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This Inclusive Education Policy emphasizes a welcoming, caring, safe and healthy learning atmosphere that embraces diversity, fosters a sense of belonging, and promotes individual wellbeing – key virtues of Islamic faith

Inclusive Education Policy

Safe and Caring Schools

Edmonton Islamic Academy

Edmonton Islamic Academy Inclusive Education Policy

In response to the Alberta Education Act and Safe and Caring Act, the following defines Edmonton Islamic Academy's inclusive education policy, procedures, and resources as approved by the school's Board of Trustees on **March 14th, 2016:**

EIA Inclusive Education Policy

“The Edmonton Islamic Academy (EIA) believes all EIA stakeholders (students, staff, parents and community members) can achieve their maximum potential in an environment of intercultural and interfaith understanding and respect. This environment emphasizes a welcoming, caring, 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.

This policy recognizes that all students and staff have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is guaranteed under the...

- *Canadian Charter of Rights and Freedoms*
- *Alberta Human Rights Act*, as amended March 10, 2015, which includes the right not to be discriminated against by reason of race, national origin, color, religion or gender identity or gender expression.
- *School Act* that provides as fundamental right the “right or parents to make informed decisions respecting the education of their children”
- requirements of the *School Act* (and upon Proclamation the *Education Act*) that provide for measures that support the equality and non-discrimination of students who may belong to minority groups, and/or sexual orientation or expression minorities.

EIA Mission/Vision/Philosophy and Beliefs

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.

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.

Philosophy

The Edmonton Islamic Academy's (EIA) purpose is the necessity of raising a generation of Canadian Muslims who are conscious of their creator, Almighty God (Allah). We believe that this message is achieved through intellectual growth, community service and upstanding citizenship that are integral to Islam and our Canadian mosaic.

Beliefs

We believe in...

- a generation that prides itself in its Islamic heritage and religious teachings and holds to the message of Islam, whose tenets are based on the Quran – the Holy book of Muslims – as well as the Sunnah (Teaching) of the Prophet Muhammad (Peace Be Upon Him).
- a generation that enjoys the independence of opinion and freedom of speech, keeping pace with the developments and changes of the period; who excel in solving problems and are capable of exercising objective thinking in decision making.
- a generation that is educated in the Islamic culture and are effective members in society.

EIA offers a high quality education enabling students to be leaders and contributors to the greater community. These teachings call for noble conduct, cooperation, fraternity, and contribution for the betterment of humanity.

The environment of interaction between the teacher and the student has significant impact on the teaching and learning domains. Therefore, EIA has

taken great care to enhance such interaction in an Islamic atmosphere of democracy. Students and teachers are expected to share mutual responsibility and respect for EIA's learning process, and to celebrate together each student's success. For the purpose of ensuring that an Islamic atmosphere and high academics are available for our students, EIA has taken great care to complement the school environment by having a teaching staff who respect and adhere to offering a high quality education embedded in Islamic values.

Along with its commitment to offer an Islamic education, EIA is determined to excel in achieving the outcomes prescribed by Alberta's Ministry of Education. EIA also aspires to enrich the curriculum through the following:

- High quality learning opportunities that are responsive and flexible, accessible, and affordable
- Excellence in learner achievement
- Well prepared learners for lifelong learning, world of work and citizenship
- Effective working relationships with partners
- Respect and promotion of individual identity

The integration of a secular curriculum and faith-based ideology is the foundation upon which EIA was established. The Islamic Studies and Quran recitation classes enable students to embrace Islam as a balanced way of life. In addition, daily prayer and Friday Khutba (ceremony) are integral components of teaching and learning at EIA.

Arabic, as an additional language, is compulsory for students from pre-kindergarten to grade nine and is offered as an option to high school students.

In addition to the above beliefs, we believe that students...

- have a right to their identity and to be respected for this identity
- can learn and experience success.
- are provided with equitable access to a quality basic education program that meets their diverse needs.
- learn in a safe, secure and caring learning environment where each individual is respected and valued.
- share responsibility for their educational success with their teachers, parents, community and government

- acquire strong reading, writing, and math skills with which to analyze data and develop ideas and inferences.
- develop creative and critical thinking skills and problem solving, and are well prepared for post-secondary studies, world of work, life-long learning and citizenship in a complex world.
- enjoy opportunities to develop entrepreneurial and technical skills and work habits required for success in the rapidly changing, high-tech global economy.
- and their parents, have opportunities for meaningful involvement in important decisions about their children's education.

