BRITISH
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Safe, Caring and Orderly Schools

A Guide

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"While there is no question that British Columbia faces a serious problem with bullying, harassment and intimidation in its school system, there are many signs that suggest we have a great opportunity to address the problem. Acceptance and acknowledgement is key. Once our schools and communities face their fears and accept responsibility for these problems, we can find ways to make our schools safer….

The challenge is to help both schools and communities develop or adopt programs that will work for them. It is imperative that schools and communities work together to solve these problems with the support of provincial agencies. Local solutions to address local problems are required; however, the supports must be in place to guide schools and communities."

Facing Our Fears – Accepting Our Responsibility
Report of the Safe Schools Task Force
(June 11, 2003)

Safe, Caring and Orderly Schools: A Guide describes the vision for schools toward which boards of education, schools and school communities across British Columbia must continually strive. The guide provides provincial standards for codes of conduct, and identifies attributes of safe, caring and orderly schools. It also outlines strategies for informing appropriate members of the school community of safety concerns in a timely manner.

This guide and the other components of British Columbia's Safe, Caring and Orderly Schools Strategy have been developed to guide and support boards of education and schools as they strive to make the schools of our province as safe, caring and orderly as possible.

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T he purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous, sustainable economy.

To achieve this purpose, the school system must strive to ensure that differences among learners do not impede their participation in school, their mastery of learning outcomes or their ability to become contributing members of society. In addition, schools must strive to create and maintain environments that support student achievement by addressing safety issues that can become barriers to optimal learning.

In the past few years, interest in the issue of school safety has increased – both within British Columbia schools and among the general population. This interest stems, in part, from increasing concern about violence within our communities. It stems, as well, from a recognition that a strong relationship exists between feelings of safety and belonging and a student's ability to learn.

In the spring of 2002, the Honourable Christy Clark, Minister of Education, appointed a Safe Schools Task Force, chaired by Lorne Mayencourt, MLA Vancouver-Burrard, to consult with parents, students and educators across the province to identify ways to address violence in schools.

In June 2003, the Safe Schools Task Force completed a report on bullying, harassment and violence in British Columbia schools. The report *Facing Our Fears - Accepting Responsibility* contained a number of recommendations for improving school safety. Three recommendations in the report called for action on the part of the Ministry of Education and have led to the development of **British Columbia's Safe, Caring and Orderly Schools Strategy**. This strategy is in keeping with the government's New Era vision of safe streets and schools in every community.

*Recommendations in the Safe Schools Task Force report called for action on the part of the Ministry of Education and have led to the development of **British Columbia's Safe, Caring and Orderly Schools Strategy**.*

The Safe Schools Task Force recommended that:

#1(a) ... Boards of Education in consultation with School Planning Councils, review, amend or develop policies to better address bullying; ensure clear expectations regarding staff and student behaviour.

(b) ... the Ministry of Education provide schools with a framework to assist Boards of Education in ensuring their policies and procedures are consistent with the *British Columbia Human Rights Code* and the *Charter of Rights and Freedoms*.

#2 ... the British Columbia Confederation of Parent Advisory Council publication *Call It Safe* [both elementary and secondary school versions] be widely distributed [and made easily accessible] to parents, to students, and to School Planning Councils.

#3 ... Boards of Education, in consultation with School Planning Councils, develop procedures for reporting and investigating incidents of bullying ... that procedures be widely circulated to parents and students ... [and] ... that Boards of Education publicly report the nature and volume of violent incidents, together with evidence of appropriate response.

The **Safe, Caring and Orderly Schools Strategy** is designed to help make schools places where students are free from harm, where clear expectations of acceptable behaviour are held and met and where all members of the school community feel they belong. The strategy has three main components.

Safe, Caring and Orderly Schools: A Guide describes the vision for schools toward which boards of education, schools and school communities across British Columbia must continually strive. The Guide identifies attributes of safe, caring and orderly schools, and provides provincial standards for codes of conduct. It also outlines strategies for informing appropriate members of the school community of safety concerns in a timely manner.

Accountability mechanisms have been enhanced to promote safety in schools, and to identify successful practices as well as areas where improvements are needed. To enable boards of education to identify trends and to track progress toward achievement of safety goals, they may require schools to provide information about the number and nature of violent incidents in schools and how schools responded.

Access to sources of information on school safety has been improved. The Ministry of Education website now contains a Safe, Caring and Orderly Schools link to helpful resources, many of which can be printed directly from the website. Among these is the popular publication *Call It Safe*, developed by the British Columbia Confederation of Parent Advisory Councils to help parents when they have concerns about bullying, harassment or intimidation. *Call It Safe* is available – in English, French, Punjabi, Chinese and Korean – on the Internet at the Ministry of Education's Safe, Caring and Orderly Schools site: www.bced.gov.bc.ca/sco/.

Introduction

Purpose

In *Facing Our Fears - Accepting Responsibility*, members of the Safe Schools Task Force reported that every community they visited expressed genuine concern about issues of bullying, harassment, intimidation and youth violence. The collective message from presenters was clear: the problem "must be faced head-on"; the issues are "too complex for quick-fix solutions"; and "more binders, programs or kits are not the answer."

"The solution," the Task Force concluded, "is about **attitudes**, **commitment**, **action** and **accountability**."

> **Attitudes** – because we need to acknowledge that we have a problem and that we can and should address it.
>
> **Commitment** – because our belief that we will resolve the problem will determine our degree of success.
>
> **Action** – because safe, caring and orderly schools don't just happen: we design, create and maintain them.
>
> **Accountability** – because we need to monitor our progress.

While acknowledging "… that violence among children and youth is a complex social problem best addressed through local solutions," the Task Force and the British Columbia Confederation of Parent Advisory Councils called for provincial standards to address student safety in schools. As a result, this document, *Safe, Caring and Orderly Schools: A Guide,* has been developed to assist schools and school districts with this very important work.

Safe, Caring and Orderly Schools: A Guide – Content and Organization

The information presented in **Section One: Attributes of Safe, Caring and Orderly Schools** underlines the point that safe schools don't just happen. They are developed by committed people using appropriate and ever-improving policies, procedures and practices – the building blocks of safe, caring and orderly schools.

The section describes some of the attributes of safe, caring and orderly schools.

For example:

Safe schools
- make it easy and safe for students and their parents to inform school authorities of safety concerns
- make a "big deal" about bullying, harassment and intimidation

Caring schools
- enable parents to advocate for their children's well-being
- enable students to help each other
- promote appropriate adult-student relationships

Orderly schools
- plan for things to "go right" and are ready to respond appropriately if or when things "go wrong"
- minimize distractions from purposeful learning activities
- are characterized by a climate of mutual respect and responsibility

See **Appendix A** for a more detailed description of the attributes of safe, caring and orderly schools.

Section Two: Codes of Conduct presents standards for the development of codes of conduct. The standards outline elements that should, at a minimum, be incorporated in all codes of conduct in British Columbia schools.

For example:

- the purpose of the code of conduct
- methods of promoting expected behaviour and correcting inappropriate behaviour
- age and/or maturity expectations
- expected behaviours – including informing adults about safety concerns
- inappropriate behaviours – including disruptive behaviours and serious misconduct like bullying, harassment and intimidation
- consequences for inappropriate behaviours
- notification of parents and/or other adults

While recognizing the efforts British Columbia school districts and schools have already undertaken to ensure school climates are as positive as possible, the provincial standards are provided to assist them in developing consistent and coherent policies and practices in their communities.

Section Three: Timely Information addresses the challenge of managing the flow of information related to student safety in schools. This is a matter within the domain of schools and boards of education and is regulated by legislative provisions. However, heightened concern for student safety in recent years has led schools to find more effective ways to obtain and share information about bullying, harassment and intimidation. As a result, many schools have:

- increased the visibility and availability of adults
- made it easier to report safety concerns
- made it safer to report safety concerns
- made reporting safety concerns a common practice

The section contains a brief discussion about records of safety-related incidents and concerns, and how and when schools typically convey information to appropriate parties. For example, when serious misconduct occurs, the right to privacy of individuals is balanced with the needs of the school community to know that school officials are aware of the incident and are taking appropriate steps to address it.

In addition to **Appendix A**, which has already been referenced, relevant documents, information and sources of information are included in other appendices to this guide.

Appendix B contains questions to facilitate discussion and prompt actions that will lead to continually improving policies, procedures and practices in support of school safety.

Appendix C lists resources available electronically through the Ministry of Education website, and provides links to materials available on other helpful websites (e.g., the BC Safe Schools and Communities Centre resource catalogue, and the BCSTA data base of school district policies).

Appendix D contains sample forms for recording and reporting incidents of violence. It also contains references to sources of information about recording and reporting.

Appendix E contains excerpts from relevant legislation (e.g., the *British Columbia Human Rights Code*, the *Charter of Rights and Freedoms*, the *Youth Criminal Justice Act* and the *School Act)*.

Appendix F lists references used in the preparation of *Safe, Caring and Orderly Schools: A Guide.*

"Given the opportunity to be part of the discussion about student and school safety, parents in school communities, Parent Advisory Councils and District Parent Advisory Councils are ready and willing to participate."

British Columbia Confederation of Parent Advisory Councils

Boards of education, schools and members of the communities they serve are invited to make use of these materials in whatever manner is most helpful.

As the Safe Schools Task Force resolved, "It will require the full commitment of individuals involved at all levels of the school system to change our schools, make them safer places and foster the climate needed for students to succeed."

It is hoped that these resources and this guide will support school communities throughout our province with this important work.

Section One:
Attributes of Safe, Caring and Orderly Schools

Shaping School Cultures

"The members of the Task Force recognize the challenges that schools and their communities face in providing safe environments for our children and youth, and we support them in their desire to eliminate violence in all its forms."
Facing Our Fears - Taking Responsibility - Report of the Safe Schools Task Force (June 2003)

The BC Human Rights Code identifies 13 protected grounds under the legislation.

People are protected by virtue of their race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, age (applies to persons 19 to 64 years of age), and unrelated criminal or summary convictions.

Recommended Resources

Diversity in BC Schools: A Framework
BC Ministry of Education (2004 Edition)

BC Performance Standards Social Responsibility: A Framework
BC Ministry of Education (2001)

The BC Performance Standards for social responsibility provide a framework that schools and families can use to focus and monitor their efforts to enhance social responsibility among students and to improve the social climate of their schools.

