

AP 360 Appendix A – Key Communications Document (For Kindergarten – Grade Twelve)

Lloydminster Catholic Schools comprise five 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 systemic approach in ensuring communication with parents and guardians occur on a timely basis to enhance the growth of each student.

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 (September -June)	All Parents /Guardian	<p>1) Communication/Educational Tool LCSD believes ongoing regular communication between the home and school is vital to enhance the educational partnership between the parent and teacher(s).</p> <p>2) Organizational Tool Organizing one’s life is an important life skill. LCSD that by using ongoing communication, we can support our students in developing this skill.</p> <p>3) Students Accepting Responsibility for their Learning.</p> <p>Students who take responsibility for their learning are shown to have more success in their education. LCSD sees the communication piece as one way for students to be actively involved in this.</p>	<p>Kindergarten to Grade 7: Student Agendas: Parents and Teachers see this as a valuable method of communication. Parents assume the cost of agendas; therefore; utilization must be assured. Teachers may choose to introduce electronic means as a method of communication with parents. Though this is acceptable, the above statements regarding the agenda must be adhered to.</p> <ul style="list-style-type: none"> • Minimum use 3 out of 6 days; for 5 to 10 minutes during Bellwork. • Two-way communication is encouraged to ensure necessary information is exchanged between the home and school (agendas reviewed daily to ensure parent questions/comments are addressed in a timely manner). • Teacher affirmation of homework, class activities/concepts being taught to enhance discussion at home. <p>Students need to be actively engaged in the use of the agendas. This would have them inputting the necessary information and following teacher set procedures to forward information from home to the teacher.</p> <p>Grade Eight to Grade Twelve: Progress Reporting is a foundational element that ensures parents are aware of student progress in a timely and frequent manner. Progress reporting will be achieved by providing parents/guardians access to an online portal that will indicate their child’s progress and achievement. The online portal will be updated with current grades at the end of each month and at report card time.</p> <p>Students identified as being at-risk must have regular contact ensuring plans are set and understood to support the individual student’s needs.</p>
On-going (September	Selected Individuals	Parents indicated a desire for opportunities to communicate directly with Learning	ALTERNATIVE INTERVIEWING PROCEDURES FOR LEARNING ASSISTANCE TEACHERS, SUBJECT SPECIALIST, AND PART TIME TEACHERS

-June)	Parental or Teacher if Concerns Arise	Assistance Teacher, Subject Specialists, and part time teachers.	<p>Parents have indicated that they need opportunities to share information and ask questions to all individuals who are responsible for supporting their children. A variety of methods for Learning Assistance Teachers, subject specialists, and part time people to communicate with parents include:</p> <ul style="list-style-type: none"> • Prioritize students on caseload then select parent teacher conferences to attend with the classroom teacher; • Set a time to be available during a conference night and share this with all parents, who could then book a conference time; • Set interviews based on requests from parents through phone calls, emails, 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 school administration deemed most effective for communicating with the parents, given the specific circumstance.</p>
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. 	<p>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.</p> <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;

			<ul style="list-style-type: none"> • Introductory letter or electronic communique 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 (Curricular Outcomes or Targets), projects/events, modes of communication, and using the agenda.
Prior to report cards being sent home	All Parents/Guardian	<ul style="list-style-type: none"> • Teachers formally discuss with parents/guardian's 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 homeroom placement. These conferences are with the homeroom teacher.</p>	<ul style="list-style-type: none"> 1) K-7 Student Led Conferences <ul style="list-style-type: none"> • Guideline 15-20 minutes/child (may have individual or multiple students per time slot); • At least two weeks prior to report cards being distributed; • Timetabled by each school to accommodate multi-child families and other involved personnel • Recommended Areas for Conferencing <ul style="list-style-type: none"> ○ Academic Skills ○ Social Skills ○ Work Habits; ○ Spiritual Growth; ○ Reflection and Goals for Future • Possible Strategies for Student Led Conferencing <ul style="list-style-type: none"> ○ Portfolios (showcasing best work, assessment portfolios, etc.) ○ Orientation Units 2) 8-12 Student Led Conference <ul style="list-style-type: none"> • Guideline 15-20 minutes/child (may have individual or multiple students per time slot) • Report cards will be distributed here. • Timetabled by each school to accommodate multi-child families and other involved personnel. • Homeroom Teacher serves as a conduit for parents to communicate with other teachers (provide subject teachers parental requests to meet). 3) If a Student Led Teacher Conference is not possible: <ul style="list-style-type: none"> • Individual email to parent/guardian • Parent/Guardian phone conference; • Parents/Guardians who have not reciprocated must have direct contact through <ul style="list-style-type: none"> ○ Phone, if no phone conference is possible then; ○ Individual email to Parent/Guardian;

