

We are pleased to provide the following enhancements to the TIENET system:

## 1. A New Program Planning Document

A new document “Student Building/Bus Safety Plan” has been created. The related user guide can be found on the [iNSchool website](#).

Through the N.S. Program Planning Process, the Student Planning Team may need to develop a **Student Building/Bus Safety Plan** for a student who requires specific support/planning in the event of school building or bus situations like fire drills, evacuations, relocations, lock-downs, hold and secure, bus evacuations, etc.

We understand that schools may have been using their own version of this document up to this point in time, however beginning in September 2020, schools should record and manage the details of such plans using this new document in TIENET.

The **Instructions** on the plan note, “A printed paper version of this **Student Building/Bus Safety Plan**, a map of the school, the student’s Health Plan(s) of Care, Personal Care Plan (if applicable), and the student's schedule will be distributed to the appropriate staff who have a role to play in the plan. These items also need to be kept in the school's Emergency Planning binder, the School Emergency Management Kit, substitute folders, etc. Specifics like meeting locations will be determined during planning and documented in this plan. **Changes to any part of the plan will necessitate this document and any accompanying information be updated and redistributed.**”

See below for a screenshot of the new **Student Building/Bus Safety Plan**.

## Student Building/Bus Safety Plan

**Note: The Student Planning Team is asked to create this document at the beginning of each school year for students who require assistance during school situations like evacuations, lockdowns, fire drills, etc., and then review and update the document as needed throughout the school year.**

### Student Profile

Name:	Gender:	Student Photo
Date of Birth: 05/30/2000	Student ID Number:	
School: Advocate District School	Principal:	
School Year: 2019-20	Grade: 07	
Parent(s)/Guardian(s):	Homeroom: 300	
Emergency Contact 1:	Emergency Contact 1 Phone (xxx-xxx-xxxx):	
Emergency Contact 2:	Emergency Contact 2 Phone (xxx-xxx-xxxx):	
Emergency Contact 3:	Emergency Contact 3 Phone (xxx-xxx-xxxx):	

### Additional Information

Does the student currently have a Health Plan of Care?  Yes  No **If yes, please attach them to all printed Student Building/Bus Safety Plans.**  
 Do any staff members require specific training to help implement this plan?  Yes  No **If yes, please specify who, what training, etc.**

### Instructions

A printed paper version of this plan, a map of the school, the student's Health Plan(s) of Care, Personal Care Plan (if applicable), and the student's schedule will be distributed to the appropriate staff who have a role to play in the plan. These items also need to be kept in the school's Emergency Planning binder, the School Emergency Management Kit, substitute folders, etc. Specifics like meeting locations will be determined during planning and documented in this plan. **Changes to the Student Planning Team (for safety), or to any part of the plan, will necessitate this document and any accompanying information be updated and redistributed.**

### School-based Safety Team (staff assigned to support the student during a specific school situation)

### Student Challenges/Needs to be supported during a specific school situation (document any special equipment, medications, etc.)

### Supports Required During School...

#### Building Evacuation/Fire Drill (enter 'N/A' if not applicable)

① Action taken to have all students, staff, and visitors leave the building in response to any safety concerns, such as fire or smoke, bomb threat, chemical spill, etc.

#### Bus Evacuation (enter 'N/A' if not applicable)

① Action taken to have all students, staff, driver, etc. leave the school bus in response to any safety concerns, such as fire, smoke, etc.

#### Hold-and-Secure (enter 'N/A' if not applicable)

① Action taken to control access to the school in response to a safety concern external to the school.  
N/A

#### Lockdown (enter 'N/A' if not applicable)

① Action taken to conceal students, staff, and visitors in a secure location in response to a threat of violence inside the school.  
N/A

#### Relocation (enter 'N/A' if not applicable)

① Action taken to move all students, staff, and visitors to a facility or site located a safe distance away from the school and used in the event of an evacuation from the school where students will not be allowed to re-enter the building. A second location should be selected in the event access to the primary site is not possible. Considerations for selection include the ability to provide shelter for students, staff and visitors with access to washrooms and telephones. This site may also be used as the "family-student reunification site" or "exterior safe area" if appropriate.

