SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	SCHOOLS & STUDENTS
Management Guideline	SAFE ARRIVALS PROGRAM
Applicable Policy	SAFE ARRIVALS PROGRAM 516

Board Approved	October 27, 2015 June 16, 2009 June 25, 1999	*Reviewed:* October 5, 2015 June 10, 2009	*Review by: December 2020*

GUIDELINES

1.0   Program Delivery and Development

1.1   Program should be delivered in a manner that complements other school and community safety programs and initiatives.

1.2   The roles and responsibilities of parents, pupils, the school, school councils, volunteers, and other(s) should be clearly identified and documented, and broadly communicated to all those who have an interest in safe-arrival programs.

1.3   The roles and responsibilities of parents and guardians, at a minimum, could be defined as involving the following:

   a)   Parents and guardians are responsible for their children's safety. Safe arrival programs are a mechanism that parents and schools can use to account for any pupil's unexplained failure to arrive at school;

   b)   Parents, guardians and caregivers are responsible for communicating planned pupil absences or lateness to the school on a timely basis. Their reports could be reconciled with information obtained through classroom attendance-taking procedures to identify any unexplained absences that require prompt follow-up contacts;

   c)   Parents, guardians and caregivers are responsible for providing the school with complete and current emergency information to enable the school to make any necessary follow-up contacts.

1.4   Programs should take into account both normal, recurring circumstances and unusual events and conditions. For example, regular procedures could be modified on days when pupils are likely to arrive late because of inclement weather or bus cancellations.

1.5   Programs should take into account that a language other than the language of instruction may be used in the absent pupil's home.

1.6   Programs should specify the steps that are to be taken when a follow-up contact cannot reasonably be made.

1.7   Individuals involved in delivering the safe arrival program should receive appropriate training and supervision.

1.8   Programs should be reviewed periodically to confirm their effectiveness.

1.9   Parents and volunteers can make a tremendous contribution to the delivery of these programs. Efforts should be made to develop this potential and to enlist the aid of parents and volunteers to help reduce demands on the time of school administrative staff.

1.10   Information about the scope and features of the school's safe arrival program, and about the roles and responsibilities of all interested parties, should be communicated clearly and effectively by the principal to school staff, parents, guardians, caregivers, pupils, school councils, and all volunteers and others in the community who have an interest in the matter.

1.11   There should be a reliable method for parents, guardians and caregivers to communicate planned pupil absences or lateness to the school on a timely basis, particularly outside school hours, for example, a voice-messaging system.

1.12   A reliable system of documenting key information could be developed and maintained. Subject to *Municipal Freedom of Information and Protection of Privacy Act*, key information could include:

   a)   A log of calls from parents or others who report absences or lateness;

   b)   Names and current telephone numbers, in order of priority, of parents, guardians, caregivers, or other individuals to be notified in case of an unexplained pupil absence;

   c)   Parental consent for school staff and/or volunteers to make these contacts, in accordance with the requirements of the Municipal Freedom of Information and Protection of Privacy Act;

   d)   A log of actions taken by school staff in accordance with the provisions of the safe arrival program.