

ISLAMIC FOUNDATION SCHOOL

SCHOLARSHIP ■ CHARACTER ■ SERVICE

Parent/Guardian and Student Handbook

IFS Chargers

Seek Knowledge, Develop Character, Serve Others

Last Revision: August 2023

This handbook is a summary of the school's rules and expectations and is not a comprehensive statement of school procedures. This Handbook is meant to be a tool in explaining the expectations of both Parent/Guardian/guardians 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 Parent/Guardian/guardians and students will be expected to maintain. The school complies with any other applicable state and federal law or regulatory requirements. **This handbook may be subject to changes/revisions as needed throughout the school year**

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ISLAMIC FOUNDATION SCHOOL COMMITTEE (IFSC) CHARTER

A. Mission of Islamic Foundation School

To enable opportunities for students to achieve academic excellence, develop character, and engage in community service based on Islamic principles and philosophy.

B. Purpose of Islamic Foundation School Committee

To function as a volunteer-based advisory committee to the Islamic Foundation School Committee (IFSC) so that the Chair can discharge his/her responsibilities to the school and Islamic Foundation.

C. Responsibilities

1. IFSC will function as the central advisory committee to assist in core policymaking and governance for the Islamic Foundation School (IFS).
2. The Chair (or delegate) of IFSC will represent interests of the full-time school, also known as Islamic Foundation School or IFS at the Islamic Foundation Board of Trustees level.
3. In pursuance of IFS's mission, the IFSC will discharge its responsibilities through established functional sub-committees and collaboration with school administration.

D. Functions of Islamic Foundation School Committee when requested by Chair:

1. Assist in oversight of and policymaking in all aspects of the school.
2. Collaborate with school administration, parents, community members, and other committees of the Islamic Foundation to achieve the school's goals and objectives.
3. Formulate a strategic roadmap and set short-term and long-term goals to fulfil the mission of IFS.
4. Develop budgets for annual operations of the school or special projects.
5. Assist in the execution/operation of certain activities where there is a capability or capacity gap with school administration or school personnel.
6. Enable acquisition of resources, expertise, and funding to implement the strategic and operational goals.

E. Composition, Membership, and Term

1. IFSC Chair:
 - a. The Board of Trustees of Islamic Foundation shall appoint the Chair of IFSC
2. Members:
 - a. Members will be selected by the Chair based on the needs of the IFSC and criteria stipulated for the role for which they are being considered and their demonstration of capability and capacity to deliver on the mandate.
3. Composition:
 - a. The Committee shall be comprised of no more than 15 Members including the Chair.
4. Stakeholder Representatives:
 - a. The Chair will invite representatives from the different stakeholder groups to IFSC discussions on an as-needed basis. These stakeholder groups include but are not limited to the school administration team, teachers, parents, and the Islamic Foundation Board.
5. Eligibility:
 - a. Individuals will be eligible for and continue as Members of the IFSC if the following criteria are met:
 - i. Support the objectives and goals of IFS and IFSC.
 - ii. Demonstrate history of volunteerism, professionalism, and ability to commit hours of service needed.
 - iii. Lead or support the goals of a sub-committee as outlined in section IX or hold and perform the functions in section VI.
6. Officers:

- a. IFSC shall have five officer positions: (1) Chair, (2) Vice Chair, (3) Secretary, (4) Treasurer, and (5) General Counsel who will perform additional duties as described in section VI. The Chair shall select individuals from the Members to fill these roles.
- 7. Events Causing Vacancy:
 - a. A vacancy or vacancies in the IFSC shall be deemed to exist upon the occurrence of any of the following:
 - i. The death or resignation of any IFSC Member.
 - ii. Breach of Eligibility criteria as defined in section V, clause E.
 - iii. Nonattendance of meetings or inadequate performance.
 - iv. Removal by the Chair.
- 8. Resignations:
 - a. Except as provided in this paragraph, any IFSC Member may resign, and the resignation shall be effective upon giving written notice to the Chair of the IFSC.

F. Officers' Responsibilities

- 1. Chair
 - a. Preside over meetings of the IFSC and perform tasks assigned to the Chair by the Board of Trustees of Islamic Foundation.
 - b. Ensure that all sub-committees have a chairperson and are actively working towards the agreed-upon goals and objectives.
 - c. Work with the school administration team to ensure all goals and objectives set by the IFSC are being implemented.
 - d. Present to and obtain approval for the annual budget from the Islamic Foundation Board of Trustees.
 - e. Ensure engagement of the Chairs or Officers of Islamic Foundation Board of Trustees as appropriate.
 - f. Report progress directly to the Islamic Foundation Board of Trustees on a periodic basis.
- 2. Vice Chair
 - a. Make reasonable effort to understand the overall functioning of the IFS and shadow the Chair on important matters (as part of the business continuity planning efforts).
 - b. Preside over meetings or make certain decisions, as delegated by the Chair, in the absence of the Chair.
 - c. Perform special projects and any other responsibilities as delegated by the Chair.
- 3. Secretary
 - a. In collaboration with the Committee, create and issue the annual calendar of meetings prior to the start of each academic year.
 - b. Convene meetings of the IFSC and take accurate minutes at all meetings and distribute these minutes to the IFSC members for approval prior to the next meeting.
 - c. Exercise such other powers as mutually agreed upon with the Chair.
 - d. Give notice of meetings whenever notice is required.
 - e. Coordinate with the IFSC members and prepare the agenda of the meeting.
- 4. Treasurer
 - a. Support IFS administration with day-to-day financial accounting of school's financial performance.
 - b. Conduct financial reviews and manage process for budgeting and pricing, as per the required cadence.
 - c. Provide oversight for expense management and controls to ensure fiscal accountability.
- 5. General Counsel
 - a. Support IFS on legal and strategic matters.

G. Committee Member Responsibilities

1. Work towards fulfilling the vision of IFS.
2. Regularly attend IFSC meetings (typically monthly), come prepared, and actively participate in discussion of all matters before the IFSC.
3. Demonstrate their skills, expertise, and talents to deliver on specific initiatives/projects as needed.
4. Volunteer at least 15 hours per month in addition to attending regularly scheduled or special meetings.
5. Educate themselves about the school's history, goals, current operations, and policies.
6. Must always respect the confidentiality of IFSC discussions.
7. Guard against any conflict of interest, whether business-related or personal, jeopardizing the effective functioning of the IFSC.

H. Meetings

1. Quorum: The mandatory quorum to conduct an IFSC meeting is 1/3 of the members in office.
2. Monthly Meetings: The committee shall meet once a month for at least 9 months in any academic year (specific cadence to be determined by the IFSC) during the school year and may meet as many additional times as necessary to conduct necessary business.
3. Special Meetings: Special meetings may be called by the Chair or by written request of any three (3)
4. IFSC Members to discuss issues that arise which cannot wait until the regular meeting time, so long as sufficient notice is provided.
5. Place of Meetings: Monthly meetings of the IFSC may be held at the Islamic Foundation premises or at any place within the State of Illinois that has been designated from time to time by resolution of the IFSC, or virtually or via teleconference.
6. Notice of Meetings:
 - a. Manner of notification. Notice of the time and place of meetings shall be e-mailed to each IFSC Member by the Secretary or Chair using the IFSC distribution list.
 - b. Time requirements. Notices will be sent by e-mail at least two (2) days before the time set for the meeting.
 - c. Notice Contents. The notice shall state the purpose, time, and place for the meeting.

I. Function and Formation of IFSC Sub-Committees

1. IFSC shall form sub-committees to perform specific tasks to fulfil its goals and objectives. Sub-committees may be launched, merged, or dissolved at the discretion of the Chair.
2. The Chair of each sub-committee will be appointed by the IFSC Chair.

J. Appeals/Grievances

1. With prior approval from the IFSC Chair, members shall be authorized to handle and resolve appeals/grievances brought before them by IFS Administration, Teachers, Staff, Parents, and Students.
2. If issues arise that pertain to a person with close ties to a member of the IFSC, that member shall be excused from taking part in the decision-making process.

Amendments to the Charter may be proposed by any two out of five members. Amendments will be incorporated based on affirmative vote of three out of five members in office.

Section 1: Welcome to Islamic Foundation School!

Through a partnership with parent/guardian and students, Islamic Foundation School (IFS) seeks to provide a supportive learning environment that helps every student to thrive and grow.

1.1 Mission

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

At Islamic Foundation School:

- Thoughtful discourse fosters the development of the mind.
- Instruction and activity promote healthy action.
- Daily interactions nurture integrity, empathy, and kindness.

The Islamic Foundation School seeks to graduate young people whose physical, intellectual, and spiritual capacities and potentials are nurtured. As students increase in maturity and responsibility, knowledge in scope and content progressively increases.

School Philosophy

The social and political significance of education engages practitioners, policy makers, and citizens in conversations of the preparedness of students for a complex world. Intensified government involvement in educational institutions and increasing standardization of curricula add to the conflict of deciding purpose and defining success.

The seeking of knowledge is a purpose that exists within Islam that encourages the strengthening of one's individuality for the realization of a spiritual, intellectual, social, and emotional potential. Through varied and challenging experiences, the individual understands and develops a consciousness of the complex identity within human reality. Such freedoms are opportunities to awaken and cultivate the intellectual trust that Allah (SWT) has bestowed, a trust that encourages a critical and questioning attitude humbled by the moral ideal of submission.

The Islamic Foundation School works to foster environments conducive to facilitating the development of this noble human purpose. We are passionate in our belief of individual potentials, and recognize the spiritual, intellectual, social, and emotional maturity necessitated through active effort and struggle. With trust and respect, children are guided and supported to safely explore their natural curiosities and creativities. Sensitivities to such inclinations encourage the sharing of ideas, and an appreciation of differences in the formation of knowledge.

With both the pedagogical and epistemological perspectives of constructivism we believe that the appropriation of meaningful knowledge requires student participation. This supports a reflexive understanding that narrows the separation between learning and knowledge. It is not believed to be mechanistic in nature where a student acts as a receiver of a source of knowledge. Instead, we understand the teacher to be a guide in an environment of authentic learning, and the child a constructor of knowledge based on meaning and relevance.

With a curriculum rooted in intrinsic motivation, increased student engagement stimulates richer and more critical dialogue needed to build ownership and passion for mastery. In the classroom, this

confluence requires a heightened awareness of our consistent receptiveness to expressions of individuality. Through such an environment, we believe each child is afforded an opportunity to learn and is instilled with the confidence to continue to seek the knowledge needed to realize their potential.

1.2 Accreditation

Islamic Foundation School has been an accredited school since 2003 by the North Central Association (now known as COGNIA), 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 held every year since 2003.

1.3 Student Admission 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 Parent/Guardian and the school where Parent/Guardian and the school agree to enroll students so long as all the requirements for admission are met and maintained. IFS do not discriminate in admissions based on race, age, sex, religion, handicap, or national origin. IFS reserve the right to decline admission to students related to the following reasons:

1. 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.
2. Inaccurate/misleading information that is material to the application is provided in relation to a student's application.
3. Failure to pay tuition for IFS from previous academic years.
4. Does not comply with school's academic and/or disciplinary expectations.

Enrollment/Admission Timeline [January to July]

- i. Enrollment for all students will begin in the spring prior to the next school year.
- ii. Enrollment will remain open until all available spots are filled at each grade level.
- iii. Any applications submitted after June 1st may be deemed late and potentially delay the admission process for the upcoming school year.
- iv. High School students can only be admitted at the start of a semester based on availability of courses and credits completed.
- v. Elementary and Middle School students can only be admitted at the start of a quarter.

