

# Council to Improve Classroom Conditions

## March – June 2017 Recommendations: Status Report

Recommendations	Status
<b>Broader Engagement</b>	
Establish a province-wide Google group for council to seek input and share information.	Complete, ongoing
Share agenda with teachers, administrators in advance of council meetings.	Complete, ongoing
Ask all who work in schools to put their names forward to be part of issue-specific working groups.	Complete, ongoing
Ask schools to identify their top concerns.	Complete, ongoing
Invite teachers, other experts, and stakeholders to present to council on key issues.	Complete, ongoing
Prepare and share a summary of discussions and record of actions following each council meeting.	Complete, ongoing
Share information with principals and seek their direct input on key issues.	Complete, ongoing
Engage parents, students, school boards, and advocacy groups on issues directly affecting them through school advisory councils, home and school associations, and student councils, and communicate directly with organizations and associations.	Complete, ongoing

<b>Assessment and Evaluation</b>	
Require EECD and school boards to share Early Development Instrument data with all early elementary teachers, and provide supports for schools which have a high concentration of children with vulnerabilities.	In progress
Direct EECD and school boards to present rationale for any assessments they wish to continue, eliminate, or streamline so council can make recommendations before any assessments are re-initiated.	In progress Board assessments will be presented in Fall 2017, and will remain suspended until council receives these presentations and decisions are made.
Maintain remaining provincial assessments, but: <ul style="list-style-type: none"> <li>▪ require EECD to share and interpret assessment data clearly and concisely, with practical tips on how results can inform instruction and student learning</li> <li>▪ build PD modules on assessment scoring, (using the provincial marking session as a model) that could be available at the board or school level</li> <li>▪ use the provincial assessment results to eliminate or streamline board- or school-based data collection in student success planning.</li> </ul>	In progress
Move Grade 6 Reading, Writing and Math, now before Thanksgiving, to after Thanksgiving.	In progress, effective Fall 2017
Combine the Grade 3 Reading and Writing Assessment and Grade 4 Math Assessment into one assessment. Reschedule the new, combined assessment, from early fall to spring and administer in Grade 3.	In progress, effective Spring 2019
Introduce breaks in the Grade 8 Reading, Writing and Mathematics Assessments as necessary, similar to those for elementary assessments.	In progress, effective Spring 2018
Streamline the documentation around adaptations as they relate to assessments.	In progress

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<p>Ask EECD to develop draft policies that support</p> <ul style="list-style-type: none"> <li>▪ assessment and evaluation</li> <li>▪ promotion, retention, and acceleration</li> </ul> <p>The draft policies must support students’ best interests, respect teachers’ professional judgment, and address concerns around deadlines, use of zeros, and “no fail” practices.</p>	<b>In progress</b>
<p>Ask EECD to explain the rationale for report card changes made over the past several years and present options to simplify report cards, including the option of paperless report cards.</p>	<b>In progress</b>
<p>Ask grade 4–6 teachers if they want to move immediately to an integrated report card like that used in P–3 (focused on math, language arts and the learner profile).</p>	<b>In progress</b> Teachers to be surveyed in Fall 2017
<p>Align any changes to junior high/middle school report cards with curriculum renewal.</p>	<b>In progress</b> Curriculum renewal underway Fall 2017
<p>Identify additional, practical report card changes and streamlining at all grades, including learner profiles, as required.</p>	<b>In progress</b>
<p>Institute a five-year moratorium on new board- or EECD-initiated assessments, unless proposals are approved by council.</p>	<b>Complete, ongoing</b>
<p>End three provincially-mandated assessments and exams: Grade 1 Observation Survey of Early Literacy Achievement; Grade 2 Common Math Assessment; and Math at Work 10 provincial exam.</p>	<b>Complete</b>
<p>Ask Grade 3 and 4 language arts and math teachers and principals if they want to continue the assessments this year, or suspend them and restart with the combined assessment in 2018–19.</p>	<b>Complete</b> 86.6% of respondents asked to suspend the assessment until Spring 2019
<p>Based on the advice of teachers, suspend the Grade 3 Reading and Writing Assessment and Grade 4 Math Assessment for 2017–18, and restart the combined assessment in spring 2019 for grade 3.</p>	<b>Complete</b>

<b>Attendance</b>	
<p>Ask EECD, in consultation with a council working group, to develop and share an implementation plan with elements that include:</p> <ul style="list-style-type: none"> <li>▪ clear communications around the specific policy elements and a public awareness plan on the importance of attendance generally</li> <li>▪ a plan for using PowerSchool to support attendance tracking</li> <li>▪ clarity for school boards on their responsibility for promoting attendance</li> <li>▪ support for principals in discussions with students and families</li> <li>▪ identification of who can bridge the gap between families and schools when early interventions are required</li> <li>▪ identification of individuals and partners to provide targeted interventions when required</li> <li>▪ proposed partnerships and strengthened connections with mental health agencies or practitioners</li> <li>▪ increased supports for alternate education settings and programs</li> <li>▪ an evaluation framework</li> </ul>	<b>In progress</b> Council working group to meet in the summer so critical implementation supports will be in place for the fall.
<p>Request that EECD and school boards bring forward research and best practices on outreach to families or other supports and accountability measures to increase attendance.</p>	<b>Ongoing</b>
<p>Request that the Minister of Education and Early Childhood Development finalize and release an attendance policy, effective Fall 2007.</p>	<b>In progress</b>
<p>Request that EECD release the draft policy immediately to gather and return feedback to the council before the May 17 meetings.</p>	<b>Complete</b>

