



Ask the User Final Summary Report

January 2018

This document provides the Council to Improve Classroom Conditions and the Department of Education and Early Childhood Development with an overview of the Ask the User project and a summary of the final recommendations. It provides context on the project background and approach; summarizes the overall recommendations and specific TIENET opportunities/solutions identified; and outlines any applicable next steps.

It is important to review this paper with the understanding that it is a high-level synopsis of an in-depth and multifaceted analysis.

I. PROJECT OVERVIEW

Background

The Council to Improve Classroom Conditions has identified the iNSchool software systems TIENET (Technology for Improving Education Network) and PowerSchool as having a major impact on teachers. To support the Council, Service Nova Scotia (SNS) has partnered with the departments of Education and Early Childhood Development (EECD) and Internal Services (ISD) on the Ask the User research project. The goal of the project was to find out what changes can be made to improve TIENET and PowerSchool, by hearing first-hand from those who use the system including teachers, specialists, administrators, EECD staff, school boards, technology leaders, the Council, and others.

Project Approach

The Human Centered Service Design (HCSD) team is part of the Digital Services team at SNS. The mandate of the HCSD team is to improve how people interact with the provincial government. The team was asked to conduct the research on behalf of EECD and ISD because of their past experience on projects like the Heating Assistance Rebate Program. The Ask the User team was made up of members from the HCSD team.

The following five philosophies guided the team's approach to the Ask the User research project:

Guiding Human Centered Mindsets



Being human centered starts with empathy for others



Work together in multi-disciplinary, cross-organizational teams



Use iterative practices to start small, test, and reduce risk



Build meaningful measurement into everything you do



Make projects open and inclusive

There were three key phases of the project:

1. **Research**—Conduct research with people who use the system through a series of in-depth interviews, workshops, and observations; gather system metrics and other evidence.
2. **Insights**—Synthesize research outputs; conduct data analysis; identify user groups and patterns, key issues and good practices; develop and present key insights.
3. **Recommendations**—Conduct recommendation workshops; develop, present, and finalize recommendations.

The following chart provides an overview of the project approach.



Research Insights

The research team conducted 63 one-on-one interviews, one school-based workshop, and three stakeholder workshops, plus other targeted meetings over the months of May and June 2017.

More than 125 individuals were engaged in this stage of the project, including:

- 27 resource teachers
- 26 classroom teachers
- 10 administrators
- 9 specialists
- 55+ additional individuals, including school board representatives (e.g., TIENET and PowerSchool board project managers), Information, Communications and Technology Services (ICTS), EECD representatives, and several other stakeholders

Interviews were insightful and emotional for participants, and most interviewees were extremely appreciative for the opportunity to provide feedback. Several potential technology issues and improvements have been identified. Additionally, non-technology issues were identified as requiring further investigation including communication, training, policy, and consistency in applying rules.

Due to the human-centric and discovery-based nature of the approach, it quickly became clear that TIENET and PowerSchool are impacted by many other related challenges within the Nova Scotia education system. The Ask the User project became an important opportunity to not only collect information on TIENET and PowerSchool user experiences, but also revealed other challenges users face that served as input to other Council and Commission on Inclusive Education related initiatives.

Some key questions for consideration were identified throughout this stage:

- What technology needs to be in place to support these changes?
- What education and training is needed to support these changes?
- How can communications be better aligned to ensure consistent information reaches teachers?
- How can ideas be tested during the school year before finalizing policy and committing to technology solutions?
- How can the Program Planning Process be refined to relieve stress for teachers?
- How can systems be aligned so that the conditions required for teachers to succeed with confidence are not extraordinary?
- How can student success be more effectively measured?

Research Insights Summary

The research findings fit into 11 key insights, within three main categories: Technology Support and Change, Program Planning and Professional Practice, and Complex Classrooms and the *Special Education Policy*.

Technology Support and Change

1. TIENET is cumbersome and has significant challenges that amplify many other issues.
2. The cumbersome interface creates cognitive fatigue which interferes with teachers' ability to do their work.
3. The poor timing, inappropriate methods, and varied context of training has led to inconsistent practice.
4. Changes are being made to the system with the intention of enforcing policy and process, reporting data, and communicating change (which was never the intention of the TIENET software).

