

STUDENT AND PARENT HANDBOOK

2024-2025

**This version
March, 2024**

TABLE OF CONTENTS

Contents

1	INTRODUCTION	6
1.1	A NOTE FROM THE PRINCIPAL	6
1.2	PURPOSE OF THIS HANDBOOK	6
1.3	VISION STATEMENT	6
1.4	MISSION STATEMENT	6
1.5	GUIDING PHILOSOPHY	6
1.6	NON-DISCRIMANATORY POLICY	7
1.7	NON-DISCRIMANATORY POLICY	7
1.8	CONTACT INFORMATION	7
1.9	SCHOOL CLOSINGS, DELAYS AND EMERGENCY	7
1.10	THE BOARD OF DIRECTORS	7
1.11	FACULTY	7
1.12	PARENT TEACHER ORGANIZATION (PTO)	7
1.13	AMENDMENTS &/OR ADDENDUMS	8
1.14	SCHOOL CALENDAR	9
2	POLICY OVERVIEW	10
3	ENROLLMENT	10
3.1	NEW AND RETURNING STUDENTS	10
3.2	APPLICATION FEES	11
3.3	LATE FEES	11
3.4	REGISTRATION FEES	11
3.5	SIBLING DISCOUNT	11
3.6	FINANCIAL AID	11
3.7	AFTER-SCHOOL CARE	11
3.8	WITHDRAWING FROM UAP AND REFUND POLICY	11
4	CURRICULA	12
4.1	ENGLISH	12
4.2	MATHEMATICS	13
4.3	SOCIAL STUDIES	13
4.4	SCIENCE/STEAM	14
4.5	ARABIC LANGUAGE	14

4.6	ARABIC AS A FOREIGN LANGUAGE (AFL).....	14
4.7	QURANIC STUDIES	15
4.8	QURAN HIFZ PROGRAM.....	15
4.9	ISLAMIC STUDIES	15
4.10	PRAYER (SALAT)	15
4.11	ART	15
4.12	PHYSICAL EDUCATION.....	16
4.13	IT.....	16
4.14	SOCIAL AND EMOTIONAL LEARNING.....	16
5	SCHOOL UNIFORM AND DRESS CODE	16
5.1	GIRLS DRESS CODE.....	16
5.2	BOYS DRESS CODE	16
5.3	CONSEQUENCES FOR UNIFORM INFRACTIONS	17
6	ACADEMICS.....	17
6.1	HOMEWORK POLICY.....	17
6.2	HOMEWORK EXPECTATIONS	17
6.3	ABSENCES AND HOMEWORK.....	18
6.4	LATE HOMEWORK	18
6.5	PLAGIARISM POLICY	18
6.6	GRADING POLICY	19
6.7	PARENTS EXPECTATIONS	19
6.8	AFTER SCHOOL PROGRAMS AND EXTRA-CURRICULAR ACTIVITIES.....	19
6.9	GUIDELINES FOR AFTER SCHOOL AND EXTRA-CURRICULAR ACTIVITIES	19
6.10	FIELD TRIPS	20
6.11	OUTDOOR RECESS POLICY.....	20
6.12	STUDENT RESPONSIBILITY.....	20
7	MISCELLANEOUS	21
7.1	PARENT COMMUNICATION	21
7.2	PARENT ALERT SYSTEM	21
7.3	EMERGENCY SCHOOL DELAYS AND CLOSINGS	21
7.4	CONFIDENTIALITY OF STUDENT RECORDS	21
7.5	ACCESS TO STUDENT FILES.....	22
7.6	WELLNESS POLICY.....	22
7.6	EMERGENCY AND ILLNESS POLICY	22
7.7	WHEN TO STAY HOME.....	22