School cultures are shaped by the values and attitudes of the people they involve: school staff, supporting organizations and agencies, students, parents and the wider community. In a safe, caring and orderly school community the deep, personal commitment of its members to create and maintain a respectful, welcoming and nurturing environment is explicitly stated. Incidents of bullying, harassment or intimidation and other types of serious misconduct are addressed quickly, effectively and in ways that restore or strengthen relationships.

British Columbia schools are striving to develop positive and welcoming school cultures, and are committed to fostering optimal environments for learning. Members of these school communities share a commitment to maintaining **safe, caring and orderly schools**. They focus on prevention of problems and use school-wide efforts to build "community," fostering respect, inclusion, fairness and equity. They set, communicate and consistently reinforce clear expectations of acceptable conduct. They teach, model and encourage socially responsible behaviours that contribute to the school community, solve problems in peaceful ways, value diversity and defend human rights.

People associated with safe, caring and orderly schools assume responsibility, in partnership with the wider community, for resolving critical safety concerns. They work together to better understand issues such as bullying, intimidation and harassment, racism, sexism and homophobia, and to learn new skills to respond to them. They respond consistently to incidents in a fair and reasoned manner, using interventions that repair harm, strengthen relationships and restore a sense of belonging. They participate in the development of policies, procedures and practices that promote school safety. They monitor and evaluate their school environments for evidence of continuous improvement – and they recognize and celebrate achievements, while acknowledging areas that need improvement.

Safe, Caring and Orderly Schools

Safe, caring and orderly schools don't "just happen": they are developed by committed people using appropriate and ever-improving **policies, procedures and practices – the building blocks** for creating and maintaining safe, caring and orderly school environments. **Appendix A** lists many examples of these building blocks of safe, caring and orderly schools. These examples may assist boards of education and schools with the review and/or further development of their own policies, procedures and practices, considering the unique needs of their schools and the communities they serve.

The Voice on Harassment: BC Student Voice *answers four questions posed by the Ministry of Education concerning bullying, intimidation and harassment in schools.*

Students considered what steps could be taken to reduce the rate of bullying, intimidation and harassment in BC schools. Their advice to teachers, administrators and other school staff is as follows:

- communicate openly with students
- get involved in student activities
- let students know you are listening to their concerns
- take action on those concerns
- treat all students equally
- be visible in the hallways and talk to students on a personal level
- enforce [school] rules consistently
- provide an example of acceptance
- inform parents of [school] rules and regulations
- inform parents of problems that are going on in the school
- create a comfortable and positive school/learning environment for students
- recognize students for their talents, deeds and achievements
- be approachable

Voice on Harassment: BC Student Voice, 2001 (Page 13)

Safe schools are ones in which members of the school community are free of the fear of harm, including potential threats from inside or outside the school. The attitudes and actions of students, staff and parents support an environment that is resistant to disruption and intrusion, and enables a constant focus on student achievement.

In light of increased concerns about youth violence in recent years, **safe schools have anticipated and made additional provisions to respond promptly to**:

- **reports of unsafe conditions or actions**
  Safe schools make it easy and safe for students and their parents to inform school authorities of presently or potentially dangerous situations. All staff members are prepared to receive such information in a professional manner and to convey it to appropriate personnel as soon as possible. Arrangements are in place so that reports of unsafe conditions or actions can be made confidentially or anonymously. Safe schools keep records of all reports of unsafe conditions or actions and their responses to them, and they review these records regularly to identify and address ongoing concerns.

- **bullying, harassment and intimidation**
  Safe schools make a "big deal" about "small" incidents of this type. All staff and students are educated about these serious behaviours and work together to prevent them from occurring. Students understand the critical role that bystanders play and take appropriate actions (including getting adult assistance) to stop such incidents. Students understand the difference between "reporting" (speaking up on your own or someone else's behalf in order to keep someone safe) and "ratting" (speaking up in order to get someone in trouble). Students also understand that they are expected to inform a staff member promptly of incidents of bullying, harassment or intimidation, and feel secure from retribution for doing so. All staff members are prepared to receive such information in a professional manner and to convey it to appropriate personnel as soon as possible. Arrangements are in place so that reports of bullying, harassment and/or intimidation may be made confidentially or anonymously. Safe schools keep records of all reports of bullying, harassment and intimidation and their responses to them. Safe schools review these records on a regular basis to identify and address ongoing concerns.

Caring schools know that a sense of belonging and connectedness – not just for students, but for everyone in the school community – is a necessary element in the creation and maintenance of a safe learning environment. Caring schools are ones in which members of the school community feel a sense of belonging and have opportunities to relate to one another in positive, supportive ways. All aspects of school life embrace and reflect diversity. The school is an inviting place for students, staff, parents and visitors. Staff members make conscious and concerted efforts to help other members of the school community feel connected.

In light of increased concerns in recent years about bullying, harassment and intimidation, **caring schools have been making additional efforts to**:

- **enable parents to advocate for their children's well-being**
  Caring schools make parents aware of the availability of resources like *Call it Safe,* published by the British Columbia Confederation of Parent Advisory Councils, and encourage parents to come forward with their concerns. Staff members respond to such expressions of concern in a professional manner and arrange for parents to connect with appropriate personnel as soon as possible. Staff members in caring schools always reconnect with parents after they have looked into the concern to tell them what steps have been taken to address it. Parents are encouraged and assisted to bring their concern to other levels if the school is unable to resolve the matter.

- **enable students to help each other**
  Caring schools sensitize students to the important roles they have to play in making the school a better place for everyone. Students understand that bystanders, especially those with high social status, can play a critical role in stopping bullying, harassment and intimidation. They know that when bystanders intervene in appropriate ways, it is effective. Students subscribe to a code of social justice – not a code of silence – and they work with each other and with staff members to make everyone feel they are important members of the school community.

- **promote appropriate adult-student connections**
  Caring schools know that "students who feel recognized and appreciated by at least one adult at school will be less likely to act out against the school ethos of nonviolence" (Walker, 1999). Staff members willingly share the responsibility to fulfill this need for students – particularly those who don't "stand out" in other ways. Staff members also understand how important it is for each student to know and have access to at least one "tellable" adult – someone in a position to give or get help, and who can be trusted to act promptly and with discretion.

Orderly schools are free from chaos and confusion, and alive with the sights and sounds of purposeful learning activities. Routines for repetitious activities are well established so students' minds and bodies are free to focus on the learning and development work at hand. A businesslike atmosphere exists, yet there is creativity and fun in abundance. Everyone in the school has work to do and does it in a timely way – and in a way that doesn't interfere with the learning and development of others. Everyone feels a sense of meaningful accomplishment, and feels the school is a good place to be. All members of the school community are informed about and exercise their rights and responsibilities as school citizens.

Orderly schools work hard to prevent serious misconduct, including bullying, harassment and intimidation from occurring. **Orderly schools are especially pro-active about**:

- **actions**
  Orderly schools plan consciously for things to "go right" and are ready to respond appropriately if or when things "go wrong." Expectations about acceptable behaviour, respect and decorum are understood. Responses to violations are based consistently on sound principles and are appropriate to the context.

- **interactions**
  Orderly schools are civilized places. People are polite and courteous to each other. People are considerate of each other. They respect each other. There are no "putdowns."

- **distractions**
  Orderly schools keep distractions to a minimum. Interruptions to learning are brief and infrequent. Following interruptions, people return promptly to the task at hand. Transitions are handled smoothly and people move on to the next activity with a minimum of fuss. People dress appropriately for working and learning.

Safe, caring and orderly schools are constantly looking for ways to strengthen human connections. These provisions, strategies and characteristics are highlighted as a reminder of the importance of continually updating practices in light of current situations and relevant research. The ministry encourages schools to review existing practices and extend their efforts to make their schools as safe, caring and orderly as possible.

Section Two: Codes of Conduct

In the fall of 2007, the *School Act* was amended making it mandatory for boards of education to establish codes of conduct in accordance with Provincial standards and ensure that schools within their school district implement the codes.

> ***School Act* Section 85 (1.1)** … a board must, subject to this Act and the regulations, and in accordance with Provincial standards established by the minister, establish a code of conduct for students enrolled in educational programs provided by the board.
> and … ***School Act* Section 168 (2)** The minister may make orders for the purpose of carrying out any of the minister's powers, duties or functions under this Act and, without restriction, may make orders … (s.1) establishing Provincial standards for a code of conduct required under section 85 (1.1)
>
> Effective September 1, 2007

In addition, a Ministerial Order entitled *Provincial Standards for Codes of Conduct Order* (M276/07) was enacted.

> **Ministerial Order (M276/07)** … **2.** Boards must, in accordance with this order, establish one or more codes of conduct for the schools within their school district and ensure that the schools within their school district implement the codes.
>
> Effective October 17, 2007

While recognizing the efforts British Columbia school districts and schools have already undertaken to ensure school climates are as positive as possible, the provincial standards are provided to assist them in developing consistent and coherent policies and practices in their communities.

Developing and Reviewing Codes of Conduct

Developing and Reviewing Codes of Conduct: A Companion to the Provincial Standards for Codes of Conduct Order and *Safe, Caring and Orderly Schools: A Guide (2008)* accessible via the Internet [www.bced.gov.bc.ca/sco/resources.htm] has been created to assist boards of education in meeting their obligation to ensure that codes of conduct in their districts meet the provincial standards and comply with the *School Act* and the *Provincial Standards for Codes of Conduct Order*. It offers information to assist boards to meet their responsibilities under the law and work to make the schools of our province as safe, caring and orderly as possible.

Provincial Standards for Codes of Conduct

The provincial standards contained in the *Provincial Standards for Codes of Conduct Order* outline both process and content elements that must, at a minimum, be addressed in the development and review of all codes of conduct in British Columbia schools.

Process

The **process elements** that must, in accordance with the *Provincial Standards for Codes of Conduct Order*, be addressed in the development of all codes of conduct are outlined below.

- All British Columbia schools must consult with students, parents and staff in the development and review of codes of conduct.

- Expectations regarding acceptable conduct must be distributed to all students, parents and school staff at the beginning of the school year, and as well, to all temporary staff and visitors to the school. Codes of conduct must also be provided to new employees assigned during the school year, as well as to parents and students who begin attending the school during the school year. Protocols while acting as ambassadors of the school also must be made known to students, parents, coaches and involved members of the greater community. Codes must be made available to members of the general public.

