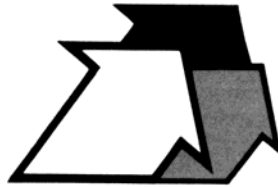


**Prairie Valley School Division # 208**

***Program and Services Study***

***Final Report***



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SELU would like to thank the PVSD Superintendent and first point of contact for the project, Gloria Antifaiff, for working closely with us in conceptualizing the study for the division and providing advice in conducting all aspects of the data collection process. Michelle Belisle, Associate Superintendent, Research and Assessment was extremely helpful in submitting PVSD data that had been collected centrally to SELU which saved duplication of effort in collecting this information from each school. As well, our work was made much easier operationally with the help of Susan McNaughton, Administrative Assistant to Gloria, who effectively organized the sixteen focus groups that were conducted in three locations throughout the school division and supported our work in many other ways.

We would be remiss in not thanking the students, principals, teachers, educational assistants and parents for their help in responding to the surveys and participating in focus groups session. SELU received 6,001 surveys in the study from the various respondent groups and spoke directly to about 160 stakeholders through focus groups in the division.

From our internal operation, Larry and I would like to thanks Jane Preston and Islam Konok, both Doctoral candidates at the University of Saskatchewan, who assisted us with focus group interviews and data analysis for the division report. As well, we would like to thank Dr. Jim Propp, Dr. William Gulka, Dr. Norm Dray, Mr. Bill Macfarlane and Mr. Denis Tetu for assisting us in data analysis and writing the school reports.

A very special thank you is extended to Cecile Laprairie, SELU Administrative Assistant and Betty Rohr, clerical support and SELU consultant for their role in providing technical support for the project. This project involved many hours of work on their part.

Finally, we congratulate the Prairie Valley School Division for their foresight in commissioning this study. It is difficult for decision makers to plan effectively without having a substantial data-base to assist in making decisions for the future. Ultimately, it is our hope that the decision made as a result of this study will be beneficial for the future education of the students in the Prairie Valley School Division.

Brian Keegan and Larry Sackney

SELU Project Consultants

## 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.

# 1 CHAPTER ONE

## STUDY PROCESS AND DESIGN

### INTRODUCTION

The Prairie Valley School Division was officially formed in January, 2006 with the amalgamation of several legacy school divisions including the Qu'Appelle Valley S.D. and portions of the Aspen Grove, portion of Sunrise, York, Pense, Gray, Estlin, and Grand Coulee School Divisions. The program and service offerings differed to some degree in each school division contingent upon localized Board policies and priorities. With the provincial restructuring that began in 2006, it is important that the Board of Education of Prairie Valley School Division assess the programs and services available for the children and youth in their jurisdiction. An important aspect of any assessment is the perspective of the various stakeholders in the division on what they envision as the current and future needs and interests of students. As well as programming differences throughout the new division, there are other imperatives that make a review of programming timely for planners and decision-makers. These imperatives include:

- changing programs to better prepare students for the future
- declining enrolments and implications for maintaining programs;
- increasing importance attached to technology and its use in program delivery
- delivering special education using inclusive approaches
- increasing partnership activity to improve supports to learning
- responding to increased accountability in the education system

As a result of the amalgamation, the restructured school division now delivers programs and services to approximately 8,000 students from K-12 in 38 schools. Key objectives for this project included:

- providing information on the existing program offerings and services available in the division
- determining the level of satisfaction of stakeholder groups with the existing programs and services

- assessing the level of satisfaction with current programs and services in the division
- ascertaining the aspirations of stakeholder groups with regard to future programming
- providing a set of data as the basis for future planning and decision-making

In November of 2008, the Prairie Valley School Division (PVSD) # 208 contracted the Saskatchewan Educational Leadership Unit (SELU) to conduct a study entitled, "Planning for Student Needs: A Program and Services Study". Larry Sackney and Brian Keegan took on the role as lead consultants for the project. The project school division leader was Gloria Antifaiff, Superintendent of Curriculum and Learning.

Early in the process, the lead consultants met with Gloria Antifaiff, Superintendent, to review the survey instruments, processes and timelines for completion of the project. Consultation took place between the consultants and school division personnel to determine the specific program and services indicators. A significant amount of time was taken to develop the survey items for each of the indicators to satisfy the needs of the project. The survey forms were vetted through members of the Prairie Valley executive council until they were acceptable for use in the study. In November, a series of conference calls were arranged with school division principals to review the guidelines for administering the student, teacher, parent and educational assistant surveys. Procedures related to administration were reviewed in detail with particular reference to completing the student, teacher and educational assistant survey on-line. As well, procedures for administering the parent survey using a scannable paper instrument were included in the session.

## **PROJECT GOAL**

The purpose of the study was to provide an inventory and data-base of student, parent, staff and administrator inventory and perceptions of the current program and service provision that support future program planning decisions.

## **SPECIFIC OBJECTIVES**

1. To identify the programs available in each school from Ministry funded pre-kindergarten/ kindergarten to grade 12.
2. To provide a comparison of program offerings, emphasis and delivery modes.
3. To determine the level of satisfaction from different stakeholder groups with the program offerings.
4. To determine the perceptions of stakeholder groups on future program emphasis.
5. To provide data on stakeholder satisfaction with current programs and services as identified by the school division.
6. To provide data on the priorities of the school division as identified by the stakeholders.
7. To provide reports with data aggregated at the school division and school levels.
8. To draw conclusions from the data for future action regarding programs and services in the divisional report.

## **STUDY DESIGN AND PROCESS**

As mentioned previously, the data collection forms were reviewed closely by central office administration to ensure they would meet the needs of the project. These forms included a comprehensive inventory on school programs and services, survey instruments and interview forms. In addition to this, school level data was submitted to SELU from the PVSD data system related to existing programs and services provided by the division. This process reduced the duplication of effort in collecting the same information from each school.

The survey questionnaire collected data on the opinions of students, parents, teachers and educational assistants on their level of satisfaction with programs and services in the school division and in their school. All students (grades 6-12), families of students' (all grades), administrators (all), teachers (all) and educational assistants (all) were asked to complete the survey. The surveys contained parallel items, where possible,

for different respondent groups. This allowed for a comparison of satisfaction levels among the various respondent groups. In addition, the survey provided an open response section that allowed students, parents, teachers and administrators to make specific comments on their school.

In November, 2008, in preparation for the data collection, SELU lead consultants conducted 5 conference calls over several days with Prairie Valley principals to provide information on the data collection processes and implications for their school. Procedures were outlined to maximize survey returns from parents, students and teachers. As well, advice was provided on procedures for conducting on-line surveys for teachers, educational assistants and students. It was determined that parents would complete a pencil and paper survey as a strategy to ensure higher response rates from this stakeholder group. Procedures for administering these paper and pencil surveys were reviewed as well. Finally, principals were apprised that SELU would be sending them a form that would ask questions about existing programs and services in the school. This Inventory Form was abbreviated due to the submission of information from the PVSD data base that was collected centrally. Sample survey documents and accompanying directions were part of the administrator's package. A schedule was provided for returning the completed surveys to the school division, and finally, to the SELU offices in Saskatoon at the University of Saskatchewan.

Sixteen focus group interviews were also conducted in three locations to ensure input from all areas of the school division. The focus group interviews included representatives from teachers, students, administrators, teacher assistants and parents. Focus group size was typically 10-12 participants and lasted about 2 hours. Parents were quite often represented from the newly formed School Community Councils. These were homogeneous focus groups that included a representative of each of the schools located in the proximity of one of the three chosen sites. Approximately 12 schools sent stakeholder representatives to one of three locations. The dates and locations of these focus group sessions are shown below:

Wednesday, February 4, 2009 – Regina at the Conexus Arts Centre



Thursday, February 5, 2009 – Wolseley at St. Anne’s Hall

Monday, February 9, 2009 – McLean at McLean School and Gym

The focus group questions related to the program and services indicators used in the survey forms. Facilitators were able to use probing questions to gain a more in depth understanding of the program and services issues in PVSD. Participants were found to be cooperative and open in commenting about aspects of their school’s program. Following the focus groups, the study team performed a detailed thematic analysis of the responses from the various respondent groups to facilitate triangulation of this data with the survey data.

## DATA ANALYSIS AND REPORTING

Survey data were collected and analyzed by computer and the results were presented in the form of frequencies and percentages for each item and category. Participants in the survey were asked to respond to a number of statements about their school program. A four-point Likert scale ranging from a '1' for strongly disagree to '4' for strongly agree were used for each response item. In addition, the scale employed a 'don't know' rating for respondents who did not feel they knew enough to comment on that particular item. Percentages in excess of 70% indicated strong agreement with that statement. On the other hand, a percentage less than 50% indicated a lack of agreement with that item. Where 15% of the respondents used the 'don't know' rating these were shown in parentheses next to the percentage of agreement. For the purpose of reporting the data, the 'agree' and 'strongly agree' percentages were combined to represent the agreement on the item and category.

**Table 1.1** shows the percentage returns for each respondent group. The response rate was considered to be strong for all respondent groups and in particular for students and teachers. The respondent rate for each group is considered high enough for the division to generalize the findings to the larger population. Parents were asked to complete one survey even if they had more than one child in that school. They were asked to consider the eldest child as the basis of their response. Parents with children in

different schools were provided the option of completing more than one survey. Because of the large size of the data base, a higher degree of reliability and generalization was achieved. It should be noted that triangulation was achieved by seeking data from different respondent groups using a variety of research methodologies. The study team feels strongly that the responses represent an accurate picture of the programs and services as perceived by the various respondents in the Prairie Valley School Division.

**Table 1.1: Survey Returns for Each Respondent Group**

<b>Survey</b>	<b>Possible Respondents</b>	<b>Number of Returns</b>	<b>% of Returns</b>
<b>Grade 6-12 Students</b>	4557	3,736	<b>82%</b>
<b>Grade K – 5 Parents</b>	1743	819	<b>46%</b>
<b>Grade 6 – 12 Parents</b>	2131	856	<b>42%</b>
<b>Grade K – 5 Teachers</b>	211	173	<b>81%</b>
<b>Grade 6 – 12 Teachers</b>	343	280	<b>81%</b>
<b>Educational Assistants</b>	194	137	<b>71 %</b>

The survey data were entered into the Scantron program using an on-line approach for students, teachers and educational assistants. Scannable survey forms were used for parents. Descriptive analysis was provided as follows:

- overall school division analysis by existing programs, programs and services indicators and future program emphasis;
- by grade for students (6 - 12);
- by teachers (K-5 and 6 – 12)
- by educational assistants (K-12)
- by grade for parents (K-5 and 6-12); and,
- by school (38 schools).

All of the comment sheets were removed from the survey, numbered by school, and a thematic analysis was conducted of the written comments. The themes from the comment sections and focus group interviews were then incorporated into the full report.

The selected verbatim and interview data were used to illustrate the perceptions of respondents and to amplify the survey data.

An analysis by school was conducted with the exception of two colony schools, and a total of 36 reports were completed. The data analysis for the school reports mirror the type of analysis completed in the divisional report. More emphasis was placed on the respondent comments in the school report than in the divisional report. School reports contain a thematic analysis of the open response section completed by students, parents and teachers as well as the statistical data.

## **ORGANIZATION OF THE REPORT**

This chapter provided the background and terms of reference for the study. It also outlined the research methodology used and the processes for gathering and reporting the data. Chapter two presents an inventory of the existing program offerings in the various schools in the division. Analysis is conducted on certain aspects of the existing program information in this chapter. Chapter three focuses on the findings related to parent, student and teacher satisfaction with the program and services indicators while Chapter four provides the findings concerning stakeholder views on future program emphasis. Chapter five provides a thematic analysis of what stakeholder groups thought were the issues and priorities facing the Prairie Valley School Division. Chapter six provides the conclusions and makes recommendations for future action.

## 2 CHAPTER TWO

### EXISTING PROGRAMS AND SERVICES

#### INTRODUCTION

The Research Team created several forms to collect information on current program offerings and program delivery in regular and special education programs at the elementary, middle and secondary levels. The purpose of this data collection was to provide a snapshot of programs and services that are available throughout the school division. The Prairie Valley school division had collected considerable program data centrally through their PVSD record system. Although the information was collected by PVSD for different purposes, SELU was able to analyze the data to make it useful for this report and avoided duplication of similar submissions to SELU from PVSD schools.

In the regular program, information was gathered on locally determined options, percentage of time allocated for the subjects taught, secondary credit course offerings, types of program delivery used for credit courses, modified program offerings and delivery, number of credits earned by grade twelve graduates, average number of level 30 credits earned by grade twelve graduates, grade configurations for multi-grade offerings and special credit options available in schools.

In student services programs, the forms collected data on alternative education offerings, registration of students in functional integrated programs, staffing component for student support teachers and educational assistants, utilization of student service program professional and paraprofessional staff and the usage of specialized service personnel by schools.

The inventory also explored the development of partnerships in the school division recognizing the importance of involving governmental and non-governmental organizations in supporting learning in schools. With the increased emphasis on early learning in school systems, the inventory asked principals to indicate the level of pre-kindergarten programming available either in the school or in their community.

The intent of this chapter was to provide the school division with comparative data that identified similarities and differences in program offerings and delivery in 36 schools of the Prairie Valley School Division. More descriptive information was collected on program and services implementation through other data collection methods that would provide a complete picture of the programs and services in the school division.

## **LOCALLY DETERMINED OPTIONS: ELEMENTARY AND MIDDLE LEVEL**

**Table 2.1** provides information on the locally determined options in each of the schools. At the elementary level (grade 1-5) and grade 6, schools are allowed to take up to 20% of the time or 300 minutes per week from the Core Curriculum Required Areas of Study. At the grade 7-9 level, students have a minimum of 125 minutes to a maximum of 300 minutes for locally determined options. As well, the requirements allow for career guidance grade 6-9 and the introduction of survey courses in PAA for grades 7-9. Local program options are generally determined through program policy at the school division level, but in some cases schools may be empowered to introduce a program that has community support.

There was a wide variation in the utilization of locally determined courses. Generally, although schools have the opportunity to use up to 300 minutes for locally determined options, few schools were even close to the allotments. Particularly at the grade 1-6 level many schools committed their time to the Required Areas of Study and provided few options. Schools that provided locally determined options commonly assigned time for Core French, computers, keyboarding and band. Essentially, there were no other locally determined options identified. The grade levels for Core French varied from school to school. For schools that had a Core French offering, they typically began after grade 2, except in Indian Head Elementary, Montmartre and Stewart Nicks schools. Most schools identified students enrolled in band. The start point for band varied somewhat from school to school; however, in a number of schools band started at grade 4.

**Table 2.1: Locally Determined Options**

School	Grades								
	1	2	3	4	5	6	7	8	9
Balcarres School			Band	Band	Band	Band	Band	Band	
Balgonie Elem.				French	French	Fr/Band	Fr/Band	Fr./Band	
Bert Fox High									Language
Broadview				Band/Key	Band/Key	Band/Key	Band/Key	Band/Key	Band/Key
Clive Draycott		Key	Key	Key	Fr/Key/Band	Fr./Key/Band	Fr./Key/Band	Fr./Key/Band	
Cupar School	Key	Key	Key	Key	Key	Band/Key	Band/Key	Band/Key	Fr/Key Band
Dr. Isman Elem.				Band	Band	Band			
Edenwold			French	French	French	French/Band			
Fort Qu'Appelle Elementary	Key	Key	Key	Key	Key	Key	Key		
Greenall									Band
Grenfell Elem.	Comp	Comp	Comp	Band/Comp	Band/Comp	Band/Comp			
Grenfell High							Band	Band	Band
Indian Head Elem.	French	French	French	French	French	French/Band			
Indian Head High School							Fr./Band	Fr./Band	Fr./Band
James Hamblin						Band/Key	Band/Key	Band/Key	Band/Key
Kelliher							Band	Band	Band
Kennedy/Langbank	Key	Key	Key	Fr/Band/Key	Fr/Band/Key	Fr/Band/Key	Fr/Band/Key	Fr/Band/Key	
Kipling School		Key	Fr./Key	Band/Key	Band/Key	Band/Key	Fr/Band/Key	Fr/Band/Key	Fr/Band/Key
Lipton						Band	Band	Band	Band
Lumsden Elem	Key	Key	Key	French/Key	French/Key	French/Key	French/Key	French/Key	
Lumsden High									French
McLean						Fr/Band	Fr/Band	Fr /Band	
Milestone	Comp	Comp	Comp	Comp	Comp	Band/Comp	Band/Comp	Band/Comp	Band/Comp
Montmartre	French	French	French	French	French	Fr/Band	Fr/Band	Fr/Band	Fr/ Band
North Valley Elem				Band	Band	Band	Band		
North Valley High									
Pense						Fr/Band	Fr/Band	Fr/Band	
Pilot Butte Elem				French	French	French	French	French	
Robert Southey	Key	Key	Key	Key	Key	Key	Key	Key	Key
Sedley			Comp.	Comp.	Comp.	Comp/Band	Comp/Band	Comp/Band	
South Shore					French	Fr/Band	Fr/Band	Fr/Band	
Stewart Nicks	French	French	French	French	French	French	French	French	
Vibank School						Band	Band		
White City Elem			Comp.	French	French	French	French	French	
Whitewood	Key	Key	Key	Band/Key	Fr/Band/Key	Fr/Band/Key	Fr/Band	Fr/Band	Fr/Band
Wolseley High							Band		

**Key:** Key – Keyboarding – Comp – Computer Literacy

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## **BALANCE OF TIME ALLOCATION PERCENTAGES**

Schools with elementary and middle level programming submitted their time allocations for each subject to the PVSD data system. These reports were made available to SELU for further analysis. The reports submitted to SELU showed time allocation for each school in minutes. These were converted to percentages of time allocated for each subject based on a 1500 minute week. Essentially, this provided the percentage of time devoted to the subjects in the Required Areas of Study, as well as those subjects indicated as locally determined options. This provided a consistent comparison of program emphasis in each school as related to the provincial balance of time percentages. Because of similar time allocations at grade levels within a school, grade 2, 4, 6 and 8 were chosen to provide a snapshot of Balance of Time at the elementary and middle levels throughout the school system.

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## **ELEMENTARY LEVEL POLICY REQUIREMENTS (GRADES 1-5)**

The Saskatchewan Ministry of Education in their document Core Curriculum Principles, Time Allocations and Credit Policy August 2007 identify the amount of time required for each area of study at the elementary level recognizing 1500 minutes in a school week. The allocation as presented in the policy is as follows:

<b>Required Areas of Study</b>	<b>Grade 5</b>	
	<b>Minutes/week</b>	<b>Percentage of time</b>
• <b>Language Arts</b>	<b>560 Minutes</b>	<b>37%</b>
• <b>Mathematics</b>	<b>210 Minutes</b>	<b>14%</b>
• <b>Science</b>	<b>150 Minutes</b>	<b>10%</b>
• <b>Social Studies</b>	<b>150 Minutes</b>	<b>10%</b>
• <b>Health Education</b>	<b>80 Minutes</b>	<b>5%</b>
• <b>Arts Education</b>	<b>200 Minutes</b>	<b>13%</b>
• <b>Physical Education</b>	<b>150 Minutes</b>	<b>10%</b>
• <b>Locally Determined Options</b>	<b>300 Minutes</b>	

**Table 2.2** shows the percentage of time allocated for each subject at the grade two level in each school. The range for English Language Arts (ELA) time varied from a high of 50% at Kipling School to a low of 28% at Broadview School. The majority of schools in PVSD were close to the provincial policy requirements on the balance of time for ELA.

In mathematics most PVSD were close to the 14% requirement. The range was from a high of 20 % in McLean and Lipton schools to a low of 11% in North Valley and Kipling schools. School time allocations for both social studies and science in the vast majority of schools met the 10% requirement. About one-third of the grade 2 classrooms in PVSD were under the 10% requirement in Social Studies and Science. Stewart Nicks in Grand Coulee, Broadview and Kipling schools were well under the time allocation requirement for both social studies and science.

The provincial time allocation for Arts Education is 13% with, of course, 20% discretion in allocating time. Most of the schools were under the time allocation for Arts Education and several were outside the acceptable range. The range was from a low of 5% in Lumsden Elementary School to a high of 17% in Lipton School. In physical education most of the PVSD schools were in an acceptable range of the 10% requirement with none of the PVSD schools exceeding the requirement. The range was from a low of 5% at James Hamblin School to a high of 10% in several schools. Overall, schools were more apt to place emphasis on English Language Arts and mathematics and pare time from other Required Areas of Study. Time for locally determined options was well below the 300 minutes or 20% that could be allocated for subject other than the Required Areas of Study.

**Table 2.3** shows the allocation for subjects in grade four classrooms. The data in the table shows slightly less emphasis on the English Language Arts on the average at grade 4 in comparison to grade 2. Similar percentage allocations for grade 4 mathematics classrooms were reported in comparison to grade two. Percentages ranged from a high of 43% at Robert Southey Schools to a low of 25% at White City Elementary in ELA. In mathematics the range was from 23% at McLean to a low of 11% at Whitewood and Kennedy/Langbank schools. In most schools, the social studies and science requirement



of 10% were met or were close to being met except in a few schools. About one-third of the schools were outside an acceptable time allocation in arts education. The overall average for arts education was at 9% which is well under the requirement. Most schools were close to meeting the percentage allocation for the health requirement while several schools reported percentages outside an acceptable range for physical education time allocation.

