

*In the name of God, Most Gracious Most Merciful*

# Granada Islamic School



## Parent - Student Handbook 2021-2022

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# Granada Islamic School

A Non-Profit Educational Organization Registered in the State of California  
Accredited by the Western Association of Schools and Colleges



## Mission Statement

*The mission of Granada Islamic School is to provide quality academic and Islamic education in a community that nurtures a strong Muslim identity, fosters brotherhood, and strengthens moral character.*

## GIS Administration

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## EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs)

### Introduction

The ESLRs were adopted in February 2003 and are an integral part of our school's purpose, philosophy and planning. Our GIS community (administration, teachers, students, and parents) are all important supporters of the ESLRs.

*Granada Islamic School students will:*

Develop **LOVE and REVERENCE for ALLAH and PROPHET MOHAMMED** (peace be upon him) exemplified by:

- A solid Muslim identity that reflects pride in being a Muslim and a clear sense of mission
- Understanding the teachings of Islam through Quran and Sunnah and their application in the daily life of an American Muslim
- Character, values and morals that are aligned with the teachings of Islam
- Being a positive role model and ambassador for Islam by striving for excellence and promoting good

Be **ACADEMICALLY DISTINGUISHED** by:

- Being high achievers who meet and exceed state educational standards leading to success at the high school of their choice
- Developing good study skills, being organized and efficient in their use of time
- Being fluent in the Arabic language
- Becoming self-directed learners
- Being able researchers who gather information and use critical thinking skills to analyze and present results
- Having an introductory knowledge of other religions and cultures
- Being skilled in their use of technology to meet their educational needs

Be **SOCIALLY WELL-ROUNDED** individuals by:

- Being distinguished in their manners, showing respect for themselves and others according to Islamic teachings
- Mastering communication skills, both verbal and written, as well as being effective listeners
- Being able to work successfully in groups, as both leaders and participants
- Acquiring leadership skills, being open-minded and prepared for future academic and social roles
- Being aware of their social responsibility, becoming active in their school, civic and religious communities, and showing compassion and tolerance for others.

Have a sense of **PHYSICAL WELL-BEING** demonstrated by:

- Maintaining personal hygiene according to Islamic standards
- Participating in age-appropriate sports activities
- Performing spiritual duties of prayer, fasting and pilgrimage
- Displaying modesty in dress and behavior.

# Parent/Student Handbook

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## **PART 1: GENERAL INFORMATION**

### **1. Introduction**

It is our pleasure to welcome you to Granada Islamic School (GIS). We at GIS are dedicated to providing your children with the best possible education in an Islamic environment. Your support of our policies and adherence to our procedures ensure the smooth and effective operation of the school. The cooperation of school and home is one of our major foundations because it is an integral part of the success of your child.

The content of this handbook includes rules and procedures for our students and parents. Please read it thoroughly, review it with your child, and use it as a reference throughout the year. Also please sign the Acknowledgement Statement that confirms that you have been informed of the handbook and agree to abide by the policies and procedures of the school. The Acknowledgement Statement must be submitted to the school office before the school starts for the current school year.

Please utilize the school calendar which serves as a source of information regarding all minimum days, breaks, and teacher-in-service days. Additionally, a monthly school newsletter will be posted on the school website ([www.granadaschool.org](http://www.granadaschool.org)) to keep parents updated and informed about school events. The School reserves the right to make changes or amend any policies and procedures outlined in this Handbook from time to time.

### **2. Mission Statement and ESLRs**

Parents should take some time to read and understand the GIS mission and ESLRs (page ii, iii). These documents are the guiding principles on which GIS policies and procedures are created and implemented. These principles shall be integrated into many facets of a student's learning experience, including classroom activities, outside play, after school programs, and school-wide events and projects.

### **3. Parents Visiting the School**

GIS welcomes parental visits. Class visits are limited to two learning periods. Please call the school at least two days in advance to schedule an appointment. When you arrive, check in at the front desk first to obtain a visitor's pass, which must be worn during your visit. You will then be directed to your appointment. No parent is allowed to enter the classroom without a prior appointment. Siblings will not be allowed during class visits.

### **4. Dress Code**

The GIS dress code is established to teach Islamic grooming and hygiene and to encourage modesty. School uniforms are required and students are expected to be in uniform every day.

#### **Girls**

Girls are expected to have hair neatly groomed (for grades PK-4<sup>th</sup>) or completely covered (grades 5<sup>th</sup>-8<sup>th</sup>). No type of makeup, tattoos, colored nail polish or perfume is permitted during school hours. Undergarments must not be visible. Excessive use of jewelry is not allowed.

## Boys

Pants must be clean and in good repair; no holes anywhere. No accessories such as rubber bands may be added to the pants. Hair shall be neatly groomed and trimmed. Hair length should not surpass the ear lobes on the side or fall below the collar on the back. The length of the bangs shall be above the eyebrows. No tails are permitted. Extreme hairstyles or cuts are not acceptable. No headbands, wristbands, hats or caps are to be worn on the playground or indoors. No tattoos are permitted.

### 4.1 Elementary Uniform: Grades K-5

#### Girls' Uniform

Girls have 3 options to choose from:

- **Plaid Jumper:** The full plaid jumper with a white or light blue polo shirt underneath and navy blue tights or leggings (no logo is required on the polo shirt with the jumper). Previous uniform's blue polo shirt can also be worn underneath the plaid jumper.
- **Skirt 1:** Knee length skirt with a light blue blouse only (with the logo) and navy blue tights or leggings.
- **Skirt 2:** Below the knee length skirt with a light blue blouse (with the logo) and navy blue tights or leggings.
- **Pants:** Worn underneath Full Plaid Jumper or Skirt 1 or Skirt 2
- **Light Sweater (in-door):** Navy blue cardigan, vest, pullover or GIS school sweater (navy blue) with logo
- **Heavy Sweater (out-door):** Any color
  - *The logo is mandatory on the blue blouse with the skirt. No logo is required on the plaid jumper and the shirt with the jumper. The white polo shirt is not allowed with the skirt.*
  - *Hijab for 5<sup>th</sup> grade girls is optional. If worn the color must be white.*

**Uniforms can only be ordered online from Lands End:** Go to [landsend.com/school](https://landsend.com/school) and create or sign in to your account. Include your student and school information in My Account (or find your school using the Preferred School Number Search: 900189812). Start shopping with your personalized product checklist. To access Lands' End online store, please go to the following: <http://www.landsend.com/pp/SchoolSearch.html?action=landing&selectedSchoolNum=900189812>

Phone: Call 1-800-469-2222 and reference your student's Preferred School Number 900189812, grade level and gender. Our team of consultants is also available 24/7 for assistance

#### Boys' Uniform

Boys' elementary school (K-5) can be purchased from [GIS online store](#)

- **Shirts:** Navy blue short-sleeve or long-sleeve polo. (logo is mandatory)
- **Pants:** Khaki (may be bought from another vendor)
- **Light Sweater (in-door):** Navy blue cardigan, vest, pullover or GIS school sweater (navy blue) with logo
- **Heavy Sweater (out-door):** Any color
- **Socks:** need to be at least ankle height

- **Shoes:** white or black rubber-soled running or walking shoes

**Physical Education (P.E.) Clothes (Grades 4 & 5 only – K-3 are not required to change)**

Students are required to change for P.E. Students must change back into uniform after P.E. class, unless it is the last period. The following clothes are acceptable P.E. attire:

- GIS PE shirts or sweaters must be ordered from the school.
- Athletic shoes (white or any dark color)
- Navy blue or black sweat and or track pants (no leggings)

**4.2 Middle School Uniform: Grades 6 – 8**

**Girls' Uniform**

**Girls' middle school (6-8) can be purchased from [GIS online store](#)**

- **Shirt:** Black Tunic (logo mandatory)
- **Pants:** Khaki cream or grey loose pants; should be loose-fitting (no leggings or jeggings, no sport pants or sweatpants)
- **Hijab:** Color must be burgundy or beige
- **Sweater in class:** plain black, dark grey, navy or GIS sweater (heather grey) with logo
- **Heavy Jacket for outside:** any color
- **Socks:** need to be at least ankle height
- **Shoes:** rubber-soled running or walking shoes (no flats)

**Physical Education (P.E.) Clothes for Middle School Girls**

High School students are required to change for P.E. Students must change back into uniform after P.E. class, unless it is the last period. The following clothes are acceptable P.E. attire:

- GIS PE shirts or sweaters (heather grey) must be ordered from school.
- Athletic shoes (white or dark color)
- Navy blue or black sweat or track pants (no leggings)
- Girls in grades must wear long-sleeved shirts along with their scarf

**Boys' Uniform**

**Boys' middle school (6-8) can be purchased from [GIS online store](#)**

- **Shirts:** Burgundy short-sleeve or long-sleeve polo. (logo is mandatory)
- **Pants:** Khaki (may be bought from another vendor)
- **Light Sweater (in-door):** Navy blue cardigan, vest, pullover, or GIS school sweater (heather grey) with logo
- **Heavy Sweater (out-door):** Any color
- **Socks:** need to be at least ankle height
- **Shoes:** white or black rubber-soled running or walking shoes

### **Physical Education (P.E.) Clothes for Middle School Boys**

Students are required to change for P.E. Students must change back into uniform after P.E. class, unless it is the last period. The following clothes are acceptable P.E. attire:

- GIS PE shirt or GIS sweater (heather grey) must be ordered from the school
- Athletic shoes (white or dark color)
- Navy blue or black sweat/track pants

### **4.3 High School Uniform: Grades 9-12**

#### **Girls' Uniform**

**Girls' high school uniform (9-12) can be purchased from [GIS online store](#)**

- **Shirt:** Burgundy Tunic (logo mandatory)
- **Pants:** Khaki cream or grey loose pants; should be loose-fitting (no leggings or jeggings, no sport pants or sweatpants)
- **Hijab:** Color must be black or beige.
- **Light sweater (in-door):** plain black, dark grey, navy or GIS sweater (heather grey)
- **Heavy Jacket (out-door):** any color
- **Socks:** need to be at least ankle height
- **Shoes:** rubber-soled running or walking shoes (no flats)

### **Physical Education (P.E.) Clothes for High School Girls**

Students are required to change for P.E. Students must change back into uniform after P.E. class, unless it is the last period. The following clothes are acceptable P.E. attire:

- GIS PE shirt or GIS sweater (heather grey) must be ordered from school
- Athletic shoes (white or dark color)
- Navy blue or black sweat or track pants (no leggings)
- Girls in grades 6-8 must wear long-sleeved shirts along with their scarf

#### **Boys' Uniform**

**Boys' high school (9-12) can be purchased from [GIS online store](#)**

- **Shirts:** Black short-sleeve or long-sleeve polo. (logo is mandatory)
- **Pants:** Khaki (may be bought from another vendor)
- **Light Sweater (in-door):** Navy blue cardigan, vest, pullover or GIS school sweater (heather grey) with logo
- **Heavy Sweater (out-door):** Any color
- **Socks:** need to be at least ankle height
- **Shoes:** white or black rubber-soled running or walking shoes

### **Physical Education (P.E.) Clothes for High School Boys**

Students are required to change for P.E. Students must change back into uniform after P.E. class, unless it is the last period. The following clothes are acceptable P.E. attire:

- GIS PE shirt or GIS sweater (heather grey) must be ordered from the school
- Athletic shoes (white or dark color)
- Navy blue or black sweat/track pants

#### **4.4 General Guidelines**

- A navy blue cardigan, vest, pullover, or GIS school sweater (heather grey) is to be worn **inside** the school building.
- During cold weather, heavy jackets and coats are permitted – these will be worn only **outside** the building.
- Athletic shoes are required. No boots, heels or thongs are permitted. Shoes must have closed toes and closed heels.
- All students must wear **clean** solid white/navy blue/black/gray socks. Tights are considered socks for girls.
- Students choosing to wear a long-sleeve shirt under their short-sleeve shirt must make sure both shirts are of the exact same color.
- Pants with side pockets (cargo pants) must not be worn to school.

