



SCHOOL EDUCATION PLAN and ASSURANCE REVIEW for the 2023-2024 SCHOOL YEAR

SCHOOL: Pine Street Elementary

PRINCIPAL: Tracey Arbuthnott

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centred education

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

SCHOOL PROFILE AND CONTEXT

Administrative Staff:

Principal: Tracey Arbuthnott

Assistant Principal: Murray Howell

Counselor: Kayla Rusnell – 0.5 full time equivalent (FTE)

Pine Street Elementary Overview:

- Pine Street Elementary School opened in September 1963.
- Pine Street Elementary School is an open boundary school for the 2023/24 school year.
- Regular inclusive programming is offered for students in kindergarten (ECS), and grades 1 through 6.
- Our 2023-2024 enrolment is approximately 375 students, which includes 75 students in District Special Needs Programs.
- The school staff is comprised of 49 staff members of which there are 22 certificated and 27 classified staff.
- We offer five half day PALS (Play and Learn at School) and two Connection (Autism) District Special Needs Programs.
- For the 2023-24 school year we had 8 new teachers join our staff.

School Motto:

"A School of Dignity and Respect"



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Our Mission:

- Our safe and caring school community is built upon meaningful relationships and is committed to providing quality learning opportunities where students achieve academic excellence and become responsible global citizens.

Our Vision:

- We act in a manner that models respect and responsibility and recognizes the inherent dignity and worth of all individuals.
- We endeavor to create confident, caring children through meaningful relationships that are founded upon a belief in empowerment and trust.
- We work collaboratively as a professional learning community building upon a tradition of best practices, so that all students can achieve high standards academically, socially, and behaviorally.
- We interact with students in a manner that promotes creative and critical thinking skills.
- We share and celebrate student, staff, and community accomplishments with pride.
- We welcome students, parents, and community members to be active participants of our learning community.

Our Beliefs:

- All children can grow and experience success when provided with meaningful and engaging ways to learn.
- Children have the best opportunity for growth when home and school work together collaboratively.
- The most successful children are those who take responsibility for their learning and for their actions.

Programing Highlights:

- The school offers two full-day kindergarten programs, the first scheduled on Mondays and Wednesdays, the second on Tuesdays and Thursdays, and the two groups scheduled for alternating Fridays.
- Pine Street Elementary School has 5 half day PALS programs; PALS is early intervention pre-kindergarten programming at EIPS, designed to support children between the ages of two years, eight months and four years, eight months (by September 1 annually) in reaching emotional, social, intellectual and physical developmental milestones. PALS programs are founded on three principles: play-based learning, literacy-rich environments, and emergent curriculum.



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- We also have two Connection Programs for Autistic students in grades kindergarten thru six. The Connection Centers are for students who have been identified with autism spectrum disorder (ASD). ASD can result in difficulties in communication, social relationships, behavior, or learning. Although some students with ASD achieve at or above grade level, many have an uneven or delayed achievement or have difficulty communicating their level of understanding with others. This program is designed to support the academic, social-emotional, and self-regulation needs of students with the diagnosis of ASD. The classroom teachers receives consultative support from a multidisciplinary team and creates differentiated programming supported by an Instructional Support Plan (ISP).
- All kindergarten to grade 6 classes are inclusive where students with diverse learning needs are integrated into their grade peer group specific classrooms.



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EIPS PRIORITIES AND GOALS:

["P1G2 Promote growth and success for all students; Success for Every Student.", "P2G1 Enhance high-quality learning and working environments; A Culture of Excellence and Accountability."]

SCHOOL GOAL 1:

SCHOOL GOAL 1: Pine Street Elementary will enhance student engagement and achievement by focusing on research-based effective teaching practices and its implementation throughout the school.

Smart Goal: By building capacity for all teachers to implement research-based instructional practices in their classes with a focus on incorporating the techniques supported by the educational research of Whitaker in his publication "What Great Teachers Do Differently". All classes will demonstrate growth through STAR Literacy, STAR Mathematics, as well as Teacher Assessments and student portfolios.

