

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, May 26, 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 – May 12, 2026

H. Recognition

2. Michael A. Strembitsky Award of Excellence

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, MAY 25, 2026, to reserve a speaking time.

J. Reports

3. 2026-30 Division Strategic Plan
(Recommendation)
4. Four-Year Education Plan
(Recommendation)
5. 2026-27 School Year Budget
(Recommendation)
6. Waivers to Support the Policy Framework Review Project
(Recommendation)
7. Response to RFI to Follow-up on Seclusion Reporting in the 2025 AERR
(RFI Response #002)
8. Caucus Committee Report
(Information)

K. Other Committee, Board Representative and Trustee Reports

L. Trustees and Board Requests for Information

M. Notices of Motion

N. Meeting Dates

O. Adjournment

Board Meeting Minutes

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta, held in the Centre for Education McCauley Chambers on Tuesday, May 12, 2026, at 2 p.m.

Present

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

A. Land Acknowledgement

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

The Board Chair also acknowledged that May 5 was Red Dress Day and May 10 was Mother’s Day. He highlighted the significant contributions of matriarchs and mothers to society and to a school division, emphasizing their invaluable role within the community.

B. O Canada

The Mill Creek School video version of O Canada was played.

C. Roll Call

2:06 p.m. – The Superintendent advised that all Trustees were present.

D. Approval of Agenda

MOVED BY Trustee Hoffman:

That the agenda for the May 12, 2026, Board meeting be approved as presented.

The Board Chair advised that Trustee O’Keefe has stepped down as Audit Committee Chair, effective immediately.

MOVED BY Board Chair Sumar, the motion be amended:

That the agenda for the May 12, 2026, Board meeting be amended to add Item 6 - Nomination for Audit Committee Chair.

The Board Chair called the question on the amendment.

(UNANIMOUSLY CARRIED)

The Board Chair called the question:

That the agenda for the May 12, 2026, Board meeting be approved as amended.

(UNANIMOUSLY CARRIED)

E. Communications from the Board Chair

The Board Chair shared that April 29 was the EPSB Student Artificial Intelligence Conference. He thanked the presenters for spending their time with Division students to inform them, to expand their knowledge, and to grow their base about artificial intelligence and how it can be used. Chair Sumar expressed gratitude to Ms. Bernice Pui and the Technology and Information Management (TIM) department for organizing this event and providing more 21st Century learning opportunities for Division students.

The Board Chair shared that he had the opportunity, on behalf of the Board, to attend the Edmonton Chinese Bilingual Education Association (ECBEA) annual award ceremony. Over 120 awards were distributed to students in the Mandarin bilingual program for their academic achievements, as well as their school and community contributions. He congratulated all the students who received awards and thanked ECBEA and the Chinese community for recognizing and supporting Division students.

The Board Chair noted that he and the Board had the opportunity to attend catchment conversations last week. He said that there's consensus from those who attended both now and in the past that there is incredible and valuable information shared within those forums. Chair Sumar thanked principals for taking the time to share their successes and their challenges. He also expressed thanks to the Assistant Superintendents for facilitating those conversations and allowing Trustees to be a part of those rich conversations.

F. Communications from the Superintendent of Schools

The Superintendent welcomed everyone in attendance today and those watching online. He also welcomed principals from the Superintendent's Community of Practice in Education (SCOPE), who also joined today's Board meeting: Damian Wilkinson from Overlanders and Mike Morison from Lillian Osborne Schools.

The Superintendent noted that the start of May marks the beginning of end-of-year activities, including concerts, exams, and high school graduation season. He emphasized that graduation is a significant milestone, marking the culmination of 13 years of learning and growth for students, their

families, staff, and support networks. Superintendent Thompson expressed his anticipation of attending graduations throughout May and June to celebrate student successes across the Division. He thanked all staff involved in organizing these massive events and offered congratulations to all Division graduates.

The Superintendent noted that the Division held its second Student Artificial Intelligence Conference at the end of April. He had the opportunity to see firsthand the power of AI, as well as some of the cautions students shared. Superintendent Thompson said the speakers were amazing, and was impressed by the insightful questions raised by students. This conference was an amazing experience for high school students to get hands-on experience with industry professionals. He expressed gratitude to the Technology and Information Management (TIM), the Technology Integration and Planning Supports (TIPS) and the Career Pathways teams for putting on such an incredible conference.

The Superintendent shared that he received a letter from the Terry Fox Foundation, which shared the massive difference Division students and schools are making in raising funds for cancer research. Last year was the 45th anniversary of the Terry Fox Run. More than 10,000 schools with more than 4 million students have raised \$15.7 million for cancer research across Canada. Many Division schools participate in the Terry Fox Run every year, continuing his legacy. Superintendent Thompson shared the top fundraisers among schools that participated:

- Avalon
- Bessie Nichols
- Crestwood
- Donald Massey
- Earl Buxton
- George H. Luck
- Holyrood
- Roberta MacAdams
- Westglen

Superintendent Thompson expressed gratitude to all schools in the Division who organized these impactful and meaningful events every fall.

G. Approval of the Minutes

1. Board Meeting - April 28, 2026

MOVED BY Trustee O’Keefe:

That the minutes of the Board meeting held April 28, 2026, be approved as presented.

(UNANIMOUSLY CARRIED)

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

There were no registered speakers for this item.

I. Reports

 2. Locally Developed Courses
(Recommendation)

MOVED BY Trustee Nichol:
That the following locally developed courses be approved for use in Edmonton Public Schools:
Senior High School LDCs

Course Name	Course Codes	Version	Approval Period (School Years)
American Sign Language and Deaf Culture Three-year (3Y) 15 American Sign Language and Deaf Culture Three-year (3Y) 25 American Sign Language and Deaf Culture Three-year (3Y) 35	LDC1300 LDC2300 LDC3300	5 Credits (2026–2030)	2026–2027 to 2029–2030
Arabic Language and Culture Three-year (3Y) 15 Arabic Language and Culture Three-year (3Y) 25 Arabic Language and Culture Three-year (3Y) 35	LDC1331 LDC2331 LDC3331	5 Credits (2026–2030)	2026–2027 to 2029–2030
Astronomy 15 Astronomy 25 Astronomy 35	LDC1947 LDC2947 LDC3947	3 and 5 Credits (2026–2030)	2026–2027 to 2029–2030
Drawing 15 Drawing 25 Drawing 35	LDC1859 LDC2859 LDC3859	5 Credits (2026–2030)	2026–2027 to 2029–2030
Global Perspectives 25 Global Perspectives 35	LDC2207 LDC3207	5 Credits (2026–2030)	2026–2027 to 2029–2030
Guitar 15 Guitar 25 Guitar 35	LDC1568 LDC2568 LDC3568	3 and 5 Credits (2026–2030)	2026–2027 to 2029–2030
Indigenous Art and Ceremony 25	LDC2873	5 Credits (2023–2027)	2026–2027
Introduction to Educational Assistant 35	LDC3294	5 Credits (2026–2030)	2026–2027 to 2029–2030
Learning Strategies 15 Learning Strategies 25 Learning Strategies 35	LDC1599 LDC2599 LDC3599	3 and 5 Credits (2026–2030)	2026–2027 to 2029–2030
Métis History and Stories 15	LDC1873	3 Credits (2023–2027)	2026–2027

Course Name	Course Codes	Version	Approval Period (School Years)
Musical Theatre Performance 15 Musical Theatre Performance 25 Musical Theatre Performance 35	LDC1858 LDC2858 LDC3858	3 and 5 Credits (2026–2030)	2026–2027 to 2029–2030
Pathways to Reconciliation 35	LDC3873	5 Credits (2023–2027)	2026–2027
Punjabi Language and Culture Twelve-year (12Y) 15 Punjabi Language and Culture Twelve-year (12Y) 25 Punjabi Language and Culture Twelve-year (12Y) 35	LDC1555 LDC2555 LDC3555	5 Credits (2026–2030)	2026–2027 to 2029–2030
Speech and Debate 15 Speech and Debate 25 Speech and Debate 35	LDC1209 LDC2244 LDC3244	3 Credits (2026–2030)	2026–2027 to 2029–2030
Technical Theatre 15 Technical Theatre 25 Technical Theatre 35	LDC1987 LDC2987 LDC3987	3 and 5 Credits (2026–2030)	2026–2027 to 2029–2030

Elementary and Junior High LDCs

Course Name	Course Codes	Approval Period (School Years)
Art and Design: Ceramics 7 Art and Design: Ceramics 8 Art and Design: Ceramics 9	JHS7311 JHS8311 JHS9311	2026–2027 to 2029–2030
Art and Design: Drawing 7 Art and Design: Drawing 8 Art and Design: Drawing 9	JHS7312 JHS8312 JHS9312	2026–2027 to 2029–2030
Art and Design: Painting 7 Art and Design: Painting 8 Art and Design: Painting 9	JHS7313 JHS8313 JHS9313	2026–2027 to 2029–2030
Art and Design: Photography 7 Art and Design: Photography 8 Art and Design: Photography 9	JHS7314 JHS8314 JHS9314	2026–2027 to 2029–2030
Exploration of Film 7 Exploration of Film 8 Exploration of Film 9	JHS7055 JHS8055 JHS9055	2026–2027 to 2029–2030
Indigenous Studies 7 Indigenous Studies 8	JHS7250 JHS8250	2026–2027 to 2029–2030

Course Name	Course Codes	Approval Period (School Years)
Indigenous Studies 9	JHS9250	
Learning to Lead 7 Learning to Lead 8 Learning to Lead 9	JHS7058 JHS8058 JHS9058	2026–2027 to 2029–2030
Punjabi Language and Culture Twelve-year (12Y) K Punjabi Language and Culture Twelve-year (12Y) 1 Punjabi Language and Culture Twelve-year (12Y) 2 Punjabi Language and Culture Twelve-year (12Y) 3 Punjabi Language and Culture Twelve-year (12Y) 4 Punjabi Language and Culture Twelve-year (12Y) 5 Punjabi Language and Culture Twelve-year (12Y) 6 Punjabi Language and Culture Twelve-year (12Y) 7 Punjabi Language and Culture Twelve-year (12Y) 8 Punjabi Language and Culture Twelve-year (12Y) 9	KGN0280 ELM1280 ELM2280 ELM3280 ELM4280 ELM5280 ELM6280 JHS7387 JHS8387 JHS9387	2026–2027 to 2029–2030

(UNANIMOUSLY CARRIED)

3. Motion re: Engagement on Second Language Instruction Requirement in Board Policy GA.BP (Recommendation)

MOVED BY Trustee Sawyer:

That Administration enter into engagement with students, staff and families as to whether schools should continue to be required to provide instruction in a second language (in addition to English) in Grades 4 to 9 and support and encouragement to students to continue to build proficiency in a second language through the end of Grade 12, as outlined in Board Policy GA.BP Student Programs of Study and that the results of this engagement be reported back to the Board of Trustees.

MOVED BY Trustee Kusiek, the motion be amended:

That Administration **bring forward a proposal to the Board of Trustees to enter into engagement with students, staff and families as to whether schools should continue to be required to provide instruction in a second language (in addition to English) in Grades 4 to 9 and support and encouragement to students to continue to build proficiency in a second language through the end of Grade 12, as outlined in Board Policy GA.BP Student Programs of Study and that the results of this engagement be reported back to the Board of Trustees.**

There was a short break in the meeting at 3:19 p.m., and it resumed at 3:31 p.m.

Following questions and discussion by the Board of Trustees, Trustee Kusiek advised the Board Chair that she was withdrawing her amendment.

MOVED BY Trustee Kusiek, the original motion be amended:

That Administration provides a recommendation report for the Board of Trustees’ consideration outlining objectives for public engagement ~~enter into engagement~~ with students, staff and families as to whether schools should continue to be required to provide instruction in a second language (in addition to English) in Grades 4 to 9 and support and encouragement to students to continue to build proficiency in a second language through the end of Grade 12, as outlined in Board Policy GA.BP Student Programs of Study ~~and that the results of this engagement be reported back to the Board of Trustees.~~ **Include a brief summary of Division considerations that informed these proposed engagement objectives.**

The Board Chair called the question on the amendment.

(UNANIMOUSLY CARRIED)

The Board Chair called the question on the amended motion.

(UNANIMOUSLY CARRIED)

4. Caucus Committee Report
(Information)

Information was provided regarding the actions taken at the March 3, 2026, Caucus Committee meeting.

6. Nominations for Audit Committee Chair

The Board Chair called for nominations for the Audit Committee Chair.

Trustee O’Keefe nominated Trustee Anderson. Trustee Anderson accepted the nomination.

The Board Chair, seeing no further nominations, closed the nominations and declared Trustee Anderson elected by acclamation as Audit Committee Chair.

5. Bereavements
(Information)

Vice-Chair Lindsay reported the passing of Mr. Ross Duncan Fraser.

J. Other Committee, Board Representative and Trustee Reports

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

- The Foundation celebrated World Book Day on April 23 by acknowledging a special gift. The Westman Charitable Foundation (the Family Foundation for Jayman BUILT) donated \$300,000 to the Foundation - a new three-year commitment that provides \$100,000 annually to purchase new books for classroom libraries in 45 schools (15 each year) and also supports the Top-ups for Tummies nutrition program. An event was held last week at Callingwood School with

students and staff to celebrate. Following a cheque presentation, students presented a thank you to the donor, and Westman Charitable Foundation President Diana Joseph read to the group. Jayman BUILT even surprised each student in attendance with a brand new book to keep - extending the impact of their commitment to literacy even further.

- For 16 years, Foundation Board Chair, Dr. Linda Miller, has been more than just a member of the Foundation; she has been its cornerstone. As the CEO and Founder of EWI Works International Inc., Linda has spent over three decades dedicated to the science of how the Foundation moves and thrives. Her professional life as an occupational therapist and an adjunct professor at the University of Alberta has always been rooted in empowerment. Through her role as the Chair of the Foundation, she channels that expertise into the heart of our community. As Linda says, "If you have the opportunity to grow up in a good public education system, you can go anywhere." As Linda's time on the board comes to a close later this year, the Foundation wanted to thank her for her time and dedication to supporting students across our city.
- As Linda nears the end of her tenure with the Foundation, the Foundation is launching Move for Kids: a spring campaign inspired by Linda's lifelong philosophy that movement is the ultimate catalyst for mental health, social connection and academic success. Move for Kids is a community-wide challenge where schools, central departments and the greater community can get active - and collect donations for the Foundation while doing so. The theme Spring Into Action encourages everyone to embrace the warmer weather and move to build a brighter future for every learner. Throughout May, every step you take helps the Foundation level the playing field for students across Edmonton Public Schools. Visit the Foundation website to learn more and get involved.

K. Trustees and Board Requests for Information

None

L. Notices of Motion

None

M. Meeting Dates

Next Board Meeting: Tuesday, May 26, 2026, at 2 p.m.

N. Adjournment

3:51 p.m. – The Board Chair adjourned the meeting.

Saadq Sumar, Board Chair

Kelsey Duebel, Director Board and Superintendent Relations

Date	May 26, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	Michael A. Strembitsky Award of Excellence
Originator	Carrie Rosa, Managing Director, Communications
Resource Staff	Cathy MacDonald
Reference	Board Policy AGA.BP – Recognition of Students, Staff, Parents and the Community Administrative Regulation HI.AR – Recognition of Students

ISSUE

Every year, each Division high school may nominate a student for the Michael A. Strembitsky Award of Excellence. A selection committee adjudicates the nominees based on the award’s criteria and selects three recipients.

KEY POINTS

The bronze, silver and gold Michael A. Strembitsky Award of Excellence recipients will be announced by the Board Chair at the public Board meeting on May 26, 2026.

BACKGROUND

The Michael A. Strembitsky Award of Excellence was established to honour the Division’s longest-serving superintendent, Michael A. Strembitsky. A gold, silver and bronze medallion and cheques in the amount of \$2,000, \$1,500 and \$1,000, respectively, are presented to the three Grade 12 students who best exemplify the award criteria.

CURRENT SITUATION

Each of the following nominees will be acknowledged and receive a plaque.

Name	School
Medoria Stabbler	Academy at King Edward
Mia Harridan	Centre High Campus
Chloe Ge	Dr. Anne Anderson School
Elizabeth Wolde	Eastglen School
Ellarie Visser	Edmonton Christian High School
Ansh Sidhu	Elder Dr. Francis Whiskeyjack School
Joanna Ye	Harry Ainlay School
Caiya Ylagan	J. Percy Page School

Name	School
Chloe Susoeff	Jasper Place School
Ruchi Patil	Lillian Osborne School
Ayush Kumar	M.E. LaZerte School
Khloe Eliel Ucat	McNally School
Felicia Simanjuntak	Millwoods Christian School
Sophia Zhao	Old Scona School
Atikah Wais	Queen Elizabeth School
Lily Le	Ross Sheppard School
Danica Gouglas	Strathcona School
Alyx Goddard	Victoria School
Sarah Crowley	Vimy Ridge Academy
Armeen Khalid	W.P. Wagner School

CR:cm

Date	May 26, 2026
To	Board of Trustees
From	Trustee Sarah Doll, Governance and Evaluation Committee Trustee Melanie Hoffman, Governance and Evaluation Committee Trustee Sherri O’Keefe, Chair, Governance and Evaluation Committee Trustee Jan Sawyer, Governance and Evaluation Committee
Subject	2026-30 Strategic Plan
Resource Staff	Kelsey Duebel, Lee Hodgkinson, Nancy Petersen, Wanas Radwan, Carrie Rosa, Soleil Surette
Reference	Board Policy AD.BP Vision, Mission, Values and Priorities

ISSUE

The Governance and Evaluation Committee, in collaboration with the Policy Review Committee, is bringing forward for Board approval the 2026-30 Strategic Plan. The plan serves as direction for the Division and is anchored in Board Policy AD.BP Vision, Mission, Values and Priorities. In support of the new draft Strategic Plan, the Policy Review Committee is presenting Board Policy AD.BP Vision, Mission, Values and Priorities for first, second, third and final readings by the Board of Trustees.

RECOMMENDATION

That Board Policy AD.BP Vision, Mission, Values and Priorities be read for the first, second, and third time and be approved.

BACKGROUND

At the start of their term, one of the first things a new Board of Trustees undertakes is the review and establishment of the Division’s Strategic Plan. The establishment of a strategic plan accomplishes the following objectives:

- Aligns with Alberta Education’s assurance framework and serves as a foundation to the Division’s planning and reporting.
- Provides clear and consistent direction across the Division.
- Articulates what will be important for student success and well-being.
- Unites, inspires and excites staff, students and families around a shared vision.

To inform the development of the draft 2026-30 Strategic Plan coming forward for approval, the following occurred:

- Key documents included: the [Provincial Assurance Framework](#), [2024-2025 Annual Education Results Report \(AERR\)](#), [2022-2026 Four-Year Education Plan](#), [2024-25 Division Feedback Survey \(DFS\)](#), [September 2025 Strategic Plan Update: Governance](#).
- Trustees were also able to review reports relevant to the three priorities in the 2022-26 Strategic Plan, such as [Priority One Strategic Plan Update Report - May 2025](#), [Anti-Racism, Reconciliation and Equity Action Plan: Year Three Update](#), and the [Priority Three Strategic Plan Update Report - November 2024](#). These types of reports represent a combination of data driven analysis and engagement results.
- Throughout this process, the Board of Trustees worked to confirm alignment with the [2026-29 Education and Childcare Business Plan](#) outcomes.
- Trustees heard the voices of staff, families and students through school and central decision unit results review presentations and conversations in the fall of 2025.
- An environmental scan of the current educational context was conducted to help better understand the needs of students now and in the future. Consideration was given to external influences that impact education.
- Additionally, Trustees heard the voices of students, staff, families and community members through engagement opportunities in February and April, 2026.
 - In February, students (Grades 4 to 12), staff and families representing Division elementary, junior high and high schools were invited to take part in small group discussions where they reflected on a range of topics related to what would help them be successful and prepare for the future.
 - Staff, families, students (Grades 4 to 12) and community members were invited to provide feedback on the draft vision, mission and priorities through a survey between April 9 and April 19, 2026.
 - The final participation counts were:
 - Students: 8,746
 - Staff: 2,303
 - Families: 779
 - Community Members: 118
 - Overall, responses indicated high levels of support for the draft statements and open-ended responses provided valuable input to the board on potential refinement of the statements. See Attachment I for a summary of the quantitative results of the survey.
 - Feedback from the engagement was used by the Board of Trustees to inform the final Strategic Plan 2026-30 (see Attachment II). Division Communications staff enhanced the draft plan through developing a visual identity for the document.

RELATED FACTS

- Board Policy AD.BP Vision, Mission, Values and Priorities serves as the carrier to the Strategic Plan's vision, mission and priorities and requires updating to reflect the 2026-30 Strategic Plan (see Attachment III).
- To support the approval of the 2026-2030 Strategic Plan, Board Policy AD.BP Vision, Mission, Values and Priorities has been updated to reflect the new vision, mission and priority areas. This year, the goals are also included in the revised policy to reflect the intent and strategic direction of each priority.
- As the Board conducted stakeholder engagement to inform the development of the 2026-30 Strategic Plan, the committee will be seeking unanimous agreement from the Board for more than two readings

of the policy to occur at one board meeting. This is in accordance with the requirements of Board Policy CH.BP Framework for Policy Development and Review.

CONSIDERATIONS and ANALYSIS

- The Strategic Plan provides direction across the Division in support of student success and well-being and reflects alignment with Alberta Education’s assurance framework.
- The Board has conducted extensive engagement, seeking feedback from students, staff, families and community, to establish the strategic direction articulated in the 2026-30 Division Strategic Plan.
- Board Policy AD.BP Vision, Mission, Values and Priorities requires updating to reflect the new 2026-30 Division Strategic Plan.

NEXT STEPS

Upon approval of the recommendation, the updated policy will be posted to the Division website and the Superintendent of Schools will oversee necessary steps to implement the new 2026-30 Strategic Plan.

ATTACHMENTS

- | | |
|----------------|---|
| ATTACHMENT I | Strategic Plan Engagement Survey Quantitative Results Summary |
| ATTACHMENT II | 2026-30 Strategic Plan |
| ATTACHMENT III | Board Policy AD.BP Vision, Mission, Values and Priorities (Revised) |

SO: wr

Strategic Plan Engagement Survey

Quantitative Results Summary

The following is a summary of the quantitative results from the Strategic Plan engagement survey that went out to students, staff, families and the broader community between April 9th and 19th. The survey sought feedback around the draft Vision, Mission and Priority statements for the 2026-30 Strategic Plan. The anonymous online survey closed on April 19, 2026. The final participation counts were:

- Students: 8,746
- Staff: 2,303
- Families: 779
- Community Members: 118

Quantitative Data

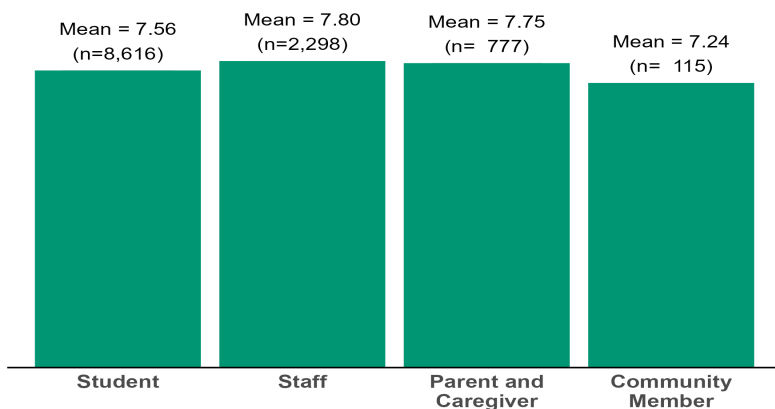
The quantitative data for the 2026-30 Strategic Plan engagement survey are presented in charts that have been organized by participant group, including students, staff, families and community members. The graphs represent the **mean score** on the response scale from the survey, with “1” indicating *strongly disagree* and “10” indicating *strongly agree*. Participation numbers for each cohort group are included in the graph and the survey question appears in **red** above each data graph.

The mean score represents the overall average across the response scale for each question.

Survey Mean Responses

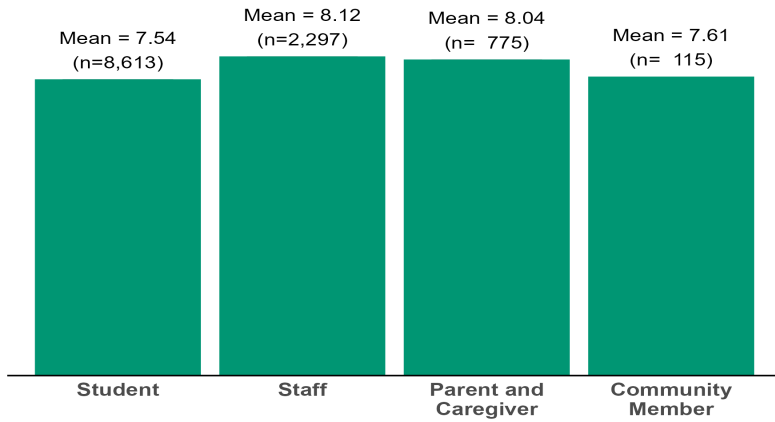
Question 1*. Thinking about students today and what they will need to be successful in the future, please indicate your agreement with the draft Vision statement.

Mean Response to Vision Statement



Question 2. Thinking about students today and what they will need to be successful in the future, please indicate your agreement with the draft Mission statement

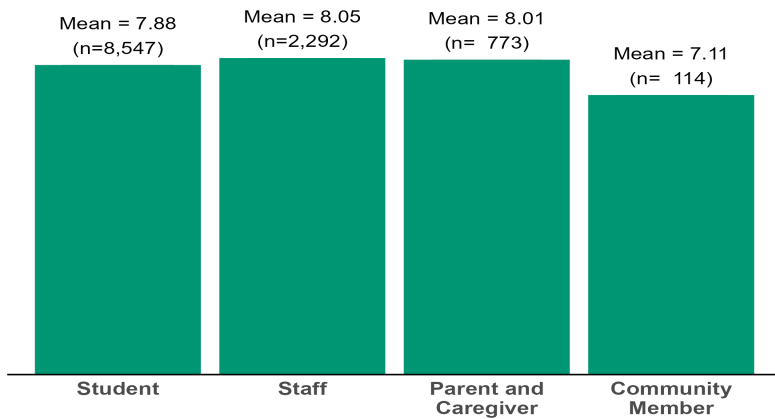
Mean Response to Mission Statement



Question 3. Thinking about students today and what they will need to be successful in the future, please indicate your agreement with the draft Priority statements below.

