

MILLWOOD HIGH SCHOOL
PLAN FOR COMMUNICATING STUDENT LEARNING 2026-2027

Principal: Jamie Taylor

Vice Principals: Ryan Lutes (students with surnames A to L)
Patricia Fee (students with surnames M to Z)

School Counsellors: Jennifer Welcher (A to L)
Kate Lovett (M to Z)

Student Success Plan Goals:

- To improve student achievement in literacy and mathematics through the implementation of effective instructional practices focused on each learner.
- To improve student achievement in literacy and mathematics by authentically involving students in creating culturally responsive formative and summative assessment processes and opportunities.
- To improve student well-being at our school.

Purpose of the Plan for Communicating Student Learning

The purpose of Millwood High School's Plan for Communicating Student Learning is to inform students and parents/guardians about assessment and evaluation practices at our school and the methods used to communicate student learning, achievement, attendance, and well-being.

At Millwood High School, we are committed to creating a supportive, inclusive, and engaging learning environment where every student can achieve success. Assessment and evaluation are essential components of teaching and learning. They provide valuable information about student progress, inform instructional decisions, and support ongoing growth and achievement.

Millwood High School and the Halifax Regional Centre for Education are committed to ensuring that assessment and evaluation practices align with the learning outcomes outlined by the Nova Scotia Department of Education and Early Childhood Development. These practices are intended to provide students with meaningful opportunities to demonstrate learning and receive feedback that supports continued growth.

Education is a partnership among students, families, and school staff. Effective communication between home and school is essential in supporting student success. Accurate and timely

information regarding course expectations, achievement, attendance, and engagement helps ensure that students are supported throughout their learning journey.

The Report Card:

The report card provides parents/guardians with a summary of how well their child is doing in relation to the prescribed course outcomes. The report cards for grades 9 to 12 have four parts:

Learner Profile: This reports on the social development and work habits using codes that show how often specified attributes were demonstrated during the specified reporting period.

- C- consistently
- U – usually
- S- sometimes
- R – rarely
- N/A – not applicable

Attendance:

Parents/guardians receive notification of unexcused absences through the school's attendance notification system. Students and families are encouraged to monitor attendance regularly through PowerSchool.

Millwood High School follows the Nova Scotia Student Attendance and Engagement Policy. Students who are absent from more than 20% of a course may be at risk of losing credit for that course. Early intervention and support measures are implemented to assist students experiencing attendance challenges.

Course comments: A short summary of what the student has learned, which includes:

- Strengths (areas of curriculum where your child is having success);
- Learning needs (areas of the curriculum where your child is still developing); and
- Suggestions to support further learning.

Grades: A numerical grade is given for students in grades 9 to 12, and this grade represents academic achievement for the course during the specified reporting period. Grades are based on evidence that is gathered about student achievement in a variety of ways. This evidence is

collected over time and includes, but is not limited to, work products, conversations, and observations.

Grades and corresponding descriptors:

90-100% - Demonstrates *excellent* understanding and application of concepts and skills in relation to the learning outcomes.

80-89% - Demonstrates *very good* understanding and application of concepts and skills in relation to the learning outcomes.

70-79% - Demonstrates *good* understanding and application of concepts and skills in relation to the learning outcomes.

60-69% - Demonstrates *satisfactory* understanding and application of concepts and skills in relation to the learning outcomes.

50-59% - Demonstrates *minimal* understanding and application of concepts and skills in relation to the learning outcomes.

Below 50% - Has not met minimum requirements of the course.

CL – Credit lost as per provincial Student Attendance and Engagement Policy.

INS – Insufficient evidence to report on achievement of the expected learning outcomes.

IP – In Progress denotes that there are remaining course requirements to be met.

WD – Withdrawn from course

Reporting periods during the school year:

There will be four reporting periods for this academic year, and reports will be distributed in November, February, April and June.

Protocol for Concerns Regarding Evaluation Results

Students should first discuss the issue with the teacher. If more clarification is needed, parents should contact the teacher to discuss the concern. If students or parents are not satisfied following a conversation they had with a teacher (including the Department Head), they should contact the student's Vice-Principal. The school's administration will make every effort to resolve the situation with all parties involved.