7.8	PRESCRIPTION MEDICATION POLICY	22
7.9	PERSONAL PROPERTY	23
7.10	LOST AND FOUND	23
7.11	TECHNOLOGY POLICY	23
7.12	EXPECTATIONS.....	23
7.13	CONFLICT RESOLUTION	24
7.14	USE OF STUDENT’S PHOTOS.....	24
7.15	VOLUNTEER POLICY	24
8	TRANSPORTATION.....	25
8.1	TRANSPORTATION.....	25
8.2	SCHOOL BUS RULES	25
8.3	VEHICLE RIDERS	25
9	ARRIVAL AND DISMISSAL.....	26
9.1	ARRIVAL TIME	26
9.2	DISMISSAL	26
9.3	EARLY DISMISSAL	26
9.4	LATE PICK-UP.....	27
10	ABSENCES AND TARDINESS POLICIES.....	27
10.1	REPORTING ABSENCE.....	27
10.2	LAWFUL/ EXCUSED ABSENCES	27
10.3	TARDINESS.....	27
10.4	UNEXCUSED AND EXCESSIVE ABSENCES /TARDINESS.....	28
10.5	COMPULSORY ATTENDANCE LAW.....	28
10.6	MIDDLE SCHOOL ATTENDANCE POLICY	28
11.	APPENDICES	29
11.A	UAP POLICIES.....	29
A.1	INSTRUCTIONS FOR VIEWING STUDENT INFORMATION ON TADS-EDUCATE.....	30
A.2	LATE TUITION POLICY.....	31
A.3	UAP STUDENTS’ ABSENCE AND TARDINESS POLICIES	33
A.4	SCHOOL, HOME, AND STUDENT AGREEMENT	35
A.5	CHROMEBOOK LOAN AGREEMENT	37
11.B	PBIS AND STUDENT MISCONDUCT HANDBOOK	40
I.	INTRODUCTION TO PBIS	43
I.1	POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORT (PBIS)	43
I.2	PBIS AT UAP	43

II.	FAQ- TEACHING POSITIVE EXPECTATIONS	45
II.1	UAP BEHAVIOR EXPECTATIONS MATRIX	46
II.2	TEACHING STRATEGIES.....	47
II.3	LESSON IDEAS	47
II.4	WAYS TO PRACTICE.....	47
III.	ACKNOWLEDGING & RECOGNIZING APPROPRIATE BEHAVIOR	49
III.1	APPROPRIATE RECOGNITION	49
III.2	CLASSDOJO	49
III.3	100 WAYS TO PRAISE A CHILD.....	49
III.4	WHOLE-CLASS RECOGNITIONS.....	50
IV.	POSITIVE INTERVENTIONS AND CONSEQUENCES	51
V.	BEHAVIOR EXPECTATIONS AND STUDENT MISCONDUCT	52
V.1	THE DISCIPLINARY PLAN.....	52
V.2	INFRACTIONS AND CONSEQUENCES BY GRADE LEVEL.....	53
V.3	OFFICE DISCIPLINE REFERRAL PROCESS	55
V.4	REMOVAL OF STUDENTS FROM CLASS	56
V.5	AFTER SCHOOL DETENTION.....	56
V.6	EXPULSION.....	56
V.7	DUE PROCESS.....	56
V.8	APPEAL PROCESS FOR EXPULSION	57
VI.	APPENDIX	58
VI.1	MY THINK SHEET #1	59
VI.2	MY THINK SHEET #2	60
VI.3	STUDENT OFFICE REFERRAL FORM.....	61

1 INTRODUCTION

1.1 A NOTE FROM THE PRINCIPAL

Assalamu Alaikum Dear Parents/Guardians and Students:

On behalf of Universal Academy of Pittsburgh (UAP)'s teachers and staff, I would like to welcome you all, and I look forward to a prosperous and productive academic year.

This student Handbook provides you easy access to general information, policies, and procedures in the school.

Please read the information, keep the handbook as an easy reference, feel free to ask us any questions you might have, and give us feedback. Be assured that UAP will spare no effort to create a safe and comfortable environment to provide your children with a pleasant learning experience and quality education.

Laurin Sherif, Acting Principal
The Universal Academy of Pittsburgh

1.2 PURPOSE OF THIS HANDBOOK

The purpose of the Student Handbook is to give students and their parents/guardians an understanding of the general rules and guidelines for attending and receiving an education at the Universal Academy of Pittsburgh (UAP).

In case of conflict between a policy put forth by the Board of Directors and the provisions of this handbook, the board policy most recently adopted by the board will prevail.

Because policy adoption and revision is an ongoing process, this document will be reviewed annually and can be amended at any time at the discretion of the board. The handbook is not a contract between the school and parents/guardians or students. If policy changes are enacted during the school year, the administration will communicate those changes to students, staff and parents/guardians.