Program Planning and Professional Practice

When interviewees talked about TIENET and how it is used, discussions naturally led to various aspects of the Program Planning Process and professional practice.

5. The Program Planning Process isn't sufficient for the variation and complexity of students and their needs.
6. The Program Planning Process prescribes a timing that is challenging given the busy school year schedule.
7. Reporting is focused on data entry versus how the student will benefit.
8. Every person we spoke to cares a great deal and feels a great sense of the responsibility to get it right.

9. Educators expect themselves to achieve mastery in all aspects of their job. They continually assess themselves against this standard.
10. Grading and assessment methods are mixed and there is a lack of clarity on how to use them.

Complex Classrooms and the Special Education Policy

The environment teachers practice within is more diverse than ever. As defined by the Nova Scotia *Special Education Policy* (2008), “Inclusive education embodies beliefs, attitudes, and values that promote the basic right of all students to receive appropriate and quality educational programming and service in the company of their peers.”

11. There is variation in the interpretation of what the *Special Education Policy* means. As a result, implementation of the policy across the education system is varied. This does not always align with what educators understand to be their professional practice.

Research Notes

Parents, students, and secretaries were not engaged as part of the scope of this project. Subsequently, engagement with these groups took place as part of another initiative related to the Commission on Inclusive Education. School board-based discussions focused mainly on the perspectives of TIENET and PowerSchool project managers and/or student services team members. Moving forward, it will be important to consult the appropriate user groups to ensure future solutions directly address identified issues.

The learnings from this work allowed the Ask the User team, in consultation with technology experts, to develop recommendations based on what was heard from various TIENET users across the province.

II. SUMMARY OF RECOMMENDATIONS

Following the discovery research phase of the Ask the User project, the team reviewed its findings with multiple groups including the Council to Improve Classroom Conditions, the Deputy Minister of EECD, the EECD executive team, and the Commission on Inclusive Education.

They also hosted a workshop with a wide variety of stakeholders from across the department, school boards, and schools, as well as technology staff. Eight teachers, from various levels and roles, were present from multiple school boards. The participants of the workshop reviewed the findings. The group then explored areas of opportunities with the Ask the User team. The workshop was designed to allow for collaboration and for multiple perspectives to flow from people within the current system. At various points during the two-day session, participants voted on ideas they felt had value or impact in improving the experience of teachers and school-based staff. These ideas are noted within the recommendations as “highly rated in workshop”.

The project team has synthesized findings and key insights, along with the input of stakeholders and workshop participants to create some specific recommendations that the team believes will address the needs of teachers identified in the research.

The following section provides a summary of the recommendations and system-specific opportunities that have been identified. It should also be noted that during the creation of this report, some of these items have started to be addressed, and where possible, indication of such activity has been included in this report.

Recommendations

Recommendation 1

Establish a multi-disciplinary, cross-organizational team to review and streamline the existing document practices and processes within TIENET.

- Explore how the system might automate the creation and capture of current state, or closing of records (highly rated in workshop).
- Find ways to reduce duplication of information entry. If information needs to be reviewed by someone, it does not necessarily need to be re-entered by that individual user (highly rated in workshop).
- Explore ways to track the completion of work that do not create extra effort at peak times of the school year.
- Identify which documents might be carried forward as “living documents” and which need to be captured as snapshots. Document and communicate these practices.

Considerations

- ICTS work is underway.
- Co-led by ICTS and EECD.
- In collaboration with system users, SNS, the TIENET vendor, and other stakeholders.

Next Steps

The main priority for the Council to Improve Classroom Conditions and EECD is to make changes to the TIENET system that will reduce the frustration of teachers and other users. Based on what users told the Ask the User team, opportunities to improve the TIENET system were identified and are categorized under the following themes:

1. Finalization
2. IPPs and Adaptations
3. Managing outcomes in IPPs
4. Collaboration
5. Meeting minutes
6. Too many clicks (navigation/screen layout)

In line with the team's recommendation above, workshops were held in late fall with multi-disciplinary, cross-organizational teams (including staff from schools, school boards, and government) to specifically review these opportunities.

From the research and workshops, one message came through loud and clear: teachers are eager to see changes as soon as possible; but with two conditions, (a) changes should only be introduced after being tested with teachers, and (b) when they are introduced, they must be supported by appropriate training, support, and communications. This is essential to avoid further confusion and frustration for teachers, particularly in the middle of the school year.

