



Parent & Student Handbook

Noble Leadership Academy

NLA

Striving For Academic Excellence

وَقُلْ رَبِّ زِدْنِي عِلْمًا

and say: "My Lord! Increase me in knowledge."
(Qur'an 20:114)

Noble Leadership Academy Inc.

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Dear Noble Parents,

On behalf of the Noble Leadership Academy staff, it is my pleasure to welcome students and their parents to the 2011-2012 academic school year. The policies and procedures in this guidebook will InshAllah help answer many of the frequently asked questions that our parents have. We also hope that this guide book can be used a reference tool throughout the year. I strongly encourage that you and your child read through this guidebook together and familiarize yourself with the information.

InshAllah our goal is to provide your child with the best academic resources available, to build leadership skills, and to reinforce the Islamic morals and manners that you as Muslim parents teach at home. Please make sure to get involved in your child's academic career. Please make sure to check their homework, review with them for a test, and always ask them about their day. An involved parent makes a huge difference. Our children are our most valuable investment for the future and deserve our time.

Education in Noble Leadership Academy is designed around the New Jersey State standards. In the end, our students will gain from the effort they apply and the teamwork of all the adults involved in their education. To increase the degree of educational success, it is imperative that the teacher, parent, and principal communicate openly and frequently concerning the progress of the student. When you have a concern, always contact the school immediately, WE ARE HERE FOR YOU!!!

Our school makes special efforts to create and promote a good relationship between home and school. School reach phone calls, regular conferences, and direct contact with the parents are all a part of this effort to reach out to our wonderful parents. This year emailing was added to ensure that all important notices get to our respected parents. We also encourage you to initiate contact with the teachers and administration whenever you feel you have a question about your child's experience in school.

Raising a well rounded child is so very important. For that reason we have opened a wide array of after school activities for our beloved students. We are offering athletic sports, science clubs, ceramics, math clubs, Quran program, Student Government Association, National Honor Society, Mock trial, and Model United Nations. We encourage all of our parents to get their child involved in as many activities as possible.

Finally, as parents raising children in a non-Muslim society, it is crucial that we all work together to instill the morals, manners and sense of responsibility that emulates the time of the Sahabah and that our beloved Prophet (peace be upon him) would be proud of. Ultimately as parents our goal should be to engrave the love of Allah into the hearts of our children. Finding characteristics such as Khashou, Taqwa and Iman in our children will be a true testament to our success as parents and as a school. I pray that we have a successful year working hand in hand for the future of our Muslim Ummah.

Sr. Amanny Khattab, Principal

Noble Leadership Academy
Mission Statement

The Noble Leadership Academy forms an educational community, in which students, teachers, and parents value the Islamic principles of learning, sharing and living peacefully. Each child is welcomed and valued as a unique individual in this community. Noble Leadership Academy welcomes students of diverse ethnic, national, racial, economic and faith backgrounds. Noble Leadership Academy responds to each student's potential for learning and growth. Our schools are dedicated to making each step in the process of learning as rewarding as the outcome itself. Our schools are committed to challenging and cultivating students' intellect, integrity and accountability to Almighty God and Creation through secular and Islamic educational values.

Noble Leadership Academy is steadfast in the development of academic and moral excellence in each student while inspiring an experience that prepares them with the essential values, ideals and traditions for the understanding and practice of Islam in our ever-changing world. In keeping with Islamic religious principles, Noble Leadership Academy is dedicated in educating its students to be knowledgeable, responsible, engaged and successful members of society.

Our Mission	Our Vision	Our Values
<p>NLA team is dedicated to provide our students with an Islamic environment that fosters the development of academic and social excellence while building leadership qualities that our community demands.</p>	<ul style="list-style-type: none"> ✓ Build Muslim Leaders ✓ Accepted by the best universities ✓ Retain the best teachers ✓ Continue benchmarking performance ✓ Become fully accredited ✓ State wide recognition ✓ Attain higher education standards accepted by the best universities 	<ul style="list-style-type: none"> ✓ Quran Recitation and Islamic Knowledge Competitions ✓ Math Competitions ✓ Science Fair ✓ Spelling Bee ✓ Poetry Competitions ✓ Handwriting Competitions ✓ Sports Competitions ✓ Transparency and Accountability ✓ Facility, Competition and Dedication

NOBLE LEADERSHIP ACADEMY GOALS

Noble Leadership Academy is dedicated to achieving all the goals set forth:

- Providing our students with the opportunity to achieve academic excellence.
- Building strong moral character, based on the principles of integrity, honesty and sincerity, respect for others, property and other resources, coupled with a strong sense of responsibility.
- Teach and indoctrinate Islamic beliefs, values and traditions.
- Providing quality Islamic education.
- Incorporate Arabic language as a part of their lives.
- Molding tomorrow's leaders.

The Curriculum

NLA is dedicated to providing its students with a rigorous academic curriculum that is experiential and addresses the learning process as well as the mastering of specific skills and content knowledge. The NLA curriculum emphasizes a mastery of Reading, Writing, Math, Science, Social Studies, Islamic Studies, Arabic and Quran. Movement, Physical Education, Technology and Art are also integral parts of the school's program. Basic skills are linked to analytical thinking and creative problem-solving through hands-on learning and real world experiences. The instruction is centered on curricular materials that are relevant to students' lives and the community.

READING, WRITING AND LANGUAGE ARTS

NLA employs a balanced approach to literacy using authentic literature, highlighting on integrated literacy in all classrooms. Students work on developing particular skills while working in small groups for guided reading and phonics instruction. In addition, students study vocabulary and practice their reading skills through read-alouds.

Writing is taught through a writer's workshop which focuses on both the writing process and the written product. Each month, students study a specific genre of writing such as fiction, memoir, narrative, or biography. Students write, revise and edit their work constantly. In the process, they learn about punctuation, grammar and mechanics. At the end of each writing cycle, teachers host a Writers' Celebration for friends and families during which students share a selected, final "published" work.

MATHEMATICS

Math concepts are taught using a variety of methods. Teachers use Investigation in Data, Number and Space as the core material for exploratory instruction. They use manipulatives to help students make concrete connections with concepts that they are taught. Students collect, sort, classify, graph, measure, predict, and interpret statistical information. In addition to pencil and paper drills, students work on projects that further their critical thinking and problem solving skills. Also the integration of Math literacy in our math program is an integral part of reinforcing the analytical; and critical thinking skills we hope to embed in our students.

SCIENCE

Science also is taught as a process, in which students learn to observe, infer, and experiment. Students actively develop their understanding of science by combining scientific knowledge with reasoning and thinking skills. Students learn to describe objects and events, ask questions, and construct and test their own explanations against current scientific knowledge. They also are taught to identify their assumptions, use critical and logical thinking, and consider alternative explanations.

SOCIAL STUDIES

The Social Studies curriculum is based on social, cultural and historical issues. Students focus on their own life experiences in kindergarten. As they progress through grades, they study their community, their state, their country, and the world abroad. Our goal at the Noble Leadership Academy is to develop their awareness to the importance of being an active citizen of the global community.

PHYSICAL EDUCATION

The physical education curriculum focuses not only on the development of basic physical skills, but also on nutrition, body awareness and safety in order to develop life-long physical fitness skills and healthy lifestyles.

CORE VALUES

Upon graduating high school our students will InshAllah have developed the following core values. These values are embedded, integrated and implemented through our entire curricula. A special focus on these core values is given in our Islamic Character Development class.

Responsible: Student will be able to identify tasks they are responsible for at home and at school. A responsible student takes charge of him or herself and accepts the consequences of his or her actions and words. Learning to accept

responsibility for books, supplies, and homework gets students off to a good start in the school year. Students need to begin the year understanding that the attitude of “That’s just the way I am” does not demonstrate responsibility.

Self Control: Students will be able to identify techniques for controlling anger, disciplining themselves, and doing the right thing. They will understand that proper diet and rest have an important role in self-control. By learning strategies for making positive choices and for controlling angry feelings, students will be able to resist doing things that are not good for themselves or for others. As students learn that they are responsible for their actions and reactions, classroom control will improve. Self control is important to success in extra-curricular activities students are involved with, such as music, sports, cheerleading, drill team, and jobs.

