EDMONTON PUBLIC SCHOOLS

Board Meeting Agenda

Board of Trustees

Board Chair: **Holly Nichol**
Vice-Chair: **Nickela Anderson**

Sarah Doll
Melanie Hoffman
Linday Lindsay
Sherri O'Keefe
Jan Sawyer
Saadiq Sumar

Tuesday, November 24, 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 – November 10, 2026

H. 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, NOVEMBER 23, 2026****, to reserve a speaking time.*

I. Reports

2. 2025-26 Audited Financial Statements (Recommendation)
3. Additional Funds for Infrastructure and Technology Projects for 2026-2027 (Recommendation)
4. Annual Education Results Report (AERR) (Recommendation)
5. Omnibus Review of Policy Language in Compliance with Bill 25 (Recommendation)
6. Annual Review of Board Policy HG.BP Student Behaviour and Conduct (Recommendation)
7. Confirmation of Compliance with the Provincial Strategic Priorities for Education Regulation (Recommendation)

J. Other Committee, Board Representative and Trustee Reports

K. Trustees and Board Requests for Information

L. Notices of Motion

M. Meeting Dates

N. Adjournment

EDMONTON PUBLIC SCHOOLS

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, November 10, 2026, at 2 p.m.

Present

Trustees	**Nickela Anderson, Sarah Doll, Linda Lindsay, Holly Nichol, Sherri O'Keefe *(present until 4:04 p.m.)*, Jan Sawyer, Saadiq Sumar**		
Officials	**Angela Anderson, Todd Burnstad, Grace Cooke, Andrea Cooper, Kelsey Duebel, Martin Fechner, Kent Pharis, Nancy Petersen, Carrie Rosa, Sunita Sas, Ron Thompson, Christopher Wright, Liz Yule**		
Board Chair	**Saadiq Sumar**	**Recording Secretary**	**Catherine Angeles**

A. Land Acknowledgement

The Board Chair called the meeting to order and acknowledged that we live, work, play, and enjoy the abundance that Treaty 6 land provides. This land, known by many names, has been cared for by the Siksikaitsitapi, Denesuline, nehiyawak, Anishinaabe, Stoney Nakoda, and the Métis from the North Saskatchewan River Territory. This land has also been imprinted by the footsteps of the Inuit. It is only through their teachings and stories that we can fully appreciate the beauty of this land. As the air grows crisp and frost begins to settle on the land, we welcome the Freezing Moon. In many Indigenous traditions, this moon marks a time of preparation, reflection, and learning. It is a period when communities gather close, share teachings, and strengthen their spirits for the winter ahead. The Freezing Moon reminds us of endurance, gratitude, and the wisdom that comes from slowing down and listening—to the land, to the ancestors, and to one another.

The Board Chair also said that this past Sunday also marked Indigenous Veterans Day. Many Indigenous men brought valuable skills with them when they joined the military. Patience, stealth and marksmanship were well-honed traits for those who had come from communities where hunting was a cornerstone of daily life. Chair Sumar shared that at a previous Remembrance Day ceremony, he had the opportunity to listen to Elder Dr. Francis Whiskeyjack, who spoke about the Code Talkers. The Code Talkers translated sensitive radio messages into Cree so they could not be understood if they were intercepted by the enemy. Indigenous Veterans had fought side-by-side with their non-Indigenous comrades, but did not receive the same recognition for their service. Many of them had to give up their status under the Indian Act after serving.

B. Roll Call

2:06 p.m. – The Superintendent advised that Trustee O'Keefe was joining virtually. All other Trustees were present.

DRAFT

C. Approval of Agenda

The Board Chair reported that he had previously notified the Board of Trustees of his decision to step down as Board Chair and take a temporary unpaid leave of absence effective at the adjournment of the meeting.

MOVED BY Board Chair Sumar:

That the agenda be amended to add "Coverage for All Additional Necessary Board Positions", immediately following the "Interim Coverage of Ward F" agenda item.

The Board Chair stated this additional agenda item would include the election of a new Board Chair, remuneration for coverage of Ward G, and temporary coverage of Ward G, Maintenance Staff (CUPE 784) Negotiations Committee and EPSB Foundation representation.

The Board Chair called the question on the amendment.

(UNANIMOUSLY CARRIED)

MOVED BY Board Chair Sumar:

That the agenda for the November 10, 2026, Board meeting be approved as amended.

(UNANIMOUSLY CARRIED)

D. Vimy Ridge Academy Remembrance Day Ceremony

Retired Captain Michael Chute of Vimy Ridge Academy presented a recorded ceremony produced by Vimy Ridge Academy to commemorate Remembrance Day.

The Board Chair thanked Retired Captain Michael Chute and Vimy Ridge for the meaningful presentation.

There was a short break in the meeting at 2:46 p.m.

The meeting resumed at 2:55 p.m.

E. Communications from the Board Chair

The Board Chair said that November is Indigenous Disability Awareness Month, as well as Hindu Heritage Month. November also has a number of important days of significance, including Diwali and Bandi Chhor Divas, which was celebrated this past weekend, and the Transgender Day of Remembrance and National Child Day, both of which are recognized on November 20th.

The Board Chair noted that Remembrance Day would be observed tomorrow, November 11, across the country and within the community. He shared that he attended the Remembrance Day

ceremony at Vimy Ridge last week. Chair Sumar shared with students his thoughts and emphasized that conflict is not solely a distant historical event, as recent events in October demonstrated its potential impact closer to home and within the local community. He shared that Sergeant Wong was a graduate of Harry Ainley High School, just a few years ago. The Board Chair also thanked Retired Captain Chute for attending the meeting today and speaking to the importance of remembering, noting the critical importance of continuing to share these messages with students and the broader community.

The Board Chair shared that he attended the ATA Local 37 Council of Representatives and provided greetings on behalf of the Board. He thanked all of them for their service and their time.

The Board Chair shared that he had the honour to attend the Edmonton Council of Muslim Communities' (ECMC) 25th anniversary celebration and recognized ECMC for its leadership and 25 years of contributions toward fostering a welcoming and inclusive community in Edmonton.

The Board Chair said he also attended, with several members of Administration and Superintendent Thompson, a presentation from the Mental Health Capacity Building (MHCB) team. There were members of Health Services and Mental Health and Addictions who participated in the presentation as well. He reported observing coaches work directly with students on resilience and mental health strategies, which also included a presentation on vaping.

The Board Chair noted that last week also kicked off Results Review. The Board of Trustees were thrilled to be able to participate in the Central Results Reviews, and coming up next week the School Results Reviews. He expressed thanks in advance to all of the Division school teams, parents, guardians and students who were participating in those Results Reviews.

The Board Chair shared that he and Trustee Doll attended the Changing Lives, Changing Communities Fundraiser organized by Inclusion Alberta, which recognized some of that important work by that organization. They heard some incredible stories from parents and students.

The Board Chair shared that several members of the Board went out to some retirement banquets for the Division CUPE Locals, CUPE 474 and CUPE 784. He congratulated all the retirees and the Board of Trustees wished them all the best in their future endeavours.

The Board Chair thanked the folks at the Sifarish Network and the City of Edmonton, who jointly organized the Edmonton United: Diwali & Bandi Chhor Diwas Celebrationan event at the Millwoods Park for all folks to attend and celebrate. He thanked those organizations for the event and for making sure that folks were able to engage and participate in a safe and meaningful way.

The Board Chair advised that over the last couple of weeks the Board, alongside Administration, has been working on what the impact is of different regulations and legislation, including Bill 35, which includes changes to report card standards, additional approvals around naming and renaming of schools, and more. More information will come out in the future.

DRAFT

The Board Chair concluded his comments and said, “It has been an incredible honour to serve as the Board Chair for the last year. And I've been so honoured to work with our Superintendent very closely. I think we've built a really good team, and I look forward to seeing what the Board continues to do and what this team is still able to achieve over the next three years. Thank you very much.”

F. Communications from the Superintendent of Schools

The Superintendent welcomed everyone in attendance and those who were tuning in online. He extended a special welcome to Elizabeth Fraser, principal at Allendale School, for joining the meeting. Ms. Fraser is a member of the SCOPE committee.

The Superintendent shared that last week, he, along with Board Chair Sumar, had an opportunity to attend the No Stone Left Alone Remembrance Ceremony at Beechmount Cemetery. This was his second year attending, and said it was a powerful, meaningful and poignant event. Every headstone of a veteran is marked with a poppy, put on there by students from across Edmonton.

The Superintendent took a moment to congratulate Grade 11 Lillian Osborne School student, Samyukta Warriar, who won the top Canadian poetry award in her age category in the National Youth Remembrance Contest. She was invited to present a wreath at the Remembrance Day ceremony in Ottawa tomorrow. Her poem “Timeless Remembrance” can be found online through the Legion National Foundation’s website.

The Superintendent congratulated Lea Beeken, the recipient of the 2026 Alberta Technology Leaders in Education Award. This is the association’s highest honour, recognizing exceptional leadership, dedication and lasting contributions to technology in K-12 education across Alberta. Lea has been with the Division for many years and currently serves as Manager of Information Management. Lea exemplifies the spirit of this prestigious award through her unwavering commitment to advancing privacy practices, strengthening collaboration and empowering educational technology leaders and privacy officers throughout the province.

The Superintendent congratulated Roberta Alook, who was recently featured by Canadian Geographic. Roberta, a nêhiyawêwin or (Cree) educator at amiskwaciy Academy, shares how reconnecting with her cultural roots helped her find her calling in the classroom. She now guides 161 students from grades 7-12 using new teaching tools and methods to make learning nêhiyawêwin meaningful and accessible. The full feature is available online on the Canadian Geographic website. Superintendent Thompson thanked Roberta for everything she’s done to empower the next generation through language.

The Superintendent congratulated both Steinhauer and Spruce Avenue schools as they recently received MusiCounts School Music Funding for the 2026-27 school year. Steinhauer received an $8,000 grant from the MusiCounts Band Aid Program, which will support the purchase of new instruments and modern tech, like bongos, tubanos, drums, woodblocks and maracas. They’re also getting a new drum kit, keyboards, acoustic guitars, a bass guitar and an electric ukulele. Spruce

Avenue School received $20,000 from the MusiCounts Slaight Family Foundation Innovation Fund for new instruments and equipment. They are going to be working with Cree Elder Coyote to craft traditional drums, which they'll be able to use for drumming circles. They're also going to be adding acoustic and electric guitars, drums and keyboards. Superintendent Thompson expressed congratulations to both schools.

The Superintendent shared that Trustee Results Reviews are underway. Schools and Central Units look forward to this time of year, giving them an opportunity to share the great things happening around the Division. Central Units had their Results Review sessions last week, and the conversations were great. He is looking forward to hearing how conversations go in schools later this month.

G. Approval of the Minutes

1. Board Meeting - October 27, 2026

MOVED BY Trustee Anderson:

That the minutes of the Board meeting held October 27, 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. Comments from the Public and Staff Group Representatives on items on the Meeting Agenda

There were no registered speakers for this item.

J. Reports

2. Interim Trustee Coverage for Ward F
(Recommendation)

MOVED BY Trustee Doll:

That the following actions be taken to address coverage for the vacancy in Ward F:

1. That the Board approves additional remuneration for the trustee representing Ward F until a decision about a by-election is made, in the amount of one-third of the regular remuneration for a trustee plus an additional bi-weekly car allowance.

2. That the Board elects one trustee to represent Ward F, until a decision about a by-election is made.

3. That the Board elects one trustee to serve on the Policy Review Committee until the next organizational board meeting of the Board, scheduled for June 15, 2027.

4. That the Board elects one trustee to serve as the Audit Committee Chair until the next organizational board meeting of the Board, scheduled for June 15, 2027.

5. That the Board elects one trustee to serve on the Custodial Staff (CUPE Local 474) negotiations committee until the next organizational board meeting of the Board, scheduled for June 15, 2027.

MOVED BY Vice-Chair Nichol that the motion be amended:

That the following actions be taken to address coverage for the vacancy in Ward F:

1~~2~~. That the Board elects two ~~one~~ trustees to represent Ward F, until a decision about a by-election is made.

2~~1~~. That the Board approves additional remuneration for two ~~the~~ trustees representing Ward F until a decision about a by-election is made, in the amount of one-third of the regular remuneration for each ~~a~~ trustee, plus an additional bi-weekly car allowance for both trustees.

3. That the Board elects one trustee to serve on the Policy Review Committee until the next organizational board meeting of the Board, scheduled for June 15, 2027.

4. That the Board elects one trustee to serve as the Audit Committee Chair until the next organizational board meeting of the Board, scheduled for June 15, 2027.

5. That the Board elects one trustee to serve on the Custodial Staff (CUPE Local 474) negotiations committee until the next organizational board meeting of the Board, scheduled for June 15, 2027.

The Board Chair called the question on the amendment.

(UNANIMOUSLY CARRIED)

The Board Chair called the question on the amended motion.

(UNANIMOUSLY CARRIED)

3. Coverage for all Additional Necessary Board Positions
(Recommendation)

The Board Chair called on Ms. Duebel to advise the Board of the next steps to address this additional agenda item.

Ms. Duebel stated that Administration had prepared a recommendation that would be effective at the adjournment of this meeting, for consideration by the Board. The recommendation addressed the election of a new Board Chair, approval of additional pay for a Trustee temporarily covering Ward G, temporary coverage of the Board representative positions on the Maintenance Staff CUPE 784 negotiating committee and the EPSB Foundation Board of Governors.

MOVED BY Trustee Anderson:

That the following actions be taken to address Trustee Sumar's board position coverage, effective following adjournment of the November 10, 2026 board meeting:

1. That the Board elects one trustee to serve as Board Chair until the next organizational meeting of the Board, scheduled for June 15, 2027.

2. That the Board approves additional remuneration for the trustee representing Ward G until Trustee Sumar resumes his duties, in the amount of one-third of the regular remuneration for a trustee plus an additional bi-weekly car allowance.

3. That the Board elects one trustee to represent Ward G until Trustee Sumar resumes his duties.

4. That the Board elects one trustee to serve on the Maintenance Staff (CUPE 784) negotiations committee until Trustee Sumar returns to his duties.

5. That the Board elects one trustee to serve on the EPSB Foundation Board of Governors until Trustee Sumar returns to his duties.

MOVED BY Vice-Chair Nichol that the motion be amended:

That the following actions be taken to address Trustee Sumar's board position coverage, effective following adjournment of the November 10, 2026 board meeting:

1. That the Board elects one trustee to serve as Board Chair until the next organizational meeting of the Board, scheduled for June 15, 2027.

~~2~~3. That the Board elects two ~~one~~ trustees to represent Ward G until Trustee Sumar resumes his duties.

~~3~~2. That the Board approves additional remuneration for two ~~the~~ trustees representing Ward G until Trustee Sumar resumes his duties, in the amount of one-third of the regular remuneration for both trustees ~~a trustee plus an additional bi-weekly car allowance~~.

4. That the Board elects one trustee to serve on the Maintenance Staff (CUPE 784) negotiations committee until Trustee Sumar returns to his duties.

5. That the Board elects one trustee to serve on the EPSB Foundation Board of Governors until Trustee Sumar returns to his duties.

The Board Chair called the question on the amendment.

(UNANIMOUSLY CARRIED)

The Board Chair called the question on the amended motion.

(UNANIMOUSLY CARRIED)

The nominations and elections were held, resulting in the Board electing the following positions:

Ward F Coverage

The Board Chair called for nominations for two Trustees to represent Ward F.

Trustee Lindsay nominated Trustees Anderson and Sawyer. Both Trustees accepted the nominations.

The Board Chair, seeing no further nominations, declared the nominations closed.

DRAFT

The Board Chair declared both Trustees Anderson and Sawyer elected by acclamation to represent Ward F.

Ward G Coverage

The Board Chair called for nominations for two Trustees to represent Ward G.

Trustee Lindsay nominated Trustees Anderson and Sawyer. Both Trustees accepted the nominations.

The Board Chair, seeing no further nominations, declared the nominations closed.

The Board Chair declared both Trustees Anderson and Sawyer elected by acclamation to represent Ward G.

Board Chair

The Board Chair called for nominations for the position of Board Chair.

Trustee Doll nominated Trustee Nichol. Trustee Nichol accepted the nomination.

The Board Chair, seeing no further nominations, declared the nominations closed.

The Board Chair declared Trustee Nichol elected by acclamation as Board Chair.

There was a short break at 3:39 p.m. and resumed at 3:44 p.m.

The Board Chair advised that since Vice-Chair Nichol was now the Board Chair, the Vice-Chair position was now vacant. He asked Ms. Duebel to advise the Board of the next steps to address the vacancy.

Ms. Duebel stated that the Board would need to elect a new Vice-Chair. Additionally, Trustee Nichol also serves as the Chair of the Trustee's Handbook Committee and as a member of the Policy Review Committee. The Trustee's Handbook currently states that the Board Chair is an ex-officio, non-voting member of all standing committees. This means the Board would need to either elect a new member for each of the committees Trustee Nichol is a member of or grant a waiver of this requirement to allow her to continue in her current roles until the next Organizational Board meeting. Ms. Duebel indicated that Trustee Nichol had advised she was willing to continue in her current committee positions if the Board is in agreement. Ms. Duebel introduced a recommendation to address the vacant position of Vice-Chair, for consideration by the Board.

DRAFT

MOVED BY Trustee Lindsay:

That the following actions be taken to fulfill the Vice-Chair role and necessary board committee membership roles, given the election of Vice-Chair Nichol as the Board Chair, effective at the adjournment of the November 10, 2026 meeting.

1. That the Board waive the requirement in the Trustees' Handbook for the Board Chair's ex-officio membership on board committees be non-voting, until the next organizational meeting of the Board, scheduled for June 15, 2027.

2. That the Board elects one trustee to serve as Vice-Chair until the next organizational meeting of the Board, scheduled for June 15, 2027.

(UNANIMOUSLY CARRIED)

The nominations and elections continued; the Board elected the following positions:

Vice-Chair

The Board Chair called for nominations for the position of Vice-Chair.

Vice-Chair Nichol advised that, due to technical difficulty, Trustee O'Keefe had requested that she nominate Trustee Sawyer on her behalf. Trustee Sawyer accepted the nomination.

Trustee Lindsay nominated Trustee Anderson. Trustee Anderson accepted the nomination.

The Board Chair, seeing no further nominations, declared the nominations closed.

The nominees for the position of Board Vice-Chair each provided a one-minute presentation.

MOVED BY Trustee Lindsay:

That the vote be by secret ballot.

(CARRIED)

IN FAVOUR: Trustees Anderson, Doll, Lindsay, Nichol, O'Keefe, and Sumar

OPPOSED: Trustee Sawyer

The Board Chair asked that Ms. Duebel distribute the secret ballots. He also asked that Trustee O'Keefe communicate her vote with Ms. Duebel. Ms. Duebel collected the completed ballots and left the room with Superintendent Thompson to tabulate the results.

MOVED BY Trustee Doll:

That the secret ballots be destroyed.

(UNANIMOUSLY CARRIED)

DRAFT

Ms. Duebel and Superintendent Thompson returned to the room. Ms. Duebel reported the results. Trustee Anderson was declared elected as the Vice-Chair.

Policy and Review

The Board Chair called for nominations for one Trustee to serve on the Policy Review Committee.

Trustee Nichol nominated Trustee Sawyer. Trustee Sawyer accepted the nomination.

The Board Chair, seeing no further nominations, declared the nominations closed.

The Board Chair declared Trustee Sawyer elected by acclamation the Board's representative on the Policy Review Committee.

Audit Committee Chair

The Board Chair called for nominations for the position of Audit Chair.

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

The Board Chair, seeing no further nominations, declared the nominations closed.

The Board Chair declared Trustee Anderson elected by acclamation as Audit Chair.

Negotiating Committee: Custodial Staff (CUPE Local 474)

The Board Chair called for nominations for one Trustee representative to serve on this committee.

Trustee Doll nominated Trustee Lindsay. Trustee Lindsay accepted the nomination.

The Board Chair, seeing no further nominations, declared the nominations closed.

The Board Chair declared Trustee Lindsay elected by acclamation to the Negotiating Committee for the Custodial Staff (CUPE Local 474).

Negotiating Committee: Maintenance Staff (CUPE Local 784)

The Board Chair called for nominations for one Trustee representative to serve on this committee.

Trustee Sawyer nominated Trustee Anderson. Trustee Anderson accepted the nomination.

DRAFT

The Board Chair, seeing no further nominations, declared the nominations closed.

The Board Chair declared Trustee Anderson elected by acclamation to the Negotiating Committee for the Maintenance Staff (CUPE Local 784).

ASBA Issues and Resolutions Committee

The Board Chair advised that Trustees Nichol, Lindsay and Doll will serve as the Board's representatives on the ASBA Issues and Resolutions Committee.

Edmonton Public Schools Foundation (Foundation) Representative

The Board Chair called for nominations for one Trustee representative to serve on the Foundation's Board of Governors.

Trustee Nichol nominated Trustee O'Keefe. Trustee O'Keefe accepted the nomination.

The Board Chair, seeing no further nominations, declared the nominations closed.

The Board Chair declared Trustee O'Keefe elected to serve as the Board's representative on the Foundation's Board of Governors.

Trustee O'Keefe left the meeting at 4:04 p.m.

4. Funds for 2027-29 Professional Improvement Program - Teacher Certificated Staff (Recommendation)

Trustee Anderson left the meeting at 4:16 p.m. and returned at 4:19 p.m.

MOVED BY Trustee Sawyer:

That an allocation of $1,450,000 from the 2027-28 operating budget be approved for the Professional Improvement Program - Teacher Certificated Staff for the purpose of granting professional improvement leaves and tuition support to teachers for the 2027-28 school year.

(UNANIMOUSLY CARRIED)

Trustee O'Keefe was absent for the vote.

MOVED BY Trustee Lindsay:

That a commitment of support not exceeding 50 per cent of the 2027-28 allocation amount be approved for the 2028-29 Professional Improvement Program - Teacher Certificated Staff applications. A formal request for an allocation of funds from the 2028-29 operating budget will be brought to the Board of Trustees in the fall of 2027.

(UNANIMOUSLY CARRIED)

Trustee O'Keefe was absent for the vote.

There was a short break in the meeting at 4:25 p.m. and resumed at 4:37 p.m.

5. Funds for 2027-2029 Professional Improvement Program - Exempt Staff (Recommendation)

MOVED BY Trustee Anderson:

That an allocation of $140,000 from the 2027-28 operating budget be approved for the Exempt Staff Professional Improvement Program for the purpose of granting professional improvement leaves and tuition support to exempt staff for the 2027-28 school year.

(UNANIMOUSLY CARRIED)

Trustee O'Keefe was absent for the vote.

6. Ministerial Order 34/2025, Education Act Amendments and Bill 27/29 Impact (Response to Request for Information #003)

Information was provided in response to the Request for Information #003.

7. Addition of April, May and June 2025 Seclusion and Physical Restraint Data (Information)

Trustee Doll left the meeting at 5:33 p.m. and returned at 5:34 p.m.

The report was received as information.

MOVED BY Trustee Sawyer:

That the Board meeting be extended and end at 6:15 p.m.

(UNANIMOUSLY CARRIED)

Trustee O'Keefe was absent for the vote.

K. Other Committee, Board Representative and Trustee Reports

Trustee Anderson provided an update from the Policy Review Committee (PRC). They are on track to have all policy updates regarding Bill 25 and the Flag Display Regulation completed by the Government of Alberta's deadlines. The PRC are making progress on the policy framework review project and beginning phase two of the multi-year project. The PRC has also begun discussing and exploring options for the October 6 approved motion, the recommendation for alignment of board policies with the recognition of every child's right to education.

Trustee Anderson shared that she and Chair Sumar have been working together on a Ward D and G Council of Councils. The meeting is still moving forward and invited parents and constituents to join her next week.

Vice-Chair Nichol thanked Chair Sumar for his leadership, dedication, and unwavering commitment to the Board, public education, and the students and families served over the past year. Vice-Chair Nichol expressed appreciation for his kindness and patience, noted the honour of stepping into the role, and stated that his presence will be missed during his leave.

L. Trustees and Board Requests for Information

None

M. Notices of Motion

None

N. Meeting Dates

Next Board Meeting: Tuesday, November 24, 2026, at 2 p.m.

O. Adjournment

6:03 p.m. – The Board Chair adjourned the meeting.

Saadiq Sumar, Board Chair

Kelsey Duebel, Director Board and Superintendent Relations

DRAFT

Date	November 24, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	2025-2026 Audited Financial Statements
Originator	Todd Burnstad, Chief Financial Officer
Resource Staff	Amanda Wong
Reference	*Education Act*

ISSUE

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

RECOMMENDATION

That the 2025-2026 audited financial statements, notes to the financial statements and unaudited schedules be approved.

BACKGROUND

This report includes the audited financial statements, notes to the financial statements and unaudited schedules.

RELATED FACTS

Under Section 138 of the *Education Act*, the Board of Trustees must appoint an auditor. PricewaterhouseCoopers (PwC) was appointed by the Board of Trustees and completed their examination of the 2025-2026 Financial Statements.

Pursuant to Section 139(2)(b) of the *Education Act*, the auditor must send to the Minister, on or before November 30 in each year, copies of:
(i) the Board's financial statements,
(ii) the auditor's report on the Board's financial statements, and
(iii) any written communications between the auditor and the Board respecting the systems of internal control and accounting procedures of the Board.

Pursuant to Section 142 of the *Education Act*, the Board of Trustees established an Audit Committee who are responsible for the review of the Division's audited financial statements. On November 20, 2026, the Audit

Committee had an opportunity to review and discuss the audited financial statements and auditor's letter regarding the opinion.

The Audit Committee approved the audited financial statements for the year ended August 31, 2026, to be brought forward to the Board of Trustees for approval.

NEXT STEPS

Once approved, the 2025-2026 audited financial statements will be posted on the Division website and also forwarded to the Minister of Education.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Audited Financial Statements For The Year Ended August 31, 2026
ATTACHMENT II	User-Friendly Guide to Understanding the Division's Financial Information for the 2025-2026 School Year

TB: ja

School Jurisdiction Code: 3020

AUDITED
CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2026

[Education Act, Sections 139, 140, 244]

The Board of Trustees of Edmonton School Division

Legal Name of School Jurisdiction

One Kingsway NW Edmonton AB T5H 4G9

Mailing Address

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

Contact Numbers and Email Address

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

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

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

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

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

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

BOARD CHAIR

HOLLY NICHOL
Name

Signature

SUPERINTENDENT

RON THOMPSON
Name

Signature

SECRETARY-TREASURER OR TREASURER

TODD BURNSTAD
Name

Signature

November 24, 2026
Board-approved Release Date

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

School Jurisdiction Code: **3020**

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Independent Auditors report given as a separate report to Audit Committee. It will be inserted here for reporting to Alberta Education.

School Jurisdiction Code: 3020

CONSOLIDATED STATEMENT OF FINANCIAL POSITION
As at August 31, 2026 (in dollars)

		2026	2025
FINANCIAL ASSETS			
Cash and cash equivalents	(Schedule 5; Note 4)	$ 268,887,658	$ 205,450,197
Accounts receivable (net after allowances)	(Note 5)	$ 21,210,641	$ 39,471,538
Portfolio investments			
Operating		$ -	$ -
Endowments		$ -	$ -
Inventories for resale		$ -	$ -
Other financial assets		$ -	$ -
Total financial assets		$ 290,098,299	$ 244,921,735
LIABILITIES			
Bank indebtedness	(Note 8)	$ -	$ -
Accounts payable and accrued liabilities	(Note 9)	$ 92,633,886	$ 78,068,029
Unspent deferred contributions	(Schedule 2)	$ 92,055,073	$ 49,517,192
Employee future benefits liabilities	(Note 10)	$ 9,667,700	$ 9,227,000
Asset retirement obligations and environmental liabilities	(Schedule 8; Note 11)	$ 95,727,123	$ 88,475,484
Other liabilities		$ -	$ -
Debt			
Unsupported: Debentures	(Note 12)	$ 6,710,681	$ 7,495,533
Mortgages and capital loans		$ -	$ -
Capital leases	(Note 13)	$ 10,535,920	$ 11,775,440
Total liabilities		$ 307,330,383	$ 244,558,678
Net financial assets (debt)		$ (17,232,084)	$ 363,057
NON-FINANCIAL ASSETS			
Tangible capital assets	(Schedule 6)	$ 1,511,880,006	$ 1,410,252,486
Inventory of supplies		$ 5,050,154	$ 5,157,433
Prepaid expenses	(Note 14)	$ 11,377,940	$ 11,078,158
Purchased Intangibles and Other		$ -	$ -
Total non-financial assets		$ 1,528,308,100	$ 1,426,488,077
Net assets (Net liabilities) before spent deferred capital contributions		$ 1,511,076,016	$ 1,426,851,134
Spent deferred capital contributions	(Schedule 2)	$ 1,264,844,012	$ 1,183,246,702
Net assets		$ 246,232,004	$ 243,604,432
Net assets (Net liabilities)	(Note 15)		
Accumulated surplus (deficit)	(Schedule 1)	$ 246,232,004	$ 243,604,432
Accumulated remeasurement gains (losses)		$ -	$ -
		$ 246,232,004	$ 243,604,432
Contractual rights	(Note 6)		
Contingent assets	(Note 7)		
Contractual obligations	(Note 16)		
Contingent liabilities	(Note 17)		

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

School Jurisdiction Code: 3020

CONSOLIDATED STATEMENT OF OPERATIONS
For the Year Ended August 31, 2026 (in dollars)

		Budget 2026	Actual 2026	Actual 2025
REVENUES				
Government of Alberta		$ 1,353,130,400	$ 1,352,325,648	$ 1,319,948,852
Federal Government and other government grants		$ 1,837,200	$ 1,565,546	$ 3,197,688
Property taxes		$ -	$ -	$ -
Fees	(Schedule 9)	$ 34,275,700	$ 34,791,521	$ 33,523,787
Sales of services and products		$ 13,757,300	$ 16,996,829	$ 16,018,168
Investment income		$ 4,000,000	$ 6,624,684	$ 6,093,548
Donations and other contributions		$ 8,825,700	$ 11,319,459	$ 10,605,373
Other revenue	(Note 18)	$ 4,608,900	$ 7,688,769	$ 6,940,213
Total revenues		$ 1,420,435,200	$ 1,431,312,456	$ 1,396,327,629
EXPENSES				
Instruction - ECS		$ 55,066,900	$ 56,457,722	$ 55,345,724
Instruction - Grades 1 to 12		$ 1,076,375,100	$ 1,057,888,448	$ 993,835,768
Operations and maintenance	(Schedule 4)	$ 203,459,200	$ 201,957,581	$ 188,035,692
Transportation		$ 56,285,500	$ 59,993,010	$ 56,385,151
System administration		$ 41,349,300	$ 35,548,475	$ 39,721,278
External services		$ 14,937,700	$ 16,839,648	$ 16,807,097
Total expenses		$ 1,447,473,700	$ 1,428,684,884	$ 1,350,130,710
Annual operating surplus (deficit)		$ (27,038,500)	$ 2,627,572	$ 46,196,919
Endowment contributions and reinvested income		$ -	$ -	$ -
Annual surplus (deficit)		$ (27,038,500)	$ 2,627,572	$ 46,196,919
Accumulated surplus (deficit) at beginning of year		$ 243,604,432	$ 243,604,432	$ 197,407,513
Accumulated surplus (deficit) at end of year		$ 216,565,932	$ 246,232,004	$ 243,604,432

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

School Jurisdiction Code: 3020

CONSOLIDATED STATEMENT OF CASH FLOWS
For the Year Ended August 31, 2026 (in dollars)

	2026	2025
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Annual surplus (deficit)	$ 2,627,572	$ 46,196,919
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	$ 64,583,227	$ 64,278,167
Net (gain)/loss on disposal of tangible capital assets	$ (1,862,764)	$ (1,617,484)
Transfer of tangible capital assets (from)/to other entities	$ -	$ -
(Gain)/Loss on sale of portfolio investments	$ -	$ -
Spent deferred capital recognized as revenue	$ (47,018,188)	$ (48,669,994)
Deferred capital revenue write-down / adjustment	$ 181,945	$ -
Increase/(Decrease) in employee future benefit liabilities	$ 440,700	$ (66,900)
Donations in kind	$ -	$ -
Other (Describe)	$ -	$ -
	$ 18,952,492	$ 60,120,708
(Increase)/Decrease in accounts receivable	$ 18,260,897	$ (15,104,892)
(Increase)/Decrease in inventories for resale	$ -	$ -
(Increase)/Decrease in other financial assets	$ -	$ -
(Increase)/Decrease in inventory of supplies	$ 107,279	$ 77,602
(Increase)/Decrease in prepaid expenses	$ (299,782)	$ (384,072)
(Increase)/Decrease in other non-financial assets	$ -	$ -
Increase/(Decrease) in accounts payable, accrued and other liabilities	$ 14,565,857	$ 20,333,520
Increase/(Decrease) in unspent deferred contributions	$ 42,537,881	$ 12,272,895
Increase/(Decrease) in asset retirement obligations and environmental liabilities	$ 7,251,639	$ 1,415,000
Asset retirement obligation provision	$ -	$ -
Increase/(Decrease) in tangible capital asset accruals	$ 13,516,511	$ (6,052,718)
Total cash flows from operating transactions	$ 114,892,774	$ 72,678,043
B. CAPITAL TRANSACTIONS		
Acqusition of tangible capital assets	$ (80,757,106)	$ (50,268,120)
Net proceeds from disposal of unsupported capital assets	$ 2,740,438	$ 1,617,484
	$ -	$ -
Total cash flows from capital transactions	$ (78,016,668)	$ (48,650,636)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	$ -	$ -
Proceeds on sale of portfolio investments	$ -	$ -
	$ -	$ -
	$ -	$ -
Total cash flows from investing transactions	$ -	$ -
D. FINANCING TRANSACTIONS		
Debt issuances	$ -	$ -
Debt repayments	$ (784,852)	$ (761,398)
Increase (decrease) in spent deferred capital contributions	$ 28,585,727	$ 25,162,960
Capital lease issuances	$ -	$ 12,395,200
Capital lease payments	$ (1,239,520)	$ (619,760)
Other (describe)	$ -	$ -
Other (describe)	$ -	$ -
Total cash flows from financing transactions	$ 26,561,355	$ 36,177,002
Increase (decrease) in cash and cash equivalents	$ 63,437,461	$ 60,204,409
Cash and cash equivalents, at beginning of year	$ 205,450,197	$ 145,245,788
Cash and cash equivalents, at end of year	$ 268,887,658	$ 205,450,197

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

School Jurisdiction Code: 3020

CONSOLIDATED STATEMENT OF CHANGE IN NET FINANCIAL ASSETS (NET DEBT)

For the Year Ended August 31, 2026 (in dollars)

	Budget 2026	2026	2025
Annual surplus (deficit)	$ (27,038,500)	$ 2,627,572	$ 46,196,919
Effect of changes in tangible capital assets			
Acquisition of tangible capital assets	$ (22,492,948)	$ (80,757,106)	$ (50,268,120)
Amortization of tangible capital assets	$ 62,643,600	$ 64,583,227	$ 64,278,167
Net (gain)/loss on disposal of tangible capital assets	$ -	$ (1,862,764)	$ (1,617,484)
Net proceeds from disposal of tangible capital assets	$ -	$ 2,922,384	$ 1,617,484
Write-down carrying value of tangible capital assets	$ -	$ -	$ -
Transfer of tangible capital assets (from)/to other entities	$ -	$ (100,029,771)	$ (12,776,142)
Other changes Tangible capital asset accruals	$ -	$ 13,516,511	$ (6,052,718)
Total effect of changes in tangible capital assets	$ 40,150,652	$ (101,627,519)	$ (4,818,813)
Acquisition of inventory of supplies	$ -	$ (11,586,357)	$ (11,110,489)
Consumption of inventory of supplies	$ -	$ 11,693,636	$ 11,188,091
(Increase)/Decrease in prepaid expenses	$ -	$ (299,782)	$ (384,072)
(Increase)/Decrease in other non-financial assets	$ -	$ -	$ -
Net remeasurement gains and (losses)	$ -	$ -	$ -
Change in spent deferred capital contributions (Schedule 2)		$ 81,597,310	$ (10,730,892)
Other changes	$ -	$ -	$ -
Increase (decrease) in net financial assets (net debt)	$ 13,112,152	$ (17,595,140)	$ 30,340,744
Net financial assets (net debt) at beginning of year	$ 363,057	$ 363,057	$ (29,977,687)
Net financial assets (net debt) at end of year	$ 13,475,209	$ (17,232,084)	$ 363,057

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

School Jurisdiction Code: 3020

CONSOLIDATED STATEMENT OF REMEASUREMENT GAINS AND LOSSES

For the Year Ended August 31, 2026 (in dollars)

	2026	2025
Unrealized gains (losses) attributable to:		
Portfolio investments	$ -	$ -
	$ -	$ -
	$ -	$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	$ -	$ -
	$ -	$ -
	$ -	$ -
	$ -	$ -
Net remeasurement gains (losses) for the year	$ -	$ -
Accumulated remeasurement gains (losses) at beginning of year	$ -	$ -
Accumulated remeasurement gains (losses) at end of year	$ -	$ -

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

School Jurisdiction Code: 3020

SCHEDULE 1

CONSOLIDATED SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2026 (in dollars)

	NET ASSETS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED SURPLUS (DEFICIT)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED TOTAL OPERATING RESERVES	INTERNALLY RESTRICTED TOTAL CAPITAL RESERVES
Balance at August 31, 2025	$ 243,604,432	$ -	$ 243,604,432	$ 119,289,975	$ -	$ -	$ 74,467,182	$ 49,847,275
Prior period adjustments:								
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Adjusted Balance, August 31, 2025	$ 243,604,432	$ -	$ 243,604,432	$ 119,289,975	$ -	$ -	$ 74,467,182	$ 49,847,275
Operating surplus (deficit)	$ 2,627,572		$ 2,627,572			$ 2,627,572		
Board funded tangible capital asset additions				$ 29,091,161		$ (22,672,112)	$ -	$ (6,419,049)
Board funded ARO tangible capital asset additions				$ 9,381,763		$ (9,381,763)	$ -	$ -
Disposal of unsupported or board funded portion of supported tangible capital assets	$ -		$ -	$ (73,630)		$ (516,587)		$ 590,217
Disposal of unsupported ARO tangible capital assets	$ -		$ -	$ (804,045)		$ 804,045		$ -
Write-down of unsupported or board funded portion of supported tangible capital assets	$ -		$ -	$ -		$ -		$ -
Net remeasurement gains (losses) for the year	$ -	$ -						
Endowment expenses & disbursements	$ -		$ -		$ -	$ -		
Endowment contributions	$ -		$ -		$ -	$ -		
Reinvested endowment income	$ -		$ -		$ -	$ -		
Direct credits to accumulated surplus (Describe)	$ -		$ -	$ -	$ -	$ -	$ -	$ -
Amortization of tangible capital assets	$ -			$ (62,104,435)		$ 62,104,435		
Amortization of ARO tangible capital assets	$ -			$ (2,478,792)		$ 2,478,792		
Board funded ARO liabilities - recognition	$ -			$ (9,432,532)		$ 9,432,532		
Board funded ARO liabilities - remediation	$ -			$ 2,150,221		$ (2,150,221)		
Capital revenue recognized	$ -			$ 47,018,188		$ (47,018,188)		
Debt principal repayments (unsupported)	$ -			$ 2,024,372		$ (2,024,372)		
Additional capital debt or capital leases	$ -			$ -		$ -		
Net transfers to operating reserves	$ -					$ 6,385,395	$ (6,385,395)	
Net transfers from operating reserves	$ -					$ -	$ -	
Net transfers to capital reserves	$ -					$ (69,528)		$ 69,528
Net transfers from capital reserves	$ -					$ -		$ -
	$ -		$ -	$ -	$ -	$ -	$ -	$ -
	$ -		$ -	$ -	$ -	$ -	$ -	$ -
Balance at August 31, 2026	$ 246,232,004	$ -	$ 246,232,004	$ 134,062,246	$ -	$ -	$ 68,081,787	$ 44,087,971

School Jurisdiction Code: 3020

SCHEDULE 1

CONSOLIDATED SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2026 (in dollars)

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2025	$ 65,591,917	$ 49,847,275	$ -	$ -	$ 8,875,265	$ -	$ -	$ -	$ -	$ -
Prior period adjustments:										
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Adjusted Balance, August 31, 2025	$ 65,591,917	$ 49,847,275	$ -	$ -	$ 8,875,265	$ -	$ -	$ -	$ -	$ -
Operating surplus (deficit)										
Board funded tangible capital asset additions	$ -	$ (6,419,049)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Board funded ARO tangible capital asset additions	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Disposal of unsupported or board funded portion of supported tangible capital assets		$ 590,217		$ -		$ -		$ -		$ -
Disposal of unsupported ARO tangible capital assets		$ -		$ -		$ -		$ -		$ -
Write-down of unsupported or board funded portion of supported tangible capital assets		$ -		$ -		$ -		$ -		$ -
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Direct credits to accumulated surplus (Describe)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Amortization of tangible capital assets										
Amortization of ARO tangible capital assets										
Board funded ARO liabilities - recognition										
Board funded ARO liabilities - remediation										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves	$ (6,385,395)		$ -				$ -		$ -	
Net transfers from operating reserves	$ -		$ -		$ -		$ -		$ -	
Net transfers to capital reserves		$ 69,528		$ -		$ -		$ -		$ -
Net transfers from capital reserves		$ -		$ -		$ -		$ -		$ -
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Balance at August 31, 2026	$ 59,206,522	$ 44,087,971	$ -	$ -	$ 8,875,265	$ -	$ -	$ -	$ -	$ -

School Jurisdiction Code: 3020

SCHEDULE 2

CONSOLIDATED SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
For the Year Ended August 31, 2026 (in dollars)

	Alberta Education and Childcare					
	IMR	CMR	Class Size and Complexity	Transportation	Others	Total Education and Childcare
Deferred Operating Contributions (DOC)						
Balance at August 31, 2025	$ 8,228,920	$ -	$ -	$ -	$ 8,085,602	**$ 16,314,522**
Prior period adjustments - please explain:	$ -	$ -	$ -	$ -	$ -	**$ -**
Adjusted ending balance August 31, 2025	**$ 8,228,920**	**$ -**	**$ -**	**$ -**	**$ 8,085,602**	**$ 16,314,522**
Received during the year (excluding investment income)	$ 14,207,014	$ -	$ 30,300,000	$ 43,043,867	$ 23,030,581	**$ 110,581,462**
Transfer (to) grant/donation revenue (excluding investment income)	$ (5,710,707)	$ -	$ (4,963,796)	$ (42,987,867)	$ (17,136,350)	**$ (70,798,720)**
Investment earnings - Received during the year	$ 207,701	$ -	$ -	$ -	$ -	**$ 207,701**
Investment earnings - Transferred to investment income	$ -	$ -	$ -	$ -	$ -	**$ -**
Transferred (to) from UDCC	$ (9,955,865)	$ -	$ -	$ -	$ -	**$ (9,955,865)**
Transferred directly (to) SDCC	$ -	$ -	$ -	$ -	$ -	**$ -**
Transferred (to) from others - please explain:	$ -	$ -	$ -	$ -	$ -	**$ -**
DOC closing balance at August 31, 2026	**$ 6,977,063**	**$ -**	**$ 25,336,204**	**$ 56,000**	**$ 13,979,833**	**$ 46,349,100**
Unspent Deferred Capital Contributions (UDCC)						
Balance at August 31, 2025	$ -	$ 19,655,495	$ -	$ -	$ 1,228,500	**$ 20,883,995**
Prior period adjustments - please explain:	$ -	$ -	$ -	$ -	$ -	**$ -**
Adjusted ending balance August 31, 2025	**$ -**	**$ 19,655,495**	**$ -**	**$ -**	**$ 1,228,500**	**$ 20,883,995**
Received during the year (excluding investment income)	$ -	$ 18,619,433	$ -	$ -	$ 225,000	**$ 18,844,433**
UDCC Receivable	$ -	$ -	$ -	$ -	$ 427,332	**$ 427,332**
Transfer (to) grant/donation revenue (excluding investment income)	$ -	$ -	$ -	$ -	$ -	**$ -**
Investment earnings - Received during the year	$ -	$ 783,669	$ -	$ -	$ -	**$ 783,669**
Investment earnings - Transferred to investment income	$ -	$ -	$ -	$ -	$ -	**$ -**
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	$ -	$ -	$ -	$ -	$ -	**$ -**
Transferred from (to) DOC	$ 9,955,865	$ -	$ -	$ -	$ -	**$ 9,955,865**
Transferred from (to) SDCC	$ (9,955,865)	$ (10,169,007)	$ -	$ -	$ (1,655,832)	**$ (21,780,704)**
Transferred (to) from others - please explain:	$ -	$ -	$ -	$ -	$ -	**$ -**
UDCC closing balance at August 31, 2026	**$ -**	**$ 28,889,590**	**$ -**	**$ -**	**$ 225,000**	**$ 29,114,590**
Total Unspent Deferred Contributions at August 31, 2026	**$ 6,977,063**	**$ 28,889,590**	**$ 25,336,204**	**$ 56,000**	**$ 14,204,833**	**$ 75,463,690**
Spent Deferred Capital Contributions (SDCC)						
Balance at August 31, 2025	$ 90,171,649	$ 81,306,166	$ -	$ -	$ 815,497	**$ 172,293,312**
Prior period adjustments - please explain:	$ -	$ -			$ -	**$ -**
Adjusted ending balance August 31, 2025	**$ 90,171,649**	**$ 81,306,166**	**$ -**	**$ -**	**$ 815,497**	**$ 172,293,312**
Donated tangible capital assets					$ -	**$ -**
Alberta Infrastructure managed projects						**$ -**
Transferred from DOC	$ -	$ -	$ -	$ -	$ -	**$ -**
Transferred from UDCC	$ 9,955,865	$ 10,169,007	$ -	$ -	$ 1,655,832	**$ 21,780,704**
Amounts recognized as revenue (Amortization of SDCC)	$ (5,213,393)	$ (3,112,448)	$ -	$ -	$ (98,415)	**$ (8,424,256)**
Disposal of supported capital assets	$ -	$ -	$ -	$ -	$ -	**$ -**
Transferred (to) from others - please explain:	$ -	$ -	$ -	$ -	$ -	**$ -**
SDCC closing balance at August 31, 2026	**$ 94,914,121**	**$ 88,362,725**	**$ -**	**$ -**	**$ 2,372,914**	**$ 185,649,760**

School Jurisdiction Code: 3020

SCHEDULE 2

CONSOLIDATED SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
For the Year Ended August 31, 2026 (in dollars)

	Other GoA Ministries					Other Sources				
	Alberta Infrastructure	Children's Services	Health	Other GOA Ministries	Total Other GoA Ministries	Gov't of Canada	Donations and grants from others	Other	Total other sources	Total
Deferred Operating Contributions (DOC)										
Balance at August 31, 2025	$ -	$ -	$ -	$ 529,709	**$ 529,709**	$ -	$ 6,544,296	$ -	**$ 6,544,296**	**$ 23,388,527**
Prior period adjustments - please explain:	$ -	$ -	$ -	$ -	**$ -**	$ -	$ -	$ -	**$ -**	**$ -**
Adjusted ending balance August 31, 2025	**$ -**	**$ -**	**$ -**	**$ 529,709**	**$ 529,709**	**$ -**	**$ 6,544,296**	**$ -**	**$ 6,544,296**	**$ 23,388,527**
Received during the year (excluding investment income)	$ -	$ -	$ -	$ 193,831	**$ 193,831**	$ -	$ 9,231,039	$ -	**$ 9,231,039**	**$ 120,006,332**
Transfer (to) grant/donation revenue (excluding investment income)	$ -	$ -	$ -	$ (412,637)	**$ (412,637)**	$ -	$ (9,273,462)	$ -	**$ (9,273,462)**	**$ (80,484,819)**
Investment earnings - Received during the year	$ -	$ -	$ -	$ -	**$ -**	$ -	$ -	$ -	**$ -**	**$ 207,701**
Investment earnings - Transferred to investment income	$ -	$ -	$ -	$ -	**$ -**	$ -	$ -	$ -	**$ -**	**$ -**
Transferred (to) from UDCC	$ -	$ -	$ -	$ -	**$ -**	$ -	$ -	$ -	**$ -**	**$ (9,955,865)**
Transferred directly (to) SDCC	$ -	$ -	$ -	$ -	**$ -**	$ -	$ -	$ -	**$ -**	**$ -**
Transferred (to) from others - please explain:	$ -	$ -	$ -	$ -	**$ -**	$ -	$ -	$ -	**$ -**	**$ -**
DOC closing balance at August 31, 2026	**$ -**	**$ -**	**$ -**	**$ 310,903**	**$ 310,903**	**$ -**	**$ 6,501,873**	**$ -**	**$ 6,501,873**	**$ 53,161,876**
Unspent Deferred Capital Contributions (UDCC)										
Balance at August 31, 2025	$ 5,244,670	$ -	$ -	$ -	**$ 5,244,670**	$ -	$ -	$ -	**$ -**	**$ 26,128,665**
Prior period adjustments - please explain:	$ -	$ -	$ -	$ -	**$ -**	$ -	$ -	$ -	**$ -**	**$ -**
Adjusted ending balance August 31, 2025	**$ 5,244,670**	**$ -**	**$ -**	**$ -**	**$ 5,244,670**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 26,128,665**
Received during the year (excluding investment income)	$ (2,450,549)	$ -	$ -	$ -	**$ (2,450,549)**	$ -	$ -	$ -	**$ -**	**$ 16,393,884**
UDCC Receivable	$ 13,757,589	$ -	$ -	$ -	**$ 13,757,589**	$ -	$ -	$ -	**$ -**	**$ 14,184,921**
Transfer (to) grant/donation revenue (excluding investment income)	$ -	$ -	$ -	$ -	**$ -**	$ -	$ -	$ -	**$ -**	**$ -**
Investment earnings - Received during the year	$ 213,865	$ -	$ -	$ -	**$ 213,865**	$ -	$ -	$ -	**$ -**	**$ 997,534**
Investment earnings - Transferred to investment income	$ -	$ -	$ -	$ -	**$ -**	$ -	$ -	$ -	**$ -**	**$ -**
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	$ -	$ -	$ -	$ -	**$ -**	$ -	$ -	$ -	**$ -**	**$ -**
Transferred from (to) DOC	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	**$ -**	**$ 9,955,865**
Transferred from (to) SDCC	$ (6,986,968)	$ -	$ -	$ -	**$ (6,986,968)**	$ -	$ -	$ -	**$ -**	**$ (28,767,672)**
Transferred (to) from others - please explain:	$ -	$ -	$ -	$ -	**$ -**	$ -	$ -	$ -	**$ -**	**$ -**
UDCC closing balance at August 31, 2026	**$ 9,778,607**	**$ -**	**$ -**	**$ -**	**$ 9,778,607**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 38,893,197**
Total Unspent Deferred Contributions at August 3	**$ 9,778,607**	**$ -**	**$ -**	**$ 310,903**	**$ 10,089,510**	**$ -**	**$ 6,501,873**	**$ -**	**$ 6,501,873**	**$ 92,055,073**
Spent Deferred Capital Contributions (SDCC)										
Balance at August 31, 2025	$ 1,009,809,385	$ -	$ -	$ -	**$ 1,009,809,385**	$ -	$ 1,144,005	$ -	**$ 1,144,005**	**$ 1,183,246,702**
Prior period adjustments - please explain:	$ -	$ -	$ -	$ -	**$ -**	$ -	$ -	$ -	**$ -**	**$ -**
Adjusted ending balance August 31, 2025	**$ 1,009,809,385**	**$ -**	**$ -**	**$ -**	**$ 1,009,809,385**	**$ -**	**$ 1,144,005**	**$ -**	**$ 1,144,005**	**$ 1,183,246,702**
Donated tangible capital assets	$ -	$ -	$ -	$ -	**$ -**	$ -	$ -	$ -	**$ -**	**$ -**
Alberta Infrastructure managed projects	$ 100,029,771				**$ 100,029,771**				**$ -**	**$ 100,029,771**
Transferred from DOC	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	**$ -**	**$ -**
Transferred from UDCC	$ 6,986,968	$ -	$ -	$ -	$ 6,986,968	$ -	$ -	$ -	**$ -**	**$ 28,767,672**
Amounts recognized as revenue (Amortization of SDCC)	$ (38,569,095)	$ -	$ -	$ -	**$ (38,569,095)**	$ -	$ (24,837)	$ -	**$ (24,837)**	**$ (47,018,188)**
Disposal of supported capital assets	$ (181,945)	$ -	$ -	$ -	**$ (181,945)**	$ -	$ -	$ -	**$ -**	**$ (181,945)**
Transferred (to) from others - please explain:	$ -	$ -	$ -	$ -	**$ -**	$ -	$ -	$ -	**$ -**	**$ -**
SDCC closing balance at August 31, 2026	**$ 1,078,075,084**	**$ -**	**$ -**	**$ -**	**$ 1,078,075,084**	**$ -**	**$ 1,119,168**	**$ -**	**$ 1,119,168**	**$ 1,264,844,012**

SCHEDULE 3

School Jurisdiction Code: 3020

CONSOLIDATED SCHEDULE OF PROGRAM OPERATIONS
For the Year Ended August 31, 2026 (in dollars)

		2026							2025
	REVENUES	**Instruction ECS**	**Instruction Grades 1 - 12**	**Operations and Maintenance**	**Transportation**	**System Administration**	**External Services**	**TOTAL**	**TOTAL**
(1)	Alberta Education and Childcare	$ 47,459,714	$ 1,043,710,441	$ 125,952,378	$ 42,987,867	$ 42,685,720	$ 2,133,242	$ 1,304,929,362	$ 1,271,661,099
(2)	Alberta Infrastructure	$ -	$ -	$ 44,164,323	$ -	$ -	$ -	$ 44,164,323	$ 43,942,338
(3)	Other - Government of Alberta	$ 298,310	$ 1,356,659	$ 6,784	$ -	$ -	$ 265,745	$ 1,927,498	$ 2,264,995
(4)	Federal Government and First Nations	$ -	$ 225,879	$ -	$ -	$ -	$ 1,339,667	$ 1,565,546	$ 3,197,688
(5)	Other Alberta school authorities	$ -	$ 468,776	$ 430,308	$ -	$ 87,343	$ 318,039	$ 1,304,466	$ 2,080,420
(6)	Out of province authorities	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(7)	Alberta municipalities-special tax levies	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(8)	Property taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(9)	Fees	$ 344,795	$ 23,387,937		$ 10,944,955		$ 113,833	$ 34,791,520	$ 33,523,787
(10)	Sales of services and products	$ 4,287	$ 6,558,802	$ 1,621,374	$ -	$ 234,084	$ 8,578,282	$ 16,996,829	$ 16,018,168
(11)	Investment income	$ -	$ 3,970	$ 6,620,714	$ -	$ -	$ -	$ 6,624,684	$ 6,093,548
(12)	Gifts and donations	$ -	$ 9,904,573	$ 509	$ -	$ 51,249	$ -	$ 9,956,331	$ 9,227,096
(13)	Rental of facilities	$ -	$ 79,164	$ 2,074,861	$ -	$ 20,527	$ 2,773,778	$ 4,948,330	$ 5,322,729
(14)	Fundraising	$ -	$ 1,363,129	$ -	$ -	$ -	$ -	$ 1,363,129	$ 1,378,277
(15)	Gains on disposal of tangible capital assets	$ -	$ -	$ 590,217	$ -	$ -	$ 2,150,221	$ 2,740,438	$ 1,617,484
(16)	Other	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(17)	**TOTAL REVENUES**	$ 48,107,106	$ 1,087,059,330	$ 181,461,468	$ 53,932,822	$ 43,078,923	$ 17,672,807	$ 1,431,312,456	$ 1,396,327,629
	EXPENSES								
(18)	Certificated salaries	$ 25,441,751	$ 583,873,180			$ 4,802,421	$ 2,651,753	$ 616,769,105	$ 623,688,284
(19)	Certificated benefits	$ 6,902,848	$ 143,433,009			$ 1,153,864	$ 603,594	$ 152,093,315	$ 145,384,135
(20)	Non-certificated salaries and wages	$ 16,631,763	$ 158,437,628	$ 73,847,154	$ 1,279,044	$ 16,909,698	$ 2,722,821	$ 269,828,108	$ 224,374,924
(21)	Non-certificated benefits	$ 5,351,016	$ 48,267,471	$ 25,285,563	$ 349,081	$ 4,611,398	$ 653,524	$ 84,518,053	$ 71,933,673
(22)	SUB - TOTAL	$ 54,327,378	$ 934,011,288	$ 99,132,717	$ 1,628,125	$ 27,477,381	$ 6,631,692	$ 1,123,208,581	$ 1,065,381,016
(23)	Services, contracts and supplies	$ 2,110,510	$ 110,086,155	$ 52,503,897	$ 58,364,738	$ 7,380,558	$ 9,012,040	$ 239,457,898	$ 220,123,484
(24)	Amortization of supported tangible capital assets	$ -	$ -	$ 47,018,188	$ -	$ -	$ -	$ 47,018,188	$ 48,669,994
(25)	Amortization of unsupported tangible capital assets	$ 19,834	$ 13,480,406	$ 604,147	$ 147	$ 689,471	$ 292,242	$ 15,086,247	$ 13,898,387
(26)	Amortization of supported ARO tangible capital assets	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(27)	Amortization of unsupported ARO tangible capital assets	$ -	$ -	$ 2,478,792	$ -	$ -	$ -	$ 2,478,792	$ 1,709,786
(28)	Amortization of purchased intangibles	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(29)	Accretion expenses	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(30)	Unsupported interest on capital debt	$ -	$ -	$ 212,298	$ -	$ -	$ -	$ 212,298	$ 236,077
(31)	Other interest and finance charges	$ -	$ 295,054	$ 7,542	$ -	$ 1,065	$ 41,545	$ 345,206	$ 111,966
(32)	Losses on disposal of tangible capital assets	$ -	$ 15,545	$ -	$ -	$ -	$ 862,129	$ 877,674	$ -
(33)	Other expense	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(34)	**TOTAL EXPENSES**	$ 56,457,722	$ 1,057,888,448	$ 201,957,581	$ 59,993,010	$ 35,548,475	$ 16,839,648	$ 1,428,684,884	$ 1,350,130,710
(35)	**OPERATING SURPLUS (DEFICIT)**	$ (8,350,616)	$ 29,170,882	$ (20,496,113)	$ (6,060,188)	$ 7,530,448	$ 833,159	$ 2,627,572	$ 46,196,919

SCHEDULE 4

School Jurisdiction Code: 3020

CONSOLIDATED SCHEDULE OF OPERATIONS AND MAINTENANCE EXPENSES
For the Year Ended August 31, 2026 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR/CMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2026 TOTAL Operations and Maintenance	2025 TOTAL Operations and Maintenance
Non-certificated salaries and wages	$ 47,384,721	$ 17,140,870	$ -	$ -	$ 9,321,563			$ 73,847,154	$ 66,002,582
Non-certificated benefits	$ 13,804,739	$ 8,229,152	$ -	$ -	$ 3,251,672			$ 25,285,563	$ 22,281,120
SUB-TOTAL REMUNERATION	$ 61,189,460	$ 25,370,022	$ -	$ -	$ 12,573,235			$ 99,132,717	$ 88,283,702
Supplies and services	$ 3,398,750	$ 7,818,883	$ 668,894	$ 5,710,707	$ 596,507			$ 18,193,741	$ 12,292,066
Electricity			$ 11,370,948					$ 11,370,948	$ 10,418,874
Natural gas/heating fuel			$ 6,137,511					$ 6,137,511	$ 8,912,192
Sewer and water			$ 3,782,307					$ 3,782,307	$ 4,036,559
Telecommunications			$ 377,739					$ 377,739	$ 349,189
Insurance					$ 6,011,559			$ 6,011,559	$ 5,454,233
ASAP maintenance & renewal payments							$ 4,740,383	$ 4,740,383	$ 4,626,841
Amortization of tangible capital assets									
Supported							$ 47,018,188	$ 47,018,188	$ 48,669,994
Unsupported						$ 3,082,939		$ 3,082,939	$ 2,313,793
TOTAL AMORTIZATION						$ 3,082,939	$ 47,018,188	$ 50,101,127	$ 50,983,787
Accretion expense						$ -	$ -	$ -	$ -
Interest on capital debt - Unsupported						$ 212,298		$ 212,298	$ 236,077
Lease payments for facilities				$ 1,889,709				$ 1,889,709	$ 2,493,665
Other expense Interest and finance charges	$ -	$ -	$ -	$ -	$ -	$ 7,542	$ -	$ 7,542	$ (51,493)
Losses on disposal of capital assets						$ -		$ -	$ -
TOTAL EXPENSES	$ 64,588,210	$ 33,188,905	$ 22,337,399	$ 7,600,416	$ 19,181,301	$ 3,302,779	$ 51,758,571	$ 201,957,581	$ 188,035,692

SQUARE METRES		
School buildings	1,289,299.4	1,284,692.1
Non school buildings	100,343.6	118,692.2

Notes:

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

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

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

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

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

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

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

SCHEDULE 5 School Jurisdiction Code: 3020

CONSOLIDATED SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS
For the Year Ended August 31, 2026 (in dollars)

Cash & Cash Equivalents

	2026			2025
	Average Effective (Market) Yield	Cost	Amortized Cost	Amortized Cost
Cash	2.86%	$ 226,107,075	$ 226,107,075	$ 164,025,051
Cash equivalents				
Government of Canada, direct and guaranteed	0.00%	-	-	-
Provincial, direct and guaranteed	0.00%	-	-	-
Corporate	0.00%	-	-	-
Other, including GIC's	3.42%	42,700,932	42,700,932	41,425,146
Total cash and cash equivalents	2.95%	$ 268,808,007	$ 268,808,007	$ 205,450,197

See Note 4 for additional detail.

Portfolio Investments

	2026								2025			
			Investments Measured at Fair Value									
	Average Effective (Market) Yield	Investments Measured at Cost/Amortized Cost	Cost	Fair Value (Level 1)	Fair Value (Level 2)	Fair Value (Level 3)	Subtotal of Fair Value	Total	Investments Measured at Cost/Amortized Cost	Fair Value	Total	Explain the reason for difference if PY Actuals are different from prior year submitted numbers
Interest-bearing securities												
Deposits and short-term securities	0.00%	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Bonds and mortgages	0.00%	-	-	-	-	-	-	-	-	-	-	-
	0.00%	-	-	-	-	-	-	-	-	-	-	-
Equities												
Canadian equities	0.00%	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Global developed equities	0.00%	-	-	-	-	-	-	-	-	-	-	-
Emerging markets equities	0.00%	-	-	-	-	-	-	-	-	-	-	-
Private equities	0.00%	-	-	-	-	-	-	-	-	-	-	-
Hedge funds	0.00%	-	-	-	-	-	-	-	-	-	-	-
	0.00%	-	-	-	-	-	-	-	-	-	-	-
Inflation sensitive												
Real estate	0.00%	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Infrastructure	0.00%	-	-	-	-	-	-	-	-	-	-	-
Renewable resources	0.00%	-	-	-	-	-	-	-	-	-	-	-
Other investments	0.00%	-	-	-	-	-	-	-	-	-	-	-
	0.00%	-	-	-	-	-	-	-	-	-	-	-
Strategic, tactical, and currency investments	0.00%	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total portfolio investments	0.00%	-	-	-	-	-	-	-	-	-	-	-

See Note xxx for additional detail.

Portfolio investments

	2026			
	Level 1	Level 2	Level 3	Total
Pooled investment funds	$ -	$ -	$ -	$ -

Portfolio Investments Measured at Fair Value

	2026				2025
	Level 1	Level 2	Level 3	Total	Total
Portfolio investments in equity instruments that are quoted in an active market.	$ -	$ -	$ -	$ -	$ -
Porfolio investments designated to their fair value category.	-	-	-	-	-
	$ -	$ -	$ -	$ -	$ -

Marketable Securities

	2026		2025	
	Carrying Value	Quoted Market Value	Carrying Value	Quoted Market Value
XXXX	$ -	$ -	$ -	$ -
XXXX	-	-	-	-
	$ -	$ -	$ -	$ -

Reconciliation of Portfolio Investments Classified as Level 3

	2026	2025
Opening balance	$ -	$ -
Purchases	-	-
Sales (excluding realized gains/losses)	-	-
Realized Gains (Losses)	-	-
Unrealized Gains/(Losses)	-	-
Transfer-in - please explain:	-	-
Transfer-out - please explain:	-	-
Ending balance	$ -	$ -

	2026	2025
Operating		
Cost	$ -	$ -
Unrealized gains and losses	-	-
	-	-
Endowments		
Balance at beginning of year	$ -	$ -
Endowment contributions	-	-
Reinvested income	-	-
Transfers to endowment funds[a]	-	-
Unrealized gains or losses[b]	-	-
Balance at end of year	$ -	$ -
Total portfolio investments	$ -	$ -

NOTES

(a) Transfers (from) endowment funds

Transfers from endowment funds are expected to be rare, as endowment principal is generally required to be maintained.

Where a transfer from endowment funds has occurred, school jurisdictions must specify the authority that permitted the transfer in the box provided.

(b) Unrealized gains or losses

1. Provide breakdown of unrealized gains or losses - recognized in the Statement of Remeasurement Gains and Losses vs deferred contributions.

2. Provide support and rationale in the box below for unrealized gains or losses being externally restricted and reported as deferred contributions in row 91.

Unrealized Gains or Losses	2026	2025
Recognized in the Statement of Remeasurement Gains and Losses	$ -	$ -
Recognized as deferred contributions	-	-

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

	2026	2025
Under 1 year	0.0%	0.0%
1 to 5 years	0.0%	0.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	0.0%	0.0%

*Indicate proportion of investment holdings according to maturity - Total must equal 100%
- If no explicit maturity date, please indicate expected or estimated divestment date.

