



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

Meaningful conversations with our stakeholders lead to better results and stronger support when decisions are implemented. Stakeholder Engagement and Support is dedicated to gathering public input and support on many projects and initiatives. We coordinate meetings and workshops with parents, community leagues, residents and organizations, politicians and other groups. We also have an online presence on our District website where stakeholders can find information about current engagements and provide feedback for initiatives online. When we work together, we can make decisions that best benefit our kids and communities.

Results and Implications

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
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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).

Stakeholder Engagement will support a range of programming choices for families. We will support schools and Central departments by designing and/or leading various engagement activities. This may include attendance areas and program establishments and/or program changes

Results Achieved:

Cogito Foundational Principles

In 2020, Stakeholder Engagement led engagement with school Principals in the Cogito program to revise the Cogito Foundational Principles to more closely align them with the Teacher Quality Standard (TQS) and Leadership Quality Standard (LQS). In the 2022–2023 school year, staff at 15 Cogito sites were engaged to reflect on the amended principles and what changes in practice needed to be considered. Parents at 12 Cogito sites were engaged to provide feedback on the amended Foundational Principles and the changes in practice that could be expected. Stakeholder Engagement supported the principals by designing the processes, as well as all supporting documents (i.e., presentations, worksheets, Google forms, etc.).

Southeast High School (SEHS) Attendance Area

The new Elder Dr. Francis Whiskeyjack High School is scheduled to open in September 2024. Stakeholder Engagement supported the engagement to solicit feedback on the proposed attendance area for the new high school.

On June 5, 2023, a video was released on the EPSB website to share the proposed attendance area for the new school and changes to other high school attendance areas as a result. An online survey was open between June 5 and June 19, 2023, to collect feedback:

- 379 responses were received through the online survey
- 210 comments were received

STEM

In February 2022, the Science, Technology, Engineering and Mathematics (STEM) program was approved by the Board of Trustees as a K–12 Division alternative program. At the beginning of the 2022–2023 school year, Programs and Student Accommodation worked with two schools, Elmwood and Hillcrest schools, to establish STEM programming at their schools. Stakeholder Engagement supported the principals by designing processes and supporting documents (i.e., presentations, worksheets, Google forms, etc.) to engage both staff and families to determine if STEM programming was a good fit for the school, and to provide feedback on how best to make the transition to STEM programming.

School Naming

A school namesake has a significant impact on the culture and learning environment of students. In October 2022, the Caucus Committee initiated the process to name the new high school in southeast Edmonton. The public submission process for selecting a name was initiated later in October 2022 and wrapped up in November 2022 having received 353 submissions, inclusive of 159 unique names. Submitted names were subsequently vetted and scored by a committee of central staff and school leadership and presented to Trustees in January 2023. Stakeholder Engagement supported the Trustees throughout the process of choosing a name.

- Infrastructure staff will participate in professional learning sessions that will assist staff to develop common language and deeper awareness and understanding on issues associated with racism and other forms of discrimination.
- Stakeholder engagement will support the Division's intentional efforts toward anti-racism by:
 - Coordinating and leading professional learning sessions for Infrastructure staff at the Centre for Education
 - providing leadership to the Anti-Racism and Equity Steering Committee and Principal Committee
 - supporting the Board of Trustees in the development of a School Renaming Policy through engagement work with the external School Renaming Advisory Committee
- Stakeholder Engagement will participate in professional learning that will allow us to elevate the experiences and perspectives of diverse and marginalized communities in our Division engagement activities.
- Stakeholder Engagement will prepare and submit a proposal to share “kisêwâtisiwin: A Case Study in School Renaming” at the IAP2 2023 North American Conference.