Punctual: Students will learn the meaning of the word and demonstrate ways to be punctual. Students will apply the concept of punctuality beyond school events to include family outings, chores, and commitments to teams and clubs. Being on time is a way to demonstrate dependability and is an essential part of keeping a good job. Punctuality is a common courtesy; in effect, not being punctual is stealing another person’s time. By evaluating their weekly schedules, students will understand that trying to do too many activities can make them constantly late.

Respect: Students will be able to apply the concept of respect to people, places and things. Learning respect will help students develop a positive rapport with parents, teachers, and friends. Respect for others will strengthen self-confidence by generating positive feedback. Respecting others, including peers, will help reduce unkind words and ‘put-downs’ among the students.

Positive: Students will become more aware of how their attitudes affect their lives. They will also recognize the effects their attitudes can have on others. Choosing a good attitude over a poor attitude can make the difference between learning and not learning. A positive attitude will help students make progress toward long-term goals and can reduce stress. Having a positive attitude reduces put-downs among students and improves their ability to deal with negative comments when they occur.

Initiative: Students will recognize that it is up to them to take initiative for their education and success in life. They should be able to identify ways in which they can take initiative in having the kind of future they want. Learning to take the initiative will help foster self-esteem and self-respect. Learning that most great inventors and thinkers had to take initiative will help students find courage to take initiative on their own projects. Taking initiative will help students appreciate their own personal power to accomplish goals in life.

Patient: Students will be able to distinguish behaviors that indicate patience or impatience and will develop strategies for being patient. Students need to develop the ability to wait and to handle trying situations calmly. Having patience is needed for school and work success.

Tolerant: Students will be able to identify characteristics that show tolerance and intolerance. They will gain practice in seeing a given situation from another person's point of view. Students must learn to get along with persons who are different from them in order to function well in our multi-cultural society. Peer 'put-downs' are a big problem among middle school students, leading to low self-esteem in many children. Learning to be tolerant will help reduce the use of put-downs. Tolerance for siblings and family members will help students get along better with others in their homes. Increased awareness of tolerance and intolerance in themselves and in popular movies and TV shows may help reduce violence among children and young adults.

Honest: Students will recognize the importance of telling the truth and be able to identify situations in which they have a choice to be honest or dishonest. They will also recognize the consequences of being dishonest. Honest persons are more trustworthy, dependable, and valuable as future employees. Learning to be honest encourages positive relationships. Students need to realize that dishonesty has significant cost, both to them as individuals and to society as a whole.

Creative: Students will be able to identify activities that are creative and will be able to make a new object from simple materials. They will also be able to write an imaginary story. Creativity is an essential skill in being able to think of new ways to solve problems. Creative projects encourage thinking skills and problem-solving while also helping to reduce stress and tension. Students who are able to figure things out for themselves are more independent.

Self-Respect: Student will be able to identify ways that self-respect benefits them, will develop strategies for developing self-respect, and will learn ways they can help others gain self-respect. Learning to accept one's self and take pride in one's abilities is important to being happy and well-adjusted as an adult. Students with a healthy self-respect are better able to resist peer pressure and be a positive influence on their peer group. Students with self-respect will be less likely to engage in risky behaviors; they will also be less influenced by negative comments made to them by other students or siblings.

Thankful: Students will be able to identify things in their lives for which they are thankful. They will express thankfulness to someone by writing a thank-you note. Persons who are thankful for what they have are less likely to feel worthless or like the world owes them something. Students who are thankful will be more appreciative of what their parents provide for them. Being thankful encourages an attitude of happiness and generosity, and these attitudes are contagious.

Thankfulness is closely related to a positive attitude, and as students develop one, they will develop the other.

Communication: Students will learn how to express themselves using “I” messages. They will be able to identify roadblocks to good communication and will practice listening. Students who can share their feelings with friends and family are likely to be less angry. When students know how to listen to what is said, they are less likely to twist a message into something totally different. By learning tools for effective communication, students develop refusal skills. Persons who can communicate will be more valuable employees.

Kind: Students will identify ways in which their words and actions affect others. They will practice returning kindness for unkindness. Students will become more aware of other people’s feeling in a given situation. By thinking of kind acts and words, students learn empathy and respect for others. Conflicts and fights can be avoided when students learn to react to a situation with kindness rather than anger.

Generous: Students will recognize that there are many ways to give to others and that generosity does not depend on money. Learning to give to others encourages students to not be selfish. Learning how to be generous helps students be more caring members of a family. Students need to learn to appreciate generosity when it is shown to them. Generosity among students creates a more caring learning environment.

Cheerful: Students will be able to identify cheerful attitudes and responses to situations and will recognize that they can choose to be cheerful. Cheerfulness will help students have more fun in life. Students may not realize that they can choose to be cheerful. Learning that these choices are ours to make can help students begin to take responsibility for their outlook on life. Students with a sense of humor often have a greater self-esteem. Humor helps make the difficult times of life less somber.

Optimistic: Students will be able to identify optimistic responses to common situation and will be able to write ways to change pessimistic thinking into optimistic thinking. Learning to change pessimism into optimism is a very important skill that can make a big difference in a person’s outlook on life. Optimism is closely related to self-confidence and success. Student who are optimistic are more likely to be positive influences on their peers. When students concentrate on turning negatives into positives, they become more aware of what they can accomplish in life.

Perseverance: Students will learn the value of continued effort toward achieving goals. They will be able to share examples from history of people who have persevered. Learning to stick with a goal until they achieve it will serve students well getting their education and finding good jobs. Students should know that all

great accomplishments require perseverance. Persons who persevere often learn to be patient with themselves and consistent in their plans; most success is gained through steady effort. Perseverance helps students be better equipped to face problems in life and keep moving forward.

Ambitious: Students will write long-term goals for themselves. They will be able to apply the term “ambition” to their own plans for the future. Setting goals will help students realize that they are in charge of what they accomplish in life. Students who have ambition are more likely to keep trying at school and work endeavors. Having their ambitions clearly in mind helps students resist peer pressure to do things that are not in their best interest.

Courageous: Students will learn the difference between courage and risky behaviors. They will develop techniques to deal with fear and teasing. Student must learn to distinguish between acts of courage and acts foolishness. These may appear to them to be the same thing. By gaining a new way of looking at courage, students will be better able to resist fights at school. When students learn that trying new things takes courage, they may be more willing to try.

Considerate: Students will be able to identify people and actions which are considerate and inconsiderate. They will demonstrate understanding of term by using it appropriately in sentences and stories. Students will become more aware of the needs of persons around them and thereby less self-centered. By practicing simple courtesies such as helping someone with a heavy load or holding doors open, students gain self-respect and learn adult behaviors. Increased consideration by and among students fosters a less competitive and more cooperative learning environment.

Resourceful: Students will be able to identify resources that are available to help them get an education. They will also begin to think of multiple ways to solve problems and apply a systematic approach to problem solving. Students who are aware of resources available to them at school and in the community can use these resources to help accomplish their goals. Persons who know where to find assistance with problems are more likely to be optimistic and try to make their lives better. Resourceful students are more likely to reach the goals they set for themselves, both now and in the future.

Loyal: Students will understand the meaning of the word and be able to identify persons to whom they are loyal. They will also see that loyalty can be applied to oneself or one’s goals. Developing a sense of personal loyalty fosters self-respect and encourages students to persevere in reaching their goals. Loyalty can be used in a positive way, such as loyalty to a family or friends, or it can be used as a source of pressure, as in loyalty to a gang. Knowledge and understanding of the school symbol and school song can evoke feelings of loyalty and generate school spirit.

Dependable: Students will learn that doing what they say they will do is an important part of being an adult. They will demonstrate understanding of this term by turning in homework assignments on time and being prepared for class. Dependable persons are more likely to get and keep good jobs. Developing dependability will help students reach their long-term and short-term goals. Keeping appointments and commitments is important to success as an adult.

