

**THE BOARD OF EDUCATION OF SCHOOL
DISTRICT NO. 61 (GREATER VICTORIA)
EDUCATION POLICY AND DIRECTIONS COMMITTEE
REGULAR MEETING AGENDA**

Chairperson: Trustee Nohr

Monday, October 3rd, 2016 – 7:00 PM

Location: *Victoria High School*

Dialogue with the Public is welcome during Standing Committee Meetings

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

ITEM	PRESENTER	STATUS	ATTACH
1. Approval of the Agenda			
2. Approval of the Minutes of Education Policy and Directions Committee Meeting – <i>September 12th, 2016</i>			<i>pgs. 2-6</i>
3. Business Arising From the Minutes			
4. Presentations to the Committee			
5. New Business			
A. <i>Introduction of Student Representative</i>	<i>Piet Langstraat, Superintendent and Student Representative, Eilidh Morrison - Reynolds Secondary</i>	- Info	
B. <i>Fast Track Update</i>	<i>Deb Whitten</i>	- Info	pg. 7
C. <i>Code of Conduct & Dress Code</i>	<i>Piet Langstraat</i>	- Info	pgs. 8-26
D. <i>Food Awareness</i>	<i>Shelley Green</i>	- Info / Discussion	pg. 27
E. <i>Motion</i>	<i>Trustee Watters</i>	- Action	
<div style="border: 1px solid black; padding: 5px;"> That the Board of Education of School District No. 61 (Greater Victoria) instruct the Chair to write a letter to the Minister of Education expressing the challenges of providing learning resources to fully support the new curriculum, and requesting that additional funds be provided for this purpose. </div>			
6. Notice of Motions			
7. General Announcements			
8. Adjournment			



**Education Policy and Directions Committee
September 12, 2016 – Tolmie Building Board Room**

Regular Minutes

Present: **TRUSTEES**
Deborah Nohr, Chair
Tom Ferris
Edith Loring-Kuhanga
Diane McNally
Peg Orcherton
Rob Paynter
Jordan Watters
Ann Whiteaker

ADMINISTRATION

Piet Langstraat, Superintendent of Schools
Shelley Green, Deputy Superintendent
Deb Whitten, Associate Superintendent
Greg Kitchen, Associate Superintendent
Ted Pennell, Director, Information Technology
Katie Hamilton, Manager, Community Engagement and Communications
Maryanne Trofimuk, VPVPA President
Sean McCartney, VPVPA Vice President
Ilda Turcotte, GVTA Representative
Audrey Smith, VCPAC President
Dawson Gittens, Student Representative
Karen Walters-Edgar, Recording Secretary

The meeting was called to order at 7:00 pm.

Chair Nohr welcomed everyone back to the start of the new school year.

Chair Nohr recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work.

1. APPROVAL OF THE AGENDA

It was moved and seconded:

That the September 12, 2016 regular agenda be approved with the following addition: F (b) Trustee Whiteaker Motion to review Regulation 3510.2 - <i>Stray Animals in Schools</i>. Motion Carried Unanimously

2. APPROVAL OF THE MINUTES

It was moved and seconded:

That the June 6, 2016 Minutes of the Education Policy and Directions Committee meeting be approved. Motion Carried Unanimously
--

3. BUSINESS ARISING FROM THE MINUTES - none

4. PUBLIC PRESENTATIONS TO THE COMMITTEE - none

5. NEW BUSINESS

A. Introduction of Student Representative

Superintendent Piet Langstraat welcomed Student Representative, Dawson Gittens, from Lambrick Park Secondary School. Dawson is a returning Student Representative from last year who will be attending scheduled Board meetings for September 2016.

B. Technology Stewardship Committee Report

Superintendent Piet Langstraat explained that the Technology Stewardship Committee met last year regarding all aspects of technology. The Superintendent wished to thank everyone around the Committee table for their input. These meetings were very fruitful, with a wide range of subjects being discussed. The Superintendent then asked Ted Pennell, Director of Information Technology, to speak to the five recommendations developed by the Committee on the use of technology for students and staff.

Mr. Pennell explained the five recommendations highlighted in the Technology Stewardship Ad Hoc Committee Report.

The Superintendent added that an updated technology information plan will be presented in November for the Board's consideration.