STRATEGIES:

- This goal centers on research-based effective teaching practices and implementing these techniques throughout the school community. We will continue year three of our journey with a focus on incorporating the teaching techniques supported by the educational research of Whitaker, "What Great Teachers Do Differently," which focuses on implementing research-based strategies for classroom instruction and correlates directly with increasing student achievement.
- We will also continue to focus on the work of Shelley Moore and her differentiation, inclusion, understanding by design, as well as the use of Universal Design for Learning aspects to refine and enhance teaching and learning practices. Our goal is to create effective learning environments where all students experience growth in achievement and great success.
- Conversations will continue around the implementation of the Sandra Herbst initiatives. For example, co-construction of criteria, differentiation of instruction, meditative questioning, etc.



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- Staff will focus on an asset/strength-based approaches to empower our students' learning and teach to students' strengths using multiple intelligences strategies and learning/teaching styles.
- We are a student-achievement and data-informed school that uses the Standardized Test for the Assessment of Reading (STAR Literacy), Math (STAR Mathematics) Provincial Achievement Tests (PAT) measures as well as teacher experience, insights, and professional judgment to drive and guide our educational practices to meet the diverse needs of our students.
- We will continue to support staff training and promote the implementation of the Fountas and Pinnell: Leveled Literacy Intervention program and math benchmarking, as well as use of the Math Equals manipulatives kits throughout the school, in addition to the continued use of the Division's writing continuum throughout our classrooms.
- Staff will employ a variety of technological resources (i.e., Chromebooks, iPads, Google Apps for Education, Brightspace, Learn Alberta, Raz Kids, etc.) to assist with differentiating instruction and finding appropriate levelled resources and modifications for our emergent learners.
- Staff will utilize and refine the methodologies of Readers' and Writers' workshop using strategies and techniques suggested in resources such as the Program of Studies, EIPS Writing Continuum, Daily 3 for Mathematics, Daily 5 for Literacy, and Comprehension, Accuracy, Fluency, and Expand Vocabulary (CAFE) techniques in classrooms to meet the learning needs of our students and compliment the professional practices and preferences of our teaching staff.
- Staff will engage students in mathematical thinking by utilizing resources such as Math Makes Sense along with Number Talks, Math Warmups, hands on activities, Daily 3, Math Journaling, Math Fact Fluency kits, etc.
- Promoting staff involvement in professional learning community (PLC) meetings and developing mentor/grade level cohorts that encourage staff collaboration and collegial support. In addition, certificated staff will share research-based effective teaching and best practices with one another at staff meetings and during grade group collaboration.



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- Build consistent procedures throughout the school to improve transitions from classroom to classroom from year to year.

MEASURES RESULTS:

Measure	Source	Description	2021-22	2022-23	2023-24	3 Year Treadline
M32	Assessment PAT	The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.	36.70%	20.50%		
M36	STAR	The percentage of students who demonstrate one year of growth in: STAR 360 Reading Assessment.	50.63%	50.59%	58.48%	
M38	Internal Surveys	The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.	88.46%	90.54%	94.37%	
M43	STAR	The percentage of students who demonstrate one year of growth in: STAR Math.	n/a	56.75%	55.42%	
M45	Assessment PAT	The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 6 Mathematics PAT.	26.50%	34.10%		
M46	Internal Surveys	The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.	88.46%	90.41%	94.37%	
M58	Assurance Measures	The percentage of teachers, families and students who agree learners are engaged in their learning.	81.80%	82.60%	78.50%	

OTHER MEASURES AND RESULTS: N/A

ANALYSIS OF RESULTS FOR ALL MEASURES:

Pine Street Elementary has enhanced student learning by focusing on research-based teaching practices. We did this through a book study with staff that occurred during our staff meetings. Last year's (2023-24) book was *What Great Teachers Do Differently, Things that matter most, Second Edition*, by Todd Whitaker. This has had a positive impact on our student's achievement via multiple school assessments as well as the Provincial Achievement results. This year's (2024-25) book study is *'The Highly Effective Teacher, Classroom Tested Practices that Foster Student Success'* by Jeff Marshall (ASCD).



