



Student Discipline Policy 2.9

This policy is applicable to all students, volunteers, employees, contractors, directors and the Executive Director.

DOCUMENT CONTROL

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REVISION RECORD

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18 Feb 2015	2	Replaces Discipline Policy 1998
29 Jan 2020	3	Replaces Discipline Policy 2015
19 Feb 2020	4	Replaces Student Discipline Policy 2020

1. TITLE

Student Discipline

2. PURPOSE

In keeping with its stated values, Third Academy International Ltd. is committed to providing students and staff with welcoming, safe, respectful and caring school environments.

All students, volunteers, employees, contractors, directors and the Executive Director are expected to model and reinforce socially responsible and respectful behaviours so that teaching and learning can take place in a welcoming, safe, respectful and caring environment.

Administrators are encouraged to work with parents and staff when establishing a school code of conduct. This should go 'hand in hand' with a Board code of conduct. Section 31 of the *Education Act 2012* outlines the expectations of students and if a student does not comply with these requirements an administrator may implement a progressive discipline procedure up to and including suspension or expulsion from school in accordance with the *Education Act 2012*.

Education Act 2012, Section 31:

A student, as a partner in education, has the responsibility to:

1. attend school regularly and punctually,
2. be ready to learn and actively engage in and diligently pursue the student's education,
3. ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
4. respect the rights of others in the school,
5. refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means,
6. comply with the rules of the school and the policies of the board,
7. co-operate fully with everyone authorized by the board to provide education programs and other services,
8. be accountable to the student's Teachers and other school staff for the student's conduct, and
9. positively contribute to the student's school and community.

2. APPLICATION

Learning Environment/Treatment of Students

The Executive Director, Principal or school staff shall not fail to establish and maintain a learning environment that is welcoming, safe, respectful and caring enabling success for all students.

Accordingly, the Executive Director, Principal or school staff shall not:

- a. fail to establish and consistently enforce progressive discipline procedures to maintain welcoming, safe, respectful and caring learning environments enabling success for all students;
- b. tolerate any behaviours, actions or attitudes by volunteers, employees, and contractors who have contact with students that diminishes the well-being of students such that student success cannot ultimately be realized;
- c. fail to provide welcoming, safe, respectful and caring learning environments for students; and
- d. notwithstanding a., b., and c. above, application shall be appropriate given school context and fundamental principles of justice.

3. DEFINITIONS

Term	Meaning
active contact	assisting, supporting, or participating in an activity or behaviour
class suspension	the removal of a student from a class or part of a class, by a Teacher, Principal or their designate
parent	as defined in <i>Education Act 2012 (2)</i>
personal harassment	any behaviour that has as its intent or effect to alarm, annoy or belittle a person
progressive discipline procedure	A tiered approach to ensuring discipline that recognizes specific needs of each student and context of school communities that enforces the student Code of Conduct and supports student discipline. The range of consequences for ill-discipline include: discussion leading to acknowledgement of wrong, realization of alternative actions that are disciplined, and apology; restorative justice measures; suspension; exclusion.

re-enrollment	the re-admission of a student to the school following an expulsion
re-instatement	the re-admission of a student to school, class, or bus following a suspension
school	Third Academy North, Third Academy South, URSA and for greater clarity includes learning offsite/online but not traditional home educators under Willow Home Ed
student	as defined in <i>Education Act 2012</i> (hh)
suspend	to remove a student for a period of 10 school days or less <ul style="list-style-type: none"> i. from school, or ii. from one or more class periods, courses or education programs, or, iii. from riding in a school bus

3. POLICY AND PROCEDURE STATEMENTS

Student Behaviour and Conduct

The Executive Director and/or Principal must develop a written Student Code of Conduct for each school community. The Executive Director and/or Principal may consult the school staff, students, parents, and the Parent Advisory Council and the Student Code of Conduct must be reviewed by the Executive Director and/or Principal on an annual basis.