Abuse Policy

EIA will take swift action in dealing with anyone against whom allegations of abuse are levied inside or outside the Academy; this includes:

1. **Emotional Abuse** - Refers to verbal assault (yelling, swearing, ridiculing and name calling), lack of attention (being ignored) or placing in isolation or confinement;
2. **Financial Abuse** - Refers to the theft of money or personal property, the deceitful manipulation of finances, and/or the misuse of someone's assets or funds;
3. **Neglect** - Refers to the withholding of basic care (food, water, medical attention, toileting and emotional support);
4. **Physical Abuse** - Refers to physical assault, (slapping hitting, kicking and punching), use of excessive and unnecessary force or the rough handling of another individual;
5. **Sexual Abuse** - Refers to any sexual contact (inappropriate touching, intercourse, exploitation) committed and/or forced on another individual;
6. **Sexual Harassment** - Refers to unwanted and offensive sexual advancement or sexually derogatory or discriminatory remarks made to another person;
7. **Cyber Bullying** - Information and communication technology to convey a message which threatens death or bodily harm or perpetuates fear and intimidation;

8. **Substance Abuse** – EIA is a smoke-free environment and smoking is not permitted on any area of the property. The consumption of alcohol or the use of drugs – prescription or legal – without the express authority of the Academy is prohibited and will result in immediate dismissal.

Bullying Policy

EIA has zero tolerance for bullying, harassment, discrimination, vandalism or violence. Bullying is best defined as: *“repeated and hostile or demeaning behavior by an individual in the school community where the behavior is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.”* Section 1(1)(d) of the *Education Act* (Section 1(1)(b.1) of the *School Act*)

This policy covers behavior at any school-related activities. This applies whether contact is face-to-face, by phone, fax, e-mail, Internet or Intranet, or by any other means of communication. Threatening, harassing, intimidating, assaulting or bullying, in any way, any person within the school community including aggressive behaviors such as “cyber” hate messaging will not be tolerated.

The board expects all incidents of threats, bullying, harassment, violence or intimidation, regardless of the identity of the alleged harasser or offender, to be reported to a responsible adult. A member of the school’s leadership team will investigate all allegations or, when appropriate, the Chairman of the Board or his designate will conduct the investigation in a timely, responsible, and respectful manner and appropriate consequences will follow.

Sexual Harassment Policy

Based on the spirit of Islam, there is no physical contact between individual students or staff members at any time. Any advances, sexual remarks or contact, whether wanted or unwanted, will be construed as sexual harassment and will be cause for immediate and permanent expulsion of the student and the parent must take full responsibility of their child(ren)’s education (home schooling). If it is determined that a staff member is in breach, this is cause for immediate and permanent termination of employment.

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 Head of School, 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.

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 Head of School 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.

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.

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.

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 of the student
- possible disability issues
- possible disabling conditions

Levels of Student Behavioural Misconduct

Level 1: Inappropriate behavior in class.

Level 2: Inappropriate behavior during recess, lunch, and/or assemblies.

Examples of the first two levels are:

- Minor classroom misbehavior.
- Uniform violation – Teacher to follow uniform violation procedures.
- Eating, drinking, and chewing gum in class.
- Disruptive behavior: Conduct that interferes with the educational process in Academy, assemblies, activities, and on transportation.
- Displaying off-task behavior.
- Inconsistent/non-complaint work habits.
- Rudeness towards others.
- Ignoring classroom instruction.
- Consistent incomplete homework.
- Consistent out-of-seat wandering in class.
- Talking at inappropriate times.
- Inappropriate bus behavior.
- Ignoring recess/lunch supervisor instructions.
- Minor verbal or physical altercations with other students/adults.
- Disruption during prayer.
- Use of electronic devices (cell phones, handheld games, music devices, etc.) during school hours (8:00 a.m. to 3:40 p.m.) unless directed to by a teacher and under their supervision.
- Occasional tardiness of no more than five minutes

Level 3: Continued and/or escalated inappropriate behavior. Examples are:

- Cumulative violations from Level 1 & 2: Whereas despite appropriate Academy's intervention, a student continues with unacceptable behavior as defined in this document.
- Defiance of staff authority: Insubordination/willful disobedience: refusal to obey reasonable directions or requests of any staff member, including volunteers, aides, substitutes, secretaries, custodians, food service workers, bus drivers, etc.

