

Summary of SELU Recommendations & Division Response

December, 2009



Executive Summary

The Prairie Valley School Division (PVSD) contracted the Saskatchewan Education Leadership Unit (SELU) in November 2008 to conduct a Program and Services Study. An important aspect of the study was to collect data on the perspectives of stakeholder groups on the programs and services of the division as well as to complete an inventory of the programs and services offered in PVSD.

The specific objectives as identified by SELU and PVSD were as follows:

- To identify programs available in each school
- To provide a comparison of program offerings, emphasis and delivery modes
- To determine the level of satisfaction from different stakeholder groups with the program offerings
- To determine the perception of stakeholder groups on future program emphasis
- To provide data on the priorities of the school division as identified by stakeholders
- To provide reports with data aggregated at the school division level and school levels
- To draw conclusions and recommendations from the data for planning purposes and future action.

The study design included the collection of data from both surveys and focus group interviews that included parents, students, teachers, administrators and educational assistants. The surveys and focus group interview forms utilized parallel design so the data could be triangulated in comparing perceptions of programs and services among all respondent groups.

In total 6001 participants completed the surveys which included 82% of the grade 6-12 students, 81% of teachers, 71% of the educational assistants and 43% of the parents in PVSD. The consultants conducted 15 focus group interviews in three locations throughout the division. The percentage of respondents for each group was adequate to generalize results to the larger population.

Surveys were completed by stakeholder groups in December, 2008 and focus groups interviews were conducted in early February, 2009. During that period, information was collected from the schools, the division office and the Ministry of Education concerning existing programs and services in the division. The data collected were analyzed in March and April to be used in developing the division report which was completed in May. The project involved disaggregating school level data that were used in the development of 36 school level reports. The school level reports which were provided to each school by the end of June in draft form and finalized in September 2009.

The Division report included chapters on design and processes, inventory of existing programs, indicators of programs and services and levels of satisfaction, stakeholder views on future program emphasis, issues and priorities for PVSD, and conclusions and recommendations. The report included 25 recommendations related to enhancing program and services in the division. These recommendations will assist future Board planning and in the development of longer-term action plans. The recommendations are as follows:

1. The school division should consider increasing support for program areas such as arts education, PAA and second languages through future staffing and possible reassignment or transfers.
2. The school division should consider options for improving learning opportunities for academically talented students. Some of these opportunities could be explored through technology, university linkages, and work study programs. There is need to better utilize the adaptive dimension given the low enrolments in some schools.
3. The school division should review its formula for staffing Student Support teachers and Educational Assistant teacher time in schools to ensure learning needs are met.
4. There is need to examine the delivery of technology services, including the age and number of computers, adequacy of servers and the amount of time required to fix the system. As part of the review, attention needs to be paid to computer services in the library/resource centers.
5. There is need to examine the provision of second language opportunities throughout the school division. All respondent groups perceived the limited program opportunities with regard to second languages. Teacher supply and the focus of the program appeared to be barriers to offering successful second language programs.
6. The provision of programs for special needs students need to be examined and deficiencies rectified. It appears that there is considerable variation of services across the system. Further, the demand for therapists, psychologists, social works, and other specialists may need to be better rationalized.
7. Some schools need to provide better and timelier feedback to parents. It is recognized that the majority of schools are providing excellent services in this regard.
8. Schools need to examine their learning environment data to ensure that they are delivering the type of services that meet the needs of students and parents. For a few schools safety and security is an issue that needs to be addressed.
9. From the data it appears that PLCs are not working as well as they might. In a number of cases teachers felt that the PLCs took away instructional time, and others felt that there is too much of a division-wide focus and that schools might be better served utilizing a different model. The central office staff needs to assess the degree to which these efforts are providing useful learning opportunities.
10. Central Office needs to prepare an annual change initiatives report showing the goals, the extent the goals are being achieved, and develop a prioritization of the initiatives it will pursue. Many teachers felt that the school division is pursuing too many initiatives at once with the result that nothing is being well done or completed.

