrolment Method (AEM)**

	Projected				Year over Year Variance	
	2026-2027		2025-2026			
	2026-2027 Funded AEM Enrolment	Projected	Frozen	Actuals	Actuals	%
<b>Student Enrolment</b>		100%	70%	100%	30%	
<b>Funded Students:</b>						
Early Childhood Services (ECS)	8,284	8,243	5,770	8,379	2,514	(136) -1.6%
<b>Subtotal Grades 1 -9</b>	<b>82,457</b>	<b>83,037</b>	<b>58,126</b>	<b>81,102</b>	<b>24,331</b>	<b>1,935 2.4%</b>
<b>Senior High</b>						
Years 1-3	29,333	29,645	20,752	28,604	8,581	1,041 3.6%
Year 4	1,750	1,625	1,138	2,042	613	(417) -20.4%
Year 5+	529	495	347	609	183	(114) -18.7%
<b>Subtotal Senior High</b>	<b>31,612</b>	<b>31,765</b>	<b>22,236</b>	<b>31,255</b>	<b>9,377</b>	<b>510 1.6%</b>
<b>Online Student &gt; 35 Credits</b>						
Years 1-3	118	123	86	105	32	18 17.1%
Year 4	73	80	56	57	17	23 40.4%
Year 5+	49	51	36	43	13	8 18.6%
	<b>239</b>	<b>254</b>	<b>178</b>	<b>205</b>	<b>62</b>	<b>49 23.9%</b>
<b>Online Students &lt;35 Credits</b>	<b>519</b>	<b>512</b>	<b>358</b>	<b>536</b>	<b>161</b>	<b>(24) -4.5%</b>
<b>Subtotal Funded Students</b>	<b>123,111</b>	<b>123,811</b>	<b>86,668</b>	<b>121,477</b>	<b>36,443</b>	<b>2,334 1.9%</b>
<b>Total Funded FTE (ECS at 0.5 FTE)</b>		<b>119,690</b>		<b>117,288</b>		<b>2,402 2.0%</b>
<b>Funded AEM FTE (ECS at 0.5 FTE)</b>	<b>118,969</b>		<b>83,783</b>		<b>35,186</b>	

**EPSB Funded AEM / WMA FTE - Annual Summary**

	2026-2027 Projected	2025-2026 Actuals	2024-2025 Actuals
Total Funded FTE (ECS at 0.5)	119,690	117,288	114,963
Funded AEM/WMA FTE	118,969	116,590	111,391
Projected Unfunded FTE	(721)	(698)	(3,572)

**Edmonton Public Schools**  
**2026-2027 Distribution of Funds - Total Allocations**

		2026-2027		2025-2026 Fall Budget	Variance	\$	Variance %	NOTES	
		Distribution of Funds							
<b>REVENUE</b>	*								
Operating Revenue (Attachment I)		\$	1,572,349,400	\$	1,463,580,100	\$	108,769,300	7.4%	1
Operating Reserve Funds Requested (Attachment VI)			16,935,000		27,038,500		(10,103,500)	-37.4%	2
<b>Total Operating Revenue</b>		<b>\$</b>	<b>1,589,284,400</b>	<b>\$</b>	<b>1,490,618,600</b>	<b>\$</b>	<b>98,665,800</b>	<b>6.6%</b>	
<b>SCHOOL ALLOCATIONS</b>									
Direct School Allocations (Attachment IV)		\$	1,104,128,130	\$	979,880,176	\$	124,247,954	12.7%	3
Indirect School Allocations (Attachment V)			87,219,325		77,385,802		9,833,523	12.7%	4
		<b>\$</b>	<b>1,191,347,455</b>	<b>\$</b>	<b>1,057,265,978</b>	<b>\$</b>	<b>134,081,477</b>	<b>12.7%</b>	
School Generated Funds/External Revenues (combination of line items from Attachment I)			40,291,587		40,291,587		-	-	5
<b>SUBTOTAL SCHOOL ALLOCATIONS**</b>	77.5%	<b>\$</b>	<b>1,231,639,042</b>	<b>\$</b>	<b>1,097,557,565</b>	<b>\$</b>	<b>134,081,477</b>	<b>12.2%</b>	
<b>OTHER ALLOCATIONS</b>									
Metro Continuing Education (Attachment V)		\$	10,435,738	\$	10,320,499	\$	115,239	1.1%	6
External Revenue Allocations - Central (combination of line items from Attachment I)			11,950,012		11,950,012		-	-	7
Division Level Fixed Costs (Attachment V)	3.7%		58,581,623		56,978,089		1,603,534	2.8%	8
Division Level Committed Costs (Attachment V)	7.9%		125,153,011		117,196,950		7,956,061	6.8%	9
		<b>\$</b>	<b>206,120,384</b>	<b>\$</b>	<b>196,445,550</b>	<b>\$</b>	<b>9,674,834</b>	<b>4.9%</b>	
System Administration (Attachment I)	2.6%	\$	41,043,974	\$	41,849,205	\$	(805,231)	-1.9%	10
<b>SUBTOTAL OTHER ALLOCATIONS</b>			<b>247,164,358</b>		<b>238,294,755</b>		<b>8,869,603</b>	<b>3.7%</b>	
<b>SUPPORTED CAPITAL AND EPSB's IMR</b> (combination of line items from Attachment I)		\$	57,415,800	\$	54,633,400	\$	2,782,400	5.1%	11
<b>TEACHER RETRO SALARY</b>		\$	-	\$	47,067,680	**	(47,067,680)	-100.0%	12
<b>ALBERTA TEACHERS' RETIREMENT FUND</b> (ATRF)(Attachment I)			53,065,200		53,065,200		-	-	13
<b>TOTAL BUDGET ALLOCATIONS</b>		<b>\$</b>	<b>1,589,284,400</b>	<b>\$</b>	<b>1,490,618,600</b>	<b>\$</b>	<b>98,665,800</b>	<b>6.6%</b>	

\* The amount as a percentage of the total allocations

\*\* For 2025-2026, The Teacher Salary Retro Salary has been added to the School Allocation total for purposes of the percentage calculation.

Note: Some of the 2025-2026 Fall Budget figures have been reclassified to conform to the comparable 2026-2027 Distribution of Funds.

## **Attachment III - Notes to supplement the 2026-2027 Distribution of Funds - Total Allocations**

*Unless otherwise noted, variance explanations have been provided for amounts where the 2026-2027 Distribution of Funds differ from the 2025-2026 Fall Budget by more than five per cent.*

### **1. Operating Revenue**

Attachment I provides a detailed breakdown of the Division's operating revenue.

### **2. Operating Reserve Funds Requested**

Attachment VI provides additional details regarding the Division's requests to access operating reserves.

### **3. Direct School Allocations**

These allocations are provided directly to schools to support classrooms. Additional details regarding each of these allocations can be found on Attachment IV.

### **4. Indirect School Allocations**

Indirect school allocations are provided to central departments that directly support the classroom. This includes departments such as Research and Innovation, Curriculum and Learning Supports and Specialized Learning Supports. Further details are included on Attachment V.

### **5. School Generated Funds/External Revenues**

School generated funds (SGF) are funds raised in the community for student activities (such as drama, ski club, and school teams) under the control and responsibility of school management. These funds are collected and retained for expenses at the school level. This amount has been carried over from the 2025-2026 fall budget and will be updated for the 2026-2027 budget document.

### **6. Metro Continuing Education (MCE)**

This allocation includes Summer School and Adult Education. Summer School funding is based on the previous year's completed credits.

### **7. External Revenue Allocations – Central**

This allocation is a flow-through amount, whereby there is a direct revenue amount related to the allocation. This amount has been carried over from the 2025-2026 fall budget and will be updated for the 2026-2027 budget document.

### **8. Division-Level Fixed Costs**

This line represents an allocation for a variety of costs covered at the Division level to limit their impact to school budgets (additional details are included on Attachment V).

### **9. Division-Level Committed Costs**

This includes a variety of Division-level committed costs (additional details are included on Attachment V).

### **10. System Administration**

To align with the System Administration grant, a matching allocation has been created. This grant is targeted and intended to cover governance (Board of Trustees) and school authorities' central administration costs. These costs cannot exceed the amount of the grant. The System Administration Grant was reduced in the 2026-2027 provincial budget.

### **11. Supported Capital and Infrastructure and EPSB's Infrastructure Maintenance Renewal (IMR)**

Government funded buildings and capital items are amortized over their useful life and an equal amount is recognized as revenue from the Province each year.

Although the IMR grant has been discontinued, the Division plans to maintain its own internal IMR program. For 2026–2027, the proposed budget includes \$13.8 million for this (consistent with the current year funding), with funding being allocated 50 per cent to operational expenses and 50 per cent to capital needs.

Capital additions that are funded through the Divisions' operating budget or capital reserve are included in the Fiscal and Debt allocations and are not included in this amount.

**12. Teacher's Retro Salary**

For certificated staff, the collective bargaining agreement with the Alberta Teacher's Association (Local 37) expired on August 31, 2024. As such the unit costs for teachers remained the same for both the 2024-2025 and the 2025-2026 school years. In October 2025, the Alberta Government passed legislation (Bill 2) resulting in a four-year collective agreement (September 1, 2024 to August 31, 2028). The deal included salary increases for each year of the agreement. During the 2025-2026 school year, the division received additional funding to cover the cost of the retroactive pay. For the 2026-2027 budget, the unit costs have been increased in conjunction with the budget allocations so no stand alone unit cost or retro salary allocation is required.

**13. Alberta Teachers' Retirement Fund (ATRF)**

This amount represents a flow-through of teacher retirement benefits paid by the Province on behalf of our teachers and matches the revenue received. This amount has been carried over from the 2025-2026 fall budget and will be updated for the 2026-2027 budget document.

**Edmonton Public Schools**  
**2026-2027 Distribution of Funds - Direct School Allocations**

	2026-2027 Distribution of Funds	2025-2026 Fall Budget	Variance \$	Variance %	NOTES
<b>SCHOOL ALLOCATIONS</b>					
Alternate Allocation	\$ 32,680,624	\$ 31,049,414	\$ 1,631,210	5.3%	1
Base Allocation	69,121,482	65,243,604	3,877,878	5.9%	2
Campus EPSB	462,419	250,638	211,781	84.5%	3
Classroom Complexity	6,802,675	6,837,182	(34,507)	-0.5%	4
Community Use of Schools	332,377	332,377	-	-	5
Division One Targeted Allocation	40,000,000	40,000,000	-	-	6
Educ. Progr. in and Institution/Specialized Educ. Program	11,929,496	10,908,719	1,020,777	9.4%	7
Enrolment Projection Adjustment	8,053,439	-	8,053,439	-100.0%	8
First Nations, Metis and Inuit	14,727,563	13,973,746	753,817	5.4%	9
High Social Vulnerability	6,000,000	6,000,000	-	-	10
Moderate Language Delay (ECS)	278,229	347,775	(69,546)	-20.0%	11
Operations and Maintenance	22,139,847	22,201,907	(62,060)	-0.3%	12
Program Unit Funding - Pre-Kindergarten	10,214,504	10,041,194	173,310	1.7%	13
* September Actual Enrolment vs Projected Enrolment Relief	5,000,000	5,000,000	-	100.0%	14/29
Service Agreements Allocation	3,000,000	2,000,000	1,000,000	50.0%	15
Program Unit Funding - Kindergarten	10,672,800	11,791,214	(1,118,414)	-9.5%	16
Special Education Supplemental Allocation	10,000,000	10,000,000	-	-	17
Weighted Enrolment Allocation	791,785,999	692,129,238	99,656,761	14.4%	18
<b>Subtotal School Allocations</b>	<b>\$ 1,043,201,558</b>	<b>\$ 928,107,008</b>	<b>\$ 115,094,550</b>	<b>12.4%</b>	
<b>OTHER SUPPLEMENTAL SCHOOL ALLOCATIONS</b>					
Equity Fund	10,000,000	10,000,000	-	-	19
School Lease Payments	3,675,253	3,389,038	286,215	8.4%	20
Transportation for amiskwaciy and Awasis	441,000	441,000	-	-	21
<b>Provincial Priority Funding Allocations</b>					
Class Size and Complexity	26,418,833	3,881,167	22,537,666	580.7%	22
Curriculum Implementation	5,123,797	2,530,928	2,592,869	102.4%	23
Literacy and Numeracy Support Allocation	2,637,877	1,714,052	923,825	53.9%	24
Low Incidents Supports and Services	521,646	518,997	2,649	0.5%	25
Mental Health & Well-Being	5,662,336	4,639,644	1,022,692	22.0%	26
<b>Program Enhancement Allocations</b>					
CAT-4 Allocation	1,100,000	1,100,000	-	-	27
Dual Credit Allocation	430,000	280,000	150,000	53.6%	28
* Educational Assistant (EA) internship Program	2,000,000	1,950,000	50,000	2.6%	29
Equity Achievement Project	2,428,749	2,215,500	213,249	9.6%	30
School Belonging and Safety Allocation	487,081	681,004	(193,923)	-28.5%	31
* Unit Cost Relief	-	18,431,838	(18,431,838)	-100.0%	32
<b>Subtotal Other Supplemental Allocations</b>	<b>\$ 60,926,572</b>	<b>\$ 51,773,168</b>	<b>\$ 9,153,404</b>	<b>17.7%</b>	
<b>TOTAL DIRECT SCHOOL ALLOCATIONS</b>	<b>\$ 1,104,128,130</b>	<b>\$ 979,880,176</b>	<b>\$ 124,247,954</b>	<b>12.7%</b>	

\* These allocations are funded through access to a portion of our accumulated operating surplus. Additional details have been included in Attachment VI.

Note: Some of the 2025-2026 Budget figures have been reclassified to conform to the comparable 2026-2027 Distribution of Funds.

## **Attachment IV - Notes to Supplement the 2026-2027 Distribution of Funds – Direct School Allocations**

*Unless otherwise noted, variance explanations have been provided for amounts where the 2026-2027 Distribution of Funds differ from the 2025-2026 Fall Budget by more than five per cent.*

### **1. Alternate Allocation**

Some schools/programs are very specialized and receive their budget allocations differently than other schools in the Division. This allocation represents the resources provided to Alberta School for the Deaf, Argyll Centre, Aspen, Braemar, Centre High, the CASA Day Program, and the Outreach programs. The increase in this allocation corresponds to increases in staff unit costs, the relocation of one of the Learning Stores to Mill Woods and growing enrolment at Argyll Centre.

### **2. Base Allocation**

A fixed base allocation is provided to every school to cover the unit cost of a principal, an administrative assistant and a head custodian. The increase to this allocation represents the increase to unit costs for all staffing groups.

### **3. Campus EPSB**

Campus EPSB is designed to provide students with another way to earn high school credits, industry credentials and get ahead of studies or prepare for post-secondary education. It provides opportunities and hands-on experiences that help students plan their next steps.

Campus EPSB offers semester options during the school year. The opportunities allow students to take a semester-long 2-4 block course at another high school or industry site, and immerse themselves in an area of study of their interest.

This allocation is intended to offset some of the expenses of Campus EPSB and is given to schools offering the Campus EPSB options.

Depending on enrolment in the courses offered to students through Campus EPSB, the allocation may stay the same or be reduced for the fall revised budget.

In 2026-2027, two new courses including Housing Construction and Health Care Aide will be available to senior high students.

### **4. Classroom Complexity**

The Classroom Complexity grant is provided to school divisions by Alberta Education and Childcare to address classroom complexity by adding more classroom support staff such as educational assistants or increasing their hours, by providing additional training opportunities for staff and/or by hiring additional support specialists such as counsellors, psychologists, interpreters and additional teachers. The funding from this grant is used to supplement the Weighted Enrolment Allocation. Note, this grant is in addition to the new Class Size and Complexity grant that was initiated in 2025-2026 (See note 22 for more details).

### **5. Community Use of Schools**

This allocation is to accommodate the public use of schools and is intended to cover the costs associated with afterhours use, including custodial costs; it is calculated based on information on public use of schools from the previous school year. The amount currently reflected for 2026-2027 is based on actual usage from 2024-2025 and will be updated in the fall based on actual usage from 2025-2026.

### **6. Division One Targeted Allocation**

The Board of Trustees has identified early learning in both literacy and numeracy as a high priority. This allocation provides additional resources to Division I children and students.

**7. Educational Programs in an Institution/Specialized Education Program**

This allocation is based on the projected number of students who reside in an institution or who temporarily attend educational programs in shelters, hospitals, or other facilities. This allocation is a flow-through where the exact amount of provincial funding received is allocated directly to the programs.

**8. Enrolment Projection Adjustment**

The Funding Profile is based on the Division's projected enrolment submitted to the Province in early January, with any variance between projected and actual September enrolment resulting in funding adjustments. While the total projected enrolment remains unchanged, administration has revised the student composition, which may reduce funding for certain grants, including Refugee, EAL, and PUF. As a precaution, the related portion of funding will be held back centrally in the spring budget but will be available for allocation in the fall once actual enrolment is confirmed.

**9. First Nations, Métis and Inuit**

This per-student allocation is based on the number of students who self-identify as First Nations, Métis or Inuit. The prior year, September count date actual enrolment data is used to calculate the amount of the allocation for the spring budget. The transportation portion of the allocation provides transportation for junior high students attending amiskwaciy Academy and elementary students attending the Awasis program. A portion of this funding is redirected from senior high schools to Curriculum and Learning Supports for First Nations, Métis and Inuit Senior High Completion Coaches. Schools with the coaching component include Eastglen, Jasper Place, Queen Elizabeth and Dr. Anne Anderson. An increase to the provincial funding for First Nations, Metis and Inuit students corresponds to the increase to this allocation.

**10. High Social Vulnerability**

The High Social Vulnerability allocation is intended to provide assistance to the top 60 of our schools with a significant percentage of students deemed as being socially vulnerable. Mobility, median income and lone-parent families averaged over a three-year period comprise the data used to calculate the schools' high social vulnerability ranking and the allocation. During the 2026-2027 school year, the Budget Allocation Committee will review this allocation alongside the Equity Achievement Project (EAP) allocation to determine if the two should be merged.

**11. Moderate Language Delay Grant (Pre-K & Kinder)**

This is a targeted allocation to match the provincial grant being provided to jurisdictions for children with moderate language delays who require additional supports beyond that offered in a regular Kindergarten program. The allocation amount is tied to the projected number of children with moderate language delays.

**12. Operations and Maintenance (O&M)**

The school Operations and Maintenance (O&M) allocation, sourced from Alberta Education and Childcare, is determined by a student-driven calculation that factors in both normalized enrolment and total square footage. While all schools receive a Base Allocation to fund one head custodian, those exceeding 100,000 square feet receive an additional O&M allocation based on their total area, including portables.

For the 2026-2027 school year, although the overall provincial grant increased, the funds available for direct school allocations have decreased. This is due to two primary factors: the Division's rising utility costs and the increased unit costs required to fund the custodial portion of the Base Allocation.

**13. Program Unit Funding - Pre-Kindergarten**

This allocation is provided to Pre-Kindergarten programs for children with a severe disability or severe language delay who require additional support and is a flow-through where 100 per cent of the funding received is allocated directly to the sites. Funding rates for the PUF Grant were increased in the provincial 2026-2027 budget.

**14. September Actual Enrolment vs Projected Enrolment Relief**

This allocation will occur in the fall based on fluctuations in a school's actual September count date weighted enrolment versus their projected enrolment. This allocation is being funded through a request to access a portion of our accumulated operating surplus funds.

**15. Service Agreements Allocation**

This allocation is intended to cover the expenses related to some of the Division's most complex students. Additional services are provided to these students through partner organizations such as Entrust, UP Schools, E2 Academy and Elves. As the Division's enrolment increases, there is a corresponding increase in these services.

**16. Program Unit Funding – Kindergarten**

This is a targeted allocation to match the provincial grant being provided to school jurisdictions for children with severe disabilities or severe language delays who require additional supports beyond that offered in a regular Kindergarten program. The allocation is based on the projected number of Kindergarten children that will require supports for severe disabilities or severe language delays.

**17. Special Education Supplemental Allocation**

This allocation is intended to provide additional resources to students in need of specialized support and/or services. The allocation is directed to students requiring mild, moderate, severe and profound supports.

**18. Weighted Enrolment Allocation**

Distributed based on the Division's weighted enrolment, this is our largest allocation and accounts for roughly 72 per cent of total direct school funding. The funding level correlates directly to each school's specific weighted enrolment needs and is further bolstered by the Classroom Complexity Grant. This year's increase is driven by enrolment growth, higher provincial grants, and the inclusion of retroactive teacher salary grants—which were previously held back until the collective agreement was settled. (For additional information on this allocation, refer to Appendix II).

**19. Equity Fund**

The Equity Fund was established by the Board to support the Division's four Cornerstone Values: Collaboration, Accountability, Integrity, and Equity.

The Equity Fund allocation is distributed to the four school leadership groups supervised by the assistant superintendents of schools. The allocation may support projects to enhance learning and to support students in areas such as literacy, numeracy, and mental health. The fund supports schools that encounter unusual or unexpected budget challenges during the year. The allocation is distributed to schools at the discretion of the assistant superintendents.

**20. School Lease Payments**

This allocation reflects the lease payments for our Outreach programs, amiskwaciy, and Christian schools for the ongoing repair, maintenance and operation of their facilities. The lease payments for 2026-2027 have increased resulting in a corresponding increase to this allocation.

**21. Transportation for amiskwaciy and awâsis waciston**

This is the transportation portion of the First Nations, Metis and Inuit allocation. It provides transportation for junior high students attending amiskwaciy Academy and elementary students attending the Awâsis program at awâsis waciston school.

