



Three-Year Education Plan 2025-2026 to 2027-2028



TABLE OF CONTENTS

Accountability Statement	2
Message from the Board Chair	3
Pledge Statements	4
Message from the Superintendent of Red Deer Public Schools	5
Foundational Statements and Values	6
Planning and Priorities	10
Insights from Results Analysis	11
Assurance Measure Summaries	14
Outcomes, Strategies and Performance Measures	15
Plan for Implementation	19
Facility and Capital Plans	19
Budget Summary	20
Community Engagement Plan	21

ACCOUNTABILITY STATEMENT FOR THE THREE-YEAR EDUCATION PLAN

Under the direction of the Board of Trustees, the Education Plan for Red Deer Public Schools commencing September 2, 2025, was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in context of the provincial government's business and fiscal plans. The School Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board of Trustees reviewed and approved the Education Plan on May 14, 2025 (year 2 of 3).



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

MESSAGE FROM THE BOARD OF TRUSTEES

The Board of Trustees is excited to share the Three-Year Education Plan for Red Deer Public Schools. This plan embodies the vision, priorities, and values of our community, reflecting our goal for every student to achieve their fullest potential both academically and in life.

The foremost priority for our Division is ensuring the success of every student. The phrase 'Your Children, Our Students, Everyone's Future' highlights our community's shared commitment to maintaining a robust and stable public education system where families can choose their educational paths. We aspire for our students to explore the opportunities available at Red Deer Public Schools.

This year's Education Plan emphasizes expanded priorities that correspond with the Alberta Education Assurance Domains, which are:

- Student Growth & Achievement
- Teaching & Leading
- Learning Supports
- Governance

The fifth domain, Local and Societal Context, encompasses all the previously mentioned areas.

These priorities are supported by Strategies and Performance Measures designed to guide the strategic path of Red Deer Public Schools in the upcoming years.

To prepare students for their future, the Division will focus on providing access to genuine, hands-on learning experiences in their areas of interest. This will be achieved by fostering partnerships with the community, industry, and educational organizations.

For our educators, Red Deer Public will continue its comprehensive professional development plan that allows teachers to select and engage in learning opportunities within the Alberta Education Assurance Domains of Student Growth & Achievement, Teaching & Leading, and Learning Supports. Additionally, a thorough training program will be established for staff to integrate restorative principles into discipline practices, promoting healthy relationships and enhancing student well-being.

We are also thrilled to continue expanding choices for students and families. We aim for students to receive an outstanding education, while pursuing their passions. At Red Deer Public Schools, students can explore a wide array of options, including languages, fine arts, athletics, trades, robotics, mechanics, clubs, and much more. We look forward to increasing the variety of choices in the coming school years based on feedback from our students, families, and staff. We anticipate another successful school year that aligns with the aspirations and needs of our students, staff and community.



Nicole Buchanan



Matt Gould



Dianne Macaulay



Bev Manning



Cathy Peacocke



Angela Sommers



Jim Watters



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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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

MESSAGE FROM THE SUPERINTENDENT OF SCHOOLS

A new school year brings new opportunities for learning, growth, and achievement. As we welcome students and staff back, we remain committed to fostering excellence in teaching and learning while creating opportunities for students to explore their passions and 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 continue to do an excellent job with implementing new curriculum, with the support of our Learning Services Coordinators who work hard to ensure our teachers feel confident and are well prepared as they head back into the classroom.

Our Student Services team plays a vital role in supporting students, teachers, administrators and families. Their dedication ensures that every student has access to the resources and assistance they need to thrive academically and personally.

One of the key successes has been the implementation of Student Support Rooms across our schools. These spaces have provided students with a supportive environment where they can self-regulate, develop coping strategies, and receive guidance tailored to their needs with the ultimate goal of returning to the classroom to continue learning. The positive impact of the Student Support Rooms has been evident, contributing to student well-being and success in the classroom.

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.

