



**MAC Islamic School**  
Edmonton

## **Student Code of Conduct**

### **2023 - 2024**

#### **MAC Islamic Elementary School**

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## MAC Islamic School (MIS)

The Muslim Association of Canada (MAC) and the Edmonton Muslim Community established the MAC Islamic School (MIS) in 2012. MIS is a registered full-time accredited Elementary, Junior High and Senior High School serving children from preschool to grade 11. This is our eleventh year in operation. We have about 600 students from varying cultural backgrounds. At MIS we are committed to mainstreaming Islamic values and teachings in all subject areas. We cover the Alberta Education curriculum along with Quran, Arabic, and Islamic Studies.

### **Mission**

*MAC Islamic School is a school of choice focusing on academic excellence that produces positively influential individuals with exceptional Islamic character, while having fun.*

### **Vision**

At the MAC Islamic School, we are determined to teach our young Muslim students to be lifelong learners, strong members of the community and to accept all of Allah's (SWT) creations with an open heart. We strive to develop a strong relationship with Allah SWT and embody the values of Rabbaniya, integrity, service, and excellence. Furthermore, we want to develop the love of reading in our students and enable them to become confident scholars.

### **Core Values**

Passion

Integrity

Quality

# MAC ISLAMIC SCHOOL (MIS) CODE OF CONDUCT

## DISCIPLINE PHILOSOPHY

Discipline is embedded in every fibre of Islam. Self-discipline is an integral part of the Muslim personality. Allah loves a person who observes self-discipline. Therefore, the code of conduct at MAC Islamic School (MIS) is aimed at nurturing this concept of self-discipline amongst students in order to establish and maintain a welcoming, caring, respectful, and safe learning environment for all students and school staff. Furthermore, students are expected to conduct themselves according to the requirements set out in Section 31 of the Education Act.

Prophet Muhammad (saw) was able to instil self-discipline in his companions who were amongst the most undisciplined people in human history. Therefore, he (saw) serves as the best example for all of us to follow. Teachers, staff and students at MIS are required to adhere to the following Islamic Principles when it comes to discipline:

### Principle 1: Reverence and Love of Allah

Student's love for the teacher is a great tool to motivate students to behave. This love should eventually be guided to mature into love for Allah. A key ingredient in earning the love of students is to DISCIPLINE THEM WITH COMPASSION. Lower the "wing of Mercy" before the "fist of fury!"

Fear of consequences, though secondary to love, is also a great tool to motivate students to behave. This fear should eventually be guided to mature into Reverence for Allah. A key ingredient in instilling reverence in students is to BE CONSISTENT IN APPLYING DISCIPLINE POLICIES.

### Principle 2: Repentance (Taubah)

Sincere repentance from any misbehaviour ensures the forgiveness of Allah thereby motivating students to stop misbehaving and start behaving properly in the future. Teachers and staff must not only allow but also provide opportunities for students to seek sincere repentance from Allah for their misbehaviour. The pillars of sincere repentance are as follows:

- Immediately stop of current misbehaviour
- Immediate sorrow and regret after committing an act of disobedience
- Seeking forgiveness from Allah
- Seeking forgiveness from others (if it involves other people)
- Paying the consequences patiently
- A promise not to repeat the same action again

## **Principle 3: Respect**

Mutual respect between the staff and the student is essential. Both must demonstrate a great deal of respect to each other.

- Respect is shown for the rights of others, property and the environment
- We are reminded to respect the “hudood” (rules) of Allah and the Sunnah of Prophet Muhammad (saw)
- Refrain from discrimination as set out on the Alberta Human Rights Act

## **Principle 4: Justice**

Teachers and staff must ensure that justice has been established when:

- Applying consequences for misbehaviour
- Treating ALL students the same way (no favouritism)
- Listening to the student’s “view” of the “story”

## **Principle 5: Understanding**

Teachers and staff must discipline with understanding. Sometimes they have to pardon those who make mistakes according to circumstances. They should be able to distinguish isolated cases from real problems that happen. Therefore, a teacher may treat the same infraction by a student differently by taking into consideration the following:

- Severity of the infraction
- Age level of the student doing the infraction
- Prior record of the student’s behaviour
- The circumstances surrounding the occurrence of the infraction

## **Principle 6: Patience (Sabr)**

Teachers and staff must deal with students patiently. They must never give up on their students. DO NOT ACT OUT IN ANGER! Teachers and staff must restrain themselves from acting out in anger while disciplining students. Acting out in anger will increase the possibility of dealing with them unjustly.

