2025 - 2026 Annual Report



CASS

College of Alberta
School Superintendents

November 2026

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INTRODUCTION

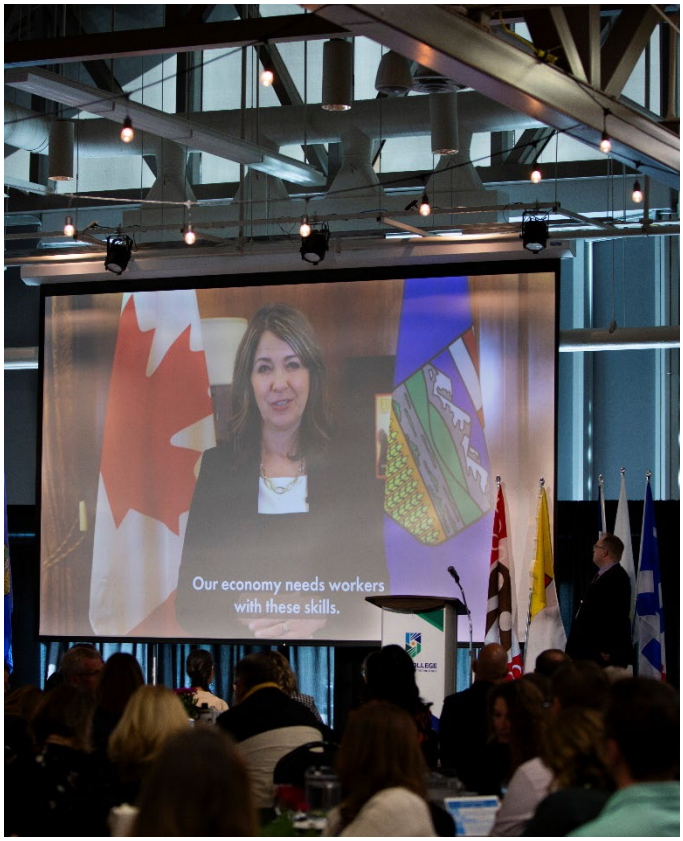
The 2025–2026 year marked a defining chapter in the continued evolution of the College of Alberta School Superintendents (CASS).

As Alberta's professional regulatory college for system education leaders, CASS strengthened its role in protecting the public interest by advancing excellence, accountability, and ethical leadership across the province's education system.

Guided by its Strategic Plan and regulatory responsibilities under the *CASS Act*, the College continued to build public confidence while supporting system education leaders in creating the conditions for student success.

CASS
College of Alberta
School Superintendents

A Video recording was provided by Alberta Premier Danielle Smith during the 2026 Trades and Technologies Summit. Hosted by CASS, the Summit brought together industry leaders, education professionals, and cross sector partner stakeholders united by a shared commitment to advancing skilled trades and technologies education across Alberta.





Annual Learning Conference participants proudly display CASS' Captain Smiley stress management ball, a lighthearted reminder of the importance of wellness, resilience, and finding moments to relieve stress amid the demands of system education leadership.

EXECUTIVE SUMMARY

Throughout the year, CASS demonstrated that effective system education leadership extends beyond governance. The College strengthened professional standards through the Continuing Education Program, where exceptional member engagement and a successful accreditation audit reinforced a culture of continuous professional growth. At the same time, CASS invested in research and knowledge mobilization that addressed some of Alberta education's most pressing challenges including educational assistant workforce sustainability, school nutrition, student behaviour, and career readiness, which translates evidence into practical tools that support decision-making across school authorities.

Professional learning remained a cornerstone of CASS' impact. Conferences, summits, communities of practice, and mentorship opportunities brought together system education leaders from across Alberta to share innovative practices, build professional networks, and collectively respond to emerging opportunities and challenges. Record participation reflected the value members place on collaborative leadership and continuous learning.

CASS also continued to advance reconciliation as a foundational commitment rather than a discrete initiative. Through Elder-guided learning, the 10th annual Indigenous Education Gathering, and ongoing work to embed Indigenous perspectives and cultural protocols into educational leadership, the College strengthened relationships and supported system leaders in fostering more inclusive and responsive learning environments.



Grand Entry during the Kwayask-wastâsowin for Student Success ᑲᔪᐱᐢᑕᓵᓱᐏᐣ Indigenous Education Gathering

Underlying every initiative was a common purpose: strengthening system education leadership to improve outcomes for students. Whether through regulatory excellence, research, professional learning, reconciliation, or community building, CASS continued to equip Alberta's system education leaders with the knowledge, integrity, and collaborative capacity needed to lead with confidence in an increasingly complex educational landscape.

This report highlights the milestones, partnerships, and collective achievements that defined 2025–2026 and demonstrates the meaningful impact of CASS' work in advancing professional excellence and supporting a strong, responsive, and future-focused education system for all Albertans.



PRESIDENT'S MESSAGE



This year has demonstrated what is possible when educators, government, and communities work together with a shared commitment to student success.

On behalf of the College of Alberta School Superintendents (CASS), I am proud of the collaborative progress made across Alberta's education system.

The Government of Alberta made significant investments in education, including additional funding to address enrolment growth, classroom complexity, and student supports. New initiatives strengthened literacy and numeracy interventions, expanded career education opportunities, enhanced school safety and emergency preparedness, and supported the recruitment and retention of teachers and educational staff. Important work also advanced in modernizing education legislation, improving supports for students with complex needs, and increasing collaboration with education partners.

As we look to the future, CASS will continue to grow as a strong professional organization that supports system education leaders, advances excellence in public education, and responds to the evolving needs of Alberta's learners and communities.

Serving as President of CASS has been one of the greatest honours of my professional career. I am deeply grateful to our exceptional members for their leadership and unwavering commitment to Alberta's students.

My sincere thanks to Chief Executive Officer David Keohane for his wisdom, steady leadership, and partnership throughout the year.

Together, we are building an organization prepared to lead with purpose, professionalism, and vision in the years ahead!

Michael McMann
President, 2025/26

CHIEF EXECUTIVE OFFICER'S MESSAGE



In 2025–2026, CASS focused on translating professional learning and research into practical support for system education leaders. I am proud of the expertise and care our administrative team, leadership consultants, and regulated membership brought to this work.

Completion of our 14-course Continuing Education Program suite marked an important milestone. Conferences and communities of practice connected colleagues with practical strategies and shared expertise.

Research and ten new Learning Guides helped leadership teams connect evidence with local practice. The tenth annual Indigenous Education Gathering and cultural protocol webinars further supported respectful relationships and learning alongside Indigenous partners.

These achievements over the past year reflect a strong dedication of all contributors to our continuing education programs and the broader education community. I sincerely thank everyone who contributed to this work.

It is my strong conviction that anyone who reads this report and reflects upon our contributions will conclude that the public interest in excellent system education leadership continues to be well served.

Looking ahead, we will keep listening, strengthen the usefulness of our services, collaborate meaningfully with Ministry and deepen our understanding of this collective impact. Our success will be measured not simply by what CASS delivers, but by what our members are better equipped to do for their school systems and every student they serve.



David Keohane, CEO / Registrar

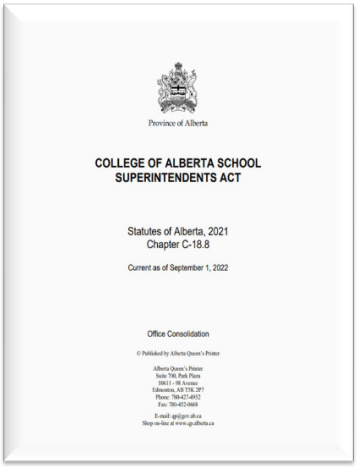
STRENGTHENING PROFESSIONAL IDENTITY AND REGULATORY GOVERNANCE

A primary focus of the 2025/26 year was the consolidation of CASS' role as a **statutory professional regulatory college**.

Defining the College: CEO David Keohane facilitated webinars to clarify the evolution of CASS under the *CASS Act*, emphasizing the importance of self-regulation and serving the public interest.

The *CASS Act* recognizes that .....

- System Education Leadership is a profession relying upon a unique set of competencies
- These competencies are complementary to those required of teachers and principals (who share a common standard – optimal learning for students)
- Growth within these competencies relies upon an accreditation model that would require more than granting to a teacher an enhanced designation
- An independent college that can uniquely focus on the complexities of the System Education Leader and achieve additional objects laid out in legislation enhances the public interest for excellence in school system leadership and the success of students


Province of Alberta

COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS ACT

Statutes of Alberta, 2021
Chapter C-18.8

Current as of September 1, 2022

Office Consolidation



Governance Update: For the first time, in January 2026, a public member (Nancy Broadbent) was appointed to the Board of Directors, a legislated requirement designed to strengthen public transparency and confidence in the College's oversight.

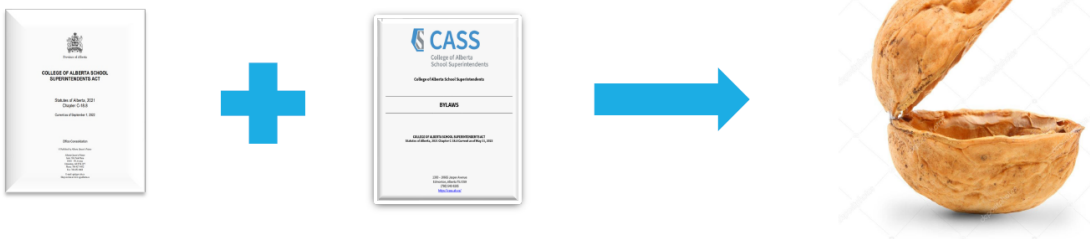
Corporate Status Update: The Board authorized the formal dissolution of CASS' outdated society registration from 1977 to ensure legal clarity, confirming that CASS operates solely as a statutory corporation under the *CASS Act*.

