



EDMONTON PUBLIC SCHOOLS

2022–26

Four-Year Education Plan

Year Four
(2025-26)

*3020 The Edmonton School Division
Submitted to Alberta Education
May 2025*

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Introduction: Assurance

We look ahead to the 2025-26 school year with optimism and energy under the vision and direction of the 2022-26 Strategic Plan in support of our mission to empower each student to live a life of dignity, fulfilment, empathy and possibility. Within this context, the Division continues to advance its priorities in support of high quality teaching and learning.

The Four-Year Education Plan is a key piece of the provincial assurance model, integrating stakeholder feedback and results analysis of prior achievement to inform the development of strategic actions intended to enhance student success and well-being. Year four of Edmonton Public Schools' 2022-26 Four-Year Education Plan presents the Division's actions to advance its strategic priorities, as articulated through its Strategic Plan, and those of the Alberta Education 2025-28 Business Plan. Also foundational to this planning and reporting cycle are the Division's vision, mission and values, which are brought to life through the shared leadership and responsibility of the Board of Trustees and central and school leadership.

This Four-Year Education Plan outlines the intentional goals and actions developed in response to the Annual Education Results Report (AERR); ongoing feedback from staff, students, families and community members; and consideration of the current educational landscape. The plan builds upon the work of past years and is intended to support student growth and achievement through progress towards the three priority areas of the Division's 2022-26 Strategic Plan.

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

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

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

Assurance Model



Accountability statement

The Four-Year Education Plan for the Edmonton School Division commencing September 2025 was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board reviewed and approved the 2022-26 Four-Year Education Plan: Year Four on May 23, 2025.

A handwritten signature in black ink, reading "Julie Kusiek". The signature is written in a cursive style with a large initial 'J' and 'K'.

Julie Kusiek, *Board Chair*

Who we are

As Alberta's second largest school division, Edmonton Public Schools proudly serves over 123,000 students, Kindergarten to Grade 12, across 214 schools. Edmonton Public Schools is a division of choice offering many [programming](#) options for families and students. These high quality teaching and learning opportunities are supported by over 9,500 staffing positions that all work together in support of the Division's vision, mission and strategic direction. The Division's Cornerstone Values of accountability, collaboration, equity and integrity inform how this work is carried out.

Vision

Enhancing pathways for student success

Mission

Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfilment, empathy and possibility.

Values

Accountability, collaboration, equity and integrity

2022–2026

Division Priorities

Priority 1

Build on outstanding learning opportunities for all students.

Priority 2

Advance action towards anti-racism and reconciliation.

Priority 3

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

Engagement

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

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

Division Level Engagement

- **[Division Feedback Survey \(DFS\)](#)**: Conducted every year for staff, students and families, this survey monitors progress towards the 2022-26 Strategic and Four-Year Education Plans. The DFS provides both system-wide and school-level results that are used to inform planning and reporting. In 2023-24, the Board of Trustees requested that the DFS include a unique set of questions focussed around perceptions of school safety. This feedback was used to inform Division work around belonging and safety in the 2024-25 school year.
- **[Extended Student Demographic Survey](#)**: In the fall of 2022, the Division invited students in Grades 4 to 12 to participate in this survey to help the Division gain insights into the self-described identities of students served by the Division. Over 55,000 students (73 per cent) participated in the survey. Preliminary findings from the extended student demographic survey results were presented at the [June 6, 2023](#) Board of Trustees meeting.
 - Going forward, results from this survey will be further analysed, along with Division information related to a sense of belonging and safety. This information will help answer questions about how various groups of students experience school and identify where the Division can take actions that enhance student success.
- **Inclusive Education Parent and Community Advisory Committee**: Supported by Division staff and composed of 10 family and community members as well as three members from Division administration, this committee meets three times per year and provides ongoing feedback to help inform the delivery of inclusive education in the Division.
- **First Nations, Métis and Inuit External Advisory Committee**: Composed of members from the broader community and staff from the First Nations, Métis and Inuit Education Team, the committee meets three times per year and provides feedback to inform the development of Division resources and supports an ongoing dialogue between committee members around student success and First Nations, Métis and Inuit education.
- **Equity Advisory Committee**: Composed of former EPSB students, parents, members of the broader community and community partners, the committee meets three times per year to help support progress towards the three priority areas of the Division's [Anti-racism, Reconciliation and Equity Action Plan](#).
- **Student Senate**: Student senators from across Division high schools represent their fellow high school students to provide student voice to the Board of Trustees and administration. The Student

Senate serves as a youth engagement model to promote active student participation in youth governance within education and to provide the Board of Trustees with a meaningful way to access student voice. In 2024-25, senators identified four projects in their annual work plan: a live career exploration event, a live diversity event, an academic support information group and a podcast group. The work of Student Senate is profiled on the [Student Senate website](#).

