



Three-Year Education Plan (2023-2024 to 2025-2026)

We Are...

**STUDENT SUCCESS &
COMPLETION**

**LITERACY &
NUMERACY**

EQUITY

DISCOVER THE POSSIBILITIES



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Message From The Board Chair



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 continues our focus on our priorities of Numeracy and Literacy, Equity, as well as Student Success and Completion. These are accompanied by Outcomes, Strategies, Through-Line Strategies and Performance Measures that will set the strategic direction for Red Deer Public Schools in the coming years.

Through our community engagement with students last school year, bullying was a theme that arose throughout our consultation. As a result, Red Deer Public will implement a comprehensive bullying intervention plan in the 2023-2024 school year. This will be done in consultation with students, staff and parents and include initiatives to prevent bullying, as well as develop an intervention process when bullying occurs. We are

committed to ensuring our schools are safe and caring spaces for all students and staff and will strive to continually improve our approach to addressing bullying in our schools.

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. In addition to offering more choices this year, we anticipate 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

*Photo above, left to right:
Nicole Buchanan, Cathy Peacocke, Matt Gould, Dianne Macaulay, Bev Manning, Angela Sommers, and Jim Watters*



Nicole Buchanan



Matt Gould



Dianne Macaulay



Bev Manning



Cathy Peacocke



Angela Sommers



Jim Watters



**RED DEER
PUBLIC SCHOOLS**

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.

Red Deer Public Schools

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Your
Children,
Our *Students,*
Everyone's
Future

Red Deer Public Schools



Message From The Superintendent



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 Outcomes, Strategies, Through-Line 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.

For a second school year in a row, our Kindergarten to Grade 3 teachers will start their school year delivering a new provincial curriculum. Our Learning Services Coordinators were busy in the spring ensuring our teachers feel confident and are well prepared as they head back into the classroom. Science teachers and French Immersion Language Arts and Literature teachers in Kindergarten to Grade 3 will begin teaching a new curriculum this fall. As well, Math and English Languages Arts and Literature teachers in Grades 4-6 will implement a new curriculum in September. The Provincial Government postponed the implementation of the new Fine Arts curriculum for Kindergarten to Grade 3, and the Science curriculum for Grades 4-6.

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

Photo above, left to right:

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

Foundational Statements

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

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

Our Mandate

The Red Deer Public School Division is responsible for ensuring our students acquire the knowledge and skills necessary to become self-reliant, responsible, caring and contributing members of society.

Our first obligation is to provide a solid core program consisting of language arts, mathematics, science and social studies. 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. We have a further responsibility to ensure that our students understand the rights and responsibilities of citizenship, and have the skills 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.

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.

