



ISLAMIC FOUNDATION SCHOOL

SCHOLARSHIP • CHARACTER • SERVICE

Parent/Guardian Handbook 2019-2020

This handbook supersedes and replaces all prior versions.

Effective: August 2019

Seek Knowledge, Develop Character, Serve Others

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. **This handbook may be subject to change/revised as needed throughout the school year.**

1. Introduction to Islamic Foundation School
 - 1.1 Mission
 - 1.2 Accreditation
 - 1.3 Student Admission Policy
 - 1.4 Student Placement
 - 1.5 Daily Schedule Timings
2. Daily Procedures
 - 2.1 Drop Off/Dismissal Procedures
 - 2.2 After-school Care Program
 - 2.3 Student Attendance
 - 2.4 Parent/Guardian Access to the School
 - 2.5 Student Drivers and Privileges
 - 2.6 School Uniform
 - 2.7 Lunch Program/Food brought to School
 - 2.8 Bake Sale guidelines
 - 2.9 Field Trip guidelines
 - 2.10 Hallway guidelines
 - 2.11 Search guidelines
 - 2.12 Homeroom guidelines
 - 2.13 Morning guidelines
 - 2.14 Academic Support Guidelines
3. Student Health and Well-Being
 - 3.1 School Closing Information
 - 3.2 Sick Student Procedures
 - 3.3 Recess Safe Temperature Policy
 - 3.4 Physicals/Immunizations
 - 3.5 Vision and Hearing Screenings
 - 3.6 Sexual Harassment/Discrimination Policy
 - 3.7 Mandated Reporting of Suspected Abuse or Neglect to DCFS
4. School Resources and Information
 - 4.1 Textbooks
 - 4.2 Student Use of School Technology
 - 4.3 Use of Email to Communicate with Parent/Guardian
 - 4.4 Parent/Guardian Access to Information
 - 4.5 School Resources
5. Academic Guidelines for Students
 - 5.1 Student Probation and Retention
 - 5.2 Double Promotion Policy
 - 5.3 Middle and High School Graduation Requirements
 - 5.4 Credits from Course Offerings outside of IFS
 - 5.5 Dual Enrollment
 - 5.6 High School Course Selection Process
 - 5.7 Add/Drop Course Policy
 - 5.8 Grading
 - 5.9 Testing/Homework Policy
 - 5.10 Academic Honors/Awards
 - 5.11 National Junior Honor Society (NJHS)
 - 5.12 National Honor Society (NHS)
6. Student Code of Conduct
 - 6.1 Philosophy
 - 6.2 Student Expectations

- 6.3 All School Discipline Policy
- 6.4 Elementary Discipline Policy
- 6.5 Middle/High School Discipline Policy
- 6.6 Guidelines for Intervention
- 6.7 Academic Integrity

Welcome to Islamic Foundation School!

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

1.1 Mission

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

- *Title IX of the Education Amendments of 1972 (20U.S.C. 1681 et seq.)*

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 ones 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 the human reality. Such freedoms are opportunities to awaken and cultivate the intellectual trust that God 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, a national organization that works with non-public schools. IFS is also a recognized non-public school by the Illinois State Board of Education and has been every year since 2003.

1.3 Student Admission Policy

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 does not discriminate in admissions on the basis of race, age, sex, religion, handicap, or national origin. IFS does reserve the right to decline admission to students related to the following reasons:

- If a student's previous school records or condition indicate needs that a student may have which go beyond the means or capacity of the school's faculty or resources.
- Inaccurate/misleading information that is material to the application is provided in relation to a student's application.
- Failure to pay tuition for IFS from previous academic years.
- Does not comply with school's academic and/or disciplinary expectations.

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

- Enrollment for all students will begin in the spring prior to the next school year.
- Enrollment will remain open until all available spots are filled at each grade level.
- Any applications submitted after June 1st will be deemed late and may delay the admission process for the upcoming school year.

(b) Admissions Process for New Students:

- There is a 2-3 step process that involves online application, placement exams, and online enrollment.
- A completed and signed admission application
- Payment of the relevant online application fee.
- A copy of the student's academic record from their previous school for the last school year.
- A signed records release form to gain access to all the student's educational records from their previous school(s)
- A copy of each student's birth certificate
- A copy of each student's immunization and health records as required by law
- A copy of any/all documentation regarding a student's IEP from a previous school
- A copy of any/all standardized tests the child has taken in the last two years
- Once an online application is submitted, a placement exam may be scheduled along with an interview for all students. Administration will determine if this is needed.
- After completion of the interview and placement examination and upon receipt of all relevant documentation, a decision will be made regarding admission and placement of each student. A letter will be sent home to confirm the decision of the school or office personnel will contact Parent/Guardian.

(c) Re-Enrollment of Continuing Students:

1. 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.
2. Any overdue balances regarding tuition from the previous school year must be paid in full prior to re-enrolling.
3. 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 time period to submit all medical records that are missing. Failure to do so may result in a suspension in your child's enrollment.
4. 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.
5. When limited seats are available for registration of the upcoming school year, certain criteria will be used to assess eligibility for enrollment.

(d) Withdrawal by Default

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

1.4 Student Placement

- **General Guideline:** New students will not be accepted to begin school after quarter 2.
- **Elementary** - Islamic Foundation School fully supports and believes in the qualifications and ability of its teaching faculty. Therefore, new and returning students will be placed in class sections based on performance and behavioral data, gender, and teacher feedback, when available. The school reserves the right to administer a placement exam for a new student. Parent/Guardian of students in elementary grades may appeal the placement of their child through an appeals process. The process requires Parent/Guardian to submit a completed appeals form to the school administration. The administrative team and teaching faculty will review all appeals prior to making final placement decisions.
- **Middle School:** New students may be required to complete placement exams in the subjects of Math, Reading and Writing in order to be placed at the appropriate grade level.
- **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 in order 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
- **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 criteria:
 - o Student must not have been out of full-time school for greater than 3 years;
 - o Student must successfully demonstrate that assigned placement is appropriate.
 - o Approval of Administration

Sacred Link:

Islamic Foundation School is a school whose mission is to provide the children of its community with not only a strong academic curriculum, but also one that is strong in promoting Islamic principles, values, and knowledge. In order to achieve this, IFS has built in instructional time and meaningful planned activities that help strengthen our students' Islamic knowledge and ways of applying Islam into their everyday lives. While the provided Islamic related instructional time fits the needs of many of our students, there is still a group of

students for whom the allotted time is inadequate. In order to reach the needs of all of our students, IFS has created a part time school and hifz program (that starts from 4th grade) that will enable those students to not only progress academically at their developmentally appropriate age, but to also have an opportunity to have time to memorize the Qur'an built in to their school schedule.

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 in to their school schedule for students in 4th - 8th grade.

- 1:12 teacher student ratio.
- More than three hours of Quran study time daily in school.
- Highly qualified Quran instructors with expertise in recitation.
- The program will run throughout the summer.

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.

| | HS Schedule Timings | MS Schedule Timings | Elementary Timings |
|-------------|----------------------------|----------------------------|---------------------------|
| Locker Time | 8:10 - 8:55 | 8:10 - 8:55 | |
| Period 1 | 8:55 - 9:02 | 8:55 - 9:02 | |
| Period 2 | 9:05 - 9:50 | 9:05 - 9:50 | |
| Period 3 | 9:53 - 10:38 | 9:53 - 10:38 | |
| Period 4 | 10:41 - 11:26 | 10:41 - 11:26 | |
| Period 5 | 11:29 - 12:14 | 11:29 - 12:14 | |
| Period 6 | 12:17 - 12:45 | 12:17 - 12:38 | |
| Period 7 | 12:48 - 1:17 | 12:41 - 1:02 | |
| Period 8 | 1:20 - 1:45 | 1:02 - 1:45 | |
| Period 9 | 1:52 - 2:39 | 1:52 - 2:39 | |
| Period 10 | 2:42 - 3:28 | 2:42 - 3:28 | |
| | | | |
| | | | |

1.5 MS/HS Daily Schedule Timings:

Daily Procedures

2.1 Drop Off and Dismissal Procedures

Elementary:

Only a Parent/Guardian or authorized persons will be allowed to drop off and pick up students from the classes. Each Parent/Guardian has the duty to provide 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 consent. Parent/Guardian must also provide consent before any child will be 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: 9:50 a.m.

Student Dismissal: 3:30 p.m.

Pre-School / Pre-Kindergarten

Morning Drop-Off

A Parent/Guardian **must** accompany pre-school and pre-kindergarten students to their assigned classrooms. The Parent/Guardian/guardian must find a designated, legal parking spot on the east side parking lot and enter through the cafeteria or elementary gym door.

Afternoon Pick-Up

The Parent/Guardian must go directly to their child's assigned pre-school or pre-kindergarten class to pick them up.

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

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 the main school entrance and proceed to their lockers between 8:00 am and 8:07 a.m. After 8:10 a.m., students must go to the main office to obtain a pass in order to proceed to 1st period. Students **are not allowed** to enter their first period class after 8:00 am without a pass from the main office. Students who arrive 20 minutes or more late to first period will be marked as absent.

Afternoon Pick-Up

MS/HS students will be directed to the cafeteria for pick up. MS students remaining after 4:00 p.m. will be directed to the after school care program. Parent/Guardian will be charged after 4:00 p.m., if their MS children are not picked up. Parent/Guardian must come in to sign out their MS student from the after school care program through door #9 or #10. HS students will remain in the cafeteria. If HS students leave the premises, they will not be allowed to come back into the building except from door #9 or #10

2.2 After school Care Program

Elementary & Middle School: An Afterschool Care Program (Pre-S through 8th) 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 \$7.00/hr will be charged by the supervising personnel for each student placed in this program.

2.3 Student Attendance

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, observance of religious holiday, death in immediate family and family emergency, and shall include such other 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 between the ages of 7 and 17 to cause such child to attend school 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/guardian or from a physician should the absence result from a medical appointment. 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.

A key ingredient for ensuring success in school is helping children — at the beginning of their academic careers — get into 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, Parent/Guardian 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 Parent/Guardian comply with the following

attendance guidelines in order to ensure that students' needs to be in school are met. As a convenience to Parent/Guardian, the school calendar is available on the school website and through the school office.

Excused absences are granted, pending Parent/Guardian/guardian providing documentation to the school, for (a) illness (that lasts two days or more) or injury, (b) isolation ordered by the health department, (c) death in the immediate family (inclusive only of maternal and paternal: grandparent/Guardian, uncles, and aunts), (d) emergency doctor or dentist appointment, (e) subpoena, (f) observance of a religious event with prior administrator approval, (g) valid educational opportunities with prior administrator approval. Parent/Guardian are requested to schedule vacations during school vacation days.

There will be a limited number of excused absences per quarter, based on pre-approval by administration. Any days taken beyond the excused absences approved of by administration will be considered unexcused (zero on all assignments). For planned extended absences, more than 2 days, the Parent/Guardian/guardian must complete an Absence Request Approval Form prior to the planned days off.

Excessive absences

(a) Reporting Absences

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

(b) 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 be able to make up any assessment and a grade of zero will be given to such student for the missed homework.
- If a child is absent from class because of a school related event, the parent/guardian is responsible to ascertain what assignments were given and to complete the work on time from the teacher.

Middle/High School: Each teacher will have his/her own protocol regarding making up class work from excused absences.

(c) Extended Absences

Absences that span more than 3 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 of time. 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 they will have double the amount of work to complete. It will be the student's responsibility to make up missed work within a set amount of time designated by the teacher where missed work will be accepted. The Absence Request Approval Form must be completed at least a week prior to requested days off.

(d) Excessive Absences**Elementary:**

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

Middle and High School Students - Per semester – Excessive absences 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 may not be made up.

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 period and further disciplinary action may be applied. Teachers will not admit a student into class without a pass if they are more than 10 minutes tardy. They will be directed to the main office.

Early Dismissal

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

Middle and High School Early Dismissal:

- Parent/Guardian or Doctor's Note - student should bring an official appointment card from the doctor's office or a note that has been written and signed by the Parent/Guardian. The note needs to have the student's name, the date, the time the student needs to be released, the reason for leaving early, and a phone number where we can contact the Parent/Guardian.
- Student has an emergency or extenuating situation - student should report to the office where the Administrator will confer with the student and then contact a Parent/Guardian or guardian if the student needs to sign out.
- Student becomes sick or injured - student should report to the nurse's office where a Parent/Guardian or guardian will be contacted by personnel and arrangements made to allow the student to sign out.
- If the student needs to leave school early, the Parent/Guardian/guardian must come into the school building to sign their child out or send an email request to admissions@ifsvp.org. The school will not allow a student to leave the school building without a Parent/Guardian/guardian signature or email.
- If the student has their own car, he/she may leave by signing out at the main office. They must provide a note or email from the Parent/Guardian/guardian beforehand stating that the student will be signing out. They will not be allowed to sign back in to school unless they provide a reason for their leaving the

school - physician note, college visit, etc. The school's absence policy will still apply.

Make-Up Exams

Elementary

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

If a student missed days during school standardized exams that are unexcused (vacations or non-medical reasons), the student will not be allowed to make up the portion of the exam missed.

Middle and High School

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

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 exhibit safe driving habits at all times. 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 first priority. This privilege is honored only on the condition that the student maintains good disciplinary standing.

Senior Lunch Privilege

For safety and security reasons, a prior written consent of a student's custodial Parent/Guardian/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/guardian. All students must sign out at the main office prior to leaving the school and can only leave through the main school entrance.

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 rules listed below with

your senior student. The rules are in place to ensure the safety of all students and rule violation(s) shall be dealt with swiftly.

- 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)**.
- Seniors are required to sign-out in the office before leaving campus.
- No more than **1 passenger per car** with the driver is allowed. This is in accordance to Illinois State Driving Laws.
- Student driver *must* possess a current valid driver's license.
- 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 of time determined by the Administrator.
- Taking an underclassman off campus may result in permanent loss of senior lunch privilege. **(This privilege is for seniors only)**
- Seniors must promptly leave campus once they go to their car. **(No loitering in the parking lot)**
- Any failure to follow parking lot rules or public road rules may result in permanent loss of senior lunch privilege. **(Not wearing seatbelt, speeding, etc)**
- 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.
- No food will be allowed back in class or purchased for other students at school.
- Students will be allowed to leave for lunch only two times per week. Schedule will be provided to students.
- No senior is allowed to leave for lunch on Friday.
- Administrator will decide (day of) whether students are permitted to leave for lunch, depending on weather conditions.
- If a student is 18 or above, he/she still needs to follow guidelines above.

Failure to follow the above rules may result in losing off campus lunch privileges for the remainder of the school year.

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 School Uniform

| Elementary (Grades KG – 5) | |
|---|---|
| Boys | Girls |
| Navy blue pants | Navy blue pants |
| Light blue knit shirt (long or short sleeves) | Light blue shirt (long sleeve only in grade 5) |
| IFS logo sweatshirt, sweater or hoodie* | Plaid jumper |
| IFS school sponsored shirt/sweatshirt* | IFS logo sweatshirt, IFS sweater, or IFS hoodie* |
| | IFS school sponsored shirt/sweatshirt* |
| | Light blue 2-piece hijab (optional for 4 th grade and below) (required in 5 th grade- Must purchase from the school as part of uniform) |
| *A solid color navy sweater is also allowed for elementary students | |
| Middle School (Grades 6 – 8) | |
| Boys | Girls |
| Navy blue trousers (not allowed: skinny fit, carpenter’s pants, sweat pants, or pants with elastic on the bottom) | Plaid long skirt (or jumper for grade 6 girls ONLY) |
| Khaki knit polo shirt (long or short sleeve) | Khaki long sleeve knit polo shirt purchased from Schoolbelles |
| IFS or Chargers logo hoodie* Purchased from school | Under skirt - navy blue OR black loose pants (no visible pajama pants, leggings, jeans) |
| | IFS or Chargers logo hoodie* Purchased from school |
| | Navy blue scarf that MUST be purchased from school (August 2019) |
| | Umta (head cap) to be worn underneath scarf to cover bangs |
| *No other hoodie/sweatshirt/sweater is allowed - other school sponsored hoodies/shirts are to be worn ONLY on designated days. | |
| High School (Grades 9 – 12) | |
| Boys | Girls |
| Khaki trousers (not allowed: skinny fit, carpenter’s pants, sweat pants, or pants with elastic on the bottom) | Plaid skirt purchased from Schoolbelles |
| Navy blue knit shirt (long or short sleeve) | Maroon long sleeve knit polo shirt purchased from Schoolbelles |
| IFS or Chargers logo hoodie* Purchased from school | Under skirt - navy blue OR black loose pants (no visible pajama pants, leggings, jeans) |
| | IFS or Chargers logo hoodie* Purchased from school |

| | |
|---|---|
| | Navy blue scarf that MUST be purchased from school (August 2019) |
| | Umta (head cap) to be worn underneath scarf to cover bangs |
| *No other hoodie/sweatshirt/sweater is allowed - other school sponsored hoodies/shirts are to be worn ONLY on designated days. | |

2.7 Lunch Guidelines/Food Guidelines

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

Students forgetting lunch

Although we understand that there are emergency cases where students forget their lunch or lunch money at home. Due to the disruption that happens at the main office when Parent/Guardian drop off lunch or lunch money, we strongly urge Parent/Guardian to ensure to send lunch/money with their children before their arrival at school. In case of an emergency, we ask that Parent/Guardian drop off their child's lunch/money by 10 a.m. at the main office. If this becomes an ongoing habit, we will contact the Parent/Guardian to find a solution. Students are not allowed to order lunch from outside at any time. If students do not have lunch, they will be provided with bread and grape jelly.

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. Otherwise, that item may be confiscated by a 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

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

- Prior to preparing any foods, all surfaces should be thoroughly cleaned and sanitized

2.9 Field Trip Guidelines:

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

- An itinerary will be sent home. This will include information about the trip, its educational purpose, location of the trip, date, timings, cost other pertinent information.
- Permission slip must be signed by a Parent/Guardian/authorized guardian and returned to the teacher sponsoring the trip by the due date. If not, students may be asked to remain home on the field trip date.
- Students will adhere to the dress code noted on the permission form
- Students will have a Parent/Guardian/guardian sign the permission form and hand it in to the teacher sponsoring the trip.
- Students will be expected to remain with their designated chaperone throughout the entire period of the trip.
- Fees for field trips, activities and/or programs will be collected via FACTS.
- Students are expected to abide by all rules set by the school. Additionally, students are expected to adhere to the bus safety rules:
 - Students will follow all rules and directions presented by staff member or Parent/Guardian chaperone
 - Students will be courteous and obedient to the driver
 - Students will refrain from using obscene language or gestures
 - Students will never use the rear emergency exit except upon the direction of the driver or other competent authority
 - Willful destruction or defacing of school bus or private property surrounding bus is prohibited
 - Students will not put their head or arms out of the windows when on the bus
 - Students will never reach out of the window to take an item from someone, even if the bus is not moving.
 - Parent/Guardian chaperones must abide by all school guidelines and policies.
 - Chaperones should not purchase anything for students on the fieldtrips.

2.10 Hallway Guidelines:

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

Students are expected to:

- Stay to the right
- Avoid walking in the middle
- Use stairway door #11 (boys)
- Use stairway door #12 (girls)
- Keep moving
- Use quiet voices
- Walk, not run
- Refrain from communicating with students from a lower school level
- Respect everyone's space
- Keep hands to themselves (refrain from hugging, shaking hands, giving high fives)
- Be polite to everyone
- Listen to staff directions at all times
- Avoid leaving backpacks, text books or any other belonging in hallway.
- Elementary students will walk in a straight line, remain in line-order and wait for their teacher

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:

- Outside the view of others, including students,
- In the presence of a school administrator or adult witness
- By a certificated employee or liaison police officer of the same gender as the student.

Following the search, a notification will be emailed to the parent/guardian.

2.12 Homeroom Guidelines:

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

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

2.13 Morning Guidelines – All School Levels: 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

2.14 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:

- Students must have something to work on during academic support/advisory. This may be homework, outside reading or pleasure reading.
- Attendance will be taken.
- If students do not have anything to do, the supervising teacher will assign something to them to be completed during that period.
- Teachers are there for your support. If you need help, you need to ask.
- There is no talking, eating or drinking during academic support.
- Students are not allowed to sleep during this period.
- Students should bring all supplies and materials they need with them to academic support. This includes paper, writing utensils, text books, etc.

- Unapproved electronic devices are not allowed.
- Students must have a pass from another teacher allowing them to work together on assignments.
- Students are expected to work quietly in their assigned seats.
- Students who choose not to meet the expectations listed above will be referred for disciplinary action.

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 via RenWeb; and Internet at www.ifsvp.org.

3.2 Sick Student Procedure

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

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

3.3 Recess Safe Temperature Policy

When students are at recess, weather conditions must range from 32° to 90°F. For that reason, Parent/Guardian need to dress their children expecting that they will be outside for some time during the day. Outside play will be avoided when temperatures fall outside this range or when weather conditions include rain, snow, and sleet.

3.4 Physicals and Immunizations

As required by state law, all students enrolling or continuing at IFS must submit the required proof of physical and immunization as governed under the law. This information will be maintained by the school administrative office. Each Parent/Guardian has the duty to update the school's records regarding any student currently enrolled in the school as needed. Information on requirements are available on our website. 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.

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

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

Reporting Procedures

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

3.7 Mandated Reporting of Suspected Abuse or Neglect to DCFS

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

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

IFS administration will only conduct an investigation into a suspected case of abuse when it involves personnel of IFS and such an investigation will not impede reporting the suspected abuse to DCFS. All other suspected cases will be handled and investigated ONLY by the appropriate law enforcement authorities and DCFS. IFS will provide the Illinois Department of Children and Family Service investigators reasonable access to the suspected victim of child abuse or neglect for the purpose of conducting an interview as would be necessary and will notify 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.

4. School Resources and Information School Resources and Information

4.1 Textbooks

Elementary

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

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. At the end of the year, any missing books will be recompensed by the student. Failure to return books at the end of the year may prevent students from receiving their final grade report. 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

Students are required to purchase their own text books for the majority of the courses. IFS does purchase text books for some courses. For a list of books students need to purchase on their own, please visit our school website.

If a 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 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 apply to other student conduct and communications. Students are further expected to comply with these rules and all specific instructions from the teacher or other supervising staff member 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.

(a) Prohibited Use:

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

- **Accessing Inappropriate Materials** – Accessing, submitting, posting, publishing, forwarding, downloading, scanning, or displaying materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal;

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

** 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.

(a) 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.

(b) Student Use of Social Media

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

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

Students are expected to abide by the following:

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

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

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

The student and/or the student's Parent/Guardian/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.

(d) 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.

(e) 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.

(f) 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

(a) General Information

Parent/Guardian and teachers are encouraged to stay in close contact with each other throughout the school year. Preferred method of contact will be by email. IFS has also established a website, www.ifsvp.org as a means 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.

(b) Notice to Receive Information via Regular Mail

In an effort to "Go 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.

(c) 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.

(d) 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

(a) Donation Policy

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

(b) Private Tutoring

IFS encourages and supports teachers’ efforts to provide tutoring to students outside of regular school hours. 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.

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

5. Academic Guidelines for Students

Special Education Resources Elementary:

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

Depending on the progress of the student, long-term interventions including a 504 plan and an IEP (Individualized Education Plan) may be required. The Special Education Coordinator will make the

determination on continuing accommodations. The Special Education Coordinator will often meet with outside community agencies and the local public school district to gain additional consult and obtain important services on a semi-permanent basis.

5.1 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

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

If there are significant delays in any of these areas, Administration will determine whether promotion to the next grade is in the best interest of the student after meeting with the student's teachers and Parent/Guardian collectively. In middle or high school, administration has the right to place a student on academic or behavioral probation based on the following criteria:

- A middle school student earns below 60% in any core subject or below 70% in two or more subjects (core and/or non-core)
- A high school student earns below a 2.0 GPA (cumulative weighted)
- Teacher recommendation with supporting documentation
- An assessment demonstrating that the child is reading and/or writing one grade level below his/her grade.
- Documentation of intervention by the school without any improvement in a student's academic performance
- Below average performance on standardized tests
- Excessive absences
- Individual goals will be provided to the student and parent/guardian.
- Academic and/or behavioral probation may impact the student's registration for the following academic school year.

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.

5.2 Double Promotion Policy

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

1. A written request from the Parent/Guardian of a student to be double promoted.
2. An initial meeting with administration to discuss the double promotion procedure.
3. Being enrolled at Islamic Foundation School at least one year before requesting double promotion.
4. Proven mastery of promoted grade level curriculum through placement testing given at the school.
5. Student must pass any state mandated examinations (i.e., Constitution Test for an 8th grade student).
6. Student's scores on standardized achievement testing during the entire previous school year must be at or above the 95th percentile.
7. Teacher's recommendations supporting the student's promotion to the higher grade level.
8. Review of curriculum of the class skipped the summer before the promotion takes place.
9. 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.

5.3 Middle & High School 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. In order 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 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 the 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 5 major disciplinary referrals during his/her eighth grade year.
3. Have received no failing grade ("F") in the 4th quarter 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:

| | |
|--------------------------|-------------|
| English | 4.0 credits |
| Mathematics | 4.0 credits |
| [including Algebra I*] | |
| Science | 3.0 credits |
| Social Studies | 3.0 credits |
| [including US History**] | |
| Foreign Language | 3.0 credits |
| Religious Studies | 4.0 credits |
| Physical Education | 2.0 credits |
| Health | 0.5 credits |
| Electives | 2.5 credits |
| Service Learning*** | 40 hours |
| ----- | |
| Total | 26 credits |

*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 in order to receive a passing grade in US History or prior to graduation in order 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 to the Academic Counselor.

NOTE: Credit Requirements to graduate may be waived upon special extenuating circumstances.

5.4 Credits from Course Offerings outside of IFS

(a) 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.

(b) 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 grade point average or class rank.

5.5 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 who are behind in their high school academic program due to participating in a Hifz Program, or other 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 the 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 Hifdh 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.

5.6 High School 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 offerings 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 take into account 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

6th – 8th Grading Scale

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

And study habits for college. These classes count toward high school graduation requirement. Students who receive a qualifying score on the AP exam may be able to earn college credit. The amount of credit obtained depends upon the grade the student earns on the exam and upon the particular college the student wishes to attend. AP exams is mandatory for the class they are enrolled in. Students may take AP exams for subjects they are not enrolled in

5.7 Add/Drop Policy

Under special circumstances, a student may drop a class or transfer to another class so long as he/she submits a request by the last day of the first two weeks of the semester. In order to process a change in courses, there must be a form conveying approval by the student, the student's Parent/Guardian, the student's teachers and the administration. *Merely submitting a completed form does not mean that the request has been approved.* After this deadline, the only changes made to a student's schedule will be those initiated by administration on the basis of need.

5.8 Grading

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

| CALCULATION OF HIGH SCHOOL GPA | | |
|---------------------------------------|--------------|---------------------|
| LETTER | SCORE | COURSE LEVEL |
| | | |

| GRADE | | REG- ULAR | HONORS | ADVANCED PLACEMENT |
|-------|-------|--------------|--------|-----------------------|
| A | 90.00 | 4 | 5 | 6 |
| B | 80.00 | 3 | 4 | 5 |
| C | 70.00 | 2 | 3 | 3 |
| D | 60.00 | 1 | 2 | 2 |
| F | 0 | 0 | 0 | 0 |

5.9 Testing/Homework Policy

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

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

Homework Policy

Elementary:

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

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

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

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

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

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:

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

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.

Time Length per Day

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

| | |
|--------------|----------------|
| Kindergarten | 15 minutes |
| Grade 1 | 20 minutes |
| Grade 2 | 30 minutes |
| Grade 3 | 30-45 minutes |
| Grade 4 | 45-60 minutes |
| Grade 5 | 60-75 minutes |
| MS | 60-120 minutes |
| HS | 75-180 minutes |

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, or other distractions.
- Work with your teacher to organize and prioritize your long-term assignments.

Family Responsibilities:

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

5.10 Academic Honors and Awards Elementary:**3rd-4th-5th Grade Students**

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

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

THE PRESIDENT'S EDUCATION AWARDS PROGRAM

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

Selection Criteria

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

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

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

— OR —

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

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

Academic Honors and Awards

(a) 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.

The student with the second highest cumulative GPA meeting all other above criteria will qualify as the salutatorian.

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

(b) 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. In the event that 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.

(c) Middle School Distinction:

To receive this title, the student must have accumulated the highest GPA, calculated to 0.01 place, for the 7th and 8th grade years. The student must have attended Islamic Foundation School for both the seventh and eighth grade years. In the case of a tie, all students with the same highest GPA shall share this title. The GPA shall be calculated on a 4-point scale for all subjects.

(d) Middle School Academic Achievement Awards [Grades 6 - 8]

Administrator 's List Qualifications = All A's in all courses for quarters 1 and 2 or 3 and 4.

Honor Roll Qualifications = All A's or B's in all courses for quarters 1 and 2 or 3 and 4

(e) High School Academic Achievement Awards [Grades 9 - 12]

Administrator 's List 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 Elementary:

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

This award is given at the 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.

THE PRESIDENT'S EDUCATION AWARDS PROGRAM

Founded in 1983, the President's Education Awards Program (PEAP) honors graduating middle and high school 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 middle and high schools participate by recognizing deserving students.

Selection Criteria

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

President's Award for Educational Excellence

The purpose of this award is to recognize academic success in the classroom. To be eligible for the President's Award for Educational Excellence, students at each award level in middle, or high school) must meet the requirements in Category A and either 1 or 2 of Category C. If a school does not have letter grades, a student must meet the requirements in Category B and either 1 or 2 of Category C.

- A. **Grade Point Average:** Students are to earn a grade point average of 90 on a 100 point scale, (an A on a letter scale or a 3.5 on a 4.0 scale). When computing grade point averages at the respective award level, only the years at that level are to be included through the fall semester of the exiting grade.
- B. **School Criteria/Standards:** Standards for the award are to be established by each school that reflect a 90 percent level or higher on the traditional grading scale. This category enables school personnel to use new assessment and evaluation tools in developing award criteria at their school and apply the criteria fairly to all students. The primary indicators of excellence must be based on academic achievement. School personnel may also consider, as part of the criteria, activities in which a student demonstrates high motivation, initiative, integrity, intellectual depth, leadership qualities and/or exceptional judgment. They may also require student essays and outstanding attendance, but these activities must bear some relationship to the academic performance of a student.
- C. **In addition to A or B,** we will include one or more of the following criteria to determine the selected students:
 1. State Tests and Nationally-Normed Achievement Tests: High achievement in reading or math on state tests or Nationally-Normed tests. The school may consider college admissions examinations for seniors, for example the SAT or ACT.
 - OR —
 2. Recommendations from a teacher plus one other staff member: One recommendation is to reflect outstanding achievement such as English, mathematics, science, history, geography, art, foreign language, and any other courses that reflect a school's core curriculum. This judgment is to be supported by tangible evidence that is comprised of either results on teacher-made tests, portfolio assessment, or special projects. The second recommendation from a school staff member may address, for example: involvement in community service or co-curricular activities including tutoring other students and/or demonstration of creativity and achievement in the visual and performing arts.

President's Award for Educational Achievement

Please note that the administrator has final authority to determine which students receive this award

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

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 a 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. Further details are provided in the Selection and Notification Process section, below.

**(typically the end of your junior year in high school)*

5.11 National Junior Honor Society (NJHS):

Purpose: *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):

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.

Behavior: Students in NJHS are expected to portray and model positive behavior at all times. 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.

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

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

Teacher Recommendation: It is required that each and every teacher of the student applying to join NJHS completes the recommendation form.

National Honor Society (NHS): Grades 10 - 12

“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 out family or relatives is not truly 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 out 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 once in a while 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 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

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; offering assistance without being asked; arriving to class punctually; following all school rules as consistently as possible, and so on.

Behaviors that have weakened a candidate's chance of selection in the past include negativity or disrespect towards peers and faculty; frequent whining and complaining; arrogance and a sense of entitlement; inability to accept constructive criticism; sarcasm and mocking classmates; racist or prejudiced comments jokes, and so on. Adherence to uniform policy and behavior in masjid, hallways, lunchroom, etc. is also a requirement.

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

Faculty recommendations and feedback on candidates

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 NOT be submitted to the Faculty Council for review.

6. Code of Conduct

6.1 Philosophy

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

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

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

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

6.2 Student Expectations

Moto: Seek Knowledge, Develop Character, Serve Others

An IFS Chargers student is one who:

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

Students are prohibited from:

- Use of any electronic media or devices not provided by the school, without teacher permission.
- Possession of any prescription medications without prior authorization by the school administration
- Possession of any illegal substance/drug/weapon or any “look alike” of those items
- Reporting firearms in schools. Upon receipt of any written, electronic, or verbal report from any school personnel regarding a verified incident involving a firearm in a school or on school owned or leased property, the 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.

6.3 Islamic Foundation School Discipline Policy**GOALS**

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.

PHILOSOPHY

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

Discipline Policy in Effect:

- 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.
- During regular 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. Additionally, 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 physical, emotional health, welfare of students or school personnel and/or whose continued practice by a student of the school is disruptive to the school mission or educational process.

The student's rights are:

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

The parent/guardian's rights are:

- 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 and receive fair hearings.

The school's rights are:

Islamic Foundation School reserves the right to require a Parent/Guardian to withdraw their student(s) from the school.

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

Morning Guidelines – All School Levels: 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

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

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

DESCRIPTION OF EXPECTATIONS

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

EXPECTATION FOR BEHAVIOR IN VARIOUS PLACES

Classroom Behavior

Students are expected to listen and follow all teacher directions.

Behavior in Halls

Students are:

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

Behavior in Restrooms

Students are:

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

Behavior in Lunchroom

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

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

Behavior on Playgrounds/Recess

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

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

Behavior during Prayer Time

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

Students are:

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

11. to wear a head covering if you are a girl

Behavior during School Sponsored Activities/Field Trips

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

ADDITIONAL BEHAVIOR EXPECTATIONS

Excessive Tardiness, Truancy, Leaving School without Permission

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

Uniform

IFS is a mandatory uniform school. All students are required to wear the school uniform, unless an exception is made by the school administration. Students are required to wear close toed shoes and on gym days must wear gym shoes. Students shall come to school clean and appropriately groomed and dressed. Students whose personal attire or grooming distracts the attention of other students or teachers from their schoolwork 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.

Please Note: Careful consideration is given to individual situations, so that the school's response to the student is appropriate. Consequences may be increased in cases of repeat offenses. Suspensions will be considered when behavior is disruptive and detrimental to the operation of the school.

MINOR INFRACTIONS-

These are examples of behaviors that the teachers 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

The teacher may use the following consequences to address these minor infractions

- Teacher-Student Conference
- Teacher-Parent/Guardian Conference
- Counselor Conference
- Documentation
- Silent Lunch
- Loss of Privileges

Three repeated minor infractions and all other major disciplinary infractions will be referred to the administration. Following is the order in which the consequences stated above will be implemented by the administrator:

6.4 ELEMENTARY LEVEL**Phase 1 – Classroom Management System (Teacher):**

- Students will start their day “ready to learn” and will be held accountable for the choices they make when following school rules.
- 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.
- Documentation of infraction

Phase 2 – First Behavior Notice (Teacher):

- Conference and counseling with student regarding misbehavior(s)
- Email notification will be sent to the parent(s) via RenWeb
- Documentation of infraction by the teacher

Consequences:

- One or more days detention
- The students may be placed in an in-house suspension immediately if infraction endangers or disrupts other individuals.

Phase 3 – Second Behavior Notice (Teacher):

- Immediate phone conference to parent/guardian
- Conference and counseling with student regarding misbehavior(s)
- Documentation of infraction

Consequences:

- Two or more days detention
- Conference with discipline coordinator. Parent/Guardian conference may be required at the discretion of discipline coordinator.
- The students may be placed in an in-house suspension immediately if infraction endangers another person or out of school suspension may be assigned per discretion of the discipline coordinator.
- Repeat offenders will have more severe consequences on a case-by-case situation if behavior is not curved.

The administration at times may deem it worthwhile to coordinate and develop, with the assistance of 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 a number of factors such as grade level, severity of the infraction or circumstances. The administrator in his/her judgment may find it appropriate to invoke other alternatives for the purpose of correcting the misbehavior.

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

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. Student's discipline will keep into account the needs of the student and any or all disabilities that student may or may not have.

Out-of-School Suspension: This corrective measure removes a student from attending school for a specified number of days depending on the level of infraction. Length of suspension may vary depending on level of infraction.

In the event that 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.

Behavior Chart Elementary:

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

| Behavior | Definition | Minimum Consequence | Maximum Consequence |
|---|---|----------------------------|--------------------------------------|
| Fighting/ Physical Aggression | This includes: play fighting, pushing, wrestling, hitting, punching, shoving, kicking, slapping, spitting or throwing harmful objects, etc. involving two or more people. It is any form of physical confrontation. | Referral to admin | Expulsion |
| Cheating or Plagiarism | This is defined as using the work of others as your own | Referral to admin | Out of School Suspension |
| Inappropriate Use of the Computer Systems | This is defined as accessing or using inappropriate materials including copying or transferring copyrighted materials and software without permission, sharing access to one's personal account, using unauthorized e-mail such as chain letter advertising, instant messaging and chat rooms, cyber bullying, or tampering with any files of another student or staff member | Referral to admin | Out of School Suspension |
| Incendiary Devices | This is the possession of firecrackers, matches, lighters, caps or any other object which has potential to start a fire. | Referral to admin | Expulsion |
| Physical Attack on Staff or Fellow Student | This includes any aggressive physical battery on staff member or person. This includes any physical contact (hitting, touching angrily, pushing, shoving, kicking, biting, etc.,) in an aggressive manner with the intent to do harm. | Referral to admin | Expulsion |
| Threats and/or Verbal/Non Verbal Abuse | This includes any overt or implied verbal or physical threat. Examples include, but are not limited to, telling someone that you will hurt them whether in jest or as a serious suggestion, any conversation or discussion where you suggest action that will cause physical harm to someone, suggesting property destruction, and the like. This includes name-calling, put downs, making fun of the way someone talks or walks, making fun of someone's clothing or customs. Non-verbal examples include making faces, drawing inappropriate pictures, poking or pointing, and inappropriate hand gestures. | Referral to admin | In school Suspension |
| Malicious Pranks and Pseudo Threats | This includes any act or substance used to cause disruption, panic, or an unsafe situation. This also includes deliberately misrepresenting substances as something they are not. | Referral to admin | Expulsion/Contact Authorities |

| | | | |
|---|---|----------------------------|--------------------------------------|
| Acts of Hate / Violence | This is any act of hate/violence including, but not limited to, verbal abuse, slurs (including ethnic, religious, or gender-based), threats, physical violence or conduct, vandalism or destruction of property directed against any person. | Referral to admin | Expulsion/Contact Authorities |
| Inappropriate Language/Gestures | This is the use of profanity, obscene language, or gestures, which are not acceptable in school or on the school grounds. All students and staff are entitled to an environment free from profane, hateful, racist, prejudice or obscene language and gestures. | Referral to admin | In school Suspension |
| Sexual Harassment | Sexual harassment is defined as unwelcome advances and/or other inappropriate verbal, written, or physical conduct. | Referral to admin | Expulsion/Contact Authorities |
| Theft/Extortion | Extortion is an act of attempting to secure money, property, or favors through a threat or implied threat of physical or psychological harm. | Referral to admin | Expulsion/Contact Authorities |
| Theft/Burglary | This is taking something, which does not belong to you. Students must demonstrate a respect for the property of others. Any found articles must be returned to the office or the rightful owner. | Referral to admin | Expulsion/Contact Authorities |
| Insubordination /Disrespect | This is willingly refusing to obey a lawful request of a staff member (e.g., administrator , teacher, secretary, building service worker, etc.). This includes not removing a hat when asked to do so, chewing gum when not allowed, bringing inappropriate items to school (all toys and games, to be returned only to an adult), or refusing to identify oneself. | Referral to teacher | In school Suspension |
| Destruction of Property/Vandalism | This includes breaking, damaging or defacing school or private property, including graffiti. This also includes misuse of materials or equipment that results in damage to school or personal property. | Referral to admin | Expulsion/Contact Authorities |
| False Fire Alarm | False Fire Alarm is activating or causing the fire alarm to sound when there is no real evidence or sign of fire. Falsely reporting a fire endangers the safety of all. | Referral to admin | Out of school Suspension |
| Weapons | This is unauthorized storing, possessing, or carrying firearms, knives, or any other object (including look-alike or pretend weapons) which could be used as a weapon. This is a very serious offense and is strictly prohibited | Referral to admin | Expulsion/Contact Authorities |
| Possession of Communication and Other Electronic Devices | Beepers, electronic paging devices, and cellular phones or personal radio devices are not allowed. Laser pointers and other disruptive devices will be confiscated | Referral to admin | Parent/Guardian Communication |

| | | | |
|--|---|--------------------------|--------------------------------------|
| Possession and/or Trading/Selling of Non- School Related Items | This includes students having personal toys, trading cards, dolls, IPODs, and other electronic gaming devices. The school is not responsible for the loss of these items. These items are not allowed in school and are best left at home, unless they are brought for a school related event such as show and tell, etc. | Referral to admin | Expulsion/Contact Authorities |
| Possession or Use of Destructive or Harmful Substances | This is possession of matches, fire crackers, snaps, tobacco products, smoke bombs, stink bombs, pepper spray, or any other destructive or harmful substance. | Referral to admin | Expulsion/Contact Authorities |
| Possession, Use, or Distribution of Illegal Drugs/Intoxicants/Inhalants/Smoking Materials | This is possession of intoxicants, inhalants, smoking materials or controlled substances which are prohibited. | Referral to admin | Expulsion/Contact Authorities |

6.5 Middle/High School Discipline:

Cell Phone and Electronic Device Policy: Middle / High

- Cell phones or electronic devices (iPads, laptops, and iPods) may NOT be used unless the student is given permission to do so for educational purposes only.
- Cell phones will not be allowed in the classroom, unless the teacher requests this beforehand. Cell phones are to remain in students' lockers. Therefore, it is the responsibility of the student to lock his/her locker.
- Cell phone use is **not** permitted in the hallways, prayer area, cafeteria or washrooms during school hours.
- The use of videotaping functions is not permitted at any time, unless a teacher gives permission and it is done under a teacher's supervision.
- 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:
 - **1st Offense:** Student will receive a verbal warning and phone/electronic device will be returned by the Administrator at the end of the day to the student. This will be documented on the student's disciplinary record. Parent/Guardian will be notified.
 - **2nd Offense:** The phone/electronic device will be returned by the Administrator at the end of the day to the student. This will be documented on the student's disciplinary record. Parent/Guardian will be notified.
 - **3rd Offense:** Parent/Guardian will be notified. The device will be returned by the Administrator at the end of the second day to the Parent/Guardian. This will be documented on the student's disciplinary record. Parent/Guardian will be notified.
 - **4th Offense:** Parent/Guardian will be notified. Device will be returned by the Administrator to the Parent/Guardian at the end of the second day. A one-hour after school detention will be assigned. This will be documented on the student's disciplinary record. Parent/Guardian will be notified.
 - **5th Offense:** Device will be returned by the Administrator to the Parent/Guardian after a one-week time period. A Saturday morning detention will be assigned. Failure to show up on time to this detention may result in further consequences. This will be documented on the student's disciplinary record. Parent/Guardian will be notified.
 - **Note:** If a staff member on duty (outside of class) observes a student using an electronic device, he/she will take the device and hand it in to the Administrator 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 to school each day. Students are encouraged to stand out through their character rather than their outward appearance.

- Proper uniform is to be worn at all times, 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 loose pants 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 a abaya consistently (out of school) may have permission to do so at school with the following guidelines:
 - A abaya permission form must be completed and signed by Parent/Guardian.
 - Since the abaya is a specially designed abaya, it must be purchased from IFS.

Uniform Infraction Consequences:

A uniform check will be conducted during the first period of the day. If a student chooses not to follow the

uniform policy guidelines, he/she will not be allowed to enter their scheduled class. He/she will receive warnings then the parent will be notified if the infraction cannot be resolved or if it is a repeated offense. If the student is missing class, they will earn zero credit for the time missed. Please note that additional consequences may be administered for frequent uniform violations.

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. 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 at a later time 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.

| Behavior | Description | Range of Consequences - All behaviors will result in Parent/Guardian Contact/Conference |
|--|--|--|
| Any violation of local, state or federal law | | Detention, suspension, expulsion, report to authorities |
| Arson | Utilizing unauthorized fire, smoke, or explosives, which present a risk of danger to life or property | Suspension, expulsion, report to authorities |
| Breaking, entering, taking, or possessing the school’s or another’s property without permission. | 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. | Suspension, expulsion, report to authorities |
| Bullying/Cyberbullying/Harassment/Intimidation/Hazing (i.e. subjecting others to pranks or humiliating ordeals) | Engaging in verbal, physical, emotional and/or threatening acts of bullying; online or otherwise, examples may include teasing and mocking. | Warning, detention, suspension, expulsion, report to authorities |
| Cafeteria violation | Throwing food or other items in an inappropriate manner | Teacher contact Parent/Guardian, warning, detention, suspension |
| Cell Phone/Electronic Device Violation: Display, activation, or use of cell phones, pagers or other electronic devices, such as, but not limited to, cameras, iPods and DVD players and the like during the school day, without administrative and teacher permission. | <ul style="list-style-type: none"> ○ 1st Offense: Student will receive a verbal warning and phone/electronic device will be returned by the Administrator at the end of the day to the student. This will be documented on the student’s disciplinary record. Parent/Guardian will be notified. ○ 2nd Offense: The phone/electronic device will be returned by the Administrator at the end of the day to the student. This will be documented on the student’s disciplinary record. Parent/Guardian will be notified. ○ 3rd Offense: Parent/Guardian will be notified. The device will be returned by the Administrator at the end of the second day to the Parent/Guardian. This will be documented on the student’s disciplinary record. | |

| | | |
|---|--|---|
| <p>In all circumstances, without teacher permission - 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</p> | <p>Parent/Guardian will be notified.</p> <ul style="list-style-type: none"> ○ 4th Offense: Parent/Guardian will be notified. Device will be returned by the Administrator to the Parent/Guardian at the end of the second day. A one-hour after school detention will be assigned. This will be documented on the student’s disciplinary record. Parent/Guardian will be notified. ○ 5th Offense: Device will be returned by the Administrator to the Parent/Guardian after a one-week time period. A Saturday morning detention will be assigned. Failure to show up on time to this detention may result in further consequences. This will be documented on the student’s disciplinary record. Parent/Guardian will be notified. ○ Note: If a staff member on duty (outside of class) observes a student using an electronic device, he/she will take the device and hand it in to the Administrator along with a completed disciplinary referral form. | |
| <p>Defacing of school property - writing on desks, walls, chairs. Defacing, damaging, misusing, or tampering with the school’s or another’s property/ includes being an accomplice to (including computers, the network)</p> | <p>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</p> | <p>Warning, detention, suspension, zero credit, community service, payment for damages, report to authorities</p> |
| <p>Disorderly conduct</p> | | <p>Warning, detention, suspension, expulsion</p> |
| <p>Disrespect to others</p> | <p>Using any language deemed to be disrespectful or offensive, any form of cursive, regardless of how it is spoken, including hand or bodily gestures</p> | <p>Teacher contact Parent/Guardian, warning, detention, suspension, Parent/Guardian conference</p> |
| <p>Disruption in class</p> | <p>singing, making noises, not following directions, etc.</p> | <p>Teacher contact Parent/Guardian, warning, detention, suspension, Parent/Guardian conference, expulsion</p> |
| <p>Drugs (possession of/use of/sale of), alcohol</p> | <p>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</p> | <p>Suspension, expulsion</p> |
| <p>False 911 or False Reporting</p> | <p>False 911 Alarms: 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.</p> | <p>Suspension, expulsion</p> |
| <p>Fighting; Direct or Indirect involvement in a fight</p> | <p>This includes: play fighting, pushing, wrestling, hitting, punching, shoving, kicking,</p> | <p>Detention, suspension, expulsion</p> |

| | | |
|---|--|---|
| | slapping, spitting or throwing harmful objects, etc. involving two or more people. It is any form of physical confrontation. | |
| Forgery/altering documents | Altering official documents: Forging, falsifying, or unauthorized alteration of a document | Parent contacted by teacher; conference held; detention; suspension; recommendation for expulsion |
| Gambling | Participating in or the organizing games of chance to gain money or other items i.e. Playing cards | Warning, detention, suspension, expulsion |
| Hallway Pass Violation - Being out of class without a proper hall pass; misuse of hall pass | | Warning, detention, suspension. |
| Intimidation | Threatening another, either verbally or nonverbally, by inflicting fear or damage to property, instigating, or encouraging acts of misconduct | Suspension, expulsion |
| Improper use of school equipment | | Detention, suspension, expulsion |
| Inappropriate language, gestures | Using any form of cursing, no matter what language spoken in, including hand or bodily gestures | Parent Contact by Teacher; conference held; detention; 1-3 day suspension |
| 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 | Parent Contact by Teacher, Warning, detention, suspension, expulsion |
| Lewd/obscene acts/ 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 | Suspension, expulsion |
| Lying or trying to deceive school personnel | Giving or providing intentionally untrue or misleading information or communication | Warning, detention, suspension |
| Parking lot/vehicle violation | Driving recklessly on school parking lot premises. | Warning, privilege taken away, detention, suspension |
| Pass violations | | Warning, detention, suspension |
| Plagiarism (homework, class work, tests, quizzes, projects, etc.) | 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 to gain or gaining unauthorized access to material, using submitting, or providing data or | 1 st – 3 rd offense = Zero credit, 4 th onward = zero credit + suspension. Excessive infractions may result in an expulsion. |

| | | |
|---|--|---|
| | answers dishonestly, by deceit, or by means other than those authorized by the teacher | |
| Possession of a dangerous instrument/device, weapon | Possession or concealment of weapon or dangerous instrument | Suspension, expulsion, notifying authorities |
| Profanity/vulgarity | Using profanity, vulgar, inappropriate or abusive language or any form of inappropriate expression including name calling and gestures. | Warning, detention, suspension |
| Soliciting funds, selling products without permission, bribes | | Detention, suspension |
| Tardy - Per class period, will start over each quarter. | <ul style="list-style-type: none"> • 1st Tardy: Student Warning. The teacher will mark the student as tardy. • 2nd Tardy: Student Warning. The teacher will mark the student as tardy. • 3rd Tardy: Student Warning. The teacher will mark the student as tardy. • 4th Tardy: Teacher will write student up, referral will be submitted to the main office. Student will be assigned a one hour after school detention. • 5th Tardy: Teacher will write student up, referral will be submitted to the main office. Student will be assigned a two-hour after school detention. • 6th Tardy: Teacher will write student up, referral will be submitted to the main office. Student will be assigned a one-hour Saturday morning detention. • 7th Tardy: Teacher will write student up, referral will be submitted to the main office. Student will be assigned a two-hour Saturday morning detention. • 8th Tardy: Teacher will write student up, referral will be submitted to the main office. Student will be assigned a one-day suspension. • <u>Please note that failure to attend a Saturday detention will result in a longer Saturday morning detention and/or suspension.</u> • NOTE: If the student arrives 20 or more minutes late to a specific period, he/she will be marked absent. • If there is a pattern of excessive tardies, it may impact student participation in after school sports, NHS participation and/or other school activities. | |
| Theft/Stealing | Stealing, attempting to steal, possessing or transferring school or private property or participating in the theft or attempted theft of school or private property | Detention, suspension, expulsion, report to authorities |
| Threats to anyone or any institution | Threatening another, either verbally or nonverbally, by inflicting fear or damage to property, instigating, or encouraging acts of misconduct | Detention, suspension, expulsion, report to authorities |
| Throwing objects on school grounds or vehicles (e.g., snowballs, rocks, or other objects) | | Detention, suspension |
| Tobacco possession/use of/sale of | Using, selling, purchasing, distributing, possessing or attempting to possess substances, distributing any tobacco on | Suspension, expulsion, reporting to authorities |

| | | |
|---------------------------------|--|---|
| | school property or at school functions or events | |
| Truancy, (more than 10 minutes) | Being absent from school without authorization; failure to follow proper attendance check-in, check-out and absence procedures; skipping classes or school | Detention, suspension |
| Uniform Policy Violation | Removed from class, sent home, zero credit, detention, suspension, rectifying the violation, purchasing a new uniform article. o Note: Additional consequences may be administered for frequent uniform violations. | |
| Vandalism | Destroying, damaging, or defacing school or private property in a willful or malicious manner | Warning, Parent/Guardian conference, detention, community service, payment for damages depending on the severity. Report to authorities |

6.6 Guidelines for Intervention

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

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.

6.7 Academic Integrity

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

1. The Honor Code is an undertaking of the students, individually and collectively, where:
 - a. Students will not give or receive any unauthorized aid for any assessment;

- b. Students will do their share and take an active part in seeing to it that themselves, as well as others will uphold the spirit and letter of the Honor Code.
2. The faculty on its part manifests its confidence in the honor of its students and will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.
3. The faculty has the right and obligation to set academic requirements and both, students and faculty will work together to establish optimal conditions for honorable academic work.

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

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

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

6.6 Academic Integrity: Acknowledgement Statement

I acknowledge that I have read the 2019-2020 Parent/Guardian/student handbook and I understand that these are the policies that my child and I will be expected to adhere to.

Student's Name(s): _____

Parent/Guardian's Name: _____

Parent/Guardian's Signature: _____

Students:

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

Student #1 Signature: _____

Student #2 Signature: _____

Student #3 Signature: _____

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

Parent/Guardian's Signature: _____