#### Other Supports as Needed (enter 'N/A' if not applicable)

N/A

### Student Planning Team (for safety) (i.e., School Administrator, Parent/Guardian, Student, Teacher(s), Teacher Assistant(s), other specialists, etc.)

Name	Title
	Parent
	Parent

## 2: Improvements to Four Confidential Documents

- (a) The title of the confidential document “Psycho-Educational (School/Board/RCE)” was updated to “School Psychology” so that it reflects who is creating the document. The benefit is that users are less likely to confuse it with the confidential document, “Psycho-Educational (External)”.
- (b) To better facilitate RCE/CSAP and provincial-level reporting, the following four confidential documents have been updated to include a *Document Type* drop-down menu to indicate if the accompanying attachment is related to *Assessment, Programming* or *Other (communication, notes, etc.)*.

### Two ‘Confidential Record - School/Board/RCE’ Documents:

- School Psychology (School/Board/RCE)
- Speech Language Pathology (School/Board/RCE)

### Two ‘Confidential Record – External’ Documents:

- Psycho-Educational (External)
- Speech Language Pathology (External)

The above 4 Confidential Documents now contain a *Document Type* dropdown selection to provide better reporting capabilities. If you choose “Other [consultation, etc.]”, then a textbox will appear prompting you to specify the details.

A screenshot of a web form interface. The form includes a 'Document Type' dropdown menu, a 'Title' text input field, and a 'Notes' section with a rich text editor toolbar. The dropdown menu is open, showing four options: '(none)', 'Assessment', 'Programming', and 'Other [consultation, etc.]'. The 'Title' field is empty. The 'Notes' section has a toolbar with icons for bold, italic, underline, text color, background color, and link.

## 3: Interface Improvements

Our upgrade to a newer version of TIENET has the added benefit of providing an improved user interface, improved report and document functionality, as well as improved accessibility for users with visual impairments. For more information on the upgrade to version 19, see the related document “**Appendix 1 - TIENET System Vendor Upgrade**”.

#### 4: Note Added to Two Sections of Student Profile

The following note in red font has been added to the *General Demographics* and *Emergency Contact Information* sections of the Student Profile:

The screenshot shows the TIENET user interface. At the top is a dark blue navigation bar with the TIENET logo and a home icon on the left, and icons for Search, Curriculum, Communication, Reporting, and Administration on the right. Below the navigation bar is a breadcrumb trail: "My Home Page >". Underneath is a sub-menu with "Profile" (highlighted), "Documents", and "Events". The main content area shows a dropdown menu for "General Demographics/Parent Guardian Information" with options for "Edit", "Add New", "Print", and "More...". A red note is displayed in the content area, followed by the heading "General Demographics" and three labels: "Student ID", "Student's Name (last, first, middle)", and "Preferred Name".

#### 5: Student/Parent Emails Added to General Demographics Section

Student and Parent1/Parent2 email addresses have been added to the *General Demographics* section of the Student Profile.

## 6: Note Added to Annual Student Programming Log

A note in red font has been added to the *Annual Student Programming Log's* Note(s) field. It is important that no confidential information gets entered in these Notes.

Annual Student Programming Log			
<i>Ensure no confidential information is recorded in this log.</i>			
Student Profile			
Name:		Gender:	
Date of Birth: 09/24/2006		Student ID Number:	
Self-Identification Indigenous: No		Ancestry:	
School: Aspotogan Consolidated Elementary School		Principal:	
School Year: 2019-20		Grade: 05	
Parent(s)/Guardian(s):		Homerom: 4	
Home Phone (xxx-xxx-xxxx): 555-555-5555			

  