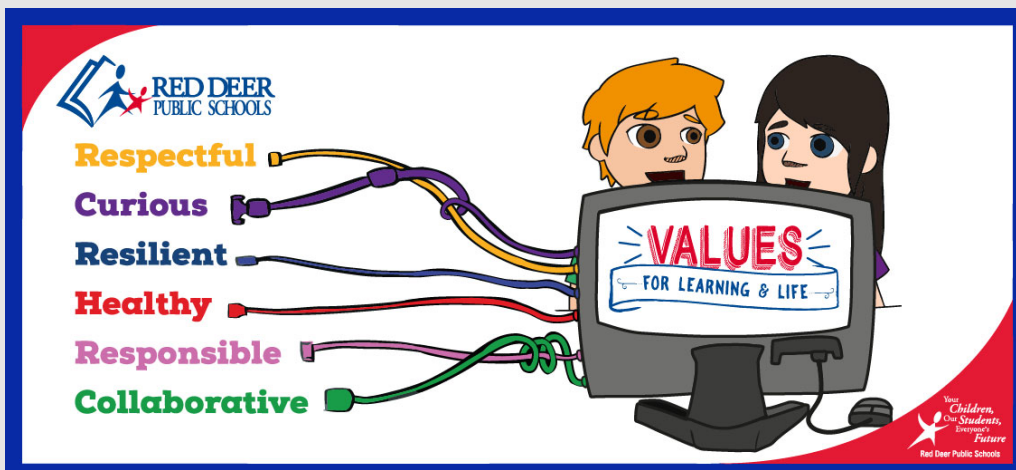
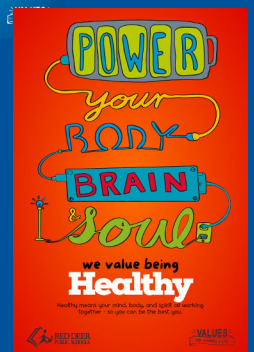
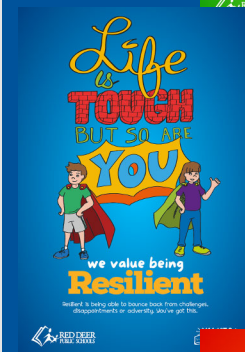
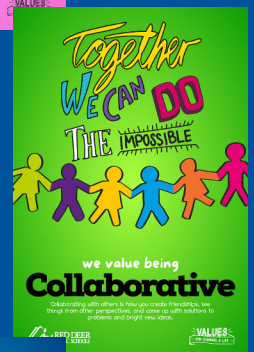
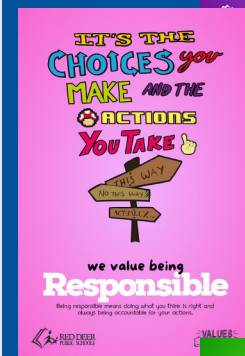
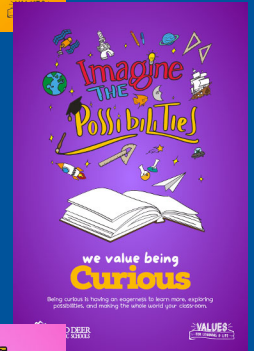
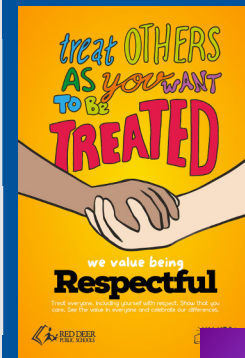
Together, we can do the impossible.

- **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 Regarding Students - 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 three key priorities

- Literacy and Numeracy
- Equity
- Student Success and Completion

ASSURANCE FRAMEWORK - 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 5 assurance areas:

- Student Growth and Achievement
 - The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.
- Teaching and Leading
 - Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.
- Learning Supports
 - Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.
- Governance
 - Processes that determine strategic direction, establish policy and manage fiscal resources.
- Local and Societal Context
 - Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

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, MÉTIS 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.

Alberta Education Assurance Measures

Overall Division Summary (Fall 2022)

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	85.1	84.2	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	77.0	77.6	79.6	81.4	83.2	83.1	Intermediate	Declined Significantly	Issue
	3-year High School Completion	82.1	85.0	80.7	83.2	83.4	81.1	Intermediate	Maintained	Acceptable
	5-year High School Completion	86.0	84.8	82.8	87.1	86.2	85.6	Intermediate	Improved	Good
	PAT: Acceptable	66.8	n/a	73.3	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	13.9	n/a	15.7	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	76.0	n/a	81.5	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	15.6	n/a	20.1	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.2	88.4	90.1	89.0	89.6	90.3	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.3	84.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.4	82.2	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	73.9	76.7	78.6	78.8	79.5	81.5	Low	Declined Significantly	Concern

First Nations, Métis, Inuit Student Summary (Fall 2022)

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	67.1	70.6	60.8	59.5	62.0	58.4	Low	Maintained	Issue
	5-year High School Completion	64.8	67.7	62.7	68.0	68.1	65.8	Very Low	Maintained	Concern
	PAT: Acceptable	47.6	n/a	66.0	46.4	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	6.2	n/a	7.3	6.4	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	75.0	n/a	72.2	68.7	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	9.3	n/a	8.9	8.5	n/a	11.4	n/a	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

English as a Second Language (ESL) Student Summary (Fall 2022)

Assurance Domain	Measure	Red Deer School Division (ESL)			Alberta (ESL)			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	71.9	65.7	69.1	78.5	78.7	76.0	Low	Maintained	Issue
	5-year High School Completion	89.1	93.8	94.2	86.1	86.9	85.9	Intermediate	Maintained	Acceptable
	PAT: Acceptable	61.4	n/a	49.0	65.8	n/a	70.2	n/a	n/a	n/a
	PAT: Excellence	14.3	n/a	7.9	15.2	n/a	16.4	n/a	n/a	n/a
	Diploma: Acceptable	56.7	n/a	53.6	59.0	n/a	72.5	n/a	n/a	n/a
	Diploma: Excellence	11.3	n/a	5.6	10.8	n/a	15.3	n/a	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

Literacy & Numeracy

The ability of students to effectively and confidently work with words and numbers.

