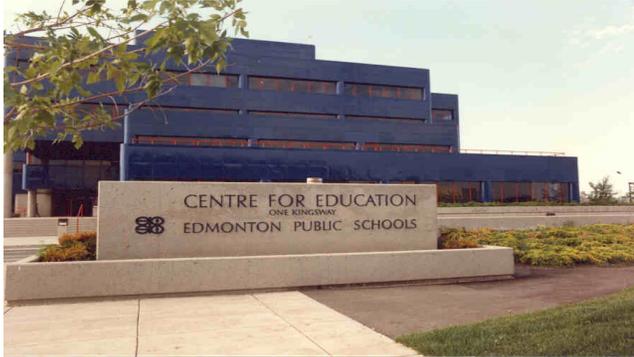


Profile



<u>Staff FTE</u>		<u>Budget</u>	
Custodial	0.000000	Salaries	\$293,571 88%
Exempt	1.000000	Supplies, Equipment and Services	\$39,135 12%
Support	0.000000	Total	\$332,706 100%
Teacher	2.000000		
Maintenance	0.000000		
Total	3.000000		

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

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.

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.

SMART Goal 1: Service Driver: Stakeholder satisfaction and service oriented;

Key Performance Indicator: Delivery of high quality stakeholder engagement opportunities, support and services that are results orientated, based on a flexible framework, informed by evidence-based decisions, and responsive to the evolving needs of schools, central and the community.

Cornerstone Values: Accountability, Collaboration

Metrics:

1. Increase participation in engagement activities by connecting with community leaders, including cultural leaders. Participation will be measured in straight count numbers and compared across similar engagement activities.
2. Develop a process for understanding stakeholder satisfaction with engagement activities through (extra info)
3. Develop a system for tracking informal engagement the District is engaged in regularly through community contact. (phone calls, media, social media).

Results Achieved:

1. Division cultural consultants were included in our planning for all school community engagements. They provided language support and cultural advice in the preparation of presentations and meeting materials. The cultural consultants provided translation support at the in-person sessions for the setting of attendance areas (Thelma Chalifoux) and growth accommodation (Svend Hansen and Lila Fahlman). The more than 300 participants that attended these meetings were able to ask questions and receive answers in Hindi, Punjabi and Urdu. Community leaders, including Council ward representatives from the City of Edmonton, were invited to and attended our in-person meetings in 2020-2021.

2. A comprehensive feedback questionnaire was developed and tested following one in-person public engagement via an online survey. We received 87 responses, with the majority of those stakeholders indicating they were either very or somewhat satisfied with the amount of information provided. Respondents also indicated that they understood the purpose of the engagement, and believed that the engagement was a good use of their time. More work is necessary to embed this evaluation tool into our online engagements.

3. A system was considered, however, time limitations due to the pandemic in the Spring resulted in an incomplete assessment. In collaboration with other departments, Stakeholder Engagement will work to determine whether efforts to capture information regarding 'informal' or anecdotal engagement is feasible.

SMART Goal 2: Service Driver: Internal Quality Assurance;

Key performance Indicator: The Infrastructure Stakeholder Engagement mechanisms or systems are responsive, timely, continually improving, and aligned with industry standards in meeting the learning and business outcomes of the district.

Cornerstone Values: Accountability, Equity, Collaboration, Integrity

Metrics:

1. A commitment to improve engagement processes through intake and exit meetings with internal stakeholders to ensure engagement needs are met and targets are set for improvement.
2. Increase understanding and awareness around principles of engagement (IAP2) through information, workshops and presentations to central and school staff.

Results Achieved:

1. Stakeholder Engagement held intake meetings for all of our engagement activities, both internal and external. A formal plan was then developed and shared

Results and Implications

with the team for which we were providing support. The use of exit meetings became more consistent, however, in some cases a less formal debrief was held and not formally documented. Between September 2019 and March 2020, formal exit meetings were held for three out of eight engagement activities. Informal debrief conversations happened 100 per cent of the time.

2. In December 2019, Stakeholder Engagement hosted a workshop for second year principals and another in January 2020 for all interested Division leaders, on the principles of public engagement (IAP2) and what it means to engage with their own school communities. Similar workshops were conducted the previous year and included senior leadership and trustees. Trustees had an opportunity to apply IAP2 principles to generative discussions during the 2019-2020 year on topics such as student transportation fees, attendance areas and growth control.

SMART Goal 3: Service Driver: Innovative Practices;

Key Performance Indicator: Infrastructure Stakeholder Engagement is committed to research activities and the implementation of industry trends and best practices.

Cornerstone Values: Accountability, Collaboration, Integrity

Metric:

1. Collaborate with other school board engagement practitioners to achieve more innovation in engagement practices. A 'community of practice' approach will be undertaken, with common challenges discussed and best practices exchanged.
2. In consultation with the District's EnviroMatters Office, incorporate environmental stewardship into engagement activities. Concepts explored will focus on ensuring that a mindful, innovative approach to engagement activities results in sustainable practices wherever possible.

