

Appendix G: Policy Associated with Improvement Planning

According to the Education Act, we are required to work on improvement planning. Inserted below for your ease of access are components of the Education Act which are associated with improvement planning. I have also added content from some of the policies that we should be examining in association with the Education Act.

Education Act (Improvement)

Definitions

“education plan” means a detailed plan establishing priorities for the improvement of pupils’ educational performance towards the achievement of prescribed learning goals for the official linguistic community;

27(1) Duties of Teachers

(g) assisting in the development and implementation of the school improvement plan and cooperating in the preparation of the school performance report.

28(2) Duties of Principals

The duties of a principal include:

(a) preparing, in consultation with the Parent School Support Committee and the school personnel, a school improvement plan and coordinating its implementation,

(b) preparing, for parents of the pupils enrolled in the school, an annual school performance report, and ensuring that that report is communicated to those parents and the school community,

(b.1) submitting annually to the District Education Council concerned, through the superintendent of the school district, a copy of the school improvement plan and a copy of the annual school performance report,

Duties of the Parent School Support Committee

33(1) A Parent School Support Committee shall advise the principal of the school respecting the establishment, implementation and monitoring of the school improvement plan which may include:

(a) strategies for ensuring the language and culture of the school preserve and promote the language and culture of the official linguistic community for which the school is organized,

(b) the school mission,

- (c) strategies for establishing school policies related to education, language and culture,
- (d) strategies for providing communication between the school and families residing in the area served by the school, and encouraging family involvement in the school,
- (e) strategies for establishing partnerships with the community to improve the quality of learning within the school,
- (f) strategies for developing a school climate and conditions to improve the quality of learning and teaching within the school,
- (g) strategies for establishing a positive pupil climate within the school, and
- (h) strategies for improving school property and facilitating use of the school by the community.

36.9(5) A District Education Council shall:

- (d) review the school improvement plan and the school performance report for each of the schools in the school district,

Regulations

57(1) The Lieutenant-Governor in Council may make regulations:

- (v.1) respecting the format of and the information to be contained in a school improvement plan or an annual school performance report;

[Policy 322: Inclusive Education](#)

6.2.1 In providing leadership for inclusive schools, principals must:

- 7) Ensure the goals of the School Improvement Plan and of the school's Professional Learning Plan are aligned to support inclusive practices.

6.2 Supports for Inclusion

EECD, as well as school districts, must establish and maintain systemic supports for public education that make inclusion of all students a practical reality. These supports include personnel, as well as policy, funding and capacity-building strategies. They need to be systemic and ongoing.

To achieve this outcome, the following expectations for school personnel are defined:

6.2.1 In providing leadership for inclusive schools, principals must:

- 1) Allocate available resources to maximize assistance to classroom teachers to enable them to support the learning of all their students. This includes professional learning opportunities, support from Education Support Services (ESS) team members, as well as any other school personnel as appropriate.
- 2) Ensure that school-wide academic and behaviour interventions are based on data analysis and evidence-based practices, and used systemically to respond to varied student needs.
- 3) Ensure that a student's instruction is primarily provided by the classroom/subject teacher.
- 4) Ensure homogenous groupings of students with similar needs are flexible and temporary, and their utilization is based on on-going assessment of student needs and successes. The use of homogenous groups requires targets, clearly identified short-term goals, and pre-identified strategies with defined, on-going assessment methodologies to monitor success.
- 5) Ensure the assignment of educational assistants to support classroom teachers is done in an effort to achieve a balance between the needs of students in a classroom and the needs of a teacher for support.
- 6) Ensure educational assistants and teachers are aware of and respect the guidelines and standards of practice for educational assistants.
- 7) Ensure the goals of the School Improvement Plan and of the school's Professional Learning Plan are aligned to support inclusive practices.

6.13 Accountability

6.13.1 The superintendent must monitor and evaluate the performance of each school based on appropriate performance indicators for inclusive education.

6.13.2 On-going professional development for administrators, teachers, educational assistants, and other professionals is essential to the implementation of inclusive education and is reflected in the school improvement plan and the district education plan.

6.5.1 To be prepared to respond to a behaviour crisis, a principal must:

1) Ensure that a School Positive Learning and Working Environment plan, as per section 6.2 of Policy 703 – Positive Learning and Working Environment, is in place to effectively manage any behavior crisis within the learning environment so that students are removed from the school only when all other options have been exhausted.

Policy 703: Positive Learning and Working Environment

6.1.1 Superintendents will ensure the development of a plan of assistance to ensure positive learning and working environments in their districts in consultation with their District Education Council. This plan promotes a learning environment that is inclusive, safe, respects human rights, supports diversity and addresses discrimination regardless of real or perceived race, colour, religion, national or ethnic origin, ancestry, place of origin, language group, disability, sex, sexual orientation, gender identity, age, social condition or political belief or activity.

6.2.1 The principal of the school must prepare the school's positive learning and working environment plan. (see 6.1.1) The principal must report annually to the Superintendent on the plan and related strategies implemented by the school in order to create a positive learning and working environment. This information will be made available to the Minister of Education and Early Childhood Development, upon request.

6.2.2 The Senior Education Officer in collaboration with the PSSC will approve their schools' plan prior to implementation and every three years thereafter. Principals hold overall responsibility for their school's effectiveness in developing and implementing the plan.

6.2.3 The school's plan will be reviewed with the PSSC prior to implementation and whenever it is revised.

6.2.4 The school's plan will reflect the school community's vision for the safe and inclusive learning and working environment it wishes to achieve. It will include the following elements:

- a school statement on respecting human rights and supporting diversity.
- expectations, roles and responsibilities for staff, students, parents and volunteers.
- a School Student Code of Conduct that is not inconsistent with the Provincial Student Code of Conduct and the standards established in this policy. The School Student Code of Conduct will be revised, as necessary, at the same time as the school's plan.

- a continuum of interventions, supports and consequences to be employed when inappropriate behaviour is exhibited by anyone in the school environment.
- direction for managing behaviours that are more minor in nature but are disruptive because of their frequency. For example, defiance, disrespectful language and gestures, missing school or arriving late. For some students, additional individual interventions will be required. When disruptive behaviour is substantial and persistent, a formal plan of intervention must be put in place.
- strategies aimed at preventing and resolving misunderstandings or disagreements between school personnel and parents or visitors to the school.

6.2.5 The Department of Education and Early Childhood Development and school districts will provide support to the school's plan through a variety of means, including provision of resource materials and development of provincial and district protocols, where necessary.

[Human Rights Act](#)

[NBTA Collective Agreement:](#) Letter of Agreement, Teachers' Working Conditions Fund
Each school shall appoint a teacher committee to administer the fund and all decisions concerning the utilization of the monies in the fund for projects related to Articles 19 and 22, shall be made by the teacher committee. Proposals by the teacher committee for other uses of the fund including wellness and P.D. activities, educational materials and school improvement plan shall be subject to the approval of the Superintendent or his/her designate.