

# Inuuqatigiitsiarniq Positive School Environment Policy

Kugluktuk High School  
2017/18



Updated August 9, 2017

Please share suggestions for improvement with Haydn

## Statement of Purpose

The purpose of the Inuuqatigiitsiarniq Policy, as provided in subsection 58(2) of the *Education Act*, is to create and maintain a welcoming, positive and safe school environment that is supportive of the students and their education.

The interpretation and implementation of the Inuuqatigiitsiarniq Policy will be guided by the long term goals of the policy, the principles and concepts of Inuit Qaujimagatuqangit in accordance with which the policy was developed, as required by subsection 58(6) of the Act and any other principles in accordance with which the policy was developed.

We recognizing that the ultimate purpose of schooling is to create *inumhariit*, able human beings who can act with wisdom.

This policy must be reviewed again in the 2016 / 2017 school year.

## Strengths & Needs of Kugluktuk & of KHS

We are a creative, inspired, vibrant, passionate, interested, hopeful, energetic and enthusiastic group of individuals. We strive to live by our IQ principles.

We need love, gratitude, compassion, nourishment and consistency. We need to continue to collectively create a welcoming and positive school so that all students can thrive and become *Inumhariit*, able bodied members of our society who can act with wisdom. We need to increase enrolment, attendance literacy and graduation rates. We need to develop and value culturally appropriate education so that our youth want to come to school. We need to do all of this with IQ.

## Our Guiding Principles

1. Kugluktuk High School will be a welcoming, positive, and safe environment supportive of all students, staff and visitors within our building.
2. All persons involved (Students, Education Staff , Parents, Community Members) will be informed and understand their rights and responsibilities according to this policy.
3. All persons involved will understand the expectations and consequences that apply to misconduct as they are outlined in this policy.
4. Purposes of the policy are to:
  - a) encourage and teach students to take responsibility for their own behaviours
  - b) develop and teach programs that support our students to become more respectful and responsible
  - c) help each and every student to become an Innumarik (an able person who acts with wisdom)
5. All persons involved are guided by the principles of Inuit Qaujimajatuqangit (IQ) . We want the students of our school to develop a sense of pride in who they are and in their culture. The IQ principles must become an integral part of our school's identity.
  1. Inuuqatigiitsiarniq: respecting others, relationships and caring for people.
  2. Tunnganarniq: fostering good spirit by being open, welcoming and inclusive.
  3. Pijitsirniq: serving and providing for family and / or community.
  4. Aajiqatigiinni: decision making through discussion and consensus.
  5. Pilimmaksarniq / Pijariuqsarniq: development of skills through practice, effort and action.
  6. Piliriqatigiinni / Ikajuqtigiinni: working together for a common cause.
  7. Qanuqtuurniq: being innovative and resourceful.
  8. Avatittinnik Kamatsiarniq: respect\* and care for the land, animals and the environment.

\*Throughout this document, **respect** is defined as having due regard; to be an Innumarik, an able person who acts with wisdom.

## Our Keywords

### IQ

### Inummariit

Our key words are used to describe and reinforce what Inuuqatigiitsiarniq looks like, feels like and sounds like in our school(s).

At our school, we want and need to:

1. BE SAFE – We have the right to be safe at school and the responsibility to help maintain a safe environment for others
2. HAVE RESPECT – We have the right to be respected and the responsibility to respect others, ourselves, and the environment
3. LEARN - We have the right to learn and the responsibility to respect the rights of others to learn

To achieve these rights for all, we agree to the following Community Agreements:

1. Listen attentively to others
2. Show appreciation (not use put - downs)
3. The right to participate and the right to pass in a respectful manner
4. Show mutual respect

## Our Mission Statement

Through our commitment to the IQ Principles, the mission of Kugluktuk High School is to ensure that all our students will develop the skills, confidence and cultural pride required to pursue their dreams, realize their ambitions, become life-long learners and contribute to their community. We aspire to have each student become Innumarik, an able person who can act with wisdom.