**22. Class Size and Complexity**

On February 12, 2026, the provincial government announced a \$143 million investment aimed at supporting Alberta's most complex classrooms. Edmonton Public Schools' share of this grant is \$30.3 million. These funds are designated to hire 101 complexity teams. Each team consists of one certificated teacher and two educational

assistants, totaling 101 teachers and 202 educational assistants. Approximately \$3.9 million will be used in 2025-2026 with the remaining \$26.4 million for 2026-2027. \$25.4 million will be used to support the classroom complexity teams while \$1.03 million will be used to support additional specialized supports such as occupational therapists or speech language pathologists.

### **23. Curriculum Resource Allocation**

Alberta Education has provided funding for school divisions for learning and teaching resources to support the implementation of the new social studies curriculum. Corresponding allocations are then provided to schools. In 2025-2026, the allocation was directed to children/students in Kindergarten to Grade 3. This year's allocation is directed toward students in Grades 4 to 6 using a school's September count date enrolment. These funds are designated for learning/teaching resources and professional learning/collaboration. A portion is also allocated to Curriculum and Learning Supports, whose staff will support schools with the implementation of the new curriculum.

The Division also received funding to support Grades 7 to 9 optional piloting of draft mathematics, career education & financial literacy and physical education & wellness curricula in the 2026-2027 school year. This funding is also intended to enable schools to prepare for the mandatory implementation of new curricula in the 2027-2028 school year. This portion of the funding will be retained centrally and allocated to schools later in the year when the Division receives further details on eligible costs.

### **24. Literacy and Numeracy Support Allocation**

The Province provides Literacy and Numeracy Support funding to school divisions to support targeted intervention programming to students identified as being at risk through Kindergarten to Grade 3 literacy and numeracy screening assessments. This funding is based on the Literacy and Numeracy assessment data reported to the Province. The provincial funding is intended to augment the intervention programming planned to support at risk students in these grades. Schools will have the flexibility to design intervention programming to best meet student needs. Once the funding amounts have been confirmed and received, corresponding budget allocations or amendments to school and central cost centres will occur.

### **25. Low Incidence Supports and Services Grant (LISS)**

This allocation is intended to assist with the high cost associated with the specialized supports and services required to meet the educational needs of learners with low-incidence disabilities such as deaf/hard of hearing and blind/visually impaired. A projected increase to the provincial grant results in a corresponding increase in the 2026-2027 allocation.

### **26. Mental Health Supports**

The Division has a range of initiatives in place that span across all three levels (Universal, Targeted and Specialized) of the pyramid of intervention approach and reflect the efforts of both schools and central units to support the well-being and mental health of all students.

**Mental Health Classrooms** known as CARE (Confidence, Academics, Relationships and Emotional Regulation) were initiated in 2022-23, CARE classrooms consist of a Teacher, EA, Mental Health Therapist, Consulting Registered Psychologist and are administered through Hospital School Campuses. 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.

**Mental Health Therapists:** To help support the work occurring in schools around belonging and safety, the Division has developed a framework - Building a Culture of Belonging and Safety: A Shared Responsibility. This framework emphasizes the relationship of belonging and safety and how the two are foundational to student success in school. The model of having a school-based mental health therapist in this framework helps build and increase this sense of belonging and safety, positive behaviors, improves academic outcomes and supports health and well-being. The school-based mental health therapist works in collaboration with schools' multidisciplinary teams by providing on-site therapy and mental health services to students. This role focuses on addressing

students' mental health needs, offering individual and group therapy, crisis intervention, a pathway to care and preventative mental health education. The therapist works closely with school-based teams to identify students who may be at risk, ensuring a coordinated approach to student safety and well-being. This collaboration aims to create a supportive and secure school environment, where mental health concerns are addressed proactively alongside safety measures.

- **The Mental Health Team** (a collaboration between SLS and Hospital School Campus) delivers equitable crisis and risk assessment support to all schools in the Division. The goal is to provide every student with timely, streamlined, and responsive care.
- **Mental Health Therapists (MHT)** deliver school-based mental health support through group or 1:1 intervention, parent information and school/teacher consultation.
- **Mental Health Capacity Building (MHCB)** initiative focuses on providing universal (prevention and promotion) mental health supports to students across all Division schools. As the mental health needs of students become more targeted and individualized our Mental Health Therapist supports increase. Students requiring specialized intervention receive a continuum of support and the role of health partners becomes more important. MHCB Wellness Coaches prioritize universal support through classroom sessions and activities, staff professional learning opportunities and parent information sessions. MHCB Wellness Coaches work closely together with the Hospital School Campus (HSC) Mental Health Therapist team to reduce barriers to accessing mental health services for students.

#### **27. The Canadian Achievement Test (CAT)-4 Allocation**

This allocation is intended to cover the costs associated with an assessment tool used for students in Grades 2 through 9, to identify where students are in respect to literacy and numeracy learning. By administering the test in the fall and again in the spring, schools will be able to monitor individual student growth within the same year.

#### **28. Dual Credit Allocation**

This allocation supports optional career-based high school programming. It can assist students in making meaningful transitions to post-secondary education or the workplace. Dual credit courses allow students to earn both high school credits and credits that count towards a post-secondary certificate, diploma or degree. For 2026-2027, the allocation is being increased to expand opportunities for senior high school students.

#### **29. Planned Use of Operating Reserves - Schools**

Allocations that are funded by the Division's accumulated operating surplus are further detailed on Attachment VI.

#### **30. Equity Achievement Project (EAP)**

The Equity Achievement Project (EAP) is a collaborative, evidence-based approach designed to improve literacy and numeracy outcomes for the Division's most vulnerable students. Funding specifically supports designated lead teachers at participating schools and provides expert consultant support. By addressing student well-being holistically, the EAP model overcomes barriers associated with high social vulnerability through a focus on teacher capacity, student self-efficacy, and shared leadership. After a successful pilot funded by surplus reserves, the EAP is now being proposed as a permanent budget allocation. During the 2026-2027 school year, the Budget Allocation Committee will review this allocation alongside the High Social Vulnerability allocation to determine if the two should be merged.

#### **31. School Belonging and Safety Allocation**

Introduced in 2025-2026, the School Belonging and Safety Allocation provides evidence-based support to enhance inclusion across the Division. For the 2026-2027 school year, this funding continues to drive the Anti-Racism, Reconciliation and Equity Action Plan, fulfilling our commitment to equity and belonging for all students and staff.

Guided by the voices of students, staff, families and community, the allocation focuses on expanding equitable opportunities and building staff capacity and confidence to be responsive to the needs of all students. The funds support a range of intentional actions by providing engagement opportunities, dedicated staffing, collaboration

with community, the development of supporting resource materials, and translation services. This work represents the Division's commitment to school communities that reflect belonging and safety for all.

**32. Unit Cost Relief**

For certificated staff, the collective bargaining agreement with the Alberta Teacher's Association (Local 37) expired on August 31, 2024. As such the unit costs for teachers remained the same for both the 2024-2025 and the 2025-2026 school years. In October 2025, the Alberta Government passed legislation (Bill 2) resulting in a four-year collective agreement (September 1, 2024 to August 31, 2028). The deal included salary increases for each year of the agreement. During the 2025-2026 school year, the division received additional funding to cover the cost of the retroactive pay and an allocation called Unit Cost Relief was given to schools. For the 2026-2027 budget, the unit costs have been increased in conjunction with the budget allocations so no stand alone unit cost or retro salary allocation is required.

Edmonton Public Schools  
2026-2027 Distribution of Funds - Other Allocations

	2026-2027 Distribution of Funds	2025-2026 Fall Budget	Variance \$	Variance %	Notes
<b>DIVISION LEVEL FIXED COSTS</b>					
Fiscal and Debt Services	\$ 16,047,774	\$ 16,047,774	\$ -	-	1
High Speed Networking	3,318,300	3,318,300	-	-	
Insurance	11,015,549	11,012,015	3,534	0.03%	
Utilities	28,200,000	26,600,000	1,600,000	6.0%	2
	<u>\$ 58,581,623</u>	<u>\$ 56,978,089</u>	<u>\$ 1,603,534</u>	<u>2.8%</u>	
<b>DIVISION LEVEL COMMITTED COSTS</b>					
Audit	\$ 136,946	\$ 136,946	\$ -	-	
* Board of Trustees	2,660,736	2,348,786	311,950	13.3%	3
Central Building Maintenance	425,000	425,000	-	-	
Central Holdback	-	-	-	-	
Core Technology Enterprise Management	5,910,266	5,760,266	150,000	2.6%	4
Division Awards	8,900	8,900	-	-	
Division Feedback Survey	155,997	142,400	13,597	9.5%	5
Enterprise Systems	6,765,293	6,515,293	250,000	3.8%	6
Human Resources Supply Services	15,100,353	14,827,581	272,772	1.8%	7
Infrastructure Parking Allocation	755,000	755,000	-	-	
* Language and Cultural Support	3,397,025	3,358,889	38,136	1.1%	8
Operations and Maintenance	25,195,585	21,071,840	4,123,745	19.6%	9
* Partnership Commitments	3,608,440	3,811,747	(203,307)	-5.3%	10
Professional Improvement Leaves	1,350,000	1,300,000	50,000	3.8%	11
Staff Development	523,707	501,831	21,876	4.4%	12
Student Transportation	59,159,763	56,232,471	2,927,292	5.2%	13
	<u>\$ 125,153,011</u>	<u>\$ 117,196,950</u>	<u>\$ 7,956,061</u>	<u>6.8%</u>	
<b>INDIRECT SCHOOL ALLOCATIONS AND SYSTEM ADMINISTRATION</b>					
	2026-2027 Distribution of Funds	2025-2026 Fall Budget	Variance \$	Variance %	
CENTRAL REVENUE ALLOCATIONS	\$ 11,950,012	\$ 11,950,012	\$ -	-	
METRO CONTINUING EDUCATION (MCE)	10,435,738	10,320,499	115,239	1.1%	
	<u>\$ 22,385,750</u>	<u>\$ 22,270,511</u>	<u>\$ 115,239</u>	<u>0.5%</u>	
<b>CENTRAL DECISION UNITS</b>					
** Corporate Services	\$ 28,927,413	\$ 25,786,846	\$ 3,140,567	12.2%	**
Curriculum and Resource Support	8,387,061	8,013,790	373,271	4.7%	12
International Programs	692,456	688,402	4,054	0.6%	12
** Office of the Superintendent	9,939,333	9,585,972	353,361	3.7%	**
** Operations and Learning Supports	55,353,429	50,958,252	4,395,177	8.6%	**
Specialized Learning Supports	23,636,852	23,080,826	556,026	2.4%	12
Student Information	1,326,755	1,120,919	205,836	18.4%	12
	<u>\$ 128,263,299</u>	<u>\$ 119,235,007</u>	<u>\$ 9,028,292</u>	<u>7.6%</u>	
<b>CLASSIFIED AS:</b>					
INDIRECT SCHOOL ALLOCATIONS	\$ 87,219,325	\$ 77,385,802	\$ 9,833,523	12.7%	
SYSTEM ADMINISTRATION	41,043,974	41,849,205	(805,231)	-1.9%	18
	<u>\$ 128,263,299</u>	<u>\$ 119,235,007</u>	<u>\$ 9,028,292</u>	<u>7.6%</u>	

\* See Attachment V<sup>A</sup> - for a detailed breakdown of this line item.

\*\* See Attachment V<sup>B</sup> - for a detailed breakdown of this line item.

Note: Some of the 2025-2026 Budget figures have been reclassified to conform to the comparable 2026-2027 Distribution of Funds.

**Edmonton Public Schools**  
**2026-2027 Distribution of Funds - Other Allocations**  
**Detailed Breakdown - Division Level Committed Costs**

	2026-2027 Distribution of Funds	2025-2026 Fall Budget	Variance \$	Variance %	
<b>LANGUAGE AND CULTURAL SUPPORT</b>					
First Nations, Metis and Inuit Education	\$ 1,007,892	\$ 988,020	\$ 19,872	2.0%	8
Language Centre at Woodcroft	2,389,133	2,370,869	18,264	0.8%	8
	<b>\$ 3,397,025</b>	<b>\$ 3,358,889</b>	<b>\$ 38,136</b>	<b>1.1%</b>	
<b>BOARD OF TRUSTEES</b>					
ASCA Membership	\$ 21,500	\$ 21,500	-	-	
ASBA Membership	236,300	236,300	-	-	
Board Initiative Fund/Chair Discretionary Fund	47,150	47,150	-	-	
Board of Trustees	1,160,486	1,129,536	30,950	2.7%	3
Elections	1,100,000	819,000	281,000	34.3%	3
PSBAA Membership	77,800	77,800	-	-	
Trustee Transition Allowance	12,500	12,500	-	-	
Youth Engagement Model	5,000	5,000	-	-	
	<b>\$ 2,660,736</b>	<b>\$ 2,348,786</b>	<b>\$ 311,950</b>	<b>13.3%</b>	
<b>PARTNERSHIP COMMITMENTS</b>					
Alberta Youth Theatre Collective	\$ 20,000	\$ 20,000	-	-	
Community University Partnerships	12,500	12,500	-	-	
Confucius Institute	223,000	223,000	-	-	
Corporate Challenge	8,500	6,000	2,500	41.7%	10
Nutrition Grant	3,137,690	3,348,497	(210,807)	-6.3%	10
Partnership for Kids (All in for Youth)	196,000	191,000	5,000	2.6%	10
United Way	750	750	-	-	
The Learning Partnership	10,000	10,000	-	-	
	<b>\$ 3,608,440</b>	<b>\$ 3,811,747</b>	<b>\$ (203,307)</b>	<b>-5.3%</b>	

Note: Some of the 2025-2026 Budget figures have been reclassified to conform to the comparable 2026-2027 Distribution of Funds.

**Edmonton Public Schools**  
**2026-2027 Distribution of Funds - Other Allocations**  
**Detailed Breakdown - Central Decision Units**

	<b>2026-2027 Distribution of Funds</b>	<b>2025-2026 Fall Budget</b>	<b>Variance \$</b>	<b>Variance %</b>	
<b>OFFICE OF THE SUPERINTENDENT</b>					
Board Office and Strategic Division Supports	\$ 3,073,209	\$ 3,032,957	\$ 40,252	1.3%	12
Division Support Services	2,625,653	2,336,533	289,120	19.1%	12/16
General Counsel	1,513,998	1,511,269	2,729	0.6%	12
Office of the Superintendent of Schools	479,227	476,351	2,876	0.1%	12
School Leadership Groups	2,247,246	2,228,862	18,384	0.2%	12
	<u>\$ 9,939,333</u>	<u>\$ 9,585,972</u>	<u>\$ 353,361</u>	<u>0.2%</u>	
<b>CORPORATE SERVICES</b>					
Edmonton Public Schools Foundation	\$ 402,908	\$ 382,924	\$ 19,984	5.2%	12
Financial Services	9,312,609	8,646,406	666,203	7.7%	12/14
Human Resources	19,211,896	16,757,516	2,454,380	14.6%	12/15
	<u>\$ 28,927,413</u>	<u>\$ 25,786,846</u>	<u>\$ 3,140,567</u>	<u>9.5%</u>	
<b>OPERATIONS AND LEARNING SUPPORTS</b>					
Communications	\$ 3,150,966	\$ 3,272,098	\$ (121,132)	-3.7%	12/17
Information Management	1,648,770	1,516,762	132,008	8.7%	12/17
Integrated Infrastructure Services	12,736,079	10,529,876	2,206,203	21.0%	12/17
Distribution Centre	2,145,702	2,173,020	(27,318)	-1.3%	
Programming and Student Accommodation	8,800,000	8,800,000	-	-	
Division Technology	26,871,912	24,666,496	2,205,416	8.9%	12/17
	<u>\$ 55,353,429</u>	<u>\$ 50,958,252</u>	<u>\$ 4,395,177</u>	<u>8.6%</u>	

*Note: Some of the 2025-2026 Budget figures have been reclassified to conform to the comparable 2026-2027 Distribution of Funds.*

## **Attachment V - Notes to Supplement the 2026-2027 Distribution of Funds – Other Allocations**

*Unless otherwise noted, variance explanations have been provided for amounts where the 2026-2027 Distribution of Funds differ from the 2025-2026 Budget by more than five per cent.*

### **1. Fiscal and Debt Services**

This decision unit is responsible for debenture and capital loan principal payments, interest costs and the amortization cost for Division supported capital assets such as buildings.

### **2. Utilities**

Energy Management is the Division's cost centre that manages utilities, energy conservation opportunities for schools, and monitors consumption and cost data. This decision unit works closely with outside organizations in identifying energy saving initiatives, obtaining available grants and identifying ways to reduce greenhouse gas emissions. This decision unit sponsors the Division's environmental awareness program and initiatives. The increase to the utilities allocation addresses the rising cost of energy.

### **3. Board of Trustees**

The City of Edmonton charges school divisions for their share of costs associated with Trustee elections that take place every four years. This amount represents the total cost of the election and is expensed equally over the four-year term. An increase to this allocation is necessary as the Division's portion of election costs have more than doubled from the last election in 2021 compared to the recent 2025 election. This significant rise is driven by:

- System Upgrades: Necessary improvements were required for the City of Edmonton's Election Logistics Management System (ELMS).
- Legislative Mandates: The *Municipal Affairs Statutes Amendment Act* (Bill 20) banned electronic tabulators, necessitating manual counting, separate ballot boxes for each race, and a substantial increase in election-specific personnel and staffing. Bill 20 alone is estimated to have added \$0.82 million to the total cost.

These expenses must be drawn exclusively from the System Administration Grant, which receives no dedicated funding for elections and is strictly capped. The financial burden is further compounded by a projected 5.0 per cent reduction to this grant for the 2026-2027 school year.

Other increases to the allocation are required to account for the increases to administrative staff unit costs.

### **4. Core Technology Enterprise Maintenance**

This allocation supports a variety of technology infrastructure hardware such as the network, servers, computers, wireless devices, and power systems, etc. Inflationary increases to Virtual Machine software (VMWare) that is used to run certain Division applications has resulted in increases to the allocation. This increase excludes any cost escalations for Google and Microsoft licenses as those are captured under the Enterprise Systems cost centre.

### **5. Division Feedback Survey**

The Division Feedback Survey piloted in the 2014-2015 school year. It was revised and officially conducted for the first time in 2016-2017. It is now conducted annually and aligned with the Division Strategic Plan to measure progress over time and to identify areas for improvement. The purpose of the survey is to:

- gather feedback from stakeholders (staff, students and families) for the purposes of planning and continuous improvement.
- serve as one of many data sources that Division leaders can use to monitor progress of the Division Strategic Plan, and to inform future decisions, directions and actions.
- help us understand strengths and areas of improvement, so the Division can plan and respond to the changing needs of school communities.

Increased staffing costs have required an increase to this allocation for the upcoming school year.

## **6. Enterprise Systems**

Many technology licenses for software used in Human Resources, Financial Services, Technology and Information Management and other departments are, at least partially, based on student enrolment and the number of staff in the Division. As enrolment and staff increase, there is a corresponding increase to the cost of the licenses. Software contracts are normally negotiated for a three- to five-year term subject to a yearly uplift and/or a student enrolment increase. Our Human Resources and Financial Services systems are perpetual licenses with yearly uplift increases as well as metric increases (student enrolment and staff increases). The largest increase this year is for increases in licenses for Google workspace, as well as increases to additional licenses and replacement of cybersecurity software.

## **7. Human Resources Supply Services**

Supply Services staff temporarily fill in when regular staff members are absent, when there is a vacant position or when extra help is needed. Services include substitute teachers, supply support and supply custodial services. The increase to this allocation is a direct result of the increases to staff unit costs.

## **8. Language and Cultural Support**

Allocations to the Language Centre at Woodcroft, Woodcroft Facilities, and to First Nations, Metis and Inuit Education were increased with the rise in staff unit costs.

## **9. Operations and Maintenance (O&M)**

The O&M allocations are intended to address the Division's responsibility for the operation, maintenance, safety and security of all school buildings. Examples of costs under this program are school costs related to utilities, custodial, amortization, insurance, etc. Increases to these allocations are required to address the rising cost to maintain Division buildings. Since the last adjustment to this allocation, the cost of construction has increased by approximately 60 per cent. There are increases in expenses to keep Division employees safe in areas such as training, occupational health and safety and hazmat testing. As the Division grows, there are increases to the total Division square footage (schools and modulars) which results in higher costs. Increasing staff unit costs also have necessitated an increase to this allocation.

## **10. Partnership Commitments**

Strategic Division Supports collaborate with staff from across the Division and with key community stakeholders. Some of the groups partnered with include the Alberta Youth Theatre Collective, Community University Partnerships, Corporate Challenge, Partnership for Kids, the United Way and The Learning Partnership. The decrease to this allocation is due to the receipt of a one-time retroactive portion of the Federal Nutrition grant during the 2025-2026 school year.

## **11. Professional Improvement Leaves**

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. 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. An increase of \$50K to this allocation was approved by the Board of Trustees at the November 25, 2025 Board Meeting.

## **12. Central Decision Units**

Central Decision Units consist of many department and cost centres such as the Board Office, Division Support Services, Human Resources, Financial Services, Integrated Infrastructure Services, Division Technology, etc. Any increases to allocations to central cost centres that are not outlined in other notes are the result of the increases to staff unit costs.

### **13. Student Transportation**

This allocation is a flow-through amount, whereby there is a direct revenue amount related to the allocation. For the 2026–2027 school year, transportation grant rates have increased.

### **14. Financial Services**

Financial Services is an essential service department whose priority is to develop, monitor and support the business needs of the Division. In addition to the unit cost increases, a one-time allocation has been added to Financial Services to purchase a new fee management system. Please refer to Attachment VI for further information.