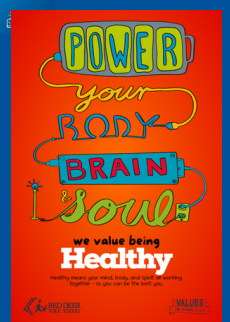
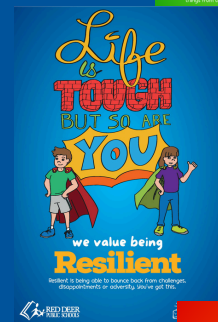
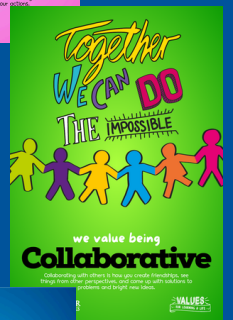
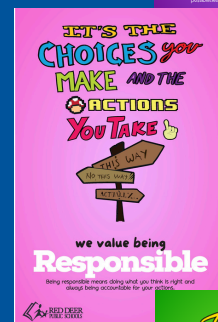
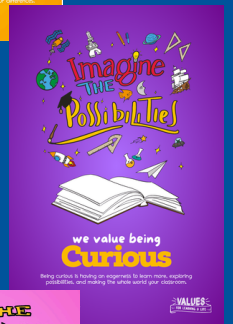
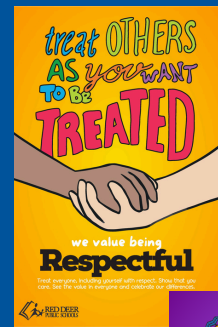
Together, we can do the impossible.

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 fulfilment 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 our Indigenous students. Each of the focus areas, and the strategies associated with them, will provide significant opportunities to enhance the achievement of these students. The Division will be targeting support for First Nations, Métis and Inuit students and schools will be accountable for implementation of programming and supports to address specific needs of these 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 2025-2026, 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.

INSIGHTS FROM RESULTS ANALYSIS

First Nations, Métis and Inuit Student Success: As reported in the November 2024 Annual Education Results Report, Red Deer Public Schools has made significant achievement progress, particularly in comparison with the rest of the province of Alberta, in regards to the success of our First Nations', Métis and Inuit learners. Our students completed high school within three-years of entering Grade 10 at a rate of 70.1%, which is over 11% higher than the provincial average. The students who completed high school within four-years of entering Grade 10 finished high school at a rate of 68.6%, or 3% higher than the provincial average. Finally, our students who completed high school within five years of entering Grade 10 did so at a rate of 72.0%, almost 3% higher than the provincial average.

These completion rates, although above the provincial average in every category, still lag behind the general cohort of Red Deer Public Schools' students, meaning there is still growth to be seen in the coming years.

For the second year in a row the First Nations', Métis and Inuit learners in Red Deer Public Schools achieved the acceptable standard on both available Grade 6 Provincial Achievement Tests (Science & Social Studies) at a higher rate than the provincial average. Our First Nations', Métis and Inuit learners were above the provincial average on all four of the Grade 9 Provincial Achievement Tests.

In all cases, our disaggregated results for our First Nations', Métis and Inuit learners are below the results of our general cohort of students, so again, we continue to work with our schools in an effort to bridge this gap.

In regard to Diploma Exams, our First Nations', Métis and Inuit learners also continue to exceed the provincial averages for the acceptable standard of achievement. Overall, 85.1% of our self identified Indigenous learners met the acceptable standard on their Diploma Exams, over 9% greater than the provincial average. Individually, in eight out of nine Diploma Exams written by our First Nations', Métis or Inuit learners, they exceeded the provincial average for the acceptable standard. These Diploma Exams were English 30-1 and 30-2; Math 30-1; Social Studies 30-1 and 30-2; Biology 30; Chemistry 30; and Science 30. Our Math 30-2 results were within 1.1% of the provincial average.

Once again, despite the success of the Red Deer Public Schools' First Nations', Métis and Inuit learners, a gap still exists between our disaggregated Indigenous results, and the results for the total cohort of students.



