



## Edmonton Islamic Academy (EIA) Safe and Caring School Policy Revised: August 1, 2018

### EIA Mission

The Edmonton Islamic Academy (EIA) offers a high quality education, embedded in Islamic values, to enable students to become respectful, responsible and successful leaders and contributors to society.

### EIA Vision

EIA students achieve their maximum potential in an environment of intercultural and interfaith understanding and respect, and use their leadership skills and intellects for the betterment of humanity.

### EIA Safe and Caring School Policy

In response to the **Alberta Education Act 45.1 and Section 16.1 (1)**, the EIA Board of Trustees is committed to providing each enrolled student and every employed staff member with a welcoming, caring, respectful and safe learning environment.

The Board of Trustees affirms the rights, as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each staff member employed by the Board and each student enrolled in EIA. Students and staff will not be discriminated against as provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms*.

### EIA Board of Trustees' Responsibility:

The Edmonton Islamic Academy (EIA) Board of Trustees believe all EIA stakeholders (students, staff, parents and community members) can achieve their maximum potential in an environment of intercultural and interfaith understanding and respect. The Board of Trustees goal is to provide an environment that emphasizes a welcoming, caring, respectful, safe and healthy learning atmosphere



that embraces diversity, fosters a sense of belonging, and promotes individual wellbeing embedded in Islamic values. This learning setting also provides every person the right to learn and contribute in an inclusive environment where equality of opportunity, dignity, and individual identity is respected. The Board is committed to a teaching and learning environment that recognizes and respects student diversity, respect for human rights, and a sense of belonging of all EIA stakeholders within the school's community.

The Principal is responsible for ensuring all EIA students, staff members, and volunteers have the right to learn and work in an environment free of bullying, harassment and unlawful discrimination. In accordance with Section 45.1 of the School Act, the Board will hold the principal responsible for ensuring each student and EIA employee is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

### **Section 16.1 School Act:**

The Principal will ensure students can form groups or organizations that contribute to EIA's welcoming, caring, respectful and safe learning culture and respects EIA's Mission and Vision in accordance with 16.1 of the *School Act*.

*16.1(1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall (a) immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and (b) subject to subsection (4), within a reasonable time from the date that the principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.*

*(3) The students may select a respectful and inclusive name for the organization or activity, including the names such as Islamic Leadership Club, Female Leadership Club, Refugee Support Group, Anti-Racism Group, Anti-Bullying Group, Freedom of Religion Group, Gay-Straight/Queer Alliance Group, One Ummah Group, Anti-Harassment Group, Human Rights Group, International Crisis Group, Justice Group, All Lives Matter Group, Rajo Support Group, etc. after consulting with the principal.*



*(3.1) For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes Islamic Leadership Club, Female Leadership Club, Refugee Support Group, Anti-Racism Group, Anti-Bullying Group, Freedom of Religion Group, Gay-Straight/Queer Alliance Group, One Ummah Group, Anti-Harassment Group, Human Rights Group, International Crisis Group, Justice Group, All Lives Matter Group, Rajo Support Group, etc*

*(4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.*

*(6) The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in subsection (1) is limited to the fact of the establishment of the organization or the holding of the activity.*

Notification of student organizations and activities referred to in Section 16.1 of the *School Act* is limited to the fact of the establishment of the organization or the holding of the activity; and is otherwise consistent with the usual practices relating to notifications of other student organizations and activities.

The Board of Trustees and principal may disclose personal information only as authorized by legislation that governs such disclosure and may include the Personal Information Protection Act, the Children First Act, and the Child, Youth and Family Enhancement Act.

## **Board Policy for Student Conduct**

In keeping with Alberta legislation and the Edmonton Islamic Academy's Mission and Vision, the Board of Trustees is committed to:

1. Providing all students with a welcoming, caring, safe, and respectful Islamic learning environment.
2. Establishing a reasonable and caring balance between individual and collective rights, freedoms and responsibilities.
3. Ensuring all students feel a sense of belonging free from prejudice.



4. Obtaining written agreements by parents and students to abide by the school's Mission/Vision and Board policies.
5. Enforcing reasonable consequences that guide students in learning through their mistakes

The Board charges the Principal with the establishment of adequate procedures to ensure order and discipline of the student body, and to develop clear rules and regulations in this area. These codes of conduct should be reviewed annually to ensure their effectiveness. It is EIA policy not to permit any corporal punishment for any violation of the student code of conduct.

Students' rights and responsibilities in accordance with Student Code of Conduct include:

- to be secure and safe in his person and property
- to be treated as an individual with respect, courtesy and consideration
- to know what the expected standards of community behavior are
- to benefit from a fair hearing
- to uphold EIA's Mission and Vision

### **Administration Regulations/Procedures: Student Code of Conduct**

We believe in helping students acquire self-discipline and strong Islamic character by introducing firm and clear guidelines that help students to become great leaders in the Academy, the Muslim community and the local community at large.