**Table 2.2: Existing Programs Grade Two  
Subject Time Allocation Percentages by School**

<b>School</b>	English Language Arts	Mathematics	Science	Social Studies	Arts Education	Health	Physical Education	French	Computer Literacy	Keyboarding	Christian Ethics	Other	Total
Balcarres Community	35	14	9	9	8	4	9						86%
Balgonie Elementary	45	14	8	8	11	6	8						100%
Broadview	28	12	6	6	10	5	8					8	81%
Clive Draycott I	35	13	10	10	10	5	10			7			100%
Cupar	37	15	10	10	13	5	10						100%
Dr. Isman Elementary	33	12	8	8	11	5	9						86%
Edenwold	37	16	10	10	13	6	8						100%
Fort Qu'Appelle Elem C	36	15	9	9	12	5	10		3	2			100%
Grenfell Elem Comm	32	12	9	9	12	5	9						86%
Indian Head Elementary	38	14	9	9	12	6	8	4					100%
James Hamblin	32	14	10	8	9	5	5			*		17	100%
Kelliher	35	17	10	10	13	5	10						100%
Kennedy/Langbank	32	14	8	8	11	3	9			1			86%
Kipling	50	11	4	4	7	4	7						86%
Lipton	30	20	10	10	17	3	7					3	100%
Lumsden Elem	37	14	10	10	5	13	10						100%
McLean	37	20	11	11	7	5	9						100%
Milestone	35	15	10	8	12	5	9	3	3				100%
Montmartre	38	14	7	7	10	5	10	5					96%
North Valley Elem	33	11	9	8	11	5	8						86%
Pense	43	12	8	10	13	4	10						100%
Pilot Butte	39	17	8	8	14	6	6					3	100%
Robert Southey	44	17	7	7	12	5	5			3			100%
Sedley	34	12	8	9	11	5	8						86%
South Shore	40	15	10	10	10	5	10						100%
Stewart Nicks	45	15	5	5	10	6	10	4					100%
Vibank Regional	31	14	9	9	9	5	7						85%
White City	33	17	8	8	11	6	8					8	100%
Whitewood	33	13	6	8	6	4	6					8	84%
Average	36	14	8	8	11	5	8						95%
Range	28-50	11-20	4-11	4-11	5-17	3-13	5-10						81-100

\*\*\* courses identified as a locally determined option with no time allocation indicated

**Table 2.3: Existing Programs Grade Four**

**Subject Time Allocation Percentages by School**

<b>School</b>	English Language Arts	Mathematics	Social Studies	Science	Arts Education	Health	Physical Education	French	Band	Computer Literacy	Keyboarding	Christian Ethics	Other	Total
Balcarres School	32	14	8	7	11	5	9							86%
Balgonie Elementary	41	14	8	8	11	5	8	3		2				100%
Broadview School	26	17	6	6	6	6	9						9	86%
Clive Draycott School	35	20	10	10	10	5	10							100%
Cupar	37	15	10	10	13	5	10							100%
Dr. Isman Elementary	33	12	9	9	12	5	8							86%
Edenwold	36	17	10	10	13	5	7	8						108%
Fort Ou'Appelle Elem	37	18	8	8	13	5	8			3	2			100%
Grenfell Elem	33	16	6	6	8	4	8			4				86%
Indian Head Elementary	39	14	11	10	9	6	8	3						100%
James Hamblin	28	15	9	4	10	5	9				***		20	100%
Kelliher	35	17	10	10	13	5	10							100%
Kennedy/Langbank	32	11	8	8	10	4	8	3			2			86%
Kipling	32	14	7	7	7	7	7				4			86%
Lipton	30	20	10	10	17	3	7						3	100%
Lumsden Elem	37	14	10	10	5	13	10	***			***			100%
McLean	36	23	10	9	8	3	10							100%
Milestone	35	15	9	9	12	5	8		4	3				100%
Montmartre	33	14	10	10	10	5	10	5						96%
North Valley Elem	31	12	8	8	11	6	11							86%
Pense	37	15	11	8	13	5	12							100%
Pilot Butte Elem	33	14	8	8	8	8	8	11						100%
Robert Southey	43	17	7	7	11	5	5				4			100%
Sedley	31	14	7	7	10	4	9			4				86%
South Shore	38	13	10	9	8	7	10							95%
Stewart Nicks	35	15	5	5	13	5	10	8						97%
Vibank Regional	32	14	9	9	11	4	7							86%
White City Elem	25	17	8	8	11	6	8						17	100%
Whitewood	34	11	8	8	8	5	6				6			86%
Average	34	15	9	8	10	5	9							95%
Range	25-43	11-23	5-11	4-10	5-17	3-13	5-12							

\*\*\* courses identified as a locally determined option but no time allocation in the table indicated

## MIDDLE LEVEL POLICY REQUIREMENTS (GRADES 6-9)

The Core Curriculum Principles, Time Allocations and Credit Policy change as students reach grade 6. It is adjusted again at grade seven with variations in time allocated for English Language Arts, mathematics, career guidance and the introduction of practical and applied arts survey courses. As well, the range of time for locally determined options changes from 0 to 300 minutes to 125 minute minimum to a 300 maximum.

The Middle Level balance of time allocation is shown for grade 6 and grades 7-9 below:

<i>Required Areas of Study</i>	<i>Grade 6</i>		<i>Grades 7-9</i>	
	<i>Minutes/week</i>	<i>Percentage of time</i>	<i>Minutes/week</i>	<i>Percentage of time</i>
• <b>Language Arts</b>	510 Minutes	34%	300 Minutes	20%
• <b>Mathematics</b>	210 Minutes	14%	200 Minutes	13%
• <b>Science</b>	150 Minutes	10%	150 Minutes	10%
• <b>Social Studies</b>	150 Minutes	10%	150 Minutes	10%
• <b>Health Education</b>	80 Minutes	5%	100 Minutes	7%
• <b>Arts Education</b>	200 Minutes	13%	200 Minutes	13%
• <b>Physical Education</b>	150 Minutes	10%	150 Minutes	10%
<b>Practical Applied Arts</b>				
• <b>Career Education</b>	50 Minutes	3%	50 Minutes	3%
• <b>Survey Courses</b>	0 Minutes	0	75 Minutes	5%
<b>Locally Determined Options</b>				
• <b>Maximum</b>	300 Minutes		300 Minutes	
• <b>Minimum</b>	0 Minutes		125 Minutes	9%

**Table 2.4** shows the Balance of Time for grade 6 in the Prairie Valley School Division. Most of the schools with grade 6 programming were close to the 34% requirement for English Language Arts. The overall average for ELA allocation was 31% and the range was from a low of 20% at James Hamblin School to a high of 38% at Robert Southey School. In mathematics, there was more of a tendency to be over the 14% requirement. Over half of the schools reported an allocation for mathematics over the 14% provincial requirement. The range of time for mathematics was from a low of

11% at Sedley to a high of 20% at Kelliher and Lipton schools. For social studies and science, there was a trend for schools to be under the 10% requirement, generally they met or were close to meeting the requirement. The average allocation for both social studies and science was 9%. On the other hand, in arts education, the range was a low of 3% at Whitewood School to a high of 14% at Indian Head Elementary and South Shore schools. The overall average for grade 6 art education in PVSD was 10% or 3% below the requirement. Increases to the English Language Arts, mathematics and locally determined option time quite often adversely affected time allocation for arts education, more so than any other Required Area of Study at grade 6. Schools either met or were close to meeting the requirements for health and physical education. There were a number of schools in PVSD that did not report any time allocation for teaching career guidance at grade 6 which is a provincial requirement.

**Table 2.5** indicates the Balance of Time for grade 8 classes in the school division. Similarly, most of the schools met or exceeded the provincial requirements for English Language Arts which is 20% of the time. The range in ELA at grade 8 was from a low of 14% at North Valley High School to a high of 33% in Pilot Butte Elementary School. Mathematics, in many schools, significantly exceeded the 13% allocation in the provincial requirement. The range was from a low of 12% at Whitewood School to a high of 24% at Pense School. Similar to other grade levels, the arts education program time was lower than the acceptable range in over half of the PVSD schools. In arts education at grade 8, the range was from a low of 4% in Broadview School to a high of 15% in Lumsden Elementary and South Shore schools.

The 10% allocation for science, social studies and physical education were generally met by most schools. Health allocations in several schools were well under the 7% requirement. Some schools did not report time for career guidance which likely means it was not being taught in those schools. All except for Sedley School showed at least the 5% allocation for Practical and Applied Arts, giving indication they were meeting the survey course requirement. Seven schools reported allocations for locally determined options at grade 8 and only 3 schools met or exceeded the 8% requirement.

**Table 2.4: Existing Programs Grade Six  
Subject Time Allocation Percentages by School**

<b>School</b>	English Language Arts	Mathematics	Social Studies	Science	Arts Education	Health	Physical Education	French	Band	Computer	Keyboarding	Career Guidance	PAA	Other	Total
Balcarres School	36	18	7	7	6	4	9					0			86%
Balgonie Elementary	34	17	8	8	12	4	8	4		2		3			100%
Broadview School	35	17	6	6	6	4	9					0		2	86%
Clive Draycott School	25	15	10	10	10	7	10	5			2	3			100%
Cupar	33	15	10	10	13	5	10					3	5		100%
Dr. Isman Elementary	29	12	8	8	12	5	9					3			85%
Edenwold	36	17	10	10	13	6	8	8				0			108%
Fort Qu'Appelle Elem	34	15	8	8	13	5	10			3	2	3			100%
Grenfell Elem	34	15	9	9	9	3	8					1			86%
Indian Head Elementary	31	14	10	10	14	5	8	3				4			100%
James Hamblin	20	15	9	9	13	6	9		6			2		11	103%
Kelliher	27	20	10	10	13	7	10					3			100%
Kennedy/Langbank	29	12	8	8	10	4	8	2			2	5			86%
Kipling	32	14	7	7	7	4	7				***	2		6	86%
Lipton	30	20	10	10	10	6	10					3			100%
Lumsden Elem	34	14	10	10	5	13	10	3				3	3		102%
McLean	34	17	11	10	7	5	11	***				5			100%
Milestone	27	16	8	8	11	5	8	9		***		3		4	100%
Montmartre	33	14	10	10	7	7	10			5		2			98%
North Valley Elem	31	12	9	12	8	6	11					0			89%
Pense	33	17	8	8	10	6	8	6				3			100%
Pilot Butte Elem	33	17	8	8	8	6	8	11				3			103%
Robert Southey	38	15	10	10	13	5	8					5			103%
Sedley	30	11	9	9	11	5	9			4		4			86%
South Shore	33	15	10	11	14	5	10	8				0			106%
Stewart Nicks	33	17	8	7	10	5	8	8				0	3	8	100%
Vibank Regional	29	14	8	9	11	5	8					4			86%
White City Elem	28	17	8	8	6	3	8	***				3		17	100%
Whitewood	30	12	9	9	3	6	6					0		9	84%
Average	31	15	9	9	10	5	9								96
Range	20-38	11-20	6-11	6-12	3-14	3-13	6-11	NC	NC	NC	Nc	NC	NC	NC	84-108

**Table 2.5: Existing Programs Grade Eight**

**Subject Time Allocation Percentages by School**

<i>School</i>	English Language Arts	Mathematics	Social Studies	Science	Arts Education	Health	Physical Education	French	Band	Computer	Keyboarding	Career Guidance	PAA	Other	Total
Balcarras School	18	18	16	16	13	4	9					4	4		104%
Balgonie Elementary	22	17	11	11	11	6	11	6				3	3		100%
Bert Fox Community High	20	20	10	10	10	7	10					7	7		100%
Broadview School	17	17	9	9	4	4	9					2	6		86%
Clive Draycott School	20	18	10	10	12	5	10					5	10		100%
Cupar	28	13	10	10	13	7	10					3	5		100%
Grenfell High	17	17	10	10	7	7	7					0	7	6	86%
Indian Head High	20	20	10	10	10	7	10					3	3	7	100%
James Hamblin	18	15	9	9	11	6	9		6			3	5	9	102%
Kelliher	20	20	10	10	13	7	10					3	7		100%
Kennedy/Langbank	17	17	9	9	7	3	7				***	3	3	11	86%
Kipling	18	14	11	11	7	4	7					0	7	7	86%
Lipton	23	20	10	10	10	3	10					3	10		100%
Lumsden Elem	22	15	11	11	15	7	11	***			***	4	5		100%
McLean	32	17	10	11	7	5	11	***				5	3		100%
Milestone	16	14	11	8	11	5	8	9		***		3	5	9	100%
Montmartre	19	19	10	10	10	7	10	5				2	5		93%
North Valley High	14	18	11	11	9	4	9					4	7		86%
Pense	22	24	8	8	10	6	11	5				3	3		100%
Pilot Butte Elem	33	17	8	8	8	6	8	11				3	3		106%
Robert Southey	20	20	10	10	10	7	10					3	10		100%
Sedley	22	14	9	9	11	5	9			5		4			86%
South Shore	21	13	10	10	15	5	10	13				3	5		106%
Stewart Nicks	27	14	8	10	9	4	10	10				3	3		98%
Vibank Regional	18	14	11	11	7	7	11					0	7		86%
White City Elem	28	17	8	8	6	3	8	***				3	6	14	100%
Whitewood	18	12	9	9	6	6	9					0	9	6	84%
Wolseley High	18	15	11	7	11	4	11					0	4		84%
Average	21	17	10	10	10	5	10								96%
Range	14-33	12-24	8-16	7-16	4-15	3-7	7-11	NC	NC	NC	NC	NC	NC	NC	84-106

\*\*\* Time allocations were submitted within 'other' locally determined options

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## **SECONDARY LEVEL POLICY REQUIREMENTS (GRADE 10-12)**

At the secondary level, the three categories in which students must obtain credit are:

- Required areas of Study which are intended to be compulsory courses.
- Specified areas of Study which are intended to allow students to continue to take courses of a general nature or to specialize in areas of individual interest.
- Elective courses that allow for further choice and specialization based on individual needs and local priorities.

The credit policy for secondary education asks students to complete 15 credits in the Required Areas of Study and 9 elective courses. Each credit equates to 100 hours of instruction. The chart below shows the credit allocation per subject.

<i>Areas of Study</i>	<i>Number of Credits Required</i>
<b>English Language Arts</b>	<b>5</b>
<b>Mathematics</b>	<b>2</b>
<b>Science</b>	<b>2</b>
<b>Social Studies</b>	<b>3</b>
<b>Health/Physical Education</b>	<b>1</b>
<b>Arts Education/Practical and Applied Arts</b>	<b>2</b>
<b>Electives</b>	<b>9</b>
<b>Total</b>	<b>24</b>

There were 18 schools in the Prairie Valley School Division that delivered most of the secondary credit programs. These schools generally had middle level programming as well with school grade configurations varying from community to community quite often depending on the number of students in the building. Six communities in PVSD had both elementary and high school facilities in their community. Communities with one school reported a variety of grade organizations. Some offered elementary only, some were elementary with some middle level grades while other were Kindergarten to

grade 12 and offered elementary, middle and secondary grades. None of the high schools in the division would be considered large schools by urban standards except for Greenall School in Balgonie.

**Table 2.6** below shows the number of secondary credits offered in each of the PVSD high schools. These data were from the 2007-2008 and 2008-2009 school years. Providing data for two years allows for capturing programs that are offered on an alternate basis. Not surprising, the table clearly shows that schools with larger secondary student populations tended to have the capacity to deliver more secondary level credits. For comparative purposes, it is fairest to compare schools that have similar student populations.

The PVSD provided data to the study team on the number of students registered in secondary courses for credit and the number of students that earned credit for the course during 2007-2008. Program information for the 2008-2009 year was provided by the Student Record brand of the Saskatchewan Ministry of Education. Information was collected from schools pertaining to the mode of delivery for each of the courses. Table 2.6 shows the summary of secondary credits offered at each grade level.

The average number of credits offered at each level tended to increase from level 10 through to level 30 courses for most schools in the division. The average number of credits at the 10 level was 13.5 and 16.2 at the 20 level. This increased at the 30 level to 20.7 credits on the average. When considering the total number of credits offered in each school, the range of credits offered varied from a low of 35 credits in Lipton to a high of 86 at Greenall High School.

Some of the smaller schools may offer courses in alternate years to allow students the opportunity to take more credits. In some cases, alternate year courses were essential in providing student opportunity to meet both provincial and post-secondary requirements. Finally, because of the amount of data collected in these tables, the specific secondary credit offerings by schools are shown in Appendices A, B and C at the back of this document.



**Table 2.6** also displays the number of courses each school offers using alternate delivery modes. The most common delivery mode throughout the school division was face-to-face instruction with a teacher in the classroom. It should be noted that only a few schools in the division increased their programming by using Technology Supported Networks. The PVSD offers several courses to schools in the division including Biology 30, Law 30 and English Language Art A30. As well, schools reported using other on-line sources and the Technology Support Learning for some courses including Calculus and French. These schools typically used alternate delivery approaches for elective courses to meet a particular need or interest rather than the core courses required for high school graduation or post secondary entrance. Larger schools delivering secondary credits in the division typically did not use alternative delivery approaches to enhance their program options.

Several schools offered credits using alternative delivery strategies at varying course levels. Calculus 30 was the most popular selection for using alternative delivery in PVSD. Kelliher, Broadview, Grenfell, Cupar and Milestone schools all offered Calculus 30 using different delivery sources. French and Accounting were also credit courses selected for alternative delivery by a couple of schools. Schools that reported delivery of three or more courses via Technology Supported Learning were Bert Fox Community High School, Broadview School, Grenfell High School and Milestone School. PVSD reported alternative delivery of ELA 30, Law 30 and Biology 30 from the store front school in Fort Qu'Appelle as part of their service to their schools.

The Table 2.6 also displays the secondary course credits offered as modified programs at the 11, 21 and 31 levels. It was most common for these courses to be offered in English Language Arts, mathematics, science and social studies. Schools reported delivering these programs in classrooms with the 10, 20 and 30 level programs to gain efficiencies. As well, in some cases, schools indicated 11, 21 and 31 courses were congregated in the same classroom and taught by one teacher. It was also reported that alternative education students in some situations were placed with modified program students as another way of efficiently delivering programs for small numbers of students. Few schools reported delivering the program as a separate entity except in Greenall High

School where student numbers warrant it. Several schools reported using the Student Services Teacher or Educational Assistants to help in these situations. As shown in **Table 2.6** of the 18 high schools only one school reported not having modified programs for 2008-2009.

**Table 2.7** shows the Secondary Credit offerings by Subject Cluster. This table indicates the programming emphasis in each of the PVSD schools related to 12 programming categories. The program areas included the Required Areas of Study, Career and Work Exploration, Computers, Second Language, Practical and Applied Arts, Technical Vocational and Special Projects. These subject topics were chosen to reflect what might be considered balanced program offerings in a high school.

It was evident that the larger schools were able to offer extensive programming in all of the program clusters. The smaller schools appeared to place emphasis in some areas and not at all in other areas. Every school had certain strengths in their program offerings and all were able to meet the Core Curriculum requirements. For example, a school like Balcarres Community School offered 7 credits in Social Sciences, but only two credits in Computer related credit and no credits Second Language acquisition. In general terms, the major gaps in programming in a number of schools were in the Fine Arts, Computers, Second Language and Technical Vocational Clusters.

**Table 2.6: Secondary Credits**

School	Secondary Student Population	Level 10 Credits	Level 20 Credits	Level 30 Credits	Total Credits	Alternative Delivery Credits	Modified Programs for credit
Balcarres Community School	137	21	18	25	54	none	ELA 11,21,31 Math 11,21, GM
Bert Fox Community High	224	18	24	31	73	ELA 30 Law 30 OL Bio 30 P	ELA and SS11,21,31 Math Sc 21,31
Broadview School	38	10	10	16	36	Calc 30, French 10 Video	ELA11/21/31 Math 11/21 Sc.11
Cupar School	42	11	12	15	38	Calc 30 ITI	None
Greenall High School	537	18	32	36	86	None	ELA and SS 11,31 Math 21 Sc. 11,21
Grenfell High School	71	13	15	22	50	Calc, Acc. Inter Des.30 Psych 20,30	ELA Math Sc SS 11,21
Indian Head High School	128	18	18	24	60	Accounting 30 Good Spirit	ELA Math SS Sc.11,21,31
Kelliher School	51	10	13	15	38	Calculus 30 C.S.	ELA Math SS Sc 11,21,31
Kipling School	97	12	16	21	49	none	ELA Sc SS 21 Math 11,21
Lipton School	42	12	9	14	35	none	ELA Math 11,21 Sc21
Lumsden High School	255	18	20	29	67	none	ELA Math 11,21 SS11
Milestone School	47	11	11	14	36	PAA, Chem20, Calc30,Fr.20 OL, Food St. Fr.30, Math 10 P	ELA Math Sc SS 11
Montmartre School	40	9	13	15	37	None	ELA Math11
North Valley High School	67	13	13	19	43	Calc 30	ELA 21, 31 Math 11, GM
Robert Southey School	62	10	18	17	45	None	Math 21
Vibank School	75	12	14	21	47	None	ELA Math 11,21,31
Whitewood School	66	12	12	18	42	None	ELA Math SS Sc11,21,31
Wolseley High School	70	16	23	23	62	None	Math 11
Range		9-21	9-32	13-36	35-86	N/A	N/A
Average		13.5	16.2	20.7	50.5	N/A	N/A

**Table 2.7: Secondary Credits by Subject Clusters**

	Humanities	Mathematics	Sciences	Social Sciences	Health/ Phys Ed	Fine Arts	Career Work Exploration	Computers	Second Language	PAA	Tech Voc	Special Projects
Balcarres	7	6	7	7	3	5	2	2	0	21	1	10
Bert Fox Community High	8	6	8	10	3	6	4	5	3	14	3	9
Broadview	6	5	6	5	3	1	1	0	0	5	0	1
Cupar	6	5	7	3	3	0	2	2	1	3	5	1
Greenall	9	6	7	10	3	15	4	5	3	15	8	0
Grenfell High	6	5	7	6	3	7	1	3	0	9	0	2
Indian Head High	5	6	6	5	3	9	4	3	3	11	3	0
Kelliher	7	5	6	5	3	1	2	1	0	7	0	0
Kipling	6	7	7	5	3	3	1	2	3	8	2	1
Lipton	5	5	7	4	3	2	2	1	0	4	0	2
Lumsden High	7	6	7	6	3	12	4	5	3	11	3	0
Milestone	6	6	7	3	3	0	0	2	3	2	3	0
Montmartre	6	5	6	4	3	0	4	3	0	7	0	0
North Valley High	7	6	7	3	3	6	2	3	0	4	1	3
Robert Southey	6	6	7	7	3	1	2	3	0	10	2	0
Vibank Regional	6	7	7	8	3	1	1	0	0	15	0	0
Whitewood	6	7	6	3	3	3	0	2	3	7	0	5
Wolseley High	7	6	7	8	3	7	2	3	0	15	0	7
Average	6.4	5.8	6.8	5.7	3.0	4.4	1.9	2.3	1.1	9.3	1.7	2.3

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## MULTI-GRADE AND MULTI-PROGRAM SUBJECTS

There were many schools that combined grades, programs or both to meet student needs in the Prairie Valley School Division. There are obvious advantages in bringing together clusters of students to deliver programs which otherwise would not be possible to offer due to low enrolments. These combinations shown below in **Table 2.7** gain the staffing efficiencies to make an offering possible.

Schools in the system showed considerable ingenuity in creating grade and subject combinations to meet these objectives. There are examples in **Table 2.8** that show grade level combinations in a subject area such as the delivery of Mathematics 10 and Mathematics A30 in the same classroom such as in Cupar. In Kelliher, a subject such as Science grouped together students taking the regular science program at the 10 level as well as modified at the 11 level and alternative programming at the 18 level. English Language Arts optional courses such as Creative Writing at the 20 level bring together grade 10, 11 and 12 students for the course at Robert Southey School. Kipling School teaches PAA A20 and A30 by combining the grade 11 and 12 classes in the school.

Physical Education quite often was grouped at the 20 and 30 levels such as shown at Bert Fox Community High School, Broadview, Lipton, Montmartre and Wolseley High School. Similar efficiencies were gained for Information Processing at the 20 and 30 levels at Bert Fox Community High School, Montmartre, Robert Southey School and Wolseley High School. In Broadview, Cupar, Lipton and Robert Southey, senior sciences were taught at the 20/30 level for grade 11 and 12 students. These are just some of the creative arrangements to meet student needs particularly in some of the smaller schools in the PVSD school division.

