

Inuuqatigiitsiarniq
Positive School Environment

PAATSAALI SCHOOL

Sanikiluaq, NU
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Introduction and Purpose for the Inuuqatigiitsiarniq Policy

What is an Inuuqatigiitsiarniq policy?

It is a requirement under the *Education Act* that each district education authority (DEA) develop an Inuuqatigiitsiarniq policy and oversee implementation of it in their school(s).

The policy is a method of establishing agreements about the way we will live and work together in schools. This policy focuses on ways we will strive to build relationships through the reinforcement of positive behaviour. Working together to create a positive school environment, we must first establish a common vision of what the desired behaviour(s) are. Then we develop a specific plan to teach students what it looks like, feels like, and sounds like to practice those behaviours in schools – thereby creating and maintaining a positive school environment. And finally we recognize and affirm that these behaviours are being developed, reviewed and elaborated upon throughout the students' schooling experience.

The successful implementation requires commitment and active involvement of everyone: Principal(s), Education staff, the DEA, parents, students and community.

The policy outlines school-wide strategies that reflect our common values and common vision. These strategies are proactive, positive and preventative and reflect the values of Inuit Qaujimagatuqangit.

Lastly, but importantly, the policy tries to teach social skills and student responsibility for their own behaviour, both inside and outside the school.

Program Supports

In accordance with Inuit Qaujimajatuqangit, and in the spirit of Inuuqatigiitsiarniq, the following school wide approaches and student support processes are authorized for use by schools within the Sanikiluaq District Education Authority:

- **Tribes** is a process that helps create positive classrooms and schools. The main belief of Tribes is that creating a positive environment is the best way to improve learning and behavior. Students achieve because they feel included and appreciated by their teachers and peers; they are appreciated for their different abilities, interests, genders, cultures and gifts; are actively involved in their own learning; and have positive expectations from others that they will succeed.
- **Effective Behaviour Support** or Positive Behaviour Support is a system that helps staff to understand what is causing a student's challenging behaviour and what purpose the inappropriate behaviours serve for that child. According to EBS, the main keys to developing a behaviour management program for a challenged child include:
 - Identifying the specific triggers and behaviours to address
 - Establishing the goal for change and the steps required to achieve it
 - Procedures for recognizing and monitoring changed behaviour and
 - Choosing the appropriate behavioural strategies that will be most effective
- **Restitution** is an approach to discipline based on the recognition that all people act in ways to meet their basic emotional needs for: Power, Fun, Belonging, and Freedom. When one or more of these basic emotional needs are not being met, young people will make mistakes or wrong choices. Restitution teaches the students how to learn from their mistakes, and make better choices to meet their needs in the future.
- **Wraparound** is a philosophy of care with a defined planning process used to build constructive relationships among students and youth with emotional or behavioral challenges. It is community based, culturally relevant, individualized, strength based, and family centered. Wraparound focuses on connecting families, schools, and community partners in effective problem-solving relationships.

INUUQATIGIITSIARNIQ POLICY

FORWARD

Inuuqatigiitsiarniq: Respecting others, relationships and caring for other people

Purpose

It is required that each district education authority (DEA) maintain an Inuuqatigiitsiarniq policy for the school(s) in their district, according to the Education Act.

The purpose of this Inuuqatigiitsiarniq Policy is to create and maintain a welcoming, positive and safe school environment that is supportive of the students and their education.

Education Act 58 (1)

A district education authority shall develop and adopt a policy for students about respecting others and managing relationships to be known as the “Inuuqatigiitsiarniq policy”

In accordance with the **Education Act Section 58 (6)**, this policy has been developed to reflect the principles of Inuit Qaujimajatuqangit, particularly the principles of Inuuqatigiitsiarniq (respecting others, relationships and caring for people) and Piliqatigiinni (working together for a common cause).

It was also developed in accordance with the Inuit Qaujimajatuqangit principle of Aajiqatigiimmiq (decision making through discussion and consensus).

Members of the DEA, the Principal(s), Education staff, Elders, parents and other community members, and representatives of relevant community agencies (ie. RCMP) were included in the development of this policy.

OUR GUIDING PRINCIPLES

1. Paatsaali 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 Inummarik (*an able person who can act 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.

