COMMUNICATING WITH PARENTS / GUARDIANS
Professional Development and Training

In the context of what the Bruce-Grey Catholic District School Board already offers, professional development and training on "Communication with Parents/Guardians", specific to the needs of new teachers, should include the following core content:

- Understanding the perspective of parents
- Developing open and collaborative communication skills
- Developing attitudes, skills and communication strategies to foster a collaborative relationship with parents and students
- Strategies to engage parents in supporting their child's learning
- Strategies to communicate with parents on an ongoing basis about:
  - classroom events, assignments, and expectations (such as planners, newsletters, class web site, etc.)
  - students' progress (such as report card comments, parent teacher conferences, etc.)
- Positive conflict resolution strategies and strategies aimed specifically at dealing with challenging situations
- Developing teaching strategies that foster an open and collaborative relationship with parents

About Core Content
- The Bruce-Grey Catholic District School Board offers professional development and support to all their teachers in order to ensure quality teaching and improved student achievement.
- Effective professional development must be manageable, relevant, timely, and appropriate to the daily responsibilities of new teachers.
- The above core content has been developed in an effort to support new teachers as they progress along a continuum of professional development through their first year in the professional. As with all areas of learning, proficiency will develop over time.
- The core content is not to be viewed as a checklist of activities to undertake or an assessment tool to gauge the teacher’s performance.
- It is intended as a guide for individual choice regarding professional development and training activities for new teachers.
New Teacher Self-Reflection Tool

The following variety of questions is designed for teacher self-reflection. You may wish to use a selection of the questions below as starting points in conversations within your mentoring relationship and when planning and revising your Individual NTIP Strategy.

✓ How am I making it easier for parents to participate in their children’s education?
✓ Have I created an opportunity to connect with my students and parents to establish open lines of communication and positive rapport?
✓ How do I attempt to understand and integrate parents’ perspectives in my communications with parents?
✓ How do I make my class a welcoming environment for parents?
✓ Do I have parents who find involvement more challenging due to language, recent immigration, poverty, or newness to the system? How am I attempting to reach them?
✓ What strategies do I use to communicate and meet with parents? How am I helping parents to get involved with homework or with volunteering in the classroom?
✓ What type of help would I need in such areas as: the use of mediation to resolve disputes? dealing with parent issues? best practices in working with parents?
✓ Have I discussed and/or would I feel ready to discuss the following with parents:
  ○ their child’s special talents and hobbies to help focus the child’s learning
  ○ what is being taught
  ○ helping their child with homework
  ○ classroom expectations and discipline strategies
  ○ ways that they can help their child meet the provincial standards
✓ What would I need to help me prepare for these discussions?
✓ Do I feel prepared for:
  ○ beginning of the year meetings with parents?
  ○ phone calls and notes to parents?
  ○ parent-teacher meetings?
  ○ writing report card comments?
  ○ recognizing and addressing indications of communication difficulties?
✓ If not, what would I need to help me prepare for these?
✓ How do I become aware of what is happening in my students’ home life and how it might affect their performance in class?
✓ How do I record my communications with parents? What do I record?
✓ How do I decide when to write, when to call, and when to meet parents?
✓

Using This Tool
The use of this material is optional and you are invited to use only the strategies and tools that are specific to your needs and interests.
NTIP Requirement
Communication with Parents/Guardians

Parents/guardians want the best for their children. When they send them to school they want them to be safe, happy and they want them to learn. They want to know that you like and respect their child and that you will work with them to ensure a successful year. You need to make sure that each parent/guardian hears, from you, on a regular basis, how their child is doing academically, emotionally and socially.

The communication process includes ongoing dialogue with parents about student's progress and achievement in relation to learning expectations as well as the student's social, emotional and physical well-being. Communication with parents is a continuous process which provides opportunities for formal and informal, verbal and written communication. This communication includes: setting out the expectations for learning at parents nights; phone calls and notes; expressing encouragement and concerns; interviews; portfolio conferences; progress reports; and student achievement report cards.