1. The Executive Director and/or Principal must ensure that the school's Student Code of Conduct includes:
 - a. expectations for student behaviour;
 - b. the consequences faced by students when they are found responsible for unacceptable student behaviour and that those consequences reflect individual student circumstances;
 - c. provisions regarding safety and security incidents; and
 - d. any other matter which in the opinion of the Executive Director and/or Principal is necessary.

Teacher Classroom Discipline Practices

1. Each Teacher must develop classroom discipline practices and procedures in accordance with the student Code of Conduct and in consultation with the

- Executive Director and/or Principal and must be made known to students.
2. Each Teacher must ensure that classroom discipline practices:
 - a. reflect and encourage appropriate student behaviour and maintain school order
 - b. treat individuals in a manner which is demonstrably fair, reasonable and objective
 - c. contain consistent procedures which are demonstrably fair, reasonable and objective
 - d. avoid threats, enticements and other measures which may be regarded as coercive
 - e. make provision for early detection of attendance and discipline concerns
 - f. emphasize early and ongoing communication with, and involvement of, parents through the resolution of discipline concerns
 - g. facilitate prompt action to resolve discipline concerns.

Scope of Student Responsibilities

1. Students may be held responsible and accountable to Third Academy International Ltd. for their behaviour and conduct:
 - a. while involved in school-sponsored or related activities, including off-site and extended travel opportunities
 - b. on school property
 - c. during recess or lunch periods on or off school property
 - d. traveling to and from school
 - e. in vehicles used for the transportation of students to and from school and school activities beyond the hours of school operation if the behaviour or conduct detrimentally affects the personal safety and well-being of individuals or the governance, the climate, or the efficient operation of the school.

Student Respect and Responsibility

1. Students must respect:
 - a. school authority, policies, procedures and rules
 - b. others
 - c. differences in ethnicity, race, religion, gender and sexual orientation
 - d. school property, community property and property of other persons
2. Students are responsible for:
 - a. school attendance and punctuality
 - b. work habits, assignments and homework
 - c. textbooks and equipment
 - d. complying with the school's Student Code of Student Conduct

Unacceptable Student Behaviour

In this policy, unacceptable student behaviour:

- a. may be grounds for disciplinary action
- b. provides an opportunity for critical learning in the areas of:
 - i. personal accountability and responsibility
 - ii. the development of empathy
 - iii. conflict resolution
 - iv. communication
 - v. social skills development

Unacceptable student behaviour means, that in the opinion of a Teacher, Executive Director and/or Principal the student has displayed an attitude of willful and blatant and refusal to:

- a. be diligent in pursuing the student's studies
- b. attend school regularly and punctually
- c. co-operate fully with everyone authorized by the board to provide education programs and other services
- d. comply with the rules of the school
- e. account to the student's Teachers for the student's conduct
- f. respect the rights of others
- g. ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging
- h. refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means
- i. positively contribute to the student's school and community

Examples of unacceptable student behaviour include but are not limited to:

- a. use, possession of, sale, distribution of or active contact with, a weapon on a student's person, in a student's locker or desk, on school board property, or in a vehicle on school board property used by a student or occupied by a student as a passenger
- b. threats
- c. conduct which endangers others
- d. encouraging conduct which endangers or may endanger others
- e. encouraging unacceptable conduct
- f. use or display of improper, obscene or abusive language
- g. distribution or display of offensive messages or pictures
- h. theft, including identity theft
- i. assault
- j. willful damage to school or others' property
- k. use, possession of, distribution of, or active contact with, or collection of money for illicit drugs, alcohol, or inhalants in school, on school property or in the context of any school-related activity

- l. attending school or any school-related activity under the influence of illicit drugs, alcohol or inhalants
- m. personal or sexual harassment
- n. hazing, initiation activities; the formation or the operation of sororities, fraternities, gangs and secret organizations in violation of this policy;
- o. extortion
- p. disruptive behaviour, willful disobedience or defiance of authority
- q. interfering with the orderly conduct of classes or the school
- r. tampering with fire alarms and safety equipment;
- s. criminal activity
- t. contravention of the school's Student Code of Conduct
- u. workplace violence
- v. bullying including cyber-bullying
- w. using information technology in violation of Technology Use Agreement

Student Code of Conduct and Procedures

General information

Our Code of Conduct applies to all members of the school community; students, administrators, directors, staff, parents and guardians, community users, visitors, volunteers, etc. while on all school property, school buses, at school-authorized events and off site at school-sponsored activities, or in other circumstances that could have a negative impact on the school climate.

