

Noble Leadership Academy

Parent & Handbook

2020-2021

وَقُلْ رَبِّ زِدْنِي عِلْمًا

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

Noble Leadership Academy

Dear Noble Parents,

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

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

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

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

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

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

Sr. Amanny Khattab, Principal

Mission & Vision

Mission: To provide students with an Islamic environment that fosters critical thinking and academic excellence.

Vision: To instill Islamic values and virtues in our students so that they may become contributing Muslim leaders of society.

GOALS

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

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

The Curriculum

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

READING, WRITING AND LANGUAGE ARTS

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

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

MATHEMATICS

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

Noble Leadership Academy

part of reinforcing the analytical; and critical thinking skills we hope to embed in our students.

SCIENCE

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

SOCIAL STUDIES

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

PHYSICAL EDUCATION

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

Core Values

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

Responsible: Students will be able to identify tasks they are responsible for at home and at school. A responsible student takes charge of him or herself and accepts the consequences of his or her actions and words. Learning to accept responsibility for books, supplies, and homework gets students off to a

Noble Leadership Academy

good start in the school year. Students need to begin the year understanding that the attitude of “That’s just the way I am” does not demonstrate responsibility.

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

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

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

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

Initiative: Students will recognize that it is up to them to take initiative for their education and success in life. They should be able to identify ways in which they can take initiative in having the kind of future they

Noble Leadership Academy

want. Learning to take the initiative will help foster self-esteem and self-respect. Learning that most great inventors and thinkers had to take initiative will help students find courage to take initiative on their own projects. Taking initiative will help students appreciate their own personal power to accomplish goals in life.

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

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

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

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

Self-Respect: Student will be able to identify ways that self-respect benefits them, will develop strategies for developing self-respect, and will learn ways they can help others gain self-respect. Learning to accept

Noble Leadership Academy

one's self and take pride in one's abilities is important to being happy and well-adjusted as an adult. Students with a healthy self-respect are better able to resist peer pressure and be a positive influence on their peer group. Students with self-respect will be less likely to engage in risky behaviors; they will also be less influenced by negative comments made to them by other students or siblings.

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

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

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

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

Cheerful: Students will be able to identify cheerful attitudes and responses to situations and will recognize that they can choose to be cheerful. Cheerfulness will help students have more fun in life. Students

Noble Leadership Academy

may not realize that they can choose to be cheerful. Learning that these choices are ours to make can help students begin to take responsibility for their outlook on life. Students with a sense of humor often have a greater self-esteem. Humor helps make the difficult times of life less somber.

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

Perseverance: Students will learn the value of continued effort toward achieving goals. They will be able to share examples from history of people who have persevered. Learning to stick with a goal until they achieve it will serve students well getting their education and finding good jobs. Students should know that all great accomplishments require perseverance. Persons who persevere often learn to be patient with themselves and consistent in their plans; most success is gained through steady effort. Perseverance helps students be better equipped to face problems in life and keep moving forward.

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

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

Considerate: Students will be able to identify people and actions which

Noble Leadership Academy

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

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

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

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

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

Noble Leadership Academy

them, and animals; they are less likely to engage in inhumane treatment.

Citizenship: Students will be able to identify national symbols and know how to act with respect to these symbols. They will be able to list duties and privileges of being a U.S. citizen. Good citizens know that the ability to vote is a privilege to be taken seriously. Good citizens are law-abiding.

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

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

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

Joyful: Students will be able to identify times in their lives when they have felt joyful. They will be able to identify things that help me be joyful. The ability to take responsibility for one's own happiness is an important skill that can make the difference between a life of misery or a life of happiness. Joyful persons are less likely to think of themselves as victims. Developing a capacity for joy is related to achievement in reaching life goals.

Good Sport: Students will be able to identify the conduct befitting a good sport. They will understand that being a good sport applies traits

Noble Leadership Academy

they have already learned to the area of competitive games. Good sports are less likely to get into fights over games or team loyalties. Being able to win and lose with dignity is important to developing self-esteem. Being a “team player” is required in most business situations.

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

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

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

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

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

Khashou: Students will be able to develop the ability to concentrate in

Noble Leadership Academy

their worshiping of Allah. A student with khashou embodies the essence of each act of worship with complete concentration and focus to seek pleasure of Allah.

