



PARENT / STUDENT HANDBOOK

RESPECTFUL RESPONSIBLE SUCCESSFUL

2025/2026

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Welcome to the Academy



Al Rashid Mosque and the Edmonton Islamic Academy:
A Partnership of Faith, Education, and Community

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Quran, Surah Ta-ha; 114

Welcome to the Academy

Assalamu Alaikum Wa Rahmat Allah Wa Barakatu

Thank you for choosing Edmonton Islamic Academy as your school of choice for your child's education. If I can be of any service to you and your son/daughter, please contact me at: abraham.abougouche@islamicacademy.ca. Inshallah, this year will prove to be a rewarding and successful year for your child.



Abraham Abougouche
Principal

The purpose of this Parent/Student Handbook is to give you the essential information about our school's policies, procedures, and expectations. Please take the time to review this handbook carefully, as it will serve as a valuable resource throughout the academic year. If at any time you have any questions about the school, our policies or clarification about any items within this handbook, please feel free to contact me via email, phone or schedule a time to speak with me directly. Your feedback as a parent is important in helping us achieve our Mission – so we are asking you to please ask any questions or bring any concern to the appropriate staff member. Here's to a great year for our students, teachers and parents!

Sincerely,
Abraham Abougouche - Principal

Al Rashid Mosque and the Edmonton Islamic Academy: A Partnership of Faith, Education, and Community

The story of the Edmonton Islamic Academy (EIA) is deeply interwoven with the history of the Al Rashid Mosque. In 1986, Al Rashid Mosque's leaders recognized the urgency to create a school that would not only teach their young Muslims academic subjects but also foster spiritual growth, moral development, and cultural identity. The Mosque's leaders began informal gatherings and conversations among local Muslim families, educators, and religious leaders. These discussions were motivated by a shared concern: access to an education that reflected Islam while meeting the rigorous standards of the Alberta curriculum. Existing public and private schools, while excellent in many regards, could not fully address the unique religious and cultural needs of Muslim students. It was out of this shared dream that the seeds of EIA were sown. Al Rashid Mosque members began to organize planning committees, hold town hall meetings, and consult with educational experts. Their vision was clear: to establish an Islamic school that would serve generations to come. In 1987, their vision became a reality when the school opened its doors in the basement of the Al Rashid Mosque to the first students of EIA. For the school's first 15 years of operations, the Mosque covered most of the school's expenses but as the demand for more and more learning spaces rose, the Mosque constructed the purpose built building that more than 1800 students enjoy today.

Many would agree that the founding of EIA was an act of vision and courage by the leaders of the Al Rashid Mosque. Though no single individual can be credited as its sole founder, the school is the product of the Al Rashid Mosque's collaborative efforts with its Muslim community and shared dreams, which is why so many still consider EIA a community school.

As the Al Rashid Mosque continues to grow and evolve, so too does the Academy, always guided by the principles of Islam, excellence, and service. Today, the Al Rashid Mosque and the school board are raising funds for a new elementary school that is expected to open in September 2026, Insha'Allah. The growth of EIA is a reminder that when a community comes together in pursuit of a common good, the results can endure for generations—a legacy as enduring as the Al Rashid Mosque itself.

Like any pioneering venture, EIA faces its share of challenges. Funding, staffing, and curriculum development require constant attention. Navigating provincial regulations, building partnerships, and maintaining reasonable tuition fees are ongoing challenges for the Board and administration. However, these challenges are continuously met with resilience and innovation by the Al Rashid Mosque leaders and the school collaboratively. Their collaboration is needed as demands for spaces of learning rise. The school's success is a tribute to the dedication of the Al Rashid Mosque and the school's Board of Directors, who never lose sight of their mission.

Today, EIA is more than just a school; it is a cornerstone of the Muslim community in Edmonton. It offers a safe and nurturing environment where students can thrive

academically and spiritually. EIA graduates go on to attend top universities, pursue varied careers, and give back to their communities. The school hosts interfaith dialogues, cultural events, and community service projects, fostering goodwill and understanding among all Albertans. Its presence has countered the narrative of Islamophobia and religious diversity in Alberta and all because of the vision of the Al Rashid Mosque leaders back in 1986 (Alhamdu'Allah).

1. The Academy and the Community

1.1 Vision

EIA students achieve their maximum potential in an environment of intercultural and interfaith understanding and respect and use their leadership skills and intellect for the betterment of humanity.

1.2 Mission

The Edmonton Islamic Academy offers an education of the highest quality, embedded in the values of the Islamic faith, to enable students to become

**Respectful,
Responsible,
Successful,**

leaders and contributors to society.

1.3 Philosophy

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

We believe in:

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

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

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

Along with its commitment to offer an Islamic education, EIA is determined to excel in achieving the outcomes prescribed by Alberta's Ministry of Education. The integration of a secular curriculum and faith-based ideology is the foundation upon which EIA was established. The Islamic Studies and Quran recitation classes enable students to embrace Islam as a balanced way of life. In addition, daily prayer, dua and Friday khutba (ceremony) are integral components of teaching and learning at EIA. Arabic, as an additional language, is compulsory for students from pre-kindergarten to grade nine and is offered as an option to high school students.

1.4 Beliefs

- Students can learn and experience success.
- Students are provided with equitable access to a quality basic education program that meets their diverse needs.
- Students learn in a safe, secure and caring learning environment where each individual is respected and valued.
- Students share responsibility for their educational success with their teachers, parents, community and government
- Students acquire strong reading, writing, and math skills with which to analyze data and develop ideas and inferences.
- Students develop creative and critical thinking skills and problem solving, and are well prepared for post-secondary studies, world of work, life-long learning and citizenship in a complex world.
- Students enjoy opportunities to develop entrepreneurial and technical skills and work habits required for success in the rapidly changing, high-tech global economy.

Students, and their parents, have opportunities for meaningful involvement in important decisions about their children's education.

1.5 Board Priorities and Expectations

Within an environment of open and clear communication, accountability and professionalism, Edmonton Islamic Academy staff and students will:

1. Demonstrate excellence in Academic, Islamic and Arabic curriculum and in all aspects of teaching and learning.
2. Demonstrate positive leadership in society.
3. Apply the principles of Islam in everyday life.

More specifically, the **EIA graduate models the following attributes:**

- **Is a practicing Muslim:** Accepts belief in the six articles of faith, observes the five pillars of Islam, has consciousness of Allah's (SWT) presence and acts sincerely for His sake, according to the Quran and the Sunnah of Prophet Mohammad (PBUH), is balanced in his/her worship and avoids all forms of extremism.
- **Has good character:** Is truthful, respectful, honest, modest, and also observes Islamic social manners.
- **Is intellectually well-rounded:** Acquainted with the basic principles of Islamic belief and objectives of Islamic jurisprudence, familiar with Islamic history especially the life of Prophet Mohammad (PBUH) and his companions, familiar with the modern history and geography of the World. They understand and appreciate the multicultural aspects of the Canadian society, are able to seek and find necessary information when needed, strive to be a leader in their field, and has up-to-date knowledge and skills on the use and applications of technology. They also use critical thinking skills to make informed choices and decisions.
- **Is a self-motivated leader:** Sets their goals high and strives to reach them and is willing to take risks. They are committed to life-long learning and possess an attitude of success. They are persistent and view a setback as a learning opportunity.
- **Is self-disciplined:** Behaves in a mature and responsible manner, and takes responsibility for their decisions and actions. They have the ability to reject immediate satisfaction for something better and lawful.

- **Is organized in their affairs:** Realizes the importance of proper time management sets priorities and fulfills tasks and does assignments on time. They use their time constructively to acquire useful knowledge, develop skills, strengthen family ties and support their community.
- **Can read, write and speak the Arabic language:** Performs clear recitation of the Quran, can read any Arabic text with correct pronunciation and adequately communicate in Arabic both verbally and in writing.
- **Is physically healthy:** Abides by Islamic teachings on eating, drinking, and sleeping to protect their body from diseases and illnesses. They maintain a healthy and active lifestyle, maintain cleanliness and proper hygiene, and always take the proper safety and security measures.
- **Is financially responsible:** Seeks to be a productive member of the society and performs their job professionally and in the best manner.
- **Is beneficial to others:** Takes pride in being a Muslim Canadian characterised by being active, energetic, and skilful in public service. They view authority as a responsibility not as a privilege and continuously donate generously for good causes and to help those who are less fortunate.

In fulfilling its mission, the Academy will...

- operate in a professional, system-based and transparent manner
- provide an atmosphere in which all students can understand more about their faith, express their faith and reach out to others
- provide each student with the opportunity to develop to his/her fullest potential
- strive to recruit, support and retain highly qualified teachers and staff
- build and maintain a team-based culture that supports learning
- follow the curriculum standards as set by Alberta Education
- employ a uniform and valid evaluation system for all grade levels
- set the acceptable standard for core subjects to be a minimum of 65%
- support student clubs, extracurricular activities and sport teams that reflect the goals and priorities of the Academy
- maintain a clean, safe, caring and secure school environment
- appropriately involve parents and other community members in school activities

At the core of his/her responsibilities, Principal will...

- promote and emphasize a school culture based on the mission and vision of the Academy
- conceptualize the goals and expectations of the Board of Trustees, and devise an organizational structure capable of accomplishing the goals
- maximize the use of human and fiscal resources according to the school's budget
- monitor, support and assess the performance of teachers and other staff
- ensure that the Academy's rules and policies are uniformly observed
- be an active and positive representative of the Academy
- stay current on developments in the field of Education and ensure that the Academy has the best possible information to address and consider emerging issues

As a qualified educator, the teacher will...

- attend school regularly and on time
- understand and promote the academy vision, mission and culture

- be knowledgeable in the curriculum they teach and continue to grow professionally both in methodology and subject knowledge
- adhere to the Alberta Program of Study
- support students academically, socially, and emotionally through professional and compassionate conduct
- monitor and assess students' progress
- serve as a role model for all stakeholder groups
- work cooperatively as a team member
- treat all students fairly

As the central component of the Academy, the student will...

