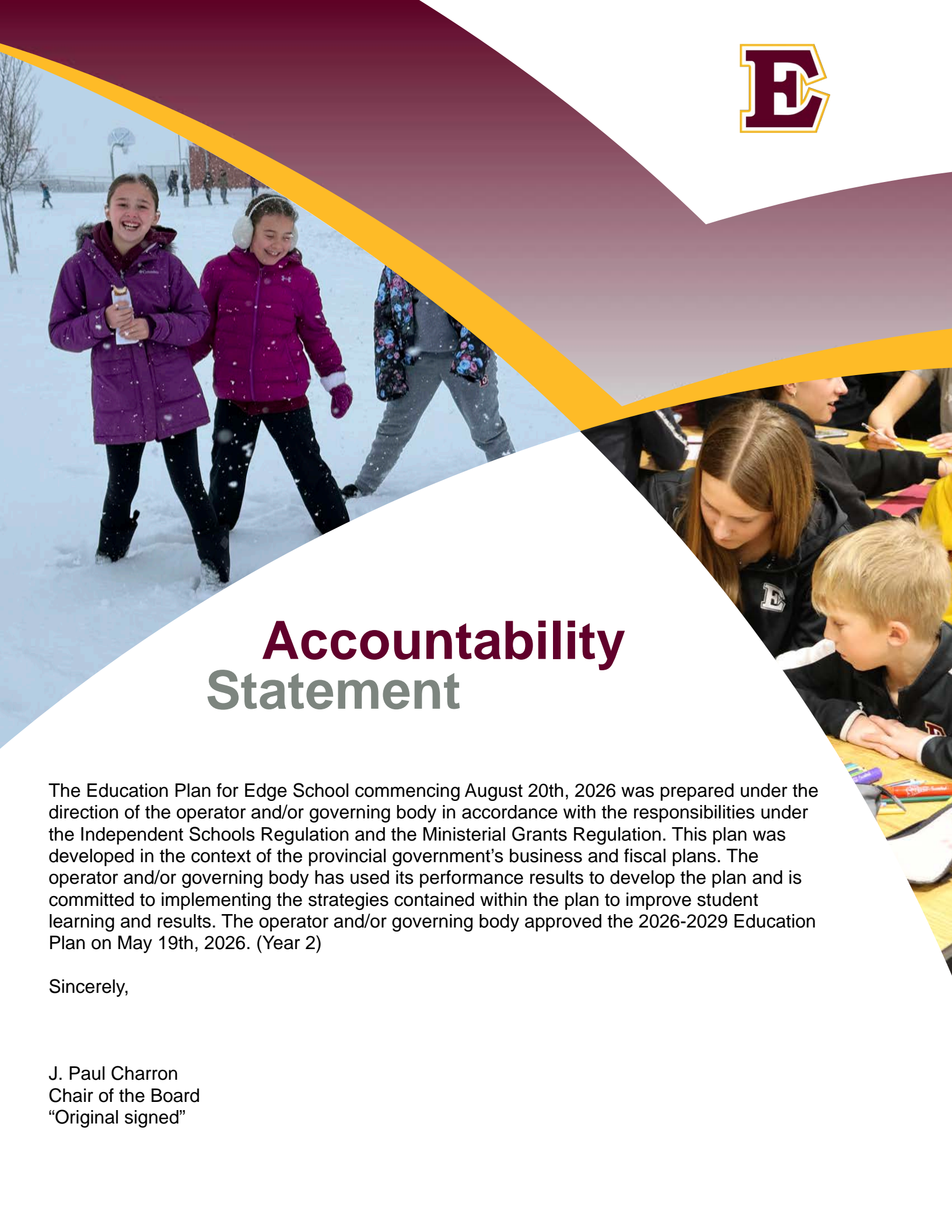


ASSURANCE FRAMEWORK

2026-29 THREE YEAR EDUCATION PLAN



2026



Accountability Statement

The Education Plan for Edge School commencing August 20th, 2026 was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the Independent Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The operator and/or governing body has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The operator and/or governing body approved the 2026-2029 Education Plan on May 19th, 2026. (Year 2)

Sincerely,

J. Paul Charron
Chair of the Board
"Original signed"

Foundational Statements

Vision

Make the world better by graduating students who aspire to achieve their personal best.

Mission

To build a culture of personal excellence in academics, athletics and character.

Values

L Leadership

"We value teamwork, social responsibility, open communication and trust"

Leadership inspires personal excellence and motivates others to make the world better. By setting an example, we foster a supportive environment where people feel valued and work together to tackle problems and to drive positive change.

E Effort

"We value the pursuit of personal excellence"

The commitment to continuous improvement and personal excellence means that individuals are always learning and striving to be better versions of themselves. This commitment is essential for personal growth and development, and it leads to individuals who are better equipped to make positive contributions to the world.

A Attitude

"We value a solution-focused approach and a positive mindset"

A positive mindset and solution-focused attitude fosters mental resilience and an optimistic outlook. Individuals who possess a positive mindset and resilience are better equipped to face challenges with determination, adaptability, and a sense of hope. In turn, they inspire others to do the same, creating a ripple effect of positivity and growth.