Key Messages

✓ The Bruce-Grey Catholic District School Board strives to maintain open lines of communication with our students, parents, staff, community and business partners because it values the voices, ideas, and understanding of all its community members.
✓ It is critical to understand that there is a shared responsibility between the parent, the teacher and student.
✓ It is important to provide opportunities for parental input, response and suggestions for home support.
✓ Communication with parents/guardians is essential in developing effective partnerships.
✓ Professionalism and Confidentiality is essential when communicating with parents/guardians. Teachers should not discuss issues beyond their own classroom (e.g. personnel, school property, school building, etc.); refer these issues to the principal. (ETFO Handbook, September 2006)
✓ It is wise to record all communication with parents/guardians.
✓ Timely communication is suggested regarding assessment and evaluation, curriculum expectations, celebrating successes, behavioural concerns, field trips, school policies, events, school-wide fundraising efforts and homework expectations.

Professional Applications

A. Commitment to Students and Student Learning
   ○ Members of the Ontario College of Teachers (OCT) understand and use a range of teaching methods to address learning, cultural, spiritual and language differences, and family situations.

B. Professional Knowledge
   ○ Members of OCT know how differences arising from cultural heritage, language, family, gender, community and other factors shape experience and impact on learning.
C. **Teaching Practice**  
- Members of OCT report and provide ongoing feedback of individual achievement to students and parents.

D. **Leadership and Community**  
- Members of OCT build trust with students, parents and the community.  
- Members of OCT create opportunities for students to share their learning with their classmates, schoolmates, parents and the community  
- Members of OCT invite parents and members of the community to share their knowledge and skills in supporting classroom and school activities.

**Considerations**

The following are effective ways to strengthen communication between home and school.

**Sunshine Calls**

Sunshine calls are messages home to parents/guardians that are about something positive their child has accomplished. Sunshine calls may be made at the beginning of the school year, middle of the year or end of the school year. A positive call may be made whenever a student performs a positive behaviour, when a student completes a challenging task, and/or when a student who is having difficulties shows improvement. It is suggested to record sunshine calls on a telephone log to track the parents/guardians with whom you have made contact.

**Communication Logs**

It is highly recommended to keep a tracking log to record conversations with parents/guardians about student behaviour, academic progress, etc. It is recommended that issues that have been discussed with a parent/guardian be recorded, dated and kept in a confidential place.

**Homework**

The Bruce-Grey Catholic District School Board supports the inclusion of homework in school programs and recognizes the need to communicate clearly and effectively to parents the learning expectations related to homework. It is the policy of the Bruce-Grey Catholic District School Board that all schools will have a school homework policy. Each school has the responsibility for determining the appropriate homework expectations for each grade level and communicating their expectation to students and parents.

The amount and frequency of homework will vary with the grade and program of each student. The time it will take to do the homework will depend not only on the grade but also on the curricular goals and, the independent learning skills of the student. Homework should never be on new concepts and skills but rather it should be an opportunity to practise skills and knowledge already taught during class. A guideline could be 10 minutes per grade e.g. grade 1 has 10 minutes maximum while grade 8 has 80 minutes maximum.
Letters

Warm and welcoming letters create a positive first impression. Letters to parents/guardians should be purposeful, clear and concise with an inviting tone. Parents/guardians appreciate knowing well in advance of special activities, field trips, assemblies, concerts, etc.

Newsletters

The Bruce-Grey Catholic District School Board does not have a policy or procedure regarding the formatting of parent/guardian newsletters. Check with your administrator regarding the expectations in developing monthly or term newsletters. Administrators should review all letters and newsletters before sending to parents/guardians.

Email

The Bruce-Grey Catholic District School Board does not have a policy or procedure regarding email communication with parents/guardians. Check with your administrator regarding sending out email communications with parents/guardians. E-mailing students is not recommended.

Book Bag

Elementary classrooms may have book bags that go home each day or each week. The Bruce-Grey Catholic District School Board’s priority is literacy. Communicating through books and writing is critical to increasing students’ literacy achievement. Book bags can be highlighted as an engaging way to get every student reading at home with parents/guardians.

Establishing Partnerships with Parents/Guardians

The importance of developing strong parent-teacher partnerships is often overlooked. Teachers and parents/guardians share a common interest in helping students to achieve their fullest potential. You can welcome parents/guardians as partners in learning by creating conditions where they can assume roles as advisors, collaborators and supporters. In these meaningful roles, parents are not mere spectators - they are active participants in the teaching-learning process. Trust, respect and honesty are necessary conditions for parent-teacher relationships to flourish. Mutual support and open communication between the school and the home create a climate where the student is at the heart of the learning partnership.