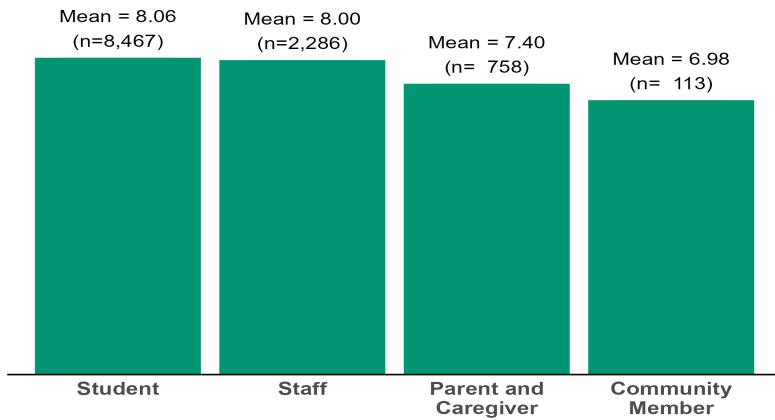
Question 3a. Expand upon high impact and innovative learning for all students.

Mean Response to Priority 1 Statement



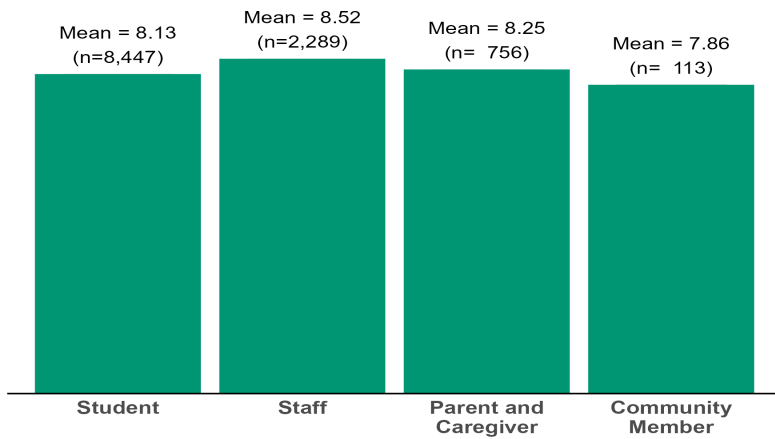
Question 3b. Advance anti-racism, Reconciliation and inclusion while addressing systemic barriers.

Mean Response to Priority 2 Statement



Question 3c. Enhance belonging, safety and well-being for students and staff by centering good relationships with people and place.

Mean Response to Priority 3 Statement



*The questions from the Student, Staff, and Community Member surveys are shown here. There are some slight differences in wording between the Family survey and the other three surveys (staff, students and community).

Vision

Empowering students to shape their futures and communities

Mission

We provide high-quality public education that supports students' academic success and builds compassion and connection.

Values

Accountability, collaboration, equity and integrity





2026–30

Division Priorities

- 1 Expand impactful and innovative learning for all students.
- 2 Advance anti-racism, Truth and Reconciliation, and inclusion to support student learning.
- 3 Centre good relationships to enhance belonging, safety and well-being for students and staff.



EDMONTON PUBLIC SCHOOLS

Division Strategic Plan 2026–30

Priority 1

Expand impactful and innovative learning for all students.

Goal 1

Support all students to grow and learn through engaging, evidence-based learning opportunities.

Goal 2

Promote professional learning and resources to support the diverse learning needs of all students.

Goal 3

Equip students to meet the needs of a changing society, workforce and climate.

Priority 2

Advance anti-racism, Truth and Reconciliation, and inclusion to support student learning.

Goal 1

Take individual and collective action to address systemic barriers to students' academic success.

Goal 2

Recognize and celebrate every student on their learning journey.

Priority 3

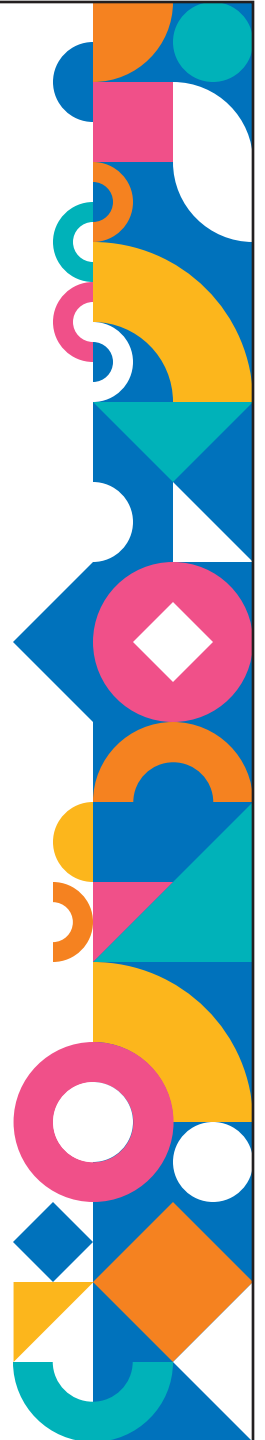
Centre good relationships to enhance belonging, safety and well-being for students and staff.

Goal 1

Strengthen trusting relationships among students, staff, families and communities.

Goal 2

Deepen student and staff understanding of, connection to and respect for the land and environment.



CODE: AD.BP

EFFECTIVE DATE: (26-05-1987)

TOPIC: Vision, Mission, Values and Priorities

ISSUE DATE: (26-05-2026)

REVIEW YEAR: (2030)

PURPOSE

To provide a shared philosophical foundation to guide the work, strategic planning and decision making in the Division.

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.

DEFINITIONS

Vision is the ideal future state or conditions that the Division aspires to create.

A **Mission** declares the practical commitments and actions that the Division believes are needed to achieve its vision.

Priorities are broad statements that describe long-range desired results based on our Vision, Mission and Values.

Values are what anchor the Division and are foundational; they are not just a way of doing, but a way of being.

POLICY

Vision - Empowering students to shape their futures and communities.

Mission - We provide high quality public education that supports students' academic success and builds compassion and connection.

Values - Accountability, collaboration, equity and integrity

Division Priorities 2026-30

1. Expand impactful and innovative learning for all students.
 - Goal 1: Support all students to grow and learn through engaging, evidence-based learning opportunities.
 - Goal 2: Promote professional learning and resources to support the diverse learning needs of all students.
 - Goal 3: Equip students to meet the needs of a changing society, workforce and climate.
2. Advance anti-racism, Truth and Reconciliation and inclusion to support student learning.
 - Goal 1: Take individual and collective action to address systemic barriers to students' academic success.

- Goal 2: Recognize and celebrate every student on their learning journey.
3. Center good relationships to enhance belonging, safety and well-being for students and staff.
- Goal 1: Strengthen trusting relationships among students, staff, families and communities.
 - Goal 2: Deepen student and staff understanding of, connection to and respect for the land and environment.

ACCOUNTABILITY

The Superintendent will provide regular reports and feedback at public Board meetings to ensure the work of the Division aligns with the Vision, Mission, Values and Priorities established by the Board.

REFERENCES

Education Act

Date	May 26, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	2026-30 Four-Year Education Plan: Year One
Originator	Kathy Muhlethaler, Assistant Superintendent, Instructional and Strategic Division Supports
Resource Staff	Marnie Beaudoin, Dave Bennell, Nancy Petersen, Sunita Sas, Christine Simmons, Soleil Surette
Reference	Funding Manual for School Authorities 2026-27 School Year

ISSUE

Alberta Education and Childcare requires school jurisdictions to submit an annually updated Education Plan by the last working day of May each year.

RECOMMENDATION

That the Edmonton Public Schools' 2026-30 Four-Year Education Plan: Year One be approved.

BACKGROUND

School jurisdictions are required to annually prepare or update their three to five-year Education Plans guided by Alberta Education's Assurance Framework and the Requirements for School Authority Planning and Results Reporting section of the 2026/27 Funding Manual. The Division has chosen to develop a four-year plan to align with and support the four-year cycle of the Strategic Plan.

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

Year one of Edmonton Public Schools' 2026-30 Four-Year Education Plan presents the Division's strategic actions to advance its strategic priorities, as articulated through its Strategic Plan and in support of the Alberta Education 2026-29 Business Plan. Each year the plan will be reviewed through the lens of the Annual Education Results Report (AERR), engagement and the current educational landscape. Based on these considerations, the strategic actions will be confirmed, revised or updated accordingly.

Four-Year Education Plan Strategic Actions

The strategic actions outlined in the Four-Year Education Plan are reviewed annually for relevance and progress. Many of these actions reflect long-term, multi-year work in support of the 2026-30 Strategic Plan and will therefore remain consistent from year to year. Should a strategic action be updated in the future this will be noted with the word *updated* included in parenthesis at the end of the action statement.

Four-Year Education Plan Measures

The measures identified in the plan are used to assess progress on achieving the outcomes and the effectiveness of the strategic actions, and include both provincially required and supplemental Alberta Education Assurance Measures, as well as local measures. The Division reports on these measures, as well as a range of other possible measures identified through complementary monitoring, reporting and evaluation processes, through the AERR and a variety of additional reporting mechanisms, such as evaluation reports or Results Review conversations.

Four-Year Education Plan Implementation

The Four-Year Education Plan supports the operationalization of the Strategic Plan through specific outcome statements and strategic actions. The Four-Year Education Plan is operationalized through school and central department plans, which describe more detailed objectives and tactics in support of the Division level priorities, goals and strategic actions.

Each year, as part of this assurance framework, the Division develops a budget that aligns with the Strategic Plan and Four-Year Education Plan by ensuring that adequate resources are in place to support the priority areas. The Four-Year Education Plan highlights some of the key initiatives identified in the Division's [2026-27 Distribution of Funds](#) that will support implementation of year one of the 2026-30 Four-Year Education Plan.

RELATED FACTS

- Each year the Division submits a Four-Year Education Plan to Alberta Education.
- The Four-Year Education Plan must align with the approved budget.
- The Four-Year Education Plan serves as one of the planning, reporting and monitoring tools the Division uses to advance its strategic direction and demonstrate assurance.
- The development of the Four-Year Education Plan is informed by data, engagement, the 2026-29 Alberta Education and Childcare Business Plan and the 2026/27 Funding Manual, as well as the Division's Strategic Plan.
- The Division will report on progress achieved towards the strategic actions identified in this plan in the fall of 2027 through the AERR and the Results Review process.
- The Four-Year Education Plan is reviewed, and may be revised, each year.

CONSIDERATIONS and ANALYSIS

The Four-Year Education Plan is due to Alberta Education and Childcare by May 29, 2026, and must align with the approved 2026-27 budget.

NEXT STEPS

The 2026-30 Four-Year Education Plan: Year One will be posted on the Division website upon submission to Alberta Education.

ATTACHMENTS and APPENDICES

ATTACHMENT I 2026-30 Four-Year Education Plan: Year One

NP: ss

2026–30 Four-Year Education Plan

Year One (2026-27)

*3020 The Edmonton School Division
Submitted to Alberta Education
May 2026*

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Introduction: Assurance

We look ahead to the 2026-27 school year with optimism and energy under the vision and direction of the new 2026-30 Strategic Plan in support of our mission to provide high quality public education that supports students' academic success and builds compassion and connection. Within this context, the Division continues to advance its priorities in support of high quality teaching and learning.

The Four-Year Education Plan is a key piece of the provincial assurance model, integrating feedback from students, staff, families and community and results analysis of prior achievement to inform the development of strategic actions intended to enhance student success and well-being. Year one of Edmonton Public Schools' 2026-30 Four-Year Education Plan presents the Division's actions to advance its strategic priorities, as articulated through its Strategic Plan, and those of the Alberta Education 2026-29 Business Plan. Also foundational to this planning and reporting cycle are the Division's vision, mission and values, which are brought to life through the shared leadership and responsibility of the Board of Trustees and central and school leadership.

Evidence-based decision-making is central to the Division's assurance model, where data is used to reflect on what has been accomplished and to help inform actions and the responsive use of resources in support of student success.

Engagement with students, staff, families and community members is another key action that informs the Division's planning processes; for a more detailed look at engagement efforts across the Division, refer to page four of this report.

Upon approval from the Board of Trustees, the Four-Year Education Plan will be submitted to Alberta Education and will be posted on the Division's website at epsb.ca/ourdistrict/results/education-plan/.

Assurance Model



Accountability statement

Under the direction of the School Board, the Education Plan for Edmonton School Division commencing September 2026 was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The School Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The School Board approved the 2026-30 Education Plan on xxx, 2026. (Year 1)

Saadiq Sumar, Board Chair

Who we are

As Alberta's second largest school division, Edmonton Public Schools proudly serves over 122,000 students, Kindergarten to Grade 12, across 214 schools. Edmonton Public Schools offers many [programming](#) options for families and students. These high quality teaching and learning opportunities are supported by over 10,800 staffing positions that all work together in support of the Division's vision, mission and strategic direction. The Division's Cornerstone Values of accountability, collaboration, equity and integrity inform how this work is carried out.

Vision

Empowering students to shape their futures and communities

Mission

We provide high-quality public education that supports students' academic success and builds compassion and connection.

Values

Accountability, collaboration, equity and integrity

Division Priorities 2026–30

Priority 1

Expand impactful and innovative learning for all students.

Priority 2

Advance anti-racism, Truth and Reconciliation, and inclusion to support student learning.

Priority 3

Centre good relationships to enhance belonging, safety and well-being for students and staff.

Engagement

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

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

Division Level Engagement

- **Division Feedback Survey (DFS):** Conducted every year for students, staff and families, this survey monitors progress towards the Strategic and Four-Year Education Plans. The DFS provides both system-wide and school-level results that are used to inform planning and reporting. In 2023-24, the Board of Trustees requested that the DFS include a unique set of questions focused around perceptions of school safety. This feedback was used to inform Division work around belonging and safety in the following years.
- **Inclusive Education Parent and Community Advisory Committee:** Supported by Division staff and composed of up to 10 family and community members and three members from Division administration, this committee provides ongoing feedback to help inform the delivery of inclusive education in the Division. For the 2025-26 school year there was a recruitment process for new members, which resulted in the first meeting being held May 15, 2026.
- **First Nations, Métis, and Inuit External Advisory Committee:** Composed of members from the broader community and Division staff, the committee provides feedback to inform the development of Division resources and supports an ongoing dialogue between community and the Division around student success and First Nations, Métis, and Inuit education.
- **Equity Advisory Committee:** Composed of former Division students, parents, members of the broader community and community partners, the committee meets three times per year to help support progress towards the Division's commitment to equity, inclusion and belonging for all.
- **Student Senate:** Student senators from across Division high schools represent their fellow high school students to provide student voice to the Board of Trustees and administration. The Student Senate serves as a youth engagement model to promote active student participation in youth governance within education and to provide the Board of Trustees with a meaningful way to access student voice. In 2025-26, senators identified three projects in their annual work plan: a live event group, an information kit group and a podcast group. The work of Student Senate is profiled on the [Student Senate website](#).
- **Community Consultations:** The Division and Board of Trustees bring members of school communities together through online and in-person opportunities around a variety of key topics responsive to high quality teaching and learning environments and the public education system. Through these opportunities students, staff, families and members of the community have the opportunity to provide feedback.

- **Anti-racism, Reconciliation and Equity Staff Advisory Committee:** This committee is composed of 77 staff members. Through feedback from a group of staff, representing multiple roles, work locations, and personal identities and experiences, the committee supports the Division’s commitment to equity, inclusion and belonging for all.
- **Principal Committees:** Central leaders host committees around key areas of Division operations such as Budget, Human Resources, Instructional Supports and Infrastructure. Principals from across a diverse range of school communities sit on these committees to provide school perspective to these key areas of work. Committee work can include feedback that supports the implementation of an initiative, the development of tools or resources or to inform system efficiency and improvement. These committees meet between four and eight times a year and membership is reviewed annually through an expression of interest from school leaders.
- **Superintendent’s Community of Practice in Education:** The Superintendent annually establishes a group of leaders from schools and central decision units to come together to discuss key areas in support of the Division’s strategic direction. These discussions provide feedback around emerging opportunities, Division processes and targeted initiatives in support of student success and well-being.
- **Superintendent’s Small Group Conversations:** The Superintendent invites principals and central leaders to small group discussions around educational topics of their choice and interest. The practice offers an open platform for Division leaders to connect, address shared challenges and brainstorm solutions for emergent needs.
- **School and Central Results Review:** These are yearly evidence-based discussions between Division leaders and Trustees. Schools invite students, families and community members to be part of these conversations. Through results reviews, Trustees are able to gather information, notice trends and bring back their observations to administration. These conversations help to inform future planning at the school and Division levels.
- **Catchment Conversations:** Division schools are organized in Kindergarten to Grade 12 catchment groupings that work together around common goals in support of student success. Catchment conversations provide school and central leaders with the opportunity to reflect on their results and share and learn from each other. The feedback from catchment conversations complements and enhances information gathered to support Division reporting and planning. Trustees often attend these events.
- **Teacher/Staff Collaborative Conversations:** These conversations bring together staff from across the Division around a strategic topic. Feedback from these conversations helps inform next steps in support of students. Some examples of topics addressed through a collaborative conversation include literacy learning, mental health supports for students, numeracy learning, school safety and staff experiences of belonging through an anti-racism lens. For the 2025-26 school year, conversations were held on the following topics:
 - Classroom Complexities
 - Exploring Support for School Leaders

School-Level Engagement

- **School Councils:** One way schools engage with families is through school councils, which provide opportunities for dialogue around school operations, school plans and budget, as well as ongoing conversations regarding student success and well-being. Trustees often attend school council meetings to connect and engage with families and school leadership.

- **Local school activities:** Schools engage with their communities in ways that best meet the needs of their students and families. Examples of what this engagement looks like at the school level include, but are not limited to: meet the principal drop-ins, morning coffee conversations, family nights, student focus groups and school level surveys. Feedback and voice from these various activities help support decision-making and inform planning and programming.
 - Recognizing the importance of the role of families as partners in their child’s learning, families are invited to participate in both results review and school budget planning.
- **Student Voice:** Many schools across the Division intentionally seek to engage with students through inquiry-led approaches around topics of importance to their school community, including school goals, initiatives and plans. These range from school-formed groups, optional engagement sessions around a topic of focus and school survey opportunities. A number of school-level conversations that centered around student voice took place across the Division in various formats anchored in engagement activities such as world cafes, focus groups, summits or social innovation labs. Working collectively with students, staff and community, school leaders develop responsive frameworks to advance equity, inclusion and belonging in schools.

Strategic Planning

To help inform the establishment of the 2026-30 Strategic Plan and the 2026-30 Education Plan, the Board of Trustees reviewed key documents and engaged with students, staff, families and community.

Background

To support planning, Trustees explored a diverse set of documentation that provided background information relevant to the strategic planning process. Key documents included: the [Provincial Assurance Framework](#), [2024-25 Annual Education Results Report](#) (AERR), [2022-26 Four-Year Education Plan](#), [2024-25 DFS](#), [September 2025 Strategic Plan Update: Governance](#) .

Trustees were also able to review reporting relevant to the three priorities in the 2022-26 Strategic Plan, such as [Priority One Strategic Plan Update Report - May 2025](#), [Anti-Racism, Reconciliation and Equity Action Plan: Year Three Update](#), and the [Priority Three Strategic Plan Update Report - November 2024](#). These types of reports represent a combination of data driven analysis and engagement results. Additionally, Trustees heard the voices of students, staff, families and community members through engagement opportunities between February and April 2026.

Engagement

Students, staff and families were invited to participate in various engagement sessions regarding elements of the draft strategic plan. In February, students (Grades 4 to 12), staff and families representing a sample of Division elementary, junior high and high schools were invited to take part in small group discussions where they reflected on the factors impacting youth today; what skills, knowledge and aptitudes youth will need in the future; and what youth will need, in an education setting, over the next four years to help them be successful and prepare for the future.

In April, students (Grades 4 to 12), all staff, families and community members were invited to provide feedback on the draft vision, mission and priorities through a survey between April 9 and 19, 2026. The data from the focus groups and surveys was shared with the Board of Trustees to support the creation and refinement of the 2026-30 Strategic Plan.

This feedback also informed the development of strategies in the Four Year Education Plan, which is framed around the three priorities and seven supporting goals of the 2026-30 Strategic Plan. Throughout

this process, the Board of Trustees worked to confirm alignment with the [2026-29 Education and Childcare Business Plan](#) outcomes.

Results analysis (2022-26 Education Plan: Year 3)

The following section draws upon results reported in the [2024-25 AERR](#) brought to Board December 9, 2025.

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

The Division's intentional, evidence-based practices in support of student learning and growth are evident in the improvement or maintenance of overall provincial achievement test and diploma results, as reported in the [2024-25 AERR](#). EPSB continues to support students on their path to school completion through the strategies outlined in Priority 1 of the Four-Year Education Plan.

The Division's targeted professional learning and resources to support Kindergarten to Grade 6 teachers in the implementation of the new curriculum continue to be well received, with DFS feedback indicating 84.0 per cent of certificated staff who accessed supports agreed they were helpful. The Division will continue supporting the implementation of the new curriculum as more subjects and grades are introduced. Through this work, the Division has been able to support its own educational staff, and educational staff from across the province through the Division's collaborative endeavour in the development of elementary science and social studies resources.

The Alberta Assurance Survey signalled the importance of intentional steps in supporting the provision of specialized supports, from the perspective of teachers and parents; an identified need in this area is more educational assistants to support students. As part of a collaborative response to this need at the provincial level, the Division continued to lead the Educational Assistant Internship project, which expanded from three school divisions in 2022-23 to 21 school divisions across the province in spring 2025. This work is carried out with support from Alberta Education.

Provincial Achievement Test outcomes highlighted in the [2024-25 AERR](#) identified both improvement and ongoing opportunities for supporting student achievement and growth across different demographic groups. Local data presented in the AERR illustrated progress and opportunities for celebration, with the fourth edition of the Canadian Achievement Tests - CAT4 (reading, mathematics, and computation and estimation) data primarily indicating growth, or results remaining above the Canadian average of 77.0 per cent, from the fall of 2024 to the spring of 2025 for Grades 4 to 7. Results for Grade 8 and Grade 9 were more mixed, with opportunity for further exploration into these results. CAT4 results following a cohort of Equity Achievement Project students from Grade 4 to Grade 6 illustrated the positive impact of intentional evidence-based actions focused on the Division's most socially complex schools. Data for the Highest Level of Achievement Test - HLAT (writing), administered to students in Grades 1 to 9 across the Division, indicated opportunities for improvement. These results confirm the importance of high quality teaching and learning in support of literacy and numeracy achievement and ensuring strategies are in place that are responsive to the diverse learning needs of all students.

Preparing students for life beyond Grade 12, whether that be a post-secondary experience or entering into the work force, is a critical aspect of the education system, as students discover their strengths and interests, develop key transferable skills and explore potential career paths. Results from Alberta Education's Assurance Survey indicated the following:

- Parents' confidence that their children are being prepared for the work force and lifelong learning declined last year compared to the three-year average. Though achievement measures for both were considered high. Feedback collected through the strategic planning process indicates a heightened awareness among parents for the need for strong critical thinking skills particularly as it relates to artificial intelligence and misinformation/disinformation.
- Teachers' perception regarding lifelong learning and preparation for the work force was maintained. Achievement measures for both were intermediate.
- Results for students' perceptions of preparation for career planning improved compared to prior years.
- EPSB's six-year transition rate¹ was 66.1 per cent, which was above the provincial average of 59.9 per cent, and is considered high.

These results affirm the importance of the Division's continued work in this area, through such actions as the Career Pathways model; Science, Technology, Engineering and Mathematics (STEM) programming, continued growth in Dual Credit course offerings, the establishment of the Skilled Trades and Technology Collegiate, a Business and Innovation alternative program at a high school and several initiatives focused around Artificial Intelligence.

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

The [Anti-racism, Reconciliation and Equity Action Plan: Year Three Update](#) report, ongoing feedback gathered through engagement and results from the [2024-25 AERR](#) reinforce the importance of intentional efforts being taken by the Division in support of anti-racism, reconciliation and equity. This ongoing work is supported through the continuation of the actions outlined in year four of the 2022-26 Four-Year Education Plan.

Below are select DFS results from students, staff and families for Priority 2.

<p>77.8 per cent of Grades 4 to 12 students who responded are in agreement with the statement:</p> <p>Many diverse cultures are represented in the books and materials at my school.</p>	<p>90.6 per cent of staff who responded are in agreement with the statement:</p> <p>Many diverse cultures are represented in the books and materials at my school.</p>	<p>87.6 per cent of families who responded are in agreement with the statement:</p> <p>Many diverse cultures are represented in the events, activities and environment of my child's school.</p>
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Our results continue to emphasize the importance of intentional actions that support self-identified First Nations, Métis, and Inuit student success. This work will continue to be evidence-based and will build on the successes and positive momentum of First Nations, Métis, and Inuit students' Provincial Achievement Tests (PAT) and diploma exam results, as highlighted in the [2024-25 AERR](#). Reconciliation is a priority area for the Division, as reflected in the 2026-30 Strategic Plan and the continued actions committed to in the Four-Year Education Plan. The Division's work in this area remains grounded in the evidence-based actions, emerging research and the voices of students, families and community.

¹ The six-year transition rate is the percentage of students in the Grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within 6 years of entering Grade 10, adjusted for attrition. An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

Below are select DFS results from students, staff and families for Priority 2.

81.6 per cent of Grades 4 to 12 students who responded are in agreement with the statement: My school takes actions that support truth and reconciliation.	90.7 per cent of staff who responded are in agreement with the statement: The Division is taking actions that support truth and reconciliation.	71.6 per cent of families who responded are in agreement with the statement: My child's school keeps me informed of steps they are taking to support truth and reconciliation.
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Priority 3: Promote a comprehensive approach to student and staff well-being and mental health.

The results and analysis presented in the [2024-25 AERR](#), and data from the [2024-25 DFS](#) indicated incremental improvements and opportunities for growth, such as continuing to nurture relationships to support students' sense of belonging and safety at school, supporting students in their plan to graduate from high school and ongoing efforts to engage with families.

At the same time, Division DFS results also identified opportunities to build on strengths and positive outcomes, including 81 per cent of students agreeing that they had at least one adult in their school they would go to for help if they needed it and 85 per cent of families agreeing that their child feels like they belong at school. Through such means as Results Review, principals have also shared feedback from families and staff that reinforces the timeliness and importance of intentional evidence-based actions that support mental health well-being. Within this context, the Division continues to offer a variety of supports including engaging students through clubs and activities, specialized mental health programs and the multi-disciplinary expertise of the Mental Health Team.

