



# Safe & Caring Schools

## POLICY



## Safe & Caring Schools Policy • Revised 2013

### 1. Background and Purpose

Increased public awareness and concern regarding the societal issues of bullying and violent behaviour among youth prompted the Department of Education to initiate an external review of the *Provincial Safe & Caring Schools Policy, 2006* and its implementation in schools. The resulting considerations, documented in the *Report on the Evaluation of The Department of Education's Safe & Caring Schools Policy and its Implementation, 2012*, coupled with the input from public consultations on current legislation, policy and practices related to safe and caring schools, have guided the development of this revised *Safe & Caring Schools Policy, 2013*.

*"Leadership is demanded from the Department, districts and schools to ensure that this vision becomes a reality and that school environments truly become safe for teaching and learning and contribute to building caring and empathetic communities."*

- Report on the Evaluation of The Department of Education's  
Safe & Caring Schools Policy and its Implementation (2012)

This policy provides guidance to educational stakeholders, particularly to schools and districts, in the development and maintenance of a safe, caring and inclusive learning environment. As well, it outlines a structure for the collection and analysis of data to inform school development plans, to shape practice and to ensure accountability. Stakeholders include the Department of Education, districts and school staff, parents/guardians and students and other professionals and volunteers in our schools.

#### 1.1 The goal of policy is to:

- Establish clear expectations and set direction for all members of the school community.
- Encourage appropriate action.
- Encourage pro-active and preventive endeavors as well as remedial and restorative approaches when problems do occur.

### 2. Foundation of the Safe & Caring Schools Initiative

- 2.1. Creating safe and caring schools is a process which requires ongoing support, direction and attention from all stakeholders. To date, the Safe & Caring Schools Policy has provided an important foundation for creating welcoming, inclusive and safe learning environments.
- 2.2. Building on this foundation requires stronger and broader collaborative efforts among all stakeholders, a belief reflected in the previous Safe & Caring Schools Policy:

*"All children deserve to learn and grow in peaceful schools and communities. Ensuring our young people have the opportunity to be successful in school - and ultimately, in life - requires safe and caring schools where teachers, students, parents and the broader community work together to respect and support each other."*

- Department of Education, Safe & Caring Schools Policy (2006)

- 2.3. A safe, caring and inclusive school is a necessary condition for student success. Students cannot be expected to reach their potential in an environment where they feel insecure, intimidated or excluded.

- 2.4. All members of the school community are responsible for the positive culture of the school. Student, teacher, parent and community engagement must be encouraged, nurtured and expected.
- 2.5. The school community consists of students, parents/guardians, volunteers, teachers, and other adults who are in contact with students and school staff, in any school setting or school related activity.
- 2.6. The positive nature of relationships within the school community, and the consistent, inclusive and nurturing nature of the school permit students to build healthy relationships, to create a strong and supportive social network, to develop emotional well-being and to achieve academically to the best of their ability.
- 2.7. A safe school has:
- an environment free from bullying, harassment, intimidation and discrimination
  - an orderly environment
  - a Code of Conduct with consistent expectations and consequences
  - procedures and guidelines implemented as intended
  - active adult supervision
  - security procedures which are resistant to intrusion
  - response protocols for adverse and crisis situations.
- 2.8. A caring and inclusive school promotes:
- positive and supportive relationships
  - inclusive educational practices
  - recognition and acknowledgement of efforts and accomplishments
  - celebration of diversity
  - advocacy for student well-being
  - courtesy and respect
  - belonging and connectedness
  - equity and equality
  - a constant focus on student achievement.

### 3. Guiding Principles

Safe, caring and inclusive learning environments are built on the following principles:

- 3.1. Everyone has a role and responsibilities in building a safe, caring and inclusive school climate. Success depends on the active involvement of all stakeholders who are committed to a shared vision, common goals and the on-going work required in achieving them.
- 3.2. Building a safe, caring and inclusive school environment requires a focus on developing respectful and caring relationships throughout the school community – among students, among adults and between students and adults.
- 3.3. Inclusive educational practices must be embedded in all aspects of the learning environment to support the well-being and achievement of all students.
- 3.4. Fair and consistently implemented school policies and Codes of Conduct contribute to positive learning environments and reduce bullying, harassment, intimidation and discrimination.
- 3.5. Positive social behaviours must be taught, modelled and reinforced throughout the curriculum and imbedded in all aspects of school life.
- 3.6. Inter-agency collaboration and community partnerships are essential components of building and maintaining a safe, caring and inclusive school environment.

- 3.7. The creation and maintenance of a safe, caring and inclusive school requires creativity, on-going collaboration and recognition of the complexities involved. For example, the size, population and location of a school will affect school climate and community partnerships.

## 4. Policy Statements

### 4.1. Stakeholder Responsibilities

All stakeholders of a school community have responsibility for developing and maintaining a safe, caring and inclusive environment.

#### 4.1.1. Department of Education responsibilities:

- 4.1.1.1. Establish policy and direction for safe and caring schools.
- 4.1.1.2. Demonstrate leadership by emphasizing and prioritizing safe, caring and inclusive schools in future Department of Education strategic plans and ensure that future district strategic plans and school development plans formally incorporate a safe and caring schools goal.
- 4.1.1.3. Promote a safe, caring and inclusive schools focus within the school development process; throughout the curriculum; within all other policies, resources and training initiatives; and across divisions of the Department of Education and school districts.
- 4.1.1.4. Enhance communication and collaboration among government departments and with community agencies.
- 4.1.1.5. Identify resources to support policy implementation.
- 4.1.1.6. Promote professional learning opportunities and provide guidance for policy implementation at district and school levels.
- 4.1.1.7. Support districts with safe and caring schools initiatives.
- 4.1.1.8. Acknowledge need for district level safe and caring schools itinerants.
- 4.1.1.9. Define role of safe and caring schools itinerant.
- 4.1.1.10. Promote an enhanced focus on positive behaviour supports and character education.
- 4.1.1.11. Establish and monitor a systematic process for the collection, analysis and reporting of data related to policy implementation and inappropriate student behaviour.
- 4.1.1.12. Host regular meetings with itinerants to provide direction, seek updates on district and school progress, share challenges and best practices, and conduct other safe and caring schools business.
- 4.1.1.13. Create a database of curriculum outcomes for safe and caring schools policy implementation (the SCS Curriculum Database).
- 4.1.1.14. Identify opportunities for integrating safe and caring schools outcomes as new curriculum is developed.
- 4.1.1.15. Encourage community partners to utilize the SCS Curriculum Database by providing information on resources and services which will support or complement specific curriculum outcomes.

4.1.1.16. Build public awareness of the safe and caring schools initiative through on-going communication efforts.

4.1.2. School District responsibilities:

- 4.1.2.1. Emphasize and prioritize safe and caring schools in future district strategic plans and ensure school development plans formally incorporate a safe and caring schools goal.
- 4.1.2.2. Ensure the development and implementation of district lockdown and secure school procedures that safeguard students, staff, and school property, from dangerous situations such as a weapon in the school, a dangerous intruder or a bomb threat.
- 4.1.2.3. Develop and regularly review protocols or practices that guide the implementation and enforcement of the provincial Safe & Caring Schools Policy and its procedures.
- 4.1.2.4. Promote and communicate the guiding principles of the provincial Safe & Caring Schools Policy in order to establish an understanding of its underlying philosophy.
- 4.1.2.5. Promote a safe and caring schools focus within the school development process, within all policies, resources and training initiatives, and across divisions of the school district.
- 4.1.2.6. Ensure that all district programs staff share the responsibility for Safe & Caring Schools Policy implementation and monitoring at the school level.
- 4.1.2.7. Demonstrate leadership by providing sufficient guidance to schools for policy implementation, data collection, evaluation and reporting in regard to safe and caring schools.
- 4.1.2.8. Assign a safe and caring schools itinerant(s) with responsibilities as defined by the Department of Education.
- 4.1.2.9. Collaborate with the Department of Education and school administrators to determine and support the training needs of district and school level staff.
- 4.1.2.10. Provide all stakeholders with efficient and easy access to safe and caring schools information and resources.
- 4.1.2.11. Enhance communication and collaboration among district office, schools, parents and community partners.
- 4.1.2.12. Promote the use of resources that support policy implementation, and explore additional resources and practices.
- 4.1.2.13. Support safe and caring schools initiatives at the school level.
- 4.1.2.14. Explore effective positive behaviour support practices, and facilitate their implementation.
- 4.1.2.15. Support schools in modeling and promoting positive social behaviours both in person and online.
- 4.1.2.16. Identify and facilitate the sharing of successful school initiatives and best practices that support *Safe & Caring Schools Policy* implementation.
- 4.1.2.17. Promote and provide professional learning opportunities at the school level, that support implementation of the *Safe & Caring Schools Policy*.

- 4.1.2.18. Build public awareness of the safe and caring schools initiative through on-going communication.
- 4.1.2.19. Ensure and monitor school participation in the collection, analysis and reporting of data regarding policy implementation and inappropriate student behaviour, as outlined by the Department of Education.
- 4.1.2.20. Encourage schools to access the Safe and Caring Schools Curriculum Database in order to enhance opportunities for learning and community partnerships.

#### 4.1.3. School responsibilities:

- 4.1.3.1. Emphasize and prioritize safe and caring schools in future school development plans by formally incorporating a safe and caring schools goal.
- 4.1.3.2. Review school-based policies, procedures and practices to align them with the provincial *Safe & Caring Schools Policy* and its procedures, district protocols and the district safe and caring schools action plan.
- 4.1.3.3. Develop a school-based Code of Conduct, in line with the provincial *Code of Conduct Guidelines and Template*, and ensure its ongoing and consistent implementation.
- 4.1.3.4. Consistently respond to bullying, and other inappropriate behaviours which occur within the school community or affect the teaching and learning environment, as outlined in the school's Code of Conduct.
- 4.1.3.5. Collaborate with the district on policy implementation, evaluation and reporting of progress.
- 4.1.3.6. Engage in safe and caring schools data collection and analysis, utilizing the procedures outlined in the *Safe & Caring Schools Procedure 1 - A School-Wide Approach - Positive Behaviour Supports* and *Safe & Caring Schools Procedure 6 - Safe & Caring Schools Policy Implementation Progress*, and use these data to inform daily practice, decision-making and professional learning needs.
- 4.1.3.7. Report inappropriate student behaviour to district office on a monthly basis, as outlined in the *Safe & Caring Schools Procedure 1 - A School-Wide Approach - Positive Behaviour Supports*.
- 4.1.3.8. Encourage all stakeholders to access safe and caring schools information and resources.
- 4.1.3.9. Collaborate with the district in determining and supporting the training needs of school staff.
- 4.1.3.10. Identify and facilitate the sharing of successful school initiatives and best practices that support *Safe & Caring Schools Policy* implementation.
- 4.1.3.11. Implement school-wide positive behaviour supports.
- 4.1.3.12. Support safe and caring initiatives at the school and classroom level.
- 4.1.3.13. Ensure that all staff share the responsibility for *Safe & Caring Schools Policy* implementation and monitoring at the school level.
- 4.1.3.14. Avail of the services of the district safe and caring schools itinerant(s) to support implementation of the *Safe & Caring Schools Policy* and professional learning.

- 4.1.3.15. Make a concerted effort to connect safe and caring schools initiatives with curriculum outcomes.
- 4.1.3.16. Teach, model and practice positive social behaviours both in person and online.
- 4.1.3.17. Engage the students in the implementation of the Safe & Caring Schools Policy and the creation of a safe, caring and inclusive school.
- 4.1.3.18. Enhance communication with parents and community partners to build public awareness of safe and caring schools initiatives and encourage them to be actively involved with implementation.

#### 4.1.4. Student responsibilities:

- 4.1.4.1. Be actively engaged in the creation and maintenance of a safe, caring and inclusive school.
- 4.1.4.2. Abide by the school's Code of Conduct and take responsibility for their own actions.
- 4.1.4.3. Demonstrate respect for self, others and their school environment.
- 4.1.4.4. Advocate for self and others to maintain physical safety and emotional wellbeing.
- 4.1.4.5. Appreciate and respect diversity.
- 4.1.4.6. Practice positive social behaviours both in person and online.
- 4.1.4.7. Engage in nonviolent conflict resolution. (Examples are available in *Safe & Caring Schools Best Practices*.)

#### 4.1.5. Parent responsibilities:

- 4.1.5.1. Support the efforts of the school in creating and maintaining a safe, caring and inclusive learning environment.
- 4.1.5.2. Participate in the implementation of the provincial Safe & Caring Schools Policy and the school's Code of Conduct.
- 4.1.5.3. Model positive social behaviours both in person and online.
- 4.1.5.4. Be familiar with the provincial Safe and Caring Schools Policy and the school's Code of Conduct.
- 4.1.5.5. Encourage and assist their children to abide by the school's Code of Conduct.
- 4.1.5.6. Practice positive social interactions both in person and online.
- 4.1.5.7. Engage in positive, nonviolent conflict resolution.

## 4.2. School-wide Positive Behaviour Supports (SWPBS)

SWPBS is a decision making framework, not a curriculum, intervention, or program.

4.2.1. Schools will implement SWPBS. This operational framework, implemented with integrity and consistency, will improve student academic and behaviour outcomes by:

4.2.1.1. Fostering preventative approaches to inappropriate behaviour and creating or maintaining an inclusive, engaging, responsive and productive environment.

4.2.1.2. Addressing classroom management and disciplinary issues.

4.2.1.3. Supporting students whose behaviours require more specialized assistance (e.g., emotional and behavioural disorders, mental health).

4.2.1.4. Maximizing academic engagement and achievement for all students.

4.2.2. Schools will use SWPBS to guide the selection, integration, and implementation of evidence-based academic and behavioural practices in order to improve academic and behaviour outcomes for students.

4.2.3. In their practice of SWPBS, schools will utilize:

4.2.3.1. Data for decision making.

4.2.3.2. Measurable outcomes that are supported and evaluated by data.

4.2.3.3. Evidence-based practices that are achievable.

4.2.3.4. Systems that efficiently and effectively support the implementation of these practices.

4.2.4. The practice of SWPBS will be guided by six important components:

4.2.4.1 A school-based continuum of evidence-based interventions and supports for academic and behavioural excellence are developed.

4.2.4.2 Data are used to make decisions and solve problems.

4.2.4.3 The environment is arranged to prevent the development and occurrence of problem behaviour.

4.2.4.4 Prosocial skills and behaviours are taught and encouraged.

4.2.4.5 Behavioural practices are implemented with fidelity and accountability.

4.2.4.6 Student performance & progress are monitored regularly.

4.2.5. A continuum of interventions and supports for behavioural excellence will follow a three-tiered prevention model which requires that all students receive supports at the primary tier or level 1. If the behaviour of some students is not responsive, more intensive behavioural supports are provided, in the form of a group contingency (secondary tier or level 2) or a highly individualized plan (tertiary tier or level 3). Details for implementing the three-tier practice of SWPBS are outlined in *Safe & Caring Schools Procedure 1 - A School-Wide Approach - Positive Behaviour Supports*.

