Parent Handbook

2026 – 2027

Albushra School

An Islamic Elementary School

Serving Families in Barrhaven and the Greater Ottawa Community

3020 Woodroffe Avenue, Nepean, Ontario K2J 4G3

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Principal's Welcome Message

All praise belongs to Allah, and may abundant prayers and peace be upon our beloved Prophet Muhammad ﷺ, our guide and intercessor, whose example continues to illuminate the hearts of believers.

Assalamu Alaikum wa Rahmatullahi wa Barakatuh (peace, mercy, and blessings of Allah be upon you), dear Albushra families,

It is with a full heart that I welcome you to the **2026–2027 school year at Albushra School**.

There is a tremendous trust in being given the opportunity to educate a child. At Albushra, we believe education is not only about what our students learn, but about **who they are becoming**. Our hope is to raise **Rabbani (God-centered) students** who know and love Allah, are confident in their Muslim identity, pursue knowledge with curiosity, and understand their responsibility to benefit others.

Our four core values — **Honesty, Kindness, Service & Love, and Ihsan (Excellence)** — will guide our school community this year. We want these values to be lived in the way our students learn, worship, treat one another, respond to challenges, and carry themselves beyond our school walls.

We are equally committed to academic excellence. With a strengthened curriculum, renewed Islamic Studies, deeper approaches to literacy, numeracy, Science, and critical thinking, and a greater emphasis on hands-on and experiential learning, we want Albushra to be a place where children are **known, cared for, challenged, and inspired to think deeply**.

Albushra is still a young school, and we have the beautiful opportunity to shape its culture together. I pray our students will look back on their years here as a time when their faith was nurtured, their minds were stretched, their character was strengthened, and they knew they belonged.

May Allah place **barakah (blessing and increase in goodness)** in this school year, our families, our educators, and every child entrusted to our care. May He grant us sincerity and **ihsan (excellence)** in carrying this responsibility.

I look forward to the year ahead with you, **insha'Allah (God willing)**.

With warmth and prayers,

Amira Abusheikha
Principal, Albushra School

1. School Overview

About Albushra School

Established in 2024, Albushra School is an Islamic elementary school serving families in Barrhaven and the greater Ottawa community. We are committed to providing an exceptional educational experience rooted in Islamic values, academic excellence, strong character, and purposeful growth.

At Albushra, we believe education is about more than what a child knows. It is also about **who they are becoming**. Our goal is to nurture students intellectually, spiritually, morally, and socially so that they grow into confident Muslims who are grounded in their faith, committed to excellence, and conscious of their responsibility toward others.

Our Story

Albushra School was founded in 2024 to serve the educational needs of Muslim families seeking a learning environment where faith, knowledge, character, and community are deeply connected.

From its beginning, Albushra has been built on the belief that Islamic education should help children understand who they are, why they are here, and how they can use their knowledge and abilities in service of Allah, their communities, and the world around them.

We aspire to grow as a vibrant community of students, educators, and families united by a shared commitment to raising young Muslims of knowledge, faith, confidence, and noble character.

Our Mission

Our mission is to raise the next generation of **Rabbani (God-centered) students**: young Muslims whose relationship with Allah shapes the way they learn, think, behave, and engage with the world.

Central to this mission is the cultivation of **futuwwa (chivalry and noble character)** in both our boys and our girls. Futuwwa means developing the courage to stand for what is right, the humility to serve others, the generosity to give without seeking recognition, the discipline to govern oneself, and the strength to act with mercy and integrity.

We want our students to grow into young Muslims who are:

- confident and secure in their Muslim identity;
- grounded in their relationship with Allah;
- intellectually curious and committed to lifelong learning;
- courageous, principled, generous, and compassionate;
- willing to serve their families, communities, and the wider Muslim Ummah (global Muslim community); and
- conscious of their responsibility as stewards of the earth and caretakers of what Allah has entrusted to them.

Our aim is not simply to prepare students for the next grade. We seek, insha'Allah (God willing), to nurture young people of faith, knowledge, courage, service, and beautiful character who understand that their abilities are gifts and responsibilities.

Our Vision

Our vision is to cultivate a generation of Muslims who are **God-centered, confident in their identity, strong in character, and committed to bringing benefit to the world around them**.

We envision Albushra students carrying the spirit of **futuwwa (chivalry and noble character)** into every part of their lives: showing courage when standing for what is right, kindness toward others, generosity in service, discipline over themselves, and dignity in the way they carry themselves.

We want our students to leave Albushra knowing not only what they believe, but also **who they are, whom they serve, and what responsibilities come with their faith**.

Insha'Allah (God willing), they will grow into individuals who contribute meaningfully to their families, their communities, the Muslim Ummah (global Muslim community), and society while remaining firmly rooted in their relationship with Allah.

Facilities

Our school is located within the SNMC Mosque and is equipped with modern facilities designed to support a comprehensive educational experience. These include:

- **Classrooms:** Spacious and well-equipped classrooms that facilitate interactive and engaging learning.
- **Gym:** A dedicated gym space that supports physical education, team sports, and active play.
- **Prayer Hall (Musalla):** A dedicated space for daily prayers and religious activities.
- **Playgrounds:** A safe and well-maintained green field for physical activities and recreation.

School Hours and Location

Albushra is conveniently located at **3020 Woodroffe Avenue, Nepean, Ontario K2J 4G3, Canada**. Our school hours are from **8:20 AM to 3:30 PM, Monday to Friday**. We also offer before- and after-school programs and activities to support the diverse needs of our students and families.

2. Our Core Values

Our four core values give our students a clear and practical foundation for character. Together, they help bring **futuwwa (chivalry and noble character)** to life in the classroom, on the playground, at home, and in the wider community.

Honesty

We teach our students to be truthful in their words, sincere in their intentions, and trustworthy in their actions.

Honesty means telling the truth, keeping our word, taking responsibility for our choices, admitting when we have made a mistake, and choosing what is right even when no one else is watching.

A person of **futuwwa (chivalry and noble character)** is a person of integrity. Their principles remain steady, and others can trust their words and actions.

Kindness

We teach our students that strength and kindness belong together.

Kindness is reflected in the way we speak, listen, include, forgive, support, and care for one another. It means treating others with dignity, showing patience when things are difficult, and responding with mercy rather than harshness.

Through **futuwwa (chivalry and noble character)**, students learn that true strength is not shown through dominance, but through self-control, compassion, respect, and gentleness.

Service & Love

We want our students to develop a genuine love for Allah, His Messenger ﷺ, their families, their school community, the Muslim Ummah (global Muslim community), humanity, and the creation Allah has entrusted to us.

That love should lead to service.

Students are encouraged to notice the needs of others, contribute to their communities, give generously of themselves, and ask: *How can I be of benefit?*

Service is at the heart of **futuwwa (chivalry and noble character)**. It means using one's strength, knowledge, time, abilities, and opportunities for something greater than oneself.

We want our students to understand that they are not merely inhabitants of this earth, but stewards entrusted with its care.

Ihsan (Excellence)

Ihsan (excellence) means striving to do what is beautiful, sincere, and excellent while remaining conscious that Allah sees us.

At Albushra, ihsan shapes the way students approach their learning, worship, responsibilities, relationships, and daily conduct.

It means giving sincere effort, caring about the quality of our work, taking responsibility for improvement, learning from our mistakes, and seeking to do things well.

We do not expect perfection from our students. We teach them to **strive with sincerity and excellence**.

Ihsan gives depth to **futuwwa (chivalry and noble character)**. It teaches students not only to do good, but to seek to do good with care, sincerity, and consciousness of Allah.

