

Profile



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

Stakeholder satisfaction and service to schools, Central and the Community

Programs and Student Accommodation (PSA) supports schools, central decision units, and senior administration in the distribution of programs, enrolment support, and student accommodation. The intent is to allow as many students as possible to attend a school close to home, provide schools with attendance areas that allow for healthy growth, and allow students equitable access to Division programs.

Results and Implications

Division Priorities 2022-2026

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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).

Programs and Student Accommodation will strive to have all students access the program of their choice. Identify the problem, gather data/information, clarify/diagnose the problem, develop innovative solutions, analyze each solution.

Results Achieved:

Registration and Enrolment - The HC.AR Student Admission and Enrolment regulation has proven to clarify how schools can accept students fairly and transparently in both regular and alternative programs. Over the last three years, there has been a decline in the number of schools using the random selection process to accept out of attendance area students. During the 2023 enrolment process, 28 schools went to random selection down from 2022 (32) and 2021 (33). In addition, all five schools that have been at Level Three for two years or more were able to accept a greater percentage of students through the lottery process than they were in previous years.

- David Thomas King: accepted 92 per cent (up from 67 per cent in 2022)
- Dr. Lila Fahlman: accepted 92 per cent (up from 81 per cent in 2022)
- Dr. Margaret-Ann Armour: accepted 91 per cent (up from 81 per cent in 2022)
- Lillian Osborne: accepted 100 per cent (up from 85 per cent in 2022)
- Svend Hansen: accepted 62 per cent (up from 50 per cent in 2022)

For alternative programs, even though Division space for students becomes limited, Administration has tried to be creative and was able to establish:

- Nine new sites in 2022–23 (STEM; Academic Enrichment; Cogito)
- Nine junior high Pre-Advanced Placement sites were deactivated and became Academic Enrichment sites
- Six new sites in 2021–2022 (STEM; Academic Enrichment; Spanish Bilingual; Cogito)
- One new site in 2020–21 (Advanced Placement)

With these additions, the number of schools going to random selection in an alternative program over the last three years has been consistent at 20 each year.

Division Centres - Throughout the 2022–23 school year, 35 new Division centre classes were approved to open in September 2023. This includes:

- 32 Interactions classes
- One Opportunity class
- One Connections class
- One Individual Support class

The Special Needs Assisted Placement (SNAP) program is an open request program, and although there is a firm set of dates for SNAP Phase 1, SNAP Phase 2 remains open all year until SNAP Phase 1 re-opens. As a result, Division Support Services staff work diligently throughout the year to place students once a request is made based on space and resource availability.

Student Accommodation - In response to varying enrolment pressures, attendance areas may be reviewed from time to time. Where possible, the Division establishes (or revises) attendance areas to include as many students as possible close to home while ensuring any changes are sustainable, equitable and transparent. During 2022–2023, the following attendance area changes were approved:

- Established a secondary attendance area at Johnny Bright School to prioritize enrolment of Heritage Valley students at a school close to home
- Redesignated Summerside South back to Michael Strembitsky School after being removed as part of previous growth accommodation strategies to manage enrolment

Deepen our understanding of anti-racism and reconciliation by examining our beliefs and experiences related to these topics and bringing greater self-awareness through introspection and reflection.

Results Achieved:

Programs and Student Accommodation staff were able to use a variety of resources to better understand Anti-racism and reconciliation. Through these topics, staff were able to examine their beliefs, previous understandings and experiences. Our participation allowed us to learn the truth about our history, how it has shaped current beliefs and how

Results and Implications

we can move forward. Staff shared this is the beginning and there is a need to continue to learn, grow and plan to take/explore future opportunities for personal growth.

Post DLM Sessions - Four staff members attended these sessions:

- Foundational Knowledge, The Sixties Scoop, Part 1
- Foundational Knowledge, The Sixties Scoop, Part 2
- Language Matters
- Walk the Talk: Five Key Understandings Necessary to Ensure Anti-racist Practices are Genuine and Lasting on Personal and Institutional Levels

Infrastructure Sessions - Three staff members attended:

- Introduction to Integrative Anti-Racism
- The Basics of Being an Ally
- What is Bias?
- Learning about Microaggressions
- Understanding Power and Privilege through an Intersectional Lens

Indigenous River Valley Walk - One staff member attended the walk

Books read - Three staff members chose to read books

- 21 things you may not know about The Indian Act
- Indigenous Relations Insights, Tips & Suggestions to Make Reconciliation a Reality
- Five Little Indians
- Life in the City of Dirty Water
- Avenue of Champions

External Resources - Two staff members chose to use external resources.

[Indigenous Canada](#) - a 12-lesson Massive Open Online Course (MOOC) from the Faculty of Native Studies that explores the different histories and contemporary perspectives of Indigenous peoples living in Canada. From an Indigenous perspective, this course explores complex experiences Indigenous peoples face today from a historical and critical perspective.

[Diversity, Inclusion and Allyship](#) - Exploring topics such as poverty, cultural racism and gender equality to help deepen understanding of the systemic barriers faced by some Canadians and how to become stronger advocates and allies to address those barriers and foster a more inclusive environment in their classrooms, clubs and community activities. Consists of archived webinars and learning resources.

Implement practices intended to enhance staff well-being, such as:

- Create a team culture that validates the pillars of a healthy, mindful, successful life. Normalize shutting down at night, taking vacations, and taking a sick day when needed.
- Build community and team morale. Examples include scheduling a weekly lunch, volunteering together, celebrating people's milestones together, and practicing intentional peer recognition.
- Include staff in presentations and discussions with senior administration when appropriate.
- Encourage staff to use Division Professional Development days for their own professional development.