1.3 VISION STATEMENT

To create a school recognized for its rigorous curricula in both core academics and Islamic knowledge by fostering students that preserve Islam and Islamic identity while becoming positive and productive members of the society.

1.4 MISSION STATEMENT

To provide academic excellence in core curricula to our students guided by Islamic principles in a safe and nurturing environment.

1.5 GUIDING PHILOSOPHY

In order to achieve the above mission, it is important for UAP staff and faculty to remember:

- Parental involvement, cooperation, and support are essential for the success of the school.
- The school atmosphere and environment must be consistent with Islamic teachings and morality, according to the "middle-path" understanding of Islam.
- Curriculums must be balanced across the standard and religious studies.

1.6 NON-DISCRIMANATORY POLICY

The Universal Academy of Pittsburgh (UAP) is an equal opportunity education employer and will not discriminate based on race, color, national origin, gender, age, and handicap in its admission, activities, programs, or employment practices.

1.7 NON-DISCRIMANATION POLICY

The Universal Academy of Pittsburgh (UAP) is an equal opportunity education employer and will not discriminate on the basis of race, color, national origin, gender, age, and handicap in its admission, activities, programs, or employment practices.

1.8 CONTACT INFORMATION

Principal (Acting): Laurin Sherif
Email: lsherif@uapschool.org
Address: 2103 Hampton Avenue, Pittsburgh, PA 15218
Phone: (412) 241-2124
Fax: (412)-241-2123
Website: www.uapschool.org
Adm. Coordinator: Bushra Yaseen
Email: byaseen@uapschool.org
Board of Directors
Email: uapboardofdirectors@uapschool.org

1.9 SCHOOL CLOSINGS, DELAYS AND EMERGENCY

UAP follows Pittsburgh Public Schools for weather-related school closings and delays. Please check the local news for closing and delay listings. The school will send a notification on closing or delay the earliest possible.

1.10 THE BOARD OF DIRECTORS

The Board of Directors is the governing body for UAP. The board seeks to guide and support the school administration; develop procedures for operations, academic standards, and policies for the school; evaluate school performance; develop objectives for the academic school year; provide financial transparency to all parents.

Members for the 2024-2025 school year are as follows:

Dr. Ahmed Abdul Wahab, Dr. Fatma El Hamidi, Dr. Ibrahim Abukhiran, Aisha Ali, Omar Hemmali, Sunnatillo Nurmukhamedov, Bekmurad Rustamor

Members of the board can be contacted via email at uapboardofdirectors@uapschool.org

1.11 FACULTY

UAP strives to provide highly qualified and experienced educators. Our teachers are positive role models dedicated to the school's mission and student success. Our educators work hard to stay abreast with the most current teaching pedagogies and are active in their pursuit of professional development. Our educators strive to model tolerance, cooperation, and public service to our students.

1.12 PARENT TEACHER ORGANIZATION (PTO)

PTO membership is open to all parents and teachers who wish to be active in contributing to the success of UAP. The purpose of the PTO is to provide a medium for constructive

parent communication, involvement, and participation. The PTO enhances the educational experiences at UAP and plays a key role in making activities and events at UAP successful. To get involved with our PTO, please contact: new_pto@uapschool.org

1.13 Amendments &/or Addendums

The Board of Directors, the managing board of the school, reserves the right to modify any policies or procedures at any time. Ideally, timely notification will be announced, although changes are considered adequate without such notice.

In the event of amendments or addendums during the school year, a written notice/email will be sent to parents, so that they are aware of these changes.

1.14 SCHOOL CALENDAR

Universal Academy of Pittsburgh | 2024-2025 CALENDAR

AUGUST 2024		SEPTEMBER 2024											
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30					

5-16 Induction Week/ Staff
19 First Day of School

2 Labor Day/ No School

OCTOBER 2024		NOVEMBER 2024											
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30

17 PD1
18 No School/ Teacher break
23 End of Quarter 1

1 Parent-Teacher Conference1
27-29 Thanksgiving Break

DECEMBER 2024		JANUARY 2025											
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30	31	

20 PD2/ No School
23-31 Winter Break

1 Winter Break
13 End of Quarter 2
24 Parent-Teacher Conference2

FEBRUARY 2025		MARCH 2025											
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
						1							1
2	3	4	5	6	7	8	2	3	4	5	6	7	8
9	10	11	12	13	14	15	9	10	11	12	13	14	15
16	17	18	19	20	21	22	16	17	18	19	20	21	22
23	24	25	26	27	28		23	24	25	26	27	28	29
							30	31					