			<ul style="list-style-type: none"> ○ If email is not reciprocated then; ○ Home visit or family liaison, etc.
2-4 weeks following Report Card	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>1) Elementary This may include one or more of the following:</p> <ul style="list-style-type: none"> ● Follow up conference initiated by the teacher or parent/guardian; ● Response To Intervention Plan; ● Indent? 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). <p>2) High School This may include one or more of the following:</p> <ul style="list-style-type: none"> ● Follow up conference initiated by the subject teacher(s) or parent/guardian; ● Response To Intervention Plan (including a method to communicate home on a regular basis); ● IPP Review
Prior to term 2 report card or 3 rd reporting period - At least three weeks prior to report cards	All Parents/ Guardians	<ul style="list-style-type: none"> ● Demonstrate child's understanding of curricular outcomes. ● Ensure accurate performance level is communicated with parents/guardians. ● Establish ongoing plans (including RTI supports) to better enable students to attain curricular outcomes. ● Address concerns such as attendance, homework skills, personal hygiene, and social interaction/skills. ● Planning for the upcoming academic year (High School). 	<p>Elementary Grades All parents/guardians will be contacted regarding the structure put in place (see below). Teachers will request a conference for all at-risk students. Parents will have the option to attend a second conference (K-7). 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 (Kindergarten to Grade 5); 2) Individual Student Led Conference; 3) IPP meetings; 4) Portfolio Evening; 5) Narrative Reports – students write a description of their achievement to communicate their learning by incorporating technology. <p>High School Student Led Conference</p> <ul style="list-style-type: none"> ● Guideline 15-20 minutes/child (may have individual or multiple students per time slot). ● Report cards will be distributed here.

			<ul style="list-style-type: none"> • Timetabled by each school to accommodate multi-child families and other involved personnel. • Homeroom Teacher serves as a conduit for parents to communicate with other teachers (provide subject teachers parental requests to meet). <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
Within three weeks after Term 2 report card or 3 rd Reporting Period	Selected Individuals	<ul style="list-style-type: none"> • Communicate to assess progress of improvement plan. <p>Note: Retention discussions are encouraged as early as possible and must be shared with school administration (See AP361)</p>	<p>Elementary</p> <ol style="list-style-type: none"> 1) Formal interview as requested by teacher or parent/guardian 2) Student Led Conference 3) Parent/Guardian Phone Calls 4) Home visits <p>High School</p> <ol style="list-style-type: none"> 1) Formal interview as requested by teacher or parent/guardian 2) Parent/Guardian Phone Calls 3) Home visits
May	ONLY Selected individuals	<ul style="list-style-type: none"> • Program placement/alterations for following academic year. 	<p>MUST be formal meeting with the parents/guardians through:</p> <ul style="list-style-type: none"> • Formal interview at school or home visit led by in-school administrator • Discussions regarding retention must adhere to AP361
June	Successes of Continued Growth	<ul style="list-style-type: none"> • To share positive growth • Completion of tasks • Skills mastered 	<ol style="list-style-type: none"> 1) Phone calls 2) IPP meetings 3) Notes or electronic communications home 4) Invitations to assemblies 5) Certificates or Awards/Graduation (HRHS)