



Three-Year Education Plan 2024-2025 to 2026-2027



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From left, Trustee Jim Watters, Chair Nicole Buchanan, Trustee Bev Manning, Trustee Cathy Peacocke, Vice Chair Dianne Macaulay, Trustee Angela Sommers, Trustee Matt Gould

The Board of Trustees is pleased to present Red Deer Public Schools' Three-Year Education Plan. Our plan reflects the vision, priorities and values of our community and our aspirations for all students to reach their full potential in learning and life. The highest priority for the Division is the success of each and every student we welcome into our schools. "Your Children, Our Students, Everyone's Future" speaks to our entire community having a vested interest in having a strong and stable public school education system where families have choice in their education. We want our students to discover the possibilities at Red Deer Public Schools.

This year's Education Plan focuses on expanded priorities that align with the Alberta Education Assurance Domains, which include:

- Student Growth & Achievement
- Teaching & Leading;
- Learning Supports; and
- Governance.

The fifth Alberta Education Assurance Domain, Local and Societal Context, encompasses all of the aforementioned areas. These priorities are accompanied by Strategies and Performance Measures that will set the strategic direction for Red Deer Public Schools in the coming years.

Ensuring students are ready for the future by providing them with access to authentic, hands-on experiential learning in their areas of passion will be a focus for the Division. This will be done by growing community, industry and educational partnerships.

For our staff, Red Deer Public will implement a multi-faceted professional development plan that allows teachers to choose and access learning opportunities within the Alberta Education Assurance Domains of Student Growth & Achievement; Teaching & Leading; and Learning Supports. In addition, a comprehensive training program will be implemented for staff that integrates restorative principles into discipline procedures in order to promote healthy relationships and enhance student well-being.

We are also excited to continue to offer more choices for students and families. We want students to get an excellent education, while having the opportunity to pursue their passions. Students can discover many possibilities at Red Deer Public Schools whether it be languages, fine arts, athletics, trade options, robotics, mechanics, welding, clubs, and so much more. We anticipate to continue offering more and diverse choices in upcoming school years following consultation with our students, families and staff.

We look forward to another successful school year which meets the needs and aspirations of students, staff and the community.

Nicole Buchanan
Board Chair



Nicole Buchanan



Matt Gould



Dianne Macaulay



Bev Manning



Cathy Peacocke



Angela Sommers



Jim Waters



THE BOARD OF TRUSTEES

OUR PLEDGE:

As leaders and advocates for public education, we will:

- Focus on student achievement as our number one priority.
- Lead the division's focus on:
 - Literacy and Numeracy
 - Equity:
 - Excellence in instruction
 - Support for students
 - Reduction of barriers
 - Student Success and Completion
- Promote the intellectual, physical and mental wellness of our students.
- Instill in every student a strong sense of belief in societal involvement, values and responsibilities.
- Celebrate excellence in teaching and learning along with the work of all district staff.
- Actively engage our community in supporting success for every student.
- Secure broad support for sustained investment in public education and provide sound stewardship of division resources.

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From left, Corrine Thorsteinson, Associate Superintendent, People Services; Nicola Golby, Associate Superintendent, Student Services; Dan Lower, Deputy Superintendent; Colin Cairney, Secretary Treasurer; Chad Erickson, Superintendent of Schools; Ron Eberts, Associate Superintendent, Technology & Information Services

Welcome back to a new school year. We look forward to continuing our focus on excellence in teaching and learning, while offering opportunities for students to pursue their areas of passion so they can reach their full potential.

Our Three-Year Education Plan sets the strategic direction for Red Deer Public Schools, and responds to local priorities and aspirations as well as those of Alberta Education and the Provincial Government. We have narrowed our focus to key priorities and actions following extensive consultation with our stakeholders. This plan is an essential guide for our day-to-day work and includes Strategies and Performance Measures the Division and our schools will follow to achieve this.

The highest priority for the Division is the success of every student, and we have much to look forward to in the coming school year.

Our teachers have done an excellent job delivering the new curriculum over the last two years, with the support of our Learning Services Coordinators, who were busy in the spring ensuring our teachers feel confident and are well prepared as they head back into the classroom. This was done through a number of invaluable professional development sessions and in-house developed resources that allowed our Learning Services team to collaborate with teachers.

