



CALGARY ISLAMIC SCHOOL  
AKRAM-JOMAA

CODE OF CONDUCT



*THE WHOLE CHILD, THE WHOLE WAY*



## Statement of Purpose

At the Calgary Islamic School, we believe that acquiring knowledge is a foundational attribute of the human being and that every student has the capacity to learn and grow. We believe that teaching is an essential attribute of our Prophet Muhammad (God bless him and give him peace), and as such, our teachers follow in his footsteps, are cognizant of their professional role, religious responsibility, and spiritual significance to students, staff and the school.

The purpose of this document is to ensure that all stakeholders are united in creating a safe and caring learning environment for our students and staff, and that all visitors to our school are treated with dignity and respect.

## Our Mission

Calgary Islamic School strives to develop an enriched learning community that promotes academic achievement, leadership, and Islamic values.

## Our Vision

To build and maintain a learning community that produces leaders through faith, knowledge, and ingenuity.

## Our Values

At Akram-Jomaa, the seven core values that we aspire to embody are:

Sincerity

Trustworthiness

Compassion

Courage

Patience

Gratitude

Humility



*THE WHOLE CHILD, THE WHOLE WAY*



## Expectations of Students

- ❖ Our students are representatives of Islam and the Calgary Islamic School. They are expected to conduct themselves with dignity and nobility in and out of school. This includes and is not limited to student conduct online, field trips, and other activities.
- ❖ Our school property is to be respected, cared for and protected.
- ❖ Our students will conduct themselves with compassion and kindness at all times with peers, staff, and guests of the school.
- ❖ Our students are expected to be on time for school.
- ❖ The completion of all assigned schoolwork is the responsibility of the student. This means being organized, using class time effectively, and completing all assigned homework in a timely manner.
- ❖ Cleanliness is a central focus of our faith and must be reflected in the student's workplace, classroom, and personal hygiene.
- ❖ Adherence to the school uniform is mandatory during the school day and when representing the school. Students will wear the school uniform properly at all times, unless otherwise permitted.
- ❖ Each student will act in a safe and helpful manner towards oneself and others.
- ❖ Students will be prepared for prayer every day in clean clothing, (girl's with proper and clean hijabs) and observing all of the requirements and etiquettes of prayer.

These expectations apply equally to all Calgary Islamic School students. They are necessary to establish a safe and caring school environment that fosters excellence in character. They reflect the responsibility that a student assumes when he/she agrees to attend Akram-Jomaa.

## Expectations of Parent/Guardian

Parents/Guardians play an integral role in the education of their children, and are expected to support the efforts of school staff in maintaining a safe and caring learning environment for everyone.

Therefore, all parents/guardians are expected to:

- ❖ Show an active interest in their child's school work and progress.
- ❖ Communicate regularly with the school, and ensure the school database is updated with all current email, phone number(s) and address.
- ❖ Ensure their child is dressed in complete uniform, prepared for school and maintains excellence in cleanliness.
- ❖ Ensure that their child attends school regularly and on time.
- ❖ Promptly report to the school their child's absence or late arrival.
- ❖ Encourage and assist their child in meeting all school expectations.
- ❖ Support school staff in addressing disciplinary issues involving their child

During school hours, parents/guardians are not permitted to enter classrooms without permission or an appointment.

### Calgary Islamic School Staff Are Committed To...

- ❖ Fulfill our purpose as stated in the Calgary Islamic School Mission, Vision and Values
- ❖ Maintain consistent communication regarding all student matters and progress as well as provide opportunities for parent/guardian involvement.
- ❖ Meet all professional and legal obligations.
- ❖ Support and encourage students to take responsibility for their learning, application of knowledge, and career choices under the guidance of sacred law.
- ❖ Promote a culture of care, value, and respect for individuals based on the religious etiquettes of brother/sisterhood.
- ❖ Ensure that classroom discipline is guided by equity, compassion, and mutual respect.
- ❖ Interact with fellow colleagues, parents, administrators, and students in a manner that exemplifies integrity and professionalism.
- ❖ Design assessment tools that provide multiple opportunities for students to perfect their understanding of curricular content.
- ❖ Employ strategies that are dynamic and reflect the values, social and emotional needs, and interests of individual students.
- ❖ Adapt and diversify instructional methods to suit multiple learning styles and inspire a sense of awe and wonder.
- ❖ Endeavour to create a classroom ambiance that reminds students of the sacredness of knowledge and the virtue of learning in the sight of God.

### Unacceptable Behaviours:

#### **Bullying:**

Bullying is repeated, hostile and/or demeaning behavior by an individual in the school community where the behavior is intended to cause harm, fear or distress to another person(s) in the school community. Bullying includes physical, verbal, psychological harm or harm to an individual's reputation.

Bullying could include, but is not limited, to the following:

**Physical** – pushing, hitting, kicking, etc.

**Verbal** – name-calling, threats, insults, sarcasm, teasing

**Social** – rumors, mobbing, scapegoating, excluding others from a group, humiliating others with public gestures or graffiti

**Cyber** – using digital technology to harass, demean, threaten or insult



All forms of bullying are utterly unacceptable in our school and must be reported to Calgary Islamic School staff immediately. Additionally, any form of retribution against any person in the school who has intervened to prevent or report bullying is unacceptable and will be dealt with.

### **Racism:**

Racism is a set of erroneous assumptions, opinions and beliefs that one race is inherently superior to another. Racism may be evident in organizational and institutional structures, policies, procedures and programs as well as in the attitudes and behaviours of individuals.