- **Community Consultations:** The Division and Board of Trustees bring members of school communities together through online and in-person opportunities around a variety of key topics responsive to high quality teaching and learning environments and the public education system. Through these opportunities staff, students, families and members of the community have the opportunity to provide feedback. Due to the unique circumstances of this school year, many of these activities had to be postponed.
 - Policy Engagement: Each year, the Board of Trustees engages with students, staff, families and community members on policies included in their annual work plan through public surveys posted on [epsb.ca](#). In 2024-25, the following policy was available for public engagement:
 - Board Policy HG.BP Student Behaviour and Conduct (an online survey was open from May 7, 2025, to June 3, 2025).
- **Anti-racism, Reconciliation and Equity Staff Advisory Committee:** This committee, which meets three times a year and is composed of 77 staff members, met for the first time in fall 2023. Its purpose is to support progress towards the Division's [Anti-racism, Reconciliation and Equity Action Plan](#) through feedback from a wide range of staff, representing multiple staffing groups, roles, work locations and personal identities and experiences.
- **Principal Committees:** Central leaders host committees around key areas of Division operations such as Budget, Human Resources, Instructional Supports, Infrastructure and Anti-Racism, Reconciliation and Equity. Principals from across a diverse range of school communities sit on these committees to provide school perspective to these key areas of work. Committee work can include feedback that supports the implementation of an initiative, the development of tools or resources or to inform system efficiency and improvement. These committees meet between four and eight times a year and membership is reviewed annually through an expression of interest from school leaders.
- **Superintendent's Community of Practice in Education:** The Superintendent annually establishes a group of leaders from schools and central decision units to come together to discuss key areas in support of the Division's strategic direction. These discussions provide feedback around emerging opportunities, Division processes and targeted initiatives in support of student success and well-being.
- **Superintendent's Small Group Conversations:** The Superintendent invites principals and central leaders to small group discussions around educational topics of their choice and interest. The practice offers an open platform for Division leaders to connect, address shared challenges and brainstorm solutions for emergent needs.
- **School and Central Results Review:** These are yearly evidence-based discussions between Division leaders and Trustees. Schools invite students, families and community members to be part of these conversations. Through results reviews, Trustees are able to gather information, notice trends and bring back their observations to administration. These conversations help to inform future planning at the school and Division levels.
- **Catchment Conversations:** Division schools are organized in Kindergarten to Grade 12 catchment groupings that work together around common goals in support of student success. Catchment conversations provide school and central leaders with the opportunity to reflect on their results and share and learn from each other. Trustees often attend these events; the feedback from catchment conversations complements and enhances information gathered through Trustee-hosted results

review conversations. Due to the unique circumstances of this year, these conversations were postponed for the 2024-25 school year.

- **Teacher/Staff Collaborative Conversations:** These conversations bring together staff from across the Division around a strategic topic. Feedback from these conversations help to inform next steps in support of students. Some examples of topics addressed through a collaborative conversation include literacy learning, mental health supports for students, numeracy learning, school safety and staff experiences of belonging through an anti-racism lens. For the 2024-25 school year, TCCs were held on the following topics:
 - Kindergarten Progress Reports
 - Grades 1-6 Progress Reports
 - Grades 7-9 Progress Reports

