

DATE: September 9, 2025

TO: Board of Trustees

FROM: Ron Thompson, Superintendent of Schools

SUBJECT: Strategic Plan Update: Governance and Engagement

ORIGINATOR: Nancy Petersen, Managing Director, Strategic Division Supports

RESOURCE

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ISSUE

The purpose of this Strategic Plan Update Report is to provide a summary of the Board of Trustees' leadership and governance throughout their four-year term, which comes to an end this fall.

BACKGROUND

In 2022, Edmonton Public Schools launched the new Division Strategic Plan for the 2022-26 term. The Division Strategic Plan has three priority areas with supporting goals and outcomes. The plan provides common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools and Division staff. The plan serves as the foundation for a Division culture of evidence-based decision making, assurance and accountability.

To demonstrate the Division's commitment to transparency and accountability, Strategic Plan Update reports were introduced in 2016-17 as an extension of the Annual Education Results Report (AERR). The reports are intended to provide the Board of Trustees with updates on progress towards the goals and outcomes of our Strategic Plan.

CURRENT SITUATION

This Strategic Plan Update report highlights the work and governance of the Board, which reflects the collaboration and commitment shared between the Board of Trustees, the Superintendent and senior leadership in its efforts to fulfill priorities and goals of the Strategic Plan.

KEY POINTS

This Strategic Plan Update Report provides the Board of Trustees with an overview of the Board's engaged and effective governance, knowing that sound governance is a key means to a thriving public education system and fostering success for every student.

ATTACHMENTS and APPENDICES

ATTACHMENT I Strategic Plan Update: Governance and Engagement

NP:mh

Strategic Plan Update Report: Governance and Engagement

September 9, 2025

Introduction

Edmonton Public Schools is committed to supporting success for every student by providing high quality teaching and learning opportunities within an effective public education system. Achievement of this commitment is enabled through sound governance by the Board of Trustees (the Board).

Guided by the Four-Year Education Plan, the Division's Strategic Plan and the Annual Education Results Report, the Board has championed an effective public education system. This incredible work, which wraps up this fall, was a collaborative effort with families, students, staff and the community.

Grounded in the core values of Accountability, Collaboration, Equity and Integrity, the Board's leadership has empowered students to live *a life of dignity, fulfillment, empathy and possibility*.

We celebrate their remarkable achievements and look forward to the continued success they have helped make possible.

Governance of Edmonton Public Schools

Through the [Education Act](#) the Government of Alberta delegates a portion of responsibility for education to locally elected school boards. At Edmonton Public Schools, the Board includes representatives for nine wards (geographic areas) across Edmonton. The Board appoints the Superintendent of Schools, who carries out administrative and operational duties assigned by the Board and as outlined in provincial legislation.

The Board functions using a policy governance model. Its leadership is brought to life through:

- Setting the Division's Strategic Plan, which is created in the first year of a Board's term and establishes direction and strategic priorities for the Division.
- Communicating transparently and engaging to build meaningful connections with families, students, staff and education partners.
- Advocating to multiple levels of government on behalf of the public education system.
- Developing, updating and reviewing policy to ensure it is current, aligns with the strategic direction for the Division and complies with all legislation and ministerial orders.

The Board also establishes committees to support their work. The committees are set for the year and each committee brings its annual work plan to public Board for review and approval by the Board as a whole. Currently there are five standing committees:

- Advocacy Committee
- Audit Committee
- Caucus Committee
- Governance and Evaluation Committee
- Policy Review Committee

The work and governance of the Board also reflects the collaboration and accountability for shared leadership that exists between the Board and the Superintendent.

Context

Edmonton Public Schools is the second largest school division in Alberta and is proud to serve more than 123,000 students across 214 schools and programs. The Division has an operating budget of over \$1.365 billion and employs over 9,590 FTE of staff.

While the past four years have been a time of significant change and complexity, the Board has skillfully navigated an evolving provincial education system, unforeseen global events and shifting societal trends. Their remarkable achievements are a testament to their dedication to a strong public education system.