### **15. Human Resources**

The Human Resources team embraces an integrated and collaborative approach to developing, implementing and administering initiatives, programs and services which attract, develop, engage and retain qualified, high-performing staff to support the vision, mission and strategic plan of the Division and meet the diverse needs of our students. Specialized areas include Recruitment and Staffing, Human Resources Service Centre, Supply Services, Career Transitions, Staff Development, Leadership Development, Labour Relations and Total Compensation, Employee and Occupational Health Services, and Staff Relations. Reflected in their allocation are increases for a rise in unit costs in addition to the following increases to initiatives including those funded through the Division's accumulated operating surplus (see attachment VI for further information).

- **Special Needs and Language Teacher Development**

These funds support the Division to build teaching capacity in the areas of special needs, French immersion, and teachers in other high priority areas. These teachers are assigned to schools to work alongside experienced teachers and build capacity for placement in the following school year. This pilot has had a positive impact on the Division's ability to hire teachers in these areas of high need and on the retention of teachers in these classrooms.

- **Staffing Resources**

Resources to support teacher and business staffing while continuing a review of processes/candidate experience to determine ongoing needs.

- **HR Technology Systems Review**

Funds to complete an assessment of technology needs; assessment of functionality of PeopleSoft and consideration of moving to the cloud. The objective of this work is to ensure HR systems meet the needs of a growing Division and to reduce duplication of work and assist in automating and/or streamlining manual processes.

- **CUPE 3550 - Agreement Implementation**

Staffing and contract resources will be required to continue the implementation of new letters of understanding (LOU) on certification, workplace safety and job evaluation. The project work started in 2025-2026 and will continue for 2026-2027. An ongoing budget allocation has been built into the ongoing budget allocations for a consultant to manage the ongoing certification and to coordinate practicum placements.

### **16. Division Support Services**

Division Support Services provides advice, assistance and service, on behalf of the Superintendent and Assistant Superintendents of Schools, to support central services, schools, parents, community members and other educational partners. In addition to unit cost increases, this allocation supports the addition of a new FTE to meet rising service demands, with a primary focus on providing behavioral support for schools.

### **17. Operations and Learning Support**

**Communications** role is to support the Division in its internal and external communications with its stakeholders. This work includes fostering open, honest, two-way communication with crisis communication; media relations; issues management; profile of division programs and key initiatives; management of division special events; and profile for all schools. The department also provides strategic communications counsel and support to the Board of Trustees and Superintendent of Schools. Changes to this allocation include small increases to offset rising costs

for the Division's Night of Music, Gift Recognition Program and the Division's Retirement Banquet. There is an overall decrease to the allocation as the upgrade to the Division's website is mostly complete.

**Information Management** is responsible for providing support and training for information and data governance and access rights under provincial legislation, to support the Division's mission and vision. All Division access requests are coordinated through this team. There is an increased need for information governance due to legislation to help manage the information assets across the Division. This allocation has been increased to support additional staff.

**Integrated Infrastructure Services** is responsible for infrastructure support and operations, facility security, facility maintenance and project management, capital planning, property management, programs and student accommodation, stakeholder engagement and support, and student transportation. Increases to this allocation will support several projects which are further outlined in Attachment VI, such as an IIS Delayed Egress Allocation, an Automated External Defibrillator Allocation, and an addition to Dr. Anne Anderson Senior High School.

**Division Technology** is responsible for enterprise technology procurement and support, information management, cyber security, network infrastructure and operations, software and applications, programming services, school information technology support and training, hardware evergreening and recycling, and student information. Increases to these allocations outside of unit costs increases include the following:

- leasing of a certified Tier 3 data centre that is needed to meet the Division's long-term data hosting needs. This shift will avoid future deferred maintenance deficits through a service model that guarantees proactive upkeep and eliminates financial liability for emergency repairs.
- increased funding for the Division's Technology Evergreen program which will extend the lifespan of existing devices, address hardware inflation, supplement the increased display installation costs due to asbestos testing and to help provide technology to classroom complexity teams.
- accessing the Accumulated Operating Surplus (AOS) for cyber security enhancements (see Attachment VI for further details).

#### **18. System Administration**

To align with the System Administration grant, a matching allocation has been created. This grant is targeted and intended to cover governance (Board of Trustees) and school authorities' central administration costs. These costs cannot exceed the amount of the grant. As the System Administration Grant was reduced in the 2026-2027 provincial budget the corresponding allocation has also been reduced.

**Edmonton Public Schools  
Accumulated Operating Surplus (AOS)\* Plan for 2026-2027**

		Amount	Total Amount	Notes
<b>Projected AOS at September 1, 2026 (excluding SGF)</b>			2.7% <b>\$ 36,676,897</b>	A
<b><u>2026-2027 Projected Initiatives Funded through AOS</u></b>				
1	September Actual Enrolment vs Projected Enrolment relief	5,000,000		
2	Continuation of the Education Assistant (EA) Internship (2 EA Mentors & compensation for 2 cohorts of participants (75 each)	2,000,000		
3	Special Needs and Language Teacher Development (Year 5)	1,500,000		
4	Delayed Egress	1,000,000		
5	Fee Management System Upgrade	575,000		
6	Dr. Anne Anderson - Addition Fit up expenses	550,000		
7	Cyber Security Enhancements	500,000		
8	Energy Management - building audits/studies for identification of capital investments	450,000		
9	Automated External Defibrillators (AEDs)	400,000		
10	Staffing Resources	300,000		
11	HR Technology Systems Review	300,000		
12	CUPE 3550 - Agreement Implementation	200,000		
13	New Division website (Year 3 of 3)	60,000		
14	<i>Transportation - NOT FINALIZED / PLACEHOLDER ONLY</i>	<i>4,100,000</i>		
<b>Proposed access to surplus (to be released during 2026-2027) - subject to finalization of transportation</b>		<b>\$ 16,935,000</b>	(16,935,000)	
<b>Projected AOS at August 31, 2027 (excluding SGF)</b>			1.5% <b>\$ 19,741,897</b>	

**Notes:**

- \* The AOS is comprised of internally restricted reserves. Transportation reserve can only be used for transportation-related expenses, System Administration (SA) can be used for SA expenses or the Board can transfer SA reserve funds into the Instruction reserve. Instruction can only be used for Instruction (not for SA expenses).
- A School jurisdictions are required to maintain a minimum one per cent operating reserve balance and a maximum of six per cent of the total expenses reported in the prior year Audited Financial Statements. As the 2025-2026 school year is not completed, actual year end expenses are not yet available. As such, the Division is projecting the AOS ending balance.

## **Attachment VI - Notes to supplement the 2026-2027 Accumulated Operating Surplus (AOS) Plan**

### **1. September Actual Enrolment vs Projected Enrolment Relief**

Even with the recent update to the funded enrolment (AEM) formula, funding is still provided to school divisions based on past enrolment as well as projected enrolment for the upcoming school year. To match this methodology, school budgets are completed in April with allocations being calculated using the individual school's projected enrolment. In the fall, surplus funds are required to support schools where their actual enrolment is higher than their projected enrolment and where the composition of students in September may result in the school requiring additional supports.

### **2. Continuation of the Education Assistant (EA) Internship Program**

This program helps with recruiting and retaining educational assistants through a 16 week program consisting of comprehensive online modules, mentor support, participation in communities of practice, and on-the-job training in the classroom. The increases will allow continued support by educational assistant mentors as well as compensation for two cohorts of educational assistants.

### **3. Special Needs and Language Teacher Development**

These funds support the Division to build teaching capacity in the areas of special needs, French immersion, and teachers in other high priority areas. These teachers are assigned to schools to work alongside experienced teachers and build capacity for placement in the following school year. This pilot has had a positive impact on the Division's ability to hire teachers in these areas of high need and on the retention of teachers in these classrooms.

### **4. Delayed Egress**

Access to surplus funding is requested to accelerate the Division's initiative to install delayed egress infrastructure at applicable school sites, addressing a multi-year backlog. This initiative is expected to continue for two to three years.

### **5. Fee Management System Upgrade**

The proposed budget for the Fee Management System (FMS) upgrade covers the initial implementation, with an ongoing license fee required post-deployment to maintain a direct, automated link with our payment provider. The ongoing license fees will be partially offset through the elimination of fees the Division currently pays to Global Payments and Quickbooks. This integration will drive significant operational efficiencies by eliminating manual triple-entry reconciliation across FMS, Global Payments, and QuickBooks, ensuring that sales and refunds automatically update student records and the general ledger in real-time. For the school accounting, Internal Audit, and cash management teams, the system's ability to instantly consolidate and analyze data across individual schools or the entire division will save countless hours of manual labor. The upgrade should result in a simpler user-experience for families and a streamlined payment and reporting interface for school administration, saving hours of time each month at each school.

### **6. Dr. Anne Anderson High School (DAAHS) - Addition Fit up expenses**

The addition to DAAHS is anticipated to open in the fall of 2027, providing classroom spaces for an additional 600 students. Access to surplus funding is requested to purchase items not covered by the provincial furniture and equipment grant, such as classroom teaching materials, textbooks and custodial supplies and equipment.

### **7. Cyber Security Enhancements**

Access to surplus funding is requested to procure additional tools to combat the persistent and increasing growth in cyber attacks.

### **8. Energy Management**

Access to surplus funding is requested to sustain ongoing project development (building energy audits and engineering studies) to identify and prioritize capital building projects that will have the largest impact in reducing the Division's carbon footprint.

**9. Automated External Defibrillators (AEDs)**

Access to surplus funding is requested in support of the Division's initiative to install AEDs in all Division facilities and to implement a centralized maintenance and evergreening program.

**10. Staffing Resources**

Resources to support teacher and business staffing while continuing a review of processes/candidate experience to determine ongoing needs.

**11. HR Technology Systems Review**

HR Technology Systems Review: Funds to complete a review of HR technology needs including; an assessment of PeopleSoft functionality and implications of moving to the cloud. The objective of this work is to ensure HR systems meet the needs of a growing Division and to reduce duplication of work and assist in automating and/or streamlining manual processes.

**12. CUPE 3550 - Agreement Implementation**

Staffing and contract resources will be required to continue the implementation of new letters of understanding (LOU) on certification, workplace safety and job evaluation. The project work started in 2025-2026 and will continue for 2026-2027. An ongoing budget allocation has been built into the ongoing budget allocations for a consultant to manage the ongoing certification and to coordinate practicum placements.

**13. New Division Website – (Year 3 of 3)**

The Division's public website launched in 2014, urgently needs redesign and redevelopment. Over the last decade, the website has experienced a 233 per cent increase in traffic, underscoring its significance as a crucial resource for families seeking information about what the Division offers. However, users currently face multiple issues, including poor mobile compatibility, an outdated design, accessibility concerns, content management system limitations, a lack of multilingual support and navigation difficulties. Work to redevelop the new website continues, with a targeted launch of late 2026, or spring of 2027. Additional resources are being requested to help with user testing of the new website.

**14. Transportation**

Currently, our transportation department has not finalized the service delivery model for the upcoming school year. A placeholder has currently been included with the operating surplus plan based on the previous year's request. This amount will be updated and will be brought forward with the final budget report.

**Edmonton Public Schools  
2026-2027 Budget - Capital Reserve Plan**

<b>Notes:</b>	<b>Approved</b>	<b>Proposed</b>	
Capital Reserve balance at September 1, 2025			<b>\$ 49,847,275</b>
Less: Projected funds used during 2025-2026 Growth and Student Accommodation (includes			
1 carryforward)	(1,500,000)		(1,500,000)
2 Division Energy and Environment Strategy	(850,000)		(850,000)
3 CFE Capital Plan (includes carryforward)	(7,500,000)		(7,500,000)
4 Expected funds from the sale and transfer of land			<u>1,074,795</u>
<b>Projected Capital Reserve balance at September 1, 2026</b>			<b>\$ 41,072,070</b>
<b>Capital transactions projected for 2026-2027</b>			
Growth and Student Accommodation (includes			
1 carryforward)	(8,000,000)		(8,000,000)
2 Division Energy and Environment Strategy	(1,500,000)		(1,500,000)
3 CFE Capital Plan (includes carryforward)	(4,500,000)		<u>(4,500,000)</u>
<b>Projected Capital Reserve balance at September 1, 2027</b>			<b>\$ 27,072,070</b>
<b>Capital Reserve funded projects, future use:</b>			
1 Growth and Student Accommodation (future use)	(6,500,000)	(5,000,000)	(11,500,000)
2 Division Energy and Environment Strategy	(6,150,000)		<u>(6,150,000)</u>
<b>Projected Uncommitted Capital Reserve balance</b>	<u>\$ (36,500,000)</u>	<u>\$ (5,000,000)</u>	<u>\$ 9,422,070</u>

## Attachment VII - Notes to supplement the 2026-2027 Capital Reserve Plan

### 1. **Growth and Student Accommodation (2026-2027)**

This allocation supports school modifications to accommodate enrolment growth and increasing classroom complexity, and enables the procurement of modular classrooms beyond those funded by the province.

### 2. **Division Energy and Environment Strategy**

The Division is committed to reducing our greenhouse gas emissions. These funds support the action items identified in the Division's Energy and Environment Strategy.

### 3. **CFE Capital Plan**

The Centre for Education (CFE) has reached 43 years of age and several key building components and systems have reached end-of-life and require renewal. These funds support the priority maintenance and renewal projects identified in the CFE Capital Plan. Projects include priority deferred maintenance such as roof renewal, structural repairs, mitigation of groundwater infiltration, and upgrades to the building's electrical system and the Division's data centre and network infrastructure.

### 4. **Expended funds from the sale and transfer of land**

Expected funds include a land sale of a portion of Virginia Park lands to Concordia which was approved prior to the enactment of the *Real Property Governance Act 2024*\* and is expected to be finalized in the 2025-2026 fiscal year. Additionally, 6 school sites were declared surplus by the Division in the 2024-2025 fiscal year and will be transferred to the province at Net book value.

\**The Real Property Governance Act 2024* centralized government oversight of public property assets and changed the handling of public property sales across the government. It also mandates that departments and consolidated entities offer the transfer of public property to Infrastructure.

Edmonton Public Schools 2026-2027 Proposed Budget Grant Funding Analysis	A 2026-2027 Projected Revenue (including enrolment growth) No Rate Changes	D % Increase to Targeted Grants	E = (A x D) \$ Change to Targeted Grants	F = (A + E) 2026-2027 Budget Revenue INCLUDES Grant Rate Changes	2025-2026 Fall Budget	Variance (\$)	Variance (%)	Grant % of Total Provincial Op. Revenue
<b>BASE INSTRUCTION GRANTS</b>								
Kindergarten	\$ 27,185,500	3.00%	\$ 815,600	\$ 28,001,100	\$ 27,747,400	\$ 253,700	0.9%	
Grades 1 to 9	541,205,700	3.00%	16,236,500	557,442,200	530,319,700	27,122,500	5.1%	
<b>Subtotal - Kindergarten to Grade 9</b>	<b>568,391,200</b>		<b>17,052,100</b>	<b>585,443,300</b>	<b>558,067,100</b>	<b>27,376,200</b>	<b>4.9%</b>	<b>43%</b>
High School (Year 1 - 3)	211,785,100	3.00%	6,353,600	218,138,700	204,589,300	13,549,400	6.6%	
High School Year 4	6,314,500	3.00%	189,500	6,504,000	6,535,000	(31,000)	-0.5%	
High School Year 5	953,600	3.00%	28,600	982,200	5,668,700	(4,686,500)	-82.7%	
High School Metro summer	6,456,600	3.00%	193,600	6,650,200	1,016,400	5,633,800	554.3%	
Home Education and Blended Funding	363,100	3.00%	10,900	374,000	2,046,900	(1,672,900)	-81.7%	
Online Education Funding	2,515,100	3.00%	75,500	2,590,600	350,000	2,240,600	640.2%	
Outreach Programs	350,000	3.00%	10,500	360,500	417,200	(56,700)	-13.6%	
<b>Subtotal - High School</b>	<b>228,738,000</b>		<b>6,851,700</b>	<b>235,600,200</b>	<b>220,623,500</b>	<b>14,976,700</b>	<b>6.8%</b>	<b>17%</b>
<b>TOTAL BASE INSTRUCTION GRANTS</b>	<b>797,129,200</b>		<b>23,903,800</b>	<b>821,043,500</b>	<b>778,690,600</b>	<b>42,352,900</b>	<b>5.4%</b>	<b>61%</b>
<b>SERVICES AND SUPPORT GRANTS</b>								
Classroom Complexity	6,802,700		-	6,802,700	6,682,400	120,300	1.8%	
ECS Program Unit Funding (PUF)	17,996,100	6.00%	1,079,400	19,075,500	20,052,700	(977,200)	-4.9%	
English as an Additional Language	30,485,500	6.00%	1,829,100	32,314,500	28,469,600	3,844,900	13.5%	
First Nations, Metis, and Inuit	15,663,900	3.00%	512,600	16,176,500	15,341,300	835,200	5.4%	
EPI and SEP Grant	11,929,500		-	11,929,500	10,908,700	1,020,800	9.4%	
ECS PUF - Moderate Language Delay Grant	262,500	6.00%	15,700	278,200	347,800	(69,600)	-20.0%	
Refugee Student	22,364,000	3.00%	670,900	23,034,900	20,792,300	2,242,600	10.8%	
Specialized Learning Support	100,922,400	3.00%	3,016,000	103,938,400	99,455,700	4,482,700	4.5%	
<b>TOTAL SERVICES AND SUPPORT GRANTS</b>	<b>206,426,600</b>		<b>7,123,700</b>	<b>213,550,200</b>	<b>202,050,500</b>	<b>11,499,700</b>	<b>5.7%</b>	<b>16%</b>
<b>SCHOOL GRANTS</b>								
Operations and Maintenance (O&M)	109,766,100	12.00%	13,169,600	122,935,700	108,877,600	14,058,100	12.9%	
School Technology Grant	3,053,300	3.00%	103,400	3,156,700	3,053,300	103,400	3.4%	
Transportation	39,588,900	6.48%	2,563,700	42,152,600	38,125,300	4,027,300	10.6%	
<b>TOTAL SCHOOL GRANTS</b>	<b>152,408,300</b>		<b>15,836,700</b>	<b>168,245,000</b>	<b>150,056,200</b>	<b>18,188,800</b>	<b>12.1%</b>	<b>12%</b>
<b>COMMUNITY GRANTS</b>								
Geographic	1,534,800		-	1,534,800	1,534,800	-	0.0%	
School Nutrition	3,137,700		-	3,137,700	3,348,500	(210,800)	-6.3%	
Socio-Economic Status (SES)	15,745,500		-	15,745,500	15,653,600	91,900	0.6%	
<b>TOTAL COMMUNITY GRANTS</b>	<b>20,418,000</b>		<b>-</b>	<b>20,418,000</b>	<b>20,536,900</b>	<b>(118,900)</b>	<b>-0.6%</b>	<b>2%</b>
<b>AUTHORITY GRANTS</b>								
System Administration	42,959,900	-5.00%	(1,915,900)	41,044,000	41,850,200	(806,200)	-1.9%	
Teacher Salary Settlement	69,752,400		11,699,900	81,452,300	69,752,400	11,699,900	16.8%	
<b>TOTAL JURISDICTION GRANTS</b>	<b>112,712,300</b>		<b>9,784,000</b>	<b>122,496,300</b>	<b>111,602,600</b>	<b>10,893,700</b>	<b>9.8%</b>	<b>9%</b>
<b>ENROLMENT PROJECTION ADJUSTMENTS</b>								
	-			8,053,400	-	8,053,400	100.0%	1%
<b>SUBTOTAL PROVINCIAL OPERATIONAL REVENUE</b>	<b>1,289,094,400</b>		<b>56,648,200</b>	<b>1,353,806,400</b>	<b>1,262,936,800</b>	<b>90,869,600</b>	<b>7.2%</b>	
Infrastructure Maintenance Renewal (Operating)	7,103,500	-100%	(7,103,500)	-	7,767,600	(7,767,600)	-100.0%	0%
<b>TOTAL PROVINCIAL OPERATIONAL REVENUE</b>	<b>1,296,197,900</b>		<b>49,544,700</b>	<b>1,353,806,400</b>	<b>1,270,704,400</b>	<b>\$ 83,102,000</b>	<b>6.5%</b>	<b>100%</b>

**Analysis:**

	2026-2027 Projected DOF	2025-2026 Fall Budget
<b>Total Provincial Operational Revenue</b>	<b>\$ 1,353,806,400</b>	<b>\$ 1,270,704,400</b>
<b>Year over Year Increase (\$)</b>	<b>\$ 83,102,000</b>	
<i>Year over Year Increase (%)</i>	6.5%	
<b>Per Student Funding:</b>		
<b>Funded FTE</b>	<b>119,690</b>	<b>117,288</b>
<b>Provincial Operational Revenue per Funded FTE</b>	<b>\$ 11,311</b>	<b>\$ 10,834</b>
<b>Year over Year Increase (\$)</b>	<b>\$ 477.00</b>	
<i>Year over Year Increase (%)</i>	4.4%	

<b>Provincial Operational Revenue Analysis</b>		
Enrolment Growth (1.9%)	33,557,300	40.4%
Grant Rate Net Changes	37,844,800	45.5%
Teacher Salary Harmonization	11,699,900	14.1%
	<b>\$ 83,102,000</b>	
Impact of Unit Cost Increases (Estimate)	-\$ 73,788,200	
<b>Realized Year over Year Increase (\$)</b>	<b>\$ 9,313,800</b>	
<i>Realized Year over Year Increase (%)</i>	0.7%	

## Weighted Enrolment Allocation

### Enrolment Types

Different types of enrolment figures are used for a variety of budget allocations. For the 2026-2027 Budget, enrolment is based on Spring 2026 Projected enrolment.

