

## Profile



<b>Staff FTE</b>		<b>Budget</b>	
Custodial	0.000000	Salaries	\$2,009,711 95.76%
Exempt	2.000000	Supplies, Equipment and Services	\$88,974 4.24%
Support	2.800000	<b>Total</b>	<b>\$2,098,685 100.00%</b>
Teacher	10.000000		
Maintenance	0.000000		
<b>Total</b>	<b>14.800000</b>		

### Vision

Enhancing pathways for student success.

### Mission

Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfilment, empathy and possibility.

### Values

Accountability, collaboration, equity and integrity.

### Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance action towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

### Profile

Division Support Services provides advice, assistance and service, on behalf of the Superintendent and Assistant Superintendents of Schools, to support central services, schools, parents, community members and other educational partners.

## Results and Implications

### Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the SMART goals that were established for 2022-2023, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

Division Support Services (DSS) will provide collaborative support and coaching to parents, staff and stakeholders to understand, address and support the diverse needs of all students.

#### Results Achieved:

Continued collaboration among the Division Support Services (DSS) Team resulted in strong support for the diverse needs of all students across the Division. DSS staff attended an array of professional learning opportunities to support our work related to student growth and success, with a focus on the diverse needs of all students. As well, members of DSS participate in a number of Division committees to build capacity and provide advice and support to stakeholders. Our work in DSS remains focused on timely and conscientious service to families, staff and stakeholders within the framework of the Division Strategic Plan.

#### To support this goal, individual DSS staff participated in or delivered the following targeted PL sessions and committee work:

- Special Needs Assisted Placement (SNAP): collaborative placements, in-services, and expertise and support for the SNAP program redevelopment for launch in early 2024.
- Pre-enrolment: Division committee, and comprehensive support for Pre Kindergarten Programming (PKP) placements and team meetings.
- Students requiring specialized supports: complex case conferences, CASA classroom meetings, non-resident sponsorships and external placements, Jordan's Principle.
- Student conduct support: Conduct and Re-engagement (CaRe) Conferences, expulsion hearings and restorative practices support to schools, students, and families.
- Coaching and support for school administrators, including presentations to Aspiring Principals, and monthly support sessions for 1st and 2nd year principals.
- Professional learning to support and enhance unit capacity, e.g. EPSB School Council training, Legal Issues Encountered by School Administrators, ATA Virtual School Leaders Speakers Series, HundrED Innovation Summit (celebrates innovative and impactful solutions in education), Roots of Empathy Symposium, Permission to be Human ATA book study, Conflict Management Skills for Leaders, Managing Difficult Phone Calls and 7 Habits of Highly Effective People.

Division Support Services (DSS) will continue to provide comprehensive supports related to the safety and well-being of students and staff, including both pro-active strategies and emergent responses.

#### Results Achieved:

Division Support Services (DSS) continued to play a key role in supporting schools and families to ensure welcoming, caring, respectful, and safe learning environments through policy advice, coaching, collaboration, and professional learning. Our Division as a whole has experienced a noticeable increase in the complexity of students, families, and societal contexts, and we have collaborated with central DUs to refine and implement efficient processes to support emergent situations in schools. DSS played a key role in the implementation of Student Aware (which replaced Go Guardian) which monitors student online activity and searches related to self-harm and other emergent safety concerns. In response to cyber safety concerns such as online threats, a Cyber-Ticket process was developed by IT in partnership with DSS, to support investigations and interventions where needed. DSS continued to provide support to school administrators and families in responding to student conduct through an educational and restorative lens by providing advice and facilitating community conferences, Conduct and Re-Engagement (CaRe) conferences and expulsion hearings.