Through **Honesty, Kindness, Service & Love, and Ihsan (Excellence)**, we seek to cultivate the spirit of **futuwwa (chivalry and noble character)** in every Albushra student.

Our hope is to raise young Muslims who are grounded in their love for Allah, confident in who they are, noble in how they carry themselves, and committed to leaving the people and places around them better than they found them.

3. Admission & Enrollment

We are delighted that you are considering Albushra School for your child's educational journey. Our admission process is designed to ensure that we welcome families who share our values and are committed to contributing positively to our school community. Below you will find information about our admission requirements and procedures.

Admission Requirements

To be considered for admission to Albushra School, applicants must meet the following criteria.

Age Requirements

In accordance with the Ontario Ministry of Education, students must meet the following age requirements for their grade level:

- **Junior Kindergarten (JK):** Children must be **4 years old** by **December 31** of the school year.
- **Senior Kindergarten (SK):** Children must be **5 years old** by **December 31** of the school year.
- **Grade 1:** Children must be **6 years old** by **December 31** of the school year.

These requirements ensure that students are placed in the appropriate grade for their developmental stage, supporting both academic and social success.

Additional Requirements

- **Residency:** Applicants should reside within the Ottawa area. Exceptions may be considered on a case-by-case basis.
- **Islamic Commitment:** We welcome students from all backgrounds who are willing to embrace and participate in Islamic teachings and practices.
- **Academic Readiness:** For students entering Grades 1 and above, academic assessments may be conducted to determine readiness for the grade level.

Admission Process

1. Application Submission

- **Application Form:** Complete the online application form available on our website via Dreamclass.
- **Documentation:** Submit the required documents, including:
    - A copy of the child's birth certificate or passport
    - Proof of residency (e.g., utility bill or lease agreement)
    - Immunization records

- Recent school records or report cards (for students entering Grades 1 and above)
- Any special education needs or medical information (if applicable)

2. Application Review

- Once your application is submitted, it will be reviewed by the admissions team. We may contact you for additional information or to schedule an interview.

3. Interview and Assessment

- **Interview:** A meeting with the prospective student and their parents or guardians may be scheduled to discuss the family's expectations and the child's needs.

4. Acceptance and Enrollment

- **Notification:** You will be notified of the admission decision within 2 weeks after the interview and assessment.
- **Enrollment Packet:** Upon acceptance, you will receive an enrollment packet with further instructions, including registration forms, fee information, and important dates.
- **Annual Registration Fee:** A non-refundable annual registration fee is required to secure your child's place at the school. The current amount is **$500 yearly**.

Tuition and Fees

- **Tuition:** The annual tuition fee is published on our website. Payment plans and financial aid options are available. For more details, please contact the finance department at **finance@albushraschool.ca**.
- **Resource Fees:** All books and resources are included in the tuition.

Withdrawal and Transfer

- **Notice:** If you wish to withdraw your child from Albushra School, please provide written notice to the school at least **30 days** prior to the withdrawal date.
- **Transfer Process:** If your family is relocating or your child will be transferring to another school, please inform the school as soon as possible so we can assist with a smooth transition.

Contact Information

For more information about the admission process or to schedule a tour, please contact us:

- **Phone:** 613-416-6789
- **Email:** info@albushraschool.ca
- **Website:** albushraschool.ca

We look forward to welcoming you to the Albushra School family and supporting your child's educational journey.

4. Islamic Values & Curriculum

At Albushra School, we believe that strong academics and Islamic formation should reinforce one another. Our curriculum is designed to develop knowledgeable, capable, thoughtful students who are grounded in their faith, confident in their Muslim identity, and prepared with the academic foundations they need to succeed.

Albushra follows the **Ontario Curriculum** and uses current curriculum expectations and up-to-date long-range plans to guide instruction, assessment, and progression across grade levels. We are also adopting established Canadian educational resources, including **Nelson Education's Edwin platform and Language Power Now**, to strengthen curriculum delivery in key subject areas.

Alongside academic learning, we intentionally cultivate character, critical thinking, creativity, curiosity, service, and a sense of responsibility toward others.

Our aim is to raise **Rabbani (God-centered) students** who approach knowledge with purpose and understand that learning is both an opportunity and a responsibility.

English Language Arts

Strong literacy is one of the most important foundations of a child's education.

Albushra is adopting **Nelson Education's Edwin and Language Power Now resources** to support the delivery of the Ontario Language Curriculum.

Our English Language Arts program develops students' abilities in:

- reading fluency and comprehension;
- vocabulary development;
- writing;
- grammar and language conventions;
- spelling;
- oral communication;
- media literacy;
- research skills;
- critical thinking; and
- communication for different purposes and audiences.

Language Power Now provides systematic development in areas such as vocabulary, sentence construction, grammar, punctuation, writing, and research skills, while Edwin provides teachers with curriculum-aligned instructional resources across literacy and other subject areas.

Students are taught not simply to read words, but to **understand, interpret, question, discuss, and respond thoughtfully to texts**.

Writing instruction develops students' ability to organize ideas, communicate clearly, use appropriate conventions, and write for a variety of purposes.

Oral communication is also emphasized through discussion, presentations, storytelling, collaborative learning, and opportunities for students to explain and defend their thinking.

Storytelling remains an important part of our approach because of its ability to strengthen vocabulary, memory, comprehension, imagination, listening, and a child's ability to understand ideas within meaningful contexts.

Mathematics

Albushra is adopting **Edwin Mathematics resources from Nelson Education** alongside the Ontario Mathematics Curriculum and current long-range planning.

Our Mathematics program is designed to develop both **strong foundational skills and deep mathematical understanding**.

Students develop knowledge and competency in areas including:

- number sense and operations;
- algebra;
- patterns and relationships;
- measurement;
- geometry and spatial sense;
- data literacy;
- probability;
- financial literacy;
- mathematical modelling; and
- problem-solving.

Students are encouraged to represent their thinking, explain their reasoning, compare strategies, identify patterns, and apply mathematical concepts to new situations.

While fluency and accuracy remain important, our goal is not for students to rely solely on memorized procedures. We want students to understand **how and why mathematical ideas work** and to develop confidence when approaching unfamiliar problems.

Science

Science at Albushra is designed to cultivate curiosity, careful observation, inquiry, experimentation, and evidence-based thinking.

Students learn through a combination of direct instruction, hands-on investigation, experiments, discussion, projects, observation, and application.

The 5D Thinking Model

Albushra is implementing the **5D Thinking Model within Science instruction** to deepen the way students engage with scientific ideas.

Students will increasingly be encouraged to move beyond simple recall by:

- asking meaningful questions;
- observing carefully;
- investigating;
- making connections;
- considering evidence;
- explaining their reasoning;
- discussing different possibilities; and
- applying what they have learned.

Our intention is for students to develop not only scientific knowledge, but the habits of mind involved in **thinking scientifically**.

Science also provides students with an opportunity to observe the complexity, order, and beauty of Allah's creation and to develop a sense of stewardship and responsibility toward the natural world.

Social Studies, History & Geography

Albushra is adopting **Edwin and Nelson Education Social Studies resources** alongside the Ontario Social Studies curriculum and current long-range plans.

Students progressively develop their understanding of:

- themselves and their communities;
- Canada and Canadian society;
- Indigenous peoples and perspectives;
- history;
- geography;
- citizenship;
- government;
- communities around the world;
- human and physical environments; and
- the responsibilities people have toward one another and the places in which they live.

Students are taught to gather and interpret information, examine perspectives, use evidence, understand cause and consequence, develop map and spatial literacy, and communicate informed conclusions.

As students progress through the grades, they increasingly engage in **inquiry-based learning**, historical and geographic thinking, research, discussion, and interpretation rather than simply memorizing names, places, and dates.

