

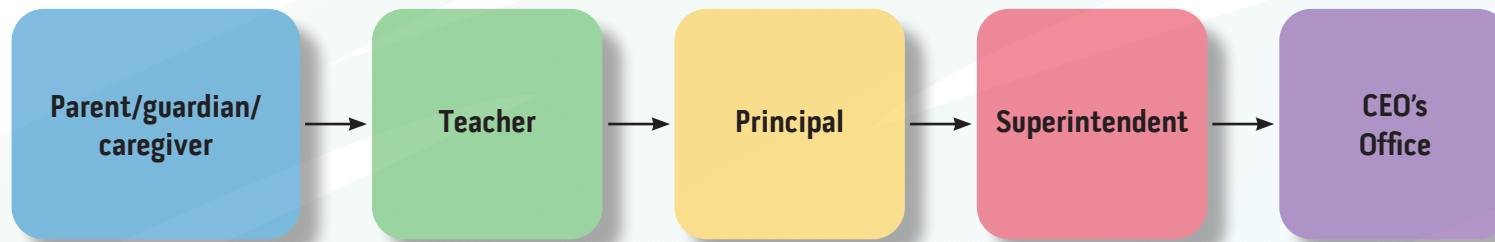
At LDSB, we are committed to communication that is:

- Student focused and grounded in the best interests of the student
- Respectful and collaborative
- Clear and timely
- Focused on resolving concerns and preserving relationships at the school level as the priority

Student and Family Support Office:

Current process for addressing concerns

Relationships start with the school; concerns are advanced only if the parent/guardian/caregiver requires further support with problem-solving after working with the teacher/principal.



Goal is to re-establish/restore relationship with the school. Student achievement and well-being is always at the forefront of decisions (within reasonable limits of established procedure and process).

Trustee's Role

Trustees help parent/guardian/caregiver navigate the pathway

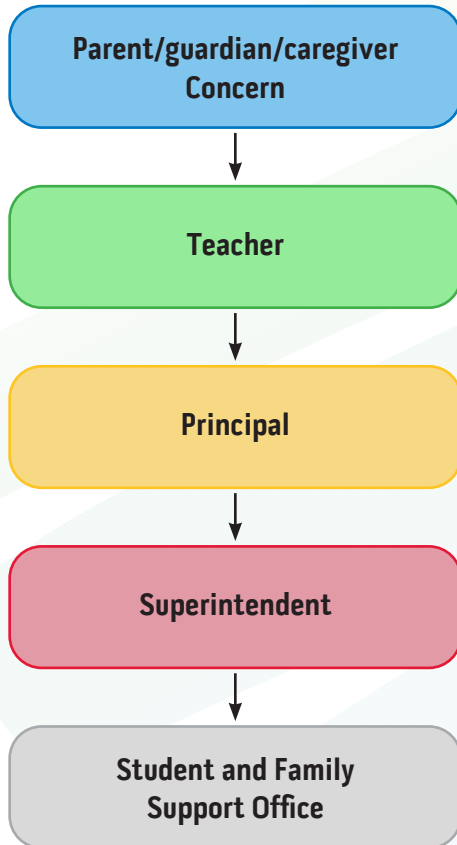
Student and Family Support Office:

Student and Family Support Office involvement

**If a parent/guardian/caregiver has not already attempted resolution through the school and superintendent, except in extenuating circumstances, the Student and Family Support Office will refer the parent/guardian/caregiver back to the school and/or Office of Superintendents before opening a file and becoming involved.*

Flowchart for Concerns

(if resolution cannot be achieved move to next role)



Student and Family Support Office

Step 1

Receive concern from parent/guardian/caregiver, create file and refer to the appropriate staff for follow up.

Step 2

Staff will acknowledge receipt of parent/guardian/caregiver, concern within 2 business days and will provide an estimated date of response as appropriate if inquiry cannot be fully addressed within 5 business days of receipt.

Step 3

Research the issue.

Step 4

Respond to parent/guardian/caregiver inquiry/concern within 5 business days. Provide an estimated date of response as appropriate if inquiry cannot be fully addressed.

Step 5

Document outcome including categorization by primary theme of concern/inquiry and close file.

Step 6

The SFSO will produce monthly reports to the Chief Executive Officer. Annual reports will be shared with the Ministry of Education.

To evaluate the effectiveness and responsiveness of customer service, the SFSO will track the following key performance indicators (KPIs) turnaround time, inquiry volume, customer satisfaction and feedback.

Privacy and protection systems have been established for logging and tracking of parent/guardian/caregiver inquiries.