The Board of Trustees has been nimble and responsive in its leadership, maintaining their focus on student success and public education, while strategically navigating the complexities and challenges of the past four years, which have included:

- The COVID-19 pandemic.
- The influence of social media and the impact of global events.
- Implementation of new provincial curriculum.
- Introduction of new and amended provincial legislation.
- Collective agreement negotiations and labour disruption.
- A challenging fiscal environment, coupled with a period of high inflation and changes to the provincial education funding formula.
- Unprecedented student enrolment growth combined with significant space challenges to accommodate growth.
- Navigating the ongoing evolution of technology and artificial intelligence.
- Hiring a new Superintendent of Schools.

A Closer Look at Student Enrolment Growth

Edmonton Public Schools is proud to be a Division of choice for families in the city. During the Board's term, they have been tireless in their advocacy for additional space to support our growing Division. During their term, the Division's student enrolment has grown at an unprecedented rate of 19 per cent in four years. In addition to growth, there was also a notable change in classroom complexity over this same period, with the number of students eligible for specialized supports and services increasing.

- Students meeting Alberta Education's English as an Additional Language (EAL) eligibility increased by 50 per cent.
- Students meeting Alberta Education's severe special education code eligibility increased by 46 per cent.
- Students meeting Alberta Education's mild/moderate special education code eligibility increased by 38 per cent.
- Students with refugee status increased by 110 per cent.

To navigate these complexities, the Board took decisive and strategic action. They championed transparency and understanding, advocating tirelessly for provincial education funding that fully meets students' learning needs and funding for space to respond to the Division's unprecedented enrolment growth.

Engagement

Engagement is foundational to our provincial assurance framework. The Board and Division Administration actively seek input from students, staff, families and community members. We believe that everyone plays a vital role in supporting student success and well-being in the public education system. Both the Board and Division are committed to listening to those closest to our decisions before we take action.

Over the last four years, the Board has had many opportunities to hear from families, students, staff, members of the community and educational partners to help them make decisions, through:

- **Advisory committees:** These committees provide advice that helps the Division move forward in specific areas of work, such as policy development or how we are working to implement an initiative. Examples of advisory committees include:
 - Inclusive Education Parent and Community Advisory Committee
 - Equity Advisory Committee
 - School Renaming Criteria Advisory Committee
- **Direct communication:** Trustees directly receive questions, concerns or feedback from families and community members through emails, phone calls and direct inquiries. These range from informal connections to formal inquiries and requests for information that are addressed through the Division's Trustee Service Request system. To respond to these requests, Trustees work in collaboration with Administration and throughout their term responded to over 1,300 inquiries through the Trustee Service Request system alone.
- **Division Feedback Survey (DFS):** Feedback from our communities is essential. Each year, Administration conducts a survey for staff, students and families. Data from the survey provides meaningful information to inform decision making, helps support Division reporting and monitors progress towards the Division's Strategic Plan.
- **Policy engagement:** Before policy decisions are finalized, the Board seeks input from students, staff, families and community members, typically through an online survey. Over its term, the Board received input to help revise six Board Policies:
 - HC.BP Resident Student Enrolment
 - HEC.BP Non-Resident Student Admission and Enrolment
 - AB.BP Dispute Resolution and Appeals
 - GCA.BP Approval of the School Year Calendar
 - HFA.BP Sexual Orientation, Gender Identity and Gender Expression
 - HG.BP Student Behaviour and Conduct.