**Regular Enrolment** is the actual student count which recognizes each student at 1.0 FTE. For 2025-2026, the enrolment was 122,014. The projected enrolment for 2026-2027 is 123,811.

**Normalized Enrolment** recognizes Kindergarten enrolment as 0.5 Full Time Equivalent (FTE), Full Day Kindergarten and Grade 1-12 students as 1.0 FTE. For the 2025-2026 budget the normalized enrolment was 112,756.

**Weighted Enrolment** is a type of enrolment that Edmonton Public Schools applies, that takes into account the need for specialized learning supports that may be required by some students. For example, a student with a diagnosis of Cerebral Palsy that is not able to communicate verbally, requires assistance for self help skills and is not mobile requires a high level of specialized learning supports. The Weighted Enrolment Allocation takes this into account and assigns a higher weighting to this student allowing the school to receive a weighted allocation. For the 2025-2026 spring budget the weighted enrolment was 143,446.89.

Additional information on how students are identified as requiring additional support and services is detailed on the last page of this document.

**Weighted Enrolment Allocation** - The Weighted Enrolment Allocation is provided to all schools based on their proportion of the Division's weighted enrolment. The level of specialized learning support required will be correlated to the school's Weighted Enrolment Allocation. This is the largest allocation and represents approximately 72% of the total school allocations. This allocation directly correlates to the needs of the individual students enrolled.

The Weighted Enrolment Allocation is a fixed amount of money each year. The Division cannot over-allocate as our enrolment increases. This allocation is supplemented by the Classroom Complexity Grant. Using the 2025-2026 student rates, this is an example of the calculation of the Weighted Enrolment Allocation for an elementary school of 175 students:

Weighted Enrolment Allocation Calculation Example - School					
Level of Specialized Learning Supports	Level of Specialized Learning Supports as per Pyramid of Intervention (K-12)	2025-2026 Rates*	Ratio	Number of Students	Weighted Enrolment Amount
General	No support required – Completes Tasks Independently (Universal)	\$4,923	1.000	78	\$383,994
Mild	Minimal – Seldom requires Adult Support (Universal)	\$5,558	1.1290	1	\$5,558
Moderate	Moderate – Frequently Requires Adult Support (Targeted)	\$8,923	1.8125	19	\$169,537
Severe	Severe – Extensively Dependent on Adult Support (Specialized)	\$20,033	4.0693	22	\$440,726
Profound	Profound – Constantly Dependent on Adult Support (Specialized)	\$28,154	5.7188	16	\$450,464
Refugee (Moderate)	Refugee Code 640	\$8,923	1.8125	3	\$26,769
English as an Additional Language	EAL Code 301 and 303	\$5,558	1.1290	36	\$200,088
<b>Total</b>				<b>175</b>	<b>\$1,677,136</b>

\*Please note: These rates may change with each spring and fall budget cycle.

Two schools could have the exact regular enrolment but their Weighted Enrolment Allocation could be very different depending on the composition of students enrolled.

## Students in Need of Additional Support and Services

As per the [Standards for Special Education, Amended June 2004](#), (p.1), *“Special education refers to the education of students with mild, moderate, or severe disabilities and those who are gifted and talented. It is founded on the belief that all children can learn and reach their full potential given opportunity, effective teaching and appropriate resources. Instruction, rather than setting, is the key to success and decisions related to the placement of students are best made on an individual basis in a manner that maximizes their opportunity to participate fully in the experience of Schooling.*

The Standards for Special Education, requires school boards to identify and deliver effective programming for students with special education needs in grades 1–12.

The Division uses the [Special Education Coding Criteria 2025/26 - Early Childhood Services to Grade 12: Mild/Moderate, Gifted and Talented, and Severe](#), to assist in identifying students and children in need of additional support and then to assign the appropriate special education code. Each category of special education needs has a code assigned to them. The criteria for these codes are established by the province. The Diagnostic and Statistical Manual of Mental Disorders - Fifth Edition (DSM-5) is used by the province to establish the coding criteria; however the coding criteria is not intended to be used as diagnostic criteria by clinicians. School divisions assign special education codes which are then reported to Alberta Education and Childcare through the Provincial Approach to Student Information (PASI).

The identification and support of students in need of specialized services and support is ongoing throughout the school year based on the following steps:

- School staff identify learning difficulties
- Intervention is put in place
- If additional interventions are required then specialized assessments and/or functional assessments may be completed by qualified staff (doctors, psychologists, psychiatrists, audiologists, occupational therapists, and speech language pathologists are examples of qualified professionals). *“Schools must have the documentation to support the assignment of a special education code. This includes a diagnosis of a disability or disorder by a qualified professional. In addition to this diagnosis, it is essential to have a clear indication of how the disability/disorder impacts the ECS child’s and Grade 1–12 student’s participation and learning in an educational environment”* [Special Education Coding Criteria 2025/26 - Early Childhood Services to Grade 12: Mild/Moderate, Gifted and Talented, and Severe](#), (p. 4). Documentation outlining a student’s diagnosis and the impact of the diagnosis are placed in the student file.
- Schools complete and submit a coding application to Budget and Funding which helps to determine the impact of a student’s special education needs and provides further information regarding their diagnosis.
- Alberta Education’s Special Education Coding Criteria is used, and if a student meets criteria, a special education code is assigned to the student’s file.
- Depending on the level of support the student required, an allocation level is assigned (General, Mild, Moderate, Severe, or Profound). This level is then used to determine a budget allocation to the school through the Weighted Enrolment Allocation.

<b>Date</b>	April 14, 2026
<b>To</b>	Board of Trustees
<b>From</b>	Ron Thompson, Superintendent of Schools
<b>Subject</b>	Three-Year Capital Plan 2027–2030
<b>Originator</b>	Cliff Richard, Chief Infrastructure and Technology Officer
<b>Resource Staff</b>	Shauna Bland, Andrew Ducharme, Jenifer Elliot, David Evans, Terri Gosine, Geoff Holmes, Darryl Kaminski, Andrew Lowerre, Maegan Lukian, Kyle McFarlane, Shaminder Parmar, Crystal Plante, Haydn Sanchez Avery, Shaylin Sharpe, Kristin Shaw, Allison Sylvester, Robert Tarulli, Kyle Wagner, Christopher Wright
<b>Reference</b>	<a href="#">Board Policy EA.BP Infrastructure Planning Principles</a> <a href="#">Three-Year Capital Plan 2026–2029</a> <a href="#">Ten-Year Facility Plan 2026–2035</a> <a href="#">Government of Alberta School Capital Manual 2025/2026</a> <a href="#">Feasibility Study: Autism Centre of Excellence</a>

### ISSUE

The Province requires school divisions to submit a Board-approved Three-Year Capital Plan to Alberta Education and Childcare annually in the spring. The Division’s Three-Year Capital Plan outlines a list of school construction projects over the next three years requested by Edmonton Public Schools to accommodate students into the future. The provincial government uses information from each school division’s plan to inform an overall provincial capital plan for consideration by the provincial Treasury Board Committee as part of the Province’s annual budget cycle.

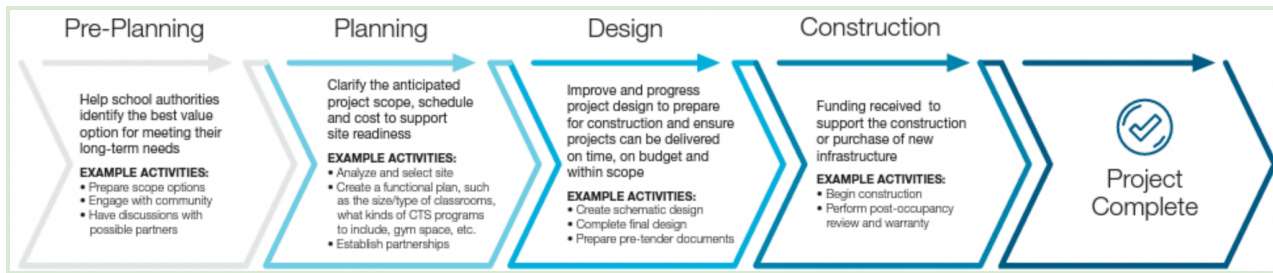
### RECOMMENDATION

**That the Three-Year Capital Plan 2027–2030 be approved for submission to the provincial government.**

### BACKGROUND

The current Three-Year Capital Plan 2026–2029 was approved by the Board of Trustees on April 1, 2025.

The Province utilizes a four-stage funding model for capital projects, encompassing pre-planning, planning, design and construction phases. This systematic approach guides project delivery and facilitates the allocation of resources by the Province throughout the project lifecycle.



The following list outlines ongoing Division capital projects and their corresponding level of provincial funding. As articulated during the capital planning workshop session hosted by the Province in November 2024, projects that have already been formally announced for planning, design or construction funding are to be excluded from future capital plan submissions. Under the current funding model, projects are moved to construction funding once preceding stages are completed.

Project	Provincial Funding Type Announced	Anticipated Opening
Delton K-6 replacement	Construction	Fall 2029
Edgemont K-9	Construction	TBD*
Glenridding Heights 7-12	Construction	Fall 2028
Glenridding Heights K-6	Construction	Fall 2028
McConachie 7-9	Construction	Fall 2028
Rosenthal K-6	Construction	TBD*
Spruce Avenue 7-9 replacement	Construction	Fall 2029
Dr. Anne Anderson addition	Design	Fall 2027 (tentative)
Hawks Ridge K-6	Design	Fall 2031 (tentative)
Aster K-9	Design	TBD
Stillwater K-9	Design	TBD
Autism Centre of Excellence (ACE)	Planning	TBD**
Castle Downs 10-12	Planning	TBD
Crystallina Nera K-6	Planning	TBD
The Grange 10-12	Planning	TBD
River's Edge K-9	Planning	TBD
Silver Berry K-6	Planning	TBD

*\*Edgemont K-9 and Rosenthal K-6 construction projects have encountered extended construction timelines due to geotechnical conditions; completion date to be determined.*

*\*\*Due to the unique scope of the ACE project, it does not automatically progress to the design phase under the Schools Now program and thus remains a priority for submission.*

In September 2024, the Government of Alberta announced the School Construction Accelerator Program. This program was renamed to Schools Now in 2025. This funding model aims to address the province's growing student enrolment by adding over 200,000 student spaces over the next seven years.

In launching the program, the Province committed to:

- build up to 90 new schools
- modernize or replace up to 24 existing schools
- expand the modular classroom program
- expand public charter school builds

The program intends to expedite school construction through accelerated project timelines and streamlined approval processes. This approach enables projects that have received some level of funding at the Province's annual spring budget announcement to progress to advanced stages throughout the year, instead of being dependent on the annual provincial budget announcement.

The proposed aggregated priorities for the Division's Three-Year Capital Plan 2027–2030 are provided for consideration (Attachment I). All Year 1 priorities are ready for design and subsequent construction funding, based on evaluation of need and site readiness status. The Division continues to work closely with the City of Edmonton and the development industry to ensure that future school sites and lands associated with projects in Years 2 and 3 of the plan continue to progress as timely as possible in terms of site readiness. This work will ensure the Division is able to deliver a substantial list of design and construction-ready priorities, with the goal of having as many school projects as possible funded through the provincial Schools Now program.

#### RELATED FACTS

- The Division is required to rank a single, aggregated list of project priorities, which combines new construction with modernization, replacement and solution projects. This requirement ranks new school construction projects serving newer communities alongside those aimed at modernizing, replacing or expanding facilities in mature areas of the city.
- The Division is committed to ensuring equitable access to modern, high-quality learning environments for all students, regardless of their location.
- The Three-Year Capital Plan identifies the Division's capital construction priorities and is required to be approved by the Board of Trustees for submission to the Province annually.
- Site readiness is determined by several factors, including completed or planned servicing and dedication to the City or Division.
- For new construction capital priorities, Year 1 sites are ready for design and construction, while Year 2 sites are nearing readiness, and Year 3 sites require further development.
- School capital priorities are assessed using project drivers focused on enrolment pressures, functionality and programming, efficiency solutions, health and safety, legal considerations and community renewal (school capital projects that contribute to the redevelopment and sustainability of a school community and/or surrounding neighbourhood, as defined in the School Capital Manual).
- The Province is currently project-managing the construction of Delton K–6, Edgemont K–9, Glenridding Heights 7–12, Glenridding Heights K–6, McConachie 7–9, Rosenthal K–6 and Spruce Avenue 7–9.
- The Province is currently project-managing the design of Hawks Ridge K–6 replacement school.
- The Division is currently project-managing the design of the Dr. Anne Anderson High School addition.
- Due to consistent enrolment growth, the Division-wide utilization rate is approximately 90 per cent as of fall 2025.

- The top ten capital priorities span eight different Division planning sectors out of ten total sectors, meaning that projects to create additional school space are currently identified across the city.
- Schools built between 1950 and 1990, comprising nearly 80 per cent of the Division's capacity, are a key focus for modernization, replacement and solution projects, as facility condition data continues to support the evaluation of priorities.
- The elevated level of growth in enrolment means that new school construction requires higher prioritization until there is enough additional infrastructure for the Division to sufficiently accommodate all resident students.
- Ongoing and predictable funding of modernizations, replacements and solution (consolidating multiple, aging schools into a single modernized facility) projects help to address the Division's growing deferred maintenance deficit, which has surpassed \$1 billion and is projected to be \$1.477 billion by 2035.
- Where applicable, based on updated student demographic growth and school utilization data, the Division seeks additional capacity as part of modernization, replacement and solution projects. Recent student enrolment growth in mature areas of the city (due to in-migration, infill and densification) has increased the focus on additions/expansion as part of proposed modernization/replacement projects.
- Given the number of aging school buildings and the incremental repairs and improvements needed on an ongoing basis, ranking buildings by condition leads to subtle ranking changes which cause modernization, replacement and solution priorities to shift annually.
- Requests for temporary additional space through the addition of modular classrooms occurs through a separate provincial process, typically submitted by November 1 annually.
- Since 2010, the Division has installed 503 modular classrooms to accommodate student enrolment growth. For the 2026–2027 school year, the Division has requested and been approved for 32 additional modular classrooms and one modular washroom unit to address needs at schools where space for such installations remains available.

#### Autism Centre of Excellence

- The Autism Centre of Excellence received planning funds in December 2024. Due to the unique scope of the project, it will not automatically advance to the design phase under the Schools Now program and thus remains a priority in the proposed Three-Year Capital Plan 2027–2030. This project is intended to provide purpose-built space as an additional choice for families and students.
  - Following the announcement of planning funds, a Request for Proposal was issued in Spring 2025 for a consulting team to facilitate a [Feasibility Study](#) for the concept.
  - The study determined that new construction represented a better value proposition than modernizing an existing facility.
  - Based on the findings of the Feasibility Study, the Autism Centre of Excellence priority has shifted from a modernization of an existing school (as listed in the Three-Year Capital Plan 2026–2029) to a new construction project. As a new construction project, Administration is considering options for construction-ready sites.
    - Administration has investigated the possibility of building a stand-alone facility located on a construction-ready, Division-owned site in Clareview Town Centre, but is currently reviewing options for co-location with other Division programming through an addition due to the potential advantages for students.

- Although a specific location for an addition has not yet been identified, it is intended to be located in a North planning sector (N, NE or NW), reflecting the highest concentration of demand.

**OPTIONS**

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

1. Approve the Three-Year Capital Plan 2027–2030 as presented.
2. Amend the Three-Year Capital Plan 2027–2030 via motion.
3. Another option amenable to the Board.

**CONSIDERATIONS and ANALYSIS**

The Ten-Year Facilities Plan 2026–2035 serves as an evidence-based tool to guide the Division’s approach to addressing long-term enrolment and infrastructure requirements. The capital priorities presented in this proposed Three-Year Capital Plan 2027–2030 (Attachment I) align with the Division's Vision, Mission and Values, as well as Infrastructure Planning Principles, Strategic Plan 2022–2026 and Ten-Year Facilities Plan 2026–2035.

**NEXT STEPS**

Upon approval, Administration will enter the priorities and supporting documentation into the Province’s Building and Land Information System (BLIMS), which includes copies of provincially required Site Readiness Checklists for all school projects identified in Year 1 of the plan.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I Proposed Three-Year Capital Plan 2027–2030

SP:jl

# Three Year Capital Plan

## 2027–2030

*Updated April 14, 2026*

# Table of Contents

## Table of Contents

<b>Executive Summary</b>	<b>1</b>
<b>Introduction</b>	<b>2</b>
<b>Methodology</b>	<b>2</b>
1. Partner Collaboration and Site Readiness	2
2. Data Sources and Analysis for New Construction and Major Additions	2
3. Data Sources and Analysis for Modernization, Replacement and Solution Projects	3
4. Consolidated Priority Ranking and Project Drivers	3
5. After Submitting the Three-Year Capital Plan: Capital Project Stages	3
<b>Enrolment Growth And Capacity: A City-Wide Context</b>	<b>4</b>
Operational Strategies for Enrolment Management	5
Modular Classroom Infrastructure	5
The Growth Control Model and Lottery Process	5
Strategic Challenges and Educational Equity	6
Balanced Investment for Long-Term Viability	6
<b>New Construction Project Considerations</b>	<b>7</b>
Growth Pressures by City District	7
Northwest, Northeast and Jasper Place Districts	7
Southwest and Whitemud Districts	8
Jasper Place, West Henday and West Edmonton Districts	8
Ellerslie, Millwoods and Meadows Districts	9
Growth Pressures on High School Space	9
Future Growth Trends	10
Prioritizing Readiness: The 2027–2030 Construction Pipeline	12
Map of New Construction Priorities	14
<b>Modernization, Replacement and Solution Considerations</b>	<b>15</b>
Lifecycle Management	15
Strategic Renewal and Replacement Projects	16
Solution Projects and Campus Revitalization	16
Refined Modernization Priorities	16
High School Modernization and Capacity Management	16
Enhancing Capacity Through Modernization and Addition	16
Map of Modernization, Replacement and Solution Priorities	18
<b>Growing Demand for Division Centre Programming</b>	<b>19</b>

<b>Aggregated Priorities</b>	<b>19</b>
Aggregation and Provincial Consideration	20
Balancing Diverse Regional Needs	20
The Provincial Review Process	21
Aggregated Priorities	22
Currently Funded Projects	23
Map of Aggregated Priorities	24
<b>Three-Year Capital Plan 2027–2030: Year 1 Project Drivers</b>	<b>25</b>
1. Ellerslie Campus K–9 Solution	25
2. Alces K–9	27
3. Canossa K–6	28
4. Blatchford K–6	29
5. Belvedere K–6 Addition/Modernization	30
6. Lansdowne K–6 Addition/Modernization	31
7. Brander Gardens K–6 Addition/Modernization	32
8. Britannia K–9 Replacement/Modernization	33
9. Winterburn K–6 Addition/Modernization	34
10. Autism Centre of Excellence (Addition)	35

## Executive Summary

The Three-Year Capital Plan 2027–2030 for Edmonton Public Schools identifies the priority capital investments required to support an expanding student population while ensuring the long-term health of the Division's existing facilities. This plan serves as a tactical roadmap, translating long-term demographic data into immediate, data-driven funding requests for consideration by the provincial government.

### **The Challenge: Record Enrolment, Increasing Demand for Specialized Programming and Aging Infrastructure**

The Division is experiencing sustained growth. As of September 30, 2025, enrolment reached a record 122,014 students, bringing overall Division school space utilization to 90 per cent. This growth is projected to continue, with approximately 2,500 additional students expected for the 2026–2027 school year.

Rising enrolment has also reduced the space available for the establishment of new specialized learning classrooms and environments and alternative programs, challenging the Division's ability to balance regular program enrolment with specialized and alternative programming. This pressure is compounded by an aging infrastructure portfolio—approximately 68 per cent of Division schools were constructed between 1950 and 1989; these facilities account for 84 per cent of current renewal needs and contribute to a projected \$1.477 billion deferred maintenance backlog over the next decade.

### **Strategic Priorities: Using a Balanced Approach**

The Division employs a balanced approach that prioritizes both new construction in rapid-growth areas and the essential modernization of facilities in established neighbourhoods. The plan identifies 28 aggregated strategic priorities. The modernization priorities address deferred maintenance and, where required, seek to add capacity to support neighbourhood intensification and enrolment growth.

The Autism Centre of Excellence (ACE) priority remains a component of the Division's approach to providing a diverse range of specialized learning options designed to meet the complex needs of students, and an additional choice for families. This project arises from the fact that over the past five years, 86 per cent of all Division centre classes added in the Division were Interactions classes, which serve students with autism. The ACE would serve as a dedicated hub for specialized learning and staff training, ensuring the Division can meet the increasing demand for specialized supports in a sustainable way. Administration is considering construction-ready sites for co-location with other Division programming through an addition, which would add student spaces and expand the continuum of programming choices available to families.

### **Maximizing Impact through Strategic Collaboration and Site Readiness**

The Division has strategically positioned itself to maximize provincial funding through proactive coordination with the City of Edmonton and land developers. This ongoing collaboration ensures that school sites are strategically located, appropriately sized, and fully serviced with utilities and road access before a funding announcement is made. By maintaining this high level of technical readiness, the Division is able to leverage the provincial Schools Now program, allowing "shovel-ready" Year 1 priorities to be fast-tracked to construction. Under this model, projects can move from design to construction immediately when ready, reducing the constraints of the traditional annual budget cycle.

The Division's methodology is data-driven, ensuring that capital requests address the greatest need and have the highest impact on student accommodation and learning. While interim measures like modular classrooms and the Growth Control Model are used to manage immediate over-utilization, the Three-Year Capital Plan 2027–2030 outlines the capital construction priorities that are required to ensure all students have access to modern, high-quality and equitable learning environments across the city.