- Behavioural expectations outlined in codes of conduct must be consistently taught and actively promoted. Codes of conduct must be displayed in a prominent area in the school.

- Responses to unacceptable behaviour must be based consistently on sound principles and be appropriate to the context.

- Conduct must be continuously monitored to ensure codes reflect current and emerging situations and are contributing to school safety.

- Codes must be reviewed and improved in light of evidence gathered and/or relevant research, and be revisited as part of a regular cycle of policy review.

- Codes of conduct must be compatible between schools in the community and across elementary, middle and secondary levels.

Content

The **content elements** that must, in accordance with the *Provincial Standards for Codes of Conduct Order*, be included in all codes of conduct are detailed below.

- One or more statements that address the prohibited grounds of discrimination set out in the *BC Human Rights Code* as these relate to the school environment.

- A statement of purpose, with a focus on safe, caring and orderly school environments that provides a rationale for the code of conduct and states its goals. For example:
  - to establish and maintain safe, caring and orderly environments for purposeful learning activity
  - to establish and maintain appropriate balances among individual and collective rights, freedoms and responsibilities
  - to clarify and publish expectations for student behaviour while at school, at a school-related activity or in other circumstances where engaging in an activity will have an impact on the school environment

- One or more statements that convey clearly and concisely how students are expected to conduct themselves, i.e., provide examples of acceptable behaviour, such as
  - respect yourself, interact with others in positive, supportive ways
  - help to make the school a safe, caring and orderly place
  - inform a 'tellable' adult in a timely manner (in advance, if possible) of incidents of bullying, harassment, intimidation or other safety concerns
  - engage in learning activities in a purposeful and timely manner
  - act in a manner that brings credit to yourself and the school

- One or more statements that convey clearly and concisely what is considered unacceptable conduct, i.e., provide examples of unacceptable behaviour, such as
  - behaviours that interfere with the learning of others, interfere with an orderly environment, create unsafe conditions
  - acts of bullying, harassment, intimidation; physical violence; retribution against a person who has intervened to prevent or report an incident or other safety concern
  - illegal acts, such as possession, use or distribution of illegal or restricted substances; possession of weapons; theft or damage to property

NOTE: Include a statement to explain that behaviours (both acceptable and unacceptable) cited in the code of conduct are examples only and not an all-inclusive list.

- One or more statements that outline a progression of expectations held for students as they become older, more mature and move through successive grades. For example:
  - increasing personal responsibility and self-discipline
  - increasing consequences for inappropriate conduct/ unacceptable behaviour

- One or more statements explaining that the severity and frequency of unacceptable conduct as well as the age and maturity of students are considered in determining appropriate disciplinary action:
  - responses to unacceptable conduct are consistent and fair
  - disciplinary action, wherever possible, is preventative and restorative, rather than punitive
  - students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct

NOTE: With regards to the requirement to include statements conveying behaviour expectations, include an explanation that special considerations may apply if a student is unable to comply with the expectations due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

- One or more statements explaining that school officials have a responsibility to advise other parties of serious breaches of the code of conduct, e.g., parents, school district officials, police and/or other agencies. For example:
  - parents of student offender(s) – in every instance
  - parents of student victim(s) – in every instance
  - school district officials – as required by school district policy
  - police and/or other agencies – as required by law
  - all parents – when deemed to be important to reassure all members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it

Section Three: Timely Information

Encouraging Communication

If no significant or immediate response occurs to bullying, harassment, intimidation and other violence, all those involved (directly or indirectly) may conclude that such behaviour is acceptable. Victims, believing that nothing can or will be done to stop the behaviours, may feel helpless. Aggressors may see their behaviours as acceptable forms of self-expression or successful ways to solve problems. Bystanders may become increasing unwilling to intervene and/or report, thus reinforcing the code of silence that enables bullying, harassment, intimidation or other misconduct to thrive.

Effective schools address these issues by encouraging communication and empathy, and promoting responsibility and accountability. Effective response strategies facilitate the safe reporting of safety concerns, and encourage victims to speak up and report. Bystanders are encouraged to intervene and report. Mechanisms are in place to enable all parties involved in an incident to communicate and resolve the situation safely. Responses support and complement school and board of education policies and in turn are supported and complemented by those policies.

Keeping Records

Routinely kept records of reported safety concerns and incidents of violence provide documentation about the nature of the concerns or incidents, when and by whom the reports were received and what actions were taken in response. Schools and boards of education track violent incidents in a variety of forms, and use that information in conjunction with other measures to monitor school safety and plan for improvements.

The criminal justice system for young persons emphasizes, among other principles, "enhanced procedural protection to ensure that young persons are treated fairly and that their rights, including their right to privacy, are protected."

Youth Criminal Justice Act (2002) *Declaration of Principle 3. (1)(b)(iii)*

Sharing Information

Managing the flow of information related to student safety in schools is a delicate balancing act. Deciding how much information can, and should, be shared with which people, and how many people, at any given time is a frequent dilemma for school personnel. Saying too much, too soon, to too many has the potential to harm the reputations of individuals and the school. It can also disrupt the sense of order the school works so hard to maintain. Saying too little, to too few, too late can lead to other regrets.

Personal privacy needs to be protected – yet people need to be alerted to watch for indications of potential danger that might otherwise go unnoticed. What is certain is that the school must have well-established and well-known mechanisms in place to receive (openly, confidentially and anonymously), record and act on information about concerns for student safety. What is equally certain is that the school must take action promptly and firmly at the first indication of bullying, harassment or intimidation – ignoring it is not an appropriate response.

Recommended Resources

Focus on Bullying: A Prevention Program for Elementary School Communities

See – Develop a School-Wide Plan for Bullying Prevention (Pages 15-57)
and Respond Directly to Bullying Situations (Pages 59-*83)*

Focus on Harassment and Intimidation:
Responding to Bullying in Secondary School Communities

See – Chapter 3/Taking Action, Part I
Preparing for Action (Pages 23-40)
Chapter 6/Taking Action, Part IV
Responding (Pages 97-115)

Sample Forms presented in Appendix D have been adapted from these resources.

Reports - In

Schools can reduce the likelihood that incidents of violence, bullying, harassment and intimidation will occur by conducting safe school initiatives and establishing caring and orderly school environments. But staff members can't intervene in a timely manner to actually stop (or head off) specific incidents unless they know about them. Heightened concerns for student safety in recent years have led many schools to:

- **increase the visibility and availability of adults**: adult presence beyond the classroom – in hallways, the cafeteria, gymnasium, and on the school grounds helps the school keep a watchful eye on students in unstructured situations. It also makes student – adult conversations a natural and frequent occurrence and increases the probability that an adult will hear or be told some important information.

- **make it easier to report safety concerns**: students know that all staff members are prepared to receive reports (verbally or in writing) of safety concerns in a professional manner and to convey the information to the appropriate personnel as soon as possible.

- **make it safer to report safety concerns**: anonymous "safety tip" boxes are placed strategically around the school, and confidential "safety tip" voicemail numbers are published. Both are checked frequently by a "tellable" adult.

- **make reporting safety concerns common practice**: a code of social justice (as opposed to a code of silence) is openly valued in the school, as is the expected behaviour that students will inform a "tellable" adult, in a timely manner, of incidents of bullying, harassment or intimidation.

Records - Kept

Traditionally, schools maintained records of student conduct in the files of individual students. While this system made it relatively simple to review behaviour records on a student-by-student basis, it was of limited use in providing a sense of how things were going in the school as a whole. In recent years most schools have implemented some sort of information system that enables them to examine conduct-related data on a school-wide basis. Analyses can be made by type of infraction, date, frequency and consequences imposed, as well as student-by-student. Schools document violent incidents, including bullying, harassment, intimidation and other serious misconduct, as well as some less serious disruptive behaviours in this manner.

Schools and boards of education track violent incidents in a variety of forms, and use that information in conjunction with other measures to monitor school safety and plan for improvements.

In addition, most schools keep a safety log, which details reports of safety concerns. This documentation provides a record of the nature of each report, when and by whom it was received and the action that was taken in response to it. Traditionally, entries in these school safety logs pertained to buildings, grounds and equipment (e.g., loose floor tiles, fire extinguishers, earthquake drills) – things that could have an impact on the physical safety of students. With recent concerns for students' emotional and psychological safety, many schools now also formally document the receipt of reports of bullying, harassment and intimidation and other forms of violence in their safety logs. Specific details of these reports, however, are kept separately as they usually contain confidential information.

Together, these two information systems assist schools and boards of education to monitor safety issues and plan comprehensive strategies to address them.

A key principle of the education system's accountability structure is that boards of education employ evidence-based decision making, using a combination of provincial measures and measures relevant to the local community context.

Over time, records-kept enable schools and boards of education to assess the impact of school responses and initiatives taken to make schools as safe, caring and orderly as possible. They also provide a basis for accountability.

Reports - Out

As school staff members are expected to help make the school as safe as possible, it is important that they be informed of new safety concerns in a timely manner. It is assumed that such information will be shared on a professional need-to-know basis and that staff members will respect privacy rights and keep information about individual students inside the school.

There may be instances, however, when it is important and/ or necessary for some information about student behaviour to conveyed to one or more adults outside the school. Such notification practices are usually governed by board policy and school procedures. As a rule, in instances of serious misconduct, the parents of the offender are informed. If the serious misconduct involves bullying, harassment or intimidation, the parents of both student offenders and student victims are informed and involved in resolving the situation. In addition, it is common practice for the school to reconnect, on a confidential basis, to thank the individual who reported the issue and advise him/her that it has been addressed.

Board of education policy may require that school district officials be advised of certain types of misconduct. The school may also have legal obligations to inform the police or agents of other public service organizations about the details of the misconduct and identities of the individuals involved. Again, it is assumed that this information will be shared on a professional need-to-know basis.

Despite the best efforts of the school to safeguard the privacy of its students, some information about serious misconduct on the part of one or more students may become known informally within the school community. At such times it may be important and/or necessary for the school to reassure members of the school community that school officials are aware of the misconduct and are taking appropriate actions to address it. In such instances, students' identities and specific details of the incident would not be disclosed.