## **Principle 7: Motivation**

The purpose of discipline is not only to stop a person from misbehaving but also to motivate that person towards good behaviour. Accordingly, any consequence implemented by teachers and staff should not discourage a person from good behaviour.

## **Principle 8: Least Possible and Most Appropriate Means**

Teachers and staff must utilize the least possible and the most appropriate means to correct misbehaviour. They must keep the following in mind while implementing consequences:

- The consequence has to be proportional to the mistake done and never exceed more than what is required to correct the misbehaviour.
- Be reasonable in applying the consequences. Use logical consequences.

# **RESTORATIVE DISCIPLINE**

## **Proactive Strategies**

### **1. Rules**

- Class generated rules posted on the wall.
- Refer to the rules throughout the day.
- Model and role-play behaviours related to the rules.

### **2. Hold class meetings to discuss whole group issues.**

### **3. Support positive adult-student relationship building.**

- Use the students' names
- Learn about their interests & mention them
- Redirect respectfully
- Transmit empathy & calm

### **4. Ensure consistency in discipline among all staff.**

- Speak calmly in close proximity
- Neutral tone with no sarcasm/mockery/insulting language

### **5. Transitions**

- Rehearse
- Smooth transitions
- Provide time

### **6. Extra supports for specials, recess, lunch, bus**

- Interactive modelling
- Explain procedures and behavioural expectations

### **7. Observation, reflection & follow-ups**

- Step back and observe routines and overall behaviours
- Reflect on causes, habits, and routines

- Follow-up with discussion about the challenges and set a goal
- Communicate with students, staff, parents
- Make a plan moving forward, monitor, adjust
- Communicate progress with students, staff, parents

### **8. Give struggling students lots of positive feedback**

- Using reinforcing language
- Nonverbal signals
- Notes of encouragement
- Shed a positive light on a challenging situation

### **9. Student and staff reflection time:**

- Think-back questions:
- “What was the most important idea? What is something you might share with your family tonight? What was our objective of the lesson and did we reach it? What did we do to help someone today?”

### **10. Recognize antecedents/triggers and use de-escalation techniques**

- Look for signs of tension
- Try soothing redirection
- Give the child space and stay at a comfortable distance
- Avoid eye contact, talk slowly and quietly
- Never take what the child is saying personally

## **Reactive Strategies**

### **1. Restate and clarify goals**

- Maintain safety and order.
- Help students recognize and fix their mistakes.
- Help students develop internal control of their behaviour.
- Keep the teaching momentum going.
- Prevent power struggles.
- Keep parents informed.

### **2. Use minimally intrusive interventions to redirect behaviour at the onset.**

- Proximity
- Signals
- Point to rules
- Whisper redirection – quiet, firm, friendly tone

### **3. Logical, non punitive consequences: Respectful, Relevant, Realistic**



- Simple reparation (“you break it, you fix it”)
- Increase structure and monitor supervision (students may never be left alone in the hallway, classroom, inside or outside the school building)
- Moving child away to a different spot
- Removing objects
- Narrowing choices
- Take-a-break (positive time out) to regain self-control with-in the class, another classroom, supervised area, office

#### **4. Conflict Resolution/Peace Talks (Students & Teacher)**

**Goal:** teach skills for conflict resolution

**Steps:**

1. Cool off: take a deep breath, make wudu, take a walk
2. Children state their point of view using an I- statement (I felt \_\_\_\_\_ when I saw/heard \_\_\_\_\_ because. What I would like is \_\_\_\_\_.)
3. Brainstorm possible solutions
4. Children together choose a solution to try.
5. Inform parents of the process and plan.
6. Monitor progress. Make adjustments
7. Inform parents of the progress.