Where appropriate, students are also encouraged to consider questions of justice, responsibility, service, and stewardship through an Islamic worldview.

Islamic Studies

Our Islamic Studies program has been strengthened through the introduction of **new and improved, age-appropriate Islamic Studies textbooks** that present the foundations of Islam clearly, concisely, and in language accessible to children.

Students will progressively learn about areas including:

- **Aqidah (Islamic creed and beliefs);**
- stories of the Prophets;
- **Salah (prayer);**
- worship and everyday Islamic practice;
- Islamic manners and character;
- foundational Islamic knowledge;
- love of Allah and His Messenger ﷺ; and
- the life and teachings of the Prophet Muhammad ﷺ.

Our goal is for students to develop a coherent understanding of their religion rather than experience Islamic Studies as a series of disconnected facts.

Students should gradually understand **what Muslims believe, why those beliefs matter, how Muslims worship, and how faith should shape character and everyday life**.

Seerah Core Lessons

This year, Albushra is introducing dedicated **Seerah (the life and biography of the Prophet Muhammad ﷺ) core lessons** for students.

The life of the Messenger of Allah ﷺ provides children with a meaningful framework through which they can understand the foundations of our **Deen (religion and way of life)**.

Through carefully selected stories and lessons from his life, students will explore themes including:

- belief and revelation;
- love of Allah;
- worship;
- courage;

- mercy;
- patience;
- leadership;
- service;
- sacrifice;
- family and community;
- perseverance; and
- reliance upon Allah.

These core lessons will be taught by **Principal Amira**, providing students across the school with an additional opportunity to learn directly with the principal and develop a stronger relationship with school leadership.

Our intention is for students not simply to memorize events from the Prophet's ﷺ life, but to understand his character, recognize the lessons within his experiences, and develop genuine love for and connection to the Messenger of Allah ﷺ.

Qur'an & Arabic Literacy

At this stage of Albushra's development, our Arabic reading instruction is intentionally focused on **Al-Qa'idah al-Nuraniyyah (the Noorani foundational reading method)** as part of our Qur'anic literacy program.

This approach allows us to concentrate on one important foundation and teach it well.

For students who already speak or have familiarity with Arabic, the program is intended to **refine reading accuracy, fluency, letter recognition, pronunciation, and recitation**.

For students who do not speak Arabic, the program provides a structured pathway beginning with the Arabic letters and sounds and progressively developing the ability to decode Arabic words and eventually read and recite the Qur'an accurately.

Students will progressively work on:

- Arabic letter recognition;
- correct articulation of letters;
- vowel sounds;
- joining and decoding letters;
- reading accuracy;
- reading fluency;
- foundational recitation skills; and
- increasingly independent Qur'an reading.

Our long-term goal is for students, regardless of whether Arabic is spoken at home, to develop the foundational ability to **read and recite the Qur'an correctly and confidently**.

Qur'an learning also includes age-appropriate memorization, consistent review, and opportunities to connect students with the meanings and lessons of what they are learning.

French

French instruction develops students' abilities to listen, speak, read, and write in Canada's second official language in accordance with Ontario curriculum expectations.

Students progressively build:

- vocabulary;
- pronunciation;
- listening comprehension;
- reading comprehension;
- sentence construction;
- written communication; and
- conversational confidence.

Learning experiences are designed to help students become increasingly comfortable communicating in French while developing an appreciation for linguistic and cultural diversity.

Physical & Health Education

Our Physical and Health Education program supports the development of healthy, active students while strengthening cooperation, teamwork, resilience, self-discipline, and sportsmanship.

Students participate in developmentally appropriate activities involving:

- fundamental movement skills;
- physical fitness;
- cooperative games;
- individual activities;
- team sports; and
- active participation.

Health Education supports students in developing age-appropriate knowledge related to personal health, safety, healthy decision-making, relationships, and overall well-being.

We want students to understand that caring for the body is connected to their ability to learn, participate, worship, serve, and live well.

STEM, Robotics & Applied Learning

Albushra incorporates opportunities for **STEM — Science, Technology, Engineering, and Mathematics — and Robotics** through hands-on challenges and applied learning.

Students are encouraged to:

- design;
- build;
- test;
- problem-solve;
- collaborate;
- troubleshoot;
- revise their ideas; and
- persevere when an initial solution does not work.

We want students to understand technology as something they can **use intentionally, understand, design with, and create through**, rather than something they simply consume.

Assessment & Academic Progress

Assessment is an ongoing part of teaching and learning at Albushra.

Teachers use assessment to determine what students understand, identify areas requiring further instruction, monitor progress, and make informed decisions about next steps in learning.

Students may demonstrate their learning through:

- classroom observation;
- teacher-student conversations;
- written work;
- reading assessments;
- mathematics tasks;
- quizzes and tests;
- projects;
- presentations;
- inquiry activities;
- performance tasks; and
- other developmentally appropriate assessments.

Teachers use both **formative assessment**, which informs learning while it is taking place, and **summative assessment**, which evaluates learning following a period of instruction.

Assessment information also helps teachers identify when a student may require additional reinforcement, a different instructional approach, or opportunities for greater challenge.

Our goal is for assessment to be meaningful and to provide students, teachers, and families with a clearer understanding of student growth.

EQAO Readiness

Albushra is also introducing students to **EQAO — the Education Quality and Accountability Office — assessment formats** used within Ontario.

Students will progressively become familiar with the types of:

- reading comprehension;
- written response;
- mathematical reasoning;
- problem-solving;
- application; and
- communication

required within Ontario's provincial assessments.

Our goal is to ensure that students develop strong literacy, numeracy, reasoning, and communication skills throughout the year so that provincial assessment becomes an opportunity to demonstrate skills they have already been developing within the classroom.

A Screen-Light, Experiential Approach to Learning

Albushra is intentionally moving toward a **screen-light school environment**, keeping classroom screen use to an absolute minimum and reserving technology for circumstances in which it provides meaningful educational value.

Children need opportunities to manipulate, build, experiment, discuss, move, read, listen, imagine, create, and experience the world directly.

Our classrooms therefore increasingly emphasize:

- hands-on learning;
- sensory experiences;
- experiments and investigations;
- books and rich literature;
- storytelling;
- manipulatives and physical learning materials;
- collaborative learning;

- meaningful classroom discussion;
- oral communication;
- art and creative expression;
- outdoor learning;
- projects;
- building and designing; and
- purposeful play and exploration.

Rather than relying on screens to maintain a child's attention, we want students to strengthen their own capacity for **focus, imagination, creativity, conversation, curiosity, problem-solving, and sustained thought**.

Storytelling is particularly important within this approach. Stories help children connect knowledge with people, places, values, emotions, history, and meaning. They also strengthen vocabulary, memory, listening, comprehension, and imagination.

Our *Nourishing Growth Family Guide* reflects this direction by emphasizing learning through doing, creating, exploring, discussing, building, reading, listening, storytelling, outdoor learning, experiments, projects, and play.

Healthy Habits & Sugar-Free Classrooms

A child's ability to learn is influenced not only by curriculum, but also by the environment and habits surrounding them.

Albushra is implementing **sugar-free classrooms** as part of our effort to encourage healthier school-day eating habits and create conditions that support students' well-being, energy, and readiness to learn.

Families are encouraged to send balanced lunches that may include:

- fruits and vegetables;
- protein;
- whole grains;
- healthy fats;
- water;
- naturally sweet foods; and
- nutritious traditional foods that reflect the many cultures represented within our school community.

Naturally sweet foods such as fruit and dates remain welcome. Our school-day policy primarily limits foods such as candy, chocolate, sugary drinks, sweet baked goods, and other highly sweetened or heavily processed snack foods.