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

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

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

Parental Responsibilities

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

- ❖ Be involved, be involved, be involved
- ❖ Teach your child to respect everyone
- ❖ Encourage your child to be kind and courteous
- ❖ Encourage your child to respect all the teachers and to obey the school rules
- ❖ Ensure that your child attends school regularly and punctually
- ❖ Make contact with the teachers through the proper procedure
- ❖ Schedule appointments with the teachers through the specified procedure to follow up and discuss your child's progress
- ❖ Meet your financial obligations to the school
- ❖ Volunteer your services in your fields of interest and for the benefit of the school
- ❖ Support the school and the events that it holds
- ❖ Ensure that your child wears the correct uniform each day
- ❖ Guide students in homework and projects without actually

Noble Leadership Academy

completing it for them

- ❖ Review Quran and implement Islamic Studies principles that are taught in the school

Student Responsibilities

- ❖ **We take responsibility for learning:**
 - We arrive at school on time
 - We have the materials we need for class
 - We will be in class on time
 - We demonstrate a serious and responsible attitude in our daily work • Homework is carefully and thoughtfully completed, and submitted on time
 - We will raise our hands before speaking in class and will speak after permission from teacher
- ❖ **We settle our differences in a peaceful manner:**
 - We respect other people's property and personal space
 - We do not physically or verbally fight with other children
 - We do not take anything that does not belong to us
- ❖ **We follow directions of adults in charge, the first time it is given:**
 - We look at the speaker
 - We do not talk back to teachers or adults in charge
 - We will treat all the teachers and other students with respect
- ❖ **We are considerate to the needs and feelings of others:**
 - We are silent during Salah time
 - We use appropriate language at all times
 - We do not bully or tease other children
 - We are willing to help each other
 - We are friendly and courteous
 - We are expected to move safely through the school
 - No playing around in the bathrooms or hallways
 - No running in the lunchroom, hallways, or up and down the stairs

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

(The Qu'ran: 39.9)

Noble Leadership Academy

ATTENDANCE PHILOSOPHY/SUPPORTING REGULATIONS

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

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

ATTENDANCE POLICIES:

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

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

ABSENCE PROCEDURES:

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

EXTENDED ABSENCE POLICY:

Noble Leadership Academy

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

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

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

MAKE-UP WORK

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

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

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

BREAKFAST/LUNCH: Breakfast & Lunch are sold every day to Preschool –

Noble Leadership Academy

12th students except on half days, 12pm dismissal. A menu will be emailed to you at the beginning of each month. Please download the attached menu.

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

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

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

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

- When dropping your child off to school and picking them up please be aware of the following: ONLY parents with parking passes can park inside the lot. Parents cannot stop anywhere other than the designated drop-off zones to let their children out of the car. Please do not idle or stay in the parking lot longer than the time it takes to let your child out of the car. The congestion becomes a safety hazard and creates delays for other parents and teachers trying to navigate the parking lot.
- When **dropping off at the curb**, please pull as close to the curb as possible. If you plan on taking longer than **1min to park, please put on your hazards** to alert your fellow drivers.

Please only let children out of doors on the curbside of the street. ON DAYS WHEN THE MORNING WEATHER IS HAZARDOUS STUDENTS WILL NOT BE ALLOWED TO ENTER THROUGH THE FRONT DOOR. ENTRANCE IS ONLY PERMITTED THROUGH THE PARKING LOT ENTRANCE.

- **After School Late fee Policy**

- **LATE PICKUP POLICY**

- All children are expected to be picked up by a parent or authorized guardian no later than 3:30pm.
- **Parents arriving after 3:30pm will automatically be charged a late fee in the amount of \$10 per 15 minutes which should be paid to the supervising teacher upon pickup.** If you have not made a payment, please do so immediately. If payment is not made, the late fee will be added to your next tuition invoice.
- **Only one charge is applied per family of multiple children for each day your child/children are picked up late.**

Noble Leadership Academy

STRANDED STUDENTS:

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

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

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

TARDINESS POLICY:

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

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

PARENT MONITORING OF STUDENT GRADES:

All grading will be posted through Sycamore Grading systems for students in 1st Grade-12th Grade. As parents you can now access

Noble Leadership Academy

your child's grades at anytime. Please begin to make it a habit to check it periodically. Everything from attendance, tardiness, missing homeworks, to class participation, tests, quizzes and behavior will be posted on Sycamore.

NUT FREE ZONE/FOOD ALLERGY AWARENESS

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

GRADING SCALE:

For the 4th – 12th Grade

Principals List Honor Roll Merit Roll 95.0 or Higher 90.0-94.9 87.5 to 89.9

For the 1st – 3rd Grade:

Honor Roll Merit Roll

4.0 or more 3's and 4's 3.7 3's and 4's

Effort Award For 1st- 12th Grade Recommendation of at least four teachers

Report Card Grading System

KINDERGARTEN GRADING SCALE

1- Beginning 2 – Needs Improvement 3- Developing

4- Secure

Please Note: Items left blank have not been assessed.