### 4.3. Code of Conduct

- 4.3.1. All members of the school community (including students, parents/guardians, school staff, volunteers and visitors) have the right to feel safe and secure in all school-related activities and share in the responsibility for ensuring this is the case.
- 4.3.2. It is expected that all members of the school community will promote safe, caring and inclusive practice by exhibiting behaviours that:
  - 4.3.2.1. Promote an orderly, productive work and learning environment free from aggression or disrespectful behaviour.
  - 4.3.2.2. Engage in activities and behaviour that promote health and personal well-being.
  - 4.3.2.3. Relate to one another in a positive and supportive manner, with dignity and respect.
  - 4.3.2.4. Embrace the diversity of all peoples, regardless of economic status, national or ethnic origin, religion, culture, body size, gender, sexual orientation, gender identity, age or ability.
  - 4.3.2.5. Support non-violent conflict resolution.
- 4.3.3. Schools will have a Code of Conduct which is consistent with the *Code of Conduct Guidelines and Template (available in Safe & Caring Schools Procedure 2)*. The school's Code of Conduct will identify the behavioural expectations of students (appropriate student behaviours and inappropriate student behaviours) and the responsibilities of school staff (proactive school and/or classroom based strategies and possible consequences for inappropriate student behaviours).
- 4.3.4. A school's Code of Conduct will apply to all members of the school community when:
  - 4.3.4.1. On school property.
  - 4.3.4.2. Traveling on a school bus that is under contract to the school and/or school board, and/or owned by the school board.
  - 4.3.4.3. Participating in extra-curricular activities.
  - 4.3.4.4. Participating in off-site school-sponsored activities.
  - 4.3.4.5. An individual is acting on behalf of, or is representing the school.
  - 4.3.4.6. In all communications related to school events (meetings, phone calls, written and electronic correspondence).
  - 4.3.4.7. Engaging in an activity which will have a negative effect on the teaching and learning environment of the school.
- 4.3.5. The school's Code of Conduct will identify the proactive school-based strategies which encourage positive student behaviour in a safe, caring and inclusive learning environment.

#### 4.4. Violence and Bullying Prevention

*“Violence is defined by the World Health Organization (2004) as ‘the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation.’ This includes neglect and all types of physical, sexual and psychological abuse, as well as suicide and other self-abusive acts. By implementing programs to prevent violence, it is possible to reduce the long term effects associated with it.”*

- World Health Organization (2004). Preventing violence:  
A guide to implementing the recommendations of the  
World Report on Violence and Health. Geneva: WHO

- 4.4.1. Schools will implement violence prevention initiative(s). Examples of best practices are available in Safe & Caring Schools Best Practices.
- 4.4.2. Schools, and their community partners, are invited to participate in the “Violence Prevention Week” activities, sponsored by the Department of Education.
- 4.4.3. Schools, and their community partners, are invited to use the violence and bullying prevention information available on the Department of Education website.
  - [www.ed.gov.nl.ca/edu/k12/bullying/index.html](http://www.ed.gov.nl.ca/edu/k12/bullying/index.html)
  - [www.ed.gov.nl.ca/edu/k12/safeandcaring/index.html](http://www.ed.gov.nl.ca/edu/k12/safeandcaring/index.html)
  - [www.cdli.ca/bullying/](http://www.cdli.ca/bullying/)
- 4.4.4. Schools will adopt the Department of Education's definition of bullying. In order to ensure consistent interpretation, further discussion of the definition of bullying is available in *Safe & Caring Schools Procedure 3 - Bullying Intervention Protocol*.

*“Bullying is typically repeated behaviour that is intended to cause harm to another person(s). A person participates in bullying if he or she directly carries out, assists or encourages the behaviour in any way. Those that engage in bullying behaviour are perceived to be in a position of power. Bullying can be physical, verbal, social and/or electronic. In some circumstances bullying is an illegal activity.”*

- Department of Education (2013)

- 4.4.5. Schools will follow the Bullying Intervention Protocol (*Safe & Caring Schools Procedure 3 - Bullying Intervention Protocol*) when bullying incidents occur on the school property, during a school activity off school property, and when a bullying behaviour negatively affects the school climate.
- 4.4.6. Schools will promote the prevention of bullying and violence through strategies which encourage safe and responsible intervention, and reporting, as outlined in *Safe & Caring Schools Procedure 1- Positive Behaviour Supports - Inappropriate Student Behaviour Documentation Form*, *Safe & Caring Schools Procedure 2- Code of Conduct Guidelines and Template*, and *Safe & Caring Schools Procedure 3 - Bullying Intervention Protocol*.
- 4.4.7. When a team response to potential violent behaviours is required, public schools in Newfoundland and Labrador will practice Nonviolent Crisis Intervention®, as defined by the Crisis Prevention Institute and the *Safe & Caring Schools Procedure 4 - Department of Education Nonviolent Crisis Intervention Guidelines*.

#### 4.5. Digital Citizenship

Digital citizenship can be defined as the norms of safe, respectful and responsible behaviour with regard to the use of technology.

- 4.5.1. Schools will develop and implement a plan to teach digital citizenship. Safe & Caring Schools Procedure 5 - Teaching Digital Citizenship provides information and resources to support school and district planning and implementation.

#### 4.6. Inclusive Educational Practices

- 4.6.1. The following beliefs, central to inclusive education, are fundamental to Safe and Caring Schools:

4.6.1.1. All students can learn.

4.6.1.2. Students are the responsibility of all teachers.

4.6.1.3. A student is removed from the classroom only to the extent required to meet his or her needs.

4.6.1.4. Differentiated instruction is imbedded in the classroom.

4.6.1.5. Partnerships are established with families and the community.

- 4.6.2. District office personnel, school administrators, and program planning teams will consider Department of Education guidelines which outline inclusive practices. Guidelines which may be pertinent include, but are not limited to:

- *Service Delivery Model for Students with Exceptionalities (2011).*
- *Guidelines for Inclusive Practices (2011)* (Available to schools participating in the Inclusive Education Initiative).
- *Guidelines for Partial Day Programming (2012).*
- *Guidelines for Suspension and Expulsion (To be developed in consultation with the school districts in 2014).*

- 4.6.3. Schools will promote the acceptance and the inclusion of all individuals, regardless of economic status, national or ethnic origin, religion, culture, body image, gender, sexual orientation, gender identity, age or ability.

- 4.6.4. Schools will ensure that classroom and school-based practices are inclusive. Examples of inclusive practices include:

- A welcoming school culture in which all members of the school community feel they belong, have the opportunity to realize their potential, and contribute to the life of the school.
- A strong partnership with families and outside agencies to promote the celebration of diversity.
- A network of resources and supports in place to address diversity.
- Forms which require parental identification request parent/guardian information rather than mother/father.
- The availability of a non-gender single toilet bathroom for students, staff, and visitors to the school.
- Opportunities for collaboration and team building for all educators within the school community.
- Curriculum, literature and resources available for teachers and students which represent the many faces of diversity (ethnicity, ability, family composition, sexual identity, etc.).

- Class profiles reflecting student diversity including learning styles, interests, needs and learning readiness.
- Differentiated instruction implementation in classrooms.
- Effective instructional strategies and ongoing assessment to meet student needs.
- School-based forms which require only pertinent information.

4.6.5. Schools with junior and/or senior high students will encourage the development of a student-led club, such as a Gay-Straight Alliance (GSA), with the goal of making their school community a safe and welcoming environment for all students regardless of sexual orientation or gender identity. The Department of Education's resource, *MyGSA.ca Equity and Inclusive Education Resource Kit for Newfoundland and Labrador, Grades 7-12 (2013)* is available to support schools. It has been provided to all junior and senior high schools and is available online at [www.ed.gov.nl.ca/edu/k12/safeandcaring/gsa/index.html](http://www.ed.gov.nl.ca/edu/k12/safeandcaring/gsa/index.html).

#### 4.7. Social-Emotional Learning

Social emotional learning (or character education) is a process for developing life skills, such as:

- Respecting self and others.
- Appreciating differences.
- Recognizing our emotions and learning how to manage feelings.
- Recognizing the emotions and perspectives of others, and developing empathy.
- Maintaining healthy, positive relationships.
- Resisting negative peer pressure.
- Working effectively with others.
- Cooperating, negotiating, and managing conflict.
- Listening and communicating accurately and clearly.
- Setting positive and realistic goals.
- Problem solving, decision making, and planning.
- Help-seeking and help-giving.
- Showing ethical and social responsibility

4.7.1. Schools will purposefully promote the social and emotional learning of students. This will be accomplished through curriculum instruction and safe and caring schools initiatives.

4.7.2. Best practices for social and emotional learning are available within Safe & Caring Schools Best Practices.

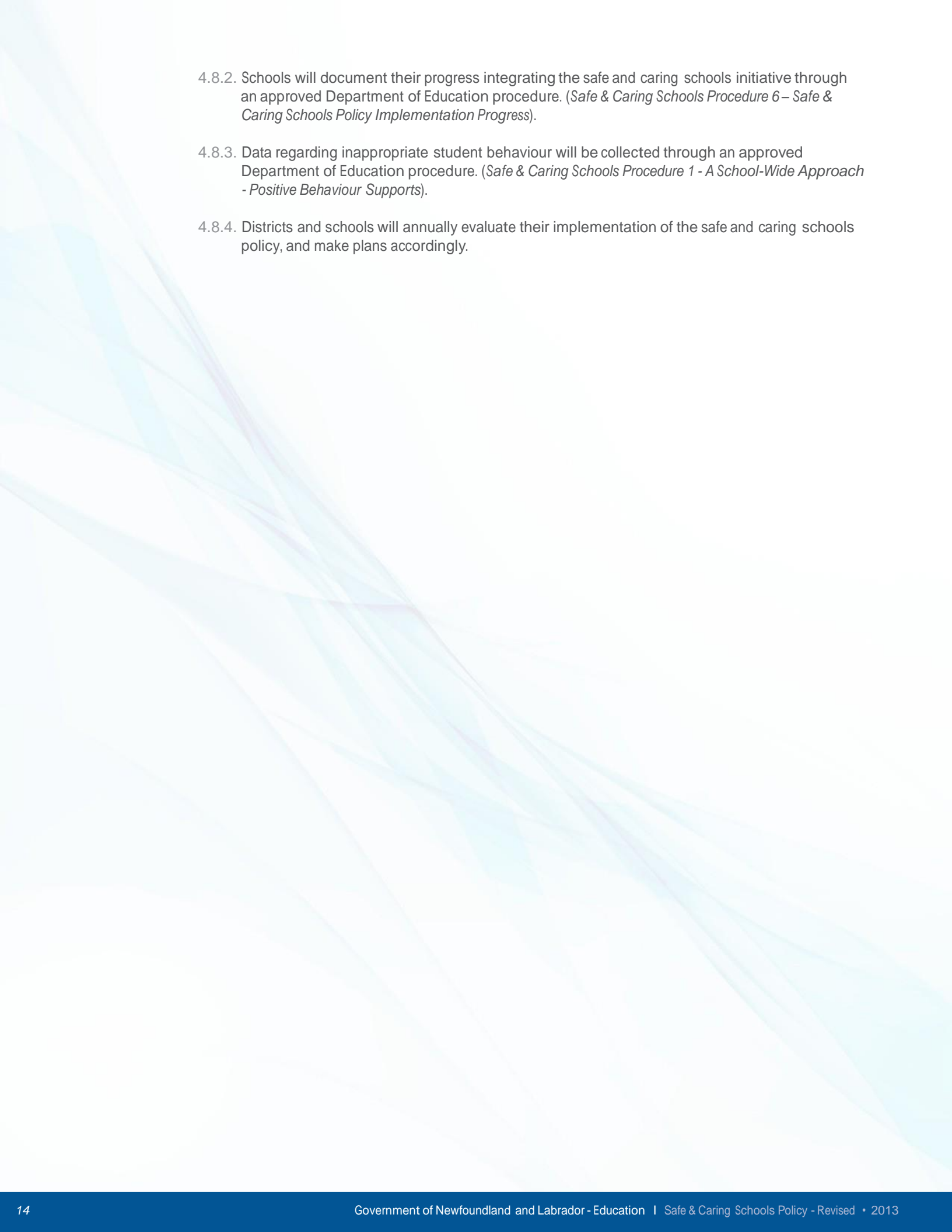
4.7.3. The school development process will guide school-based initiatives that meet the requirement for the social and emotional learning of students.

4.7.4. The SCS Curriculum Database includes character education outcomes and outlines where these and other safe and caring schools outcomes are found within the curriculum. The database also provides information regarding community resources and services, which can support the promotion of these social and emotional learning outcomes.

#### 4.8. Data Collection

The school development process has been designed to guide and focus school-based efforts in order to enhance student learning. A School Development Plan reflects the uniqueness of the school environment and is a process that involves collective reflection, analysis, problem solving, planning, and continuous improvement. The goal of all safe and caring schools initiatives is to enhance student learning.

4.8.1. All school-based decisions concerning safe and caring schools initiatives are made through the school development process.

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- 4.8.2. Schools will document their progress integrating the safe and caring schools initiative through an approved Department of Education procedure. (*Safe & Caring Schools Procedure 6 – Safe & Caring Schools Policy Implementation Progress*).
  - 4.8.3. Data regarding inappropriate student behaviour will be collected through an approved Department of Education procedure. (*Safe & Caring Schools Procedure 1 - A School-Wide Approach - Positive Behaviour Supports*).
  - 4.8.4. Districts and schools will annually evaluate their implementation of the safe and caring schools policy, and make plans accordingly.



# Safe & Caring Schools

## PROCEDURE 1

Positive Behaviour Supports

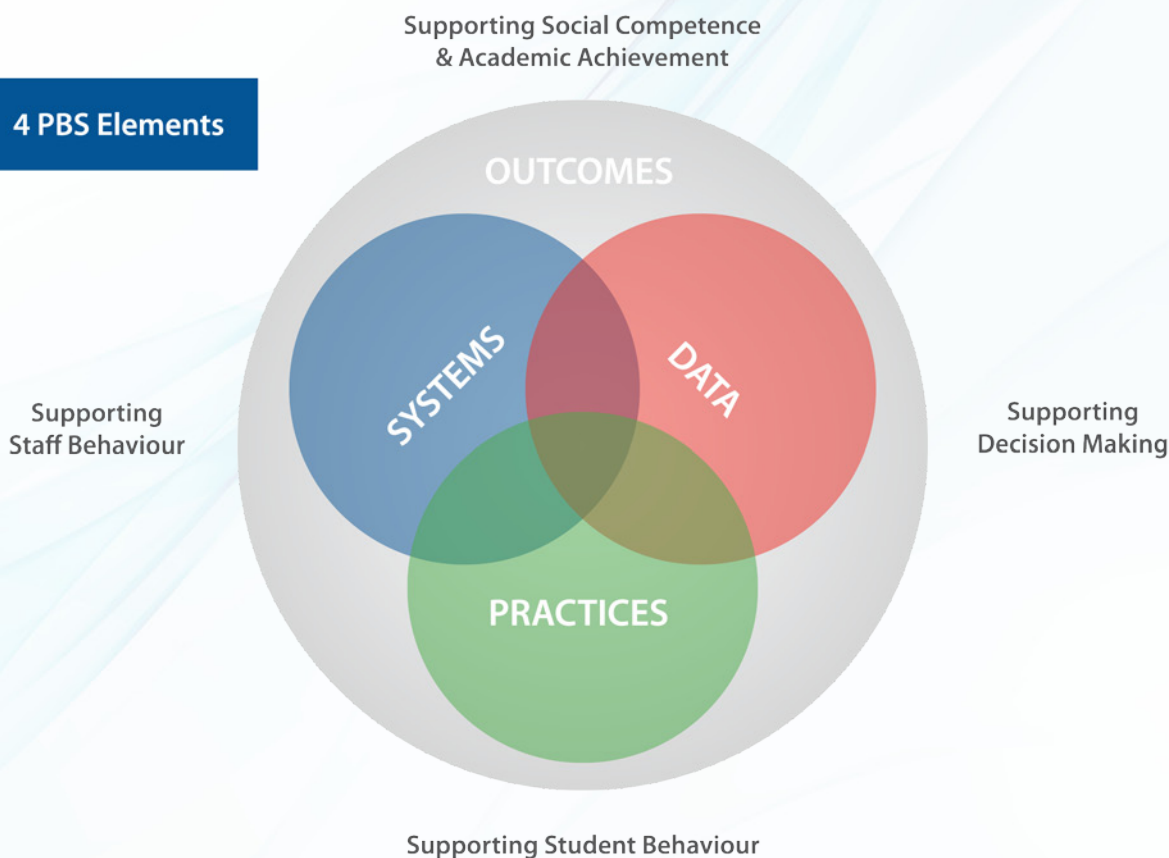
## A School-Wide Approach - Positive Behaviour Supports

School-wide positive behaviour supports (SWPBS) is an effective, efficient and consistent practice for implementing a school's code of conduct. As well, it provides consistent school-wide and school-based guidelines for responding to student behaviour.