#### **4.5 Guidelines for Free Dress Days**

Students are expected to dress according to the GIS dress code. Pants must be loose fitting. Upper grade girls, who choose to wear pants, must wear a loose tunic which covers the hip area.

- Shirts will have no pictures or writing on them. No silk-screening is permitted. Shirts, blouses, and dresses must have sleeves.
- Shorts and tight-fitting pants are not allowed.
- Baggy pants or sweatpants may not be worn. Pants with elastic waists may be worn if the pants are casual dress pants.

#### **4.6 Grooming Guidelines**

Students must be dressed and groomed in a manner that is clean, neat, and presentable and that will not be a health or safety hazard to themselves or others. This includes brushed teeth, washed face and combed hair. Daily bathing is encouraged. Uniforms are to be clean and mended. Scarves are to be clean, ironed and worn neatly. Fingernails are to be trimmed short and clean.

#### **4.7 Dress Code Violations**

Lower Grades (K-5):

1<sup>st</sup> Notice: Note to parent - warning

2<sup>nd</sup> Notice: Note to parent and phone call by Homeroom Teacher

3<sup>rd</sup> Notice: Parent meeting with Vice Principal before student is admitted to class

Upper Grades (6-12):

1<sup>st</sup> Notice: Warning

2<sup>nd</sup> Notice: Phone call to parent by Homeroom Teacher

3<sup>rd</sup> Notice: Parent-student meeting with MS and HS DSA, during 1st period and come up with resolution

#### **4.8 Parents and Visitors**

Parents and visitors must respect the fact that GIS is an Islamic school and they should dress modestly when coming into the school building or playground and while attending school-related functions, field trips, etc.

## 5. Daily Schedule

Regular Day, Monday, Tuesday, Thursday and Friday	8:00 am to 3:15 pm
Regular Day, Wednesday (PK-5)	8:00 am to 2:00 pm
Regular Day, Wednesday (6-8)	8:00 am to 3:30 pm
Minimum Day	8:00 am to 12:00 pm

## 6. Drop Off & Pick Up

**For security reasons, only door entrance #7 will be open for entering the school building at drop-off and pick-up times.**

### 6.1 Procedures

#### Drop Off Procedures

- Students must arrive at school grounds at **7:45 am**.
- Parents are required to cooperate with Safety Patrol procedures and guidelines at all times.
- Pre-K Parents:  
Park in the MCA Parking lot next to MCA Banquet Hall and walk your child to class.  
Please exit from the same parking lot.
- K – 8<sup>th</sup> Grades:  
Parents must drop off students in the drop-off/pick-up section of the back parking lot (also used as playground during school hours). Front parking lot is closed between 7:45 am and 8:00 am.

#### Pick up Procedures

Students will be dismissed to authorized adults with a Granada Islamic School placard **Note that students will not be released to an older sibling unless he/she is 18 years or older or has a driver's license and is the person authorized to drive the younger siblings home.** Parents who have circumstances that prevent them from picking up a child themselves should find a carpool person rather than asking to have high school students sign out a younger child.

- Pre-K and Kindergarten Parents:
  - Park in the Parking lot next to the MCA Banquet Hall.
  - Enter the building through the door next to the cafeteria.
  - Pick up your child and exit from the same parking lot.
- 1<sup>st</sup> to 8<sup>th</sup> Grades:
  - Students in grades 1-4 will exit the building at 3:10 pm and students in grades 5-10 will exit the building at 3:15 pm.
  - Students must be picked up at 3:15 pm from the drop-off/pick-up section of the back parking lot (also used as playground during school hours).
- Walk-in Option (Grades 1-12)
  - Park in the Parking lot next to the MCA Banquet Hall.
  - Wait for your child in the dismissal area.
  - Pick up your child and exit from the same parking lot.

- Parents and students will be allowed back inside the building only after the whistle is blown at 3:25 pm.
- Drive-up Option (Grades 1-12):
  - Drive your car in either of the two lanes available and display the pick-up placards that are distributed during book sales.
  - Display the placard on your dashboard with the names facing out.
  - Remain in your car at all times: the Safety Patrol members will bring your children to your car.
- Friday dismissal:
  - Friday dismissal is always indoors.
  - School doors, except in the school lobby, will be closed until dismissal time (3:15 pm). Parents may wait in the MCA lobby or outside school doors.
  - Pick up your child from the class directly.
- Inclement weather:
  - On rainy days, cold days (temperature below 50° F) and hot days (temperature above 90° F), dismissal will be indoors.
  - We make decisions about indoor dismissal usually 15 minutes before dismissal, as we cannot predict the weather. As you come in the pick-up area, if you do not see the cones set up for outdoor dismissal, then it means we will have dismissal indoors.
- Late Pick-Up:
  - After 3:30 pm, students who remain on the school grounds are escorted to Extended Care. Extended Care is provided as a service to ensure student safety until they are picked up. Our Extended Care service is available from 3:30 to 6:00 pm (2:15 to 6:00 pm on Wednesdays and 12:15 to 6:00 pm on minimum days). Extended Care is managed by BAMREC and will charge parents 10 per hour. There will be no exceptions for students who are left waiting for their parents.
- After-School Clubs:
  - If your child participates in an after-school activity, he/she must be picked up at the scheduled time.
  - Late arrival will result in the club leader escorting the child to Extended Care. Parents must make accommodations for siblings or enroll them in Extended Care on such days.

## **6.2 General Guidelines**

- Be patient and expect to spend about 10-15 minutes, especially during pick-up time.
- No parking is permitted in the drop-off/pick-up zone (beyond the gate).
- Drivers are to remain inside their vehicle at all times and to pay full attention to the directions of school personnel and safety patrol students (no cell phone use, please).
- Parents must display the pick-up placards on their dashboards and wait in their cars for their children. If someone other than the parent is picking up any student, s/he must be given a placard with student name(s) ahead of time. If no placard is shown, the driver

must first stop at the Front Desk and provide identification. The school office will then check that the person is listed on the Emergency form of the student, and then they will issue a note to allow pick up from the teacher.

- Parents may wait for their students in the playground area but cannot pick them up from class or occupy the main hallway from 3:00 to 3:30 pm.
- Students are not allowed in the playground area during dismissal.
- Students who have clubs need to stay in the dismissal area until 3:30 pm. Parents do not need to accompany their child to the club.
- Students in all grades must be supervised by an adult if left in the building after 3:30 pm.
- Please note that teachers are supervising their students during drop-off and pick-up and hence are not available for conversation.

## 7. Attendance Regulations

### 7.1 Absences

- Failure to attend school will be considered an absence.
- Notification of Student's Absence
  - Parents are responsible to notify the school of absence **by 8:30 am** by phone or by email ([attendance@granadaschool.org](mailto:attendance@granadaschool.org)) and to include the reason for the absence.
  - The school office will call home on all absences where the parents have not notified the school.
- Attendance Records
  - All attendance records will be supervised by the administrative secretary. Monthly records will be kept for every student and will be kept in permanent record at the end of the school year. These records will be retained for two years.
  - Daily logs will be disposed of at the end of the year.
- Excused Absence
  - Absences due to illness, quarantine, medical, dental or optometric services rendered
  - Absences which are requested in writing prior to the absence and approved by the Vice-Principal such as: funeral services, appearance in court or special circumstances approved at the discretion of the Vice-Principal.
- Unexcused Absence
  - Missing class without an excused or warranted reason, whether the absence is student or parent initiated
  - Absence for family vacations and/or trips
  - Absence for which advanced approval is necessary and approval was not obtained before the absence
  -
- Consequence of Extended Absence
  - If a student is absent from school for more than five consecutive days, parents may be asked to have a meeting with the Vice-Principal to discuss any consequences resulting from the absence.

- A student with an unexcused absence will lose all opportunity to make up work except for exams. All coursework and homework assignments are the responsibility of the parents and student. The student receives a zero on all homework, classwork and projects he misses during his time off school.
- Excessive absences will affect the student's grade and can result in a student repeating the grade level.
- In regards to late homework due to excused absences, students will be given absent days + 1 additional day to turn in homework (assignments, projects, tests) but not to exceed 2 weeks no matter how many days missed.
- Absence at the end of the school year
  - Lower grade students who leave the school before the last week of school will not receive any special accommodations for early testing. They will receive a zero on all missed assignments and tests, and the trimester grade will be calculated accordingly.
  - Finals for upper grade students may not be administered earlier than one week from the scheduled dates. Upper grade students who stop attending classes more than one week before the last day of school will receive a zero on the final exam, and the trimester grade will be calculated accordingly.

## 7.2 Vacation and Hajj Leave

- *Vacation*: For the benefit of your child's academic progress, GIS recommends that all vacations be taken while the school is not in session. However, it is understandable that at times families will opt to take vacations some time during the school year. If a family does decide to take a vacation during the school year, they must notify the school **three weeks in advance** in regards to the date of departure and return.
- *Hajj*: Being one of the five pillars of Islam, GIS holds the rite of hajj in the highest regards. If a family is presented with the opportunity to take the journey, we encourage them to take the once in a lifetime trip. However, we kindly ask that the family give the school **three weeks advance notice** about the date of the departure and return.
  - 
  - Before going on vacation or Hajj, teachers will not prepare homework packets to give to parents before their trip. Teachers will give the parents a general idea about the chapters to be covered during their absence. Teachers may keep a folder with all handouts so the student can make it up when he returns. It is the parents' responsibility to ensure their child learns the material and the student will get credit for work turned in within the expected time.
  - Students may take all their books with them during their absence.

## 7.3 Tardiness

- Students should arrive at school by 7:45 am every morning. Students who arrive to class after 8:00 am are considered tardy.
- The teachers will specify tardy on the attendance log in Infinite Campus.
- Students who receive 10 or more tardies will have a parent-student meeting with the Elementary Vice Principal or Upper School Director of Student Affairs. For upper graders, this decrease may also affect their GPA.

- To excuse a tardy, a parent/guardian needs to send a written note with acceptable explanation of the reason. The note must contain a reason for being tardy, date, time and parent signature. Reasons for excused tardy include: illness of the student, medical or legal appointment, or family emergencies. Oversleeping, car/traffic problems, etc. are not acceptable excuses for tardiness.
- Students who arrive after 8:30 am must stop by the front office for a tardy slip. Teachers will not admit students to class after 8:30 am without a tardy slip.

## **8. Food Service**

### **8.1 Healthy habits**

To nurture healthy habits in our students, GIS encourages parents to send healthy foods for snack, lunch and for school gatherings. Fresh foods, with minimal sugar, are recommended.