Strategic Planning: The 2025-2026 Strategic Plan was finalized as a single, integrated document that aligns CASS' regulatory responsibilities, including the CEP, Bylaws, and governance structures, into one coherent framework.

STRATEGIC PRIORITIES

1. Trust and Relevance	2. System Leadership	3. Member Value	4. Competency, Standards and Compliance
GOAL: Build and sustain public confidence in system education leadership and ensure the College's work remains relevant to the evolving context of K–12 system leadership.	GOAL: Uphold and enhance the credibility and regulatory leadership of system education leaders through cooperation, knowledge-sharing and research that positively impacts Alberta's education ecosystem.	GOAL: Ensure members have accessible pathways to participate and benefit from CASS professional learning initiatives.	GOAL: Administer CEP requirements that support regulated members in meeting LQS/SLQS with credible reporting and ensure regulatory compliance.

A Summary of the College's Work …



Priority 1: Upholding, in the Public Interest, the Standard of Leadership and Expertise of the System Education Leader
Priority 2: Influencing Policy Outcomes for the Success of Students
Priority 3: Providing Situational Supports for Regulated Members

The rigor and expectations associated with Priority 1, enables Priority 2 to have relevancy and meaning.

Policy Evolution: The Board approved critical new governance frameworks, including **Policy 21** (Requests for Research Endorsement) to maintain regulatory impartiality and **Policy 20** (Use of In-Camera Sessions) to align practices with the *Personal Information Protection Act* (PIPA).

BOARD OF DIRECTORS
2025-2026



President
Mike McMann
Superintendent
Fort Vermilion School Division



1st Vice President
Dr. Reagan Weeks
Superintendent
Prairie Rose School Division



2nd Vice President & Zone 4 Director
Greg Wedman
Deputy Superintendent
Wild Rose School Division



Past President
Dr. Clint Moroziuk
Superintendent
Greater St. Albert Catholic Schools



Zone 1 Director
Dr. Jessie Shirley
Superintendent
Grande Prairie & District Catholic Schools



Zone 2/3 Director
Krimsen Sumners
Superintendent
St. Albert Public Schools



Zone 5 Director
Vince Behm
Deputy Superintendent
Christ the Redeemer Catholic Schools



Zone 6 Director
Mike Nightingale
Superintendent
Lethbridge School Division



Director – Metro Schools Authority
Joanne Pitman
Chief Superintendent
Calgary Board of Education



Director – Francophone School Authority
Dolorèse Nolette
Directrice générale / Superintendent
Conseil scolaire Centre-Est



Director – First Nations School Authority (Treaty 7)
Jonathan Kaiswatum
Director of Education
Tsuut'ina Nation



Public Member
Nancy Broadbent

ELEVATING PROFESSIONAL EXCELLENCE: THE CONTINUING EDUCATION PROGRAM (CEP)

Our Status as a Profession is Unique!



Dr. Santiago Rincón-Gallardo is an internationally recognized education consultant, researcher, and author whose work focuses on transforming teaching and learning across education systems. A key member of Michael Fullan's international team, he works with education leaders across North America, Latin America, Europe and Australia to strengthen learning and system improvement. Dr. Rincón-Gallardo has been a frequent collaborator and presenter who has worked with CASS in advancing its professional learning needs. His assessment of our work in 2023 remains relevant in articulating our unique status as an education partner within Alberta's K to 12 education ecosystem.

> "I know of no other public education system in the world that liberates learning through engaging in complementary practice standards at every level of professional engagement. Through the pursuit of a common outcome – "optimal learning for all students," leaders at all levels may access a network of professional learning and system leaders may build their capacities through a provincial accreditation model. – That's the Alberta / CASS Story!"

The CEP completed its second year of implementation, witnessing high engagement and rigorous standards. Now in its second year of full implementation, the CEP has moved from a new requirement to an embedded cultural practice.



Accreditation Integrity: In Fall 2025, CASS conducted its first comprehensive audit of 25% of member profiles, confirming that **100% of regulated members** met their accreditation requirements for the previous year. Administrative procedures were also refined to address sanctions (AP 302) and whistleblower protections (AP 305) related to accreditation.

Participation and Compliance: By June 2026, 98% of regulated members had engaged with their profiles. By August 2026, 100% of regulated members have completed their 30 CEP required credits for accreditation.

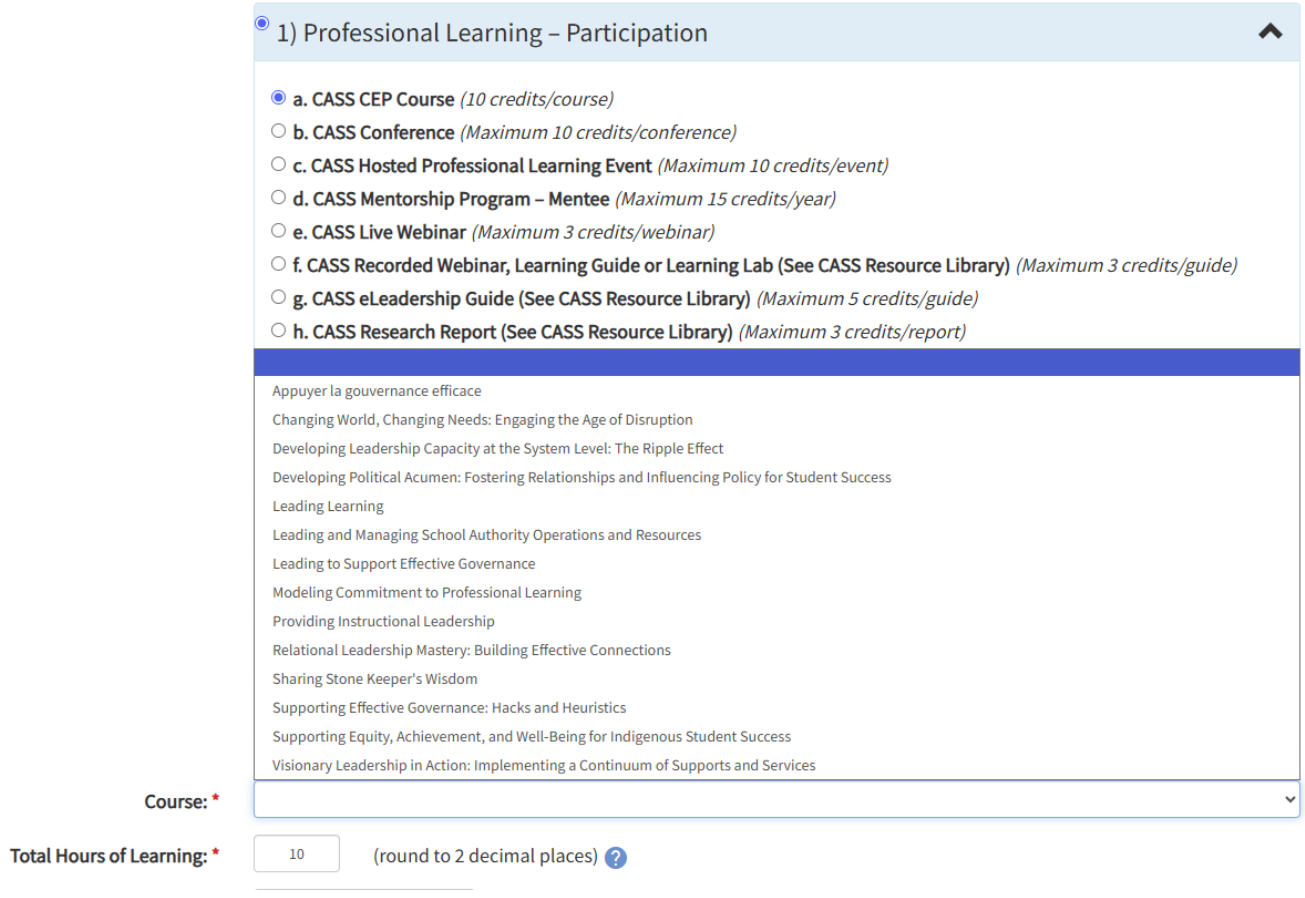
Professional Designation is Confirmed through Digital Badges

Digital Professional Identity: CASS introduced **digital badges** for accreditation, allowing current regulated members and those who retire as members in good standing to visibly demonstrate their commitment to growth and professional standing on public platforms.

