Parent Handbook

Welcome To Our Community

School Age Program



KIMBERLEY INDEPENDENT SCHOOL

SCHOOL AGE PARENT AND STUDENT POLICY/PROCEDURE HANDBOOK 2024-2025

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1 School Overview

1.1 Vision, Mission and Values

Build Knowledge
Inspire to Explore
Encourage to Succeed

Vision
KIS aims to create a nurturing learning environment, where young minds flourish.

Mission Statement:
Kimberley Independent School provides a nurturing and inclusive educational experience through focused attention, small class sizes and rich, place-based learning in the natural environment. We deliver an innovative curriculum, exceeding B.C. standards to cultivate creativity, build confidence, and develop essential problem-solving skills. We empower every student to become a resilient and passionate life-long learner.

Core Values:
- Holistic Development: Nurturing academic, emotional, physical, and social growth.
- Exploration & Discovery: Emphasising hands-on, experiential, and place-based learning, especially outdoors.
- Community & Inclusivity: Fostering a welcoming and supportive environment for students, families, and staff, and promoting strong community connections.
- Excellence & Innovation: Exceeding curriculum standards, embracing diverse programming, and continuously seeking improvement.
- Personalised Attention: Committing to small class sizes and meeting each child where they are at.

At KIS, students enjoy learning in small classes. They flourish from individual attention and interaction with their teachers, staff, classmates and volunteers. KIS encourages a lifelong passion for learning by listening to and attending to students' needs and interests. Teachers and other school staff build the students' confidence by ensuring that they are learning at their own pace. The school's focus on core subject areas, French class, daily physical activity, outdoor education and artistic opportunities ensure a well-rounded curriculum.

The school strives to develop among students a sense of responsibility and self-discipline through age-appropriate guidance and authority. This builds their awareness socially, emotionally, intellectually and physically. The school environment facilitates children learning to become responsible family and community members. The intent of the school's philosophy is to lead students to understand that their choices and contributions will influence the world, thus teaching them to act with integrity, enthusiasm and commitment.

1.2 Annual General Meeting

The Kimberley Independent School Society annual general meeting will be held in October (date TBA). As part of the parent body that makes up the society we request each family send at least one representative to attend the AGM. Our bylaws require a percentage of the parent body to be in attendance in order to run the meeting.

1.3 Hours of Operation

Before Care Drop Off	***8:00-8:30am in the gym (registered program)***
School Age drop off	8:20-8:30 am at the Playground
Morning Bell	8:30
Classes begin	8:35
1st Recess	10:30am to 10:45 am
Lunch break	12:15-12:30
2nd Recess	12:30pm to 12:55 pm
School ends	3:00pm
Aftercare Pick Up	***3:00-5:30pm in the gym or the playground- seasonally dependent (registered program)***

Our administrative office is open Monday to Friday from 8:30am to 3:30pm.
The side school doors are open for before-school care and locked at 8:35am.
The side doors are open from 3pm until 5:30pm for our after-school childcare programs.
During School hours (until 3pm) please always enter and exit through the main entrance on 101 Avenue.

2. Attendance and Punctuality

2.1 Attendance

Classroom attendance is taken at 8:40 am. Arrivals after this time will be marked late. If a student will be absent for the day, please inform the office by phone or email at frontoffice@kis.ca before 8:40 am. To ensure your child's safety, our office staff will contact you if your child has not arrived and notification of their absence has not been received.

Regular Dismissals: A child will only be released once they have been signed out by a) parent; b) legal guardian; or, c) an individual listed on the registration form as an authorized pick-up person. If a person comes to pick up your child who is not on the list provided to us, or we have no notification from the parent, the child will not be released. These rules also apply to our aftercare program.

Early Dismissal: If you are picking your child up before the end of the school day, you must let the office know in the morning and check in before you leave the school premises.

2.2 School Arrival/Departure Policy

- **Arrival/Drop-off:** 8:20–8:35 a.m. at the playground. Teachers and staff will be there to greet families and students. Daily supervision begins at 8:20 a.m.
    - When the bell goes at 8:30, students will be escorted from the playground to the side door entrance. The door will be locked at 8:35, at this time all school age student are expected to be ready to be present for lessons.
    - All late arrivals after that time should enter through the front doors and check in at the office.
- **Pick-Up:** 3:00 p.m.
    - K–4 students: play yard
    - Grade 5 and up students: field exit

For Safety Reasons, parents **must not park or drive into the staff parking lots at the rear or the front of the school** for drop-off or pick-up. Parking is along the fence line around the playground and on 103 Ave.

- **Departure:** All students must depart from the school by 3:15 pm, as there will be no supervision after this time. Any student who has not been picked up/departed from the school by 3:15 pm will be placed in Aftercare and the parent will be billed a drop-in fee regardless of how much time is spent in Aftercare that day.

Following any off-site school activities/programs that run until dismissal, students must depart the activity area by 3:00 pm sharp. In order to respect the privilege of using our public facilities, please be sure to vacate the facility in a quiet and timely fashion.

2.3 Punctuality and Attendance

Regular attendance and punctuality are a vital part of learning and are directly linked to student success. Being on time for class allows for a smooth and successful transition into the day and avoids disruption to critical morning learning activities. If there is concern with a student's punctuality and/or attendance it will be addressed via the teacher and attendance letters will be sent from the office.

Please refer to the School attendance and reporting policy

2.4 Before Care and After Care

Before care 8am – 8:30am

Aftercare 3pm – 5:30pm

KIS offers Before Care and After Care as an additional program with limited spaces. Students must be registered to utilise this program. If the program is full, there is the opportunity to be put on the waitlist. When registering for our Before Care and After Care programs, it is expected that the registration is for the 10-month school year. If there are circumstances that change your need for the Before Care and After Care, please ensure that you complete a cancellation form to confirm your change of need and allow a 30-day cancellation period. If there is no one to fill the space, a commitment of the 10-month period may be required. This is due to budgeting and staffing that is organized based on September registration.

If there is space available, students who are not registered in the programme may be registered on a daily or short-term basis. For Before Care, you must contact the office before 12:00 noon the day prior. For After Care, you must contact the office prior to 12:00 noon on the day After Care is required. The office will let you know if a space is available. A space will not be available until the office has confirmed with the parent.

2.4.1 Before Care Procedures

At the beginning of the school year, or at the time of registration, information on the location of Before Care and entrance to the location will be given.

At drop-off, parents must sign their child in using the attendance sheet in the folder provided no earlier than 8am. The sign-in book must have the time and a sign-in signature. The students will arrive at Before Care with their outside clothes and backpacks. The staff member will drop off

students at 8:30 and assist them with their belongings. At 8:30 the staff member will sign the student out of the Before Care program and drop them off at their classroom teachers or at their outside line-up area.

2.4.2 After Care Procedures

Students will pack up their bags and outdoor clothes to take to the After Care room. The classroom EA will bring After Care students to the After Care area. The students will be signed in using an attendance sheet, which must have the time and a sign-in signature.

The After Care programme encourages at least a 30-minute outdoor option if the weather is above -15.

Parents must enter the building through the side entrance by the soccer field. The gym doors will be closed and locked. The parent or After Care supervisor must sign the student out with a time and signature.

Parents must pick up before 5:30pm. Parents may be charged for late pick ups.

3. Policies and Code of Conduct

3.1 Dress Code Policy

KIS students may wear everyday attire following the guidelines below.

1. Shorts, skirts and dresses must be mid-thigh length or longer.
2. Tops must not show stomach.
3. Footwear is to be worn at all times
4. Running shoes with non-marking soles must be worn in the gym.
5. Clothing must not contain profane, suggestive, illegal or racist slogans or images, nor those that promote unhealthy acts or lifestyles including alcohol, tobacco, drugs etc.

3.2 School Guests

All parents and guests entering the school (excluding pick up and drop off) must sign in at the office. To abide by fire code regulations, we must know how many people are in the building at all times.

3.3 Student Conflict

Conflicts are a healthy part of life and offer children an opportunity to learn about themselves and others. The manner in which conflicts are handled affect relationships with each other, as well as feelings of safety and trust within our school community. KIS is committed to creating a school community that is based on respect, truth and consideration of others, and conflict resolution that is conducted with integrity.

3.4 Parent Code of Conduct

We are very fortunate to have a supportive and friendly parent body. Our parents recognise that educating children is a process that involves partnership between parents, class teachers and the school community. As a partnership, our parents/carers will understand the importance of a good working relationship to equip children with the necessary skills, academic, social, and emotional skills to prepare for adulthood. For these reasons, we continue to welcome and encourage parents/carers to participate fully in the life of our school.

As role models for the student's behavior, we expect parents will also conduct themselves in a manner consistent with the school's values, as outlined in the Student Code of Conduct. We recognise that parents are the first educators of their own children and therefore have a right and responsibility to actively participate in their child's education. Parents are responsible for building close relationships with the Principal and teachers to support the wellbeing of the students.

In keeping with our mandate of fostering a strong, supportive school community that reflects integrity and respect, we request that parents limit their in-school conversations to supportive and positive interactions Principal or set up a meeting with the teacher. To respect the teaching schedule, parents are requested to promptly leave the school at 8:30 am and at 3:00 pm. Teachers' hours are from 8:00 am to 4:00 pm and during non-instructional time they will be available to respond to emails, or other types of communication the school uses, such as a mobile app like Seesaw. Please allow 5 days for a response. It is recommended that if a conversation is required with a teacher to schedule a time to meet with the teacher directly.

