

Chapter 13

Physical Safety of Students at School

1.0 MAIN POINTS

The Education Act, 1995 (Act) delegates responsibility for student safety to school divisions. The Act contains several sections that direct school divisions to develop procedures for maintenance of schools to ensure standards for safety are met, and to ensure areas such as laboratories, shops and other ancillary accommodations conform to laws and regulations. We audited the effectiveness of processes to provide for the physical safety of students at school for the period March 1, 2012 to February 28, 2013 at Regina School Division No. 4 and Regina Roman Catholic Separate School Division No. 81.

Our audit concluded that for the two school divisions we examined, the school divisions had effective processes to provide for the physical safety of students at school except in six areas. We found that the two school divisions need to:

- › Assess the level of physical security required for schools
- › Set requirements for safety training to ensure an adequate number of staff are trained in the event of an emergency situation
- › Develop requirements for air quality testing to be conducted when construction takes place during the school year
- › Develop and implement safety manuals for science and practical and applied arts programs and ensure safety equipment is functioning and accessible
- › Conduct assessments of appropriate locations for placement of safety-related signage and items, and provide guidance for maintaining consistent emergency response kits in schools
- › Develop and report on student safety performance measures

In this chapter, we describe the key findings of our audit of student safety and make recommendations to the school divisions.

We encourage other school divisions in the province to assess their own student safety processes using the audit criteria in this chapter.

2.0 INTRODUCTION

Children spend a significant number of hours at school each week. A learning environment that is both physically and psychologically safe is essential for students to be successful at school. Physical safety of students at school is the focus of this audit.



School divisions are governed by elected boards of education, responsible for administering schools and managing student safety. Saskatchewan's 28 school divisions administer and manage over 600 schools with over 168,000¹ children enrolled.

We audited two school divisions, Regina School Division No. 4 and Regina Roman Catholic Separate School Division No. 81, to assess their processes to provide for the physical safety of students at school. The selection of these two school divisions provided the opportunity to compare and contrast processes between the school divisions and multiple schools within those divisions.

Regina School Division No. 4 has 50 schools – 41 elementary schools and 9 high schools. Regina Roman Catholic Separate School Division No. 81 has 29 schools – 23 elementary schools, 4 high schools, and 2 alternative schools. For the 2011-12 school year, Regina School Division No. 4 had approximately 20,000 enrolled students² and the Regina Roman Catholic Separate School Division No. 81 had approximately 10,000 enrolled students.³

A safe school environment is conducive to student success. It is important for children to be able to learn while being safe from injury, whether in a classroom, gymnasium or shop. Student safety covers a broad number of topics and subject areas; many factors contribute to a safe learning environment for students. General guidelines and school safety measures should be communicated to students. It is important that school divisions ensure that facilities and equipment are safe and in good repair. Instruction to guide students to conduct activities (e.g., in shop, physical education) in a safe manner must take place. School divisions should also have formal tested emergency response plans/mechanisms to deal with safety threats as they arise. It is important for schools to know how to respond in an emergency situation. A quick and practiced response to an emergency may save lives.

3.0 BACKGROUND—RESPONSIBILITY FOR STUDENT SAFETY

The Education Act, 1995 (Act) delegates responsibility to boards of education to prescribe procedures with respect to the design, maintenance and supervision of school accommodation for the purposes of maintaining satisfactory standards of comfort, safety and sanitation for students and other users (section 85(1)(w)). The Act also directs boards of education to prepare an administrative manual with respect to program policies, administrative organization and general management of school divisions (section 103(1)).

The Act requires that the plans and specifications of buildings used for instructional purposes must conform to all laws and any regulations with respect to:

- › Standards required for heating, lighting, ventilation, sanitation, acoustics, fire protection, safety and adequacy of accommodation for the pupils and other users of the building (section 353(c))

¹ Provincial K-12 Student Enrolment Summaries obtained from: www.education.gov.sk.ca/School-Division (6 April 2013).