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Ask principals to share the policy with staff and school advisory councils and encourage feedback.	<b>Complete</b>

<b>Class Sizes</b>	
Open courses offered by Nova Scotia Virtual School (NSVS) in French to both CSAP and French immersion students.	<b>In progress</b> EECD in discussion with NSVS and school boards.
Set a class cap of 28 (+2) for junior high/middle school, 30 (+2) for high school.	<b>Complete</b>
Provide funding to hire 40 teachers for a junior high/middle school pilot project to support math and literacy in classrooms that have high numbers of students with IPPS or adaptations.	<b>Complete</b>
Create a \$2M fund to enable up to 40 priority schools to receive \$50,000. Ask schools to share their results and experiences with other schools and the council.	<b>Complete</b> Funding awarded, schools to share results, 2017–18.
Direct registrars or others responsible for scheduling classes to avoid scheduling a large number of students on IPPs within one class, when possible.	<b>Complete</b>

<b>Complex Classrooms</b>	
<i>Note: These are initial recommendations until the Commission on Inclusive Education reports.</i>	
Request that school boards re-examine how they allocate their share of the \$750,000 currently provided, and manage these funds to ensure that teachers with primary responsibility for more than one IPP are granted more release time.	<b>In progress</b> Boards have been asked to share more information with principals and teachers on how funding is spent now.
Direct boards to allocate half of the fall PD day for teacher self-directed IPP and adaptation development.	<b>Complete</b>

<b>Data Collection and Reporting</b>	
Form a working group to recommend ways to streamline data collection and reporting. Identify recommendations related to Student Success Planning as a first priority.	<b>In progress</b> Council will form a working group with members from outside of council.

<b>Pupil Evaluation, Classification, and Administrative Days</b>	
Require school boards to schedule: <ul style="list-style-type: none"> <li>▪ for elementary and junior high, two out of three evaluation days prior to report card due dates, and the third at the end of the year for year-end duties.</li> <li>▪ for high school, one administration day after January semester exams but before the report card due date, and two following the June semester exams.</li> </ul>	<b>Complete</b>

<b>Technology and Work Processes</b>	
Engage Service Nova Scotia to work with teachers and other TIENET/PowerSchool users to recommend changes, beginning with TIENET.	<b>In progress</b> The Ask the User team is on track to report in Fall 2017

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Create and promote short videos and user guides on key PowerSchool activities. Make them available on well-known, accessible sites.	<b>In progress</b> The first quick reference guide—on publishing in-progress marks—are available <a href="#">now</a> . Videos and a user guide on this topic are under development.
Explore options for replacing the Stage 2 adaptations form in TIENET with a more streamlined form or checklist, either in TIENET or in another form that is practical for teachers.	<b>In progress</b> Referred to the Ask the User team.
Share a user guide and short video with teachers and administrators on how to copy adaptations, IPPs, and other documents year-to-year in TIENET.	<b>In progress</b> Quick reference <a href="#">guides</a> have been developed on how to copy IPPs and adaptations.
End the requirement to record assessments in two places: in the annual student program log as well as at the top of the IPP.	<b>In progress</b> Practices differ among school boards. EECD is working with board TIENET leads to implement for 2017–18.
Support teachers, other school professionals, and parents with the process of transitioning students from IPPs to public school program outcomes through the program planning process.	<b>In progress</b> This recommendation has been referred to the Commission on Inclusive Education.
Issue a provincial directive permitting teachers to publish marks less frequently on PowerSchool at their discretion. Allow the school to determine when the in-progress mark is displayed, at least once a month.	<b>Complete</b>
Issue a provincial directive to end any practice that requires teachers at any grade to assign a mark to every individual outcome in PowerSchool.	<b>Complete</b>
Confirm with boards and principals that teachers can have up to two business days to respond to emails.	<b>Complete</b>
Issue a provincial directive so high school teachers may wait to enter attendance into PowerSchool until the end of the school day.	<b>Complete</b>
Advise elementary teachers that they are only required to use GradeBook for report cards. Additional use of GradeBook is at their discretion.	<b>Complete</b>
Give administrative assistants access to TIENET to facilitate uploading of documents and reduce administrative tasks of teachers in a shared, collaborative way at the school level.	<b>Complete</b>

<b>Other Council Priorities</b>	
Request that EECD develop and map board-level data profiles, including historical context.	<b>In progress</b>
Incorporate key questions in working group discussions and development of background materials. Identify overarching themes and tie individual priorities to those themes.	<b>In progress</b>
Request that the Minister of Education and Early Childhood Development explore ways to increase the readiness of children to learn and succeed when they enter grade primary.	<b>In progress</b> Council will receive a report on the new Pre-Primary program, Fall 2017.