The parent body helps improve the school and supports the school community through positive, constructive information sharing and problem-solving. In the interest of protecting the school's reputation and the private information of individuals, parents are requested to not speak negatively about the school in public settings (including social media sites), but rather bring concerns to the Principal and if necessary the Board of Directors using the directors@kis.ca email process. In the event that a parent is found to be communicating negative, confidential, or inappropriate information about school operations, staff member(s), board member(s), parent(s) or student(s), etc., they may be brought before the Board of Directors for an investigation and disciplinary hearing. Handling parent or other school concerns constructively and ethically is a priority at KIS, as we consider ourselves as role models in ethical behaviour for the students.

3.5 Student Code of Conduct

Statement of Purpose

At Kimberley Independent School we believe that students are expected to conduct themselves appropriately while going to and from school and while attending any school function that occurs in any location. We believe:

- Appropriate student conduct is a necessity.
- Appropriate student conduct is the joint responsibility of students, parents and staff.
- Appropriate conduct should be modelled, taught and reinforced, recognized and acknowledged.
- Appropriate conduct is essential to enable students to function responsibly and effectively, and to this end, all students are expected to know and abide by this Code of Conduct.
- Students should be helped to achieve success by protecting their rights to learn and play in a safe, inclusive environment.
- Inappropriate conduct must be addressed.

K**imberley Independent School Expectations**

a) Be Kind and Co-operative

b) Be Safe

c) Be Respectful

d) Be Responsible

3.5. 1 BEHAVIOUR EXPECTATIONS FOR ACCEPTABLE CONDUCT

Students are expected to demonstrate respect, attend school regularly and punctually, and create a positive school community.

AREA	BE KIND & COOPERATIVE	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE

Washrooms	- wait your turn & do not rush - flush toilets - keep windows closed	- use facilities appropriately - be quick - walk quietly - report unsafe / unclean conditions to an adult	- be quick and quiet - wash hands - respect others' privacy - clean up - take care of facilities	- "Flush" - keep bathrooms clean
Library	- listen politely - help others	- keep hands to self - Stay with your group - keep chairs on the floor and push chairs in after use - use step stool to reach books - sit/walk with hands to yourself	- maintain quiet atmosphere - listen - raise hand to talk	- use books and equipment responsibly - return books on time and in good condition (no missing pages, no rips, no water damage).
Hallways	- let others pass - help others (hold doors, carry books)	- carry supplies / equipment - walk in a forward direction - be aware of personal space - keep feet on ground - during class time, walk quietly and in an orderly fashion	- listen - put garbage in cans - allow others to pass - keep hands to yourself	- watch for others
Computers	- listen politely - help others - Report inappropriate content to adults.	- keep chairs on the floor - push chairs in after use - move chairs carefully - walk, eyes forward and body to	- use equipment properly - listen - no food or drink allowed - clean and dry hands - Plug-in once finished	- handle computers with care - follow directions - use internet appropriately (adult supervision)

		yourself		- print only with permission
Classroom	- help others - listen quietly - give compliments - share - ask - use positive body language (smile)	- sit/walk appropriately - use classroom materials wisely - push chairs in when not in use - keep hands and feet to yourself - follow classroom rules	- accept others' differences - respect others' property - listen - support others - raise hand to talk - use "indoor" voice - ask	- do classroom work to the best of your ability - care for supplies - keep classroom and personal space clean - follow classroom routines - have all classroom supplies
Lunch	- be friendly - accept individual tastes	- sit/walk/eat appropriately - practice good table manners - eat lunch at desk - do NOT share food	- listen to lunch supervisors and monitors - practice good table manners - monitors/students use calm, respectful language and set a positive example	eat all your own lunch (leftovers to be taken home) - clean up putting garbage in cans
Assembly	- respond in appropriate ways (clapping) - listen attentively and politely	- sit properly with hands and feet to yourself - walk to and from the gym quietly and feet and hands to yourself	- stand quietly and respectfully for anthems - be well mannered and cooperative - sit appropriately (on bottoms) - keep hands and feet to yourself - wait quietly during transitions	- listen attentively - be responsible for your own behaviour
Playground	Remember the KIS way:	- Listen to adults - take breaks when needed.	- Give people space if they need it - Tidy up play areas once you have	- Take care your space

	- Kindly ask them to stop - Include our KIS Friends - If you need alone time, take it by yourself, not with friend/s.	- Follow the rules of the playground - Don't throw things	finished playing or at the end of recess - Put garbage in garbage cans - Listen to instructions	
Field Trips	- Show kindness and consideration to fellow students, teachers, chaperones, and others you encounter during the trip. - Embrace a spirit of teamwork and cooperation. Work together to ensure everyone has a positive experience. - Help and support your peers when needed. Inclusion and encouragement are key.	- Follow safety instructions from teachers, chaperones, and any site staff. - Stay within designated areas and follow established routes. - Use equipment, tools, and facilities responsibly and as instructed. - If you notice any safety concerns, report them immediately to a teacher or chaperone.	- Show respect for the environment, property, and cultural sites you visit. Leave no trace of your visit. - Be mindful of noise levels and your impact on others, especially in quiet or sacred spaces. - Respect the rules and guidelines provided by the venue or site staff. - Treat all individuals with respect, regardless of their role or background.	- Be responsible for your belongings. Keep track of your personal items and ensure they are secure. - Follow instructions and guidelines set by teachers and chaperones. - Stay with the group at all times and remain punctual for scheduled meeting points. - Take responsibility for your actions and their consequences.
All Settings	- use kind words and actions - give compliments - help when needed - be cooperative / include others - be a friend - be sensitive to others' feelings	- be aware of personal space (hands & feet to yourself) - walk/slow down	- treat others as you would like to be treated - listen to others - use proper language - use "please" and "thank you"	- do what is asked of you - be on time – recall school rules and use them – clean up - care for supplies

Unacceptable Conduct and Behaviour

Being unkind and uncooperative:

- o Any type of discrimination as outlined in the BC Human Rights Code
- o Hurtful or rude words
- o Physical violence
- o Bullying

b) Being unsafe:

- o Any behavior that can cause harm to self or others

c) Being disrespectful:

- o Any behavior that negatively impacts and/or prevents the learning for self or others

d) Being irresponsible:

- o Vandalism of personal property (self or others) or school property
- o Lying
- o Stealing
- o Not taking responsibility for one's own action

3.6 General Code of Conduct

SCHOOL CODES OF CONDUCT Students shall comply with the School Code of Conduct authorized by the principal and with the Board of Directors. Failure to comply with any aspect of the School code of conduct will result in reasonable, firm, and progressive consequences.

Within the School

The school principal is responsible for formulation and operation of the School Code of Conduct, and for reviewing it annually with staff, parents, and where appropriate, students.

The school principal shall ensure that the School Code of Conduct is made available, and is annually distributed pursuant to the Provincial Standards for Codes of Conduct Order.

Staff members are expected to take all reasonable measures to control and/or eliminate behaviour by any student that is detrimental to student welfare or the learning atmosphere at the school.

Within the Classroom

The teacher is expected to establish and maintain an atmosphere conducive to learning within the classroom. Disciplinary measures must at all times be:

(a) in concert with the School Codes of Conduct;
(b) reasonable, bearing in mind the nature of the breach of conduct, and the age or mental ability of the student;
(c) capable of being enforced; and

(d) administered impartially and consistently.

KIS CODE OF CONDUCT
Expectations within the District Code of Conduct include but are not limited to the following:

2.1 Alcohol and Drugs
No student (unless in accordance with a physician's prescription) shall possess, use, or be under the influence of any of the following and no student shall sell or otherwise transfer:
(a) spirits, wine, beer or any other alcoholic or intoxicating beverage;
(b) any controlled substances or drug, the use or possession of which is prohibited by law;
(c) glue, aerosol, gasoline, paint or other chemical substance for the purpose of inhalation;
(d) any other intoxicant, mood changing, mind altering or behaviour altering drug, chemical or substance;
(e) any paraphernalia related to the use of drugs or chemical substances.

2.2 Weapons
(a) No student shall possess or be in possession of any weapon for any purpose except as otherwise approved by the school principal (e.g. Archery Club, Drama Club, Outdoor Education).
(b) Weapons include any firearm or other device prohibited or restricted under the Criminal Code of Canada, and weapons also include anything used, designed or intended for the purpose of causing death or injury, or for the purpose of threatening or intimidating any person.
(c) Examples of weapons which are prohibited include but are not limited to handguns, rifles, shotguns, air rifles, knives, devices known as or similar to nunchaku sticks, shuriken plates, manrikigusari weights or grips, finger rings with blades, tasers, laser pointers, knife combs, push daggers, constant companion belts, crossbows, tear gas, mace, pepper spray, bear spray and any liquid or powder or other substance that is capable of injuring, immobilizing, or otherwise incapacitating any person.
(d) Further, no student shall possess, be in possession of, or use any object or thing as a weapon with the intention of or for the purpose of causing injury, death, or to threaten or intimidate any person. Replica or imitation weapons and '"toy" weapons are also prohibited.

3.7 Progressive Discipline Models

The school uses a progressive discipline approach to address infractions and promote positive behavior. This includes classroom interventions, principal interventions, and, in severe cases, removal from the program of learning.

4. Privacy and Personal Information

4.1 Personal Information Policy

KIMBERLEY INDEPENDENT SCHOOL PERSONAL INFORMATION PRIVACY POLICY FOR PARENTS AND STUDENTS

September 1, 2023

The School's Commitment to You

Safeguarding personal information of parents and students is a fundamental concern of Kimberley Independent School. The school is committed to meeting or exceeding the privacy standards established by British Columbia's Personal Information Protection Act (PIPA) and any other applicable legislation.

