

Appendix 7



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Social – Emotional Learning and Bully Prevention

Social – Emotional Learning at EMES concentrates on developing self-regulation skills in our students across physical, emotional, behavioural, social and academic domains. This procedure also pinpoints specific schoolwide goals within each of these domains for teachers to focus on throughout each school year. By having specific goals within each of these domains it will help the entire education staff focus on the most important areas of growth for self-regulation development of our students. Outside of these schoolwide goals, teachers will also use the Second Step Program to assist them with the development of social, emotional and behavioural self-regulation skills in our students.

Second Step Program

The Second Step program we are implementing schoolwide will teach skills to build self-regulation and social-emotional competence. This program is designed to teach children how to understand and manage their emotions, control their reactions, be aware of others' feelings, and have the skills to problem solve and make responsible decisions. We are using the Second Step program to help improve the classroom climate by building feelings of inclusiveness and respect, and to increase our students' sense of confidence and responsibility.

All teachers and students will have access to this program and will move through each step of the program together as an entire school. There will be weekly themes taught through daily age appropriate lessons in each of our classrooms.

In addition to the regular Second Step program we are also implementing the Second Step bullying prevention unit. This add-on to the regular program is aimed towards Kindergarten to Grade 6 classrooms. This program will help train teachers, students and parents on the best strategies for bullying prevention. This will show students how to

“Recognize, Report and Refuse” bullying as well as to involve and empower students as bystanders to prevent bullying. This bullying prevention program combined with the focus on healthy relationships, emotion management and conflict resolution will aid in creating a school culture where teachers and students are warm, positive and trustworthy role models to one another. This schoolwide approach to our student’s social-emotional well-being will promote a sense of belonging, acceptance and connection to their school.

Incident Reporting

While developing strong self-regulation skills across all domains of self-regulation is vital to the success of our students; it is also important that there is a systemic approach to inappropriate behaviour when necessary. At EMES teachers will use a schoolwide incident reporting form to address inappropriate behaviour. Teachers will also follow the steps outlined below under “Minor” and “Major” offences to take the appropriate action when dealing with these types of situations.

Minor Offences

- AWOL
- Rough play
- Lying/Teasing
- Minor defiance
- Minor physical contact
- Minor abuse of property
- Minor abuse of property
- Cheating
- Classroom disruption

Every teacher is expected to address each minor offence three times and contact home at least once before referring the student to administration. The teacher must make every effort to address the problem at the classroom level and work with parents to help change the behaviour.

Major Offences

When a minor offence happens three times in a short period of time (< one month) and the teacher has discussed the situation with parents at least one time then administration becomes involved and the misconduct moves to a major offence. As well, the following first time offences are considered major:

- Bullying (In accordance to Territorial Safe Schools Plan in Education Act)

- Stealing
- AWOL (beyond school property)
- Inappropriate representation on a school trip or event
- Sever Lying
- Major disrespect or defiance
- Major disruption in class
- Frequent series of minor offences

In response to the first major offence, a student is sent to administration. The school administration investigates the offence, and develops a restitution plan. For a first time major offence the classroom teacher will call the parents/guardians and explain the situation and restitution plan. For a repeat major offence, the school administration will conduct an investigation and if appropriate, will issue an in-school suspension. Administration will call the parents and guardians and explain the reason for issuing an in- school suspension.

Out of school suspensions may be used to address students that continue to exhibit major offences. An out of school suspension may also be used for a particular student who continues to exhibit a large amount of minor offences. The following first time offences may warrant an out of school suspension:

- Major assault
- Major vandalism
- Serious theft
- Use of a weapon
- Fire alarm
- Inappropriate touching (sexual)
- Fighting