Further, while some changes can be made by the TIENET support team (government and school board staff), many must be made by the TIENET vendor, then prototyped with teachers and users in the coming months.

Based on the considerations above, Appendix A TIENET Technical Changes, elaborates on the technical issues and the suggested options to improve the application. Please note whenever "teacher" is used within the appendix, it includes everyone who is a user of the TIENET system.

As you will see in the appendix, preliminary changes will come into effect on February 1, 2018, summarized as follows:

- Enable bulk finalization of TIENET documentation, beginning with school meeting minutes, IPP reports, and signed consent forms.
- Remove the "review" status step from 53 TIENET documents. The review status for IPPs and Adaptations will be removed in September 2018.
- In line with the *Special Education Policy*, make documentation within TIENET for Stage 2 Adaptations optional. Teachers will also use their professional judgment when phone calls to

parents/guardians about Stage 2 Adaptations are required. In 2017–2018, to date, teachers have created 15,095 Stage 2 Adaptations within TIENET.

- Remove the criteria page from the IPP to reduce clicks and the amount of text to read, improving readability.
- Reduce the number of steps to send external email to specialists for referrals to service, so they see it more quickly, as specialists do not all work within TIENET daily.

Additional opportunities were identified that require further discussion with school boards or must await the report of the Commission on Inclusive Education and other work currently under way.

Work will continue throughout the winter, involving teachers, other users, and the TIENET vendor, in developing and prototyping further TIENET changes. As part of this process, participants may identify further opportunities for improvement not discussed within the appendix.

Finally, TIENET is now owned by PowerSchool. Government is currently in discussions with PowerSchool about developing a process to identify improvements for PowerSchool users, as well as ways to build consistency between the PowerSchool and TIENET systems.

Recommendation 2

Review the Program Planning Process (per Recommendation #14 from the Commission on Inclusive Education).

- Build on the research already completed and work with parents, students, and other identified stakeholders.
- Review how the system defines and measures success for students.
- Review how the department defines and measures success of the Program Planning Process (system effectiveness).
- Create a culture of collaboration around program planning (“highly rated in workshop”).
- Make it easier for everyone involved in the Program Planning Process to participate and contribute to student success (“highly rated in workshop”).

Considerations

- Executed interviews with parents and students in December 2017.
- Response to the Commission was provided December 15, 2017.

Next Steps

This recommendation and associated research has been forwarded to the Commission on Inclusive Education.

Recommendation 3

Review documentation, processes, and policies in all school boards across the province and look for opportunities to align and standardize practices.

- Review school board specific policies and directives relating to documentation and practices, and clarify why they exist and what/whose needs they are meeting.
- Review the documents used in the system (e.g., specialist reports, medical plans) to reduce duplication, ensure they are clear, and meet the identified needs.
- Working together, find ways to align and simplify how to achieve the requirements and meet the needs of users and the TIENET system.
- Where school board-level differences are warranted, ensure this is clearly documented in a place where all users can access it. This will provide clarity and reduce the potential for ambiguity (“highly rated in workshop”).

Considerations

- Ties directly into the work of the Commission on Inclusive Education.

Next Steps

This recommendation and associated research has been forwarded to the Commission on Inclusive Education. EECD and ICTS are also incorporating elements of this recommendation into their work to streamline documentation and processes directly related to TIENET.

Recommendation 4

Review and simplify the approach to managing system access rights to reduce workarounds and ensure privacy.

- Ensure access is truly appropriate for a user’s work. Specify and document roles and permissions.
- Identify groups that may not currently have the access they require to do their job (e.g., substitutes, student support workers) and explore how to provide them with appropriate access.
- Reduce school board differences where possible (“highly rated in workshop”).
- Review privacy requirements for the system and the users. Eliminate unnecessary barriers to information.
- Explore simplifying the process for how external partners provide documentation and reports (e.g., IWK, APSEA).

Considerations

- ICTS recommends a system review of security.

Next Steps

This recommendation and associated research has been forwarded to EECD for consideration in consultation with external partners and within the context of other reviews and initiatives being undertaken.

Recommendation 5

Create a formal user testing program. Begin iterative testing for the next versions of TIENET and PowerSchool as soon as possible.