Following consultation with administrators, various staff, parents and the community, this year, we will engage in a comprehensive review of budgetary priorities in the area of student learning supports. This review will help ensure that the most essential initiatives are adequately resourced. We understand that not all schools have the same needs, and our hope is that this review will provide further equity to schools in terms of funding and resources across our Division.

All of our work is accomplished through our dedicated staff of 1,400 teachers, administrators, classified staff and facility services staff whose work we truly value and who all contribute to and support the success of Red Deer Public Schools.

We are excited for another school year. Through our Three-Year Education Plan and the hard work and dedication of our outstanding staff, this plan is built on a culture of respect, inclusion, caring and excellence, which ensures every student achieves and succeeds, while meeting the needs and aspirations of the community.

Chad Erickson
Superintendent of Schools

FOUNDATIONAL STATEMENTS

Our Mission: Striving for excellence by inspiring learning and nurturing hope in every student.

Our Vision: A culture of respect, inclusion, caring and excellence, where every student succeeds.

Our Mandate

Red Deer Public Schools is responsible for providing the opportunity for our students to acquire the knowledge and skills necessary to become self-reliant, responsible, caring and contributing members of society.

We have a responsibility to provide instructional programs that ensure students have opportunities to meet provincial graduation requirements and become prepared for entry into the workplace or post-secondary studies. Our first obligation is to provide a solid core program consisting of language arts, mathematics, science and social studies. We have a further responsibility to ensure that our students understand the rights and responsibilities of citizenship, and that they have the physical and intellectual skills as well as the creative abilities and disposition, to pursue learning throughout life.

Core Values

The following core values shall be embraced, honoured and protected by the Red Deer Public School Division and shall guide the discussion, decisions and actions of all who work and serve in the Division:

1. Public School Education:
 - a. We believe that public school education is unique, valuable and distinct.
 - b. Our schools belong to and benefit our entire community.
 - c. Our schools are inclusive and universally accessible, welcoming and celebrating the uniqueness and diversity of every student.
 - d. We play a vitally important role for the long-term well-being of our society.
2. Equity - Equity ensures fairness for all students through: excellence in instruction, support for students and the reduction of barriers.
3. Inclusion - We celebrate diversity and ensure that our schools are open and accessible to every student.
4. Democracy - We acknowledge that our schools belong to the community. We believe that they are models of civil democracy, demonstrating the importance of interdependent relationships in developing healthy communities. We practice democratic principles in our actions and decision-making.
5. Local Autonomy - We represent the unique beliefs, values and aspirations of the local community, thus balancing local interests with the direction provided by the provincial government.
6. Integrity - We model integrity, as well as trust and transparency, in our actions.
7. Respect - We demonstrate respect toward all.
8. Care - We care for the needs of others, especially the least advantaged.
9. Service - We display an attitude of service in our interactions with others.
10. Collaboration - We collaborate with one another and with many partners in meeting the needs of students.
11. Commitment to Improvement - We are committed to continuous improvement.

FOUNDATIONAL STATEMENTS VALUES FOR LEARNING AND LIFE

We are guiding students through the journey of learning and life with the following values:

Respectful: Treat everyone, including yourself, with respect. Show that you care. See the value in everyone and celebrate our differences.

Treat others as you want to be treated.

Curious: Being curious is having an eagerness to learn more, exploring possibilities, and making the whole world your classroom.

Imagine the possibilities.

Responsible: Being responsible means doing what is right and always being accountable for your actions.

It's the choices you make and the actions you take.

Collaborative: Collaborating with others is how you create friendships, see things from other perspectives, and come up with bright new ideas and solutions to problems.

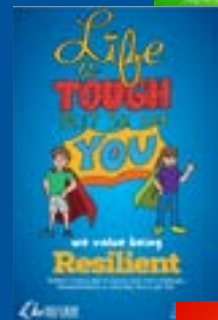
Together, we can do the impossible.

Resilient: Resilient is being able to bounce back from challenges, disappointments or adversity. You've got this.

Life is tough but so are you.

Healthy: Healthy means your mind, body, and spirit all working well together - so you can be the best you.

Power your body, brain and soul.



FOUNDATIONAL STATEMENTS

The Board of Trustees has adopted the following beliefs:

Beliefs Regarding Education - The Board of Trustees believes

- Education is a key contributor to the future prosperity and individual fulfillment of each student and our society in general.
- Students must acquire basic skills in literacy, numeracy, communication skills, problem solving skills and other basic education skills essential to compete in a technological global community. Education is critical to the enhancement of tolerance and understanding and the quality of opportunity in society.
- Education must provide challenges and opportunities for each student to acquire knowledge, skills and attitudes, to the highest level of achievement possible.