² Regina Public Schools 2012-13 Budget Proposal, p.3. www.rbe.sk.ca/sites/default/files/boarddocs/2012-13_budget_proposals.pdf (4 April 2013).

³ Regina Catholic Schools 2012-13 Budget, p.3. www.rcsd.ca/uploads/0618Budget.pdf (4 April 2013).

- › Provisions for laboratories, libraries, shops and other ancillary accommodations required for the program plans of the board of education or the conseil scolaire for the school (section 353(d))
- › Any other requirements that may be necessary to comply with the legislation and regulations of any department or agency of the Government of Saskatchewan to the extent that any legislation is applicable to schools (section 353(e))

Under *The Occupational Health and Safety Act, 1993*, school divisions have a responsibility to ensure the health and safety of staff members. These safety measures also have a direct impact on the safety of students.

4.0 AUDIT OBJECTIVE, SCOPE, CRITERIA, AND CONCLUSION

The objective of this audit was to assess the effectiveness of school divisions' processes to provide for the physical safety of students at school, from March 1, 2012 to February 28, 2013. We conducted our audit at two school divisions – Regina School Division No. 4 (RSD) and Regina Roman Catholic Separate School Division No. 81 (RCSD). This audit did not examine school division policies or processes to address bullying.

To conduct this audit, we examined division and school policies and procedures related to safety. We met with officials in each of the school divisions to discuss the processes for physical safety in schools. We visited 13 schools (eight RSD and five RCSD schools) to discuss and observe their safety practices. We visited elementary and high schools in both divisions.

To conduct this audit, we followed the *Standards for Assurance Engagements* published in the *CICA Handbook - Assurance*. To evaluate the school divisions' processes, we used criteria developed from the work of other auditors and current literature listed in the selected references. Management of RSD and RCSD agreed with the criteria in **Figure 1**.

Figure 1 – Audit Criteria

- To have effective processes to provide for the physical safety of students at school, school divisions should:
- 1. Establish requirements for student safety**
 - 1.1 Define requirements for student safety (e.g., comply with legislation; set policies, procedures and performance measures for emergency response, maintenance of buildings, use of gym or laboratory equipment)
 - 1.2 Identify key student safety initiatives to meet requirements
 - 1.3 Communicate all requirements for student safety (teachers, staff, students, parents)
 - 2. Implement student safety initiatives**
 - 2.1 Assign responsibility for initiatives
 - 2.2 Implement/use procedures for student safety initiatives
 - 2.3 Determine/provide training requirements (school employees, volunteers)
 - 2.4 Verify compliance with safety initiatives (student drills, audits, reviews)
 - 3. Monitor performance of student safety initiatives**
 - 3.1 Investigate complaints and incidents
 - 3.2 Resolve safety issues quickly
 - 3.3 Report on performance of student safety initiatives



We concluded that, for the period March 1, 2012 to February 28, 2013, Regina School Division No. 4 and Regina Roman Catholic Separate School Division No. 81 had effective processes to provide for the physical safety of students at school except for their processes to:

- › Assess the level of physical security required for schools
- › Set requirements for safety training to ensure an adequate number of staff are trained in the event of an emergency situation
- › Develop requirements for air quality testing to be conducted when construction takes place during the school year
- › Develop and implement safety manuals for science and practical and applied arts programs and ensure safety equipment is functioning and accessible
- › Conduct assessments of appropriate locations for placement of safety-related signage and items, and provide guidance for maintaining consistent emergency response kits in schools
- › Develop and report on student safety performance measures

5.0 KEY FINDINGS AND RECOMMENDATIONS

In this section, we describe our key findings and recommendations related to the audit criteria in **Figure 1**. These findings may help other school divisions in the province assess their own safety processes.

5.1 Some Established Requirements for Student Safety Need Improvement

5.1.1 Most Requirements for Student Safety Defined

We found that school divisions generally document requirements for student safety in their policies and procedures, with a few exceptions as discussed later in this report.