School-Level Engagement

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

Strategic Plan: Priorities and Goals

To help inform the establishment of the 2022-26 Strategic Plan, the Board of Trustees reviewed key documents, including the [2020-2021 Annual Education Results Report](#) (AERR), [2021-2024 Three-Year Education Plan](#), [2020-21 Division Feedback Survey](#) (DFS), [2021 Strategic Plan Update: Governance and Engagement](#), [2021 Strategic Plan Update: Literacy and Numeracy](#), [2021 Strategic Plan Update: First Nations, Métis and Inuit](#), Equity Achievement Project, [Board Policy HAAB.BP Anti-racism and Equity Policy](#) and the [2021-22 Anti-racism and Equity Action Plan](#). These reports represent a combination of data driven analysis (e.g., Strategic Plan Updates and the AERR) and engagement results (e.g., DFS report and the Anti-racism and Equity Action Plan and Policy), where students, staff and families identified particular areas the Division should prioritize. Additionally, Trustees heard the voices of staff, families and students through school and central decision unit results review presentations and catchment conversations in the fall of 2021 and examined the current context of education and the broader society to help better understand the needs of students looking ahead over the next four years.

Using these resources and information, the Board of Trustees initially identified three draft priorities and nine goals. Families, students and staff were then asked to provide feedback on the draft plan through the 2021-22 DFS and a variety of focus groups. Feedback from students, staff, families and community members informed the final development of the strategic plan, including clarifying and simplifying of language and the refining of key priority areas and supporting goals. The final three priorities and seven supporting goals of the 2022-26 Strategic Plan form the framework for the 2022-26 Four-Year Education Plan.

Four-Year Education Plan: Year Four Update

Results from the [2023-24 AERR](#), the [2023-24 Division Feedback Survey](#), the [Strategic Plan Update Report: Priority 3](#), and ongoing engagement with students, staff, families and community members, as well as a review of the [2025-2028 Alberta Education Business Plan](#) informed the review of the 2022-26 Four-Year Education Plan in preparation for year four and served to reaffirm the direction set in 2021-22.

Overall, while the Division's momentum for year three of the Education Plan was impacted due to the unique circumstances of the 2024-25 school year, significant work continued. In particular the Division advanced its work on belonging and safety including developing a [draft framework](#).

Results analysis

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

The Division's intentional, evidence-based practices in support of student learning and growth are evident in the improvement or maintenance of overall provincial achievement test and diploma results, as reported in the [2023-24 AERR](#). EPSB continues to support students on their path to school completion through the strategies outlined in Priority 1 of the Four-Year Education plan.

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

The Alberta Assurance Survey signalled the importance of intentional steps in supporting the provision of specialized supports, particularly from the perspective of teachers; an identified need in this area is more educational assistants to support students. As part of a collaborative response to this need at the provincial level, the Division led the transition of the Education Assistant Internship project from prototype to pilot, expanding from three divisions to 14 school divisions across the province. This work is carried out with support from Alberta Education.

Provincial Achievement Test outcomes highlighted in the [2023-24 AERR](#) identified both improvement and ongoing opportunities for supporting student achievement and growth across different demographic groups. Local data presented in the AERR illustrated opportunities for celebration, with the fourth edition of the Canadian Achievement Tests - CAT4 (reading, mathematics, and computation and estimation) data primarily indicating growth from the fall of 2023 to the spring of 2024 for Grades 4 to 7. Results for Grade 8 and Grade 9 were more mixed, with opportunity for further exploration into these results. CAT4 results following a cohort of Equity Achievement Project students from Grade 4 to Grade 6 illustrated the positive impact of intentional evidence-based actions focused on the Division's most

socially complex schools. Data for the Highest Level of Achievement Test - HLAT (writing), administered to students in Grades 1 to 9 across the Division, indicated opportunities for improvement. These results confirm the importance of high quality teaching and learning in support of literacy and numeracy achievement and ensuring strategies are in place that are responsive to the diverse learning needs of all students.

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

- Parents are confident that their children are being prepared for the world of work and lifelong learning, with results improving or being maintained compared to the three-year average.
- Teachers' perception regarding lifelong learning preparation declined, while their agreement regarding preparation for the world of work was maintained. Achievement measures for both were intermediate.
- Results for students’ perceptions of preparation for career planning remained similar to prior years.
- EPSB’s six-year transition rate was 65.2 per cent, which was above the provincial average of 60.1 per cent, and is considered high.

These results affirm the importance of the Division’s continued work in this area, through such actions as the Career Pathways model; Science, Technology, Engineering and Mathematics (STEM) programming and the establishment of a Business and Innovation alternative program at a high school.