- Create a team with the skills and equipment to repeatedly test with a diverse set of users with different skills and experience.
- Create a plan and/or method for testing real-life tasks with the users who perform them. Use real-life data.
- Make changes and improvements based on learnings from testing, and test again (iterate).
- Use information gathered during testing to inform the best way to communicate system changes to end users so they are informed in a relevant and contextually appropriate way.
- Begin working on updates for next year so they are not tied to the end or beginning of the school year (“highly rated in workshop”).

Considerations

- Prototyping lets us test ideas before committing to expensive implementation.

Next Steps

This recommendation and associated research has been forwarded to EECD and ICTS for consideration within the context of other reviews and initiatives being undertaken. This approach will also guide the introduction of TIENET system changes, effective February 1, 2018, and continue for the 2018–2019 school year.

Recommendation 6

Create a dedicated unit to deliver a program of a multi-channel service for teachers to access support, help, and training when they need it.

- Provide a clear and visible single source for support and information in all areas required for people to do their jobs. This includes: policies, rules, processes, program planning, assessment, and technology.
- Take a multi-channel approach that includes: a centralized help desk, a self-service option to access materials 24/7 (“highly rated in workshop”), one-on-one support when required, and a “practice sandbox” for the technology.
- Build in measurement to see what areas are driving calls or requests. Use this data to target training and self-serve efforts.

Considerations

- Support different types of users and different needs.
- Reduce ambiguity by making one clear source.

Next Steps

This recommendation and associated research has been forwarded to EECD for consideration within the context of other reviews and initiatives being undertaken.

Recommendation 7

Establish a consistent, role-based, onboarding program for educators and school-based staff new to the Nova Scotia education system.

- Develop a single program for new-to-Nova Scotia educators to introduce them to key areas within the Nova Scotia system.
- Identify what existing users need, specifically when they are transitioning to a new role within the Nova Scotia education system. Ensure role-based onboarding exists with attention paid to differences in how they are expected to work.
- Include an introduction to EECD's Program Planning Process (and related tools) within the BEd and MEd in post-secondary institutions ("highly rated in workshop").
- Establish what information is most important for substitute teachers entering the Nova Scotia system.

Considerations

- Examples of this work happening in boards could be leveraged.
- Overlap with the work of the Commission on Inclusive Education (i.e., Recommendation #7 regarding specialized staff).

Next Steps

This recommendation and associated research has been forwarded to the Commission on Inclusive Education.

Recommendation 8

Develop a service that will enable teachers to build a collaborative knowledge base and share their expertise. Define the most important needs of users and build basic features first (i.e., “minimal viable service”).

- Start small and continue to iterate to meet the needs of users and the community.
- Don't over invest in big technology solutions (e.g., portals). Look for lightweight tools while determining what works.
- If possible, connect this knowledge base with the single window of support so that both inform each other.
- Identify “managers” for communities of practice on specific topic areas to ensure correct and consistent information relating to policies or rules.
- Build in measurement to identify what topics, areas, or tools are most in use or needed by the users.

Considerations

- Put openness, trust, and sharing at the heart of the design.
- Facilitate peer-to-peer collaboration across the system. For example: Take all of the great conversations that have started to happen as part of the workshops for this project and facilitate a way for teachers, other school staff, and school board and department staff to continue their conversations. This should be done not by purchasing technology, but by empowering people first and then supporting their needs.

Next Steps

This recommendation and associated research has been forwarded to EECD for consideration within the context of other reviews and initiatives being undertaken.

Recommendation 9

Build a system-wide dashboard that includes open data to support data-informed decision-making.

- Define what system successes look like and determine what measures indicate success.
- Make the current areas of need within the system visible to everyone in the education system (e.g., referrals for service).
- Track various needs across the system and use this information to inform where new resources might be most needed.
- If no data exists within current systems, determine how to collect this information with a view to making measurement built in.
- Automate the new dashboard, drawing data from multiple sources.
- Develop more detailed views of information for specific areas in future versions.

Considerations

- Help people in different parts of the system see how their work fits in and how it contributes to decisions.
- Review privacy implications.

Next Steps

This recommendation and associated research has been forwarded to EECD for consideration within the context of other reviews and initiatives being undertaken.

Recommendation 10

Make decisions regarding class size, composition, and staffing based on the complexity of needs in the classroom and not the number of students.