Strategies:

- Through the identification, development, and implementation of high leverage instructional and assessment practices, all K-12 teachers will enhance their implementation of the Mathematics and Language Arts curriculum.
- Through the use of collaborative meetings and directed staff learning opportunities, all Kindergarten to Grade 3 French immersion teachers will have the knowledge, skills and attitudes required to implement the new French Immersion Language Arts and Literature curriculum.
- Through the use of collaborative meetings and directed staff learning opportunities, all Grade 4 to 6 teachers will have the knowledge, skills and attitudes required to implement the new English Language Arts & Literature curriculum, as well as the new Mathematics curriculum.

Performance Measures:

- Percentage of all students; First Nations, Métis & Inuit students; and students who require English language supports who achieved the acceptable standard, and the standard of excellence, on Grade 6 & 9 English Language Arts and Mathematics Provincial Achievement Tests. (AE)
- Percentage of all students; First Nations, Métis & Inuit students; and students who require English language supports who achieved the acceptable standard, and the standard of excellence, on English 30-1 & 30-2 and Mathematics 30-1 & 30-2 Diploma Exams. (AE)
- The total number of Grade 1 to 3 students identified as being at risk at the beginning of the school year, at each grade level, compared to the total number of students assessed. (AE)
- The total number of Grade 1 to 3 students identified as being at risk at the end of the school year, at each grade level, compared to the total number of students assessed at the beginning of the school year. (AE)
- The average number of months gained at grade level after the administration of the final assessments for at risk Grade 1 to 3 students. (AE)
- Percentage of students in Grades 1 to 8 who are reading/writing within one year of grade level (Target 90%). (RDP)
- Survey result scores for literacy satisfaction by students, parents and staff (Target 90%). (RDP)
- Survey result scores for numeracy satisfaction by students, parents and staff (Target: 90%). (RDP)

OUTCOMES

Each learner is proficient in the areas of reading, writing, speaking and listening.

Each learner is proficient in the areas of reasoning and applying numerical concepts.

Through-line Outcome:

All learners are supported in their academic, behavioural, social and emotional well-being.



Equity

Ensures fairness for all students through: excellence in instruction, support for students, and a reduction in barriers.

Strategies:

- Through the analysis of the Red Deer Public Schools “student census” survey, administered in April, 2023, the Division, and its Schools, will address all areas in which students have indicated that they do not see themselves represented in the larger school context.
- Through the implementation of a comprehensive bullying intervention plan, which includes initiatives involving the prevention of bullying; the intervention process when bullying occurs; the collaboration between parents/guardians, staff, and students; and the ongoing evaluation of our plan, we will strive to continually improve our approach to addressing bullying in our schools.
- Research and explore various models to more equitably distribute educational funding to schools, with implementation to occur during the 2024-2025 school year.

Through-line strategy:

- Implement and professionally staff "Student Support Rooms" in our schools in order to provide additional supportive options for students experiencing issues such as dysregulation and anxiety.

Performance Measures:

- Overall agreement that students are safe at school and learning the importance of caring. (AE)
- Overall agreement that students model the characteristics of active citizenship. (AE)
- Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. (AE)



OUTCOMES

All learning and work environments within Red Deer Public Schools are inclusive, respectful, safe, caring and free of discrimination and harassment.

All learners are able to access the supports and services they need to achieve success.

Through-line Outcome:

All learners are supported in their academic, behavioural, social and emotional well-being.



Student Success & Completion

The successful journey students experience from early learning, through all grades, to high school completion, and beyond.

Strategies:

- All Kindergarten to Grade 3 teachers will have the knowledge, skills and attitudes required to confidently and competently implement the Science curriculum.
- Teachers will plan opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of the First Nations, Métis and Inuit people.
- Teachers and administrators across all grades and curricular areas will focus on excellent teaching by identifying, developing, and implementing high leverage instructional and/or assessment practices in their classes.

