

In the name of Allah, Most Merciful and Compassionate



ISLAMIC FOUNDATION SCHOOL

SCHOLARSHIP • CHARACTER • SERVICE

**Elementary
Parent/Student Handbook**

2016 - 2017

This handbook supersedes and replaces all prior versions.

Effective: August 15, 2016

***IFS Chargers:
Seek Knowledge, Develop Character, Serve Others***

**Islamic Foundation School
300 W. Highridge Rd
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This Handbook is meant to be a tool in explaining the expectations of both parents and students for those enrolled in the school. It also serves to provide guidance on adherence and enforcement of various policies and procedures that our parents and students will be expected to maintain. This handbook may be subject to change/revised as needed throughout the school year.

1. Introduction to Islamic Foundation School
 - 1.1 Mission
 - 1.2 Accreditation
 - 1.3 Student Admission Policy/Anti-Discrimination Policy
 - 1.4 Student Placement
 - 1.5 Daily Schedules
 2. Daily Procedures
 - 2.1 Drop Off/Dismissal Procedures
 - 2.2 Afterschool Care Program
 - 2.3 Student Attendance
 - 2.4 Parent Access to the School
 - 2.5 School Uniform
 - 2.6 Lunch Program/Food brought to School
 - 2.7 Bake Sale Guidelines
 - 2.8 Field Trip Guidelines
 - 2.9 Hallway Guidelines
 - 2.10 Search Guidelines
 - 2.11 Morning guidelines, Pledge of Allegiance
 3. Student Health and Well-Being
 - 3.1 School Closing Information
 - 3.2 Student Emergency Information
 - 3.3 Sick Student Procedures
 - 3.4 Recess Safe Temperature Policy
 - 3.5 Physicals/Immunizations
 - 3.6 Vision and Hearing Screenings
 - 3.7 Sexual Harassment
 - 3.8 Mandated Reporting of Suspected Abuse or Neglect to DCFS
 4. School Resources and Information
 - 4.1 Textbooks
 - 4.2 Student Use of School Technology
 - 4.3 Use of Email to Communicate with Parents
 - 4.4 Parent Access to Information
 - 4.5 School Resources
 5. Academic Guidelines for Students
 - 5.1 Special Education Resources
 - 5.2 Student Retention
 - 5.3 Double Promotion Policy
 - 5.4 Grading
 - 5.5 Testing/Homework Policy
 - 5.6 Academic Honors/Awards
 6. Student Code of Conduct
 - 6.1 Philosophy
 - 6.2 Student Expectations and Code of Conduct
 - 6.3 Discipline Policy
 - 6.4 Academic Integrity
- Appendix

Introduction to Islamic Foundation School

Through a partnership with parents and students, IFS seeks to provide a supportive learning environment that every student will thrive and grow from.

1.1 Mission

The mission of IFS is to develop contributors to society by fostering Islamic knowledge and identity. Our qualified instructors facilitate rigorous college-preparatory, secular and religious curricula, and extra-curricular activities in an environment in accordance with the highest degree of excellence as prescribed in the Quran and Sunnah.

1.2 Accreditation

Islamic Foundation School has been an accredited school since 2003 by the North Central Association, a national organization that works with non-public schools. IFS is also a recognized non-public school by the Illinois State Board of Education and has been every year since 2003.

1.3 Student Admission Policy/Anti-Discrimination Policy

Admission to Islamic Foundation School is open to all students in Pre-School to 12th grade. Admission to IFS is governed by a contractual relationship between parents and the school where parents and the school agree to enroll students so long as all the requirements for admission are met and maintained. IFS does not discriminate in admissions on the basis of race, age, sex, religion, handicap, or national origin. No school system may deny access to its schools or programs to students who lack documentation of their immigration status or legal presence in the United States, (*Plyler v. Doe*, 457 U.S. 202 (1982)). IFS does reserve the right to decline admission to students related to the following reasons:

- If a student's previous school records or condition indicate needs that a student may have which go beyond the means or capacity of the school's faculty or resources.
- Inaccurate/misleading information that is material to the application is provided in relation to a student's application.
- Failure to pay tuition for IFS from previous academic years.

(a) Enrollment/Admission Timeline [January to June]

- Enrollment for all students will begin in the Spring prior to the next school year.
- Enrollment will remain open until all available spots are filled at each grade level.
- Enrollment is based on a first-come, first-serve basis.

(b) Admissions Process for New Students:

- An admission application must include the following information before it can be submitted for approval:
 1. A completed and signed admission application
 2. Payment of the relevant registration fee
 3. A copy of the student's academic record from their previous school for the last school year.
 4. A signed records release form to gain access to all the student's educational records from their previous school(s)
 5. A copy of each student's birth certificate
 6. A copy of each student's immunization and health records as required by law
 7. A copy of any/all documentation regarding a student's IEP from a previous school
 8. A copy of any/all standardized tests the child has taken in the last two years
- Once an application is submitted, a placement exam may be scheduled along with an interview for all students.
- After completion of the interview and placement examination and upon receipt of all relevant documentation, a decision will be made regarding admission and placement of each student. A letter will be sent home to confirm the decision of the school or an office personnel will contact parents.

(c) Re-Enrollment of Continuing Students:

1. A re-enrollment application must be filled out and submitted along with the registration fee for each student that is re-enrolling.
2. Any missing documentation mandated by law must be submitted before the application can be processed along with any overdue balances regarding tuition from the previous school year.
3. A student that was previously enrolled at another school, but did attend IFS in the past will need to apply as a new student if the application comes more than one year after leaving IFS.

(d) Withdrawal by Default

1. Students who have been admitted to school and who fail to attend school for the duration of the first two weeks of school will be deemed as having withdrawn from the school.

1.4 Student Placement

Elementary

Islamic Foundation School fully supports and believes in the qualifications and ability of its teaching faculty. Therefore, students will be placed in class sections based on performance and behavioral data, gender, and teacher feedback, when available. Parents of students in elementary grades may appeal the placement of their child through an appeals process. The process requires parents to submit a completed appeals form to the school administration. The administrative team and teaching faculty will review all appeals prior to making final placement decisions.

Hafiz Students

Students that have recently completed their Hifz program and are returning to enroll as full-time students at IFS must meet the following criteria:

- Student must not have been out of full-time school for greater than 3 years;
- Student must successfully demonstrate that assigned placement is appropriate.
- Approval of Administration

Initial placements of students will be probationary and conditioned on the student's ability to maintain at least a C average in all classes, otherwise, a placement decision may be rescinded and revised.

Sacred Link

Islamic Foundation School is a school whose mission is to provide the children of its community with not only a strong academic curriculum, but also one that is strong in promoting Islamic principles, values, and knowledge. In order to achieve this, IFS has built in instructional time and meaningful planned activities that help strengthen our students' Islamic knowledge and ways of applying Islam into their everyday lives. While the provided Islamic related instructional time fits the needs of many of our students, there is still a group of students for whom the allotted time is inadequate. In order to reach the needs of all of our students, IFS has created a part time school and hifz program (that starts from 4th grade) that will enable those students to not only progress academically at their developmentally appropriate age, but to also have an opportunity to have time to memorize the Qur'an built in to their school schedule.

- 1:16 teacher student ratio.
- More than three hours of Quran study time daily in school.
- Highly qualified Quran instructors with expertise in recitation.
- The program will run throughout the summer

1.5 Daily Schedule (Monday-Friday)*

| | |
|-------------|----------------------------------|
| 8:00 – 8:10 | Assembly |
| 8:10 – 8:15 | Unpack/Locker Time |
| 8:15-8:55 | Period 1 |
| 8:57-9:37 | Period 2 |
| 9:39-10:19 | Period 3 |
| 10:21-11:01 | Period 4 |
| 11:03-11:33 | Lunch |
| 11:38-12:18 | Period 5 |
| 12:22-1:02 | Period 6 |
| 1:04-1:44 | Period 7 |
| 1:46-2:15 | Salat |
| 2:17-2:57 | Period 8 |
| 2:59-3:25 | Advisory Period/Packup/Dismissal |

Monday Late Start Based on Designated School Days

School will begin at 9:50 am and students will report to their homerooms. They will follow their regular schedule from 10 am.

*Please note that for Elementary Classes that share teachers with MS/HS, the schedule may be changed to accommodate teachers' schedules. Individual schedules will be provided to teachers and classes that are affected.