11. The school division needs to determine when, how much, and what the PD priorities are of the school division. A number of teachers felt that too much instructional time is being taken away from the classroom. An action plan is needed.
12. There is concern with the career and personal counseling services being provided. An analysis needs to be done to determine the degree of equity that exists across the school division.
13. Class sizes are an issue for a number of respondent groups. It may be that the division needs to develop a more flexible staffing formula to account for large class sizes that also have diverse learning needs.
14. While most respondents were satisfied with their facilities and equipment and material supplies, others expressed concerns. It is recommended that this issue be further examined to determine the reasons for the deficiencies.
15. A number of school staffs were concerned about the amount of time that teacher librarians were provided in some schools. Suggestions were made that maybe library technicians could back fill some of the gaps. What is also disturbing is that students do not see the library as part of their learning needs. This issue was recently identified in a study of beginning university students.
16. The school division should have a more consistent response to the delivery of French language instruction in the division in grade 1 through 9 as a locally determined option.
17. PVSD schools should review their secondary program offerings to ensure that there is a balance of program opportunities available in their school.
18. PVSD should ensure that all of their schools comply with the 1500 minutes of instructional time as indicated in the provincial policy requirements.
19. PVSD should provide closer monitoring of the balance of time requirements to ensure the subjects meet or are close to meeting the requirements.
20. The school division should monitor the inclusion of career guidance commencing at grade six and continuing through the middle level.
21. The school division should review the implementation of locally determined options in their school division with particular attention given to the minimum requirement of 125 minutes per week beginning at grade 7.

22. The school division should encourage increase use of Technology Assisted Learning to enhance program offerings particularly in some of their smaller schools.

23. The school division should increase the visibility of provincial policies regarding other credit options that are available for students who are academically talented.

24. The school division should review staffing levels in over-subscribed specialized service areas and, if resources are available, increase staffing support in those areas.

25. PVSD should review its policy on early childhood education and determine if more support should be given to communities in providing this programming in divisional schools similar to current programming in Community Schools.

In conclusion, the aggregated data provides an overall picture of the programs and services in PVSD. The report captures some of the nuances that exist in the division, but more understanding can be gleaned from the richness of data contained in the school level reports. PVSD has many exciting initiatives and it is hoped that this report will provide the impetus for continual renewal and growth so that the students of the school division are well prepared for the challenges of a global society.

As food for thought, the question of appropriate education in and for a global society has been on the minds of the directors of United Nations Educational, Scientific and Cultural Organization (UNESCO) for some time. The authors of the report concluded that education as it is currently constructed is no longer appropriate. They proposed that education needed to move away from providing students with a store of knowledge upon which to draw, and toward equipping them with capacities to seize learning opportunities throughout life; to broaden knowledge, skills, and attitudes; and to adapt to a changing, complex, and interdependent world.

To this end the Commission proposed four fundamental types of learning:

- 1) Learning to know – the acquisition of broad general knowledge, intellectual curiosity, and levels of understanding
- 2) Learning to do – the ability to put into practice one’s learning and to act creatively on the environment
- 3) Learning to live together – the recognition and valuing of diversity and similarities between people and the ability to work together collaboratively
- 4) Learning to be – the development of holistic persons who can understand themselves and their world, and who can solve their own problems.

These are laudable goals for education that will require considerable effort by many stakeholders. We hope that the data contained in these reports will provide the opportunity to reflect and plan for the education of our youth, so that schools can move towards these goals.

| Division Response | | |
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| <i>Recommendation</i> | <i>Current Situation</i> | <i>Next Steps</i> |
| <p>1. The school division should consider increasing support for program areas such as arts education, PAA and second languages through future staffing and possible reassignment or transfers.</p> | <p>Arts Education</p> <ul style="list-style-type: none"> • The PVSD Arts and Culture Committee include representatives from each school. This committee will provide leadership at the school, community, and division levels. • New Course Offerings: <ul style="list-style-type: none"> ○ Lumsden High School - Choir 10. ○ Greenall High School - Dance 10, Jazz 10,20, 30 • Band program expanded to include Fort Qu'Appelle Elementary Community School <p>PAA</p> <ul style="list-style-type: none"> • A significant review of the PAA programming will continue. <p>Second Languages</p> <ul style="list-style-type: none"> • Core French in a variety of configurations across the division • As per AP 4820, when a vacancy exists, consideration is based on teacher qualifications for the position, and on the specific needs of the school and/or system. | <p>Arts Education</p> <ul style="list-style-type: none"> • Increasing support for Arts Education is a priority for the Arts Education Consultant. Arts Education programming will be reviewed and key recommendations will be presented. • A PVSD Celebration of the Arts event is planned for the spring of 2010. <p>PAA</p> <ul style="list-style-type: none"> • Plans for improved opportunities in this area are being developed such as community and First Nations partnerships, dual credit opportunities with the apprenticeships program and SIAST. • Equipment renewal with a focus on the following courses offered in modules or through pure courses: <ul style="list-style-type: none"> - Welding 10, 20, A30, B30 - Construction and Carpentry 10, 20, 30 - Food Studies 10, 30 - Clothing, Textiles, and Fashion 10, 30 <p>Second Languages</p> <ul style="list-style-type: none"> • Possibilities for increased second language programming are being examined. For example, discussing with the U of R regarding the university offering French as a distance learning option to secondary students. |