- attend school regularly and on time
- strive to reach his/her learning potential
- use problem solving skills and seek assistance when needed
- develop habits to support life-long learning
- participate in extracurricular activities at the school, based on his/her abilities and interests
- follow school and classroom policies and expectations
- show respect for self, others and the academy's culture
- show responsibility towards the school environment
- serve as an ambassador for his/her school and Islam

Due to their vital role in student success, the parents are required to...

- ensure school fees are paid in a timely manner
- provide a \$250 volunteer deposit (for more information, see section 2.6)
- ensure that their children attend school regularly and consistently arrive and leave school on time
- ensure that their children consistently arrive at school prepared and ready to learn
- create and maintain a positive learning environment at home
- be active participants in their children's school life
- provide their children with healthy lunch and snacks
- be role models for their children
- support and adhere to the values, policies and expectations of the Academy
- support the Academy through volunteering services
- serve as ambassadors for the Academy

1.6 Board of Trustees

- The Edmonton Islamic School Society (EISS) is a society duly incorporated under the laws of the Province of Alberta as a religious organization serving Islam and Muslims in Alberta by providing religious, educational and social services. The EISS Board of Trustees consists of up to 15 voting members (Trustees) originating from the Al Rashid Mosque governing board and from the parent community of EISS. As a founding organisation of EISS, the Canadian Islamic Centre (the Al Rashid Mosque) will be allowed four Trustees to serve on the Board. The Canadian Islamic Centre will appoint the Chairperson of the Trustees from their appointed members.
- To ensure full compliance with the Alberta School Act, the majority of Trustees representing the Al Rashid Mosque are to be parents of the school. In the event that such a majority is difficult to attain for more than three months, the Board can appoint additional Trustee(s) from the parents of the school. The Board also can appoint non-voting members to serve on the Board.

- The term of the Board of Trustees will be for a period of up to two years, and may be re-appointed. A list of the existing members of the Board of Trustees is posted on the Academy website (www.islamicacademy.ca).

1.7 Administrative Structure

- The Board of Trustees believes that the organizational structure and the line of command, at the administration level, should provide ample opportunities for teachers and staff to participate in the process of decision-making at the Academy. Building a strong institution requires several years of cooperative efforts and teamwork that build on previous achievements and sets the stage for new ones to come. Therefore, constructing the right administration structure within the Academy is the first step towards creating a system-based institution that is less dependent on the specific individuals in leading positions. The system should also sustain a healthy environment that continuously nurtures and attracts quality leaders, who are committed to the mission and vision of the Academy.



2. Tuition Responsibilities

2.1 Tuition and Other Fees

Annual Fees 2025-2026

FEE SCHEDULE

Registration Fee

New Student Application Fee \$100. This is a non-refundable fee required for each new application to the Academy.

All credit card charges will be subject to a 3% processing fee.

Tuition Fees

Grades		Member	Non-Member
Preschool Part-Time		\$3,400	\$3,900
Kindergarten Part-Time		\$ 3,400	\$ 3,900
Grade 1 – 9	1 st Child	\$4,950	\$5,450
	2 nd Child	\$ 4,500	\$4,900
	3 rd Child, 4 th Child	\$ 4,200	\$ 4,500
Grade 10 – 12	1 st Child	\$5,450	\$ 5,950
	2 nd Child	\$ 4,500	\$ 4,900
	3 rd Child, 4 th Child	\$4,200	\$ 4,500

Additional Fees

- Yearbook (1 copy per family) **\$50.00**
- Volunteer Fee (For new families only) **\$250.00**
- Preschool to Grade 5 (School Supply & Resource Fee) **\$120.00**
- Grade 6 Resource Fee **\$60.00**
- Grade 7 - Grade 9 (Junior High Options & Resource Fee) **\$120.00**
- High School Resource Fee **\$75.00**
- Technology Resource Fee (Per Family from Kindergarten - Grade 12) **\$100.00**

Bus Rates

- | North Side | South Side |
|----------------------------|----------------------------|
| 2-Ways - \$180 (per child) | 2-Ways - \$225 (per child) |
| 1-Way - \$100 (per child) | 1-Way - \$125 (per child) |

Project Fee

Capital Project Fee \$5,000

*This is a **one-time non-refundable** fee per family, to be paid at the time of acceptance. Parents of preschool students are expected to start making payments and complete the full amount before their child starts Kindergarten.*

Payment Options:

Parents are encouraged to pay the tuition fees in full by September 30, 2025. However, tuition payments can be made in monthly installments (of cash, post-dated cheques, or electronic payment). **AT LEAST HALF OF THE FAMILY'S FULL TUITION MUST BE PAID BY DECEMBER 31, 2024. The full total of fees must be paid by or before April 30, 2026. Failure to reconcile accounts by the deadline will result in the student being placed on at-home learning for the remainder of the year.** 0

All NSF cheques will be charged the bank rate of \$25.00. After one NSF cheque is received, only cash or credit card payment will be accepted. All payment arrangements must be made before September 30, 2025. **Arrangements must be made with and approved by the Principal or Chairman of the Board in order to confirm the registration of your child(ren) at the Academy.**

Tax receipts for 2025 will be issued only if all tuition fees have been paid in full prior to December 31st, 2025. Tax receipts for fees completed after December 31st, 2026 will be issued on the year 2026.

Re-Enrollment Policy

EIA believes all school stakeholders should be investors and promoters of Islamic education, recognizing its vital role in strengthening our Islamic community. EIA parents should consider the following investments and rewards of an EIA education:

Investment in your children's and grandchildren's Islamic education. Investment in teaching others the importance of an Islamic way of life and the rewards that come from supporting and advocating Islamic education

We will review all applications against the following criteria when making admissions criteria.

1. Attendance at the EIA preschool
2. Sibling enrolled at EIA
3. Supporters of EIA and related projects
4. Date of application

Investment in the future of Muslim leaders and contributors to society for the betterment of humanity
As valued members of our Islamic community, parents who wish to re-enroll their child (children) at EIA must commit to ONE of the following before re-enrollment is accepted:

1. **Provide a donation to EIA's future projects to allow for the expansion of Islamic education**
2. **Provide a Good Loan (Qard Hassan)**
3. **Serve as a Goodwill Ambassador for EIA and all its future projects (e.g., help with fundraising efforts; call for donations; support the school's efforts to expand by volunteering for various committees, etc).**

Capital Project Fee

All families with children at the Edmonton Islamic Academy must pay a \$5,000 Capital Project Fee as a pre-condition for final acceptance. Families who have already donated this amount to the Islamic Academy Project will be exempt from this fee. This fee is non-refundable and must be paid at Al Rashid Mosque. The Capital Project Fee is to be paid only once per family and is due by September 1, prior to the admission of your child for the registered academic year.

2.2 Bus Transportation/Fee

North Side

2-Ways - \$180 (per child)

1-Way - \$100 (per child)

South Side

2-Ways - \$225 (per child)

1-Way - \$125 (per child)

Bus passes must be purchased prior to a student riding the bus. Bus service is provided on a monthly basis (not semester). Payment arrangement options include cash, post-dated cheques, pre-authorized credit card payments, or debit/credit pre-payment in person. Service costs can be paid in advance or booked in monthly increments. Visit or call our administrative office for more details. EIA reserves the right to interrupt bus service in cases of non-payment. Receipts will be issued once payments are received.

Please see section 7.3 of this handbook for the detailed Bus Safety Policy.

2.3 Volunteering

A prerequisite for a student attending EIA is that the parent or guardian must accumulate a minimum total of 20 volunteer hours. A deposit of \$250.00 (yearly) must be paid with the school fees as a guarantee that the volunteer hours are completed. New families will still be required to pay this fee of \$250.00. This deposit will be forwarded to the parent's account for the next academic year upon completion of their 20 volunteer hours. Opportunities to volunteer may include but are not limited to:

- bake sales
- chocolate sales
- chaperoning field trips
- classroom help
- assisting staff with office work
- serving lunch in the cafeteria
- restocking library shelves
- planning and supporting events
- traffic coordination

Parents' Development (Halaqas):

Workshops and Halaqas will be offered on a regular basis to keep stakeholders up to date on educational trends, parenting techniques, Islamic development, etc. **Each family must attend a minimum of 3 Parent Halaqas throughout the year.** These will be credited as volunteer hours. Failing to complete the 20 hours, including the 3 Halaqa requirement, will result in the family forfeiting the \$250 deposit.

Anti-Racism Course

All families are encouraged to take a mandatory Anti-Racism course, which will also be credited towards volunteer hours.

3. Maintaining High Standards

3.1 Regular Attendance and Punctuality

Regular attendance and punctuality of the student is an important component of the learning process and achievement. All teachers will keep attendance records. Should a student miss more than 10 % of the days within the school year, this will result as an incomplete year on the file and another year in the same grade might be needed to achieve the skills and outcomes or engage in self-funded remediation (such as summer school). Absences and tardiness will be recorded on the report cards. Consistent tardiness and/or absenteeism are possible grounds for reporting to the Attendance Board of the Government of Alberta. Parents may then be required to attend a meeting with an Attendance Board Representative to explain these absences.

Reporting Absences

Parents are asked to call the school by 8:00 a.m. or send a note in advance if their child is to be absent. To avoid congestion on the phones between 8:00 a.m. and 8:20 a.m., parents are encouraged to leave a voicemail message at their earliest convenience in the morning. Parents may also report their children's absences by emailing the school admin general mailbox at: info@islamicacademy.ca. When making outside appointments, parents are asked to be considerate of the child's school schedule and only when absolutely necessary take them out of class. Students' schedules are available on PowerSchool. Parents are to report to the office to sign their child out before being excused from class.

Excused Absences

1. Illness of the student
2. Medical diagnosis and/or treatment
3. Death in the immediate family; funerals or other relatives or close friends, not to exceed three days if local or five days if outside the Province
4. Contagious disease or illness in the home of the child subject to regulations of the Division of Public Health, Department of Health and Social Services
5. Legal business requiring the student's presence
6. Suspension or expulsion (home schooling) from school
7. Approved educational visits/trips
8. Authorized school-sponsored activities

Extended Absences

Students are expected to attend school during the entire school year. Parents are expected to arrange their travel times according to the school calendar. Students who will be out of the Academy for an extended period of time and do not meet the criteria for excused absences are considered truant. **The Academy may refuse the re-admission of any student who is absent from school without permission (for 11 or more consecutive school days). Further, the Academy reserves the right to assess a student who has gone on an extended leave before deciding on a promotion to the next grade.** In the case of extended absences, it is the parent's responsibility to make sure that the student is provided with adequate opportunities to acquire and develop all the necessary skills, knowledge and cover all essential learning outcomes for that year.

