

# Safe & Secure RVS

2018-2019 - October



# Evolution of the Plan... How?

Collaboration with RCMP - **“We tend to think of school violence as an issue in the States or only in large cities, but it happens in small rural communities and in Canada too – think about Taber, and more recently La Loche. Communities like Sundre have lots of access to firearms. We would hate to see a tragedy happen in our community, and the processes put in place by the school are a good thing.”**

- \* Information from other CESD schools – all have some version of safe & secure. Not all school cultures/ contexts deal with the same thing, so no two will have identical processes. For e.g. at Olds Elementary there is gated parking for staff only. If RVS has one of the most safe, secure and optimal learning environments, this is a good thing... **“We just moved into the area, and I chose this school because of its safety policies – we came from a home with domestic violence and I like that only teachers and staff are in the hallways – it makes me feel that my daughter will be safe at school.”**

# Evolution of the Plan... How?

- \* Information regarding schools in other divisions – many urban environments have much more rigid guidelines – we are trying to be as open as possible when and where it makes sense. For example, the Terry Fox run, KM Club, and so on.
- \* Reflection on incidents that have occurred in the school – how could they have been avoided?

# Evolution of the Plan... Why?

- Accountability for all in the building – e.g. Lock down
- \* Student learning & focus/ increased instructional time... **“I have gained close to an hour a day of learning time with my students – before kids were coming in late, with parents alongside putting their stuff away and chatting with others, and they weren’t getting into class on time or settled and ready for the day. At the end of the day the halls were starting to fill up as early as 2:30 parents/strollers/toddlers outside the door, which in effect ended the learning for students. I feel like the gain of an hour a day of learning is amazing!”**
- \* Student independence... **“Students are demonstrating their ability to be independent - it starts with small things like putting away your own backpack and coat, but it builds confidence, and in the long run I think they will be more confident, better problem solvers, and more resilient – all things kids need to succeed in life.”**

# Evolution of the Plan... Why?

- \* Safe access from drop-off loops & parking places
- \* Ensuring that only appropriate interactions occur with students – e.g. custody challenges, parents negatively interacting with other students, Section 27 level concerns/ Increasing Mental Health challenges... **“At last count we had 108 students from combined/ single parent families – each one of these comes with the potential for custodial challenges, and we have had some difficult situations to navigate in the past when things changed rapidly from amicable to not. The new processes provide the office with time to determine what can and should be happening in these situations.”**

# Communication about the Plan

- \* Discussion with staff starting in March 2018
- \* Discussion at School Council meetings April, May, June 2018
- \* Development of Safe & Secure Docs – communication with Liaison Superintendent/ CESD Team – May & June 2018
- \* Communication to parents as follows:
  - \* K Orientation - end of June
  - \* School Newsletters – May & June
  - \* RVS Facebook - May
  - \* School Messenger – end of June
  - \* Day 1 Supervisors & Handout – this Fall
  - \* September 14 Updated Document sent home
  - \* Presentation at September Parent Council Meeting
  - \* October 9 Updated Document sent home – Oct. Parent Council
  - \* Presentation at October Parent Council Meeting



# The Grey Areas...

- \* Life would be much easier if it was black & white... Unfortunately, there will always be the grey areas.
- \* Please see the handout where we have tried to cover a number of these things that have arisen – but there will likely be more... such is the way of things. The upcoming “Grey Area” will be Halloween, and we are currently developing a plan that includes parent access and participation in the day.
- \* As always, if you have a unique personal situation, please come and speak with us and we will look for a unique solution.

# What we've learned...

Noted in the Oct 9 Update that was sent home:

- \* Perceptions of benefits from staff, parents, RCMP, students...
- \* A few changes, further to conversations with parents and staff





# Why no parents in hallways? The continuum of concerns:

## \* WHAT WE HAVE SEEN:

- \* Modelling of inappropriate behavior during O'Canada
- \* Other adults utilizing student washrooms
- \* Adults misinterpretation of student behaviour –particularly inclusive/special ed. students, and then posting about it on social media
- \* Parents interacting with students in the office over injury or discipline and then texting parents before school can investigate or call

# Why no parents in hallways? The continuum of concerns:

- \* MORE SERIOUS (all have occurred within the last few years):
- \* Parents who are intoxicated/ high accessing hallways and students
- \* Parents negatively interacting and even threatening other children
- \* Parents engaging in both verbal and physical altercations in the hallways with one another

# Why no parents in hallways?

## The continuum of concerns:

VERY SERIOUS – and happened in the month of Sept. this year:

**Day 1** – conversation with a parent re: new custody doc and concerns that an unauthorized parent may attempt to access kids that day

**Day 10** – conversation with a parent thankful for safe and secure processes as leaving a home with domestic violence and strict access concerns for her child

**Day 13** – parent concern about a former caregiver following her children home and potentially trying to access them on the playground or in the building (RCMP involved)

**Day 15** – information from a child protection agency about someone currently charged with sexual abuse out on bail, who may try to access specific students – advised to immediately call RCMP and possibly go into Lock Down if this individual were to arrive at the school (RCMP aware)

# One Parent Perspective.



- \* “Sure, the office knows you so why can’t you head down the hallway –but how does that work for the parent standing behind you that the office doesn’t know – that doesn’t seem fair and I would have an issue with that if it were me – there is a saying something along the lines of, if it works for one then it should work for all – in this case, we all need to respect that we are no more special than anyone else and follow the process – you might not like it, but it keeps kids safe, and that’s worth a little discomfort in my mind.” **Parent**

# Teacher Perspective...



- \* “In some ways I miss the informal interaction with parents, but on the other hand, I have had many conversations with parents over the years that have either been rushed because the day is starting or ending, or that should have been held in private rather than in a hallway. I hope parents can see that what we are doing is to keep kids safe and to improve learning. There are a lot of ugly situations out there that many people have no idea about. As well, I would much rather set up an appointment to talk about things where I can give a parent the attention they deserve rather than having a rushed conversation where things can be misconstrued. I think all staff probably feel this way. Most importantly, students are getting what they need: a safe environment with more opportunities to learn and grow –I think that’s what we - parents, students, and staff – all want.” **Teacher**

# What we would ask for...

- \* Patience
- \* Understanding
- \* Support
- \* If you're losing sleep – come talk to us...



Thank you