**Table 2.8: Multi-grade and Multi-Program Subjects**

<b>School</b>	English Language Arts	Mathematics	Science	History / Social Studies	Physical Education /Wellness	Home Economics	PAA/Trades	French	Fine Arts	Computers	Career/Work Experience.
Balcarres	10A/10B 20/21 30/31	MathA30 /Acc 10			20/30		Parent 20/30				
Bert Fox Community High	10/11/18 20/21/28 30/31/38 18/28	11/21 Acc. 20/30	11/21/30 Forensic	18/28 11/21/31	20/30/10	CoCo10/ 20	Const 10/20 LT 20/30 PAA 10/20		Art 10/20/30	Info Pro 20/30	Wrk/Ex 10/20/30 A/30B
Broadview	20/30 Gr 11/12		Sc 9/10 Physics 20/30 Gr 11/12	SS 30 Gr 11/12	Wellness 10 9/10 PE 20/30 Gr 11/12						
Cupar	9/10A 9/10B	Math 10/A30 20/B30 Gr 10/11	Ph and Chem 20/30. Gr 11/12 Sc.9/10	History 10/Law 30 Gr 10/11/12	PE 9/10 20/30 Gr 9/10 Gr 11/12		PAA 10/20, 20/30 Gr 10/11, 11/12, 9/10				Career/ Wrk. Ed. 20/30 Gr 11/12
Greenall	11/18 21/31A	11/21	10/11								
Grenfell High											
Indian Head High								10/20/30			
Kelliher	10/11/18 20/21/28 AB	10/20/21 A30/C30	Science 10/11/18	History 10/11/18							
Kipling				Psych 30 Gr. 11/12			PAA A20/A30 Gr. 11/12	20/30 Gr. 11/12			
Lipton	20/A30	A30/B30	Chem20/ 30 Gr.11/12	Hist. 30 Law 30 Gr. 11/12	PE 20/30		Lead 30 Gr. 11/12				
Lumsden High											
Milestone					20/30		9/10	Fr 9/10 20/30		Info Pro 10/20	
Montmartre			Ch.Phy. Biology 20/30		PE 20/30		PAA 10/20/30			Info Pro 10/20/30	
North Valley High											
Robert Southey	ELA Options 10/20/30 Gr 10/11/12	Calculus 30 Gr 11/12	Phys/ Chem 20/30 alt	Law/Psy 30 Gr. Gr 10/11/12			10/20 or 20/30			Info Pro 20 + 30. Gr 11/12	
Vibank Regional											
Whitewood		11/21					PAA 20/30	20/30			
Wolseley High					PE 20/30	Life Trans. 20/30	Ag. Tech 10/20/30		Art Drama Dance 20/30	Info Pro. 20/30	

## ENGLISH AS AN ADDITIONAL LANGUAGE PROGRAMMING (ESL)

Data were collected on English as a Second Language programming in the Prairie Valley School Division as shown in **Table 2.9**. Traditionally, rural Saskatchewan has had little need for ESL programming in education as most families migrate to the cities. More recently, with a more aggressive approach to immigration in this province the need has emerged in some Saskatchewan communities.

A large number of children of immigrant families were found in communities close to Regina such as in Balgonie, Pilot Butte or White City. Essentially, PVSD has not been inundated with students who require special EAL supports. As well as submitting grade level student numbers, principals were asked to indicate the extent of ESL programming in their schools.

Six schools reported having students that required EAL programming. In each school, the numbers were very small with the division-wide total at 20 students. Most of the activity was reported at Balcarres Community School, Balgonie Elementary School and Kipling School. Schools typically provided support through use of Educational Assistants in the classroom, Student Support Teachers and in one case parent volunteers. Some schools indicated a 10% provision for pull-out time to support language development while other schools reported provision of support in the self-contained classroom.

**Table 2.9: PVSD English as an Additional Language Programming (EAL)**

<i>School</i>	<i>Total</i>
Balcarres	7
Balgonie Elem	4
Bert Fox Community High	2
Fort Qu'Appelle Elem	1
Kipling	5
Lumsden Elem	1

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## SPECIAL CREDIT OFFERINGS BY SCHOOL AND GRADE

Schools were asked to indicate the extent they were taking advantage of policies that enrich learning experiences for students who have specific interests and high ability. These policies include the Special Credit Option, Course Challenge, Advanced University Credit and Apprenticeship Credit options.

From the information reported, it appears that only a few PVSD schools were taking advantage of using the policies. Only 6 of the 18 schools with secondary programs used at least one of the policies. In implementing these policies, it was the intention of the Ministry of Education to provide flexibility for students to gain credit in some contemporary ways. The Special Credit Option provides opportunities for students to earn one credit during their secondary program in a particular interest area, while the University Credit Option and Apprenticeship Credit provide for students who are high achievers in a particular area to gain in advance of completing high school. The Course Challenge Credit allows students to gain credit through challenging a final exam and receiving credit.

The Special Credit Option was the most popular option in PVSD schools. Five PVSD schools submitted specific information on the Special Credit Option courses. It should be noted that more schools have offered this credit in past years as shown previously in **Table 2.7**. Most of the credits were earned as individual students developed their program option except in the case of Air Cadets at Whitewood School where a number of students completed the work as a class. Balcarres School was the only school that offered a challenge credit, although Vibank School was in the process of approving course challenges in Mathematics 20 and ELA A10 and B10. Greenall High School was the only institution to offer advance university credit for Psychology 101 from the University of Regina.



**Table 2.10: Special Credits by School by Grade**

School	Course Title	Grade	Course Area
Balcarres Community School	Horticulture 20 Work Experience 10	11 10	Science Career Development
Bert Fox Community	Peer Mentorship 30	10,11,12	Personal Development
Indian Head H.S.	Equine Studies 30	12	Science
Whitewood School	Air Cadets 30	30	Personal Development
Grenfell High School	Autobody 30	12	Tech Vocational

**Table 2.11: University Credit**

School	Course Title	Institution	# of Students
Greenall High School	Psychology 101	University Regina	20

**Table 2.12: Course Challenge**

School	Course Title	Grade	# of Students
Balcarres School	ELA B30	12	3
	ELA B10	10	1

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## **SCHOOL-BASED PROGRAM SUPPORT**

Schools were asked to indicate the Full-Time Equivalency assigned to program support areas such as the Library. All of the schools had personnel to support their library program. As a credit to PVSD, all schools had time assigned for Teacher Librarians. The Teacher Librarian concept was a professional partnership between the classroom teacher and the Librarian. Their knowledge of curriculum and related resources would provide increased support for instructional planning and learning in every classroom. The time allocated for the Teacher Librarians varied from school to school and depended on the size of the school. The time allocation ranged from a high of 1.05 FTE at Greenall High School in Balgonie to a low of .2 in several schools. Although the .2 allocation for several schools was small, it offered professional expertise

in areas of teaching research skills to students and connecting teachers with the curriculum resources if used appropriately.

In addition to Teacher Librarians, all schools had time allocated for a Library Technicians that varied from a low of .2 FTE to a high of .65 FTE. These allocations were based on the size of the school as well. The Library Technician position took more of a management role in the library with some overlap between the two positions. The combined allocations for Teacher Librarians and Library Technicians in about half of the schools provided a Full Time Equivalent position or more. With proper scheduling, these schools could have someone in the library available throughout the school day. In several of the smaller schools, this would not be possible.

There were 13 full time equivalent Teacher Librarian positions provided in the school division and 12.1 full time equivalent Library Technician positions.

The Prairie Valley School Division assigned personnel to each school to provide technical support related to their computer networks. It is essential that these systems are well maintained and accessible to students, teachers and administrators at all times. The technology needs in schools have changed significantly over the past 10 years and requires support almost on demand. Each PVSD have Technology Responders time assigned to each school. As well, an Education Technology consultant has been assigned to a cluster of schools as additional support. The front line Technology Responder time in schools ranged from 5% in smaller schools to 20% in one of the larger schools. The overall FTE for Technology Responder positions in the school division was close to 3 full time equivalents.

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## **STUDENT SERVICES**

This section of the report deals with several aspects of the special education program related to program delivery and staffing. In specific terms, it provides data on alternative education programming, functional integrated programming, inclusion practices, personal program planning and special education student/staff demographics.

## ALTERNATIVE EDUCATION – 18, 28 AND 38 PROGRAMS

The Ministry of Education policy on Alternate Education recognizes students who require changes to provincial curriculum objectives to meet their learning needs. The Ministry of Education has designed specific policy requirements for students to earn an alternate education grade 12. Several of the schools in the Prairie Valley School Division have students earning alternative education credits as shown in the table below. **Table 2.13** shows the number of students involved in Alternate Education Programs throughout the division. There were eleven schools that identified alternative education programming availability in their school. Several schools such as Bert Fox and Greenall High School had alternate courses at the 18, 28 and 38 levels while others offered programming at one or two levels. Schools indicated that these students were being accommodated by including them in other classes with support from educational assistants and Student Support Services teachers. Lumsden High School reported delivering Alternate Education courses with other like course or as single scheduled classes.

**Table 2.13: Alternate Education Programming 18, 28, 38 Combined Enrollments**

Subject/ School	Language Arts /Communication I	Language Arts/ Communication II	Mathematics	Work Experience	Science	Soc. St./History	Career Ed/ Work Exploration	Life Skills	Family Studies	Social Sc A28/38	Electives	Visual Arts	Wellness	Phys. Ed./Wellness	Information Pro.	Clothing
Balcarres	5	5	5	5	5	5	5	5	1							
Bert Fox	8	3	7		2	7	7	6	3							
Greenall	4	4		3		2	9	5								
Grenfell	4	2	1	3	3	1	1			2						
Indian Head	4	4	4	4	4	4	2	4	2							
Kelliher	5	6	3		3	2	4	1								
Kipling	1	1	1		1	1	1									
Lumsden	4	4	4	2	4	2	2	3	1					3	2	1
North Valley	!	1	1		1	1										
Whitewood	2	2	2	2			2	2			2	2	2			
Wolseley	1	1					1									

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## **FUNCTIONALLY INTEGRATED PROGRAMMING**

Functionally Integrated Programs are individual programs designed for students who have severe physical or mental disabilities. These children and youth, because of their disabilities, require specialized programming that is much different than either regular or alternative programs. These programs provide for basic skill development for daily living. The programs are quite diverse to meet particular needs with planning and development at the local level. These students must be registered with the Saskatchewan Ministry of Education to gain recognition for completion of their program.

Students involved in Functionally Integrated Programs were scattered throughout the school division. It was apparent from the data that students were able to continue their education in their home community. Twelve (12) schools reported having a total of 30 students in these highly individualized programs. The programs were supported by Educational Assistants, the Student Support Services teachers and other professional staff. Quite often specialized services support from outside the school was required to assist in program development. Eleven students in Functionally Integrated programs were congregated at Greenall High School, the largest school in the school division. Other schools reported arrangements for Functionally Integrated Programs with 1 or 2 students.

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## **STUDENT SUPPORT SERVICE TEACHER**

Schools were asked to identify the percentage of time their Student Support Teachers spent in classrooms, pull-out, planning, and other activities. In cases where the school had more than one teacher, an average percentage for each activity was used. This data provides information on the delivery of special education services and informs administration as to the extent of implementation of inclusion approaches in each school.

**Table 2.14** shows that, in general terms, the Student Services teachers were spending time in classrooms working with students and teachers. All schools reported having Student Support teachers in their school. The FTE component varied in size

depending on the extent of student needs in the school. The range of time for in classroom work for Student Support teachers varied considerably across the school division. For example, Edenwold, McLean and Vibank Regional School all reported over 80% of Student Support Teacher time was in the classroom. Alternately, Kipling School and Robert Southey School reported less than 20% work in the classroom for Student Support teachers. When reviewing the percentage of pull-out, all schools reported that their Student Support teachers were spending a percentage of their time working in pull-out situations. This ranged from a low of 8% in James Hamblin and Broadview Schools to a high of 80% in Kipling School. All schools in PVSD indicated their Student Support Teachers spent a percentage of their time in meetings with staff and parents. This was understandable in recognition of time spent in meetings for the planning and development of student Personal Program Plans (PPP) and the ongoing monitoring of these programs. Time ranged from a high of 60% at Indian Head High School to a low of 3% at Kennedy/Langbank School. Some schools reported time spent on other activities such as testing, report writing, agency meetings and generally time for administration.

Overall, on average, PVSD Student Support teachers spend about 46.7% of their time in the classroom, 32.9% in student pull out, 17.2% in planning and meetings. Data were collected from schools regarding the number of students were in 100% pull out. (no inclusion in classrooms). Seven PVSD schools reported that they had one or more students in pull out situations. The PVSD had 10 students in pull out with three in Lumsden High School, two in Robert Southey School and one each in Balcarres School, Grenfell High School, Indian Head High School, Kipling and Lipton schools.

As indicated before, the Special Education inventory showed strong emphasis on students with physical and learning needs. No designated time or personnel were assigned to support students that were precocious or academically talented and had needs of that nature. The study team assumed that this type of enrichment or programming was the responsibility of each classroom teacher.

**Table 2.14: Student Support Services Teacher Percentage - Scheduled Time**

School	Percentage time on weekly basis			
	In Classroom	In pull-out (working with students)	In planning/ meetings	In other activities
Balcarres	40	30	25	5
Balgonie Elem	40	30	20	10
Bert Fox Community High	20	35	20	25% ESL pull out
Broadview	72	8	10	10% rpt, testing
Clive Draycott	33	58	9	0
Cupar	27	61	9	3% PBIS Bridges
Dr. Isman Elementary	60	20	20	0
Edenwold	80	12	8	0
Fort Qu'Appelle Elem	25	45	20	0
Greenall	60	10	30	0
Grenfell Elem	50	30	10	10% Admin.
Grenfell High	42	33	25	Admin time
Indian Head Elementary	25	55	10	10 - prep
Indian Head High	20	20	60	0
James Hamblin	60	8	32	0
Kelliher	20	35	20	25% PPP
Kennedy/Langbank	41	56	3	0
Kipling	10	80	10	0
Lipton	50	20	20	10
Lumsden Elem	70	20	10	0
Lumsden High	38	39	12	11% testing/admin
McLean	80	10	5	5
Milestone	40	50	10	0
Montmartre	55	31	9	5% pers.care/lifeskills
North Valley Elem	74	11	15	0
North Valley High	38	31	31	0
Pense	51	35	14	0
Pilot Butte Elem	60	30	5	5% agency meeting
Robert Southey	17	40	43	0
Sedley	57	18	25	0
South Shore	44	44	12	0
Stewart Nicks	44	47	9	testing
Vibank Regional	80	10	10	0
White City Elem	25	70	5	0
Whitewood	60	35	5	0
Wolseley High	50	20	30	0
Average	46.1	32.9	16.97	
Range	10-80	8-80	3-60	

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## EDUCATIONAL ASSISTANT

Educational Assistants (EA's) in the division provide valuable assistance in supporting the instructional program. **Table 2.15** provides data on how this time was distributed during a typical week. Similar to the Student Support teacher time allocation, the amount of time for in-class work varied across the school division. All schools, except for Kennedy/Langbank, reported having an Educational Assistant component in their school. In general terms, the amount of time educational assistants spend in the classroom far exceeds the time they spend in working with individuals or groups in pull-out situations. All of the schools in Prairie Valley School Division assign educational assistants to work in the classroom. The range of percentages for EA's time in the classroom was from a low of 25% in the North Valley Elementary School to a high of 100% in Pense School. The range of time that Educational Assistants spend on pull-out varied from a high of 60% in Fort Qu'Appelle Elementary to a low of 0% at Pense School. A limited amount of time was spent by Educational Assistants on planning and meetings. About one-third of the PVSD schools reported some time for planning and meetings. Overall, Educational Assistants spend approximately 76% in the classrooms, 21% in pull-out, 2% in meetings and 1% in other activities.

**Table 2.15: Educational Assistants Percentage Scheduled Time**

School	Percentage time on weekly basis			
	In Classroom	In pull-out (working with students)	In planning/ meetings	In other activities
Balcarres	70	30	0	0
Balgonie Elem	70	30	0	0
Bert Fox Community High	70	15	5	10% Pers.Care
Broadview	85	15	0	0
Clive Draycott	95	5	0	0
Cupar	56	44	0	0
Dr. Isman Elementary	60	35	5	0
Edenwold	80	21	0	0
Fort Qu'Appelle Elem	35	60	5	0
Greenall	95	0	5	0
Grenfell Elem	95	0	5	0
Grenfell High	52	22	20	2%. Pers.care/ W.Ex.
Indian Head Elementary	50	50	0	0
Indian Head High	80	15	5	0
James Hamblin	76	23	1	0
Kelliher	75	25	0	0
Kennedy/Langbank	N/A	N/A	N/A	N/A
Kipling	80	20	0	0
Lipton	90	10	0	0
Lumsden Elem	70	10	5	15
Lumsden High	80	21	0	Functional int.
McLean	98	2	0	0
Milestone	92	8	0	0
Montmartre	85	10	0	5% before/after sch.
North Valley Elementary	25	75% Retts syn.child	0	0
North Valley High	71	21	8	0
Pense	100		0	0
Pilot Butte Elem	80	10	5	5
Robert Southey	80	21	0	0
Sedley	90	10	0	0
South Shore	70	30	0	0
Stewart Nicks	75	20	5	0
Vibank Regional	90	10	0	0
White City Elem	80	20	0	0
Whitewood	75	20	5	0
Wolseley High	90	10	0	0
Range	25-100	0-60	0-5	
Average	76	21	2	



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## PERSONAL PROGRAM PLANNING INVOLVEMENT

**Table 2.16** provides information on the types of personnel that are involved with the development of the Personal Program Plans or PPP's. Overall, this data provides a snapshot of how schools collaborate on the development of these plans. Typically, an inclusion approach works the best with involving all stakeholders in the process. This strengthens the commitment for the program and provides rich information that supports the development of a workable plan.

Most schools reported using a team approach to planning for special needs students. The vast majority of schools included teachers, student services teachers, educational assistants, parents, consultants and administrators. Several schools reported the absence of Educational Assistants and parents in their meetings. Quite often when schools indicated consultants were involved in planning, their references were to the specialized services personnel assigned to their school such as Speech Language Pathologists (SLP), Psychologists and Occupational Therapists. When asked about others to be included in meetings, several referenced the Wascana Rehabilitation Centre and Community Living. It was readily apparent that PPP teams were structured to allow for input from key personnel.

**Table 2.16: Involvement and Development of Personal Program by School**

School	Student Services Teacher	Educational Assistant	Classroom Teacher (J)	Parent/Guardian	Specialized Services Personnel/Consultants	In-school Administrator	Coordinators	Other
Balcarres	X	X	X	X	X	X		Agencies
Balgonie Elem	X		X	X	X	X	X	
Bert Fox Community High	X	X	X	X	X	X	X	Social/Justice worker
Broadview	X		X	X	Ed. Psych	X		Child/Family Support wrk
Clive Draycott	X	X	X	X	X	X	X	
Cupar	X	X	X	X	Psych/SLP	X		Ment.Health
Dr. Isman Elementary	X	X	X	X	X	X	X	
Edenwold	X	X	X	X	X	X		
Fort Qu'Appelle Elem	X	X	X	X	Child/Youth	X	X	Wasc/ABI ARC
Greenall	X	X	X	X	SLP	X	X	Wasc. ARC Comm.Living
Grenfell Elem	X	X	X	X	Soc.Wrk/Liaison			Sakimay Wrk.
Grenfell High	X	X	X	X	X	X	X	Cultural Mentor
Indian Head Elementary	X			X	X			
Indian Head High	X		X	X	Soc. Wrk	X		Students
James Hamblin	X	X	X	X	X			
Kelliher	X	X	X	X	SLP/Psyc.	X	X	Family Wrk
Kennedy/Langbank	X		X	X	X	X	X	
Kipling	X	X	X	X	X	X		
Lipton	X	X	X	X	X	X	X	
Lumsden Elem	X	X	X	X	SLP Psych OT	X	X	
Lumsden High	X	X	X	X	SLP/OT/Psy.			Wascana/SS
McLean	X	X	X	X		X		
Milestone	X	X	X	X	X	X		As required
Montmartre	X	X	X	X	SLP/Psyc.	X	X	
North Valley Elem	X	X	X	X	X	X	X	
North Valley High	X		X	X	Psych/Fam.wrk	X		
Pense	X	X	X	X	X	X	X	
Pilot Butte Elem	X	X	X	X	X	X	X	Wasc/ECIP/Autism Resource Centre
Robert Southey	X	X	X	X	SLP/Ed. Psych. CFSW, OT	X		
Sedley	X	X	X	X	X	X		
South Shore	X		X	X	X	X		
Stewart Nicks	X	X	X	X	X	X	If child involved	
Vibank Regional	X	X	X	X	X	X	X	
White City Elem	X	X	X	X				
Whitewood	X	X	X	X		X		Student
Wolseley High								

## STUDENT AND STAFF DEMOGRAPHICS

A form was developed that collected information on the number of students in each of schools, the number of student designated with Diverse Needs and Intensive Supports, the FTE for Student Support Teachers and Educational Assistants.

All schools reported having assigned time for a Student Support teacher in their school. In the larger schools, more than one professional staff was assigned to work in this area. The amount of resource room time ranged from a low of .04 FTE in Pense School to a high of 5.38 at Grenall High School in Balgonie. Most schools reported having educational assistant personnel assigned to support the instructional program. The allocated time for educational assistants often varied with the number of students designated in the school. The range of educational assistant personnel in the schools was from none in Kennedy/Langbank School to 14 in Greenall High School. The educational assistant FTE was always higher in schools with a higher number of designated students and a larger student population.

Data were provided related to the number of students, the number of designated students and staffing FTE for special education. This allowed the study team to calculate staffing ratios as an indicator of the support provided to each school for students with special needs. The chart below serves as a guide in comparing the level of service from one school to the next. This methodology provides a consistent approach in comparing special education staffing levels in each school. It should be noted that it does not recognize the intensity of services required or the context.

The table below uses the terminology of Designation Students with Diverse Needs and Intensive Support and Moderate Need students requiring special education support. The division office data identified the number of designated students in each school. These students typically had a Personal Program Plan (PPP) and required services from the Student Support teacher and Educational Assistants. The number of Moderate Needs students was calculated by arbitrarily recognizing 5% of the student population as this number for each school. By adding the number of Students with Diverse Needs and Intensive Support and the 5% calculation of students enrolled in the school, a total

number of students served through special education was reached. Ratios are shown in the table for Student Support Teachers and for Educational Assistant support. The ratios provide a vehicle for comparing the level of service provided for each school. It should be treated as an indicator to elicit discussion. A closer examination of student needs in the school should be used for making decisions regarding staffing levels.

From **Table 2.17** below, a high ratio for resource room teachers means that the support for students with special needs is low. Opposite to this, a low ratio means that the students with special needs are being very well served or perhaps over served in some cases.

From the table below, the range of Student Support Teacher support was from a high of 55.5 students to 1 Student Support teacher at Broadview School to a low of 10.7 students to 1 resource room teacher at Kennedy/Langbank School. With regard to Educational Assistants, the range was from a high of 24.5 students to 1 E.A.'s at Broadview School to a low of 4.1 students to 1 paraprofessional staff at North Valley Elementary School in Neudorf. As mentioned before, there could be a justification for high or low allocations after considering the context and the student needs in the school; however, it does provide comparative data for discussion and review of the rationale for the assigned time.