- The following are examples of healthy snacks: cheese, crackers, fruit (grapes, strawberries, cut apples, cut oranges), baby carrots, sliced cucumbers, apple sauce, yogurt.
- The following foods are not permitted during school hours: soda, chips, candy/gum, ice-cream, and popsicles.
- There is no microwave available for student use; therefore, do not send lunches that need to be heated for consumption.

### **8.2 Food Sharing Policy**

Some children at Granada Islamic School have been identified with certain food allergies. These allergies can be life threatening if the student is exposed to the food. Some of the foods that have been identified are: eggs, milk, peanuts, tree nuts, wheat, soy, etc. There are also many food products that contain nut-oils.

In order to maintain a safe environment at school, the following points will be observed:

- Sharing food between children will not be allowed.
- A separate eating table will be made available for those with allergies.
- A lesson about food allergies will be taught in each class.
- Hand washing before and after eating will be encouraged to promote the health and safety of all students.
- Parents will contact the teacher for healthy snack suggestions before bringing any food snacks to school.
- Teachers must update the classroom medical information binder and notify the front office if parents inform them about new health conditions/symptoms for any student.

## **9. Health & Illness**

### **9.1 Emergency Information Forms**

Parents are required to fill out the student emergency information forms for each child enrolled in the school. Please note that no student is allowed to attend school without a completed emergency information form on file before the first day of school.

### **9.2 Illness**

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

- High Fever
- Nausea or Vomiting
- Evidence of a communicable disease
- Severe headache and/or stomach ache
- Spasm or convulsions
- Any severe accident including cuts or bleeding
- Persistent cough
- Rashes

Center for Disease Control (CDC) recommends that people with influenza-like illness remain at home until at least 24 hours after they are free of fever (100°F, 37.8°C), or signs of a fever without the use of fever-reducing medications.

Should any student develop any of these symptoms during school hours, parents will be notified and they need to make arrangements to pick up their child as soon as possible. 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.

### **9.3 Medication**

Parents should fill out a medical authorization if their child is to take a prescribed medicine at school. Information about the medicine should be submitted along with the medical authorization form. Granada Islamic School is not responsible for any medicine taken by a student without the knowledge of the school staff. This form is available at the front desk.

### **9.4 Contagious Conditions**

Parents should report all contagious conditions to their child's teacher or the school receptionist.

### **9.5 Head Lice**

After researching No-Nit and No-Lice policies, GIS administration decided to follow the recommendation from the National Pediculosis Association, which states "The No Nit Policy as the public health standard intended to keep children lice free, nit free, and in school." We opted for this policy to be more proactive in looking for the wellbeing of the entire student body. We believe the school and home need to work together for early detection and efficient solutions before spreading occurs. Based on this policy:

- As prevention and for early detection, the school encourages parents to check their children for lice before sending them back to school after long breaks and out-of-country vacations.
- The school will conduct periodic checks after the Winter Break and the Spring Break. Also students who return from out-of-country vacation will be checked.
- Students cannot attend school if they have head lice and/or nits in their hair.
- Once detected, parents will be called and encouraged to pick students up as soon as possible. Parents need to treat or have the students treated before students can come back to school. Parents must bring students to the front office to be privately checked first.

Their hair must be completely free of lice and nits before being allowed back in the classroom.

- Notices will be sent to students in the same grade level to advise other parents to check their children.

## 10. Child Abuse & Neglect

All professionals who deal with children are termed as mandated reporters by state law and are required to report suspected child abuse and/or child neglect victims. Educators are often in the position to recognize maltreatment, and as professional educators, we intend to report suspected physical, sexual and emotional abuse or neglect to the proper authorities. School personnel will notify the GIS principal or vice principal of any suspected indications of child abuse or neglect who will determine the child's needs at the time and will communicate those needs to the parent(s)/guardian(s) directly. After a discussion with the parent(s)/guardian(s), the principal or vice principal will then determine the child's need and outline a further course of action. We have a common responsibility to prevent these tragedies and to provide our young people with the opportunity for happy and healthy lives.

## 11. Prohibited Materials (Before, During, and After School)

Students are not allowed to bring the following items to school unless a teacher has requested them and the student brings with them a permission note signed by the parents.

### **The following items are allowed with prior permission:**

DVD Player	Photo camera/camcorder	Candy
CD player	Hockey stick	
Laptop	Playing Cards	

### **The following items are never allowed:**

Video games	Inappropriate pictures	Water balloons
Music CD's	Chewing gum	Toys
Computer games	Roller blades	Skateboards
iPod/MP3 players	Scooters	Water guns
Musical instruments	Heelys	Pokémon and other
Firecrackers and poppers	Make-up, perfume, nail polish	trading/game cards

## 12. Academic Program Offered by GIS

The curriculum taught at GIS includes:

- **Arabic:** Reading, writing, vocabulary and basic grammar
- **Quran:** Memorization, reading and Tafseer & Tajweed
- **Islamic Studies:** Seerah & Islamic history, Aqidah & Ibadat and Islamic manners
- **Language Arts:** Literature, reading, writing, language, spelling, listening and speaking
- **Math:** Concepts, operational skills and problem solving
- **Science:** Life, Physical and Earth
- **Social Studies:** History, geography, cultures, civilizations and government
- **Physical Education**

- **Computer / Research Skills / Programming**
- **Art**

## **12.1 Homework**

Homework consists of activities in which a student engages away from the school while also having a correlation to schoolwork and learning. Research shows that students can learn more when they actively engage in a variety of homework activities. We do encourage parents to become involved in their child's education by discussing with him/her homework assignments.

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

- To enrich and extend school experiences through home activities.
- To provide essential practice in needed skills.
- To develop good study habits, which lead to increased independence by the student, budgeting of time, self-direction, responsibility and initiative.

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
- Reading orally to parents
- Collection and preparation of exhibits
- Writing stories and reports
- Studying 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 a 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

## **12.2 Arabic Program**

### **Objective/ Rational**

The objective of the Arabic program at GIS is to teach our students the Modern Standard Arabic (MSA). The MSA is derived from the Classical Arabic which is the language of the Quran and Sunnah and the dialect spoken in Mecca and in the Arab countries at the time when the Quran was revealed. The MSA is currently used in Arabic literature, magazines, formal speeches, books, and newspapers. It is different from the colloquial or dialect that is spoken among people in normal daily life in the Arab countries.

Granada chooses teaching the MSA versus the colloquial/ dialect Arabic based on the following:

1. MSA is close to the Classical Arabic, which helps students understand Quran and Sunnah.
2. MSA is well understood among educated Arabs because it is the language taught at schools and universities, even though it is not used in daily life conversations.
3. Local dialects (spoken language) vary among Arab countries; for example, a Syrian might end up not understanding a Tunisian because of the huge difference in their dialects.

### **Program Structure**

GIS Arabic program is a FLES program (Foreign Language for Elementary Schools), where students have four periods/week to study Arabic as either foreign or heritage language; this is a total of around 1100 hours of instruction throughout the students' K-8 education at Granada. FLES programs are different from full or dual immersion programs where students have much more time to study the language; hence the expectations for FLES programs are lower than those for the immersion programs.

### **Class Levels**

*“In the United States, languages other than English are often thought of and referred to as “foreign” languages. However, many people who live in the United States have cultural connections to and know languages other than English. These languages are not “foreign” to particular individuals or communities; instead, they are familiar in a variety of ways. Some people may be able to speak, read, and write the language; others may only speak or understand when spoken to. Some may not understand the language but are part of a family or community where the language is spoken. The term “heritage” language can be used to describe any of these connections between a non-dominant language and a person, a family, or a community.”*

- Ann Kelleher, University of California, Davis

With this belief in mind, and knowing that the approaches to teach the heritage students and non-heritage students (foreign language learners) are different, Granada students are divided, starting from 3<sup>rd</sup> grade, into 3 levels: Heritage (second Language), Non-heritage (foreign language) and Novice (preparatory accelerated program, optional).

#### **1. Heritage Level**

Students in this level must have some connection to the Arabic Language (Arab parents or native speakers). Students must have been exposed to any Arabic dialect or the Modern Standard Arabic at home and show certain aspects of connection with this language such as: speaking their country dialect, understanding basic conversation in MSA, or knowing some vocabulary.

By eighth grade, and after taking 1100 hours of Arabic language instruction, Heritage students are expected to be at the **Advanced-mid** proficiency level as described by The American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines.

#### **2. Non- Heritage Level (foreign language learner):**

All non-native students and students who do have no connection to the Arabic Language are grouped in this level. In some cases, half-heritage students (mother or father non-native) may be placed in this group after assessment of their level.

By eighth grade, and after taking 1100 hours of Arabic language instruction, Non-heritage students are expected to be at the **Intermediate-high** proficiency level as described by The American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines.

**3. Novice level:**

New students joining Granada in Grade 1 and above who have no prior knowledge in Arabic (level 0) are placed in this level. Students follow an accelerated program, where they learn the basics of the Arabic language: phonics, letter connections (reading and writing) as well as basic vocabulary. Students will be moved to one of the main levels (heritage and non-heritage) as soon as they master the basics.

**American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines 2012** ([http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012\\_FINAL.pdf](http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf))

Levels – 1) Distinguished, 2) Superior, 3) Advanced (High, Mid, Low), 4) Intermediate (High, Mid, Low), 5) Novice (High, Mid, Low)

**Assessing and moving students from one level to another level:**

A student can be moved from the Heritage to the Non- Heritage level according to the following criteria:

- By the end of the previous academic year, a student who had a grade D or below (test grade only) during the second and the third trimester will be automatically moved to the Non-Heritage level.
- On teacher's recommendation, a student who scores C- (test grade only) and/or is not performing at class level will be re- tested.
- Within the first six weeks of the first trimester, the teacher may recommend for a certain student to be retested. Based on the test results and the teacher's feedback, the student may be placed in the Non-Heritage level. The move would take place during the first six weeks of school.

**Approaches**

1. Integrating technology in order to reach all students. We use interactive PowerPoint presentations that are embedded with real life, culturally rich and content appropriate clips to grab the attention of all learners. These presentations are made available to students to review at home. In addition, students work on projects using the interactive Smart Board where they manipulate pictures and clips on the board using their acquired language and language functions to retell, describe and create their own stories.
2. Using multiple scaffolding techniques and pedagogically appropriate activities during pre-reading, reading and after reading sessions.
3. Enhance the retention of new information, by the following:
  - Drawing, using realia, graphic organizers, and TPR (Total Physical Responses).
  - Using activities that address different learning modalities
  - Providing tiered activities, tests, and projects
  - Giving students choices
4. Bringing the Culture into the classroom. The Foreign Language Teaching Standards as well as California Standards consider the Culture to be an integral part of teaching a

foreign language. Living thousands of miles away from the Arab world, we bring the Arab culture to our classroom by:

- Using online clips, magazines, songs, poetry
  - Creating interactive real life projects that reflect the community and culture standards (responding to bloggers, writing to friends in the Middle East, ordering food at restaurants, designing travel brochures...)
  - Creating opportunities for communication within and outside the school boundaries.
5. Creating standard-based thematic units. As part of the Arabic training, creating new standard-based thematic units with authentic materials is a major goal toward enhancing our Arabic curriculum and generating an Arabic standard-based curriculum.
  6. Delivering all instructions in Arabic.