Compassionate: Students will learn to recognize the needs and feeling of others. They will understand that compassion also relates to the fate of animals. Compassionate students are less likely to be involved in gossip, name calling, and other unkind behaviors typical among peers at the middle school age. Compassionate people are more likely to be sensitive to the needs of elderly persons, person who are different from them, and animals; they are less likely to engage in inhumane treatment.

Citizenship: Students will be able to identify national symbols and know how to act with respect to these symbols. They will be able to list duties and privileges of being a U.S. citizen. Students who have developed a respect and regard for their citizenship are less likely to be involved in a para-military and anti-government activities as adults. Good citizens know that the ability to vote is privilege to be taken seriously. Good citizens are law-abiding.

Reliable: Students will be able to identify ways to be reliable and will exhibit reliability by preparing homework assignments on time. Reliable students become valuable employees because they know to be on time for work and to perform their jobs as expected. Developing reliability increases interdependence among family members and helps prepare students for eventual parenthood.

Economical: Students will understand the dollar value of their possessions and will develop a plan for managing their money. They will also develop an appreciation for the high cost of vandalism. Understanding the costs associated with simple things like dinner and housing will increase students' appreciation for getting a good job. Taking stock of one's possessions gives students a greater appreciation for how much they have. Awareness of money management is important for staying out of debt as an adult.

Empathetic: Students will become more alert to the needs of others around them and will identify ways to help others during times of trouble. Development of empathy for others will help students feel less isolated or misunderstood. Learning to view the world from another person's perspective will help students become less self-centered. Learning to feel and express empathy will encourage kindness and could reduce violence among teens.

Joyful: Students will be able to identify times in their lives when they have felt joyful. They will be able to identify things that help me be joyful. The ability to take responsibility for one's own happiness is an important skill that can make the difference between a life of misery or a life of happiness. Joyful persons are

less likely to think of themselves as victims. Developing a capacity for joy is related to achievement in reaching life goals.

Good Sport: Students will be able to identify the conduct befitting a good sport. They will understand that being a good sport applies traits they have already learned to the area of competitive games. Good sports are less likely to get into fights over games or team loyalties. Being able to win and lose with dignity is important to developing self-esteem. Being a “team player” is required in most business situations.

Gracious: Students will understand what it means to be gracious and will identify actions that demonstrate graciousness. A pleasant attitude is needed for success in many types of jobs. Developing a sense of graciousness encourages students to pay attention to how they present themselves in social situations.

Trustworthy: Students will be able to identify actions that demonstrate trustworthiness and recognize situations that test this trait. Trustworthiness is essential to maintaining long-term relationships. Employees who are trustworthy are more valuable to their employers and more likely to enjoy career success. Recognizing the trustworthiness of person in their lives will help students appreciate those persons.

Caring: Students will be able to identify ways to express caring. They will understand that caring includes oneself. Being helpful and concerned about others helps build students’ sense of self-worth and connectedness. Caring persons are less likely to tolerate violence against themselves, others, or property. Having concern for others helps students be less self-centered. Learning to care for themselves helps students become independent and responsible for their personal well-being.

Polite: Students will be able to perform simple courtesies, including introductions and taking of phone messages. They will understand good table manners. Persons who are polite are more valuable employees than impolite persons. Good phone and social skills help students feel less awkward interacting with adults who may visit or contact their home. By learning good manners, students have a smoother transition to the world of business.

Cooperative: Students will learn fundamental tools for aiding group dynamics and will work together on a cooperative project. The ability to work cooperatively is integral to family and job harmony. Cooperative projects encourage learning from one’s peer group and develop appreciation for the contributions of others. Learning to compromise is an integral part of assuming adult responsibilities.

Khashou: Student will be able to develop the ability to concentrate in their worshipping of Allah. A student with khashou embodies the essence of each act of worship with complete concentration and focus to seek pleasure of Allah.

Kasheya: Student will be able to have the fear and love of Allah. Students with Khasheya will mature in their actions to create a way of life that reflects their understanding that Allah's pleasure is our ultimate goal; that by consciously fearing Allah in each action they complete, their lives will reflect one in which Allah's love and pleasure is their ultimate goal each and every day.

Taqwa: Students will be able to establish a wall of actions that shield them from Allah's anger.

Iman: Students will be able to understand and more importantly internalize the fundamental concepts of Islam. A student with Iman lives his/her life implementing their religion in their daily lives incorporating what they have learned into real actions.

PARENTAL RESPONSIBILITIES

The home and the community have a direct impact on the growth and advancement of each child. The home is the first socializing agent. Hence the family and parents have certain responsibilities and we expect that these responsibilities will be met.

- Be involved, be involved, be involved
- Teach your child to respect everyone
- Encourage your child to be kind and courteous
- Encourage your child to respect all the teachers and to obey the school rules
- Ensure that your child attends school regularly and punctually
- Make contact with the teachers through the proper procedure
- Schedule appointments with the teachers through the specified procedure to follow up and discuss your child's progress
- Meet your financial obligations to the school
- Volunteer your services in your fields of interest and for the benefit of the school
- Send and pick up your child on time
- Support the school and the events that it holds
- Ensure that your child wears the correct uniform each day

- Guide students in homework and projects without actually completing it for them
- Review Quran and implement Islamic Studies principles that are taught in the school
- Prompt pick up and drop of your child at school

STUDENTS' RESPONSIBILITIES

We take responsibility for learning:

- We arrive at school on time
- We have the materials we need for class
- We will be in class on time
- We demonstrate a serious and responsible attitude in our daily work
- Homework is carefully and thoughtfully completed, and submitted on time
- We will raise our hands before speaking in class and will speak after permission from teacher

We settle our differences in a peaceful manner:

- We respect other people's property and personal space
- We do not physically or verbally fight with other children
- We do not take anything that does not belong to us

We follow directions of adults in charge, the first time it is given:

- We look at the speaker
- We do not talk back to teachers or adults in charge
- We will treat all the teachers and other students with respect

We are considerate to the needs and feelings of others:

- We are silent during Salah time
- We use appropriate language at all times
- We do not bully or tease other children
- We are willing to help each other
- We are friendly and courteous
- We are expected to move safely through the school
- No playing around in the bathrooms or hallways
- No running in the lunchroom, hallways, or up and down the stairs

"Are those who know equal to those who do not know? Only the wise take heed."

(The Qu'ran: 39.9)

ATTENDANCE PHILOSOPHY/SUPPORTING REGULATIONS

The administration and staff shall adhere to the New Jersey State Commissioner of Education's philosophy on attendance, which "requires pupil participation in all regularly scheduled classroom learning activities in each area of study in order for each pupil to receive the maximum benefits of a thorough educational program."

The New Jersey Statutes Annotated (18-A; 38-26) reads, in part: "Such regular attendance shall be during all the days and hours that the schools are in session in the district."

ATTENDANCE POLICIES:

Our school policy states that, any student who misses more than 18 days of school will be retained in that grade; also according to our policy, every 6 tardies will be considered as one day absent.

All absences are considered unexcused until the Main Office receives required documentation. Only valid excuses are recognized as suitable reasons for a student's absence. At Noble Leadership Academy a valid excuse is one for personal illness, legal matters, a religious observance, or the death of an immediate family member. Verification should be submitted to the Main Office upon the student's return.

ABSENCE PROCEDURES:

On the day(s) of absence from school, a parent/guardian must call the Main Office before 10:00 AM to report the student as absent and give the following information: name, grade, reason for being absent, return phone number and the name of the person calling. Parents shall contact the school after 8:05am. In the event a student is absent and the parent has failed to contact the school, the school will then attempt to contact the parent. There must be a phone contact for every student! Note: If you would like to request your child's homework to be prepared you must call the office by 9:00am. Any student sent home by the nurse before 4th period of the school day will be marked absent for that day.

EXTENDED ABSENCE POLICY:

Classroom participation is a key ingredient of the overall educational experience. Absenteeism for vacation purposes, other than the regular schedule holiday breaks, creates a serious interruption to the student's education. Therefore, parents are strongly urged not to plan vacations while school is in session. In the event that a student needs to be excused, it is our policy that all tests and homework must be made up.