Admissions Process for New Students:

- i. There is a 2-3 step process that involves online application, placement exams, and online enrollment.
- ii. A completed and signed admission application.
- iii. Payment of the relevant online application fee.
- iv. A copy of the student's academic record from their previous school for the last 2-3 school years.
- v. A signed records release form to gain access to all the student's educational records from their previous school(s)
- vi. A copy of each student's birth certificate
- vii. A copy of each student's immunization and health records as required by law.
- viii. A copy of any/all documentation regarding a student's IEP/504 (if applicable) from a previous school
- ix. A copy of any/all standardized tests the child has taken in the last two years.
- x. Once an online application is submitted, a placement exam will be scheduled.
- xi. Upon review and receipt of all relevant documents, an interview may be scheduled if needed.
- xii. Once a decision is reached regarding the admission status of a student, a communication

will be sent home to confirm the decision of the school or office personnel will contact Parent/Guardian.

Re-Enrollment of Continuing Students:

- i. An online enrollment packet must be filled out, a FACTS agreement created and submitted along with the registration fee for each student that is re-enrolling.
- ii. Any overdue balances regarding tuition from the previous school year must be paid in full prior to re-enrolling.
- iii. Medical records mandated by law must be provided to the school prior to August 1st. If re-enrollment is submitted after August 1st, Parent/Guardian will be granted a 2-week period to submit all medical records that are missing. Failure to do so may result in a suspension of your child's enrollment. Students will be excluded from school if the requirements for the health and immunization examinations have not been met by October 15th of that school year.
- iv. 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.
- v. When limited seats are available for registration of the upcoming school year, certain criteria will be used to assess eligibility for enrollment.

Withdrawal by Default

- i. 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, unless there is a written communication from the Parent/Guardian to the school, indicating the reason for the late start. Please refer to the Absence Policy and procedure for details.

(a) Student Records

- i. Incoming students - Certified copies of transfer students' records are required within 14 days of enrollment.
- ii. Outgoing students - The school will send unofficial records of students transferring to other schools within 10 days of the request.

1.4 Student Placement

1. **General Guideline:** Student placement in sections is randomly assigned through our system. All decisions are made in the best interests of our students and staff.
2. **Elementary** - Islamic Foundation School fully supports and believes in the qualifications and ability of its teaching faculty. Parent/Guardian of students in elementary grades may appeal the placement of their child through an email outlining the reason to the principal. The administrative team and teaching faculty will review all appeals prior to making final placement decisions.
3. **Middle School:** New students may be required to complete placement exams in the subjects of Math, Reading and Writing to be placed at the appropriate grade level, if applicable.
4. **High School:** A student's placement is determined by the number of credits they have earned. One credit is earned for each full year course that is taken and completed by a student in that school year. A student must receive a passing grade and meet the minimum attendance requirements to earn credit for the course at the end of each semester. New high school students or home-schooled students may be asked to complete a placement exam.
5. **Hafiz Students:** Students who have recently completed their Hifz program and are returning to enroll as full-time students at IFS must take a placement exam in addition to

meeting the following additional criteria:

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

1.5 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. 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. The provided Islamic related instructional time fits the needs of many of our students and families. For those individual families who chose to allot a consolidated period to the memorization of the Quran, the Sacred Link Hifz program is a viable option.

IFS has created a part time school and Hifz program 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 into their school schedule for students in 4th - 8th grade. The part-time "Dual" Hifz program offers the following:

- 1:12 teacher-student ratio.
- Greater than four hours of Quran study time daily in school.
- Highly qualified Quran instructors with expertise in recitation.
- 12-month program.

For more information about how students can qualify to be accepted into this program, parents would need to refer to the Sacred Link program guide.

Section 2: Daily Procedures

2.1 Drop Off and Dismissal Procedures

Elementary

Only a Parent/Guardian or authorized persons will be allowed to pick up students from school. Each Parent/Guardian has the duty to provide information for all the individuals who are authorized to pick up their child from school. This list of individuals must include all siblings and carpool family. Any unauthorized person will not be permitted to pick up a child from school unless the Parent/Guardian provides advanced written consent. Parent/Guardian must also provide written consent before any child is dismissed early from school.

Timings (Regular School Days)

Student Drop Off: 7:50 a.m.

Student Dismissal: 3:30 p.m.

Timings (Designated Monday Late Starts)

Student Drop Off: 9:45 a.m.

Student Dismissal: 3:30 p.m.

Pre-School/Pre-Kindergarten

Morning Drop-Off

A Parent/Guardian may either use the drop-off line or may accompany pre-school and pre-kindergarten students to the elementary cafeteria. If accompanying a student to the building, the Parent/Guardian must find a designated, legal parking spot and enter through the designated door.

Afternoon Pick-Up

The Parent/Guardian must drive up in the designated pick-up line.

Grades K-5

Morning Drop Off

Parent/Guardian should drop students off at the designated drop off location in the school parking lot. *Elementary* students must arrive at school no later than 8:05 a.m. All school entrances will be locked at 8:09 a.m. Assembly starts at 8:10 a.m. Students arriving after 8:10 a.m. should use the main school entrance to enter the school. Students who arrive at school after 8:10 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.

Afternoon Pick-Up

Elementary students will be escorted to the elementary gymnasium for pick up. Parent/Guardian will follow the pick-up line procedures to pick up their child. Elementary students remaining after 4:00 p.m. will be escorted to the after-school care program.

Middle/High School (Grades 6–12)

Morning Drop Off

MS/HS Students will use Door 12 and proceed to their lockers between 7:50 am and 8:05 a.m. After 8:10 a.m., students must enter through Door 10 and go to the main office and sign to proceed to 1st period. Students who arrive 15 minutes or more late to any class (unexcused) will be marked as absent from that class.

Afternoon Pick-Up

MS/HS students will be directed to Door 12. MS/HS students remaining after 3:45 p.m. will be directed to the after-school care program. Parent/Guardian will be charged after 4:00 p.m., if their MS/HS children are not picked up. Parent/Guardian will pick up students from designated locations.

2.2 Afterschool Care Program

An Afterschool Care Program (PS through 12th) will be in place for families that need after school care up until 6:00 p.m. Any student not picked up by 4:00 p.m. will be placed in the Afterschool Care Program. A fee of \$25.00/hour. will be charged via FACTS by the supervising personnel for each student placed in this program.

2.3 Student Attendance

A key factor in ensuring success in school is helping children — at the beginning of their academic careers — create the habit of attending school every day. While going to school regularly will not by itself ensure that children learn, missing extended periods of school, especially when children are acquiring the basic academic skills that lead to becoming proficient readers, certainly puts a child at risk. Under Illinois law, parents of all 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 to ensure that students' needs to be in school are met.

Illinois Truancy Code Section 3 – Attendance and Truancy - The Illinois School Code requires compulsory school age attendance (105 ILCS 5/26-I.-15). Valid cause for student absence shall be:

- Illness (includes mental and behavioral health)
- Family Emergency
- Death or critical illness in immediate family
- Doctor or dental appointments
- Response to a legal process
- College visit (juniors or seniors only)
- A verified visit to the Guidance Office to meet with a college rep (seniors only)
- Absence as part of a school program
- A prearranged Umrah trip (Complete the Extended Absence Request Form for approval by administration)
- Situations beyond the control of the student as determined by administration.

The Illinois School Code, Article 26-1, requires those who have custody or control of any child through age 17 to cause such a child to attend school daily for the entire time it is in session during the regular school term. Any absence due to illness which lasts for more than two consecutive days must be verified by a medical note, which must be produced within two days of the student's return for the absence to be considered excused. The student should have a note with them explaining their absence for the morning, whether from a Parent/Guardian or from a physician, should the absence result from a medical appointment. Absences greater than nine per semester (both excused and unexcused) may result in the student not being promoted to the next grade level based on ISBE guidelines. Chronic absenteeism

“increases achievement gaps at the elementary, middle and high school levels”, according to ISBE. Improving attendance improves success in school. DuPage Regional Office of Education requires schools to submit daily attendance information. Therefore, we need parental cooperation in ensuring regular attendance of your child along with timely follow-up on absences.

Any absences beyond the allotted amount will be considered an unexcused absence unless a medical statement by a physician is submitted to the school upon returning.

As a convenience to Parent/Guardian, the school calendar is available on the school website and through the school office. It is imperative that parents attempt to plan family trips/vacations to coincide with scheduled school vacations and to plan visits to doctors, dentists, orthodontists, etc., during non-school hours. Attendance is a vital part of a successful educational experience. **Parents/Guardians are requested to schedule vacations during school vacation days ONLY.**

Unexcused absences will result in the student losing academic credit for the classes missed. Credit will not be given for any academic work collected on those days, including tests and quizzes. Regularly scheduled tests and quizzes will NOT be rescheduled.

There will be a maximum number of excused absences per semester which will not exceed 10% of total number of school days, based on pre-approval by administration. Any days taken beyond the excused absences approved by administration will be considered unexcused (zero on all assignments). For planned extended absences, the Parent/Guardian must complete an Extended Absence Request Approval Form and receive approval prior to the planned days off.

Reporting Absences

Parents/Guardians are required to complete the online Absence Form (found on the school website) prior to 8:00 a.m. any time a child will be absent to verify that an absence is excused.

Alternatively, if unable to complete the online form, a Parent/Guardian may leave a message with the attendance office **(630) 941-8800 ext. 1050** stating the **name of the child, the grade and name of his/her teacher, and reason for the absence.**

Failure to do so may result in an unexcused absence for that child. The attendance office will call home to verify absences and confirm that the student has not been reported to be in attendance. Parent/Guardian and/or students are expected to make up all work that is missed from excused absences. **It is the student/parent’s responsibility to ensure that all make-up work is collected, completed, and submitted to the teacher.**

Missed Homework from Absences

Elementary

The Parent/Guardian 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 Parent/Guardian.
- When a child is absent for an unexcused reason, they will not earn credit for missed classwork, homework, or assessment. The student will be responsible for learning the material independently. Parents must request the material from the teacher.

Middle/High School

The student must initiate the process to make-up work and teachers will provide the missed work, upon request.

- When a student is absent from school for an excused reason, they have one day, for each day absent, to make up their work.
- When a student is absent for an unexcused reason, they will not earn credit for missed classwork, homework, or assessment. The student will be responsible for learning the material independently to prepare for their semester exam.

Extended Absences

Absences that span more than 2 days are required to have verification by a Medical Doctor to verify the circumstances that necessitate the need to miss school for an extended period. Extended vacations other than Hajj is not considered a genuine need. We urge Parent/Guardian to recognize that it is difficult to make up work when students are absent from school, considering that their workload will increase substantially. The Extended Absence Request Approval Form must be completed at least 2 weeks prior to requested days off and approval must be received from the administration prior to finalizing plans.

Excessive Absences

Elementary and Middle

Excessive absences (more than 18 days in a school year) may be grounds for retention of a student and/or failure of a course.

High School Students - Excessive absences (9 or more per semester) may lead to loss of semester credit, course withdrawal, course incomplete, or a reduction of grade to "F" and /or assignment to academic support. For extended absences, seniors may risk loss of credit which may affect graduation requirements. These incompletes must be made up independently and outside of IFS to earn credit for graduation.

Truancy

Truancy is defined as any unexcused absence from an entire class period or major portion thereof or from an entire school day. Students who are truant will not be allowed to make up work missed from that time and further disciplinary action may be applied. Teachers will not admit a student into class without a pass if they are more than 15 minutes tardy. They will be directed to the main office. Teachers will mark them as Absent Unexcused.

Attendance and Tardy Procedures

The following steps will be taken to assist students and families with school attendance.

A. Identifying Cause of Unexcused Absence:

1. Phone call from the main office to report absence and identify reason.
2. Restorative Conversation with Parent/Guardian

B. Interventions for Truant Students:

1. Email to Parent/Guardian regarding absence accrual
2. Parent/Guardian conference with Office/Teacher
3. Dean conference with Parent/Guardian
4. School Counselor conference with Parent/Guardian
5. Attendance Contract
6. Family Counseling

C. Chronic Absenteeism Report:

1. Print and review Absence Report from RenWeb quarterly.
2. Monitor student attendance patterns.
3. Identify truant students.