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We have defined research-based classroom and school procedures to create consistency for students throughout the school. We have also used cross grade collaboration such as classroom buddy activities, special events such as subject specific activities (Book Bistro) as well as opportunities for teachers to share best practices through peer classroom observations and staff meeting peer sharing presentations. We also do a weekly (Friday) Current Educational article that go into all staff's mailboxes dealing with updated educational practices and research related to our school goals.

Assurance Survey Spring 2024 School Results Pine Street School

Student Growth and Achievement S.1 Student Learning Engagement Detail Parents response – Agree and Strongly Agree	2022	2023	2024
The literacy skills your child is learning at school are useful	88	100	100
The numeracy skills your child is learning at school are useful	75	96	88

Teaching & Leading A.4 Education Quality Detail Parents response – Agree and Strongly Agree	2022	2023	2024
Your child clearly understands what they are expected to learn at school	63	79	76
Your child finds schoolwork challenging	88	88	88
Your child is learning what they need to know	63	75	71

2023-2024 EIPS Annual Feedback Survey: Parents and Caregivers

Parents Agree or Strongly Agree - top two responses.

	2021-2022	2022-2023	2023-2024
Q10 My child's learning the knowledge, skills and attitudes necessary to be successful in life.	78.49	82.22	90.70



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Q12 How satisfied are you with the quality of teaching at your child's school?	87.02	93.34	90.48
Q22 The school keeps me informed about my child's progress and achievement.	84.93	88.64	90.00

Provincial Achievement Exams		Pine Street	EIPS	Prov	Pine Street	EIPS	Prov
		2023	2023	2023	2024	2024	2024
Grade 6 English	Acceptable Standard	100	91.3	76.2	na	na	na
	Standard of Excellence	20.5	27.7	18.4	na	na	na
Grade 6 Math	Acceptable Standard	86.4	84.4	64.4	na	na	na
	Standard of Excellence	34.1	26.5	15.8	na	na	na
Grade 6 Science	Acceptable Standard	88.6	83.8	66.7	87.5	84.8	68.8
	Standard of Excellence	43.2	34.9	22.5	27.5	37.5	25.6
Grade 6 Social	Acceptable Standard	77.3	79.5	66.3	90	81.3	68.7
	Standard of Excellence	29.5	28.6	18.5	22.5	27.4	20.4

Star Literacy and Numeracy Literacy

Grade ones had an overall growth in Grade level of achievement of 1.66.
 Grade twos had an overall growth in Grade level of achievement of 1.24.
 Grade threes had an overall growth in Grade level of achievement of 0.65.
 Grade fours had an overall growth in Grade level of achievement of 1.09.
 Grade fives had an overall growth in Grade level of achievement of 0.80.
 Grade sixes had an overall growth in Grade level of achievement of 0.64.



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Numeracy

Grade ones had an overall growth in Grade level of achievement of 1.54.
Grade twos had an overall growth in Grade level of achievement of 1.06.
Grade threes had an overall growth in Grade level of achievement of 0.69.
Grade fours had an overall growth in Grade level of achievement of 1.10.
Grade fives had an overall growth in Grade level of achievement of 1.06.
Grade sixes had an overall growth in Grade level of achievement of 1.02.

(EYE-TA) Early Years Evaluation Kindergarten

- Awareness of Self and Environment Pretest 84% Post-test 93%
- Social Skills and Approaches to Learning Pretest 70% Post-test 85%
- Cognitive Skills Pretest 62% Post-test 93%
- Language and Communication Pretest 76% Post-test 98%
- Physical Development Fine Motor: Pretest 82% Post-test 89% Gross Motor: Pretest 89% Post-test 89%
- Responsive Tiered Instruction Pretest 57% Post-test 83%



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EIPS PRIORITIES AND GOALS:

["P1G2 Promote growth and success for all students; Success for Every Student.", "P2G3 Enhance high-quality learning and working environments; Quality Infrastructure for All.", "P2G1 Enhance high-quality learning and working environments; A Culture of Excellence and Accountability."]

SCHOOL GOAL 2:

SCHOOL GOAL 2: Pine Street Elementary will enhance students' critical thinking, problem-solving skills, and creativity.

