

Eman Schools

✧✧Four Star School✧✧



2025 - 2026

Parent-Student Handbook

Accredited by The Indiana State Board of Education- Est. 2005

ISACS-Accreditation- 2024

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HISTORY OF EMAN SCHOOLS

Eman Schools is a magnificent example of the unlimited bounties that Allah the Mighty bestows on his weak servants who have limited resources. When the Alhuda Foundation was established in 2001, in a leased building on 96th street, the founders of the organization were already studying the possibility of establishing a school. After only two years, in 2003, Alhuda purchased a property on Lantern Road which provided an opportunity for the foundation of Eman. The school began with the *true* start of Alhuda and only two grades, PreKG and KG, and a total of nine students. After two school years, and the development of a new building, the school expanded from PreKG to 6th grade, growing to over sixty students. Since then, the school has grown and flourished to become the cornerstone of the community manifesting the blessings of the All-Mighty. In December of 2010, Eman Schools bought a building on Allisonville Road to develop into Eman Schools middle and high-school campus, with the help of a generous donation by the Islamic Development Bank. It is hard to believe that after only 7 years, Eman grew from just PreK and KG, and now all the way through high school! This can only be understood from the context of the unlimited giving that Allah (SWT) has bestowed on the community of Fishers. Due to lack of space Eman school purchased a third building at Fishers Landing drive to add a third campus and grow to over 400 students. Today, Eman attracts Muslim students from Fishers, Indianapolis, Carmel, surrounding cities, and states across the U.S.

The establishment of Eman Schools was a natural response to a growing demand for quality education in an Islamic environment. Many of our Muslim parents felt and feel that educating their children in the public school system, where a culture of violence, promiscuity, and drugs prevail, was too much to risk with our most precious assets, our children. Students at Eman will not only be surrounded by the safety and security of the Islamic and Eman Schools community, but will also gain the best education, and

learn habits and characteristics that will help them succeed in every facet of their current and future aspirations.

In 2008, Eman School was granted free-way accreditation by the Indiana State Board of Education. From its inception, the Indiana Department of Education has given Eman Schools an “A” rating. In the 2017-2018 school year, the Indiana Department of Education deemed Eman Schools as a Performance Quality High School. It is our solid commitment at Eman (with the help of the All-Mighty) to provide the best of academic and Islamic education.

In March 2021, Eman Schools was granted ISACS provisional accreditation and is working on full accreditation expected by late 2023.

We pray to Allah that He will be continue his blessings and support upon us
(Innahho kareebon mojeeb) إنه قريب مجيب

Introduction:

You will find vital information in this Parent-Student Handbook concerning the policies, procedures and guidelines at Eman Schools. Please read and become familiar with the information provided herein. These policies and procedures serve as basic guidelines for Eman Schools and shall be maintained by all parents and students for continuing and future reference.

School Mission:

The Eman Schools Board has made its top priority to seek and hire qualified educators who demonstrate a commitment to the values and practice of Islam. As well as Eman’s core values Responsibility, Integrity, Involvement, Character, and Commitment (RICC). It is a pointless endeavor to educate children according to exemplary standards and values if they are not adhered to by the role models in their lives, both at home and at school.

Eman Schools meet the crucial challenge of stimulating the minds of Muslim boys and girls, safeguarding their innocence in the midst of a society that in some areas has lost its moral compass, preserving the Islamic cultural heritage and practices of their fore bearers while preparing them for leadership roles in this society.

Eman Schools’ directors, administrators, and faculty feel strongly that it is the duty of parents to give their children the opportunity for academic growth in a safe and secure environment according to the Qur’an and the model of the Prophet (PBUH). The school’s role is to help parents in providing such experience. It is this experience that will prepare our children to lead wholesome, productive lives in America and the world at large.

The following are school-wide objectives that we continuously strive to achieve with our students:

1. To instill in our students a real love of learning, to make them lifelong learners.

2. To offer the best possible educational opportunities and experiences to allow our students to reach their highest potential.
3. To develop in our students a desire, willingness and ability to be positive, contributing members of their school community and of the community at large.
4. To instill in our students a real love for and understanding of the teachings and practices of Islam, with particular emphasis on respect, integrity, effective communication, and cooperation.
5. To provide an Islamic environment in which each student can develop physically, socially, emotionally, and intellectually.
6. To develop in our students strong leadership skills by fostering self-discipline, self-motivation, strong work habits, the ability to think critically, emotional intelligence, integrity, and the desire to do one's best.
7. To encourage each student to cherish his/her own cultural values and heritage and to respect individuals with different cultural backgrounds.
8. To develop each student's ability to analyze and effectively solve problems facing individuals in a rapidly changing world.
9. To prepare students to do well on standardized tests.
10. To empower students to seek and succeed in post-secondary education.
11. To hire the most qualified faculty and staff.
12. To provide faculty, staff, and students access to the best possible resources to enable them to reach their highest educational and extracurricular goals.
13. To include parents in the educational process by regularly updating them on school activities; including them in special training and workshop opportunities dedicated to supporting their parenting duties; and inviting them to participate in all school-related activities.

ADMISSION POLICY

Admission to Eman Schools is open to all students in PreK-1st grade. Admission to students in 2nd-8th grades is based on a placement test in Math and Reading and a successful interview. Admission to High School is on a selective basis. The Eman Schools, Inc. admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Eman Schools reserves the right to decline admission or continuation to students for the following reasons, which are not considered inclusive of all reasons justifying denial of admission:

- If a student requires special education instruction beyond the purview of the school's capability or capacity.
- If a student requires English as Second Language (ESL) beyond the purview of the school's capability or capacity.
- If a student is academically weak or has had serious discipline problems at previous school.

- If a student is a transfer from a local public high school.
- If Eman Schools is not the right fit for the student or the family.
- If one of the parents or both show negative attitude or behavior toward the school that can be considered as harmful to the overall school environment.

Enrollment opens during the month of April for new families and continues until all available spots are filled in a given grade. Priority in enrollment is as follows:

1. Students already enrolled at Eman Schools.
2. Staff children.

In order for a new student to be considered for admission to Eman Schools the following must be on file at the school:

1. Complete and signed application form with deposit.
2. Copies of student's academic record of the past two years.
3. Pass the math and reading test.
4. Middle and High school kids must interview with the administration.
5. High school students must submit a personal statement.
6. A copy of student's standardized exams for the past two years.
 - a. Copy of the student's Individual Education Plan (I.E.P.), if applicable.
 - b. Documentation of passing the admission interview for students in 2nd grade and up.
 - c. Copies of discipline record for the past 2 years.

The admission committee will start reviewing a file only when all of the above items are completed. A student will be allowed to attend classes only after they are fully registered in the school. The school reserves the right to deny or revoke admission to students if records show that false or misleading information has been provided on the application forms, or during the interview. All new students will be on academic and behavioral probation for the first school year in attendance. Performance in the first year will be taken into consideration for the following year.

In order for a new student to be considered fully registered at Eman the following steps must be completed:

1. Submit an admission form to the office.
2. Fill out and sign all the required registration forms. This includes a signed form that acknowledges that the parents and students have read and will abide by the policies included in the parent-student handbook.
 - a. Pay the registration and as well as the first tuition installment.
1. Sign a release letter for the student's record.
2. Provide up-dated health records, including immunizations.
3. Sign all promissory forms for tuition and assessment through FACTS Management.

Due to the limited number of seats available and the desire of many families to join Eman Schools, parents of returning students must fill out and sign the enrollment form by April 1st. **Failure to do so may result in loss of enrollment privileges for the family for the following school year.** The signing of the intent of enrollment does not constitute full registration. Parents must fully register a returning student by the deadline set by the school.

In order for a returning student to be fully registered, the following must be completed:

1. Complete, sign and return the registration form.
2. Parents must have no outstanding balance with the school.
3. Pay registration and book fees to the office.
4. Updated health record/immunization record.
5. Sign all promissory forms for tuition and assessment.

Students who withdraw prior to the beginning of the school year after being fully registered will lose their registration and any book fees paid will not be reimbursed. Students who withdraw after school begins will lose registration fees, book fees, and will also be responsible for tuition until the end of the month in which the School Board releases the family of financial responsibility.

READMISSION OF STUDENTS WHO LEFT EMAN SCHOOL UNDER SPECIAL CIRCUMSTANCES:

A student who left Eman Schools under special circumstances such as, but not limited to:

- Expulsion.
- Poor disciplinary record.
- Leaving to enroll at a public school.
- Poor academic record **may not automatically be registered at a later date.**

Having first proceeded through the steps necessary for admission (entrance exam, interview, and a review of their previous school record), the student's application will then be submitted by the administration, to the executive committee, or School Board for approval.

Students placed on academic, electronic or behavioral probation may be asked to leave at any time during the school year in which their probation was issued.

ACADEMIC POLICIES

A. HOMEWORK POLICY:

Purpose:

Eman School considers homework to be an important part of a child's education and an integral component of the learning process based on the following goals:

- To provide extra practice for specific fundamental skills.
- To improve academic skills by reinforcing and extending classroom learning.
- To promote independent work-study habits.
- To establish regular homework routines, time management skills, and organizational skills.
- To increase communication between parents and the school.
- To inform parents of the school's curriculum and to provide a means to make ongoing evaluation of their child's progress.
- To develop responsibility, accountability, self-confidence, and time management.
- Homework can also be used as part of the overall grade.

Amount of Homework:

Research indicates that schools in which homework is routinely assigned and graded tend to have higher achieving students. There is also general agreement that the amount of homework assigned increases significantly as a student progresses through school, be appropriate to the maturity and ability level of the students, and vary according to individual abilities and the speed at which children work and manage their time. It is also important for students to learn time management so that they still have time to enjoy their families, community, and interests. These qualities are shaped through our ascending homework plan.

Eman follows the "10 minutes of homework per grade level" guideline when establishing its homework plan. It is important to remember that the time would be uninterrupted time, free from the interference of television, playing, eating, etc.

All homework will be related to the review of material, practice, or application of skills. Homework will not be used to introduce new material.

If your student is experiencing issues with material and you are unable to provide the assistance to explain a concept, please contact the subject teacher via e-mail. This will assist in accountability and provide the instructor with important information on student retention. In addition, they will be able to offer suggestions and refer you to resources.

Kindergarten 10-15 minutes daily

1st grade 10-20 minutes daily

2nd grade 20-30 minutes daily

3rd grade 30-40 minutes daily

4th grade 40-50 minutes daily

5th grade 50-60 minutes daily

6th grade 60-70 minutes daily

7th grade 70-80 minutes daily

8th grade 80-90 minutes daily

9th-12th grade >100 minutes daily

Homework Specifics

- If your child is not bringing homework home on a regular basis or is excessively exceeding the time guidelines, please contact his/her teacher.
- Unfinished class-work or work missed due to excused absences, although accomplished outside of school, is not part of the regularly assigned homework.
- Weekend homework may be given to students in order to update class-work and/or homework, to reinforce skills taught or to work on long-range projects.
- When no homework is assigned, it is recommended that the students do individual reading, practice math facts, review spelling words, etc. Many times extra material may be obtained from the Homeroom teacher or students may work on reading extra books for the AR Program or IXL Program.

Parent Responsibilities:

- To provide an environment that is conducive to uninterrupted study time.
- Ensure that students are wearing proper uniforms.
- To make sure the child has the necessary materials to do the assignments.
- To encourage the child to be neat and organized.
- To make school the number one priority during the academic school year.
- To model self-discipline, organization, integrity, time management and a positive attitude.
- To provide support and encouragement of the child's efforts.
- To ask the child to share his/her assignments with you and to ask for specific help.
- To contact the classroom teacher in the event of questions or concerns.
- To assist the child, if needed, without doing their work for them.
- To ensure that the child is completing their work with integrity.
- To provide private tutors if necessary, when requested to do so by the administration, upon admission to the school.
- To be supportive of the school and be a good ambassador and never smear or spread rumors about the school to hurt the reputation of the school.

Student Responsibilities

- To understand what the assignments are and when they are due.
- To ask questions when instructions, assignments, or deadlines aren't clear.
- To organize time and other resources in order to complete assignments on time.
- To give homework their best effort before asking parents for help.
- To take homework home along with any required materials.
- To turn assignments in by the specific due date.
- To make up for any work missed due to excused absences from class.
- To professionally communicate with teachers when they need help or clarity.
- To be diligent and communicate concerns or problems with immediacy.
- To be respectful and to abide by Eman School Core Values (RICC).
- To engage in class and focus on class work.

- To be supportive of the school and be a good ambassador and never smear or spread rumors about the school to hurt the reputation of the school.