The individual teacher's discretion will determine how much the absence from class will count in the final evaluation of the grade. In such cases, parents must notify teachers and administrators in writing at least one month in advance of the extended absence. The teacher or the Main Office may extend time limit if truly extenuating circumstances are present. It is the student's responsibility to meet with teachers to determine what work needs to be made up.

Students with medical conditions that create attendance problems must submit a school-provided medical certification form completed by their physician, along with the current status for treatment as soon as they receive it.

MAKE-UP WORK

Students who are absent for any reason will be required to make up work missed in each class. This work should take approximately the same time as the time missed from class. All make-up work must be handed in before the end of the marking period. Only in extreme cases of prolonged absence will exceptions be made. It is the student's responsibility to obtain all make-up work from his/her teachers immediately upon his/her return to school.

On his/her return from an unexcused absence, the student will be required to hand in all assigned work.

Our school day for Prek-3 - 12th grade runs from 7:50am - 3:15pm. Lineup for student's 1st -12th grade will begin promptly in the cafeteria at 7:50am. It is very important for all students to attend morning line up and duaa. Preschool through Kindergarten students should report directly to their classrooms. Students who come in after 8:01am should report to the office for a late pass. All notices from the school will be sent via Jupiter and notices needing to be signed, must be printed and returned. Please make sure that the office has an updated email address for your family. Please make sure to check your email daily for any important notices that will be sent.

BREAKFAST/LUNCH: Breakfast & Lunch are sold every day to Preschool – 12th students except on half days, 12pm dismissal. A menu will be emailed to you at the beginning of each month. Please download the attached menu.

Transportation: If you are interested in providing transportation for other Noble Leadership Academy students from your area or you need transportation, please place your name, phone number and town on a sheet of paper and we will hang it up on the office memo board.

Morning Drop Off: All students may enter the school from the parking lot entrance or the Jefferson Street entrance.

Dismissal Time: Students will be dismissed from the cafeteria. School doors will open at 3:15pm for the parents. All students in grades PreK3-5th Grade must be signed out prior to pickup.

- **STUDENT DROP-OFF AND PICK-UP**

- When dropping your child off to school and picking them up please be aware of the following:
 - ONLY parents with parking passes can park inside the lot.
 - Parents cannot stop anywhere other than the designated drop-off zones to let their children out of the car.
 - Please do not idle or stay in the parking lot longer than the time it takes to let your child out of the car.
 - The congestion becomes a safety hazard and creates delays for other parents and teachers trying to navigate the parking lot.
 - When **dropping off at the curb**, please pull as close to the curb as possible.
 - If you plan on taking longer than **1min to park, please put on your hazards** to alert your fellow drivers.
 - **Please only let children out of doors on the curbside of the street.**
- **ON DAYS WHEN THE MORNING WEATHER IS HAZARDOUS STUDENTS WILL NOT BE ALLOWED TO ENTER THROUGH THE FRONT DOOR. ENTRANCE IS ONLY PERMITTED THROUGH THE PARKING LOT ENTRANCE.**

Afterschool Late fee Policy

- **LATE PICKUP POLICY**

§ All children are expected to be picked up by a parent or authorized guardian no later than 3:30pm.

§ **Parents arriving after 3:30pm will automatically be charged a late fee in the amount of \$10 per 15 minutes which should be paid to the supervising teacher upon pickup.** If you have not made a payment, please do so immediately. If payment is not made, the late fee will be added to your next tuition invoice.

§ **Only one charge is applied per family of multiple children for each day your child/children are picked up late.**

STRANDED STUDENTS:

The first time a parent does not arrive at the school on time for student dismissal, the principal should advise the parent of their responsibility to be on time; and in addition, the procedures that are in place in the event of future repeated occurrences. There may be justifiable reason why a parent arrived late. The principal, should these actions be taken in such circumstance, will give consideration to the time they arrived, and the impact their lateness had on personnel, in addition to the reason given. There should be limited justifiable reasons for a child to be forced to remain after the conclusion of the school day.

In the event of a second offense without justifiable reason or prior notification, the principal will request a parent conference to be conducted on the next school day. It is under the discretion of the principal to contact child services if this becomes an issue.

Please be aware that your child may in actuality be left in the building alone if a parent is constantly late. Noble Leadership Academy and Staff will not be responsible for any child left after 3:35pm.

TARDINESS POLICY:

A student is considered tardy when she or he comes in the classroom after 8:01am. Tardiness will be monitored by the classroom teacher. When a student is tardy for the second time in a nine week period, discipline measures can and will be taken to help correct the problem. Students are always admitted to class regardless of the time that they arrive. Students should note that tardiness to class is disruptive to the educational process and therefore infringes on the rights of other students. Students should not be sent to the office in cases of individual tardiness.

Our policy states that every six days your child is late; it will be counted as one day absent.

PARENT MONITORING OF STUDENT GRADES:

All grading will be posted through Jupiter Grading systems for students in 1st Grade-12th Grade. As parents you can now access your child's grades at anytime. Please begin to make it a habit to check it periodically. Everything from attendance, tardiness, missing homeworks, to class participation, tests, quizzes and behavior will be posted on Jupiter.

Videos:

<http://jupitergrades.com/videos/index.php?studlogin>

Instructions:

<https://jupitergrades.com/help/studlogin.html>

NUT FREE ZONE/FOOD ALLERGY AWARENESS

§ Nut allergies are very serious and can be life threatening. Students with these allergies can literally stop breathing in a matter of minutes due to ingestion or even inhalation. As a Noble community, we must take every precaution to make our school safe for all of our students. **The entire Noble family must follow the strict guidelines of a “nut free facility”; that means absolutely no food or drinks should be sent to the school with any types of nuts as ingredients.** It would be devastating to have a child become sick or even worse due to a nut allergic reaction.

GRADING SCALE:

For the 4th – 12th Grade

Principals List

95.0 or Higher

Honor Roll

90.0-94.9

Merit Roll

87.5 to 89.9

For the 1st – 3rd Grade:

Honor Roll

4.0 or more 3's and 4's

Merit Roll

3.7 3's and 4's

Effort Award For 1st- 12th Grade
teachers

Recommendation of at least four

Report Card Grading System

KINDERGARTEN GRADING SCALE

1– Beginning 2 – Needs Improvement 3- Developing

4– Secure

Please Note: Items left blank have not been assessed.

HOMEWORK POLICY:

Noble Leadership Academy considers homework to be an integral part of the curriculum framework. Developed for student completion by professional teachers, homework unites the community in a cooperative daily follow-through to enhance the education of all its students. Its intent is to nurture all students to become independent, self-motivated students. As review, reinforcement and extension of meaningful daily classroom efforts, homework encourages students to develop critical thinking skills, workplace readiness and positive self-images. It also provides teachers with vital data to assess student mastery of subject matter and drives instruction.

The number, frequency and degree of difficulty of assignments are based on the teacher's discretion. Assignments should also take into account other activities that make a legitimate claim on the student's time. Homework, however, should take precedence over non-school, non-academic activities.

Homework Guidelines:

Every teacher knows that effective classroom participation and learning by students is a result of clear motivation and interest in the subject. One method of assisting with motivation and learning is through the assignment of homework and/or reinforcement exercises that either prepare students for new work or reinforce skills already acquired. At NLA School, homework is assigned on a regular and systematic basis. Homework is a valuable part of your educational process and considered part of your grade. It is the policy at NLA School that homework will be given but it has to be carefully balanced. Teachers will assign both long and short-term activities. Homework has as its goals the development of skills, the reinforcement of previously mastered material, or enrichment experience. The length and format of homework assignments will vary according to the subject. Homework grades will be factored into a student's quarterly average. Homework is a necessary part of each student's educational program. Homework reinforces skills taught in the classroom, increases the developing good work habits, offers opportunities for students to learn to budget their time wisely, and provides opportunity for parent involvement and responsibility.

Ideas for helping your child

- ❖ Provide your child with suitable study conditions (well-lit desk or table, books, supplies).
- ❖ Reserve a time for homework, and firmly adhere to a daily schedule.
- ❖ Show an interest in what your child is doing, but do not do the work for him/her.