A focus for the Division in 2024-25 was the development of a draft [belonging and safety framework](#). The framework is intended to support school leaders as they are responsive to the unique needs of their school communities and the students they serve. It is grounded in evidence-based work and includes inquiry questions to help schools to go deeper in this area, exemplars of current practices and questions that can help schools monitor for progress. Intended to be a living document, the framework was launched in February 2026 as the Belonging and Safety toolkit and is available as a resource for staff on EPSB's internal website.

DFS results, as noted below, for student perceptions of belonging and safety indicate the timeliness of this work and the Division's opportunity for ongoing improvement.

Below are select DFS results from students for Priority 3.

61.5 per cent of Grades 4 to 12 students who responded are in agreement with the statement: My school is a place where all students feel like they belong.	69.9 per cent of Grades 4 to 12 students who responded are in agreement with the statement: I feel like I belong at my school.	72.8 per cent of Grades 4 to 12 students who responded are in agreement with the statement: I feel safe at school.
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Results for the Alberta Education Assurance Survey's Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) assurance measure declined in 2024-25 compared to the prior three years; this decline is consistent with provincial trends. A deeper analysis of EPSB results in the [2024-25 AERR](#) indicated that the decline was due to parent perceptions, with student results showing a slight improvement. Additionally, substantially fewer parents responded to the survey, compared to prior

years, so it is difficult to determine whether their results indicate a change in perception or whether the sample is less comparable. These results reinforce the importance of the work the Division and schools are undertaking in support of Priority 3 across all three tiers of the pyramid of intervention and ongoing efforts to hear directly from students around what they need in order to feel a sense of belonging in school and experience success.

Strategic actions (2026-30 Four-Year Education Plan: Year 1)

The Division walks alongside students on their Kindergarten to Grade 12 journey towards the goal of high school completion. The following plan is structured around the Division's 2026-30 Strategic Plan, with key strategies identified to support the three Priority areas and their corresponding goals. These strategies are reviewed annually for relevance and progress.

Progress towards the Education Plan is long-term, multi-year work in support of the 2026-30 Strategic Plan and will, therefore, remain consistent from year to year. Throughout the four years, there may also be strategies that are completed or evolve over time, any changes in the strategies will be noted in the most current Education Plan and reflected in the AERR.

Measuring for progress is a key feature of the Assurance Framework. The Education Plan identifies key measures for each Priority area. These measures are noted in the yellow boxes on the right hand side of the page. Measures have been identified and linked to the priorities they most closely align with for this document, although in practice these measures are interconnected and may span across all three Priority areas.

Priority 1: Expand impactful and innovative learning for all students.

Outcome: More students feel engaged and connected to their learning, resulting in improved academic outcomes.

Goal 1. Support all students to grow and learn through engaging, evidence-based learning opportunities.

- Through collaboration schools and catchments examine data and implement evidence-based teaching and learning strategies that are engaging and responsive to the diverse learning needs of all students.
- Monitor the growth and progress of students through their Individual Program Plan (IPP) goals.
- Support a range of programming choices for families through ongoing engagement and the monitoring of enrolment data.

Goal 2. Promote professional learning and resources to support the diverse learning needs of all students.

- Continue to deliver targeted professional learning and resources that support the implementation of the new curriculum.
- Provide opportunities for professional learning focused on evidence-based strategies in the areas of literacy and numeracy.
- Create learning opportunities that enable all students to access curriculum.

Goal 3. Equip students to meet the needs of a changing society, workforce and climate.

- Provide innovative, experiential learning opportunities that enable students to explore, self-reflect and set goals towards high school completion and beyond.
- Engage students in learning experiences that encourage them to think about, explore and plan for a sustainable future.
- Build upon opportunities for students and staff to deepen their understanding of and ability to navigate the digital environment.

Measures

Alberta Education Assurance Measures

- Provincial Achievement Tests
- Diploma exams
- Graduation rates
- Rutherford Scholarships
- Three- & five-year completion rates
- Student, parent, teacher Assurance Survey
- Literacy and Math Readiness Screeners

Local Measures

- Division Feedback Survey
- Voice of students, staff and families
- Internal assessment measures (Canadian Achievement Tests Fourth Edition [CAT4], Highest Level of Achievement Test [HLAT])
- Individual Program Plans
- myBlueprint information

Priority 2: Advance anti-racism, Truth and Reconciliation, and inclusion to support student learning

Outcome: Students see themselves in their learning environment, resulting in a stronger connection to their learning and improved academic outcomes.

Goal 1. Take individual and collective action to address systemic barriers to students' academic success.

- Through listening to students, staff and families identify barriers to learning and take actions to mitigate these barriers.
- Enhance educational outcomes for all students anchored in research and evidence-based instructional strategies.
- Build upon staff and students' understanding of the world views, cultures and histories of the many First Nations, Métis, and Inuit communities.

Goal 2. Recognize and celebrate every student on their learning journey.

- Students experience inclusive learning environments that reflect and celebrate diverse cultures and identities.
- Create opportunities for students, staff and families to celebrate the unique evidence of progress for each student.

Measures

Alberta Education Assurance Measures

- Provincial Achievement Tests
- Diploma exams
- Graduation rates
- Rutherford Scholarships
- Three- & five-year completion rates
- Student, parent, teacher Assurance Survey

Local Measures

- Division Feedback Survey
- Voice of students, staff and families
- Course Completion

Priority 3: Centre good relationships to enhance belonging, safety and well-being for students and staff

Outcome: More students and staff experience a stronger connection to their school community, resulting in an improved sense of well-being.

Goal 1. Strengthen trusting relationships among students, staff, families and communities.

- Collaborate with students, staff and families to enhance feelings of belonging and safety across the school community.
- Build upon evidence-based practices to support learning environments that promote well-being and academic success.
- Engage in partnerships that enhance teaching and learning to enrich the school community.

Goal 2. Deepen student and staff understanding of, connection to and respect for the land and environment.

- Provide staff with opportunities to deepen their knowledge, understanding and awareness of the land, its peoples and the environment.
- Build students' awareness, understanding of and respect for the land, its peoples and the environment through a range of learning opportunities.

Measures

Alberta Education Assurance Measures

- Student, parent, teacher Assurance Survey

Local Measures

- Division Feedback Survey

Implementation plan

The strategic actions in the 2026-30 Four-Year Education Plan are implemented through school, catchment and central unit plans. Progress on these plans are reported to the Board of Trustees through the results review process and the AERR. School plans and results reviews are available on each school's [profile page](#) while central units' are available on [epsb.ca](#). Implementation of the Four-Year Education Plan includes yearly resource allocations in support of key priority areas, professional learning aligned to the goals and strategies and ongoing monitoring of the work.

For this year the Board of Trustees supported the development of the 2026-30 Strategic Plan. This Education Plan and supporting budget has been informed by data, the voices of students, staff and families and awareness of the intent and direction the Board of Trustees was working towards in the finalization of the new strategic plan. This plan builds off of our previous results, reflects opportunities for ongoing progress as noted in the AERR and aligns with the Alberta Education and Childcare Business Plan.

The following section highlights key aspects of this work at a Division level; it is not an exhaustive list of the work schools undertake in support of the plan.

Resources

The Division's resource allocation model is designed to ensure adequate resources are in place to support the Division's priorities and goals. To support the 2026-30 Four-Year Education Plan, the Division has allocated financial resources in alignment with key priority areas. The Division's [2026-27 distribution of funds](#) will support implementation of the plan by resourcing, for example, additional staffing, professional learning and operational support for key initiatives. For 2026-27, highlights of allocations in support of key initiatives include, but are not limited to, the following:

- To support strategies under *Priority 1: Expand impactful and innovative learning for all students.*
 - A targeted allocation in support of early learning in literacy and numeracy in Division One (Kindergarten to Grade 3).
 - A high social vulnerability allocation that provides assistance to 60 schools deemed to serve populations with a high degree of social complexity.
 - An allocation for Year 5 of the Equity Achievement Project, supporting high quality literacy and numeracy learning.
 - An allocation to Campus EPSB and Dual Credit to support high school completion through unique learning opportunities that help high school students explore various career pathways and post-secondary learning experiences.
 - An allocation for the Educational Assistant (EA) Internship Program to help with the recruitment and retention of EAs through a 16-week training program and mentor support.
- To support strategies under *Priority 2: Advance anti-racism, Truth and Reconciliation, and inclusion to support student learning:*
 - Allocations to support First Nations, Métis, and Inuit students, including a per-student allocation for self-identified students, an allocation to support transportation for junior high students attending amiskwaciy Academy and for elementary students attending the Awâsis program at awâsis waciston School, an allocation to central services to support schools with First Nations, Métis, and Inuit education and a targeted allocation for the High School Completion Coach initiative.
 - An allocation to support belonging and safety for all across school communities through the

provision of professional learning, supports and resource development.

- To support strategies under *Priority 3: Centre good relationships to enhance belonging, safety and well-being for students and staff*:
 - A targeted allocation supporting mental health through the following:
 - CARE (Confidence, Academics, Relationships, and Emotional Regulation) classrooms supporting student mental health in five schools for the upcoming school year.
 - A coordinated mental health approach between Hospital School Campuses and Specialized Learning Supports to provide supports and services across the Division.
 - Funding for the Mental Health Therapists team to support work occurring in schools around belonging and safety through school-based multidisciplinary mental health services to students.
 - A targeted allocation for Mental Health Capacity Building Wellness Coaches who focus on four core themes: Social and Emotional Learning, Anti-racism and Building Inclusive Communities, Healthy Choices and Mental Health and Resilience.

Professional learning

Professional learning is prioritized and offered through a variety of methods during the school year to support accessibility for a range of adult learning styles. Professional learning will continue to be offered around a range of topics critical to high quality teaching and learning and supporting the success and well-being of all students, including, but not limited to: the implementation of the new curriculum, the diverse learning needs of all students, evidence-informed literacy and numeracy best practices, First Nations, Métis, and Inuit education, and student mental health and well-being.

Monitoring of progress

Monitoring of the Four-Year Education Plan's strategic actions occurs through a variety of tools and across multiple levels within the Division. Schools identify and share goals through their school plans and report through results review and catchment conversations; while at a system level data analysis and reports extend from the AERR and provide a more in-depth review of specific activities undertaken in support of the actions outlined in the Four-Year Education Plan.

Centrally supported actions are monitored and adjusted on an ongoing basis through internal feedback and emerging data, as well as more formally planned evaluations and reviews of project goals. Currently such actions include the Equity Achievement Project, the High School Completion Coach initiative and the Belonging and Safety Framework. The DFS will also serve as an important tool for monitoring progress towards the three Priority areas of the 2026-30 Strategic Plan.

Finally, to assist with and improve school and central leaders' ability to monitor for progress, the interactive dashboard continues to be developed and refined for Division use. The dashboard provides access for school and central leaders to information relevant to key sources of data. This enables timely and nimble adjustments at the school level responsive to the needs of students and ultimately supports progress towards actions set out in the Division's Four-Year Education Plan.

As the Division begins this new Four-Year Education Plan, schools', catchments' and central decision units' annual plans will continue to be both strategic and flexible, as the Division evolves and shifts in response to what we learn from data and ongoing engagement. The intentional, collective efforts outlined through these plans reflect our ongoing commitment to fulfilling the Division's vision of *empowering students to shape their futures and communities*.

Budget and facilities

Edmonton Public School Board's 2026-27 recommended [Distribution of Funds](#), 2026-2027 Budget, and [Three-Year Capital Plan](#) can be accessed from [epsb.ca](https://www.edmonton.ca/epsb). Also available is the [Ten-Year Facilities Plan](#).



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Date	May 26, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	2026-2027 School Year Budget
Originator	Todd Burnstad, Chief Financial Officer
Resource Staff	Ariff Asaria, Jeremy Higginbotham, Drew Horn, Robert Mah, Jennifer Price, Madonna Proulx, Amada Wong
Reference	Funding Manual for School Authorities for the 2026-2027 School Year

ISSUE

The 2026-2027 Budget is being presented to the Board of Trustees for approval.

The proposed allocations are designed to support student success through transparent and strategic distribution of funds aligned with the Division’s strategic plan.

RECOMMENDATION

That the 2026–2027 Edmonton Public Schools budget, as outlined in Attachment IX, be approved.

BACKGROUND

2026-2027 PROVINCIAL BUDGET OVERVIEW

On February 26, 2026, the Government of Alberta announced an education budget of \$10.8 billion, which 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. On May 13, 2026, \$200 million of this initiative was announced for distribution to school jurisdictions across the province. This investment builds on the \$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 the 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.

Math Resource Development - New

The Province is providing grant funding to support the development of high-quality English and French mathematics instructional resources for Alberta classrooms, including student materials, instructional videos, and teacher supports for the implementation of the Grade 6 curriculum and the piloting and future implementation of the draft Grades 7–9 mathematics curriculum.

School Safety Funding - New

The Government of Alberta is investing \$22 million in 2026-2027 to enhance school safety through targeted building upgrades and staff training. Of this, \$20 million will support security improvements, including locks, doors, cameras, and window coverings, while \$2 million will fund training for staff in emergency preparedness and critical incident response. School authorities will have flexibility in how funds are used and are required to report on expenditures in November 2026 and 2027. This funding, alongside new provincial safety standards, helps ensure Alberta schools remain safe and secure.

Class Size Reduction Grant - New

Announced on May 13, 2026, this provincial initiative provides \$200 million to support the hiring of more than 1,400 additional teachers across Alberta. The Division’s allocation of \$39.9 million will fund 296 additional certificated staff positions. As the funding announcement occurred after schools had completed

their spring budget, these resources have been budgeted centrally at the Division level, with allocations to schools to be distributed through the fall budget process.

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 \$1.64 billion (Attachment I), an increase of \$178 million (12.2 per cent) compared to the 2025–2026 Fall Revised Budget, and an increase of \$69 million (4.4 per cent) compared to the 2026-2027 Distribution of Funds.

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).

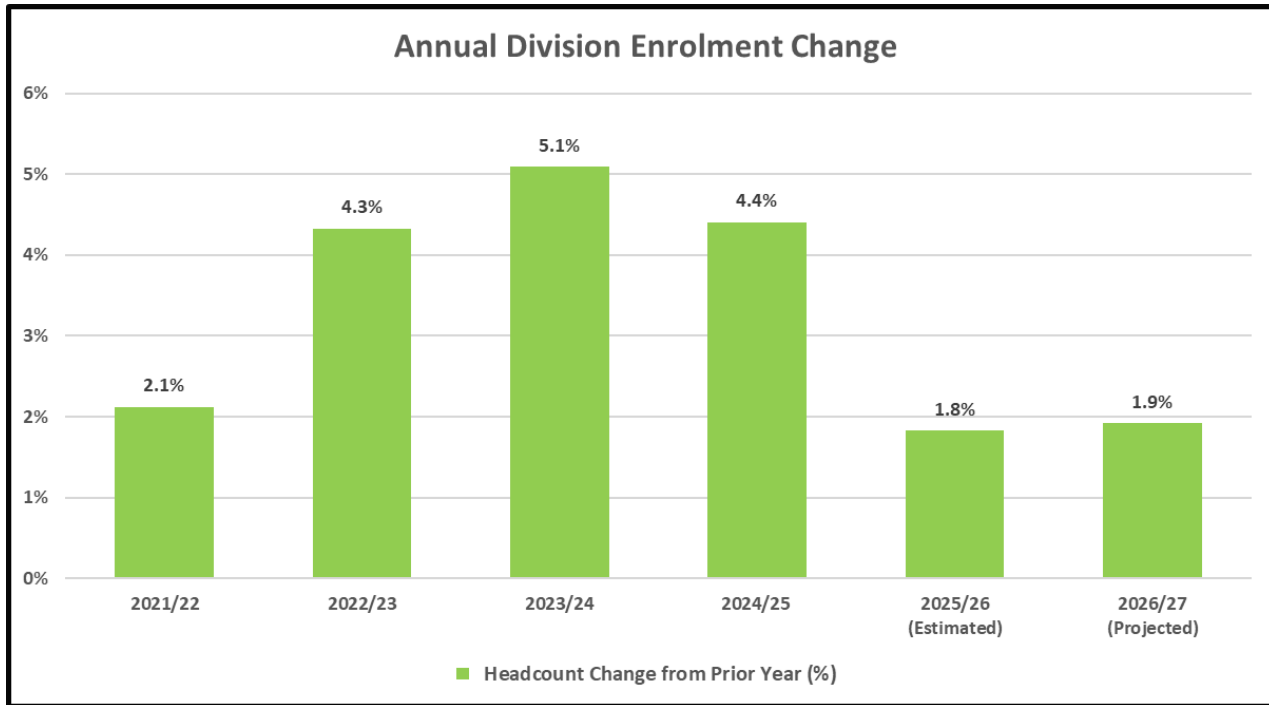
Key drivers of the funding increase include:

- 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
- The Class Size and Complexity Grant, and the Class Size Reduction Grant
- The School Safety Grant
- New Curriculum Grants

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

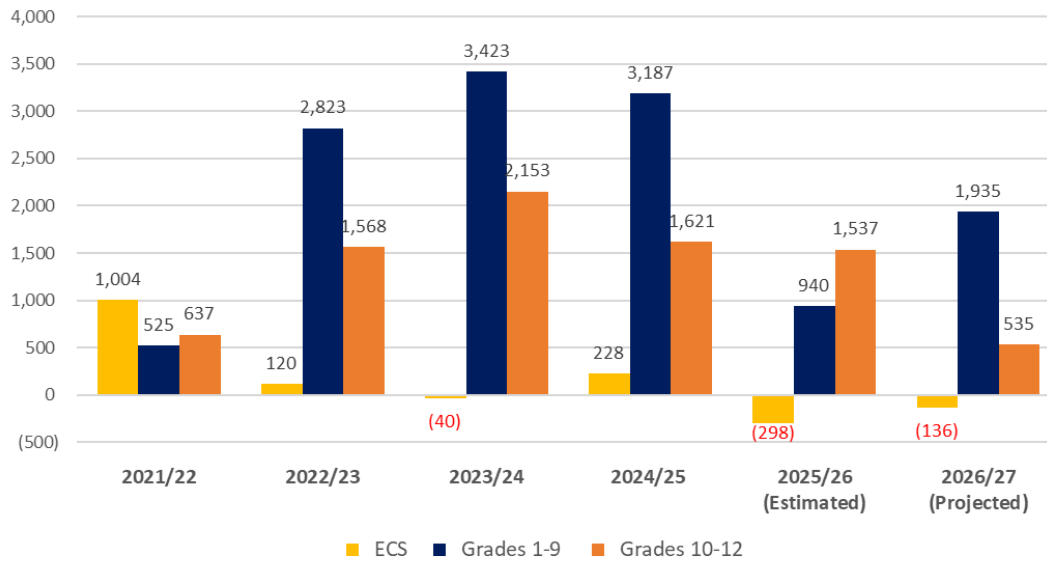
Enrolment



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 Divisions 2,334 projected additional funded students (Attachment II), represents 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.

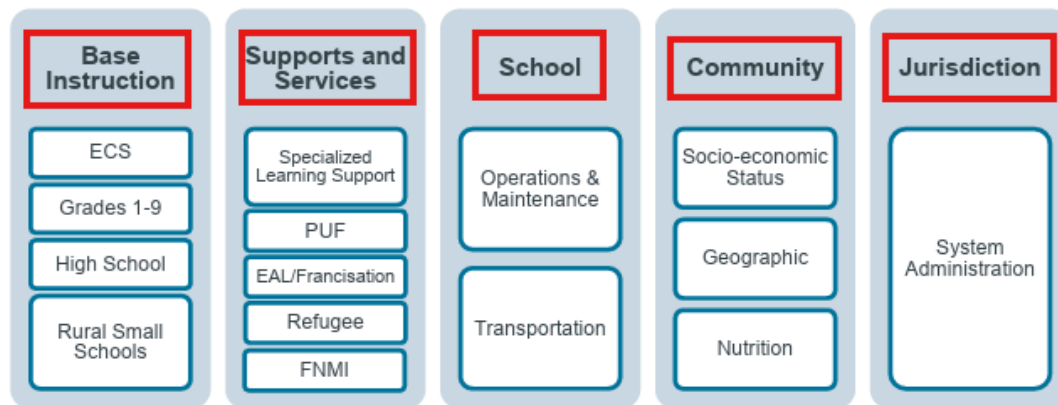
Annual Division Enrolment Change
by Grade Level



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.

Other Grant Updates:

- **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.

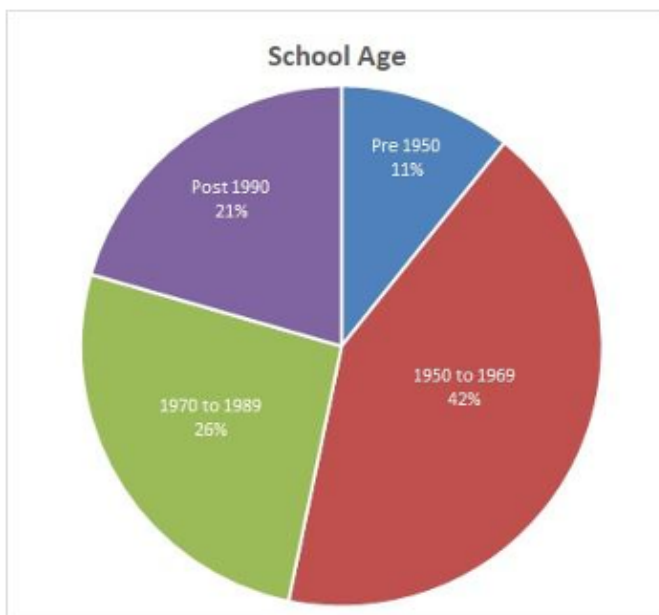
While the government has shifted focus to the Schools Now Program to build new schools, Edmonton Public Schools has emphasized that this does not replace the urgent need for maintenance of its existing, mature school buildings.

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.

On May 13, 2026, Alberta Education announced \$200 million to be distributed through the Class Size Reduction Grant. The Division's share is \$39.9 million, and will be used to hire an additional 296 teachers. These additional funds have been incorporated into the current 2026–2027 budget; however, allocations to individual school budgets will be done in conjunction with the fall 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 80 per cent of total operating costs, including 63 per cent for salaries and wages and 17 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 have increased across all staffing groups compared to the prior year.

Unit cost increases for Exempt, Custodial, and Support Staff will increase 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 legislatively imposed settlement 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 have increased 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

The Division allocates resources to schools and central cost centres in a variety of ways that support the Division's Strategic Plan. Highlights of some of the 2026-2027 allocations that directly support the newly proposed Division Priorities are included:

Priority 1: Expand impactful and innovative learning for all students

- **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 (\$0.25 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 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.
- **Weighted Enrolment Allocation** (\$797 million) - Distributed based on the Division's weighted enrolment, this is our largest allocation and accounts for roughly 70 per cent of total direct school allocations. The funding level correlates directly to each school's specific weighted enrolment needs and is further bolstered by the Classroom Complexity Grant (For additional information on this allocation, refer to Appendix I). On May 13, 2026, Alberta Education and Childcare updated Edmonton Public Schools funding profile and provided additional funds for the teacher salary settlement grant. These additional funds have been included in our Weighted Enrolment Allocation.

Priority 2: Advance anti-racism, Truth and Reconciliation and inclusion to support student learning

- **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.

- **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.
- **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.

Priority 3: Center good relationships to enhance belonging, safety and well-being for students and staff

- **Mental Health Supports Allocation** (\$5.9 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.
- **CARE Classrooms (Confidence, Academics, Relationships and Emotional Regulation)** - Launched in 2022-2023 CARE Classrooms provide specialized support for students in Grades 4-9 who are navigating challenges in anxiety, learning difficulties, emotional regulation, executive functioning and other mental health difficulties. 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. Currently there are CARE classrooms at Aldergrove and Keehewin schools. Beginning in September 2026, three more CARE classrooms will be established at Brightview School, J.A. Fife School and Rosslyn School.
- **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 the Specialized Learning Supports team (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.
- **School Safety Allocation** (\$3.4 million) - On April 9, 2026 the provincial government announced a one-time grant of \$20 million to school divisions across the province. This targeted funding will help ensure that schools remain safe places for learning. The targeted allocation will support safety training for Division staff and security enhancements for the Division's infrastructure, such as locks, doors, security cameras, software, lighting, etc.

2026-2027 Staff Full Time Equivalent (FTE) Budget

As detailed in Attachment VIII, the Division Budget includes an increase of 658 FTE's (6 per cent) compared to our current staffing level at April 24, 2026. This is being driven by new targeted grants from the Province including the Class Size and Complexity Grant as well as the Class Size Reduction Grant. Additional details have been included in the notes to Attachment VIII.

RELATED FACTS

- Approximately 77.4 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, \$622 million was allocated as part of the Funding Profiles for School Divisions to complete their budget. The remaining \$100 million related to the class size and complexity initiative will be distributed in the coming months.
- The Budget 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

- If approved, the 2026-2027 budget report will be submitted to the Province prior to May 31, 2026
- The 2026-2027 Budget will be posted on the Division's public website.