- Strive for equity versus equality in classroom composition (“highly rated in workshop”).
- Develop a rubric that assesses the complexity of a student’s needs.
- Size and staff classrooms based on a fair distribution of the complexity of needs described by the rubric.

Considerations

- Overlap with the work of the Commission on Inclusive Education (i.e., Recommendations #3, delivered on December 15, 2017, and #13, to be delivered by January 31, 2018).

Next Steps

This recommendation and associated research has been forwarded to the Commission on Inclusive Education.

III. CONCLUSION AND NEXT STEPS

In summary, a number of key findings were uncovered throughout the analysis of the engagements with teachers, specialists, administrators, EECD staff, school boards, technology leaders, the Council, and others. Based on the feedback received, educators are not being setup to successfully manage the differing needs of the youth they support. This occurs for a number of reasons, but key factors include the lack of program planning to meet the varying needs in Nova Scotia classrooms and the lack of training in program planning assessment given the complexity that exists across the system. In addition, the communication practices among the department, boards, and schools may contribute confusion and ambiguity to an already complex system. While making changes to TIENET will provide a meaningful next step, there is a need to do more to address these overarching issues.

In terms of next steps, these findings have been distributed and communicated to key stakeholder groups (e.g., the Council to Improve Classroom Conditions, Commission on Inclusive Education). In addition, stakeholder groups have been and will continue to be engaged to identify mechanisms and solutions to address the number of challenges they face as they seek to provide support to Nova Scotia's youth.

The Digital Services team at SNS is humbled to have this opportunity to help uncover and share the experiences of educators working within an extremely complicated and complex system. We believe in the value of spending time with people who use and work within systems. It is our hope, moving forward, that a human-centered approach to recommendations and solutions continues to have a positive impact on outcomes for teachers and educators.

Appendix A TIENET Technical Changes

Finalization: Each TIENET document must be finalized, either upon completion or later but prior to the end of the school year. Finalization is a technical process to render the document uneditable. This is a necessary requirement to ensure future template and other changes do not impact previous documents. The user must remember to set the document to final at the last edit, or to go back to edit it at a later date. This has created a significant workload for some teachers, particularly at year-end.

Opportunities	Intended Impact	Timing
<p>Enable “bulk finalization”. Bulk finalization is an option within TIENET to automatically set completed documents to final after a period of inactivity. This automatic option has not been set, as a result, users have to manually finalize each document.</p>	<p>Fewer clicks, relieving some year-end workload for teachers.</p>	<p>The option will be set to allow school meeting minutes, IPP Reports, and consent forms to be bulk finalized as of <i>Feb 1, 2018</i>. (When signed consent forms are uploaded they are not automatically finalized. By bulk finalizing these after a period of time, the teacher will no longer need to finalize at year-end.)</p>
<p>Shorten the time it takes TIENET to finalize documents at year-end. At the end of each school year, TIENET completes a “force finalize” process for any document not yet finalized manually by users. Even though this is a relatively small number of documents, this process is very system intensive and takes days to complete. If teachers were not manually finalizing, this process would take months.</p> <p>If PowerSchool developers can make the process significantly faster, the need for teachers to manually finalize some or even all documents may be replaced by a system force finalization.</p>	<p>Remove the need to manually finalize all documents. System force finalization will save time.</p>	<p>Under discussion with the TIENET vendor.</p>

<p>Remove “review” status from templates. All 53 documents within TIENET have a review status. Users said review is seldom used and therefore only require “draft” and “final”.</p>	<p>Fewer clicks and a step removed saves time.</p>	<p>All TIENET templates, except the IPP and Adaptation templates, will have review status removed <i>effective Feb 1, 2018</i>. The IPP and Adaptation templates will have review status removed <i>effective Sept 3, 2018</i>.</p>
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IPPs and Adaptations: Teachers identified significant workload—“the TIENET tidal wave”—at the beginning and end of the school year: at year-end, completing and finalizing documents, and at the start of the new year, creating new IPPs and Adaptations.