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

The [Strategic Plan Update: Priority 2](#) report, ongoing feedback gathered through engagement, and results from the [2023-24 AERR](#) reinforce the importance of intentional efforts being taken by the Division in support of anti-racism, reconciliation and equity. This ongoing work is supported through the continuation of the actions outlined in year four of the 2022-26 Four-Year Education Plan.

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

<p>78.5 per cent of Grades 4 to 12 students who responded are in agreement with the statement:</p> <p>Many diverse cultures are represented in the books and materials at my school.</p>	<p>89.3 per cent of staff who responded are in agreement with the statement:</p> <p>Many diverse cultures are represented in the books and materials at my school.</p>	<p>86.0 per cent of families who responded are in agreement with the statement:</p> <p>Many diverse cultures are represented in the events, activities and environment of my child's school</p>
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Our results continue to emphasize the importance of intentional actions that support self-identified First Nations, Métis and Inuit student success. This work will continue to be evidence-based and will build on the successes and positive momentum of First Nations, Métis and Inuit students’ Provincial Achievement Tests (PAT) and diploma exam results, as highlighted in the [2023-24 AERR](#). Reconciliation is a priority area for the Division, as reflected in the 2022-26 Strategic Plan and the continued actions committed to in year four of the Four-Year Education Plan. The Division’s work in this area is grounded in the evidence-based actions, such as those outlined in [Promising Practices in Supporting Success for Indigenous Students](#) (OECD, 2017), [Structures for Belonging: A Synthesis of Research on Belonging-Supportive Learning Environments](#) (SERN, 2021) and [The Impacts of Teacher Expectations on Student Outcomes: A Practitioner’s Literature Review](#) (TNTP, 2024).

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

81.5 per cent of Grades 4 to 12 students who responded are in agreement with the statement: My school takes actions that support truth and reconciliation.	93.2 per cent of staff who responded are in agreement with the statement: The Division is taking actions that support truth and reconciliation.	71.2 per cent of families who responded are in agreement with the statement: My child's school keeps me informed of steps they are taking to support truth and reconciliation.
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Priority 3: Promote a comprehensive approach to student and staff well-being and mental health.

The results and analysis presented in the [2023-24 AERR](#) , the [Strategic Plan Update Report: Well-being and Mental Health](#) and the [2023-24 DFS](#) indicated incremental improvements and opportunities for growth, such as continuing to nurture relationships to support students' sense of belonging and safety at school, supporting students in their plan to graduate from high school and ongoing efforts to engage with families in supporting welcoming, caring, respectful and safe learning environments.

At the same time, Division DFS results also identified opportunities to build on strengths and positive outcomes, including an increase in student and staff self-reflection around well-being over the past four years and 80 per cent of students agreeing that they had at least one adult in their school they would go to for help if they needed it. Through such means as Results Review, principals have also shared family feedback and teacher experience in classrooms that reinforces the timeliness and importance of intentional evidence-based actions that support mental health well-being. Within this context, the Division continues to offer a variety of supports including intentional engagement of students through clubs and activities offered over lunch, after school and as options, specialized mental health classrooms and the Mental Health Team.

A focus for the Division in 2024-25 was the development of a draft [belonging and safety framework](#). The framework is intended to support school leaders as they are responsive to the unique needs of their school communities and the students they serve. It is grounded in evidence-based work happening across schools and includes inquiry questions to help schools to go deeper in this work, exemplars of current practices and questions that can help schools monitor for progress. Intended to be a living document, the framework will be built out to include school stories and additional exemplars.

This initiative is part of a continued focus on belonging and safety, grounded in Section 33(1)(d) of the *Education Act*, which articulates the Division's responsibility to provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

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

Below are select DFS results from students for Priority 3.

63.2 per cent of Grades 4 to 12 students who responded are in agreement with the statement: My school is a place where all students feel like they belong	70.7 per cent of Grades 4 to 12 students who responded are in agreement with the statement: I feel like I belong at my school	74.0 per cent of Grades 4 to 12 students who responded are in agreement with the statement: I feel safe at school
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Results for the Alberta Education Assurance Survey's Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) assurance measure declined in 2023-24 compared to the prior three years; this decline is consistent with provincial trends and broadly mirrors DFS results for questions that measure the same or similar concepts (e.g., safety, respect and caring). These results reinforce the importance of the work the Division and schools are undertaking in support of Priority 3 across all three tiers of the pyramid of intervention and ongoing efforts to hear directly from students around what they need in order to feel a sense of belonging in school and experience success.