2. Daily Procedures

2.1 Drop Off/Dismissal Procedures

Only a parent, legal guardian or authorized persons will be allowed to drop off/pick up students from the elementary classes. Each parent has the duty to provide in writing all the individuals who are authorized to pick up their child from school. This list of individuals must include all siblings and/or carpool family. Any unauthorized person will not be permitted to pick up a child from school, unless the parent provides advanced consent. Parents must also provide consent before any child will be dismissed early from school.

Timings (Monday – Friday)

Student Drop Off: 7:50 AM

Student Dismissal: 3:25 PM

Timings (Designated Monday Late Starts)

Student Drop Off: 9:50 AM

Student Dismissal: 3:25 PM

Pre-School / Pre-Kindergarten

Drop-Off

A parent/guardian(s) must accompany pre-school and pre-kindergarten students to their assigned classrooms.

Pick-Up

The parent/guardian(s) must go directly to their child's assigned pre-school or pre-kindergarten class to pick them up.

Elementary Students (Grades K-5)

Morning Drop Off

Parents should drop students off at the designated drop off location in the school parking lot.

Afternoon Pick-Up

Once school is dismissed, students will be escorted by their teachers to the designated locations to be picked up by parents.

2.2 Afterschool Care Program

An Afterschool Care Program (Pre-S through 5th) will be in place for families that need after school care up until 6:00 p.m. Any student not picked up by 3:45 p.m. will be placed in the Afterschool Care Program. A fee of \$7.00/hr will be charged by the supervising personnel for each student placed in this program. More information about this will be provided to parents at the beginning of each school year.

2.3 Student Attendance

Under Illinois state law, parents of minors are required to ensure that their children attend school every day that school is in session. This is a requirement of all public schools and all private schools that are recognized by the Illinois State Board of Education. For these reasons, IFS requires that all parents comply with the following attendance guidelines in order to ensure that students' needs to be in school are met. As a convenience to parents, the school calendar is available on the school website and through the school office.

Excused absences are granted, pending parent/guardian providing documentation to the school, for (a) illness (that lasts two days or more) or injury, (b) isolation ordered by the health department, (c) death in the immediate family (inclusive only of maternal and paternal: grandparents, uncles, and aunts), (d) emergency doctor or

8/29/2016

dentist appointment, (e) subpoena, (f) observance of a religious event with prior principal approval, (g) valid educational opportunities with prior principal approval. **ALL OTHER ABSENCES WILL BE RECORDED AS UNEXCUSED.**

FAMILY TRIPS ARE CONSIDERED TO BE UNEXCUSED ABSENCES. A family trip may be considered an excused absence **ONLY** if the **PRIMARY** purpose of the trip is educational and the trip is time-specific (example: a space launch) and must be pre-approved by the principal. Parents are requested to schedule vacations during school vacation days.

(a) Reporting Absences

Parents are required to call the school prior to 9:00 AM any time a child will be absent in order to verify that an absence is excused. A parent may leave a message with the attendance office **(630) 941-8800 ext 1019** stating the **name of the child, the grade and name of his/her teacher, and reason for the absence.** Failure to do so will result in an unexcused absence for that child. The attendance office will call home to verify absences and confirm that student's have not been reported in attendance. Students are required to make up all work that is missed from excused absences.

(b) Missed Homework from Absences

The parent or student must initiate the process to make-up work and teachers will provide the missed work along with a fair amount of time to make it up.

- When a child is absent from school for an excused reason, they have one day, for each day absent, to make up their work.
- Students who miss more than one day of school will receive a homework schedule that the teacher will create and send home to the parents.
- When a child is absent for an unexcused reason, they will not be able to make up any assessment and a grade of zero will be given to such student for the missed homework.
- If a child is absent from class because of a school related event, parents/guardians are responsible to ascertain what assignments were given and to complete the work on time from the teacher.

(c) Extended Absences

Absences that span more than 2 days are required to have verification by a medical physician to verify the circumstances that necessitate the need to miss school for an extended period of time. Extended vacations other than Hajj will not meet this need. We urge parents to recognize that it is difficult to make up work when students are absent from school, considering that they will have double the amount of work to complete. It will be the student's responsibility to make up missed work within a set amount of time designated by the teacher where missed work will be accepted.

(d) Excessive Absences

Excessive unexcused absences (10 or more in 2 quarters) may be grounds for retention of a student and/or failure of a course. Additionally, students with more than 10 unexcused absences in one quarter will receive an incomplete for that particular quarter.

(e) Late Arrival

Elementary

All students must arrive to school no later than 8:00 a.m. All school entrances will be locked at 8:00 a.m. Assembly starts at 8:00 a.m. in the gym. Teachers will take attendance for assembly. Any student arriving at assembly after 8:00 a.m. will be marked tardy for assembly. Students arriving after 8:00 a.m. may only use the main school entrance to enter the school. Students who arrive to school after 8:20 a.m. are required to obtain a tardy pass from the main office before proceeding to their classes. In compliance with state law, a student that enters school after 10:00 a.m. or leaves school before 1:30 p.m. may be considered absent for half of that day.

Truancy

Truancy is defined as any unexcused absence from an entire class period or major portion thereof or from an entire school day. No missed work can be made up when a student is truant and may result in further disciplinary action by the school.

(e) Early Dismissal

Parents who wish to dismiss their children from school early are required to sign them out from the attendance office. The Attendance Coordinator will then request for the student to be sent to the office to be dismissed early. Only a parent or other authorized person will be allowed to pick the child up. Students who drive to school must have a parent call the school in order to allow students to be dismissed early and will not be allowed to leave campus without a pass authorizing early dismissal.

(f) Make-Up Exams

Any student who has an excused absence will be responsible to arrange for all make up work to be completed and all make-up tests to be taken within 1 week of the absence, or as the teacher sees appropriate. All make-up exams need to be scheduled outside of the instructional day or as school procedures will allow.

If a student missed days during school tests (IOWA, ACT Aspire) that are unexcused (vacations or non-medical reasons), the student will not be allowed to make up the portion of the test missed.

2.4 Parent Access to the School

During school hours, parents or visitors will need to obtain a visitor's pass before entering the building or any of the trailers. Parents are encouraged to drop off students in the morning at the designated drop off points and should refrain from dropping students off at any other locations for purposes of student safety from traffic. IFS has created a procedure for drop off and pick up that maintains each teacher's ability to supervise his/her students appropriately. Parents' cooperation and adherence to these procedures is very important so that we can remain vigilant to ensuring that our students are safe and secure.

2.5 School Uniform**Elementary (Grades KG – 5)**

| Boys | Girls |
|---|--|
| Navy blue pants | Navy blue pants |
| Light blue knit shirt (long or short sleeves) | Light blue shirt (long or short sleeves) |
| Navy blue plain sweater or IFS logo sweater | Plaid jumper |
| Navy blue plain hoodie or IFS hoodie | Navy blue OR black plain sweater (no logos, words, or symbols) |
| | Navy blue OR black plain hoodie (no logos, words, or symbols) |
| | 4 th Grade; hijab recommended. 5 th Grade; hijab is required |
| | Light blue one piece hijab |

Girls' Specific Uniform Guidelines:

- Overall look of uniform needs to be neat and clean
- Nail polish is not allowed at anytime
- Makeup is not allowed at anytime
- Students in 5th grade will be asked to purchase a uniform scarf from main office if they are not wearing the required head covering. Cost is \$5.
- No flip flops are allowed at anytime (safety liability)
- No open toe shoes or sandals allowed (safety liability)
- Socks are to be worn at ALL times (safety liability)

Boys' Specific Uniform Guidelines:

- Overall look of uniform needs to be neat and clean
- No flip flops are allowed at anytime (safety liability)
- No open toe shoes, slippers or sandals allowed (safety liability)
- Socks are to be worn at ALL times (safety liability)

No Uniform Days Policy:

- Strict guidelines will be set beforehand on no uniform days
- Administration/discipline personnel have the right to determine whether or not attire is appropriate

2.6 Lunch Program/Food brought to School

IFS will have a caterer available during lunchtime to sell hot lunch to students. Students should pay the lunch supervisor directly during the specified lunch period. Students that bring a lunch from home are recommended to bring food that does not need to be heated up as this causes delays in student's ability to eat lunch during the designated lunch period.

Snacks from home

Snacks brought from home can only be eaten during the designated snack times set by teachers and the school. Parents and/or students will be responsible to comply with the specific rules regarding snacks that their teachers have in place. We strongly recommend that snacks are nutritious and healthy. Each teacher has the right to set his/her own rules regarding what snacks are allowable.