**Table 2.17: Student and Staff Demographics by School**

School	Total Number of Students	Number of Designated Students	Student Support Teachers FTE	Educational Assistant (EA) F.T.E.	Number of Moderate Service Students	Total Students Serviced	Student served by Student Support teacher Ratio	Students served by EA Ratio
Balcarres	469	127	4.5	12	23.5	150.5	33.4	12.5
Balgonie Elem	440	103	3.9	7.5	22	125	32.1	16.7
Bert Fox Community High	318	77	4.23	8	15.9	92.9	21.9	11.6
Broadview	133	30	.66	1.5	6.65	36.7	55.5	24.5
Clive Draycott	96	6	.52	1.58	4.8	10.8	20.7	6.8
Cupar	202	31	.97	5.25	10.1	41.1	42.4	7.8
Dr. Isman Elementary	137	28	1.13	4	6.85	34.9	30.8	8.7
Edenwold	55	9	.29	1	2.75	11.75	40.5	11.8
Fort Qu'Appelle Elem	350	92	2.68	9	17.5	109.5	40.6	12.2
Greenall	688	93	5.38	14	34.4	127.4	23.7	9.1
Grenfell Elem	161	25	1.10	3	8.05	33.05	30.1	11.0
Grenfell High	129	23	2.14	6	6.45	29.4	13.7	4.9
Indian Head Elementary	201	27	1.16	2.5	10.05	37.05	31.9	14.8
Indian Head High	229	72	2.31	8.5	11.45	83.45	36.1	9.8
James Hamblin	122	35	.80	2.5	6.1	41.1	51.4	16.4
Kelliher	160	23	.99	2.5	8	31	31.3	12.4
Kennedy/Langbank	58	0	.27	0	2.9	2.9	10.7	N.A.
Kipling	355	39	1.68	3.5	17.75	56.75	33.8	16.2
Lipton	105	14	.73	2.25	5.25	19.25	26.4	8.6
Lumsden Elem	463	72	2.57	6.90	23.15	95.15	37.0	13.8
Lumsden High	329	38	2.36	6	16.45	54.45	23.1	9.1
McLean	71	6	.29	.5	3.55	9.55	32.9	19.1
Milestone	205	32	1.2	3.5	10.25	42.25	35.2	12.1
Montmartre	197	34	1.27	4.9	9.85	43.85	34.5	8.9
North Valley Elem	84	6	.59	2.5	4.2	10.2	17.2	4.1
North Valley High	119	8	.64	1	5.95	13.95	21.8	13.95
Pense	71	18	.04	1.5	3.55	21.55	N.A.	14.4
Pilot Butte Elem	342	63	2.86	11.5	17.1	80.1	28.0	6.7
Robert Southey	304	44	2.0	6.5	15.2	59.2	29.6	9.1
Sedley	79	13	.67	3	3.95	16.95	25.3	5.7
South Shore	138	19	.87	3	6.9	25.9	29.8	8.6
Stewart Nicks	82	21	.76	4	4.1	25.1	33	6.3
Vibank Regional	262	24	1.34	3	13.1	37.1	27.7	12.4
White City Elem	539	25	2.86	4	26.95	51.95	18.2	13.0
Whitewood	243	16	1.34	4	12.15	28.15	21.0	7.0
Wolseley High	136	24	.97	2	6.8	30.8	31.8	15.4
Range							10.7-55.5	4.1-24.5
Average	224.2	36.6	1.62	4.5	11.2	47.8	29.9	11.0

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## CASE LOAD: SPECIALIZED SERVICES

The Prairie Valley School Division has invested considerable resources into specialized services to support the special education program in each of their schools. These personnel provide support to learning in the areas of speech language pathology, counseling, assessment, programming, occupational therapy and family support. PVSD has developed a team approach in utilizing their specialized support personnel. The team for each school consists of a Student Support Service Coordinator, Speech Language Pathologists (SLP), Educational Psychologists (Ed. Psych), Children-Family Social Workers (CFSW) and Occupational Therapist (OT). **Table 2.18** below displays the number of students in each school utilizing the services. The amount of assigned time to a school varies in accordance with the identified need in each school. More than one SLP or Ed. Psych. may be assigned to a school where the student needs in a particular area may be too demanding for one person to handle properly. In one school, the priority may be in the area of Speech and Language needs resulting in more than one SLP assigned and time for specialized personnel. In another school, the need may be non-existent; hence the consultant, although assigned to the school in case the need arises, may not be currently taking on any cases. Several schools also have itinerant counselors that provide personal counseling and in some cases both personal and career counselor. The table indicates the F.T.E. assigned to the school. Prairie Valley School Division has several schools with Community School designation including schools in Balcarres and Fort Qu'Appelle. These schools have additional in-school personnel available to support specific programming. For example, Bert Fox Community High School has a full time social worker and school programmer as well as a half time nutrition worker and community school coordinator. The Table below shows very large number of students served by specialized personnel in several schools.

**Table 2.18: Specialized Services Involvement and F.T.E. Itinerant Counselors**

<b>School</b>	Speech Pathologist	Educational Psychologist	Child/family Social Worker	Occupational Therapist	Coordinator Student Services	Counselor (Itinerant)
Balcarres	49	18		7		
Balgonie Elem	61	17	23	11		
Bert Fox Community High	9	50				.51
Broadview	7	7	5	1		
Clive Draycott	11	7	6			
Cupar	18	11	10	3		.10
Dr. Isman Elementary	23	30	6	6		
Edenwold	4	1	3	1		
Fort Qu'Appelle Elem	79+* **	42		5		
Greenall	11	40	12			1.08 and 1.04 personal
Grenfell Elem	7+ * **	3		1		
Grenfell High	7	15				
Indian Head Elementary	32+ **	39	4	9		
Indian Head High	4	18	42			.24
James Hamblin	15	6	5			
Kelliher	12	10	8	1		
Kennedy/Langbank	7	1	1			.09
Kipling	30	13	16	2		
Lajord			3			
Lipton	16	7	2			.08
Lumsden Elem	66+ **	14	20	3		
Lumsden High	3	4	7			.53 and .52 personal
McLean	12	12		2		
Milestone	22	12	5	3		.10
Montmartre	19	17	1	5		
North Valley Elem	*	3	1	4		
North Valley High		7	4			
Pense	11	8	8	2		
Pilot Butte Elem	56	22	8	5		
Robert Southey	34	28	17	10		.13
Sedley	18	5	7	1		
South Shore	19	11	16	1		
Stewart Nicks	22	9	7	2		
Vibank Regional	27	7	10	3		
White City Elem	70 **	9	2			
Whitewood	22**	5	6			
Wolseley High		8	3			

**Note: \* classroom based language intervention \*\* SLP pre-kindergarten**

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## **PARTNERSHIPS FOR SUPPORTS TO LEARNING**

Schools were asked to complete a table describing their partnership arrangements with community organizations, business, industry and interagency organizations. The schools were asked to indicate the funding support provided by the partnership as well.

Partnerships can be critical in the provision of additional resources that provide supports for learning. Schools in the province have developed strong ties to the community at large and receive extensive support in a variety of ways. From the information below, it appeared that most of the partnerships were localized and within the community. There were some good examples of support from government agencies both locally and at the provincial levels. Several schools did not report any partnership arrangements. The study team recognized that all PVSD schools have arrangements with Public Health in the provision of school health services, local businesses that support work exploration initiatives and a School Community Council through legislative requirements.

About half of the schools in PVSD reported partnerships with either non-government (community) or government agencies or both. There seemed to be a balance between community and government partnerships in many of the schools.

Balcarres Community School had the most sophisticated arrangements for partnerships in the division. They reported partnerships activity with both government and non-governmental agencies. Several schools that had 'community school designation', reported access to additional revenue that provided increased support for learning. Schools in Balcarres, Fort Qu'Appelle and Grenfell listed important partnership initiatives that support their students as well. Other schools reported strong links with the community which led to school facilities usage by community organizations and town facilities for school programming. These partnerships were agreements with little or no exchange of money. These initiatives are listed below:



## 1. Balcarres Community School:

Partnerships	Description	Funding
Social Services	Nutrition grant	\$5,000-\$14,000 yearly
Breakfast for Learning	Nutrition grant	\$3,000- \$4,500 yearly
Child/Emergency/Found.	Nutrition grant	\$5,00-\$10,000 yearly
Spirit Builders	Provide snack for after school program	In-kind contribution
Balcarres Lion Club	Volunteer time assists with breakfast	In-kind contribution
Elders 4 File First Nation	Time sharing information on culture/traditions	In-kind contribution
Education Coordinators 4 File Hills First Nations	Program planning	In-kind contribution
Regina Health Region	Staff member provided to sit on Board	In-kind contribution
4 File Hills First Nations	Staff member provided to sit on Board	In-kind contribution
Saskatchewan Justice	Staff member provided to sit on Board	In-kind contribution
Balcarres Rec. Board	Grant for summer camp	\$200
Social Services	Grant for Programs – Community Initiatives Fund	\$25,000
SaskTel	Grant for Fun-Raiser	\$2,000
SaskPower	Grant for Fun-Raiser	\$500
4 File Hills First Nations	Funding program that informs of First Nations culture and traditions	Unidentified
Pepsi Bottling Group	Annual scholarship	\$1,000
Lifestyle Photography	Honorarium for photo day	\$500
Nutrition Program	Provides healthy food for sale in canter	In-kind contribution
All Nations Healing Hosp	Staff attend meetings/lead students in promoting positive lifestyle choices	In-kind contribution
FortQu'Appelle Elementary Community School	Staff/students work with our students on similar goals and objectives	In-kind contribution
Norton Insurance and SaskTel	Door prizes for student draws	Unidentified
Sask Daycare Branch	Annual funding	\$130,000
Regian Health Region Public Health	Staff member sits on Board and meets with teen parent to inform about healthy parenting practices	In-kind contribution

## 2. Bert Fox Community High School

Partnerships	Description	Funding Source
Social. Services	Nutrition and Services	Social Services.
RCMP	Liaison officer – 8 hours per week	RCMP- in-kind
Health	Public Health Nurse – Drug and Alcohol Counselling	Health
First Nations	Educational Liaison	First Nations –in-kind
Kapachee	Training and Programming	Kapachee – in-kind
All Nations Healing Hosp	Facility, Resource People and Training	ANHH – in-kind

### 3. Broadview School

Partnerships	Description	Funding
Childrens Emergency Foundation	Funding for Breakfast and snack program	Funding from Foundation
Dept. of Community Resources	Funding for Breakfast program	Provincially funded
Broadview playschool	Classroom provided at no cost to coop	Independently funded from community
Elder, Cowessess First Nation	Weekly visit from an Elder to support student	School Division via Elder Grant
Community Resources – Southeast recreation	Funding for 2 students – provide after school programming for children in the gym	Community Resources
Centennial lodge and Broadview hospital	Clean linen, laminating etc.	In-kind
Drug and Alcohol Resistance Education (DARE)	Gr. 6 students receive a 10 week course from auxiliary RCMP officer. RCMP, parent involvement in students' grad	In-kind RCMP

### 4. Clive Draycott School

Partnerships	Description	Funding
School Community Council	Support school improvement goals, serves as liaison between school and community, provides financial support	Amounts vary – fundraising in community
RCMP – DARE Program	Drug and alcohol awareness	RCMP – In-kind
Public Health Nurse	Vaccinations	Health District

### 5. Cupar School

Partnerships	Description	Funding
Pre-School program	Pre-schoolers use the school twice per week	Community funding
Community groups	Monthly meetings Dance, 4H, Hunter Safety Clubs	No cost

### 6. Edenwold School

Partnerships	Description	Funding
Pre-school	Intervention goal	Parental funding
PITS	Parental group – fund raising	Variable

### 7. Greenall High School

Partnerships	Description	Funding
Luther School	Scholarship	Luther ( U of R)
Plainsview Credit Union	Scholarship	Unidentified

### 8. Grenfell Elementary School

Partnerships	Description	Funding
Town of Grenfell	Use of facilities – golf course, swimming pool, rinks	\$8.00 per student yearly
Regional Library	Host events, authors, books for pre-schoolers	SCC, regional lib – and fundraising
Elder Program	Provision of funds for elder program	SCC funded

### 9. Grenfell High Community School

Partnerships	Description	Funding
Province - Community School status	Nutrition worker, social worker, community school coordinator	Provincially funded
Sakimay F.N. and PVSD	Pathfinder program – joint ownership	Jointly
YTC/Sakimay FN/ PVSD Regina Health District	Walking in Balance – Drug Task Force – Community based solution to the issue of drug and alcohol abuse	IMED

### 10. Indian Head High School

Partnerships	Description	Funding
Regina Health Region	Counsellor 1 /week for students, addictions counselor on request, EMS, SADD, Cognitive Disability Strategy	In-kind contribution
RCMP	Liaison as needed	In-kind contribution
DCRE	Youth in the system registered in school/ PVSD social worker works with them	In-kind contribution

### 11. Kennedy/Langbank School

Partnerships	Description	Funding
Health District	Screening, inoculations, resource prevention	Provincial

### 12. Kipling School

Partnerships	Description	Funding
Community business partners	Provide career and work exploration opportunities	In-kind

### 13. Lumsden Elementary School

Partnerships	Description	Funding
School Community Council	Provincial requirement	Board of Education and fundraising
Community Play schools	Invited to orientation to school – 2 week period	In-kind

### 14. McLean School

Partnerships	Description	Funding
Local Newspaper	Contributes school information to McLean Messenger	In-kind
Parent/Community Readers	Parents read to grade one and two students	In-kind
Private local day care	Visit grade 1 and 2 classrooms monthly	In-kind

### 15. Milestone School

Partnerships	Description	Funding
Prairie Players Drama	Annual dinner theatre – students have free showing	In kind – grant to school from Prairie Players
RCMP	Planning emergency response, safety program	In-kind
Assisted Living	Grade 4 class partners with seniors in community	In-Kind
Scrap Tire Association	Grant for recycling materials used for landscaping and outdoor basketball court	Grant to school
Public Health Nurse	Use of space in school, vaccines, health program	Province

### 16. Montmartre School

Partnerships	Description	Funding
Business community	Work exploration placements	In-kind

### 17. Robert Southey School

Partnerships	Description	Funding
Southey pre-school	Uses facility at no cost on non-kindergarten days. Also support from Gwenda Alexi	Community funds
RCMP	DARE programs delivered to grade student	SCC covers costs
Southey Adult Drama	Drama club uses facility at no cost	Drama club purchased all drama equipment for teacher/student use in the school

### 18. Stewart Nicks School

Partnerships	Description	Funding
Pre-school	Preschool board utilizes the K room alternate days	Pre-school pays expenses

### 19. Pilot Butte School

Partnerships	Description	Funding
SNACK- Breakout for Learning	Supports the school snack program	Funded through application to SNACK

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## PRE-SCHOOL SUPPORT

Most of the schools in PVSD reported some pre-Kindergarten provision for children ages 3 and 4. This is described in **Table 2.19** below in a variety of ways. Some schools indicated the availability of a day care or nursery school program in the community. In several cases, the elementary school in the community was providing classroom space for the delivery of this program. In other instances, the program was being delivered somewhere in a community facility. In communities with ‘Community School’ status, the school division was providing a full blown program in the school including the provision of a certified teacher or staff. More and more, the importance of early intervention through programs of this nature pays rich dividends in the future. Overall, the majority of schools in the division with pre-school programs were being

funded by the parents of the children, the community or both. **Table 2.19** indicates the schools that reported on this aspect of programming and the type of involvement.

**Table 2.19: Pre-School Programming Community**

Community	Location	Funding Source	# of Students
Balcarres	Balcarres School	Ministry/PVSD- certified teacher	19
Balgonie	In community church	Parent funded	30-40
Bethune	Pre-School	Private – parents pay fee	9
Broadview	Playschool	Community- Parent Volunteer	
Cupar	In the community	Parent funded – non-certified staff	3
Edenwold	Pre-school/play school in Community Hall	Parent funded – use Parent and EA	13
Fort Qu'Appelle	Fort Qu'Appelle Elementary School: Pre-K program – 2 x ½ day/week	Ministry/PVSD Community School funded – 1 cert. staff	30
Fort Qu'Appelle	Bert Fox High School – daycare	Ministry/PVSD Community School funded – cert. staff	Up to 14
Grand Coulee	In school kindergarten room	Pre-school – parent fees With certified teacher	11
Grenfell	Grenfell Elem Community School	Ministry/PVSD/certified teachers	25
Indian Head	In school – pre-kindergarten	PVSD – certified teacher	16
Kelliher	School junior art room: playschool – 1 day/week	Parents	10
Kennedy/Langbank	In the community	Parent funded	8
Kipling	In the community – private day care and schools in recreation centre	Parent funded – certified teacher at playschool	25—35 playschool
Lipton			
Lumsden	Pre-kindergarten in elementary school	PVSD funded with certified teacher	22
McLean	Private Play School	Parent funded	12
Milestone	In community – United Church – pre-school	Parent funded – ECD certified	No information
Montmartre	School kindergarten room/ playschool	Centre 48 – community member hired	12-15
Neudorf			
Pense	Pense School	Parent/Self funded – non certified teacher	14
Pilot Butte	Pilot Butte kindergarten room	Pre-school –division funded 1 certified teacher	34
Qu'Appelle	Cooperative pre-school in community in James Hamblin school	Private – parent funded Non-certified staff	10
Regina Beach	At school – nonKindergarten days	Non certified parent funded	10
Southey	Southey Community pre-school is offered to 3/4 year olds	Community and parents fund the program	34
Sedley	No programming		
Vibank			
White City	Preschool program in Old Fire Hall Daycare in private residences and several playschools	Parents	72
Wolseley	In Dr. Isman school	Parent funded	12

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## AVERAGE GRADUATE CREDITS

The study team asked the Saskatchewan Ministry of Education to query their Student Record System for comparative information on graduate credit attainment for the past three years. The data were collected from all schools in PVSD delivering secondary programs for the 2005-06 and 2006-07 and 2007-2008 school years. As well, it was of interest to analyze data regarding the number of level 30 credits attained by graduates in these schools to look at trends. The data were organized in **Table 2.20** by size of school to determine if students in larger schools attained more credits than students in smaller schools. Schools with twenty or more students (20) were clustered into one group while schools with less than twenty graduates were clustered in another group. Averages were calculated for these groups for the three years.

The Ministry of Education maintains a credit policy that requires 24 credits for graduation. In the province, few students graduate with only 24 credits. In fact, the average number of grade 12 credits attained by graduates in the province as reported in 2007/2008 was 27.47 credits. Prairie Valley School Division was slightly lower than the average at 27.43 credits. With regard to the number of grade twelve credits earned, the PVSD average is a little higher than the provincial average. The province reported 9.79 credits earned as the provincial average while PVSD reported an average of 9.94 credits earned in 2007/2008

When considering the average number of credits attained by graduates over the three-year period, it was apparent that schools generally maintained about the same average number of credits. For example, Balcarres School graduates attained 26.98 credits in 2005-06, 27.26 credits in 2006-07 and 27.14 credits in 2007-08. In all likelihood, their organizational arrangements for instruction did not change over the three years so student opportunity for selecting courses remained the same. Essentially, there was a difference of less than one credit on the average in the vast majority of schools. The largest swing in credits was in Montmartre School where in 2005-06 the average credits for graduates was 28.61 while in 2007-2008 it fell to 26.85. From the data presented in the table this would be considered unusual. As expected, a similar result in

trends was found when considering the average number of level 30 credit attained by graduates.

The overall average number of credits attained by grade twelve graduates in the school division was 27.72 in 2005-2006, 27.54 in 2006-07 and 27.43 in 2007-08. When comparing averages for all schools it was apparent that size of school does not always influence the average number of credit attained. For example, Greenall, the largest school in the division had one of the lower averages over the three year period.

The results in the table indicate that Kipling School graduates had a high of 29.63 credits in 2007-08 while the lowest number of credits attained by graduates was 26.38 at Lipton School. Similar ranges were found in the two previous years.

The average number of level 30 credits attained by graduates in 2007-08 was 9.94, in 2006-07 it was 9.95 and in 2005-06 it was 9.84. Essentially, the trend appears to be slightly upward. For level 30 credits, the school that had the highest number of level 30 credits was Cupar School with an average of 11.28 credits in 2007-08. Montmartre School showed the lowest number of level 30 credits with an average of 8.77 credits in 2007-08.



**Table 2.20: Number of Graduates, Average Credits for Graduates, Average 30 Level Credits by School**

School	Graduates			Average Credits			Average 30 Level Credits		
	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008
Balcarres	40	27	21	26.98	27.26	27.14	8.93	9.19	9.33
Bert Fox Community High	40	55	35	27.23	27.15	27.54	9.78	9.56	10.46
Broadview	11	8	11	28.09	29.13	28.09	10.09	10.75	10.64
Cupar	16	5	18	28.44	29.20	28.06	11.13	12.80	11.28
Greenall	140	161	132	26.69	26.32	26.39	9.55	9.71	9.68
Grenfell High	16	22	21	29.81	28.36	28.62	10.63	9.73	9.52
Indian Head High	41	52	29	27.49	27.62	27.86	10.78	10.67	10.66
Kelliher	11	10	14	28.73	29.90	27.64	9.00	10.50	10.64
Kipling	21	25	28	30.71	29.84	29.63	10.76	10.64	10.54
Lipton	15	14	8	25.73	26.93	26.38	9.07	11.43	9.63
Lumsden High	88	78	89	27.68	27.43	27.72	9.65	9.96	10.33
Milestone	15	11	20	28.13	27.91	28.05	10.30	10.18	10.15
Montmartre	19	15	13	28.61	29.93	26.85	9.84	9.33	8.77
North Valley High	17	13	24	28.24	29.08	27.21	9.06	9.62	8.88
Robert Southey	23	21	22	27.87	28.43	29.14	9.22	10.05	10.14
Vibank Regional	22	17	38	28.59	27.00	26.84	9.86	9.53	9.39
Whitewood	14	15	17	27.14	26.87	27.29	8.43	9.47	9.82
Wolseley High	11	16	15	28.64	28.81	27.48	9.64	9.63	9.54

In summary, this Chapter provided extensive information on the programs and services available in the Prairie Valley School Division. The schools need to be congratulated on their efforts to provide extensive programming for all students. A major issue facing the division is creating a consistent approach in ensuring that all students have adequate instructional time for their subjects. There was variation throughout the division that could disadvantage students in their opportunity for learning. As well, it was evident there was an imbalance in the learning opportunities for students especially at high school. Essentially, because of school size and staffing levels, it was understandable that programs available at Greenall High School far exceed what can possibly be offered in Broadview School. It is not possible to bring total equity with program opportunities in PVSD. The challenge for the Board is to make planning decisions that provide a balance of learning opportunities for all PVSD schools.

### 3 CHAPTER THREE

#### PROGRAMS AND SERVICES INDICATORS

This chapter presents the data obtained from the surveys, the thematic analysis of the written documents, and the focus group interviews held at the various locations. For each program and service indicator the percentage of agreement for parents and teachers are shown for each item and by grades (K-5, 6-12). For students, the percentages are shown by grade 6-12. Also shown is the percentage of disagreement for each item for the various respondent groups. Where more than 15% of the respondents used the “don’t know” response category, these are shown in parentheses beside the agreement/disagreement percentage.

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#### INDICATORS OF CORE CURRICULUM

**Table 3.1** shows the percentage agreement for items dealing with adequacy of understanding and skills in the various Core Curriculum subject areas for parents, teachers, and students. As can be seen from the table, the various respondent groups were in agreement that students had adequate understanding and skills in the core curriculum areas. Parents had the highest agreement percentages on this indicator. The lowest agreement percentages pertained to students achieving adequate understanding and skills in mathematics (85% of K-5 parents, 75% of 6-12 parents, 74% of K-5 teachers, 57% of 6-12 teachers, 79% of 6-12 students). From the school survey data and the focus group interviews, it appeared that small schools, and to a certain extent larger schools, had difficulty in hiring specialized math and science teachers.

Focus group interviews and written comments provided by administrators and teachers indicated that they were not satisfied with students’ knowledge in mathematics and language arts. The elementary teachers were not pleased with the new *Math Makes Sense* program. Teachers also complained that “kids know they can’t fail, and then for the first time in Grade 10 students are faced with failing.” The result, they say, is poor performance throughout the grade levels until they are faced with failure at the high

school level. Another Grade K-5 teacher wrote, “Their attitude toward school is negative because they know that they cannot fail. Children are not working hard, or trying their best because to them it won’t make a difference. . . . School is no longer seen as a privilege but a chore—and children know they don’t have to do any work to pass—this is a horrible attitude to have.” Parent focus group participants felt that teachers were dealing with so many behaviour and emotional issues that academic excellence in the core curriculum was being sacrificed. Further, teachers complained that students lack the ability to transfer knowledge gained in one area to another subject. As a teacher wrote, “They can’t take what they learned in Math and transfer it to Science.”

