



2026–30

# Four-Year Education Plan

## Year One

(2026-27)

*3020 The Edmonton School Division  
Submitted to Alberta Education  
May 2026*

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## Introduction: Assurance

We look ahead to the 2026-27 school year with optimism and energy under the vision and direction of the new 2026-30 Strategic Plan in support of our mission to provide high quality public education that supports students' academic success and builds compassion and connection. Within this context, the Division continues to advance its priorities in support of high quality teaching and learning.

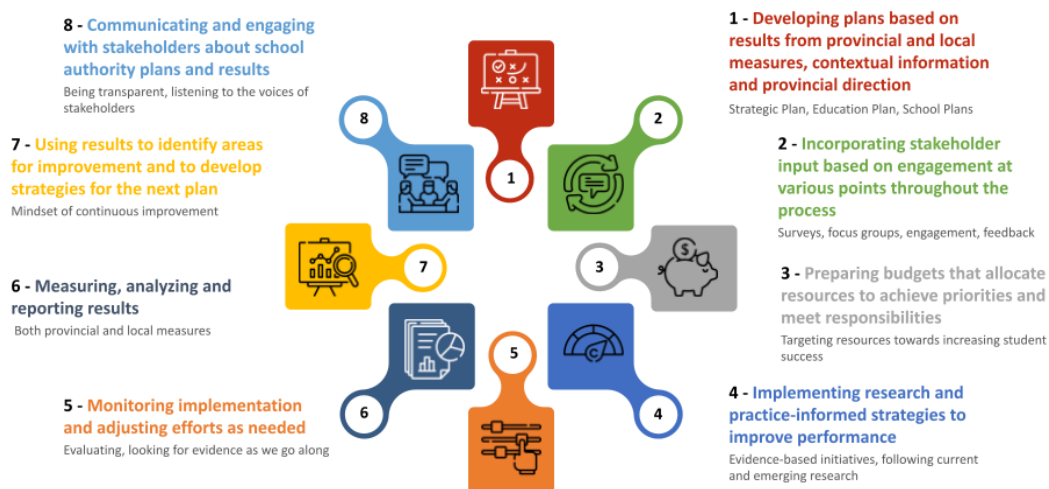
The Four-Year Education Plan is a key piece of the provincial assurance model, integrating feedback from students, staff, families and community and results analysis of prior achievement to inform the development of strategic actions intended to enhance student success and well-being. Year one of Edmonton Public Schools' 2026-30 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 2026-29 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.

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/](https://epsb.ca/ourdistrict/results/education-plan/).

## Assurance Model



## Accountability statement

Under the direction of the School Board, the Education Plan for Edmonton School Division commencing September 2026 was prepared under the direction of the Board 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 School 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 School Board approved the 2026-30 Education Plan on May 26, 2026. (Year 1)

A handwritten signature in black ink, consisting of a stylized initial 'S' followed by a long, sweeping horizontal line.

Saadiq Sumar, Board Chair

(original signed)

## Who we are

As Alberta’s second largest school division, Edmonton Public Schools proudly serves over 122,000 students, Kindergarten to Grade 12, across 214 schools. Edmonton Public Schools offers many [programming](#) options for families and students. These high quality teaching and learning opportunities are supported by over 10,800 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

**Empowering students to shape their futures and communities**

### Mission

**We provide high-quality public education that supports students’ academic success and builds compassion and connection.**

### Values

**Accountability, collaboration, equity and integrity**

## Division Priorities 2026–30

### Priority 1

Expand impactful and innovative learning for all students.

### Priority 2

Advance anti-racism, Truth and Reconciliation, and inclusion to support student learning.

### Priority 3

Centre good relationships to enhance belonging, safety and well-being for students and staff.

