

## Heritage Junior High Communication Flowchart Process

Parents transitioning from elementary to junior high school often wonder the best way to have their question or concern addressed. It is easy to become discouraged when attempts to communicate with school officials are not addressed only to be referred to others to resolve a problem your child may be experiencing in school. In order to help parents with this process and assist in efficiency, the *“Heritage Junior High School Communication Process Flowchart,”* has been created. This sequence is in place to make sure your questions and concerns are addressed to the proper school official. It is our hope that the flowchart will be utilized as a way to direct your question or concern so that it may be handled by the appropriate school official and responded to quickly. **As always, classroom concerns and questions should be directed to the specific teacher involved.** The chart is listed within this newsletter and will also be available on the website for parents for future reference. Please note that our office staff will be trained to help assist parents with this process and in many cases you will be referred to the first level in order to provide you with the most direct staff member.

## Heritage Junior High School Communication Flowchart Process

Most parent and community questions are easily and completely answered by communicating directly with the staff member closest to the situation. As you move further along the flowchart, the staff is less directly involved and usually needs additional time to research the situation before they can give you an answer. If you do not hear back from the person you have contacted within **two (2) business days**, it is appropriate to reach out to them again before moving along to the next level of the flowchart. We do not expect your questions or concerns to go unanswered for a long period of time. Each situation should first be addressed at whatever level the initial action was taken with appeals moving on to the next level on the *“Communication Process Flowchart.”* The easiest way to communicate is via e-mail while a phone call is the next preferable way.

**Heritage Junior High Communication Process Flowchart**

Area of Concern	First Level	Second Level	Third Level	Fourth Level	Fifth Level
Instruction/Curriculum	Teacher	Counselor	Assistant Principal	Principal	Board Office
Athletics	Coach	Heritage Athletic Director	Principal	District Athletic Director	Board Office
Special Education	Teacher	Special Education Staff	Counselor	Principal	Board Office
Student Concerns/Guidance/Health Related Concerns	Teacher or Counselor	Assistant Principal	Principal		
Classroom Discipline	Teacher	Counselor	Assistant Principal	Principal	Board Office
Non-Classroom School Discipline	Counselor	Assistant Principal	Principal	Board Office	
Classroom Concerns	Teacher	Counselor	Assistant Principal/Principal	Board Office	
Transportation	Bus driver	Assistant Principal (Discipline)	Transportation Supervisor	Board Office	

## **Guidelines for Parent Communications to Teachers and Staff**

The purpose of this section is to serve as a general guide for ensuring effective communication from parents to teachers, staff and administrators. Communication refers to both the sending and receiving of information, such as email and notes, and verbal communications such as telephone conversations and face-to-face meetings. In order to ensure a successful exchange of information, it is important that all parties follow a few key principles.

### **Maintain Respectful and Open Communication**

- Always use a respectful and polite tone.
- Request, don't demand.
- Be ready not just to provide information, but to listen to teacher/staff observations and perspectives.
- Enter the exchange with an open mind and assume a shared best interest for your child.
- Be prepared to work collaboratively to solve problems.
- Threats and/or inappropriate language will not be tolerated toward staff members.

### **Confidentiality**

- Recognize that confidentiality may limit information that can be shared from school to parents, including consequences for other students' behaviors.

### **Time to Respond to Communications**

- Teachers will make every effort to respond as soon as possible to parent communications, with the understanding that the teaching day sometimes precludes immediate responses.
- Teachers and staff may need some time to collect needed information before responding.
- If you need to have a face-to-face meeting, it is always best to schedule the appointment in advance. Teachers, counselors, and administrators may not be readily available when parents "show up" unannounced. Please provide all of the necessary information pertaining to the meeting in advance.

### **Whom to Contact**

- Most communications of classroom concerns should be directed at first to your child's teacher.
- If you have an issue with a particular staff member, first try to address those concerns with that staff member directly.
- If you have discussed with your child's teacher and the issue has not been addressed to your satisfaction, then move to the next level.
- Please recognize that it is both the policy and the value of our school that we operate with openness, collaboration and the shared best interest for every student.

**Scheduling Concerns/Changes\*** – In order to process a schedule change, parents must first have met with the teacher and put a plan in place to support the struggling student. If after several weeks, the student is still struggling, it would be appropriate to move to the second level.

**Please note - Classroom questions concerning your child should be addressed with your child's teacher before contacting the counselors and/or school administration. Allow for two (2) business days for a response.** If no response is received from a teacher during that time, send a second email or phone call to that teacher.

Please note that compliments or acknowledgements of positive events can be directed to everyone along the chain. All of us appreciate hearing that there is something good that has happened.