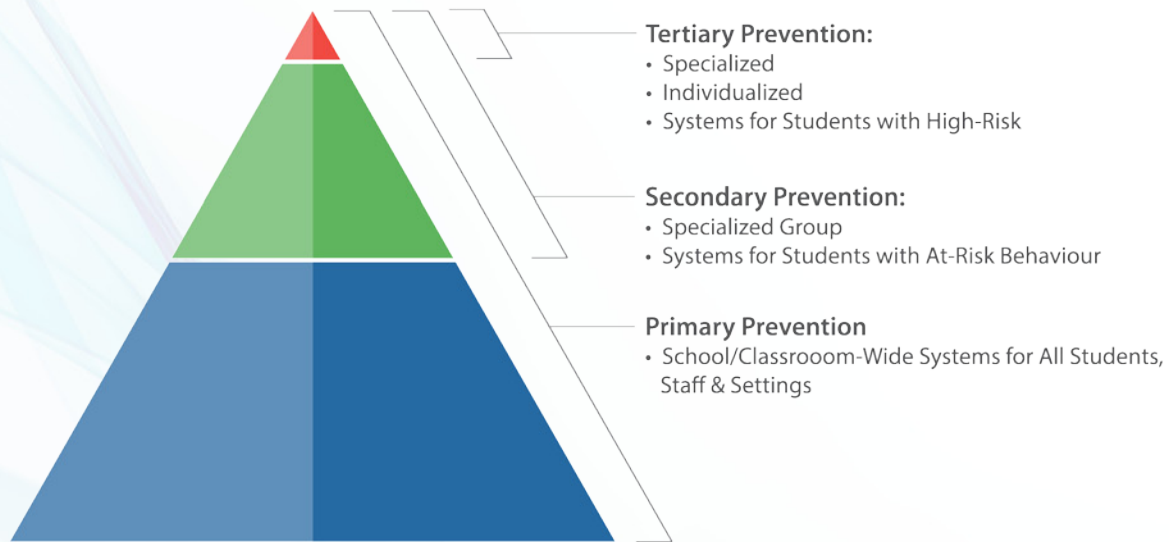
### The practice of SW-PBS allows for:

- input from the entire school community;
- the development of clear, consistent behavioural expectations;
- the teaching, practising and modeling of expected behaviours;
- acknowledgment of positive behaviours;
- a consistent, non-judgmental response to inappropriate behaviours;
- a continuum of support to meet the needs of all students;
- the collection and analysis of data to determine the effectiveness, efficiency and relevance of the procedures; and,
- consistent and on-going school-wide evaluation and decision-making to support ongoing implementation.

### 4 PBS Elements



## Continuum of School-Wide Instructional & Positive Behaviour Support



This triangle represents 100 percent of a school's student population.

Implementing SWPBS, **Primary Prevention**, will usually result in approximately 80 percent of the student body meeting behavioural expectations.

Primary prevention involves: clearly defining student expectations in all settings; teaching/modeling/practicing these expectations for all students, in all settings; acknowledging expected behaviours using a school-wide practice; consistently responding to inappropriate behaviours; and collecting appropriate data for active team-based decision making.

**Secondary Prevention** usually entails identifying the approximate 20 percent of the student body that require additional support to meet behavioural expectations. Different needs may be identified for individuals or small groups of students. A plan would be used to meet student(s) needs. This may entail: skill training; problem solving; re-teaching and practising; acknowledgements and feedback; as well as other forms of support. Secondary supports should be short-term in nature.

**Tertiary Prevention** is specialized individual support. SWPBS suggests that for the approximately 5 percent of the student body who are not successfully meeting student expectations with the primary and secondary supports, individualized plans should be developed to meet their needs. This support is usually provided through the individual program planning process which results in an individual educational plan (IEP). Tertiary support is long-term. It may include: skill development; a functional behaviour analysis; a behaviour management plan and programming changes.

## Components of SW-PBS Practice

### Primary or Universal Interventions

- All settings, all students, all staff
  - Preventive
  - Proactive
1. **Clearly define student expectations as identified in the school's Code of Conduct**
    - Three to five broad, all-encompassing expectations.
    - Positively stated.
    - Provide examples (2-4) of what it looks like to behave as expected in each school setting, for each expectation.
    - Samples are available on the Department of Education, Safe & Caring Schools web page.
  2. **Teach students how to behave appropriately in each setting, providing opportunity for student input, modeling and role playing.**
    - Schedule time(s) for all staff and students to be involved in the teaching of these behavioural expectations.
    - Teach appropriate behaviours to all students.
    - Teach in each setting.
    - Teach using discussion, modeling, role-play, skits, examples, practise, large and small group, etc.
  3. **Acknowledge positive behaviour of students and staff.**
    - Develop a school-wide plan for acknowledging positive behaviours of students.
    - Staff participation may also be acknowledged to encourage team consistency.
    - Frequent, small rewards are most effective.
    - Within any two week period all students should receive an acknowledgement from school staff for positive behaviour.
    - Research has proven that positive feedback rather than negative, more effectively changes behaviour.
    - Effective acknowledgement of a student's positive behaviour will be reflective of their developmental level.
  4. **Clearly identify the consequences for inappropriate student behaviour. This is part of the school's Code of Conduct.**
    - Define levels of behaviour and specify who is responsible for following through with consequences.
    - Sample codes of conduct, outlining consequences for inappropriate behaviour are available on the Department of Education, Safe & Caring Schools web page.
    - Name the specific behaviours that constitute each level of behaviour.
    - Determine guidelines for appropriate consequences at each level of behaviour. List them from least to most intrusive.
    - The code of conduct should be shared with the entire school community.
    - There will be overlap of behaviours and consequences between levels.
    - Behaviours may escalate from one level to another.
    - The code of conduct will define who is responsible for discipline at each level of behaviour.
    - Teachers will use their professional judgment, and their assessment of the circumstances, to determine appropriate consequences from the code of conduct at each level of behaviour.
    - Using the code of conduct is not always straightforward. Professional judgment will take into account student exceptionalities, physical and emotional health, history, intention, prevalence of behaviour, precipitating factors, etc.
    - Code of Conduct Guidelines and Template are available on the Department of Education, Safe & Caring Schools web page.

**5. Document inappropriate behaviours in an effective, efficient and relevant manner, as outlined by the Department of Education.**

- Documentation should include the following:
  - ✓ Who is involved?
  - ✓ What type of behaviour is occurring?
  - ✓ Where is the behaviour occurring?
  - ✓ When is the behaviour occurring?
    - Time of day
    - Day of week
    - Special event
- In-service all staff on use of the documentation procedure.
- Document all middle and major behaviour consistently – all staff, all times.
- Minor behaviours will be responded to appropriately as outlined by the consequence guide.
- If minor behaviours persist they will become middle behaviours. Appropriate intervention and documentation should occur.

**6. Analyze data collected through the documentation process and share on a regular basis with the entire staff.**

- Compare averages, not total numbers. What is the average number of middle/major inappropriate behaviours per day for each month?
- Valuable questions to answer:
  - ✓ What percentage of the student population is involved?
  - ✓ On average how much inappropriate behaviour occurs each day/month?
  - ✓ On average how much inappropriate behaviour is each student involved with each day/month?
  - ✓ What type of inappropriate behaviour is occurring?
  - ✓ How much inappropriate behaviour occurs in each school setting?
  - ✓ When do most inappropriate behaviours occur?
  - ✓ Which students can be identified as requiring secondary or individual support?
- Research illustrates that when a larger percentage of students are involved in a consistent pattern of inappropriate behaviour, as identified by the previously mentioned questions, then the school-wide system may need to be evaluated.
- Targeted group interventions may need to be explored when a small percentage of students are involved in a consistent pattern of inappropriate behaviour.

**7. Staff decision making is based on data collected.**

- Identify peaks and trends.
- Identify problem behaviours/locations/times.
- Identify individual and/or groups of students responsible.
- Is this an individual student, small group of students, or a school-wide concern?
- Set priorities for intervention.
- Identify intervention strategies.
- Formulate/evaluate plan.
- Further analysis of school-wide data.

**8. Long-term data collection and analysis allows for on-going evaluation of individual, targeted group and school-wide intervention strategies.**

## Secondary Prevention or Targeted Group Interventions

- Students for whom the primary or universal intervention is not enough - approximately 20 percent of a student population.
  - A targeted group of students who need extra attention to meet behavioural expectations.
  - Practices involve small groups of students or individualized intervention strategies.
  - Recommended as an approach for identifying students in need of more intensive, individualized interventions.
  - Entails regular monitoring, evaluating and reassessing of the plan.
1. Secondary prevention is designed to provide intensive or targeted interventions to support students who are not responding to primary prevention efforts.
  2. Secondary prevention is designed for students who are at risk of developing chronic problem behaviour, but for whom high intensity interventions are not essential.
  3. Secondary prevention often involves targeted group interventions that teach students prosocial and adaptive skills as a replacement for problem behaviours.
  4. Rearranging the environment so that desirable behaviours can be encouraged and practiced.

## Third Level Prevention or Tertiary Intervention

- 1 – 5 percent of the student population.
  - An individualized behaviour management plan to address severe problem behaviour.
  - These plans, when in place for individual students, prevail over the school's consequence guide when intervening with this student.
  - Involves a functional behavioural analysis (FBA).
  - District staff may provide additional support to schools working with these students.
  - Can be used effectively with students exhibiting a wide range of exceptionalities, as well as students with no diagnostic label.
  - A flexible, focused, individualized approach.
  - Features of tertiary prevention:
    - ✓ Identification of goals
    - ✓ data collection and analysis;
    - ✓ multi-element plans; and,
    - ✓ monitoring system.
1. Designed to focus on the needs of individuals who exhibit patterns of severe behaviour.
  2. Most effective when there are effective primary and secondary systems in place.
  3. Individual supports will be designed and implemented by the student's program planning team in order to promote positive behavioural change.
  4. The goal is to create a positive learning environment and to increase the student's adaptive skills and opportunities for an enhanced quality of life.

5. **Involve a support plan composed of individualized, assessment-based intervention strategies, including a wide range of options such as:**
- Re-arrangement of the antecedent environment so those problems can be prevented and desirable behaviours can be encouraged.
  - Guidance or instruction for the student to use new skills as a replacement for problem behaviours.
  - Reinforcing new skills as a more efficient and effective way to meet their needs.
  - Procedures for monitoring, evaluating and re-assessing the plan, as necessary.
  - Response protocols to ensure safety and rapid de-escalation of severe episodes (when the target behaviour is dangerous to self and/or others).

## SWPBS Overview

### Primary

1. Behavioural expectations defined.
2. Behavioural expectations taught.
3. Reward system for appropriate behaviour.
4. Continuum of consequences for problem behaviour.
5. Continuous collection and use of data for decision-making.

### Secondary

1. Progress monitoring for at-risk students.
2. System for increasing structure and predictability.
3. System for increasing contingent adult feedback.
4. System for linking academic and behavioural performance. System for increasing home/school communication. Collection and use of data for decision-making.

### Tertiary

1. Functional Behavioural Assessment.
2. Team-based comprehensive assessment.
3. Linking of academic and behaviour supports.
4. Individualized intervention based on assessment information focusing on:
  - a. prevention of problem contexts,
  - b. instruction on functionally equivalent skills, and instruction on desired performance skills,
  - c. strategies for placing problem behaviour on extinction,
  - d. strategies for enhancing contingent reward of desired behaviour, and (e) use of negative or safety consequences if needed.
5. Collection and use of data for decision-making.

## Documentation of Student Behaviour

Documenting student behaviours provides the data necessary to evaluate individual student's programming plans as well as school-wide practices and procedures. Documentation is an important element of any approach to school discipline, including SWPBS. This evaluation provides the opportunity for plans to be updated and revised as deemed necessary by the student's program planning team or school community. It is an encouraged/expected practice in all schools/districts.

Student behaviour not deemed appropriate according to the school code of conduct or behaviour matrix shall be consistently documented by the attending adult in a manner outlined by the Department of Education. Districts and schools will analyze the data and use this information for planning future school wide training needs and supports, individual teacher supports, student supports, and supervision schedules. Schools should strive to make the process as effective, efficient and relevant as possible.

### Effective

- Ensure consistent documentation practices - when and what behaviours need to be documented, how, and by whom.
- Use the information that is collected to formulate a picture of individual student behaviours, classroom behaviours, and school-wide behaviours; the type of inappropriate behaviour; the location; and the time of occurrence.
- Implement a process by which the information is utilized (analyzed, shared and used for decision making).

### Efficient

- Data collection should be timely and easy to complete.
- The process for handling the data, filing, analyzing, sharing and evaluating should be user-friendly.

### Relevant

- Collect for information which answers the following questions: Who did what, where, and when? What was done about it and by whom?
- Collect only the information that is useful.