Trustees discussed the issue. Chair Nohr stated that this was her first experience in developing Terms of Reference. She suggested that the Committee review the 3 deliverables.

Trustee Whiteaker stated a Point of Order to Chair Nohr's review of the Terms of Reference. Trustee Whiteaker stated that the Trustees around the table were familiar with the Terms of Reference and therefore it was unnecessary to go over them and challenged the Chair's need to discuss them.

The Chair stated her rationale for reviewing the 3 deliverables. Chair Nohr stated that she felt there were people at this meeting who may not be up-to-date on the Terms of Reference and therefore a review would assist them in understanding the Report.

A discussion ensued.

After discussion, the Chair stated that the Point of Order was well taken. The Chair then thanked the Committee for all of their hard work on this important issue.

Trustee Whiteaker put forward the following motion:

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) receive the Technology Stewardship Ad Hoc Committee Report.

Motion Carried Unanimously

Trustee Whiteaker also put forward the following motion:

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) dissolve the Technology Stewardship Ad Hoc Committee since they have now completed their work.

Motion Carried Unanimously

C. Student Transfer Policy

Superintendent Langstraat stated that with a growing student population the student transfer issue is becoming more complex. The Superintendent stated the February/March period was difficult with regard to the number of requests for people wanting to move and the limited number of spaces. The Superintendent added that the Policy Sub Committee suggested a broader perspective needs to occur, that is, a need for truly greater representation from all partnership groups. The Superintendent stated that we need to look at the transfer process and ask ourselves is it really doing what we want it to do.

D. Equity Committee

Superintendent Langstraat, presented his report on the Equity Committee. The Superintendent explained the need for equity of resources for students in our district. Because of this need, two key values were included in the Board's Strategic Plan:

- Equity - We give each student the opportunity to fulfill their potential;
- Integrity - We are ethical and fair.

The Superintendent stated that in order to achieve equity with our practices and procedures, the District will need to examine many aspects of its operations. Through an established committee, dedication to this work can be achieved.

Trustees asked questions.

The following motion was then put forward:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to develop a draft Terms of Reference of the Equity Committee.

Motion Carried Unanimously

E. Policy Sub Committee Monthly Report and Policy and Regulation 4305 - *Gender Identity and Gender Expression*

Associated Superintendent Deb Whitten spoke to the Policy Sub Committee's recommendation in the creation of the draft policy and regulation, 4305 - *Gender Identity and Gender Expression*, as presented to them by the District Gender and Sexuality Alliance. Associate Superintendent Whitten stated the rationale was passed at the March 29, 2016 Board meeting. Associate

Superintendent Whitten added that this draft policy and regulation will continue to be developed and discussed with partner groups for broader consultation.

Trustees discussed the documents and made further editing suggestions.

The following motion was put forward:

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) create new Policy and Regulation 4305 - *Gender Identity and Gender Expression*.

Motion Carried Unanimously

F. MOTION

F (a)

Chair Nohr presented the rationale for her motion:

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) accept and implement the draft proposal *Board of Education - Plan - 2016-17* as a general guideline for the Education, Policy and Directions meetings, the Operations, Policy and Planning meetings and the Board meetings.

Trustee Orcherton moved an amendment to the motion:

Amended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) accept ~~and implement~~ the draft proposal *Board of Education - Plan - 2016-17* as a general guideline for the Education, Policy and Directions meetings, the Operations, Policy and Planning meetings and the Board meetings.

Further discussion ensued as to whether this motion should be carried when the plan was not attached as a reference to the motion. Trustees agreed that the motion could be passed without the attached plan as the motion and plan would be referred to the Board at a later date.

The Chair called for a vote on the amended main motion.

Amended Main Motion

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) accept the draft proposal *Board of Education - Plan - 2016-17* as a general guideline for the Education, Policy and Directions meetings, the Operations, Policy and Planning meetings and the Board meetings.

Motion Carried Unanimously

F(b)

That the Policy Sub-Committee review Regulation 3510.2 *Stray Animals in Schools* to consider leasing language for dogs during school hours on school property.

Trustee Whiteaker stated that she will refer this motion to the next Education Policy, Planning and Directions Committee meeting for further revision and review.