#### **5. Problem Solving Conference (Student & Teacher)**

**Goal:** build an alliance with the student to solve a persistent problem involving one student (causes, how to address it)

- Academic problems/work habits (prompt starts, completing assignments, careless work, etc.)
- Interfering with others’ learning (calling out, demanding constant attention, etc.)
- Alienating other children (tattling, speaking in a mean way, initiating exclusive cliques, being a bad sport, defiance towards the teacher, etc.)

**Steps:**

1. Use the conference planning/recording sheets.
2. Establish the purpose of meeting.
3. Reaffirm a positive relationship and a relaxed tone to allow for collaboration. (Climate of respect and reflection)
4. Discuss problem area: What does the teacher notice? What does the student notice?
5. Name the behaviour as a problem and why it’s a problem.
6. Teacher invites the student to work on the problem.
7. Explore the cause of the problem.
8. Articulate a clear, specific goal to work on together.
9. Generate solutions and choose one to try.
10. Inform parents of the process and plan.
11. Set a time to check-in. *How are things going?*

12. Inform parents of the progress.

### **6. Crisis Response Team**

- Collaborate with other staff members the student responds well with
- Inform the Principal/Vice Principal

### **7. Partnering with Parents**

#### **Keeping parents informed:**

- Role play dialogue and possible scenarios with the Admin
- Give parents a quick FYI about incidents using a respectful tone – via email, phone calls, meetings (document all communication)
- Start by mentioning positives
- Describe the problem and goal in a nonjudgmental way
- Describe supports given so far
- Be optimistic
- Suspend judgement
- Pay attention to body language, relax & smile J
- End with a positive wrap-up
- Send a follow-up note: thank them for attending and review goals of the meeting
- Follow-up with parents periodically: monitor progress to the goals

#### **If things get tense:**

- Pause, breath, paraphrase
- Ask for time to gather more information if needed
- End the conference and schedule another meeting if needed and inform the Admin

# CODE OF CONDUCT IN ACTION

The MIS Discipline Code of Conduct applies in the following situations:

1. Violation of Islamic Rules of conduct as prescribed in the Quran or Sunnah of the Prophet at any time while a student is registered at MIS School.
2. During regular school hours.
3. On the school bus or other transportation sanctioned by the school.
4. During school sponsored events.
5. When travelling to and from school on organised transportation.
6. During events and activities associated with the school.
7. With respect to any misconduct of personal nature or directed at others which violates this discipline policy, whether on or off school premises.

Additionally, the administration is authorized to take disciplinary action when a student's misconduct away from school has a detrimental effect on the other students or on the orderly educational process. The violation is usually directly connected to prior violations at school, threatens to produce further violations at school, and poses a likelihood of danger to the physical, emotional health, welfare of students or school personnel and/or whose continued practice by a student of the school is disruptive to the school mission or educational process.

## DUE PROCESS RIGHTS

Any student whose conduct may warrant suspension will be provided the following due process.

### STUDENTS:

A notification of the violation

An opportunity to present his/her side of the story to the appropriate school personnel

### PARENTS:

A written notification of the violation and the consequence decided by the school

Twenty-four hour notice to meet with the proper school personnel for a fair and impartial conference, unless the student's behaviour is so disruptive or detrimental that he/she cannot complete the school day.