Beliefs About Learning - The Board of Trustees believes:

- It is very important that all schools have a culture based on guiding principles that create an orderly and safe learning environment. Only in a safe and orderly environment can effective learning take place.
- Change and continuous improvement are the surest signs of a healthy school system as these are evidence of continuous learning.
- Improvement in learning is not achieved by focusing solely on results, but by focusing on improving the system that creates the results. To want to improve is a commitment to getting better over time.
- The aim of assessment is to improve performance in student learning, not merely to audit it.
- It is important to concentrate on what students learn rather than what teachers teach.
- We cannot teach ideas in a vacuum - it is critical to provide students with a context and application for their learning.
- The use of technology in our schools must be primarily to enhance and facilitate learning.
- It is important to work closely with all our partners (parents, business, community) to provide the best learning opportunities possible for the children we serve.
- It is important to recognize that students learn in a variety of ways.

Beliefs About Learning - The Board of Trustees believes:

- Students have a right to acquire the best possible education and they have the responsibility to take advantage of the opportunities provided by the schools and to observe the rules established by the schools.
- Students are entitled to learn in a safe, orderly, and positive environment.
- Each student is a unique individual.
- Students are accountable for their actions and for their academic progress.

FOUNDATIONAL STATEMENTS

Beliefs Regarding Parents and the Community - The Board of Trustees believes:

- Parents are the first and principal teachers of their children.
- Parents must be involved in the education of their children.
- Parents are responsible for ensuring students come to school ready to learn.

Public education is a community responsibility.

Beliefs Regarding Teachers and Other Staff- The Board of Trustees believes:

- All staff must hold the highest expectations for their own job performance, and for the performance of the students.
- All staff are expected to model the highest moral and ethical values.
- Teachers are expected to provide instruction in the approved curriculum and they are accountable for the educational progress of the students assigned to them.
- Teachers are expected to know and use the most effective learning and teaching strategies available and they are accountable for the lessons they prepare for their students.

Beliefs Regarding the School Division - The Board of Trustees believes:

- The primary focus of the Division must be to ensure the highest possible level of achievement is attained by each and every student.
- The Division is accountable to the students, parents, and community for the achievement of the students.
- The Division must promote the health and well-being of the students, the staff and the environment in which we live.
- Administration is expected to provide support for staff and students in achieving the mission and goals, and beliefs and values of the Division.



PLANNING AND PRIORITIES

KEY PRIORITIES - The Division Education Plan is grounded on the five domains identified in the Alberta Education Assurance Framework. The Assurance Framework is about building public trust and confidence that the education system is meeting the needs of students and enabling their success. Education partners throughout the system must demonstrate they are meeting their responsibilities across the following five Assurance Domains:

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

Schools will develop their own plans that align and are consistent with Division and provincial priorities. As part of the planning process, School Councils are involved in the planning process as required under Section 12 of the School Council Regulation (Alberta Regulation 94/2019).

SUPPORTING STUDENTS - To continue meeting the needs of students, we will endeavor to provide timely intervention and differentiated supports. To address the diverse needs across the Division, supports and funding will be provided to targeted schools. Further, the Division will build on the success of the Learning Support Teams to continue to build the capacity of staff to meet the needs of diverse learners.

INTERCONNECTIONS - There are strong links between the focus areas - these are not stand alone priorities - each of the areas overlap in meeting the needs of all students.

FIRST NATIONS, METIS AND INUIT (FNMI) LEARNERS - Red Deer Public Schools is committed to supporting the success of FNMI students. Each of the focus areas, and the strategies associated with them, will provide significant opportunities to enhance achievement of our FNMI students. The Division will be targeting support for FNMI students and schools will be accountable for implementation of programming and supports to address specific needs of FNMI students.

AN EVOLVING PLAN - Our Division Education Plan has been and will continue to be a dynamic process. Elements of the plan, particularly with regard to strategies and performance measures are a work in progress. This process will ensure for appropriate engagement and the use of meaningful data that will support sound decision making.