### **12.3 PE Program**

A primary goal of the newly adopted PE Curriculum is to instill the importance of maintaining an active and healthy lifestyle and to help students practice excellent sportsmanship. We subscribe to the Physical Education Framework for California Schools which states that “High-quality, standards-based physical education instruction helps students learn not only the skills and knowledge to be physically fit and active, it also gives them the confidence and positive attitude necessary to participate in physical activities,”

<http://www.cde.ca.gov/ci/pe/cf/documents/2009peframework.pdf>.

- For PreK-8<sup>th</sup> grade PE classes  
A P.E. program called SPARK PE ([www.sparkpe.org](http://www.sparkpe.org)) is being implemented. It includes a variety of PE units aligned to the California Education Standards. The program also includes staff development, PE resources, and assessment options for our instructors. PE equipment are purchased to support this PE program.
- For 6<sup>th</sup>-8<sup>th</sup> grade PE classes  
On Wednesdays from 2:15-3:30 pm, 6<sup>th</sup>-8<sup>th</sup> grade students will have an additional PE class. This will increase PE instructional time to 2 days a week for one semester, and one day a week for the other semester.

## **13. Communication**

**13.1 Civility Policy** - Parents and Guardians of Granada Islamic School acknowledge and agree that the opportunity to attend Granada Islamic School is conditioned at all times upon both the student and all other members of the family honoring the standards for civility, courtesy and mutual respect toward other students, faculty and staff set forth in the school’s student handbook.

**13.2 Email Distribution Lists** – Every family will be included in the general school email distribution list (GISP-ALL) and their child’s class distribution list (GISP-CLASS). These lists are a one-way communication from school to parents. They are not intended to be discussion forums. If you want to communicate with any teacher or school personnel, you can find their email address in the online directory on the GIS website.

### **13.3 Communication from School**

The following methods are utilized to keep parents informed of how their children are progressing in school: (Please refer to the GIS Calendar for specific dates)

- The school website ([www.granadaschool.org](http://www.granadaschool.org)) contains important information for parents. We encourage parents to check it regularly for posting of current events.
- Folders from lower grade teachers are sent home weekly or every other week.
- Mid-trimester or mid-semester progress reports are sent to parents.
- Report cards are issued at the end of each trimester for grades PK-5 and at the end of each semester for grades 6-12.
- Parents have access to monthly school newsletters posted on the school website.
- Parent-teacher conferences are held at the end of first and second trimesters for grades PK-5 and at the end of the first semester for grades 6-12.
- Parents are encouraged to have open communication with teachers by appointment. To set an appointment with a teacher, call (408) 980-1161 or send an email to the teacher. All teachers' email addresses are available in the Directory on the School website.
- Periodic emails from Head of School (parent mailing list).

### **13.4 Student Information System – Infinite Campus**

We have adopted the Infinite Campus Student Information System in our school and teachers use the following features: daily attendance, reporting grades, and parent communication. Parents have access to the following information through their personal account, via the parent portal, which they must set up upon reception of their code from the school:

- School announcements
- Report cards
- Attendance Records
- Student schedules
- Teacher newsletters
- Household Information
- Emergency Contact

### **13.5 Back-to-School Night**

This is a special event for parents to visit their child's class and meet his/her teachers to get a better idea of how the school year will progress in the classroom. There are usually two nights: grades PK-5, and Middle and High school. These take place during the month of September.

### **13.6 Parent-Teacher Conferences**

Two conferences are planned in the school year at the end of the first and second trimesters for grades PK-5 and at the end of the first semester for grades 6-12.

Other conferences shall be held if any of the following circumstances arise:

1. The student is not maintaining passing grades or achieving the expected level of performance.
2. The student demonstrates discipline problems, or presents some other problem to the teacher.

3. Other cases in which the teacher considers it necessary.

### **13.7 Use of the School Phone and Cell Phones**

Students may use the telephone at the school, only in case of emergency. In the event a parent calls the school to relay a message to his/her child, they should expect to leave a message with the receptionist to be delivered to the child. Please try to limit phone calls to emergency situations only.

Students may have a cell phone and must keep it off during school hours (7:45-3:30 pm). They may use them **only after** school to contact parents. Parents/Guardians should not contact their child's cellular phone during school hours; students are required to turn off all electronic devices, including cellular phones, and put them away and out of sight.

From the moment a student arrives on school to the time that the student leaves the school, the power of the electronic device must be turned off and all devices (other than the items that are allowed with prior permission) which are to be out of sight, secure with the student's belongings in a backpack or purse. The duration of the non-permitted use includes before school on school grounds, instructional time, passing periods, lunch time, and tutoring. At no time, shall the educational program or school activity be interrupted.

The school is not liable if such devices are damaged, lost or stolen. The use of these devices or their ringing/vibrating during school time will be considered a disruption of school activities and subject to disciplinary action which will include confiscation and discipline entry.

If cell phones are detected in class by sight or sound (ring or vibrate mode), they will be confiscated and can only be picked up by the parent or guardian.

- 1st notice: cell phone is returned to the parent at the end of the day it was confiscated.
- 2nd notice: cell phone is returned to the parent or guardian after one week
- 3rd notice: cell phone is confiscated and a meeting with their respective Director (Middle and High School or Elementary) to determine the steps moving forward.

### **13.8 Policy on Sexual Offenders on School Property**

#### **Definitions**

For the purpose of this policy:

- A sexual offender is defined any person who is required to register as a sex offender pursuant to Section 290.
- A parent sexual offender is an individual who meets this policy's definition of sexual offender and who has either parental or legal guardianship rights to a child attending the school.
- A non parent sexual offender is an individual who meets this policy's definition of sexual offender and who has no parental rights or legal guardianship rights to a child attending the school.

- School property includes Granada Islamic School’s portion of the MCA buildings, i.e. the area of the building secured by the 4 doors (School entrance and doors opening to the playground, cafeteria, and the MCA front entrance area near boardroom) and Pre-K classroom. School property also includes computer networks and systems, and school vehicles, whether owned or leased by the school, and the site of any school-sponsored activity.

### **Nonparent Sexual Offenders**

A non-parent sexual offender is prohibited from entering the school campus and grounds at all times. A non-parent sexual offender who attempts to communicate electronically with a student while the student is on school property will be considered on school property without permission and will be in violation of this policy.

### **Parent Sexual Offenders**

Parent sexual offenders are prohibited from entering school property except for purposes outlined in the following instances with the school administrator prior written approval:

- To transport his/her child to and/or from school.
  - The parent sexual offender will only be permitted to transport his/her own child. In case of the transport, the parent offender can drop off or pick up his/her child, without him/her getting inside the School Property, using GIS drop-off and pick-up procedures. Parent offenders are not allowed to walk inside the School Property.
- To attend a conference to discuss his/her child’s progress, placement, or educational needs.
  - The day and time of the meeting to be determined by the School Administration. Such a meeting is to be held when there are no other children in the school.
- Under other circumstances on a case-by-case basis, as determined by the School Administrator.

A parent sex offender who attempts to communicate electronically with a student other than his/her child while the student is on school property will be considered on school property without permission and will be in violation of this policy.

### **General Provisions**

Sexual offenders who receive permission to enter school property must be accompanied at all times by a school official.

### **Policy Enforcement**

School officials observing a parent/guardian or other person violating this policy shall immediately notify law enforcement.

## **14. General Information**

### **14.1 Lost and Found**

Lost articles, clothes and personal items may be claimed outside on the playground fence at the end of every week. Valuables can be claimed at the front office. It would be helpful to have your child's name marked inside articles of clothing, book bags, lunch boxes, etc.

### **14.2 Leaving School during the School Day**

During the school day, no student is permitted to leave the school grounds without being signed out by a parent, legal guardian or authorized emergency contact at the school office. Additionally, signing out students (your own or others) and then letting them roam the MCA premises or other areas in and around the school vicinity will warrant a meeting with the Principal.

### **14.3 Volunteer Program**

The GIS Volunteer Program was implemented as a means of providing parental support for activities which enrich the school experience for our students. This program is in need of active parent volunteers who are eager to support their children's learning. Many of our programs and activities simply cannot continue without dependable volunteer support. Additionally, we want parents to be actively involved at school as effective partners in supporting the development of our students.

#### **Procedure**

Each GIS family must complete a total of 20 volunteer hours; ten hours of which need to be completed by January 31 (first volunteering period) and the other ten hours by the last day of school, June 2 (second volunteering period). Your volunteer hours can be completed by working directly with your child's teachers, through the PTSO, board committees, school projects, etc.

- Pick up your Volunteer Hour Log card from the reception desk.
- Wear a "Volunteer" name tag while you are volunteering at GIS.
- Get a card signed by the person for whom you volunteer. Do not return the card to the reception desk until you have completed all 10 hours.
- It is your responsibility to keep your card with you until the end of each volunteering period.
- Be sure to hand in your card to the reception desk on or before January 31 for tabulation of the first volunteering period, and by May 31 for the second volunteering period.
- A grace period of 10 days after the due date to turn in the volunteer card is allowed with a 25% penalty. After February 10 or June 10, all fees are forfeited.
- Incomplete cards and cards turned in after the grace period will not be tabulated.

#### **Guidelines**

- Please schedule volunteer hours with your child's teacher or with the PTO Volunteer coordinator, at least one day in advance. We want to ensure that we have a project ready for you and cannot accommodate "walk-ins."
- Keep an eye out for volunteer opportunities that will be posted on bulletin boards near the lobby, the GIS newsletter, in emails, and on the school website.
- Hours can be completed by older siblings, grandparents, aunts and uncles. The minimum age to volunteer on campus is 16 years.
- Please be sure to get your volunteer hour log signed before you leave GIS.

- Please do not bring younger siblings. Make babysitting arrangements with other parents.

### **Volunteer Fees**

If you do not complete your volunteer hours, you will be charged a volunteer fee. Volunteer fees will be cancelled for those who meet the required volunteer hours. The 10 hours is an all-or-nothing requirement; the full 10 hours must be met and submitted by the end of each volunteering period.

Please remember that your participation is an important part of your child's development. Although you can satisfy your 20 hours by paying the volunteer fee, we prefer to see all of our parents involved in the school community. The purpose of this program is to encourage parental involvement and to enhance the learning environment for our students.

### **14.4 Annual Activity Fee**

Every student is required to pay an annual activity fee of \$60. This fee covers the following items: class supplies and resources, class parties and positive reinforcement tools and materials, and Eid celebrations. The annual activity fee will be used also to partially fund field trips.

### **14.5 Safety on Campus**

The safety of all students and staff is extremely important. We have upgraded our security system and added more security cameras. In addition, our school is in a busy area with close access to police and emergency response personnel.

Daily security measures at Granada include:

- All access doors are kept locked during school hours.
- All students are supervised at all times and in all areas of the school (classroom, playground, cafeteria and the masjid) by adults who carry cell phones and/or walkie-talkies and can immediately report anyone who doesn't belong on the premises.
- The main entrance to the school is under the supervision of the receptionist, and we have substitutes for her when she goes on her break. The front door is kept locked during school hours. Additional security items at the front door: camera and intercom.
- All visitors and volunteers must sign in at the reception desk in the lobby and wear a nametag. If staff members do not see a visitor sticker, they are instructed to send individuals to the front desk and/or to notify the receptionist.
- The gates to the parking lots that surround the playground are locked from 8:00 am to 3:10 pm every day.
- We lock all school doors during school hours and we ask parents to always check in at the front desk at entrance door #6.
- We do not allow MCA or Cafeteria patrons to go through our hallways.
- All our hallways have cameras videotaping any activity.

