Three-Year Education Plan
(2021-2022 to 2023-2024)

We Are...

STUDENT SUCCESS & COMPLETION
LITERACY & NUMERACY
EQUITY
Table Of Contents

3
Message from the Board Chair & Pledge Statement

5
Message from the Superintendent

6
Foundational Statements & Values

10
Planning and Priorities

11
Accountability Pillar Summaries

12
Outcomes, Strategies, Performance Measures

16
Budget Summary & Capital Plans

17
Community Engagement Plan

18
Accountability Statement
On behalf of the Board of Trustees, we are pleased to present the Three Year Division Education Plan for Red Deer Public Schools. Our plans reflect the values and priorities of our community and our aspirations for all students to be successful in learning and life.

We start this school year with hope for a ‘near normal’ year, following a challenging period between March 2020 and June 2021. Far too much of this time was defined by COVID-19, with its significant impact on teaching and learning. Just as important, the pandemic also impacted the climate and culture that make our school communities special, social and active places to be. In the spirit of “we are all in this together”, we honour and applaud our staff who went above and beyond to ensure quality teaching and learning. We also thank and salute our students and their families for being resilient, flexible and supportive during trying times.

With that, we need to look to the 2021-2022 school year with hope and optimism. While we believe returning to normal in itself will bring significant relief, we know there are gaps that will need to be addressed. As we work to get back to normal, our focus will be on recovery - providing academic, social and emotional supports where they are needed in our schools.

This year’s Education Plan continues our focus on our priorities of Numeracy and Literacy, Equity, as well as Student Success and Completion. SMART Goals continue to be provided for each outcome. By making goals specific, measurable, achievable, realistic, and timely, these create greater focus to achieve results division wide with every staff member having a valued role to play in our shared success.

We also will be dealing with the second year of the new Assurance Funding Model that still raises questions and concerns. While COVID has delayed some its implementation, we know that future years will see funding challenges. While our accumulated reserves will mitigate some of this, we anticipate some challenging decisions about programming and services in the years ahead. Regardless of these questions, Red Deer Public will be guided by ensuring we are the BEST CHOICE for children and youth in our community, ensuring they receive high quality education that prepares them for their future.

Our motto, “Your Children, Our Students, Everyone’s Future” speaks to our entire community having a vested interest in having the very best public school education system - we want to be the BEST CHOICE. We achieve that with Red Deer Public’s tradition of providing high quality learning opportunities for all students and a commitment to continuous improvement to provide students with programs, supports and services they need to succeed.

Red Deer Public Schools will continue to work and partner with you, our community, to provide what it is that you tell us you want and expect from us. We will continue to strive for excellence by inspiring learning and nurturing hope in every student. We look forward to a promising and bright year ahead.

Nicole Buchanan
Board Chair

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Photo above, left to right: Cathy Peacock, Laurette Woodward, Nicole Buchanan, Bev Manning, Dianne Macaulay, Bill Stuebing
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 district’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 district resources.

Red Deer Public Schools
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403-343-1405 | www.rdpsd.ab.ca
Message From The Superintendent

The Division Education Plan sets the strategic direction for Red Deer Public Schools. Our highest priority is the success of every child in school. The plan is essential as it includes outcomes, strategies, SMART goals and performance measures the division and our schools will follow to achieve this.

New to this year’s plan is:

- A COVID recovery plan to address gaps in achievement and wellness
- Focusing on excellence in instruction, particularly as it relates to new curriculum and core subject areas
- Supporting differentiated instruction and inclusive learning
- Ensuring safe, caring and inclusive schools through policy, practices and feedback to ensure students feel represented within their schools

The 2021-2022 school year will be a year where we focus on recovery and returning to ‘normal’ following 15 months of COVID-19. There is no doubt this had a significant impact on teaching, learning and wellness across the Division. While our staff, students and families have done their very best during challenging times, we know there are gaps in learning that need to be addressed. Those gaps will vary by student, so we need to provide assistance as needed. The pandemic has also impacted the mental wellness of many, so supports will be there as well.

While there remains uncertainty with the implementation of the new provincial curriculum, the upcoming year will also need us to focus on being ready for changes to programs of study. This will be grounded on excellence in instruction as well as providing inclusive and differentiated instruction, so all students can succeed.