Many teachers, particularly in elementary school, phone the parents of their students early in the school year to make that important first contact. As well as the teacher explaining some of the classroom expectations, it is an opportunity to learn from the parents about other demands on the student's time like music lessons, community sports and other club activities or meetings.

Enlisting the assistance of parents is an important strategy to employ. Your approach will have a lot to do with the level of cooperation you will receive. Very few parents object to a teacher approaching them with an idea that might help their child if the idea shows the teacher's commitment to the success of that child. Parents may react negatively when told about a misdemeanour with, "Here's what your child did today!" Consider parents as part of the support for a mutually-agreed upon solution to discipline problems.
Consider that parents are interested in knowing more about the following areas:
- What are the school goals?
- What are the teachers’ goals?
- What is the child learning?
- How is the child being taught?
- What attendance and homework policies are in place?
- What courses and extracurricular activities are available?
- What is new, or being changed at the school and why?

**Meet the Teacher Night/Curriculum Night**

The first formal introduction to parents will usually be in the form of some sort of 'Meet the Teacher' activity. This may have different names, but usually it is a time to introduce yourself and/or your curriculum.

- **About Parents** - You will want to talk to colleagues and your administration to find out what parents expect from this session. You should also seek information regarding the demography of the parent population. Ask parents to identify two or three concerns before they attend the function. Treat parents as partners in the learning process.

- **About You** - As a first-year teacher, many parents will be coming to "check you out". Be prepared to instil confidence regarding your instructional abilities. Talk about your relevant experiences. Let your enthusiasm show!

- **About Your Classroom** - You might consider discussing the following: rules and operating procedures, the subject(s) and goals of the curriculum, expectations or students and instructional materials.

- **Your Presentation** - You will want to be well prepared for this session. Some of the following techniques may be helpful: handouts of curriculum, grading procedures, homework criteria, etc; use of overheads; sample lesson; outline of what you are going to address (watch your timing to be sure you hit all relevant points).

- **Working Together** - This is a good opportunity for you to identify how home and school can work together. Inform parents of when, where and how you can be reached and discuss how parents can best support their child's learning out of school.

- **Cautionary Notes** - Don't let one parent monopolize the discussion or sidetrack you; have a conference sign-up sheet available; don't get caught in a student conference situation - this is not the intent of the session.

Communications Checklist for Parent Conference / Interview

A.) Before the Conference/Interview

The best communication climate is a comfortable one; if you are relaxed, parents will usually relax, too. There are many communication techniques that will lead to a successful conference.
- Inform your teaching partners of interviews (other subject teachers, ie...Core French).
- Arrange informal seating around a table with the student work on display.
- Sit around a table not facing each other across the teacher's desk. Make sure the chairs are adult-sized if it is a primary classroom.
- Ensure privacy.
- Be well prepared; collect dated samples of student work completed throughout the term to show improvement or decline in quality.
- Compile appropriate material to substantiate your evaluation.
- Before your first meeting with parents, review the academic history of the student.
- Prepare a conference form for record keeping to keep the discussion focused and to be an aid for future conferences.
- Send out an interview confirmation sheet; ask parents to return it indicating the names of other teachers who should attend.
- Have appointments posted outside the door and keep to the schedule; parents needing additional conference time should be invited to come at a later date.
- Have chairs and coffee/cold drinks available outside the classroom.
- Successful conferences deal with only a few issues because of time constraints; make sure you know what points you want to cover.
- Consider having the student included in the conference.
- If the students are not included in the conference, meet with them beforehand so that they are aware of what will be discussed.
- If the conference is part of the regular reporting period, send home a newsletter describing your programs and some of the topics being studied.

B.) During the Conference/Interview

- Greet the parents/guardians at the door.
- Introduce yourself with a friendly voice, but keep opening comments to a minimum to allow more discussion time.
- Maintain the focus and keep the discussion on track.
- Be clear and concise in your comments; be an attentive listener.
- Keep the parents involved by encouraging them to share pertinent information with you.
- No matter how many problems/challenges a student has, find some positive things to report.
- With the parents' help, develop some goals for the rest of the year.