Performance Measures:

- Percentage of all students; First Nations, Métis & Inuit students; and students who require English language supports, who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Provincial Achievement Tests. (AE)
- Percentage of all students; First Nations, Métis & Inuit students; and students who require English language supports, who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all diploma examinations. (AE)
- High school completion rate of all students; First Nations, Métis & Inuit students; and students who require English language supports within three, four, and five years of entering Grade 10. (AE)
- High school to post-secondary transition rate of students within six years of entering Grade 10. (AE)
- Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. (AE)
- Overall percentage of students and parents who feel students are prepared for the next grade level, who feel students will complete high school, and who feel students have a plan for life beyond high school (Target: 90%). (RDP)
- Overall percentage of staff, students and parents who feel schools are demonstrating the six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy). (Target: 100%). (RDP)

OUTCOMES

All staff of Red Deer Public Schools will engage and meet the learning needs of all students through the use of excellent, universal instruction.

The six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy) will permeate the culture of Red Deer Public Schools.



Facility, Capital Plan & Budget Summary

The Board of Trustees approved the 2024 – 2026 Three Year Capital Plan on March 8, 2023 and submitted its priorities to Alberta Education.

The priorities approved by the Board are:

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); and
6. New Grade 9-12 High School, North East Red Deer, 1000 spaces.

The Red Deer Public Schools Capital Plan can be found on our Division website at the following address: <http://www.rdpd.ab.ca/documents/general/CapitalPlan.pdf>

The Red Deer Public Schools fully detailed budget can be found on our Division website at the following address: <http://www.rdpd.ab.ca/documents/general/DistrictBudget.pdf>

	Budget 2023-2024
REVENUE	
Alberta Education	\$118,664,363
Alberta Infrastructure	\$4,474,337
Government of Alberta – Other	\$0
Federal Government and/or First Nations	\$131,140
Other Alberta School Authorities	\$261,825
Fees	\$1,560,057
Other Sales and Services	\$2,988,623
Investment Income	\$103,000
Gifts and Donations	\$377,656
Rental of Facilities	\$156,536
Fundraising	\$104,846
Other Revenue	\$322,196
TOTAL REVENUE	\$129,144,579
EXPENSES	
Instruction - Early Childhood Services	\$4,349,251
Instruction - 1 to Grade 12	\$101,744,670
Operations & maintenance	\$16,404,347
Transportation	\$3,676,854
System Administration	\$3,969,457
External Services	\$0
TOTAL EXPENSES	\$130,144,597
SURPLUS (DEFICIT)	(\$1,000,000)



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 at the beginning of 2023. Red Deer Public engaged with its community around the Division's priorities and day to day experiences for students. This was done through surveys which gathered input from staff and broader community, as well as exercises conducted at school-based meetings, including City Wide School Council.

One of the highlights of this year's community engagement included involving students. Over a three-week period, Superintendent Chad Erickson and the Board of Trustees visited a number of Kindergarten to Grade 8 schools, as well as middle and high schools to talk to students about what makes a great day in school, and what can make a great day turn bad.

Great feedback was heard from students, including that they feel safe and cared for at school, and they value their relationships with their friends and teachers. Another theme that came from students was the issue of bullying. As a result, the Division will implement a comprehensive bullying intervention plan. This will include initiatives involving:

- The prevention of bullying
- The intervention process when bullying occurs
- The collaboration between parents/guardians, staff and students
- The ongoing evaluation of the plan
- Striving for the continuous improvement of the Division's approach to addressing bullying in schools

In addition, as part of this year's community engagement, administrators, members of Teacher Voice, who are teacher representatives from schools across the Division, as well as staff, City Wide School Council and the general public were also engaged in the process. These groups were asked if Red Deer Public should keep its current priorities, and what other priorities the Division should consider, if any.

Red Deer Public's Three Year Education Plan outline the Division's priorities, which include:

- Literacy & Numeracy
- Equity
- Student Success & Completion

Following this year's community engagement, the Division heard overwhelmingly that these priorities are still relevant.

Another question asked of administrators and members of Teacher Voice was: *It is 2033, RDPSD is receiving an award for being a Division of Distinction. Why are we receiving an award? What did the following groups say on our nomination?* Each group worked through how Red Deer Public would get there and what students, staff, parents and the community would say.

The Board of Trustees and Senior Administration held a two day strategic planning workshop in February to review all these 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 April Board meeting. It was also shared at the April School Admin meeting for information, to add clarity and provide opportunities for further feedback.

The Division Education Plan received formal approval by the Board of Trustees at the May 2023 Board Meeting.



Accountability Statement for the Three-Year Education Plan

The Education Plan for Red Deer Public Schools commencing August 31, 2023, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency 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 2023-2024 to 2025-2026 Three-Year Education Plan on May 10, 2023.





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