## Introduction

Edmonton Public Schools submits an annual Three-Year Capital Plan to Alberta Education and Childcare outlining priority school construction and renewal projects. This plan informs the provincial government's overall capital plan, which is then considered by the provincial Treasury Board Committee during the provincial budget process. As outlined in the [School Capital Manual for the 2025/26 School Year](#), school capital priorities are assessed by the provincial government using project drivers focused on community renewal, efficiency solutions, enrolment pressures, functionality and programming, health and safety and legal considerations.

While the Division's Ten-Year Facilities Plan provides the long-term strategic vision for our infrastructure, the Three-Year Capital Plan serves as a tool to identify key projects. It translates long-range data into a specific, prioritized list of capital requests required to meet the needs of a growing student population.

The 2027–2030 Three-Year Capital Plan focuses on three key themes:

- **Sustained Growth Accommodation:** Proposing new school construction in developing neighbourhoods where current schools are at or exceeding capacity.
- **Infrastructure Sustainability:** Addressing the aging building inventory through major modernizations and replacement schools to ensure equitable learning environments.
- **Strategic Space Management:** Utilizing data-driven projections to ensure that capital requests are "ready-to-go" and aligned with municipal infrastructure and provincial funding cycles.

By aligning this three-year request with the broader ten-year outlook, the Division ensures that capital investments address space shortages and maintenance needs identified in our long-term planning.

## Methodology

The Division employs a data-driven methodology to identify and rank capital priorities. This process aligns with the School Capital Manual and the Division's [Infrastructure Planning Principles](#). By using a standardized evaluation framework, the Division ensures that capital requests are prioritized based on the greatest need and the highest impact on student learning.

### 1. Partner Collaboration and Site Readiness

The effectiveness of the Division's capital plan relies heavily on the technical coordination that occurs before a funding announcement. Division planners collaborate with the City of Edmonton and the land development industry to ensure that school sites are strategically located, appropriately sized and family-friendly.

This collaborative approach is essential for guiding the staging of development and the timing of essential infrastructure servicing. By working closely with these stakeholders, the Division ensures that school sites are prepared with the necessary utilities and road access to coincide with the neighbourhood's growth. This proactive management has been particularly vital under the provincial Schools Now program. Because of this high level of coordination, the Division has been consistently able to present "shovel-ready" sites to the Province, allowing for the immediate transition into design and construction once funding is secured. This alignment between land planning and capital investment has allowed the Division to deliver school infrastructure on the accelerated timelines required by Edmonton's growing communities.

### 2. Data Sources and Analysis for New Construction and Major Additions

Priorities for new construction and major additions are determined by assessing the immediate and long-term demand for student spaces in developing areas. Data sources for analysis may include:

- a review of the City of Edmonton's development plans, policies and development data

- building, servicing and development insights from the development industry
- analysis of current and projected Division student residency
- the utilization rate of schools that students residing in the area attend
- the current and projected utilization rate of each Division sector
- the average distance travelled by students to their designated school
- the impact of recent or projected changes in nearby capacity (e.g., recently constructed schools)
- the readiness of sites as defined by the province

An extensive analysis of student demographic and housing market trends provides the Division with insights into which areas of the city will require capacity immediately and in future years. Although, there is a continued need for capacity in developing areas of the city, the number of new students in core, mature and established neighbourhoods, is also increasing.

### **3. Data Sources and Analysis for Modernization, Replacement and Solution Projects**

The Division utilizes a multi-stage technical review to identify mature-area schools requiring comprehensive modernization, replacement or solution-based investment. Data sources and analysis may include:

- **Facility Health and Integrity:** Aggregated scoring of the Facility Condition Index (FCI), encompassing structural, electrical and mechanical systems alongside deferred maintenance backlog.
- **Operational Sustainability:** Analysis of building energy performance, historical maintenance costs and long-term lifecycle requirements.
- **Educational Suitability:** Assessment of the facility's ability to support modern curriculum delivery, inclusive education programming and current accessibility standards.
- **Project Viability:** Evaluation of site conditions and potential construction complexities to ensure cost-effective project delivery.

### **4. Consolidated Priority Ranking and Project Drivers**

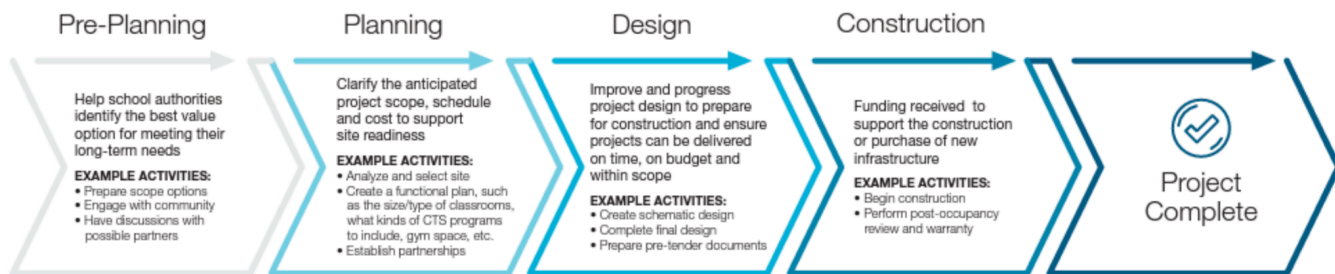
Per provincial requirements, these two streams are aggregated into a single, unified Three-Year Priority List. This list balances the need for new student spaces in developing communities with the necessity of maintaining equitable, high-quality learning environments in Edmonton's mature and core neighbourhoods.

Following provincial guidelines, each potential project is evaluated against six primary drivers:

- **Enrolment Pressures:** Addressing over-capacity schools and the need for new spaces in growth areas.
- **Functionality and Programming:** Ensuring buildings support modern educational delivery (e.g., Career and Technology Studies labs, inclusive education spaces).
- **Community Renewal:** Evaluating the role of the school in the broader community and opportunities for replacement or "cluster" solutions.
- **Facility Condition:** Prioritizing buildings with high deferred maintenance or life-safety concerns.
- **Economic Efficiency:** Seeking solutions that reduce long-term operational costs or leverage partnerships.
- **Legal and Health/Safety:** Addressing urgent regulatory requirements or building code updates.

### **5. After Submitting the Three-Year Capital Plan: Capital Project Stages**

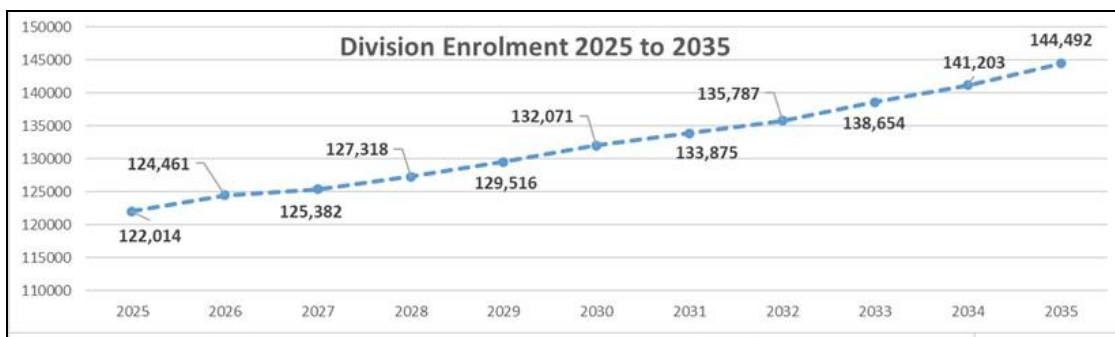
When a Division priority is funded for either Planning, Design or Construction, the project is removed from future three-year capital plans, as it is considered in the pipeline for eventual construction funding. The following stages outline the progression of a project from initial identification to completion:



Under the provincial Schools Now program, new priorities typically receive their first iteration of funding during the annual spring provincial budget and then progress through the funding stages as projects reach the requisite milestones. Prior to the Schools Now approach, school boards had to wait for the next provincial budget to learn if a project would progress to the next stage. This fast tracking can reduce school project timelines by several months. The Schools Now program began in fall 2024 and is expected to extend into the Province’s spring 2027 budget.

## Enrolment Growth And Capacity: A City-Wide Context

On September 30, 2025, Division enrolment reached a record 122,014 students. While the 1.5 per cent increase (1,816 students) represents a moderation in the growth experienced in recent years (influenced by evolving federal immigration policies and stabilized migration), it does not alleviate the pressure on the Division’s capacity.



The Division anticipates a return to accelerated growth in the immediate term, with the 2026–2027 school year projected to see a two per cent increase (2,447 students). This projected growth is expected across all sectors of the city, including core, mature and newly developing areas. As a result, the Division continues to strategically refine its Three-Year Capital Plan to ensure the equitable allocation of capital resources, enabling all students to access quality educational opportunities through modernized infrastructure.

The Division’s overall utilization has increased to 90 per cent for the current school year, which represents an increase of two per cent from the previous year. Looking ahead, enrolment is expected to increase by more than 25,000 students over the next decade. These projections reinforce the importance of continuing to align capital approvals with emerging enrolment demand.

Currently, 9,385 student spaces are already advancing through the planning and design phases. The Schools Now program positions the Division to move efficiently into construction once timelines are confirmed through the provincial approval process. Currently, there are 5,290 new student spaces funded for construction, providing near-term capacity relief in areas of highest growth.

## Operational Strategies for Enrolment Management

The cumulative growth in student residency has placed increased demand on existing facilities. Currently, 139 schools operate at or above 80 per cent utilization, an increase from 119 schools two years ago. To maintain functional learning environments while awaiting new construction, the Division utilizes the following interim strategies:

### Modular Classroom Infrastructure

Modular units provide essential relief for over-utilized schools. The Division's recent and planned modular activities include:

- 2025–2026: The Division secured funding for 17 net new modular classrooms and one demolition.
- 2026–2027: The Division has been approved for provincial funding for 32 additional modular classrooms and one modular washroom to support schools facing immediate capacity constraints.

### The Growth Control Model and Lottery Process

As schools reach capacity, the Division must implement growth controls to manage enrolment pressures. Programs and Student Accommodation staff implement accommodation strategies that make effective use of existing space and support student access to programs. The Division's [Growth Control Model](#) details the concept and growth controls. These operational measures underscore the need for permanent capital projects and could include:

- **Closed Boundaries:** For the 2025–2026 school year, 56 schools have closed boundaries, an increase of 11 schools over the previous year.
- **Level 3 and Lotteries:** Over the past five years, 11 schools have moved to Level 3 of the Growth Control Model, which may require the use of a lottery process to manage enrolment. Students not selected through a lottery process must access overflow designated schools, often requiring significant travel.
- **Sector Displacement:** For seven of these Level 3 schools, the designated overflow sites are located outside the student's sector of residence, increasing transportation times and distancing students from their local communities.
- **Regional Expansion of Controls:** The need for lottery management has expanded geographically, rising from two sectors (SE1 and SW2) in 2020–2021 to five sectors (NW, SW1, SW2, SE1, SE2) for the 2025–2026 school year.

### Schools at Level 3 (Lottery) on the Growth Control Model

Year Level 3 Implemented	Level 3 School and Associated Planning Sector		Overflow School(s) and Associated Planning Sector	
2020–2021	Svend Hansen (K–9)	SE1	Weinlos (K–6) Daly Grove (K–6) Kate Chegwin (7–9) T. D. Baker (7–9)	SE1 SE1 SE1 SE1
	Dr. Lila Fahlman (K–9)	SW2	Johnny Bright (K–9)	SW2
	Dr. Margaret-Ann Armour (K–9)	SW2	McKee School (K–6) Vernon Barford (7–9)	SC SW1
2022–2023	David Thomas King (K–9)	NW	Youngstown (K–6) Michael Phair (7–9)	NW NW
	Lillian Osborne School (10–12)	SW1	Strathcona (10–12)	SC
2023–2024	Jan Reimer (K–9)	SE2	Satoo (K–6) kisêwâtisiwin (7–9)	SE1 SE1
	Shauna May Seneca (K–9)	SE2	Grace Martin (K–6) Edith Rogers (7–9)	SE1 SE1
2024–2025	<i>No schools were added or removed</i>			
2025–2026	Donald R. Getty (K–9)	SW2	George P. Nicholson (K–6) D. S. MacKenzie (7–9)	SW1 SW1
	George H. Luck (K–6)	SW1	Nellie Carlson (K–6)	SW1
	Riverbend (7–9)	SW1	Avalon (7–9)	SC
2026–2027	Joey Moss (K–9)	SW2	Esther Starkman (K–9)	SW1

### Strategic Challenges and Educational Equity

The high demand for school space creates practical challenges for the Division and its families. As local schools reach capacity, an increasing number of students must be transported to facilities further from their homes. This geographic displacement limits the Division's ability to offer a full range of educational choices; specifically, space for alternative and Division centre programming becomes harder to secure in rapidly growing sectors where demand is highest.

### Balanced Investment for Long-Term Viability

Strategic stewardship requires a careful balance between constructing new schools for growth and revitalizing existing infrastructure. While new construction is essential to meet immediate demand, maintenance and renewal funding needs to keep pace with the requirements of the Division's older facilities. With the deferred maintenance backlog projected to reach \$1.477 billion by 2035–2036, the Division must remain vigilant of both growth pressures and facility conditions in its prioritization.

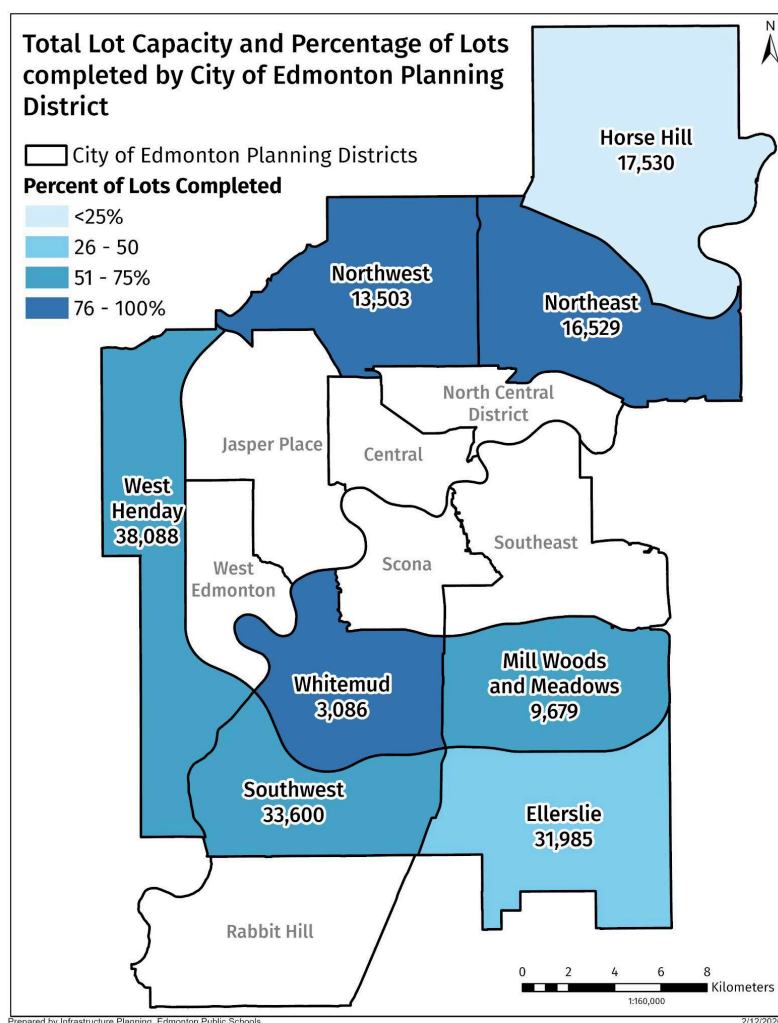
With predictable investment, the Division can provide high-quality, modern and equitable learning environments for every student, regardless of the age or location of their school.

## New Construction Project Considerations

### Growth Pressures by City District

Residential development is a leading indicator of student enrolment. The Division monitors lot registration rates at the Land Titles Office, as these precede the home construction that drives student population growth. Examining these rates across Edmonton allows the Division to proactively align infrastructure planning with future demand.

The adjacent map illustrates lot capacity and completion percentages across city districts. Undeveloped and developed areas are marked with grey text; developing areas are marked with bold blue text. The Ellerslie, West Henday and Horse Hill districts hold the most growth capacity, driven by development in the Decoteau, Riverview and Marquis areas. Conversely, districts like the Northwest, Southwest and Mill Woods/Meadows face accommodation challenges due to high existing utilization, despite having fewer remaining lots. Even with strong enrolment growth over the past 15 years, Edmonton has developed only half of its approved residential land. Over 68,420 lots remain, equivalent to 18 neighbourhoods the size of Chappelle, representing substantial future growth.



The City Plan identifies 15 planning districts to guide urban growth. While significant pressure continues in areas outside Anthony Henday Drive and west of 199 Street, growth is a city-wide reality.

### Northwest, Northeast and Jasper Place Districts

The McConachie 7–9 project received construction funding approval from the Province on February 15, 2025. Crystallina Nera K–9 project received planning funding approval on March 9, 2026. Additional spaces are required in the new construction project in Canossa (Year 1).

The Canossa K–6 school has risen to the top three in the capital priority list, now ranking third. This position reflects the escalating pressure on school capacity in Northwest Edmonton, particularly due to ongoing development in the Rapperswill neighbourhood and new development in Canossa North. The designated school for both Canossa and Rapperswill, Baturyn K–6, is already at 89 per cent utilization. Newly planned residential development in the Goodridge Corners neighbourhood, which will eventually be slightly larger than Rapperswill,

is expected to put additional enrolment pressure on schools in North Edmonton. The designated school for the Goodridge Corners neighbourhood, which has not yet started residential development, is Lorelei K–6, which is already at 94 per cent utilization.

Complementing the need for new neighbourhood schools is the Autism Centre of Excellence (ACE) (Year 1), a specialized new construction project (addition) intended to provide an additional choice for families of students with autism. While the Division received planning funding for ACE in late 2024, due to the unique scope of the project, it remains listed in the Three-Year Capital Plan. It is anticipated that the ACE project will be strategically located within the Northwest, North or Northeast planning sectors, reflecting the greatest concentration of demand and to provide improved geographic access for families in the northern part of the city.

Continued development in the Big Lake and Lewis Farms areas are placing enrolment pressures on the limited number of schools to the west of Anthony Henday Drive. Projects required for facility modernizations or replacements include Britannia 7–9 Replacement/Modernization (Year 1), Winterburn K–6 Addition/Modernization (Year 1), Brightview K–6 Replacement/Modernization (Year 2) and Grovenor K–6 Replacement/Modernization (Year 2). The previous Britannia, Brightview, Mayfield and Youngstown solution has been decoupled, placing Britannia School and Brightview School as independent Replacement/ Modernizations on the priority list following the results of a value management analysis conducted with Pre-Planning funds in 2025. Youngstown School and Mayfield School were both found to be in better condition than previously anticipated, reducing priority for Modernization and removing them from the priority list at this time. Additionally, these four sites are located in the Northwest sector, which is currently 88 per cent utilized. Assuming capacity remains the same, the Northwest sector is projected to be 107 per cent utilized by 2035–2036.

### **Southwest and Whitemud Districts**

The rapid development in Southwest Edmonton is expected to continue, as the Windermere Area Structure Plan had the highest annual activity relative to all area structure plans, with 842 lots serviced. Additionally, Glenriding Heights saw the most low-density lots added of any neighbourhood in the city, meaning the lots made available for development exceeded the original number of planned lots. Low-density lots tend to generate families with young children at a greater rate than medium and high-density lots. Lot registration is a precursor to home construction.

There are four priorities in the Southwest Edmonton and Whitemud Districts: Brander Gardens K–6 Addition/Modernization (Year 1), Heritage Valley Neighbourhood 14 K–6 (Year 3), Kendal K–6 (Year 3) and Keheewin K–6 Addition/Modernization (Year 3).

### **Jasper Place, West Henday and West Edmonton Districts**

The Rosenthal K–6 project received construction funding on February 15, 2025, and the Edgemont K–9 project received construction funding on February 28, 2023. Alberta Infrastructure has notified the Division there will be extended construction timelines for both the Rosenthal and Edgemont school projects. The changes are a result of additional geotechnical work required to stabilize site conditions and to ensure that foundations and supporting infrastructure are designed to meet long-term safety and durability standards.

Development continues to accelerate in the West Henday District. On March 9, 2026, River's Edge K–9 received planning funding, and Stillwater K–9 received design funding. These two new school projects are crucial to address rapid development in Riverview and the sustained development over several years in the Big Lake area. The schools serving these communities are located outside the Riverview area and are nearing or exceeding

capacity. The Stillwater K–9 school will alleviate growing enrolment pressure at Ormsby and S. Bruce Smith schools. The Rivers Edge K–9 school will alleviate growing enrolment pressure at Callingwood and Hillcrest schools.

There are three priorities in the Jasper Place, West Henday and West Edmonton Districts: Riverview 10–12 (Year 2), Ormsby K–6 Addition/Modernization (Year 3) and Jasper Place 10–12 Modernization (Year 3).

### **Ellerslie, Millwoods and Meadows Districts**

The opening of Elder Dr. Francis Whiskeyjack School in fall 2024 has provided much-needed relief to the rapidly growing communities in Southeast Edmonton, including new and future developments in neighbourhoods such as Alces, Mattson and Meltwater. A new K–6 school in the Silver Berry neighbourhood has received both planning and design funding. Additionally on March 9, 2026, Aster K–9 received design funding.