STANDARDIZED TESTS:

Eman Schools administers a variety of state and National Standardized Tests. Students in Grades 1st-2nd are given **STAR Reading and Math**. Students in 3rd grade will take the IREAD test. **IREAD is mandatory by the Indiana Department of Education.** Students who DO NOT PASS the IREAD in 3rd Grade will be retained in 3rd grade for the following year. (As mandated by the State of Indiana)

Students in Grades 3rd-8th MUST take the written and multiple choice **ILEARN** examinations in L. Arts and Mathematics. Students in Grades 4th and 6th, take an additional Science Exam and students in Grade 7th, take an additional Social Studies test. **Upon completion of Biology (normally 9th grade) and Government, students must take the mandatory IDOE ECA or ISTEP exams.**

To receive a B or better in a subject a student must pass the corresponding standardized exam (STAR or ILEARN). A student who receives an A or B in the class, but fails the corresponding ILEARN or ECA exam **will be defaulted to a C.**

Students will receive a test grade based on their STAR testing each quarter. These test grades are to be imported into Gradelink. Teachers are to remind students prior to testing that this upcoming STAR Math or Reading test will be used as a test grade for the class.

- Students testing @ 75 percentile or showing strong growth (10 percentile points or higher) will receive an A.
- Students testing @ 40-74 percentile or showing average growth of (1-9 percentile points) will receive a B.
- Students testing below 40 percentile or showing no growth will receive a C.
- Students testing with a sharp decline in their growth will automatically receive a D.

CollegeBoard has approved Eman Schools to administer the PSAT, SAT, and AP tests on site. The PSAT will be taken by students in 6th -11th Grade. In 11th Grade, students are eligible for the National Merit Scholarship. Students in 11th Grade are NOW mandated to take the SAT as their graduation requirement. This examination is used for both college entrance, placement and scholarships. AP tests are given in 8-10 areas and occur in May of each year. Students receive scores from 1-5. As of 3/2010, Indiana law makes it mandatory for public colleges and universities in the state of Indiana to grant college credit to those students who receive a 3 or higher on the AP test.

GRADUATION REQUIREMENTS:

In order to graduate, 8th grade students must have a minimum G.P.A. of 2.0/4.0 or higher, and no more than one credit loss. Students with more than one credit loss in eighth grade will not graduate and will not be able to participate in graduation exercises. 8th grade students who take summer school in the local school district or Indiana Virtual Academy and pass all previously failed subjects may enroll in 9th grade the following school year.

High school students must have a minimum G.P.A. of 3.00, earn 47 credit hours, complete 2 DC/AP courses (minimum) and their corresponding exams, and perform 25 hours of community service by February of the senior high school year and pass all required end of course exams. Transfer students will be assessed based upon their credit evaluation. The following is the breakdown of required credits for High School Graduation:

1.	English language	8.0 credits
2.	Math	8.0 credits
3.	Science	8.0 credits
4.	Social Studies (U.S. History and World History are mandatory, along with Government & Econ.)	6.0 credits
5.	Physical Education/Health	3.0 credits
6.	Directed electives/Arabic language	8.0 credits
7.	*Islamic Studies/Quran (One may be Islamic History)	8.0 credits
8.	Fine Arts	2.0 credits
9.	Electives	6.0 credits
		55 credit hours

Every student at Eman Schools is expected to graduate with the IDOE Core 40 with Academic Honors Diploma. The requirements for the IDOE Core 40 with Academic Honors is a minimum of 47 credits with 8 credits in English, 8 credits in Math, 8 credits in World Language, 6 credits in Science, 6 credits in Social Studies, 3 credits in Physical Education and Health, 2 credits in Fine Arts, & 6 credits in Electives.

The high school program at Eman Schools is designed to allow Eman Schools students to earn the honor diploma by following the standard track and adding *Islamic Studies and Quran Class to achieve the necessary 55 credits to graduate from Eman Schools. Eman Schools also offers a variety of AP courses, Dual High School/College Courses offered through Ivy Tech.

Starting with the cohort of 2023, IDOE has changed graduation requirements.

- 1) ALL students must complete graduation pathway requirements which include taking the SAT in their junior year.
- 2) Students must also demonstrate employability skills by either working on a project-based, service-based or work-based experience. Students at Eman Schools can fulfill this category by participating in a research project and

- presenting it for a science fair and/or participating in a PLTW course while in high school.
- 3) Students must also show postsecondary-ready competencies by achieving a high score on their ACT/SAT or successfully passing 3 AP exams or DC classes. With the amount of DC classes offered at Eman Schools, students can easily achieve this competency.

Students entering high school can have up to 4 credit hours, based on the math courses they completed in Middle School (Algebra I & Geometry). These classes **MUST** be placed on their High School transcript and count to their High School G.P.A. Weighted grades are not available for middle school students.

VALEDICTORIAN: To qualify for Valedictorian the student must meet all of the criteria:

1. The Valedictorian will have the highest cumulative GPA for 7 semesters. In a case of a tie (within 2 hundredths) the SAT score is used.
2. The Valedictorian of Eman Schools cannot have any suspensions, for the High School years, unless a waiver is issued by the principal.
3. He/She must have been enrolled for all grades at Eman Schools High School and be in good standing with the school and having exemplified Islamic character.

To Qualify for Salutatorian the student must meet all of the criteria:

1. The Valedictorian must have the second highest cumulative GPA for 7 semesters. In a case of a tie (within 2 hundredths) the SAT score is used.
2. The Salutatorian of Eman Schools cannot have any suspensions, for the High School years, unless a waiver is issued by the principal.
3. He/She must have been enrolled for all grades at Eman Schools High School and be in good standing with the school and having exemplified Islamic character.

PROMOTION AND RETENTION POLICY:

Kindergarten through 7th grade teachers will recommend the promotion of all students with passing scores. Students who fail in two or more subjects may be retained in their grade.

A committee made up of the principal/assistant principal, academic chair and the classroom teacher, will meet to decide if the student will be retained. The decision of the committee is final. 8th grade students with more than two credit loss will not graduate. Failing 8th grade students will not be allowed to participate in graduation exercises. They will, however, be allowed back into the school as 9th graders if they pass failed subjects during the summer in an approved program.

High school graduates must fulfill all graduation requirements by deadline dates. If a student fails any of the required courses they will not graduate.

ACADEMIC ACCELERATION POLICY:

The school administration may accelerate student in grades 3rd through 7th in a given year based on the request of the parents or the recommendation of the teacher. All the following conditions must apply for a student to be accelerated:

1. Achieve straight A's for the entire year.
 2. Achieve at least 98 percentile score on the ISTEP or STAR test of basic skills.
 3. Acquire the recommendation of all their teachers.
 4. Maintain a clear discipline record.
 5. Pass a placement exam for the grade the student is going to skip.
- Students in grades Pre-K, Kindergarten, 1st and 2nd may not be accelerated.
Students in these grades must be of a certain age when they enroll.

AGE REQUIREMENT FOR ENROLLMENT

1. A PreKG student must be 3 or 4 years of age on the 1st **DAY OF SCHOOL** in **August of that school year.**
2. A KG student must be 5 years of age by the first day of school.
3. A 1st grade student must be 6 years of age by October 1st or has completed KG.
4. A 2nd grade student must be 7 years of age by October 1st or has completed 1st grade.

There are no exceptions to the above policy.

ACADEMIC PROBATION POLICY:

Middle and high school students with a GPA of less than 2.0/4.0 will be placed on academic probation. While on probation, the students will be required to seek help and work harder to improve their grades. If a student does not raise his/her GPA the following quarter, he/she may be asked to leave the school, or not be allowed to re-enroll for the following year. Students on academic probation will be banned from extra-curricular activities until their grades are brought up.

Parent Teacher Conferences:

The school operates on a quarterly calendar for students in PreK-8th grade and a semester calendar for high school. Parents will be **required** to attend a parent-teacher conference for the first and (if requested) third report card periods.
Grades can be monitored by parents using the Gradelink system.

GRADING POLICY:*

The following is the grading system for the upper elementary, middle school, and high school students. All scores are based on a 0 to 100 scale.

59 and below	F
60-69	D
70-79	C
80-89*	B
90-100*	A

*The following is the correspondence between letter grades and numerical ones.

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

***IMPORTANT:** To receive a B or better in a subject a student must score at proficiency in the corresponding STAR or ILEARN or ECA test. A student who fails STAR or ILEARN will be defaulted to a C. For a DC or AP course a student must pass the corresponding AP exam to receive an A. A student who receives an A in the class but fails the AP test or does not take the corresponding AP test will be defaulted to a B.

Policy for issuing D or F grades:

Please be reminded that our school philosophy and policy clearly indicates that we will provide each student with all possible and reasonable opportunities for success. As such, teachers must ensure the following, prior to issuing a grade(s) of D or F:

- Teachers will identify the reason for students who perform below “C” grade level.
- Parents will be informed of the grade, in writing.
- Teacher will identify the problem as well as the solution, and inform the parent.
- Teacher will facilitate the implementation of the solution with the parent and document the process.

- Teacher will inform the administration
- If progress does not prove successful then the teacher may issue the grade accordingly and inform the administration to follow up with further action.

POLICY FOR ADVANCED PLACEMENT COURSES and DC classes:

The Advanced Placement (AP) program and the dual credit program give students an opportunity to take college level courses in high school, as well as gain valuable skills and study habits for college. These classes count toward high school graduation requirements and a minimum number of courses (2) are needed to obtain the IDOE Core 40 with Honors High School Diploma. Students who receive a qualifying score (3-5) on the AP exam will be able to earn college credit. The amount of credit obtained depends upon the # score the student earns on the exam and upon the particular college the student wishes to attend.

Since the AP course is a more challenging class than the basic course, the grades received in the course will be weighted differently than in a basic course. AP and DC students will be graded out of a 5.0 rather than the 4.0 grading scale. **Students are not allowed to receive an A in AP or DC class unless the student passes (3 or higher) the corresponding AP exam. A minimum of 3 is required for passing.**

All AP students are required to take semester one and two exams; semester two exam may be substituted with an alternative form of assessment, pre- approved by the administration.

Acceptance or denial into an AP course will be determined by teacher recommendation, performance in previous classes within the applicable subject, standardized test scores, and behavioral history.

The AP Board Exam is graded on the following 5 point scale:

- 5 = Extremely well qualified
- 4 = Well qualified
- 3 = Qualified (not for all colleges)
- 2 = Possibly qualified
- 1 = No recommendation

As of 6/2010, IDOE has made it mandatory on all Universities and Colleges in the State of Indiana to ACCEPT for credit any AP exam score of 3 or higher. Currently, Collegeboard charges a fee of \$ 96.00 per exam, per student. Students who decide to take the AP exam are responsible for paying the fee. Any student who changes their mind and chooses not to take the exam after the AP exams have been ordered will be charged a \$40.00 cancellation fee. Currently, IDOE pays for language, science and math AP test fees as long as you are enrolled in a corresponding class and are in 9th-12th grades.

****ICC Indiana College Core:** Eman Schools is working to ensure that 25% + of our high school graduates receive the ICC certificate. For students this means they obtain 30 or more college credits balanced into 6 disciplines. They are:

Foundational Intellectual Skills

- Quantitative Reasoning 3-15 credits: (Obtained by enrollment/passing DC MATH 136, MATH 137, MATH 211, MATH 212 or AP Calculus AB with scores of 3-5 or AP Statistics with scores of 3-5)
- Speaking and Listening 3 credits: (Obtained by enrollment/passing DC COMM 101)
- Written Communication 3-6 credits: (Obtained by enrollment/passing DC ENGL 111/DC ENGL 215 or AP Language with scores of 3-5)

Ways of Knowing

- Humanistic and Artistic 3-15 credits: (Obtained by enrollment/passing DC ARTH 101, ARTH 102, ENGL 202, ENGL 220, ENGL 221 or AP Art History or AP English Literature with scores of 3-5)
- Scientific 3-15 credits: (Obtained by enrollment/passing DC CHEM 105/106 or AP Biology with scores of 3-5 or AP Chemistry with scores of 3-5)
- Social and Behavioral 3-15 credits: (Obtained by enrollment/passing DC ECON 101, HIST 101, HIST 102, POLS 101, PSYC 101, SOCI 111 or AP Government with scores of 3-5, AP Macro or Micro Economics with scores of 3-5, AP US History with scores of 3-5, AP World History with scores of 3-5 or AP Psychology with scores of 3-5)

WEIGHTED GRADES: Students who successfully complete a Ivy Tech or IUPUI Dual Credit course or AP course have quality points added to their grades, which results in weighted grades. These quality points are used in computing the grade point average. Students must pass the corresponding AP exam to receive a score of A. A student who receives an A in the class, but fails (a score of 1 or 2) or chooses not to take the AP exam will be defaulted to a B.

GRADING SCALE:

The following is a chart listing the weight of grades in each of the course types for high

	A	B	C	D	F
Regular Courses	4.0	3.0	2.0	1.0	0.0
IUPUI Or Ivy Tech courses*	5.0	4.0	2.0	1.0	0.0
AP Courses	5.0	4.0	2.0	1.0	0.0

No quality points are added to grades of C or below!

* A student who receives an A in the class, but fails (a score of 1 or 2) or chooses not to take the AP exam will be defaulted to a B.

Videos and Electronic Media:

Electronic Communications media includes, but is not limited to movies, videos, music, disks, iPads and tapes. Electronic communications media may be used in a school/classroom when it relates directly to a subject being studied and serves to enhance and enrich student learning. There will be a check-out sheet for iPad cart and for the computer cart.

1. "R" or "X" rated movies are prohibited from being shown in the school.
2. Movies with a rating of PG-13 can only be shown to students who are enrolled in Grades 6 and up.
3. Students in Grades Pre-K -5 will be allowed to view videos or movies with a rating of "PG" unless excused by parental request prior to viewing.