# THE RIGHTS & RESPONSIBILITIES OF MIS STUDENTS

Students are expected to conduct themselves according to the requirements set out in Section 31 of the Education Act. Furthermore, Section 33 (1) and 33 (2) of the Education Act which states that: “A board shall establish, implement and maintain a policy respecting the board’s obligation under subsection (1)(d) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour”

STUDENTS HAVE THE RIGHT TO:	STUDENTS HAVE THE RESPONSIBILITY TO:
A quality education	Attend school regularly and punctually Put forth their best effort to meet classroom expectations and actively engage in learning
Education without undo interruption, disruption, fear, or inhibition	Show respect for the rights of others in and outside of the school
Privacy in their person and possessions unless school personnel have reason to believe that inappropriate and/or dangerous materials are being carried and or concealed by the student	Respect diversity and refrain from demonstrating any form of bullying, harassment, threats, intimidation or discrimination in person, indirectly or by electronic means on the prohibited grounds of the Alberta Human Rights Act.
A copy of the Code of Conduct	Refrain from and report bullying behaviour
Receive respect from school personnel and other students	Read and abide by the Code of Conduct
Due process procedures according to school policies	Privacy in their person and possessions unless school personnel have reason to believe that inappropriate and/or dangerous materials are being carried and or concealed by the student

Participate in school functions and extra-curricular activities	Not carry, conceal, or bring onto school property materials, which are inappropriate or may disrupt the educational process
Protection and confidentiality when fulfilling responsibility	Meet academic qualifications, other criteria and qualifications and/or standards of behaviour

## BEHAVIOURAL EXPECTATIONS:

As per the Education Act, bullying is defined as “repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour 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.” Every student is expected to uphold and demonstrate proper Islamic behaviour at all times. He/she has to be conscious of Allah (SWT), respect himself/herself, respect others, including the Principal, Vice Principal, administrators, teachers, support staff, and fellow students and their property, treat others, as he/she would like to be treated, and follow school expectations:

### 1. We take responsibility for learning.

- We arrive at school on time.
- We are prepared for class.
- We demonstrate a serious and responsible attitude in daily work in all subjects.
- Homework is carefully and thoughtfully completed and on time in all classes.

### 2. We try to settle our differences in a peaceful manner.

- We respect other people’s property and personal space.
- We do not physically or verbally fight with other children.
- We do not take anything that does not belong to us.

### 3. We follow the directions of adults in charge, the first time they are given.

- We look at the speaker.

- We do not talk back to teachers or adults in charge, including substitutes, volunteers and lunchtime supervisors.

#### **4. We are sensitive to the needs and feelings of others.**

- We use appropriate language at all times.
- We do not bully or tease others.
- We are willing to help each other.
- We are friendly, courteous and do not discriminate against others.

#### **5. We are expected to move safely through the school.**

- We do not play around in the bathrooms or hallways.
- Keep to the right when walking in the hallways.
- We do not run in the hallways, or up and down the stairs.
- We use our soft voices when we move inside the school building.
- We come to the Gym for prayer quietly, we pray quietly and we leave the Gym quietly.
- We keep our classrooms clean and organized.
- Stand quietly in a single file line with your class and do not push others.
- Avoid crowding others while in line.
- Greet your teachers and classmates with “Assalamu Alaikum”.

#### **6. We are expected to move safely in The Playground:**

- Remain at all times on the school grounds unless otherwise permitted by a teacher.
- Play in the assigned play areas only.
- Ask the permission of one of the teachers on duty if you need to re -enter the building.
- Do not throw at other students any injurious objects such as rocks, snowballs, pebbles, sand, etc.
- Do not bring hard balls, Frisbees, or skateboards to school.
- Line up with your class outside the correct door as soon as the bell goes off at the end of recess
- Observe safety rules all the time.
- Do not play with hockey sticks, and baseball bats.

#### **7. We are expected to move safely in the Classrooms:**

- Be on time for all your classes fully prepared for the subject taught.

- Greet your teachers and classmates with “Assalamu Alaikum “
- Keep your hands to yourself.
- Allowed to enter the classroom only when there is a teacher there.
- Treat others with kindness & respect.
- Follow the rules and routines established by your teachers.
- Listen carefully when others are talking
- Get a note from your parents if you were unable to do/complete your assigned work or if there is an urgent need for you to leave the school early.
- Refrain from eating, drinking, and chewing during instruction periods (except water).
- Keep a neat and clean desk
- Follow Islamic etiquette (manners) during lunch time to start with saying Bismillah and to be seated while eating
- Show extra care for all school property
- Continue your work as usual when there are visitors in the classroom
- Leave everything in order at the end of the day

## **8. We are expected to move safely in the Gym:**

- Enter the gym only with permission and with the presence of a teacher.
- Leave the gym only with permission
- Play softly: No pushing or tripping
- Keep the noise level down
- Follow carefully all the instructions of your teacher
- Do not get any equipment out of the equipment room without the permission of the teacher
- All equipment should be returned to its spot at the end of the gym session.