Finally, boards of education may choose to share information with their communities about safe school-related goals. To enable boards to identify trends and track progress toward achievement of safety goals, they may require schools to provide information about the number and nature of violent incidents in schools and the response. Here again, students' identities should be kept confidential.

Appendices

Appendix A: The Building Blocks of Safe, Caring and Orderly Schools

Student Achievement

Safe **Caring** **Orderly**

School Community

A school culture is shaped by the values and attitudes of its community members, including school staff, supporting organizations and agencies, students, parents and the wider community. In a safe, caring and orderly school community the deep, personal commitment of its members to creating and maintaining a respectful, welcoming and nurturing environment is explicitly stated, and incidents of harassment or intimidation are addressed quickly, effectively and in ways that restore or strengthen relationships.

British Columbia schools are striving to develop positive, welcoming school cultures and are committed to fostering optimal environments for learning. Members of these school communities share a commitment to maintaining **safe**, **caring and orderly schools**. They strive to:
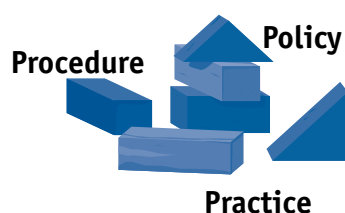
- develop positive school cultures and focus on prevention

- use school-wide efforts to build "community," fostering respect, inclusion, fairness and equity

- set, communicate and consistently reinforce clear expectations of conduct

- teach, model and encourage socially responsible behaviours that contribute to the school community, solve problems in peaceful ways, value diversity and defend human rights

- assume responsibility, in partnership with the wider community, for resolving critical safety concerns

- work together to better understand issues such as bullying, intimidation and harassment, racism, sexism and homophobia, and to learn new skills to respond to them

- respond consistently to incidents in a fair and reasoned manner, using interventions that repair harm, strengthen relationships and restore a sense of belonging

- participate in the development of policies, procedures and practices that promote school safety

- monitor and evaluate their school environments for evidence of continuous improvement

- recognize and celebrate achievements, while acknowledging areas that need improvement

Recommended Resources

Focus on Harassment and Intimidation: Responding to Bullying in Secondary School Communities

See – Chapter 4/ Taking Action, Part II Developing and Evaluating Policies and Procedures (Pages 41 – 50)

Guiding Legislation

*Detailed excerpts from relevant legislation are provided in **Appendix E.***

As school districts and schools undertake the important work of addressing safety, they work within the framework of federal and provincial legislation, including the *Constitution Act,* the *Canadian Charter of Rights,* the *Multiculturalism Act,* the *British Columbia Human Rights Code,* the *Official Languages Act,* the *Youth Criminal Justice Act* and the *School Act.*

The "Building Blocks"

Policy, procedure and **practice** are the **building blocks** for creating safe, caring and orderly school environments.

Procedure **Policy**

Practice

Potential Topics for Policy and Procedure Development

Abuse/Neglect Reporting
Anaphylaxis/Severe Allergies
Bullying, Harassment, Intimidation
 and Other Forms of Violence
Codes of Conduct
Communicable Diseases
Communication
Critical Incidents
Cultural Diversity
Custody Assurance
Equipment/Building Safety
Emergency Procedures
Field Trip Safety
Inter-Agency Protocols
Human Rights
Medical/Health Alerts
Reporting Procedures
Substance Use
Theft and Vandalism
Training
Vehicle/Bus Safety
Visitors/Agents in Schools
Volunteer Drivers
Weapons
WCB Requirements

Policies
establish clear expectations and set direction for all members of the school community, encourage appropriate action and provide a basis for sanctions in response to inappropriate action. They encourage pro-active and preventive endeavours as well as remedial and restorative approaches when problems do occur. Effective policy is developed in collaboration with the entire community, widely communicated, consistently implemented and regularly reviewed.

Procedures
are official, school-wide protocols and mechanisms that establish and communicate a way of doing things. Procedures describe the method for carrying out policy directions – the steps to be followed in conducting the business of maintaining safe, caring and orderly schools. They provide the formal operational guidelines for staff, students and visitors in the school. Effective procedures support the actions of individuals and groups working together to realize the goals of the school community.

Practices
describe the day-to-day actions and experiences of individuals at school. Effective practices reflect guidelines for safe, caring and orderly schools. They foster positive and healthy school cultures, nurturing social and emotional environments and success for all members of the school community.

Attributes of Safe, Caring and Orderly Schools

Schools that are safe, caring and orderly provide the necessary climate for student achievement. At the policy level these elements are intertwined and interdependent.

In a safe, caring and orderly school...

Policies
• Policies provide the basis for development of effective procedures and practices based on research and data
• Board and school policies address the interests of all members of the school community and all aspects of safe, caring and orderly schools • Policies allow for timely responses to emerging issues
• Policies are developed with the input and involvement of school community stakeholders in consultation with knowledgeable resource people
• Board and school policies, procedures and practices are consistent, using similar language and supporting one another
• Policies are clearly articulated to all members of the school community • Policies are communicated to the wider community on a regular basis using a variety of means of communication • A cycle of policy review is established; district and school data are used in the review and planning process

A Safe School

A **safe school** is one in which members of the school community are free of the fear of harm, including potential threats from inside or outside the school. The attitudes and actions of students, staff and parents support an environment that is resistant to disruption and intrusion, and ensures a constant focus on student achievement.

In a safe school...

Procedures

- Procedures address the goal that all members of the school community are safe at school
- Procedures are consistent with board of education policies
- Procedures undergo continuous review and improvement as promising new practices emerge
- Evidence is used to monitor how procedures are contributing to school safety

- Emergency procedures are in place
- The board of education and schools play a role in community emergency response plans
- Responses to critical incidents are pre-planned, effective and comprehensive

- Planned responses exist for alcohol and other prohibited substances
- Planned responses exist for weapons
- Search and seizure protocols are consistent with legislation and best practices

- Procedures exist that address communicable diseases and other health/medical alerts
- Procedures are developed in consultation with community health professionals

- Procedures are in place to address issues of child protection
- All staff members know child protection laws and procedures

- Reporting of unsafe conditions and actions is actively encouraged
- A reporting system is in place; it is clear, accessible and non-threatening
- Responses to reports are consistent and effective
- Measures taken to resolve problems are recorded
- Students know who to approach for help in any school-related context

- Procedures are in place to address visitors to the school
- Visitors are aware of guidelines before visiting the school
- Protocols and relationships are developed with local police and other agencies to establish how the school and community will partner to promote safety and address safety concerns

- Workers' Compensation Board Occupational Health and Safety regulations are met or exceeded
- Staff members know WCB requirements and protocols

Goals of Safe Schools

- Students and other members of the school community are free from harm.

- Students learn and work in an environment that is resistant to disruption and intrusion, and focused on learning.

In a safe school...

Practices
• Regular emergency drills indicate successful emergency preparedness • During emergencies and critical incidents, individuals carry out their responsibilities, members of the school community feel supported and a stable environment is maintained
• School personnel respond quickly and effectively to reports of unsafe conditions or actions • All members of staff are capable and confident when they receive a report • Students and others feel supported in reporting unsafe conditions, actions or potential incidents, and they report when issues arise
• An effective school-wide strategy is in place to reduce the number of incidents of bullying, harassment and intimidation • Problems with prohibited items and substances are rare; when they occur, they are addressed in a way that does not affect the safe operation of the school • Offenders are treated fairly and are referred for counselling help when appropriate
• Communicable disease outbreaks are controlled through good communication, clear roles and inter-agency collaboration • Post-outbreak follow-up occurs • Provisions for students with health alerts are made; related emergencies are handled appropriately • Records are kept of all health emergencies and interventions
• Suspected cases of abuse and neglect are reported promptly, in accordance with legislation and locally established protocols • Students are only released into the custody of persons who have appropriate authority • Suspicious persons are reported to police immediately • Visitors to the school are easily identifiable and their purpose and location are known to school officials

A Caring School

A **caring school** is one in which members of the school community feel a sense of belonging, and have opportunities to relate to one another in positive, supportive ways. All aspects of school life embrace and reflect diversity. The school is an inviting place for students, staff, parents and visitors.

In a caring school...

Procedures

- Procedures promote the dignity and equality of all members of the school community, support diversity and foster a sense of belonging for students and others
- School programs are developed that consider the needs of all students
- Procedures are in place for examining inequities, disparities and barriers to student achievement

- Staff, students and parents from diverse groups are encouraged to participate actively in school initiatives and decision-making

- Students are given opportunities to assume leadership roles

- Services are in place to support individuals who are at risk of harm
- Discipline procedures are preventive and restorative where possible, rather than merely punitive

- Complaint and appeal processes are clear and accessible
- Staff members address complaints and concerns about perceived unfair treatment with sensitivity and skill

- Procedures and protocols facilitate partnerships with community agencies to address common issues and provide support for the diverse needs of students, staff and others

Goals of Caring Schools

- Students and other members of the school community feel confident that the school community embraces individuality and diversity.

- Students and other members of the school community feel they belong and that members of the school community relate to one another in positive, supportive ways.

- Schools are a welcoming place for students, staff, parents and visitors.

In a caring school...

Practices
• The environment is inviting and welcoming, fostering feelings of acceptance and belonging for members of the school community • Members of the school community relate to one another in supportive ways • Students and other members of the school community speak with pride about their school • Students are given structured opportunities to show generosity and support to fellow students, staff and members of the greater community
• Regular opportunities are offered to learn about and celebrate human rights, diversity in the community and other key elements of caring schools • Training is provided to continually develop in school staff the knowledge, skills and attitudes to promote human rights and foster caring in schools • Opportunities are created for training with members of the wider community • The wider community is involved in cultural diversity awareness events and education
• Teachers instruct in ways that are responsive to different learning styles and different ways of meeting learning outcomes
• Visitors and guests feel welcome in the school and that their presence is appreciated • School personnel maintain regular contact with parents as a means of relaying important information and establishing rapport that will support student achievement
• Schools actively network with the wider community to identify and link to resources that support the diverse needs of members of the school community • Members of the school community are assisted in learning about helpful resources in the wider community and are supported in accessing them

An Orderly School

An **orderly school** is one in which members of the school community are informed about and exercise their rights and responsibilities as school citizens. Expectations about acceptable behaviour, respect and decorum are generally understood. Responses to violations are based consistently on sound principles and are appropriate to the context.