This Personal Information Privacy Policy describes the policies and practices of Kimberley Independent School regarding the collection, use and disclosure of personal information about students and parents, including the steps the school has taken to ensure personal and financial information is handled appropriately and securely.

Kimberley Independent School may add, modify or remove portions of this Personal Information Privacy Policy when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised policy. You may ask for the most recent update of this Personal Information Privacy Policy at the school office. This Personal Information Privacy Policy may be supplemented or modified by agreements entered into between Kimberley Independent School and an individual from time to time.

Ten Privacy Principles

As part of Kimberley Independent School's commitment, the Ten Privacy Principles govern the actions of the school as they relate to the use of personal information. This Personal Information Privacy Policy describes the Ten Privacy Principles and provides further details regarding Kimberley Independent School's compliance with the principles.

Definitions

In this Personal Information Privacy Policy, the following terms have the meanings set out below:

"personal information" means any information about an identifiable individual, as further defined under British Columbia's Personal Information Protection Act or other applicable laws. Personal information excludes the name, position name or title, business telephone number, business address, business email, and business fax number of an individual, as well as any publicly available information as designated under applicable laws, such as information available from a public telephone directory or from a public registry.

"Parent" means the parent, guardian, or other legal representative of a student.

"Student" means a prospective, current, or past student of Kimberley Independent School

Principle 1 – Accountability

Kimberley Independent School is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the school designates (an) individual(s) who is(are) accountable for the school's compliance with the Ten Privacy Principles. This individual is the Privacy Officer of the school. You may contact our Privacy Officer as follows:

Kimberley Independent School:

Attention: Privacy Officer / Principal

Phone: 250 427 1779

Email: principal@kis.ca

Principle 2 – Identifying Purposes

Kimberley Independent School will, before or at the time personal information is collected, identify the purposes for which the information is collected, used and disclosed.

What Information is Collected?

Kimberley Independent School collects and uses personal information to provide students with the best possible educational services enunciated by the Mission statement of the school. Most of the information the school collects is provided to the school directly from parents and students, or is information regarding the student's school activities, performance or behaviour, such as attendance records or grades. For example, when a student applies to register in the school, the school will ask you to provide the information that enables it to complete the registration process. This also includes information on academic, health, and personal matters needed by the school to provide the best possible education and co-curricular programs. Kimberley Independent School also collects information in connection with the use of its computer systems.

Principle 3 – Consent

Kimberley Independent School will obtain consent of the individual for the collection, use or disclosure of personal information except where the law states exemptions, grants permission, or creates a requirement for collection, use, or disclosure of personal information.

Requirements for consent to collection, use or disclosure of personal information vary depending on circumstances and on the type of personal information that is intended to be collected, used or disclosed. In determining whether consent is required and, if so, what form of consent is appropriate, Kimberley Independent School will take into account both the sensitivity of the personal information and the purposes for which Kimberley Independent School will use the information. Consent may be express, implied (including through use of "opt-out" consent where appropriate) or deemed. For example, if an individual provides his/her mailing address and requests information regarding a particular service, consent to use the address to provide the requested information may be implied.

On giving reasonable written notice to Kimberley Independent School, an individual may withdraw consent to the collection, use or disclosure of his or her personal information. Upon notice of withdrawal of consent, Kimberley Independent School will notify the individual of the likely consequences of withdrawing his or her consent and, except where otherwise required or permitted by law, Kimberley Independent School will stop collecting, using or disclosing the personal information as requested.

If a person provides Kimberley Independent School or its service providers or agents with personal information about an individual, the person represents that it has all necessary authority and/or has obtained all necessary consents from such individual to enable Kimberley Independent School to collect, use and disclose such personal information for the purposes set forth in this Personal Information Privacy Policy.

Principle 4 – Limiting Collection

Kimberley Independent School will limit the personal information collected to that information necessary for the purposes identified by the school.

Principle 5 – Use, Disclosure and Retention

Kimberley Independent School will only use, disclose and retain personal information for the purpose for which it was collected, unless the individual has otherwise consented, or when its use, disclosure or retention is required or permitted by law.

How is Information Used?

Kimberley Independent School uses personal information as follows:

- to communicate with parents and students, process applications and ultimately to provide students with educational services and co-curricular programs.
- to enable the school to operate its administrative function, including payment of school fees and maintenance of non-educational school programs including parent and volunteer participation and fundraising.
- health, psychological, or legal information to provide certain specialized services in those areas or as adjunct information in delivering educational services.

If for any reason personal information is required to fulfill another purpose, the school will, where appropriate, notify you and ask you for your consent before the school proceeds.

Kimberley Independent School may use anonymous information, such as information collected through surveys or statistical information regarding students, to constantly improve our school.

When May Information be Disclosed?

Kimberley Independent School may disclose an individual's personal information to others in connection with the purpose for which it was collected, as consented to by the individual, or as required or permitted by law. The following are some examples of how Kimberley Independent School may disclose personal information.

When Authorized by You

- Other educational institutions routinely contact the school for personal information about students. For example, if a student moves to another school,, student records are requested by the enrolling institution. Your permission to pass on these records is usually obtained when the

student is registered, and you authorize the school to disclose such information to other appropriate educational institutions for the ongoing education of the student.

- Contact information may be used to enable the school to provide the para-educational and administrative services usually operated by the school. These services include phoning committees, participation groups, parent meetings, fundraising, events, annual general meetings, etc.

In some cases, when communication is over the telephone, your consent to the use and/or disclosure of your information will be obtained verbally. In other cases, such as when you communicate through e-mail, your consent will be obtained electronically.

When Required by Law

The type of information the school is legally required to disclose most often relates to family court issues, legal proceedings, court orders and government tax reporting requirements. Student information as per Form 1701 is annually filed with the Ministry of Education.

Only the information specifically requested is disclosed and the school takes precautions to satisfy itself that the authorities making the request have legitimate grounds to do so.

When Permitted by Law

The school is legally permitted to disclose some personal information in situations such as an investigation of illegal activities, reasonable methods to collect overdue accounts, a medical emergency or suspicion of illegal activities, etc. Only pertinent information is disclosed.

The school does not sell, lease or trade information to other parties.

Outside Service Suppliers

At Kimberley Independent School, the school sometimes contacts outside organizations to perform specialized services such as printing, student assessments, market research or data processing. For example, the school gives its yearbook publisher the information required to produce the annual yearbook. Suppliers of specialized services are given only the information necessary to perform those services, and Kimberley Independent School takes appropriate steps to ensure that such information is securely transferred and stored and is used only to fulfill the purposes for which it was disclosed to the service provider.

Restricting Sharing Information

If you choose to limit the sharing of your personal information, please contact the school office and submit a written letter specifying which items of personal information you wish to limit, and to whom you wish these items to be restricted. Please remember that certain agencies, by law, have access to certain types of personal information.

How Long Is Personal Information Retained?

Personal information will only be retained for the period of time required to fulfill the purpose for which it was collected. Once the personal information is no longer required to be retained to fulfill the purposes for which it was collected and is no longer required or permitted to be retained for legal or business purposes, it will be destroyed or made anonymous.

Principle 6 – Accuracy

Kimberley Independent School will take appropriate steps to ensure that personal information collected by Kimberley Independent School is as accurate and complete as is reasonably required in connection with the purposes for which it was collected, used or disclosed.

How May I Update Outdated or Incorrect Information?

An individual may, upon written request to Kimberley Independent School request that Kimberley Independent School correct an error or omission in any personal information that is under Kimberley Independent School's control Kimberley Independent School will, as appropriate, amend the information as requested and send the corrected personal information to each third party to which it has disclosed the information during the preceding year.

Principle 7 – Safeguarding Personal Information

Kimberley Independent School will protect personal information by security safeguards that are appropriate to the sensitivity level of the information.

The School's Employees

In the course of daily operations, access to personal information is restricted to authorized employees who have a legitimate reason for accessing it. For example, teachers will have access to personal information about students but not your account with the school.

Employees are appropriately educated about the importance of privacy and they are required to follow the school's policies and procedures regarding handling of personal information.

Student Files

Student files are stored in secured filing cabinets. Access is restricted to only those employees (teachers, teacher-aides, counselors, secretaries, etc.) who, by nature of their work, are required to see them.

Electronic Security

The school manages electronic files appropriately with passwords and security measures that limit access by unauthorized personnel. The school's security practices are reviewed periodically to ensure that the privacy of personal information is not compromised.

Principle 8 – Openness

Kimberley Independent School makes information available to individuals concerning the policies and practices that apply to the management of personal information. Individuals may direct any questions or enquiries with respect to the school's privacy policies or practices to the Privacy Officer of Kimberley Independent School.

Principle 9 – Individual Access

Kimberley Independent School will inform an individual, upon the individual's request, of the existence, use and disclosure of the individual's personal information, and shall give the individual access to it in accordance with the law.

How May I Access My Personal Information?

Individuals may access and verify any personal information with appropriate notice so that the office is able to supply the information required. Most of this information is available in the registration forms and other forms that you filled out.

Parent Access to Student Personal Information

A parent may access and verify school records of the student, with appropriate notice during normal school hours. In situations of family breakdown, the school will grant access to records of students in accordance with court orders .

Student Access to Student Personal Information

Student's can access records that apply under the obligations of PIPA.

Principle 10 – Complaint Process

Individuals may question compliance with the above principles.

Questions, Concerns and Complaints

Questions, concerns, and complaints about privacy, confidentiality and personal information handling policies and practices of the school should be directed to the school's Privacy Officer by calling the school office. If necessary, individuals will be referred to use the school's complaint procedure and appeals policies.