17 No school/ Teacher Break

14 PD3
20 End of Quarter 3
24-31 Spring/Eid Break

APRIL 2025		MAY 2025											
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
		1	2	3	4	5					1	2	3
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30				25	26	27	28	29	30	31

1-4 Spring/ Eid Break
18 Good Friday/No School

26 Memorial Day/No School

JUNE 2025						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

6 End of Quarter 4
9-11 Eid Al Adha Break
17 Last Day of School
17-18 Teacher in Service
21 Graduation Day

KEY

- First and Last Day of School
- Teacher Induction Days
- No School
- End of Quarter

2 POLICY OVERVIEW

- UAP is a full-time Elementary and Middle school dedicated to providing academic excellence and Islamic values for our students.
- Parents and students should become familiar with the Parent/Student Handbook by reading and discussing it together at home.
- Parents and students must read and agree to the terms found in the School, Home, and Student Agreement found at the back of this book.
- The school reserves the right to modify these policies at any time throughout the year as seen fit for the best operation of the school. Parents will be notified of any changes.
- Parents shall understand that tuition and fees must be paid according to the tuition schedule as outlined in this book. Failure to do so will be met with parent notification, late penalties, and/or student being withheld from school until tuition is paid.
- Office hours are from 8:00 a.m. to 3:30 p.m.
- All students, parents, and staff shall uphold safety policies and procedures as outlined herein.
- Student attendance is mandatory, and parents/guardians must report any absence according to the school policy.
- Parents will be kept informed of student progress. Please contact us anytime if you would like to discuss matters concerning your child.
- Students are expected to keep up with all assigned work and should be well-prepared for assignments and exams.
- Students will wear school uniforms according to the school dress code.
- The school, students, parents, and staff will succeed when all parties cooperate and support one another. When we work together as a team, the children are the winners. Help us to make UAP an excellent place for children to learn and grow.

3 ENROLLMENT

3.1 NEW AND RETURNING STUDENTS

- New and returning students who wish to re-enroll at UAP school should use the following link and follow the instruction to apply:
<https://mytads.com/a/universalacademypittsburgh>
- All students must be of the appropriate age for their grade level by September 30th of the current school year.
- New students will have to take a grade placement evaluation before enrollment.
- UAP reserves the right to waive the evaluation for students with a satisfactory end of year report card from any public, charter, cyber school, or registered private school when enrolling prior to the end of the first week of the academic year.
- The 2024-2025 annual tuition is \$6,300 for PreK and KG, and \$5,750 for grades 1 through 8. Tuition is expected to increase every year.

- Tuition may be paid in one lump sum at the beginning of the year; or you may have the option to setup automatic recurring monthly payments. A processing fee is added by TADS for monthly installments.
- All tuition is to be paid online using TADS; no tuition payment in cash will be accepted at the school.
- Late tuition: please refer to the late tuition policy in the appendix

3.2 APPLICATION FEES- NEW STUDENTS ONLY

There is a \$30 non-refundable application fee for each new student.

<https://mytads.com/a/universalacademypittsburgh>

3.3 REGISTRATION FEES- NEW AND RETURNING STUDENTS

Registration fees are \$250 per child to hold a student's place and cover the cost of books, needed supplies, graduation costs, and various student activities throughout the year.

Registration fees are non-refundable. <https://mytads.com/a/universalacademypittsburgh>

3.4 LATE FEES

A \$50 late fee will be charged by TADS when tuition is not paid by the agreed-upon date.

Please keep in mind that this policy will be strictly enforced. although you will have the option to setup recurring payments automatically.

3.5 SIBLING DISCOUNT

The school applies a 10% discount for the 2nd child and 20% discount for additional children.

3.6 FINANCIAL AID

UAP offers Financial Aid to families with documented financial need based on an evaluation of eligibility and depending on the availability of funds. Families may apply for financial aid online. secure.tads.com (please check our Financial Aid Program Policy). There is a non-refundable \$60 financial aid application

fee. <https://secure.tads.com/Households/FinancialAidApp/Default.aspx>

3.7 AFTER-SCHOOL CARE

Extended care will be offered from 3:45 to 5:45 p.m. each day for an additional charge of \$250 per hour per month. Please contact the office to make arrangements. Families may drop off students at no charge from 7:40 to 8:00 a.m. each day.