In an orderly school...

Procedures
• A school-wide program is in place to help maintain a positive climate in all aspects of school life
• Clear expectations for acceptable conduct are established in each school • Codes of conduct reflect the values and expectations described in school board policy
• Codes of conduct are developed with participation from parents, students, teachers, school administrators and other school support staff
• Expectations for acceptable conduct are made known to students, parents and school staff, as well as to temporary staff and visitors • Protocols for conduct while acting as ambassadors of the school exist and are made known to students, parents, coaches and involved members of the greater community
• Consequences for prohibited actions are clear and consistent, allowing room for judgment based on context • Students are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct
• Procedures are established to record incidents of student conduct breaches
• Relevant data are used as procedures are reviewed and revised

Goals of Orderly Schools

- Students and other members of the school community recognize their own rights and the rights of others, and exercise their responsibilities as school citizens.
- Students and other members of the school community conduct themselves in a manner that reflects an understanding of acceptable behaviour, respect and decorum.
- Students and other members of the school community have confidence that problems will be resolved in a consistent, appropriate and timely manner.

In an orderly school...

Practices
• School-wide efforts help to maintain a positive climate in all aspects of school life
• Members of the school community are familiar with expectations outlined in the school code of conduct • Orientation to school board and school policy and procedures is provided for new members of the school community
• Members of the school community treat one another with respect and courtesy • Members of the school community carry this level of decorum with them while acting as ambassadors of the school (e.g., on out-of-school trips, at school-sponsored and other public events) • No member of the school community dresses in a manner or possesses personal property at school that offends, intimidates or otherwise detracts from a supportive learning environment
• Guests and visitors to the school are treated with respect and courtesy, including visiting students and student athletes and their coaches • Students go out of their way to host or guide guests and visitors
• Consequences for prohibited actions are applied consistently, allowing room for judgment based on context • Students are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct
• Members of the school community express concerns in appropriate ways and to appropriate personnel, in accordance with school/school board policy and procedure
• Incidents of student breaches of the code of conduct are recorded, including information about how these were resolved
• Relevant data are used as procedures are reviewed and revised

Appendix B: Guiding Questions

The questions that follow are designed to facilitate discussion, to assist in bringing focus to key elements of safe, caring and orderly schools, and to prompt actions that will lead to continually improving policies, procedures and practices in support of school safety.

Policies

Policies establish clear expectations and set direction for all members of the school community, encourage appropriate action and provide a basis for sanctions in response to inappropriate action. They encourage pro-active and preventive endeavours as well as remedial and restorative approaches when problems do occur. Effective policy is developed in collaboration with the entire community, widely communicated, consistently implemented and regularly reviewed.

- How well do current school board and school policies establish clear expectations for safe schools and set the direction for effective practice in schools?

- How well do existing policies reflect and respond to the beliefs, customs, practices, languages, behaviours and physical differences of individuals and groups in the school community?

- In what ways are all community members – school employees, parents, students and interested others – encouraged to contribute to policy development?

- How effectively are policies communicated to members of the school community?

- Are the day-to-day practices of schools consistent with policies?

- How are questions and concerns about policies addressed?

- What processes are in place for regular policy review and revision?

- What evidence indicates that existing policies are supporting district efforts to maintain safe, caring and orderly schools?

Procedures

> **Procedures** are official, school-wide protocols and mechanisms that establish and communicate a way of doing things. Procedures describe the method for carrying out policy directions – the steps to be followed in conducting the business of maintaining safe, caring and orderly schools. They provide the formal operational guidelines for staff, students and visitors in the school. Effective procedures support the actions of individuals and groups working together to realize the goals of the school community.

- Does the district/school have clear procedures for addressing key elements of safe, caring and orderly schools?

- Are procedures consistent with school district policies?

- How do school procedures reflect and respond to the beliefs, customs, practices, languages, behaviours and physical differences of individuals and groups in the school community?

- In what ways are all members of the school community encouraged to contribute to the development of effective procedures in the school?

- What measures are in place to encourage individuals to report when they are aware of unsafe conditions or when they suspect or witness incidents or potential acts of violence? What measures provide such individuals with confidence that their reports will lead to appropriate action and that necessary support will be provided to them, as well as to others involved?

- What measures are in place to create and maintain a positive school climate that supports student achievement?

- How are training activities in the school aligned with safety goals?

- How is diversity reflected in all aspects of the life of the school?

- How are partnerships with community agencies fostered? How are members of the school community supported in learning about the services these agencies provide?

- What are the expectations for student conduct and the conduct of others in the school community? How are these expectations promoted on a consistent basis?

- How can members of the school community obtain information about key safety concerns and the way the school addresses them?

- What evidence indicates that existing procedures are supporting the school's efforts to maintain a safe, caring and orderly learning environment?

Practices

Practices describe the day-to-day actions and experiences of individuals at school. Effective practices reflect guidelines for safe, caring and orderly schools. They foster positive and healthy school cultures, nurturing social and emotional environments and success for all members of the school community.

- How do people treat one another at school? Is the school climate respectful, courteous, positive and inclusive?

- Do individuals know their rights and responsibilities as members of the school community?

- To what degree do students feel they belong to the school community? How do students express pride in the school?

- How do members of the school community promote socially responsible behaviour and keep the school environment free from discrimination, bullying, harassment and other forms of violence? Are these practices carried out in ways that are preventive and restorative, as well as remedial?

- In what ways do teachers employ strategies that take into account the differing interests and needs of students, and their different learning styles and strengths?

- How does the school encourage students to become responsible leaders in the school? What are some examples of students serving as leaders in areas that support school safety?

- How does the school encourage students to report unsafe conditions, actions or potential incidents? Do students report with consistency?

- How quickly and effectively are concerns addressed when individuals describe what they believe to be unfair or insensitive treatment?

- What evidence is used to determine if the school is becoming more safe, caring and orderly?

Appendix D:
Recording and Reporting – Sample Forms

Safe, caring and orderly schools monitor and evaluate their school environments for evidence of continuous improvement. They recognize and celebrate achievements, while acknowledging areas that need improvement.

Reports – In

A key principle of the provincial accountability structure is that boards employ evidence-based decision making, using a combination of provincial measures and measures that are relevant to the local community context.

Schools can't intervene in a timely manner to address concerns about school safety or stop (or head off) specific incidents unless they know about them.

Records – Kept

Routinely kept records of reported safety concerns and incidents of violence provide documentation about the nature of each concern or incident, when and by whom the report was received and what action was taken in response.

Reports – Out

A review of Accountability Contracts submitted for 2003/04 confirms that the focus on school safety is growing. Boards of education are monitoring safety data and using evidence to guide their planning.

Over time, routinely kept records enable schools and boards of education to monitor safety issues and plan comprehensive strategies to address them. They also provide a basis for accountability.

Recommended Resources

Focus on Bullying:
A Prevention Program for Elementary School Communities

See – Develop a School-Wide Plan for Bullying Prevention
(Pages 15-57) and
Respond Directly to Bullying Situations (Pages 59-83)

Focus on Harassment and Intimidation:
Responding to Bullying in Secondary School Communities

See – Chapter 3/Taking Action, Part I
Preparing for Action (Pages 23-40)
Chapter 6/Taking Action, Part IV
Responding (Pages 97-115)

Sample Forms presented in Appendix D have been adapted from these resources.

Assessing Ourselves, Assessing Our Schools   Sample only

Reports In

In addition to data about school safety provided through provincial satisfaction surveys, boards of education and schools might also choose to develop surveys to promote thinking and discussion about bullying, harassment and intimidation in their school communities. A sample is provided below.

Bullying   a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance

Harassment   any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating or offensive to another person

Intimidation   the act of instilling fear in someone as a means of controlling that person

---

1. How safe do I feel at my school? How welcome? How much do I feel like I belong? Why?

2. How would I describe the relationships between staff and students in our school? Relationships among staff? Relationships among students?

3. How could I contribute to a sense of community in my school? What am I doing already? What could others do? What are others doing already?

4. How would I describe our school culture? How diverse is the culture? How well does it welcome diversity?

5. Have I ever discriminated against anyone for any reason? Have I ever witnessed someone else's act of discrimination? Have I ever felt discriminated against?

6. Have I ever bullied, harassed or intimidated anyone for any reason? Have I ever witnessed someone else being bullied, harassed or intimidated? Have I ever felt bullied, harassed or intimidated?

7. How effective are the bullying, harassment and intimidation prevention initiatives at our school? How do we measure their effectiveness? How do we use the information we gather to shape the way we address bullying, intimidation and harassment?

8. How do I feel about teaching or learning about bullying, harassment and intimidation at school? What would be the best way to do it? What challenges would need to be overcome? What opportunities exist already?

9. How are issues of bullying, harassment and intimidation communicated to parents? The broader community? How are parents involved following incidents affecting their children as victims, aggressors or bystanders? How is the broader community involved in resolution options?

10. What does "safe school" mean to me? What would it look like? Feel like?

Report of Concern/Incident – Student   **Sample Only**

Name: ———————————— Grade: ———— Class: ———— Date: ————————

Recently you were involved in an alleged bullying incident. In order to help prevent such incidents, it is important for you to tell us, in your words, what happened.

1. When did the incident happen?   Date: ————————————— Time of Day: ————————

2. Where did it happen?

———

———

3. Who was there?

———

———

4. What happened?

———

———

5. Why did it happen?

———

———

6. What could you have done differently to solve the problem?

———

———

Teacher's/Principal's Signature: ————————————————————————

Parent's Signature: ———————————————————————————————

Report of Concern/Incident – Adult

Sample Only

Date of Record: _____ Time: _____

Name of School: _____

Person Completing Form: _____

Nature of Concern/Incident:

Date Concern/Incident Occurred: _____ Time: _____

Place: _____

Individuals Involved: _____

Details of the safety concern/incident:	**Gather Information:**
	• What happened before, during and after incident?
	• Your response?
	• Their response?
Actions taken:	• Give words and actions.
	• Witnesses.
	• How did it end?
	• Previous report of concern/incident.
Acknowledge/Affirm "You were right to tell me." "I'm sorry that happened (to you)."	• Feelings
	• Changes in behaviour
Assure the student that appropriate action will be taken.	• File Report
Follow-up: _____ Date: _____	• Follow-up

Received by: _____ Time: _____

Signature of Principal: _____ Date: _____

School/District Incidents Report

Sample only

District Report ❏   School Report ❏

Reporting Period _____

Part 1 may be used to record the nature and number of incidents that were reported formally in your school/school district in the past calendar year. Within each response level (i.e., the level involved in the response to the incident/ behaviour), enter the total number of incidents that occurred in the school/district in the past 12 months. An incident may be counted in more than one response level if more than one level was a part of the response. Once the incident data has been entered, it is possible to determine the incident category totals, response level totals and the total number of incidents for the year.