6. GENERAL ANNOUNCEMENTS - none

7. ADJOURNMENT

It was moved and seconded:

That the meeting be adjourned.

Motion Carried Unanimously

The meeting adjourned at 8:40 pm.

MEMO**To:** Education Policy Development Committee**From:** Deb Whitten, Associate Superintendent**Date:** October 3, 2016**RE:** Fast Track Update

In the past Fast Track was widely used throughout our secondary schools to provide students with an opportunity to successfully complete one academic course in a semester. Over the past three years secondary schools have offered credit recovery options within their schools to support students who are in jeopardy of failing one or more academic courses. As a result enrollment in Fast Track courses declined to the point that the program has not run since June 2015.

The Learning Support team works closely with our School Based Teams at each of our secondary schools to support students at their school. There are a number of upstream support mechanisms and early intervention structures in place to identify and respond to students who are struggling before they are in jeopardy of failing multiple courses. Our District Counsellor attends the School Based Team meetings; our District Youth and Family Counsellor meets with students and families and provides support in the areas of anxiety and other mental health challenges and a number of professional learning opportunities are available to Teachers, Educational Assistants and parents to support our at risk students.

The Learning Support team works with secondary school counselors, administrators and outside agencies to ensure relevant student information is up to date and available in a timely manner. If an at risk student is transitioned to another school the Learning Support team remains connected to the student until such time as the student has made a positive connection with adults in the school.

We have also been working with Ian Humphries at Camosun College to create a pathway for students, who did not graduate, to pursue their BC Dogwood certificate without returning to their school.

TO: The Education Policy and Directions Committee

FROM: Piet Langstraat, Superintendent of Schools

RE: Code of Conduct and Dress Code

DATE: October 3, 2016

As trustees are aware, discussions have taken place over the past number of months regarding codes of conduct and dress codes in schools.

These two topics are closely related. At the school level where dress codes are established, they are typically incorporated into the school code of conduct. There is a provincial Ministerial Order related to codes of conduct. There is no such order for dress codes.

The Ministerial Order 27/6/07 **Provincial Standards For Codes of Conduct Order** and **Developing and Reviewing Codes of Conduct: A Companion** are attached for the information of the Board of Education.

The Ministerial Order contains the following articles:

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 schools consider are representative of

(a) employees of the board,

(b) parents, and

(c) students

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

(a) a reference to

(i) each of the prohibited grounds of discrimination set out in section 7

(Discriminatory publication) and section 8 (Discrimination in

accommodation, service and facility) of the Human Rights Code, RSBC

1996, c. 210, and

PROVINCIAL STANDARDS FOR CODES OF CONDUCT ORDER

BC Ministry of Education

Governance and Legislation Branch E-64 September 8, 2016

(ii) without limiting subsection (i), sexual orientation, gender identity or

expression;

(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 bullying, cyberbullying, harassment,

intimidation, threatening or violent 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.

Also germane to this discussion is the Board's Mission, Vision, and Values:

Mission:

We nurture each student's learning and well-being in a safe, responsive, and inclusive learning community.

Vision:

Each student within our world-class learning community has the opportunity to fulfil their potential and pursue their aspirations.

Values:

- *Engagement*
- *Equity*
- *Innovation/Positive Change*
- *Integrity*
- *Openness and Transparency*
- *Partnerships*
- *Respect*
- *Social Responsibility and Justice*

Practice regarding codes of conduct vary around the province. Some districts have a code of conduct at the district and school levels; other districts have codes of conduct only at the school level. Similarly dress code in some districts is addressed at the district level.

Developing and Reviewing Codes of Conduct: A Companion to the

Provincial Standards for Codes of Conduct Ministerial Order

and

Safe, Caring and Orderly Schools: A Guide (2004)

This document is a companion to the *Provincial Standards for Codes of Conduct Ministerial Order* and the *Safe Caring and Orderly Schools: A Guide*. It does not contain and should not be construed as legal advice. Boards of education are encouraged to seek legal counsel with respect to the *BC Human Rights Code*, the *School Act*, and the *Provincial Standards for Codes of Conduct Ministerial Order*.



Ministry of
Education

August 2007

Background

This Facilitators' Companion 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.