### **Emergency Drills**

Students and staff participate in a series of drills every year: Fire Drill, Earthquake Drill, Lockdown Drill, and Shelter-in-Place Drill. Below is a brief description of each Emergency Drill.

**Fire Drill:** Fire evacuation procedures are used to clear the building of all children and adults as quickly as possible. The priority is safe, quick and efficient dismissal of all individuals located inside the building.

**Earthquake Drill:** Earthquake procedures are used to ensure the safety of all students in the event of an earthquake. Protective measures must be taken before, during and following an earthquake. All staff and students are informed of the Duck, Cover and Hold procedures. In October every year, GIS staff and students are among the million participants in the Great California Shakeout to simultaneously practice ‘Drop, Cover, and Hold-on’ earthquake drill routine. To learn more about this annual event log on to [www.shakeout.org](http://www.shakeout.org).

**Lockdown Drill:** A Lock Down drill helps to secure the school building and prevents any intruder from entering the building. The purpose of this drill is to keep students safe from any possible danger outside and in the vicinity of the school. Once a year we have a lockdown drill under the supervision of members of the Santa Clara Police Department.

**Shelter-In-Place Drill:** Shelter-in-place procedures are used to keep students inside and protect them from inhalation of toxic chemicals in the event of a chemical leak in the area.

#### **14.6 Classroom Celebrations and Treats**

Classroom celebrations and treats must be pre-approved by the homeroom teacher and/or GIS Administration. Parents wishing to bring treats for any occasion, including birthdays, are expected to follow the guidelines below:

- Parents must inform teachers, at least, one day before they wish to bring in a treat.
- Treats must be:
  - wrapped individually for easy distribution.
  - dropped off with the receptionist who will give them to the last period teacher.
  - distributed by the last period teacher during dismissal so students can take home.

#### **14.7 Library**

All grades K-8 students should have their own library card. In addition, we require that all 5<sup>th</sup>-8<sup>th</sup> grade students have a Santa Clara Public Library card. You do not need to live in Santa Clara to get a library card. The beautiful new library, located at 2635 Homestead Rd., is one of the finest libraries in the South Bay. The students should have the number (printed under the barcode on their library card) with them at school every day. We teach the students to access their public libraries to search the catalog and more importantly, to learn how to use the Gale subscription databases. These are valuable information resources that your student can access for research projects and homework assistance.

Our Library does not charge fines for past due books. We have adopted this policy because fines discourage some students from checking out books, and because the administration of the fine system takes valuable time away from being with students, helping them choose books they will enjoy. Therefore, we ask that you KNOW your child’s library day (Grades 1-5) and help them to remember to return their books. Please read the following GIS Library contract with your child and sign the Student Library contract.

## **GIS Student Library Contract**

Grades K-5 students have a weekly scheduled library lesson. These lessons are designed to enhance and support the school curriculum. Our goal here at the GIS Library is to help students develop the joy of learning through reading. In order to do this, we would like you to be our partners in making our students avid and capable readers. Please review this contract carefully with your child. The signature portion of this form has to be returned to the library in the students' first library class. No checkouts will be permitted without it.

### **Library Goals**

- To establish library practices designed to promote student success.
- To guide students toward independent study skills through instruction on the use of the library.
- To offer and provide guidance to students in their reading interests and research needs.
- To maintain adequate supplies of high interest reading materials.
- To provide a courteous atmosphere conducive to learning.

### **Library Procedures**

1. Students may check out books at any time from the GIS Library.
2. Number of books allowed for checkout corresponds with the student's grade; first graders checkout one book, second graders two, and so on. Checkout starts in first grade and first grade students are required to keep their books in their classroom.
3. Library playaways (preloaded digital audio books) are checked out from 3<sup>rd</sup> to 8<sup>th</sup> grade.
4. Students may check out books during the last fifteen minutes of their Library lesson.
5. The student is responsible for returning the book he/she borrowed. The due date for returning books for Grades 1-4 is 7 days, and for Grades 5-8 is 14 days.
6. If the book is not returned within 2 weeks an overdue notice will be issued to the student.
7. Student's parents are responsible to pay for all lost/damaged books, so the library can replace these items. Borrowing privileges will be suspended till the student clears his/her account.
8. The student will not be allowed to borrow any more books, even for class research projects, until the overdue book is returned.

### **Use of Library Computers:**

- Library computers are only for curriculum research. Personal searches, forums, chat lines, personal e-mail, games and video clips are prohibited at all times.
- Downloading video games and video clips is not permitted at any time in the GIS library. Students will be suspended from all library privileges if they engage in this activity. Upon a second offence students will be automatically referred to the Vice Principal.

### **Behavior Expectations:**

1. Board games and playing cards are not allowed in the library.

2. While in the library the students will respect themselves by having a positive attitude and showing self-control.
3. Respect others by cooperating and sharing.
4. Respect school equipment by caring for the books, the computers and using their shelf markers.
5. Be a responsible learner by listening, following directions, and participating positively.

**We recommend that Parent/Guardian:**

1. Develop a routine with your student to help them remember Library Day and bring their library books back to school on time.
2. Encourage your child to make a special place for keeping their GIS library books at home (i.e., a basket by the bed).
3. Read the Library Contract with your child.

**Policy Regarding Overdue, Lost and Damaged Book:**

If students lose or damage a library book:

- Check-out privileges will be temporarily suspended.
- Librarian will verbally remind the student about his/her overdue books.
- In their next library class, students will be issued an overdue notice that will list the titles and costs of the overdue books.
- Parents will receive an email from the librarian informing them about their students' lost/damaged books.
- Students will receive two overdue notices.
- No refunds will be issued to students once they have made a payment for a lost/damaged book.
- A charge of .50 cents per day will be charged for late playaways.

**Final Notice:** After the student has received two notifications, we will presume the book to be lost and will send a letter home to the parents with the following options:

- Find the lost item.
- Pay the replacement fee.

Replacement fees can be found on the overdue notice and can be paid in either cash or check. Checks should be made payable to the GIS Library. The fee or check should be given to the librarian.

**Rules for using the Computer Lab, and All School Devices**

**I agree to following the below stated rules for using the Computer Lab, and All School Devices (Chromebooks, Laptops, iPads):**

1. Handle ALL EQUIPMENT properly and with respect.
2. No gum, food, or drinks in the lab, or while using school devices.
3. Stay at your assigned computer.
4. Talk only when necessary & then quietly so you don't disturb others.
5. Don't waste time!--Yours or your friends.

6. Visit only approved or appropriate Internet sites for your assignment.
7. No "Surfing the Net".
8. Bring your own headphones for listening to class assigned work.
9. Do not make any changes to computer/device settings. (This includes desktop, screen saver, etc.)
10. Make sure you have permission to print anything.
11. Before leaving the computer lab, students must close all open windows, applications and log out. After using devices, students must close windows, applications, and log out.
12. If you damage any equipment, you are responsible for paying for any loss the school may incur.

#### **14.8 Internet Acceptable Use Policy**

The Internet is an electronic highway connecting thousands of computers and millions of individual subscribers all over the world. Students and staff have access to university and public libraries, museums, information and news from a wide variety of sources and research institutions, government agencies, electronic mail and much more.

We believe that the Internet offers vast, diverse, and unique resources to students, teachers, and the community. Our goal in providing this service is to promote educational excellence through resource sharing, innovation, and communication. The Internet can enhance curriculum by providing collaborative learning environments, promoting higher-order thinking skills through real world problem solving, and serving as an effective communication tool.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Granada Islamic School has taken precautions to restrict access to controversial materials through filtering software, and every effort will be made to protect students and staff from any misuses or abuses as a result of their experiences with this information service. We firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the school.

Please read the following guidelines for Internet access carefully. Signatures of the student, teacher, and parent/guardian are required before access to the Internet can be granted.

#### **14.9 Internet Terms and Conditions**

##### **Acceptable Use**

The use of the Internet must be for educational and research activities and be consistent with the educational objectives of GIS. All illegal activities such as transmission of any material in violation of any U.S. or state regulation are prohibited. This includes, but is not limited to: copyrighted material, threatening material, or any unacceptable or objectionable information, language, or images.

##### **Security**

In order to protect students from misuse of the information service, filtering software that blocks objectionable sites is installed on all computers with Internet access. Activities involving the

Internet will have a specific curriculum objective, and the student will have a clear assignment. Security precautions enhance the quality of instruction for the student, improve student achievement, and protect staff and student interests. Even though GIS has taken precautions to eliminate access to controversial materials, it is impossible to guarantee restriction of all inappropriate materials. It is the user's responsibility to utilize the Internet in an efficient, ethical and legal manner, as well as to immediately report all unacceptable behavior or site violations to GIS faculty or staff.

### **Privileges**

The use of the Internet is a privilege, not a right, and each student who receives parental permission to access the Internet will be part of an orientation pertaining to the proper use of the network. Inappropriate use will result in a cancellation of those privileges as well as any school-based disciplinary consequence and/or legal action. The school administrators will deem what is inappropriate use of the Internet, and their decision is final. Also, the administration, faculty, and staff of GIS may request a school administrator to deny, revoke, or suspend Internet privileges. All GIS students and staff are requested to refrain from downloading and installing programs to any school computer without receiving permission from the teacher. This would include such items as music files, software demonstrations, upgrades, patches, plug-ins, etc.

### **Vandalism**

Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or any other network or agency connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses, changing computer configurations, screensavers, home pages, etc.

### **Network Etiquette**

Students and staff are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite and safe. Do not send or reply to messages that are abusive.
2. Use appropriate language.
3. Do not reveal your last name, personal address or phone number or those of other students.
4. Do not access files that contain objectionable material. Report to the teacher immediately any objectionable site that may be accidentally accessed.
5. Do not access another individual's materials, information, or files without their permission.
6. Do not violate copyright or otherwise use the intellectual property of another individual or organization without permission.
7. Be considerate. Do not use your Internet access in a way that would interfere with others use or access. This includes, but is not limited to failing to log out appropriately, downloading large files at peak times, and printing large amounts of material from the Internet or electronic mail.

Users are reminded that electronic mail sent or received is not private. System operators have access to all electronic mail. Files created by students are subject to review by staff.

### **Cyberbullying**

Cyberbullying is defined as the use of electronic devices and information, such as email, instant messages, text messages, mobile phones, and web sites (MySpace, FaceBook, Twitter) to send or post harmful messages or images about an individual or a group, as described under the Education Code Section 32260-32262. Examples of cyberbullying include:

- Sending hurtful, rude, or mean text messages to others
- Spreading rumors or lies about others by e-mail or on social networks
- Creating websites, videos or social media profiles that embarrass, humiliate, or make fun of others

Any student who participates in such unlawful activity will be subject to appropriate discipline as defined in the school discipline policy.

#### **14.10 Infinite Campus Portal Acceptable Use Policy**

Infinite Campus Portal provides a direct communication between the school and parents. Once you log on to the portal, you will be able to access information on your child including grades, attendance, schedule, immunizations, and an access log.

Granada Islamic School reserves the right to determine student and parent access to Infinite Campus. Granada Islamic School reserves the right to deny or discontinue access to Infinite Campus with or without warning, for any reason, including abuse of the portal, court orders, or other legal proceedings that limit the availability of private educational data. Students and parents/guardians will follow the rules provided by both these guidelines and the law.