This initiative is not about expecting perfection from families or excluding the foods of any particular culture. It is about encouraging simple, sustainable habits that support children throughout the school day.

Our *Nourishing Growth Family Guide* provides families with practical lunch ideas while recognizing that each family's needs, circumstances, traditions, and routines are different.

Our Approach in Practice

Across every subject area, our aim is to combine **strong foundational knowledge, current curriculum expectations, effective instructional resources, meaningful assessment, and opportunities for deeper thinking and application**.

Students should progressively develop the ability to:

- read with fluency and understanding;
- communicate clearly in writing and speech;
- reason mathematically;
- investigate scientifically;
- use evidence to support their thinking;
- understand people, history, and the world around them;
- read the Qur'an with increasing accuracy and confidence;
- understand the foundations of their faith;
- ask thoughtful questions;
- create and problem-solve;
- work independently and collaboratively; and
- apply what they have learned in new situations.

At the same time, we want the habits developed through learning — **Honesty, Kindness, Service & Love, and Ihsan (Excellence)** — to shape the kind of people our students become.

Our responsibility is therefore both **academic and formative**: to give students the knowledge, skills, and learning habits required to succeed at the next stage of their education while nurturing confidence, character, curiosity, faith, and a sense of purpose.

At Albushra, education is not simply about how much a student knows. It is about helping each child learn **how to think, how to learn, how to act, and how to use what they know for good**.

5. Daily Schedule

At Albushra School, our daily schedule supports both academic learning and Islamic practice. It is designed to balance instructional time with essential activities, including prayers and breaks. On Fridays, our schedule is slightly adjusted to accommodate Jumu'ah prayers and early dismissal.

Below are the daily schedules for our school. *(Subject to change.)*

Regular Monday–Thursday Schedule

REGULAR MONDAY–THURSDAY Grade K-6		
TIME	**ACTIVITY**	**NOTES**
8:20–8:30 AM	Drop-off	
8:30–8:50 AM	Morning Adhkar	
8:50–9:30 AM	Period 1	Islamic Studies / homeroom connection
9:30–10:20 AM	Period 2	Instruction
10:20–10:55 AM	Morning Recess / Outdoor	Longer outdoor / regulation block
10:55–11:35 AM	Period 3	Instruction
11:35 AM–12:20PM	Period 4	Instruction
12:20–1:10PM	Lunch + Recess / Outdoor	Combined lunch + outdoor regulation
1:10–1:40 PM	Dhuhr Salah	Protected salah block
1:45–2:25 PM	Period 5	Instruction
2:25–3:05 PM	Period 6	Instruction
3:05-3:15 PM	Clean Up	Class clean up before dismissal
3:15–3:30 PM	Dismissal	Pick-up

Winter Monday–Thursday Schedule

WINTER MONDAY–THURSDAY Grade K-6		
TIME	**ACTIVITY**	**NOTES**
8:20–8:30 AM	Drop-off	
8:30–8:50 AM	Morning Adhkar	
8:50–9:30 AM	Period 1	Islamic Studies / homeroom connection
9:30–10:10 AM	Period 2	Instruction
10:20–10:55 AM	Morning Recess / Outdoor	Longer outdoor / regulation block
10:55–11:35 AM	Period 3	Instruction
11:35 AM–12:20 PM	Period 4	Instruction
12:20–12:40 PM	Winter Dhuhr Salah	Protected salah block
12:45–1:25 PM	Lunch + Recess / Outdoor	Combined lunch + outdoor regulation
1:25–2:10 PM	Period 5	Instruction
2:10–2:55 PM	Period 6	Instruction
2:55-3:10 PM	Clean Up	Class clean up before dismissal
3:15–3:30 PM	Dismissal	Pick-up

Friday Schedule

FRIDAY Grade K-6		
TIME	**ACTIVITY**	**NOTES**
8:20–8:30 AM	Drop-off	
8:30–8:50 AM	Morning Adhkar	
8:50–9:30 AM	Period 1	Islamic Studies / homeroom connection
9:40–10:20 AM	Period 2	Instruction
10:20–10:50 AM	Morning Recess / Outdoor	Longer outdoor / regulation block
10:50–11:30 AM	Period 3	Instruction
11:30 AM–12:10 PM	Period 4	Instruction
12:10–12:35 PM	Lunch + Recess / Outdoor	Combined lunch + outdoor regulation
12:35–1:15 PM	Period 5	Instruction
1:15–1:40 PM	Jumu'ah	Wudu + Jumu'ah
1:40–2:15 PM	Period 6	Instruction
2:15–2:30 PM	Dismissal	Pick-up

6. Attendance Policy

At Albushra School, we are committed to creating an environment that supports the academic and spiritual development of our students. Regular attendance is crucial for maintaining continuity in learning and ensuring that students fully benefit from our educational programs. The following are the key policies regarding attendance.

Arrival Time

- **Start of the School Day:** Students are required to be at school by **8:30 AM**. This allows them to participate in the morning assembly and adhkar and settle into their classrooms before lessons begin.
- **Punctuality:** Arriving on time is important for starting the day with a sense of order and readiness. If a student arrives after **8:30 AM**, they will be marked late. The school administrator will be available at the school door to welcome late-arriving students until **8:50 AM**. **After 8:50 AM**, parents are responsible for bringing their children to school, as the doors at the bottom of the stairs are locked. Upon arrival, parents should call the school number so the doors can be unlocked, and the administrator will escort the students to their respective classes. This ensures a smooth transition for late arrivals while maintaining the school's schedule.

Absences

- **Notification of Absence:** If a student will be absent from school, parents or guardians must notify the homeroom teacher and the school administrator by email as early as possible, preferably before **8:15 AM** on the day of the absence.
- **Excused Absences:** Absences are considered excused for reasons such as illness or family emergencies. Documentation may be required for certain excused absences, such as a medical note.
- **Unexcused Absences:** Absences not reported or not meeting the criteria for excused absences will be marked as unexcused. Repeated unexcused absences may lead to further discussion with parents to address attendance concerns.

Late Arrivals

- **Arrival After 8:30 AM:** If a student arrives after **8:30 AM**, they will be marked late. Please follow the arrival procedure described above under *Arrival Time*.
- **Tardiness Policy:** Frequent tardiness can impact a student's academic progress and disrupt classroom activities. **Continued lateness will be addressed with parents to find a resolution.**

Early Dismissals

- **Requesting Early Dismissal:** If a student needs to leave school early, parents or guardians must provide a written request or notify the school administrator in advance via email.
- **Pick-Up Procedure:** Parents must sign out their child at the school office before taking them out of school. Students will only be released to authorized individuals listed in their emergency contact information.

Make-Up Work

- **Assignments and Tests:** Students who are absent (excused only) are responsible for catching up on missed assignments and tests. Teachers will provide make-up work and deadlines as appropriate.

- **Extended Absences:** For extended absences, such as long-term illness, parents should contact the school to arrange a plan for make-up work and to ensure continuity in learning.

Attendance Monitoring

- **Record Keeping:** Attendance records are kept and reviewed regularly. Parents will be notified if there are concerns about their child's attendance.
- **Support and Intervention:** If attendance issues arise, the school will work with parents and students to address and resolve the challenges affecting regular attendance.

7. Code of Conduct

Core Principles and Islamic Values

1. Respect and Kindness (Mawadah)

Value Explanation: Mawadah involves showing love, kindness, and mutual respect in all interactions.

Behavioural Expectations:

- **Greeting:** Always greet others with “As-Salamu Alaikum” and a smile.
- **Listening:** Listen attentively and show respect for everyone's opinions and feelings.
- **Inclusivity:** Include and be kind to everyone, ensuring no one feels left out.

