

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

We are a vibrant, non-profit, inclusive school community where students are nurtured to learn and grow through creative and intellectual exploration. The Kimberley Independent School provides high-quality academic learning in an environment that fosters positive relationships with peers and community.

Mission Statement:

Our school community respects individuality and holds creativity in high esteem; we deliver an innovative educational experience nurturing the wellbeing of our students.

Values and Philosophy

We serve students and families in our community from Childcare to Grade 7. Our affordable tuition ensures accessibility, thereby fostering economic and social diversity within the school.

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, daily 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

Kindergarten – Gr7 drop off (<i>Child care drop off</i>)	8:20-8:35 am <i>8:00am to 8:20am)</i>
Classes begin	8:35
1 st Recess	10:30am to 10:50 am

Lunch break	12:15-12:30
2 nd Recess	12:30pm to 12:55 pm
School ends	3:00pm

Our administrative office is open Monday to Friday from 8:00am to 3:30pm. The side school doors are open until 5:30pm for our after-school childcare programs. During School hours (until 3pm) Please enter and exit through the main entrance on 101 Avenue at all times.

Attendance and Punctuality

2.1 Attendance

Classroom attendance is taken at 8:45 am. Arrivals after this time will be marked late. All late students must enter through the main entrance and inform the office that they have arrived. If a student will be absent for the day, please inform the office by phone or email frontoffice@kis.ca before 8:45am. 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.

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.

If you are picking your child up before the end of the school day, please sign them out at the front office.

2.2 School Arrival/Departure Policy

School-age children are expected to be ready to commence class promptly at 8:35 am. 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 \$25 regardless of how much time is spent in Aftercare that day.

Following any off-site school activities/programs, 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.

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. In order 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.

Kimberley 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	<ul style="list-style-type: none"> - wait your turn & do not rush - flush toilets - keep windows closed 	<ul style="list-style-type: none"> - use facilities appropriately - be quick - walk quietly - report unsafe / unclean conditions to an adult 	<ul style="list-style-type: none"> - be quick and quiet - wash hands - respect others' privacy - clean up - take care of facilities 	<ul style="list-style-type: none"> - "Flush" - keep bathrooms clean
Library	<ul style="list-style-type: none"> - listen politely - help others 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - maintain quiet atmosphere - listen - raise hand to talk 	<ul style="list-style-type: none"> - use books and equipment responsibly - return books on time and in good condition (no missing pages, no rips, no water damage).
Hallways	<ul style="list-style-type: none"> - let others pass - help others (hold doors, carry 	<ul style="list-style-type: none"> - carry supplies / equipment - walk in a forward direction - be 	<ul style="list-style-type: none"> - listen - put garbage in cans 	<ul style="list-style-type: none"> - watch for others

	books)	<p>aware of personal space</p> <ul style="list-style-type: none"> - keep feet on ground - during class time, walk quietly and in an orderly fashion 	<ul style="list-style-type: none"> - allow others to pass - keep hands to yourself 	
Computers	<ul style="list-style-type: none"> - listen politely - help others - Report inappropriate content to adults. 	<ul style="list-style-type: none"> - keep chairs on the floor - push chairs in after use - move chairs carefully - walk, eyes forward and body to yourself 	<ul style="list-style-type: none"> - use equipment properly - listen - no food or drink allowed - clean and dry hands - Plug-in once finished 	<ul style="list-style-type: none"> - handle computers with care - follow directions - use internet appropriately (adult supervision) - print only with permission
Classroom	<ul style="list-style-type: none"> - help others - listen quietly - give compliments - share - ask - use positive body language (smile) 	<ul style="list-style-type: none"> - sit/walk appropriately - use classroom materials wisely - push chairs in when not in use - keep hands and feet to yourself - follow classroom rules 	<ul style="list-style-type: none"> - accept others' differences - respect others' property - listen - support others - raise hand to talk - use "indoor" voice - ask 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - be friendly - accept individual tastes 	<ul style="list-style-type: none"> - sit/walk/eat appropriately - practice good table manners - eat lunch at desk - do NOT share food 	<ul style="list-style-type: none"> - listen to lunch supervisors and monitors - practice good table manners - monitors/students use calm, respectful language and set a 	<p>eat all your own lunch (leftovers to be taken home)</p> <ul style="list-style-type: none"> - clean up putting garbage in cans