The Ellerslie Campus Solution K–9 is the Divisions top capital priority. This project is located on a construction-ready site, and will provide a modernized K–9 facility which will replace two aging buildings on the campus site. This project addresses growing enrolment pressures from The Hills at Charlesworth (Charlesworth East of 50th Street), where student numbers are expected to increase, and from the northeast corner of Summerside, relieving pressure on Michael Strembitsky School. Notably, Charlesworth has already exceeded planned low-density lots by 160 units. Therefore, Administration has increased the capacity of the Ellerslie Campus Solution from 1,100 to 1,200 student spaces to allow for additional growth.

Alces K–9 has also risen to the top three in the capital priority list, now ranking second. This position reflects the escalating pressure on school capacity in Ellerslie particularly due to ongoing development in the Alces neighbourhood. As development occurs and school sites become serviced and dedicated, Administration expects priorities such as The Orchards South K–9 (Year 2), Mattson K–9 (Year 2) and Meltwater K–9 (Year 2) to continue to rise in priority. The need to invest in existing capacity in Southeast Edmonton is demonstrated through the request to modernize and expand Greenview K–6 School (Year 2).

### **Growth Pressures on High School Space**

Families in the rapidly developing southwestern and northwestern portions of the city continue to face significant challenges in accessing high school space within their immediate communities. On March 19, 2025, the Province announced the following projects which will help address the growing pressure to accommodate high school students:

- design funding for an addition to Dr. Anne Anderson School 10–12
- planning funding for a new Dunluce high school in north Edmonton on a construction-ready site (Castle Downs 10–12)
- planning funding for a new high school in the Hamptons in west Edmonton, where there is a construction ready site (The Grange 10–12)

Growth pressure on high schools continues in most areas of the city, and is particularly prominent in the northwest, west and southwest areas of Edmonton.

### Attendance Area and Special Program High Schools in Northwest, West, and Southwest Edmonton

High School	School Utilization	City Planning District
Lillian Osborne	120%	Whitemud
Strathcona	118%	Scona
Ross Sheppard	114%	Central
Harry Ainlay	103%	Whitemud
Dr. Anne Anderson	103%	Southwest
Old Scona	98%	Scona
Jasper Place	100%	Jasper Place

In Southwest Edmonton, the Glenriding Heights 7–12 school, which is expected to open in fall of 2028, is expected to alleviate enrolment pressures at Lillian Osborne School (which is at Level 3 on the Growth Control Model) and Strathcona School (which is the overflow designated school for Lillian Osborne School). However, despite the anticipated 2028 opening, overall attendance area high school utilization across the city is expected to remain above 100 per cent.

The addition at Dr. Anne Anderson High School will continue to allow the fast-growing area of Heritage Valley to be accommodated locally as the school is already at capacity in its fourth year of operation. In addition, there are still approximately 2,328 low-density lots remaining to be developed in the attendance area, a number comparable to the entire Rutherford neighbourhood.

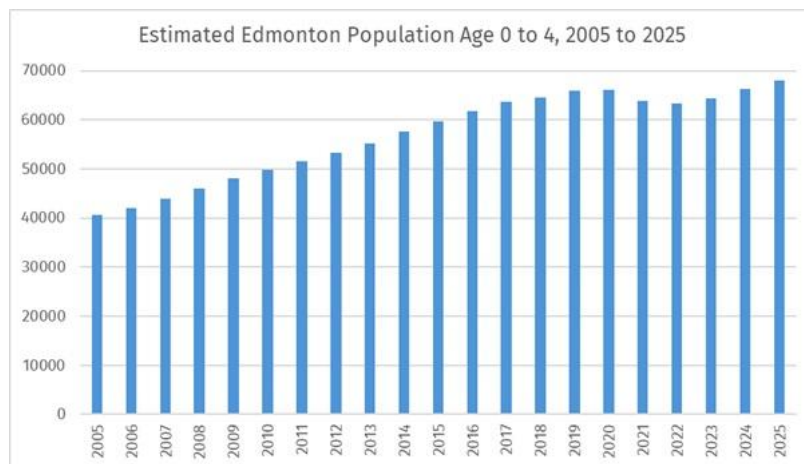
The high school in The Grange is needed to alleviate pressure from new communities in The Grange, Edgemont, and Lewis Farms areas, as Jasper Place School, which is now a closed-boundary school, accommodates 3,124 students and is at 100 per cent utilization. Enrolment pressures are projected to increase even further without new capacity from a new west-end high school. To accommodate growth from the Riverview area, a high school is also requested in the Capital Plan in Riverview (2,410 spaces).

A new high school in Castle Downs is required to alleviate pressure from Ross Sheppard School, which has instituted a closed boundary since the 2024–2025 school year. This is expected to contribute to an increase in the utilization of Queen Elizabeth School, which is currently 100 per cent utilized. The new school in Castle Downs is planned to be built on a construction-ready site in the Dunluce neighbourhood and will relieve growth pressure in north Edmonton. It will also reduce reliance on Queen Elizabeth School as a long-term accommodation solution, particularly given the facility's deferred maintenance needs which will require additional investment over time to support reliable operation and sustained student accommodation. Despite the additional capacity afforded by a Dunluce high school and the increasing deferred maintenance and building condition concerns at Queen Elizabeth High School, the Division will still require the capacity at Queen Elizabeth long-term and thus requests a school modernization project in Year 2. In addition, the Division requires modernization of the aging McNally, Jasper Place and W. P. Wagner high schools in order to address mounting deferred maintenance so they can continue to serve students long term.

#### Future Growth Trends

Edmonton's student enrolment is expected to continue as the population of 0–4 year olds continues to rise. Despite a temporary slowdown in growth during the COVID-19 pandemic, the number of children aged 0–4 has rebounded. The population of children aged 0–4 reached an estimated 68,045 in 2025, surpassing the 2020 record and establishing a new baseline for future Kindergarten and Grade 1 enrolments. This "rebound"

following the pandemic confirms the demand for new student spaces will remain a long-term requirement that will progressively impact every grade level across the Division.



Source: <https://open.alberta.ca/opendata/population-by-municipality>

Future student residency growth is being accelerated by a convergence of municipal, provincial and federal initiatives aimed at increasing housing density and supply. The Federal Government's [Housing Accelerator Fund](#) is expected to significantly increase housing supply by streamlining permitting and targeting development on former school sites. This, combined with municipal initiatives like the [Affordable Housing Investment Program](#) and the allowance of secondary suites, is driving housing growth. Additionally, the Provincial Government's [Stronger Foundations](#) affordable housing strategy supports these efforts.

While these initiatives aim to increase housing supply, the recent federal reduction in immigration targets, particularly the shift from family reunification to skilled worker programs, may potentially slow population growth. However, this potential impact may be offset by high migration rates from other parts of Canada due to greater housing affordability in Edmonton.

The Division tracks student residency in developing and redeveloping areas to precisely locate imbalances between infrastructure capacity and student demand. The data reveals a consistent increase of student residency across the city, with the most pressure concentrated in developing areas.

#### Which areas are generating the most students? Student Residence by Neighbourhood Type

Year	Developing	+/-	Redeveloping	+/-
2020–2021	38,576		63,936	
2021–2022	41,211	+2,635	63,154	-782
2022–2023	44,063	+2,852	64,786	+1,632
2023–2024	47,229	+3,166	67,074	+2,288
2024–2025	50,123	+2,894	69,574	+2500
2025–2026	51,661	+1,538	69,880	+306

Source: EPSB student counts and City of Edmonton Neighbourhood Data

There is a consistent and significant increase in student residency across all neighbourhood types from 2020–2025. Notably, developing neighbourhoods have experienced the most substantial total growth, with an overall growth of 13,085 total students throughout the period. Redeveloping neighbourhoods show more moderate total growth of 5,944 students.

While the 2025–2026 school year reflects a moderation in the pace of growth compared to previous cycles, the cumulative demand on the system remains. This continued, widespread growth underscores the need for a comprehensive and strategic approach to address the increasing demand for educational resources and infrastructure across all areas of the city. Meeting this demand requires continued investment in new school construction and major modernizations, and the strategic application of maintenance and renewal funding.

### **Prioritizing Readiness: The 2027–2030 Construction Pipeline**

Given anticipated growth, 13 new construction projects are recommended to be included as priorities in the Three-Year Capital Plan 2027–2030. Site readiness, which is determined by factors including completed or planned servicing, dedication to the City or Division and suitable geotechnical conditions, informs the progression of new construction capital priorities. Specifically for new sites, Year 1 sites are ready for design and construction, Year 2 sites are nearing readiness and Year 3 sites require further development.

The majority of the 13 new construction projects requested in this plan are located in the high-growth south, west and north sectors. The Division proactively prioritizes these projects based on site readiness, ensuring that provincial funding can be deployed immediately:

- Year 1 Priorities: These projects, including Blatchford K–6, Alces K–9 and Canossa K–6 are located on serviced, construction-ready sites or sites that will be ready prior to the next budget cycle.
- Year 2 and 3 Outlook: These priorities represent the next wave of demand in neighbourhoods like The Orchards, Riverview, Marquis, Horse Hill and Mattson as they complete the necessary land assembly and servicing milestones.

As envisioned through Alberta’s Schools Now program, aligning capital requests with site-ready infrastructure positions the Division to move projects from approval to delivery on accelerated timelines, helping relieve pressure created while ensuring the Division is ready to fully leverage available funding for capital projects.

As new neighbourhoods in the southeast (e.g., The Orchards, Mattson, Alces and Meltwater) and northeast neighbourhoods (e.g., Marquis and Quarry Ridge) become serviced and residents begin to move in, the Division will proactively prioritize school projects that are essential to accommodate the continued growth in these areas. Prior to new schools opening, students from rapidly developing areas will continue to be accommodated in schools within more established areas of the city where capacity permits.

Priority (Previous Priority)	New Construction Priority	Capacity	Sector	Cost (M)	Site Readiness
<b>YEAR 1</b>					
1 (15)	Blatchford K–6	650	C	\$33	Complete
2 (5)	Alces K–9	950	SE2	\$53	Complete^
3 (7)	Canossa K–6	650	N	\$33	Complete^
4 (N/A)	Autism Centre of Excellence (ACE) Addition	320*	TBD**	\$25***	Complete**
<b>YEAR 2</b>					
5 (6)	The Orchards South K–9	950	SE2	\$53	Site Servicing
6 (13)	Mattson K–9	950	SE2	\$53	Site Assembly
7 (12)	Meltwater K–9	950	SE2	\$53	Site Assembly
8 (14)	Pintail Landing 7–9	765	NW	\$41	Site Assembly
9 (8)	Riverview 10–12	2,410	W	\$142	Site Assembly
<b>YEAR 3</b>					
10 (9)	Marquis K–6	890	NE	\$42	Site Assembly
11 (10)	Horse Hill 7–12	2,410	NE	\$142	Site Assembly
12 (11)	Heritage Valley Neighbourhood 14 K–6	650	SW2	\$33	Site Assembly
13 (16)	Kendal K–6	950	SW2	\$33	Site Assembly

\*Gross capacity. Adjusted enrolment of 106 students ( $\times 3.0$  student allowance factor).

\*\*Location to be within a North planning sector (N, NE or NW) on a ready site.

\*\*\*Anticipated cost. To be further refined once a specific location is defined.

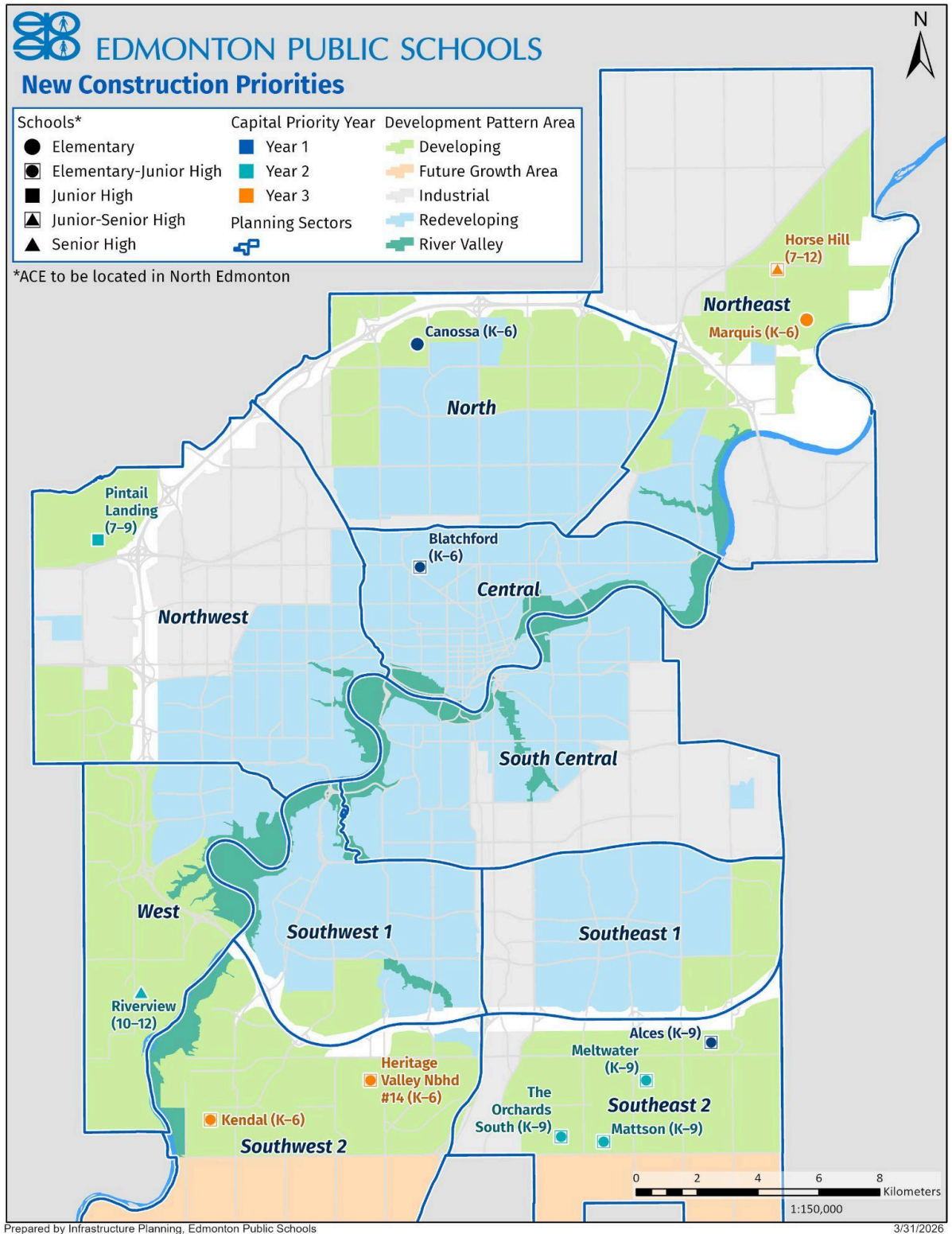
^The Division has received a letter of support from the developer indicating that these locations will be site ready by the end of 2026.

All Year 1 Priorities will be construction ready by the end of 2026. This means that the sites are dedicated to the City, serviced and have full roadway access. New sites in Year 2 and Year 3 do not meet all of these site readiness requirements. In relation to site readiness:

- **Site servicing:** Includes road access, as well as power, water, sanitary, storm and gas connection to the school site.
- **Site assembly:** A school site is assembled when it has acquired reserve status and land has been dedicated for a school site through the subdivision process.
- **Complete:** The site meets the requirements to be considered for construction.

In addition to site readiness, Administration considers surrounding enrolment pressures, the rate of development and transportation impacts when ranking new construction priorities.

# Map of New Construction Priorities

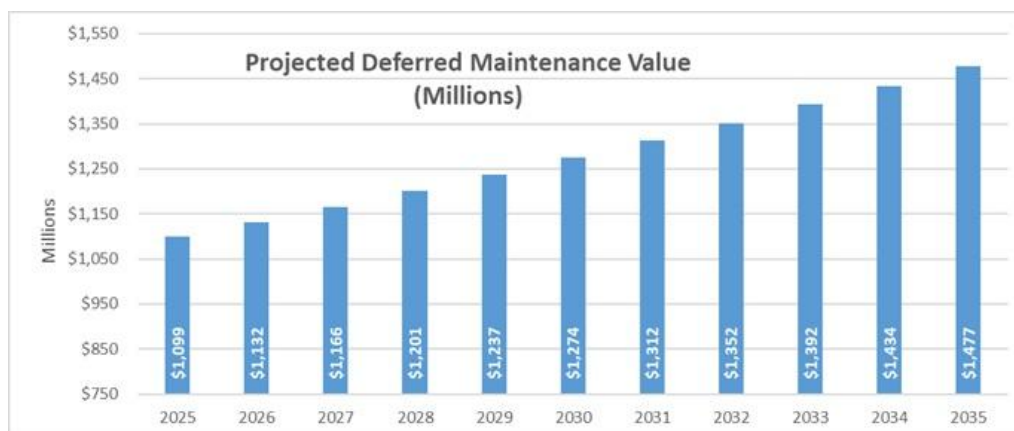


## Modernization, Replacement and Solution Considerations

The Division is committed to ensuring that all students, regardless of their neighbourhood, have access to high-quality and sustainable learning environments. Achieving this requires a consistent investment strategy for both major modernizations and essential maintenance programs like Capital Maintenance and Renewal (CMR). While the Division's deferred maintenance total reached \$1 billion in the 2024–2025 school year, the projects identified in this plan represent a strategic roadmap to address the most pressing facility renewal needs to ensure the long-term viability of our school buildings.

A significant portion of the Division's infrastructure was constructed between 1950 and 1989. These facilities, which make up 68 per cent of our portfolio, are now between 36 and 75 years old and account for 84 per cent (\$918 million) of current maintenance requirements. While the *Ten-Year Facilities Plan* monitors these long-term trends, this Three-Year Capital Plan focuses on the immediate opportunities to modernize sites where facility conditions and educational needs have reached a key intersection.

To support the continued health of these assets, the Division is seeking the funding necessary to move forward with 16 modernization and solution projects between 2027 and 2030. These projects are designed to revitalize aging infrastructure, improve energy efficiency and ensure that our schools continue to serve as vibrant hubs for their communities. Together, these projects represent a total of over \$176 million of deferred maintenance, accounting for 15.6 per cent of the Division's total deferred maintenance.



### Lifecycle Management

To ensure the continued health of our school portfolio, the Division prioritizes a steady and predictable cycle of modernization and repair. Adequate and sustained funding allows for the proactive replacement of building components before they reach the end of their functional lifecycles. This systematic approach is essential for managing the Division's deferred maintenance and ensuring that school buildings remain high-quality learning environments.

The Division's planning also accounts for the fact that schools constructed during the same era often require similar renewals around the same time. By securing consistent capital investment, the Division can address these needs strategically across multiple sites, avoiding the inefficiencies of reactive maintenance. A proactive funding model supports the long-term sustainability of the Division's infrastructure and provides the stability needed to maintain a diverse and modern portfolio of schools for all students.

## Strategic Renewal and Replacement Projects

The recent funding for the construction of replacement schools for Spruce Avenue and Delton marks a significant milestone for the Division and Edmonton's core communities. These projects, which have been long-term priorities, directly address accessibility and lifecycle requirements. By replacing these facilities, the Division will eliminate approximately \$10 million in deferred maintenance while significantly reducing the high operational costs associated with older building systems. This investment ensures that students in mature communities have equitable access to high-quality, modern and inclusive learning environments.

## Solution Projects and Campus Revitalization

The Ellerslie Campus K–9 Solution (Year 1) is a key component of the Division's integrated strategy. Currently facing high utilization (101 per cent) and the challenges of maintaining 70-year-old facilities, the Ellerslie campus requires a sustainable long-term approach. Therefore, Administration has increased the targeted capacity in this request to 1,200 student spaces. The Division has already deployed 16 modular classrooms to manage immediate enrolment pressures, and this project will explore consolidating existing structures into a single, efficient replacement facility to serve this growing community.

## Refined Modernization Priorities

The Division continuously reviews facility conditions and demographic shifts to ensure capital requests are precisely targeted. Following a recent technical review, the previous multi-school consolidation for the Britannia area has been decoupled. Britannia 7–9 (Year 1) and Brightview K–6 (Year 2) are now listed as independent Replacement/Modernization projects to allow for more flexible and site-specific renewal. In 2025, the Division was granted pre-planning funds to conduct value management analyses of four sites for potential consolidation. However, in reviewing the results of these tests, Britannia School requires significantly higher capital investment than the other three sites. Updating the results of value management analysis into the modernization prioritization formula resulted in Britannia ranking higher than the other sites previously considered for consolidation. Accordingly, the Division has identified the Britannia School Replacement/Modernization as a priority to respond to the most significant facility needs and to provide greater flexibility to deliver programming amid increasing sector utilization.

## High School Modernization and Capacity Management

The modernization of Queen Elizabeth (Year 2), McNally (Year 2), W.P. Wagner (Year 3) and Jasper Place (Year 3) schools remain core priorities. These projects are essential to address aging building systems while maintaining the structural integrity of the Division's most heavily utilized assets. Recognizing that modernization within an occupied high school requires careful coordination, the Division is prepared to use a phased construction approach. By collaborating with the provincial government, the Division aims to deliver these essential infrastructure updates while ensuring that specialized programming and the student experience remain uninterrupted.