Safe and caring schools are a foundation for student success. During the year, we will develop a new policy that demonstrates this so all students feel that our schools are welcoming, safe, caring, inclusive and respectful learning environments.

Our Division Education Plan responds to our local priorities and aspirations as well as those of Alberta Education. We have narrowed our focus to key priorities and actions following extensive consultation with our stakeholders. We continue to look at a wide range of data, research and trends to ensure the plan is focused on key priorities that achieve results. It is through this extensive process that we recognize opportunities to ensure our education plan is a valuable and compelling document for the division, our schools and staff.

We believe our Division’s specific focus on Literacy and Numeracy; Equity; Student Success and Completion, provide the greatest opportunity for Red Deer Public to have a significant impact on student success. By focusing on these priorities, the Division Education Plan, and through it, individual School Education Plans become increasingly relevant and strategic. The addition of SMART goals for each of our outcomes will further enhance the relevance and importance of the plan across the division that all staff will be invested in achieving.

Throughout our planning, we value opportunities to engage with our community to identify and be responsive to the highest needs and priorities in the division while also meeting provincial outcomes. 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. This is an ambitious plan that builds a culture on respect, inclusion, caring and excellence where every student succeeds.

Chad Erickson - Superintendent of Schools
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 District 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 District and shall guide the discussion, decisions and actions of all who work and serve in the District:

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 MODEL - Planning and reporting for the division is based on a commitment to continuous improvement and includes the following elements:
- Ensuring plans are aligned with provincial, division and community priorities
- Incorporates stakeholder input through a variety of consultation processes
- Prepares budgets that allocate resources to achieve goals and improve results
- Implements strategies to maintain or improve student learning and achievement
- Monitors implementation and adjusts efforts as needed
- Measures analyzes and reports results
- Uses results to identify areas for improvement and to develop strategies and targets for future plan
- Communicates with stakeholders about school authority plans and results

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 13 of the School Council Regulations (Alberta Regulation 113/2007).

SUPPORTING STUDENTS - To better meet the needs of students, a priority will be 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.
# Accountability Pillar

## Overall Division Summary (May 2020)

<table>
<thead>
<tr>
<th>Measure Category</th>
<th>Measure</th>
<th>Red Deer School Division</th>
<th>Alberta (IFMN)</th>
<th>Measure Evaluation</th>
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<tr>
<td></td>
<td></td>
<td>Current Result</td>
<td>Pre-Year Result</td>
<td>Pre-Year Average</td>
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<tr>
<td>Safe and Caring Schools</td>
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<td>83.3</td>
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<td></td>
<td>Instruction Quality</td>
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<td></td>
<td>Drop Out Rate</td>
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<td>2.3</td>
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<tr>
<td></td>
<td>High School Completion Rate (5 yr)</td>
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<td>PAT: Exceedance</td>
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<tr>
<td>(Grades K-9)</td>
<td>Dropout Acceptable</td>
<td>81.5</td>
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<td>Diploma Excellence</td>
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<td>Options Exam (80%+ Passing Rate)</td>
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<td>94.6</td>
<td>91.3</td>
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<td>Transition Days (5 yr)</td>
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<td>Preparation for Lifelong Learning, World of Work, Citizenship</td>
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<td>Student Improvement</td>
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<td></td>
<td>SCHOOL Improvement</td>
<td>82.4</td>
<td>82.6</td>
<td>80.9</td>
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## First Nations, Métis, and Inuit Student Summary (May 2020)

<table>
<thead>
<tr>
<th>Measure Category</th>
<th>Measure</th>
<th>Red Deer School Division</th>
<th>Alberta (IFMN)</th>
<th>Measure Evaluation</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Current Result</td>
<td>Pre-Year Result</td>
<td>Pre-Year Average</td>
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<td>Safe and Caring Schools</td>
<td>Safety and Caring</td>
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<td>Program of Studies</td>
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<td>Instruction Quality</td>
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<tr>
<td></td>
<td>Drop Out Rate</td>
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<td>n/a</td>
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<tr>
<td></td>
<td>High School Completion Rate (5 yr)</td>
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<td>n/a</td>
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<tr>
<td>Student Learning Achievement</td>
<td>PAT: Acceptable</td>
<td>66.9</td>
<td>57.3</td>
<td>55.9</td>
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<tr>
<td>(Grades K-9)</td>
<td>PAT: Exceedance</td>
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<tr>
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<td>Diploma: Acceptable</td>
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<tr>
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<td>Options Exam (80%+ Passing Rate)</td>
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<td>Referral Scholarship Eligibility Rate</td>
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<td>Transition Days (5 yr)</td>
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<td>Preparation for Lifelong Learning, World of Work, Citizenship</td>
<td>Parent Involvement</td>
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<td>School Improvement</td>
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</tbody>
</table>
Literacy & Numeracy