INSIGHTS FROM RESULTS ANALYSIS

As a result of this gap, Red Deer Public Schools will be implementing a significant number of initiatives, led by our First Nations', Métis and Inuit Learning Services department. Through grant funding Alberta Education has earmarked for Indigenous students (\$1,473,768), some of the initiatives to be undertaken include:

- Supporting teachers with the implementation of the new curriculum. The First Nations, Métis and Inuit Learning Services team will work extensively with curriculum coordinators in Red Deer Public School and individual teachers to develop lessons and resources to support new curriculum implementation to ensure an Indigenous perspective is present throughout.
- Sponsoring and supporting the planning of the Powwow Times Competitive Powwow and Youth Day. We anticipate having over 200 students from six different schools attend the Youth Day to learn about and deepen their understanding of Indigenous cultures, teachings and languages.
- Providing professional learning on Talking Sticks, Talking Circles, and incorporating Indigenous connections into the professional practice for all new teachers in our Division, as part of the New Teacher Mentorship program.
- The curation of resources and activities for schools to implement in order to recognize the National Day for Truth and Reconciliation. This will be the third year that a video and resources are created specifically for this event, and all students in Red Deer Public Schools will participate, in an act of truth and reconciliation.
- The continuation of the development of new classroom presentations, lesson plans, and project plans to be shared with teachers in all core subjects from Kindergarten to Grade 12.
- The continuation of "Networking Circles", in which four times a year each school sends one or more delegates to a hands-on session of professional learning in order to build staff capacity. These staff members will then cascade their learning to their respective staffs at a later time. Some topics will include:
 - Tobacco and Elder Protocol
 - Teaching smudge
 - New curriculum implementation and connections to Indigenous culture
 - Relationship building and networking with local Knowledge Keepers, Elders, and Indigenous community organizations.
 - Transition Planning for Indigenous Students
 - Make and Take Indigenous Games



ALBERTA EDUCATION ASSURANCE MEASURES

Alberta Education Assurance Measures Overall Summary (Fall 2024):

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	69.5	59.7	65.8	72.0	72.8	76.7	Low	Maintained	Issue
	5-year High School Completion	87.3	93.1	92.0	88.1	88.7	87.2	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	53.4	59.8	59.8	64.6	65.4	65.4	Very Low	Maintained	Concern
	PAT6: Excellence	8.1	11.3	11.3	16.5	15.7	15.7	Low	Maintained	Issue
	PAT9: Acceptable	52.9	59.2	59.2	52.7	55.3	55.3	Very Low	Maintained	Concern
	PAT9: Excellence	9.4	14.8	14.8	10.1	11.0	11.0	Very Low	Declined	Concern
	Diploma: Acceptable	71.5	63.5	63.5	66.3	67.1	67.1	Low	Improved	Acceptable
	Diploma: Excellence	16.8	14.5	14.5	14.0	13.8	13.8	Intermediate	Maintained	Acceptable
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 (WCRESLE)	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 First Nations, Métis, Inuit (FNMI) Summary (Fall 2024):

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	70.1	66.2	68.0	58.6	57.0	59.5	Low	Maintained	Issue
	5-year High School Completion	72.0	74.7	69.1	69.4	71.3	69.1	Very Low	Maintained	Concern
	PAT6: Acceptable	53.8	50.6	50.6	48.7	45.3	45.3	Very Low	Maintained	Concern
	PAT6: Excellence	8.8	7.8	7.8	7.3	6.5	6.5	Low	Maintained	Issue
	PAT9: Acceptable	47.1	39.8	39.8	41.4	39.4	39.4	Very Low	Maintained	Concern
	PAT9: Excellence	6.1	7.1	7.1	6.1	5.3	5.3	Very Low	Maintained	Concern
	Diploma: Acceptable	85.1	79.4	79.4	76.9	74.8	74.8	High	Improved	Good
	Diploma: Excellence	10.1	11.3	11.3	11.8	11.3	11.3	Low	Maintained	Issue
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 (WCRESLE)	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 2024):