## OUR STATEMENTS OF RIGHTS AND RESPONSIBILITIES

The following tables outlines the Rights and Responsibilities of Students, Principal, DEA Members, Education Staff, Parents and Visitors.

| Students  |   |
|---|---|
| Rights  | Responsibilities  |
| ◆ to be shown respect   | ◆ to be respectful  |
| ◆ to attend school & have access to the education program in a regular instructional setting  | ◆ to have regular punctual attendance and make his or her best effort to learn  |
| ◆ to the best possible education & to adjustments and/or supports to meet his or her learning needs                                 | ◆ to help maintain a welcoming, positive and safe school environment  |
| ◆ to a positive learning environment  | ◆ to cooperate with other students, staff and guests in the school and not to interfere with the learning of other students |
| ◆ to a safe and clean environment in which to learn   | ◆ to keep the school and grounds clean and safe   |
| ◆ to be treated in a fair and consistent manner   | ◆ to contribute to and support healthy relationships and community values in the school                                     |
| ◆ to receive an assistance, learning or re-entry plan and access to counselling in cases of out -of-school suspension and expulsion | ◆ to take responsibility for their own behaviour and to be involved in resolving problems when they occur                   |
| ◆ to be exposed to Inuit Qaujimajatuqangit  | ◆ to learn about Inuit Qaujimajatuqangit  |

| Principal   |   |
|---|---|
| Rights  | Responsibilities  |
| ◆ to be shown respect   | ◆ to lead by example  |
| ◆ to be able to deliver the educational program in a safe, positive environment   | ◆ to understand and model the principles of Inuit Qaujimagatuqangit   |
|   | ◆ to assist the DEA in the formation of, and amendments to, the Inuuqatigiitsiarniq Policy  |
| ◆ to communicate with students, parents and staff   | ◆ to implement the Inuuqatigiitsiarniq Policy within the school in accordance with the principles and concepts of Inuit Qaujimagatuqangit                           |
|   | ◆ to ensure that students understand the Inuuqatigiitsiarniq Policy and encourage cooperation   |
| ◆ to make rules for the school in accordance with the principles of Inuit Qaujimagatuqangit, subject to the approval of the DEA | ◆ to develop pro-active programs along with the DEA and school team, which:   |
|   | ◆ a) promote a welcoming, positive and safe environment that is supportive to all students;   |
|   | ◆ b) encourage and assist students to fulfill their responsibilities and to meet their graduation requirements  |
|   | ◆ c) encourage students to take responsibility for their own behaviour  |
|   | ◆ d) encourage students to be respectful of others and the property of the school   |
|   | ◆ to ensure that staff are actively teaching the students the Community Agreements  |
|   | ◆ to provide the DEA with reports of behaviour within the school  |
|   | ◆ to inform parents of behavior problems when they arise  |
|   | ◆ to create, with School Team, student assistance, learning or re - entry plans and provide access to counseling in cases of out-of-school suspension and expulsion |
|   | ◆ to use the correct chain of command when dealing with issues  |
|   | ◆ to keep specific issues confidential and act in the best interests of the students  |

| DEA Members   |   |
|---|---|
| Rights  | Responsibilities  |
| ◆ to be shown respect   | ◆ to lead by example  |
| ◆ to enter a welcoming, safe & positive environment           | ◆ to develop an Inuuqatigiitsiarniq Policy in accordance with Inuit Qaujimajatuqangit   |
|   | ◆ to encourage students to take responsibility for their own behaviour  |
| ◆ to work to create and define the Inuuqatigiitsiarniq Policy | ◆ to implement the Inuuqatigiitsiarniq Policy within the school in accordance with the principles and concepts of Inuit Qaujimajatuqangit |
|   | ◆ to ensure that students understand the Inuuqatigiitsiarniq Policy and encourage cooperation   |
|   | ◆ to develop pro-active programs along with the DEA and school team, which:   |
|   | ◆ a) promote a welcoming, positive and safe environment that is supportive to all students;   |
|   | ◆ b) encourage and assist students to fulfill their responsibilities and to meet their graduation requirements                            |
|   | ◆ c) encourage students to take responsibility for their own behaviour  |
|   | ◆ d) encourage students to be respectful of others and the property of the school   |
|   | ◆ to amend the Inuuqatigiitsiarniq Policy so that amendments comply with any new regulations  |
|   | ◆ to follow the correct chain of command when dealing with issues   |
|   | ◆ to forward a copy of the Inuuqatigiitsiarniq Policy or amended policy to the Minister of Education                                      |