INSIGHTS FROM RESULTS ANALYSIS

Red Deer Public Schools has conducted a thorough analysis of various surveys, including the Alberta Education Assurance Measures Surveys and our own Division Satisfaction Surveys. These insights have been instrumental in identifying areas of improvement and informing the strategic plan for the upcoming 2024-2025, and beyond, academic years. Further, the Division has been actively engaged in analyzing the outcomes of government-administered assessments to identify areas for improvement in student achievement and success. In line with this, the Division has been fostering collaboration among administrators, teachers, students, and families to develop targeted strategies aimed at addressing challenges and enhancing learning outcomes.

Some of the key insights from the review of all available data that inform and drive the work outlined below include:

- **Collaborative Approach:** One of the key strengths of Red Deer Public Schools is its commitment to collaboration. Administrators and teachers work closely together to analyze assessment results and identify areas of improvement. Additionally, the involvement of Student Support Teams in developing personalized learning support plans underscores the Division's dedication to addressing individual student needs comprehensively.
- **Focus on Excellent Teaching:** The strategies contained in the Three-Year Education Plan, beginning in 2024-2025, emphasizes the importance of excellent teaching across all grades and curricular areas. This includes the identification, development, and implementation of high-leverage instructional and assessment practices. The initiative to involve division administrators in this process during administrative meetings sets a strong foundation for aligning teaching practices with division-wide goals and strategies.
- **Integration into School Education Plans:** A notable aspect of the strategic planning process is the expectation for individual schools to incorporate the division-wide goal of excellent teaching into their education plans. This ensures a cohesive approach to improving teaching quality and, consequently, student achievement across all schools within the Division.
- **Expected Impact:** By prioritizing high-leverage instructional and assessment practices, the Division anticipates improvements across all areas of student achievement. These improvements are not only expected to be evident within the Division but are also projected to reflect positively in future Provincial Achievement and Diploma exam scores. This highlights the Division's proactive stance towards achieving tangible outcomes and aligning with broader educational benchmarks.
- **Increased Stakeholder Partnerships:** By developing and building authentic and real-world partnerships with industry, the general community and other educational institutions we can address issues evident in our survey results in this regard, and also directly impacting our high school completion results.



ALBERTA EDUCATION ASSURANCE MEASURES

Alberta Education Assurance Measures Overall Summary (Fall 2023):

Assurance Domain	Measure	Red Deer School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.8	85.1	85.1	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	74.9	77.0	79.2	86.3	81.4	82.3	Intermediate	Declined Significantly	Issue
	3-year High School Completion	77.9	82.1	82.3	86.7	83.2	82.3	Intermediate	Declined Significantly	Issue
	5-year High School Completion	88.9	86.0	84.1	88.6	87.1	88.2	Intermediate	Improved Significantly	Good
	PAT, Acceptable	63.9	62.1	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT, Excellence	15.6	13.6	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma, Acceptable	79.7	76.0	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma, Excellence	18.4	15.6	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	87.1	88.2	89.0	88.1	89.0	89.7	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.6	83.3	83.3	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	81.5	83.4	83.4	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	75.8	73.9	76.6	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

Alberta Education Assurance Measures First Nations, Métis, Inuit (FNMI) Summary (Fall 2023):

Assurance Domain	Measure	Red Deer School Division (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	59.7	71.9	66.1	72.8	75.5	77.1	Very Low	Maintained	Concern
	5-year High School Completion	93.1	90.1	90.8	88.7	86.1	86.0	Very High	Maintained	Excellent
	PAT, Acceptable	59.3	57.1	n/a	57.9	59.7	n/a	Very Low	n/a	n/a
	PAT, Excellence	14.2	13.1	n/a	12.2	13.7	n/a	Intermediate	n/a	n/a
	Diploma, Acceptable	63.5	56.7	n/a	67.1	59.0	n/a	Very Low	n/a	n/a
	Diploma, Excellence	14.5	11.3	n/a	13.8	10.8	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Alberta Education Assurance Measures English as an Additional Language (EAL) Summary (Fall 2023):

Assurance Domain	Measure	Red Deer School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	66.2	67.1	64.6	57.8	59.5	59.1	Low	Maintained	Issue
	5-year High School Completion	74.7	64.8	69.0	71.3	68.0	67.0	Low	Maintained	Issue
	PAT, Acceptable	42.5	44.9	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT, Excellence	7.2	6.2	n/a	5.5	3.9	n/a	Very Low	n/a	n/a
	Diploma, Acceptable	79.4	75.0	n/a	74.8	68.7	n/a	Intermediate	n/a	n/a
	Diploma, Excellence	11.3	9.3	n/a	11.3	8.5	n/a	Low	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

