



# K'àlemì Dene School's Discipline Policy

Revised October 2024

K'àlemì Dene School (KDS) was founded based on the vision of the Ndilo community. The families and leaders of Ndilo wanted their children to experience an education that was respectful, inclusive, and free from the racism and biases that their children were experiencing in other schools. The school was created to honor the culture, traditions, and values of the Yellowknives Dene First Nation, ensuring that students could learn in an environment where their identities were celebrated and their voices were heard. This vision continues to guide our approach to education, fostering a place where every child feels valued and respected.

The foundation of our School Discipline Policy is relationships. At K'àlemì Dene School (KDS), we strive to build positive relationships by creating a welcoming, inclusive learning environment for everyone. Teachers are encouraged to build strong routines and hold high expectations for students while taking the time to get to know them.

We recognize that the best discipline is preventative. At our school, we aim to know our students well and encourage good choices through role modeling and positive reinforcement through Positive Behaviour Intervention Supports. KDS also understands the importance of our students' social-emotional well-being. We continue implementing the Second Step: Skills for Social and Academic Success.

We also recognize that behavior is a form of communication. Students express their needs through their actions. While it is essential to maintain respect and safety, our staff are committed to learning from each incident and reflecting on improving their approaches, ensuring that we respond in ways that support student growth and understanding.

Our School Rules are straightforward to follow:

1. Get to school on time every day.
2. Listen to your teacher.
3. Do your schoolwork.
4. Be kind.

At times, some students require additional support, and in accordance with the Education Act of the Northwest Territories, K'àlemì Dene School's Discipline Policy adheres to Subsection 69(2) (j) & (k) and subsection 45(l) (h) & (i) and aims to:

- Develop a positive learning environment
- Ensure, to the best of our ability, the safety of all students and staff
- Ensure that students understand and comply with the school rules and code of conduct

- Suspend a student, if required, under subsection 35(1)

### **Levels of Behaviour & Responsibility:**

At K'àlemì Dene School (KDS), discipline is approached in a collaborative way that is preventative, supportive, and understanding. Everyone plays an essential role in maintaining a positive learning environment. Students are expected to engage in learning, work, and play in a safe, respectful, and responsible way, taking ownership of their choices and behaviors. Staff members are committed to building strong connections with students, responding to behavior respectfully, with compassion, and recognizing the various factors that may influence a child's actions. Families also play a critical role by communicating and working with the school to help support their children's growth at home and in the school community. We aim to create a school culture where discipline is a shared responsibility rooted in understanding and growth.

### ***Level One Offences:***

Minor discipline issues in the classroom or on school premises will be dealt with immediately at the time and place by the educator(s) who witnessed the offense. If need be, the principal can intervene.

Examples of minor offenses include but are not limited to:

- Disrespectful comments
- Inappropriate behavior
- Minor disruptions of class
- Roughhousing/wrestling
- Minor defiance
- Minor abuse of property
- Using electronics during restricted times

### ***Consequences for Level One Offenses:***

If the level one offense continues to occur, the educator will use a "three-strike" warning process, and on the third-strike, send the student(s) to the principal's office for her/his attention. The principal or assistant principal will:

- Have a one-on-one conversation with the student to discuss the repeated behavior, its impact on others, and the importance of adhering to school expectations. This meeting allows the student to reflect on their actions, repair harm and set clear expectations for improved behavior.
- May contact the student's parents or guardians to inform them of the ongoing behaviour and seek their support in reinforcing expectations at home. A meeting between the principal, parents, and the student may also be arranged if needed.

### ***Level Two Offenses:***

A level two offense is behavior that threatens students' and staff's physical and emotional safety.

Examples of level two offenses include, but are not limited to:

- *Level one repeated three times in a short period*

- *Verbal, physical, sexual harassment or abuse*
- *Throwing objects with intent or possibility of injury*
- *Defiance of authority*
- *Use of vulgar and abusive language*
- *Damaging or stealing property*
- *Dangerous playground or gym behavior.*

***Consequences for Level Two Offenses:***

The student will be asked to immediately leave the classroom or space to see the principal or assistant principal. The principal will document the details of the offense, including the date, nature of the behavior, and any immediate actions taken, in the student’s file for future reference. The student will be given time to calm down and reflect on their actions before further discussion occurs.