In 2004, the Ministry of Education, in consultation with education partner groups, published the handbook *Safe, Caring and Orderly Schools: A Guide* and provided it to all BC schools. This helpful guide included expectations for codes of conduct and suggestions for how schools can create learning environments that are safe and welcoming for all students and staff. The Guide can be found at: www.bced.gov.bc.ca/sco/

In 2007, the *School Act* was amended to make it mandatory for boards to have codes of conduct. In addition, a Ministerial Order entitled *Provincial Standards for Codes of Conduct Order* was enacted in the summer of 2007 that sets the standards for codes of conduct.

Other Recommended Resources include:

<i>Diversity in BC Schools: A Framework</i> BC Ministry of Education (2004 Edition) http://www.bced.gov.bc.ca/diversity/diversity_framework.pdf	<i>BC Performance Standards Social Responsibility: A Framework</i> BC Ministry of Education (2001) http://www.bced.gov.bc.ca/perf_stands/social_resp.htm
--	--

Boards of education must consider the *BC Human Rights Code* when developing codes of conduct in their school districts.

The *BC Human Rights Code* deals with various forms of discrimination. The section dealing with discrimination in services lists grounds that might apply for the purposes of codes of conduct for schools.

Most relevant for the purposes of developing codes of conduct, it prohibits discrimination on the basis of an individual's or a group's race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, or sexual orientation.

How does the *BC Human Rights Code* apply to codes of conduct?

The *BC Human Rights Code* states that two of its purposes are to

- “foster a society in British Columbia in which there are no impediments to full and free participation in economic social political and cultural life of British Columbia” and
- “promote a climate of understanding and mutual respect where all are equal in dignity and rights.”

Students' feelings of safety and belonging, including freedom from discrimination, can seriously affect their ability to learn in school. As the *Safe Caring and Orderly Schools: A Guide* states, schools should be places where students are free from harm, where clear expectations of acceptable behaviour are held and met, and where all members feel they belong. 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

Please refer to Safe Caring and Orderly Schools: A Guide

Pages 9 – 13

Schools should be environments where students experience freedom from harm, which includes freedom from discrimination based on any of the grounds listed above. For example, a student who is experiencing harassment by other students may be unable to fully participate in his or her educational program and be a successful learner.

For schools and boards of education, the prohibitions under the *BC Human Rights Code* that are of particular relevance are *discriminatory publication* and *discrimination in services*.

Discriminatory publication refers to publishing, issuing or displaying--or causing to be published issued or displayed--any statement, publication, notice, sign, symbol, emblem or other representation that indicates discrimination or an intention to discriminate against a person or a group or class of persons, or is likely to expose a person or group or class of persons to hatred or contempt because of any of the grounds listed above. Schools may need to address discrimination of this type displayed in graffiti, student publications, blogs, websites, or other communication methods.

Discrimination in service means to deny a person a service customarily available to the public or to discriminate against a person or class of persons regarding a service customarily available to the public.

What are the processes that must be used in developing and reviewing codes of conduct?

Please refer to Safe Caring and Orderly Schools: A Guide

Pages 15 – 17

The provincial standards 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 of all codes of conduct in British Columbia school districts.

The standards in the Ministerial Order set out the ***processes*** that must be followed in the development of codes of conduct:

- involving students, parents and staff in the development and review of codes of conduct;
- ensuring that there is wide knowledge of conduct expectations in school communities; and
- keeping codes up-to-date, to address current school circumstances and emerging issues.

What other processes are also important to make codes of conduct effective?

In addition, the handbook *Safe, Caring and Orderly Schools: A Guide* sets further expectations for processes:

- incorporating the active teaching of conduct expectations into regular classroom learning activities;
- monitoring the implementation of existing codes and improving strategies as needed; and
- consulting with other schools in the district to ensure compatibility of conduct expectations.

Who must be involved in the development and review of codes of conduct?

The Ministerial Order sets a standard for who must be involved in the development and review of codes of conduct. Boards must ensure that students, parents, and employees of the board (school staff) are involved.

In practice, principals often invite representation from the school Parent Advisory Council and Student Council to participate in this work. To be sure that the voices of other students are heard, additional student and parent involvement may also be appropriate; for example, student-led multicultural or gay/straight organization members.

How can schools make sure that everyone in the school community is familiar with the school's code of conduct?