The expectations for schools' emergency plans are outlined by each division. Both school divisions have worked with their schools to ensure schools have appropriate emergency plans. These plans include documented procedures for fire evacuation, securing the building, bomb threats, weapons, etc.

Physical education guidelines are set out by the Ministry of Education in the form of *The Saskatchewan Physical Education Safety Guidelines for Policy Development*. The guidelines were developed through a collaborative project which included educators and experts in the field of physical education. Each school division has established its own physical education policy or handbook that aligns with the key policy development criteria in the guidelines (e.g., statement of philosophy, standard of care, guiding principles, sport specific safety guidelines) set out by the Ministry.

Occupational health and safety (OHS) legislation sets out certain safety requirements for schools. Under the legislation, teachers are required to take safety training on handling of chemicals or other hazardous materials that could be used in science laboratories and practical and applied arts shops (see **Section 5.2.3**). The legislation also sets out the minimum number of staff who are required to have certification in first aid that includes cardiopulmonary resuscitation (CPR).

We expected school divisions to provide each school with safety manuals that include specific guidance and expectations for shop and science teachers. Currently, RSD is using a manual from another province (developed as guidance for science classes) while it is working on developing its own manual. It does not have formal division-wide guidance for safety in shop facilities or for maintenance of shop equipment. As mentioned in **Section 5.2.4**, RSD contracts the annual maintenance of all shop equipment.

RCSD has developed some in-class safety guidance for the practical and applied arts and science areas; however, it does not have formal division-wide guidance for safety in shop facilities, science labs or for maintenance of shop equipment.

Both school divisions indicated that schools rely on teachers' experience to provide a safe learning environment in the practical and applied arts shops.

1. We recommend that Regina School Division No. 4 develop and implement safety manuals to be used by schools to guide safety and maintenance for all science labs and shop areas in its practical and applied arts programs.

2. We recommend that Regina Roman Catholic Separate School Division No. 81 develop and implement safety manuals to be used by schools to guide safety and maintenance for all science labs and shop areas in its practical and applied arts programs.

We expected school divisions to establish requirements for maintaining school premises. Good maintenance practices are important to support student safety in school buildings and on grounds. We found that RSD had adopted a computerized system⁴ for monitoring maintenance requirements for schools. The system includes checklists for school maintenance personnel to complete. Each asset has its own maintenance schedule. These checklists direct maintenance attention to various areas of the school such as playgrounds, heating/cooling equipment, condition of the roof, etc.

RCSD has established maintenance requirements and uses a manual system to track scheduled maintenance. RCSD is working towards implementing the same computerized system as RSD.

⁴ FAME Asset Management Solutions Software.



5.1.2 Key Student Safety Initiatives Identified

Identifying student safety initiatives involves a variety of resources. These include school division personnel, principals, teachers and school maintenance staff. We found that school divisions identify initiatives for promoting student safety through two-way communications between schools and the division. This is done through policies and procedures (as described in **Section 5.1.1**), staff meetings, division walk-throughs, and OHS committee minutes.

To help ensure student safety, both school divisions have undertaken special projects. For example, school divisions have engaged in special projects in science labs to remove unnecessary and expired chemicals and comply with OHS requirements. Both school divisions have also facilitated the creation of emergency plans and identified and analyzed safety-related scenarios.

5.1.3 Requirements Communicated for Student Safety

Both school divisions communicate their requirements for student safety through various means. The school divisions use policies and procedures as described earlier. Additionally, the school divisions host education sessions to communicate with principals. Various departments within the school divisions lead specific safety communications initiatives.

RSD has a Workplace Health and Wellness Department that functions in a consultant role. The department partners with principals to coordinate emergency response plans, coordinate training, develop safe work procedures, annually inventory chemicals, and handle chemical disposal. The division's facilities area coordinates the maintenance schedules and liaises with each school's caretakers. In RSD, scheduled maintenance requirements are communicated and tracked through electronic prompts that are issued by the computerized system.