ATTACHMENTS and APPENDICES

ATTACHMENT I	2026-2027 Revenue Budget
ATTACHMENT II	2026-2027 Enrolment Projections using AEM
ATTACHMENT III	2026-2027 Total Allocations
ATTACHMENT IV	2026-2027 School Allocations
ATTACHMENT V	2026-2027 Other Allocations
ATTACHMENT VI	2026-2027 Accumulated Operating Surplus Funds
ATTACHMENT VII	2026-2027 Capital Reserve Plan
ATTACHMENT VIII	2026-2027 Staff Full-Time Equivalent Projections
ATTACHMENT IX	2026-2027 Alberta Education Budget Report
APPENDIX I	2026-2027 Weighted Enrolment Allocation

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

	2026-2027 Budget	2026-2027 Distribution of Funds	Variance \$	Variance %	Notes
BASE INSTRUCTION GRANTS					
Kindergarten	\$ 28,001,100	\$ 28,001,100	-	-	1
Grades 1 to 9	557,442,200	557,442,200	-	-	1
SUBTOTAL KINDERGARTEN TO GRADE 9	585,443,300	585,443,300	-	-	
High School (Year 1 - 3)	218,138,700	218,138,700	-	-	
High School Metro summer	6,650,200	6,650,200	-	-	
High School Year 4	6,504,000	6,504,000	-	-	
High School Year 5	982,200	982,200	-	-	
Home Education and Blended Funding	374,000	374,000	-	-	
Online Education Funding	2,590,600	2,590,600	-	-	
Outreach Programs	360,500	360,500	-	-	
High School Subtotal	235,600,200	235,600,200	-	-	2
SUBTOTAL BASE INSTRUCTION GRANTS	821,043,500	821,043,500	-	-	
SERVICES AND SUPPORT GRANTS					
Classroom Complexity	6,802,700	6,802,700	-	-	3
ECS Program Unit Funding (PUF)	19,075,500	19,075,500	-	-	4
English as an Additional Language	32,314,500	32,314,500	-	-	5
First Nations, Métis, and Inuit	16,176,500	16,176,500	-	-	6
Institutional and Specialized Education Programs	11,929,500	11,929,500	-	-	7
Moderate Language Delay Grant (Pre-K & SLS-K)	278,200	278,200	-	-	8
Refugee Student	23,034,900	23,034,900	-	-	5
Specialized Learning Support (SLS)	103,938,400	103,938,400	-	-	9
SUBTOTAL SERVICES AND SUPPORT GRANTS	213,550,200	213,550,200	-	-	
SCHOOL GRANTS					
Operations and Maintenance (O&M)	122,935,700	122,935,700	-	-	10
School Technology	309,000	309,000	-	-	11
SuperNet	2,847,700	2,847,700	-	-	12
Transportation	42,152,600	42,152,600	-	-	13
SUBTOTAL SCHOOL GRANTS	168,245,000	168,245,000	-	-	
COMMUNITY GRANTS					
Geographic	1,534,800	1,534,800	-	-	14
School Nutrition	3,556,200	3,137,700	418,500	13.3%	15
Socio-Economic Status (SES)	15,745,500	15,745,500	-	-	16
SUBTOTAL COMMUNITY GRANTS	20,836,500	20,418,000	418,500	2.0%	
JURISDICTION GRANTS					
System Administration	41,044,000	41,044,000	-	-	17
Teacher Salary Settlement	84,179,000	81,452,300	2,726,700	3.3%	18
SUBTOTAL JURISDICTION GRANTS	125,223,000	122,496,300	2,726,700	2.2%	
ENROLMENT PROJECTION ADJUSTMENTS	8,053,400	8,053,400	-	-	19
SUBTOTAL PROVINCIAL OPERATIONAL REVENUE	1,356,951,600	1,353,806,400	3,145,200	0.2%	
INFRASTRUCTURE MAINTENANCE RENEWAL (IMR)	-	-	-	-	20
PROVINCIAL PRIORITY GRANTS - INCLUDED ON PROFILE					
Class Size Reduction Grant	39,960,000	-	39,960,000	100.0%	21
Curriculum - (7-9) Math, Career Ed & Financial Literacy, Social Studies & Physical Education & Wellness	2,444,300	2,444,300	-	-	21
Literacy and Numeracy Support Funding	3,056,000	2,637,900	418,100	15.8%	21
Mental Health Grant	3,277,100	3,277,100	-	-	21
SUBTOTAL PROVINCIAL PRIORITY GRANTS - INCLUDED ON PROFILE	48,737,400	8,359,300	40,378,100	483.0%	
TOTAL PROVINCIAL OPERATIONAL REVENUE	1,405,689,000	1,362,165,700	43,523,300	3.2%	

	2026-2027 Budget	2026-2027 Distribution of Funds	Variance \$	Variance %	Notes
OTHER PRIORITY GRANTS					
Class Size & Complexity Grant	26,418,800	26,418,800	-	-	21
Curriculum - Social Studies (Grades 4-6)	2,679,500	2,679,500	-	-	21
Dual Credit Funding / Start Up	150,000	150,000	-	-	21
Low Incidence Supports and Services	521,600	521,600	-	-	21
Mathematics Curriculum Materials Development	3,207,300	-	3,207,300	100.0%	21
School Safety Grant	3,434,100	-	3,434,100	100.0%	21
SUBTOTAL OTHER PROVINCIAL REVENUES	36,411,300	29,769,900	6,641,400	22.3%	
CAPITAL					
Amortization of Capital Allocations and Expended Deferred Capital Revenue	48,575,000	46,865,800	1,709,200	3.6%	22
SUBTOTAL CAPITAL	48,575,000	46,865,800	1,709,200	3.6%	
TOTAL PROVINCIAL OPERATIONAL AND CAPITAL REVENUE	1,490,675,300	1,438,801,400	51,873,900	3.6%	
DEFERRED REVENUE TO BE RECOGNIZED FROM PRIOR YEAR					
Infrastructure Maintenance Renewal (IMR)	3,650,000	3,650,000	-	-	20
SUBTOTAL UNEARNED REVENUE FROM PRIOR YEAR	3,650,000	3,650,000	-	0.0%	
OTHER PROVINCIAL GRANTS					
Other Provincial Grants	2,138,200	2,169,600	(31,400)	-1.4%	23
SUBTOTAL OTHER PROVINCIAL REVENUES	2,138,200	2,169,600	(31,400)	-1.4%	
OTHER PROVINCIAL REVENUES					
Alberta Teachers' Retirement Fund (ATRF)	63,640,000	53,065,200	10,574,800	19.9%	24
Educational Programs Cost Recovery and Conditional Grants	1,661,900	1,661,900	-	-	25
Secondments - Provincial	1,904,400	1,781,700	122,700	6.9%	26
SUBTOTAL OTHER PROVINCIAL REVENUES	67,206,300	56,508,800	10,697,500	18.9%	
OTHER ALBERTA SCHOOL AUTHORITIES	571,000	571,000	-	-	27
FEDERAL FRENCH FUNDING	1,876,000	1,872,700	3,300	0.2%	28
TOTAL GOVERNMENT OF ALBERTA REVENUE	1,566,116,800	1,503,573,500	62,543,300	4.2%	
FEDERAL GOVERNMENT AND FIRST NATIONS FEES	1,598,300	1,837,200	(238,900)	-13.00%	29
Lunch Program Fees	5,299,400	5,089,800	209,600	4.1%	30
Metro Continuing Education Fees	1,004,400	1,035,600	(31,200)	-3.0%	30
Music Instrument & Other Material Fees	291,000	286,900	4,100	1.4%	30
School Fees - School Generated Funds	17,408,400	16,167,500	1,240,900	7.7%	30
Transportation Fees	13,654,700	11,883,000	1,771,700	14.9%	31
SUBTOTAL FEES	37,657,900	34,462,800	3,195,100	9.3%	
OTHER SALES AND SERVICES					
Adult Education	782,200	710,900	71,300	10.0%	
International Student Tuition	2,620,000	2,631,300	(11,300)	-0.4%	
Other Sales and Services - School Generated Funds	6,000,000	6,294,500	(294,500)	-4.7%	
Sales and Services - Schools and Central DUs	5,135,800	5,021,300	114,500	2.3%	
Secondments - Other Entities	975,700	1,099,600	(123,900)	-11.3%	
SUBTOTAL SALES AND SERVICES	15,513,700	15,757,600	(243,900)	-1.5%	32
INVESTMENT INCOME	3,897,400	3,897,400	-	0.0%	33
GIFTS AND DONATIONS					
EPSB Gifts and Donations	10,062,300	6,704,400	3,357,900	50.1%	34
SUBTOTAL GIFTS AND DONATIONS	10,062,300	6,704,400	3,357,900	50.1%	
FUNDRAISING - SCHOOL GENERATED FUNDS (SGF)	1,494,000	1,378,300	115,700	8.4%	34
RENTAL OF FACILITIES	5,235,900	4,738,200	497,700	10.5%	35
TOTAL REVENUE	\$ 1,641,576,300	\$ 1,572,349,400	\$ 69,226,900	4.4%	

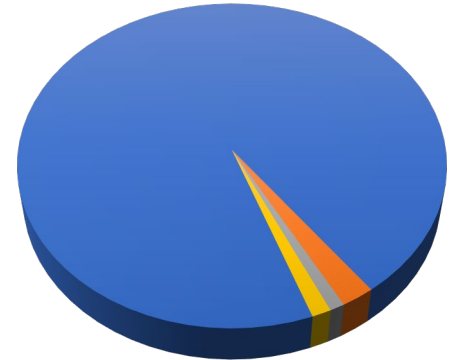
Edmonton Public Schools - Revenue & Expense Analysis

2026-2027 Budget

Revenue by source

(all dollar amounts are expressed in thousands)

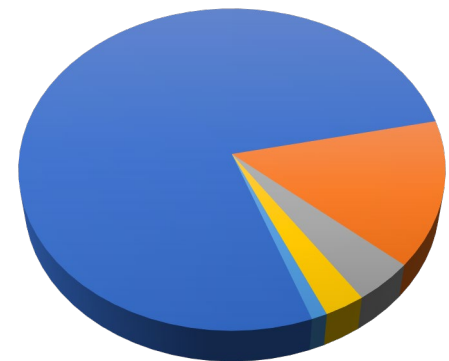
	2026-2027	
	\$	%
Government of Alberta	1,566,117	95.4%
Fees	37,658	2.3%
Sales and Services	15,514	0.9%
Other	22,287	1.4%
	1,641,576	100.0%



Expenses by program

(all dollar amounts are expressed in thousands)

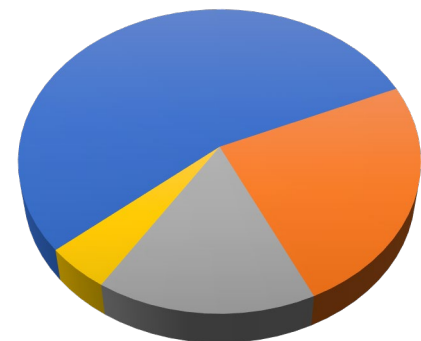
	2026-2027	
	\$	%
ECS - Grade 12 Instruction	1,316,333	79.4%
Operations and Maintenance	220,011	13.3% *
Transportation	63,007	3.8%
Board and System Administration	42,035	2.5%
External Services	17,391	1.0%
	1,658,777	100%



Expenses by object

(all dollar amounts are expressed in thousands)

	2026-2027	
	\$	%
Certificated salaries, wages and benefits expense	930,810	56.1%
Non-certificated salaries, wages and benefits expense	403,833	24.3%
Services, contracts and supplies expense	258,186	15.6%
Amortization & other expenses	65,949	4.0% *
	1,658,777	100.0%



* Excludes \$1.734 million for Amortization of Unsupported (ARO) Tangible Capital Assets

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

These revenue notes support the 2026-2027 Budget and Distribution of Funds. Variance explanations are included for all significant differences between these figures.

Grant Funding Rate Increases

1. Base Instruction Grants

Grant rates increased by 3.0 per cent in 2026-2027 to support the teacher salary settlement. Base Instruction Grants provide foundational ECS to Grade 12 classroom funding. Projected ECS to Grade 9 enrolment is 91,280 students, an increase of approximately 2.0 per cent from the current year (see Attachment II).

2. High School Funding

High school grant rates increased by 3.0 per cent to support the teacher salary settlement. The base funding rate for high school remains 10 per cent higher than Grades 1-9 to reflect the higher cost 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).

High School Metro Summer: Summer school funding continues to be based on prior-year completed credits, with 2025-2026 completion data determining 2026-2027 funding.

Online Education: Funding is projected to increase by 26.6 per cent, aligned with higher projected enrolment at Argyll.

3. Classroom Complexity

The Classroom Complexity Grant supports school divisions in addressing increasingly complex classroom environments. Funding may be used for additional educational assistants, expanded staff professional development, and specialized supports such as counsellors, psychologists, interpreters, and teachers. This grant is in addition to the new Class Size and Complexity Grant and the Class Size Reduction Grant, both introduced in 2025-2026 (see Note 21).

4. ECS Program Unit Funding (PUF)

Grant rates increased by 6.0 per cent in 2026-2027. Despite the rate increase, 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 from 600, reflecting challenges filling eligible spaces at some larger Division sites.

PUF continues 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 change is administrative only and does not affect funding delivery or structure.

Eligibility criteria remain unchanged:

- Pre-Kindergarten children must be between 2 years, 8 months and 4 years, 7 months as of August 31.
- Kindergarten children must be between 4 years, 8 months and under 6 years old and must not have accessed the maximum three years of ECS PUF funding.
- Full funding requires registration by December 1, 2026. Children registered between December 2, 2026, and February 2, 2027, will receive 50 per cent of the annual ECS PUF grant.

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 2026-2027, grant rates increased by 6.0 per cent and 3.0 per cent respectively.

Students are eligible for only one of the two grants, with funding provided through the higher allocation. Eligibility for both grants is limited to a maximum of five years.

6. First Nations, Métis, and Inuit

The grant rate increased by 3.0 per cent for 2026-2027. This grant supports system, program, and instructional supports for First Nations, Métis, and Inuit students and supports implementation of the Truth and Reconciliation Commission's recommendations. Funding includes 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)

Although grant rates are unchanged, funding is projected to increase by 9.4 per cent due to a pending program approval at the time this report was prepared.

- Education Program in an Institution (EPI): Supports educational programming for students in government care residing in correctional facilities, licensed group homes, or treatment facilities, as required under Section 4(7) of the Education Act.
- Supports students temporarily unable to attend their resident school board and receiving education in women's shelters, hospitals, or non-residential Children's Services facilities.

8. Moderate Language Delay Grant (Pre-K & SLS-K)

For 2026-2027, funding rates for the Moderate Language Delay grant increased 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.

9. Specialized Learning Supports (SLS)

For 2026-2027, grant rates increased by 3.0 per cent. The SLS grant 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 2026-2027, grant rates increased 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

Grant rates increased by 3.0 per cent for 2026-2027. Technology Support funding, first introduced in 2025-2026, provides ongoing support for the safety and security of school jurisdiction IT systems. The Division receives an annual allocation of \$309,000, based on the maximum grant amount for jurisdictions with enrolment exceeding 40,000 FTE.

12. SuperNet

Grant rates increased by 3.0 per cent for 2026-2027. The Division receives a flat per-location allocation for SuperNet services, excluding central office locations, regardless of bandwidth requirements. The grant was significantly increased in 2025-2026 to better reflect rising service costs and demand.

13. Transportation

For 2026-2027, grant rates for student transportation increased by 3.0 per cent. The Division receives funding via the Metro Urban Transportation Grant, which is allocated for eligible students meeting specific residency distance requirements:

- Grades 1-6: Students residing at least 1.6 km from school (temporarily reduced to 1.0 km in 2025-2026)
- Grades 7-12: Students residing at least 2.0 km from school

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

Additional funding is available through the Special Transportation component for eligible ECS children with severe disabilities or language delays. Applications are due November 30, 2026. ECS students registered by December 1, 2026 receive full funding, while those registered between December 2, 2026, and February 2, 2027, receive 50 per cent funding. Budget 2026 also included an additional \$10 million provincially for special transportation, with allocation details pending.

14. Geographic

The Geographic Grant provides additional funding to school jurisdictions to address their unique geographic challenges including rurality, sparsity, distance, area and location and to enhance equity and fairness of educational opportunities for children/students.

15. School Nutrition

Provincial funding of \$1,735,347 will continue in 2026–2027 with no rate change, supplemented by \$1,402,343 in federal funding. The variance of \$418,500 reflects estimated 2025-2026 unspent federal funds being carried forward into 2026–2027.

16. 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 being conducted in 2026.

17. System Administration

Grant rates decreased by 5.0 per cent for 2026-2027. This grant supports board governance and central office costs not directly related to instruction.

18. Teacher Salary Settlement

The Teacher Salary Settlement Grant supports increased salary costs resulting from the ATA and TEBA collective agreement and covers salary increases through August 31, 2026.

In October 2025, the Alberta government passed Bill 2, establishing a province-wide teacher salary grid effective September 1, 2026, based on the Grande Prairie Public School Division model. The financial impact for Edmonton Public Schools has been incorporated into the grant.

The 3.0 per cent salary increase effective September 1, 2026, is reflected through increases to base instruction grant rates for 2026-2027.

The funding profile released on May 13, 2026, included an increase to this grant based on an increase in the number of certificated FTEs compared to the original assumptions used in the preliminary grant calculation.

19. Enrolment Projection Adjustment

The Funding Profile is based on projected enrolment submitted in January. Variances between projected and actual September enrolment may result in funding adjustments.

Although total projected enrolment is unchanged, revised student composition may reduce funding for grants such as Refugee, EAL, and PUF. As a precaution, the related funding portion will be held centrally in the spring budget and allocated in the fall based on actual enrolment.

20. Infrastructure Maintenance Renewal (IMR)

The Province discontinued the IMR Grant for 2026–2027, with funding redirected to Operations and Maintenance (O&M) and the Capital Maintenance and Renewal (CMR) grant.

Deferred revenue to be recognized from prior year:

Unspent IMR funding may continue to be carried forward. The Division estimates \$3.7 million in deferred IMR revenue will remain available for use in 2026-2027.

21. Provincial Priority Grants

Historically, Provincial Priority Grants have not been included in the Division's funding profile due to uncertainty around funding approval, timing, and eligibility requirements. However, for 2026-2027, several priority grants have been incorporated into the funding profile based on confirmed allocations and announced provincial commitments, including the new Class Size Reduction Grant announced on May 13, 2026.

Included in the 2026–2027 Funding Profile:

- Class Size reduction Grant: Announced on May 13, 2026, this provincial initiative provides \$200 million to support the hiring of more than 1,400 additional teachers across Alberta. The Division's allocation of \$39.9 million will fund 296 additional certificated staff positions. As the funding announcement occurred after schools completed their spring budget, these resources have been budgeted centrally at the Division level, with school allocations being distributed through the fall budget process.
- Curriculum Implementation and Supports - (7-9) Math, Career Ed & Financial Literacy, Social Studies & Physical Education & Wellness (PEW): Beginning in 2026-2027, the Province is introducing a variable-rate funding model ranging from \$60 to \$90 per student, based on enrolment and number of subjects. Initial funding of \$90 per student supports optional Grades 7-9 piloting and preparation for full implementation in 2027-2028. Alberta's updated curriculum timeline continues phased implementation across K-12, including expanded piloting and testing through September 2026.
- Literacy and Numeracy Support Funding: This funding supports Kindergarten to Grade 3 students requiring additional literacy and numeracy assistance. The Province allocated \$20 million in 2026–2027, an increase of more than 60 per cent over 2025–2026. The \$418,000 variance reflects the Division's final allocation being announced after Distribution of Funds reporting was completed.
- Mental Health Grant: The provincial government increased funding for student well-being initiatives to \$25 million for the 2026–2027 school year. The Division's projected allocation represents its proportional share of this provincial investment, which supports the expansion of mental health services across school sites.

Excluded from the 2026-2027 Funding Profile:

- Class Size and Complexity: In February 2026, the Province announced \$143 million to support Alberta's most complex classrooms. Edmonton Public Schools received \$30.3 million to hire 101 complexity teams consisting of 101 teachers and 202 educational assistants. Approximately \$3.9 million is expected to be used in 2025-2026, with \$26.4 million carried forward into 2026-2027.
- Curriculum - Social Studies: Supports the mandatory implementation of the new Social Studies Curriculum in Grades 4-6.
- Dual Credit Funding: The 2026 provincial budget will continue to support dual credit programming.
- 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.
- Mathematics Curriculum Materials Development: Beginning in 2026-2027, the Division was awarded a \$3.2 million Alberta Education contract to develop Grades 7-9 Mathematics curriculum materials and resources.
- School Safety Grant: On April 9, 2026, the Province announced a one-time \$20 million School Safety Grant. Edmonton Public Schools' allocation is \$3.4 million for 2026-2027 to support safe learning environments.

22. Capital - Amortization of Capital Allocations and Expended Deferred Capital Revenue

The increase in Amortization of Capital Allocations and Expended Deferred Capital Revenue is due to an increase in supported modular costs, along with higher projected Capital Maintenance and Renewal (CMR) spending.

23. Other Provincial Grants

Other provincial grants primarily consist of the following estimated allocations.

- Mental Health Building Capacity Grant: \$0.8 million
- Fuel Contingency Funding: Approximately \$1.1 million
- Various grants at the school level within the Division: \$0.3 million

24. Alberta Teachers' Retirement Fund (ATRF)

ATRF figures were updated based on budgeted certificated salaries. The variance of \$10.6 million is due to significant increases in certificated teaching FTEs linked to the Classroom Complexity Teams, and the new Class Size Reduction Grant.

25. Educational Programs Cost Recovery and Conditional Grants

This line item includes revenue from ongoing contracts between the Division and Alberta Health Services (AHS) to provide supports to the Alberta School for the Deaf and the Highwood Adult Program.

26. Secondments - Provincial

The increase of \$122,000 is due to salary increases for teachers seconded from the Division to Alberta Education.

27. Other Alberta School Authorities

This amount includes ECS visiting Kindergarten children supported by third-party providers, as well as sponsorship agreements with other provincial school authorities.

28. French Federal Funding

French Federal funding is used to provide extra support to the Division's French-language programs. The variance is due to updated funding information for 2026-2027.

29. Federal Government and First Nations

The reduction in Federal Government and First Nations funding is due to a lower number of students projected in the Nominal Roll.

30. School Fees - School Generated Funds (SGF)

The \$3.2 million increase is attributable to updated figures projected for 2026-2027.

31. Transportation Fees

The \$1.8 million increase in bus pass fees for the 2026-2027 school year factors in a \$20 increase for the yellow bus pass approved by the Board in 2025, and combined with higher ridership associated with enrolment growth.

Even with this increase the Division is contributing an additional \$6.1 million in order to balance the transportation budget (see Attachment VI for additional details).

32. Other Sales and Services

Adult Education - The increase in Adult Education course fees is due to changes in course offerings through Metro Continuing Education, with different courses carrying varying fee structures per course.

School Generated Funds - Slight reduction to align with actual revenues earned from sales and services at the school level.

Secondments - Other Entities - Reduction to the number of employees seconded as Union Representatives to external organizations.

33. Investment Income

Investment income is based on projected interest rates remaining relatively consistent for 2026-2027.

34. School Generated Funds (SGF)

Gifts and Donations & Fundraising

Annual gifts, donations, and fundraising revenues fluctuate from year to year based on factors such as donor capacity, economic conditions, and school fundraising efforts.

The Distribution of Funds was based on the 2024-2025 budget, whereas the 2026-2027 budget is based on updated assumptions and actual amounts being collected during the current year.

35. Rental of Facilities

The \$498,000 increase is due to expanded rental activity across the Division, including school-based lease agreements and occupancy of closed sites by tenants.

**Edmonton Public Schools
2026-2027 Spring Budget
Enrolment Projections using AEM**

	2026-2027 Projected Funded AEM	2026-2027 Projected Enrolment		2025-2026 Frozen Actual Enrolment		Year over Year Variance	
		100%	70%	100%	30%		%
Student Enrolment							
Funded Students:							
Early Childhood Services (ECS)	8,284	8,243	5,770	8,379	2,514	(136)	-1.6%
Subtotal Grades 1 - 9	82,457	83,037	58,126	81,102	24,331	1,935	2.4%
Senior High							
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%
Subtotal Senior High	31,612	31,765	22,236	31,255	9,377	510	1.6%
Online Student > 35 Credits							
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%
	239	254	178	205	62	49	23.9%
Online Students <35 Credits	519	512	358	536	161	(24)	-4.5%
Subtotal Funded Students	123,111	123,811	86,668	121,477	36,443	2,334	1.9%
Total Funded FTE (ECS at 0.5 FTE)		119,690		117,288		2,402	2.0%
Funded AEM FTE (ECS at 0.5 FTE)	118,969		83,783		35,186		

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)

Senior High - FTE vs Headcount Analysis

	2026-2027 Projected		2025-2026 Actuals		2024-2025 Actuals	
	AEM FTE	"Funded" FTE	AEM FTE	"Funded" FTE	AEM FTE	"Funded" FTE
Years 1-3 (100% Funding)	29,333	29,333	28,302	28,302	26,344	26,344 *
Year 4 (50% Funding)	1,750	875	1,967	984	1,822	911 *
Year 5+ (25% Funding)	529	132	609	152	569	142 *
Subtotal - FTE	31,612	30,340	30,878	29,438	28,734	27,397
Subtotal - Headcount		31,765		31,255		29,999
"Unfunded" Headcount		(1,425)		(1,817)		(2,602)

Note:

* Funding rates for Years 4 & 5+ are 50% and 25% that of Years 1-3 respectively, therefore the "Funded" FTE is adjusted by those same rates for comparison purposes.

Edmonton Public Schools
2026-2027 Budget - Total Allocations

	2026-2027 Budget	2026-2027 Distribution of Funds	Variance \$	Variance %	NOTES
REVENUE					
Operating Revenue (Attachment I)	\$ 1,641,576,300	\$ 1,572,349,400	\$ 69,226,900	4.4%	1
Operating Reserve Funds Requested (Attachment VI)	18,935,000	16,935,000	2,000,000	11.8%	2
Total Operating Revenue	\$ 1,660,511,300	\$ 1,589,284,400	\$ 71,226,900	4.5%	
SCHOOL ALLOCATIONS					
Direct School Allocations (Attachment IV)	\$ 1,153,101,317	\$ 1,104,241,339	\$ 48,859,978	4.4%	3
Indirect School Allocations (Attachment V)	87,610,070	87,233,539	376,531	0.4%	4
	\$ 1,240,711,387	\$ 1,191,474,878	\$ 49,236,509	4.1%	
School Generated Funds/External Revenues (combination of line items from Attachment I)	44,875,113	40,291,587	4,583,526	11.4%	5
SUBTOTAL SCHOOL ALLOCATIONS**	77.4% \$ 1,285,586,500	\$ 1,231,766,465	77.5% \$ 53,820,035	4.4%	
OTHER ALLOCATIONS					
Metro Continuing Education (Attachment V)	\$ 10,236,880	\$ 10,435,738	\$ (198,858)	-1.9%	6
External Revenue Allocations - Central (combination of line items from Attachment I)	13,275,530	11,950,012	1,325,518	11.1%	7
Division Level Fixed Costs (Attachment V)	3.6% 59,361,998	58,453,499	908,499	1.6%	8
Division Level Committed Costs (Attachment V)	7.7% 128,241,459	125,153,712	3,087,747	2.5%	9
	\$ 211,115,867	\$ 205,992,961	\$ 5,122,906	2.5%	
System Administration (Attachment I)	2.5% \$ 41,043,974	\$ 41,043,974	\$ -	-	10
SUBTOTAL OTHER ALLOCATIONS	252,159,841	247,036,935	5,122,906	2.1%	
SUPPORTED CAPITAL AND EPSB's IMR (combination of line items from Attachment I)	\$ 59,125,000	\$ 57,415,800	\$ 1,709,200	3.0%	11
ALBERTA TEACHERS' RETIREMENT FUND (ATRF) (Attachment I)	63,640,000	53,065,200	10,574,800	19.9%	12
TOTAL BUDGET ALLOCATIONS	\$ 1,660,511,300	\$ 1,589,284,400	\$ 71,226,900	4.5%	

* The amount as a percentage of the total allocations

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

Attachment III - Notes to Supplement the 2026-2027 Budget - Total Allocations

Unless otherwise noted, variance explanations have been provided for amounts where the 2026-2027 Budget differs from the 2026-2027 Distribution of Funds 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

The Distribution of Funds included an estimate for transportation. The \$2 million increase brings the total request for transportation to \$6.1 million. This allocation represents the anticipated difference between grant funding plus fees and the cost to maintain existing transportation service levels for 2026-2027.