Transfers between Level 1 and Level 2

	2026		
	Fair Value (Level 1)	Fair Value (Level 2)	Reason for transfers
			Level 1:
Transfer in	$ -	$ -	Level 2:
			Level 1:
Transfer (out)	$ -	$ -	Level 2:

SCHEDULE 6

School Jurisdiction Code: 3020

CONSOLIDATED SCHEDULE OF TANGIBLE CAPITAL ASSETS
For the Year Ended August 31, 2026 (in dollars)

Tangible Capital Assets

	2026							2025
	Land	Work In Progress*	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total	Total
Estimated useful life			10-50 Years	10 Years	10 Years	5 Years		
Historical cost								
Beginning of year	$ 3,857,760	$ 39,770,691	$ 2,372,566,769	$ 192,367,146	$ 3,909,987	$ 68,460,640	$ 2,680,932,993	2,611,932,095
Prior period adjustments	-	-	-	-	-	-	-	-
Additions	-	146,427,690	12,745,333	2,584,381	394,258	5,118,705	167,270,367	69,096,979
Transfers in (out)	-	(41,546,625)	38,579,645	552,964	-	2,414,016	-	-
Less disposals including write-offs	-	-	(11,243,263)	(9,801,613)	-	(12,564,210)	(33,609,086)	(96,081)
Historical cost, August 31, 2026	$ 3,857,760	$ 144,651,756	$ 2,412,648,484	$ 185,702,878	$ 4,304,245	$ 63,429,151	$ 2,814,594,274	$ 2,680,932,993
Accumulated amortization								
Beginning of year	$ -	$ -	$ 1,052,099,294	$ 156,461,227	$ 3,395,947	$ 58,724,039	$ 1,270,680,507	1,206,498,422
Prior period adjustments	-	-	-	-	-	-	-	-
Amortization	-	-	51,837,802	7,949,242	117,398	4,678,785	64,583,227	64,278,166
Other additions	-	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	(10,199,188)	(9,791,351)	-	(12,558,927)	(32,549,466)	(96,081)
Accumulated amortization, August 31, 2026	$ -	$ -	$ 1,093,737,908	$ 154,619,118	$ 3,513,345	$ 50,843,897	$ 1,302,714,268	$ 1,270,680,507
Net Book Value at August 31, 2026	$ 3,857,760	$ 144,651,756	$ 1,318,910,576	$ 31,083,760	$ 790,900	$ 12,585,254	$ 1,511,880,006	
Net Book Value at August 31, 2025	$ 3,857,760	$ 39,770,691	$ 1,320,467,475	$ 35,905,919	$ 514,040	$ 9,736,601		$ 1,410,252,486

	2026	2025
Total cost of assets under capital lease	$ 12,395,200	$ 12,395,200
Total amortization of assets under capital lease	$ 743,712	$ 289,221

Assets under capital lease includes buildings with a total cost of $12,395,200 (2025 - $12,395,200) and accumulated amortization of $743,712 (2025 - $289,221).

* Work in Progress (WIP) consists of five new school projects and two replacement school projects currently managed by Alberta Infrastructure, having received approval prior to the 2024-2025 Budget. This balance also includes new modular and furniture and equipment projects, anticipated to be substantially complete in the 2026-2027 school year, Infrastructure Maintenance Renewal and Capital Maintenance Renewal Capital Projects, as well as other Board Funded Capital Projects not substantially complete by August 31, 2026.

The Education Amendment Act, 2025 (formerly Bill 51) enables Alberta Infrastructure to own new and replacement schools and lease them to school jurisdictions rather than transferring WIP assets during construction. Going forward, school projects approved under the 2024-2025 Budget and onwards will no longer be transferred into the Division's capital asset balance.

SCHEDULE 7

School Jurisdiction Code: 3020

CONSOLIDATED SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES
For the Year Ended August 31, 2026 (in dollars)

Board Members:		FTE	Remuneration (1)	Benefits (2)	Allowances	Performance Bonuses	ERIP's / Other Paid	Other Accrued Unpaid Benefits (3)	Expenses
Chair: SUMAR, SAADIQ		1.00	$50,869	$11,598	$3,377			$3,832	$3,195
ANDERSON, NICKELA *		0.84	$32,975	$9,112	$2,808			$1,514	$5,220
DOLL, SARAH *		0.84	$33,310	$9,132	$2,808			$1,536	$7,133
HANCOCK, DAWN **		0.16	$15,897	$2,241	$582			$0	$35
HOFFMAN, MELANIE *		0.84	$33,812	$9,162	$2,808			$1,556	$4,500
KUSIEK, JULIE		1.00	$43,783	$11,177	$3,377			-$2,278	$5,255
LINDSAY, LINDA *		0.84	$36,023	$9,294	$2,819			$1,514	$5,302
NELSON, MARSHA **		0.16	$14,581	$1,184	$582			$0	$227
NICHOL, HOLLY *		0.84	$34,528	$9,204	$2,808			$1,540	$4,756
O'KEEFE, SHERRI		1.00	$46,156	$6,686	$3,377			$749	$6,273
SAWYER, JAN		1.00	$43,165	$6,508	$3,377			-$1,285	$3,765
Subtotal		8.52	$385,099	$85,298	$28,723			$8,678	$45,661
Name, Superintendent 1	THOMPSON, RON	1.00	$264,714	$49,708	$6,023	$0	$0	$22,503	$9,132
Name, Treasurer 1	BURNSTAD, TODD	1.00	$239,291	$66,858	$3,377	$0	$0	$55,946	$2,968
Name, Other	DUEBEL, KELSEY	1.00	$145,163	$31,227	$0	$0	$0	$10,611	$1,350
Certificated			$616,504,391	$150,286,707	$856,340	$0	$8,896	$863,138	
School based		5,834.00							
Non-School based		220.00							
Non-certificated			$269,058,555	$69,466,562	$4,216,027	$0	$1,464,135	$9,080,611	
Instructional		2,051.00							
Operations & Maintenance		1,047.00							
Transportation		13.00							
Other		459.00							
TOTALS		**9,635.52**	**$886,597,213**	**$219,986,360**	**$5,110,490**	**$0**	**$1,473,031**	**$10,041,487**	**$59,111**

(1) Remuneration includes: per annum honorarium and per diem honorarium for additional activities over and above Trustees' general duties.

(2) Benefits include: regulatory payments (CPP & EI), pension contributions, group health coverage, vacation paid in lieu, and life and accidental insurance.

(3) Other accrued unpaid benefits include: accrued untaken vacation leave, Trustees' severance, and Superintendent's SERP benefits.

* Newly elected Trustees: Effective October 31, 2025.

** Non-returning Trustees: Effective October 31, 2025.

SCHEDULE 8

School Jurisdiction Code: 3020

CONSOLIDATED SCHEDULE OF ASSET RETIREMENT OBLIGATIONS
For the Year Ended August 31, 2026 (in dollars)

Continuity of ARO (Liability) Balance

	2026						2025					
(in dollars)	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total	*(in dollars)*	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
Opening Balance, Aug 31, 2025	$ -	$ 88,475,484	$ -	$ -	$ -	$ 88,475,484	Opening Balance, Aug 31, 2024	$ -	$ 87,060,484	$ -	$ -	$ -	$ 87,060,484
Liability incurred from Sept. 1, 2025 to Aug. 31, 2026	-	-	-	-	-	-	Liability incurred from Sept. 1, 2024 to Aug. 31, 2025	-	1,415,000	-	-	-	1,415,000
Liability settled/extinguished from Sept. 1, 2025 to Aug. 31, 2026 - Alberta Infrastructure	-	-	-	-	-	-	Liability settled/extinguished from Sept. 1, 2024 to Aug. 31, 2025 - Alberta Infrastructure	-	-	-	-	-	-
Liability settled/extinguished from Sept 1., 2025 to Aug. 31, 2026 - Other	-	-	-	-	-	-	Liability settled/extinguished from Sept. 1, 2024 to Aug. 31, 2025 - Other	-	-	-	-	-	-
Accretion expense (only if Present Value technique is used)	-	-	-	-	-	-	Accretion expense (only if Present Value technique is used)	-	-	-	-	-	-
Add/(Less): Revision in estimate Sept. 1, 2025 to Aug. 31, 2026	-	9,401,859	-	-	-	9,401,859	Add/(Less): Revision in estimate Sept. 1, 2024 to Aug. 31, 2025	-	-	-	-	-	-
Reduction of liability resulting from disposals of assets Sept. 1, 2025 to Aug. 31, 2026	-	(2,150,221)	-	-	-	(2,150,221)	Reduction of liability resulting from disposals of assets Sept. 1, 2024 to Aug. 31, 2025	-	-	-	-	-	-
Balance, Aug. 31, 2026	$ -	$ 95,727,122	$ -	$ -	$ -	$ 95,727,122	**Balance, Aug. 31, 2025**	$ -	$ 88,475,484	$ -	$ -	$ -	$ 88,475,484

Continuity of TCA (Capitalized ARO) Balance

	2026						2025					
(in dollars)	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total	*(in dollars)*	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
ARO Tangible Capital Assets - Cost							**ARO Tangible Capital Assets - Cost**						
Opening balance, August 31, 2025	$ -	$ 88,286,156	$ -	$ -	$ -	$ 88,286,156	Opening balance, August 31, 2024	$ -	$ 86,871,156	$ -	$ -	$ -	$ 86,871,156
Additions resulting from liability incurred	-	-	-	-	-	-	Additions resulting from liability incurred	-	1,415,000	-	-	-	1,415,000
Revision in estimate	-	9,381,763	-	-	-	9,381,763	Revision in estimate	-	-	-	-	-	-
Reduction resulting from disposal of assets	-	(2,150,221)	-	-	-	(2,150,221)	Reduction resulting from disposal of assets	-	-	-	-	-	-
Cost, August 31, 2026	$ -	$ 95,517,698	$ -	$ -	$ -	$ 95,517,698	Cost, August 31, 2025	$ -	$ 88,286,156	$ -	$ -	$ -	$ 88,286,156
ARO TCA - Accumulated Amortization							**ARO TCA - Accumulated Amortization**						
Opening balance, August 31, 2025	$ -	$ 58,771,775	$ -	$ -	$ -	$ 58,771,775	Opening balance, August 31, 2024	$ -	$ 57,061,989	$ -	$ -	$ -	$ 57,061,989
Amortization expense	-	1,733,736	-	-	-	1,733,736	Amortization expense	-	1,709,786	-	-	-	1,709,786
Revision in estimate	-	745,056	-	-	-	745,056	Revision in estimate	-	-	-	-	-	-
Less: disposals	-	(1,346,176)	-	-	-	(1,346,176)	Less: disposals	-	-	-	-	-	-
Accumulated amortization, August 31, 2026	$ -	$ 59,904,391	$ -	$ -	$ -	$ 59,904,391	Accumulated amortization, August 31, 2025	$ -	$ 58,771,775	$ -	$ -	$ -	$ 58,771,775
Net Book Value at August 31, 2026	$ -	$ 35,613,307	$ -	$ -	$ -	$ 35,613,307	**Net Book Value at August 31, 2025**	$ -	$ 29,514,381	$ -	$ -	$ -	$ 29,514,381

The Board of Trustees of Edmonton School Division

Notes to the Consolidated Financial Statements
August 31, 2026

1. AUTHORITY AND PURPOSE

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

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

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

(a) Reporting Entity and Method of Consolidation

The consolidated financial statements reflect the assets, liabilities, revenues, and expenses of the reporting entity, which is composed of all organizations, which are controlled by the school jurisdiction. These organizations include the Edmonton Public Schools Foundation (the Foundation), a foundation established in 2009 by the Division for the purposes of fundraising. The Foundation was incorporated under the Societies Act of the Province of Alberta.

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

(b) Basis of Financial Reporting

Valuation of Financial Assets and Liabilities

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

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

Financial Assets

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

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

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

Cash and Cash Equivalents

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

Accounts Receivable

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

Liabilities

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

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

Accounts Payable and Other Accrued Liabilities

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

Deferred Contributions

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

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

- Unspent Deferred Capital Contributions (UDCC) represent externally restricted supported capital funds provided for a specific capital purpose received or receivable by the Division, but the related expenditure has not been made at year-end. These contributions must also have stipulations that meet the definition of a liability per PS 3200 when spent.

- Spent Deferred Capital Contributions (SDCC) represent externally restricted supported capital funds that have been spent but have yet to be amortized over the useful life of the related capital asset. Amortization over the useful life of the related capital asset is due to certain stipulations related to the contributions that require the Division to use the asset in a prescribed manner over the life of the associated asset.

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

Employee Future Benefits

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

The Division accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include the non-registered Supplemental Executive Retirement Program (SERP), retirement allowances and non-vested accumulating sick leave. The future benefits cost is actuarially determined using the projected benefit actuarial cost method pro-rated on service and using management's best estimate of expected salary escalation, benefit usage, termination and retirement rates and mortality. The discount rate used to measure obligations is based on the combined expected future cash flows of each benefit and the rates provided by the Alberta Loans to Local Authorities Office as of August 31, 2026.

Asset Retirement Obligations

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

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

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

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

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

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

Debt

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

Non-Financial Assets

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

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

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

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

Tangible Capital Assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost, including amounts directly related to the acquisition, design, construction, development, improvement, or betterment of the asset. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset and asset retirement cost.
- Donated tangible capital assets are recorded at their fair market value at the date of donation, except in circumstances where fair value cannot be reasonably determined, when they are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at original cost less accumulated amortization.
- Supported tangible capital assets are capital assets purchased using restricted grants/donations or received with specific usage. Unsupported tangible capital assets are funded by the Division's own source funds.
- Work-in-progress is recorded as a transfer to the applicable asset class at substantial completion.
- Buildings include site and leasehold improvements as well as assets under capital lease.
- Sites and buildings are written down to residual value when conditions indicate they no longer contribute to the ability of the Division to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. For supported assets, the write-downs are accounted for as reductions to Spent Deferred Capital Contributions (SDCC).
- Buildings that are demolished or destroyed are written off.
- Tangible capital assets with costs in excess of $5,000 are capitalized.
- Leases that, from the point of view of the lessee, transfer substantially all the benefits and risks incident to ownership of the property to the Division are considered capital leases. These are accounted for as an asset and an obligation. A schedule of repayments on the lease is provided in Note 13.
- Tangible capital assets are amortized over their estimated useful lives, commencing the following year of acquisition, on a straight-line basis, as follows:

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

Inventory of Supplies

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

Prepaid Expenses

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

Other Assets

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

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

Operating and Capital Reserves

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

Revenue Recognition

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

Government transfers

Transfers from all governments are referred to as government transfers.

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

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

Donations and non-Government contributions

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

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

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

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

Investment income

Investment income includes interest income earned on the Division's general bank account and Notice Plans (Note 4).

Expenses

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

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

Program Reporting

The Division's operations have been segmented as follows:

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

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

Trusts Under Administration

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

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

Financial Instruments

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

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

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

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

Measurement Uncertainty

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

The estimated employee future benefits liability of $9,667,700 (2025 - $9,227,000) recognized and disclosed in the consolidated financial statements is subject to measurement uncertainty. Actual experience may vary from the assumptions used in the calculations.

There is also measurement uncertainty related to the estimated asset retirement obligation of $95,727,123 (2025 - $88,475,484) as it involves estimates in determining settlement amount and timing of settlement. Changes in any of these estimates and assumptions may result in a change to the obligation.

3. FUTURE CHANGES IN ACCOUNTING STANDARDS

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

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

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

- **PS 1202 Financial Statement Presentation**

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

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

4. CASH AND CASH EQUIVALENTS

Cash and cash equivalents include $663,234 (2025 - $856,604) for the Foundation.

The cash equivalents balance is made up of two separate Notice Plans, both with a floating interest rate. The average rate for the year was 3.35% and 3.48%, respectively. Interest is paid and compounded monthly.

Interest earned on the Notice Plans totaled $1,275,786 (2025 - $1,425,146) and is included in investment income.

5. ACCOUNTS RECEIVABLE

	2026			2025
	Gross Amount	Allowance for Doubtful Accounts	Net Realizable Value	Net Realizable Value
Alberta Education and Childcare - Grants	$ 999,546	$ -	$ 999,546	$ 18,397,099
Alberta Education and Childcare - other	484,593	-	484,593	511,043
Other Alberta school jurisdictions	38,685	-	38,685	54,429
Alberta Health Services	97,613	-	97,613	40,746
Post-secondary institutions	1,332	-	1,332	616
Alberta Assisted Living & Social Services	15,913	-	15,913	15,023
Alberta Infrastructure	14,007,360	-	14,007,360	12,206,094
Government of Alberta Ministries	-	-	-	24
Federal government	1,714,883	-	1,714,883	1,814,346
Municipalities	340,166	-	340,166	527,732
First Nations	12,190	-	12,190	3,872
Other	5,375,309	(1,876,949)	3,498,360	5,900,514
Total	**$ 23,087,590**	**$ (1,876,949)**	**$ 21,210,641**	**$ 39,471,538**

6. CONTRACTUAL RIGHTS

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

	2026	2025
Operating leases	$ 3,073,756	$ 4,307,776
Service agreements	2,440,958	4,903,635
Grant agreements	6,476,251	11,098,920
Capital grant agreements	18,740,887	15,966,924
Other agreements *	1,350,000	2,700,000
Total	**$ 32,081,852**	**$ 38,977,255**

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

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

	Operating Leases	Service Agreements	Grant Agreements	Capital Grant Agreements	Other
2026-2027	$ 3,073,756	$ 1,856,368	$ 4,809,115	$ 16,911,887	$ 900,000
2027-2028	-	584,590	1,074,753	1,829,000	-
2028-2029	-	-	592,383	-	-
2029-2030	-	-	-	-	450,000
2020-2031	-	-	-	-	-
Total	**$ 3,073,756**	**$ 2,440,958**	**$ 6,476,251**	**$ 18,740,887**	**$ 1,350,000**

7. CONTINGENT ASSETS

In the current year, the Division has not initiated legal matters where possible assets are being sought.

8. BANK INDEBTEDNESS

The Division has negotiated a line of credit in the amount of $10,000,000 Canadian dollars that bears interest at prime less 0.50%. This line of credit is secured by a borrowing bylaw and a security agreement, covering all revenue of the Division. There was no balance outstanding at August 31, 2026 or August 31, 2025.

9. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2026	2025
Alberta Education and Childcare - AEM	$ 17,869,959	$ 583,722
Alberta Education and Childcare - other	1,400,859	1,428,239
Other Alberta school jurisdictions	-	21,695
Alberta Health Services	350	-
Post-secondary institutions	2,037	17,249
Alberta Infrastructure	57,890	-
Alberta Foundation for the Arts	6,300	6,300
Alberta Jobs, Economy & Trade	-	19,641
Alberta Assisted Living & Social Services	-	978
Other Government of Alberta ministries	2,038	560
Federal government	1,787,072	1,827,758
Accrued vacation pay liability	10,041,487	9,460,686
Other salaries & benefit costs	13,626,086	27,744,199
Other trade payables and accrued liabilities	42,045,090	31,425,003
Unearned Revenue:		
School Generated Funds, Other	1,471,262	1,278,802
School Generated Funds, Advanced Fees	1,005,606	832,757
Other unearned revenue over $5,000 *	3,317,850	3,420,440
Total	**$ 92,633,886**	**$ 78,068,029**

* Unearned Revenue over $5,000 for 2025-26 can be broken down as follows:

1. $2,853,689 in funds received from students enrolled in the International Students Program. Funds are held in Unearned Revenue and are recognized at the start of the applicable school semester.
2. $372,752 in tuition amounts paid by students at Metro Continuing Education for classes that start at a later date.
3. $15,909 in unused gift cards issued by Metro Continuing Education ($14,639) & Café 1881 ($1,270).
4. $12,500 in funds received from the City of Edmonton for use of the sign at Dr. Anne Anderson High School.
5. $63,000 in Alternative Programming revenue received at Millwoods Christian School in advance of the 2026-27 year from the Millwoods Christian Society.

10. BENEFIT PLANS

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

Current and past service costs of the Alberta Teachers Retirement Fund (ATRF) are met by contributions by active members and the Government of Alberta. Under the terms of the *Teacher's Pension Plan* Act, the Division does not make pension contributions for certificated staff. The Government portion of the current service contribution to the ATRF on behalf of the Division is included in both revenues and expenses. For the school year ended August 31, 2026, the amount contributed by the Government was $51,267,720 (2025 - $50,553,178).

The Division participates in a multi-employer pension plan, the Local Authorities Pension Plan (LAPP), and does not report on any unfunded liabilities. The expense for this pension plan is equivalent to the annual contributions of $18,196,208 for the year ended August 31, 2026 (2025 - $16,644,136). At December 31, 2025, the LAPP reported a surplus of $22,561,000,000 (2024 - surplus of $19,557,000,000).

The Division and the Superintendent participate in a multi-employer registered Supplemental Integrated Pension Plan (SIPP). The plan provides a supplement to the ATRF pension to a full 2% of pensionable earnings multiplied by pensionable service, limited by the *Income Tax Act.* The annual expenditure for this pension plan is equivalent to the annual contributions of $9,684 for the year ended August 31, 2026 (2025 - $9,266).

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

Employee future benefit liabilities consist of the following:

	2026	2025
Accumulating sick pay liability (vested)	$ 2,407,200	$ 2,354,300
Retirement allowances	7,260,500	6,872,700
Total	**$ 9,667,700**	**$ 9,227,000**

11. ASSET RETIREMENT OBLIGATIONS

	2026	2025
Asset retirement obligations, beginning of year	$ 88,475,484	$ 87,060,484
Liability incurred	-	1,415,000
Liability settled	(2,150,221)	-
Accretion expense	-	-
Revision in estimates	9,401,860	-
Asset retirement obligations, end of year	**$ 95,727,123**	**$ 88,475,484**

11. ASSET RETIREMENT OBLIGATIONS (CON'T)

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

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

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

Included in the asset retirement obligations estimate is $95,727,123 for the year ended August 31, 2026 (2025 - $88,475,484) measured at its current estimated cost to settle or otherwise extinguish the liability. The Division has measured its asset retirement obligations related to hazardous asbestos fibre containing materials at its current value due to the uncertainty about when the hazardous materials would be removed.

12. DEBENTURE

	2026	2025
Unsupported debenture outstanding at August 31, 2026 with an interest rate of 3.06%, repayable in semi-annual instalments, maturing in September 2033.	$ 6,710,681	$ 7,495,533
Total	**$ 6,710,681**	**$ 7,495,533**

Unsupported Debenture – Alberta Capital Finance Authority

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

	Principal	Interest	Total
2026-2027	$ 809,028	$ 199,009	$ 1,008,037
2027-2028	833,949	174,088	1,008,037
2028-2029	859,638	148,400	1,008,038
2029-2030	886,118	121,920	1,008,038
2030-2031	913,414	94,624	1,008,038
2031 to maturity	2,408,534	111,560	2,520,094
Total	**$ 6,710,681**	**$ 849,601**	**$ 7,560,282**

13. CAPITAL LEASE

Capital leases are approved by the Alberta Minister of Education for internally financed projects. The Division has one finance contract with a ten-year term, entered into in the 2024-2025 year. At no additional cost, this contract will automatically renew in ten-year increments with the same terms and conditions so long as the Division continues to operate the building as a school. No new finance contracts were entered into during the year.

As of August 31, 2026, the details are as follows:

	2026	2025
Obligation under capital lease, secured by a building with a net book value of $11,651,488, repayable in monthly instalments, maturing in August 2035.	$ 10,535,920	$ 11,775,440
Total	**$ 10,535,920**	**$ 11,775,440**

Payments on the capital lease due over the next five years and beyond are as follows:

	Principal	Interest	Total
2026-2027	$ 1,239,520	$ -	$ 1,239,520
2027-2028	1,239,520	-	1,239,520
2028-2029	1,239,520	-	1,239,520
2029-2030	1,239,520	-	1,239,520
2030-2031	1,239,520	-	1,239,520
2031 to maturity	4,338,320	-	4,338,320
Total	**$ 10,535,920**	**$ -**	**$ 10,535,920**

14. PREPAID EXPENSES

Prepaid expenses consist of the following:

	2026	2025
Prepaid insurance	$ 4,865,000	$ 5,058,365
International baccalaureate fees	181,918	158,715
Building lease payments	271,572	257,482
Enterprise systems and software	5,972,381	5,573,737
Professional development, programs and fees	41,335	26,372
Other	45,734	3,487
Total	**$ 11,377,940**	**$ 11,078,158**

15. NET ASSETS

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

	2026	2025
Unrestricted surplus	$ -	$ -
Operating reserves	68,081,787	74,467,182
Accumulated surplus from operations	68,081,787	74,467,182
Investment in tangible capital assets	134,062,246	119,289,975
Capital reserves	44,087,971	49,847,275
Accumulated surplus	**$ 246,232,004**	**$ 243,604,432**

Accumulated surplus from operations (ASO) includes funds of $2,896,586 that are raised at the school level and are not available to spend at the board level. The Division's adjusted surplus from operations is calculated as follows:

Accumulated surplus from operations	$ 68,081,787	$ 74,467,182
Deduct: School generated funds included in accumulated surplus (Note 20)	2,896,586	2,632,921
Adjusted accumulated surplus from operations [(1)]	**$ 65,185,201**	**$ 71,834,261**

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

16. CONTRACTUAL OBLIGATIONS

	2026	2025
Building projects [1]	$ 17,623,913	$ 19,570,606
Building leases [2]	3,399,906	3,364,333
Service providers [3]	14,650,824	12,269,309
Total	**$ 35,674,643**	**$ 35,204,248**

[1] Building projects: the Division is committed to capital and maintenance projects related to school and administrative buildings. The full amount is to be funded by capital contributions from Alberta Education and Childcare, Alberta Infrastructure, and the Division's capital reserve.

[2] Building leases: the Division is committed to leases to provide additional learning spaces for various outreach and alternative academic programs.

[3] Service providers: as of August 31, 2026 the Division has $14,650,824 in commitments relating to service contracts, none of which are paid to other school jurisdictions.

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

	Building Projects	Building Leases	Service Providers
2026-2027	$ 17,623,913	$ 1,916,043	$ 12,398,726
2027-2028	-	338,313	619,679
2028-2029	-	330,452	634,673
2029-2030	-	158,811	514,665
2030-2031	-	108,757	309,392
Thereafter	-	547,530	173,689
Total	**$ 17,623,913**	**$ 3,399,906**	**$ 14,650,824**

17. CONTINGENT LIABILITIES

a) The Division is involved in legal matters where damages are being sought. As at August 31, 2026, the Division has been named in 68 claims (2025 - 35). Management believes that the ultimate resolution of the claims outstanding are not significant to the overall financial position. As at the reporting date, no material settlements have been reached and accordingly, no amounts have been accrued in the year.

b) The Division is a member of Urban Schools Insurance Consortium (USIC). Under the terms of its membership, the Division could become liable for its proportionate share of any claim losses in excess of the funds held by USIC. The Division's share of the pool as at August 31, 2026 was $5,817,846 (2025 - $4,756,847). This amount has not been recognized in the Division's consolidated financial statements.

18. OTHER REVENUE

Other revenue consists of the following:

	2026	2025
Rental of facilities	$ 4,948,331	$ 5,322,729
Gains on disposal of capital assets	2,740,438	1,617,484
Total	**$ 7,688,769**	**$ 6,940,213**

19. TRUSTS UNDER ADMINISTRATION

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

	2026	2025
Deferred salary leave plan	$ 1,387,561	$ 1,413,513
Scholarship trusts	1,183,141	1,055,803
International Student Health Insurance	5,575	4,387
Total	**$ 2,576,277**	**$ 2,473,703**

20. SCHOOL GENERATED FUNDS

	2026	2025
School Generated Funds, Beginning of Year	$ 5,290,092	$ 4,927,905
Gross Receipts:		
Fees	15,801,612	16,169,858
Fundraising	1,420,691	1,432,076
Gifts and donations	6,502,025	5,711,564
Grants to schools	252,226	273,469
Other sales and services	5,945,460	5,983,134
Total gross receipts	$ 29,922,014	$ 29,570,101
Total Related Expenses and Uses of Funds	22,571,212	22,847,945
Total Direct Costs Including Cost of Goods Sold to Raise Funds	6,566,266	6,359,969
School Generated Funds, End of Year	**$ 6,074,628**	**$ 5,290,092**
Balance included in Deferred Contributions	$ 1,706,779	$ 1,378,367
Balance included in Accounts Payable	1,471,262	1,278,802
Balance included in Accumulated Surplus (Operating Reserves)	2,896,586	2,632,921

21. RELATED PARTY TRANSACTIONS

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

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

	Balances		Transactions	
	Financial Assets (at cost or net realizable value)	Liabilities (at amortized cost)	Revenues	Expenses
Government of Alberta (GOA):				
Alberta Education and Childcare				
Accounts receivable / Accounts payable	$ 1,484,139	$ 19,270,818	$ -	$ -
Prepaid expenses / Deferred operating revenue	-	46,349,100	-	-
Unspent deferred capital contributions	-	29,114,590	-	-
Spent deferred capital contributions	-	185,649,760	8,424,256	-
Grant revenue & expenses	-	-	1,245,182,037	-
ATRF payments made on behalf of Division	-	-	51,267,720	-
Other revenues & expenses	-	-	55,347	244,265
Other Alberta school jurisdictions	38,685	-	1,227,870	39,592
Alberta Health Services	97,613	350	1,037,553	531,868
Post-secondary institutions	1,332	2,037	76,597	257,753
Alberta Infrastructure				
Alberta Infrastructure	14,007,360	57,890	44,164,323	87,449
Unspent deferred capital contributions	-	9,778,607	-	-
Spent deferred capital contributions	-	1,078,075,084	-	-
Alberta Assisted Living & Social Services	15,913	-	600,516	-
Alberta Arts, Culture & Status for Women	-	3,300	-	10,263
Alberta Foundation for the Arts	-	54,645	-	-
Alberta Innovates Corporation	-	-	-	-
Alberta Children & Family Services	-	-	62,234	-
Alberta Jobs, Economy, Trade & Immigration	-	-	-	-
Alberta Public Safety & Emergency Services	-	259,558	-	-
Other GOA ministries	-	760	227,195	900
Other:				
Alberta Capital Financing Authority	-	6,710,681	-	236,077
TOTAL 2025/2026	**$ 15,645,042**	**$ 1,375,327,180**	**$ 1,352,325,648**	**$ 1,408,167**
TOTAL 2024/2025	$ 31,225,074	$ 1,252,671,958	$ 1,319,948,852	$ 1,718,429

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

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

22. ECONOMIC DEPENDENCE ON RELATED THIRD PARTY

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

23. BUDGET AMOUNTS

The budget was prepared by the Division and approved by the Board of Trustees on May 23, 2025.

The Board of Trustees of Edmonton School Division

Unaudited Schedules
August 31, 2026

School Jurisdiction Code: 3020

SCHEDULE 9

UNAUDITED CONSOLIDATED SCHEDULE OF FEES
For the Year Ended August 31, 2026 (in dollars)

	Please provide a description, if needed.	Actual Fees Collected 2024/2025	Budgeted Fee Revenue 2025/2026	(A) Actual Fees Collected 2025/2026	(B) Unspent September 1, 2025*	(C) Funds Raised to Defray Fees 2025/2026	(D) Expenditures 2025/2026	(A) + (B) + (C) - (D) Unspent Balance at August 31, 2026*
Transportation Fees		$9,135,886	$11,860,200	10,944,955	$0	$0	$59,993,010	**$0**
Basic Instruction Fees								
Basic instruction supplies		$0	$0	$0	$0	$0	$0	**$0**
Fees to Enhance Basic Instruction								
Technology user fees		$0	$0	$0	$0	$0	$0	**$0**
Alternative program fees		$1,613,581	$1,327,400	1,743,589	$7,608	$0	$1,716,895	**$34,302**
Fees for optional courses		$3,670,637	$3,530,600	$3,894,976	$457,601	$0	$3,830,707	**$521,870**
Activity fees		$8,233,531	$7,654,000	$7,880,964	$79,454	$0	$7,849,936	**$110,482**
Early childhood services		$0	$0	$0	$0	$0	$0	**$0**
Other fees to enhance education		$1,035,778	$812,800	$1,177,220	$0	$0	$1,177,220	**$0**
Non-Curricular fees								
Extracurricular fees		$3,416,006	$3,078,900	$3,005,593	$405,311	$0	$3,007,510	**$403,394**
Non-curricular travel		$0	$0	$0	$0	$0	$0	**$0**
Lunch supervision and noon hour activity fees		$5,110,421	$5,285,000	$4,848,696	$0	$0	$5,970,000	**$0**
Non-curricular goods and services		$765,656	$726,800	$718,987	$132,277	$0	$680,693	**$170,571**
Other fees		$2,863	$0	$6,550	$0	$0	$6,550	**$0**
TOTAL FEES		**$32,984,359**	**$34,275,700**	**$34,221,530**	**$1,082,251**	**$0**	**$84,232,521**	**$1,240,619**

***Unspent balances cannot be less than $0**

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products", "Fundraising", or "Other revenue" (rather than fee revenue):	Please provide a description, if needed.	**Actual 2026**	**Actual 2025**
Cafeteria sales, hot lunch, milk programs		$1,361,344	$1,073,608
Special events, graduation, tickets		$1,995,616	$2,105,799
International and out of province student revenue		$3,414,417	$3,756,821
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)		$1,310,643	$1,335,591
Adult education revenue		$0	$0
Preschool		$0	$0
Child care & before and after school care		$0	$0
Lost item replacement fee		$0	$0
Library fines, book donations		$135,109	$132,632
		$0	$0
		$0	$0
TOTAL		$8,217,129	$8,404,451

School Jurisdiction Code: 3020

SCHEDULE 10

UNAUDITED CONSOLIDATED SCHEDULE OF SYSTEM ADMINISTRATION
For the Year Ended August 31, 2026 (in dollars)

	Allocated to System Administration 2026			
EXPENSES	**Salaries & Benefits**	**Supplies & Services**	**Other**	**TOTAL**
Office of the superintendent	$ 469,199	$ 39,249	$ -	$ 508,448
Educational administration (excluding superintendent)	3,364,654	1,013,296	-	4,377,950
Business administration	5,066,024	2,130,423	-	7,196,447
Board governance (Board of Trustees)	1,001,529	1,502,451	-	2,503,980
Information technology	2,997,906	97,670	-	3,095,576
Human resources	10,813,286	568,528	-	11,381,814
Central purchasing, communications, marketing	2,745,322	520,362	-	3,265,684
Payroll	-	-	-	-
Administration - insurance			350,060	350,060
Administration - amortization			689,471	689,471
Administration - other (admin building, interest)			927,261	927,261
Building operations/closed school management	592,860	221,123	-	813,983
Student information	169,978	8,232	-	178,210
Archives and museum	256,622	2,969	-	259,591
TOTAL EXPENSES	$ 27,477,380	$ 6,104,303	$ 1,966,792	$ 35,548,475
Less: Amortization of unsupported tangible capital assets				($689,471)
TOTAL FUNDED SYSTEM ADMINISTRATION EXPENSES				34,859,004

REVENUES	**2026**
System Administration grant from Alberta Education and Childcare	41,849,205
System Administration other funding/revenue from Alberta Education and Childcare (ATRF, secondment revenue,	836,515
System Administration funding from others	393,203
TOTAL SYSTEM ADMINISTRATION REVENUES	43,078,923
Transfers (to)/from System Administration reserves	-
Transfers (to) other programs	(8,219,919)
SUBTOTAL	34,859,004
System Administration expense (over) under spent	$0

EDMONTON PUBLIC SCHOOLS

A USER-FRIENDLY *guide* TO:

Understanding the Division's Financial Information for the 2025-2026 school year



Artwork by student at King Edward School

Message from the Chief Financial Officer

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

This guide serves as an informal reference to help our stakeholders better understand the Division's financial position as of August 31, 2026, and the transactions that occurred during the 2025-2026 school year. It is not intended to replace our financial statements.

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

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

This guide aims to clarify complex accounting concepts by providing:

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

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

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

Warm regards,



Todd Burnstad
Chief Financial Officer
Please use this document as a supplement to our Division's financial information

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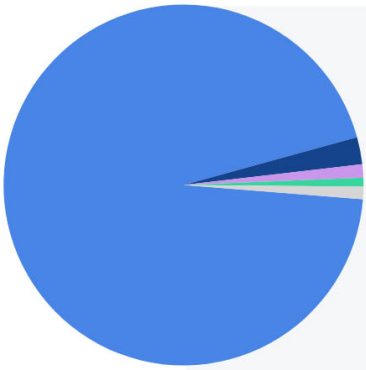


Financial Highlights for the Year Ended August 31, 2026

Operating Revenue

The Division's total revenue for 2025-2026 was $1,431.3 million, with the majority received from the Government of Alberta (GOA) as operational funding, outlined in the Funding Manual for School Authorities, a document revised each year to access and understand Alberta Education and Childcare funding.

Changes to the Division's funding profile were announced by the GOA after the spring budget was finalized. This includes the new Class Size and Complexity Grant announced in early 2026, where a portion of its funding is included in GOA revenue, along with the Teacher Salary Settlement Grant.

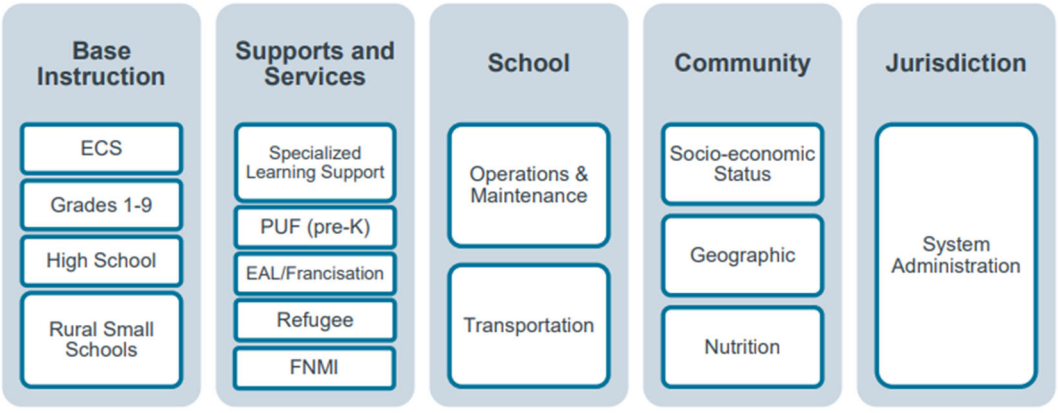


2025-2026 REVENUE (IN $ MILLIONS)

	$	%
GOA	1,352.3	94.5
Fees	34.8	2.4
Sales of Services and Products	17.0	1.2
Donations and Other Contributions	11.3	0.8
Other (rental, investment, and other government income	15.9	1.1
	1,431.3	**100.0**

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.



Snippet taken from the Funding Manual for School Authorities 2025-26 School Year, page 21.
Note: The Division does not receive the Rural Small Schools Grant under the Base Instruction category.

Financial Highlights for the Year Ended August 31, 2026

Operational funding from the GOA expanded through a base instruction grant rate increase of 2.32%, alongside an additional 5% total grant increase for specific program supports and services. Additionally, the new Adjusted Enrolment Method (see page 12 for more details) enables school divisions to capture operational revenues that more directly reflect actual, real-time enrolment growth.

Excluded from total revenue is $42.7 million in capital funding received from the GOA to build and modernize schools. These amounts are deferred until spent and recognized as revenue over the life of the school buildings. The Funding Manual for School Authorities breaks this down into three components:

- Major Capital Projects
- Modular Classroom Program
- Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR)

The purpose of IMR and CMR funding is described in the Funding Manual for School Authorities 2025-26 School Year as follows: *A board has the responsibility to manage its facilities to ensure that education is delivered in a safe learning environment*. This includes ensuring school facilities meet all regulatory requirements, particularly as they pertain to providing a safe and healthy learning environment.

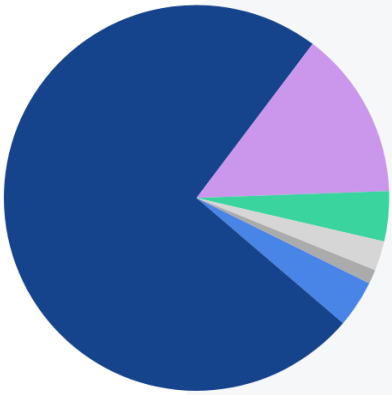
Note that a portion of the IMR grant is allocated to operational spending for non-capital projects based on the Division's needs. After the 2025-2026 school year, the IMR grant was discontinued and funds were reallocated toward classroom support and into the Operations and Maintenance grant.

Operating Expenses

Total operating expenses were $1,428.7 million, compared to the spring budget total of $1,447.5 million. This $18.8 million variance (1.3%) is mostly attributed to staffing where operational spending was less than anticipated as a result of the teacher labour action (see page 13 for more details).

Operational expenses do not include costs related to the design and construction to build, modernize, or replace schools, and other capital expenditures.

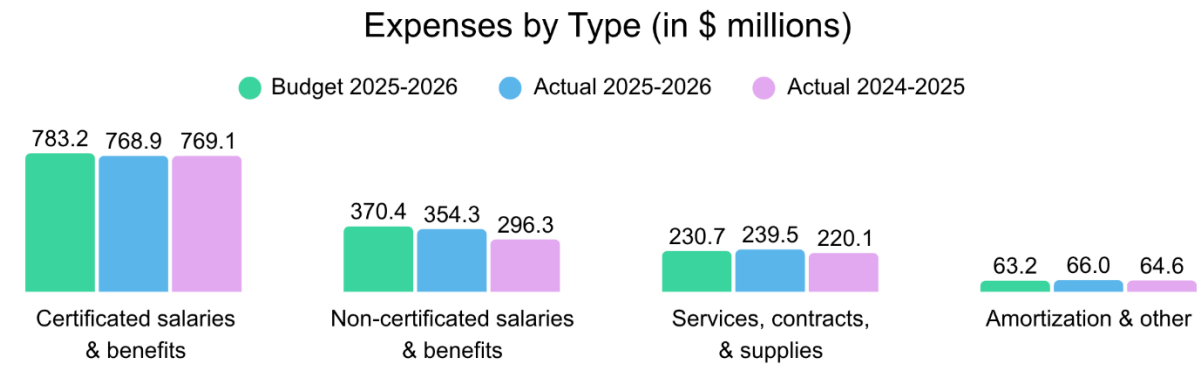
2025-2026 EXPENSES BY PROGRAM (IN $ MILLIONS)

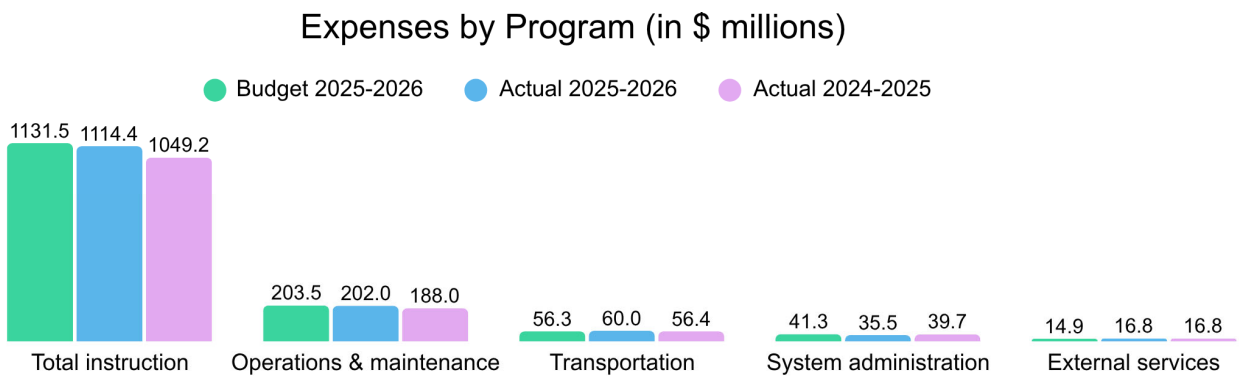


	$	%
Instruction - ECS	56.5	4.0
Instruction - Grade 1 to Grade 12	1,057.9	74.0
Operations and Maintenance	202.0	14.1
Transportation	60.0	4.2
System Administration	35.5	2.5
External Services	16.8	1.2
	1,428.7	**100.0**

Financial Highlights for the Year Ended August 31, 2026

The Division's Consolidated Financial Statements report expenses by type and program:





Total expenses are comprised of 75.5% staffing and 15.5% goods & services, with the remaining balance representing amortization and other.

Average per student spending is detailed below:

Year	Actual FTE Enrolment	Average Per Student Spending
2023-2024	110,044	$11,510
2024-2025	115,025	$11,368
2025-2026	117,288	$11,837

This calculation excludes total spending of School Generated Funds and the cost for External Services.

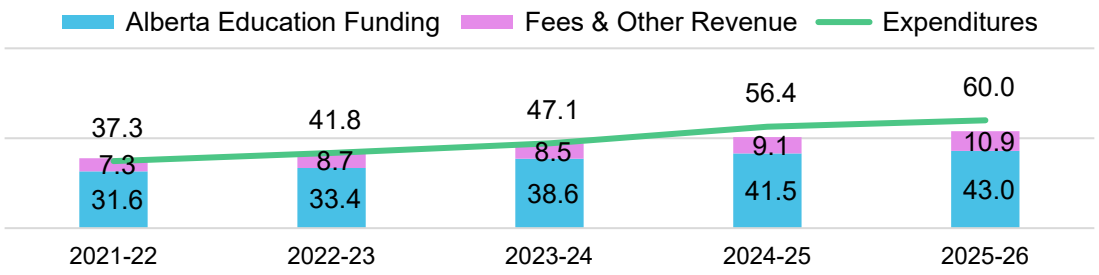
Financial Highlights for the Year Ended August 31, 2026

Transportation

Student Transportation is funded by targeted provincial transportation grants and student transportation fees. Since 2020, ridership has continued to outpace overall Division enrolment growth. Daily transportation service is provided to nearly 18,000 students on yellow buses, consisting of around 850 yellow bus routes. Driver shortages began to resolve in the 2024-2025 school year, and routes were fully staffed, accommodating for new work and added routes (64 new routes since September 2024) to address longer ride times, resulting in fewer delays for families.

For the 2025-2026 school year, costs to operate transportation services exceeded GOA funding and fees charged by $6.1 million (2024-2025 - $5.7 million). This deficit was covered by accessing the Division's accumulated operating surplus from prior years. Transportation reserves accumulated prior to 2024-2025 were fully depleted in the previous year.

Transportation Revenues & Expenses (in $ millions)



School Generated Funds

The 2025-2026 gross receipts in School Generated Funds (SGF) were $29.9 million, compared to $29.5 million projected in the spring budget. The budget is based on prior year averages, while the current year's increase is attributed to the Division's growth.

SGF expenses for the year totaled $29.1 million, consisting of:

- $22.6 million related primarily to extra-curricular activities and School Council funded activities and initiatives
- $6.5 million related to direct costs of other sales and services and fundraising

Gross receipts in SGF is comprised of:

Type	Budget ($ millions)	Actual ($ millions)
Fees	16.1	15.8
Fundraising	2.2	1.4
Gifts and Donations	6.2	6.5
Other sales and services	5.0	6.2
Total	29.5	29.9

Unexpended SGF on August 31, 2026 was $6.1 million, higher than the amount at the beginning of the school year of $5.3 million. This balance consists of:

- Deferred revenue: $1.7 million
- Unearned revenue: $1.5 million
- Accumulated surplus: $2.9 million

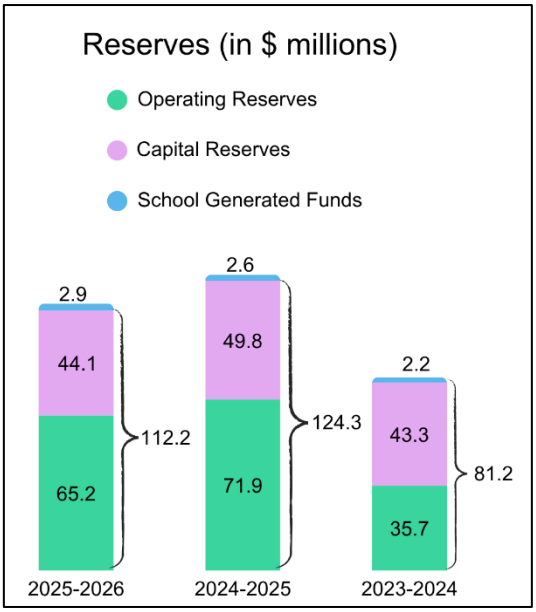
Financial Highlights for the Year Ended August 31, 2026

Current Year Operating Surplus

For the 2025-2026 year, the Division's total revenues exceeded expenses by $2.6 million, resulting in an operating surplus for the year. This surplus represents 0.2% of total expenses and is added to the Division's accumulated surplus balance.

Accumulated Surplus (Reserves)

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



Changes in accumulated surplus from the prior year include:

- Increase in SGF operating reserves of $0.3 million
- Decrease in operating reserves of $6.4 million
- Decrease in capital reserves of $5.7 million

The decrease in capital reserves of $5.7 million is attributed to:

- $0.6 million received for the sale of six non-operational surplus school sites: Mount Royal, Montrose, Rundle, Lawton, R. J. Scott, and Queen Mary Park. Under the Real Property Governance Act, these sites were transferred to the province at net book value.

Less:

- $6.3 million used to fund previous board approved capital projects, including:
  - Growth and Student Accommodation Programs
  - The Division's Energy and Environmental Strategy
  - Continued construction of the Centre for Education

The Funding Manual for School Authorities identifies a maximum limit of 6.0% on operating reserves as a percentage of total expenses from the previous school year. As of August 31, 2026, operating reserves represent 4.8% of total operating expenses reported in the August 31, 2025 Consolidated Financial Statements, calculated as:

$$\frac{\textbf{65.2 million}}{\textbf{1,350.0 million}} = \textbf{4.8\%}$$

Consolidated Statement of Financial Position

The Division's Consolidated Financial Statements are compiled in accordance with Public Sector Accounting Standards (PSAS) – a set of rules that guide how public sector organizations, including school divisions, record and report financial information to ensure its reports are accurate, consistent, and transparent.

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

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

Balance Sheet as at August 31, 2026 (In $ millions)	2026	2025	Increase (Decrease)
Assets:			
Cash and Cash Equivalents	268.8	205.4	63.4
Accounts Receivable	21.2	39.5	(18.3)
Capital Assets	1,511.9	1,410.3	101.6
Prepaid Expenses	11.4	11.1	0.3
Inventory of Supplies	5.0	5.2	(0.2)
Total Assets	**1,818.3**	1,671.5	146.8
Liabilities:			
Accounts Payable & Accrued Liabilities	92.6	78.1	14.5
Deferred Contributions	1,356.9	1,232.8	124.1
Employee Future Benefits	9.7	9.2	0.5
Asset Retirement Obligations	95.7	88.5	7.2
Debt: Debenture	6.7	7.5	(0.8)
Debt: Capital lease	10.5	11.8	(1.3)
	1,572.1	1,427.9	144.2
Accumulated Surplus:			
Opening Accumulated Surplus	243.6	197.4	46.2
Current Year's (Deficit) Surplus	2.6	46.2	(43.6)
Ending Accumulated Surplus	246.2	243.6	2.6
Total Liabilities and Accumulated Surplus	**1,818.3**	1,671.5	146.8
Accumulated Surplus Includes:			
School Generated Funds Reserves	2.9	2.6	0.3
Operating Reserves	65.2	71.9	(6.7)
Capital Reserves	44.1	49.8	(5.7)
Investment in our Board Assets	134.0	119.3	14.7
Total Accumulated Surplus	246.2	243.6	2.6

Consolidated Statement of Financial Position – Analysis

NOTE: *Detailed definitions for each asset and liability category are found in Appendix I: Definitions (page 17).*

As reflected in the Consolidated Statement of Financial Position, the Division's **Net Financial Debt** position is $17.2 million. Included in this balance is an **asset retirement obligation** (ARO) liability of $95.7 million (2024-2025 - $88.5 million).

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

in $ millions	2026	2025
Net Financial Assets (Debt) - Unadjusted	(17.2)	0.4
Remove: ARO Liability	95.7	88.5
Net Financial Asset - Adjusted	78.5	88.9

By removing the ARO liability, we arrive at a net financial asset position of $78.5 million, indicating financial health. As of August 31, 2026, all remaining liabilities are covered using either cash or assets that can be quickly converted to cash, with an adequate healthy balance of assets remaining.

The ARO liability is reviewed annually and adjusted when estimates change. During the 2025-2026 fiscal year, the Division reviewed its ARO liability and increased the rate used to estimate the remediation cost for each school site. The updated rate is in line with Alberta Infrastructure and considers inflationary estimates.

In addition, six non-operational surplus school sites were transferred to the province during the year. The ARO liability related to these sites was removed from the Division's Consolidated Financial Statements on transfer, since the Division no longer holds the obligation. The related asset costs and accumulated amortization were also removed.

As a result of these two items, the total ARO liability at August 31, 2026 is $95.7 million, compared to $88.5 million at August 31, 2025. Further detail is provided in Note 11 of the Consolidated Financial Statements.

The Division's **cash and cash equivalents** balance is $268.9 million, compared to $205.5 million in the prior year. This higher balance is attributed to an increase in grants from Alberta Education and Childcare announced after the spring budget, including $25 million for the Class Size and Complexity Grant. Additionally, a higher unspent CMR balance at the end of the year (i.e. higher cash inflows and lower cash outflows) also contributed to the higher cash balance.

The Division monitors its cash and cash equivalents balance and strategically places funds in short-term investments when appropriate, to take advantage of higher interest rates.

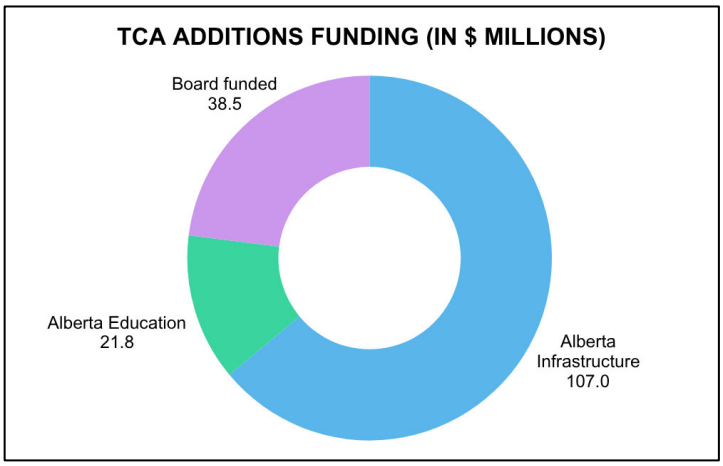
Consolidated Statement of Financial Position – Analysis

Unspent Funds (in $ millions)	CMR	IMR	Other
Opening balance	19.6	8.2	21.6
Received/receivable	19.4	14.4	118.0
Spent	(10.2)	(15.7)	(83.4)
Closing balance	**28.8**	**6.9**	**56.2**

Unspent deferred contributions include funds received under the CMR and IMR initiatives that have yet to be spent.

Included in "Other" is operational funding received from the province for Classroom Size Complexity, Transportation, and other GOA and non-GOA grants.

Total **tangible capital assets** (TCA) of $1,511.9 million increased by $101.6 million. This change consists of net additions of $133.7 million ($167.3 million in current year additions less $33.5 million in disposals) offset by accumulated amortization (net of disposals) of $32 million. Additions to TCA consist of:



$128.8 million in fully supported construction in progress and building costs funded by Alberta Infrastructure and Alberta Education, net of $8.7 million in disposals. This includes:

- Design and construction of five new schools and two replacement schools, all funded through the GOA's Schools Now Program:

Location	Grade	Type	Phase	Estimated Opening
Edgemont	K-9	New	Construction	TBD
Glenridding Heights	K-6	New	Construction	Fall 2028
Glenridding Heights	7-12	New	Construction	Fall 2028
McConachie	7-9	New	Construction	Fall 2028
Rosenthal	K-6	New	Construction	TBD
Delton	K-6	Replacement	Construction	TBD
Spruce Ave	7-9	Replacement	Construction	TBD

These schools were approved prior to the 2024-2025 Budget. Any school projects approved thereafter will no longer be transferred into the Division's capital asset balance, as per *the Education Amendment Act, 2025* (formerly *Bill 51*).

- Various modular projects
- Various Capital IMR Projects
- Various CMR Projects

Consolidated Statement of Financial Position – Analysis

$38.5 million in Board-funded capital purchases (including the use of the Division's capital reserves), net of $24.9 million in disposals. This includes:

- $7.8 million in capital projects and purchases using school budgets (includes Chromebooks and carts, various equipment, minor renovations, etc.)
- $21.3 million for various capital projects (including $8.5 million of Growth Accommodation funded by the operating reserve)
- $9.4 million in ARO asset additions due to the increased rate as previously noticed.

The Division's **spent deferred capital contributions** (SDCC) balance of $1,264.8 million consists of capital funds spent. This balance increased from the previous year by $128.8 million of supported capital TCA, as mentioned above. This is offset by $47.0 million in revenue recognized as amortization of the associated capital.

As at August 31, 2026, the Division has a total **accumulated surplus** of $246.2 million (2025 - $243.6 million). This is comprised of:

- $68.1 million in Operating Reserves (includes $2.8 million restricted for SGF). The current year operating surplus of $2.6 million and the net effect of capital-related items of $9.0 million resulted in a $6.4 million decrease to the operating reserves balance, compared to the prior year.

- $44.1 million in Capital Reserves (see Financial Highlights, page 6 for details).

- $134.1 million in Investment in Tangible Capital Assets which represents the net book value of the accumulated assets purchased by the Division less any unpaid debt used to pay for these assets.

Consolidated Statement of Operations

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

As a requirement under PSAS, the Consolidated Statement of Operations reflects the Division's original budget submission approved in the spring, which relies on projected full-time equivalent (FTE) enrolment.

In 2025-2026, the three-year Weighted Moving Average (WMA) was replaced with the Adjusted Enrolment Method (AEM) to calculate the Division's funded FTE enrolment.

Budgeted AEM FTE enrolment was 118,059, 1.3% higher than actual.

Year	Weighted Factor	FTE (Budget)	FTE (Actual)
2024-2025	30%	115,025	114,963
2025-2026	70%	119,359	117,288
AEM FTE Enrolment	**100%**	**118,059**	**116,590**

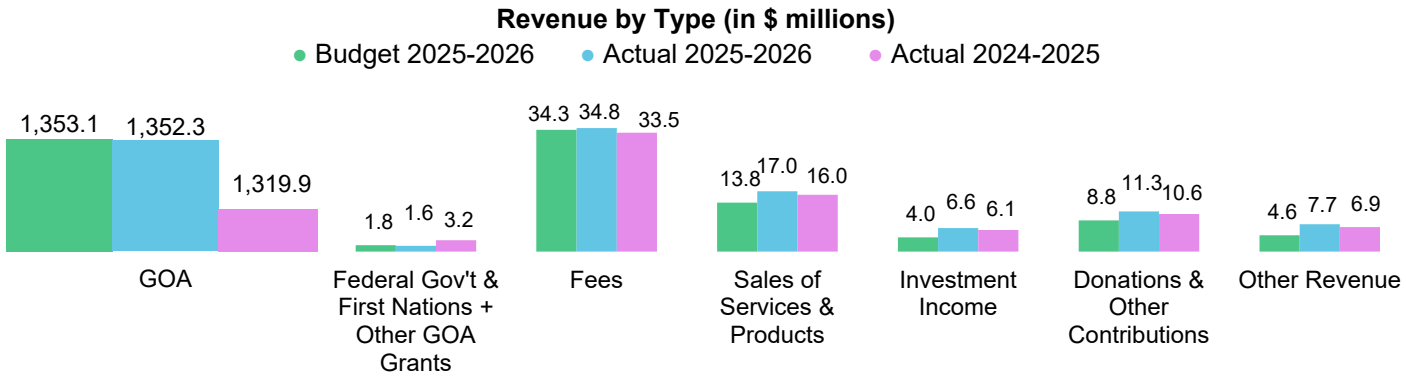
Consolidated Statement of Operations – updated to show variances

(in $ millions)	Actual 2026	Budget (Spring) 2025-26	Actual 2025	Actual 2026 vs Spring Budget	%	Actual 2026 vs Actual 2025	%
Revenues	A	B	C	D = A - B	E = D/B	F = A - C	G = F/C
Government of Alberta	1,352.3	1,353.1	1,319.9	(0.8)	-0.1%	32.4	2.5%
Other Government Grants	1.6	1.8	3.2	(0.2)	-11.1%	(1.6)	-50.0%
Fees	34.8	34.3	33.5	0.5	1.5%	1.3	3.9%
Sales of Services and Products	17.0	13.8	16.0	3.2	23.2%	1.0	6.3%
Investment Income	6.6	4.0	6.1	2.6	65.0%	0.5	8.2%
Donations and Other Contributions	11.3	8.8	10.6	2.5	28.4%	0.7	6.6%
Rental of facilities	5.0	4.6	5.3	0.4	8.7%	(0.3)	-5.7%
Gains on disposal of TCA	2.7	-	1.6	2.7	100.0%	1.1	68.8%
Total Revenue	**1,431.3**	**1,420.4**	**1,396.2**	**10.9**	**0.8%**	**35.1**	**2.5%**
Expenses							
Instruction - ECS	56.5	55.1	55.3	1.4	2.5%	1.2	2.2%
Instruction - Grade 1 to Grade 12	1,057.9	1,076.4	993.8	(18.5)	-1.7%	64.1	6.4%
Operations and Maintenance	202.0	203.5	188.0	(1.5)	-0.7%	14.0	7.4%
Transportation	60.0	56.3	56.4	3.7	6.6%	3.6	6.4%
System Administration	35.5	41.3	39.7	(5.8)	-14.0%	(4.2)	-10.6%
External Services	16.8	14.9	16.8	1.9	12.8%	-	0.0%
Total Expenses	**1,428.7**	**1,447.5**	**1,350.0**	**(18.8)**	**-1.3%**	**78.7**	**5.8%**
Operating (Deficit) Surplus	**2.6**	**(27.1)**	**46.2**				

Consolidated Statement of Operations – Revenue Variances

While the Division's spring budget was calculated based on projected AEM FTE enrolment, funding received in the year is based on September 30th enrolment numbers and adjusted at year end. Additionally, grant changes and announcements after the original budget submission date are reflected in actual revenue.

Total revenue was $10.9 million (0.8%) higher than budget and $35.0 million (2.5%) higher than the prior year.



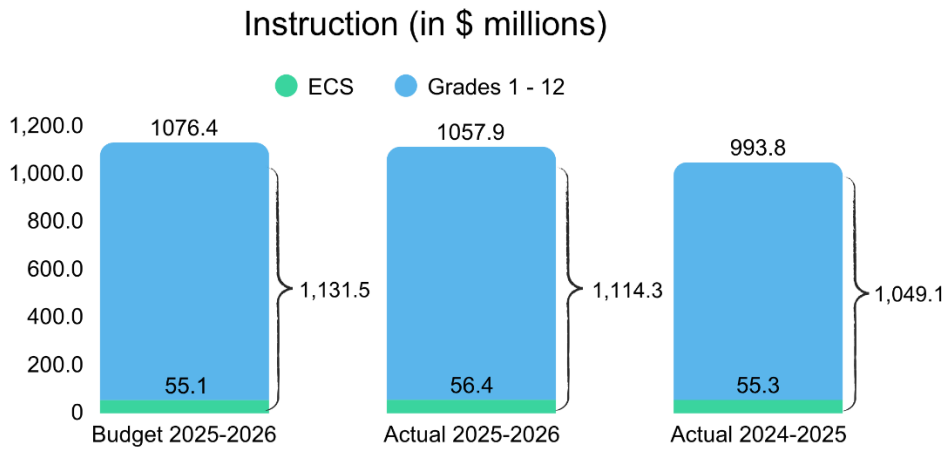
For 2025-2026, variances between budgeted and actual revenue include the following:

- GOA revenue was $0.8 million (0.1%) lower than budget and $32.4 million (2.5%) higher than the prior year. Details are noted under Financial Highlights, page 3.
- Federal Government and First Nations and Other Government Grants was $0.2 million (11.1%) lower than budget and $1.6 million (50.0%) lower than the prior year.
- Fees were $0.5 million (1.5%) higher than budget and $1.3 million (3.9%) higher than the prior year as small fee increases across the board increased fee revenue in the current year.
- Sales of Services and Products was $3.2 million (23.2%) higher than budget due to more international students and associated revenue than anticipated, and $1.0 million (6.3%) higher than the prior year. This category represents optional purchases made in schools, including clothing, food, optional supply purchases, yearbooks, pictures, etc. Sales fluctuate based on demand, preferences, and economic factors.
- Investment Income was $2.6 million (65.0%) higher than budget since the budget considered a lower bank balance and conservative interest rates, while remaining consistent with the prior year at $0.5 million (8.2%) higher.
- Donations and Other Contributions were $2.5 million (28.4%) higher than budget since Parent Advisory Committees (PAC) donations exceeded a conservative budget, and remaining consistent with the prior year at $0.7 million (6.6%) higher.
- Rental of facilities remained consistent at $0.4 million (8.7%) higher than budget and $0.3 million (5.7%) lower than the prior year.
- Gains on disposal of TCA were $2.7 million (100%) higher than budget and $1.1 million (68.8%) higher than the prior year. This includes the unbudgeted sale proceeds from the six non-operational surplus school sites. Proceeds can vary each year based on the sale of surplus land, which must have ministerial approval.

Consolidated Statement of Operations – Expense Variances

The Division's 2025-2026 total expenses were $18.8 million (1.3%) lower than budget and $78.72 million (5.8%) higher than the prior year.