| Education Staff  |   |
|--|---|
| Rights   | Responsibilities  |
| ◆ to be shown respect  | ◆ to lead by example  |
| ◆ to be able to deliver the education program in a safe, positive school environment | ◆ to understand Inuit Qaujimajatuqangit and Inuuqatigiitsiarniq Policy  |
| ◆ to communicate with students, parents and staff                                    | ◆ to communicate with students, parents and staff   |
|  | ◆ to help implement the Inuuqatigiitsiarniq Policy within the school in accordance with the principles and concepts of Inuit Qaujimajatuqangit            |
|  | ◆ to ensure that students understand the Inuuqatigiitsiarniq Policy and encourage compliance by modelling, teaching and reinforcing appropriate behaviour |
|  | ◆ to actively teach students the Community Agreements   |
|  | ◆ to be alert to behaviour that may be bullying harassment or intimidation  |
|  | ◆ to inform parents of behavior problems when they arise  |
|  | ◆ to use the correct chain of command when dealing with issues  |
|  | ◆ to keep specific issues confidential and act in the best interests of the students  |



| Guardians & Parents                                       |   |
|---|---|
| Rights  | Responsibilities  |
| ◆ to be shown respect                                     | ◆ to lead by example  |
| ◆ to be listened to                                       | ◆ to notify the school of any student absence or issue that may impact student behaviour  |
| ◆ to be informed of the student's behaviour in the school | ◆ to be involved in any decision that effects the student's education, health and /or safety by working cooperatively with the school |
|   | ◆ to support and encourage learning   |
|   | ◆ to contribute to a welcoming, positive and safe school environment  |
|   | ◆ to encourage learning about Inuit Qaujimajatuqangit   |
|   | ◆ to support the Inuuqatigiitsiarniq Policy   |
|   | ◆ to use the correct chain of command when dealing with issues  |

| Visitors   |  |
|--|--|
| Rights   | Responsibilities   |
| ◆ to be shown respect                                      | ◆ to report to the office when entering the school                   |
| ◆ to enter a welcoming, safe & positive school environment | ◆ to lead by example   |
| ◆ to be given knowledge of Inuit Qaujimajatuqangit         | ◆ to be culturally sensitive and learn about Inuit Qaujimajatuqangit |

## GUIDELINES FOR DEALING WITH MISCONDUCT

Inuit Qaujimagatuqangit is the basis of behaviour management in our school. This means that:

1. Positive, proactive practices which lead to the maintenance, development, and / or restoration of respectful relationships will be used, taught, learned and practiced.
2. Piliriqatigiinniq: working together for a common cause and Inuuqatigiitsiarniq: respecting others, relationships and caring for people must be overtly practiced, taught, learned and modelled through school - based programs.
3. If the Inuit Qaujimagatuqangit principles are overtly taught and learned, along with Department of Education recommended educational approaches that foster inclusion and appreciation, then most of the students in our school will know, or learn, how to behave well.
4. If a student is having some difficulty behaving well, then the Principal (s) with the consultation of the student's parents and the School Team, will implement some behavioural supports within the school (secondary prevention supports). These may include small group interventions such as Stress Management Skills.
5. If a student is experiencing significant difficulty behaving well, such that the behaviour interferes with his or her learning and safety or the learning and safety of others, then the Principal (s) and School Team, along with the student's parents, will need to develop and implement a Behaviour Intervention Plan that may require support from agencies outside the school (tertiary preventive supports).

## Suspension and Expulsion

Recognizing the importance of implementing resourceful school-wide and classroom-based approaches to managing misconduct, we know that despite our best intentions to make our schools safe and positive, there will still be instances where suspensions will be required.

The use of suspension or expulsion as a solution for student misconduct must be in compliance with Part 7, sections 62 to 73 of the Education Act .

It should be noted that:

- a) corporal punishment is not permitted
- b) a student may be suspended or expelled despite any order of a court requiring the student to attend school
- c) a suspension shall be served in the school unless the Principal(s) decide that it is not practical for the suspension to be served in the school, due to concerns regarding safety of the student and others, availability of space and supervision.
- d) consultation with the parent prior to suspension is required

The following factors must be considered before suspending or expelling a student:

- (a) the conduct of the student for which suspension or expulsion is being considered;
- (b) the previous conduct of the student;
- (c) previous suspensions, expulsions or other discipline of the student;
- (d) the needs and strengths of the student;
- (e) the circumstances of the student outside the school;
- (f) the student's individual student support plan, if any;
- (g) the input, if any, given by the school team (not necessary to have prior to suspension or expulsion); and
- (h) any alternatives to suspension or expulsion that have been used previously in respect of the student;

The principal or the district education authority may consider other factors in addition to those listed.