RCSD has assigned a staff member to coordinate training for teachers and staff, develop safe work practices and ensure schools comply with OHS requirements. Emergency response plans are coordinated through the Education Services area of the division. Maintenance requirements are communicated to school maintenance personnel, and are tracked and schools report back to the division.

At the commencement of the school year in each school division, informational meetings are held for all principals within the division. Principals hold staff meetings to provide relevant information to teachers and staff. Staff meetings include materials for discussion and walk-through of safety initiatives such as physical education guidelines and emergency plans. A school emergency response team is also identified at the beginning of each school year. Additional information and reminders are provided to teachers in staff meetings throughout the school year. Newsletters and emails are used to communicate issues and safety concerns to parents and students. These highlight issues such as traffic flow concerns and emergency situations for each school division.

5.2 Certain Student Safety Initiatives Need Improvement

5.2.1 Responsibility Assigned for Safety

The school divisions have assigned responsibility for student safety to each school's principal. In our interviews with principals, it was clear that all principals understood they have an important oversight role regarding student safety. The principals expect teachers and staff to work together, using their expertise, to keep students safe. Schools within each division are assigned a public health nurse and a Regina City Police School Resource Officer.⁵ The individuals are assigned to schools to provide support and expertise.

5.2.2 Procedures for Student Safety Initiative Implementation and Usage Need Improvement

Student safety covers a broad number of topics and subject areas. Each area listed below contributes to a safe learning environment for students.

Emergency Response Plans

Both school divisions have developed templates and checklists for schools to keep their emergency response plans current. The school divisions require individual schools to submit their emergency response plans annually for review by the division. RSD recently undertook a project to review schools' emergency response plans comprehensiveness and consistency. We found that RSD provided a formal sign-off on each school's emergency response plan, while RCSD reviewed the emergency response plans but did not sign them off.

3. We recommend that Regina Roman Catholic Separate School Division No. 81 formally document its annual review and sign-off of emergency response plans.

During our visits to schools in both school divisions, we noted that some schools have developed their own emergency response kits that would be used in case staff and students need to evacuate the building. The kit usually contained copies of the school's emergency response plan, attendance lists, emergency/family contact information and a first aid kit. We also found that some schools had implemented smaller emergency response kits for classrooms that contained a copy of the school's emergency response plan, classroom attendance list, and an evacuation map with primary and secondary exits marked. School divisions should consider a more uniform implementation of this practice.

⁵The School Resource Officer program combines education, investigation, law enforcement, counseling, crime prevention and community relations to meet the diverse need of students, teachers, and staff in the school community. www.reginapolice.ca/about-us/community-services-division/school-resource (28 March 2013).



4. We recommend that Regina School Division No. 4 review its practices for emergency response kits and provide guidance to schools on the required contents of kits.

5. We recommend that Regina Roman Catholic Separate School Division No. 81 review its practices for emergency response kits and provide guidance to schools on the required contents of kits.

During our inspections at both school divisions, we found the locations of various safety-related items such as fire extinguishers and first aid kits varied from school to school. In one particular school, there was only one first aid kit. We found limited safety-related signage around schools promoting general safety awareness. Clear signage identifying the location of safety equipment such as first aid kits may reduce response time in the event of an emergency. School divisions should determine the appropriate location for safety-related signage and safety items within schools to maximize their accessibility.

6. We recommend that Regina School Division No. 4 determine the appropriate location for placement of safety-related signage and safety items such as fire extinguishers and first aid kits in schools.

7. We recommend that Regina Roman Catholic Separate School Division No. 81 determine the appropriate location for placement of safety-related signage and safety items such as fire extinguishers and first aid kits in schools.