The Ministerial Order states that boards must ensure that schools make codes of conduct available to the public and distribute them to employees, parents and students at the beginning of the school year.

When students enrol during the year, they and their parents must be provided with a copy of the code of conduct. Codes of conduct must be displayed in a prominent location in schools where visitors to the school as well as people who are regularly in the school can read them.

In practice, codes of conduct cannot have a positive impact on the culture of a school unless they are communicated consistently to everyone at least annually. It is also good practice for students and their parents to have an opportunity to discuss the expectations set out in the code with someone on the school staff.

Many schools include the code of conduct in the school handbook, provided to all families at the beginning of each school year. Parent-teacher events or school newsletters may be an opportunity to reinforce the code. Communication methods can not only remind parents and students of the conduct expectations, but also celebrate improvements or exemplary examples of positive school cultures that reflect social responsibility.

School assemblies can help reinforce and refresh school-wide understanding of the expectations in codes. Behavioural expectations should be consistently taught and actively promoted throughout the school year.

Codes can be used to teach and model socially responsible behaviour, and the language and concepts of the codes reinforced through teaching and student leadership. A sense of pride in the code should be part of students' experience. We want every student to feel a sense of belonging and pride in his or her school, that people in the school community are respectful and fair, and that they feel safe.

How can schools be sure that their codes continue to meet the needs of the school community?

The Ministerial Order sets a standard that codes of conduct must be reviewed at least annually.

The expectations in the Guide state that behaviours in the school community should be continuously monitored to ensure that the codes are current and reflect situations that arise. For example, as more technology emerges, codes may need to be adapted with respect to expectations for use of cell phones, web postings, or other emerging technologies.

To make sure that this review takes place in a busy school year, a process to review codes should be regularly scheduled, and should be reconsidered in light of emerging circumstances. For example, an incident that occurs may not be clearly covered in the conduct expectations during a school year. The code may need to be amended to reflect this type of conduct in the future.

What are the content standards that must be included in all codes of conduct?

Please refer to Safe Caring and Orderly Schools: A Guide

Pages 15 – 17

The standards in the *Provincial Standards for Codes of Conduct Order* state that codes of conduct must include the following elements:

- Statement of purpose
- Conduct expectations—both acceptable and unacceptable conduct; for example, disruptive behaviours and serious misconduct like bullying, harassment and intimidation
- Rising expectations as students mature and considerations for students with special needs
- Consequences for unacceptable conduct
- 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.

***Suggestions for
Purpose Section***

Statement of purpose: Effective codes of conduct should go beyond a list of rules to include a rationale for the expectations set in the codes. It is important for members of the school community and the public to understand the reasons for the code; for example, to make the school a safe, caring, and orderly environment for learning and working. The statement of purpose should clarify the need for an appropriate balance between individual and collective rights, freedoms, and responsibilities.

This purpose section should also clarify the circumstances in which the expectations in the code of conduct applies; for example, behaviour both on school premises and during activities that are off school premises and that are organized or sponsored by the school, and behaviour beyond these times when it affects the safe, caring or orderly environment of the school. Such expectations can be set regarding website postings, “blogs” text messages by or about students or staff using electronic devices, and other means that negatively affect other members of the school community and student learning.

***Suggestions for
Conduct
Expectations***

Conduct expectations—acceptable behaviour: Codes of conduct describe how students are expected to conduct themselves at school, while attending a school function, or when engaging in other conduct that negatively impact the safe, caring or orderly nature of the school.

Examples of areas that should be addressed in the conduct expectations include:

- respecting self, others and the school
- helping to make the school a safe, caring and orderly place
- informing a “tellable” adult in a timely manner (in advance, if possible) of incidents of bullying, harassment or intimidation
- engaging in purposeful learning activities in a timely manner
- acting in a manner that brings credit to the school

Conduct expectations—unacceptable behaviour:

Codes of conduct should describe clearly what is considered to unacceptable conduct. It is a good idea to include at least one statement that communicates that all behaviours are not listed in the code, but that those cited are examples. Otherwise, quibbling about unacceptable behaviour that is not explicitly listed may occur.