5. Health and Safety

5.1 Anti-Bullying, Harassment, and Discrimination Policy

Overview

Kimberley Independent School has a zero-tolerance policy for bullying, harassment, or discrimination. At no time will bullying, harassment, or discrimination of students or staff be tolerated. Bullying, harassment, and discrimination are regarded as a serious infringement of school rules and policy.

The safety and wellbeing of children in the Kimberley Independent School is of paramount consideration. Children deserve to be protected from abuse, neglect, bullying, harm or threat of harm. Therefore, KIS will ensure that children attending this school will experience a learning environment that enables every child to feel safe, accepted and respected. Kimberley Independent School will continuously develop strategies to make students feel valued, respected and connected within the school community. This will include the protection of the students' physical safety, social connectedness, inclusiveness, as well as protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity and expression.]

The disciplinary policy will be enforced and any matter being identified as bullying, harassment, or discrimination will be thoroughly documented and investigated. If deemed to be bullying, harassment, or discrimination, the behavior may be punishable by suspension and/or expulsion from the school.

If the suspended student will be returning to the school, a plan will be developed to prevent future bullying or harassment, promote stronger relationships, and a positive social environment.

Any behaviour that intimidates or exposes students or staff to physical harm, ridicule, hatred, or contempt can have a significant negative impact on the school environment. The school will not tolerate retaliation of any sort against a student who reports a concern (witnessed, rumoured, etc.). If a student is found to have made a false claim or accusation, they shall face consequences determined appropriate by the school administrator.

Cyberbullying has had a profound negative impact not only on students' ability to learn in school, but also the school's status as a caring and orderly learning and working environment and will be taken seriously.

The KIS Codes of Conduct are informed by the *BC Human Rights Code*, which states that two of its purposes are to:

- "foster a society in British Columbia in which there are no impediments to full and free participation in economic, social, political and cultural life of British Columbia," and
- "promote a climate of understanding and mutual respect where all are equal in dignity and rights."
- Students' feelings of safety and belonging, including freedom from discrimination, can seriously affect their ability to learn in school.
  As the "Safe Caring and Orderly Schools: A Guide" states, schools should be places where students are free from harm, where clear expectations of acceptable behaviour are held and met, and where all members feel they belong.

Safe schools:

- Make it easy and safe for students and their parents to inform school authorities of safety concerns
- Make a "big deal" about bullying, harassment and intimidation

Caring schools:

- Enable parents to advocate for their children's well-being
- Enable students to help each other
- Promote appropriate adult-student relationships

Orderly schools:

- Plan for things to "go right" and are ready to respond appropriately if or when things "go wrong"
- Minimize distractions from purposeful learning activities

- Are characterized by a climate of mutual respect and responsibility

Procedures
The Principal (?) has responsibility for investigations concerning harassment, intimidation or bullying, and acts of cyberbullying. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

All complaints will be investigated in accordance with the following procedures:

Step 1
Any harassment, intimidation or bullying, and acts of cyberbullying (complaints, rumors, etc.) shall be presented to the Principal.

Complaints against the Principal shall be filed with the Board of Directors. All such information must be submitted in writing and include the specific nature of the offense and corresponding dates.

Step 2
The Principal receiving the complaint shall promptly investigate. Parents will be notified of the nature of any complaint involving their student. The Principal will arrange such meetings as may be necessary with all concerned parties within five working days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be recorded in writing. The Principal shall notify the complainant and parents as appropriate, in writing, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined. A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the Board of Directors.

Step 3
If the complainant is not satisfied with the decision at Step 2, they may submit a written appeal to the Board of Directors (Directors@kis.ca). Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The Principal will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The Board Chair shall provide a written decision to the complainant's appeal within 10 working days.

Definitions
Bullying behaviour: a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance. Bullying behaviour is a type of harassment and intimidation. This aggressive behavior includes physical or verbal behaviour, and is an intentional and purposeful act meant to inflict injury or discomfort on the other person. There are three critical conditions that distinguish bullying from other forms of aggressive behaviour including:
1. Power: involves a power imbalance. Individuals who bully acquire their power through physical size and strength, including status within the peer group, and/or by recruiting support of the peer group.
2. Frequency: is repeated over time. Bullying is characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the person being bullied that can be so detrimental and can have the most debilitating long-term effects.
3. Intent to harm: is intended to hurt. Individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

Cyberbullying: bullying behaviour which is carried out through an internet service such as email, chat room, social media, blog, discussion group or instant messaging. It can also include bullying through mobile phone technologies and new internet technologies in the future.

Harassment: any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of particular concern is such behaviour that persists after the aggressor has been asked to stop.
Any of the following behaviours could be considered harassment:

1. Condescending treatment that undermines another's self-respect, name-calling, teasing, disrespectful comments
2. Gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment
3. Social isolation ("freezing out" or rejecting others), exclusion from a group, threatening to withdraw friendship
4. Repeated unwanted communication
5. Unwelcome jokes, innuendoes, insults, or put downs; taunts about a person's body, disability, religion, attire, age, economic status, ethnic or national origin
6. Insulting graffiti directed at an individual or group
7. Unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient.
8. Intimidation: Intimidation is the act of instilling fear in someone as a means of controlling that person. For example, any of the following behaviours could be considered intimidation:
9. Verbal threats: threatening phone calls, threats of violence against a person or property
10. Physical threats: showing a weapon, jostling, threatening to punch, stalking or following
11. Defacing or stealing victim's property
12. Daring or coercing victim to do something dangerous or illegal
13. Extortion (demanding payment or goods for a victim's safety)
14. Inciting hatred toward a victim
15. Setting up a victim to take the blame for an offence

5.2 Aggressive and/or Unsafe Behaviour Policy (School Age)

Purpose

Kimberley Independent School is committed to providing a safe, respectful, and inclusive learning environment where all students feel valued, supported, and able to learn. Students are developing social awareness, emotional regulation, problem-solving skills, and self-discipline. At times, students may demonstrate behaviours that are unsafe, aggressive, or disruptive to the learning environment.

Kimberley Independent School recognizes that behaviour communicates a need and that students require guidance, support, and opportunities to learn from their actions. The school will work collaboratively with students, families, staff, and appropriate professionals to support positive behavioural growth while maintaining the safety and well-being of all students and staff.

Definition

Aggressive and/or unsafe behaviour includes any physical, emotional, verbal, or relational behaviour that places a student, staff member, visitor, or the school community at risk of harm, distress, or disruption.

This may include, but is not limited to:

- Causing physical harm to self and others
- Throwing objects with the intent or potential to harm
- Spitting
- Threatening language or intimidation
- Bullying, harassment, or targeted verbal abuse
- Persistent disrespectful or harmful language
- Unsafe actions that put themselves or others at risk
- Leaving a supervised area or attempting to leave school grounds without permission
- Refusal to follow reasonable safety directions when there is a risk of harm
- Behaviour that prevents staff from maintaining a safe learning environment

Immediate Safety Response

When aggressive or unsafe behaviour occurs, staff will respond in a manner that prioritizes safety, dignity, and de-escalation.

Staff may:

- Separate students involved to ensure safety
- Provide support and regulation strategies
- Remove unsafe objects or hazards
- Provide a calm space for the student to regain control
- Notify administration when the behaviour presents a significant safety concern
- Contact parents/guardian (If parents/guardian are unreachable or unavailable for immediate pick up, contact the emergency contact)

The school will use reasonable and appropriate interventions based on the age, developmental needs, history, and circumstances of the student.

Behaviours That May Result in Immediate Parent/Guardian Contact

When behaviour creates a significant safety concern, parents/guardians may be contacted and required to pick up their child.

Examples may include, but are not limited to:

a) Hurting another student, staff member, or community member
b) Threatening to harm oneself or others

c) Physical aggression that cannot be safely managed within the classroom environment
d) Leaving the classroom, school building, or supervised area without authorization
e) Repeated refusal to follow safety expectations that places others at risk
f) Behaviour requiring a staff member to leave supervision of other students for an extended period of time
g) Severe emotional escalation that creates an unsafe environment
h) Persistent disruption that significantly impacts the learning and safety of others

Incident Documentation and Communication

When a serious behavioural incident occurs, staff will document the event, including:

- Date and time of incident
- Location
- Students/staff involved
- Description of the behaviour
- Antecedents or possible triggers
- Strategies attempted
- Outcome and follow-up required

Parents/guardians will be informed in a timely manner when their child has engaged in aggressive or unsafe behaviour.

The purpose of communication is to work collaboratively with families to understand the behaviour, identify supports, and develop strategies for success.

Behaviour Support Planning

When behaviours are recurring, the school may implement a Behaviour Support Plan in collaboration with the student, family, classroom teacher, administration, and outside professionals when appropriate.

A Behaviour Support Plan may include:

- Identifying triggers and patterns
- Teaching replacement behaviours and self-regulation skills
- Classroom accommodations and supports
- Increased supervision or check-ins
- Restorative conversations and repair of harm
- Clear expectations and consequences
- Progress monitoring

The goal is to support the student in developing responsibility, self-awareness, and positive participation in the school community.

The school may request an outside agency to gather further information on how to support the student. The arrangement of this request, and the costs associated with outside agency support, will be the parents' responsibility.

Students Requiring Additional Supports

Kimberley Independent School recognizes that some students may experience challenges with emotional regulation, impulse control, communication, or behaviour.

The school will work with families and appropriate professionals to support student success. When additional assessments, services, or resources are required, the school may recommend that families seek outside supports.

If a student's behaviour creates an ongoing safety risk to themselves or others, or if the school cannot reasonably provide the required level of support, temporary removal from attendance may be required until appropriate supports are established.