D Dignity

"We value honesty, respect, empathy and humility"

Honesty, respect, empathy and humility are the foundation of a respectful and inclusive community. An organization with individuals who embody ethical values promotes understanding, tolerance, and equity. In such a community, people are more likely to work together and to reach their fullest potential.

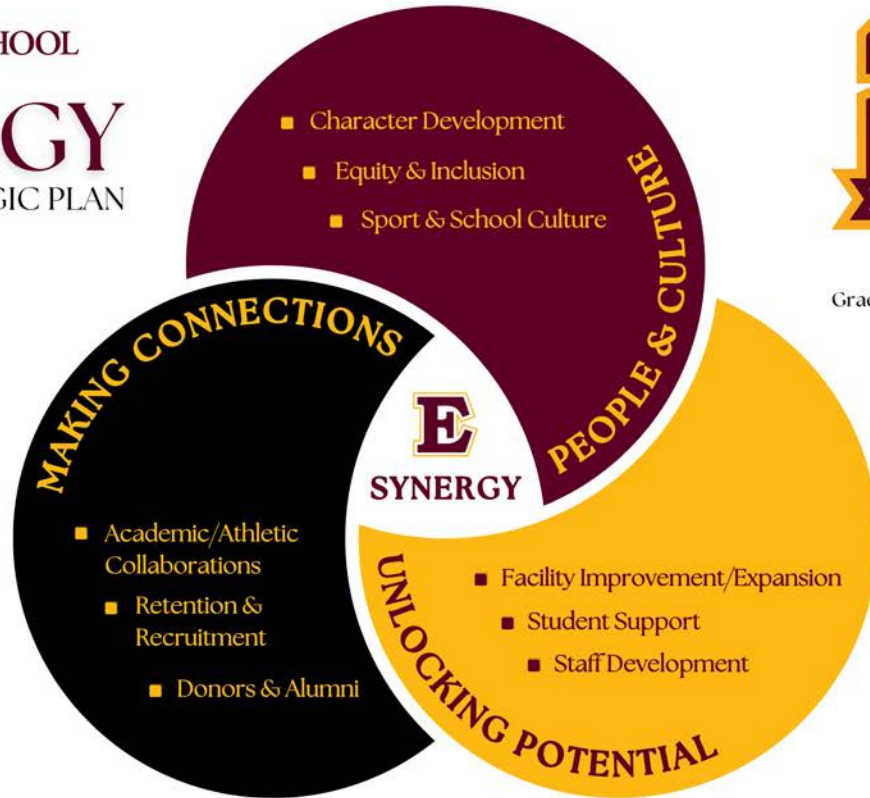
2024-2027 Strategic Plan



SYNERGY 2024-2027 STRATEGIC PLAN



It's Actually About
Graduating Awesome Humans



"The whole is greater than the sum of its parts"

Synergy can be defined as the dynamic and harmonious interaction between different elements or entities, resulting in a combined effect that exceeds the mere sum of their individual contributions. It emphasizes the enhanced efficiency, effectiveness, and creativity that arise from collaborative efforts, where diverse components complement each other to achieve outcomes that are greater than what could be achieved independently.



EDGE SCHOOL



EDGE SCHOOL



A Message from The Board Chair

The Edge Society Board of Directors is are pleased to support Edge School's Education Assurance Framework for 2026-29, which is well aligned with the school's strategic plan. This framework is a testament to the outstanding efforts that continue to be made by all Edge School stakeholders towards fulfilling our vision of making the world better by graduating students who aspire to achieve their personal best.

The 2025-26 school year was an exciting one for Edge School. We saw our school community grow once again, reaching an enrolment of 460 students. This growth has allowed us to add supports for our students in many areas and to begin thinking about strategic capital growth moving forward.

As we enter the 28th year of school operations, we couldn't be more proud of where we are as a school. Our outstanding staff offer the very best in academic, athletic and character development and we continue to graduate awesome humans!

On behalf of the Edge Society Board of Directors, I would like to sincerely thank our entire staff for their unwavering commitment to helping our students become the best possible version of themselves.

Sincerely, J. Paul Charron
Chair of the Board

Edge School Manifesto



It's actually about graduating awesome humans.

Ask many people what makes for a life well lived, and the answer will likely include some combination of an enduring passion for something; a commitment to physical health and mental wellness; work-life balance; strong relationships; caring for others; and a visceral sense of right and wrong.

However, cultivating and nurturing that kind of well-roundedness in young people is easier said than done. There are schools that specialize in athletic excellence and others that focus on academic greatness. Some even profess to in-still higher values in their students.

But finding a school that offers all three of these spheres while not diminishing any one of them? That can be a tall order. All too often, students, and their parents, are forced to choose between them.

Fortunately, it's a choice that Edge School families never have to make. We are certainly acknowledged for fully developing our students' athletic potential, but don't be fooled by the hype and the trophies. The real reason we get up every morning is to leverage our students' passion for sport into an equally compelling passion for learning, leading and personal integrity. Our balanced approach to developing the pursuit of personal excellence in academics, athletics, and character is how we create well-rounded individuals who are uncommonly equipped to succeed in all aspects of their lives.