			positive example	
Assembly	<ul style="list-style-type: none"> - respond in appropriate ways (clapping) - listen attentively and politely 	<ul style="list-style-type: none"> - sit properly with hands and feet to yourself - walk to and from the gym quietly and feet and hands to yourself 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - listen attentively - be responsible for your own behaviour
Playground	<p>Remember the KIS way:</p> <ul style="list-style-type: none"> - Kindly ask them to stop - Include our KIS Friends - If you need alone time, take it by yourself, not with friend/s. 	<ul style="list-style-type: none"> - Listen to adults - take breaks when needed. - Follow the rules of the playground - Don't throw things 	<ul style="list-style-type: none"> - Give people space if they need it - Tidy up play areas once you have finished playing or at the end of recess - Put garbage in garbage cans - Listen to instructions 	<ul style="list-style-type: none"> - Take care your space
Field Trips	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - use kind words and actions - give compliments - help when needed - be cooperative / include others - be a friend - be sensitive to others' feelings 	<ul style="list-style-type: none"> - be aware of personal space (hands & feet to yourself) - walk/slow down 	<ul style="list-style-type: none"> - treat others as you would like to be treated - listen to others - use proper language - use "please" and "thank you" 	<ul style="list-style-type: none"> - 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 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 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 the Principal/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 into 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 themselves 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 to KIS 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.

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 been in a hospital

Temperature of 100 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	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	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 in 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 coloured 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 a 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 making 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. Physician 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 result 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 Fees, Tuition and Refund Policy

ENROLMENT ELIGIBILITY:

Kindergarten students must turn five years of age by December 31st in the year they start Kindergarten.

We avoid holding back students and encourage students to progress with their peers. However, this is evaluated on an individual student basis.

We do not encourage students to skip grade levels due to progression of skills taught in each grade's curriculum. This will be evaluated in circumstances in which the child is progressing further than grade level.

MINISTRY OF BC EDUCATION FUNDING:

Student Qualification Criteria

As a small independent school, we only receive 50% of Ministry of Education Government funding compared to the public system. The tuition fees KIS sets are dependent on the school receiving the per student operating grant from the Province of British Columbia.

In order to qualify for the provincial grant, the following criteria are required:

- Student must attend a minimum of 600 hours between September 1st and May 15th
- Parents must be permanent residents of B.C. and either a Canadian Citizen, landed immigrant or lawfully admitted to Canada with supporting documentation
- Remain exclusively enrolled at Kimberley Independent School

Liability of Parent/Guardian for Eligibility Disqualification

If these criteria are not met, KIS does not receive the funding grant for the student and will be required to increase student tuition fees by the amount of the grant.

Missing school days for travel or vacation is not a valid absence for grant qualification purposes. The parents/guardians will become liable to KIS for the amount of the Provincial Independent School Grant lost by the Society, should their child not remain eligible. **In the case of early withdrawal, extended absences or dismissal from the school, reimbursement of the grant will be required and an invoice will be sent to the parent/guardian.**

The policy for establishing an Independent School prohibits schools from collecting fees for multiple years and limits fee collection to only the current and upcoming school year.

INTERNATIONAL STUDENTS:

Kimberley Independent School is able to enrol a limited number of International students who are not Canadian citizens or landed immigrants. Students must live with at least one of their parents during their stay. Fees include:

- Full tuition
- Ministry Student Grant (due to ineligibility)
- Registration fee (non-refundable)
- Supply fee (non-refundable)
- Volunteer deposit non-refundable

All are payable by certified cheque or money order by Sept 1 of the enrollment year.

Students must possess a valid student visa, proof of medical insurance, as well as a letter of acceptance and are expected to attend through to the end of the school year.

SHORT TERM STUDENTS:

Kimberley Independent School is able to enrol a limited number of short-term students, if the circumstances are appropriate and space is available. If the student is enrolling under the designated Ministry of Education minimum hours (600 hours between Sept 1 and May 15th), the guardian of the student will be responsible for the percent allocated for the Ministry of Education student grant, tuition for the time enrolled, registration, supply fees and volunteer deposit.

TUITION FEES & AGREEMENTS:

Tuition for the next school year will be published when registration opens. Current Families will receive at least 14 days to register before opening to the public.

The Tuition total is per student for the year.

By submitting your registration and supply fees, you have agreed to and committed to pay for ***one full school year*** (10-months) of tuition at Kimberley Independent School.