A typical student focus group comment on core curriculum was “we are prepared for post-secondary in spite of the non-accredited teachers in math and science.” Although teachers are certified to teach all subjects and grade levels in Saskatchewan, a number of teachers, administrators and students commented, “Some of the teachers are

**Table 3.1: Indicators of Core Curriculum**

Item	% Indicating ‘Agree’ and ‘Strongly Agree’ (‘Don’t Know’)				
	Parents		Teachers		Students
	K-5 (n=820)	6-12 (n=856)	K-5 (n=173)	6-12 (n=280)	6-12 (n=3736)
I am satisfied with my students’ understanding in mathematics.	85/11	75/24	74/19	57/23(19)	79/15
I am satisfied with my students’ understanding in language arts (reading, writing, speaking, listening, viewing and representing).	87/12	86/13	81/16	69/25	88/8
I am satisfied with my students’ understanding in science.	84/4	85/11	83/4	63/6(30)	75/15
I am satisfied with my students’ understanding in social studies.	81/5	88/7	84/3	66/8(26)	76/11
I am satisfied with my students’ understanding in health/wellness.	86/3	93/3	86/4	72/8(21)	85/6
I am satisfied with my students’ skills in physical education.	92/5	89/8	78/10	69/6(24)	89/5
I am satisfied with my students’ skills in arts education (art, drama, music and dance).	86/8	79/13	85/9	65/12(23)	79/10
Mean:	2.98	3.03	2.79	2.35	2.97

not qualified to teach the core curriculum, but in a small school there is usually no choice.” School administrators and teachers admitted; however, that considerable emphasis was being devoted to the core curriculum areas, especially language arts and

mathematics. Maybe as a result of the latest round of international testing (PISA), schools are devoting more attention to mathematics than the required provincial time allotment (See table 2.2). It should be noted, however, that focus group respondents and written comments noted that the Core Curriculum receives the school's greatest emphasis.

Overall, all respondent groups were generally pleased with this indicator. School staffs devote their greatest attention to this dimension.

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## INDICATORS OF OPTIONAL CURRICULUM OFFERINGS

**Table 3.2** shows the agreement percentages for the items dealing with the adequacy and skills in the Optional Curriculum areas. Seventy-eight percent of the Grade 6-12 parents, 57% of the Grade 6-12 teachers and 68% of the students agreed that students receive adequate understanding and skills in practical and applied arts (PAA). Considerable variation on this item was evident in the school surveys and focus group interviews. Typically the larger schools had good opportunities but the smaller schools either did not offer PAA or their facility and equipment were poor. As a result, there is great variation in the offering of PAA across the school division. An in-school administrator noted, "There are limited options available to students in the PAA area. PAA is especially important for those students who are not academically inclined. Unfortunately, these academically challenged students are not getting the trades options towards which they generally gravitate." Respondents also noted a lack of specialized teachers and resources in the PAA program. An administrator stated, "There are some small high schools with good facilities. They just don't have the teacher or the students." Many of the parent and student focus group participants desired increased offerings to include more of the trades and technology components.

Just under half of the 6-12 parents, 60% of Grade 6-12 students and 65% of the Grade 6-12 teachers felt that the school program makes adequate provision for work experience/career exploration. Both parents and students felt that this was an area needing more emphasis in the future. Focus group interviews reflected this stance. One parent stated, "Our children need exposure to career exploration if they are to make good

career choices.” Another parent said, “My child is not university bound and given the need for trades and technology people, schools need to do a better job here.”

**Table 3.2: Indicators of Optional Curriculum Offerings**

Item	% Indicating 'Agree' and 'Strongly Agree'					
	Parents		Teachers		Students	EA
	K-5 (n=820)	6-12 (n=856)	K-5 (n=173)	6-12 (n=280)	6-12 (3736)	(n=137)
I am satisfied with my students' skills in practical and applied arts (computers, woodworking, welding, etc.).		78/14	--	57/10(33)	68/9(23)	---
I am satisfied with the emphasis on work experience/career work exploration.		47/22(30)	--	65/13(21)	60/12(27)	54/13(31)
I am satisfied with the school's provision for career education.		44/24(31)	--	74/13	--	--
I am satisfied with the provision for second language instruction.	30/27(40)	42/37(19)	44/34(21)	45/42	45/28(26)	--
There is acceptable provision for fine arts (e.g., music, art, drama) in the school.	57/22(21)	56/29	71/25	65/29	63/22(15)	70/22
Mean:	1.78	2.13	2.32	2.35	2.22	2.26

Only 44% of the Grade 6-12 parents and 74% of the Grade 6-12 teachers felt their school did a good job of providing for career education. A few teachers and parents desired improved career counseling services, while others felt that the services they received in their schools was adequate. Typical of the former group was the following comment, “I believe that we need the career counselor here more often as students need to make some choices earlier. We have an excellent counselor, but I believe our students would be better served if that counselor was able to be here more often.”

Few respondents (30% of K-5 parents, 42% of 6-12 parents, 44% of K-5 teachers, 45% of 6-12 teachers, 45% of 6-12 students) perceived that schools make acceptable provision for second languages. In many schools, due to decreasing enrolments, lack of student interest in languages, and lack of a qualified teacher, languages have disappeared from the school curricula. Yet, from the written survey comments and focus group interviews, there was a perception that more needs to be done in this area. A student focus group participant commented, “The French programs being offered in schools are not functional. There is too much emphasis on the written components of language and not enough emphasis on the spoken. Students cannot converse with French speaking persons because their spoken language skills are inferior.” Other students noted that, in

some cases, the teacher had very limited knowledge of the language or when the teacher left that was the end of the program. A school administrator acknowledged, “We do not have the resources to offer a second language.” Many of the focus group participants also acknowledged that it was difficult to attract second language teachers to small schools. Others commented that they did not have enough students who were interested in a second language. The administrator focus groups noted that second language opportunities are limited within the school division. “Some schools offer a limited amount at elementary level and other schools do not offer French until Grade 10. High school French is backed up with so many other subjects, students often choose other subjects.” Overall, most respondent groups would like to see improved language opportunities.

A slight majority of the respondent groups felt that there is adequate provision for fine arts in the school (57% of K-5 parents, 56% of 6-12 parents, 71% of K-5 teachers, 65% of 6-12 teachers, 63% of Grade 6-12 students, and 70% of EAs). Administrators, teachers and parents felt that more emphasis needs to be placed on Arts Education in high school. Part of the problem is that there is a lack of specialized teachers in Arts Education and the curriculum is so diversified (e.g., music, dance, drama, visual art) that finding a teacher who is trained in all four areas is difficult, if not impossible. Band is offered in some schools and not in others. Those students who want to be involved in the band program generally have to miss two academic classes. This is a problem for students who have a hard time catching up on any classes they might miss.

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## INDICATORS OF COMMON ESSENTIAL LEARNINGS

**Table 3.3** presents the respondent group perceptions on the indicators of Common Essential Learnings (CELs). As can be seen from the table, respondents expressed differing levels of support for items in this category. Generally, teachers reported the highest percentage support for this category and parents and 6-12 students provided the lowest percentage of agreement.

**Table 3.3: Indicators of Common Essential Learnings**

Item	% Indicating 'Agree' and 'Strongly Agree'					
	Parents		Teachers		Students	EA
	K-5 (n=820)	6-12 (n=856)	K-5 (n=173)	6-12 (n=280)	6-12 (3736)	(n=137)
The school places acceptable emphasis on teaching critical and creative thinking skills.	82/4	69/14(16)	91/8	90/8	73/14	84/6
The school places acceptable emphasis for character development.	79/8	68/17	94/5	91/9	68/16(15)	85/6
The school places adequate emphasis on teaching life skills and real life problem solving.	62/14(23)	57/26(16)	87/10	87/11	70/22	74/16
The school places acceptable emphasis on teaching independent learning skills.	78/7	66/19	90/6	85/14	73/15	75/15
The school places acceptable emphasis on teaching citizenship education.	55/8(35)	52/16(30)	87/9	77/16	67/18	58/15(27)
The school does a good job of teaching students to be respectful.	85/11	72/21	92/8	86/13	75/20	82/16
Students have ample opportunity to work cooperatively	88/3	86/4	99/1	98/1	78/14	93/2
Mean:	2.60	2.45	3.16	3.07	2.63	2.72

The items receiving the highest level of support were “the school effectively teaches students to work cooperatively” and “the school teaches students to be respectful.” Grade 6-12 parents felt the school could do more on this latter CEL. The item receiving the lowest level of support was “the school places adequate emphasis on teaching life skills and real life problem solving.” Numerous parents and students commented that they would appreciate more authentic learning opportunities. Students, in particular, desired learning activities that reflected the kinds of experiences they would encounter in the real world.

In terms of doing an acceptable job of teaching personal and social values skills, and independent learning skills, there was considerable support for these aspects of CELs. There was, however, considerable variation from school to school. A few parents wrote that they would like to see more being done in this area.

From the focus groups and written survey comments, schools had put in place a variety of programs and services to improve the Common Essential Learnings. These included the following: sexual health programs (grades 4 to 8), social skills programs, behavior programs, peer mediation, Second Step, wellness programs, anti-bullying

programs, DARE program, Celebration Mondays, and student of the month. Other school initiatives included using camping trips to build social skills and conflict management skills. Through athletics, work experience, outdoor education, and student leadership development, schools improved student character development.

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## INDICATORS OF SCHOOL LEARNING ENVIRONMENT

**Table 3.4** presents the indicators of School Learning Environment. A majority of the respondents rated his category as being adequate. Teachers and EAs were the most satisfied with this category, and students and Grade 6-12 parents expressed the lowest satisfaction. When asked, “the school places adequate emphasis on academic achievement,” 83% of K-5 parents, 80% of 6-12 parents, 93% of K-5 teachers, 84% of 6-12 teachers, 75% of 6-12 students, and 88% of EAs agreed with this statement. It appeared that a majority of the respondent groups were pleased with the emphasis given to the school academic learning environment. However, 16% of 6-12 parents and 14% of 6-12 teachers were not satisfied with the emphasis given to academic achievement. A number of these respondents wrote that the academic expectations need to be higher.

Eighty-three percent of K-5 parents, 75% of 6-12 parents, 92% of K-5 teachers, 95% of 6-12 teachers, 80% of EAs, and 70% of 7-12 students agreed that “student evaluation is fair and consistent.” It should be noted that students consistently rated this item lower than teachers, and there were different views expressed from school to school.

On the item, “children feel safe in this school,” 89% of K-5 parents, 85% of 6-12 parents, 92% of K-5 teachers, 87% of 6-12 teachers, 86% of EAs, and 78% of 6-12 students agreed with this statement. Of the respondent groups, 9% of K-5 parents, 14% of 6-12 parents and 18% of 6-12 students either disagreed or strongly disagreed with this statement. In essence, about one-fifth of the Grade 6-12 students did not feel safe in school. Numerous parents and students commented on the bullying, and other negative behaviours of students and the school’s inability to deal with these issues. There were considerable variations in the views of respondents by school type and size. At the same time, a majority of the respondents groups perceived that the school provides a safe environment for students (89% of K-5 parents, 85% of 6-12 parents, 95% of K-5 teachers



**Table 3.4: Indicators of School Learning Environment**

Item	% Indicating 'Agree' and 'Strongly Agree'					
	Parents		Teachers		Students	EA
	K-5 (n=820)	6-12 (n=856)	K-5 (n=173)	6-12 (n=280)	6-12 (3736)	(n=137)
The school places strong emphasis on academic achievement.	83/9	80/16	93/5	84/14	75/11	88/9
The school tries hard to help students learn.	82/10	72/19	96/3	95/3	82/14	95/3
Student evaluation is fair in this school.	83/8	75/17	92/5	95/4	70/19	80/9
Children feel safe in school.	89/9	85/14	92/5	87/9	78/18	86/8
Children enjoy going to school most days.	95/4	89/10	98/1	92/3	63/32	90/2
The school has a caring atmosphere.	91/6	80/15	97/2	95/4	69/21	99/1
The school has good school spirit.	91/5	78/16	87/12	83/16	74/20	87/13
Expectations for student behaviour are fair.	89/9	79/17	94/5	91/8	75/19	90/8
The school provides a safe environment for students.	89/10	85/12	95/3	93/7	81/13	90/6
I am satisfied with how the school prepares students for the future (i.e., post-secondary/or the world of work).		56/28(15)	--	82/13	70/19	66/22
I teach in ways that best support student learning.	90/6	75/20	98	98/1	77/17	--
Mean:	3.06	2.80	3.33	3.21	2.74	3.04

93% of 6-12 teachers, 90% of EAs, and 81% of 6-12 students). Overall, there is need to examine the data to determine if more attention is required in the various schools. It appeared that safety is more of an issue in some schools compared to other schools. Furthermore, it should be noted that students consistently rated safety lower than did teachers, EAs, and parents.

When asked, “Children enjoy going to school most days,” 95% of K-5 parents, 89% of 6-12 parents, 98% of K-5 teachers, 92% of 6-12 teachers, 90% of EAs, and 63% of 6-12 students agreed with this statement. Students rated this item considerably lower than parents and teachers. The grade 10-12 students provided somewhat lower ratings compared to the grade 6-9 students. A number of students made written comments that they did not enjoy school and that school did not work for them.

A majority of the respondents agreed that the school has a caring atmosphere (91% of K-5 parents, 80% of 6-12 parents, 97% of K-5 teachers, 95% of 6-12 teachers, 99% of EAs, and 69% of 6-12 students) and that the expectations for student behaviour

were fair (89% of K-5 parents, 79% of 6-12 parents, 94% of K-5 teachers, 91% of 6-12 teachers, 90% of EAs, and 75% of 6-12 students). In addition, a majority of the respondents agreed that “the school has good school spirit.” It should be noted, however, that 6-12 parents and students rated these items the lowest. Students complained about lack of fairness in dealing with them and that teachers had their “favorite students.” It should also be noted that there was considerable variation from school to school on these items.

The respondents were asked if “teachers teach in ways that best support student learning;” of the respondent groups, 90% of K-5 parents, 75% of 6-12 parents, 98% of K-5 teachers, 98% of 6-12 teachers, and 77% of 6-12 students agreed with this statement. A number of students indicated that their teachers needed to utilize a number of different teaching strategies and focus more of their instruction on authentic learning activities in order to keep them motivated. From the data and focus group interviews, it appeared that teachers were utilizing more constructivist teaching strategies. That is a positive indicator, because we know that constructivist and co-constructivist teaching strategies provide the best results for student learning and motivation.

In summary, it appeared that schools were providing a positive learning environment for student learning. The overall agreement in this category was highly positive, although students did not perceive the same degree of support on these items.

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## INDICATORS OF COMMUNICATION

**Table 3.5** provides the indicators of Communication. There was considerable variation from school to school and from respondent group to respondent group. Students, as a group, were the least satisfied on this dimension, whereas teachers were the most satisfied. A majority of the respondents (83% of K-5 parents, 73% of 6-12 parents, 94% of K-5 teachers, 93% of 6-12 teachers, 74% of 6-12 students, 93% of EAs) felt that the “school communicates effectively with parents/guardians.” Sixteen percent of the K-5 parents and 25% of the 6-12 parents felt that communication with them was not adequate. In some schools students felt they did not have voice and their ideas did not count. In other cases, parents were highly complementary of the communication practices:

“communication is excellent—monthly newsletters, day calendars, school calls, emails and class newsletters.” Student focus group interviews also indicated that some schools have websites that they and their parents can access. The websites provide information about activities, homework assignments, and examinations. A few parents complained that in some cases the information reached them after the event or on the day of the event, which precluded them from attending.

When asked, “The school staff provides sufficient information about the programs available in our school,” 67% of K-5 parents, 61% of 6-12 parents, 90% of 6-12 teachers, and 74% of 6-12 students agreed. From the focus group interviews and student written comments, views varied as to the extent that communication about programs was shared. A focus group student said, “There is limited information sharing in our school. Usually we have to find out information for ourselves.” Other students said they get all the information they need through a variety of ways such as information sessions, handbooks, and school counselors. Parents held similar views to students, but were the least informed of the respondent groups. One focus group of parents felt that information about programs could be better coordinated.

**Table 3.5: Indicators of Communication**

Item	% Indicating 'Agree' and 'Strongly Agree'					
	Parents		Teachers		Students	EA
	K-5 (n=820)	6-12 (n=856)	K-5 (n=173)	6-12 (n=280)	6-12 (3736)	(n=137)
This school communicates effectively with parents/guardians.	83/16	73/25	94/5	93/6	74/15	93/4
The school staff provides sufficient information about the programs available in the school.	67/29	61/32	--	90/7	74/18	85/5
The number of parent-teacher reporting periods is acceptable.	92/5	93/6	95/1	97/3	84/7	96/1
Parents/guardians have access to information about their child's learning.	88/8	85/10	95/2	95/5	76/11	--
Parents receive timely communication about their child's progress.	83/14	77/22	97/2	95/5	--	--
My parents/guardians have enough information about my learning.	--	--	--	--	76/12	--
I receive timely communication about my learning progress from my teachers.	--	--	--	--	70	--
Mean:	2.97	2.85	3.28	3.30	2.74	3.01

A majority of the respondent groups agreed that the number of reporting periods were adequate (92% of K-5 parents, 93% of 6-12 parents, 95% of K-5 teachers, 97% of 6-12 teachers, 84% of 6-12 students, 96% of EAs). The percentage of agreement dropped somewhat when the respondents were asked if “parents receive timely communication about their children’s progress” (83% of K-5 parents, 77% of 6-12 parents, 97% of K-5 teachers, 95% of 6-12 teachers agreed). From the focus group interviews and parent written comments some parents felt that the information they received about their child’s progress could be more timely and complete. This perception varied from school to school, but on the whole, parents were generally satisfied with the communication from their school.

In summary, while a majority of respondent groups rated this dimension as being very good, there were cases where parents desired more timely and continuous information about their child’s progress. This is an area that schools need to constantly monitor so that there is follow-up in cases where student performance is not what it should be.

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## INDICATORS OF SPECIAL EDUCATION

**Table 3.6** shows the percentage agreement for the indicators of Special Education. Overall, parents were the least satisfied as a group. Of the respondent groups, 46% of K-5 parents, 45% of 6-12 parents, 61% of K-5 teachers, 77% of 6-12 teachers, 59% of EAs, and 67% of 6-12 students agreed that “the school makes acceptable provision for the learning of special needs students.” There were numerous comments both positive and negative on this category. Some schools were pleased with how well they were meeting the needs of special education students, while others were not happy. The larger schools were better able to meet student needs through modified programs such as 11, 21, and 31 and 18, 28, and 38 classes.

Teachers at the elementary level were most critical of the supports in this area. Typical of the comments were as follows: “I am quite disappointed with our student

support and speech and language services. The personnel in these positions are so busy doing paperwork that they rarely get to work with children that need it most. Their biggest complaints focused on not enough time from the speech pathologists and occupational therapists. As well, they mentioned slow follow-up from the educational psychologist. One focus group teacher stated, “I had a student diagnosed in September and I still do not have the results.” Teachers also felt there were too few EAs and they were only being hired for the safety of children. They are not helping teachers address the diverse academic needs of children. Teachers indicated that they have too many students with diverse learning needs in the classroom, and therefore, teaching the curriculum in some cases takes a backseat.

Principals also felt there was need for better resources in this area. Just as the teachers, they too felt that too much bureaucracy and a lack of cooperation among the various agencies was a problem. Principals also felt that inclusion created problems for teachers so that in some cases they were working with four or five groups resulting in students not receiving the attention they should.

Parents expressed concerns about how modified programming was being handled. They noted the lack of qualified teachers to support modified programming and the practice of using EA’s for instructional support for these students. The parents felt that “modified students deserve teacher time and not EA time.” They also noted the dysfunction of the “inclusive philosophy.” One parent suggested that “the fringe kids are lost in this thinking” and “spend most of their time in class muddling their way through the work other kids were sailing through.”

**Table 3.6: Indicators of Special Education**

Item	% Indicating 'Agree' and 'Strongly Agree'					
	Parents		Teachers		Students	EA
	K-5 (n=820)	6-12 (n=856)	K-5 (n=173)	6-12 (n=280)	6-12 (3736)	(n=137)
I am satisfied the provision for the learning of special needs students.	46/13(41)	45/15(39)	61/37	77/22	67/9(23)	59/37
I am satisfied with the provision for specialized services (e.g., speech language, testing services).			51/48	67/27		54/32
I am satisfied with the provision for the academically talented.	33/18(49)	37/18(34)	51/45	51/46	68/15(17)	54/30(15)
The students are challenged at school.	72/24	66/28	86/12	83/16	67/26	73/17
Mean:	1.94	2.00	2.65	2.76	2.49	2.43

Parent focus group and written comments conveyed a range of satisfaction levels. Those respondents who were dissatisfied tended to be concerned about the length of time it took to obtain a diagnosis and follow-up services. Most of the concerns pertained to speech language, occupational therapy and educational psychologist areas. Those parents that were critical tended to portray a lack of sufficient attention to their child’s problem. A similar comment was made by a teacher, “Turnaround time is slow. It creates false expectations.” At the same time, many parents were pleased with the quality of services that were being provided.

Few respondents saw schools making acceptable provision for the academically talented [33(49) % of K-5 parents, 37(34)% of 6-12 parents, 51(46)% of K-5 teachers, 51(45)% of 6-12 teachers, 54(15)% of EAs, 68(17)% of 6-12 students]. Both student written comments and those involved in the focus group interviews indicated programs for the academically talented or highly motivated students were poor in many schools. A number of students indicated they would like to be challenged and pushed more academically. Further, a number of teachers felt the adaptive dimension was not being used well in their schools. It should be noted that in many small schools where class sizes were low, the same complaints were heard. In summary, there was a lack of satisfaction with the provision of programs for the academically talented throughout the school division.

A majority of the respondent groups felt that students were being adequately challenged in their schools (72% of K-5 parents, 66% of 6-12 parents, 86% of K-5 teachers, 83% of 6-12 teachers, 73% of EAs, 67% of 6-12 students). Respondents from smaller schools expressed lower satisfaction because of limited program opportunities. Students perceived a strong emphasis on the Core Curriculum at the expense of other choices. A number of 6-12 parents felt that the academic standards could be higher.

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## **INDICATORS OF COUNSELING SERVICES**

**Table 3.7** shows the respondent groups agreement on the indicators of Counseling Services. Only 42% of 6-12 parents, 67% of 6-12 teachers, 58% of EAs, and 52% of 6-12 students perceived that “the school makes acceptable provision for career counseling.” Further, 45% of 6-12 parents, 62% of 6-12 teachers, 61% of EAs, and 48% of 6-12 students felt “the school makes acceptable provision for personal counseling services.” Respondents from the larger schools were more positive about this attribute. Parents and students made numerous written and focus group comments about the lack of career and personal counseling. Both groups were especially concerned about career counseling. They desired more access to career information, applications for post-secondary schools, scholarship information and the like. A number of respondents stated, “There is not enough access and it cannot be accommodated often enough.” In this regard a teacher wrote, “We need the career counselor here more often as students are needing to make choices earlier in regards to what classes they are going to take, what are their options based on marks, etc. We have an excellent counselor, but I believe our students would be better served if that counselor was able to be here more often.” Parents, for their part, wanted their children to have access to career counseling sooner. They wanted access to the same information so that they could help their children make better decisions for the future.

**Table 3.7 Indicators of Counseling Services**

Item	% Indicating 'Agree' and 'Strongly Agree'					
	Parents		Teachers		Students	EA
	K-5 (n=820)	6-12 (n=856)	K-5 (n=173)	6-12 (n=280)	6-12 (3736)	(n=137)
I am satisfied with the provision for career counseling.	--	42/26(31)	--	67/16(16)	52/13(34)	58/9(31)
I am satisfied with the school's provision for personal counseling services.	--	45/23(30)	--	62/29	48/13(37)	61/14(25)
Mean:	--	1.83	--	2.55	1.85	2.13

Teachers also felt that personal counseling services needed to be expanded. A Grade 6-12 teacher wrote, “Addiction and behavioural issues are huge and we need support. Family dysfunction is a serious issue for our students.” Still other respondents felt that these services were adequate.