## Inappropriate Student Behaviour Documentation Form

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Incident Details

- Location and Time of Incident (see pg. 2 of 5)
- Target (see pg. 2 of 5)

### Type of Behaviour

- Bullying (see pg. 4 of 5)
- Illegal Substance Possession or Use (see pg. 3 of 5)
- Inappropriate Sexual Behaviour (see pg. 3 of 5)
- Inappropriate Physical/Threatening Behaviour (see pg. 3 of 5)
- School Safety Issues (see pg. 3 of 5)

### Action Taken

- Check any that apply :
  - ☐ Parent/Guardian Contact
  - ☐ Mediation (Not appropriate for bullying incidents)
  - ☐ Referral to School Administration
  - ☐ Referral to Guidance Counselor
  - ☐ Referral to Service Delivery Team / Program Planning Team
  - ☐ Referral to Police
  - ☐ In School Suspension / Loss of Privileges
  - ☐ Out of School Suspension (see pg. 3 of 5)
  - ☐ Other (Please specify) \_\_\_\_\_

### Location of Incident

(Check any that apply)

- ☐ Assembly
- ☐ Bus
- ☐ Classroom
- ☐ Corridor/Stairwell
- ☐ Extra-curricular/Curricular activity off school property
- ☐ Extra-curricular activity on school property
- ☐ Gymnasium
- ☐ Lunchroom/cafeteria
- ☐ Off school grounds
- ☐ Online/Social Media
- ☐ Washroom
- ☐ Other (Please specify) \_\_\_\_\_

### Time of Incident

(Specify exact time if relevant)

- ☐ Before School \_\_\_\_\_
- ☐ Instructional Time (AM) \_\_\_\_\_
- ☐ Instructional Time (PM) \_\_\_\_\_
- ☐ Recess \_\_\_\_\_
- ☐ Lunch \_\_\_\_\_
- ☐ After School \_\_\_\_\_
- ☐ Outside of School Hours \_\_\_\_\_
- ☐ Weekend / Holiday \_\_\_\_\_

### Target

(Check any that apply)

- ☐ Administrator
- ☐ Teacher
- ☐ Bus Driver
- ☐ Personal Property
- ☐ School Property
- ☐ Self
- ☐ Student Assistant
- ☐ Student(s)
- ☐ Other (Please specify) \_\_\_\_\_

**Bullying**

(Check any that apply)

- ☐ Electronic
- ☐ Physical
- ☐ Social / Relational
- ☐ Verbal

**Illegal Substance Possession / Use**

(Check any that apply)

- ☐ Cigarette use on school property
- ☐ Possession of Drugs/Alcohol
- ☐ Drug / Alcohol use on School Property
- ☐ Trafficking or distributing drugs/alcohol
- ☐ Other (Please specify) \_\_\_\_\_

**Inappropriate Sexual Behaviour**

(Check any that apply)

- ☐ Sexual touching
- ☐ Inappropriate gestures, comments or actions
- ☐ Other (Please specify) \_\_\_\_\_

**Inappropriate Physical / Threatening Behaviour**

(Check any that apply)

- ☐ Physical Assault
- ☐ Fighting
- ☐ Other inappropriate Physical contact (Please specify) \_\_\_\_\_
- ☐ Hazing
- ☐ Disrespectful, threatening language or gestures/actions

**School Safety Issues**

(Check any that apply)

- ☐ Arson
- ☐ Bomb Threat
- ☐ Possession of a weapon
- ☐ Verbal, written or electronic threat to school property
- ☐ Damaging school property
- ☐ Other (Please specify) \_\_\_\_\_

### Out of School Suspensions

- ☐ 1 day suspension
- ☐ 2 day suspension
- ☐ 3 day suspension
- ☐ 4 day suspension
- ☐ 5 day suspension
- ☐ Extended suspension (Please specify) \_\_\_\_\_



## SWPBS Implementation Checklist

School: \_\_\_\_\_ Year: \_\_\_\_\_ Completed By: \_\_\_\_\_

Indicate status as:

**A** - Achieved

**IP**- In progress

**NS** - Not started

	October Status	December Status	March Status	May Status
1. Faculty/staff support				
2. Action team established, representative of school				
3. Team has regular, effective meetings				
4. Team works effectively with other teams and their action plans				
5. School has participated in PD for SW implementation				
6. Team has developed an action plan with expected completion dates				
7. 3-5 school-wide behaviour expectations are defined				
8. School-wide behaviour matrix developed				
9. Teaching plans for school-wide expectations are developed				
10. School-wide behavioural expectations are taught directly and formally, on a regular basis				
11. System in place to acknowledge positive student behaviour				
12. System in place to encourage and support positive student behaviour				

13. Inappropriate behaviours are clearly defined in the Code of Conduct				
14. Teacher responsibility when inappropriate student behaviour occurs is clearly outlined in the Code of Conduct				
15. Clearly defined consequences and procedures for inappropriate student behaviour are clearly outlined in the Code of Conduct				
16. Inappropriate student behaviour is documented consistently by all staff, using the Inappropriate Student Behaviour Documentation Form				
17. Responsibility for summarizing school data is shared among staff				
18. The SWPBS action team analyzes the data collected on a monthly basis				
19. A school-wide picture of data collected is shared with the staff on a monthly basis				
20. School-wide needs are identified through data analysis				
21. Small group and individual student needs are identified through data analysis				
22. Level 1 system planning and evaluation occurs				
23. Level 2 system planning and evaluation occurs				
24. Level 3 system planning and evaluation occurs				

**Additional observations/comments/questions:**

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## SWPBS: Classroom Management Self-Assessment

George Sugai & Geoff Colvin (Version: October 31, 2005) [www.pbis.org](http://www.pbis.org)

### The purpose of this assessment is to:

- Determine the extent to which effective general classroom management practices are in place.
- Develop an action plan for enhancement/maintenance based on this information.

### This assessment and action plan can be completed as a “self-assessment” or by an observer.

1. Pick a teacher directed activity that has a specific learning outcome/objective.
2. During the activity, count the number of positive and negative student contacts that occur during the activity.
3. After the activity:
  - a. Sum the number of positive and negative contacts and calculate the ratio of positive to negative contacts.
  - b. Assess whether each classroom management practice was evident.
  - c. Sum the number of “yes” responses to determine overall classroom management score.
  - d. Based on your score, develop an action plan for enhancement/maintenance.

Teacher:		Date:
Instructional Activity:		Time Start: Time End:
Total # of Positive Student Contacts:	Total # of Negative Student Contacts:	
Ratio of Positives to Negatives: _____ to 1 (To calculate, divide #of positives by # of negatives)		

Classroom Management Practice	Rating	
1. I had at least <b>4 positive for each negative</b> student contacts (from above).	Yes	No
2. I continuously and <b>actively supervised</b> (moved, scanned) throughout the instructional activity.	Yes	No
3. I positively <b>interacted</b> with <b>most</b> students during the lesson.	Yes	No
4. I handled most <b>minor</b> rule violations <b>quickly</b> and <b>quietly</b> .	Yes	No
5. I followed school procedures for handling <b>major</b> rule violations.	Yes	No
6. My <b>transitions</b> before and after the activity were smooth and efficient.	Yes	No
7. I was <b>prepared</b> for the activity (e.g., clear outcome/ objective, materials, instructional plan).	Yes	No
8. I began the activity with a <b>clear explanation</b> of the <b>outcome/objective</b> of the activity.	Yes	No
9. I used most (>90%) of the <b>allocated time</b> for the activity.	Yes	No
10. My instruction <b>actively engaged</b> students in observable ways (writing, verbalizing, participating).	Yes	No
11. Each student had <b>multiple opportunities to actively respond</b> and participate.	Yes	No
12. I frequently checked for <b>student understanding</b> .	Yes	No
13. I <b>concluded</b> the activity with <b>specific feedback</b> about student academic and social performance.	Yes	No
14. I concluded the activity with specific information about <b>what happens next</b> (e.g., homework, next time the activity is conducted).	Yes	No
15. I ended the activity knowing how many students met my learning outcome/ objective.	Yes	No
16. I've arranged <b>follow-up instruction/activity</b> for students who were <b>unsuccessful</b> in the activity.	Yes	No
17. I know what I need <b>to do the next time</b> I do this activity.	Yes	No
<b>Overall classroom management score:</b> 14-17 "Yes" = <b>Super</b> 10-13 "Yes" = <b>So-So</b> <9 "Yes" = <b>Improvement Needed</b>		Total # Yes: _____

## Classroom Management Plan

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Classroom Practice (#)and Current Level of Performance	Enhancement / Maintenance Strategies		
	What	When	How

## SWPBS Implementation Plan

School: \_\_\_\_\_ Year: \_\_\_\_\_ Completed By: \_\_\_\_\_

Goal: \_\_\_\_\_

\_\_\_\_\_

Complete and submit annually to SEO. Indicate status as:

**A** - Achieved

**IP**- In progress

**NS** - Not started

Activity	Person Responsible	Target for Completion Date	Status



# Safe & Caring Schools

## PROCEDURE 2

Code of Conduct Guidelines & Template

## Code of Conduct Guidelines

- 1.0. Individual schools are expected to practise Positive Behaviour Supports (PBS) as outlined in the Department of Education's Safe & Caring School's Policy, 2013.
- 2.0. Individual schools will develop a Code of Conduct, aligned with the provincial Code of Conduct template, including:
  - 2.1. Standards of Behaviour. (May also be referred to as behavioural expectations, behavioural matrix, etc.). Examples of behaviours are provided in the template.
  - 2.2. Proactive Strategies. Examples of strategies are provided in the template.
  - 2.3. Inappropriate Behaviours. (May also be referred to as a discipline plan). Examples of behaviours are provided in the template.
  - 2.4. Reactive Strategies. (May also be referred to as a consequence guide). Examples of strategies are provided in the template.
- 3.0. The Code of Conduct template is provided as a guide for schools. The information under each heading may be different in each school community. These differences will reflect the school's needs, population and community.
- 4.0. Standards of Behaviour
  - 4.1. Standards of Behaviour apply to all members of the school community, including students, parents and guardians, school staff, volunteers and visitors when:
    - 4.1.1. On school property.
    - 4.1.2. Traveling on a school bus that is under contract to the School and/or School Board.
    - 4.1.3. Participating in extra-curricular activities.
    - 4.1.4. Participating in off-site school-sponsored activities.
    - 4.1.5. Engaging in an activity which will have an impact on the school climate.
  - 4.2. Individual schools are encouraged to use their own words to indicate behavioural expectations.
  - 4.3. Individual schools may insert specific expectations and requirements in the Standards of Behaviour section, provided they are consistent with the provincial Code of Conduct template.
  - 4.4. The Standards of Behaviour may provide examples of what the expectations actually "look like" in the school community.

## 5.0. Proactive Strategies

Following the standards of behaviour does not always come naturally to individuals. Often a student's interpretation of an expectation may be different than the intent. As well, students will present with varying skill levels academically, socially and emotionally.

- 5.1. School personnel will discuss, teach, practise, model and acknowledge appropriate, expected student behaviour, on a regular basis.
- 5.2. The practice of SWPBS will enhance the effectiveness of these strategies.
- 5.3. School-based proactive strategies may intend to teach new skills and/or reinforce skills necessary to successfully meet behavioural expectations.

## 6.0. Inappropriate Behaviour

- 6.1. Individual schools may use their own terminology to identify inappropriate behaviours. This will identify what the Standards of Behaviour DO NOT look like. (Note that the Department of Education's definition of bullying should not be reworded or changed).
- 6.2. Inappropriate behaviours would include bullying and other forms of violence, as well as all other inappropriate student behaviours.
- 6.3. These behaviours may be organized into 2 or 3 groups or levels of inappropriate behaviour (Level 1, 2, 3; green, yellow, red; etc.).
- 6.4. The level of inappropriate behaviour will help school personnel determine the appropriate reactive strategy to be implemented.

## 7.0. Reactive Strategies

- 7.1. Individual schools will identify a range of interventions and supports to be utilized when inappropriate student behaviour occurs.
- 7.2. The range of supports and interventions should correspond with the levels of inappropriate behaviours identified by the school.
- 7.3. Reactive strategies should include learning opportunities in order to reinforce appropriate behaviour.
- 7.4. Progressive discipline and restorative practices, shifting the focus from one that is strictly punitive to one that is both corrective and supportive, should be employed.

## Code of Conduct Template

[Name of school] is committed to providing a safe, caring and inclusive learning and working environment by promoting respect, responsible citizenship and academic excellence. A positive school climate exists when all members of the school community feel safe, comfortable and accepted.

The Standards of Behaviour outlined apply to all members of the school community, including students, parents and guardians, school staff, volunteers and visitors when:

- On school property.
- Traveling on a school bus that is under contract to the school and/or school board.
- Participating in extra-curricular activities.
- Participating in off-site school-sponsored activities.
- Engaging in an activity which will have an impact on the school climate.

### A) Standards of Behaviour

All members of the school community are expected to:

- Respect and comply with federal, provincial and municipal laws.
- Demonstrate honesty and integrity.
- Respect the rights of others and treat one another with dignity and respect at all times, regardless of economic status, national or ethnic origin, religion, culture, body size, gender, sexual orientation, gender identity, age or ability.
- Show proper care and regard for school property and the property of others.
- Take appropriate measures to help those in need.
- Demonstrate best effort during all school-based activities.

### B) Inappropriate Behaviours

In abiding by [Name of school] Standards of Behaviour, all members of the school community are expected to refrain from:

- Breaking federal, provincial or municipal laws.
- Any behaviour that discriminates based on economic status, national or ethnic origin, religion, culture, body size, gender, sexual orientation, gender identity, age or ability.
- Any violent or bullying behaviour (physical, verbal, social, electronic) that intentionally causes harm (physically, socially, or emotionally) to another person.
- Making derogatory or hateful comments toward an individual, group of people, idea, opinion or belief.
- Threatening an individual, group of people or property.
- Injuring an individual, group of people or property.
- Use of technology that intentionally abuses or bullies another person.
- Use of technology that interferes with the positive climate of the school.
- Using language that is violent, profane or discriminatory.
- Wearing clothes that depict violence, profanity or discrimination.
- Etc.

### C) Proactive Strategies

Expected behaviours as identified in [Name of school] Standards of Behaviour will be encouraged and supported through the following school-wide practices:

- Behavioural expectations are discussed with all members of the school community during scheduled meetings.
- Standards of Behaviour for students are reviewed, practiced and discussed on a regularly scheduled basis and as needed.
- Standards of Behaviour are applied consistently by all staff.
- Students are offered choices with the resulting consequence of each choice, so that they can make an informed decision before acting.
- On-going modelling of appropriate behaviours by school staff.
- On-going acknowledgement by staff of appropriate student behaviours.
- Parents/guardians are contacted by teachers for feedback on student behaviour and accomplishments.
- Curricular and extra-curricular programs that promote social skill development are available. For example: an alternate program, peer mentoring, a Gay Straight Alliance, Roots of Empathy, arts and athletics, etc.
- Environmental and/or programming changes are considered.
- Teacher uses the pre-referral process to determine and/or meet a student's needs.
- Referral for assessment may be considered by the service delivery team.
- Referral for counselling.
- Referral to district staff or outside agencies.
- Consistent teacher documentation of inappropriate student behaviour.
- Focused support for small groups and individual students.
- Etc.

### D) Reactive Strategies

In response to inappropriate student behaviour, teachers and administrators of [Name of school] shall utilize a Reactive Strategy, depending on:

- The level of the behaviour.
- Circumstances of the behaviour:
  - The other people involved (students/staff/etc.).
  - The environment.
  - Precipitating factors.
  - Special circumstances.
  - Etc.
- Past reactive strategies utilized for this student and the students resulting behaviour.
- The frequency of the behaviour.
- The student's exceptionality and/or Individual Education Plan (IEP).
- Etc.

Appropriate school response to Level 1 student behaviours (which are responded to by the teacher witnessing the behaviour):

- Verbal reminders
- Model expected behaviour
- Re-teach the expected behaviour
- Self-reflective exercise
- Opportunity to make amends
- Bullying intervention protocol

- Offer choices and consequences of the choices
- Natural/logical consequences
- Skill building
- Home Contact
- Peer mentor
- Parents/school conference

Appropriate school response to student Level 2 behaviours (which are referred to the administration):

- Verbal reminders
- Model expected behaviour
- Re-teach the expected behaviours
- Offer choices and consequences of the choices
- Bullying intervention protocol
- Home contact
- Peer mentor
- Parent/school conference
- Skill building
- Natural/logical consequences
- Self-reflective exercise
- Opportunity to make amends
- Loss of privileges
- Monitor behaviours
- Mediation
- Restorative practices
- Restricted access to facilities/activities
- Behaviour contract
- Behaviour management plan
- Referral to school counsellor
- Pre-referral process
- Detention
- Police involvement
- In-school suspensions
- Out-of school suspension



# Safe & Caring Schools

## PROCEDURE 3

Bullying Intervention Protocol

## Bullying Intervention Protocol

### Introduction

In response to the concerns of bullying behaviours among children and youth in our society, the Department of Education, in collaboration with school districts, has developed a definition of bullying and a protocol for reporting and responding to bullying behaviour. There is a difference between bullying and other forms of inappropriate and aggressive behaviours. Some bullying behaviours are criminal. Whether criminal or not, these behaviours always have a significant impact.

This *Bullying Intervention Protocol* is intended to support districts and schools in the development of an effective school-wide approach to bullying intervention using strategies which are supported by the philosophy of Positive Behaviour Supports (PBS).

### Definition of Bullying

Bullying is typically repeated behaviour that is intended to cause harm to another person(s). A person participates in bullying if he or she directly carries out, assists or encourages the behaviour in any way. Those that engage in bullying behaviour are perceived to be in a position of power. Bullying can be physical, verbal, social and/or electronic. In some circumstances bullying is an illegal activity.