3.8 WITHDRAWING FROM UAP AND REFUND POLICY

Considerable effort and expense are expended throughout the registration period and continues during the summer months as we plan and prepare for your child's inclusion in our school community. Withdrawing students mid-year affects the school as we have limited seats in each classroom. Oftentimes we have to turn students away once sections reach capacity. Additionally, our staff make sure each child's academics are reviewed and courses assigned for their appropriate grade and level. This also includes making each student's schedule, Chromebook allocation, Parent Accounts, Teacher and Curriculum allocations etc.; all of which take a substantial amount of planning, time, and resources.

We understand that plans and circumstances sometimes change. Should you decide to withdraw

your child, the following policy applies:

- If a written notice of withdrawal is received by the school **on or before August 1st** the entire tuition payments made will be refunded upon the written withdrawal request to the school.
- If a written notice of withdrawal is received by the school between **August 1st and August 19th**, the family's obligation is **10% of the yearly tuition**.
- If a family chooses to withdraw their child(ren) from the school once they begin attending, the family tuition obligation will be calculated as follows:

Withdrawal Date	Annual Tuition Obligation
Aug 20- September	The family obligation is 20% of the yearly tuition
October	The family obligation is 30% of the yearly tuition
November	The family obligation is 40% of the yearly tuition
December	The family obligation is 50% of the yearly tuition
January	The family obligation is 60% of the yearly tuition
February	The family obligation is 70% of the yearly tuition
March	The family obligation is 80% of the yearly tuition
April	The family obligation is 90% of the yearly tuition
May	The family obligation is 100% of the yearly tuition
June	The family obligation is 100% of the yearly tuition

- Calculations will be based on the last month in which the child(ren) attended one or more days of school. If payment has been made in excess of the family obligation, a refund will be granted upon written request to the school.
- Student records can only be provided to the child's new school upon satisfaction of the tuition obligation.
- Application fees and registration fees are non-refundable.

4 CURRICULA

UAP implements a curriculum that reaches beyond that of the requirements of the Pennsylvania Department of Education. UAP offers a rigorous academic curriculum as well as a comprehensive Islamic and Arabic Program that culminates in the memorization and comprehension of the Quran with Tajweed. Our students practice what they learn in the Islamic Studies and Quran classes by performing Dhuhr prayer daily and congregate for the Jummah prayer on Fridays.

4.1 ENGLISH

With **myView Literacy 2020** ELA curriculum by Savvas (www.savvas.com), our KG- 5th grade “readers are empowered by skill mastery; inspired by authentic, award-winning text; and confident that they are building the skills needed for college and careers. *myView Literacy* is a structured and interactive core-literacy program for Grades K-5, aligned to the Science of Reading. Through research-based practices, authentic literature, including mentor texts, teachers can inspire growing readers and writers.

myView Literacy is grounded in the Science of Reading, which indicates students need explicit systematic instruction in three critical foundational skills: Phonological Awareness, Decoding and Sight Word Recognition. These concepts are taught daily through a variety of researched based practices. As students progress through the primary grades, they grow as readers, relying on their strong foundation of reading skills to fluently read and comprehend text.

UAP's middle school students are using *myPerspectives*, which "is a brand-new English language arts curriculum for Grades 6–12 that values the perspective of the learner, collectively and individually, and provides next-gen learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. Interactive learning blends print and technology in a student-centered, teacher-inspired classroom. This dynamic Savvas program creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful performance tasks. *myPerspectives* encourages social collaboration as well as student ownership of learning through goal setting, choice, and reflection. Cultivate students' voices and perspectives. Open a world of ideas using literary and informational texts to prepare students for college and careers. Open Minds" (www.savvas.com). As a part of our strong curriculum that puts great emphasis on the skills students will need in their adult lives, UAP teachers go beyond the texts to introduce many projects during the school year, such as book reports and research papers. This process allows students to put the skills they've learned into practice and assists with building a strong connection between the classroom and the real world.