HOMEWORK POLICY: Noble Leadership Academy considers homework to be an integral part of the curriculum framework. Developed for student completion by professional teachers, homework unites the community in a cooperative daily follow-through to enhance the education of all its students. Its intent is to nurture all students to become independent, self-motivated students. As review, reinforcement and extension of meaningful daily classroom efforts, homework encourages students to develop critical thinking skills, workplace

Noble Leadership Academy

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Noble Leadership Academy

readiness and positive self-images. It also provides teachers with vital data to assess student mastery of subject matter and drives instruction. The number, frequency and degree of difficulty of assignments are based on the teacher's discretion. Assignments should also take into account other activities that make a legitimate claim on the student's time. Homework, however, should take precedence over non-school, non-academic activities.

Homework Guidelines:

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

Ideas for helping your child

1. Provide your child with suitable study conditions (well-lit desk or table, books, supplies).
2. Reserve a time for homework, and firmly adhere to a daily schedule. Show an interest in what your child is doing, but do not do the work for him/her.
3. Set a good example for your child.
4. Limit the amount of time your child watches television.
5. Make reading at least 20 minutes a day a habit! (For the entire family). Choose good books, and keep books handy.
6. Encourage and expect your child to do his/her best.
7. Check that all assignments are done neatly and on time.

Noble Leadership Academy

8. Review with them for all tests and quizzes.

Daily Homework Schedule

Maximum

KG 45 min total for all subjects

Grade 1 45 min total for all subjects

Grade 2 50 min total for all subjects

Grade 3 60 min total for all subjects

Grade 4 25- 35 min per major subject

Grade 5 25- 35 min per major subject

Grade 6 25- 35 min per major subject

Grade 7 25- 35 min per major subject

Grade 8- 12th 30-40 min per major subject

Textbooks

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

Lockers

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

SUMMER WORK:

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

Noble Leadership Academy

Code of Conduct & Discipline Code

As a private educational institution, Noble Leadership Academy is interested in and concerned with the total development of the individual, including the development of social responsibility and good citizenship. It is recognized, however, that occasionally a student or students will violate the rules and regulations of the institution and that disciplinary action will be needed. Reasonable efforts are made to foster the personal and social development of those students who are held accountable for violations of the Code of Conduct.

Noble Leadership Academy does not list every intervention that may be appropriate for correcting student behavior. For behaviors causing minor disruptions to the educational process, NLA will utilize researched-based interventions in the educational environment before removing the student from class or school. This is not intended to address the entire spectrum of student misbehavior that may occur at school or on school property. Instead, NLA outlines a range of appropriate responses for certain inappropriate behaviors.

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

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

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

Noble Leadership Academy

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

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

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

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

Age Appropriate Discipline

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

Noble Leadership Academy

INFRACTIONS & CONSEQUENCES

“When you choose your behavior, you choose the consequence.”

LEVEL 1 INFRACTIONS: (self-directed minor inappropriate behaviors)

1. Running/screaming in the hallway, classroom or in the cafeteria.
2. Chewing gum.
3. Wearing incorrect clothing and/or uniform: see complete uniform policy for details.
4. Wearing Makeup or Nail Polish
5. Wearing hijab incorrectly: Hijab must be secured on head, all hair, neck and ears covered.
6. Selling or advertising any object(s) on school grounds not authorized by office administration.
7. Using cell phones without supervision or permission.
8. Sleeping during class
9. Unexcused absence/Tardiness from class (between 1-5 minutes).

LEVEL 1 CONSEQUENCES: (for minor inappropriate behavior)

1. Issue verbal warning.
2. Issue written warning on Sycamore. (Alert parents)
3. Issue second written warning on Sycamore (One member of discipline team will call for Parent Conference and warn that one more incident will result in Suspension)
4. Issue third written warning on Sycamore. Student is **suspended** for one day.

Noble Leadership Academy

LEVEL 2 INFRACTIONS: (socially inappropriate behavior directed toward policies, others and/or property)

1. Any of the Level 1 behaviors after a verbal warning.
2. Verbal fighting.
3. Cursing (Arabic or cursing substitute; abbreviating the word or using the first letter; or abbreviating)
4. Disrespect towards the staff members in any way; back talk, walking away, refusing to follow rules.
5. Damaging school property (consequence level depends on the damage level).
6. Failure to report to assigned places, such as classroom, salah, lunchroom, or assembly (any time over 6 minutes)
7. Possession of matches or lighters.
8. Speaking during a fire drill or lockdown drill
9. Lying to, giving false information to, and/or misleading school personnel.
10. Engaging in intimidation towards a student or staff member.
11. Engaging in or causing disruptive behavior during class, a school activity or on the school bus during a trip.
12. Knowingly cheating or deliberately assuming other person's homework as your own. You will also get a zero on the assignment.
13. Bringing unauthorized visitors to school or allowing unauthorized visitors to enter school.
14. Progressive Disruption Infractions—A progressive disruption infraction is defined as a student whose behavior, either physical or verbal, inhibits the learning process. Disruptive behavior will not be condoned in the classroom, recess, or common areas.

