

**SCHOOL DISTRICT REPORT ON SAFE SCHOOLS
SCHOOL DISTRICT #28, QUESNEL**

A.

Policies currently in place in School District #28 that address safe schools (e.g., address bullying)

Aspect Addressed	Policy #
Bomb Threats	532
Bully Behaviours *	305
Bus Emergencies	830
Bus Safety – Student Conduct	820
Child Protection	335
Cold Weather – School Bus Operations	535
Code of Conduct (District) *	305
Communicable Diseases	325
Criminal Record Check	216
Environment – Smoke Free	750
Fire and Earthquake Drills	530
Grief in Schools	510
Harassment	203
Health and Safety Committee	760
Hearing Conservation	217
Human and Social Development	235
Human Immunodeficiency Virus	250
Intruders	317
Medication Administration	330
Multiculturalism and Non-Discrimination	307
Prevention of Violence in the Workplace	770
Problem Resolution	505
Student Health and Safety	250
Teacher/Pupil Relations	300

*Board Policy around these issues was reviewed and revised referencing the *Safe, Caring and Orderly Schools Guide*. Policy 305 now includes a bullying behaviours chart which allows schools to take action for bullying behaviours such as exclusion and social bullying.

B

It is expected that all BC schools will revisit existing codes and/or develop new codes of conduct reflecting the provincial standards.

Number of schools in the district	17
Number of schools that have completed review/revision of their codes of conduct	17
Number of schools that have started but not yet completed review/revision of their codes of conduct	0
Number of schools that have not yet begun review/revision of their codes of conduct	0

C.

*The provincial standards for codes of conduct - process and content elements - are outlined in Section Two of **Safe, Caring and Orderly Schools: A Guide** and are summarized below.*

Process

- All schools include students, parents and staff in the development and review of codes of conduct.
- Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff or visitors. Protocols while acting as ambassadors of the school also are made known to students, parents, coaches and involved members of the greater community.
- Behavioural expectations outlined in codes of conduct are consistently taught and actively promoted. Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context.

- Conduct is continuously monitored to ensure codes reflect current and emerging situations and are contributing to school safety.
- Codes of conduct are reviewed and improved in light of evidence gathered and/or relevant research, and are revisited as part of a regular cycle of policy review.
- Codes of conduct are compatible between schools in the community and across elementary, middle and secondary levels.

Content Elements

At a minimum, codes of conduct contain the following elements:

- **Statement of Purpose**- one or more statements that provide a rationale for the code of conduct and explain its goals.
- **Conduct Expectations**
 - Acceptable conduct - one or more statements that convey clearly and concisely how students are expected to conduct themselves at school, while going to and from school, and while attending any school function at any location.
 - Unacceptable conduct - one or more statements that convey clearly and concisely what is considered to be unacceptable conduct. At least one statement should be included to explain that behaviours cited are examples only and not an all-inclusive list.
 - Rising expectations - one or more statements that outline a progression of expectations held for students as they become older, more mature and move through successive grades.
- **Consequences**- one or more statements to explain that the severity and frequency of unacceptable conduct as well as the age and maturity of students is considered in determining appropriate disciplinary action.
- **Notification**- 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.

In the Quesnel School District, 17 of 17 school codes of conduct meet the provincial standards outlined in *Safe,*

***Caring and Orderly Schools: A Guide.* Schools review their codes of conduct on a regular cycle.**

D.

Other efforts that are underway in the Quesnel School District to create positive school and classroom environments and keep children and youth safe:

Programs/practices being used:

- Each school has an emergency plan
- Schools have “NO hands on” policies
- The District Social Development Committee invites representation from each school. Some of the work of the committee includes
 - the revision of comprehensive bully surveys for both secondary and elementary students (with support from UBC professor Shelly Hymnel).
 - organizing speakers Lisa Dawson and Shelly Hymnel to work with school teams around bullying issues.
 - sending school teams to Effective/Positive Behaviour workshops
 - organizing local presentations on EBS/PBS for school teams
 - setting up parent workshops around social development issues
- School-wide programs
 - EBS/PBS (Effective Behaviour Support/Positive Behaviour Support) programs
 - Ethical Fitness (based on Rushworth Kidder Model)
 - F.R.I.EN.D.S. Program (including district wide Aboriginal F.R.I.E.N.D.S. pilot program)
 - D.A.R.E. program
 - Virtues Program
 - Student Leadership programs
 - Focus on Bullying
 - Bully Beware
 - anti racism programs

- Students' Councils and Leadership groups participate in the code of conduct review cycle
- Student conduct is reviewed at School Assemblies
- Discipline data tracked over time and analyzed as part of the school growth plan process
- Student book clubs
- Educo Leadership Camps
- Grade Assemblies
- ICBC Road Sense
- PARTY program
- Justice Theatre presentations
- Peer mediation
- Incentive programs
- Planning rooms

Evidence regarding their effect:

- fewer office referrals
- stronger participation in PBS/EBS committees
- less truancy
- fewer student suspensions
- students report a more positive and calm environment
- teachers report a more positive and calm environment
- reduction in the proportion of students who engage in behavioural disruptions
- reduction in the total number of behavioural disruptions
- parents are providing positive feedback
- increase in the number of students who report feeling safe at school (satisfaction survey)

Efforts underway to engage parents and other community partners to support an environment in which children and youth feel safe:

- Open communication
- School codes of conduct shared in a variety of ways with students, parents, and community partners
- PAC Presentations

- Growth Plan goals
- Community Partnerships

Community Partnerships

- RCMP liaison contacts
- Parents invited to sit on EBC/PBS committees
- Drug and Alcohol partnership to reduce suspensions with counselling
- Quesnel Child, Youth and Family Network
- Youth Team and Justice and Safety Liaison
- Community Policing
- High Risk Youth Team
- Ministry for Children and Family Liaison meetings
- North Cariboo Aboriginal Family Program Society
- ICBC