Results Achieved:

The team worked towards a work-life balance. This meant purposeful actions to work toward well-being and mental health, and creating healthy boundaries. The following addresses our actions as we worked toward this goal:

- Create a team culture that validates the pillars of a healthy, mindful, successful life. Normalize shutting down at night, taking vacations, and taking a sick day when needed
 - Staff encouraged to eat lunch every day, often together if possible; leave the office by 4 p.m.; when not well, stay home to heal
 - All vacation requests were approved and staff were reminded to take vacation and health breaks
- Build community and team morale
 - Weekly lunch - once a week - 37 times
 - Christmas luncheon and Year-end celebration
 - Sang Happy Birthday and wished staff members a happy birthday
 - Weekly Horoscope team building activity
- In order to increase Division context, efforts to include staff in presentations and discussions with senior administration when appropriate
 - November 1, 2022 - Caucus presentation
 - November 23, 2022 - Central Results Review
 - December 14, 2022 - Discussion with some senior administration
 - January 10, 2023 - Prepping for Pre-Enrolment - sessions for school administrators
 - January 11, 2023 - Taking the Mystery out of Student Enrolment - presentation to first-year principals
 - February 16, 2023 - Meeting with Chief Infrastructure and Technology Officer and Superintendent

Results and Implications

- March 16, 2023 - Staff member invited to discuss enrolment processes on Global News in the morning
- March 23, 2023 - Presentation to South principals re: New High School Attendance Area
- May 31, 2023 - Presentation to Level 3 and overflow designated schools
- Encourage staff to use Division Professional Development days for their own professional development
- August 29, 2022 - Google Excel offered by one of our staff members
- June 21, 2022 - Building the Resilience of Staff and Organizations: Finding the Rugged Qualities and Resources We Need to Thrive
- April 28, 2022 - Nurturing Resilience

What were the biggest challenges encountered in 2022-2023?

- It is a challenge to honour family choice in light of high enrolment pressures. Many of our schools are moving to a higher level in the Growth Control Model, including a few more additions of schools to Level 3, where lotteries may happen at certain grades
- New families to the Division are struggling to find a school with space close to home, meaning program distribution places pressure on other support systems such as busing and classroom construction
- On average, attendance area high schools are at 101.5 per cent of their enrolment limit and are accordingly at or overcapacity
- Due to the exponential growth in the number of Division centre classes, the complexity (space/ transportation/staffing/facility modifications/budget) around implementation of Division centres has increased

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

- Under the broad umbrella of student accommodation, Programs and Student Accommodation staff will continue to maximize the efficient use of instructional space by working with schools and central departments on innovative approaches to program distribution
- Further capacity has been added to the Programs and Student Accommodation team, as of 2023–2024, to allow additional focus on programming in alternative programs

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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

Programs and Student Accommodation will strive to support a range of programming choices for families through program distribution efforts and enhanced support for program partner groups (such as Societies).

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

Detailed September count date data sets to inform baselines and metrics that inform distribution, division tolls and systems: SNAP, random selection/lottery process, establishment recommendations, APEX data, call volume and tracking, TSRs/SSRs, requests for new programs, society and parent group meetings, school visits.

Division Priority 2

Programs and Student Accommodation staff will continue to grow through personal and professional growth opportunities focused on anti-racism and reconciliation.

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

Number of professional development sessions attended both internal and external, number of books read, number of resources - books, podcasts, external resources, videos, participation in activities to support anti-racism and reconciliation.

Profile



<u>Staff FTE</u>		<u>Budget</u>	
Custodial	0.000000	Salaries	\$839,356 12.07%
Exempt	1.000000	Supplies, Equipment and Services	\$6,117,030 87.93%
Support	0.000000	Total	\$6,956,386 100.00%
Teacher	4.750000		
Maintenance	0.000000		
Total	5.750000		

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The decision unit provides planning services and information to schools, families, community and community partners related to programs, distribution of programs, student accommodation, facility use, consultation processes, demographic analysis and enrolment projections. The unit also leads district facility and infrastructure planning initiatives associated with managing district space, school site acquisition and development, capital plan development, deployment of portable classrooms, school closure and reopening, and urban development review. In addition, the unit develops and supports a variety of governmental and community partnerships including the Joint Use Agreement, coordinating community use of the district s facilities, and distribution of new district programs in response to community demand.

Planning supports the Focus on teaching and learning by providing all students with access to quality learning environments and program choices.

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		6,956,386		6,956,386
Internal Revenue		0		0
REVENUE TOTAL		6,956,386		6,956,386
Teacher	5.000000	732,412	4.750000	696,124
Supply Teacher	.000000	0	.000000	0
TOTAL TEACHER	5.000000	732,412	4.750000	696,124
(% of Budget)		10.53%		10.01%
Exempt	1.000000	139,732	1.000000	139,732
Exempt (Hourly/OT)	.000000	3,500	.000000	3,500
Custodial (Supply/OT)	.000000	0	.000000	0
TOTAL NON-TEACHER	1.000000	143,232	1.000000	143,232
(% of Budget)		2.06%		2.06%
TOTAL STAFF	6.000000	875,644	5.750000	839,356
(% of Budget)		12.59%		12.07%
SUPPLIES, EQUIPMENT AND SERVICES		6,074,099		6,110,387
INTERNAL SERVICES		6,643		6,643
TOTAL SES		6,080,742		6,117,030
(% of Budget)		87.41%		87.93%
TOTAL AMOUNT BUDGETED		6,956,386		6,956,386
Carry Forward Included		0		0
Carry Forward to Future		0		0