# 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 students, staff and families.

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 students, staff and families, this survey monitors progress towards the 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 focused around perceptions of school safety. This feedback was used to inform Division work around belonging and safety in the following years.
- **Inclusive Education Parent and Community Advisory Committee:** Supported by Division staff and composed of up to 10 family and community members and three members from Division administration, this committee provides ongoing feedback to help inform the delivery of inclusive education in the Division. For the 2025-26 school year there was a recruitment process for new members, which resulted in the first meeting being held May 15, 2026.
- **First Nations, Métis, and Inuit External Advisory Committee:** Composed of members from the broader community and Division staff, the committee provides feedback to inform the development of Division resources and supports an ongoing dialogue between community and the Division around student success and First Nations, Métis, and Inuit education.
- **Equity Advisory Committee:** Composed of former Division students, parents, members of the broader community and community partners, the committee meets three times per year to help support progress towards the Division's commitment to equity, inclusion and belonging for all.
- **Student Senate:** Student senators from across Division high schools represent their fellow high school students to provide student voice to the Board of Trustees and administration. The Student Senate serves as a youth engagement model to promote active student participation in youth governance within education and to provide the Board of Trustees with a meaningful way to access student voice. In 2025-26, senators identified three projects in their annual work plan: a live event group, an information kit 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 students, staff, families and members of the community have the opportunity to provide feedback.

- **Anti-racism, Reconciliation and Equity Staff Advisory Committee:** This committee is composed of 77 staff members. Through feedback from a group of staff, representing multiple roles, work locations, and personal identities and experiences, the committee supports the Division’s commitment to equity, inclusion and belonging for all.
- **Principal Committees:** Central leaders host committees around key areas of Division operations such as Budget, Human Resources, Instructional Supports and Infrastructure. Principals from across a diverse range of school communities sit on these committees to provide school perspective to these key areas of work. Committee work can include feedback that supports the implementation of an initiative, the development of tools or resources or to inform system efficiency and improvement. These committees meet between four and eight times a year and membership is reviewed annually through an expression of interest from school leaders.
- **Superintendent’s Community of Practice in Education:** The Superintendent annually establishes a group of leaders from schools and central decision units to come together to discuss key areas in support of the Division’s strategic direction. These discussions provide feedback around emerging opportunities, Division processes and targeted initiatives in support of student success and well-being.
- **Superintendent’s Small Group Conversations:** The Superintendent invites principals and central leaders to small group discussions around educational topics of their choice and interest. 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. The feedback from catchment conversations complements and enhances information gathered to support Division reporting and planning. Trustees often attend these events.
- **Teacher/Staff Collaborative Conversations:** These conversations bring together staff from across the Division around a strategic topic. Feedback from these conversations helps inform next steps in support of students. Some examples of topics addressed through a collaborative conversation include literacy learning, mental health supports for students, numeracy learning, school safety and staff experiences of belonging through an anti-racism lens. For the 2025-26 school year, conversations were held on the following topics:
  - Classroom Complexities
  - Exploring Support for School Leaders

### *School-Level Engagement*

- **School Councils:** One way schools engage with families is through school councils, which provide opportunities for dialogue around school operations, school plans and budget, as well as ongoing conversations regarding student success and well-being. Trustees often attend school council meetings to connect and engage 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 families as partners in their child’s learning, families are invited to participate in both results review and school budget planning.
- **Student Voice:** Many schools across the Division intentionally seek to engage with students through inquiry-led approaches around topics of importance to their school community, including school goals, initiatives and plans. These range from school-formed groups, optional engagement sessions around a topic of focus and school survey opportunities. A number of school-level conversations that centered around student voice took place across the Division in various formats anchored in engagement activities such as world cafes, focus groups, summits or social innovation labs. Working collectively with students, staff and community, school leaders develop responsive frameworks to advance equity, inclusion and belonging in schools.

## Strategic Planning

To help inform the establishment of the 2026-30 Strategic Plan and the 2026-30 Education Plan, the Board of Trustees reviewed key documents and engaged with students, staff, families and community.

### Background

To support planning, Trustees explored a diverse set of documentation that provided background information relevant to the strategic planning process. Key documents included: the [Provincial Assurance Framework](#), [2024-25 Annual Education Results Report](#) (AERR), [2022-26 Four-Year Education Plan](#), [2024-25 DFS](#), [September 2025 Strategic Plan Update: Governance](#) .

Trustees were also able to review reporting relevant to the three priorities in the 2022-26 Strategic Plan, such as [Priority One Strategic Plan Update Report - May 2025](#), [Anti-Racism, Reconciliation and Equity Action Plan: Year Three Update](#), and the [Priority Three Strategic Plan Update Report - November 2024](#). These types of reports represent a combination of data driven analysis and engagement results. Additionally, Trustees heard the voices of students, staff, families and community members through engagement opportunities between February and April 2026.