ASSURANCE DOMAINS

STUDENT GROWTH & ACHIEVEMENT

Refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

Division Strategies

- Implement a systemic model of job-embedded teacher time to ensure all teachers have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement.
- Implement a comprehensive anti-bullying program to ensure that our students' safety and well-being are addressed.
- Grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in the fields of interest to support readiness for careers and future next steps.
- Continue to integrate Indigenous perspectives throughout the curriculum, providing specialized training for educators, fostering partnerships with Indigenous communities, and implementing ongoing evaluation in order to empower students to actively engage in Truth and Reconciliation efforts and promote empathy, mutual respect, and understanding among all members of the school community.

Alberta Education Measures

- The percentage of teachers, parents and students who agree that students are engaged in their learning at school.
- Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- Percentage of students who complete high school in three years, and in five years, after beginning Grade 10.
- Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 and Grade 9 Provincial Achievement Tests.
- Percentage of students who achieved the acceptable standard and the standard of excellence on the Diploma Exams.
- Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year.

OUTCOMES

Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.

Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.

Students are active, healthy and well.

Students apply knowledge, understanding and skills in real life contexts and situations.

Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.

Students demonstrate understanding and respect for the uniqueness of all learners.

ASSURANCE DOMAINS

TEACHING & LEADING

Refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Division Strategies

- Identify, develop, and implement high leverage strategies, such as those identified by John Hattie and Robert Marzano, so all teaching staff can infuse the most effective teaching strategies into their practice.
- Implement a systemic model of job-embedded teacher time to ensure all teachers have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement.
- Develop and implement a multi-faceted professional development plan that allows teachers to choose and access learning opportunities within the following Alberta Education Assurance Domains:
 - Student Growth & Achievement
 - Teaching & Leading
 - Learning Supports
- Examples of some professional learning opportunities include, but are not limited to, the areas of Inclusive Education; Differentiation; Student Support Rooms; First Nations, Métis and Inuit learning; English as an Additional Language learning; Artificial Intelligence in Education; and Leadership.

Alberta Education Measures

- Percentage of teachers, parents and students satisfied with the overall quality of basic education.



OUTCOMES

Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all.

Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation.

Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning.

All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice.

University teacher education, university leadership education and ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice.

Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.

ASSURANCE DOMAINS

LEARNING SUPPORTS

Refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Division Strategies

- Engage in a comprehensive review of budgetary priorities in the area of student learning supports, to ensure that the initiatives most essential are adequately resourced.
- Implement a comprehensive training program for staff that integrates restorative principles into discipline procedures in order to promote healthy relationships, reduce conflict, and enhance student well-being, and thereby creating a safer and more inclusive learning environment for all.

Alberta Education Measures

- The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.
- The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.



OUTCOMES

Learning environments are welcoming, caring, respectful and safe.

Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.

Education partners fulfill their respective roles with a shared understanding of an inclusive education system.

Students and their families work in collaboration with education partners to support learning.

The school community applies the resources needed to support First Nations, Métis and Inuit student achievement.

Cross-ministry initiatives and wrap around services enhance conditions required for optimal learning.

Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.

ASSURANCE DOMAINS

GOVERNANCE

Refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all.

Division Strategies

- Continue to leverage a variety of tools and strategies to ensure that all educational stakeholders have the opportunity to provide valuable and strategic input in order to move the Division forward.
- Establish a committee in order to develop and implement a comprehensive set of local performance measures to compliment the Alberta Education Performance Measures already in place to gauge progress towards achieving the strategies within our Education Plan.

Alberta Education Measures

- Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.



OUTCOMES

Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.

Legislation, policy and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance.

Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements.

Curriculum is relevant, clearly articulated and designed for implementation within local contexts.

Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.

**Governors are synonymous with Trustees and refer to the elected members of the school board.*

PLAN FOR IMPLEMENTATION

Red Deer Public Schools has developed a comprehensive “Staff Learning Day Plan” in order to implement a vast majority of the initiatives and strategies identified above. This plan integrates Division-specific initiatives as well as our school-based work into a single and cohesive planning document that will guide all of our work throughout the 2024-2025 school year.

