

## Profile



<u>Staff FTE</u>		<u>Budget</u>	
Custodial	0.000000	Salaries	\$1,784,086 96%
Exempt	2.000000	Supplies, Equipment and Services	\$79,021 4%
Support	2.400000	<b>Total</b>	<b>\$1,863,107 100%</b>
Teacher	9.600000		
Maintenance	0.000000		
<b>Total</b>	<b>14.000000</b>		

### Vision

Success, one student at a time.

### Mission

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

### Values

Supporting the Vision, Mission and Priorities are the District 's cornerstone values of accountability, collaboration, equity and integrity.

### District Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

### Profile

District 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 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2019-2020, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division's Priorities that were in effect when the goal was set.

In order to deepen knowledge of legislation, policies and regulations, and best practices, District Support Services will provide all unit staff with targeted professional learning. This will continue to build our internal capacity and facilitate consistent messaging and timely support to all stakeholders. (Priority 1, 2 & 3)

#### Results Achieved:

All Division Support Services staff were provided with opportunities for professional learning including: Information Technology Phishing; Sexual Assault Centre of Edmonton (SACE); Mental Health Literacy; HOPE Institute; Zebra Centre; Pre-enrolment and Lottery Scenarios.

In addition to the entire staff professional learning opportunities, individual staff members received training in: Traumatic Event System (TES) Model Training; Understanding Conflict: Communicating Assertively; Live Well, Lead Well - Zebra Conference; Kids These Days, by Dr. Jody Carrington; Working with Emotional Intelligence; Dare to Lead; Leading versus Managing the Change; Community Conferencing Facilitators Course; Violence Threat Risk Assessment (VTRA) Level 2 Training; Leadership Coaching.

To work in partnership with other decision units, Central, schools and external agencies, District Support Services will actively engage in other District and community committees. In addition, District Support Services will provide ongoing support, resources and professional learning opportunities to school and Central staff. (Priority 1, 2 & 3)

#### Results Achieved:

Division Support Services staff were involved in ongoing committee work with other decision units in the Division:

- Central Leaders Steering Committee
- Pre-Kindergarten Program Assistant Principal Meetings
- Pre-Kindergarten Program Advisory Committee
- Human Resources Principal Committee
- Gifted and Talented Committee
- Impairment Committee
- Video Surveillance Committee
- Lottery Process Committee
- Electronic Signatures Committee
- Pre-enrolment Committee

In addition, DSS provided ongoing resources and support in:

- building Division leadership capacity through continued presentations for First and Second Year Principals sessions
- development of Workplace Violence supporting documents for Division staff
- facilitating student sponsorship agreements with school divisions for non-resident students with special education needs
- Special Needs/District Centre Programming
- Pre-Kindergarten Programming HUB, Satellite and Central Meetings
- Special Needs Assisted Placement (SNAP) and Pre-enrolment PD sessions for Administrative Assistants
- Special Needs Assisted Placement (SNAP) and Pre-enrolment PD sessions for Administrators
- PowerSchool Team

## Results and Implications

- Administrative Regulation HC.AR - Student Accommodation revisions

DSS staff also collaborated with the following external agencies: YMCA Alternative Suspension Steering Committee; Children's Autism Collaboration Team (CACT)

District Support Services will continue to lead District work related to emergency preparedness and student safety, including work with Community Threat Response and Intervention Support Protocol (C-TRISP) partners, Violence Threat Risk Assessment (VTRA) training for District staff, ongoing field trip reviews, and the Issues and Security Action Advisory Committee (ISAAC). (Priority 2 & 3)

### Results Achieved:

Division Support Services organized Violence Threat Risk Assessment (VTRA) training sessions in January 2020 (Levels 1 and 2) for EPSB staff, School Resource Officers (SROs) and our Community Threat Response and Intervention Support Protocol (C-TRISP) partners. In total, there were 58 participants for Level 1 (49 Division staff, 9 from external agencies) and 54 participants for Level 2 (36 Division staff, 18 from external agencies).

DSS continued to collaborate with C-TRISP partners through the C-TRISP Advisory Board meetings.