To ensure that this happens, we have cultivated a truly one-of-a-kind school. One where teachers, coaches and support staff are highly accomplished in, and fully dedicated to, their chosen fields. However, they are even more devoted to the holistic development of each student. Our small class sizes, access to best in class facilities, and unique collegiate feel provide the atmosphere and individual attention so vital to unlocking the full potential of every Edge student, no matter what path they choose to take in life.

We wholeheartedly believe that our student-athletes should strive for their 'personal best' every day, in all aspects of their lives. As students, athletes and community members now, and as partners, parents, business leaders, sports figures, and global citizens in the future. As a result, Edge graduates are primed to lead vital, fulfilling lives. They are ready to make the world a better place by being the best humans they can be.

Edge School. Where a passion for sport drives a passion for learning and leading.

[Edge Manifesto Video](#)





EDGE SCHOOL

A Profile of the School Authority

Edge school is entering its 28th year of operations, with the class of 2026 being its 23rd graduating class. Our students, staff and community are passionate individuals who believe in our 3-sphere model. Our student-athletes are immersed in an environment with a focus on personal excellence in academics, athletics and character.

By providing outstanding athletic development and a rigorous university preparatory program, our student-athletes have the ability to reach new levels of personal excellence every day. We are inspiring a love of learning and community, engaging learners for life.

Small class sizes allow our teachers and coaches to spend quality time with each student-athlete. All of our staff are committed to making a positive difference in the lives of each student. In turn, our students become community leaders, ready to make a positive difference in the lives of others.

When student-athletes join the Edge family they:

- become part of a community that understands, respects and develops their passion for sport;
- use their passion for sport to help develop their passion for learning, leading and community involvement;
- are surrounded by the academic and athletic resources needed in order to achieve their personal goals;
- become teammates, friends, and supporters of fellow Edge Mountaineers from different sports and cultural backgrounds; and
- understand and respect one another while fostering a friendly, competitive environment.

Accomplishments

All staff participated in our annual staff **team building** in August. This year, we spent the day in Kananaskis paddle boarding, hiking and competing in team challenges. We had an amazing day bonding as a staff and setting the stage for the year ahead.

In the fall, Edge students once again took part in our **Outdoor Education trips**. This is an annual tradition where students participated in activities like rock climbing, paddle boarding, adventure games and hiking. This kicked off the year in exactly the right way, setting the tone for a positive year.

Our school also participated in the annual **Terry Fox Run** in the fall where we placed in the top 10 in Alberta for total fundraising with over \$12,000 raised.

The **Edge World Cup** also saw all of our students compete in their mountain teams in an indoor soccer tournament, sending us into the winter break on a high note.

Our **Edge Olympics** took place in February. Students enjoyed the friendly competition and team building that this event brings to our school.

As we reflect on the results from our **Annual Education Results Report** that were presented in the fall, there are a number of areas that are sources of pride. We continue to work hard to ensure that we maintain these results and address areas that we believe could be improved.

In 2024-25, 82.8% of our grade 9 students achieved acceptable on their PATs and 28% of our grade 12 students received excellence on their Diploma exams. 90.1% of our school community were satisfied with the overall student learning engagement at the school. Parents,

staff and students are all well above the provincial average in their belief in the education quality at Edge. Overall we maintained or improved in every measure.

Edge continues to maintain a very high satisfaction rating with respect to active citizenship. Overall, the results from our school are 10% above the provincial average.

Edge school continues to be a welcoming, caring, respectful and safe learning environment, as noted by 92.2% of stakeholders who agree. This is 8% over the provincial average.

The **population growth** in our school over the last 3 years is a significant accomplishment. Next year, we are projecting close to 500 students. We are very proud of the work that all of our staff has done to make this happen. Our school is a school of choice for families looking for a balanced education focused on academics, athletics and character development.

Our greatest accomplishments centre around people and connections. Our alumni engagement continues to grow. The **Edge Legacy Dinner** took place last June, bringing together the entire school community to celebrate our school and to hear from our founders. This past winter we also celebrated our third annual Edge Homecoming, where staff, students, parents and alumni gathered to celebrate the history of our school.

This year also marks the completion of year two of our strategic plan "**Synergy**". This plan is comprised of three sub themes: People and Culture, Making Connections and Unlocking Potential.

Our main accomplishments under the second year of this plan were:

People and Culture

- Implemented character curriculum for Grades 4-9.
- Professional development to bring our LEAD values to life.
- Focused on DEI professional development
- Year 1 implementation of "The Culture System".
- Piloted a Female Athlete Development initiative.
- Leadership and coaching professional development.

Making Connections

- Improved academic support and accountability related to student-athlete travel.
- Developed a comprehensive strategic enrollment plan.
- Developed a giving plan (annual, major, legacy) with the potential launch of a capital campaign.
- Implemented milestone reunions into homecoming.
- Re-established the CLIMB Awards.

Unlocking Potential

- Pursued formal approval from the board and RVC to build a multi-purpose permanent air-supported dome.
- Implemented the facility renewal and replacement plan.
- Devised a plan for optimal facility utilization aligned with our strategic enrolment plan.
- Expanded our Edge School Podcast beyond Sport Science.
- Implemented changes to nutrition education program.
- Implemented a new Learning Support Program.
- Improved awareness of and access to our Edge Youth Sports Therapy Clinic.
- "The Leader's Discipline" training by Roy Group.