Role and Purpose

- » Assist with navigation and understanding of the system
- » Ensure that options have been explored
- » Verify that process and procedure has been followed and fairly applied
- » Reinforce the importance of the relationship between the family and school

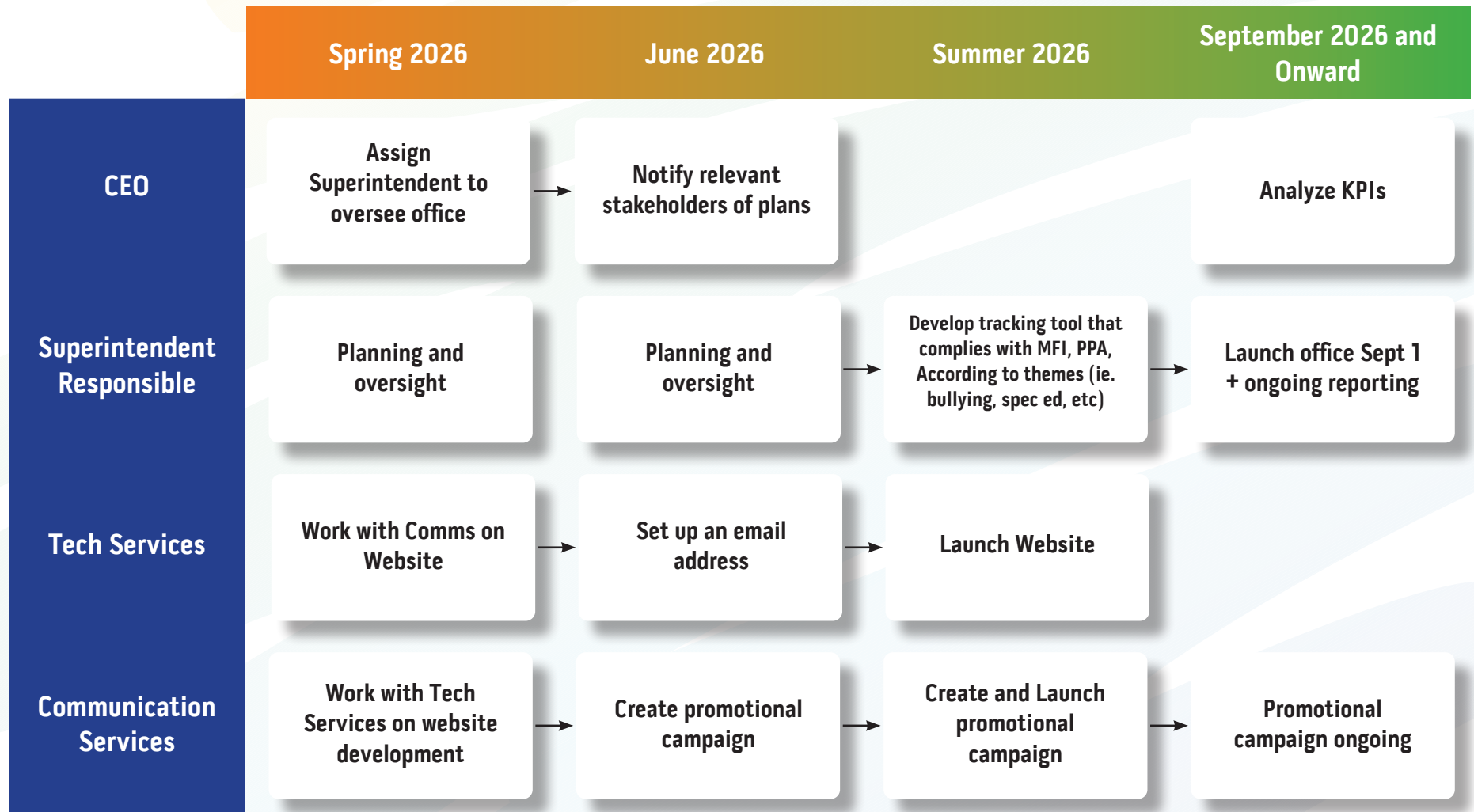
[The office is not in a position to overturn existing procedure based on parent/guardian/caregiver disagreement.]

Student and Family Support Office:

Establishing the Student and Family Support Office

Timeline & Roles/ Responsibilities

Following submission of the Plan to the Ministry of Education



Student and Family Support Office:

Best Practices for operating the Student and Family Support Office in relation to School Inquiries



- » Custodial parent/guardian/caregiver or student (>18)? If not, is there signed authorization?
- » Has the individual already notified the school and engaged in problem solving with a teacher, principal, and/or Superintendent?

1. Verify

2. Clarify Role of Office

- » Assist with navigation and system understanding.
- » Ensure all reasonable problem solving options and alternatives are explored.
- » Verify process and procedures followed and fairly applied
- » Office is NOT in a position to overturn existing procedure based on disagreement.



3. Research & Document

- » Check with school/Superintendent on prior actions.
- » Verify compliance with board procedures or processes.
- » Document conversation factually (FOI aware!).
- » Ensure tracking tools are completed.



4. Collaborate

- » Reiterate importance of re-establishing and maintaining relationship at school level.