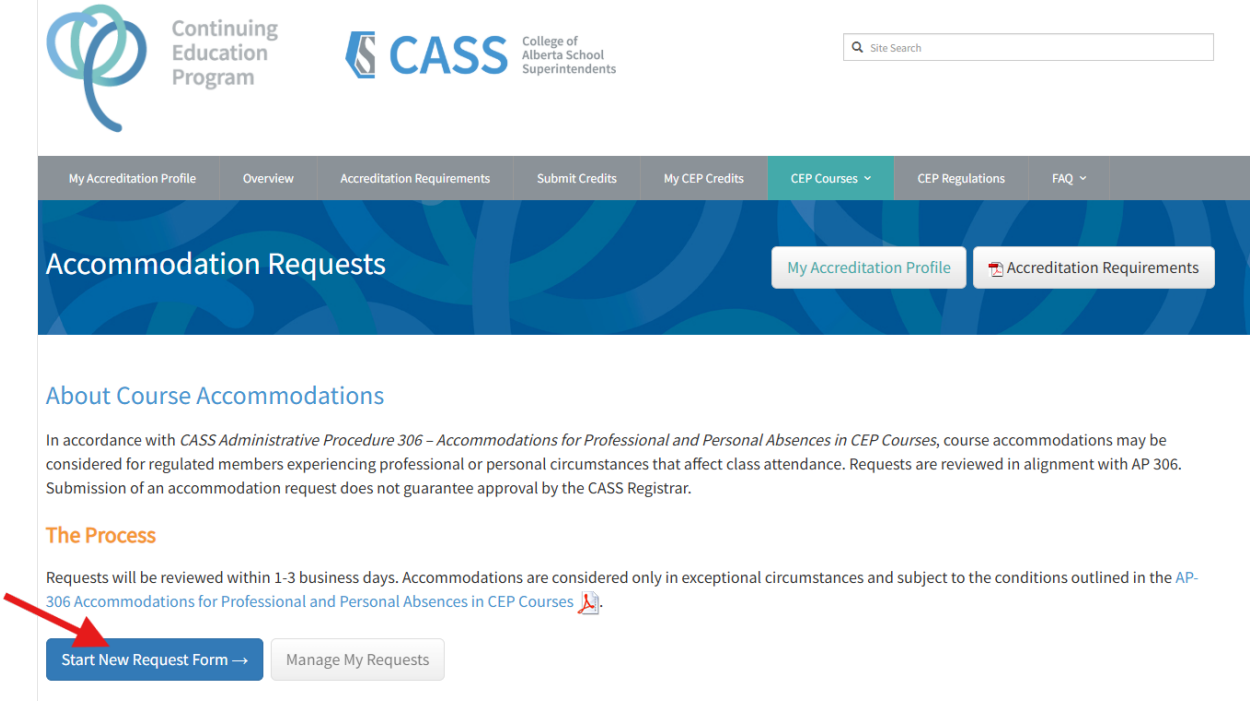




Course-Based Learning: The development of the signature **14-course suite** was completed, including the new offering "Developing Political Acumen: Fostering Relationships and Influencing Policy for Student Success", which supports the development of system education leaders' capacity to understand, navigate, and influence government systems in support of system priorities and student success.



Online Accommodation Request: An online tool was launched to support members facing professional or personal absences during CEP courses.



CASS Hosted Events: 69% of all credits earned through CASS-hosted conferences and coursework, demonstrated the significant contribution of CASS programming to members' ongoing professional learning and development.

Participant comments from the March 2026 Annual Learning Conference learning survey.



CASS CEP Compliance Report

In accordance with the expectations of the *CASS Act* and CASS' Bylaws, policies, and administrative procedures, each regulated member is required to meet the Continuing Education Program (CEP) Standard, which establishes annual and term-related professional learning expectations. Annual attainment of this standard provides assurance in the public interest that regulated members are maintaining and enhancing their professional competencies in alignment with Competency 2 of Alberta's Leadership Quality Standard and Superintendent Leadership Quality Standard. Regulated members are required to earn and

record a minimum of 30 CEP credits annually in their Accreditation Profile during the learning year, September 1 to August 31. As outlined in CASS' Accreditation Standards Chart, one (1) CEP credit is equivalent to one (1) hour of professional learning, subject to the annual maximum allocations specified for each learning category. In addition, regulated members are required to complete five CEP courses within five years of becoming regulated members. These courses, offered through face-to-face or online learning opportunities, contribute toward members' annual CEP credit requirements, and are aligned with Alberta's Leadership Quality Standard and Superintendent Leadership Quality Standard. Together, these requirements reinforce CASS' commitment to continuous professional learning, system education leadership excellence, and accountability in the public interest.

Audit Process

The CASS Registrar conducts an annual audit of regulated members' Accreditation Profiles to ensure compliance with established accreditation standards. To support this process and uphold accountability in the public interest, two verification processes are undertaken. First, the CASS Registrar monitors each regulated member's progress toward meeting annual accreditation requirements throughout the learning year, providing ongoing oversight to verify compliance with the required standards by year-end.

As a second step, 25% of regulated members are selected through a semi-randomized process for a more comprehensive audit of their Accreditation Profiles. This review includes verification of CEP credit entries, confirmation of attendance at CASS professional learning events, examination of supporting documentation, assessment of the relevance of professional learning to system education leadership, and evidence of continued alignment with Alberta's Leadership Quality Standard and Superintendent Leadership Quality Standard. Together, these verification processes provide assurance that regulated members are meeting their CEP obligations and maintaining the professional competencies required under the *CASS Act* to use the protected title "system education leader."

Audit Findings

A year end compliance tracking of all regulated members demonstrated that for the second consecutive year, 100% of regulated members participated within the program with 100% of the membership achieving CEP Accreditation and Competence requirements.

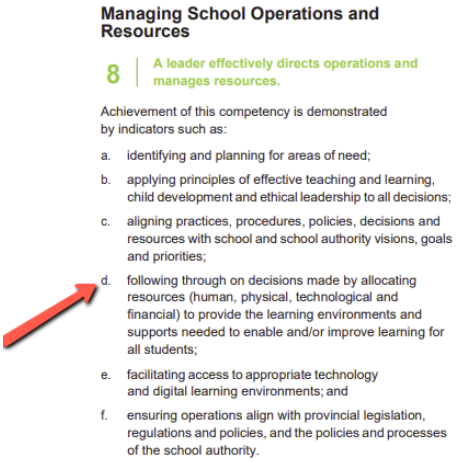
As part of CASS' ongoing commitment to strengthening the integrity, accuracy, and accountability of CEP accreditation reporting, a review of the audit process identified opportunities for improvement. This review informed the following proposed amendments to the existing CEP Accreditation Audit Guidelines and submission requirements, further enhancing the consistency, transparency, and reliability of the accreditation process.

1. For category *1) Professional Learning – Participation / i. SLQS or LQS course (Approved by the Ministry to meet the academic requirement for leadership certification) (Maximum 15 credits/course)*, members will be asked to declare if a LQS or SLQS course was completed. A mandatory proof of completion will be required which can be one or more of the following documents:

- Certificate of Completion issued by the university or approved institution that delivered the program.
- Official transcript showing successful completion of the required coursework with the university name bearing the member's name.
- Alberta Education Leadership or Superintendent Leadership Certificate confirming certification, which can be verified through their TWINS (Teacher Workforce Information System) account.
- Photo of the SLQS/LQS certification identification card.

2. For category *2) Leadership in Mentorship, Teaching, and Presenting / a. Teach LQS or SLQS course (Approved by the Ministry for leadership certification)*, members will be required to submit official documentation from the university or educational institution confirming their role as a professor or course facilitator. The documentation must clearly identify the member by name and specify the course dates, including the year.

3. For categories *5) Verifiable Self-directed Professional Learning and Category 6) Unverifiable Self-directed Professional Learning*, members will be required to identify both the applicable SLQS/LQS competency and the specific indicator from Ministerial Order #016/2026 or the employer's policy framework to which the claimed CEP credits relate.



Managing School Operations and Resources

8 | **A leader effectively directs operations and manages resources.**

Achievement of this competency is demonstrated by indicators such as:

a. identifying and planning for areas of need;

b. applying principles of effective teaching and learning, child development and ethical leadership to all decisions;

c. aligning practices, procedures, policies, decisions and resources with school and school authority visions, goals and priorities;

d. following through on decisions made by allocating resources (human, physical, technological and financial) to provide the learning environments and supports needed to enable and/or improve learning for all students;

e. facilitating access to appropriate technology and digital learning environments; and

f. ensuring operations align with provincial legislation, regulations and policies, and the policies and processes of the school authority.

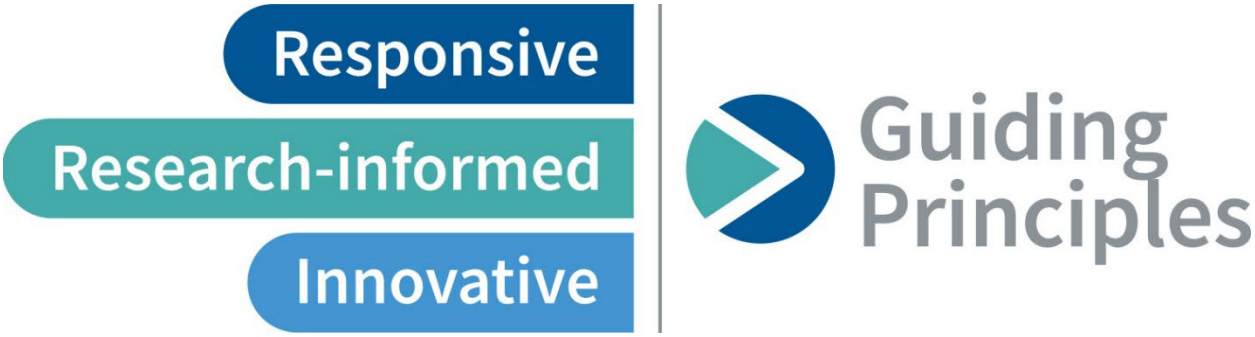
4. For categories *5) Verifiable Self-directed Professional Learning and category 6) Unverifiable Self-directed Professional Learning*, supporting documentation must provide verifiable evidence of participation or attendance and clearly identify the member by name to confirm their involvement in the professional learning activity.

5. For categories *1) Professional Learning – Participation / d. CASS Mentorship Program – Mentee and 2) Leadership in Mentorship, Teaching, and Presenting / b. CASS Mentorship Program – Mentor*, members will be required to submit their signed learning plan for the current year as evidence of participation.

6. For category *1) Professional Learning – Participation / a. CASS CEP Course*, members will be required to submit their CEP course completion certificate.

These changes will be implemented during the 2026-2027 professional learning year, with the goal of streamlining the 2027 accreditation audit process, improving administrative efficiency, and enhancing the accuracy and consistency of reporting and verification.