C.) Concluding the Conference/Interview

- Summarize the points covered and add these to your files.
- Highlight the conclusions and the agreed-upon actions.
- If needed, set another date for an interview check that the parents have a clear understanding of what was discussed.
- End as you began-on a positive note.
- Thank the parents and walk them to the door.
D) **Follow-Up**
- Send a note home the next day thanking the parents for their time and interest.
- After a few weeks, phone the parents with a progress report.
- Write the important points of the meeting in your parent/communication log book.
- Keep your principal informed.

**Resources**

More suggestions at [www.eworkshop.on.ca/edu/pdf/Mod35_PTC_Suggestions.pdf](http://www.eworkshop.on.ca/edu/pdf/Mod35_PTC_Suggestions.pdf)

**Reflective Questions**

- How often should I be meeting with my students' parents/guardians?
- What are the dates for meet-the-teacher night, parent interviews, curriculum night and/or student-led conferences?
- What is the expectation at my school regarding sending monthly class newsletters?
- How much homework should I be assigning each night?
- When parents are volunteering in my classroom, have they signed the volunteer confidentiality form located in the office?
- Does the Board/school have a policy on having volunteers in the classroom?
- Do I know several ways of contacting each parent/guardian?
- Do I communicate positive messages to each parent/guardian?
Communication
Templates or Samples

Please note:
The following resources are samples or models, not mandated templates. The BGCDSB recognizes that each teacher will approach assessment and evaluation in a way that reflects his/her personal organizational and instructional style, with guidance and input from the administration at each school. We suggest that you work collaboratively whenever possible and feasible to develop insight into how to approach assessment and communication in a timely and professional manner.
Communication with Home

Building relationships is central to teaching. As teachers, we spend ten months building a relationship with students and their families. It's not hard to build relationships with your students who are there and with you every day, but it's more difficult to reach their family.

Having good communication strategies makes your life easier. Keeping parents informed, in some manner, makes them part of the team. They see that they are working together with the teacher to help children be successful. Parents are less likely to be annoyed if they hear about classroom activities and assignments from you on a regular basis.

Included are examples of newsletters. These letters and memos were usually sent home on a Friday. They either outlined the next week or were meant to educate parents. Consider taking the time to phone home to report on the positive progress of a student. A five-minute conversation that outlines how pleased you are with Biff's effort and progress has long lasting, positive effects.

Think about Division Nights where you could invite parents in to discuss a particular subject, or Student-led-Conferencing which is so good for students and parents.

Take every opportunity to build a positive relationship with your students and their families. It takes a bit of time but it creates an atmosphere where there are fewer problems.
Dear Grade One Parents,

The children are working hard to get back into the "swing of things". I would like to share with you the concepts we will be working on during the month of September. Some of these concepts will continue into October and many will be ongoing throughout the year.

**LANGUAGE ARTS**

Through direct teacher instruction, student drill and practice of various reading and writing concepts, the Grade 1 class will be working on developing the following skills:

1. Sight vocabulary
2. Letter sounds - blending sounds for reading and segmenting sounds for spelling
3. Comprehension
4. Reading accuracy and fluency
5. Listening skills and following directions

Our daily Language Arts program entails Jolly Phonics, Shared Reading using poetry and big books, Word Wall Words (refer to separate newsletter), Modeled Writing, Writers Workshop, Message Board where grammar writing skills are taught, practiced and reinforced, Read Alouds and Independent Reading.

Through our daily reading program I will be introducing various reading strategies. Presently, we are working on three different strategies.

1. Use picture clues.
2. Backtrack and read again.
3. Does it make sense?

**Use picture clues (Look at the picture)**

Parents often wonder if it is acceptable for children to look at pictures in order to identify unknown words. Absolutely! Children in Grade One are beginning readers and the emphasis must be placed on making sense of the story and applying reading strategies to identify unknown words.

"Backtrack and read again" is a wonderful strategy for beginning readers. When your child loses his/her way and/or is unsure of what the word is, have him/her go back to the beginning of the sentence or poem and start again. This strategy not only helps the child to identify the unknown word(s) but also focuses his/her attention on the meaning of the sentence.

It would be beneficial if you reinforce these strategies when your child is doing his/her *Borrow-a-Book*.

**MATH**

Our daily Math program includes calendar counting, Place Value (tens and ones), graphing, the day's weather and temperature.

Also the children will be engaged in the Math concepts listed below.