Six programs are identified in the Consolidated Statement of Operations, detailed below. Program definitions are summarized from Alberta Education and Childcare's Guidelines for the Preparation of School Jurisdiction Audited Financial Statements for the Year Ended August 31, 2026, as well as the Funding Manual for School Authorities 2025/26 School Year.



Instruction

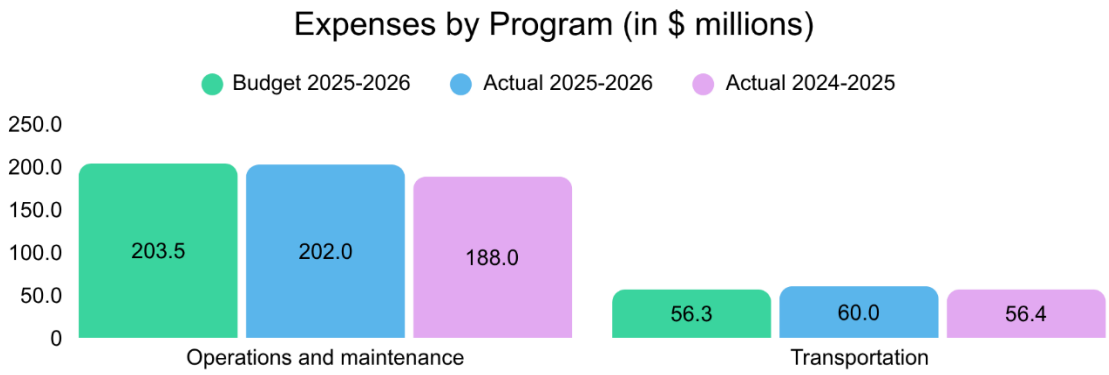
The Instruction Program includes all costs related to classroom and online learning including but not limited to teaching staff, support staff in classrooms or school administration, services, supplies, and furnishings and equipment. All academic, vocational and technical courses, along with organized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

- **Early Childhood Education (ECS) -** Included in these costs are expenses related to full-day Kindergarten. This program was $1.4 million (2.5%) higher than budget and $1.2 million (2.2%) lower than the prior year. Variances to budget are due to uncertainties at spring budget on specialized learning supports for kindergarten, which are offset in Grades 1 - 12 budgeted expenses.
- **Grades 1 - 12 -** this program was $18.5 million (1.7%) lower than budget and $64.1 million (6.4%) higher than the prior year.

From October 6 to October 29, 2025, approximately 51,000 Alberta teachers were involved in labour action. The 23-day labour dispute resulted in 16 missed instructional school days (excluding weekends and the Thanksgiving holiday) before the provincial government passed Bill 2 (*Back to School Act*) to legislate teachers back to work. The return-to-work settlement included retroactive salary payments, which were accounted for as an accrual in the Division's 2024-2025 Consolidated Financial Statements.

The variance in Instruction, as a whole (including SGF), was $17.1 million (1.5%) lower than budget and $65.3 million (6.2%) higher than the prior year.

Consolidated Statement of Operations – Expense Variances



Operations and Maintenance (O&M)

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

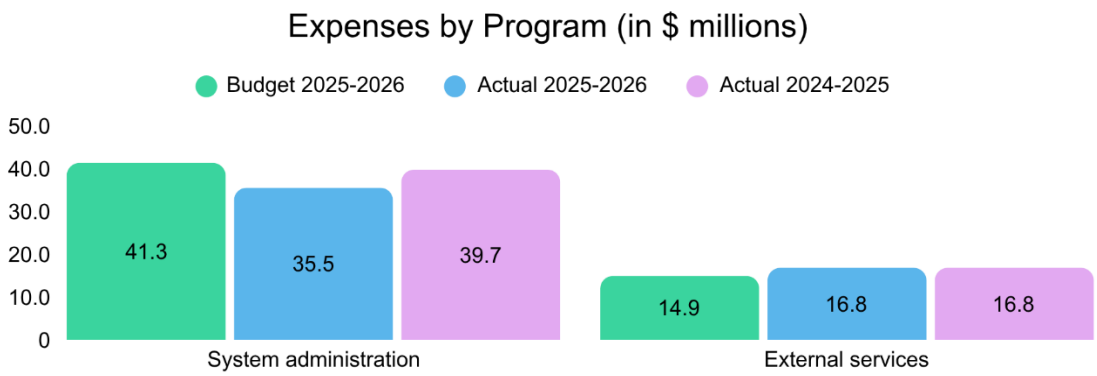
- This program was $1.5 million (0.7%) lower than budget and $14.0 million (7.4%) higher than the prior year.
- Utilities were lower than anticipated due to new contracts offering lower rates as well as milder winter temperatures.
- As detailed in Schedule 3 of the Consolidated Financial Statements, total expenses for O&M exceeded the targeted grant revenue, creating a program operating deficit of $20.5 million (2024-2025 - $12.6 million).
- Historically, O&M grant funds are not adequate to cover related expenses, requiring the Division to use other grant categories to cover the shortfall. The Division continues to utilize available operational surpluses to protect physical infrastructure while preserving core instructional priorities in classrooms.

Transportation

Transportation consists of activities related to the transportation of students to, from, and between schools.

- This program was $3.7 million (6.6%) higher than budget and $3.6 million (6.4%) higher than the prior year.
- See Financial Highlights (page 5) for additional details.

Consolidated Statement of Operations – Expense Variances



System Administration

To increase transparency and consistency across jurisdictions, System Administration expense definitions use a principle-based, pro rata model that accurately reflects the interconnected operations of school divisions while prioritizing resources for student learning. This Alberta Education and Childcare defined framework establishes clear reporting guidelines for trustee governance and requires central office and shared facility costs to be allocated consistently based on operational use.

- As per the Funding Manual for School Authorities, this grant is a targeted and dedicated allocation based on 3.2% of prior year expenditures.
- This program was $5.8 million (14.0%) lower than budget and $4.2 million (10.6%) lower than the prior year.
- Cost allocations are reviewed annually to ensure grant funding is optimized to directly support student learning.
- Expenses in this program cannot exceed grant funding; however, surpluses can be carried forward or transferred to other programs.

External Services

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

- This program was $1.9 million (12.8%) higher than budget, with no variance compared to the prior year. The variance to budget is offset by revenue as programs in external services must be fully self-funded and can vary year over year based on activity.

Other Statements and Schedules Included in the Audited Consolidated Financial Statements

Consolidated Statement of Cash Flows

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

Consolidated Statement of Change in Net Financial Assets

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

Consolidated Statement of Remeasurement Gains and Losses

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

Consolidated Schedule of Changes in Net Assets

- Provides information about the Division's activities that resulted in an increase or decrease in accumulated surplus. It breaks down all the components of the accumulated surplus. This statement, required by Public Sector Accounting Standards, is not particularly user-friendly to the lay person.

Consolidated Schedule of Deferred Contributions

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

Consolidated Schedule of Program Operations

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

The descriptions above were taken or adapted from ASBOA's *Audit and Financial Resources Toolkit* (https://asboalberta.ca/page/resources).

Appendix I: Definitions

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

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

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

Debt represents funds borrowed by the Division for capital purposes.

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

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

Liabilities are comprised of amounts owed by the Division.

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

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

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

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

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

Amortization expense shows how much of a tangible capital asset's cost is "used up" each year as the capital asset—like a building, bus, or computer—wears out or provides value over time.

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

Unspent Deferred Contributions include grants and donations received for a specific purpose. These represent obligations that the Division has for resources it has been provided. The most common deferred contributions the Division receives is for operational grants and donations. For example, Infrastructure Maintenance and Renewal (IMR) grants must be spent on school maintenance and repair. Unspent deferred contributions may also be capital in nature. Capital expenditures have a service life of multiple years, such as buildings, equipment, and motor vehicles. Externally restricted capital funds are classified as either Unspent Deferred Capital Contributions or Spent Deferred Capital Contributions.

Date	November 24, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	Additional Funds for Infrastructure and Technology Projects for 2026-2027
Originator	Todd Burnstad, Chief Financial Officer
Resource Staff	Terri Gosine, Ernest Kwan, Amanda Wong, Christopher Wright
Reference	*Education Act* - Section 139 2026-27 Funding Manual for School Authorities Board Policy CO.BP Fiscal Oversight and Accountability Administrative Regulation CVB.AR Guidelines for Surplus Funds for Central and School Decision Units

ISSUE

School divisions are obligated to submit a balanced budget and to operate within the funds the Division has available. This fundamental principle is monitored and enforced by Alberta Education and Childcare.

Based on the Division's audited financial statements for the year ended August 31, 2026, the Division ended the year with an accumulated operating surplus (excluding School Generated Funds) of $65 million, or just under five per cent of our total expenses as reported in the prior year audited financial statements. As per the Funding Manual, the maximum percentage allowed for operating reserves is six per cent.

As such, Administration is proposing a one-time release of accumulated operating surplus funds to the Infrastructure and Technology and Information Management (TIM) departments that would be distributed in the form of budget amendments. These amendments would provide access to these funds in addition to the approved 2026-2027 Approved Budget.

RECOMMENDATION

That a one-time budget amendment of $12 million to the Infrastructure and Technology and Information Management (TIM) central units to support infrastructure and technology improvements in support of schools be approved.

BACKGROUND

In accordance with the *Education Act,* the Board is responsible for ensuring effective stewardship of the Board's resources. Board Policy CO.BP Fiscal Oversight and Accountability provides direction for the Division in support of this responsibility, and includes direction:

- For the management of Division finances to be based on a foundation of integrity, prudence and public accountability.
- For the Board to approve:
  - The annual distribution of funds and any updates that are required throughout the year.
  - The annual operating budget and any expenditure of $1.2 million or more that is not accounted for in the current year budget (in alignment with Board Policy CHA.BP Delegation of Authority).

A school board's Accumulated Operating Surplus (AOS) is the total amount of money a school division has saved over time because of conservative budgeting and unspent funds.

The Division started the 2025-2026 school year with an AOS of $72 million (which represents approximately 5.5 per cent of our total operating expenses). The Division reported an operating deficit of $7 million during the 2025-2026 year, bringing the AOS to $65 million or just under five per cent of our operating expenses. This brings us close to the six per cent maximum threshold limit allowed by Alberta Education and Childcare without having to seek an exception or the requirement to seek Ministerial approval before accessing surplus funds (per the 2026-2027 Alberta Education Funding Manual, Section K3).

For the current school year, the Province has provided additional targeted grants to address class size and complexity in schools. For 2026-2027, these grants have provided $78 million for the Division to be used to hire additional staff. As these grants were province-wide, school divisions like Edmonton Public Schools are experiencing timing delays related to the hiring of staff. Although these grants are targeted and can only be used for the intended purpose, they are drawing on the same staff that the Division would have been hiring as part of normal operations, which will result in the Division generating a surplus.

RELATED FACTS

The current Administrative Regulation CVB.AR, Guidelines for Surplus Funds for Central and School Decision Units , does not permit individual schools or central decision units to carry forward any unused funds between fiscal years. Earlier versions of Administrative Regulation CVB.AR allowed for schools and central decision units to carry forward up to three per cent of their operating surplus between school years. At the same time, schools that ended the year in a deficit were expected to repay the deficit in the following year using their budget allocation. When the administrative regulation was updated to align with legislation changes, schools and central decision units were no longer able to carry forward any surplus and any deficits incurred were also absorbed into the total division ending accumulated surplus balance.

In support of Division Strategic Plan Priority 1, ‘Expand impactful and innovative learning for all students’, and Priority 3, ‘Centre good relationships to enhance belonging, safety and well-being for students and staff’, funds earmarked for Infrastructure and Technology and Information Management central units would support:

- classroom and facility upgrades that support the student learning environment, enhance security and support programming such as Career and Technology Studies and Career and Technology Foundations
- improving the functional condition of our facilities while reducing deferred maintenance

- enhancing Division technologies that elevate digital learning for students and educators, empower parents and guardians to support their children's learning journeys, and strengthen protections for student privacy and online safety.

OPTIONS

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

1. Approve the one-time budget amendment for $12 million to the Infrastructure and Technology and Information Management (TIM) central units to support infrastructure and technology improvements in support of schools.
2. Approve a different amount to release to the Infrastructure and Technology and Information Management (TIM) central units, based on a percentage (for example, release 50 per cent of the proposed amendment amount).
3. Take no action at this time. The funds will remain in the Division's Accumulated Operating Surplus (AOS) balance for future use (subject to Ministerial approval if the balance exceeds the maximum limit).

CONSIDERATIONS and ANALYSIS

The Division is approaching the six per cent maximum limit allowed for our AOS. If the Division exceeds this limit at the end of the 2026-2027 school year, the Division will need to submit a detailed plan to the Minister of Education and Childcare outlining how these excess surplus funds will be used in future years.

The proposed budget amendment, in addition to the initiatives already planned and approved for 2026-2027, that are being funded by accessing the AOS, will result in a projected ending operating surplus of approximately $34 million (equal to approximately three per cent of our total operating expenses).

NEXT STEPS

If approved, the budget amendment will be processed before the end of December.

TB:ja

Date	November 24, 2026
To	Board of Trustees
From	Superintendent of Schools
Subject	Annual Education Results Report 2025-26 School Year
Originator	Ron Thompson, Superintendent of Schools
Resource Staff	Angela Anderson, Danette Andersen, Clarice Anderson, Lauren Arscott, Amanda Barrett, Catherine Bay, Marnie Beaudoin, Anne-Marie Belley, Dave Bennell, Kristel Busby, Todd Burnstad, Andrea Colling, Vicki de Haan, Kim Diggle, Kelsey Dubel, Karlie Elsey, Bryan Evans, David Evans, Vicki Evans, Husna Foda, Zaki Hirabe, Lee Hodgkinson, Katie Holubowich, Sean Jones, Ian Kucerak, Willa Kung-Sutton, Jill Kwakniewski, Christie Ladouceur, Waishing Lam, Rin Lawrence, Lori Anne Ledda, Owen Livermore, Maegan Lukian, Tracy Mastrangelo, Danille McLennan, Coreen Moccia, Colette Mondor, Aaron Muller, Darlene Olson, Nancy Petersen, Janice Pinnock, Jennifer Price, Randy Radmanovich, Wanas Radwan, Elaine Rederburg, Maureen Roszell, Shelley Ryan, Sunita Sas, Billie-Jo Scott, Tom Sedens, Christine Simmons, Melissa Skinner, Leanne Spelman, Soleil Surette, Anne Szczesny, Jennifer Tejada, Sharon Then, Andrea Volk, Tamarah Willis, Christopher Wright, Amanda Wong, Greg Wongda, Jon Yin.
Reference	Funding Manual for School Authorities 2026/27 School Year (Sections B and L)

ISSUE

Alberta Education and Childcare requires school jurisdictions to submit an Annual Education Results Report (AERR) by November 30, 2026. This year's AERR reports on the Division's progress for the 2025-26 school year.

RECOMMENDATION

1. **That the Edmonton Public Schools' 2025–26 AERR be approved.**

BACKGROUND

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

The AERR is legislatively required as per the *Education Act,* Section 67; Sustainable Fiscal Planning and Reporting Act, Section 10; *Education Act*, School Councils Regulation (94/2019), Section 12; and Ministerial Grants Regulation (AR215/2022), as amended, Sections 3 and 8.

The AERR serves as part of the annual planning, reporting and monitoring cycle the Division uses to advance its strategic direction, as set out in the 2022-26 Strategic Plan. The AERR reflects the Division's progress over

the past year in support of high-quality public education and meeting the Division's priorities for 2025–26 as set out in year four of the 2022–26 Four-Year Education Plan. In collaboration with families and community, we continued our efforts to empower every student to live a life of dignity, fulfillment, empathy and possibility.

RELATED FACTS

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

OPTIONS

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

1. Approve the 2025–26 AERR as written.
2. Provide feedback and request changes be made to the 2025–26 AERR prior to submission to the province by November 30, 2026.

CONSIDERATIONS and ANALYSIS

The Division is required to submit an approved version of the AERR to Alberta Education and Childcare by November 30, 2026.

NEXT STEPS

Upon approval, the final AERR will be submitted to the province and posted for public awareness on the Division website by November 30, 2026.

ATTACHMENTS and APPENDICES

ATTACHMENT I Annual Education Results Report 2025-26 School Year

RT:ss

EDMONTON PUBLIC SCHOOLS

Annual Education Results Report (AERR) 2025–26 *School Year*

3020 The Edmonton School Division
Submitted to Alberta Education
November 2026

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Message from the Board Chair and Superintendent

Edmonton Public Schools is honoured to have served over 121,000 students and their families in the 2025–26 school year. We believe that an investment in children is the best investment we can make as a society. Public education is a fundamental good, positively impacting productivity, income, civic participation and health[1]. Our work in support of student success is guided by this belief, which is reflected in the 2022–26 Division Strategic Plan, and our actions are grounded in our Cornerstone Values—*Accountability, Collaboration, Equity and Integrity*.

Foundational to a thriving school community and student success is the strong partnership between families and educators. The importance of this partnership unfolds every day across our school communities as we work together in support of student success.

This year's Annual Education Results Report reflects the Division's progress over the past year in support of high-quality public education and meeting the priorities for 2025–26 as set out in year four of the 2022–26 Four-Year Education Plan. This report summarizes our collaborative work with families and the community over the 2022–26 Education and Strategic plans. As we wrap up these initiatives, we are proud of our progress in empowering every student to live a life of dignity, fulfillment, empathy, and possibility, and we are excited to carry this momentum into our 2026–30 strategic work.

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

Holly Nichol
Board Chair

Ron Thompson
Superintendent of Schools

[1] Moretti, 2005; Lochner, 2011; Deming, 2022

Accountability Statement

Under the direction of the Board of Trustees, the Annual Education Results Report for Edmonton Public Schools for the 2025–26 school year was prepared in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act.* The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2025–26 was approved by the Board of Trustees on November xx, 2026.

Holly Nichol
Board Chair
(original signed)





2022–26
Division Strategic Plan

Priority 1

Build on outstanding learning opportunities for all students.

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

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

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

Priority 2

Advance action towards anti-racism and reconciliation.

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

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

Priority 3

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

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

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

EDMONTON PUBLIC SCHOOLS

How to Read this Report

The Annual Education Results Report (AERR) serves as a comprehensive accountability tool that gathers data from many sources. To provide a transparent overview of Edmonton Public Schools' activities in support of the fourth year of the 2022–26 Four-Year Education Plan, this report has been organized and designed to promote clarity. As a Division, we are accountable to Alberta Education and Childcare, and the following guiding documents:

- Alberta Education and Childcare oversees provincial education policy and regulations and as such the AERR reports on provincial requirements as outlined in the 2026–27 Funding Manual for School Authorities.
- Edmonton Public Schools selects local measures that are outlined in the Division's 2022–26 Four-Year Education Plan, which was informed by the 2022–26 Division Strategic Plan and the Alberta Education and Childcare: Ministry Business Plan 2024–27.

This report will include the following sections:

- Who We Are: introducing our Board of Trustees and Division Leadership.
- Accountability and Assurance: our evaluations through the Alberta Education and Childcare Assurance Measures (AECAMs) and avenues for Division and school-level engagement.
- Progress towards each of the three Strategic Plan Priority areas, specifically referencing Outcomes, Goals and Strategic Actions that were identified within the 2022–26 Four-Year Education Plan, as well as any additional actions taken to enhance pathways for student success.
- Summary of our Financial Results from the Year.
- Annual Report of Disclosures.
- Appendices for supplementary data on our Division's work that may be helpful for understanding our story.

Coloured tables are used to clarify the data sources for both provincial and local measures utilized in this report, as per the charts below:

Provincial Assurance Measures

Assurance Measures from Alberta Education and Childcare are indicated in the gray headers.					
In addition, when presenting our *Required Alberta Education and Childcare Assurance Measures—Overall Summary* table (*e.g. Table 2, page 14*), we have included the provincial measure evaluation terminology (achievement, improvement and overall) and colours for a clearer picture of our students' current educational standing in Alberta. We have applied this comparison information to all provincial assurance tables in the report where available. Every year, the province assesses performance across all school authorities through assurance measures, including the Alberta Education and Childcare Assurance (AECA) survey, Provincial Achievement Tests (PATs) in Grades 6 and 9 and Diploma Exams results, as well as three-, four- and five-year high school graduation, drop out, Rutherford Scholarship and transition rates. These results are categorized using Alberta Education and Childcare's colour-coded system and indicators, as shown in the chart below.					
Achievement	Very Low	Low	Intermediate	High	Very High
Improvement	Declined Significantly	Declined	Maintained	Improved	Improved Significantly
Overall	Concern	Issue	Acceptable	Good	Excellent

Note: For a detailed breakdown of each level's calculation and measure evaluation, refer to *Appendix A*.

Local Data and Measures

Local Data from Edmonton Public Schools indicated using the colour palette from the 2022-26 Strategic Plan (yellow, blue and orange)



Local data sources include the Division Feedback Survey (DFS), Extended Student Demographic Survey (ESDS), and Belonging and Safety Division Data.

In addition, local data also includes anecdotal information for observed trends and tendencies from the multiple pathways of Division-level engagement, including: advisory committees, community consultations, communities of practice, and catchment conversations.

Who We Are

Board of Trustees

Edmonton Public Schools proudly served over 122,000 students in the 2025–26 school year. This work was done under direction set out in the *Education Act*. This responsibility is fulfilled by providing oversight and stewardship to public education, evaluating and reporting on results achieved and setting priorities and policies that provide overall direction for the Division and provide each student with the opportunity to achieve their potential. Learn more about the Board of Trustees at: epsb.ca/ourdistrict/board.



Left to right: Sherri O'Keefe *(Ward A),* Sarah Doll *(Ward E)*, Linda Lindsay *(Ward B)*, Nickela Anderson *(Ward D)*, Saadiq Sumar *(Ward G)*, Jan Sawyer *(Ward I)*, Julie Kusiek *(Ward F)*, Holly Nichol *(Ward C)*, Melanie Hoffman *(Ward H).*

Division Leadership

The Superintendent, with the support of the Division Support Team (DST), provides advice and support to the Board of Trustees, ensures the Division meets expectations set out in board policy, administrative regulations and all relevant legislation and works toward the goals and outcomes of the 2022–26 Division Strategic Plan. The 2025–26 Division Support Team was comprised of:

Ron Thompson Superintendent of Schools

Angela Anderson	Chief Human Resources Officer	**Kathy Muhlethaler**	Assistant Superintendent, Instructional and Strategic Division Supports
Todd Burnstad	Chief Financial Officer	**Nancy Petersen**	Managing Director, Strategic Division Supports
Grace Garcia Cooke, KC	General Counsel	**Kent Pharis**	Assistant Superintendent of Schools
Andrea Cooper	Assistant Superintendent of Schools	**Cliff Richard**	Chief Infrastructure and Technology Officer
Kelsey Duebel	Director, Board and Superintendent Relations	**Carrie Rosa**	Managing Director, Communications
Martin Fechner	Assistant Superintendent of Schools	**Liz Yule**	Assistant Superintendent of Schools

Division Overview

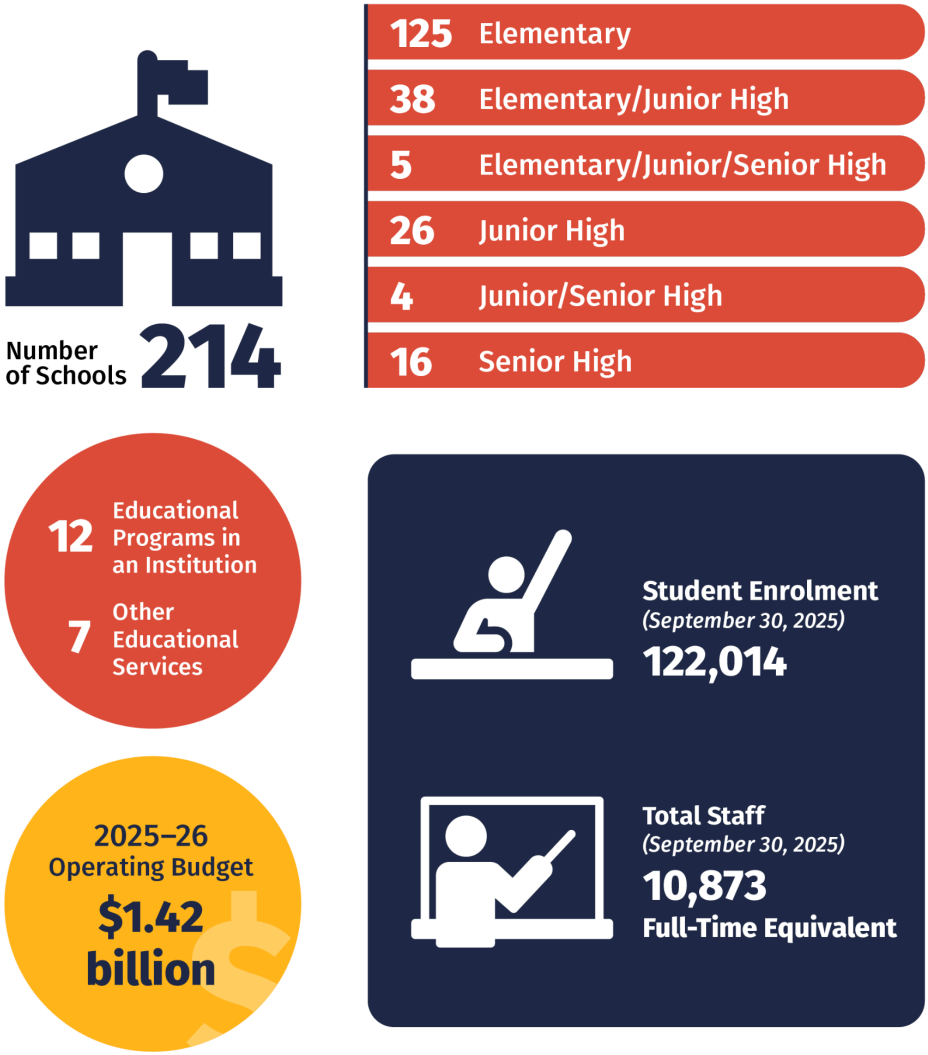
The Division is committed to enhancing pathways for success for every student we serve. This work is a collective responsibility shared among the Board of Trustees, senior leadership, staff, as well as families and community members who, together, strive to fulfil the Division's 2022–26 Vision: *Enhancing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

To meet the diverse range of students' learning needs and to support family choice, the Division offers many educational program options, including regular programming from Kindergarten to Grade 12, more than 30 alternative programs and 13 specialized programming options, including Pre-Kindergarten. A comprehensive list of all programming from Edmonton Public Schools can be found on epsb.ca.

In the fall of 2025, 61 public, separate and Francophone school divisions across the province were involved in labour disruption, resulting in an interruption of learning for all students during the month of October.

In response to the feedback from teachers, families, school divisions and communities around the challenges of complex classrooms and class sizes, the Province announced additional targeted funding. For the Division, this amounted to $82 million, out of which $5 million was spent in 2025-26, with the remaining balance of $77 million being available for the 2026-27 school year. The Division values this investment, which provided additional support and helped to strengthen learning environments where students and staff can thrive.

Figure 1. *Edmonton Public Schools' Educational Infrastructure and Demographic Overview for the 2025–26 School Year*



Student Profile

In September 2025, the Division welcomed over 122,000 students into our schools, an increase of 1.5 per cent over the previous year. Over the four years of the 2022–26 Strategic Plan, the Division has experienced a 11.1 per cent growth in overall student enrolment, while Edmonton experiences a net population increase of 15.3 per cent, as per provincial population data[2]. The Division's greatest increase was in the number of special education-coded students, where the rate of change was 32.3 per cent between 2022 and 2025. This trend in enrolment is further broken down by year in Table 1 for a more detailed understanding.

Table 1 showcases four elements of enrolment data for the past four years: overall student enrolment, English as an Additional Language learners (EAL), self-identified First Nations, Métis, and Inuit learners and students meeting provincial special education coding requirements, as calculated at the end of September of every school year.

Table 1. Student Profile—September	2022	2023	2024	2025	Net Change Over 4 Years (%)
Total students	109,840	115,176	120,198	122,014	11.1%
English as an Additional Language students	26,068	29,159	28,674	27,810	6.7%
Self-Identified First Nations, Métis and Inuit students	9,227	9,299	9,221	9,506	3.0%
Special Education-Coded students	13,370	14,535	16,562	17,683	32.3%



[2] Regionaldashboard.alberta.ca—Last updated—January 16, 2026.

Accountability and Assurance

Edmonton Public Schools' AERR celebrates the Division's accomplishments and highlights the results from the 2025–26 school year. The AERR provides an annual overview of Edmonton Public Schools' commitment to advancing both our Division priorities and those of the province. As well, the AERR complements the other reporting available, including School Plans and Results Review (*see Appendix B*), Catchment Conversations and other updates to the Board of Trustees. Within the Division's culture of evidence-based decision-making, these reporting processes help the Division to monitor for progress, reflect on what has been accomplished, determine strategic actions and the best use of resources. As well as data, the Division also uses student voice, feedback from families, partners and members of the community to help inform ongoing work. This approach reflects alignment with the intent and structure of the provincial assurance framework.

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

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

Upon approval from the Board of Trustees, the AERR will be posted on the Division's website at epsb.ca/ourdistrict/results/aerr and then be submitted to Alberta Education and Childcare by November 30, 2026. As well, results review documents and budget plans are available on epsb.ca.

Alberta Education and Childcare Assurance Measures

The Alberta Education and Childcare Assurance Measures (AECAMs) serve as one source of information, guiding our efforts towards continuous improvement. The following four tables (*see Tables 2–5, starting on page 14*) provide a summary of Division results through the lens of Alberta Education and Childcare's five assurance domains:

- Student Growth and Achievement
- Teaching & Leading
- Learning Supports
- Governance and Local
- Societal Context

Each assurance domain can have one or more measures, which can include student achievement results and/or survey results. The primary purpose of the education system is student achievement and growth, which is the core outcome for the assurance framework.[3] Within its local and societal context and under the direction of our 2022–26 Division Strategic Plan, Edmonton Public Schools supports each of its students to live a life of dignity, fulfilment, empathy and possibility through the work undertaken in support of student growth and achievement. The work engaged in by the Division in respect to the other four domains supports and strengthens the efforts focused on student growth and achievement.

[3] Alberta Education and Childcare Funding Manual 2025–26, p.30.

Data Updates

Assurance Survey	In 2024–25, there was a change to the process for inviting families to participate in the provincial Assurance Measures survey[4]. Historically, Alberta Education and Childcare mailed a survey invitation directly to families; however, in 2024–25, school divisions were asked to share the provincial survey invitation with their families directly. At Edmonton Public Schools the survey invitation is sent directly to eligible families via email. Overall, 26 per cent fewer families completed the survey in 2025–26 than in 2023–24, the last year before the change occurred.
Provincial Achievement Tests (PATs)	**In the 2025–26 school year, the status of Grade 6 Provincial Achievement Tests (PATs) administered were:** ● New Curriculum: ○ English Language Arts and Literature 6, Mathematics 6, French Immersion Language Arts and Literature 6 année, Français langue première et littérature 6 année, and Science 6 ● Optional Implementation: ○ Social Studies 6 **Grade 6 aggregate PAT results are not available:** ● Aggregate reporting is for tests that have achievement standards and are administered to all students across the province. No Grade 6 tests administered in the 2025–26 school year met these criteria. Grade 9 aggregate PAT results: ● Participation in Grade 9 PATs was affected by the cancellation of the January 2026 sitting. Caution should be used when interpreting trends over time for the province and school authorities affected by this event.
Diploma Examinations	**Impact of the cancellation of January 2026 administration:** ● Diploma Examinations results for 2025–26 do not include the results of the January 2026 Diploma Examinations administration. Subsequently, Diploma Examinations results for the 2025–26 school year are: ○ not evaluated against the provincial standards (Achievement) or previous 3-year averages (Improvement); ○ included in the calculation of future provincial standards; and ○ included in the calculation of 3-year averages used to evaluate improvement of future provincial assessment results. ● Caution should be used when interpreting trends over time. **Updating provincial standards for Diploma Examinations** While Diploma Examinations results cannot be evaluated against provincial standards for 2025–26 (Achievement), new provincial standards have been calculated for: ● Mathematics 30-1 and Mathematics 30-2; and ● Diploma Examinations aggregate for Acceptable Standard and Standard of Excellence.

[4] See this site for the specific Alberta Education and Childcare Assurance (AECA) survey questions that make up the measures in each Assurance Domain.

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

Notes:

1. The standard of excellence results for PATs and Diplomas are a subset of the acceptable standard results.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
3. Caution should be used when interpreting high school completion rate results over time, as participation in the 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
6. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic in 2021/22. School year 2021/22 is not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
7. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and cancellation of the January 2026 sitting. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
9. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
10. Participation in the 2025/26 Diploma Exams was impacted by the January 2026 exam administration cancellation. School year 2025/26 is not compared with previous years' results and will not be included in the rolling 3-year average. Caution should be used when interpreting trends over time.

Overall Summary

In general, we have much to celebrate, while also recognizing the opportunities for continuous improvement as we close out the 2022–26 Division Strategic Plan and 2022–26 Four-Year Education Plan. These results also affirm the focus of the 2026–30 Division Strategic Plan and the 2026–30 Four-Year Education Plan (Year One), which the Division is supporting through intentional efforts that promote safe and caring school environments and high-quality teaching and learning experiences.

Tables 2 and 3 provide a summary of both the Division's results and those of the province, enabling us to better understand our results within a broader context. This comparison is presented both quantitatively and through the coloured-coded provincial achievement standards (red, orange, yellow, blue or green).

Table 2. Required Alberta Education and Childcare Assurance Measures—Overall Summary

All Students—Division compared to Province

Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement												
Student Learning Engagement	**84.3**	83.4	83.3	Intermediate	Improved	Good	**84.2**	83.9	84.0	Intermediate	Improved	Good
Citizenship	**81.0**	78.3	79.0	High	Improved Significantly	Good	**81.2**	79.8	79.8	Very High	Improved Significantly	Excellent
3-year High School Completion	**78.5**	77.8	77.5	Intermediate	Improved	Good	**82.1**	81.4	80.8	Intermediate	Improved Significantly	Good
5-year High School Completion	**84.7**	85.9	86.1	Intermediate	Declined Significantly	Issue	**86.7**	87.1	87.9	Intermediate	Declined Significantly	Issue
PAT9: Acceptable	**61.0**	63.4	62.9	Very Low	Declined Significantly	Concern	**60.8**	62.5	62.6	Very Low	Declined Significantly	Concern
PAT9: Excellence	**18.1**	19.4	19.1	Intermediate	Declined	Issue	**15.5**	15.6	15.5	Intermediate	Maintained	Acceptable
Diploma: Acceptable	**81.2**	81.8	81.2	n/a	n/a	n/a	**80.2**	82.0	81.3	n/a	n/a	n/a
Diploma: Excellence	**27.5**	25.9	25.1	n/a	n/a	n/a	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading												
Education Quality	**87.4**	86.5	87.1	High	Improved	Good	**87.8**	87.7	87.8	High	Maintained	Good
Learning Supports												
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**84.7**	82.3	82.7	Intermediate	Improved Significantly	Good	**85.8**	84.4	84.4	Intermediate	Improved Significantly	Good
Access to Supports and Services	**77.6**	76.6	77.2	Low	Improved	Acceptable	**79.5**	80.1	80.2	Intermediate	Declined Significantly	Issue
Governance												
Parental Involvement	**77.7**	**77.6**	77.6	Intermediate	Maintained	Acceptable	**79.9**	80.0	79.5	High	Improved	Good

Table 3. Supplemental Alberta Education and Childcare Assurance Measures—Overall Summary												
All Students—Division compared to Province												
Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
4-year High School Completion	**83.0**	81.7	83.2	Intermediate	Maintained	Acceptable	**85.5**	84.7	85.4	Intermediate	Maintained	Acceptable
Drop Out Rate	**2.2**	2.3	2.2	Very High	Maintained	Excellent	**2.4**	2.4	2.5	Very High	Maintained	Excellent
Rutherford Scholarship Eligibility Rate	**66.8**	68.3	70.4	Intermediate	Declined Significantly	Issue	**68.8**	69.4	70.7	Intermediate	Declined Significantly	Issue
Transition Rate (6 yr)	**67.5**	66.1	65.5	High	Improved Significantly	Good	**61.0**	59.9	59.9	Intermediate	Improved Significantly	Good



Alberta Education and Childcare and Edmonton Public Schools are dedicated to providing timely and relevant learning support for EAL students and self-identified First Nations, Métis, and Inuit students. The summaries of these results are outlined below in Tables 4 and 5.

English as an Additional Language Students

In 2023–24, as part of the annual review of students coded as EAL learners, schools reviewed academic information to see if students still required support. As a result of this work, significantly fewer students were identified for coding as EAL learners, particularly in junior high and high schools. These changes continue to be reflected in 2025–26 data as seen in the three and four year high school completion rates *(see more details in Appendix C, Tables C10 and C16)*. However, the Division's 5-year high school completion results for EAL students highlight that given time and support these learners catch up with their peers, as it is similar to the Division's overall 5-year rate.

Table 4. Alberta Education and Childcare Assurance Measures—Overall Summary

English as an Additional Language Students—Division compared to Province

Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement												
3-year High School Completion	**55.7**	56.9	65.7	Very Low	Declined Significantly	Concern	**74.5**	73.5	72.8	Intermediate	Improved	Good
4-year High School Completion	**64.5**	78.0	80	Very Low	Declined Significantly	Concern	**81.3**	81.1	82.8	Intermediate	Declined	Issue
5-year High School Completion	**85.1**	83.7	85.4	Intermediate	Maintained	Acceptable	**85.0**	85.3	87.4	Intermediate	Declined Significantly	Issue
PAT9: Acceptable	**45.8**	43.0	50.0	Very Low	Declined Significantly	Concern	**51.7**	51.2	53.0	Very Low	Declined	Concern
PAT9: Excellence	**10.1**	7.9	11.3	Low	Maintained	Issue	**10.3**	10.0	10.4	Low	Maintained	Issue
Diploma: Acceptable	**60.3**	64.7	64.7	n/a	n/a	n/a	**62.1**	67.4	67.0	n/a	n/a	n/a
Diploma: Excellence	**13.4**	15.2	15.6	n/a	n/a	n/a	**12.8**	14.8	14.2	n/a	n/a	n/a
Supplemental Measures												
Drop Out Rate	**2.9**	3.4	2.4	High	Declined	Acceptable	**2.9**	3.1	2.7	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	**43.6**	39.6	51.2	Very Low	Declined Significantly	Concern	**52.9**	52.0	56.4	Low	Declined Significantly	Concern
Transition Rate (6 yr)	**71.2**	71.4	69.9	High	Maintained	Good	**64.6**	64.6	64.2	High	Maintained	Good

First Nations, Métis, and Inuit Students

Results in Table 5 reinforce the importance of the Division's work in support of reconciliation and First Nation, Métis, and Inuit student success which is explored in greater detail in the Priority 2 Goal 2 section of this report.

Table 5. Alberta Education and Childcare Assurance Measures—Overall Summary

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

Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement												
3-year High School Completion	**47.7**	45.6	46.2	Very Low	Maintained	Concern	**61.8**	59.8	58.5	Very Low	Improved Significantly	Acceptable
4-year High School Completion	**55.5**	56.4	55.5	Very Low	Maintained	Concern	**67.1**	65.8	65.6	Very Low	Improved	Issue
5-year High School Completion	**59.7**	61.8	60.5	Very Low	Maintained	Concern	**69.2**	69.7	70.1	Very Low	Maintained	Concern
PAT9: Acceptable	**31.0**	36.1	34.0	Very Low	Declined	Concern	**38.9**	41.6	40.8	Very Low	Declined Significantly	Concern
PAT9: Excellence	**3.6**	5.6	5.1	Very Low	Declined	Concern	**5.4**	6.3	5.9	Very Low	Maintained	Concern
Diploma: Acceptable	**78.1**	78.5	76.6	n/a	n/a	n/a	**76.2**	77.5	76.4	n/a	n/a	n/a
Diploma: Excellence	**14.7**	11.8	11.3	n/a	n/a	n/a	**12.2**	11.9	11.7	n/a	n/a	n/a
Supplemental Measures												
Drop Out Rate	**5.5**	5.8	5.9	Intermediate	Maintained	Acceptable	**4.8**	5.2	5.2	Intermediate	Improved	Good
Rutherford Scholarship Eligibility Rate	**43.3**	42.1	43.0	Very Low	Maintained	Concern	**44.0**	44.0	43.9	Very Low	Maintained	Concern
Transition Rate (6 yr)	**36.0**	34.2	34.8	Low	Maintained	Issue	**39.0**	37.1	37.6	Low	Improved Significantly	Good

Engagement

Engaging with staff, families, students and community members serves as a meaningful way in which everyone can have a role in supporting student success and well-being and serves as a key element of public assurance. Both the Board of Trustees and Division leadership value engagement and hold themselves accountable by seeking input before 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 for participants.

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

Division-Level Engagement

- **Division Feedback Survey (DFS)**: Conducted every year for staff, students and families, this survey monitors progress towards the Strategic Plan and helps to inform the development of the Four-Year Education Plan. The DFS provides both system-wide and school-level results that are used to support evidence-based decisions at the Division, school and central unit levels. Beyond the standard questions, the DFS can also include a short set of capsule questions around a specific topic of interest. There is an example of this from 2023–24, when the Board of Trustees requested the DFS include a unique set of questions focused around perceptions of school safety. The Division used feedback from these questions to inform work around belonging and safety, including the development of a draft framework. This past year, we received over 71,000 responses to the DFS. The 2025–26 DFS was the fourth year of the survey aligned to the 2022–26 Division Strategic Plan, and a comprehensive summary of the Division's quantitative results is linked in *Appendix D*.
- **Extended Student Demographic Survey (ESDS)**: In fall 2022, students in Grades 4 to 12 were invited to participate in this survey to help gain insights into the self-described identities of students served by the Division. There was the opportunity to opt out of the survey, and participating students were able to respond only to questions that they felt comfortable with. Over 55,000 students (73 per cent) participated in the survey. A Preliminary Report sharing the results of the survey was presented to the Board on June 6, 2023. The results from the survey were also analyzed with belonging and safety data and this work was shared in a report, Belonging and Safety Division Data, on June 9, 2026.
- **Inclusive Education Parent and Community Advisory Committee**: Supported by Division staff, the committee is composed of up to 10 family and community members as well as 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 on May 15, 2026.
- **First Nations, Métis, and Inuit External Advisory Council**: The purpose of this council is to support an ongoing dialogue between community and the Division around student success and First Nations, Métis, and Inuit education. The Division is currently working with community to re-establish this group.
- **Equity Advisory Committee**: Composed of parents, members of the broader community, community partners and former Division students, 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. 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 staff, students, families and members of the community have the opportunity to provide feedback. Examples of this include seeking feedback around the Division's website redesign, SchoolZone and strategic planning.
- **Staff Advisory Committee to Support Anti-racism**: 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. This practice offers an open platform for Division leaders to connect and dialogue around educational topics and issues.
- **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

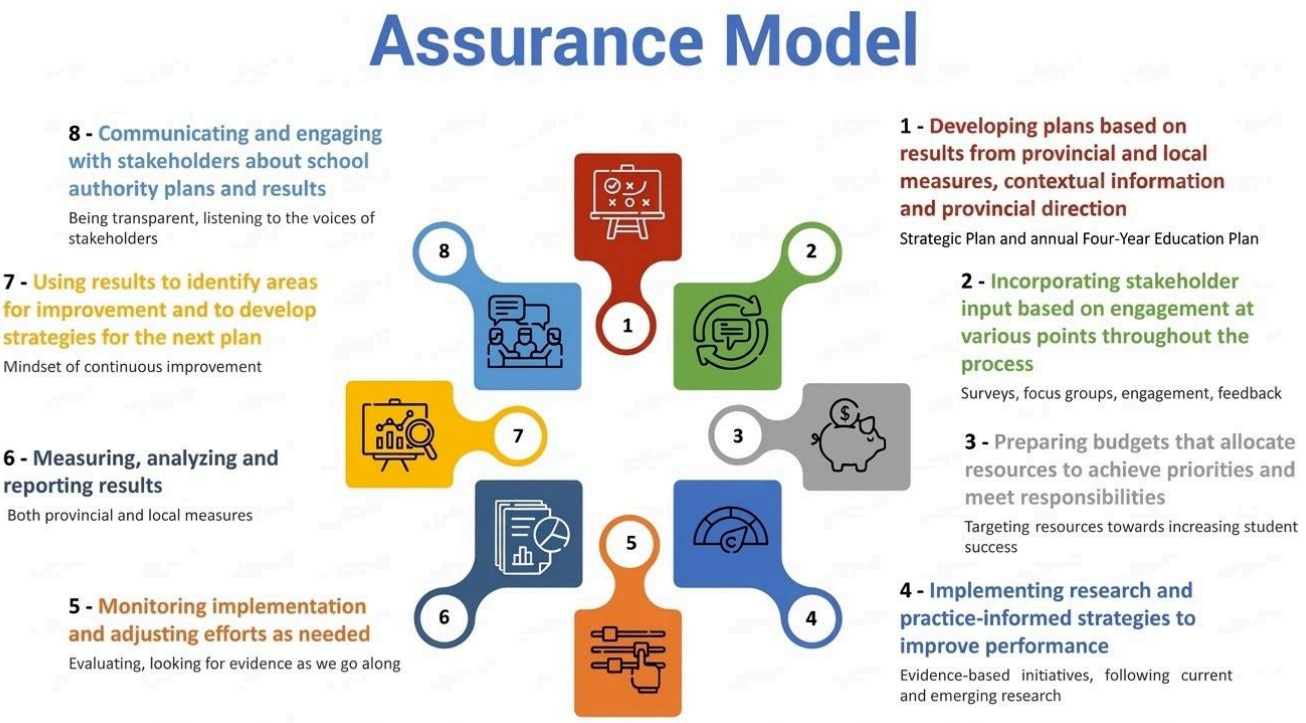
School-Level Engagement

- **School Councils:** One way schools engage with families is through school councils, which provide opportunities for dialogue around school operations, school plans and budget and annual results reports, as well as ongoing conversation regarding student success and well-being. Trustees often attend school council meetings as a means of connection and engagement with families and school leadership.
    - The Board of Trustees continues to support all schools in the ability to form a school council by covering the Alberta School Councils' Association membership fees on behalf of Division schools.
- **Local school activities:** Schools engage with their communities in ways that best meet the needs of their students and families. Examples of what this engagement looks like at the school level include, but are not limited to: meet the principal drop-ins, morning coffee conversations, family nights, student focus groups and school-level surveys. Feedback and voice from these various activities help to support decision-making and inform planning and programming within the school community.
    - Recognizing the importance of the role of parents as partners in their child's learning, parents are invited to participate in both results review and school budget planning.
- **Student Voice:** Many schools across the Division intentionally 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.



In summary the Division values the voices of staff, students, families and members of the community. The Division demonstrates its commitment to engagement through the activities identified above, while Figure 2 below highlights the importance of engagement within the provincial assurance model.

Figure 2. *Edmonton Public Schools: Assurance Model*







Priority 1

Build on outstanding learning opportunities for all students.

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

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

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

High-quality teaching and learning environments are at the heart of student success. To support these environments, the Division prioritizes the development and growth of staff through a range of opportunities that support professional learning and leadership development and by creating opportunities for collaboration. In addition, the Division provides staff with access to supports, services and resources, such as coaching, mentoring, communities of practice, as well as guides and frameworks. These are responsive and tailored to meet staff where they are at on their own journey of professional growth.

2025–26 DFS results indicate that:

86.6 per cent of principals, teachers and classroom support staff agree with the statement "I know how to access resources to help me meet the diverse learning needs of all students."

2022–23	2023–24	2024–25	2025–26
88.6	85.9	87.2	86.6

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

- The Division has a formal evaluation process for new teachers, beginning principals and assistant principals who have been identified for evaluation.
- Teachers and school leaders develop annual professional growth plans.
  - These plans reflect alignment with competencies in the *Teaching Quality Standard* (TQS) and *Leadership Quality Standard* (LQS), as well as the Division's Strategic Plan.
  - Many staff use an inquiry-based approach to developing and participating in these plans.
  - Teachers collaborate with colleagues and their principal in the development of their plan.
- Certificated teachers and leaders are guided by the TQS and LQS.
  - To support staff attainment and growth within these standards, the Division offers professional learning that aligns with and enhances capacity across the standards.

The work to provide professional learning opportunities that will positively impact student success resides across the Division, as schools, catchments and central units all play a role in building staff capacity. Particular areas of focus for the Division include:

- Professional learning based on key competencies of the TQS and LQS documents.
- Supporting emerging, aspiring and experienced leaders through the Leadership Development Framework.
- Facilitating a community of practice to support first and second year principals.

- Offering a range of professional learning for all staff in the areas of literacy, numeracy, anti-racism, reconciliation, equity and First Nations, Métis, and Inuit education and new curriculum implementation.

Preparing for the 2025–26 school year the Division was focused on well-being and meeting each student where they were at on their learning journey. This work built on the momentum of ongoing evidence-based initiatives and also reflected the Division's responsiveness to emerging needs. The results achieved throughout Priority 1 reflect this context, despite the disruption at the start of the 2025–26 school year due to provincial labour disruption.

According to the 2025–26 Division Feedback Survey (DFS), student and family confidence in students' learning opportunities increased slightly (between 2.3 and 2.4 per cent) compared to 2024–25 (*see Figures 3 and 75 in the 2025–26 DFS Summary report*). Student results outperformed the prior three years, while families results reflect an increase over the 2024–25 school year and are similar to the 2022–23 school year.

2025–26 DFS results indicate that:

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

2022–23	2023–24	2024–25	2025–26
82.8	82.9	81.3	83.6

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

2022-23	2023-24	2024-25	2025-26
81.9	81.1	79.3	81.7



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

In 2025–26, teachers worked to address all learning outcomes within a shortened timeline. To help support this, Curriculum and Learning Supports (CLS) provided resources, coaching and professional learning, including: Teaching Strategies for a Shortened Timeline, Illustrative Examples of Weekly plans and 5-by-5 Plans, all designed to enhance curriculum organization and maximize instructional focus.

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

CLS developed a range of professional learning (PL) opportunities and resources to support new curriculum implementation, including flexible PL sessions, scopes and sequences and resource collections. These were provided to support implementation of Kindergarten to Grade 3 Social Studies for the 2025–26 school year.

2025–26 DFS results indicate that:
81.4 per cent of staff[5] agreed that "the Division resources for teaching the new curriculum have been helpful."

2022–23	2023–24	2024–25	2025–26
89.0	84.0	84.0	81.4

- CLS offered a variety of flexible PL opportunities supporting new curriculum for Division schools, including brief, targeted professional learning sessions. The convenience of this responsive format was popular with schools; with over 2,450 teachers and administrators participating in sessions targeted at implementation of the new curriculum during the 2025–26 school year.
- Centrally-created Social Studies resources (Social Snapshots) in English and French were provided to support teachers in implementing the Kindergarten to Grade 3 Social Studies curriculum throughout the 2025–26 school year and in getting started with implementing the Grade 4 to 6 Social Studies curriculum for September 2026.
- Through targeted provincial funding, the Division continued to provide leadership to the development of resources to support the draft Grade 7 to 9 curriculum for Mathematics, Social Studies, Career Education and Financial Literacy, and Physical Education and Wellness. CLS conducted field testing of the draft resources with over 150 Division and external school division teachers.
    - Once finalized, these resources were available to support teachers across the province.

[5] Staff who reported using new curriculum resources in a prior DFS question.

P1G1 Strategic Action: Continue to refine the Individual Program Planning[6] process as a means to monitor for student growth and enhance collaborative goal setting with families.

Individual Program Plans (IPP) prioritize areas of growth for individual students who have a special education code or who are identified as benefiting from an IPP. The IPPs are focused around a student's academic and/or social growth and may include strategies that support engagement within the classroom environment. To support IPPs that are responsive to the learning and social needs of each individual student, the Division has a range of IPP templates. Schools engage with families around this process and the IPP serves as a document that informs programming throughout the school year and captures student growth and progress. This collaborative process recognizes and builds upon a student's areas of strength and sets goals to support continuous improvement.

2025–26 DFS results indicate that:
84.3 per cent of families who have a child with an IPP agreed that "my child's IPP goals are appropriate for their development."

2022–23	2023–24	2024–25	2025–26
83.4	81.2	81.2	84.3

- Work has been undertaken to support revisions to the various IPP templates to further enhance the effectiveness of these planning documents. This work included collaboration with school leaders and educators, and reflects the following updates:
  - IPP Templates A (Kindergarten to Grade 12 Mild/Moderate special education coding) and B (Kindergarten to Grade 12 Severe or Profound special education coding): The templates were updated to clarify that either template, A or B, may be used for Kindergarten students. Template B was also updated to offer an additional option to support teachers in creating meaningful goals and strategies that meet the diverse needs of Kindergarten students.
  - IPP Template C (Gifted and Talented special education coding): The template was updated to reflect planning and programming responsive to the learning needs of students identified as Gifted and Talented, including links to Gifted and Talented-specific learning goals and instructional strategies.
  - IPP Template D (Pre-Kindergarten): The template was updated to better support planning for the unique learning needs of children in the Pre-Kindergarten program.
  - This work also included updates to supporting resources, including revised guiding questions and strategies, and IPP exemplars.

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

- Edmonton Public Schools offers regular, alternative and specialized programming responsive to the learning needs and interests of students. This demonstrates the Division's commitment to family choice to support the success of all students through a range of high-quality teaching and learning environments. To support this work, the Division develops an annual student accommodation plan.
  - Consistent with the Division's commitment to parental choice and inclusive education, a student's first placement option is their attendance area school in the regular classroom. Specialized program classroom placement is determined by monitoring enrolment in existing specialized classes and new requests for programming. The Division offers a range of specialized programs in over 180 schools.

[6]The IPP delineates the specific instructional strategies and resources provided by a school to cater to the unique needs of each student.

    - Decisions regarding the placement of specialized classrooms are made around a variety of factors including parent choice, student enrolment and school space, and are confirmed through Superintendent approval.
  - There are over 30 alternative programs (such as Cogito, Sakinah Circle, Arts Core or German Bilingual) offered by the Division. The Board of Trustees is responsible for establishing programs. Once established, placement of alternative programs is data-driven using our metrics to determine program viability and sustainability (see Board Policy GAA.BP Delivery of Student Programs of Study), while factoring in space to accommodate programming.
    - For a complete list of all current program options please see epsb.ca.
- Responsive to student interest and anticipated future labour market needs, a Business and Innovation alternative program was approved by the Board of Trustees and initiated at McNally High School in September 2024. This program provides students with the opportunity to explore the Business and Information Technology Career Pathway. Students in the program benefit from cross-curricular learning opportunities that blend business and entrepreneurship Career and Technology Studies (CTS) courses with a focus on innovation. Through entrepreneurial thinking, students focus on building competencies that will serve them in life beyond high school.
  - Thirty-two students registered in the Business and Innovation alternative program in its inaugural year and 126 enrolled for the 2026–27 school year, including 17 returning students. Table 6 provides more detailed enrolment information.

Table 6. McNally Business and Innovation Program (BAI) Enrolment

	Grade 10	Grade 11	Grade 12	Total Students
Students in BAI 2024-25	25	6	1	32
Students in BAI 2025-26	22	18	6	46
Students in BAI 2026-27	81	44	18	143
2026-27 Students who took BAI program the previous year	-	12	5	17
2026-27 Students new to the BAI program	81	32	13	126

Additional Actions Taken in Support of Priority 1 Goal 1

Educational Assistant Internship (EAI) Project

Edmonton Public Schools continued to lead this provincial initiative through the 2025–26 school year. The EAI project supports school authorities throughout Alberta in meeting the need to provide professional development and training for Educational Assistants (EA). The goals are to:

  - Provide coaching throughout the training.
  - Foster networks of support for EAs through Communities of Practice (CoP).
  - Combine online modules with in-class experience and feedback.
  - Remove geographic and financial barriers to training.
  - Increase recruitment and retention of EAs.
  - Create a program that can be adjusted to meet the needs of each school division.
- In fall 2025, Edmonton Public Schools and three other divisions offered the internship independently with 100 participants. In spring 2026, the project ran province wide with 22 school divisions and 544 interns participating. Since the start of this project in 2022–23, 1,504 interns have completed the program across the province.

- Participating divisions included urban and rural authorities representing public, separate, Francophone, charter and federal First Nations schools.
- School authorities could offer the internship to prospective EAs or to established EAs working within their systems.
- The participating divisions committed to:
  - Designating a staff member to be an EAI coach.
  - Allocating time for their EA interns to participate in the CoP sessions.
  - Providing the means and time for the interns to access the online modules.
  - Providing school practicum placements.
- The 16-week program included orientation for the interns and coaches. Edmonton Public Schools supported the other divisions by providing an orientation package, coordinating the coaching orientation and facilitating a weekly provincial CoP.
- The program continues to evolve, with school divisions requesting a fall provincial cohort in addition to the current spring program.
- Additional modules and materials have also been suggested, these include:
  - How to support students in grades 7 to 12 with behaviour challenges.
  - Building a deeper understanding about how to support students with specific diagnosis (e.g. ODD, ADHD, FASD, etc).
  - Culturally responsive connections/relationship building.
  - Infographic to support Literacy and Numeracy progressions (i.e. the starting points and expectations in Literacy and Mathematics modules).
- Edmonton Public Schools' 272 interns for the 2025–26 school year were all new recruits with no prior EA experience in the Division.
  - Of this group, 263 interns were hired as Supply EAs.

Autism Support Team

For the 2025–26 school year, the Autism Support Team (AST) expanded its mandate to support an additional 38 classrooms with focused, direct, on-site classroom support and capacity building. Building on its foundational work, the team provided extensive services including interdisciplinary coaching, modeling, and targeted PL designed to strengthen staff confidence in neuro-affirming practices.

- **Service Delivery and Capacity Building**: Throughout the year, the team prioritized a high-frequency service model, with intensive and frequent in-person school visits to provide embedded coaching. Through the support of this team, classrooms extended their ability to implement strategies that:
  - Give students more autonomy or voice in what strategies they will use to experience success.
  - Reflect specialized communication strategies.
  - Create learning environments that help to support regulation, prioritize safety and support academic engagement.
- **Enhancing the team's professional responsiveness:** The composition of the team has evolved to be responsive to needs of school staff, students and families. This has included:
  - The addition of a social worker to allow for greater continuity for the coordination of complex needs while supporting both school leaders and families to navigate and coordinate services and supports.
  - The addition of two academic programming consultants to prioritize supporting teachers' in their work to modify and adapt curriculum and programming that is responsive to the range of their students' learning needs.

- **Professional Learning and Engagement:** The AST's commitment to building staff capacity was evidenced through their facilitation of a highly valued community of practice and supporting division wide PL. Over the course of the year the AST delivered 71 unique PL sessions to over 2,700 participants.
    - **Key Focus Areas:** Through this PL, the team targeted critical areas of interest, including:
        - Nurturing Autonomy: Exploring alternatives to physical prompting.
        - Neuro-affirming Perspectives: Centring Indigenous perspectives and moving "Beyond Deficits".
        - Academic Engagement: Embedding emergent literacy and numeracy strategies for students with complex communication needs.
        - Regulation and Environment: Designing spaces for sensory regulation, safety and success.

The first year with this team has demonstrated a positive impact for staff, students and families.

P1G1: Summary of Results and Analysis

Edmonton Public Schools uses a variety of provincial and local measures to track efforts for continuous improvement. Provincial assurance measures include: quality of education, parental involvement, student engagement in learning, access to supports and services, as well as preparing all students to graduate, and supporting the transition into post-secondary education and the world of work *(see Tables 2 to 5 starting on page 14)*.

Provincial Measures

Alberta Education and Childcare Assurance Measures

Education Quality: Responses to the AECA survey indicated that the *overall* education quality in Edmonton Public Schools is perceived by parents and students as *good*, similar to provincial results. Teacher perceptions declined for both the Division and the province. The assessment of *improvement* of Education Quality at Edmonton Public Schools is *improved* with *overall* achievement considered *high* for (*see Table 7*). The Division remains committed to implementing actions that support continuous improvement.

Table 7. Alberta Education and Childcare Assurance Measures–Education Quality

Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	87.4 (n= 31,591)	86.5 (n= 30,739)	87.1 (n= 30,379)	High	Improved	Good	87.8 (n= 279,339)	87.7 (n= 269,550)	87.8 (n= 264,259)	High	Maintained	Good
Parent	84.3 (n= 2,887)	82.0 (n= 3,152)	83.0 (n= 3,654)	High	Improved	Good	84.2 (n= 37,209)	84.3 (n= 34,466)	84.2 (n= 33,202)	High	Maintained	Good
Student	85.6 (n= 24,252)	84.9 (n= 23,365)	85.0 (n= 22,646)	Intermediate	Improved	Good	85.8 (n= 208,329)	84.8 (n= 201,514)	85.1 (n= 198,393)	Intermediate	Improved Significantly	Good
Teacher	92.3 (n= 4,452)	92.5 (n= 4,222)	93.2 (n= 4,079)	Low	Declined	Issue	93.5 (n= 33,801)	93.9 (n= 33,570)	94.1 (n= 32,664	Intermediate	Declined Significantly	Issue

Parental Involvement: Overall parental involvement has been maintained at *intermediate* by the provincial achievement measure, with parents continuing to feel more involved in their child's education than they have over both 2024–25 and the previous three-year average *(see Table 8)*. DFS results remain encouraging with 87.0 per cent of families reporting they feel they have a positive relationship with staff to support their child's learning. Over the 2022–26 Strategic Plan these results have remained consistent ranging from 86.0 to 87.0 per cent. Additionally, in the 2025–26 DFS, 83.4 per cent of families agreed that the information they receive about their child's learning helps them support their child in their learning, reinforcing the importance of schools and families working together. Teacher perceptions around parent involvement remain lower than the province on the AECAM. In examining these responses more closely, a greater percentage of teachers indicated they "don't know" across multiple questions of the assurance survey related to parent involvement, when compared to the provincial average *(see Appendix C, Table C1)*.

Table 8. Alberta Education and Childcare Assurance Measures—Parental Involvement

Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	77.7 (n= 7,307	77.6 (n= 7,316)	77.6 (n= 7,673)	Intermediate	Maintained	Acceptable	79.9 (n= 70,601)	80.0 (n= 67,669)	79.5 (n= 65,518)	High	Improved	Good
Parent	77.0 (n= 2,879)	74.2 (n= 3,140)	73.5 (n= 3,634)	Very High	Improved Significantly	Excellent	75.7 (n= 37,020)	75.6 (n= 34,316)	74.2 (n= 33,035)	Very High	Improved Significantly	Excellent
Teacher	78.4 (n= 4,428)	81.0 (n= 4,176)	81.7 (n= 4,112)	Very Low	Declined Significantly	Concern	84.1 (n= 33,581)	84.3 (n= 33,353)	84.9 (n= 32,482)	Low	Declined Significantly	Concern

Student Engagement and Providing Support: In 2021–22, the province introduced the following two assurance measures:

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

Results for the Division have improved for both these measures, signaling the impact and importance of the work being undertaken with students and families to better understand student learning needs and their connection to the school community *(see Table 9)*.

The Division remains committed to building relationships with each student and meeting them where they are at in support of their learning. The work being done by schools to engage with students and hear their voices is a key strategy to support continued improvement across this area. *(See Appendix C, Tables C3 and C4 for detailed provincial stakeholder results)*.

Table 9. Alberta Education and Childcare Assurance Measures—Engaging Students and Providing Support

The percentage of teachers, parents and students who agree that:

Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Students are engaged in their learning at school	84.3 (n= 31,521)	83.4 (n= 30,669)	83.8 (n= 30,318)	Intermediate	Improved	Good	84.2 (n= 278, 809)	83.9 (n= 269,076)	84.4 (n= 257,344)	Intermediate	Improved	Good
Students have access to the appropriate supports and services at school.	77.6 (n= 31,494)	76.6 (n= 30,647)	77.2 (n= 30,288)	Low	Improved	Acceptable	79.5 (n= 278,459	80.1 (n= 268,786)	80.2 (n= 263,504)	Intermediate	Declined Significantly	Issue

Access to Supports and Services (Specialized Learning Supports): The satisfaction of parents of students who qualify for specialized supports increased significantly compared to the previous year *(see Table 10)*.

For this measure, satisfaction of teachers remained the same as the previous year, and continued to be slightly below the provincial average. DFS results for staff are stronger than the provincial measure, but also reflect the opportunity to improve. The Division will continue to explore and implement actions that are responsive and support staff in their confidence to program for students with specialized learning needs.

2025–26 DFS results indicate that:

75.3 per cent of staff[7] agreed that "I have the knowledge and skills to program for/support students in need of specialized supports."

2022–23	2023–24	2024–25	2025–26
78.2	74.3	75.8	75.3

Table 10. Alberta Education and Childcare Assurance Measures—Division Specialized Supports

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

Measure & Evaluation	Edmonton School Division				Alberta				
	2023	2024	2025	2026		2023	2024	2025	2026
Parents	80 (n= 709)	80 (n= 695)	72 (n= 597)	79 (n= 598)	Parents	81 (n= 6,562)	78 (n= 6,871)	79 (n= 7,658)	78 (n= 8,435)
b. Teacher satisfaction their school can access supports for students with specialized needs in a timely manner									
Teachers	69 (n= 4,177)	66 (n= 3,690)	67 (n= 4,094)	67 (n= 4,336)	Teachers	75 (n= 31,575)	73 (n= 31,191)	72 (n= 32,605)	69 (n= 32,848)

[7] For this question, staff includes principals, assistant principals and teachers.

