

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS & STUDENTS	
<i>Management Guideline</i>	SAFE ARRIVALS PROGRAM	
<i>Applicable Policy</i>	SAFE ARRIVALS PROGRAM	516

<i>Board Approved</i>	<i>February 26, 2024</i>	<i>Reviewed: November 5, 2019</i>	
	<i>November 19, 2019</i>	<i>October 5, 2015</i>	<i>Review by: December 2029</i>
	<i>October 27, 2015</i>	<i>June 10, 2009</i>	
	<i>June 16, 2009</i>		
	<i>June 25, 1999</i>		

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 and guardians, 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 such as School Messenger Safe Arrival allow for automated communication from school to home and are a mechanism that parents and guardians 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 will 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 consider 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 specify the steps that are to be taken when a follow-up contact cannot reasonably be made.
- 1.6 Individuals involved in delivering the safe arrival program should receive appropriate access, training, and support.

- 1.7 Programs should be reviewed periodically to confirm their effectiveness.
- 1.8 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.
- 1.9 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.
- 1.10 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, School Messenger, Edsby, email, or voicemail.
- 1.11 A reliable system of documenting key information should be developed and maintained. Subject to *Municipal Freedom of Information and Protection of Privacy Act*, key information could include:
 - a) 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;
 - b) 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*;
 - c) A log of actions taken by school staff in accordance with the provisions of the safe arrival program.