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	69.5	59.7	65.8	72.0	72.8	76.7	Low	Maintained	Issue
	5-year High School Completion	87.3	93.1	92.0	88.1	88.7	87.2	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	53.4	59.8	59.8	64.6	65.4	65.4	Very Low	Maintained	Concern
	PAT6: Excellence	8.1	11.3	11.3	16.5	15.7	15.7	Low	Maintained	Issue
	PAT9: Acceptable	52.9	59.2	59.2	52.7	55.3	55.3	Very Low	Maintained	Concern
	PAT9: Excellence	9.4	14.8	14.8	10.1	11.0	11.0	Very Low	Declined	Concern
	Diploma: Acceptable	71.5	63.5	63.5	66.3	67.1	67.1	Low	Improved	Acceptable
	Diploma: Excellence	16.8	14.5	14.5	14.0	13.8	13.8	Intermediate	Maintained	Acceptable
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 (WCRESLE)	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

- Continue with the use of a comprehensive anti-bullying program for Kindergarten to Grade 3, implemented during the 2024-2025 school year, as well as expand this program to encompass Grades 4 through 6, to ensure that our students' safety and well-being are addressed.
- Continue to 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. Beginning in 2025-2026 expand this initiative to include Alternative Programs, specifically during Summer School.
- 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.

Performance 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.
- Percentage of staff, parents and students who agree that innovative teaching strategies are practiced in our schools (local measure).
- Percentage of staff, parents and students satisfied that Indigenous history, culture and perspectives are taught in our schools (local measure).
- The percentage of staff, parents and students who are satisfied that our schools are preparing students for career readiness (local measure).

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.
- Investigate and develop a systemic model of job-embedded teacher time for teachers in Middle School and High School to ensure they have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement.

Performance Measures

- Percentage of teachers, parents and students satisfied with the overall quality of basic education.
- The percentage of staff, parents and students who agree staff have opportunities for meaningful collaboration (local measure).
- Percentage of staff, parents and students satisfied with PD occurring during Staff Learning Days (local measure).



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

- Based on a comprehensive review of budgetary priorities in the area of student learning supports, undertaken during the 2024-2025 school year, develop a transition & implementation process to ensure that the initiatives deemed 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.

Performance 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.
- Percentage of staff, parents and students satisfied that students are safe and included at school (local measure).
- Percentage of staff, parent and student satisfaction that students with diverse needs receive the resources required for success (local measure).



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.
- Investigate, evaluate, and implement online tools to better communicate Division progress to all stakeholders.

Performance Measures

- Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- Percentage of staff, parents and students who would recommend their school to others based on their experience (local measure).
- Percentage of staff, parents and students satisfied with the opportunities for parent involvement in our schools (local measure).



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 2025-2026 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.

FACILITY AND CAPITAL PLAN

The priorities planned in the Facility and Capital Plans are the same as those submitted on March 13, 2024. The Board of Trustees is required to establish the order of priorities among all of its projects, and those priorities have not yet been addressed, and as such the following priorities were approved during the March 12, 2025 Board of Trustees meeting:

1. The modernization of Oriole Park Elementary School (full mechanical, electrical, architectural, and functional).
2. A new Grade 6-8 school in North East Red Deer, with a capacity of 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. A new Grade 9-12 High School in North East Red Deer, with a capacity of 1000 spaces.



BUDGET SUMMARY

REVENUE	Spring Budget 2025/26	Spring Budget 2024/25
Alberta Education	\$126,428,751	\$122,028,354
Alberta Infrastructure	\$5,479,568	\$4,849,407
Government of Alberta – Other	\$0	\$0
Federal Government and/or First Nations	\$136,753	\$137,954
Other Alberta School Authorities	\$96,825	\$96,825
Fees	\$2,459,687	\$2,477,003
Other Sales and Services	\$3,277,285	\$3,196,254
Investment Income	\$187,859	\$100,000
Gifts and Donations	\$452,705	\$402,000
Rental of Facilities	\$233,475	\$201,006
Fundraising	\$125,716	\$171,832
Other Revenue	\$280,925	\$350,925
TOTAL REVENUE	\$139,159,549	\$134,011,560
EXPENSES		
Instruction - ECS	\$3,363,285	\$3,319,250
Instruction - 1 to Grade 12	\$108,652,625	\$106,167,025
Operations & maintenance	\$18,609,692	\$17,006,006
Transportation	\$4,617,128	\$4,161,163
System Administration	\$4,616,819	\$4,058,116
External Services	\$0	\$0
TOTAL EXPENSES	\$139,859,549	\$134,711,560
SURPLUS (DEFICIT)	-\$700,000	-\$700,000