If a student is to be absent from school for an extended period of time, the Principal and teacher should be informed in writing. A minimum of two weeks' notice is expected so that the necessary available learning materials can be collected. It is the student's responsibility to complete and hand in all work that has been assigned during the time being away from school. Parents of students in grades 3, 6, 9, and 12 should not plan to travel before the time of the Provincial Achievement Tests or Diploma Exams. Please check with the office for the dates of the last exams in May and June if you are planning to travel before the summer break begins.

3.2 Morning Arrival

Parents are to drop off their children at the designated entrance at the back of the building between 8:00 a.m. and 8:25 a.m. Access to the building is available to students before 8:00 a.m. from the front door. Students who arrive early will not be permitted to leave the office area until 8:00 a.m.

3.3 Late Arrival

Parents are asked to send a note in advance or call / email the school by 8:15 a.m. if their children are to be late. Students who arrive late must obtain a late slip from the office, which the student must give to the teacher. When arriving after 8:30 a.m., students must only enter from the main entrance at the front of the school and a parent or guardian must also record the arrival time in the sign-in/out book in the office. If you know of an upcoming lateness (e.g. an appointment), please communicate this to the homeroom and subject teachers in advance. Tardiness will be documented in the report card of the student.

3.4 Staggered Starts and Dismissals

To alleviate bussing, traffic and parking lot challenges, we have introduced staggered schedules for 2025-26. The goal is to allow our buses and parent drivers to move from site to site in a safe and timely manner.

Monday - Tuesday - Wednesday - Friday				Thursday	
Site/ Campus	Grade Levels	Start Tlme	End Time	Start Time	End Time
EIA Pre-School	Pre-K AM	8:30 AM	11:30 AM	8:15 AM	10:30 AM
	Pre-K PM	12:30 PM	3:30 PM	11:30 AM	1:45 PM
ECLC Campus	KG - AM	8:15 AM	11:15 AM	8:15 AM	10:30 AM
	KG - PM	12:00 PM	3:00 PM	11:30 AM	1:45 PM
	Grade 1	8:15 PM	3:15 PM	8:15 AM	1:45 PM
EIA Campus	Grade 2-12	8:25 AM	3:40 PM	8:25 AM	2: 10 PM

3.5 Late Pickup Policy

Any child/children in Kindergarten to Grade 2 **must be picked up from their classroom by a parent or a guardian before 3:45 pm**. The only exceptions are as follows:

- The KG–Grade 2 student has an older sibling (this can not be a relative/cousin/friend) who is capable of picking them up from the gym before 3:45 pm and walking them outside to meet you at your vehicle.
- The student is registered for after-school activities such as athletics, tutoring, Quran, or any other school-based activity. In these situations, parents are expected to pick up their children at the end of the scheduled session.

Late Pick-Up Fee

All teachers will escort any remaining students to the school cafeteria at 3:45 p.m (2:15 p.m on Thursdays) where they will stay in a safe place under the supervision of school security. If a student is not picked up within 30 minutes after school is dismissed, the child's parent or guardian **will be charged an automatic late pick-up fee of \$2.00 per minute thereafter**. However, we understand that unforeseen events do happen and if a parent is expecting to be late to pick up their child you may notify the school beforehand to alert us that you will be late to pick up your child or that you will arrange for someone to pick up your child on that particular day. For these unplanned circumstances, you will not be charged the late fee at a maximum of 3 times per month.

3.6 Parking

All parents and volunteers are to park their vehicles in the designated parking lots either at the back or front of the building. No staff, parents or volunteers should park their vehicles in the Accessible Parking stalls, unless they have a legal handicap parking sticker or card. There is no parking along the sidewalk in front of the building and, in particular, no parking at the front doors of the Academy as this must remain free for deliveries, emergency vehicles, etc. **VEHICLES LEFT IN EMERGENCY ACCESS LANE FOR ANY PERIOD OF TIME or ILLEGALLY PARKED IN ACCESSIBLE PARKING STALLS MAY BE TICKETED AND/OR TOWED**. Parents should not park in the assigned staff parking area in the back-parking lot under any circumstance.

4. Achieving Academic Excellence

4.1 Homework and Assignment Policy

Students at EIA can expect to have homework every evening throughout the year. The nature of homework should be that students complete it themselves, while parents take no more than an encouragement role.

Please make every effort to inform teachers of any classes that will be missed. Arrangements will then be made to deal with work that the student will be missing. In the case of sickness, the teacher will do their best to help the student make up for any missed work upon his/her return. Families are advised not to arrange holidays during the school term as the absence will disrupt the child's learning.

Incomplete and missing assignments will be recorded and form part of a student's term assessment. Teachers may find it beneficial to keep students in at recess, noon hour and/or after school time out to finish up incomplete or missing homework assignments.

4.2 Student Recognition

The 11th Annual ISLAM Awards will be held in October 2025 (tentative). To be eligible to receive an award, you must be a Junior High or High School student.

- Special Award

To be eligible to receive one of the following awards, you must have no more than one discipline report.

1. Quran recitation Award:

Criteria for Junior High:

This award will be given to the Top 3 students in each grade in JH (Total 9). Students must meet the following criteria to receive the award:

- Students should recite the Surahs from the curriculum correctly, following tajweed rules.

Grade 7 – Surah Al Mursalat and Surah Al Maarej

Grade 8 – Surah Al Qiyamah and Surah Al Muzzeml

Grade 9 – Surah Al Jin and Surah Nuh

- Students should recite with proper tajweed.
- Students should know the basic provisions of tajweed.
- Students should read with correct pronunciation of the words.

Criteria for Senior High:

This award will be given to the Top 3 students in each grade in High School (Total 9).

The students must meet the following criteria to receive the award:

- Students should be able to recite the following Surat: Al-Haqqa, Al munafiqun and Al Jumu'ah
- Students should recite with proper tajweed.
- Students should know the basic provisions of tajweed.
- Students should read with correct pronunciation of the words.

2. Islamic Studies Award:

This award will be given to the top 3 achievers from each grade in Junior High (Total 9) and the top 3 achievers from each grade in High School. (Total 9)

3. Al Muathen, Bilal Ibn Rabah Award (Boys only):

Al Muathen will be given to the top three achievers from secondary.

4. Khateeb Award:

The Al Khateeb award will be given to the top three achievers from secondary.

5. Arabic Language:

This award will be given to the top 3 achievers from each grade in Junior High (Total 9) and to the top achiever from High School Arabic course (Total 1).

6. Leadership as an Active Citizen:

This award will be given to the most successful three students from Junior High and the most successful three students from High School. (Total 6)

7. Athlete of the Year Award:

This award will be given to the most outstanding male athlete and the most outstanding female athlete from Junior High (Total 2) and High School (Total 2).

8. Academic Awards

Criteria for Junior High:

- Honors: requires (80% - 89%) based on an average of a **minimum** 4 core subjects.
- Honors with Distinction: requires 90% or higher based on an average of a **minimum** 4 core subjects.

*These awards will be based on the students' grades encompassing **Y1** results.

Criteria for High School:

- Honors: requires (80% - 89%) based on an average of a **minimum** 4 core subjects.
- Honors with Distinction: requires 90% or higher based on an average of a **minimum** 4 core subjects.

*These awards will be based on the students' grades from the 1st semester results and 2nd semester results.

*Any course taken outside the Academy will not be considered for this Award.

*Retakes are not considered for this award

9. Diploma & AP Stars:

The student must achieve 90% and above on the diploma exam or four and above on the AP test.

*Any diploma course taken outside the Academy will not be considered for this Award.

*Retake are not considered for this award

10. Hundred for a Hundred

Any student that receives 100% on the math and science diplomas or receives a 90% and above on the English and social diploma will receive a \$100.

*Any diploma course taken outside the Academy will not be considered for this Award.

*Retakes are not considered for this award

11. PAT Star:

The student must achieve 90% and above on any of the grade 9 PAT exams.

12. Top Academic:

This award will be given to the top student from each grade. One from all of grade 7, one from all of grade 8, one from all of grade 9, one from grade 10, one from grade 11, and one from grade 12 (Total of 6).

The students' average will be calculated based on the four core subjects for Junior High and all core subjects (minimum 4 core subjects) for High School. Any course taken outside the Academy will not be considered for this Award. Retakes are not considered for this award.

13. Alumni Award:

The student who achieves this award must demonstrate the following:

- Giving back to the Academy.
- Giving back to the Muslim community.
- Giving back to the Edmonton community.
- Graduated from EIA from either Grade 9 or Grade 12.
- Volunteer minimum 50 hours.

Alumni will have the opportunity to apply to receive this award. The winner of the Alumni Award will be selected by the school staff.

4.4 Textbooks and School Supplies

At the beginning of the school year, the librarian will announce times during the first week of school to issue textbooks to students. At the end of the year (Insha'Allah) students are expected to return all textbooks to the library.

Please note that deposits are not required, however students are responsible for keeping these books in good condition. Lost or damaged textbooks are to be paid for by the student, at replacement cost. The school office will issue **invoices for lost or damaged textbooks. Invoices must be fully paid prior to writing the subject exams at end of the term.**

An invoice will be sent in early September for each student's consumable school supplies, which the school will purchase in bulk as required by each elementary grade level team or secondary subject specialists.

5. Modeling Proper Islamic Environment

5.1 General Expectations

The Edmonton Islamic Academy behaviour expectations are for students to model the mission of the school and be respectful and responsible in all their undertakings. All Academy staff members are expected to model such expectations. The following five points are intended for all members of the Academy.