Computer Lab:

Students are NOT allowed to access their personal email during school hours or be sitting unsupervised in the computer lab AT ANY TIME! ALL STUDENTS must save their work on their personal jump drive or Google drive. Students are NOT allowed to save any material to the computer. Students are NOT allowed to change screen savers or tamper with the computers at any time. Students who do NOT follow these rules will lose their computer lab usage. No programs will be downloaded (this includes games) without permission from Eman Schools administration. Attempts to bypass internet restrictions will result in electronics probation, denial of electronics access as well as consequences deemed applicable by the Eman Schools administration.

Internet School Acceptable Use Policy:

Eman Schools is pleased to provide our students with access to the Internet. Students may access the Internet at school by committing to Eman Schools' Acceptable Use Policy (AUP). The Internet provides a connection for our staff and students to thousands of computers in places such as museums, NASA, schools, and libraries throughout the world. A wide variety of information is available through accessing the Internet. However, with these benefits also comes the availability of material that may

be considered inappropriate to children and not of any educational value. Eman Schools will take reasonable precautions to restrict students from these controversial areas. Students are only allowed to use their own credentials to log into the chromebooks or desktop computers.

Cyber Bullying Policy:

The use of technology including, but not limited to: teasing, embarrassment, intimidation, defaming, threatening, or terrorizing another student, teacher, administrator, volunteer, contractor, or other employee of the school district by sending or posting e-mail messages, videos, instant messages, text messages, digital pictures or images, or website posting, including blogs, social media sites, also may constitute an act of bullying regardless of whether such acts are committed on or off Eman Schools property and/or with or without the use of school resources. Therefore, Eman Schools reserves the right to discipline any student for actions taken both on and off campus if they are intended to have an effect on a student, teacher, administrator, volunteer, contractor or other employee of Eman Schools, or they adversely affect the safety and well-being of any stated individual or Eman Schools.

Any person found in violation of this cyber bullying policy will be subject to the loss of technology privileges and the proper bullying discipline (as listed in the Student-Parent Handbook), up to and including dismissal and/or expulsion. Eman Schools also reserves the right to report any individual to law enforcement, if necessary. Students that violate policies regarding cyber-bullying or the electronic agreement will be subject to electronic probation wherein Eman Schools administration will complete randomized evaluations of a student's social media, email accounts, and electronic devices to ensure compliance.

EMAN SCHOOLS INSTRUCTIONAL PROGRAMS AND SERVICES

INSTRUCTIONAL PROGRAMS: PHILOSOPHY AND CURRICULUM

A. Eman Schools Policies and Policy-Making Procedures

1. Policies governing the school board:

These policies are identified in the school bylaws as well as in the board minutes and policy manual.

2. Policies governing the staff:

These policies are contained in the staff handbook.

3. Policies governing students and parents:

Including admission, academic and non-academic policies are contained in the student/parent handbook.

The board of directors of Eman Schools is the source of all policies in the school, both academic and non-academic. Policy may be drafted by the principal or a committee formed by the board. However, the board of directors must approve any policy by a majority vote, prior to its implementation. Parties affected by board policies are notified in writing in the form of a memo, through the board's official publication, or through various handbooks published and revised by the school regularly. The School Board is made of 9 members: 5 elected members, 2 assigned from the board of directors of Alhuda, 1 assigned from the board of trustees of Alhuda and one permanent member from the founders of Eman Schools. The officers of the board are the President, Vice-President, Treasurer and Secretary. Other members of the board are the School's Principal, Asst. Principal and the President of PTA, as non-voting members.

Eman Schools Values:

Core Values: "RICC"

Responsibility: " "Serve Allah (swt), and join not any partners with Him; and do good—To parents, orphans, those in need, neighbors who are near, neighbors who are strangers; the companion by your side, the way-farer (ye meet), and what your right hands possess: For God loveth not the arrogant, the vainglorious;" 4:36

Integrity: "...those who have believed and done righteous deeds and advised each other to truth and advised each other to patience."103:2

Character: "And indeed, you are of a great moral character."68:4

Commitment: "Allah loves when you do something that you perfect it."
Hadith in Tabarani

Excellence in Teaching/Learning:

Eman Schools remains committed to instructional effectiveness and maintains a focus upon student learning throughout the curriculum. Professional learning, collaboration, and sharing is encouraged and supported. Staff members feel responsible for improving their own skills and knowledge to help students learn. All teachers apply and demonstrate a diversity of teaching methods to promote academic success, and provide positive reinforcement to give students the support and confidence they need to reach their full potential.

High Standards:

Eman Schools establishes and provides academic programs that are broad, challenging, and individualized to promote a lifelong desire to learn. These programs provide opportunities for success through appropriate instruction, encouraging the development of leadership, and realizing that high expectations are necessary for achievement. With an emphasis upon intellectuality, critical thinking, and creative problem-solving abilities, Eman School continues its attention toward students' academic, social, and emotional development. Every student is expected to meet or exceed school and environmentally specific expectations. All expectations will be made explicitly clear at the beginning of each year.

Integrity:

Eman Schools is open, honest, sincere, and empathetic in its relationships with students, parents, colleagues, and the community. Students develop a positive self-image when given the opportunity to express themselves in a courteous, responsible manner.

Honor:

Eman Schools encourages and supports all individual's demonstration of truth, trust and loyalty (mutual support) in an atmosphere of decency of conduct. Fair and consistent discipline, restorative processes, and overcorrection procedures prepare the students to become responsible citizens.

Communication:

To ensure student success, Eman School encourages and recognizes the importance of communication among its students, parents, staff, and administration. Eman Schools upholds its commitment toward effective, open lines of communication and accountability in its dialogue with all parties.

Responsibility:

Eman Schools encourages students to feel responsibility and pride in their school. Eman also recognizes and accepts its responsibility in creating a flexible learning environment, attentive to the specific needs and learning profiles of its students. The school provides an educational framework wherein students can work toward their highest potential. Eman also prepares children to fulfill their civic responsibility as caring, ethical, effective members of society.

Environment:

Eman Schools provides a diverse and evolving environment that breeds excitement about teaching and learning. Students, parents, staff, and administration are active partners. The professional staff is innovative, creative and achievement oriented. The individual members of the school community fit together and work as a team using the strengths of individuals to create a powerful learning organization.

Non-discrimination Policies:

In keeping with the Eman nature of Islam and with federal mandate, the school adopts a nondiscrimination policy. The policy states that Eman Schools admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and

activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

ADMINISTRATION: SUPERVISION AND PLANNING

Eman School has a full-time Superintendent who supervises all three campuses and has Principals and Assistant Principals who are responsible for all aspects of the daily functioning of the school.

Administration's Qualifications

Dr. Shaker Rashid, PhD, M. Ed. is Superintendent and Principal of Eman Schools. Dr. Rashid is also one of the founders of Eman Schools and has been with the school since inception. Sr. Mia Sankari, M. Ed. is the current Principal of all 3 of Eman Schools campus locations. Sr. Faiza Hotiana, M. Ed. is the Assistant Principal of Lantern campus and A. Susan Zeni is the Middle School Director of the Landing campus.

Planning, Operation, and Reporting

There are four levels of planning, operation, and reporting at Eman.

1. The School Board sets the general plans of the school. The board meets monthly. The board reports its planning and operation in the form of board minutes, which is distributed to PTA members.
2. The Executive Committee or officer of the board meets continuously with the administration to have first hand knowledge of school issues and events.
3. The administration translates the board's general plans into reality. The administration reports its planning to the board to Eman, in the form of regular reports. Reports to the executive committee are generally oral reports, and the ones submitted to the school board are generally written reports.
4. Teachers plan their instruction as well as other extracurricular activities. Teachers report their planning mainly through lesson plans, regular staff meetings, and in-service days. In-service days are held at the beginning, middle and end of the school year.

Continuity of Educational Program

Eman Schools understands the importance of designing instruction for children that links children's prior knowledge and experiences to those of the next grade or level of education. Not only should children's education flow in a natural progression across the preschool and primary grades toward more sophisticated and complex content, but it should enhance children's progress in accordance with each child's rate and style of learning. The following examples demonstrate the achievement of educational continuity:

- Establishing communication between staff at all levels, either about the entering students or about their respective instructional programs.
- Providing joint professional development opportunities.

- Welcoming incoming children and their parents with special orientations and visitations.
- Involving parents in classroom activities designed to facilitate a smooth transition.
- Use of records from one grade level to the next as a foundation for curriculum development.
- Developing a communication system between teachers to sustain dialogue about teaching and learning curriculum.
- Coordinating instructional strategies, resources, and tools.
- Creating a curriculum committee that studies and recommends textbooks that are in line with the school's objectives and provide the best continuity of instruction.

Maintaining Student Records

Student records shall be locked and secured at all times. Only authorized school personnel, and authorized government officials may access the student's educational records, without the approval or the notification of the student's parents. Records include information of importance in helping the students are reviewed periodically, particularly when the student transfers into or out of the school. The school office is responsible for requesting and forwarding student records promptly. These records may include general and observational data:

1. Health information
2. Family background data
3. Standardized aptitude and achievement scores
4. Report of support services
5. Discipline data

Official permanent records constitute personal data necessary for operation of the school system and important for student needs. Permanent records shall be maintained in perpetuity and include the following items:

1. Identification Data
2. Academic record
3. Attendance data
4. Record of transcripts

INSTRUCTIONAL PROGRAMS: PHILOSOPHY AND CURRICULUM

Instructional Philosophy:

Eman Schools provides instruction from grades Pre-K to 12th Grade. The curriculum and instructional programs are built upon the belief that all children can learn given the appropriate time and conditions. Furthermore, the school believes that it is the responsibility of staff to modify the use of time and use the instructional strategies so that each child's unique talents and abilities are enhanced and each child is prepared in the basic literacy, numeracy, and technological skills necessary for the twenty-first century. Eman Schools will teach, within reason and to the best of abilities, functional

habits that will promote success in future academic and social undertakings. The Arabic and Islamic Studies Programs are designed to go hand-in-hand with the academic program to produce students who are rooted in faith, ethical living, social responsibility, and worldly success.

Eman Schools Instructional Programs

Preschool Program

The preschool program uses a learn-and-play approach to prepare them religiously and socially to deal positively with the environment that awaits them beyond our doors. Our program seeks to optimize positive experiences and interaction for every child. The preschool provides an array of Islamic, cultural, social and language development experiences for our diverse community. It gives parents peace of mind regarding the safety of their children, as well as the assurance that the child is being given a head start in his or her Islamic and academic experience. The preschool introduces children to productive group play under the supervision and guidance of teachers and aides.

Programs Offered

The Preschool provides an academic environment for 4 year olds who are toilet trained.

1. Full-time: 8:00 a.m. to 3:25 p.m.

Students in training pants are not considered toilet trained and cannot be admitted to the program.

Preschool Curriculum

The curriculum is based on the developmental philosophy of early childhood education and the belief that children are innocent and require gentle guidance and training, as taught by Islam. Our program has been designed to allow preschoolers to mature at their own rate. The program promotes a comprehensive curriculum that meets the student's social, emotional, physical, and intellectual needs. Through a variety of activities, children build a foundation for cognitive skills. Their self-esteem increases as they develop mastery of motor skills, functional habits, prewriting, and pre-reading skills. The daily routine encourages our children's independence, curiosity, and excitement for learning. While playing, children learn to make decisions, explore, and problem-solve through manipulatives such as puzzles, pegboards, play-dough, etc. Furthermore, children will develop eye-hand coordination and early exposure to aspects of emotional intelligence. Students also learn from the Qur'an and stories from the Qur'an, along with the study of Arabic and Islamic Studies.

Primary Instructional Program (KG-3)

The primary instructional program is the vital link between early elementary education and higher-level abstract and original thinking. Eman Schools emphasizes a rigorous core curriculum of basic academic skills of reading, writing, mathematical computation, listening, and speaking built around a quality core of carefully scrutinized textbooks from well-known academic publishers. The curriculum is implemented with innovation and enthusiasm by a first-rate teaching staff. All

students are given the opportunity to assess, explore, and develop their unique talents and abilities through regular course offerings as well as special programs and learning opportunities.

We expect our students to work to their maximum potential both at school and at home. Teachers encourage students to expand their learning horizons through exploration. Every teacher incorporates the worldview of Islam into each field, whether through the introduction of the great Muslim figures in the sciences or through the Qur'anic perspective on nature and humankind. One of the primary objectives of the Eman School elementary program is the development of life-long independent study habits in our students. This enables children to get the best out of their in-class experience, and to learn independently of their teacher.

In addition to Arabic, Islamic Studies, and Qur'anic Studies, the curriculum includes reading, writing, spelling, math, science, social studies, physical education, art, and computer. Each grade level is designed to build skills sequentially upon the experiences and abilities of the students in each subject. Objectives represent skills related to previous knowledge, demonstrated abilities, and expected performance. Each subject furthers the development of specific skills, which enhances the level of thinking skills and involves the learner in the process of his or her own emotional and social development. Materials, activities, and instructions attempt to engage students on every cognitive and emotional level to enjoy a varied learning experience, with thinking seasoned by the values and standards inculcated by Islam.