Both school divisions have provided guidance to schools (through guidance for emergency plans) on handling safety-related drills. Safety-related drills that may be conducted in schools include:

- ▮ Evacuate the building – fire, stranger in the building
- ▮ Lockdown – hide/quiet in the building, stranger in the building
- ▮ Secure the classroom/building – conducted in some schools where they secure students in classrooms
- ▮ Move to designated areas and away from windows – tornado

We found that both school divisions currently conduct and document fire evacuation and lockdown drills. RSD schools are required to conduct four fire drills and two lockdown drills per school year. These are documented in the emergency plans and results are reported to the school division regularly. RCSD schools are required to

practice two fire and two lockdown drills in the fall and spring. The timing and results of the drills are also reported to the school division regularly.

Physical Education

As discussed earlier, physical education guidance is provided by the Ministry of Education through The Saskatchewan Physical Education Safety Guidelines for Policy Development. Both school divisions have developed physical education policies and handbooks for schools based on the Ministry guidance. These documents are detailed and provide guidance to teachers on a variety of activities.

We found school gyms and equipment were generally in good repair. Schools had safe and appropriate storage for physical education equipment.

Occupational Health and Safety

RSD has created a Workplace Health and Wellness Department. This Department works with school OHS committees to ensure formal documented quarterly meetings are held and issues resolved in compliance with OHS regulations. A functioning OHS committee existed in each school and meeting minutes were recorded and posted, usually in staff rooms.

Air quality testing is another component of OHS and is coordinated at each division level. Air quality testing is conducted on a regular basis in both school divisions, unless there are requests to conduct testing more often.

During our school visits in RSD, there was construction taking place in a school during the school year. The air quality in the school was tested prior to the construction starting. Management advised us it will be tested again when the construction was complete. The division did not have a process in place to test air quality over the course of the construction to ensure that the air was safe (and not filled with dust or contaminants).

In addition to regular testing, RCSD indicated that it obtains a contractor to test air quality before a construction project starts, and after construction is completed. The division does not test that air quality is safe during construction.

It is important that air quality is maintained during construction to ensure no harmful contaminants are released and that the air is safe for students and staff.

8. We recommend that Regina School Division No. 4 develop requirements for air quality testing to be conducted when construction takes place during the school year.

9. We recommend that Regina Roman Catholic Separate School Division No. 81 develop requirements for air quality testing to be conducted when construction takes place during the school year.



Practical and Applied Arts/Science Labs

Practical and applied arts are comprised of a number of subjects including automotive, woodworking, electrical, cosmetology, cooking and sewing. There is greater risk to student safety in these subject areas than in others. Both school divisions have conducted a review of all of their schools for compliance with OHS regulations around storage of chemicals in science labs. RSD and RCSD have also both coordinated Workplace Hazardous Materials Information Systems (WHMIS) training for their shop and science teachers.

Eyewash stations are located in science labs and shop areas in RSD. Eyewash stations are used to flush harmful contaminants from the eye to help prevent permanent damage. We observed one automotive shop in RSD where the safety equipment was not accessible as there was equipment in front of the eyewash station and the emergency exit. In RCSD, we observed one eyewash station was not working and another that was not easily accessible. It is important that safety components are functioning and accessible at all times to help keep students safe.

10. We recommend that Regina School Division No. 4 develop processes to keep safety components (e.g., eye wash stations, emergency exits) accessible in science labs and shop areas.

11. We recommend that Regina Roman Catholic Separate School Division No. 81 Develop processes to keep safety components (e.g., eye wash stations, emergency exits) assessable in science labs and shop areas.

Maintenance

As discussed in **Section 5.1.1**, we expected the school divisions to establish maintenance practices for their schools to ensure the safety of students. We found RSD had adopted a computerized system for monitoring maintenance requirements for schools. RSD utilizes the software system to both schedule and track all maintenance. RSD coordinates the maintenance schedules and liaises with all school maintenance personnel. School maintenance personnel receive weekly, monthly, and other regular prompts for routine school maintenance from the school division. They also have the ability to record other routine seasonal tasks and initiate service requisitions through the system. This electronic system also maintains a listing of and initiates prompts for other routine testing of equipment such as sprinklers and fire alarms.