## Enhancing Capacity Through Modernization and Addition

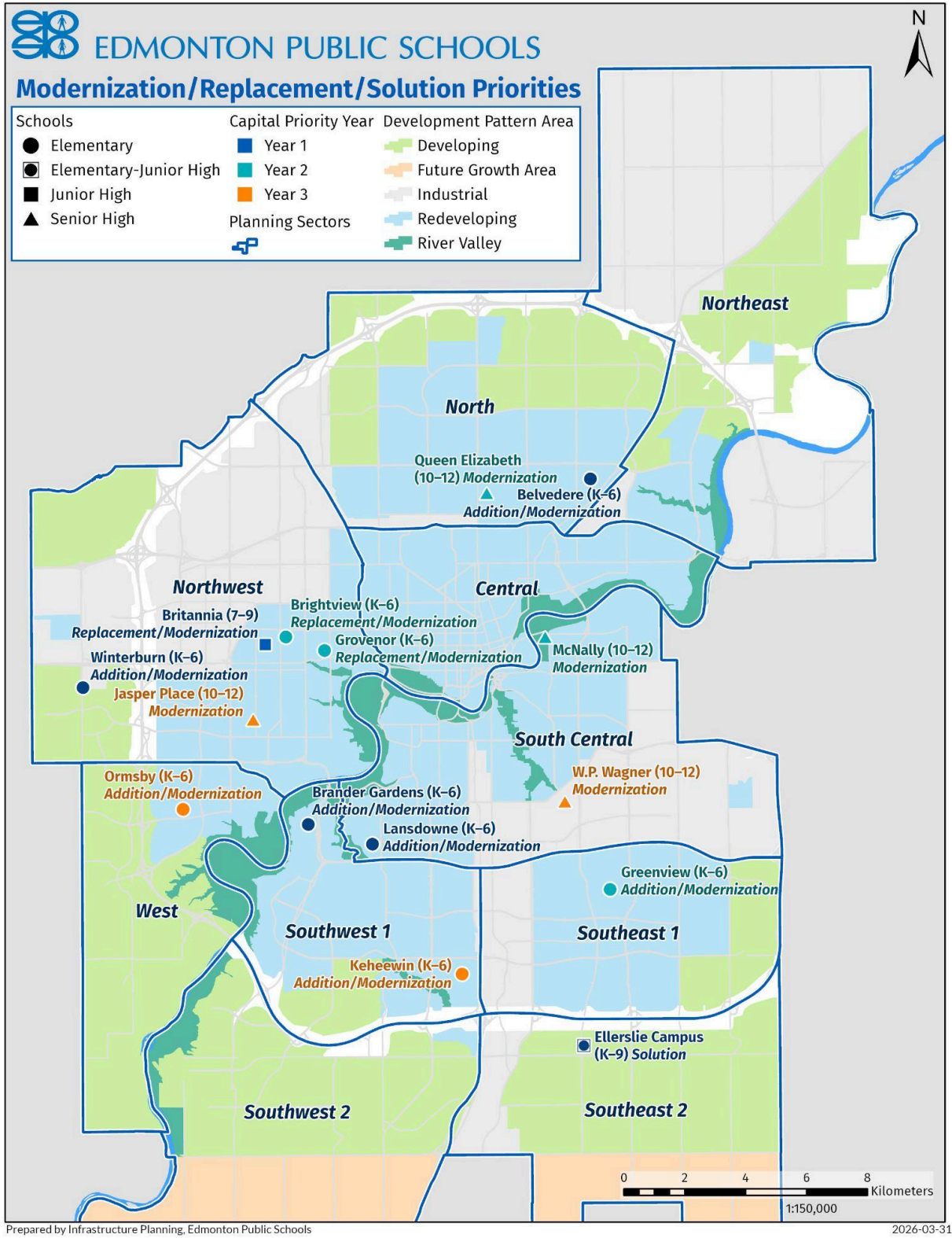
Schools ranked as modernization, replacement or solution priorities represent the Division's highest need for capital investment for existing facilities. To reflect shifting city demographics, the Division identifies opportunities to add student spaces during the modernization or replacement process. This modernization and addition model ensures that school capacity aligns with current residency trends and utilization data. While all these projects address essential facility renewal, sites such as Ellerslie Campus (Year 1), Belvedere (Year 1), Lansdowne (Year 1) and Brander Gardens (Year 1) rate particularly high because they provide a dual benefit: they significantly reduce the deferred maintenance backlog while simultaneously adding new student capacity. By expanding these

existing sites, the Division supports neighbourhood revitalization and provides modern, right-sized facilities for students in established communities.

By integrating additional classroom spaces into these comprehensive modernization projects, the Division can efficiently address localized enrolment growth without the need for entirely new building sites. This approach ensures that capital funding achieves maximum impact, improving building sustainability while ensuring these schools can accommodate the rising number of students in their respective communities.

Priority (previous)	Modernization, Replacement, Solution Priorities	Capacity	Sector	Cost (M)
<b>YEAR 1</b>				
1 (1)	Ellerslie Campus Solution K–9	1,200	SE2	\$60
2 (N/A)	Belvedere K–6 Addition/Modernization	TBD	N	\$26
3 (3)	Lansdowne K–6 Addition/Modernization	TBD	SC	\$26
4 (7)	Brander Gardens K–6 Addition/Modernization	TBD	SW1	\$26
5 (N/A)	Britannia 7–9 Replacement/Modernization	TBD	NW	\$33
6 (7)	Winterburn K–6 Addition/Modernization	TBD	NW	\$27
<b>YEAR 2</b>				
7 (N/A)	Brightview K–6 Replacement/Modernization	TBD	NW	\$26
8 (5)	Grovenor K–6 Replacement/Modernization	TBD	NW	\$26
9 (9)	Queen Elizabeth 10–12 Modernization	TBD	N	\$73
10 (8)	Greenview K–6 Addition/Modernization	TBD	SE1	\$26
11 (8)	McNally 10–12 Modernization	TBD	SC	\$70
<b>YEAR 3</b>				
12 (11)	Keheewin K–6 Addition/Modernization	TBD	SW1	\$26
13 (12)	Ormsby K–6 Addition/Modernization	TBD	W	\$26
14 (13)	W. P. Wagner 10–12 Modernization	TBD	SC	\$72
15 (14)	Jasper Place 10–12 Modernization	TBD	W	\$76

### Map of Modernization, Replacement and Solution Priorities



## Growing Demand for Division Centre Programming

Edmonton Public Schools is committed to strengthening family choice for specialized learning supports by expanding parent choice in ways that complement existing programming in regular classrooms and Division centres. A key area of focus is the growth in demand for specialized programming for students with autism. This growth is further compounded by the increasing number of new-to-Division families choosing Edmonton Public Schools for these specialized classrooms, which highlights the need for dedicated facilities to meet the evolving needs of this student population.

Over the past six years, 75 per cent of all new Division centre classes established have been dedicated to the Interactions program. This is due to the steady growth, almost 350 students per year on average, in the number of Grade 1–12 students with autism in the Division. On average, 40 per cent of students with autism choose to enrol in Interactions Division centre programming, while the other 60 per cent choose to enrol in regular, alternative or other Division centre programs.

The Autism Centre of Excellence (ACE) priority remains a component of the Division's proposed approach to providing a diverse range of specialized learning options designed to meet the complex needs of students and an additional choice for families. While the Division continues to offer the Interactions program within existing school settings, the current high-utilization environment (90 per cent Division-wide) creates an opportunity for a capital priority for purpose-built space accommodating specialized programming options at a larger scale. The planning funds already received for this project supported the development of a feasibility study to help refine the concept. Administration is working to identify a site where the ACE can be co-located with other Division programming and also support the unique spatial and sensory requirements of the ACE model while remaining accessible to families across the city.

## Aggregated Priorities

The Three-Year Capital Plan 2027–2030 includes 28 aggregated strategic priorities. This plan introduces Blatchford K–6 into Year 1 of the Capital Plan due to significant progress in its site readiness and the sustained growth pressure and ongoing development that is occurring in Blatchford and the Exhibition Lands. Alces K–9 and Canossa K–6 have also become Year 1 priorities, as the Division has received a letter of commitment from the developer stating that these locations will be site ready by the end of 2026. Year 1 of the plan continues to include the ACE project, for which location options are currently being assessed.

Year 1 new construction priorities are essential to meet immediate enrolment pressures. Year 2 priorities address imminent needs, while Year 3 projects are intended to manage anticipated growth and infrastructure renewal strategically. Every planning sector within the Division has at least one priority represented in this Three-Year Capital Plan, ensuring a balanced approach to city-wide development.

Sector	Number of Priorities	Project(s)
Central	1	New Blatchford K–6
Northeast	2	New Marquis K–6, New Horse Hill 7–12
North	3	Belvedere K–6 Addition/Modernization, New Canossa K–6, Queen Elizabeth 10–12 Modernization
Northwest	6	Britannia 7–9 Replacement/Modernization, Winterburn K–6 Addition/Modernization, Brightview K–6 Replacement/Modernization, Grovenor K–6 Replacement/Modernization, New Pintail Landing 7–9, Jasper Place 10–12 Modernization
South Central	3	Lansdowne K–6 Addition/Modernization, McNally 10–12 Modernization, W. P. Wagner 10–12 Modernization
Southeast 1	1	Greenview K–6 Addition/Modernization
Southeast 2	5	Ellerslie Campus K–9 Solution, New Alces K–9, New The Orchards South K–9, New Mattson K–9, New Meltwater K–9
Southwest 1	2	Brander Gardens K–6 Addition/Modernization, Keheewin K–6 Addition/Modernization
Southwest 2	2	New Heritage Valley Neighbourhood 14 K–6, New Kendal K–6
West	2	New Riverview 10–12, Ormsby K–6 Addition/Modernization
TBD*	1	Autism Centre of Excellence (Addition)

\*Location anticipated to be within a North planning sector (N, NE, or NW) on a ready site.

This list highlights the strategic need for capital funding to accommodate students in communities across Edmonton. All of the Year 1 priorities are essential to meeting the accommodation needs of families. With schools in the southeast, southwest and west sectors already experiencing high utilization and long travel distances to designated schools, new residential development in these and surrounding neighbourhoods will continue to increase accommodation pressures at existing school sites.

The Division will continue to monitor emerging new growth in the Decoteau, Horse Hill and Riverview urban growth areas, as well as planned future growth in southeast and southwest Edmonton. Notably, nearly half of this year's priorities (12 of 28) are situated outside of the Anthony Henday Drive perimeter, reflecting the expanding geographical scope of the Division's growth challenges. While the most significant pressures in recent years have been concentrated in the southeast and southwest areas, additional areas of the city, including core and mature areas, are now experiencing similar capacity challenges.

## Aggregation and Provincial Consideration

The Three-Year Capital Plan 2027–2030 outlines the Division's capital priorities for the upcoming three-year cycle. This plan balances necessary investment in mature neighbourhoods with the increasing demand for new school construction in growth areas. Every priority identified is substantiated by data and positioned for provincial funding within the 2027–2030 window.

## Balancing Diverse Regional Needs

For large metropolitan school divisions, the provincial requirement to rank all capital projects within a single, consolidated list requires a careful balancing of diverse needs. This process involves evaluating projects that

serve new, rapidly growing communities alongside those that provide essential renewals for schools in established areas.

The Division approaches this ranking through the lens of its Infrastructure Planning Principles, focusing on two key areas of alignment:

- **Equity of Programming:** The Division aims to ensure that all students, regardless of their neighbourhood, have access to high-quality learning environments. A balanced capital list supports this goal by addressing both the need for new student spaces and the modernization of existing infrastructure.
- **Integrated Urban Growth:** The Division coordinates with the City of Edmonton to ensure school infrastructure supports broader municipal goals. As the city works to encourage residential intensification in mature and established areas through the [City Plan](#), the Division seeks to ensure that local schools remain viable, modern options for the families moving into these revitalized communities.

### **The Provincial Review Process**

Upon approval by the Board of Trustees, the Three-Year Capital Plan 2027–2030 is submitted to Alberta Education and Childcare. The Ministry reviews the Division’s priorities as part of a province-wide evaluation process to determine funding allocations.

As outlined in the School Capital Manual, the Province assesses projects based on several key drivers:

- **Enrolment Pressures:** Addressing current and projected capacity needs.
- **Building Condition:** Evaluating the physical requirements of existing facilities.
- **Community Renewal and Functionality:** Ensuring buildings support modern educational delivery and neighbourhood needs.
- **Efficiency and Safety:** Prioritizing operational sustainability and student well-being.

By providing a comprehensive and prioritized request, Edmonton Public Schools assists the Province in making informed investment decisions that support the long-term success of Edmonton’s students and communities.

## Aggregated Priorities

Priority (previous)	Aggregated Priorities	Capacity	Sector	Cost (M)
<b>YEAR 1</b>				
1 (5)	Ellerslie Campus K-9 Solution	1,200	SE2	\$60
2 (11)	Alices K-9	950	SE2	\$53
3 (13)	Canossa K-6	650	N	\$33
4 (29)	Blatchford K-6	650	C	\$33
5 (N/A)	Belvedere K-6 Addition/Modernization	TBD	N	\$26
6 (7)	Lansdowne K-6 Addition/Modernization	TBD	SC	\$26
7 (8)	Brander Gardens K-6 Addition/Modernization	TBD	SW1	\$26
8 (N/A)	Britannia 7-9 Replacement/Modernization	TBD	NW	\$33
9 (14)	Winterburn K-6 Addition/Modernization	TBD	NW	\$27
10 (10)	Autism Centre of Excellence (Addition)	320*	TBD**	\$25***
11 (6)	The Orchards South K-9	950	SE2	\$53
12 (23)	Mattson K-9	950	SE2	\$53
13 (22)	Meltwater K-9	950	SE2	\$53
14 (24)	Pintail Landing 7-9	765	NW	\$42
15 (18)	Riverview 10-12	2,410	W	\$142
16 (N/A)	Brightview K-6 Replacement/Modernization	TBD	NW	\$26
17 (9)	Grovenor K-6 Replacement/Modernization	TBD	NW	\$26
18 (16)	Queen Elizabeth 10-12 Modernization	TBD	N	\$73
19 (15)	Greenview K-6 Addition/Modernization	TBD	SE1	\$26
20 (17)	McNally 10-12 Modernization	TBD	SC	\$70
21 (19)	Marquis K-6	890	NE	\$42
22 (20)	Horse Hill 7-12	2,410	NE	\$142
23 (21)	Heritage Valley Neighbourhood 14 K-6	650	SW2	\$33
24 (30)	Kendal K-6	890	SW2	\$42
25 (25)	Keheewin K-6 Addition/Modernization	TBD	SW1	\$26
26 (26)	Ormsby K-6 Addition/Modernization	TBD	W	\$26
27 (27)	W. P. Wagner 10-12 Modernization	TBD	SC	\$72
28 (28)	Jasper Place 10-12 Modernization	TBD	NW	\$76
<b>YEAR 2</b>				
<b>YEAR 3</b>				

\* Gross Capacity. Adjusted enrolment of 106 students (x3.0 student allowance factor).

\*\* Location to be within a North planning sector (N, NE or NW) on a ready site.

\*\*\* Anticipated cost. To be further refined once a specific location is defined.

Note: Projects formally announced to receive planning, design or construction funding, are not required to be listed on the aggregated list of priorities. ACE continues to be listed as a Year 1 priority as it does not progress automatically due to the unique scope of the project.

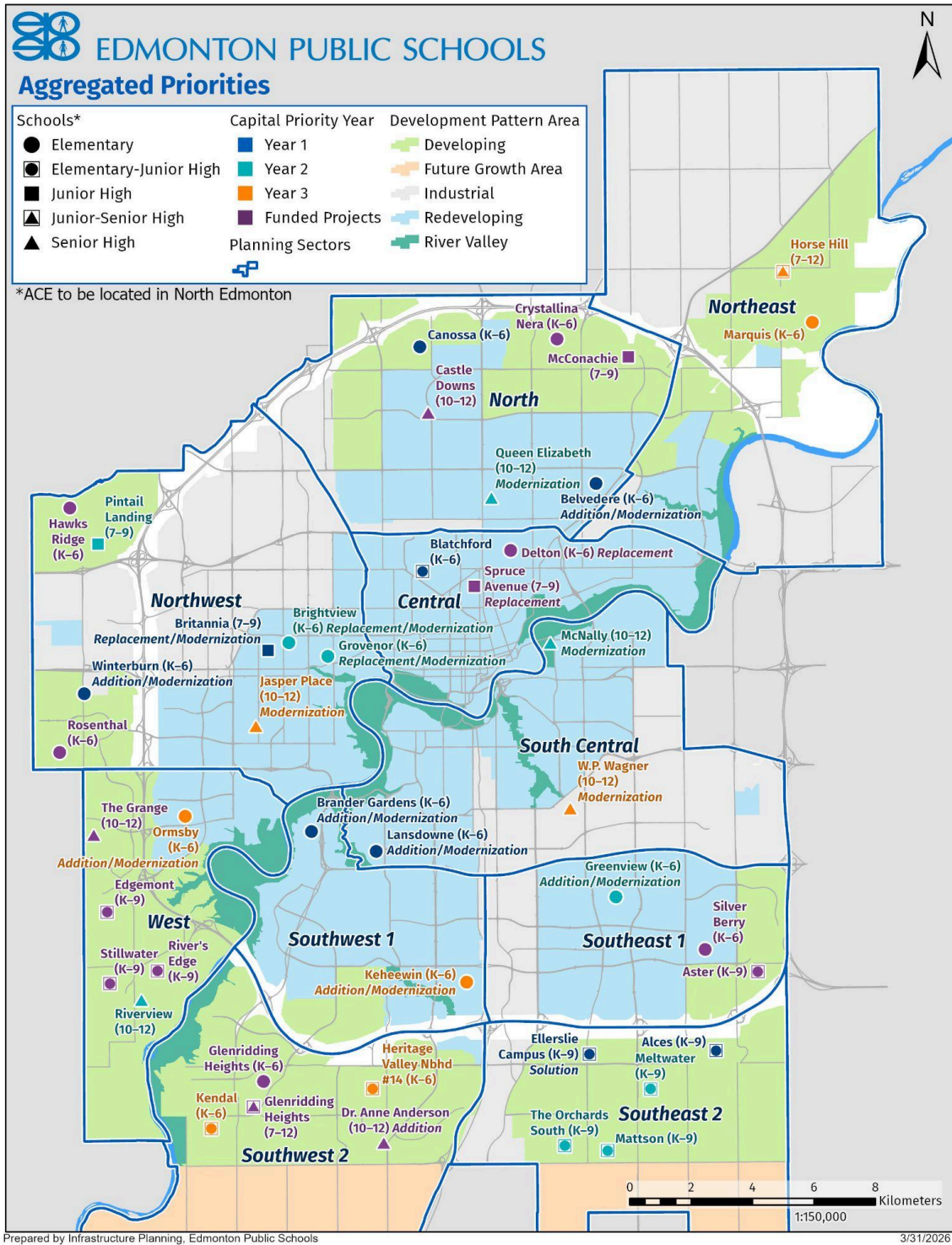
## Currently Funded Projects

Project	Sector	Provincial Funding Type Approved	Anticipated Opening
Glenridding Heights 7–12	SW2	Construction	Fall 2028
Glenridding Heights K–6	SW2	Construction	Fall 2029
McConachie 7–9	N	Construction	Fall 2029
Delton K–6 Replacement	C	Construction	Fall 2029
Spruce Avenue 7–9 Replacement	C	Construction	Fall 2029
Edgemont K–9	W	Construction	TBD*
Rosenthal K–6	NW	Construction	TBD*
Dr. Anne Anderson 10–12 Addition	SW2	Design	TBD
Hawks Ridge K–6	NW	Design	TBD
Aster K–9	SE1	Design	TBD
Stillwater K–9	W	Design	TBD
Castle Downs 10–12	N	Planning	TBD
Silver Berry K–6	SE1	Planning	TBD
The Grange 10–12	W	Planning	TBD
River's Edge K–9	W	Planning	TBD
Crystallina Nera K–6	N	Planning	TBD
Autism Centre of Excellence (ACE)	TBD**	Planning	TBD

*\*The Edgemont K–9 and Rosenthal K–6 construction projects have extended construction timelines due to geotechnical conditions; completion dates will be confirmed as work progresses.*

*\*\*Location anticipated to be within a North planning sector (N, NE or NW) on a ready site.*

# Map of Aggregated Priorities

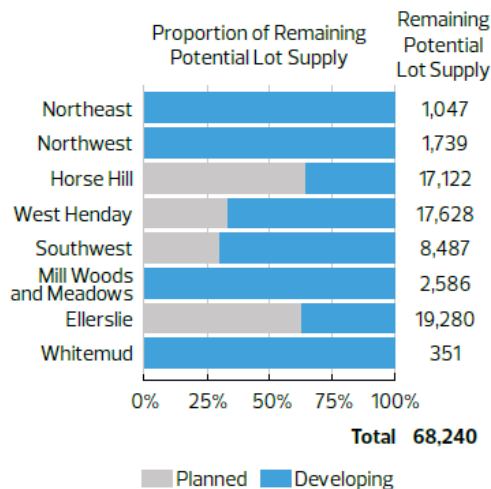


# Three-Year Capital Plan 2027–2030: Year 1 Project Drivers

## 1. Ellerslie Campus K–9 Solution

### Enrolment Pressures

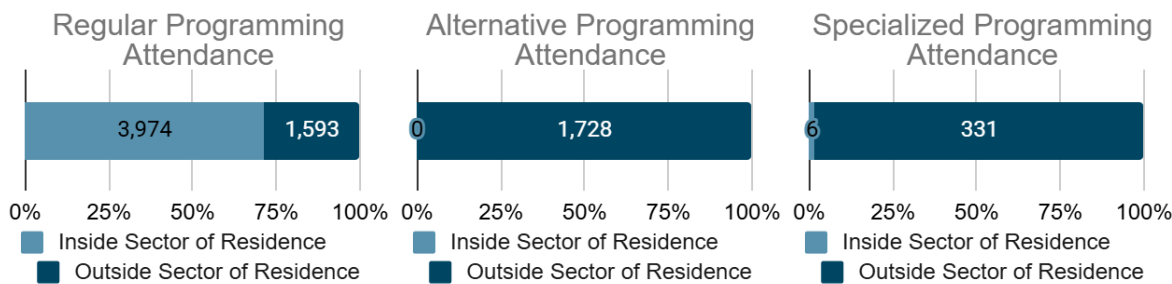
- The Charlesworth area has exceeded the planned number of low-density residential lots by at least 160 units.
- Of all of the City’s Districts, Ellerslie has the most lots remaining to be developed. As development of the area has already started, there is urgency to increase capacity in the area.
- Schools in the vicinity of the Ellerslie Campus site are at or nearing capacity. Without new school spaces, the Division will not be able to locally accommodate the growth that is occurring in the region.