The language arts subjects begin in the primary grades with basic language skills, speaking, reading, and writing. Fundamental to language training is phonics, word recognition, and word attack. Math at this level emphasizes utilizing manipulatives and how numbers work together through the various operations. Both concrete examples and demonstrations are used to help students grasp the basic relationships of quantities in the various processes. In the primary grades, children are engaged in many oral activities that emphasize learning by doing. When a child is taught to associate his or her vocabulary with written forms, he or she experiences a sense of positive recognition. By integrating the language experience approach with other reading methods, the children are further reinforced in the striving to learn to read effectively. Students will also be exposed to aspects of emotional intelligence, habit/skill acquisition, and environmentally specific expectations that will aid students in all aspects of their lives and future endeavors.

Intermediate Instructional Program (Grades 4-5)

The intermediate grades receive instruction where the primary skill-building left off. Continuing to ground students in the basic academic skills and functional habits, the teacher groups children according to academic achievement and need. The reading program stresses comprehension and vocabulary acquisition. Reading for enjoyment and interest are also encouraged in these grades. Progress is evaluated on the basis of daily performance and test scores. Basic writing skills acquired in language arts are integrated in all areas of the curriculum. Capitalization, punctuation, sentence structure, spelling, and word usage are important language skills emphasized in the intermediate grades.

To continuously build skills in writing, students are asked to write essays in all subjects including social studies, math and science. These essays will count toward their final grade. In social studies, as well as in science and math exploration, research, demonstration, and presentation are the basic tools of instruction. Teachers use a wide array of media in accomplishing their task of introducing students to the people and natural world to which they belong. In addition, students are systematically encouraged to make predictions and assessments of the events, materials, and problems they observe.

Middle School Instructional Program (Grades 6-8)

The distinguishing feature of middle school is its departmentalized approach to teaching and learning. Teachers specialize in various fields of learning, and students study in-depth the basic fields for which six years of elementary education have prepared them. The curriculum prompts students to focus and mature in their thinking processes and allows them to develop into self-directed learners. Independent study assignments, reports, and activities permit students to utilize the resources available to them in seeking out knowledge. They discover the conventions of independent learning in a variety of fields.

Students are further given plenty of opportunities to interact with their environment and to make the transition to individualized work. Vocabulary, writing, and grammar in middle school are also stressed. In these years, students begin to express themselves and become individuals. Students who have proficiency in the rules of grammar and usage begin to develop their own writing styles. Others are encouraged to adhere to the basic rules of grammar and usage throughout their coursework until sufficient mastery allows them to branch out. Writing skills are sharpened and students are asked to write essays in all subjects including social studies, math and science. These graded essays will enable students to get use to various type of writing. Teachers become more exacting regarding logical thought processes and the ability to articulate one's questions coherently. Students will excel at constructive and intellectual conversation with the guidance of the instructor. They will also be exposed to productive collaboration. While teachers continue to review fundamentals taught in elementary school, middle school allows students the opportunity to open up to the world of literature, to focus on science and math, and to expand their personal vocabularies. Students will become more fluent in environmentally specific expectations and emotional intelligence, incorporating more advanced habits and skills that will advance their character and behavior. Each subject requires mastery. In addition, teachers promote the investigative method of learning, in which the science fair has been an important component. Innovation and discovery remain the underlying stimulation for each project. In physical education, students learn concepts concerning health, exercise, physical skill development, and team-oriented sports. All students are encouraged to participate fully in the course and to maintain a positive attitude toward physical development. The creative arts unlock other approaches to thinking. Various forms of art are taught as alternative means of self-expression and perspective.

High School Instructional Program (Grades 9-12)

At the high school level, the program is based upon the fundamental knowledge acquired during the primary, intermediate, and middle school years. The skills center on critical thinking, providing a challenge to all students. High School students will become fluent in functional habits/skills, emotional intelligence, and exemplify appropriate behavior. The program encompasses a spectrum of educational endeavors focused on academic excellence, with the aim of enabling students to enter the premier universities in the country.

Eman offers courses in Math, Science, Social Studies, English, Islamic Studies, Arabic, Qur'anic Studies, Physical Education, and other courses offered through the AP and Dual Credit Programs. The total program stresses individual effort and provides a fair opportunity for individuals to achieve and demonstrate excellence. At this level, students are encouraged to participate in as many programs for academic excellence as possible. It is with exactly this aim of enabling students to mature into outstanding and academically excellent human beings that Eman was established. The Eman Schools course book details specific course requirements, the grading policy, and graduation requirements.

Foreign Language

High School students take 4 years of Arabic. The objectives of high school Arabic are to develop conversational Arabic, to build a sufficient vocabulary, and to learn the rudiments of Arabic grammar. These skills are to be applied to the reading of the Qur'an and to the understanding of its content.

Religion

Islamic studies offer students knowledge of Islam's system of belief, practice, and history. Students are expected to demonstrate the values of Islam in their daily interactions. Behavior and attitude reflect identity. The primary objective of Islamic studies is to firmly root students in a Muslim- American identity that expresses itself in their speech, character and actions. Islamic studies offer students an opportunity to discuss the issues and dilemmas they face as members of their community. At the high school level, students are asked to read excerpts from the Sirah of the Prophet and discuss them. A geography and history of the Muslim World component, discussing its movements and leaders, its successes and shortcomings, and its current challenges within the value system of Islam, is offered to upper-level students. The daily prayer experience, Friday congregational prayers, and Khutbah avail students of an opportunity to draw closer to Allah. The English language is the primary language of instruction and of texts for reading. Qur'anic study adds the vital link of Qur'an to the school's Islamic curriculum. The course includes memorization, Tajwid recitation, basic understanding of the text, and discussion of the particular times related to revelation. Students gain an appreciation for the value of the Qur'an in their daily lives, for the miracle of the Quran's revelation, and the preservation of its original text.

With the help of the after school, Alfurqan school, every student at Eman should be able to memorize the entire Quran before graduation.

Physical Education/Health

The physical education department encourages students to take charge of their fitness and physical well being. Exercise can help students to develop good habits at an early age. Also, the school desires to help students to grow and improve physically, socially and mentally. Physical Education is concerned with the teaching of skills, attitudes and theories in physical activity. The purpose of the physical education department at Eman Schools is to provide students with the opportunity to experience and participate in a variety of physical and health activities which help meet their individual needs.

Eman Schools' Reading Philosophy

Eman Schools views reading as being of vital importance. Deriving meaning from the printed word is an essential component to success in virtually every field of endeavor. Eman Schools' reading program encompasses a comprehensive, balanced reading program that is research-based and combines phonological skill development within a language and literature-rich learning environment and comprehensive strategies.

Grade level differences are reflected in the teacher's choice of learning objectives, resources, and activities. The goal of the reading program is to create fluent, independent readers who have a passion for reading and writing while taking into consideration the general developmental needs of the students as well as their individual reading abilities. When considering the reading needs of students, it is important to realize that all readers (struggling readers, average readers, and proficient readers) differ considerably in their interests, aptitudes, personalities, backgrounds, and learning styles. Their varied needs can be addressed successfully in a balanced reading program that includes features such as the following:

- ❖ Phonological and print awareness
- ❖ Comprehension strategies
- ❖ Varied instructional strategies
- ❖ Word attack and phonics skills
- ❖ Developing and enhancing vocabulary
- ❖ Building reading fluency
- ❖ Silent reading
- ❖ Teacher read-aloud
- ❖ combination of guided reading instruction and independent reading time
- ❖ Building prior knowledge
- ❖ Engaging learning activities

Accelerated Reader Program (AR)

Based on its belief that reading is a crucial skill for children to advance their knowledge, Eman introduces reading at very early age. **The Accelerated Reader Program** is an individualized instructional reading method that is used in grades 1st and above. The program is designed to increase the amount of time students actually read in school on their instructional reading level. The goals of the program are to increase students' instructional reading level, to improve reading comprehension, and

to develop a new enthusiasm for reading. Teachers create a “mandatory” number of points that each student MUST achieve monthly.

Opening and Closing Dates and Hours of Instruction per School Year

Eman’s school year begins in the first week of August and ends mid-May. It is mandatory that Eman Schools teach 180 days during a school year with a total of 1,100 instructional hours.

The school day begins for all students between 8:00 to 8:20 a.m. Any student arriving after 8:20 a.m. is tardy and must be signed into the office by the parent. Dismissal is between 3:25-3:45.

Teacher In-Service Education Program

Eman Schools believes that continuous, on-going professional development is an essential component to an effective instructional program. Professional development activities are designed to provide knowledge that aligns with the development and/or assessment of specific skills and academic standards. These skills and knowledge components focus on such things as student instruction, assessment and management. In-service activities also provide for the attainment of knowledge that produces and increases student achievement and enhances positive self-esteem. Eman Schools have one week of in-service prior to the opening of the school year, two days in the fall, one day in the winter, and two days at the end of the school year. The in-service week prior to the start of new school year updates teachers on changes in curriculum and policies, preparing classrooms, and introducing the staff to the areas of concentration for the school year. Eman Schools also offers a monthly training for the teachers which focus on methods of teaching.

Field Trips

In keeping with the philosophy that the education of our children is not limited to the classroom, the school allows students the privilege of participating in field trips. Field trip day is a regular school day and students are expected to report to school and go on the field trip. Students will be expected to do work related to the field trip such as an essay or a report following the trip. Students who do not report to school on the field trip day will be considered unexcused. These students will not be able to make up the missed work. Students who miss the field trip due to illness or emergency will be assigned comparable work to make up for the missed one.

Students must complete and return the permission slip to the teacher responsible for the field trip by the deadline date. The school also may request the presence of the parent on the field trip in order for their child to be allowed to participate in the trip. Students must pay all required fees by the deadline date. The school may deny a student the privilege of a field trip due to safety or behavior concerns. School personnel will provide the best possible supervision for your child while on a field trip. However, the school shall not be held liable for any injury or misfortune that may occur on a field trip.

Extracurricular Activities:

In addition to a quality educational program, Eman Schools promote the emotional, physical, and social well-being of its students by offering a host of extracurricular activities at all levels.

Students participating in extracurricular activities must have a **grade point average of 2.0/4.0**. Students may have to miss school to participate in an extracurricular activity. Any absence due to an extracurricular activity is considered an excused absence. The written consent of classroom teachers and parents must be secured in order for a student to miss school for extracurricular work.

The administration reserves the right to deny a student the privilege of participating in an extra-curricular activity, if they have discipline violations or have raised concerns during the school year.

Parents are expected to respect the time of the supervisors of extracurricular activities. Please be early or extremely on time to pick students up from extracurricular activities, including but not limited to Qur'an club, basketball practice, after school classes, tutoring, student run movie nights or after school activities/clubs. In the event that a parent is late to pick their student up, a fine of \$15 per 15 minutes will be served to compensate the supervisor for their precious time. If you are running late, please contact the school or supervisor to inform them of the late pick up. If late pick-ups or drop offs for an extracurricular activity become habitual, the participating student may be removed from the activity without any refund of payments for participation. In addition to lack of punctuality, students may be removed from extracurricular activities due to behavioral and academic issues as well.

Students representing Eman Schools in any school sanctioned activity or currently enrolled at Eman Schools are subject to randomized drug testing. Eman Schools will pay for the testing if the student is negative for illicit substances, if the student tests positive for illicit substances the family of the student will be required to pay all fees in relation to the testing. In the unfortunate event of a student testing positive for illicit substances, parents will be immediately contacted, the student will immediately be sent home and put on an open suspension until the Executive/Behavior Committee can determine if dismissal or expulsion of the student is appropriate, Fishers Police Department will be contacted and a meeting with the offending student, parent, and administration will be held with urgency. Please reference the policy violations section of this handbook for further information on consequences.

There are a variety of programs at Eman School aimed at the development of leadership and social skills. Throughout the year, these special events enrich the academic program and create a sense of pageantry for the school such as:

- ❖ Student Council
- ❖ School Newspaper
- ❖ Science Fair & Club

- ❖ Regional and State Science Fair
- ❖ Yearbook
- ❖ Field Trips
- ❖ Spell Bowl & Spelling Bee
- ❖ Math competitions-
- ❖ All School Quran Competition

Core Values/RICC: *Each quarter, students are exposed to a different value that is used as a springboard for discussion during Friday assemblies and in classroom settings. Teachers use the values of the month as a basis of spiritual and social awareness, while Religious Studies instructors use stories of the Prophets to exemplify those values. The spotlight is shown on the following four values:*

R- RESPONSIBILITY (1st Quarter)

“Serve Allah (swt), and join not any partners with Him; and do good—To parents, orphans, those in need, neighbors who are near, neighbors who are strangers; the companion by your side, the way-farer (ye meet), and what your right hands possess: For God loveth not the arrogant, the vainglorious;” 4:36

I- INTEGRITY (2nd Quarter)

II- “...those who have believed and done righteous deeds and advised each other to truth and advised each other to patience.”103:2

C- CHARACTER (3rd Quarter)

“And indeed, you are of a great moral character.”68:4

C- COMMITMENT (4th Quarter)

“Allah (swt) loves when you do something that you perfect it.” Hadith in Tabarani

Teachers are encouraged to teach Eman School core values to students and enforce these values.