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| <p>2. The school division should consider options for improving learning opportunities for academically talented students. Some of these opportunities could be explored through technology, university linkages, and work study programs. There is a need to better utilize the adaptive dimension given the low enrolments in some schools.</p> | <ul style="list-style-type: none"> • PrairieGATE (Prairie Valley's Gifted and Talented Education Program) was initiated in 2008/2009 and supported with a grant as a Student Centered Innovation Project (SCIP). The purpose of the project is to provide opportunity for identified gifted learners to network with their ability peers in the division. • In this, as in all areas, ICT is a support service and will work with the educational lead to implement whatever course of action the division decides to pursue in response to this recommendation. | <ul style="list-style-type: none"> • PrairieGATE is in its second year and this year focuses on making connections with the University of Regina. The students will be involved with science-oriented experiences, mentoring and recruitment opportunities, university archiving, and an exploration of the arts through hiphop music. A similar program for elementary students is in the process of development in 2009/2010. • The introduction of the Apprenticeship Credit Policy will enable students to pursue apprenticeship opportunities while earning secondary credits. • The introduction of three special project credits by the Ministry will enable students to pursue dual credit options such as the U of R accelerated program. • Community netWorks provides unique short term opportunities such as the Pre Health Professionals Club, Auto Dealership work study, Construction Industry work study, etc. • The infrastructure upgrades currently being completed, as well as planned fibre upgrades from SaskTel, should position us well to bring more course options to students. |
| <p>3. The school division should review its formula for staffing Student Support teachers and Educational Assistant teacher time in schools to ensure learning needs are met.</p> | <ul style="list-style-type: none"> • Currently examining allocation versus utilization values • The Professional Staffing Guidelines are reviewed annually. The review solicits feedback and suggestions from the in-school administrators. • Review of impact assessment profiles and personal program plans to determine appropriateness of current level of supports in place for students with intensive needs. • Currently reviewing the Student Services service delivery model for each school to determine appropriate deployment of these resources in the context of the Response to Intervention framework. | <ul style="list-style-type: none"> • The school division will examine staffing allocation levels versus utilization levels. • The Professional Staffing Guidelines are reviewed annually. • Use data from review of impact assessment profiles and personal program plans and the Student Services service delivery model to develop and implement a staffing profile that supports learners with diverse and intensive needs utilizing research-based ratios. |

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| <p>4. There is need to examine the delivery of technology services, including the age and number of computers, adequacy of servers and the amount of time required to fix the system. As part of the review, attention needs to be paid the computer services in the library/resource centers.</p> | <ul style="list-style-type: none"> The number of computers per school is based on a standard formula using student numbers and attempts to balance the need for computers with the cost in the context of other division priorities and the available space within schools. User issues are centrally logged and tracked to ensure response times are reasonable; detailed statistics are available if needed. | <ul style="list-style-type: none"> ACT will provide recommendations to significantly increase the delivery of online courses. The division will complete year 5 of a rolling 5 year computer refresh in 2010, which includes desktops, monitors, servers and related peripherals. In addition, over the summer and fall of 2009, we are upgrading the network equipment in all schools (including servers), installing wireless capability, and SaskTel is installing fibre lines over the next two years. Selective upgrades to high schools (mac labs, wireless carts) and supported installation and use of more smartboards. |
| <p>5. There is need to examine the provision of second language opportunities throughout the school division. All respondent groups perceived the limited program opportunities with regard to second languages. Teacher supply and the focus of the program appeared to be barriers to offering successful second language programs.</p> | <ul style="list-style-type: none"> We have been successful in recruiting qualified French teachers for the Core French programs currently being offered in our schools | <ul style="list-style-type: none"> Currently examining the possibility of secondary students accessing second languages from the U of R, via distance learning, for a dual credit option. |
| <p>6. The provision of programs for special needs students need to be examined and deficiencies rectified. It appears that there is considerable variation of</p> | <ul style="list-style-type: none"> Phase Two of special program review and review of Student Services service delivery model for each school is underway. Collection of data from Impact Assessment Profiles and Personal Program Plans for Students with Intensive Supports to rationalize professional student support services required to meet the needs of specific populations. We continue to recruit for student services teachers and other | <ul style="list-style-type: none"> Collection of data from the 2009/2010 review of Impact Assessment Profiles and Personal Program Plans for Students with Intensive Supports to determine professional student support services required to meet the needs of specific populations. Continued emphasis on recruitment of student |