### **Acceptable Behavior**

Students shall conduct themselves so as to reasonably comply with section 12 of the School Act. A student shall:

- be diligent in pursuing the student's studies;
- attend school regularly and punctually;
- co-operate fully with everyone authorized by the board to provide education programs and other services;
- comply with the rules of the school;
- account to the student's teachers for the student's conduct;
- respect the rights of others;
- 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;
- refrain from, report and not tolerate bullying behaviour directed towards others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
  - positively contribute to the student's school and community.

### **Unacceptable Behaviour**

Students must refrain from unacceptable behaviours, whether or not the behaviour occurs within the school building, during the school day or by electronic means.

- Bullying in any form (physical, social/emotional, cyber)
- Theft of someone's property
- Interfering with their education and other students' education
- Disrespectful conduct towards staff members and other students
- Bringing the school into disrepute at any time
- Defying dress code requirements
- Bringing weapons of any kind to school (including knives, guns, and any item that could be perceived as a weapon)
- Any association with drugs of any kind
- Smoking on or outside of the school campus

### **Consequences for Unacceptable Behaviour**

Discipline is the collective responsibility of the students, the parents and all staff. In every case when students are disciplined, the teacher and/or administrator post a written discipline report on PowerSchool. A student may also be asked to write an account of the incident. Written reports are documented in student files and, when necessary, included in teachers' files.

Potential consequences for unacceptable behaviour include:

- Temporary removal of privileges
- Suspension
- Compulsory counseling sessions



- When repeat offences occur or in extreme circumstances, students will be placed on home schooling

The regulations and procedures for implementing the discipline policy are meant as a guide to facilitate consistent and progressive practice. All student discipline is progressive in nature and must be age appropriate and reflect the intellectual, social, and emotional development of the student.

EIA staff will provide support for students who are impacted by inappropriate behaviour as well as for students that engage in inappropriate behaviour. Staff will work with parents and the Student Services Coordinator to ensure students impacted by inappropriate behaviour have the necessary support to deal with any trauma or distress caused by the inappropriate behaviour.

EIA staff will also provide support for the student offenders. Staff will work with the student, the parents, and the Student Services coordinator to provide guidance, support and encouragement to correct the student's conduct. When necessary, parents and students may be referred to outside agencies for additional support and intervention in the best interests of the student.

Administrators are expected to exercise discretion based on a broad range of information and several factors, such as:

- severity of the incident(s)
- intensity of action
- impact of social and environmental factors
- intent
- frequency
- age, maturity and individual circumstances of the student
- possible disability issues
- possible disabling conditions

### **Reporting Procedures**

Any member of the Academy who witnesses or suspects an incident of abuse, sexual harassment or bullying must immediately report the suspicion to the Head of School. Should the complaint be brought



against the Principal, it should be reported to the Chairman of the Board. Any incident of suspected or actual abuse will be documented and reported.

Any member of the Academy who fails to report an incident or suspicion of abuse or neglect is subject to disciplinary action by the Board of Trustees. An allegation or charge of abuse or neglect will result in immediate suspension of the student, parent or volunteer.

Neglect and abuse are violations of the *Criminal Code* of Canada, and the Academy will report these violations to the Edmonton Police Services. All members of the Academy will cooperate fully with authorities charged with investigating the allegations. The Academy has the right to immediately expel any student who has any involvement, or criminal charges, or civil charges, whatsoever, with any level of the police services in any place worldwide

### **Measures In Place:**

In keeping with Alberta legislation and the EIA's Mission and Vision, the Board of Trustees is committed to:

1. Providing all students, staff members and volunteers with a welcoming, caring, safe, and respectful Islamic learning environment.
2. Providing students with a voice and support to organize student groups, organizations and activities that align with 16.1 (1) of the School Act.
3. Establishing a reasonable and caring balance between individual and collective rights, freedoms and responsibilities.
4. Ensuring all students and employees feel a sense of belonging free from prejudice.
5. Obtaining written agreements by parents and students to abide by the school's Mission/Vision and Board policies
6. Enforcing reasonable consequences that guide students in learning through their mistakes
7. Establishing policies that align with the 45.1 and Section 16.1 (1) of the School Act
8. Ensuring Administrative Regulations are aligned with Board Policies

The Board delegates the authority to the Principal with the establishment of adequate procedures to ensure order and discipline of the student body, and to develop clear rules and regulations in this area. These codes of conduct should be reviewed annually to ensure their effectiveness. It is EIA policy not to permit any corporal punishment for any violation of the student code of conduct.



## Supporting Documents:

- EIA's Mission and Vision
- EIA's Philosophy
- EIA's Beliefs
- EIA's Profile of an EIA Graduate
- EIA's Student Code of Conduct
- EIA's Reporting Procedures
- Canadian Charter of Rights and Freedoms
- Alberta Human Rights Act
- Alberta School Act, Section 45.1 and 16.1 (1)