## **9. We are expected to move safely during Prayer Time:**

- Enter the gym quietly, remove your shoes, leave them in an organized way next to the wall,
- And proceed to the spot designated for your grade.
- Pray two Rak’ah and then sit quietly.
- Listen and cooperate with the teachers & students on duty.
- Repeat after the Adhan after each call and read the Du’a after the Adhan
- Concentrate on your prayer
- At the end of prayer, read your athkaar and pray two Rak’ah Sunnah.
- Do not leave the gym until you are dismissed by the teacher/student on duty.

- Leave and proceed to your class quietly only when permitted.
- Refrain from eating, drinking, and chewing.

## **10. We are expected to move safely in the Washroom:**

- Enter with your left foot
- Read the Du'a
- Remain silent all the time
- Use tissues & water to clean yourself
- Do not waste water or paper
- Leave with your right foot
- Read the Du'a when you leave.

## **11. We are expected to move safely in the Library:**

- None of the library material is allowed to be taken outside without being checked out by the librarian.
- All library material must be handled with care. Students may be requested to pay a full refund if the item is deemed to be damaged by the student when under their possession or gets lost.
- Abusive, disruptive, threatening or harassing language or behaviour is prohibited.
- Eating, drinking and smoking are not allowed in the library.

## **12. We are expected to move safely on the School Bus:**

On the bus, students are expected to be respectful to the driver, to sit patiently during their journey and stay seated as causing distractions and disturbances during the bus ride to and from school. Students who repeatedly cause disturbances to the driver and or to other students will face consequences , which may vary from verbal warnings to removal from the bus service.

**\*\*\* Although many exceptions may occur, they will be dealt with on a case-by-case situation \*\*\***



# KG - GRADE 5

## POLICIES & PROCEDURES

In order to secure the best possible learning environment, guidelines of acceptable behaviour and class rules to be followed consistently, will be set by each classroom teacher at the beginning of the year. These disciplinary procedures and consequences will help the students realize their responsibility to behave appropriately. This system will allow students to make appropriate choices, which will, in turn, ensure the proper Islamic environment in the classroom.

INFRACTION	DEFINITION	LEVEL 1 DISCIPLINARY MEASURES
1. Disruptive Behaviour	Engaging in any conduct that causes or results in the breakdown of the orderly process of Instruction and/or school activity	<p>Examples of disciplinary actions which classroom teachers can use include, but are not limited to:</p> <p><b>1st Occurrence:</b> verbal warning; in-class behaviour tracking system</p> <p><b>2nd Occurrence:</b> student -teacher conference; adjust in-class behaviour tracking system</p> <p><b>3rd Occurrence:</b> oral or written notification to parent(s); adjust in-class behaviour tracking system</p> <p><b>4th Occurrence:</b> teacher or team conference with student/parent(s); separation from peers, denial of class privileges; detention</p> <p><b>5th Occurrence:</b> administrative referral; conference with students; administrative mentoring; regular check-ins with admin.; call/conference with parents</p> <p><b>6<sup>TH</sup> Occurrence:</b> administrative action; conference with parent(s); detention; in-school suspension; out of school suspension</p>
2. Hostile or demeaning behaviour (Bullying)	Respect diversity and refrain from demonstrating any form of bullying, harassment, threats, intimidation or discrimination in person, indirectly or by electronic means	
2. Littering	Throwing or dropping paper, trash, or other material on the floor or Ground	
3. Refusal to do classroom work	Refusing to complete work, labs, projects, or other assignments given by the teacher	