1. Be Organized - Organization for Others and Oneself: It is expected that all individuals are organized, punctual, committed and well prepared for their classes. They complete all assigned tasks on a timely manner. All students are encouraged to keep the clothes racks and lockers neat and organized. They are expected to display a sense of responsibility towards personal cleanliness, Islamic hygiene, and school uniform.
2. Be Safe - Safety for Others and Oneself: It is expected that all individuals act in a safe and helpful manner. They should be considerate towards their work environment and play safely. All individuals are expected to develop a sense of community having the safety of oneself and others as a top priority.
3. Be Cooperative – Cooperation for Others and Oneself: It is expected that all individuals cooperate well with each other as well as with school community members: students, staff members, and visitors. Students should treat the school property with care and respect and live up to the behavioural expectations.
4. Be Kind – Kindness for Others and Oneself: It is expected that all individuals show kindness and respect towards others and themselves. All individuals show courtesy, use appropriate positive language, and avoid infringing upon others' rights.
5. Be Respectful - Respect for Others and Oneself: Every member of the academy community; administrators, teachers, students, parents, board of trustees, volunteers and individuals serving the school at any capacity has the right to be treated respectfully and fairly. It is the responsibility of all members of the school community to avoid personal confrontations. If a conflict cannot be resolved, the Principal should be alerted to mediate the situation.

5.2 School Uniforms and Appearance for Students:

All students should take pride in being members of EIA. Their uniform identifies them as such. Our uniform ensures that students are neatly and sensibly dressed. Competition and extremes of fashion are prevented. Appropriate dress is required from all students and good grooming is equally important. Parents will be contacted if the uniform worn by the students is incomplete or inappropriate. Students are not permitted to take off school uniform during the school day unless permitted by the school administration. Inappropriately dressed students will be asked to change promptly into a school uniform or will be sent home immediately.

All teachers are instructed to send any student who is not dressed in the proper uniform to the office for parents to be contacted to bring the right uniform. If a student is still not wearing the right uniform after two warnings, they may be asked to stay at home until the matter is rectified.

Uniform Requirements

	Boys	Girls
Elementary	Navy Blue Shirt and Grey Dress Pants <u>Friday:</u> Light Blue Dress Shirt, Grey Dress Pants, and Black Tie Navy Hoodie with Zipper (optional)	Navy Blue A-Line Dress and Gray Pants Navy Blue Hijab (Division 1) Grey Hijab (Division 2) Navy Hoodie with Zipper (optional) Navy Blue Abaya (Gr.5 & 6 – needs principal approval)
Junior High	Grey Shirt and Black Dress Pants <u>Friday:</u> Grey Dress Shirt, Black Dress Pants, and Black Tie Black Hoodie with Zipper (optional)	Gray EIA Abaya Two-Piece Forest Green Hijab (EIA edition only) Black Hoodie with Zipper (optional)
High School	Green Shirt and Black Dress Pants <u>Friday:</u> Any color Dress Shirt, Black Dress Pants, and Black Tie Black Hoodie with Zipper (optional)	Black EIA Abaya Any Color Hijab Black Hoodie with Zipper (optional)

Minimum Quantities

Elementary/Junior

High/High School:

- 2 polo shirts (optional for High School)
- 1 dress shirt (2+ for High School)
- 2 dress pants
- 1 Tie
- 1 Hoodie (optional)

Elementary:

- 2 A-Line Dress / Abaya
- 2 pants
- 1 Hoodie (optional)

Junior High:

- 2 Abayas (with school logo, purchased from School)
- 2 Green Hijabs (purchased from school only)
- 1 Hoodie (optional)

High School:

- 2 Abayas
- 1 Hoodie (optional)

Note: Appropriate Islamic athletic attire is required for participation in Physical Education classes. Athletic apparel may not be worn outside of the Gymnasium.

The following are the policy guidelines for student dress, appearance and grooming:

1. On Fridays, boys will wear the uniform dress shirt and school necktie with the uniform pants.
2. Boys' hair should be cut clear off the collar. Excessive hair gel or hair spray is not permitted. Dramatic hairstyles and/or hair colors and/or highlights are not permitted. Body piercing and tattoos are not permitted.
3. Boy's shirts should be tucked into pants at all times.
4. Ball caps or fashion hats of any description cannot be worn in the school building at any time.
5. Outerwear choices are limited to school-issue clothing or plain black hooded sweatshirt. High School girls may wear a plain black or green hooded sweatshirt. All outerwear must have a full-length zipper and uniform items must be visible at all times.
6. Parents must purchase hijabs in coordinating colors through the school (light blue/navy for Elementary, maroon/black for Junior High). Different colors embroidered or beaded hijabs are not part of the uniform and should not be worn.
7. Make-up is discouraged.

Purchasing a Uniform

Uniform fittings or students are held at EIA several times throughout the year when McCarthy Uniforms comes to EIA. If a fitting is not required, a parent may purchase any piece of a uniform by ordering online through the website www.mccarthyuniforms.ca or contacting them at 1-800-668-8261.

5.3 Assemblies and Special Events

Assemblies will be held on a regular basis. The purpose of assemblies is to enhance school spirit within the school community and to do group Duaa' and Recitation of Quran. Assemblies will also be used to inform the student body of current events within the school environment and to celebrate successes. As such, students and parents are expected to behave in a manner befitting of a Muslim gathering. Other special events will be announced where students will be performing, and parents will be invited to attend. When attending these functions all parents are expected to adhere to the school Islamic dress code.

5.4 Extra Curricular Activities

Extra-curricular activities are opportunities and privileges for all students to enhance their leadership skills. All students are encouraged to participate in at least one offered leadership activity. These activities include but not limited to Quran/Hadith Challenge, Spelling Bee, Impromptu Speech, Poetry Recitation, Intra-mural Sports, and Legends Athletics teams etc. Students are expected to represent the mission and vision of the school with the best of Islamic manners. If students fail to follow the expectations of the school, they will lose the privilege of participating in any activities.

5.5 Student Discipline

At Edmonton Islamic Academy, we believe in helping students acquire self-discipline and strong Islamic character by providing them with a clear mission and vision that creates the expectation of having them develop great character and become great leaders at school, in the Muslim community and the community at large. Discipline is the collective responsibility of the students, the parents and all staff.

At EIA, the staff will be following the intervention protocols within the school's Discipline Policy (see 5.11: Guidelines for Implementing Policy). Crises in the classroom should be avoided at all costs. In every case where students are sent to the office, there should be a written discipline report posted on PowerSchool by the teacher. A student may also be asked to write an account of the incident. Written reports will be documented in student files and, if necessary, included in teachers' files.

All student discipline should be progressive in nature and must be age appropriate and reflect the intellectual, social, and emotional development of the student. Administrators are expected to exercise discretion based on a broad range of information and several factors, such as:

- severity of the incident(s)
- intensity of action
- impact of social and environmental factors
- intent
- frequency
- age of the student
- possible disability issues
- possible disabling conditions

Expulsion

EIA provides an exemplary learning environment for every student in the school. The faculty, staff and leadership team will do everything in their power to protect this environment. There are rare cases (criminal, student or parent not following policies, EIA not having resources, etc.) where a student may not be deemed fit for the school. Expulsions will only take place through steps highlighted in the Education Act and an expulsion can only take place through the recommendation of the principal. The Board of Trustees is the final authority on the expulsion of a child. If an expulsion of a student is recommended by the Principal, the parents / legal guardians will have 10 working days to appeal the decision to the board. In the event a student is expelled from school after September 30th, the student will be placed on a homeschooling program for the remainder of the academic year (Appendix B).

5.6 Abuse Policy

Behaviour

Edmonton Islamic Academy has high expectations of behavior for all. This includes students, parents, employees, volunteers and Board members. The Academy will not tolerate any form of abuse or neglect by its students, parents, employees, volunteers, and Board members inside or outside of the school. This policy deals with the following issues: cyber bullying, emotional abuse, assault and battery, financial abuse, neglect, physical abuse, sexual abuse, sexual harassment and substance abuse.

Definitions of Abuse

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

1. **Emotional Abuse** - Refers to verbal assault (yelling, swearing, ridiculing and name calling), lack of attention (being ignored) or placing in isolation or confinement;
2. **Financial Abuse** - Refers to the theft of money or personal property, the deceitful manipulation of finances, and/or the misuse of someone's assets or funds;

3. Neglect - Refers to the withholding of basic care (food, water, medical attention, toileting and emotional support);

4. Physical Abuse - Refers to physical assault, (slapping hitting, kicking and punching), use of excessive and unnecessary force or the rough handling of another individual;

5. Sexual Abuse - Refers to any sexual contact (inappropriate touching, intercourse, exploitation) committed and/or forced on another individual;

6. Sexual Harassment - Refers to unwanted and offensive sexual advancement or sexually derogatory or discriminatory remarks made to another person;

7. Cyber Bullying - Information and communication technology to convey a message which threatens death or bodily harm or perpetuates fear and intimidation;

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

Reporting Abuse

Any member of the Academy who witnesses or suspects an incident of abuse must immediately report the suspicion to the Principal. Should the complaint be brought against the Principal, it should be taken to the Board of Trustees. Any incident of suspected or actual abuse will be documented and reported. Some cases may be investigated by Board of Trustees.

Any member of the Academy who fails to report an incident or suspicion of abuse or neglect is subject to disciplinary action by the Board of Trustees. An allegation or charge of abuse or neglect will result in immediate suspension of the student, parent or volunteer.

Neglect and abuse are violations of the Criminal Code of Canada, and the Academy will report these violations to the Edmonton Police Services. All members of the Academy will cooperate fully with authorities charged with investigating the allegations. The Academy has the right to immediately expel any student that has any involvement, or criminal charges, or civil charges, whatsoever, with any level of the police services in any place worldwide.

Sexual Harassment

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

5.8 Anti-Racism Policy

PURPOSE AND CONSIDERATIONS

The purpose of the policy is to create a just, and equitable organization rooted in Islamic values for all staff, students, parents, and community members. Edmonton Islamic School is an Islamic faith-based school, it will promote respect and unity for all as Islam our religion has taught us. The Quran encourages equality and appreciation for the beauty of cultural diversity. Allah says, "O mankind, indeed we have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the noblest of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Aware." Qur'an 49:13

Most importantly, Islam teaches us to stand against injustice and oppression. Allah says, “O you who believed, be persistently standing firm for Allah, witness in justice, and do not let the hatred of people prevent you from being just. Be just; that is nearer to righteousness. And fear Allah. Indeed, Allah is [fully] aware of what you do.” Qur’an 5:8

In addition to this, our Prophet Muhammad ﷺ further supports these beliefs when he said in his Last Sermon: “All mankind is from Adam and Eve; an Arab has no superiority over a non-Arab nor a non-Arab has any superiority over an Arab; also, a white has no superiority over black nor does a black have any superiority over a white except by piety and good action. Learn that every Muslim is a brother to every Muslim and that the Muslims constitute one brotherhood. Nothing shall be legitimate to a Muslim which belongs to a fellow Muslim unless it was given freely and willingly. Do not, therefore, do injustice to yourselves. Remember, one day you will appear before Allah and answer for your deeds. So, beware, do not stray from the path of righteousness after I am gone.” (HOTD Writer, 2012)

In keeping with the Islamic values and teachings of Prophet Muhammed (PBUH), EIA will administer this policy for the benefit of all staff, students, parents, and community members.