LEVEL 2 CONSEQUENCES: (for socially inappropriate behavior directed toward others and/or property)

1. Written warning issued on Sycamore. Parent is contacted
2. Written warning is issued, Parent Conference scheduled with Discipline team. (Student may be included in this conference)
3. Written warning is issued and the student is **suspended** for an appropriate number of days to be decided by the discipline team.

Noble Leadership Academy

** Level 2 infractions that result in a suspension will have the following rule applied: Suspension will be stricken from student record if he/she does not have a repeat suspension for the rest of the school year.

LEVEL 3 INFRACTIONS: (defiance and/or aggressive behavior directed toward self, others, and/or property)

1. Continuation of any level 2 behaviors.
2. Using slurs, inappropriate language or gestures based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, or disability.
3. Physical assault – the student is a danger to him/herself or others.
4. Physical fight including: Shoving, pushing, or engaging in other similar physical behavior towards students or school personnel (e.g., horseplay or pushing past another person), or throwing an object (e.g., chalk)
5. Spitting at another student.
6. Destruction of personal or school property.
7. Overt defiance and/or insubordinate behavior- direct and/or immediate refusal to comply with a member of the staff or adult authority.
8. Fire alarm pulled with no valid reason.
9. Leaving or cutting class without permission of supervising school personnel.
10. Leaving school premises without permission of supervising school personnel.
11. Knowingly taking or possessing property belonging to another without authorization.
12. Knowingly cheating (giving or accepting answers, allowing others to view your answers) on an assessment of any kind. You will also receive a zero on the assessment.
13. Smoking on or around school property, during lunch when signed out, during a school trip or during school day.
14. Any behavior deemed by a supervisor to be at this level.

Noble Leadership Academy

LEVEL 3 CONSEQUENCES: (defiance and/or aggressive behavior directed toward self, others, and/or property)

1. The Discipline Team will investigate and students will be suspended. Team will review the incident and determine an appropriate number of suspension days based on the circumstance and severity of the infraction.

** Level 3 infractions that result in a suspension will have the following rule applied: Suspension may be stricken from student record if he/she serves 6 volunteer hours in a place, time and with an organization of the schools choosing and/or approval.

LEVEL 4 INFRACTIONS: (behavior that is unsafe or a threat to the well-being of students/staff/organization)

Any behavior listed under Level 4 Infractions, whether committed in school or not, done at any time during the year, or in any place, may result in expulsion from Noble Leadership Academy.

1. Sexual or inappropriate actions or comments (engaging in inappropriate physical contact or touching someone in a private part of the body).
2. Exposing private parts.
3. Tampering with, changing, or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means.
4. Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others.
5. Engaging in illegal acts, including but not limited to drinking, taking or distributing tobacco products, drugs, paraphernalia, etc, theft, vandalism.
6. Posting or distributing libelous material or literature that defames staff, student or any member of the Noble community.
7. Posting or distributing, (via email, Facebook, Twitter, Pinterest, google groups and any other social network), displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff.
8. Engaging in an act of coercion or threatening violence, injury or harm to another or others.

Noble Leadership Academy

9. Engaging in intimidating behavior, including bullying – threatening, stalking or seeking to coerce or compel a student or staff member to do something; engaging in verbal or physical conduct that threatens another with harm; taunting and/or intimidation including through the use of epithets or slurs involving actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, religious practices, gender, or disability.
10. Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g. touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images).
11. Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer).
12. Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents.
13. Using extreme force against or inflicting or attempting to inflict serious injury upon students or others.
14. Planning, instigating, or participating with another or others, in an incident of group violence.
15. Engaging in threatening, dangerous or violent behavior.

LEVEL 4 CONSEQUENCES: (behavior that is unsafe or a threat to the well-being of students/staff/organization)

1. Student(s) involved in Level 4 infraction will be suspended from school immediately, pending school investigation.
2. All level 4 infractions may result in an **expulsion** from the school. The Discipline Team will investigate the circumstance and severity of the incident and infraction. The Discipline Team will recommend an appropriate consequence to the School Board. Upon board approval, consequence will be administered.

Noble Leadership Academy

APPEALS PROCESS:

Any parent or guardian who would like to appeal a disciplinary decision may exercise the right to do so.

Appeals Process is as follows:

1. Parents or guardians may schedule a meeting with The Discipline Team to discuss the infraction and the consequences, and an appeal may be made for reconsideration.
2. If the meeting does not render an amicable reconsideration decision, or a mutual understanding, parent or guardian may email their concerns and appeals to the Board. Email address will be provided upon request.

Anti-Bullying Policy:

Bullying will not be tolerated in our community.

Bullying is prohibited:

1. during any school-sponsored or school-sanctioned program or activity;
2. in school, on school property
3. through the transmission of information via electronic communication from a NLA computer or computer network, or other electronic school equipment;
4. when the behavior or communication occurs off campus or through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased or used by the school.

