



## Omar Ibn Al-Khattab Academy Student Progressive Discipline, Suspension and Expulsion Policy

**Effective Date: 1<sup>st</sup> September, 2025**

**Policy Number: DSE-01**

**Review Cycle: Every 3 years or as required by Alberta Education**

### 1. Purpose

The purpose of this policy is to establish the Board's expectations and authority regarding the student's discipline, suspension and expulsion of students, in accordance with Alberta legislation, while ensuring the provision of a welcoming, caring, respectful, and safe learning environment.

### 2. Rationale

Section 31 of Alberta's *Education Act* outlines the responsibilities of students, including respecting the rights of others, contributing to a welcoming, caring, respectful, and safe learning environment, and being accountable for their conduct.

At Omar Ibn Al Khattab Academy (OIAA), discipline is viewed as an essential part of character development and an important element of Islamic education. Islam encourages self-discipline, responsibility, and respect for others. Our goal is to nurture these values in students so they grow into individuals who demonstrate strong character, integrity, and leadership within the school, the Muslim community, and the wider society.

Our approach to discipline focuses on developing self-discipline rather than simply enforcing rules. Students are guided to understand the consequences of their actions, reflect on their behavior, and make positive choices. The teachings of the Qur'an and the example of Prophet Muhammad ﷺ serve as the foundation for cultivating respectful conduct, responsibility, and compassion within our school community.

Creating and maintaining a positive learning environment is a shared responsibility among students, parents, and school staff. At times, situations may require intervention or disciplinary action. When this occurs, the focus remains on prevention, understanding, guidance, and correction, with the aim of helping students learn from their mistakes while maintaining a safe and respectful school environment.

### 3. Definitions

**Progressive Student Discipline:** means a whole school approach that utilizes a continuum of intervention, supports, and consequences to address inappropriate and unacceptable student behaviour and builds upon strategies that promote positive behaviours contributing to a welcoming, caring, respectful and safe learning environment.

**Restorative practice:** means extending discipline measures to allow students the opportunity to repair harm and mend relationships.

### **Suspension**

A temporary removal of a student from school, from one or more class periods, courses, programs, school activities, or transportation, for a period of up to **five (5) school days**, unless the suspension is continued pending a decision on expulsion.

### **Expulsion**

The exclusion of a student from a school by decision of the Board, subject to any conditions or limitations established by the Board.

## **4. Policy Statement**

The Board of Omar The Board of Omar Ibn Al-Khattab Centre has responsibility to ensure that each student enrolled in the Omar Ibn Al-Khattab Academy and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

The Board expects students to recognize their obligation to protect the health and safety of themselves and others. Students are responsible and accountable for behaviour that will not put themselves, School staff members, fellow students, visitors, or any property at risk of injury or damage. The Board affirms that discipline is intended to be corrective and educational in nature. Suspension and expulsion are serious measures that shall be used only when warranted, and all related decisions shall be made in accordance with the principles of procedural fairness.

## **5. Authority and Legislative Alignment**

This policy is established pursuant to:

- *Education Act* (SA 2012, c E-0.3), including sections 31, 36, and 37
- *Independent Schools Regulation* (Alta Reg 27/2022)

Where required by legislation, decisions related to expulsion are reserved to the Board and may not be delegated.

## **6. Discipline**

A progressive discipline approach promotes positive student behaviour through strategies that include using prevention programs and early and ongoing interventions and supports, reporting incidents for which the principal must consider suspension or expulsion and responding to incidents of inappropriate and disrespectful behaviour when they occur.

When inappropriate behaviour occurs, disciplinary measures will be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools will utilize a range of interventions, supports, and consequences that are developmentally

appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make good choices. Ongoing dialogue with parents/guardians on student achievement and behaviour at every step of the progressive discipline continuum is expected by the Board.

## **7. Expectations**

The School will review and communicate the Code of Conduct annually to staff, students, and parents. Through role-modelling, positive reinforcement, and consistent discipline, students are expected to demonstrate:

- Respect for themselves, others, and property
- Appreciation of their own talents and those of others
- Kindness and sharing
- Honesty
- Responsibility
- Fairness
- Courtesy
- Good sportsmanship

Any conduct—inside or outside school—that harms the school’s reputation may result in disciplinary action.