Anti-Racism POLICY

Edmonton Islamic Academy (EIA) was founded upon Islamic beliefs and values. The Quran and Sunnah promote unity, equality and diversity while condemning injustice, oppression and arrogance. In keeping with these principles, EIA pledges to provide an equitable, safe and respectful environment for all community members inclusive of staff, teachers, students, parents and volunteers. EIA commits to building an educational institution free of overt and/or covert racism, prejudice, discrimination and privilege. Consequently, EIA will not tolerate behaviour that perpetuates racism and discrimination at any level. As such, EIA will take both proactive and reactive measures to ensure everyone is treated fairly and justly. Through a restorative justice approach, EIA pledges to prioritize the psychological and physical well-being of all community members while educating and holding those in violation of our policy accountable. EIA acknowledges a history of racism and discrimination within the school and strives to correct these wrongs through education, representation and reconciliation.

DEFINITIONS

Diversity

The existence of differences amongst people. These differences can cover but are not limited to gender, ethnicity, religion, race, age, opinions etc.

Racism

The belief that an individual's race makes them either superior or inferior to people of a different race. This belief can be acted on overtly or covertly; this essentially means that discrimination as such can be imparted or experienced both directly or indirectly. Racism takes many forms, for instance:

- Internalized Racism: a person holding racist views of their own race
- Interpersonal Racism: between people, one person behaving in ways that demonstrate their racist ideas about an individual of a different race
- Institutional Racism: within a society/culture or organization, often enforced through cultural rules/norms or policies/laws

Discrimination

The act of individuals/groups being treated unfairly because of one's differences. Discrimination can be based on factors such as race, religion, age, gender, disability, etc.

Prejudice

The preconceived notions formed about an individual based on the group they belong to. These groups can be based on race, gender, religion, ethnicity, etc.

Stereotype

The simplified view that an individual has specific characteristics and habits based on the group they belong to, leading to specific expectations being held of all individuals of a group. These groups can be based on race, gender, religion, ethnicity, etc.

Intolerance

The unwillingness to accept what is considered to be different.

Hate Speech

Racist and prejudiced public expression (verbal, written or illustrated) that is abusive in nature and incites hatred towards a group.

Bullying

Continuous negative behaviour intended to discourage or harm an individual through various means. Bullying and violence may be physical, verbal, psychological [emotional] or social.

5.9 Phone Calls/Mobile Phones

Telephones in the school office are solely for business purposes. Please make all arrangements for drop-off, pick-up, and make appointments prior to the school day.

It is important for families to understand that the most common disciplinary issues we face at EIA are related to cell phones and social media. Over the past few years, despite our efforts to limit student use of cell phones in school, many problems have occurred and forced EIA staff to consider amending our approach with cell phone usage in the school.

Personal Device Policy

We would like to inform you of a significant update that will affect all students across Alberta, including those at Edmonton Islamic Academy. The Alberta Minister of Education has issued a new Ministerial Order (#014/2024) which introduces official Standards of Personal Mobile Devices and Social Media in Schools. The order stipulates that a school authority (such as EIA) is required to introduce policies relating to the use of personal mobile devices and social media in schools.

Therefore, a new Personal Device and Social Media Policy has been approved by our Board of Trustees and will be effective during the current academic year.

Under this new EIA policy, **all personal electronic devices, including cell phones, smartphones, headphones, smartwatches, and other smart devices, will no longer be permitted on the school campus for students in Kindergarten through Grade 12.** This policy aims to create a focused and distraction-free learning environment for all students. In addition, all social media sites have been blocked on the school's internet service to safeguard students.

Please note the following consequences for any violations of this policy:

Consequences:

First Offense – Up to a 3-day suspension. The device will be confiscated for the duration of the suspension.

Second Offense – Up to a 5-day suspension. The student will be placed on a contract, and the device will be confiscated for the duration of the suspension.

Third Offense – Breach of contract, resulting in a 5-day suspension and the possibility of the student being transferred to home schooling program. The student may lose re-enrollment eligibility.

The only exceptions for personal devices to be brought to school are as follows:

1. Health or medical-related reasons (approved by principal)
2. After school activities (i.e. Athletics).

- In these cases, a school waiver form, indicating parent permission, would have to be filled in advance and submitted to the secondary office. In addition, these students would be required to surrender their cell phone to the secondary office each day prior to Block 1. Cell phones will be returned to the student at the end of the school day at the office. The student will not be allowed access to their cell phone at any time during the school day.

We appreciate your cooperation in helping us implement this new policy. If you have any questions or concerns, please feel free to reach out to a Trustee member directly or email them at Board@islamicacademy.ca. You may also wish to contact the Alberta Education for any inquiries at 780-427-7219.

Failure to abide by this policy will result in subsequent disciplinary action. We appreciate parents support and understanding.

5.10 Social Media Communications

The Academy believes in positive and professional communications and interactions between staff and students. Communication between a staff member and any student at the Academy is based on respectful and responsible conduct, solely via school-authorized channels. This is in the interest of protecting all stakeholders. **Communications via any type of social media (Facebook, twitter, SMS messaging ... etc.) between a staff member and any student at the Academy is strictly prohibited.**

In addition, the use of social media by staff or students during school hours is strictly prohibited. Please note that students who are enrolled at EIA are required to use social media platforms responsibly, whether on campus or at home. **Students who choose to cyberbully through use of technology, including social media, including posting personal, hurtful, harmful, or sensitive information of themselves or others, will be subject to disciplinary action at the discretion of the school principal.**

5.11 Grievances and Conflict Management

Students shall be treated with dignity, respect, and fairness by their peers and staff members. They shall be provided with a learning environment that is free from physical, emotional, and social abuse.

Students are expected to behave appropriately inside the Academy, on its grounds, and during all activities inside and outside of the Academy. In compliance with Section 7 of the School Act, a student shall conduct himself/herself to reasonably comply with the following code of conduct:

1. Cooperate fully with everyone authorized by the board to provide education programs and other services;
2. Comply with the rules of the school; account to his/her teachers for this conduct.

Before any disciplinary action is taken by the Administration, the student and his/her parent or guardian will be given the opportunity to offer an explanation.

5.12 Understanding the Guidelines for Implementing EIA Discipline Policy

EIA Disciplinary Process

Student Intervention and Discipline

The Edmonton Islamic Academy (“EIA”) believes in helping students acquire self-discipline and strong Islamic character by providing them with a clear mission and vision to guide behavior. The goal is to create an environment which enables great leaders at school, in the Muslim community and the community at large. Circumstances may require the need for intervention and/or discipline which our philosophy views as a collective responsibility between the students, parents and staff. The goal of disciplinary intervention will focus on prevention, understanding, and correction, with the objective of maintaining an environment that allows us to achieve academic goals in line with Islamic values.

In most cases, student discipline should be progressive in nature and must be age appropriate and reflect the intellectual, social, and emotional development of the student. Administrators are expected to exercise discretion based on a broad range of information and several factors, such as:

- Severity of the incident(s)
- Intensity of action
- Frequency
- Age of the student
- Intent
- Disabling conditions of the student
- Impact of Social and Environmental factors
- Impact on the school’s Islamic environment and Mission and Vision
- Prior misconduct

Misconduct

EIA categorizes misconduct into three levels. Each level requires a varying approach of level of intervention and/or discipline. Each incident is considered unique and as a result, each instance of misconduct will be dealt with on a case by case basis and consequences implemented are reflective of the context in which the behavior occurred. For examples of misconduct in each level, refer to section below

In cases of misconduct, a written discipline report documenting the incident shall be placed in the EIA’s 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.

EIA Disciplinary Process

Level of Misconduct	Description Typical Intervention	Disciplinary Steps
Level 1	Behavior that causes the disruption of teaching and learning.	<ol style="list-style-type: none"> 1. Behaviour is documented and a verbal reminder of proper conduct is provided. Students may require a Behavioural Improvement Plan prior to returning to the classroom. 2. Repeat offences will be referred to administration and parents are contacted and a detention and/or suspension may be issued. <p><i>If behaviour persists, the matter will move into Level.</i></p>
Level 2	<p>Behavior that causes greater disruption of teaching and learning than level one.</p> <p>It also included student behaviours that may lead to physical and mental harm of another person and or property damage</p>	<ol style="list-style-type: none"> 1. Behaviour is documented and a written warning is issued. Students will require a Behavioural Improvement Plan prior to returning to the classroom. 2. For repeat offences of a more serious nature, students will be referred to the principal and the principal may issue a punishment proportional to the incident up to and including a suspension of up to 5 days. <p><i>Expulsion may be recommended in very extreme circumstances.</i></p>
Level 3	<p>Behaviour that causes the physical or emotional endangerment of fellow students, school staff, other people or property.</p> <p>Behaviours in Level 3 include but are not limited to any violation of municipal, provincial or federal laws.</p>	<ol style="list-style-type: none"> 1. Students will be referred to the principal for investigation. 2. The principal may issue a punishment proportional to the offence including a suspension of up to 5 days; and in extreme circumstances recommend the student for expulsion. Expulsions must be ratified by board of the directors of the school.

Suspension

A principal may suspend a student if:

1. the student has failed to comply with section 31 and/or 33(2) of the Education Act;
2. the student has failed to comply with established EIA policies and procedures, including the Mission and Vision;
3. the student's conduct, whether or not the conduct occurs on school property or during the school day, is injurious to the physical, emotional, or mental well-being of others in the school;
4. the student's conduct is a threat to the EIA's Islamic environment and or its values.