### Bullying Definition Commentary

#### Forms of Bullying

- a. Physical bullying includes, but is not limited to, hitting, spitting, taking or damaging personal belongings and unwanted touching.
- b. Verbal bullying includes, but is not limited to, taunting, malicious teasing, making threats and racist or homophobic comments.
- c. Social bullying includes, but is not limited to, spreading rumors, excluding from a group, and manipulation of relationships.
- d. Electronic bullying involves the use of cell phones, computers, and other devices to socially and/or verbally bully another.

#### Typically Repeated

Bullying is essentially a relational problem. It typically involves repetition or the threat of repetition. The behaviour may be repeated by an individual, many different individuals, or a social group. It may be targeted towards one or many individuals.

#### Intent to Cause Harm

Bullying is intended to cause fear, intimidation, humiliation, distress or other forms of harm to another person's body,

feelings, self-esteem, reputation, or property.

### Power Imbalance

Bullying behaviour typically occurs where there is a real or perceived power imbalance. It involves differences in physical strength, social power or status. This power imbalance may be subtle. The student being bullied often has a difficult time reporting the behaviour or defending him or herself. It is typically attributed to factors such as differences in physical appearance, gender, ability, religion, sexual orientation, gender identity, ethnic origin and other indicators of vulnerability and marginal status. The power imbalance may be intensified when an individual is bullied by many.

### Bystanders

Bystanders are those who witness or are aware of the bullying behaviour. They may intentionally or unintentionally communicate support by ignoring or avoiding the situation. Or they may avoid the situation because they are fearful of retaliation, or distressed by the behaviours. On the other hand, the bystander can help the person being bullied by redirecting the persons engaged in bullying behaviour, encouraging peers to stand up against bullying, or by reporting bullying to an adult. These responses promote a culture of non-acceptance of bullying behaviour. As outlined in this definition, those who instigate, encourage, motivate, or join in the bullying behaviour are considered participants.

### Illegal Activity

While bullying is not an offence under the Criminal Code of Canada, some bullying behaviours are illegal. Some activities that may be both bullying and criminal, as defined by the Criminal Code of Canada, include:

- Criminal harassment: making a person fear for their safety or the safety of another person
- Uttering threats: threatening to harm or kill another person
- Mischief: damage or destruction of property
- Assault: intentionally applying force without consent, or threatening to apply force
- Sexual assault: sexual harassment, unwanted sexual touching and dating violence

These are criminal activities. They may also be considered bullying activities if they meet the criteria outlined in the definition of bullying.

## STAFF RESPONSE PROTOCOL

This *Bullying Intervention Protocol* requires that staff respond to all bullying incidences which are witnessed by staff and/or staff is made aware of.

### 1. INTERVENE

Once a staff member is aware of a bullying incident, the staff shall intervene immediately, or as quickly as reasonably possible, to address the bullying behaviour. (Adult non-intervention establishes a climate of fear, reinforces students' beliefs that bullying will be tolerated, and enables bullying behaviours to continue). Intervention must occur even if the person being bullied does not express overt disapproval of the incident.

The staff person intervening in a bullying situation will:

- a. Stop the behaviour from occurring if possible.

- b. Identify the behaviour(s) that meet the bullying criteria.
- c. Refer to classroom and/or school rules.
- d. Identify the behaviour as inappropriate and unacceptable.

All reports of bullying behaviour will be taken seriously by staff members. Students and parents/guardians will be offered a variety of ways to report bullying behaviours, which may include:

- a. An anonymous box located in a “safe” spot such as the guidance counsellor’s or administrator’s office.
- b. An anonymous “hotline” and/or online reporting.
- c. E-mail, text, telephone.
- d. In person to any staff member.

Cases of severe or repeated incidents should be referred to the administration, as outlined in the School’s Code of Conduct.

## 2. INVESTIGATE

When it is necessary to interview students (those exhibiting bullying behaviour, those being bullied and/or the bystanders) do so separately to avoid further victimization of the target and/or the bystander.

- a. Engage the student(s) being bullied.
  - i. Focus on his/her safety.
  - ii. Reassure him/her that the bullying behaviour will not be tolerated and that all possible steps will be taken to prevent reoccurrence.
  - iii. Ask questions and gather information.
    - What happened?
    - When?
    - What may have led to the bullying incident?
    - How he/she feels about it?
  - iv. If necessary, refer the student being bullied to the guidance counsellor.
  - v. Ask the student to make note of and report any future bullying situations.
  - vi. Thank them for their answers and ensure confidentiality of their responses.
  - vii. Follow up with the student on a routine basis.
- b. Engage the student(s) exhibiting the bullying behaviour. Have the student identify the issue using an ‘I statement’. If he/she is unable to name the behaviour, the teacher may prompt the student.
  - i. Ask questions and gather information.
    - What happened?
    - When?
    - What caused you to choose this behaviour?
    - How do you think your behaviour made the other person(s) feel?
    - What could you do differently next time?
  - ii. Remind the student of school rules and expectations.
  - iii. Utilize consequences or reactive strategies, as outlined in the School’s Code of Conduct.
  - iv. Take action to prevent further bullying or retaliation.
- c. Engage the bystander(s).
  - i. Have the student(s) identify the behaviour as observed or heard.
  - ii. Ask questions and gather information.

- What did you observe or hear?
  - What did you do?
  - What caused you to choose this behaviour?
  - What, if anything, may you do differently next time?
- iii. Thank them for their answers and ensure confidentiality of their responses.
  - iv. Take action to prevent retaliation against the bystander(s).

### 3. HOME CONTACT

A parent/guardian of each student involved in the incident will be informed of the incident as quickly as possible. This shall be followed by an appointment at the school if deemed necessary. Early intervention is most effective before patterns of behaviour are established.

The parent/guardian of each student should be seen separately. Invite the parent/guardian to collaborate on a solution.

### 4. CONSEQUENCES

Consequences are not always punitive in nature. Formative consequences are intended to:

- a. Correct the problem behaviour.
- b. Prevent a re-occurrence.
- c. Protect and provide support for the student being bullied.
- d. Take corrective action.

These measures allow the student exhibiting the bullying behaviour an opportunity to reflect on the behaviour, to learn pro-social skills, and to make amends to those affected.

Consequences should be applied based on the School's Code of Conduct and considering a number of factors, including:

- a. the age and developmental maturity of the students involved,
- b. the nature, frequency and severity of the behaviour,
- c. the context in which the incident occurred,
- d. other circumstances that may play a role, and
- e. district and school policies and procedures.

It is the responsibility of the school staff to use school rule violations as an opportunity to assist students in:

- a. Developing appropriate social and emotional skills, such as how to recognize and manage their emotions, how to make decisions and how to behave ethically and responsibly.
- b. Accepting personal responsibility for their behaviour and its affect on their learning environment.
- c. Understanding consequences for poor choices and behaviours.

### 5. DOCUMENT

School personnel must record all incidents of bullying and the action taken for each incident. All bullying incidents shall be recorded in a timely fashion, immediately when possible and documented using the *Inappropriate Student Behaviour Documentation Form*.



# Safe & Caring Schools

## PROCEDURE 4

Nonviolent Crisis Intervention Guidelines

## Nonviolent Crisis Intervention Guidelines

The Department of Education and the school districts of Newfoundland and Labrador are committed to providing safe, caring and inclusive learning environments for all students in the kindergarten to grade 12 school system.

### 1.0 Department of Education

- 1.1. Nonviolent Crisis Intervention® training, as provided by the Crisis Prevention Institute (CPI), is recommended by the Department of Education, Newfoundland and Labrador, for the prevention and management of disruptive behaviour. The Department of Education, in partnership with school districts, will ensure that certified instructors are available provincially to provide training and support to school-based CPI teams.

### 2.0 School Districts

- 2.1. The school districts, in partnership with Department of Education, will ensure that certified instructors are available provincially to provide training and support to school-based CPI teams.
- 2.2. District personnel, who recommend candidates for CPI instructor training, should consider the following criteria:
  - 2.2.1. Interest and physical requirements of program delivery
  - 2.2.2. Commitment to provide long-term training and to maintain certification requirements
  - 2.2.3. Availability to provide district wide training
  - 2.2.4. Facilitation skills
- 2.3. District staff, in consultation with school administrators, will ensure that CPI team members have appropriate CPI training.
- 2.4. School districts are required to establish a data base or running record of trained personnel, the training provided, and date of completion.

### 3.0 CPI Certified Instructors

- 3.1. CPI certified instructors will maintain certification with CPI, according to their requirements and the requirements of the school district.
- 3.2. CPI certified instructors will adhere to CPI philosophy and practice:

- 3.2.1. Nonphysical interventions are always preferred.
- 3.2.2. Physical interventions must be used as a last resort.
- 3.2.3. Physical intervention should be combined with other approaches that will help the individual learn more adaptive behaviour (diminishing the need for physical intervention in the future).
- 3.2.4. Physical interventions are never used to punish or coerce.
- 3.2.5. Physical interventions are intended to be pain free.
- 3.2.6. While safety is always the priority, preserving the dignity of the individual will also be considered.
- 3.2.7. The least amount of force necessary should be used, and for the least amount of time necessary.
- 3.2.8. During the use of physical interventions, staff will closely monitor the well-being of the individual.
- 3.2.9. The individual should be provided therapeutic rapport, which is a means of giving responsibility back to the individual in a way that communicates continued support and respect.
- 3.2.10. Staff members will debrief after utilizing personal safety techniques and/or student restraints. This is a time to examine different perspectives on the situation and evaluate the strategies implemented. It involves exploring options for earlier detection and earlier intervention, as well as identifying effective and ineffective patterns of intervention with this individual or in this type of situation.

#### **4.0 School Administrators and School-based CPI Trained Team**

- 4.1. When the school composition dictates the need for staff to utilize personal safety techniques and/or possible student restraints, then the school administrator will ensure the establishment of a school-based CPI team.
- 4.2. The school administrator will ensure the formation of a school-based CPI team that adheres to the Nonviolent Crisis Intervention Guidelines.
- 4.3. The CPI intent to respect individuals and to provide the best Care, Welfare, Safety and Security in all situations will be maintained.
- 4.4. Strategies for the early intervention and de-escalation of behaviours will be identified in a student's behaviour management plan.
- 4.5. CPI team members will successfully complete the CPI 2-day training (minimum of 8 hours).
- 4.6. Team members are responsible for completion of refresher courses (minimum of 3 hours) at least every 2 years. The refresher course will include the review and practice of nonviolent physical crisis intervention techniques, so that personnel maintain proficiency in the use of restraints.

- 4.7. CPI team members who do not complete at least a refresher course within 2 years of their last certification, are required to repeat the CPI 2-day training (minimum of 8 hours).
- 4.8. In order to use nonviolent physical crisis intervention (physical restraints), school personnel must have been certified by a school district CPI instructor and have completed the CPI 2-day training (minimum of 8 hours). Therefore, **personnel who have completed only 1 day of training (6 hours) are not qualified to use nonviolent physical crisis intervention.** This will be indicated on the CPI certification card.
- 4.9. Persons who have completed 1 day of training (minimum of 6 hours) must receive Day 2 training within 1 month of receiving Day 1 training, in order to be certified to use nonviolent physical crisis intervention.
- 4.10. School-based teams have an obligation to adhere to the training process, as outlined by the Crisis Prevention Institute. See Appendix 1.
- 4.11. School administrators will ensure the regular and consistent practice of personal safety and nonviolent physical crisis intervention techniques by the school-based CPI team.
- 4.12. CPI instructors will be available to support school-based team practice and other elements of the training process.
- 4.13. School-based teams, in consultation with the school administrator, will determine:
  - 4.13.1. How the team will be utilized.
  - 4.13.2. The protocol for deployment.
  - 4.13.3. Roles and responsibilities of team members.
  - 4.13.4. Documentation procedures.
  - 4.13.5. De-briefing procedures using the CPI Coping Model.
  - 4.13.6. Supplemental training, resources or other needs as identified.
- 4.14. A school administrator should be informed immediately after each incident of student restraint.
- 4.15. As outlined by the Crisis Prevention Institute:
  - 4.15.1. "Physical restraint is recommended only when all less restrictive methods of intervening have been exhausted and when the individual presents a danger to self or others."
  - 4.15.2. "Even when physical restraint is employed, it is used in such a way as to allow the person an opportunity to calm down at his own pace and to assist in the process of re-establishing Therapeutic Rapport." (Therapeutic rapport is defined as the re-establishment of communication.)
  - 4.15.3. "Any physical intervention is potentially dangerous and should be looked at as an emergency response procedure." Therefore, physical restraints should be considered only as a last resort.
- 4.16. Documentation of the use of nonviolent physical crisis intervention techniques is critical. See Appendix 2 for a CPI Incident Report checklist, which may support schools/districts in developing their own Nonviolent Physical Crisis Intervention Incident Report.
- 4.17. The Nonviolent Physical Crisis Intervention Incident Report will be completed by the team members involved in the intervention. It should be signed by an administrator and stored in the student's confidential file.

4.18. School administrators are responsible for tracking the frequency of incidents involving the use of nonviolent physical crisis intervention. Data collected will include:

4.18.1. Student name.

4.18.2. Date of incident.

4.19. School administrators need to be cognizant that repeated use of physical restraints for any one student or multiple physical restraints across different students may indicate a need to review restraint protocols and procedures.

4.20. School administrators may determine that a student needs a Functional Behavioural Analysis and a Behaviour Management Plan, or have an existing Behaviour Management Plan reviewed and revised.

4.21. Parents/guardians should be informed as soon as possible after the use of restraint.

## CPI Training Process

The Training Process gives us an opportunity to continue to develop strategies after the formal initial training. It is an opportunity for staff to further increase confidence and competence to defuse situations and to use the best practice of Care, Welfare, Safety and Security<sup>SM</sup> on a daily basis.

Activity	Goals of Training Process Component
<b>REVIEWS</b>	<ul style="list-style-type: none"> <li>To reinforce specific concepts and principles from the Nonviolent Crisis Intervention® training program in a focused manner.</li> <li>To provide staff with ongoing exposure to the course content, so that they remain familiar with the information and confident in their abilities to utilize the information effectively and safely.</li> </ul>
<b>POLICY DISCUSSIONS</b>	<ul style="list-style-type: none"> <li>To clearly reinforce expectations of staff who intervene in escalating situations in the workplace.</li> <li>To discuss necessary changes in policies and procedure as regulations, standards, legislation, and organizational circumstances change, and to connect policy changes to training concepts.</li> <li>To maintain and promote open communication about policy and procedure issues that relate to Nonviolent Crisis Intervention® training.</li> </ul>
<b>PRACTICE</b>	<ul style="list-style-type: none"> <li>To assist staff in improving their crisis intervention skills.</li> <li>To teach problem-solving skills necessary for use when situations occur that were not specifically addressed in the Foundation training.</li> </ul>
<b>REHEARSALS AND DRILLS</b>	<ul style="list-style-type: none"> <li>To provide staff with opportunities to apply and adapt intervention strategies from training to more realistic situations.</li> <li>To increase skill and build confidence in abilities to problem solve and respond to the realities and unpredictability of crisis situations.</li> <li>To assess skill levels of crisis response teams and in planning future components of the ongoing Training Process.</li> </ul>
<b>SITUATIONAL APPLICATIONS</b>	<ul style="list-style-type: none"> <li>To review situations that have occurred and specifically examine the application of concepts taught in the Nonviolent Crisis Intervention® training program.</li> <li>To reinforce information and skills and to problem solve for future similar situations.</li> <li>To apply and discuss Nonviolent Crisis Intervention® program strategies as they relate to organization incidents/situations.</li> </ul>
<b>FORMAL REFRESHERS</b>	<ul style="list-style-type: none"> <li>To review and expand on the Nonviolent Crisis Intervention® training concepts.</li> <li>To regularly and formally assess staff competence and proficiency in the intervention strategies taught in the Nonviolent Crisis Intervention® training program.</li> <li>To assess team member strengths and areas needing improvement relating to crisis prevention and intervention.</li> </ul>

## CPI Incident Report Checklist

An incident report form should be designed to make it as easy as possible for staff to write accurate and complete reports. Listed below are some items you may wish to include on your report form as reminders to staff to address these areas. Use this checklist as a guide in assessing your current incident report form.