#### **Use of Infinite Campus Portal**

Access to Infinite Campus is a privilege, not a right. Users of Campus are expected to adhere to the following guidelines:

1. Users shall act in a responsible, legal, and ethical manner.
2. Users are responsible for keeping their Campus passwords confidential and should take all reasonable precautions to prevent others from being able to use their account.
3. Users shall not share their password with anyone, including their own family members.
4. Users shall not set their computer to automatically log into Campus.
5. Users who identify a security problem with Campus must notify the Vice Principal immediately, without demonstrating the problem to anyone else.
6. Users shall not attempt to gain unauthorized access to Campus or to go beyond access authorized by Granada Islamic School. This includes attempts to log in through another person's account or to access another person's files.
7. Users shall not make deliberate attempts to disrupt the Campus system or to destroy any data on Campus.
8. Users shall not deliberately cause damage to computer equipment or the school's network or assist others in doing the same.
9. Users shall not attempt to harm or destroy data of another user, the school network by spreading viruses or other means.

10. Users shall not use Campus for any illegal activity, including violation of Data Privacy Laws. Anyone found to be in violation of these laws may be subject to Civil and/or Criminal prosecution.

### **Limitation of Liability**

Students and parents are responsible for their use of Campus. Granada Islamic School makes no guarantee that Campus will be error-free or without defect. Granada Islamic School will not be responsible or liable for any damage a student or parent/guardian may suffer as a consequence of using Campus or information through Campus. Granada Islamic School reserves the right to revise this Policy at any time, with or without notice, and for any reason Granada Islamic School deems appropriate.

### **Access**

Before students and parents are allowed access to Campus, they must understand and adhere to the rules outlined in these guidelines. Violations of these guidelines may result in loss of access as well as other disciplinary or legal action.

Please note: Creating an account and logging in automatically signify your understanding and acceptance of these rules.

### **14.11 Parent Code of Conduct**

**Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students.**

All parents are expected to:

- Show an active interest in their child's school work and progress.
- Communicate regularly with the school.
- Help their child be neat, appropriately dressed, and prepared for school.
- Ensure that their child attends school regularly and on time.
- Promptly report to the school their child's absence or late arrival.
- Show that they are familiar with the school rules.
- Encourage and assist their child in following all the school rules.
- Assist school staff in dealing with disciplinary issues involving their child.
- Stay out of any activity that will negatively impact the positive atmosphere of the school or the school climate.
- Abide by the parent/student handbook.

The school does not tolerate any kind of bullying, intimidation, verbal and/or physical harassment towards its administrators, staff, students, volunteers, or any other member of the school community. GIS reserves the right to deny access to the school property of any person who shows or expresses any kind of violence or disrespect towards any member of the school community or involves in any activity that could negatively impact the positive atmosphere of the school.

## **Parent Dress Code**

GIS is an Islamic school, and in order for us to set a good example for our students, we request that if parents wish to visit or volunteer at the school or go out on school-related activities, that they observe Islamic manners, attire and etiquette.

## **PART II Discipline**

### **1. Philosophy and Purpose**

The philosophy of Granada Islamic School 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 provide the basis for sound disciplinary practices within GIS. These policies and procedures will be enforced fairly, uniformly, and consistently.

GIS has adopted Positive Discipline as the foundation for how it deals with the day to day behaviors of children. The foundational concepts embedded in this program such as “mistakes are opportunities to learn” and helping students make better decisions for themselves are the building blocks for our discipline program here at GIS. However, there will be instances where severe and multiple transgressions merit consequences. 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 behavior detrimental to the self and others.

### **2. School Discipline Designees**

The school discipline person(s) shall be the Director of the Middle and High School, the Director of the Elementary, or his/her designee. Duties shall include the authority to:

1. Evaluate and implement the discipline policy.
2. Remove a student from campus for emergency reasons.
3. Suspend a student for no more than three consecutive school days per incident.
4. Recommend a student for expulsion to GIS Board.
5. Assign students to community service-extended classrooms.

The GIS Board is the only authorized party to expel students after due process as outlined in Sec. 12.1.

### **3. Responsibilities**

GIS fosters 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 GIS staff. Students shall exercise their rights responsibly, in compliance with rules established for the orderly conduct of GIS educational mission. Students who transgress the rights of others or who transgress GIS rules shall be subject to consequences. These measures, as outlined in Sec. 7, are designed to establish Islamic conduct and exemplary citizenship both in and out of school.

#### **3.1 Responsibilities of Students**

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

1. Attend all classes, regularly and on time.
2. Be prepared for each class with appropriate materials and assignments.
3. Be appropriately dressed and groomed.
4. Show respect toward others.
5. Behave islamically and responsibly.
6. Refrain from transgressing the code of student conduct. (Refer to Sec. 6)
7. Obey all school rules as well those that include safety rules.
8. Show proper restraint if confronted by other students and report such incidents and transgressions to any staff member.

#### **3.2 Responsibilities of Parents**

Throughout this document, "parents" includes a single parent, legal guardian, or person who has lawful control of the student. Parents have the responsibility to:

1. Provide for the physical needs of the student.
2. Help students understand that school rules ensure respect and safety for everyone and must be adhered to at all times.
3. Remind students that teachers and staff shall be shown respect during and outside of class.
4. Be sure the student attends school regularly and on time; and promptly report and explain absences and tardiness to the school office.
5. Encourage and lead the students to develop proper study and behavior habits at home.
6. Participate in parent-teacher conferences to discuss the student's progress and welfare.
7. Keep informed about school policies and the academic requirements of school programs.
8. Read all communication materials coming from the school: newsletters, email messages, website announcements, etc.
9. Pay required fees and fines.
10. Participate in school-related organizations.
11. Ensure the student is dressed according to school uniform policy and groomed at school-related activities.

12. Discuss report cards and school assignments with the student.
13. Alert the school authorities of any learning problem or condition that may relate to the student's education.
14. Maintain up-to-date home, work, and emergency telephone numbers and other pertinent information at the school.
15. Cooperate with school staff.
16. Be sure the student attends school tutorials when required or as the need arises.
17. Sign and submit the attached Acknowledgment Statement.
18. Exercise appropriate parental control and responsibility, 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 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.

#### **4. 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 from school will receive an excused absence if the student satisfactorily completes the assignments for the period of suspension within a time frame designated by the teacher. A grade adjustment may be imposed on work made up for a period of suspension according to the GIS Board policy.

#### **5. Student Code of Conduct**

##### **5.1 Jurisdiction**

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

##### **5.2 Vandalism and Damage to School Property**

Students shall not vandalize or otherwise damage any property, including furniture and other equipment, belonging to or utilized by GIS. Parents of students and non-students guilty of damaging school property shall be liable for damages in accordance with law.

##### **5.3 Prohibited Activities**

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

##### **5.4 Harassment**

Students will interact in courteous, respectful ways without bothering others.

##### **5.5 Responsible Behaviors**

1. Students will use appropriate language, (no "put downs"), either written or verbal, toward other people on GIS premises.

2. Students will use appropriate materials, gestures and sounds at GIS.
3. Students will demonstrate appropriate interaction (physically and verbally) with other students and/or rightful authority figures.
4. Students will engage in appropriate behavior and conversations so as not to offend others.
5. Students who experience harassment will tell the offender to stop the inappropriate behavior and report the incident to a staff member.

## **6. Discipline**

### **6.1 General Guidelines for Assessing Consequences**

When applying discipline policy, GIS personnel shall adhere to the following guidelines:

1. Consequences shall be administered when necessary to protect students, school employees, or property and maintain essential safety and order.
2. Students shall be treated fairly and equally. Consequences shall be based on a careful assessment of the circumstance of each case. Factors to consider shall include:
  - Seriousness of the offense
  - Frequency of misconduct
  - Student's age
  - Student's attitude
  - Potential effect of the misconduct on the school environment
3. Generally, academic sanctions shall not be used as a consequence. However, when the infraction is academically related, such as cheating or plagiarism, academic sanctions determined by the teacher as well as the administration may be imposed.

### **6.2 Consequence Management Techniques**

Consequence management techniques are available when assessing consequences in relation to the violations of the code of conduct, regardless of the offense. GIS shall apply the consequence required by the Discipline Policy & Procedure Guidelines. Discipline management techniques may include but are not limited to:

1. Verbal correction
2. Cooling off or time out
3. Assigned school duties other than class tasks
4. Sending the student to the office or other assigned areas
5. Withdrawal of privileges, including participation in extracurricular activities and honorary positions
6. Parent-teacher conferences
7. Grade adjustment in relation to academic policies
8. Confiscation of items that disrupt the educational process
9. Behavioral contracts
10. Counseling by teachers, or administrative personnel
11. Counseling by outside agencies or authority, including school community programs at the parents' expense
12. Suspension (in-school or out-of-school)
13. School defined and imposed probation
14. Expulsion

### **6.3 Record Keeping and Tracking**

The Head of the Middle and High School, the Head of Elementary, and the Director of Student Affairs or his/her designee will compile all student records and review them for conformance with this policy. The student information will be kept in a Student Study/Success Team (SST) file which will log all interventions used with the student as well as any behavioral reports.

## **7. Offenses**

Students violating GIS's rules and regulations shall be given disciplinary consequences that are equal with the corresponding behavior violation. In general, discipline shall be progressively administered so that consequences are determined based on the severity or persistence of the behavior. The consequence 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 corresponding Directors and/or teacher/staff 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 and the transgression.

### **7.1 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.

### **7.2 Persistent Offenses**

GIS defines "persistent" to be two or more violations of the Code of Conduct in general or recorded repeated occurrences of the same category violation.

### **7.3 Serious Offenses**

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

### **7.4 Records**

Category I offenses are to be recorded by the teacher in writing including date and description of offense.

Category II, III and IV offenses will result in a meeting with the homeroom teacher as well as the designated Director to agree on a Plan of Action.

### **7.5 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 Vice Principal. Note that tracking of demerit points is intended for students in grades 6-8.