Bringing in treats

Due to food allergies, Health Food Guidelines, and other safety concerns, student birthday celebrations should be reserved for home and are not permitted at school. If a student chooses to bring in a treat, cake or something of that sort to school, that item will be confiscated by school personnel until the parent picks it up from the main office at the end of the day.

2.7 Bake Sale Guidelines

- It is highly recommended that the food is bought from a certified place
- If food is made at home, a list of ingredients must be included
- The sponsor of the bake sale will retain a list of who donated what food items in case of any necessary follow up.
- Food should be individually wrapped to protect them from contamination
- If food is made at home, it should never be made by a person affected by a communicable disease
- Potentially high-risk foods, such as cream-filled pastries, custard and similar products, and meat, poultry, or fish in the form of salads or sandwiches are not allowed
- Prior to preparing any foods, everyone should thoroughly wash their hands with soap and warm water. Hand washing is to be repeated after washroom use, coughing, or eating.
- Prior to preparing any foods, all surfaces should be thoroughly cleaned and sanitized

2.8 Field Trip Guidelines:

All scheduled field trips are extensions of the classroom. Please note the following guidelines:

- An itinerary will be sent home. This will include information about the trip, its educational purpose, location of the trip, date, timings, and other pertinent information.

- Permission slip must be signed by a parent/authorized guardian and returned to the teacher sponsoring the trip.
- Students will adhere to the dress code noted on the permission form
- Students will have a parent/guardian sign the permission form and hand it in along with any fees by the specified due date
- Students will be expected to remain with their designated chaperone throughout the entire period of the trip
- Students are expected to abide by all rules set by the school. Additionally, students are expected to adhere to the bus safety rules:
 - Students will follow all rules and directions presented by staff member or parent chaperone.
 - Students will be courteous and obedient to the driver.
 - Students will refrain from using obscene language or gestures.
 - Students will never use the rear emergency exit except upon the direction of the driver or other competent authority.
 - Willful destruction or defacing of school bus or private property surrounding bus is prohibited
 - Students will not put their head or arms out of the windows when on the bus.
 - Students will never reach out of the window to take an item from someone, even if the bus is not moving.
 - Parent chaperones must abide by all school guidelines and policies.
 - Chaperones should not purchase anything for students on the fieldtrip.

2.9 Hallway Guidelines:

Positive hallway behavior can help students be more prepared and on time to class. Additionally, hallway rules will ensure student's safety. Students are expected to adhere to the following hallway guidelines:

Students are:

1. to walk in a straight line
2. to remain in line-order
3. to remain with your class
4. to walk quietly
5. to wait for your teacher
6. to listen to your teacher's instruction
7. to walk to and from your classroom
8. to keep hands and feet to yourself
9. to keep books, bags, or playground equipment in your hands

2.10 Search Guidelines:

The School reserves the right to search and inspect all School-owned property, premises and items located on School premises including but not limited to computers, computer disks, desks, lockers, purses and backpacks. Such inspections may occur at any time, with or without advance notice or consent. Students should not have any expectations of privacy in such items or locations. The School also reserves the right to search all students if the School Principal or designee has a reasonable suspicion the student is violating or has violated a law, school rule, or regulation.

2.11 Morning Guidelines

Students will start each day with recitation of the Holy Quran and supplication.

- IFS will also provide a daily opportunity for students to voluntarily recite the Pledge of Allegiance 105 Ill. Comp. Stat. 5/27-3 (2005). A student is exempt from participation in the Pledge of Allegiance and may not be required to participate in the Pledge if the student chooses not to participate or if the student's parent chooses to have the student not participate.

3. Student Health and Well-Being

3.1 School Closing Information

In case of an emergency school closing or late start, all faculty, staff, and students will be notified using the following methods: Automated phone message via and email via RenWeb; and Internet at www.ifsvp.org.

3.2 Student Emergency Information

All parents must complete emergency information cards for each student with current contact information and medical information. These emergency information cards will be utilized in emergency situations and be kept in the Nurse's office.

3.3 Sick Student Procedure

The following symptoms are sufficient reason to keep a student home from school, in order to protect the well-being of that child and limit the likelihood of spreading infection. If a student is at school and exhibits the following symptoms, the school nurse will be authorized to call home and arrange for the student to be sent home.

- A fever over 100 F (37.8 C) orally or 99 F (37.2 C) auxiliary (under the arm)
- Signs of a newly developing cold or severe coughing
- Diarrhea, vomiting or an upset stomach
- Unusual or unexplained loss of appetite, fatigue, irritability or headache
- Conjunctivitis (pink eye) or any other contagious illness
- Other signs of injury or illness that are not treatable by the School School nurse

3.4 Recess Safe Temperature Policy

Children can play outdoors in most types of weather ranging from 32° to 90°F. For that reason, parents need to dress their children expecting that they will be outside for some time during the day. Outside play will be avoided when temperatures fall outside this range or when weather conditions include rain, snow, and sleet.

3.5 Physicals (Immunizations), Dental Exams

As required by state law, all students enrolling or continuing at IFS must submit the required proof of physical and immunization as governed under the law. This information will be maintained by the school administrative office. Each parent has the duty to update the school's records regarding any student currently enrolled in the school as needed. Regarding dental exams, students entering Kg or 2nd grade and all new students are required to submit a dental examination form completed 10 months prior to the first day of school. Students will be excluded from school is the requirements for the health and immunization examinations have not been met by October 15th of that school year.

3.6 Vision and Hearing Screenings

In compliance with state law, students in designated grades will be screened by the County Health Department each year for a vision and hearing screening. Any KG or new student entering IFS is required to have a vision examination form completed by a licensed optometrist 10 months prior to the first day of school.

3.7 Sexual Harassment/Discrimination Policy

Harassment on the basis of sex or any other protected status is a violation of federal and state law. Islamic Foundation School does not tolerate any form of such harassment of its faculty, staff, or students. Individuals who believe they are victims of harassment, as well as those who believe they have observed any form of such harassment, are strongly urged to report such incidents promptly to Administration.

Islamic Foundation School will investigate every report of harassment that is made in a timely manner. If there is a finding of sexual harassment or any other form of harassment, IFS will take corrective action to stop the harassment and prevent the misconduct from recurring. The severity of the offense will determine the corrective action, up to and including discharge or expulsion of the offender.

Reporting Procedures

- 1.** Faculty, staff, and students have the right to raise the issue of sexual harassment or any other harassment on the basis of being part of a protected class. Further harassment against complainants or retaliation against complainants or others who participate in the investigation of a complaint will not be tolerated. Appropriate and prompt disciplinary or remedial action will be taken against persons found to be engaging in such further harassment.
- 2.** Confidentiality of information relating to investigations of complaints of sexual harassment shall be maintained to the extent practical and appropriate under the circumstances and to the extent permitted by law. Individuals charged with implementing this policy shall share information with regard to given incidents of sexual harassment only with those who have a "need to know" in order to implement this policy.
- 3.** It is the obligation and shared responsibility of all members of the school community to adhere to this policy.

3.8 Mandated Reporting of Suspected Abuse or Neglect to DCFS

The Illinois "Abused and Neglected Child Reporting Act" states that: "Any child care worker or other staff having reasonable cause to believe a child known to them in their professional or official capacity may be an abused child or a neglected child shall immediately report or cause a report to be made to the Department of Children and Family Services.

The investigation of any report of child abuse or neglect shall be undertaken by those who possess specialized experience, training, authority and discretion to determine whether suspected abuse or neglect of a child actually occurred. IFS may initially undertake to determine the *credibility of any "rumor"* of abuse or neglect. IFS will not conduct an independent investigation to determine whether reasonable cause exists or whether such abuse or neglect actually occurred before reporting the matter to the Illinois Department of Children and Family Services. The investigation into the accuracy of any report of child abuse or neglect shall be conducted by DCFS and, where necessary, the DuPage County State's Attorney and the local police.

IFS administration will only conduct an investigation into a suspected case of abuse when it involves personnel of IFS and such an investigation will not impede reporting the suspected abuse to DCFS. All other suspected cases will be handled and investigated **ONLY** by the appropriate law enforcement authorities and DCFS. IFS will provide the Illinois Department of Children and Family Service investigators reasonable access to the suspected victim of child abuse or neglect for the purpose of conducting an interview as would be necessary and will notify parents as would be allowed under the law. Any questioning of students by DCFS will be done in the presence of school officials and will comply with the relevant laws that govern.