Progressive Response

Responses to aggressive or unsafe behaviour will follow the principles of progressive discipline and will consider:

- The severity and frequency of the behaviour
- The student's age and developmental level
- The impact on others
- Previous interventions and supports provided
- The student's willingness to repair harm and make positive changes

Consequences may include:

- Restorative conversations
- Loss of privileges
- Reflection activities
- Apology or restitution
- Parent meetings
- Behaviour contracts
- In-school consequences
- Short-term suspension
- Contract for Continued Enrollment
- Discontinued enrollment when the school determines it is in the best interest of the student and school community

Temporary Suspension or Discontinued Enrollment

Kimberley Independent School strives to support students in developing maturity, responsibility, and self-discipline. However, when the nature, frequency, or severity of behaviour prevents the school from maintaining a safe and effective learning environment, the school may determine that a student's enrollment cannot continue.

The decision to suspend or discontinue enrollment will be made by administration in consideration of:

- Student safety
- The impact on the school community
- Supports attempted
- Family collaboration
- Available resources

The school will communicate clearly with families regarding expectations, concerns, and next steps.

Kimberley Independent School remains committed to supporting students while maintaining a safe, respectful, and positive learning environment for all.

Additional Support Fees

KIS strives to provide an inclusive learning environment and support diverse student needs.

In some circumstances, a student may require additional individualized support beyond available staffing, resources, or Ministry funding.

Where additional support is required, including but not limited to:

- one-to-one educational assistance;
- specialized support;
- increased staffing requirements;

families may be responsible for an additional support fee.

These arrangements will be discussed collaboratively with families before implementation.

5.3 Disciplinary Policy

Our objective is to foster in our students the care, respect and consideration for oneself, other individuals and their property, and to enable our students to develop a sense of responsibility and self-discipline through age-appropriate guidance and authority based on the principles of the Kimberley Independent School.

Elementary

In the elementary school, the teacher stands as a loving authority and a worthy model for the children. In giving guidance, setting boundaries and assigning consequences the teacher draws upon the longer-term relationship with their students and a deep awareness of each child's individual temperament. The foundation of rhythms and routines established in early childhood is further developed by practice of good habits, which foster the emergence of self-discipline.

Middle School
In junior high, the student's strengthening sense of self-discipline is called upon when they take responsibility for their actions and accept the consequences of their behavior. Students are able to experience dignity and self-worth when they are able to redeem their actions through reparative or restorative activities. While students are experiencing a growing need for individual expression, teachers still set clear boundaries and consequences to meet the older student's need for clarity, firmness and fairness.

Discontinued Enrollment
We believe that students will develop maturity, responsibility and self-discipline by engaging in the rich curriculum guided by the authority of their teachers and by experiencing the consequences of their actions within our school environment. However, when the teachers no longer believe they can affect transformation in a student due to the persistence and/or nature of a child's behavior, the school may decide it is in the best interest of everyone that the student leaves the school.

Refer to Student Codes of Conduct

Guidelines for Discipline
Day-to-Day Discipline Issues

- Teachers set guidelines and expectations for students' behavior and actions in their class, consistent with the School's expectations and the Code of Conduct, and review them with their students.
- Consequences for not meeting expectations will be assigned by the classroom teacher and will be applied in the context of the student's transgression, the child's age, his or her temperament and the history of the student's behavioural conduct.
- Consequences may include a detention, a letter of apology, an essay on the importance of respecting the rules.
- If deemed necessary the teacher involved will contact thePrincipal/parents to report the student's behavior. The Principal may choose to send the child home and your child must be picked up within one hour. If a parent is unavailable for pickup alternative arrangements must be made by the parent.
- If a discipline issue is continual, the class teacher will contact the Principal who will then contact the parents to discuss and issue possible solutions. At this time, the class teacher should inform parents of the student's status on the discipline policy.
- In some cases of a more extreme nature, the class teacher and the Principal may recommend an out-of-school suspension. The length of the suspension (not to exceed 5 days) and whether it warrants a Contract for Continued Enrollment will be determined at this time. The student, parents and teacher will be informed of the suspension and the teacher will make a written report.
- The Board of Directors will be informed of the out-of-school suspension at the next meeting.
- All inappropriate behaviour and resulting consequences will be reported to and documented by the student's class teacher and the Principal, if required.

Persistent Discipline Issues – Contract for Continued Enrollment

- When a student's misconduct becomes persistent, their actions may become a detriment to the learning environment for the other students. The class teacher and principal may initiate a Contract for Continued Enrollment for the student.
- At the spring Parent/Teacher Interview, the class teacher and parents review the student's re-enrollment for the coming year. The class teacher may at that time recommend the placement of the child on a contract until the end of the school year, or reintegrate the student in o the class.

Persistent Discipline Issues – Students with Special Needs

- Some students may struggle with impulsive behaviour, and may or may not have a diagnosed special need. The school will strive to work with parents and other supportive professionals to ensure the student's needs are met.
- To ensure the safety of all students and allow educators to maintain a high quality of service. It is recommended that each classroom have no more than 2 students with special needs. The Principal may modify the number of students with special needs per classroom, so long as safety and quality of learning are maintained. Factors influencing the number of students with special needs include: type and severity of special need, existing capacity in the classroom, meeting the needs of current students, obtaining additional resources to support the student with special needs.
- If a student requires additional professional assessments and/or supports and has become a danger to themself or others, that student may be asked not to attend school until the assessments are completed and adequate supports are in place.

5.3 KIS Society Appeals Policy and Procedures

Parents and Students

It is recommended that you initially speak to the teacher to try to resolve an issue. Then talk to the Principal, and if there is still no resolution, that you are satisfied with, contact the Board of Directors: directors@kis.ca

Procedural Fairness

It is important to us as an organization that the procedures followed in making decisions affecting students or staff members are fair and are seen to be fair. Fair procedures reassure students, parents and staff by providing integrity and consistency in respect to decisions made in the school, which in turn will help to avoid misunderstandings and disputes.

If KIS is intending to consider a matter which may affect a staff member, student or parent, the parent or staff member will be informed of the matter: the parent or staff member will be given a reasonable opportunity to make oral written submissions toKIS Society on the matter being considered.

- The parent or staff member is entitled to know and answer the case against them, meaning that they will be informed of and given the opportunity to respond to all information submitted which might influence a decision, prior to the decision being made;
- The parent or staff member will be told the reasons for the decision;
- KIS Society will act in a manner, which is unbiased, fair, and open-minded.

Procedural Fairness Regarding Student Infractions

- Students will be treated with respect and dignity and will know what is expected of them. KIS Society has a code of conduct and rules that are signed by both the parent and the students to ensure that they are aware of the expectations of the school.

- The requirements of procedural fairness depends on the seriousness of the matter being decided. At the low end of the scale, an informal meeting between the principal or teacher and the student will appropriately deal with a minor infraction.
- A decision respecting the possible suspension or expulsion of a student will be considered at the high end of the scale because of the serious implications for the student. These cases call for careful observance of all elements of procedural fairness and a full hearing.
- In accordance with school policy, a student who is accused of breaching a rule will be notified of that of which he/she is accused, with the essential facts of what he/she is alleged to have done. In more serious cases, parents will be notified.
- An accused student will be given the opportunity to tell his/her side of the story in the form of an interview. This will then be recorded by the person conducting the interview and signed by the student. Where the incident is minor, the Principal or teacher concerned can satisfy this. In more serious cases, the Principal will become involved, and finally if the principal and student/parents cannot reach a satisfactory decision, then the principal and/or parents/student may appeal to the Board of Directors in writing for a full hearing process.

Student/Parent Appeals

In the case that a student and/or parent or the principal are not satisfied with the outcome of addressing a concern or issue together, they may appeal to the Board of Directors in writing for review of the issue. If a student or parent has concerns about the conduct of the principal, they may appeal to the "school official" on the Board of Directors for review, and possibly a full hearing. The Vice President and Chair of the Board in designated the "school official".

Full Hearing Process with Board of Directors

- In selecting the persons to hear an appeal, the Board of Directors will avoid those who have a close out-of-school relationship, family ties, or adversarial relationship with the student or student's family, or a staff member who is closely involved in the incident.
- Since Kimberley is a small community, it may be difficult to find persons who do not have an appearance of bias regarding a particular appeal. In such situations the school will appoint a person(s) from outside the school community to handle the appeal.
- The purpose of a full hearing is to give the student/parent the opportunity for a fair and unbiased review of the original decision.
- The process will be limited to a review of the procedures followed by the original decision maker to ensure fairness and correctness. The Board of Directors does not have the power to overturn the original decision unless the Board of Director found that a procedure was unfair or incorrectly implemented. In which case the Board of Directors would review the decision.
- If the dispute warrants a full hearing with the Board of Directors, then the student/parent and Principal will be given the opportunity to present their perspectives on the issue.
- The Principal and the student/parent will be asked to leave the room while the Board of Directors discuss the matter and come to a decision.
- The Principal and student/parent will then return to hear the final decision.
- There will be no retribution for pursuing an appeal or review.

5.4 Nutrition and Food Policy

KIS encourages a healthy diet. Please do not send candy, soda pop, chocolate and other junk food. Healthy children are better able to learn. In fact, children with healthy diets have improved brain development and mental abilities, increased self-esteem, reduced anxiety, and less depression and hyperactivity. Schools provide the ideal setting to enable children and youth to make healthy eating choices that support the realization of their individual potential.

KIS is a **NUT-FREE** environment. Please do not send your child with any nut products in snacks or lunches.

