

# **RED DEER LAKE SCHOOL**

## **Communication / Reporting Plan**

### **2015-2016**



**Principal- Mrs. Shannon Culbert**

**Vice Principal- Ms Judy Leyden**

## Red Deer Lake School Communication Plan

### Goals:

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- Improve communication with all school stakeholders and raise community awareness about our school through this document
- Disseminate information in a timely and informed manner for parents and inform the community about school programming, Academic directions, extracurricular events, athletics, Fine Arts, and programs that enhance and enrich the lives of all at RDL
- Provide opportunities for communication between our staff, parents and our community

### Communication Plan

The purpose of our school communication plan is to enhance positive relations between our school and the community we serve and to provide timely and current information about programs, policies, and other areas of information. The plan is designed to highlight opportunities for greater involvement from our school community members in the effectiveness of our programs and suggestions for improvement.

We believe it is important and necessary that our school communicates regularly to parents/guardians about their children's progress. In addition, we strive to keep the school community informed of the special events occurring at our school events, which provide additional learning and cultural experiences for our students.

### Strategies for Communication with parents:

Our building is open from 8:25 AM- 3:30 PM daily. There is an open door policy for parents to join their children and our staff at our assemblies and special events. Teachers encourage parents to visit classrooms for special events, projects or student presentations and teachers encourage volunteers by inviting parents to support the learning at a variety of grade levels or through school-wide opportunities such as the Learning Commons and council events.

As we endeavor to keep our school as safe as possible for everyone, we ask parents to PLEASE check in at the main office so we

know you are in the building and our students do not get scared of strangers in the building. If parents have a lunch to drop off, or materials to give their children, the office staff can call your child to the office to come and get the materials instead of parents trying to find their children in the building.

Parents have access to staff voicemail and email. Our staff encourages open and timely communication with parents. We are flexible and our teachers can meet with parents, as need be in addition to the scheduled twice a year parent/teacher conferences to suit the parent’s schedule.

We recognize and communicate student achievement on a regular basis through our monthly junior high Progress Reports, work sent home with an attached rubric, and parent phone calls/emails. Related arts accomplishments and athletic updates are made via the school newsletter. In addition to our newsletter, parents can access a comprehensive school calendar on the FSD38 website <http://reddeerlake.fsd38.ab.ca/calendar/>

A sample listing of the type of ways we communicate to our community is listed below. Although this is a comprehensive list, it is by no means the only ways we communicate.

Tools	Internal Audience		External Audience		
	Students	Staff	Parents	Community	School District
Announcements	X	X	X		
Monthly Newsletter	X	X	X	X	
Student Agenda	X	X	X		
Class newsletter	X	X	X		
Phone		X	X	X	
Email		X	X	X	X
Meetings		X	X	X	
Conferences		X	X		
Open Houses	X	X	X	X	X
Direct mail	X	X	X	X	X
Evening Presentations	X	X	X	X	X
Press Releases	X	X	X	X	X
Website	X	X	X	X	X
School Council		X	X	X	X

This School Communication Plan will outline how we intend to communicate in and out of the school during the 2015- 2016 school year. Our School Communication Plan consists of four sections: Section A - Schedule for Reports, Formal Meetings, and Parent-Teacher Conferences ; Section B - Formal and Informal Communication Methods Used Throughout the Year; Section C - Parent Communication with the School/Contact Information; and Section D - School Organization

### **Section A. Schedule for Reports, Formal Meetings, and Parent-Teacher Conferences**

Our school year is divided into primarily three terms/trimesters. At the end of each term, students receive a Learner Profile that follows the provincial guidelines for reporting to parents on student progress. These profiles are reported out based on categorical assessment for Kindergarten to Grade 8, percentages for grade 9. There will be scheduled dates for parent/teacher conferences. The dates for this year are as follows:

Friday September 4 <sup>th</sup> , 2015	Pancake Breakfast – Welcome back for students and parents with an opportunity to meet the classroom teachers
Monday, November 23 <sup>rd</sup> , 2015	First Term Learner Profiles go home
Wednesday & Thursday November 25 <sup>th</sup> & 26 <sup>th</sup> , 2016	Parent Teacher Conferences 4:00-7:00 pm (both days)
Monday, March 21 <sup>st</sup> , 2016	Second Term Learner Profiles go home
Tuesday & Wednesday, March 22 <sup>nd</sup> & 23 <sup>rd</sup> , 2016	Parent Teacher Conferences 4:00-7:00 pm (both days)
Wednesday, June 29 <sup>th</sup> , 2016	Year-End Learner Profiles go home

## **Section B. Formal and Informal Communication Methods Used Throughout the Year**

An important annual event early in our school year is the **Welcome Back Breakfast & Meet the Teacher event on September 4<sup>th</sup> from 9:00 – 10:30am**. The purpose of this event is to allow parents to become more familiar with our building and community, and come to the school to meet the school staff and to connect with staff who will be working with their child(ren) in an informal and welcoming setting that focuses on community building and not formal discussion / assessment of student progress.