Smart Goal: Building capacity for all teachers to implement critical thinking, problem solving and creativity teaching strategies in ELA and Math, so that all students demonstrate growth thru STAR literacy and Mathematics as well as teacher assessments and student portfolios.

STRATEGIES:

- Focusing on the cognitive, affective, and sensory domains as outlined in Bloom's Taxonomy of cognitive learning and thinking. Bloom's Taxonomy is displayed in all the classrooms and referenced with grade specific explanations, definitions, and wording. This facilitates and enhances student metacognition by promoting higher levels of processing and parsing learning objectives into levels of complexity.
- Using cooperative learning groups and buddy class configurations to help students practice higher level thinking strategies with peers.
- Continued use of Fountas and Pinnell intervention tools and Leveled Literacy Intervention kits to promote literacy development and student growth.
- Implement a fall, winter, and spring writing sample for all students' classroom portfolios and reference the Elk Island Public Schools (EIPS) writing continuum to assist with leveling our students' writing and showing individual gains throughout the school year.
- Using rubrics and exemplars when developing student's learning expectations by co-constructing assessment criteria and self-assessment with our students (Sandra Herbst).
- Implementing a variety of web-based applications and technologies in classrooms and individual lessons to enhance inquiry methods (i.e., Google Apps for Education, Raz Kids, Brightspace, etc.).



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MEASURES RESULTS:

Measure	Source	Description	2021-22	2022-23	2023-24	3 Year Treadline
M52	Assurance Measures	The percentage of teachers and families who agree students are taught the attitudes and behaviours to be successful at work and when they finish school.	87.50%	85.70%	78.10%	
M53	Internal Surveys	The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.	82.67%	89.61%	95.77%	
M57	Assurance Surveys	The percentage of parents and caregivers who agree their child's learning what they need to know.	62.50%	75.00%	70.60%	
M58	Assurance Measures	The percentage of teachers, families and students who agree learners are engaged in their learning.	81.80%	82.60%	78.50%	
M59	Internal Surveys	The percentage of EIPS stakeholders who agree students are encouraged to do their best.	88.46%	93.42%	97.40%	
M72	Internal Surveys	The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.	87.01%	95.95%	95.83%	
M77	Assurance Surveys	The percentage of families satisfied with the quality of teaching at their child's school.	75.00%	83.30%	94.10%	

OTHER MEASURES AND RESULTS: N/A

ANALYSIS OF RESULTS FOR ALL MEASURES:

Pine Street Elementary has enhanced student critical thinking and problem solving by implementing the use of Bloom's Taxonomy and metacognition strategies in every classroom. We have made Bloom's Taxonomy accessible to all learners by scaffolding learning opportunities and focusing on age-appropriate language and visual cues. We have linked real world experiences to the learning objectives being taught through the use of technology and inquiry-based instruction. We continued our educational journey with Nadine Silveira coming in during our January PD day to facilitate our lessons about mathematical thought processes and how to facilitate higher levels of mental processing in our students and continue building this capacity with our staff. The staff have structured questions to be open ended evoking more thoughtful and higher-level responses from students. Lesson delivery is focused on increasing student inquiry and level of critical thought. Students are encouraged to stretch their thinking



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skills, explore various strategies, and generate individual solutions to enhance their understanding. We also had all of our teaching staff continue their educational journey with Early and Middle Literacy intervention in-servicing with Tamara Martin Spady and Kristen Rosato.

Assurance Survey Spring 2024 School Results Pine Street School

Student Growth and Achievement S.1 Student Learning Engagement Detail Parents response - Agree and Strongly Agree	2022	2023	2024
Your child is learning what they need to know	63	75	71

Teaching & Leading A.4 Education Quality Detail Parents response - Agree and Strongly Agree	2022	2023	2024
Your child clearly understands what they are expected to learn at school	63	79	76
How satisfied or dissatisfied are you with the quality of education your child is receiving at school	75	88	94
How satisfied or dissatisfied are you with the quality of teaching at your child's school	75	83	94

2023-2024 EIPS Annual Feedback Survey: Parents and Caregivers

Parents Agree or Strongly Agree - top two responses.