Part 2 provides an opportunity to determine how many times each type of intervention/ response in the list provided was used for the incidents recorded in Part 1. The total number of interventions/responses may be more than the number of incidents reported, as the school/district may have employed more than one method for a single incident.

Part 1

Response Level
Each incident may be recorded in as many response levels as required

Sample Incident Categories	Responded at school	Responded with district support	Responded with police or community agency support/intervention	Ongoing response	Total
Bullying, harassing, intimidating and other violent behaviours					
Illicit substance-related behaviours (use, possession, trafficking, etc.)					
Disruptive, disrespectful and non-compliant behaviours					
Attendance and non-participation behaviours					
Property offense behaviour (theft, vandalism, etc.)					
Response level totals					**Incident totals**

In the "total" column, each incident would be counted only once, regardless of the number of response levels reported.

Part 2

This section provides a total for each intervention/response method based on how many times it was used this school year **for the incidents recorded in Part 1**.

The number of interventions/responses indicated below may not necessarily match the total number of incidents, as schools/districts often employ more than one method.

Number of times intervention/response used	Sample Methods of Intervention/Response
☐	Class conference/meeting
☐	Restricted access to facilities/activities
☐	Reduced day length (permanent or temporary)
☐	Educational program change
☐	Peer counselling (not including mediation)
☐	Mentoring program/asset building
☐	Functional behavioural assessment and behaviour plan
☐	Daily/weekly monitoring
☐	Self-reflective exercise or research project in related topic
☐	Special education procedural change
☐	Restitution to school/community/victim
☐	Family group conference/justice circle (restorative justice)
☐	School-based team involvement
☐	Mediation/conflict resolution including peer mediation
☐	Counselling (in-school or referral to out-of-school professional)
☐	Police involvement (no charges)
☐	Criminal charges
☐	Service to school (e.g. garbage pick-up)
☐	Reminder/reprimand
☐	Detention(s)
☐	Suspension (in school)
☐	Suspension (out of school more than 5 days)
☐	Suspension (out of school 5 days or fewer)
☐	Other (please specify)

Appendix E: Guiding Legislation

This appendix provides excerpts from legislation that is relevant to the development and review of policy, procedures and practices related to maintaining safe, caring and orderly schools.

1. *Constitution Act*
   a. *Charter of Rights and Freedoms*
   b. *Rights of Aboriginal Peoples*
2. *Multiculturalism Act*
3. *BC Human Rights Code*
4. *Official Languages Act*
5. *Youth Criminal Justice Act*
6. *School Act (British Columbia),*
   Statement of Education Policy Order, School Regulation
7. *Provincial Standards for Codes of Conduct Order*

1. *The Constitution Act* (1982) EXCERPTS

The *Canadian Charter of Rights and Freedoms* is Part I of the Canadian *Constitution Act.* Generally speaking, any person in Canada, whether a Canadian citizen, a permanent resident or a newcomer, has the rights and freedoms contained in the Charter. There are some exceptions. For example, only citizens of Canada have the right to vote, and "the right to enter, remain in and leave Canada."

Part I *The Canadian Charter of Rights and Freedoms*

Whereas Canada is founded upon principles that recognize the supremacy of God and the rule of law:

Section 1: *Guarantee of Rights and Freedoms*

The *Canadian Charter of Rights and Freedoms* guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.

The Charter sets out those rights and freedoms that Canadians believe are necessary in a free and democratic society, including guarantee of:

- fundamental freedoms,
- democratic rights,
- the right to live and seek employment anywhere in Canada,
- legal rights: the right to life, liberty and personal security,
- equality rights for all,
- the official languages of Canada,
- minority language educational rights,
- Canada's multicultural heritage, and
- Aboriginal Peoples' rights.

Section 2: *Fundamental Freedoms*

Everyone has the following fundamental freedoms:

- freedom of conscience and religion;
- freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication;
- freedom of peaceful assembly; and
- freedom of association.

Even though these freedoms are very important, governments can sometimes limit them. For example, laws against pornography and hate propaganda are reasonable limits on freedom of expression because they prevent harm to individuals and groups.

Section 15: *Equality Rights*

The Supreme Court of Canada has stated that the purpose of section 15 is to protect those groups who suffer social, political and legal disadvantage in society. Discrimination occurs where, for example, a person, because of a personal characteristic, suffers disadvantages or is denied opportunities available to other members of society.

1. Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

2. Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

The courts have held that section 15 also protects equality on the basis of other characteristics that are not specifically set out in it. For example, this section has been held to prohibit discrimination on the grounds of sexual orientation.

At the same time as it protects equality, the Charter also allows for certain laws or programs that favour disadvantaged individuals or groups. For example, programs aimed at improving employment opportunities for women, Aboriginal Peoples, visible minorities, or those with mental or physical disabilities are allowed under section 15 (2).

Section 23: *Minority Language Educational Rights*

This section of the Charter requires provincial governments to provide education to Canadians in the official language of their choice, even in areas where a minority of residents speak that language. In all cases, the right to receive an education in a minority language applies only when there is a sufficient number of eligible children to justify providing schooling in that language. Where those numbers do exist, governments must provide the necessary facilities.

Section 25: *General*

The Canadian constitution recognizes the rights of Aboriginal Peoples of Canada (which include Indian, Inuit and Métis groups) in order to protect their culture, customs, traditions and languages.

The guarantee in this Charter of certain rights and freedoms shall not be construed so as to abrogate or derogate from any aboriginal treaty or other rights or freedoms that pertain to the Aboriginal Peoples of Canada including:

a) any rights or freedoms that have been recognized by the Royal Proclamation of October 7, 1763;
b) any rights or freedoms that now exist by way of land claims agreements or be so acquired; and
c) any rights or freedoms that may be acquired by the Aboriginal Peoples of Canada by way of land claim settlement.

Section 25 makes it clear that other rights contained in the Charter must not interfere with the rights of Aboriginal Peoples. For example, where Aboriginal Peoples are entitled to special benefits under treaties, other persons who do not enjoy those benefits cannot argue that they have been denied the right to be treated equally under section 15 of the Charter.

Section 27: *Multicultural Heritage*

Canadians are proud of the fact that Canada is home to many cultural groups. This feature of our country is officially recognized in section 27.

This Charter shall be interpreted in a manner consistent with the preservation and enhancement of the multicultural heritage of Canadians.

Section 28: *Rights Guaranteed Equally to Both Sexes*

Section 28 makes it clear that both women and men are equally protected under the Charter.

Notwithstanding anything in this Charter, the rights and freedoms referred to in it are guaranteed equally to male and female persons. This principle is also found in section 15.

Part II *Rights of the Aboriginal Peoples of Canada*

Section 35:

1) The existing aboriginal and treaty rights of the Aboriginal Peoples of Canada are hereby recognized and affirmed.

2) In this Act, "Aboriginal Peoples of Canada" includes the Indian, Inuit and Métis peoples of Canada.

3) For greater certainty, in subsection (1) "treaty rights" includes rights that now exist by way of land claims agreements or may be so acquired.

4) Notwithstanding any other provision of this Act, the aboriginal and treaty rights referred to in subsection (1) are guaranteed equally to male and female persons.

2. *Multiculturalism Act* (RSBC 1996) c.321 EXCERPTS

Purpose of the Act

2. *The following are the purposes of this Act:*

    a) to recognize that the diversity of British Columbians as regards race, cultural heritage, religion, ethnicity, ancestry and place of origin is a fundamental characteristic of the society of British Columbia that enriches the lives of all British Columbians;

    b) to encourage respect for the multicultural heritage of British Columbia;

    c) to promote racial harmony, cross-cultural understanding and respect the development of a community that is united and at peace with itself;

    d) to foster the creation of a society in British Columbia in which there are no impediments to the full and free participation of all British Columbians in the economic, social, cultural and political life of British Columbia.

Multiculturalism Policy

3. *It is the policy of the government to:*

    a) recognize and promote the understanding that multiculturalism reflects the racial and cultural diversity of British Columbians,

    b) promote cross cultural understanding and respect and attitudes and perceptions that lead to harmony among British Columbians of every race, cultural heritage, religion, ethnicity, ancestry and place of origin,

    c) promote the full and free participation of all individuals in the society of British Columbia,

    d) foster the ability of each British Columbian, regardless of race, cultural heritage, religion, ethnicity, ancestry or place of origin, to share in the economic, social, cultural and political life of British Columbia in a manner that is consistent with the rights and responsibilities of that individual as a member of the society of British Columbia,

    e) reaffirm that violence, hatred and discrimination on the basis of race, cultural heritage, religion, ethnicity, ancestry or place of origin have no place in the society of British Columbia,

    f) work toward building a society in British Columbia free from all forms of racism and from conflict and discrimination based on race, cultural heritage, religion, ethnicity, ancestry and place of origin,

    g) recognize the inherent right of each British Columbian, regardless of race, cultural heritage, religion, ethnicity, ancestry or place of origin, to be treated with dignity, and

    h) generally, carry on government services and programs in a manner that is sensitive and responsive to the multicultural reality of British Columbia.

3. *Human Rights Code,* R.S.B.C. 1996, c. 210   EXCERPTS

Discrimination and intent

Discrimination in contravention of this Code does not require an intention to contravene this Code.

Purposes

The purposes of this Code are as follows:

a)   to foster a society in British Columbia in which there are no impediments to full and free participation in the economic, social, political and cultural life of British Columbia,

b)   to promote a climate of understanding and mutual respect where all are equal in dignity and rights,

c)   to prevent discrimination prohibited by this Code,

d)   to identify and eliminate persistent patterns of inequality associated with discrimination prohibited by this Code,

e)   to provide a means of redress for those persons who are discriminated against contrary to this Code,

f)   to monitor progress in achieving equality in British Columbia,

g)   to create mechanisms for providing the information, education and advice necessary to achieve the purposes set out in paragraphs (a) to (f).