A principal may suspend a student:

1. from school;
2. from one or more class periods or courses;
3. from transportation provided by the school;
4. from any school-related activity.

When a student is suspended, the principal shall:

1. immediately inform the student's parent/guardian of the suspension by phone call in-person;
2. report in writing to the student's parent/guardian all the circumstances respecting the suspension; and
3. provide an opportunity to meet with the student's parent, and the student if the student is 16 years of age or older, to discuss the suspension.

A suspension may not exceed 5 school days, except in the event the student has been expelled.

Expulsion

If a student is suspended, the principal may expel the student, prior to the end of the student's suspension if:

1. the student has displayed an attitude of willful, blatant and repeated refusal to comply with sections 31 and/or 33(2) of the Education Act;
2. the student has failed to comply with established Edmonton Islamic Academy policies and procedures, including the Mission and Vision Statement of EIA;
3. the student's conduct, whether or not the conduct occurs on school property or during the school day, is injurious to the physical, emotional, or mental well-being of others in the school;
4. the student's conduct is a threat to harming the EIA's Islamic Environment

If the principal expels the student, the principal shall:

1. immediately inform the board of trustees of EIA of the decision of expulsion recommendation, and;
2. report in writing to the board of trustees all the circumstances respecting the principal's decision for recommend an expulsion. In these cases, the student remains suspended until the board has made a decision to ratify or not ratify the decision.

Upon receipt of the principal's decision, the board of trustees shall review the process incorporated by the principal in the decision-making process to determine if the proper procedures were adhered to in his/her investigation. Further the board of trustees shall review the appropriate legislation to confirm that proper procedures have been followed.

The board of trustees may do one of the following:

1. ratify the principal's decision;
2. reject the decision and return the decision to the principal with the direction to reconsider the decision upon having followed the proper process;
3. reject and dismiss the decision, in the event the proper procedures were not followed and the matter cannot be reconsidered fairly.

When a student is expelled, the board of trustees shall immediately notify, in writing, the student's parent, and the student, if the student is 16 years of age or older:

1. of the expulsion and any rules or conditions that apply to the student, and
2. of the right to request a review or appeal

When a student is expelled, the board of trustees shall ensure that the student is provided with a supervised education program for the remainder of the academic school year which is consistent with the requirements of the Education Act and the Private School regulations.

Appeal

The student and the student's parents may make an appeal to the board of trustees with respect to the Principal's decision to expel the student. Such an appeal must be submitted in writing to the school administration within 5 school days from the date the board issues its ratification of the principal's decision.

The board shall, within ten (10) school days of the appeal, must decide:

1. to affirm the decision;
2. to affirm the decision with modification to that decision;
3. to overturn the decision.

If a student is expelled, the expulsion takes effect immediately following the board of trustees' decision affirming the principal's decision.

In certain circumstances, the board of trustees may establish rules or conditions (ie. Contract) for an expelled student respecting the circumstances in which the student may be enrolled in the same or a different education program.

An expulsion may not apply to a student beyond the school year in which the student was expelled. In the event that a student is expelled, only the board of trustees may deny or accept re-enrollment for the following school year. If accepted, the board of trustees has the authority to apply conditions.

Grounds for Appeal

The grounds for appeal are one (1) or more of the following:

1. relevant evidence that was not available at the time of the original decision;
2. there was clear evidence of bias in the decision-making process;
3. established procedures were not followed and have impacted the decision.

Note: Dissatisfaction with the decision does not constitute grounds for appeal

The Chairman of the Board or his/her designate will review the request to appeal within five (5) school days and determine whether or not there are sufficient grounds for an appeal.

Appeal Hearing

Should the chairman of the board review a request to appeal and request a formal hearing, a hearing will be scheduled with the following parties:

1. parent(s) of the student or a suitable representative with signed consent;
2. principal or designate of EIA;
3. The board of trustees

All written materials to be submitted as evidence must be provided by the parties, not less than 24 hours prior to the hearing, to the board of trustees who shall review the initial decision and all supporting documentation.

During the hearing, the parent(s) will address the board of trustees and:

- a) clarify the outcome sought;
- b) clearly indicate their grounds for appeal;
- c) provide any relevant information and/or evidence to support why the decision should be reconsidered.

The principal or designate shall then have an opportunity to respond to the applicant's arguments. Any witnesses who are to provide evidence shall remain outside of the meeting except at the time of giving evidence.

The board of trustees will have the opportunity to ask clarifying questions to the applicants, witnesses and the principal during the hearing, but will reserve decision making until the meeting has concluded.

After the meeting has concluded, the board of trustees shall discuss the appeal and make a decision to:

- a) deny the appeal and uphold the decision;
- b) accept the appeal and overturn the decision;
- c) accept the appeal in part and uphold the decision however vary certain terms therein.

The Chairman of the Board will notify the parent(s) of the decision in writing, within five (5) school days. This decision will be final.

Example of Level 1 Misconduct

- A.1 Tardiness
- A.2 Unexplained absences
- A.3 Unprepared for learning - not bringing the necessary books and equipment
- A.4 Incorrect school uniform (including sports)
- A.5 Defying school authority and staff members which leads to disruption of student learning
- A.6 Breaking rules that apply to individual classrooms, hallways, playgrounds and buses
- A.7 Disruptive classroom and school behaviour
- A.8 Minor disruption(s) or inappropriateness during prayer period (i.e. giggling or talking)
- A.9 Trespassing into areas of the school that have been allocated "out of bounds" for students (ie. Elementary student in high school bathroom or student entering an office without consent)
- A.10 Inconsistent/non-compliant work habits during class time that affects student learning
- A.11 Disrespectful comments towards other students
- A.12 Homework is consistently incomplete or not returned
- A.13 Consistently out-of-seat and wandering in class
- A.14 Ignoring recess/lunch supervisor instructions
- A.15 Minor verbal or physical altercations with other students/adults

Example of Level 2 Misconduct

- B.1 Defiance of school authority: Insubordination/willful disobedience: refusal to obey reasonable directions or requests of any staff member, including volunteers, aides, substitutes, secretaries, custodians, food service workers, bus drivers, etc.
- B.2 Disruptive or dangerous behaviour on school buses
- B.3 Inappropriate interactions between students which are contradictory to Islamic values
- B.4 Verbally Fighting with other students or physically hitting a student (may be elevated to level 3 - depends on severity and discretion of administrator)
- B.5 Theft (may be elevated to level 3 - depends on severity and discretion of the administration)
- B.6 Vandalism (may be elevated to level 3 – depends on severity and discretion of the administration)
- B.7 Using cell phones or iPods (including social media) during school time
- B.8 Leaving school or class without permission
- B.9 Disrespect towards teachers, teacher assistants, volunteers, parents or other students
- B.10 Cheating on exams or assignments
- B.11 Providing false documents and forgery (e.g. signing letters without the knowledge of parents)
- B.12 Obstruction/interference with or school personnel: Interfering with the discharge of the official duties of school personnel through passive resistance, failure to give name or the correct name, etc.
- B.13 Very disruptive or inappropriate behaviour during prayer (i.e. Horseplay in the Prayer Area)
- B.14 Lying to avoid a minor infraction
- B.15 Harassment or Verbal Assault – threatening others including violent actions
- B.16 Continuous uncorrected disruption of educational process in class
- B.17 Abusive or inappropriate language toward peers or making lewd gestures or comments

Example of Level 3 Misconduct

- C.1 Fighting, threatening, or swearing at teachers, staff members and/or community members
- C.2 Possessing, sharing or distributing pornographic material
- C.3 Willful damage to, or destruction of, school and personal property
- C.4 Possessing, selling, weapons and/ or explosives
- C.5 Using/possession of any illegal and inappropriate substances
- C.6 Exchanging any inappropriate materials, photos, etc. (i.e. Social media)
- C.7 Lying with intent to slander, damage, or mislead
- C.8 Committing major actions contradictory to Islamic morals such as sexual activity
- C.9 Dangerous behaviour towards self (ie. Self-inflicting wounds) or others (ie. Threatening with weapons or dangerous objects)
- C.10 Gang affiliation or gang like behaviour/activity
- C.11 Excessive profanity
- C.12 All forms of bullying (this includes but is not limited to cyberbullying, extortion, exclusion, mocking, teasing, insulting, racist remarks, or frightening others)

6. Strengthening Communication

At EIA, we believe in open and honest communication and we are constantly striving to improve our communication channels. One of the most important goals of the EIA Board of Trustees is to ensure that communication at all levels is both streamlined and effective. If you have a question or concern, please do not hesitate to contact the Academy's administration.

6.1 Communication Protocol

The recommended protocol is listed below.

1. Should the question/concern be directly related to the delivery of an academic program, parents are asked to speak to the teacher involved.
2. Should the response/resolution not be satisfactory, a parent is asked to contact the appropriate section leader (Elementary Vice-Principal or Secondary Vice-Principal).
3. Should the question/concern be general in nature about the overall operation of the school, please contact the principal or any assistant principal.
4. Should the question/concern be related to payment of fees, please contact the Principal.
5. Should the question/concern be about admission/withdrawal, please contact the principal.

6.2 Administration – Parent Communications

Daily Student Communication and announcements will be made each morning during the assemblies. Notices and information messages are sent to parents via e-mail. As the need dictates, printed letters could be sent home with students. ALL notices sent home are cleared by the Principal.

6.3 Teacher – Parent Communications

Parents expect to hear regularly from teachers about their child's progress. There are many ways of communicating this; verbally, when you see a parent, by telephone, email, and note in agenda or official reports. Parent/student/teacher conference sessions are scheduled at the mid-semester reporting period; however, teachers may contact parents and parents may contact teachers earlier should any concern arises in a proactive manner. Some areas of concerns include, but are not limited to, lower marks on test scores, homework not being completed, lack of participation in classroom, etc.

All written communication sent out by teachers to parents are countersigned by the designated section leader.

1. All communication with parents (meeting with parents/telephone calls) is recorded on PowerSchool within 48 hours.
2. A student's work may be sent home for his/her parent's information and signature every day/week.
3. The plan of academic activity and subjects to be covered is communicated to the parents regularly.
4. Parents may be contacted for concerns, positive comments and grievances, and regular student updates may be sent home to parents if needed.
5. Parents are guaranteed a 48-hour turnaround if they wish to speak to a school official or teacher.