OUR KEYWORDS

BE SAFE

RESPECT

LEARN

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:

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 Inuit Qaujimajatuqangit Principles, the mission of Paatsaali 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.

OUR STATEMENT OF RIGHTS AND RESPONSIBILITIES

The following chart outlines the Rights and Responsibilities of Students, Principal(s), DEA members, Education Staff, Parents and Visitors.

ROLE	RIGHTS	RESPONSIBILITIES
1. Students	<ul style="list-style-type: none"> • to be treated with respect • to attend school and have access to the education program in a regular instructional setting • to the best possible education • to adjustments and/or supports to meet his or her learning needs • to a safe and clean environment in which to learn • to be treated in a fair and consistent manner • to receive assistance developing a plan that will improve behaviour and/or learning, and access to counseling in cases of out-of-school suspension and expulsion 	<ul style="list-style-type: none"> • to help maintain a welcoming, positive and safe school environment • to learn about Inuit Qaujimagatugangit • to contribute to and support healthy relationships and community values in the school • to cooperate with other students, staff, and guests in the school • to respect the rights, needs and property of others • to keep the school and grounds clean and safe • to participate in the education program and make his or her best effort to learn • to take responsibility for their own behavior and to be involved in resolving problems when they occur • to model respectful behaviour and healthy relationships for younger students

<p>2. Principal(s)</p>	<ul style="list-style-type: none"> • to be treated with respect • to be able to deliver the educational program in a safe, positive environment • to communicate with students, parents and staff • make rules for the school in accordance with the principles of Inuit Qaujimajatuqangit, in consultation with staff, DEA, parents & community members and subject to the approval of the DEA 	<ul style="list-style-type: none"> • to lead by example • to understand and model the principles of Inuit Qaujimajatuqangit • to assist the DEA in the formation of, and amendments to, 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 policy and encourage cooperation • to develop pro-active programs along with the DEA and school team, which : <ul style="list-style-type: none"> 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 the requirements that apply to them; c) encourage students to take responsibility for their own behavior d) encourage students to be respectful of others and the property of the school • to ensure that staff are actively / actively teaching the students the community agreements through; modeling and instructing the desired social
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		<p>skills, being actively engaged in proactive programs, and ways of being in various parts of the school and for various school functions.</p> <ul style="list-style-type: none"> • to provide the DEA with reports of behavior within the school • to inform parents of behavior problems when they arise • to inform the Regional School Operations (RSO) Office of any suspensions of students • 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 issues confidential
<p>3. DEA Members</p>	<ul style="list-style-type: none"> • to be treated with respect • to enter a welcoming, safe, positive environment • to create and define the Inuuqatigiitsiarniq Policy 	<ul style="list-style-type: none"> • lead by example • to develop an Inuuqatigiitsiarniq Policy in accordance to Inuit Qaujimajatuqangit • to encourage students to take responsibility for their own behavior • to develop pro-active programs along with the Principal(s) which : <ul style="list-style-type: none"> a) promote a welcoming, positive and safe

		<p>environment that is supportive to all students;</p> <p>b) encourage and assist students to fulfill their responsibilities and to meet the requirements that apply to them;</p> <p>c) encourage students to take responsibility for their own behavior;</p> <p>d) encourage students while on school premises to be respectful of others and the property of the school</p> <ul style="list-style-type: none"> • to model the respectful and responsible behaviour they wish students to learn • to amend the policy so that amendments comply with any new regulations • to suspend a student, in accordance with the Education Act, for up to 20 days • to follow the correct chain of command when dealing with issues • to keep issues confidential • to forward a copy of the Inuuqatigiitsiraniq Policy or amended policy to the Minister(or RSO)
<p>4. Education Staff</p>	<ul style="list-style-type: none"> • to be treated with respect • to be able to deliver the education program in a safe, positive environment 	<ul style="list-style-type: none"> • to lead by example • to understand Inuit Qaujimajatuqangit and Inuuqatigiitsiarniq Policy • to help implement