#### To support this goal, individual DSS staff participated in or delivered the following targeted PL sessions as well as the following committee work:

- Supported schools through crisis situations with coaching, policy interpretation, Critical Incident Support Services (CISS) Team activation.
- Provided 2-day Level 1 Violence Threat Risk Assessment (VTRA) certification training to Division staff, and has provided timely support to school administration in using the VTRA protocol to assess and respond to worrisome behaviour and threats.
- Refined international field trip processes related to safety while travelling outside of Canada in accordance with federal travel advisories, and updated language in field trip exemplars to be gender inclusive.
- Partnered with the Sexual Assault Centre of Edmonton (SACE) to engage in training to assist schools in responding to allegations and student disclosures of sexual assault.
- Collaborated on a range of Division and external partner committees related to student safety and well-being, including; Digital Threat Assessment, Safer Schools Collaborative, Joint Health and Safety committee, Community Threat Response & Intervention Support Protocol (C-TRISP) Advisory Board, Instagram Conversations

## Results and Implications

- Exploring Active and Responsive Strategies, YMCA Alternative Suspension Program Steering Committee, Digital Threat Assessment Collaborative Conversation.
- Engaged in professional learning with Safer Schools Together, including; Current Online Behavioral Trends and Updates, Revisiting Swatting, Doxing and Grooming Tactics, Are Anonymous Platforms Serving as Co-conspirators in Violent Tragedies?
  - Additional professional learning; Powers and Myths of Artificial Intelligence and Communicating Through a Crisis.

Division Support Services (DSS) staff will continue to demonstrate with our words and actions, a collective commitment to anti-racism, reconciliation and equity through professional learning and ongoing collaboration with Division staff, parents and stakeholders.

### Results Achieved:

All Division Support Services (DSS) staff continued to attend professional learning opportunities to engage in topics related to anti-racism, reconciliation and equity. DSS principals participated in Anti-Racism and Equity Committee meetings, and our staff responded to racialized circumstances in schools and provided coaching, mentoring and advice through a collaborative approach with schools and central DU staff.

#### To support this goal, individual DSS staff participated in or delivered the following targeted PL sessions as well as the following committee work:

- Provided support in responding to racialized situations in schools, collaborating effectively with other central DUs in support of school administration.
- DSS principals participated in monthly Anti-Racism and Equity Principal committee meetings, and a DSS supervisor was a member of the Extended Demographic Data committee.
- Anti-racism and truth and reconciliation profession learning including Find Your Own Bias, Exploring Edmonton's Indigenous History Through Place-Based Education, and individual targeted professional reading including "So You Want to Talk About Race" by Ijeoma Oluo, and a book study and panel discussion regarding "Allies: Real Talk About Showing Up, Screwing Up, and Trying Again."
- Strong collaboration with intercultural consultants and staff from the Diversity unit in support of school situations, and to strengthen collaborative relationships and processes involving translation support and cultural sensitivity prior to and during hearings, conferences, and meetings.
- Provided assistance to school staff with regards to Jordan's Principle to access and streamline supports for First Nations, Metis, and Inuit students.

### What were the biggest challenges encountered in 2022-2023?

As our Division began to move forward from challenges related to COVID-19 protocols and mandates, the ongoing impact of the pandemic has been observed through an emergence of new, and often even more complex, challenges and opportunities. Families and schools are seeing these impacts manifested in increased volume and complexity of mental health concerns, economic scarcity, family dynamics, gaps in learning and external supports, and polarizing societal issues.

These emerging complexities, and the accompanying relational challenges, have certainly been apparent in the range and volume of situations that DSS has been called upon for support. DSS responded to at least 19,000 phone calls last year, in addition to a total of 1246 service requests, not to mention the large volume of emails and other untracked contacts between DSS staff and those we serve. The year began with our team responding to a range of stakeholder concerns related to the Division's extended student demographic data collection. As the year progressed, we also responded to the surge of calls and service requests related to sexual orientation and gender identity and PRIDE activities in schools. Our unit, as part of the larger societal context, is experiencing an increase in the intensity of emotions and decreased frustration tolerance from parents and others who contact our office. We expect this will only continue to escalate as we navigate continuing and future polarizing contexts and issues.

Given our city's population growth, and the ensuing scarcity of space in Division schools, there has been a marked uptick in enrolment enquiries and appeals to the Superintendent, which comprise a significant portion of work. Furthermore, many inquiries for new enrolments relate to students who are in need of a range of specialized supports and services, and each of these take great deal of care and attention to ensure a successful placement with optimum support for the student.

### What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

As the Division continues to navigate emergent and ongoing polarizing societal issues, we will need to remain informed, supportive, and responsive in the complex work we do. We remain committed to being reflective and responsive to issues and opportunities related to the Division's ongoing commitment to advance anti-racism and equity. Throughout these emerging contexts, DSS will continue to prioritize student safety and high quality learning, and is committed to providing knowledgeable advice and support to school staff, families and other central decisions units and stakeholders.