- patterning and sorting (identify rule, create and extend the pattern)
- exploring numbers and number words to 10
- one-to-one correspondence between numbers and objects
- compare and represent numbers to 50
- counting by 1 's to 100

Attached to this newsletter is an information sheet of home activities that will help reinforce the concept of sorting and patterning. Later on this month, I will send home some ideas for home activities to help your child learn about numbers and number relationships.

**RELIGION**

The children will be learning about what it means to belong to God's family, their own family and the school family. The children will also be learning to pray the "Our Father."
SOCIAL STUDIES

We are beginning our program "Many Gifts". Our activities will include learning about the different types of buildings people live in. They will learn the terms "globe and model", as well as position of objects using common location names (in, out, close, between, under, over, etc).

EXTRA!! EXTRA!!

If your child is bringing money to school whether for pizza, hot dog, book orders, etc. please have the money either in a wallet or in a sealed envelope. Loose change can easily get lost. At this age, the children often do not know why they have money with them. You may tell them before they leave for school but trust me they forget by the time they arrive. Label the envelope or send a note in your child's wallet or planner telling me what the money is for. Thanks for your co-operation.

Important dates:
- Thursday, September 22 will be our annual Barbeque from 5:00 p.m to 7:00 p.m.
- Wednesday, September 28, the Primary Division (K -3) will be holding an information night regarding literacy development. It will take place in our gym from 6:30 p.m. to 7:30 p.m.

I look forward to seeing you at these school functions.

Over the next two weeks, I will be phoning you just to find out how your little ones are adjusting to Grade One. I know all of them are extremely tired by the end of the day. This is to be expected as they are not used to going to school fulltime.

My teacher thinks I'm special
Written by: Mary C. Howard

My teacher thinks I'm special.
It comes as no surprise.
She doesn't have to say so.
I see it in her eyes.

My teacher tells me all about herself,
Her family, friends and dreams.
That makes me feel important
She trusts me with those things.

She says I have potential.
She sees things others don't.
She sees those things that I WILL DO,
And not the things I WON'T!

She puts her hand on top of mine,
And tells me, "Way to go!"
"You can do it! "Try again!"
"I'm proud of you, you know!"

It's not my fault, it's really not,
There's three ways to spell "TO".
With choices always facing me,
I don't know what to do.

Sometimes I can't spell anything,
My fives are upside down.
Two plus two makes three. I think!
I turn 'b' and 'd' around.

The rules all have exceptions.
You can't depend on those.
The letters can say anything.
What is that word - WHO KNOWS?

I guess that when you've learned to read
It's easy to forget.
It really is quite difficult
When you haven't learned how yet.

My teacher tells me stories,
Sets the words and pictures free.
And while I'm learning how to read,
She reads such tales to me.

My teacher takes my hand in hers
And guides me on the way.
She knows I'll read in my own time ...
Though maybe not today!

My teacher thinks I'm special,
Unique and very bright;
A shining star in my own way.
Know what?
I KNOW SHE'S RIGHT!
Dear Family:

Your child is learning about sorting and patterning. Your child can practise these concepts at home by doing the following activities.

Make colour pattern using different-coloured crayons or markers (green, green, yellow; green, green, yellow; green, green, yellow). Have your child describe the pattern and tell what comes next.

Sort laundry or grocery items into groups with your child (all socks, all shirts). Talk about how the items in each group are the same.

Ask your child to sort cutlery when you set the table. Ask what is the same and what is different about the items (forks have tines, all pieces have same handles).

Collect various shoes at home and put them into a pile. Ask your child to sort them (summer/winter; laces/velcro; adult/child). Ask: “How did you decide what to put in each pile?”

Go on a pattern hunt at home with your child. See how many things you can find that have patterns (sweaters, socks, rugs, dishes). Ask your child to describe the patterns.
From the Desk of Mrs. Casey

September 12, 2005

Dear Grade One Parents,

This week marks the beginning of the "Working With Words" program for our class. A component of this program is the "Word Wall Words." These words are from a list designated Grade One high-frequency words. High-frequency words are words that appear most often in print. They are used continuously when writing but are often spelled incorrectly. Learning to recognize high-frequency words by sight is critical to developing reading fluency.

In Word Wall practice, decoding and spelling activities are enhanced as children chant, write and check words. Throughout the week the children are engaged in various spelling and reading activities to reinforce these words.