Examples of behaviour that should be considered include:

Behaviours that

- interfere with the learning of others, including their emotional well-being
- interfere with an orderly environment
- create unsafe conditions

Acts, such as

- bullying, harassment or intimidation
- physical violence
- retribution against a person who has reported incidents

Illegal acts, such as

- possession, use or distribution of illegal or restricted substances
- possession or use of weapons
- theft of or damage to property

Suggestions for Consequences Section

Consequences for unacceptable conduct: As stated in the standards of the *Provincial Standards for Codes of Conduct Order*, codes of conduct must contain one or more statements about the consequences for unacceptable behaviour. These statements must take into account students' age, maturity, and special needs.

The *Safe, Caring and Orderly Schools: A Guide* sets the following expectations for characteristics of consequences:

- Responses to unacceptable conduct should be pre-planned, consistent, and fair
- Disciplinary action, wherever possible, consequences should be preventative and restorative, rather than merely punitive
- As often as possible, students should be encouraged to participate in the development of meaningful consequences for violations of the code of conduct

How can codes of conduct address age and ability differences in students?

Students have varying levels of understanding as they grow older and more mature. Some students with certain types of special needs are unable to understand conduct expectations or rationally control their conduct.

Conduct expectations for students in the primary grades may be very different than what we would expect of a student in Grade 6 or Grade 11. Such differences in maturity levels should be reflected in both expectations and consequences for conduct.

Codes also need to be sensitive to the fact that some students have disabilities that interfere with their ability to understand or follow the school's code of conduct expectations. For example, a student who has an intellectual disability may not be able to understand or remember school rules and routines. Students affected by some syndromes have uncontrollable behaviours.

The standards in the Ministerial Order mandate that codes of conduct include statements that make it clear that their application will not discriminate against a student who can not meet a behavioural expectation because of a disability. For example, stern consequences for repeated swearing by a student who is affected by a nervous system disorder for which uncontrollable verbal outbursts and swearing is a symptom would be inappropriate. Rather, support that assists such students to master the behavioural expectations should be part of their Individual Education Plan goals and consequences should take into account the needs of the students.

How can codes of conduct address student conduct that occurs outside the school yet has a negative impact on the school community?

The standards in the *Provincial Standards for Codes of Conduct Order* state that codes of conduct must address unacceptable conduct that has a negative impact on the school environment.

As codes are developed and reviewed, it is expected that they will specifically address behaviour that intimidates or exposes students or staff to physical harm, ridicule, hatred, or contempt. This type of conduct can have a significant negative impact on the school environment, even if the incidents begin outside the school building and grounds or school day. For example, postings to internet sites that encourage contempt for students or staff based on their sexual orientation, religion, or race can have a significant impact on the victims and the whole school community.

There is a growing concern about conduct called colloquially "cyber-bulling" that has had a profound negative impact not only on students' ability to learn in school but also the school's status as a caring and orderly learning and working environment.

Students, staff and parents should know that school officials have a responsibility to advise other parties of serious breeches in codes of conduct. Although this is not stated directly in the Ministerial Order, boards may wish to include statements that explain these responsibilities.

Some examples of individuals or agencies that may need to be informed include: a student's parents, the parents of other students who were involved (for example when a student is disciplined for bullying behaviour, the parents of the student who was bullied), school district officials, where the conduct of the student contravenes district policy (for example, destruction of school property), the police or other agencies, where the law requires, or the parents of all students in the school, when the whole school community needs to be reassured that a serious situation is being addressed.

Definitions

The following definitions may be useful in the development of codes of conduct so that everyone in the school community shares a common understanding of terms that appear in the codes. They are not legal definitions, but have been commonly used in the school system.

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

Bullying behaviour is a type of harassment and intimidation. This aggressive behaviour includes physical or verbal behaviour, and is an intentional and purposeful act meant to inflict injury or discomfort on the other person. There are three critical conditions that distinguish bullying from other forms of aggressive behaviour including:

1. *Power*: involves a power imbalance. Individuals who bully acquire their power through physical size and strength, including status within the peer group, and/or by recruiting support of the peer group.
2. *Frequency*: is repeated over time. Bullying is characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the person being bullied that can be so detrimental and can have the most debilitating long-term effects.
3. *Intent to harm*: is intended to hurt. Individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

Cyber bullying: bullying behaviour which is carried out through an internet service such as email, chat room, blog, discussion group or instant messaging. It can also include bullying through mobile phone technologies and new internet technologies in the future.