Not every item is applicable to every incident.

Statements from key participants (staff, acting-out persons, and witnesses) may be part of an incident report, or they may be attached as supplemental reports.

1. Day, date, and time of the incident.
2. Name and title of the person writing the report.
3. Exact location of the incident.
4. Conditions (e.g., weather, lighting, slippery floor).
5. List of key participants and their relationship to one another.
  - Names/titles of staff involved.
  - Names of witnesses.
  - Names of injured or acting-out persons.
  - Identify persons as staff, students, parent/guardian, visitors, etc.
6. Complete description of the incident in chronological order.
  - What led up to the incident?
  - At what point were you alerted to the incident?
  - What verbal and/or physical interventions were attempted?
  - How was the incident resolved?
7. Emergency action taken (e.g., called police, parents/guardian, medical help).
8. Consequences (e.g., injuries; property damage).
9. Persons verbally notified of the incident (include name/title/date/time).
10. Persons receiving a copy of the report (include name/title).
11. Signature of the author and date of the report.



# Safe & Caring Schools

## PROCEDURE 5

Teaching Digital Citizenship

## Teaching Digital Citizenship

Digital citizenship can be defined as the norms of safe, respectful and responsible behaviour with regard to the use of technology. Whether it is called digital citizenship, digital wellness or digital ethics, we need guidelines to determine what we should be teaching to our students concerning online behaviour.

### Online Resources to Promote Safe and Ethical Use of the Internet

Cybersafe Girl is a public education program developed by the Atlantic Ministers Responsible for the Status of Women. Its goal is to provide information to girls (and boys), parents and educators, about how girls can be safe online. This online resource is available at [www.cybersafegirl.ca/](http://www.cybersafegirl.ca/).

The Provincial Government has also provided teachers and students with access to other online resources, designed to teach about the safe and ethical use of the Internet – particularly with respect to personal and private information posted online. The online tutorials and resources are provided through MediaSmarts, a Canadian not-for-profit organization which promotes digital and media literacy.

These resources allow students to learn to use different types of digital and social media and to think critically about how they are using them. Are they revealing too much information? Are they putting themselves in danger? Are they engaged in online activities that would be hurtful, or even dangerous to others?

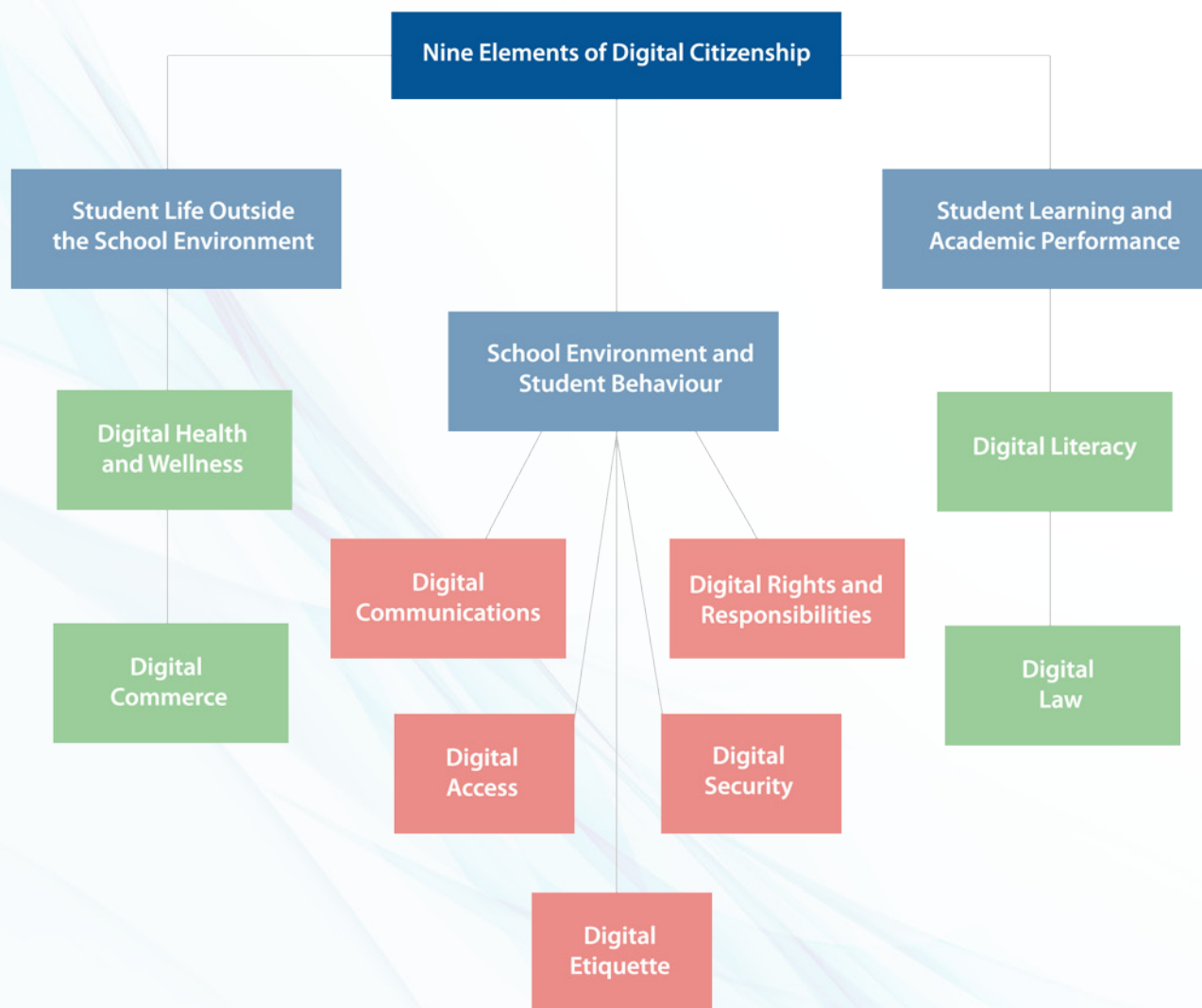
The resources, which are available to all public schools, include:

- **Passport to the Internet:** This resource teaches younger students (Grades 4-8) to use online tools and websites in a secure and ethical manner. Using simulated models of the most popular Internet environments, this interactive resource focuses on online safety, how to determine whether information is credible, recognizing marketing ploys, protecting privacy, managing online relationships, and dealing with cyber-bullying.
- **My World:** This resource helps students in Grades 9-12 develop decision-making and analytical skills necessary to positively engage with digital media. My World uses imitations of online environments, such as search engines, instant messaging, social networking sites and file-sharing, to teach students digital literacy skills. Students engaged in My World assume a variety of roles – student, friend, peer and mentor – as they use simulated online tools to address bullying and ethical behaviour, do homework, manage relationships, and protect their privacy.
- **Web Awareness Workshop Series:** Six professional development workshops help educators and parents understand and address cyber-bullying issues, online safety, marketing, privacy and information authentication. This resource is for use with educators, parents and school district staff to facilitate workshops.

Teachers and students access the resources, available in French and English, by logging on to a website with a username and password that has been supplied by their school.

## Nine Elements of Digital Citizenship

The work of Mike Ribble (2013) outlines *Nine Elements of Digital Citizenship*. These can be grouped into three categories, and are summarized in the following graphic and described in the appendix.



Ribble has also developed a model for the teaching of digital citizenship in the classroom, from kindergarten to grade 12. Ribble suggests that the larger concepts of **Respect** for self and others; **Educate** yourself and connect with others; and **Protect** yourself and others (REP), should be taught at each level – primary/elementary, junior high and senior high. He suggests that in primary/elementary, teachers should focus on etiquette, communication, and rights and responsibilities. In junior high teachers should focus on access, literacy, and safety (security). In high school lessons on digital citizenship should focus on law, commerce, and health and welfare.

## Ribble's REPS

	Primary/Elementary	Junior High	Senior High
<b>Respect For Self and Others</b>	Etiquette	Access	Law
<b>Educate yourself and connect with others</b>	Communication	Literacy	Commerce
<b>Protect yourself and others</b>	Rights and Responsibility	Safety (Security)	Health and Welfare

**Common Sense Media** is a national, nonpartisan organization that provides information and resources, free of charge, to educators, parents, and the public, on issues that shape the media's impact on students. Schools and individual teachers can register at [www.commonsensemedia.org/educators/scope-and-sequence](http://www.commonsensemedia.org/educators/scope-and-sequence). Registration provides access to lesson plans for teaching digital citizenship and each grade level. Common Sense Media has provided an overview of the lessons for each grade level:

**Grades K-2:** Start building a foundation of great digital citizenship skills by reinforcing the ideas of kindness, curiosity, and safety that permeate early elementary education. These age-appropriate, 45-minute lessons introduce young learners to concrete concepts and behaviours within the abstract world of digital literacy and citizenship. These fifteen lessons give students a safe way to explore all that technology affords by delving into the basics of Internet safety, privacy, and security; introducing concepts of information literacy; and emphasizing online interpersonal skills

**Digital Literacy and Citizenship for Grades 3-5:** Help upper elementary students learn to balance the responsibility that comes with accessing our ever-evolving digital world. The lessons in these units revisit the fundamentals of Internet safety, privacy, security, and information literacy covered in the units for grades K-2, while weaving in the challenges and opportunities of collaborating in online communities. These 45-minute lessons put more emphasis on the concepts of becoming a responsible and respectful communicator online than those designed for lower elementary school students. Register for Digital Passport, the FREE interactive companion to Unit 1, as a way to introduce students to the fundamentals of digital literacy and citizenship.

**Digital Literacy and Citizenship for Grades 6-8:** Support middle school students' desire to experiment and explore online with these fifteen lessons. Empower them to reflect critically on their digital lives: their use of media, their understanding of the broader landscape, and their participation in the always-on community. These developmentally-appropriate lessons encourage middle schoolers to hone their digital literacy and citizenship skills by putting a particular emphasis on how individuals interact with and impact others in the digital world. Topics include maintaining healthy relationships, communicating respectfully, and developing a positive online reputation.

**Digital Literacy and Citizenship for Grades 9-12:** Challenge high school students to take perspective on the opportunities and potential pitfalls of the digital world. These age-appropriate, 45-minute lessons use rich discussions and ethical debates to cover the digital literacy and citizenship topics including relationships, identity, respect, and privacy. The lessons highlight how teens can be mindful when curating their digital footprints and how they can take ownership of their digital roles by using today's technologies to create, publish, and share their own creative work.

## Nine Themes of Digital Citizenship

### 1. **Digital Access:** *full electronic participation in society.*

Technology users need to be aware that not everyone has the same opportunities when it comes to technology. Working toward equal digital rights and supporting electronic access is the starting point of Digital Citizenship. Digital exclusion makes it difficult to grow as a society increasingly using these tools. Helping to provide and expand access to technology should be goal of all digital citizens. Users need to keep in mind that there are some who may have limited access, so other resources may need to be provided. To become productive citizens, we need to be committed to make sure that no one is denied digital access.

### 2. **Digital Commerce:** *electronic buying and selling of goods.*

Technology users need to understand that a large share of market economy is being done electronically. Legitimate and legal exchanges are occurring, but the buyer or seller needs to be aware of the issues associated with it. The mainstream availability of Internet purchases of toys, clothing, cars, food, etc. has become commonplace to many users. At the same time, an equal amount of goods and services which are in conflict with the laws or morals of some countries are surfacing (which might include activities such as illegal downloading, pornography, and gambling). Users need to learn about how to be effective consumers in a new digital economy.

### 3. **Digital Communication:** *electronic exchange of information.*

One of the significant changes within the digital revolution is a person's ability to communicate with other people. In the 19th century, forms of communication were limited. In the 21st century, communication options have exploded to offer a wide variety of choices (e.g., e-mail, cellular phones, instant messaging). The expanding digital communication options have changed everything because people are able to keep in constant communication with anyone else. Now everyone has the opportunity to communicate and collaborate with anyone from anywhere and anytime. Unfortunately, many users have not been taught how to make appropriate decisions when faced with so many different digital communication options.

### 4. **Digital Literacy:** *process of teaching and learning about technology and the use of technology.*

While schools have made great progress in the area of technology infusion, much remains to be done. A renewed focus must be made on what technologies must be taught as well as how it should be used. New technologies that are finding their way into the work place are not being used in schools (e.g., Videoconferencing, online sharing spaces such as wikis). In addition, workers in many different occupations need immediate information (just-in-time information). This process requires sophisticated searching and processing skills (i.e., information literacy). Learners must be taught how to learn in a digital society. In other words, learners must be taught to learn anything, anytime, anywhere. Business, military, and medicine are excellent examples of how technology is being used differently in the 21st century. As new technologies emerge, learners need to learn how to use that technology quickly and appropriately. Digital Citizenship involves educating people in a new way— these individuals need a high degree of information literacy skills.

### 5. **Digital Etiquette:** *electronic standards of conduct or procedure.*

Technology users often see this area as one of the most pressing problems when dealing with Digital Citizenship. We recognize inappropriate behavior when we see it, but before people use technology they do not learn digital etiquette (i.e., appropriate conduct). Many people feel uncomfortable talking to others about their digital etiquette. Often rules and regulations are created or the technology is simply banned to stop inappropriate use. It is not enough to create rules and policy, we must teach everyone to become responsible digital citizens in this new society.

#### 6. **Digital Law:** *electronic responsibility for actions and deeds*

Digital law deals with the ethics of technology within a society. Unethical use manifests itself in form of theft and/or crime. Ethical use manifests itself in the form of abiding by the laws of society. Users need to understand that stealing or causing damage to other people's work, identity, or property online is a crime. There are certain rules of society that users need to be aware in a ethical society. These laws apply to anyone who works or plays online. Hacking into others information, downloading illegal music, plagiarizing, creating destructive worms, viruses or creating Trojan Horses, sending spam, or stealing anyone's identify or property is unethical.

#### 7. **Digital Rights & Responsibilities:** *those freedoms extended to everyone in a digital world.*

Just as in the American Constitution where there is a Bill of Rights, there is a basic set of rights extended to every digital citizen. Digital citizens have the right to privacy, free speech, etc. Basic digital rights must be addressed, discussed, and understood in the digital world. With these rights also come responsibilities as well. Users must help define how the technology is to be used in an appropriate manner. In a digital society these two areas must work together for everyone to be productive.

#### 8. **Digital Health & Wellness:** *physical and psychological well-being in a digital technology world.*

Eye safety, repetitive stress syndrome, and sound ergonomic practices are issues that need to be addressed in a new technological world. Beyond the physical issues are the psychological issues that are becoming more prevalent, such as Internet addiction. Users need to be taught that there inherent dangers of technology. Digital Citizenship includes a culture where technology users are taught how to protect themselves through education and training.

#### 9. **Digital Security (self-protection):** *electronic precautions to guarantee safety.*

In any society, there are individuals who steal, deface, or disrupt other people. The same is true for the digital community. It is not enough to trust other members in the community for our own safety. In our own homes, we put locks on our doors and fire alarms in our houses to provide some level of protection. The same must be true for the digital security. We need to have virus protection, backups of data, and surge control of our equipment. As responsible citizens, we must protect our information from outside forces that might cause disruption or harm.