4.2 MATHEMATICS

UAP students use *enVisionMATH Common Core* at the elementary level, which is especially designed to provide comprehensive coverage of the Common Core Standards. This program focuses on not only procedural fluency, but also the deep conceptual understanding of mathematics; in other words, students don't simply learn HOW to do math, but they also learn the WHY behind it.

Middle school students use *enVisionMATH2.0 Common Core*. "*enVisionmath2.0 Common Core* is a comprehensive mathematics curriculum for Grades 6–8. It builds on the proven effectiveness of the *nvision* series, supporting coherent, focused, and rigorous mathematics. *enVisionmath2.0* addresses the Common Core State Standards through problem solving, interactive experiences, and visual learning. Personalized math practice, built-in interventions, and customizable content deepen understanding and improve achievement" (www.savvas.com).

Students participate in inquiry-based learning and higher-order thinking on a daily basis, starting with a Problem of the Day that jumpstarts the lesson. Teachers encourage their pupils to gain a deeper understanding of mathematical concepts by means of authentic assessments such as the use of manipulatives to visualize multiplication or fractions, and the completion of math projects to show mastery of the skills being taught.

4.3 SOCIAL STUDIES

“People have always used stories to teach and to remember. Welcome to *myWorld Social Studies™* for Grades K-5. Learning comes alive through storytelling, literacy instruction, and flexible resources. Stories from our world engage students and help develop thoughtful, literate citizens. Lessons apply inquiry processes, practice reading and writing, and involve collaboration and communication skills. Blended learning experiences include an interactive Student Worktext and digital courseware. Share the story of our democratic ideals, communities, and people” (www.savvas.com).

Middle school students immerse themselves in the past with *myWorld History*, also by Savvas: “With innovative online, print, and activity-based resources, all students will go beyond the printed page and actively experience the world as it was and is today.”

Through the interactive learning that both *myWorld Social Studies* and *myWorld History* provide, students have access to videos and hands-on activities, making the subject of Social Studies interesting for even the most skeptical learner.

At UAP, Social Studies teachers go beyond the textbook with research projects based on specific people, places, advances, and events throughout history. Past student activities have included Country, Region, and Explorer Research Projects; State-in-a-Can; creating timelines of their own lives; and building 3-D models of objects from the past. This technique allows students to dive into what interests them, and reinforces the idea that wise people pay attention to the past, in order to benefit their community in the future.

4.4 SCIENCE/STEAM

Presented by Savvas, *Interactive Science*, a next generation K-8 science program featuring an innovative write-in student edition makes learning absorbing, relevant, and engaging. *Interactive Science* for grades K-8 is based on the most important research and best practices from academic research and from some of the most experienced experts in science education. What results is a program rooted in sound learning approaches, teaching strategies, and ideas to engage all learners to increase their learning so that they can apply their ideas. *Interactive Science* contains many levels of inquiry to provide access for every learner. At UAP, all students in the K-8 grades use *Interactive Science* in science class enriched with provided hands-on activities and class STEAM project ideas.

4.5 ARABIC LANGUAGE

Presented by NoorArt, I Love the Arabic Language Curriculum provides a new, integrated approach to teaching Arabic to non-Arabic speakers and is the first Arabic curriculum to equip students with the skills needed to start speaking Arabic almost immediately. The curriculum uses guide-art methods and techniques recommended by experts in foreign-language instruction and takes into account the unique nature of the Arabic language and its distinct characteristics.

Features:

Focuses on the communicative approach

Develops thinking skills

Discusses the culture of the language in an attractive and objective way

Presents real-life situation lessons

Islamic themes (www.Noorart.com)

Students receive instruction in reading, writing, Listening and speaking. Students in Arabic

class can carry conversations based on the unit theme and are fluent in translating passages that are related to their weekly lessons.

4.6 ARABIC AS A FOREIGN LANGUAGE (AFL)

The Arabic as a Foreign Language (AFL) Program is fairly new to UAP. This initiative is critical to new students' learning especially if they have no Arabic Language background.

Referrals are based on a placement test used to check the students' ability to read and write simple Arabic words. In addition, it includes a simple speaking test to check the students' ability to hold a considerably basic Arabic conversation. AFL students then receive instruction in phonics, reading, pronunciation, writing sentences, and reading based on their test results.