In summary, counseling services was an area that groups rated as requiring further future emphasis. Parents expressed concern that their children might not be taking the proper courses to gain entrance into post-secondary institutions. They were also concerned that students were not receiving proper career counseling to allow them to make good career choices. Teachers, on the other hand, were concerned that many students required personal counseling because of dysfunctional homes and personal issues.

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## INDICATORS OF RELATED PROGRAM ISSUES

**Table 3.8** shows the respondent groups agreement on the Indicators of Related Program issues. On the item, “The school provides sufficient courses to meet student needs and interests,” 63% of 6-12 parents, 79% of 6-12 teachers, 74% of EAs, and 69% of 6-12 students agreed with this statement. Sixty-eight percent of 6-12 parents, 86% of 6-12 teachers, 75% of EAs, and 71% of 6-12 students indicated they had access to the programs they needed. On a related program issue, 53% of 6-12 parents, 75% of 6-12 teachers, 78% of EAs, and 64% of 6-12 students felt that the school had sufficient program flexibility to meet individual student needs. From the focus group interviews



and case analyses, it was evident that the smaller schools had difficulty in providing sufficient course and program flexibility to meet student interest and needs.

**Table 3.8: Indicators of Related Program Issues**

Item	% Indicating 'Agree' and 'Strongly Agree'					
	Parents		Teachers		Students	EA
	K-5 (n=820)	6-12 (n=856)	K-5 (n=173)	6-12 (n=280)	6-12 (3736)	(n=137)
The school program provides sufficient courses to meet student needs and interests.	--	63/31	--	79/19	69/24	74/18
The school has flexibility in programming to meet individual student needs and interests.	--	53/31(15)	--	75/22	64/23	78/15
In general, the class sizes are appropriate for the delivery of quality instruction.	69/28	71/24	65/35	71/28	77/15	--
The current level of student fees is too high.	12/70(17)	23/66	5/67(28)	6/76(18)	39/32(29)	12/54(32)
I am satisfied with the attention given to good nutrition.	86/9	70/17	82/14	71/25	68/22	85/9
I am satisfied with the attention our school gives to teaching a healthy lifestyle.	84/8	70/16	88/10	77/18	72/19	88/8
Students have access to the programs they need.	--	68/19	--	86/12	71/20	75/13
Mean:	2.55	2.43	2.53	2.67	2.53	2.55

A majority of the respondent groups perceived that class sizes were appropriate for the delivery of quality instruction. There were a number of negative comments about class size, especially in multi-graded classrooms and where there was a diversity of learners within classrooms. Typical of this response was a K-5 teacher who commented, “We need smaller classes especially in the classes with high needs.”

Finally, a majority of the respondents felt that the current level of students fees were appropriate. We received no written comments about student fees.

In summary, a majority of the respondent groups were satisfied with the programs that were available to students. Parent and student respondents from larger schools were more pleased with the program offering compared to those from smaller schools. Smaller schools indicated that they were providing the basic university entrance program and were therefore not meeting the needs well of those students who did not aspire to post-secondary education.

## INDICATORS OF EXTRA-CURRICULAR

**Table 3.9** shows the respondent groups agreement on the Indicators of Extra-Curricular. In general, a majority of the respondent groups felt that schools provided adequate athletic extra-curricular opportunities. Numerous positive written and focus group comments were made about the athletic opportunities afforded students. Some parents commented that in some schools only a few teachers on staff were doing most of the work and others were not as involved. As well, a few students and parents were critical of the quality of coaching being provided in some schools. Further, a few students noted that there were many athletic opportunities available in the community and therefore fewer opportunities could be provided by the schools. In particular, hockey was an athletic activity that involved many boys outside of the school and reduced opportunities for involvement in school activities.

In the area of non-athletic extra-curricular activities, there was less agreement in terms of the adequacy of opportunities (64% of 6-12 parents, 83% of 6-12 teachers, 83% of EAs, 71% of 6-12 students agreed). It should be noted that there were considerable variations from school to school. Some schools offered a variety of non-athletic activities such as drama, music, clubs and other activities. Other schools had very limited opportunities in this area.

Finally, few respondents were satisfied with the outdoor education programs. Both parents and students saw this as an area requiring future program emphasis.

**Table 3.9: Indicators of Extra-Curricular**

Item	% Indicating 'Agree' and 'Strongly Agree'					
	Parents		Teachers		Students	EA
	K-5 (n=820)	6-12 (n=856)	K-5 (n=173)	6-12 (n=280)	6-12 (3736)	(n=137)
The athletic extra-curricular opportunities in this school are acceptable.		78/18	--	94/4	83/12	94/4
The non-athletic extra-curricular opportunities in this school are acceptable (e.g. drama, music, clubs, etc).		64/25	--	83/17	71/17	83/14
I am satisfied with the outdoor education program.	62/14(23)	49/21(24)	--	53/17(30)	59/20(19)	--
Mean:	2.25	2.41	--	2.88	2.67	3.04

## INDICATORS OF EQUIPMENT AND FACILITIES

**Table 3.10** indicates the agreement on the adequacy of Facilities and Equipment. When asked if “the equipment for practical and applied arts is adequate,” 53% of 6-12 parents, 32% of 6-12 teachers and 65% of 6-12 students agreed with this statement. This perception reflects the variation in PAA that is available across the school division. Focus group interviews of principals noted that in a number of schools the equipment was antiquated and the facility was poor. Another problem was finding qualified teachers in this area. There was also considerable variation in the content offered. Some schools had a very limited curriculum whereas others had woods, welding, photography, home economics, AutoCAD and machine repair.

A majority of the respondents groups (71% of K-5 parents, 71% of 6-12 parents, 90% of K-5 teachers, 85% of 6-12 teachers, 89% of EAs, 76% of 6-12 students) perceived that there was access to equipment for quality teaching. Moreover, a majority of the respondent groups also perceived that schools have sufficient materials and supplies and that the equipment was up-to-date. The differences to the latter view were around PAA equipment and facilities. In addition, some teachers noted that there were

**Table 3.10: Indicators of Equipment and Materials**

Item	% Indicating 'Agree' and 'Strongly Agree'					
	Parents		Teachers		Students	EA
	K-5 (n=820)	6-12 (n=856)	K-5 (n=173)	6-12 (n=280)	6-12 (3736)	(n=137)
The equipment for practical and applied arts is adequate.	--	53/23(23)	--	32/42(26)	65/12(22)	--
I have access to equipment to help me in my teaching.	71/6(23)	71/11(17)	90/9	85/14	76/17	89/8
I have sufficient materials and supplies in our school to support my teaching.	71/12(17)	65/18(16)	79/21	77/22	80/13	82/17
The equipment in the school is up-to-date to help students learn.	60/10(28)	57/19(23)	85/15	74/25	66/26	77/14
Mean:	2.29	2.25	3.00	2.63	2.62	2.83

insufficient computers in their school. In particular, mention was made of the lack of computers in the library. As well, in a few cases respondents from a couple of schools commented that their school was in dire need of upgrading and painting. It was pointed

out that as a result of school closures there has been an increase in the number of students that presently attend the school and yet no renovations/improvements have been made.

## INDICATORS OF LIBRARY SERVICES

**Table 3.11** presents the Indicators of Library Services. A majority of the respondent groups were satisfied with the library services. Those that were not satisfied complained about the level of library support staff. In particular, teachers complained that their school did not have a full-time library resource teacher and it made it difficult for teachers to send students to work on projects. Typical of the written comments is that of a K-5 teacher, “More time is required for the teacher librarian if she is to work collaboratively with teachers. . . . Presently our teacher associate comes to our school one day a week. This is not enough to fully service the library and be present for students. Our library is empty of supervising personnel most of the time.”

**Table 3.11: Library Services**

Item	% Indicating 'Agree' and 'Strongly Agree'					
	Parents		Teachers		Students	EA
	K-5 (n=820)	6-12 (n=856)	K-5 (n=173)	6-12 (n=280)	6-12 (3736)	(n=137)
I am satisfied with the library/learning resource centre services.	88/8	70/19	79/20	82/16	80/15	73/24
I have access to our school library when I need to use it.	--	--	93/7	88/12	76/20	74/19
I encourage students to use the library to work on projects/assignments.	88/5	65/16(18)	73/21	80/17	65/27	71/16
My students use the library on a regular basis to help in their learning.	--	--	72/25	58/40	44/50	65/22
Our library has sufficient materials and computer equipment to support my work with students.	--	--	79/21	60/39	72/23	--
My students are competent in using the library to do their projects and research.	--	--	51/40	63/31	84/10	--
Mean:	3.07	2.46	2.92	2.84	2.74	2.66

Most teachers have access to the library; however, about one-fifth of the teachers acknowledged that they do not encourage students to use the library to work on assignments/projects. Furthermore, only 72% of K-5 teachers, 58% of 6-12 teachers, and 44% of 6-12 students indicated that students used the library on a regular basis to assist

them in their learning. Fifty percent of the students acknowledged that they rarely used the library.

Only 79% of K-5 teachers, 60% of 6-12 teachers, and 72% of 6-12 students felt that the library had sufficient materials and computers to support teachers work with students. The most common focus group and written comments pertained to the lack of books, print materials, and computers as being an issue in their school. In most cases, the computers were either old and not in good working condition or the number of computers in the library were insufficient. A number of 6-12 students wrote about the lack of print resources in their library.

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## INDICATORS OF TECHNOLOGY

**Table 3.12** provides the Indicators of Technology. A majority of the respondent groups agreed that students have adequate skills in computers. Most of the respondent groups, with the exception of parents, felt that the computers worked well. A few respondents from certain schools felt that they had too many old computers that did not work well. On the item, “students have adequate access to computers equipment and programs,” 59% of K-5 parents, 72% of 6-12 parents, 77% of K-5 teachers, 67% of 6-12 teachers, 80% of EAs, and 77% of students agreed with this statement. Interestingly, 30% of 6-12 teachers did not agree with this statement. From the focus group interviews and written comments, there were variations in perceptions on this item from school to school. In some schools, respondents were very happy with their computer systems while other schools were considerably less happy.

**Table 3.12: Technology**

Item	% Indicating 'Agree' and 'Strongly Agree'					
	Parents		Teachers		Students	EA
	K-5 (n=820)	6-12 (n=856)	K-5 (n=173)	6-12 (n=280)	6-12 (n=3736)	(n=137)
Students have acceptable skills in using computers.	86/6	91/8	89/11	92/6	88/8	73/9
The computers in our school work well.	57/3(39)	68/7(25)	89/10	87/10	82/15	84/14
Students have acceptable access to computer equipment and programs.	59/9(31)	72/12(15)	77/19	67/30	77/19	80/13
Students use computers on a regular basis to help them learn subject content.	42/19(37)	64/18(18)	63/32	76/21	71/24	80/14
Mean:	2.19	2.64	2.87	3.01	3.00	2.87

When asked if students use computers on a regular basis to help them learn subject content, 42% of K-5 parents, 64% of 6-12 parents, 63% of K-5 teachers, 76% of 6-12 teachers, 80% of EAs, and 71% of 6-12 students agreed with this statement. About one-fifth of the 6-12 teachers and one-third of the K-5 teachers felt that students did not use computers on a regular basis to assist in their learning.

In summary, overall there is considerable support for the technology indicator. There were, however, variations in perceptions from school to school.

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## INDICATORS OF PROFESSIONAL COMMUNITY

**Table 3.13** provides the indicators of Professional Learning Community (PLC). While a majority of the teacher and EA respondents saw opportunities to work collaboratively with their colleagues, about one-fifth of K-5 teachers and one-third of 6-12 teachers did not feel this way. A strong majority of teachers saw leadership opportunities within their school. Eighty-six of K-5 teachers and 90% of 6-12 teachers perceived that their professional learning community has a strong focus on student learning. Only 81% of K-5 teachers and 77% of 6-12 teachers felt that data are regularly used to makes decisions on student learning. Finally, teachers were asked if their PLCs were working well. Seventy-four percent of K-5 teachers and 71 % of 6-12 teachers agreed with this statement.

**Table 3.13: Professional Learning Community**

Item	% Indicating 'Agree' and 'Strongly Agree'		
	Teachers		EA
	K-5 (n=173)	6-12 (n=280)	(n=137)
I have opportunities to work collaboratively with my colleagues on a regular basis.	80/19	69/31	82/18
Teachers are provided with opportunities to take on leadership roles.	92/6	94/5	--
The school's professional community has a strong focus on student learning.	86/10	90/8	86/3
My professional community uses data to make decisions affecting student learning on a regular basis.	81/14	77/18	68/8(24)
Our professional communities are working well in our school.	74/21	71/26	--
Mean:	3.02	2.94	2.67

Typical comments about successful use of PLCs were as follows: “We take current data from last year’s testing to shape and guide our school PLC.” “Our school-based PLC is going well.” “Our assessment and evaluation practices have improved tremendously due to our PLC work and school goals surround student assessment.” Those who were more critical made comments such as the following: “This is more of a division concern as opposed to a school concern, but would be extremely beneficial to build in time for teachers across the division to meet, share ideas, etc. with grade-alike teachers in a much less structured environment. I would find it more useful and helpful to meet with teachers to share unit plans and ideas as well as brainstorm other tips, strategies, and ideas across the various subjects than the current PLC format.” Another Grade 6-12 teacher wrote, “Enough with the PLC days! The concept is not that deep. Taxpayers should be concerned that educational time and resources are being wasted on this overkill, when some high-needs students who need one-on-one support can’t get it because there is no budget.”

In summary, many teachers wrote that they were working very hard and having to deal with too many students with diverse learning needs within their classrooms. Others commented on the lack of student effort because students know they can’t fail and therefore refuse to complete assignments. Unfortunately, this work attitude catches up

with them at the high school level. Another area of concern raised by teachers was the number of change initiatives they have to deal with. A teacher wrote the following, “Our school division needs to spend less time on many initiatives and just pick 2 or 3 to work on per year and we need to concentrate on them at the school level and do them well. The last time I counted we have about 20 initiatives going on in the school division that affect the school and teachers directly. This is way too many.” Still another teacher wrote, “Too many initiatives are being implemented. We are doing lots of things, but not doing as well as we could if we focused on the most important things. Central office is no longer supporting the teacher. The teacher is required to support the initiatives of the central office. As a result, teachers are becoming exhausted trying to meet the requirements of the different areas and their class work is not where it could be. On top of that the increasing strain of staffs to meet the growing needs of our students is beginning to take its toll.” Similar to the above comments, another teacher indicated that so many initiatives has led staff to pay “lip service” to some things in order to focus on others, with the result that nothing is being well done. “I would really like to see PVSD focus on one thing at a time. If we are working on student literacy, let’s really immerse ourselves in it; make it the focus of everything, school goals, PLC, school PD, division PD, etc. Instead, we are trying to do PBIS, ATSFL, Literacy, Assessment and Evaluation, Technology Integration, Math and nothing is being done as thoroughly as it should be.” The result is that many teachers feel stressed.



## 4 CHAPTER FOUR

### INDICATORS OF FUTURE PROGRAM EMPHASIS

Parents, teachers, EAs, and students were asked for their opinion about future program and services emphasis. They were given three choices: less emphasis, about the same emphasis and higher emphasis. **Table 4.1** shows the percentage indicating higher emphasis for each respondent group from a list of current programs and services in Prairie Valley School Division.

There were 805 K-5 parents, 855 6-12 parents, 173 K-5 teachers, 280 6-12 teachers, 137 EAs, and 3736 6-12 students who responded to this portion of the survey. The table shows the percentage for each respondent group. A percentage of 33% or higher was used for reporting purposes to indicate a high level of interest in program emphasis for each responding group. Overall, there were 5 areas identified by the K-5 parents, 12 by the 6-12 parents, 10 by K-5 teachers, 12 by 6-12 teachers, 11 by EAs, and 9 by 6-12 students that met or exceeded the criteria. Using the above criteria, no item was supported by all respondent groups.

The tables show a wide variance of opinion for each group and within groups. K-5 parent opinions on higher emphasis ranged from a low of none in a number of areas to a high of 45% for computer literacy. Grade 6-12 parent opinions ranged from a low of 13% for First Nations/Metis to a high of 53% for career education and counseling. Grade K-5 teacher opinions ranged from a low of none to a high of 57% in specialized services and programs for the academically talented. For grade 6-12 teachers, the range was from a low of 3% for driver education to a high of 67% in programs for the academically talented. EA opinions ranged from a low of 4% for driver education to a high of 60% for programs for the academically talented. And finally, the grade 6-12 student opinions ranged from a low of 12% for choral to a high of 48% for outdoor education.

In the area of Core Curriculum, Arts Education (35% of 6-12 parents, 33% of 6-12 teachers, 33% of 6-12 students) and computer literacy (45% of K-5 parents, 41% of 6-12 parents, 37% of EAs) were rated as areas requiring greater future program emphasis.

The 6-12 students also rated wellness/physical education (46%) as an area for greater focus.

Five areas in the electives area were rated as requiring greater future emphasis. Second languages were rated by parents (35% of K-5 parents, 38% of 6-12 parents) and students (33%) as needing greater future emphasis. Interestingly, teachers and EAs did not rate this program as highly. Parents (46%), 6-12 students (33%) and EAs (33%) rated work experience/career exploration as requiring greater emphasis. Outdoor education received the support of 39% of 6-12 parents and 48% of students. Apart from the teachers (39% of K-5 and 48% of 6-12), none of the other respondents felt that more future attention needed to be devoted to First Nations/Métis education. Lastly, virtually all respondent groups felt more emphasis will need to be focused on environmental awareness. Only the students at 28% did not meet the criteria set out in this section.

**Table 4.1: Indicators of Future Program Emphasis**

**a) Core Programs**

Item	% Indicating 'Higher'					
	Parents		Teachers		Students	EA
	K-5 (n=820)	6-12 (n=856)	K-5 (n=173)	6-12 (n=280)	6-12 (3736)	(n=137)
Arts Education (music, art, drama and dance)	32	35	29	33	33	31
Computer Literacy	45	41	34	31	32	37
English Language Arts	26	24	25	25	17	23
Mathematics	29	32	37	35	23	20
Science (Biology, Physics, Chemistry, Computer Science)	17	24	8	16	26	17
Social Studies (Social Studies, History, Native Studies)	11	15	5	13	19	18
Wellness/Physical Education	--	29	--	29	46	28
Health	17	21	3	20	23	19
Mean	2.20	2.23	2.18	2.23	2.14	2.19

## b) Electives

Item	% Indicating 'Higher'					
	Parents		Teachers		Students	EA
	K-5 (n=820)	6-12 (n=856)	K-5 (n=173)	6-12 (n=280)	6-12 (3736)	(n=137)
Practical and Applied Arts	--	26	--	33	30	24
Second Language	35	38	22	32	33	27
Choral	--	19	--	23	12	22
Band	--	18	--	20	21	20
Work Experience/Career Work Exploration	--	46	--	28	33	33
Outdoor Education	--	32	--	39	48	24
First Nation/Metis Education	12	13	39	48	19	20
Environmental Awareness	37	32	35	39	28	34
French Immersion	24	20	4	9	19	15
Religious Education	18	16	3	4	15	10
Mean	2.02	2.06	2.00	2.14	2.03	2.06

## c) Services

Item	% Indicating 'Higher'					
	Parents		Teachers		Students	EA
	K-5 (n=820)	6-12 (n=856)	K-5 (n=173)	6-12 (n=280)	6-12 (3736)	(n=137)
Career Education and Counseling	--	53	--	27	35	42
Career Counseling	--	46	--	21	26	27
Personal Counseling	27	36	46	41	20	34
Specialized Services (e.g., speech and language and behaviour support)	42	33	67	46	16	55
Special Education	33	29	64	42	16	50
Programs for Academically Talented Students	41	48	68	67	32	60
Driver Education	--	17	39	3	38	4
Enriched Programs (additional learning opportunities)	23	52	--	55	24	47
Library Services/Resource Center	25	30	---	33	28	33
Extra-Curricular Activities (athletic)	--	27	--	13	46	16
Extra-Curricular Activities (non-athletic)	--	34	--	33	33	25
Safety Awareness	22	20	5	11	19	15
Program Accessibility	--	25	--	14	19	16
Promoting Healthy Lifestyles	32	35	27	33	24	34
Mean	2.24	2.27	2.42	2.28	2.16	2.26

**d) Developmental**

Item	% Indicating 'Higher'					
	Parents		Teachers		Students	EA
	K-5 (n=820)	6-12 (n=856)	K-5 (n=173)	6-12 (n=280)	6-12 (3736)	(n=137)
Character Development	33	35	--	33	23	36
Problem Solving/ Decision Making Skills	42	47	33	35	22	42
Life Skills	--	50	29	38	35	50
Communication Skills	36	45	29	30	26	39
Independent Learning Skills	31	40	29	36	26	39
Cooperative Learning Skills	25	28	20	23	26	31
Creative and Critical Thinking Skills	34	44	31	39	26	31
Citizenship Education	16	23	23	31	21	22
Mean	2.18	2.21	2.27	2.30	2.11	2.19

In terms of the services area, 36 programs were rated as requiring further future program emphasis. Career education and counseling was rated by 53% of 6-12 parents, 35% of 6-12 students, and 42% of EAs as requiring greater emphasis. Career counseling was rated by 46% of 6-12 parents as requiring future program emphasis, whereas personal counseling was rated by 36% of 6-12 parents, 46% of K-5 teachers, 41% of 6-12 teachers, and 34% of EAs. Specialized services were rated by every respondent group with the exception of 6-12 students as requiring greater emphasis. The area rated by every group with the exception of students (32%) as requiring more emphasis in the future was programs for the academically talented. Three groups (52% of 6-12 parents, 55% of 6-12 teachers, 47% of EAs) rated enhanced need for enriched programs. In the areas of extra-curricular programs, only 6-12 students (46%) saw the need for more attention, whereas 34% of 6-12 parents, 33% of 6-12 teachers, and 34% of EAs saw the need for more focus on non-athletic programs. Finally, 35% of 6-12 parents, 33% of 6-12 teachers, and 34% of EAs felt more emphasis will need to be devoted to promoting a healthy lifestyle.

In the developmental area, 21 areas were rated as requiring further future emphasis. Character development and critical and creative thinking skills were rated by parents and 6-12 teachers as needing more emphasis. Enhanced problem solving skills

was rated by K-5 parents (42%), 6-12 parents (47%), 6-12 teachers (33%), and EAs (36%) as requiring enhanced future emphasis. Life skills (50% of 6-12 parents, 38% of 6-12 teachers, 35% of 6-12 students, and 50% of EAs) and communication skills (36% and 45% of parents, 39% of EAs) were also rated as areas for future program emphasis. Finally, independent learning skills were viewed as requiring future program emphasis by 40% of 6-12 parents, 36% of 6-12 teachers, and 39% of EAs.

What was apparent in this data was that there was little consensus among the respondent groups as to what areas in the future will require further emphasis. Parents (6-12), who indicated twelve areas, were particularly concerned about career education and counseling, second languages, programs for the academically talented and enrichment, and common essential learnings. Teachers, on the other hand, were more concerned about student support services, First Nations/Metis education, and common essential learnings. Students, for their part, expressed more interest in fine arts, outdoor education, sports, practical and applied arts, and career education and counseling.