RCSD is planning on implementing the same computerized system for its maintenance in 2014. It is currently using the system to request and track service requisitions. It is in the process of gathering and recording asset data into the system where it will then attach the appropriate maintenance schedule to each asset. It currently keeps logs and tags on assets to monitor maintenance. Maintenance supervisors in the division monitor items such as temperature gauges and air flows and use that information to identify issues and conduct spot checks.

Access

During our inspections of schools in both school divisions, many principals expressed concerns over the level of security. The main concern was the lack of visibility of front entrances from school administration offices. Because school officials cannot always view front entrances, they are not immediately aware of when people have entered the school. This allows people to bypass the office. Elementary schools tend to have the front door unlocked during the school day, while high schools often have multiple doors unlocked during the school day to permit access to and from student parking areas.

Persons entering schools often have immediate access to other areas of the school. In some schools, there is signage indicating that all visitors are to report to the school office. All schools we visited indicated that they utilize a log to track visitors to the school. Some high school principals we spoke with indicated that they have experienced issues with people entering their schools unannounced. As a result, in RCSD video cameras are installed in some schools to allow the office to monitor people entering the school. RSD plans to install video cameras in some schools over the next year. School divisions should assess the level of risk to schools and provide guidance to schools on how to appropriately secure physical access. Options for consideration include installing cameras and/or intercoms in connection with locked doors.

12. We recommend that Regina School Division No. 4 assess the level of physical security required for each school in the division.

13. We recommend that Regina Roman Catholic Separate School Division No. 81 assess the level of physical security required for each school in the division.

5.2.3 Clarification of Training Requirements Needed

Both school divisions provide opportunities for teachers to take training in various safety-related areas, such as first aid, use of automatic external defibrillators (AED machines), safe lifting techniques, WHMIS, etc. Both school divisions coordinate this training centrally.

OHS legislation outlines certain training that needs to be taken by school staff. The legislation specifies that each school must have at least one person trained in administering first aid. The legislation also requires that staff who work with certain chemicals or hazardous materials (i.e., controlled products) must to take training in WHMIS.

RSD tracks WHMIS training taken by staff but does not track how many staff are certified in first aid, AED or EpiPen⁶ administration. RSD also does not track when first aid certifications are set to expire (certifications are good for three years) and has not set expectations for other types of safety training teachers are expected to take. Also,

⁶ EpiPen is a type of anti-allergen injection device.



RSD's emergency preparedness policy indicates that site emergency response team members are to receive training. Principals we spoke to indicated that no separate training has been provided.

RCSD provides training in first aid, AED, and EpiPen use, non-violent crisis intervention and threat assessment. It tracks certifications and training along with expiry dates. The school division sends reminders to teachers and staff when they require additional or updated training. It has established requirements for the number of teachers that must have first aid training (one per one hundred employees consistent with OHS requirements); AED (three employees per school) and all staff are required to be trained by the public health nurse on the administration of an EpiPen. This training is coordinated and managed by the school division.

We found in some schools there was only one person certified in first aid (which includes CPR and AED). Given that the required number of first aid trained teachers and staff is based on the number of employees rather than the entire number of people in the school including students, both school divisions should set a requirement of more than one person per school to be trained in first aid.

14. We recommend that Regina School Division No. 4 set expectations for safety training that school staff are required to take including defining the number of first aid trained staff required in each school.

15. We recommend that Regina Roman Catholic Separate School Division No. 81 define the number of first aid trained staff required in each school.

5.2.4 Verifying Compliance with Safety Initiatives

Both school divisions monitor whether their schools comply with safety initiatives. Schools are to regularly report to division personnel on the number and types of drills (e.g., fire, secure the building, stranger in the building) held during the year to ensure schools are complying with division policies. The school divisions also review each school's emergency plan to ensure they contain all the components required by division policy. In the case of RSD, division personnel formally sign-off on the plan.