	<ul style="list-style-type: none"> • to communicate with students, parents and staff 	<p>Inuuqatigiitsiarniq Policy within the school in accordance with the principles and concepts of Inuit Qaujimagatunqangit</p> <ul style="list-style-type: none"> • to ensure that students understand the policy and encourage compliance • to cooperatively develop and actively teach community agreements, and ways of being in the various parts of the school and at various times i.e. school assemblies • to inform parents of behavior problems when they arise • to assist in solution seeking and corrective processes • to use the correct reporting procedures when dealing with issues • to keep issues confidential
<p>5. Parents</p>	<ul style="list-style-type: none"> • to be treated with respect • to be listened to • to be informed of their child's good and poor behavior 	<ul style="list-style-type: none"> • to lead by example • to be involved in any decision that effects the student's education, health and/or safety in the school • to support and encourage their child to learn • to contribute to a welcoming, positive and safe school environment • to encourage their child to support the Inuuqatigiitsiarniq policy

		<ul style="list-style-type: none"> • to encourage their child to learn about Inuit Qaujimajatuqangit • to use the correct chain of command when dealing with issues
6. Visitors	<ul style="list-style-type: none"> • to be treated with respect • to enter a welcoming, safe, positive environment • be given knowledge of Inuit Qaujimajatuqangit 	<ul style="list-style-type: none"> • to report to the office when entering the school • to lead by example • to be culturally sensitive and learn about Inuit Qaujimajatuqangit

GUIDELINES FOR DEALING WITH MISCONDUCT

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

- Positive, proactive practices which lead to the maintenance, development, and / or restoration of respectful relationships will be used, taught, learned and practiced.
- Piliqatigiinniq: working together for a common cause and Inuuqatigiitsiarniq: respecting others, relationships and caring for people must be actively practiced, taught, learned and modeled through school-based programs.
- If the Inuit Qaujimajatuqangit principles are actively 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 and in a respectful manner.
- When working effectively, Inuuqatigiitsiarniq should help achieve the following behaviour “triangle” (this comes from the Effective Behaviour Support system):
 - **Green Zone** (bottom part of triangle): 80-100% of the student population will respond positively to the school’s Inuuqatigiitsiarniq Policy;
 - **Yellow Zone** (upper middle part of triangle): 15–20% of students on any given day will need extra support to behave well, i.e. breakfast food, counseling, stress management skills due to personal / family difficulties;
 - **Red Zone** (upper tip of triangle): 0–5% of your students will need outside support or significant intervention to be safe at school due to mental illness, severe behaviour issues, drug abuse etc.
- 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.
- If a student is experiencing significant difficulty behaving well, such that the behavior 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, and
- 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.

When making decisions about the application, terms and conditions of a suspension or expulsion, the DEA will also likely take into account the age of a student, particularly with regard to adult students and the potential for those students to impact younger students.

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, or
 - II. creates a situation that constitutes a seriously harmful influence on other students or school staff; or
- b) conduct that under the Inuuqatigiitsiarniq Policy is grounds for suspension by the principal or the district education authority

Behaviors falling within these categories are:

- continued ignoring of tobacco policy on school property
- the use of, or possession of, illegal drugs
- physical assault of another person
- verbal assault of another person
- possession of a weapon on school property
- arson or attempted arson
- setting off of fire alarms and/or bomb threats
- destruction or defacing of school property
- inappropriate use of internet
- continued refusal to comply with school rules regarding electronic devices such as, MP3 players, hand-held video games or cell phones
- uncontrollable behavior

Some of these behaviours would be grounds for immediate notification to the parents and, potentially, the RCMP.

2. Suspension - Duration & Conditions

A suspension given by the principal may not exceed five days. The Principal(s) 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 of the suspension, without delay, shall be given to the student and a parent.

The district education authority may suspend a student with or without the recommendation of a Principal(s).

Before the suspension is given, the district education authority shall consult with the Principal(s), 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.

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.

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.

The DEA expects the school Principal(s) to notify the Regional School Operations office immediately upon suspension of a student.

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 district education authority,
 - I. is injurious to the physical or mental well-being of other students or school staff, or
 - II. creates a situation that constitutes a seriously harmful influence on other students or school staff; or

- b) conduct that under the Inuuqatigiitsiarniq 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.

The DEA expects the school Principal(s) to notify the Regional School Operations office immediately upon expulsion of a student.

6. Assistance Plans

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.