Core values:

- Responsibility
- Integrity
- Character
- Commitment
-

- **Habits**

- Elementary School Years:**

- **Obedience/Expectations**
- **Attention**
- **Respect**

- Middle school years:**

- **Responsibility**
- **Fairness**
- **Punctuality**

- High School Years:**

- **Reverence**
- **Self-control**
- **Service**

Announcements/Newsletters:

Morning prayers and announcements will be made via zoom. Teachers will ensure that their speakers are working each morning. Weekly hadiths will be selected to correlate with the Character Education topic that has been selected for that month. All students are to remain quiet and listen to all morning announcements no matter where they are in the building.

Class Parties:

Eman is a community school that honors the value of family and community. Muslim families have different views of birthday parties which range from openly celebrating them to forbidding them. In order for Eman to respect all views, Eman holds a birthday policy that protects families from being offended or feeling excluded.

Therefore birthday celebrations **will not be allowed in any form at Eman**. Having said that, children can celebrate events of Islamic importance such as Israa and Mea'raj, Eid, Lailatu Alkadr, birth of Prophet Mohammad, memorization of Quran, or a special classroom accomplishment such as: all students received an "A" on the Math final, etc.

Birthday, Halloween, Christmas, St. Patrick's Day, or Valentine's Day parties are NOT PERMITTED. Happy Birthday will not be sung, *in any language*, during the school day. Birthday Cakes or any items recognizing these events are not allowed.

Unnecessary Items of Students:

Games, toys, cell phones, earbuds, headphones, GameBoys, DS's and/or radios are unnecessary items for students to bring to school. Teachers will *collect these items, label the student's name and date on them, and send them to the office.* They will be kept in the office until the student's parent comes to pick the items up. (Cell phones have an additional policy, please read below)

Students are NOT ALLOWED to text, take pictures or use their cell phone **while on Eman Schools property, during field trips, or during school sponsored events.** Students who disobey this rule, will have their cell phone confiscated for 2 weeks (1st occurrence). If a student has a 2nd occurrence, the cell phone will be confiscated for a month and on the 3rd occurrence, the cell phone will be confiscated until the end of the school year.

*Administration reserves the right to search chromebooks, laptops or cell phones for phone call history, text messages, pictures, and emails if there is good reason to believe that evidence exists therein which will reveal a violation of school policy. If that evidence is found, the offending student will be subject to an administrative sanction by the school (e.g. detention, suspension, confiscation of phone for stated time, etc.).

Health Services:

Eman Schools does not have a school nurse, nor does it provide health services at the school. Students are referred to their healthcare provider or to the county health clinic. Health education is provided to students during high school, including information on nutrition, exercise, personal care, smoking, alcoholism, and drug abuse.

School Facilities: Building Safety and Fire Standards

Eman Schools is accessible to its students, parents and teachers. The school is as free as possible from traffic hazards and distracting noise, and is functional for the instructional program.

School Food Services: Balanced Meals and Services Operations

Eman Schools participates in the national lunch program through its own services. School has a director for the lunch program that operates at Eman Schools. Students are provided with nutritious breakfast and lunch on a daily basis. Students must register for the program at the start of every school year and let their homeroom teacher know if they will be having a hot lunch for that day.

Qualifications of Teachers and Other Professional Staff.

All teachers at Eman Schools have a minimum of a bachelor's degree or graduate degrees. All teachers carry certifications and endorsements in their areas of expertise as well.

Teacher Competency in Assigned Areas

Teachers must demonstrate competency in the following areas:

1. Planning, delivery, and evaluation of instruction
2. Classroom management
3. Participation in school committees and extracurricular activities
4. Effective and positive communication with students, parents, colleagues, and administration

Teachers are evaluated according to the school's teacher evaluation procedures. These procedures are described in the teacher handbook and are explained during the in-service week prior to the beginning of the school year.

Evaluation of Administration's Competency

- A. Evaluation of the administration is carried out by the principal and is based on the fulfillment of the tasks assigned by the principal. The evaluation procedure described in an attachment to the contract of the staff member.
- B. Evaluation of the principal is carried out by the executive committee of the school board. The executive committee uses its bi-weekly meeting with the principal and his/her written and oral reports about the state of the school as bases of evaluation.

System of Evaluating Teachers

Teachers are evaluated formally by the principal, and/or the department heads. The evaluation is based on two or more class visitations, review of lesson plans, review of grade book, and review of duty and meeting roster. The system is described in the teachers' handbook. Constant walk throughs are also used for the evaluation.

Health Records

All incoming students are required to have a complete physical and immunization record prior to the opening of school. School personnel will check that every student meets the Indiana Department of Public Health requirements for immunization.

- All preschool, 5th, 6th and 7th graders must have 3 doses of the Hepatitis B vaccine at the proper intervals.
- All preschool, kindergarten, 5th and 9th graders must have a complete physical examination signed and dated by their doctor.
- All kindergarten-12th graders must have 2 doses of the measles vaccine. Each dose must have been given after 12 months of age.
- All students must have up to date DTP and polio vaccines, as well as booster shots.
- These immunization requirements may change when the Indiana Health Department updates!

Health Safety Policies

The following are our school guidelines for dispensing medications by school personnel:

- Parents will give written permission for the school to give medication to their child, including Tylenol. Oral permission must be given with each new medication unless a parent has given permission for medication to be given

as needed and it is noted in Gradelink. Times and amounts of medication need to be made clear in the letter.

- The school will keep all medications in a central, locked location.
- The school will keep a log of all medications given out.
- It is essential that all guidelines must be strictly followed by parents before the school will dispense any medications. The school is not liable if medication is not given due to the parents' failure to follow the guidelines.

School Exclusion Policy

Control of communicable illness among children is a prime concern. Policies and guidelines related to outbreaks of communicable illness have been developed with the help of the health department and local pediatricians. In order to protect the entire group of children, we ask that parents assist us by keeping sick children at home if they have experienced any of the following symptoms within the past 24 hours:

- A fever over 100 F (37.8 C) orally or 99 F (37.2 C) auxiliary (under the arm)
- Signs of a newly developing cold or severe coughing
- Diarrhea, vomiting or an upset stomach
- Unusual or unexplained loss of appetite, fatigue, irritability or headache
- Conjunctivitis (pink eye) or any contagious illness

Children who become ill with any of these symptoms will be sent home. We appreciate your cooperation with this policy. If you have any questions about whether or not your child should attend school, please call the school before bringing your child. **Students must be FEVER FREE without medication for 24 hours prior to their returning to school!**

Emergency Policies

ACCIDENTS

In case of an in-school accident, students should notify the nearest teacher or staff member. The main office personnel should be notified when there is an emergency or a need for an ambulance. The name of the injured person should be given. School personnel will notify the parents. The office staff will call 911 if they judge that the situation warrants it even if they cannot contact the parent. An accident report will be completed and filed.

FIRE AND TORNADOS

- Minimum of one tornado and nine fire drills will be practiced during the academic year.
- Directions for fire and tornado drills are posted in each classroom.
- Fire drills will be held regularly throughout the year.
- Tornado drills will be held regularly and students will be given instructions on drill procedure.
- No student should leave the building during tornado drills.

PERSONAL SAFETY

All visitors to the school enter through the main entrance and report to the main office. Parents are not allowed to go to any classrooms that they are not assisting in or have an appointment to be there.

EMERGENCY SCHOOL CLOSING

If for any reason the school needs to be closed, the school will make the following efforts to inform the school community:

1. Check the website by 6 a.m. for any weather related delays or closings (emanschool.net).
2. Eman Schools is listed with the Emergency Closing Center. The school's name will be announced on the following stations: Radio WTHR and WISHTV

ATTENDANCE POLICY

Drop off and pick up:

In general Eman Schools is a closed campus. Students in Grades Pre-K-8th grade are expected to be in school from 8:20 a.m. (in their classroom, prepared for the day) until 3:25 p.m. on regular school days.

Parents must inform the school of their child's absence. The student will be considered truant (unexcused absence). Parents are expected to drop their children no earlier than 8:00 a.m. and pick them up no later than 3:45 p.m.

Students whose parents did NOT call and inform the school of the absence will NOT BE ALLOWED to make up work including tests and/or quizzes. Students are NOT allowed to miss school to study for outside school tests/competitions or AP exams. Students who choose to skip school for these reasons will be given a zero for the missed days which includes pop quizzes and tests.

According to Indiana Compulsory Attendance Statute (I.C. 20-8-1-3), students **MUST** attend school on a regular basis. **Student total absences for the year should be no more than ten days.** Once a student reaches 5 tardies, absences, or early release days, a letter and a parent conference will be called.

Once a student reaches 10 absences, another truancy conference **MUST** be called and a letter sent to IDOE documenting the dates of absence and what Eman Schools administration has done to address the problem.

Tardiness:

It is essential that parents insure that their child arrives to school in a timely manner. Punctuality is essential to a healthy academic environment. Excused tardies must be pre arranged the day before with the office. Excused tardies include and are limited to the following:

1. Illness
2. Death in the family
3. Participation in a school planned activity
4. Doctor's Appointments
5. Family emergency
6. Traffic accident

All other tardies will be considered unexcused, which includes but is not limited to:

1. Any unauthorized absences from classes.
2. Personal business such as traffic concerns, shopping, working, hair/nail appointments, babysitting, outside classes or programs.
3. Oversleeping!!
4. Any issue that can be taken care of after school hours.
5. Leaving school without permission is unexcused.

Teachers will keep track of tardies for initial attendance as well as per class attendance and request a conference with the parents due to excessive tardiness. The teachers are not expected to hold up instruction or repeat themselves due to tardiness. In severe cases the parent will be requested to meet with the administration and may be asked to withdraw their child from the school. Excessive tardiness will result in discipline. Detention is given for every third tardy. (Please see Level 1 under Discipline Policy.)

A \$15 fine for each child will be imposed for late pick up after 3:45 pm.

Absences:

An 8th-12th grade student should only be absent in case of emergencies such as illness or death in the family. **A student who accumulates 10 excused or unexcused absences may be required to repeat a course as mandated by the IDOE.**

Absence policy applies to both late morning arrival and early dismissals as well.

Early Dismissal:

Students from Pre-Kindergarten to 12th grade must be signed out by a parent. Under no circumstances will a student be allowed to call home to seek permission from parents, nor will the school release a student based on a phone call by someone claiming to be the parents.

DISCIPLINE POLICY

Prior to referring a student for disciplinary action the student must hold a meeting with the social worker to discuss the root cause of the negative behavior.

ELEMENTARY

In order to secure the best possible learning environment, guidelines of acceptable behavior and class rules to be followed consistently will be set by each classroom teacher at the beginning of the year. These disciplinary procedures and consequences will help the students realize their responsibility to behave appropriately. Inshallah, this system will allow students to make appropriate choices, which will, ensure the proper Islamic and successful educational environment. The students will be either rewarded or penalized for their behavior using shaping procedures and other behavioral interventions as naturally as possible. Consequences such as: warnings, time out, serving lunch detentions, before and/or after school detentions, community service, and logical consequences, will be utilized depending on the particular grade level and/or students. Eligibility for leniency when assigning proper consequences will be determined through the behavioral history of the student, the seriousness of maladaptive behavior, and the student's dedication to honesty.

In extreme cases in which elementary students cause excessive classroom disruption, engage in acts of bullying and/or fighting, harm others, or use profanity, the student will be referred to the Administration for immediate review and, most likely, suspension, extreme intervention, and conference with the parent and student. Families will be given an opportunity, within first offenses, to correct the student's maladaptive behavior within restorative justice practices, alternative punishments, and meeting regularly with a Behavioral Therapist, Psychologist, and/or Psychiatrist. These opportunities will be presented after the Administration has reviewed the offense and has not deemed that immediate removal from the school is the only viable consequence. Each student will always begin each day with a "fresh slate". Please ask your child each day about his/her behavior. This plan may change during the year, depending of the needs of the students. Inshallah, these disciplinary procedures will help your child be accountable and responsible for their own conduct.

MIDDLE/HIGH SCHOOL DISCIPLINE POLICY

The Prophet (P.B.U.H.) said:

"Righteous is good morality, and wrongdoing is that which waivers in your soul and which you dislike people finding out about" narrated by MUSLIM

RATIONALE

The aim of this Code of Conduct is to foster an Islamic environment that is safe and conducive to learning based on Islamic teaching derived from Qur'an and Sunnah of the Prophet. Parents and students are responsible for reading and abiding by the Discipline Policy and Handbook for a clear understanding of the school's expectations for student behavior.

CONDUCT IS IN FORCE:

The Eman Discipline Code applies in the following situations:

1. Violation of Islamic rules of conduct as prescribed in the Qur'an or Sunnah of the Prophet at any time while a student is registered at Eman School.
2. During regular school hours.
3. On the school bus or other transportation sanctioned by the school
4. During school sponsored events.
5. When going to and from school.
6. During events and activities associated with the school.
7. Anytime on school grounds.
8. With respect to any misconduct of personal nature or directed at others which violates this discipline policy, whether on or off school premises.