5.5 Illness Policy

K.I.S. ILLNESS POLICY

I NEED TO STAY HOME IF……							
I have a fever	I am vomiting	I have diarrhea	I have a rash	I have head lice	I have an eye infection	I have green discharge	I have been in a hospital
							
Temperature of 38c or higher	Within the past 24 hours	Within the past 24 hours	Body Rash with itching or fever	Itchy head, active head lice	Redness, itching, and/or "crusty" drainage	Green discharge is constantly running with the need to clear	Hospital stay and/or ER visit
I AM READY TO GO BACK TO K.I.S. WHEN I AM…..							
Fever free for 24 hours without the use of fever reducing medication. ie Tylenol, Motrin.	**Free from vomiting for at least 2 solid meals.**	**Free from diarrhea for at least 24 hours**	**Free from rash, itching, or fever for at least 24 hours.**	**Treated with appropriate lice treatment at home and no sign of lice.**	**All redness and itching and/or crusty drainage has been gone for 24 hours**	**I have clear running discharge and medication free**	**Released by medical provider to return to school/ daycare**

Kimberley Independent School Sickness Policy

K.I.S. asks parents to please keep their child/children at home or seek alternative care arrangements for the following situations in which an illness is preventing a child from participating normal activities and/or is taking up more of the caregivers/teacher's time from the other children than the staff ratio will allow.

Conditions for Exclusion:

- Pain – any complaints of unexplained or undiagnosed pain
- Fever (100 degrees F/38.3 degrees C or higher)
- Sore throat or trouble swallowing
- Severe itching of body and scalp
- Known or suspected communicable diseases
- Headache or stiff neck
- Yellow/green sinus discharge
- Diarrhea/Vomiting
- Scabies
- Head lice
- Shingles/Chicken Pox (open wounds)
- Hepatitis A
- Strep throat
- Impetigo
- Tuberculosis
- Measles
- Mumps
- Pink eye (with discharge)
- Ring worm
- Rubella (German measles)
- Whooping cough

Conditions for Non-Exclusion:

- Shingles/Chickenpox (with no discharge or covered wounds)
- Colds without colored phlegm

It is required to keep (or take) a child home when the child:

- Is suffering from one or more of the above symptoms/conditions
- Is not well enough to take part in the activities at school.

Ultimately, the care of the child is parent's responsibility.

Parents will inform the school first thing in the morning if I child is staying home sick that day with a description of the ailments and/or within 24 hours of a diagnosis of a serious illness or contagious, communicable disease in the family. This is to protect staff and other families who attend the school.

Care of a Sick Child and Notification of Parents:

When a child becomes ill, we will make the child comfortable in a quiet place where he/she can rest and will be closely supervised.

Parents will be notified immediately and agree to begin to make alternative work arrangements or arrangements for alternate care. If your child is seriously ill, you or an alternate must come for the child IMMEDIATELY. If we cannot reach a parent, we will call an emergency contact listed on the registration form, or the child's doctor may be contacted, depending on the seriousness of the illness.

5.6 Medication Policy

KIS School Society will only administer medication as prescribed by a doctor. Medication will only be administered in accordance with instructions from the physician and authorization from the child's parents. Medication is kept in a locked filing cabinet in the office and is administered by the staff.

Procedure:
Medication must be labelled and only from the original container or package with:

1. Child's name
2. Name of drug or medication
3. Dosage of drug or medication
4. Date of purchase.
5. Instruction for storage.
6. Instruction for administration:

A Medicine Administration Form must be completed at the office.

5.7 Anaphylaxis Policy

Definition of Anaphylaxis
Anaphylaxis is a severe allergic reaction that can be fatal, resulting in circulatory collapse or shock. The allergy may be related to food, insect, medicine, latex, etc.
Purpose of the Policy and Procedures
KIS is committed to taking a proactive, positive position regarding the prevention of anaphylaxis. The purpose of the policy is to provide a process for dealing with anaphylaxis in the school.
Strategy to Reduce Risk of Exposure

1. Foods which " may contain" nut warnings will not be served.
2. Parents are responsible to read all labels prior to sending the food item to school.
3. Staff purchasing foods on behalf of the KIS School must read food ingredients labels every time they purchase a product.
4. Any persons supplying food to the children will be notified of all life threatening allergies.
5. All children and staff will wash hands before and after handling food
6. All surfaces will be cleaned with a cleaning solution prior to and after preparing and serving foods.
7. All cleaning supplies, medicines and any other products that may be of danger and / or commonly produce allergic reactions will be stored away.
8. Extra special supervision of children with anaphylactic allergies will be conducted during eating.
9. Parents with children who have anaphylactic allergies will provide an individual plan for their child prior to enrolment on our Anaphylaxis Emergency Plan form.

Individual Plan and Emergency Procedures
Prior to enrolment, the parent/guardian will meet with the administrator/staff to provide input for the child's individual plan and emergency procedures. This plan will include but is not limited to:

Description of the child's allergy monitoring and avoidance strategies, signs and symptoms of anaphylactic reaction and staff roles and responsibilities

1. Parent/guardian consent for administering allergy medication, sharing information and posting Emergency Plan (form attached to be completed by parent)
2. Emergency contact information
3. Location of Epi Pen
4. Physicians note for child to carry Epi Pen
5. Parents are requested to advise the administrator/staff if their child develops an allergy, requires medication and/or of any changes to the child's individual plan or treatment. Individual plans will be revised yearly and as directed by the parent or physician.
6. Copies of individual plans are to be in each child's file, emergency bags, and each child's classroom.

Emergency Protocol

- One person stays with the child at all times
- One person goes for help or calls for help, Call 911
- Follow emergency procedures as outlined in child's individual plan
- . Have the child transported to hospital, even if symptoms have subsided. Symptoms may occur hours after exposure to allergen
- Administered Epi Pen is to accompany child to hospital
- Administered Epi Pen is to be given to hospital employee or child's parent for disposal
- One staff members must stay with the child until parent or guardian arrives. The child's back-up Epi Pen auto injector should be taken

Training

- Each school year, all staff will be trained by a health professional, and/or parent/guardian of each child. Parent/guardian with a child enrolled in the school will train the child's teacher and assistant before the child attends class.
- Staff, students and volunteers must review the school's anaphylactic policy and any individual plans before they begin their employment and provide care and at least annually afterwards.
- Volunteers and students are not permitted to administer medication unless under extreme circumstances where staff members are unavailable or incapacitated.
- Training will include procedures to be followed in the event of a child having an anaphylactic reaction, recognizing the signs and symptoms and administering medication during our annual first-aid certification
- Staff will conduct a check to confirm child(ren) have their required medication with them before each transition, (i.e., moving from the class to gym, leaving the school, etc.)
- The staff will be required to sign and date that they have received training.
- KIS school administrator will keep a log on file of all training dates, trainers and staff signatures

5.8 Tobacco, Vapor Policy, Cannabis and Alcohol

Students:

Students are not permitted to consume tobacco, vapour-related, cannabis or alcohol products at any time on school property. Failure to comply with this policy will result in appropriate disciplinary action from the principal.

Staff and Parents:
Staff and Parents of KIS are not permitted to consume tobacco or vapor-related products at any time on school property. Failure to comply with this policy will results in a formal written report to be submitted either to a professional file (staff) or directly to the parent.

6. Registration and Financial Policies

6.1 Enrollment, Tuition & Family Commitment Policy

Purpose

Kimberley Independent School (KIS) is committed to providing a supportive, inclusive, and engaging learning environment where students are known, valued, and encouraged to reach their full potential.

Enrollment at KIS is a partnership between the school and families. By enrolling a student, families agree to support the school's educational philosophy, community expectations, policies, and financial commitments.

This policy outlines admission requirements, enrollment expectations, tuition obligations, and procedures related to registration and withdrawal.

Admission and Enrollment

Enrollment Eligibility
Kimberley Independent School welcomes applications from families who support the values and educational approach of KIS.

Students entering Kindergarten must be five (5) years of age on or before December 31st of the year they begin Kindergarten.

Students entering other grade levels will generally be placed according to age, previous educational experience, and developmental readiness.

KIS supports students progressing with their age-appropriate peers and does not routinely recommend grade retention. Consideration may be given in circumstances where it is determined to be in the student's best interest.

KIS does not routinely support skipping grade levels due to the importance of curriculum progression, developmental readiness, and social considerations.

KIS recognizes that students develop at different rates. Grade placement decisions are made on an individual basis and consider:

- academic readiness;
- social and emotional development;
- student confidence and independence;
- previous school experience;

- learning profile and support needs;
- best placement for student success.

Application and Admission Process

Families wishing to enroll a student at KIS must:

- complete an application form;
- provide required documentation;
- participate in an admissions conversation and/or student visit where applicable;
- review and agree to KIS policies and expectations;
- complete registration requirements upon acceptance.

Submission of an application does not guarantee admission.

Admission decisions are made by the Principal in consideration of:

- available space;
- class composition;
- student needs;
- school resources and staffing;
- alignment with KIS values and expectations.

Priority of Enrollment

When spaces are limited, priority may be given to:

1. Returning KIS students;
2. Siblings of current KIS students;
3. Students transitioning from KIS childcare programs;
4. Families who demonstrate alignment with KIS values and community expectations;
5. New applicants.

Priority placement does not guarantee admission.

Registration Commitment

Registration at Kimberley Independent School represents a commitment to enroll for the full academic school year.

By submitting registration and required fees, families acknowledge and agree to:

- secure a place for their child for the school year;
- meet tuition payment obligations;
- follow school policies and procedures;
- support regular attendance;
- maintain open communication with the school.

Tuition and Fees

Tuition fees are established annually and published when registration opens in the Winter. Current KIS families will receive a minimum of fourteen (14) days to register before registration opens to the public.