Positive Reinforcement:

- Praise students for acts of kindness and respect.
- Implement “Kindness Awards” for students who consistently show respect and kindness.

2. Honesty and Integrity (Sidq)

Value Explanation: Sidq emphasizes truthfulness and maintaining strong moral principles.

Behavioural Expectations:

- **Academic Honesty:** Complete assignments honestly without cheating or plagiarism.
- **Truthfulness:** Always tell the truth and be trustworthy.

Positive Reinforcement:

- Acknowledge and celebrate students who demonstrate honesty.
- Use integrity badges to reward students for upholding honesty in difficult situations.

3. Responsibility and Accountability (Amanah)

Value Explanation: Amanah is about fulfilling trusts, being reliable, and taking responsibility for one's actions.

Behavioural Expectations:

- **Dependability:** Be reliable in completing tasks and responsibilities.
- **Accountability:** Own up to mistakes and take steps to correct them.

Positive Reinforcement:

- Implement a “Responsibility Chart” where students can track their responsible actions.
- Recognize and reward students who consistently show accountability.

4. Compassion and Empathy (Rahmah & Ithar)

Value Explanation: Rahmah involves being compassionate, showing empathy, and helping others in need.

Behavioural Expectations:

- **Helping Others:** Assist classmates, teachers, and staff in need.
- **Empathy:** Show understanding and compassion toward others' feelings and situations.

Positive Reinforcement:

- Praise students for acts of compassion and empathy.
- Use “Compassion Stars” to highlight students who go out of their way to help others.

5. Gratitude and Contentment (Shukr)

Value Explanation: Shukr is about expressing gratitude and being content with what one has.

Behavioural Expectations:

- **Thankfulness:** Regularly express thanks to teachers, peers, and family.
- **Contentment:** Appreciate and be content with the resources and opportunities provided.

Positive Reinforcement:

- Have a “Gratitude Wall” where students can post what they are thankful for.
- Recognize students who frequently show gratitude and contentment.

6. Perseverance and Patience (Sabr)

Value Explanation: Sabr is about enduring difficulties with patience and striving through challenges.

Behavioural Expectations:

- **Persistence:** Keep trying and do not give up when facing challenges.
- **Patience:** Show patience in waiting and in dealing with difficult situations.

Positive Reinforcement:

- Reward students for their perseverance in academic and personal challenges.
- Implement a “Perseverance Award” for students who exhibit strong patience and persistence.

7. Justice and Fairness (Adl)

Value Explanation: Adl involves being fair, just, and treating everyone equally.

Behavioural Expectations:

- **Fair Treatment:** Treat all peers and teachers with fairness and justice.
- **Equity:** Ensure that everyone has equal opportunities and access to resources.

Positive Reinforcement:

- Acknowledge students who demonstrate fairness in group activities and discussions.

- Use “Justice Badges” to recognize acts of fairness and equity.

8. Humility (Tawadu')

Value Explanation: Tawadu' is about being humble and recognizing the value of others.

Behavioural Expectations:

- **Modesty:** Be humble in achievements and acknowledge the contributions of others.
- **Respect:** Show respect for the abilities and opinions of others.

Positive Reinforcement:

- Praise students for showing humility and modesty.
- Implement a “Humility Award” for students who consistently demonstrate humility.

Zones of Regulation

The Zones of Regulation framework is integrated into our school to help students recognize and manage their emotions and behaviours effectively. The Zones are categorized as follows:

1. **Blue Zone:** Low states of alertness (sad, tired, sick, bored).
2. **Green Zone:** Optimal learning state (happy, calm, focused, ready to learn).
3. **Yellow Zone:** Elevated states of alertness (frustrated, anxious, excited, silly).
4. **Red Zone:** Extremely heightened states of alertness (anger, rage, panic, elation).

Strategies to Support Each Zone

- **Blue Zone Strategies:** Encourage rest, deep breathing, and gentle activities to increase alertness.
- **Green Zone Strategies:** Reinforce with praise and engagement in academic tasks.
- **Yellow Zone Strategies:** Provide tools for self-regulation such as sensory breaks, calming techniques, and physical activities.
- **Red Zone Strategies:** Implement calming strategies, provide space for cooling down, and use restorative practices.

Positive Reinforcement Strategies

1. Acknowledgment and Praise

- Regularly acknowledge and praise students for demonstrating positive behaviour and Islamic values.
- Use specific feedback to highlight what the student did well.

2. Reward Systems

- Implement a system where students can earn points or tokens for positive behaviour, which can be exchanged for privileges or small rewards.
- Use certificates, badges, or public recognition for outstanding behaviour.

3. Reflection and Growth

- Encourage students to reflect on their behaviour and its alignment with Islamic values.
- Provide opportunities for students to set personal goals for improvement and growth.

4. Parental Involvement

- Communicate regularly with parents about their child's positive behaviour and achievements.
- Encourage parents to reinforce positive behaviour and Islamic values at home.

Consequences for Misbehaviour

1. Gentle Reminders

- Use gentle reminders to correct minor misbehaviours.
- Reinforce the expected behaviour with positive language.

2. Restorative Practices

- Implement restorative practices to address conflicts and misbehaviours.
- Encourage students to take responsibility and make amends.

3. Reflection Time

- Provide time for students to reflect on their behaviour and think about how they can improve.
- Use reflection sheets or journals to guide this process.

4. Parental Involvement

- Involve parents in addressing repeated or serious misbehaviours.
- Work collaboratively to support the student's behaviour improvement.

Anti-Bullying Policy

Policy Statement

Albushra School is committed to providing a safe and nurturing environment where all students can learn and grow without fear of bullying. Our anti-bullying policy aims to prevent, address, and eliminate bullying behaviours by promoting a culture of respect, kindness, and Islamic values.

Definition of Bullying

Bullying is any repeated and intentional behaviour, whether verbal, physical, or digital, that causes harm, fear, or distress to another person. Bullying can take many forms, including but not limited to:

- **Physical:** Hitting, pushing, or any use of physical force.
- **Verbal:** Teasing, name-calling, or making threats.
- **Social:** Spreading rumours, excluding someone from a group, or embarrassing someone in public.
- **Cyberbullying:** Using electronic means to harass, threaten, or humiliate.

Preventive Measures

1. Education and Awareness

- Conduct regular workshops and assemblies on bullying awareness and prevention.
- Integrate lessons on kindness, empathy, and respect within the curriculum.

2. Safe Environment

- Ensure supervision in all areas of the school, including classrooms, hallways, and playgrounds.
- Create a welcoming and inclusive environment where students feel safe to report bullying.

3. Student Involvement

- Encourage students to be active participants in creating a bully-free school.
- Establish student-led groups or committees focused on promoting positive behaviour.

Reporting and Response Procedures

1. Reporting

- Encourage students, staff, and parents to report any incidents of bullying to a trusted adult or school team member.
- Provide multiple reporting channels, including anonymous reporting options.

2. Investigation

- Conduct thorough and prompt investigations of all reported bullying incidents.
- Ensure confidentiality and protect the rights of all parties involved.

3. Intervention

- Implement appropriate disciplinary actions based on the severity of the incident.
- Provide support and counselling for both the person harmed and the person who caused harm to address underlying issues and promote behavioural change.

4. Follow-Up

- Monitor the situation to ensure that the bullying has stopped and that there is no retaliation.
- Maintain open communication with the involved parties and their families.

Respect and Responsibility Guidelines

Core Values

- **Respect:** Treat others with kindness, consideration, and honour.
- **Responsibility:** Be accountable for your actions and their impact on others.

Respect Guidelines

1. Self-Respect

- Maintain personal hygiene and present yourself neatly.
- Strive for academic excellence and take pride in your work.