Additionally, the Administration is authorized to take disciplinary action when a student's misconduct away from school has a detrimental effect on the other students or on the orderly educational process. The violation is usually directly connected to prior violations at school, threatens to produce further violations at school, and poses a likelihood of danger to the physical, emotional health, welfare of students or school personnel and/or whose continued practice by a student of the school is disruptive to the school mission or educational process.

DUE PROCESS RIGHTS

Any student whose conduct may warrant suspension or expulsion will be provided the following due process.

STUDENTS:

1. A notification of the violation.
2. An opportunity to present his/her side of the story to the appropriate school personnel.

PARENTS:

1. A written notification of the violation and the consequence decided by the school.
2. Twenty-four hour notice to meet with the proper school personnel for a fair and impartial conference, unless the student's behavior is so disruptive or detrimental that he/she cannot complete the school day. If repeated attempts have failed reaching the parents a letter will be mailed home with the written notification of the violation and the consequence decided upon.

THE RIGHTS & RESPONSIBILITIES OF EMAN STUDENTS

STUDENTS HAVE THE RIGHT TO:	STUDENTS HAVE THE RESPONSIBILITY TO:
A quality education	Put forth their best effort to meet classroom expectations
Education without undue interruption, disruption, fear, or inhibition	Conduct themselves in such a manner as to promote a positive educational environment
	Not interfere with the orderly conduct of classes and activities; not force others to participate, and violate the rights of persons who may disagree
Privacy in their person and possessions unless school personnel have reason to believe that inappropriate and/or dangerous materials are being carried and or concealed by the student	Not carry, conceal, or bring onto school property materials, which are inappropriate or may disrupt the educational process
A copy of the Code of Conduct	Read and abide by the Code of Conduct
Receive respect from school personnel and other students	Show respect for other students and school personnel
Due process procedures according to school policies	Read and understand their due process rights
Participate in school functions and extra-curricular activities	Meet academic qualifications, other criteria and qualifications and/or standards of behavior
Protection and confidentiality when fulfilling responsibility to report violations of the code of conduct	Assist school personnel by reporting misconduct

LEVEL 1 INFRACTIONS=CONDUCT THAT IMPEDES ORDERLY OPERATIONS OF CLASSROOM OR SCHOOL

Level 1 behavior should be handled by the classroom teacher whenever possible unless the behavior coincides with the habit currently being developed through skill acquisition procedures. Ordinarily, a teacher will not refer a student engaging in Level 1 behavior to the school administrators until the classroom teacher has taken at least three documented, progressive level one disciplinary actions and has held a conference with the student and parents. Thereafter the classroom teacher may refer the student to the administration through a written referral.

However, earlier referrals may be made when the misbehavior occurs outside the classroom or in exceptional circumstances where the classroom teacher believes immediate outside assistance is necessary. This list of violations is not all inclusive, but only representative and illustrative. A student committing an improper act of misconduct, which does not happen to be specifically listed, is still subject to disciplinary action. If intervention is not effective and the behavior persists, the student will be subject to more severe consequences.

INFRACTION	DEFINITION	LEVEL 1 DISCIPLINARY
1. Disruptive Behavior	Engaging in any conduct that causes or results in the breakdown of the orderly process of instruction and/or school activity	Examples of disciplinary actions which classroom teachers can use include, but are not limited to: verbal reprimand, or oral or written notification to parent(s); student mediation contracts, teacher or team conference with student/parent(s); separation from peers, denial of class privileges, administrative referral, detention, behavioral intervention.
2. Littering	Throwing or dropping paper, trash, or other material on the floor or ground	Same as above
3. Refusal to do classroom work	Refusing to complete work, labs, projects ,or other assignments given by the teacher	Same as above

4. Verbal Altercation	Engaging in minor verbal altercation. Insulting, taunting, or challenging another person under circumstances in which such conduct could provoke a violent or disruptive response	Same as above in
5. Violating classroom rules	Not following the classroom rules	Same as above
6. Electronic communication devices/cell phones/	No student shall use or display any electronic communication devices. No student shall allow any other student to use or display their electronic communication devices/cell phones on school property.	1 st Offense, Immediately confiscated, parents informed, return to student in 2 weeks. 2 nd Offense, Immediately confiscated, parents informed, return to student in a month. 3 rd Offense, Immediately confiscated, parents informed, return to student at the end of the year.
7. Tardiness	Not being seated in the classroom when class is scheduled to begin on the second bell.	Tardies are recorded in attendance folder, verbal reprimand, probation, detention given every third tardy.

*Administration reserves the right to search cell phones for phone call history, text messages, pictures, and emails if there is a reasonable suspicion to believe that evidence exists therein which will reveal a violation of school policy. If that evidence is found, the offending student will be subject to an administrative sanction by the school (e.g. detention, suspension, confiscation of phone for stated time, etc.).

LEVEL 2 INFRACTIONS=ILLEGAL AND/OR SERIOUS CONDUCT

A student charged with a Level 2 violation shall be subject to the disciplinary actions listed below. Contact will be made either through a personal conference, phone conference, or in the event the previous are not possible, through written communication.

This list of violations is not all inclusive, but only representative and illustrative. A student committing an improper act of misconduct that does not happen to be specifically listed is still subject to disciplinary action.

Violations in occurrence past a third offense or in extreme situations; the student has shown they are not able to meet Eman Schools expectations, will be considered

habitual and the student will be referred for expulsion with a possible open suspension.

INFRACTION	DEFINITION	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE
8. Academic misconduct	Plagiarizing, cheating, copying another's work, attempting to gain or gaining unauthorized access to material, using submitting, or providing data or answers dishonestly, by deceit, or by means other than those authorized by the teacher	detention, or 1 day suspension.	1-2 days suspension	2-3 days suspension
9. Inappropriate language	Using any form of cursing, no matter what language in which it is spoken in, including hand or bodily gestures	Same as above	Same as above	Same as above
10. Lying	Giving or providing intentionally untrue or misleading information or communication	Same as above	Same as above	Same as above
11. Altering official documents	Forging, falsifying, or unauthorized alteration of a document	Same as above	Same as above	Same as above

12. Damage or destruction of property	Causing, attempting to cause, or threatening to cause damage to school or private property causing minor damage or defacing school or private property	Under \$50 Restitution, 1 days Suspension.	Over \$50 Restitution, 2-3 days suspension,	Restitution, 3-5 days suspension
13. Misuse of equipment	students using school online services for illegal, inappropriate, or obscene purposes	Detention, or 1 or more day suspension.	1-2 days suspension or open suspension depending on severity of offense.	1-10 days suspension or open suspension depending on severity of offense
14. Misuse of cell phones	Students may not use or have visible cell phones in the school building at any time. No student shall allow any other student to use, display their cell phone in the school building at any time.	Immediately confiscated, parents informed, return to student in 2 weeks.	Immediately confiscated, parents informed, return to student in a month.	Immediately confiscated, parents informed, return to student at the end of the year.
15. Insubordinations	Refusing to comply, either verbally or non verbally with a reasonable request or directive	Detention, or 1 day Suspension.	1-2 days suspension.	2-3 days suspension
16. Loitering	Being present in or about a school under one or more of the following circumstances: 1. after a reasonable request to leave 2. without a legitimate reason for being there 3. without proper authorization or permission from anyone authorized to grant permission 4. after refusing to identify oneself.	Detention, or 1 day Suspension.	1-2 days in school Suspension.	2-3 days suspension

17. Trespassing	Being in the school building or on school grounds without permission or authorization, or refusing to comply with a request to leave school premises	1 day detention, or Suspension.	1-2 days Suspension.	2-3 days suspension
18. Truancy	Being absent from school without authorization, failure to follow proper attendance check-in, check -out and absence procedures, skipping classes or school	Same as above	Same as above	Same as above
19. Fighting	Engaging in hitting, punching, or any other kind of physical altercation, whether initiating or retaliating.	Same as above	Same as above	Same as above
20. Bullying	Engaging in verbal, physical, emotional and/or threatening acts of bullying	Detention or suspension, conference with the dean/principal, written warning, parents notified	1-2 days suspension	2-3 days suspension, Referred for expulsion
21. Electronic access	Using without authorization electronic passwords, codes for any reason, including but not limited to accessing, controlling, or disabling technological devices or services	1 day suspension, Detention and conference with Administration. Parents will be asked to pick up device	1-2 days Suspension. Device will be confiscated until the end of the school year	2-3 days Suspension. Device will be confiscated until the end of the school year
22. Uniform	Wearing or dressing in a manner that is not considered uniform and is done intentionally	Detention, conference with the Administration, written warning, parents notified	1 day suspension Student will be given uniform and parents charged	2-3 days suspension Student will be referred for expulsion.

23. Sales, use, possession, or distribution of tobacco products	Using, selling, purchasing, distributing, possessing or attempting to possess substances, distributing any narcotics on school property or at school functions or events	1 day suspension	2-3 day suspension	3-5 days of suspension and referral for expulsion
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LEVEL 3 INFRACTIONS=CONDUCT THAT IS SERIOUS OR ILLEGAL AND IS POTENTIALLY LIFE OR HEALTH THREATENING

Eman Schools considers all three level infractions to be very detrimental to the school and its students. A student charged with a Level 3 violation may be subject to an immediate open suspension of up to 14 days and a recommendation for expulsion to the school board and/or legal action. Students expelled from Eman Schools due to level three infractions may not be reinstated at a later date.

The proper authorities may be notified in the event that a student commits any illegal act. Parent(s) or guardian(s) will be required to meet with school personnel and the proper authorities. This list of violations is not all inclusive, but only representative and illustrative. A student committing an improper act of misconduct, which does not happen to be specifically listed, is still subject to disciplinary and/or legal action.

INFRACTION	DEFINITION	1ST OFFENSE	2ND OFFENSE	3RD SUSPENSION
24. Intimidation or Menacing incitement	Threatening another, either verbally or nonverbally, by inflicting fear or damage to property, instigating, or encouraging acts of misconduct	2-3 day suspension, possible recommendation for expulsion	3-5 days suspension, recommend for expulsion, FPD notified	open suspension, recommend for expulsion, FBD notified
25. Arson	Utilizing unauthorized fire ,smoke, or explosives, which present a risk of danger to life or property	3- 14 days suspension, recommended for expulsion, FPD notified	N/A	N/A
26. Assault/Felonious	Striking with a weapon with the intent to inflict, or inflicting bodily harm	3-14 days suspension, recommended for expulsion, FPD notified	N/A	N/A

27. Bomb Threats or False Alarms	Making a knowingly false statement regarding the possession or location of explosive or incendiary materials, activating the fire alarm system, or making false "911" calls.	3-14 days suspension, recommended for expulsion, FPD notified	N/A	N/A
28. Breaking and Entering	Breaking into and/or entering any school building, facility, office rooms, storage space, or other enclosure without authority to do so	3-14 days suspension, recommended for expulsion, FPD notified	N/A	N/A
29. Explosive Device Using,	possessing, attempting to possess, brandishing or concealing any destructive device which includes but is not limited to any explosive, incendiary, or poisonous, gas, bomb, grenade, mine, missile, rocket or device similar to any of the devices described above	3-14 days suspension, recommended for expulsion, FPD notified	N/A	N/A
30. Vandalism	Destroying, damaging, or defacing school or private property in a willful or malicious manner	3-14 days suspension, recommended for expulsion, FPD notified	N/A	N/A
31. Offensive Material	Producing, possessing, or distributing materials that offend common decency or morals in the school community	3-14 days suspension, recommended for expulsion, FPD notified	N/A	N/A

32. Reckless Endangerment	Acting in a willful manner, and although not intending to cause harm, places others in jeopardy of injury, or results in the damage destruction, or defacement of school or private property	3-14 days suspension, recommended for expulsion, FPD notified	N/A	N/A
33. Extortion or robbery	Obtaining money, information, or property from another by threat, intimidation, or coercion	3-14 days suspension, recommended for expulsion, FPD notified	N/A	N/A
34. Gambling	Participating in or the organizing games of chance to gain money or other items	3-14 days suspension, recommended for expulsion, FPD notified	N/A	N/A
35. Legal but potentially dangerous substances	Using, selling, purchasing, distributing, possessing or attempting to possess, substances capable of producing a change in behavior or altering a state of mind or feeling	3-14 days suspension, recommended for expulsion, FPD notified	N/A	N/A
36. Sales, use, possession, or distribution of alcohol, drugs, or other chemical control substances	Using, selling, purchasing, distributing, possessing or attempting to possess, mood altering chemicals, or substances(including counterfeit or look alike substances) distributing any narcotics, drugs controlled substances of any kind, or alcoholic beverages, or other intoxicant on school property or at school functions or events	3-14 days suspension, recommended for expulsion, FPD notified	N/A	N/A

37. Theft	Stealing, attempting to steal, possessing or transferring school or private property or participating in the theft or attempted theft of school or private property	3-14 days suspension, recommended for expulsion, FPD notified	N/A	N/A
38. Possession or concealment of weapon or dangerous instrument	Using, possessing, attempting to possess, brandishing or concealing any weapon, dangerous instrument, device, materials, look alike, replicas, or any other item deemed to be dangerous. The definition of a knife includes, but is not limited to, a cutting instrument consisting of a sharp blade fastened to a handle.	3-14 days suspension, recommended for expulsion, FPD notified	N/A	N/A
38. Obscenities, Verbal abuse, defamation , vulgarity towards school or school personnel	Directing obscene, abusive, vulgar, profane harassing, insulting, racial, sexual, religious or ethnic slurs, written or verbal, toward school personnel or any adult member of the school community. This shall include use of obscene gestures and sign that willfully intimidate, insult, or in any other manner, abuse others	3-14 days suspension, recommended for expulsion, FPD notified	N/A	N/A

39. Gender fraternization Promiscuous behavior	Committing acts that are sexual in nature and fall outside the Islamic teaching on this matter, relations both inside the school or outside. Relations between the sexes-dating, meeting in private both inside and outside of school. Evidence of Islamicly immoral behavior or communication, written or otherwise.	3-14 days suspension, recommended for expulsion, FPD notified	N/A	N/A

All suspensions will be recorded on student transcripts. All acts of academic dishonesty will be specifically marked and sent with academic records to applicable schools, colleges and universities.