## 1. Suspension – Reasons

Both the principal and the district education authority may suspend a student for:

- a) conduct that, in the opinion of the principal or the district education authority
  - i. is injurious to the physical or mental well - being of other students or school staff
  - ii. creates a situation that constitutes a seriously harmful influence on other students or school staff;
- b) conduct that under the Inuugatigiitsiarniq Policy is grounds for suspension by the principal or the district education authority

Behaviours falling within these categories are:

- ◆ destruction of school property
- ◆ inappropriate use of internet
- ◆ defiance or continued refusal to comply with school rules
- ◆ continued interference with the learning of other students
- ◆ the use of, or possession of, illegal drugs
- ◆ verbal or physical assault of another person
- ◆ possession of a weapon on school property
- ◆ arson or attempted arson
- ◆ setting off of fire alarms and/or bomb threat
- ◆ being on the roof of KHS or on top of our sea cans is an automatic 5 day suspension.

The RCMP will be notified where appropriate.

## 2. Suspension - Duration & Conditions

A suspension given by the principal may not exceed five days. Written notice of the suspension, without delay, shall be given to the student and a parent. The Principal(s) may define conditions that would allow the student to return to school before the expiry of the suspension. In such cases, the principal must consult on the conditions with a parent or guardian of the student or, if the student is an adult, with the student; and with the chairperson of the district education authority or, if the chairperson is not available, with another member of the district education authority.

The district education authority may suspend a student with or without the recommendation of a Principal. The length of the suspension may not exceed 20 days. If suspension by the district education authority is on top of a suspension given by the Principal (s) , it may not exceed 20 days.

Before the suspension is given, the district education authority shall consult with the Principal, the parent of the student, or with an adult student. The district education authority may define conditions that would allow the student to return to school before the expiry of the suspension , if the conditions are satisfied.

Written notice, whether from the Principal (s) or the district education authority will:

- a) state the reasons for the suspension , (and any conditions that would allow the student to return to school before expiry of the suspension);
- b) set out the rights and manner of appeal and other rights under the regulation, with the respect to resolving any disagreement; and
- c) set out such other things as may be required by the regulations.

### **3. In - School Suspensions**

As stated, to every extent possible and practical, a suspension will be served within the school. In order to decide if a suspension will be served in - school, the Principal(s) will consider the circumstances or the reason for the suspension, the safety of all involved, as well as the availability of appropriate space and supervision of the student.

Students serving in-school suspensions may be asked to reflect on their behaviour, enter into a contract to encourage taking responsibility for their behaviour, and will be given support to complete their school work.

### **4. Expulsion – Reasons**

The district education authority may expel a student from school for:

- a) conduct that, in the opinion of the principal or the district education authority
  - i. is injurious to the physical or mental well - being of other students or school staff
  - ii. creates a situation that constitutes a seriously harmful influence on other students or school staff;
- b) conduct that under the Inuugatigiitsiarniq Policy is grounds for expulsion (see above)

## **5. Expulsion – Notice**

The district education authority shall consult with the principal, parents and/or adult student before an expulsion may occur. Written notice of the expulsion will occur without delay. Within the notice will be:

- a) reasons for the expulsion ;
- b) set out the rights and manner of appeal and other rights under the regulations, with the respect to resolving any disagreement; and
- c) set out such other things as may be required by the regulations.

## **6. Student Assistance Plan**

A student who is suspended (in-school or out-of-school) or expelled is entitled to an assistance or learning plan. This plan, developed in consultation with the School Team, should set out actions or strategies to help the student change their behaviour to ensure it is consistent with the expectations of the Inuuqatigiitsiarniq policy. It also provides assigned learning activities to prevent the student from falling behind in his or her studies for the duration of the suspension or expulsion, or any other academic consequences.

## Specific Inuuqatigiitsiarniq Positive School Environment Policies

### Electronic Devices

Electronic devices are permitted at the discretion of a staff member within classrooms. In the hallway, respectful device use is permitted.

- **First Offence** - staff holds device (usually no longer than the days duration)
- **Second Offence** - office holds device until picked up by student at the end of the day
- **Third Offence** considered defiance & office holds device, subject to **Procedures for Dealing with Misconduct** and/or **Progressive Discipline Guidelines**

### KHS Banned Items (unless otherwise stated)

1. Unhealthy items, i.e. candy, pop, energy drinks, suckers, etcetera
2. Sunflower Seeds , i.e. Spitz

### Tobacco Products

In Nunavut it is against the law for anyone to:

- Sell tobacco products (including cigarettes & snuff) to anyone under 19 years old.
- Supply (give/trade) tobacco products to anyone under 19 years old.
- Sell single cigarettes.
- Sell tobacco products if you do not have a Tobacco Retailer Permit.