- ❖ Set a good example for your child.
- ❖ Limit the amount of time your child watches television.
- ❖ Make reading at least 20 minutes a day a habit! (For the entire family).
- ❖ Choose good books, and keep books handy.
- ❖ Encourage and expect your child to do his/her best.
- ❖ Check that all assignments are done neatly and on time.
- ❖ Review with them for all tests and quizzes.

Daily Homework Schedule

Maximum

KG	45 min total for all subjects
Grade 1	45 min total for all subjects
Grade 2	50 min total for all subjects
Grade 3	60 min total for all subjects
Grade 4	25- 35 min per major subject
Grade 5	25- 35 min per major subject
Grade 6	25- 35 min per major subject
Grade 7	25- 35 min per major subject
Grade 8- 12 th	30-40 min per major subject

Textbooks

NLA furnishes textbooks and instructional materials that remain school property. Parents will be required to reimburse the school for lost or damaged books, before new books are issued.

Lockers

Each 4th-12th grade student has the opportunity to rent a locker for the duration of their years at NLA. The locker is used for the storage of books and equipment. It is the student's responsibility to see that his/her locker is kept locked and in order at all times. Since lockers are a permanent part of the building, students are expected to keep them in good condition. The school does not accept responsibility for any personal property, including books, which are left in an unlocked locker.

SUMMER WORK:

Students who are in the danger of failing the year are required to complete all assigned summer work.

SCHOOL UNIFORM:

Uniform Policy & Consequences:

Non-Gym Day Uniforms:

- **K -12th GRADE BOYS** – Khaki dress pants, hunter green shirt, black dress shoes/sneakers or black rubber-soled.
- **K – 5th GRADE GIRLS** – Plaid jumper, white shirt, PANTS/TIGHTS (navy blue or hunter green) and black dress shoes/sneakers or black rubber-soled. 5th Grade girls must also wear a white hijab with their jumpers.
- **6th – 12th GRADE GIRLS** - Navy blue Jilbab or Navy blue pants suit, black dress shoes/sneakers, or black rubber-soled and white hijab. Please note that uniforms for the 6th - 12th girls can be purchased at any Islamic department store.

Gym Day Uniforms:

- **KG-5th Grade Boys and Girls:** hunter green sweat pants, gold t-shirts and gym sneakers. Converse and casual/dress sneakers are not allowed. 5th grade girls must still wear the white hijab during gym days.
- **6th-12th Grade Boys and Girls:** hunter green or navy blue sweat pants, gold or solid white t-shirts and sports sneakers. Converse and dress sneakers are not allowed.

Sweater Policy: The sweater policy will be strictly enforced this year. Students are not to use the sweater to cover up incorrect uniform. Students caught doing so will face appropriate consequences (see below). ***ONLY Solid colored sweaters of the following colors will be allowed:***

- Hunter green
- Navy Blue
- Black
- White
- Grey

Sweaters must be solid colored, with no patterns, logos (other than Noble Logo), stitching or other adornment. Students may not wear single sweaters that mix two allowable colors (such as wearing a white and navy sweater. The sweater should either be ONLY navy or ONLY white, for example) Sweaters should be purchased through Lands End Only. Students wearing their sweaters as jackets (throughout the school day) must also adhere to these colors.

Jackets/Coats: Jackets/Coats can be any color. However, students who prefer to wear their jackets during the day must adhere to the colors specified for sweaters.

No Uniform Days: On days students are given permission not to wear their uniforms to school the following are the guidelines.

Boys: Can wear any clothing that is loose fitting. T-Shirts must have appropriate logos. Shorts are never allowed in school.

Girls: Shirts that are the length of their knee with loose fitting dress pants or long skirts with loose fitting shirts. No skinny jeans are allowed at any time. All girls 5th and older must bring their jilbab with them on these days as a precaution if they do not meet the guidelines.

Please note all girls must wear low heeled shoes. Only solid black and brown boots are allowed during the winter. They must be a solid black color with no sparkles, pompoms or loose threads. No sandals are allowed during any time of the year. To emphasize the importance of modesty, any student *wearing a jumper must wear thick tights/pants underneath.*

Noncompliance to Uniform Policy:

Noncompliance to uniform policy warrants one afterschool detention. After school detention begins at 3:15-4:30 on the first Wednesday after the student's infraction.

If a student wears the correct uniform but wears a sweater or jacket that does not comply with school policy, his/her sweater will be confiscated and will remain in the office until a parent or guardian comes to retrieve it. Repeated infractions of the same nature will result in a more serious consequence.

High school Lunch Policy:

Students in 9th-12th grade are allowed to order lunch with a staff members approval.

Students in 11th-12th grade are allowed to leave the premises for lunch, with signed parent permission, on a daily basis. However, if a student returns late to class because he/she is late returning from lunch, then he/she will not be allowed to go out for lunch for one month.

All school activities are included within policies. Such activities include: Culture Day, Islamic Day, and any sports.

STATEMENT OF DISCIPLINE CODE:

Discipline at Noble Leadership Academy is a very important part of the learning process. "Discipline" is multi faceted. It involves self-control, acting responsibly, adhering to rules and regulations, accepting authority and treating individuals fairly and consistently. The primary aim of the discipline policies is to provide the safest and best educational environment for everyone at Noble Leadership Academy. The policies are not set up to punish students, but to hold students

responsible for their own behavior. Discipline is a joint effort of Administration, faculty, students and parents in this area benefits all at Noble Leadership Academy. All disciplinary policies apply to students before, during and after school and at all school related functions.

STUDENT DISCIPLINE CODE:

Student's responsibilities include regular school attendance, being punctual to all classes, putting forth conscientious effort in classroom work, and conformance to school rules and regulation. Rules and regulations have been developed to produce a climate within the school that is conducive to wholesome learning and living. It is expected that all students will respect the rights and feeling of the professional staff, their fellow students, and all others who are involved in the educational process.

As a private educational institution, Noble Leadership Academy is interested in and concerned with the total development of the individual, including the development of social responsibility and good citizenship. The most effective form of discipline is self-discipline that demonstrates respect for authority and concern for the rights and privileges of others. It is the key to good conduct and proper consideration of other people. It is a training that develops self-control, character, orderliness, and efficiency. During this process of development, teachers and authority must support student's growth until desirable habits are acquired.

It is recognized, however, that occasionally a student or students will violate the rules and regulations of the institution and that disciplinary action will be needed. Reasonable efforts are made to foster the personal and social development of those students who are held accountable for violations of the Code of Conduct which is outlined below.

Our policy is always to have the highest standard of behavior in school, at school activities, and in the community. Courtesy must always be maintained to staff members, substitute teachers, fellow students and visitors. Any behavior which is disruptive to the school's environment, in or out of the classroom, will not be tolerated.

All students are required to adhere to and follow the rules and regulations of Noble Leadership Academy. These disciplinary procedures and consequences will help the students realize their responsibility to behave appropriately.

The basis of all school discipline is mutual respect. Parents are asked to maintain a united authority between themselves and the school. When a conflict occurs, the matter should be discussed privately between the teacher and parents. If a child hears disparaging remarks about the school and/or its staff, such a student would be a rare individual who would have the ability to continue to maintain a respectful attitude.

Below is a list that is not intended to place undue restrictions on the student body of Noble Leadership Academy but rather to encourage all students

to behave in an Islamic manner. Since it is impossible to foresee every situation that may arise, it is the School who has the final authority in dealing with disciplinary matters.

It is obviously impossible to make a complete list of infractions as a part of a behavioral code. It is therefore understood that any misconduct including disrespect, disobedience, lack of cooperation, and any violation of typical expectations inferred throughout this handbook will not be tolerated. In addition, each teacher will inform his or her class of expected behavior within the classroom.

The teacher will handle most disciplinary actions within the classroom and distribute Behavior Incident reports when warranted. The teacher will inform the parent verbally and/or in writing if a student's misbehavior needs addressed. In situations where the behavior of the student continues to be inappropriate, a conference may be requested with the parents and teacher(s) to determine how to rectify the situation. In unresolved or severe cases, a conference of the parents, teacher(s), and principal will be requested.