	2021-2022	2022-2023	2023-2024
Q10 My child's learning the knowledge, skills and attitudes necessary to be successful in life.	78.49	82.22	90.70



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	Q12 How satisfied are you with the quality of teaching at your child's school?	87.02	93.34	90.48	
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EIPS PRIORITIES AND GOALS:

["P2G2 Enhance high-quality learning and working environments; Positive Learning and Working Environments.", "P3G1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.", "P2G1 Enhance high-quality learning and working environments; A Culture of Excellence and Accountability."]

SCHOOL GOAL 3:

SCHOOL GOAL 3: Pine Street Elementary will maintain a positive school culture promoting the academic, emotional, and social needs of students.

Smart Goal: By providing meaningful regular opportunities to engage in supporting student learning through positive school culture events that promote the academic, emotional, and social needs of students, Pine Street School will see a growth in staff and student engagement in school and parent/caregiver satisfaction with the quality of education their children experience as measured through the annual Provincial Assurance and EIPS surveys.

STRATEGIES:

- Promote a liberal art (integrated studies) approach throughout the school to promote well-rounded growth and development in our students.
- Continue the recognition system for the students who demonstrate positive role modeling within the school, by having staff recognize students doing the right thing and highlighting these positive behaviors with sunshine calls home and motivational promotional items.
- Continue the multi-prong approach to our First Nations, Métis and Inuit education to promote cultural exposure and acceptance of diversity within our student population (i.e., blanket exercises, land-based learnings, EIPS's consultant visits, referencing the Seven Sacred Teachings in our character education and school community, incorporating Indigenous games/literature, implementing Edu-Kits and Indigenous resources in the classroom setting, Monthly Smudging, First Nations Friday announcements which are also included in our Bears Blog newsletter, First Nations Tea and Bannock night etc).



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- Continue to build student resources to promote diversity and acceptance throughout our school with a broad focus on our Special Needs students with our PALS and Connection program students and their unique neurodiversity.
- Continue to build student resources to promote diversity and acceptance throughout our school with a broad focus on different types of families incorporating LGBTQ. (Diversity, Equality, Human Rights, etc.)
- Encourage community involvement that will have a positive impact on our students learning and sense of school community by inviting community members into the school and promoting special visits to and from the Strathcona Library, senior's lodge, Capital Heath facilities, Drug Abuse Resistance Education (DARE), Saffron, organizations, linking generations programing with seniors, Strathcona Mental Health Capacity building presentations, Strathcona Family and Community Services, etc.
- Provide opportunities for students and staff to be involved in planning various leadership school activities, such as March Madness reading challenge, Inspirational Math Week, Choir, Food Bank drives, Athletic clubs, Christmas concert, Terry Fox run, Read in Week, volunteer appreciation, classroom buddies, etc.
- Utilize Family and Community Services - Solutions Navigators for those families facing life challenges and needing support outside of the school's responsibilities.



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MEASURES RESULTS:

Measure	Source	Description	2021-22	2022-23	2023-24	3 Year Treadline
M79	Internal Surveys	The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.	85.71%	98.08%	94.74%	
M84	Assurance Measures	Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in my school.	82.20%	90.60%	88.00%	
M85	Assurance Surveys	The percentage of parents and caregivers who agree teachers care about their child.	75.00%	91.70%	94.10%	
M86	Assurance Surveys	The percentage of students who agree their teachers care about them.	73.00%	76.70%	76.50%	
M91	Internal Surveys	The percentage of EIPS stakeholders who agree their/their child's school handles discipline fairly and reasonably.	82.46%	95.15%	91.96%	
M93	Assurance Surveys	The percentage of students who agree they are safe at school.	81.10%	85.70%	83.20%	
M94	Internal Surveys	The percentage of EIPS stakeholders who agree their school is safe.	92.00%	98.68%	96.00%	
M126	Internal Surveys	The percentage of EIPS stakeholders who agree there is open and honest communication within their/their child's school.	81.16%	91.78%	93.33%	
M127	Internal Surveys	The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.	84.93%	93.42%	94.44%	
M128	Assurance Measures	The percentage of teachers, families satisfied with parental involvement in decisions about their child's education.	73.60%	74.20%	74.20%	
M129	Assurance Measures	The percentage of parents and caregivers who agree their family's encouraged and supported in helping their child be successful in learning.	56.40%	51.70%	57.80%	
M130	Internal Surveys	The percentage of EIPS stakeholders satisfied with the opportunities provided to parents and caregivers to be involved in their child's education.	80.00%	83.56%	94.20%	