In 2025–2026, CASS continued to advance the **Continuing Education Program (CEP)** as a cornerstone of professional excellence and accountability for Alberta's regulated system education leaders. Fully implemented in September 2024, the CEP provides a coherent framework for ongoing professional learning aligned with the Leadership Quality Standard and Superintendent Leadership Quality Standard, while supporting CASS' legislated responsibility to strengthen members' knowledge, skills, and professional competence.



Guided by the principles of being **responsive, research-informed, and innovative**, CASS strengthened access to rigorous and relevant learning through conferences, webinars, course-based learning, research, and other professional learning opportunities. The CEP's eight learning outcomes provide a common foundation for professional growth, including critical reflection, evidence-informed decision-making, collaboration, ethical leadership, innovation, and acquiring and applying foundational knowledge about First Nations, Métis and Inuit Peoples.

Building Leadership Capacity Through Political Acumen: In response to the increasingly complex environment in which system education leaders operate, CASS piloted a new **Political Acumen** course designed to build members' capacity to understand, navigate, and influence government systems in support of system priorities and student success. The course reflects CASS' commitment to providing timely, relevant professional learning that responds directly to the evolving realities of system leadership.

Through case-informed discussion and applied learning, participants strengthened their understanding of provincial, municipal, federal, and Indigenous government structures and decision-making processes. The course moved from understanding the political landscape to practical application—helping leaders identify opportunities to inform policy, build productive relationships with elected officials, public servants, and Indigenous partners, and communicate system priorities effectively.

Participants also explored advocacy, media relations, stakeholder communication, and the important distinctions between governance and administration. By integrating context, planning, engagement, and action, the pilot equipped system leaders with practical

strategies to navigate complex environments while remaining aligned with board direction. This responsive approach demonstrates how CASS continues to anticipate emerging leadership needs and strengthen the capacity of members to lead effectively on behalf of their systems and students.



The year also marked an important evolution from implementation toward **measuring impact and continuous improvement**. CASS strengthened member engagement, introduced an annual CEP survey and audit process, and established mechanisms to assess implementation of Alberta's professional practice standards.

Together, these efforts reinforce the CEP as more than an accreditation requirement. It is a sustained commitment to professional growth, leadership excellence, public assurance, and ultimately, optimum learning for all students.



MORE PROFESSIONAL LEARNING TOUCHSTONES

CASS-hosted events provided record-breaking opportunities for connection and shared professional learning.

Conference Momentum: The 2025 Fall Conference and 2026 Annual Learning Conference each drew over 300 delegates, representing the vast majority of Alberta school authorities.

2025 Fall Conference (Calgary): Welcomed **over 380 delegates** and featured **23 Alberta Stories of Practice**.

The 2025 CASS Fall Learning Conference, held November 5–7, 2025 in Calgary, welcomed more than 400 delegates representing 93% of Alberta's school authorities. Professional learning was aligned with the Leadership Quality Standard (LQS) and Superintendent Leadership Quality Standard (SLQS), supporting continued growth in system education leadership.

The conference featured three pre-conference CEP courses, a keynote by Dr. Alec Couros on *Leading in the Age of Generative AI – Promises and Pitfalls*, Communities of Practice, and 24 diverse sessions.



Delegate feedback highlighted collaboration, networking, and connections with colleagues across Alberta as particularly meaningful. AI-focused learning was highly valued, alongside timely and practical content, high-quality HR and People Services sessions, Communities of Practice, diverse session choices, and knowledgeable presenters.

Participants identified continued opportunities for networking, deeper system-focused leadership learning, legal and HR learning, collaborative problem-solving, and advanced AI learning as priorities for future professional growth. Overall, respondents described the conference as exceptionally well organized, highlighting smooth registration, timely communication, strong coordination, and the professionalism and responsiveness of the CASS conference team.

2026 Annual Learning Conference (Edmonton): Attended by **over 300 leaders** (representing 92% of school authorities) and featured **28 stories of practice**.

The 2026 CASS Annual Learning Conference held March 18–20, 2026 in Edmonton, brought together more than 300 delegates representing 90% of Alberta's school authorities. The conference provided system education leaders with professional learning aligned with the Leadership Quality Standard (LQS) and Superintendent Leadership Quality Standard (SLQS).

Three pre-conference CEP courses complemented a program featuring a keynote by Dr. Kerry Bernes, Communities of Practice, and 28 breakout sessions focused on system education leadership. Communities of Practice provided dedicated opportunities for reflection, professional dialogue, networking, and shared problem-solving among colleagues in similar roles.

Delegate feedback reflected the conference's strong impact. Participants particularly valued collaboration and peer learning, practical strategies they could apply within their school authorities, timely and relevant sessions, interactive learning, and opportunities to learn from professional practice across Alberta. Respondents also reported gaining new ideas and perspectives that contributed to their professional growth.



Feedback further highlighted the conference's strong organization, smooth registration and communications, welcoming new venue, and the professionalism and responsiveness of the CASS team.

Trades and Technologies Summit: The third annual summit, "Pathways to Possibility," brought together 200 participants at SAIT to bridge the gap between K-12 learning and industry needs.



The summit, hosted by CASS and the TAVE Committee on April 28–29, 2026 at SAIT in Calgary, brought together 191 participants from school authorities, government, post-secondary institutions, industry, and partner organizations. Guided by the TAVE Strategic Framework and the theme *Pathways to Possibility: Inspiring Alberta Students' Futures*, the Summit focused on strengthening career education pathways through shared responsibility, collaboration, and system leadership.



Participants engaged in keynote presentations, panel discussions, Alberta stories of practice, and 36 breakout sessions, tours, and collaborative learning experiences involving 72 presenters and contributing speakers. Sessions explored innovative approaches to skilled trades and technologies, experiential learning, partnerships, and strategies for creating connected pathways between K–12 education, post-secondary, industry, and community partners.



Participant feedback was highly positive, with 67% strongly agreeing and 33% agreeing that the Summit strengthened their understanding of pathways supporting student exploration, engagement, and experience. Participants particularly valued networking, Alberta stories of practice, practical strategies, meaningful dialogue, and opportunities to strengthen system-level planning.



The Summit reinforced provincial momentum toward coordinated leadership, innovative partnerships, and responsive career pathways that prepare Alberta students for diverse and meaningful futures.

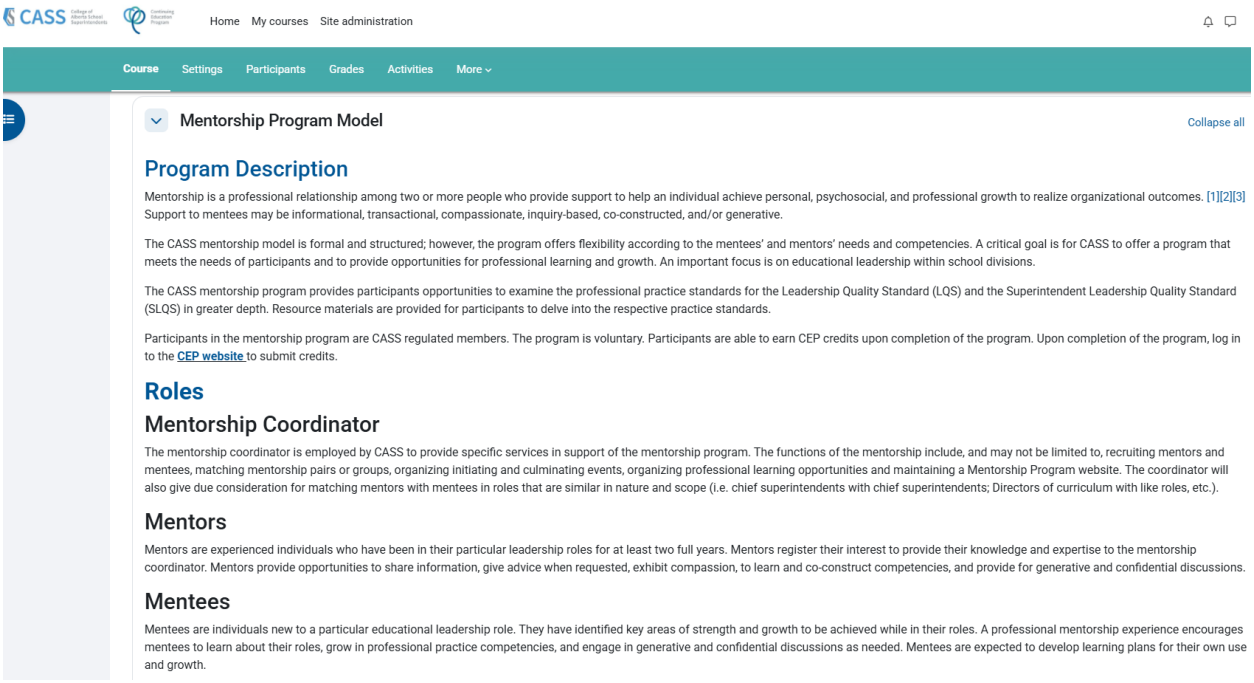
Communities of Practice (CoP): Purposefully designed CoP sessions remained the most valued conference feature, allowing leaders in curriculum, inclusive education, and HR to engage in disciplined dialogue. The CoPs were refreshed in January 2026, including the addition of a new **Deputy Superintendents** CoP.