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| <p>services across the system. Further, the demand for therapists, psychologists, social workers, and other specialists may need to be better rationalized.</p> | <p>specialists.</p> | <p>services teachers and other specialists.</p> |
| <p>7. Some schools need to provide better and timelier feedback to parents. It is recognized that the majority of schools are providing excellent services in this regard.</p> | <ul style="list-style-type: none"> • All schools have access to Teacher Logic as of Fall 2009 and a r Homelogic, a web-based communication tool that provides parents and guardians with online access to attendance, achievement and timetable information is being used in 5 schools. • Many schools have identified improved communication as a target based on feedback received from the SELU reports and Homelogic is one way strategy toward improving that communication. • Pre-referral process has been selected as an area of development from the 2008-09 Student Services Service Delivery Model Rubrics. There is an expectation that classroom teachers are communicating to parents when students are not responding to Green Level strategies and interventions. | <ul style="list-style-type: none"> • Homelogic will be available to all schools over the next two academic years to facilitate web-based access to student information for parents and guardians. • School-based guidelines are developed for pre-referral processes as part of the referral process. • Parents are notified when students are unresponsive to classroom interventions. |
| <p>8. Schools need to examine their learning environment data and to ensure that they are delivering the type of services that meet the needs of students and parents. For a few schools safety and security is an issue that needs to be addressed.</p> | <ul style="list-style-type: none"> • The area of safety and security has been discussed at area administrator meetings as we continually strive for balance between prevention and managing behaviour incidents. A significant number of PVSD schools have targeted behaviour as part of their Learning Improvement Plans. The Positive Behavioural Interventions and Supports (PBIS) initiative continues to grow and support student behaviour issues. PVSD has a strong team approach to support schools as they deal with safety and security issues. We continue to support partnerships with other human services agencies such as the RCMP. • Awareness of the Response to Intervention framework – a tiered model of interventions and supports. • Establishment of school response teams and training for members of teams (e.g. Non-Violent Crisis Intervention de-escalation strategies). • In 2008/2009, four schools were involved in a pilot to implement PBIS, a school-wide framework to address the social, emotional | <ul style="list-style-type: none"> • Implementation of the Response to Intervention, a tiered model of interventions and support, as a systematic approach to meeting the academic and behavioural needs of all students. A Response to Intervention blueprint for implementation will be completed by February 2010. • Positive Behavioral Interventions and Supports (PBIS) is identified as a component of the safety planning for all schools to improve behaviour of all students. • Seven schools joined the original four schools in the implementation of PBIS this school year. In addition, all 11 of these schools are licensed or in the process of becoming licensed to use the School-Wide Information System (SWIS), a computer application that summarizes office |

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| | and behavioural needs of all students in the school. | discipline referral information for school level data-based decision making. This data assists schools in planning to support appropriate behaviour and respond to inappropriate behaviour. <ul style="list-style-type: none"> • Each school has established a school critical incident response team. • A Non-Violent Crisis Training plan for school-based staff is under development. |
| 9. From the data it appears that PLCs are not working as well as they might. In a number of cases teachers felt that the PLCs took away instructional time, and others felt that there is too much of a division-wide focus and that schools might be better served utilizing a different model. The central office staff needs to assess the degree to which these efforts are providing useful learning opportunities. | <ul style="list-style-type: none"> • The model for PLCs has changed for 2009 – 2010 by moving to a school based model rather than a division based model. | <ul style="list-style-type: none"> • PLC work will continue as a school based model. |
| 10. Central Office needs to prepare a report showing the goals, the extent the goals are being achieved, and develop a prioritization the initiatives it will pursue. Many teachers felt that the school division is pursuing too | <ul style="list-style-type: none"> • CIF Goals are established by the Province, targeted by the Board and monitored by central office. • Learning Improvement Plan (L.I.P.) Goals are established by schools. These L.I.P. goals are electronically recorded and can be filtered and access by LIP key areas of focus. • Dates of divisional initiatives and presentations are to be entered electronically onto the PVSD divisional calendar in Outlook. | <ul style="list-style-type: none"> • A Gantt chart that identifies the various goals and initiatives of the various central office portfolio areas will be created • Senior administration will review and prioritize their initiatives throughout the year. |