Another important part of the work of our Special Needs Team will be the implementation of the new SNAP program and pre-enrolment processes. Our team will play an integral role in training Division staff around these new tools for the placement of students with special needs when they go live early in 2024.

## Results and Implications

Another large task will be the creation of processes to manage student exchanges once the new administrative regulation is complete. This detailed plan will involve close work with other central DUs to ensure we have an effective process that manages student safety and Division risk mitigation effectively.

Finally, while much of our work in DSS is reactionary to school and Division needs, we are conscious of inevitable personnel changes as staff eventually move to different positions or retire. We are, therefore, proactively committed to supporting staffing transitions and succession planning. For example, we are compiling and updating a comprehensive DSS Handbook in Google format, including exemplars, best practices, and templates for a variety of processes we follow for daily tasks and inquiries, as well as emergent and crisis situations. This DSS handbook will enhance capacity and cross-training between sub-units, and will form an integral part of the on-boarding of new staff. Our team, individually and collectively hold a wealth of Division knowledge and experience that we must capture, as best we can, to ensure seamless continuation of the expertise and effective support we are proud to provide.

**Division Priorities 2022-2026**

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

**Division Priority 2**

Division Support Services (DSS) will continue to support schools to be welcoming, caring, respectful and safe places for all through our collective commitment to anti-racism, reconciliation and equity.

This will be accomplished through continued collective and individual professional learning, coaching and ongoing collaboration with Division staff, parents and stakeholders. In addition, staff will stay up-to-date with current societal issues and trends as they affect our students and school communities.

**What Key Performance Indicators are you using to track continuous improvement?**

PL - individual and unit; Principal Anti-Racism and Equity Committee, Jordan's Principle, addressing emergent incidents including cyber concerns and Student Aware; new procedures for Student Exchanges. Monitoring our student conduct process to ensure effectiveness in support of schools and families. Effective development and implementation of the Student Exchange process across the Division.

**Division Priority 1**

Division Support Services (DSS) will provide collaborative support and coaching to parents, staff and stakeholders to understand, address, and support the diverse needs of all students.

This will be accomplished through continued professional learning, coaching and ongoing collaboration with Division staff, parents and stakeholders.

**What Key Performance Indicators are you using to track continuous improvement?**

PL - individual and unit, collaborative meetings, complex case meetings, CaRe Conferences, SNAP collaborative placement meetings, call log and appeals, sponsorships, policy and regulation making and interpretation. Successful division training on the implementation of the new SNAP program and pre-enrolment timelines. Ongoing support with the next steps with the extended demographic data.

Address: One Kingsway Ave

## Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,098,685		2,098,685
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,098,685</b>		<b>2,098,685</b>
Teacher	10.000000	1,485,016	10.000000	1,485,016
Supply Teacher	.000000	3,500	.000000	3,500
<b>TOTAL TEACHER</b>	<b>10.000000</b>	<b>1,488,516</b>	<b>10.000000</b>	<b>1,488,516</b>
(% of Budget)		<b>70.93%</b>		<b>70.93%</b>
Exempt	2.000000	322,682	2.000000	322,682
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	2.800000	195,513	2.800000	195,513
Support (Supply/OT)	.000000	3,000	.000000	3,000
<b>TOTAL NON-TEACHER</b>	<b>4.800000</b>	<b>521,195</b>	<b>4.800000</b>	<b>521,195</b>
(% of Budget)		<b>24.83%</b>		<b>24.83%</b>
<b>TOTAL STAFF</b>	<b>14.800000</b>	<b>2,009,711</b>	<b>14.800000</b>	<b>2,009,711</b>
(% of Budget)		<b>95.76%</b>		<b>95.76%</b>
SUPPLIES, EQUIPMENT AND SERVICES		74,150		74,150
INTERNAL SERVICES		14,824		14,824
<b>TOTAL SES</b>		<b>88,974</b>		<b>88,974</b>
(% of Budget)		<b>4.24%</b>		<b>4.24%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,098,685</b>		<b>2,098,685</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0