## Discipline Policy for Grades K-2

Category I	Category II	Category III
<p><b><u>Offenses</u></b></p> <ul style="list-style-type: none"> <li>● Running or making excessive noise in the hallways, classroom, or building</li> <li>● Excessive talking</li> <li>● Failing to follow classroom rules</li> <li>● Failing to participate in classroom activities</li> <li>● 1<sup>st</sup> and 2<sup>nd</sup> offense for uniform violation</li> </ul> <p><b><u>Consequences Options</u></b></p> <ul style="list-style-type: none"> <li>● Verbal reprimand/ Warning</li> <li>● Time out in the classroom (5-10 minutes)</li> <li>● Special assignments or duties</li> <li>● Behavioral contracts</li> <li>● Withdrawal of privilege(s)</li> <li>● Change seat assignment</li> </ul>	<p><b><u>Offenses</u></b></p> <ul style="list-style-type: none"> <li>● Persistent offenses from Category I or acts of misconduct for which the student has been warned</li> <li>● Possession of prohibited items</li> <li>● Possessing and/or using nuisance items (including balls)</li> <li>● Put-downs and other forms of disrespect to fellow students</li> <li>● Pushing, shoving, or other forms of horseplay</li> <li>● Throwing objects with intent to cause bodily injury or damage to property.</li> <li>● Bullying fellow students</li> <li>● Lying</li> <li>● Misuse of food in the cafeteria</li> <li>● Misuse of restroom &amp; school property (including playground)</li> <li>● Not listening to instruction during emergency drill</li> <li>● 3<sup>rd</sup> offense for uniform violation</li> </ul> <p><b><u>Consequences Options</u></b></p> <ul style="list-style-type: none"> <li>● Issue of yellow slip and contacting parents</li> <li>● Temporary removal from class</li> <li>● In-school suspension</li> <li>● Confiscation of prohibited item</li> <li>● Exclusion from extracurricular activities (clubs, field trips with Vice-Principal's approval)</li> <li>● Restitution (Compensation), if applicable</li> </ul>	<p><b><u>Offenses</u></b></p> <ul style="list-style-type: none"> <li>● Persistent offenses from Category II (more severe and disruptive misbehavior)</li> <li>● Exhibiting disrespect of school employees or other adults</li> <li>● Insubordination, noncompliance with the directives of school staff</li> <li>● Fighting, physical abuse, or threat of physical abuse</li> <li>● Directing profanity, vulgar language, racial slurs or obscene gestures to others</li> <li>● Leaving school without permission</li> <li>● Vandalism, including defacement of school property</li> <li>● False fire alarm</li> <li>● Stealing</li> </ul> <p><b><u>Consequences Options</u></b></p> <ul style="list-style-type: none"> <li>● Issue of yellow slip and parent conference with Vice Principal</li> <li>● Removal from class</li> <li>● Exclusion from extracurricular activities (clubs, field trips with Vice-Principal's approval)</li> <li>● Restitution (Compensation), if applicable</li> </ul>

## Discipline Policy for Grades 3-5

Category I	Category II	Category III
<p><b><u>Offenses</u></b></p> <ul style="list-style-type: none"> <li>● Running or making excessive noise in the hall, classroom, or building</li> <li>● Neglecting to bring required material or assigned work to class</li> <li>● Excessive talking</li> <li>● Failing to follow classroom rules</li> <li>● Failing to participate in classroom activities</li> <li>● 1<sup>st</sup> and 2<sup>nd</sup> offense for uniform violation</li> </ul> <p><b><u>Consequences Options</u></b></p> <ul style="list-style-type: none"> <li>● Verbal reprimand/ Warning</li> <li>● Time out in the classroom (5-10 minutes)</li> <li>● Special assignments or duties</li> <li>● Behavioral contracts</li> <li>● Withdrawal of privilege(s)</li> <li>● Change seat assignment</li> </ul>	<p><b><u>Offenses</u></b></p> <ul style="list-style-type: none"> <li>● Persistent offenses from Category I or acts of misconduct for which the student has been warned</li> <li>● Possession of prohibited items</li> <li>● Possessing and/or using nuisance items (including balls)</li> <li>● Put-downs and other forms of disrespect to fellow students</li> <li>● Bullying fellow students, including cyber bullying</li> <li>● Pushing, shoving, or other forms of horseplay</li> <li>● Throwing objects with intent to cause bodily injury or damage to property.</li> <li>● Bullying fellow students</li> <li>● Lying</li> <li>● Cheating or copying the work of another student</li> <li>● Misuse of food in the cafeteria</li> <li>● Misuse of restroom &amp; school property (including playground)</li> <li>● Not listening to instructions during emergency drill</li> <li>● 3<sup>rd</sup> offense for uniform violation</li> </ul> <p><b><u>Consequences Options</u></b></p> <ul style="list-style-type: none"> <li>● Issue of yellow slip and call to parents</li> <li>● Temporary removal from class</li> <li>● In-school suspension</li> <li>● Confiscation of prohibited item</li> <li>● Exclusion from extracurricular activities (clubs, field trips with Vice-Principal's approval)</li> <li>● Restitution (Compensation), if applicable</li> </ul>	<p><b><u>Offenses</u></b></p> <ul style="list-style-type: none"> <li>● Persistent offenses from Category II (more severe and disruptive misbehavior)</li> <li>● Exhibiting disrespect of school employees or other adults</li> <li>● Insubordination, noncompliance with the directives of school staff</li> <li>● Fighting, physical abuse, or threat of physical abuse</li> <li>● Directing profanity, vulgar language, racial slurs or obscene gestures to others</li> <li>● Leaving school without permission</li> <li>● Vandalism, including defacement of school property</li> <li>● Possession of lighter(s) or matches or fireworks on school property</li> <li>● Possession or use of a stink bomb, smoke bomb, or other noxious chemical</li> <li>● False fire alarm</li> <li>● Stealing</li> </ul> <p><b><u>Consequences Options</u></b></p> <ul style="list-style-type: none"> <li>● Issue of yellow slip and parent conference with Vice Principal</li> <li>● Removal from class / Suspension</li> <li>● Grade penalty for copying &amp; cheating</li> <li>● Exclusion from extracurricular activities (clubs, field trips with Vice-Principal's approval)</li> <li>● Restitution (Compensation), if applicable</li> </ul>

## Discipline Policy for Grades 6-12

Category I	
<p style="text-align: center;"><b><u>Offenses</u></b></p> <ul style="list-style-type: none"> <li>● Tardiness</li> <li>● Running or making excessive noise in the hall, classroom, or building</li> <li>● Neglecting to bring required material or assigned work to class</li> <li>● Excessive talking</li> <li>● Failing to follow classroom rules</li> <li>● Failing to participate in classroom activities</li> <li>● Eating or drinking in an undesignated area or at an undesignated time</li> <li>● Chewing gum on school premises</li> <li>● 1<sup>st</sup> and 2<sup>nd</sup> offense for uniform violation</li> </ul>	<p style="text-align: center;"><b><u>Consequences Options</u></b></p> <ul style="list-style-type: none"> <li>● Verbal reprimand / Warning</li> <li>● Time out in the classroom</li> <li>● Special assignments or duties</li> <li>● Behavioral contracts</li> <li>● Withdrawal of privilege(s)</li> <li>● Change seat assignment</li> <li>● Blue Slip</li> </ul>

Category II	
<p style="text-align: center;"><b><u>Offenses</u></b></p> <ul style="list-style-type: none"> <li>● Persistent offenses from Category I or acts of misconduct for which the student has been warned</li> <li>● Possession of prohibited items</li> <li>● Possessing and/or using nuisance items (including balls)</li> <li>● Put-downs and other forms of disrespect (including written notes) to fellow students</li> <li>● Bullying fellow students, including cyber bullying</li> <li>● Pushing, shoving, or other forms of horseplay</li> <li>● Throwing objects</li> <li>● Bullying fellow students.</li> <li>● Flirting</li> <li>● Lying</li> <li>● Cheating or copying the work of another student</li> </ul>	<p style="text-align: center;"><b><u>Consequences Options</u></b></p> <ul style="list-style-type: none"> <li>● Issue blue slip (record on SST) &amp; notify parent</li> <li>● Temporary removal from class</li> <li>● In-school suspension</li> <li>● Confiscation of prohibited item</li> <li>● Exclusion from extracurricular activities (clubs, field trips with admin.'s approval)</li> <li>● Restitution (Compensation), if applicable</li> <li>● Community service</li> </ul>

<ul style="list-style-type: none"> <li>● Forgery</li> <li>● Posting or distributing unauthorized publications on school property</li> <li>● Skipping class</li> <li>● Failure to serve lunch detention</li> <li>● Misuse of food in the cafeteria</li> <li>● Misuse of restroom</li> <li>● Misuse of school property (including playground)</li> <li>● Not listening to instructions during emergency drill</li> <li>● 3<sup>rd</sup> offense for uniform violation</li> <li>● 3<sup>rd</sup> offense for cell phone violation</li> </ul>	
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<b>Category III</b>	
<p style="text-align: center;"><b><u>Offenses</u></b></p> <p style="text-align: center;"><i>Persistent offenses from Category II (severe and disruptive misbehavior)</i></p> <ul style="list-style-type: none"> <li>● Exhibiting disrespect of school employees or other adults</li> <li>● Insubordination, noncompliance with the directives of school staff</li> <li>● Fighting, physical abuse, or threat of physical abuse</li> <li>● Throwing objects with intent to cause bodily injury or damage to property.</li> <li>● Directing profanity, vulgar language, racial slurs or obscene gestures to others</li> <li>● Leaving school without permission</li> <li>● Vandalism, including defacement of school property</li> <li>● Possession of lighter(s) or matches or fireworks on school property</li> <li>● Possession or use of a stink bomb, smoke bomb, or other noxious chemical</li> <li>● False fire alarm</li> <li>● Stealing</li> </ul>	<p style="text-align: center;"><b><u>Consequences Options</u></b></p> <ul style="list-style-type: none"> <li>● Issue Blue slip – Parent conference with VP or DSA</li> <li>● Suspension</li> <li>● Grade penalty for copying or cheating</li> <li>● Exclusion from extracurricular activities (clubs, field trips with admin.'s approval)</li> <li>● Restitution (Compensation), if applicable</li> <li>● Referral for counseling</li> <li>● Referral for Expulsion</li> </ul>

<b>Category IV</b>	
<p style="text-align: center;"><u><b>Offenses</b></u></p> <ul style="list-style-type: none"> <li>● Persistent offenses from Category III (more severe and disruptive misbehavior)</li> <li>● Starting a fire</li> <li>● Possession of weapons (firearms including shotgun/rifle, handgun, knife with a blade longer than 2½ inches, or any other type of weapon as described in “The California Safe Schools Assessment Book.”)</li> <li>● Possession of exploding fireworks</li> <li>● Possession of illegal drugs</li> <li>● Distribution of pornographic material</li> </ul>	<p style="text-align: center;"><u><b>Consequences</b></u></p> <ul style="list-style-type: none"> <li>● Referral for Expulsion</li> </ul>

**8. Behavior Plans in the form of Student Study/Success Teams (SST)**

In addition to this discipline policy, the GIS staff may establish more specific detailed behavior plans for individual students. These detailed plans will conform to all provisions of this discipline policy. Under the supervision of the designated Director, GIS staff is responsible for developing, updating and re-evaluating these plans for effectiveness. Any revisions shall not conflict with any provisions of this discipline policy and shall be approved by the designated Director prior to implementation.

**9. Teacher Removal of Students**

A teacher may send a student to the designated Director or the Director of Student Affairs’ office in the case of unruly, disruptive or abusive behavior. The Directors shall respond by applying appropriate discipline methods consistent with GIS policy and the code of conduct.

A teacher may remove from class a student whose persistent misbehavior has been documented to interfere with the teacher's ability to communicate effectively, or with the ability of the student's classmates to learn. The Director of Middle & High School or the Director of Elementary may either:

1. Place the student in another appropriate classroom;
2. Place the student in school suspension; or
3. Send the student home with 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 Vice Principal shall take the appropriate action required by this Discipline Policy and Procedure.

### **9.1 Hearing (Meeting)**

Not later than the third class day after the day on which a teacher removes a student from class, the corresponding Director or the Director of Student Affairs shall schedule a hearing among the Directors, the parent or guardian of the student, the teacher removing the student, and the student her or himself. The student may not be returned to class pending the hearing (meeting). Following the hearing (meeting) and whether or not each requested person is in attendance, after valid attempts to require a person's attendance, the Middle & High School or Elementary Director shall order the placement of the student either in in-school suspension, or another teacher's classroom.