IFS will cooperate with DCFS and law enforcement in their investigation of all reports of abuse or neglect and not impede any investigation being conducted by the Department and law enforcement. Any personnel involved in a report made to DCFS or questioned by the appropriate authorities will maintain complete confidentiality and will remain anonymous as warranted under the law.

4. School Resources and Information

4.1 Textbooks

IFS purchases textbooks required for class and loans them to students for the duration of each academic year. This does not include additional books that a teacher may use to supplement curriculum in a particular class. Each student will be given one textbook to be used for the duration of the school year.

8/29/2016

If a textbook is lost by a student, he or she may be given a replacement book for an additional fee of \$50 to cover the lost book. This fee must be paid by the office and a receipt will be given that will authorize the student to pick up a new book from his/her teacher. All books are to be returned at the end of the school year. At the end of the year, any missing books will be recompensed by the student. Failure to return books at the end of the year may prevent students from receiving their final grade report.

4.2 Student Use of School Technology

Student access to the schools' computers, and Internet services are provided for educational purposes and research consistent with the schools' educational mission, curriculum, and instructional goals. The same rules and expectations govern student use of computers as apply to other student conduct and communications. Students are further expected to comply with these rules and all specific instructions from the teacher or other supervising staff member/volunteer when accessing the school's computers, and Internet services.

(a) Prohibited Use:

The user is responsible for his/her actions and activities involving school computers and Internet services and for his/her computer files, passwords, and accounts. Examples of unacceptable uses that are expressly prohibited include, but are not limited to the following:

- **Accessing Inappropriate Materials** – Accessing, submitting, posting, publishing, forwarding, downloading, scanning, or displaying materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal;
- **Illegal Activities** – Using the schools' computers, and Internet services for any illegal activity or activity that violates School policies, procedures and/or school rules;
- **Violating Copyrights** – Copying or downloading copyrighted materials without the owner's permission;
- **Plagiarism** – Representing as one's own work any materials obtained on the Internet (such as term papers, articles, etc.). When Internet sources are used in student work, the author, publisher, and Web site must be identified;
- **Copying Software** – Copying or downloading software without the express authorization of the system administrator;
- **Non-School-Related Uses** – Using the school unit's computers, networks, and Internet services for non-school-related purposes such as private financial gain, commercial, advertising or solicitation purposes, or for any other personal use;
- **Misuse of Passwords/Unauthorized Access** – Sharing passwords, using other users' passwords without permission and/or accessing other users' accounts;
- **Malicious Use/Vandalism** – Any malicious use, disruption or harm to the school unit's computers, networks, and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses;
- **Unauthorized Access to Chat Rooms/News Groups** – Accessing chat rooms news groups, and social networking sites such as facebook, myspace, twitter, and any other type of sites are prohibited.

(b) No Expectation of Privacy:

The Islamic Foundation School retains control, custody, and supervision of all computers, networks, and Internet services owned or leased by the school unit. The school unit reserves the right to monitor all computer and Internet activity by students. Students have no expectations of privacy in their use of school computers, including e-mail and stored files.

(c) Student Use of Social Media

First and foremost, students are encouraged to always exercise the utmost caution when participating in any form of social media or online communications, both within the IFS community and beyond.

Students who participate in online interactions must remember that their posts reflect on the entire IFS community and, as such, are subject to the same behavioral standards set forth in the Student Code of Conduct.

In addition to the regulations found in the Student Handbook, students are expected to abide by the following:

8/29/2016

- To protect the privacy of IFS students and faculty, students may not, under any circumstances, create digital video recordings of IFS community members either on campus or at off-campus IFS events for online publication or distribution.
- Students may not use social media sites to publish disparaging or harassing remarks about IFS community members, athletic or academic contest rivals, etc.
- Students who choose to post editorial content to websites or other forms of online media must ensure that their submission does not reflect poorly upon the school.

Failure to abide by this policy, as with other policies at IFS, may result in disciplinary action as described in the Student Handbook, or as determined by the school administration.

(d) Compensation for Losses, Costs and/or Damages:

The student and/or the student's parent/guardian shall be responsible for compensating the school for any losses, costs or damages incurred by the school unit related to violations of the policy and/or these rules, including investigation of violations.

(e) Student Security:

A student shall not reveal his/her full name, address or telephone number on the Internet. Students should never meet people they have contacted through the Internet without parental permission. Students should inform their supervising teacher if they access information or messages that are dangerous, inappropriate, or make them uncomfortable in any way.

(f) System Security:

The security of the school unit's computers, networks, and Internet services is a high priority. Any user who identifies a security problem must notify the system administrator. The user shall not demonstrate the problem to others. Any user who attempts or causes a breach of system security shall have his/her privileges revoked and may be subject to additional disciplinary and/or legal action.

(g) Parental Permission Required:

Students and their parent/guardian are required to sign and return the Computer/Internet Access Acknowledgment Form before being allowed to use school computers.

4.3 Use of Email to Communicate with Parents

Parents are free to use email as an alternate means to communicate directly with teachers regarding general information, however, as Federal and state laws require, teachers are prohibited from sharing specific educational, health, or disciplinary records with parents via email because this information is regarded as privileged under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232.

4.4 Parent Access to Information

(a) General Information

Parents and teachers are encouraged to stay in close contact with each other throughout the school year. Teachers will notify parents of the preferred way to contact them regarding their child. IFS has also established a website, www.ifsvp.org as a means to facilitate communication between the school and parents. This website will serve as a link to connect students, parents and teachers. In addition to posting information on the school website, elementary teachers will send weekly letters and information to keep parents informed of the progress being made in classes.

(b) Notice to Receive Information via Regular Mail

In an effort to "Go Green", IFS is moving to provide all necessary information to parents via email by RenWeb or via the school website at www.ifsvp.org. Any parent that chooses to receive information via regular mail instead of via email, RenWeb or accessing the IFS website must provide written notice to the Administrative Office stating that regular mail is the preferred means of communication.

(c) RenWeb

RenWeb is software that is accessible by parents via the internet to check student's grades as well as receive emails from the school and alerts to when updates are made to the teacher's gradebook. Parents who become delinquent in paying tuition may lose access to their RenWeb accounts until their financial account becomes current.

(d) Access to Student Educational Records

As defined under the Family Educational Rights and Privacy Act (FERPA), a parent or student over the age of 18 does have the right to review his/her own educational records maintained by the school. The request must be made to the Administrative office in writing and will be limited to all information defined as "educational records" under FERPA.

"Directory Information" is not protected from disclosure and may be released to the public without parental consent. The following information is defined as directory information: Student's name; Address; Gender; Grade level; Parent's name; Academic awards/degrees honors; information related to school sponsored activities, organizations, and athletics. If a parent objects to any of the following information being released, they may object in writing to the Administrative office.

4.5 School Resources**(a) Donation Policy**

All donations should be coordinated through administration and will be considered as a donation to the school as a whole. Receipts for any donations will only be provided through the administrative office. IFS policy prohibits individual employees of the school from accepting donations without prior written authorization from the administration.

(b) Private Tutoring

IFS encourages and supports teachers' efforts to provide tutoring to students outside of regular school hours. That being said, IFS teachers are prohibited from accepting any form of compensation for tutoring during the school year from any student that a teacher may have in any of his or her classes during that school year.

(c) Student Use of School Lockers/Desks

IFS provides students with lockers and/or desks to use as a place to store books, supplies and other items needed during a student's time at school. There is no expectation of privacy regarding school lockers and/or desks as they are merely a container for student items needed during the school day. Lockers and desks are to be locked, when possible, to provide additional security to items stored in these containers. Administration retains the right to search desks or lockers, as needed, in order to ensure that there is no wrongdoing taking place and/or to maximize the safety and security of all students at school. IFS is not responsible for any lost items.

5. Academic Guidelines for Students**5.1 Special Education Resources**

The special education core team consists of a Special Education Coordinator, School Counselor, and the School Social Worker. Students suspected to have special needs are referred to the Special Education Coordinator using the RTI Referral Form. This form summarizes the issue the student is having and also previous interventions made. The Special Education Coordinator will review the form and collaborate with teachers, parents, administration, school counselor, and school social worker to develop appropriate and needed interventions for the students. In addition, the Special Education Coordinator monitors the progress of the student with interventions and may adjust the child's learning plan as necessary.