1. **Restorative Discussion:** Once the student is calm, the principal will have a restorative conversation with the student to discuss the incident. This conversation will focus on understanding the behavior, its consequences, and how it has impacted others. The student will be encouraged to think about better choices they could make in the future.
2. **Parental Notification and Involvement:** Parents or guardians may be informed of the incident. Depending on the severity, they may be asked to attend a meeting to discuss the behavior and collaborate on strategies to support the student in making better choices.
3. **Restorative or Corrective Action:** Depending on the offense, the student may be required to take restorative actions, such as writing an apology letter, replacing damaged property, or participating in a restorative justice circle to repair the harm caused to others.
4. **Loss of Privileges:** Depending on the severity of the incident, the student may lose privileges such as participation in extracurricular activities, recess, or school events for a set period.
5. **In-School or Out-of-School Suspension:** If the behavior poses a significant risk to the safety of others, the principal may decide to implement a suspension, either in-school or out-of-school, depending on the severity of the incident. The length of the suspension will be determined based on the specifics of the offense.
6. **Behavior Agreement:** The principal may require developing an individualized wellness plan for the student outlining clear expectations and consequences for future misconduct. This agreement will be developed with the student, their parents, and the school.

***Level Three Offenses:***

Level three offenses are issued under subsection 35(1) of the Northwest Territories Education Act for students that interfere with the safety of students and staff or the curriculum's delivery. Examples of level three offenses include but are not limited to:

- Major assault
- Serious theft
- Major vandalism

- Severe unsafe conduct
- Use of a weapon
- Major disrespect

***Consequences for Level Three Offences:***

The principal handles these offences. They have to be handled very carefully and on an individual basis. The general routine of consequences for major offences is as follows:

1. **Documentation:** The principal will document the date and details of the major offence in the student's file, ensuring a thorough record of the incident for future reference.
2. **Parent Notification and Interview:** Parents or guardians will be immediately contacted to discuss the incident. A formal meeting will be scheduled to review the offence, its severity, and the steps moving forward.
3. **Out-of-School Suspension:** Depending on the nature and severity of the offence, the principal may impose either out-of-school suspension. The length of an out-of-school suspension will be determined at the discretion of the principal, based on the specific circumstances of the offence.
4. **Supervision During Suspension:** If an out-of-school suspension is assigned, the parents or guardians are responsible for ensuring the student is properly supervised at home during the suspension period.
5. **Re-Entry Meeting:** Before the student is permitted to return to school, a re-entry meeting will be held between the principal, the student, and the parents to discuss the conditions of the student's return, expectations for future behaviour, and any additional support or interventions that may be necessary to ensure a positive and safe reintegration into the school environment.

**Bullying**

For any instance to be considered bullying, the behaviour must include one or both of the following:

- An imbalance of power: People who bully use their power, such as physical strength, access to embarrassing information, or popularity, to control or harm others. The power imbalance can change over time and in different situations, even involving the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Any incident reported to a school staff member that appears to fit the bullying definition will result in immediate action. The following actions will take place:

1. Investigated thoroughly. This means talking to all parties involved, including witnesses. Everything will be documented on the YK1 bullying report form.
2. Inform parents that an incident has happened and is being investigated.
3. Decide consequences. The principal, in collaboration with the classroom teacher and other support staff, will decide appropriate consequences as per the KDS discipline policy.

The victim also needs reassurance that the incident was taken seriously and that a consequence was given that will deter the offender from repeating the offense. It is not necessary or always advisable for the victim and offender to reconcile, and this may be a long process.

The principal will work with staff and parents to monitor any bullying situation to prevent its recurrence and provide support.

**Conclusion:**

To provide a healthy and safe environment at KDS, we promote positive and proactive approaches. Mistakes are seen as opportunities to learn and develop more appropriate behaviour. We also encourage our students to follow the Dene Laws and build strong virtues that will help guide them into healthy life choices.