- Provincial relationships: Through building strong relationships with its provincial counterparts, the Board has played an essential role in supporting and highlighting the role of public education in the province.
 - As a member of the Metro School Boards Group, the Board Chair worked with the Chairs from the three other metro boards to advocate for shared solutions with the provincial government regarding funding and infrastructure challenges.
 - The Board also actively participates on the Alberta School Board Association's (ASBA) Board of Directors and the Public School Board's Association of Alberta (PSBAA). This participation has given Edmonton Public Schools a strong voice in advocating for public education.
 - As contributing members of ASBA, the Board brought forward and received support for several position statements around topics of key importance to education across the province; these topics included:
 - Carbon Tax Rebate
 - Equitable Funding for Displaced Students, Refugee Students, and Refugee Claimants
 - 2SLGBTQIA+ Rights
 - Increase Grant Funding Rates
 - Opposition to Voucher System
 - Throughout their term, the Board has met with the Government of Alberta, Ministers and other elected officials to build awareness of Edmonton Public Schools' needs and the value of public education.
 - Also throughout their term, the Board of Trustees, has enthusiastically hosted and spoke at Government of Alberta announcements where good news is shared around the province.
- School council meetings: During their term, Trustees regularly attend school council meetings, getting an opportunity to hear directly from families' about their questions, concerns and hopes for their children's education in the public school system.
- Student Senate: The Board appreciates hearing the voice of students. One of the forms is the Student Senate, which includes student senators from across Division high schools, who represent their fellow high school students to provide student voice and perspective. Student Senate serves as a youth engagement model that promotes active student participation in youth governance and provides the Board with a meaningful way to hear directly from students. Three times a year, Student Senators give a formal presentation to the Board at a public Board meeting. Trustees also have opportunities for informal dialogue around public education with members of the Student Senate throughout the school year.
- Trustee Results Review conversations: Every year, the Board participates in Results Review Conversations, which provide school and central leaders with the opportunity to reflect on their results in relation to the Division's strategic priorities and goals. Through results reviews, Trustees are able to gather information, understand trends and share their observations with Administration. These conversations inform future planning and decision making at the school and Division level.

Advocacy

One of the most powerful ways Trustees serve our community is through advocacy, ensuring that the voices of students, parents, staff and the community are heard at every level. The Trustee Advocacy Committee, which became a committee-of-the-whole in September 2024, has been at the heart of this crucial work. This dedicated group has championed initiatives that strengthen our public education system and advance our Strategic Plan. To support their efforts, the committee established an advocacy approach centred around the following:

- Coordinated, focused advocacy initiatives intended to progress key Division priorities and the Strategic Plan.
- Actions that are responsive to the voices of parents, families, staff and community members.
- Solution-focused strategies that instill confidence in the strength of public education.
- Initiatives that enhance awareness, support information that is factual and transparent and results in a common understanding of a topic or issue among our audiences.
- Strategies that support working collaboratively with educational partners.

The Board has been creative, strategic and responsive in their advocacy, which includes:

- Identifying key topics to focus on and monitor, like: provincial funding, space challenges, the value of public education, student and staff mental health and rights of 2SLGBTQIA+ students.
- Hosted family and parent volunteer events to thank families for the positive role they play in supporting student success and contributing to our school communities. These events have also highlighted educational topics of interest, such as literacy and Kids in a Digital World.
- Developed a series of “Tips from your Trustee” social media series around key topics, including: budget, infrastructure, mental health, childcare in school and connecting with your Trustee.
- Hosted school tours for provincial officials to demonstrate first-hand the importance and impact of schools as community hubs.
- Developed public advocacy letters around a range of critical topics, some examples include:
 - [Carbon Tax rebate for public schools](#) (June 16, 2023)
 - [Letter Supporting National Framework for a School Food Program Act](#) (April 22, 2024)
 - [Advocacy for 2SLGBTQIA+ Rights](#) (November 12, 2024)
 - [Update to Standards for Special Education](#) (May 6, 2025)
 - [Restoration of Jordan’s Principle funding](#) (May 23, 2025)
 - [Requesting provincial changes to allow access to education for undocumented students](#) (June 9, 2025)
 - [Student transportation funding impact](#) (June 26, 2025)
- Developed an infrastructure information sheet that shared what being a growing school division with limited space looks like in our schools.