Individual rights

Student rights include:

- to be treated with dignity and respect
- to be provided with activities that are success oriented and build on individual strengths
- to receive a quality education
- to appeal expulsion

Parent rights include:

- to be treated with dignity and respect
- to be heard and to have concerns addressed
- to communicate with the school
- to appeal expulsion

Staff rights include:

- to be treated with dignity and respect
- to have a safe working environment
- to expect parents and students to be involved in creating a positive school environment

Student responsibilities

All students will:

- be treated with respect and dignity by all school and board staff
- adhere to section 31 of the *Education Act 2012*
- accept responsibility for their personal actions
- demonstrate respect for self, and others, and for those in authority
- fulfil expected academic obligations
- come to school punctually each day, prepared and willing to learn
- obey the rules of the school, on school buses, and at other sites during school activities
- dress appropriately in accordance with the school's policies regarding appropriate dress
- use respectful language, free from profanity, in person and online
- work cooperatively with staff and other students
- be honest in their academic work (refrain from plagiarism, cheating, etc.)
- use free time responsibly
- refrain from bringing anything to school that compromises the safety of others

Staff responsibilities

The Administration will:

- take a leadership role in the daily operation of the school by demonstrating care and commitment to academic excellence and a safe teaching and learning environment
- hold those under their authority accountable for their actions and behaviour
- empower students to be positive leaders in their school and community
- communicate meaningfully and on a regular basis with all members of the school's community
- review the school Student Code of Conduct annually, and seek input from staff, students and Parent Advisory Council
- ensure that a school Student Code of Conduct is developed and communicated annually to the school community

Teachers and school staff will:

- maintain order in the school
- serve as role models
- maintain consistent standards of behaviour for all students
- help students work to fulfill their potential, develop self-worth, and prepare them for the full responsibilities of citizenship
- communicate regularly and meaningfully with parents/guardians
- demonstrate respect for all students, staff, parents, volunteers, and members of the school community

- empower students to be positive leaders in their school and community

Parental Responsibilities

Parents play an important role in the education of their children and can fulfill this responsibility by:

- demonstrating respect for all students, staff, volunteers and members of the school community
- supporting the efforts of school staff in maintaining a safe and respectful learning environment
- showing an active interest in their child's school work and progress
- communicating regularly with their child's school
- assisting staff in dealing constructively with disciplinary issues involving their child
- helping their child be neat, adhere to the uniform expectations, be well rested, prepared and ready to learn
- ensuring that their child attends school regularly and on time
- promptly reporting their child's absence or late arrival
- showing that they are familiar with the school's Student Code of Conduct and rules of behaviour
- helping and encouraging their child in following the school's Student Code of Conduct and the rules of behaviour

Standards of Behaviour

Respect, Civility and Responsible Citizenship

All members of the school community must:

- a. respect and comply with all applicable federal, provincial and municipal laws
- b. demonstrate honesty and integrity
- c. respect differences in people, their ideas and opinions
- d. treat one another with dignity and respect at all times, and especially where there is disagreement
- e. respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, gender identity, sexual orientation, age or disability
- f. respect the rights of others
- g. show proper care and regard for school property and the property of others
- h. take appropriate measures to help those in need
- i. respect all members of the school community, especially persons who are in a position of authority
- j. respect the needs of others to work in an environment that is conducive to learning and teaching

Safety

All members of the school community must not:

- a. engage in bullying behaviour

Bullying

Definition of bullying:

- i. The behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:
 - i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property
 - ii. creating a negative environment at a school for another individual
- a. The behaviour occurs in a context where there is a real or perceived power imbalance between pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education (intimidation).
- b. Bullying by electronic means (commonly known as cyber-bullying), including:
 - i. creating a webpage or a blog in which the creator assumes the identity of another person
 - ii. impersonating another person as the author of content or messages posted on the internet
 - iii. communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals
 - iv. posting of photos online without consent
 - v. using e-mail, instant messaging, chat rooms, cell phones, or other forms of information technology to deliberately harass, embarrass, threaten, or intimidate someone
- c. Bullying takes on different forms and contexts with age. It can be physical, verbal, social/emotional or through electronic means (cyber-bullying). Bystanders contribute to bullying by doing nothing to prevent it or by becoming actively involved in supporting it. Bullying may include but is not limited to:
 - I. sexual harassment and/or assault
 - II. trafficking weapons or illegal drugs
 - III. possession of any weapon including, but not limited to, firearms

- IV. using any object to threaten or intimidate another person
- V. causing injury to any person with an object
- VI. be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs
- VII. inflicting, or encourage others to inflict, bodily harm on another person
- VIII. engaging in hate propaganda and other forms of behaviour motivated by hate or violence
- IX. committing robbery
- X. committing an act of vandalism that causes extensive damage to school property or property located on the premises of a school
- XI. engaging in any form of electronic communication directed to an individual or group of people that is intended to cause (or should be known to cause) fear, distress, and/or harm to other persons; feelings, self-esteem, or reputation, or that has a negative impact on the school climate

Students encountering any form of harassment or bullying should demand that the harassment stop. Appropriate support will be provided as needed by the school to ensure the cessation of harassment. Individuals who are guilty of any form of bullying at Third Academy International Ltd. will face appropriate sanctions. In situations of bullying, Third Academy International Ltd. ensures:

1. bullying shall not be accepted on school property, at school-related activities, on school buses, or in any other circumstance where engaging in bullying will have a negative impact on the school climate
2. policies and procedures on bullying prevention and intervention, and the definition of bullying shall be communicated to students, parents, Teachers and other school staff, school councils and volunteers
3. supports shall be provided for students who have been bullied, students who have bullied others, and students who have been affected by observing bullying
4. teaching strategies support a school-wide focus on developing healthy relationships by including bullying prevention and intervention in the classroom
5. students are able to report bullying incidents safely and in a way that will minimize the possibility of reprisal

Hazing, sororities, fraternities, gangs, secret organizations

1. Hazing, initiation activities and the formation or the operation of sororities, fraternities, gangs and secret organizations by or with students are not permitted:
 - a. on the school property
 - b. in connection with school activities, whether on or off school property
 - c. to and from school

2. The Executive Director or designate including the Principal or their designate may determine what constitutes hazing, initiation activities, a sorority, fraternity, a gang or a secret organization

Alcohol and Drugs

- Third Academy International Ltd. is committed to creating a welcoming, caring, respectful and safe environment for learning and teaching.
- The illegal possession, sale or trafficking of illicit substances and/or the use of alcohol and illicit drugs compromises the safety and security of our school.
- Students must not have active contact with, sell, store or have possession of, and/or make use of alcohol, illicit substances or inhalants in the context of any school-related activity. Any such contact is unacceptable student behaviour and may result in disciplinary intervention.
- The Executive Director and/or Principal must ensure that students and parents are aware that community activities with inappropriate use of illicit substances that impact the climate of the school are also subject to disciplinary intervention.

Harassment and Harm

Unacceptable student behaviour for causing harm definitions:

1. “sexual harassment” means any unwelcome behaviour which is sexual in nature including:
 - a. unwanted physical contact
 - b. unwelcome remarks or compromising invitations
 - c. verbal abuse or display of suggestive pictures
 - d. leering, whistling, innuendoes, jokes or other behaviours or gestures of a sexual nature
 - e. demands for sexual favours
2. “weapon” means any object which is either designed, intended, or used to intimidate, to threaten or to inflict bodily harm on a person and includes an object which imitates a weapon, but does not include a faith-based object, or an imitation weapon authorized for use by a Teacher and/or Principal such as in a dramatic production, or a starter’s pistol authorized for use by a Teacher and/or Principal at an athletic event, unless used to intimidate, to threaten or to inflict bodily harm on a person.