Overall it has been another outstanding year at Edge School with much to celebrate!



Engagement

Student Engagement

There are a number of mechanisms that we use to engage our students. Our school's **leadership students** meet weekly to discuss topics within the school, to plan events for their classmates and to give feedback to staff. Our students are also engaged in their **LEAD classes** in order to connect with their peers, to engage in conversation about the school and to get involved in our character development program.

We use surveys (including the **grad exit survey**, the **Alberta Education surveys** and our local **3-sphere survey**) to gather feedback from our student population. We also conduct **student interviews** as a part of our strategic planning and continuous improvement cycles.

Staff Engagement

Our staff play a critical role in the decision making and planning processes in our school. Staff are engaged through **general staff meetings, grade level meetings, school learning support team meetings, student success committee meetings** and **academic administration meetings**. Our school **leadership teams (operations and strategy)** also meet regularly to review day to day operations and to work together on strategic planning. Our **junior and senior academic staff** also meet monthly.

Athletic staff also meet weekly to ensure priorities are being met and to collaboratively plan and provide feedback. The **DEI committee** has provided a great avenue to engage in a bigger conversation about advancing Edge as a diverse, equitable and inclusive community.

Parent Engagement

Feedback and input from parents is an ongoing process at Edge School. We connect with parents throughout the year in **parent council meetings, the AGM, the weekly Mountaineer Minute, and with our monthly Edge Express**. Edge parents also take part in surveys throughout the year including the **Alberta Education Surveys** and a number of **internal surveys**, including our **3-Sphere Survey**. We also arrange one-on-one interviews with parents to dive deeper into their feedback.

Daily interactions and communication happen with our student information system, **Edsby**. This allows parents, teachers and coaches to remain in close contact regarding student learning progress. We also have an annual **Meet the Staff** event in September and **Checkpoint Meetings** (parent teacher interviews) 4 times a year. Parent Council meets monthly with the Principal in order to provide feedback and advice.

Alumni and Community Engagement

Our alumni and the greater Edge School community are a big part of what makes our school great. We make every effort to ensure that these groups continue to be engaged and involved. Our **golf tournament, homecoming event and Edge Legacy Dinner** provide our school community opportunities to gather together, to celebrate and to share stories about our school. Alumni also attend **Mountain Cup** events throughout the year as guest judges.

The **alumni council** continues to grow and evolve and is a key mechanism to keep our alumni connected to the school. Our **alumni newsletter** is a great way to showcase alumni and to keep in contact with graduating members of the Edge family.



Challenges and Opportunities

Looking ahead, there are many amazing opportunities as well as some interesting challenges for our school.

Growth continues to be a significant opportunity and challenge. Next year we are anticipating growth in the range of 5 to 10%.

This growth is a testament to the great work of all our staff in making Edge School a welcoming and caring environment that has garnered interest from many families. We have **waitlists** at many grades for our school.

This growth provides many opportunities and challenges. Our facility continues to be stretched and consequently we need to be creative in our approach to facility usage. We are currently pursuing covering the Stuart/Duckett Field and expanding the DPC to find a solution to the ever growing need for training space for our student athletes. We will also continue to search for the most strategic ways to allocate capital funds to best meet the needs of our students. Because our staff is also stretched by our increasing student population, we have undertaken a **gap analysis** to identify the areas where more staff are needed to serve our students and families.

The relocation of key student support staff to the Learning Commons space centralizes the

services in one place, making it easier for students to access the support they need. This year we will add a full time Learning Support teacher and created the “**Summit Center**” for student learning support. This move supports students and teachers as we have seen an increase in overall learning needs.

Our academic staff continues its work on **outcomes-based assessment**. We will continue to explore **cross-curricular opportunities** and **community connections** for students.

During the 2021-22 school year, we implemented a new locally developed course and **character education framework for our high school students**. We are excited to build on the success and learnings of this collaborative initiative between our academic and athletic staff. Our students will have a broader character education experience through this course. Our **Director of Character and Student Life** is elevating the importance of the character component of our program. There are many exciting initiatives planned for next year.

We recognize that sport can play a powerful positive role in our students' lives but we also understand the potential dark side of sport. Consequently, **sport and school culture** will continue to be a focus for us. We are pursuing further

staff training through both J.P. Nerbun and the Roy Group to help our staff develop as positive leaders for our students.

We are excited to enter into year 3 of our 3 year strategic plan “**Synergy**”. This plan is focused on bringing together our mission and vision in a tangible way for all of our stakeholders and will provide us with many challenges and opportunities in the coming years.



Key Insights from the AERR

Key Insights - Overall Summary

Strengths: We saw an 8.9% increase in Diploma excellence which is 10.8% above our three year average.

Area of Growth: There was a dip in Standard of Excellence in PATs for our grade 9 students. It is now below our three year average by 6.6%.

Key Insights - AECAM: Student Learning

Strengths: 62% of our students received the Mountaineer Award which is up from 40%.