Over the last four years, the Board of Trustees has shown its belief that advocacy can be actioned in collaborative solutions. They have realized success in some key areas:

- **Changes to the provincial enrolment funding formula**

A key area of advocacy for the Board has been for changes to the provincial funding formula for enrolment. This advocacy was critical in response to the rapid enrolment growth in the Division,

inflationary pressures and a new Weighted Moving Average funding formula, which was introduced by the province in 2020. For the 2025-26 school year, the Board successfully advocated for the province to change its enrolment funding formula, resulting in the new Adjusted Enrolment Method. This change reduced the number of unfunded students in the Division from 4,002 in 2024-25 to an estimated 1,301 in 2025-26.

- **Funding for new schools and modular classrooms**

Throughout their term the Board has been tireless in its advocacy for our need for new schools, modular classrooms and solutions to accelerate the pace of new school construction. During this time, the Board has celebrated:

- Two new schools: Joey Moss School in September 2022 and Elder Dr. Francis Whiskeyjack School in September 2024.
- Twelve Division school construction projects have been formally announced over the Board's term; currently five have been approved for full construction funding, four have been approved for design funding and three have been approved for planning funding.
- The Board of Trustees supported the provincial government's September 2024 School Construction Accelerator Program announcement, which will see more new schools being built to support students in Edmonton and across the province. This new program also guarantees projects that are approved for planning or design will move forward through to construction.
- The Board of Trustees welcomes construction of 89 new modular units in the Division. These modular units provide a temporary solution to help address some of the Division's most pressing space needs.

- **National School Food Program Funding Announcement**

The Board advocated around the importance of school nutrition funding and the increasing number of students needing access to healthy food during the school day. In March 2025 it was announced that Alberta had signed on to the national food program. These funds will provide additional support for school nutrition above and beyond the current School Nutrition Program funded through Alberta Education. This funding is timely and responsive as the Edmonton community is experiencing increasingly high rates of food insecurity.

Policy Work

One way in which the Board governs is through adopting carefully developed policies. To champion this work, the Board actively develops, revises and reviews policies. This work is guided by an annual work plan. Sound policy work is supported by engagement; throughout their term, the Board has been deeply committed to authentically engaging with families, staff, students and the broader community, ensuring their voices are at the heart of sound policy development.

Over the Board's four-year term they have taken on significant work to review, revise and develop policies and explore any policy implications related to new or updated legislation. Highlights from this work include:

- May 2022: Approved revisions to Board Policy CO.BP Fiscal Oversight and Accountability, to update language, terminology and processes set out in the policy to support the Division's current fiscal oversight responsibilities.
- June 2023: Approved revisions to both Board Policies HC.BP Resident Student Enrolment and HEC.BP Non-Resident Student Admission and Enrolment, to update both policies to reflect current access to space realities, while continuing to align with responsibilities in the *Education Act*. Through this work, the Board has been able to provide better clarity to families around the Division's admission and enrolment processes.
- February 2024: Approved revisions to Board Policy AB.BP Appeals, to align with requirements and direction set out in the *Education Act* and clarify dispute resolution and appeal practices. This work included developing a dispute resolution policy and saw the renaming of the policy to AB.BP Dispute Resolution and Appeals.
- May 2024: Approved revisions to Board Policy GCA.BP Approval of the School Year Calendar, to better clarify how the Division calendar is set and affirm the Board's commitment to prioritize the inclusion of diverse days of significance as breaks in the school year calendar wherever possible.
- June 2024: Approved updates to Board Policy HFA.BP Sexual Orientation and Gender Identity, to update language in the policy to align with the *Alberta Human Rights Act*, while maintaining the Board's priority of providing a welcoming, inclusive, safe and healthy learning and working environment throughout the Division. The policy's name was updated to Board Policy HFA.BP Sexual Orientation, Gender Identity and Gender Expression.
- May 2025: Approved updates to Board Policy DK.BP Division Technology, to include a definition of Artificial Intelligence (AI), to ensure that direction set out in the policy explicitly applies to AI, where relevant.
- Every year, the Board also reviews and approves Board Policy HG.BP Student Behaviour and Conduct, which is a requirement in Section 33 of the *Education Act*. This year's review included revisions to the policy to reinforce the Board's commitment to restorative practices whenever appropriate, further articulating expectations about how students use technology and brought further clarity to the policy.
- Extensive work has been done by the Board to explore whether a renaming policy was needed to support the renaming of schools where the legacy of an existing namesake has the potential to cause harm to the school community. A [report](#) summarizing this work was brought to public Board in June 2025 highlighting:
 - Input from the School Renaming Criteria Advisory Committee.
 - Information gained from a historical overview of all Division school names.
 - An overview of how three Division schools were renamed during the Board's term.