### Engagement

Students, staff and families were invited to participate in various engagement sessions regarding elements of the draft strategic plan. In February, students (Grades 4 to 12), staff and families representing a sample of Division elementary, junior high and high schools were invited to take part in small group discussions where they reflected on the factors impacting youth today; what skills, knowledge and aptitudes youth will need in the future; and what youth will need, in an education setting, over the next four years to help them be successful and prepare for the future.

In April, students (Grades 4 to 12), all staff, families and community members were invited to provide feedback on the draft vision, mission and priorities through a survey between April 9 and 19, 2026. The data from the focus groups and surveys was shared with the Board of Trustees to support the creation and refinement of the 2026-30 Strategic Plan.

This feedback also informed the development of strategies in the Four Year Education Plan, which is framed around the three priorities and seven supporting goals of the 2026-30 Strategic Plan. Throughout

this process, the Board of Trustees worked to confirm alignment with the [2026-29 Education and Childcare Business Plan](#) outcomes.

## Results analysis (2022-26 Education Plan: Year 3)

The following section draws upon results reported in the [2024-25 AERR](#) brought to Board December 9, 2025.

### 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 [2024-25 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 the new curriculum as more subjects and grades are introduced. Through this work, the Division has been able to support its own educational staff, and educational staff from across the province through the Division's collaborative endeavour in the development of elementary science and social studies resources.

The Alberta Assurance Survey signalled the importance of intentional steps in supporting the provision of specialized supports, from the perspective of teachers and parents; 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 continued to lead the Educational Assistant Internship project, which expanded from three school divisions in 2022-23 to 21 school divisions across the province in spring 2025. This work is carried out with support from Alberta Education.

Provincial Achievement Test outcomes highlighted in the [2024-25 AERR](#) identified both improvement and ongoing opportunities for supporting student achievement and growth across different demographic groups. Local data presented in the AERR illustrated progress and opportunities for celebration, with the fourth edition of the Canadian Achievement Tests - CAT4 (reading, mathematics, and computation and estimation) data primarily indicating growth, or results remaining above the Canadian average of 77.0 per cent, from the fall of 2024 to the spring of 2025 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 entering into the work force, is a critical aspect of the education system, 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’ confidence that their children are being prepared for the work force and lifelong learning declined last year compared to the three-year average. Though achievement measures for both were considered high. Feedback collected through the strategic planning process indicates a heightened awareness among parents for the need for strong critical thinking skills particularly as it relates to artificial intelligence and misinformation/disinformation.
- Teachers' perception regarding lifelong learning and preparation for the work force was maintained. Achievement measures for both were intermediate.
- Results for students’ perceptions of preparation for career planning improved compared to prior years.
- EPSB’s six-year transition rate<sup>1</sup> was 66.1 per cent, which was above the provincial average of 59.9 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, continued growth in Dual Credit course offerings, the establishment of the Skilled Trades and Technology Collegiate, a Business and Innovation alternative program at a high school and several initiatives focused around Artificial Intelligence.

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

The [Anti-racism, Reconciliation and Equity Action Plan: Year Three Update](#) report, ongoing feedback gathered through engagement and results from the [2024-25 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><b>77.8</b> per cent of Grades 4 to 12 <b>students</b> 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><b>90.6</b> per cent of <b>staff</b> 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><b>87.6</b> per cent of <b>families</b> 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 [2024-25 AERR](#). Reconciliation is a priority area for the Division, as reflected in the 2026-30 Strategic Plan and the continued actions committed to in the Four-Year Education Plan. The Division’s work in this area remains grounded in the evidence-based actions, emerging research and the voices of students, families and community.

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<sup>1</sup> The six-year transition rate is the percentage of students in the Grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within 6 years of entering Grade 10, adjusted for attrition. An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

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

<b>81.6</b> per cent of Grades 4 to 12 <b>students</b> who responded are in agreement with the statement:  My school takes actions that support truth and reconciliation.	<b>90.7</b> per cent of <b>staff</b> who responded are in agreement with the statement:  The Division is taking actions that support truth and reconciliation.	<b>71.6</b> per cent of <b>families</b> 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 [2024-25 AERR](#), and data from the [2024-25 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.