- Obstruction/interference with or Academy personnel: Interfering with the discharge of the official duties of Academy personnel through passive resistance, failure to give name or the correct name, etc.
- Disrespect of Academy staff: Verbally or with gestures.
- Excessively disruptive behavior: tantrums or loud disruptions.
- Disruptive behavior during Friday/Jumaah prayer.
- Physical altercations with other students.
- Lying to avoid a minor infraction.
- Forgery: Fraudulently writing the name of another person to appear as if the other person had signed, or falsifying times, dates, grades, addresses, or other data.

Level 4: Serious Misbehavior. Inappropriate behavior deemed as damaging to the rights of others, including bullying or abusive behavior. Examples are:

- Severe disrespect of an adult on Academy grounds or Academy - organized event.
- Obscenity or profanity: Words or gestures that are offensive to accepted standards of decency: oral, written, gestures, or through computer networking communication.
- Public mischief: Intent to mislead Academy's authorities to believe an offence has been committed or to wrongfully accuse another person.
- Assault: Physical threats or uninvited physical contact including violent actions.
- Threats: Knowingly uttering, conveying, or causing in any manner another person to receive a threat to cause bodily harm.
- Vandalism: Destroying or damaging property: e.g. breaking windows, graffiti, defacing desks or lockers, damaging or destroying other people's belongings, interfering with or damaging electronic information systems, etc.
- Fighting: Consensual/reciprocal physical contact by two or more persons with the intent to harm.
- Severely disruptive classroom behavior.
- Continuous uncorrected disruption of educational process in class.

- Cheating: For example: copying, copyright violation, computer software violations, plagiarism, using “crib notes,” falsifying records or scores, unlawful use of technology to alter score, etc.
- Theft: Stealing.
- Abusive, dangerous, and/or threatening behavior that severely impacts the rights of others.
- Lying with intent to slander, damage, or mislead.
- Racism: Discrimination based on the social construct of race, including a private dislike of an individual because of his or her apparent race.
- Harassment or Bullying: Intimidating or harassing another person because of that person’s ethnicity, ancestry, national origin, color, gender, or for any other reasons. A threat to cause injury, property damage, or physical confinement or restraint of the person threatened, or any other act intended to substantially harm the physical or mental health of the person threatened.
- Use of electronic devices with malicious intent (possible escalation to level 5).
- Making lewd gestures or comments (possible escalation to level 5).
- Leaving the school without permission (possible escalation to level 5).
- Trespass: Entering or remaining unlawfully in Academy buildings, property, grounds, or at Academy -sponsored events or refusing to leave when asked to do so.

Level 5: Very Serious Misbehavior. Inappropriate behavior that endangers the rights of others and threatens a safe teaching/learning environment.

Examples are:

- Fire Setting (Intentionally or recklessly setting a fire or causing an explosion)
- Robbery (Taking another’s property by force or threat of force).
- Gang activity or affiliation: any activity that promotes or glorifies gang behavior.
- Weapons and explosives/incendiary devices/materials: The Academy has a no tolerance for weapons, possession or using weapons, explosives, fireworks, firecrackers, or any other items capable of

- causing bodily harm, including “fake” weapons that can be perceived as “real” weapons.
- Use, promotion (serious or otherwise) of drugs, tobacco, or alcohol is not permitted at the Academy in any format.
 - Continued aggressive behavior towards others.
 - Dangerous behavior toward self.
 - Criminal acts as defined by law: Federal Criminal Code or other federal statutes where the health, safety, and security of the Academy, its students or staff is compromised.
 - Lewd Conduct/Indecent Exposure: Behavior that is indecent or obscene, e.g., mooning, exposing oneself, sexual misconduct, etc.
 - Immoral acts such as sexual promiscuity, distribution or use of pornography, or excessive profanity. Overt or suggestive behavior that is inappropriate within the generally accepted Islamic conduct (kissing, fondling, body contact, etc.).

Implementing the Student Code of Conduct Policy

The following information is intended to help teachers and staff to assess student inappropriate behavior and determine what level they fall under.