Tuition fees are charged per student for the academic year. When registering, the commitment is for the full year of tuition. Payment schedules are available to parents.

The tuition fees are dependent on the school receiving the per student operating grant from the province of British Columbia. If this grant is not received, we would be required to increase fees by the amount of the grant.

Registration is not complete until all required forms and fees have been submitted.

Non-Refundable Fees
The following fees are non-refundable:

- Registration Fee (due upon registration);
- Supply Fee (due May 15 annually or upon registration after that date; non-refundable after July 1);
- Before and After School Care Registration Fee (where applicable).

A volunteer deposit is required annually and is due by the first Friday in September or upon registration if enrolling later in the year.

Tuition Payment Options
KIS offers flexible payment options:

Full Payment Plan
Families may pay the full annual tuition amount before October 15 and receive the applicable full-payment discount.

Monthly Payment Plan
Families may pay tuition in ten equal monthly installments from September through June.
Payments are due on the first of each month.
Payment methods accepted include:

- PAD
- e-transfer;
- cheque (full-year tuition only);
- credit card (additional processing charges may apply);
- cash payment in person.

Overdue account and collections
All returned cheques, returned PAD, and late payments, will incur a $20 fee for accounting and administration costs.

Any account overdue by 30 days will begin accruing a 3% interest charge on all outstanding balances.

Accounts overdue by 120 days may be subject to debt collection proceedings.

Discounts

Early Registration Discount
A registration discount may be offered during the early registration period.
Loyalty Discount
A yearly loyalty discount may be applied to tuition fees for returning students.
The maximum loyalty discount is twenty percent (20%).
Loyalty discounts are dependent on continued enrollment and are discontinued upon withdrawal.

Attendance and Ministry of Education Funding Requirements

As an independent school, KIS receives provincial funding based on eligible student attendance and enrollment criteria.

To qualify for Ministry of Education funding:

- students must attend a minimum of 600 instructional hours between September 1 and May 15;
- parents/guardians must meet residency and eligibility requirements;
- students must remain exclusively enrolled at Kimberley Independent School.

Families are responsible for ensuring their child maintains eligibility.

Absences due to vacations, travel, or extended personal leave may impact funding eligibility.

If KIS loses Ministry funding due to a student becoming ineligible, the family may be responsible for reimbursement of the lost funding amount.

In cases of early withdrawal, extended absence, or dismissal where funding eligibility is affected, KIS will provide written notice and an invoice where applicable.

International Students

KIS may accept a limited number of international students who are not Canadian citizens or permanent residents.

International students must:

- reside with at least one parent or legal guardian;
- have appropriate immigration documentation;
- provide proof of medical insurance;
- complete all required enrollment documents.

International students are responsible for:

- full tuition;
- applicable Ministry funding replacement amounts;
- registration fees;
- supply fees;
- required deposits.

International students are expected to attend for the duration of the agreed enrollment period.

Short-Term Students

KIS may accept short-term students when:

- space is available;
- the placement is appropriate;
- the school has the capacity to support the student.

Short-term enrollment fees will be determined based on the length of enrollment and applicable funding requirements.

Additional Support Fees

Kimberley Independent School strives to provide an inclusive learning environment that supports the diverse needs of students. In some circumstances, a student may require additional supports beyond what can reasonably be provided through regular staffing levels, available resources, or Ministry funding. Where significant additional individualized support is identified, the school will work collaboratively with families to review the student's needs, available assessments, funding opportunities, and appropriate accommodations.

If, after these considerations, additional supports are required beyond those reasonably available through the school's resources, families may be responsible for an additional fee aligned with the cost of providing those supports. These arrangements will be discussed collaboratively with families before implementation.

Withdrawal Policy
Families are expected to commit to the full school year when registering.
Withdrawal during the school year is strongly discouraged due to the impact on classroom planning, staffing, and financial commitments.
Families wishing to withdraw a student must:

- provide written notice to the Principal a minimum of thirty (30) days prior to withdrawal;
- complete a Student Withdrawal Form;
- complete a Release of Student Records Form.

Upon withdrawal:

- tuition obligations for the remainder of the school year remain applicable, and an invoice will be sent for the remainder of the year's tuition;
- lost Ministry funding reimbursement may be required where applicable;
- non-refundable fees remain in effect;
- loyalty discounts or tuition adjustments will end.

School Closure
In circumstances outside of the school's control, including but not limited to:

- natural disasters;
- severe weather events;
- labour disruptions;
- government-mandated closures;

KIS does not offer tuition refunds or fee reductions.

Family Responsibility and Partnership
Families play an important role in the success of the KIS community.
Families agree to:

- communicate openly with staff;
- support attendance and punctuality;
- follow school expectations;
- maintain updated student information;
- work collaboratively with the school to support student success.

KIS reserves the right to review enrollment where the school is unable to meet a student's needs or where continued enrollment is not in the best interest of the student or school community.

6.2 Overdue Account Collections Policy

To cover the administrative and accounting costs associated with processing late payments or insufficient funds for cheques or PAD, a charge of $20.00 will apply (not including any bank fees) to all returned cheques and late payments. The outstanding balance, including late payment fee, is due immediately upon notice.

Please provide Kimberley Independent School with up to date banking information or contact information if you change your bank account or the email address where invoices should be sent.

As a not-for-profit society, the Board of Directors makes staffing and programming decisions for each school year in advance, based on projected revenue and expenses. The Board of Directors will take necessary steps to recover any losses incurred by non-payment of fees owed.

The Kimberley Independent School must have authority to collect outstanding balances on accounts in arrears. The aim of this policy is to collect overdue balances on accounts from families who have received educational services from Kimberley Independent School in a prior school year from the date of notice.

Any account overdue by 30 days will begin accruing a 3% interest charge on all outstanding balances.

The Kimberley Independent School will impose the following conditions on accounts that are:

- 100% lump-sum payment of amount owing
  —Or —
- Minimum 30% minimum down-payment on the overdue balance
- A monthly repayment schedule, to be received by KIS on the 1st of each month, beginning the following month after down payment has been received (Example: 300$ paid March 10, balance monthly repayment schedule to begin April 1st). It will be the sole discretion of the Principal and Board of Directors to decide on an appropriate repayment schedule for each individual case following the 30% down payment.

The Kimberley Independent School will send overdue accounts to a collections agency if the following conditions are not met:

- No payment has been made on an overdue account, in accordance with the monthly repayment schedule, for 120 days.
- No communication has been received by Kimberley Independent School within 30 days of distributing a 'Notice of Overdue Account' to families in arrears.
- No payment has been made towards the balance, in accordance with the monthly repayment schedule, without communication of circumstances with the Kimberley Independent School.

6.3 Volunteer Hours

Families are required to volunteer 20 hours per year. The office requires a deposit of $250.00 at the beginning of the school year via postdated cheque for June 1st of the following year.

Families who do not complete the required hours, we will deposit your cheque. It is essential that you complete all of your hours. If you have not completed hours, there are options to purchase items for the school. Volunteer hours cannot roll over to the following year. This may be looked at in a case-by-case scenario in extenuating circumstances, and the office will make the final determination.

Volunteer Opportunities will be communicated with parents through email, seesaw, and the website.

Parents must keep your own record of volunteer hours and log in the binder outside the office. An update of volunteer hours completed will be sent at the end of Term 2.

7. Extracurricular Activities

7.1 Flex Friday

Friday afternoons, from 1:30 to 2:50, in blocks of 3-5 weeks throughout the year, we run our Flex Friday Program. This program gives students the opportunity to choose from a variety of activities over several weeks. The groups are comprised of students from multiple grades, providing the chance to learn something new, participate in activities they enjoy, and build connections with students from other grades and classes.

Parents and family members are encouraged and invited to participate in Flex Fridays as volunteers to support the activities being offered.

7.2 Field Trip Policy

Field Trip Policy

Kimberley Independent School encourages teachers to enhance and deepen their students' experience of the curriculum through field trips. The academic, social, cultural and physical developmental goals of the curriculum are to be central to the purpose of the field trips. Students are likely to be involved in several activities during the year. The safety and wellbeing of the students and adults on the field trip are of primary importance.

Guidelines

1. Teachers are to ensure that all the considerations of safety and wellbeing have been addressed and all the necessary preparations and precautions have been taken.
2. The same high standards of behavioural conduct are expected, as outlined in the Kimberley Independent School Code of Conduct during field trips. The Disciplinary Policy is in effect while students are on field trips.
3. Scheduling Trips:
    - Trips should be booked in advance, to inform parents of outings.
    - Parents should be asked to volunteer at least one week before the trip.
    - Parent volunteers and guest speakers, guides, etc. must have a current criminal record check completed.
    - Parent drivers must have the correct type of driver's license, a clean driver's abstract, and be verified by the office.
4. Field trips are to be kept within a reasonable cost and pre-approved by the Principal.
5. The chosen field trips should have a direct and reinforcing effect on the students' studies. The atmosphere of a pleasure vacation is to be avoided. Serious consideration is also to be given to trips that offer opportunities for outdoor education, community service and/or character-building activities.
6. The agreement and cooperation of the students' parents is essential for the success of the trip. Parents must provide written consent in advance of the trip for students to participate.