NLA retains the discretion to address student misconduct that is not specifically included in the discipline code. Poor academic achievement is not an act of misconduct, and NLA will not discipline students for poor academic progress or failure to complete assignments. Instead, struggling students will be supported with various academic or behavioral interventions that target specific skills needed to improve performance.

NLA applies the discipline code of conduct to actions of students during school hours, before and after school, while on school property, while traveling during school activities/trips, at all school-sponsored events, and while using any computer, Information Technology Device, or social networking website. Students may also be subject to discipline for inappropriate behaviors that occur either off campus or during non-school hours, including actions that involve the use of any computer, Information Technology Device or social networking website, when the misconduct disrupts or may disrupt the orderly educational process at NLA and transgresses the mission of the school.

NLA provides a variety of interventions and consequences to address student misconduct that range from the least severe – intended to be instructive and corrective – to expulsion. NLA intends that instructive and corrective consequences are implemented for initial incidents of misconduct through the Behavior Incident Report, and more severe consequences utilized only for Major and Severe infractions which include repeated offenses and/or incidents that seriously disrupt the educational process. Before any intervention or consequence is issued, NLA will consider options that reduce lost instructional time for the student while also maintaining a safe, civil and respectful learning environment for the entire NLA community. NLA staff shall also consider all mitigating circumstances and shall ensure that the student receives the attention that the situation warrants.

Students are reminded that even when they are away from school, they still represent their school in their words and actions. Full support of the

behavioral code is expected from parents. Defensive reactions to disciplinary action such as, “It doesn’t say so in the handbook” will not be accepted.

Mitigating circumstances include, but are not limited to, the following factors. Please note that appropriate consequences will only be decided by NLA staff and administration:

- the student’s age, health, maturity, and academic placement;
- the student’s prior conduct and record of behavior;
- the student’s willingness to acknowledge misconduct;
- the level of parent/guardian cooperation and/or involvement;
- the student’s willingness to make restitution;
- the seriousness of the offense; and
- the student’s willingness to enroll in a student assistance program.

Students who are suspended will be provided a reintegration process initiated by school staff that includes a review of behavioral expectations. Students who are suspended or expelled from school may not participate in extracurricular activities or school-sponsored events during the period of the suspension or expulsion. However, students on suspension during the administration of standardized assessments shall be provided an opportunity to enter the school for the purpose of taking the test and may be allowed to participate in related test preparation activities upon the discretion of the administration.

In the case where the parent is an NLA staff member, the involvement of the staff member in implementing the discipline code will not be allowed.

Age Appropriate Discipline

NLA recognizes that students of different grades and ages are at different developmental and cognitive levels, thus their behavior will be different and may call for different responses. In determining the appropriate level of interventions and consequences, in addition to mitigating circumstances NLA staff will consider the grade level and age of the student. This approach may result in a less severe intervention and consequence for a lower grade or younger student as compared to a higher grade or older student.

NLA will not apply discipline code to students attending Pre-Kindergarten through Second grade and will exercise discretion to issue appropriate interventions and consequences for students in those respective grades who engage in inappropriate behavior. However, NLA does have the right to suspend and expel student in those respective grades.

IMPLEMENTATION of the Discipline Code

MINOR INFRACTIONS

1st, 2nd, and 3rd Offense: Behavior Incident Report *Please see attached the Behavior Incident Report, as different infractions warrant different disciplinary measures.

4th Offense: After School Detention

MAJOR INFRACTIONS

1st, 2nd, and 3rd Offense: After School Detention

4th Offense: Suspension time based on severity of action

*Please note: **Engaging in a pattern of persistent Minor infractions in the same school year becomes a major infraction**

SEVERE INFRACTIONS

Automatic Suspension; time based on severity of action

*Please note: **Engaging in a pattern of persistent Major infractions in the same school year becomes a Severe infraction**

INFRACTIONS THAT YIELD EXPULSION (listed on Student Discipline Code.)

Outline of Infractions GRADES 3 – 11

**** Please be advised that this is a working document. As incidents occur, policies will be added. Parents will be updated via email of any policy updates/changes. Emails must be checked by parents on a regular basis.**

MINOR INFRACTIONS

- Running/screaming in hallway or in the cafeteria during dismissal time.
- Chewing gum.
- Tardiness (late to class more than 1 minute without a late pass).
- Being late for school.
- Failing to be in one's assigned place on school premises.
- Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, or hallway).
- Engaging in verbally rude or disrespectful behavior.
- Wearing clothing headgear (e.g., caps or hats), or other items that are unsafe or disruptive to the educational process.
- Misusing property belonging to others.
- Unnecessary and/or overly friendly interaction between the genders

MAJOR INFRACTIONS

- Failing to wear the required school uniform. (See Note Below)
- Verbal or physical fighting.

- Behavior that may be categorized as bullying, or purposeful intimidation or mockery of another student.
- Cursing (Arabic or cursing substitute; abbreviating the word or using the first letter; or abbreviating) in person or via Facebook, social networking, or email.
- Disrespect towards the staff members in any way; back talk, cursing, ignoring, walking away, raising the voice, etc.
- Not attending Salah without a valid reason.
- Not handing in cell phones or any electronics into the office except for the laptops for high school ONLY.
- Damaging school property (consequence level depends on the damage level).
- Unexcused absence from class (later than 5 minutes).
- Failure to report to detention.
- Bringing prohibited equipment or material to school without authorization (e.g., cell phone, beeper, or other electronic communication/entertainment device).
- Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission.
- Possession of matches or lighters.
- Gambling.
- Using profane, obscene, vulgar, lewd or abusive language or gestures.
- Lying to, giving false information to, and/or misleading school personnel.
- Engaging in or causing disruptive behavior during a school activity or on the school bus during a trip.
- Being insubordinate; defying or disobeying the lawful authority of school personnel.
- Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, or disability.
- Shoving, pushing, or engaging in other similar physical behavior towards students or school personnel (e.g., horseplay or pushing past another person), or throwing an object (e.g., chalk) or spitting at another person.
- Bringing unauthorized visitors to school or allowing unauthorized visitors to enter school.
- Cutting class or being deliberately late to a class.
- Knowingly cheating or deliberately assuming other person's work as your own
- Engaging in scholastic dishonesty which includes but is not limited to:

- Cheating (e.g., copying from another’s test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an unadministered test; substituting for another student or permitting another student to substitute for one’s self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test).
- Plagiarizing (appropriating another’s work and using it as one’s own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source).
- Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit).
- **Engaging in a pattern of persistent Minor infractions in the same school year.**

At Noble, we believe that a Noble student should represent Islamic morals and ethics anywhere they go and in every aspect of their lives. For this reason, we reserve the right to hold students to our standards even when they are not in school- this includes at the local masjid, in social settings such as the mall, and even on social media sites including but not limited to Facebook, Twitter, Instagram etc. If a student violates this understanding, and engages in inappropriate/ sexually explicit behavior we reserve the right to impose appropriate consequences which may result in a student’s removal from the school.

SEVERE INFRACTIONS

- Sexual or inappropriate actions or comments (engaging in inappropriate physical contact or touching someone in a private part of body).
- Exposing private parts.
- Fire alarm pulled with no valid reason.
- Engaging in an altercation and/or physically aggressive behavior, other than horseplay, or other minor altercations, which creates a substantial risk of or results in minor injury.
- Leaving class or school premises without permission of supervising school personnel.
- Knowingly possessing property belonging to another without authorization.