Definitions:

“**Bullying**,” including “cyberbullying,” means any severe or pervasive (repeated over time) physical or verbal act or conduct, including communications made in writing or electronically (i.e., cyberbullying), directed toward a student or students, that has or can be reasonably predicted to have one or more of the following effects:

Noble Leadership Academy

1. placing the student in reasonable fear of harm to the student's person or property;
2. causing a substantially detrimental effect on the student's physical or mental health;
3. substantially interfering with the student's academic performance; or
4. substantially interfering with the student's ability to participate in or benefit from the services activities, or privileges provided by a school.

Bullying may take various forms, including without limitation, one or more of the following: cyberbullying, harassment, threats, intimidation, stalking, physical violence, harassment, violence, theft, public humiliation, ostracism, destruction of property, or retaliation for asserting, opposing or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying in this Section. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying in this Section.

What is NOT Considered Bullying:

This incidents on this list are NOT considered bullying:

1. Not liking someone – It is very natural that people do not like everyone around them and, as unpleasant as it may be to know someone does not like you, verbal and non-verbal messages of “I don't like you” are not acts of bullying.

Noble Leadership Academy

2. Being excluded – It is very natural for people to gather around a group of friends and we cannot be friends with everyone, so it is acceptable that when kids have a party or play a game at the playground, they will include their friends and exclude others. We encourage students to possess the qualities of our Prophet Muhammad (SAW) and that they should not exclude people from an activity or treat them unkindly. As a school, we can encourage healthy friendships but we will not “force” students to befriend one another.
3. Accidentally bumping into someone – When people bump into others, the reaction depends mostly on the bumped person’s mood. If they have had a bad day, they think it was an act of aggressive behavior, but if they are in the good mood, they smile back and attract an apology. This is also relevant for playing sport, like when kids throwing the ball at each other hit someone on the head. Some accidents happen without any bad intention and it is important not to create a big conflict, because it was NOT an act of bullying.
4. Making other kids play things a certain way – Again, this is very natural behavior. Wanting things to be done our way is normal and is not an act of bullying. To make sure kids do not fall into considering it as an aggressive or “bossy” behavior, we need to teach them assertiveness.
If your kids come home and complain that Jane is very bossy and she always wants things to be done her way, you can show them that they want it too and that Jane is miserable, because she is not flexible enough and she will suffer in life for insisting that things be done her way. Again, although it is not fun or pleasant, this is NOT bullying.
5. A single act of telling a joke about someone – Making fun of other people is not fun for them, but the difference between having a sense of humor and making fun of someone is very fine. It is important to teach kids (and grownups) that things they say as jokes should also be amusing for the others. If not, they should stop. Unless it happens over and over again and done deliberately to hurt someone, telling jokes about people is NOT bullying.
6. Arguments – Arguments are just heated disagreements between two (or more) people (or groups). It is natural that people have different interests and disagree on many things. Think about it, most of us have disagreements with ourselves, so it is very understandable to have disagreements with others. The argument itself is NOT a form of bullying, although some people turn arguments into bullying, because they want to win the argument so much. They use every means to get what they want and find a weakness in the other person, abuse knowledge or trust they have gained and use it against the other person.

Noble Leadership Academy

It is very important to distinguish between natural disagreements and bullying during an argument.

7. Expression of unpleasant thoughts or feelings regarding others – Again, communication requires at least two players. Although it may be unpleasant to hear what someone thinks about you, it is NOT a form of bullying but a very natural thing. In every communication, there are disagreements and some form of judgment about each other's attitude and behavior. If someone says to you, "I think this was not a nice gesture" or "You insulted me when you said this", this is NOT bullying but an expression of thoughts and feelings.
8. Isolated acts of harassment, aggressive behavior, intimidation or meanness – The definition of bullying states that there is repetition in the behavior. Bullying is a conscious, repeated, hostile, aggressive behavior of an individual or a group abusing their position with the intention to harm others or gain real or perceived power. Therefore, anything that happens once is NOT an act of bullying. As a parent, it is important that you pay attention to what your kids are telling you and find out if things are happening more than once.

Reporting:

If a student believes they or a peer has been the victim of bullying, they should report the situation to an advisor, teacher, or school administrator. Parents should report the situation directly to the Head of Discipline. Anonymous reports are also accepted. No disciplinary action will be taken solely on the basis of an anonymous report that has not been substantiated in the course of an investigation. The source of an anonymous report cannot be and will not be exposed. Students and parents/guardians should also report violations of the bullying policy to school personnel.