Date	Log Entry Type	Author	Note(s) - Ensure no confidential information in these notes
<div style="border: 1px solid black; padding: 2px;"> <span>↶ ↷ ↵</span>  <span>✕</span>  <span>05/25/2020</span>  <span>📅</span> </div>	(none)		<div style="border: 1px solid black; padding: 2px;"> <span>B I U T A</span> </div> <div style="background-color: #f9f9f9; height: 40px;"></div>

## 7: New Terminology & Improvements to Student Meeting Minutes

To align with the Nova Scotia Inclusive Education Policy, *Program Planning Teams* are now referred to as *Student Planning Teams*, so the terminology has been updated in TIENET. As well, *Student Meeting Minutes* are now called **Student Planning Team Meeting Agenda and Minutes**, and updates have been made to help facilitate more effective and efficient meetings. The related user guide can be found on the [iNSchool website](#).

The *Purpose of Meeting* dropdown has been simplified to include **Student Planning**, **Information Sharing** and **Other** (you will be prompted to specify the details). The *Meeting Participants* heading has been renamed *Team Members and Guests*.

Purpose/Goal of Meeting:	(none) ▼	Date of Meeting:	
Team Members & Guests	(none)		
Name	Student Planning	Role	
	Information Sharing		
	Other:		
			(Correct Role, if necessary)
+ Add Row			

The next part of the document acts as an **agenda template** to help guide the meeting. Any items that you want to add to the agenda and minutes can be documented by using "Other", and additional rows can be added, as needed.

Agenda and Minutes			
Item	Discussion	Action(s)	Follow Up/Review Required?
Review purpose/goal of meeting, action items/follow-up from previous meetings, etc.			<input type="checkbox"/> Y <input type="checkbox"/> N
Review student Strengths, etc.			<input type="checkbox"/> Y <input type="checkbox"/> N

Lastly, the **Minutes Taken by** field will now auto-complete to save typing, and **Minutes Reviewed by Student Planning Team** must be clicked.

Minutes Taken by:

Minutes reviewed by Student Planning Team?  Yes  No

## 8: New Terminology & Improvements to School Meeting Minutes

To align with the Nova Scotia Inclusive Education Policy, all schools will have **Teaching Support Teams** and any previously named School Core Teams, Core Teams, School Based teams, etc. are now named **Teaching Support Teams**. In TIENET, *School Meeting Minutes* are now called **Teaching Support Team Meeting Agenda and Minutes**, and updates have been made to help facilitate more effective and efficient meetings. The related user guide can be found on the [iNSchool website](#).

The *Meeting Participants* heading has been renamed *Team Members and Guests*. The next part of the document acts as an **agenda template** to help guide the meeting. Any items that you want to add to the agenda and minutes can be documented by using "Other", and additional rows can be added, as needed.

Agenda and Minutes			
Item	Discussion	Action(s)	Follow Up/Review Required?
Welcome and Introductions, Purpose of Meeting, etc.			<input type="checkbox"/> Y <input type="checkbox"/> N
Review Minutes, Action Items, etc. from Previous Meetings			<input type="checkbox"/> Y <input type="checkbox"/> N

Lastly, the **Minutes Reviewed by Teaching Support Team** must be clicked.

Minutes Taken by:  (ID) lookup

Minutes reviewed by Teaching Support Team?  Yes  No

## 9: Streamlined Documented Adaptations

In an attempt to streamline and simplify the Program Planning Process for students, updates have been made to the **Documented Adaptations** document in TIENET. This document replaces any previous Adaptation documents and eliminates the need to document the stage in which any adaptations have been recorded. The related user guide can be found on the [iNSchool website](#).

**Note:** Based on evidence, Documented Adaptations are essential for a student to equitably access curriculum, engage in, and demonstrate learning.

Documented Adaptations
Save, Done Editing
Save, Continue Editing
Cancel Editing

**i** Based on evidence, these documented adaptations are essential for the student to equitably access curriculum, engage in, and demonstrate learning.

**Documented Environmental Adaptations** support a student in the climate, culture, and/or physical environment of learning (classroom, school, community, etc.).