The following is a list of provisions to help students and parents/guardians when concerns arise as part of the Halifax Regional Centre for Education's Parent Concern Protocol

1. Students should contact the teacher and discuss the grade immediately following the return of the assessment/evaluation
2. If more formal clarification is needed, the parent/guardian or student should contact the teacher directly in writing
3. The teacher will respond to this communication either in writing or by phone, in a timely manner after receiving the request
4. The teacher will document the conversation or meeting

5. If unresolved, the matter should be referred to the Department Head by the student and/or parent/guardian
6. The Department Head will then meet with the parties involved to resolve the situation.
7. If, for any reason, the matter remains unresolved, it should be referred to the Vice- Principal and or Principal, the determination is final.

Parents and guardians are encouraged to monitor their child's progress regularly by logging into PowerSchool (the web-based student information system). If you would like to have more information about how to access this website, please call the school at 902 864-7535. This web-based information system will allow parents and guardians to access course outlines, assessment and evaluation information, grades, upcoming assignments, and track attendance. Teachers update their PowerSchool records by the first school day of every month. You can also find the email for your child's teachers in Powerschool if you need to contact them for any reason.

There are certain courses that start in September and end in June (as opposed to lasting one semester). As a result, the November and April reporting periods provide a snapshot of the overall grade for the "year long" courses. With four distinct reporting periods this year, comments will be provided on the February report card as well as the June final report card.

10 reasons why students recommend using PowerSchool

1. To check on the accuracy of my attendance and late records to make sure everything is in order to receive my exam exemption
2. To read the daily announcements using the School Bulletin feature so that I don't miss an event or other important information
3. To track my grades so that I know where I stand and see if I have any outstanding assessments
4. To view the Grade History section, and click on my grade percentage to see the breakdown of all assignments and tests and the marks I received for each that has brought me to that grade percentage to date
5. To see courses/credits I have completed to date so that I know what I need to graduate
6. To directly email my teacher from PowerSchool if I have any questions
7. To read comments from my teachers about my areas of strengths and needs in my learning
8. To choose my course requests for the following school year from PowerSchool
9. To be more in charge of my learning and attendance by looking at common patterns (eg. I'm always late for the first class in the morning)
10. To see my attendance and marks before my parents do

Communication

Millwood High School values ongoing communication between home and school as an important component of student success.

Formal communication may include report cards, parent-teacher conferences, curriculum nights, course outlines, annual reports to the school community, and information shared through PowerSchool. Additional communication may occur through email, SchoolMessenger, telephone calls, the school website, classroom learning platforms, and other approved communication tools.

Staff will make every reasonable effort to respond to emails and telephone messages within two school days. Students and parents/guardians are encouraged to regularly review information available through PowerSchool, including attendance, achievement information, course updates, and teacher comments. Our office hours are from 9:00 am – 3:45 pm and the main office number is (902) 864-7535.

Supporting Diverse Learners

At Millwood High School, we are committed to supporting the success and well-being of all learners. Through inclusive practices, responsive instruction, and collaborative planning, we strive to ensure every student has equitable access to learning opportunities and the supports they need to be successful. Teachers, parents/guardians, students, and school staff may initiate a referral to the Student Planning Team. Once a referral is received, the team will review information about the learner's strengths, needs, and goals to determine appropriate supports and next steps.

Through the Program Planning Process, students may receive accommodations, adaptations, or individualized programming to support their academic, social, emotional, or behavioural development. Parent/guardian participation is an important component of this collaborative process.

For students receiving program adaptations, assessment and evaluation will be based on provincial curriculum outcomes while incorporating appropriate accommodations and supports. For students with an Individual Program Plan (IPP), assessment and evaluation will reflect progress toward individualized learning outcomes.

Millwood High School is also committed to supporting multilingual learners and students learning English as an Additional Language (EAL). Appropriate instructional, assessment, and evaluation practices will be implemented to support student learning and achievement.

Provincial Homework Policy

Homework and assignments are valuable components of the teaching and learning process. Purposeful homework can support student achievement, reinforce learning, and help students develop responsibility, self-direction, time-management, and organizational skills.

The purpose of homework is to help students prepare for future learning, practise new knowledge and skills, and enrich their understanding through meaningful application of learning.