The school divisions have done reviews to ensure schools are complying with OHS regulations for storage of chemicals. The school divisions ensure that fire safety equipment is inspected regularly (e.g., fire extinguishers, standpipes [hoses], fire alarms). These inspections are conducted by the Fire Commissioner's office or are contracted to third party experts. The divisions ensure schools are complying with fire regulations (e.g., limiting wall coverings to 20% of space) by conducting walk-through reviews.

OHS committees are functioning in all schools under the coordination and guidance of the school division. School OHS committees provide copies of meeting minutes to division personnel. Division personnel address concerns identified by the committees.

As mentioned previously, RSD has a centralized Workplace Health and Wellness department to assist schools in addressing health and safety issues. This area also coordinates training for teachers (e.g., first aid, CPR) and does reviews to ensure schools are complying with OHS requirements. Workplace health and wellness personnel and school resource officers also observe drills conducted at schools and provide suggestions to improve processes.

RSD's Workplace Health and Wellness Department also conducts reviews of various areas in schools. Personnel regularly review science labs and practical and applied arts areas to discuss safety concerns teachers may have and to ensure areas are meeting OHS requirements. As a result of these reviews, RSD has contracted with a third party to annually ensure all equipment and tools used in shop areas are in proper working condition. Personnel also conduct general reviews to determine if there are any safety program needs and to review implementation of safety programs.

RCSD has a staff member who coordinates training for teachers and staff, develops safe work practices and ensures schools comply with OHS requirements. RCSD advised us that they rely on the expertise of teachers to ensure all equipment and tools used in the shop areas are in proper working condition (see **Section 4.1.1**).

As noted earlier, RSD maintenance requirements are communicated to school caretakers through the electronic monitoring and tracking system. School caretakers are able to verify in the system when work has been completed. If the division office does not receive the verification, it follows up to ensure scheduled maintenance is completed. In RCSD, maintenance requirements are manually tracked and reported back to the division by school maintenance personnel.

5.3 Use of Performance Measures Would Complement Division Monitoring and Board Reporting

We expected school divisions to have processes to monitor the performance of student safety initiatives at schools and within the division.

5.3.1 Complaints and Incidents Investigated

We found that schools address complaints from parents, teachers and students. If an issue is not resolved at the school, it is escalated to the school division. Both school divisions maintain records of complaints which allow them to identify trends and issues (i.e., across multiple schools or multiple complaints about a single issue or individual).

School divisions have provided schools with forms to use to report incidents such as medical emergencies or inappropriate behavior. Formal insurance reports also document incidents that occur. Regina City Police School Resource Officers are available to assist if needed for investigations. We found that all principals used similar process to address incidents and accidents.



5.3.2 Safety Issues Resolved

We found that safety issues were regarded as important by officials at both school divisions. Issues are reported and resolved at either the school or division level. Maintenance requests are managed through the maintenance systems. General safety concerns (e.g., ice, snow) are addressed quickly. Any issues with traffic are communicated by schools to their respective school divisions. The school divisions in turn communicate issues to the City of Regina's Pedestrian Traffic Safety Committee. Both school divisions have representation on this Committee. The objective of the Committee is to provide the citizens with a group to which they can bring complaints and suggestions about traffic problems directly related to school pedestrian traffic safety. The committee also has representation from the City of Regina and Regina Police Service.

5.3.3 Report on Performance of Student Safety Initiatives

Both school divisions need to improve their monitoring of performance of safety initiatives. Currently, both school divisions have not set any performance measures or targets around student safety. Both school divisions monitor the number of fire drills and "secure the building" drills that schools perform during the year. Once performance measures and targets are set, the school divisions should consider what information should be reported to their boards on a regular basis.

16. We recommend that Regina School Division No. 4 develop performance measures and targets related to student safety and report on these measures and targets periodically to its Board.

17. We recommend that Regina Roman Catholic Separate School Division No. 81 develop performance measures and targets related to student safety and report on these measures and targets periodically to its Board.

6.0 SELECTED REFERENCES

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