Investigation:

When a report is received, school personnel will investigate and arrive upon a course of action and will work as quickly as possible to ensure the safety of students, gather information, and clarify facts. School personnel will make all reasonable efforts to complete the investigation within 10 school days after the date of the report and take into consideration additional relevant information received during the course of the investigation about the reported incident of bullying. Appropriate school personnel will be involved, as needed. School personnel will provide parents and students involved in the bullying incident

Noble Leadership Academy

with information about the investigation and an opportunity to meet with the Head of Discipline or other administrator to discuss the investigation, the findings, and the actions taken to address any bullying that is found to have occurred.

Interventions may be provided, as needed, to the parties involved in the bullying, including but not limited to restorative measures, counseling, disciplinary interventions and others and may result in interventions outlined previously.

No Retaliation:

Reprisal or retaliation against any person who reports an act of bullying is a violation of NLA's policy and will be treated as bullying for purposes of determining interventions and consequences according to this Policy. A student will not be punished for reporting bullying or supplying information, even if an investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining and consequences or other appropriate remedial actions.

Consequences:

If a student is determined to have engaged in bullying behavior, they will be subject to disciplinary actions appropriate to the offense, the student's age and past behavior, and the circumstances surrounding the events. Disciplinary actions may include a series of graduated consequences and, in severe cases, suspension or expulsion. Disciplinary actions will be thoughtfully taken in an attempt to promote student safety and well-being, change and improve behavior, and uphold the school's Mission, Philosophy, and Core Values.

Regarding rude, mean, or bullying behaviors exhibited outside of school and among students, teachers and administrators may get involved if students' actions impact the school experience, be it academic or social, for individuals or the community. In such instances, school personnel will work thoughtfully to determine the best course of action. Consequences may also include previously outlined consequences.

Noble Leadership Academy

Attendance Policy

Please be reminded that school attendance is the legal responsibility of every parent and/or guardian.

Attendance Expectations

1. Students are expected to report to school every day on time.
2. Students should only be absent or late if an emergency or unforeseen illness/event prevents them from attending school.
3. Students, once in attendance, are expected to remain for the entire school day unless deemed unfit by the school nurse or removed from school for administrative purposes.
4. Parents and students are expected to make every attempt to schedule doctor/dentist appointments when school is not in session, i.e., after school, on weekends, or when school is closed.
5. In the event that an appointment cannot be scheduled during non-school hours, parents are expected to scan and email the doctor's note to all subject teachers.
6. Parents and students are expected to notify the school within 48 hours if the said student is absent because of a medical emergency or illness. Notification should be presented on a doctor's prescription pad with the diagnosis and doctor's orders. Parents should scan and send the note to all subject teachers. Long term medical absences (5 or more consecutive days) will be evaluated by the school nurse. The nurse will then notify the Administration if the absences are, or are not, to be counted toward the allotted number. In the event that a student suffers from a chronic illness diagnosed by a licensed physician, it is expected that the parents and student will submit proper documentation from the diagnosing physician.
7. Parents and students are expected to make every attempt to schedule college visitations when school is not in session, i.e., after school, on weekends, or when school is closed, etc.

Noble Leadership Academy

Attendance Accommodations

1. The Attendance Accommodation is in place for those students who suffer from a chronic illness, or prolonged medical issue which prevents them from attending school.
2. Attendance accommodations will not be made for travel.
3. Accommodations may be made by contacting the school administration.

The following is the absence allotment guide:

1. Students are afforded an allotted number of absent days each trimester.
2. These allotted days include sick, personal days, college visits, placements tests, funeral days, etc.
3. Students will not be afforded additional days for SAT, ACT or AP preparation.
4. Students absent more than 7 times from the class, will be deducted half a letter grade from their final semester/trimester or marking period average. (Example: a 90 to an 85; an 89 to an 84...etc). These days continue to accumulate and points will be taken off on every 8th absence.
5. Students absent during a test, including and especially midterm(s) and final(s) must present a doctor's note or a student Excuse Form signed by a parent or guardian.
6. Students who attend an extracurricular activity after school hours (After 3:15) shall be awarded the following expiation if needed:
 - a. If the activity required their attendance for more than 3 hours after school, they will be excused from Homework, Tests and Quizzes given the following day if the following day is a school day. (This does not apply for Friday activities). This also applies to midterms and/or finals. Work must be completed within 3 school days and the responsibility falls on the student to complete and schedule the missing work.
 - b. If the activity requires attendance for more than 14 hours and/or requires two days of attendance on the weekend, then all work due on the following Monday will be excused. Work must be completed within 3 school days.
 - c. It is the full responsibility of the student to make arrangements with the teacher to retake or resubmit any work/tests/quizzes/projects.
 - d. Work must be completed within 3 school days, regardless of other due dates that may fall within those dates

Noble Leadership Academy

Uniform Policy

Grades K through 12th are required to wear a uniform daily. As partners in your child’s educational experience, we hope that our parents can assist us with the adherence of the uniform policy by monitoring that all students are in the correct uniform daily.

