

CHILD/STUDENT GUIDANCE, SUSPENSION, AND EXPULSION POLICY 2024-2025



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1. Positive Reinforcement Technique

The school utilizes the techniques of Positive Reinforcement to address children's behaviours, based on the idea that there are no bad children, just good and bad behaviours. A proven methodology focuses, encourages, and reinforces positive/good behaviours through redirection, role modelling, encouragement, clear expectations, problem-solving, and effective communication (i.e. eye contact at a child's eye level).

2. Program Staff Responsibilities

Program staff must:

- Be attentive to the program structure's physical and emotional environments to encourage positive behaviour;
- Be aware of program rules and age-appropriate expectations;
- Ensure that program activities are developmentally appropriate, well-planned, smooth transitions between activities and consistent routines.

3. Acknowledging and Reinforcing Good Behaviors

Whenever a child shows a good behavior, staff members acknowledge by:

- offering a verbal praise directly to the child for their positive behaviors;
- giving high-fives or other appropriate physical gestures to celebrate;
- clapping and cheering to create a positive environment and encourage other children to exhibit similar good behaviors;
- informing parents about the child's good behaviors, fostering a collaborative approach between home and preschool to reinforcing positive behaviors.

Reinforce positive behaviors by:

- implementing reward systems (i.e. stickers, stamps, or other incentives to recognize and encourage good behaviors);
- acknowledging positive behavior in front of the class or during circle time, proving public recognition to reinforce the importance of good behaviors.

4. Disciplines Policies and Restrictions

Teachers and staff are not permitted to use any form of physical punishment, including striking, shaking, grabbing, shoving, slapping, choking, stabbing, spanking and burning a child under any circumstances.

CHILD/STUDENT GUIDANCE, SUSPENSION, AND EXPULSION POLICY 2024-2025

Any adult (parent, staff member, volunteer) must not use harsh, demeaning, threatening or abusive language in the presence of children. That said language is also prohibited to humiliate or undermine a child's self-respect. It may also include inappropriate exposure to sexual contact, activity or behavior; force-feeding; exposure to profanity; or exposure to violence between parents or staff members, including volunteers or other adults.

Verbal or physical degradation is prohibited as a form of child guidance or discipline. Any child disciplinary action taken must be reasonable in the circumstances.

Staff are not allowed to:

- inflict or cause any form of physical punishment, verbal or physical degradation or emotional deprivation upon a child;
- deny or threaten to deny any basic necessity; or
- use or permit the use of any form of physical restraint, confinement or isolation.

5. Handling Misbehaviors

a. Positive ways to handle misbehaving includes:

- *Redirection*: Staff must engage children to willingly follow directions on their own, especially during transitions between activities. Transitions must be developmentally appropriate and easy to follow for children. Under no circumstances are staff allowed to physically move a child, especially when the child is uncooperative or not following directions (i.e. picking up, pulling arms, etc.).
- *Role Modeling*: Staff should lead by example and demonstrate positive behaviors. Children tend to mirror good behaviors from adults.
- *Encouragement*: Staff should explain and encourage children the positive ways to handle conflicts. Staff members should always promote positive behavior through verbal encouragement and encourage children to ask a teacher or an adult for help with conflicts.
- *Clear Expectations*: Staff should clearly explain expectations and encourage or assist them in understanding by encourage the child to repeat-back.
- *Problem Solving*: Allow the child the opportunity to think about or find solutions to avoid misbehaving. This helps children to take responsibility for their actions and find constructive ways to address issues.
- *Effective Communication*: Staff should communicate with children at their eye level, maintaining eye-contacting to ensure communication and understanding.

The school retains the authority to request an immediate pickup within 30 minutes after sending a message via Brightwheel if a child's behaviour poses a safety risks for other children and staff. In exercising this authority, the school prioritizes the safety and well-being of all individuals within its responsibility. Similarly, parents are kindly reminded to be respectful to any staff, and complaints should be directedly sent to amcmullin@ciacademy.ca. This will help facilitate prompt resolution and maintain effective communication channels.

CHILD/STUDENT GUIDANCE, SUSPENSION, AND EXPULSION POLICY 2024-2025

b. Suspension

Under Section 36(1) of the Alberta Education Act:

The school reserves the right to suspend a student or students under following circumstances:

- the students has failed to fulfill their students responsibilities;
- the students has violated the student code of conduct;
- the students' behaviour poses a physical and emotional threat for other children or staff;
- the students has failed to comply with the rules of the school and the policies of the board.

Under Section 36(4) of the Alberta Education Act:

The school authority/principal will:

- immediately inform parents of the suspension;
- report to parents in writing;
- provide an opportunity to meet with the student's parents to discuss the suspension; and
- handle a request for suspension with utmost respect and confidentiality.

Homeroom teachers or educational assistants must document each incident and record it in Brightwheel or ManageBac for review. The length of suspension or duration will be done on a case-by-case basis but not exceeding 5 school days with the exception in accordance with a recommendation for expulsion.

c. Expulsion

Under Section 37 of the Alberta Education Act:

The school reserves the right to suspend a student or students under following circumstances:

- the student repeatedly and blatantly refuses to comply with the rules of the school and the policies of the board;
- the student repeatedly and blatantly fails to fulfill their students responsibilities;
- the students' behaviour seriously poses a physical and emotional threat for other children or staff;

The school reserves the right to expel a student after exploring all the possibilities of retaining the child. Recommendations might include; medical interventions, counselling, restorative/therapeutic solutions, and other programs to address the behaviour.

The school authority/principal finds/arranges a suitable school. It will be the school's responsibility to ensure the educational needs of an expelled student are met for the remainder of the year as required in the *Private Schools Regulation*.

CHILD/STUDENT GUIDANCE, SUSPENSION, AND EXPULSION POLICY 2024-2025

6. Policies' Communication and Implementation

Child Discipline Policy will be communicated to parents and staff through the Parents Handbook/Employment handbook. Parents and staff members must sign the Acknowledgement form after receiving a copy. Policy will be implemented to children in the program where developmentally appropriate, allowing plenty of opportunities for individualized coaching and one-on-one attention.

CHILD/STUDENT GUIDANCE, SUSPENSION, AND EXPULSION POLICY 2024-2025

Revision History

Date	Version	Classification	Description	Author Initials or Amended By	Approved By
Sept 2017	1.0	Major	Initial release	AM	<i>James Dazel</i>
Dec 2017	1.1	Minor	Added section to explain how the policy will be communicated to parents, staff, and children (where developmentally appropriate)	AM	<i>James Dazel</i>
Aug 2018	1.2	Minor	Revised for the school year 2018-2019	AM	<i>James Dazel</i>
Nov 2018	1.3	Minor	Updated redirection technique.	AM	<i>James Dazel</i>
Aug 2019	1.4	Minor	Updated for the school year 2019-2020	AM	<i>James Dazel</i>
Aug 2021	1.5	Major	Policy name change from Child Discipline Policy to Child Guidance Policy (CDEV4018-2021)	AM	<i>James Dazel</i>
Jan 2023	1.6	Minor	Updated for the school year 2022-23	AM	<i>James Dazel</i>
May 2024	1.7	Minor	Updated for school year 2024-2025, compliance to the Alberta Education Act	TD	<i>James Dazel</i>