Schools Near Ellerslie Campus Site	Utilization
Ellerslie Campus	101%
Shauna May Seneca K–9	110%
Jan Reimer K–9	118%
Michael Strembitsky K–9	87%

### Functionality and Programming

- The Ellerslie Campus school buildings were added to the Division’s inventory of schools through the City of Edmonton’s annexation of the lands in 1982. The Ellerslie South building was constructed in 1954 and the north building was constructed in 1959. A solution project would provide the region with modernized school facilities for current students and accommodate the exceptional growth occurring in nearby neighbourhoods such as Walker and The Hills at Charlesworth (Charlesworth East of 50th Street). An increasing number of students in the Southeast 2 sector are having to travel outside the sector to access regular, alternative and special needs programming due to the lack of space in existing schools.



Site Readiness

- A site for the school is owned by the City of Edmonton, serviced and available for construction.

*Ellerslie Campus K-9 Solution Future School Site  
(6510 Ellerslie Rd SW)*

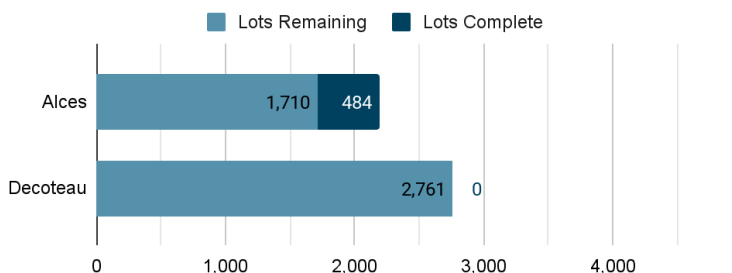


## 2. Alces K-9

### Enrolment Pressures

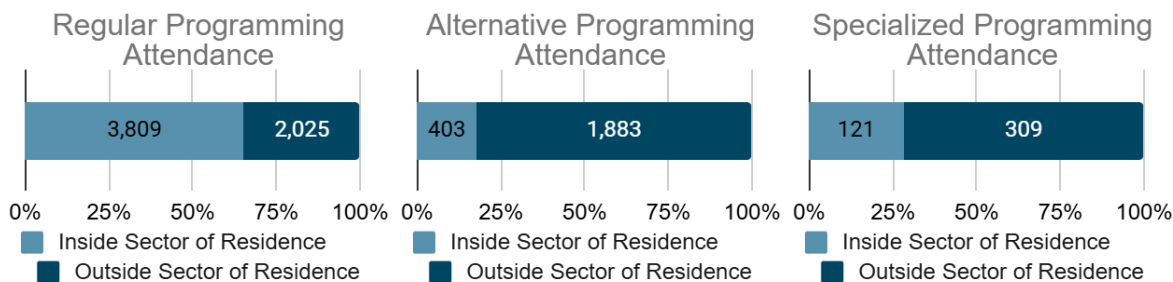
- Development in Decoteau (which consists of two neighbourhoods) is beginning to accelerate, particularly in Alces.
- As student residency from Decoteau grows, local K-9 accommodation will only be available at either Avonmore or Kenilworth school sites. Both sites are needed to adequately accommodate student generation from Alces and Decoteau.
- Over 90 per cent of lots remain in Decoteau, indicating that student generation will continue to occur.
- Students in Alces and Decoteau neighbourhoods must travel outside the sector to access their designated schools as there are currently no schools in Decoteau.

Decoteau: Low Density Lot Registration



### Functionality and Programming

- An increasing number of students in the Southeast 2 sector are having to travel outside the sector to access regular, alternative and special needs programming due to the lack of space in existing schools. This trend will continue as more Riverview neighbourhoods start developing.



### Site Readiness

- The Division has received a letter of commitment from the developer confirming that the school site will be assembled, serviced, have adequate road access and be ready for construction by the end of 2026.



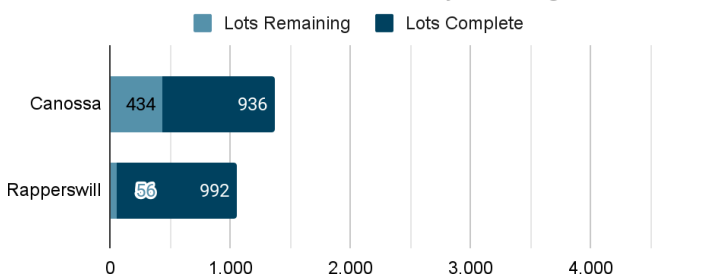
Alces K-9 Future School Site (2510 Ellerslie Road SW)

### 3. Canossa K-6

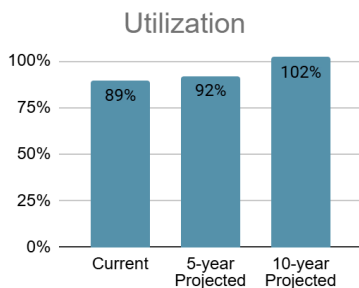
#### Enrolment Pressures

- Development in Castle Downs Extension (which consists of two neighbourhoods) is continuing to progress as servicing moves north.
- As student residency from the Castle Downs Extension grows, local K-6 accommodation will only be available at Baturyn school. This school is currently a Level 2 site with closed boundaries.
- Over 45 per cent of lots remain undeveloped in Canossa, indicating that student generation will continue to occur.

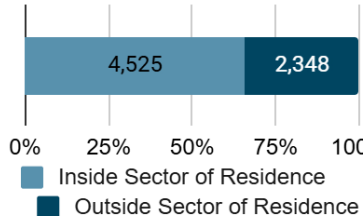
Castle Downs Extension: Low Density Lot Registration



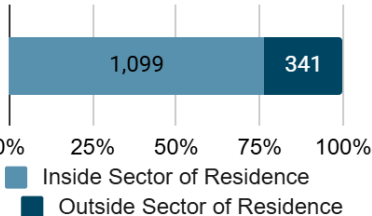
#### Functionality and Programming



Alternative Programming Attendance



Specialized Programming Attendance



- 66 per cent of alternative programming students in the North sector attend programming within their residential sector.
- 76 per cent of specialized programming students attend programming within their residential sector.

#### Site Readiness

- The Division has received a letter of commitment from the developer confirming that the school site will be assembled, serviced, have adequate road access and be ready for construction by the end of 2026.



Canossa K-6 Future School Site (17305 115 Street NW)

## 4. Blatchford K–6

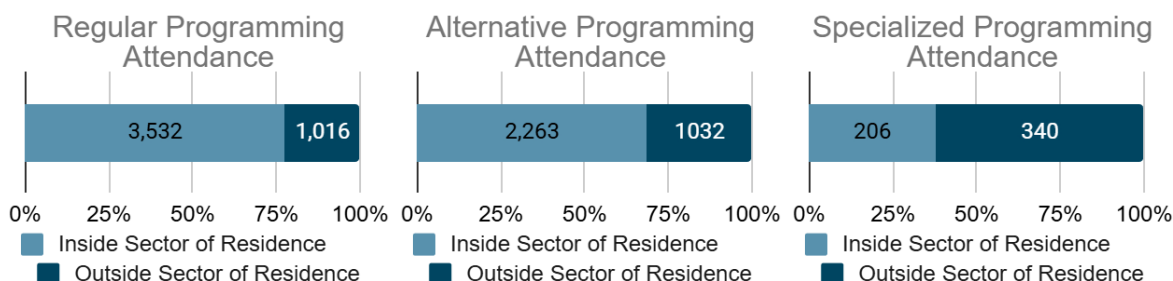
### Enrolment Pressures

- Development in Blatchford is continuing to increase. As of December 2025, approximately 57 per cent of the site has been either constructed, under construction or in the planning and development stage. This is an increase from 42 per cent at the same time last year. Additionally, the Edmonton Exhibition Lands is a new development in the Central sector that will soon be putting pressure on schools that surround the Blatchford site. This development spans 200 acres, and is the City’s second largest urban infill site. Edmonton Exhibition Lands is expected to have its first units constructed in 2027 and will add approximately 7,500 new residents to the sector.

Schools Near Blatchford Site	Utilization
Delton	89%
Inglewood	67%
John A. McDougall	90%
Norwood	103%

### Functionality and Programming

- An increasing number of students in the sector are having to travel outside the sector to access regular, alternative and special needs programming due to the lack of space in existing schools. This trend will continue as Blatchford and the Edmonton Exhibition Lands continue to develop.



### Site Readiness

- A site for the school is owned by the City of Edmonton, serviced and available for construction.

*Blatchford K–6 Future School Site  
(101 Airport Road NW)*



## 5. Belvedere K–6 Addition/Modernization

### Enrolment

- Belvedere School is home to almost 345 students as of September 2025. This includes regular, Connections, and Full-day Kindergarten programs. Belvedere School is currently 100 per cent utilized, an 11 per cent increase from the year prior. Utilization is expected to increase to 109 per cent by 2029–2030. In addition to the Belvedere neighbourhood, Belvedere School is the designated school for Cy Becker and McConachie North neighbourhoods. While Belvedere School is located a significant distance away from Cy Becker and McConachie, it is the closest school with space to accommodate students from these growing neighbourhoods. The number of elementary students living in Cy Becker and McConachie continues to increase each year. As a result, enrolment at Belvedere School has increased by over 100 students since 2021. One hundred and forty seven of the students who attended Belvedere School in 2025–2026 reside in either Cy Becker or McConachie.

### Functionality and Programming

- Soraya Hafez School opened in McConachie in September 2020, and has a primary attendance boundary of McConachie South. The number of attendance area students enrolling at Soraya Hafez School continues to increase every year. As a result, fewer spaces will become available for students living in McConachie North. Should Soraya Hafez School need to implement closed boundaries, new students living in McConachie North will no longer have access to Soraya Hafez School. In 2025–2026, there were 132 regular program students who reside in Belvedere School's attendance area who chose to attend Soraya Hafez School. Additionally, the percentage of students living in Cy Becker and McConachie North attending Belvedere School has increased every year. In 2021, only six per cent of elementary students living in McConachie North attended their designated school compared to 20 per cent in 2025–2026.

### Site Readiness

- The school site is owned by Edmonton Public Schools, is serviced and available for construction.



*Belvedere School Site  
(13359 62 Street NW)*

## 6. Lansdowne K–6 Addition/Modernization

### Enrolment

- Lansdowne School is home to almost 210 students as of September 2025. This includes both regular and Cogito programs. Lansdowne School is currently 62 per cent utilized, a seven per cent increase from the year prior, and is projected to increase substantially in the coming years as the Cogito program grows (currently only offered from Kindergarten to Grade 3). The enrolment at the school declined from 2019–2020 to 2022–2023 with changes in the area around the University lands. Administration anticipates that this will change with the upcoming development of the Michener Park Lands and development of South Campus (West 240) lands. As the West 240 area moves toward development, the resulting student population will place increased demand on existing infrastructure. Additional capacity at Lansdowne School is necessary to manage these projected enrolment pressures. Additionally, this school is an important outlet for families in southwest Edmonton as few schools in this area are able to offer alternative programming as a choice.

### Functionality and Programming

- Lansdowne School was built in 1968 and requires modernization of the major building systems and upgrades to the building envelope so that the building can continue to accommodate students into the future. Some of the system components that are at or near the end of their life cycle include mechanical (control systems, HVAC), architectural (roof, exterior doors, interior doors), civil (parking and student drop-off) and electrical. There are several code updates that must be addressed. Additionally, the school requires classroom and accessibility updates to ensure students have access to contemporary, barrier-free learning environments.

### Site Readiness

- The school site is owned by Edmonton Public Schools, is serviced and available for construction.

*Lansdowne School Site  
(12323 51 Ave NW)*



## 7. Brander Gardens K–6 Addition/Modernization

### Enrolment

- Brander Gardens School is home to approximately 440 students as of September 2025. This includes both regular and French Immersion programs, as well as Interactions Division centre (complex needs) programming. Brander Gardens School is currently 106 per cent utilized and is projected to slightly increase and stabilize in the coming years. This school is an important outlet for families in southwest Edmonton as few schools in this area are able to offer language programming as a choice.

### Functionality and Programming

- Brander Gardens School is one of the schools that has two aging pods of classrooms attached to the building built around the same time that the main building was built—1975. As the pods are now 50 years old, there are major components that are beginning to fail and more that will fail in the coming years. Since the Division requires additional space in all sectors, the proposal is to remove these pods and replace them with new permanent infrastructure to increase the capacity of the building. In addition, the major building systems in the main building will also be modernized and the building envelope upgraded so that the building can continue to accommodate students into the future. Some of the system components that are at or near the end of their life cycle include mechanical (plumbing, control systems, HVAC), architectural (roof, windows, exterior doors), civil (parking and student drop-off), and electrical (major systems). Additionally, the school requires classroom and accessibility updates to ensure students have access to contemporary, barrier-free learning environments.

### Site Readiness

- The school site is owned by Edmonton Public Schools, is serviced and available for construction.



*Brander Gardens School Site  
(14865 56 Ave NW)*

## 8. Britannia K–9 Replacement/Modernization

### Enrolment

- Britannia School is home to almost 250 students as of September 2025. This includes regular, Connections, Interactions, Logos and Community Learning Skills programs. Britannia School is currently 75 per cent utilized, a four per cent increase from the year prior. Enrolment is expected to continue increasing in the upcoming years.

### Functionality and Programming

- Britannia School was constructed in 1956 and requires modernization of the major building systems and upgrades to the building envelope so that the building can continue to accommodate students into the future. In 2025, Edmonton Public Schools was granted pre-planning funds to conduct value management analyses of four sites for potential consolidation. These four sites are located in the Northwest sector, which is currently 88 per cent utilized. Assuming capacity remains similar, the Northwest sector is projected to be 107 per cent utilized by 2035–2036. The value management analysis exercise revealed that Britannia School requires significantly higher capital investment than the other three sites. Updating the results of value management analysis into the modernization prioritization formula resulted in Britannia ranking higher than the other sites previously considered for consolidation. Therefore, Edmonton Public Schools has prioritized Britannia School replacement in order to address the most pressing infrastructure needs rather than consolidating space. Key issues include an original heating plant that is past its life expectancy, poor ventilation and outdated lighting systems.

### Site Readiness

- The school site is owned by Edmonton Public Schools, is serviced and available for construction.

*Britannia School Site  
(16018 104 Ave NW)*



## 9. Winterburn K–6 Addition/Modernization

### Enrolment

- Winterburn School is home to approximately 601 students as of September 2025. This includes regular and Interactions programming. Winterburn School is currently 100 per cent utilized, a three per cent increase from the year prior. Since the 2020-21 school year, Winterburn school's utilization has increased by 26 per cent. Utilization is expected to remain high in the upcoming years.

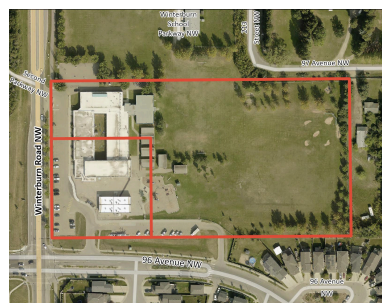
### Functionality and Programming

- Winterburn School was constructed in 1957 and requires modernization of the major building systems and upgrades to the building envelope so that the building can continue to accommodate students into the future. There are several code updates that must be addressed. Additionally, the school requires classroom and accessibility updates to ensure students have access to contemporary, barrier-free learning environments.

### Site Readiness

- The school site is owned by Edmonton Public Schools, is serviced and available for construction.

*Winterburn School Site  
(9527 Winterburn Rd NW)*



## 10. Autism Centre of Excellence (Addition)

### Enrolment Pressures

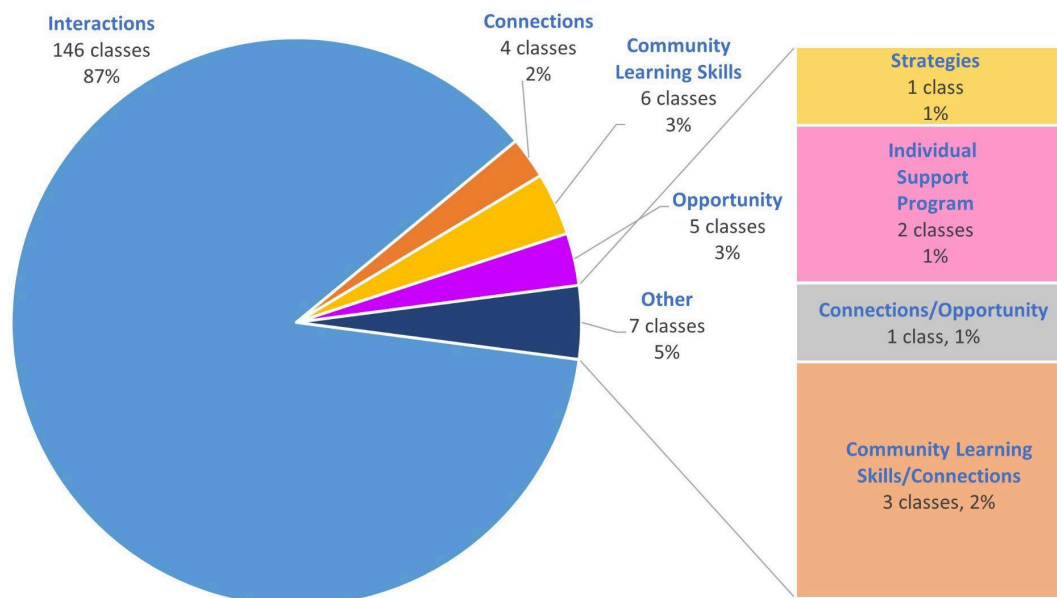
- Division centres are settings within schools where specialized programming is offered. Students are primarily educated in a setting composed of other students benefiting from a similar level of support.
- Purpose-built space would expand family choice and strengthen Division capacity by providing a dedicated hub for autism support, staff training and applied research, enabling the Division to refine inclusive, sensory-responsive, interdisciplinary practices and share them across the Division.
- The number of students enrolled in Edmonton Public Schools for Division centre programming has increased significantly over the past decade and reached its highest mark this year (2025–2026), with an increase of 177 students from the year prior.
- The amount of available space for Division centre programming expansion is decreasing, as utilization of schools across the city continues to increase. As these students age, they will require placement in junior high and high school program locations.
- It is increasingly difficult to provide Division centre space in new communities, where utilization is already high.



### Functionality and Programming

- Interactions programming, which supports students with autism, is highly specialized and class sizes are optimized at 7–12 students to ensure the appropriate level of support for each student.
- Over the past five years, 87 per cent of all Division centre classes added in the Division were Interactions classes (which serve students with autism). This demonstrates the high demand for this type of programming.

### Division Centre Class Establishments Over the Last Five Years



Having purpose-built space for students with autism would provide an opportunity for an additional programming choice and offer several key potential advantages:

- **Enhanced Learning Environment:** New space would allow for the creation of a specifically designed learning environment tailored to the unique needs of students with autism, including specialized classrooms, sensory rooms, assistive technology and outdoor spaces conducive to learning.
- **Increased Capacity:** New space provides a sustainable and long-term solution for the growing number of students requiring specialized services and the school staff who support them.
- **Enhanced Program Delivery:** An Autism Centre of Excellence would facilitate the delivery of high-quality, specialized programs by providing access to dedicated resources and allowing for the creation of a supportive and inclusive community for students with autism and their families. The opportunity to expand Division partnerships through the facility could also enhance program delivery on site, as well as more broadly across the Division.
- **Research and Staff Training Facility:** An Autism Centre of Excellence could serve as a valuable research and training facility for Division staff including principals, teachers, educational assistants and consultants, enabling them to acquire specialized skills and knowledge in supporting students with autism. These professionals can then implement their acquired expertise within their respective schools, enhancing the overall support for students with autism across the Division.

- Student Transition Hub: An Autism Centre of Excellence could serve as a transition hub for students with autism, where they may receive intensive support and develop essential life and academic skills within the dedicated environment. Subsequently, students may gradually transition into their community school setting.

#### Site Readiness

- The provincial government has approved planning funding for this concept; however, based on the unique scope of the project, it may follow a different timeline than typical Schools Now accelerated projects and as a result, remains as a priority.
- The Autism Centre for Excellence is intended to be located at a site within a north Planning sector (NW, N or NE) to reflect the greatest concentrations of demand in Edmonton and provide programming for students in Grades 7–12. Administration is exploring construction ready site options to co-locate the facility with other Division programming as an addition.
- As the facility is intended to be located on a construction-ready site, it remains as a Year 1 priority.
- A shared campus would strengthen programming through thoughtful, student-centred collaboration; there are natural opportunities to align and share selected facilities and experiences where appropriate to support authentic skill development.



[epsb.ca](https://www.epsb.ca)