In addition to providing field trip reviews, DSS was extensively involved in consultation with stakeholders to respond to field trip and student travel cancellations due to COVID-19. A total number of 141 field trips were cancelled: 77 in-province/high risk field trips, 24 out of province and within Canada; and 40 international field trips.

### What were the biggest challenges encountered in 2019/20?

The concerns and anxiety of parents, community and school administration during the emergence of COVID-19 significantly increased the volume of calls to our unit. Once schools transitioned to online learning, our unit also transitioned to working from home. We worked with District Technology staff to implement a system to navigate calls during the work from home scenario. We continued to experience a high volume of calls during online learning and working from home, as we responded to principal and parent calls providing clarity on changes in school operations and procedures.

The changes to Pre-Kindergarten Program (PKP) funding and narrowing of eligibility criteria means we are only able to accept children with severe disabilities and unable to enrol children with mild/moderate delays or English Language Learners in the PKP program.

There is a high demand for parents choosing District Centres for their children. Some of our District Centres are at capacity and unable to accommodate more students. Space continues to be a challenge throughout the Division.

HC.AR - Student Accommodation revision. Supporting schools through the implementation of the new lottery process and addressing appeals in light of changes to access for non-resident students after the close of pre-enrolment.

### What was most important for your school community as you prepared for the 2020-2021 school year?

Division Support Services staff were represented on each of the 3 Re-entry Scenario Working Committees.

Responding to the overwhelming volume of phone calls and inquiries related to parent-choice for learning (online and in-person); clarity on re-entry guidelines, i.e., safety precautions, masks, hand sanitizers, availability of alternative programs and District Centres through online learning.

Providing support and reassurance to school administrators navigating the complexities, added stress and stakeholder pressure due to the uncertainties related to the re-entry plan.

## Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2020/2021 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

Division Support Services will provide all unit staff with targeted, collaborative professional learning and information sharing tailored to the unique context of COVID-19 as well as emergent situations during the 2020-21 school year. This will continue to build our capacity and facilitate consistent messaging and timely support to all stakeholders. (Priority 1, 2 & 3)

Priority 2

To work in partnership with other Central DU's, schools and external agencies, Division Support Services will actively engage in other Division and community committees. In addition, DSS will provide ongoing support, resources and professional learning opportunities to school and Central staff. (Priority 1, 2 & 3)

Priority 1

Division Support Services will continue to lead Division work related to emergency preparedness and student safety, which includes work with Community Threat Response and Intervention Support Protocol (C-TRISP) partners, Alberta Health Services and the Youth Enhanced Deployment Program. (Priority 1, 2 & 3)

Priority 2

## Budget Summary Report

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		1,863,107		1,863,107
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>1,863,107</b>		<b>1,863,107</b>
Teacher	9.600000	1,338,675	9.600000	1,338,675
Supply Teacher	.000000	0	.000000	0
<b>TOTAL TEACHER</b>	<b>9.600000</b>	<b>1,338,675</b>	<b>9.600000</b>	<b>1,338,675</b>
(% of Budget)		<b>71.85%</b>		<b>71.85%</b>
Exempt	2.000000	296,291	2.000000	296,291
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	2.400000	149,120	2.400000	149,120
Support (Supply/OT)	.000000	0	.000000	0
<b>TOTAL NON-TEACHER</b>	<b>4.400000</b>	<b>445,411</b>	<b>4.400000</b>	<b>445,411</b>
(% of Budget)		<b>23.91%</b>		<b>23.91%</b>
<b>TOTAL STAFF</b>	<b>14.000000</b>	<b>1,784,086</b>	<b>14.000000</b>	<b>1,784,086</b>
(% of Budget)		<b>95.76%</b>		<b>95.76%</b>
SUPPLIES, EQUIPMENT AND SERVICES		61,700		61,700
INTERNAL SERVICES		17,321		17,321
<b>TOTAL SES</b>		<b>79,021</b>		<b>79,021</b>
(% of Budget)		<b>4.24%</b>		<b>4.24%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>1,863,107</b>		<b>1,863,107</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0