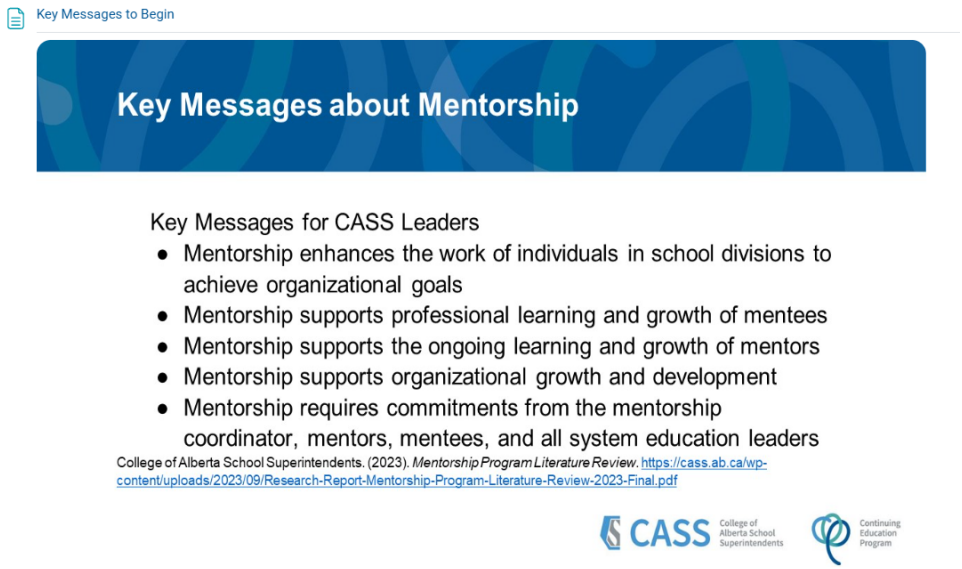
CASS Community of Practice
SAMPLE YEAR PLAN

Community of Practice Date & Time	Description of Activity	Supporting Resources
CASS Fall Conference - November	• Convene your Community of Practice group during the CoP session at this conference. • Use the *CASS Community of Practice Planning Tool* and the *Community of Practice Guide* to draft the purpose statement for your group. • Begin to develop your collaborative plan for the year. • Decide if you will meet between conferences. Schedule these meetings and block them in your calendar. • Designate a recorder to contribute to the CASS Prospective after your discussion.	• CASS Communities of Practice Guide • CASS Communities of Practice Planning Tool • CASS Communities of Practice website
Between Conferences - as decided by your CoP group	• Convene meetings of your Community of Practice as outlined in your collaborative plan. • Use the CASS Community of Practice Planning Tool and The Community of Practice Guide to support your work. • Put your collaborative plan into action. • Encourage colleagues who did not attend the Fall Conference to join your CoP.	
CASS Annual Learning Conference - March	• Plan to engage with your Community of Practice in person during the CoP session at this conference. • Consider embedding some reflective practice into this session and adjust your collaborative plan as required based on that reflection. • Decide if you will meet again during the remaining months of the year. Schedule these meetings and block them in your calendar. • Consider whether or not you want this CoP group and purpose statement to continue meeting next year. • Designate a recorder to contribute to the CASS Prospective after your discussion.	

CASS College of Alberta School Superintendents Continuing Education Program

Mentorship Milestones: The Mentorship Program orientation in Nisku welcomed over 30 new leaders, initiating matches that provide ongoing support through the Moodle resource site.



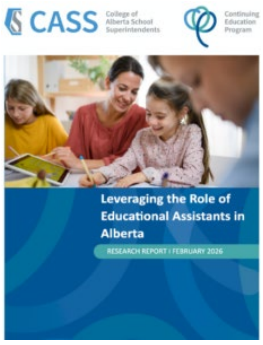




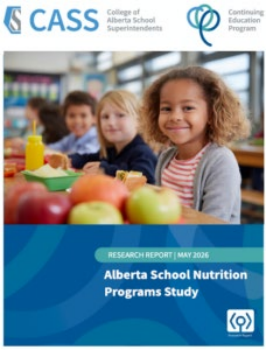
LEADING THROUGH RESEARCH

CASS is a legislatively empowered professional body that builds the capacity of system education leaders to ensure optimal learning for all students in the public K–12 education system. Section 5, b, ii of the *CASS Act* (2023) confirms CASS' responsibility to improve the teaching profession and leadership of the education system by carrying out research and publishing materials designed to maintain and improve the competence of members. These research studies serve to spark curiosity, inform learning, and impact decision-making processes.

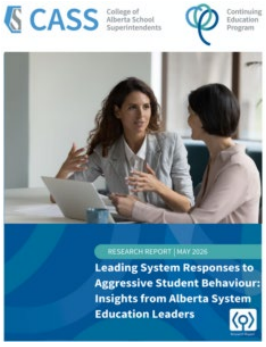
CASS leadership consultants designed timely research projects in support of our legislated mandate. This work generated system-level insights for school authorities across the province.



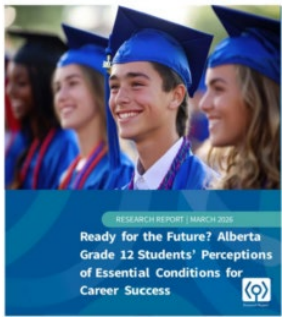
Educational Assistant (EA) Impact: A major study, "**Leveraging the Role of Educational Assistants in Alberta**," provided guidance on recruitment, retention, and collaborative practices in complex learning environments. The study (published Feb 2026) identified strategies for recruitment and retention in complex classrooms.



School Nutrition: The "**Alberta School Nutrition Programs 2026**" report identified how nutrition has shifted from a wellness focus to a critical response to food insecurity, emphasizing the need for coordinated, community-responsive approaches. The report (published May 2026) revealed a shift in programs from wellness initiatives to critical responses to food insecurity.



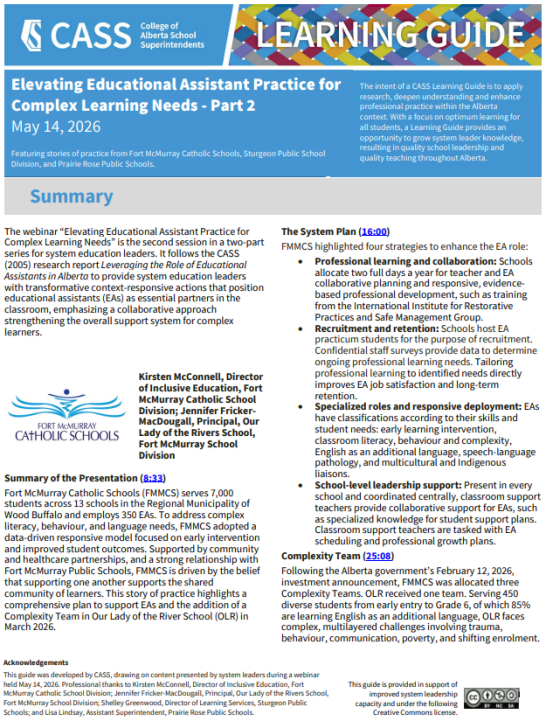
Managing Aggressive Student Behaviour: A qualitative study "**Leading System Responses to Aggressive Student Behaviour: Insights from Alberta System Education Leaders**" (published May 2026) and subsequent Learning Lab provided leaders with strategies to shift from reactive crisis response to proactive system design grounded in compassion and coherence.



Grade 12 Success and Career Pathways: CASS engaged over 5,400 students in the "**Ready for the Future?**" survey, finding that career thinking is most influenced by relational support and real-world experiences. The study engaged **5,452 Grade 12 students**, finding that career thinking is most influenced by family and teachers.

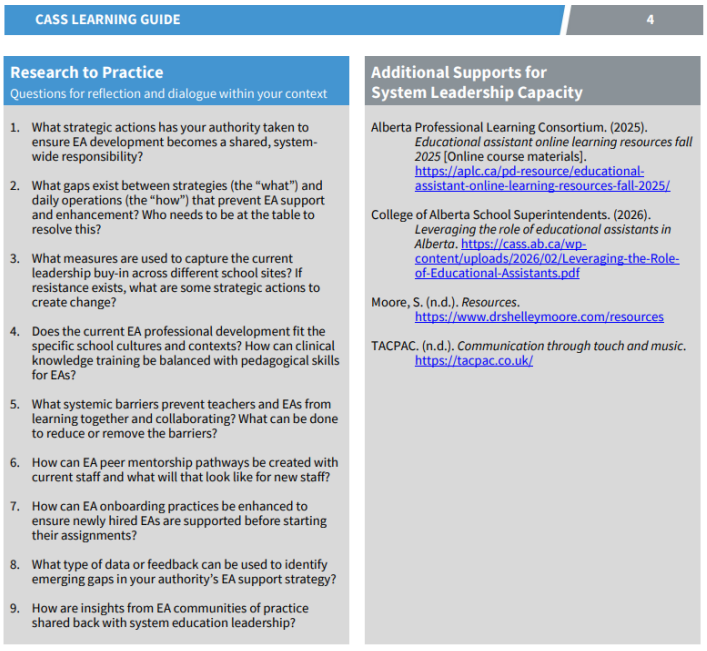
Learning Guides: Translating Research into Practice

To support the practical application of research and professional learning, CASS produced ten new Learning Guides during the year. Developed to complement CASS research findings and associated webinars, the guides help bridge the gap between research and practice by providing system education leaders with accessible resources that can be used individually or collaboratively with leadership teams.