Our expectation as a school is that we are working together to ensure this policy is followed and minimize all issues with uniforms. Parents should be checking uniforms daily prior to your child/children leaving for school to avoid any issues concerning the uniform once the student is in school. We encourage all parents to print out the policy for easy reference.

Teachers will be checking uniforms in the morning. Students wearing incorrect uniforms will be subject to appropriate consequences.

	Boys Regular	Boys Gym	Girls Regular	Girls Gym
Prek3 & Prek 4	No Uniform	No Uniform	No Uniform	No Uniform
KG-5th	<p>Khaki Dress Pants with Hunter Green Polo Shirt.</p> <p>Black, Navy, Gray Shoes. No Slippers of any sort allowed; including winter slippers.</p> <p>Sweaters must be solid colors with no graphics or large brand logos across the sweater. Small size logos are permitted. Allowed colors: black, navy blue, gray, white, hunter green.</p>	<p>Grey Sweatpants and Hunter Green T-Shirts.</p> <p>Sneakers: Vans, All-Star, Converse, Tennis shoes are not considered athletic sneaks. No Slippers of any sort allowed; including winter slippers.</p> <p>Sweaters must be solid colors with no graphics or large brand logos across the sweater. Small size logos are permitted. Allowed colors: black, navy blue, gray, white, hunter green.</p>	<p>Hunter Green Plaid Jumper with White Shirt or long or short-sleeve Hunter Green Mesh polo dress.</p> <p>Navy Blue or Hunter Green tights.</p> <p>Black, Navy, Gray Shoes. No Slippers of any sort allowed; including winter slippers.</p> <p>Sweaters must be solid colors with no graphics or large brand logos across the sweater. Small size logos are permitted. Allowed colors: black, navy blue, gray, white, hunter green.</p>	<p>Grey Sweatpants and Hunter Green T-Shirts.</p> <p>Sneakers: Vans, All-Star, Converse, Tennis shoes are not considered athletic sneaks. No Slippers of any sort allowed; including winter slippers.</p> <p>Sweaters must be solid colors with no graphics or large brand logos across the sweater. Small size logos are permitted. Allowed colors: black, navy blue, gray, white, hunter green.</p>

Noble Leadership Academy

	Boys Regular	Boys Gym	Girls Regular	Girls Gym
6th-12th	<p>Khaki Dress Pants with Hunter Green Polo Shirt.</p> <p>Black, Navy, Gray Shoes. No Slippers of any sort allowed; including winter slippers.</p> <p>Sweaters must be solid colors with no graphics or large brand logos across the sweater. Small size logos are permitted. Allowed colors: black, navy blue, gray, white, hunter green.</p>	<p>Grey or Black Sweatpants and Hunter Green T-Shirts.</p> <p>Sneakers: Vans, All-Star, Converse, Tennis shoes are not considered athletic sneaks. No Slippers of any sort allowed; including winter slippers.</p> <p>Sweaters must be solid colors with no graphics or large brand logos across the sweater. Small size logos are permitted. Allowed colors: black, navy blue, gray, white, hunter green.</p>	<p>Hunter green Abaya or hunter green tunic with Khaki Dress Pants.</p> <p>White or black solid Hijab</p> <p>Black, Navy, Gray Shoes. No Slippers of any sort allowed; including winter slippers.</p> <p>Sweaters must be solid colors with no graphics or large brand logos across the sweater. Small size logos are permitted. Allowed colors: black, navy blue, gray, white, hunter green.</p>	<p>Grey or Black sweatpants</p> <p>Long-sleeved Hunter Green T-Shirt offered by Bent Al-Sultan.</p> <p>Sneakers: Vans, All-Star, Converse, Tennis shoes are not considered athletic sneaks. No Slippers of any sort allowed; including winter slippers.</p> <p>Sweaters must be solid colors with no graphics or large brand logos across the sweater. Small size logos are permitted. Allowed colors: black, navy blue, gray, white, hunter green.</p>

Noble Leadership Academy

Uniform Violations

1. Gym uniforms are only permitted on gym-specific cycle days and for specific field trips.
2. Remote students must dress in islamically appropriate clothing.
 - a. No pajamas
 - b. No hoodies as hijabs
 - c. Hijabs must be worn for 6th-12th grade girls.

Uniform Vendors:

Bent Al-Sultan on Main Ave in Clifton, NJ

Lands End: You may purchase all the aforementioned items from:

http://www.landsend.com/shop/school-uniforms/-/N-g54?cm_re=nav--schooluniform--main

Remote Learners Expectations:

1. Arrive to class on time. If the teacher is late, be patient. If class is canceled, you will hear from the teacher or office directly. At times, teachers may experience technical difficulties that delay their arrival to class.
2. Dress appropriately. Do not show up in pajamas, inappropriate clothing or with a sloppy appearance. Girls must wear hijab correctly.
3. Sit upright on a chair. Do not lay back in bed.
4. Turn the camera on and have it pointed towards your face at all times.
5. Do not fall asleep in class.
6. Do not engage in side conversations on the zoom or chats.
7. You must be in a space that is conducive to learning and engagement. You can not be wandering around the malls or shops or in a car.