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## **FOCUS GROUP DATA FOR FUTURE EMPHASIS**

The Research Team also conducted several focus group interviews that asked participants to comment on future program and services in Prairie Valley School Division. The focus groups were held in the following areas: Regina, McLean, and Wawota. At each site focus group interviews were conducted with the following groups: teachers, Educational Assistants (EAs), parents, students, and administrators. Each focus group was asked, “In your opinion, what program areas and services should be given more emphasis in the future?” Members of the group were asked to place a sticky dot beside their five top choices. The results of this exercise are provided in **Table 4.2**. The table shows the ranking for each participant group combined from the four focus groups (i.e., the scores for respondent group represents the added scores for the four focus groups).

From this exercise, it was evident that for teachers their top priorities were students support services, mathematics, and CELs. For EAs their priorities were CELs, student support services, and program enrichment. The priorities for parents were

mathematics, PAA, and student support services, whereas for students it was arts education, CELs, and personal counseling. For administrators, their top priorities were student support services, mathematics, and career education and counseling.

Student support services were rated highly as requiring further future emphasis by teachers, EAs and administrators, whereas parents and students did not rate these services as highly. Common essential learnings were also rated highly by all respondent groups with the administrator group providing the lowest ranking. Teachers, parents, and administrators viewed the need for further emphasis to Mathematics, whereas the students and EAs viewed the need somewhat lower.

When the scores were aggregated for all respondent groups, the following items in order of priority were: student support services, Mathematics, CELs, PAA, arts education, enriched programs, work experience/career exploration, English language arts, and second languages. Of the core subject areas, social studies was rated lowest by all respondent groups, whereas Mathematics, English language arts, and science were rated highest.

Safety was of most concern for parents and students. Library/resource centre was of most concern to parents and EAs. Finally, program flexibility was of modest concern to all respondent groups.

The differences between the survey respondents and the focus groups respondents were minimal. The only substantial difference was the degree of support for more emphasis to Mathematics and Language arts shown by the focus group participants. These items were rated somewhat lower by the survey respondents. There was support from both groups for arts education, practical and applied arts, personal counseling and student support services, career education and counseling, second languages, and program flexibility.

**Table 4.2: Indicators of Future Program Emphasis (Focus Groups)**

Item	% Indicating Higher Emphasis				
	Teachers	EAs	Parents	Students	Admin.
Arts Education (music, art, drama and dance)	7	12	10	12	-
Practical and Applied Arts	5	5	13	9	24
Career Education and Counselling	2	6	4	6	9
Personal Counselling	11	11	4	11	13
Computer Literacy	12	-	7	-	1
English Language Arts	11	5	9	6	7
Mathematics	27	7	19	5	19
Science (Biology, Physics, Chemistry, Computer Science)	7	2	5	10	2
Social Studies (Social Studies, History, Native Studies)	-	-	-	1	-
Wellness/Physical Education	6	1	3	4	6
Health	6	2	2	2	4
Second Language	3	13	5	9	7
Student Support Services (e.g., speech and language and behaviour support)	28	18	12	9	21
Special Education	6	10	3	1	3
Enriched Programs (additional learning opportunities)	10	16	3	10	2
Library Services/Resource Center	-	7	2	-	-
Work Experience/Career Work Exploration	-	8	7	9	16
Extra-Curricular Activities	-	-	2	-	-
Common Essential Learnings	21	18	10	15	9
Safety	-	3	8	4	1
Program Flexibility	6	7	6	6	4
Aboriginal Issues	3	4	2	3	3
Environmental Awareness	1	3	1	3	2
Library Services	-	7	2	-	-
Lifestyles	-	-	-	-	-
More EA time	-	10	-	-	-
PD delivery	-	8	-	-	-

## 5 CHAPTER FIVE

### IMPROVEMENT ISSUES

As part of the study, data on a number of improvement issues were also collected using the “sticky notes” strategy. These items were collected through the focus group interviews and analyzed.

### SELU FOCUS GROUP INTERVIEW RESPONSES

#### **How could the school division better serve the learning needs of its students?**

##### **Teacher Responses:**

Teachers identified a number of issues that they felt would enhance their efforts to improve student learning. These were: (1) teachers felt that decisions needed to be decentralized and that schools needed to be treated individually given their needs rather than providing the same resources and programs for all schools; (2) teachers need more supports (EAs, support services, lower teacher-pupil ratios) to deal with the student diversity within their classrooms; (3) they desire improved use of technology (SMART boards, etc) to enhance learning; (4) they would like the division to prioritize initiatives and the number of initiatives (too many initiatives at the moment); (5) they would like to see an increase in PAA offerings in high schools; (6) they would like improvement in the way PLCs function (not as effective in small schools and division-wide basis).

The following represents the themes identified from the teacher focus group interviews:

- “Supporting staff and students to meet the diverse need of classrooms.” (5)
- “Small schools do not need so much administrative time so that triple grades can be reduced.”
- “Need far more student support services.” (6)
- “Create a program to help support the home (parenting lessons, etc.)”
- “Stop with the new initiatives. We have enough to do.” (3)



- “More teachers in the classroom. More EA support for all students.” (4)
- “Increase PAA program offering in high school.” (3)
- “Decentralize decision making and give schools more control over their resources and programs.” (3)
- “Spend less money on administration and office staff and more money on teachers and EAs.” (3)
- “We need a SMART board in every classroom and PD for teachers on how to use it.” (2)
- “In small schools PLCs are not as effective.” (4)

### **Student Responses:**

Student focus group interviews identified the following challenges for the amalgamated school division: (1) there is a need to increase school staff in order to provide a greater diversity of programs, especially in the areas of fine arts and counseling services; (2) there was a perception that more focus needs to be placed on meeting student learning needs rather than simply cutting teaching staff; (3) there is need to hire qualified teachers in specialized areas; and (4) hire more EAs to help students who have learning difficulties.

Typical comments were as follows:

- “Hire qualified teachers in specialized areas.” (5)
- “More EAs to help to help students.” (5)
- “Improve career and personal counseling.” (3)
- “More emphasis on core subjects.”
- “Do not push kids ahead when they have not mastered basic skills.” (3)
- “Keep the PPCI calendar.” (2)
- “Hire more teachers and EAs.” (6)
- “Offer more arts programs.” (3)
- “Offer a greater range of courses.” (4)

### **Administrative Responses:**

In-school administrators identified the following as meeting the learning needs of students: (1) provide more staffing resources to allow the flexibility to offer more services and programs; (2) allow more EA support to meet student needs; (3) reduce the pupil-teacher ratios; and (4) initiate fewer program initiatives.

- The following themes were identified by the in-school administrator focus groups:
- “Consider needs in school (beyond level 1) when determining staffing; keep staff/student ratio as low as possible; help students in the ‘gray zone’; quicker response time in dealing with students’ with special needs.” (5)
  - “Provide more resources for staffing in all schools to allow the flexibility to offer more services and programs.” (3)
  - “Pull back on the number of new initiatives. You are asking schools to do too many new initiatives at the same time.” (3)
  - “Support more hands on classes.” (2)
  - “Talk about teaching and learning at administrative meetings rather than business, facilities, finance.”
  - “Focus on clear expectations of learner outcomes. Have committees from PVSD create common assessments for specific subject/grade levels.”
  - “Allow school-based autonomy.”
  - “More support for enrichment for gifted students. Every student in the division should be exposed to second language instruction.” (3)
  - “More support services.” (4)
  - “Reduce the pupil/teacher ratio.” (4)

### **Educational Assistant (EAs) Responses:**

The EAs identified the following themes as better serving the learning needs of students: (1) the school division needs to hire more EAs to meet the diverse learning needs of students; (2) improve second language opportunities; (3) bring back full-time library technicians; and (4) hire qualified teachers.

The following were the themes identified by EAs:

- “Maintaining and possibility of increasing staffing in order that all needed programs can be delivered and bring in more educational assistants in order that all students needs can be met, not simply the ones who are designated.” (10)
- “There is need for more specialized staff (Speech Pathologists, Educational Psychologists, Social Workers, etc.).”
- “There is need for more second languages offering.” (4)
- “Academics should be offered by qualified teachers.” (3)
- “Bring back full-time Library Technicians.” (3)
- “Many students would benefit from a smaller pupil-teacher ratios.”
- “More enrichment programs.” (2)
- “There is need for more intense math courses.”

**Parent Responses:**

The following challenges were identified by parent focus groups: (1) focus the resources on programs and teachers; (2) focus on special needs; (3) more focus on PAA and trades; and (4) students should not be automatically passed on to the next grade.

The following themes were identified by the parent focus groups:

- “More focus on trades and PAA.” (3)
- “Students need to learn about failure. Pushing kids through puts strain on teachers and students and does not allow students to learn valuable life lessons”. (2)
- “Provide services for all students who need extra assistance. Have systems in place that assist all student success no matter what level they are learning at. Provide teachers and EAs with training to adapt teaching methods to fit the student’s way of leaning. Teachers need more support systems in place to help them teach such a diverse population of students.”
- “More EAs and teachers. More program funding. More community partnerships and input into the local school. PVSD ignores the local voice. Think about the kids first and money last.”

- “Hire teachers who are qualified for the classes they teach (e.g., Applied Arts, special education, etc.) Provide the teachers with smaller classes so they can do a lot better at their job.” (3)
- “The school division can start actually listening to the communities—the parents, the students, and the teachers—who best know what is best for their school. PVSD must realize that bigger is not better when it comes to class sizes.”
- “Teachers need more support from social workers, health, etc. so that they spend time on teaching.”

### **Supportive Improvements**

Participants were also asked to identify the school division initiatives they were most supportive of. Administrators identified the following: ATFSL, literacy, PBIS, EA support, technology supported learning, student support services, and CRISS. At the same time, a number of administrators noted that there were too many curriculum consultants who would be more useful in classrooms and the division should consider eliminating the division PLCs. Finally, one administrator wrote, “abandon time that takes away from teaching and learning and student achievement.”

Teachers identified being supportive of the following initiatives: literacy, teacher librarians, career counseling, EA support, and computer literacy. At the same time, a teacher wrote, “No more PLCs, as they are a waste of time. Less PD. Let us teach.” Still another teacher wrote, “Pathways is okay, but too expensive and too many days out of class. We could do it in 2 days and not 5. There are too many initiatives. How can we do a good job of so many goals and ideas? We have so many ‘goals’ that we can’t even name them. ATFSL, PSIS, PLC....”

EAs were supportive of the following initiatives: career counselor, band, literacy program, library services and computers, PBIS, work experience, and PAA. They did, however, comment that more student support services were needed to deal with the diverse learning needs.

Students identified being supportive of the following initiatives: extra-curricular activities, school spirit, respect, the relationship between students and teachers, technology, work experience, and band. Student responses tended to reflect the reality with which they lived.

Parents noted the following items: SMART boards, promoting active and healthy lifestyles, PAA, work experience and career exploration, environmental awareness, literacy, and EAs. At the same time, a parent noted “the school division needs to re-examine student support services, speech, language, and behavioural. The division is falling down terribly with this area.”

## 6 CHAPTER SIX

### FINDINGS AND CONCLUSIONS

This chapter identifies the key findings of the report that emerged from the data on the programs and services of Prairie Valley School Division. The findings are organized around each of the chapters in the report including study organization, existing programs, indicators of programs and services, indicators of future programs and services and amalgamation issues.

It is hoped that the findings will serve as a springboard for discussion and planning. Recommendations were written where appropriate. Each school and the division need to examine the data and determine from the conclusions what aspects require a different focus or increased attention.

### EXISTING PROGRAMS AND SERVICES

#### REGULAR COURSES

1. There were a limited number of locally determined options offered from grade 1 through to grade 9. The most preferred locally determined options were French, band and keyboarding/computer literacy. At grade 7 to 9 many schools did not meet the provincial requirement of 7% time for locally determined options.
2. Clarity was lacking on the process for identifying locally determined options in the school division. It seems some locally determined options have been implemented by the school division (band) and in other situations by the school (computer literacy).
3. Most schools were close to the balance of time limits for most subjects. Overall the program that received the greatest attention with time allocation was mathematics. This was likely due to the wide spread concern by the Ministry about poor mathematics results on provincial, national and international

assessments. The response by schools, whether correct or incorrect, has been to allocate more time for the subject. In some cases it is just doing more of the same which likely will not have the desired effect on mathematics results.

4. Many schools in the PVSD reported less than the required 1500 minutes in their weekly allocation of instructional time. Combined with the inequities for some subject areas where percentage of time was reduced this exacerbated the amount of time allocated for subjects such as Arts Education and even English Language Arts.
5. The programs that experienced the greatest reduction in time due what might be considered higher priorities has been arts education and to a lesser extent physical education. This is not the case in all schools, but certainly evident in the majority of schools from grade 1 to grade 12.
6. There was evidence in the data collected that some schools were not meeting the requirement of 5% career guidance beginning in grade 6. In several schools it was not been taught at all.
7. There is variation in the number of credits offered across the school division. Many of the smaller schools are doing the best they can in organizing staff into multi-grade situations to provide for increased programming. This of course adds pressure to the teaching load experienced by many teachers not just in PVSD, but across the country.
8. Few schools in PVSD were taking advantage of Technology Support Learning or Distance Education delivery mechanisms. This strategy, although fraught with some organizational difficulties, has the potential to increase the program opportunities for all students in PVSD.
9. The schools in PVSD are all doing a good job of offering courses in the Core Academic areas. Evident in several of the schools was the lack of course offerings in arts education and second language.

10. All schools delivering secondary credits were very strong in providing programming that supported post secondary entry and in meeting the provincial credit requirements. It was noted that some schools in the division lack a balance of programming that provided options for students with interests in fine arts or computers.
11. Schools throughout the division were offering an array of modified programs in English Language Arts, mathematics, science and social studies. These programs were, in most cases, delivered in the same classroom as the regular program. Although some schools did not report any 11, 21 or 31 offerings, it is assumed if the need was in the school, the modified program would be offered.

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## **SPECIAL EDUCATION PROGRAMS**

1. Several of the high schools identified credit offerings in the Alternative Education course numbering (18, 28 and 38). The programs taught in schools were suited to the framework established by the province over ten years ago. Students should be able to receive an Alternative Education credential on completion of their grade 12.
2. The Student Support Service teachers in most schools are spending considerable time in pull-out situations, planning and organization of the special education program. These positions can become almost administrative and take away from the opportunities for the SSS to be a support for the classroom teacher by being in their classroom.
3. The Education Assistants were reported to be spending most of their time in the classroom. The data presented gave strong indication that their time was well spent in the classroom working with students.
4. The team approach with assigned specialized support personnel for each school was well organized. It was apparent that some of the personnel had extensive case loads to manage and may not be able to meet all of the needs. This was supported in some of the focus group data.



5. The schools generally used a strong team approach in developing student Personal Program Plans. The approach was quite inclusive involving staff and parents. Several schools reported not including Educational Assistants in the PPP's.
6. Most of the schools identified some partnerships in delivering supports for learning. Only a few schools appeared to have well developed plans and they usually were the schools designated as Community Schools by the province.
7. Early Childhood Education is a current focus of attention across the country. Most schools report having some programming in the community for children that were pre-school. It was apparent that, other than the community schools, the division was not involved to any great extent in early childhood programming.

## **INDICATORS OF PROGRAMS AND SERVICES**

1. Respondent groups agreed that students had adequate understanding and skills in the Core Curriculum areas. Some of the respondents from the smaller schools felt that arts education programs were not adequate. Further, a number of respondents indicated that they had teachers that lacked the expertise to teach the core curriculum areas, mostly mathematics and science. In addition, a few parents felt that the academic standards need to be raised.
2. There was great variability in the adequacy of programs in the practical and applied arts (PAA). The larger schools tended to have a number of programs whereas the smaller schools either did not have programs or limited programs. This was an area that students and parents wanted better programs and services in the future. Parents were especially concerned that there is a demand for trades and technology people and schools are not preparing students adequately for the world of work.
3. A number of respondent groups felt that there needed to be more attention to work experience/career exploration. This was an area that respondents felt needs greater future priority and that should be available to all high school students.

4. Few respondent groups felt that the schools make acceptable provision for second language instruction. Only the larger schools were able to offer second language instruction in many cases. Comments indicated that staffing was an issue and when the teacher left it usually meant the end of the program. Another issue was the lack of properly trained teachers resulting in students losing interest in continuing their studies in second languages.
5. Respondents desired more emphasis be given to career education. Parents, in particular, were concerned that their child receives appropriate information to make wise career choices.
6. Most respondent groups felt the arts education programs were lacking. In some cases the range of options was limited and in other cases there were no qualified teachers to teach the diversified curriculum.
7. Overall, the respondent groups were satisfied with the emphasis given to the Common Essential Learnings (CELs). The highest agreement tended to be with the school teaching students to work cooperatively. Many respondents rated the adequacy of emphasis on problem solving and creative thinking skills somewhat lower.
8. Few respondents felt that schools make acceptable provision for the academically talented. Many of the respondents identified this as an area of future program emphasis.
9. Overall there was a perception that students were being adequately challenged in their academic studies and that school staffs were trying hard to help students learn.
10. A majority of the respondent groups felt that schools provide a caring and safe environment for learning. And although most respondents felt that children were safe in school, a significant number of parents and students indicated otherwise.
11. A majority of respondent groups agreed that communication was effective with parents/guardians, there were cases where parents desired more timely and

- continuous information about their child's progress. Parents of high school students desired more information about the programs and services available in their school.
12. There was a perception that special needs of students were better met in the larger schools through modified programs and special services personnel. Complaints centered on the length of time it took to obtain a diagnosis and then provide treatment. The biggest deficiencies appeared to exist in the areas of speech language, occupational therapy, and educational psychology fields. Another criticism was that some of these individuals spent so much time travelling to the schools that it left little time for actual student contact time.
  13. There was a perception that career and personal counseling services were inadequate in many schools. In many instances, parents and students were pleased with the quality of service, but that access and availability were concerns.
  14. In terms of program flexibility, sufficiency of courses, and access to programs, satisfaction was related to school size. Parents and students from larger schools were more satisfied compared to those from smaller rural schools.
  15. There was a mixed reaction to the issue of class size. About one-quarter of the respondents felt class sizes needed to be smaller.
  16. Satisfaction with the extra-curricular programs and services was related to school size. Generally respondent groups were satisfied with the athletic programs and services but less so with the non-athletic programs and services. Students from smaller schools reported fewer opportunities in different sports and fine arts. A majority of the respondent groups were not satisfied with the outdoor education program and saw the need for future program emphasis in this area.
  17. A majority of respondent groups were satisfied with the school building and equipment. There were exceptions in a number of cases. There was also considerable variation in the satisfaction levels for the equipment and space for PAA.

18. While a majority of the respondents were satisfied with the library services, some felt that a lack of a full-time resource teacher and no technicians detracted from a resource-based use of the library. Interestingly, few students use the library on a regular basis to help them with their learning, and only a slight majority of teachers felt students have the skills to use the library to do research.
19. In general, there was considerable support for the use of technology in schools; however, there were variations from school to school. There were numerous complaints about the state and lack of computers in libraries and the limited number of computers in some school labs.
20. There was variation in the degree to which staffs functioned as a professional community. Slightly more than 70% of the teachers felt their professional communities were working well. Moreover, there was considerable variation in the degree to which school staff utilized data for the purposes of decision making affecting student learning.

## **FUTURE PROGRAMS AND SERVICES**

1. There was a wide range of opinion across the responding groups about which programs and services should receive increased future emphasis.
2. Parents were concerned about twelve areas as requiring further future emphasis but, in particular, career and personal counseling, second languages, programs for the academically talented, enrichment, CELS, and mathematics.
3. Teachers placed their highest emphasis on student support services, First Nations/Metis education, CELS, and career and personal counseling.
4. Students wanted more emphasis placed on outdoor education, arts education, extra-curricular activities, PAA, and career education and counseling.
5. The areas that had the greatest support from respondent groups was computer literacy, arts education, mathematics, second languages, career and personal

counseling, programs for the academically talented, enrichment programs, problem solving/decision making skills, and creative and critical thinking skills.

## RECOMMENDATIONS

The following recommendations are made in light of the findings of this study. It is recognized that the Board will have to prioritize these items in its strategic planning processes.

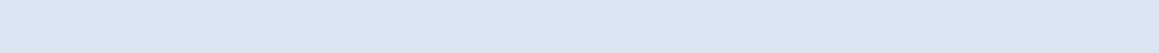
26. The school division should consider increasing support for program areas such as arts education, PAA and second languages through future staffing and possible reassignment or transfers.
27. The school division should consider options for improving learning opportunities for academically talented 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.
28. 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.
29. 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.
30. 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.
31. 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.
32. 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.
  33. 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.
  34. 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.
  35. 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 many initiatives with the result that nothing is being well done or completed.
  36. 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.
  37. 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.
  38. 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.

39. 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.
40. 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.
41. 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
42. PVSD schools should review their secondary program offerings to ensure that there is a balance of program opportunities available in their school.
43. PVSD should ensure that all of their schools comply with the 1500 minutes of instructional time as indicated in the provincial policy requirements.
44. PVSD should provide closer monitoring of the balance of time requirements to ensure the subjects meet or are close to meeting the requirements.
45. The school division should monitor the inclusion of career guidance commencing at grade six and continuing through the middle level.
46. 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 per week beginning at grade 7.
47. The school division should encourage increase use of Technology Assisted Learning to enhance program offerings particularly in some of their smaller schools.
48. The school division should increase the visibility of provincial policies regarding other credit options that are available for students who are academically talented.

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

50. PVSD should review their 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.





## CONCLUDING COMMENTS

While the aggregated data provides an overall picture of the programs and services in the Prairie Valley School Division, there is considerable variation in data from school to school. In this report, we have attempted to capture some of the nuances that exist, but much more data richness exists in the disaggregated data and the individual case studies.

The overall school division report provides considerable information where respondents have expressed support for the program and services. There are differences among the schools in terms of their programs and services. A few respondent groups are still feeling a loss because of the amalgamation and the changes that have occurred since the new school division was formed. This is a natural evolution in any transition management process. Some people will yearn for the “good old days.” Transition management requires creating a new culture that everyone can support. Many teachers respondents expressed in written and focus group interview format that in some cases things were moving too fast and that morale was a problem.