All forms of racism are utterly unacceptable in our school and must be reported to Calgary Islamic School staff immediately. Additionally, any form of retribution against any person in the school who has intervened to prevent or report acts of racism is unacceptable and will be dealt with.

### **Harassment:**

Harassment includes behaviour which may be verbal, physical, deliberate, unsolicited or unwelcomed. It, in effect or intent, disparages, humiliates or harms another person. It is behaviour which denies individual dignity and respect and is demeaning to another person. It also includes behavior which supports a hostile or poisonous environment: racism, intimidation, threats, ostracism, gestures, offensive images or signs and offensive remarks and bullying.

All forms of harassment are utterly unacceptable in our school and must be reported to Calgary Islamic School staff immediately. Additionally, any form of retribution against any person in the school who has intervened to prevent or report harassment is unacceptable and will be dealt with.

## Consequences of Unacceptable Behavior

*“The believers are brothers to one another. Therefore, make peace between your brethren, and be conscious of God that you may receive loving mercy.” (Qur’an, 49:10)*

The primary focus of the code of conduct is to help students learn how to resolve issues peacefully, develop empathy, and contribute to a welcoming, caring, respectful and safe learning environment that respects diversity, fosters a sense of belonging and a positive sense of self.

Staff and parents play important roles in shaping culture, and in order for meaningful and lasting change to occur, students must be an integral part of the process. Students must play a role in preventing as well as solving problems. They need authentic opportunities to share their ideas regarding safety, inclusivity, leadership and responsibility within the school community. This involvement helps create a sense of ownership for the well-being of the school community and

encourages students to advocate for themselves and others, personally and collectively.

The School Act requires that our Codes of Conduct address consequences for unacceptable behavior and that these consequences take into account the student's age, maturity, and individual circumstances. Responses to student behavior must reflect a consistent and school-wide approach that ensures a range of fair and predictable responses to unacceptable behaviour.

Administration and school staff will support all students impacted by unacceptable conduct, including bullying, racism, discrimination and harassment. Support will also be provided to those students who engage in inappropriate behavior. When disciplinary action is required, staff shall, where possible, work with the student's parents, and may involve central office staff and, where appropriate, staff from community agencies such as Calgary Police Services and others.

While each situation will be handled in context, the focus will remain on restorative principles. Restorative principles are the foundational beliefs that drive restorative approaches and practices. Restorative principles include a focus on relationships, responsibility, accountability, engagement and voice. When embedded into a school's culture, the result is a more supportive learning environment where both students and staff thrive.

Restorative practices is a focus on repairing the harm done to people and relationships rather than on punishing offenders. It is built on the basic premise that "people (students, teachers and staff) are happier and more likely to make positive changes when those in authority (teachers, staff and administrators) do things *with* them, rather than *to* them or *for* them" (Costella et al. 8).

## Concern/Complaint Procedure

1. Should a student be subject to or witness unacceptable behaviours as described in the Student Code of Conduct or conduct that interferes with maintaining a welcoming, caring, respectful and safe learning environment in the school, that student should contact a classroom teacher, school counsellor, or any other staff member with whom they feel comfortable. A parent or guardian may make contact regarding a complaint or concern.
2. All complaints of discriminatory, harassing, and bullying language and behaviours are taken seriously, documented, and dealt with in a timely manner.
3. Confidentiality regarding the complaint shall be maintained by all parties as agreed relative to further action.
4. A complaint or concern may be communicated informally through oral communication or formally in writing with a staff member or an administrator. Where possible, the complaint should clearly outline the cause for complaint or issue, as well as a description of the specific incident or incidents, the dates, and names of any witnesses.
5. If the student and/or parent does not feel as though their complaint has been attended to and/or they require further support, the complaint should be then brought to the attention of the Vice-Principal.
6. If a resolution is still not achieved, the complaint should be then brought to the attention

- of the Principal by the student and/or parent.
7. The Principal will investigate the complaint and apply the appropriate consequences as delineated in 'Consequences of Unacceptable Behaviour' in the Student Code of Conduct.
  8. The Principal will determine whether the level of seriousness requires an investigation and/or police involvement.
  9. The Principal or designate will document the investigations and outcome, including any disciplinary action and supports.
  10. No staff member of the Calgary Islamic School community, including students, staff, parents/guardians, and/or volunteers, shall take retaliatory action with the intent of dissuading or punishing an individual for participating in the complaint resolution process. Individuals who retaliate may be subject to discipline and/or legal action.

Student Agreement:

Students in Grades 4 - 12 are required to sign below, however students in Kindergarten to Grade 3 can have parents complete the portion below on their behalf.

I, \_\_\_\_\_, a student at Calgary Islamic School, have read and  
(First and Last Name)

understand the code of conduct in its entirety and hereby promise to fulfill my role in ensuring a safe and caring learning environment.

\_\_\_\_\_  
(Student Signature)

Parent Agreement:

I/We, \_\_\_\_\_ the parent(s)/guardian(s) of  
(First and Last Name)

\_\_\_\_\_ student enrolled at Calgary Islamic School, have read and  
(First and Last Name)

the Code of Conduct with my/our child and understood it in its entirety. I/We hereby promise to fulfill my/our role in ensuring a safe and caring learning environment.

\_\_\_\_\_  
Parent/Guardian #1 Signature

\_\_\_\_\_  
Parent/Guardian #2 Signature

