

Student 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 his/her 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.

Junior High

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 principal/parents to report the student's behavior. Principal may choose to send the child home and your child must be picked up within one hour. If parent is unavailable for pickup alternative arrangements must be made by 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 its 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 to 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 him/herself or others, that student may be asked not to attend school until the assessments are completed and adequate supports are in place.