Harassment: any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of particular concern is such behaviour that persists after the aggressor has been asked to stop.

Any of the following behaviours could be considered harassment:

- condescending treatment that undermines another's self-respect, name-calling, teasing, disrespectful comments
- gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment
- social isolation ("freezing out" or rejecting others), exclusion from a group, threatening to withdraw friendship
- repeated unwanted communication
- unwelcome jokes, innuendoes, insults, or put downs; taunts about a person's body, disability, religion, attire, age, economic status, ethnic or national origin
- insulting graffiti directed at an individual or group
- unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient.

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

For example, any of the following behaviours could be considered intimidation:

- verbal threats: threatening phone calls, threats of violence against a person or property
- physical threats: showing a weapon, jostling, threatening to punch, stalking or following
- defacing or stealing victim's property
- daring or coercing victim to do something dangerous or illegal
- extortion (demanding payment or goods for a victim's safety)
- inciting hatred toward a victim
- setting up a victim to take the blame for an offence

Safe schools: schools 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.

Caring schools: schools where it is known 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.

Orderly schools: schools that 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.

CODES OF CONDUCT CHECKLIST

PROCESS ELEMENTS	Meets Provincial Standard	
Processes are in place to include students, parents and staff in the development and review of codes of conduct.	Yes ()	No ()
Students, parents and staff have participated in the development and review of codes of conduct. <i>Refer to: Facilitators' Companion page(s) 4-6</i> <i>Safe, Caring and Orderly Schools: A Guide page(s) 9-13, 15-17, 25-33, 35-37</i>	Yes ()	No ()
Processes are in place to make expectations regarding acceptable conduct known to all students, parents and school staff, as well as to temporary staff or visitors.	Yes ()	No ()
Expectations regarding acceptable conduct have been made known to all students, parents and school staff, as well as to temporary staff or visitors.	Yes ()	No ()
Protocols have been established to guide the conduct of students, parents, coaches and involved members of the greater community while acting as ambassadors of the school...	Yes ()	No ()
Protocols regarding conduct while acting as ambassadors of the school are made known to students, parents, coaches and involved members of the greater community. <i>Refer to: Facilitators' Companion page(s) 4-6</i> <i>Safe, Caring and Orderly Schools: A Guide page(s) 9-13, 15-17, 25-33</i>	Yes ()	No ()
Strategies have been developed for the active teaching and promotion of behavioural expectations outlined in codes of conduct.	Yes ()	No ()
Behavioural expectations outlined in codes of conduct are consistently taught and actively promoted. <i>Refer to: Facilitators' Companion page(s) 5-6</i> <i>Safe, Caring and Orderly Schools: A Guide page(s) 15-17, 25-33, 35-37</i> <i>BC Performance Standards 'Social Responsibility': A Framework</i>	Yes ()	No ()
Processes are in place to monitor conduct to ensure codes reflect current and emerging situations and contribute to school safety.	Yes ()	No ()
Conduct is consistently monitored to ensure codes reflect current and emerging situations and are contributing to school safety. <i>Refer to: Facilitators' Companion page(s) 4</i> <i>Safe, Caring and Orderly Schools: A Guide page(s) 9-13, 25-33, 35-37, 45-51</i>	Yes ()	No ()
Processes are in place to revisit and revise codes of conduct as part of a regular policy review cycle.	Yes ()	No ()
Codes of conduct are revisited as part of a regular cycle of policy review. <i>Refer to: Facilitators' Companion page(s) 4-5</i> <i>Safe, Caring and Orderly Schools: A Guide page(s) 25-33, 35-37</i>	Yes ()	No ()
Processes are in place to align codes of conduct between schools in the community and across elementary, middle and secondary levels.	Yes ()	No ()
Codes of conduct are compatible between schools in the community and across elementary, middle and secondary levels. <i>Refer to: Facilitators' Companion page(s) 5</i> <i>Safe, Caring and Orderly Schools: A Guide page(s) 9-13, 15-17, 25-33</i>	Yes ()	No ()