Depending on the progress of the student, long-term interventions including a 504 plan and an IEP (Individualized Education Plan) may be required. The Special Education Coordinator will make the determination on continuing accommodations. The Special Education Coordinator will often meet with outside community agencies and the local public school district to gain additional consult and obtain important services on a semi-permanent basis.

5.2 Student Retention

IFS believes that the purpose of education is to create a teaching-learning climate so that children will progress academically, socially and emotionally each year. When such progress is not made, a child may benefit from being retained in the same grade. The following factors will be used to determine whether retention may be appropriate for the student:

Elementary School

- Student performs below a 70% on a student placement test for reading
- Student performs below a 60% in phonics on a student placement test
- Student is not writing at grade level standard
- Excessive absences
- Teacher recommendation with supporting documentation to show that student has not met the guidelines to be promoted.
- A BRI (Basic Reading Assessment) demonstrating that a child is reading one grade level below his/her grade.
- Documentation of Intervention by the school without any improvement in a student's academic performance
- In the lower grades (K-2), reading ability, fine motor skills, and behavioral maturity will also factor into a child's promotion to the next grade level.

If there are significant delays in any of these areas, Administration will determine whether promotion to the next grade is in the best interest of the student after meeting with the student's teachers and parents collectively.

5.3 Double Promotion Policy

It is Islamic Foundation School's belief that the educational experience of a student extends beyond academic success to also include social and emotional development and enrichment. For these reasons, double grade promotion (student's skipping one grade level) is not a recommended strategy for students. Instead, the goal is to work with students at their level and challenge them to excel while learning alongside their same-age peers. For these reasons, the decision to double promote a student will be reviewed on a case by case basis taking into consideration the following:

1. A written request from the parents of a student to be double promoted.
2. An initial meeting with administration to discuss the double promotion procedure.
3. Being enrolled at Islamic Foundation School at least one year before requesting double promotion.
4. Proven mastery of promoted grade level curriculum through placement testing given at the school.
5. Student must pass any state mandated examinations (i.e., Constitution Test for an 8th grade student).
6. Student's scores on standardized achievement testing during the previous school year must be at or above NPR of 95%.
7. Teacher's recommendations supporting the student's promotion to the higher grade level.
8. Review of curriculum of the class skipped the summer before the promotion takes place.

The IFS Administration will make the final decision on such promotions and notify parents of the decision in writing.

5.4 Grading

Teachers will adopt very clear criteria for student evaluation. The criteria will be clearly defined and outlined in each teacher's course syllabus explaining expectations of the student and parent. Each teacher will communicate the criteria to both the student and parent at the beginning of each school year.

**Early Elementary (PS-2nd)
Standards Based Report Cards**

The purpose of standards-based grading is to raise student achievement by clearly communicating students' progress towards learning outcomes in a timely, accurate, fair, and specific manner. Standards based grading accurately communicates student achievement to students, parents, and educators. The influence of work habits on student learning is reported separately from the academics.

**Early Elementary Standards Based Grading
Scale**

| Standard | |
|-------------------|--------------------------------------|
| Mastery | Excellent/Advanced Quality |
| Proficient | Very Good/Meets Quality Expectations |
| Developing | Satisfactory Meeting Expectations |
| Needs Improvement | Not meeting grade level expectations |
| Unsatisfactory | Below grade level expectations |

3rd – 5th Grading Scale

| Grade | Score Range | |
|--------------|--------------------|----|
| A+ | 97% and above | |
| A | 93 | 96 |
| A- | 90 | 92 |
| B+ | 87 | 89 |
| B | 83 | 86 |
| B- | 80 | 82 |
| C+ | 77 | 79 |
| C | 73 | 76 |
| C- | 70 | 73 |
| D+ | 67 | 69 |
| D | 63 | 66 |
| D- | 60 | 62 |
| F | 0 | 59 |

5.5 Testing/Homework Policy

(a) **Testing** - Teachers will provide advance notice of test dates and will limit tests to a maximum of 3 per day for all grades.

(b) **Homework** - In order for homework to be effective, many educators have focused on issues such as the time allotted for homework. While allotted time is a factor, at IFS we feel the nature and purpose of homework is where the conversation should be focused at.

Homework Policy

The primary purpose for homework in elementary school is for the student to develop a sense of responsibility, reinforcement of content and accountability.

The most important element of homework in elementary school is reading. The goal of reading homework is to foster a love of reading. While sometimes specific reading assignments may be given, most of the time the student is allowed to read whatever material or genre he or she enjoys. The teacher may recommend a certain number of minutes that students in that grade are assigned to read, but of course extra reading is encouraged and applauded.

Projects relating to subjects introduced in the classroom are occasionally assigned to allow the student to further investigate a specific topic.

Homework may be assigned to be completed outside of the school day for

- **Practice and Review** – to help students consolidate and master specific content, skills, and processes which have been presented in class.
- **Preparation** -to help students gain the maximum benefits from future lessons.
- **Extension** – to provide students with opportunities to transfer specific processes or concepts to new situations.
- **Creativity** – to require students to integrate many concepts, skills, and processes in order to produce original responses.

Family Responsibilities

Families will

- Check RenWeb for each class at least once a week.
- Provide encouragement and support; show interest in their children's work.
- Assist students in developing good study habits by providing a comfortable, well-lit area free from distractions.
- Provide supplies needed to complete homework assignments.
- Evaluate their children's activities to be sure they have sufficient time to study and participate in family or outside activities.
- Schedule a regular time for homework completion.
- Question students about their assignments.
- Monitor homework completion and the efficient use of time.
- Encourage students to complete their own homework independently, unless otherwise specified.
- Confer with teachers regarding homework concerns.
- Review teacher comments on homework assignments. Supervise the signing and returning of homework forms, notes, and schedules as required by the teacher.
- Acknowledge responsible homework habits and effort.

Student Responsibilities

The student will

- Understand homework assignment before leaving school.
- Have a routine location and system to record daily assignments (e.g., planner, assignment book).
- Take home all necessary materials to complete assignments.
- Schedule and organize homework time that is free from distraction and compatible with family and/or after-school activities.
- Complete and return homework on time.
- Confer with teachers regarding homework concerns.

Time Length per Day

The following suggested times for daily homework are to serve as guidelines for teachers when assigning homework. Individual students may require less or more time for assignments. If students are consistently spending significantly longer on assignments, families should consult with the teacher(s). Students are expected to dedicate 20 minutes a day towards reading outside of the school day.

| | |
|--------------|---------------|
| Kindergarten | 15 minutes |
| Grade 1 | 20 minutes |
| Grade 2 | 30 minutes |
| Grade 3 | 30-45 minutes |
| Grade 4 | 45-60 minutes |
| Grade 5 | 60-75 minutes |

It is our hope that these guidelines will avoid homework being used to introduce new concepts or skills to the students. Students should not have to ask their parents to teach them anything that was not covered by their teacher. To that end, our teachers at IFS devise homework that is well-explained with a clear purpose and manageable in the time allotted.

5.6 Academic Honors and Awards

3rd-4th-5th Grade Students

Principal's List Qualifications = All A's in all courses for one quarter

Honor Roll Qualifications = All A's or B's in all courses for one quarter.

THE PRESIDENT'S EDUCATION AWARDS PROGRAM

Founded in 1983, the President's Education Awards Program (PEAP) honors 3rd and 5th grade students for their achievement and hard work. The program has provided individual recognition from the President and the U.S. Secretary of Education to those students whose outstanding efforts have enabled them to meet challenging standards of excellence. Each year, thousands of Elementary schools participate by recognizing deserving students.

Selection Criteria

To be eligible, students must meet requirements, including grade point average or, school-set criteria and choice of state tests or teacher recommendations. Students at each award level (elementary, middle, or high school)

must meet the requirements in Category A and either 1 or 2 of Category C. If a school does not have letter grades, a student must meet the requirements in Category B and either 1 or 2 of Category C.

- A. **Grade Point Average:** Students are to earn a grade point average of 90 on a 100 point scale, (an A on a letter scale or a 3.5 on a 4.0 scale). When computing grade point averages at the respective award level, only the years at that level are to be included through the fall semester of the exiting grade. Note: Elementary schools are not to include K-3 in their computations.
- B. **School Criteria/Standards:** Standards for the award are to be established by each school that reflect a 90 percent level or higher on the traditional grading scale. This category enables school personnel to use new assessment and evaluation tools in developing award criteria at their school and apply the criteria fairly to all students. The primary indicators of excellence must be based on academic achievement. School personnel may also consider, as part of the criteria, activities in which a student demonstrates high motivation, initiative, integrity, intellectual depth, leadership qualities and/or exceptional judgment. They may also require student essays and outstanding attendance, but these activities must bear some relationship to the academic performance of a student.
- C. **In addition to A or B,** schools are to include one or more of the following criteria to determine their selected students:
 1. State Tests and Nationally-Normed Achievement Tests: High achievement in reading or math on state tests or nationally-normed tests. The school may consider college admissions examinations for seniors, for example the SAT or ACT.