Procedures

1. The safety procedures and protocols below are to be carefully followed in preparation for the trip. Every effort must be made to ensure that the safety procedures are followed for the duration of the trip.
2. Teachers are to review with their students the standards of behaviour that will be expected of them on the trip. If the trip is in a natural setting, care and consideration of the environment will also be discussed.
3. Teachers should ensure they include the following in their supplies:
    a. First Aid Kit(s)
    b. Mobile phone and that the office has a contact number noted.
    c. A class list with all medical and behavioural issues noted. As well as all emergency contact details for each child.
    d. The office should have full details of the following:
        i. Route taken to the destination.
        ii. The contact details of the destination.
        iii. Nature of the outing
    e. Medical information form should be given to each supporting adult relating to any of the children in their allocated group.
4. At least one staff member going on the trip should be First Aid trained.
5. Teachers should ensure that any preliminary or follow-up work related to the trip should be done. This does not have to take the form of a written activity.

Risk Mitigation

1. A paramount consideration when selecting, planning, organizing and conducting student field studies is to minimize everyone's risk, as all field trips entail some element of risk. Risk cannot be eliminated, but it can be mitigated. All staff involved in student field trips are expected to give careful consideration to the management of risks.
2. Student field trips involve different degrees of risk and, accordingly, call for different levels of duty of care, parent communication and parent consent.
3. When planning field trips, opportunities within the local area will be prioritized. All other factors being equal, local field trips may eliminate many of the negative factors and risks often associated with travel outside the community.
4. To minimize risk and maximize safety, the following measures apply:
    a. Student group characteristics of age, developmental level, area of study, skills and self-discipline will be considered in selecting appropriate field trips.

    b. Information about field-trip opportunities will be provided to parents to enable them to decline those opportunities they believe may be inappropriate for their child or exceed their risk tolerance.
    c. Parental permission forms will include the opportunity for parents to communicate their child's unique medical, dietary and other special considerations.

    d. Safety assessment must be addressed before plans are finalized for all new field trips. This will vary from informal information gathering on routine or repeat field studies to systematic review of more complex field trips.
5. Required specialized resources will be identified and incorporated into the program. These resources may include

- safety equipment;
- first aid kit and cellphone/SAT phone;
- qualified instructors; and/or
- guides familiar with the area.

6. Students with diverse needs must be provided with appropriate safety equipment both for their transportation and their participation in activities.
7. Preparatory instruction of students will include both the development of physical skills and the self-discipline to participate.

8. Parent meetings may be organized to provide parents with risk-assessment information and to inform them of and reinforce school expectations.

9. A supervision plan will be drafted and approved.
10. Volunteers will be selected, be provided orientation and will be supervised. Transportation will be planned that is safe and any volunteer drivers will be selected, provided orientation and will be supervised.
11. Critical incident response plans/safety plans will be developed before the field trip that will be used to respond to emergency situations.
12. Emergency contact/health forms must be accessible during the field trip.

Safety Protocols

1. In an emergency, **9-1-1** must be called before anything else.
2. A safety assessment must be conducted for all off-site activities. A safety plan/emergency response plan must be included in the planning process for all field trips.
3. Supervisors must be aware of any potential student medical problems, (e.g., bee-sting allergies). Students with emergency-alert situations will be under the direct supervision of a supervisor.
4. Supervisors must be aware of any legal alerts while outside of the school site and understand the implications of any court orders.
5. For field trips that are safety-sensitive, the educator-in-charge must organize for the above-noted medical concerns, as well as a first aid kit appropriate to the needs of the students and the nature of the event.
6. A chain of notification is to be established in the event of an emergency. This chain must include the parents, the principal, and school office admin.

7. A means of emergency communication is to be available.
8. A supervision plan must be in place that supports both the injured student and the remaining students participating in the activity.

9. For any student injured on a field trip, an Incident Reporting Form must be completed as soon as is practicable. A copy of the form and the signed, school-based parent consent form must be forwarded to the secretary-treasurer's office.
10. A student has the right to opt out of any activity if they are concerned for their safety. Educators-in-charge must accommodate that student.

Safety Equipment

Safety helmets must be worn by all students involved in cycling, downhill skiing, snowboarding, ice skating, skateboarding, rollerblading, and whitewater activities. Helmets are strongly recommended for any activities where a head injury is a risk.

For boating activities, including aquatic paddling, students must be wearing Transport Canada approved lifejackets or Type I-approved personal flotation devices.

Medication

For students who require medication to be administered on a school trip, it is strongly recommended that the person who regularly administers the medication to the student is present on the trip, if this is possible.

1. The medicine must be transported in a secure location and be kept within storage requirements.
2. The 'Medicine Administration Form' and 'Permission to Administer Medication Form' must accompany the medicine and must be completed at the time of administration.
3. On arrival back to school, the medicine must be put back in its storage location and the field trip 'Medicine Administration form' and 'Permission to Administer Medication Form' must be attached to the file.

Walking Field Trips

During the year the teachers at the school take the children out in the community on walking field trips. These trips are within Kimberley town limits. We ask all parents to sign an initial consent form giving our staff permission for these trips.

Our commitment to our parents:

- to notify parents of all walking trips either by e-mail, personally or Seesaw
- make sure all children are dressed appropriately.
- All children will be under staff supervision at all times.

8 Wellness and Wellbeing

Background
Goal: To ensure that there is a common application and understanding of the need for nutritional, physical activity, and mental wellbeing guidelines in our school and the resulting positive effect for the health and academic achievement of all students.

8.1 Nutrition Policy

Nutrition: The Kimberley Independent School (KIS) community shall require that all foods made available on the school premise should offer children nutritious choices in accordance with the *Guidelines for Food and Beverage Sales in BC Schools* and *Eating Well with Canada's Food Guide*.

a) Food as Rewards: The staff at KIS chooses alternatives to food and beverage rewards for academic performance or desired behaviour.
b) Food Served or Sold at the School: Food and beverages provided or sold by the school will follow the "Choose Most Often" and/or "Choose Sometimes" classification. This includes but is not limited to food programs (Hot Lunch, taste-testing).
c) Celebrations, Events and Holidays: At KIS, "Choose Most Often" and "Choose Sometimes" foods and beverages will be used at all celebrations, events and holidays. As stated in the BC Ministry of Health's *Guidelines for Food and Beverage Sales in BC Schools*, foods and beverages from the 'Choose Least Often" and "Not Recommended" categories are not suitable for distribution in schools.
Celebrations and holidays at KIS include activities that do not focus on food.
d) Lunches: Staff, parents, and students will demonstrate a commitment to healthy eating by including foods from the "Choose Most Often" and "Choose Sometimes" guidelines in the lunches that they consume at the school.
e) Fundraising: To support student's health and school nutrition-education efforts, school fundraising activities will strive to include food from the "Choose Most Often" and "Choose A Sometimes" guidelines.
f) Staff Role-Modeling: KIS staff recognizes the importance and impact that healthy role modeling can have on influencing student behaviours. All staff members are encouraged to choose food and beverages from the "Choose Most Often" and "Choose Sometimes" guidelines during school hours, school meetings and when interacting with students at school (e.g. staff will not drink soft drinks in the classroom or hallways.)
g) Education: KIS staff will provide nutrition education to the school community to foster lifelong habits of healthy eating. This includes but is not limited to health class, physical education class, and all school sponsored events.

8.2 Physical Activity

The Kimberley Independent School includes Daily Physical Activity and active play as an integral part of school schedule.

a) Daily Physical Activity: Every day students will receive at least 30 minutes and up to 45 minutes of activity in compliance with the Provincial policy, (i.e., sufficient to raise heart rates) including scheduled physical education.
b) School staff will report to parents on the attainment of the DPA requirement via report cards, as consistent with provincial guidelines.

8.3 Positive Mental Wellbeing

The Kimberley Independent School community shall continue to support the positive mental wellbeing of staff and students by:

- fostering a positive social environment
- promoting cognitive, social, and emotional healthy development
- minimizing barriers to development and learning
- provide social/emotional support for students, families, and staff

In promoting positive mental wellbeing, the staff and students of KIS will embody a state of inward readiness for learning and growth; enhanced self-efficacy; heightened awareness of personal strengths and capacities; presence of internal and external protective factors; personal resiliency; and self-determination or self-actualization.

8.4 Inclusion

Kimberley Independent School strives to support the intellectual development of students, with the support of families and the community. Enabling students to achieve the goals of human and social development and career development is a responsibility that is shared by the school, families and the community. To help realize these goals for students with diverse abilities, Kimberley Independent School works toward removing barriers and providing appropriate services and programs to ensure that the school is:

- equitable;
- of high quality;
- relevant;
- accessible; and
- accountable.

If Kimberley Independent School feels it has staff or facility limitations that will not allow for the student's needs to be met, then the school will consult with the family and reserves the right to refuse or end enrollment.

The Kimberley Independent School will not cover the cost of student testing to determine Special Needs. Families must provide full disclosure of pre-existing conditions at the time of enrollment. Special Needs funding, if applicable, will be distributed as outlined in the Special Needs funding Allocation section.
The full Policy can be requested from the office.

9 Climate Plan

- Objectives and Goals: Foster a positive environment emphasizing acceptance, safety, and success.
- Shared Responsibility: Cultivate a positive climate through collective efforts and open communication.
- Respectful Relationships: Implement conflict resolution and promote respectful interactions.
- Student Voice and Agency: Encourage student participation in shaping school culture.
- Bias-Aware Policies: Support diversity through bias-aware policies and restorative actions.
- Progressive Discipline and Restorative Actions: Use progressive discipline and restorative practices to address behavior issues.
- Defined Expectations and Norms: Clearly communicate behavior expectations to staff and students.
- Welcoming Spaces: Ensure all school spaces are welcoming and inclusive.
- Truth and Reconciliation: Promote truth and reconciliation with Indigenous Peoples.
- Communication and Complaints Processing: Maintain effective communication and clear avenues for processing complaints.

- Inter-system Collaboration: Foster collaboration and cooperation across the school system.