

Council to Improve Classroom Conditions

March – December 2017 Highlights

The Council to Improve Classroom Conditions was given legislative responsibility to respond to 10 immediate priorities identified by teachers. Highlights are in the table below, with work continuing. The complete Status of Recommendations can be found at www.ednet.ns.ca/classroomcouncil.

Assessment and Evaluation
<ul style="list-style-type: none">• 5-year moratorium on new provincial and board assessments, unless approved by Council.• 3 provincial assessments eliminated. 2 rescheduled to less busy times of the year.• School board assessments suspended until Council makes further recommendations.• Work under way on new assessment policy dealing with deadlines, use of zeroes, etc.• Grades 4 – 6 teachers surveyed on report cards, work continuing on improvements.• Tip sheet on report card comment writing provided.
Attendance
<ul style="list-style-type: none">• Provincial attendance policy and operational guide now in place.• 14 attendance support pilot projects under way, involving 66 schools across the province.• Posters, toolkit and other promotional materials coming to schools in the new year.
Class Sizes
<ul style="list-style-type: none">• Class caps now in place at all grade levels, Primary to 12.
Complex Classrooms
<ul style="list-style-type: none">• \$50,000 grants provided to 40 Inspiring/Priority Schools.• 40 teachers hired to work with junior high math, literacy teachers with complex classrooms.• Half of the fall PD day now allocated for teacher self-directed IPP and adaptation development.• Met with Inclusive Education Commission three times to help inform recommendations.
Data Collection & Reporting
<ul style="list-style-type: none">• Data reporting requirements collected from boards, department.• Reduced data entry by allowing teachers to publish marks less frequently on PowerSchool; ending a requirement that existed for some teachers to mark every individual outcome; and allowing elementary teachers to use GradeBook for report cards only.• Provided boards, department with criteria to reduce demands on teachers as a result of research requests from outside agencies.
Marking Days
<ul style="list-style-type: none">• Marking days generally moved before report card due dates. (This issue was identified by the NSTU in negotiations and identified in the legislation as a Council priority.)
Student Discipline
<ul style="list-style-type: none">• Met with Inclusive Education Commission four times to help inform recommendations.
Student Success Planning
<ul style="list-style-type: none">• Significant streamlining: simplified, single document for the plan and annual report; simpler goals; flexible time frame; fewer measures to monitor achievement, using information already available; and elimination of peer review teams and accreditation decisions.
Teachers' Scope of Practice
<ul style="list-style-type: none">• Met with Inclusive Education Commission four times to help inform recommendations.
Technology & Work Processes
<ul style="list-style-type: none">• Launched Ask the User to lead to significant TIENET changes, beginning in the new year.• Shared the workload for administrative tasks beyond teachers alone by giving school secretaries TIENET access.• Clarified expectations around PowerSchool by giving teachers up to two business days to respond to email.• Allowed more documents to be copied, pasted or auto-populated instead of being retyped.