

Telephone

Whenever you have a question for your child's teacher, please email the teacher or call our administrative assistant Ms. Dominey. Mrs. Dominey will give the teacher the message and you will receive a call within a timely period. The school number is 902-864-6864. Additionally, teachers or school administration may call with any concerns. Our children will benefit when we work as a team to support their academic and emotional growth.

Meetings

It is always possible to request a meeting with your child's teacher. Please schedule an appointment through the office. Teachers often have meetings and other professional responsibilities that make "spur of the moment" meetings unable to be scheduled. Scheduled appointments enable the teacher to give his/her undivided attention.

Curriculum Night

This event will take place on September 14th at 6:00 pm. It gives school administration the opportunity to introduce staff and share information about school climate and initiatives. It also gives teachers the opportunity to share classroom expectations, grade level curriculum and homework policies.

Homework

Homework provides practice/revision of work covered in class. Students should have a quiet, well lit space to focus. The Nova Scotia Department of Education and Early Childhood Development has created a provincial homework policy. Information about this policy can be found at http://www.ednet.ns.ca/files/policy-documents/homework_policy.pdf.

Report Cards

There are three reporting periods throughout the year. This year, they will be sent home on December 6th, April 6th and June 29th.

Scheduled Parent/Teacher Interviews

There are two scheduled times to meet regarding student progress. These meetings are ten minutes in length. Should you need a longer meeting, please contact your child's teacher. The first scheduled parent visitation will be December 7th (afternoon and 6-8 pm). The second set of interviews will be on April 18th (6-8 pm) and April 19th (afternoon).

SPT Our School Planning Team (SPT) meets regularly to discuss student needs. Students are referred by staff about issues that might be of concern. Parents are consulted if adaptations to a child's program are required. Decisions regarding additional supports are made through the SPT.

Code of Conduct

All students who attend public schools in Nova Scotia follow the Provincial Code of Conduct. You can view the Provincial Code of Conduct at: <https://www.ednet.ns.ca/docs/provincialschoolcodeofconduct.pdf>

Monthly Spirit Assemblies

Recognizing student achievement plays an important role in motivating students to do their best. We recognize student achievement with Warm Fuzzies, Spirit Assemblies, as well as draws for prizes. We also strive to reinforce the good things that students do each day by offering verbal praise.

Concerts and Performances

We often have special concerts and performances in our school. Aside from our annual December concert, there are other times throughout the year when children showcase their talents and abilities. We also bring in performers and authors who have relevant messages for our students. We will provide advance notice when special events are taking place at Caudle Park.

School Advisory Council

The School Advisory Council provides feedback on school based initiatives. Although participation in the School Advisory Council is for SAC members, members of the school community are welcome to attend and observe. Any SAC member can be contacted to discuss issues that are of concern. These issues will be brought forward at meetings which take place six times per year. All relevant SAC information is located on the SAC link on the school website.

This document is revised on a yearly basis. If you have any comments or suggestions, please feel free to contact the school principal.

Caudle Park Elementary School

35 McGee Drive
Lower Sackville, NS
B4C 2J1

Phone (902) 864-6864

Fax (902) 864-6896

Website: <https://cap.hrsb.ca/>

Caudle Park Elementary

Communicating
Student Learning

2017-2018

Introduction

As parents/guardians, you understand that a child's learning is enhanced when there is strong communication between home and school. This communication is facilitated in a variety of ways throughout the school year. We strongly encourage you to take full advantage of opportunities to learn about programming and how your child or children are progressing.

Background

The following is an overview of the structure within which we work at the school and includes the following themes:

Principles of Learning
Learning Outcomes Framework
Essential Graduation Competencies

Principles of Learning

Students create understanding and make information meaningful in terms of their own knowledge and experience.

Learning is a process of actively building knowledge.

Learning is improved when it takes place in a social and cooperative environment.

Students need to continue to view learning as an integrated whole.

Learners must see themselves as capable and successful.

Learners have different ways of knowing and demonstrating knowledge.