Results Achieved:

1. In September and October, 2019, Stakeholder Engagement collaborated with professional colleagues at the Calgary Board of Education (CBE) to develop the lottery process for the Growth Control Model. In return, CBE sought our support in developing an engagement strategy for their transportation fee schedule. Other informal support was shared between the two divisions.

Under the leadership of the Change Team, the Division developed a survey for our stakeholders to inform our September re-entry plans. The survey received an unprecedented level of engagement, with more than 70,000 responses. More than 10 school divisions across the province requested access to the survey in order to inform their efforts to undertake a similar effort.

2. With our in-person engagement, environmental stewardship was at the forefront. Where possible, Stakeholder Engagement decreased the amount of paper used, we encouraged stakeholders to complete surveys and forms online, and used reusable plates and cutlery for any necessary catering prior to engagement events. For our in-person meetings, we would normally hand out an information package with several sheets of paper, including a map of the school used to direct participants to breakout rooms. In 2019-2020, we handed out a small bookmark-sized piece of paper with the room number and a link to all of the relevant information. Sheets of paper saved throughout these engagements would likely be over 3,000 sheets compared to previous years. Environmental stewardship will be an ongoing commitment.

What were the biggest challenges encountered in 2019/20?

With the onset of COVID-19, face-to face engagement opportunities no longer existed. Stakeholder Engagement had committed to leading a two day in-person retreat for our maintenance and project management staff. Many of the participants were not familiar with the use of different technologies. We were able to pivot and use Google classroom and a series of 'tutorials' to host the retreat virtually over several weeks. Participant engagement in the activities was very high. We expanded the use of the online engagement activities developed with another Central unit that found themselves with similar challenges - for an additional

Results and Implications

successful application for the Division.

The pivot to online public engagement also meant exploring different tools to replace the way information is shared at in-person meetings. We learned to use Screen Castify to share our presentations, a method we will continue with in the future.

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

Safety of the team is most important. Ensuring that work from home and work in the office is balanced and that everyone feels safe and comfortable in a “new” environment. We understand that in-person engagement is not likely to occur this school year, so we will need to focus on learning new ways to effectively engage with stakeholders from a distance. The continuation of engagement efforts was proven valuable in the Division’s preparations for September 2020 re-entry.

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.

SMART Goal 1: Service Driver: Stakeholder satisfaction and service oriented;

Key Performance Indicator: Delivery of high quality stakeholder engagement opportunities, support and services that are results orientated, based on a flexible framework, informed by evidence-based decisions, and responsive to the evolving needs of schools, central and the community.

Cornerstone Values: Accountability, Collaboration

Metrics:

1. Enhance the process for understanding stakeholder satisfaction by exploring online tools that allow stakeholders to provide specific feedback regarding virtual engagement efforts. Information collected will shape subsequent virtual engagements.

2. Provide service to internal departments by supporting them in their use of techniques and tools of engagement and by creating and leading workshops to support generative discussions.

3. Develop a guiding document that could support stakeholder relations and engagement across the Division. The document will capture aspects such as preferred principles, planning and techniques for engagement efforts.

Priority 3

SMART Goal 2: Service Driver: Internal Quality Assurance;

Key performance Indicator: The Infrastructure Stakeholder Engagement mechanisms or systems are responsive, timely, continually improving, and aligned with industry standards in meeting the learning and business outcomes of the district.

Cornerstone Values: Accountability, Equity, Collaboration, Integrity

Metrics:

1. Increase understanding and awareness around principles of engagement (IAP2) through information, workshops and presentations to central and school staff. Stakeholder Engagement will plan for 2 workshops to be offered during the 2020/21 school year.

Priority 3

SMART Goal 3: Service Driver: Innovative Practices;

Key Performance Indicator: Infrastructure Stakeholder Engagement is committed to research activities and the implementation of industry trends and best practices.

Cornerstone Values: Accountability, Collaboration, Integrity

Metric:

1. Prepare a submission for the IAP2 Core Values Awards based on our engagement efforts that supported the Division re-entry plan.

Priority 3

Budget Summary Report

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		332,706		332,706
Internal Revenue		0		0
REVENUE TOTAL		332,706		332,706
Teacher	2.000000	253,571	2.000000	253,571
Supply Teacher	.000000	0	.000000	0
TOTAL TEACHER	2.000000	253,571	2.000000	253,571
(% of Budget)		76.21%		76.21%
Exempt	1.000000	40,000	1.000000	40,000
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	.000000	0	.000000	0
TOTAL NON-TEACHER	1.000000	40,000	1.000000	40,000
(% of Budget)		12.02%		12.02%
TOTAL STAFF	3.000000	293,571	3.000000	293,571
(% of Budget)		88.24%		88.24%
SUPPLIES, EQUIPMENT AND SERVICES		34,135		34,135
INTERNAL SERVICES		5,000		5,000
TOTAL SES		39,135		39,135
(% of Budget)		11.76%		11.76%
TOTAL AMOUNT BUDGETED		332,706		332,706
Carry Forward Included		0		0
Carry Forward to Future		0		0