CASS College of Alberta School Superintendents
LEARNING GUIDE
Elevating Educational Assistant Practice for Complex Learning Needs - Part 2
May 14, 2026
Featuring stories of practice from Fort McMurray Catholic Schools, Sturgeon Public School Division, and Prairie Rose Public Schools.
The intent of a CASS Learning Guide is to apply research, deepen understanding and enhance professional practice within the Alberta context. With a focus on optimum learning for all students, a Learning Guide provides an opportunity to grow system leader knowledge, resulting in quality school leadership and quality teaching throughout Alberta.
Summary
The webinar "Elevating Educational Assistant Practice for Complex Learning Needs" is the second session in a two-part series for system education leaders. It follows the CASS (2005) research report *Leveraging the Role of Educational Assistants in Alberta* to provide system education leaders with transformative context-responsive actions that position educational assistants (EAs) as essential partners in the classroom, emphasizing a collaborative approach strengthening the overall support system for complex learners.
Kirsten McConnell, Director of Inclusive Education, Fort McMurray Catholic School Division; Jennifer Fricker-MacDougall, Principal, Our Lady of the Rivers School, Fort McMurray School Division
Summary of the Presentation (8:33)
Fort McMurray Catholic Schools (FMMCS) serves 7,000 students across 13 schools in the Regional Municipality of Wood Buffalo and employs 350 EAs. To address complex literacy, behaviour, and language needs, FMMCS adopted a data-driven responsive model focused on early intervention and improved student outcomes. Supported by community and healthcare partnerships, and a strong relationship with Fort McMurray Public Schools, FMMCS is driven by the belief that supporting one another supports the shared community of learners. This story of practice highlights a comprehensive plan to support EAs and the addition of a Complexity Team in Our Lady of the River School (OLR) in March 2026.
The System Plan (16:00)
FMMCS highlighted four strategies to enhance the EA role:
- **Professional learning and collaboration:** Schools allocate two full days a year for teacher and EA collaborative planning and responsive, evidence-based professional development, such as training from the International Institute for Restorative Practices and Safe Management Group.
- **Recruitment and retention:** Schools host EA practicum students for the purpose of recruitment. Confidential staff surveys provide data to determine ongoing professional learning needs. Tailoring professional learning to identified needs directly improves EA job satisfaction and long-term retention.
- **Specialized roles and responsive deployment:** EAs have classifications according to their skills and student needs: early learning intervention, classroom literacy, behaviour and complexity, English as an additional language, speech-language pathology, and multicultural and Indigenous liaisons.
- **School-level leadership support:** Present in every school and coordinated centrally, classroom support teachers provide collaborative support for EAs, such as specialized knowledge for student support plans. Classroom support teachers are tasked with EA scheduling and professional growth plans.

Complexity Team (25:08)
Following the Alberta government's February 12, 2026, investment announcement, FMMCS was allocated three Complexity Teams. OLR received one team. Serving 450 diverse students from early entry to Grade 6, of which 85% are learning English as an additional language, OLR faces complex, multilayered challenges involving trauma, behaviour, communication, poverty, and shifting enrolment.
Acknowledgements
This guide was developed by CASS, drawing on content presented by system leaders during a webinar held May 14, 2026. Professional thanks to Kirsten McConnell, Director of Inclusive Education, Fort McMurray Catholic School Division; Jennifer Fricker-MacDougall, Principal, Our Lady of the Rivers School, Fort McMurray School Division; Shelley Greenwood, Director of Learning Services, Sturgeon Public Schools; and Lisa Lindsay, Assistant Superintendent, Prairie Rose Public Schools.
This guide is provided in support of improved system leadership capacity and under the following Creative Commons license.

Each Learning Guide is designed to extend professional learning beyond a single research report or webinar by encouraging deeper reflection, professional dialogue, and consideration of how emerging evidence can inform local leadership practice. The guides provide a structure for leadership teams to explore key findings, consider their implications within their own school authority context, and identify opportunities for action and continued learning.


CASS LEARNING GUIDE 4
Research to Practice
Questions for reflection and dialogue within your context
1. What strategic actions has your authority taken to ensure EA development becomes a shared, system-wide responsibility?
2. What gaps exist between strategies (the "what") and daily operations (the "how") that prevent EA support and enhancement? Who needs to be at the table to resolve this?
3. What measures are used to capture the current leadership buy-in across different school sites? If resistance exists, what are some strategic actions to create change?
4. Does the current EA professional development fit the specific school cultures and contexts? How can clinical knowledge training be balanced with pedagogical skills for EAs?
5. What systemic barriers prevent teachers and EAs from learning together and collaborating? What can be done to reduce or remove the barriers?
6. How can EA peer mentorship pathways be created with current staff and what will that look like for new staff?
7. How can EA onboarding practices be enhanced to ensure newly hired EAs are supported before starting their assignments?
8. What type of data or feedback can be used to identify emerging gaps in your authority's EA support strategy?
9. How are insights from EA communities of practice shared back with system education leadership?

Additional Supports for System Leadership Capacity
Alberta Professional Learning Consortium. (2025). *Educational assistant online learning resources fall 2025* [Online course materials]. https://aplc.ca/pd-resource/educational-assistant-online-learning-resources-fall-2025/
College of Alberta School Superintendents. (2026). *Leveraging the role of educational assistants in Alberta*. https://cass.ab.ca/wp-content/uploads/2026/02/Leveraging-the-Role-of-Educational-Assistants.pdf
Moore, S. (n.d.). *Resources*. https://www.drshelleymoore.com/resources
TACPAC. (n.d.). *Communication through touch and music*. https://tacpac.co.uk/

The new Learning Guides contribute to CASS' growing collection of resources designed to strengthen the professional practice of system education leaders and support ongoing implementation of the Leadership Quality Standard (LQS) and Superintendent Leadership Quality Standard (SLQS).

All Learning Guides are available through the CASS Resource Library, alongside research reports, webinar recordings, and other resources that members can access to support individual and collective professional growth.

ADVANCING TRUTH, RECONCILIATION, AND INDIGENOUS EDUCATION

Reconciliation remained a central, year-round commitment through CASS programming and cultural collaboration.

The 10th Annual Indigenous Education Gathering: The tenth annual CASS First Nations, Métis and Inuit Education Gathering, *Kwayask-wastâsowin for Student Success*, brought together **436 participants** at the River Cree Resort in Enoch from April 22–24, 2026, including **41 Elders and 17 superintendents**. Survey results demonstrated a very high level of participant satisfaction and indicated that the Gathering successfully achieved its four learning goals related to foundational knowledge, capacity building, engagement with Indigenous communities, and leadership for reconciliation.





Participants reported that the Gathering deepened their understanding of Indigenous histories, treaties, languages, cultural teachings and contemporary realities while strengthening their commitment to Truth and Reconciliation. Learning directly from Elders, Knowledge Carriers, Indigenous educators, students and community members was particularly valued, alongside practical resources and promising practices that could be applied within schools and systems.

Importantly, participants demonstrated a strong commitment to moving **from learning to action** by strengthening relationships with Indigenous communities, embedding Indigenous perspectives into leadership and educational practice, sharing learning with colleagues, and supporting culturally responsive environments. Feedback will inform future Gatherings, with

participants seeking additional Indigenous-led learning, practical application, networking, land-based learning, and opportunities to hear student and youth voices.

Honouring First Nations Presence Through Grand Entry: Flying a First Nations flag as part of the Grand Entry at the Indigenous Education Gathering provides a visible expression of respect, recognition, and relationship. The flag acknowledges First Nations peoples, their enduring presence, cultures, histories, and connections to the lands on which participants gather. Incorporated into the Grand Entry, it helps establish a respectful ceremonial opening and reinforces the importance of Indigenous leadership and perspectives throughout the Gathering. Its presence also reflects CASS' commitment to advancing reconciliation through meaningful actions that honour Indigenous peoples and strengthen relationships. The flag serves as a powerful visual reminder that reconciliation is grounded in recognition, respect, learning, and relationship-building.



Elder Sponsorship and Protocol: CASS expanded its Elder sponsorship model, fully funding registration and accommodation for 12 Elders to ensure their knowledge remains integral to the College's learning events.





Cultural Protocol Webinar Series: As part of its ongoing commitment to Truth and Reconciliation, CASS developed a **three-part Indigenous Cultural Protocol Webinar Series** to strengthen system education leaders' understanding of respectful engagement, cultural protocols, and relationship-building with First Nations, Métis and Inuit Peoples and communities. Guided by the CASS First Nations, Métis and Inuit Education Action Committee, the series built upon findings from CASS' 2024 Indigenous cultural protocol study and emphasized reciprocity, humility, trust, and ongoing learning.

Through Indigenous perspectives, stories, reflection, and practical guidance, participants explored protocol awareness, relationship-centred leadership, community engagement, and culturally responsive practices. The series encouraged leaders to move beyond acknowledgement toward **meaningful and sustained relationships**, including deepening the relevancy of land acknowledgements, recognizing the value of Indigenous knowledge and intellectual property, and embedding practices that honour cultural protocol within organizational policies, processes, leadership, and financial structures.

Complementary learning guides were also developed and made available as ongoing professional learning resources, extending the impact of the webinar series and supporting leaders in translating learning into sustained system-level practice.

This three-part series brought together Elders and system leaders to move beyond land acknowledgments toward lived, sustained practice.

Indigenous Education Toolkits: The "Guide to Relationships and Learning with the Indigenous Peoples of Alberta" continued to serve as a foundational digital resource for leadership teams across the province.

Land Acknowledgement Project: CASS' **Land Acknowledgement** Project brought members and school authorities together in a meaningful expression of respect, relationship, and reconciliation. School authorities from across Alberta contributed photographs reflecting the lands, communities, and places they serve, while CASS members lent their voices to bring the acknowledgement to life. The resulting video combines shared imagery and narration to recognize the enduring presence, histories, cultures, and contributions of First Nations, Métis and Inuit Peoples. Through this collaborative project, CASS demonstrated that land acknowledgement can extend beyond words, becoming a shared act of learning, reflection, gratitude, and commitment to strengthening respectful relationships across Alberta's education system.