Academic Integrity

Students are expected to exhibit academic integrity in all their work. Therefore, the following code of behaviour must be adhered to:

Plagiarism: no student shall submit words, ideas, images or data of another person as the student’s own in any school work for any course.

Substantial Assistance: no student shall represent another's substantial assistance on an assignment as the student's own work.

Cheating: no student shall in the course of a test, examination or other similar activity:

1. obtain or attempt to obtain information from another student or from another unauthorized source
2. give or attempt to give information to another student*
3. use, attempt to use or possess for the purposes of use any unauthorized material

Double Submission: no student shall submit work for which credit has previously been given or which is being submitted in another course.

* It is the responsibility of all students to ensure that someone else does not use their work. Keep assignments secure and protect work from prying eyes during a test.

Implementation

The focus is on prevention and early intervention as the key to maintaining welcoming, safe, respectful and caring school environments that enables student success. The school supports the use of positive practices and progressive discipline as a whole school approach to foster the building of healthy relationships and encourage appropriate behaviours, as well as the application of consequences for inappropriate behaviour.

Progressive Discipline

A tiered approach to ensuring discipline that recognizes specific needs of each student and context of school communities that enforces the student Code of Conduct and supports student discipline. The range of consequences for ill-discipline include: discussion leading to acknowledgement of wrong, realization of alternative actions that are disciplined, and apology; restorative justice measures; suspension; exclusion. These may include, but are not limited to:

- student success and character development strategies and programs;
- providing students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
- utilizing models based on the concepts of peer mediation and/or peer counselling;
- documenting incidents requiring disciplinary measures, and applying the mitigating factors;
- being sensitive to unique circumstances which may affect student behaviour
- ensuring that contact with the parent(s)/guardian(s) of students is made early in the disciplinary process; and
- maintaining contact with the parent(s)/guardian(s) and involving them in a plan to improve the behaviour until the behaviour is acceptable.

As incidents arise, it is recognized that each situation is unique. Incidents are managed in a consistent manner to ensure that fairness is integral to the process, and that this fairness is perceived by all participants. Within this process, consideration for consequences will be given for:

- student age
- frequency of incidents
- nature and severity of incidents
- student exceptionalities
- extenuating circumstances
- impact on the school climate

Consequences

It is understood that each student must conduct him/herself in accordance with the *Education Act* and the expectations of the school. It is clear, therefore, that infractions will be dealt with by Teacher and/or Principal intervention. Such interventions may include warnings, in school and out of school suspension, or expulsion. *

(*) Students who are expelled during the school year will be supported in an educational program for the remainder of that year, if parents choose to exercise that option. Students and parents have a right to appeal expulsion.

The school will use a range of interventions, supports and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

In addressing inappropriate behaviour by students, Third Academy International Ltd. will:

- utilize a progressive discipline approach
- utilize student success or character development strategies and programs
- provide students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills
- utilize models such as those based on the concepts of peer mediation and/or peer counselling
- document incidents requiring disciplinary measures, and apply the mitigating factors to be sensitive to unique circumstances which may affect student behavior
- ensure that contact with the parents and guardians of students and involves them in a plan to improve the student's behaviour until the behaviour is acceptable
- utilize consequences such as short-term suspension as a useful tool, and respond as required with long-term suspension or expulsion
- conduct risk assessment if appropriate

The following are examples of consequences and supports interventions, in no particular order. The application of consequences, supports and interventions are determined by the incident and the individual students involved.