We hope that those who study this report will find much to confirm current areas of strengths, as well as identify those areas for future growth and development. The report is intended to facilitate discussion and decision making by the system as it develops its plans for the future. The school division needs to use these data to develop a strategic leadership plan for the school division. The plan needs to provide a clear path of what is to follow and how the school division intends to get there. By building healthy learning environments, the schools will provide students with the kind of education that will serve them well in a globalized, knowledge society

## **APPENDICES**

**APPENDIX A: LEVEL 10 COURSE OFFERINGS – NUMBER OF REGISTRATIONS**

	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008
	Balcarres School		Bert Fox High School		Broadview School		Cupar School		Greenall High School		Grenfell High School		Indian Head High School	
Accounting 10	16		12	20					53	60			27	22
Ag Tech-Cow/Calf 10														
Ag Tech-Dairy 10														
Ag Tech-Feedlot 10														
Ag Tech-Field Crop 10														
Arts Education 10	2										12			
Autobody 10														1
Band 10					2				11	21	9	1	19	9
Career And Work Exploration 10	2	11	10	3	16				39	34	22	16	16	4
Career And Work Exploration 18	4		3						5					
Choral 10		2							4	8			5	13
Clothing, Textiles & Fashion 10	4		11	21										
Commercial Cooking 10			11											
Communication Production Tech 10	18	26	3		11									
Construction And Carpentry 10	18	15	42				8		8	5				
Design Studies 10	13													
Drafting & Computer-Aided Design 10									23	2				
Drama 10	29		21						8					
Driver Education 10			28						113		2			
English Language Arts A 10	45	32	57	58	15	9	10	14	138	179	19	16	40	33
English Language Arts A 10A									28					
English Language Arts A 11	1		8		4				19		5		9	
English Language Arts B 10	41	40	65	53	10	10	10	13	133	182	18	17	48	34
English Language Arts B 10A									29					
English Language Arts B 11	1		3		2				16		5		6	
Food Studies 10	28	18	24	32					87	118	10		17	
French 10			11	8			10		20	16			20	9
Geography 10	2													
History 10	23	15					10	13	78	103				

	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008
	Balcarres School		Bert Fox High School		Broadview School		Cupar School		Greenall High School		Grenfell High School		Indian Head High School	
History 11	1		8						18		3		7	
History 18			1						3				1	
Information Processing 10	24		77	3			10	13	94	138	16	14	47	33
Jazz Studies 10L									4					
Language Arts/ Communications A 18	5		2						2		1		2	
Language Arts / Communications B 18	4		1						2				2	
Life Skills 18	5		3						1				2	
Mathematics 10	49	33	67	68	15	9	10	13	160	180	18	16	42	32
Mathematics 11	4		15		2				16		5		10	
Mathematics 18	5								4		1		2	
Native Studies 10	32	19	64	26	17	10			86		23	15		
Native Studies 18	3								75		1			
Photo-Graphics 10	22	11												
Practical & Applied Arts Survey A 10	7	11	14	23	16	10	12	13	91	92	14	15	27	17
Practical & Applied Arts Survey B10	29	28									16	14	17	
Science 10	42	30	60	63	10	10	10	15	160	176	17	15	48	35
Science 10A									17					
Science 11	2		4		2				3		6		5	
Science A 18	5										1		2	
Social Studies 10													44	37
Social Studies 11	1				1									
Social Studies 18	3												1	
Special Project 10														
Visual Art 10			42	30					60	41			30	12
Welding 10				16				12	7	3	23	16		12
Wellness 10	30	29	52	48	15	10	10	13	174	184			52	38
Wildlife Management 10									25					

	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008
	Kelliher School		Kipling School		Lipton School		Lumsden High School		Milestone School		Montmarre School		North Valley High School	
Accounting 10	15	18					20	10	14	10				16
Ag Tech-Cow/Calf 10				1										
Ag Tech-Dairy 10														
Ag Tech-Feedlot 10														
Ag Tech-Field Crop 10				1										
Arts Education 10													13	12
Autobody 10														
Band 10	4		1	6			17	16					5	1
Career And Work Exploration 10						1	23	14				1	24	19
Career And Work Exploration 18														
Choral 10								6						
Clothing, Textiles & Fashion 10							33	30						1
Commercial Cooking 10														
Communication Production Tech 10														
Construction And Carpentry 10										8			13	8
Design Studies 10														
Drafting & Computer-Aided Design 10							48	25	24					
Drama 10							10	11						
Driver Education 10			21				36							
English Language Arts A 10	21	20	26	37	14	13	95	85	17	12	9	19	27	19
English Language Arts A 10A														
English Language Arts A 11			1		1		2							
English Language Arts B 10	17	20	26	35	11	12	98	88	15	13			29	20
English Language Arts B 10A														
English Language Arts B 11					2							18		
Food Studies 10							69	63						
French 10			24	33			22	28	5	3				
Geography 10														
History 10	18	20	28	36		15	98	87	16	9			25	20

	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008
	Kelliher School		Kipling School		Lipton School		Lumsden High School		Milestone School		Montmartr e School		North Valley High School	
History 11							1							
History 18													1	
Information Processing 10	15	20	26	37	14	17	8	6	16	15	9	16	26	20
Jazz Studies 10L														
Language Arts/ Communications A 18	1												1	
Language Arts / Communications B 18	3												1	
Life Skills 18	1													
Mathematics 10	15	21	26	36	14	13	94	92	17	11	9	18	28	17
Mathematics 11			2		2		2		1				1	
Mathematics 18	1												1	
Native Studies 10					13									
Native Studies 18														
Photo-Graphics 10														
Practical & Applied Arts Survey A 10	15	18	26	38	12	13	54	46			9	18		
Practical & Applied Arts Survey B10														
Science 10	19	19	28	36	13	11	78	69	17	11	9	18	28	19
Science 10A							20							
Science 11			1											
Science A 18	3												1	
Social Studies 10												16		
Social Studies 11														
Social Studies 18	1													
Special Project 10						1								
Visual Art 10					13		35	41						
Welding 10														
Wellness 10	19	21	27	37	11	15	100	89	16	11	9	19	27	19
Wildlife Management 10														

	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008
	Robert Southey		Vibank School		Whitewood School		Wolseley High School	
Accounting 10		18	21	23	16	15		
Ag Tech-Cow/Calf 10			1				4	3
Ag Tech-Dairy 10			3					
Ag Tech-Feedlot 10							1	1
Ag Tech-Field Crop 10			4					5
Arts Education 10			22					
Autobody 10								
Band 10						1		1
Career And Work Exploration 10	21						23	
Career And Work Exploration 18								
Choral 10								
Clothing, Textiles & Fashion 10								
Commercial Cooking 10								
Communication Production Tech 10								
Construction And Carpentry 10								
Design Studies 10								
Drafting & Computer-Aided Design 10								
Drama 10								
Driver Education 10								
English Language Arts A 10	23	21	31	24	12	21	23	23
English Language Arts A 10A								
English Language Arts A 11			1		3			
English Language Arts B 10	23	21	32	24	12	22	23	23
English Language Arts B 10A								
English Language Arts B 11			2		3			
Food Studies 10	6							
French 10						9		
Geography 10								
History 10		21	32	24				
History 11			2					
History 18								
Information Processing 10	22	19			17	27		4
Jazz Studies 10L								
Language Arts/ Communications A 18								
Language Arts / Communications B 18								
Life Skills 18								
Mathematics 10	24	21	32	34	13	25	21	24
Mathematics 11					4		2	

	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008
	Robert Southey		Vibank School		Whitewood School		Wolseley High School	
Mathematics 18								
Native Studies 10			11		18	23		23
Native Studies 18								
Photo-Graphics 10								
Practical & Applied Arts Survey A 10			32	24	13	14	22	13
Practical & Applied Arts Survey B10	10	7						
Science 10	27	22	31	23	15	24	22	23
Science 10A								
Science 11			1		3			
Science A 18								
Social Studies 10							22	18
Social Studies 11								
Social Studies 18							1	
Special Project 10								
Visual Art 10					2		22	11
Welding 10					16	23		
Wellness 10			32	23			23	23
Wildlife Management 10							23	23



**APPENDIX B: LEVEL 20 COURSE OFFERINGS – NUMBER OF REGISTRATIONS**

	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008
	Balcarres School		Bert Fox High School		Broadview School		Cupar School		Grenall High School		Grenfell High School		Indian Head High School	
Accounting 20			7	7					14	25				
Ag Tech Cow/Calf 20														
Ag Tech Feedlot 20														
Ag Tech-Field Crop 20														
Arts Education 20												3		
Band 20		1							16	23	1	2	9	4
Biology 20	32	24	51	45	1	18	13	18	93	61	23	22	35	41
Biology 20A														
Career And Work Exploration 20			4	3			13	23	39	34			17	6
Career And Work Exploration 28			5						4		1			
Chemistry 20	27	15	41	38		21		38	107	108	7	16	22	20
Choral 20		2							8	5			12	7
Commercial Cooking 20			22											
Communication Studies 20		1			11	12								
Communication Production Tech 20	1	16	26					16	26	46				
Computer Science 20	18		10	11					18	21				
Construction And Carpentry 20	19	15	19				6		2					
Creative Writing 20			5	6					18	22				
Dance 20														
Drafting & Computer-Aided Design 20									25	23				
Drama 20			3	2					3					
English Language Arts 20	42	31	59	61	11	13	13	24	161	151	16	19	36	34
English Language Arts 20A									7					
English Language Arts 21	2		3						7		2		3	
Family Studies A 28			3						5				2	
French 20			3	8					13	7			3	5
Geography 20														
History 20						12			29	42	15	19		
History 21			4								2		3	
History 28			3											
Horticulture 20	19	18												
Information Processing 20			7	13				5	72	46	4	18	9	9
Instructional Physical Education 20	27	16	37	41	11	12	5	21	103	75	9	8	36	25
Jazz Studies 20L									7					
Journalism Studies 20									8	10				
Language Arts/Communications A 28			1						1		1			

	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008
	Balcarres School		Bert Fox High School		Broadview School		Cupar School		Grenall High School		Grenfell High School		Indian Head High School	
Language Arts/ Communications B 28			3						1					
Leadership 20L									14					
Life Skills 28			2						2					
Life Transitions 20	22	1	9	20					51	20	4	6		30
Mathematics 20	47	30	73	54	12	11	12	15	157	176	21	20	48	39
Mathematics 21	2		5		3				8		2		5	
Mathematics 28			3						1					
Media Studies 20	24	13	11						15	26	15	20		
Native Studies 20				16					62	43				
Photography 20														
Physics 20	8	15	21		21		29		77	65	5	14	22	18
Practical & Applied Arts Survey A 20	16	7	9	22	11	12			65	47	6	9	14	11
Practical & Applied Arts Survey B 20	8	26		1							2	2		2
Psychology 20	24	25	1	17	18	11			33	91	12		13	
Science 21	1		4		2				5		2		1	
Science A 28			1								1			
Social Science A 28											2			
Social Studies 20			19	24									23	
Special Project 20		3												
Theatre Arts 20														
Visual Art 20			50	28					22	20			17	10
Welding 20								1	1	4				3
Wildlife Management 20							16							

	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008
	Kelliher School		Kipling School		Lipton School		Lumsden High School		Milestone School		Montmartre School		North Valley High School	
Accounting 20							3	5						
Ag Tech Cow/Calf 20												1		
Ag Tech Feedlot 20														
Ag Tech-Field Crop 20			1											
Arts Education 20														
Band 20			7	2			13	13					1	2
Biology 20	27		40	43		19	61	35	10	22		15	21	20
Biology 20A							12							
Career And Work Exploration 20	24	11	1				23	14				2		
Career And Work Exploration 28							2							
Chemistry 20		17	39	33	21		62	52	11	20	27		17	19
Choral 20								7						
Commercial Cooking 20				1										
Communication Studies 20	14		35	33										1
Communication Production Tech 20	17	10												
Computer Science 20							12	6						
Construction And Carpentry 20														
Creative Writing 20							16	17						
Dance 20														
Drafting & Computer-Aided Design 20							21	13						
Drama 20							4	13						
English Language Arts 20	15	11	36	32	9	9	84	71	10	21	17	14	19	21
English Language Arts 20A														
English Language Arts 21	1		2		2		2						2	
Family Studies A 28							1							
French 20			19	8			21	23		6				
Geography 20														
History 20	22		35	32			51	50			11		21	21
History 21	1		2				2							
History 28														
Horticulture 20														
Information Processing 20			37	34			3		16	12		8	9	10
Instructional Physical Education 20	30	1	39	33	12	9	45	33	9	14	12	9	15	13
Jazz Studies 20L														
Journalism Studies 20														
Language Arts/Communications A 28	2						2							
Language Arts/	3						2							

	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008
	Kelliher School		Kipling School		Lipton School		Lumsden High School		Milestone School		Montmartre School		North Valley High School	
Communications B 28														
Leadership 20L					20									
Life Skills 28														
Life Transitions 20			26	38		10			16	11				
Mathematics 20	22	16	26	61	12	9	97	93	8	19		20	42	19
Mathematics 21	1				2		2		1				2	
Mathematics 28	2						2							
Media Studies 20		16							12	20		14	5	4
Native Studies 20														
Photography 20		7												
Physics 20	19		34	38		17	56	48	11	20		18	15	19
Practical & Applied Arts Survey A 20			21	24			29	19			3	3	9	8
Practical & Applied Arts Survey B 20											4	5		
Psychology 20	20	16					58	37						
Science 21	1		1		2									
Science A 28							2							
Social Science A 28														
Social Studies 20														
Special Project 20														
Theatre Arts 20														
Visual Art 20	12						26	23						1
Welding 20														
Wildlife Management 20					1									

	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008
	Robert Southey		Vibank School		Whitewood School		Wolseley High School	
Accounting 20			14	18				
Ag Tech Cow/Calf 20								3
Ag Tech Feedlot 20								2
Ag Tech-Field Crop 20							1	4
Arts Education 20								
Band 20					1	1	2	
Biology 20	19	20			1	18	25	20
Biology 20A			23	20				
Career And Work Exploration 20		18					16	
Career And Work Exploration 28					1			
Chemistry 20	26		23	35	16	18	23	9
Choral 20								
Commercial Cooking 20								
Communication Studies 20					15	8		
Communication Production Tech 20							19	
Computer Science 20								
Construction And Carpentry 20	19	6						
Creative Writing 20		22						
Dance 20							14	
Drafting & Computer-Aided Design 20								
Drama 20								
English Language Arts 20	20	20	23	20	20	22	24	22
English Language Arts 20A								
English Language Arts 21								
Family Studies A 28							1	
French 20					6	2		
Geography 20								13
History 20		19	23	20	23	22	24	16
History 21					2			
History 28								
Horticulture 20								
Information Processing 20	8	14				19	11	12

	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008
	Robert Southey		Vibank School		Whitewood School		Wolseley High School	
Instructional Physical Education 20	21	16	21	21	18	16	12	12
Jazz Studies 20L								
Journalism Studies 20								
Language Arts/ Communications A 28					1			
Language Arts/ Communications B 28								
Leadership 20L								
Life Skills 28							1	
Life Transitions 20	21	11					9	3
Mathematics 20	21	18	34	43	18	15	26	39
Mathematics 21	1		1		3			
Mathematics 28					1			
Media Studies 20	26			26			17	
Native Studies 20	22		9					5
Photography 20								
Physics 20		25	15	20	1	19	10	12
Practical & Applied Arts Survey A 20	6		11	22	6	9	25	
Practical & Applied Arts Survey B 20	7	6	12		1			
Psychology 20		14		22			1	18
Science 21								
Science A 28								
Social Science A 28								
Social Studies 20								
Special Project 20								
Theatre Arts 20							12	11
Visual Art 20		21					12	4
Welding 20								
Wildlife Management 20			4					

**APPENDIX C: LEVEL 30 COURSE OFFERINGS – NUMBER OF REGISTRATIONS**

	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008
	Balcarres School		Bert Fox High School		Broadview School		Cupar School		Greenall High School		Grenfell High School		Indian Head High School	
Accounting 30			3						4	7				
Ag Tech-Cow/Calf 30														
Ag Tech-Feedlot 30														
Ag Tech-Field Crop 30														
Arts Education 30											30	15		
Band 30	1								24	13	3	3	4	9
Biology 30	15	17	71	35	10		11	18	97	108	17	16	28	28
Calculus 30			9	8					16	28			8	9
Calculus 30 (AP)									17					
Career And Work Exploration A 30		4	14	15	1		20	16	30	29			4	3
Career And Work Exploration A 38			5						3		2		2	
Career And Work Exploration B 30			16	17					30	29			4	4
Chemistry 30	5	12	21	21		21		31	77	67	14	11	12	12
Choral 30		2							10	13			14	5
Clothing, Textiles & Fashion 30	11													
Commercial Cooking 30														
Communication Production Tech 30			11				22							
Computer Science 30			4	2					5	5				
Construction And Carpentry 30														
Creative Writing 30L									12					
Dance 30														
Drafting & Computer-Aided Design 30									8	4				
Drama 30			3	8					12					
Economics 30				13										
English Language Arts A 30	33	26	87	56	12	10	20	18	13	131	30	20	33	33
English Language Arts A 30A									27					
English Language Arts A 31			2						11				5	
English Language Arts B	40	28	50	62	13	11	20	18	151	115	30	21	31	32

	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008
	Balcarres School		Bert Fox High School		Broadview School		Cupar School		Greenall High School		Grenfell High School		Indian Head High School	
30														
English Language Arts B 30A									26					
English Language Arts B 31			2						10				2	
Entrepreneurship 30	12								27	26				
Food Studies 30	17	2	26	31					76	52		5	22	
Forensic Science 30L			6											
French 30			5	1					6				3	11
General Mathematics 30	6										5		2	
History 30: Canadian Studies	34	18							77	70	23	21		
History 31: Canadian Studies			3						13				5	
History 38											2			
Horticulture 30	22	10												
Information Processing 30			6	5					15	17	9	5	6	8
Instructional Physical Education 30	21	10	37	24	12	12	14	16	58	44	7	4	17	28
Interior Design 30	28	5	14						68					
Jazz Studies 30L									12					
Language Arts/ Communications A 38			3						2		2		2	
Language Arts/ Communications B 38			2						1		2		2	
Law 30	29	17	42	26		1	13	22	28	27	7	13	15	18
Leadership 30L					15									
Life Transitions 30	18	1	11	24					27	41	22	6	38	
Mathematics 38													2	
Mathematics A 30	31	19	38	32	8	11	12	20	158	137	11	21	29	23
Mathematics B 30	13	8	27	22	10	9	10	20	92	100	18	13	27	18
Mathematics C 30	10	6	17	19	7	9	15	9	60	68	17	11	17	16
Native Studies 30: Canadian Studies	22	24	39	32					80	58	1			
Physics 30	4	9	12	12	21		23		44	48	12	10	19	15
Practical & Applied Arts Survey A 30	8	3		23	3	8			32	1	6	6	16	12
Practical & Applied Arts Survey B 30	29	9	1	8							4			4



	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008
	Balcarres School		Bert Fox High School		Broadview School		Cupar School		Greenall High School		Grenfell High School		Indian Head High School	
Psychology 30	27	2	21	22					76	84	2		2	43
Social Studies 30: Canadian Studies			27	25	23	11	20	19			6		30	44
Science 31													2	
Science A 38											3			
Social Science A 38											2			
Social Studies 31														
Special Project 30	1	8	2	7		1		1			1	1		
Theatre Arts 30														
Visual Art 30			37	38	14				14	17			28	9
Welding A 30								7		3				
Wildlife Management 30														

	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008
	Kelliher School		Kipling School		Lipton School		Lumsden High School		Milestone School		Montmartr e School		North Valley High School	
Accounting 30							2	4						
Ag Tech-Cow/Calf 30				1										
Ag Tech-Feedlot 30														
Ag Tech-Field Crop 30				1										
Arts Education 30														
Band 30			1	3			9	13					2	
Biology 30		25	30	21		18	34	47	21	19	26		20	23
Calculus 30			7	14			27	25		4				
Calculus 30 (AP)														
Career And Work Exploration A 30	20	10	1	1		4	10	16				1		1
Career And Work Exploration A 38			1											
Career And Work Exploration B 30							10	15			1			
Chemistry 30		10	22	15	12		44	39	20	17			19	12
Choral 30								10						
Clothing, Textiles & Fashion 30							7							
Commercial Cooking 30			1											
Communication Production Tech 30	19	9												
Computer Science 30							3	7						
Construction And Carpentry 30														
Creative Writing 30L							2							
Dance 30														
Drafting & Computer-Aided Design 30							11	11						
Drama 30							7	3						
Economics 30														
English Language Arts A 30	13	15	32	29	11	10	70	84	21	18	13	12	19	23
English Language Arts A 30A														
English Language Arts A 31													1	

	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008
	Kelliher School		Kipling School		Lipton School		Lumsden High School		Milestone School		Montmartr e School		North Valley High School	
English Language Arts B 30	11	15	33	27	20	9	71	85	20	20		12	20	23
English Language Arts B 30A														
English Language Arts B 31							1							
Entrepreneurship 30														
Food Studies 30	15						33	35						
Forensic Science 30L														
French 30			4	6			11	3		3				
General Mathematics 30				1									1	5
History 30: Canadian Studies	13		32	18	22	9	70	87	20	18	11	12	20	26
History 31: Canadian Studies					2									
History 38														
Horticulture 30														
Information Processing 30								5			3	3	8	8
Instructional Physical Education 30		21	22	21	11	7	20	26	16	13	5	5	14	18
Interior Design 30														
Jazz Studies 30L														
Language Arts/ Communications A 38	2		1											
Language Arts/ Communications B 38	1		1											
Law 30		10	19	15	21		43	61	10	21		12		
Leadership 30L							13							
Life Transitions 30		12									9	18		
Mathematics 38			1											
Mathematics A 30	11	9	36	31	11	10	74	61	10	18	17	14	12	18
Mathematics B 30	7	6	54	11	7	9	64	48	16	14		18	15	16
Mathematics C 30	4	5	16	19	7	3	44	57	15	12	7	6	12	11
Native Studies 30: Canadian Studies														
Physics 30	8		23	17		12	38	40	20	18		12	11	13
Practical & Applied Arts Survey A 30			6	5			16	28			4	2	5	4

	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008
	Kelliher School		Kipling School		Lipton School		Lumsden High School		Milestone School		Montmartr e School		North Valley High School	
Practical & Applied Arts Survey B 30												2		
Psychology 30			20	19			24	24						
Social Studies 30: Canadian Studies														
Science 31														
Science A 38														
Social Science A 38														
Social Studies 31														
Special Project 30				1		1								3
Theatre Arts 30														
Visual Art 30						14	16	17					13	
Welding A 30														
Wildlife Management 30														

	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008
	Robert Southey		Vibank School		Whitewood School		Wolseley High School	
Accounting 30								
Ag Tech-Cow/Calf 30				5			2	2
Ag Tech-Feedlot 30							1	1
Ag Tech-Field Crop 30				2			1	2
Arts Education 30								
Band 30					1			
Biology 30	14	14	15	33	26	14	6	22
Calculus 30	18	1	8	5	10	7		5
Calculus 30 (AP)								
Career And Work Exploration A 30			7	7				
Career And Work Exploration A 38					1		1	
Career And Work Exploration B 30								
Chemistry 30	25		9	13	31	11	7	10
Choral 30								
Clothing, Textiles & Fashion 30								
Commercial Cooking 30								
Communication Production Tech 30								
Computer Science 30								
Construction And Carpentry 30	2							
Creative Writing 30L								
Dance 30							6	
Drafting & Computer-Aided Design 30								
Drama 30								
Economics 30								
English Language Arts A 30	19	21	20	36	19	14	23	21
English Language Arts A 30A								
English Language Arts A 31			1		2			
English Language Arts B 30	19	21	19	37	18	16	17	19
English Language Arts B 30A								
English Language Arts B 31			1		2			
Entrepreneurship 30		12			19			
Food Studies 30		11			11		1	
Forensic Science 30L								
French 30					2			
General Mathematics 30			1					

	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008
	Robert Southey		Vibank School		Whitewood School		Wolseley High School	
History 30: Canadian Studies	19	22	20	35	20	14	21	24
History 31: Canadian Studies			1		1			
History 38								
Horticulture 30								
Information Processing 30	5	18					2	6
Instructional Physical Education 30	21	21	17	24	14	17	13	5
Interior Design 30								
Jazz Studies 30L								
Language Arts/ Communications A 38					1		1	
Language Arts/ Communications B 38					1		1	
Law 30	13		13					
Leadership 30L							12	
Life Transitions 30			8	11			10	7
Mathematics 38					1			
Mathematics A 30	19	15	18	19	15	15	16	14
Mathematics B 30	11		23	25	15	17	30	18
Mathematics C 30	11	14	11	16	15	11	7	10
Native Studies 30: Canadian Studies			2					
Physics 30		21	8	5	14	13	10	14
Practical & Applied Arts Survey A 30	7		2	6	6	19		
Practical & Applied Arts Survey B 30	2	5	9	12	1			
Psychology 30				18				9
Social Studies 30: Canadian Studies								
Science 31			1					
Science A 38								
Social Science A 38								
Social Studies 31								
Special Project 30					2	3		7
Theatre Arts 30							12	
Visual Art 30							10	8
Welding A 30					6	6		
Wildlife Management 30			6	6				