2. Respect for Others

- Use polite language and manners in all interactions.
- Listen attentively when others are speaking and value their opinions.
- Refrain from any form of bullying, teasing, or exclusion.

3. Respect for the Environment

- Keep the school clean and tidy by disposing of waste properly.
- Take care of school property and report any damage immediately.

Responsibility Guidelines

1. Personal Responsibility

- Complete all assignments and tasks to the best of your ability.
- Be punctual and prepared for classes and school activities.

2. Community Responsibility

- Participate actively in school events and initiatives.
- Help maintain a positive and supportive school environment.

3. Accountability

- Own up to your mistakes and take steps to correct them.
- Apologize and make amends when you have wronged someone.

Encouraging Positive Behaviour

1. Recognition

- Regularly acknowledge and praise students for demonstrating respect and responsibility.
- Use awards, certificates, and public recognition to highlight positive behaviour.

2. Role Models

- Encourage teachers and staff to model respectful and responsible behaviour.
- Invite guest speakers and role models to speak on the importance of these values.

3. Parental Involvement

- Engage parents in reinforcing respect and responsibility at home.
- Communicate regularly with parents about their child's behaviour and achievements.

Parent and Staff Code of Conduct Policy (SP-011)

The Parent and Staff Code of Conduct Policy (SP-011) sets the standard of conduct expected of every adult in the Albushra School community, so that children learn in a safe, respectful, and faith-centered environment. It applies on school premises at 3020 Woodroffe Avenue, on field trips, at school and South Nepean Muslim Community events, and in all communication related to the school, whether in person, by phone, by email, through messaging apps, or on social media. Every family signs it at enrollment. The sections that apply to parents and guardians are set out below.

Guiding Principles

Our conduct as adults is the first lesson our children learn. The Prophet ﷺ taught that the best of people are those best in character, and this policy rests on that teaching.

- **Adab (good character):** We speak and act with courtesy, patience, and dignity, including when we disagree.
- **Amanah (trust):** The children in our care are a trust from Allah. Every decision puts their safety and wellbeing first.
- **Shura (consultation):** Parents and staff are partners. Concerns are raised directly, privately, and in good faith.
- **Husn al-dhann (thinking well of others):** We assume good intentions and seek the facts before drawing conclusions.
- **Accountability:** Every member of the community is responsible for their own words and actions.

Expectations of Parents and Guardians

- Treat staff, other parents, students, and visitors with respect in speech, tone, and body language.
- Raise concerns through the steps under Feedback and Concerns in Section 10, not in front of children or in public settings.
- Never approach, question, discipline, or confront another family's child. Concerns about another student go to the homeroom teacher or the Principal.
- Respect the professional judgment of staff on matters of instruction, assessment, and classroom management, while remaining free to ask questions and request a meeting.
- Attend scheduled meetings on time, or give notice if unable to attend.
- Follow school procedures for arrival, dismissal, attendance reporting, and visitor sign-in.
- Keep the school informed of changes to contact information, custody arrangements, and authorized pick-up persons, and provide supporting court documents where applicable.
- Support the school's Islamic ethos, dress expectations, and behaviour standards at home and at school.
- Respect the privacy of other families and staff, and not share information about other students or staff learned through the school.

Communication Standards

- Use official school channels: email, ClassDojo, the school office, and scheduled meetings. Staff personal phone numbers and personal social media accounts are not used for school matters.
- Discuss concerns at a scheduled meeting, not during arrival, dismissal, or instructional time.
- Keep written messages factual and respectful. Messages that are abusive or threatening will not receive a reply and will be referred to the Principal.
- Meetings may be ended by either party if conduct becomes disrespectful, and rescheduled with the Principal present.
- Communication in an accessible format, interpretation, or a support person is available on request.

Prohibited Conduct

The following conduct is not permitted by any parent, guardian, staff member, volunteer, or visitor:

- Shouting, swearing, insults, name-calling, or aggressive or intimidating behaviour
- Threats of harm, or threats to damage a person's reputation
- Physical contact intended to harm or intimidate, or any act of violence
- Harassment, bullying, or discrimination based on any ground protected by the Ontario Human Rights Code
- Spreading rumours, gossip, or unverified allegations about staff, students, or families (ghibah and namimah)
- Recording staff, students, or meetings by audio or video on school premises or at school events without the Principal's approval, which is given where recording is needed as an accommodation
- Entering classrooms or restricted areas without authorization
- Possessing weapons, alcohol, drugs, or vaping or smoking products on school property
- Attending school property or events under the influence of alcohol or drugs
- Damaging school property

Premises, Arrival, Dismissal, and Visitors

- All visitors, including parents, sign in at the front office and wear a visitor badge while in the building. Every visit is recorded in the office log.
- Parents do not go to classrooms during instructional time unless invited by the teacher or approved by the office.
- Students are released only to parents, guardians, or adults listed as authorized pick-up persons. Photo identification may be requested.
- Drivers follow posted traffic and parking rules, drive slowly, do not idle in fire routes, and never leave a running vehicle unattended.
- Parents, volunteers, and visitors are asked to dress modestly out of respect for the school's Islamic ethos.
- Volunteers who work with students complete the Albushra School Volunteer Form, provide a valid Vulnerable Sector Check, and sign the Child Protection Policy (HR-002) before their first session.

Social Media, Messaging Groups, and Digital Conduct

- Concerns about the school, its staff, or its students are raised through Section 10, not posted on social media, in parent WhatsApp groups, or in community forums.
- No one posts photos or videos of students other than their own child without written consent from that child's parent or guardian.
- No one posts photos, videos, names, or comments identifying staff members in connection with a complaint.
- Parent-run messaging groups are not official school channels. Information shared there is not school communication, and group administrators are asked to remove content that breaches this policy.

Reporting and Resolution

- **Report:** Anyone who experiences or witnesses a breach of this policy reports it to the Principal, verbally or in writing, as soon as possible.
- **Immediate safety:** Where there is a risk to safety, the Principal acts at once, which may include removing a person from the premises or contacting the Ottawa Police Service.
- **Review:** The Principal speaks with each party separately and reviews any available evidence. Each party may share their account and bring one support person.
- **Decision:** The Principal communicates the outcome in writing within 10 school days of the report, unless the matter requires a longer review, in which case the parties are told.
- **Review of a decision:** A party may request a review in writing to the Principal within 10 school days, stating the grounds. The request is referred to the School Committee subject to approval and the pertinence of the matter. The School Committee’s decision is final.

Allegations of child abuse or neglect are not handled through this process. Every adult who suspects a child may need protection reports it directly to the Children's Aid Society of Ottawa, as required by the Child, Youth and Family Services Act, 2017.

Consequences of a Breach

Responses are proportionate to the seriousness of the conduct, its impact, and whether it is repeated. Before deciding, the Principal considers whether the conduct relates to a disability or another ground protected by the Ontario Human Rights Code and offers accommodation. Every consequence from Step 2 onward is given in writing with the reasons, and the person has an opportunity to respond. Serious conduct may skip earlier steps. Consequences for an adult are not applied to their child's standing as a student, except where the child's safety or the school's ability to serve the family is directly affected.

- **Step 1:** Verbal reminder of this policy from the Principal
- **Step 2:** Written warning
- **Step 3:** Conditions on contact, such as communication only in writing or meetings only with the Principal present

- **Step 4:** Written notice restricting or prohibiting access to school property and events under the Trespass to Property Act, with alternate arrangements for the student's drop-off and pick-up
- **Step 5:** Review of the family's enrolment by the School Committee under the terms of the enrolment agreement

Any act of violence, a credible threat, or possession of a weapon results in immediate removal from the premises and a report to the Ottawa Police Service. The full Parent and Staff Code of Conduct Policy (SP-011) is available from the school office.