4. Verbal Altercation	Engaging in minor verbal altercation. Insulting, taunting, or challenging another person under circumstances in which such conduct could provoke a violent or disruptive response	<p><b>Cell Phone Usage:</b> Students will be advised to put away their phones. If cell phone usage persists then the cell phone may be kept in the Office until the end of the day. Parents may be advised to pick up the cell phone from the Office.</p>
5. Violating classroom rules	Not following the classroom rules	
6. Electronic and other communication devices (ex. Cell phone, smart watch, cd players, mp3 players, games, etc.)	No student shall use, display, or possesses any electronic devices without approval on school property	
7. Tardiness and Attendance	Not being seated in the classroom when class is scheduled to begin	
8. Inappropriate language	Using any form of cursing, no matter what language in which it is spoken in, including hand or bodily gestures	

In the *Education Act*, bullying is defined as “repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour 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.”

# GRADES 6 - 12

## POLICIES & PROCEDURES

### LEVEL 1 INFRACTIONS

#### CONDUCT THAT IMPEDES ORDERLY OPERATIONS OF CLASSROOM OR SCHOOL

**Level 1** behaviour should be handled by the classroom teacher whenever Possible. Ordinarily, a teacher will not refer a student engaging in Level 1 behaviour to the school administrators until the classroom teacher has taken at least three documented, progressive level one disciplinary actions and has held a conference with the student and parents. Thereafter the classroom teacher may refer the student to the Vice Principal through a written referral. However, earlier referrals may be made when the misbehaviour occurs outside the classroom or in exceptional circumstances where the classroom teacher believes immediate outside assistance is necessary. This list of violations is not all inclusive, but only representative and illustrative. A student committing an improper act of misconduct, which does not happen to be specifically listed, is still subject to disciplinary action.

INFRACTION	DEFINITION	LEVEL 1 DISCIPLINARY MEASURES
1. Disruptive Behaviour	Engaging in any conduct that causes or results in the breakdown of the orderly process of Instruction and/or school activity	Examples of disciplinary actions which classroom teachers can use include, but are not limited to: <b>1st Occurrence:</b> verbal warning <b>2nd Occurrence:</b> student -teacher conference <b>3rd Occurrence:</b> oral or written notification to parent(s) <b>4th Occurrence:</b> teacher or team conference with student/parent(s); separation from peers, denial of class privileges; detention <b>5th Occurrence:</b> administrative referral;
2. Littering	Throwing or dropping paper, trash, or other material on the floor or Ground	
3. Refusal to do classroom work; Cheating	Refusing to complete work, labs, projects, or other assignments given by the teacher  Cheating on assignments or assessments	

4. Verbal Altercation	Engaging in minor verbal altercation. Insulting, taunting, or challenging another person under circumstances in which such conduct could provoke a violent or disruptive response	conference with students; detention; administrative mentoring; regular check-ins with admin.; teacher call/conference with parents <b>6<sup>TH</sup> Occurrence:</b> administrative action; conference with parent(s); detention; in-school suspension; out of school suspension
5. Violating classroom rules	Not following the classroom rules	
6. Electronic and other communication devices (ex. Cell phones, Smart watches, cd players, mp3 players, games, etc.)	No student shall use, display, or possess any electronic devices without approval on school property.	<b>Cell Phone Usage:</b> Students will be advised to put away their phones. If cell phone usage persists then the cell phone may be kept in the Office until the end of the day. Parents may be advised to pick up the cell phone from the Office.
7. Tardiness; Leaving the class without permission	Not being seated in the classroom when class is scheduled to begin or leaving the class during the scheduled time without permission	
8. Inappropriate language	Using any form of cursing, no matter what language in which it is spoken in, including hand or bodily gestures	

# LEVEL 2 INFRACTIONS

## ILLEGAL AND/OR SERIOUS CONDUCT

A student charged with a Level 2 violation shall be subject to the disciplinary actions listed below. Contact will be made either through a personal conference, phone conference, or in the event the previous are not possible, through written communication.