Reflection is an integral part of learning.

What Children Should Learn:

The Learning Outcomes Framework

The Nova Scotia Department of Education and Early Childhood Development gives direction to teachers on what children should learn. In each subject area, the curriculum is built around what students are expected to know and be able to do. At different stages, the outcomes indicate the knowledge and skills that characterize that level of ability. We have "outcomes" for all curriculum areas including: Mathematics, English Language Arts, Science, Social Studies, French, Health, Art, Physical Education and Music.

Essential Graduation Competencies (EGC)

The EGC are an interrelated set of attitudes, skills and knowledge that is drawn upon and applied to a particular context for successful learning and living.

| | |
|-------------------------------|---|
| Creativity and Innovation | Learners are expected to demonstrate openness to new experiences, to engage in creative processes, to make unexpected connections, and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression and appreciate the creative and innovative work of others. |
| Citizenship | Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyze cultural, economic, environmental, and social issues, make decisions, judgment, solve problems, and act as stewards in a local, national, and global context.. |
| Communication | Learners are expected to interpret and express themselves effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment. |
| Personal – Career Development | Learners are expected to become self-aware and self-directed individuals who set and pursue goals. They understand and appreciate how culture contributes to work and personal life roles. |
| Critical Thinking | Learners are expected to analyze and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes. |
| Technological Fluency | Learners are expected to use and apply technology to collaborate, communicate, create, innovate, and solve problems. They use technology in a legal, safe, and ethically responsible manner to support and enhance learning. |

Student Assessments

Assessment is collecting information on student progress using a variety of tasks designed to monitor and improve student learning. **The assessment and evaluation** of student learning are aligned with the learning outcomes framework as contained in the Department of Education curriculum documents.

Teachers at our school use these outcomes as the primary resource to plan instruction for students.

Formative Assessments (Assessment for Learning) are ongoing assessments that take place during the teaching and learning process for the purpose of showing growth over time, determining student needs, planning next steps in instruction and providing students with descriptive feedback. Assessments become formative when teachers use the information gathered to adapt their teaching to meet the needs of all students.

Summative Assessments (Assessment of Learning) take place at the end of a learning period for the purpose of determining the extent to which learning has occurred. In assessment of learning, the teacher assesses the students' achievement of expected outcomes. These assessments are used to make statements about student learning. Students in grades primary to three will only receive letter grades for math and literacy on their report cards.

External Large-Scale Assessments are assessments and evaluations that are designed by a group outside the school in order to collect data for the use of national, provincial, regional, school and classroom levels. Results from these assessments will not be used to determine student placement or grading.

Parent Concerns

If you have a question or concern regarding your child, the channel of communication begins with your child's teacher. Concerns related to classroom issues should always be addressed with the teacher first. If the issue remains unresolved, it should be then directed to the principal.

Communication

Communication is the process of sharing information about your child's progress. As parents/guardians you can expect to receive information from teachers about your child's learning in relation to the expected learning outcomes. It is important for teachers to share this information with students and parents so that we can work together to support your child's learning. The following are ways we communicate with the families of our school community:

1) School Website

Our school website is updated regularly. We post monthly newsletters that go home with students. Also included are staff email addresses, upcoming events/important dates, special announcements, School Advisory Council information, links to classroom websites and school contact information. Our home on the internet is located at: <https://cap.hrsb.ca/>

2) Student Agendas

Every child in grades 3 to 5 is expected to carefully write assignments and other messages in their agendas on a daily basis. Each year students can purchase an agenda from the school. Teachers will also check agendas daily, enabling parents/guardians to communicate with teachers through short notes. Teachers will respond to questions and concerns, in a timely manner.

3) Newsletters

We send home school newsletters once per month with additional supplements as necessary. These are mainly sent home via email. Please let the office know if you require a paper copy sent home.

4) HRSB Website

Our school board website is a comprehensive resource with links to many documents relevant to parents. Take some time to explore this informative resource: <http://www.hrsb.ns.ca>