

School District #62 (Sooke)

SCHOOL-COMMUNITY RELATIONS	No.: D-200
	Effective: Oct. 13/81 Revised: Jan. 4/23

SCHOOL BOARD POLICY

In the Board’s view, the school is the key unit within the District. Relationships between the individuals and groups associated with the school, therefore, are of key importance. Further, the Board views education as a partnership in which various groups have important and often overlapping responsibilities. Full and open communication, then, is of prime importance.

School-community relations, and particularly relationships with parents/guardians, have four major components:

1. Exchange of information between school and home, about the school and its programs and activities, and about the student. Information is exchanged through such means as newsletters, notes and reports, meetings or interviews and parent/guardian visits to schools and classrooms.
2. Provision of assistance to the school by parents/guardians or community members, on a regular or occasional basis, through such means as volunteer aide programs, assistance with field trips and school activities, cultural-recreational programs and aid with fund-raising.
3. Consultation between parents/guardians and schools in areas in which school dialogue is appropriate. Depending on the specific situation, this might be done on either a formalized or an ad hoc basis.
4. Quality of relationships between students and their teachers and principal, parents/guardians and teachers, parents/guardians and the principal, and teachers and the principal. A major factor in the relationship between parents/guardians and the school is the information conveyed by the students.

The Board expects that each school will take specific steps in each of these areas to develop positive, open relationships with parents/guardians and the larger community and to ensure that staff and parents/guardians are well informed of the school’s policies and programs with regard to school-community relations.