- Tampering with, changing, or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means.
- Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others.
- Posting or distributing libelous material or literature that defames staff, student or any member of the Noble community.
- Posting or distributing, (via email, Facebook, Twitter, Pinterest, google groups and any other social network), displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff.
- Engaging in an act of coercion or threatening violence, injury or harm to another or others.
- Engaging in behavior on the school bus which creates a substantial risk of or results in injury.
- Engaging in intimidating behavior, including cyber bullying – threatening, stalking or seeking to coerce or compel a student or staff member to do something; engaging in verbal or physical conduct that threatens another with harm; taunting and/or intimidation including through the use of epithets or slurs involving actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, religious practices, gender, or disability.
- Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g. touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images).
- Falsely activating a fire alarm or other disaster alarm.
- Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer).
- Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents.
- Using extreme force against or inflicting or attempting to inflict serious injury upon students or others.
- Planning, instigating, or participating with another or others, in an incident of group violence.
- Engaging in threatening, dangerous or violent behavior that is gang-related.
- **Engaging in a pattern of persistent Major infractions in the same school year.**

INFRACTIONS THAT YIELD EXPULSION

- Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, drug paraphernalia, and/or alcohol.
- Making a bomb threat.
- Starting a fire.
- Inciting/causing a riot.
- Possessing or selling any weapon (e.g. knives, bibi guns, swords, ninja star/blade).
- Sexual activity on campus.
- **Engaging in a pattern of persistent Severe infractions in the same school year.**

Cell Phone Policy:

- Students are allowed to keep their phones with them. However, they should not be seen or heard at any point throughout the school day, including lunch, lineup, gym, or any other classes. If a student is caught with a phone, it will be confiscated and returned a week later. The second time a student is caught with a phone; it will not be released for one month. If it is caught the third time, the phone will not be returned until the end of the year.

FIGHTING POLICY:

Noble Leadership Academy has a “walk-away” policy regarding fighting or arguments. Students are required to “walk-away” instead of participating in a fight or argument that could lead to a fight and/or disruption. A student involved in a conflict should directly go to a teacher and explain the conflict.

Students who do fight in school, on school grounds, or in transit to or from school and home will be suspended for up to 10 days. Any students who participate in loud, verbal arguments and do not “walk-away” will be assigned detention and/or suspended up to ten days.

VULGARITY/INAPPROPRIATE LANGUAGE:

Vulgarity and/or excessively loud, inappropriate language will not be tolerated. Students using unacceptable language will be referred immediately to the Principal for disciplinary action.

WEAPONS IN SCHOOL

The possession and/or use of a weapon by students is unacceptable within the school and will result in an immediate suspension and possible expulsion.

COMPUTERS/COMPUTER NETWORK INTERNET RESPONSIBILITY/ACCEPTABLE USE AGREEMENT GUIDELINES

NLA supports and provides access by students to information sources through technology, but reserves the right to limit in-school use to materials appropriate to educational purposes only. NLA retains the right to restrict or terminate student access to the computers/computer network/Internet, to maintain the integrity of the network, and to ensure that the rules and guidelines are followed.

Guidelines

1. The use of the Internet is not a right, but a privilege, and inappropriate use will result in cancellation of that privilege. Each individual who uses the Internet is personally responsible for proper use of the network by following the rules. NLA administrators will decide what uses are inappropriate, and their decision is final.
2. Transmission of any material in violation of any United States or State regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities by for-profit agencies is not acceptable. Use for product advertisement or political lobbying is also prohibited.
3. Users are expected to abide by the generally accepted rules of network and computer lab etiquette. These include, but are not limited to, the following:
 - Be polite. Abusive or inappropriate messages sent to others are unacceptable.
 - Use appropriate language. Use of vulgarities or any other inappropriate language will not be tolerated. Illegal activities are strictly forbidden and will be reported to legal authorities.
 - Personal addresses or telephone numbers of students, faculty, staff, or colleagues are not to be listed.
 - The network is available to all and should not be tampered with or disrupted.
 - Work areas should be kept free from food and drink at all times.
4. Security on a computer system is a high priority. Identification of a security problem on the Internet must be reported immediately. Any user identified as a security risk or having a history of problems with computer systems may be denied access. Connecting any device, such as computers, laptops, printers, or storage devices to a local computer or to the network is not allowed without the permission of the teacher or network administrator.
6. Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy any computer equipment, data of another user, the Internet, or any other agencies or networks that are

connected. This includes, but is not limited to, the uploading or creation of computer viruses.

7. NLA uses a filtering service to screen out material that is inappropriate for students. It may happen that good content may also get filtered out in the process because the objectionable material resides in the same web server.

8. All terms and conditions as stated in this document are applicable to all users at NLA.

Inappropriate Uses

The following are inappropriate uses of the Internet:

- Using the network for any illegal activity, including violation of copyright or other contracts
- Using the network for financial or commercial gain
- Degrading or disrupting equipment or system performance
- Vandalizing the data of another user
- Gaining unauthorized access to resources or entities
- Using an account owned by another user or attempting to log-on as another user
- Posting personal communications without the author's consent
- Posting anonymous messages
- Placing unlawful information on a system
- Using abusive or otherwise objectionable language in either public or private messages
- Sending messages that are likely to result in the loss of recipients' work or systems
- Sending "chain messages" or "broadcast" messages to lists of individuals, and any other types of uses, which could cause congestion of the network or otherwise interfere with the work of others
- Using the network to access a file that contains pornographic pictures
- Using the network to send/receive messages that are racist, sexist, obscene or degrading
- Creating a computer virus and/or placing it on the network
- Using the network or the Internet to send/receive a message that is inconsistent with the NLA honor code and code of conduct
- Divulging or circulating one's own or another student's password(s)
- Using the network or the Internet to plagiarize or cheat, or to engage in any behavior that is inconsistent with the Academy's honor code and code of conduct
- Storing and/or playing commercial games
- Downloading music files, video files, or any other files that are not related to schoolwork
- Engaging in on-line chat or blogging without the permission of the instructor
- Using e-mail or real time messaging for purposes other than educational

- The viewing of any lewd or inappropriate materials such as pornography and the transference of this information to another student.

Please note that while electronic information resources offer tremendous opportunities of educational value, they also offer persons with illegal or unethical purposes avenues for reaching students, teachers, and others, including parents. Everyone using the Internet should be aware of this risk, which exists whenever a person logs-on to any Internet system.

Consequences of Violations

Individuals violating this policy will be subject to the following consequences:

- Use of the network only under direct supervision
 - Suspension/revocation of network privileges
 - Suspension/revocation of computer privileges
 - Suspension from school
 - Expulsion from school
-
- Legal action and prosecution by the authorities

NLA reserves the right to discipline students for the inappropriate use of emails/social networks/Internet to threaten, bullies, or transgress on the personal liberties of another student **Whether the action occurs on or off school property.**

Disciplinary measures will meet the severity of the transgression. This will be determined by the administration. An example may include the exchange of aggressive or inappropriate emails between students from their home computers.

CONDUCT AT ATHLETIC EVENTS:

Students are expected to exhibit proper behavior at home and away games. This includes no fighting, no booing, no heckling, no throwing or dropping of garbage, and no loitering in the immediate area before or after a game. No food or drink is permitted at indoor activities.

LOITERING

Any student found loitering on school ground before or after school maybe subject to disciplinary action. Valid reasons for students on school grounds before or after school are:

1. Attending after school extracurricular activities.

2. Serving detention.

VISITORS TO SCHOOL BUILDING:

School policy is to accept only those visitors who have legitimate business to attend to at the school. Visitors must report to the main office upon entering the building. Each parent will sign in and receive a visitors pass. Parents must call to schedule appointments prior to coming into the school. Parents are always welcome but must register at the main office upon entering the school. Friends of former students are absolutely excluded from visiting and or spending the day with Noble Leadership Academy students. No loitering by Noble Leadership Academy students, friends or relatives after school is allowed. Trespassing by non-students is never permitted at anytime.

CARE OF SCHOOL PROPERTY

Noble Leadership Academy provides textbooks, workbooks, and other supplies. Students are expected to exercise reasonable care in handling textbooks and other such materials. Marking and destroying such property is inexcusable and also subject to find and cost for repairs and replacement. Lost books must be paid for in full before student will receive another book.

CAFETERIA RULES AND REGULATIONS:

1. Please walk into cafeteria on time, place your belongings at the seat where you will eat your lunch, then walk to line and wait your turn. Never be rude and disrespectful by cutting in line or making your way to the front ahead of others.
2. Do not be selfish and take excessive amounts of ketchup, mustard, etc. Try not to be wasteful or play with the food.
3. When you sit at your table, you become responsible for keeping it clean. Never throw food or drink; if you do, you will be responsible for cleaning it, and responsible in the eyes of Allah.
4. No matter where you sit, each and every student at the table is responsible for cleaning their table. You are responsible for your own food before you leave. You are responsible for cleaning your area.
5. You are expected to arrive at the cafeteria on time. Loitering at lockers and/or spending the lunch period in the bathroom are not permitted.
6. Fighting is not tolerated!!! If you have a problem, immediately see a teacher. If you fight, you will be suspended immediately pending a conference. You must practice the "walk-away" policy.
7. You are expected to eat all of your food, clean your table, make wudu and then pray.