Code prevails

If there is a conflict between this Code and any other enactment, this Code prevails.

The *BC Human Rights Code* identifies 13 protected grounds under the legislation.

People are protected by virtue of their race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, age (applies to persons 19 to 64 years of age), and unrelated criminal or summary convictions.

4. *Official Languages Act* **(1985) c. 31** (4th Suppl.) EXCERPTS

Part VII *Advancement of English and French*

Government policy

Section 41.

The Government of Canada is committed to

b) fostering the full recognition and use of both English and French in Canadian society.

Specific mandate of Minister of Canadian Heritage

Section 43.

(1) The Minister of Canadian Heritage shall take such measures as that Minister considers appropriate to advance the equality of status and use of English and French in Canadian society and, without restricting the generality of the foregoing, may take measures to

 b) encourage and support the learning of English and French in Canada

 e) encourage and assist provincial governments to provide opportunities for everyone in Canada to learn both English and French

5. *Youth Criminal Justice Act* (2002) 1 Y-1.5   [Assented to February 19th, 2002]

The following are excerpts from the Act - NOT OFFICIAL VERSION

An Act in respect of criminal justice for young persons and to amend and repeal other Acts

NOTE: The *Youth Criminal Justice Act* has been in force since February 19, 2002.

Preamble

WHEREAS members of society share a responsibility to address the developmental challenges and the needs of young persons and to guide them into adulthood;

WHEREAS communities, families, parents and others concerned with the development of young persons should, through multi-disciplinary approaches, take reasonable steps to prevent youth crime by addressing its underlying causes, to respond to the needs of young persons, and to provide guidance and support to those at risk of committing crimes;

WHEREAS information about youth justice, youth crime and the effectiveness of measures taken to address youth crime should be publicly available;

WHEREAS Canada is a party to the United Nations Convention on the Rights of the Child and recognizes that young persons have rights and freedoms, including those stated in the *Canadian Charter of Rights and Freedoms* and the *Canadian Bill of Rights*, and have special guarantees of their rights and freedoms;

AND WHEREAS Canadian society should have a youth criminal justice system that commands respect, takes into account the interests of victims, fosters responsibility and ensures accountability through meaningful consequences and effective rehabilitation and reintegration, and that reserves its most serious intervention for the most serious crimes and reduces the over-reliance on incarceration for non-violent young persons;

NOW, THEREFORE, Her Majesty, by and with the advice and consent of the Senate and House of Commons of Canada, enacts as follows:

Declaration of Principle

Policy for Canada with respect to young persons

3. (1) The following principles apply in this Act:

  (a) the youth criminal justice system is intended to

    (i) prevent crime by addressing the circumstances underlying a young person's offending behaviour,

    (ii) rehabilitate young persons who commit offences and reintegrate them into society, and

    (iii) ensure that a young person is subject to meaningful consequences for his or her offence in order to promote the long-term protection of the public;

  (b) the criminal justice system for young persons must be separate from that of adults and emphasize the following:

    (i) rehabilitation and reintegration,

    (ii) fair and proportionate accountability that is consistent with the greater dependency of young persons and their reduced level of maturity,

    (iii) enhanced procedural protection to ensure that young persons are treated fairly and that their rights, including their right to privacy, are protected,

    (iv) timely intervention that reinforces the link between the offending behaviour and its consequences, and

    (v) the promptness and speed with which persons responsible for enforcing this Act must act, given young persons' perception of time;

(c) within the limits of fair and proportionate accountability, the measures taken against young persons who commit offences should

   (i) reinforce respect for societal values,

   (ii) encourage the repair of harm done to victims and the community,

   (iii) be meaningful for the individual young person given his or her needs and level of development and, where appropriate, involve the parents, the extended family, the community and social or other agencies in the young person's rehabilitation and reintegration, and

   (iv) respect gender, ethnic, cultural and linguistic differences and respond to the needs of aboriginal young persons and of young persons with special requirements; and

(d) special considerations apply in respect of proceedings against young persons and, in particular,

   (i) young persons have rights and freedoms in their own right, such as a right to be heard in the course of and to participate in the processes, other than the decision to prosecute, that lead to decisions that affect them, and young persons have special guarantees of their rights and freedoms,

   (ii) victims should be treated with courtesy, compassion and respect for their dignity and privacy and should suffer the minimum degree of inconvenience as a result of their involvement with the youth criminal justice system,

   (iii) victims should be provided with information about the proceedings and given an opportunity to participate and be heard, and

   (iv) parents should be informed of measures or proceedings involving their children and encouraged to support them in addressing their offending behaviour.

Act to be liberally construed

(2) This Act shall be liberally construed so as to ensure that young persons are dealt with in accordance with the principles set out in subsection (1).

Part 1 – Extrajudicial Measures

Principles and Objectives

Declaration of principles

4. The following principles apply in this Part in addition to the principles set out in section 3:

   (a) extrajudicial measures are often the most appropriate and effective way to address youth crime;

   (b) extrajudicial measures allow for effective and timely interventions focused on correcting offending behaviour;

   (c) extrajudicial measures are presumed to be adequate to hold a young person accountable for his or her offending behaviour if the young person has committed a non-violent offence and has not previously been found guilty of an offence; and

   (d) extrajudicial measures should be used if they are adequate to hold a young person accountable for his or her offending behaviour and, if the use of extrajudicial measures is consistent with the principles set out in this section, nothing in this Act precludes their use in respect of a young person who

   (i) has previously been dealt with by the use of extrajudicial measures, or
   (ii) has previously been found guilty of an offence.

Objectives

5. Extrajudicial measures should be designed to

   (a) provide an effective and timely response to offending behaviour outside the bounds of judicial measures;

   (b) encourage young persons to acknowledge and repair the harm caused to the victim and the community;

   (c) encourage families of young persons — including extended families where appropriate — and the community to become involved in the design and implementation of those measures;

   (d) provide an opportunity for victims to participate in decisions related to the measures selected and to receive reparation; and

   (e) respect the rights and freedoms of young persons and be proportionate to the seriousness of the offence.

6. *School Act / Statement of Education Policy Order / School Regulation* EXCERPTS

SCHOOL ACT (Excerpt)
BC Ministry of Education
July 14, 2008

Preamble

WHEREAS it is the goal of a democratic society to ensure that all its members receive an education that enables them to become literate, personally fulfilled and publicly useful, thereby increasing the strength and contributions to the health and stability of that society;

AND WHEREAS the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy;

THEREFORE HER MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of British Columbia, enacts as follows:

PART 2 - *STUDENTS AND PARENTS*

Division 1 - Students

2 Access to educational program

(1) Subject to section 74.1, a person is entitled to enroll in an educational program provided by the board of a school district if the person
    (a) is of school age, and
    (b) is resident in that school district.

(2) Subject to section 74.1, a person may enroll in an educational program provided by a board of a school district and attend any school in British Columbia if
    (a) the person is of school age,
    (b) the person is resident in British Columbia, and
    (c) the board providing the educational program determines that space and facilities are available for the person at the school in which the educational program is made available. [2002-53-2 effective July 1/02]

6 Duties of students

(1) A student must comply
    (a) with the school rules authorized by the principal of the school or Provincial school attended by the student, and
    (b) with the code of conduct and other rules and policies of the board or the Provincial school.

(2) A student attending a school or Provincial school must participate in an educational program as directed by the board or by the principal of the Provincial school.

Division 2 - Parents

7 Parents' entitlements and responsibilities

(1) A parent of a student of school age attending a school is entitled
- (a) to be informed, in accordance with the orders of the minister, of the student's attendance, behaviour and progress in school
- (b) on request, to the school plan for the school and the achievement contract for the school district, and
- (c) to belong to a parents' advisory council established under section 8.

(2) A parent of a student of school age attending a school may, and at the request of a teacher or principal, vice-principal or director of instruction must, consult with the teacher, principal, vice-principal, or director of instruction with respect to the student's educational program. [2002-53-3, effective May 30/02; 2002-53-4, effective July 1/02; OIC 840/06, Effective Dec 1/06; 2007-20-3, November 1, 2007 per BC Reg 229/07]

Division 3 - Joint Rights and Duties

9 Examination of student records

(1) A student and the parents of a student of school age are entitled,
- (a) on request and while accompanied by the principal or a person designated by the principal to interpret the records, to examine all student records kept by a board pertaining to that student, and
- (b) on request and on payment of the fee, if any, charged under subsection (2), to receive a copy of any student record that they are entitled to examine under paragraph (a).

(2) A board may, for any copies of student records provided under subsection (1) (b), charge a fee that does not exceed the cost to the board of providing the copies.

10 Liability for damage to property

If property of a board or a francophone education authority is destroyed, damaged, lost or converted by the intentional or negligent act of a student or a francophone student, that student and that student's parents are jointly and severally liable to the board or francophone education authority in respect of the act of that student. [1997-52-4 effective Aug. 1/97, BC Reg. 287/97]

11 Appeals

(1) In subsections (2) and (4), "decision" includes the failure of an employee to make a decision.

(2) If a decision of an employee of a board significantly affects the education, health or safety of a student, the parent of the student or the student may, within a reasonable time from the date that the parent or student was informed of the decision, appeal that decision to the board.

(3) For the purposes of hearing appeals under this section, a board must, by bylaw, establish an appeal procedure.

(4) A board may refuse to hear an appeal under this section unless the appellant discusses the decision under appeal with one or more persons as directed by the board.

(5) A board may establish one or more committees for the purpose of investigating appeals under this section.

(6) A board may make any decision that it considers appropriate in respect of the matter that is appealed to it under this section, and, subject to section 11.1(2), the decision of the board is final.

(7) A board must
 (a) make a decision under this section within 45 days of the date on which the board receives the appeal, and
 (b) promptly report that decision to the person making the appeal. [2007-20-06, BC Reg 24/08, effective March 3, 2008]

11.1 Appeals to superintendent of achievement

(1) Subject to the regulations, a decision of a board made under section 11 (6) or a reconsideration by a board under section 11.5 may be appealed to a superintendent of achievement.

(2) An appeal under this section is a new hearing.

