

Blanchard Memorial School  
Community Coffee



December 21, 2018

Blanchard Memorial School Cafe

- Report Cards
  - Question: *"I imagine that the report cards we receive take teachers a great deal of time to create. I am not sure that they are very helpful to families. For me, it is difficult to get a sense of how my child is doing through the report cards, and I think many parents feel they are so confusing, that they become meaningless. I liked when teachers included a short descriptive paragraph, which seems to be absent this year. Is Blanchard tied to this type of report card? Is there a better option for report cards, that might be more meaningful for parents?"*
  - Blanchard has not done comments for the last 10+ years
  - Accessible online through PowerSchool
  - Standards-based
    - Differentiated by grade level
    - Not all standards are covered each term
    - Not all schools in the A-B district use report cards, but all those that do use a standards-based format
  - What is the goal? Why do we do them?
  - IDEA
    - IEP progress reports are supposed to align with report card dates
  - Communication
    - Families should follow up if they have questions
    - Teachers know report cards are not the main form of communication with families
  - Conferences have been meaningful conversations
    - Student led, portfolio shares, presentations of student learning
- How do we support new teachers?
  - Mentors, buddies - meet a certain number of times per year, district wide meetings
  - Non-professional staff (3 years or less)
    - Mid-year formative, end-of-year summative assessments
  - Teacher to teacher - peer observations
  - Subbing days with Leigh and Dana
  - Working with curriculum coordinators, teachers, to plan together
  - Moving to coaching model district wide
- Boston Globe article
  - We communicated with staff - open door to discuss, process
  - SPED-PAC - hearing talk about diagnosis, bullying
    - Bringing in speaker to do workshop about either being the aggressor or target of bullying
  - Emphasis on community, kindness
    - Developmentally appropriate responses to behavior
    - Communicating with families about behavior