At the same time, Division DFS results also identified opportunities to build on strengths and positive outcomes, including 81 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 and 85 per cent of families agreeing that their child feels like they belong at school. Through such means as Results Review, principals have also shared feedback from families and staff 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 engaging students through clubs and activities, specialized mental health programs and the multi-disciplinary expertise of 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 and includes inquiry questions to help schools to go deeper in this area, exemplars of current practices and questions that can help schools monitor for progress. Intended to be a living document, the framework was launched in February 2026 as the Belonging and Safety toolkit and is available as a resource for staff on EPSB's internal website.

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

Below are select DFS results from students for Priority 3.

<b>61.5</b> per cent of Grades 4 to 12 <b>students</b> who responded are in agreement with the statement:  My school is a place where all students feel like they belong.	<b>69.9</b> per cent of Grades 4 to 12 <b>students</b> who responded are in agreement with the statement:  I feel like I belong at my school.	<b>72.8</b> per cent of Grades 4 to 12 <b>students</b> 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 2024-25 compared to the prior three years; this decline is consistent with provincial trends. A deeper analysis of EPSB results in the [2024-25 AERR](#) indicated that the decline was due to parent perceptions, with student results showing a slight improvement. Additionally, substantially fewer parents responded to the survey, compared to prior

years, so it is difficult to determine whether their results indicate a change in perception or whether the sample is less comparable. 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 (2026-30 Four-Year Education Plan: Year 1)**

The Division walks alongside students on their Kindergarten to Grade 12 journey towards the goal of high school completion. The following plan is structured around the Division's 2026-30 Strategic Plan, with key strategies identified to support the three Priority areas and their corresponding goals. These strategies are reviewed annually for relevance and progress.

Progress towards the Education Plan is long-term, multi-year work in support of the 2026-30 Strategic Plan and will, therefore, remain consistent from year to year. Throughout the four years, there may also be strategies that are completed or evolve over time, any changes in the strategies will be noted in the most current Education Plan and reflected in the AERR.

Measuring for progress is a key feature of the Assurance Framework. The Education Plan identifies key measures for each Priority area. These measures are noted in the yellow boxes on the right hand side of the page. 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.

# Priority 1: Expand impactful and innovative learning for all students.

Outcome: More students feel engaged and connected to their learning, resulting in improved academic outcomes.

## **Goal 1. Support all students to grow and learn through engaging, evidence-based learning opportunities.**

- Through collaboration schools and catchments examine data and implement evidence-based teaching and learning strategies that are engaging and responsive to the diverse learning needs of all students.
- Monitor the growth and progress of students through their Individual Program Plan (IPP) goals.
- Support a range of programming choices for families through ongoing engagement and the monitoring of enrolment data.

## **Goal 2. Promote professional learning and resources to support the diverse learning needs of all students.**

- Continue to deliver targeted professional learning and resources that support the implementation of the new curriculum.
- Provide opportunities for professional learning focused on evidence-based strategies in the areas of literacy and numeracy.
- Create learning opportunities that enable all students to access curriculum.

## **Goal 3. Equip students to meet the needs of a changing society, workforce and climate.**

- Provide innovative, experiential learning opportunities that enable students to explore, self-reflect and set goals towards high school completion and beyond.
- Engage students in learning experiences that encourage them to think about, explore and plan for a sustainable future.
- Build upon opportunities for students and staff to deepen their understanding of and ability to navigate the digital environment.

## 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
- Voice of students, staff and families
- Internal assessment measures (Canadian Achievement Tests Fourth Edition [CAT4], Highest Level of Achievement Test [HLAT])
- Individual Program Plans
- myBlueprint information

## Priority 2: Advance anti-racism, Truth and Reconciliation, and inclusion to support student learning

Outcome: Students see themselves in their learning environment, resulting in a stronger connection to their learning and improved academic outcomes.

### *Goal 1. Take individual and collective action to address systemic barriers to students' academic success.*

- Through listening to students, staff and families identify barriers to learning and take actions to mitigate these barriers.
- Enhance educational outcomes for all students anchored in research and evidence-based instructional strategies.
- Build upon staff and students' understanding of the world views, cultures and histories of the many First Nations, Métis, and Inuit communities.