LEVEL 2 INFRACTIONS	DEFINITION	LEVEL 2 DISCIPLINARY MEASURES
9. Damage or destruction of property	Causing, attempting to cause, or threatening to cause damage to school or private property causing minor damage or defacing school or private property	<p>Examples of disciplinary actions which classroom teachers can use include, but are not limited to:</p> <p><b>1st Occurrence:</b> student -teacher conference and oral or written notification to parent(s); teacher keeps record of communication and informs Admin.</p>
10. Fighting	Engaging in verbal, hitting, punching, or any other kind of physical altercation, whether initiating or retaliating.	<p><b>2nd Occurrence:</b> teacher or team conference with student/parent(s); separation from peers, denial of class privileges; detention; teacher keeps record of communication and informs Admin.</p> <p><b>3rd Occurrence:</b> administrative referral; conference with students; detention; administrative mentoring; regular check-ins with admin.; call/conference with parents</p> <p><b>4th Occurrence:</b> in school suspension; conference with students; conference with parent(s); administrative mentoring; regular check-ins with admin.</p> <p><b>5th Occurrence:</b> out of school suspension; conference with students; conference with parent(s); administrative mentoring; regular check-ins with admin.</p>

<p>11. Bullying Cyber Bullying</p>	<p>Engaging in verbal, physical, emotional, threatening acts of bullying and/or cyber bullying</p> <p>In the <i>Education Act</i>, bullying is defined as “repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour 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.</p>	
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## LEVEL 3 INFRACTIONS

### SERIOUS OR ILLEGAL CONDUCT

MIS School considers all three level infractions to be very detrimental to the school and its students. A student charged with a Level 3 violation may be subject to suspension and a recommendation for expulsion to the Board (Management Committee) and/or legal authorities.

INFRACTION	DEFINITION	1st OFFENCE	2nd OFFENCE	3rd OFFENCE
12. Possession of or use of illegal drugs or substances	Students in possession of or use of substances such as drugs, vapes, cigarettes, e-cigarettes, alcohol, etc.	Conference with the Vice Principal and notifying parents to pick up the student  3-5 days suspension	Conference with the Vice Principal and notifying parents to pick up the student  3-5 days suspension	Conference with the Vice Principal and notifying parents to pick up the student  5 days suspension, possible expulsion
13. Reckless Endangerment	Acting in a wilful manner, and although not intending to cause harm, places others in jeopardy of injury, or results in the damage destruction, or defacement of school or private property	Conference with the Vice Principal and notifying parents to pick up the student  3-5 days suspension	3-5 days suspension	5 days suspension, possible expulsion
14. Theft	Stealing, attempting to steal, possessing or transferring school or private property or participating in the theft or attempted theft of	Conference with the Vice Principal and notifying parents to pick up the student	3 days suspension	5 days suspension, possible

	school or private property	3-5 days suspension		
15. Possession or concealment of weapon or dangerous instrument	Using, possessing, attempting to possess, brandishing or concealing any weapon, dangerous instrument, device, materials, look alike, replicas, or any other item deemed to be dangerous. The definition of a knife includes, but is not limited to, a cutting instrument consisting of a sharp blade fastened to a handle.	Conference with the Vice Principal and notifying parents to pick up the student  5 days suspension	5 days suspension, expulsion	
15. Arson	Utilising unauthorised fire, smoke, or explosives, which present a risk of danger to life or property	5 days suspension, recommended for expulsion, POLICE DEPARTMENT will be notified	N/A	N/A



## DETENTION

Detentions are given by the teacher or principal for a level 1 infraction, and some minor level 2 infractions. Detentions may be served at lunch recess or after school under the supervision of the teacher. A referral for an in school suspension is written by the teacher to the principal and assistant principal. The principal and assistant principal then make the final decision to implement the suspension, depending on the circumstances, infraction and the number of detentions.

## SUSPENSION

A first-time suspension may be served In-School, unless the student has committed an infraction that warrants more than a one-day suspension or a level 3 infraction. In-School suspensions (ISS) are held during the school day from 8:30 a.m. to 3:30 p.m. Students are responsible for securing assignments from their teachers the day before the ISS and will receive credit for the work completed. ISS days do not count as student absences. Subsequent suspensions will start a clean slate each year.