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| <p>many initiatives with the result that nothing is being well done or completed.</p> | | |
| <p>11. The school division needs to determine when, how much, and what the PD priorities are of the school division. A number of teachers feel that too much instructional time is being taken away from the classroom. An action plan is needed.</p> | <ul style="list-style-type: none"> In the 310 calendar model, professional development is provided by looking at the strategic placement of non-teaching and non-student days. The calendar committee considered the annual demands of professional development calendars, extra-curricular events and the logic of the timing of statutory holidays. By placement of non-teaching, non-student days around some of the key conferences and extra-curricular events they greatly reduce the amount of substitute time and time students are out of classes for these opportunities. | <ul style="list-style-type: none"> To ensure that the school division culture of learning extends to all staff we are committed to: <ul style="list-style-type: none"> a) providing access to relevant, quality professional development opportunities appropriate to group and individual needs within the school division b) providing up to 5% of the contract time for professional development opportunities that would take staff away from students. |
| <p>12. There is concern with the career and personal counselling services being provided. An analysis needs to be done to determine the degree of equity that exists across the school division.</p> | <ul style="list-style-type: none"> Itinerant career counselor time in schools is equally divided based on the number of 10, 11, 12 students in each school. Research supports the implementation of school-wide interventions and supports that address the social, emotional and behavioural needs of all students (Positive Behavioural Interventions and Supports (PBIS)). The teaching and reinforcing of values and appropriate behaviour to all students addresses the needs of students to a greater degree than the previous model of direct counselling services at the elementary level. Counselling services for high school students are being reviewed for equity. A 0.5 FTE Child and Family Support Worker was added effective September 1, 2009. | <ul style="list-style-type: none"> PVSD received a \$60,000 grant to examine current career counselor practice and develop a career counselor handbook based on current research of the most effective practices in career counseling. Assess effectiveness of PBIS. Make recommendations regarding counsellor staffing ratios based on data (e.g. number of referrals, caseloads and student outcomes). |
| <p>13. Class sizes are an issue for a number of respondent groups. It may be that the division needs to develop a more flexible staffing formula to account for large</p> | <ul style="list-style-type: none"> Class sizes are decided upon by administrators within the total staff allocation The Professional Staffing Guidelines allocate staff based upon a number of factors. The average PTR in the School Division is approximately 15.56 to 1. The Principals, in consultation with their staff, allocate the allotted staff so as to meet the needs of their students and school. Principals have significant flexibility in | <ul style="list-style-type: none"> The professional staffing guidelines will be reviewed with the Administrators' Group in February/March 2009. |

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| class sizes that also have diverse learning needs. | utilizing their staff. | |
| 14. While most respondents were satisfied with their facilities and equipment and material supplies, others expressed concerns. It is recommended that this issue be further examined to determine the reason for the deficiencies. | <ul style="list-style-type: none"> Strategic Facilities Plan prioritizes schools for capital upgrades, modernizations and new construction. | <ul style="list-style-type: none"> In 2009-10 review and revise the annual Facility Needs Assessment process In 2009-10 introduction of a consistent and systematic approach to equipment upgrades/replacements/additions in schools |
| 15. A number of school staffs were concerned about the amount of time that teacher librarians were provided in some schools. Suggestions were made that maybe library technicians could back fill some of the gaps. What is also disturbing is that students do not see the library as part of their learning needs. This issue was recently identified in a study of beginning university students. | <ul style="list-style-type: none"> Teacher librarian allocation ranges from .20 – 1.00 depending on student population. The library associate position is a para-professional position with specific duties not related to teaching as is the teacher librarian position. | <ul style="list-style-type: none"> Teacher librarian allocation is reviewed annually. The goals of PVSD school libraries are to provide: <ul style="list-style-type: none"> library programming that shares the responsibility of realizing the achievement of learning outcomes and preparing learners for the future collections and services that are current, relevant, inclusive and accessible to all learners through a culture of shared responsibility. |
| 16. The school division should have a more consistent response to the delivery of French language instruction in the division in | <ul style="list-style-type: none"> Review of current Core French programming | <ul style="list-style-type: none"> Possibilities for increased Core French programming are being examined. For example, discussing with the U of R regarding the university offering French as a distance learning option to secondary students. |

