PROCESS ELEMENTS	Meets Provincial Standard	
Processes are in place to include students, parents and staff in the development and review of codes of conduct. ……………………………………………………………………..	Yes ☐	No ☐
Students, parents and staff have participated in the development and review of codes of conduct. …………………………………………………………………………………….	Yes ☐	No ☐
Refer to: Facilitators' Companion page(s) 4-6 *Safe, Caring and Orderly Schools: A Guide* page(s) 9-13, 15-17, 25-33, 35-37		
Processes are in place to make expectations regarding acceptable conduct known to all students, parents and school staff, as well as temporary staff or visitors. …………………	Yes ☐	No ☐
Expectations regarding acceptable conduct have been made known to all students, parents and school staff, as well as to temporary staff or visitors. …………………………..	Yes ☐	No ☐
Protocols have been established to guide the conduct of students, parents, coaches and involved members of the greater community while acting as ambassadors of the school. .	Yes ☐	No ☐
Protocols regarding conduct while acting as ambassadors of the school are made known to students, parents, coaches and involved members of the greater community.	Yes ☐	No ☐
Refer to: Facilitators' Companion page(s) 4-6 *Safe, Caring and Orderly Schools: A Guide* page(s) 9-13, 15-17, 25-33		
Strategies have been developed for the active teaching and promotion of behavioural expectations outlined in codes of conduct. …………………………………………………..	Yes ☐	No ☐
Behavioural expectations outlined in codes of conduct are consistently taught and actively promoted. …………………………………………………………………………………	Yes ☐	No ☐

Refer to: Facilitators' Companion page(s) 5-6
     Safe, Caring and Orderly Schools: A Guide page(s) 15-17, 25-33, 35-37
     BC Performance Standards "Social Responsibility": A Framework		

Processes are in place to monitor conduct to ensure codes reflect current and emerging situations and contribute to school safety. ………………………………………………………..	Yes ☐	No ☐
Conduct is consistently monitored to ensure codes reflect current and emerging situations and are contributing to school safety. ………………………………………………	Yes ☐	No ☐
Refer to: Facilitators' Companion page(s) 4 *Safe, Caring and Orderly Schools: A Guide* page(s) 9-13, 25-33, 35-37, 45-51		
Processes are in place to revisit and revise codes of conduct as part of a regular policy review cycle. ………………………………………………………………………………..	Yes ☐	No ☐
Codes of conduct are revisited as part of a regular cycle of policy review. …………………	Yes ☐	No ☐
Refer to: Facilitators' Companion page(s) 4-5 *Safe, Caring and Orderly Schools: A Guide* page(s) 25-33, 35-37		
Processes are in place to align codes of conduct between schools in the community and across elementary, middle and secondary levels. …………………………………………………	Yes ☐	No ☐
Codes of conduct are compatible between schools in the community and across elementary, middle and secondary levels. ………………………………………………………	Yes ☐	No ☐
Refer to: Facilitators' Companion page(s) 5 *Safe, Caring and Orderly Schools: A Guide* page(s) 9-13, 15-17, 25-33		

CONTENTS ELEMENTS	Meets Provincial Standard	
	Yes	No
Statement of Purpose – codes of conduct include one or more statements that provide a rationale for the code of conduct and explain its goals. …….…................................... *Refer to: Facilitators' Companion* page(s) 6-7 *Safe, Caring and Orderly Schools: A Guide* page(s) 9-13, 25-33	Yes ☐	No ☐

Reference to the *BC Human Rights Code* – codes of conduct include one or more statements that address the prohibited grounds of discrimination set out in the *BC Human Rights Code* in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment. …………….................……
 	
 Refer to: Facilitators' Companion page(s) 3-4
     Safe, Caring and Orderly Schools: A Guide page(s) 9-13, 25-33
     Diversity in BC School: A Framework page(s) 23-26
	Yes ☐	No ☐

Conduct Expectations – regarding acceptable conduct, unacceptable conduct, and rising expectations. *Refer to: Facilitators' Companion* page(s) 7-10, 10-12 *Safe, Caring and Orderly Schools: A Guide* page(s) 9-13, 15-17, 25-33 ▪ *Acceptable conduct* – codes of conduct include one of more statements that convey clearly and concisely how students are expected to conduct themselves at school and while attending any school function at any location. ……………………….. ▪ *Unacceptable conduct* – codes of conduct include one or more statements that convey clearly and concisely what is considered to be unacceptable conduct. ………. At least one statement is included to explain that special considerations may apply to students with special who are unable to comply with expectations due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature. …….... ▪ *Rising expectations* - codes of conduct include one or more statements that outline a progression of expectations held for students as they become older, more mature and move through successive grades. ………………………………………………....	 Yes ☐ Yes ☐ Yes ☐ Yes ☐	 No ☐ No ☐ No ☐ No ☐
Consequences – codes of conduct include one or more statements about the consequences of unacceptable conduct, which take account of the age and maturity of students and special needs, if any, in determining appropriate disciplinary action. ……. At least one statement is included to explain that whenever possible and appropriate, consequences for breaches of a code are restorative in nature rather than punitive. …… *Refer to: Facilitators' Companion* page(s) 8-10 *Safe, Caring and Orderly Schools: A Guide* page(s) 9-13, 15-17. 25-33	Yes ☐ Yes ☐	No ☐ No ☐
Notification – codes of conduct include one or more statements to explain that school officials may have a responsibility to advise other parties of serious breaches of the code of conduct (e.g., parents, school district officials, police and/or other agencies). …………. *Refer to: Facilitators' Companion* page(s) 10 *Safe, Caring and Orderly Schools: A Guide* page(s) 15-17, 19-22	Yes ☐	No ☐
Retaliation Prevention – codes of conduct include an explanation that the board will take all reasonable steps to prevent retaliation against a student who has made a compliant of a breach of a code of conduct. ……………………………………………… *Refer to: Facilitators' Companion* page(s) 7 *Safe, Caring and Orderly Schools: A Guide* page(s) 9-13, 17-22, 35-37	Yes ☐	No ☐