This work provided in the June 2025 public Board report confirmed that there are responsive and nimble processes in place to support the Board in the renaming of a school should it be necessary.
- Over their term, the Board has carefully examined their responsibilities to develop or revise policies in response to legislation changes. This has included not only making the policy revisions mentioned above, but also performing due diligence in response to new provincial direction, such as the provincial cellphone ministerial order, to ensure the Division remains in compliance.

Support for Strategic Plan Priorities

Under Alberta Education's assurance framework, a key action of a new Board is to review and establish the Division's strategic direction. At the June 21, 2022, public Board meeting the Board brought forward the visionary [2022-26 Strategic Plan](#), providing direction and serving as a roadmap for both the work of the Board and the Division. The plan was developed by the Board with feedback from students, families and staff.

This plan comes to life through our annual Four-Year Education Plan and Budget. The Board has diligently reviewed and approved these documents, ensuring that actions and resources are prioritized to support the Division's progress and bring this strategic vision to fruition.

The following is a summary of strategic actions approved by the Board, as set out through these annual planning documents, that support progress towards Division priorities and the Strategic Plan:

Priority 1: Build on outstanding learning opportunities for all students

- To support early literacy and numeracy development, the Board allocated \$40 million every year of their term to support programming for Kindergarten to Grade 3 children and students. This investment in early literacy and numeracy is an evidence-based strategy.
- Each year of their term the Board approved targeted funding for the Equity Achievement Project (EAP). EAP is an evidence-based initiative supporting student learning with the overarching goal of improved academic outcomes for some of the Division's most vulnerable students.
 - The Board also supported the Literacy and Numeracy Achievement Project (LNAP) in the spring of 2023—an evidence-based initiative focusing on writing and mathematical reasoning and building off of the professional learning, strategies and lessons learned through EAP.
- The Board has shown its commitment to help build new teachers' capacity and confidence in their work with special needs students, in French immersion and in other high priority areas by making an annual targeted Special Needs and Language Teacher Development allocation. This pilot has had a positive impact on the Division's ability to hire and retain teachers in these areas of high need.

Priority 2: Advance action towards anti-racism and reconciliation

- The Board is committed to fostering a culture of belonging, inclusion and equity for all. To uphold this commitment and meet the expectations of the *Education Act*, they have championed and funded the Anti-Racism and Equity Action Plan every year of their term. This vital work is guided by the voices of staff, students and the community, as well as the Board's foundational policies HAAB.BP Anti-racism and Equity and HAA.BP First Nations, Métis, and Inuit Education. Key actions of this work have focused around three key areas:
 - Provide support for schools in their work to create school communities that foster a sense of belonging for all students.
 - A focus on Division Human Resource practices that support all staff to feel engaged and connected in their work environment, while promoting equity of opportunity.
 - Learning more about the identity of the students through the voluntary collection of extended student demographic data to gain a deeper understanding of how different identities

experience school and use this information to inform actions to enhance feelings of belonging and safety for all students.

