



FAMILY SCHOOL COMMUNICATION

At School District No. 60, we want families and schools to work together to form strong relationships to support students' social, emotional and academic success. It is important that there is two-way communication between families and the school. This means that both the school staff members and parents/guardians play an equal role in creating, maintaining and enhancing positive relationships. It is helpful to already have solid relationships from the start so if a problem happens, it can be solved effectively with the appropriate person involved.

TIPS FOR BUILDING POSITIVE RELATIONSHIPS WITH SCHOOL STAFF

- Start early with a friendly introduction, either in person or through an email (all staff emails follow the same format of first initial and full last name @prn.bc.ca).
- Attend school events, such as open houses, parent-teacher interviews and family events.
- Engage in communication coming from the school (read newsletters, emails and website updates, answer phone calls and return completed paperwork).
- Check in with school staff involved with your child on an ongoing basis, both when it's going well and when issues happen.
- Address issues respectfully and early on with the staff member directly involved, even if conversations may be uncomfortable.

HELPFUL STAFF MEMBERS AT THE SCHOOL

- Teachers
- Secretaries
- Indigenous Support Workers
- Learning Assistance Teachers
- School Counsellors
- Vice-Principals and Principals



SOCIAL & EMOTIONAL LEARNING



Communication

- Through their communication, students acquire, develop and transform ideas and information, and make connections with others to share their ideas, express their individuality, further their learning, and get things done. The communication competency is fundamental to finding satisfaction, purpose and joy.
- People who communicate effectively use their skills and strategies intentionally to ensure understanding their audience. They communicate in an increasing variety of contexts, for a variety of purposes and often with multiple audiences.
- Collaborating involves the skills, strategies and dispositions that people use to work together to pursue common purposes and accomplish common goals.

Students develop Core Competencies at home as well as at school, making parent/guardian support for students' growing awareness, understanding and development at the Core Competencies crucial.

STEPS TO FOLLOW IF AN ISSUE HAPPENS

STEP #1 - Teacher

Communication should be with the school staff member as close to the problem as possible to be efficient and effective. Communicate with the teacher directly involved, either through an email, phone call or scheduled in-person meeting. Be simple, clear and to the point with your concerns and come up with next steps together.

STEP #2 - School Principal

If next steps are not determined in collaboration with the teacher, communicate with the school principal, either through an email, phone call or scheduled in-person meeting. Principals are committed to providing a safe and welcoming learning environment for all staff and students.

STEP #3 - Director of Instruction

If the matter still does not have a clear action plan, the consultative process will continue with a member of the district staff. Call Sharon Schell (250-262-6017) who will put you in contact with a Director of Instruction.

STEP #4 - Appeal Process

If solutions aren't determined through the collaborative communication process, please refer to School District No. 60 Board Policy - BYLAW 2-91 Appeal Process (https://policy.prn.bc.ca/board_policy/bylaw-291-appeal-procedure/)