Agendas

Each student from Grades 1 to 6 must have a school agenda. The agenda may be used to help students record daily homework assignments, forthcoming tests, school events, and notices. It is also an effective means for teachers and parents to communicate with one another in writing. All students are expected to develop the habit of using the agenda effectively.

Notices

Notices will be sent to parents via e-mail and/or paper notice, depending on the purpose of communication. Please check with your child on a daily basis to ensure that all notices are delivered and **make sure that your email address is up to date in PowerSchool.**

Appointments

Parents or teachers may contact each other to arrange for meetings. If you would like to initiate a meeting with a teacher, please call the main office to leave a message for that particular teacher or email them directly. Please be advised that although teaching time finishes at 3:30 p.m., teachers are often busy with supervision after school. A scheduled appointment is therefore strongly recommended in order to ensure that your concerns can be addressed.

Requesting a Parent - Teacher Meeting

Parents may request a meeting with teachers or be asked to attend a meeting to address specific needs of a student. Scheduled appointments ensure the faculty have adequate time to prepare for such meetings. Upon the request of either the parent or the teacher, the Principal or the –section leader may attend such meetings

Report Cards

Formative progress reports are issued mid semester and summative reports cards are issued at the end of the semester for all students. While the purpose of these reporting tools is to keep parents informed of their child's educational journey, teachers are expected to notify parents throughout the academic year if assignments are overdue, when there are behavioural issues and when their child has been involved in positive and noteworthy activities.

Student/Parent/Teacher Conferences

Student/Parent/Teacher Conferences during the school year will fall mid-semester. During these meetings, parents, students and teachers will discuss the student's progress as well as what material has been covered and any concerns. These meetings should be opportunities for parents, students and teachers to set goals about how they can work together to support the child. The respective administrator will be available to attend the conference should the parent request their attendance.

Student Files

Every effort is made to ensure the privacy of students and parents are not violated. Therefore, students' files are not to leave the front office. The students' parents or legal guardians may examine their child(ren)'s files during mutually arranged times with the school administration. The files cannot be taken out of the Academy. Non-custodial parents have the same right of access their kids' files as custodial parents unless access is prohibited by a court order (proof needs to be given to the office). Non-custodial parents who wish to receive reports must notify the Academy in writing.

7. Maintaining a Safe School

The safety and security of our student, staff, parents, volunteers, and visitors is paramount.

7.1 Student Supervision

All staff members share in the duty of daily supervision responsibilities. This includes supervision in the classroom, on the playground, on field trips and sport activities / days. The objectives of supervision are not merely to keep students under control but should extend to teach and emphasize appropriate behaviour during the supervision period.

7.2 Visitors

All visitors must sign in at the office, obtain and wear a visitor or a volunteer badge for safety and security reasons. To ensure proper attention, visitors are required to make appointments with the staff they want to see prior to their arrival to the Academy, as it is not always possible to accommodate unscheduled visitors.

Visitors are welcome to volunteer in the classrooms and the school as long as the following guidelines are adhered to:

1. Volunteers sign in at the front office and obtain volunteer badges.
2. Visitors adhere to the Islamic dress code.
3. No siblings are allowed unless prior approval is obtained.
4. Parents must arrange with the teacher for the best times to volunteer.
5. Volunteer may be asked to provide a security check and sign a confidentiality agreement.
6. Volunteers are expected to respect the class expectations and guidelines.

7.3 Arrival and Departure Safety

The safety of students during drop-off and pick up by buses and parents is of utmost importance. To minimize the dangers and hazards as much as possible parents are asked to abide by the list provided below.

1. Give priority and yield to the Academy buses.
2. Educate children about safety procedures such as crossing the street.
3. Obey all posted traffic and parking signs.
4. Watch for students who may inadvertently dart out in between vehicles.
5. Be respectful of other drivers and the community.

All parents are to drop off and pick up students from the back entrance of the Academy. All parents and volunteers are to park their vehicles in the parking lot at the back of the building and should only park in the front car park in the event of an emergency.

Academy buses will be pulling into the designated bus parking area to drop-off and pick-up students. Parents are asked not to obstruct the buses in any way. To ensure the safety of all EIA students, parents who are driving their child/children to the Academy are requested to park away from the building. An older sibling or an adult should accompany younger children to and from school. Older children are asked to walk safely to the appropriate door using the sidewalks.

7.4 Fire Drills and Lockdowns

The Academy will practice two lockdowns and two to three fire drills during each school year. Staff members, students and parents are asked to contact the office immediately if they see any strange person on school premises.

7.5 Nutrition Policy

Allergies

Please find our anaphylactic policy on the school website. We have a number of students who have food allergies in the school. Exposure to these types of foods may cause serious and sometimes fatal repercussions. Parents are required to inform their child's teacher of any allergies their child may have. This is extremely important for the teacher to take the necessary preventative measures and react properly for any allergic reaction.

Lunch and Snacks

All (elementary and junior high) students eat lunch in the cafeteria. Microwaves are available in the cafeteria for all students. Snacks may be eaten at recess time. All students are encouraged to bring a packed lunch to school even though the school cafeteria provides lunch as a service for parents who wish to purchase their child's lunch. The cafeteria is not available for students in grades one and two.

The school cafeteria is open daily for lunch and the menu is emailed to all parents on a weekly basis.

Junk Food

Lunch is the fuel for each student's afternoon. Please ensure children are sent to school with a nutritious lunch every day. Specialty drinks such as lattes, hot chocolate, ice caps, pop, etc are prohibited from entering the school unless permitted by the principal for a special occasion. Healthy lunches do not include items such as chocolate in any form, gum, candy, soft drinks, or potato chips. If you feel the need to send a treat, try items such as a fruit or nutritious granola bars.

7.6 Medical Issues and Emergency Situations

Any medical problems or medication requirements should be recorded on the medical section of the demographic update form each year. Parents are also required to inform the classroom teacher of any health concerns. The Academy office will keep this information on file. Parents are encouraged to keep EIA informed as to changes in the medical conditions of their child(ren), as well as to any other changes in family or personal circumstances which impact the student.

Minor Medical Concerns

The Academy is modestly equipped with a medical room and a basic first aid kit. Small cuts and scrapes can be dealt with at the Academy. If in doubt, staff will err on the side of caution and seek medical attention. Students who feel unwell during the day must report their illness to a teacher who may send them to the office or call their parents to pick them up.

Major Medical Concerns

If the medical issue is one that cannot be handled by the Academy, the parents will be contacted immediately so they can pick up their child from the Academy. In the event of a more serious injury, when parents are unavailable to transport their child to the hospital, an ambulance will be called to the Academy. The leadership team or the student's teacher will ensure that the student enters the care of a qualified doctor or hospital and remains with the child until the parent arrives.

Medications

Students taking medication on a regular basis must have this documented in their files. The homeroom teacher must be notified. Parents of students on short-term medication must inform the homeroom teachers in writing. It is the responsibility of parents and students to ensure that medication is taken as prescribed. Teachers will monitor the student to ensure proper doses are taken. EIA is not responsible for any medication taken by a student without the prior knowledge of a teacher. Parents of students with nut allergies must provide the teachers with epinephrine injection (Epi-Pen Auto-injector) and instruct them on the proper use of the device during an emergency.

Contagious Diseases

If a student contracts a contagious childhood disease, EIA will follow the Capital Health policy which states, "Certain diseases require that a student be in quarantine, directed and supervised by a physician. The student will be permitted to return to the Academy with appropriate written physician authorization. All classmates' families will be notified of the potential contagion." It is the parent's responsibility to arrange for pickup and delivery of student's homework during the period when the student is absent.

Vaccinations

EIA works with Capital Health to provide vaccinations for students. Notification of vaccination dates and authorization slips are relayed via student pamphlets.

7.7 Acts of Vandalism or Pulling of the Fire Alarm

In the event of a student caught vandalizing the school property or deliberately pulling the fire alarm, the student will be suspended up to five days and their parents will be responsible for any repair costs or penalties imposed by the fire department for attending a false alarm. In addition, depending on the severity of the offence, the Board may decide to expel the student.

7.8 Video Clips and Photographs of Students (PIPA Form)

Signed parental permission forms must be filled out before presentations or distribution of any video clips or photographs are taken of the student population. PIPA forms will be provided on the first day of the school year. Students' pictures will be used for solely school purposes.

7.9 The Privacy Act of Alberta

In conjunction with the Personal Information Protection Act (PIPA), which can be found in detail at the Government of Alberta Website, it is paramount that EIA gives due diligence to ensure that the protection of privacy of the student, their family and fellow staff members are upheld.

The Alberta Personal Information Protection Act (PIPA) that became a law on January 1, 2004, requires that consent must be obtained for the collection and use of personal information that is not authorized under the School Act.

This includes many activities that occur regularly in the school community, such as the use of individual and group photos, the listing of honour rolls, and the use of names and pictures in newsletters.

In many cases the information is specifically mandated under the School Act, such as the information provided when a student is registered on the district registration form. It is not necessary to ask parents for consent to use this information; however, parents must be informed at the point of collection under which authority the information is collected and how it will be used.

EIA gathers and maintains information used for the purposes of registration and programming for students and other fundamental activities related to being a current student in the Academy. This information is collected and used under the authority of the School Act. In signing a registration form, all applicants are advised that both the information they provide and any other information placed in the student record will be protected and used in compliance with the School Act and the Alberta Freedom of Information and Privacy Protection Act (1995). All information collected from or pertaining to students will continue to be kept private and confidential, unless authorized otherwise in writing by the parent and/or the student (over 18 years) or requested by official authorities. For instance, test scores, grades, behavioural records, medical or personal issues won't be discussed or shared with anyone but school relevant authorities. Though the Academy is a community-based project, issues pertaining to students, families and staff members are to be shared with only school appropriate personnel. If in doubt, please do not hesitate to contact the Principal.

7.10 Lost and Found

Students are responsible for all of their own belongings. All possessions should be clearly labeled with the student's name. Students will be notified of the location of the lost and found boxes. All unclaimed items are displayed for collection at the end of each school term. Uncollected items are donated to charity.