4.7 QURANIC STUDIES

Quran, Islamic Studies, and Arabic are among the most important subjects taught at the Universal Academy of Pittsburgh to instill an understanding of Islam, a desire to practice Islam, an appreciation of the Quran as the Guide to mankind, and a sense of responsibility to spread the message to all of humanity. These three courses constitute the "Rope of Islam" to hold onto and insha'Allah to lead to the hereafter. UAP strictly follows the Quran and the Hadith teachings as the basis of our Quranic studies, Islamic Studies, and Arabic programs. We focus on Quran memorization, understanding (Tafseer), and Reading (Tajweed). Our teachers also use the Qaidah Nouraniyah to help the students read and memorize the Quran.

4.8 QURAN HIFZ PROGRAM

Quran memorization and recitation have been a cornerstone of UAP's Quranic Studies Department since the opening of our school. This program is designed to help students memorize part of or the entire Quran with a one-on-one approach. Potential Hufaz will memorize, review and practice for the new lessons with the guide of their teacher. Our teacher is a native Arabic speaker, Hufaz and has her ijaza in the Ten Qiraat.

4.9 ISLAMIC STUDIES

Presented by Noorart, ICO Islamic Studies curriculum is a well-designed curriculum serving the mission of Islamic Schools to teach and transmit a common set of beliefs, values and norms that Muslims worldwide share based upon the qur'an and sunnah of prophet Muhammad(s). The material aims to help students develop spiritually and morally, take pride in being Muslims, and achieve balanced personalities that reflect the moderation of Islam. Finally, the content of this series is presented in a spiral approach, whereby students revisit each area of study and examine it in greater depth each year (WWW.NOORART.COM).

4.10 PRAYER (SALAT)

As an Islamic school, UAP aims to adhere to the commands of Allah (swt). It is therefore the school's duty to schedule time for Dhuhr prayer at its prescribed time during the school schedule. We aim to instill a lifelong practice of daily prayer for our students by establishing a daily routine of prayer and worship. Students in the 1st – 8th grades also attend Salat al-Jumah (Friday Prayer) weekly.

4.11 ART

Art class is provided to all grades from pre-school through 8th grade, once a week on Friday. Art class is structured and presented with an Islamic consciousness. There are no portraits or images drawn, in keeping with Islamic belief. Also, art is integrated into subjects as children develop a sense of self-expression and creativity.

4.12 PHYSICAL EDUCATION

Physical education (PE) is considered a healthy component of a balanced lifestyle. PE class is scheduled for all grades, two times a week; for 42 minutes. In addition to learning and practicing a variety of healthy recreational activities, physical education provides an opportune time for health and social counseling, as well as sportsmanship and team-building skills.

Children are required to wear uniform gym shirts and pants to participate in addition to scuff resistant shoes. During the early spring and late autumn, children should have a lightweight jacket or sweatshirt to use when PE class or recess is held outdoors. A written excuse from a parent/guardian is required if a child is unable to take PE on a particular day, in which case recess activities will also be limited. A doctor's excuse is required for a prolonged absence from PE.

4.13 IT

IT is a course that's designed to guide students through units on technology as a tool for learning. With influence on 21st Century skills, the course is aligned with Common Core State Standards in grades 4-8 in areas of foundational skills of general reading, informational texts, speaking and listening, as well as language. At the end of the unit, students will apply their learning by creating and presenting their individualized, research-based final project to their peers and a panel of teachers. The student learning outcomes are designed to be transferable to other courses via continuing education and fundamental life-skills.

4.14 SOCIAL AND EMOTIONAL LEARNING

UAP uses a research-based and comprehensive curriculum called Mind UP, which promotes emotional and social competencies in attempt to reinforce positive behaviors. Students from K8th will have a weekly SEL class which scaffolds experience to attain learning goals in self-control, peer relationships, and interpersonal critical thinking skills . A key objective of promoting these developmental skills is to prevent or reduce behavioral and emotional problems.