— OR —

2. Recommendations from a Teacher Plus One Other Staff Member: One recommendation is to reflect outstanding achievement such as English, mathematics, science, history, geography, art, foreign language, and any other courses that reflect a school's core curriculum. This judgment is to be supported by tangible evidence that is comprised of either results on teacher-made tests, portfolio assessment, or special projects. The second recommendation from a school staff member may address, for example: involvement in community service or co-curricular activities including tutoring other students and/or demonstration of creativity and achievement in the visual and performing arts.

*Please note the school principal has final authority to determine which students receive this award

President's Award for Educational Achievement

Please note the school principal has final authority to determine which students receive this award

The purpose of this award is to recognize students that show outstanding educational growth, improvement, commitment or intellectual development in their academic subjects but do not meet the criteria for the President's Award for Educational Excellence. This award recognizes a very different type of academic achievement. It is meant to encourage and reward students who work hard and give their best effort in school, often in the face of special obstacles to their learning.

This award is given at the principal's discretion based on the following criteria developed by the U.S. Department of Education.

- Show tremendous growth but did not meet all the criteria for the President's Award for Educational Excellence.
- Demonstrate unusual commitment to learning in academics despite various obstacles.
- Maintain a school record that would have met the school's selection criteria for the President's Award for Educational Excellence but illness, personal crisis, or special needs prevented the student from maintaining such high standards despite hard work.
- Achieve high scores or show outstanding growth, improvement, commitment or intellectual development in particular subjects, such as English, math, science, etc.
- Demonstrate achievement in the arts such as music or theater.

6. Code of Conduct

6.1 Philosophy

Islamic Foundation School is not only a place to teach, learn and build academic skills, but also a place to develop character that is reflective of the teachings and practice of Prophet Muhammad (peace be upon him). With this target in mind, IFS has established a code of conduct that is based on the following important factors to ensure appropriate means to enforce and maintain a nurturing and safe environment for all stakeholders in the school. In doing so, IFS has established a progressive intervention approach that serves to guide students to follow appropriate conduct and deter/prevent violations of the Student Code. The components that make this process effective are the involvement of all groups that have a vested interest in the school and the conduct that has occurred.

The teachers and administrators at IFS reserve the right to decide whether or not a student's behavior is in violation of the established code of conduct. The goal is to take corrective action that will change and improve student behavior. A student who engages in conduct prohibited by school policy may be disciplined according to the guidelines below defining proper intervention techniques.

6.2 Student Expectations and Code of Conduct

Chargers Code of Conduct: Seek Knowledge, Develop Character, Serve Others

This Code is intended to regulate conduct of a student when the student is

- (1) on school grounds or at a school sponsored event;
- (2) traveling to or from school or a school sponsored event;
- (3) engaged in misconduct that is in any other manner school related or adversely affects the operation of the school; and
- (4) exhibiting behavior that brings disrespect to the school or school property.

An IFS Chargers student is one who:

- Emulates the Prophet's way of life
- Uses proper and respectful language
- Is polite and respectful to everyone
- Is prepared for class with all materials
- Attends classes and school wide events during school hours
- Is consistently punctual
- Follows the school dress code
- Takes responsibility for their own actions and decisions
- Is honest
- Asks for help when they need it
- Promotes a positive culture in the school where all members of the school community feel welcome and safe
- Recognizes that all conduct is governed by school rules and also the teachings of Islam
- Adheres to the rules set by teachers and/or staff member during the school day
- Refrains from bringing and/or using prohibited items in school
- Always respects authority

Students are prohibited from:

- Use of any electronic media or devices not provided by the school
- Possession of any prescription medications without prior authorization by the school administration
- Possession of any illegal substance/drug/weapon or any “look alike” of those items.
- Reporting firearms in schools. Upon receipt of any written, electronic, or verbal report from any school personnel regarding a verified incident involving a firearm in a school or on school owned or leased property, the principal or his or her designee shall report all such firearm-related incidents occurring in a school or on school property to the local law enforcement authorities no later than 24 hours after the occurrence of the incident and to the Department of State Police in a form, manner, and frequency as prescribed by the Department of State Police.

6.3 Islamic Foundation School Elementary Discipline Policy

GOALS

The primary focus at Islamic Foundation Elementary School (IFS) is on the academic and social-emotional success of every student. We seek to build within each child a love of learning (scholarship), a sense of responsibility (service), self-discipline, a positive self-image, and respect for others (character). Students are expected to make positive behavior choices that promote their safety, the safety of others, and a productive learning environment.

PHILOSOPHY

School discipline is a collaborative effort by the parents, guardians, students, teachers, admin and staff. The focus of the Islamic Foundation Elementary School Discipline Policy is to promote positive behavior choices by recognizing students who engage in consistent positive behavior through the Charger Code.

However, mistakes are a natural part of growth. We help students reflect on errors in judgment and behavior and support them in learning how to make better decisions through a focus on a growth mindset. Students reflect on their behavior through the IFS Think Sheet.

We teach and model positive behavior including listening, cooperation, and mutual respect. We encourage students to make independent decisions and act responsibly towards others and with property. It is through the careful mentoring of each child towards positive behavior that a very positive and productive learning environment will result, enabling students to strive for excellence.

The student’s rights are:

- To have a teacher who is in a position to, and will, help the student limit his/her inappropriate behavior.
- To have a teacher who is in a position to, and will, provide the student with positive support for his appropriate behavior.
- To choose how to behave and know the consequences that will follow.

The parent’s rights are:

- Parents have a right to expect quality education; that their children’s safety will be paramount; that they will have reasonable access to instructors and administrators; and, that they can present concerns and receive fair hearings.

The school’s rights are:

- Islamic Foundation School reserves the right to require a parent to withdraw their student(s) from the school.

The following is designed to address as many areas as possible; however, it is IMPOSSIBLE to cover EVERY eventuality. Therefore, the administration reserves the right to address situations as it deems appropriate and to amend and/or waive policy for just cause. The administration reserves the right to also change consequences as it deems appropriate and to include consequences of lost of extra-curricular activities, co-curricular activities, athletics, and clubs.

STUDENT STANDARDS OF BEHAVIOR

In order to show respect, maintain safety, and focus on learning, I will:

1. Follow directions the first time.
2. Speak using polite language, volume, and tone.
3. Keep hands, feet, and objects to myself.
4. Be where I am supposed to be.
5. Take care of school property and personal belongings.

DESCRIPTION OF EXPECTATIONS

IFS has established clear expectations for behavior within the school environment in order to support the learning community. Adherence to these expectations contributes to a positive and effective school community in which children are able to succeed and grow.

EXPECTATION FOR BEHAVIOR IN VARIOUS PLACES

Classroom Behavior

Students are expected to listen and follow all teacher directions.