Each Monday, five words are introduced. These five words will go home with the children in their student planner to help keep you informed of the words being introduced. Below are some activities you can do at home to further enhance your child's learning of these words. Throughout the next few months, I will be sending home more ideas.

1. Look for these high-frequency words in their stories or poems.
   Have the children point them out and identify the words.
2. Spell the words with magnetic letters.
3. Print the words with magic markers.
4. Print the words on their chalkboards.
5. Print the words using dry-erase markers on patio doors.

At the end of the week, the words are placed on our Word Wall. The Word Wall becomes our classroom dictionary. Once these words are on the Word Wall, correct spelling by the children when using these words in their writing is required. All words are continuously being reviewed.

If you have any questions, please do not hesitate to call. In the meantime, take care!

Thanking you in advance,

Agnes Casey
Sample Letter Home to Parents/Guardians

October 17th, 2005

Dear Parents / Guardians,

On Tuesday, November 8th, 2005, the Grade 5 classes, as well as the 4/5 class at Holy Family School will be visiting the Ontario Science Centre. Students will be participating in a hands-on workshop as well as viewing an Imax film. The focus of the trip will be on the human body as it is an important part of the Science curriculum.

We will be leaving Holy Family Public School at 9:00 a.m. and returning in time for dismissal. Students are encouraged to bring a snack and a nutritious lunch with them.

The cost of the trip is $12.00 per student. Please sign the permission slip below and return it with your child by Friday, November 4th, 2005.

If you are interested in volunteering on this trip, please inform your child’s teacher. We would love volunteers to help out!

Thank you for your continued support!

The Grade Five Team

______________________________
Name of Grade 5 student:  

☐ Yes! I give permission for my child to attend the trip, by bus, to the Ontario Science Centre on Tuesday, November 8th, 2005 and have enclosed the $12.00 for admission.

______________________________
Parent Signature:  

☐ Yes! I am able to volunteer on the trip!
### Field Trip Details

<table>
<thead>
<tr>
<th><strong>Location:</strong></th>
<th>Woodland Park Zoo</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong></td>
<td>September 27, 2006</td>
</tr>
<tr>
<td><strong>Time:</strong></td>
<td>Please have your child at be his or her classroom no later than 8:30 A.M.</td>
</tr>
<tr>
<td><strong>Transportation:</strong></td>
<td>School busses</td>
</tr>
<tr>
<td><strong>Cost:</strong></td>
<td>$6.50 per student to cover tour costs, snacks, and beverages.</td>
</tr>
<tr>
<td><strong>Notes:</strong></td>
<td>There will be three adult chaperones in attendance along with your child's teacher.</td>
</tr>
</tbody>
</table>

### What to bring

- Sack lunch labeled on the outside with your child's name and his/her teacher's name. **Note:** Juice, milk, and snacks will be provided.
- Light jacket or sweatshirt
- Spiral notebook and coloured pencils
- Quarters for the feed machine in the petting zoo. (Optional)

**Note:** No camera, radio, cell phone, or other electronic device is allowed on this field trip. Any equipment of this kind will be taken away by the teacher and returned at the end of the day.

---

**Emergency Information**

In case of emergency, please contact:

- **Name/Relation:** ____________________________
- **Telephone:** ____________________________

**Special Instructions:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I give permission for my child, ____________________________ to attend the field trip to Woodland Park Zoo on September 27, 2006.

Enclosed is $6.50 to cover the cost of the trip.

**Method of payment:** □ cash  □ cheque  
**Note:** Please make cheques payable to the school.

X______________________________  Date: ____________________________

Parent / Guardian Signature
Sample Spring Newsletter from Grade 5

We have had an excellent start to third term in Grade Five! We are continuing to work on cooperation and collaboration and will be trying out new ideas and celebrating our successes!

Homework
Homework is posted by your child in his/her agenda daily. Please review and sign the agenda each day. There is always at least 30 minutes of independent reading each night. For Grade Five curriculum related activities, please see: www.linktolearning.com

Language
In Reading, the students have been working diligently on Literature Circles. The students are leading formal discussions in relation to the text they are reading and reflecting on different literary elements. They are also working on comprehension activities related to the text.

In Writing, the Grade Five's have been creating their own newspapers that will be published at school. We have been using the school laptop computers to write front page, editorial, sports and entertainment articles.