Level 1

- Responsibility: The classroom teacher deals with this level of inappropriate behavior.
- Procedure: The teacher should discuss the problem with the student, and may decide to contact parents if necessary.
- Documentation: Anecdotal notes should include the incident and action taken. Please note that reports of all incidents should be kept on file so that a record is available if needed
- Infractions: Consequences could result in loss of class privileges, class detention, etc. Suspension of up to 3 days is also possible, after administration meets with parents. Consistent recurrence of misbehaviors by students may lead to elevation to level 3 procedures being followed by the teacher and Administration.

Level 2

- Responsibility: Teachers or supervisors deal with such level of inappropriate behavior.
- Procedure: The teacher may feel the need to contact parents (a letter form is available on Teacher Share).
- Documentation: Anecdotal notes and reports should be placed into student's centralized computer behavior record including the action taken.
- Infractions could result in loss of class privileges, class detention, etc. Suspension of up to 5 days is also possible after administration meets with parents. Consistent recurrence of misbehaviors by students may lead to elevation to level 3 procedures being followed by the teacher and the administration.

Level 3

- Responsibility: Administration deal with this level of inappropriate behavior.
- Procedure: A discipline report is completed and sent to the administration. If requested, any previous reports should also be sent at this time. Copies of the Discipline Report with actions taken will be sent to parents and classroom teachers.
- Documentation: Discipline Report placed in student's cumulative file. Incident is input into student's centralized behavior record including action taken.
- Infractions: Action taken may involve loss of privileges, restitution, behavior modification program or counseling. Student may be given an in-school suspension and placed on behavior modification program/contract.

Level 4

- Responsibility: Administration deal with this level of inappropriate behavior.
- Procedure: Discipline report completed and sent to the administration. If requested, any previous reports should also be sent at this time.

- Report and action taken will be recorded on the Discipline Report and copies sent to parents and classroom teachers.
- Documentation: Discipline Report placed in student's cumulative file. Incident is input into student's centralized behavior record including action taken.
 - Infractions: Action may involve detention, loss of privileges, behavior contract, in-school or out-of-school suspensions, and counseling. Administration/parent conference necessary for any suspensions.

Level 5

- Responsibility: Administration deals with this level of inappropriate behavior
- Procedure: Discipline report completed and sent to the administration for a case conference. If requested, any previous reports should also be sent at this time. Report and action taken will be recorded on the Discipline Report and copies sent to the parents and classroom teachers. Administration/parent conference necessary.
- Documentation: Discipline Report placed in student's cumulative file. Incident is input into student's centralized behavior record including action taken. In cases of potential expulsion, a review of all previous behavior incidents is required.
- Infractions: Actions taken may include the following:
 - Home/school behavior contract
 - Suspension or expulsion

Expulsion

EIA provides an exemplary learning environment for every student in the school. The faculty, staff and leadership team will do everything within their power to protect this environment. For whatsoever reasons (criminal, student or parent not following policies, EIA not having resources, etc.) a the school may not be a good fit for a student. If expulsion of a student is recommended by the Head of School, the parents / legal guardians will have 10 working days to appeal the decision to the board.

EIA supports mutual respect and dignity for those it serves and for those who serve. Inappropriate conduct or abusive behavior towards students, staff, volunteers, parents, board members, as well as the rest of the

community will not be tolerated inside or outside of the Academy. All inappropriate conduct or abusive behavior is considered a major offence and will be dealt with directly by the Board. All disciplinary measures are at the Board's sole discretion. It is everyone's responsibility to maintain a positive and safe environment. In the event a student is expelled from school after September 30th, the parent will take full responsibility for their child(ren)'s education and the school will provide support until the end of the academic year (home schooling).

Remediation and Support

In order to foster a positive Islamic learning environment, the Edmonton Islamic Academy engages in reasonable and caring efforts to support both the individual(s) who may have been the subject or victim(s) of unacceptable behavior(s) and to support perpetrators of unacceptable conduct to improve their conduct.

Supportive actions the Edmonton Islamic School Society may include, but are not limited to:

- Mentoring of individual students by older students
- More focused attention to individual students
- Regular follow-up meetings of specific teachers with individual students
- Student Peer Support Groups, including SGA's as appropriate
- Counseling and restorative justice processes
- Home/ School partnership
- Mosque/school partnership
- Appointment of an onsite social worker

The above board policies and administration regulations/procedures are reported to the community on the website, and through regular newsletters. Board policies are reviewed annually by the Board's Policy and Planning Committee to ensure that they are still relevant and in accordance with the Education Act and Ministry of Education expectations.