Opportunities	Intended Impact	Timing
<p>Combine the existing Stage 2 and 4 templates into a single template and make documenting Stage 2 Adaptations within TIENET optional. Currently, two templates exist within TIENET for Stage 2 and Stage 4 Adaptations. This is being reduced to a single template, allowing teachers to select Stage 2 or Stage 4 from a dropdown field. Teachers who wish to use TIENET to document Stage 2 can continue to do so, but only Stage 4 is required in TIENET. Further, only Stage 4 requires that parental contact be documented. When teachers choose to use the Stage 2 template within TIENET, it can easily be changed to Stage 4 by changing the dropdown, no longer requiring copying and pasting, or creation of a new document.</p>	<p>Less data entry and duplication, fewer clicks, fewer phone calls, respect for teacher professional judgment.</p> <p>(This year to date, 15,095 Stage 2 Adaptation documents were created within TIENET, also requiring documentation of parental contact.)</p>	<p><i>Effective Feb 1, 2018.</i> Generally, Stage 2 Adaptations are exploratory in nature, and are based on the professional judgment of teachers. Stage 4 Adaptations require involvement of the school’s Program Planning Team.</p>
<p>Reduce steps to create new IPP and Adaptation documents for a new school year. Some teachers would like the option for TIENET to <i>automatically</i> copy an IPP or Adaptation from last year’s completed document into the next year. This will become the new version for review and editing at the start of the new school year.</p>	<p>Fewer clicks, less data entry and duplication. Saves time at the beginning of the school year, or the beginning of the semester.</p>	<p>Under discussion with the TIENET vendor.</p>

<p>Create ability to copy sub-sections. <i>Manually</i> copying and pasting entire documents is currently available, however teachers would also like to be able to manually copy and paste sub-sections.</p>		
<p>Enable teachers to view previous IPPs and Adaptations while working within current ones, or within other documents. Currently, users cannot easily access other documents once they are in a current IPP, Adaptation, or other document. Users requested a link/button be added to view/open a previous document in a new window for easy comparison.</p>	<p>Fewer clicks because the user will be able to view previous documents without leaving the current screen. Increased productivity with the ability to quickly refer to past information.</p>	<p>Under discussion with the TIENET vendor.</p>
<p>Allow Strengths, Challenges, Interests (SCI) to be edited in all documents. Currently, when teachers want to change SCI, they can only make the edits in the “student profile” section. Teachers want to be able to make SCI changes in any form, and when saved, have them push out updates to all other documents.</p>	<p>Save time by removing the need to return to the student profile screen to make updates.</p>	<p>Under discussion with the TIENET vendor. Concerns exist about the possibility of overwriting another teacher’s changes.</p>
<p>Managing Outcomes in IPPs: In 2016, a new developmental scale was added to the IPP template in TIENET to track student progress on meeting AIOs (Annual Individualized Outcomes); however, AIO progress does not readily translate to the scale, causing confusion/ambiguity for teachers.</p>		
<p>Opportunities</p>	<p>Intended Impact</p>	<p>Timing</p>
<p>Remove the AIO developmental scale from IPPs.</p>	<p>Save time, reduce data entry and frustration.</p>	<p><i>Sept 2018.</i> Removing the scale earlier than Sept 2018 would result in teachers losing work already documented.</p>

<p>Collaboration: The nature of Individual Program Planning requires team meetings with professionals of varied skills. To facilitate the process, users identified the need for more technical collaboration within TIENET.</p>		
Opportunities	Intended Impact	Timing
<p>Enable multiple users to work in the same IPP document at the same time. An IPP is made up of several different sections. Currently, multiple users are able to update different sections at the same time, but not the same section.</p> <p>During the workshops, teachers said it would be useful if multiple people could edit the “description” section of the IPP.</p> <p>The vendor is currently investigating an option for each teacher to have their own page in the description section. This would enable concurrent updates by multiple users. When the IPP is viewed the user would see all the teacher pages in the description section.</p> <p>An Adaptation is made up of only one section and therefore can only be edited by one person at a time.</p>	<p>Increase collaboration and efficiency.</p>	<p>Under discussion with the TIENET vendor.</p>
<p>Program Planning Team Meeting Minutes: Time documenting meeting minutes was noted as an issue for a few reasons: the number of clicks to add attendees, the detail required to be captured, and the inability to easily view previous minutes while writing new ones.</p>		
Opportunities	Intended Impact	Timing
<p>Provide meeting minutes samples and writing tips. Significant differences exist in the amount of information recorded during meetings. Some teams record only decisions and actions, others record details of the discussions. Samples that focus on records of decisions and actions will be made available.</p>	<p>Save time, reduce data entry, strengthen privacy protection in student records.</p>	<p>The sample minutes and tips will be accessed from a link within TIENET <i>effective Sept 3, 2018.</i></p>