- The Board demonstrated their commitment to prioritizing diverse days of significance, when possible, in their work to approve the Division's annual school calendar. This intent was also reinforced through revision to Board Policy GCA.BP Approval of the School Year Calendar.
- The Board takes its responsibilities outlined in the Truth and Reconciliation Commission Recommendations seriously. Each year of its term, the Board has championed and approved initiatives dedicated to ensuring the success of First Nations, Métis, and Inuit students and supporting First Nations, Métis, and Inuit education. Some examples of these initiatives include the per student funding allocation for self-identified First Nations, Métis, and Inuit students; funding to provide transportation for students who attend amiskwaciy Academy and the Awasis program at awasis waciston School; and funding to support First Nations, Métis, and Inuit Senior High Completion Coaches.
- The Board renamed three schools over the course of its term, with the intent to support a sense of belonging for all students and advance action toward anti-racism and equity. kisêwâtisiwin School received its new name in May 2022, Wîhkwêntôwin School in April 2024 and awâsis waciston School in September 2024. Each of the unique renaming processes were conducted in collaboration with the community.
- When presented with the opportunity to name a new high school, the Board chose to honour the legacy of an Elder in the community who is a lifelong learner and has dedicated his life to serving others, Elder Dr. Francis Whiskeyjack. At the September 12, 2023, public Board meeting the Board was thrilled to receive a report acknowledging the naming of Elder Dr. Francis Whiskeyjack High School in the Meadows.

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

- The Board recognizes the growing need to support student mental health and well-being. Throughout their term, they've prioritized this work by allocating significant funding to a range of impactful initiatives, including:
 - Establishing Division mental health classrooms in two schools. In 2022-23, initiating CARE (Confidence, Academics, Relationships and Emotional Regulation) classrooms that have a teacher, educational assistant, mental health therapist and consulting registered psychologist. This 12-week program is designed as an early intervention for students in Grades 4 to 6 to support them with learning strategies, emotional regulation and social competency skills that will help them in school, at home and in the community.
 - Creating a collaborative cross-disciplinary Mental Health Team in 2022-23 that supports the effective and efficient use of resources, enhances connections to Alberta Health Services and provides a more streamlined approach for schools. The Mental Health Team and Mental Health Capacity Building (MHCB) Wellness Coaches work closely with each other to provide a seamless continuum of support and reduce barriers to accessing mental health services for students and families.

- Additional funding for MHCB Wellness Coaches, whose work focuses on four core themes: social and emotional learning, anti-racism and building on inclusive communities, healthy choices and mental health and resilience. To date, 50,248 students have participated in MHCB programming, 1,495 staff members have received professional learning opportunities and 513 parents/caregivers have attended caregiver information sessions.
- To gain a deeper understanding of belonging and safety within a school community, the Board hosted social innovation labs on the topic of school safety in the fall of 2023. These labs were an opportunity for students, staff, families and community members to share their experiences and perspectives around school safety. Feedback from the labs helped to inform Board decision-making related to safety in schools and the initial development of the Division's Belonging and Safety Framework.

Other Notable Accomplishments

Commitment to Governance Excellence

The Board is committed to governance excellence. Through their Trustee Handbook, the Board sets the policies, principles, protocols and practices that guide their work in support of governance and operations for the Division. Throughout their term, the Board reviewed and revised sections of their handbook to ensure their work was focused and that student learning, success and well-being remained centered as the heart of their actions.

Strategic Use of Resources:

The Board's commitment to careful and strategic use of Division funds has been demonstrated throughout their term. Examples of this financial stewardship include:

- **Ongoing Allocation for the Equity fund:** Originally established in 2014-15, the Equity Fund helps bridge gaps to better support students. The Board's commitment to continuing the Equity Fund shows their responsiveness to the needs of schools. By accessing equity funds, schools are able to support classroom complexities, address large class sizes and respond to unpredictable enrolment patterns.
- **Actual versus Projected Enrolment Relief Funding:** Over its term, the Board has shown its support for schools by targeting funds to support schools when their actual fall enrolment differed from their projected spring enrolment. In each year of their term, the Board allocated \$5 million to schools (except in 2024-25 where the Board allocated \$4 million) for this enrolment relief.
- **Student Transportation Funding Changes:** To keep bus fees manageable for families, despite funding decreases, the Board chose to access \$4.1 million from reserve funds, resulting in a smaller fee increase for families. The Board also chose to approve a gradual increase to fees over three years, further mitigating immediate impact on families.
- **Long Term Infrastructure Cost Savings:** The Board's oversight of the Division's infrastructure has been a top priority. They were excited to approve the purchase of Alberta College from MacEwan University to serve as the permanent home for Centre High. This move not only eliminated historical lease costs, but also secures a long-term solution to high school capacity challenges for fourth- and fifth-year students, ultimately creating significant operational savings.