(3) An appeal under this section does not suspend the operation of a decision under appeal unless the superintendent of achievement otherwise orders under section 11.3. [2007-20-07, BC Reg 24/08, effective March 3, 2008]

11.2 Powers and duties of superintendent of achievement on appeal

(1) On receipt of an appeal under section 11.1, a superintendent of achievement may
 (a) refer the matter for mediation or adjudication, to a mediator or adjudicator under contract with the minister or a person designated by the minister, or
 (b) summarily dismiss all or part of the appeal.

(2) A superintendent of achievement must exercise the discretion under subsection (1) in accordance with guidelines established by the minister.

(3) If a superintendent of achievement has referred a matter for mediation, the superintendent of achievement may refer the matter to an adjudicator for determination if
 (a) mediation is unsuccessful in bringing about agreement between the parties, or
 (b) a party so requests.

(4) A superintendent of achievement may, subject to the orders of the minister, establish practices and procedures for the purposes of subsection (1). [2007-20-12, BC Reg 24/08, effective March 3, 2008]

11.5 Reconsideration by board

If an adjudicator refers a matter back to a board under section 11.4 (1) (b), the adjudicator may

(a) request that the board review specific issues in its reconsideration, and
(b) require the board to complete its reconsideration by a certain date.

11.6 Decision final

A decision of a superintendent of achievement under section 11.2 (1) (b), or of an adjudicator under section 11.4 (1), is final and binding on the parties. [2007-20-12, BC Reg 24/08, effective March 3, 2008]

PART 3 - *SCHOOL PERSONNEL*

Division 1 - General

26 Powers to suspend

A principal, vice principal or director of instruction of a school or the superintendent of schools may suspend a student of the school if

(a) the rules made under section 85 (2) (c) by the board operating the school do not provide otherwise, and
(b) the suspension is carried out in accordance with those rules. [2002-53-13, effective May 30/02]

PART 6 - *BOARDS OF EDUCATION*

Division 2 - Powers and Duties

73 Establishment and closure of schools

(1) A board may
    (a) subject to the orders of the minister, open, close or reopen a school permanently or for a specified period of time, and
    (b) temporarily close a school building if the health or safety of the students is endangered.

75 Provision of educational program

(1) Subject to the other provisions of this Act and the regulations and to any orders of the minister under this Act, a board must make available an educational program to all persons of school age who enroll in a school in the district.

(2) A board may provide an educational program to persons referred to in subsection (1)
    (a) in its own school district, or
    (b) with the consent of a parent of the person referred to in subsection (1), in another school district or in a francophone school district.

(3) A board complies with subsection (1) if
    (a) the educational program is provided by the board,
    (b) with the approval of the minister, the educational program is provided by a Provincial school, or
    (c) with the agreement of one or more other boards or a francophone education authority, and with any consent required under subsection (2) (b), the educational program is provided
        (i) in full by another board or by the francophone education authority, or
        (ii) in part by one or more other boards or the francophone education authority, and the remainder of the educational program, if any, is provided by the board.

(4) Subject to section 74.1, a board may assign and reassign students to specific schools or to educational programs referred to in subsection (3).

(4.1) A board may provide all or part of an educational program by means of distributed learning only with the prior agreement of the minister.

(5) *REPEALED 2002-53-19 effective July 1, 2002.*

(6) A board may recognize as part of a student's educational program an educational activity that is not provided by the board.

(7) Subject to the regulations, a board
    (a) is responsible for evaluating all of the educational programs and services provided by the board, including services provided under an agreement under section 86 (1) (a), and
    (b) must have students assessed and evaluated by a member of the college.

(8) A board may, in accordance with any terms and conditions specified by the board, permit a person who is older than school age
  (a) to attend an educational program, or
  (b) to enroll and receive instruction in an educational program sufficient to meet the general requirements for graduation.

76 Conduct

(2) The highest morality must be inculcated, but no religious dogma or creed is to be taught in a school or Provincial school.

(3) The discipline of a student while attending an educational program made available by a board or a Provincial school must be similar to that of a kind, firm and judicious parent, but must not include corporal punishment.

85 Power and capacity

(1) For the purposes of carrying out its powers, functions and duties under this Act and the regulations, a board has the power and capacity of a natural person of full capacity.

(1.1) Without limiting subsection (1), a board must, subject to this Act and the regulations, and in accordance with Provincial standards established by the minister, establish a code of conduct for students enrolled in educational programs provided by the board.

PART 9 - GENERAL

Division 1 - Ministry of Education

168 Jurisdiction of minister

(2) The minister may make orders for the purpose of carrying out any of the minister's powers, duties or functions under this Act and, without restriction, may make order (s.1) establishing Provincial standards for a code of conduct required under section 85 (1.1)

Division 6 - Offences

177 Maintenance of order

(1) A person may not disturb or interrupt the proceedings of a school or an official function.
(2) A person who is directed to leave the land or the premises of a school by a principal, vice-principal, director of instruction or a person authorized by the board to make that direction
  (a) must immediately leave the land and premises, and
  (b) must not enter on the land and premises again except with prior approval from the principal, vice-principal, director of instruction or a person who is authorized by the board to give that approval.
(3) A person who contravenes subsection (1) or (2) commits an offence.
(4) A principal, vice-principal, director of instruction or a person authorized by the board may, in order to restore order on school premises, require adequate assistance from a peace officer.

STATEMENT OF EDUCATION POLICY ORDER (Excerpt)
BC Ministry of Education
October 1, 2007

Mandate for the School System Province of British Columbia

Part A: Mission Statement

The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

Part B: General Policies for the School System

The Educated Citizen
A quality education system assists in the development of human potential and improves the well being of each individual person in British Columbia society. ......

Government is responsible for ensuring that all of our youth have the opportunity to obtain high quality schooling that will assist in the development of an educated society. To this end, schools in the province assist in the development of citizens who are:
- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- creative, flexible, self-motivated and who have a positive self image;
- capable of making independent decisions;
- skilled and who can contribute to society generally, including the world of work;
- productive, who gain satisfaction through achievement and who strive for physical well being;
- cooperative, principled and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

Part C: Policy Statement on Public Schools

Goals of Education

Prime Goal of Public Schools – Supported by the Family and Community

- *Intellectual Development* – to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression.

Goals that are shared among Schools, the Family and Community

Schools are expected to play a major role, through learning experiences and supervised practice, in helping students to achieve the following goals:

- *Human and Social Development* – to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well being; to develop a sense of social responsibility, and a tolerance and respect for the ideas and beliefs of others.

- *Career Development* – to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

Duties, Rights and Responsibilities

Students: have the opportunity to avail themselves of a quality education consistent with their abilities, the opportunity to share in the shaping of their educational programs, and the opportunity to determine their career and occupational goals. They have a responsibility to make the most of their opportunities, to respect the rights of others, and to cooperate with fellow students in the achievement of their goals.

SCHOOL REGULATION (BC Reg 265/89) (Excerpt)
November 26, 2007
Authority: *School Act,* sections 5 and 175

4. Duties of teachers
    (b) providing such assistance as the board or principal considers necessary for the supervision of students on school premises and at school functions, whenever and wherever held;
    (c) ensuring that students understand and comply with the codes of conduct governing their behaviour and with the rules and policies governing the operation of the school;
    (f) encouraging the regular attendance of students assigned to the teacher;

5. Powers and duties of principals, vice principals or directors of instruction
    (7) The principal of a school is responsible for administering and supervising the school including
        (a) the implementation of educational programs,
        (b) the placing and programming of students in the school,
        (c) the timetables of teachers,
        (d) the program of teaching and learning activities,
        (e) the program of student evaluation and assessment and reporting to parents,
        (f) the maintenance of school records, and
        (g) the general conduct of students, both on school premises and during activities that are off school premises and that are organized or sponsored by the school, and shall, in accordance with the policies of the board, exercise paramount authority within the school in matters concerning the discipline of students.
    (8) Principals shall ensure that parents or guardians are regularly provided with reports in respect of the student's school progress in intellectual development, human and social development and career development and the student's attendance and punctuality. [am. B.C. Reg. 138/04; am. BC Reg. 1114/04; am. B.C. Reg. 225/06, effective September 8, 2006; am. B.C. Reg. 264/07, effective July 19, 2007]

7. *Provincial Standards for Codes of Conduct Order*

Authority: *School Act*, sections 85(1.1) 168 (2) (s.1)

Ministerial Order 276/07 (M276/07)...Effective October 17, 2007
Orders of the Minister of Education

1. In this order "**board**" includes a francophone education authority as defined in the *School Act*.

2. Boards must, in accordance with this order, establish one or more codes of conduct for the schools within their school district and ensure that the schools within their school district implement the codes.

3. When establishing codes of conduct, boards must consider the results of the consultations undertaken by schools within its school district at the school level with individuals or groups the school consider are representative of

    (a) employees of the board,
    (b) parents, and
    (c) students

4. Boards must ensure that schools within their school district

    (a) make codes of conduct available to the public;

    (b) distribute the codes of conduct at the beginning of the school year to
         (i)   employees of the board at the school, parents of students attending the school, and
         (ii) students attending the school

    (c) provide codes of conduct to employees of the board who are assigned to a school during the school year when they are so assigned;

    (d) provide the codes of conduct to students who start attending a school during the school year and their parents when the students start attending the school;

    (e) display the codes of conduct in a prominent area in the school.

5. Boards must ensure that schools within their school district review the codes of conduct annually with individuals or groups the schools consider are representatives of

    (a) employees of the board,
    (b) parents, and
    (c) students
    to assess the effectiveness of the codes of conduct in addressing current school safety issues.

6. Boards must ensure that the following elements are included in their codes of conduct:

    (a) one or more statements that address the prohibited grounds of discrimination set out in the BC Human Rights Code in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment;

    (b) a statement of purpose that provides a rationale for the code of conduct, with a focus on safe, caring and orderly school environments;

    (c) one or more statements about what is
         i.   acceptable behaviour, and
         ii. unacceptable behaviour, including aggressive behaviours such as bullying behaviours while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment;

    (d) one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and special needs, if any;

    (e) an explanation that the board will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct.

7. Further to section 6(c), boards must do the following in the statements about consequences of unacceptable behaviour:

    (a) whenever possible and appropriate, focus on consequences that are restorative in nature rather than punitive, and

    (b) include an explanation that special considerations may apply to students with special needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

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BC Ministry of Education
Governance and Legislation Branch
October 23, 2007
E-87.2

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