Offences are subject to **Procedures for Dealing with Misconduct** and/or **Progressive Discipline Guidelines**

## **Procedures for Dealing with Misconduct**

**Minor Issues** are typically dealt with using **Yellow Cards**.  
Staff documents minor issues using the **Communications Book**.

Examples include but are not limited to: classroom disruption, argumentative behaviour, inappropriate interactions with peers.

The intention of Yellow Cards is to eliminate disrespectful behaviour with a sports sense of humour.

Notes:

1. Make use of your Classroom Discipline Policy
2. Record the issues in the Yellow Book at the front office
3. All staff are encouraged to make Home Contact regularly, good & bad

After three offences remediation meetings by School Admin. Team

**Major Offences** are typically dealt with using an **Office Referral Form**.

Examples include but are not limited to: bullying, physical assault, verbal abuse, continued defiance.

Being on the roof of KHS or on top of our sea cans is an automatic 5 day suspension.

Notes:

1. Documented using the **Office Referral Form**
2. Discipline follows Progressive Discipline Guidelines & Principal's discretion
3. Home Contact is required
4. Maximum Response: 5 day suspension



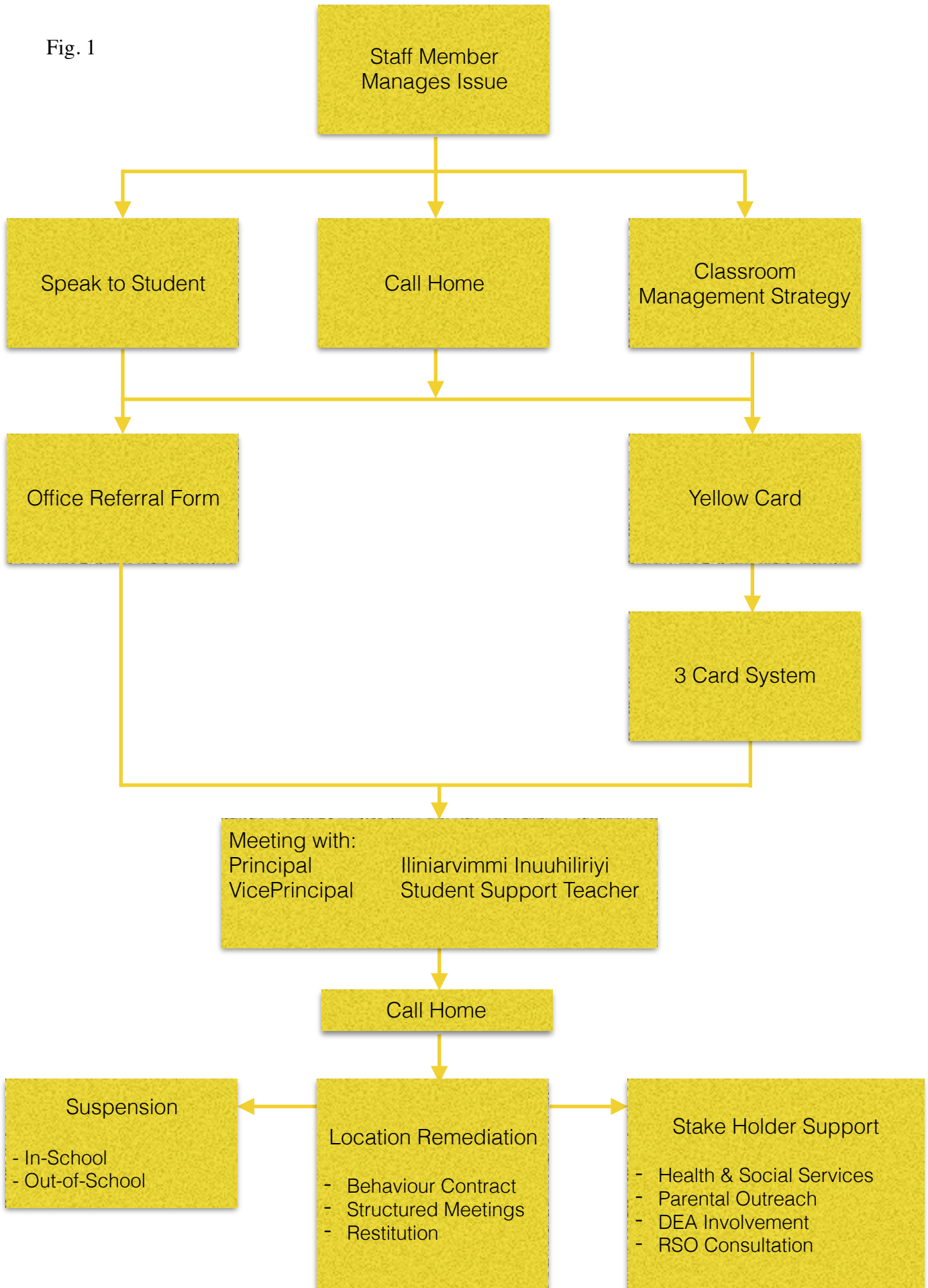
## **Progressive Discipline Guidelines** to accompany Procedures for Dealing with Misconduct