The forum for formal discussions in regard to student progress and assessment is our parent teacher conferences scheduled twice a year in November (25<sup>th</sup> & 26<sup>th</sup>) and March (22<sup>nd</sup> & 23<sup>rd</sup>). These conferences are for parents, students and teachers to meet together to discuss student progress.

In addition to the scheduled parent/teacher conferences indicated above, there are several other opportunities for parents to learn about events in the school via becoming involved in or attending meetings of our **School Council**. The School Council meets the second Tuesday of each month. These meetings begin at 7:00 pm. The first meeting for the 2015-2016 school year was held Tuesday, September 8<sup>th</sup> in the Learning Commons (library). Monthly Council Meetings are essential in organizing many special events that occur at our school. All School Council Meetings are advertised in advance. All parents are welcome to attend.

## **Section C: Parent Communication with the School/Contact Information**

Early in the year, all pertinent school contact information is given to parents. It is especially important to provide this information to parents whose children are in their first year or new to our school.

The **phone number** for Red Deer Lake School is **403- 938- 5984**. Our **fax number** is **403- 873-9565**. We suggest that you continue to phone the school during the day if you need to contact a staff member, or to communicate any concerns , or if you need to contact your child, especially if the call is urgent.

Our mailing address is **Red Deer Lake School Box 1 Site 22, RR #8 Calgary Alberta T2J 2T9**

You can reach our school homepage at <http://reddeerlake.fsd38.ab.ca/>

As a parent, there are times you may wish to effectively communicate with the school and teachers. All staff have both voice mail and email addresses. If you are notifying staff about prolonged absences (perhaps illness, injury or vacation), it would be appreciated if you also notify the school office beforehand if possible. The office can then communicate to all staff who teach your child(ren) of the absence.

If you have a concern about a specific staff member or class, or are not sure of a situation that has transpired in the classroom, please directly contact the staff member(s) first. From after the phone call, if a meeting is required, the teacher(s) will meet with you to further discuss the incident and resolution to the issue. If after the meeting with the teacher(s) and attempts to solve the problem have failed to resolve the situation, then administration should be brought into the discussion.

If your issue is of a general nature and not specific to any staff member or particular class (perhaps a question about school policy or organization), then a call to an administrator would be appropriate and we can help to try and alleviate your concern(s).

## **Section D: School Organization**

**Monthly Newsletter:** Each month during the school year, we send out a newsletter to parents via email. One newsletter is sent home per family. It outlines events for the following week, upcoming important dates, and some of the events that happened during the week at school. It is imperative that you provide an email address so that you may receive these newsletters. The newsletter will also be posted on our webpage.

**Six-Day School Cycle:** We follow a six day cycle, the calendar for which is posted on the school's webpage under the tab "About Us". Each day of the school year has been assigned a day in the six day cycle. These days will not change throughout the year. If a school day is canceled because of inclement weather that day will be skipped, and we will carry on with the next day of the cycle. We hope this makes it easier for parents/ guardians for planning purposes.

**Assessment of Learners:** In accordance with Foothills School Division Administrative Procedure 360:

- Teachers will incorporate a variety of formative and summative assessments to inform and direct their practice.
- Teachers will design evaluations so that they are fair, just and equitable, motivate students, instill confidence in the students' ability to learn and succeed and test a variety of skills and levels of skills.
- Teachers will use a variety of assessments to determine student achievement including performance assessments, projects, written work. Demonstrations, portfolios, observations and examinations.
- Grades will be primarily derived from summative assessments and are a consistent, accurate and meaningful summary of student achievement at that given time.

### **Progress Reports will include:**

- Student achievement in relation to learner outcomes/IPP goals
- Student progress in relation to the Characteristics of a Responsible learner
- Program modifications and/or adaptations
- Attendance and punctuality

**Grade 9 Reporting:** All FSD38 schools that enroll Grade 9 students will continue with the percentage based grading system. The system will continue to align with assessing for understanding of students. Teachers will continue to follow the guidelines set out in the FSD assessment manual as to how grades are calculated and how students are assessed (both formatively and summatively).

Outcomes in the core areas will be weighted with a numerical value that will enable teachers to arrive at a percentage grade for the summative assessment. This percentage assessment will accompany categorical assessments in reporting. At the heart of categorical grading is assessing for understanding – requiring students to move beyond knowledge and skills to applying and transferring their learning to new situations. Although Grade 9 teachers will report out summative assessments as a percentage, we will focus on assessing the application and transfer of knowledge and skills.

The Grade 9 Learner Profile system will align with the K-8 Learner Profile in the following areas:

- Characteristics of a Responsible Learner;
- Outcome-based reporting linked to the curriculum

We believe this adjustment at the Grade 9 level will alleviate parent and student concerns, while aligning with the Provincial five category assessments. At the same time, we will continue our focus in FSD on quality assessment practices, while improving communication with parents and students throughout the year.

While Grade 9 teachers will be reporting out in percentages, they will still design assessments that allow students to demonstrate an insightful, in-depth understanding of curricular outcomes. Therefore, the understanding around categorical grading, quality assessment design and reporting will remain as a focus for this upcoming year.