<p>Automatically copy attendee lists from previous meetings. Currently, users must click on the name of each attendee whenever a meeting is held, and there are several meetings for multiple students. Generally, attendees are usually the same members of the Program Planning Team. <i>Automatic</i> copying of attendee lists would mean that users would only need to add individual names the first time a meeting is held. After this, all names will automatically carry forward, while still allowing individuals to be added/removed as needed.</p>	<p>Save time, increase efficiency.</p>	<p>Under discussion with the TIENET vendor.</p>
<p>Create a button/link to bring up previous minutes while working on current minutes. The user cannot view previous meeting minutes without leaving the current minutes, navigating to a previous list, selecting the date and view.</p>	<p>Concurrent viewing will save time and improve efficiency.</p>	<p>Under discussion with the TIENET vendor.</p>
<p>Too Many Clicks (Navigation, Screen Layout): A frequently recurring theme was in regard to the number of clicks to complete tasks and the general look and feel of TIENET. CSAP also raised issues with some of the French translations. Additional opportunities in this area may be identified during prototyping/testing in the coming months.</p>		
Opportunities	Intended Impact	Timing
<p>Remove the criteria page from the IPP. The criteria page contains several check boxes regarding the IPP process.</p>	<p>Fewer clicks and less text to view/interpret saves time.</p>	<p><i>Feb 1, 2018</i></p>
<p>Streamline sending school board specialists email to notify them of referrals for service. Not all specialists are in the TIENET system all day, or even daily. To ensure they receive an external email when a referral is created, there is an option within the menu to send an external email. This can be reduced by a few clicks by combining the referral finalization and email communication.</p>	<p>Fewer clicks, increase efficiency.</p>	<p><i>Feb 1, 2018</i></p>

<p>Create a standard, printable consent form for services within TIENET. Consent forms are not currently in TIENET but stored as part of each school board’s documentation.</p>	<p>Fewer clicks because consent forms could be printed from within TIENET, reducing the need to go to another document storage system.</p>	<p>Under discussion with school boards. An electronic consent form was also raised. Government does not yet have a standard policy for electronic signatures. Once government has a finalized policy on this item, this opportunity could be investigated.</p>
<p>Remove the requirement to complete the referral for resource template. Some school boards require a referral while others do not.</p>	<p>Streamlining the process this way reduces data entry and saves time.</p>	<p><i>Sept 1, 2018</i></p>
<p>Remove check boxes when fields are in “view only” mode. Some TIENET fields that are not open for editing currently display as checkboxes even when in view only mode. Settings will be changed so those checkboxes are not editable.</p>	<p>Eliminate confusion by having textboxes only appear when in edit mode.</p>	<p>Under discussion with the TIENET vendor.</p>
<p>Add zebra stripes in data tables.</p>	<p>Improve readability, reduce frustration.</p>	<p>Under discussion with the TIENET vendor.</p>
<p>Remove inline scroll bars in IPPs and Adaptations. Inline scroll bars refer to scroll bars within other scroll bars, possibly due to external technical factors. This results in difficulty with navigation.</p>	<p>Improve readability, reduce frustration.</p>	<p>Under discussion with the TIENET vendor.</p>
<p>Provide a list of all translation errors to the vendor to correct.</p>	<p>Clearer communication, accuracy.</p>	<p>Under discussion with the TIENET vendor.</p>
<p>Add a “finalize” button on IPP and Adaptation templates. Finalize is currently available by navigating through the menu. Adding this button will serve as a reminder to finalize immediately upon completion.</p>	<p>Fewer clicks, eliminate the need to finalize at year-end, and reduce the load on the year-end system finalization process.</p>	<p>Under discussion with the TIENET vendor.</p>

<p>Create a simplified and shortened parent print version of the IPP. The IPP can be many pages in length and very confusing to parents. By identifying the sections that are important for parents, a shortened version can be created for printing and viewing.</p>	<p>Better communication between parents and teachers and/or other school staff.</p>	<p>Under discussion with the TIENET vendor. This also may be affected by the work of the Commission on Inclusive Education that involves the Program Planning Process.</p>
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