8. Dress Code

Uniform Requirements

Albushra School takes pride in its uniform policy, which fosters a sense of belonging, equality, and school spirit. All students are required to wear the labelled school uniform as outlined below.

1. Daily Uniform (Boys and Girls)

- Navy blue polo shirt (with the school logo when available).
- Khaki pants — no jeans allowed.
- Black shoes and white socks (indoor shoes).
- Any neutral-colour sweater or hoodie with the school logo (when available).

2. Physical Education Uniform (Boys and Girls)

- Navy blue polo shirt.
- Navy blue or black track pants or shorts.
- Sports shoes with non-marking soles.
- Optional: navy blue sports jacket or hoodie with the school logo (when available).

3. Quran Classes

- Salah (prayer) clothes are to be worn during Quran lessons. We encourage families to leave these clothes at the school for students to use when needed.

Guidelines for Modest Attire

1. General Modesty Guidelines

- Clothing should be loose-fitting and cover the body appropriately.
- Shirts and blouses should have sleeves and cover the torso completely.
- Pants and skirts should be of appropriate length, covering the legs fully.

2. Boys

- Avoid tight or form-fitting clothing.
- Shorts should be knee-length or longer.

3. Girls

- Skirts and dresses should be ankle-length.
- If wearing a hijab, it should be plain white or navy blue and cover the hair and neck.
- Hijab is required for students in Grade 5 and above.

Seasonal Attire Policies

1. Winter Attire

- Students are encouraged to wear layers.
- Coats, scarves, hats, and gloves should be provided.

2. Summer Attire

- Students may wear short-sleeved versions of the navy blue polo shirt.
- All clothing must continue to adhere to modesty guidelines, even in warmer weather.

3. Rainy Season

- Waterproof jackets and boots in solid colours are required.

Enforcement and Exceptions

1. Uniform Compliance

- All students are expected to adhere to the uniform policy.
- Teachers and staff will conduct regular checks to ensure compliance.

2. Exceptions

- On designated non-uniform days, students may wear casual clothes that still adhere to the modesty guidelines.
- Special considerations may be made for medical reasons, with prior approval from the school administration.
- Clothing should not have any visible logos or messaging.

Sample Uniform Links

The following links from The Children's Place may be helpful. Multi-pack options are available at a discount:

- Boys Short Sleeve Polo Shirt
- Boys Long Sleeve Polo Shirt
- Girls Short Sleeve Polo Shirt
- Girls Long Sleeve Polo Shirt

9. Health and Safety Policies

Health Requirements

1. Immunizations

- All students must be up to date with their immunizations as per Ontario public health guidelines.
- Parents or guardians must provide a copy of the immunization record upon enrollment.
- Exemptions for medical or philosophical reasons must be documented and submitted to the school office.

2. Medical Forms

- A comprehensive medical form must be completed and submitted during the enrollment process.
- This form should include information on any chronic conditions, allergies, or special health needs.
- Emergency contact information must be kept current and updated immediately if there are any changes.

Procedures for Illness and Injury

1. Illness

- Students who are feeling unwell should remain at home until they are fully recovered.
- If a student becomes ill during the school day, parents or guardians will be contacted to pick them up as soon as possible.
- A designated sick room will be provided for students who need to wait for their parents or guardians.
- In cases of contagious illnesses, parents or guardians must inform the school immediately, and the student must stay home until cleared by a healthcare professional.

2. Injury

- Minor injuries will be treated on-site by trained staff using the first aid kit.
- For serious injuries, the school will contact emergency services immediately and notify parents or guardians.
- An incident report will be completed and kept on file for any injury requiring more than basic first aid.

Medication Policy

1. Prescription Medications

- Parents or guardians must complete a medication administration form for any prescription medication that needs to be taken during school hours.
- Medications must be provided in their original container with the prescription label.
- Only designated staff members are authorized to administer medications.

2. Over-the-Counter Medications

- Over-the-counter medications also require a completed medication administration form.

- These medications must be in their original packaging and labelled with the student's name.

3. Self-Administration

- Students with conditions requiring immediate access to medication (e.g., asthma inhalers, epinephrine auto-injectors) may carry and self-administer their medication with written permission from their parents or guardians and physician.
- The school must be informed of any self-administered medications.

Emergency Procedures

1. Fire Drills

- Fire drills will be conducted regularly to ensure all students and staff are familiar with evacuation procedures.
- Evacuation routes and assembly points are clearly marked and communicated to all.

2. Lockdown Drills

- Lockdown drills will be conducted periodically to prepare for potential security threats.
- Students and staff will be trained on how to respond during a lockdown.

3. Medical Emergencies

- In the event of a medical emergency, the school will immediately contact emergency services and provide first aid until they arrive.
- Parents or guardians will be notified as soon as possible.

4. Communication

- The school will maintain an emergency contact system to quickly inform parents or guardians of any emergencies or important updates.
- Parents or guardians are encouraged to ensure their contact information is always current.

10. Communication Policy

Channels of Communication

1. School Website and Dreamclass

- The school website and Dreamclass serve as a central hub for information, including calendar events, school policies, and news.
- Important documents and forms are accessible for download.

2. Social Media

- Albushra School maintains active social media accounts to share updates, celebrate achievements, and engage with the school community.
- Follow us on Instagram **@albushraschool** for the latest news and events.

3. ClassDojo

- Albushra School uses ClassDojo to facilitate direct communication between teachers, students, and parents.
- Teachers post classroom updates, share student progress, and send important reminders through ClassDojo.
- Parents can use ClassDojo to communicate with teachers, track their child's progress, and stay engaged with classroom activities.

4. Weekly Outline

- A weekly outline is sent every Friday, summarizing the classwork and home learning tasks completed during the prior week.

Parent-Teacher Conferences

1. Scheduled Conferences

- Two parent-teacher conferences will be held annually to discuss student progress and address any concerns.
- Conferences will be scheduled in the fall and spring, with specific dates communicated in advance.

2. Additional Meetings

- Parents may request additional meetings with teachers or school staff as needed.
- These meetings can be arranged by contacting the school office or the respective teacher directly.

Reporting Academic Progress

1. Progress Report

- A progress report will be sent in November to provide an early assessment of each student's performance and areas for improvement.

2. Report Cards

- Two report cards will be issued: one in February and one in June.
- Report cards will provide comprehensive feedback on academic achievements, behaviour, and overall development.

Feedback and Concerns

1. Open Communication

- Albushra School values a strong partnership with every family.
- When a concern arises, raising it early, directly, and with good intentions helps us resolve it quickly and in the best interest of your child.

2. How to Raise a Concern

- Concerns are resolved fastest at the level closest to your child. Please follow these steps in order:
- **Homeroom teacher:** for questions about learning, homework, assessment, or classroom matters, including subjects such as Quran, Arabic, and French. Subject teachers report to the homeroom teacher, who addresses the concern with them.
- **Principal:** if the matter is not resolved, involves your child's safety, or concerns a staff member's conduct.
- **School Committee:** requests are submitted in writing to the Principal, stating the matter to be discussed. A request is forwarded where the Principal could not resolve the matter and it is pertinent to the Committee's role.
- Please contact us by email, ClassDojo, the school office, or a scheduled meeting. Emails and ClassDojo messages are acknowledged within 1 school day.

3. General Feedback

- The anonymous feedback box at the school office welcomes general suggestions and feedback.
- Concerns about a specific student or staff member are raised through the steps above so they can be addressed fairly.
- Full details are set out in the Parent and Staff Code of Conduct Policy (SP-011), which every family signs at enrolment.