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

Goals/Strategies:

- By June 30th, 2022 all Kindergarten to Grade 6 Teachers will have the knowledge, skills and attitudes required to implement the new English Language Arts and Mathematics K-6 Curriculum.

- **Through-line strategy:** By the end of June, 2022, all identified learners, families, and staff will be provided support from Division and School-based Learning Support Teams, as part of the implementation of the Red Deer Public Schools COVID-19 Recovery Plan.

Performance Measures:

- Percentage of students who achieved the acceptable standard on Grade 6 & 9 English Language Arts and Mathematics Provincial Achievement Tests. (AE)

- Percentage of students who achieved the standard of excellence on Grade 6 & 9 English Language Arts and Mathematics Provincial Achievement Tests. (AE)

- Percentage of students who achieved the acceptable standard on English 30-1 & 30-2 and Mathematics 30-1 & 30-2 Diploma Exams. (AE)

- Percentage of students who achieved the standard of excellence on English 30-1 & 30-2 and Mathematics 30-1 & 30-2 Diploma Exams. (AE)

- Percentage of students in Grades 1 to 8 who are reading/writing within one year of grade level. (RDP)

- Survey result scores for literacy satisfaction by students, parents and staff. (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.

Goals for 2021-2022:

- By February 28th, 2022, Red Deer Public Schools will develop a Board Policy to address bullying, discrimination and harassment that will, in turn, be implemented into practice by all schools (Welcoming, safe, caring, inclusive and respectful learning environments).
- By January 31st, 2022, Red Deer Public Schools will compile data gathered by all schools, through their consultation with parents and students, regarding how students see themselves represented in the larger school context.

- **Through-line strategy**: By the end of June, 2022, all identified learners, families, and staff will be provided support from Division and School-based Learning Support Teams, as part of the implementation of the Red Deer Public Schools COVID-19 Recovery Plan.

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 compilation of student survey data gathered in order to determine the “base level” of student satisfaction.
- Overall percentage of students and parents who feel students receive the help and support they require at school. (RDP)
- Overall percentage of students and parents who feel students are cared for and accepted at school. (RDP)
- Overall percentage of students and parents who feel students feel connected and have a sense of belonging at school. (RDP)
Student Success & Completion

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

Goals for 2021-2022:

- By June 30th, 2022 all Kindergarten to Grade 6 Teachers will have the knowledge, skills and attitudes required to implement the new Science, Social Studies, Fine Arts, and Health & Wellness K-6 Curriculum.
- By June 30th, 2022 all Kindergarten to Grade 6 teachers will be able to identify and implement universal and targeted differentiation, adaptation, and modification aligned with the new Kindergarten to Grade 6 curriculum in their lessons to support inclusion of all learner profiles in their classroom.
- By June 30th, 2022 Kindergarten to Grade 6 teachers will have spent time planning 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 First Nations, Métis and Inuit.
- By March 31st, 2022, Red Deer Public Schools will develop and implement a detailed plan regarding alternative pathways for middle school and high school programming.

• **Through-line strategy**: By the end of June, 2022, all identified learners, families, and staff will be provided support from Division and School-based Learning Support Teams, as part of the implementation of the Red Deer Public Schools COVID-19 Recovery Plan.

OUTCOMES

Through an emphasis on inclusivity and differentiation, all staff have the ability to meet the learning needs of all students through excellent instruction.

Red Deer Public Schools will provide the best alternative programming for students.

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

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.