Mathematics
This term we will be covering the Grade 5 Mathematic strands: Patterning, Geometry, Number Sense and Numeration, and Probability. The students will compare, order and represent relationships between fractions, improper fractions and mixed numbers and solve problems involving decimals and fractions. In Geometry I the students will focus on coordinate systems on maps, transformational geometry, translations, reflections, and rotations. In Probability, students will pose and solve problems involving the concepts of probability.

Social Studies
We have spent the last several weeks studying Ancient Egypt. The students will soon be presenting their Ancient God Research Projects and will begin to look at other ancient civilizations. We will also be comparing ancient civilizations to modern day time.

Science ~ Technology
The Grade Five students have just completed a unit on Changes in Matter and will now be learning about the Conservation of Energy. They will be distinguishing between renewable and a non-renewable sources of energy and recognizing that energy cannot be created or destroyed, but can only be changed from one form into another.

Leadership
Some of the best learning happens outside of the classroom. The grade five students have many opportunities to get involved and make the most of their school experience. This past month, the students performed in front of the school for the Junior Dance Competition and did an incredible job. Some of the students also presented their speech in front of a large student/teacher audience. Other leadership opportunities include the environment club, library helpers, office helpers, kindergarten helpers, chess club, student council, character assemblies, garden club, sports teams, peer mediators and the school musical. Getting involved creates community spirit and builds confidence. It's never too late to join!
Dates to Remember

May 3rd & 4th: Clowns Musical
   Please support the school musical - Evening Performance 7:00 p.m.

May 5th: PA Day - no school for students

May 9th & 10th: Junior soccer tryouts, morning/after school

May 22nd: Victoria Day Holiday

May 31st: Track & Field Day

June 29th: Last day of school ... summer break

The term ahead...

I am looking forward to the last few months at school with your child. I will continue to encourage the students to be the best they can be as they develop self-awareness of their strengths and areas to improve on. If you have any questions, please do not hesitate to contact me at the school.

Teacher's Name
Phone Number & Extension
# Sunshine Calls

**Teacher:** ____________________________  **Date:** __________

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Term One</th>
<th>Term Two</th>
<th>Term Three</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

New Teacher Induction Program - 2011  
Page 109
## Communication Log

<table>
<thead>
<tr>
<th>Date/Time/People</th>
<th>Issues or Concerns to be Discussed</th>
<th>Resolutions and Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sample Communication Log**
<table>
<thead>
<tr>
<th>Date:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Telephone:</td>
</tr>
<tr>
<td></td>
<td>Message:</td>
</tr>
<tr>
<td>Follow-up:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Telephone:</td>
</tr>
<tr>
<td></td>
<td>Message:</td>
</tr>
<tr>
<td>Follow-up:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Telephone:</td>
</tr>
<tr>
<td></td>
<td>Message:</td>
</tr>
<tr>
<td>Follow-up:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Telephone:</td>
</tr>
<tr>
<td></td>
<td>Message:</td>
</tr>
<tr>
<td>Follow-up:</td>
<td></td>
</tr>
</tbody>
</table>
Conference Record

Student: ___________________________ Date: ____________________

Items discussed

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Actions to be taken

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signed by: ________________________________

Teacher: ___________________________ Date: ____________________

Parent/Guardian: ___________________________ Date: ____________________
Sample Interview/Conference Log

Conference Log

Date: __________________________

Student's Name: __________________________  Grade/Class: ______________

Parent(s)/Guardian(s): ____________________________________________

Focus for Conference: ____________________________________________

Evidence to Share:


Comments/Concerns:


Next Steps (including communication):


Good News!

Today, __________________________accomplished the following:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signed,
Field Trip Permission Form

Your child's class will be attending a field trip to: ________________________________

Date: ________________________________  Time: ________________________________

Location: ________________________________

Cost: ________________________________

Transportation: ________________________________

Notes: ________________________________

Please return this permission slip by: ________________________________

I give permission for my child ________________________________ in room __________________
to attend the field trip to ________________________________ on __________________
from ____________________ to ____________________

Enclosed is $__________________ to cover the cost of the trip. (Exact cash or cheque made payable to school)

In case of an emergency, please contact:

Name: ________________________________  Phone: ________________________________

Parent/Guardian Signature: ________________________________

Date: ________________________________