

AP 360 APPENDIX A – KEY COMMUNICATIONS DOCUMENT (For Kindergarten To Grade Twelve)

Lloydminster Catholic Schools comprise four Elementary schools (Kindergarten to Grade Seven) and one High School (Grade Eight to Grade Twelve.) Elementary Schools have three reporting periods. The High School has four reporting periods. Each school has developed a response to intervention (i.e. Pyramid of Intervention AP 360B, Narrowing the Gap, etc.) that monitors and responds to students needs thus creating increased gains in individual student achievement.

Time Frame	Contact	Purpose	Method to Achieve Purpose In most cases the teacher may choose the option(s) that best meets their purpose/goals/objectives.
On-going	All Parents/ Guardian	<p>Student Agendas: Parents and Teachers see this as a valuable method of communication. Parents assume the cost of agendas; therefore, utilization must be assured.</p> <p>There are two identified purposes, including: Communication / Education Tool and Organizational Tool</p>	<p>Although the use of agendas is a must, flexibility is allowed. Teachers are expected to use the agendas for one of the following purposes or a combination of both:</p> <p style="text-align: center;">1) Communication / Educational Tool</p> <p><i>Kindergarten to Grade Seven:</i> Use 3 out of 6 days; for 5 to 10 minutes of class time; two way communication encouraged; teacher affirmation of work; agendas reviewed daily to ensure parent questions/comments are addressed in a timely manner.</p> <p><i>Grade Eight to Grade Twelve:</i> The Progress Report is a foundational document within the student agenda reporting student progress in a timely and frequent manner. These reports are completed and signed by parents/guardians on a schedule determined at the start of the school year by the principal. The Progress Report is sent home a minimum of once per month. The Raider Time teacher confirms the parents/guardians have seen the Progress Report within one week by either a parent/guardian's signature or contacting them directly.</p> <p style="text-align: center;">2) Organizational Tool</p> <p>Use daily for personal organizer, time management</p>

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On-going	Selected Individuals - Parental or Teacher if Concerns Arise	Parents indicated a desire for opportunities to communicate directly with Learning Assistance Teacher, Subject Specialists and part time teachers.	<p>ALTERNATIVE INTERVIEWING PROCEDURES FOR LEARNING ASSISTANCE TEACHERS, SUBJECT SPECIALISTS, AND PART TIME TEACHERS</p> <p>Parents have indicated that they need opportunities to share information and ask questions to all individuals who are responsible for teaching their children. A variety of methods for special education teachers, subject specialists, and part time people to communicate with parents include:</p> <ul style="list-style-type: none"> • Prioritize students on case load then select parent teacher conferences to attend with the classroom teacher; • Set a time to be available during an conference night and share this with all parents, who could then book an conference time; • Set interviews based on requests from parents through phone calls, notes home or notes received, and classroom teacher’s requests; • Focus on a specific class, school or subject and schedule conferences for all parents then be available on request to others; • Prepare a comment, information sheet, or program description for teachers to share at conferences, parents with concerns will be noted and will be referred to the appropriate specialist; • If having an IPP meeting or other program planning meeting, a formal conference may not be necessary; • Participate in school wide open houses, information nights, etc. by making yourself available to parents for informal conferences; • Use a combination of the above mentioned methods. <p>Note: Teachers should select those methods from the list above (or others approved by the Superintendent of Instruction) deemed most effective for communicating with the parents, given the specific circumstance.</p>

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Elementary: Term 1 / HRHS: Reporting Period 1 and 2 August to second week in December	First contact by September 30th	All Parents / Guardians <ul style="list-style-type: none"> • Establish contact with Parents/Guardians • Gather information about the student...interests, motivations, stresses, social skills, out of school activities, academic areas of concern • Share information about the academic/school program(s) and highlight relevant sections of AP360 Note: Parents/Guardians of Grade 8 to 12 students are contacted based on the student's Raider Time homeroom placement. These conferences are with the Raider Time teacher.	It is necessary that every parent be contacted; however, the method a teacher chooses to make this communication is optional (see list below). Teachers may use more than one method to meet the varying needs of the parents. Parents must be informed as soon as possible (at any time through the year) if students are experiencing academic or social concerns. Options for first contact include: <ul style="list-style-type: none"> • Telephone contact to parent/guardian; • Student information form (must be completed and returned by parent/guardian or teacher will initiate follow-up within one week); • Information Evening or Mock School Day must allow for one on one or small group discussion with parent/guardian; parents/guardians who do not attend must be contacted within one week; • Introductory letter to parents/guardians (May include general information to parents/guardians on grade/teacher expectations); and, • Program Outline Letter (Elementary Schools) or Course Outline (HRHS) to summarize program goals/topics (Learning Outcomes or Targets), projects/events, modes of communication, and using the agenda/Progress Reports.