Attachment VI provides additional details regarding the Division's request 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.

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.

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 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. The increase in Amortization of Capital Allocations is primarily attributable to an increase in supported modular costs, along with higher projected Capital Maintenance and Renewal (CMR) spending.

12. Alberta Teachers' Retirement Fund (ATRF)

This amount represents a flow-through of teacher retirement benefits paid by the Province on behalf of teachers and matches the revenue received.

ATRF figures were updated based on budgeted certificated salaries. The variance of \$10.6 million is due to significant increases in certificated teaching FTEs linked to the Classroom Complexity Teams, and the new Class Size Reduction Grant.

Edmonton Public Schools
2026-2027 Budget - Direct School Allocations

	2026-2027 Budget	2026-2027 Distribution of Funds	Variance \$	Variance %	NOTES
SCHOOL ALLOCATIONS					
Alternate Allocation	\$ 32,680,624	\$ 32,680,624	\$ -		1
Base Allocation	69,121,482	69,121,482	-		2
Campus EPSB	462,419	462,419	-		3
Classroom Complexity	6,802,675	6,802,675	-		4
Class Size and Complexity	26,418,833	26,418,833	-		5
Community Use of Schools	332,377	332,377	-		6
Division One Targeted Allocation	40,000,000	40,000,000	-		7
Educ. Progr. in an Institution/Specialized Educ. Program	11,929,496	11,929,496	-		8
Enrolment Projection Adjustment	8,053,439	8,053,439	-		9
First Nations, Metis and Inuit	14,727,563	14,727,563	-		10
High Social Vulnerability	6,000,000	6,000,000	-		11
Moderate Language Delay (ECS)	278,229	278,229	-		12
Operations and Maintenance	22,139,847	22,139,847	-		13
Program Unit Funding - Pre-Kindergarten	10,214,504	10,214,504	-		14
School Safety Allocation	3,434,058	-	3,434,058	100.0%	15
* September Actual Enrolment vs Projected Enrolment Relief	5,000,000	5,000,000	-		16/30
Service Agreements Allocation	3,000,000	3,000,000	-		17
Program Unit Funding - Kindergarten	10,672,800	10,672,800	-		18
Special Education Supplemental Allocation	10,000,000	10,000,000	-		19
Weighted Enrolment Allocation	796,833,845	791,785,999	5,047,846	0.64%	20
Subtotal School Allocations	\$ 1,078,102,191	\$ 1,069,620,287	\$ 8,481,904	0.8%	
OTHER SUPPLEMENTAL SCHOOL ALLOCATIONS					
Equity Fund	10,000,000	10,000,000	-		21
School Lease Payments	3,675,253	3,675,253	-		22
Transportation for amiskwaciy and Awasis	441,000	441,000	-		23
Provincial Priority Funding Allocations					
Class Size Reduction Allocation	39,960,000	-	39,960,000	100.0%	24
Curriculum Resource Allocation	5,123,797	5,123,797	-		25
Literacy and Numeracy Support Allocation	3,055,951	2,637,877	418,074	15.8%	26
Mental Health & Well-Being	5,925,649	5,925,649	-		27
Program Enhancement Allocations					
CAT-4 Allocation	1,100,000	1,100,000	-		28
Dual Credit Allocation	280,000	280,000	-		29
* Educational Assistant (EA) internship Program	2,000,000	2,000,000	-		30
Equity Achievement Project	2,428,749	2,428,749	-		31
Low Incidents Supports and Services	521,646	521,646	-		32
School Belonging and Safety Allocation	487,081	487,081	-		33
Subtotal Other Supplemental Allocations	\$ 74,999,126	\$ 34,621,052	\$ 40,378,074	116.6%	
TOTAL DIRECT SCHOOL ALLOCATIONS	\$ 1,153,101,317	\$ 1,104,241,339	\$ 48,859,978	4.4%	

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

Attachment IV - Notes to Supplement the 2026-2027 Budget – Direct School Allocations

Unless otherwise noted, variance explanations have been provided for amounts where the 2026-2027 Budget differs from the 2026-2027 Distribution of Funds 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 and the Outreach programs.

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.

3. Campus EPSB

Campus EPSB is designed to provide students with another way to earn high school credits, industry credentials 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, 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 additional educational assistant time), by providing additional training opportunities for staff and 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. This grant is in addition to the Class Size and Complexity grant (see note 5), and the Class Size Reduction grant (see note 24).

5. 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.

6. 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.

7. 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 Kindergarten children and Division I students.

8. 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.

9. 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.

10. 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. September count date enrolment data from the previous year 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 directed to Curriculum and Learning Supports. A portion is also allocated to hire First Nations, Métis and Inuit Senior High Completion Coaches. Schools with the coaching component include Eastglen, Jasper Place, Queen Elizabeth and Dr. Anne Anderson.

11. 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.

12. 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.

13. 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.

14. 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.

15. School Safety Allocation

On April 9, 2026, the provincial government announced a one-time grant of \$20 million to school divisions across the province. This targeted funding will help ensure that schools remain safe places for learning. The targeted

allocation will support safety training for Division staff and security enhancements for the Division's infrastructure, such as locks, doors, security cameras, software, lighting, etc.

16. 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.

17. 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.

18. 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 those 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.

19. 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.

20. Weighted Enrolment Allocation

Distributed based on the Division's weighted enrolment, this is our largest allocation and accounts for roughly 70 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 (For additional information on this allocation, refer to Appendix I). On May 13, 2026, Alberta Education and Childcare updated Edmonton Public Schools funding profile and provided additional funds for the teacher salary settlement grant. These additional funds have been included in our Weighted Enrolment Allocation.

21. 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.

22. 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.

23. 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.

24. Class Size Reduction Allocation

On May 13, 2026, Alberta Education and Childcare announced the Class Size Reduction Grant. The total grant invests \$200 million for the 2026-2027 school year to hire over 1,400 new teachers for classrooms in Alberta. The grant uses classroom-level data to target funding to schools with the greatest class sizes in Kindergarten to

Grade 9. Edmonton Public School's portion of the funding is \$39.9 million and is targeted to hire 296 additional teachers. As this announcement was made after schools completed their spring budget, the additional staff were included in the budget at a Division level. Eligible schools will receive an allocation in conjunction with the fall budget.

25. 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 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.

26. 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.

Subsequent to the approval of the Distribution of Funds report, the Division received confirmation of an increase to the grant from Alberta Education and Childcare.

27. Mental Health & Well-Being

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.

CARE Classrooms (Confidence, Academics, Relationships and Emotional Regulation): Launched in 2022-2023, CARE Classrooms provide specialized support for students in Grades 4-9 who are navigating challenges in anxiety, emotional regulation, executive functioning and other mental health difficulties. CARE classrooms consist of a teacher, EA, mental health therapist and 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. Currently there are CARE classrooms at Aldergrove and Keehewin schools. Beginning in September 2026, three more CARE classrooms will be established at Brightview School, J.A. Fife School and Rosslyn School.

Mental Health Therapists: To help support the work occurring in schools around belonging and safety, the Division has developed a framework titled 'Building a Culture of Belonging and Safety: A Shared Responsibility'. This framework emphasizes the relationship between 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, encourages 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 by 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 Hospital School Campus's (HSC) Mental Health Therapist team to reduce barriers to accessing mental health services for students.

28. 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 school year.

29. 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.

30. Planned Use of Operating Reserves - Schools

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

31. 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 an ongoing 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.

32. 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. This allocation is directed to the SLS team.

33. 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.

Edmonton Public Schools
2026-2027 Budget - Other Allocations

	2026-2027 Budget	2026-2027 Distribution of Funds	Variance \$	Variance %	Notes
DIVISION LEVEL FIXED COSTS					
Fiscal and Debt Services	\$ 17,100,000	\$ 15,919,650	\$ 1,180,350	7.4%	1
High Speed Networking	3,318,300	3,318,300	-	-	
Insurance	10,743,698	11,015,549	(271,851)	-2.5%	2
Utilities	28,200,000	28,200,000	-	-	
	<u>\$ 59,361,998</u>	<u>\$ 58,453,499</u>	<u>\$ 908,499</u>	<u>1.6%</u>	
DIVISION LEVEL COMMITTED COSTS					
Audit	\$ 136,946	\$ 136,946	\$ -	-	
* Board of Trustees	2,660,736	2,660,736	-	-	
Central Building Maintenance	425,000	425,000	-	-	
Core Technology Enterprise Management	5,910,266	5,910,266	-	-	
Division Awards	8,900	8,900	-	-	
Division Feedback Survey	155,997	155,997	-	-	
Enterprise Systems	6,765,293	6,765,293	-	-	
Human Resources Supply Services	15,100,353	15,100,353	-	-	
Infrastructure Parking Allocation	755,000	755,000	-	-	
* Language and Cultural Support	3,397,726	3,397,726	-	-	
Operations and Maintenance	25,195,585	25,195,585	-	-	
* Partnership Commitments	4,026,904	3,608,440	418,464	11.6%	3
Professional Improvement Leaves	1,350,000	1,350,000	-	-	
Staff Development	523,707	523,707	-	-	
Student Transportation	61,829,046	59,159,763	2,669,283	4.5%	4
	<u>\$ 128,241,459</u>	<u>\$ 125,153,712</u>	<u>\$ 3,087,747</u>	<u>2.5%</u>	
INDIRECT SCHOOL ALLOCATIONS AND SYSTEM ADMINISTRATION					
CENTRAL REVENUE ALLOCATIONS	\$ 13,275,530	\$ 11,950,012	\$ 1,325,518	11%	5
METRO CONTINUING EDUCATION (MCE)	10,236,880	10,435,738	(198,858)	-1.9%	6
	<u>\$ 23,512,410</u>	<u>\$ 22,385,750</u>	<u>\$ 1,126,660</u>	<u>5.0%</u>	
CENTRAL DECISION UNITS					
** Corporate Services	\$ 28,941,627	\$ 28,941,627	\$ -	-	
Curriculum and Resource Support	8,387,061	8,387,061	-	-	
International Programs	692,456	692,456	-	-	
** Office of the Superintendent	9,939,333	9,939,333	-	-	
** Operations and Learning Supports	55,729,960	55,353,429	376,531	0.7%	7
Specialized Learning Supports	23,636,852	23,636,852	-	-	
Student Information	1,326,755	1,326,755	-	-	
	<u>\$ 128,654,044</u>	<u>\$ 128,277,513</u>	<u>\$ 376,531</u>	<u>0.3%</u>	
CLASSIFIED AS:					
INDIRECT SCHOOL ALLOCATIONS	\$ 87,610,070	\$ 87,233,539	\$ 376,531	0.4%	
SYSTEM ADMINISTRATION	41,043,974	41,043,974	-	-	
	<u>\$ 128,654,044</u>	<u>\$ 128,277,513</u>	<u>\$ 376,531</u>	<u>0.3%</u>	

* See Attachment V^A - for a detailed breakdown of this line item.

** See Attachment V^B - for a detailed breakdown of this line item.

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

Edmonton Public Schools
2026-2027 Budget - Other Allocations
Detailed Breakdown - Division Level Committed Costs

	2026-2027 Budget	2026-2027 Distribution of Funds	Variance \$	Variance %
LANGUAGE AND CULTURAL SUPPORT				
First Nations, Metis and Inuit Education	\$ 1,007,892	\$ 1,007,892	\$ -	-
Language Centre at Woodcroft	2,389,834	2,389,834	-	-
	\$ 3,397,726	\$ 3,397,726	\$ -	-
BOARD OF TRUSTEES				
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	1,160,486	-	-
Elections	1,100,000	1,100,000	-	-
PSBAA Membership	77,800	77,800	-	-
Trustee Transition Allowance	12,500	12,500	-	-
Youth Engagement Model	5,000	5,000	-	-
	\$ 2,660,736	\$ 2,660,736	\$ -	-
PARTNERSHIP COMMITMENTS				
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	8,500	-	-
Nutrition Grant	3,556,154	3,137,690	418,464	13.3%
Partnership for Kids (All in for Youth)	196,000	196,000	-	-
United Way	750	750	-	-
The Learning Partnership	10,000	10,000	-	-
	\$ 4,026,904	\$ 3,608,440	\$ 418,464	11.6%

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

Edmonton Public Schools
2026-2027 Budget - Other Allocations
Detailed Breakdown - Central Decision Units

	2026-2027 Budget	2026-2027 Distribution of Funds	Variance \$	Variance %	
OFFICE OF THE SUPERINTENDENT					
Board Office and Strategic Division Supports	\$ 3,073,209	\$ 3,073,209	\$ -	-	
Division Support Services	2,625,653	2,625,653	-	-	
General Counsel	1,513,998	1,513,998	-	-	
Office of the Superintendent of Schools	479,227	479,227	-	-	
School Leadership Groups	2,247,246	2,247,246	-	-	
	\$ 9,939,333	\$ 9,939,333	\$ -	-	
CORPORATE SERVICES					
Edmonton Public Schools Foundation	\$ 402,908	\$ 402,908	\$ -	-	
Financial Services	9,312,609	9,312,609	-	-	
Human Resources	19,226,110	19,226,110	-	-	
	\$ 28,941,627	\$ 28,941,627	\$ -	-	
OPERATIONS AND LEARNING SUPPORTS					
Communications	\$ 3,150,966	\$ 3,150,966	\$ -	-	
Information Management	1,693,101	1,648,770	44,331	2.7%	7
Integrated Infrastructure Services	12,736,079	12,736,079	-	-	
Distribution Centre	2,145,702	2,145,702	-	-	
Programming and Student Accommodation	8,800,000	8,800,000	-	-	
Division Technology	27,204,112	26,871,912	332,200	1.2%	7
	\$ 55,729,960	\$ 55,353,429	\$ 376,531	0.7%	

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

Attachment V - Notes to Supplement the 2026-2027 Budget – Other Allocations

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

1. Fiscal and Debt

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. These costs have been updated from the Distribution of Funds.

2. Insurance

The Division's insurance renewal date is May 1 in any given year. The favourable variance is driven by significant insurance premium savings achieved through collaboration between the Division, its insurer and broker, resulting in lower-than-anticipated actual costs.

3. 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 increase to this allocation is due to the anticipated amount of the 2025-2026 Federal Nutrition grant that can be carried forward for use during the 2026-2027 school year.

4. Student Transportation

This allocation reflects both the transportation revenue the Division received from the Province as well as any additional funds being contributed by the Division.

The Distribution of Funds included accessing an estimated \$4 million of the Division's operating reserve funds. The \$2 million increase brings the total request for transportation to \$6.1 million. This allocation represents the anticipated difference between grant funding plus fees and the cost to maintain existing transportation service levels for 2026-2027.

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

5. Central Revenue Allocations

Central decision units include sources of revenue within their budgets. Secondments, lease revenue and other sales and services are reported here. As the Division's enrolment continues to increase, so does the amount of revenue collected.

6. Metro Continuing Education (MCE)

Metro Continuing Education offers a range of educational programs designed to support students' academic achievements, personal development, and career advancement. Their Academic Success programs encompass several areas, including options for high school students to fast-track or upgrade courses, the organization of EPSB Summer School, and School and Community Supports for students from Kindergarten to Grade 12. These community supports provide tutoring for high school students (grades 9-12), after-school and summer camps, classes to help students prepare for diploma exams, as well as enrichment courses for elementary and junior high students.

The reduction to this allocation is due to an anticipated reduction in the collection of adult course fees and a reduction in immigrants to Canada receiving Language Instruction for Newcomers to Canada (LINC).

7. Operations and Learning Supports

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. Staff reclassifications as well as filling a vacant position represent the increases to this allocation from the Distribution of Funds.

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. An additional senior school technician, staff reclassifications and certificated staff moving from 10 to 12 month assignments have resulted in an increase to this allocation from the Distribution of Funds.

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

	Amount	Total Amount	Notes
Projected AOS at September 1, 2026 (excluding SGF)		2.72% \$ 36,676,897	A
<u>2026-2027 Projected Initiatives Funded through AOS</u>			
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	Transportation - gap between funding and fees charged	6,100,000	
	Proposed access to surplus (to be released during 2026-2027)	\$ 18,935,000	(18,935,000)
	Projected AOS at August 31, 2027 (excluding SGF)	1.36% \$ 17,741,897	

Notes:

- * The AOS is comprised of internally restricted reserves. 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.

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 initiative 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

This allocation represents the anticipated difference between grant funding plus fees and the cost to maintain existing transportation service levels for 2026-2027.

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

Notes:	Approved	Proposed	
Capital Reserve balance at September 1, 2025			\$ 49,847,275
Less: Projected funds used during 2025-2026:			
1 Growth and Student Accommodation (includes 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			1,074,795
Projected Capital Reserve balance at September 1, 2026			\$ 41,072,070
Capital transactions budgeted for 2026-2027			
1 Growth and Student Accommodation (includes 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)		(4,500,000)
Projected Capital Reserve balance at September 1, 2027			\$ 27,072,070
Capital Reserve funded projects, future use:			
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)		(6,150,000)
Projected Uncommitted Capital Reserve balance	\$ (36,500,000)	\$ (5,000,000)	\$ 9,422,070

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, six 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 Spring Budget - Staff Full Time Equivalent (FTE) Projections

Staffing Group	2026-2027	Total	2025-2026	Total	Variance 26/27 Budget to		Notes
	Spring	FTEs	Actuals at	FTEs	25/26 Actuals		
	Budget	%	April 24, 2026	%	FTE	%	
Schools							
Teaching FTE	6,455.4	63%	6,139.4	64%	316.0	5%	
Educational Assistants FTE	2,202.5	21%	1,972.0	20%	230.5	12%	
Other Support Staff FTE	543.3	5%	513.3	5%	30.0	6%	
Custodial FTE	695.4	7%	668.9	7%	26.5	4%	
Exempt FTE	72.2	1%	67.0	1%	5.1	8%	
Educational Services Specialist FTE	280.3	3%	263.0	3%	17.3	7%	
Total Schools FTE	10,249.2	100%	9,623.7	100%	625.5	6%	
Central Services							
Teaching FTE	187.9	18%	181.2	18%	6.8	3.7%	
Educational Assistants (Mentors) FTE	6.0	1%	5.0	1%	1.0	20%	
Other Support Staff FTE	137.7	13%	133.3	13%	4.4	3%	
Custodial FTE	62.8	6%	61.3	6%	1.5	2%	
Maintenance FTE	256.0	25%	256.6	26%	(0.6)	0%	
Exempt FTE	373.6	36%	357.2	35%	16.4	5%	
Educational Services Specialist FTE	6.0	1%	4.0	1%	2.0	50%	
Total Central Services FTE	1,029.9	100%	998.5	100%	31.4	3%	
Metro Continuing Education							
Teaching FTE	14.1	57%	13.6	57%	0.5	4%	
Support FTE	5.4	22%	5.8	24%	(0.4)	-7%	
Custodial FTE	-	-	-	-	-	-	
Exempt FTE	5.1	21%	4.5	19%	0.6	13%	
Educational Services Specialist FTE	-	-	-	-	-	-	
Total Metro Cont. Ed. FTE	24.6	100%	23.9	100%	0.7	3%	
Division Total FTE's	11,303.7		10,646.1		657.6	6%	

Total by Group	2026-2027	Total	2025-2026	Total	Variance 26/27 Budget to		Notes
	Spring	FTEs	Actuals at	FTEs	25/26 Actuals		
	Budget	%	April 24, 2026	%	FTE	%	
Teaching FTE	6,657.4	59%	6,334.2	59%	323.3	5%	1
Educational Assistants FTE	2,208.5	19%	1,977.0	19%	231.5	12%	2
Other Support Staff FTE	686.4	6%	652.4	6%	34.0	5%	3
Custodial FTE	758.2	7%	730.2	7%	28.0	4%	4
Maintenance FTE	256.0	2%	256.6	2%	(0.6)	0%	
Exempt FTE	450.8	4%	428.7	4%	22.1	5%	5
Educational Services Specialist FTE	286.3	3%	267.0	3%	19.3	7%	6
Total FTE's	11,303.7	100%	10,646.1	100%	657.6	6%	

Attachment VIII - Notes to supplement the 2026-2027 Staff Full Time Equivalent (FTE) Projections

1. Teaching FTE

The Division is budgeting for a 323 FTE (five per cent) increase in teacher staffing for the 2026–2027 school year compared to staffing levels as of April 24, 2026. Of the 101 teachers allocated to the Class Size and Complexity Teams, 85 were in place as of April 24, leaving 16 positions still to be filled. In addition, 296 teaching positions will be added through the recently announced Class Size Reduction Grant.

2. Educational Assistants FTE

The Division is budgeting for a 231 FTE (12 per cent) increase in Educational Assistants (EAs) for the 2026–2027 school year compared to staffing levels as of April 24, 2026. Of the 202 EA positions allocated to the Class Size and Complexity Teams, 195 were in place as of April 24, leaving seven positions still to be filled.

The Division also has staff currently participating in the Educational Assistant Internship Program who are not reflected in the April staffing figures; however, all are expected to transition to full-time employment by Fall 2026.

3. Other Support Staff FTE

The Division is budgeting for a 34 FTE (five per cent) increase in Other Support Staff for the 2026-2027 school year. Roles in this group include Administrative Assistants, Librarians, Food Preparers and Interpreters.

4. Custodial FTE

Custodial staffing is projected to increase by 28 FTE (four per cent) over current levels. This increase is primarily driven by enrolment growth. As more school space and square footage become occupied, additional custodial services are required to support operations.

5. Exempt FTE

Exempt staff are budgeting for a 22 FTE (five per cent) increase over current staffing levels. This increase is distributed across several central cost centres.

Human Resources is adding the majority of the increase in FTEs to; support the anticipated increase in hiring associated with new targeted Classroom Complexity funding, additional staff to assist with the CUPE 3550 agreement implementation, additional staff to assist with career transitions and job evaluation, additional staff to support the ongoing management of the staff supply roster, additional Employee Abilities Consultants, and additional payroll and benefit clerks.

Technology and Information Management staffing levels are also increasing to address demands related to growth in student enrolment, the Division's information technology ecosystem, and newly legislated privacy management obligations.

6. Educational Services Specialist FTE

Educational Services Specialist (ESS) staffing is budgeted to increase by 19 FTE (seven per cent) over current levels. This increase is due in part to the Division opening additional Interactions and Confidence, Academics, Relationships, Emotional Regulation (CARE) classrooms in 2026–2027.

The Division has also received funding through the Mental Health and Wellbeing Grant, which has supported the hiring of Mental Health Therapists. These staff will be deployed through a collaboration between Specialized Learning Supports (SLS) and Hospital Schools.

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Legend:

Blue	Data input is required .
Pink	Populated from data entered in this template (i.e. other tabs)
Green	Populated based on information previously submitted to Alberta Education and Childcare

Grey	No entry required - the cell is protected.
White	Calculation cells. These are protected and cannot be changed.
Yellow	Flags to draw attention to sections requiring entry depending on other parts of the submission.

HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2026/2027 BUDGET REPORT

The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will support the jurisdiction's plans.

Budget Highlights, Plans & Assumptions:

- Total operational revenue for the Division in 2026–2027 is projected at approximately \$1.64 billion, an increase of approximately \$221 million (15.6 per cent) compared to the 2025–2026 Budget.
- Projected enrolment growth for 2026–2027 is 2,334 additional students (1.9 per cent). The Division continues to experience sustained enrolment pressures, following three consecutive years of enrolment growth above 4.3 per cent.
- Compensation remains the Division's largest expenditure, accounting for approximately 80 per cent of total operating costs.
- Driven primarily by new provincial classroom supports, the 2026–2027 budget includes an increase of 658 Full-Time Equivalent (FTE) staff positions (6 per cent) compared to April 2026 staffing levels, and an increase of 885 FTE's (8.5 per cent) compared to the 2025-2026 budget.
- Edmonton Public Schools received \$30.3 million through the Classroom Complexity Grant in 2025-2026. The grant will support 101 classroom complexity teams consisting of 101 teachers and 202 educational assistants starting in the spring of 2026 to the end of the 2026-2027 school year.
- An additional \$39.9 million through the new Class Size Reduction Grant will support the hiring of approximately 296 additional certificated teachers.
- The Division will continue to prioritize early literacy and numeracy.
- The proposed budget includes continued investments in student mental health, equity initiatives, specialized learning supports, Indigenous education, dual credit programming, and Division centre programming.
- The Division plans to maintain its own Infrastructure Maintenance and Renewal (IMR) program with approximately \$13.8 million allocated internally despite the Province discontinuing the IMR grant.
- The Capital Maintenance and Renewal (CMR) Grant will increase by approximately \$1.1 million to a total of \$19.2 million in 2026–2027.

Significant Business and Financial Risks:

- The ability to hire both teachers and Educational Assistants in Alberta for the 2026-2027 school year, with no assurance the targeted grants used to hire additional staff will continue into the future.
- Continued enrolment growth and increasing classroom complexity continue to place pressure on staffing, classroom space, and specialized supports.
- The Adjusted Enrolment Method (AEM), although an improvement from the WMA, continues to create a funding gap for growing school divisions as funding is based on a weighted average of current and projected enrolment rather than the actual number of students being served.
- Teacher salary settlements and the implementation of the provincially harmonized teacher pay grid increased teacher unit costs by approximately 10.1 per cent.
- The 2026-2027 unit costs and benefit overhead rates for all other staff groups have also increased compared to the current year.
- The Province reduced the System Administration Grant by 5 per cent, creating additional pressure on central administrative operations.
- The provincial Infrastructure Maintenance and Renewal (IMR) grant has been discontinued, increasing risks related to deferred maintenance and aging infrastructure.
- Edmonton Public Schools continues to face significant facility pressures, with an estimated deferred maintenance backlog exceeding \$1 billion. Aging infrastructure remains a significant concern; 11 per cent of Division buildings were constructed before 1950, 68 per cent were constructed between 1950 and 1989, and only 21 per cent were constructed after 1990.
- Continued enrolment growth and limited space capacity may impact the Division's ability to maintain open boundaries, specialized programming, and transportation accessibility for families.
- The Division continues to experience increased demand for specialized learning supports, mental health services, English as an Additional Language supports, and supports for increasingly complex student needs.
- While accumulated operating reserves can provide temporary support for emerging pressures and strategic initiatives, they are not considered a sustainable long-term solution to ongoing funding and operational pressures.