Behavior in Halls

Students are:

1. to walk in a straight line
2. to remain in line-order
3. to remain with your class
4. to walk quietly
5. to wait for your teacher
6. to listen to your teacher's instruction
7. to walk to and from your classroom
8. to keep hands and feet to yourself
9. to keep books, bags, or playground equipment in your hands

Behavior in Restrooms

Students are :

1. expected to respect the rights of others and act responsibly in restrooms.
2. to use all facilities correctly
3. to keep feet on the floor
4. to wash your hands after you use the restroom
5. to return to your class after you use the restroom
6. to report any problems to an adult
7. to keep play equipment out of the bathroom
8. to respect each others privacy which means not looking in other stalls
9. to use quiet voices
10. to flush toilets after use
11. to throw away the trash
12. to wait for your turn, if it crowded

Behavior in Lunchroom

The lunchroom should be a safe, comfortable, inviting, and clean environment where all interactions between students and adults are respectful. Students are:

1. to walk to and from the cafeteria
2. to stay in line
3. to sit properly
4. to throw away garbage into the trash bin
5. to keep food and utensils in the appropriate container
6. to follow directions of cafeteria aides
7. to wait your turn to get food
8. to keep hands and feet to yourself
9. to speak in a low voice
10. to wait to be excused
11. to clean up after yourself
12. to know where to line up
13. to line up in an orderly manner
14. not to share any food
15. to keep leftover food in a closed container/bag

Behavior on Playgrounds/Recess

The playground should be a safe, pleasant, friendly environment where all interactions between students and adults are respectful. Students are:

1. to walk to and from the playground
2. to use balls in assigned areas
3. to keep hands and feet to yourself
4. to walk around play areas
5. to cooperate with the teachers/aides
6. to follow game rules
7. to take turns and be fair
8. to respect area boundaries
9. to walk and line-up on time
10. to bring back equipment
11. to drink water and use bathroom before the bell rings

Behavior during Prayer Time

Prayer time is a sacred time. This time must be valued and treated with respect. Students are:

1. to walk to and from prayer in an orderly manner.
2. to make ablution(*wud'u*) prior to prayer
3. to conduct themselves in an orderly manner while performing *wud'u*
4. to place shoes in an orderly manner before entering the prayer hall
5. to be quiet upon entering the prayer area
6. to pray the sunnah salat and make dhikr when waiting for the fard salat to start
7. to follow the imam once the prayer has started
8. to follow the teacher with the adhkaar and duas after salat has finished
9. to leave the prayer area in an orderly fashion once the class has been dismissed
10. to come and leave the prayer on time
11. to wear a head covering if you are a girl

Behavior during School Sponsored Activities/Field Trips

Students are expected to conduct themselves in a respectful and responsible manner during school sponsored activities, programs and field trips. Behavioral expectations are consistent with school policies.

ADDITIONAL BEHAVIOR EXPECTATIONS**Excessive Tardiness, Truancy, Leaving School without Permission**

Students must be on time for school and in assembly by 8:00 a.m.; oversleeping is not excused reasons for being late to school. Students are to remain on school grounds in their scheduled classroom locations unless written permission for early dismissal has been provided to the school by a parent/guardian.

Dress

IFS is a mandatory uniform school. All students are required to wear the school uniform, unless an exception is made by the school administration. Students are required to wear close toed shoes and on gym days must wear gym shoes.

Students shall come to school clean and appropriately groomed and dressed. Students whose personal attire or grooming distracts the attention of other students or teachers from their school work shall be required to make necessary alterations before entering the classroom or be sent home by the Principal.

DISCIPLINARY ACTIONS

While most students consistently observe these standards and behave safely and appropriately, there are times when misbehavior warrants intervention and consequences. Teachers and other staff use a variety of classroom and behavior management strategies to address such behavior. When these strategies are not successful in changing that behavior and/or serious incidents occur, it is necessary for additional action to be taken. The following pages outline those disciplinary actions.

Please Note: Careful consideration is given to individual situations, so that the school's response to the student is appropriate.

Consequences may be increased in cases of repeat offenses. Suspensions will be considered when behavior is disruptive and detrimental to the operation of the school.

MINOR INFRACTIONS-

These are examples of behaviors that the teachers can handle internally within the classroom.

- Any violation of the written/posted classroom and school wide expectations
- Mild disruptions/talking
- Not following directions
- Mild horse play between students
- Cheating/copying the work of others
- Failure to do assigned work
- Minor inappropriate comments
- Dress code violations

The teacher may use the following consequences to minor infractions

- Teacher-Student Conference
- Teacher-Parent Conference
- Counselor Conference
- Documentation
- Silent Lunch
- Recess Detention
- Loss of Privileges

Three repeated minor infractions and all other discipline infractions will be referred to the administration.

Following is the order in which the consequences stated above will be implemented by the administrator:

ORDER OF DISCIPLINARY REFERRAL CONSEQUENCES**Step 1 – First Disciplinary Referral:**

- Immediate phone call to parents and/or note home.
- Conference and counseling with student regarding misbehavior.

Consequences:

- One or more days in the loss of recess and lunch eaten in the office.
- The students may be placed in in-house suspension immediately if infraction endangers another person.
- A copy of the disciplinary referral is sent to parent, copy to administrator and copy on file.

Step 2 – Second Disciplinary Referral:

- Immediate phone call to parents and/or note home.
- Conference and counseling with student regarding misbehavior.

Consequences:

- Two or more days in the loss of recess and lunch eaten in the office.
- Conference with administrator. Parent conference may be required at the discretion of school administrator, school counselor will be notified.
- The students may be placed in in-house suspension immediately if infraction endangers another person or out of school suspension per discretion of the administrator.
- Repeat offenders will have more severe consequences on a case-by-case situation if behavior is not curbed.

The administration at times may deem it worthwhile to coordinate and develop, with the assistance of parents, corrective disciplinary measures not necessarily listed or included above.

Each disciplinary referral will be individually evaluated by the administration with decisions dependent upon a number of factors such as grade level, severity of the infraction or circumstances. The administrator in his/her judgment may find it appropriate to invoke other alternatives for the purpose of correcting the misbehavior.

The following consequences will be used in attempting to correct improper student behavior:

Loss of playground privileges during recess could result from the student misbehaving or a lack of daily homework being turned in.

In-House Suspension: When in-house suspension is involved as a corrective measure, the student is suspended from classes for the day in a room at or near the administrator's office. The student is monitored by the administrator, does academic work, reads, etc., in silence, does not participate at recess, and lunch is brought to the room. Students eat alone and are escorted to and from the restrooms. If a student is disruptive during in-house suspension, additional in-house suspension may be given or parents may be called to pick their child up from school, resulting in an out-of-school suspension.

Student removal from classroom: A student may be removed from a classroom to a temporary alternate placement due to uncooperative physical or mental behavior. Student's discipline will keep into account the needs of the student and any or all disabilities that student may or may not have.

Out-of-School Suspension: This corrective measure removes a student from attending school for a specified number of days. Length of suspension may be as follows:

- 1st suspension – 1 day
- 2nd suspension – 3 days
- 3rd suspension – 6 days

Additional suspensions – application to School Committee for expulsion from school for the remainder of the school year.

In the event that parents are unable to come to school for a scheduled conference regarding a problem with their child's conduct, the administrator may at his/her discretion, and if circumstances warrant, suspend a student until parents arrange for a conference to discuss the matter.

Unacceptable Behaviors:

The following is a list of behaviors that are unacceptable for students to engage in

| Behavior | Definition | Minimum Consequence | Maximum Consequence |
|--|---|----------------------------|---------------------------------|
| Fighting/Physical Aggression | This includes: play fighting, pushing, wrestling, hitting, punching, shoving, kicking, slapping, spitting or throwing harmful objects, etc. involving two or more people. It is any form of physical confrontation. | Referral to admin | Expulsion |
| Cheating or Plagiarism | This is defined as using the work of others as your own | Referral to admin | Out of School Suspension |
| Inappropriate Use of the Computer Systems | This is defined as accessing or using inappropriate materials including copying or transferring copyrighted materials and software without permission, sharing access to one's personal account, using unauthorized e-mail such as chain letter advertising, instant messaging and chat rooms, cyber bullying, or tampering with any files of another student or staff member | Referral to admin | Out of School Suspension |
| Incendiary Devices | This is the | Referral to | Expulsion |

| | | | |
|---|---|--------------------------|-----------------------------|
| | possession of firecrackers, matches, lighters, caps or any other object which has potential to start a fire. | admin | |
| Physical Attack on Staff or Fellow Student | This includes any aggressive physical battery on staff member or person. This includes any physical contact (hitting, touching angrily, pushing, shoving, kicking, biting, etc.,) in an aggressive manner with the intent to do harm. | Referral to admin | Expulsion |
| Threats and/or Verbal/Non Verbal Abuse | This includes any overt or implied verbal or physical threat. Examples include, but are not limited to, telling someone that you will hurt them whether in jest or as a serious suggestion, any conversation or discussion where you suggest action that will cause physical harm to someone, suggesting property destruction, and the like. This includes name-calling, put downs, making fun of the way | Referral to admin | In school Suspension |

| | | | |
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| | someone talks or walks, making fun of someone's clothing or customs. Non-verbal examples include making faces, drawing inappropriate pictures, poking or pointing, and inappropriate hand gestures. | | |
| Malicious Pranks and Pseudo Threats | This includes any act or substance used to cause disruption, panic, or an unsafe situation. This also includes deliberately misrepresenting substances as something they are not. | Referral to admin | Expulsion/Contact Authorities |
| Acts of Hate / Violence | This is any act of hate/violence including, but not limited to, verbal abuse, slurs (including ethnic, religious, or gender-based), threats, physical violence or conduct, vandalism or destruction of property directed against any person. | Referral to admin | Expulsion/Contact Authorities |
| Inappropriate Language/Gestures | This is the use of profanity, obscene language, or gestures, which are not acceptable in | Referral to admin | In school Suspension |

