

## **SAFE AND APPROPRIATE ACCESS TO STUDENTS, STAFF AND DISTRICT PROPERTY**

### **Background**

The District supports and encourages parents and interested individuals and organizations to visit and participate in District facilities. The District recognizes the valuable contribution that individuals and local non-profit and for-profit organizations and agencies can make to the learning environment, and to other facility-based programming. However, it is the District's responsibility to make the final educational decisions.

Concurrently, the District has a duty to provide a safe and effective learning and working environment.

Therefore, in the interest of safety for students and employees, and the security of District facilities, individuals other than staff or students need to report to the Principal's office, or other specified area, on arrival at a District facility. It is the expectation of the District that each Principal in consultation with District staff shall institute additional procedures to ensure both a welcoming and safe learning and working environment as further outlined in this Administrative Procedure.

### **Procedures**

#### **1. Access to Students**

##### **1.1 General Guidelines**

Generally, access to schools will be in accordance with Administrative Procedure 340 and the established District External Agency Protocol. In accordance with the District External Agency Protocol, the procedures for request for access vary depending on the type of service provided. There are three levels of service:

- 1.1.1 Level One: Complementary and Supplementary education programs: when agencies or individuals have on-site access to groups of students who are supervised by school staff; e.g. Tennis BC, Action Schools BC, Artists-in-Residence, Drug and Alcohol awareness speakers, theatre groups, etc.
- 1.1.2 Level Two: Consultation with School-based Teams: when individuals representing external agencies engage in collaborative practice and/or integrated case management with school staff (e.g. Mental Health, local service providers, etc.). This may also involve classroom observations of specific students by individuals representing external agencies. There is no direct student contact. Wherever possible, there should always be a District counterpart present or involved at meetings.

- 1.1.3 Level Three: When individuals representing external agencies have on-site direct student contact during school hours to provide therapeutic and/or clinical interventions (e.g. Child and Youth Crisis Program, etc.) or interviews with students (MCFD Child Protection). This may also include a demonstration of a therapeutic intervention with a specific student for a school staff person to use as part of the I.E.P. Persons working with students outside of school hours include those from Parks and Recreation and contacted individuals and/or agencies for our Community Schools.

For more detailed information on the procedures for gaining access to students at each of the three levels, please see the External Agency Protocol.

## 2. Access to District Facilities

- 2.1 Designing procedures for site access shall be the responsibility of the Principal in consultation with District staff and in accordance with this Administrative Procedure.
- 2.2 In order to provide a safe and effective learning environment, each District facility shall design procedures which insure safe access to the site. It is recognized that the duty of care is heightened at sites with younger students.
- 2.3 Procedures shall include, but are not limited to:
  - 2.3.1 Reporting to the office for access to the facility.
  - 2.3.2 Designation of students/staff only and adult-only entrances where practical and safe.
  - 2.3.3 A process of identification for students, guardians and visitors whom have correctly signed into the site.
  - 2.3.4 A process of identification for District employees.
  - 2.3.5 Locking of outside doors where practical and safe.
  - 2.3.6 Procedures for student entry and dismissal that allow for parent/teacher and student contact.
  - 2.3.7 Informing parents and the community of procedures for safe access through proper signage and newsletters.
  - 2.3.8 A process for accessing and signing-in at Neighborhood Learning Centres in District facilities.

The principal is encouraged to consult with District staff, school staff, parents' advisory council and NLC Neighborhood Advisory Committee in implementing these procedures.

## 3. Intruders

- 3.1 In circumstances where the behavior of an individual(s) threatens the welfare of the students and/or staff, or disturbs and/or interrupts the proceedings of a school, NLC or official school functions, the individual(s) will be directed to leave District property by a Principal, Vice Principal, or a person authorized by the District to make that decision.

- 3.2 Once directed, the individual(s) must immediately leave the District property and must not re-enter except with prior approval from the Principal, Vice Principal, or a person authorized by the District to give that approval.
- 3.3 An individual(s) who fails to leave District property or returns without prior permission is committing an offense. A Principal, Vice Principal, or a person authorized by the District may, in order to restore order on District property, seek adequate assistance from the Police.

#### 4. Neighborhood Learning Centres (NLCs)

4.1 In District facilities that have Neighborhood Learning Centres (NLCs) it is recognized that the facilities will be used by a broad spectrum of user groups. The safety of students and security of facilities has been considered both in NLC design and operations. The District established the following selection criteria for NLC programming:

- 4.1.1 Prioritize the safety of students and the security of facilities.
- 4.1.2 Meet identified community needs; e.g.
  - Address program or service gaps; and
  - Do not duplicate existing community-based programs or services.
- 4.1.3 Operating independently and demonstrate an ability to cover operations costs, unless integrated into school programming.
- 4.1.4 Meet District procedure requirements regarding facility use.
- 4.1.5 Complement existing school-based, community programs or services.
- 4.1.6 Contribute to community literacy and lifelong learning.
- 4.1.7 Enhance student readiness for learning success.
- 4.1.8 Facilitate community-building and social interaction.
- 4.1.9 Are inclusive of people of different abilities, ages, cultures and income.

Reference: Sections 9, 17, 20, 22, 65, 79, 85 177 School Act  
Child, Family and Community Service Act

Adopted: September 1, 2018