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

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

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

- The Literacy and Numeracy Achievement Project (LNAP) continued in the 2025–26 school year with 33 schools participating in this professional community of practice (CoP). Each school selected a focus area in either literacy or numeracy. Through LNAP, schools participated in professional learning (PL) focused on evidence-based strategies and came together to share and reflect around the implementation of these strategies within their school communities. LNAP concluded in May 2026. The learnings, supports and resources developed and refined over the three-year project were made available Division-wide through Connect. Examples of learning, supports and resources include:
  - Instructional strategies made available on Connect.
  - Mathematics and Literacy PL Roadmaps, a resource designed to support principals' instructional leadership.
  - The Curriculum and Learning Supports (CLS) Service Request Form, a streamlined process for Division schools to request support from consultants in CLS.
- The LNAP concluded as a project at the end of the 2025–26 school year. The resources and professional learning developed to support LNAP schools were refined and made available to all Division schools. Additionally, through the evolution of this work, the model helped to inform literacy coaching as a support for schools. This was introduced in the 2024–25 school year.
  - The literacy coaching support led to a similar model being adopted for math.
  - Access to these new resources and coaching support has been responsive to the varying needs of both LNAP and non-LNAP schools.
- To build upon existing staff capacity across the Division in the areas of literacy and numeracy, CLS provided a total of 552 PL opportunities (in-servicing, consultations and/or coaching) for over 6,000 participants. These PL topics included:
  - Using math resources and manipulatives.
  - Small group reading instruction.
  - Instructional strategies to support writing growth.
  - Formal and informal reading interventions.
  - Instructional strategies to teach mathematical reasoning.
  - Teaching guided math.
  - Early literacy and early numeracy.
  - Supporting combined grade instruction in math and English Language Arts and Literature.

[8] Green & Riddell, 2001; Green & Riddell, 2015; Lane & Conlon, 2016.

- Cross-curricular planning support and resources anchored in literature.
- Developing phonological and phonemic awareness skills.
- Interactive read alouds.
- Assessing reading.

- Staff feedback from a range of PL topics intended to enhance capacity in supporting student growth, demonstrated staff valued these learning experiences, with approximately 90 per cent of respondents indicating the outcomes of these PL opportunities were met.

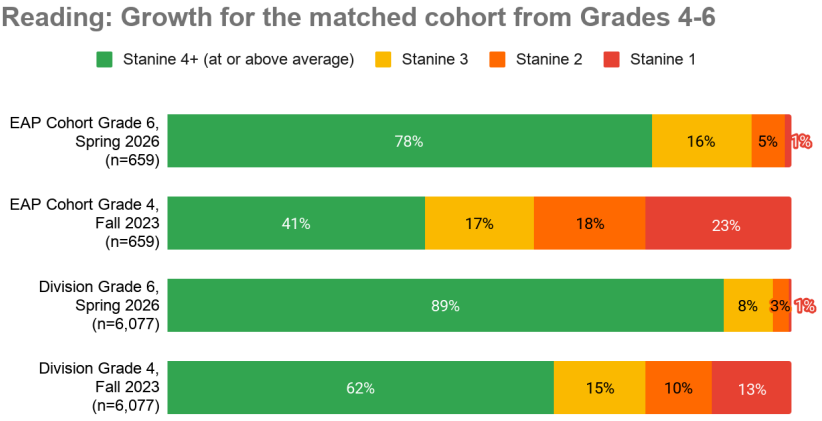


P1G2 Strategic Action: Through collaboration and convergence of practice, schools and catchments implement evidence-based teaching and learning strategies that are responsive to the needs of their students.

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

- Year 5 continued to build on the foundation of research and evidence-based practices established in the first four years. The work of EAP focuses on building capacity in research-based classroom instructional processes in literacy and mathematics that support all students. These common instructional processes and routines are applied across all classrooms to support the development of literacy skills and mathematical reasoning, leading to improved academic outcomes. Lead teachers support the implementation of the following strategies across EAP schools:
  - Monitoring for ongoing growth or progress.
  - Fostering learner identity, self-efficacy and engagement.
  - Planning for instruction through a strengths-based lens.
  - Enhancing implementation of effective Tier 1 instructional processes and routines.
- For Year 5 of EAP, the Division supported this work through the following:
  - Targeted funding for each of the 41 project schools to support the lead teacher role (0.35 FTE) in the area of either literacy or numeracy.
  - Targeted funding for literacy and numeracy consultant expertise and support (5.0 FTE).
  - Leadership and facilitation of both the lead teacher and principal CoP.
  - Ongoing collaboration, communication, monitoring and implementation of the work.
- Figure 3 demonstrates the positive impact EAP has on student achievement based on the Division's CAT4 (Canadian Achievement Tests) reading results. The data in Figure 3 follows a cohort of EAP students in their learning from fall 2023 to spring 2026. Students at stanines 1, 2 and 3[9] in Figure 3 are reading below average. Students at stanine 4 or above are reading at or above average on the CAT4. Figure 3 shows the pattern of improvement as a greater number of students achieved at stanine 4 or above in spring 2026 compared with fall 2023.

Figure 3. *CAT4 EAP Cohort Reading Results*



- Figure 3 shows results for both the Division and the EAP schools cohort. This comparison also demonstrates how the gap between EAP schools and the Division decreased by 10 per cent during this same time period. (*Results for mathematics and computation & estimation can be found in Appendix E*).

[9] Please see the CAT4 section on p. 36 for a brief explanation of stanines.

P1G2: Summary of Results and Analysis

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

Local Measures

Reading, Writing and Mathematics

Teachers use a triangulation of evidence (observations, conversations and products) with students to determine if students are reading at, above or below grade level based on outcomes from the Alberta curriculum. An important part of a student's learning journey is their belief in themselves as learners. The number of students expressing confidence in their academic growth is encouraging; however, Division Feedback Survey (DFS) data also demonstrates the opportunity to support more students to experience this confidence.

2025–26 DFS results indicate that:

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

2022–23	2023–24	2024–25	2025–26
79.5	79.5	78.9	80.1

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

2022–23	2023–24	2024–25	2025–26
77.1	77.6	77.6	78.3

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

2022–23	2023–24	2024–25	2025–26
73.2	72.8	72.8	73.1

Overall Reading Levels and HLAT Writing

Table 11 provides a summary of local measures in the areas of reading and writing for students in Grades 1 to 9 at the Division level and disaggregated for both English as an Additional Language (EAL) students and students who self-identify as First Nations, Métis, or Inuit. These results highlight the importance of the work teachers are doing to identify where each student is at in their literacy and numeracy development and to monitor throughout the year for ongoing evidence of growth and progress. Results by grade level are available in *Appendix E*.

Table 11. Local Reading and Writing Results								
	2022–23		2023-24		2024-25*		2025-26	
Students At or Above Grade Level for Reading (Gr. 1–9)	% At or Above	N size	% At or Above	N size	% At or Above	N size	% At or Above	N size
All Division students	67.6	75,612	68.0	78,212	68.8	79,983	**69.2**	79,836
EAL students	59.6	22,340	54.5	22,567	55.9	22,866	**56.7**	23,231
Self-identified First Nations, Métis, and Inuit students	43.7	6,270	47.9	5,901	49.2	5,839	**50.7**	5,831
Students At or Above Grade Level for Writing (HLAT) (Gr. 1–9)	% At or Above	N size	% At or Above	N size	% At or Above	N size	% At or Above	N size
All Division students	66.4	72,001	64.1	75,359	61.4	58,661	**63.0**	76,520
EAL students	60.1	21,512	53.6	21,983	52.2	17,973	**53.7**	22,473
Self-identified First Nations, Métis, and Inuit students	42.1	5,511	41.3	5,481	39.3	4,183	**42.3**	5,311

* HLAT (Writing) assessment was optional in 2024–25 due to the disruption of support staff job action.

CAT4

In 2025–26, students in Grades 4 to 9 completed the CAT4 in reading, mathematics and computation and estimation for the fourth year. One way CAT4 data can be analyzed to capture progress over the school year is to compare fall results to spring results. In fall, the CAT4 assesses students on end of year grade-level expectations for their prior grade, and in the spring students are assessed against end of year expectations for their current grade (prorated to eight months). In the fall, teachers triangulate this data with other information (e.g., classroom assessments and their own professional observations) to inform programming for student learning and identify the need for intervention. In the spring the CAT4 assessments can be used again in support of assessing for student growth.

For the AERR, Division level results have been investigated to show learning trends between fall and spring for students in Grades 4 to 9.[10] At the Division level, these CAT4 results are illustrated through stanines. Stanine scores on the CAT4 are a score based on percentiles using a nine-unit scale from 1 to 9. The stanine scores present data on a nine-point scale, where:

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

Table 12 illustrates how Division students have progressed in their reading from the fall 2025 to spring 2026 using the CAT4. These results demonstrate growth or improvement for students in Grades 4 to 6. While results for students in Grades 7 to 9 indicate a slight decrease. This has been a consistent occurrence over the past four years and is thought to be at least partially a result of differences in curricular alignment.

[10] The CAT4 data represents the cohort of students who wrote at their enrolled grade level.

Division CAT4 results for mathematics, and computation and estimation, as well as disaggregated results for EAL and self-identified First Nations, Métis, and Inuit students are available in *Appendix E: CAT4*. In general these results represent a similar pattern of achievement for students across Grades 4 to 9 year over year.

Table 12. CAT4 Reading - Percentage of All Students Achieving Across Stanines: Fall and Spring

	Stanine 4+ (Green)	Stanine 3 (Yellow)	Stanine 2 (Orange)	Stanine 1 (Red)
Grade 4, Spring 2026	73	13	9	4
Grade 4, Fall 2025	57	15	12	16
Grade 5, Spring 2026	85	10	4	1
Grade 5, Fall 2025	75	14	8	4
Grade 6, Spring 2026	85	10	3	1
Grade 6, Fall 2025	78	13	7	3
Grade 7, Spring 2026	83	8	5	4
Grade 7, Fall 2025	84	8	5	3
Grade 8, Spring 2026	75	10	6	8
Grade 8, Fall 2025	81	7	7	5
Grade 9, Spring 2026	75	10	8	8
Grade 9, Fall 2025	78	11	5	7

Foundational to this work is ensuring that teachers know how to respond to the learning needs of every student and the importance of ongoing access to PL and resources that support teachers in this work. Over the past four years, teacher voice from the DFS indicates a high level of confidence from teachers in meeting the literacy and numeracy learning needs of the students they teach. Through Division, catchment and school level efforts, teachers will continue to be supported in the area of high-quality literacy and numeracy instruction responsive to the learning needs of each of their students.

2025–26 DFS results indicate that:

92.1 per cent of staff[11] agreed that "I have the knowledge and skills to support students in their literacy learning."

2022–23	2023–24	2024–25	2025–26
92.9	92.3	92.9	92.1

88.3 per cent of staff[7] agreed that "I have the knowledge and skills to support students in their numeracy learning."

2022–23	2023–24	2024–25	2025–26
89.3	88.1	89.6	88.3

[11] K-9 Teachers/APs only; all principals

Provincial Measures

Alberta Education and Childcare Assurance Survey

Reading and Writing Support (*see Table 13)*: From the AECA Survey, it is evident that students' belief in their ability to access reading and writing help at school has seen fluctuations over the years at both the Division and provincial levels. For 2025–26, results for the elementary and junior high cohorts remained the same, while the high school cohort improved again compared to the prior year.

Table 13. Alberta Education and Childcare Assurance Measures—4 Year Historical Division Help with Reading & Writing

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

Edmonton School Division					Alberta				
Grade	2023	2024	2025	2026	Grade	2023	2024	2025	2026
Grade 4-6	82 (n= 9,859)	82 (n= 9,193)	83 (n= 9,143)	83 (n= 10,134)	Grade 4-6	86 (n= 76,795)	84 (n= 79,653)	85 (n= 77,680)	84 (n= 81,878)
Grade 7-9	83 (n= 6,834)	81 (n= 6,394)	83 (n= 7,146)	83 (n= 6,976)	Grade 7-9	83 (n= 62,369)	82 (n= 64,441)	82 (n= 64,976)	84 (n= 66,862)
Grade 10-12	76 (n= 6,066)	75 (n= 5,503)	77 (n= 6,574)	79 (n= 6,744)	Grade 10-12	78 (n= 51,147)	79 (n= 52,565)	80 (n= 54,511)	80 (n= 55,963)

In the 2025–26 DFS, students were asked to respond to "I know how to get help with my learning in school." Though broader in nature than the provincial assurance measure, approximately 86 per cent of students (Grades 4 to 12) indicated a positive response to this question. This data reinforces the importance of relationships between students and school staff.

Provincial Literacy and Numeracy Screeners and Assessments

In the 2025–26 school year, the Division continued to administer the Early Years literacy and numeracy screening assessments introduced by the province in 2021–22 to help address pandemic related learning disruption. These Early Years assessments are now part of provincially required measures to inform assurance reporting and to support programming for children and students in the early years at the classroom level. These assessments are administered up to three times per year and are intended to identify students who may require additional supports in the areas of literacy or numeracy. For the 2025–26 school year, Division teachers used the following Alberta Education and Childcare approved screening assessments for Kindergarten through Grade 3:

- Castles & Coltheart 3 (CC3) Assessment English and French
- Letter Name-Sound (LeNS) Assessments English and French
- Phonological Awareness Screening Test (PAST) English and French
- Rapid Automatized Naming (RAN) English and French
- Numeracy Screening Assessments English and French

In 2025–26, students in Grades 4 and 5 were screened using CAT4 reading, mathematics, and computation and estimation assessments. All students were screened in the fall and again in the spring *(see Table 12 and Appendix E: CAT4).*

Table 14 illustrates the grade requirements and schedule for each of these assessments throughout the year for Kindergarten to Grade 3. Of these assessments, the Division is only required to report initial (September) and May results for literacy and numeracy at each grade level to the province in the AERR. Note that Kindergarten assessments only occur once per year in January.

Table 14. Required Early Years Literacy and Numeracy Screeners and Assessments

	Kindergarten			Grade 1			Grade 2			Grade 3		
	Sep	Jan	May	Sep	Jan	May	Sep	Jan	May	Sep	Jan	May
CC3					✔	✔	✔	✔	✔	✔	✔	✔
LeNS		✔		✔	✔	✔	✔	✔	✔			
PAST		✔		✔								
RAN		✔		✔								
Numeracy		✔		✔	✔	✔	✔	✔	✔	✔	✔	✔

Tables 15 and 16 represent the number of Kindergarten children and Grades 1 to 3 students identified as requiring additional supports using data from the fall and winter screenings. This data can serve as an early indicator for schools to provide responsive programming.

Table 15. Kindergarten to Grade 3 Literacy Assessments	The total number of children and students screened in literacy on the initial administration (grades 1 to 3— Fall; Kindergarten – Winter)	The total number of children and students identified as requiring additional supports in literacy overall on the initial administration (grades 1 to 3— Fall; Kindergarten – Winter)	The total number of students identified as requiring additional supports in literacy overall on the spring administration in grades 1 to 3
Kindergarten (Winter screening)	7,184	1,874	n/a
Grade 1 (Fall screening)	7,911	1,626	1,298
Grade 2 (Fall screening)	8,091	1,596	1,267
Grade 3 (Fall screening)	8,530	1,738	1,362

Table 16. Kindergarten to Grade 3 Numeracy Assessments	The total number of children and students screened in numeracy on the initial administration (grades 1 to 3— Fall; Kindergarten – Winter)	The total number of children and students identified as requiring additional supports in numeracy overall on the initial administration (grades 1 to 3— Fall; Kindergarten – Winter)	The total number of students identified as requiring additional supports in numeracy overall on the spring administration in grades 1 to 3
Kindergarten (Winter screening)	7,184	1,880	n/a
Grade 1 (Fall screening)	7,911	1,801	1,374
Grade 2 (Fall screening)	8,091	2,039	1,277
Grade 3 (Fall screening)	8,530	2,134	1,365

To support ongoing growth and progress, teachers used universal instructional supports, targeted (small group) and specialized (individualized) strategies to support every student in their literacy and numeracy learning. Teachers across the Division supported students identified as at risk in the areas of literacy and numeracy learning, through a range of research-based literacy and numeracy intervention strategies including, but not limited to, the following examples:

Literacy	Numeracy
○ Comprehension: Activate and build content knowledge, self-monitor for understanding, develop inference skills and use text structure knowledge. ○ Vocabulary: Explicitly teach tier two words and word learning strategies. ○ Fluency and Sight Word Acquisition: Employ repeated reading and build automaticity with high frequency words. ○ Phonemic Awareness and Phonics: Explicitly and systematically teach letters, letter combinations and associated sounds and teach isolating, blending, segmenting and manipulating of sounds.	○ Mathematical Representations, which includes ■ Visuals, such as pictorial representations. ■ Concrete or "hands-on" materials. ■ Mathematical or symbolic notations. ○ Mathematical Dialogue, which includes: ■ Sharing ideas and clarifying understanding verbally. ■ Number talks and mental math activities. ■ Vocabulary development to express mathematical ideas. ○ Mathematical Writing, which includes: ■ Graphic organizers and charts. ■ Using pictures, numbers and symbols.

Provincial Achievement Results

PAT Results for all Division students, EAL students and self-Identified First Nations, Métis, and Inuit students: Tables 17, 18 and 19 detail the aggregate PAT results for the percentage of students who achieved the *acceptable standard* or the *standard of excellence* for each of the three cohorts of students. For each cohort, students are compared to the provincial cohort.

Division *overall acceptable* PAT results for Grade 9 students declined compared to the prior year, similar to provincial results. The Division *overall standard of excellence* rate declined as well, but remained above the provincial achievement (*see Table 17)*. Results for individual subjects are available in *Appendix C, Tables C7, C9 and C11*.

Table 17. Overall PAT Acceptable/Excellence Results for All Division Students

Overall cohort results	Edmonton School Division							Alberta						
	2023	2024	2025	2026	Achievement	Improvement	Overall	2023	2024	2025	2026	Achievement	Improvement	Overall
Grade 9 Enrolment	8,297	8,710	9,108	9,222				57,925	60,682	61,071	61,946			
Overall percentage of students in Grade 9 who achieved the acceptable standard on PATs.	62.0	63.2	63.4	61.0	Very Low	Declined Significantly	Concern	62.6	62.5	62.5	60.8	Very Low	Declined Significantly	Concern
Overall percentage of students in Grade 9 who achieved the standard of excellence on PATs.	18.9	19.1	19.4	18.1	Intermediate	Declined	Issue	15.5	15.4	15.6	15.5	Intermediate	Maintained	Acceptable

When looking at PAT results for Grade 9 EAL students (*see Table 18*), it should be noted that as part of the 2023–24 annual review of students coded EAL, schools reviewed academic information to see if students still required support and EAL coding. This work resulted in significantly fewer students continuing to be identified for coding as EAL learners for the 2023–24 school year. This has continued to influence the size of the EAL student cohort for the 2025–26 school year and remains reflected in our results with 17 per cent fewer EAL students than in 2022. Over the same period there was seven per cent growth in EAL enrolment. The Division continues to provide programming and interventions to support EAL students in their learning and to provide opportunities for staff to further enhance their capacity and confidence to meet the learning needs of EAL students.

2025–26 DFS results indicate that:

71.2 per cent of staff[12] agreed that "I have the knowledge and skills to program for/support students who are English Language Learners (ELL)."

2022–23	2023–24	2024–25	2025–26
74.0	70.6	73.2	71.2

Table 18. Overall PAT Acceptable/Excellence Results for English as an Additional Language Students

EAL cohort results	Edmonton School Division							Alberta						
	2023	2024	2025	2026	Achievement	Improvement	Overall	2023	2024	2025	2026	Achievement	Improvement	Overall
Grade 9 Enrolment	1,613	1,303	1,185	1,338				7,162	7,405	7,682	8,397			
Overall percentage of students in Grade 9 who achieved the acceptable standard on PATs.	57.8	49.3	43.0	45.8	Very Low	Declined Significantly	Concern	55.3	52.7	51.2	51.7	Very Low	Declined	Concern
Overall percentage of students in Grade 9 who achieved the standard of excellence on PATs.	15.5	10.5	7.9	10.1	Low	Maintained	Issue	11.0	10.1	10.0	10.3	Low	Maintained	Issue

2025–26 DFS results indicate that:

80.8 per cent of staff[11] agreed that "I have the knowledge and skills to program for/support students who are First Nations, Métis, and Inuit."

2022–23	2023–24	2024–25	2025–26
78.7	79.3	82.4	80.8

Following two years of improvement, PAT results in 2026 for Grade 9 self-identified First Nations, Métis, and Inuit students (*see Table 19*) declined for both the *acceptable and standard of excellence*. This decrease was also present for provincial *acceptable standard*, while the provincial *standard of excellence* was maintained. These results reflect the ongoing urgency and importance of the collaborative work of students, staff, families and community members in support of student achievement and success. Division results demonstrate the importance of an intentional strategy to support self-identified First Nations, Métis, and Inuit students on their learning journey through Grades 4 to 9.

[12] For this question, staff includes principals, assistant principals and teachers.

Table 19. Overall PAT Acceptable/Excellence Results for Self-Identified First Nations, Métis, and Inuit Students

	Edmonton School Division							Alberta						
	2023	2024	2025	2026	Achievement	Improvement	Overall	2023	2024	2025	2026	Achievement	Improvement	Overall
Grade 9 Enrolment	740	768	733	723				4,717	4,868	4,924	4,952			
Overall percentage of students in Grade 9 who achieved the acceptable standard on PATs.	31.3	34.7	36.1	31.0	Very Low	Declined	Concern	39.4	41.4	41.6	38.9	Very Low	Declined Significantly	Concern
Overall percentage of students in Grade 9 who achieved the standard of excellence on PATs.	4.0	5.7	5.6	3.6	Very Low	Declined	Concern	5.3	6.1	6.3	5.4	Very Low	Maintained	Concern

Diploma Exams

Overall Diploma Exam Results for all Division students, EAL students and self-identified First Nations, Métis, and Inuit students: Tables 20, 21 and 22 detail the aggregate diploma results for the percentage of students who achieved the acceptable standard or the standard of excellence for each of the three cohorts of students. For each cohort, these students are compared to the provincial cohort. As noted in the introduction to this report, 2025–26 diploma examinations were not evaluated against provincial standards (achievement, improvement and overall colour designations) as January 2026 diploma examinations were cancelled, thus results are not directly comparable to the provincial standard for prior years.

Results for all Division students at the *acceptable standard* remained similar to prior years and are slightly better than provincial results. S*tandard of excellence* results at the Division increased and are 4.6 per cent higher than the province (*see Table 20*). These results reinforce the importance of actions taken across the Division to support high school students in their planning towards high school completion and preparation for their future aspirations.

Table 20. Overall Diploma Exam Course Acceptable/Excellence Results for All Division Students

Overall cohort results	Edmonton School Division							Alberta						
	2023	2024	2025	2026	Achievement	Improvement	Overall	2023	2024	2025	2026	Achievement	Improvement	Overall
Writers	12,163	12,876	13,630	11,855				67,294	72,444	78,236	69,902			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	80.2	81.5	81.8	81.2	n/a	n/a	n/a	80.3	81.5	82.0	80.2	n/a	n/a	n/a
Overall percentage of students who achieved the standard of excellence on diploma examinations.	24.0	25.5	25.9	27.5	n/a	n/a	n/a	21.2	22.6	23.0	22.9	n/a	n/a	n/a

High school students were also part of the 2023–24 annual review of students coded EAL, where schools reviewed academic information to see if students still required support and EAL coding. This resulted in fewer high school students continuing to be identified for EAL coding beginning in 2023–24 (*see Table 21*). This change in coding practice is one factor to be considered when examining year over year results. Division *acceptable* and *standard of excellence* results for EAL students decreased in 2025–26 compared to 2024–25, this mirrors provincial EAL student results.

Table 21. Overall Diploma Exam Course Acceptable/Excellence Results for English as an Additional Language Students

EAL cohort results	Edmonton School Division							Alberta						
	2023	2024	2025	2026	Achievement	Improvement	Overall	2023	2024	2025	2026	Achievement	Improvement	Overall
Writers	1,911	940	1,100	1,038				6,167	5,610	6,878	6,475			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	68.7	60.8	64.7	60.3	n/a	n/a	n/a	67.1	66.3	67.4	62.1	n/a	n/a	n/a
Overall percentage of students who achieved the standard of excellence on diploma examinations.	17.2	14.4	15.2	13.4	n/a	n/a	n/a	13.8	14.0	14.8	12.8	n/a	n/a	n/a

Diploma results for self-identified First Nations, Métis, and Inuit students (*see Table 22*) achieving an *acceptable standard* are slightly below those of last year, while continuing to exceed provincial results. Division results for *standard of excellence* improved and exceeded those of the province. The Division will continue to provide meaningful learning experiences that meet high school students where they are at on their path to high school completion and their goals for life after high school. Looking over these results year to year demonstrates an encouraging trend of improvement and reinforces the importance of collaborative efforts between students, staff, families and community partners to support academic achievement.

Table 22. Overall Diploma Exam Course Acceptable/Excellence Results Self-Identified First Nations, Métis, and Inuit Student

	Edmonton School Division							Alberta						
	2023	2024	2025	2026	Achievement	Improvement	Overall	2023	2024	2025	2026	Achievement	Improvement	Overall
Writers	615	611	672	571				3,949	4,258	4,726	4,261			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	74.0	77.2	78.5	78.1	n/a	n/a	n/a	74.8	76.9	77.5	76.2	n/a	n/a	n/a
Overall percentage of students who achieved the standard of excellence on diploma examinations.	11.1	11.0	11.8	14.7	n/a	n/a	n/a	11.3	11.8	11.9	12.2	n/a	n/a	n/a

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

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

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

- The Division's work in support of career pathways seeks to connect students to authentic, hands-on learning opportunities grounded in curriculum and supporting competency-focused experiences. The Division's Career Pathways model supports career exploration from Awareness (Kindergarten to Grade 4), to Understanding (Grades 5 to 9) to Readiness (Grades 10 to 12). The Career Pathways team engages staff through professional learning (PL) opportunities, curriculum planning and facilitating connections to community partners. Some examples of the work occurring across the Division, includes:
    - MakerWeek, a cross-curricular design challenge for students that emphasized creative problem solving. Four schools and over 550 students participated in 2025–26.
    - Inquiring Minds, immersive off-campus learning experiences for Kindergarten to Grade 12 students, included some of the following themes: School at the Legislature, U School, Fort School, Aviation School, Jube School and Zoo School. 54 classes visited an Inquiring Minds site in 2025–26. Teachers from across the Division applied for their class to attend one of the 14 off campus sites and 108 applications were accepted for the 2025–26 school year.
    - The Career Pathways' Community Marketplace, where over 5,500 students and professionals from more than 76 organizations explored careers together. Through the Marketplace, volunteer professionals visited classrooms on 213 occasions to share information with students and lead the class in authentic, hands-on, career pathways-focused learning activities.
    - The Student Spaceflight Experiments Program (SSEP), an opportunity in partnership with the National Center for Earth and Space Science Education for students in Grades 6 to 9 to research Science, Technology, Engineering and Mathematics (STEM) topics in microgravity. Students compete to send their experiment to the International Space Station (ISS).
        - In the 2025–26 school year, 14 Division schools and 628 student researchers participated in the Mission 21 competition with schools from across North America. In conjunction with this competition, a cross-curricular Mission Patch Art and Design competition was also held. Mission patch designs from Dr. Margaret-Ann Armour and York schools were chosen from approximately 300 entries (Kindergarten to Grade 9) with winning mission patches launching to the ISS in October 2026.

- The Student AI Conference, organized by the Division's Technology Integration and Planning Support (TIPS) team and Career Pathways, connected approximately 300 students in Grades 10 to 12 from across the Division to explore the field of AI. Through a dynamic program featuring a keynote speaker from the Alberta Machine Intelligence Institute (Amii), 18 breakout sessions, 19 exhibition hall booths and hands-on activities, students deepened their understanding of AI literacy, ethics, real-world applications and career pathways. Participant feedback was highly positive, with 95 per cent of post-conference survey results from students and staff reporting high satisfaction.

Student Voice

"I really enjoyed that there were experts and scientists in the field that were here. Additionally, the breadth of different applications made it really engaging. "

- Grade 12 Student Participant, Student AI Conference

Community Voice

"The conference was very well coordinated and enjoyable. It was great to engage with the students and other exhibitors. It was a wonderful experience to how concerned and interested today's youth is in ethics, sustainability, and applications for AI. There were so many great conversations and questions from students."

- Sponsor/Exhibitor

- In alignment with the Premier's education mandate letter to raise awareness and create opportunities for young Albertans in Grades 9 to 12 to explore career pathways in skilled trades and technology professions, Edmonton Public Schools initiated the Skilled Trades and Technology Collegiate.
  - More than 500 students signed up to access specialized trades and technology-related courses offered by the Division. The following activities were undertaken in the 2025–26 school year to support the collegiate:
    - More than 60 information sessions, class visits, evening events, and open houses offered at more than 100 Division schools.
    - Educational events for students aimed at familiarizing them with various trades and careers.
    - Trades information events at the Northern Alberta Institute of Technology (NAIT), and spotlighting offerings through Campus EPSB, dual credit and the Registered Apprenticeship Program.
  - Provincial capital funding was provided to schools in support of the collegiate launch which enabled schools to purchase equipment such as 3D printers, "trying the trades" kits, laser engravers, and culinary and electrical trades-related equipment.

- Through Campus EPSB students immerse themselves in experiential learning and take courses at other school or industry sites to earn high school credits and potentially industry credentials. In 2025–26, Campus EPSB semestered courses were offered at seven Division high schools across the city. Additionally, semestered courses were offered at eight industry training sites and summer Campus EPSB courses were offered at nine industry training sites. Training and experience at industry sites is supported in partnership with The Educational Partnership Foundation (TEPF). Ninety-eight students chose this path of learning through one of these opportunities.

Semester in school courses	Semester industry training sites	Summer industry training sites
• Artificial Intelligence • Automotive Service Technician • Community Care • Cosmetology • Culinary Arts • Electrician Apprenticeship • Exploring Aviation • Musical Theatre • Psychology • Restauranteur • Welding	• Bricklayer • Carpentry • Electrical Trades • Industrial Mechanic (Millwright) • Insulators Heat and Frost • Iron Working • Pipes Trades	• Bricklayer • Boilermaker • Carpentry • Electric Trades • Finishing Trades • Industrial Mechanic (Millwright) • Ironworker • Pipe Trades • Sheet Metal

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

- A key step to supporting student readiness for life beyond Grade 12 is mapping out a path to high school completion focused on a students' goals and interests. This work happens across Division schools in a variety of ways, with staff engaging in conversations with students and supporting them in documenting their learning plan. myBlueprint, an online tool accessed by students and staff through SchoolZone, is one example of a resource schools can use to support students in this planning for their futures.
  - myBlueprint is designed to support students' awareness of various career pathways and their readiness to transition to life beyond high school. This tool is available to all students from Kindergarten to Grade 12 and enables them to:
    - Create portfolios
    - Self-reflect
    - Set goals and create high school plans
    - Explore careers, post-secondary education and trades
    - Build resumes or cover letters
  - In the 2025–26 school year, myBlueprint student logins exceeded 193,000 from Kindergarten to Grade 12 across the Division.

- The sixth annual online EPSB Career Day was organized by Division high schools and supported by the central Career Pathways team. This year's theme was *"Let's* Help *Each Other Connect the Dots"*, emphasizing the importance of collective efforts in supporting students' journeys as they explore potential career pathways, build skills and understand the bigger picture.
    - This event provided 100 sessions for students to choose from. Students were able to actively engage with speakers, asking questions about work-life balance, real-world challenges, necessary skill sets, educational requirements and professional hurdles. In total, session streams were viewed more than 14,000 times by students from junior high and high schools across the Division**.**
    - Evaluations from students indicated overall satisfaction, with an average rating of 4.06 out of 5.

Student Voice

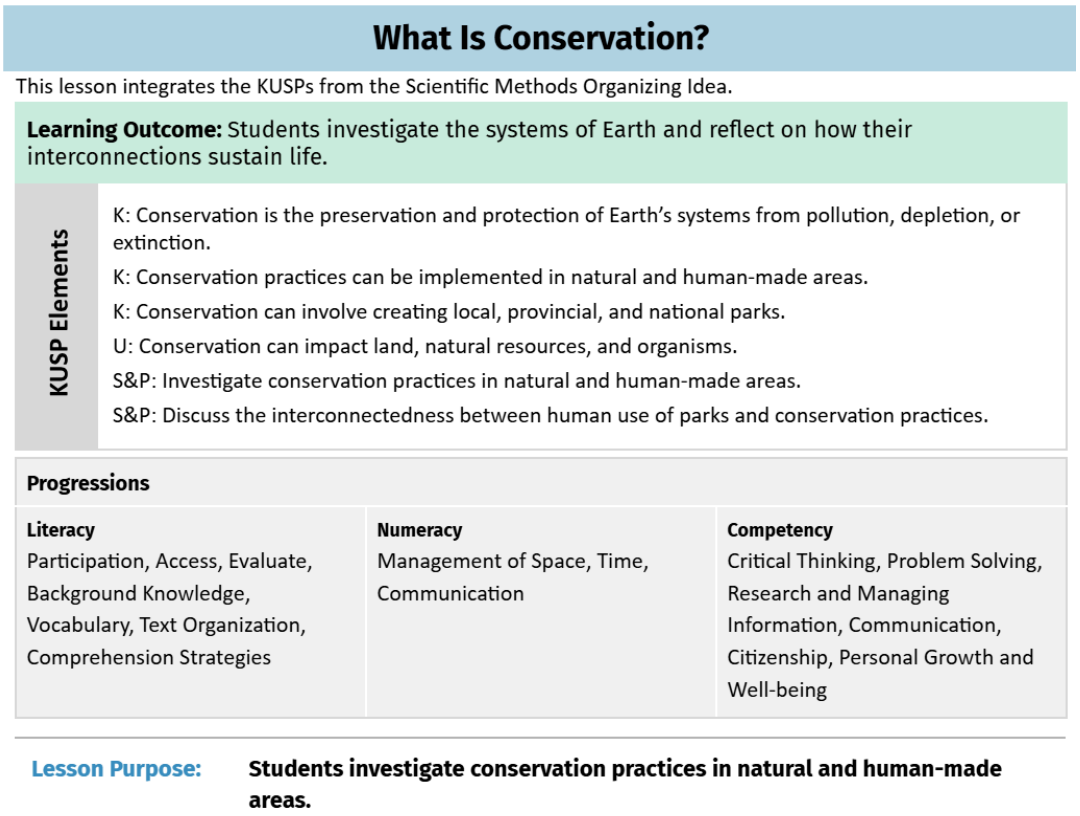
"...[Thank] you guys for the experience, I was able to gain a better understanding of what I want to do, not do, etc. Thank you so much!"

- Student Participant, Career Day

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

- Students' awareness and understanding of the environment and climate change is connected in school through the curriculum, student-led initiatives and current events. This includes but is not limited to:
    - The Stepping Into Science Alberta Kindergarten to Grade 6 resources supported teachers across the Division in helping their students explore climate and the environment through curriculum. A sample of how these resources set the stage for this learning is included in Figure 4.

Figure 4. *Grade 4 Stepping into Science Earth Systems*[13]



What Is Conservation?

This lesson integrates the KUSPs from the Scientific Methods Organizing Idea.

Learning Outcome: Students investigate the systems of Earth and reflect on how their interconnections sustain life.

KUSP Elements

K: Conservation is the preservation and protection of Earth's systems from pollution, depletion, or extinction.
K: Conservation practices can be implemented in natural and human-made areas.
K: Conservation can involve creating local, provincial, and national parks.
U: Conservation can impact land, natural resources, and organisms.
S&P: Investigate conservation practices in natural and human-made areas.
S&P: Discuss the interconnectedness between human use of parks and conservation practices.

Progressions

Literacy	**Numeracy**	**Competency**
Participation, Access, Evaluate, Background Knowledge, Vocabulary, Text Organization, Comprehension Strategies	Management of Space, Time, Communication	Critical Thinking, Problem Solving, Research and Managing Information, Communication, Citizenship, Personal Growth and Well-being

Lesson Purpose: **Students investigate conservation practices in natural and human-made areas.**

[13] Note: KUSPs refer to Knowledge, Understanding, Skills and Procedures, as set out in provincial curriculum.

- The second year of the sâkipakâwi Gardening Summit, hosted by the Bennett Centre, brought together Grades 4 to 12 students and staff, Indigenous Knowledge Keepers and gardening experts to support sustainable school gardening across Edmonton.
- The Bennett Centre also hosts an annual Climate Summit for high school students and staff to explore how to create a better climate future. Students are able to work with Knowledge Keepers and experts from across diverse fields to engage in climate optimism and explore hopeful, community-rooted responses to climate crises.

- The Division Energy and Environment Strategy (2023–26) continues to bring to life the Division's commitment to environmental and social responsibility. The document serves as an overview of existing sustainability efforts and a framework for upcoming initiatives that recognize the importance of environmental education and sustainable learning environments. It outlines efforts ranging from small projects that support larger sustainability targets, through to Division-wide environmental policy and program development. An update was presented to the Board of Trustees on April 28, 2026. In support of environmental initiatives in schools, the Division conducted a range of activities over the past school year, including the following:
  - Supported schools to participate in the EcoSchools in Alberta program, which is an online platform that engages schools in climate curriculum and sustainable action projects while working towards certification. EcoSchools certification represents environmental excellence for schools in Canada. Currently there are over 65 Division schools registered in the program.
    - The Division continues to participate in the EcoSchools Program Advisory Committee, which is a team of school board representatives who offer insight and expertise to enhance the EcoSchools program and effectively support schools and school boards across the country.
  - Supported Division events and initiatives, including presenting at the Climate Summit organized by the Bennett Centre, to raise awareness of how students can participate in activities that promote environmental stewardship.
  - Engaged with principals from the Infrastructure Principal Advisory Committee for ongoing feedback to help inform initiatives and school resources. Specifically, these sessions focused on shaping key projects such as the refinement of the environmental dashboard, the rollout of the Enviromatters toolkit, the Reuse center pilot and the expansion of the organics program.
  - Maintained the Environmental Dashboard (located on Connect), which provides both Division and school-level summaries of utility consumption, waste diversion and solar generation. The Dashboard includes data that can be used by teachers in the classroom.

Additional Actions Taken in Support of Priority 1 Goal 3

Dual Credit Courses

- During the 2025–26 school year, the Division doubled its dual credit offerings from 15 courses to 30 courses, across nine Division high schools. These courses were offered through Memorandums of Understanding (MOU) with the Northern Alberta Institute of Technology (NAIT), MacEwan University, NorQuest College, Athabasca University and Olds College.
  - In 2025–26, 242 students participated in dual-enrolled, dual credit courses including: Anatomy and Physiology, Sustainable Business, Introduction to Psychology, Introduction to Early Learning Childcare, Accounting, Healthcare Aide, Heavy Equipment Technician, Foundations of Design, Introduction to Veterinary Technician, Training for Performance, and Introduction to Rehabilitation.

Official Languages in Education Programs (OLEP) Hub Project

- The OLEP Hub Project is the provincial model for supporting French language learning that requires active collaboration among school jurisdictions. This HUB project spanned from 2024 to 2026 and focused on developing oral language in French Immersion contexts, a need identified by French Immersion principals.
    - The Institute for Innovation in Second Language Education (IISLE) was one of seven projects in the province approved for this funding and involved collaboration with eight other school divisions in Alberta.
    - The goal of the project was to support students' French oral language development as well as new curriculum implementation through the development of cross-curricular lessons that incorporated the French Immersion Language Arts and Literature (FILAL) Kindergarten to Grade 6 curriculum with the Kindergarten to Grade 6 curriculum for Mathematics, Science, as well as Physical Education and Wellness.
    - In 2025–26, participant feedback on the draft lessons was incorporated. The final versions of the 63 activities have been published on the EPSB Resource Hub, which is publicly accessible for teachers across the province.
- In partnership with Goethe-Institut, the Central Agency for German Schools Abroad, and Alberta Education and Childcare, IISLE coordinated a German Career Fair. Over 150 secondary students in the German bilingual program attended this event that also included students from two other school divisions. This event runs every two years with the purpose of encouraging students to continue studies in German in high school and university, promoting the advantages of learning German, and highlighting career and academic opportunities related to the German language.



P1G3: Summary of Results and Analysis

Engaging and motivating students on their journey to high school completion is a collaborative effort between Division staff, families and community partners that begins in the earliest years. The actions described above exemplify our Division's dynamic collaboration with the community to empower student learning for a changing society, workforce and climate, while creating multiple entry points and opportunities to align with student goals and interests.

The following measures, along with those in Tables 2 to 5 (*see pages. 14-17*), illustrate Division results for both the Division and EAL students. These results demonstrate both the ongoing success of the Division in supporting students to high school completion and preparing them for lifelong learning as well as identifies opportunities for continuous improvement.

Results for self-identified First Nations, Métis, and Inuit students are addressed under Priority 2 Goal 2 of this report, starting on page 65.

Local Measures

High School Course Completion Rates: Division high schools work to explore responsive and creative ways to support student engagement and increased course completion, a critical step towards achieving high school completion. These efforts have supported the average course completion rate to remain stable over the past four years as noted in Table 23. This data also reflects steady enrolment growth in Division high schools over the past several years.

Table 23. High School course completions over 4 years*

	2022–23	2023–24	2024-25	2025-26
Number of enrolments in HS courses	314,151	333,779	352,735	361,179
Number of completed HS courses	266,972	286,950	304,809	309,564
Completion rate	85.0	86.0	86.4	85.7

* Enrolled in course for more than 14 days and completed with a school mark of 50% or greater

Provincial Measures

High School Completion rates are a significant indicator of the Division's success in supporting all students in achieving the goal of high school completion and a life of dignity, fulfilment, empathy and possibility. Tables 24 and 26 highlight three-, four- and five-year high school completion rates for all Division students and for English as an Additional Language (EAL) students in the Division. A caution regarding interpreting high school completion rates over time was provided by Alberta Education and Childcare (*see notes 6, 8 and 10 on page 13)*, as participation in the 2021–22 to the 2023–24 diploma exams was impacted by the pandemic or wildfires. This impact included exams being cancelled at different times and their weighting being reduced from 30 per cent to 10 per cent in 2021–22 and to 20 per cent in 2022–23. Participation in the 2025–26 Diploma Exams was impacted by the January 2026 exam administration cancellation as well. Caution should be used when interpreting trends over time.

This year's dropout rate of 2.2 per cent demonstrates maintenance of positive outcomes, with an overall indicator of *excellent*. Notably, the six year transition rate continues to trend upwards from its already *high* level of achievement. The Rutherford scholarship eligibility rate (66.8 per cent) *declined significantly*, following the trend of the provincial average *(see Table 24)*. The eligibility rates would have also been impacted by various changes to diploma exam requirements outlined above.

Table 24. Alberta Education and Childcare Assurance Measures—High School Completion

All Students—Division compared to Province

Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
3-year High School Completion	**78.5**	77.8	77.5	Intermediate	Improved	Good	**82.1**	81.4	80.8	Intermediate	Improved Significantly	Good
4-year High School Completion	**83.0**	81.7	83.2	Intermediate	Maintained	Acceptable	**85.5**	84.7	85.4	Intermediate	Maintained	Acceptable
5-year High School Completion	**84.7**	85.9	86.1	Intermediate	Declined Significantly	Issue	**86.7**	87.1	87.9	Intermediate	Declined Significantly	Issue
Drop Out Rate	**2.2**	2.3	2.2	Very High	Maintained	Excellent	**2.4**	2.4	2.5	Very High	Maintained	Excellent
Rutherford Scholarship Eligibility Rate	**66.8**	68.3	70.4	Intermediate	Declined Significantly	Issue	**68.8**	69.4	70.7	Intermediate	Declined Significantly	Issue
Transition Rate (6 yr)	**67.5**	66.1	65.5	High	Improved Significantly	Good	**61.0**	59.9	59.9	Intermediate	Improved Significantly	Good

Table 25 shows the diploma exam participation rate compared to the three-year high school completion rate each year from 2016 to 2025 for all students. The three-year high school completion rate is consistently higher in the years 2020, 2021 and 2022, when the pandemic affected the writing of diploma exams.

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

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Diploma Exam Participation Rate (4+Exams)	60.7	60.2	60.2	61.3	0.0	0.0	4.9	56.3	59.5	58.1
3-year High School Completion	75.4	73.8	75.1	76.4	78.7	80.6	78.2	76.5	77.8	78.5
n size	6,308	6,271	6,567	6,589	6,772	6,973	7,107	7,235	7,771	8,348

When examining Division results for EAL students, it is important to note the shift in the cohort size for this group of students (from 1,091 to 369 students - see *Table 27*). This change in cohort size is due to the review of EAL coding that occurred in 2023–24 (*see page 16)*. As can be observed in Table 26, this change affected results in multiple measures: the three-year and four-year completion rates, the drop out rate and the Rutherford Scholarship eligibility rate. The 6 year transition rate for EAL students in the Division (71.2 per cent), which is not yet affected by the coding review, continues to exceed that of the province and has been maintained over time (*see Table 26)*.

Table 26. Alberta Education and Childcare Assurance Measures—High School Completion

English as an Additional Language Students—Division compared to Province

Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
3-year High School Completion	**55.7**	56.9	65.7	Very Low	Declined Significantly	Concern	**74.5**	73.5	72.8	Intermediate	Improved	Good
4-year High School Completion	**64.5**	78.0	80	Very Low	Declined Significantly	Concern	**81.3**	81.1	82.8	Intermediate	Declined	Issue
5-year High School Completion	**85.1**	83.7	85.4	Intermediate	Maintained	Acceptable	**85.0**	85.3	87.4	Intermediate	Declined Significantly	Issue
Drop Out Rate	**2.9**	3.4	2.4	High	Declined	Acceptable	**2.9**	3.1	2.7	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	**43.6**	39.6	51.2	Very Low	Declined Significantly	Concern	**52.9**	52.0	56.4	Low	Declined Significantly	Concern
Transition Rate (6 yr)	**71.2**	71.4	69.9	High	Maintained	Good	**64.6**	64.6	64.2	High	Maintained	Good

Table 27. English as an Additional Language Students - Division: Historical Diploma Exam Participation Rate (4+ Exams) and 3-Year High School Completion Rate

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Diploma Exam Participation Rate (4+Exams)	63.2	65.0	59.7	54.0	0.0	0.0	5.1	52.7	38.7	36.0
3-year High School Completion	76.1	78.0	68.1	71.0	71.0	76.7	71.2	68.8	56.9	55.7
n size	631	765	763	691	776	841	937	1,091	323	369

Citizenship: The Division's achievement on the provincial measure of students modelling characteristics of active citizenship is *high* (*see Table 28)*; with responses from parents and students indicating significant improvement, while teacher results were *maintained*. A more in-depth review of this measure, which is made up of five sub questions on the provincial assurance survey, found the following:

- The sub questions regarding students following rules and respecting each other, which have consistently been the areas with the greatest opportunity for improvement in student, parent and teacher perceptions, improved across all respondent groups in 2025–26.

Table 28. Alberta Education and Childcare Assurance Measures—Citizenship												
Teachers, parents and students who are satisfied that students model the characteristics of active citizenship												
Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	81.0 (n= 31,532)	78.3 (n= 30,689)	79.0 (n= 30,327)	High	Improved Significantly	Good	81.2 (n= 278,858)	79.8 (n= 269,117)	79.8 (n= 263,816)	Very High	Improved Significantly	Excellent
Parent	81.1 (n= 2,885)	76.4 (n= 3,150)	78.0 (n= 3,650)	High	Improved Significantly	Good	80.1 (n= 37,180)	78.6 (n= 34,441)	78.9 (n= 33,176)	High	Improved Significantly	Good
Student	72.0 (n= 24,199)	69.3 (n= 23,318)	69.4 (n= 22,599)	Very High	Improved Significantly	Excellent	72.7 (n= 207,891)	70.3 (n= 201,119)	70.4 (n= 197,983)	Very High	Improved Significantly	Excellent
Teacher	89.8 (n= 4,448)	89.2 (n= 4,221)	89.5 (n= 4,078)	Intermediate	Maintained	Acceptable	90.9 (n= 33,787)	90.5 (n= 33,557)	90.2 (n= 32,657	Intermediate	Improved Significantly	Good

Lifelong Learning and Work Readiness: Agreement that students are taught attitudes and behaviours that will make them successful at work is *high* and *improved* compared to the prior three-year average *(see Table 29)*. Teachers and parents remain satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. Detailed results for the provincial assurance survey can be found in *Appendix C, Tables C5 and C6*.

Table 29. Alberta Education and Childcare Assurance Measures—Success after High School and Lifelong Learning												
	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
a. Teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.												
Overall	82.7 (n= 6,926)	80.9 (n= 6,986)	82.0 (n= 7,318)	High	Improved	Good	84.2 (n= 66,650)	83.7 (n= 63,905)	83.2 (n= 62,006)	High	Improved Significantly	Good
b. Teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.												
Overall	79.1 (n= 7,071)	78.2 (n= 7,120)	78.7 (n= 7,470)	High	Maintained	Good	81.2 (n= 68,123)	80.8 (n= 65,274)	80.4 (n= 63,339)	High	Improved Significantly	Good

Career Planning: Grades 7 and 10 students' perceptions that they get the help they need planning for a career remained similar to prior year results in 2025–26, indicating continued opportunities to build relationships with students and engage them in career and post-secondary planning (*see Table 30*). Results for students in Grades 7 to 9 may be reflective of this age group's readiness and awareness of goals beyond high school.

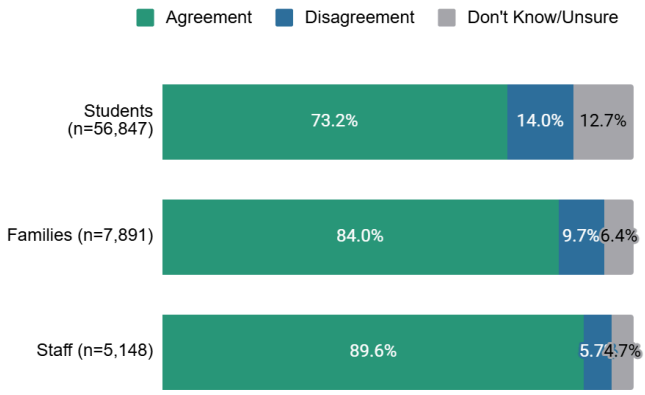
Table 30. Alberta Education Childcare Assurance Measures—4 Year Historical Division and Province—Career Planning

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

	Edmonton School Division				Alberta			
	2023	2024	2025	2026	2023	2024	2025	2026
Grades 7-9	56 (n= 6,680)	52 (n= 6,242)	58 (n= 7,022)	57 (n= 6,788)	53 (n= 58,836)	52 (n= 60,928)	54 (n= 60,962)	56 (n= 62,492)
Grades 10-12	78 (n= 6,054)	75 (n= 5,508)	78 (n= 6,627)	79 (n= 6,766)	77 (n= 51,168)	76 (n= 52,587)	78 (n= 54,837)	79 (n= 56,077)

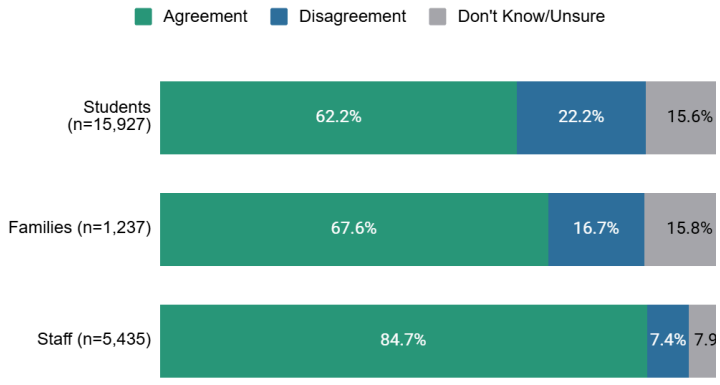
In the 2025–26 Division Feedback Survey (DFS), students in Grades 10 to 12, staff and families were asked two questions focused on how the Division is doing to help students be prepared for their futures. These results, as presented in Figures 5 and 6 below, reflect a high level of staff confidence in the role school plays in preparing youth for their futures. Trend data for the past four years can be found in the 2025–26 DFS report, Figures 12-13 (students), Figures 52-53 (staff), and Figures 81-82 (families). An examination of this data demonstrates that both students and families indicated a higher level of agreement with the two questions compared to the previous year, while staff agreement remains very similar to last year.

Figure 5. *What students are learning in school will prepare them for the future*



Students: What I learn in school will help me in my future
Families: What my child learns in school will help prepare them for their future
Staff: I feel confident connecting curricular outcomes to the development of competencies students will need for their futures

Figure 6. *School is supporting students to prepare for life after high school*



Students: I feel supported to prepare for life after I finish high school (Grades 10 to 12)
Families: My child's school supports them to transition to life after high school (Grades 10 to 12)
Staff: I feel confident that the work I am doing is preparing students to transition to life after high school

The Division's commitment to high quality teaching and learning for all students will continue under the direction set out in the 2026–30 Division Strategic Plan and intentional actions identified through the Division's 2026–30 Four-Year Education Plan. Together these documents reflect the Division's commitment to the Provincial Strategic Priorities for Education.



Priority 2

Advance action towards anti-racism and reconciliation.

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

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

As we reflect on Priority 2 of our 2022–26 Division Strategic Plan, our results demonstrate progress in our commitment to anti-racism, reconciliation and equity, as well as supporting next steps moving this work forward. This commitment continues to unfold under the directions and actions set out in board policy, the Division's Anti-racism, Reconciliation and Equity Action Plan and priorities reflected in our 2026–30 Division Strategic Plan and 2026–30 Four-Year Education Plan.

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

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

Actions outlined in the Division's Anti-racism, Reconciliation and Equity Action Plan have been identified as steps towards authentic and long-term systemic change. Division Feedback Survey (DFS) results are one source of data that provides the Division with insights, trends and tendencies that help inform our progress. An example of this is the DFS question focused on awareness of actions that support truth and reconciliation.

Since the beginning of the 2022–26 Division Strategic Plan, perceptions of awareness of actions being taken to support truth and reconciliation have increased for students (+5.8) and families (+4.6). Over the same time span, staff awareness, which remains high, has decreased slightly from 93.6 to 91.0 per cent.

DFS results serve as one example of a local measure the Division has used to evaluate our work towards the 2022–26 Division Strategic Plan as well as guide the establishment of priorities for the 2026–30 Division Strategic Plan.

2025–26 DFS results indicate that:

85.4 per cent of students agreed that "my school takes actions that support truth and reconciliation."	**2022–23**	79.6
	2023–24	81.5
	2024–25	81.6
	2025–26	85.4
91.0 per cent of staff agreed "the Division is taking actions that support truth and reconciliation."	**2022–23**	93.6
	2023–24	93.2
	2024–25	90.7
	2025–26	91.0
74.0 per cent of families agreed "my child's school keeps me informed of steps they are taking to support truth and reconciliation."	**2022–23**	69.3
	2023–24	71.2
	2024–25	71.6
	2025–26	74.0

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

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

In 2025–26, work in support of three key areas of the action plan continued, building on progress made in previous years. As we consider the updates from years 1 (March 2023), 2 (March 2024) and 3 (December 2025), we recognize the progress made throughout the term of the Strategic Plan, while also looking forward to how these actions serve as guiding momentum to Division's work in support of anti-racism, reconciliation and equity in the 2026–30 Division Strategic Plan.

Action Plan Highlights

- To support a deeper understanding of how belonging and safety are experienced by students, the extended student demographic data was analyzed with Division data from the Youth Resilience Survey, as the concepts of belonging and safety are foundational to school connection, academic success and well-being. This report, *Student Demographic Data Report - A closer look at belonging and safety across student identity groups*, was shared at the public Board meeting on June 9, 2026. The results from this analysis provide a clear foundation for action and confirm the importance of the Division's responsibility to strengthen students' sense of belonging and safety.
- To support authentic engagement and accessible communication, work continued on the creation of two Division resources: a guide to courageous conversations and a document supporting guiding principles on inclusive language.
- In the spirit of continuous improvement, we seek feedback from students, families, staff and members of the broader community. These efforts are supported through advisory committees (principal, staff and community).

Carrying forward, highlights from the 2025–26 school year include:

Working towards Reconciliation

- The Division, led by Curriculum Learning Supports (CLS), hosted an event on September 29, 2025, to commemorate the National Day for Truth and Reconciliation and Orange Shirt Day. Trustees, senior leaders, staff and students were invited to attend the in-person event. The event was also live-streamed so schools across the Division could participate.
    - Trustees and senior leaders also attended a luncheon alongside Residential School Survivors and community members.
- A Gwich'in artist from Edmonton was commissioned to create an original artwork for self-identified First Nations, Métis, and Inuit 2026 graduates. The painting celebrated the rich and diverse cultures of First Nations, Métis, and Inuit (to see the print and for more information about the artist see page 70). Division schools also received a print.

- To support schools in acknowledging and recognizing National Indigenous History Month and the National Day for Truth and Reconciliation, centrally curated and developed materials and learning activities were made available to schools. Examples of these materials include Truth and Reconciliation book clubs, curriculum-based lessons with Indigenous perspectives and a video with an Inuk Knowledge Keeper.

Support for schools and enhancing school capacity:

- The Division continued to offer a range of learning opportunities for staff focused on key topics designed to support and enhance staff capacity, awareness and knowledge in the areas of anti-racism, reconciliation and equity. Details of this work include the following:
    - Diversity Education, Sexual Orientation, Gender Identity, and Expression (SOGIE) and First Nations, Métis and Inuit consultants in CLS and Strategic Division Supports (SDS) offered more than 70 PL sessions around a range of topics, reaching over 1,660 staff members. This reflects an increase in both the number of session topics offered and the number of staff participating compared to last year (2024–25 there were 55 sessions with 1,280 staff participating). Some examples of these sessions include:
        - 7 Grandfather Teachings
        - Anti-racism: Culturally Responsive Teaching
        - Bias in Leadership: Types and Techniques
        - Fostering Effective Conversations about SOGIE
        - Supporting Land-based Learning: Cree Lunar Calendar Teachings, Traditional Plants and Medicines, Smudge Teachings

Staff Feedback		
Bias in Leadership: Types and Techniques	**Fostering Effective Conversations about SOGIE**	**Supporting Land-Based Learning**
"This PD allowed reflection and provided insight into our unconscious biases and how they impact our decision-making." **What key learning/ideas will you take away?** *"Recognizing that unconscious bias is a universal, automatic brain function. People must cultivate self-awareness and disrupt snap judgments."*	*"The notions of reciprocal inclusion and bridging communities stood out for me. I also appreciated the connection between the brain and the implications around these issues."* **What key learning/ideas will you take away?** *"I love the idea that inclusion can be seen from a non-political perspective. All students need to be and feel included."*	*"These few hours of professional learning were a gift to our team. The beading sparked a sense of community, connection, and well-being, inspiring staff to continue learning and creating together beyond the session."* **What key learning/ideas will you take away?** *"Recognizing land-based learning as an opportunity to deepen relationships with the land, cultural teachers, and one another."*

- An Indigenous leadership event was held in the spring and was an opportunity for Division teachers who self-identify as First Nations, Métis, or Inuit to learn from community leaders and explore various leadership opportunities in the Division.
  - 41 participants from 28 schools participated in the event.
- Central teams also supported other staff capacity building structures within the Division, such as catchment leadership groups and Human Resources leadership cohorts, delivering multiple PL sessions specific to this work. In addition, work with these school catchment groups has offered the opportunity to further build capacity to collaborate and co-create PL to meet school community needs for meaningful professional learning.
- Diversity, SOGIE and First Nations, Métis, and Inuit consultants facilitated over 9,000 interactions with students, staff, families and community. This included, but was not limited to:
  - Close to 100 anti-racism consultations supporting topics such as creating a multifaith space, supporting schools when racially harmful language is used and introducing the new anti-racism leadership competency.
  - Over 300 consultations providing guidance to support the establishment or ongoing operation of student organizations or activities, all-gender washrooms, navigating new legislation and safe contact training.
  - First Nations, Métis, and Inuit consultants from CLS and Strategic Division Supports (SDS) responded to over 250 requests, building capacity with students and staff by providing consultations and Indigenous learning opportunities like the Blanket Exercise, Land Acknowledgement teachings, River Walks, Traditional Plants and Medicines, Land-based learning, 7 Grandfather teachings, and Smudge teachings, as well as building connections with Elders and Knowledge Keepers and support for planning Indigenous events and celebrations.

2025–26 DFS results indicate that:

92.1 per cent of students agreed that "in school I have the opportunity to learn about Indigenous perspectives."

2022–23	2023–24	2024–25	2025–26
91.6	91.1	91.1	92.1

93.3 per cent of students agreed that "in school I have the opportunity to learn about treaties and agreements with First Nations."

2022–23	2023–24	2024–25	2025–26
93.1	92.3	92.5	93.3

91.8 per cent of students agreed that "in school I have the opportunity to learn about residential schools and their legacy."

2022–23	2023–24	2024–25	2025–26
92.3	91.6	90.7	91.8

- The Anti-racism Critical Support (ARCS) team, made up of staff from Diversity Education, worked alongside other central units to support emergent school-based issues related to anti-racism and equity. The support of this team remains a valued resource for the Division, though data around access to the team (*see Table 31*) indicates increasing confidence of school staff when responding to race-related situations.

Table 31. Number of requests for support received by the ARCS team

	2022–23	2023–24	2024–25	2025-26
Support requests from schools	26	19	12	11

- Central staff updated Heritage and History Month resources, which provide educators with foundational background, historical timelines and resources to learn more about and celebrate diverse cultural communities. Each document outlines the demographic history and regional origins of the designated group, highlights notable

Canadian figures across various industries, and offers classroom-ready content including age-appropriate book recommendations, video links, interactive games and weekly in-school announcement scripts. The guides serve to build cultural literacy among division staff while giving students relatable role models and engaging opportunities to explore different perspectives. The following guides are available to staff through a central resources hub:

- Asian Heritage Month
- Black History Month
- Hindu Heritage Month
- Islamic History Month
- Jewish Heritage Month
- Latin American Heritage Month
- Sikh Heritage Month

- Across schools, students, staff, families and community will gather to honour cultural diversity through a variety of activities, including food fairs, theatrical, artistic and musical showcases, and dance performances. These collaborative initiatives are routinely showcased on school and Division social media channels that help share awareness of these celebrations with families and members of the community.
- The Division's Multifaith Calendar, a tool highlighting days of significance, was updated to support planning for the 2025–26 school year.

Human Resource practices:

- The new *Equitable and Inclusive Hiring Practices* guide was launched in April 2026. The guide was created to address opportunities and support consistency in hiring practices identified through an anti-racism, reconciliation and equity lens and through engagement with advisory committees.
  - The guide is a collection of information and resources to support hiring managers and panel members in conducting an effective hiring process that is grounded in best practices and aligned to legislative requirements. Hiring resources for teacher-certificated positions reflect alignment to the *Teaching Quality Standard* (TQS) and *Leadership Quality Standard* (LQS), as applicable.
  - As part of implementation, an orientation session supporting the guide and its accompanying resources was presented to Division leaders in April 2026.

Student Demographic Data:

- Extended Student Demographic Survey (ESDS): To gain a better understanding of student identity, the Division implemented the ESDS in the fall of 2022. Students in Grades 4 to 12 were invited to answer a short set of questions related to identity. To support a deeper understanding of how students' identities may influence how they experience belonging and safety in school, the extended student demographic data was analyzed with Division data from the Youth Resilience Survey. This report, *Student Demographic Data Report - A closer look at belonging and safety across student identity groups*, was shared at the public Board meeting on June 9, 2026. The results from this analysis confirm the importance of Priority 2 in the 2022–26 and 2026–30 Division Strategic Plans and the Division's ongoing responsibility to strengthen students' sense of belonging and safety. The results of the June 2026 report were provided to school leaders and will serve as the catalyst for examining belonging and safety within their school community.

Anti-Racism, Reconciliation and Equity Action Plan

- Anti-racism, Reconciliation and Equity action plan final report: From 2021 to 2026, the Division advanced work to address systemic barriers and strengthen anti-racism, Truth and Reconciliation, equity and inclusion across schools and workplaces. These efforts were framed within the construct and direction of the action plan in direct support of Priority 2 of the Strategic Plan. Key efforts outlined in the plan included providing resources and professional learning to support schools, examining human resource practices and using student demographic

data to better understand the identity of students served by the Division and support their success. The momentum of this work will continue forward through the 2026–30 Division Strategic Plan, with a focus on addressing barriers to student success and strengthening belonging, safety and well-being for all students.

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

To support authentic engagement, the Division has intentionally created opportunities to listen to and learn from students, staff, families and the community. The voices and feedback from these opportunities serve as local measures and indicators to reaffirm and guide the Division's commitment to advance the work of anti-racism, reconciliation and equity.

- Diversity Day is an annual student-centred conference hosted by Edmonton Public Schools in partnership with the Phoenix Multi-Faith Society. Created through a shared commitment to diversity, belonging and acceptance, the leadership conference provides students with opportunities to build understanding of others, reduce prejudice and discrimination and strengthen their school communities through dialogue and student voice.
  - In 2025–26, Diversity Day was held on May 15 at the Centre for Education and 150 students from 12 high schools participated.
  - The opening ceremonies included a Land Welcome and teaching by Councillor Aaron Paquette, greetings from the Honourable Salma Lakhani, Lieutenant Governor of Alberta and a Hoop Dance from Indigenous artist Dallas Arcand.
  - Throughout the day, students selected from a range of sessions, including:
    - Ahmed 'Knowmadic' Ali – Artist, community builder and educator
    - Beth Deer & Churro – Digital creator and advocate
    - Kenny M'Pindou – Canadian National Bobsleigh team member and motivational speaker
    - Khaled Safi – Artist specializing in sand art design and immersive cultural experiences
    - Marty Chan – Award-winning author, playwright and writer
    - Masani St. Rose and Friends – West African and Caribbean dance artist, joined by Guinean Master Drummers
    - Medgine Mathurin – Multilingual spoken word artist and advocate, currently serving as City of Edmonton's 11th Poet Laureate
    - Rena Rachar – Emotional intelligence coach, trainer and speaker

Diversity Day: One Vision, Many Voices, Students Unmuted

"I attended Ahmed Knowmadic Ali's session and the drumming session. Both were exceptional. I enjoyed how Mr Ali had the students engaged and thinking throughout, and his messages were inspirational. The drumming woke my soul, and I felt invigorated and connected to everyone - especially myself!"