BUDGETED STATEMENT OF OPERATIONS

	Approved Budget 2026/2027	Approved Budget 2025/2026	Actual Audited 2024/2025
REVENUES			
Government of Alberta	\$ 1,566,699,500	\$1,353,130,400	\$1,319,948,852
Federal Government and First Nations	\$ 1,598,300	\$1,837,200	\$3,197,688
Property taxes	\$ -	\$0	\$0
Fees	\$ 37,657,900	\$34,275,700	\$33,523,787
Sales of services and products	\$ 14,923,000	\$13,757,300	\$16,018,168
Investment income	\$ 3,897,400	\$4,000,000	\$6,093,548
Donations and other contributions	\$ 11,556,300	\$8,825,700	\$10,605,373
Other revenue	\$ 5,243,900	\$4,608,900	\$6,940,213
TOTAL REVENUES	\$1,641,576,300	\$1,420,435,200	\$1,396,327,629
EXPENSES			
Instruction - ECS	\$ 52,153,800	\$55,066,900	\$55,345,724
Instruction - Grade 1 to 12	\$ 1,264,179,200	\$1,076,375,100	\$993,835,768
Operations & maintenance	\$ 221,745,100	\$203,459,200	\$188,035,692
Transportation	\$ 63,007,300	\$56,285,500	\$56,385,151
System Administration	\$ 42,034,900	\$41,349,300	\$39,721,278
External Services	\$ 17,391,000	\$14,937,700	\$16,807,097
TOTAL EXPENSES	\$1,660,511,300	\$1,447,473,700	\$1,350,130,710
ANNUAL SURPLUS (DEFICIT)	(\$18,935,000)	(\$27,038,500)	\$46,196,919

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)
for the Year Ending August 31

	Approved Budget 2026/2027	Approved Budget 2025/2026	Actual Audited 2024/2025
EXPENSES			
Certificated salaries	\$ 746,345,400	\$621,775,300	\$623,688,284
Certificated benefits	\$ 184,465,000	\$161,407,000	\$145,384,135
Non-certificated salaries and wages	\$ 303,032,000	\$273,433,800	\$224,374,924
Non-certificated benefits	\$ 100,800,500	\$96,999,500	\$71,933,673
Services, contracts, and supplies	\$ 259,919,100	\$230,667,200	\$220,123,484
Capital and debt services			
Amortization of capital assets			
Supported	\$ 48,575,000	\$46,865,800	\$48,669,994
Unsupported	\$ 16,910,000	\$15,777,800	\$15,608,173
Interest on capital debt			
Supported	\$ -	\$0	\$0
Unsupported	\$ 212,300	\$212,300	\$236,077
Other interest and finance charges	\$ 252,000	\$335,000	\$111,966
Losses on disposal of capital assets	\$ -	\$0	\$0
Other expenses	\$ -	\$0	\$0
TOTAL EXPENSES	\$1,660,511,300	\$1,447,473,700	\$1,350,130,710

**BUDGETED SCHEDULE OF PROGRAM OPERATIONS
for the Year Ending August 31**

REVENUES	Approved Budget 2026/2027							Actual Audited 2024/25
	Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	ECS	Grade 1 to 12						
(1) Alberta Education and Childcare	\$ 52,030,400	\$ 1,248,894,000	\$ 136,267,700	\$ 43,252,600	\$ 42,034,900	\$ 3,329,200	\$ 1,525,808,800	\$ 1,271,661,099
(2) Alberta Infrastructure - non remediation			\$ 38,876,000				\$ 38,876,000	\$ 43,942,338
(3) Alberta Infrastructure - remediation							\$ -	\$ -
(4) Other - Government of Alberta		\$ 804,000	\$ 40,000			\$ 429,600	\$ 1,273,600	\$ 2,264,995
(5) Federal Government and First Nations		\$ 455,100				\$ 1,143,200	\$ 1,598,300	\$ 3,197,688
(6) Other Alberta school authorities	\$ 123,400	\$ 447,700	\$ 170,000				\$ 741,100	\$ 2,080,420
(7) Out of province authorities							\$ -	\$ -
(8) Alberta municipalities-special tax levies							\$ -	\$ -
(9) Property taxes							\$ -	\$ -
(10) Fees		\$ 24,003,200		\$ 13,654,700			\$ 37,657,900	\$ 33,523,787
(11) Sales of services and products		\$ 2,600,000	\$ 25,000			\$ 12,298,000	\$ 14,923,000	\$ 16,018,168
(12) Investment income			\$ 3,897,400				\$ 3,897,400	\$ 6,093,548
(13) Gifts and donations		\$ 10,062,300					\$ 10,062,300	\$ 9,227,096
(14) Rental of facilities			\$ 5,052,900			\$ 191,000	\$ 5,243,900	\$ 5,322,729
(15) Fundraising		\$ 1,494,000					\$ 1,494,000	\$ 1,378,277
(16) Gains on disposal of tangible capital assets							\$ -	\$ 1,617,484
(17) Other							\$ -	\$ -
(18) TOTAL REVENUES	\$ 52,153,800	\$ 1,288,760,300	\$ 184,329,000	\$ 56,907,300	\$ 42,034,900	\$ 17,391,000	\$ 1,641,576,300	\$ 1,396,327,629

EXPENSES								
(19) Certificated salaries	\$ 24,359,600	\$ 715,326,800			\$ 4,839,000	\$ 1,820,000	\$ 746,345,400	\$ 623,688,284
(20) Certificated benefits	\$ 6,083,400	\$ 176,531,300			\$ 1,386,100	\$ 464,200	\$ 184,465,000	\$ 145,384,135
(21) Non-certificated salaries and wages	\$ 15,393,800	\$ 186,955,000	\$ 79,532,900	\$ 1,309,200	\$ 18,611,500	\$ 1,229,600	\$ 303,032,000	\$ 224,374,924
(22) Non-certificated benefits	\$ 5,206,800	\$ 61,208,700	\$ 28,425,400	\$ 439,300	\$ 5,072,400	\$ 447,900	\$ 100,800,500	\$ 71,933,673
(23) SUB - TOTAL	\$ 51,043,600	\$ 1,140,021,800	\$ 107,958,300	\$ 1,748,500	\$ 29,909,000	\$ 3,961,700	\$ 1,334,642,900	\$ 1,065,381,016
(24) Services, contracts and supplies	\$ 1,082,800	\$ 110,764,900	\$ 62,606,000	\$ 61,258,100	\$ 11,169,000	\$ 13,038,300	\$ 259,919,100	\$ 220,123,484
(25) Amortization of supported tangible capital assets		\$ -	\$ 48,575,000				\$ 48,575,000	\$ 48,669,994
(26) Amortization of unsupported tangible capital assets	\$ 27,400	\$ 13,330,500	\$ 659,500	\$ 700	\$ 766,900	\$ 391,000	\$ 15,176,000	\$ 13,898,387
(27) Amortization of supported ARO tangible capital assets							\$ -	\$ -
(28) Amortization of unsupported ARO tangible capital assets			\$ 1,734,000				\$ 1,734,000	\$ 1,709,786
(29) Accretion expenses							\$ -	\$ -
(30) Supported interest on capital debt							\$ -	\$ -
(31) Unsupported interest on capital debt			\$ 212,300				\$ 212,300	\$ 236,077
(32) Other interest and finance charges		\$ 62,000			\$ 190,000		\$ 252,000	\$ 111,966
(33) Losses on disposal of tangible capital assets							\$ -	\$ -
(34) Other expense							\$ -	\$ -
(35) TOTAL EXPENSES	\$ 52,153,800	\$ 1,264,179,200	\$ 221,745,100	\$ 63,007,300	\$ 42,034,900	\$ 17,391,000	\$ 1,660,511,300	\$ 1,350,130,710
(36) OPERATING SURPLUS (DEFICIT)	\$ -	\$ 24,581,100	\$ (37,416,100)	\$ (6,100,000)	\$ -	\$ -	\$ (18,935,000)	\$ 46,196,919

**BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31**

	Approved Budget 2026/2027	Approved Budget 2025/2026	Actual 2024/2025
FEES			
TRANSPORTATION	\$13,654,700	\$11,860,200	\$9,135,886
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)		\$0	\$0
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES (Optional)	\$5,299,400	\$5,285,000	\$5,110,421
FEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees		\$0	\$0
Alternative program fees	\$1,613,600	\$1,327,400	\$1,613,581
Fees for optional courses	\$3,670,600	\$3,530,600	\$3,670,637
ECS enhanced program fees		\$0	\$0
Activity fees	\$8,233,500	\$7,654,000	\$8,233,531
Other fees to enhance education (Describe here)	\$1,004,400	\$812,800	\$1,035,778
NON-CURRICULAR FEES			
Extra-curricular fees	\$3,416,000	\$3,078,900	\$3,416,006
Non-curricular goods and services	\$765,700	\$726,800	\$765,656
Non-curricular travel		\$0	\$0
OTHER FEES (Describe here)		\$0	\$2,863
TOTAL FEES	\$37,657,900	\$34,275,700	\$32,984,359

PLEASE DO NOT USE "SCHOOL GENERATED FUNDS" AS A CATEGORY

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products" (rather than fee revenue). Note that this schedule should include only amounts collected from parents and so it may not agree with the Statement of Operations.	Approved Budget 2026/2027	Approved Budget 2025/2026	Actual 2024/2025
Cafeteria sales, hot lunch, milk programs	\$1,073,600	\$1,112,800	\$1,073,608
Special events	\$2,105,800	\$2,067,100	\$2,105,799
Sales or rentals of other supplies/services	\$1,335,600	\$1,326,200	\$1,335,591
International and out of province student revenue	\$2,620,000	\$2,630,000	\$3,756,821
Adult education revenue	\$782,200	\$592,700	\$0
Preschool	\$0	\$0	\$0
Child care & before and after school care	\$0	\$0	\$0
Lost item replacement fees	\$0	\$0	\$0
Other (describe) Library fines, book donations	\$132,600	\$183,300	\$132,632
Other (describe)	\$0	\$0	\$0
Other (describe)	\$0	\$0	\$0
Other (describe)	\$0	\$0	
Other (describe)	\$0	\$0	
TOTAL	\$8,049,800	\$7,912,100	\$8,404,451

PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)

for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS/DEFICITS (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
						OPERATING RESERVES	CAPITAL RESERVES
Actual balances per AFS at August 31, 2025	\$243,604,432	\$119,289,975	\$0	\$74,467,182	\$0	\$74,467,182	\$49,847,275
2025/2026 Estimated impact to AOS for:							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated surplus(deficit)	(\$24,080,683)			(\$24,080,683)	(\$24,080,683)		
Estimated board funded capital asset additions		\$33,691,021		(\$23,841,021)	(\$23,841,021)	\$0	(\$9,850,000)
Projected board funded ARO tangible capital asset additions		\$0		\$0	\$0	\$0	\$0
Estimated disposal of unsupported tangible capital assets	\$0	\$0		(\$1,074,795)	(\$1,074,795)		\$1,074,795
Budgeted disposal of unsupported ARO tangible capital assets	(\$1,943,886)	\$0		(\$1,943,886)	(\$1,943,886)		\$0
Estimated amortization of capital assets (expense)		(\$62,262,654)		\$62,262,654	\$62,262,654		
Estimated capital revenue recognized - Alberta Education and Childcare		\$10,485,937		(\$10,485,937)	(\$10,485,937)		
Estimated capital revenue recognized - Alberta Infrastructure		\$36,917,743		(\$36,917,743)	(\$36,917,743)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$24,837		(\$24,837)	(\$24,837)		
Budgeted amortization of ARO tangible capital assets		(\$1,733,736)		\$1,733,736	\$1,733,736		
Estimated capital revenue recognized - supported ARO		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - recognition		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - remediation		\$0		\$0	\$0		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated unsupported debt principal repayment		\$784,852		(\$784,852)	(\$784,852)	\$0	\$0
Estimated reserve transfers (net)				\$0	\$35,157,364	(\$35,157,364)	\$0
Estimated assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Balances for August 31, 2026	\$217,579,863	\$137,197,975	\$0	\$39,309,818	\$0	\$39,309,818	\$41,072,070
2026/27 Budget projections for:							
Budgeted surplus(deficit)	(\$18,935,000)			(\$18,935,000)	(\$18,935,000)		
Projected board funded tangible capital asset additions		\$30,125,148		(\$16,125,148)	(\$16,125,148)	\$0	(\$14,000,000)
Projected board funded ARO tangible capital asset additions		\$0		\$0	\$0	\$0	\$0
Budgeted disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted disposal of unsupported ARO tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted amortization of capital assets (expense)		(\$63,751,000)		\$63,751,000	\$63,751,000		
Budgeted capital revenue recognized - Alberta Education and Childcare		\$9,674,000		(\$9,674,000)	(\$9,674,000)		
Budgeted capital revenue recognized - Alberta Infrastructure		\$38,876,000		(\$38,876,000)	(\$38,876,000)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$25,000		(\$25,000)	(\$25,000)		
Budgeted amortization of ARO tangible capital assets		(\$1,734,000)		\$1,734,000	\$1,734,000		
Budgeted capital revenue recognized - supported ARO		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - recognition		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - remediation		\$0		\$0	\$0		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted unsupported debt principal repayment		\$784,852		(\$784,852)	(\$784,852)		
Projected reserve transfers (net)				\$0	\$18,935,000	(\$18,935,000)	\$0
Projected assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Projected Balances for August 31, 2027	\$198,644,863	\$151,197,975	\$0	\$20,374,818	\$0	\$20,374,818	\$27,072,070

SCHEDULE OF USES FOR ACCUMULATED SURPLUSES AND RESERVES
for the Year Ending August 31

	Explanation	Unrestricted Surplus Usage			Operating Reserves Usage			Capital Reserves Usage		
		Year Ended			Year Ended			Year Ended		
		31-Aug-2027	30-Aug-2028	30-Aug-2029	31-Aug-2027	30-Aug-2028	30-Aug-2029	31-Aug-2027	30-Aug-2028	30-Aug-2029
Projected opening balance		\$0	\$0	\$0	\$39,309,818	\$20,374,818	\$20,374,818	\$41,072,070	\$27,072,070	\$27,072,070
Projected excess of revenues over expenses (surplus only)	Explanation	\$0	\$0	\$0						
Budgeted disposal of board funded TCA and ARO TCA	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Budgeted amortization of capital assets (expense)	Explanation	\$65,485,000	\$0	\$0		\$0	\$0			
Budgeted capital revenue recognized, including ARO assets amortization	Explanation	(\$48,575,000)	\$0	\$0		\$0	\$0			
Budgeted changes in Endowments	Explanation	\$0	\$0	\$0		\$0	\$0			
Budgeted board funded ARO liabilities - recognition	Explanation	\$0	\$0	\$0		\$0	\$0			
Budgeted board funded ARO liabilities - remediation	Explanation	\$0	\$0	\$0		\$0	\$0			
Budgeted unsupported debt principal repayment	Explanation	(\$784,852)	\$0	\$0		\$0	\$0			
Projected reserves transfers (net)	Approved deficit transfer from Reserves	\$18,935,000	\$0	\$0	(\$18,935,000)	\$0	\$0	\$0	\$0	\$0
Projected assumptions/transfers of operations	Techonology asset renewal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Increase in (use of) school generated funds	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
New school start-up costs	Dr. Anne Anderson - Addition Fit up expenses	(\$550,000)	\$0	\$0		\$0	\$0		\$0	\$0
Decentralized school reserves	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-recurring certificated remuneration	Grid creep, net salary increases	\$0	\$0	\$0		\$0	\$0			
Non-recurring non-certificated remuneration	CUPE 3550 - Agreement Implementation	(\$200,000)	\$0	\$0		\$0	\$0			
Non-recurring contracts, supplies & services	Cont Ed Assistants and Mentor	(\$2,000,000)	\$0	\$0		\$0	\$0			
Professional development, training & support	Special needs and Language Teacher Dev	(\$1,500,000)	\$0	\$0		\$0	\$0			
Transportation Expenses	Transportation Surplus	(\$6,100,000)	\$0	\$0		\$0	\$0			
Operations & maintenance	Increased insurance costs - unsupported	\$0	\$0	\$0		\$0	\$0			
English language learners	Explanation	\$0	\$0	\$0		\$0	\$0			
System Administration	Explanation	\$0	\$0	\$0		\$0	\$0			
OH&S / wellness programs	Explanation	\$0	\$0	\$0		\$0	\$0			
B & S administration organization / reorganization	Explanation	\$0	\$0	\$0		\$0	\$0			
Debt repayment	Explanation	\$0	\$0	\$0		\$0	\$0			
POM expenses	Building Audits and Studies, Automated External De	(\$850,000)	\$0	\$0		\$0	\$0		\$0	\$0
Non-salary related programming costs (explain)	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - School building & land	Delayed Egress	(\$1,000,000)	\$0	\$0		\$0	\$0			
Repairs & maintenance - Technology	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Vehicle & transportation	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Administration building	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - POM building & equipment	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Other (explain)	Explanation	\$0	\$0	\$0		\$0	\$0			
Capital costs - School land & building	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modernization	Growth and Programing, Renewal and Energy and	(\$8,425,148)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modular & additions	Growth Accommodation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School building partnership projects	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Technology	Techonology asset renewal	(\$2,900,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Vehicle & transportation	Explanation	(\$300,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Administration building	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - POM building & equipment	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital Costs - Furniture & Equipment	Explanation	(\$4,500,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Other	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	(\$14,000,000)	\$0	\$0
Building leases	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Projected Enrolment Relief	Explanation	(\$5,000,000)	\$0	\$0		\$0	\$0		\$0	\$0
HR technology systems review, new website, staffing resources, cyber security e	Explanation	(\$1,735,000)	\$0	\$0		\$0	\$0		\$0	\$0
Other 3 - please use this row only if no other row is appropriate	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 4 - please use this row only if no other row is appropriate	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Estimated closing balance for operating contingency		\$0	\$0	\$0	\$20,374,818	\$20,374,818	\$20,374,818	\$27,072,070	\$27,072,070	\$27,072,070

Total surplus as a percentage of 2027 Expenses	2.86%	2.86%	2.86%
ASO as a percentage of 2027 Expenses	1.23%	1.23%	1.23%

**DETAILS OF RESERVES AND
MAXIMUM OPERATING RESERVE LIMIT EXEMPTION CRITERIA
for the Year Ending August 31, 2026**

This template is designed to provide information about your school jurisdiction's reserves and to assist you in determining if you need to submit a letter requesting an exemption to exceed the maximum limit of Operating Reserves to the Minister. It has been split in to two parts, Part 1: exemptions (Row 21 - 51) and Part 2: transfers between operating and capital reserves (Row 52 - 67).

Complete Part 1 if over 6% in cell B24. Check for flag in cell E27.

Part 1: As per the 2025/26 Funding Manual, a formal request for an exemption to exceed the 2025/26 maximum operating reserve must be approved by the board and submitted to the Minister. If a reserve request to exceed the limit is required, please submit your formal letter by November 30, 2026. This tab should be attached as a supplement to your formal request. School jurisdictions who are projecting their 2025/26 operating reserves to be over their 2025/26 maximum limit, which is based on 6% of school jurisdiction's 2024/25 total expenses, and intend to submit a formal 2025/26 exemption request must complete Section A (if a 2024/25 exemption request was made and Ministerial approved) and Section B, explaining the rationale for an exemption and demonstrating when operating reserves will be drawn down below 6% over the subsequent school years.

Complete Part 2 if projecting transfers between operating and capital reserves.

Part 2: If your school jurisdiction is projecting to transfer between operating and capital reserves for the 2025/26 and/or 2026/27 school year, please complete the section under Row 52. The transfer amounts reported should agree with the 'AOS' tab. Please note that a letter requesting Ministerial approval is required to transfer from Capital to Operating Reserves.

PART 1: EXEMPTIONS

		Amount
Estimated Accumulated Surplus/(Deficit) from Operations as at Aug. 31, 2026		\$ 39,309,818
Less: School Generated Funds in Operating Reserves (from 2024/25 AFS)		\$ 2,632,921
Estimated 2025/26 Operating Reserves	2.72%	\$36,676,897
Maximum 2025/26 Operating Reserve Limit	6.00%	\$ 81,007,843
Estimated 2025/26 Operating Reserves Over Maximum Limit		\$ -

SECTION A: 2024/25 EXEMPTION REQUEST

Cell E29 reports your school jurisdiction's 2024/25 Ministerial approval exemption amount over your 2024/25 maximum limit.
Cell E30 shows the school year you planned to return below the limit, as per your 2024/25 exemption approval.

Not Applicable
Not Applicable

If you've been approved for a 2024/25 exemption and will be requesting an exemption for 2025/26, please provide the following details below: Have you followed the drawdown plan from your 2024/25 exemption request? If yes, please outline what has been achieved. Please indicate the \$ figure amounts and initiatives. If not, please explain any deviations from the original plan and the reasons for the changes.

SECTION B: (MAX LIMIT EXEMPTION CRITERIA)

Please provide **detailed rationale** and planned usage for operating reserves in excess of the 2025/26 maximum: \$ _____ -
Please note that this does not constitute as a Ministerial request for approval. An exemption request letter submitted to the Minister is still required for an exemption for the 2024/25 school year.

Provide a detailed drawdown plan to illustrate how and when the reserve balance will be below 6.0%.

	2026/27	2027/28	2028/29	Additional Comments
Opening operating reserve balance	\$ 36,676,897	\$ 36,676,897	\$ 36,676,897	
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
	\$ 36,676,897	\$ 36,676,897	\$ 36,676,897	Ensure this reasonably aligns with the projected operating reserve balances on the AOS2 tab (Row 68)
	2.72%	2.72%	2.72%	

PART 2: TRANSFERS BETWEEN OPERATING AND CAPITAL RESERVES

Please report the projected amounts and detailed rationale for transfers between operating reserves and capital reserves for the 2025/26 and 2026/27 school year. The net transfer between operating and capital reserves should agree the amounts reported in the 'AOS' tab. **(Note: Ministerial approval is required to transfer from Capital to Operating Reserves):**

	2025/26	Detailed Rationale
Projected Transfer from Operating to Capital Reserves (Please enter a negative amount) \$	-	
Projected Transfer from Capital to Operating Reserves (Please enter a positive amount) \$	-	
Net Transfer Between Operating and Capital Reserves \$	-	
	2026/27	Detailed Rationale
Projected Transfer from Operating to Capital Reserves (Please enter a negative amount) \$	-	
Projected Transfer from Capital to Operating Reserves (Please enter a positive amount) \$	-	
Net Transfer Between Operating and Capital Reserves \$	-	

PROJECTED STUDENT STATISTICS
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS

Budgeted **Actual** **Actual**
2026/2027 **2025/2026** **2024/2025**
(Note 2)

Grades 1 to 12Eligible Funded Students:

Grades 1 to 9	83,037	81,190	80,426	Head count
Grades 10 to 12	32,531	31,905	30,464	Head count
Total	115,568	113,095	110,890	Grade 1 to 12 students eligible for base instruction funding from Alberta Education and Childcare.
Percentage Change	2.2%	2.0%		N/A

Other Students:

Total	300	252	303	Note 3
-------	-----	-----	-----	--------

Total Net Enrolled Students	115,868	113,347	111,193	
Home Ed Students	188	214	259	Note 4
Total Enrolled Students, Grades 1-12	116,056	113,561	111,452	
Percentage Change	2.2%	1.9%		

Of the Eligible Funded Students:

Students with Severe Disabilities	5,362	4,734	4,311	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	10,817	11,642	10,892	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

EARLY CHILDHOOD SERVICES (ECS)

Eligible Funded Children	8,243	8,392	8,696	ECS children eligible for ECS base instruction funding from Alberta Education and Childcare.
Other Children	-	41	38	ECS children not eligible for ECS base instruction funding from Alberta Education and Childcare.
Total Enrolled Children - ECS	8,243	8,433	8,734	
Program Hours	475	475	475	Minimum program hours is 475 Hours
FTE Ratio	0.500	0.500	0.500	Actual hours divided by 950
FTE's Enrolled, ECS	4,122	4,217	4,367	
Percentage Change	-2.3%	-3.4%		N/A

Home Ed Students	27	20	12	Note 4
Total Enrolled Students, ECS	8,270	8,453	8,746	
Percentage Change	-2.2%	-3.4%		

Of the Eligible Funded Children:

Students with Severe Disabilities (PUF)	1,204	976	1,057	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	56	43	43	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

NOTES:

- 1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.
- 2) Budgeted enrolment is to be based on best information available at time of the 2026/2027 budget report preparation.
- 3) Other Grade 1 to 12 students that are not eligible for base instruction funding from Alberta Education and Childcare include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.
- 4) Because they are funded separately, Home Education students are not included with total net enrolled students. Home Education Kindergartens, under ECS, do not apply to charter schools.

**PROJECTED STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL**

CERTIFICATED STAFF	Budget 2026/2027		Actual 2025/2026		Actual 2024/2025		Notes
	Total	Union Staff	Total	Union Staff	Total	Union Staff	
School Based	6,469.5	6,469.5	5,849.6	5,849.6	5,582.4	5,582.4	Teacher certification required for performing functions at the school level.
Non-School Based	219.9	219.9	218.1	218.1	245.2	245.2	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	6,689.5	6,689.4	6,067.8	6,067.8	5,827.5	5,827.5	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	10.2%		4.1%		14.8%		See below
If an average standard cost is used, please disclose rate:	119,334		108,384		108,073		
Student F.T.E. per certificated Staff	17.97		19.41		19.87		

Certificated Staffing Change due to:

Enrolment Change	50.0	50.0					
Other Factors	571.7	571.7					#####
Total Change	621.7	621.7					Year-over-year change in Certificated FTE

Breakdown, where total change is Negative:

Continuous contracts terminated	-	-					FTEs
Non-permanent contracts not being renewed	-	-					FTEs
Other (retirement, attrition, etc.)	-	-					
Total Negative Change in Certificated FTEs	-	-					Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.