A student may receive an out-of-school suspension for committing an offence or other severe disruption of the education process. For the duration of the out-of-school suspension, a student is excluded with parent knowledge and is not allowed to attend classes, extracurricular activities, school functions, or be on the school premises.

In accordance with Section 36 of the Education Act, the principal may suspend a student if in the opinion of the teacher or principal:

- the student has not complied with Section 31 of the Education Act
- the student has not complied with the code of conduct in Section 33 of the Education Act
- The student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the the physical or mental well-being of others in the school
- The student has distributed an intimate image of another person in the circumstances described in section 1(1.1) of the *Education Act*.

## EXPULSION

The expulsion process, as outlined in section 37 of the Education Act is as follows. The principal may recommend, prior to the end of the student's suspension, that the board expel the student if:

- the student has displayed an attitude of willful, blatant and repeated refusal to comply with section 31
- the student has displayed an attitude of wilful, blatant and repeated refusal to comply with the code of conduct established under section 33(2)
- the student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school, or
- the student has distributed an intimate image of another person in the circumstances described in section 1(1.1)

The board may establish rules or conditions for an expelled student respecting the circumstances in which the student may be enrolled in the same or a different education program. Upon expulsion the school will ensure that:

- ensure that the student is provided with a supervised education program consistent with the requirements of this Act and the regulations
- ensure that the student is provided with supports and services in accordance with section 33(1)(e), and
- make all reasonable efforts to ensure the attendance of the student in accordance with section 7

## **USE OF PERSONAL ELECTRONIC DEVICES AT SCHOOL**

Electronic devices, cell phones and smart watches are not permissible unless used as a part of a class or project and are approved by an instructor. In order for a student to carry a cell phone during field trips, parents must submit a request to the teacher in charge. The reason for the request must prove a justifiable need. The request must then be approved and accepted by the school, prior to the student bringing the device. Students are allowed to bring laptops or tablets for projects or presentations. If a parent wishes to contact his/her child during school hours it must be done through the main office.

## **EXCESSIVE CLASSROOM DISRUPTION POLICY**

The reason our students are at MIS is to receive quality education, and we cannot allow any behaviour that takes away from this goal. Consequently, the school will adopt the following policy for any class that has excessive interruption of instructional time.

A student who is disrupting the class will have his/her name written in the discipline log without any discussion. The teacher is the only person to decide what constitutes disruptive behaviour under this policy. The next time the student disrupts the class he/she will have a check written next to their name. At the third disruption, parents will be notified to help their child. At the fourth time the student will be sent to the Vice Principal's office. If the situation is not resolved or persists, the administration will call home and explain to their parents that they will not be allowed to return to class for the rest of the day and will be suspended for the next day. Subsequent incidents under this policy by the same student will be referred to the Board (Management Committee) and the student may be expelled from school.

The imposition of the above policy is left to the discretion of the administration and parents will be informed in writing of the imposition of the policy. The policy would remain in place until further notice.

## **GRIEVANCE PROCEDURE**

Parents may in writing, submit any grievances concerning the disciplinary action taken by the school administration or any other matter to the Board (Management Committee). The Board (Management Committee) will review the grievance and will respond in writing. Parents may request a meeting to present their grievance to the Board (Management Committee) directly. Parents may also share their concerns with MAC National.

## **DISCIPLINARY PROBATION**

If a student earns three suspensions, he/she will be placed on disciplinary probation. He/she also may be placed on probation by the administration or the board for committing a level three infraction. Students are expected to serve all disciplinary assignments given to them, or further action will be taken. Students on Disciplinary Probation may not participate in extracurricular activities. The administration will review the discipline record of each student at the beginning of the final semester/term. Students with poor discipline records for that school year will be referred to the school administration and Board (Management Committee) even if they have not been placed on probation. MIS reserves the right to refuse readmission for the next year to students with poor discipline records.