Area of Growth: The percentage of Honour Roll recipients has dipped to 46%.

Key Insights - AECAM: High School Completion

Strengths: Our 3 Year Completion rate is 94.6% and 13.2% above the Provincial average. While this is reported as 'very high' for this year, all this really means is that 94.6% of the students who were with us in grade 10 graduated from an Alberta school 3 years later.

Area of Growth: More needs to be done to fully explain the discrepancy between the presented data and the reality of our actual High School Completion rates.

Key Insights - AECAM: Citizenship

Strengths: Edge continues to maintain a very high satisfaction rating with respect to active citizenship. Overall, the results from our school are 10% above the Provincial average. Of particular note is that our student results are more than 16% over the Provincial average.

Area of Growth: While the parent results are better than the previous year, it still remains our lowest of the three stakeholder groups. It is below the 90% threshold that we would like to see.

Key Insights - AECAM: Student Learning Engagement

Strengths: The overall results are 6.2% above the Provincial average. The parent results are 5.5% above the Provincial average and the student results are 7.8% above the Provincial average.

Areas for Growth: While overall our results are very high, it is interesting that student perceptions of how engaged they are in their learning continues to be lower than that of teachers and parents. While still 7.8% higher than the Provincial average, it is a trend that needs ongoing exploration. Our current strategies are not producing the desired results in student engagement from their perspective.

Key Insights - AECAM: Diploma Exam Results

Strengths: Overall our Diploma Standard of Excellence is 10.8% above our 3 years average. Acceptable standards for Social 30-1 and 30-2, Chemistry 30 and Physics 30 are all significantly above provincial averages.

Areas for Growth: We fell below the province in a few subject areas in relation to the standard of excellence.

Key Insights - AECAM: Provincial Achievement Exam Results

Strengths: The overall results for acceptable standard for grade 6 are 23% above the provincial average and 20.3% above the provincial average for grade 9.

Areas for Growth: We are striving to have acceptable standards of 90% or greater in all subject areas. We are also aiming for a minimum of 25% standard of excellence in all subjects.

Key Insights From the AERR

Key Insights - AECAM: Education Quality

Strengths: Our overall satisfaction is 6.9% higher than the provincial average. We are above the provincial average in every category, including staff, students and parents.

Area of Growth: While still very high, our students' satisfaction is the lowest of the three stakeholder groups. This requires a closer look.

Key Insights - AECAM: Welcoming, Caring, Respectful and Safe Learning Environment

Strengths: The overall average who agree that Edge is a welcoming, caring, respectful and safe learning environment is 7.8% above the provincial average. The percentage of students who agree is a full 13.8% above the provincial average.

Area of Growth: While our percentage of students who agree that Edge is a welcoming, caring, respectful and safe learning environment is much higher than the provincial average, there is a gap of almost 9.2% between teacher and parent results.

Key Insights - AECAM: Access to Supports & Services

Strengths: There is agreement that our students have access to the appropriate supports and services at school. This result is 12.3% above the provincial average.

Area of Growth: While still very high, the parent results are below the 90% threshold that we would like to see. The 9% discrepancy between teachers and parents also deserves another look.

Key Insight - AECAM: Parental Involvement

Strengths: These results are exceeding the provincial average by over 8.9%. The parent results are 4.7% over the provincial average, and the teacher results are 13.1% higher than the provincial average.

Area of Growth: There is a significant difference between the parent and teacher result. This gap needs to be investigated and steps need to be taken to better understand why this gap exists.

Key Insights - AECAM: Summary of Internal Survey

We will continue to ask the same questions on our local surveys moving forward to generate year over year comparisons on our parents' views of the strength of our academic, athletic and character programming.

Overall the data is strong but, given our commitment to ongoing improvement, we will monitor the data to identify areas for growth. Particular attention needs to go into understanding the overall level of satisfaction in the athletic sphere.



Priority Area 1

People and Culture

Alberta Education Priorities
Learning Supports

Outcomes

1. Character Development
2. Equity and Inclusion
3. Sport and School Culture

Context

The people and culture at Edge School form the foundation of the important work we do with our students. Developing the capacity of our people and creating a positive working and learning culture for all is critical for the successful pursuit of personal excellence.

Strategies - (including implications from AERR key insights)		
Year 1 (26-27)	Year 2 (27-28)	Year 3 (28-29)
<ul style="list-style-type: none"> • Continue to grow the character curriculum for grades 4-9. • Re-engage staff and students about the direction of DEI involvement. • Implement 3-sphere reviews. <ul style="list-style-type: none"> • Formalize character accountability framework. • Enhance our peer mentorship program. • Audit and PD around Mountaineer Award. • Implement phase 2 of the <i>Nerbun Culture System</i>. • Initiate LEAD Council (Student Athlete Leaders). • Formalize “The Edge Way”. • Develop a parent character development partnership. • Continue to “tell” our character story. • Continue to look for meaningful ways to bring our LEAD values to life. • Refinement of the “Community Engagement” plan (developing consistent partnerships). • Continue the implementation of the Truth and Reconciliation Commission. <ul style="list-style-type: none"> • Month of October - Focus on Truth and Reconciliation (guest speakers etc.). • All Grade 9’s take part in the Blanket Exercise. • Staff repository of resources to support teaching about First Nations topics (Eg. Novels from a First Nations Lens or with First Nations characters). 	<ul style="list-style-type: none"> • Evaluate effectiveness of Character Development curriculum/program. <ul style="list-style-type: none"> • Reassess the 11 principles from character.org. • Implement phase 3 of the Nerbun culture system. • Re-introduce a “Town Hall” plan/schedule. • Continue to evolve and grow student life events throughout the year. • Implement the parent character development partnership. • Enhance process for 3-sphere reviews. • Continue the implementation of the Truth and Reconciliation Commission. <ul style="list-style-type: none"> • Identify new Calls to Action to focus on. 	<ul style="list-style-type: none"> • Use the character audit results to adjust our character education approach. • Full integration of “The Culture System” • Continue “Community Engagement” plan.