OTHER MEASURES AND RESULTS:

Positive office referrals (445) compared to Negative office referrals (55)

ANALYSIS OF RESULTS FOR ALL MEASURES:

Pine Street Elementary has continued to build on its safe, nurturing, and motivating school culture through the use of community and school-based events such as the Christmas Concert, family dances, family movie night, Volunteer Appreciation events, Terry Fox Run, community cleanup, monthly hot lunch program, choir visiting or senior community groups, and working with the



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Adopt a Grandparent program with our grade threes. Daily we have numerous volunteers in our building working with our students with many classroom activities and giving our students opportunities for individual and small group activities.

The philosophy that Pine Street Elementary is a school of dignity and respect continues to be reinforced daily not only in the mantra repeated on our announcements but also has been incorporated into a variety of interactions, procedures, and physical structures throughout the school. We continue to build on our positive school atmosphere through character education and student leadership opportunities. We have a positive office referral program where students who are living the mantra of dignity and respect are positively recognized. Last year we had 445 positive office referrals and 55 negative office referrals which involved 30 total students. As a school community, we have and will continue to implement First Nations, Métis and Inuit culture through FNMI consultant visits, Blanket exercises and the Seven Sacred Teachings programming. We also have had a monthly smudge with our FNMI consultant, School Lead and of course our Indigenous students. We also added 'First Nations' Friday' this past year, providing weekly teachings and understandings to the students and families through morning announcements and blog updates. We also had our second Tea and Bannock night where our FNMI consultant and School Lead facilitated a smudge and walked our attending indigenous families through the indigenous floor map in our gym.

Although we certainly have come a long way with our third goal, we certainly still have areas of growth dealing with parental involvement or at least that perception when looking at Satisfaction with Program Access and At-Risk Students Supports.

Assurance Survey Spring 2024 School Results Pine Street School

Student Growth and Achievement A.6 Citizenship Detail Parents response - Agree and Strongly Agree	2022	2023	2024
Your child is encouraged at school to try their best	75	92	100

Learning Supports	2022	2023	2024
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W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Detail Parents response - Agree and Strongly Agree			
Students at your child's school care about each other	63	75	76
Teachers care about your child	75	92	94
Your child is safe at school	63	100	88
Your child is treated fairly by adults at school	63	88	100
Your child's school is a welcoming place to be	75	88	94
B.4 Safe and Caring Parents response - Agree and Strongly Agree	2022	2023	2024
Teachers care about your child	75	92	94
Your child is safe at school	63	100	88
Your child is safe on the way to and from school	100	100	100
Your child is treated fairly by adults at school	63	88	100
2023-2024 EIPS Annual Feedback Survey: Parents and Caregivers			
Parents Agree or Strongly Agree - top two responses.			
	2021-2022	2022-2023	2023-2024
Q6 My child's encouraged to do their best.	87.34	88.89	95.35
Q14 My child's school encourages my child to be a responsible, respectful and engaged citizen.	77.92	88.89	90.48
Q15 School staff care about my child.	84.42	93.34	92.86
Q17 My child's school is safe.	89.61	95.55	92.86



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	Q22 The school keeps me informed about my child's progress and achievement.	84.93	88.64	90.00	
	Q23 There is open and honest communication within my child's school.	76.72	84.09	92.50	
	Q26 Elk Island Public Schools appreciates the opportunity to stay connected with parents about news, activities, programs and other matters of importance. What is your impression of the communication you receive from your child's school?	76.72	93.19	94.70	
<p>BOARD OF TRUSTEES ADVOCACY: <i>One of the Board's roles is to advocate to the Provincial Government. What do you believe are three areas of advocacy for the board?</i></p> <ol style="list-style-type: none"> 1. Educational funding (Class size/Composition/Special Needs) 2. Deprofessionalization of Education 3. Seeing time as a non-renewable resource 					