

Dear Ms. Dahl,

It has been a very busy semester and now comes the time where all children get a well deserved spring break to spend time with their families. As an alternative school, we like to complete more personal progress reports on our students. We find this involved feedback helps teachers and parents work more closely to help guide every one of our students.

Trevor has been a new addition to my class and it has been taking him sometime to adjust. Although he initially made friends quickly, he has had a hard time keeping those connections. After he instigated a fight with another student, we sat down as a class and spoke about what was happening and how he is feeling. Trevor responded with some aggression, but he became much more open when other members of his class started sharing how they were affected by his actions. Since this meeting, there has been a dramatic change in the way Trevor treats his classmates, but he is still showing some difficulties in social interactions. I have made arrangements to have Trevor speak to our First Nations school counselor on a weekly basis. It means he is absent for a small amount of class time each week, but it seems to be helping him adjust to the school.

Trevor is very strong in independent studies. Since he is in senior year, the majority of his grade is based on an independent project. All students have been asked to think about this project over the spring break and I will approve these ideas when they return. I will be working along side each student as we learn to research, write and present on the topic they have chosen. With hard work, Trevor can improve his grades and graduate with his class.

Sincerely,

Mary Chase,  
Alternative School Coordinator