### **9.2 Non Disciplinary Emergency Removals**

Students may be removed from regular classes or GIS premises for non-disciplinary health, welfare, and safety reasons when the corresponding Middle High School or Elementary Director determines that an emergency exists. Reasons constituting an emergency include, but are not limited to:

1. Being highly agitated.
2. 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 parent's 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 no more than five (5) consecutive school days.

### **9.3 Notice to Parent**

GIS 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 of the reasons for removal.

## **10. Suspension**

A student may be removed from school and placed 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, so long as each term of suspension does not exceed five (5) school days. The length of the suspension will be based on the severity and number of offenses, and shall be determined by the Director of the Middle and High School or the Director of Elementary. A student may be suspended for any offense designated as a serious offense in this discipline policy (Category III or above). A student will not be afforded a hearing on the suspension; however, the Director of Middle and High School or the Director of Elementary will inform the student of the reasons for the suspension and grant the student an opportunity to give her/his version of the incident.

### **10.1 Hearing; Notice to Parent**

Before suspending a student, the Director of the Middle and High School or the Director of Elementary shall conduct an informal hearing at which:

1. The student is advised of the conduct with which he or she is charged.

2. The student is given the opportunity to explain his or her version of the incident.

The student's parent shall be notified of a suspension by telephone or other appropriate means as soon as reasonably possible. 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.

### **10.2 Parent Conference**

When the Director of the Middle and High School or the Director of Elementary suspends a student for more than one day, he/she shall, within three school days, schedule a conference with the student's parent to discuss the disciplinary action and/or the student's misbehavior.

## **11. Expulsion**

The Head of School shall make referrals for expulsion to the Board of Directors for their consideration. The Board shall meet within three days of receiving this referral to evaluate the situation and schedule a hearing with the parents.

### **11.1 Due Process**

Before a student is expelled, the GIS Board shall provide the student an opportunity for a hearing at which the student is afforded due process, which shall include the following:

1. Prior notice of the charges and the proposed sanctions so as to afford a reasonable opportunity for preparation.
2. Right to a full and fair hearing before the GIS Board.
3. Right to an adult representative.
4. Opportunity to testify and present evidence and witnesses in his or her defense.
5. Opportunity to examine the evidence presented by the school administration and questions the administration's witnesses.

The notice shall be in writing and shall advise of the nature of the evidence to be used against the student, including a list of witnesses and the nature of their testimony, and any documents that will be used at the hearing. The decision shall be based exclusively on evidence presented at the hearing. The final decision shall be communicated promptly, and in writing, to the student and parent within 5 school days of the hearing date.

## **12. Physical Restraint**

Any GIS employee may, within the scope of the employee's duties, use and apply physical restraint on 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 GIS employee, including from a classroom or other school property, in order to restore order or impose disciplinary measures.

- Restrain an irrational student.

### **13. 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 evaluate the academic penalty to be imposed. Students found engaging in academic dishonesty will be subject to disciplinary penalties as stated in the Student Code of Conduct.

### **GIS COVID 19 Protocols**

Guidance from the California Department of Education provides some structure for school districts, but the ultimate decision on how to proceed with this new year relies on the community and the decisions we make as a school. In order to help accomplish this, GIS will be employing a set of guiding principles for our teachers and although we can do our best to forecast how the school will function for the majority of the new school year, *the protocols below are subject to change in accordance with the best public health data that becomes available as the new year proceeds.*

#### **Health & Safety Measures**

GIS will establish and continue communication with local and state authorities to determine current disease levels and control measures in our community. For example:

- Consult with local county health officers, or designated personnel, who are best qualified to monitor and provide action on local conditions.
- Collaborate with other schools in our region including the County Office of Education.

GIS will continue to update safety guidelines for students and staff that enter the school premises. Although we will have our guidelines and safety measures in place, there is no absolute assurance that school premises are free from contagious viruses like coronavirus. In the absence of a vaccine or other health remedies, we will follow our best practices to mitigate the risk of spreading contagious viruses. GIS will use the guidelines issued by the Centers for Disease Control (CDC) and the local state and health officials for reopening our school.

#### **Health Screening**

Parents are required to verify that their children and family members at home are symptom-free each day; otherwise, the child must remain home to protect the health of the community. GIS staff is required to be in compliance with the same health safety procedures. Upon entry, a staff member will conduct a screening of each child and parent before entering the facility including, but not limited to, taking each child and parent's temperature with a contactless forehead

thermometer. Children will not be allowed entry to the premises if their temperature or parent's temperature is over 100.4 degrees Fahrenheit.

### **Physical Distancing**

Maintaining appropriate physical distancing (social), (as determined by the health and safety guidelines), has proven an effective strategy for stopping the spread of coronavirus. GIS is making every effort to efficiently restructure and increase the usable space in all its facilities and establish schedules and procedures that enable limited movement in common areas. GIS is aware that the need for movement and proper air ventilation is necessary for our students during the course of the day

### **Face Coverings**

Face coverings must comply with [CDPH Guidelines](#)\* unless the individual is exempt as explained in the guidelines.

<b>Age</b>	<b>Face Coverings</b>
Under 2 years old	No
2 years old - 2nd grade	Strongly Encouraged
3rd grade - high school and staff	Yes, unless exempt

\*In order to comply with these guidelines, GIS must exclude students from campus if they are not exempt from wearing a face covering under the CDPH guidelines and refuse to wear one provided by the school. GIS will have a protocol in place to provide a face covering to any student who inadvertently failed to bring one to school to prevent unnecessary exclusions.

### **Intensified Cleaning and Disinfection**

GIS will take measures to consider suspending and modifying the use of site resources that necessitate sharing or touching items. For example, suspending the use of public drinking fountains and encouraging the use of reusable water bottles and suspending the use of shared elements to one set per child.

- Every day, our staff and trained facility custodians will frequently clean and disinfect frequently touched surfaces at school. Frequently touched surfaces throughout the school include, but are not limited to, the light switches, door handles, sink handles, bathroom surfaces, tables, student desks, and chairs.
- GIS plans to limit the use of sharing items and equipment as much as possible. When shared use is permissible, staff will clean and disinfect between each use. Implementation of Physical Distancing Inside and

### **Outside the Classroom Plans:**

- If on a field trip, will maximize space amongst students and students and the driver on the school bus and open windows for proper air ventilation to the greatest extent possible.
- Increase air ventilation and use air purifiers inside classrooms to the best extent possible.
- Minimize contact throughout the day between staff, students, and the community at all times.
- Designate entry and exit points, using as many routes as possible. Set in place other protocols to limit direct contact with others as much as possible.
- Prioritize the use and maximization of outdoor space for activities, where practicable.
- Minimize the movement of students and teachers or staff as practicably as possible.
- Maximize distancing between student seating.
- Distance the teacher and other staff desks at least six feet away from student desks.
- Establish physical distancing of students through other means if practicable, such as maintaining three feet distance between desks, partitions between desks, markings on classroom floors to promote distancing, or arranging desks in a way that minimizes face-to-face contact.
- Implement procedures for turning in assignments to minimize contact.
- Plan on using privacy boards or clear screens to increase and enforce separation between staff and students.
- Limit nonessential visitors, volunteers, and activities involving other groups at the same time.
- Consider the use of non-classroom space for instruction, including regular use of outdoor space, weather permitting. For example, considering part-day instruction to be held outdoors.
- Adjust dismissal and activity times to avoid large gatherings such as lunch, prayer, and PE.

### **Trainings**

Training of Staff and Providing Educational Materials to Families for Following Safety Protocols:

- Enhanced sanitation practices.
- Physical distancing guidelines and their importance.
- Proper use, removal, and washing of face coverings.
- How COVID-19 is spread.
- COVID-19 specific symptom identification.
- Preventing the spread of COVID-19 if sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID-19.

- For workers, COVID-19 specific symptom identification and when to seek medical attention.
- The employer’s plan and procedures to follow when children or adults become sick at school.
- The employer’s plan and procedures to protect workers from the COVID-19 illness.
- Conducting training and education virtually, or, if in-person, ensure a minimum of six-foot distance is maintained.
- Check for Signs and Symptoms:
- Make available and encourage use of hand-washing stations or hand sanitizers.
- Implement screening and other procedures for all staff and students entering the facility
- Communicate with the parent/caregiver and refer to the student’s health history form and/or emergency card if a student is exhibiting symptoms of COVID-19.
- Immediately require any students or staff exhibiting symptoms to wear a face covering and to wait in an isolation area until they can be transported home or to a healthcare facility, as soon as possible.

## **Educational Programs**

Granada Islamic School has taken measures for parents, students, and employees to ensure that our school will continue to deliver high-quality educational programs and strive to operate an in-person instructional model for all students. Circumstances thus far have compelled us to shift to full-time virtual learning, but educational models are in place to provide a seamless shift to in-person learning when permitted. Depending on the current conditions and state guidelines, we are planning for three teaching modalities: virtual/remote learning, blended learning, and in-person learning. Here are some of the considerations GIS will use to determine which modality is appropriate.

## **Parent & Student Commitments**

### **Parent Commitments:**

- During Zoom sessions parents will provide a suitable place and time for students to complete their schoolwork.
- Parents will ensure that students have sufficient school supplies to complete assignments at home: paper, pencils, erasers, scissors, glue, etc.
- Parents will provide technology for online learning including a functioning camera and microphone. If technology is needed, they may request a loaner chromebook from GIS for use until school reopens. Parents will provide a \$75 refundable deposit and the deposit will be refunded based on the condition of the laptop upon return.
- Parents will pick up any and all take-home materials and return any borrowed materials.
- Parents will have access to and regularly review Infinite Campus and Google Classroom for teacher announcements and assignments.

- Parents will contact teachers via email promptly if there are questions or concerns. Parents will communicate with the teacher if there is an acceptable reason for students not turning in work by the due date. Illnesses or other excused absences should be communicated ASAP to the teachers directly with the school office copied: [attendance@granadaschool.org](mailto:attendance@granadaschool.org).
- Parents will reinforce academic integrity standards, facilitating students doing their own and best work at all times. Parents will supervise students' social and recreational use of technology so that it doesn't interfere with the completion and/or quality of schoolwork.
- *All Zoom sessions will be recorded.*

### **Student Commitments:**

- Students will give their best effort towards participation in online sessions and completion of assignments, communicating any questions to teachers as soon as possible.
- While on Zoom, students will keep their cameras and microphones on -- unless an activity demands that microphones be off.
- Students will access Google Classroom to learn about their live sessions and assignments.
- Students will use their textbooks and online resources to complete assignments.
- Students will submit work to Google Classroom, as directed by the teacher; assignments may include written assignments, voice memo uploads, and/or video uploads.
- Students will manage their time, attending online sessions and turning in assignments by the due date; late assignments will earn fewer points.
- Students will contact teachers via email or during online sessions to seek assistance or clarification.
- Students will do their own and best work, following standards of academic integrity.
- In case of missing work, an incomplete mark will be posted. After three days, this will usually change to a mark of 0. Teachers may grant extensions for up to two days for assignments if contacted by parents with an acceptable excuse.
- Follow guidelines for Free Dress Days in the Parent Handbook.
- A student caught cheating or plagiarizing (copying another's work) will result in a corresponding consequence from the Student Parent Handbook.