DETENTION

Detentions are given for level 1 infraction, and some minor level 2 infractions. A referral for a detention is written by the teacher who then passes the written referral to the Administration.

The Administration then makes the final decision to implement the detention, depending on the circumstances and infraction. Students who receive 3 detentions in one quarter will have a School Suspension on the next detention occurrence.

SUSPENSION

A first-time suspension may be served In-school, if the administration deems it to be beneficial for the student involved, unless the student has committed an infraction that warrants more than a one-day suspension or a level 3 infraction. In-School suspensions (ISS) are held during the school day from 8:15 a.m. to 3:30 p.m. ISS days do not count as student absences.

A student may receive an out-of-school suspension for committing an offense or other severe disruption of the education process. For the duration of the out-of-school suspension, a student is excluded and is not allowed to attend classes, extracurricular activities, school functions, or be on the school premises.

Policy Against Sexual Harassment, and Harassment Based Upon Race, National Origin, and Disability

Everyone at Eman Schools has a right to feel respected and safe. The acknowledgement of harm and trauma caused by racial and harassment is essential for the individual and the community to heal from an incident of discrimination or harassment. Consequently, we have a policy to prevent such harassment and a procedure to address reports of this behavior. Such acts could be but aren't limited to: any harassment based on ethnic or national origin, graffiti containing racially offensive language, name calling or rumors, physical act of aggression related to race or color, harassment because of a disability, threatening or intimidating conduct related to an individual's physical or mental disability, unwanted sexual advances, sexual or dirty jokes.

Any student that believes he or she has been the victim of sexual harassment or harassment based on race, color, national origin, or disability by a student, teacher, administrator or other school personnel is encouraged to immediately report the alleged acts to an appropriate school administrator. An investigation will be completed with parties involved and the school will take appropriate action based on the complaint and investigation. If the level of the offense and the resulting investigation yields the necessity, the offense will be treated as a hate crime and the appropriate authorities will be notified.

EXCESSIVE CLASSROOM DISRUPTION POLICY

It is our distinct goal at Eman Schools, that students receive quality education, therefore we cannot allow any behavior that takes away from this goal. Consequently, the school will adopt the following policy for any class that has excessive interruption of instructional time.

A student who is disrupting the class will have classroom rules reiterated to them, without any type of threat of punishment, this qualifies as their initial and only warning. The teacher is the only person to decide what constitutes disruptive behavior under this policy. The next time the student disrupts the class he/she will be given an explanation of what rules they are not adhering to, and removed from class to sit in the hall until the teacher can address the issue privately with the student, he/she will then be welcomed back into the room if they agree to follow the classroom rules. At the third disruption, the rules broken will be explained to the student and they will be sent to the Behavior Specialist's office with another student from the class for case review and consequences. If the Behavior Specialist is not available, the student must see the next available administrator.

If the situation is not resolved or persists, the administration will call home and explain to their parents that they will not be allowed to return to class for the rest of the day and will be suspended for the next day. Subsequent incidents under this policy by the same student will be referred to the executive committee/board and the student may be expelled from school.

The imposition of the above policy is left to the discretion of the administration and parents will be informed in writing of the application of the policy. The policy would remain in place until further notice.

Habit Acquisition

Eleven habits will be taught throughout a student's time attending Eman Schools. These habits, once taught, will be the framework for the expectations of the students, staff, parents, and community. Students that cannot meet expectations, during learning phases, will immediately be removed from class and referred to trained staff members. The student will then experience aspects of cognitive behavioral therapy; acknowledging and accepting responsibility for their actions, becoming accountable and cognizant of the effects of their behavior, and how to ensure they can meet expectations in the future. By using restorative procedures, we can ensure the highest quality learning environments, the well-adjusted students, and that every student will have the characteristics that will make them successful in all avenues of life.

Alternative Punishments

Alternative punishments may be given as options to students and their parents/guardians to positively supplement stereotypical punishment procedures. These consequences are intended to rectify wrong doing as opposed to removing students from the educational environment. Alternative punishments are only available within certain situations that are listed above, or when the Administration collectively decides that an alternative punishment is applicable to the offense, with the intention to educate students on and shape appropriate behavior and presented as an option to regulate maladaptive behavior. It is possible that alternative punishments may include a requirement for a student to attend behavioral or psychological counseling, in addition to consequence.

Restorative Justice Practices (involving conflict between two students)

Restorative Justice is a form of consequence focused on education, rehabilitation, and behavioral shaping of a student to embrace empathy, and understanding of the effects of the perpetrated actions in relation to themselves, family, the community, and the victim. Both perpetrator and victim must consent to the intervention. All parties involved, an Administrative representative, and those who have information or influence directly related to the offense may be present during the hearing. Both sides of the offense present their description of the events, those with pertinent information present their input, and both sides must come to an understanding and acceptance of the factors that contributed to the incident. The victim and offender, with the guidance of the Administrative representative, will agree on consequences. The terms of the agreement will appear in a contract and both parties will sign, in addition to the consequences if there is a breach in contract by either side. If any aspect of the restorative justice meeting is brought up outside the meeting space, and confidentiality is broken, the student that broke confidentiality will immediately, and minimally, be served with a suspension.

Student Judicial Committee (the actions of a single student)

The Student Judicial Committee will consist of the President and Vice President of the student council, a student body elected head of the Student Judicial Committee, and an Administrative representative of the school. They will deal with single students and their inappropriate and/or habitual behavior; Ex. habitual tardiness, consistent disruption of class, disrespect to a teacher, disrespect to the school/environment, etc. The offender will meet in front of the Student Judicial Committee and the Administrative representative will present the accusations. The offender will present his/her explanation of events. Any witnesses or individuals with pertinent information will present their evidence. The Committee will then be able to ask the offender any and all questions deemed relevant. Once all of the information is presented, the Committee will meet to determine intervention/consequence. Contracts of confidentiality will be signed by all members of the Committee as well as the offender. If any aspects of confidentiality within the Committee hearing are broken, the student who leaked information will immediately, and minimally, be served with a suspension.

Mindfulness Exercises (for continual 1st tier offenses or in conjunction with other punishments)

Students will go through a 10 minute mindfulness exercise upon being sent to the behavior specialist for continual issues (disrupting class, emotional outbursts, etc.). The student will experience an exercise specific to the issue at hand and will be debriefed after the exercise. This consequence is meant to help educate students on self-regulation of behavior, shaping the initial reactions of a student to a more functional way of expressing and coping with their internal struggles and environmental stressors. This also provides an opportunity for a student to regain calmness and clarity of thought before being sent back to the classroom.

Reverse Suspension (After continual failed intervention. Option as opposed to on record suspension)

Reverse suspension can be implemented if a student commits a repeat offense that is not physically violent, racist, or falls under an offense with the consequence of immediate expulsion. This is an option for families when their child/student is faced with a suspension. The reverse suspension will not be recorded in the student's record as a suspension, but as an intervention. This option will be determined applicable by the Administration after review of their offenses and behavioral history. One of the child's parents will attend school with them for the entirety of the school day. They will be required to sit next to the student in all classes and have lunch with them. The parent will abide by all rules of the classroom and if the parent becomes disruptive in any way, they will be asked to leave and their child's consequence will revert back to an out of school suspension. Parents that take advantage of this option will be required to sign a confidentiality agreement to protect the students and faculty of Eman Schools, if the agreement is breached a \$250 fine will be charged.

Community Service

Unpaid work, intended to be of social use, that an offender is required to do instead of stereotypical punishment. Community service will relate as closely as possible to

the offense committed by the student (EX: If the bathroom is vandalized; the offender will clean the bathrooms). Community service will be delegated by either the Eman Schools administration, behavior specialist, and/or the Student Judicial Committee. Duration of service is dependent on prior behavioral history and magnitude of the offense.

GRIEVANCE PROCEDURE

Parents may in writing, submit any grievances concerning the disciplinary action taken by the school administration or any other matter to the executive committee of the school board. The committee will review the grievance and will respond in writing. Parents may request a meeting to present their grievance to the committee directly. However, the committee may choose the manner of their response.

DISCIPLINARY PROBATION

If a student earns three suspensions, he/she will be placed on disciplinary probation. He/she also may be placed on probation by the administration or the executive committee for committing a level three infraction. If a student commits a serious offense while on probation, he/she will be placed on an open suspension and their name will be submitted to the executive committee for possible expulsion. At the end of each quarter the administration will submit the list of all students on Disciplinary Probation to the Executive Committee. The executive committee will review all information and make a decision regarding the status of the student. A decision to readmit the students or not for the following school year, will be made. Students are expected to serve all disciplinary assignments given to them, or further action will be taken. Students on Disciplinary Probation may not participate in extracurricular activities without prior approval from the Principal. The administration will review the discipline record of each student at the beginning of each quarter; Students with poor discipline records for that school year will be referred to the Executive Committee even if they have not been placed on probation. **Eman Schools reserves the right to refuse readmission for the next year to students with poor discipline records.**

DISCIPLINARY PROBATION POLICY

Students, who have accumulated any one of the following consequences during the course of a school year, will be placed on probation for the following year:

- .. Two or more days of suspension.
- .. Ten detentions per semester, for any given semester.
- .. Gross disrespect to the teacher.

Disciplinary Probation entails the following:

1. Students on disciplinary probation will not be permitted to participate in extracurricular activities.
2. They will only be allowed to register for school the following year upon the approval of administration.

3. The school reserves the right to restrict certain privileges, such as field trips, school events/parties, etc.

Their status will be reviewed on a quarterly basis and a recommendation for expulsion or non-renewal of admission for the following year will be made if the following occurs:

1. No demonstrated improvement of behavior.
2. Displaying similar behavioral concerns as cited in the probation letter.
3. Violation of a level 2 or 3 infraction.

EXPULSION PROCEDURES

A student may be referred to the executive committee for expulsion as a result of receiving a suspension while they are on disciplinary probation, subsequent committing of level two infraction, or as a result of committing a level three infraction.

1. When a student is referred to the executive committee for expulsion, the family will be informed in writing that the student is placed on open suspension and will describe the reason for the school's action.
2. The executive committee or board will hold a meeting to review the case within 14 school days from the day of suspension.
3. The student and his/her guardian may appeal in writing to present their case to the executive committee.
4. The executive committee will make a decision that will be conveyed to the parents in writing as soon as possible.
5. The decision of the executive committee may be appealed to the Board. Students on open suspensions may not return to school without a decision from the Executive Committee. They may not be on school premises or participate in **any school activity** or function including field trips or after school events.

STUDENT WELFARE-CHILD ABUSE POLICY

According to Indiana law, a staff member who has reason to believe that a child is a victim of abuse or neglect must report such a case to the Department of Children and Family Services. In such a situation, the staff member shall notify the head administration that a report has been made. Traditional consideration of confidentiality shall not constitute grounds for failure to report such cases.

Abuse and neglect as defined by Indiana law but may generally be understood as follows:

1. "Abuse" is any physical or mental injury or sexual abuse inflicted on a child other than by accidental means by a person who is responsible for the child's health and welfare.
2. "Neglect" is abandoning a child, subjecting a child to an environment injurious to his/her welfare, or failing to provide the proper support, education, or

mental or remedial care required by law by one who is responsible for the child's welfare.

UNIFORM POLICY FOR STUDENTS

“Our school uniform is one way we say who we are at Eman Schools. It shows respect for ourselves, for our teachers, and for one another. It gives us practice at self-discipline. It allows us to focus our full attention on learning. It unifies us as a team and community.”

Eman Schools expects all of its students to abide by its dress code. This includes hair, jewelry, shoes, make up, and clothing. Students who are repeatedly requested to comply with the uniform policy upon entering the building will be given a detention or more severe consequence.

1. Hair: Students must have regular haircuts and natural hair color. No bleaching or "off" colors are allowed.
2. Shoes: Students must wear socks and either dress shoes or athletic shoes. **No sandals, BOOTS (fashion, sledding or UGG type), or slippers are allowed. Athletic shoes must be worn to participate in gym and recess.**
3. Jewelry: Boys are not allowed to wear earrings, have any body piercings, or wear gold jewelry. No facial piercings or skin markings except for henna. Any jewelry worn should be modest, not excessive, offensive, or gaudy.
4. Make up: Students may not wear makeup of any form during school.