# Safe & Caring Schools

## PROCEDURE 6

Safe & Caring Schools Policy Implementation Progress



## Safe & Caring Schools Policy Implementation Progress

*Under Development*



# **Safe and Caring Schools**

## **Procedure 7**

Guidelines for LGBTQ Inclusive Practices

## Acknowledgement

Thank you to Alberta Education, and the Nova Scotia Department of Education and Early Childhood Development for their willingness to share content from their publications *Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions, 2016* and *Guidelines for Supporting Transgender and Gender-nonconforming Students, 2014* to inform the development of these guidelines for Newfoundland and Labrador. Alberta Education and the Nova Scotia Department of Education and Early Childhood Development developed their content with guidance from the Toronto District School Board and the Canadian Teachers' Federation.

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Every effort has been made to provide proper acknowledgement of original sources. If cases are identified where this has not been the case, please notify the Department of Education and Early Childhood Development, Newfoundland and Labrador.

## Guidelines for LGBTQ Inclusive Practices

### Introduction

Maintaining a safe, caring and inclusive school requires ongoing support, direction and attention from all stakeholders. A safe, caring and inclusive school ensures that all students, including those with diverse sexual orientations, gender identities and gender expressions, have access to the educational opportunities and supports needed to be successful in school, and in life.

A safe, caring and inclusive system requires all schools to implement evidence-based practices to ensure safety, belonging and full participation of all members of the school community.

### Purpose of these guidelines

The purpose of these guidelines is to support the creation and maintenance of safe, caring, and inclusive learning environments through fostering a positive school culture, promoting diversity, belonging and a positive sense of self for all students. These guidelines provide schools with best practices that focus on all of the above.

These guidelines encourage:

- The creation of a school culture that supports open communication with students, staff, families and community, and celebrates increased understanding and knowledge of diversity;
- The review and revision of existing policies, practices and procedures to ensure they are in line with these guidelines;
- The reflection of these guidelines in the creation of new policies, regulations, procedures and resources;
- The planning of professional learning and professional conversations.

### Principles essential to guidelines

These guidelines are built on the following principles:

- All students and staff with diverse sexual orientations, gender identities and gender expressions:
  - are treated with dignity and respect;
  - have the right to be open about who they are without fear of unwanted consequences;
  - have the right to privacy and confidentiality;
- are **actively** included in the Collaborative Decision Making Process within these guidelines.
- Self-identification is the sole measure of an individual's sexual orientation, gender identity or gender expression.

## Legislation and Policy Requirements

### *Safe and Caring Schools Policy (2013)*

The *Safe and Caring Schools Policy (2013)* promotes the acceptance and inclusion of all individuals regardless of economic status, national or ethnic origin, religion, culture, body size, gender, sexual orientation, gender identity, age or ability. The policy states that all members of the school community have the right to feel safe and secure in all school-related activities and share in the responsibility for ensuring this is the case.

Building a safe, caring and inclusive school environment requires schools to focus on developing respectful and caring relationships for all members of the school community – among students, among adults and between students and adults. It is important that school practices address this focus as it relates to all member of the school community including those with diverse sexual orientations, gender identities and gender expressions.

The Inclusive Education philosophy in Newfoundland and Labrador supports all students having access to meaningful learning experiences regardless of gender, gender identity, gender expression, sexual orientation or any other factor. The *Safe and Caring Schools Policy (2013)* section 4.6.4 states that schools will ensure that classroom and school-based practices are inclusive. Examples of inclusive practices include:

- A welcoming school culture in which all members of the school community feel they belong, have the opportunity to realize their potential, and contribute to the life of the school.
- A strong partnership with families and outside agencies to promote the celebration of diversity.
- A network of resources and supports in place to address diversity.
- The availability of a non-gender, single toilet bathroom for students, staff and visitors to the school.
- Curriculum, literature and resources available for teachers and students which represent the many faces of diversity (ethnicity, ability, family composition, sexual identity, etc.).
- Class profiles reflecting student diversity including learning styles, interest, needs and learning readiness.
- School based forms which only require pertinent information.

### *Newfoundland and Labrador Schools Act, 1997*

The *Schools Act, 1997*, provides that school districts are responsible for the promotion of a safe and caring learning environment. It requires schools to establish, implement and maintain a Code of Conduct that clearly defines the standards for appropriate behaviour.

The *Act* requires that every student ensure their conduct contributes to learning environments that are safe, caring, and inclusive.

## *Newfoundland and Labrador Human Rights Act, 2010*

Sub-section 9-(1) of the Newfoundland and Labrador *Human's Rights Act, 2010*, protects all individuals from discrimination including those of diverse sexual orientations, gender identities and gender expressions. This *Human Rights Act, 2010*, takes precedent over other provincial legislation.

When an individual within a school alleges that discrimination is occurring then the school is required to alleviate or mitigate adverse impacts resulting from the alleged discrimination. The school can most effectively do this by engaging in respectful discussions (defined in these guidelines as the Collaborative Decision Making Process) to chart out a reasonable accommodation(s) to ensure that the individual does not continue to face adverse impacts that are within the schools ability to alleviate or mitigate.

An accommodation(s) is usually considered reasonable if it meets the needs of the individual requesting the accommodation, to the greatest extent possible, short of undue hardship, and if it respects the dignity of the person requiring it. What qualifies as undue hardship varies from case to case, and is not specifically defined. Generally the hardship must be a substantial interference with the schools operations to qualify as undue.

## Guidelines

The following guidelines for supporting students and staff with diverse sexual orientations, gender identities and gender expressions are based on practices most consistently identified in current research and educational literature, and provide schools with the flexibility required to provide reasonable accommodations.

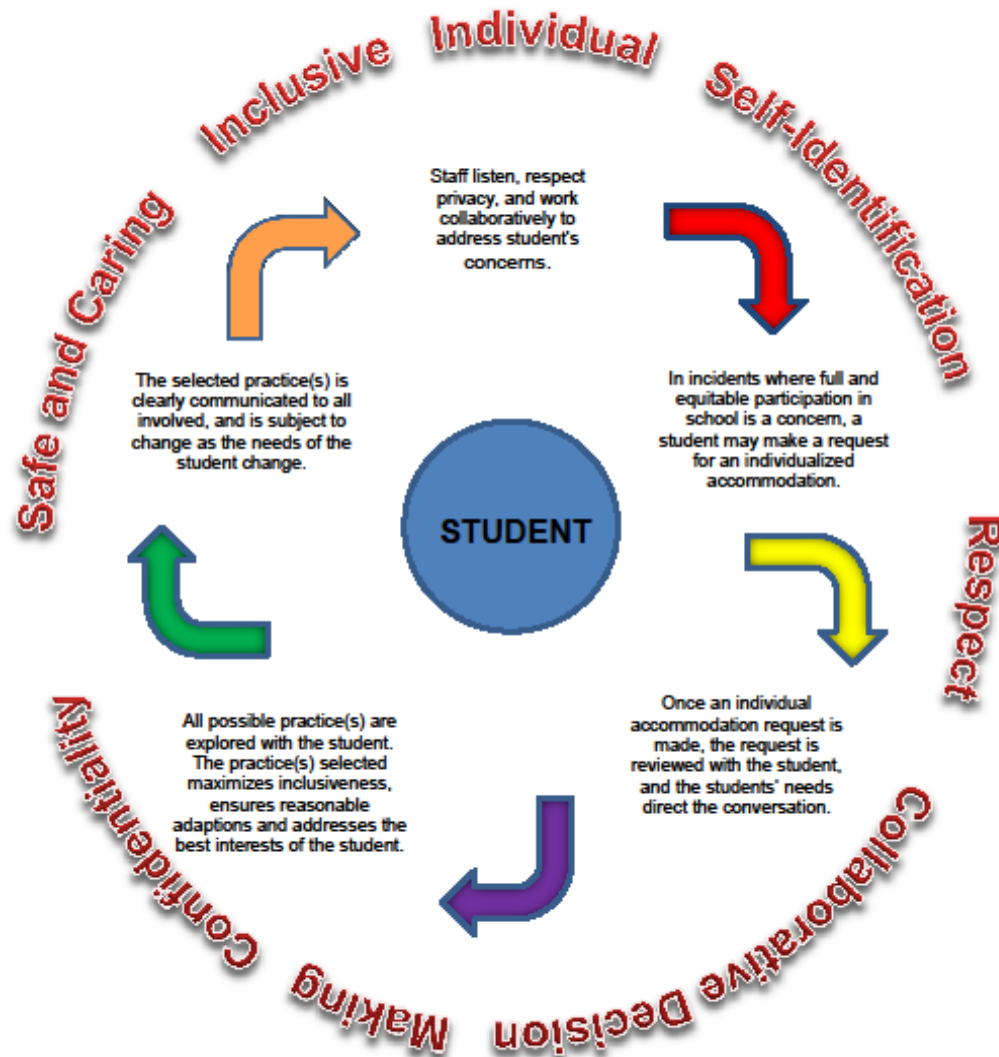
They are important in creating environments that are safe, caring and inclusive for students, staff, families, and all other members of the school community.

1. Providing supports that respond to a student's individual needs.
2. Respecting the individual's right to self-identification.
3. Maintaining school records to respect privacy and confidentiality.
4. Ensuring dress codes respect an individual's gender identity and gender expression.
5. Minimizing gender-segregated activities.
6. Enabling students with diverse sexual orientations, gender identities and gender expressions to have full, safe and equitable participation in curricular and extra-curricular activities.
7. Providing safe access to washroom and change-room facilities.
8. Providing professional learning opportunities that build the capacity of staff to understand and support diverse sexual orientations, gender identities and gender expressions.
9. Using a comprehensive school-wide approach to promote healthy relationships and prevent and respond to bullying behaviour.
10. Ensuring students have the understanding, skills and opportunities to contribute to safe, caring and inclusive learning environments that respect diversity and nurture a sense of belonging and a positive sense of self.
11. Ensuring all families are welcomed and supported as valued members of the school community.
12. Ensuring that school staff have work environments where they are protected from discrimination based on their sexual orientation, gender identity and gender expression.

These twelve guidelines are mutually supportive and interdependent. Each guideline is further developed in the next section and includes a short descriptor and indicators of best practice in action.

It is important to recognize that as understandings of diverse sexual orientations, gender identities and gender expressions evolve, and learning environments and school communities' change, best practices will also evolve and change.

## Collaborative Decision Making Process



## 1. Providing supports that respond to a student's individual needs

All students, including those with diverse sexual orientations, gender identities and gender expressions, are unique individuals and have differing needs. Supports that work for one student cannot simply be assumed to work for another. When a specific or individualized accommodation request is required, a student-centered Collaborative Decision Making Process is used. See preceding diagram for details.

### ***Indicators of best practice in action***

- 1.1 Students with diverse sexual orientations, gender identities and gender expressions feel comfortable to seek out a staff person to discuss their particular needs, interests and concerns.
- 1.2 Staff actively listen to student's concerns, respect the student's privacy and confidentiality, and work collaboratively to identify and implement best practices that will make a positive difference for the student.
- 1.3 In incidents where full and equitable participation in school life is a concern, a student can make a specific accommodation request. This can be followed by participation in a respectful conversation (Collaborative Decision Making Process) to identify practices that are in the best interest of the student.
- 1.4 Requests for accommodation are addressed on a case-by-case basis and solutions are individualized to best meet the needs of the student making the request.
- 1.5 The selected practice(s) is clearly communicated to all involved, and is subject to change as the needs of the individual change.
- 1.6 Staff support or assist a student (or the student's family) to identify relevant and appropriate resources and supports in the community.
- 1.7 Staff supports the establishment and naming of Gay-Straight Alliances or similar student leadership and support groups (Gender/Sexuality Alliance), when students express an interest.

For more information on Gay-Straight Alliance see:

<http://www.ed.gov.nl.ca/edu/k12/safeandcaring/index.html>

## 2. Respecting an individual's right to self-identification

The sole requirement for providing an accommodation for students and staff is an individual's self-identification. Individuals may self-identify regarding:

- sexual orientation
- internal sense of being male, female, both and/or neither
- expression of being male, female, both and/or neither

Some individuals may request to be addressed by their chosen name and/or chosen pronouns that align with their gender identity and/or gender expression. These individuals may not feel included in the use of the pronouns “he” or “she” and may prefer alternate pronouns such as “ze,” “zir,” “hir,” “they,” or “them” or might wish to express themselves or self-identify in other ways.

District and school staffs make every effort to seek student consent or consult with the student prior to parent contact. This will ensure that district and school officials are fully informed, and provides for consideration of extenuating circumstances such as student safety or specific concerns of age of minority/maturity when determining the best practice in an individual case.

### ***Indicators of best practice in action***

- 2.1 Inform students of the limitations regarding the use of their chosen name and gender identity or gender expression in relation to official school records that require legal name change and gender designation documentation.
- 2.2 Consult with the student to determine the most appropriate way to reference the student’s gender identity, gender expression, name and related pronoun in the school environment.
- 2.3 Staff and peers consistently use a student’s chosen name and pronouns in ways the student has requested in day to day interactions.
- 2.4 At the beginning of the school year the school privately ask students who have requested such accommodations for chosen name and pronoun, how they want to be addressed in correspondence to the home or at meetings with the student’s parent(s)/ caregiver(s).

### **3. Maintaining school records to respect privacy and confidentiality**

The *Schools Act, 1997*, requires schools to maintain a student record for each student “in the manner required by a policy directive of the Minister”. This record includes a student’s legal name and gender. School district record keeping policies must concur with provincial legislation.

Under the *Change of Name Act, 2009*, a student is entitled to have a name change on all legal documents, such as their student record. Once an official documentation of approval of name change has been presented, the school will initiate the name change on all school and district based legal documents.

[http://www.servicenl.gov.nl.ca/birth/legal\\_name\\_change/index.html](http://www.servicenl.gov.nl.ca/birth/legal_name_change/index.html)

The *Vital Statistics Act, 2009*, was amended in April 2016 to cease requiring gender reassignment surgery in order for individuals to change their gender designation on government issued documents. Based on the legislative amendment Service Newfoundland and Labrador has revised the application for change of gender identity on a birth certificate.

[http://www.servicenl.gov.nl.ca/birth/changing\\_your\\_sex\\_designation/index.html](http://www.servicenl.gov.nl.ca/birth/changing_your_sex_designation/index.html)

### ***Indicators of best practice in action***

- 3.1 School staffs maintain student confidentiality by obtaining a student's explicit permission before disclosing information regarding a student's sexual orientation, gender identity, gender expression, or legal matters such as name change to peers, guardians or other adults. When student consent may not be available the reason(s) for the absence of consent will be a critical consideration (e.g. student safety) in how to address such a circumstance.
- 3.2 A student's legal name is used consistently on all legal documentation.
- 3.3 Consistent use of a student's chosen or preferred name on school-issued documents such as class lists, PowerSchool or other school documents, and by all members of the school community.
- 3.4 Gender designations are not included on student lists unless there is a specific reason for this information. If this information is required the designation should include "other".

## **4. Ensuring dress codes respect an individual's gender identity and gender expression**

A flexible and gender-inclusive dress code recognizes that all students and staff have the right to dress in a manner consistent with their gender identity or gender expression. Accommodating choices in clothing and general appearance is part of respecting the individuality of all including those with diverse gender identities and gender expressions.

Implying that a certain type of clothing, such as skirts, will be worn by one gender only is not a respectful or inclusive practice. Respecting choices in clothing is part of respecting the individuality of all, regardless of gender identity or gender expression.

### ***Indicators of best practice in action***

- 4.1 Dress codes are respectful and inclusive of all, including those with diverse gender identities and gender expressions.