Use the QR Code to view the full Budget Report on the Red Deer Public Schools website.



Budget Highlights, Plans & Assumptions:

- Maintain current Division budget priorities by accessing Division operating reserves.
- Maintain current school Per Pupil Allocation (PPA).
- Continue with School fees.
- Continuation of the School of Choice Programs with an addition of a Fire Academy at the High School level.
- Continue to support students experiencing academic and mental health challenges, and student well-being.
- Curriculum Implementation for professional development.
- Balanced school budgets.
- School reserves from the current school year are directed to Division surplus (deficit).

Significant Business and Financial Risks:

With the current status of the provincial economy and increased number of newcomers to Canada there has been some uncertainty of what next years' student enrolment will be. While we are confident in our projections, an increase or decrease may result in late staffing placements or transfers in the fall as well as a potential reduction to the Adjusted Enrolment Method funding for the following funding year.

- CUPE collective agreement expires on August 31, 2028.
- ATA collective agreement for local bargaining expires on August 31, 2024. A new agreement has yet to be settled.
- Alberta has recently been designated a high-risk province due to natural disasters such as fires and floods. Insurance rates for school boards have increased exponentially. The increase to property insurance rates are expected for the foreseeable future.
- With the Carbon Tax being paused, future costs are unknown.
- With school fees no longer being funded this puts pressure on the Division to introduce the return to charging parents for these fees.
- Trustee election costs projected at \$350,000 will be significantly higher than in previous elections.

COMMUNITY ENGAGEMENT

At Red Deer Public Schools, we recognize that stakeholder input is vital to shaping our Three-Year Division Education Plan. Through meaningful engagement, we ensure that our schools continue to meet the needs of students, families, and the broader community.

In early 2025, stakeholders including Administrators, Teacher Voice, and City Wide School Council took part in an interactive budget exercise. Participants were given the challenge of allocating funds from the Division's \$136 million budget across essential areas such as staffing, student services, infrastructure and technology. The activity provided valuable insight into how our stakeholders prioritize spending while navigating the complexities of balancing a budget that supports students and staff effectively.

Across all stakeholder groups, there was a shared understanding of the challenges Red Deer Public Schools face in maintaining a quality education while operating within financial constraints.

In addition to budget discussions, we sought input from families regarding the 2024-2025 school year start up.

Using the online platform, Social Pinpoint, 897 contributions were received over a one week period. Families were asked three questions related to school start up:

- This school year featured the first day of classes after the September long weekend. In general, would you prefer school start up to be before or after the long weekend?
 - 94% of respondents said they preferred start up after the long weekend.
- Did you receive all of the information you needed for your child to begin school?
 - 91% responded yes.
- What can schools do to make the start of next year easier for students and parents?
 - Most respondents were happy with how the 2024-2025 school start up went, but other responses included getting information from their schools earlier, including school supply lists.

As a result, the first day of school for students in the 2025-2026 school year will be September 2, 2025. Schools have also been reminded to provide families with timely information to support a smooth transition to a new school year.

As Red Deer Public Schools moves forward, the 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 Contexts, encompasses all of the aforementioned areas.

The Board of Trustees and Senior Administration held a two-day strategic planning session in March 2025, reviewing key data and priorities. Following this, a draft Three-Year Division Education Plan was approved in principle at the May 2025 Board meeting, with formal approval granted by the Board of Trustees in June 2025.

Through collaboration and thoughtful planning, Red Deer Public remains committed to delivering quality education that meets the needs of our students and community.



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