Students are expected to wear the complete uniform when entering the school building. If a student is not in complete compliance with the uniform code, he/she will be sent home.

UNIFORM SPECIFICATIONS FOR ELEMENTARY STUDENTS

ELEMENTARY GIRLS	ELEMENTARY BOYS
Grades KG through 3rd: Uniform	Grades K through 3rd: Uniform

<p>Hunter Green polo with khaki pants</p> <p>Plaid jumper with leggings.</p> <p>No jackets to be worn during school hours. NO HOODIES</p> <p>Dress or athletic shoes</p> <p>Fourth grade: MUST WEAR A HIJAB!</p>	<p>Hunter Green polo with khaki pants</p> <p>No jackets to be worn during school hours.</p> <p>NO HOODIES</p>
<p>SHOES: athletic or dress shoes. Must have a closed toe and closed heel.</p>	<p>Shoes: Dress or athletic shoes. Must have a closed toe and closed heel.</p>
<p>Gym clothes: Plain navy blue sweatpants with gym shirt only allowed on scheduled gym days.</p>	<p>Gym clothes: Solid navy blue sweatpants with gym shirt only allowed on scheduled gym days</p>

UNIFORM SPECIFICATIONS 4th-12th Grade BOYS

	<p>Middle School Boys (4th-8th Grade) Galabia</p>	<p>High School Boys (9th-12th Grade) Galabia</p>
Uniform Pants	Khaki slacks (NO CARGO PANTS)	Khaki slacks (NO CARGO PANTS)
Polo Shirt	Hunter Green polo	Hunter Green polo. White or white thobe on Fridays.
Shoes	Dress or athletic shoes. Must be closed toe and closed heel.	Dress or athletic shoes. Must be closed toe and closed heel.

Sweaters	No jackets worn during day. NO HOODIES	No jackets worn during day. NO HOODIES
Gym Clothes	Solid Navy Blue sweatpants with gym shirt. Only permitted on scheduled gym days. No black pants or shirts.	Solid Navy Blue sweatpants with gym shirt. Only permitted on scheduled gym days. No black pants or shirts.

***Attire should be well maintained, do not wear any clothes with holes, stains, or extensive wear. Please utilize layering of clothes if you are sensitive to temperature. No coats or jackets will be permitted to be worn inside (utilize your lockers). All attire must coincide with Islamic values. Athletic shoes are required to participate in gym classes.**

UNIFORM SPECIFICATIONS FEMALES 4th-12th Grades:

	4th- 8th Grade)	High School Girls (9th-12th Grade)
Hijab (Must be worn 4th-12th Grades)	Hijab is required when on Campus or at school sanctioned events.	Hijab is required when on campus or at school sanctioned events.
Uniform	<p>Hunter green jumper or hunter green polo with khaki pants. NO BLACK SHIRT OR PANTS!</p> <p>May wear abaya or long skirt.</p>	<p>Hunter green jumper or hunter green polo with khaki pants. NO BLACK SHIRT OR PANTS!</p> <p>May wear abaya or long skirt.</p>

Shoes	Dress or athletic shoes. Must have a closed toe and closed heel. No heel higher than 1 inch (flats).	Dress or athletic shoes. Must have a closed toe and closed heel. No heel higher than 1 inch (flats).
Sweaters	No jackets to be worn during school hours. NO HOODIES	No jackets to be worn during school hours. NO HOODIES, On Fridays 8 th to 12 th grade can wear abayas. (optional)
Gym Clothes	Solid Navy Blue sweatpants with Polo Dress or Gym Shirt with Solid Navy Blue track pants (Only permitted on scheduled gym days)	Solid Navy Blue sweatpants with Polo Dress or Gym Shirt with Solid Navy Blue track pants (Only permitted on scheduled gym days)

***ALL MIDDLE SCHOOL & HIGH SCHOOL GIRLS MUST WEAR EITHER THE JUMPER WITH POLO SHIRT with pants underneath, tunic with pants underneath or an abaya. Clothing should be loose fitting in accordance with Islamic values.**

***Attire should be well maintained, do not wear any clothes with holes, stains, or extensive wear. Please utilize layering of clothes if you are sensitive to temperature. No coats or jackets will be permitted to be worn inside (utilize your lockers). All attire must coincide with Islamic values. Athletic shoes are required to participate in gym classes.**

FEMALE STUDENTS IN GRADES 4TH AND UP ARE REQUIRED TO WEAR A HIJAB DURING SCHOOL AND ANY AFTER SCHOOL OR EVENTS WHERE YOU ARE REPRESENTING EMAN SCHOOLS.

Religious attire is permitted on all school days and is encouraged on Fridays. Please ensure that clothing worn under an Abaya or Jalabiya is appropriate for school and coincides with uniform. Kufi's are acceptable.

Gym uniform may be worn on Gym Days ONLY.

Students are required to be in FULL school uniform. Please reference uniform policy infractions policy in the level 2 infractions section for consequences of being out of uniform.

STUDENTS LOCKERS POLICY

All middle and high school students will be issued a locker to use during the school year. Students are required to keep their lockers in clean and organized condition. The lockers are the property of the school. The school reserves the right to inspect the lockers at any time. Damage to lockers will be charged to the student.

Lockers are loaned to students and remain the property of the school. Student's personal effects (bookbag, jacket) and lockers may be searched by designated school personnel at any time, if there is a need. Students who refuse to cooperate will be subject to disciplinary action.

Students and Parents **MUST** sign the Locker Agreement Policy at the beginning of the school year. Students who do **NOT** turn in this agreement will lose their locker privileges.

COMMUNICATION

Our success in our mission of providing quality education in an Islamic environment relies heavily on the interaction between the school and home. Parents are expected to keep up with their child's academic progress and to attend all orientations and meetings announced by the school. They are also encouraged to read the school publications, especially the monthly newsletter sent or mailed home to parents every other month.

Parents may request a meeting with their child's teacher at any time during the school year. Parents are kindly requested to make an appointment. **Teachers are not allowed to confer with parents during class time under any circumstances.** All classroom visits must be arranged in advance. If parents wish to drop items off for their children, they must give them to the office staff and they will be **delivered** to the child **as soon as possible without disrupting the educational process.** **Please contact teachers through e-mail, not text messages.**

Parents may request a meeting with the principal or assistant principal regarding any matter. The office secretary will schedule the meeting as soon as possible. Matters concerning your child's academic or behavior performance in the school must be discussed with the classroom teacher first. If the matter is not addressed to your satisfaction you may request to meet the administration. They will address your concerns and may refer the matter to the principal.

Matters concerning general school rules, policy, or tuition may be brought to the attention of the Principal directly. If you believe that your concern was not addressed by the staff and administration, you may submit your concerns to the executive committee in writing. The committee may request further information, in writing or a meeting before addressing your concerns.

The school will abide by court decisions regarding communication with non-custodial parents. It is the responsibility of the custodial parent to inform the school of the existence of a court order regarding their children; otherwise, the school will assume that both parents are custodial parents. Such notification by the custodial parent must be in writing and a copy of the court order must be provided to the school. Unless otherwise required by the parents, the school will consider any communications, agreements, conferences, or notifications of one parent regarding school matters sufficient.

The Board of Directors, administration, teachers, support staff, Eman families and many members of the community work hard to make Eman Schools a success. Anyone who openly defames or threatens the well-being of the school and any of its staff may be asked to withdraw from the school.

PARENT ORGANIZATIONS (PTA)

Eman Schools encourages the participation of parents in the continuous development and growth of the school. Mothers and fathers have been indispensable partners of the school since its inception. They have contributed a tremendous amount of time, effort, and money to ensure that their children receive a good and wholesome education. It is fortunate for Eman Schools to have a very active PTA on its side. The president of the PTA is a member of the board of Eman. The PTA is governed by their respective bylaws and provides help to the school in every possible way. Officers of the PTA elected annually for a one year term by parents at the end of the previous school year. **Membership is OPEN to all parents and the membership fee is \$10.00**

VOLUNTEER PROGRAM

The primary role of the Eman volunteer program is to support the work of the teacher by assisting students with their classroom work or other activities. Volunteers work with children and school personnel in many ways, including tutoring, reading, classroom activities, chaperoning field trips, assisting in school gardening, or helping in the office.

Parents of Eman Schools students are mandated to volunteer at least 15 hours per calendar year. Families that cannot arrange their volunteer times will be assessed a fee of \$15.00 per hour for each hour missed of volunteer work.

Middle School and High School students will have mandatory volunteer hours as part of their Islamic Studies grade. Based on what grade level they are in is the # of volunteer hours per semester. For example, a student in 10th grade **MUST** volunteer a total of 10 hours per semester. Volunteer hours may be done locally at Alhuda, Al Noor Sunday School, Eman Schools or any other outside organization such as: food pantries, local nursing homes, shelter, etc.

SCHOOL BOARD ROLE

The Eman School board is the governing body of the school. It is responsible for

setting school policy, hiring, terminating, and renewal of contracts of all staff members, and evaluating the principal. Parents may contact the school board, in writing, through the school's office or by mail, at:

**Eman Schools
11965 Allisonville Rd.
Fishers, IN 46038**

STAFF PERSONNEL LISTING

All school staff can be reached at the school's office. Parents may leave a message for any staff member and it will be conveyed to them as soon as possible. The school does not release staff phone numbers or personal information without the consent of the staff member. **The school will not interrupt a class to deliver a message, except for an emergency.**

Eman Schools Student Parking Permit/ Parking Regulations:

If your son or daughter will be driving to school, parents and students must read and sign the parking permit regulation form. This form will explain all regulations regarding parking on the Eman Schools campus. Junior and senior students are extended the privilege of driving to Eman Schools. Driving to Eman Schools is a privilege and not a right; therefore, the following rules must be followed to continue with this privilege.

1. Any vehicle driven to school by an Eman Schools student must be registered with the school and must display the current parking permit on the lower left corner of the FRONT windshield (driver side).
2. Parking is on a first-come, first-served basis. Students are permitted to park in the following areas:
 - Side parking lot (closest to Assembly Hall)
 - Side parking lot (near school sign/mailbox)
3. Students may NOT park in the visitors or handicapped spots or the drop off roundabout.
4. Vehicles parked in lots must be parked between the white lines. All vehicles improperly or illegally parked anywhere, i.e. parked more than 18" from the curb, blocking a driveway, will face towing and possible loss of driving privileges. Towing will be done at the student/owners expense.
5. Eman Schools, Inc. is not responsible for the vehicle or its contents. Students should lock all doors and windows and make every effort to hide from view any valuables left inside their vehicles.
6. All students must have and maintain a valid driver license and be covered by insurance at all times. A copy of the student's driver's license and insurance must be

on file before a student is able to drive on campus. The school reserves the right to ask for license & insurance verification at any time.

7. Parents **MUST** sign a waiver (available in the office) when securing the parking permit. Eman Schools, Inc. will not be held responsible for any damage to the vehicle or accidents to/from school.

8. There will be no speeding over 10 m.p.h. or any form of reckless driving on school grounds. There will be no speeding or reckless driving coming to or from an Eman Schools event.

9. When violations of these regulations occur, consequences will include suspension of students driving privileges.

10. Students that are tardy for their 1st period, more than 3 times will lose their driving privileges for 1 week. Each 3 additional tardies will incur a 1 month loss of driving privileges. It is the student's responsibility to ensure that they leave home at the proper time to ensure their timely arrival at school.

Student vehicles are subject to search by an administrator when there is reasonable suspicion that dangerous, stolen, or illegal goods may be present. A student's refusal to cooperate with such an examination may be considered sufficient reason to suspend the student, possibly involve law enforcement, and refer him/her to the School Board to immediately dismiss the student.

11. Loitering in or around student vehicles, including before and after school, is not permitted. Because of a closed campus, students are not allowed to go to their vehicles until after 3:30 pm without permission from the Principal's office, and only then for emergencies. Student drivers must utilize sign in and out procedures any time they come to or leave school.

12. Students are not allowed to leave during lunch periods. Students who need to leave for doctors appointments must have their parents phone the office or send a note/email with date, time of department, and location the student will be traveling to.

13. Driving privileges may be revoked for behavioral, academic, and attendance violations or concerns.

Eman Schools Early Graduation Policy:

Students wishing to graduate early (junior status) **MUST** have met the following criteria.

Students **MUST**:

- Have acceptable credits to graduate with the Indiana Academic Honors Diploma (min. 47 credits).
- Have maintained a 3.75 G.P.A. or higher.

- Score a minimum of 1310 or higher on the SAT or 28 or higher on the ACT.
- Have completed all necessary coursework, as required by Eman Schools.
- Be in good standing and have paid all tuition, book fees/family volunteer hours.

HAND BOOK REVISIONS

Eman School reserves the right to amend this handbook as the need arises. A revised handbook or an insert to the handbook will be made available to current parents in the school office at the beginning of each school year. It is the duty of the students and parents to obtain and familiarize themselves with the most current handbook.

Revised 7/2024