Homework assignments will:

- reinforce, enrich, or help students prepare for classroom learning
- be designed with consideration for the needs and circumstances of each student
- be appropriate for each student's age and stage of development
- have a clear purpose
- connect directly to current classroom learning
- build on skills and knowledge students already possess
- be designed so students can complete the work independently
- provide evidence of student learning
- be evaluated in a timely manner and provide meaningful feedback
- offer opportunities for families to support learning without requiring them to teach new skills or concepts

Homework assigned in Grades 7-12 will support the development of advanced skills, subject-specific knowledge, and important life skills such as time management, self-direction, and independent problem solving. Homework expectations will vary depending on the course, the nature of the learning activity, and the individual needs of students.

Assessment Due Dates and Extensions

Meeting deadlines is an important part of learning and helps students develop the organizational and time-management skills necessary for success in school and beyond. Students are expected to complete and submit assessments by the due dates established by their teachers.

When circumstances arise that may affect a student's ability to meet a deadline, students are expected to communicate with their teacher as early as possible. Teachers will work with students to determine appropriate supports and, when warranted, negotiate extensions based on individual circumstances.

Due dates and extensions will be addressed in accordance with the Nova Scotia Department of Education and Early Childhood Development's Student Assessment Policy and Classroom Assessment Due Date and Extension Procedures. Teachers will ensure that processes for requesting and granting extensions are clearly communicated, fair, equitable, and responsive to student needs.

Teachers will work collaboratively with students to develop the knowledge, skills, and habits necessary for meeting deadlines and completing coursework. When assessments are not submitted, reasonable efforts will be made to gather evidence of student learning. In situations where there is insufficient evidence to determine achievement of learning outcomes, teachers will apply professional judgment in accordance with provincial policy.

Major Assessments

Major assessments provide students with opportunities to demonstrate achievement of course learning outcomes and may take a variety of forms, including projects, performances, presentations, portfolios, examinations, and other summative assessments.

Students are expected to complete major assessments by the established deadline. Requests for extensions should be made as early as possible and preferably before the assessment due date. When determining an extension, teachers will consider individual student circumstances, learning needs, the nature of the assessment, and the overall progression of the course. Teachers will work collaboratively with students to support successful completion of assessments while ensuring that assessment practices remain fair, equitable, and aligned with provincial policy.

Multiple Opportunities

- Is another opportunity for students to demonstrate to classroom teacher that they now “get it” a set of outcomes that they may have struggled demonstrating earlier in the semester
- In consultation with the classroom teacher, students can identify assessment activities they would like to redo to improve their assessment result and to demonstrate understanding of the outcomes.

Extended Absences

Regular attendance is essential for student success. In accordance with the Education Act and the EECD

Student Attendance and Engagement Policy, students are expected to attend school every day and on time. Frequent absences, even when explained, can negatively impact student achievement, engagement, and well-being.

We understand that families may occasionally need to request an extended absence (more than five school days). The Request for an extended absence form is on our website.

Terminology related to assessment, evaluation and learning:

Assessment – the process of gathering information about student achievement with a view to increase student success in meeting the outcomes and to inform teaching practice.

Assessment tools – ways of collecting information include (but not limited to) checklists, experiments, in-class assignments, interviews, performances, presentations, conversations, portfolios, rubrics, self-assessments, surveys, tests, quizzes, exams, and projects.

Evaluation – the process that a teacher uses to analyze, reflect upon and make a judgement based on summative assessment data.

Expected learning outcomes – goal statements about teaching and learning as prescribed by the provincial department of Education and Early Childhood Development.

Formative assessments – take place during the class time and throughout a term or semester. The purpose of “assessment for learning” or formative assessments is to show growth over time, determine a student’s needs, plan next steps in instruction and provide descriptive feedback to students on their learning.

Individual Program Plan (IPP) – requires extra planning with changes to the Public School Program’s outcomes which could include the addition or deletion of outcomes. This may include deleting outcomes, adding general curriculum outcomes at different and specific levels, adding behavioural or social outcomes.

Provincial assessments – these are the large-scale assessments that take place across the province at the end of certain courses. Examples include: Nova Scotia Provincial Exams for Math 10 and English 10.

Program adaptations – extra provisions or support provided to a student, but no changes have been made to the Public Schools Program (PSP) outcomes.

Summative assessment – these are the assessments that take place at the end of a learning period and are often referred to as “assessment of learning”. The purpose of summative assessments is to determine the extent to which learning has occurred.

PowerSchool:

<https://sishrsb.ednet.ns.ca/public/home.html>

School Website: <https://mlh.hrce.ca>