Noble Leadership Academy

CONDUCT AT ATHLETIC EVENTS:

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

LOITERING

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

1. Attending after school extracurricular activities.
2. Serving detention.

VISITORS TO SCHOOL BUILDING:

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

CARE OF SCHOOL PROPERTY

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

CAFETERIA RULES AND REGULATIONS:

1. Please walk into the cafeteria on time, place your belongings at the seat where you will eat your lunch, then walk to line and wait your turn. Never be rude and disrespectful by cutting in line or making your way to the front ahead of others.
2. Do not be selfish and take excessive amounts of ketchup, mustard, etc. Try not to be

Noble Leadership Academy

- wasteful or play with the food.
3. When you sit at your table, you become responsible for keeping it clean. Never throw food or drink; if you do, you will be responsible for cleaning it, and responsible in the eyes of Allah.
 4. No matter where you sit, each and every student at the table is responsible for cleaning their table. You are responsible for your own food before you leave. You are responsible for cleaning your area.
 5. You are expected to arrive at the cafeteria on time. Loitering at lockers and/or spending the lunch period in the bathroom are not permitted.
 6. Fighting is not tolerated!!! If you have a problem, immediately see a teacher. If you fight, you will be suspended immediately pending a conference. You must practice the “walk-away” policy.
 7. You are expected to eat all of your food, clean your table, make wudu and then play.

ASSEMBLY PROGRAMS:

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

LUNCH/PLAYGROUND RULES AND REGULATIONS:

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

FIELD TRIPS

Field trips may be planned throughout the year for various academic enrichment and extracurricular purposes. Parents are asked to pay for field trips. Parents will receive advance

Noble Leadership Academy

notice of all such trips. A permission slip must be signed by a student's parent/guardian in order for the student to participate in a field trip. **Students without signed permission slips will not be able to join the trip.** Participating students should bring a bagged lunch unless otherwise noted.

Occasionally, parents will be needed to serve as chaperones on class field trips. No parent should feel obligated to serve in this capacity, but parents are encouraged to volunteer if possible. The primary responsibility of a chaperone is to ensure appropriate supervision for students. Parental chaperones are asked to take this responsibility seriously and to remain vigilant and attentive to the students' needs throughout the trip. **Babies and children who are not enrolled in the class may not accompany the chaperones.**

PARENT/ TEACHER CONFERENCES:

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

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

INJURY/ILLNESS PROCEDURES:

1. Student will obtain a pass from the classroom teacher to the nurse.
2. The nurse will determine the appropriate treatment and determine if parent/guardian or emergency contact person needs to be informed.
3. In case of accident or injury and accident report will be filled out. The nurse, when present will provide first aid treatment and the parent/guardian will be notified when deemed appropriate by the school nurse. If parent/guardian cannot be notified and medical treatment is necessary, the principal and nurse will arrange for hospital transportation and arrange for designated staff

Noble Leadership Academy

member to accompany the student. When nurse is not present the principal or available adult will render first aid to the student.

4. No student can call a parent on their own or leave school without permission.

MEDICATION ADMINISTRATION

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

INCLEMENT WEATHER AND EMERGENCY SCHEDULE PROCEDURES

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

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

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

Remind 101

REMIND 101

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

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

Noble Leadership Academy

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

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

HARRASMENT, INTIMIDATION AND BULLYING:

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

CHEATING AND PLAGIARISM:

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

WHAT IS CHEATING?

Cheating distorts education priorities. Cheating is based upon the idea that competing for a grade, not mastering materials or skills, is what really matters, nonetheless, cheating both destroys the basis and meaning of competition and gives the cheater an unfair advantage over those who are honest about their achievements.

Cheating interferes with assessment and instruction. Cheating makes it difficult for a teacher to identify student's real strengths and their real depth of knowledge and understanding. As a result, teachers are also less able to identify when and how to help their students master information and develop skills.

Cheating destroys educational experience. Cheating helps a student avoid real challenges, real learning and growth thus defeating the whole purpose of schooling.

Cheating threatens an atmosphere of trust. Cheating undercuts' the trust and openness that underlie the thoughtful collaboration and sincere debate, which are the basis of true education.

Noble Leadership Academy

Examples of Behaviors That Would Be Considered Cheating:

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

Plagiarism

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

Plagiarism includes reproducing someone else's work, whether it is published article, chapter of a book, a paper from a friend, and/or file of information. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, the student alone must do it.

DISCLAIMER:

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