Minor infractions will be handled by the teacher or supervising staff, based on the school’s philosophy, the child’s maturity, and the seriousness of the issue. Serious infractions must be reported to the Principal, who will take appropriate action.

## **8. Disciplinary Process**

OIAA has categorized various principles of discipline and assigned levels for any misconduct. Each level requires a different approach of intervention or discipline. Each situation is treated individually, and incidents of misconduct will be addressed on a case-by-case basis. The consequences applied will take into account the specific circumstances and context in which the behavior occurred.

In cases of misconduct, a written discipline report documenting the incident shall be placed in the Student Discipline Record by the teacher. A student may also be asked to write an account of the incident. Written reports will be documented in the student file and, if necessary, included in the teacher's file.

## Principle 1: Respect for Students, Staff, & Community

Level	Typical Examples	Immediate Adult Response	Restorative Actions (Teach/Repair)	Possible Consequences	Documentation & Parent Contact	Escalation Triggers	Supports/Considerations
<b>1 (Minor)</b>	Teasing, unkind words, eye-rolling, refusing a simple task, low-level disruption, speaking over others	Calm redirection; reminder of expectations ; offer cool-down/wudū	Verbal/written apology; kindness “repair” act; social-skills coaching	Seat change; brief reflection; loss/re-teach of minor privilege (e.g., 5–10 min of recess to practice expected behaviour)	Quick note in classroom log; notify parents if pattern emerges	3+ incidents in 10 school days; impact on peers’ learning	Teach conflict-resolution; check for skill gaps, attention needs, language barriers
<b>2 (Serious/Repeated)</b>	Aggressive swearing; open defiance; targeted rumor-spreading; verbal sexual/gender harassment; intentional class disruption	Remove from trigger; administrator informed; brief fact-finding	Restorative circle; mediated conversation; written reflection plan	Detention; in-school removal; behaviour contract; loss of non-essential privileges	Incident report; same-day parent contact; admin looped in	Repetition after contract; broader safety impact	SBT referral; SEL groups; counselling; check IEP/ISP accommodations
<b>3 (Severe, ongoing bullying —non-physical)</b>	Sustained, documented harassment; coordinated exclusion; identity-based slurs	Ensure safety; admin investigation; safety plan	Formal restorative conference (if safe) + re-entry plan	Suspension (1 day typical); escalating up to board processes if persistent	Administrative discipline form; same-day parent call; re-entry meeting	Retaliation; continued harm; refusal to comply with safety plan	Safety plan; supervision adjustments; ongoing counselling; board policy for severe harassment

## Principle 2: Protection of Property & Effort (Academic Integrity & Respect for Belongings)

Level	Typical Examples	Immediate Adult Response	Restorative Actions	Possible Consequences	Documentation & Parent Contact	Escalation Triggers	Supports/Considerations
1	Careless damage to materials; borrowing without permission; accidental loss while in possession	Stop/secure items; coach expected care	Assist to fix/clean; note to affected person	Minor restitution/repair; practice of care routines	Classroom log; parent notice for material costs if needed	Repeated carelessness	Teach organization; visual checklists; locker/bin systems
2	Cheating/plagiarism; taking unattended item; facilitating cheating	Collect facts; separate assessment if needed	Academic integrity lesson; redo work honestly	Grade impacted per policy; detention; restitution/return item	Incident form; same-day parent contact	Repeat offence; higher-value items	Teach study skills; ELL/assessment supports; consider pressure factors
3	Theft from secured space; deliberate vandalism of equipment	Secure area; admin investigation	Restitution + service (with supervision)	Suspension (up to 2 days typical); repayment for damage (labour/materials)	Admin form; parent meeting; re-entry contract	High value loss; group involvement	Consider restorative conference; police consultation where required by admin policy