Results and Implications

Results Achieved:

- In a survey at the end of June 2023, 80 per cent of Infrastructure staff agreed that the professional learning sessions assisted staff to develop common language and deeper awareness and understanding on issues associated with racism and other forms of discrimination.
 - 100 per cent of participants indicated they learned something new
 - 81 per cent of participants indicated that their thoughts around racism and other forms of discrimination have shifted in a positive way
- Stakeholder Engagement planned and facilitated 13 professional learning sessions covering five topics for Infrastructure staff at the Centre for Education, Student Transportation and the Distribution Centre. The number of participants at each session was:
 - Introduction to Integrative Anti-Racism - 68
 - The Basics of Being an Ally - 73
 - What is Bias? - 63
 - Learning about Microaggressions - 60
 - Understanding Power and Privilege Through an Intersectional Lens - 64
- In addition, Stakeholder Engagement organized an Indigenous river walk for Infrastructure staff to celebrate National Indigenous Peoples Day. An interactive map was created using Arc-GIS Storyboard to support participants on the walk and to allow others to do a self-guided walk at another time. 29 staff participated in the group walk.
- Stakeholder Engagement staff participated in three webinars through IAP2 with a focus on building relationships with Indigenous communities.
- The proposal Stakeholder Engagement staff submitted for the IAP2 North American Conference "kisêwâtisiwin: A Case Study in School Renaming " was selected for presentation at the 2023 IAP2 North American Conference. The 90-minute session was very well attended and included 45 minutes of Q & A from the highly engaged participants.

What were the biggest challenges encountered in 2022-2023?

Stakeholder Engagement supported the planning and facilitation of the external School Renaming Advisory Committee. Though rewarding, work with this committee demonstrated the complexity of this work and the balancing of views around renaming.

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

Stakeholder Engagement will support the Board of Trustees in the development of a policy related to School Renaming. Understanding and honouring the recommendations of the Advisory committee will be important in this work. Stakeholder Engagement will continue to refine their facilitation skills when dealing with groups of people with strong, sometimes opposing views to try to bring harmony and consensus where possible.

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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 1

Stakeholder Engagement will support a range of programming choices for families. We will support schools and Central departments by designing and/or leading various engagement activities. This may include attendance areas, program establishments and/or program changes.

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

Number of engagements supported, techniques used for engagement, number of participants in each engagement, outcomes/decisions and how engagement informed the decision, evaluation of engagement/debrief

Division Priority 2

Stakeholder Engagement will support the Division's intentional efforts toward anti-racism by:

- Coordinating and sharing professional learning resources/sessions for Infrastructure staff
- Providing leadership to the Anti-Racism and Equity Steering Committee and Principal Committee
- Supporting the Board of Trustees in the development of a School Renaming Policy through engagement, both internal and external
- participating in the International Association for Public Participation (IAP2) Indigenous Engagement Community of Practice. This will allow us to elevate the experiences and perspectives of diverse and marginalized communities in our Division engagement activities

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

Number of sessions/resources shared with Infrastructure staff, creation of a database of resources/experiences to be accessed when planning for engagement with Indigenous communities, tracking of engagement activities with Indigenous communities in 2023–2024

Profile



<u>Staff FTE</u>		<u>Budget</u>	
Custodial	0.000000	Salaries	\$268,530 77.98%
Exempt	0.000000	Supplies, Equipment and Services	\$75,842 22.02%
Support	0.000000	Total	\$344,372 100.00%
Teacher	2.000000		
Maintenance	0.000000		
Total	2.000000		

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Profile

This decision unit is responsible for the planning, coordination and implementation of stakeholder engagement opportunities. Staff members collaborate with a range of internal and external stakeholders and partners to ensure a wide range of engagement efforts, with an emphasis on transparent and responsive processes. Feedback received through engagement will be reflected in subsequent actions and decisions.

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		344,372		344,372
Internal Revenue		0		0
REVENUE TOTAL		344,372		344,372
Teacher	2.000000	268,530	2.000000	268,530
Supply Teacher	.000000	0	.000000	0
TOTAL TEACHER	2.000000	268,530	2.000000	268,530
(% of Budget)		77.98%		77.98%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	.000000	0	.000000	0
TOTAL NON-TEACHER	.000000	0	.000000	0
(% of Budget)		0%		0%
TOTAL STAFF	2.000000	268,530	2.000000	268,530
(% of Budget)		77.98%		77.98%
SUPPLIES, EQUIPMENT AND SERVICES		71,842		71,842
INTERNAL SERVICES		4,000		4,000
TOTAL SES		75,842		75,842
(% of Budget)		22.02%		22.02%
TOTAL AMOUNT BUDGETED		344,372		344,372
Carry Forward Included		0		0
Carry Forward to Future		0		0