- Student Participant

"From diversity day, I learned that fostering community, diversity, and leadership is heavily important, and in my school I want to foster these factors of student life even further."

- Student Participant

  - The day concluded with Saadiq Sumar, Board Chair, facilitating a student panel focused on belonging and connection to school and closing remarks from Superintendent Thompson.

- The Equity Advisory Committee is composed of members of the community and parents representing a diverse range of backgrounds and lived experiences. The committee met three times over the course of the 2025–26 school year. Their work focused on:
  - Reviewing and analyzing results from the student demographic survey to better understand student identities, identify systemic barriers, and examine how feelings of belonging and safety vary across student demographic groups.
  - Advising on data communication and implementation: the committee offered guidance on how to share sensitive survey findings with staff, families and the broader community in ways that protect student identities, maintain transparency and build trust without unintentionally misrepresenting or negatively impacting student groups.
  - Supporting the development of the 2026–30 Division Strategic Plan by providing feedback on the Division's proposed vision, mission and strategic priorities with a focus on advancing anti-racism, reconciliation, equity, and inclusion across Division operations.

- The Division's Staff Advisory Committee is composed of members from across all staffing groups. Its purpose is to enhance progress towards the Division's plan in support of anti-racism, reconciliation and equity. This committee was paused by the labour disruption that occurred in October 2026 and ongoing challenges filling supply jobs. As a result of this, the committee did not meet in 2025–26. Steps were taken to resume meetings for the 2026–27 school year, with the first meeting being held in September 2026.

- The Division's Anti-Racism, Reconciliation and Equity Principal Committee is made up of school leaders representing a range of school communities and contexts. For the 2025–26 school year, the committee's core mandate was to support the Division's commitment to providing a welcoming, caring, respectful and safe learning environment that embraces diversity and promotes a sense of belonging for all students and staff. The committee's work helped to inform the development of resources and processes that promote equity and inclusion. Members met three times over the course of the year and focused their work around:
  - Examining the results of the extended student demographic data analysis, looking more closely at the concepts of belonging and safety.
    - This work included discussions around how best to share this data and considerations for school leaders when working with their school communities.
  - Exploring implications and benefits related to the potential collection of staff demographic data.
    - This work was centered around findings from the committee tasked to explore this work and contextualized into today's education and societal contexts.
    - Feedback from principals aligned with other information surfaced by the working committee that includes:
      - The collection of this data may not surface significantly new actionable information for the Division.
      - The reluctance from staff to share this information.
  - Providing feedback to support the development of the 2026–30 Division Strategic Plan, with a focus around the concepts of Reconciliation, equity and inclusion.

- The Student Senate is a group of elected or appointed high school students from across Division schools who serve as a youth engagement model to promote active student participation in youth governance within education. The Senate met monthly and their work focused on providing student perspectives and enacting student-led initiatives and projects.

Student Senate Highlights

In 2026, the student senate accomplished the following:

- **An information kit brochure:** This kit provides helpful resources for life after high school. Physical copies of this brochure were shared across Division high schools, and a digital copy is publicly available on the Student Senate website.
- **Developed four podcasts:** These podcasts focus on the theme of student life, within and outside of school. The podcast episodes are publicly available on the Division's YouTube channel and the Student Senate website

P2G1: Summary of Results and Analysis

Results from the 2025–26 Division Feedback Survey (DFS) contribute to the local measures the Division uses to better understand the impact of the work the Division is undertaking in support of Priority 2. According to the DFS, there are notable improvements over the last three years, as well as valuable insights for future opportunities. The results confirm the importance of the Division's ongoing work and commitment towards anti-racism and equity (*see Priority 2 results in the 2025–26 DFS Summary Report).*

- In 2025–26, students and staff both indicated greater feelings of safety regarding seeking help if something racist or discriminatory occurred. This growth reflects the intentional work undertaken across the Division supporting Edmonton Public Schools' commitment towards anti-racism and more recent efforts focused on belonging and safety. At the same time, these results demonstrate the importance of ongoing improvement.

2025–26 DFS results indicate that:

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

78.5 per cent of staff agreed that "If I were to experience racism or discrimination at my workplace, I would feel safe getting help from the Division."

2022–23	2023–24	2024–25	2025–26	2022–23	2023–24	2024–25	2025–26
71.4	71.4	71.3	74.6	76.2	75.2	77.0	78.5

- Compared to the first year of the Strategic Plan, students and families are now more likely to agree that many diverse cultures are represented in the books and materials and in the events, activities and environment of their school. These results demonstrate the positive impact of work at schools to support environments where all students see themselves represented.

2025–26 DFS results indicate that:

80.3 per cent of students agreed that "many diverse cultures[14] are represented in the books and materials at my school."

2022–23	2023–24	2024–25	2025–26
76.8	78.5	77.8	80.3

87.7 per cent of families agreed that "many diverse cultures[1] are represented in the events, activities and environment of my child's school."

2022–23	2023–24	2024–25	2025–26
84.5	86.0	87.6	87.7

- Staff awareness of what the Division is doing to support anti-racism and belonging remains high but has decreased over the past four years, suggesting opportunities for ongoing central and school communication.

2025–26 DFS results indicate that:

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

2022–23	2023–24	2024–25	2025–26
95.7	95.3	92.3	91.8



[14] Further expanded on in the DFS as "(i.e., languages, traditions, world views, histories, current realities.)"

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

The Division continues to work closely with First Nations, Métis, and Inuit students, their families, caregivers, Elders, Knowledge Keepers and members of the broader community in support of student success. The Division strives to develop a holistic understanding of First Nations, Métis, and Inuit cultures, worldviews, histories and current realities. Through this holistic approach, the Division builds relationships that honour individual student stories and cultures to support the weaving of culture and curriculum to enhance a sense of belonging for all students.

The Division has framed its work in support of First Nations, Métis and Inuit student success around the six areas of policies and practices identified by the OECD report *Promising Practices in Supporting Success for Indigenous Students* (2017). The OECD research highlights the importance of relationships, working with families, engaging with community, early learning, high-quality teaching and learning and school leadership, as well as the value of monitoring for evidence of growth and progress. The Division's alignment with this research is reflected across our work in multiple evidence-based practices or initiatives at both the central decision unit and school levels, as set out in planning for the 2025–26 school year. This work is funded through the Division's First Nations, Métis, and Inuit Grant allocation of $15,402,766.04.



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

Grounded in the OECD's (2017) report, the Division continued with evidence-based work that supports the achievement of self-identified First Nations, Métis, and Inuit students. As captured through Catchment Conversations and the Catchment reporting template, schools across the Division engaged with First Nations, Métis, and Inuit Elders, community partners and central units in support of building staff understanding and foundational knowledge of First Nations, Métis, and Inuit.

The following initiatives from the 2025–26 school year align with our Division's local measures and provide support to show trends, tendencies and insights for future action.

- To support Division high schools in offering learning opportunities for students that embed First Nations, Métis, and Inuit knowledge and history, the Division acquired the following three locally developed courses from another school division:
  - Métis History and Stories 15
  - Indigenous Art and Ceremony 25
  - Pathways to Reconciliation 35
- During the 2025–26 school year, steps to help build staff capacity around Indigenous perspectives, worldviews and culture were supported through the First Nations, Métis, and Inuit consultant teams. Examples of this support include:
  - Engaging with Elders, Knowledge Keepers and Cultural Advisors to support the development of foundational knowledge.
  - Facilitating PL opportunities to increase foundational knowledge of First Nations, Métis, and Inuit cultures, languages, histories, perspectives and current realities in teaching and learning across Division classrooms.
  - Additionally, the Curriculum and Learning Supports (CLS) First Nations, Métis, and Inuit Education team developed interactive, hands-on, and culturally responsive learning kits designed to align with Kindergarten to Grade 6 curriculum; an example is the Métis Stories Learning Kit.
- To support the integration of foundational knowledge into the development of Social Studies resources, the resource development team and First Nations, Métis, and Inuit Education team worked together to plan, write and review lessons.
- To enhance understanding of work happening across the Division and to help inform reporting, a template was created for catchment conversations (see *Appendix B*) to document the work occurring across schools and catchments in support of the academic journey of self-identified First Nations, Métis and Inuit students, as well as opportunities for all students and staff to develop understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis, and Inuit. An analysis of this reporting indicated the following:
  - School catchments across the Division reported multiple initiatives that demonstrate a collective shift from singular cultural observances toward embedded systemic practices to support and enhance the connection and leadership of self-identified First Nations, Métis, and Inuit students within their school community, including:
    - Empowering student-led Diversity Clubs and Indigenous Student Clubs to organize catchment celebrations (Orange Shirt Day, National Day for Truth and Reconciliation, Rock Your Mocs, National Indigenous Peoples Day) and host multicultural awareness events.

- Utilizing Sharing and Talking Circles, the Circle of Courage, and Response to Intervention (RTI) models to support student voice, holistic mental well-being and ultimately, academic success.

- Catchments across the Division reported through local measures (DFS data and school level student perception surveys), evidence of success in this work (e.g., self-identified First Nations, Métis, and Inuit students feeling a deeper sense of belonging), while acknowledging the opportunities and importance of continuing to build on this work at the school and catchment level under the direction of the 2026–30 Strategic Plan.
- Additionally, catchments participated in multiple initiatives intended to support all students and staff in building their awareness and knowledge regarding foundational knowledge of First Nations, Métis, and Inuit. Examples of these initiatives include:
  - Participating in immersive experiential, cultural and land-based learning opportunities.
  - Designing more catchment professional learning opportunities for staff to support increased confidence in foundational knowledge.
  - Establishing school-level lead teacher teams, shared leadership teams and communities of practice within catchments to co-create curricular units and share learning and teaching resources in support of First Nations, Métis, and Inuit education.
  - Weaving Indigenous ways of knowing and being into teaching and learning activities for the benefit of all students across subject disciplines.
  - Building authentic partnerships with Elders, Knowledge Keepers, and Indigenous cultural performers and artists.
- When reporting, principals observed a greater sense of building teacher confidence and staff efficacy in supporting the work of advancing Truth and Reconciliation, and foundational knowledge of First Nations, Métis, and Inuit histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts.



High School Completion

The High School Completion Coach (HSCC) model is an evidence-based approach focused on strengthening First Nations, Métis, and Inuit students' academic achievement in an environment that is welcoming and inclusive, where First Nations, Métis, and Inuit culture is visible and valued. The model has been developed to target many of the highest impact practices identified in the OECD's 2017 Promising Practices report.

High Impact Strategies of the HSCC Model (Informed by OECD *Promising Practices in Supporting Success for Indigenous Students*)

- Having a plan for high school completion and monitoring for progress
- Providing tailored support responsive to the needs of an individual student
- Engaging families
- Facilitating learning activities that support progress
- Providing dedicated rooms and access to cultural experiences (such as smudging)

- Four Division high schools participated in the HSCC model for the 2025–26[15] school year: Dr. Anne Anderson, Eastglen, Jasper Place and Queen Elizabeth.
  - The initiative is built around the role of High School Completion Coaches who work directly with students, supporting their plan to complete high school and transition to post-secondary education or the world of work. The work of coaches included the following for the 2025–26 school year:
    - 1,872 individual coaching sessions.
    - 35 post-secondary and/or career transition sessions, including presentations by post-secondary institutions and partner organizations.
    - 19 leadership activities, including a three day Indigenous Youth Mentorship and Training Camp, markets where students display and/or sell items they have made, leadership clubs and volunteering at elementary school activities.
    - 355 engagements with self-identified First Nations, Métis, and Inuit students and their families, including emails, phone calls, conferences and school family nights.
  - The HSCC model includes First Nations, Métis, and Inuit Cultural Advisors who provided a range of opportunities for cultural connection for students, including:
    - Land-based learning experiences.
    - Cultural teachings through creation of Parfleche earrings, ribbon skirts, ribbon shirts and regalia.
    - The opportunity for students to participate in smudging.
    - Classroom presentations in collaboration with teachers.
    - Whole school activities such as round dances, blanket exercises, culture camp, dance and drum performances.

[15] 2025–26 activities were impacted by the October labour disruption and several staffing vacancies/leaves, which impacted activities and data collection.

Each year, participating students are invited to complete the HSCC survey (*see Table 32*). These results demonstrate the importance of this model and the positive impact it has for students.

Table 32. Student feedback on High School Completion Coach Model: % strongly agree and agree

	2020–21	2021–22	2022–23	2023–24	2024-25	2025-26
	n=24 (2 schools)	n=71 (3 schools)	n=70 (3 schools)	n= 160 (4 schools)	n=79 (4 schools)	n=107 (4 schools)
Having high school completion coaches helps me have a sense of belonging at school.	87	91	99	98	97	100
Having high school completion coaches has helped to provide cultural experiences for students.	87	91	Having high school completion coaches creates opportunities for me to participate in cultural teachings and experiences.		95	97
			97	98		
Having high school completion coaches helps me to think about my future (e.g. selecting courses and exploring after high school plans).	92	94	99	98	94	95
Having high school completion coaches helps me with my learning.	96	89	Having high school completion coaches helps me with my academic achievement.		97	97
			99	98		
In general, it is helpful having high school completion coaches at my school.	91	99	100	100	97	100

Linda Wright, a contemporary Gwich'in artist, was commissioned to create this artwork to honour 2025–26 First Nations, Métis, and Inuit high school graduates at Edmonton Public Schools. Through art, she intends to develop a sense of appreciation for the north and provide insight into oral storytelling traditions.

- In *The Journey and Path Forward,* the Wolf represents Humility, the Eagle Love, the Bison Respect, and the Bear Courage. These four animals, along with a beaded graduation cap and floral stole, honour the graduate's journey. The Edmonton skyline and teepees anchor the background, while an honour eagle feather connects the graduate to the Creator, embodying strength and wisdom. Finally, the Inukshuk sun symbolizes hope, safety, and community guidance (Artist statement).



The Journey and Path Forward

Additional Actions Taken in Support of Priority 2 Goal 2

- To help enable access to indigenous programming and support attendance, the Division uses funding from the First Nations, Métis, and Inuit Grant allocation to cover school bus fees for students enrolled at awâsis waciston and amiskwaciy Academy schools.

P2G2: Summary of Results and Analysis

The 2022–26 Division Strategic Plan has centred the Division's work in support of anti-racism, reconciliation and equity into governance and operational practices and frameworks. This work has evolved over the past four years from developing capacity for foundational readiness to embedding this work into strategic and responsive actions. This momentum will carry forward to support the 2026–30 Division Strategic Plan and demonstrates responsiveness to Division results.

The achievement data and actions presented as part of Priority 1 Goal 2 (*see Tables 10, 19, 22 and Appendix E: CAT4*) reflect Division results for self-identified First Nations, Métis, and Inuit students, demonstrating steps forward, but also reinforcing the importance of the Division's continued efforts in support of student success.

High School Completion results for self-identified First Nations, Métis, and Inuit students indicate the importance of evidence-informed promising practices in support of student success and high school completion for self-identified First Nations, Métis, and Inuit students. In 2025–26, the Division maintained its results in the areas of high school completion, dropout rate, the number of students eligible for the Rutherford Scholarship and the six year transition rate *(see Table 33)*. The Division remains focused on actions grounded in evidence-based practices that will continue to support this work.

Table 33. Alberta Education and Childcare Assurance Measures—High School Completion

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

Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
3-year High School Completion	**47.7**	45.6	46.2	Very Low	Maintained	Concern	**61.8**	59.8	58.5	Very Low	Improved Significantly	Acceptable
4-year High School Completion	**55.5**	56.4	55.5	Very Low	Maintained	Concern	**67.1**	65.8	65.6	Very Low	Improved	Issue
5-year High School Completion	**59.7**	61.8	60.5	Very Low	Maintained	Concern	**69.2**	69.7	70.1	Very Low	Maintained	Concern
Drop Out Rate	**5.5**	5.8	5.9	Intermediate	Maintained	Acceptable	**4.8**	5.2	5.2	Intermediate	Improved	Good
Rutherford Scholarship Eligibility Rate	**43.3**	42.1	43.0	Very Low	Maintained	Concern	**44.0**	44.0	43.9	Very Low	Maintained	Concern
Transition Rate (6 yr)	**36.0**	34.2	34.8	Low	Maintained	Issue	**39.0**	37.1	37.6	Low	Improved Significantly	Good

Table 34. Self-Identified First Nations, Métis, and Inuit Students - Division: Historical Diploma Exam Participation Rate (4+ Exams) and 3-Year High School Completion Rate

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Diploma Exam Participation Rate (4+Exams)	20.5	21.6	18.9	18.4	0.0	0.0	0.8	16.3	16.3	16.6
3-year High School Completion	45.6	41.3	40.9	42.8	50.5	47.1	44.2	49.0	45.6	47.7
n size	587	633	607	584	601	622	613	628	642	716

Local Measures

In reviewing our Division's local measures, results from the 2025–26 DFS confirm that the majority of students are engaging in learning about Indigenous perspectives and contributions in school and also reinforce opportunities for continued growth in the Division's work and commitment towards supporting and enhancing the educational experiences and achievements of self-identified First Nations, Métis, and Inuit students (*2025–26 DFS Summary Report, Figures 22-25).*

- A significant proportion (93.8 per cent) of students in 2025–26 agreed that they feel they have the opportunity to learn about the contributions of Indigenous peoples, a result that has been consistent since 2022–23.

Priority 2: Advance action towards anti-racism and reconciliation

Over the past four years, there have been some notable improvements in students', staff, and families' perceptions of the impact of the work the Division has been undertaking in support of truth and reconciliation.

- In 2025–26, more students (85.4 per cent) agreed their school takes actions to support truth and reconciliation compared to 2022–23 (79.6 per cent). *(see 2025–26 DFS Summary Report, Figure 18)*
- More principals, assistant principals and teachers (80.8 per cent) agreed with the statement “I have the knowledge and skills to program for/support students who are First Nations, Métis, and Inuit” compared to 2022–23 (78.7 per cent). *(see 2025–26 DFS Summary Report, Figure 46)*
- In 2025–26, more families (74.0 per cent) agreed their child’s school kept them informed of steps being taken to support truth and reconciliation compared to 2022–23 (69.3 per cent). *(see 2025–26 DFS Summary Report, Figure 87)*

Our progress in this work and ongoing examination of data combined with feedback from staff, students and families, provides a foundation for us to reflect on “what’s next” as we look ahead to our 2026–30 Division Strategic Plan and align with the Provincial Strategic Priorities for Education Regulation.



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



Priority 3

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

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

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

Edmonton Public Schools uses a collaborative and comprehensive approach to support students and staff well-being with the intent of helping students and staff to grow and thrive in their learning and working environments. In 2025–26, this responsibility was grounded in Alberta's *Education Act*, *Section 33(1)(d)*. Additionally, the Alberta *Teaching Quality Standard* (TQS) requires all teachers to be aware of and facilitate *"responses to the emotional and mental health needs of our students."* The Division further formalizes its role and responsibilities in this area through Division board policies, administrative regulations and practices or procedures.

The Division's work to support well-being and mental health for students is framed within a pyramid of intervention model (*see Figure 7*) and grounded in the internationally recognized Comprehensive School Health (CSH) framework, which is a whole school approach as it touches on all aspects of student health and well-being. The Division works in partnership with Primary Care Alberta (PCA) around this approach.

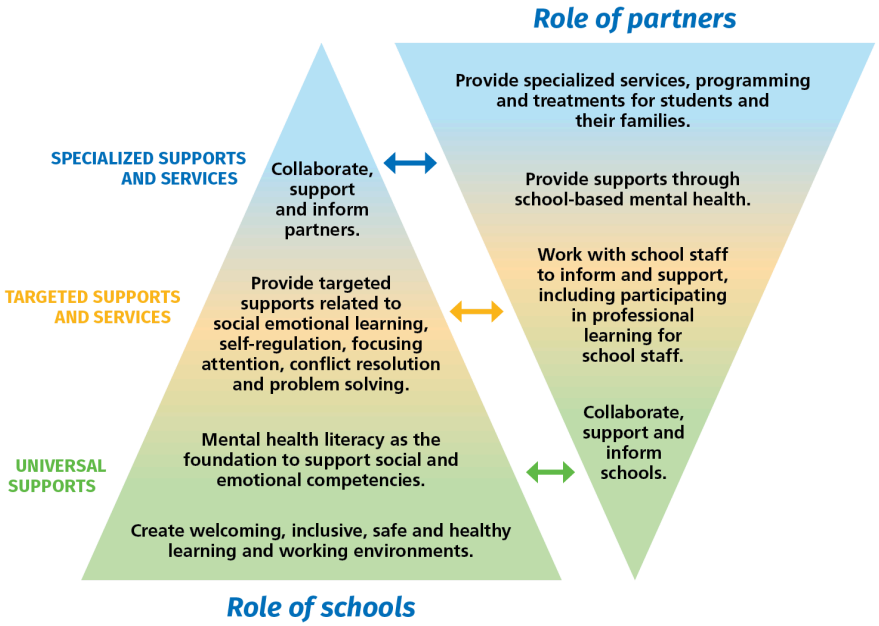


Figure 7. *Pyramid of intervention demonstrating the interplay between the role of schools and the role of health partners* (Edmonton Public Schools, 2023)

The work of PCA in support of well-being is paralleled alongside the work of schools in Figure 7. This figure helps to demonstrate the roles of educators and health professionals in respect to student well-being. We support a consultative model that informs educational programming while health professionals provide treatment. Figure 7 demonstrates how our work is complementary and the role of each organization through the construct of the pyramid of intervention.

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 students. Schools and central teams work together on mental health capacity building initiatives focused on providing universal (prevention and promotion) mental health supports for students across Division schools. As the mental health needs of students become more complex, the need for targeted and/or individualized supports increases. Students requiring specialized intervention receive a continuum of support appropriate to their identified needs. Complementing this work, the role of Division health partners has become even more important. An example of how health partners support the work of schools is PCA's virtual hub of health promotion-related resources through Healthier Together Schools.

Table 35 provides a high-level summary of some of the Division's student-focused mental health and well-being initiatives that demonstrate how the pyramid of intervention translates to practice across the Division. Further details around these initiatives are explored below under the various actions within Goals 1 and 2 of Priority 3.

Table 35. Overview of work undertaken by the Division in 2025–26 framed within the pyramid of intervention	
Specialized Supports For a *small* number of students requiring intensive individualized supports.	• CARE (Confidence, Academics, Relationships and Emotional Regulation) classrooms in two schools for students in Grades 4 to 6. • Two CASA classrooms, one for Grades 4-6 and one for Grades 7-9. • Mental Health Transition team supports students transitioning to/through and from health-based services back to community schools. • Risk Assessments team is available to all schools in response to critical student needs.
Targeted Supports For *some* students who require additional support.	• School nutrition support through various partners and approaches. • Access to school-based mental health services, support and expertise through the Division's Mental Health Team. • Multi-disciplinary school-based wrap-around supports (e.g., counsellors, Roots and Wings workers, Success Coaches, school family liaisons, mental health therapists). • The Critical Incident Support Services team is responsive to emergent critical situations.
Universal Supports For *all* students.	• The belonging and safety framework, *Building a Culture of Belonging and Safety: A Shared Responsibility*. • The Division's mental health framework resource, *Navigating Mental Health: A Coordinated Approach*. • Division Feedback Survey (DFS) questions focused on this area. • The Division's Wellness Coaches who support schools in taking a Mental Health Capacity Building (MHCB) approach to student well-being. • Mental Health Parent and Caregiver Learning series supported through SLS.

The following indicators provide insight into the impact of the work the Division has been undertaking over the past four years to address Priority 3 through Goals 1 and 2. This work encompasses staff and student mental health, well-being and sense of belonging in Division working and learning environments. The analysis will reflect both work accomplished in 2025–26 and over the term of the 2022–26 Division Strategic Plan and 2022–26 Four-Year Education Plan.

Provincial Measures

Assurance Survey - Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE): To support divisions in monitoring their responsibilities for well-being, the province introduced the WCRSLE measure in the Alberta Education and Childcare Assurance survey in 2020–21.

In 2025–26, there was a significant overall improvement both provincially and locally for this measure. Some observations regarding Division results using the sub-questions that make up this measure include the following:

- Overall student results increased compared to the prior year and compared to the previous three year average, as evidenced by:
  - An increase in elementary (+3), junior high (+3) and high school (+8) students' perceptions that students care about each other.
  - An increase in elementary (+4), junior high (+4) and high school (+7) students' perceptions that students respect each other.
  - An increase in elementary (+3), junior high (+1) and high school (+3) students' perceptions that students feel like they belong.
- Overall parent perceptions in this area improved, mirroring provincial results. However, it is difficult to determine whether these results can be attributed to a broader change in parent perceptions or if it is due to lower respondent rates.
- The Division's teacher perceptions remained very similar to prior years' results.

The results confirm the importance of the Division's commitment to initiatives that enhance students' sense of belonging and safety within their school community. The work in this area reflects the Division's responsibility to support student and staff well-being and mental health through actions that foster welcoming, caring, respectful and safe learning and working environments for all in partnership with families and community.

Table 36. Alberta Education and Childcare Assurance Measures

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

	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	84.7 (n= 31,557)	82.3 (n= 30,705)	82.7 (n= 30,345)	Intermediate	Improved Significantly	Good	85.8 (n= 279,038)	84.4 (n= 269,282)	84.4 (n= 263,998)	Intermediate	Improved Significantly	Good
Parent	86.5 (n= 2,886)	82.4 (n= 3,152)	83.7 (n= 3,652)	Intermediate	Improved Significantly	Good	86.6 (n= 37,197)	85.2 (n= 34,452)	85.3 (n= 33,190)	Intermediate	Improved Significantly	Good
Student	76.6 (n= 24,222)	74.2 (n= 23,332)	74.1 (n= 22,615)	Intermediate	Improved Significantly	Good	77.9 (n= 208,049)	75.7 (n= 201,268)	75.8 (n= 198,148)	Intermediate	Improved Significantly	Good
Teacher	90.9 (n= 4,449)	90.4 (n= 4,221)	90.3 (n= 4,078)	Low	Maintained	Issue	92.9 (n= 33,792)	92.3 (n= 33,562)	92.0 (n= 32,660)	Intermediate	Improved Significantly	Good

Local Measures

Division Feedback Survey (DFS) Priority 3: The DFS provides staff, students and families with the opportunity to indicate a sense of well-being, welcome or belonging in their school community, which helps identify successes and opportunities in the work the Division undertakes in support of Priority 3. Over the past four years, many of the indicators in the DFS for Priority 3 have improved, while some remain areas of opportunity for the Division. Highlights of these results are provided throughout this report on Priority 3. In respect of overall well-being, student perceptions *(see Figure 8)* continues to improve. For this same measure, staff perceptions of overall well-being have declined *(see Figure 9)*.

Figure 8. *DFS: Student responses to question, "How are you doing this school year?"*

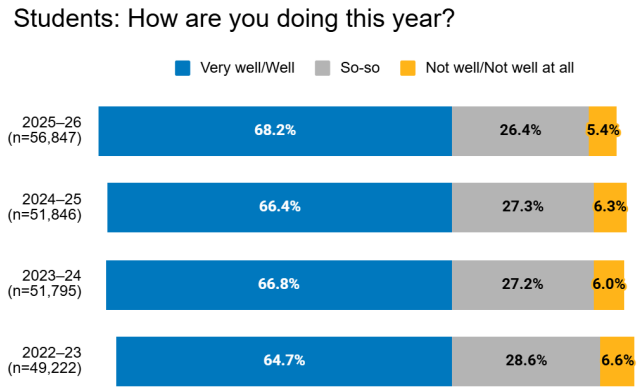
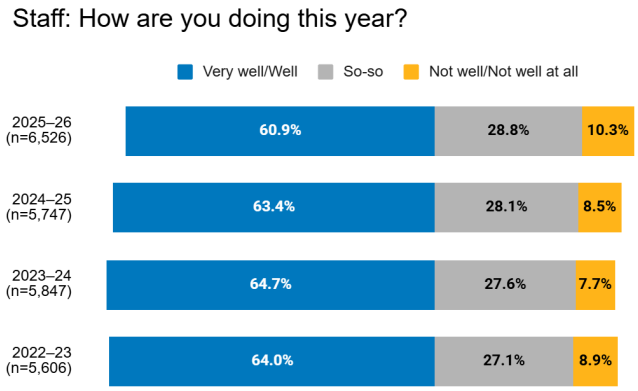


Figure 9. *DFS: Staff responses to question, "How are you doing this year?"*



While staff indicated a decrease in their overall well-being in 2025–26, they continued to feel a strong sense of belonging at their workplace. Over the term of the 2022–26 Division Strategic Plan, staff feelings of belonging remained consistent and substantial across staffing groups, with almost 90 per cent of staff experiencing a sense of belonging.

2025–26 DFS results indicate that:

89.5 per cent of **staff** agree that "I feel a sense of belonging at my workplace."

2022–23	2023–24	2024–25	2025–26
88.6	87.9	89.3	89.5

In 2025–26, more students felt they belonged at their school and more perceived that other students felt they belonged as well. This confirms that the intentional work schools are doing to support student belonging and well-being is having an impact. Within this progress, it should be noted that students perceive their own sense of belonging at school more positively than their perceptions of their school as a place where all students feel they belong, a trend that has held over the past four years (*see Figures 10 and 11*).

Figure 10. *DFS: Student perceptions of their own belonging*

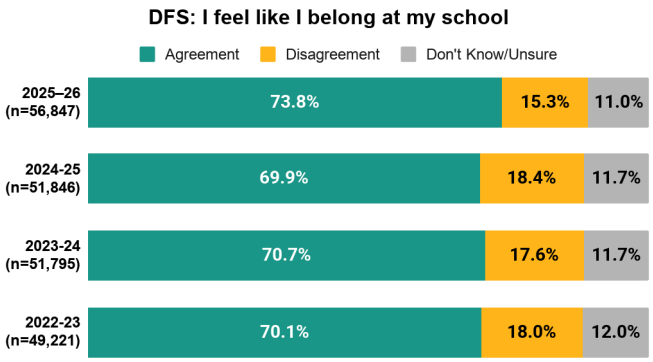
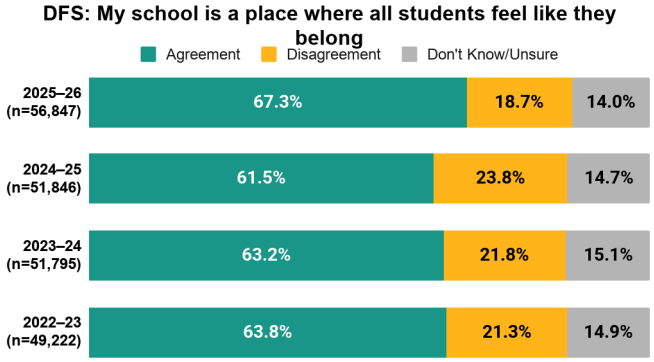


Figure 11. *DFS: Student perceptions of other student's belonging*



Staff and family perceptions of students' sense of belonging have remained similar over the term of the 2022–26 Division Strategic Plan, and can generally be considered to be positive results. There are, however, differences between student, family and staff perceptions of student belonging, which illustrates the need for ongoing engagement and reflection. The *Belonging and Safety Division Data* report offers additional insights that confirm the importance of this work for schools and the Division.

2025–26 DFS results indicate that:

92.4 per cent of **staff** agree that "my school is a place where all students feel like they belong."				**87.0 per cent** of **families** agree that "my child feels like they belong at school."			
2022–23	**2023–24**	**2024–25**	**2025–26**	**2022–23**	**2023–24**	**2024–25**	**2025–26**
91.0	**90.2**	**91.2**	**92.4**	**86.0**	**86.0**	**85.1**	**87.0**

Overall, results confirm the ongoing importance of building relationships and connections with students and families, and supporting staff well-being. The Division's focus on belonging remains timely, as we are responsive to the needs of students and taking steps to strengthen how they see themselves and feel heard within their school communities.

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

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

The Division has a range of initiatives in place that span across all three levels of the pyramid of intervention and reflect the efforts of both schools and central units to support the well-being and mental health of students. Examples include: building staff capacity to support student resilience, transition support and 1:1 therapy. According to the Division Feedback Survey (DFS), staff have continued to feel confident about helping students to build skills that support their wellness over the past four years.

2025–26 DFS results indicate that:
94.8 per cent of staff agree with the statement "I feel confident helping students build skills that support their wellness."

2022–23	2023–24	2024–25	2025–26
94.1	94.2	94.5	94.8

In alignment with the *Navigating Mental Health: A Coordinated Approach* framework, the Division leverages both Division resources and community partnerships to provide a continuum of mental health and well-being support for students:

The Navigating Mental Health: A Coordinated Approach Framework

- Emphasizes the importance of building a shared language around mental health and well-being across the school communities.
- Assists school staff in awareness of pathways through mental health services and supports for students.
- Supports school staff with strategies that build on student strengths.
- Reinforces the importance of a school-wide approach to well-being.
- Guides schools in developing action plans that support well-being.

- The MHCB Wellness Coaches, through Specialized Learning Supports (SLS), prioritize universal support through classroom sessions and activities for students, staff PL opportunities and parent information sessions. The coaches work closely together with the Mental Health Therapist team to reduce barriers to accessing additional mental health services for students. For the 2025–26 year, the MHCB Wellness Coaches supported 1,571 referrals for Universal Programming.
- The Mental Health Team provides crisis and risk assessment support for students throughout the Division, supporting a responsive approach that is offered equitably to all schools with an intended outcome of streamlined and timely services for students. The team uses an interdisciplinary approach and includes such roles as psychologists, social workers, counselling therapists and psychiatric nurses. Across disciplines, the Mental Health Team received over 2,060 referrals. Additionally, 160 risk assessments were also completed for the 2025–26 school year.

- The Mental Health Capacity Building (MHCB) partnership with Recovery Alberta supports six wellness coaches and a program coordinator. The wellness coaches promoted positive mental health for children, youth and families through programming that builds capacity of knowledge and skills related to universal supports and services. This past year, two additional wellness coaches were hired to support an increase in programming.

  Through this programming, the MHCB team were able to make approximately 85,000 connections with students, 3,600 connections with staff and 2,725 connections with families[16].

Supporting Mental Health

In July 2026, the MHCB Team delivered universal mental health sessions across 13 Division summer school sites.

- Designed to foster peer connection, these activity-based sessions—included an escape room, digital media literacy challenges, and perspective-building activities—helped students develop practical skills in teamwork, healthy communication, resilience, and online safety.

- Mental health therapists (MHT) work directly in the school community to deliver school-based mental health supports to students in small groups or 1:1 intervention, provide parent information, support school/teacher consultations and provide transition support (students leaving tertiary care back to community schools). This increase in referrals reflects the responsiveness of this team and the importance of students having access to school-based mental health support.

2024–25	2025–26
919 referrals for school-based mental health services	1,480 referrals for school-based mental health services
180 referrals for transition support	338 referrals for transition support

- A MHT is a key role in the Division's School Resource Officer (SRO) Program. The Program, delivered in partnership with the Edmonton Police Service, was located in 15 Division high schools and six Division junior high schools for the 2025–26 school year. The MHT works alongside the SRO and school leadership team to support a multidisciplinary approach to working with students. MHTs and SROs work collaboratively to support restorative practices, referrals to other external agencies, access to community or health services and supporting students through complex circumstances. From September 2025 to June 2026, the SRO Program's MHT received 664 referrals. These referrals were initiated by student services staff, administration teams, SROs and self-referrals from students and demonstrate the impact of this multidisciplinary approach.

[16] Connections refers to the number of attendees for a session combined with the number of times a session was offered. This is not a count of unique individual interactions.

- The Division supported mental health classrooms at Aldergrove and Keheewin Schools. Initiated in 2022–23, Confidence, Academics, Relationships and Emotional Regulation (CARE) Classrooms consist of 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 that focuses on mental health and well-being and supports positive engagement and participation in school.
- CARE classrooms build capacity with students, their families and the students' home school by focusing on three main goals:
  - Improve implementation of learning strategies, accommodations and support by school staff.
  - Increase academic achievement, emotional regulation and social competence.
  - Strengthen school-home partnerships.
- Students learn new social and problem-solving skills and strategies that help them gain confidence and manage their thoughts and feelings, with the intent that they come away from the CARE classroom with practical strategies to help them in school, at home and in the community. A classroom cohort serves 10 students and each classroom can support three cohorts per year (Total capacity: 60 students). At the completion of the 12 weeks, students are supported to transition back to their home school by the mental health therapist.

Evidence of Impact from Program Evaluation

Over the past four years, feedback from CARE Classroom families has consistently indicated high levels of satisfaction (90–100 per cent) with this program, with 80–100 per cent of families observing positive changes in their child. Family and student observations include:

- Families indicated they have seen positive changes in their child's emotional regulation, confidence, school engagement and social competence.
- Parents also highlighted their own increased confidence, knowledge and skills in supporting their child's development.
- The majority of parents reported improved student attendance and enthusiasm for school.
- Students showed more willingness to participate and fewer struggles with transitions.
- Students indicated improvement in their anxiety-related symptoms.
- Families reported using strategies from CARE social/emotional programming to support emotional regulation and communication beyond the school setting.

CARE Classrooms: enrolment and referring schools			
2022–23	**2023–24**	**2024–25**	**2025–26**[17]
1 site: 20 students 10 referring schools	1.5 sites[18]: 40 students 21 referring schools	2 sites: 57 students 27 referring schools	2 sites: 60 students 31 referring schools

[17] Note the fall 2025 CARE classrooms were disrupted by the labour action resulting in adjustment to program delivery.
[18] The 2nd site opened in spring 2024.

- The Critical Incident Support Services (CISS) team is a collaborative effort between Specialized Learning Supports (SLS) and Hospital School Campuses (HSC), supporting students and school staff following critical incidents at schools. It is a multidisciplinary team composed of social work consultants, psychology consultants and mental health therapists with specialized training and experience in supporting school communities as they navigate and respond to critical incidents. The team provides immediate, debriefing and follow up support for students and staff, including facilitating connections to community resources. During the 2025–26 school year, the CISS team provided 471 hours of direct support to address a variety of events that impacted students, staff and school communities. Mult-year trend data (as indicated in the chart below) shows the importance of the role of the CISS team to be responsive when there is a critical incident. This data also demonstrates school capacity and confidence to support incidents of this nature, as the Division has worked to build capacity in support of Priority 3 of the Strategic Plan.

Formal CISS activations			
2022–23	**2023–24**	**2024–25**	**2025–26**
49	**30**	**24**	**18**

- To support staff mental health and well-being, there are a range of supports and services available through the Employee and Family Assistance Program (EFAP) provided through Greenshield. Greenshield is an EFAP provider committed to a health care experience with the patient at its centre. These services include, but are not limited to: counselling supports, healthy coaching supports, financial advice and legal guidance. The Division uses multiple means of communication to support staff awareness regarding these services.

- Wellness information and mental health resources and supports are also accessible to all staff through the Division's internal website. This includes a link to the Alberta School Employee Benefit Plan (ASEBP).
- According to the DFS, staff awareness of the range of supports available to them has remained relatively consistent over the Strategic Plan. The data demonstrates that there is the opportunity to explore additional means of communicating this information to staff.

2025–26 DFS results indicate that:
83.2 per cent of staff agree with the statement "I am aware of the range of supports for my well-being available through the Division's benefit program."

2022–23	**2023–24**	**2024–25**	**2025–26**
84.6	**82.3**	**83.2**	**83.2**

- Under the direction set out in Board Policy GCA.BP Approval of the School Year Calendar, the Division's annual school year calendar is developed prioritizing days of significance wherever possible. Staff have shared that having more days of significance recognized in the Division's calendar supports their well-being and sense of belonging within the Division.
- The Division continued to use the Multifaith Calendar as a tool to promote awareness around various days of significance and the calendar continues to support schools in planning.
    - Feedback around the calendar demonstrates that having the Multifaith calendar has increased a sense of belonging for staff, students and families, as they see themselves represented in the days highlighted in the calendar.

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

Two key data sources that provide the Division with an evidence-based perspective to this work are DFS data and the Alberta Education and Childcare WCRSLE Assurance measures. Looking at perceptions of belonging and safety within these data sets was a catalyst to engage with students to hear from them directly how they experience school and to better understand their feelings of belonging and safety within their school community. Through the data and conversations with students, the Division knows there continues to be an opportunity to build upon current efforts in support of belonging and safety to enable more students to feel a sense of connection and well-being while at school. The importance of this work was further reinforced through the belonging and safety analysis of the extended student demographic data (*Belonging and Safety Division Data*).

- Informed by ongoing evidence and feedback, the Division developed a framework that addresses belonging and safety in schools, *Building a Culture of Belonging and Safety: A Shared Responsibility*. Launched in February 2026, the framework supports schools in this work and has been informed by research, student voice and feedback from school leaders.
  - Centered around school culture, the framework highlights four factors that contribute to a positive sense of belonging and safety within a school community:
    - Learning environment
    - Student, family and staff engagement
    - Family and community partnerships
    - School operations

The framework supports schools through posing inquiry questions and providing exemplars that

- Encourage reflection on current practices
  - *Identify what is working well and areas to improve.*
- Provide examples of evidence-based strategies
  - *Learn about and explore additional ways to enhance belonging and safety.*
- Support a layered approach
  - *Provide support for all students across a continuum of proactive to responsive strategies.*
- Support engagement with school communities
  - *Seek feedback and listen to the voices of students, staff and families across the school community.*

- In 2025–26, several catchments developed a Priority 3 catchment goal focused on building skills, strategies and relationships that foster feelings of belonging, safety and well-being within the school community. Actions taken in support of this goal included:
  - Efforts focused on staff capacity:
    - The opportunity to self-select participation in PL centered around topics like exploring practical strategies for student engagement, classroom management or implementing culturally responsive practices, such as Indigenous ways of learning and perspectives.
    - Cross-school collaboration to support building a sense of community amongst catchment members and developing common language to support enhanced understanding of concepts and collaborative professional dialogue
    - Providing opportunities for staff to extend their leadership skills
  - Efforts focused on student engagement:
    - Proactively supporting student transitions by building more connections and activities for students between schools
    - Building common academic, social and emotional vocabulary across a catchment to better support students after they transition to a new school

        - Student mentorship initiatives (e.g., pairing older students with younger students for a variety of activities, within and across schools)
        - Building student voice and leadership opportunities through catchment wide student events (like career day, tournaments, student carnival)
    - Principals from across the catchments observed the following results when reporting around this goal:
        - Improved student attendance,
        - increases in positive family engagement,
        - more classroom activities supporting community building and connection,
        - an increase in student volunteerism and positive contributions to the school community
        - growth in a sense of shared responsibility among staff to enhance school culture.
- A major initiative over the past four years has been the Division's multi-year partnership with Dr. Ungar, the founder and Director of the Resilience Research Centre at Dalhousie University, which has included the Youth Resilience Survey (YRS) Instrument, the R2 Resilience Program© and staff PL opportunities. The R2 program helped build capacity in teachers and school staff in creating a nurturing environment and school culture that fosters belonging and promotes student well-being. Between 2022–23 and 2024–25, 86 schools participated in the R2 program. Along with learning opportunities offered on PL days and during Summer Institutes, Division staff also engaged in train-the-trainer PL and communities of practice alongside Dr. Ungar to help build out our systemic capacity to support this work. As these practices become further embedded across the Division, their broader impact strengthens proactive, strengths-based support for student well-being. There are schools that continue to indicate in their 2025–26 plans the use of elements of the R2 program as a strategy to build school culture that promotes belonging and well-being.

P3G1: Summary of Results and Analysis

Results from the 2025–26 DFS highlight the impact of positive actions taken by the Division as well as opportunities to enhance its efforts in supporting skills, strategies and relationships that foster positive mental health and well-being (*see Priority 3 in the 2025–26 DFS Summary Report*). This work in schools starts with universal strategies that benefit all students and as the work becomes more targeted is often supported through partnerships or connections with community agencies, health professionals or the provincial health agencies. Demonstrating the impact of this work, in 2025–26, more students indicated that they felt their school helped them develop skills that support their wellness.

2025–26 DFS results indicate that:

74.9 per cent of students agreed with the statement "my school helps me develop skills that support my wellness."

2022–23	2023–24	2024–25	2025–26
70.3	72.5	71.6	74.9

Additionally, through the DFS, students were asked about the connections made in school with teachers and other school staff. Across the four years of the 2022–26 Division Strategic Plan there has been an increase in positive student perceptions of connections with adults in their school (as illustrated in the chart below). These results demonstrate the role school staff play in the lives of students and the importance of the Division's ongoing work to explore ways to further enhance or deepen connections between students and school.

2025–26 DFS results indicate that:

72.1 per cent of students agreed that "the adults at my school care about me."

2022–23	2023–24	2024–25	2025–26
69.6	70.4	69.6	72.1

81.9 per cent of students agreed that "I have at least one adult in my school who I would go to for help if I need it."

2022–23	2023–24	2024–25	2025–26
78.8	80.2	80.8	81.9

77.6 per cent of students agreed with the statement "I feel safe at school."

2022–23	2023–24	2024–25	2025–26
73.3	74.0	72.8	77.6

A further extension of this work is also found in the student results regarding feeling safe at school, where 2025–26 results indicate a significant improvement over the prior three years. The overall positive trend in many of the DFS questions related to Priority 3 speaks to the intentional work that has been occurring across the Division over the last four years.



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

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

As outlined in the Engagement section of this document, the Division has many mechanisms for staff, students and families to share their voice and perspectives. This work happens at both a system level and within individual school communities. These engagement opportunities surface actions being taken that support connection to school and also identify ways schools can further enhance a sense of belonging and safety within the school community. The following are three unique examples of student voice.

- Student Senate: During the 2025–26 school year, Student Senators in their role as youth leaders, identified three projects in their annual work plan that were important to them and their peers. These initiatives were aligned with the Division's Strategic Plan and included a live event project, an information kit project and a podcast project. A summary of the work they accomplished was presented to the Board of Trustees at the June 9, 2026, public Board meeting. Supporting materials, information and resources developed by the Student Senate for students are available on the Student Senate Website.

- To support a deeper understanding of how belonging and safety are experienced by students, the extended student demographic data (from fall 2022) was analyzed with Division data from the Youth Resilience survey, as the concepts of belonging and safety are foundational to school connection, academic success and well-being. The results of this work were summarized and shared in this report, *Student Demographic Data Report - A closer look at belonging and safety across student identity groups*, providing a clear foundation for action and confirming the importance of the Division's responsibility to strengthen students' sense of belonging and safety.

School Story

Empowering Student Voices: A year of leadership
Following Malcolm Tweddle Schools' journey of belonging and connection

At Malcolm Tweddle School, fostering a strong sense of belonging is a school-wide commitment. In 2025–26, the Student Leadership Team met bi-weekly to turn that commitment into action, creating meaningful opportunities to amplify student voices, develop essential leadership skills and cultivate a welcoming environment for every learner.

Through collaborative planning and dedicated service, these student leaders became the cornerstone of the school community. Student leaders demonstrated responsibility, empathy, collaboration and a commitment to making Malcolm Tweddle a welcoming place where all students feel valued, connected and supported.

From supporting their peers in the classroom to organizing school-wide events, their initiatives had a meaningful impact on school culture and student belonging. A highlight of this work was the production of the *Malcolm Tweddle Recipe Book 2026*, comprised of recipes from staff, students and families across the school community.

- The Division Feedback Survey (DFS) annually gathers insights from students, families and staff to assess the Division's progress towards the three priority areas of the 2022–26 Division Strategic Plan. The 2025–26 DFS includes questions specific to Priority 3 and was completed by 56,847 Grades 4 to 12 students, 7,891 families and 6,526 staff. Select results from the DFS related to belonging are highlighted below. The results highlight 2025–26, while also providing a sense of positive progression over the last four years.

2025–26 DFS results indicate that:

82.3 per cent of students agree that "at my school, I have opportunities to be involved in activities that support my sense of belonging."

2022–23	2023–24	2024–25	2025–26
79.9	79.9	79.1	82.3

89.5 per cent of staff agreed that "I feel a sense of belonging at my workplace."

2022–23	2023–24	2024–25	2025–26
88.6	87.9	89.3	89.5

78.6 per cent of families agreed that "I feel connected to my child's school."

2022–23	2023–24	2024–25	2025–26
75.7	77.2	76.6	78.6



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

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

- Schools have relationships and community connections that enhance educational opportunities and support student success. Each year through the development of a school plan, schools have the opportunity to recognize these community members, agencies or individuals who have supported their students. This process has identified more than 600 community connections across Division schools that provide supports, enrichment opportunities and services beyond that of educational programming. Some examples of these community connections are: sport activities, student leadership opportunities, career exploration, nutrition support, cultural activities, tutoring, field trip experiences, out-of-school time activities and donations.

A Partnership Story

Established in 2016, the evidence-based *All in for Youth (AIFY)* wrap-around initiative has been supporting students in socially complex schools for the past ten years. This initiative is a partnership between schools and the community, where school and agency staff work together to support students and families, removing barriers and enabling positive school outcomes. The *AIFY* community partners include: Boys and Girls Big Brothers Big Sisters, Community University Partnership (CUP), E4C, The Edmonton Community Foundation, The Family Centre and United Way. The initiative is in eight socially complex schools in the Edmonton community, including the following seven Division schools: Abbott, Delton, Eastglen, Ivor Dent, John A. McDougall, Norwood and Spruce Avenue.

A review of three-year high school graduation rates for students who attended an *All in for Youth* school for a portion of time on their path to high school completion found the following:

- Students who attended an AIFY school for three or more years saw a 27.4 per cent increase in graduation rates compared to students with similar social demographics at other schools.
- Eastglen High School continues to see the positive impact of this collaboration on their high school completion rates.

- The Community Helpers Program, supported by Recovery Alberta, is a peer-support initiative that promotes the mental health and well-being of youth and young adults while also supporting the adults who work with them. Designed for individuals aged 12 to 25, the program can be delivered in a variety of community settings and is well suited to schools.
  - Participating students develop skills in effective communication, self-care, stress management, problem-solving, and suicide awareness. They also learn to recognize when professional support is needed and how to connect individuals with appropriate community and mental health resources. For the 2025–26 school year more than 500 student helpers participated in the program, supported by their staff facilitators.
    - Last year's program included three in-person interschool student events, supported by the Mental Health Capacity Building Team and student leaders, these events focused on self-care, communication, student collaboration and mental health. The final event of the year was a HEADSTRONG Summit, delivered in partnership with Opening Minds of the Mental Health Commission of Canada, which

focused on reducing stigma surrounding mental illness and encouraging open conversations about mental health.
    - Across their school communities, the Community Helpers' students extended their leadership skills by promoting mental health awareness presentations, supporting exam-time wellness initiatives, leading lunchtime activities, and facilitating school-wide conversations that fostered connection, support, and help-seeking.

- In partnership with CASA Mental Health, the Division had two CASA classrooms, located at J.A. Fife School to support students in Grades 4 to 6 and a second classroom at Rosslyn School for students in Grades 7 to 9. Both classrooms accept up to 12 students per cohort, with two cohorts of students supported through the program over the course of the school year. The first cohort attends from September to the end of January, with the second cohort attending from February through to the end of June. Students attending a CASA classroom are supported by a multidisciplinary team that also works collaboratively with the family.
    - Entrance into the CASA classroom is determined using criteria set out by CASA Mental Health.
    - Enrolment over the past three years has been as follows:

	2023–24	2024–25		2025–26	
	Gr. 4–6	Gr. 4–6	Gr.7–9	Gr. 4–6	Gr.7–9
Enrolment	**11**	**15**	**18**	**12**	**21**

- The Edmonton Public Schools Foundation's mission is to, "raise awareness and funds to level the playing field for children who come to the classroom at a disadvantage." This mission is enacted through the ongoing support of the community, as the Foundation partners with organizations, volunteers and donors to bring each of the six pillars to life. Examples of this impact from the 2025–26 school year include:
    - Literacy Supports: Through a focus on early literacy the Foundation, with the generous support of community partners, supported classroom libraries in schools across the Division. These books help students foster a love for reading.
        - EPCOR's early literacy donation supported Full-day Kindergarten programs across the Division, supporting 38 classrooms through the purchasing of over 3,600 books, which were enjoyed by more than 1,650 students.
        - Jayman BUILT and the Westman Charitable Foundation supported 15 schools, resulting in over 5,750 books being purchased, sparking imagination and creativity for approximately 137 classrooms and over 3,400 students.
    - Top-ups for Tummies: 88 schools received funding to top-up, enhance and fill gaps within their school nutrition program. Across the Division, approximately 4,700 students a day received nutrition support at school through Top-ups for Tummies.
    - Chromebooks for Kids: 482 devices were gifted to students across 81 Division schools. These devices helped to ensure students have the tools they need at home to fully engage in their learning.
    - Fresh Hoops: These courts continue to spark joy, promoting physical health, mental wellness and community pride. In 2025–26, 4 courts were completed thanks to Go Auto's transformational gift.
    - Pack the Pack School Supplies Drive: In partnership with Kingsway Mall, this school supply drive collected over 2,000 school supplies—including backpacks, binders, paper and pencils—to support students in having the tools they need to be ready to learn.

Highlighting School Nutrition

School nutrition programming has become a critical support in many schools as a result of rising food insecurity across Edmonton.[19] To support this programming schools work with a variety of community partners to be responsive to student nutritional needs throughout the school day. Funding for school nutrition programming extends beyond the Alberta School Nutrition Program, funded by Alberta Education and Childcare, and includes a range of local and national organizations (Food for Thought, Breakfast Clubs of Canada, local service clubs and grocery stores). Additionally, many schools are supported by members of the local community who wish to be responsive to student nutritional needs.

For the 2025–26 school year, the province signed the Canada-Alberta National School Food Program agreement, through which Alberta Education and Childcare allocated targeted federal funding to the Division to support school nutrition programming. This additional funding strengthened the Division's capacity to be responsive to the growing nutritional needs experienced across Division schools. These dollars were accessed by 190 schools to enhance and sustain their school nutrition programs, including increased access to food for students and addressing necessary equipment needs.

School Story: Strathcona High School's Commitment to Food Security

The yearly service initiatives at Strathcona High School are an opportunity for Strathcona students to learn about servant leadership, entrepreneurship, global citizenship and social affairs, while giving back to their community. Students in the Leadership Program work behind the scenes to plan and organize each initiative but it is the collaborative effort of the whole school that results in community impact.

In 2025–26, the leadership program at Strathcona High School raised over $257,000 in support of the Edmonton Food Bank's purchase of an industrial cooler. This refrigeration unit provides storage for fresh donations year around, including local produce, helping to address food insecurity for families across Edmonton.

[19] In 2022, Statistics Canada reported that 21 per cent of Edmontonians were experiencing some level of food insecurity, the highest rate across census metropolitan areas. According to 2025 data from Edmonton's Food Bank their average monthly client hamper recipients increased 35 per cent between 2022 and 2024 and 38 per cent of their clients are children.

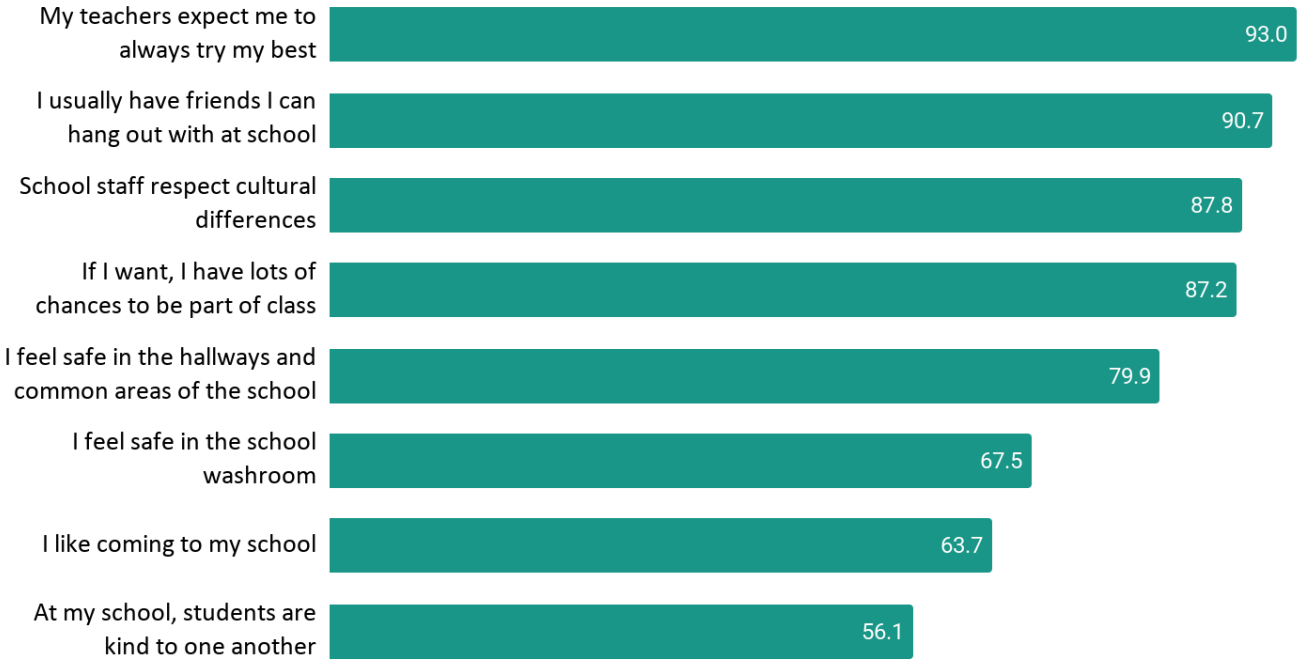
P3G2: Summary of Results and Analysis

Through the 2025–26 DFS, students, staff and families indicated improvement in their sense of belonging or connectedness with their (child's) school. These outcomes highlight the impact of prioritizing engagement, building relationships and working alongside dedicated partners in our shared commitment to student success and well-being.

Additional Actions Taken in Support of Priority 3 Goal 2

Through extensive engagement over the past four years with students, families, staff and members of the community, ongoing data analysis and examining research, the Division recognized the importance of gathering more targeted insights to help guide schools in fostering respectful, inclusive, and welcoming environments. To gain a deeper understanding of how students experience school, the Division piloted eight new questions in the 2025–26 DFS.

Figure 12. *2025–26 Supplemental DFS Questions: Percent student agreement with the statement*



These findings highlight key strengths to celebrate while also identifying meaningful opportunities for growth across the Division (see *Appendix D* for a link to the 2025–26 DFS Summary Report). The data from these questions will serve as a catalyst for ongoing dialogue with students, staff and families, as the Division strives to learn more, be responsive and demonstrate commitment to improvement. These efforts will be grounded in the 2026–30 Division Strategic Plan and demonstrate alignment with the Provincial Strategic Priorities for Education.

Summary of 2025-26 Financial Results

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

Operational Results

The Division's total operating expenses for 2025–26 were $1,428.7 million, a variance of $18.8 million or 1.3 per cent, when compared to the spring approved budget total of $1,447.5 million. Figures 13-15 illustrate expenses by type and program.

Figure 13. *Expenses by Type (in $ millions)*

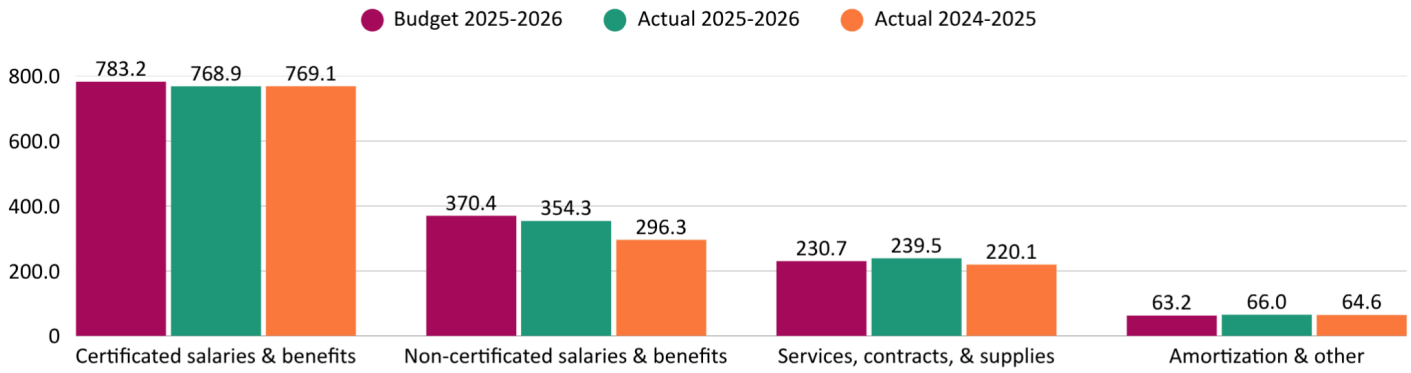
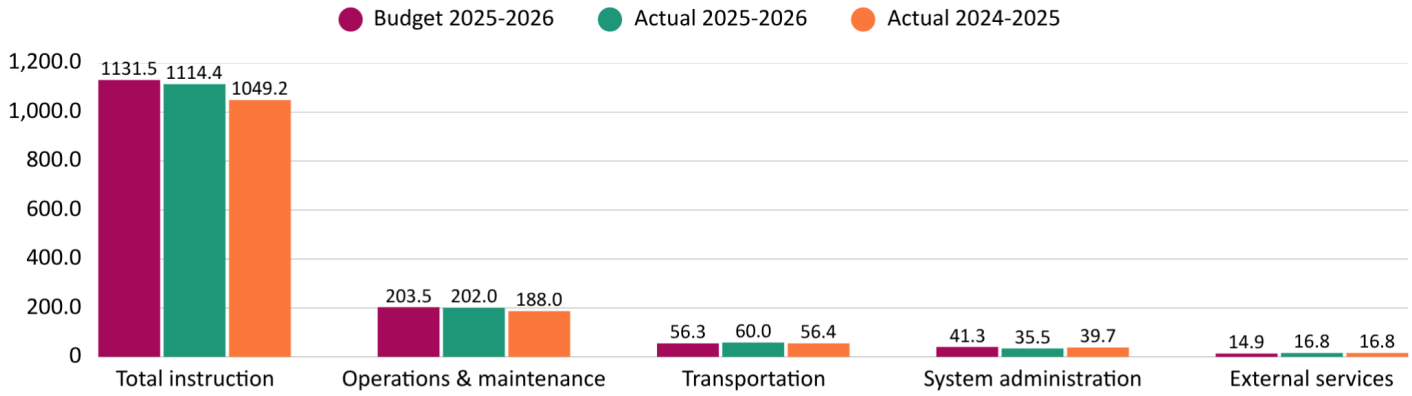
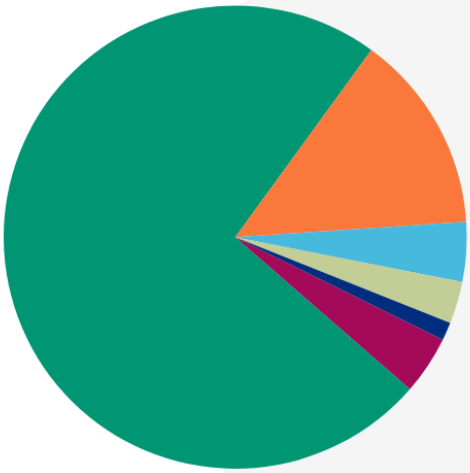


Figure 14. *Expenses by Program (in $ millions)*



- Operational expenses do not include capital expenditures.
- Total revenues exceeded expenses by $2.6 million, resulting in an operating surplus.
- 75.5 per cent of total expenses represent staffing, 15.5 per cent represent goods and services, and the remaining balance represents amortization and other.

Figure 15. *2025-2026 Expenses by Program (in $ millions)*

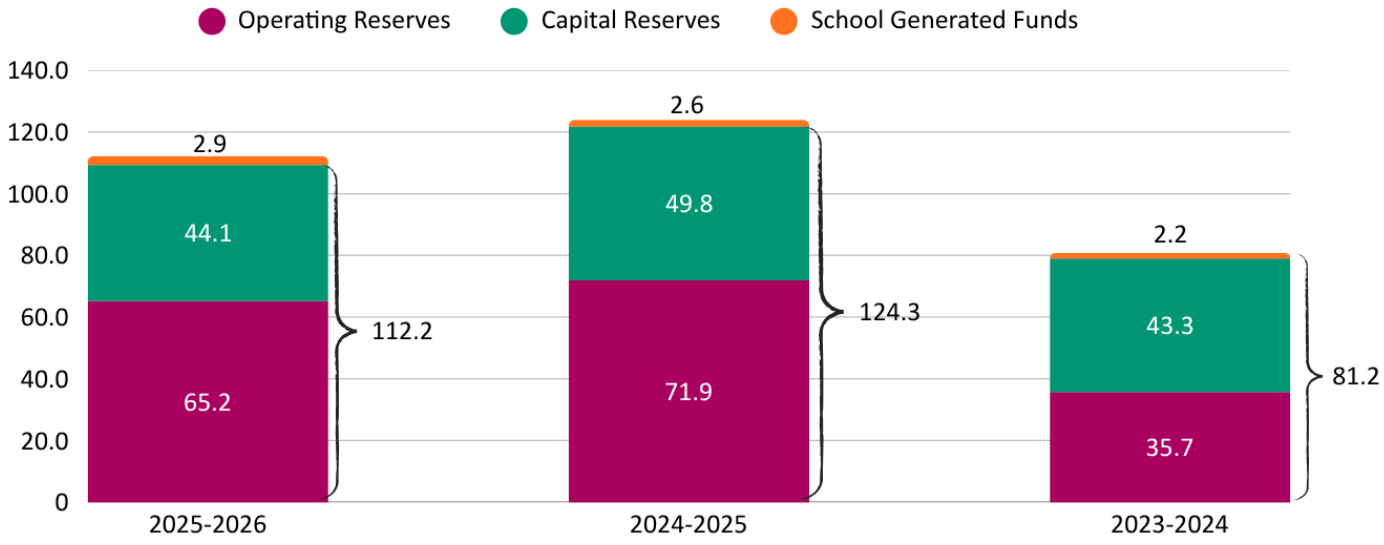


	$	%
Instruction - ECS	56.5	4.0
Instruction - Grade 1 to Grade 12	1,057.9	74.0
Operations and Maintenance	202.0	14.1
Transportation	60.0	4.2
System Administration	35.5	2.5
External Services	16.8	1.2
	1,428.7	**100.0**

- The Division's total operational expenses for 2025–26 were $1,428.7 million as compared to $1,350.0 million in 2024–25.
- Average per student spending for 2025–26 was $11,837 (for 2024–25 it was $11,368). This figure does not include total spending of School Generated Funds or the cost for External Services. Calculation is based on 2025–26 actual enrolment of 117,288 full-time equivalent (FTE) students (compared to 115,025 in 2024–25).