CONTENT ELEMENTS	Meets Provincial Standard	
<p>Statement of Purpose – codes of conduct include one or more statements that provide a rationale for the code of conduct and explain its goals.</p> <p><i>Refer to: Facilitators' Companion page(s) 6-7</i> <i>Safe, Caring and Orderly Schools: A Guide page(s) 9-13, 25-33</i></p>	Yes ()	No ()
<p>Reference to the BC Human Rights Code – codes of conduct include one or more statements that address the prohibited grounds of discrimination set out in the <i>BC Human Rights Code</i> in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.</p> <p><i>Refer to: Facilitators' Companion page(s) 3-4</i> <i>Safe, Caring and Orderly Schools: A Guide page(s) 9-13, 25-33</i> <i>Diversity in BC School: A Framework page(s) 23-26</i></p>	Yes ()	No ()
<p>Conduct Expectations – regarding acceptable conduct, unacceptable conduct, and rising expectations.</p> <p><i>Refer to: Facilitators' Companion page(s) 7-10, 10-12</i> <i>Safe, Caring and Orderly Schools: A Guide page(s) 9-13, 15-17, 25-33</i></p> <ul style="list-style-type: none"> ▪ Acceptable conduct – codes of conduct include one or more statements that convey clearly and concisely how students are expected to conduct themselves at school and while attending any school function at any location. ▪ Unacceptable conduct – codes of conduct include one or more statements that convey clearly and concisely what is considered to be unacceptable conduct. At least one statement is included to explain that special considerations may apply to students with special who are unable to comply with expectations due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature. ▪ Rising expectations – codes of conduct include one or more statements that outline a progression of expectations held for students as they become older, more mature and move through successive grades. 	Yes () Yes () Yes ()	No () No () No ()
<p>Consequences – codes of conduct include one or more statements about the consequences of unacceptable conduct, which take account of the age and maturity of students and special needs, if any, in determining appropriate disciplinary action.</p> <p>At least one statement is included to explain that whenever possible and appropriate, consequences for breaches of a code are restorative in nature rather than punitive.</p> <p><i>Refer to: Facilitators' Companion page(s) 8-10</i> <i>Safe, Caring and Orderly Schools: A Guide page(s) 9-13, 15-17, 25-33</i></p>	Yes () Yes ()	No () No ()
<p>Notification – codes of conduct include one or more statements to explain that school officials may 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)</p> <p><i>Refer to: Facilitators' Companion page(s) 10</i> <i>Safe, Caring and Orderly Schools: A Guide page(s) 15-17, 19-22</i></p>	Yes ()	No ()
<p>Retaliation Prevention – codes of conduct include an explanation that the board will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of a code of conduct.</p> <p><i>Refer to: Facilitators' Companion page(s) 7</i> <i>Safe, Caring and Orderly Schools: A Guide page(s) 9-13, 17-22, 35-37</i></p>	Yes ()	No ()

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
Amended by M208/14..... Effective June 23, 2014
Amended by M341/16..... Effective September 7, 2016
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 schools 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) a reference to
 - (i) each of the prohibited grounds of discrimination set out in section 7 (*Discriminatory publication*) and section 8 (*Discrimination in accommodation, service and facility*) of the *Human Rights Code*, RSBC 1996, c. 210, and

PROVINCIAL STANDARDS FOR CODES OF CONDUCT ORDER

- (ii) without limiting subsection (i), sexual orientation, gender identity or expression;
- (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 bullying, cyberbullying, harassment, intimidation, threatening or violent behaviourswhile 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.

[am M208/14, effective June 23/14; am M341/16, effective Sept 7/16]

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.



Deputy Superintendent's Office

556 Boleskine Road,
Victoria, British Columbia, V8Z 1E8
Fax 250-475-4112

Shelley Green, Deputy Superintendent

250-475-4117

Date: October 3rd, 2016

To: Education Policy and Directions Committee

From: Shelley Green,
Deputy Superintendent

Re: Food Awareness

Over the past two years, there have been numerous conversations in regard to various aspects of food awareness in the Greater Victoria School District. Some examples of these conversations include programming (breakfast, lunch, snacks, cafeterias), budgets, health and nutrition, garden programs, recycling, environmental, facilities and several others.

The District leadership is seeking clarity in regard to this topic and the area of focus the Board would like to pursue at this time.