4. Conference with Student and Parent/Guardian
5. Provide intervention and support services.

Make-Up Exams

Any student who has an excused absence will be responsible for arranging for all make-up work and tests to be completed based upon the number of days they were absent. They have one day for each day absent. All make-up exams need to be scheduled outside of the instructional day or as school procedures will allow.

Regarding semester exams, if students are absent (excused) during the scheduled semester exam times, a \$50 fee may be incurred for each exam depending on the circumstance. If a student missed days during school standardized exams that are unexcused, the student will not be allowed to make up the portion of the exam missed.

2.4 Parent/Guardian Access to the School

During school hours, Parent/Guardian or visitors will need to obtain a visitor's pass before entering the building. Parent/Guardian 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 their students appropriately. Parent/Guardian cooperation and adherence to these procedures is very important so that we can remain vigilant to ensure that our students are safe and secure.

2.5 Student Drivers and Privileges

Student parking at IFS is a privilege granted by the school, not a right. Students who drive to school are expected to always exhibit safe driving habits. Speeding or reckless driving on school property will not be tolerated. Student parking is limited to the east and north lots. West and south side parking lots are reserved for staff and Parent/Guardian visitors only. This privilege is non-transferable. Students classified as seniors will have priority. This privilege is honored only on the condition that the student maintains good disciplinary standing.

For safety and security reasons, a prior written consent of a student's custodial Parent/Guardian is required before a student, even if 18 years of age or older, is released from school: (1) at any time other than the regular dismissal times or other times when a school is officially closed, and/or (2) to any person other than the custodial Parent/Guardian. All students must sign out at the main office prior to leaving the school and can only leave through the main school entrance.

- i. Seniors will be allowed to leave campus during their lunch period or academic support period with parent/ guardian written permission and under the following conditions. Please discuss the expectations listed below with your senior student. The expectations are in place to ensure the safety of all students and rule violation(s) shall be dealt with.
- ii. Seniors will be allowed to go off campus to pick up lunch during their scheduled lunch period or academic support period (45-minute limit for lunch/advisory) on preapproved days only.
- iii. Seniors are required to sign-out in the office before leaving campus.
- iv. No more than 1 passenger per car with the driver is allowed. This is in accordance with Illinois State Driving Laws.
- v. Student drivers must possess a current valid driver's license.
- vi. Seniors must return to campus in plenty of time to sign back in and get to class before the bell rings. The second time a student returns tardy to class will result in the loss of their senior privilege for a period determined by the Administrator.

- vii. Taking an underclassman off campus may result in permanent loss of senior lunch privilege. This privilege is for seniors only.
- viii. Seniors must promptly leave campus once they go to their car.
- ix. Any failure to follow parking lot rules or public road rules may result in permanent loss of senior lunch privilege, e.g., not wearing a seatbelt, speeding, etc.
- x. All school rules apply while off-campus. Seniors who create problems for the town merchants or the local law enforcement may lose their senior privilege for up to the remainder of the school year.
- xi. No food will be allowed back in class or purchased for other students at school.
- xii. Students are not permitted to visit vendors that sell products that are in violation of school values, e.g., smoke shops, vape shops, hookah lounges, adult stores, cannabis store, alcohol stores, etc.
- xiii. Students will be allowed to leave for lunch only two times per week. This schedule will be provided to students.
- xiv. No senior is allowed to leave for lunch on Friday. Seniors must attend the Friday khutbah and prayer.
- xv. The administration will decide (day of) whether students are permitted to leave for lunch, depending on weather conditions.
- xvi. If a student is 18 or above, he/she still needs to follow the guidelines above.

Failure to follow the above rules may result in losing off campus lunch privileges. *Please note: Section 44808.5 of the Education Code states: "Neither the School District nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds pursuant to this section."*

2.6 Student Uniform

Elementary Boys (PS – 5th Grade)

- 1. Navy blue uniform trousers only
 - a. Not allowed: Jeans, skinny fit pants, carpenter/cargo pants, or pants with elastic at the bottom.
- 2. Light blue knit polo shirt (long or short sleeve)
- 3. Optional: IFS Chargers hoodie/cardigan, IFS logo sweatshirt, sweater, or blazer

Elementary Girls (PS – 5th Grade)

- 1. Navy blue uniform pants
 - a. PS – 4th: Pants or leggings
 - b. 5th Grade: Pants only, no leggings
 - c. Not allowed: Jeans, skinny fit pants, carpenter/cargo pants, or pants with elastic at the bottom.
- 2. Plaid jumper with light blue knight polo shirt
 - a. PS – 4th: Long or short sleeve shirt
 - b. 5th Grade: Long sleeve shirt only
- 3. Light blue hijab
 - a. Worn during prayer for KG – 4th Grade.
 - b. 5th Grade: Mandatory
- 4. Optional: IFS Chargers hoodie/cardigan, IFS logo sweatshirt, sweater, or blazer

Middle School Boys (6th – 8th Grades)

- 1. Navy blue uniform trousers only
 - a. Not allowed: Jeans, skinny fit pants, carpenter/cargo pants, or pants with elastic at the bottom.
- 2. Khaki knit polo shirt (long or short sleeve)
- 3. Optional: IFS Chargers hoodie/cardigan, IFS logo sweatshirt, sweater, or blazer

Middle School Girls (6th – 8th Grades)

- 1. Plaid long skirt from Schoolbelles
 - a. Under skirt - navy blue or black loose pants (no visible pajama pants, leggings, or jeans)

- b. Not allowed: Jeans, skinny fit pants, carpenter/cargo pants, or pants with elastic at the bottom.
- 2. Khaki knit polo shirt (long sleeve)
- 3. Navy blue hijab with *umta* (head cap)
- 4. Optional: IFS Chargers hoodie/cardigan, IFS logo sweatshirt, sweater, or blazer

High School Boys (9th – 12th Grades)

- 1. Khaki uniform trousers only
 - a. Not allowed: Jeans, skinny fit pants, carpenter/cargo pants, or pants with elastic at the bottom.
- 2. Navy blue knit polo shirt (long or short sleeve)
- 3. Optional: IFS Chargers hoodie/cardigan, IFS logo sweatshirt, sweater, or blazer

High School Girls (9th – 12th Grades)

- 1. Plaid long skirt from Schoolbelles
 - a. Under skirt - navy blue or black loose pants (no visible pajama pants, leggings, or jeans)
 - b. Not allowed: Jeans, skinny fit pants, carpenter/cargo pants, or pants with elastic at the bottom.
- 2. Maroon knit polo shirt (long sleeve)
- 3. Navy blue hijab with *umta* (head cap)
- 4. Optional: IFS Chargers hoodie/cardigan, IFS logo sweatshirt, sweater, or blazer

PE Uniform Boys (KG – 12th Grade)

- 1. Navy blue logo sweatpants
- 2. Gray logo PE short sleeve shirt
- 3. Non-marking gym shoes

PE Uniform Girls (KG – 12th Grade)

- 1. Navy blue logo sweatpants
- 2. Gray logo PE sleeve shirt
 - a. KG – 4th: Long or short sleeve shirt
 - b. 5th – 12th: Loose-fitting long sleeve shirt
- 3. Non-marking gym shoes

Girls' Specific Guidelines

- The overall look of uniform needs to be neat and clean.
- Nail polish is not allowed at any time.
- Acrylic nails are not allowed at any time.
- Makeup is not allowed at any time.
- Bangs should always be covered.
- No pajama pants, leggings, or skinny jeans/pants are to be worn under 6th – 12th grade skirts (blue or black pants only).
- Flip flops and slippers are not allowed at any time (safety liability).
- Open toe shoes or sandals are not allowed (safety liability).
- Socks are to be always worn (safety liability).
- School-sponsored sweatshirts and hoodies may only be worn on designated days.

Boys' Specific Guidelines

- The overall look of uniform needs to be neat and clean.
- Flip flops and slippers are not allowed at any time (safety liability).
- Open toe shoes or sandals are not allowed (safety liability).
- Socks are to be always worn (safety liability).

- Skinny jeans/pants are not allowed.
- Hoods or hats are not allowed to be worn.
- School-sponsored sweatshirts and hoodies may only be worn on designated days.

PE Uniform Guidelines

- All elementary and Middle school students must wear their PE uniforms to school the day they are assigned PE classes.
- All high school boys and girls may change into their PE uniforms during PE time.

Schoolbelles (Uniform Stores)

Our uniforms are a symbol of pride for our students and school. Parents are urged to ensure that their child is in proper uniform upon arrival to school each day.

Visit the Schoolbelles website at www.schoolbelles.com. Our school code is **S1772**. Please refer to the Schoolbelles product guide for prices and other uniform details.

You may visit Schoolbelles Uniforms in Bridgeview or Chicago for proper fitting.

Bridgeview Location:
7661 S. Harlem Avenue, Bridgeview, IL 60455
(708) 929-4695

Chicago Location:
7246 W. Foster Avenue, Chicago, IL 60656
(773) 631-0450

2.7 Lunch Guidelines/Food Guidelines

IFS will have a caterer available during lunchtime to sell hot lunches to students. Lunch will be charged through the FACTS account. Students that bring lunch from home are recommended to bring food that does not need to be heated up as this causes delays in students' ability to eat lunch during the designated lunch period.

Students forgetting lunch

Although we understand that there are emergency cases where students forget their lunch at home, parents have the following options:

- Students will be given a hot lunch and the FACTS account will be charged.
- Parent/Guardian may drop off their child's lunch by 10 A.M. at the main office to avoid a FACTS charge.
- If students do not have lunch, they will not be allowed to order lunch from outside at any time.

Snacks from home

Snacks brought from home can only be eaten during the designated snack times set by teachers and the school. Parent/Guardian 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, they must request prior approval. The treat should not be indicative of

a birthday celebration. Otherwise, that item may be confiscated by school personnel and Parent/Guardian will be expected to pick it up from the main office at the end of the day.

2.8 Bake Sale Guidelines

1. It is highly recommended that the food is bought from a certified place.
2. If food is made at home, a list of ingredients must be included due to allergies.
3. The sponsor of the bake sale will retain a list of who donated what food items in case of any necessary follow up.
4. Food should be individually wrapped to protect from contamination and allergies when possible.
5. If food is made at home, it should never be made by a person affected by a communicable disease.
6. 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 highly discouraged.
7. Prior to preparing any food, everyone should thoroughly wash their hands with soap and warm water. Hand washing is to be repeated after washroom use, coughing, or eating.
8. Prior to preparing any food, all surfaces should be thoroughly cleaned and sanitized.

2.9 Field Trip Guidelines

1. All scheduled field trips are extensions of the classroom. Please note the following guidelines:
2. An itinerary will be sent home. This will include information about the trip, its educational purpose, location of the trip, date, timings, cost, and other pertinent information.
3. Permission slip must be signed by a Parent/Guardian and returned to the teacher sponsoring the trip by the due date. If not, students may not be able to participate in the field trip.
4. Students will adhere to the dress code noted on the permission form.
5. Students will have a Parent/Guardian sign the permission form and submit it to the teacher sponsoring the trip.
6. Students will be expected to remain with their designated chaperone throughout the entire period of the trip.
7. Fees for field trips, activities and/or programs will be collected via FACTS.
8. Students are expected to abide by all rules set by the school. Additionally, students are expected to adhere to the bus safety rules:
 - i. Students will follow all rules and directions presented by staff members or chaperone.
 - ii. Students and all passengers must always remain seated.
 - iii. Seat belt and seat harness (when available) must always be worn.
 - iv. Students will be courteous and obedient to the driver.
 - v. Students will refrain from using obscene language or gestures.
 - vi. Students will never use the rear emergency exit except upon the direction of the driver or other authority figure.
 - vii. Willful destruction or defacing of school buses or private property surrounding buses is prohibited.
 - viii. Students will not put their head or arms out of the windows when on the bus.
 - ix. Students will never reach out of the window to take an item from someone, even if the bus is not moving.
 - x. Students may not make loud noise that disrupts the bus driver.
 - xi. Parent/Guardian chaperones must abide by all school guidelines and policies.
 - xii. Chaperones should not purchase anything for students on the fieldtrips, unless it is for the entire group.

2.10 Hallway Guidelines

1. Positive hallway behavior can help students be more prepared and on time to class. Additionally,

hallway expectations will ensure student's safety. Students are expected to adhere to the following hallway guidelines:

2. Students are expected to:
 - i. Stay to the right.
 - ii. Avoid walking in the middle.
 - iii. Use Stairway Door #11 (Boys)
 - iv. Use Stairway Door #12 (Girls)
 - v. Keep moving.
 - vi. Use quiet voices.
 - vii. Walk, not run.
 - viii. Refrain from communicating with students from a lower school level.
 - ix. Respect everyone's space.
 - x. Keep hands to themselves (refrain from hugging, shaking hands, giving high fives)
 - xi. Be polite to everyone.
 - xii. Always listen to staff directions
 - xiii. Avoid leaving backpacks, textbooks, or any other belongings in the hallway.
 - xiv. Elementary students will walk in a straight line, remain in line-order, and wait for their teacher.
 - xv. Elementary students will use designated locations as stopping points.

2.11 Search Guidelines

The school reserves the right to conduct random searches and inspect all school-owned property and parking lot, premises and items located on school property including but not limited to computers, phones, flash drives, media devices, desks, lockers, purses, backpacks, and vehicles.

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 Administrator or designee has a reasonable suspicion the student is violating or has violated a law, school rule, or regulation. When feasible, the search should be conducted as follows:

- i. Outside the view of others, including students,
- ii. In the presence of a minimum of 2 school administrators or adult witnesses
- iii. Only by a designated employee or liaison police officer of the same gender as the student.
- iv. Following the search, a notification will be emailed to the parent/guardian.

Students will not be required to provide a password or other related account information to gain access to the student's account profile on a social networking website.

2.12 Homeroom Guidelines

Elementary

Teachers will receive their students in the Elementary Gym beginning at 7:55 AM. Assembly will be from 8:05 to 8:15 am. Students will be expected to:

- i. Be in attendance – Mark attendance at the start of 1st period on RenWeb.
- ii. Remain seated and quiet throughout assembly.
- iii. Display proper school uniform.
- iv. Recite supplication.
- v. Attentively listen to announcements.
- vi. Recite the pledge of allegiance (optional, otherwise remain silent).
- vii. Students who miss assembly consistently may be assigned community service or receive other consequences after following up from the Dean of Students.

Middle/High School

Teachers will have their rooms open and ready for students by 8:00 a.m. Once announcements begin, students will be expected to:

- i. Be in attendance.
- ii. Remain seated and quiet throughout announcements until the bell rings.
- iii. Display proper school uniform.
- iv. Recite supplication.
- v. Attentively listen to announcements.
- vi. Recite the pledge of allegiance (optional, otherwise remain silent).
- vii. Students who miss homeroom consistently may be assigned community service or receive other consequences.

2.11 Morning Guidelines

IFS will also provide a daily opportunity for students to voluntarily recite the Pledge of Allegiance (per 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 or parent/guardian chooses not to participate.

2.12 Academic Support/Advisory Guidelines

Academic support/Advisory is designed to give students extra time to complete schoolwork. It is a valuable time for all students. Academic support is not a free block. Please review the following expectations:

- i. Students must have something to work on during academic support/advisory. This may be homework, outside reading or pleasure reading.
- ii. Attendance will be taken.
- iii. If students do not have anything to do, the supervising teacher will assign something to them to complete during that period.
- iv. Teachers are there for your support. If you need help, you need to ask.
- v. There is no talking, eating, or drinking during academic support.
- vi. Students are not allowed to sleep during this period.
- vii. Students should bring all supplies and materials they need with them for academic support. This includes paper, writing utensils, textbooks, etc.
- viii. Unapproved electronic devices are not allowed.
- ix. Students must have a pass from another teacher allowing them to work together on assignments.
- x. Students are expected to work quietly in their assigned seats.
- xi. Students who choose not to meet the expectations listed above will be referred for disciplinary action.

Section 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: Email/text message via RenWeb or posting on the school website at www.ifsvp.org

3.2 Sick Student Procedure

To protect the well-being of each child and limit the likelihood of spreading infection, the following symptoms are sufficient reasons to keep a student home from school:

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

If a student is at school and exhibits the above-mentioned symptoms, the school nurse will contact the parent/guardian for any necessary follow-up, arrangements, or for the student to be sent home.

3.3 Recess Safe Temperature Policy

Outdoor recess will be held when weather conditions range from 32° to 90° F. Parents/guardians need to dress their children appropriately with the expectation 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.

3.4 Physicals and Immunizations

As required by state law, all students enrolling in or continuing at IFS must submit the required proof of physical and immunization records as governed under the law. This information will be maintained by the school administrative office. Each Parent/Guardian is responsible for updating any changes to student records, as needed. Information on requirements is available on our website and is communicated by the school. Students will be excluded from school if the requirements for the health and immunization examinations have not been met by October 15th of that school year, per the ISBE requirements.

3.5 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.

3.6 Sexual Harassment and Discrimination Policy

Harassment based on 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 any member of the administrative team.

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 based on 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 regarding given incidents of sexual harassment only with those who have a "need to know" to implement this policy.
3. It is the obligation and shared responsibility of all members of the school community to adhere to this policy.

3.7 Mandated Reporting of Suspected Abuse or Neglect to DCFS

The Illinois "Abused and Neglected Child Reporting Act" states:

Any childcare 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 (DCFS).

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 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 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 investigate 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 Parent/Guardian 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.

Section 4: School Resources and Information School Resources and Information

4.1 Textbooks

Elementary School

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 the curriculum in a particular class. Each student will be given one textbook to be used for the duration of the school year.

If a textbook is lost by a student, he or she may be given a replacement book for an additional fee to cover the lost book. This fee will be collected via FACTS. All books are to be returned at the end of the school year.

Failure to return books at the end of the year may prevent students from receiving their final grade report. If the book is lost, charges will be applied through FACTS for the cost of the book. Once the book fees have been collected, the school will release the student records.

Middle/High School

Students are required to purchase their own textbooks for most courses. IFS does purchase E-text or hardcover books for some courses. Please visit the school website to access the list of books students need to purchase on their own.

If a school loaned textbook is lost by a student, he or she may be given a replacement book for an additional fee to cover the lost book. This fee will be collected via FACTS. All loaned books (if applicable) are to be returned at the end of the school year. At the end of the year, any missing loaned books will be recompensed by the student. Failure to return loaned books at the end of the year may prevent students from receiving their final grade report. Once the fees have been collected through FACTS, records will be released.

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 applicable 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 or volunteer when accessing the school's computers, and Internet services.

Computers, and Internet services. Students will be receiving a technology agreement form which is to be completed before students access any form of technology at school.

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:

- A. **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.
- B. **Illegal Activities** – Using the schools' computers, and Internet services for any illegal activity or activity that violates other School Committee policies, procedures and/or school rules.
- C. **Violating Copyrights** – Copying or downloading copyrighted materials without the owner's

- permission.
- D. **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.
 - E. **Copying Software** – Copying or downloading software without the express authorization of the system administrator.
 - F. **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.
 - G. **Misuse of Passwords/Unauthorized Access** – Sharing passwords, using other users’ passwords without permission and/or accessing other users’ accounts.
 - H. **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.
 - I. **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.
 - J. If it comes to the attention of administration that a student is using social media in an inappropriate manner outside of school, Parent/Guardian will be notified, and consequences may be assigned.

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. IFS will not require or request a student or his parent/guardian to provide a password or other related account information to gain access to the student’s account or profile on a social networking website.

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 the entire IFS community and, as such, are subject to the same behavioral standards set forth in the Student Code of Conduct.

Students are expected to abide by the following:

- A. 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 without prior authorization from the school administration.
- B. Students may not use social media sites to publish disparaging or harassing remarks about IFS community members, athletic or academic contest rivals, etc.
- C. 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 determined by the school administration.

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.

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 Parent/Guardian permission. Students should inform their supervising teacher if they access information or messages that are dangerous, inappropriate, or make them uncomfortable in any way.

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.

Parent/Guardian Permission Required:

Students and their Parent/Guardian are required to sign and return the Technology Agreement before being allowed to use school computers.

4.3 Use of Email to Communicate with Parent/Guardian

Parent/Guardian 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 Parent/Guardian 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/Guardian Access to Information

General Information

Parent/Guardian and teachers are encouraged to stay in close contact with each other throughout the school year. The preferred method of contact will be by email. IFS has an established website, www.ifsvp.org, to facilitate communication between the school and Parent/Guardian. In addition to posting information on the school website, elementary teachers will send weekly letters and information to keep Parent/Guardian informed of the progress being made in classes. Teachers will communicate class announcements, assignments, and other vital information through RenWeb. The administration will communicate school information weekly through the parent newsletter.

Notice to Receive Information via Regular Mail

In the spirit of "Going Green", IFS is moving to provide all necessary information to Parent/Guardian via email by RenWeb or via the school website at www.ifsvp.org. Any Parent/Guardian 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.

RenWeb

RenWeb is software that is accessible by Parent/Guardian 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.

Parent/Guardian who become delinquent in paying tuition may lose access to their RenWeb accounts until their financial account becomes current.

Access to Student Educational Records

As defined under the Family Educational Rights and Privacy Act (FERPA), a Parent/Guardian

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 state and federal authorities without Parent/Guardian consent. The following information is defined as directory information: Student’s name; Address; Gender; Grade level; Parent/Guardian’s name; Academic awards/degrees honors; information related to school sponsored activities, organizations, and athletics. If a Parent/Guardian objects to any of the following information being released, they may object in writing to the administrative office.

4.5 School Resources

Donation Policy

All donations should be coordinated through administration and will be considered as a donation to the school. 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.

Private Tutoring

IFS encourages and supports teachers’ efforts to provide tutoring to students outside of regular school hours. IFS employees may at no time while employed at IFS accept any form of compensation for tutoring students who he or she exercises teaching, administrative or supervisory responsibility over. In addition, IFS employees may not accept compensation for tutoring non-IFS students while on school grounds. Furthermore, any tutoring or solicitation of tutoring for a fee must not take place within school facilities or during school hours.

Student Use of School Furniture

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 for items stored in these containers using school issued locks only. Administration retains the right to search desks or lockers, as needed, to ensure that there is no wrongdoing taking place or to maximize the safety and security of all students at school. IFS is not responsible for any lost items.

Section 5: Academic Guidelines for Students

5.1 Special Education Resources

The special education core team consists of a Director of Curriculum and Instruction, Academic Counselor, and Social Emotional Counselor. Students suspected to have special needs (academic or behavioral) are referred to the Academic Counselor using the RTI (Response to Intervention) Referral Form. This form summarizes the issue that the student is having, and previous interventions made. The Academic Counselor will review the form and collaborate with teachers, Parent/Guardian, and administration to develop appropriate and needed interventions for the students. In addition, the Academic Counselor, Social Emotional Counselor and/or Dean of Students monitor 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 Academic Counselor will make the decision on continuing accommodation. The Academic Counselor will often meet with outside community agencies and the local public school district to gain additional consultation and obtain important services on a semi-permanent basis.

5.2 Student Probation and 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

- A. A student performs below 60% on a student placement test for reading.
- B. A student performs below 50% in phonics on a student placement test.
- C. A student is not writing at grade level standard.
- D. A student has excessive absences.
- E. Teacher recommendation with supporting documentation to show that student has not met the guidelines to be promoted.
- F. MAP (Measures of Academic Progress) assessment demonstrating that the student is performing below grade level in core subjects.
- G. Documentation of Intervention by the school without any improvement in a student's academic performance
- H. In the lower grades (K-2), academic performance in core subjects, 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 Parent/Guardian.

Middle/High School

- A. A middle school student earns below 59% (F) in any core subject or below 69% (D+) in two or more subjects (core and/or non-core) on the report card.
- B. A high school student earns below a cumulative weighted 2.0 GPA.
- C. Teacher recommendation with supporting documentation.
- D. A standardized assessment demonstrating that the student is performing below grade level.

- E. Documentation of intervention by the school without any improvement in a student's academic performance.
- F. Excessive absences.
- G. Individual goals that were provided to the student and parent/guardian have not been met.
- H. Academic and/or behavioral probation may impact the student's registration for the following academic school year.
- I. If there are significant delays in any of these areas, Administration will determine whether continuing at IFS or promotion to the next grade level is in the best interest of the student after meeting with the student's teachers and parent/guardian collectively.

Additionally, IFS has the right to ask a student to withdraw if they refuse to seek counseling or support when requested to do so.

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/emotional development and enrichment. For these reasons, double grade promotion, i.e., 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:

- A. A written request from the Parent/Guardian of a student to be double promoted.
- B. An initial meeting with administration to discuss the double promotion procedure.
- C. Student must have completed 3rd grade.
- D. Being enrolled at Islamic Foundation School at least one year before requesting double promotion.
- E. Proven mastery of promoted grade level curriculum through placement testing given at the school.
- F. Student must pass any state mandated examinations (i.e., Constitution Test for an 8th grade student).
- G. Student's scores on standardized achievement testing during the entire previous school year must be at or above the 95th percentile.
- H. Teacher's recommendations supporting the student's promotion to the higher grade level.
- I. Review of curriculum of the class skipped the summer before the promotion takes place.
- J. An in-depth interview with the school counselor.

The IFS Administration will make the final decision on such promotions and notify Parent/Guardian of the decision, in writing.

5.4 Graduation Requirements

Middle School Graduation Requirements

Diplomas shall be awarded only to students who have completed the course of study prescribed by law and the district. In addition, students shall meet district requirements for promotion based on grades, assessments or other indicators as specified in Board policy and administrative regulation.

To receive a diploma, an eighth-grade student must meet the following requirements upon completion of the Eighth Grade:

1. **Academic** - Student shall have a cumulative (grades 7 & 8) 2.0 grade point average in his/her core academic subjects. (Math, Science, Social Science, Language Arts and Physical Education) and the

Illinois State Constitution.

2. **Citizenship/Behavior** - cumulative maintenance of satisfactory behavior.

Students not meeting these requirements may become candidates for retention. It is possible for a student to progress to high school and not be allowed to participate in the graduation ceremony. At the end of 2nd and 3rd quarter the diploma requirements shall be sent home to the Parent/Guardian. The criteria for participation in the ceremony is as follows:

1. Meet the requirements enumerated in 1 and 2 above.
2. Have received less than 3 major disciplinary referrals during his/her eighth-grade year.
3. Have received no failing grade ("F") of a core academic class. Students in danger of receiving D or F grades during the 3rd quarter shall be referred to the Academic Counselor or administrator.
4. Have not received excessive infractions.

Students officially identified as Special Education students or English Learners at the beginning or early intermediate level may have differential graduation and competency standards applied.

High School Graduation Requirements:

All high school students graduating from a four-year program at Islamic Foundation School fulfill or exceed the minimum requirements of the ISBE, public, and private universities. To graduate from IFS, students must have a minimum total of 26.0 credits. Within these 26.0 credits, the following subject credits are required:

- A. English – 4.0 credits.
- B. Mathematics (including Algebra 1*) – 4.0 credits.
- C. Science – 3.0 credits.
- D. Social Studies (including US History**) – 3.0 credits.
- E. Foreign Language – 3.0 credits.
- F. Religious Studies – 4.0 credits.
- G. Physical Education – 2.0 credits.
- H. Health – 0.5 credits.
- I. Electives – 2.5 credits.
- J. Service Learning*** - 40 hours

*As required by the State of Illinois, Algebra I must be completed in high school, however, an Algebra I class taken in 8th grade can fulfill the content requirement that the State requires, but it will not meet 1 of the 3 credit requirements in Math necessary to graduate.

**As required by the State of Illinois, all students must pass the US Constitution tests during US History to receive a passing grade in US History or prior to graduation to fulfill the following requirements.

***Service-Learning Endorsement

IFS requires students to partake in service learning and provides students with opportunities to participate in service projects within the school and the community. The Academic Counselor will deliver a presentation to students on service-learning opportunities. Furthermore, teachers may require service projects as part of their curriculum. Students need to submit a letter from the sponsor and complete the required documentation from school at the culmination of each service project and submit it to the Academic Counselor.

Note: Credit Requirements to graduate may be reevaluated upon special extenuating circumstances.

5.5 Credits from Course Offerings outside of IFS

Transfer Credits

Newly enrolled students who have transferred from another high school will have their transcripts evaluated by school officials. All transferable credits will count towards graduation content requirements. However, such credits will not be counted in the student's IFS cumulative grade point average. Other courses that are taken by students who are currently enrolled at IFS may have such credits fulfill the content requirements necessary for graduation, but those credits and grades will not be accounted for in the student's cumulative GPA.

Enrichment Courses

Students may take enrichment courses in any subject area at any institution outside of IFS, and students may request to include the title of the enrichment course and the grade earned on their IFS transcript. However, these courses will not count towards their credit for graduation, grade point average or class rank.

5.6 Dual Enrollment

Dual enrollment involves that a student would take college level credits during their high school years. There are three purposes that could be accomplished through allowing Islamic Foundation School students to be dually enrolled:

1. Allowing academically capable students to take classes that are not offered at Islamic Foundation School.
2. Facilitating the students' interaction with the larger community (society) in an academic setting.
3. Allowing students to earn required credits in their high school academic program due to participating in a Hifz Program, or another approved program.

Criteria for students interested in Dual Enrollment for enrichment purposes (pre-approval from counselor is required):

1. The student must maintain a GPA of 3.50 or higher.
2. Three recommendations from faculty: The recommendations must state that the student is able to handle the new setting academically and socially.
3. All programs/courses taken will need prior approval of the administration.
4. The student should seek the school's guidance for selecting courses.
5. Students would only be able to take classes that are not offered at Islamic Foundation School, and classes would be used as electives only.

Criteria for students interested in Dual Enrollment for catching up with academic credits for graduation due to completing a Hifz Program:

1. Student must be an Islamic Foundation School student for one year and have completed 9th grade requirements.
2. The student must maintain a GPA at Islamic Foundation School of 3.00 or higher.
3. Three recommendations from faculty. The recommendations must state that the student is able to handle the new setting academically and socially.
4. All programs/courses taken will need the prior approval of administration.
5. The student should seek the school's guidance for selection courses.
6. Student would only be allowed to enroll in classes needed to complete graduation requirements for Islamic Foundation School.

5.7 Course Selection Process

In spring, high school students will be given the chance to make requests for classes they would like to take for the next academic year. These course offers are dependent on various factors and are not a guarantee of what will be offered. Instead, they are a means to prepare to offer courses

that are desired. Final course placements will consider the pre-requisites necessary for each class along with the graduation requirements each student needs to fulfill.

Honors Courses

Each department will establish guidelines that will be used to determine what prerequisites will be necessary to place students in courses designated as Honors. These prerequisites, along with approval by administration, will be the basis for the final determination of which courses students will be placed in.

Advanced Placement (AP) Courses

The Advanced Placement (AP) program gives students an opportunity to take college level courses in high school as well as gain valuable skills.

5.8 Testing/Homework Policy

Teachers will provide advance notice of test dates and will limit tests to a maximum of 3 per day for all grades. 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 believe the purpose of homework is to extend the students' content knowledge and skills base.

Homework Policy

Elementary

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

The most important element of homework in elementary school is reading. The goal of reading homework is to foster a love of reading to develop student's reading comprehension and extend their vocabulary. Mastering these skills will further student's verbal and written communication skills. 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:

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

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.

Middle/High School:

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 believe the purpose of homework is to extend the students' content knowledge and skills base.

The purpose of homework is to:

- Reinforce concepts and skills introduced in the classroom.
- Extend concepts and skills introduced in the classroom.
- Enhance and synthesize what has been learnt in the classroom.
- Develop a love of learning by sending the message that learning does not take place in the classroom only.
- Inculcate study skills and the ability to study independently.
- Apply information learned to other areas of learning.

Homework Submission Guidelines PS – 12th grades

- All assignments are due within 1 week. (PS - 5th Grades)
- Assignments not turned in on time will result in a deduction of 20% on the first day late, 40% on the second day late, 60% on the 3rd day late, 80% on the 4th day late, and will receive a 0 in the gradebook if turned in 5 days late. Special circumstances must be taken to the individual teacher. (6th - 12th Grades)
- All assignments, materials, and due dates for assignments will be explicitly posted on Google Classroom or RenWeb.
- Teachers are required to grade accuracy, not completion of assignments.

Time Length per Day

The following suggested times for daily homework are to serve as guidelines for teachers when assigning homework:

- Kindergarten: 15 minutes
- 1st Grade: 20 minutes
- 2nd Grade: 30 minutes
- 3rd Grade: 30-45 minutes
- 4th Grade: 45-60 minutes
- 5th Grade: 60-75 minutes
- Middle School: 60-120 minutes
- High School: 75-180 minutes

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.

Role of students:

- Use homework journal to accurately record any assignments, upcoming quizzes, tests.
- Keep homework time focused and uninterrupted by avoiding TV, telephone, games, cell phones or other distractions.

- Work with your teacher to organize and prioritize your long-term assignments.

Family Responsibilities:

- A. Check RenWeb for each class daily.
- B. Provide encouragement and support; show interest in their children’s work.
- C. Assist students in developing good study habits by providing a comfortable, well-lit area free from distractions.
- D. Provide supplies needed to complete homework assignments.
- E. Evaluate their children’s activities to be sure they have sufficient time to study and participate in family or outside activities.
- F. Schedule a regular time for homework completion.
- G. Question students about their assignments.
- H. Monitor homework completion and the efficient use of time.
- I. Encourage students to complete their own homework independently, unless otherwise specified.
- J. Confer with teachers regarding homework concerns.
- K. Review teacher comments on homework assignments. Supervise the signing and returning of homework forms, notes, and schedules as required by the teacher.
- L. Acknowledge responsible homework habits and effort.
- M. Understand that homework is valuable and necessary for your child’s school success
- N. Provide a time and a place that is conducive to learning.
- O. Communicate with your child daily to ensure that he/she is completing the assigned work.
- P. Help your child develop a schedule that is appropriate for him/her to complete the assigned work.
- Q. Communicate with your child’s teacher if your child is having a difficult time completing his/her work.

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 Parent/Guardian 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.

5.9 Academic Honors/Awards

Elementary

High Honor Roll: All A in all courses for one quarter
Honor Roll Qualifications: All A or B in all courses for one quarter.

The President’s Education Awards Program (PEAP)

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.

- 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 reflects 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:
- i. 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.
 - ii. 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 result 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 administrator has final authority to determine which students receive this award

Academic Honors and Awards

High School Valedictorian

Each year, a student will be nominated to be valedictorian according to the following qualifications:

- Continuous enrollment at IFS for at least his/her Junior and Senior year.
- The highest four-year cumulative GPA upon graduation starting with the freshman year*.
- The Valedictorian cannot have any suspensions for the 10th-12th grade school years.
- He/she must be a member of the National Honor Society.
- He/she must be graduating in good standing with the school.

*Cumulative GPA is calculated from the GPA of each class taken over the course of the student's enrollment at IFS for high school.

High School Salutatorian

The salutatorian will be that student who meets the membership requirements and has the second highest weighted grade point average (GPA) for courses approved by IFS for credit based on GPA. In calculating the Salutatorian for the graduating class, the second highest weighted GPA after seven (7) semesters will be the Salutatorian. If a three (3) year graduation plan student has the same or higher weighted GPA as the four (4) year graduation plan student, the students will be classified as co-salutatorians.

Middle School Valedictorian:

Each year, a student will be nominated to be valedictorian according to the following qualifications:

- Continuous enrollment at IFS for at least his/her 7th and 8th grade year.
- The highest cumulative GPA is calculated to a 13-point grading scale for the 7th and 8th grade year.

- The Valedictorian cannot have any suspensions for the 7th-8th grade school years.
- He/she must be a member of the National Junior Honor Society (if offered by the school).
- He/she must be graduating in good standing with the school.

Note: Starting with the class of 2024, extracurricular activities will be taken into consideration. Examples include participation in sports, clubs, and completing 20 hours of community service.

Middle School Academic Achievement Awards

High Honor Roll Qualifications: All As in all courses for quarters 1-2 or 3-4.

Honor Roll Qualifications: All As or Bs in all courses for quarters 1-2 or 3-4

High School Academic Achievement Awards

High Honor Roll Qualifications: Weighted GPA of 4.5 or above

Honor Roll Qualifications: Weighted GPA of 3.5 to 4.49

President's Award for Educational Achievement:

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 administrator '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.

Note the school administrator has final authority to determine which students receive this award.

The Illinois State Scholar Program

The Illinois State Scholar Program recognizes students attending approved high schools (typically, Illinois public high schools) for outstanding academic achievement. State scholar designation provides honorary recognition with no monetary award. Approximately the top ten percent of graduates from approved high schools are announced as State Scholars each year. To be considered for State Scholar eligibility, students must:

- Be a U.S. citizen or an eligible non-citizen.
- Be a resident of Illinois.
- Attend an approved high school.
- Take the ACT, SAT or Prairie State Achievement Exam between September 1 and June 30 (by the end of the third semester before high school graduation*)

- Perform in the top one-half of your high school class at the end of the third semester prior to graduation*, and/or score in the 95th percentile on the ACT, SAT, or Prairie State Achievement Exam
- Graduate from high school during the academic year in which you were selected as State Scholar

*Note that meeting the requirements listed above qualifies the student to be considered for this program but does not guarantee State Scholar designation. Once all applicants who meet the above requirements have been identified, a specific formula is used to select State Scholars.

5.10 National Junior Honors Society (NJHS)

The purpose of the National Junior Honor Society (NJHS) of Islamic Foundation School is to create enthusiasm for citizenship, scholarship, and character. NJHS stimulates students to promote leadership and develop character in themselves and those around them.

NJHS Criteria (Grades 6–9)

A. Grade Point Average (GPA)

Students in grades 6, 7, 8 or 9 must have a solid GPA of 92% or above. Students may not receive a failing grade in any subject in any of the quarters.

B. Behavior

Students in NJHS are expected to always portray and model positive behavior. Any student that has been suspended may not be admitted in NJHS. Any student that has received 3 or more detentions during three consecutive quarters will not be admitted in NJHS. Membership will be revoked if students receive three or more detentions during their membership.

C. Character

Students in NJHS are expected to be respectful to teachers, administrators, and students always. Students caught cheating while in NJHS will have their membership revoked. Teachers' observations about students' character will be taken into consideration by the committee. All information on a student's character must be documented for it to be considered.

D. Community Service

Students admitted to NJHS will be required to complete at least 5 hours of community service. Paid activities will not count towards community service hours.

E. Teacher Recommendation

It is required that each teacher of the student applying to join NJHS completes the recommendation form.

5.11 National Honors Society (NHS)

The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to honor those students who have demonstrated excellence in the areas of scholarship, leadership, service, and character. These characteristics have been associated with membership in the organization since its beginning in 1921. The following information is intended to clarify those expectations:

In terms of scholarship, only students with a grade point average of 4.2 or higher are considered for selection. This is the minimum criteria established by the constitution of our local NHS chapter. In addition to sound academic achievement, however, candidates must demonstrate a strong commitment to community service, volunteering their time consistently

in or outside of school. Remember, however, that candidates should not receive any sort of compensation for their service. Also, helping family or relatives is not considered community service. If it is mentioned on the student selection form, the Faculty Council will disregard it. Although one-time volunteer activities such as helping at the ISNA conference or at a school fun fair are wonderful, they are not enough. The Faculty Council looks for consistent service in candidates for NHS, such as weekends spent helping at the local library, hospital, or nursing home or a long-standing volunteer relationship with a reputable, charitable organization.

By the same token, the Council seeks out students who have leadership potential. Regular and committed involvement in extra-curricular activities is a sign of leadership. Strong candidates are active members of school clubs or outside organizations. Simply showing up to a meeting occasionally does not constitute active membership. If a student holds an office or executive position in any of these groups, he or she is demonstrating leadership. However, being president or secretary of a club is not essential. The Faculty Council recognizes that students who take the lead in the classroom by problem-solving or encouraging their peers to stay on task in a group activity or providing support to younger children in the hallways are all demonstrating some form of leadership.

Finally, it is important that students seeking membership in the NHS possess good character. Honesty, integrity, reliability, a strong work ethic, a positive outlook—these are all qualities the Council seeks in new members. These qualities should be evident both in and outside of the classroom. For instance, it reflects poorly on the character of a student who has a negative attitude about school, who cheats on homework assignments, or who receives referrals. A student who is disrespectful to peers and teachers, who talks back or speaks with a demeaning or rude tone, or who shows a lack of respect for rules such as uniform codes and punctuality is not demonstrating good character. Conversely, it reflects well on the character of a student who is friendly and greets his or her peers and teacher in the hallway, who is courteous and helpful to all, or who does his or her best to be timely, respectful, and reliable in all matters.

In addition to the attributes of leadership, character, service, and scholarships (as previously described), the Faculty Council takes the following into account during the selection process:

Candidates' disciplinary record: Student referrals and detention/suspensions, excessive absences, tardies, plagiarism and academic dishonesty

- A. Candidates' demonstration of strong character in and outside of the classroom: Behaviors that have strengthened a candidates' chance of selection include greeting staff with a smile and sincere salaam; admitting fault when making a mistake; helping without being asked; arriving to class punctually; being in proper uniform, following all school rules as consistently as possible, etc.
- B. Behaviors that have weakened a candidate's chance of selection in the past include negativity or disrespect towards peers and faculty; frequent complaining; arrogance and a sense of entitlement; inability to accept constructive criticism; sarcasm and mocking classmates; racist or prejudiced comments jokes, etc. Adherence to uniform policy and behavior in masjid, hallways, lunchroom, etc. is also a requirement.
- C. Candidates' potential to be a strong leader: This potential is judged by candidates' behavior in and out of the classroom. The following are examples of behavior that indicate leadership potential: Encouraging classmates to be punctual or to stay on task during a group project or lab, creating a positive culture in the classroom or hallways by accepting challenges and not complaining excessively, taking active roles in extra-curricular or volunteer activities. Refusing to break rules or be disruptive simply because friends and

classmates are doing so and other such behaviors.

Faculty recommendations and feedback on candidates are a requirement of the application process. The level of professionalism and quality of candidates' selection portfolios. If a student has not followed the basic instructions for turning in a selection portfolio, including but not limited to details about format, due date, and time, and required signatures, his or her portfolio will be submitted to the Faculty Council for review.

Section 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 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.

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

- A. on school grounds or at a school sponsored event.
- B. traveling to or from school or a school sponsored event.
- C. engaged in misconduct that is in any other manner school related or adversely affects the operation of the school; and exhibiting behavior that brings disrespect to the school or school property.
- D. exhibiting behavior that has detrimental effect on other students or on the orderly educational process, whether on or off school premises.

6.2 Student Expectations

Motto: Seek Knowledge, Develop Character, Serve Others

An IFS Charger is one who:

- A. Emulates the Prophet's way of life and respects Islamic teachings and practices.
- B. Uses proper and respectful language.
- C. Is polite and respectful to everyone.
- D. Is prepared for class with all materials.
- E. Attends classes and school wide events during school hours.
- F. Is consistently punctual.
- G. Follows the school dress code.
- H. Takes responsibility for his/her own actions and decisions.
- I. Is honest.
- J. Asks for help when needed.
- K. Promotes a positive culture in the school where all members of the school community feel welcome and safe.
- L. Recognizes that all conduct is governed by school rules and the teachings of Islam.
- M. Adheres to the rules set by teachers and/or staff members during the school day.
- N. Refrains from bringing and/or using prohibited items in school.
- O. Always respects authority.

Students are prohibited from:

- A. Use of any electronic media or devices not provided by the school, without teacher permission.
- B. Inappropriate access and use of electronic devices
- C. Possession of any prescription medications without prior authorization by the school administration
- D. Possession of any illegal substance/drug/weapon or any "look alike" of those items.

E. Possession of any firearm

Reporting incidents with firearms or drugs 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 administrator 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 as well as through the School Incident Reporting System (SIRS) in IWAS. The administrator shall also notify the student's parent or guardian.

6.3 Discipline Policy

The primary focus at Islamic Foundation 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.

School discipline is a collaborative effort by the Parent/Guardian, 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 designated forms.

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 behavioral expectations that a very positive and productive learning environment will result, enabling students to strive for excellence.

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 loss of extra-curricular activities, co-curricular activities, athletics, and clubs. The administration reserves the right to remove a student from a position or recognition for behavioral concerns.

Morning Guidelines

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/Guardian chooses to have the student not participate.

Student Standards of Behavior

To show respect, maintain safety, and focus on learning, I will:

- Follow directions the first time.
- Speak using polite language, volume, and tone.
- Keep hands, feet, and objects to myself.
- Be where I am supposed to be.

- Take care of school property and personal belongings.

Expectations

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

Behavioral Expectations in Various Locations

Classroom Behavior

- Students are expected to listen and follow all the teacher's directions.
- Students should keep hands, feet, and other objects to themselves always.
- Students should not be rude to their teacher.
- Students may not, under any circumstances, record their fellow students or their teacher in audio or video format.

Behavior in Halls

Students are:

- to walk in a straight line
- to remain in line-order
- to remain with your class
- to walk quietly
- to wait for your teacher
- to listen to your teacher's instruction
- to walk to and from your classroom
- to keep hands and feet to yourself
- to keep books, bags, or playground equipment in your hands

Behavior in Restrooms

Students are:

- Expected to respect the rights of others and act responsibly in restrooms.
- to use all facilities correctly.
- to keep feet on the floor.
- to wash your hands after you use the restroom.
- to return to your class after you use the restroom.
- to report any problems to an adult.
- to keep play equipment out of the bathroom.
- to respect each other's privacy which means not looking in other stalls.
- to use quiet voices.
- to flush toilets after use.
- to throw away the trash.
- to wait for their turn if it is 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:

- to walk to and from the cafeteria.
- to stay in line.
- to sit properly.

- to throw away garbage into the designated trash bin.
- to keep food and utensils in the appropriate container.
- to follow directions of cafeteria aides
- to wait in line to get food.
- to keep hands and feet to themselves.
- to speak at a reasonable volume.
- to wait to be excused.
- to clean up.
- to know where to line up.
- to line up in an orderly manner.
- not to share any food (due to potential allergic hazards).
- 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:

- to walk to and from the playground safely
- to use sports equipment, if provided, in assigned areas.
- to keep hands and feet to themselves.
- to not run around play areas.
- to cooperate with the teachers/aides.
- to follow game rules.
- to take turns and be fair.
- to respect area boundaries.
- to walk and line-up on time.
- to bring back equipment.
- to drink water and use the bathroom before the bell for the next class rings.

Behavior during Prayer Time

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

- to walk to and from prayer in an orderly manner.
- to make ablution (*wudu*) in school facilities prior to heading to prayer, not in the *masjid*.
- to conduct themselves in an orderly manner while performing *wudu*.
- to place shoes in an orderly manner before entering the prayer hall.
- to be quiet upon entering the prayer area.
- to pray the *sunnah* salat and make *dhikr* while waiting for the *fard* prayer to start.
- to follow the Imam once the prayer has started.
- to follow the teacher with the *adhkar* and duas after prayer has finished.
- to leave the prayer area in an orderly fashion once their class has been dismissed.
- to come and leave the prayer on time.
- to properly cover their bodies, as well as hair in the case of girls.

Behavior during School Sponsored Activities/Field Trips

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

Excessive Tardiness, Truancy, Leaving School without Permission

Students must be on time for school and in by 8:00 a.m. Oversleeping is not an excused reason 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. Students must obtain the teacher's permission before leaving class.

Uniform

IFS has a mandatory uniform school. This uniform must be observed at all IFS events, including sports games, whether on the IFS campus or elsewhere. All students are required to wear the school uniform unless an exception is made by the school administration.

As part of uniform:

- Students are required to wear closed toe shoes.
- A hijab is required for girls in 5th grade and above and must be worn in an Islamically appropriate manner.
- Students are required to wear PE uniform with gym shoes on days they have PE class.
- 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 shall be required to make necessary alterations before entering the classroom or be sent home by the Administrator.

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.

Note: Careful consideration is given to individual situations, so that the school's response to the student is appropriate. The consequences may be increased in cases of repeat offenses. Suspension will be considered when behavior is disruptive and detrimental to the operation of the school, to the individual, or to others around them.

Minor Infractions

These are examples of behaviors that the teachers will 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

Consequences for Minor Infractions

The teacher may use the following consequences to minor infractions.

- Classroom Behavior Modification Plan
- Teacher-Student Conference
- Teacher-Parent/Guardian Conference
- Detention
- Student-Counselor and/or Student-Dean Conference

- Parent-Teacher-Dean/Counselor Conference
- Documentation
- Silent Lunch
- Loss of Privileges
- Behavior Contract

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

Violation of Islamic Conduct

Along with the input and consideration of an Islamic Foundation Imam, Resident Scholar, and/or IFS Head of Tarbiyah, the administration is authorized to take disciplinary action against a student for violation of Islamic Rules of conduct as prescribed in the Quran or Sunnah of the Prophet at any time while student is registered at IFS.

This rule applies:

- During school hours.
- On the school bus or other transportation sanctioned by the school.
- During school sponsored events in/or trips out of the State/out of the country.
- When going to and from school.
- During events and activities associated with the school.
- With respect to any misconduct of personal nature or directed at others which violates this discipline policy, whether on or off school premises.

Additional Disciplinary Measure

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

Student Rights

- To receive appropriate redirection and support as needed
- To choose how to behave and know the consequences that will follow.

Parent/Guardian Rights

- Parent/Guardian 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 to the appropriate personnel and receive fair hearings in a timely manner.

School's Rights

- Islamic Foundation School reserves the right to require a Parent/Guardian to withdraw their student(s) from the school.
- Islamic Foundation School reserves the right to withdraw any students of Parents/Guardians that do not adhere to school policies or are involved in any form of misconduct that goes against the institution (examples include but are not limited to defamation, physical aggression, slandering, etc.)

6.4 Social Media Policy

Social media includes online electronic tools to help students, parents, teachers, and school employees communicate effectively. Specific examples of popular social media tools include:

- image sharing (Flickr, Picasa, Photobucket)
- video sharing (YouTube, MyDSD, Ustream)
- social networking (Facebook or Twitter)
- blogs (DSD Blogs, blogger, blogspot)
- wikis
- discussion boards
- other platforms

Islamic Foundation School recognizes both the educational value and dangers of social networking sites and monitors activity regularly.

Personal Social Media

- Nothing in this policy shall prohibit personal or private social media use by employees acting outside of the scope of their employment using personal technology if operating within the guidelines of Islam. Likewise, nothing in this policy shall prohibit personal or private social media use by students outside of the school environment using personal technology if operating within the guidelines of Islam.
- IFS will not require or request a student or his/her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.
- Creation of or access to personal social media by students or employees which creates a disruption or an eminent risk of substantial disruption to the school environment may result in disciplinary action or referral to law enforcement. The school reserves the right to investigate if there is sufficient evidence to suggest the student's social network account violates the school's disciplinary policy and may require the student to share content during such an investigation. Evidence constitutes any tangible documentation in any format. Only members of the Administration will carry out investigation and the Administration may involve the school security officer.
- Employees who maintain personal social networking sites shall not allow IFS students to access their personal sites, excepting members of immediate family.
- Employees should restrict the use of personal technology and social media for personal purposes to non-work times or hours. Any duty-free use must occur during times and in places where the use will not interfere with job duties or otherwise be disruptive to the school or working environment or its operation.

General Guidelines

- Be aware of the permanency of the Internet and think before you post. Once something is sent out, it may be permanent and unable to be retracted.
- Act responsibly since everything online may be accessible to the public.
- Treat others with respect, protect confidential information and the rights of others, and obey copyright law.
- Post positive, meaningful, and thoughtful comments.
- Disagree courteously, without disparaging comments.
- District employees must not "friend" students on personal social media; and must avoid overly personal emails, texts, or communications with students on school related social media, excepting members of immediate family.

6.5 Prevention of Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment affect a student's ability to learn and a school's ability to educate. Part of the school goals include preventing students from engaging in such disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment.

Bullying is prohibited in each of the following situations:

- While in school, on school property, on bus or van
- During any school sponsored program, activity, or event, even if not on IFS campus or Islamic Foundation Masjid
- Through the transmission of information from a school computer, a school computer network, or other similar school equipment.
- Through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

Examples of prohibited conduct include but are not limited to:

- name-calling
- using derogatory slurs
- stalking
- sexual violence
- causing psychological harm
- threatening
- destruction of property, whether threatened or actual
- wearing or possessing items depicting or implying hatred or prejudice

Students are encouraged to immediately report bullying, either orally or in writing to any staff member with whom the student is comfortable speaking. Staff members will report all incidents of bullying to the Dean of Students. A student will not be punished for reporting bullying or supplying information, even if the investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing false information will be treated as bullying for purposes of determining any consequences.

Upon receipt of any written, electronic, or verbal report from any school personnel regarding a verified incident involving physical harm in a school or on school owned or leased property, the administrator shall report all such 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 as well as through the School Incident Reporting System (SIRS) in IWAS. The administrator shall also notify the student's parent or guardian immediately.

Cyberbullying

Cyberbullying, i.e., bullying with technology or any electronic communication, includes any physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student(s), teacher(s), or staff member(s) that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing the person in reasonable fear of harm to the student's or students' person or property
- Causing a substantially detrimental effect on the person's physical or mental health.
- Substantially interfering with the person's ability to participate in services, activities or programs provided by the school.

6.6 PBIS Implementation at Elementary Level

Teachers will follow the following daily methodology for PBIS.

Actions 1-5 – Classroom Management System (Teacher):

- i. Students will start their day “ready to learn” and will be held accountable for the choices they make when following school rules.
- ii. If any student makes choices that disrupt their learning, as well as the learning of their classmates and teacher(s) instruction time, the student will move onto the next phase for disciplinary action.
- iii. Documentation of infraction
- iv. The teacher will move the student’s clip down on the clip chart.
- v. Conference with student, seat change, etc.
- vi. Students will fill out reflection sheet if they are on level 0 or 1 on the Clip Chart
- vii. The teacher can assign detention.
- viii. Conference with parents
- ix. The students may be placed in an in-house suspension immediately if infraction endangers or disrupts other individuals.

PBIS Daily Procedure Chart

Action 1	
<u>Elementary Teacher Expectations</u> <ul style="list-style-type: none"> • Redirection • Nonverbal warning • Use proximity. • Say the student’s name. • Ask student questions about the assignment. • Positive feedback/comment on other students who are on task. • Point to class rules. • Read out class expectations 	<u>Secondary Teacher Expectations</u> <ul style="list-style-type: none"> • Redirection • Nonverbal warning • Use proximity. • Say the student’s name. • Ask student questions about the assignment. • Positive feedback/comment on other students who are on task. • Point to class rules. • Read out class expectations
Action 2	
<u>Elementary Teacher Expectations</u> <ul style="list-style-type: none"> • Move clip down 	<u>Secondary Teacher Expectations</u> <ul style="list-style-type: none"> • Write name on board
Action 3	
<u>Elementary Teacher Expectations</u> <ul style="list-style-type: none"> • Temporary seating change • Private conversation during non-instructional time 	<u>Secondary Teacher Expectations</u> <ul style="list-style-type: none"> • Temporary seating change • Private conversation during non-instructional time
Action 4	
<u>Elementary Teacher Expectations</u> <ul style="list-style-type: none"> • Move clip down 	<u>Secondary Teacher Expectations</u> <ul style="list-style-type: none"> • Put check on the board
Action 5	
<u>Elementary Teacher Expectations</u> <ul style="list-style-type: none"> • Reflection sheet • Permanent seat change • Offer enrichment activities. • Parent phone call/conference/email (documented) • Detention slip 	<u>Secondary Teacher Expectations</u> <ul style="list-style-type: none"> • Classroom point deduction • Permanent seat change • Offer enrichment activities. • Parent phone call/conference/email (documented) • Detention slip

The administration at times may deem it worthwhile to coordinate and develop, with the assistance of the

Social Counselor and/or Parent/Guardian, corrective disciplinary measures not necessarily listed or included above.

Each behavior notice will be individually evaluated by the administration with decisions dependent upon several 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:

Student Removal from Classroom

A student may be removed from a classroom to a temporary alternate placement due to major physical or major disruptive behavior. A student's discipline will consider 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 depending on the level of infraction. Length of suspension may vary depending on the level of infraction.

If Parent/Guardian 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 Parent/Guardian arrange for a conference to discuss the matter.

6.7 Middle/High School Discipline

Attendance

Students must follow the attendance policy as outlined in section 2.3. The attendance office will regularly monitor attendance and excessive absences can affect promotion to the next grade level.

Tardy Policy

A tardy is defined as a student who is not inside the classroom when the tardy bell begins to ring. The tardy student causes disruption that cannot be reversed once entering the classroom. Students are expected to be seated and ready to begin as soon as the bell rings. Tardies are counted in all classes and will start over every quarter.

Tardy Policy Violation Consequences:

- i. 1st – 3rd Tardy: The student will receive a warning. The teacher will mark the student as tardy.
- ii. 4th – 5th Tardy: Student will be assigned a one hour after school detention.
- iii. 6th Tardy: Student will be assigned a one-day suspension.
- iv. 7th Tardy: Parent conference with Administration.

Truancy

Truancy is defined as any unexcused absence from an entire class period or major portion thereof (15 min or more) or from an entire school day. Students who are truant will not be allowed to make up work missed from that period. The teacher will mark them as AU (Absence Unexcused).

Cell Phone and Electronic Device Policy

- Cell phones or electronic devices (iPads, laptops, and AirPods, SMART watches) may not be used in classrooms, in the hallways, prayer area, cafeteria or washrooms during school hours.
- The use of videotaping functions is not permitted at any time unless the Teacher gives permission on a school - approved device and is done under teacher supervision.

- Posting of any students or faculty/staff (pictures and videos) is prohibited and will result in immediate disciplinary consequences.
- The use of the speaker function and blue tooth technology is not permitted at any time.

Cell Phone and Electronic Device Violation Consequences:

If a cell phone/electronic device is used, seen, or heard without a staff member's permission, the supervising teacher will complete a disciplinary referral form and hand it in along with the device to the Administrator. The following consequences will be assigned to the student:

- First Offense: Student will receive a verbal warning and phone/electronic device will be returned by the Administration at the end of the day to the student. This will be documented on the student's disciplinary record. Parent/Guardian will be notified.
- Second Offense: The phone/electronic device will be returned by the Administration at the end of the day to the Parent. This will be documented on the student's disciplinary record. Parent/Guardian will be notified.

Note: If any staff member (outside of class) observes a student using an electronic device, he/she will take the device and hand it in to the Dean along with a completed disciplinary referral form.

Uniform Policy

Our uniforms are a symbol of pride and humility for our students and school. Parents are urged to ensure that their child is in proper uniform upon arriving at school each day. Students are encouraged to stand out through their character rather than their outward appearance.

- A proper uniform is to be always worn, at school or at any school-related event/trip.
- If you are in doubt concerning your child's uniform appearance, please contact the administrator for clarification. Clothing should be laundered regularly as appropriate.
- When a non-uniform day is permitted, students must abide by the required guidelines specific to that day. One example includes the following:
 - Male students will wear thobe, shalwar kameez, or loose pants (as instructed) with an Islamically appropriate shirt (no pictures, questionable logos). Skinny pants/jeans or shorts are not allowed at any time.
 - Female students will wear a long, loose-fitting abaya with a scarf which covers the hair in its entirety.
 - Female students who wear an abaya consistently out of school may have permission to do so at school with the following guidelines:
 - An abaya permission form must be completed and signed by Parent/Guardian.

Uniform Infraction Consequences

Please note that additional consequences may be administered for frequent uniform violations.

- First offense: Student will be given a verbal warning and parents will be notified.
- Second offense: Teacher will use PBIS Chart Daily Procedure Actions
- Third offense: Teacher will complete a detention slip.

Infraction Chart

The following chart is only a guide as to the appropriate means of intervention that a teacher/staff member or Administrator may take as would be appropriate under the circumstances. It does not limit or restrict alternative types of interventions from being applied. To ensure that intervention is appropriate, administration may authorize a search of a student's person, belongings, lockers, and vehicles when there exists a "reasonable suspicion" that there may be a violation of school policies and procedures. If a student withdraws from school after receiving notice of possible long-term suspension, the Administration may seek to have the student barred from re-enrolling into the school later and may record

the results of such action in the student's permanent file. Violations of school rules are categorized in levels. Should the student choose to violate a school rule, they will be disciplined according to the infraction level.

Level 1 Infraction

Disciplinary actions include, but aren't limited to lunch detention, call home, student/teacher conference, verbal reprimand, separation from peers, denial of classroom privileges and/or suspension. It is the teacher's responsibility to deal with this level of infraction. These infractions include but are not limited to:

- Disrespect to others
- Violating class expectations
- Tardy
- Bullying (mocking, making fun of, etc.)
- Verbal altercation
- Minor vandalism
- Pass violation
- Profanity/vulgarity
- Chewing gum
- Cheating, copying homework.
- Minor disruption in class
- Defacing school property (in a temporary manner)
- Uniform violation

Level 2 Infraction

Disciplinary actions include, but aren't limited to lunch detention, call home, student/teacher conference, verbal reprimand, separation from peers, denial of classroom privileges and/or suspension. It is the teacher's responsibility to deal with this level of infraction. These infractions include but are not limited to:

- Noncompliance
- Forgery/altering documents.
- Truancy
- Bullying (pushing/shoving in playful manner, name calling)
- Verbal altercation (insulting/taunting)
- Minor vandalism
- Improper use of school equipment
- Disruption in class
- Cafeteria violation
- Cheating/plagiarism
- Repeated Level 1 infraction
- Unauthorized cell phone use

Level 3 Infraction

Disciplinary actions include all previous items and further include after-school detention, referral to Dean and/or Counselor. This level of infraction will be referred to the IFS Discipline Lead, a counselor, or the administration. These infractions include but are not limited to:

- Insubordination
- Harassment
- Truancy (more than 15 min)
- Bullying (pushing/shoving or hurting in non-playful manner, cursing, etc.)

- Cheating/plagiarism, repeated offense
- Gambling
- Parking lot/vehicle violation
- Unexcused absence
- Repeated Level 1 or 2 violations
- Inappropriate language gestures
- Fighting
- Unauthorized cell phone use
- Forgery/altering documents.
- Cyberbullying
- Inappropriate gender interactions

Level 4 Infraction

Disciplinary actions include all previous items and further include a parent/admin conference and/or expulsion. This level of infraction will be referred to the IFS Discipline Lead, a counselor, school security, or the administration. These infractions include but are not limited to:

- Insubordination (in a threatening manner)
- Drugs (possession of/use of/sale of)
- Unexcused absence/truancy
- Bullying/intimidation/hazing/threats
- Lewd/obscene acts
- Theft/stealing.
- Tobacco possession/use of/sale (vapes and e-cigarettes)
- Vandalism
- Threats to anyone or any institution
- False reporting
- Possession of a weapon/firearm
- False 911 call
- Disorderly conduct
- Damaging school premises and/or property
- Possession of a dangerous instrument/device/weapon
- Alcohol possession/use
- Arson
- Any violation of local, state, or federal law
- Cyberbullying
- Major inappropriate gender interactions

General Definition of Infractions

The following are basic definitions of some of the infractions mentioned above.

- Disrespect to others: Using any language deemed to be disrespectful or offensive, any form of cursive, regardless of how it is spoken, including hand or bodily gestures.
- Cafeteria Violation: Throwing food or other items in an inappropriate manner.
- Hallway Violation: Being out of class without a proper hall pass or misuse of a hall pass, except in cases of emergency.
- Cell Phone/Electronic Device Violation: Display, activation, or use of cell phones, pagers, or other electronic devices, such as, but not limited to, cameras, AirPods, and DVD players and the like during the school day, without administrative and teacher permission. In all circumstances, without teacher permission, the electronic device will be turned in to the administration and parents will be immediately notified. If used during an assessment/assignment, student will receive a zero on the

- assessment/assignment.
- d. Defacing School Property: Damage/destruction of property/vandalism: Causing, attempting to cause, or threatening to cause damage to school or private property; causing minor damage or defacing school or private property. This includes writing on desks, walls, chairs, and includes being an accomplice to such actions.
 - e. Bullying/Cyberbullying/Harassment/Intimidation/Hazing: Engaging in verbal, physical, emotional and/or threatening acts of bullying; online or otherwise, examples may include teasing and mocking.
 - f. Profanity/Vulgarity: Using profane or vulgar words in any language, inappropriate or abusive language or any form, or inappropriate expression including name calling and gestures.
 - g. Disruption in Class: Unauthorized disturbances, shouting, singing, making noises, not following directions, etc.
 - h. Parking Lot Violation: Driving recklessly on school parking lot premises.
 - i. Fighting; Direct or Indirect Involvement in a Fight: 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.
 - j. Forgery/Altering Documents: Altering official documents: Forging, falsifying, or unauthorized alteration of a document.
 - k. Arson: Utilizing unauthorized fire, smoke, or explosives, which present a risk of danger to life or property.
 - l. Damaging school premises and/or property: Breaking into and/or entering any school building, facility, offices rooms, storage space, or other enclosure without authority to do so. includes being an accomplice to and sale, intent to sell or deliver stolen property.
 - m. Drugs (possession of/use of/sale of), alcohol: This is possession of intoxicants, inhalants, smoking materials, or controlled substances which are prohibited. This includes and is not limited to vaping, instruments, paraphernalia. Using, selling, purchasing, distributing, possessing, or attempting to possess, mood altering chemicals, or substances (including counterfeit or look alike substances) distributing any narcotics, drugs-controlled substances of any kind, or alcoholic beverages, or other intoxicants on school property or at school functions or events.
 - n. False 911 or False Reporting: Making a knowingly false statement regarding the possession or location of explosive or incendiary materials; activating the fire alarm system or making false "911" calls.
 - o. Gambling: Participating in or organizing games of chance to gain money or other items.
 - p. Intimidation (Physical or Sexual): Threatening another, either verbally or nonverbally, by inflicting fear or damage to property, instigating, or encouraging acts of misconduct.
 - q. Insubordination: Refusing to comply, either verbally or non-verbally, with a reasonable request or directive. Failure to follow directions, non-compliance with the reasonable request of a staff member, disrespect toward a staff member.
 - r. Lewdness and Obscenities: Directing obscene, abusive, vulgar, profane harassing, insulting, racial, sexual, religious, or ethnic slurs, written or verbal, toward any person, student, school personnel or any adult member of the school community. This shall include use of obscene gestures and sign that willfully intimidate, insult, or in any other manner, abuse others through any means of communication.
 - s. Plagiarism: The act of using someone else's words or ideas as if they were one's own. It is also plagiarism to change a few words and give no credit to the author. Plagiarizing, cheating, copying another's work, attempting or gaining unauthorized access to material, submitting, or providing data or answers dishonestly, by deceit, or by means other than those authorized by the teacher.
 - t. Possession of Unsafe Substances: Possession or concealment of weapon or dangerous instrument, matches, fireworks, firecrackers, snaps, tobacco products, smoke bombs, stink bombs, pepper spray, etc.
 - u. Tardiness: Being late to class up to 15 minutes of class has elapsed. This resets each period.
 - v. Truancy: Being more than 15 minutes late to class. This resets each period.

- w. Threats: Threatening another, either verbally or nonverbally, by inflicting fear or damage to property, instigating, or encouraging acts of misconduct.
- x. Theft/Stealing: Stealing, attempting to steal, possessing and/or transferring school or private property or participating in the theft or attempted theft of school or private property.
- y. Uniform Policy Violation: Being out of uniform or wearing the uniform in an inappropriate way.

Conditions for Expulsion

In addition to the infractions that are listed on the chart that may lead to an expulsion, continued open defiance of authority, continued disruptive or disorderly behavior, behavior that threatens the safety of the student and/or others, or excessive absenteeism all constitute causes for expulsion. The expulsion process will include approval by Chairman of the School Committee.

6.8 Guidelines for Intervention

- a. Intervention approaches are to be progressive in nature; however, the administrator reserves the right to use administrative review when deemed necessary.
- b. Students may be assigned individually or in combination.
- c. Detentions may include before school, lunch, after school or Saturday mornings.
- d. Proof of participation in mediation and/or counseling may reduce assigned consequences.
- e. Students that are habitually truant or tardy to class will be referred for disciplinary action.
- f. Parent/Guardian contact/involvement is a minimum expectation throughout the matrix.
- g. Special Education students may be assigned consequences related to IEP.
- h. "ISS/OSS (In School Suspension/Out of School Suspension) may be counted as an unexcused absence.

6.9 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 everyone 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.

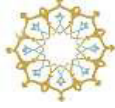
Some examples of conduct that have been regarded as being in violation of the Honor Code include:

- a. Copying from another's examination paper or allowing another to copy from one's own paper.
- b. Unpermitted collaboration
- c. Plagiarism
- d. Forgery
- e. Revising and resubmitting a quiz or exam for regrading, without the instructor's

knowledge and consent

- f. Giving or receiving unpermitted aid on a take-home examination
- g. Representing as one's own work the work of another.
- h. Giving or receiving aid on an academic assignment when 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/Guardian conference and further disciplinary action.



Mandatory Acknowledgement Form

I acknowledge that I have read the current Parent/Guardian/Student handbook and I understand that these are the policies that my child and I will follow.

Date:

Student's Printed Name(s):

Student Signature(s):

Parent/Guardian's Printed Name(s):

Parent/Guardian's Signature(s):

I acknowledge that I have read the Student Code of Conduct, Honor Code, and Electronic Device Policy I will follow all these policies and procedures while enrolled at Islamic Foundation School.

Date:

Student's Printed Name(s):

Student Signature(s):

Parent/Guardian's Printed Name(s):

Parent/Guardian's Signature(s):