Figure 16 illustrates reserves and funds.

Figure 16. *Reserves (in $ millions)*



2025–26 changes in accumulated surplus from the prior year include:

- Increase in SGF operating reserves of $0.3 million
- Decrease in operating reserves of $6.4 million
- Decrease in capital reserves of $5.7 million

The increase in capital reserves of $6.5 million is attributed to:

- $0.6 million received for the sale of six non-operational surplus school sites.

  Offset by $6.3 million used to fund previous Board approved capital projects, including:
  - Growth and Student Accommodation Programs
  - The Division's Energy and Environmental Strategy
  - Continued construction of the Centre for Education

School Generated Funds (SGF)

- Unexpended SGF on August 31, 2026, was $6.1 million, increased from the amount at the beginning of the school year of $5.3 million.
  - $1.7 million of the current year unexpected funds is included in Deferred Revenue.
  - $1.5 million in Unearned Revenue.
  - $2.9 million in Accumulated Surplus.
- Gross receipts in SGF is comprised of:

Table 37. *Breakdown of gross receipts in school generated funds*

School Funds	Budget ($ millions)	Actual ($ millions)
Fees	16.1	15.8
Fundraising	2.2	1.4
Gifts and donations	6.2	6.5
Other sales and services	5.0	6.2
Total	29.5	29.9

- Uses of SGF totaled $22.6 million and related primarily to extra-curricular activities and School Council funded activities and initiatives.
- Additional SGF expenses of $6.5 million related to direct costs of other sales and services and fundraising.

Detailed information regarding the Division's audited financial statements can be obtained from Financial Services at (780) 970-5243 or can be viewed at the Division's website at:
https://www.epsb.ca/media/epsb/ourdistrict/districtbudget/2025-26-audited-financial-statements.pdf

The provincial roll up of jurisdictions' Audited Financial Statements is provided at:
https://www.alberta.ca/k-12-education-financial-statements.aspx.

Annual Report of Disclosures

For the 2025–26 school year, the Designated Officer did not receive any disclosures under the *Public Interest Disclosure (Whistleblower Protection) Act*.

Appendix A: Assurance Measures Evaluation Reference

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Student Learning Engagement	0.00–80.63	80.63–82.49	82.49–85.34	85.34–87.37	87.37–100.00
Citizenship	0.00–66.30	66.30–71.63	71.63–77.50	77.50–81.08	81.08–100.00
3-year High School Completion	0.00–65.95	65.95–74.10	74.10–84.79	84.79–89.00	89.00–100.00
4-year High School Completion	0.00–71.57	71.57–78.63	78.63–87.93	87.93–91.45	91.45–100.00
5-year High School Completion	0.00–72.59	72.59–80.82	80.82–89.18	89.18–91.96	91.96–100.00
PAT9: Acceptable	0.00–62.37	62.37–67.35	67.35–76.70	76.70–81.94	81.94–100.00
PAT9: Excellence	0.00–9.69	9.69–13.44	13.44–18.38	18.38–23.38	23.38–10
Diploma: Acceptable	0.00–62.26	62.26–73.90	73.90–82.70	82.70–85.78	85.78–100.00
Diploma: Excellence	0.00–7.27	7.27–12.34	12.34–18.40	18.40–24.08	24.08–100.00
Education Quality	0.00–80.94	80.94–84.23	84.23–87.23	87.23–89.60	89.60–100.00
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	0.00–79.99	79.99–82.81	82.81–87.17	87.17–90.40	90.40–100.00
Access to Supports and Services	0.00–74.19	74.19–78.27	78.27–83.43	83.43–88.16	88.16–100.00
Parental Involvement	0.00–70.76	70.76–74.58	74.58–78.50	78.50–82.30	82.30–100.00
Drop Out Rate	100.00–9.40	9.40–6.90	6.90–4.27	4.27–2.79	2.79–0.00
Rutherford Scholarship Eligibility Rate	0.00–47.98	47.98–55.78	55.78–68.95	68.95–74.96	74.96–100.00
Transition Rate (6 yr)	0.00–35.49	35.49–49.47	49.47–62.88	62.88–72.76	72.76–100.00
Program of Studies	0.00–66.31	66.31–72.65	72.65–78.43	78.43–81.59	81.59–100.00
Work Preparation	0.00–66.92	66.92–72.78	72.78–77.78	77.78–86.13	86.13–100.00
Lifelong Learning	0.00–62.64	62.64–67.96	67.96–75.71	75.71–82.44	82.44–100.00

Notes:

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

Improvement Table

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

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

Overall Evaluation Table

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

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

Appendix B: School Plan and Results Review

School Plan Template and Planning Guide

PLANNING FOR THE 2025–26 SCHOOL YEAR

- **Reflective Questions Template:** To support schools in the completion of their 2025–26 school plan, a template modeled on inquiry-based reflective questions that help support continuous improvement has been created. Principals are invited to work through these questions with their school community to help inform the development of this year's goals for your school plan. Each school will develop **a minimum of two goals,** with one goal related to Priority 1 of the Strategic Plan.
- Working Five Reflective Questions Template
  - Exemplar 1: Elementary (Grades 1 to 6) Literacy
  - Exemplar 2: Junior High (Grades 7 to 9) Numeracy
  - Exemplar 3: High School (Grades 10 to 12) Career Pathways
  - Exemplar 4: Priority 2 Anti-racism and Reconciliation
  - Exemplar 5: Priority 3 Sense of Belonging

WHEN COMPLETING PLANS, NOTE THE FOLLOWING:

- All schools will complete a 2025–26 Plans document.
- Principals with Pre-Kindergarten programming are to consolidate their plans for both cost centres in a single document.
- BPS is restricted to a two page limit in the Plans module.
  - Each goal has a minimum requirement of 20 characters for each text box. An error message will appear if a box is under the minimum requirement or if the plan exceeds the two page limit.
  - The box at the bottom of each goal titled "What data will you use to track continuous improvement?" has a limit of 400 characters. This section is intended to be a sentence format of the data you will be using for evidence of continuous improvement. This box has structured limitations, please use a sentence separated by commas and not a bulleted list. Exceeding this limit will result in an error in your upload.
- All schools will develop at least one goal in support of Priority 1 of the Strategic Plan, *Build on outstanding learning opportunities for all students.* This includes the Division's responsibility and commitment to improving the results of First Nation, Métis and Inuit students.
  - When setting goals, particularly for student success, consider including in your goals how your school will intentionally support First Nations, Métis and Inuit student success and Competency Five of the TQS and LQS.
  - Please see the OECD Promising Practices-Abridged report as a reference resource.
- Think about ways to engage your school community in the development of school goals. The reflective question templates and exemplars may support you in these conversations.
- The 2022–26 Four-Year Education Plan may also provide additional information helpful in developing goals.
- Review and update the SCHOOL COMMUNITY RELATIONSHIPS section of the Plans document. For more information see here.
- Spell check—the spell check function is no longer available on BPS. Please review your spelling carefully.
- Ward Trustee names—The trustee names found in BPS are current. These will be updated centrally following each municipal election.
- User Manuals for BPS Modules can be accessed under the HELP menu on Budget Planning System (BPS).

- The 2025–2026 GUIDE FOR CREATING SCHOOL PLANS can be accessed under the Plans menu, Instructions and Info submenu on Budget Planning System (BPS).

DEVELOPING GOALS

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

Inquiry-Based Questions to Support the Development of a School Plan

Goal __

Division Priority __

What data will you use to track continuous improvement?

400 character limit

Inquire

1. **Looking at the data, what should your focus be on? What are you observing with students/staff/families?**
   - **Please refer to specific data from multiple sources, including evidence gathered in the classroom that support your area of focus.**

2. **What driving question does your data point to?**
   - **This question will inform the development of your school goal.**

Implement

3. **What will you be doing with students/families to support achieving your school's goal (2–5 actions)?**

4. **What resources, school-based structures or processes do you need to implement to support progress towards this goal?**

5. **What professional learning or capacity building will your school team need to engage in to reach your school's goal?**

Impact

6. **What do you anticipate you will see from students/families/staff as evidence of progress towards this goal?**

7. **How will you demonstrate progress? How will you measure growth?**

Results Review Template

Reporting on the 2025–26 School Year

Division Priorities 2022–26

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

Based on the goals that were established for 2025–26, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

Goal #1: *goal will be imported from the 2025–26 Plans*
Results Achieved: *<limit of 5000 characters per text box>*

Goal #2: *goal will be imported from the 2025–26 Plans*
Results Achieved: *<limit of 5000 characters per text box>*

Goal #3 (Optional): *goal will be imported from the 2025–26 Plans*
Results Achieved: *<limit of 5000 characters per text box>*

Challenges:
What were the biggest challenges encountered in 2025–26?

Improvement Opportunities:
What are the opportunities for improvement from 2025–26 that will inform your plan for 2026–27?

Catchment Conversation Template

First Nations, Métis, and Inuit Reporting

STUDENT FOCUS	
The academic growth and achievement of self-identified First Nations, Métis, and Inuit students.	
What actions are you taking that support progress towards this area?	
How do you know these actions are having a positive impact? (anecdotal evidence)	
What data are you using to monitor for progress? What are you observing?	
Indigenous education for all students.	
What actions are you taking that support progress towards this area?	
How do you know these actions are having a positive impact? (anecdotal evidence)	
What data are you using to monitor for progress? What are you observing?	
STAFF FOCUS	
Staff confidence to meet the learning needs of all self-identified First Nations, Métis, and Inuit students.	
What actions are you taking that support progress towards this area?	
How do you know these actions are having a positive impact? (anecdotal evidence)	
What data are you using to monitor for progress? What are you observing?	
Staff capacity to include Indigenous education across the curriculum for all students.	
What actions are you taking that support progress towards this area?	
How do you know these actions are having a positive impact? (anecdotal evidence)	
What data are you using to monitor for progress? What are you observing?	

Appendix C: Detailed Assurance Measures Results

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

Assurance Survey

Parental Involvement Detail

Table C1. Alberta Education and Childcare Measures - Parental Involvement - Teacher Responses (Don't Know)

	Edmonton School Division (don't know)	Alberta (don't know)
To what extent are parents or guardians involved in decisions about their children's overall education	7%	4%
To what extent are parents or guardians involved in decisions about your school	14%	9%
How satisfied or dissatisfied are you that the input of parents or guardians into decisions about your school is considered	15%	10%
How satisfied or dissatisfied are you with the opportunities for parents or guardians to be involved in decisions about their children's overall education	8%	5%
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions about your school	13%	8%

Program of Studies

Table C2. Alberta Education and Childcare Assurance Measures—Satisfaction with the opportunity for students to receive a broad program of studies including fine arts, career, technology and health and physical education.

Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	85.6 (n= 21,287)	84.7 (n= 21,385)	84.5 (n= 20,795)	Very High	Improved Significantly	Excellent	83.4 (n= 196,028)	83.0 (n= 190,222)	82.9 (n= 184,788)	Very High	Improved Significantly	Excellent
Parent	85.6 (n= 2,882)	83.4 (n= 3,142)	83.6 (n= 3,636)	Very High	Improved Significantly	Excellent	82.5 (n= 37,119)	82.4 (n= 34,368)	82.3 (n= 33,089)	Very High	Maintained	Excellent
Student	80.6 (n= 13,955)	79.0 (n= 14,028)	78.9 (n= 13,084)	Very High	Improved Significantly	Excellent	78.5 (n= 125,148)	77.0 (n= 122,315)	77.0 (n= 119,061)	Very High	Improved Significantly	Excellent
Teacher	90.6 (n= 4,450)	91.7 (n= 4,215)	91.0 (n= 4,075)	High	Maintained	Good	89.3 (n= 33,761)	89.5 (n= 33,539)	89.3 (n= 32,629)	High	Maintained	Good

Learning Engagement

Table C3. Alberta Education and Childcare Assurance Measures—Student Learning Engagement												
Teachers, parents and students who agree that students are engaged in their learning at school.												
Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	84.3 (n= 31,521)	83.4 (n= 30,669)	83.8 (n= 30,318)	Intermediate	Improved	Good	84.2 (n= 278,809)	83.9 (n= 269,076)	84.0 (n= 263,790)	Intermediate	Improved	Good
Parent	88.4 (n= 2,885)	86.1 (n= 3,148)	86.9 (n= 3,647)	High	Improved	Good	87.6 (n= 37,185)	87.6 (n= 34,444)	87.2 (n= 33,172)	Intermediate	Improved	Good
Student	71.0 (n= 24,188)	70.0 (n= 23,303)	70.3 (n= 22,595)	Intermediate	Improved	Good	70.2 (n= 207,847)	69.3 (n= 201,089)	69.8 (n= 197,980)	Intermediate	Improved Significantly	Good
Teacher	93.7 (n= 4,448)	94.0 (n= 4,218)	94.3 (n= 4,143)	Low	Declined	Issue	94.7 (n= 33,777)	95.0 (n= 33,543)	95.1 (n= 32,638)	Intermediate	Declined Significantly	Issue

Supports and Services

Table C4. Alberta Education and Childcare Assurance Measures—Division Supports and Services												
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.												
Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	77.6 (n= 31,494)	76.6 (n= 30,647)	77.2 (n= 30,288)	Low	Improved	Acceptable	79.5 (n= 278,459	80.1 (n= 268,786)	80.2 (n= 263,504)	Intermediate	Declined Significantly	Issue
Parent	73.4 (n= 2,884)	70.1 (n= 3,148)	72.1 (n= 3,645)	Intermediate	Improved	Good	74.8 (n= 37,104)	75.5 (n= 34,400)	75.5 (n= 33,143)	Intermediate	Declined Significantly	Issue
Student	78.4 (n= 24,162)	78.0 (n= 23,279)	78.0 (n= 22,567)	Intermediate	Improved	Good	79.4 (n= 207,586)	78.7 (n= 200,841)	79.1 (n= 197,721)	Intermediate	Improved Significantly	Good
Teacher	80.9 (n= 4,448)	81.7 (n= 4,220)	81.6 (n= 4,144)	Low	Maintained	Issue	84.3 (n= 33,769)	86.0 (n= 33,545)	85.9 (n= 32,642)	Intermediate	Declined Significantly	Issue

Success at work after school and Lifelong learning

Table C5. Alberta Education Childcare Assurance Measures—Success after High School

Teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	82.7 (n= 6,926)	80.9 (n= 6,986)	82.0 (n= 7,318)	High	Improved	Good	84.2 (n= 66,650)	83.7 (n= 63,905)	83.2 (n= 62,006)	High	Improved Significantly	Good
Parent	75.1 (n= 2,640)	71.3 (n= 2,907)	73.8 (n= 3,376)	Very High	Improved	Excellent	76.7 (n= 34,404)	76.0 (n= 31,770)	75.3 (n= 30,725)	Very High	Improved Significantly	Excellent
Teacher	90.2 (n= 4,286)	90.5 (n= 4,079)	90.1 (n= 3,942)	Intermediate	Maintained	Acceptable	91.7 (n= 32,246)	91.4 (n= 32,135)	91.1 (n= 31,281)	Intermediate	Improved Significantly	Good

Table C6. Alberta Education Childcare Assurance Measures—Lifelong Learning

Teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	79.1 (n= 7,071)	78.2 (n= 7,120)	78.7 (n= 7,470)	High	Maintained	Good	81.2 (n= 68,123)	80.8 (n= 65,274)	80.4 (n= 63,339)	High	Improved Significantly	Good
Parent	73.9 (n= 2,705)	71.5 (n= 2,997)	72.7 (n= 3,461)	High	Improved	Good	75.1 (n= 35,211)	74.5 (n= 32,542)	73.7 (n= 31,460)	High	Improved Significantly	Good
Teacher	84.3 (n= 4,366)	84.9 (n= 4,143)	84.9 (n= 4,071)	Intermediate	Maintained	Acceptable	87.2 (n= 32,912)	87.1 (n= 32,732)	87.0 (n= 31,879)	High	Maintained	Good

Detailed Student PAT and Diploma Achievement

Provincial Achievement Tests

PAT results from Edmonton Public Schools and the province are available below, by subject (*see Tables C6–C11*), for all enrolled students, EAL students and self-identified First Nations, Métis, and Inuit Students.

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

Course	Standard	Edmonton School Division							Alberta						
		2023	2024	2025	2026	Achievement	Improvement	Overall	2023	2024	2025	2026	Achievement	Improvement	Overall
English Language Arts & Lit 6	Acceptable	n/a	n/a	68.7	71.5	n/a	Improved Significantly	n/a	n/a	n/a	69.1	71.3	n/a	Improved Significantly	n/a
	Excellence	n/a	n/a	14.6	10.8	n/a	Declined Significantly	n/a	n/a	n/a	12.7	8.9	n/a	Declined Significantly	n/a
French Immer. Lang. Arts & Lit 6 année	Acceptable	n/a	n/a	n/a	90.1	n/a	n/a	n/a	n/a	n/a	n/a	79.1	n/a	n/a	n/a
	Excellence	n/a	n/a	n/a	16.0	n/a	n/a	n/a	n/a	n/a	n/a	10.0	n/a	n/a	n/a
Mathematics 6	Acceptable	n/a	n/a	54.1	55.4	n/a	Improved	n/a	n/a	n/a	53.1	53	n/a	Maintained	n/a
	Excellence	n/a	n/a	18.4	21.8	n/a	Improved Significantly	n/a	n/a	n/a	15.1	18.3	n/a	Improved Significantly	n/a
Science 6	Acceptable	n/a	n/a	n/a	67.1	n/a	n/a	n/a	n/a	n/a	n/a	65.7	n/a	n/a	n/a
	Excellence	n/a	n/a	n/a	23.4	n/a	n/a	n/a	n/a	n/a	n/a	20.7	n/a	n/a	n/a
Social Studies 6	Acceptable	68.1	71.6	66	70.9	Intermediate	Improved Significantly	Good	66.2	68.5	64.1	64.5	Low	Declined Significantly	Concern
	Excellence	22.0	25.5	23.9	23.4	High	Maintained	Good	18.0	19.8	18.5	18.7	Intermediate	Maintained	Acceptable
English Language Arts 9	Acceptable	69.3	69.1	68.8	67.5	Low	Declined Significantly	Concern	71.4	69.5	69.8	70.0	Low	Maintained	Issue
	Excellence	15.1	13.7	13.3	11.6	Intermediate	Declined Significantly	Issue	13.4	11.8	11.1	11.4	Intermediate	Declined Significantly	Issue
K&E English Language Arts 9	Acceptable	45.0	33.1	29.3	26.4	Very Low	Declined	Concern	50.2	49.6	47.4	44.5	Low	Declined Significantly	Concern
	Excellence	1.5	4.4	0.0	0.0	Low	Declined	Issue	5.7	5.6	5.2	3.5	Intermediate	Declined Significantly	Issue
French Language Arts 9 année	Acceptable	79.6	84.3	84.6	86.0	Intermediate	Maintained	Acceptable	76.1	76.6	75.2	71.6	Low	Declined Significantly	Concern
	Excellence	15.1	14.9	13.8	14.0	Intermediate	Maintained	Acceptable	10.9	10.6	9.3	9.0	Intermediate	Declined	Issue
Mathematics 9	Acceptable	54.0	54.4	54.3	53.1	Low	Declined	Issue	54.4	52.7	51.7	50.7	Very Low	Declined Significantly	Concern
	Excellence	16.8	17.7	17.0	18.3	High	Improved Significantly	Good	13.5	14.0	14.0	15.1	Intermediate	Improved Significantly	Good
K&E Mathematics 9	Acceptable	50.0	40.2	38.2	31.3	Low	Declined Significantly	Concern	52.7	52.2	49.7	44.1	Low	Declined Significantly	Concern
	Excellence	8.4	7.7	8.3	2.7	Low	Declined Significantly	Concern	11.3	9.9	11.0	8.5	Intermediate	Declined Significantly	Issue
Science 9	Acceptable	65.5	68.0	69.2	65.6	Intermediate	Declined Significantly	Issue	66.3	67.6	68.6	65.3	Intermediate	Declined Significantly	Issue
	Excellence	24.3	25.8	26.5	23.3	Very High	Declined Significantly	Acceptable	20.1	20.8	21.1	20.4	Very High	Declined	Good
K&E Science 9	Acceptable	57.3	38.1	38.1	40.8	Low	Maintained	Issue	52.9	52.3	50.3	47.7	Low	Declined Significantly	Concern
	Excellence	9.7	4.8	4.6	8.3	Intermediate	Maintained	Acceptable	10.9	8.9	7.9	10.0	Intermediate	Maintained	Acceptable
Social Studies 9	Acceptable	59.3	62.3	63.0	59.0	Low	Declined Significantly	Concern	58.4	60.5	60.5	57.5	Low	Declined Significantly	Concern

K&E Social Studies 9	Excellence	20.2	20.0	22.2	20.0	High	Declined	Acceptable	15.9	15.8	17.1	16.3	Intermediate	Maintained	Acceptable
	Acceptable	57.4	40.0	37.2	27.9	Very Low	Declined Significantly	Concern	49.6	50.4	50.0	47.9	Low	Declined	Issue
	Excellence	11.5	8.2	3.8	6.8	Intermediate	Maintained	Acceptable	10.6	11.3	10.8	11.6	Intermediate	Maintained	Acceptable

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

Course	Edmonton School Division				Alberta			
	2023	2024	2025	2026	2023	2024	2025	2026
English Lang Arts & Lit 6	n/a	n/a	9,110	9,358	n/a	n/a	61,670	63,866
French Immersion Language Arts and Literature 6	n/a	n/a	n/a	344	n/a	n/a	n/a	3,595
Mathematics 6	n/a	n/a	9,105	9,348	n/a	n/a	61,656	63,820
Science 6	n/a	n/a	n/a	9,350	n/a	n/a	n/a	63,740
Social Studies 6	8,357	8,969	8,559	9,325	57,655	60,804	50,053	29,449
English Language Arts 9	8,155	8,570	8,903	8,890	56,255	59,096	59,391	58,077
French Language Arts 9 année	279	242	253	264	3,215	3,308	3,134	3,063
K&E English Language Arts 9	131	136	198	144	1,254	1,465	1,469	1,248
Mathematics 9	8,109	8,508	8,882	8,783	55,447	58,577	58,911	56,398
K&E Mathematics 9	178	194	217	182	1,815	1,967	1,940	1,792
Science 9	8,155	8,573	8,898	8,896	56,311	59,072	59,453	54,620
K&E Science 9	124	126	197	120	1,197	1,411	1,454	948
Social Studies 9	8,156	8,588	8,912	8,965	56,309	59,125	59,472	55,336
K&E Social Studies 9	122	110	183	147	1,140	1,351	1,434	1,108

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

Course	Standard	Edmonton School Division							Alberta						
		2023	2024	2025	2026	Achievement	Improvement	Overall	2023	2024	2025	2026	Achievement	Improvement	Overall
English Language Arts 6	Acceptable	n/a	n/a	56.6	61.1	n/a	Improved Significantly	n/a	n/a	n/a	62.3	65.7	n/a	Improved Significantly	n/a
	Excellence	n/a	n/a	7.4	5.6	n/a	Declined Significantly	n/a	n/a	n/a	8.0	5.7	n/a	Declined Significantly	n/a
French Language Arts 6 année	Acceptable	n/a	n/a	n/a	89.7	n/a	n/a	n/a	n/a	n/a	n/a	78.9	n/a	n/a	n/a
	Excellence	n/a	n/a	n/a	3.4	n/a	n/a	n/a	n/a	n/a	n/a	8.8	n/a	n/a	n/a
Mathematics 6	Acceptable	n/a	n/a	48.5	50.8	n/a	Improved	n/a	n/a	n/a	52.3	52.9	n/a	Improved	n/a
	Excellence	n/a	n/a	14.5	17.4	n/a	Improved Significantly	n/a	n/a	n/a	14.9	17.7	n/a	Improved Significantly	n/a
Science 6	Acceptable	n/a	n/a	n/a	57.6	n/a	n/a	n/a	n/a	n/a	n/a	61.1	n/a	n/a	n/a
	Excellence	n/a	n/a	n/a	14.6	n/a	n/a	n/a	n/a	n/a	n/a	16.0	n/a	n/a	n/a
Social Studies 6	Acceptable	65.3	63.0	58.3	64.3	Low	Improved	Acceptable	65.4	64.6	60.7	65.6	Low	Improved Significantly	Good
	Excellence	20.1	19.1	16.3	16.2	Intermediate	Declined Significantly	Issue	15.7	16.5	15.2	15.8	Intermediate	Maintained	Acceptable
English Language Arts 9	Acceptable	62.5	52.1	43.3	48.1	Very Low	Declined Significantly	Concern	62.2	56.9	54.5	58.0	Very Low	Maintained	Concern
	Excellence	9.3	4.8	3.3	3.9	Very Low	Declined Significantly	Concern	6.6	5.4	4.7	5.0	Very Low	Declined	Concern
K&E English Language Arts 9	Acceptable	26.1	32.3	22.4	15.9	Very Low	Declined	Concern	34.9	46.7	33.5	40.6	Low	Maintained	Issue
	Excellence	0.0	3.2	0.0	0.0	Low	Maintained	Issue	1.3	4.0	2.6	4.0	Intermediate	Maintained	Acceptable
French Language Arts 9 année	Acceptable	85.0	*	66.7	100.0	Very High	Improved	Excellent	71.1	67.8	63.9	60.5	Very Low	Declined	Concern
	Excellence	25.0	*	11.1	8.3	Intermediate	Maintained	Acceptable	11.3	9.2	11.6	9.9	Intermediate	Maintained	Acceptable
Mathematics 9	Acceptable	53.1	45.6	41.1	44.6	Very Low	Declined	Concern	50.1	46.7	45.2	45.1	Very Low	Declined Significantly	Concern
	Excellence	15.5	11.7	8.9	13.5	Intermediate	Improved	Good	12.0	11.5	11.6	12.4	Low	Improved	Acceptable
K&E Mathematics 9	Acceptable	38.7	31.7	35.5	23.7	Very Low	Declined	Concern	39.5	49.7	51.0	31.6	Low	Declined Significantly	Concern
	Excellence	3.2	2.4	5.0	5.3	Low	Maintained	Issue	5.6	12.2	13.4	11.1	Intermediate	Maintained	Acceptable
Science 9	Acceptable	61.5	54.5	50.4	50.1	Very Low	Declined Significantly	Concern	59.4	57.7	57.6	56.2	Low	Declined Significantly	Concern
	Excellence	20.8	16.5	11.6	13.0	High	Declined Significantly	Issue	15.0	14.2	13.8	13.9	High	Maintained	Good
K&E Science 9	Acceptable	39.1	32.1	19.0	26.7	Very Low	Maintained	Concern	33.1	41.1	41.6	40.2	Low	Maintained	Issue
	Excellence	8.7	3.6	0.0	10.0	Intermediate	Maintained	Acceptable	3.3	5.5	2.0	7.6	Intermediate	Improved	Good
Social Studies 9	Acceptable	54.9	46.8	39.6	42.8	Very Low	Declined Significantly	Concern	50.4	49.4	47.9	47.9	Very Low	Declined	Concern
	Excellence	16.7	9.6	8.7	10.6	Low	Maintained	Issue	11.0	9.6	10.4	10.1	Low	Maintained	Issue
K&E Social Studies 9	Acceptable	57.9	25.9	24.4	22.7	Very Low	Declined	Concern	39.4	44.4	48.7	46.6	Low	Maintained	Issue
	Excellence	5.3	3.7	0.0	9.1	Intermediate	Improved	Good	1.5	7.4	3.2	14.4	Intermediate	Improved Significantly	Good

Table C10. Alberta Education and Childcare Assurance Measures Division and Province—PAT Grades 6 & 9—EAL Students Enrolment								
Course	Edmonton School Division				Alberta			
	2023	2024	2025	2026	2023	2024	2025	2026
English Lang Arts & Lit 6	n/a	n/a	2,122	2,305	n/a	n/a	11,591	12,342
French Immersion Language Arts and Literature 6	n/a	n/a	n/a	29	n/a	n/a	n/a	251
Mathematics 6	n/a	n/a	2,120	2,302	n/a	n/a	11,588	12,332
Science 6	n/a	n/a	n/a	2,302	n/a	n/a	n/a	12,342
Social Studies 6	2,315	2,300	1,995	2,301	10,098	11,278	9,834	4,909
English Language Arts 9	1,588	1,272	1,136	1,291	6,969	7,249	7,504	8,055
French Language Arts 9 année	20	6	9	12	194	174	155	152
K&E English Language Arts 9	23	31	49	44	149	150	155	175
Mathematics 9	1,582	1,262	1,144	1,297	6,930	7,201	7,506	7,853
K&E Mathematics 9	31	41	40	38	177	197	149	171
Science 9	1,588	1,275	1,143	1,306	6,975	7,236	7,515	7,835
K&E Science 9	23	28	42	30	151	146	149	132
Social Studies 9	1,592	1,276	1,144	1,292	6,983	7,249	7,509	7,811
K&E Social Studies 9	19	27	41	44	137	135	156	146

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

Course	Standard	Edmonton School Division							Alberta						
		2023	2024	2025	2026	Achievement	Improvement	Overall	2023	2024	2025	2026	Achievement	Improvement	Overall
English Language Arts 6	Acceptable	n/a	n/a	47.9	50	n/a	Maintained	n/a	n/a	n/a	52.0	55.8	n/a	Improved Significantly	n/a
	Excellence	n/a	n/a	5.0	3.4	n/a	Declined	n/a	n/a	n/a	5.3	3.5	n/a	Declined Significantly	n/a
French Language Arts 6 année	Acceptable	n/a	n/a	n/a	72.7	n/a	n/a	n/a	n/a	n/a	n/a	71.4	n/a	n/a	n/a
	Excellence	n/a	n/a	n/a	9.1	n/a	n/a	n/a	n/a	n/a	n/a	5.8	n/a	n/a	n/a
Mathematics 6	Acceptable	n/a	n/a	23.9	22.9	n/a	Maintained	n/a	n/a	n/a	30.4	29.3	n/a	Declined	n/a
	Excellence	n/a	n/a	4.0	5.5	n/a	Improved	n/a	n/a	n/a	4.7	6.7	n/a	Improved Significantly	n/a
Science 6	Acceptable	n/a	n/a	n/a	40.8	n/a	n/a	n/a	n/a	n/a	n/a	46.8	n/a	n/a	n/a
	Excellence	n/a	n/a	n/a	8.2	n/a	n/a	n/a	n/a	n/a	n/a	9.9	n/a	n/a	n/a
Social Studies 6	Acceptable	42.1	45.6	39.2	44.6	Very Low	Maintained	Concern	45.3	48.7	43.7	45.3	Very Low	Maintained	Concern
	Excellence	5.3	7.0	7.8	7.6	Low	Maintained	Issue	6.5	7.3	7.9	7.3	Low	Maintained	Issue
English Language Arts 9	Acceptable	38.4	41.9	43.5	40.3	Very Low	Maintained	Concern	49.2	49.5	50.7	50.6	Very Low	Maintained	Concern
	Excellence	3.5	4.7	4.4	2.1	Very Low	Declined Significantly	Concern	4.4	4.7	4.7	4.6	Very Low	Maintained	Concern
K&E English Language Arts 9	Acceptable	42.9	12.0	27.9	24.2	Very Low	Maintained	Concern	43.8	42.8	43.5	38.3	Low	Declined	Issue
	Excellence	0.0	4.0	0.0	0.0	Low	Maintained	Issue	3.7	4.9	5.3	1.8	Intermediate	Declined Significantly	Issue
French Language Arts 9 année	Acceptable	85.7	80.0	72.7	70	Low	Maintained	Issue	65.4	63.8	63.0	60.0	Very Low	Maintained	Concern
	Excellence	0.0	20.0	0.0	10.0	Intermediate	Maintained	Acceptable	4.4	5.6	5.5	5.2	Low	Maintained	Issue
Mathematics 9	Acceptable	19.8	22.8	23.8	19.5	Very Low	Declined	Concern	28.7	28.7	27.4	25.5	Very Low	Declined Significantly	Concern
	Excellence	2.3	4.7	3.2	2.1	Very Low	Declined	Concern	3.8	4.8	4.7	4.6	Very Low	Maintained	Concern
K&E Mathematics 9	Acceptable	68.4	28.9	39.2	22.5	Very Low	Declined Significantly	Concern	48.9	43.7	41.5	37.1	Low	Declined Significantly	Concern
	Excellence	15.8	5.3	7.8	2.5	Low	Declined	Issue	11.1	6.2	8.5	6.2	Intermediate	Declined	Issue
Science 9	Acceptable	35.0	39.5	41.5	35.1	Very Low	Declined	Concern	42.1	46.0	47.7	42.9	Very Low	Declined Significantly	Concern
	Excellence	5.1	7.7	8.6	5.8	Low	Declined	Issue	7.1	8.5	8.9	7	Intermediate	Declined Significantly	Issue
K&E Science 9	Acceptable	53.8	22.7	41.0	35.5	Very Low	Maintained	Concern	48.4	46.6	44.9	37.5	Very Low	Declined Significantly	Concern
	Excellence	3.8	0.0	5.1	9.7	Intermediate	Improved	Good	8.2	7.2	6.6	6.3	Low	Maintained	Issue
Social Studies 9	Acceptable	26.9	34.6	34.5	29.5	Very Low	Declined	Concern	34.1	39.0	38.6	34.7	Very Low	Declined Significantly	Concern
	Excellence	4.2	5.9	6.7	4.5	Very Low	Maintained	Concern	4.9	6.3	6.4	5.7	Very Low	Maintained	Concern
K&E Social Studies 9	Acceptable	64.3	45.8	42.5	20.6	Very Low	Declined Significantly	Concern	45.4	46.2	43.1	40.8	Low	Maintained	Issue
	Excellence	10.7	4.2	5.0	0.0	Low	Declined	Issue	7.3	9.4	9.3	6	Intermediate	Declined	Issue

Table C12. Alberta Education and Childcare Assurance Measures Division and Province—PAT Grades 6 & 9—First Nations, Métis and Inuit Students Enrolment

Course	Edmonton School Division				Alberta			
	2023	2024	2025	2026	2023	2024	2025	2026
English Lang Arts & Lit 6	n/a	n/a	674	670	n/a	n/a	4,533	4,701
French Immersion Language Arts and Literature 6	n/a	n/a	n/a	11	n/a	n/a	n/a	189
Mathematics 6	n/a	n/a	673	669	n/a	n/a	4,531	4,696
Science 6	n/a	n/a	n/a	669	n/a	n/a	n/a	4,692
Social Studies 6	663	667	653	668	4,332	4,556	3,434	2,167
English Language Arts 9	711	743	688	673	4,375	4,465	4,495	4,403
French Language Arts 9 année	7	10	11	10	136	160	165	155
K&E English Language Arts 9	28	25	43	33	297	388	400	339
Mathematics 9	698	728	681	663	4,197	4,361	4,390	4,129
K&E Mathematics 9	38	38	51	40	440	485	508	455
Science 9	709	744	689	676	4,380	4,477	4,512	4,194
K&E Science 9	26	22	39	31	281	373	381	256
Social Studies 9	707	742	689	684	4,393	4,498	4,528	4,090
K&E Social Studies 9	28	24	40	34	262	351	367	267

Diploma Exams

As noted in the introduction to this report, 2025–26 diploma examinations were not evaluated against provincial standards (achievement, improvement and overall colour designations) as January 2026 diploma examinations were cancelled, thus results are not directly comparable to the provincial standard for prior years.

Table C13. Alberta Education and Childcare Assurance Measures Division and Province—Diploma Grade 12—All Students

Course	Standard	Edmonton School Division							Alberta						
		2023	2024	2025	2026	Achievement	Improvement	Overall	2023	2024	2025	2026	Achievement	Improvement	Overall
English Lang Arts 30-1	Acceptable	81.2	81.6	81.8	80.9	n/a	n/a	n/a	83.7	84.2	85.3	82.9	n/a	n/a	n/a
	Excellence	11.2	10.8	11.2	14.3	n/a	n/a	n/a	10.5	10.1	10.9	11.9	n/a	n/a	n/a
English Lang Arts 30-2	Acceptable	81.5	80.3	78.7	75.7	n/a	n/a	n/a	86.2	85.7	85.6	82.3	n/a	n/a	n/a
	Excellence	11.6	12.1	9.9	8.9	n/a	n/a	n/a	12.7	12.9	11.3	9.5	n/a	n/a	n/a
French Language Arts 30-1	Acceptable	96.3	97.4	96.3	94.7	n/a	n/a	n/a	93.1	95.3	94.7	94.4	n/a	n/a	n/a
	Excellence	10.5	11.1	3.1	2.3	n/a	n/a	n/a	6.1	8.6	6.0	4.8	n/a	n/a	n/a
Mathematics 30-1	Acceptable	74.0	77.2	80.7	82.4	n/a	n/a	n/a	70.8	75.4	77.8	73.9	n/a	n/a	n/a
	Excellence	33.4	37.7	42.1	44	n/a	n/a	n/a	29	34.9	37.1	33	n/a	n/a	n/a
Mathematics 30-2	Acceptable	72.5	75.4	76.3	73.5	n/a	n/a	n/a	71.1	70.9	73.6	69.4	n/a	n/a	n/a
	Excellence	18.2	18.0	20.5	18.3	n/a	n/a	n/a	15.2	15.4	17.3	16.6	n/a	n/a	n/a
Social Studies 30-1	Acceptable	83.5	85.3	84.4	84.4	n/a	n/a	n/a	83.5	85.2	84.6	83.7	n/a	n/a	n/a
	Excellence	16.3	20.1	17.2	18.6	n/a	n/a	n/a	15.9	18.7	16.8	16.2	n/a	n/a	n/a
Social Studies 30-2	Acceptable	73.6	72.4	71.2	71.3	n/a	n/a	n/a	78.1	77.6	77.5	78.4	n/a	n/a	n/a
	Excellence	9.6	8.4	7.5	8.5	n/a	n/a	n/a	12.3	12.7	12.3	15	n/a	n/a	n/a
Biology 30	Acceptable	83.7	84.6	85.3	84.5	n/a	n/a	n/a	82.7	83.1	82.7	82.1	n/a	n/a	n/a
	Excellence	35.7	38.0	37.6	40.6	n/a	n/a	n/a	32.8	33.7	34.8	35	n/a	n/a	n/a
Chemistry 30	Acceptable	83.5	85.2	86.0	84.1	n/a	n/a	n/a	80.5	82.9	83.8	81.9	n/a	n/a	n/a
	Excellence	41.2	42.6	44.9	45.3	n/a	n/a	n/a	37.0	38.0	40.6	39.7	n/a	n/a	n/a
Physics 30	Acceptable	84.8	85.6	88.6	89.3	n/a	n/a	n/a	82.3	85.1	85.6	82.5	n/a	n/a	n/a
	Excellence	46.5	47.8	52.2	50.4	n/a	n/a	n/a	39.9	43.1	43.6	40.4	n/a	n/a	n/a
Science 30	Acceptable	81.7	85.3	82.8	82.5	n/a	n/a	n/a	79.4	81.3	79.6	77	n/a	n/a	n/a
	Excellence	29.2	33.3	33.8	35.1	n/a	n/a	n/a	23.1	24.6	26.2	26.9	n/a	n/a	n/a

Table C14. Alberta Education and Childcare Assurance Measures Division and Province—Diploma Grade 12 Student Numbers by Course—All Students								
Course	Edmonton School Division				Alberta			
	2023	2024	2025	2026	2023	2024	2025	2026
English Lang Arts 30-1	5,334	5,742	6,060	3,667	31,493	33,001	35,845	19,592
English Lang Arts 30-2	2,456	2,716	3,200	1,458	17,112	19,219	21,398	10,510
French Language Arts 30-1	162	190	161	132	1,236	1,200	1,234	502
Mathematics 30-1	3,777	3,980	4,164	2,442	19,763	21,035	22,680	10,035
Mathematics 30-2	2,334	2,475	2,666	1,439	14,418	15,676	17,430	9,002
Social Studies 30-1	4,233	4,524	4,906	2,661	24,023	25,167	26,238	14,525
Social Studies 30-2	2,776	3,084	3,455	1,990	21,045	23,985	27,021	15,161
Biology 30	4,091	4,237	4,335	2,576	23,270	24,414	25,916	14,916
Chemistry 30	3,149	3,363	3,705	2,113	18,364	19,955	21,438	12,379
Physics 30	1,783	1,970	2,204	1,393	9,241	9,955	11,366	7,055
Science 30	2,030	2,088	2,293	1,278	8,007	8,439	9,027	5,530

Table C15. Alberta Education Childcare Assurance Measures Division and Province—Diploma Grade 12—EAL Students															
Course	Standard	Edmonton School Division							Alberta						
		2023	2024	2025	2026	Achievement	Improvement	Overall	2023	2024	2025	2026	Achievement	Improvement	Overall
English Lang Arts 30-1	Acceptable	63.7	50.3	52.3	48.7	n/a	n/a	n/a	63.3	61.3	64.7	57.7	n/a	n/a	n/a
	Excellence	5.8	1.7	2.2	2.9	n/a	n/a	n/a	3.7	2.7	3.3	2.8	n/a	n/a	n/a
English Lang Arts 30-2	Acceptable	65.3	58	55.1	50.5	n/a	n/a	n/a	71.5	70.0	67.4	59.6	n/a	n/a	n/a
	Excellence	3.5	4.9	2.1	1.4	n/a	n/a	n/a	5.5	5.2	4.5	3.0	n/a	n/a	n/a
French Language Arts 30-1	Acceptable	85.7	*	*	*	n/a	n/a	n/a	85.2	85.7	96.0	92.3	n/a	n/a	n/a
	Excellence	0.0	*	*	*	n/a	n/a	n/a	0.0	19.0	8.0	7.7	n/a	n/a	n/a
Mathematics 30-1	Acceptable	67.9	68.5	75.5	74.1	n/a	n/a	n/a	61.1	64	67.6	60.8	n/a	n/a	n/a
	Excellence	28.7	30.6	33.1	27.7	n/a	n/a	n/a	23.1	27.6	30.8	21.9	n/a	n/a	n/a
Mathematics 30-2	Acceptable	61.6	60.1	66.8	53.8	n/a	n/a	n/a	58.5	57.7	63.3	55.2	n/a	n/a	n/a
	Excellence	12.4	11.7	13.8	9.5	n/a	n/a	n/a	9.7	9.0	13.4	9.2	n/a	n/a	n/a
Social Studies 30-1	Acceptable	72.6	70.1	73.8	62.7	n/a	n/a	n/a	72.7	70.5	72.5	68.3	n/a	n/a	n/a
	Excellence	11.0	9.0	6.0	5.9	n/a	n/a	n/a	8.8	10.7	8.2	7.2	n/a	n/a	n/a
Social Studies 30-2	Acceptable	59.2	44.2	54.7	51.8	n/a	n/a	n/a	62.5	63.2	63.2	60.3	n/a	n/a	n/a
	Excellence	5.9	3.3	4.8	5.0	n/a	n/a	n/a	7.8	8.3	8.3	8.6	n/a	n/a	n/a
Biology 30	Acceptable	77.1	67.1	70.2	70.8	n/a	n/a	n/a	72.8	69.7	69.2	66.6	n/a	n/a	n/a
	Excellence	29.6	24.4	23.4	23.4	n/a	n/a	n/a	24.7	23.6	25.3	22.9	n/a	n/a	n/a

Chemistry 30	Acceptable	80.0	83.3	80.6	75.2	n/a	n/a	n/a	73.5	73.2	74.7	69.7	n/a	n/a	n/a
	Excellence	35.1	32.8	34.1	41.9	n/a	n/a	n/a	29.9	29.6	33.1	29.6	n/a	n/a	n/a
Physics 30	Acceptable	78.7	67.8	79.7	81.3	n/a	n/a	n/a	75.7	71.3	75.0	73.0	n/a	n/a	n/a
	Excellence	37.7	30.5	39.0	37.4	n/a	n/a	n/a	32.3	32.9	32.0	30.7	n/a	n/a	n/a
Science 30	Acceptable	69.9	69.5	71.3	70.9	n/a	n/a	n/a	67.4	69	66.0	60.6	n/a	n/a	n/a
	Excellence	22.5	25.5	29.9	16.5	n/a	n/a	n/a	16.1	16.2	17.7	17.0	n/a	n/a	n/a

Table C16. Alberta Education and Childcare Assurance Measures Division and Province—Diploma Grade 12 Student Numbers by Course—EAL Students

Course	Edmonton School Division				Alberta			
	2023	2024	2025	2026	2023	2024	2025	2026
English Language Arts 30-1	788	292	363	238	2,482	2,095	2,611	1,691
English Language Arts 30-2	596	412	468	293	2,284	2,333	2,932	1,693
French Language Arts 30-1	7	1	1	3	27	21	25	13
Mathematics 30-1	588	248	323	166	1,714	1,543	1,977	988
Mathematics 30-2	362	188	247	158	1,327	1,250	1,557	880
Social Studies 30-1	537	134	168	102	1,415	1,110	1,322	739
Social Studies 30-2	659	398	457	342	2,749	2,904	3,551	2,345
Biology 30	560	213	265	171	1,790	1,509	1,803	1,148
Chemistry 30	481	192	217	117	1,479	1,364	1,600	1,036
Physics 30	268	118	123	107	715	645	771	566
Science 30	316	141	174	103	714	591	752	500

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

Course	Standard	Edmonton School Division							Alberta						
		2023	2024	2025	2026	Achievement	Improvement	Overall	2023	2024	2025	2026	Achievement	Improvement	Overall
English Lang Arts 30-1	Acceptable	73.4	76.1	76.4	78.2	n/a	n/a	n/a	78.3	81.7	80.6	81.6	n/a	n/a	n/a
	Excellence	4.5	3.6	5.0	8.4	n/a	n/a	n/a	6.1	6.9	5.3	6.5	n/a	n/a	n/a
English Lang Arts 30-2	Acceptable	86	82.6	85.5	83.5	n/a	n/a	n/a	86.5	86	88.6	85.8	n/a	n/a	n/a
	Excellence	10.1	14.1	9.3	11.5	n/a	n/a	n/a	9.9	10.8	9.3	9.2	n/a	n/a	n/a
French Language Arts 30-1	Acceptable	*	*	*	*	n/a	n/a	n/a	83.8	88.9	86.0	88.2	n/a	n/a	n/a
	Excellence	*	*	*	*	n/a	n/a	n/a	2.7	0	2.3	0	n/a	n/a	n/a
Mathematics 30-1	Acceptable	63.2	65.1	76.0	68.9	n/a	n/a	n/a	60.6	64.4	67.8	64.1	n/a	n/a	n/a
	Excellence	16.2	22.2	24.0	24.4	n/a	n/a	n/a	15	17	23.2	17.6	n/a	n/a	n/a
Mathematics 30-2	Acceptable	65.2	74.2	82.4	78.7	n/a	n/a	n/a	65.8	64.8	71.6	65.2	n/a	n/a	n/a
	Excellence	19.6	11.3	17.6	13.1	n/a	n/a	n/a	12.1	10.1	11.5	11.1	n/a	n/a	n/a
Social Studies 30-1	Acceptable	69.8	76.4	75.2	77.3	n/a	n/a	n/a	73	79.1	77.5	76.9	n/a	n/a	n/a
	Excellence	4.8	6.1	8.7	10.2	n/a	n/a	n/a	8.6	10.6	9.1	8.9	n/a	n/a	n/a
Social Studies 30-2	Acceptable	69.9	75.1	71.7	71.9	n/a	n/a	n/a	72.3	72.9	72.1	72.9	n/a	n/a	n/a
	Excellence	4	5.6	3.5	6.8	n/a	n/a	n/a	5.4	6.6	5.7	6.3	n/a	n/a	n/a
Biology 30	Acceptable	69.4	73.7	81.6	78.3	n/a	n/a	n/a	72.5	72.8	74.0	74.2	n/a	n/a	n/a
	Excellence	21.4	19	21.3	29.3	n/a	n/a	n/a	19.1	17	20.3	20.2	n/a	n/a	n/a
Chemistry 30	Acceptable	77.6	81.1	78.8	74.4	n/a	n/a	n/a	70	78.2	75.6	76.6	n/a	n/a	n/a
	Excellence	34.7	17	31.8	25.6	n/a	n/a	n/a	24	23.5	22.9	27.4	n/a	n/a	n/a
Physics 30	Acceptable	78.6	94.1	72.7	92.3	n/a	n/a	n/a	72	80.4	76.5	74	n/a	n/a	n/a
	Excellence	32.1	17.6	30.3	38.5	n/a	n/a	n/a	26.8	23.2	30.3	24.8	n/a	n/a	n/a
Science 30	Acceptable	76.2	82.9	85.3	90.4	n/a	n/a	n/a	75.3	78.1	77.9	73.7	n/a	n/a	n/a
	Excellence	17.8	17.1	21.3	23.1	n/a	n/a	n/a	18.7	18.5	18.5	19.4	n/a	n/a	n/a

Table C18. Alberta Education and Childcare Assurance Measures Division and Province—Diploma Grade 12 Student Numbers by Course—First Nations, Métis and Inuit Students

Course	Edmonton School Division				Alberta			
	2023	2024	2025	2026	2023	2024	2025	2026
English Language Arts 30-1	199	197	220	119	1,286	1,402	1,632	876
English Language Arts 30-2	278	276	311	139	1,833	2,010	2,182	1,134
French Language Arts 30-1	1	1	3	5	37	36	43	17
Mathematics 30-1	68	63	75	69	566	634	690	301
Mathematics 30-2	92	97	91	93	742	785	932	531
Social Studies 30-1	126	148	161	145	986	1,071	1,264	628
Social Studies 30-2	299	269	314	294	1,933	2,091	2,325	1,348
Biology 30	98	137	141	125	902	1,041	1,112	714
Chemistry 30	49	53	66	56	550	614	700	419
Physics 30	28	17	33	26	250	280	353	246
Science 30	101	82	75	86	470	480	507	350

Appendix D: 2025–26 Division Feedback Survey Results

The DFS results are organized based on Division priorities and goals, showing the relationship between strategic initiatives and the day-to-day experiences of students, staff and families. The three years of DFS results visualized in the report linked in this appendix are organized to display year-over-year trends, showing trends and shifts within the Division's community's feedback over time. Unless otherwise indicated, the results represent the entire group of respondents.

2025–26 Division Feedback Survey Summary Report

Appendix E: Local Literacy and Numeracy Results

EAP CAT4

Figure E1. *Equity Achievement Project: Math*

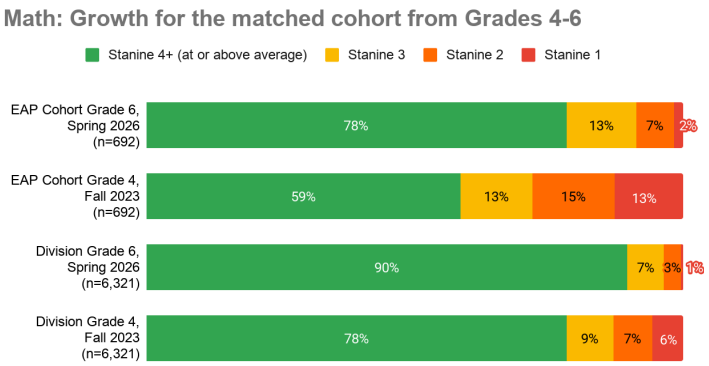
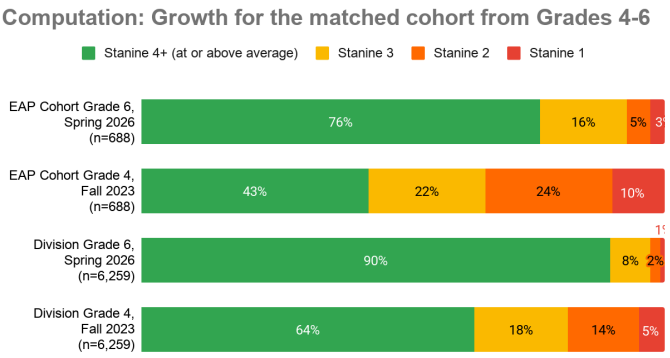


Figure E2. *Equity Achievement Project: Computation & Estimation*



Reading Results (Tables E1-E3)

The following note outlines some considerations to consider when interpreting reading results data.

- Grades 1 and 2 results include students enrolled in immersion and bilingual programs who may have received either no or a reduced amount of English instruction in reading.

Table E1. Reading Results Showing All Students AT or ABOVE Grade Level

Enrolment Grade	2022–23		2023-24		2024-25		2025-26	
	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	58.9	8,966	60.4	8,738	64.4	8,387	63.5	8,368
Grade 2	65.9	7,924	66.7	9,162	66.8	9,082	67.0	8,668
Grade 3	68.1	8,730	67	8,207	69.4	9,308	67.9	9,124
Grade 4	65.4	8,396	66.2	8,976	66.1	8,484	68.1	9,377
Grade 5	66.8	8,580	65.5	8,644	67	9,173	66.6	8,485
Grade 6	70.1	8,418	68.3	8,897	67.5	8,971	69.6	9,236
Grade 7	70.5	8,511	72	8,480	70	8,958	71.7	8,805
Grade 8	72.4	8,294	72.9	8,637	73.9	8,757	73.3	8,937
Grade 9	71	7,793	73.4	8,451	74.2	8,863	75.0	8,836

Table E2. Reading Results Showing EAL Students AT or ABOVE Grade Level								
Enrolment Grade	2022–23		2023-24		2024-25		2025-26	
	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	57.1	2,525	57.9	3,052	61.7	2,884	60.1	2,905
Grade 2	61.7	2,445	59.8	3,001	62.7	3,383	62.3	3,188
Grade 3	63.2	3,132	59.6	2,883	62.7	3,277	61.6	3,588
Grade 4	59.8	3,015	56.1	3,274	57.7	3,012	60.3	3,417
Grade 5	58.5	2,997	52.7	2,818	53.4	2,828	55.0	2,798
Grade 6	58.5	2,527	49.8	2,553	49.4	2,387	51.1	2,417
Grade 7	59	2,070	50.2	1,936	46.5	2,018	51.1	1,914
Grade 8	59.9	1,922	46.6	1,572	50.4	1,725	47.0	1,616
Grade 9	57.6	1,707	49.5	1,478	42.8	1,352	47.6	1,388

Table E3. Local Reading Results: Self-Identified First Nations, Métis and Inuit Students reading AT or ABOVE Grade Level								
Enrolment Grade	2022–23		2023-24		2024-25		2025-26	
	% At or Above	**Total Students with Results**	**% At or Above**	**Total Students with Results**	**% At or Above**	**Total Students with Results**	**% At or Above**	**Total Students with Results**
Grade 1	32.3	710	35.0	611	42.1	618	40.7	636
Grade 2	38.3	637	42.3	685	44.7	645	43.4	647
Grade 3	45.9	653	45.5	642	45.8	701	49.7	642
Grade 4	40.2	674	45.0	636	48.2	649	47.5	708
Grade 5	46.2	689	45.8	650	45.9	636	50.4	645
Grade 6	48.1	765	51.4	664	50.5	657	50.7	659
Grade 7	49.6	765	54.5	646	50.6	650	56.4	633
Grade 8	50.2	749	52.5	688	57.9	617	58.2	625
Grade 9	44.4	711	58.2	679	57.5	666	60.2	636

HLATs-Writing Results (Tables E4-E6)

Please note, when interpreting HLAT results that in 2020–21, approximately 30 per cent of Division students were online.

Table E4. HLAT Results Showing All Students AT or ABOVE Grade Level

Enrolment Grade	2022–23		2023-24		2024-25		2025-26	
	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	75.8	8,123	74.3	8,209	73.9	6,260	75.9	7,927
Grade 2	68.7	7,626	68.0	9,012	65.5	7,070	67.2	8,479
Grade 3	62.7	8,430	59.3	8,048	60.7	7,100	60.8	8,826
Grade 4	59.4	8,122	57.9	8,791	54.8	6,372	59.0	9,012
Grade 5	62.1	8,256	57.5	8,454	56.9	6,992	57.0	8,266
Grade 6	65.5	8,105	60.8	8,703	58.5	6,802	60.4	8,914
Grade 7	67.2	8,009	66.8	8,035	61.3	6,310	62.4	8,355
Grade 8	69.0	7,718	66.4	8,162	61.1	5,844	61.8	8,429
Grade 9	67.9	7,612	66.1	7,945	60.6	5,911	64.0	8,312

Table E5. HLAT Results Showing EAL Students AT or ABOVE Grade Level

Enrolment Grade	2022–23		2023-24		2024-25		2025-26	
	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	73.3	2,394	73.1	2,954	71.9	2,177	73.9	2,852
Grade 2	67.2	2,348	63.8	2,956	63.5	2,651	64.7	3,131
Grade 3	59.9	3,018	54.4	2,830	55.5	2,494	57.4	3,493
Grade 4	56.0	2,927	50.2	3,209	48.8	2,363	54.0	3,295
Grade 5	57.2	2,905	47.6	2,770	48.4	2,417	48.3	2,713
Grade 6	56.6	2,440	46.3	2,505	44.8	1,947	44.8	2,335
Grade 7	57.7	1,986	47.6	1,847	41.1	1,600	41.9	1,812
Grade 8	56.6	1,836	42.3	1,495	39.8	1,296	35.5	1,553
Grade 9	55.5	1,658	42.2	1,417	37.2	1,028	37.2	1,289

Table E6. Local HLAT Results: First Nations Métis and Inuit Students writing AT or ABOVE Grade Level

Enrolment Grade	2022–23		2023-24		2024-25		2025-26	
	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	51.5	635	52.9	580	51.4	457	53.5	587
Grade 2	41.9	590	44.2	665	43.7	506	41.4	613
Grade 3	34.7	605	35.6	616	33.6	536	37.2	602
Grade 4	34.5	620	30.1	627	33.5	460	33.9	652
Grade 5	36.4	626	35.5	609	31.7	498	37.9	597
Grade 6	44.5	633	38.6	637	35.7	476	39.5	595
Grade 7	42.2	635	43.6	559	43.1	420	44.6	570
Grade 8	50.1	608	43.4	601	43.7	407	44.9	559
Grade 9	43.2	560	48.7	587	39.2	423	49.4	536

CAT4 (Tables E7-E17)

Table E7. CAT4 cohort size for all Division students						
Enrolment Grade	**Reading**		**Mathematics**		**Computation & Estimation**	
	Fall 2025	**Spring 2026**	**Fall 2025**	**Spring 2026**	**Fall 2025**	**Spring 2026**
Grade 4	8,131	8,137	8,342	8,298	8,229	8,205
Grade 5	7,177	7,229	7,422	7,386	7,407	7,384
Grade 6	7,876	7,884	8,085	8,052	8,078	8,003
Grade 7	7,105	7,294	7,371	7,405	7,231	7,312
Grade 8	7,332	7,330	7,498	7,551	7,475	7,554
Grade 9	7,195	7,207	7,350	7,330	7,231	7,177

Table E8. CAT4 cohort size for English as an additional language students						
Enrolment Grade	Reading		Mathematics		Computation & Estimation	
	Fall 2025	**Spring 2026**	**Fall 2025**	**Spring 2026**	**Fall 2025**	**Spring 2026**
Grade 4	2,709	2,881	2,842	2,998	2,811	2,974
Grade 5	2,365	2,288	2,543	2,423	2,535	2,432
Grade 6	2,106	1,883	2,247	2,012	2,258	1,992
Grade 7	1,734	1,429	1,887	1,540	1,860	1,516
Grade 8	1,322	1,136	1,451	1,245	1,462	1,258
Grade 9	1,122	913	1,250	1,037	1,226	1,017

Table E9. CAT4 cohort size for self-identified First Nations, Métis, and Inuit students						
Enrolment Grade	Reading		Mathematics		Computation & Estimation	
	Fall 2025	**Spring 2026**	**Fall 2025**	**Spring 2026**	**Fall 2025**	**Spring 2026**
Grade 4	483	513	500	512	491	490
Grade 5	468	465	468	463	462	446
Grade 6	438	458	455	460	444	468
Grade 7	420	424	443	411	434	404
Grade 8	435	416	429	422	410	413
Grade 9	409	397	438	392	418	369

Table E10. CAT4 Reading - Percentage of EAL Students Achieving Across Stanines: Fall and Spring				
	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2026	66	16	13	5
Grade 4, Fall 2025	45	18	16	21
Grade 5, Spring 2026	79	14	6	2
Grade 5, Fall 2025	68	18	10	4
Grade 6, Spring 2026	76	17	6	2
Grade 6, Fall 2025	67	19	10	4
Grade 7, Spring 2026	70	12	11	7
Grade 7, Fall 2025	73	13	9	6
Grade 8, Spring 2026	55	15	11	18
Grade 8, Fall 2025	63	11	14	12
Grade 9, Spring 2026	53	16	17	14
Grade 9, Fall 2025	59	17	10	14

Table E11. CAT4 Reading - Percentage of Self-identified First Nations, Métis, and Inuit Students Achieving Across Stanines: Fall and Spring				
	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2026	62	18	12	8
Grade 4, Fall 2025	46	17	16	22
Grade 5, Spring 2026	75	13	8	3
Grade 5, Fall 2025	63	18	12	7
Grade 6, Spring 2026	77	16	5	2
Grade 6, Fall 2025	68	18	10	4
Grade 7, Spring 2026	74	12	9	5
Grade 7, Fall 2025	79	10	8	3
Grade 8, Spring 2026	65	13	12	10
Grade 8, Fall 2025	72	11	10	7
Grade 9, Spring 2026	63	14	11	12
Grade 9, Fall 2025	68	14	8	10

Table E12. CAT4 Mathematics - Percentage of All Students Achieving Across Stanines: Fall and Spring				
	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2026	91	6	3	1
Grade 4, Fall 2025	75	8	9	8
Grade 5, Spring 2026	83	13	3	1
Grade 5, Fall 2025	87	9	3	1
Grade 6, Spring 2026	87	8	4	1
Grade 6, Fall 2025	82	12	5	1
Grade 7, Spring 2026	89	8	3	1
Grade 7, Fall 2025	80	11	7	2
Grade 8, Spring 2026	84	10	4	2
Grade 8, Fall 2025	83	9	6	2
Grade 9, Spring 2026	78	16	4	1
Grade 9, Fall 2025	87	9	3	2

Table E13. CAT4 Mathematics - Percentage of EAL Students Achieving Across Stanines: Fall and Spring				
	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2026	89	8	3	1
Grade 4, Fall 2025	68	10	11	11
Grade 5, Spring 2026	77	17	5	1
Grade 5, Fall 2025	83	12	4	1
Grade 6, Spring 2026	81	12	6	1
Grade 6, Fall 2025	76	16	7	1
Grade 7, Spring 2026	83	11	5	1
Grade 7, Fall 2025	72	15	10	3
Grade 8, Spring 2026	78	14	6	2
Grade 8, Fall 2025	74	11	12	3
Grade 9, Spring 2026	70	23	6	2
Grade 9, Fall 2025	80	13	5	2

Table E14. CAT4 Mathematics - Percentage of Self-identified First Nations, Métis, and Inuit Students Achieving Across Stanines: Fall and Spring

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2026	81	11	5	3
Grade 4, Fall 2025	55	13	17	14
Grade 5, Spring 2026	73	20	6	1
Grade 5, Fall 2025	76	16	7	1
Grade 6, Spring 2026	76	16	7	1
Grade 6, Fall 2025	73	18	8	1
Grade 7, Spring 2026	82	11	7	1
Grade 7, Fall 2025	65	17	14	4
Grade 8, Spring 2026	68	22	9	2
Grade 8, Fall 2025	64	17	16	3
Grade 9, Spring 2026	61	28	10	2
Grade 9, Fall 2025	71	16	9	4

Table E15. CAT4 Computation & Estimation - Percentage of All Students Achieving Across Stanines: Fall and Spring

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2026	85	10	3	1
Grade 4, Fall 2025	62	18	14	6
Grade 5, Spring 2026	87	10	2	1
Grade 5, Fall 2025	80	13	5	1
Grade 6, Spring 2026	88	8	2	1
Grade 6, Fall 2025	84	13	2	1
Grade 7, Spring 2026	87	10	2	1
Grade 7, Fall 2025	84	11	4	1
Grade 8, Spring 2026	81	14	4	1
Grade 8, Fall 2025	84	11	4	1
Grade 9, Spring 2026	81	13	5	1
Grade 9, Fall 2025	84	12	3	1

Table E16. CAT4 Computation & Estimation - Percentage of EAL Students Achieving Across Stanines: Fall and Spring

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2026	86	10	3	1
Grade 4, Fall 2025	61	19	14	6
Grade 5, Spring 2026	87	9	2	1
Grade 5, Fall 2025	81	13	5	1
Grade 6, Spring 2026	87	9	3	1
Grade 6, Fall 2025	84	13	2	1
Grade 7, Spring 2026	84	12	3	1
Grade 7, Fall 2025	84	11	4	1
Grade 8, Spring 2026	76	19	5	1
Grade 8, Fall 2025	78	16	5	1
Grade 9, Spring 2026	76	16	7	2
Grade 9, Fall 2025	80	15	2	2

Table E17. CAT4 Computation & Estimation - Percentage of Self-identified First Nations, Métis, and Inuit Students Achieving Across Stanines: Fall and Spring

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2026	71	19	4	5
Grade 4, Fall 2025	37	23	27	13
Grade 5, Spring 2026	78	15	5	2
Grade 5, Fall 2025	65	23	9	3
Grade 6, Spring 2026	72	20	6	3
Grade 6, Fall 2025	71	22	4	3
Grade 7, Spring 2026	74	20	5	2
Grade 7, Fall 2025	66	22	9	3
Grade 8, Spring 2026	59	31	8	3
Grade 8, Fall 2025	67	20	10	2
Grade 9, Spring 2025	65	24	8	3
Grade 9, Fall 2024	66	25	7	3

EDMONTON PUBLIC SCHOOLS

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Date	November 24, 2026
To	Board of Trustees
From	Trustee Nickela Anderson, Chair, Policy Review Committee Trustee Holly Nichol, Policy Review Committee Trustee Jan Sawyer, Policy Review Committee
Subject	Omnibus Review of Policy Language in Compliance with Bill 25
Resource Staff	Kelsey Duebel, Wanas Radwan
Reference	Bill 25 *An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act, 2026*

ISSUE

The Policy Review Committee (PRC) has completed an omnibus review of all board policies to reflect changes to language in the *Education Act* following the implementation of *An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act*, *2026* (formerly Bill 25). The PRC is presenting the updated policies to the Board of Trustees (the Board) for first, second, and third reading.