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	Prior to report cards being sent home	All Parents/ Guardian	<ul style="list-style-type: none"> Teachers formally discuss with parents/guardians child's academic strengths, weaknesses and social skills Partnership Goal Setting Introduce parents/guardians to the programs, supports and individuals who will be working with their child Share student progress Address concerns such as attendance, homework skills, personal hygiene, etc. <p>Note: Parents/Guardians of Grade 8 to 12 students will attend conferences based on the student's Raider Time homeroom placement. These conferences are with the Raider Time teacher.</p>	<p>1) Parent-Teacher Conference</p> <ul style="list-style-type: none"> At least 20 minutes/ child; October 15 – November 7; Timetabled by each school to accommodate multi-child families and other involved personnel <p>Recommended Areas for Conferencing</p> <ul style="list-style-type: none"> Academic skills; Social Skills; Work Habits; Spiritual Growth; Goals for Future. <p>Possible Strategies for Conferencing</p> <ul style="list-style-type: none"> Portfolios (showcasing best work, assessment portfolios, etc.) Orientation Units Student Led Conferences Student-Teacher-Parent Conferencing <p>2) If a Parent-Teacher Conference is not possible:</p> <ul style="list-style-type: none"> Parent/Guardian phone conference; Individual email to parent/guardian; Parents/Guardians who have not reciprocated must have direct contact through: phone call or home visit or family liaison, etc.
	Following Report Card - 2 nd to 4 th week after	Selected Individuals - Parental or Teacher if Concerns Arise	<ul style="list-style-type: none"> To clarify questions/concerns To review academic strengths and weaknesses and set new goals Social interactions/skills Discuss strategies for improvement or enhancement Address concerns such as attendance, homework skills, personal hygiene, etc. 	<p>This may occur a variety of ways:</p> <ul style="list-style-type: none"> Progress Reports (HRHS) Formal interview teacher or parent/guardian requested; Student Led Conference; IPP Review; Portfolios (can be done two ways: a collection of work sent home for parents/guardians to review or parents/guardians invited in to review portfolios); MAPS meeting/follow-up.

Time Frame		Contact	Purpose	Method to Achieve Purpose In most cases the teacher may choose the option(s) that best meets their purpose/goals/objectives.
Elementary: Term 2 / HRHS: Reporting Period 2 and 3	January-March	Selected Parent/ Guardians	<ul style="list-style-type: none"> • Social interactions/skills • Familiarize parents/guardians with current or new programs such as: Sacramental Preparation, C.A.R.E. Kit, Fully Alive, etc. 	<ol style="list-style-type: none"> 1) Parent Information Night 2) Letters Home 3) Phone Calls 4) Progress Reports (HRHS) <p>HRHS Students that are indentified as at risk must have: Parent contact before the course conclusion.</p>
	<p>Prior to term 2 report card or 3rd reporting period</p> <p>-</p> <p>End of February or early March</p>	All Parents / Guardians	<ul style="list-style-type: none"> • Demonstrate child's understanding of skills and ability to demonstrate skills <p>Note: Parents/Guardians of Grade 8 to 12 students will attend conferences based on the student's Raider Time homeroom placement. These conferences are with the Raider Time teacher.</p>	<p>Must contact all parents / guardians. Individual schools should accommodate multi-child families and specialists by coordinating the overall scheduling. A variety of options to consider are:</p> <ol style="list-style-type: none"> 1) Celebration of Learning; 2) Student Led Conference; 3) Parent-Teacher Conference; 4) MAPS meeting; 5) IPP meetings; 6) Portfolio Day/Evening; 7) Narrative Reports - students write a description of their achievement to communicate their learning by incorporating technology; 8) Theme Day/Evening <p>HRHS Additional Contact:</p> <ol style="list-style-type: none"> 1) Student Course Selection (Grade 8 student going to Grade 9) parent/guardian signature required. 2) Parent Information Evening (Grade 9 student going to Grade 10) 3) Grade 12 monthly Graduation meetings 4) Grade 7 Open House 5) Scholarship/Post-Secondary Evenings

Time Frame		Contact	Purpose	Method to Achieve Purpose In most cases the teacher may choose the option(s) that best meets their purpose/goals/objectives.
	After Term 2 report card or 3 rd Reporting Period - Within 3 weeks	Selected Individuals	<ul style="list-style-type: none"> Discuss strategies for improvement or enhancement Address concerns such as attendance, homework skills, personal hygiene, and social interaction/skills 	<ol style="list-style-type: none"> Formal interview as requested by teacher or parent/guardian Progress Reports (HRHS) Student Led Conference Parent/Guardian Phone calls Home visits Portfolios <ul style="list-style-type: none"> Not an interview but a collection of work sent home for parents/guardians to review; Parents/Guardians invited in to review portfolios
Elementary: Term 3 / HRHS: Reporting Period 4 March-June	March to May	ONLY Selected individuals	<ul style="list-style-type: none"> Program placement (retention, resource programs, etc.) <p>Note: Retention discussions are encouraged as early as possible and must be shared with school administration</p>	<p>MUST be formal meeting with the parents/guardians through:</p> <ul style="list-style-type: none"> Formal interview at school or home visit; IPP meetings
	June	Successes Only	<ul style="list-style-type: none"> To share positive growth; Completion of tasks Skills mastered 	<ol style="list-style-type: none"> Phone calls Notes home (in agendas, etc.) Invitations to assemblies Progress Reports (HRHS) Certificates or Awards/ Graduation (HRHS)