ASSEMBLY PROGRAMS:

Assembly programs are held throughout the year to educate and broaden the experiences of each child. Good conduct and attentiveness from the students ensure an enjoyable program. Teachers will escort their classes to gymnasium, and will be seated with them during the program. Disciplinary action, which could result in the loss of privilege to attend future assemblies, will be taken against any student displaying inappropriate conduct.

LUNCH/PLAYGROUND RULES AND REGULATIONS:

1. The students will be escorted to and from the gym by their teacher.
2. If the students are going outside during lunch period, they must bring their coats, hats, etc.
3. Normal speaking tones and good table manners should be used at all times.
4. It is the student's responsibility to keep his/her place at the table clean.
5. All food must be eaten at the table in the gym.
6. Throwing food is not allowed.
7. Students must receive permission to use the bathroom from the lunch aides.
8. Disrespect towards the lunch lady and duty teachers will NOT be tolerated.
9. Students must be alert for instruction made by the principal.
10. Gum chewing is never allowed in the school.
11. Rough games, such as tackle football, are not permitted due to possible injury.
12. Do not send glass bottles to school for safety reasons.

FIELD TRIPS

Field trips may be planned throughout the year for various academic enrichment and extracurricular purposes. Parents are asked to pay for field trips. Parents will receive advance notice of all such trips. A permission slip must be signed by a student's parent/guardian in order for the student to participate in a field trip.

Students without signed permission slips will not be able to join the trip.

Participating students should bring a bagged lunch unless otherwise noted.

Occasionally, parents will be needed to serve as chaperones on class field trips. No parent should feel obligated to serve in this capacity, but parents are encouraged to volunteer if possible. The primary responsibility of a chaperone is to ensure appropriate supervision for students. Parental chaperones are asked to take this responsibility seriously and to remain vigilant and attentive to the

students' needs throughout the trip. **Babies and children who are not enrolled in the class may not accompany the chaperones.**

PARENT/ TEACHER CONFRENCES:

Parents may request conferences with their teachers as needed and open communications is encouraged. It is always the best policy to contact your child's teacher immediately when you have concerns; you will find the teachers helpful, encouraging and able to provide you with the information you need. Teachers have very demanding schedules and strive to give all their students 100% of their attention.

The best way to contact them is to send them a direct email. They will call you back upon which you can discuss your concerns or set up an appointment if you wish to meet in person. Many times two-way written communications works extremely well. Note that we cannot permit adults to walk into the school and go to classrooms without an appointment; this is extremely important to follow in the morning. When children are arriving and preparing for class or in the afternoon when children are preparing for dismissal. Such impromptu visits can distract teachers from their important responsibilities and interrupts the educational process that relies on one of our society's most limited and precious commodities, time. All of our staff members are instructed to direct unauthorized adults to the office to sign in. We rely on your voluntary compliance with these important safety rules. Our priority is always our children's well being.

INJURY/ILLNESS PROCEDURES:

- Student will obtain a pass from the classroom teacher to the nurse.
- The nurse will determine the appropriate treatment and determine if parent/guardian or emergency contact person needs to be informed.
- In case of accident or injury and accident report will be filled out. The nurse, when present will provide first aid treatment and the parent/guardian will be notified when deemed appropriate by the school nurse. If parent/guardian cannot be notified and medical treatment is necessary, the principal and nurse will arrange for hospital transportation and arrange for designated staff member to accompany the student. When nurse is not present the principal or available adult will render first aide to the student.
- No student can call a parent on their own or leave school without permission.

MEDICATION ADMINISTRATION

Noble Leadership Academy shall not be responsible for the diagnoses and treatment of pupil illness. The administration of medication to a pupil during school hours is not permitted.

INCLEMENT WEATHER AND EMERGENCY SCHEDULE PROCEDURES

Emergency schedule procedures can occur at any time and can be caused by weather conditions, police emergencies like power lines down, major gas leaks, etc. We strongly recommend that you keep this information handy and check Channel 12 news for emergency announcements each morning children are preparing for school. You can all log on to their News website: <http://news12.com/Home>. It is critical that you make sure the school has up-to-date emergency numbers and emails so that we can contact you. Be sure to contact your school any time your phone number or email changes. A recording will be saved on our schools main school line (973) 685-2550 informing you of school closings and early dismissals.

There are three ways of dealing with inclement weather. School can be closed, the opening of the school can be delayed, and school can be closed early.

If the weather forecast calls for severe weather conditions, the decision to close schools is relatively easy. When the weather is threatening, the decision is more difficult. At times the weather during the morning commute is poor but the forecast calls for moderating temperatures, meaning the weather is expected to improve throughout the day. When this occurs we may require a delayed opening. The important thing to always remember is to never leave your child at the school when no adults are present.

Remind 101

REMIND 101

In an effort to stay on top of the latest updates by phone, we utilize a text message service called "Remind 101." It is a program set up for schools/teachers to remind students (and parents) about upcoming events, school closings, early dismissals, and many other instances.

The service is free, depending on your cellular service text messaging rates (meaning standard text messaging rates apply).

It is our hope that this will help strengthen the communication between Noble Leadership Academy and our Noble Family.

All you have to do is send a text message to [\(862\) 260-8160](tel:8622608160). Text this message: @noblela.

HARRASMENT, INTIMIDATION AND BULLYING:

Noble Leadership Academy prohibits acts of harassment, intimidation or bullying. A safe and civil environment in school is necessary for students to learn and achieve high academic standards; harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment.

CHEATING AND PLAGIARISM:

Noble Leadership Academy recognizes that societal forces and academic pressures may tempt some students to consider academic shortcuts. It is our goal to encourage students to earnestly embrace an academic ethic and the faculty assumes students will be honest in their academic work. Academic work represents not only what we have learned about a subject, but also how we have learned it. Therefore, it is unethical and a violation of academic integrity to copy the work of others or to submit their work as one's own. Cheating, falsifying research or stealing the words or ideas of another damages the educational process. As we strive to reinforce ethical values and practices, Noble Leadership Academy faculty will not tolerate cheating, and to this end, will minimize opportunities for students to cheat and will enforce serious consequences for students who are caught cheating.

WHAT IS CHEATING?

- ❖ Cheating distorts education priorities. Cheating is based upon the idea that competing for a grade, not mastering materials or skills, is what really matters, nonetheless, cheating both destroys the basis and meaning of competition and gives the cheater an unfair advantage over those who are honest about their achievements.
- ❖ Cheating interferes with assessment and instruction. Cheating makes it difficult for a teacher to identify student's real strengths and their real depth of knowledge and understanding. As a result, teachers are also less able to identify when and how to help their students master information and develop skills.
- ❖ Cheating destroys educational experience. Cheating helps a student avoid real challenges, real learning and growth thus defeating the whole purpose of schooling.
- ❖ Cheating threatens an atmosphere of trust. Cheating undercuts' the trust and openness that underlie the thoughtful collaboration and sincere debate, which are the basis of true education.

Examples of Behaviors That Would Be Considered Cheating:

- a) Copying another students homework/class work assignment
- b) Obtaining answers from another student or a "cheat sheet" on an exam / test
- c) Having a parent/family member completing assignment

Plagiarism

All academic work, written, or otherwise submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where a student feels unsure about a question of plagiarism involving their work, they are obligated to consult their instructors on the matter before submission.

Plagiarism includes reproducing someone else's work, whether it is published article, chapter of a book, a paper from a friend, and/or file of information.

Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, the student alone must do it.

DISCLAIMER:

"Whereas this Handbook has been prepared with meticulous attention, Noble Leadership Academy Administration reserves the right to modify or change any part or whole of this Handbook without prior notice when necessary."