- Staff member manages issue
  - Speak to student
  - Classroom Management Strategy
  - Call home
  
- Referral Form to Office
- Yellow Card
  - 3 Yellow Card System
  
- Possible involvement from:
  - II - if issue has to do with emotional stability
  - SST - if issue has to do with a student on an IEP or IBP
  - Vice-Principal - if issue has to do with behaviour
  - Principal - all issues & others are unavailable

### Action:

- Suspension
  - In School or Out of School Suspension
  - To 5 Days
  - Notification of Parent, DEA, KSO
- Local Remediation
  - Behaviour Contracts
  - Restitution - based on the issue
  - Structured Meetings - may be on going
    - Inniarvimmi Inuuhiliriyi
    - Student Support Teacher
- Support from Stake Holders
  - Guardian / Parent involved
  - Health and Social Services
    - Mental Health
    - Child Protection
  - DEA
    - Suspension to 20 days
    - Expulsion

Fig. 1



## Classroom Management Strategies

Teachers are asked to develop a classroom management policy, ideally created with the students at the beginning of the year, and submit that policy to the principal. Your policy should be consistent with:

- Nunavusiutit Principles:
  - **Uqaujjustiaminik Malingniq** (Discipline and Learning from Mistakes)
  - **Ikpingnianiqaattiarniq** (Having the Right Attitude)
  - **Upalungaijaqsimaniq** (Having a Plan)
- Iqqaqqaukkaringniq Principle:
  - **Ilittiniq tammaqtarnikkut** (Learning From Mistakes)
- Uqausiliriniq Principle:
  - **Pivaalliinilukuni sivuniksaqattiarnirmut** (Improving on the Present and Building Strength for the Future)
- Aulajaaqtut Principles:
  - **Pinirraqtujuq** (Discipline)
  - **Pasijaksaujjustiksaqarniq** (Responsibility)

## Hallway Expectations for Students

Respectful, IQ behaviour at all times 😊

8:00 - 8:50 - In the: Library, Gym (with SSA supervision), SH Hallways or JH Hallway to access lockers

8:50 - 8:55 - Preparing for class

12:00 - Leaving the school for lunch hour

12:55 - KHS reopened

During class time

Jr H students have their teacher's permission and a hall pass

Sr H simply have their teacher's permission

# Student Attendance Policy

Because good attendance is directly related to a high quality of education & to developing able bodied human beings

You are expected to attend daily, to be prepared & to be in class on time.

the teacher will mark you late in Maplewood attendance

- the teacher will let you in let in, direct you to work outside the class or give you further instructions
- administration will make any necessary attendance adjustments for valid reasons

If a student's attendance becomes problematic, please contact home and record your contact in the office Communications Book (blue, yellow & red striped book) or in ConnectEd in the Notes tab of the individual student.

Then remember to record your discussion on the Monthly Home Contact Sheet.

If you need further support, please reach out to the II, SST, VP or Principal as per pages 16 & 17 of this document.

Students are responsible for whatever work they have missed.

If you are not arriving on time, how we can help?

- home wake up call?
- knock on your door from friends or school staff?
  - Gatorade draw
  - Buddy buddy system?

Teachers will do their best to work with you to improve your attendance.

We acknowledge that improving attendance must be a team approach by all parties involved:

Students

Teachers

SCC

Administration

Parents / Guardians

Community

Our policy is supported by the following

Parental Involvement

Am breakfast & sports

Hamlet's Siren @ 0830 hrs

Clear expectations

Tracking: maplewood, referral form

Counselling, home visits

Daily attendance incentives

Buddy buddy system including a weekly draw