8. Transportation and Field Trips

8.1 Field Trips

Field trips are encouraged to broaden the educational realm of the student at Edmonton Islamic Academy. All field trips are normally experiential and relate directly to the curriculum. Exceptions may be made for end-of-the-year celebrations or team building excursions.

Rationale

Off-site excursions and field trips allow students to:

- be presented with experiences not available in the regular classroom
- reinforce, support, extend and enhance the concepts they have learned in their classes
- relate their classroom activities to everyday life
- understand that learning has application
- have the opportunity to learn from others who have expertise in a particular field
- participate in hands-on experiential learning
- better familiarize themselves with the resources available in the community
- find out and explore more about potential careers and employment opportunities.

Guidelines for Fieldtrips and Off-site Excursions

- Students are required to wear school uniforms unless otherwise stated
- Parent consent forms will be sent home at least three days prior to the excursion/field trip
- All consent forms must be signed and returned at least 24 hours prior to the trip, or by the date stipulated on the notice
- Handwritten consent notes may be accepted depending on the type of field trip/excursion being undertaken.
- Telephone consent is not permissible
- Only a parent's or legal guardian's signature is accepted on the consent form
- The cost of transportation, as well as other incidental expenditures that might be necessary, must be paid in advance of the trip
- Volunteers and parents must adhere to the school's Islamic dress code on all excursions and field trips .

8.2 Bus Safety Policy

Before the arrival of the bus

- Be at the pick-up spot five minutes before pick up time.
- Wait on a sidewalk or off the roadway, not in the street.

****Please note that our bus service is now offering GPS service to allow parents to monitor Bus routes and ETA of the bus at their designated bus stop. See Transportation Coordinator or main office for details.**

Boarding the bus

- 1.Wait for the bus to come to a full stop.
- 2.Be polite and take your turn getting on the bus.
- 3.Use the handrail.

Conduct on the bus

1. Students and other passengers must remain seated on the bus at all times.
2. Follow the directions of the driver.
3. Walk to the assigned seat and stay there. Do not stand or move around while the bus is moving.
4. Do not talk to the driver unless it is an emergency. Drivers need to keep their minds on driving and their eyes on the road.
5. Talk quietly to friends so the driver can hear traffic sounds.
6. Keep arms, feet, books and bags out of the aisle.
7. Do not open or close windows.
8. Keep hands and head inside the bus. Do not throw anything out of the window.
9. Loud yelling or profane language is not permitted.
10. Face and body gestures to passersby and people on other vehicles are not allowed.
11. Eating and drinking are not allowed on the bus.
12. Do not deface or litter the bus.
13. Do not tamper with any safety device or any other equipment.

Leaving the bus

1. Do not leave your seat until the bus comes to a full stop.
2. Take your turn; do not crowd in front of others.
3. Use the handrail; watch your step.

Inappropriate behavior on the bus

Bus safety is an important issue to be raised as your child begins school. Each parent should take precautions to make sure that all children know the rules and regulations designed for safe bus transportation. Inappropriate behavior will be dealt with in the following manner:

1. Verbal warning;
2. Phone call to parents;
3. Meeting to resolve the issue; and
4. Removal of bus privilege – short-term or permanent.

Thank you for taking the time to read this Parent/Student Handbook. We hope you found it informative and helpful. Please complete and sign the Volunteer Confidentiality Form (Appendix C) Parent Contact Form (Appendix D) and return them to the Academy office by Tuesday September 30th , 2025.

Appendixes

Appendix A – School Calendar 2025-2026



Our Mission:

The Edmonton Islamic Academy offers a high quality education, embedded in Islamic Values, to enable students to become:

- Respectful
- Responsible
- Successful

Leaders and contributors to society.

Our Vision:

EIA students achieve their maximum potential in an environment of intercultural and interfaith understanding and respect, and use their leadership skills and intellects for the betterment of humanity

Legend:

Operational Days - No Classes
First/Last Instructional Day
PD. Day/ No Classes
Stat Holiday
Eid Holiday - No School
Winter and Spring Breaks
Parent/Teachers Conferences
O: Operational Days, I: Instructional Days
Total O: 191 Days/year Total I: 180 Days/year

Edmonton Islamic Academy 2025/2026

School Calendar

<div>August 2025</div> <table><tr><td>S</td><td>M</td><td>T</td><td>We</td><td>T</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="4"></td><td>O: 6</td><td>I: 2</td><td></td></tr></table>	S	M	T	We	T	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31											O: 6	I: 2		<div>September 2025</div> <table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr><tr><td colspan="4"></td><td>O: 20</td><td>I: 20</td><td></td></tr></table>	S	M	T	W	T	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30									O: 20	I: 20		<div>October 2025</div> <table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr><tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr><tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr><tr><td colspan="4"></td><td>O: 22</td><td>I: 21</td><td></td></tr></table>	S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						O: 22	I: 21		<div>November 2025</div> <table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr><tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="4"></td><td>O: 19</td><td>I: 17</td><td></td></tr></table>	S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30											O: 19	I: 17																						
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Appendix B

Home Schooling

Below is what the School Act states regarding homeschooling:

1. An associate board or associate private school supervising a home education program:
 - a. must ensure that a student at a level equivalent to grade 6 or 9 is given the opportunity to write the grade 6 or 9 provincial achievement tests, as the case may be,
 - i. at the time designated by the Minister.
 - ii. under the supervision of the associate board or associate private school,
 - b. must arrange for teachers employed by the associate board or associate private school to conduct at least 2 evaluations of the progress of the student in each school year,
 - c. must record in the records maintained under section 5(e) the results of the tests, if written, referred to in clause (a) of this subsection and of the evaluations referred to in subsection (1)(c),
 - d. must advise the student's parent as to the progress of the student.
 - e. must make recommendations to the student's parent on any matter that may assist the student in attaining a higher level of achievement, where necessary.
2. An associate board or associate private school supervising home education programs must:
 - a. facilitate student learning by helping and advising parents, providing home education programs,
 - b. assign teachers to home education who are supportive of home education parents and students and who are informed about the special characteristics of tutorial learning,
 - c. provide parents providing home education programs with access to a copy of all policies of the associate board or associate private school respecting the supervision of home education students and notify parents of any changes in those policies,
 - d. advise parents providing home education programs of the services and resources of the associate board or associate private school that are available for use by the parents and students,
 - e. provide for and maintain student records and advise parents providing home education programs that they may view those records, and
 - f. advise a parent providing a home education program of entries made in the records maintained under clause (e) relating to the progress of the student.

Appendix C

Volunteer Confidentiality Form

Statement of Confidentiality for Academy Volunteers

I understand that in the course of my association with the Edmonton Islamic Academy. I share the responsibility of maintaining the confidentiality of any employee, parent or student information that I may have available to me. I understand that it is my responsibility to assure rights and confidentiality of information both written and verbal.

As a volunteer, I will work with the highest standards, committed to the idea that my work will benefit students. I promise to take my work and attitude on open- mindedness, willingness to be trained, as well as interest and commitment.

I understand that in the performance of my duties, I shall not to discuss academic, social or other confidential information regarding students, parents or employees with anyone. Any breach of confidentiality will be carefully reviewed and if substantiated could result in termination of volunteer involvement with the Edmonton Islamic Academy and may result in legal action.

I acknowledge that I have read and understood this statement of confidentiality.

Volunteer Signature

Date:

Witness Signature

Date



Appendix D

Parent Contract Form

This Parent Contract is made in accordance with all Sections of this Handbook. Please complete and return this 2-page form to your child’s teacher or the school office no later than September 30th, 2025.
The parent(s)/guardian(s) of:

_____	_____
_____	_____
_____	_____

I have read the Parent-Student Handbook and this Contract, and I agree to abide by the following:
WHEREAS, I, the undersigned parent(s)/guardian(s) has made a personal decision to enroll my child(ren) at EIA in order to provide my child(ren) with a unique educational opportunity;
WHEREAS, my desire and decision to enroll my child(ren) at EIA is based upon my desire to become an active partner in the education of my child(ren); and
WHEREAS, I recognize that EIA is a private academy of choice not entitlement.
NOW THEREFORE, in consideration of the foregoing:

- 1.As a parent of a student at EIA, my commitment is to abide by the following rules and regulations adopted by the Board of Trustees.
- 2.To agree to all the rules, regulations, policies and information as presented in the Parent-Student Handbook.
- 3.To recognize and embrace my role as having primary responsibility for the education of my child(ren).
- 4.To attend all conferences/meetings scheduled with any member of EIA staff or administration.
- 5.To provide transportation to and from the Academy for my child(ren). If my child(ren) are continually tardy, I understand that for the benefit of my child's education, he/she/they may be required to attend a school that is more accessible for him/her/them.
- 6.To purchase uniforms for my child(ren) from EIA and ensure my child(ren) abiding by the dress code of EIA.
- 7.To supply a healthy lunch and snack during each Academy day for my child.
- 8.To be responsible for timely payment of any and all fees accrued to my account at EIA.
- 9.To ensure my child(ren) will abide by the Academy Code of Conduct as presented in the Parent-Student Policy Handbook

In order to enhance my child(ren)'s academic growth, I/We agree to do the following:

- 1.To read and use information sent home by the Academy to keep parents informed of the academic topics to be introduced and studied in the classroom.
- 2.To provide a suitable time and place within the home for homework.
- 3.To check my child(ren)'s homework folder nightly and ensure that homework is completed and returned on time.

- 1.To encourage my child(ren) to research his or her academic level with deep commitment and enthusiasm for learning.
- 2.To ensure my payment of a minimum of \$5,000.00 to the Academy Building Fee.
- 3.To provide a \$250 Volunteer payment (one-time payment if 20 hours of volunteer service is provided annually)
- 4.To provide necessary funds to cover school supplies
- 5.To purchase one yearbook annually
- 6.To ensure all policies are adhered including uniform policy, late pick policy and cell phone policy.

I/We further understand that I/we shall:

- 1.Treat the Academy and its property with respect.
- 2.Treat the teachers, staff, administration and volunteers with due courtesy and respect.

I/We understand that I/we shall fulfill my/our contractual obligations to the Academy and to my/our child(ren). As well, I/we shall follow and abide by all of the rules, regulations and policies contained within the Handbook. Failure to do so, may result in my children being requested to leave the Academy.

Signature of Parent/Guardian

Date