Strategic actions

The Division walks alongside students on their Kindergarten to Grade 12 journey towards the goal of high school completion and a life of dignity and fulfilment. The strategic actions listed on the following pages are reviewed annually for relevance and progress. Many actions reflect long-term, multi-year work in support of the 2022-26 Strategic Plan and, therefore, remain consistent year to year. If a new action has been introduced or an existing action has been updated as part of the annual review and update of this plan, it will be noted as *new* or *updated* in parentheses. Throughout the course of the four years, there may also be actions that are completed or evolve into new actions. When an action is removed, the completion of this work will be reflected in the Division's AERR.

The measures noted on the following pages in yellow boxes are used to assess progress on achieving the outcomes and the effectiveness of the strategies, and include provincially required and supplemental Alberta Education Assurance Measures and local measures. Measures have been identified and linked to the priorities they most closely align with for this document, although in practice these measures are interconnected and may span across all three priority areas. The Division reports on these measures, as well as a range of other measures identified through complementary monitoring and reporting processes, through the AERR and a variety of additional reporting mechanisms.

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

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

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

- Provide targeted professional learning and resources that support the implementation of the new curriculum.
- Monitor student growth and progress toward Individual Program Plan (IPP) goals using revised IPP templates. *(updated)*
- Support a range of programming choices for families through ongoing engagement and the monitoring of enrolment data.

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

- Examine data and implement programming, interventions, professional learning and resources that have the greatest impact on student growth.
- Through collaboration and convergence of practice, schools and catchments implement evidence-based teaching and learning strategies that are responsive to the needs of their students.

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

- Enhance innovative, experiential learning opportunities that encourage all students to think about, explore and plan for the future.
- Engage students from Kindergarten to Grade 12 to self-reflect and set goals that develop their skills, increase their awareness of career pathways and support their readiness to transition to life beyond high school.
- Build students' awareness and understanding of climate change through curriculum, learning resources and experiential learning opportunities.

Measures

Alberta Education Assurance Measures

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

Local Measures

- Division Feedback Survey
- Stakeholder voice: students, families, staff
- Internal assessment measures (Canadian Achievement Tests Fourth Edition [CAT4], Highest Level of Achievement Test [HLAT])
- Youth Resilience Survey
- myBlueprint information

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

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

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

- Support the Division's intentional efforts towards anti-racism through an annual cycle of goal setting, monitoring and reporting on progress.
- Engage with staff, students, families and members of the community to help support and inform the Division's work and commitment towards anti-racism.

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

- Support student success through approaches and strategies anchored in leading research and evidence, such as the *OECD Promising Practices in Supporting Success for Indigenous Students*. These approaches involve setting high expectations, being responsive to student needs, providing tailored support alongside regular instruction, engaging families and regularly monitoring progress to inform timely actions. *(updated)*
 - Implement evidence-based practices, like the High School Completion Coach initiative, and work through the school budget planning process to support continuous improvement and enhance the achievement of First Nations, Métis and Inuit students. *(updated)*

Measures

Alberta Education Assurance Measures

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

Local Measures

- Division Feedback Survey
- Extended Student Demographic Survey
- Stakeholder voice: students, families, staff
- Youth Resilience Survey
- Attendance data
- Course Completion

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

Outcome: Student and staff well-being is intentionally supported through access to a variety of resources and supports.

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

- Implement evidence-based approaches and practices intended to enhance student and staff well-being.
- Continue to provide opportunities for schools and central units to build upon their capacity to support student resilience and enhance feelings of belonging and safety within the school community. *(updated)*

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

- Continue to engage with staff, students and families to better understand how to enhance learning environments and school communities that support a sense of belonging and success.
- Enhance collaboration with partners to inform the strategic use of Division and community resources in support of student and staff well-being.