11. Parent Involvement

Volunteer Opportunities

1. Classroom Volunteers

- Parents can assist teachers with classroom activities, field trips, and special projects.
- Volunteers may help with reading groups, art projects, science experiments, and more.

2. Reading Volunteers

- Assist in the school reading program by helping students find books, organizing shelves, and supporting reading initiatives.

3. Event Volunteers

- Help organize and run school events such as fundraisers, sports days, cultural celebrations, and more.

4. Lunch and Recess Supervisors

- Support staff during lunch and recess times to ensure a safe and enjoyable environment for students.

5. Mentorship Programs

- Share your professional expertise by participating in career days, workshops, or mentoring students in specific subjects.

Parents of Albushra School (PABS)

1. PABS Events

- PABS organizes various events throughout the year to foster community spirit and support school initiatives.
- Events may include family picnics, cultural nights, fundraising dinners, and holiday celebrations.

2. Meetings and Committees

- PABS holds regular meetings to discuss school matters, plan events, and collaborate on initiatives.
- Parents are encouraged to join committees that align with their interests and expertise.

3. Partnership and Feedback

- PABS works alongside the school administration to strengthen the partnership between families and the school, share general feedback, and support school initiatives.
- Participate in workshops and seminars organized by PABS to learn more about supporting your child's education.
- Concerns about an individual student or staff member are not raised through PABS. They follow the steps under Feedback and Concerns in Section 10.

School Events and Activities

1. Annual School Events

- Albushra School hosts annual events linked to our school themes. For example, Mawadah Day is held during September to allow students to exhibit what they have learned during the month.
- These events provide opportunities for students to showcase their talents and for families to engage with the school community.

2. Special Celebrations

- The school celebrates Islamic holidays and cultural events with special programs and activities.
- Parents are invited to join in the celebrations and contribute to the festivities.

Support for Student Learning at Home

1. Homework and Study Tips

- We provide resources and strategies to help parents support their child's homework and study routines.
- Regular communication with teachers through ClassDojo and parent-teacher meetings is encouraged.

2. Educational Resources

- We share online resources, educational apps, and recommended reading lists to enhance learning at home.
- Access is provided to materials and tools that align with the school curriculum.

3. Workshops for Parents

- We organize workshops on topics such as literacy, numeracy, technology use, and study skills.
- Sessions are also offered on effective parenting strategies, managing screen time, and supporting mental health.

4. Communication with Teachers

- Ongoing communication between parents and teachers is encouraged to monitor student progress and address any concerns.
- Use ClassDojo and other channels to stay informed about classroom activities and expectations.

12. Financial Information

Annual Registration Fee 2026–2027

$500 one-time fee for the school year, payable by e-transfer to **finance@albushraschool.ca**.

The annual registration fee is due at the time of registration for the upcoming school year and is required to secure your student's spot. *The annual registration fee is non-refundable.*

Monthly Tuition Fees 2026–2027

- **$625 monthly** for JK/SK
- **$575 monthly** for Grades 1–6

Sibling Discounts

- **$25 monthly discount** for the second child.
- **$50 monthly discount** for the third child.

Monthly tuition fees are payable for 10 months (September to June). The tuition fees include all resource fees. Tuition fees are due on the 26th of the month preceding the applicable school month. For example, September fees are due on August 26.

2026–2027 Payment Schedule

School Month	Payment Date
September	August 26, 2026
October	September 26, 2026
November	October 26, 2026
December	November 26, 2026
January	December 26, 2026
February	January 26, 2027
March	February 26, 2027
April	March 26, 2027
May	April 26, 2027
June	May 26, 2027

Payment Options

There are two options for payment of monthly fees:

5. ****Pre-authorized debit (recommended):****

   Albushra School will withdraw the fees directly from your bank account on the due date. There will be 10 payments, dated per the schedule above. Please complete the Pre-Authorized Debit Agreement.

6. **Cash:** Please provide a labelled envelope with tuition for the **full year** to the school office. We are not able to process cash payments on a monthly basis due to the administrative burden of tracking.

Monthly tuition fees are non-refundable.

Should any circumstance arise which requires that a student be withdrawn from the school before **April 15, 2027**, there will be no further payments required for monthly tuition. Parents must provide the school with 30-day notification.

As of **April 15, 2027**, tuition fees for the last two months of the school year (May and June) are required.

Extended Day Program: After-School Qur'an & Robotics

We're pleased to share Albushra's redesigned Extended Day Program (EDP) for the upcoming year. Rather than general after-school care, students will take part in a focused Qur'an and Robotics program that makes the time after school purposeful and enriching.

Qur'an — 3 days/week | $130/month
Robotics — 2 days/week | $120/month
Qur'an + Robotics — 5 days/week | $220/month (best value)
Schedule: Monday–Friday, 3:30–5:30 PM
Registration Deadline: August 28, 2026

Please complete the registration form linked below to register your child(ren). You may register up to 3 children on one form.

Registration Form: Albushra EDP Registration 2026–2027 — Community Families

Receipts for Tax Purposes

Receipts will be issued within two months of the end of the calendar year.

Official Donation Receipt

This will specify the amount of donation that can be claimed for tax purposes. The donation receipt amount will represent the portion of total fees paid for the student that exceeds Albushra's net cost per student for non-religious education. Per CRA rules, there is no donation receipt permitted for the cost associated with non-religious education.

We cannot guarantee the amount, as it depends on several factors, including the number of students enrolled as well as external donations.

Child Care Receipt

This will specify the amount of child care expenses that can be claimed for tax purposes. Please note that you may or may not be eligible to claim child care expenses; refer to CRA's eligibility checklist. The child care receipt amount will represent the portion of total fees paid for the student that relate to child care services (i.e., supervision outside of class time, as well as the extended day program, if applicable).

13. School Policies

The following are important policies that the school has implemented. Please take the time to read through each one.

- **SP001:** Technology Use Policy
- **SP002:** Field Trip Policy
- **SP003:** Lost and Found Policy
- **SP004:** Privacy and Confidentiality Policy
- **SP005:** Teaching & Learning Policy
- **SP006:** Positive Reinforcement Policy
- **SP007:** Assessment & Feedback Policy
- **SP011:** Parent and Staff Code of Conduct Policy

14. Contact Information

School Phone Number: +1 (613) 416-6789

Staff Directory

Staff	Position	Email
Amira Abusheikha	School Principal	Principal@albushraschool.ca
Maryam Alozaibi	School Administrator	maryam.alozaibi@albushraschool.ca
Aseel Karaja	Early Childhood Educator	aseel.karaja@albushraschool.ca
Yasmine Elkhoudary	JK/SK Homeroom Teacher	yasmine.elkhoudary@albushraschool.ca
Yasmine Ainbaziz	French Teacher	yasmine.ainbaziz@albushraschool.ca
Loubna Baghdadi	French Teacher	loubna.baghdadi@albushraschool.ca
Aliaa Metwali	Quran Teacher	aliaa.metwali@albushraschool.ca
Nusaibah Ahmad	Arabic A (Advanced) Teacher	nusaibah.ahmad@albushraschool.ca
Daleen AbuKarneeb	Arabic B (Beginner) Teacher	daleen.abukarneeb@albushraschool.ca
Habiba Hussein	Grade 3 & 4 Homeroom	habiba.hussein@albushraschool.ca

Staff	Position	Email
	Teacher	
Arwa Alsaafin	Grade 1 & 2 Homeroom Teacher	arwa.alsaafin@albushraschool.ca
Amira Matar	EA - Educational Assistant	amira.matar@albushraschool.ca

Albushra School • 2026–2027 Parent Handbook

JazakAllahu Khairan for being part of our community.