## **5. Minimize gender-segregated activities**

To the greatest extent possible, reduce the practice of segregating students by categories such as gender and avoid structuring activities based on stereotypical roles. This increases opportunities to respect students' full expression of who they are and allows them to play, learn, dress, present and express themselves in flexible and diverse ways that are congruent with their gender identity or gender expression.

### ***Indicators of best practice in action***

- 5.1 Schools avoid structuring courses or activities based on gender-specific roles such as “boys” versus “girls” in academic, athletic or talent competitions.
- 5.2 In rare circumstances where activities are organized by gender, all students have access to inclusive activities and spaces in accordance with their gender identity and/or gender expression.
- 5.3 Activities that involve the need for overnight housing or accommodations are addressed on a case-by-case basis. School staffs make every reasonable effort to provide solutions that are safe, caring, inclusive and acceptable to the student. Solutions will not impose any additional expense or burden for the student. Schools must follow the Collaborative Decision Making Process shown on page 6.

### **6. Enabling students with diverse sexual orientations, gender identities and gender expressions to have full, safe and equitable participation in curricular classes and extracurricular activities**

All students, regardless of their sexual orientation, gender identity or gender expression, have the right to participate in all activities. These curricular and extracurricular activities occur within inclusive and respectful environments, and in ways that are safe, comfortable and supportive of students’ sexual orientations, gender identities and gender expressions.

### ***Indicators of this best practice in action***

- 6.1 Policies and procedures related to school curricular and extra-curricular activities are inclusive of all students, including students with diverse sexual orientations, gender identities and gender expressions.
- 6.2 All students participate in curricula in ways that are comfortable and supportive of their diverse sexual orientations, gender identities and gender expressions. The use of differentiated resources, as opposed to gender grouping, is considered to meet diverse student needs.
- 6.3 When a student requests an accommodation, the Collaborative Decision Making Process is to be used to determine the most appropriate course of action. The student’s choice(s) as to where they feel the safest and most comfortable directs the conversation.
- 6.4 All students participate in extra-curricular activities in ways that are comfortable and supportive of their diverse sexual orientations, gender identities and gender expressions.
- 6.5 Student athletic policies and procedures must be inclusive of diverse sexual orientations, gender identities and gender expressions. Students who wish to become members of athletic school teams do so in ways that are congruent with their gender identity and gender expression.
- 6.6 Students, who consider themselves transgender, must be deemed eligible to compete on a team other than that of their biological orientation. The school must deem the student eligible to compete on the team of the gender to which the student identifies by following the process outlined in the *Transgender Policy of the School Sport NL Handbook*.

<http://www.schoolsportsnl.ca/wp-content/uploads/2016/09/SSNL-Handbook-Main-Text.pdf>

- 6.7 School districts and schools provide opportunity for building the capacity of coaches, teacher advisors, and community volunteers in ensuring extra-curricular activities that are safe, caring and inclusive for all students, including students with diverse sexual orientations, gender identities and gender expressions.

## 7. Provide safe access to washroom and change-room facilities

All students have the right to use facilities, such as washrooms and change rooms, that they are comfortable using and which are congruent with their sexual orientation, gender identity and gender expression. This applies during school time and school-related activities on and off school property (such as field trips, artistic and athletic events).

Although creating separate spaces may be sometimes necessary, emphasis should be on creating safe and inclusive spaces. As part of a comprehensive whole-school approach, strategies should be in place to ensure all areas of the school are safe for all students, at all times. This may include implementing proactive strategies such as communicating clear behavioural expectations to all students (*Safe and Caring Policy, 2013*), ensuring adequate supervision of students, and monitoring school environments identified through school data (Review 360) where unsafe behaviour(s) may be prevalent.

### ***Indicators of best practice in action***

- 7.1 Students are able to access washrooms that are congruent with their gender identity. The use of a non-gendered, separate washroom is a matter of choice for students, and not a compulsory requirement.
- 7.2 School Codes of Conduct have clear behaviour expectations for washrooms and change rooms that are clearly communicated and understood by students, staff and volunteers.
- 7.3 It is suggested that schools provide separate/non-gender washrooms for use by any student who desires increased privacy regardless of reason (medical, behaviour, gender identity, gender expression, etc.). This washroom should be in an easily accessible location within the school.
- 7.4 When possible, schools have more than one non-gendered washroom.
- 7.5 All students have access to change-room facilities that meet their individual needs and privacy concerns. This may include a choice of options such as:
- A private area within the common change-room area (such as a stall with a door, or an area separated by a curtain) or;
  - A nearby private area (such as a nearby washroom).
- 7.6 A student who objects to sharing a washroom or change-room with a student who is transgender or gender-diverse is offered an alternate facility (this scenario also applies when a parent or other caregiver objects to shared washroom or change-room facilities on behalf of their child).

- 7.7 When travelling for competition or an event at another school, if a student makes a specific accommodation request for changing, showering, or washroom facilities, staff will ensure that request is communicated and all efforts are made to accommodate the request. Staff maintain the student's confidentiality by not disclosing information related to sexual orientation, gender identity or gender expression without direct permission.

## **8. Providing professional learning opportunities that build the capacity of staff to understand and support diverse sexual orientations, gender identities and gender expressions**

Staffs participate in professional learning that is evidence-based and builds knowledge about diverse sexual orientations, gender identities and gender expressions. Attention should be brought to the implications for teaching and learning, social and emotional well-being and personal safety. The presentation of information and strategies facilitates the creation of safe and caring environments that include and respect all members of the school community.

### ***Indicators of best practice in action***

- 8.1 School districts and school staffs work collaboratively to provide professional learning that uses valid research, shares best practices, reflects firsthand knowledge and, lived experiences of transgender people, which creates mutual understanding and respect.
- 8.2 Teachers work to identify and select learning resources and implement instructional approaches that are inclusive and respectful of diverse sexual orientations, gender identities and gender expressions.
- 8.3 Staff work collaboratively to identify and address discriminatory attitudes and behaviours that create barriers to participation and learning for students with diverse sexual orientations, gender identities and gender expressions.
- 8.4 Schools maintain positive and mutually respectful relationships with a variety of support groups. These groups partner to share resources and expertise and contribute to the ongoing evolution of safe, caring, and inclusive school environments.

## **9. Using a comprehensive school-wide approach to promote healthy relationships and to prevent and respond to bullying behaviour**

*The Newfoundland and Labrador School Climate Survey (2014/15)* identified that approximately fifty percent of the student population in intermediate and senior high schools report that students do not treat others with respect.

In 2009, Egale conducted the first national survey regarding experiences of LGBTQ student safety in schools across Canada. In this survey, researchers spoke to over 3000 secondary school students from coast to coast; almost two-thirds of the LGBTQ youth surveyed reported that they felt unsafe on a daily basis. This is also the case for students who may be perceived as lesbian, gay, bisexual, transgender, two-spirit, queer or questioning, as well as students who are harassed regarding their or family/friends actual or perceived sexual orientation, gender identity or gender expression.

Promoting a culture that increases understanding and knowledge of diversity and nurtures a sense of belonging is most successful when addressed through an approach that:

- happens over a sustained period of time;
- is embedded in curricular and extra-curricular activities, school policies and practices;
- builds capacity of the school community;
- is supported by ongoing professional development;
- involves family and community partnerships.

For more information on developing an effective Code of Conduct see the *Safe and Caring Schools Policy (2013)*:

<http://www.ed.gov.nl.ca/edu/k12/safeandcaring/index.html>

### ***Indicators of best practice in action***

- 9.1 Staff will implement school-wide positive behaviour supports, inclusive practices and promote social-emotional learning and healthy relationships in order to reduce the likelihood of bullying behaviour, including homophobic and transphobic bullying.
- 9.2 The school Code of Conduct is developed in collaboration with staff, students, and other members of the school community.
- 9.3 The school Code of Conduct meets the legal requirements as identified in Section 26.1 of the *Schools Act, 1997*.
- 9.4 The school Code of Conduct follows the guidelines and template in the *Safe and Caring Schools Policy (2013)*.
- 9.5 The primary focus of the school Code of Conduct is promoting a safe, caring and inclusive learning and working environment, for all members of the school community, by promoting respect, responsible citizenship and academic excellence.
- 9.6 All adult members of the school community, including parents, guardians and families, understand and support the school's Code of Conduct.
- 9.7 Schools follow the *Bullying Intervention Protocol; Procedure 3* from the *Safe and Caring Schools Policy (2013)* which is used for reporting, intervening and investigating reports of bullying.
- 9.8 All complaints of discriminatory and bullying behaviours/ language are taken seriously, documented and dealt with in a timely and effective manner according to the schools' Code of Conduct, and documented using the Review 360 database.
- 9.9 Support is provided to students impacted by bullying behaviours and those who engage in bullying behaviours.

For more information on bullying prevention see *Bullying: Awareness and Prevention*:

<http://www.ed.gov.nl.ca/edu/k12/bullying/index.html>

## **10. Ensuring students have the understanding, skills and opportunities to contribute to safe, caring and inclusive learning environments that respect diversity and nurture a sense of belonging and positive sense of self**

Paragraph 11(a) of the *Schools Act, 1997*, specifies that students have a responsibility to ensure they conduct themselves in a manner that promotes a safe and caring learning environment. Staff, parents and guardians play an important role in shaping school culture, but for meaningful and lasting change to occur, students must be an integral part of the process.

Students need to be part of preventing as well as solving problems. They need authentic opportunities to share their ideas regarding safety, inclusion, leadership and responsibility within the school community. This involvement helps create a sense of ownership for the well-being of the school community and encourages students to advocate for themselves and others personally and collectively.

Teachers are role models for students and challenge stereotyping by integrating content on sexual orientation, gender identity, and gender expression into everyday teaching. When the existence of different sexual orientations, gender identities and expressions are directly acknowledged, it nurtures a sense of belonging and a positive sense of self for students.

### ***Indicators of best practice in action***

- 10.1 Students have a clear understanding of behavioural expectations in their school and demonstrate accountability for their own behaviour.
- 10.2 Students treat all members of the school community with respect, compassion and kindness.
- 10.3 The Department of Education and Early Childhood Development reflects gender diversity and positive content regarding sexual orientation, gender identity and expression into existing and newly developed curricula.
- 10.4 District and school leaders acquire, for schools, literature and resource materials that are inclusive and focus on developing understanding of diversity and awareness of diverse sexual orientations, gender identities and expressions.
- 10.5 Students understand the definition of bullying.
- 10.6 Students refrain from bullying behaviour and the use of derogatory or discriminatory language, both at school and online.
- 10.7 Students refrain from participating in, encouraging, or acting as bystanders to the bullying behaviour of others.
- 10.8 Students report any bullying behaviour they see or experience (including online/cyberbullying) to an adult in the school, at home or within the community.
- 10.9 Students understand what it means to contribute to their school community in a positive way, and identify both formal and informal ways to do so.

- 10.10 The school community provides meaningful ways for students to contribute through community-building activities, such as peer mentoring, student council, school student led committees (e.g. Social Justice) and volunteering.
- 10.11 Students understand that they have the right to establish a voluntary student organization or lead an activity to promote a safe, caring and inclusive learning environment that promotes diversity, including Gay-Straight or Queer-Straight Alliances.

For more information on GSAs or QSA see:

<http://www.ed.gov.nl.ca/edu/k12/safeandcaring/index.html>

## **11. Ensuring all families are welcomed and supported as valued members of the school community**

Feeling like a valued member of a community is essential to strengthening families, and increasing students' well-being and success in the school community.

Research shows that student achievement improves when parents, guardians and other caregivers play an active role in their child's education, and that good schools become even better schools when parents and families are involved. When parents, guardians, teachers, students, school leaders, and others see one another as partners in education, a safe, caring and inclusive community is formed.

Parents, guardians and other family members with diverse sexual orientations, gender identities and gender expressions, may have experienced discrimination, and may not feel welcome or included in their child's school community. In these cases, engaging in specific practices that support an intentional and inclusive approach to school, family and community partnerships is necessary to build positive relationships and help both students and families feel supported and valued as members of the school community.

### ***Indicators of best practice in action***

- 11.1 School forms, websites, letters and other communications use non-gendered and inclusive language (e.g., parents, guardians, partners, student or "their" instead of "him", "her").
- 11.2 Staff use appropriate and agreed upon language to acknowledge and communicate with families. If unsure of the appropriate language, they seek direction from the student first, then parents, or guardians.
- 11.3 The school creates events that provide increased opportunities for students, parents/guardians and staff to celebrate diversity, and contribute to the ongoing development of a welcoming school culture.
- 11.4 Staff respects the privacy and confidentiality of parents/guardians and families in relation to sexual orientation, gender identity and gender expression.

## 12. Ensuring that school staff have work environments where they are protected from discrimination based on sexual orientation, gender identity and gender expression

Paragraph 75(c.1) of the *Schools Act, 1997*, provides that Districts are responsible for ensuring the promotion of safe and caring learning environments. The Newfoundland and Labrador *Human Rights Act 2010*, subsection 9(1) includes sexual orientation, gender identity and gender expression among the list of prohibited grounds of discrimination.

Research confirms that individuals with diverse sexual orientations, gender identities or gender expressions are more likely to experience discrimination and harassment in the workplace.

By communicating clear expectations about respectful behaviour and interactions, developing inclusive and supportive practices, and facilitating discussion and professional learning, districts and school leaders ensure a safe and caring work environment is available to all staff, which in turn has a positive impact on students.

### ***Indicators of best practice in action***

- 12.1 Staff is supported in serving as liaison for a Gay-Straight Alliance or any other voluntary student organization intended to promote a safe, caring and inclusive learning environment that respects diversity and fosters a sense of belonging.
- 12.2 District and school leaders' support and value staff diversity, including diverse sexual orientations, gender identities and gender expressions.
- 12.3 Staff maintain a safe, caring and inclusive environment where staff members with diverse sexual orientations, gender identities and gender expressions feels safe to express themselves.
- 12.4 District and school leaders and other staff respect the privacy of individual staff members and ensure confidentiality as it relates to sexual orientation, gender identity and gender expression.
- 12.5 Requests for support are addressed on a case-by-case basis and solutions are individualized to best meet the needs of the staff member making the request.
- 12.6 District and school leaders communicate and model expectations that all personnel interact in respectful ways and that discriminatory language or harassing behaviour is not acceptable.
- 12.7 Incidents of harassment, bullying or discrimination of school staff related to actual or perceived sexual orientation, gender identity and gender expression by any member of the school community are taken seriously, documented and responded to in a timely and effective manner.
- 12.8 Staff consistently use inclusive and non-gender language (e.g., partner, spouse) and plan inclusive school events.
- 12.9 District and school leaders, as well as staff, have professional conversations about issues such as diverse sexual orientations, gender identities and gender expressions, alongside other diversity, equity and human rights issues that are discussed in the workplace.

## Summary

Meeting the diverse needs of students requires a collaboration that is student centered, and multi-faceted. These guidelines **do not** require schools to immediately change all practices and policies, or implement every best practice listed in these guidelines. They do require that school practices reflect these guidelines and the corresponding best practices. As each situation is unique therefore actions identified may also be unique. Careful consideration is required when addressing individual student requests. As educators, we need to be reminded that at the core of the request is the identity of a human being.

*The Safe and Caring School Policy, Procedure Seven Guidelines for LGBTQ Inclusive Practices* is designed to guide school districts and schools in addressing the individual needs of students, staff and family members with diverse sexual orientations, gender identities and gender expressions. Following these guidelines, and implementing the Collaborative Decision Making Process as outlined in this document will ensure that schools are maintaining safe, caring and inclusive environments.

Supplementary resources are available on the Department of Education and Early Childhood Development website. These resources offer practical information for creating safe, caring and inclusive environments for students and staff with diverse sexual orientations, gender identities and gender expressions. Districts and schools can use these resources to support the implementation of these guidelines, and to support putting best practices into action.

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