**Documented Assessment Adaptations** enable a student to demonstrate/express learning.

**Documented Instructional Adaptations** enable a student to access and engage in learning.

Environmental Adaptations	Teacher(s) Responsible <small>(click 1st icon to Add Row)</small>	Subject Area	Resources Needed
Add Row <span>↑ ↓ ×</span> <input type="text" value="(none)"/>	<span>🔗 ↑ ↓ ×</span> <input style="width: 100%;" type="text"/> (ID) <input type="text" value="lookup"/> / non-lookup	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>
Assessment Adaptation(s)	Teacher(s) Responsible <small>(click 1st icon to Add Row)</small>	Subject Area	Resources Needed
Add Row <span>↑ ↓ ×</span> <input type="text" value="(none)"/>	<span>🔗 ↑ ↓ ×</span> <input style="width: 100%;" type="text"/> (ID) <input type="text" value="lookup"/> / non-lookup	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>
Instructional Adaptation(s)	Teacher(s) Responsible <small>(click 1st icon to Add Row)</small>	Subject Area	Resources Needed

The TIENET document focuses on recording the essential **Environmental, Assessment and Instructional** adaptations required for a student to equitably access curriculum, engage in, and demonstrate learning.

**Documented Environmental Adaptations** support a student in the climate, culture, and/or physical environment of learning (classroom, school, community, etc.).

**Documented Assessment Adaptations** enable a student to demonstrate/express learning.

**Documented Instructional Adaptations** enable a student to access and engage in learning.

Throughout the school year, it is recommended that Documented Adaptations are reviewed at least once, and more regularly, as needed. When reviewing adaptations, it is important to look at each one and use evidence to determine if it is still *essential* for the student to equitably access curriculum, engage in, and demonstrate learning. Review results for all adaptations should be recorded at the bottom of the document in the **Documented Adaptations Comments re: evidence of learning, review results, recommendations, next steps, etc.** textbox. It is important to date and initial each entry in this box.

The working document can remain in Draft for most of the school year or until it is complete, then its status can be changed from *Draft* to *Final*.

### Documented Adaptation Options in TIENET

Environmental Adaptations	Assessment Adaptations	Instructional Adaptations
Organization supports (i.e. agenda, checklist, visual schedule, visual timer, etc.) Please specify:	Locations and/or groupings to demonstrate/express learning (i.e. small groups, flexible locations, etc.) Please specify:	Locations and/or groupings to access and engage in learning (i.e. small groups, flexible locations, etc.) Please specify:
Seating/Location considerations (i.e. proximity, study carrel, standing, type of seat, etc.) Please specify:	Adjustments to assessments to demonstrate/express learning (i.e. type, length, complexity, timeline, using conversations, observations, products, etc.) Please specify:	Organization supports to access and engage in learning (i.e. visuals, cognitive credit cards, chunking of information, copies of notes, etc.) Please specify:
Communication tools (i.e. Home/School communication book, school check-ins with adult, etc.) Please specify:	Organization supports to demonstrate/express learning (i.e. graphic organizer, cognitive credit cards, chunking, etc.) Please specify:	Representation of instruction (i.e. outlines, pre-teaching, smaller steps, visuals, repetition, etc.) Please specify:
Adaptive materials/Assistive Technology (i.e. noise cancelling headphones, technology, use of FM or sound-field system, etc.) Please specify:	Accessible Educational Materials/AEM to demonstrate/express learning (i.e. digitized text, appropriate fonts, sizes, colors, etc.) Please specify:	Accessible Educational Materials/AEM to access and engage in learning (i.e. audible books, videos, digitized text, etc.) Please specify:
Self-regulation/Motivation supports (i.e. visuals, movement, breaks, etc.) Please specify:	Technology/Assistive Technology to demonstrate/express learning (i.e. text-to-speech, speech to text, AAC, etc.) Please specify:	Technology/Assistive Technology to access and engage in learning (i.e. text-to-speech, speech to text, AAC, etc.) Please specify:
Other Please specify:	Other Please specify:	Other Please specify: