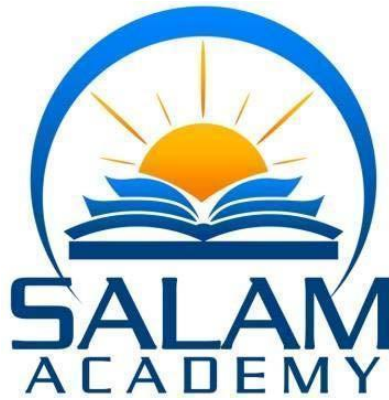




“Where Education Has No Limits”

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SCHOOL HANDBOOK POLICY & PROCEDURE MANUAL

2026 - 2027

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Introduction

It is our pleasure to welcome you to Salam Academy, your community school, hereafter referred to as “S.A.” The staff at S.A. is dedicated to providing the best possible education in an Islamic environment. As the only accredited Islamic school in New Mexico, we strive to promote Islamic ideals and values. Our emphasis is to produce future generations of Muslims who will carry the Islamic traditions and values forward.

S.A. relies heavily on parent involvement and support. Parental and community support are crucial to the success of our institution. We hope that you will share the commitment to Islamic education by supporting school activities and volunteering your time on a regular basis.

We strongly emphasize parental support because it provides the bedrock for the parent/child relationship, which is emotionally sustaining, contributing much to the strength of attachment by which the child feels secure. It never loses importance no matter how old the child is.

This handbook is to inform you about the school. Please print, review, and keep it for reference throughout the year. Also, a school newsletter will be sent home with students whenever needed to keep parents updated and informed about school events.

Our plans for the coming academic year follow guidelines from the City and State of New Mexico and will ensure a rigorous, relevant, and uniquely new school year experience for every one of our employees, students, and families regardless of where they are or what in-person access we have to our school campus.

Guiding Principles

Every decision that we make about learning formats, school campus access, and school activities is guided by three principles:

- Protecting the health and safety of the entire school community — students, teachers, and staff — and the neighbors with whom we interact
- Maintaining the highest-quality teaching, learning, research, and cultural expression in every level, department, and specialty
- Ensuring equitable access to classes and other learning activities for all students

Accreditation

The PRE-K to 8th is accredited by COGNIA.

The Early Childhood Education Program (ECEP) is also accredited by NMECED and FOCUS.

The Early Childhood Education Program (ECEP) is a FIVE STAR rated center for early childhood education in Albuquerque.

Background

Salam Academy was established in the year 2001 as a full time Islamic and Academic school.

Mission / Vision Statement

Vision:

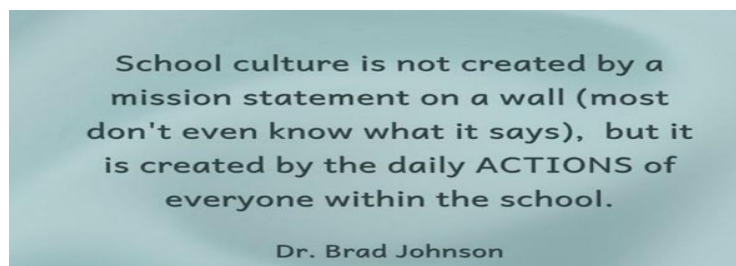
Salam Academy’s Vision is to create outstanding American citizens who are trained to be leaders in their family, community, and the American society as a whole.

Mission:

Salam Academy is an institution of learning aimed at maintaining the ethnic roots and moral values of Muslim students. We develop leaders in the fields of science, mathematics, and humanities while simultaneously training outstanding American citizens.

Goals:

- To study and emulate the enlightening manners and beliefs of the Islamic Faith.
- To study and learn the Arabic language and the Holy Quran.
- To achieve advanced knowledge of mathematics, science, social studies, and language arts by applying a curriculum based on national and state standards for each grade.
- To learn to understand and respect other cultures and beliefs to include Judeo-Christian values.
- To reach out into the local community by competing with other schools, uniting in sharing activities, and performing leadership activities and community service.



S.A. Website and social media:

S.A. has an official website: www.salamacademy.org. Students and parents are encouraged to utilize this website for current information on school and resources for learning.

S.A. has an official website for the Early Childhood Center for Excellence: <https://www.sa-earlychildhoodcenterforexcellence.org/>

Official Facebook page: <https://www.facebook.com/pages/Salam-Academy-Where-Education-Has-No-Limits/135964493136133>

Official Instagram: <https://www.instagram.com/salamacademynm/>

Official WhatsApp group: Please contact the Principal to be added in this group

Official YouTube Channel: <https://www.youtube.com/channel/UCWd8CIWy4q0yNVqkFZQJIoA>

School Management System: <https://www.gradelink.com/>

Governance

The affairs of S.A. shall be governed this is correct statement as board is a governing body. and but school is managed by the operation in charge like Principal managed by its Board of Directors, who shall have all the voting power of the Corporation (S.A.). All powers of the Corporation shall be within the Board of Directors and may be exercised and delegated by the Board. The Board supports and cooperates with the principal in the general administration of the school. S.A. Board is elected by the community for a 4-year term. If a member resigns or is asked to resign, the Board has the authority to elect a qualified member. The Board encourages nominations from the P.T.O. Board Bylaws are posted on the school website for public view.

The board standards outline five core principles; (1) Responsible governance, (2) High expectations of student

learning, (3) Student, staff and teachers success, (4) Accountability of student learning, (5) Community engagement. I believe this requires a discussion for clarity and that was objective when I was seeking clarity in the the board, but no clarity was provided.

Administration

The principal is charged with the main task of keeping the school with the mission, vision, and goals. The principal cooperates with the governance of the school. The principal is the educational leader of the school and as such determines the needed staff and faculty and has the power to make staff/ faculty decisions after appropriate consultation with the Board of Directors. The principal is the director of the curriculum and makes the class assignments according to the qualifications of the teacher and the needs of the school. The principal administers and is accountable for the receipts and disbursements of all internal funds such as books, fees, supplies, etc. Administrative decisions are the responsibility of the principal upon Board's approval.

S.A. POLICY #1: Administrative Right to Amend Handbook and the Policy and Procedure Manual

S.A. Board of Directors retains the right to amend the policy manual for just cause and parents will be given prompt notification if changes are made.

Modifications and Interpretations

The Principal of S.A. (or anyone acting in that capacity with Board authorization) shall have the authority to design, implement, and distribute any and all forms and communications necessary to assist the staff/ faculty of S.A. in the administrative tasks or in the education, health, or safety of the students or staff and to request that parents or staff sign and submit such forms and communications to the office. The Principal of SA shall have the authority to interpret the provisions of this handbook and to modify them within the authority granted by the board of directors.

S.A. POLICY #2: Inspection of School Property

School administration, in the interest of maintenance, health, and safety, may inspect school properties. The location of drugs, narcotics, alcohol, weapons, poisons, and missing properties is a matter relating to health and safety and may be regarded as a reasonable purpose for inspection by school personnel.

S.A. POLICY #3: Students Records Policy

“Parents” shall include parents or any other individual having legal custody of the student.

“School” shall mean Salam Academy.

Student Education Records:

Student education records are the property of the school. Examination of records shall be allowed only with proper officials in attendance. Education records shall not be removed from school premises without permission of the school principal. Copies of the records are made by the school office for those individuals only who have granted written authorization. School will charge a fee for the records.

Release of the Student Record Information

The school shall only release information from or permits access to an education record upon receiving a written request form from a parent except in the following conditions:

- If a student seeks or intends to enroll in another district or a post-secondary school, the district shall not further notify parents or students prior to such a transfer or records. Parents and Students have the right to obtain copies of the records transferred under this provision.
- If certain federal and State officials need information in order to audit or enforce legal conditions related to federally supported education programs in the school.
- To comply with a judicial order or lawfully issued subpoena. The school shall make a reasonable effort to notify

- the parents before making a disclosure under this provision.
- S.A. will charge \$10 per copy for official transcripts.

NOTE: The school will not release the requested records, in case of any outstanding balance or any signature requirement. Please contact the school Budget Manager, if you have any questions.

Legal Reference: Family Educational Rights and Privacy Act of 1974, P.L. 93-380.

FERPA and HIPPA in New Mexico

The Family Educational Rights and Privacy Act (FERPA) is the older of the two federal privacy laws. Enacted in 1974, one aspect of its governance is the privacy of educational records. FERPA does come into play, but only if the records are released to someone outside the health center (e.g., educational facility); whether that is the student, their parents, their professors, or another health provider outside the health center, at which point they become “educational records” rather than treatment records.

The Health Insurance Portability and Accountability Act (HIPAA) was enacted by the U.S. Congress in 1996.

Information such as: a student’s name; Parent’s and family information; Social Security number; local and permanent address; telephone listing; date and place of birth; dates of attendance; Grades; honors awarded; participation in officially recognized activities and sports; and most-recent previous educational institution attended are kept confidential. Maximum privacy is afforded to the student. The information can only be released to appropriate authorities where NM State law would require.

(<http://www.ped.state.nm.us/seotriAnnualMaterials/FERPA%20Final.ppt#256,1>, Family Educational Rights and Privacy Act (FERPA))

All staff and volunteers are required to sign the confidentiality agreement.



S.A. POLICY #4: Admission Policy

Admission to S.A is open to all students. The school does not discriminate in enrollment on the basis of race, age, sex, religion, handicap, or national origin. S.A reserves the right to decline admission to students for the following reasons, which are not considered inclusive of all reasons justifying denial of admission:

- If a student requires special education instruction beyond the purview of the school’s capability or capacity
- If a student requires English as a Second Language (ESL) beyond the purview of the school's capability or capacity (please refer to English as a Second language AND limited English Proficiency Academic Improvement Plan- ESL LEP AIP Standard Operating Procedure)
- In case, a student is academically weak.
- If the student has had serious discipline problems (please refer to CATEGORY IV OFFENSES) at previous school
- Enrollment opens during the month of February of the previous year and continues until all available spots are filled in a given grade.

Documents Required for Full Admittance

1. All required registration forms are filled out and signed.
2. All promissory forms for financial agreement, tuition, and enrollment procedures including the automatic withdrawal form, signed. This also includes a signed form that acknowledges that the parents and students have read and will abide by the policies included in the parent-student handbook
3. The results of S.A entrance exam for students of kindergarten and up, where needed.
4. Copies of student's academic & discipline record for the past two years.
5. Copies of student's standardized exams for the past two years
6. All fees paid before the first day of school.
7. Signed release letter for student's record
8. Updated health records, including immunizations.
9. A copy of a birth certificate or passport.
10. Physiological/ psychological evaluation of the student ONLY if required.

The school reserves the right to deny or revoke admission to students if records show that false or misleading information has been provided on the application forms, or during the interview.

Admittance of Returning Students

Due to the limited number of seats available, parents of returning students must fill out and sign the **intent of enrollment form** by the month of May. Failure to do so may result in loss of enrollment privileges for the family for the following school year. The signing of the intent of enrollment does not constitute full registration. Parents must fully register a returning student by the deadline set by the school.

INTENT OF ENROLLMENT FORM I, _____, parent of Student ID# _____, and Student Name: _____, intend to enroll my child in the next academic year _____ [Year] I will notify the school if anything changed regarding this decision. _____ Parents Signature/ Parent's Name and Today' Date
--

Required Documents for Returning Students

1. Complete online re enrollment form for each child.
2. Parents must have no outstanding balance with the school (tuition and registration).
3. All fees must be paid before the first day of school.
4. Update health record.
5. Sign all promissory forms for financial agreement, tuition, and enrollment procedures.

S.A. POLICY #5: Withdrawal Policy

For Withdrawn Students, whether voluntary or involuntary, all accounts must be paid in full immediately. If the account remains unpaid for ten (10) consecutive days, a written notice will be sent stating the intention to send the account to the collection agency. The responsible party or parties will have an additional ten (10) days within which to respond with payments or payment arrangements. If no response is received, the account will be submitted to collection Agency.

Withdrawn students (Either by parents/ legal guardians for any reason) are not entitled to a reduction in tuition for non-attendance or early withdrawal per the Financial Agreement for the 2023-2024 School Year, Terms and

Conditions of Agreement, a legally binding contract between S. A. and the responsible party or parties (usually the parents and or guardians of student(s) at Salam Academy, but not limited to such). If the parents or legal guardians of withdrawn students decide to re-admit the child (ren) then they will have to go through the Admission Policy for late applicants. If the student is expelled from the school, then he/she will not be re-admitted for at least one year following the expulsion, provided the parents/ legal guardians are able to provide proof of satisfactory improvement (accepted by the Board of Directors) in the academics & behaviors.

S.A. POLICY #6: Readmission of Students who left Salam Academy under Special Circumstances

A student who left S.A under special circumstances such as but not limited to expulsion, poor disciplinary record, or poor academic record, may not automatically be registered later. Having first proceeded through the steps necessary for admission (entrance exam, interview, and a review of their previous school record), the student's application will then be submitted by the administration to the Board of Directors for approval.

S.A. POLICY #7: Enrollment Policy

Kindergarten: Students must be 5 years old no later than 12/31 of the school year to be accepted. Note: Early childhood grade levels can be combined depending on the number of enrollments.

1st Grade: Students must be 6 years old no later than 12/31 of the school year to be accepted or must show proof that the student has completed an approved KG program or performance equivalent to a KG graduate in an approved standardized testing(s).

All Grades Higher Than 1st including Middle School, High School and Family Connection Program: Students must have satisfactorily ("C" grade at a minimum in all subjects) completed the previous grade at Salam Academy. New students coming from other schools must have minimum "C" grade to be considered.



S.A. POLICY #8: Financial Aid Policy

Salam Academy is registered as a not-for-profit 501 (c) education organization. Salam Academy relies on the students' tuition to fund its operational expenses such as teacher and staff salaries, building costs, utilities, materials and supplies, taxes, etc. Therefore, priority for students' admission will be given to full paying students and approved discounts. Meanwhile, the school will arrange various fund-raising activities to accrue funding for the Financial Aid Scholarships (FAS), to fund those students who require financial support toward their tuition.

Salam Academy has developed eligibility guidelines for the FAS that meet the following:

1. Guaranteeing fairness among all members of the community
2. Satisfying donors' requirements for ensuring that their donations are covering the most eligible students for the FAS and other types of scholarships
3. Ensuring high academic standards at Salam Academy

Financial Aid Eligibility Guidelines:

The FAS eligibility guidelines are based on the Federal (FPG) and State of New Mexico Poverty Guidelines (NMPG). Both the NMPG and FPG set the Maximum Total Household income for eligibility to qualify for financial aid.

The following is a description of the procedure used to calculate Salam Academy students' eligibility for FAS based on the Gross family income:

1. Upholding our mission in maintaining academic excellence.
2. Education at an Islamic institution and in an Islamic environment is crucial in preserving and maintaining Islamic principles and ideals, also in fostering Islamic values for the future generation.
3. The family minimum yearly gross income, used as bases for guidelines for FAS eligibility, will be 115% of the FPG.

Table 1 summarizes the amount of the scholarship eligibility as a function of the family yearly gross income and the total number of household members based on the FPG and NMPG guidelines for Gross yearly income.

These are only ELIGIBILITY requirements and they do not guarantee the FAS. Final percentage will be decided by the selection committee depending on the additional criteria such as number of applications, and available funds as been described hereafter.

Priorities for Eligibility to the FAS:

The best way to explain the students' eligibility for the FAS is to provide various scenarios for students' admissions to clearly illustrate the eligibility.

Scenario #1:

Any student with a family yearly gross income greater than the limits stated in Table 1 are not qualified for scholarship financial aid. However, these students are qualified only for the approved discounts for the 2nd, 3rd, and more siblings.

Table 1. Maximum Total Household Income for FAS Eligibility

People in family/ household	50% - 100% Scholarship	25% - 50% Scholarship
1	\$0- \$14,088	\$14,088- \$18,954.0
2	\$0- \$18,948	\$18,948- \$25,636.0
3	\$0- \$23,808	\$23,808- \$32,318.0
4	\$0- \$28,668	\$28,668- \$39,000.0
5	\$0- \$33,528	\$33,528- \$45,682.0
6	\$0- \$38,400	\$38,400- \$52,364.0
7	\$0- \$43,260	\$43,260- \$59,046.0

8	\$0- \$48,120	\$48,120- \$65,728.0
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Scenario #2:

1. Students with a family gross income equal to or less than the limits stated in Table 1, could apply for the FAS. Applications for FAS will be available at Salam Academy or downloaded from www.salamacademy.org
2. Eligibility will be determined by an external committee who will review, assess, and arrange all applications based on the family's yearly gross income, number of family members, and family's other financial obligations (debts, mortgage, car loans, etc. The most eligible students will be the ones who belong to families with income far less than the limits stated in Table 1 and with more other financial obligations.

Criteria for FAS Priorities:

The number of FAS applicants admitted to Salam Academy will be based on:

1. Completed FAS Applications

Salam Academy will only consider the fully completed FAS applications submitted with all supporting documentation no later than May 31st (\$100 late fee will incur on and after June 1st) of the current year. Incomplete FAS applications will be disqualified and will not be considered for review. Salam Academy has put in place a procedure that ensures the protection of all private information. The school administrator will be the only authorized employee of Salam Academy who will receive all the FAS applications and review their completeness and qualification for eligibility requirements. Then each application will be given a unique tracking number after the students and family names are redacted from all papers on the

applications. The FAS applications will then be directed to an external committee that will arrange all applications based on their eligibility for FAS. The decision on all FAS applications will be reached by July 1 of the current year.

2. Priority

Salam Academy wants to maintain a low Teacher to Students Ratio (TSR). The TSR for each classroom could vary based on the size of the classroom. Therefore, a TSR for each grade level will be developed and announced to the community. The priority for student admission per each grade level will be given as follows:

1. Students with full tuition
2. Students with 25% - 50% scholarship
3. Students with 50% - 100% scholarship

3. Availability of Scholarship Fund

Based on the availability of scholarship funds, priority of students' admission based on FAS will be given as follows:

1. Students with 25% - 50% scholarship
2. Students with 50% - 100% scholarship

Scholarship funds may not be available at the beginning of the academic year. Estimates will be driven based on the average fund raised in the last three academic years of Salam Academy. The School Board of Directors will actively

engage in yearlong fundraising activities to secure additional scholarship funds until classroom capacity is reached.

1. Volunteer for Tuition (Refer to the PIECE program)

Priority will be given to the students whose parents request FAS and are committed to working in a well quantified task to cover the amount of the scholarship. The working hours will be accounted for and converted to monetary value based on the hourly rate used for specific tasks.

2. Academic Achievement

Priority will be given to the students with GPA equal or greater than 3.0. Students receiving FAS at Salam Academy are expected to maintain at least a 3.0 GPA score in order to keep their scholarship.

3. Behavior and Moral Values

A priority will be given to the students who are in good standing among their peers and maintain good behavior. This must be reflected in their transfer records from their previous schools. Salam Academy will request the records of any transfer students and will verify the information by contacting their previous schools. Please refer to the school handbook to learn more about the school discipline policy.

How to Increase Chances for Enrollment:

To increase the enrollment chances for your children to Salam Academy, make sure to:

1. pay full tuition to increase the priority for admission
2. apply for FAS if you qualify before the deadline
3. compensate for the scholarship amount by signing up for work for tuition
4. engage with your children's education maintain a minimum of a 3.0 GPA
5. register your children as early as possible and before enrollment deadline in March
6. submit all the supporting documents required for the FAS
7. maintain the good behavior of your children by explaining the discipline policy with frequent reminders
8. Pay all your tuition balance from the previous year and complete the financial aid/ work for tuition hours from the previous years.

Parents are required to sign a contract that gives specific information on payment arrangements. Tuition is due in full each month regardless of the number of days your child attends school. If your child is sick and does not attend, the payment will not be reduced, and no compensation will be made for hours or days missed. The tuition will remain the same for months during which there are long holidays.

Staff / Teacher Discounts:

Employees of "Salam Academy" who work a minimum of twenty (20) hours per week are eligible for 50% tuition discounts for full tuition amount for each month for the total number of children enrolled. The tuition payment must be according to the financial agreement policy.

This 50% discount only applies when student(s) is/are registered at least 3 days a week to full time.

This discount does not apply to Family Connection Program students.

Work for Tuition Program - P.I.E.C.E. Program:

(Parents Involved in Effective Children Education):

Proper positions with titles assigned by the school to qualified parents who can get the tuition waived or reduced for certain extent by working. These positions should go through formal application procedure & interviews & successful candidates must sign a contract which clearly says their duties provided free tuition for their kids. The position should be evaluated every school semester for quality assurance. These positions could be:

Librarian - Front office assistant/ manager -Teacher assistant- Substitute teacher – PC teacher - PE – Tutoring

teacher- Fundraiser - Arts & Craft Teacher – Activities organizer -Subject teachers - Traffic organizer – Security, etc.

Tuition in case of Cancellations/Absences/Tardiness:

- If we need to cancel a school day for any reason, notice will be given as soon as possible. We will try to arrange for make-up days if cancellations exceed 4 days per academic year.
- If your child should miss any days of the program, tuition will not be adjusted. Make-up days may be possible but are not guaranteed.
- Late pick-ups and other applicable fees are charged as per the Salam Academy Handbook.

Transportation:

Parents will provide transportation. Parents are responsible for advising the school of changes in address, phone, work phone, and emergency phone numbers. Parents will be notified about any officially approved school transportation service, when approved.

Nutrition:

Lunch is not included in the fee. Children **MUST** bring a healthy lunch from home. Please refer to the Salam Academy Food Policy. Teachers **MUST** be informed about any food allergies.



S.A. POLICY #9: Dress Code Policy

Remember cleanliness is next to Godliness. The S.A. dress code is established to teach Islamic grooming and hygiene and to encourage modesty. Students should be dressed and groomed in a manner that is clean and neat and that will not be a health hazard to themselves or others. The school has a dress code which students are required to follow. School uniforms are required.

The modest Islamic dress code must be followed at all school events unless specified otherwise. This includes all field trips, out-of-school competitions, and extracurricular events.

The school's dress code is as follows:

- School uniforms are required.
- Uniforms are to be clean and mended.
- Hair is to be clean and combed. NO gelled or punk hairstyles.
- Hair color must adhere to natural colors.
- Hijabs are to be clean and worn neatly.
- Fingernails are to be trimmed short and clean.
- No make-up, nail polish, jewelry, or perfume is allowed.
- No open toe shoes or heels are allowed.
- No emblems or logos on clothing.
- No tight clothes allowed.
- No revealing/see-through clothing allowed.

Dress up Days:

Fridays are Muslim's holy days. Respect for the day must be demonstrated in the dress up of students.

Fun week or other dress up days [e.g. fun days] MUST also follow the school modest dress-up policy.

- **ONLY wear modest dresses [ethnic clothing on Fridays]**
- NO Street clothes
- NO body fitting tops allowed
- NO body fitting jeans allowed
- NO see-through or tight or torn clothing
- NO type of clothing that reveals the body
- NO tucked shirts in the pants [butt and pants zip area must be covered with shirt]
- NO undergarments revealed
- NO low-cut pants or Necks
- NO shorts are permitted on Fridays
- NO Capri or short pants
- NO make-up
- NO open toe sandals or heels
- Long skirts covering the ankles
- If the skirt is short, then it must not be at the knee level and legs must be covered with leggings or pants
- Hijab is required for middle school and High school girls

The school will inform the parents when there are any other dress up days, e.g., Students are permitted to dress up on school Eid celebration following the Islamic dress code. Students may wear jeans pants or long [full length - covering ankle] skirts on Friday. The jeans MUST be loose fitting and full length. No torn, scratched, ripped, holed, ragged or skinny jeans allowed. Below are examples of Friday ethnic clothing.

Classroom Parties:

Classroom parties are welcome and take place at the school with the approval of the school principal (or the Early Childhood Program Director) and following the school policies and Islamic ethics and dress code.



Girl's Uniform

Students must wear the uniform selected by the Governing Board. A demo can be viewed in the office. Uniforms are as follows:



- Navy blue or Khaki pants that are of twill material.
- Tops have to be white or navy blue; the shirts have to have a collar and long sleeves (Required for Middle school Girls).
- Elementary school girls are allowed to wear $\frac{1}{2}$ to $\frac{3}{4}$ sleeves depending on the weather. The uniform can be found in most retail stores.
- Sweaters/ jackets must be navy blue ONLY. No other color will be allowed.
- Sweaters/ jackets must be plain colored, no writing, no types of graphics.
- Winter Coats may be of any color.
- No long nails, NO make-up & NO shiny lip gloss permitted.
- Long hair (Below shoulder MUST be neatly tied in a braid or ponytail.

For Girls in 6th- and up Grades:

- Long sleeves are required.
- Must have a long white or navy-blue shirt no more than 6 inches above the knee, the shirt has to be on the top of the pants.
- School approved Hijab in school colors (White, black or Navy Blue) MUST be worn by all girls in middle school.
- Hijab must cover all hair and full neck.
- If you are wearing abaya, then it must be solid navy blue or black in color without any fancy embroidery and designs.

Boy's Uniform

Students must wear the uniform selected by the Governing Board. A demo can be viewed in the office.

- No Shorts.
- Navy blue or Khaki pants that are of twill material.
- Tops have to be white or navy blue; shirts have to have a collar.
- Both short and long sleeves are acceptable depending on the weather.
- Sweaters/ Jackets must be navy blue; no other color will be allowed.
- Sweaters/ jackets must be plain colored, no writing, no types of graphics.
- Winter Coats may be of any color.
- Hair and nails must be neatly groomed.



PE Uniform:

School approved PE uniform is required on P.E. Day.

Dress Code in E-Learning:

S.A. is proud of its tradition of having neat and properly attired students. Students are expected to be respectful of

the virtual classroom environment in classes with the dress similar to the following guidelines for casual dress. You are expected to share your screen through video in order to engage in classroom discussions, so please dress well (wear school uniform). Sleepwear and anything that could be perceived as immodest **MUST** be avoided. If you have questions about proper clothing, have a conversation with your parents. It is always better to be overdressed. All middle school and above girls must be wearing Hijab even in a virtual environment.

Clothing that is appropriate for the virtual classroom: School uniform in approved colors and designs. Modest, clean, without any unnecessary distraction.

Clothing that is inappropriate for the virtual classroom: Clothing with offensive logos or messages, ripped or torn clothing, pajamas, bath robes, etc.

Nice clothes make you feel energized and confident and a better student. E.g., Uniform

S.A. POLICY #10: Uniform Violations

Policy:

Teachers will be monitoring students at the front door for assembly drop off. Students will be sent back to their parents if the uniform is incorrect. If the problem persists, the student will be referred to the school board. The school principal reserves the right to decide the impact of uniform violation on a student's grades.

Standard Operating Procedure #10:

NOTE: The school principal has the authority to send the student home for any violation and not allow him/her in the building without following the following chart, if appropriate.

Refer to the chart below for the consequences of violating the uniform policy.

Violation occurrence	Consequence <i>(Note: Excused violation must be noted by the school. E.g., any medical reason, etc.)</i>
1st	Parents are contacted to rectify the issue by the next school.
2nd	Parents must bring appropriate clothing to school; the student remains in the office until properly dressed.
3rd	Similar to the second, with the addition of after-school detention.
4th	Withdrawal of 1 privilege (e.g., recess, extracurricular activities, etc.)
5th	Withdrawal of 2 privileges.
6th	In-school character-building for 1 after-school session (3:45 - 4:15)
7th	In-school character-building for 2 after-school sessions.
8th	In-school character-building for 3 after-school sessions.

9th	In-school character-building for 5 after-school sessions. Withdrawal of privileges for 1 week. Cannot serve as student of the month. Cannot serve as student government representative for the rest of the year.
10th +	Suspension (with Board's decision) for a maximum of one week with additional academic assignments. Expulsion (with Board's decision).

Character-building is required. Absence without an accepted excuse withdrawal of privileges, as determined by the school administration, in consultation with the school board.

General School Information

S.A. POLICY #11: Classroom Size

S. A. has a small class size. If the class size is less than 10 students, then the school administration may have to combine two grades to keep the effectiveness of instruction.

S.A. POLICY #12: Prayers and Religious Celebrations

As required by Islamic faith (Quran and Sunnah), students, staff, and parents are allowed to pray on school premises at designated area. Complete Islamic Code of Ethics must be followed during Salat times. Absolutely NO horseplay or disrespect of any kind will be tolerated. Arabic/ Islamic teachers must make sure that the students have Wudu before performing Salat. The ritual of wudu must not take more than 2-3 minutes per student. An assigned student will say the Adhan (call for the prayers) and an assigned Imam will lead the prayers. No talking, whispering, or unnecessary movements are allowed. Salat behaviors are recorded in the Progress Report.

School is closed on Eid ul Fitr and Eid ul Adha. School recognizes all religious events as prescribed in the Quran and Sunnah. *S.A. will discourage any cultural celebration/event that conflicts with Islamic principles.*

S.A. POLICY #13: Parents Visiting the School

Salam Academy welcomes parental visits. Visits with S.A. administration should not exceed 30 minutes. Class visits are limited to two learning periods. Please call the school at least one day in advance to schedule an appointment. All visitors should first stop at the school office to sign in and to obtain a visitor's pass. This must be worn during school visits. Siblings are not allowed during class visits. All visitors must also sign out at the office and return the visitors' pass upon leaving.

We ask that parents and visitors respect the fact that this is an Islamic school and that they dress modestly when coming into the school building or playground and while attending school-related functions, field trips, etc. If parents and visitors are not dressed properly (respecting the Islamic dress code), the school has the right to not allow participation in activities.

S.A. POLICY #14: Behaviors of parents and visitors on school premises and school hosted events [Also see the ABUSE Policies & Procedures manual].

At SA, we value the positive relationships forged with our parents and visitors to our school.

We strive to make our school a place where we model for children the Islamic behavior we teach and expect. As a school aiming to reflect a "rights respecting" ethos, we promote respect for all with whom we work and celebrate differences in a positive manner. We place a high importance on good manners and positive communication, founded on mutual respect.

The school community is clear about actions which will be taken if instances of unacceptable behavior occur, including verbal or physical threats or assaults on staff. Being on the receiving end of any unacceptable behavior or act of aggression (verbal or physical) won't ever be regarded by school staff as "a normal part of the job".

In cases of unacceptable behavior, verbal abuse, or harassment, a judgment will be made to the appropriate level of action required. In most instances, if a child or member of staff is upset by the unacceptable behaviors of another, the situation can be resolved satisfactorily through mediation without the need for any further action.

Implications for Serious Incidents:

Implications for Serious Incidents Section 547 of the Education Act 1996 makes it an offense for any person to be on school premises to cause or permit a nuisance or disturbance and allows for the removal and prosecution of any person believed to have committed an offense.

A parent of a child attending a school normally has implied permission to be on school premises at certain times and for certain purposes, but if the parent's behavior is unreasonable, this permission may be withdrawn. They could have a ban imposed on them. Then they would then become a trespasser on the school site.

The Governing Board, in conjunction with the school administration, will take the lead in authorizing the removal of a person believed to be causing a nuisance or disturbance, and, if necessary, will bring legal proceedings against them. If it is felt that if an individual is likely to cause further threats or harm to staff, an immediate temporary ban would be imposed for a specified period, with an opportunity given to explain, after which a decision would be taken whether to remove or extend the ban.

In other circumstances, the individual would be advised in writing that following the incident of unacceptable behavior, a ban is being considered, and they would be given an opportunity to explain their actions, after which a decision would be made about imposing the ban. If after a ban has been imposed, and the individual comes on to school premises, the Police would be called immediately. The Governing Board would then decide whether to consider taking out a Court Injunction preventing this from happening again.

The following are **types of behavior that are considered unacceptable and will not be tolerated**. This is not an exhaustive list but seeks to provide illustrations of unacceptable behavior:

- Shouting at school staff, either in person or over the telephone
- The use of foul language in students, staff, or parents' presence
- Physically intimidating a member of staff e.g., standing very close to him/her
- The use of aggressive hand gestures e.g., two fingers raised
- Threatening school staff/ teachers/ board members
- Shaking or holding a fist towards another person
- Spreading malicious rumors/gossip
- Writing abusive comments about a member of staff/ teachers/ board members e.g., he/she is an idiot on social media sites so the person could be identified
- Swearing at a member of school staff/ teacher/ board member
- Pushing –any physical violence
- Spitting
- Racist or sexist comments
- Breaking the school's security procedures

Unacceptable behavior will result in the police being informed of the incident:

- Damaging School Property
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child (such an approach to a child may be seen as an assault on the child and may have legal consequences).
- Smoking and the consumption of alcohol or drugs on school property.
- Dogs (or any unapproved animals) are being brought into school premises.

Students learn best when there is a positive partnership between home and school. Whilst every effort will always be made to work with parents, **this will only be possible where all parents behave in an acceptable way. Unfortunately, where a parent's behavior is either unacceptable it will not be possible to continue working with him/her and, as a final resort, legal action may be taken.** The school will act where behavior is unacceptable and breach our code of conduct or health and safety legislation.

We trust that parents will assist our school with the implantation of this policy, and we thank you for your continued support.

Inappropriate use of Social Networking Sites by the Parents/ Guardians/ Families:

Social media websites are being used increasingly to fuel campaigns and complaints against schools, teachers, school staff, and in some cases other parents/guardians and students. The SA Board considers the use of social media websites being used in this way as unacceptable and not in the best interest of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to the class teacher, the administrator, or the Board of Directors, so they can be dealt with fairly, appropriately, and effectively for all concerned.

In the event that any student or parent of a child/ren being educated at SA is found to be posting libelous- or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site, and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent or student will remove such comments immediately.

In serious cases the school will also consider legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly is the issue of cyberbullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. **We will take and deal with this as a serious incident of school bullying. Thankfully such incidents are extremely rare.**

[Also see the ABUSE Policies & Procedures manual].

S.A. POLICY #15: Lost and Found

Lost articles of clothing or other personal items may be claimed in the office. It would be helpful to have your child's name marked inside articles of clothing, book bags, lunch boxes, etc. S.A does maintain a "Lost and Found" box. The "Lost and Found" items will be kept for 1 week and then donated to charity.

S.A. POLICY #16: Leaving School during the School Day

During the school day, no student is permitted to leave the school grounds without receiving permission from the office. Students will be permitted to leave if parents call the office or send a note.

S.A. POLICY #17: Open House/ Curriculum Night

School **Open House** is a special night when students like to share their work with their families, including grandparents. Families are welcome to visit the children's classrooms during open house.

The **Curriculum Night** is a night for parents to come and see what their children are learning for the year. The teachers go over the expectations and scope and sequence for the year.



S.A. POLICY #18: Use of the School Phone

Students may use telephones at the school only, in case of emergency or when a student's teacher or office personnel deem parent contact necessary. Office personnel will not call students from the classroom for incoming calls.

No student is allowed to carry a cell phone at school. Cell phones used at school will be confiscated and returned only to parents. Chronic cell phone use will result in detention or suspension from school and a parental meeting with the principal. School is not responsible for any damage or loss of cellphone and any other personal electronic/digital items.

In case of emergency, a student may bring his/her cellphone to the office before the start of the school and may pick it at the end of the day and notify the school administrator about the emergency situation.

S.A. POLICY #19: Volunteers

S.A. depends on and encourages the involvement of its parents. We request that each family perform a minimum of two (2) hours of volunteer work for the school each month, a schedule will be put in place by the classroom teacher; Volunteer(s) must be approved by the S.A. administration prior to accepting any volunteer work and must sign the check in and checkout sheet at the front office and must wear volunteer badges at all times while performing authorized volunteer work. Unauthorized activity may result in disciplinary action by the school administration. Parents/ Guardians/ legal family members may choose to donate \$20/month in lieu of two (2) hours volunteer work/month.

S.A. POLICY #20: Bathroom Use

Students are encouraged to use the bathroom in between the periods. They shall only be allowed to use the bathroom for emergencies while classes are in session. Only one student shall be allowed at a time. Students must wait in line for their turn. In case of emergency need for the bathroom use, the student must notify the teacher, so the appropriate measure is taken. Students must make sure to knock at the bathroom door 3 times, and in a normal polite voice ask if anyone is inside, before they push the door for opening. Students are encouraged to say duaa before entering the bathroom and upon leaving the bathroom. Middle school kids must sign in/ out with the teacher to use the bathroom.

S.A. POLICY #21: General Behaviors [Also see the ABUSE Policies & Procedures manual].

Absolutely no horseplay in the bathroom or any school premises is allowed. Everyone must respect themselves and their other peers. The teachers/staff shall have the authority to take students to their respective classes if a student is found roaming around/ wandering on school premises. Any student found roaming while they are supposed to be taking part in an after-school club will be taken to aftercare and their parents notified. During Salat and Assembly, proper etiquette must be followed. The principal can reprimand or recommend suspension if the school rules are not followed.

Please ensure the following rules are followed and that there is a teacher always watching students while on the playground:

- *No pushing or shoving**
- *One at a time on the slide**
- *Feet First on the slide**
- *No walking or climbing up the slide**
- *No Throwing wood chips out of playground or at each other**
- *Be careful when entering or exiting the playground area**
- *Use equipment properly**
- *Have Fun!!!!**

S.A. POLICY #22: Drinking Water

S.A. has a clean water fountain available on school premises. Parents are advised to send students with clean refillable water bottles (filled with clean water). These bottles can be refilled during break times ONLY. It will help students to stay well hydrated throughout the day. Class behavior management is highly enforced to discourage any abuse of the policy. Students are required to bring their own water bottle.

S.A. POLICY #23: School Day Schedule

Regular Day, Monday through Thursday:

8:00 a.m. to 3:45 p.m.

On Friday, it is half day

8:00 a.m. to 12:15 p.m.

School starts at 8:05 a.m. with a morning assembly. The first class begins at 8:15 a.m. and school ends at 3:45 p.m. The school day consists of eight periods. School doors open at 7:45 am. **Students are marked tardy at 8:16 am.**

Standard Operating Procedure: Drop Off & Pick-Up

- All School Entrance doors will remain closed for safety at all times.
- Students are not allowed on school grounds before 7:45 a.m. Any student who is dropped off before 7:45 a.m. will be put into before care and the parent will be charged for this care.
- At 7:45 am, teachers will be placed outside the school to greet students who are being dropped off.
- Parents of students in grades Pre-K and Up will have to drop off students in the drop-off lane in front of the school. NO PARKING is allowed in front of the school. Students in grades K – 8, must be dropped off at the sidewalk on the eastside in the front of the building and not let out of the car until a teacher is there to direct them inside. Salam Academy parents must be in the Right Lane during Pick up. Pick up line can go as far as Lomas, so please be patient while we dismiss children safely.
- Parents must accompany Early Childhood Education Program kids (3 years and younger) from the vehicle to the school building and from the building to the vehicle at the time of pick up and drop off. The south parking lot will not be available in the morning. Parents need to park at the back of the school building, NO PARKING on the street is allowed. Students in these classes must be signed in inside the classroom. *The school will not be responsible for any accident/ incident that may result due to their negligence.*
- All students in PREK, Early PRE-K and Daycare must sign in with on Bright Wheels App.
- Assembly will be in the multi-purpose room on the first floor or the play area outside, depending on the weather.
- Kinder –HS grade students must not go to their classroom before the morning assembly.
- At the time of pick up, parents should park their vehicles in the designated parking areas to pick up their PRE-K, Early PRE-K and Daycare child(ren).
- Please Park only in official parking spaces.
- Students are dismissed from the same place as they are dropped off.
- A student will NOT be allowed to be escorted by his/her sibling or any other person who is under 18 yrs. of age.
- Parents must watch their kids in the parking area and on the road. Absolutely no horseplay in these areas.
- Suggested maximum speed in Salam Academy's parking areas and the road between the buildings is 5 mph.
- In case, someone else is picking students(s) other than their parents, then this must be stated online in Gradelink.
- Salam Academy's staff will ask for a valid driver's license (and keep a photocopy of it), anytime when the kid is picked by someone other than the parents of the student(s).
- Siblings of students who are Student Activities Club members or registered for after school tutoring MUST be picked from the school on time or be placed in aftercare.

Before Care from 7:00am – 7:45am

Parents have the option to drop off their children starting at 7 am. Parents must come, sign their child(ren) in with the Before Care teacher and come through the front doors. There will be a \$5 fee for any student dropped off between 7:00 am – 7:45 am.

After School from 3:45 PM- 5:00 PM

At the end of the school day (3:45 PM), the students from all classes should be escorted to the assembly area by their homeroom/subject matter teachers and lined up there by grade level, as they are in the morning, to await pick-up by their parents/ legal guardians. To enforce a policy of quietness and no running around during this time, teachers should have after-school assembly duty for the time 3:45 - 4:00. After 4 PM, all remaining children will be placed in aftercare and parents will be charged accordingly. Aftercare ends at 5:00 PM.

Extended Care

During after school hours, if students are not picked on time, then they should only be allowed in the cafeteria area. No student is allowed in the computer room unsupervised. Please contact the school budget manager about the aftercare fee.

S.A. POLICY #24: Assembly

Definition of an Assembly:

An assembly is a school activity in which students, teachers, and community participate for the unification and enrichment of school life. It is not an interruption in the working of the school but is an integral and basic part of the school day.

Aims of the Assembly:

To provide opportunities for the display of the wealth and variety of talent among our students. To provide the opportunity for students; to participate actively on stage before their fellow students, for recognition, providing social experience and training in stage presence, good speech habits, prayers etiquette, Adaab (Manners), and school announcements, etc.

1. To learn the importance of congregational prayers & etiquette of reading & listening of The Holy Quran.
2. To provide experience in proper audience response.
3. To showcase what is being done in various grades of the school.
4. To encourage appreciation of aesthetic values & to promote worthy attitudes & manners.
5. To motivate subject and school activities interest and stimulate creativity.
6. To develop student leadership and management and to cement public relations.
7. To bring into the school various groups and personalities from local and state organizations that will enhance the learning process.

Scheduling of an Assembly

Assemblies will be scheduled by the assigned class. Each grade will be assigned a week (Please refer to assembly schedule). Those desiring to present an assembly program should submit a petition to the principal for approval.

Please refer to the School Morning Assembly Schedule.

S.A. POLICY #25: Tardy Policy

All K-8 students are expected to be at school by 8:00 a.m. and MUST attend morning assembly. Attendance for the 1st period class will be taken at 8:16 a.m. At 8:16 am, students will be marked tardy if not in class. Punctuality is essential to a healthy academic environment.

When a student is tardy, the student escorted by the parents should come first to the office to get a tardy slip. This needs to be done before going into the classroom. Excused tardiness must be arranged with the office. Any other tardy will be considered unexcused unless the student is involved in a traffic accident. All students are expected to be in assembly in the morning and to report to class on time every class period. Teachers will keep track of tardies

and request a conference with the parents due to an excessive number of tardies. The teacher is not expected to hold up instruction or repeat him or herself due to tardiness. In severe cases, the parents will be requested to meet with the administration and may be asked to withdraw their child from school. Students will receive a verbal, written warning, or detention for being tardy.

Standard Operating Procedure #24:

The following chart outlines the consequences for tardies:

Violation occurrence/ date	Consequence <i>(Note: Excused violation must be noted by the school. E.g., any medical reason, etc.)</i>
1st	Verbal warning.
2nd	School will contact parent/guardian.
3rd	Written notice will be sent home. This must be signed and returned.
4th	Withdrawal of 1 privilege (e.g., recess).
5th	Withdrawal of 2 privileges (e.g., recess, exclusion from extracurricular activities, etc.).
6th	In-school character-building for 1 after-school session (3:45-4:15 pm).
7th	In-school character-building for 2 after-school sessions.
8th	In-school character-building for 3 after-school sessions.
9th	In-school character-building for 5 after-school sessions. Withdrawal of privileges for one week. Cannot serve as student of the month. Cannot serve as student government representative for the rest of the year.
10th	Suspension (with Board's decision) for a maximum of 1 week with additional academic assignments.
More than 10 is classified as Chronic violation	Strong possibility that student will be retained in the same grade for next school year. Expulsion (with Board's decision).

Principal's Middle School Tardy Consequences:

Violation occurrence/ date	Consequence <i>(Note: Excused violation must be noted by the school. E.g., any medical reason, etc.)</i>
1st	Verbal warning.
2nd	School will contact parent/guardian.
3rd	Written notice will be sent home. This must be signed and returned.
4th	Withdrawal of 1 privilege (e.g., recess).

5th	Withdrawal of 2 privileges (No lunch. and No recess)
6th	In-school character-building for 1 after-school session (3:45-4:15 pm).
7th	In-school character-building for 2 after-school sessions.
8th	In-school character-building for 3 after-school sessions.
9th	In-school character-building for 5 after-school sessions. Withdrawal of privileges for one week. Cannot serve as student of the month. Cannot serve as student government representative for the rest of the year.
10th	After School Detention (4:00-5:00; must miss clubs/sports if applicable)
15 th	1 day of Out-of-School Suspension
20th	Principal-Parent Conference is required. Students may not be eligible for reenrollment. If the tardiness issue continues, students will may be retained or not able to re-enroll

S.A. POLICY #26: Early Dismissal

All students must be signed out by a parent before they can leave the school premises. An Early Release Slip should be obtained from the office before the office personnel go to get your kids. The teacher will not release any child without a signed early release slip from the office. Under no circumstances will a student be allowed to call home to seek permission from parents, nor will the school release a student based on a phone call from someone claiming to be the parents. There must be a genuine reason (e.g., Doctor's appointment, Speech Therapy, Occupational Therapy, etc.) for early release request as it interferes with student learning. NO DISMISSAL will be allowed before 3:30 without Dr. note or appointment. At that time the staff is preparing for dismissal, and students will not be released. Parents must wait in line and not come down to retrieve their child due to not wanting to wait in line.

- Three Early Release per trimester will result in a recess detention.
- Six Early Release per trimester will result in one day unexcused absence and will be recorded in the monthly progress report.
- Nine unexcused Early Release per trimester will result in an out-of-school suspension for one day or appropriate Community Service as approved by the School Principal (upon Board's approval).
- Twelve unexcused Early Release per trimester will result in the students being referred to the Board of Director for removal from the school.

S.A. POLICY #27: Leaving School during the School Day

During the school day, no student is permitted to leave the school grounds without receiving permission from the office. Parents are required to come to the office to sign out student(s). Students will be permitted to leave if the parents call the administration or send a note.

Arriving Late or Leaving Early:

- Parents must come into the school to sign students in or out.
- Parents should sign students out at the appropriate Front Desk (elementary, middle/high school).
- All students are required to remain at school until the end of the day.
- Any student who leaves school early without authorization is not eligible to participate in extracurricular activities that day.
- A student may be referred to administration for repeated violations of this requirement

S.A. POLICY #28: Absences

Teachers will report all student absences by 9:00 am. If your child is absent, please call the school before 9:00 A.M. When returning to school, the child must have a written note signed by the parent explaining the absence. Students will not be allowed to make up work without a parent's phone call or a doctor's signed excuse. Students have the same amount of time to make up as they were absent because of illness. The parents will be asked to come to school for a conference after five absences by their child. The parents will be informed that their child will be dropped from class after the 10th unexcused absence. According to Albuquerque Public School policy on absence, a student is allowed up to 10 excused absences per semester, provided that appropriate documents are completed for these absences and the student completes all the coursework while out of school.

S.A. POLICY #29: Emergency School Closing

The decision to close school temporarily due to an emergency such as an epidemic or defect in school operation rests with the principal. In the case of inclement weather, S.A. will usually follow the decision made by the Albuquerque Public Schools. Local Television stations will carry emergency closing information. Notice of school closing will also be posted on the school's website and approved social media. Parents can also check their emails as notifications will be sent out by email and posted on social media.

S.A. POLICY #30: Vacations/Trips

When requesting a student to be dismissed from school for any planned reason, parents are to submit a WRITTEN REQUEST IN ADVANCE to EACH of the child's teachers and the principal. Families are strongly discouraged from planning vacations during school times. Extended absences impede a child's academic progress. If a student must be absent, a parent must have a vacation contract filled out by each of the student's teachers. All work assigned is due the day the student returns to school.

Academic and School Activities

Academic Programs

The curriculum taught at S.A. includes:

- Language Arts: Literature, reading, language, spelling, listening, and writing
- Mathematics: Concepts, operational skills and problem solving
- Science: Biological, physical and health
- Social Studies: History, geography, cultures, civilizations, and government
- Physical/ Health Education
- Computer Skills Lab
- Arabic: Reading, writing, vocabulary, and basic grammar
- Islamic Studies: Quran, Hadith, Seerah, and Islamic manners
- Arts and crafts/ Life Skills
- Leadership

S.A. POLICY #31: *Library*

The library has books, magazines, videos, and newspapers for assigned study and recreational reading and is open the entire day including short periods both before and after school. Each class, grades Pre-K to 8th, is assigned a library period each week. All lost and unreturned items will be billed to the parent account at the end of each trimester.

Fines are charged for overdue materials at a rate of twenty-five cents (25C) per day. Students must pay for it.

S.A. POLICY #32: Student Activities

Participation in any of the following activities is voluntary. They are offered as aids in helping the student to grow in the love of God and neighbor, extra-curricular activities, to acquire social stability, to develop skills, and to develop

Muslim attitudes.

Such activities should be correlated with the courses of study and directed to the same general objectives. These voluntary activities might be subject to extra charge for participating students.

Below is a list of the activities and organizations that might be available to the students. Information will be given during the appropriate times of the school year.

- Science Club
- Math Club
- Quran Memorization Classes
- Arabic Language program
- Homework help/Tutoring (Also on the recommendation of the teacher)
- Chess Club
- Summer School
- Yearbook/Newspaper
- Student government/ clubs
- Running Club

Meetings and/or activities shall in no way interfere with the regular school schedule. All students (who are registered for the Student Activities Club) must check in and log in the sign-up sheet provided by the Club In-Charge. Club members are not allowed to roam around the school when the Club Activities are in Session. The Club In-Charge is responsible for making sure that student time is appropriately utilized. Parents will be notified about all Club Activities.

S.A. POLICY #33: Guest Speakers

Salam Academy has a guest speaker program. Speakers are sought on the basis of student needs and interests, topical news events, interesting careers, and occupations.

Prior to attending an assembly given by a guest speaker, teachers are requested to instruct their students on the proper procedures for conducting themselves in the presence of a speaker. The students are expected to receive the guest warmly with applause, give their attention during the program, ask relevant questions when time allows, and thank the speaker with another warm applause.

Teachers are also encouraged to stress to the students that when attending a speaker's program, they are to be neatly attired. Students not adhering to this request will be prohibited from attending the program.

S.A. POLICY #34: Food Policy

Salam Academy aims to ensure that all aspects of food and nutrition in the school promote the physical, psychological, social, and spiritual health and well-being of students, staff, and visitors to the school, based on the following verses of the Quran:

Oh, ye people! Eat of what is on earth, lawful and good; and do not follow the footsteps of the evil one, for he is to you an avowed enemy. (2:168)

O ye who believe! Eat of the good things that We have provided for you, and be grateful to Allah, if it is Him ye worship. (2:172)

Rationale

Salam Academy recognizes the important connection between healthy eating and a student's ability to learn effectively and achieve high standards in school; the role the school can play as part of the larger community to

promote family health and home-farming practices; importance of sharing food in nurturing and celebrating our cultural diversity and in building friendships and inter-generational bonds under the Muslim dietary guidelines.

This policy is adopted in reference to the following issues:

- The Muslim dietary guidelines as mentioned in the Quran
- “You are what you eat”: Food and drink affecting children’s abilities to learn effectively
- The increasing obesity epidemic in the U.S.
- Dental disease as the most common chronic childhood disease
- The role of the school in contributing to family and community health

Teachers/ staff and any volunteer bringing and/ or serving any and all types of food, please be careful with all children with strict Zabiha/ Halal needs as you will be careful with children with food allergies.

Please maintain a list of families who are strict about their religious dietary needs.

Objectives

- To improve children’s knowledge, attitudes, and behaviors related to healthy eating and physical activity and to create environments in which practicing these behaviors is both easy and acceptable.
- To increase students’ knowledge of food production, manufacturing, distribution, and marketing practices and their impact on both health and the environment.
- To ensure students are well nourished at school and that students have access to safe, tasty, and nutritious food and to safe, available water during the school day.
- To ensure that food provision in the school reflects the religious, ethical, cultural, and medical requirements of staff and students (e.g., religious, ethnic, medical, and allergenic needs).
- To involve parents and the wider community.

Guidelines

Food ideas to increase healthy choices:

- 100% fruit juice ONLY
- Clean and pure water
- Milk (no hormones or artificial additives)
- Fruit (fresh, canned, or dried ONLY)
- Yogurt with fruit and/or cereal. (No gelatin and all; only pectin is acceptable.)
- Vegetables (e.g., carrot sticks, cucumbers, celery, broccoli, etc.)
- Cheese (No animal rennet; only microbial rennet is acceptable)
- Absolutely NO candy or artificially sweetened items.

Food topics may be covered within the curriculum:

- Nutrition
- Dental and digestive health
- Cooking and menu planning
- Food hygiene
- Cultural diversity
- Food production, marketing, and labeling
- Recycling
- How plants grow



Monitoring and Evaluation

The S.A. board, the principal, and the PTA representative will monitor and evaluate the food policy. Any violation in this food policy will be reported to the authorities mentioned above. The following checklist will be used to monitor and evaluate food practices:

- What food choices do we offer at after-school clubs and/or school events?
- What opportunities are there for people to get involved in the school food policy?
- Are children taking water breaks during sport/exercise activities?
- Are we encouraging the use of organic food?
- Are we minimizing waste by recycling, reusing, composting, and purchasing recycled products?
- Are we disclosing food labels and encouraging food-label reading?
- Is there a cleaning and disinfecting schedule in the dining and food storage area?
- Are students washing their hands before and after eating?
- Do students say Islamic prayers before and after eating?
- Do students, teachers, and staff follow healthy and hygienic food habits?
- Are students, staff, and teachers aware of food-related public health issues in the State?
- Is the Principal approving food before it is being served?

Currently, S.A. does not offer any food services. Students must bring their own healthy sack lunches. If the student forgets to bring his lunch to school, the school will provide lunch to the students and parents will be charged accordingly. School will maintain a record of food purchase and payment. All parents must sign a Food Permission Form informing the school of any food allergies, etc.

Snack and Lunch Rules

- Instruct your children to wash their hands before and after they eat.
- Walk to the eating area quietly.
- Say prayers (Duaa) before and after eating.
- Talk quietly when eating.
- Stay in designated eating areas only until dismissed.
- Clean up and put garbage in the trash cans when finished eating.
- NO throwing or playing with the food.

Local School Wellness Policy Final Rule requires any food or beverage marketed on school campuses during the school day to meet the Smart Snacks standards. Do you have marketing materials on your campus that include ads for foods and beverages? If you can't sell it, you can't market it! Join CDC and the Alliance for a Healthier Generation for the Food & Beverage Marketing Rules and Tools webinar on May 9th, 2019, at 3:30pm ET. Register here: <https://www.healthiergeneration.org/resources/trainings>

S.A. POLICY #35: Health & Illness Policy



Emergency Information

Parents are required to fill out the student emergency information for each child enrolled in the school. This information must be updated in the Gradelink system. No student will be allowed to attend school without completed emergency information in the Gradelink system the first day. Parents are responsible for updating this information, as necessary.

Illnesses Requiring Absence from School

For the protection of the child and other students, parents should not send their child to school if he/she shows the following symptoms:

- Fever
- Nausea or vomiting
- Evidence of a communicable disease
- Severe headache and/or stomachache
- Spasm or convulsions
- Any severe accident including cuts or bleeding
- Scratching head due to lice infestation
- Persistent cough
- Rashes

In some cases, a student will not be allowed to return to school unless the student presents a written medical report from his/her doctor stating that it is permissible for him/her to go back to school.

Acquired Immune Deficiency Syndrome

Decisions regarding the type of educational setting for the child who is infected with AIDS (HIV) virus will be based upon the behavior, neurological development, and physical condition of the child. The principal will decide the appropriate educational placement in conjunction with the Board, after reviewing the recommendation of the attending physician, in consultation with the public health personnel and the child's parent(s)/guardian(s). An additional aid regarding communicable diseases is the New Mexico Schools Infectious Disease Guidelines.

Head Lice

When a student is found to have head lice and/or nits (lice eggs), the parent(s) will be asked to keep the child at home until the student is free of lice and nits. Nit removal is essential to prevent re-infestation of the student and the infestation of others. Siblings and close friends of the infested student will be checked by the teacher, nurse or someone designated by the principal. Depending on the severity of the lice problem, the principal, in consultation with the Board, may decide it is necessary to check the entire classroom or group of classrooms. The principal shall

notify parents of children in an affected classroom of the problem when three or more children in an affected classroom are found to be infested within any two-week period. Otherwise, notification shall be discretionary with the principal. Students returning to school after being sent home with an infestation will be checked for lice and nits by the principal or designated person prior to his/her return to class.

For information on head lice infestation, please visit; <http://dpi.wi.gov/sspw/headlice.html>

Medication

Parents must fill out a permission form if their child is to take prescribed medicine at school. Information about the medication should be submitted along with the permission letter. All prescribed medicines **MUST** be in their original container with the directions clearly detailed on the container. No child may take any medication while on school grounds without the knowledge of S.A. Administration. All medication must be kept in the school office.

NOTE: Salam Academy is not responsible for any medicine taken by a student without knowledge of the school.

Standard Operating Procedure: Guidance for Responses to Influenza [Flu]

What to know

- Experts think that influenza viruses spread mainly by droplets made when people with flu cough, sneeze, or talk.
- Less often, a person might get influenza (flu) by touching a surface or object that has an influenza virus on it and then touching their own mouth, nose, or possibly their eyes.
- Influenza viruses can be detected in most infected people, beginning one day before symptoms develop and up to five to seven days after becoming sick.
- People with flu are the most contagious during the first three days of their illness
- Kids who are contagious must stay home till they are OK to attend the school

Tips to reduce the risk of seasonal flu

The single best way to reduce the risk of seasonal flu and its potentially serious complications is to get vaccinated each year, but preventive actions like avoiding people who are sick, covering your cough and washing your hands also can help stop the spread of germs and prevent respiratory illnesses like flu. This also can include taking steps for cleaner air and hygiene practices like cleaning frequently touched surfaces.

These tips will help you learn about actions you can take to protect yourself and others from flu and help stop the spread of germs.

1. Avoid close contact. Avoid close contact with people who are sick. When you are sick, keep your distance from others to protect them from getting sick, too. Putting physical distance between yourself and others can help lower the risk of spreading a respiratory virus.
2. Stay home when you are sick. If possible, stay home from work, school, and errands when you're sick. You can go back to your normal activities when, for at least 24 hours, both are true:
 - a) Your symptoms are getting better overall, and
 - b) You have not had a fever (and are not using fever-reducing medication¹). After these two criteria are met, there are some additional precautions that can be taken to protect others from respiratory illness.
3. Cover your mouth and nose. Cover your mouth and nose when coughing or sneezing. It may prevent those around you from getting sick. Influenza viruses are thought to spread mainly by droplets made when people with flu cough, sneeze or talk. Wearing a mask is an additional prevention strategy that you can choose to do to further protect yourself and others. When worn by a person with an infection, masks reduce the spread of the virus to others. Masks can also protect wearers from breathing infectious particles from people around them.
4. Clean your hands.
Washing your hands often will help protect you from germs. If soap and water are not available, use an

alcohol-based hand rub. Handwashing: Clean Hands Save Lives Tips on hand washing and using alcohol-based hand sanitizers.

5. Avoid touching your eyes, nose or mouth.
Germs can be spread when a person touches something that is contaminated with germs and then touches his or her eyes, nose, or mouth.
6. Take steps for cleaner air.
You can improve air quality by bringing in fresh outside air, purifying indoor air or gathering outdoors. Cleaner air can reduce the risk of exposure to viruses.
7. Practice good hygiene and other healthy habits.
Cleaning frequently touched surfaces, such as countertops, handrails, and doorknobs regularly can help prevent the spread of some illnesses. Also, get plenty of sleep, be physically active, manage your stress, drink plenty of fluids, and eat nutritious food.

Know the Difference between Cold and Flu Symptoms

Can you tell the difference between symptoms of the flu and the common cold? To learn more about your symptoms, if they are associated with the flu, and how TAMIFLU may help, please check out the Symptoms at a Glance chart below.

Symptom	Cold	Flu
Fever	Fever is rare with a cold.	Fever is usually present with the flu in up to 80% of all flu cases. A temperature of 100°F or higher for 3 to 4 days is associated with the flu.
Coughing	A hacking, productive (mucus-producing) cough is often present with a cold.	A non-productive (non-mucus producing) cough is usually present with the flu (sometimes referred to as dry cough).
Aches	Slight body aches and pains can be part of a cold.	Severe aches and pains are common with the flu.
Stuffy Nose	Stuffy nose is commonly present with a cold and typically resolves spontaneously within a week.	Stuffy nose is not commonly present with the flu.
Chills	Chills are uncommon with a cold.	60% of people who have the flu experience chills.
Tiredness	Tiredness is fairly mild with a cold.	Tiredness is moderate to severe with the flu.
Sneezing	Sneezing is commonly present with a cold.	Sneezing is not common with the flu.
Sudden Symptoms	Cold symptoms tend to develop over a few days.	The flu has a rapid onset within 3-6 hours. The flu hits hard and includes sudden symptoms like high fever, aches, and pains.
Headache	A headache is fairly uncommon with a cold.	A headache is very common with the flu, present in 80% of flu cases.
Sore Throat	Sore throat is commonly present with a cold.	Sore throat is not commonly present with the flu.
Chest Discomfort	Chest discomfort is mild to moderate with a cold.	Chest discomfort is often severe with the flu.

DISCLAIMER:

This is not a substitute for a professional, on-site medical diagnosis. However, you can use the printable symptoms results for discussion with your doctor or other healthcare professional during your visit to aid in a professional diagnosis.

Symptom or sign	COVID-19	Cold
Cough	Usually (dry)	Usually
Muscle aches	Usually	Sometimes
Tiredness	Usually	Sometimes
Sneezing	Rarely	Sometimes
Sore throat	Usually	Usually
Runny or stuffy nose	Usually	Usually
Fever	Usually	Sometimes
Diarrhea	Sometimes	Never
Nausea or vomiting	Sometimes	Never
New loss of taste or smell	Usually (early — often without a runny or stuffy nose)	Sometimes (especially with a stuffy nose)

Symptom or sign	COVID-19	Allergy
Cough	Usually (dry)	Sometimes
Fever	Usually	Never
Muscle aches	Usually	Never
Tiredness	Usually	Sometimes
Itchy nose, eyes, mouth or inner ear	Never	Usually
Sneezing	Rarely	Usually
Sore throat	Usually	Rarely
Runny or stuffy nose	Usually	Usually

Symptom or sign	COVID-19	Allergy
Pink eye (conjunctivitis)	Sometimes	Sometimes
Nausea or vomiting	Sometimes	Never
Diarrhea	Sometimes	Never
New loss of taste or smell	Usually (early — often without a runny or stuffy nose)	Sometimes

Symptom or sign	COVID-19	Flu
Cough	Usually (dry)	Usually
Muscle aches	Usually	Usually
Tiredness	Usually	Usually
Sore throat	Usually	Usually
Runny or stuffy nose	Usually	Usually
Fever	Usually	Usually — not always
Nausea or vomiting	Sometimes	Sometimes (more common in children)
Diarrhea	Sometimes	Sometimes (more common in children)
Shortness of breath or difficulty breathing	Usually	Usually
New loss of taste or smell	Usually (early — often without a runny or stuffy nose)	Rarely

S.A. POLICY #36: Accident / Injury Policy

Introduction

This policy enables our school to provide for the immediate needs and requirements of students who have sustained either a serious or a minor injury; ensure that adequate resources and arrangements are in place to deal with

injuries/accidents as they arise; and ensure that lines of communication with parents/guardians are in place. This policy applies to all users of the school premises and during all-school related activities.

Roles and Responsibilities

The overall responsibility for the day-to-day management of school supervision/routines rests with the principal. The class teacher is responsible for classroom supervision and teachers on playground duty are directly responsible for the supervision of students at break time. The school's Nurse on duty/or on-call is Fedah Abdelhack. The following faculty/ staff are current with their First Aid/CPR certification:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Aims/Objectives

- To ensure the physical safety and well-being of all staff/faculty and students
- To develop procedures whereby all injuries are dealt with in a competent and safe manner
- To provide guidance for staff so that children have access to proper interventions
- To comply with all legislation relating to safety and welfare at work

Standard Operating Procedure #36:

Safety of students and staff/faculty is a priority for the school, and robust measures have been put in place to ensure no children or staff/faculty members are at risk:

- Relevant medical information, including medical conditions and allergies, is obtained from parents at the time of enrollment, and the teachers are informed.
- Each classroom teacher regularly instructs his/her class on issues relating to safety in the class/yard. Dangerous practices such as climbing basketball posts, throwing stones, running fast in the yard, hiding from supervision, engaging in horseplay, fighting etc. are subject to severe sanctions (see School Anti-Bullying and Discipline Policies)
- There is at least one teacher on playground duty at all times.

Minor Accident/Injury

The teacher on playground duty initially looks after the injured party. If deemed necessary, a person other than the teacher will take the child to the First Aid Station, which is close to the principal's office. No medicines are administered, but cuts are cleaned with antiseptic wipes and bandages are applied if deemed appropriate (NOTE: make sure to be aware of medicine/chemical allergy). The use of plastic gloves is mandatory at all times. **Parents are notified as a matter of protocol. All accidents are recorded in the Accident Report Folder.**

More Serious Accidents/Injuries

If considered safe to do so, the injured party is taken to the First Aid Station. Parents are immediately informed, particularly if there is a suspicion of broken bones and/or head or eye injuries. The child is kept under intense observation until parents arrive, with the emphasis on making the child as comfortable and as settled as possible.

Very Serious Injuries

In the event of a very serious injury, parents/guardians are immediately contacted. If the considered opinion of the staff is that immediate professional help is required, an ambulance is called. On rare occasions the staff may agree

that taking the child to Accident & Emergency Care in a private car is a more prudent option. Parents are kept informed of developing situations. Parents must give written permission to the school to allow them to call 911 and also to seek any serious medical help.

Categories of Injury / School Procedures

Minor Cuts and Bruises

In all cases of injury, it is understood that there is at least one teacher on play yard duty.

- Clean around cuts using antiseptic wipe/cloth, cleaning from the center outwards
- Check for small particles which may be embedded in the wound
- Bandage the wound with gauze or Band-Aid.
- Class teacher is informed
- Teacher observation is maintained
- Children are advised to show/tell parents. A note is sent home with a short report on the incident and how it was cared for.

Sprains/Bruises

- In the event of a sprain/bruise, the process of R.I.C.E (rest, ice, compress, and elevate) is implemented
- If in doubt, parent/s are contacted
- Teacher observation is maintained

Faints and Shocks

- Look for A.B.Cs (Airway without obstruction; Breathing; Circulation)
- Lie the party down
- Raise the legs above the level of the heart
- Loosen any tight clothing
- Ensure there is fresh air
- Start CPR if the party does not respond back (or when appropriate)
- Contact parents

Severe Bleeding

- Set or lie the injured party down
- Press down on wound using gloves
- Lift (if possible) the injured part above the level of the heart
- Put a clean dressing over the wound and secure it firmly with a bandage
- If blood shows through the dressing, then place another one over the first
- GET HELP! Call 911
- Contact parents

Burns/Scalds

- Immediately remove child from danger area
- GET HELP! Call 911
- Cool burnt area with cold running water
- Remove rings etc. and other tight-fitting accessories
- Do not remove objects stuck to skin
- In the event of a minor burn use a special burn gauze/burneze

Unconsciousness

- Place child in recovery position

- Call parents
- Check for broken bones, neck, or back injury
- If the subject is not breathing, artificial respiration is applied (CPR)
- Other children are kept away

Stings/Bites

- If the case is serious/ parent/s are contacted.
- The First Aid Policy is based on collective teacher input. Others automatically assist the teacher on play yard duty in the case of a serious injury

Resources

Two First Aid Boxes are located in the office areas of the school. All staff/faculty are aware of these locations. The contents of such boxes are replenished when deemed necessary by the First Aid person / School Nurse or some other designated staff member. There should be an emergency first aid pack in each class.

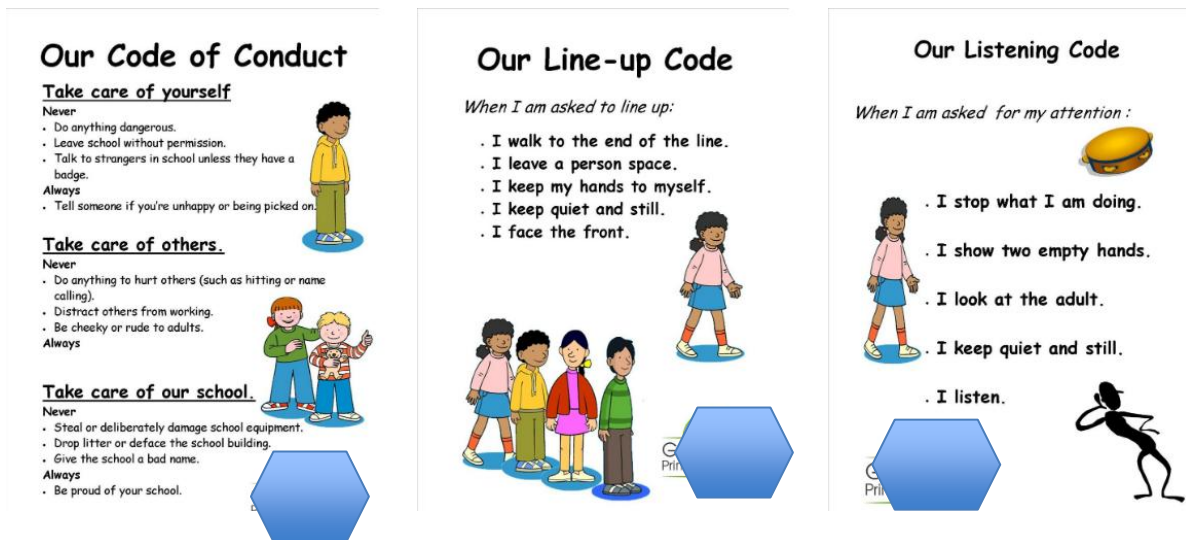
Record Keeping

All accidents/injuries are recorded in the Accident Report Folder which is located in the staff room. One Accident Report Folder covers all children in the school. The accident report form lists the date and time of accident, witnesses, nature of injuries, a brief description of the circumstances of the accident, procedures followed by staff etc. Very serious injuries will be notified to the School's Insurers on the special Incident Report Form.

Evaluation

The success of this policy is measured from the following criteria:

- Maintaining a relatively accident-free environment
- Positive feedback from staff, parents, children
- Monitoring and evaluation at staff meetings



S.A. POLICY #37: Student Code of Conduct [Also see the ABUSE Policies & Procedures manual].

S.A. policies are designed to assist students in accepting the responsibility for his/her behavior and creating an

atmosphere conducive to learning while instilling Islamic values.

These policies require that all students at the school adhere to a uniform code of conduct, regardless of the grade in which they are a student. This code of conduct will govern their behavior while within the school premises and during school-sponsored activities.

At S.A., our rules are very easy to remember and follow: “Respect for self, others and Property.” Students who choose to violate the rules will be issued a discipline form. The infraction will also be input by the teacher into the GPA system. Each student will write down how he/she violated the rule on the discipline form. Parents must read and sign the slip and send it back to the teacher with their child the next day. Parents are to discuss and guide their child(ren) so they can learn from their mistakes and not repeat them.

Jurisdiction

S.A. has jurisdiction over its students during the regular school day and while going to and from school on S.A. transportation. The S.A. jurisdiction includes any activity during the school day on school grounds, and any school-related activity, regardless of time or location.

Vandalism and Damage to School Property

Students shall not vandalize or otherwise damage any property, including furniture, bathroom fixtures, and other equipment, belonging to or used by the S.A. Parents or guardians of students guilty of damaging school property shall be liable for damages in accordance with law.

Prohibited Activities

All offenses and acts of misconduct listed under Category I through Category IV, as well as other acts of misconduct, are prohibited activities and any student who engages in any of these activities will be subject to appropriate discipline.

Cheating/Academic Dishonesty

Copying another person’s work, such as homework, class work, or a test, is a form of cheating. The student will be subject to academic disciplinary action that may include loss of credit for the work in question. Teachers who have reason to believe that a student has engaged in cheating or other academic dishonesty will assess the academic penalty to be imposed. Students found to have engaged in academic dishonesty will be subject to disciplinary penalties as well, according to the student Code of Conduct.

Plagiarism:

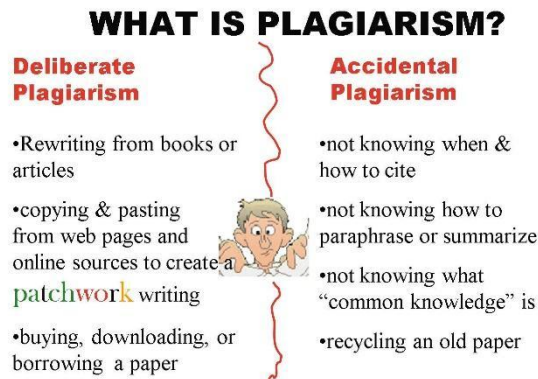
Plagiarism is a serious offense. The penalty, in addition to an F on the assignment, may be an F in the course as a whole, expulsion from the school, and/or notation of academic dishonesty on the student’s permanent record.

Plagiarism exists when:

1. The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one’s own in an examination or test).
2. Parts of the work are taken from another source without reference to the original author.
3. The whole work (e.g., an essay) is copied from another source.
4. A student submits or presents work in one course that has also been submitted in another course, although it may be completely original to that student, without the knowledge of or prior arrangement with the instructor involved.
5. Know the policy on the use of the Internet (Student’s work is expected to be original but in case some supporting material is used from the internet then the website and/or webpage must be mentioned) as a means of research. If your teacher allows use of the Internet, be sure to review with him/her the appropriate use of this source, the pitfalls of the Internet, and an appropriate citation format. Bear in mind

that the Internet does not generally have the same checks and balances system that printed materials have - Internet sources may themselves be plagiarized.

6. Recording/ tapping test material will also be considered cheating.



ChatGPT & Other AI Tools

ChatGPT is a chatbot, a program that simulates an online conversation using artificial intelligence (AI) technology. The GPT stands for Generative Pre-trained Transformer. Its role in and out of the classroom given the (relative) quality of its responses has a possibility of **potential misuse regarding academic integrity.**

ChatGPT responds to natural language input. Like a chatbot, it will respond to your questions and perform tasks such as writing emails, computer code, essays ... even letters of recommendation.

ChatGPT works by processing huge samples of written language and then using algorithms to predict how words go together in different situations. This is apparently enough for it to be able to write in a fairly natural-seeming way and to even seem to give sentient responses.

ChatGPT generates patterns of text on a probabilistic basis (similar to “autofill” in your email client, though more powerful). For this reason, **it should not be listed as a co-author on scholarly work; we see it as a compiler rather than a writer.** ChatGPT doesn’t have access to web material behind paywalls and has little knowledge of events after 2021. **The program can’t (yet) cite references.**

SA Policy #37A: Generative AI Use for Academic Work Policy.

Use of Generative AI, such as ChatGPT and Microsoft Bing-Chat, must maintain the highest standards of academic integrity and adhere to the S.A. Code of Student Conduct.

- The use of Generative AI should be seen as a tool to enhance academic research, not as a replacement for critical thinking and originality in assignments.
- **Students are not permitted to submit assignments that have been fully or partially generated by AI unless explicitly stated in the assignment instructions.**
- Students must obtain permission from the teacher before using AI composition software (like ChatGPT) for any assignments in any course. Using these tools without the teacher’s permission puts the academic integrity at risk
- All work submitted must be the original work of the student.
- Any ideas garnered from Generative AI research must be acknowledged with proper in-text citation and reference. Students may be asked to save the AI chat as a PDF file for verification.

Adapted From:

ChatGPT. (2023). A student agreement in university business course about proper use of ChatGPT in assignments, including APA citations. Retrieved from ChatGPT Online – AI Chatbot (chat-gpt.org).

Lou, H. (2023). Generative AI Use for Academic Work Policy.

Can Teachers Tell if Students Use ChatGPT?

Tools exist that aim to detect text created by ChatGPT and similar programs. Chances are, the tools that create text will evolve over time, as will the tools designed to detect AI-created text. Students who use generative artificial intelligence improperly put themselves at risk because faculty may discover their behavior. More importantly, by undermining the purpose of assignments, students deny themselves the benefit of learning new material, which is the purpose of taking college courses in the first place.

Write

ChatGPT can give you advice for building your argument, developing your writing and more. Be careful not to just copy/paste.

1

Ask it to write different outlines for an essay; choose the elements you want to include.

2

Create different versions of a text and choose the best to mix together and rewrite.

3

Ask for feedback on an assignment: areas to improve or develop

4

Ask it to translate words or phrases, or suggest better words to use.

5

Use it to check your grammar and punctuation.

6

Write a title for your essay, story or presentation

7

Reshape your writing for a different audience, or different formats.

8

Draft emails or club announcements.

9

Write catchy slogans for posters

10

Generate lists of metaphors on a topic then pull together surprising combinations.

25

ways for students to use ChatGPT

Find info

11

Use it instead to search. It can give you more detailed answers than Google.

12

Ask it for definitions

13

Ask it to summarize an article, theory or process

14

Ask it to recommend a good book to read!

15

Learn something new. Ask it to teach you to code or paint or make a video.

Brainstorm

16

Ask for advice! "How should I ___?"

17

Check your bias! Ask it for different perspectives on an issue.

18

Generate ideas. "Give me 10 different types of characters for a fantasy story." "What are some topic ideas for a science report on water pollution?"

19

Have fun! Ask it for the best way to spend a Sunday afternoon or make the perfect sandwich or write a song about yourself.

20

Roleplay: tell it to be Shakespeare or your mom or your teacher and talk to it about ____.

21

Ask about ways to test a scientific hypothesis

22

Anticipate problems: "What might go wrong if ____."

Organize

23

Use it for study. Add your notes and tell it to find key words, or group them into main topics.

24

Lengthy project? Ask it to create a study routine or a timeline to finish.

25

Make a plan! Ask it the steps to finish doing ____.

While ChatGPT offers some cool new ways to get stuff done, it's very important to remember it's often wrong or just makes stuff up!

Outsource the PRODUCTION, not the THINKING

Jeri Hurd, Branksome Hall Asia
Adapted from Ditch That Textbook
© Creative Commons

GENERATIVE AI

FOR SCHOOL WORK



by: Miriam Scott
scottybreaksitdown.com

ETHICAL USE

- CONCEPT EXPLANATION**
Can simplify complex concepts
- RESOURCE CREATION**
Can create flash cards, revision activities, analytical tools
- IDEA GENERATION**
Can stimulate creative thinking and ideas as a starting point
- FEEDBACK & EVALUATION**
Can provide instant feedback on work to improve quality before submission
- BRAINSTORMING**
Create ideas or topics for work to provide different suggestions or perspectives
- REVISION**
Create activities to help with better understanding and recall
- PRESENTATION SKILLS**
Can provide suggestions to improve presentation skills
- CITATION & FORMATTING**
Can provide correct referencing and in-text citation advice
- LOCATE SOURCES**
Can use to find sources to help with research. Similar to using Wikipedia or Google

UNETHICAL USE

- PLAGIARISM**
Using AI-generated content verbatim without proper citation or presenting AI-generated work as your own is unethical and is plagiarism. This is the same if you took a definition from a Google the same if you took a definition from a Google search.
- ASSIGNMENT OUTSOURCING**
Using AI to create assignments, essays, or projects without any personal input or understanding undermines the learning process and is considered academic dishonesty. This is the same as a tutor or parent creating your work and you claiming it as your own.
- MISREPRESENTING ABILITIES**
Using generative AI to complete tasks that are beyond your understanding and presenting the results as your own. This is the same as copying someone's assessment or paragraph and tweaking it to make it look different.
- IMPROPER REFERENCE CHECKING**
Asking to source references and not checking the validity of the information and relevance. Example: Claiming this is where you sourced information, but you only used ChatGPT

Illegal Drugs

If any student/parent/visitor/staff/teacher brings to school or has in his/her possession on the school grounds or at any school related function, during or after school hours, any illegal drug or alcohol, he/she will be suspended and is liable for expulsion.

Pornography

If any student/parent/visitor/staff/teacher brings to school or has in his/her possession on school grounds or at any school related function, during or after school hours, pornographic material, he/she will be suspended and is liable for expulsion.

Smoking

Smoking or the possession of smoking materials is not permitted on the school grounds or at any school-sponsored activities. Violation of this regulation will result in suspension and the possibility of expulsion. Legal adults must be 50 feet away from school premises (buildings, parking areas, and playgrounds) to smoke. The evidence is now "indisputable" that secondhand smoke is an "alarming" public health hazard, responsible for tens of thousands of premature deaths among nonsmokers each year, Surgeon General Richard H. Carmona. Dr. Carmona warned that measures like no-smoking sections did not provide adequate protection, adding, "Smoke-free environments are the only approach that protects nonsmokers from the dangers of secondhand smoke."

Toys and Equipment

You may not bring toys or equipment to school without prior permission from the office, including but not limited to:

Cell phone	☐ All Collection Items
iPads	☐ TVs
Laptops/Tablets	☐ Water/toy guns
Tape recorders	☐ Whistles & Noise Makers
Video games	☐ VCRs/ Portables
All Toys	☐ Roller blades/skates
CD players	☐ Musical instruments
Computer games	☐ Hockey sticks
	☐ Bats & Saucers

ITEMS NEVER ALLOWED

- Inappropriate magazines
- Inappropriate videos
- Inappropriate cassettes
- Inappropriate posters
- Inappropriate pictures
- Anything resembling a weapon
- Fireworks

The school reserves the right to decide what is inappropriate.

S.A. POLICY #38: Homework Policy

Homework is an activity in which the student engages away from the school that has correlation to schoolwork and learning. Research shows that students learn more when they actively engage in a variety of homework activities. We do encourage parents to become involved with your child's education by discussing with your child his/her homework assignments.

Homework can be assigned for any or all of the following purposes:

- Homework can be used to enrich and extend school experiences through home activities.
- It can also be used to provide essential practice in needed skills.
- Homework can be used to develop good study habits, which may lead to increased independence of the student, budgeting of time, self-direction, responsibility, and initiative.
- Homework can also carry over worthwhile school activities into a permanent career or leisure interest.

We often think of homework as involving pencil and paper type tasks, but homework may also include activities such as:

- Practice assignments to reinforce a recently taught skill
- Continuation of work begun in class
- Read orally to parents
- Collection and preparation of exhibits
- Writing stories and reports
- Study for tests
- Creative art activities
- Science projects
- Practicing math facts
- Conducting an interview
- Recreational/pleasure reading
- Rehearsing a speech that is to be given in class
- Reading to gather information for written report
- Watching and evaluating assigned television programs
- Comparing the cost of a list of items found in various stores
- Visiting a museum, library, art gallery or zoo
- Writing an article for the school newsletter

Homework Specifics

- If your child is not bringing homework home on a regular basis (2 or more incidence of unexcused missed assignments) or is excessively exceeding the time guidelines, please contact his/her teacher.
- Unfinished class work or work missed due to excused absences, although accomplished outside of school, is not part of the regularly assigned homework.
- Weekend homework may be given to students in order to update class work and/or homework, to reinforce skills taught or to work on long-range projects.
- When no homework is assigned, it is recommended that the students do individual reading, practicing math facts, review spelling words, etc.

Parent Responsibilities Concerning Homework:

- To provide an environment that is conducive to uninterrupted study time.
- To make sure the child has the necessary materials to do the assignments.
- To encourage the child to be neat and organized.
- To make school the number one priority during the academic school year.
- To model self-discipline, organization, time management and a positive attitude.
- To provide support and encouragement of the child's efforts.
- To ask the child to share his/her assignments with you and to ask for specific help.
- To contact the classroom teacher in the event of questions or concerns.
- To assist the child, if needed, without doing their work for them. To check the school approved grading system (Gradelink) on a weekly basis to make sure your student is doing well in his or her classes. To check your child's school-provided agenda to ensure he is writing down and completing all assignments.

Student Responsibilities Concerning Homework:

- To understand what the assignments are and when they are due.
- To ask questions when instructions, assignments, or deadlines aren't clear.
- To organize time and other resources in order to complete assignments on time.
- To give homework your best effort before asking parents for help.
- To write down each assignment in your agenda and have your parents sign that you have completed the work.
- To utilize the daily assignment notebooks in grades 3rd – ^{up} and the "take home" folders and/or homework assignment sheets in grades Pre-K- 2nd.
- To take homework home along with any required materials.
- To turn assignments in by the specific due date.
- To make up any work missed due to excused absences from class.

Late Homework Policies:

Students are expected to turn work in on time. Students who turn in late assignments on a consistent basis will receive any of the following based upon individual teacher discretion or grade level policy.

- Partial credit
- No credit
- Missed reward activity
- Communication with parents
- After school detention

Students who miss homework because of an absence will receive the opportunity to make up missed work. Students are given one calendar day for each day absent plus one extra day to turn in their work. It's the students' responsibility to get work missed due to illness or absence.

Recommended daily Home-Study Times [Home study times vary according to the needs of the individual child]

Grade 1-2 = 30 minutes

Grade 3 = 45 minutes Grades 4-6 = One-hour Grades 7-8 = 2-4 hours

“Read! In the Name of your Lord, Who has created(all that exists), Has created man from a clot (a piece of thick coagulated blood).Read! And your Lord is the Most Generous, Who has taught(the writing) by the pen” (Surah Al-Alaq/96: 1,2, 3)

Ways to Help Your Child with Reading at Home

Consider these ideas on how you can support reading at home.

Setting the Atmosphere

- Help your child find a comfortable, quiet place to read.
- Orient your child to the book by looking at the cover first and talking about what you think it may be about or any way it reminds you of your life. Ask your child what s/he thinks.
- Have your child see you reading model.
- Read aloud to your child. Re-read favorite stories.
- Read with your child.
- Discuss the stories you read together.
- Recognize the value of silent reading.
- Keep reading time enjoyable and relaxed.
- Let your child see you reading for enjoyment and for information.

Responding to Errors in Reading

Based on the way most of us were taught to read, we tell children to “sound it out” when they come to an unknown word. To help children become independent readers who monitor and correct themselves as they read, try the following ideas before saying “sound it out”. When your child has trouble reading a word, give him or her wait time of 5 to 10 seconds. See what he attempts to do to help himself and then apply one or more of the following questions or comments.

- “What would make sense there?”
- “What do you think that word could be?”
- “Use the picture to help you figure out what it could be.”
- “Go back to the beginning and try that again.”
- “Skip over it and read to the end of the sentence (or paragraph). Now what do you think it is?”
- “Put in a word that would make sense there.”

- “You read that word before on another page. See if you can find it.”
- Help your child sound it out or tell what the word is.

Most importantly, focus on what your child is doing *well* and *attempting* to do. Remain loving and supportive. When your child is having difficulty and trying to work out the trouble spots, try these comments.

- “Good for you. I like the way you tried to work that out.”
- “That was a good try. Yes, that word would make sense there.”
- “I like the way you looked at the picture to help yourself.”
- “I like the way you went back to the beginning of the sentence and tried it again. That’s what good readers do.”
- “You are becoming a good reader. I’m proud of you.”

➤ Source: Routman, R. (1994)

S.A. POLICY # 39: Grading and Academic Promotion Policy

Report Cards

Report cards are distributed at the end of each trimester term for parents and children to review. Report Card dates are mentioned in the School’s Academic Calendar. Any request for grade concern must be made in writing to the school office within one week of receipt of the grade. A monthly Progress Report is also sent home last Friday or last working day of each month of the Academic Calendar. A weekly/daily Progress Report is ONLY maintained for students who are struggling with academia.

Grading Scale

The following is the correspondence between letter grades and numerical ones for the upper elementary and middle school.

D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
60	63	67	70	73	77	80	83	87	90	93	97
61	64	68	71	74	78	81	84	88	91	94	98
62	65	69	72	75	79	82	85	89	92	95	99
	66			76			86			96	100

Assessments / Standardized Testing

S.A. uses STAR 360 for assessing students to national standards in all general educational requirements, such as, Reading, Math and Science. School Based Assessment (SBA) is utilized to assess Social Studies. DRA- Developmental Reading Assessment is also performed in the beginning of each academic year on each student at each grade level. IQRA Standardized Assessment tests are used to test Islamic knowledge. Standardized Arabic tests designed by external experts are also used. The fee for the test is charged from the parents in the beginning of the school year (due before the first day of school in August).

School Graduation

KG, 5th, and 8th grade graduation exercises will be held at the end of the school year in a simple and dignified manner in the school or any approved facility by the school.

S.A. POLICY #40: Retention and Promotion

The general policy of S.A. is that the student is promoted each year on the recommendation of the teacher and the principal. When making an evaluation of the student's academic progress, the social, emotional, physical, and moral development of the student is taken into consideration.

The amended New Mexico Statutes Annotated, Chapter 22, Section 15, (NMSA 22-28-6) is the current law dealing with student retention and promotion in New Mexico public schools. The amendment states that students not attaining academic proficiency levels must participate in academic improvement programs established by their school districts.

S.A. POLICY #41: Honor Roll Policy

It is the school's responsibility to the community that all school employees will work to challenge and support all students in the pursuit of their highest levels of academic and personal achievement. Throughout the student's journey at Salam Academy, the school will provide a positive and stimulating learning environment in order to inspire a passion to excel in each student. The curricular offerings are designed to encourage students to stretch their minds. The curriculum will provide the necessary rigor to challenge students to meet the highest of academic standards. The Salam Academy diploma signifies the pursuit of academic excellence. The transcript will reflect a student's personal achievement and rigorous course selection. As well, both shall recognize and commend the highest level of a student's academic achievement. To stimulate achievement as measured by its extraordinary expectations, the school will establish an academic honor system. In order to realize these goals, the system must:

- Reflect high academic achievement.
- Be honest, fair, transparent, and credible
- Be criterion referenced.
- Reflect high expectations for all students across all courses and programs.

Definitions

- Grade Point Average (GPA): the student's numerical average for all courses taken. It is computed by adding the total number of the letter grades' point values and dividing it by the number of credits completed. This can be calculated for individual trimesters (called Trimester GPA) or for the entire school year (Cumulative GPA).
- Criterion Referenced: a standard on which a judgment or decision may be based.
- Grade Weighting: the assignment of a greater numerical value to the letter grade's numeric point value to reward a student for completing a course.

Honors and High Honors

Effective Academic year 2018-2019, the following scale will be used to recognize academic excellence at the conclusion of each trimester. Students will work to compete against the criterion for academic honors—not each other. A student's final cumulative GPA will be used to determine the level of honors for the school year. These honors will be recorded on the student's transcript and diploma and will be recognized at commencement exercises.

The following two levels of academic honors will be used:

- a) Highest Honors ("with highest distinction")—Cumulative GPA average of 4.000 and above
- b) Honors ("with great distinction")—Cumulative GPA average of 3.5 to 3.999

In the event that a miscalculation of GPA occurs, honors may be awarded after the fact; Honors mistakenly awarded will not be retracted.

Implementation

The Director of Education or school principal or designee is directed and authorized to develop and approve specific procedures for the implementation of this policy.

S.A. POLICY #42: Grade Advancement for Academically Advanced Students

Purpose

This policy is made in order to discover factors that may influence classroom performance or test scores of Academically Advanced students. It does not weigh for or against qualification but aids the Student Assessment Team in making good judgments about how to proceed with helping the student(s) towards learning excellence.

Details

Giftedness is often confused with high achievement. High-achieving students are noticed for their on-time, neat, well-developed, and correct learning products. Some adults assume these students are gifted because their school-appropriate behaviors and products surface above the typical responses of grade-level students. Salam Academy has these procedures in place to correctly identify giftedness and to implement educational decisions to promote gifted students' success.

Grade advancement is a legitimate and valuable method of meeting the needs of some intellectually or academically gifted students. Grade advancement is a way of bringing some gifted and talented children up to a level of instruction closer to their levels of achievement and pace. This method of acceleration is available at Salam Academy following the guidelines outlined in this document.

Eligibility for Grade Advancement

Grade advancement may be considered for students who demonstrate exceptional academic ability, advanced intellectual functioning, and readiness for curriculum beyond their current grade level. Eligibility is determined through a combination of academic evidence, developmental readiness, and assessment team review.

New Student Eligibility

- All new students must complete a 30-day probation period before becoming eligible for grade advancement consideration.
- No grade advancement requests will be accepted during this probation period.

Grade Restrictions

- 1st grade and 8th grade may not be challenged for advancement under any circumstances.

Pre-Referral Consideration

Classroom teachers and parents may find the following list of characteristics useful in their initial identification of potentially gifted students. This is only one consideration in assessing their students' abilities.

Request Process

A parent, guardian, or authorized educational representative may submit a Grade Advancement Request Form to initiate the process.

Required Documentation

A complete portfolio must be submitted, including:

- Academic work samples
- Standardized test scores
- Teacher evaluations
- Any additional assessment materials requested by the school

Acknowledgment of Policy

The requestor must acknowledge:

- Understanding of the grade advancement policy
- Agreement to cover all costs associated with the assessment process
- Agreement to honor the final decision of the Assessment Team

Assessment & Review

All grade advancement requests will be evaluated by the Assessment Team, which may include:

- Classroom teachers
- Gifted education specialists
- School administrators
- Psychologists or assessment professionals (as needed)

Assessment Components

The team may consider:

- Academic performance and mastery
- Cognitive ability indicators
- Social and emotional readiness
- Classroom behavior and adaptability
- Teacher observations and recommendations

Trial Period

All approved grade advancements will begin with a **six-week trial period**.

Trial Expectations

- The student must demonstrate academic success, emotional stability, and social adjustment in the advanced grade.
- The student and family must understand that advancement is **conditional** during this period.

Possible Outcomes

- **Successful Advancement:** The student remains in the advanced grade.
- **Return to Original Grade:** If the trial does not go well, the student may be returned to the previous grade without penalty or stigma.

Managing Expectations

The school emphasizes the importance of balanced expectations:

- Grade advancement should not create pressure or feelings of failure for the student.
- Families should understand that advancement may not resolve all academic or behavioral concerns.
- Some highly precocious students may require more than one year of advancement; however, such cases are rare and will be evaluated individually.

Final Decision

The Assessment Team's decision is final and based on the best interest of the student. The school reserves the right to:

- Approve advancement
- Deny advancement
- Recommend alternative enrichment or gifted programming

Responsibilities of Families

Families requesting grade advancement agree to:

- Provide accurate and complete documentation
- Support the student during the trial period
- Communicate openly with teachers and administrators
- Respect and honor the final decision of the Assessment Team

Policy Review

This policy will be reviewed annually by the school administration and gifted education committee to ensure alignment with best practices and student needs.

Bertie Kingore's Characteristics List

A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.

Answer the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Overflows with ideas, many of which will never be developed.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects that will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well	Guesses and infers well	Creates and brainstorms well
Is highly alert and observant	Anticipates and relates observations	Is intuitive
Is pleased with own learning	Is self-critical	Is never finished with possibilities
Gets A's	May not be motivated by grades	May not be motivated by grades
Is able	Is intellectual	Is idiosyncratic

General Guidelines

1. All cases of grade advancement should be arranged on a trial basis. A trial period of six weeks should be sufficient. The child should be aware that if it does not go well he or she may be requested to return to the original grade.
2. All new students in the school shall go through a 30-day probation period and hence shall not be eligible for grade advancement request during this period.
3. No one shall challenge the 1st and 8th grade.
4. Care should be exercised not to build up excessive expectations from grade advancement. The child should not be made to feel he or she is a failure if it does not go well.

5. Alternatively, some precocious children are so advanced in their intellectual and academic skills that one year of advancement may still leave them bored in school. For a very few precocious children additional advancements may be necessary.

Criteria

Salam Academy's Criteria is based on the following belief: "Educators, community leaders, and parents can generate much higher levels of student achievement- can virtually eliminate school failure- by connecting with students and coordinating the resources they need to succeed. It is a partnership of like minded people moving in a single direction." ~Kansa TA Manual

The minimum scores requirements in the four assessment areas are:

- a) **Mental Ability** – a score greater than or equal to the 96th percentile on a standardized test of mental ability. Approved outside psychological evaluations may be considered. The child should have an IQ of 125 or higher or have a level of mental development above the mean grade he or she desires to enter. The psychologist should determine that the child does not feel unduly pressured by the parents to advance. The parents must be in favor of grade advancement but the child should express the desire to move ahead.
- b) **Achievement** - a score greater than or equal to the 90th percentile in reading or math on a Salam Academy standardized achievement test **or** a score of at least 90 on a student generated product or performance as judged by an approved, juried panel of experts. The child should demonstrate skill levels above the mean of the grade desired. If the child is high in several skill levels but low in only one, the child may be advanced to the appropriate grade if private tutoring is provided in the area of weakness. Conversely, some children's academic skill levels vary considerably. That is, they may be very far advanced in mathematics but just moderately above in language arts or reading. For such children, it may be best to keep them in grade but allow them to work with a higher grade only for the subject in which they are precocious.
- c) **Creativity** – a score greater than or equal to the 90th percentile on a standardized creativity instrument **or** a superior rating on a student generated product or performance as judged by an approved juried panel of experts.
- d) **Motivation** –a score of at least 90 on a scale of 1-100 on an approved jury rated product or performance. The child should be free of any serious adjustment problems. The child should demonstrate a high degree of persistence and motivation for learning.

Assessment Team

The assessment team shall consist of the *Principal, Teacher(s), Parents, Person(s) knowledgeable about areas of need (these are not permanent members of the team, but those invited depending on the students to be reviewed)*

Screening Process

1. Nomination shall be taken all year long.
2. Teacher or Parent shall submit a completed **Grade Advancement Request Form**.
3. Each student's information will be reviewed on an individual basis.

4. There will be a **\$200** processing fee (non-refundable).
5. Any additional costs related to student testing, and assessment will be covered by the parents/guardians (they may consider finding a sponsor to help with the cost. The school will not assist in this matter).
6. Once parental permission is obtained, all students nominated will be assessed using the most appropriate assessment tools from the assessment tools list. The assessment materials will be both qualitative and quantitative. This is to ensure that all students get a fair assessment. By using a variety of assessment tools, we are able to incorporate children from under-represented groups such as non-English speaking students, special-education students, and children from underserved backgrounds. Students will be assessed using the following tools:
 - a. **Star Reading/Math:** This achievement test is taken on the computer. It will give grade level performance scores in reading and math.
 - b. **DRA Test scores:** This will give grade level performance score in reading and comprehension.
 - c. The student will be given one of the following tests: **Slossons Verbal IQ test**, the **Naglieri Nonverbal IQ Test**, or the **Reynolds Intellectual Assessment**, depending on the age level of the child. The age must be pre-defined as per APS standard for grade appropriate age.
 - d. Dynamic Indicators of Basic Early Literacy Skills (**DIBELS**)-fluency test.
 - e. **The teacher who is in direct contact with the student may fill out characteristic Checklist-questionnaire.** The person **MUST** not be a relative to the student.
 - f. **Portfolio:** The portfolio will be a combination of the student's best work. The work in the portfolio should correlate with the area(s) of giftedness.
 - i. Classroom achievement (all classroom assignments/ test scores/ attendance/ behaviors)
 - ii. Special Awards [E.g. High Honor roll awards, first place in Spelling Bee, Speech contest, Science Fair, etc]
 - iii. Students Published work (where applicable)
 - iv. Portfolio pieces must show an outstanding talent in a given area.
7. Based on the decision made by the Assessment team, the parents/ guardian of the nominated student(s) will be notified in writing.

S.A. POLICY #43: Academic Improvement Plan K-8 Students

- a) A student qualifies for an Academic Improvement Plan (AIP) based on the fact that they have failed to attain proficiency on a specific school determined assessment, designated or approved for the grade level of the student. Proficiency on the determined assessment is the measure of adequate yearly progress for the student.
- b) Teachers will track their students with AIP eligibility weekly throughout the school year.
- c) The parents must be notified, and an initial AIP developed after the first grading period and before the second grading period. (The school must interpret this regulation to mean before winter break)
- d) The classroom teacher, in conjunction with the student's parents will develop the initial AIP. When appropriate, the student should be included in the process. This initial AIP must include:

- a. The specific academic deficiencies to be addressed through remediation (as determined through assessments).
 - b. The specific remediation strategies/interventions to be applied including timelines.
 - c. Measurements (Short cycle assessments) to be used to determine if the student overcomes the deficiencies.
 - d. The academic expectations (performance criteria) to define what the attainment of proficiency will look like when the measurements are applied.
- e) The classroom teacher is responsible for implementing the AIP and documenting student progress. Principal/administration is accountable to ensure this process is being appropriately followed.
- f) If the student fails to make adequate yearly progress on the assessment, a meeting shall convene which will include the classroom teacher, the principal/administrator, and the parents to discuss the student's progress. These meetings should take place in April or May of the current year.
- g) If the student fails to make adequate progress during the intervention cycle the teacher, the principal/administrator and the parents will discuss the available options to help the student attain needed proficiencies. Available options include:
 - a. Mandatory summer remediation program*
 - b. Mandatory after school and/or summer tutoring*
 - c. Mandatory/optional combination of both summer remediation and tutoring*
 - d. Seek private tutoring services
 - e. Enroll student in a recognized tutoring centers.
- h) Students will be evaluated through testing at the completion of summer school. The student must demonstrate progress and be able to meet Salam Academy's performance standards.
- i) If the student fails to make adequate progress, he/she shall be retained in that grade for no more than one school year to have additional time to master the standards. NO PARENTAL APPROVAL IS NECESSARY.
- j) At the end of grade 8, a student who fails to make adequate yearly progress in 2 or more subjects shall be retained UNLESS he/she participates in a summer remediation program and is able to meet the standards required to proceed to the next grade level. PARENTAL CONSENT IS NOT NECESSARY FOR GRADE 8 RETENTION.
- k) This policy pertains to all subjects in grades 3 and higher.
- l) Grades Kindergarten, 1st and 2nd, retention policy only pertains to language arts (reading, writing, grammar, etc.) and math.
- m) Students in all grade levels attaining grades below C average in 2 or more subjects will be determined to need mandatory summer remedial courses.
- n) *Services offered at the school. Summer school for academically below students can be customized to meet the needs of individual students. Appropriate tuition rates will apply.

Summer School Program

The summer school program is designed to provide additional intervention for students who are showing progress in reading and/or math (for K-2 students) and/or in any subject (for 3-8 students) during the school year and for whom the school believes a summer program will help the student continue to improve. This is **not** a program designed to help students maintain the skills gained during the school year, but rather to help the student who has not made adequate progress continue to make academic gains in reading and/or math.

Procedural Directives

- a) Teachers who notice students with deficiencies will notify the principal/administrator no later than the last day of the first semester.
- b) Teachers will work closely with the principal/administrator and special support personnel to develop an Academic Improvement Plan.
- c) Parents will be notified when initial concerns arise.
- d) Parents will be notified no later than the last day of the first semester of possible retention.

- e) No student will be retained without a documented remediation/intervention strategy based upon Salam Academy's remediation plan which focuses on the unique needs of the student.

Student Right to Privacy

Academic Improvement Plans, AIP eligibility, and the assessment data used to support them are privileged information and shall be available only to those licensed employees of Salam Academy directly involved in managing the plans, providing instructional services to the student, and the authorized parents representative of the student. Dissemination beyond this constitutes an abridgment of the student's right to privacy as stipulated by federal law.

S.A. POLICY #44: Salam Academy Tutoring Policy on Private Tutoring for Students

(Date: 11/5/2013)

This policy revolves around the private tutoring of Salam Academy student(s) by Salam Academy Teachers as it pertains to teachers' actions/activities and therefore employment status in the school.

A teacher in Salam Academy **cannot** engage in one of the following actions/activities:

- a) A teacher in Salam Academy cannot do any private tutoring (paid for tutoring) for a Salam Academy student(s) on School premises.
- b) A teacher in Salam Academy cannot do any off-premises private tutoring (paid for tutoring) for a Salam Academy student currently (for the current academic year) in their class/subject matter or classroom.
- c) A teacher can privately tutor a student(s) from Salam Academy off premises as long as such student(s) is/are not currently in the teacher's class/subject matter or classroom. However, the School does not promote such off-premises activities nor is it responsible in any way for them.
- d) The rationale behind this policy is multi-folded:
- e) If a teacher is privately tutoring a student that is currently in the teacher's class/subject matter or classroom, then that can constitute a conflict-of-interest. Because of this potential conflict-of-interest this action/activity is not allowed.
- f) If a teacher is privately tutoring a student(s) on School premises that can create the appearance of favoritism by the school, represented by its teachers, towards the tutored student(s). Therefore, the School cannot allow such action/activity.
- g) Tutoring on School premises can potentially interfere and even adversely affect School-sponsored tutoring or School-sponsored homework club. For this reason, as well, such action/activity cannot be allowed.

S.A. POLICY #45: Academic Information and Communication Policy

The following methods are used to keep parents informed of how their children are progressing in school:

- Communication papers will be sent to parents as needed.
- First line of communication will be through emails. It is important that parents provide current and working email address(s) to the school.
- SAT Behavioral contact process is also used. For details on the SAT process and forms, please contact the academic advisor.
- Newsletters will be emailed and posted on the school's website and Facebook page.
- S.A.'s website (www.salamacademy.org) and Facebook page will be updated periodically.
- Progress Reports are issued at the end of each month.
- Report cards are issued at the end of each grading period (trimester).
- Parent-Board meetings are held periodically
- Parent meetings/dinners are held periodically.
- Parents are encouraged to have open communication with teachers. Call the school to arrange an appointment with the teacher or other staff.
- Teachers communicate through classroom pages on Gradelink.
- Gradelink is accessible by parents, 24-hours per day, and 7 days per week.

Communication

The following methods are used to keep parents informed of how their children are progressing in school:

- Communication papers will be sent to parents as needed
- First line of communication will be through emails
- It is important that parents provide current and working email address(s) to the school.
- Newsletter will be emailed and posted on the school's website and Facebook page every month
- School's website (www.salamacademy.org) and Facebook page will be updated periodically
- Progress Reports are issued at the end of each month.
- Report cards are issued at the end of each grading period
- Parent-Board meetings are held periodically
- Parent meetings/dinners are held periodically
- Parents are encouraged to have open communication with teachers. Call the school to arrange an appointment with the teacher or other staff.
- Teacher classroom pages on Gradelink.

Gradelink is accessible by parents, 24-hours per day, and 7 days per week

S.A POLICY # 46: E-Learning (Online/ blended/ Distance/ Synchronous/ Asynchronous)

The school may use E-Learning mode, in case of emergency/ extended closure/ pandemic, etc. E-Learning mode may utilize, ZOOM live or Google classroom or Google Meet with the principal's approval. This is to make sure that kids are not missing on academics.

Online Code of Conduct in addition to the formal honor and discipline codes, S.A. encourages students to follow the following online code of conduct.

Respectful Communication:

- Follow all S.A. acceptable use policies for technology resources.
- Be respectful of your classmates and teachers.
- Use your real name.
- Learn how to use your "virtual hands"
- Avoid acronyms (example; TTYL [talk to you later], etc.
- Avoid using all uppercase letters; this is often considered the equivalent of shouting.
- Be very careful with your words and voice tone.
- Use "thanks you" and "Please" as needed.
- No sarcasm.
- Read before posting.
- Use simple and correct English with correct grammar and spelling.
- Allow others to speak, invite others to share, and respect other's ideas.
- Do ask appropriate and related questions.
- Keep your answers short and on topic.
- Keep your image "live" during class sessions. It is important to make eye contact into your camera to demonstrate your commitment to learning to your classmates and teacher.

Microphone Awareness:

- Be prepared before the class. Download any necessary software and connect and test devices like microphone or video cameras before the lesson begins.
- Microphones are almost always on. Remember that your classmates and teacher can hear noises in your environment such as whispering, chewing, sneezing, and tapping your pen or pencil, etc. so please keep distractions to a minimum or mute your microphone, when needed/ or asked.

General Online Etiquette:

- Be on time. Use a calendar App of some kind and scheduling reminders 15 minutes ahead of time or some other increment of time that will best help you.
- Wear proper attire.
- Choose a good location. Choose a clean and non-distracting background. If possible, set up a study desk with materials ready and a neutral environment.
- Avoid side conversations and multitasking.
- Mute yourself if you experience unavoidable background noise.
- Be ready to take notes.
- Review your notes and the recording later.
- Give your full and focused attention. Giving eye contact to the screen is a good way to show your instructor that you are attending, unless of course you are taking note.
- Participate actively.
- Save your meals and snacks for between your classes; eating during class is generally frowned upon and being in a virtual classroom is no different.
- When in doubt, pretend you are in your regular academic classroom and put your best virtual foot forward!
- Keep up with all the assignments and deadlines.
- Check your emails regularly.
- Apologize for any accidental breach of etiquette.

Although this may seem like a lot to remember, many of these “rules” are simply the electronic versions of traditional classroom expectations. Within a few weeks, these pointers will be second nature to your children as they become familiar with this new way of communicating with teachers and classmates—and their exciting new method of learning!

Policy # 47 School Social Media Policy:

These should be applied to all program accounts — and can even be applied to personal accounts — in the S.A. School community.

- **Commitment.** Utilizing social media strategically means time, energy, and resources must be devoted to its success. Users should plan to create at least three posts per week per platform with an appropriate time commitment to plan, develop, and design posts, and manage the account.
- **Launch for success.** A common misconception about social media is that if you build an account, people will automatically come. Fill your new account with content, so it doesn’t feel empty. When you launch, announce it through traditional channels such as email, newsletter, and website. New audience members may not participate right away, but let them know you value their presence by sending them a welcome message or thank you.
- **The Internet is permanent and social media impacts your reputation.** Please be mindful that when running a school social media account users are representing the S.A. to the public. Even if you delete a post from a social media site, it can be recovered through caches that are beyond the School’s control.
- **Communicate clearly.** Always do your best to communicate your ideas transparently, without omissions, biases, or inaccuracies. All posts should be grammatically sound and in a tone and voice that accurately articulate and depict the School’s brand.
- **Interact with your audience.** Social media is meant for two-way communication. People visit social media sites to interact with other people. Welcome new audience members, respond to comments, or follow up a posting with a question about the content. Engaging with your audience will make the account more valuable to them and keep them coming back.
- **Negative comments.** If someone makes negative comments or complaints on a School social media account, often the best strategy is to engage the person outside of social media. Conversations can involve nuance and private information not appropriate for social media. Send the person a private message to let

them know who the appropriate individual or office is to contact about the issue. However, if a poster's comments are blatantly harmful or incorrect, exercise good judgment in responding. Never be defensive or explanatory. If possible, move the conversation off social media.

REMINDER:

- WhatsApp is for quick internal updates ONLY.
- The Facebook page is for public news.

- **Measure for results.** Make use of analytics and tracking tools to evaluate posting activity and interaction within the School social media account. When posting links on any social media site, use a link tracking service such as bit.ly. These tools help you to refine your strategy and better understand your audience's preferences and behaviors.
- **Cease activity during crisis.** In case of a crisis or emergency, immediately cease all activity on School social media platforms [if appropriate]. School Principal and/ or an assigned Board member will identify the message and distribution strategy and inform account administrators when and how to resume social media communications.
- **Mandatory reporting.** If you see postings related to S.A. indicating an individual may be a danger to self or others, notify the school principal immediately and take a screenshot.
- **When posting personal thoughts and opinions, do so from a personal account.** If posting for a School or program account, maintain separation between personal and professional perspectives.

When in doubt, contact the School's PR director. Social media is ever-evolving. If you have questions or concerns, contact at questions@salamacademy.org.

Recording in E-Learning:

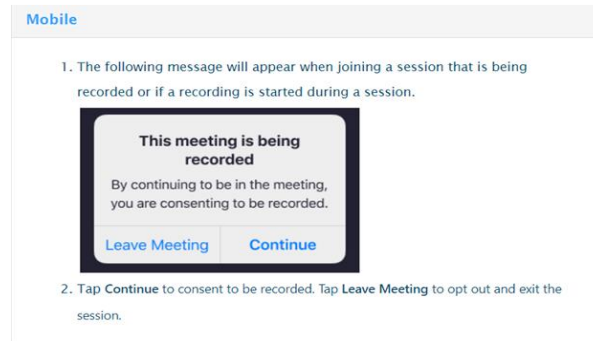
There are many reasons why S.A. staff and teachers would use or allow the use of recordings in classrooms/ and meetings. Some of these valuable uses include, but are not limited to:

- Video or audio recording as part of an instructional lesson or practice.
- Recording classes when students are absent or unable to take notes.
- Students practice work in a photography and videography course.
- Recording a speech therapy session to evaluate a student's progress.
- Creating a video presentation as part of any academic class.
- Videotaping student teachers for teacher education coursework.
- Videotaping a drama class (play) or music class for instructional purposes; and/or
- Instructional or assessment support for students with disabilities and/or students needing accommodations.

Recording Disclaimer:

In general, where staff or students make a recording, all rights in that recording (including rights in the sounds made) will belong to the S.A. S.A. seeks to respect student and staff rights to be acknowledged as authors and performers. Otherwise, to the extent allowed under the general law, any individual interests in the recordings are waived, allowing S.A. to act in effect as a custodian, to maximize educational objectives in the general interest of all.

Attendees can be prompted to provide their consent to be recorded in a meeting or a webinar or e-learning session, depending on the virtual/ video conferencing program. If the recording disclaimer is enabled, attendees will receive a notification when a recording starts or if they join a session that is already being recorded. The attendee can either give their consent to stay in the online session or decide to leave. Following are some examples.



Student Online Expectation:

Salam Academy teachers and administration have developed a list of expectations for your child to follow now that we will have online classes for the next few weeks, dependent on current guidance from our State Governor. We ask that you sit with your child and review these expectations.

- ★ Students are required to be in uniform while online. In doing so the student will be in the classroom mindset (no pj's)
- ★ Parents should not be next to their child unless requested by the teacher.
- ★ Have a dedicated area set up with all materials and books for class
- ★ Video MUST be on the entire time. Your teachers should be able to see you the entire class period, unless otherwise noted.
- ★ BE ON TIME. points will be taken off if you are late.
- ★ Attendance will be taken each class period to ensure you are present.
- ★ Turn off all tv's and electronic devices while in class
- ★ BE PREPARED for class!
- ★ Respect the teacher and those around you
- ★ PARENTS: If possible, check-in on your child to make sure they are following the rules.
- ★ You will receive participation points, but they can be taken away for not following the rules.

Expectations for Classrooms (During Pandemic/ illness, etc.)

- Wear a mask at all times
- Maintain Social Distancing in classrooms
- Wash hands frequently or use Hand Sanitizer
- Clean your area before leaving the classroom
- Maintain Social Distancing in line, on the stairs
- Please make sure that you are going up and down on the right side of the stairs.

POLICY # 48: WhatsApp Use Policy

WhatsApp is a messaging app and falls within the category of social media.

WhatsApp Group Administrator's Duties:

- Monitor the content posted by members. Watch out for hoaxes and fake messages. Verify the sources content, if in doubt.
- Managing improper conduct and communications:
- Delete improper content
- Warn people who are not adhering to group guidelines and remove them, if necessary.

WhatsApp Group Guidelines Members Responsibilities:

Legal cautions:

In the eyes of the law anything said on the WhatsApp group is “published” content, and the person who posted it as well as everyone in the group is responsible for it. A member who objects to the posting must register the objection and distance him/herself from it by stating that he/she does not condone the content posted. The objector/s can also leave the group immediately. A person who fails to act remains in the “chain of publication” and is as liable as the person who created the message.

A statement made on the group may constitute the offence of defamation or crimen injuria (infringement of dignity) even if the name of the person defamed is not mentioned. If it is possible to guess (correctly) who is being referred to, the person who posted the message is liable as well as everyone else in the group who did not object to it or leave the group. The same is applicable to a defamatory statement about the school, even if the school is not named.

Protection of communications:

- Communications on a WhatsApp group are for the purpose intended as stated in the group description when the member joined, and only for those who are members of the group.
- Protect your device from unauthorized use. For example, a learner must not be able to access content of a parent's WhatsApp group. This would be an offence on the part of the parent in terms of the Code of Conduct for members because it breaches the obligation relating to confidentiality.
- Delete all communications once per week except for items that are needed for a longer period such as a fixture list or school calendar.
- Delete all communications when the group stops operating or on leaving the group.

Hours of operation:

All groups must indicate the hours during which messages may be posted or responded to UNLESS THERE IS AN EMERGENCY, (for example, 06:00 –20:00 for activity groups but more limited for staff, say 07:00—17:00 Mondays to Fridays only. School staff and Board can post as necessary.

Notifications should be sent well in advance. Just because you have contact with members on WhatsApp is not an excuse for poor planning and last-minute notification.

Members cannot be expected to monitor their messages continuously. If an urgent response is needed, a phone call may be necessary. Members are not on call 24/7.

DO:

- Agree on the language to be used in the group. It is likely that the school's Language of Learning and Teaching would be the language. The administrator may have made this decision in terms of the school language policy when the group was set up.
- Restrict messages to the business for which the group was set up.
- Keep messages as short as possible.

- Use a polite, professional, and respectful tone in messages, even if you are annoyed.
- Be careful about what you share. Protect your personal information and that of children.
- Only reply to a message if necessary. Message should state “Please reply (PR)” if a response is wanted from everyone, for example “Yes” or “No”, “Monday” or “Wednesday”. If a question such as “Who can help?” is asked, only reply “Yes” if you can. “No” or “Sorry” responses are not needed. If no response is needed state “Do not reply (NR)”.
- Refrain from saying “Thank you” to a notification posted. Receiving “Thank you” from thirty members indicates a very polite group but is not necessary and it can be annoying.
- Exercise caution with forwarded items. In general, if a message is forwarded, it must state where it came from.
- Limit the use of emojis that are commonly understood. Some emojis may be misinterpreted.
- Avoid sending videos or files that are large as these consume phone memory and data.
- Respect silent observers. It is not compulsory for members to participate in group discussions.
- One-on-one discussions must be conducted outside the group.

DO NOT:

- Change the group’s icon or name.
- Post personal information about other people and especially not children’s information without the necessary prior informed consent.
- The above rule also applies to photographs, videos and voice recordings.
- Forward any messages posted on the group to any other person or group without the administrator’s permission.
- Post improper communications, including, but not limited to: gossip, defamatory and discriminatory remarks, hate speech, threats of violence or harm, swearing, blasphemy, pornography, incitement to any unlawful action, one-on-one arguments, birthday greetings, advertising, jokes, political comments, religious messages (unless a religious group/school), self-promotion, promotion of causes other than the school activity for which the group was set up, chain messages, and links unless authorized by the administrator.
- Use school-related groups for complaints against a parent, learner, or staff member. The official school reporting channels must be used.
- Bother other members personally by communicating with them frequently. “Stalking” or “trolling” is not permitted.

When things go wrong:

- Delete improper communication immediately, for all on the Group. o If misinformation has been posted, do correct it as soon as possible. You may require members to respond indicating that they have noted your correction.
- If something inappropriate is posted by a member, ask the administrator to address it. Being reprimanded publicly on the group or even privately by 30 other members is not helpful.

Leaving the group:

- Anyone may leave at any time. It is preferable to give a brief reason (to the administrator—who may inform the group of the reason but does not have to do so) for leaving but this is not compulsory.
- The administrator may remove persons who have been admitted incorrectly.
- The administrator may remove members who have breached the guidelines of the group. Prior warning may or may not be given depending on the circumstances.

S.A. POLICY #49: Use of Computers and Telecommunications

The administration and faculty of S.A. consider the ethical and moral issues surrounding Internet use an important component of technology education. Care is taken to relate our Islamic beliefs and philosophy to all areas of the students' education, in this case, particularly in connection to responsible use of technological resources.

Access to Electronic Mail and the Internet will enable teachers and students to explore libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Our intent is to make Internet access available to further educational goals and objectives and limit opportunities to access objectionable materials.

Following standards for using on-line information sources will be practiced:

- a) Access to information is honored within reason. During school hours, teachers guide students toward *appropriate materials and supervise all computer and internet use*. Families bear the same responsibility as when guiding their children with information sources i.e., books, periodicals, telephones, movies, radio, and other potentially offensive media.
- b) Users are responsible for good behavior on school computer networks, just as they are in the classroom. The network is provided for users to conduct research and communicate with others. Communications on the network are often public in nature. Users are expected to demonstrate the same level of ethical and courteous behavior as is required in face-to-face or written communication.
- c) Network administrators review files and communications to maintain system integrity and ensure that users are employing the system responsibly. Network storage areas are monitored regularly. Users should understand that files stored on school servers are not private.
- d) The following are not permitted:
 - Installing any type of software (including games)
 - Sending, displaying, or downloading offensive messages or pictures
 - Using obscene language
 - Harassing, insulting, or threatening others
 - Damage of computer systems or computer networks; this includes any attempt to harm or destroy data, the network/Internet, or any networks or sites connected to the network/Internet. Attempts to breach security codes and/or passwords will also be considered a form of vandalism.
 - Violating copyright laws
 - Participating in chat rooms, online journals, and other sites that are not for educational use or may present a danger to the user.
 - Access to Facebook, LinkedIn, or any other social media website, YouTube, YouTube, or personal emails.
 - Submitting documents from the internet as one's own work
 - Using someone else's sign-on and/or password and trespassing in someone else's folder, work, or files and accessing another person's email without authorization
 - Using the network for commercial purposes, the sending of unsolicited junk mail or chain letters is prohibited.
 - Creating hidden directories
 - Sending anonymous or forged messages
 - Creating, propagating, and/or using computer viruses
- e) Violations will result in the suspension or loss of privileges, and may also include disciplinary, legal, and/or monetary consequences.
- f) Students may be assigned official school emails. All the above-mentioned policies about communication/ email usage will apply for students too.

What is a social engineering attack?

In a social engineering attack, an attacker uses human interaction (social skills) to obtain or compromise information about an organization or its computer systems. An attacker may seem unassuming and respectable, possibly claiming to be a new employee, repair person, or researcher and even offering credentials to support that identity. However, by asking questions, he or she may be able to piece together enough information to infiltrate an

organization's network. If an attacker is not able to gather enough information from one source, he or she may contact another source within the same organization and rely on the information from the first source to add to his or her credibility.

What is a phishing attack?

Phishing is a form of social engineering. Phishing attacks use email or malicious websites to solicit personal information by posing as a trustworthy organization. For example, an attacker may send email seemingly from a reputable credit card company or financial institution that requests account information, often suggesting that there is a problem. When users respond with the requested information, attackers can use it to gain access to the accounts.

Phishing attacks may also appear to come from other types of organizations, such as charities. Attackers often take advantage of current events and certain times of the year, such as

- Natural disasters (e.g., Hurricane Katrina, Indonesian tsunami)
- Epidemics and health scares (e.g., H1N1, COVID-19)
- Economic concerns (e.g., IRS scams)
- Major political elections
- Holidays

What is a vishing attack?

Vishing is the social engineering approach that leverages voice communication. This technique can be combined with other forms of social engineering that entice a victim to call a certain number and divulge sensitive information. Advanced vishing attacks can take place completely over voice communications by exploiting Voice over Internet Protocol (VoIP) solutions and broadcasting services. VoIP easily allows caller identity (ID) to be spoofed, which can take advantage of the public's misplaced trust in the security of phone services, especially landline services. Landline communication cannot be intercepted without physical access to the line; however, this trait is not beneficial when communicating directly with a malicious actor.

What is a smishing attack?

Smishing is a form of social engineering that exploits SMS, or text, messages. Text messages can contain links to such things as webpages, email addresses or phone numbers that when clicked may automatically open a browser window or email message or dial a number. This integration of email, voice, text message, and web browser functionality increase the likelihood that users will fall victim to engineered malicious activity.

What are common indicators of phishing attempts?

- **Suspicious sender's address.** The sender's address may imitate a legitimate business. Cybercriminals often use an email address that closely resembles one from a reputable company by altering or omitting a few characters.
- **Generic greetings and signatures.** Both a generic greeting—such as “Dear Valued Customer” or “Sir/Ma’am”—and a lack of contact information in the signature block are strong indicators of a phishing email. A trusted organization will normally address you by name and provide their contact information.
- **Spoofed hyperlinks and websites.** If you hover your cursor over any links in the body of the email, and the links do not match the text that appears when hovering over them, the link may be spoofed. Malicious websites may look identical to a legitimate site, but the URL may use a variation in spelling or a different domain (e.g., .com vs. .net). Additionally, cybercriminals may use a URL shortening service to hide the true destination of the link.
- **Spelling and layout.** Poor grammar and sentence structure, misspellings, and inconsistent formatting are other indicators of a possible phishing attempt. Reputable institutions have dedicated personnel that produce, verify, and proofread customer correspondence.
- **Suspicious attachments.** An unsolicited email requesting a user download and open an attachment is a common delivery mechanism for malware. A cybercriminal may use a false sense of urgency or importance to help persuade a user to download or open an attachment without examining it first.

How do you avoid being a victim?

- Be suspicious of unsolicited phone calls, visits, or email messages from individuals asking about employees or other internal information. If an unknown individual claims to be from a legitimate organization, try to verify his or her identity directly with the company.
- Do not provide personal information or information about your organization, including its structure or networks, unless you are certain of a person's authority to have the information.
- Do not reveal personal or financial information in email, and do not respond to email solicitations for this information. This includes following links sent in email.
- Don't send sensitive information over the internet before checking a website's security. (See [Protecting Your Privacy](#) for more information.)
- Pay attention to the Uniform Resource Locator (URL) of a website. Look for URLs that begin with "https"—an indication that sites are secure—rather than "http."
- Look for a closed padlock icon—a sign your information will be encrypted.
- If you are unsure whether an email request is legitimate, try to verify it by contacting the company directly. Do not use contact information provided on a website connected to the request; instead, check previous statements for contact information. Information about known phishing attacks is also available online from groups such as the [Anti-Phishing Working Group](#).
- Install and maintain anti-virus software, firewalls, and email filters to reduce some of this traffic. (See [Understanding Firewalls for Home and Small Office Use](#), [Protecting Against Malicious Code](#), and [Reducing Spam](#) for more information.)
- Take advantage of any anti-phishing features offered by your email client and web browser.

What do you do if you think you are a victim?

- If you believe you might have revealed sensitive information about your organization, report it to the appropriate people within the organization, including network administrators. They can be alert for any suspicious or unusual activity.
- If you believe your financial accounts may be compromised, contact your financial institution immediately and close any accounts that may have been compromised. Watch for any unexplainable charges to your account.
- Immediately change any passwords you might have revealed. If you used the same password for multiple resources, make sure to change it for each account, and do not use that password in the future.
- Watch for other signs of identity theft.
- Consider reporting the attack to the police and file a report with the [Federal Trade Commission](#).

Authors: Cybersecurity and Infrastructure Security Agency (CISA)

Organizations

Parent-Teacher Organization (PTO)

S.A. will have an active Parent/Teacher Organization (PTO) to ensure an effective working relationship between the home and the school and to provide parents the opportunity to exercise their roles as partners in educating their children.

The S.A. Parent/Teacher Organization will meet 1 time each month. A notice will be sent home to inform parents of the date and time of the meeting and the topic to be discussed or event scheduled. Parent(s) of children in school are automatically members.

Parents and teachers are urged to attend Parent/Teacher Organization meetings, as they are a means of keeping the doors of communication open between the home and the school.

Fundraisers

The primary fundraisers sponsored by the PTO are supporting school and related activities. Parents are expected to support and participate in these fundraisers through the use of their time, talents, and treasure.

S.A. POLICY #50: Fundraising and Acceptance of Donations

- a) All solicitation for funding—whether oral, written, or through media publicity and whether initiated by an individual employee or a School-sponsored or School-related group or organization—shall be coordinated in advance through the SA Board.
- b) Proposals to solicit external funding or gifts or to accept a gift or donation shall be described in writing, endorsed by the SA Board.
- c) The SA Board will accept a gift on behalf of the school (for school ONLY) and must make sure that a receipt of acceptance is provided to the donor.
- d) Whenever it appears that the source, conditions, or purpose of a gift might involve new and unexpected responsibilities, the matter shall be referred to the SA Board President.
- e) Members of the Board of Directors shall advocate and solicit gifts on behalf of the school.

Any person or group desiring to apply for external funds or engage in solicitation on behalf of the school or any of its programs or operations proceeds as follows.

- a) Requestor submits a letter for "Prior Approval for Fund-Raising Efforts" to the SA Board for review and endorsement.
- b) If the President approves the request, the originator or originators may engage in fund-raising activities. Originators may not engage in their proposed activity without prior approval.
- c) All funds raised (in the form of cash, check & pledges) must be declared as it is, to the SA Board. The Board along with the school Budget Manager will decide on compensation (if any agreed upon in writing prior to the fundraising activity) for the fundraising person/ authority.
- d) The fundraising person/ authority must put all the funds raised (in the form of cash, check & pledges) in his/ her own writing and sign and date, in front of two witnesses who (the two witnesses- preferred to be recognized people. E.g., Masjid Board member) will also sign, print name, date, and provide current contact information, and then the paper will be sealed in an envelope, which will be hand delivered to the school budget manager. The school Budget manager must also provide a written and signed receipt to the fundraising authority about delivery of the funds raised.
- e) Acknowledgments and tax documentation are prepared by the school Budget Manager.
- f) Gifts are acknowledged in writing within two business days of receipt.
- g) Wishes of the donor regarding distribution are reviewed in the acceptance process; gifts are distributed according to the wishes of the donor.
- h) Information concerning donors, prospective donors, beneficiaries, size of gift, and type of gift is held in strict confidence. However, unless anonymity is requested, donors may be appropriately acknowledged in School publications.

Parent Support Group: PEACE (Parent Enrichment and Continued Engagement)

Our aim, insha'Allah, is to raise awareness and increase knowledge regarding issues that children are susceptible to. We, at Salam Academy, are establishing a parent support group to share ideas and know-how and learn from parents and grandparents as well as from experts in various fields. When parents are aware and empowered, they can become better equipped to intercept potential pitfalls and dangers before it is too late. Topics we will discuss during our parent support group sessions

- Dangers of social media

- Being media savvy as a parent
- Tips on how to be an effective communicator
- Taking a look at our parenting skills (what worked for us is not working for our children)
- Setting the best example for our children to emulate
- Recognizing when my child needs professional help (signs of learning and behavior issues)
- Effective discipline help
- Supporting your child throughout his/her education
- Financial help
- Teaching our children to become proactive in becoming successful
- Teaching and demonstrating how to be a responsible person
- How to make the right choices when confronted with difficult options
- Preparing our children for HS and beyond
- Knowing who our children's friends are
- Consequences of getting involved in illegal drugs
- Sexting is a popular pastime in schools nationwide
- Physical, verbal, and emotional abuse
- Educational career ladder for children

Rights & Responsibilities of Students, Parents, Teachers, and Principal **[Also see the ABUSE Policies & Procedures manual].**

S.A. shall foster a climate of mutual respect for the rights of others. Each student is expected to respect the rights and privileges of other students, teachers, and all other S.A. staff. Students shall exercise their rights responsibly, in compliance with rules established for the orderly conduct of the S.A. educational mission. The S.A. rules of conduct and discipline are established to achieve and maintain order in the school. Students who violate the rights of others or who violate S.A. rules shall be subject to disciplinary measures. These measures are designed to correct the misconduct and to promote adherence by all students to the responsibilities of citizens in the school community. The same rules apply to parents and visitors on school premises, as applicable.

Rights and Responsibilities of Students

Students' rights and responsibilities for achieving a positive learning environment at school or school- related activities shall include:

Student Responsibilities

- a) Attending all classes, regularly and on time.
- b) Being prepared for each class with appropriate materials and assignments.
- c) Being appropriately dressed and groomed.
- d) Showing respect toward themselves, others, and property.
- e) Behaving in a responsible manner.
- f) Refraining from violations of the code of student conduct.
- g) Obeying all school rules, including safety rules.
- h) Reporting all incidents and violations to the teacher or Principal.
- i) Know and follow all school rules.
- j) Keep the school safe and clean.

Student Rights

- a) Receiving an excellent education.
- b) Being treated with respect.
- c) Learning. Being safe.
- d) Participating in all school activities and programs designed for his/her grade level as long as meeting responsibilities.

Rights and Responsibilities of Parents

Throughout this handbook, the term "parent(s)" includes single parent, legal guardian(s), or person who has/have lawful control of the student(s). Parents' rights and responsibilities for achieving a positive learning environment at school or school-related activities shall include:

Parent Responsibilities

- a) Be sure students attend school on time and pick them up from school promptly.
- b) Provide for the physical needs of the student. This includes sending adequate lunch, snack, and a water bottle every day.
- c) Teach the student to listen to and respect teachers and school personnel and to obey school rules.
- d) Promptly report and explain absences and tardiness to school.
- e) Encourage and lead the student to develop proper study habits at home.
- f) Attend training workshops for home reinforcements of study skills, specific curriculum objectives, etc.
- g) Keep informed about school policies and the academic requirements of school programs.
- h) Participate in school-related organizations.
- i) Be sure the student is appropriately dressed and groomed at school and school-related activities.
- j) Bring to the attention of school authorities any learning problem or condition that may relate to the student's education.

- k) Maintain up-to-date home, work and emergency telephone numbers and other pertinent information at the school. Cooperate with school staff and teachers.
- l) Inform the school in advance of any changes in the student's pick-up arrangements.
- m) Keep the student at home if he/she is sick or suffering from a communicable illness.
- n) Be sure that the student attends school tutorials when required or as the need arises.
- o) Pay all fees and fines.
- p) Submit a signed statement that they understand and consent to the responsibilities outlined in this handbook.
- q) Exercise appropriate parental control, which includes being liable for property damage proximately caused by (a) the negligent conduct of the student if the conduct is reasonably attributable to the negligent failure of the parent to exercise their duty to control and reasonably discipline their child, or (b) the willful or malicious conduct of their child.
- r) Work with school administration and teachers to ensure a good academic climate for all Salam Academy children.

Parent Rights

- a) The right to request a parent-teacher conference.
- b) The right to request a parent-Principal conference.
- c) The right to request a parent-board conference.
- d) The right to participate in school-related organizations.
- e) The right to have their students educated to the best of our ability.
- f) The right to get quality service per accreditation standards.

Responsibilities of the Principal

The principal has the responsibility to:

- a) Follow all requirements of his/ her job description.
- b) Maintain quality assurance by following accreditation standards at all times.
- c) Respond to discipline problems referred to them by teachers.
- d) Act as the school discipline person or appoint a designee.
- e) Develop and maintain a standard discipline citation form for teachers' use.
- f) Ensure the fair and equitable implementation of this discipline policy by school staff.
- g) Promote effective training and discipline of all students.
- h) Encourage parent communication with the school, including participation in required parent- teacher conferences.
- i) Provide appropriate assistance to students in learning self-discipline.
- j) Provide instructional leadership for discipline and for evaluation of the Discipline policy.
- k) Serve as an appropriate role model for the students.
- l) Send a written report to a parent within twenty-four hours after receiving a citation form from a teacher, for a serious offense committed by a student.
- m) Follow-up with the parents on all student disciplinary actions until the matter is resolved.

Responsibilities of Teachers

Teachers have the responsibility to:

- a) Use discipline management techniques developed in the herein.
- b) Communicate and explain to their students the school discipline policy and procedures.
- c) Ensure the fair and equitable implementation of this discipline policy among their students.
- d) Maintain a discipline record for each of their students in the school approved grading system/ intranet and update the school discipline person on a regular basis.
- e) Demonstrate good discipline by being in regular attendance and on time
- f) Be prepared to perform their teaching duties with appropriate preparation, assignments, and resource materials.

- g) Comply with S.A. policies rules, regulations, and directives.
- h) Maintain a folder in the classroom including, attendance log sheet, behavior log sheet, progress reports, yearly and weekly lesson plans, grade course level and current curriculum.
- i) Maintain an orderly classroom atmosphere conducive to learning.
- j) Meet the standards of teaching performance established by the S.A.
- k) Establish rapport and an effective working relationship with parents, students, and other staff members.
- l) Teach students to develop and practice self-discipline.
- m) Encourage good work habits that will lead to success in meeting personal goals.
- n) For serious offenses, as defined herein, file a standard discipline citation form with the school discipline person, regarding a pupil's violation of the student code of conduct.
- o) Serve as appropriate role models for students, in accordance with the standards of the teaching profession and understanding and respecting Islamic code of ethics.
- p) Interact with parents to mutually resolve any disciplinary problems the students may have.
- q) Be on time with Monthly Progress Reports and Report Cards.

DISCIPLINE POLICY AND PROCEDURE MANUAL

[Also see the ABUSE Policies & Procedures manual].

S.A. POLICY #51: Discipline

Philosophy and Purpose

The philosophy of S.A. is to foster a learning environment, which reinforces the concepts of self-discipline and the acceptance of personal responsibility. In order to maintain an environment conducive to attaining the highest quality of education, there must exist certain disciplinary policies and procedures relating to student conduct which delineate unacceptable behavior and provides the basis for sound disciplinary practices within S.A. These policies and procedures will be enforced fairly, uniformly, and consistently.

The purpose of this document is to outline the policy and necessary administrative procedures that will provide for a fair but firm approach in promoting proper student conduct and deterring unacceptable behavior.

This Discipline Policy and Procedure Manual shall be posted on Salam Academy's website (www.salamacademy.org). Information about the school website will also be provided to new professional employees and parents of newly enrolled students. Changes during the year shall be published and distributed during the second semester, but no later than the beginning of the next school year.

Each parent or guardian shall annually sign the statement they receive and read this document and acknowledge the responsibilities outlined herein.

Please refer to the "Discipline/ Behavior Consequences Rubric 2018".

School Discipline Official

The school discipline official(s) shall be the principal or his/her designee. Duties shall include the authority to:

1. Assess and implement the discipline policy.
2. Remove a student/parent(s)/visitors from campus for emergency reasons.
3. Refer students to school/community guidance centers, if available.
4. Suspend a student for not more than three consecutive school days per incident.
5. Recommend a student for expulsion to S.A. Board.
6. Assign students to community service/extended classrooms.

The Board of Directors is authorized to expel students/staff/teachers based on the recommendation of the school discipline official(s).

Parent-Teacher Conferences

One or more conferences shall be held during each school year between a teacher and the parents of a student if the student is not maintaining passing grades, or achieving the expected level of performance, or continues to demonstrate discipline problems, or presents some other problem to the teacher or in any other case the teacher considers it necessary.

Credit during Disciplinary Process

Students shall receive full credit for assignments completed in an alternative program, including in-school suspension and community service/extended classroom.

A student suspended out of school from his or her regular classes will receive an excused absence if the student satisfactorily completes the assignments for the period of suspension within a time designated by the teacher. A grade adjustment may be imposed on work made up for a period of suspension according to classroom/subject teacher's grading policy.

Discipline Management

When imposing discipline, S.A. personnel shall adhere to the following guidelines:

- a) Discipline shall be administered when necessary to protect students, school employees, or property and to maintain essential order and discipline.
- b) Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case. Factors to consider shall include:
- c) Seriousness of the offense
- d) Student's age
- e) Frequency of misconduct
- f) Student's attitude
- g) Potential effect of the misconduct on the school environment
- h) Generally, academic sanctions shall not be used as discipline. However, when the disciplinary infraction is academically related, such as cheating or plagiarism, academic sanctions determined by the teacher may be imposed.

Discipline Management Techniques

Discipline management techniques are available when assessing penalties for violations of the code of conduct, regardless of the offense. S.A. shall impose the disciplinary consequence required by this Discipline Policy and Procedure Manual.

DISCIPLINE IS NOT A PUNISHMENT, BUT RATHER AN ESTABLISHED AND ACKNOWLEDGED RESULT OF VIOLATION OF S.A. RULES. STUDENTS WHO BREAK THE RULES DO SO OF THEIR OWN FREE WILL, AND IN DOING SO, ARE RESPONSIBLE FOR THE CONSEQUENCES OF THEIR BEHAVIOR.

Discipline management techniques shall include:

- a) Counseling by teachers, special services, or administrative personnel
- b) Parent teacher conferences
- c) Cooling off or time out
- d) Behavioral contracts
- e) Assigned school duties other than class tasks

- f) Verbal correction
- g) Withdrawal of privileges, including participation in extracurricular activities and honorary positions
- h) Sending the student to the office or other assigned areas
- i) Detention during recess.
- j) School defined and imposed probation
- k) Rewards and incentives for following the rules
- l) Demerits
- m) Confiscation of items that disrupt the educational process
- n) Grade adjustment, as provided by classroom teacher/ subject teacher's grading policy
- o) Community service work
- p) Suspension
- q) Expulsion

Discipline Consequences

The following is a sample list of disciplinary measures:

1. Warning: A student will be issued a discipline form if the violation continues after receiving a verbal warning. The following may be cause for receiving a warning:

- No uniform
- Put downs
- Bullying
- Tardy between periods
- Chewing gum
- Littering
- Screaming, playing, or running in any school area
- Screaming, playing, or running in the bathroom
- Inappropriate use of water fountain
- Taking other things without permission

2. Detention: Recess detention is given Monday through Friday. Parents will be informed through a form that will be sent with the student. The following may be cause for detention:

- Insults to students/ bullying
- Disrupting class
- Lying
- Wearing makeup
- Cheating
- Repeated occurrences of the same violation from category 1.

3. In-school suspension: In-school suspension will be used when the teacher and Principal agree that the student should be removed from the classroom. The following may be cause for suspension, both in and out of school.

- Fighting, even play fighting
- Cursing
- Pulling off scarf
- Ditching class
- Vandalism
- Inappropriate materials brought to school
- Repeated occurrences of the same violation from category 1 or 2.

4. Out of school suspension: The Principal is authorized to suspend a student for misbehavior and disregard for school regulations. Suspension for misconduct applies to behavior in the classroom, in or about the buildings or the

school grounds, and to and from school. A suspended student is to remain at home, under the parent's supervision and is not to come to school. The following may be cause for suspension, both in and out of school:

- Fighting, even play fighting
- Cursing
- Pulling off scarf
- Ditching class
- Vandalism
- Insults to teacher
- Inappropriate materials brought to school
- Repeated occurrences of the same violation from category 1, 2 or 3

5. Expulsion: This is permanent removal of the student during the current year from the school without the possibility of readmission. There are various actions, which carry liability for systematic expulsion. The following offenses, committed by the students while under the jurisdiction of the school, may be reasons for immediate expulsion:

- Continuous and unimproved behavioral problems that cause serious disruption of the class or school.
- Actions greatly detrimental to the moral and spiritual welfare of other students.
- Habitual profanity or vulgarity.
- Assault, battery or any threat, force, or violence directed toward any school personnel or student.
- Open and persistent defiance of authority of the teachers.
- Smoking or having tobacco.
- Stealing.
- Use, sale, distribution, or possession of alcohol or drugs on or near the school premises.
- Willfully cutting, defacing, or otherwise damaging, in any way, any property, real or personal, belonging to the school and/or individual(s).
- Habitual absences.

Record Keeping and Tracking

Each teacher shall be responsible for recording and tracking student offenses committed during their classes. Teachers shall maintain a record for each student and submit such records to the school discipline person on a regular basis. The record shall contain, at a minimum, the following information:

- Date of offense
- Description of offense
- Name of teacher who observed offense
- Category of offense
- Disciplinary action taken/recommended

The discipline person shall compile all student records and review them for conformance with this policy. All discipline actions and all misbehavior must be noted in the GPA Grading System.

Offenses

Students violating the S.A. rules and regulations shall suffer disciplinary consequences commensurate with their misbehavior. In general, discipline shall be progressively administered so that penalties increase due to the severity of persistence of the misbehavior. The length of the punishment will depend on the offense. The consequences are not necessarily in the order of their severity. One or more disciplinary options may be used for a single offense if deemed appropriate. The teacher or Principal responsible for the discipline of a student in a given situation may use discretion in determining which of the listed disciplinary options is most appropriate to the setting of the violation.

Minor Offenses

Minor offenses are those, which are not deemed serious in nature but may disrupt the educational atmosphere of the school. Any violation of the Code of Conduct that is listed below as a category I offense is considered a minor offense.

Persistent Offenses

The S.A. defines “persistent” to be three or more violations of the Code of Conduct in general or repeated occurrences of the same violation.

Serious Offences

Any offense that is Category II or above or is listed as a prohibited conduct in the Code of Conduct, is considered a serious offense.

CLASSIFICATION OF OFFENSES

The following offenses and consequential disciplinary options are listed in order of severity, with Category I being the least severe and Category IV being the most severe. Any offense, committed by a student, which is not listed below shall be classified at the discretion of the School Discipline Person.

Category I Offenses

Minor acts of misconduct, generally observed in the classroom or in the building, which interferes with the orderly educational process. Discipline for Category I offenses is most often managed by the classroom teacher. Parents may be requested to come for a conference with the teacher to discuss the misbehavior and the disciplinary action.

Offenses

- Tardy
- Running or making excessive noise in the hall, classroom, or building.
- Neglecting to bring required material or assigned work to class.
- Failing to follow classroom rules.
- Failing to participate in classroom activities.
- Eating or drinking in an undesignated area or at an undesignated time.
- Chewing gum.
- Possessing and/or using nuisance items.

Disciplinary Options

- Verbal reprimand
- Time out in the classroom
- Confiscation of a prohibited nuisance item
- Special assignments or duties
- Behavioral contracts
- Withdrawal of privilege(s)
- Change seat assignment
- Partial time out during recess.

Category II Offenses

These are more severe and disruptive misbehavior, which interferes with the learning environment. Parents will be notified of the offense and may be requested to come for a conference with the principal to discuss the offenses and the disciplinary action.

Offenses

- Persistent offenses from category I (minor acts of misbehavior) or acts of misconduct for which the student has been warned.
- Failure following etiquette of Assembly timings and performing obligatory prayers.
- Misuse of food in the cafeteria.
- Posting or distributing unauthorized publications on school property
- Cheating or copying the work of another.
- Truancy, including leaving school without permission.
- Physical contact with another with implied intent to physically abuse.
- Violation of the dress code.
- Forgery of school records and/or forms.
- Vandalism, including defacement of school property
- Possession of lighter or matches on school property.
- Failure to serve detention.
- Throwing objects, outside supervised school activities that can cause bodily injury or damage property.
- Directing profanity, vulgar language, or obscene gestures towards other students.

Disciplinary Options

- Recess detention.
- Grade penalty for copying or cheating.
- Exclusion from extracurricular activities.
- Restitution, if applicable.
- Temporary removal from class.
- Community service.
- In school suspension.
- Suspension.

Category III Offenses

Acts of misbehavior which are serious, and which disrupt the orderly educational process. Parents will be notified and requested to come for a conference with the principal in each instance of Category III misbehavior.

Offenses

- Persistent offenses from Category II (more severe and disruptive misbehavior).
- Possession or use of fireworks on school property.
- False fire alarm.
- Fighting, physical abuse, or threat of physical abuse.
- Stealing.
- Insubordination, noncompliance with the directives of a member of the school staff.
- Persistent/ repeated (at least 2 times) vandalism, including defacement of school property
- Possession and or concealment of a weapon not included under expellable offenses.
- Possession or use of a stink bomb, smoke bomb, or other noxious chemical.
- Perjury or lying as a witness during a school investigation.
- Possession or distribution of pornographic or obscene material.
- Exhibiting repeated (more than one documented incidence) disrespect or directing profanity, vulgar language, or obscene gestures towards school employees, students, or other adults.

Disciplinary Options

- Exclusion from extracurricular activities.
- Restitution, if applicable.
- Suspension.
- Referral for Expulsion.

Category IV Offenses

The following offenses are considered serious offenses. A student shall be referred for expulsion from school if the student, on school property or attending a school sponsored or school related activity on or off school property, commits any of the following offenses:

Offenses

Persistent offenses from Category III (severe and disruptive misbehavior).

Discipline Options

Referral for expulsion.

Discipline Plans

In addition to this discipline policy and procedure manual, the S.A. Staff may establish more specific detailed discipline plans for the various grades and classes. These detailed plans shall conform to all provisions of this manual. S.A. staff is responsible for developing, updating, and re-evaluating these plans on an annual basis for effectiveness. Any revisions shall not conflict with any provisions of this manual and shall be approved by the principal prior to implementation. A copy of such specific discipline plans shall be attached as an appendix to this manual and made a part of this document thereof.

Detention

For minor infractions of the code of conduct or other policies and regulations, teachers may detain students after school hours. Before assigning students to detention, the teacher shall inform the student of the conduct that allegedly constitutes the violation, and the student shall be given an opportunity to explain his/her version of the incident.

When detention is used, a notice shall be given to the student's parent or legal guardian.

Teacher Removal of Students

A teacher may send a student to the principal's office in order to maintain effective discipline in the classroom. The principal shall respond by employing appropriate discipline management techniques consistent with local policy and the Code of Conduct.

A teacher may remove a student from class who has been documented by the teacher to have repeatedly interfered with the teacher's ability to communicate effectively with the students in the class. Or has interfered with the ability of the student's classmates to learn; or whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class. The principal may either:

- Place the student in another appropriate classroom.
- Place the student in school suspension; or
- Send the student home with the parents.

A teacher will also remove a student from his or her class if the student engages in an offense for which expulsion referral is required (Category IV). Upon receipt of those referrals, the principal or designee shall take the appropriate action required by this Discipline Policy and Procedure Manual.

The principal may not return the student to the classroom of the teacher who removed the student without the teacher's consent. If the teacher refuses to accept the student, the student shall be prohibited from attending the teacher's class until a hearing is conducted.

If a student is removed from class by a teacher, the student may be prohibited from attending or participating in school related activities.

Hearing

Not later than the third-class day after the day on which a teacher removes a student from class, the school Principal shall schedule a hearing among the principal or designee, a parent or guardian of the student, the teacher who has removed the student, and the student. The student may not be returned to class pending the hearing. Following the hearing, whether or not each required person is in attendance (after valid attempts to require a person's attendance), the principal shall order the placement of the student, either in school suspension, or in another teacher's classroom.

Non-Disciplinary Emergency Removals

Students may be removed from regular classes or S.A. premises for non-disciplinary health, welfare, and safety reasons when the principal determines that an emergency exists. Reasons constituting an emergency include, but are not limited to:

- Being highly agitated.
- Suffering from any other condition that temporarily threatens the student's welfare, other individual's welfare, or the efficient operation of the school.

Any student removed from school for a reason shown above who is in a condition that threatens his or her own welfare or the welfare of others shall be released to the parent, the parents' representative, or other proper authority, including, but not limited to medical personnel. Such removal shall be for as short a time as is reasonable under the circumstances but is limited to three (3) consecutive school days.

Notice to Parent

The S.A. shall make reasonable efforts to notify the parent prior to removing a child from school premises. If the parent cannot be notified prior to removal, the parent shall be notified, as soon as possible, the reasons for removal.

Suspension

A student may be removed from school, on suspension, for a period not to exceed five (5) consecutive school days. There is no limit to the times per school year that a student may be suspended, as long as each term of suspension does not exceed three (3) school days. The length of the suspension will be based on the severity and number of offenses and shall be determined by the Principal or the Principal's designee. A student may be suspended for any offense designated as a serious offense in this manual (category II or above). A student will not be afforded a hearing on the suspension. However, the Principal or designee will inform the student of the reasons for the suspension and grant the student an opportunity to give his/her version of the incident.

Hearing and Notice to Parent

Before suspending a student, the principal shall conduct an informal hearing at which:

- a) The student is advised of the conduct with which he or she is charged.
- b) The student is given the opportunity to explain his/her version of the incident.

The parent of the student shall be notified by telephone or other appropriate means as soon as reasonably possible, of the suspension. Parents of students who have been suspended shall be advised that it is their responsibility to provide adequate supervision for the student during the period of suspension.

Parent Conference

When the Principal suspends a student for more than one day, he/she shall, within 3 school days, schedule a conference with the student's parents to discuss the disciplinary action and/or the student's misbehavior.

Expulsion

The principal shall make referrals for expulsion to the Board of Directors for their consideration. The Board shall meet as expeditiously as possible after receiving this referral to evaluate the situation. If the decision is made to expel the student, written notice shall be delivered to the parent within five in-session school days.

Due Process

The parent will be given the opportunity to schedule an appeals hearing. The request for a hearing must be made in writing within five in-session school days after receiving the Notice of Expulsion.

Physical Restraint

Any S.A. employee may, within the scope of the employee's duties, use and apply physical restraint to a student that the employee reasonably believes is necessary in order to:

- Protect a person, including the person using physical restraint, from physical injury.
- Obtain possession of a dangerous object.
- Protect property from serious damage.
- Remove from a specific location a student refusing a lawful command of a school employee, including from a classroom or other school property, in order to restore order or impose disciplinary measures.
- Restrain an Irrational student.

S.A. POLICY # 52: Harassment

S.A. has zero tolerance policy against harassment. All individuals are to be treated with dignity and respect. Harassment in any form is prohibited. The prohibition against acts of harassment applies to all individuals (e.g., student/ parents/ visitors/ staff/ teacher(s) involved in the school. Serious action will be taken against the individual(s) in case any case is identified.

Harassment is defined but not limited to the following:

- Verbal conduct such as derogatory jokes or comments, slurs or sexual advances, and inappropriate imitations or comments
- Visual contact such as derogatory and/or sexually orientated posters, photography, cartoons, drawings, or inappropriate gestures
- Physical contact such as assault, unwanted touching, blocking normal movement or interfering with work, study or play because of some sexual matter
- Threats and demands to submit to sexual requests for certain benefits
- Retaliation for having reported or threatened to report sexual harassment

S.A. POLICY # 53: Bullying

Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. A child who is being bullied has a hard time defending him or herself.

Bullying is not an inescapable part of childhood, or a minor problem that children can simply weather and move beyond. It has a profound effect on victims, aggressors, and bystanders alike. Adults have the power to deal with and prevent bullying. As the most important adults in a child's life, parents and teachers have a responsibility to take a stand against bullying.

To maintain a safe & respectful environment at the school, S.A. has "ZERO TOLERANCE" policy against bullying. After two written complaints and counseling with the student and parents, if improvement is not observed, then the principal will recommend the SA Board for expulsion of the student in question.

Bullying can take many forms, such as:

- **Physical:** Hitting or punching
- **Verbal:** Teasing or name-calling
- **Non-Verbal or Emotional:** Intimidation through gestures or leaving someone out on purpose
- **Cyber:** Sending insulting messages via the internet
- **Sexual:** Being forcibly exposed to pictures with sexual content; having their name used in the sending of messages with sexual content; grouping of private parts. Sexual bullying includes events that can be legally categorized as sexual harassment.

Consequences of Bullying

- Stresses of being bullied can interfere with students' engagement and learning in school (*NEA Today, 1999*).
- Children who are bullied are more likely than other children to be depressed, lonely, and anxious, have low self-esteem, feel unwell, and think about suicide (*Limber, 2002; Olweus, 1993*).
- Research shows that bullying can be a sign of other serious antisocial and/or violent behavior. Children who frequently bully their peers are more likely than others to get into frequent fights, be injured in a fight, vandalize or steal property, drink alcohol, smoke, be truant from school, drop out of school, and carry a weapon (*Nansel et al., 2003; Olweus, 1993*).
- Bullying has an impact on students who are bystanders (*Banks, 1997*). Bullying creates a climate of fear and disrespect in schools and has a negative impact on student learning (*NEA, 2003*).
- Students who are bullied may fear going to school, using the bathroom, and riding on the school bus (*NEA, 2003*).

Warning Signs for Children Who Are Bullied

School and School Work

- Sudden change in school attendance or academic performance
- Easily distracted; has difficulty concentrating in class
- Goes to recess late and comes back early
- Has a learning disability or difference?
- Lacks interest in school-sponsored activities, or drops out of activities he/she enjoys

Social

- Lonely, withdrawn, isolated; few or no friends; poor social skills
- Has a noticeable difference that sets him/her apart from peers – members of a racial, cultural, or religious group that is uncommon at the school, physical differences such as unusual size (tall, short, overweight, underweight), unusual mannerisms
- Uses “victim” body language – hunched shoulders, hangs head, will not look people in the eye, backs off from others
- Prefers the company of adults during lunch and other free times

Physical

- Frequent illness or complaints of headache, stomachache, etc. (A physician or nurse can determine if these physical symptoms might have other causes.)
- Scratches, bruises, damage to clothes or belongings, etc. without obvious explanation
- Change in eating patterns, sudden loss of appetite

Emotional/Behavioral

- Sudden change in mood or behavior
- Passive, nervous, or sullen
- Irritable, disruptive, or quick-tempered
- Seems overly concerned with personal safety; avoids certain places at school
- Talks about suicide or running away

Tips for Parents

Contact the teacher as soon as possible. Request a private meeting. Bring your written record of what your child has told you about the bullying. Ask for the teacher's perspective. Ask to see a copy of the school's anti-bullying policy. Stay calm and be respectful.

Spend more positive time with your child. Ask your child how their day went. Praise your child as often as possible. Give your child opportunities to cope well by helping you with a chore, taking new responsibilities, or showing off a talent or skill.

Help your child develop bully-resistance skills:

- Stand up straight, look the bully in the eye, and say in a firm, confident voice, "Leave me alone!" or "Stop that! I don't like that!"
- Tell a joke or say something silly. (Don't make fun of the bully.)
- Stay calm and walk away. If possible, walk toward a crowded place or a group of your friends.
- If you feel you're in real danger, run away as fast as you can.
- Tell an adult.
- Ask your child's teacher or the school principal for more suggestions. Also ask your child for suggestions. It's great if your child comes up with an idea, tries it, and it works!

What to Do if Your Child Bullies Others

- If your child's teacher has told you that your child is bullying others, **take it seriously**.
- **Talk with your child.** Be aware that your child might deny or minimize his or her behavior; this is normal.
- Do not blame – do not ask "why" something happened or "why" your child acted in a certain way, because this may lead to lies and excuses. Stay calm and make it clear that bullying is NOT okay with you.
- Reassure your child that you still love him or her; it is the bullying behavior you don't like. Tell your child that you will work together to **help change the behavior**.
- **Talk with your child's teacher(s)** and other adults at the school – in private, when no other students are around. Get the facts on your child's behavior. Ask them to keep you informed.
- **Work with the school.** Stay in touch with teachers so you know how your child is progressing.
- Discipline at home should be fair, consistent, age-appropriate, and respectful (some possibilities: withdrawing privileges, giving time-outs, assigning extra chores). **Avoid physical discipline**, which sends your child the message that hitting is acceptable.
- Talk with your child about **how bullying affects the victim**. If you remember times from your own childhood when you were bullied, you know how much it hurts.
- Help your child learn and **practice positive ways to handle anger, frustration, and disappointment**. (How do you handle those feelings at home? Remember, you are an important role model for your child.)
- **Praise your child's efforts to change.** Praise your child for following home and school rules.

Bringing Out the Best in Kids: Tips for Parents

- **Have regular home meetings** with your child. Show interest in what he or she is doing. Ask questions and be a good listener. Who are your child's friends? What is your child's likes and dislikes?
- *Tip: Some of the best family discussions happen around the dinner table.*
- **Monitor the television shows** your child watches and reduce the amount of TV violence he or she is exposed to. Experts have found that TV violence has a negative effect on children. Also limit the amount of violence your child encounters in video and computer games. Violence in the media can profoundly impact children **leading them to exhibit violent, fearful, or insensitive behavior**.
- **Parents can teach their children** that they are also responsible for creating a safe learning environment. Part of their responsibility includes reporting incidences of bullying.

- **Students should learn the difference between tattling and reporting.** Tattling is when you try to get someone into trouble. Reporting is when you tell an adult about unsafe behavior to keep someone from getting hurt. **When students come to a parent with a report it is important to intervene immediately.**
- **Supervise your child's whereabouts** and activities even more closely than you already do. Set reasonable rules and limits for activities and curfews. Make it a point to always know where your child is and whom he or she is with.
- **Consider** enrolling your child in a class on conflict resolution, stress management, anger management, friendship skills, or self-defense. **IMPORTANT:** Self-defense classes are not about being aggressive. They are about avoiding conflict through self-discipline, self-control, and improved self-confidence. Most martial arts teach that the first line of defense is nonviolence.
- Make a real effort to spend **more positive time** with your child.
- If you think you might need a **refresher course on parenting** skills, you are not alone. Many parents today seek advice and insights from other parents and trained professionals. Check your local bookstore or library for parenting books, programs, or workshops or better will be seek help through the local Islamic Center.
- If you think you need more help than you can get from a book or workshop on parenting, and especially if you feel that your child is developing problem behaviors, get **Professional help.**
- Ask the school principal for recommendations. There is no shame in this; it takes wisdom and courage to acknowledge you cannot do it all.

Suggested:

Link to APS counseling web page: <http://www.aps.edu/counseling-services/school-climate>

Link to summary of Steps to Respect curriculum: http://njbullying.org/documents/Summary_StR_2011_Study.pdf

Link to Steps to Respect information and purchase web page: <http://www.cfchildren.org/bullying-prevention>

How to Relax?

Stress is the opposite of peace. S.A. encourages our students, staff, and families to learn proven techniques to reduce immense stress and anxiety brought on by our modern, fast-paced lifestyles.

Enjoy exploring these mindfulness practices to have better mental, physical, and emotional well-being. May peace be upon you.

1 – Reflection (Taffakur)

Taffakur, means to think intentionally, constructively, purposefully, and positively. How much time do we spend a day, reflecting on Allah's greatness?

The practice of Taffakur is essential because modern culture encourages constant entertainment and distraction. Usually there is no time to reflect and think, so we end up with unresolved thoughts, ideas, fears, and beliefs. Consequently, this can lead to stress, anxiety, and a lack of peace within. What we need to do is break away and free ourselves from the shackles which bind us to this world.

- Start by sitting still for five minutes after your Fardh salaah. Tell yourself, this is your daily self-love gift.
- Close your eyes and think about how Allah is always watching you. It's just you and Him at this moment. Ponder on how at this very moment he knows everything that is going on in your head. Your worries, your fears, your hopes, and your dreams.
- You don't have to verbalize anything. This is not a time to be hard on yourself. Steer clear of negative thoughts debasing yourself. The hadith states that Allah is closer to you than your jugular vein, this is that

moment. Your mind will always drift, it's your nafs trying to take over, but bring it back to the center, bring it back to Him.

- Your primary focus is on Allah, nothing else. Increase the time in small increments every other day as you master the technique.
- Taking the time to reflect on Allah and the Hereafter will bring about an awareness, it will help us to be ore grateful and also ease the daily stress of life.

2 – Gratitude

Many of us practice verbal gratitude. Perhaps we see abject poverty in our communities which will make us say, “I am grateful for what I have.” Our gratitude needs to be cemented into place on a daily basis. It's something we need to do consciously.

3 – Seclusion

Seclusion is something which the Prophet Muhammad (PBUH) practiced before prophet-hood. He spent days in the Cave of Hira trying to make sense of what he saw around him. After prophet-hood, he prescribed I'tikaf in Ramadan as something men and women should do as it has immense rewards. We can practice seclusion throughout the year. Breaking away even daily routine is liberating, like a balm for the soul. The wives of the prophet Muhammad (PBUH) all lived separately, showing us the importance of alone time. Seclusion comes with silence. According to the saying of the Prophet (PBUH), Our practice of silent mindfulness will in turn enhance our concentration in Salaah (prayer) and other acts of worship.

4 – Dhikr

Dhikr is one of the most common practices of Islamic meditation. It is the repetitive utterances of words which praise and glorify Allah. By making Dhikr, in a state of meditation, you will increase the effectiveness of this wonderful practice.

5 – Qur'an Recitation

Reading the Qur'an is one of the most powerful and rewarding forms of meditation. It's also one of those things we can practice during our workdays. If you are having a particularly bad day:

- break away
- make wudu
- recite the Qur'an

The Qur'an is referred to as a remembrance, a renewed sense of positive energy comes from reciting it. Meditation practices do not replace any compulsory acts of worship, but their purpose is to enhance our acts of worship which in turn lead to a balanced spiritual life. [Credits: Fatima Bheekoo-Shah]

S.A. POLICY #54: Threats of Violence

All threats of violence will be taken seriously. If the school determines that a threat of violence has been directed toward particular students or staff/ parent and that the threat is credible, the administration will report the threat to the student and/or staff/ parent threatened. The school will also report the threat to appropriate authorities. Students making such threats will be expelled. For purposes of this policy, credible means a reasonable belief or suspicion, determined at the sole discretion of school administration, that the threat was or might be genuine, or that the student was or might be capable of carrying out the threat. The student's permanent record will reflect the expulsion for making threats of violence.

S.A. POLICY #55: Child Abuse & Neglect

In recent years, throughout the U.S., over 615,000 children were reported to local protective services as abused or neglected. Nearly twice as many youngsters, although suspected victims, will never be reported and will therefore lose the essential care and protection they need. Every minute, one or more reports of child neglect, emotional maltreatment, physical or sexual abuse is received, over 1600 a day.

Although educators from the local schools are often in the position to recognize maltreatment, in the past they have been less likely to refer these cases to the appropriate authorities.

Now, all professionals, who deal with children, are mandated by state laws to report suspected child abuse victims. As professional educators at Salam Academy, we intend to report suspected physical, sexual, and emotional abuse to the proper authorities.

School personnel will notify the principal of any suspected indicators of child abuse or neglect. The reporting party will contact Child Protective Services. Child Protective Services will determine the child's needs at the time and will communicate those to the parents. This might lead to removal of the child from school into protective custody. Should this happen, the authorities will make every attempt to contact you by the end of your child's school day.

We have a common responsibility to prevent these tragedies and to provide our young people with the opportunity for happy and healthy lives.

S.A. POLICY #56: Filing Suggestions and Complaints

Any person feeling aggrieved concerning any matter connected with the school will contact the individual concerned before discussing it with others.

- a) **CONTACT THE TEACHER**
If a person has a complaint about a teacher, the individual will go first to the teacher to seek a solution to the problem.
- b) **CONTACT THE PRINCIPAL**
If the matter cannot be resolved satisfactorily, the person will contact the principal for an appointment.
- c) **REQUEST FOR THE ARBITRATOR**
If no solution is found to the problem, the matter will be referred to an arbitrator.

PLEASE DO NOT CONTACT THE SCHOOL BOARD

School board members are not to attempt to solve school problems but are to refer the aggrieved person to the above procedure. If a board member is approached, he/she will notify the principal and approved (by the parties in conflict) arbitrator(s).

Protocol for Complaints and Grievances:

The board of Salam Academy would like to share with you the current updated procedure for reporting complaints and grievances. We urge everyone to follow this procedure which distinguishes and outlines the duties and responsibilities of the administration as well as the board of directors. We request that all teachers and parents follow this procedure to convey their concerns. We also request that you follow this same procedure when seeking clarification or offering suggestions regarding school policies.

We are pleased to inform you that the school is managed by a dedicated and professional people who volunteer their time and resources. Each team member including Board members, administration, and volunteers will do their best to respond to your complaints or grievances in a timely manner. The procedure everyone must follow when stating a grievance is listed below. We are urging everyone to abide by the procedure and follow the required sequence. This will ensure that issues are resolved quickly and effectively. In other words, please do not jump to the second option until you exhaust the first one. If you are unable to receive a response to your grievance in a timely manner, or if a resolution is not agreed upon in a timely manner, then you may take your grievance to the next level of school

management.

The school management team welcomes any suggestions to advance the performance of the school. Salam Academy is open to the community at large to participate in caring for and in living up to its mission. Our goal is to work together to achieve very high standards and be ranked among the best schools nationally. We can only achieve this goal by engaging all stakeholders, students, teachers, parents, volunteers, and management in constructive dialog. The dialogue needs to be expressed using proper methods and channels. Our procedure for complaints and grievances will ensure that everyone is heard, and all grievances are taken seriously, and management is held accountable.

The procedure also serves to allow the administrator to document issues and concerns in order to identify trends and potential underlying problems. They would also allow the administration to remain vigilant in enforcing procedures and regulations. Also, the administration would be able to identify problems that may require a broader response.

Standard Operating Procedure for Complaints and Grievances:

- d) Use the school grievance form that exists on the school website <http://www.salamacademy.org>; or request a hard copy from the school administrator.
- e) Fill the form as thoroughly as you can, use an attached sheet if you need more space to detail your complaint.
- f) Submit the completed form to the school administrator and make sure that the complaint is registered in front of you in a log sheet that records your name, student's name, date of the complaint and your signature. The log sheet will be updated later with the date of response to the complaint.
- g) Notify the school board if you don't receive a written response from the administration within 10 days at the following email board@salamacademy.org
- h) Resubmit your complaint to the board if you do not receive a prompt response for your notification within three business days. Submit the complaint either by mailing it to the school in a sealed envelope addressed to the board, dropping the complaint/suggestion in a special box at the school that is only accessible by the board members and clearly marked for COMPLAINTS AND SUGGESTIONS, or hand deliver to any of the board members.
- i) If the above steps do not result in satisfactory resolution to your complaint, please request a joint meeting with the board and school administrator to present your complaint or grievance.
- j) Anonymous complaints/suggestions will only be addressed in the form of questions and answers published on the website and the school newsletter.

Complaints and grievances result from actual problems that need immediate attention of the school management, or lack of knowledge about the school policies and regulations. In either case, the school management team is obligated to respond to any complaint, believing that none are small or trivial. We firmly believe that your suggestion and interactions will only lead to the improvement of the operation of the school.

We urge all parents and teachers to use the aforementioned procedure for complaints and grievances to eliminate any hearsay and to improve the professional conduct at Salam Academy.

The board of directors will respond to your complaints and grievances only when they satisfy two important criteria:

- a) All complaints and grievances are submitted first to the school administrator and the response does not satisfy you or a resolution is not reached in a timely manner.
- b) OR complaints or grievances are submitted against the school administrator

Please note that you can use the same protocol to submit your complaints and grievances against any member in the board of directors. The board of directors will discuss them in their regular meeting and issue a response accordingly.

Right to Appeal: *If parents or guardians wish to appeal a decision of expulsion, or if a teacher wishes to appeal a decision of terminating a contract, they will contact the president of the school board and request a hearing with an arbitration committee. (As per ARTICLE XIII: Judiciary Procedures; Bylaws of Salam Academy)*

Emergency Procedures Manual

S.A. POLICY #57: Emergency Procedures

General Information

The purpose of this plan is to describe the actions to be taken in an emergency to make sure that the children and faculty/staff are kept from harm. The safety and wellbeing of children and faculty/staff shall always take first priority over all other considerations. These procedures will be taught and implemented as follows:

- a) Crisis plans for emergency situations will be posted in each room.
- b) Faculty and staff will be educated on the plans each year during the August staff orientation.
- c) Staff and students will practice fire drills at various times throughout the school year. Students in New Mexico schools are required to have 181 days of instruction each school year. This equates to 996 hours for grades K-5 (excluding a 30-minute lunch period). In all New Mexico schools, recess time is counted as instructional time as long as it does not exceed 30 minutes per day. The hours of instructional time each school offers are reviewed annually by the Public Education Department to assure compliance. In New Mexico, each public and private school must have twelve emergency drills per year, of which nine are to be fire drills, two shelter-in-place drills, and one evacuation drill. Salam Academy will arrange the following:
 - d) 9 fire drills, making sure that they will not take more than 15 minutes of academic time.
 - e) 2 shelter-in-place drills, making sure that they will not take more than 15 minutes of academic time.
 - f) 1 evacuation drill, making sure that they will not take more than 40 minutes of academic time.
- g) All staff will be given a copy of the plan and will be trained to follow it in an emergency. A drill will be held at least annually to test the plan and the staff, in addition to any drills required by the Fire Marshall.
- h) A list of emergency telephone numbers will be attached to each telephone in the school.
- i) A map of the school evacuation plan will be posted on each exit of the school.
- j) This school could be affected by hurricanes, severe storms, tornadoes, fires, criminal acts, and hazardous materials incidents on close-by major roads (Pennsylvania, Lomas, and I-40).
- k) A list of the staff is attached to the plan. The average number of students who are at school most days is 90, based on 2017-18 enrollments.
- l) A list of contact numbers for parents and guardians will also be attached to the plan.
- m) All actions shall be taken carefully and quickly to ensure that children and staff are protected from harm.

Emergency Operations

- a) The principal and/or Ms. Fedah Abdelhack will be informed immediately and will inform the rest of the staff. One staff members from the Early Childhood Education Program, elementary grades, and middle school grades will be assigned to listen for alerts on the radio and check on the status of the emergency.
- b) Depending on the type of emergency, the principal or Ms. Fedah Abdelhack will decide whether to shelter in place or evacuate the school.
- c) If an evacuation is needed for a fire in the school, the class teacher/staff will lead the children to the outside of the school building, and parents and guardians will be notified to pick up their children.
- d) In case of emergency, **students will be gathered in the following area:**
- e) Albuquerque Behavioral Health Offices 8100 Mountain Rd. NE, Albuquerque, NM 87110
- f) Depending on the type of emergency, the staff will follow the steps listed in the attached hazard guides. The emergency actions will be in three phases:
- g) Alert

- h) Action
- i) Recovery

In the case of shelter-in-place

The staff and children will remain in the school building. Sheltering can be used in emergencies such as severe storms. Any children or staff that is outdoors will be brought inside, accounted for, and put in their assigned rooms. Windows and doors will be firmly closed and checked for soundness. If a storm gets very strong and windows are threatened, children and staff will be moved to interior rooms and hallways. In the event of a tornado warning, children and staff will be moved to ground-floor interior hallways. Sheltering may also be used in the event of a hazardous chemical accident. Windows and doors will be shut and all fans, air conditioners, and ventilators will be turned off. Cloth will be stuffed around gaps at the bottom of doors. The school will stay sheltered-in-place until the authorities give an all-clear.

In the case of evacuation

There are a number of hazards that could cause an evacuation. The most common would be a fire in or near the building, rising floodwaters, or an evacuation order issued by the police, fire department, or other governmental authority. The person in charge will order an evacuation. The staff and children will be moved to a pre-designated site. Staff will notify parents and guardians to come and get their children at the evacuation site. In any evacuation children will be accounted for at the start and again at the time of complete evacuation.

In case of injured or disabled students

Salam Academy keeps a current record of all children who are injured, disabled, or otherwise cannot evacuate without assistance. Each classroom that contains such a student has a staff member assigned to assist in evacuations or emergencies.

EMERGENCY ACTIONS BY EVENT

BUILDING DAMAGED

1. Alert phase

- a) Where is the building damaged?
- b) Determine severity then evacuate if required.
- c) Is anyone trapped in the building? If yes,
- d) Evacuate everyone else.
- e) Call 911 or local fire department.
- f) Have staff members stay by trapped person.
- g) Are any exits blocked? If yes,
- h) Evacuate using other exits.
- i) Identify dangers and block access.
- j) Is there a danger of a partial or total building collapse?
- k) Evacuate immediately and call 911 or local fire department.
- l) Are there any other signals of danger (gas smell, water leak, power outage)? If yes:
- m) Evacuate to a safe distance.

1. Action Phase

Primary Staff Actions

- a) Calm staff and children.
- b) Begin standard building evacuation.
- c) Assemble children at designated spot.
- d) Pick up emergency file or directory.

- e) If 911 was called, have a staff member stay by the building to meet responders.
- f) Account for all children and move to a safer location.

Secondary Staff Actions

- a) Check building for stragglers.
- b) Call parents and notify them of situation.
- c) Keep anybody from re-entering the building.
- d) Make sure that transport is available to move children and staff to distant location.
- e) If the damage is weather-related, make sure a portable radio is brought to check weather status.

1. Recovery Phase

- a) When children are out of the building, is anyone hurt? If yes,
- b) Perform first aid and call 911.
- c) Is everyone accounted for? If no,
- d) Start search and call for help if needed.
- e) Are there associated dangers (flood waters, loose electric wires, fires, debris)? If yes,
- f) Take children to distant evacuation site.
- g) Has 911 or fire department been called? If yes,
- h) Make sure that someone stays to meet emergency responders.

EVACUATIONS

1. Alert Phase

a. What is the threat?

- Fire: Take children out through the fire exits and away from the building.
- Gas smell: Take children out through the fire exits and away from the building.
- Damaged building: Move children away from damaged parts, then out of the building if necessary.
- Water leak inside: Move children away from leak.
- Hazardous materials release: If time permits, move children to a far evacuation site. If time is short, shelter in place.

1. Action Phase

Primary Staff Actions

- Move children quickly and quietly to assembly areas inside or outside.
- Account for all children and staff.
- Check for injuries.
- Pick up emergency information card deck/manual and take along.
- If an area evacuation is required, secure transport and leave a note stating where you have gone and what you will do.

Secondary Staff Actions:

- Shut off gas.
- Close windows.
- Call the appropriate agency (911, Fire Dept., Police, Gas Company, etc.)
- If possible, leave a staff person behind to meet emergency responders.

1. Recovery Phase

- After evacuation, does a danger exist in the building? If yes,
- Do not allow staff or children to re-enter the building.
- Is the area dangerous (with flood waters, live wires, etc.)? If yes,

- Do not allow children or staff to re-enter the area.
- Call the police, fire, or emergency preparedness department to find out whether the building/area is safe for re-entry.
- Should children be brought back to the center after an evacuation?
- If a situation is serious enough to evacuate, children should not be brought back until the facility can be evaluated as safe.

FIRE

1. Alert Phase

- Do you hear a smoke detector? If yes,
- Evacuate immediately.
- Do you see smoke? If yes,
- Evacuate immediately.
- Do you see flames? If yes,
- Evacuate immediately.
- Designated staff go to assigned classroom to assist handicapped people out of the building.
- Is the main exit blocked? If yes,
- Exit through an alternate exit or a window. If unable to evacuate in a multistory building, go to a safe location such as a fire-rated stairwell enclosure.
- Should you call the fire department from inside the school? No. Evacuate first, and then call. Treat every alarm as an emergency.

1. Action Phase

- Account for all children and staff.
- Once everyone is out and accounted for, do not let anybody back in.
- If the fire is small, you may be able to put it out with the school's fire extinguishers.
- Remember fire rules:
- Always crawl close to the floor in smoke.
- Feel each door for heat before opening it.
- If your clothing catches fire: stop, drop to the floor, cover your face with your hands, and roll over and over again to put out the flames.

1. Recovery Phase

- a) Be ready to answer fire department questions:
- b) Is anyone still in the building?
- c) Was anyone injured before, during, or after the evacuation?
- d) Where did the fire start?
- e) Is there anything in the building that could be dangerous to firefighters (gasoline, chemicals, propane, paint, etc.)?
- f) How long has the fire has been going on?
- g) Do not re-enter the building until the fire department has approved re-entry.

FLOOD

1. Alert Phase

- Is there a severe weather watch or warning? If yes,
- Turn on the TV/radio to get information.
- Is there a flash flood or flood watch or warning?
- Continue to monitor the TV/radio and keep a close watch on the weather.
- Is water coming into the building? If yes,
- Attempt to seal up water entry areas. Put children up on tables or chairs and call 911 to report. Do not try to take children across flooded streets or areas.
- Is evacuation an immediate concern? If yes,
- Assemble and move children, one at a time, with an adult, to a higher place, upstairs in a multistory building.

1. Action Phase

- a) Primary Staff Actions
 - i) Check nearby multi-story buildings for shelter.
 - ii) Check rain apparel for children and staff.
 - iii) Locate and box emergency card file.
 - iv) Locate and box first aid.
 - v) Review responsibilities and things-to-do list.
 - vi) Double check evacuation routes to near and distant shelters.
 - vii) Follow standard evacuation procedures.
- b) Secondary Staff Actions
 - i) Protect equipment and files from water by putting them into plastic bags and moving them to higher shelves.
 - ii) Turn off gas and electricity before leaving.
 - iii) Leave a note on the door to tell where you are going.
 - iv) If possible, leave a staff member to wait for responders if help was requested and has not arrived

1. Recovery Phase

- a) Has the severe weather watch/warning been lifted? If yes,
 - i) If sheltered in place, return to normal.
 - ii) If evacuated, begin return preparations.
- b) Is everyone accounted for?
 - i) Resume normal operations as soon as possible.

NATURAL GAS LEAK

1. Alert Phase

- a) Is there a natural gas smell in the school? (All staff members will be familiarized with the smell.) If yes,
 - i) Call the gas company at once and open a window near the source. Extinguish any open flames.
 - ii) Keep staff and children away from gas leak.
 - iii) Evacuate children and staff from building. Do not turn any electrical switches on or off, and do not use the telephone inside the center.

1. Action Phase

- a. Primary Staff Actions

- a. Use standard evacuation procedures.
- b. Once evacuated, do not return until the building is declared safe.
- c. Call gas company/911 from an outside phone.
- d. Wait at a safe distance until the gas company/emergency personnel arrives.
- a. Secondary Staff Actions
- a. Keep other people away from the building.
- 1. Recovery Phase**
- a. Has an all clear been issued by the gas company/911? If yes,
- i. Return to normal activities as the responders recommend.

HAZARDOUS MATERIALS RELEASE

1. Alert Phase

- a) Has there been an alert about a hazardous materials release? If yes,
 - i) Get information from the radio, TV, or phone.
- b) Is there a cloud of hazardous materials likely to come toward the school? If yes,
 - i) Find out how soon it will get to the school.
 - ii) If it is far-off and approaching slowly, consider evacuation, traveling away from the path of the cloud. Find out whether the cloud is likely to go to your regular evacuation destination. If yes, choose another destination.
 - iii) If it is close and likely to arrive soon, shelter in place. Get all children and staff inside. Close and seal all doors, windows, and vents. Turn off the air conditioning/heating and fans. Turn off or extinguish any open flame device. Keep radio/TV on to get bulletins.
- c) Is there a strange odor or a visible cloud outside? If yes,
 - i) Call 911 or fire department. Report the situation and request advice and assistance.

1. Action Phase

- a) Primary Staff Actions for Sheltering-in-place.
 - i) Call 911 and tell them you are sheltering in place.
 - ii) Seal off the room where you are sheltering with tape, blankets, plastic bags, etc.
 - iii) Make sure you have a radio/TV, phone, water, and first aid kit in the shelter area.
 - iv) Follow what authorities tell you to do.
 - v) Do not leave the building until the authorities give an all clear.
- b) Secondary Staff Actions:
 - i) Have diapers, toys, games, and bottles in sealed area.
 - ii) Remove and discard any clothing exposed to the hazardous material.
 - iii) If skin is exposed to hazardous material, wash with soap and water. Call Poison Control Center for advice.

1. Recovery Phase

- a) Have you received an all-clear from the authorities? If yes,
 - i) Return to normal operations.
- b) Do your nose and eyes detect any lingering contamination (films, powders, odors)? If yes,
 - i) Call 911. Do not let anyone touch contaminated objects or area.
- c) Are there still questionable areas but no obvious clues? If yes,
 - i) Call authorities and request assistance.

TORNADO

1. Alert Phase

- a) Is there a severe thunderstorm watch or warning? If yes,
 - i) Turn on weather radio/TV and listen for more information.

- b) Is there a tornado watch? If yes,
 - i) Monitor the radio/TV and look and listen for a tornado.
- c) Is there a tornado warning? If yes,
 - i) Move children and staff to interior hallways and rooms that have good structural support. Listen until you have an all clear.
- d) Did you see or hear a tornado? If yes,
 - i) Quickly move children and staff to interior hallways and rooms that have good structural support and follow action checklist.

1. Action Phase

- a) Primary Staff Actions
 - i) Have children and staff get next to the interior wall in the center of the building and have them go into the tornado tuck position.
 - ii) Remain in sheltered area until an all clear has been given.
 - iii) If the building is damaged, move children away from damaged area, but stay in shelter until an all clear has been given.
 - iv) Keep children and staff calm and reassured.
- b) Secondary Staff Actions
 - i) Is anyone hurt? If yes,
 - (1) Perform first aid and call 911 for assistance.
 - ii) Is anyone missing? If yes,
 - (1) Start immediate search and rescue. Call for help if needed.
 - iii) Is the building damaged? If yes,
 - (1) Refer to the building damage checklist.
 - iv) Are there any other storm-related problems (power outages, gas leak, water leak, flooding, etc.)?
 - (1) If gas leak, evacuate. Turn off appliances that would create a spark or flame.
 - (2) If water leak or flooding, evaluate and evacuate if necessary.
 - (3) If power is out, use emergency lighting.
 - (4) If other problems arise, deal with them as per the other checklists.

CRIMINAL ACT

1. Alert Phase

- a) Has there been a threat of criminal action against the center, either a bomb threat or any other type of criminal action? If yes:
 - i) Call the proper authorities immediately.
 - ii) Account for all children and staff.
 - iii) Have staff look for any suspicious persons or packages in or near the school.
- b) Is a criminal or mentally unstable person present in the school, threatening some type of action? If yes:
 - i) Call 911.
 - ii) Account for all children and get all staff and children out of the person's reach.

1. Action Phase

- a) Primary Staff Actions
 - i) If a bomb threat exists:
 - (1) Treat it seriously and look for any suspicious packages.
 - (2) Call 911 and evacuate the center.
 - (3) Wait a safe distance away from the center until authorities arrive.
 - ii) If a person is threatening or committing criminal acts:
 - (1) Call 911.
 - (2) Account for all children and staff.
 - (3) Lock classroom doors, close window shades, and turn off the lights.

- (4) Assemble children out of direct line of the door.
- b) Secondary Staff Actions
 - i) Keep other people away from the center.
 - ii) Stand by to assist responders to locate a person or bomb.
- 2) **Recovery Phase**
 - a) Make sure that authorities have issued an all clear.
 - b) Return to normal activities as soon as possible.

MISSING CHILD

1. Alert Phase

Is a child missing from his classroom and not in the restroom, cafeteria, or another classroom? If yes:

- 1. Keep all other children together.
- 2. Have extra staff look again all over the facility.

1. Action Phase

Primary Staff Actions

- 1. Call 911 immediately and give full description of child as well as where/when s/he was last seen.
- 2. Alert the parents of the missing child and inform them of the steps that are being taken to locate their child.

1. Recovery Phase

- 1. Once the child is found, check for injuries.
- 2. Establish the method in which the child went missing and make policy/building changes that will prevent a second occurrence.

ACKNOWLEDGEMENT STATEMENT

(NOTE: PLEASE DETACH THIS SHEET AND SUBMIT TO S.A.)

I, _____, the parent/ legal guardian of the following S.A. student(s).

1. _____
2. _____
3. _____
4. _____

Acknowledge that I have read, understood, and consented to abide by the policies and procedures contained within the:

Salam Academy Handbook & Discipline Policy and Procedure Manual for the 2026-2027 school year.

And, furthermore, that I have read the rules to my child (ren) and that I will require my child (ren) to abide by the policies and procedures contained herein.

I understand that SA is a non-for-profit religious school where Arabic & Islam is taught. I agree to volunteer (as approved by school upon my consent) at the school and also help my child(ren) towards learning and fulfilling the school's mission, vision, and goals.

Parent/Legal Guardian signature: _____

Date: _____

Witness's Name & signature: _____

Date: _____

Witness's

PARENTAL PERMISSION TO PHOTOGRAPH/ VIDEOTAPE CHILD

I hereby grant permission for my child

(ren).....
.....
.....
.....
.....

to have his/her photograph/ video taken at Salam Academy and related events. Pictures may be used in brochures, information packets, videotape, slide presentation, posters, school internet homepage(s), website, teacher's classroom blog, and any other way deemed positive by the school administration.

Parent or Guardian's Signature: _____

Date: _____

We are attempting to cover legal areas where photographs are taken to publicize some activity taking place at Salam Academy or any other approved place by the school. In the event you do not wish to have your child photographed, please check the box below:

() I deny permission for my child's photograph to be used for information release.

Parent or Guardian's Signature: _____

Date: _____

Date

(NOTE: PLEASE DETACH THIS SHEET AND SUBMIT TO S.A.)

EMPLOYEE/ VOLUNTEERS ACKNOWLEDGEMENT STATEMENT

I _____, teacher/ Staff at Salam Academy, acknowledge that I have read, understood, and consented to abide by the policies and procedures contained within the:

Salam Academy Handbook & Discipline Policy and Procedure Manual for the 2026 - 2027 school year.

And, furthermore, that I have read the rules to my student(s) and that I will require my student(s) to abide by the policies and procedures contained herein.

I understand that SA is a non-for-profit religious school where Arabic & Islam is taught. I agree to work towards learning and fulfilling the school's mission, vision, and goals.

Employee/ Volunteer Signatures: _____

Employee/ Volunteer full name: _____

Date: _____

(NOTE: PLEASE DETACH THIS SHEET AND SUBMIT TO S.A.)