### Principle 3: Physical Respect (Safety of Hands, Feet, Objects)

Level	Typical Examples	Immediate Adult Response	Restorative Actions	Possible Consequences	Documentation & Parent Contact	Escalation Triggers	Supports/Considerations
1	Play-fighting; pushing in line; reckless movement	Separate; teach safe movement; cool-down/wudū'	Safety poster/task; role-play safe choices	Loss of play option for a period; supervised recess practice	Classroom log; parent note if pattern	3+ similar incidents	Teach impulse control; structured games; supervision zones
2	Slapping/hitting/kicking/biting; using an object to hurt	Ensure first aid; admin notified; statements taken	Restorative dialogue (if safe); safety commitments	In-school suspension/removal; behaviour contract	Incident report; same-day parent call	Injury requiring medical care; repetition	Check for triggers; counselling; behaviour plan; OT/SLP consults if relevant
3	Physical bullying (pattern); sexual harassment (physical); weapon possession/use	Secure safety; contact admin; follow critical-incident steps	Only if safe/appropriate: restorative steps after safety ensured	Suspension (2+ days typical); police consultation per admin policy; possible expulsion processes	Admin discipline form; immediate parent/guardian notification; re-entry plan	Threats/weapon/sexualized harm	Safety plan; supervision changes; multi-agency support as needed

### Principle 4: Academic Responsibility (Readiness, Punctuality, Completion)

Level	Typical Examples	Immediate Adult Response	Restorative Actions	Possible Consequences	Documentation & Parent Contact	Escalation Triggers	Supports/Considerations
1	Frequent lateness; missing materials; incomplete work	Re-teach routines; planner check; short check-in	Work-plan; chunking; catch-up time	Loss of choice time until work is caught up; study hall	Classroom log; parent heads-up if pattern	Missed outcomes; chronic lateness	Academic supports; ELL/IEP accommodations; breakfast/snack check
2	Refusal to work; repeated avoidance after supports	Admin looped; problem-solving meeting	Student success plan; goals; check-ins	Contract; loss of privileges tied to academic responsibility	Incident note; parent meeting	Contract not followed; course failure risk	Tutoring; mentoring; schedule tweaks; attendance plan

<b>3</b>	Persistent non-compliance harming learning	Admin case conference	Formal plan with milestones; SBT referral	In-school suspension; schedule modifications	Admin documentation; parent conference	Failure to meet safety/learning plan	Consider alternative programming; external referrals with consent
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## Principle 5: Modesty, Compassion, & Islamic Conduct

Level	Typical Examples	Immediate Adult Response	Restorative Actions	Possible Consequences	Documentation & Parent Contact	Escalation Triggers	Supports/Considerations
<b>1</b>	Dress not meeting modesty code; gossip; littering; hurt feelings without apology	Private correction: offer clothing item if needed	Apology; community clean-up; hadith reflection	Brief loss of privilege; reflection task	Classroom log; parent notice for dress	Repeat dress/gossip issues	Teach code explicitly; provide loaner items; cultural sensitivity
<b>3</b>	Indecent exposure; viewing/sharing obscene content; revealing another's 'awrah; degrading others' dignity	Confiscate material; admin investigation	Only if safe: restorative with supports	Suspension (1+ days); possible expulsion processes for severe cases	Admin form; immediate parent call; re-entry meeting	Digital distribution; repeated incidents	Digital citizenship lessons; safety plan; counselling; law enforcement consult per admin policy

*(There is no "Level 2" row here only because the provided source text grouped issues at 1 and 3; if desired, the school can introduce an intermediate Level 2 for repeated dress/gossip with stepped responses.)*

## Principle 6: School/Staff Property & Safety Procedures

Level	Typical Examples	Immediate Adult Response	Restorative Actions	Possible Consequences	Documentation & Parent Contact	Escalation Triggers	Supports/Considerations
1	Running in halls; noisy transitions ; ignoring routine	Stop/reteach ; practice hallway routine	Hallway practice with staff	Brief privilege loss; proximity support	Classroom log	Pattern across days/classes	Visual cues; staggered transitions
2	Misusing equipment causing damage; ignoring drill directions	Stop; secure area; admin informed	Safety mini lesson; equipment check	Essay on safety; supervised usage only	Incident note; parent call	Repeat safety non-compliance	Safety plan; assign safety buddy
3	Vandalism ; willful damage; dangerous behaviour in emergency	Secure safety; admin investigation	Restitution plus supervised service	In-school suspension (2 days typical); repayment for damage; one-year probation for repeat vandalism	Admin form; parent meeting	High cost; community impact	Camera review: police consult as required by admin policy