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| grade 1 through 9 as a locally determined option. | | |
| 17. PVSD schools should review their secondary program offerings to ensure that there is a balance of program opportunities available in their school. | <ul style="list-style-type: none"> • Annual examination of secondary program offerings in school division | <ul style="list-style-type: none"> • Improved access to a range of online courses • Development of protocol for locally determined options • Development of standardized procedure for student course selection |
| 18. PVSD should ensure that all of their schools comply with the 1500 minutes of instructional time as indicated in the provincial policy requirements. | <ul style="list-style-type: none"> • 310 Calendar – required minutes in 6-day cycle is 1860 • Data has been collected on the use of instructional time through staff utilization feedback and as a part of the ongoing collection of data related to our 310 minute calendar. | <ul style="list-style-type: none"> • Annual monitoring will occur to ensure all students are allocated 930 instructional hours per school year |
| 19. PVSD should provide closer monitoring of the balance of time requirements to ensure the subjects meet or are close to meeting the requirements. | <ul style="list-style-type: none"> • Administrators have summarized and reported the number of minutes per cycle spent in each core and elective area from grades 1-9. | <ul style="list-style-type: none"> • Reporting of time allocated by subject cross-tabulated with student achievement will occur as of the end of 2009-2010 to assist in learning improvement planning. |
| 20. The school division should monitor the inclusion of career guidance commencing at grade six and continuing through the middle level. | <ul style="list-style-type: none"> • Administrators have summarized and reported the number of minutes per cycle spent in each core and elective area from grades 1-9, including the specific area of career guidance. | <ul style="list-style-type: none"> • Reporting of time allocated by subject cross-tabulated with student achievement will occur as of the end of 2009-2010 to assist in learning improvement planning. |
| 21. The school division should review the implementation of locally | <ul style="list-style-type: none"> • Administrators have summarized and reported the number of minutes per cycle spent in each core and elective area from grades 1-9. | <ul style="list-style-type: none"> • Reporting of time allocated by subject cross-tabulated with student achievement will occur as of the end of 2009-2010 to assist in learning improvement planning. |

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| determined options in their school division with particular attention given to the minimum requirement of 125 per week beginning at grade 7. | | |
| 22. The school division should encourage increase use of Technology Assisted Learning to enhance program offerings particularly in some of their smaller schools. | <ul style="list-style-type: none"> • Students access a variety of distance learning courses available across the province • Online calculus pilot project for second semester | <ul style="list-style-type: none"> • Planning to increase the delivery of online courses for 2010-2011 |
| 23. The school division should increase the visibility of provincial policies regarding other credit options that are available for students who are academically talented. | <ul style="list-style-type: none"> • Continue to offer Advanced Placement at Lumsden High and Greenall • Continue to increase awareness of differentiated instructional practices | <ul style="list-style-type: none"> • Determine Ministry recommendations for current practice with students who are academically talented |
| 24. The school division should review staffing levels in over-subscribed specialized service areas and, if resources are available, increase staffing support in those areas. | <ul style="list-style-type: none"> • Received document “Enhancing Opportunities Through Full Service School Divisions” from the Ministry of Education | <ul style="list-style-type: none"> • Currently reviewing the document “Enhancing Opportunities through Full Service School Divisions” from the Ministry of Education. |
| 25. PVSD should review their policy on early childhood education and determine if more support should be | <ul style="list-style-type: none"> • Collection of information about availability of early childhood education opportunities (pre-school or playschool) in communities in PVSD | <ul style="list-style-type: none"> • PreK policy in the development stage as well as common registration form and information package • Development of guidelines for the prek program |

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| <p>given to communities in providing this programming in divisional schools similar to current programming in Community Schools.</p> | | <ul style="list-style-type: none">• Development of proposal for increasing prek programs in PVSD |
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