Measures

Alberta Education Assurance Measures

- Student, parent, teacher Assurance Survey

Local Measures

- Division Feedback Survey
- Youth Resilience survey

Implementation plan

The strategic actions in the 2022-26 Four-Year Education Plan are implemented through school, catchment and central unit plans. Progress on these plans are reported to the Board of Trustees through the results review process, the [2023-24 AERR](#) and Strategic Plan Update Reports as part of the planning and reporting cycle. School plans and results reviews are available on each school's [profile page](#) while central units' are available on the [epsb.ca website](#). Implementation of year four of the 2022-26 Four-Year Education Plan includes resource allocations in support of key priority areas, professional learning aligned to the goals and actions and ongoing monitoring of the work. The following section highlights key aspects of this work at a Division level; it is not an exhaustive list of the work schools undertake in support of the plan.

Resources

The Division's resource allocation model is designed to ensure adequate resources are in place to support the Division's priorities and goals. To support year four of the 2022-26 Four-Year Education Plan, the Division has allocated financial resources in alignment with key priority areas. The Division's [2025-26 distribution of funds](#) will support implementation of the plan by resourcing, for example, additional staffing, professional learning and operational support for key initiatives. In 2025-26, highlights of allocations in support of key initiatives include, but are not limited to, the following:

- To support strategies under *Priority 1: Build on outstanding learning opportunities for all students:*
 - A targeted allocation in support of early learning in literacy and numeracy in Division One (Kindergarten - Grade 3).
 - A high social vulnerability allocation that provides assistance to 60 schools deemed to serve populations with a high degree of social complexity.
 - An allocation for Year 5 of the Equity Achievement Project, supporting high quality literacy and numeracy learning.
 - An allocation to Campus EPSB and Dual Credit to support high school completion through unique learning opportunities that help high school students explore various career pathways and post-secondary learning experiences.
 - An allocation that aims to maintain equity of access to technology, increase efficiency and reduce administrative workload in schools. This approach includes providing and supporting staff workstations, student devices (Chromebooks), classroom projection systems and print devices at all schools.
- To support strategies under *Priority 2: Advance action toward anti-racism and reconciliation:*
 - An allocation to support the continuation of the Anti-Racism, Reconciliation and Equity Action Plan.
 - Allocations to support First Nations, Métis and Inuit students, including a per-student allocation for self-identified students, an allocation to support transportation for junior high students attending amiskwaciy Academy and for elementary students attending the Awâsis program at awâsis waciston School, an allocation to central services to support schools with First Nations, Métis and Inuit education and a targeted allocation for the High School Completion Coach initiative.
- To support strategies under *Priority 3: Promote a comprehensive approach to student and staff well-being and mental health:*
 - A targeted allocation supporting mental health through the following:

- Mental health classrooms in four Division schools (two CASA classrooms and two Division mental health classrooms)
- A coordinated mental health approach between Hospital School Campuses and Specialized Learning Supports to provide supports and services across the Division.
- An additional 3.5 FTEs for the Mental Health Therapists team to support work occurring in schools around belonging and safety through school-based multidisciplinary mental health services to students.
- A targeted allocation for Mental Health Capacity Building Wellness Coaches who focus on four core themes: Social and Emotional Learning, Anti-racism and Building Inclusive Communities, Healthy Choices and Mental Health and Resilience.

Professional learning

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

Monitoring of progress

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

Centrally supported actions are monitored and adjusted on an ongoing basis through internal feedback and emerging data, as well as more formally planned evaluations and reviews of project goals. Currently such actions include the Equity Achievement Project and the High School Completion Coach initiative; with monitoring of the Belonging and Safety Framework to begin in 2025-26. The DFS also serves as an important tool for monitoring progress towards the three priority areas of the 2022-26 Strategic Plan.

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

As the Division enters into the final year of this Four-Year Education Plan, schools', catchments' and central decision units' annual plans will continue to be both strategic and flexible, as the Division evolves and shifts in response to what we learn from data and ongoing engagement. The intentional, collective efforts outlined through these plans reflect our ongoing commitment to enhancing pathways for student success.

Budget and facilities

Edmonton Public School Board's 2025-26 recommended [Distribution of Funds, 2025-2026 Budget](#), and [Three-Year Capital Plan](#) can be accessed from epsb.ca. Also available is the [Ten-Year Facilities Plan](#).



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