Supporting Public Education Provincially

Throughout their term, the Board has shown that they are proud partners across the province. Both the Board and Division have provided leadership and assistance to many other school divisions. This collaborative spirit is a testament to our commitment to working together for the benefit of all students. Examples of the Board's support of the Division's collaboration and provincial leadership include:

- **The Educational Assistant (EA) Internship Program:** The Board has enthusiastically supported the development and implementation of the EA program, which is an innovative provincially funded initiative that launched in the spring of 2023. The program supports recruitment and retention of EAs in school divisions throughout Alberta. Edmonton Public Schools coordinates the program for Alberta Education and created the online modules for EA training used by participating divisions across the province. In the 2024-25 school year, 20 school divisions were involved in the program, supporting 247 schools across the province, with 479 interns.
- **New Curriculum Resource Development:**
 - In collaboration with the three other metro school divisions, Edmonton Public Schools led a two-year project to develop resources for the new K-6 Science curriculum across the province. The project was funded through a provincial grant, with Edmonton Public Schools as the lead. The Division also acted as a hub to lead a provincial project focused on supporting implementation of new curriculum through a lens of French oral language development. This project was funded through a grant from Official Languages in Education Programs (OLEP). The Division led the development of resources and professional learning for French Immersion used by multiple school divisions.
 - Building on the Division's leadership facilitating the new curriculum science resources, the Division successfully secured a conditional grant to support the development of junior high resources for draft Mathematics, Physical Education and Wellness, Social Studies, Career Education and Financial Literacy curriculum.
- **Infrastructure Planning:** The Division's Infrastructure Planning team has provided support and guidance to other school jurisdictions, assisting them with the development of infrastructure and capital plans and planning documents while sharing expertise and best practices.

Environmental Sustainability

The Board is a passionate champion of environmental sustainability. They have made deliberate decisions to ensure our Division's infrastructure is managed with the future in mind. Guided by Edmonton Public Schools' Energy and Environmental Strategy, we are continuously improving and modeling the best sustainability practices. In a landmark move, the Board approved ambitious emissions reduction targets of five per cent by 2025 and 45 per cent by 2035. To make these goals a reality, the Division has worked with expert consultants to develop a clear plan, which includes initiatives like building energy audits, retrofits, solar panel installations, organic waste sorting and participation of Division schools in the EcoSchools certification program.

Skilled Trades and Technology Collegiate

In May 2025, the Board was thrilled to receive approval and funding for a new Skilled Trades and Technology Collegiate. The collegiate will offer programming that provides targeted, hands-on, work-integrated learning experiences to students in Grades 9 to 12 who are interested in the trades. This new and expanded programming aims to provide equitable access to skilled trades education, enhance career planning and better prepare students for apprenticeships and employment in high-demand trades. The collegiate will serve as another meaningful way the Division can support students in exploring possible pathways in their life beyond high school.

Edmonton Public Schools as an Employer

The Board of Trustees recognizes their role in providing leadership to the Division as an employer of 9,590 plus staff. The Board was excited to be recognized at number 69 on [Forbes list of Canada's Best Employers](#). Forbes surveys over 40,000 Canada-based employees from organizations that employ at least 500 staff. The list is based on the anonymous responses from survey participants related to a range of criteria, including salary, work flexibility, training programs and opportunities to advance.

Conclusion

The Board's 2021-25 term has been characterized by complexity, adaptability and resilience. Despite a complex and ever-changing landscape, they remained steadfast in their commitment to the strength and mandate of the public education system. Their work has not only embodied the Division's cornerstone values, but has also centered on one powerful vision: *enhancing pathways for student success*.

As this dedicated Board concludes their term, they leave behind a powerful legacy of collaborative and responsive governance. These tools will empower the incoming Board as they begin their term in service to the students and families of Edmonton Public Schools.