Examples of Consequences:

- verbal reminder
- warning
- review of expectations / rules
- written or verbal apology
- letter written to parent
- phone call home
- student contract sheet
- restitution
- in-school community service
- class time detentions
- loss of in-school privileges
- loss of field trip privileges
- suspension from the bus
- in school suspension from a period
- in school suspension from the classroom
- out of school suspension from school
- expulsion

Examples of Supports/Interventions:

- discussion with Psychology Department
- reflective paragraph/essay
- problem solving
- conflict mediation
- discussion with parents (next steps, solutions)
- conference with others involved
- restorative justice
- Child and Youth Counsellor support
- student/Teacher/parent meeting
- referral to outside agencies
- suspension/expulsion

Discipline and Intervention

Non-permissible discipline measures

When disciplining a student, a staff member and/or Principal must not use:

- a. physical threats or attacks upon the student
- b. corporal punishment
- c. mass detention and mass punishment aimed at unspecified individuals or groups
- d. verbal attacks such as sarcasm, racial or personal references
- e. deliberate humiliation
- f. removal of the student's opportunity to eat lunch

Documentation of student incidents and disciplinary measures

The Principal must ensure that student incidents and disciplinary measures are factually documented in a written report within two school days of the incident and prior to disciplinary action.

Response to unacceptable student behaviour

When responding to unacceptable student behaviour, a Teacher or Principal must consider:

- a. the effect of the student's behaviour upon other students, the staff, the school, and the community
- b. the nature of the action or incident that calls for disciplinary or alternative measures
- c. the student's previous conduct and previous interventions
- d. the student's age, maturity, and abilities
- e. the impact of proposed action on the student's future behaviour
- f. the student's learning needs
- g. any other information that the Teacher or Principal considers appropriate or relevant.

Permissible disciplinary measures and interventions

A Teacher, Executive Director and/or Principal may use the following measures for student discipline:

- a. assignment of a student whose behaviour is unacceptable, disruptive or destructive to an alternate supervised location;
- b. short term removal of privileges;
- c. use of reasonable force as required by way of correction to restrain a student from carrying out a violent or destructive act that could harm the student, others, and/or property
- d. alternative interventions and other forms of restorative justice
- e. in school suspension from a period by recommendation of a Teacher in consultation and agreement with the Principal
- f. in school suspension from the classroom by recommendation of a Teacher in consultation and agreement with the Principal
- g. in school or out of school suspension for up to 5 days by the Principal
- h. in school or out of school suspension for up to 10 days by the Executive Director
- i. expulsion from school by the Executive Director

The Principal may recommend to the Executive Director to expel a student for unacceptable student behavior subject to the right to appeal to the Board of Directors at the next regularly scheduled Board meeting or at the Call of the Chair. The Board of Directors is the final arbiter in matters of appeal. For greater clarity, the student will remain expelled until such time as the Executive Director reinstates or Board of Directors reinstates.

Physical intervention

Any use of force or restraint by a staff member with a student must be documented immediately and a copy of the documentation must be provided to the Executive Director and/or Principal and parent as soon as possible after the incident.

Specific Corrective Measures

Suspension, expulsion, and reinstatement

Documentation

1. The Executive Director and/or Principal must ensure that disciplinary measures including suspensions suspension, expulsion, and reinstatement are documented.
2. The documentation should include but is not restricted to:
 - a. date of incident
 - b. date of suspension or expulsion or reinstatement
 - c. circumstances respecting the suspension or expulsion or reinstatement
 - d. details concerning the action taken
 - e. names of persons involved in the action taken
 - f. relevant history
 - g. contacts made with parents
 - h. interventions which have been tried with the student
 - i. information regarding review procedures
 - j. expectations established for the student's conduct upon reinstatement
 - k. the duration of the suspension
 - l. any recommendations for expulsion
3. A copy of the written report:
 - a. must be retained on the student's file:
 - i. for one year following the date of the suspension or expulsion; or
 - ii. until June 30 of the year following the year in which the suspension or expulsion occurred, whichever occurs last.
 - b. must be provided to the parent
 - c. in the case of a suspension of five days, must be provided to the Executive Director

Period Suspension- In School

1. The purpose of a period suspension is to create the conditions in which the disciplinary problem can be discussed and resolved.