RECOMMENDATION

That the Board of Trustees approve the omnibus update to board policies, as presented in Attachment II, to comply with *An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act*, *2026*.

BACKGROUND

As part of the updates made to the *Education Act* through Bill 25, reference to "*welcoming, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self*" have been repealed and replaced with "a *safe and caring environment that fosters and maintains respectful and responsible behaviour.*"

To remain in compliance with the *Education Act*, revisions are required that replace instances of "*welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self*" with "*a safe and caring environment that fosters and maintains respectful and responsible behaviour.*" The following board policies (14 total) make direct reference to the Board's mandated responsibility to the substituted language and have therefore been identified for revision:

- HG.BP Student Behaviour and Conduct
- HFA.BP Sexual Orientation, Gender Identity and Gender Expression
- HAAB.BP Anti-racism and Equity
- HAA.BP First Nations, Métis, and Inuit Education
- HA.BP Inclusive Education
- GGAJ.BP Early Years

- FGB.BP Evaluation of Superintendent of Schools
- FA.BP Human Resources Framework
- EM.BP Alcohol, Tobacco and Cannabis on and in Division Property and at Division Functions
- AGA.BP Recognition of Students, Staff, Parents, and the Community
- AEBB.BP Wellness of Students and Staff
- AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
- AD.BP Vision, Mission, Values, and Priorities
- AA.BP Stakeholder Relations

As part of this omnibus review, Board Policy FA.BP Human Resources Framework was identified for a further revision to enhance clarity around superintendent contracts, in alignment with Bill 25. Specifically, this revision includes:

- The addition of a clause that articulates the Board will not enter into a contract of employment or a contract renewing a contract of employment with an individual who is appointed as a superintendent without the Minister's prior approval in writing of the contract.

RELATED FACTS

- To align board policies with the new language in the *Education Act*, revisions are required that replace instances of "*welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self*" with "*a safe and caring environment that fosters and maintains respectful and responsible behaviour.*"
- As these proposed changes are required to remain in alignment with the *Education Act* and are administrative in nature, engagement will focus on informing the public of the changes.

OPTIONS

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

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

CONSIDERATIONS and ANALYSIS

- With the exception of an administrative change made to Board Policy FA.BP Human Resources Framework, this omnibus review only addresses the change of language from "*welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self*" to "*a safe and caring environment that fosters and maintains respectful and responsible behaviour.*"
    - Additional changes that may be required as a result of amendments made by Bill 25 will be addressed through the individual review and revision of each affected board policy.
- As Board Policy HG.BP Student Behaviour and Conduct requires additional changes to align with direction outlined in Bill 25, it has not been included in this omnibus update.
- During the review process, the PRC identified a few board policies that referenced "welcoming" environments. In cases when this language was not made in reference to the *Education Act*, no revisions were recommended and the policies were not included in this omnibus update.
- As these proposed changes are required to remain in alignment with the *Education Act* and are administrative in nature, engagement will focus on informing the public of the changes.
- In alignment with Section 9(b)(i) of Board Policy CH.BP Framework for Policy Development and Review,

the omnibus updates to these policies are intended to support alignment with legislative requirements. Therefore, the requirement for three separate readings is waived.

NEXT STEPS

Upon approval of the recommendation report, the revised policies will be posted to the Division website and the update will be communicated to Division students, staff, families, and community.

ATTACHMENTS and APPENDICES

ATTACHMENT I Tracked versions of revised policies
ATTACHMENT II Clean versions of revised policies

NA: wr

ATTACHMENT I

CODE: HFA.BP **EFFECTIVE DATE:** (29-11-2011)

TOPIC: Sexual Orientation, Gender Identity and Gender Expression **ISSUE DATE:** ~~(18-06-2024)~~ (24-11-2026)

REVIEW YEAR: (2031)

Red text indicates changes made based on Bill 25

PURPOSE

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

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

DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

POLICY

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

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

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

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

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

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

The Board is committed to implementing measures that will:

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

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

ACCOUNTABILITY

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

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

REFERENCES

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

HG.AR Student Behaviour and Conduct
Alberta Human Rights Act
Alberta Teachers' Association Code of Professional Conduct
Alberta Teachers' Association Declaration of Rights and Responsibilities
Canadian Charter of Rights and Freedoms
Protection of Privacy Act
Access to Information Act
United Nations Convention on the Rights of the Child
Education Act ~~Sections 3, 4, 6, 10, 12, 14, 33(1), 35.1(1), 52~~

CODE: HAAB.BP

TOPIC: Anti-racism and Equity

EFFECTIVE DATE: (09-06-2009)

ISSUE DATE: ~~(22-06-2021)~~ (24-11-2026)

REVIEW YEAR: (2028)

Red text indicates changes made based on Bill 25

PURPOSE

To affirm the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours ~~welcoming, inclusive, safe and healthy learning and working environment~~.

To affirm the Board's commitment to provide learning and working environments ~~one~~ that respect~~s~~ diversity, commit~~s~~ to anti-racism and foster~~s~~ a sense of belonging throughout the Division.

To affirm the Board's commitment to addressing individual, institutional and systemic racism and inequity in the public school system.

To promote an environment of anti-racism that recognizes diversity as a strength and values diversity in its schools, staff and communities.

To affirm the Board's commitment to developing positive relationships with staff, families and community members and working together in support of student success.

DEFINITIONS

Anti-racism: is the proactive and consistent process of identifying, challenging, preventing and eliminating racism. It uses direct action to acknowledge where privilege exists, raise awareness, advocate for change and challenge beliefs (such as prejudice, bias and stereotypes) at the personal and institutional level to create and implement action to fight racism for individuals and within an organization, workforce or group.

Racism: includes conscious and unconscious discriminatory or derogatory attitudes, microaggressions, comments or actions directed at marginalized groups relative to race or culture. It is based on assumptions, perceptions, social constructs, lack of knowledge or personal beliefs of superiority. Racism occurs in the context of a power and privilege imbalance and can be experienced at the individual, institutional or systemic level. In this context:

- **Individual racism** refers to an individual expressing racist assumptions, beliefs or behaviours and is a form of racial discrimination, whether expressed overtly or covertly.
- **Institutional racism** occurs when institutions create or maintain racial inequity, often as a result of hidden biases in policies, practices and procedures that privilege some groups and disadvantage others.
- **Systemic racism** occurs when racist assumptions, beliefs or behaviours are reinforced by systems of power that perpetuate racial group inequity. Systemic racism involves dimensions of our history and culture that have allowed racial privileges and inequities to endure and adapt over time.

Cultural Diversity: refers to the presence of all diverse groups in an organization and community and acknowledges and values their socio-cultural differences and their cultural expressions and contributions within the organization and community.

Discrimination: is negative differential treatment of a person or group on the basis of race, religious beliefs, ethnicity, language, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, gender identity and/or gender expression or sexual orientation.

Diversity: refers to the uniqueness of human differences. It includes ways of being, doing and knowing.

Equity: is achieved in an educational institution when students with diverse backgrounds, lived experiences and needs are fully able to participate in the benefits of an education. Equity involves providing each learner with the type and amount of support needed to be successful, including culturally relevant and responsive environments and resources. Students are provided the opportunity to experience success and human dignity while developing the skills, knowledge and attitudes necessary to contribute as citizens in society.

Implicit Bias: refers to the attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner.

Inclusive: an inclusive education system is a way of thinking and acting that demonstrates acceptance of, and belonging for, all students. It is founded on the belief that all children can learn and reach their full potential given opportunity, effective teaching and appropriate resources. An inclusive education system supports every student to be included and feel represented within their greater school community.

Intercultural Understanding: learning from and engaging with diverse cultures in ways that support commonalities and differences, create connections with others and cultivate mutual respect.

White Supremacy: in this context, is the systematic marginalization of People of Colour based on a socially constructed racial hierarchy that privileges people who identify as white. It does not refer to extremist ideologies which believe that white people are genetically or culturally superior to non-whites.

POLICY

All members of the school community have the right to learn and work in an environment free of discrimination and racism. This right is guaranteed under the *Canadian Charter of Rights and Freedoms*, *Alberta Human Rights Act* and *Education Act*. The Board confirms its commitment and role in achieving racism-free Division schools and recognizes that working toward this vision is for the benefit of all students, staff and the community at large.

The Board acknowledges that racism exists and the important role of public education in reflecting, influencing and driving positive systemic change. Racism can be perpetuated at the individual, institutional and systemic level and is rooted in historical oppression, white supremacy and colonialism. Proactive action is required to create anti-racist environments. The Board further acknowledges that individuals experiencing racism at any level encounter barriers to positive relationships, learning, academic success, personal fulfilment and well-being. The Board recognizes the complexity of how racism is experienced by students and commits to addressing incidents of racism through responsive and transparent processes.

The Board acknowledges that anti-racism and equity require continuous action, learning and improvement. The Board commits to using evidence and data to better understand issues of racism and equity in Edmonton Public Schools, to inform decision-making and action and to monitor progress and outcomes of this ongoing work.

The diversity of the students, staff and families of Edmonton Public schools is a strength. The Board recognizes that respect for diverse cultural perspectives, traditions, languages, beliefs and values enriches the learning and working environment for everyone and is important to student well-being and personal growth. The Board is committed to honouring cultural diversity, promoting intercultural understanding to enable reflection and growth and fostering a sense of belonging. The Board is committed to supporting systemic change and acknowledges that empathy, compassion and learning are critical for achieving anti-racism and equity.

A. ANTI-RACISM AND NON-DISCRIMINATION

The Board recognizes that racism exists in our schools, the education system and the broader community and that the efforts to eradicate racism, discrimination and privilege from our learning and working environments is an ongoing and collective responsibility. The Board commits to this through:

1. Developing processes and resources that enable safe reporting of incidents and healthy relationships to strengthen open, respectful and restorative dialogue supportive of an environment of anti-racism, compassion and empathy.
2. Providing professional development and capacity building for Division staff to better understand their responsibility to address racism when it occurs and their role in preventing and mitigating biases and barriers caused by racism and discrimination that affect students, staff and families in the school system.
3. Continuously and meaningfully engaging with members of the community who have experienced systemic and institutional racism and marginalization to help inform the Division's deliberate efforts to eradicate racism and discrimination within the school system.

B. EQUITY AND INCLUSION

The Board understands that a sense of belonging for students and staff enriches the learning environment for all students. The Board commits to equity and inclusion through:

1. Establishing and implementing an anti-racist environment that reflects the cultural diversity of the school and broader community and that is responsive to students' life experiences and cultural backgrounds.
2. Supporting staff through professional development that is focused on helping staff understand the diversity within their school and broader community and their responsibility to respect cultural diversity and promote intercultural understanding.
3. Actively establishing and maintaining community relationships that reflect the diversity of the school and broader community.

C. STUDENT SUCCESS AND ACHIEVEMENT

The Board believes that every student can reach their full potential, and acknowledges that respect for, and responsiveness to, students' lived experience, culture and language is fundamental to their success. Deliberate and strategic efforts are required to ensure the success and achievement for all students. The Board commits to this through:

1. Supporting an environment where students' diverse histories, identities and lived experiences are valued and recognized as part of their success, engagement and belonging in schools.
2. Building staff capacity to review, identify and use resources and materials that represent the cultural diversity of the community.

3. Engaging with staff, family, educational institutions, community members and cultural groups to support student success and provide culturally meaningful opportunities to learn in a way that brings unique voices and lived experiences to the curriculum and their learning.

EXPECTATIONS

The Superintendent of Schools will implement this policy by assigning roles and responsibilities and developing administrative regulations, processes and best practices, including processes for safe reporting of incidents of racism.

ACCOUNTABILITY

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

The Division will identify goals and strategies that support the diversity of our school communities, including English Language Learners, through the Three-Year Education Plan and will provide an annual update on progress and priority strategies through the Annual Education Results Report to Alberta Education.

REFERENCES

ACB.BP National Anthem and Flag
FA.BP Human Resources Framework
FBCA.AR Respectful Working Environments
GI.AR Teaching and Learning Resources
GGAB.AR Multicultural Education
HAA.BP First Nations, Métis and Inuit Education
HEGD.AR Exemption of Pupil from Instruction on Religious Grounds
HF.BP Safe, Caring and Respectful Learning Environments
Teaching Quality Standard
Leadership Quality Standard

CODE: HAA.BP

TOPIC: First Nations, Métis, and Inuit Education

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: ~~(29-01-2020)~~ (24-11-2026)

REVIEW YEAR: (2026)

Red text indicates changes based on Bill 25

PURPOSE

- To affirm the Board of Trustees' (the Board) mandated responsibility and expectation for providing a ~~in supporting First Nations, Métis, and Inuit students to thrive within a~~ safe and caring environment that fosters and maintains respectful and responsible behaviours.

- To affirm the Board's commitment to supporting First Nations, Métis, and Inuit students to thrive within a learning environment that is ~~welcoming, inclusive, safe and healthy learning environment that is~~ respectful of and responsive to students' life experiences.

- To support a Division culture that promotes truth and reconciliation through the acknowledgement of the impact of colonization and intergenerational loss of language, culture, identity and relationships on children, families and communities.

- To strengthen the learning and academic achievement of students through collaborative relationships with First Nations, Métis, and Inuit parents/guardians, grandparents and other family members, Elders, Knowledge Keepers and community members.

DEFINITIONS

Aboriginal is used in the context of the Indigenous peoples of a particular country. Section 35(2) of Canada's *Constitution Act, 1982* states "Aboriginal peoples of Canada includes the Indian (status and non-status), Inuit and Métis peoples of Canada." The word "Indigenous" is often used instead of "Aboriginal".

Colonization refers to the period of European colonization from Columbus (1492) to present day in the Americas, Oceania, Asia and Africa. Colonizers impose their institutions and belief systems in the already inhabited lands, which negatively impacts the social, cultural, spiritual and political structures and practices of the Indigenous peoples. This results in the intergenerational loss of language, culture and relationships on children, families and communities.

Elder is a First Nations, Métis, or Inuit individual recognized by their community for their wisdom that has been passed down through the generations pertaining to traditions, knowledge, spirituality, culture and language.

First Nations refers to a distinct nation or group of Indigenous people with their own languages, traditions, protocols, spiritual and cultural practices. Each group has their own traditional government with hereditary leaders or leaders chosen by the people of the group.

First Nations, Métis, and Inuit is used to refer to the diversity of Indigenous peoples. This diversity is represented in part through the different languages, communities and groups of the Indigenous peoples in Alberta.

Indigenous is used internationally to refer to the descendants of the original inhabitants of an area.

Intergenerational Trauma happens when the transfer of knowledge, language, culture and values from one generation to the next is broken; for example, the impact of Indian Residential Schools. Intergenerational trauma reverberates through individuals, families and communities resulting in a legacy of loss that persists across multiple generations.

Inuit means "the people" in the Inuktitut language. Inuit communities are spread across the vast region of Canada referred to as "Inuit Nunangat", an Inuit term that includes land, water, and ice. Inuit have an oral history with distinct traditions, languages, beliefs, songs, art and culture.

Knowledge Keepers are individuals recognized by Elders and their community as having knowledge and wisdom related to First Nations, Métis, or Inuit cultural practices, customs, history, values and language. Knowledge Keepers are sometimes referred to as "cultural advisors".

Métis means a person who self identifies as Métis and is recognized by a Métis community. Métis are distinct from other Indigenous peoples, and have their own history, culture, language, flag, songs, dance and stories.

Reconciliation is the process and goal of creating societal change through a fundamental shift in thinking and attitudes. Reconciliation involves learning about historical and contemporary First Nations, Métis, and Inuit perspectives and experiences that are grounded in experiential truth, including legislation, treaties and residential schools. Fundamental to reconciliation are mutually respectful relationships between Indigenous and non-Indigenous peoples.

Traditional Protocol is the presentation of tobacco or a gift to an Elder or Knowledge Keeper. Protocol represents a verbal contract between two parties, as the Elder or Knowledge Keeper is agreeing to the request and the person offering protocol is committing to respect the process. The use of protocol is dependent on the cultural practices of the Elder, Knowledge Keeper and the community.

Treaty 6 is an agreement signed in 1876 between Crown representatives and First Nations leaders that outlines the rights, obligations and benefits of the signing parties to each other. This commitment was acknowledged through a ceremonial and sacred agreement that incorporated the spirit and intent for treaties to last "as long as the sun shines, the grass grows and rivers flow." According to the Confederacy of Treaty 6 First Nations, the total area of the Treaty stretches from western Alberta, through Saskatchewan and into Manitoba; and includes 50 First Nations. Provisions in Treaty 6 recognize the medicine chest as well as the right to education. Edmonton Public Schools is located on Treaty 6 territory.

POLICY

The intent of this policy is to strengthen First Nations, Métis, and Inuit student academic achievement in learning environments that are equitable, culturally responsive and meaningful. This policy also supports the belief that the inclusion of First Nations, Métis, and Inuit perspectives and knowledge will benefit all students.

The Board acknowledges and respects Treaty 6 territory on which the Edmonton Public School Division resides and recognizes and celebrates the history and significance of this land and the people who came before us. The Board acknowledges that we are all Treaty people and that Treaty 6 signifies the ongoing agreement and relationship among Treaty people living together on this land.

The Board confirms its commitment and role in actively supporting truth and reconciliation and recognizes that working towards this vision is for the benefit of students, staff and the community.

The Board welcomes and embraces the rich cultural diversity of First Nations, Métis, and Inuit students. The Board recognizes that respect for historical and contemporary First Nations, Métis, and Inuit knowledge, perspectives, contributions, cultural beliefs, traditions, languages and values contributes to welcoming, inclusive, safe and healthy learning and working environments for everyone.

The Board respects the learning potential and aspirations of First Nations, Métis, and Inuit students and supports the establishment of conditions under which the full capacity of students is realized.

The Board recognizes that creating learning and working environments where First Nations, Métis, and Inuit students thrive is a shared responsibility reflecting the collaborative efforts of students, Division staff, parents/guardians, grandparents and other family members, Elders, Knowledge Keepers and community members. The Board values building and nurturing these positive relationships.

A. WELCOMING, INCLUSIVE, SAFE AND HEALTHY LEARNING ENVIRONMENTS

The Board understands that developing relationships to learn about each student's life experiences enriches the school community and strengthens student success and achievement. We commit to such relationships through:

1. nurturing a positive sense of self and promoting a sense of belonging within the school community
2. strengthening intentional understanding, respect and recognition of historical and contemporary First Nations, Métis, and Inuit knowledge, perspectives, contributions, cultural beliefs, traditions, languages and values
3. supporting culturally responsive learning and working environments that weave in First Nations, Métis, and Inuit ways of knowing, being and doing.

B. TRUTH AND RECONCILIATION

The Board commits to the ongoing process of truth and reconciliation and recognizes the importance of truth and opportunities that support reconciliation within school communities. The Board acknowledges the harmful impacts of systemic racism on First Nations, Métis, and Inuit students, families and communities. We are working towards truth and reconciliation through:

1. committing resources and building organizational capacity to support First Nations, Métis, and Inuit student success and academic achievement
2. supporting professional learning and capacity building of Division staff to meet the learning needs of First Nations, Métis, and Inuit and all other students
3. supporting education that reflects historical and contemporary First Nations, Métis, and Inuit perspectives and experiences, including but not limited to: treaties and agreements with First Nations, Métis legislation and agreements, the legacy of residential schools, the Sixties Scoop, and Eskimo Identification tags
4. supporting students, staff and Division leaders to build and apply knowledge and understanding about First Nations, Métis, and Inuit perspectives, contributions, cultural beliefs, traditions, languages and values
5. using culturally responsive resources that reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit cultures and communities
6. acknowledging the impacts of intergenerational trauma
7. practicing culturally responsive protocols to develop mutually respectful relationships

8. supporting opportunities for students to participate in language and cultural learning experiences related to First Nations, Métis, and Inuit cultures and communities.

C. STUDENT SUCCESS AND ACADEMIC ACHIEVEMENT

The Board commits to strategic efforts that support the success and academic achievement of First Nations, Métis, and Inuit students. The Board confirms this work is realized through a focus on the strengths and potential of students. We are working towards this through:

1. building and nurturing relationships with First Nations, Métis, and Inuit parents/guardians, grandparents and other family members, Elders, Knowledge Keepers, and community members to support student success within the school community
2. identifying and using instructional and assessment strategies that strengthen First Nations, Métis, and Inuit student engagement and learning
3. identifying and using culturally relevant resources
4. analyzing a range of data to support evidence-based decisions relevant to student success
5. identifying culturally relevant research and implementing research-based practices that strengthen First Nations, Métis, and Inuit student engagement and learning.

EXPECTATIONS

The Superintendent of Schools will implement this policy by assigning roles and responsibilities, and developing administrative regulations, processes and best practices.

ACCOUNTABILITY

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

The Division will provide an annual update on progress and priority strategies that support First Nations, Métis, and Inuit students through the Annual Education Results Report to Alberta Education.

REFERENCES

AE.BP Safe and Caring Environments ~~Welcoming, Inclusive, Safe and Healthy Learning and Working Environments~~
GGAB.BP - Multicultural Education
HAA.AR - Aboriginal Education
Truth and Reconciliation Commission of Canada: Calls to Action
Honouring the Truth, Reconciling the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada
Teaching Quality Standard
Leadership Quality Standard
Superintendent Quality Standard
Education Act ~~Section 33(1)(d)~~

CODE: HA.BP

TOPIC: Inclusive Education

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: ~~(29-01-2020)~~ (24-11-2026)

REVIEW YEAR: (2019)

Red text indicates changes based on Bill 25

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours ~~welcoming, inclusive, safe and healthy learning and working environment~~ throughout the Division.

POLICY

The Board of Trustees is committed to inclusive education. The Board of Trustees expects the Division to be an inclusive education system with its values reflected in Division programs, operations and practices. The attendance area school is the guaranteed point of entry for all students, and the regular classroom shall be the first placement option considered.

An inclusive education system is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students. Inclusive education is a values-based approach to accepting responsibility for all learners, whether registered in Division Early Years or school age learning environments. It is founded on the belief that all students can learn and reach their full potential given opportunity, effective teaching, and appropriate resources. An inclusive education system supports every student to be included in their greater school community. The success of an inclusive education system relies on the engagement, collaboration and involvement of students, parents/guardians, staff and community.

The Board of Trustees believes all students can learn and is committed to meeting the schooling needs of all students in Edmonton Public Schools through the provision of a range of programs and instructional options to accommodate their differing needs and interests. The Board of Trustees believes that program implementation should provide continuity and flexibility for student learning.

PHILOSOPHICAL FOUNDATION STATEMENT

The Board of Trustees believes that the Division, as an inclusive education system:

- welcomes, respects, accepts and supports children and their parents/guardians;
- provides for families a range of options in programs and programming choice;
- demonstrates an ongoing commitment to meet the needs of the diverse student population;
- actively recruits qualified staff with academic training that supports an inclusive education system;
- provides staff with continuing opportunities for professional learning in support of achieving an inclusive education system;
- provides each student with the relevant learning opportunities necessary to enable each student to achieve success;
- provides a continuum of specialized supports and services to students that is consistent with the principles of inclusive education;
- maintains a high standard of responsiveness, open communication, and accountability;

- continually develops partnerships with community organizations.

The Board of Trustees believes that schools, as inclusive learning environments:
- visibly demonstrate the qualities of an inclusive education system;
- provide welcoming, acceptance and belonging for all children and their parents/guardians;
- work in partnership with parents/guardians in planning, problem solving and collaborative decision making;
- emphasize the achievement of learning outcomes for all students using effective instructional practices and specialized supports based on the learning needs of each individual student;
- model strength-based programming and assessment practices based on individual student needs.

The Board of Trustees understands that creating an inclusive education system is complex and will take time.

ACCOUNTABILITY

The provision of an annual report at a public board meeting on progress towards the strategic direction of this policy will ensure accountability and demonstrate the Division's commitment to inclusive education throughout this transformation.

REFERENCES

AE.BP Safe and Caring Environments ~~Welcoming, Inclusive, Safe and Healthy Learning and Working Environments~~
GA.BP - Student Programs of Study
GAA.BP - Delivery of Student Programs of Study
HA.AR- Students in Need of Specialized Supports and Services
HC.BP - Student Accommodation
Glossary of Terms
Standards for Special Education - Amended June 2004
Setting the Direction Framework, June 2009
Setting the Direction Framework: Government of Alberta Response, June 2010
Setting the Direction: Moving toward an Inclusive Education System in Alberta, Revised November 2010
Education Act ~~Sections 3, 11(1)(2)(3)(4)(5), 197(e)~~

CODE: GGAJ.BP

TOPIC: Early Years

EFFECTIVE DATE: (24-11-2009)

ISSUE DATE: ~~(25-05-2021)~~ (24-11-2026)

REVIEW YEAR: (2028)

Red text indicates changes made based on Bill 25

PURPOSE

To affirm ~~support~~ the ~~Division's youngest learners to thrive through~~ Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours. ~~welcoming, inclusive, safe and healthy learning environment.~~

To affirm the Board's ~~of Trustees' (the Board)~~ role in supporting the Division's youngest learners to thrive through the provision of early childhood services programs in collaboration with families, community early years providers, and government.

DEFINITIONS

Early Years Programming is the continuum of programs offered in Edmonton Public Schools for children under the age of six and for children as young as two years and eight months in alignment with requirements for Early Childhood Services under the Education Act. Early Years Programming includes Pre-Kindergarten and Kindergarten and is delivered in alignment with provincial eligibility and funding requirements.

- **Pre-Kindergarten** provides early intervention for children who are in need of specialized programming supports, are 3 or 4 years old by December 31st of the year they register, and meet eligibility criteria. Children may be eligible for one or two years of Pre-Kindergarten before their Kindergarten year.
- **Kindergarten** serves all children in the year prior to Grade 1 who are 5 years old on or before December 31st of the year they register. In Edmonton Public Schools, Kindergarten is typically offered five half days per week though some full-day programs may be available to serve children living in neighbourhoods with high social vulnerability.

POLICY

Research in the field of early childhood recognizes that the early years of a child's life have a profound and lasting impact on children's future learning and development. Young children thrive when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning.

The Board believes that all children are curious and eager to learn and recognizes the importance of families as children's first teachers. Families play a significant role in children's learning, health, development and well-being. Families bring a wealth of cultural knowledge, practices, and identity critical to children's learning and development. The Board is committed to building strong relationships with families as critical partners in their children's learning.

The Board acknowledges that early childhood educators also have an important role in nurturing relationships among children, staff, and families and is committed to providing positive experiences in the early years of a child's life. Additionally, the Board recognizes the effectiveness of early years programming for children and the positive long term impact this investment has for the broader society.

Early childhood programming provides early intervention, especially in key areas such as language, self-regulation, empathy, social skills, gross and fine-motor skills and early literacy and numeracy. The Board is committed to providing an excellent start to learning through the provision of early years programming that is responsive to the needs of all children.

Early childhood educators support the growth and well-being of young learners through a range of developmentally appropriate and culturally responsive experiences using research and evidence-based approaches to learning. The Board is committed to providing early years programs and learning environments that are inclusive, nurturing, and strength-based and support the diversity of languages, cultures, social circumstances, and physical and intellectual abilities and well-being of the children served. Diverse cultural knowledge, expertise, and practices, including First Nations, Métis and Inuit ways of knowing, being and doing will be reflected in both the learning environment and activities that support learning. The Board recognizes that the provision of high quality early years programming is supported by staff who have the knowledge, skills, attitudes and expertise to work with the diverse needs of young children.

Strong early development and learning requires a relationship-based and culturally meaningful approach to nurture young children's sense of belonging as members of a community. There are many community organizations who serve as important partners in the provision of early years programming for families in the Edmonton community. The Division acknowledges the diversity of perspective, expertise and services of these partners and values the opportunity to collaborate with them to provide additional support for children and families.

The Board acknowledges the importance of strategic collaboration with community partners and various orders of government, including municipal and provincial, to advance funding, access and guidelines to support the needs of children and families in the community.

EXPECTATIONS

The Superintendent will implement this policy by assigning roles and responsibilities and through developing administrative regulations, processes and best practices.

ACCOUNTABILITY

The Superintendent will provide updates to the Board around progress made in support of early years programming in Edmonton Public Schools.

The Division will provide an annual update on progress and priority strategies that support early years programming through the Annual Education Results Report.

REFERENCES

AA.BP - Stakeholder Relations
AE.BP Safe and Caring Environments ~~Welcoming, Inclusive, Safe and Healthy Learning and Working Environments~~
HAA.BP - First Nations, Métis and Inuit Education
Education Act ~~Section 21~~
Early Childhood Services Regulation (Alberta Education)

CODE: FGB.BP

TOPIC: Evaluation of Superintendent of Schools

EFFECTIVE DATE: (19-04-2016)

ISSUE DATE: ~~(22-06-2021)~~ (24-11-2026)

REVIEW YEAR: (2028)

Red text indicates changes made based on Bill 25

PURPOSE

To establish the Board of Trustees' (the Board) expectations for an annual performance evaluation of the Superintendent of Schools (Superintendent) that is transparent, comprehensive, based on pre-identified key performance areas and linked to the Strategic Plan.

The Board is responsible for selecting a Superintendent to be the Chief Executive Officer of the Board and the Chief Education Officer of the Division in accordance with the *Education Act.* The Superintendent is responsible, and held accountable to the Board on behalf of students and the public, for the total operation of the school system in a manner consistent with the requirements of the *Education Act,* Alberta Education regulations, Board policies, and our Vision, Mission, Values and Priorities.

To reflect the Board mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours ~~welcoming, inclusive, safe and healthy learning and working environment~~ throughout the Division.

DEFINITIONS

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

- Division Priorities
- Strategic Plan

POLICY

The Board believes that an annual performance evaluation of the Superintendent is a vital process for creating and maintaining a healthy and continuously improving school Division. In addition, the Board believes that opportunities for regular ongoing dialogue and feedback between the Superintendent and Trustees helps to model and foster a collaborative working environment critical to a high functioning Division.

The Board is committed to an annual performance evaluation process that measures:

- The Superintendent's performance with respect to the roles and responsibilities of the Superintendent.
- Achievement of the Division Priorities against the goals and outcomes in the Strategic Plan.

For each annual evaluation cycle, organizational outcomes and key performance indicators will be pre-identified and clearly communicated to ensure that the Superintendent and the Board understand what is expected and what will be evaluated. Both quantitative and qualitative information will be used to inform the Board's evaluation of the Superintendent's performance.

The evaluation process and supporting information sources will serve to:

- Provide feedback on the Superintendent's leadership and performance in key areas.
- Allow the Superintendent to report on successes and challenges during the year, and provide feedback relating to continuous improvement efforts and annual goals.
- Recognize areas and trends that are showing positive change or progress.
- Enable the Board and Superintendent to engage in dialogue about results, any issues or concerns associated with the role and the evaluation process.
- Inform the organizational outcomes, key performance indicators and Superintendent's own goals for the next evaluation cycle.

EXPECTATIONS

1. A three (3) member Trustee Committee elected at the Organizational Board meeting will, in accordance with the terms of reference established by the Board for the Committee and this policy, be responsible for:
   a. Recommending the evaluation process to be used to Caucus Committee.
   b. Organizing and overseeing the evaluation process.
   c. Reporting the evaluation results to the Caucus Committee and to public Board.
   d. Initiating a timely review and/or renewal process for the Superintendent's contract of employment in accordance with the *Education Act* and provisions of the Superintendent's contract.

2. If the evaluation process calls for individual Trustee, staff or other stakeholders to provide feedback that will inform the evaluation process, the administrator assigned to assist the Committee or a contracted party external to the Division will compile and/or summarize the individual responses for reporting purposes to maintain respondents' anonymity.

3. The evaluation process will provide the Superintendent of Schools with an opportunity to:
   a. Review all information used in the evaluation.
   b. Discuss the evaluation report with the Trustee subcommittee.
   c. Include a response to the evaluation in the report to Caucus Committee.
   d. Discuss the evaluation report with the Caucus Committee.

4. The Superintendent will be provided copies of the evaluation report submitted to the Caucus Committee and the final evaluation report to the Board.

5. The Caucus Committee evaluation report and the Board's evaluation report will be filed in the Board records. The records will be accessible to the Superintendent, any Board Trustee for that evaluation period, or as directed by motion of the Caucus Committee.

ACCOUNTABILITY

A summary of the Superintendent's evaluation will be brought to a public Board meeting.

REFERENCES

Trustees' Handbook - Board Roles and Responsibilities

AD.BP Vision, Mission, Values and Priorities
AE.BP Safe and Caring Environments ~~Welcoming, Inclusive, Safe and Healthy Learning and Working Environments~~
Glossary of Terms
Superintendent of Schools Regulation Alberta Regulation 98/2019
Education Act ~~Sections 11(1), 222, 223, 224~~

CODE: FA.BP

TOPIC: Human Resources Framework

EFFECTIVE DATE: (19-06-2018)

ISSUE DATE: ~~(20-06-2018)~~ (24-11-2026)

REVIEW YEAR: (2022)

Red text indicates changes made based on Bill 25

PURPOSE

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

To reflect the Board of Trustees'(the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours ~~welcoming, inclusive, safe and healthy learning and working environment~~ throughout the Division.

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

DEFINITIONS

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

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

POLICY

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

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

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

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

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

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

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

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

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

- federal and provincial legislation;

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

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

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

The Board retains authority to approve:

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

A board will not enter into a contract of employment or a contract renewing a contract of employment with an individual who is appointed as a superintendent without the Minister's prior approval in writing of the contract, in accordance with the *Education Act*.

EXPECTATIONS

1. The Superintendent of Schools shall implement this policy through:
   a. establishment of a comprehensive human resource strategy;
   b. the assignment of roles, responsibilities and authority; and
   c. the development of administrative regulations, processes, and internal controls aligned with provincially and federally legislated requirements and recognized standards of practice for public bodies.

2. The Superintendent of Schools shall inform the Board of all designations and appointments of assistant superintendent, executive director, managing director, director, and principal to the Division, and confirmation of new principal designations.

3. The Superintendent of Schools shall provide the Board the opportunity to identify desired competencies when recruiting for positions working directly with the Board on a regular basis.

ACCOUNTABILITY

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

REFERENCES

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

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

CODE: EM.BP

TOPIC: Alcohol, Tobacco and Cannabis on and in Division Property and at Division Functions

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: ~~(29-01-2020)~~ (24-11-2026)

REVIEW YEAR: (2025)

Red text indicates changes based on Bill 25

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours ~~welcoming, inclusive, safe and healthy learning and working environment~~ throughout the Division.

To establish expectations regarding alcohol, tobacco and cannabis on and in Division property (this includes Division vehicles) and at Division functions.

DEFINITIONS

Alcohol is the intoxicating agent in beverage alcohol, ethyl alcohol or ethanol.

Cannabis is a broad term used to describe the various products derived from the leaves, flowers and resins of Cannabis plants, synthetic cannabinoids, and/or medical cannabis. Cannabis can be consumed in a variety of ways, including but not limited to: smoking, vaporizing, eating or using water pipes.

Tobacco and **tobacco products** are composed in whole or in part of tobacco, including tobacco leaves and any extract of tobacco leaves. Tobacco can be consumed in a variety of ways, including but not limited to: smoking cigarettes and chewing tobacco.

Tobacco-like products are any products that mimic and are consumed in a manner similar to a tobacco product. Tobacco-like products can be consumed in a variety of ways, including but not limited to: smoking, using electronic cigarettes, vaporizing, or using water pipes or hookahs. For the purpose of this policy, tobacco-like products do not include regulated nicotine replacement therapy products.

POLICY

The Board believes that the consumption of alcohol, tobacco, tobacco-like products and cannabis on or in Division property or at Division functions is inappropriate.

Traditional tobacco is an important part of First Nations and Métis cultures. The Board recognizes that the ceremonial use of tobacco as part of cultural practice is appropriate in the Division.

EXPECTATIONS

A. ALCOHOL

1. The possession and/or consumption of alcohol is prohibited on and in Division property and at Division functions.

2. The Superintendent has the authority to approve the serving of alcohol on Division property provided it is not a Division sponsored function that would include students.

3. The Superintendent has the authority to approve Division students performing at venues where alcohol is available.

B. TOBACCO AND TOBACCO-LIKE PRODUCTS

1. The use of tobacco and tobacco-like products is prohibited on and in Division property and at Division functions.

2. Traditional use of tobacco for ceremonial purposes is permitted on Division property or at Division functions.

C. CANNABIS

1. The possession and/or consumption of cannabis is prohibited on and in Division property or at Division functions.

2. Notwithstanding Section C.1 of this policy, the possession and/or consumption of cannabis may be permitted for medical accommodations only when prior approval has been obtained as per Division-established processes.

ACCOUNTABILITY

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

REFERENCES

AE.BP Safe and Caring Environments ~~Welcoming, Inclusive, Safe and Healthy Learning and Working Environments~~
DECA.AR - Operation and Maintenance of Division Fleet Vehicles
FA.BP - Human Resources Framework
FBCB.AR - Division Staff Code of Conduct
GICA.AR - Field Trips
HHCD.AR - Prescription and Non-Prescription Medication Management
IG.AR - Community Use of Division Buildings
IGD.AR - Alcohol, Tobacco and Cannabis on and in Division Property and at Division Functions
Edmonton Public Schools - Employee Health
Cannabis Act
Gaming, Liquor and Cannabis Act
Education Act ~~Section 33(1)(d)~~

CODE: AGA.BP

TOPIC: Recognition of Students, Staff, Parents, and the Community

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: ~~(29-01-2020)~~(24-11-2026)

REVIEW YEAR: (2019)

Red text indicates changes based on Bill 25

PURPOSE

To ensure Division students, staff, parents and community members are recognized for achievement and service.

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours ~~welcoming, inclusive, safe and healthy learning and working environment~~ throughout the Division.

POLICY

The Board values the dedication and professional contributions of staff to student learning and believes it is important to recognize staff for each five year interval of service and upon retirement.

The Board believes it is also important to acknowledge the outstanding contributions, achievements and performance of Division students, staff, parents and community members in promoting the pursuit of excellence critical for student learning, enhancing the Division's reputation and strengthening support for public education.

ACCOUNTABILITY

The Superintendent of Schools shall ensure the establishment of opportunities and protocols related to recognition of students, staff, parents and the community.

REFERENCES

AE.BP Safe and Caring Environments ~~Welcoming, Inclusive, Safe and Healthy Learning and Working Environments~~
Glossary of Terms
Education Act ~~Section 33(1)(d)~~

CODE: AEBB.BP

TOPIC: Wellness of Students and Staff

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: ~~(29-01-2020)~~ (24-11-2026)

REVIEW YEAR: (2021)

Red text indicates changes made based on Bill 25

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours. ~~welcoming, inclusive, safe and healthy learning and working environment~~ throughout the Division.

To assist students and staff in reaching their full potential by providing policy direction to create learning and working environments that supports a Division culture of wellness.

Positive and supportive social and physical learning and working environments address and respect the diversity within our student and staff population and are a key contributor to health for individuals. A wellness policy supports the Board in meeting its responsibility to establish and maintain governance and organizational structures that promote student and staff well-being and success, and monitor and evaluate their effectiveness.

DEFINITIONS

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

The Alberta Education's *Framework for Kindergarten to Grade 12 Wellness Education, 2009*, defines the five dimensions of wellness as:

- **Emotional wellness**
- **Intellectual wellness**
- **Physical wellness**
- **Social wellness**
- **Spiritual wellness**

These dimensions do not exist in isolation; it is the balance and interplay of these elements that constitute wellness. For example, all wellness curricula, including topics considered controversial or sensitive, such as those related to issues of sexual and mental health, are approached through the lens of this holistic definition of wellness. This provides opportunities for students to accept and appreciate diversity and the uniqueness of self and others.

POLICY

The Board recognizes that wellness is both an individual and collective responsibility. The Board believes that a state of personal wellness enables students and staff to reach their full potential and to contribute in an increasingly interdependent world. The Board acknowledges that only by working in partnership with students, staff, parents, community members, organizations and government can we promote and foster lifelong habits that support wellness.

The Board recognizes that it is subject to different legislative requirements when supporting student and staff wellness. As such, the Board embraces a Comprehensive School Health approach and is committed to ensuring that students and staff are provided with the supports they need to learn about, create and maintain a Division culture of wellness. The Board is further committed to providing safe, healthy learning and working environments through prevention of personal and occupational injuries and illnesses, and a proactive approach to creating positive and supportive environments that contribute to the well-being of self and others.

Comprehensive School Health (CSH) is an internationally recognized, evidence-based approach for building healthy school communities based on collaboration between home, school and community partners. A CSH approach to effective school health initiatives uses strategies from all four pillars of CSH as defined by the Joint Consortium for School Health:

- Social and Physical Environments
- Teaching and Learning
- Healthy School Policy
- Partnerships and Services include connections between schools, families, community.

EXPECTATIONS

1. Each school and central decision unit shall work towards creating and maintaining learning and working environments that support a Division culture of wellness using a Comprehensive School Health approach.

2. The Division shall:
   a. consider student and staff health and safety in the planning, implementation and evaluation of Division services;
   b. base supports for student and staff wellness on research, informed best practice and a balanced approach to delivery; and
   c. meet or exceed all legislated occupational health and safety (OHS) requirements through a Division OHS program.

3. School staff shall work collaboratively with Division services, parents, government agencies, and community partners to provide awareness of and access to available professional guidance and counselling services for students.

4. Curricular instruction and the development, implementation and monitoring of strategies to create and maintain a culture of wellness for students shall be in accordance with the *Education Act*, regulations and the *Guide to Education*.

5. Staff, and their dependents, shall be provided access to professional employee and family assistance services which offer assessment, referral, consultation, and counselling services. These services shall be confidential except where limited by law.

6. Assessment tools shall be identified to measure and monitor the effectiveness of the wellness strategies implemented by schools and central decision units for the purpose of local and Division-wide planning and delivery of supports.

7. The Superintendent of Schools shall implement this policy through the establishment of administrative regulations and the assignment of responsibilities as needed.

ACCOUNTABILITY

The Administration reports on progress in relation to the supports provided to create a culture of wellness for students and staff through the Annual Report –Wellness of Students and Staff.

REFERENCES

AE.BP Safe and Caring Environments ~~Welcoming, Inclusive, Safe and Healthy Learning and Working Environments~~
EA.BP - Infrastructure Planning Principles
FA.BP - Human Resources Framework
FBCA.AR - Respectful Working Environments
GA.BP - Student Programs of Study
GAA.BP - Delivery of Student Programs of Study
GGAB.BP - Multicultural Education
GI.AR - Teaching and Learning Resources
HA.BP - Inclusive Education
HAA.BP - First Nations, Métis, and Inuit Education
HF.BP - Safe, Caring and Respectful Learning Environments
HFA.BP - Sexual Orientation and Gender Identity
Comprehensive School Health Approach – Alberta Health Services
Framework for Kindergarten to Grade 12 Wellness Education
Glossary of Terms
Guide to Education
Joint Consortium for School Health
Education Act ~~Section 33(1)(d)~~

CODE: AE.BP **EFFECTIVE DATE:** (28-01-2020)

TOPIC: Safe and Caring Environments ~~Welcoming, Inclusive, Safe and Healthy Learning and Working Environments~~ **ISSUE DATE:** ~~(29-01-2020)~~ (24-11-2026)

REVIEW YEAR: (2024)

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours ~~welcoming, inclusive, safe and healthy learning and working environment~~ throughout the Division.

AE.BP Safe and Caring ~~Welcoming, Inclusive, Safe and Healthy Learning and Working~~ Environments serves as a foundation policy to setting overarching, high level direction to a set of comprehensive policies. The policies supported by AE.BP are listed in the References section.

DEFINITIONS

A comprehensive list of terms and definitions for all policies supporting AE.BP can be found in a glossary, accessible in the References section.

POLICY

A positive learning environment is foundational for all students to experience success. The Board is committed to providing a welcoming, inclusive, safe and healthy learning and working environment that respects diversity, fosters a sense of belonging and a positive sense of self. Each student and staff member in the Division has the right to learn and work in an environment that promotes equality of opportunity, dignity, respect and recognition of diversity.

Such an environment creates conditions where students and staff can thrive. The Board is committed to providing an environment that supports the positive mental health of students and staff and reflects emerging research related to trauma sensitivity and strength-based approaches, and applies restorative principles.

The Board is further committed to providing an environment free from harassment, bullying, discrimination and violence. It is the collective responsibility of all those involved with the Division, including trustees, employees, students, parents, volunteers, contractors and visitors, to create and maintain positive cultures within our schools and other educational settings.

ACCOUNTABILITY

The Administration will use relevant data and metrics to inform the Board about the effectiveness of the direction established by AE.BP through reporting and accountability related to the theme of safe and caring environments that foster and maintain respectful and responsible behaviours. ~~welcoming, inclusive, safe and healthy learning and working environments~~.

REFERENCES

AA.BP - Stakeholder Relations
ACB.BP - National Anthem and Flag
AD.BP - Vision, Mission, Values, and Priorities
AE.AR - Basic Beliefs, Commitments, and Expectations
AEBB.BP - Wellness of Students and Staff
AGA.BP - Recognition of Students, Staff, Parents, and the Community
FA.BP - Human Resources Framework
FGB.BP - Evaluation of Superintendent of Schools
GGAB.BP - Multicultural Education
HA.BP - Inclusive Education
HAA.BP - First Nations, Métis, and Inuit Education
HFA.BP - Sexual Orientation and Gender Identity
HG.BP - Student Behaviour and Conduct
HGD.BP - Student Suspension and Expulsion
Glossary of Terms
Education Act ~~Section 33(1)(d)~~

CODE: AD.BP

TOPIC: Vision, Mission, Values and Priorities

EFFECTIVE DATE: (26-05-1987)

ISSUE DATE: ~~(21-06-2022)~~(24-11-2026)

REVIEW YEAR: (2026)

Red text indicates changes made based on Bill 25

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 safe and caring environment that fosters and maintains respectful and responsible behaviours ~~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 - Enhancing pathways for student success

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

Values - Accountability, collaboration, equity and integrity

Division Priorities 2022-2026

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

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 ~~Section 33(1)(d)~~

CODE: AA.BP

TOPIC: Stakeholder Relations

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: ~~(29-01-2020)~~ (24-11-2026)

REVIEW YEAR: (2022)

Red text indicates changes made based on Bill 25

PURPOSE

- To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing meaningful opportunities for stakeholder engagement in addressing the needs of students.

- To establish a stakeholder relations policy framework to guide a consistent Division approach to the development and maintenance of strategic relationships that support all students in achieving the learning outcomes of a public education.

- To reflect the Board's mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours ~~welcoming, inclusive, safe and healthy learning and working environment~~ throughout the Division.

DEFINITIONS

The **Division** is Edmonton Public Schools, which includes the Board of Trustees, central service departments and all schools.

Stakeholders are people who contribute to, and have an interest in public education and supporting student achievement and well-being within the Division. The *Education Act* uses the phrase "partner(s) in education" to describe stakeholders. Stakeholders include but are not limited to:

- students, parents and/or guardians, and staff;
- all members of the Edmonton community including citizens, businesses, agencies, not-for-profit organizations and service groups;
- other school boards and educational institutions; and
- municipal, provincial, federal and international levels of government.

Stakeholder Relations is how the Division relates to, and interacts with, our stakeholders. The Division's approach to stakeholder relations focuses on best practices in communications, engagement and collaboration to support meaningful stakeholder participation, as well as strategic and mutually beneficial relationships between the Division and its stakeholders. The Division relies on recognized standards for public participation practice, such as the International Association for Public Participation (IAP2) Spectrum for Public Participation. It provides a framework for increasing levels of public engagement depending on the purpose of stakeholder participation and degree of impact a decision or initiative may have on stakeholders. The levels of engagement from IAP2 are: inform, consult, involve, collaborate and empower.

Stakeholder Relationships are defined by the manner or role in which stakeholders engage with the Division. There are different expectations and parameters for interactions with a student, parent, staff member, community connection, donor, funder, partner, sponsor, school council, tenant, vendor or volunteer. However, all

stakeholder relationships require varying degrees of support and communication, and a common understanding of each party's role and responsibilities.

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

- **community connection**
- **donor**
- **funder**
- **parent (or guardian)**
- **partner**
- **school council**
- **community connection**
- **staff member**
- **student**
- **sponsor**
- **tenant**
- **vendor**
- **volunteer**
- **staff member**

POLICY

The Board believes education is the foundation for a democratic and civil society, and that everyone has a vested interest in education. A thriving education system that engages all students to their capacity is a shared responsibility between the Division and members of the community. In order to serve the diverse needs of students and support their full development and well-being, the Division needs the help of all education stakeholders in:

- supporting our Vision, Mission, Values and Priorities;
- enhancing the educational opportunities and supports available for students;
- supporting early childhood development and preparation of children for success in school;
- supporting the smooth transition of students from high school to the next phase of their lives;
- creating school environments that provide additional supports for children, families and communities;
- contributing ideas and perspectives to inform Division decision making at the system and school level;
- creating efficiencies in the use of public and community resources through the coordination and integration of services; and
- advocating support for the Division, publicly funded education, and community initiatives focused on students and families.

A. Stakeholder relationships require an investment of time and effort to build mutual understanding, respect and trust. The Board believes that a consistent approach to stakeholder relations will encourage the establishment of strategic stakeholder relationships throughout the Division that help to translate our Vision, Mission, Values, and Priorities into positive actions for its students.

B. The Board believes that the greatest impact on improving student outcomes can be achieved by working collaboratively with stakeholders to:
   - identify areas where support is needed in the school and/or community to improve student outcomes;
   - explore and develop strategic relationships and partnerships to leverage required expertise and resources;
   - identify evidence-based approaches that have the potential to address targeted needs;
   - develop the strategies to support implementation of the initiative; and
   - maintain and evaluate the results to inform next steps and ensure continuous improvement.

C. The Board holds the Division accountable for working with stakeholders in a way that maintains welcoming, and safe learning and working environments, and that recognizes the value of diversity, dialogue and the right of all persons to be treated respectfully.

D. The following principles shall guide stakeholder relations processes and practice for engagement and communication:

Accessible: Ensure equity by striving to remove barriers to understanding, input and participation.
Appreciative: Acknowledge stakeholder contributions and collaboration.
Collaborative: Promote the exchange of information, ideas, perspectives, professional expertise, resources and effort.
Inclusive: Respect the diversity within school communities.
Proactive: Anticipate and respond to the information needs of stakeholders to support and maintain their collaborative relationship with the Division by providing accurate and timely information about decisions to be made, opportunities to be involved and how stakeholder input informed the final decisions.
Relevant: The level and extent of stakeholder engagement should be aligned with:
- the scope and complexity of the issue or decisions being made;
- how the issue or decision may affect stakeholders; and
- available Division resources (time, funding, people).

Respectful: Honour stakeholders' experience, skills, talents, knowledge, expertise and authority.
Transparent: Be open and clear about purposes and processes, issues, constraints and implications, efforts and results.

E. The Board supports and encourages the pursuit of strategic stakeholder relationships that:
- align with our Vision, Mission, Values, and Priorities;
- preserve the Division's reputation;
- reflect the objectives and goals of all parties;
- clearly define and appropriately communicate and/or document expectations, roles, responsibilities and authorities of all parties;
- provide conflict resolution processes to address issues;
- provide resources and services to complement, not replace, public funding for education;
- do not require an exclusive endorsement of products or service, nor exploit students or the Division commercially, politically or otherwise; and
- ensure the Division's responsibilities are acknowledged with respect to student safety, personal information, management of financial resources and infrastructure, and compliance with legislation, staff collective agreements, board policy and administrative regulations.

EXPECTATIONS

The Superintendent of Schools shall implement this policy by assigning roles and responsibilities, and developing administrative regulations, processes and best practices aligned with recognized standards of practice for public bodies. This work must include Division standards and guidelines for:

1. exploring, establishing, maintaining, evaluating and reporting on stakeholder relationships;
2. using data on stakeholder engagement and its impact on student achievement to inform practices;
3. communication practices;

4. responding to inquiries and vetting requests from stakeholders such as how to: establish a scholarship or sponsorship; make a donation; offer a program; or distribute materials through Division distribution mechanisms;
5. stakeholder engagement processes; and
6. establishing, maintaining, reporting and recognizing sponsorships and partnerships.

ACCOUNTABILITY

The Division shall report on strategic initiatives with stakeholders through the Annual Education Results Report to Alberta Education and the Division's annual results review process.

REFERENCES

AD.BP - Vision, Mission, Values and Priorities
AE.BP Safe and Caring Environments ~~Welcoming, Inclusive, Safe and Healthy Learning and Working Environments~~
AGA.BP - Recognition of Students, Staff, Parents and Community
CH.BP - Framework for Policy Development and Review
CNA.BP - Information Security
CO.BP - Fiscal Oversight and Accountability
EA.BP - Infrastructure Planning Principles
FAA.BP - Human Resources Framework
GA.BP - Student Programs of Study
GAA.BP - Delivery of Student Programs of Study
GGAB.BP - Multicultural Education
GGAJ.BP - Early Years
HA.BP - Inclusive Education
HAA.BP - First Nations, Métis, and Inuit Education
HG.BP - Student Behaviour and Conduct
IA.AR - Parent and Community Involvement
IAA.AR - Educational Partnerships and Sponsorships
IBD.BP - Protocol for Trustee Recognition at School or Public Events
IJ.AR - School Participation in Charities: Canvassing in Schools
IJA.BP - Electioneering and Politically Motivated Communications
International Association for Public Participation (IAP2) Spectrum of Public Participation
Glossary of Terms
Education Act ~~Sections 31, 33(1)(d)~~
Trustees' Handbook

ATTACHMENT II

CODE: HFA.BP

TOPIC: Sexual Orientation, Gender Identity and Gender Expression

EFFECTIVE DATE: (29-11-2011)

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2031)

PURPOSE

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

To reflect the Board's mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours throughout the Division.

DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

POLICY

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

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

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

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

- Be treated fairly, equitably and with dignity and respect.
- Have their confidentiality protected and respected as per privacy legislation.
- Self-identification and determination.
- Freedom of conscience, expression and association.
- Be fully included and represented in an inclusive, positive and respectful manner by all school personnel.
- Have equitable access to the same supports, services and protections provided to heterosexual and cisgender students, staff and families.
- Have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying and/or violence.

- Have their unique identities, families, cultures and communities included, valued and respected within all aspects of the school environment.

The Board is committed to implementing measures that will:

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

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

ACCOUNTABILITY

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

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

REFERENCES

AD.BP Vision, Mission, Values, and Priorities
AE.BP Safe and Caring Environments
AEBB.BP Wellness of Students and Staff
FA.BP Human Resources Framework
FBCA.AR Respectful Working Environments
FBCB.AR Division Staff Code of Conduct
FBE.AR Health and Wellness of Staff and Students
GGDA.AR Guidelines for Student Activities and Organizations
HF.BP Safe, Caring and Respectful Learning Environments
HF.AR Safe, Caring and Respectful Learning Environments
HFA.AR Sexual Orientation and Gender Identity
HG.BP Student Behaviour and Conduct
HG.AR Student Behaviour and Conduct
Alberta Human Rights Act

Alberta Teachers' Association Code of Professional Conduct
Alberta Teachers' Association Declaration of Rights and Responsibilities
Canadian Charter of Rights and Freedoms
Protection of Privacy Act
Access to Information Act
United Nations Convention on the Rights of the Child
Education Act

CODE: HAAB.BP

TOPIC: Anti-racism and Equity

EFFECTIVE DATE: (09-06-2009)

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2028)

PURPOSE

To affirm the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours.

To affirm the Board's commitment to provide learning and working environments that respect diversity, commit to anti-racism and foster a sense of belonging throughout the Division.

To affirm the Board's commitment to addressing individual, institutional and systemic racism and inequity in the public school system.

To promote an environment of anti-racism that recognizes diversity as a strength and values diversity in its schools, staff and communities.

To affirm the Board's commitment to developing positive relationships with staff, families and community members and working together in support of student success.

DEFINITIONS

Anti-racism: is the proactive and consistent process of identifying, challenging, preventing and eliminating racism. It uses direct action to acknowledge where privilege exists, raise awareness, advocate for change and challenge beliefs (such as prejudice, bias and stereotypes) at the personal and institutional level to create and implement action to fight racism for individuals and within an organization, workforce or group.

Racism: includes conscious and unconscious discriminatory or derogatory attitudes, microaggressions, comments or actions directed at marginalized groups relative to race or culture. It is based on assumptions, perceptions, social constructs, lack of knowledge or personal beliefs of superiority. Racism occurs in the context of a power and privilege imbalance and can be experienced at the individual, institutional or systemic level. In this context:

- **Individual racism** refers to an individual expressing racist assumptions, beliefs or behaviours and is a form of racial discrimination, whether expressed overtly or covertly.
- **Institutional racism** occurs when institutions create or maintain racial inequity, often as a result of hidden biases in policies, practices and procedures that privilege some groups and disadvantage others.
- **Systemic racism** occurs when racist assumptions, beliefs or behaviours are reinforced by systems of power that perpetuate racial group inequity. Systemic racism involves dimensions of our history and culture that have allowed racial privileges and inequities to endure and adapt over time.

Cultural Diversity: refers to the presence of all diverse groups in an organization and community and acknowledges and values their socio-cultural differences and their cultural expressions and contributions within the organization and community.

Discrimination: is negative differential treatment of a person or group on the basis of race, religious beliefs, ethnicity, language, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, gender identity and/or gender expression or sexual orientation.

Diversity: refers to the uniqueness of human differences. It includes ways of being, doing and knowing.

Equity: is achieved in an educational institution when students with diverse backgrounds, lived experiences and needs are fully able to participate in the benefits of an education. Equity involves providing each learner with the type and amount of support needed to be successful, including culturally relevant and responsive environments and resources. Students are provided the opportunity to experience success and human dignity while developing the skills, knowledge and attitudes necessary to contribute as citizens in society.

Implicit Bias: refers to the attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner.

Inclusive: an inclusive education system is a way of thinking and acting that demonstrates acceptance of, and belonging for, all students. It is founded on the belief that all children can learn and reach their full potential given opportunity, effective teaching and appropriate resources. An inclusive education system supports every student to be included and feel represented within their greater school community.

Intercultural Understanding: learning from and engaging with diverse cultures in ways that support commonalities and differences, create connections with others and cultivate mutual respect.

White Supremacy: in this context, is the systematic marginalization of People of Colour based on a socially constructed racial hierarchy that privileges people who identify as white. It does not refer to extremist ideologies which believe that white people are genetically or culturally superior to non-whites.

POLICY

All members of the school community have the right to learn and work in an environment free of discrimination and racism. This right is guaranteed under the *Canadian Charter of Rights and Freedoms*, *Alberta Human Rights Act* and *Education Act*. The Board confirms its commitment and role in achieving racism-free Division schools and recognizes that working toward this vision is for the benefit of all students, staff and the community at large.

The Board acknowledges that racism exists and the important role of public education in reflecting, influencing and driving positive systemic change. Racism can be perpetuated at the individual, institutional and systemic level and is rooted in historical oppression, white supremacy and colonialism. Proactive action is required to create anti-racist environments. The Board further acknowledges that individuals experiencing racism at any level encounter barriers to positive relationships, learning, academic success, personal fulfilment and well-being. The Board recognizes the complexity of how racism is experienced by students and commits to addressing incidents of racism through responsive and transparent processes.

The Board acknowledges that anti-racism and equity require continuous action, learning and improvement. The Board commits to using evidence and data to better understand issues of racism and equity in Edmonton Public Schools, to inform decision-making and action and to monitor progress and outcomes of this ongoing work.

The diversity of the students, staff and families of Edmonton Public schools is a strength. The Board recognizes that respect for diverse cultural perspectives, traditions, languages, beliefs and values enriches the learning and working environment for everyone and is important to student well-being and personal growth. The Board is committed to honouring cultural diversity, promoting intercultural understanding to enable reflection and growth and fostering a sense of belonging. The Board is committed to supporting systemic change and acknowledges that empathy, compassion and learning are critical for achieving anti-racism and equity.

D. ANTI-RACISM AND NON-DISCRIMINATION

The Board recognizes that racism exists in our schools, the education system and the broader community and that the efforts to eradicate racism, discrimination and privilege from our learning and working environments is an ongoing and collective responsibility. The Board commits to this through:

4. Developing processes and resources that enable safe reporting of incidents and healthy relationships to strengthen open, respectful and restorative dialogue supportive of an environment of anti-racism, compassion and empathy.
5. Providing professional development and capacity building for Division staff to better understand their responsibility to address racism when it occurs and their role in preventing and mitigating biases and barriers caused by racism and discrimination that affect students, staff and families in the school system.
6. Continuously and meaningfully engaging with members of the community who have experienced systemic and institutional racism and marginalization to help inform the Division's deliberate efforts to eradicate racism and discrimination within the school system.

E. EQUITY AND INCLUSION

The Board understands that a sense of belonging for students and staff enriches the learning environment for all students. The Board commits to equity and inclusion through:

4. Establishing and implementing an anti-racist environment that reflects the cultural diversity of the school and broader community and that is responsive to students' life experiences and cultural backgrounds.
5. Supporting staff through professional development that is focused on helping staff understand the diversity within their school and broader community and their responsibility to respect cultural diversity and promote intercultural understanding.
6. Actively establishing and maintaining community relationships that reflect the diversity of the school and broader community.

F. STUDENT SUCCESS AND ACHIEVEMENT

The Board believes that every student can reach their full potential, and acknowledges that respect for, and responsiveness to, students' lived experience, culture and language is fundamental to their success. Deliberate and strategic efforts are required to ensure the success and achievement for all students. The Board commits to this through:

4. Supporting an environment where students' diverse histories, identities and lived experiences are valued and recognized as part of their success, engagement and belonging in schools.
5. Building staff capacity to review, identify and use resources and materials that represent the cultural diversity of the community.
6. Engaging with staff, family, educational institutions, community members and cultural groups to support student success and provide culturally meaningful opportunities to learn in a way that brings unique voices and lived experiences to the curriculum and their learning.

EXPECTATIONS

The Superintendent of Schools will implement this policy by assigning roles and responsibilities and developing administrative regulations, processes and best practices, including processes for safe reporting of incidents of racism.

ACCOUNTABILITY

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

The Division will identify goals and strategies that support the diversity of our school communities, including English Language Learners, through the Three-Year Education Plan and will provide an annual update on progress and priority strategies through the Annual Education Results Report to Alberta Education.

REFERENCES

ACB.BP National Anthem and Flag
FA.BP Human Resources Framework
FBCA.AR Respectful Working Environments
GI.AR Teaching and Learning Resources
GGAB.AR Multicultural Education
HAA.BP First Nations, Métis and Inuit Education
HEGD.AR Exemption of Pupil from Instruction on Religious Grounds
HF.BP Safe, Caring and Respectful Learning Environments
Teaching Quality Standard
Leadership Quality Standard

CODE: HAA.BP

TOPIC: First Nations, Métis, and Inuit Education

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2026)

PURPOSE

- To affirm the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours.
- To affirm the Board's commitment to supporting First Nations, Métis, and Inuit students to thrive within a learning environment that is respectful of and responsive to students' life experiences.
- To support a Division culture that promotes truth and reconciliation through the acknowledgement of the impact of colonization and intergenerational loss of language, culture, identity and relationships on children, families and communities.
- To strengthen the learning and academic achievement of students through collaborative relationships with First Nations, Métis, and Inuit parents/guardians, grandparents and other family members, Elders, Knowledge Keepers and community members.

DEFINITIONS

Aboriginal is used in the context of the Indigenous peoples of a particular country. Section 35(2) of Canada's *Constitution Act, 1982* states "Aboriginal peoples of Canada includes the Indian (status and non-status), Inuit and Métis peoples of Canada." The word "Indigenous" is often used instead of "Aboriginal".

Colonization refers to the period of European colonization from Columbus (1492) to present day in the Americas, Oceania, Asia and Africa. Colonizers impose their institutions and belief systems in the already inhabited lands, which negatively impacts the social, cultural, spiritual and political structures and practices of the Indigenous peoples. This results in the intergenerational loss of language, culture and relationships on children, families and communities.