Year 1: Plan for Implementation

Resources	Professional Learning
Grades 4-9 Character Curriculum development group, Character.org, J.P. Nerbun books and PD, External DEI resources and budget allocation for DEI work, External FNMI and TRC experts as speakers and PD for staff, Resources both print and digital for FNMI and TRC resources.	Staff wide DEI training, “Culture System” implementation.

Year 1: Methods Used to Monitor Success

- **Local Measures** Grad exit survey; three sphere survey; student, staff and parent feedback sessions; parent AGM feedback session, LEAD class discussions; academic level group discussions; parent council, three-sphere committee reviews, athletic group discussions and character program audit using the 11 pillars from character.org
- **Provincial Measures** Survey measures of “education quality”, “safe & caring”, “parental involvement”, “citizenship” and “active engagement”



Priority Area 2

Making Connections

Alberta Education Priorities
Local and Societal Context

Outcomes

1. Academic/Athletic Collaboration
2. Retention and Recruitment
3. Donors and Alumni

Context

Building and maintaining positive and meaningful relationships is at the heart of everything we do at Edge School. These relationships are the cornerstone of how we work together, how we engage students and how we connect and collaborate with our broader stakeholder groups.

Strategies - (including implications from AERR key insights)		
Year 1 (26-27)	Year 2 (27-28)	Year 3 (28-29)
<ul style="list-style-type: none"> • Implement Strategic Enrolment Plan. <ul style="list-style-type: none"> • Introduce female volleyball program. • Rebrand of Fitness academy. • Elevate LEAD partnerships and collaboration to increase academic and athletic cohesion. • Review and enhance our major giving plan in preparation for a capital campaign. <ul style="list-style-type: none"> • Launch capital campaign. • Pilot mentorship program with Alumni and current students. • Enhance depth and breadth of parent information sessions. • Plan and deliver alumni events throughout the year. • Working with with external sport partners to enhance academic opportunities and support for our athletes. • Assess feasibility of a youth sport development conference. 	<ul style="list-style-type: none"> • Revise Strategic enrolment plan in line with growth. • Continue capital campaign. • Review impact of parent information sessions, make adjustments. • Review and revise mentorship program with Alumni and current students. • Assess feasibility of a youth sport development conference with a focus on character development. 	<ul style="list-style-type: none"> • Assess the Strategic Enrolment Plan. • Deliver a conference on youth sport development.

Year 1: Plan for Implementation

Resources	Professional Learning
Student Success committee ongoing meetings (bi-weekly), 3-sphere committee meetings (bi-weekly), strategic enrolment committee meetings, climb awards committee meetings, guest speakers, fund development consultant, Alumni Council.	Work with the "Culture System" J.P. Nerbun, AISCA Teacher convention, AISCA Leadership conference, work with fund development consultant.

Year 1: Methods Used to Monitor Success

- **Local Measures** Grad exit survey; three sphere survey; student, staff and parent focus groups; LEAD class discussions; academic level group discussions; and athletic group discussions, success of capital campaign progress.
- **Provincial Measures** Survey measures of "education quality", "safe & caring", "parental involvement", "citizenship", and "active engagement".



Priority Area 3

Unlocking Potential

Alberta Education Priorities

Teaching and Leading; Student Growth and Achievement

Outcomes

1. Facility Improvement and Expansion
2. Student Support
3. Staff Development

Context

Our ultimate goal at Edge School is to “*Graduate Awesome Humans*”. This is achieved by the hard work of outstanding professional staff who provide our students with a well-rounded education, using sport as the vehicle to unlock their potential. Ongoing improvements to our world-class facilities are a critical component of our student athletes’ development.