### *Goal 2. Recognize and celebrate every student on their learning journey.*

- Students experience inclusive learning environments that reflect and celebrate diverse cultures and identities.
- Create opportunities for students, staff and families to celebrate the unique evidence of progress for each student.

### 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
- Voice of students, staff and families
- Course Completion

# Priority 3: Centre good relationships to enhance belonging, safety and well-being for students and staff

Outcome: More students and staff experience a stronger connection to their school community, resulting in an improved sense of well-being.

## *Goal 1. Strengthen trusting relationships among students, staff, families and communities.*

- Collaborate with students, staff and families to enhance feelings of belonging and safety across the school community.
- Build upon evidence-based practices to support learning environments that promote well-being and academic success.
- Engage in partnerships that enhance teaching and learning to enrich the school community.

## *Goal 2. Deepen student and staff understanding of, connection to and respect for the land and environment.*

- Provide staff with opportunities to deepen their knowledge, understanding and awareness of the land, its peoples and the environment.
- Build students' awareness, understanding of and respect for the land, its peoples and the environment through a range of learning opportunities.

### Measures

#### Alberta Education Assurance Measures

- Student, parent, teacher Assurance Survey

#### Local Measures

- Division Feedback Survey

# Implementation plan

The strategic actions in the 2026-30 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 and the AERR. School plans and results reviews are available on each school's [profile page](#) while central units' are available on [epsb.ca](#). Implementation of the Four-Year Education Plan includes yearly resource allocations in support of key priority areas, professional learning aligned to the goals and strategies and ongoing monitoring of the work.

For this year the Board of Trustees supported the development of the 2026-30 Strategic Plan. This Education Plan and supporting budget has been informed by data, the voices of students, staff and families and awareness of the intent and direction the Board of Trustees was working towards in the finalization of the new strategic plan. This plan builds off of our previous results, reflects opportunities for ongoing progress as noted in the AERR and aligns with the Alberta Education and Childcare Business Plan.

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 the 2026-30 Four-Year Education Plan, the Division has allocated financial resources in alignment with key priority areas. The Division's [2026-27 distribution of funds](#) will support implementation of the plan by resourcing, for example, additional staffing, professional learning and operational support for key initiatives. For 2026-27, highlights of allocations in support of key initiatives include, but are not limited to, the following:

- To support strategies under *Priority 1: Expand impactful and innovative learning for all students.*
  - A targeted allocation in support of early learning in literacy and numeracy in Division One (Kindergarten to 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 for the Educational Assistant (EA) Internship Program to help with the recruitment and retention of EAs through a 16-week training program and mentor support.
- To support strategies under *Priority 2: Advance anti-racism, Truth and Reconciliation, and inclusion to support student learning:*
  - 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.
  - An allocation to support belonging and safety for all across school communities through the

provision of professional learning, supports and resource development.

- To support strategies under *Priority 3: Centre good relationships to enhance belonging, safety and well-being for students and staff*:
  - A targeted allocation supporting mental health through the following:
    - CARE (Confidence, Academics, Relationships, and Emotional Regulation) classrooms supporting student mental health in five schools for the upcoming school year.
    - A coordinated mental health approach between Hospital School Campuses and Specialized Learning Supports to provide supports and services across the Division.
  - Funding 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 all students, including, but not limited to: the implementation of the new curriculum, the diverse learning needs of all students, evidence-informed literacy and numeracy best practices, First Nations, Métis, and Inuit education, and student mental health and well-being.

### 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 data analysis and reports extend from the AERR and provide a more in-depth review 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, the High School Completion Coach initiative and the Belonging and Safety Framework. The DFS will also serve as an important tool for monitoring progress towards the three Priority areas of the 2026-30 Strategic Plan.

Finally, 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 sources of data. 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 begins this new 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 fulfilling the Division's vision of *empowering students to shape their futures and communities*.

## Budget and facilities

Edmonton Public School Board's 2026-27 recommended [Distribution of Funds, 2026-2027 Budget](#), and [Three-Year Capital Plan](#) can be accessed from [epsb.ca](https://www.edmonton.ca/epsb). Also available is the [Ten-Year Facilities Plan](#).



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