Elder is a First Nations, Métis, or Inuit individual recognized by their community for their wisdom that has been passed down through the generations pertaining to traditions, knowledge, spirituality, culture and language.

First Nations refers to a distinct nation or group of Indigenous people with their own languages, traditions, protocols, spiritual and cultural practices. Each group has their own traditional government with hereditary leaders or leaders chosen by the people of the group.

First Nations, Métis, and Inuit is used to refer to the diversity of Indigenous peoples. This diversity is represented in part through the different languages, communities and groups of the Indigenous peoples in Alberta.

Indigenous is used internationally to refer to the descendants of the original inhabitants of an area.

Intergenerational Trauma happens when the transfer of knowledge, language, culture and values from one generation to the next is broken; for example, the impact of Indian Residential Schools. Intergenerational trauma reverberates through individuals, families and communities resulting in a legacy of loss that persists across multiple generations.

Inuit means "the people" in the Inuktitut language. Inuit communities are spread across the vast region of Canada referred to as "Inuit Nunangat", an Inuit term that includes land, water, and ice. Inuit have an oral history with distinct traditions, languages, beliefs, songs, art and culture.

Knowledge Keepers are individuals recognized by Elders and their community as having knowledge and wisdom related to First Nations, Métis, or Inuit cultural practices, customs, history, values and language. Knowledge Keepers are sometimes referred to as "cultural advisors".

Métis means a person who self identifies as Métis and is recognized by a Métis community. Métis are distinct from other Indigenous peoples, and have their own history, culture, language, flag, songs, dance and stories.

Reconciliation is the process and goal of creating societal change through a fundamental shift in thinking and attitudes. Reconciliation involves learning about historical and contemporary First Nations, Métis, and Inuit perspectives and experiences that are grounded in experiential truth, including legislation, treaties and residential schools. Fundamental to reconciliation are mutually respectful relationships between Indigenous and non-Indigenous peoples.

Traditional Protocol is the presentation of tobacco or a gift to an Elder or Knowledge Keeper. Protocol represents a verbal contract between two parties, as the Elder or Knowledge Keeper is agreeing to the request and the person offering protocol is committing to respect the process. The use of protocol is dependent on the cultural practices of the Elder, Knowledge Keeper and the community.

Treaty 6 is an agreement signed in 1876 between Crown representatives and First Nations leaders that outlines the rights, obligations and benefits of the signing parties to each other. This commitment was acknowledged through a ceremonial and sacred agreement that incorporated the spirit and intent for treaties to last "as long as the sun shines, the grass grows and rivers flow." According to the Confederacy of Treaty 6 First Nations, the total area of the Treaty stretches from western Alberta, through Saskatchewan and into Manitoba; and includes 50 First Nations. Provisions in Treaty 6 recognize the medicine chest as well as the right to education. Edmonton Public Schools is located on Treaty 6 territory.

POLICY

The intent of this policy is to strengthen First Nations, Métis, and Inuit student academic achievement in learning environments that are equitable, culturally responsive and meaningful. This policy also supports the belief that the inclusion of First Nations, Métis, and Inuit perspectives and knowledge will benefit all students.

The Board acknowledges and respects Treaty 6 territory on which the Edmonton Public School Division resides and recognizes and celebrates the history and significance of this land and the people who came before us. The Board acknowledges that we are all Treaty people and that Treaty 6 signifies the ongoing agreement and relationship among Treaty people living together on this land.

The Board confirms its commitment and role in actively supporting truth and reconciliation and recognizes that working towards this vision is for the benefit of students, staff and the community.

The Board welcomes and embraces the rich cultural diversity of First Nations, Métis, and Inuit students. The Board recognizes that respect for historical and contemporary First Nations, Métis, and Inuit knowledge, perspectives, contributions, cultural beliefs, traditions, languages and values contributes to welcoming, inclusive, safe and healthy learning and working environments for everyone.

The Board respects the learning potential and aspirations of First Nations, Métis, and Inuit students and supports the establishment of conditions under which the full capacity of students is realized.

The Board recognizes that creating learning and working environments where First Nations, Métis, and Inuit students thrive is a shared responsibility reflecting the collaborative efforts of students, Division staff, parents/guardians, grandparents and other family members, Elders, Knowledge Keepers and community members. The Board values building and nurturing these positive relationships.

B. WELCOMING, INCLUSIVE, SAFE AND HEALTHY LEARNING ENVIRONMENTS

The Board understands that developing relationships to learn about each student's life experiences enriches the school community and strengthens student success and achievement. We commit to such relationships through:

4. nurturing a positive sense of self and promoting a sense of belonging within the school community
5. strengthening intentional understanding, respect and recognition of historical and contemporary First Nations, Métis, and Inuit knowledge, perspectives, contributions, cultural beliefs, traditions, languages and values
6. supporting culturally responsive learning and working environments that weave in First Nations, Métis, and Inuit ways of knowing, being and doing.

C. TRUTH AND RECONCILIATION

The Board commits to the ongoing process of truth and reconciliation and recognizes the importance of truth and opportunities that support reconciliation within school communities. The Board acknowledges the harmful impacts of systemic racism on First Nations, Métis, and Inuit students, families and communities. We are working towards truth and reconciliation through:

1. committing resources and building organizational capacity to support First Nations, Métis, and Inuit student success and academic achievement
2. supporting professional learning and capacity building of Division staff to meet the learning needs of First Nations, Métis, and Inuit and all other students
3. supporting education that reflects historical and contemporary First Nations, Métis, and Inuit perspectives and experiences, including but not limited to: treaties and agreements with First Nations, Métis legislation and agreements, the legacy of residential schools, the Sixties Scoop, and Eskimo Identification tags
4. supporting students, staff and Division leaders to build and apply knowledge and understanding about First Nations, Métis, and Inuit perspectives, contributions, cultural beliefs, traditions, languages and values
5. using culturally responsive resources that reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit cultures and communities
6. acknowledging the impacts of intergenerational trauma
7. practicing culturally responsive protocols to develop mutually respectful relationships

8. supporting opportunities for students to participate in language and cultural learning experiences related to First Nations, Métis, and Inuit cultures and communities.

D. STUDENT SUCCESS AND ACADEMIC ACHIEVEMENT
The Board commits to strategic efforts that support the success and academic achievement of First Nations, Métis, and Inuit students. The Board confirms this work is realized through a focus on the strengths and potential of students. We are working towards this through:
6. building and nurturing relationships with First Nations, Métis, and Inuit parents/guardians, grandparents and other family members, Elders, Knowledge Keepers, and community members to support student success within the school community
7. identifying and using instructional and assessment strategies that strengthen First Nations, Métis, and Inuit student engagement and learning
8. identifying and using culturally relevant resources
9. analyzing a range of data to support evidence-based decisions relevant to student success
10. identifying culturally relevant research and implementing research-based practices that strengthen First Nations, Métis, and Inuit student engagement and learning.

EXPECTATIONS

The Superintendent of Schools will implement this policy by assigning roles and responsibilities, and developing administrative regulations, processes and best practices.

ACCOUNTABILITY

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

The Division will provide an annual update on progress and priority strategies that support First Nations, Métis, and Inuit students through the Annual Education Results Report to Alberta Education.

REFERENCES

AE.BP Safe and Caring Environments
GGAB.BP - Multicultural Education
HAA.AR - Aboriginal Education
Truth and Reconciliation Commission of Canada: Calls to Action
Honouring the Truth, Reconciling the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada
Teaching Quality Standard
Leadership Quality Standard
Superintendent Quality Standard
Education Act

CODE: HA.BP

TOPIC: Inclusive Education

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2019)

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours throughout the Division.

POLICY

The Board of Trustees is committed to inclusive education. The Board of Trustees expects the Division to be an inclusive education system with its values reflected in Division programs, operations and practices. The attendance area school is the guaranteed point of entry for all students, and the regular classroom shall be the first placement option considered.

An inclusive education system is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students. Inclusive education is a values-based approach to accepting responsibility for all learners, whether registered in Division Early Years or school age learning environments. It is founded on the belief that all students can learn and reach their full potential given opportunity, effective teaching, and appropriate resources. An inclusive education system supports every student to be included in their greater school community. The success of an inclusive education system relies on the engagement, collaboration and involvement of students, parents/guardians, staff and community.

The Board of Trustees believes all students can learn and is committed to meeting the schooling needs of all students in Edmonton Public Schools through the provision of a range of programs and instructional options to accommodate their differing needs and interests. The Board of Trustees believes that program implementation should provide continuity and flexibility for student learning.

PHILOSOPHICAL FOUNDATION STATEMENT

The Board of Trustees believes that the Division, as an inclusive education system:

- welcomes, respects, accepts and supports children and their parents/guardians;
- provides for families a range of options in programs and programming choice;
- demonstrates an ongoing commitment to meet the needs of the diverse student population;
- actively recruits qualified staff with academic training that supports an inclusive education system;
- provides staff with continuing opportunities for professional learning in support of achieving an inclusive education system;
- provides each student with the relevant learning opportunities necessary to enable each student to achieve success;
- provides a continuum of specialized supports and services to students that is consistent with the principles of inclusive education;
- maintains a high standard of responsiveness, open communication, and accountability;
- continually develops partnerships with community organizations.

The Board of Trustees believes that schools, as inclusive learning environments:

- visibly demonstrate the qualities of an inclusive education system;
- provide welcoming, acceptance and belonging for all children and their parents/guardians;
- work in partnership with parents/guardians in planning, problem solving and collaborative decision making;
- emphasize the achievement of learning outcomes for all students using effective instructional practices and specialized supports based on the learning needs of each individual student;
- model strength-based programming and assessment practices based on individual student needs.

The Board of Trustees understands that creating an inclusive education system is complex and will take time.

ACCOUNTABILITY

The provision of an annual report at a public board meeting on progress towards the strategic direction of this policy will ensure accountability and demonstrate the Division's commitment to inclusive education throughout this transformation.

REFERENCES

AE.BP - Safe and Caring Environments
GA.BP - Student Programs of Study
GAA.BP - Delivery of Student Programs of Study
HA.AR- Students in Need of Specialized Supports and Services
HC.BP - Student Accommodation
Glossary of Terms
Standards for Special Education - Amended June 2004
Setting the Direction Framework, June 2009
Setting the Direction Framework: Government of Alberta Response, June 2010
Setting the Direction: Moving toward an Inclusive Education System in Alberta, Revised November 2010
Education Act

CODE: GGAJ.BP

TOPIC: Early Years

EFFECTIVE DATE: (24-11-2009)

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2028)

PURPOSE

To affirm the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours.

To affirm the Board's role in supporting the Division's youngest learners to thrive through the provision of early childhood services programs in collaboration with families, community early years providers, and government.

DEFINITIONS

Early Years Programming is the continuum of programs offered in Edmonton Public Schools for children under the age of six and for children as young as two years and eight months in alignment with requirements for Early Childhood Services under the Education Act. Early Years Programming includes Pre-Kindergarten and Kindergarten and is delivered in alignment with provincial eligibility and funding requirements.

- **Pre-Kindergarten** provides early intervention for children who are in need of specialized programming supports, are 3 or 4 years old by December 31st of the year they register, and meet eligibility criteria. Children may be eligible for one or two years of Pre-Kindergarten before their Kindergarten year.
- **Kindergarten** serves all children in the year prior to Grade 1 who are 5 years old on or before December 31st of the year they register. In Edmonton Public Schools, Kindergarten is typically offered five half days per week though some full-day programs may be available to serve children living in neighbourhoods with high social vulnerability.

POLICY

Research in the field of early childhood recognizes that the early years of a child's life have a profound and lasting impact on children's future learning and development. Young children thrive when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning.

The Board believes that all children are curious and eager to learn and recognizes the importance of families as children's first teachers. Families play a significant role in children's learning, health, development and well-being. Families bring a wealth of cultural knowledge, practices, and identity critical to children's learning and development. The Board is committed to building strong relationships with families as critical partners in their children's learning.

The Board acknowledges that early childhood educators also have an important role in nurturing relationships among children, staff, and families and is committed to providing positive experiences in the early years of a child's life. Additionally, the Board recognizes the effectiveness of early years programming for children and the positive long term impact this investment has for the broader society.

Early childhood programming provides early intervention, especially in key areas such as language, self-regulation, empathy, social skills, gross and fine-motor skills and early literacy and numeracy. The Board is committed to providing an excellent start to learning through the provision of early years programming that is responsive to the needs of all children.

Early childhood educators support the growth and well-being of young learners through a range of developmentally appropriate and culturally responsive experiences using research and evidence-based approaches to learning. The Board is committed to providing early years programs and learning environments that are inclusive, nurturing, and strength-based and support the diversity of languages, cultures, social circumstances, and physical and intellectual abilities and well-being of the children served. Diverse cultural knowledge, expertise, and practices, including First Nations, Métis and Inuit ways of knowing, being and doing will be reflected in both the learning environment and activities that support learning. The Board recognizes that the provision of high quality early years programming is supported by staff who have the knowledge, skills, attitudes and expertise to work with the diverse needs of young children.

Strong early development and learning requires a relationship-based and culturally meaningful approach to nurture young children's sense of belonging as members of a community. There are many community organizations who serve as important partners in the provision of early years programming for families in the Edmonton community. The Division acknowledges the diversity of perspective, expertise and services of these partners and values the opportunity to collaborate with them to provide additional support for children and families.

The Board acknowledges the importance of strategic collaboration with community partners and various orders of government, including municipal and provincial, to advance funding, access and guidelines to support the needs of children and families in the community.

EXPECTATIONS

The Superintendent will implement this policy by assigning roles and responsibilities and through developing administrative regulations, processes and best practices.

ACCOUNTABILITY

The Superintendent will provide updates to the Board around progress made in support of early years programming in Edmonton Public Schools.

The Division will provide an annual update on progress and priority strategies that support early years programming through the Annual Education Results Report.

REFERENCES

AA.BP - Stakeholder Relations
AE.BP - Safe and Caring Environments
HAA.BP - First Nations, Métis and Inuit Education
Education Act
Early Childhood Services Regulation (Alberta Education)

CODE: FGB.BP

TOPIC: Evaluation of Superintendent of Schools

EFFECTIVE DATE: (19-04-2016)

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2028)

PURPOSE

To establish the Board of Trustees' (the Board) expectations for an annual performance evaluation of the Superintendent of Schools (Superintendent) that is transparent, comprehensive, based on pre-identified key performance areas and linked to the Strategic Plan.

The Board is responsible for selecting a Superintendent to be the Chief Executive Officer of the Board and the Chief Education Officer of the Division in accordance with the *Education Act.* The Superintendent is responsible, and held accountable to the Board on behalf of students and the public, for the total operation of the school system in a manner consistent with the requirements of the *Education Act,* Alberta Education regulations, Board policies, and our Vision, Mission, Values and Priorities.

To reflect the Board mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours throughout the Division.

DEFINITIONS

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

- Division Priorities
- Strategic Plan

POLICY

The Board believes that an annual performance evaluation of the Superintendent is a vital process for creating and maintaining a healthy and continuously improving school Division. In addition, the Board believes that opportunities for regular ongoing dialogue and feedback between the Superintendent and Trustees helps to model and foster a collaborative working environment critical to a high functioning Division.

The Board is committed to an annual performance evaluation process that measures:

- The Superintendent's performance with respect to the roles and responsibilities of the Superintendent.
- Achievement of the Division Priorities against the goals and outcomes in the Strategic Plan.

For each annual evaluation cycle, organizational outcomes and key performance indicators will be pre-identified and clearly communicated to ensure that the Superintendent and the Board understand what is expected and what will be evaluated. Both quantitative and qualitative information will be used to inform the Board's evaluation of the Superintendent's performance.

The evaluation process and supporting information sources will serve to:

- Provide feedback on the Superintendent's leadership and performance in key areas.
- Allow the Superintendent to report on successes and challenges during the year, and provide feedback relating to continuous improvement efforts and annual goals.
- Recognize areas and trends that are showing positive change or progress.
- Enable the Board and Superintendent to engage in dialogue about results, any issues or concerns associated with the role and the evaluation process.
- Inform the organizational outcomes, key performance indicators and Superintendent's own goals for the next evaluation cycle.

EXPECTATIONS

6. A three (3) member Trustee Committee elected at the Organizational Board meeting will, in accordance with the terms of reference established by the Board for the Committee and this policy, be responsible for:
   e. Recommending the evaluation process to be used to Caucus Committee.
   f. Organizing and overseeing the evaluation process.
   g. Reporting the evaluation results to the Caucus Committee and to public Board.
   h. Initiating a timely review and/or renewal process for the Superintendent's contract of employment in accordance with the *Education Act* and provisions of the Superintendent's contract.

7. If the evaluation process calls for individual Trustee, staff or other stakeholders to provide feedback that will inform the evaluation process, the administrator assigned to assist the Committee or a contracted party external to the Division will compile and/or summarize the individual responses for reporting purposes to maintain respondents' anonymity.

8. The evaluation process will provide the Superintendent of Schools with an opportunity to:
   e. Review all information used in the evaluation.
   f. Discuss the evaluation report with the Trustee subcommittee.
   g. Include a response to the evaluation in the report to Caucus Committee.
   h. Discuss the evaluation report with the Caucus Committee.

9. The Superintendent will be provided copies of the evaluation report submitted to the Caucus Committee and the final evaluation report to the Board.

10. The Caucus Committee evaluation report and the Board's evaluation report will be filed in the Board records. The records will be accessible to the Superintendent, any Board Trustee for that evaluation period, or as directed by motion of the Caucus Committee.

ACCOUNTABILITY

A summary of the Superintendent's evaluation will be brought to a public Board meeting.

REFERENCES

Trustees' Handbook - Board Roles and Responsibilities
AD.BP - Vision, Mission, Values and Priorities

AE.BP - Safe and Caring Environments
Glossary of Terms
Superintendent of Schools Regulation Alberta Regulation 98/2019
Education Act

CODE: FA.BP

TOPIC: Human Resources Framework

EFFECTIVE DATE: (19-06-2018)

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2022)

PURPOSE

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

To reflect the Board of Trustees'(the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours throughout the Division.

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

DEFINITIONS

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

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

POLICY

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

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

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

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

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

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

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

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

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

- federal and provincial legislation;
- Section 52 of the *Education Act* except those matters which the Board cannot delegate; and

- the direction provided in this policy.

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

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

The Board retains authority to approve:

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

A board will not enter into a contract of employment or a contract renewing a contract of employment with an individual who is appointed as a superintendent without the Minister's prior approval in writing of the contract, in accordance with the *Education Act*.

EXPECTATIONS

3. The Superintendent of Schools shall implement this policy through:
   d. establishment of a comprehensive human resource strategy;
   e. the assignment of roles, responsibilities and authority; and
   f. the development of administrative regulations, processes, and internal controls aligned with provincially and federally legislated requirements and recognized standards of practice for public bodies.

4. The Superintendent of Schools shall inform the Board of all designations and appointments of assistant superintendent, executive director, managing director, director, and principal to the Division, and confirmation of new principal designations.

4. The Superintendent of Schools shall provide the Board the opportunity to identify desired competencies when recruiting for positions working directly with the Board on a regular basis.

ACCOUNTABILITY

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

REFERENCES

AA.BP – Stakeholder Relations
AD.BP – Vision, Mission, Values and Priorities
AE.BP — Safe and Caring Environments
AEBB.BP – Wellness of Students and Staff
AEBC.AR – Acknowledging Student, Staff and Trustee Deaths and Bereavements
AGA.BP – Recognition of Students, Staff, Parents, and the Community
CH.BP – Framework for Policy Development and Review
CHA.BP – Board Delegation of Authority
CN.BP – Managing Division Information
CNA.BP – Information Security
CO.BP – Fiscal Oversight and Accountability
FBA.AR – Designation, Appointment and Assignment to Leadership Positions

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

CODE: EM.BP

TOPIC: Alcohol, Tobacco and Cannabis on and in Division Property and at Division Functions

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2025)

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours throughout the Division.

To establish expectations regarding alcohol, tobacco and cannabis on and in Division property (this includes Division vehicles) and at Division functions.

DEFINITIONS

Alcohol is the intoxicating agent in beverage alcohol, ethyl alcohol or ethanol.

Cannabis is a broad term used to describe the various products derived from the leaves, flowers and resins of Cannabis plants, synthetic cannabinoids, and/or medical cannabis. Cannabis can be consumed in a variety of ways, including but not limited to: smoking, vaporizing, eating or using water pipes.

Tobacco and **tobacco products** are composed in whole or in part of tobacco, including tobacco leaves and any extract of tobacco leaves. Tobacco can be consumed in a variety of ways, including but not limited to: smoking cigarettes and chewing tobacco.

Tobacco-like products are any products that mimic and are consumed in a manner similar to a tobacco product. Tobacco-like products can be consumed in a variety of ways, including but not limited to: smoking, using electronic cigarettes, vaporizing, or using water pipes or hookahs. For the purpose of this policy, tobacco-like products do not include regulated nicotine replacement therapy products.

POLICY

The Board believes that the consumption of alcohol, tobacco, tobacco-like products and cannabis on or in Division property or at Division functions is inappropriate.

Traditional tobacco is an important part of First Nations and Métis cultures. The Board recognizes that the ceremonial use of tobacco as part of cultural practice is appropriate in the Division.

EXPECTATIONS

D. ALCOHOL

1. The possession and/or consumption of alcohol is prohibited on and in Division property and at Division functions.

2. The Superintendent has the authority to approve the serving of alcohol on Division property provided it is not a Division sponsored function that would include students.

3. The Superintendent has the authority to approve Division students performing at venues where alcohol is available.

E. TOBACCO AND TOBACCO-LIKE PRODUCTS

2. The use of tobacco and tobacco-like products is prohibited on and in Division property and at Division functions.

2. Traditional use of tobacco for ceremonial purposes is permitted on Division property or at Division functions.

F. CANNABIS

3. The possession and/or consumption of cannabis is prohibited on and in Division property or at Division functions.

4. Notwithstanding Section C.1 of this policy, the possession and/or consumption of cannabis may be permitted for medical accommodations only when prior approval has been obtained as per Division-established processes.

ACCOUNTABILITY

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

REFERENCES

AE.BP - Safe and Caring Environments
DECA.AR - Operation and Maintenance of Division Fleet Vehicles
FA.BP - Human Resources Framework
FBCB.AR - Division Staff Code of Conduct
GICA.AR - Field Trips
HHCD.AR - Prescription and Non-Prescription Medication Management
IG.AR - Community Use of Division Buildings
IGD.AR - Alcohol, Tobacco and Cannabis on and in Division Property and at Division Functions
Edmonton Public Schools - Employee Health
Cannabis Act
Gaming, Liquor and Cannabis Act
Education Act

CODE: AGA.BP

TOPIC: Recognition of Students, Staff, Parents, and the Community

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2019)

PURPOSE

To ensure Division students, staff, parents and community members are recognized for achievement and service.

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours throughout the Division.

POLICY

The Board values the dedication and professional contributions of staff to student learning and believes it is important to recognize staff for each five year interval of service and upon retirement.

The Board believes it is also important to acknowledge the outstanding contributions, achievements and performance of Division students, staff, parents and community members in promoting the pursuit of excellence critical for student learning, enhancing the Division's reputation and strengthening support for public education.

ACCOUNTABILITY

The Superintendent of Schools shall ensure the establishment of opportunities and protocols related to recognition of students, staff, parents and the community.

REFERENCES

AE.BP - Safe and Caring Environments
Glossary of Terms
Education Act

CODE: AEBB.BP

TOPIC: Wellness of Students and Staff

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2021)

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours throughout the Division.

To assist students and staff in reaching their full potential by providing policy direction to create learning and working environments that supports a Division culture of wellness.

Positive and supportive social and physical learning and working environments address and respect the diversity within our student and staff population and are a key contributor to health for individuals. A wellness policy supports the Board in meeting its responsibility to establish and maintain governance and organizational structures that promote student and staff well-being and success, and monitor and evaluate their effectiveness.

DEFINITIONS

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

The Alberta Education's *Framework for Kindergarten to Grade 12 Wellness Education, 2009*, defines the five dimensions of wellness as:

- **Emotional wellness**
- **Intellectual wellness**
- **Physical wellness**
- **Social wellness**
- **Spiritual wellness**

These dimensions do not exist in isolation; it is the balance and interplay of these elements that constitute wellness. For example, all wellness curricula, including topics considered controversial or sensitive, such as those related to issues of sexual and mental health, are approached through the lens of this holistic definition of wellness. This provides opportunities for students to accept and appreciate diversity and the uniqueness of self and others.

POLICY

The Board recognizes that wellness is both an individual and collective responsibility. The Board believes that a state of personal wellness enables students and staff to reach their full potential and to contribute in an increasingly interdependent world. The Board acknowledges that only by working in partnership with students, staff, parents, community members, organizations and government can we promote and foster lifelong habits that support wellness.

The Board recognizes that it is subject to different legislative requirements when supporting student and staff wellness. As such, the Board embraces a Comprehensive School Health approach and is committed to ensuring that students and staff are provided with the supports they need to learn about, create and maintain a Division culture of wellness. The Board is further committed to providing safe, healthy learning and working environments through prevention of personal and occupational injuries and illnesses, and a proactive approach to creating positive and supportive environments that contribute to the well-being of self and others.

Comprehensive School Health (CSH) is an internationally recognized, evidence-based approach for building healthy school communities based on collaboration between home, school and community partners. A CSH approach to effective school health initiatives uses strategies from all four pillars of CSH as defined by the Joint Consortium for School Health:

- Social and Physical Environments
- Teaching and Learning
- Healthy School Policy
- Partnerships and Services include connections between schools, families, community.

EXPECTATIONS

8. Each school and central decision unit shall work towards creating and maintaining learning and working environments that support a Division culture of wellness using a Comprehensive School Health approach.

9. The Division shall:
   d. consider student and staff health and safety in the planning, implementation and evaluation of Division services;
   e. base supports for student and staff wellness on research, informed best practice and a balanced approach to delivery; and
   f. meet or exceed all legislated occupational health and safety (OHS) requirements through a Division OHS program.

10. School staff shall work collaboratively with Division services, parents, government agencies, and community partners to provide awareness of and access to available professional guidance and counselling services for students.

11. Curricular instruction and the development, implementation and monitoring of strategies to create and maintain a culture of wellness for students shall be in accordance with the *Education Act*, regulations and the *Guide to Education*.

12. Staff, and their dependents, shall be provided access to professional employee and family assistance services which offer assessment, referral, consultation, and counselling services. These services shall be confidential except where limited by law.

13. Assessment tools shall be identified to measure and monitor the effectiveness of the wellness strategies implemented by schools and central decision units for the purpose of local and Division-wide planning and delivery of supports.

14. The Superintendent of Schools shall implement this policy through the establishment of administrative regulations and the assignment of responsibilities as needed.

ACCOUNTABILITY

The Administration reports on progress in relation to the supports provided to create a culture of wellness for students and staff through the Annual Report –Wellness of Students and Staff.

REFERENCES

AE.BP - Safe and Caring Environments
EA.BP - Infrastructure Planning Principles
FA.BP - Human Resources Framework
FBCA.AR - Respectful Working Environments
GA.BP - Student Programs of Study
GAA.BP - Delivery of Student Programs of Study
GGAB.BP - Multicultural Education
GI.AR - Teaching and Learning Resources
HA.BP - Inclusive Education
HAA.BP - First Nations, Métis, and Inuit Education
HF.BP - Safe, Caring and Respectful Learning Environments
HFA.BP - Sexual Orientation and Gender Identity
Comprehensive School Health Approach – Alberta Health Services
Framework for Kindergarten to Grade 12 Wellness Education
Glossary of Terms
Guide to Education
Joint Consortium for School Health
Education Act

CODE: AE.BP

TOPIC: Safe and Caring Environments

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2024)

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours throughout the Division.

AE.BP Safe and Caring Environments serves as a foundation policy to setting overarching, high level direction to a set of comprehensive policies. The policies supported by AE.BP are listed in the References section.

DEFINITIONS

A comprehensive list of terms and definitions for all policies supporting AE.BP can be found in a glossary, accessible in the References section.

POLICY

A positive learning environment is foundational for all students to experience success. The Board is committed to providing a welcoming, inclusive, safe and healthy learning and working environment that respects diversity, fosters a sense of belonging and a positive sense of self. Each student and staff member in the Division has the right to learn and work in an environment that promotes equality of opportunity, dignity, respect and recognition of diversity.

Such an environment creates conditions where students and staff can thrive. The Board is committed to providing an environment that supports the positive mental health of students and staff and reflects emerging research related to trauma sensitivity and strength-based approaches, and applies restorative principles.

The Board is further committed to providing an environment free from harassment, bullying, discrimination and violence. It is the collective responsibility of all those involved with the Division, including trustees, employees, students, parents, volunteers, contractors and visitors, to create and maintain positive cultures within our schools and other educational settings.

ACCOUNTABILITY

The Administration will use relevant data and metrics to inform the Board about the effectiveness of the direction established by AE.BP through reporting and accountability related to the theme of safe and caring environments that foster and maintain respectful and responsible behaviours.

REFERENCES

AA.BP - Stakeholder Relations
ACB.BP - National Anthem and Flag
AD.BP - Vision, Mission, Values, and Priorities

AE.AR - Basic Beliefs, Commitments, and Expectations
AEBB.BP - Wellness of Students and Staff
AGA.BP - Recognition of Students, Staff, Parents, and the Community
FA.BP - Human Resources Framework
FGB.BP - Evaluation of Superintendent of Schools
GGAB.BP - Multicultural Education
HA.BP - Inclusive Education
HAA.BP - First Nations, Métis, and Inuit Education
HFA.BP - Sexual Orientation and Gender Identity
HG.BP - Student Behaviour and Conduct
HGD.BP - Student Suspension and Expulsion
Glossary of Terms
Education Act

CODE: AD.BP

TOPIC: Vision, Mission, Values and Priorities

EFFECTIVE DATE: (26-05-1987)

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2026)

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 safe and caring environment that fosters and maintains respectful and responsible behaviours 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 - Enhancing pathways for student success

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

Values - Accountability, collaboration, equity and integrity

Division Priorities 2022-2026

4. Build on outstanding learning opportunities for all students.

5. Advance action towards anti-racism and reconciliation.

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

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

CODE: AA.BP

TOPIC: Stakeholder Relations

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2022)

PURPOSE

- To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing meaningful opportunities for stakeholder engagement in addressing the needs of students.

- To establish a stakeholder relations policy framework to guide a consistent Division approach to the development and maintenance of strategic relationships that support all students in achieving the learning outcomes of a public education.

- To reflect the Board's mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours throughout the Division.

DEFINITIONS

The **Division** is Edmonton Public Schools, which includes the Board of Trustees, central service departments and all schools.

Stakeholders are people who contribute to, and have an interest in public education and supporting student achievement and well-being within the Division. The *Education Act* uses the phrase "partner(s) in education" to describe stakeholders. Stakeholders include but are not limited to:

- students, parents and/or guardians, and staff;
- all members of the Edmonton community including citizens, businesses, agencies, not-for-profit organizations and service groups;
- other school boards and educational institutions; and
- municipal, provincial, federal and international levels of government.

Stakeholder Relations is how the Division relates to, and interacts with, our stakeholders. The Division's approach to stakeholder relations focuses on best practices in communications, engagement and collaboration to support meaningful stakeholder participation, as well as strategic and mutually beneficial relationships between the Division and its stakeholders. The Division relies on recognized standards for public participation practice, such as the International Association for Public Participation (IAP2) Spectrum for Public Participation. It provides a framework for increasing levels of public engagement depending on the purpose of stakeholder participation and degree of impact a decision or initiative may have on stakeholders. The levels of engagement from IAP2 are: inform, consult, involve, collaborate and empower.

Stakeholder Relationships are defined by the manner or role in which stakeholders engage with the Division. There are different expectations and parameters for interactions with a student, parent, staff member, community connection, donor, funder, partner, sponsor, school council, tenant, vendor or volunteer. However, all stakeholder relationships require varying degrees of support and communication, and a common understanding of each party's role and responsibilities.

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

- **community connection**
- **donor**
- **funder**
- **parent (or guardian)**
- **partner**
- **school council**
- **community connection**
- **staff member**
- **student**
- **sponsor**
- **tenant**
- **vendor**
- **volunteer**
- **staff member**

POLICY

The Board believes education is the foundation for a democratic and civil society, and that everyone has a vested interest in education. A thriving education system that engages all students to their capacity is a shared responsibility between the Division and members of the community. In order to serve the diverse needs of students and support their full development and well-being, the Division needs the help of all education stakeholders in:

- supporting our Vision, Mission, Values and Priorities;
- enhancing the educational opportunities and supports available for students;
- supporting early childhood development and preparation of children for success in school;
- supporting the smooth transition of students from high school to the next phase of their lives;
- creating school environments that provide additional supports for children, families and communities;
- contributing ideas and perspectives to inform Division decision making at the system and school level;
- creating efficiencies in the use of public and community resources through the coordination and integration of services; and
- advocating support for the Division, publicly funded education, and community initiatives focused on students and families.

F. Stakeholder relationships require an investment of time and effort to build mutual understanding, respect and trust. The Board believes that a consistent approach to stakeholder relations will encourage the establishment of strategic stakeholder relationships throughout the Division that help to translate our Vision, Mission, Values, and Priorities into positive actions for its students.

G. The Board believes that the greatest impact on improving student outcomes can be achieved by working collaboratively with stakeholders to:
   - identify areas where support is needed in the school and/or community to improve student outcomes;
   - explore and develop strategic relationships and partnerships to leverage required expertise and resources;
   - identify evidence-based approaches that have the potential to address targeted needs;
   - develop the strategies to support implementation of the initiative; and
   - maintain and evaluate the results to inform next steps and ensure continuous improvement.

H. The Board holds the Division accountable for working with stakeholders in a way that maintains welcoming, and safe learning and working environments, and that recognizes the value of diversity, dialogue and the right of all persons to be treated respectfully.

I. The following principles shall guide stakeholder relations processes and practice for engagement and communication:

Accessible: Ensure equity by striving to remove barriers to understanding, input and participation.
Appreciative: Acknowledge stakeholder contributions and collaboration.
Collaborative: Promote the exchange of information, ideas, perspectives, professional expertise, resources and effort.
Inclusive: Respect the diversity within school communities.
Proactive: Anticipate and respond to the information needs of stakeholders to support and maintain their collaborative relationship with the Division by providing accurate and timely information about decisions to be made, opportunities to be involved and how stakeholder input informed the final decisions.
Relevant: The level and extent of stakeholder engagement should be aligned with:
- the scope and complexity of the issue or decisions being made;
- how the issue or decision may affect stakeholders; and
- available Division resources (time, funding, people).

Respectful: Honour stakeholders' experience, skills, talents, knowledge, expertise and authority.
Transparent: Be open and clear about purposes and processes, issues, constraints and implications, efforts and results.

J. The Board supports and encourages the pursuit of strategic stakeholder relationships that:
- align with our Vision, Mission, Values, and Priorities;
- preserve the Division's reputation;
- reflect the objectives and goals of all parties;
- clearly define and appropriately communicate and/or document expectations, roles, responsibilities and authorities of all parties;
- provide conflict resolution processes to address issues;
- provide resources and services to complement, not replace, public funding for education;
- do not require an exclusive endorsement of products or service, nor exploit students or the Division commercially, politically or otherwise; and
- ensure the Division's responsibilities are acknowledged with respect to student safety, personal information, management of financial resources and infrastructure, and compliance with legislation, staff collective agreements, board policy and administrative regulations.

EXPECTATIONS

The Superintendent of Schools shall implement this policy by assigning roles and responsibilities, and developing administrative regulations, processes and best practices aligned with recognized standards of practice for public bodies. This work must include Division standards and guidelines for:

7. exploring, establishing, maintaining, evaluating and reporting on stakeholder relationships;
8. using data on stakeholder engagement and its impact on student achievement to inform practices;
9. communication practices;
10. responding to inquiries and vetting requests from stakeholders such as how to: establish a scholarship or sponsorship; make a donation; offer a program; or distribute materials through Division distribution mechanisms;
11. stakeholder engagement processes; and
12. establishing, maintaining, reporting and recognizing sponsorships and partnerships.

ACCOUNTABILITY

The Division shall report on strategic initiatives with stakeholders through the Annual Education Results Report to Alberta Education and the Division's annual results review process.

REFERENCES

AD.BP - Vision, Mission, Values and Priorities
AE.BP - Safe and Caring Environments
AGA.BP - Recognition of Students, Staff, Parents and Community
CH.BP - Framework for Policy Development and Review
CNA.BP - Information Security
CO.BP - Fiscal Oversight and Accountability
EA.BP - Infrastructure Planning Principles
FAA.BP - Human Resources Framework
GA.BP - Student Programs of Study
GAA.BP - Delivery of Student Programs of Study
GGAB.BP - Multicultural Education
GGAJ.BP - Early Years
HA.BP - Inclusive Education
HAA.BP - First Nations, Métis, and Inuit Education
HG.BP - Student Behaviour and Conduct
IA.AR - Parent and Community Involvement
IAA.AR - Educational Partnerships and Sponsorships
IBD.BP - Protocol for Trustee Recognition at School or Public Events
IJ.AR - School Participation in Charities: Canvassing in Schools
IJA.BP - Electioneering and Politically Motivated Communications
International Association for Public Participation (IAP2) Spectrum of Public Participation
Glossary of Terms
Education Act
Trustees' Handbook

Date	November 24, 2026
To	Board of Trustees
From	Trustee Nickela Anderson, Chair, Policy Review Committee Trustee Holly Nichol, Policy Review Committee Trustee Jan Sawyer, Policy Review Committee
Subject	Annual Review of Board Policy HG.BP Student Behaviour and Conduct
Resource Staff	Kelsey Duebel, Wanas Radwan
Reference	Bill 25 *An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act, 2026*

ISSUE

The Policy Review Committee (PRC) has conducted an annual review of Board Policy HG.BP Student Behaviour and Conduct. In this review, the PRC identified changes that are necessary to align the policy with *An Act to Remove Politics and Ideology from Classrooms and Amends the Education Act*, *2026* (formerly Bill 25). The PRC is presenting the updated policy to the Board of Trustees (the Board) for first, second, and third reading.

RECOMMENDATION

That the Board of Trustees approve revisions to Board Policy HG.BP Student Behaviour and Conduct, as presented in Attachment II, to comply with *An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act*, *2026* and complete the annual review of this policy.

BACKGROUND

Section 33 of the *Education Act* requires the Board to establish, implement and maintain a policy respecting the Board's obligation to provide a safe and caring environment that fosters and maintains respectful and responsible behaviours that includes the establishment of a code of conduct for students that addresses bullying behaviour. An annual review of the code of conduct is required.

- The 2026-27 annual review focused on bringing the board policy into alignment with updates made to the *Education Act* through Bill 25. The following changes to Board Policy HG.BP Student Behaviour and Conduct are required:
  - Replace reference to "*welcoming, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self*" with "a *safe and caring environment that fosters and maintains respectful and responsible behaviour.*"
  - Revise Section B.1(e) of the policy to include the following statement: "*Refrain from engaging in violence of any kind at school and during school-related activities and, without putting the student's own safety or well-being at risk, assist in the prevention of such violence by reporting concerns respecting it to, and cooperating with the intervention efforts of, school staff*."

- Additional updates to this policy may be made when it is reviewed as part of the Policy Framework Review Project.

RELATED FACTS

- To align board policies with updates made to the *Education Act* through Bill 25, revisions are required that:
  - Replace instances of "*welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self*" with "*a safe and caring environment that fosters and maintains respectful and responsible behaviour.*"
  - Provide additional direction around student responsibilities relevant to refraining from violence and reporting violence.
- As these proposed changes are required to remain in alignment with the *Education Act* and are administrative in nature, engagement will focus on informing the public of the changes.

OPTIONS

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

1. Approve the first, second, third and final reading of the policy.
2. Provide the PRC with feedback to inform revisions of the policy to support approval at an upcoming board meeting.

CONSIDERATIONS and ANALYSIS

- To reflect compliance with the *Education Act,* Board Policy HG.BP Student Behaviour and Conduct is required to undergo an annual review. The PRC's work plan includes this review. Approval to move forward with this draft of the policy will support achievement of this requirement.
- A more comprehensive review of Board Policy HG.BP Student Behaviour and Conduct will take place as part of the Policy Framework Review Project.
- In alignment with Section 9(b)(i) of Board Policy CH.BP Framework for Policy Development and Review, the omnibus updates to these policies are intended to support alignment with legislative requirements. Therefore, the requirement for three separate readings is waived.

NEXT STEPS

Upon approval of the recommendation report, the revised policy will be posted to the Division website and the update will be communicated to Division students, staff, families, and community.

ATTACHMENTS and APPENDICES

ATTACHMENT I Board Policy HG.BP Student Behaviour and Conduct (Tracked)
ATTACHMENT II Board Policy HG.BP Student Behaviour and Conduct (Clean)

NA: wr

ATTACHMENT I

CODE: HG.BP

TOPIC: Student Behaviour and Conduct

EFFECTIVE DATE: (12-09-2006)

ISSUE DATE: (24-1106-20265)

REVIEW YEAR: (20276)

Red text indicates revisions based on Bill 25 direction

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours ~~welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging~~ throughout the Division.

To reflect the Board's commitment to providing learning and working environments that promote anti-racism, reconciliation and equity.

To establish and maintain an appropriate balance between individual and collective rights, freedoms and responsibilities in the school community.

To establish expectations for student behaviour and conduct and responses to unacceptable behaviour in accordance with the Alberta *Education Act.*

To affirm the Board's commitment to proactive, supportive and responsive discipline that considers the context around students and incidents and includes, where appropriate, restorative practices and consequences.

DEFINITIONS

Academic integrity is honest and responsible academic behaviour. Students are expected to submit original work, acknowledge sources and conduct themselves ethically in the completion of assessments and examinations.

Anti-racism is the proactive and consistent process of identifying, challenging, preventing and eliminating racism. It uses direct action to acknowledge where privilege exists, raise awareness, advocate for change and challenge beliefs (such as prejudice, bias and stereotypes) at the personal and institutional level to create and implement action to fight racism for individuals and within an organization, workforce or group.

Bullying is defined in the *Education Act* as "repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation."

Conflict occurs when there is a breakdown in relationships between individuals that results from a disagreement or misunderstanding. While conflicts may require adult intervention, they are considered to be a natural part of how students learn to navigate relationships.

Discrimination is negative differential treatment of a person or group on the basis of race, religious beliefs, ethnicity, language, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, gender identity and/or gender expression or sexual orientation.

Racism includes conscious and unconscious discriminatory or derogatory attitudes, microaggressions, comments or actions directed at marginalized groups relative to race or culture. It is based on assumptions, perceptions, social constructs, lack of knowledge or personal beliefs of superiority. Racism occurs in the context of a power and privilege imbalance and can be experienced at the individual, institutional or systemic level.

Restorative practice is an approach that brings together those who have caused harm and those who have been harmed to openly resolve the issue. Restorative practice can range in formality; however, it always involves an agreed upon action to repair harm and mend relationships.

POLICY

The Board is committed to ensuring that each student is provided with a safe and caring learning environment that fosters and maintains respectful and responsible behaviours. ~~welcoming, caring, respectful and safe learning environment that supports high quality learning, respects diversity and fosters a sense of belonging and a positive sense of self~~. Students are expected to learn, practice and demonstrate positive personal and interpersonal character traits that contribute to the development of positive learning environments, including both in-person and online.

The Board acknowledges the importance of responsive discipline which involves a continuum of interventions that aim to build a sense of community in schools, facilitate healthy relationships, support behavioural changes, repair harm and hold students accountable. The Board believes that this is a collaborative process where students, Division staff, families and community members all play a pivotal role in supporting student success and safety, while acknowledging the final decision rests with the Division leader responsible.

This policy affirms the rights, as provided for in the *Canadian Charter of Rights and Freedoms*, the *Alberta Human Rights Act* and the *Alberta Education Act*, of each student enrolled in a school operated by the Board. Students enrolled in a school operated by the Board will not be discriminated against as provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms*.

EXPECTATIONS

A. STUDENT RIGHTS AND RESPONSIBILITIES

1. Students have the right to be treated with dignity, respect and fairness by other students and staff.

2. Students are expected to respect diversity and refrain from demonstrating any form of bullying, harassment, threats, intimidation or discrimination on the basis of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

3. Students and parents/guardians will be informed of the Board's and school's expectations for student behaviour and conduct.

B. STUDENT BEHAVIOUR AND CONDUCT

Creating safe and caring environments that foster and maintain respectful and responsible behaviours ~~welcoming, inclusive, safe, and respectful learning and working environments that respect diversity and foster a sense of belonging and a positive sense of self~~ is a shared responsibility. The Board is committed to working with students, staff, families, community and partners to nurture safe and respectful learning and working environments that support students in fulfilling their responsibilities.

1. A student, as a partner in education, has the responsibility to behave in accordance with Section 31 of the *Education Act*. Section 31 states that a student has the responsibility to:
   a. Attend school regularly and punctually.
   b. Be ready to learn, actively engage in and diligently pursue the student's education.
   c. Ensure the student's conduct ~~contributes to a~~ safeguards and contributes to a safe and caring environment that fosters and maintains respectful and responsible behaviours ~~welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging~~.
   d. Respect the rights of others in the school.
   e. Refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day, or by electronic means.
      i. Refrain from engaging in violence of any kind at school and during school-related activities and, without putting the student's own safety or well-being at risk, assist in the prevention of such violence by reporting concerns respecting it to, and co-operating with the intervention efforts of, school staff.
   f. Comply with the rules of the school and the policies of the Board.
   g. Co-operate with everyone authorized by the Board to provide education programs and other services.
   h. Be accountable to the student's teachers and other school staff for the student's conduct.
   i. Positively contribute to the student's school and community.

2. Furthermore, students are expected to:
   a. Resolve conflict or seek assistance to resolve conflict in a respectful, peaceful, safe and non-threatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation or forms of restorative practice.
   b. Refrain from encouraging a conflict or escalation of a conflict when they are aware of or when they witness an incident that may be harmful to the safety or well-being of another individual.
   c. Report knowledge of an incident that may be harmful to the safety or well-being of another individual.
   d. Use school and personal technology, including but not limited to personal mobile devices and applications (which may include artificial intelligence), appropriately and ethically, in accordance with Division Board policies, administrative regulations and federal or provincial statute or regulation or municipal bylaw.

e. Ensure that they conduct themselves with academic integrity and refrain from and report all incidents of academic misconduct including, but not limited to, cheating and plagiarizing.

C. UNACCEPTABLE BEHAVIOUR

1. Students are accountable for their behaviour whether or not it occurs within the school building, on school property, during the school day or by electronic means. When behaviour that occurs off school property or outside of regular school hours threatens the safety or well-being of individuals within the school community or disrupts the learning environment, school administrators may apply consequences for the behaviour.

2. Examples of unacceptable behaviour include but are not limited to:
   a. Behaviours that interfere with the learning of others and/or the school environment.
   b. Behaviours that create unsafe conditions.
   c. Acts of bullying, discrimination, racism, harassment, threats or intimidation whether it be in-person, indirectly or by electronic means.
   d. Physical violence.
   e. Retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern.
   f. Possession, use or distribution of substances restricted by federal, provincial, municipal, Division or school authorities.
   g. Any illegal activity such as:
      i. Possession, use or distribution of illegal substances.
      ii. Possession of a weapon or use of a weapon (or replica) to threaten, intimidate or harm others.
      iii. Possession, use, display or distribution of offensive messages, videos or images.
      iv. Theft or possession of stolen property.
   h. Any breach of rules and expectations established by Division administrative regulations, a school-based code of conduct or Section B1 of this policy.

D. RESPONSES AND CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

In order to reach their full potential, each student has the right to learn in an environment where they feel safe and respected. As such, when addressing unacceptable behaviour, the Board expects the Division to use responsive and, when appropriate, restorative practices to reflect each student's unique needs and lived experiences. Responding to unacceptable behaviour is a collaborative process that must include support for students impacted by, and students who engage in, unacceptable behaviour. Through this lens, the Board expects the following when staff respond to unacceptable behaviour from students:

1. Responsive and, when appropriate, restorative practices may include opportunities for critical learning and reflection in the areas of personal accountability and responsibility, the development of empathy, as well as communication, conflict resolution and social skills development. Unacceptable behaviour may be grounds for disciplinary action. Families have a role to play in supporting their child through this process.

2. Responses to unacceptable behaviour must take into account the student's age, maturity, individual circumstances and frequency of misconduct. The specific circumstances of the situation and of the student must be taken into account when determining appropriate responses to unacceptable behaviour.

3. When a student engages in unacceptable behaviour, responses, interventions and consequences may include, but are not limited to:
   a. Temporary assignment of a student to an alternate supervised area within the school.
   b. Temporary assignment of a student to an alternate learning location.
   c. Short term removal of privileges.
   d. Interventions such as positive behaviour supports, contracts and counselling.
   e. Restorative practices, where appropriate and agreed upon by impacted students.
   f. Replacement or restitution for loss of or damage to property.
   g. In-school or out-of-school suspension.
   h. Referral to the Attendance Board.
   i. Recommendation for expulsion.

ACCOUNTABILITY

The Superintendent of Schools will be responsible for implementing this policy through appropriate regulations and communication with Division stakeholders, including staff, students and parents/guardians. Furthermore, the Superintendent will provide the Board with information on implementation of the policy through the annual results review process and in the Alberta Education Results Report.

This policy will be made publicly available, provided to all staff, students and parents/guardians, and will be reviewed annually.

In alignment with Section 33(3) of the *Education Act*, the Board will ensure the policy:
- Be made publicly available.
- Be reviewed every year.
- Be provided to all staff of the Board, students of the Board and parents/guardians of students of the Board.
- Be in accordance with any further requirements established by the Minister by order.

REFERENCES

AD.BP – Vision, Mission, Values, and Priorities
AE.BP – Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
AEBB.BP – Wellness of Students and Staff
DK.BP - Division Technology
DKB.AR – Appropriate Use of Division Technology
FA.BP – Human Resources Framework
FBCA.AR – Respectful Working Environments
FBEB.AR – Workplace Violence
HAA.BP - First Nations, Métis and Inuit Education

HAAB.BP - Anti-racism and Equity
HED.BP – Student Attendance
HF.BP – Safe, Caring and Respectful Learning Environments
HF.AR - Safe, Caring and Respectful Learning Environments
HFA.BP – Sexual Orientation, Gender Identity and Gender Expression
HFA.AR - Sexual Orientation, Gender Identity and Gender Expression
HG.AR – Student Behaviour and Conduct
HGD.BP – Student Suspension and Expulsion
HGD.AR - Student Suspension and Expulsion
Access to Information Act
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms
Education Act ~~1(1)(d), 31, 33(1)(d), 33(2), 33(3), 35.1, 36, 37, 45-50~~
Ministerial Order 014/2024 Standards for the Use of Personal Mobile Devices and Social Media in Schools
Protection of Privacy Act

ATTACHMENT II

CODE: HG.BP

EFFECTIVE DATE: (12-09-2006)

TOPIC: Student Behaviour and Conduct

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2027)

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours throughout the Division.

To reflect the Board's commitment to providing learning and working environments that promote anti-racism, reconciliation and equity.

To establish and maintain an appropriate balance between individual and collective rights, freedoms and responsibilities in the school community.

To establish expectations for student behaviour and conduct and responses to unacceptable behaviour in accordance with the Alberta *Education Act.*

To affirm the Board's commitment to proactive, supportive and responsive discipline that considers the context around students and incidents and includes, where appropriate, restorative practices and consequences.

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POLICY

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This policy affirms the rights, as provided for in the *Canadian Charter of Rights and Freedoms*, the *Alberta Human Rights Act* and the *Alberta Education Act*, of each student enrolled in a school operated by the Board. Students enrolled in a school operated by the Board will not be discriminated against as provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms*.

EXPECTATIONS

E. STUDENT RIGHTS AND RESPONSIBILITIES

4. Students have the right to be treated with dignity, respect and fairness by other students and staff.

5. Students are expected to respect diversity and refrain from demonstrating any form of bullying, harassment, threats, intimidation or discrimination on the basis of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

6. Students and parents/guardians will be informed of the Board's and school's expectations for student behaviour and conduct.

F. STUDENT BEHAVIOUR AND CONDUCT

Creating safe and caring environments that foster and maintain respectful and responsible behaviours is a shared responsibility. The Board is committed to working with students, staff, families, community and partners to nurture safe and respectful learning and working environments that support students in fulfilling their responsibilities.

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   a. Attend school regularly and punctually.
   b. Be ready to learn, actively engage in and diligently pursue the student's education.
   c. Ensure the student's conduct safeguards and contributes to a safe and caring environment that fosters and maintains respectful and responsible behaviours.
   d. Respect the rights of others in the school.
   e. Refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day, or by electronic means.
      i. Refrain from engaging in violence of any kind at school and during school-related activities and, without putting the student's own safety or well-being at risk, assist in the prevention of such violence by reporting concerns respecting it to, and co-operating with the intervention efforts of, school staff.
   f. Comply with the rules of the school and the policies of the Board.
   g. Co-operate with everyone authorized by the Board to provide education programs and other services.
   h. Be accountable to the student's teachers and other school staff for the student's conduct.
   i. Positively contribute to the student's school and community.

4. Furthermore, students are expected to:
   a. Resolve conflict or seek assistance to resolve conflict in a respectful, peaceful, safe and non-threatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation or forms of restorative practice.
   b. Refrain from encouraging a conflict or escalation of a conflict when they are aware of or when they witness an incident that may be harmful to the safety or well-being of another individual.
   f. Report knowledge of an incident that may be harmful to the safety or well-being of another individual.
   g. Use school and personal technology, including but not limited to personal mobile devices and applications (which may include artificial intelligence), appropriately and ethically, in accordance with Division Board policies, administrative regulations and federal or provincial statute or regulation or municipal bylaw.
   h. Ensure that they conduct themselves with academic integrity and refrain from and report all incidents of academic misconduct including, but not limited to, cheating and plagiarizing.

G. UNACCEPTABLE BEHAVIOUR

2. Students are accountable for their behaviour whether or not it occurs within the school building, on school property, during the school day or by electronic means. When behaviour that occurs off school property or outside of regular school hours threatens the safety or well-being of individuals within the school community or disrupts the learning environment, school administrators may apply consequences for the behaviour.

3. Examples of unacceptable behaviour include but are not limited to:
   a. Behaviours that interfere with the learning of others and/or the school environment.
   b. Behaviours that create unsafe conditions.
   c. Acts of bullying, discrimination, racism, harassment, threats or intimidation whether it be in-person, indirectly or by electronic means.
   d. Physical violence.
   e. Retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern.
   f. Possession, use or distribution of substances restricted by federal, provincial, municipal, Division or school authorities.
   g. Any illegal activity such as:
      v. Possession, use or distribution of illegal substances.
      vi. Possession of a weapon or use of a weapon (or replica) to threaten, intimidate or harm others.
      vii. Possession, use, display or distribution of offensive messages, videos or images.
      viii. Theft or possession of stolen property.
   h. Any breach of rules and expectations established by Division administrative regulations, a school-based code of conduct or Section B1 of this policy.

H. RESPONSES AND CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

In order to reach their full potential, each student has the right to learn in an environment where they feel safe and respected. As such, when addressing unacceptable behaviour, the Board expects the Division to use responsive and, when appropriate, restorative practices to reflect each student's unique needs and lived experiences. Responding to unacceptable behaviour is a collaborative process that must include support for students impacted by, and students who engage in, unacceptable behaviour. Through this lens, the Board expects the following when staff respond to unacceptable behaviour from students:

4. Responsive and, when appropriate, restorative practices may include opportunities for critical learning and reflection in the areas of personal accountability and responsibility, the development of empathy, as well as communication, conflict resolution and social skills development. Unacceptable behaviour may be grounds for disciplinary action. Families have a role to play in supporting their child through this process.

5. Responses to unacceptable behaviour must take into account the student's age, maturity, individual circumstances and frequency of misconduct. The specific circumstances of the situation and of the student must be taken into account when determining appropriate responses to unacceptable behaviour.

6. When a student engages in unacceptable behaviour, responses, interventions and consequences may include, but are not limited to:
    a. Temporary assignment of a student to an alternate supervised area within the school.
    b. Temporary assignment of a student to an alternate learning location.
    c. Short term removal of privileges.
    d. Interventions such as positive behaviour supports, contracts and counselling.
    e. Restorative practices, where appropriate and agreed upon by impacted students.
    f. Replacement or restitution for loss of or damage to property.
    g. In-school or out-of-school suspension.
    h. Referral to the Attendance Board.
    i. Recommendation for expulsion.

ACCOUNTABILITY

The Superintendent of Schools will be responsible for implementing this policy through appropriate regulations and communication with Division stakeholders, including staff, students and parents/guardians. Furthermore, the Superintendent will provide the Board with information on implementation of the policy through the annual results review process and in the Alberta Education Results Report.

This policy will be made publicly available, provided to all staff, students and parents/guardians, and will be reviewed annually.

In alignment with Section 33(3) of the *Education Act*, the Board will ensure the policy:

- Be made publicly available.
- Be reviewed every year.
- Be provided to all staff of the Board, students of the Board and parents/guardians of students of the Board.
- Be in accordance with any further requirements established by the Minister by order.

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DKB.AR – Appropriate Use of Division Technology
FA.BP – Human Resources Framework
FBCA.AR – Respectful Working Environments
FBEB.AR – Workplace Violence
HAA.BP - First Nations, Métis and Inuit Education
HAAB.BP - Anti-racism and Equity
HED.BP – Student Attendance
HF.BP – Safe, Caring and Respectful Learning Environments
HF.AR - Safe, Caring and Respectful Learning Environments
HFA.BP – Sexual Orientation, Gender Identity and Gender Expression
HFA.AR - Sexual Orientation, Gender Identity and Gender Expression

HG.AR – Student Behaviour and Conduct
HGD.BP – Student Suspension and Expulsion
HGD.AR - Student Suspension and Expulsion
Access to Information Act
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms
Education Act
Ministerial Order 014/2024 Standards for the Use of Personal Mobile Devices and Social Media in Schools
Protection of Privacy Act

Date	November 24, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	Confirmation of Compliance with the *Provincial Strategic Priorities for Education Regulation*
Originator	Kelsey Duebel, Director Board and Superintendent Relations
Resource Staff	Nancy Petersen, Wanas Radwan
Reference	*An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act, 2026 (formerly Bill 25)* 2026-30 Four-Year Education Plan - Year 1 (2026-27) *Provincial Strategic Priorities for Education Regulation*

ISSUE

As part of the implementation for the Alberta *Provincial Strategic Priorities for Education Regulation*, school authorities must provide an accountability statement for compliance with the *Provincial Strategies Priorities for Education Regulation* to the Ministry of Education and Childcare by December 1, 2026.

RECOMMENDATION

That the accountability statement for compliance with the *Provincial Strategic Priorities for Education Regulation* be approved.

BACKGROUND

On October 31, 2026, the *Provincial Strategic Priorities for Education Regulation* (the Regulation) came into force. This regulation supports new requirements set out in *An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act, 2026* (formerly Bill 25).

In the first year of the Regulation's implementation (2026/27), school authorities must provide confirmation to the Ministry of Education and Childcare using an accountability statement for compliance with the Regulation (see Attachment I). The accountability statement includes the following requirements:

- That a review of the Board of Trustees' (the Board) 2026/27 Education Plan is completed in accordance with the requirements of the Regulation.
- The Board confirms the Education Plan aligns with the provincial strategic priorities of Strong Foundations, Academic Mastery, and Engaged and Responsible Members of Society and includes outcomes, measures, and strategies that will enable the school authority to report results related to each priority in its 2026/27 Annual Education Results Report (AERR).

- Where necessary, update the Education Plan or identify actions that will be taken to achieve alignment with the provincial strategic priorities and improve student learning and results.

RELATED FACTS

- In the 2027/28 year of implementation and beyond, the Ministry of Education and Childcare will incorporate the provincial strategic priorities into the Funding Manual for School Authorities.
- The 2026-30 Four-Year Education Plan: Year One was approved at the May 26, 2026, Board meeting.
- The Division's accountability to the provincial priorities will be reflected starting in the 2026/27 AERR.

CONSIDERATIONS and ANALYSIS

A mapping exercise has been completed to identify and confirm broad alignment of the priorities and goals in the 2026-30 Four-Year Education Plan with the provincial strategic priorities of Strong Foundations, Academic Mastery, and Engaged and Responsible Members of Society (see Attachment II). Details and rationale for the findings of this mapping are outlined below.

Provincial Strategic Priority: Strong Foundations

- EPSB Priority 1 | Goals 1 & 2: The Division's first priority of expanding impactful and innovative learning for all students supports the province's priority of strong foundations in reading, writing and mathematics for academic success. In particular, the Division's goals of supporting engaging and evidence-based learning opportunities and professional learning to support the diverse learning needs of all students are critical for the development of foundational skills and appropriate interventions for students.

Provincial Strategic Priority: Academic Mastery

- EPSB Priority 1 | Goals 1, 2 & 3: The Division's primary focus on expanding impactful and innovative learning for all students is directly in alignment with the provincial priority for students to demonstrate academic mastery in environments where striving for improvement and excellence is valued, and students are provided with high-quality and academically challenging instruction. In particular, the Division's goals of supporting engaging and evidence-based learning opportunities, professional learning to support the diverse learning needs of all students and equipping students for our changing contexts are critical for academic mastery.
- EPSB Priority 2 | Goals 1 & 2: The Division's second priority of advancing anti-racism, Truth and Reconciliation, and inclusion to support student learning, and particularly the goal of addressing systemic barriers to students' academic success, contributes to the provincial priority of high-quality and rigorous education programs and a continuum of supports and services that enable students to reach their full potential. In addition, the goal of recognizing and celebrating every student on their learning journey aligns with the provincial priority of providing an environment where striving for improvement and excellence is valued.
- EPSB Priority 3 | Goals 1 & 2: The Division's third priority of centering good relationships to enhance belonging, safety and well-being for students and staff, and particularly the goal to strengthen trusting relationships among students, staff, families, and communities is a critical component of providing rigorous education programs and an effective continuum of supports and services that enables students to reach their full potential, as outlined in the provincial strategic priority.

Provincial Strategic Priority: Engaged and Responsible Members of Society

- EPSB Priority 1 | Goal 3: The Division's goal to equip students to meet the needs of a changing society, workforce, and climate is directly supportive of the provincial priority for students to be engaged and responsible members of society and specifically to develop a comprehensive understanding of their rights and responsibilities as members of society, support active citizenship, and contribute to the common good.
- EPSB Priority 2 | Goals 1 & 2: The Division's second priority of advancing anti-racism, Truth and Reconciliation, and inclusion to support student learning is aligned with the provincial priority for students to develop a strong appreciation and understanding of our shared history and democratic institutions, thereby contributing to a sense of civic pride and responsible citizenship. In addition, this EPSB priority and its goals are important aspects for students developing the habits of mind that support active citizenship, including critical inquiry, respectful dialogue and an understanding of their personal and community responsibilities in contributing to the common good.
- EPSB Priority 3 | Goals 1 & 2: The Division's third priority of centering good relationships to enhance belonging, safety and well-being for students and staff, and its corresponding goals of strengthening relationships and deepening understanding of, connection to, and respect for the land are aligned with the provincial priority for students to be engaged and responsible members of society, for responsible citizenship, and supporting an understanding of personal and community responsibilities in contributing to the common good.

The outcomes, strategies, and measures in the Division's Four Year Education Plan support the delivery and measurement of its priorities and goals and thereby further support the Division's ability to report results on the provincial strategic priorities.

The Board is required to submit an accountability statement for compliance with the Regulation by December 1, 2026. Approval of this recommendation will support meeting this deadline.

NEXT STEPS

Upon approval, the Accountability Statement for Compliance with the Regulation will be shared with the Ministry of Education and Childcare by December 1, 2026.

ATTACHMENTS and APPENDICES

ATTACHMENT I Accountability Statement for Compliance with the Provincial Strategic Priorities for Education Regulation

ATTACHMENT II Strategic Priorities High-Level Alignment Mapping

KD: wr

ATTACHMENT I

Accountability Statement for Compliance with the Provincial Strategic Priorities for Education Regulation

The Board of Trustees (Board) of Edmonton School Division has reviewed its 2026/27 Education Plan in accordance with the requirements of the Provincial Strategic Priorities for Education Regulation. The Board confirms that the Education Plan aligns with the provincial strategic priorities of Strong Foundations, Academic Mastery, and Engaged and Responsible Members of Society and includes outcomes, measures, and strategies that will enable the school authority to report results related to each priority in its 2026/27 Annual Education Results Report (AERR).

Where necessary, the school authority updated its Education Plan or identified actions that will be taken to achieve alignment with the provincial strategic priorities and improve student learning and results.

The Board approved this statement and confirmed the school authority's compliance with the Provincial Strategic Priorities for Education Regulation on November 24, 2026.

Provincial Strategic Priorities

a) strong foundations, where

i) students will develop strong foundations in reading, writing and mathematics to enable future academic and life success, and

ii) literacy and numeracy screenings will support monitoring students' development of foundational skills and enable early identification to support appropriate interventions for students;

b) academic mastery, where

i) students will demonstrate mastery in reading, writing and mathematics within an environment where striving for improvement and excellence is valued, and

ii) students are provided with high-quality and academically challenging instruction, rigorous education programs and a continuum of supports and services that enables students to reach their full potential;

c) engaged and responsible members of society, where students will develop

i) a comprehensive understanding of their rights and responsibilities as Canadians, Albertans and members of society,

ii) a strong appreciation and understanding of our shared history and democratic institutions, thereby contributing to a sense of civic pride and responsible citizenship, and

iii) the habits of mind that support active citizenship, including critical inquiry, respectful dialogue and an understanding of their personal and community responsibilities in contributing to the common good.

EPSB Four Year Education Plan: Priorities and Goals

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.