Performance Measures:

- Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. (AE)
- Overall percentage of students meeting grade level expectations in their core subject areas. (RDP)
- Percentage of students who achieved the acceptable standard on the cumulative composite scores of all Provincial Achievement Tests. (AE)
- Percentage of students who achieved the standard of excellence on the cumulative composite scores of all Provincial Achievement Tests. (AE)
- Percentage of students who achieved the acceptable standard on the cumulative composite scores of all Diploma Examinations. (AE)
- Percentage of students who achieved the standard of excellence on the cumulative composite scores of all Diploma Examinations. (AE)
- Overall satisfaction with the quality of basic education. (AE)
- High school completion rate of students 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. (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). (RDP)
The Board of Trustees approved the 2022 – 2025 Three Year Capital Plan on March 10, 2021 and submitted its priorities to Alberta Education.

The priorities approved by the Board are:

1. The modernization with addition of Hunting Hills (building envelope, mechanical, electrical, and functional)
2. New 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 Fairview Elementary School (full mechanical and electrical, architectural, and functional)
5. The modernization of Glendale School (CTS upgrade, partial mechanical, electrical and functional)
6. The modernization of Eastview Middle School (architectural, mechanical, electrical, and functional)
7. New Grade 9-12 High School, North Red Deer, 1000 spaces

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

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<th>Budget 2021-2022</th>
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<td>Government of Alberta – Other</td>
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<td>Federal Government and/or First Nations</td>
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<td>Other Alberta School Authorities</td>
<td>$130,000</td>
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<tr>
<td>Fees</td>
<td>$2,522,678</td>
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<tr>
<td>Other Sales and Services</td>
<td>$1,782,496</td>
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<tr>
<td>Investment Income</td>
<td>$100,000</td>
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<tr>
<td>Gifts and Donations</td>
<td>$378,632</td>
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<tr>
<td>Rental of Facilities</td>
<td>$201,590</td>
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<tr>
<td>Fundraising</td>
<td>$19,425</td>
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<tr>
<td>Other Revenue</td>
<td>$300,738</td>
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<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td>$120,682,567</td>
</tr>
<tr>
<td><strong>EXPENSES</strong></td>
<td></td>
</tr>
<tr>
<td>Instruction - Early Childhood Services</td>
<td>$1,212,226</td>
</tr>
<tr>
<td>Instruction - Grades 1-12</td>
<td>$101,160,223</td>
</tr>
<tr>
<td>Plant Operations and Maintenance</td>
<td>$15,662,669</td>
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<tr>
<td>Transportation</td>
<td>$2,828,293</td>
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<tr>
<td>System Administration</td>
<td>$3,819,156</td>
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<tr>
<td>External Services</td>
<td>$0</td>
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<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td>$124,682,567</td>
</tr>
<tr>
<td><strong>SURPLUS (DEFICIT)</strong></td>
<td>-$4,000,000</td>
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Community Engagement

During the 2020-2021 school year, our stakeholder engagement influenced development of our Division Education Plan through two ThoughtExchange processes asking students, parents staff and the community to share and rate ideas and thoughts:

- The first process was wide and extensive, using the question: *We want our schools to be the BEST CHOICE for every student to be successful in learning and life. How would that look and feel in our schools?*
  - This resulted included 7828 participants providing 12037 thoughts and 259676 ratings
- We shared these results with focus groups of City Wide School Council and our School Administrators and asked: *What are the MOST IMPORTANT ACTIONS we can take to ensure our students are successful in learning and life?*
  - This resulted included 107 participants providing 147 thoughts and 3764 ratings

The Board of Trustees and Senior Administration held a two day retreat in March to review these results as well as other key information and data to draft an updated Division Education Plan.

Senior Administration continued revising the plans to ensure successful implementation.

The plan was shared at the April School Admin meeting for information, to add clarity and provide opportunities for further feedback. In addition to this, alignment of outcomes to school-based Staff Learning Days was also reviewed with administrators to ensure alignment with the plan.

The draft Division Education Plan was approved in principle at the April Board meeting.

The plan was reviewed at the May City Wide School Council meeting for further feedback and clarification.

The Division Education Plan received formal approval by the Board of Trustees at the June 2021 Board Meeting.

Stakeholder feedback and information gathered during these engagement processes played an essential role in planning and developing the 2021-2022 Division Education Plan.
Accountability Statement for the Three-Year Education Plan

The Three-Year Education Plan for Red Deer Public Schools, commencing September 1, 2021, was prepared under the direction of the Board 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.


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