Strategies - (including implications from AERR key insights)		
Year 1 (26-27)	Year 2 (27-28)	Year 3 (28-29)
<ul style="list-style-type: none"> • Continue solution-focused approach of the 3-sphere committee. Add in 3-sphere student reviews. • Evaluate the recommendations of the Student Success Committee and implement changes. • Continue implementation of the facility renewal and replacement plan. • Continue staff professional development for DEI, assessment, leadership development, school culture and academic collaboration. • Implement changes to the nutrition education program. • Evaluate the learning support program and make adjustments. • Audit and implement changes to our outcomes based assessment. • Operationalize the field house and mezzanine projects. • Plan Kyle Stuart Alumni expansion. • Assess facility usage plan make adjustments. <ul style="list-style-type: none"> • Re-launch facility usage committee (focused on equity). • Review and revise learning support model. • Expand female athlete development initiative. • Assess the impact of the clinic awareness campaign. 	<ul style="list-style-type: none"> • Review impact of the 3-sphere committee and 3-sphere student reviews, make adjustments. • Continue the implementation of the facility renewal and replacement plan. • Assess Professional Development to determine areas of growth. • Make adjustments to facility usage plan. • See the field house and mezzanine projects to completion. • Implement updated student success committee initiatives. • Assess female athlete development initiative and make adjustments. • Build Kyle Stuart Alumni expansion. 	<ul style="list-style-type: none"> • Continue the implementation of the the facility renewal and replacement plan. • Open Kyle Stuart Alumni expansion.

Year 1: Plan for Implementation

Resources	Professional Learning
Nutrition specialist, New Learning Support teacher hired, head athletic therapist developing a female athlete program, feasibility review and resulting capital campaign for the dome project, external experts on DEI engaged.	Staff development on DEI, new learning support teacher helping to develop our staff in effectively reaching students with higher needs (particularly ADHD).

Year 1: Methods Used to Monitor Success

- **Local Measures** Grad exit survey; three sphere survey; student, staff and parent focus groups; LEAD class discussions; academic level group discussions; and athletic group discussions.
- **Provincial Measures** Survey measures of “education quality”, “safe & caring”, “parental involvement”, “citizenship”, and “active engagement”.



Overall Plan For Implementation

Much like the development of our Strategic Plan, the overall implementation of our Three Year Education Plan is led by our Strategy Team. This team consists of our Head of School/ CEO, school Principal, Director of Character and Student Life, Athletic Director, Director of Fund Development and Alumni Relations, Enrolment Director, Director of Communications and Marketing, and our Controller.

This team meets bi-weekly (adjusted to weekly when needed) to ensure that both our Strategic Plan and our Three Year Education Plan priorities and strategies are moving forward. These meetings are focused on action with reports from each member who is accountable to certain strategies and initiatives. This provides an ongoing process to monitor the progress of the Strategic and Three Year Education plans and to hold each other accountable to its execution.

The Professional development focus for our staff is determined using both the priorities of the plans and feedback from various stakeholders.

Professional Development Plan

Our focus for 2026-27 will be centred around the goals in our Three Year Education Plan and our Strategic Plan. These focus areas include: assessment, leadership development, school culture, academic collaboration and DEI.

2026-27 Professional Development Days

August 20th - 25th
October 9th
December 4th
February 11th & 12th
March 5th
May 14th

Monitoring

Overall responsibility of the implementation of both our Strategic Plan and our Three Year Education Plan lies with our Strategy team. This team is made up of key leaders in all areas of our school community. The Strategy team meets bi-weekly to review and monitor where we are in the implementation of the strategies of both plans and review key metrics.

Each of these leaders then returns to their teams within the school to implement changes, gain valuable feedback and put together action plans to close gaps on the desired goals. These team meetings generally occur weekly and are more focused on implementation and action.

Ultimately the goals of our plan are measured during stakeholder engagement on various surveys (both school and provincial) and through individual meetings with stakeholders.

Budget Highlights

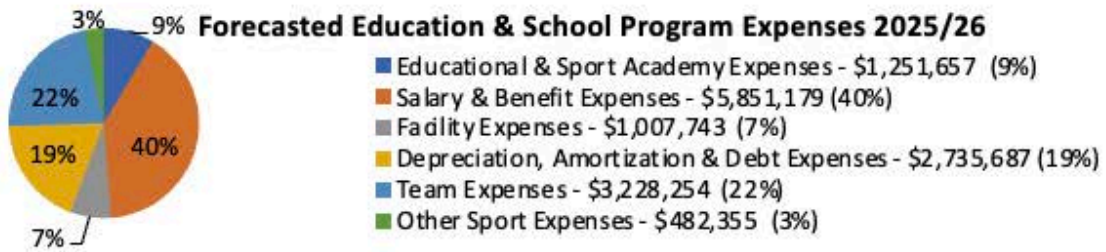


Financial Results

Education and School Programming 2025-26 Forecast



Total education and school programming revenues are forecasted to be **\$15,712,257**.



Total education and school programming expenses are forecasted to be **\$14,556,874**.

In 2025-26, the net surplus from Education and School Programming is forecasted to be **\$1,153,383**.

Other Business Operations

2025-26 Forecast



Total other programming revenues are forecasted to be **\$4,346,812**.



Total other programming expenses are forecasted to be **\$2,590,718**.

In 2025-26, the net surplus from Other Programming is forecasted to be **\$1,756,095**.