Please note that the information in the section below only includes Certificated Number of Teachers (not FTEs):

Certificated Number of Teachers

Permanent - Full time	5,642.0	5,642.0	5,043.0	5,043.0	4,880.0	4,880.0
Permanent - Part time	274.0	274.0	245.0	245.0	248.0	248.0
Probationary - Full time	565.0	565.0	505.0	505.0	432.0	432.0
Probationary - Part time	115.0	115.0	103.0	103.0	112.0	112.0
Temporary - Full time	356.0	356.0	318.0	318.0	300.0	300.0
Temporary - Part time	55.0	55.0	49.0	49.0	49.0	49.0

NON-CERTIFICATED STAFF

Instructional - Education Assistants	2,208.5	2,208.5	1,739.5	1,739.5	1,588.3	1,588.3	Personnel support students as part of a multidisciplinary team with teachers and other other support personnel to provide meaningful instruction
Instructional - Other non-certificated instruction	906.4	829.1	817.4	501.0	801.9	506.1	Personnel providing instruction support for schools under 'Instruction' program areas other than EAs
Operations & Maintenance	1,014.2	1,014.2	976.9	976.9	948.1	948.1	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	-	-	-	-	-	-	Bus drivers employed, but not contracted
Transportation - Other Staff	14.0	4.0	13.0	5.0	14.0	5.0	Other personnel providing direct support to the transportation of students to and from school other than bus drivers employed
Other	471.2	139.7	458.3	165.4	458.9	135.1	Personnel in System Admin. and External service areas.
Total Non-Certificated Staff FTE	4,614.2	4,195.4	4,005.0	3,387.9	3,811.1	3,182.5	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	15.2%		5.1%		21.1%		

Explanation of Changes to Non-Certificated Staff:

The 2025/2026 Actual FTE's, particularly for Educational Assistants, are enheintly low due to the timing of the staff count which is as of Sept 30, 2025. EPSB revises our budgets based on the September enrolment count date and schools hire additional staff in October or November to match the needs of students in the school which explains part of the observed overall Non-Certificated 14.7% increase. Additionally, EPSB hired 101 teams through the Class Size and Complexity Grant, so 202 EA's were hired after the actuals count. Additional funding is expected for 2026/2027 and an increase of 2% in enrolment explains the remainder of the increases going into next year.

Additional Information

Are non-certificated staff subject to a collective agreement?

Yes

Please provide terms of contract for 2026/27 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.

Support Staff Union (including EA's and Administrative Assistants) - CUPE Local 3550. Collective agreement from Sept 1, 2020 to Aug 31, 2028. 2,874.2 FTE
 Custodial Union - CUPE Local 474. Collective agreement from Sept 1, 2020 to Aug 31, 2028. 758.2 FTE
 Maintenance Staff Union - CUPE Local 784. Collective agreement from Sept 1, 2024 to Aug 31, 2028. 256.0 FTE
 Educational Services Specialists - CUPE Local 3550. Collective agreement PENDING. 286.3 FTE

School Jurisdiction Code: 3020

System Admin Expense Limit %	
3020 The Edmonton School Division	3.20%

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. 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 2026-2027 budget the normalized enrolment is 114,046.5.

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 2026-2027 spring budget the weighted enrolment is 145,234.

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 71% 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 2026-2027 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)	2026-2027 Rates*	Ratio	Number of Students	Weighted Enrolment Amount
General	No support required – Completes Tasks Independently (Universal)	\$5,478	1.000	78	\$427,294
Mild	Minimal – Seldom requires Adult Support (Universal)	\$6,185	1.1290	1	\$6,185
Moderate	Moderate – Frequently Requires Adult Support (Targeted)	\$9,929	1.8125	19	\$188,653
Severe	Severe – Extensively Dependent on Adult Support (Specialized)	\$22,292	4.0693	22	\$490,427
Profound	Profound – Constantly Dependent on Adult Support (Specialized)	\$31,328	5.7188	16	\$501,253
Refugee (Moderate)	Refugee Code 640	\$9,929	1.8125	3	\$29,787
English as an Additional Language	EAL Code 301 and 303	\$6,185	1.1290	36	\$222,653
Total				175	\$1,866,253

*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.

Date	May 26, 2026
To	Board of Trustees
From	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
Subject	Waivers to Support the Policy Framework Review Project
Resource Staff	Kelsey Duebel, Wanas Radwan
Reference	Policy Review Committee 2025-2026 Work Plan Trustees' Handbook , Section 6.1 Board Policy CH.BP Framework for Policy Development and Review

ISSUE

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

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

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

RECOMMENDATION

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

BACKGROUND

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

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

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

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

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

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

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

RELATED FACTS

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

CONSIDERATIONS and ANALYSIS

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

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

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

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

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

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

NEXT STEPS

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

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

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

ATTACHMENTS

ATTACHMENT I	Draft Board Policy CH.BP Framework for Policy Development and Review (Tracked)
ATTACHMENT II	Draft Board Policy CH.BP Framework for Policy Development and Review (Clean)
ATTACHMENT III	Draft Policy Framework Review Project plan
ATTACHMENT IV	Draft Engagement Plan for Board Policy CH.BP Framework for Policy Development and Review

NA: wr

CODE: CH.BP

EFFECTIVE DATE: (28-01-2020)

TOPIC: Framework for Policy Development and Review

ISSUE DATE: (29-01-2020)

REVIEW YEAR: (2019)

Black text indicates original content

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

PURPOSE

To provide clarity around the Board's **of Trustees' (the Board)** governance role through **this** policy and to create coherence and consistency across all board policy by establishing the Board's expectations for process, content ~~development, structure and format~~ to guide the development and review of policies.

To establish a transparent approach to policy development and regular review, with the meaningful involvement of partners in the education system.

To support effective and accountable governance, in alignment with the Board's Strategic Plan, the Four Year Education Plan, the *Education Act* and other relevant legislation.

~~The *Education Act* legislates that a board must establish policies respecting the provision of educational programs and services affecting student learning. The Board governs the Division through the adoption of carefully developed policies which have the force of local law applied to Edmonton Public Schools. Policies provide parameters on and guidance for the action of the Board, Trustees, the Superintendent of Schools, staff, students, electors and others with respect to Edmonton Public Schools.~~

DEFINITIONS

Policy is **the Board's** intent, **direction**, ~~belief~~, governing principles and expectations regarding specific areas of Board responsibility, formally adopted by a majority vote of the Board and intended to guide future actions.

~~**Board Governance Policy Trustees' Handbook** is a policy that applies to the Board's own internal operations and expectations of its members which may also include specific directives and regulations for the Board and Trustees.~~

Administrative Regulations are the directions, procedures and assignment of responsibilities established by the Superintendent of Schools that direct the implementation of and achievement of desired outcomes of board policy and the operation of the Division.

~~**Stakeholders**~~ **Education Partners** are individuals and groups who are affected by a policy and have a vested interest in its implementation. ~~Stakeholders~~ Education partners may include, but are not limited to students, parents, staff, school councils, associations, unions, community members and organizations.

POLICY

The Board believes that a coherent, consistent and transparent approach to policy development and regular review will improve alignment with the Board's vision, mission and priorities, increase accountability and help translate the intention of the Board into actions for its students.

The Board is committed to making student learning its primary focus when meeting its responsibility to develop policy in keeping with the requirements of legislation and the values of the community. The Board believes that the development and review of policy is enhanced when the process allows for the meaningful involvement of staff, parents, students and other interested groups and persons:

When developing policy, the Board strives to achieve a balance between the responsibility of the Board to govern by the adoption of policy to guide the Division and the responsibility of the Superintendent of Schools and school administrators to exercise professional expertise and judgment in the management of the Division by implementing policy.

EXPECTATIONS

The *Education Act* legislates that a board must establish policies respecting the provision of educational programs and services affecting student learning. The Board governs the Division through the adoption of carefully developed policies which have the force of local law applied to Edmonton Public Schools. Policies **set parameters and direction** provide parameters on and guidance for the action of the Board, Trustees, the Superintendent of Schools, staff, **and** students, electors and others with respect to Edmonton Public Schools.

1. The Board may adopt new or revise existing policy to:
 - a. ~~comply with legislative requirements and fulfill the Board's mandate.~~
 - b. ~~give substance to the Board's vision, mission and priorities;~~
 - c. ~~provide the Superintendent of Schools with parameters for the effective operation of the Division and to inform and guide actions of staff;~~
 - d. ~~provide the Board of Trustees with parameters for effective Board governance; and~~
 - e. ~~articulate the Division's culture and communicate the Board's values and philosophy to students, parents and the public.~~
 - a. **A new policy will be proposed for development only in cases when direction cannot be articulated through the amendment of an existing policy.**
2. All ~~statements of board policy shall~~ **will** meet the following criteria:
 - a. ~~e~~Conform to the *Education Act* and regulations, policies and orders issued under the authority of the *Education Act*, and other relevant provincial and federal legislation;
 - b. ~~s~~Support **the Board's Strategic Plan, the Board's Vision, Mission, and Priorities**
 - c. ~~be consistent with other board policies;~~
 - d. ~~e~~Create a framework within which the Superintendent of Schools can exercise professional judgment in discharging responsibility for the administration of the Division;
 - e. ~~be broadly stated to provide guidance and the flexibility to address diverse situations while ensuring consistency across the system;~~
 - c. ~~b~~Be capable of implementation, review and evaluation; ~~and~~
 - d. ~~b~~Be developed and reviewed with appropriate ~~stakeholder~~ engagement, **in accordance with the International Association of Public Participation's Spectrum of Public Participation and Board policies relevant to engagement.** ~~in accordance with the Board's policy on stakeholder engagement, with due consideration for the contentiousness of the policy topic, its impact on student learning and wellness, and whether the policy is new or expected to be significantly revised.~~
3. All board policies ~~shall~~ **will** have a consistent format and the following sections ~~as appropriate:~~

- a. Purpose
 - i. ~~Articulates the intent and rationale for the policy's development, including how its direction supports the Board in fulfilling its mandate, as outlined in the *Education Act*.~~ **include a purpose statement indicating the intent and rationale for the policy;**
 - b. Definitions
 - i. ~~Defines terminology used in the policy to support accessibility and clarity.~~ **may include definitions of terminology used specific to the understanding of the policy statement;**
 - c. ~~Policy: include statements of belief, values and philosophy or approach;~~
 - d. **Expectations**
 - i. ~~Expectations: may include statements of~~ **Provides direction for specific expectations, outcomes or results to be achieved by the Board or by the Superintendent of Schools. and the Administration;**
 - e. Accountability
 - i. ~~include a statement of~~ **Outlines requirements for the reporting of progress toward the policy's intended outcomes. These requirements should include information on implementation and indicators as well as expectations for frequency of reporting to the Board. how the effectiveness of the policy implementation will be measured and reported to the Board; and**
 - f. References
 - i. ~~include a listing of~~ **Lists relevant references, including related legislation, policies and administrative regulations, that directly impact how the policy direction is understood and implemented. pertinent to the understanding of the policy such as related legislation, policies and administrative regulations.**
4. ~~The decision to initiate a policy change, that is, the development of a new policy or the review of an existing board policy resides with the Board. of Trustees.~~
 5. ~~The Board shall formally review each existing policy a minimum of every~~ **will strive to complete a formal review of all board policies over the Board's term.**
~~seven (7) years*, with the exception of:~~
 - a. ~~the Division Priorities, which the Board shall review at the beginning of its term;~~
 - i. ~~The Board's Division Priorities Committee shall assist the Board in this process by facilitating an open stakeholder consultation process and enveloping recommendations for the Board's consideration.~~
 - b. ~~board governance policies, also known as the Trustees' Handbook, which the Board shall review the year prior to a Board election in preparation for the newly elected Board of Trustees.~~

~~The Board shall be responsible for the development, review and approval of its board governance policies in the manner and frequency it deems necessary.~~

6. The Board's Policy Review Committee (PRC) ~~shall~~ **will** be responsible for assisting the Board in its policy role by:
 - a. **Bringing a work plan, including a preliminary budget, to a public board meeting for approval prior to December 31 of each year. Prior to this work plan being shared for approval, the PRC will:**
 - i. ~~giving~~ **Giving** advance notice of board policy review discussions and ~~providing~~ **giving** the Board the opportunity to give preliminary input. ~~prior to policy development or review.~~ **by p**
 - b. ~~Overseeing the~~ **development of new policy or the review of existing policies outlined in the work plan, review of proposed board policy changes in accordance with this policy, *Framework for Policy Development and Review*;**
 - c. **Providing regular reports to Board on the status of policies coming up for and currently under review, including ; and any exploratory work initiated by the PRC to determine whether policy work not included in the annual work plan is recommended.**
 - i. **If the Policy Review Committee deems** ~~the development of a new policy or the review of an existing policy not included in the annual work plan necessary, this work shall~~ **will must** be initiated by a Board approved motion.

- d. ~~Providing t~~The Board ~~with~~ shall be provided the opportunity to give preliminary guidance to the Policy Review Committee as to the desired intent of the policy change.
 - e. ~~R~~Recommending policies meeting the Board's expectations for policy to the Board for approval.
 - a. ~~A Trustee, a Board Committee, the Administration, or an individual or community delegation may make suggestions for policy development or review of a board policy to the Board. The request for policy change must include a rationale for the request.~~
7. The Superintendent of Schools shall ~~will~~ be responsible for assisting the Board and the Policy Review Committee in their roles by assigning resources for drafting new and revised board policy for consideration in accordance with ~~this policy~~ **the Framework for Policy Development and Review**. The draft should be accompanied by a Recommendation Report that provides:
- a. ~~An overview of how the new or revised policy aligns with the criteria set out in this policy, and how it supports the Board's strategic plan and fiduciary duty.~~
 - b. ~~Information on the process used and stakeholders~~ **engagement** involved in the ~~policy's~~ **policy's** development ~~or review.~~
 - c. ~~An analysis of intended and unintended consequences of the policy and.~~
 - d. ~~R~~Relevant supporting data that may be helpful to the understanding of the ~~Policy Review Committee~~ **Board**.
 - e. ~~A recommended reporting structure and timing to meet accountability expectations outlined in the policy (e.g., key performance indicators, targets, and/or evaluation).~~
9. With the exception of ~~the Trustees' Handbook~~ **board governance policies**, every new policy or substantive change to the intent of an existing policy will receive three separate ~~readings~~ **considerations** by the Board. ~~Board approval of the third reading is considered final approval of the policy. before the policy is finally approved. Not more than two considerations may be given at any one meeting unless the Trustees present at the meeting unanimously agree.~~
- a. ~~The requirement for three separate readings is waived only in the following circumstances:~~
 - i. ~~For policy revisions that are not deemed substantive by the Board (i.e., the intent of the existing policy has not changed).~~
 - ii. ~~For omnibus updates to policies that support alignment with legislative requirements.~~
 - iii. ~~For proposed rescindments.~~
 - b. ~~The public will be engaged to provide input and/or feedback on the development of new policies; on substantive changes to the intent of an existing policy; or on proposed rescindments that result in substantive changes to Division direction or practice. The engagement will occur either before first reading or, where applicable, any time between readings prior to third reading.~~
 - i. ~~The Policy Review Committee will recommend a public engagement plan for Board approval. The engagement plan will at minimum outline what decisions will be informed by public input, appropriate methods for engagement, and at what point in the policy development and review process engagement is most appropriate.~~
 - ii. ~~The Superintendent of Schools or designate will review and summarize the feedback gathered stakeholder input received from education partners and recommend any changes to the Policy Review Committee, as deemed necessary. The Policy Review Committee shall will review the raw data, the summary of feedback, input received, and consider any recommended changes.~~
 - c. ~~Not more than two readings may be given at any one meeting unless the Trustees present at the meeting unanimously agree.~~
 - i. ~~First reading Consideration: The proposed policy change is recommended by the Policy Review Committee to provide the Board the opportunity to seek clarification, request additional information and make suggestions for change.~~
 - ii. ~~After first consideration of a proposed policy change, the Policy Review Committee will oversee the updating of the draft policy as needed and request the Superintendent of Schools to circulate the draft policy for broad stakeholder review. At minimum, each policy shall be made available on the Division website for four weeks for stakeholder input.~~

- iii. ~~Second reading Consideration:~~ The proposed policy, with changes as needed, is recommended by the Policy Review Committee to the Board for second ~~reading consideration.~~ **At this stage, further suggestions for change or public engagement may be made by the Board. Amendments may be made.**
 - iv. ~~Third reading Consideration (Approval):~~ The proposed policy, ~~with changes as needed,~~ is recommended by the Policy Review Committee ~~to the Board~~ for approval. **The attached Recommendation Report will include information on the rationale for any recommended changes, or absence of changes.**
10. ~~Only those statements meeting the Board's criteria for policy and approved by the Board as policy shall be recorded as board policy.~~
 11. The Superintendent of Schools ~~shall~~**will** ensure that approved board policies and administrative regulations are available and accessible to staff, students, parents and the public on the Division's website.
 12. The Board ~~shall~~**will** be responsible for implementing **the Trustees' Handbook** ~~Board governance policies~~ which governs the Board's own operations.
 13. The Superintendent of Schools ~~shall~~**will** be responsible for implementing board policy through the establishment of administrative regulations. ~~and processes and assignment of responsibilities as needed.~~
 14. The Superintendent of Schools ~~shall~~**will** report to the Board on the implementation of board policy on a regular basis. ~~Accordingly, the Board shall be~~ inform **the Board** of new administrative regulations and substantive changes to existing administrative regulations prior to these regulations being made public.

ACCOUNTABILITY

The Board will:

- Review this policy at least once during its term.
- Evaluate the implementation and efficacy of this policy annually, as part of the review cycle for all other policies.

~~The Board shall evaluate implementation of this policy on an annual basis as part of the Board's self-evaluation process.~~

~~*ADDENDUM The minimum seven year review cycle for existing policy shall be suspended for the duration of the Full Review of Board Policy Project, approximately three (3), years September 2015.~~

The Board approved the following motion January 31, 2012:

That the Board undertake a full review of all its policies and update them using a standard framework for process, content development, structure and format. That the review process and standard framework be developed by the Policy Review Committee and recommended to the Board for approval.

REFERENCES

AA.BP - Stakeholder Relations
 CH.AR - Policy Development and Review
 CHA.BP - Board Delegation of Authority
 IA.BP - Parent and Community Involvement
 Trustees' Handbook –~~Policy Review Committee Terms of Reference~~
 Education Act ~~Sections 53, 222~~

CODE: CH.BP

EFFECTIVE DATE: (28-01-2020)

TOPIC: Framework for Policy Development and Review

ISSUE DATE: (29-01-2020)

REVIEW YEAR: (2019)

PURPOSE

To provide clarity around the Board of Trustees' (the Board) governance role through this policy and to create coherence and consistency across all board policy by establishing the Board's expectations for process, content and format to guide the development and review of policies.

To establish a transparent approach to policy development and regular review, with the meaningful involvement of partners in the education system.

To support effective and accountable governance, in alignment with the Board's Strategic Plan, the Four Year Education Plan, the *Education Act* and other relevant legislation.

DEFINITIONS

Policy is the Board's intent, direction, governing principles and expectations regarding specific areas of Board responsibility, formally adopted by a majority vote of the Board and intended to guide future actions.

Trustees' Handbook applies to the Board's own internal operations and expectations of its members which may also include specific directives and regulations for the Board and Trustees.

Administrative Regulations are the directions, procedures and assignment of responsibilities established by the Superintendent of Schools that direct the implementation of and achievement of desired outcomes of board policy and the operation of the Division.

Education Partners are individuals and groups who are affected by a policy and have a vested interest in its implementation. Education partners may include, but are not limited to students, parents, staff, school councils, associations, unions, community members and organizations.

EXPECTATIONS

The *Education Act* legislates that a board must establish policies respecting the provision of educational programs and services affecting student learning. The Board governs the Division through the adoption of carefully developed policies which have the force of local law applied to Edmonton Public Schools. Policies set parameters and direction for the action of the Board, Trustees, the Superintendent of Schools, staff, and students.

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

- a. A new policy will be proposed for development only in cases when direction cannot be articulated through the amendment of an existing policy.
2. All board policy will meet the following criteria:
 - a. Conform to the *Education Act* and regulations, policies and orders issued under the authority of the *Education Act*, and other relevant provincial and federal legislation.
 - b. Support the Board's Strategic Plan.
 - c. Create a framework within which the Superintendent of Schools can exercise professional judgment in discharging responsibility for the administration of the Division.
 - c. Be capable of implementation, review and evaluation.
 - d. Be developed and reviewed with appropriate engagement, in accordance with the International Association of Public Participation's Spectrum of Public Participation and Board policies relevant to engagement.
 3. All board policies will have a consistent format and the following sections:
 - a. Purpose
 - i. Articulates the intent and rationale for the policy's development, including how its direction supports the Board in fulfilling its mandate, as outlined in the *Education Act*.
 - b. Definitions
 - i. Defines terminology used in the policy to support accessibility and clarity.
 - c. Expectations
 - i. Provides direction for specific outcomes or results to be achieved by the Board or by the Superintendent of Schools.
 - d. Accountability
 - i. Outlines requirements for the reporting of progress toward the policy's intended outcomes. These requirements should include information on implementation and indicators as well as expectations for frequency of reporting to the Board.
 - e. References
 - i. Lists relevant references, including related legislation, policies and administrative regulations, that directly impact how the policy direction is understood and implemented.
 4. The decision to initiate new policy or the review of an existing board policy resides with the Board.
 5. The Board will strive to complete a formal review of all board policies over the Board's term.
 6. The Board's Policy Review Committee (PRC) will be responsible for assisting the Board in its policy role by:
 - a. Bringing a work plan, including a preliminary budget, to a public board meeting for approval prior to December 31 of each year. Prior to this work plan being shared for approval, the PRC will:
 - i. Give advance notice of board policy review discussions and provide the Board the opportunity to give preliminary input.
 - b. Overseeing the development of new policy or the review of existing policies outlined in the work plan, in accordance with this policy.
 - c. Providing regular reports to Board on the status of policies coming up for and currently under review, including any exploratory work initiated by the PRC to determine whether policy work not included in the annual work plan is recommended.
 - i. If the Policy Review Committee deems the development of a new policy or the review of an existing policy not included in the annual work plan necessary, this work must be initiated by a Board approved motion.
 - d. Providing the Board with the opportunity to give guidance as to the desired intent of the policy change.
 - e. Recommending policies meeting the Board's expectations for policy to the Board for approval.

7. The Superintendent of Schools will be responsible for assisting the Board and the Policy Review Committee in their roles by assigning resources for drafting new and revised board policy for consideration in accordance with this policy. The draft should be accompanied by a Recommendation Report that provides:
 - a. An overview of how the new or revised policy aligns with the criteria set out in this policy, and how it supports the Board's strategic plan and fiduciary duty.
 - b. Information on the process used and engagement involved in the policy's development or review.
 - c. An analysis of intended and unintended consequences of the policy.
 - d. Relevant supporting data that may be helpful to the understanding of the Board.
 - e. A recommended reporting structure and timing to meet accountability expectations outlined in the policy (e.g., key performance indicators, targets, and/or evaluation).
8. With the exception of the *Trustees' Handbook*, every new policy or substantive change to the intent of an existing policy will receive three separate readings by the Board. Board approval of the third reading is considered final approval of the policy.
 - a. The requirement for three separate readings is waived only in the following circumstances:
 - i. For policy revisions that are not deemed substantive by the Board (i.e., the intent of the existing policy has not changed).
 - ii. For omnibus updates to policies that support alignment with legislative requirements.
 - iii. For proposed rescindments.
 - b. The public will be engaged to provide input and/or feedback on the development of new policies; on substantive changes to the intent of an existing policy; or on proposed rescindments that result in substantive changes to Division direction or practice. The engagement will occur either before first reading or, where applicable, any time between readings prior to third reading.
 - i. The Policy Review Committee will recommend a public engagement plan for Board approval. The engagement plan will at minimum outline what decisions will be informed by public input, appropriate methods for engagement, and at what point in the policy development and review process engagement is most appropriate.
 - ii. The Superintendent of Schools or designate will review and summarize the feedback gathered from education partners and recommend any changes to the Policy Review Committee, as deemed necessary. The Policy Review Committee will review the raw data, the summary of feedback, and consider any recommended changes.
 - c. Not more than two readings may be given at any one meeting unless the Trustees present at the meeting unanimously agree.
 - i. First reading: The proposed policy change is recommended by the Policy Review Committee to provide the Board the opportunity to seek clarification, request additional information and make suggestions for change.
 - ii. Second reading: The proposed policy, with changes as needed, is recommended by the Policy Review Committee to the Board for second reading. At this stage, further suggestions for change or public engagement may be made by the Board.
 - iii. Third reading (Approval): The proposed policy is recommended by the Policy Review Committee to the Board for approval. The attached Recommendation Report will include information on the rationale for any recommended changes, or absence of changes.
9. The Superintendent of Schools will ensure that approved board policies and administrative regulations are available and accessible to staff, students, parents and the public on the Division's website.
10. The Board will be responsible for implementing the *Trustees' Handbook* which governs the Board's own operations.

11. The Superintendent of Schools will be responsible for implementing board policy through the establishment of administrative regulations.
12. The Superintendent of Schools will inform the Board of new administrative regulations and substantive changes to existing administrative regulations prior to these regulations being made public.

ACCOUNTABILITY

The Board will:

- Review this policy at least once during its term.
- Evaluate the implementation and efficacy of this policy annually, as part of the review cycle for all other policies.

REFERENCES

AA.BP - Stakeholder Relations

CH.AR - Policy Development and Review

CHA.BP - Board Delegation of Authority

IA.BP - Parent and Community Involvement

Trustees' Handbook

Education Act

Policy Framework Review Project

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

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

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

2 | Project Phases

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

PHASE 1: FEBRUARY 2026—DECEMBER 2026

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

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

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

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

PHASE 2: DECEMBER 2026—NOVEMBER 2027

PHASE 2: Review all policies and identify opportunities for revision

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

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

Rescindment

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

Merging

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

Major revisions.

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

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

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

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

Engage educational partners in the finalization of revisions to policies:

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

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

Draft Engagement Plan

Policy Review Committee (PRC)

Policy and Stage of Review

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

Overview

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

Purpose of Engagement

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

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

2. What is the risk of not engaging?

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

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

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

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

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

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

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

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

Proposed Engagement Plan

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

Required Resources and Anticipated Costs

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

Tentative Timelines

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

Date	May 26, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	Follow-up to the Seclusion Reporting in the 2025 Annual Education Results Review (AERR) RFI #002
Originator	Kathy Muhlethaler, Assistant Superintendent, Instructional and Strategic Division Supports
Resource Staff	Dave Bennell, Vicki DeHaan, Terri Gosine, Christie Ladouceur, Elaine Redderburg, Alexis Renwick, Sunita Sas
Reference	Standards for Seclusion and Physical Restraints in Alberta Schools HAH.AR Seclusion Rooms and Use of Physical Restraint

ISSUE

The following motion was brought forward at the December 9 Board Meeting:
Request for Information regarding follow-up on Seclusion Reporting in the 2025 AERR to be prepared as an information report.