Although the details of that document are not included in this Three-Year Education Plan, it will be posted on our school Division website, as well as summarized below:

- 14 Dedicated Professional Development Days identified, with specific initiatives and strategies to be undertaken listed for each day. Initiatives driven by the Division, and those driven at the school level, are delineated.
 - Central Services-based Senior Administration, Directors and Coordinators who are responsible for various initiatives have been identified, and will provide the ongoing accountability and support for all aspects of the Staff Learning Day Plan.
 - Lead and Lag measures (both provincially mandated, and those developed throughout the school year) will be used to track and monitor progress.
-

ACCOUNTABILITY STATEMENT FOR THE THREE-YEAR EDUCATION PLAN

The Education Plan for Red Deer Public Schools commencing August 26, 2024, 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 approved the 2024-2025 to 2026-2027 Education Plan on May 8th, 2024.
(Year 1 of 3).



FACILITY AND CAPITAL PLAN

The Board identified and approved the following priorities for the Three Year Capital Plan approved March 13, 2024:

1. The modernization of Oriole Park Elementary School (full mechanical and electrical, architectural, and functional)
2. New Grade 6-8 school in North East Red Deer, 600 spaces
3. The modernization of Gateway Christian School (architectural, mechanical, electrical, and functional)
4. The modernization of Eastview Middle School (architectural, mechanical, electrical, and functional)
5. The modernization of Glendale School (partial mechanical, electrical, and functional)
6. New Grade 9-12 High School, North East Red Deer, 1000 spaces

Click [HERE](#) to view the full capital plan on the Red Deer Public Schools website.

BUDGET SUMMARY

REVENUE	Spring Budget 2024/25
Alberta Education	\$122,028,354
Alberta Infrastructure	\$4,849,407
Government of Alberta – Other	\$0
Federal Government and/or First Nations	\$137,954
Other Alberta School Authorities	\$96,825
Fees	\$2,477,003
Other Sales and Services	\$3,196,254
Investment Income	\$100,000
Gifts and Donations	\$402,000
Rental of Facilities	\$201,006
Fundraising	\$171,832
Other Revenue	\$350,925
TOTAL REVENUE	\$134,011,560
EXPENSES	
Instruction - ECS	\$3,319,250
Instruction - 1 to Grade 12	\$106,167,025
Operations & maintenance	\$17,006,006
Transportation	\$4,161,163
System Administration	\$4,058,116
External Services	\$0
TOTAL EXPENSES	\$134,711,560
SURPLUS (DEFICIT)	-\$700,000



Click [HERE](#) to view the full Budget Report on the Red Deer Public Schools website.

COMMUNITY ENGAGEMENT

Stakeholder engagement plays an essential role in the development of our Three-Year Division Education Plan and helps provide assurance that Red Deer Public and our schools are best meeting the needs of students and our community.

Our community engagement process took place in the winter of 2024. Late last year, when asked, 74% of parents indicated their engagement preference was online when it came to the Division's annual engagement and other emergent topics. As a result, the Division used an online engagement tool called Social Pinpoint to conduct a survey of 2024.

As the Red Deer Public moves forward, our Three-Year Division Education Plan will align with the Alberta Assurance Framework. The Assurance domains include:

- Student Growth & Achievement;
- Teaching & Leading;
- Learning Supports; and
- Governance.

The fifth Alberta Assurance Domain, Local & Societal Context, encompasses all of the aforementioned areas.

The Division priorities of Literacy & Numeracy; Equity, and Student Success & Completion, will still be a focus for Red Deer Public, but using the Assurance domains allows us to widen our scope and be responsive to the needs of our students, staff, families, and the community, while informing where our budget dollars are prioritized.

As part of this year's Community Engagement three questions were asked of stakeholders including:

- Considering our community needs, what should Red Deer Public Schools prioritize when providing learning supports for our students?
- What can Red Deer Public Schools do to ensure that quality teaching, leading, and optimum learning happens for all students?
- What can Red Deer Public Schools do to continuously engage students to help them grow intellectually, and demonstrate citizenship?

The survey saw more than 1,200 contributions amongst participants over a one week period.

The Board of Trustees and Senior Administration held a two day strategic planning session in March to review all of the feedback results, as well as other key information and data to draft an updated Three-Year Division Education Plan.

The draft Three-Year Division Education Plan was approved in principle at the May 2024 Board meeting, and received formal approval by the Board of Trustees at the June 2024 Board meeting.



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