Please see Appendix A (pg. 3) for an explanation of how surpluses are allocated

Budget Highlights

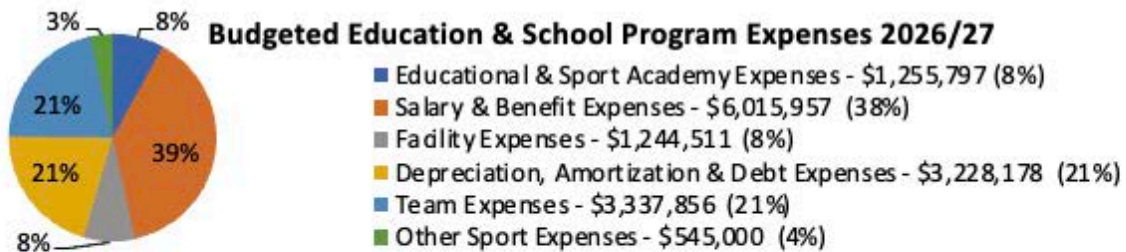


Financial Projections

Education and School Programming 2026-27 Budget



Total education and school programming revenues are budgeted to be **\$17,107,684**.



Total education and school programming expenses are budgeted to be **\$15,627,298**.

In 2026-27, the net surplus from Education and School Programming are budgeted to be **\$1,480,386**.

Other Business Operations



Total other programming revenues are budgeted to be **\$3,312,342**.



Total other programming expenses are budgeted to be **\$1,219,181**.

In 2026-27, the net surplus from Other Programming is budgeted to be **\$2,093,161**.

Please see Appendix A (pg. 3) for an explanation of how surpluses are allocated.

Budget Highlights



Appendix A Allocation of Surpluses

In 2024, a third-party firm was contracted to do a full assessment of Edge School's buildings and grounds with the purpose of planning capital needs related to the renewal and replacement of existing facilities. The resulting report is being used to plan and strategize where Edge School will reinvest surpluses in order to renew, maintain, and improve on the existing facilities. Below is a summary of some of the capital requirements and key projects.

Allocation of 2025-26 Surplus to be Invested Back into Edge School

Project	Cost
2025-26 Additional Facility Maintenance Required	234,000
2025-26 Planned Capital Improvements	503,000
Municipal Water and Sewer Tie-In	1,000,000
Athletic Facility Expansion - Seed Funding**	2,000,000
Total 2025-26 Surplus Utilized	3,737,000

Future Facility Expansions

Athletic Facility Expansion:	
Domed Recreational Facility	16,000,000
Expansion of Duckett Performance Centre (DPC)	1,000,000
Expansion of Kyle Stuart Memorial Arena	3,000,000
Total Costs (Estimated)	20,000,000
Less:	
Seed capital funded from surplus**	(2,000,000)
Total to be funded through debt, partnerships, and capital campaign	18,000,000

Facility Renewal & Replacement - Short-Term

Project Highlights	2025-26	2026-27	2027-28	2028-29	2029-30
Hockey Boards Upgrades	\$ 168,000				
Cabinetry & Fixture Replacements - Phase 1	112,000				
Flooring Replacement - Phase 1	108,000				
Roof Replacement - Phase 2		\$ 533,000			
Rink Dehumidifier Replacement		84,000			
Ice Plant Upgrades			\$ 900,000		
Roof Replacement - Phase 3				\$ 533,000	
Gymnasium Floor Replacement				120,000	
Zamboni Replacement				126,000	
Fire Alarm System Replacement				184,000	
Van Replacement (2)					\$ 196,000
DPC Flooring Replacement					219,000
Cabinetry & Fixture Replacements - Phase 1					112,000
Flooring Replacement - Phase 2					180,000
Other Facility Projects	115,000	185,000	263,000	428,000	202,000
Total	\$ 503,000	\$ 802,000	\$ 1,163,000	\$ 1,391,000	\$ 909,000

Facility Renewal & Replacement - Long-Term

	2025-2030	2031-2035	2036-2040	2041-2045	2046-2050
Projected Facility Renewal & Replacement Costs	4,768,000	5,372,000	5,965,000	4,275,000	6,090,000



EDGE SCHOOL

Whistle Blower Protection

- Edge School is committed to establishing and maintaining a work environment that encourages employees to report wrongdoing without fear of reprisal.
- Edge School is also committed to providing students the best possible, quality learning opportunities in a safe and caring environment, characterized by behaviour consistent with the School's stated moral and ethical beliefs.
- Edge School commits that any disclosure of wrongdoing or alleged wrongdoing reported to the Designated Officer will be properly reviewed and investigated and then acted upon by the School, as appropriate.
- All Edge School employees have the right and obligation to report wrongdoing. An employee making a report of wrongdoing in good faith will be protected against reprisal or other detrimental impacts within the power of the School.
- Teachers and other employees may report wrongdoing to the Designated Officer so that the matter may be addressed in keeping with the principles of due process and of fundamental justice. If the report pertains to the Designated Officer, then the individual should report the matter directly to the Commissioner.
- Should a report of wrongdoing be made directly to the Commissioner, as named under Alberta's Public Interest Disclosure (Whistleblower Protection) Act, the Designated Officer and Edge School will make every effort to assist the Commissioner's office with its review of the report of wrongdoing, to bring the matter to a reasonable and just conclusion.
- Employees considering making a disclosure may seek advice from their Supervisor, the Designated Officer, or from the Public Interest Commissioner. Employees are protected from any adverse employment action as a result of seeking advice.

For the 2025-2026 school year, the school confirms there have been no protected disclosures received by the designated officer or the public interest commissioner.