NON-REFUNDABLE FEES:

- Registration Fee (due upon registration)
- Supply fee – due May 15th annually or upon registration after that date, non-refundable after July 1st.
- Before and After School Care Registration Fee (due upon registration)

OTHER FEES:

- Volunteer Deposit – due by first Friday in Sept or upon registration (if late registering late). Post-dated Cheques for June 1st of the following year.

DEDUCTIONS:

No deductions will be made for days, weeks or months absent from school for any reason, including but not limited to: illness, behavior-related suspensions, vacations, withdrawals, or government-mandated school closures.

DISCOUNTS:

Early-bird Discount

A \$100 discount on the Registration Fees is available if registered during the early bird pricing.

Yearly Loyalty Discount

A yearly 10% loyalty discount is applied to the Tuition Fees for each year attended (Maximum 20%).

PAYMENT PLANS:

Kimberley Independent School offers two payment options to ensure flexibility for all financial situations.

Full Payment Plan - A full payment can be made before October 15th and receive \$100 discount on the full year tuition.

Monthly Payment Plan - 10 equal monthly installments of the Tuition Fees Payable paid by E-transfer on the 1st of each month, beginning September 1st through June 1st (no payments July & Aug).

Cheques can only be accepted for full year tuition. Credit card can be accepted, but additional charges will apply. Cash is also accepted in person.

REFUND & WITHDRAWAL POLICY:

When you register, the agreement and expectation is that you have enrolled your child for ***one full school year***. Withdrawing mid-year is strongly discouraged and parents/guardians understand and accept that there are financial obligations with this decision:

1. Tuition fees for the remainder of the school year will be due at the time of withdrawal.
2. Reimbursement of the lost Ministry of Education Student Funding may be required (as the situation requires).
3. Non-refundable fees as per the registration fee schedule remain in place.
4. By withdrawing from KIS you will terminate any existing loyalty discounts or tuition modification agreements.

Parents/Guardians who wish to withdraw their child from the Kimberley Independent School Program, must do so in writing to the attention of the Principal, 30 days prior to the date of withdrawal (1st date of the month).

Parents/Guardians will be required to complete a Student Withdrawal Form and Release of Student Records Form.

In the event that unforeseen circumstances (natural disaster, weather, labour dispute, etc.) force the closure of Kimberley Independent School for an extended period of time, no refund of tuition fees will be offered.

CONTACT INFORMATION:

Please contact Louisa Neufeld at 250 427 1779 with further questions regarding the financial policies at KIS.

6.2 Overdue Account Collections Policy

To cover bank charges and accounting and administration costs associated with processing late payments or insufficient funds for cheques, a charge of \$20.00 will apply to all returned cheques and late payments. The outstanding balance, including late payment fee, is due immediately upon notice.

Please ensure that you provide Kimberley Independent School with new post-dated cheques or updated banking information if you change your bank account.

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 school year prior to the current year from the date of notice.

The Kimberley Independent School will impose the following conditions on accounts that are overdue in previous school years:

- 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 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.
- No payment has been made on an overdue account, in accordance with the monthly repayment schedule, for 60 days.

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 and refund any portion for hours that were completed. 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.

Please 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

Every Friday afternoon from 1:30 to 2:50, we have our Flex Friday Program. This program gives students the opportunity to choose from a variety of activities over several weeks. The groups consist 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.

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, in order 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 situation, 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

8.1 Wellness Policy

Background

1) 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.

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.

h) Reverse Lunch for Elementary Students: In order to promote active play and then give students ample time to focus on eating, lunch time will occur after 20 minutes of recess activity.

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.

8.2 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 Anti-Bullying, Harassment, and Discrimination Prevention 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, while remaining consistent with the independent school's faith-values, cultural perspectives and philosophical values.

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 maybe 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.

There is a growing concern about conduct called "cyber-bullying" that 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.

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 administrator 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 Administrator. Complaints against the principal shall be filed with the Board. All such information will be recorded in writing and will include the specific nature of the offense and corresponding dates.

Step 2

The Administrator receiving the complaint shall promptly investigate. Parents will be notified of the nature of any complaint involving their student. The administrator 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 administrator 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.]

Step 3

If the complainant is not satisfied with the decision at Step 2, he/she may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The administrator 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.

Cyber bullying: bullying behaviour which is carried out through an internet service such as email, chat room, 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

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.

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.

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.

8.5 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.

9.1 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.