## Principle 7: Health & Mind (Principal Intervention Required)

Level	Typical Examples	Immediate Adult Response	Restorative Actions	Possible Consequences	Documentation & Parent Contact	Escalation Triggers	Supports/Considerations
1	Smoking/vaping on school grounds or on trips	Confiscate item: admin notified	Health education; cessation resources	Behaviour contract (1 month); loss of privileges	Admin note; same-day parent call	Repeat within term	Refer to cessation program; nurse/health unit
2	Possession/consumption of illicit drugs/alcohol	Ensure safety; admin investigation	Treatment plan; counselling; probation terms	Suspension (up to 2 weeks typical) pending re-entry/treatment plan	Admin form; immediate parent call	Refusal of treatment plan	Probation (6 months) with zero-tolerance for Level 3
3	Trafficking/distribution	Secure; admin + police consultation per policy	N/A (safety priority)	Immediate expulsion process per board policy	Full documentation; board notification; police consult	Any evidence of distribution	Ensure privacy; trauma-informed communication

## 9. Suspension

In accordance with section 36 of the *Education Act*:

- A teacher or principal may suspend a student if, in their opinion, the student has:
  - failed to comply with student responsibilities.
  - failed to comply with the school's Code of Conduct.
  - engaged in conduct injurious to the physical or mental well-being of others; or
  - distributed an intimate image in prohibited circumstances.
- A teacher may suspend a student from one class period.
- A principal may suspend a student from school, classes, programs, transportation, or school-related activities.
- A suspension shall not exceed **five (5) school days**, unless continued pending a decision on expulsion.

The Board shall ensure that school administration establishes administrative procedures for documentation, parent notification, student support, and appeals related to suspension.

## 10. Expulsion

In accordance with section 37 of the *Education Act*:

- A principal may recommend expulsion to the Board when a student's conduct warrants such consideration.
- A student may remain suspended while the Board considers the recommendation.
- The Board shall decide, within the legislated timeframe, whether to reinstate the student or expel the student.
- Where a student is expelled, the expulsion takes effect immediately, subject to any conditions established by the Board.
- The board will inform the Principal about their final decision and the Principal shall inform the parent(s) and student of the decision in writing.

When making decisions related to expulsion, consideration shall be given to the student's age, individual needs, and circumstances, where appropriate.

## 11. Continuing Access to Education

Where a student is expelled, the school authority shall ensure that the student has access to an education program **approved or recognized under Alberta legislation** for the remainder of the school year, in accordance with the *Independent Schools Regulation*.

## 12. Appeals

The Board shall establish and maintain a fair appeal process consistent with the principles of procedural fairness.

An expulsion decision may be appealed to the Board on the following grounds only:

- the student or parent was not provided an opportunity to present their case.
- new information has become available that was not considered in the original decision; or
- existing school policy/procedure was not correctly interpreted or applied.

Appeals must be submitted in writing within **ten (10) days** of notification of expulsion.

The Board's decision following an appeal is final. Parents enrolling a student in an independent school do not have a right of appeal to the Minister of Education.

## 13. Accountability

- The Board is responsible for establishing this policy.
- The Principal and senior administration are responsible for implementing this policy through administrative procedures.
- All staff and students are responsible for supporting and upholding the school's Code of Conduct.

## 14. References

- *Education Act* (SA 2012, c E-0.3)
- *Independent Schools Regulation* (Alta Reg 127/2022)
- Board Policy: Welcoming, Caring, Respectful and Safe Learning Environments
- Board Policy: Student Discipline
- Student Code of Conduct
- School Appeal Policy

<b>RESPONSIBLE FOR:</b>				
<b>APPLIES TO:</b>				
<b>VERSION</b>	<b>DATE</b>	<b>WRITTEN BY</b>	<b>APPROVED BY</b>	<b>CHANGES</b>
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