| | | | |
|-----------------------------------|---|----------------------------|--------------------------------------|
| | <p>school or on the school grounds. All students and staff are entitled to an environment free from profane, hateful, racist, prejudice or obscene language and gestures.</p> | | |
| Sexual Harassment | <p>Sexual harassment is defined as unwelcome advances and/or other inappropriate verbal, written, or physical conduct.</p> | Referral to admin | Expulsion/Contact Authorities |
| Theft/Extortion | <p>Extortion is an act of attempting to secure money, property, or favors through a threat or implied threat of physical or psychological harm.</p> | Referral to admin | Expulsion/Contact Authorities |
| Theft/Burglary | <p>This is taking something, which does not belong to you. Students must demonstrate a respect for the property of others. Any found articles must be returned to the office or the rightful owner.</p> | Referral to admin | Expulsion/Contact Authorities |
| Insubordination/Disrespect | <p>This is willingly refusing to obey a lawful request of a staff member (e.g.,</p> | Referral to teacher | In school Suspension |

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| | principal, teacher, secretary, building service worker, etc.). This includes not removing a hat when asked to do so, chewing gum when not allowed, bringing inappropriate items to school (all toys and games, to be returned only to an adult), or refusing to identify oneself. | | |
| Destruction of Property/Vandalism | This includes breaking, damaging or defacing school or private property, including graffiti. This also includes misuse of materials or equipment that results in damage to school or personal property. | Referral to admin | Expulsion/Contact Authorities |
| False Fire Alarm | False Fire Alarm is activating or causing the fire alarm to sound when there is no real evidence or sign of fire. Falsely reporting a fire endangers the safety of all. | Referral to admin | Out of school Suspension |
| Weapons | This is unauthorized storing, possessing, or carrying | Referral to admin | Expulsion/Contact Authorities |

| | | | |
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| | firearms, knives, or any other object (including look-alike or pretend weapons) which could be used as a weapon. This is a very serious offense and is strictly prohibited | | |
| Possession of Communication and Other Electronic Devices | Beeper, electronic paging devices, and cellular phones or personal radio devices are not allowed. Laser pointers and other disruptive devices will be confiscated | Referral to admin | Parent Communication |
| Possession and/or Trading/Selling of Non- School Related Items | This includes students having personal toys, trading cards, dolls, IPODs, and other electronic gaming devices. The school is not responsible for the loss of these items. These items are not allowed in school and are best left at home, unless they are brought for a school related event such as show and tell, etc. | Referral to admin | Expulsion/Contact Authorities |
| Possession or Use of Destructive or Harmful Substances | This is possession of matches, fire crackers, snaps, tobacco products, smoke | Referral to admin | Expulsion/Contact Authorities |

| | | | |
|--|--|--------------------------|--------------------------------------|
| | bombs, stink bombs, pepper spray, or any other destructive or harmful substance. | | |
| Possession, Use, or Distribution of Illegal Drugs/Intoxicants/Inhalants/Smoking Materials | This is possession of intoxicants, inhalants, smoking materials or controlled substances which are prohibited. | Referral to admin | Expulsion/Contact Authorities |

6.4 Academic Integrity

Islamic Foundation School is committed to providing an atmosphere in which the Islamic values of truth, integrity, personal accountability, and respect for the rights of others are modeled. For these reasons, IFS has established an Honor Code between the teachers/administration and each student. This code outlines the expectations of both students and teachers in establishing and maintaining the highest standards in academic work and exemplifying the highest level of conduct by each individual in the school. This code should be signed by all students to affirm their commitment to uphold these standards.

1. The Honor Code is an undertaking of the students, individually and collectively, where:
 - a. Students will not give or receive any unauthorized aid for any assessment;
 - b. Students will do their share and take an active part in seeing to it that themselves, as well as others will uphold the spirit and letter of the Honor Code.
2. The faculty on its part manifests its confidence in the honor of its students and will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.
3. The faculty has the right and obligation to set academic requirements and both, students and faculty will work together to establish optimal conditions for honorable academic work.

Some Examples of conduct that have been regarded as being in violation of the Honor Code include:

- Copying from another's examination paper or allowing another to copy from one's own paper
- Unpermitted collaboration
- Plagiarism
- Forgery
- Revising and resubmitting a quiz or exam for regarding, without the instructor's knowledge and consent
- Giving or receiving unpermitted aid on a take-home examination
- Representing as one's own work the work of another
- Giving or receiving aid on an academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted

In an event of violating the academic integrity policy; the supervising teacher will complete a referral form, student will receive zero credit on that specific assignment/quiz/test. Additional violations will result in a parent conference and possible further disciplinary action.

Acknowledgement Statement

I acknowledge that I have read the 2010-2011 parent/student handbook and I understand that these are the policies that my child and I will be expected to adhere to.

Student's Name(s): _____

Parent's Name: _____

Parent's Signature: _____

Students:

I acknowledge that I have read the Student Code of Conduct and the Honor Code and I will adhere to these policies and procedures while enrolled at Islamic Foundation School.

Student's Signature: _____

Student's Signature: _____

Student's Signature: _____

I acknowledge that I have gone through the Student Code of Conduct and the Honor Code with my child.

Parent's Signature: _____



ISLAMIC FOUNDATION SCHOOL

SCHOLARSHIP • CHARACTER • SERVICE

Appendix A: Discipline Referral Form

Name of Student: _____ **Location**
Date: _____ **Time:** _____ Playground Library
Teacher: _____ Cafeteria Bathroom
Grade: PS PK K 1 2 3 4 5 Hallway Prayer Area
Referring Staff: _____ Classroom Other _____

| Minor Problem Behavior | Major Problem Behavior | Possible Motivation |
|--|---|---|
| <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical contact <input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Dress Code <input type="checkbox"/> Property misuse <input type="checkbox"/> Tardy <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Other _____ | <input type="checkbox"/> Abusive language <input type="checkbox"/> Fighting/ Physical aggression <input type="checkbox"/> Overt Defiance <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Dress Code <input type="checkbox"/> Tardy <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Lying/ Cheating <input type="checkbox"/> Skipping class <input type="checkbox"/> Other _____ | <input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid task or activity <input type="checkbox"/> Don't know <input type="checkbox"/> Other _____ |
| <p>Others involved in incident: <input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other</p> <p>Other comments:</p> <p>_____</p> <p><input type="checkbox"/> I need to talk to the parents <input type="checkbox"/> I need to talk to the administrator</p> <p style="text-align: center;">Administrative Decision Date:</p> | | |
| <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Time in office <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent Contact | <input type="checkbox"/> Individualized instruction <input type="checkbox"/> In-school suspension (____hours/ days) <input type="checkbox"/> Out of school suspension (____ days) <input type="checkbox"/> Other _____ | |

Parent Signature: _____ **Date:** _____

All minors are filed with classroom teacher. Three minors equal a major. All majors require administrator consequence, parent contact, and signature.



ISLAMIC FOUNDATION SCHOOL

SCHOLARSHIP • CHARACTER • SERVICE

Appendix B: Early Elementary Think Sheet Elementary Think Sheet

Name _____ Date _____

Did you follow directions appropriately? Yes _____ No _____

What was your behavior? _____

What did you want? (put a check next to the appropriate statement)

I wanted attention from others.

I wanted to be in control.

I wanted to avoid doing my homework.

I wanted to cause problems because I am sad inside.

I wanted to cause other problems because they don't like

me

I wanted _____

Did you get what you wanted? Yes _____ No _____

Do you need to apologize to anyone? Yes _____ No _____

What could you do differently? _____

Will you be able to return to class appropriately? Yes _____ No _____

Student Signature _____ Teacher Signature _____

Parent Signature _____



ISLAMIC FOUNDATION SCHOOL

SCHOLARSHIP • CHARACTER • SERVICE

Appendix C: Early Elementary Think Sheet

1. I feel:

- sad
- alone
- angry
- argue
- other, _____

2. I chose to:

- be loud
- talk out of turn
- ignore direction
- argue
- other, _____

3. I could have:

- been more respectful
- been more responsible
- kept our classroom safer

4. Do I need to apologize? Yes, to whom? No