2. A Teacher may recommend suspension of a student from a period or part of a period for unacceptable student behaviour.
3. When a Principal decides upon a period suspension, the Principal must:
 - a. discuss the period suspension with the student in accordance with school and classroom practices
 - b. return the student to the period not later than the following period
 - c. document the period suspension
 - d. ensure that the student is provided with a program of instruction for the period
 - e. notify the student's parent about the period suspension as soon as reasonably practical

Classroom Suspension- In School

The purpose of a classroom suspension is to create the conditions in which the disciplinary problem can be discussed and resolved.

A Teacher may recommend suspension of a student from a classroom for unacceptable student behaviour.

When a Principal decides upon a classroom suspension, the Principal must:

- f. discuss the classroom suspension with the student in accordance with school and classroom practices
- g. return the student to the classroom as agreed
- h. document the classroom suspension
- i. ensure that the student is provided with a program of instruction for the classroom suspension
- j. notify the student's parent about the classroom suspension as soon as reasonably practical

School Suspension

1. The Principal may suspend a student, for unacceptable student behaviour from:
 - a. School (out of school suspension)
 - b. one or more periods, courses or education programs (in school suspension)
 - c. classroom (in school suspension)
 - d. riding in a school bus
 - e. for a period of 5 school days or less
2. When the Principal suspends a student, the Principal must:
 - a. immediately inform the student's parent of the suspension
 - b. make contact with the parent or emergency contact of a student if the student is sent home before the end of the school day

- c. provide the student's parent with a written report on all the circumstances respecting the suspension
 - d. advise the student and the student's parents of the possible consequences of the student's behaviour
 - e. provide an opportunity to meet with the student's parent, and the student if the student is 16 years of age or older, to discuss the reasonableness of the suspension.
3. The Principal will determine, depending on the circumstances and length of the suspension, if there will be a re-instatement hearing to resolve the suspension.

Suspension for more than 5 school days

1. The Executive Director has the authority to suspend a student from school, riding the bus, or other school activities for up to 10 days.
2. The Executive Director must hold a meeting within 10 school days of the date of the suspension with the parents and the student to consider the disciplinary action and must decide either to:
 - a. reinstate the student
 - b. expel the student

Decision to Expel

1. The Executive Director may expel a student from any program operated by Third Academy International Ltd. for a period of more than 10 school days if:
 - a. the Principal has recommended that the student be expelled; and
 - b. the student has been offered another education program by Third Academy International Ltd. for the remainder of the current school year.

When the Executive Director makes a decision to expel a student, the Executive Director must immediately notify in writing the student's parent and the student, if the student is 16 years or older, of the decision. They must also be informed of their right to appeal that decision to the Board of Directors at the next regularly scheduled Board meeting or at the Call of the Chair.

Reinstatement

1. In the case of a student who has been suspended, decisions regarding the class placement of the student following reinstatement must be made in consultation with school staff.
2. A student's reinstatement from a suspension or after an expulsion may include recommendations for:
 - a. risk assessment

- b. medical consultation
 - c. enrollment by the student or the student's family in a treatment or counseling program designed to address the behaviour for which the student was suspended or expelled
 - d. alternative interventions such as community conferencing and other restorative practices
 - e. any other action which the Executive Director and/or Principal consider appropriate.
3. Recommendations established as a part of a student's reinstatement must be included in the student's file and provided to the student's parent and the student, if the student is 16 years of age or older.
4. A student who is under suspension by another school jurisdiction will not be admitted to Third Academy International Ltd. until the student's case has been resolved by the other school jurisdiction at the discretion of the Executive Director.

5. LIMITATION

Notwithstanding anything in this Policy, the Executive Director and/or Principal are permitted to develop further procedures as appropriate at the school level.

6. COMMUNICATION

This policy will be posted on the school websites and in hard copy in the office of the Executive Director and/or Principal.

7. ASSOCIATED DOCUMENTS

Education Act 2012

Private School Regulation 93/2019

Welcoming, Caring, Respectful and Safe Learning Environments Policy 5.0