CONDITIONAL GRANT HIGHLIGHTS

Through **Conditional Grant #2025-0001**, CASS significantly expanded its capacity to respond to emerging provincial priorities while strengthening the professional growth and leadership capacity of system education leaders across Alberta. The grant supported **five major deliverables and 18 associated priority actions**, creating a coordinated approach to professional learning, research, resource development, and system improvement.

The work addressed some of the most pressing priorities facing Alberta's education system, including **workforce recruitment and retention, curriculum implementation, literacy and numeracy achievement, student mental health and well-being, Indigenous education, career pathways, dual credit programming, and collegiate education**. Through research studies, webinars, learning guides, conferences, learning labs, and communities of practice, CASS connected evidence with practice and created meaningful opportunities for system leaders to learn collaboratively and strengthen local and provincial responses. The initiatives also engaged thousands of Grade 12 students through career pathways research, ensuring student perspectives contributed to understanding future education and workforce needs.

Importantly, the grant enabled CASS to remain **responsive and adaptable in a rapidly changing educational environment**. Despite labour disruptions, operational pressures, and evolving provincial policy directions, the work produced practical leadership tools, meaningful resources, and stronger professional networks. It also identified opportunities for continued provincial coordination, expanded professional learning, strengthened partnerships, and future research.

Collectively, this investment strengthened the sustainability and implementation of Alberta's **Leadership Quality Standard and Superintendent Leadership Quality Standard** while reinforcing CASS' role in building coherent, evidence-informed system leadership. The outcomes demonstrate the value of strategic collaboration between CASS and Alberta Education and Childcare in translating provincial priorities into professional learning and practical action—ultimately strengthening leadership capacity and supporting **optimum learning opportunities for all Alberta students**. The final report that was submitted to the Ministry outlined outcomes achieved within five grant deliverables as follows:

Deliverable 1: Excellence in System Leader Professional Practice

- **Recruitment and Retention:** This section highlights successful models such as **Evergreen Catholic's "4E Cycle"** for rural recruitment and **Aspen View's "pyramid of intervention"** for teacher support.

- **New Curriculum Implementation:** Insights from nine participating school authorities emphasize the value of **"curriculum cafés"** and **"mobile curriculum teams"** that provide real-time classroom coaching.

- **School Nutrition:** The report details the **"Alberta School Nutrition Programs Study"** (released April 28, 2026), which identified that programs are increasingly

shifting from wellness initiatives to critical responses to **food insecurity**.

- **Aggressive Student Behaviour:** Features the study **"Leading System Responses to Aggressive Student Behaviour,"** published in May 2026, which moved leaders from reactive crisis management toward proactive system design.

Deliverable 2: Inclusive Education and Specialized Supports

- **Educational Assistant (EA) Impact:** Highlights the study **"Leveraging the Role of Educational Assistants in Alberta"** (February 2026), which provides "grow your own" recruitment strategies and models for teacher-EA collaboration.

- **Mental Health:** Details a five-session virtual series, **"Creating Space for Shared Learning in Mental Health,"** that drew participants from all six CASS zones.

Deliverable 3: Success for First Nations, Métis, and Inuit Students

- **10th Annual Indigenous Education Gathering:** This story centers on the theme **"Kwayask-wastâsowin"** (making things right) and the record participation of over **250 Indigenous partners** and **10 sponsored Elders** at the event in Enoch.

- **Cultural Protocol:** Details a three-part webinar series that helped leaders move from land acknowledgments to **lived, sustained practice**.

Deliverable 4: Success for Students Through Career Pathways

- **Student Voice Research:** A major highlight is the **"Ready for the Future?" study**, which captured the voices of **5,452 Grade 12 students** regarding their career readiness and the influence of relational supports.

- **Skilled Trades Summit:** Details the **3rd Annual Summit at SAIT** (April 2026), which drew nearly 200 participants and 75 speakers to explore "Pathways to Possibility".

Deliverable 5: Supporting Collegiate Education

- **Collegiate Showcases:** Features the **"Designing Futures"** showcase at the Fall Conference and the **"Advancing Implementation"** lab in March 2026, which solidified a provincial network for Alberta's established and emerging collegiate schools.



COLLECTIVE CARE AND CELEBRATING LEADERSHIP

CASS Connection: Sharing Leadership, Learning and Practice Across Alberta: Published twice annually in the fall and spring, *The CASS Connection* is the official magazine of the College of Alberta School Superintendents and an important platform for sharing the knowledge, experiences, and leadership practices of Alberta's system education leaders.

Each edition is centred around a timely leadership theme that invites members to share their experiences, promising practices, and perspectives.



The **Fall 2025 edition, "Leading with Passion,"** celebrated the commitment and purpose that inspire system education leaders in their work—highlighting how passion can strengthen relationships, inspire others, sustain leadership through challenges, and ultimately contribute to student success.



The **Spring 2026 edition, "Leading Towards Unity in Education,"** continued this professional dialogue by showcasing collaboration, shared leadership, student voice, community partnerships, and professional learning across Alberta's education system.

Through its bi-annual publication, CASS extends professional learning beyond conferences and meetings, highlighting member voice and connecting promising practices across Alberta.

The CASS Connection helps strengthen a shared professional community while showcasing the leadership, innovation, and collective commitment of system education leaders to optimum learning for all students.

Annual traditions reinforced the strength of the professional community and the legacy of its members.



Celebrating Excellence: Dr. Clint Moroziuk, superintendent for Greater St. Albert Catholic Schools was named Alberta's 2026 recipient of the EXL Award, recognized for his provincial and national contributions to system leadership.

Retirement Banquet: The annual formal banquet in March honoured retirees of the 2025/26 school year, celebrating careers that shaped education across Alberta.



Philanthropy: In place of holiday cards and honoraria, CASS made significant donations to Santa's Anonymous, the Salvation Army, STARS Air Ambulance, the Stollery Children's Hospital, and SAIT's I.G. Lewis Student Emergency Fund.

CASS Member Spotlight: This recurring CASS Connects e-newsletter featured the diverse leadership journeys of members, such as Dr. Ryan Sawula, Dr. Andrea Holowka, and Ron Eberts, Alberta's longest-serving active CASS member.

Annual traditions reinforced the professional community's legacy and its commitment to philanthropy.

FINANCIAL STATEMENTS



CASS reported total revenues of **$4,968,947** and expenditures of **$4,850,588**, resulting in an operating surplus of **$118,359**. As of July 1, 2026, total reserves stood at **$1,421,302**, including funds designated for legal, operational, and future educational support purposes.

The audit identified no deficiencies in internal controls or financial processes, reaffirming CASS' commitment to responsible financial management.

The 2025–2026 Audited Financial Statements were reviewed and approved by the Audit and Risk Management Committee and the Board of Directors in October 2026.

COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS

Financial Statements

For The Year Ended June 30, 2026

METRIX GROUP LLP
CHARTERED PROFESSIONAL ACCOUNTANTS

INDEPENDENT AUDITORS' REPORT

To the Members of College of Alberta School Superintendents

Opinion

We have audited the financial statements of College of Alberta School Superintendents (the College), which comprise the statement of financial position as at June 30, 2026, and the statements of operations, changes in net assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2026, and its results of operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditors' Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the College in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Information

Management is responsible for the other information. The other information comprises the information included in the Annual Report, but does not include the financial statements and our auditors' report thereon. The Annual Report is expected to be made available to us after the date of this auditors' report. Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

(continues)

In preparing the financial statements, management is responsible for assessing the College's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the College or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the College's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College’s internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management’s use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the College’s ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the College to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

METRIX GROUP LLP

Chartered Professional Accountants

Edmonton, Alberta
October 1, 2026

COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS

Statement of Financial Position

As At June 30, 2026

	2026	2025
ASSETS		
CURRENT		
Cash and cash equivalents *(Note 2)*	**$ 902,064**	$ 1,291,068
Investments *(Note 3)*	**1,201,586**	934,000
Receivables *(Note 4)*	**54,979**	37,703
Prepaid expenses	**121,471**	181,503
	$ 2,280,100	$ 2,444,274
LIABILITIES		
CURRENT		
Accounts payable and accrued liabilities	**$ 116,742**	$ 48,460
Goods and Services Tax payable	**100,839**	3,071
Deferred contributions *(Note 5)*	**190,283**	630,927
Deferred revenue *(Note 6)*	**450,934**	458,873
	858,798	1,141,331
NET ASSETS		
Unrestricted net assets	**721,302**	802,943
Internally restricted net assets *(Note 7)*	**700,000**	500,000
	1,421,302	1,302,943
	$ 2,280,100	$ 2,444,274

ON BEHALF OF THE BOARD:

_____ *Director*

_____ *Director*

The accompanying notes are an integral part of these financial statements.

COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS

Statement of Operations

For The Year Ended June 30, 2026

	2026	2025
REVENUE		
Grants *(Note 8)*	**$ 3,033,766**	$ 2,545,839
Conference and workshop registrations	**1,191,181**	1,159,598
Membership fees	**631,550**	627,273
Interest	**53,345**	47,716
Contracted services (*Schedule 1*)	**34,837**	42,847
Rent	**14,879**	14,879
Royalties	**5,154**	4,147
Other	**4,235**	4,212
	4,968,947	4,446,511
EXPENSES		
Salaries, wages and benefits	**2,619,510**	2,651,427
Conferences and workshops	**894,913**	653,614
Consulting fees	**834,381**	339,501
Travel	**193,781**	109,955
Office lease	**64,073**	50,548
Office supplies	**59,526**	75,967
President's jurisdiction honorarium	**45,000**	45,000
Meetings	**32,392**	30,201
CASSA membership	**22,500**	22,440
Advertising and promotion	**20,998**	16,793
Contracted services	**20,749**	4,528
Professional fees	**15,653**	15,002
Bank charges	**12,127**	2,287
Training	**10,358**	12,001
Insurance	**3,127**	3,041
Scholarship	**1,500**	1,500
CASSA representative	**-**	1,402
	4,850,588	4,035,207
EXCESS OF REVENUE OVER EXPENSES	**$ 118,359**	$ 411,304

The accompanying notes are an integral part of these financial statements.

COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS

Statement of Changes in Net Assets

For The Year Ended June 30, 2026

	Unrestricted Net Assets	Restricted Net Assets *(Note 7)*	**2026**	2025
BALANCE, BEGINNING OF YEAR	$ 802,943	$ 500,000	**$ 1,302,943**	$ 891,639
Excess of revenue over expenses	118,359	-	**118,359**	411,304
Transfers	(200,000)	200,000	**-**	-
BALANCE, END OF YEAR	$ 721,302	$ 700,000	**$ 1,421,302**	$ 1,302,943

The accompanying notes are an integral part of these financial statements.

COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS
Statement of Cash Flows
For The Year Ended June 30, 2026

	2026	2025
OPERATING ACTIVITIES		
Excess of revenue over expenses	**$ 118,359**	$ 411,304
Changes in non-cash working capital:		
Receivables	**(17,276)**	7,014
Accounts payable and accrued liabilities	**68,282**	(15,236)
Goods and Services Tax recoverable	**97,768**	8,233
Deferred contributions	**(440,644)**	604,936
Prepaid expenses	**60,032**	(67,778)
Deferred revenue	**(7,939)**	(143,948)
	(239,777)	393,221
	(121,418)	804,525
INVESTING ACTIVITIES		
Purchase of investments	**(1,201,586)**	(934,000)
Redemption of investments	**934,000**	916,085
Cash flow used by investing activities	**(267,586)**	(17,915)
INCREASE (DECREASE) IN CASH FLOW	**(389,004)**	786,610
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	**1,291,068**	504,458
CASH AND CASH EQUIVALENTS - END OF YEAR *(Note 2)*	**$ 902,064**	$ 1,291,068

The accompanying notes are an integral part of these financial statements.

NATURE OF OPERATIONS

The College of Alberta School Superintendents (the "College") is a professional regulatory body for system education leaders as described in the College of Alberta School Superintendents Act (September 2022). The College is the voice of system educational leaders, providing leadership, expertise, and advocacy to improve, promote, and champion student success.

The College is a not-for-profit organization incorporated under the *Alberta Societies Act* and, as such, is exempt from income taxes.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

The financial statements were prepared in accordance with Canadian accounting standards for not-for-profit organizations.

Cash and Cash Equivalents

Cash and cash equivalents include items that are readily convertible to known amounts of cash, are subject to an insignificant risk of change in value, and have a maturity of 90 days or less at acquisition.

Tangible Capital Assets

Tangible capital assets with original cost in excess of $5,000 are capitalized. No capital assets in excess of $5,000 were purchased in 2026 or 2025.

Revenue Recognition

The College follows the deferral method of accounting for contributions. Restricted contributions for operating expenses are recognized as revenue in the year in which the related expenses are incurred. Unrestricted contributions are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

Membership and conference fee revenue are recognized in the period it relates to. Memberships are for a one-year period.

Contracted service fees are recognized as revenue in the year in which the service is provided.

Interest income is recognized as revenue when earned.

Use of Estimates

The preparation of financial statements in accordance with Canadian accounting standards for not-for-profit organizations requires management to make estimates and assumptions that affect the recorded amounts of assets and liabilities, the disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. All estimates are reviewed periodically and adjustments are made to the statements of operations as appropriate in the year they become known.

(continues)

1. **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(continued)*

Contributed Goods and Services

Volunteers may contribute a time each year to assist the College in carrying out its service delivery activities. Due to the difficulty of determining their fair value, contributed services are not recognized in the financial statements.

Financial Instruments

Measurement of financial instruments

The College initially measures its financial assets and financial liabilities at fair value adjusted by, in the case of a financial instrument that will not be measured subsequently at fair value, the amount of transaction costs directly attributable to the instruments.

The College subsequently measures all its financial assets and financial liabilities at amortized cost, except for investments in equity instruments that are quoted in an active market, which are measured at fair value. Changes in fair value are recognized in net income.

Financial assets measured at amortized cost include cash and cash equivalents and receivables.

Financial liabilities measured at amortized cost include accounts payable and accrued liabilities.

The College has no financial assets measured at fair value.

Impairment

Financial assets measured at cost are tested for impairment when there are indicators of impairment. The amount of the write-down is recognized in net income. The previously recognized impairment loss may be reversed to the extent of the improvement, directly or by adjusting the allowance account, provided it is no greater than the amount that would have been reported at the date of the reversal had the impairment not been recognized previously. The amount of the reversal is recognized in net income.

2. **CASH AND CASH EQUIVALENTS**

	2026	2025
Savings account	**$ 619,263**	$ 931,579
Alberta Regional Professional Development Consortia account	**230,028**	204,054
Operating account	**90,329**	199,057
Zone 2/3 trust funds	**(31,994)**	(35,441)
Zone 5 trust funds	**(5,562)**	(8,181)
	$ 902,064	$ 1,291,068

3. **INVESTMENTS**

Investments are comprised of Guaranteed Investment Certificates bearing interest at rates ranging between 2.25% and 3.10% (2025 - 3.00% and 3.80%) and maturing between September 2026 and May 2027.

4. RECEIVABLES

	2026	2025
Trade	**$ 42,473**	$ 17,392
Accrued interest	**12,506**	20,311
	$ 54,979	$ 37,703

5. DEFERRED CONTRIBUTIONS

Deferred contributions represents unspent externally restricted grant funding that is to be utilized in accordance with the applicable grant agreements. The changes during the year are as follows:

	2026	2025
Balance, beginning of year	**$ 630,927**	$ 25,991
Grants received:		
Superintendent Leadership Quality Standard	**337,221**	879,534
Interest earned on grant funding	**10,686**	6,362
	978,834	911,887
Amounts recognized as grant revenue during the year	**(788,551)**	(280,960)
Balance, end of year	**$ 190,283**	$ 630,927
Deferred contributions are comprised of the following:		
Career Education Teacher Training	**$ 124,755**	$ 500,546
Superintendent Leadership Quality Standard	**65,528**	130,381
	$ 190,283	$ 630,927

6. DEFERRED REVENUE

	2026	2025
Alberta Regional Professional Development Consortia	**$ 236,049**	$ 185,738
Registration fees	**214,885**	273,135
	$ 450,934	$ 458,873

7. INTERNALLY RESTRICTED NET ASSETS

	2026	2025
Future educational support reserve	**$ 400,000**	$ 200,000
Operational reserve	**200,000**	200,000
Legal reserve	**100,000**	100,000
	$ 700,000	$ 500,000

Reserves are appropriations of unrestricted net assets and are established at the discretion of the Board of Directors.

The Operational reserve is comprised of funds set aside to ensure the continued operation of the College in the event of a funding shortfall.

The Legal reserve is comprised of funds set aside for legal proceedings.

The Future Educational Support reserve is comprised of funds set aside for future certification updates and services.

8. GRANTS

	2026	2025
Alberta Education (*Schedule 1*)	**$ 2,245,215**	$ 2,264,879
Superintendent Leadership Quality standard	**404,571**	277,312
Career Education Teacher Training	**383,980**	3,648
	$ 3,033,766	$ 2,545,839

9. CONTRACTUAL OBLIGATIONS

The College leases its office space pursuant to a lease agreement expiring January 31, 2032. The lease agreement requires annual base rent of approximately $54,000 during years one to five and $56,000 in years six to ten.

10. FINANCIAL INSTRUMENTS

The College is not exposed to significant market, currency or other price risk through its financial instruments. The following analysis provides information about the College's risk exposure and concentration as of June 30, 2026.

Credit risk

The College is subject to credit risk with respect to receivables. Credit risk arises from the possibility that the College's customers may experience financial difficulty and be unable to fulfil their obligations. The College assesses, on a continuous basis, amounts receivable on the basis of amounts it is virtually certain to receive.

Liquidity risk

Liquidity risk is the risk that an entity will encounter difficulty in meeting obligations associated with financial liabilities. The College is exposed to this risk mainly in respect of its receipt of funds from the Ministry of Education, Government of Alberta and other related sources, and accounts payable and accrued liabilities.

The College mitigates this risk by monitoring cash activities and expected outflows through extensive budgeting and maintaining investments that may be converted to cash in the near-term if unexpected cash outflows arise.

Interest rate risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument wil fluctuate because of changes in market interest rates. Interest rate risk arises when the College invests in interest-bearing financial instruments. The College is directly exposed to interest risk on its cash and cash equivalents balances.

COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS

Schedule of Revenue and Expenses Alberta Professional Learning Consortium (Schedule 1)

Year Ended June 30, 2026

	2026	2025
REVENUE		
Alberta Education grants *(Note 8)*	**$ 2,245,215**	$ 2,264,879
College of Alberta School Superintendents Administration fee	**34,836**	42,847
Interest	**6,443**	2,896
	2,286,494	2,310,622
EXPENSES		
Salaries and wages	**2,233,636**	2,260,797
Office Lease	**8,000**	-
Travel	**7,184**	5,455
Supplies	**2,313**	1,084
Bank charges	**525**	439
	2,251,658	2,267,775
EXCESS OF REVENUE OVER EXPENSES	**$ 34,836**	$ 42,847

The accompanying notes are an integral part of these financial statements.