The following key questions are to be addressed:

1. Transparency, Consistency, and Informed Governance:

Please provide the division’s regular annual reporting on seclusion and restraint for the 24/25 school year, including:

- Number of seclusion incidents reported by month.
- Number of restraint incidents reported by month.
- Number of combined restraint and seclusion incidents reported by month.
- Number of unique students per type of incident.
- Number of staff participants in training programs that ‘support systemic changes so that these practices are no longer used.’ Please provide data for: Complex Behaviour Modules A, B and C, Non Violent Crisis Intervention, Studio 3, as well as any other relevant training or systemic changes.

2. Oversight, Review Processes, and Continuous Improvement:

In order to fulfill the Board’s governance responsibilities, further detail is requested regarding the goals and strategies related to reducing seclusion and restraint.

- A. What feedback mechanisms are in place to gather student and family experiences related to seclusion and restraint, and how has this feedback informed policy or practice?
- B. What lessons have been identified from schools within EPSB that have reduced or eliminated reliance on seclusion and restraint?

3. External Expertise and Comparative Learning:

Please provide a summary of any external consultation related to reducing the use of seclusion and restraint. What key findings, recommendations, or evidence-based outcomes were shared during those consultations and how did they inform division policy and contribute to decreased use of seclusion across Edmonton Public Schools?

BACKGROUND

The [Standards for Seclusion and Physical Restraints in Alberta Schools](#) (Ministerial Order #042/2019) are the basis for our Division's Administrative Regulation, [HAH.AR Seclusion Rooms and Use of Physical Restraint](#) in alignment with this Ministerial Order, the Division has established practices and standards that prioritize the safety and well-being of students and staff within a welcoming, inclusive, safe and healthy learning environment providing clear standards and expectations with respect to the use of seclusion rooms and physical restraint in the Division.

Division staff are expected to meet the training standards for the use of seclusion and physical restraint. Training provides staff with the skills to safely recognize and respond to crisis situations, focusing upon proactive approaches and de-escalation techniques. Additionally, the training ensures that when proactive and preventative strategies have not been effective, and the safety of the student or staff is at imminent risk resulting in the decision to use physical restraint or seclusion, that the well-being, safety and dignity of students and staff are preserved.

CURRENT SITUATION

1. TRANSPARENCY, CONSISTENCY, AND INFORMED GOVERNANCE

Please provide the Division's regular annual reporting on seclusion and restraint for the 24/25 school year, including:

- *Number of seclusion incidents reported by month.*
- *Number of restraint incidents reported by month.*
- *Number of combined restraint and seclusion incidents reported by month.*
- *Number of unique students per type of incident.*

The Division continues to support systemic change and build staff capacity to implement positive, proactive approaches for students with complex behavioural needs. This work emphasizes prevention, with a focus on de-escalation, diffusing challenging behaviours, and fostering positive relationships. Seclusion and/or physical restraint occur only in exceptional circumstances where a student's behaviour presents a serious and imminent risk of physical harm to themselves or others, and when preventative, de-escalation, and alternative interventions have proven ineffective. In these situations, crisis management strategies, including the use of seclusion and/or physical restraint, are considered strictly as a last resort and are used only in emergency conditions where there is imminent danger.

Alberta Education and Childcare requires school divisions to track and provide data each month on the use of operational seclusion rooms for each school with an operational seclusion room in their building. The following data is provided regarding the number of schools with operational seclusion rooms and the number of operational seclusion rooms:

- 2023–2024 school year, there were 80 schools that had one or more operational seclusion rooms, for a total of 167 operational seclusion rooms.
- 2024–2025 school year, there were 56 schools that had one or more operational seclusion rooms, for a total of 105 operational seclusion rooms.
- 2025–2026 school year, there are no operational seclusion rooms in Interactions program classes.
- As of March 31, 2026, there are 24 schools that have one or more operational seclusion rooms, for a total of 46 operational seclusion rooms.

With respect to the tables below, please note the following:

- Unique Students refers to the number of different students using the seclusion room that month (the same student may have used a seclusion room more than once).
- 2021–2022 data reflects in-person learners with approximately five per cent of Division students learning online due to COVID.
- 2024–2025 data reflects support staff labour disruption from January 13 to March 20 where some students with complex behaviour needs participated in rotational at-home learning.
- 2024–2025 school year was the final year this data was collected and reported for self-selected seclusion.
- 2025–2026 data reflects teacher labour disruption from October 6 to October 29, 2025.

Month	RECORD OF USE SECLUSION									
	2021–2022		2022–2023		2023–2024		2024–2025		2025–2026	
	Monthly Seclusion Room usage	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage)	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage	Monthly Seclusion Room Unique Students
September	115	46	114	54	111	48	112	59	64	31
October	108	62	142	55	235	93	83	46	6	6
November	141	57	172	61	196	69	53	35	45	21
December	109	53	141	66	166	66	67	49	24	16
January	110	47	103	49	185	71	22	17	48	27
February	208	62	88	47	164	65	18	13	33	21
March	215	71	70	40	106	50	24	17	52	31
April	187	55	97	54	181	80	66	38	N/A	N/A
May	168	52	105	56	149	60	49	29	N/A	N/A
June	108	44	64	40	88	38	40	23	N/A	N/A
TOTAL	1,469	549	1,096	522	1,581	640	534	326	272	79

The seclusion room data from September 2025 to March 2026 indicates there were 272 uses of these spaces across the Division:

NEW FOR 2025-2026: The data for the three data tables has been further refined to ensure greater accuracy. In previous years, the total unique students was calculated by adding the number of unique students cumulatively in each month. This year, the data was further refined to identify the overall number of unique students throughout the year. For example, in the above table, from September to March, there were 79 unique students involved in the total of 272 seclusion room uses.

With respect to the Physical Restraint table below, the data is separate from the seclusion room use data.

Month	PHYSICAL RESTRAINT									
	2021–2022		2022–2023		2023–2024		2024–2025		2025–2026	
	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students
September	50	36	75	39	61	40	79	47	80	53
October	81	45	67	45	90	55	76	51	18	17
November	76	44	78	33	66	38	71	48	76	51
December	41	25	51	35	59	34	39	31	45	33
January	44	21	51	40	53	29	23	18	62	51
February	81	35	37	25	64	35	26	19	48	26
March	68	34	59	41	47	29	35	24	45	28
April	75	43	63	40	51	34	74	36	N/A	N/A
May	60	35	75	52	65	40	62	31	N/A	N/A
June	36	25	54	30	50	32	37	26	N/A	N/A
TOTAL	612	343	610	380	606	366	522	331	374	187

With respect to the Seclusion and Physical Restraint table below, the data is for the combined use of seclusion and physical restraint:

Month	SECLUSION AND PHYSICAL RESTRAINT									
	2021–2022		2022–2023		2023–2024		2024–2025		2025–2026	
	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students
September	30	25	50	35	45	27	58	31	42	31
October	31	27	54	34	103	49	46	22	7	6
November	54	43	34	25	64	43	43	21	47	30
December	32	24	36	23	40	29	35	24	25	17
January	11	11	47	31	52	33	21	15	37	29
February	39	29	32	23	37	23	12	8	28	19
March	45	31	34	23	40	28	13	10	26	20
April	51	36	42	33	50	37	36	20	N/A	N/A

Month	SECLUSION AND PHYSICAL RESTRAINT									
	2021–2022		2022–2023		2023–2024		2024–2025		2025–2026	
	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students
May	44	24	44	27	41	30	41	24	N/A	N/A
June	55	29	31	18	21	17	33	16	N/A	N/A
TOTAL	392	279	404	272	493	316	338	191	212	104

- **Number of staff participants in training programs that ‘support systemic changes so that these practices are no longer used.’ Please provide data for: Complex Behaviour Modules A, B and C, Non Violent Crisis Intervention, Studio 3 as well as any other relevant training or systemic changes.**

Staff Professional Learning:

The Division offers professional learning to meet Division training standards, including Non-violent Crisis Intervention (NCI) and three complex behavior modules. Furthermore, the Division is committed to the continuous refinement and updating of professional learning opportunities, ensuring alignment with current research and evidence-based strategies to effectively support students with complex behavior needs.

Non-violent Crisis Intervention (NCI)

Non-violent Crisis Intervention (NCI) training includes conflict de-escalation training and techniques through theory modules and physical competency sessions. At its core, Nonviolent Crisis Intervention is a training program developed by the Crisis Prevention Institute (CPI) designed to teach staff how to safely manage and de-escalate disruptive or high risk behavior. It focuses on maintaining the care, welfare, safety, and security of everyone involved, prioritizing verbal de-escalation over physical intervention.

NCI topics also include information specific to supporting Autism Spectrum Disorder (ASD). This specific training is designed to help staff prevent, and safely respond to crisis situations involving autistic individuals, emphasizing de-escalation and reducing the need for restrictive interventions. Applying NCI to autism means prioritizing strategies such as sensory reduction and minimal verbal input to support an individual whose crisis is often a physical reaction to an overwhelming environment. To enhance clarity and relevance, facilitators incorporate targeted autism-specific case studies and examples where applicable.

NCI requires recertification every two years. The participation numbers below include staff re-certification as well as staff taking the training for the first time.

Non-violent Crisis Intervention (NCI) September 2025 – April 1, 2026 Number of Staff Participants	1330
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As of May 11, 2026 there are currently 3062 Division staff who are certified in NCI.

[Complex Behaviour Modules \(linked\)](#)

The complex behaviour professional learning modules A, B and C provide positive behaviour interventions and strategies through all tiers (universal, targeted, specialized) of the pyramid of intervention:

- Module A: Provides a foundational look at positive behaviour supports and universal strategies that can support and promote mental health in the classroom.
- Module B: Builds on the foundations of Module A and provides information about how complex behaviours develop, and some of the precipitating factors that can impact a student in the classroom such as executive functioning, regulation and trauma.
- Module C: Provides in-depth instruction regarding Individual Behaviour Support Plan (IBSP) creation and building a supportive collaboration between family and school to support students with complex behavioural needs, including data tracking, and developing specific strategies for supporting students.

Complex Behaviour Modules A, B, and C are currently being revised to ensure they continue to reflect current best practices, positive behaviour supports, high impact strategies and trauma-informed approaches. This work will focus on strengthening consistency across the pyramid of intervention tiers (universal, targeted and specialized) of support and enhancing practical application for staff in complex and diverse learning environments.

Historically, there has been strong participation in the Complex Behaviour Modules A, B and C as they are part of Division training standards for staff involved in the use of seclusion and/or physical restraint. When there is potential for the use of seclusion and/or physical restraint, schools are required to have a minimum of two staff who meet training standards. Modules B and C as well as Non-violent Crisis Intervention (NCI) are required for staff in schools with operational seclusion rooms. All modules are also available to any Division staff member interested in taking them.

Attendance in these modules is as follows:

Since data collection commenced in 2019, a total of 5,395 staff have participated in Complex Behaviour Module professional learning sessions.

- 1745 staff have attended Complex Behaviour Module A
- 1839 Division staff have attended Complex Behaviour Module B
- 1623 Division staff have attended Complex Behaviour Module C
- 137 Division Staff have attended Complex Behaviour Modules B and C Combined (the combined session is no longer offered)
- 51 Division Staff have attended Complex Behaviour Module C Condensed (Pre-DLM session for administrators)

Module	A: Universal	B: Targeted	C: Specialized	Pre- DLM
September 2024 –June 2025 Number of Staff Participants	52	33	68	25
September 2025– April 2026 Number of Staff Participants	24	31	37	0 (cancelled due to strike)

Low Arousal Approach (LAA)

In addition to Division training standards, the Division is offering the Low Arousal Approach to crisis prevention and management. The Low Arousal Approach through Studio 3 is a non-aversive crisis management approach to managing distress by encouraging stress reduction and de-escalation. LAA is a crisis prevention method that prioritizes the reduction of stress, fear, and frustration in students and staff. The

approach focuses on supporting proactive and preventative strategies that may be implemented as part of a student's Individual Behaviour Support Plan (IBSP) and/or crisis management plan.

The key components of LAA are:

- Student-centred, non-confrontational method for managing behaviour to reduce incidents of physical and verbal aggression over time.
- Staff are empowered to look past the "action" to identify the underlying causes.
- Focus is placed on staff responses (body language, tone, and energy) that can either escalate or soothe a situation.
- Prioritizes humanistic, student centered approaches, utilizing compassion and empathy to build positive relationships rather than relying on power or authoritative dynamics.

As of April 2026, 16 staff have completed the LAA "Train the Trainer" required certification. These trainers are available to begin working with 139 staff in May 2026 and will continue into the 2026-2027 school year. Professional learning will be offered on Professional Learning Days for staff, with some returning early in August 2026 to participate. Throughout the school year, training will continue to be offered, to support the development of a crisis management approach to student dysregulation. It is best practice that school leaders participate alongside their staff as part of a coordinated effort to support complex behavioural needs.

LAA Training includes:

- Day 1: Universal Supports (theory)
- Day 2: Targeted Support (Distract and Redirect Skills), followed up by two coaching sessions
- Day 3: Intensive Support (Hold and Release Skills) is offered on an as needed basis.

September 2024– August 2025 Number of Staff Participants - Low arousal Approach (LAA)	16
September 2025–April 2026 Number of Staff Participants - Low arousal Approach (LAA)	58

Examples of professional learning and resources available to schools include:

- Educational Assistant Learning Modules (available to all staff on Connect)
- Staff Professional Learning Sessions for 2025-2026
- Mental Health Capacity Building Sessions
- Social Emotional Learning Lessons
- Behaviour and Social Emotional Supports resources and toolkits (available to all staff on Connect)
- Specialized Learning Supports School-Linked Consultation

[Educational Assistant Learning Modules \(linked\)](#)

The primary goal of the Educational Assistant Internship (EAI) 2025/26 program is to improve the recruitment and retention of Educational Assistants (EAs) in Alberta. By providing high-quality, targeted, and meaningful professional development, the program equips EAs with the skills and foundational knowledge needed to effectively support students, including those with complex social, emotional, and social needs. The EAI modules, covering essential topics like diverse learners and complex behavioral needs, are available to

Educational Assistant interns and all staff within Edmonton Public Schools to ensure a consistent, research-based approach to student support across the Division.

[Staff Professional Learning \(linked\)](#)

Staff professional learning sessions focus on building understanding of brain development, regulation, executive functioning, and evidence-based practices to support students with complex emotional, behavioural, and social needs. These sessions equip staff with practical strategies to enhance classroom environments, strengthen relationships, and effectively support diverse learners.

[Mental Health Capacity Building\(MCHB\) \(linked\)](#)

The Mental Health Capacity Building initiative is a partnership between Edmonton Public Schools and Alberta Health Services (AHS). The Division has a three year contract with AHS that provides funding for six Wellness Coaches and a Program Coordinator. These Division staff are trained and able to access AHS resources to provide universal, proactive and preventative programming supporting mental health and wellness.

MHCB sessions for the Division are designed to support classrooms with emotional and mental health literacy while building a strong sense of community. By integrating evidence-based resources, the MHCB program provides teachers and students with a shared language to navigate the four core themes of the MHCB program. These core themes are:

- Social Emotional Learning
- Anti-Racism and Building Inclusive Communities
- Healthy Choices
- Mental Health and Resilience

The goal is to reduce behavioral escalations by building the social-emotional skills students need to succeed, while providing teachers with support to help foster a resilient, regulated, and respectful classroom culture. The Mental Health Capacity Building (MHCB) Wellness Coaches work directly with teachers to provide support, demonstrations, resources, and coaching. In addition to this, several professional learning sessions for teachers are offered throughout the year. This collaborative approach is designed to empower teachers to confidently introduce and implement these programs in their own classrooms. Coaches will partner with teachers to create a schedule that ensures a successful and seamless experience for everyone.

[Social Emotional Learning Lessons \(linked\)](#)

A set of 14 Social-Emotional Learning (SEL) lessons have been developed by Specialized Learning Supports (SLS) consultants for teachers in Connections classrooms to support students with significant social, emotional, and behavioural regulation needs. These evidence-based, hands-on lessons focus on building self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Topics include developing classroom community, recognizing body signals and emotions, flexible thinking, understanding others' emotions, conflict resolution, and celebrating progress. Together, these lessons provide a structured framework to support students' social-emotional development.

[Behaviour and Social Emotional Supports resources and toolkits \(available to all staff on Connect\).](#)

This resource hub contains a wide range of supports and resources to assist with programming for students with complex behaviour needs. The sites also provide information and strategies to differentiate levels of support, to address behaviour and social emotional needs, and tools to help implement classroom strategies.

Specialized Learning Supports School-Linked Consultation (available to all staff on Connect).

SLS School linked team consultations and specialized assessments support the Division's commitment to evidence-based professional learning by building school teams (i.e., principal, teachers, educational assistants, SLS) capacity to effectively support students with complex behaviour needs.

2. OVERSIGHT, REVIEW PROCESSES, AND CONTINUOUS IMPROVEMENT

In order to fulfill the Board's governance responsibilities, further detail is requested regarding the goals and strategies related to reducing seclusion and restraint.

A. What feedback mechanisms are in place to gather student and family experiences related to seclusion and restraint, and how has this feedback informed policy or practice?

Parents/guardians are important members of a student's learning support team and are key partners in their child's education. Strong, positive home-school relationships are foundational for meaningfully involving parents and supporting positive learning outcomes.

One of the first mechanisms to engage families and gather their feedback is through the development of the student's Individualized Behaviour Support Plan (IBSP). Each school year, an IBSP that includes a crisis management plan is developed for students with complex behavioural needs. Schools work collaboratively with families to gather their feedback to help inform the crisis management plan for each student. This plan includes preventative and proactive strategies as well as reactive strategies in the event of behaviour that has the potential to put the safety of the student and/or others at risk. The use of a seclusion room and/or physical restraint as part of a crisis management plan to support a student, must be documented in the IBSP.

Once the IBSP has been developed in conjunction with school staff, parents, and, where appropriate, the student, it is then signed by the parents/guardians, school staff who work with the student, school administration, and, where appropriate, the student.

In cases where, through the development of the student's IBSP, the parents have indicated that they do not support the potential use of a seclusion room and/or physical restraint for the child, the school works with the parents to identify an alternate crisis management plan.

When a crisis management plan includes the use of a seclusion room and/or physical restraint, ongoing parent/guardian communication and feedback occurs in a number of ways, specifically:

- Parents/guardians are notified about the use of seclusion and/or physical restraint as soon as possible after the incident and on the same school day as the incident. The IBSP also includes the development of a communication strategy between home and school in the event that the use of seclusion and/or physical restraint has occurred.
- Parents/guardians and the student, where appropriate, have the opportunity to meet with staff to discuss and debrief the incident. This supports a discussion around the specific incident while providing an opportunity for feedback and to discuss next steps in supporting the student.
- The student's IBSP is reviewed regularly and updated where appropriate to prevent and reduce recurrence. This review process takes into consideration the feedback from parents/guardians. The updated IBSP is shared with parents who may meet with staff and provide further feedback if desired.

This ongoing communication between home and school enables school staff and families to reflect and review the strategies used, collaboratively identify potential next steps and/or identify additional strategies or resources to access that will further support student growth and success.

B. What lessons have been identified from schools within EPSB that have reduced or eliminated reliance on seclusion and restraint?

Lessons learned within EPSB that have reduced or eliminated reliance on seclusion and restraint demonstrate several consistent lessons grounded in proactive, student-centred practice and strong staff capacity:

- **Prioritizing prevention over intervention:** The Division has focused on providing universal and targeted supports such as social-emotional learning, mental health promotion, and positive behaviour strategies to address student needs early, reducing the likelihood of crisis situations.
- **Building staff capacity through ongoing, evidence-based professional learning:** Availability for Division staff to attend training (e.g., Staff Professional Learning Sessions, Complex Behaviour Modules, Non-violent Crisis Intervention, and Low Arousal Approach) in order to equip staff with skills in de-escalation, understanding behaviour, and implementing individualized supports.
- **Using IBSPs as proactive planning:** Use of Individual Behaviour Support Plans (IBSPs), informed by data and collaboration with families and multidisciplinary teams, helps address root causes of behaviour and implement consistent, preventative strategies.
- **Supporting low-arousal, non-confrontational approaches:** The Division has emphasized approaches that reduce stress, sensory overload, and escalation (e.g., Low Arousal Approach), focusing on staff responses, relationship-building, and understanding underlying needs.
- **Strengthening collaboration and shared responsibility:** Ongoing collaboration among school teams, families, and specialized supports including Communities of Practice (e.g., Connections and Interactions) and complex case conferences that builds consistency, shared understanding, and more effective responses to student needs.
- **Communities of Practice (COP):** The Interactions COP and the Connections COP both occur three times a year and are collaborative professional learning groups where teachers and educational assistants come together to engage in ongoing evidence-based professional development, share effective strategies, and build staff capacity.
- **Embedding continuous monitoring and reflective practice:** As outlined in the monthly reporting [noted above](#), regular data tracking, incident review, and debriefing processes allow Division schools to identify patterns, adjust supports, and continuously improve practices to prevent future crises.

3. EXTERNAL EXPERTISE AND COMPARATIVE LEARNING:

Please provide a summary of any external consultation related to reducing the use of seclusion and restraint. What key findings, recommendations, or evidence-based outcomes were shared during those consultations and how did they inform division policy and contribute to decreased use of seclusion across Edmonton Public Schools?

The Division's Specialized Learning Supports (SLS) school-linked teams provide multidisciplinary expertise to support schools in reducing the use of seclusion and restraint. This internal team includes the specialized expertise of consultants such as educational behaviour consultants, registered psychologists, occupational therapists, and speech-language pathologists, for example. Consultants who are regulated health professionals under the *Health Professions Act* are required to maintain their competence by staying current

with evidence-based research and practices. As a Division, this team conducts ongoing environmental scans to review emerging research and best practice to identify research and evidence-based strategies and approaches that could be implemented within our school Division. SLS has reviewed a range of crisis prevention and intervention programs to assess their suitability for the Division. This is ongoing work as SLS continues to identify potential intervention programs and frameworks in alignment with safe, trauma-informed, and student-centered practices.

SLS staff attend the Children's Autism Services of Edmonton (CASE) annual conference each year. The Division secures spots which are covered centrally.

School authorities across the province meet regularly through The College of Alberta School Superintendents (CASS). These meetings enable the Division to liaise with other school authorities across the province to share emerging research and best practices related to specific topics including supporting students with complex behavior. Some examples of professional learning and research sharing are listed below:

CASS (College of Alberta School Superintendents) Sessions

Division leadership have attended CASS sessions on Proactive Strategies for Managing Aggressive Student Behaviour: Supporting Alberta System Education Leaders in Building Safe, Caring, and Inclusive Learning Environments.

- [Part 1: Understanding Aggressive Behaviour in School Contexts](#)
- [Part 2: Evidence-Based Strategies for De-Escalation and Intervention](#)
- [Part 3: Building Sustainable, System-Wide Capacity](#)

Key findings from this work emphasize that aggressive behaviour is best addressed through proactive, preventative approaches rather than reactive interventions. The sessions highlight the importance of early identification of triggers, relationship-based approaches, environmental adjustments, and consistent use of evidence-based de-escalation strategies. A strong focus is placed on building staff capacity and confidence in responding to complex behaviour in ways that maintain safety for students and staff.

This external expertise has informed Edmonton Public Schools' approach by reinforcing system-wide emphasis on proactive behaviour supports, strengthening staff training in de-escalation and regulation-focused practices, and supporting more consistent, preventative responses across schools. Collectively, this has contributed to reducing the use of seclusion by prioritizing early intervention, relationship-based supports, and consistent application of evidence-informed strategies.

CASS Inclusion Community of Practice

External consultation on reducing the use of seclusion and restraint has been supported through ongoing collaboration within the CASS Inclusion Community of Practice (CoP): Supporting Students with Complex Needs (2025–2026). This group includes representatives from multiple Alberta school divisions and meets regularly to share practices, review emerging evidence, and strengthen approaches to supporting students with complex and diverse needs. Key areas of focus have included responding to increasing classroom complexity, strengthening proactive and preventative behaviour supports, and clarifying the role of safety planning in relation to behaviour support planning.

Within Edmonton Public Schools, this work has informed the ongoing refinement of practices by reinforcing preventative, regulation-focused approaches and providing clearer guidance for behaviour support and crisis

response. Within SLS, CASS research and key messages are shared with SLS disciplines (i.e., Education Behaviour consultants, occupational therapy consultants) for review and integration into best practices for students and schools. This has contributed to a continued focus on reducing reliance on seclusion through proactive, relationship-based supports that prioritize safety, regulation, and a sense of belonging.

Next Steps:

The Division will:

- Continue to refine and review daily and monthly data related to seclusion room use and work to support schools.
- Continue building staff capacity through ongoing, evidence-based professional learning (e.g., Staff Professional Learning Sessions, Complex Behaviour Modules, Nonviolent Crisis Intervention, and Low-Arousal Approaches) and the development of new professional learning topics to enhance skills in de-escalation, understanding behaviour, and implementing individualized supports. Staff participation in training will continue to be tracked and reported.
- Continue to collaborate and seek out new research, approaches and strategies to access findings, recommendations, and evidence-based research, fostering partnerships that support informed decision-making and the implementation of best practices.
- Continue to work with schools to identify when a seclusion room is no longer needed and shift the space to sensory/self-regulation spaces as student programming needs warrant.
- Continue to access mental health support for students with complex needs.
- Create a Complexity Behaviour Support Team (CBST): A dedicated SLS team to work alongside school teams to provide professional learning, support Connections classrooms and students with complex social, emotional, and behavioural needs.

SS:lp

Date	May 26, 2026
To	Board of Trustees
From	Trustee Lindsay, Caucus Committee Chair
Subject	Caucus Committee Report
Originator	Kelsey Duebel, Director Board and Superintendent Relations
Reference	Trustees' Handbook - Section 5.4: Caucus Committee

ISSUE

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

CURRENT SITUATION

The following recommendations were approved by the Caucus Committee:

Meeting date	Matter	Motion/Decision
April 14, 2026	Board Initiative Fund Allocation #15525	That an expense of \$2,250 from the Board Initiative Fund for the external facilitation of a workshop on board operating protocols and norms be approved.
April 14, 2026	Strategy matter #15528	Strategy matter #15528 was approved in accordance with the respective recommendation discussed at the Caucus Committee meeting on April 14, 2026.

KD: ca