5 SCHOOL UNIFORM AND DRESS CODE

5.1 GIRLS DRESS CODE

- Skirts and dresses must be **navy blue** or **khaki** with no holes, words, or images
- Students in K-8th grade must wear **light blue, navy blue, or white leggings** under skirts and dresses
- Skirts and dresses must cover the knee or below.
- Please make sure that your child can pray modestly
- Girls 5th grade and up are required to wear a hijab every day for school

5.2 BOYS DRESS CODE

- Shorts may be worn from the first day of school until September 15th and from May 1st until the end of the school year.
- Shorts must be navy blue or khaki with no holes, words, or images.
- No active wear is permitted.
- Shorts must cover the knee or below

5.3 CONSEQUENCES FOR UNIFORM INFRACTIONS

- **First Infraction:** Verbal Warning
Students will verbally be informed that they are in violation of the uniform policy.
- **Second Infraction:** Verbal Warning/Parent Phone Call
Students will verbally be informed that they are in violation of the uniform policy. Students will then be asked to change into appropriate uniform clothing at school or brought by a parent/guardian. A phone call to parents will be made and they will be informed of the consequences of further infractions.
- **Further Infractions:** Parent Meeting
Students will be informed in writing that they are in violation of the uniform policy. Students will then be asked to change into appropriate uniform clothing at school or brought by a parent/guardian. Parents will be called in for a mandatory meeting to discuss the uniform policy. Parents will be required to sign a uniform policy contract.

6 ACADEMICS

6.1 HOMEWORK POLICY

Homework is assigned as an extension of our daily school program. Students are expected to complete all homework assignments in a neat manner. It is helpful to students when parents provide a clean, organized home study area and establish a specific time each day for homework. Parents are a positive force in children's education when interest in schoolwork and homework is shown. One additional practice that will positively impact educational goals and progress is to take the time each night to read to or to have your children read to you.

6.2 HOMEWORK EXPECTATIONS

Good study habits are essential to every child's success. The purpose of homework is:

- To encourage development of independent study habits, skills, and responsibilities.
- To reinforce, enrich, and extend learning by providing a variety of educational opportunities beyond the classroom.
- To provide an additional opportunity for family involvement in the child's education.

Homework will be assigned at the discretion of the teacher for the sake of reinforcing the lesson, practicing a new skill, or supplementing the academic program through occasional projects and recreational reading requirements. Memorization of Quran and Arabic

language homework is essential in addition to other subject matter homework. The amount of homework expected of students will steadily increase with the grade level of students and is as follows:

- Pre-K: Recommended activities will be sent home.
- Kindergarten: 15 – 20 minutes
- 1st Grade: 20 – 30 minutes
- 2nd Grade: 30 – 40 minutes
- 3rd Grade: 40 – 50 minutes
- 4th Grade: 50 minutes – 1 hour
- 5th Grade: 1 – 1 ½ hours
- 6th & 7th Grades: 1 ½ – 2 hours

Students who do not complete their work in class will also be expected to do so at home. This is in addition to their assigned homework. Parental involvement is essential to making homework an integral part of the education program. Parents are expected to encourage and monitor assignments and provide conditions that are conducive to their successful completion. While parents should never actually do the assignments for their children, parental assistance and supervision is important in establishing positive attitudes, good study habits, and supporting student success with homework.

6.3 ABSENCES AND HOMEWORK

When students are absent it is their responsibility to make up all homework. Parents and students should:

- Request assignments if the student will be absent for more than one day. (Parents may call the school to ask that work be sent home with another student).
- Complete assignments while confined, if he/she is well enough. The student's teachers will determine the amount of time given to complete make-up assignments. It is the student's responsibility to find out what work is to be made up and to make the teacher aware of what has been completed.

6.4 LATE HOMEWORK

- Students will lose one letter grade on their homework assignment for every day it is late.
- If any homework assignment is more than five days late, the student is still to turn in the assignment, but no credit will be given.
- Students who miss more than two homework assignments in a nine-week period will be subject to the following consequences:
 - More than two times: A note will be sent home and need to be signed and returned the following day.
 - More than three times: One recess detention and a phone call to parents
 - More than four times: A meeting with the principal
 - Continued missed assignments may result in an in-school suspension.

6.5 PLAGIARISM POLICY

UAP strives to create an environment of academic integrity. Academic dishonesty is a very serious offense. Students are to respect the works of others and are not permitted to copy

or use materials written by others without citing their sources properly. Students who are found plagiarizing will receive a failing grade on their assignment.

6.6 GRADING POLICY

- UAP will be utilizing TADS-EDUCATE for student grades. Parents will be able to monitor their child/ren's assignments by logging into the TADS-Educate Parent Portal <https://educate.tads.com/educate/household/default.cfm>, where parents can find grades for projects, tests, homework, and classwork as well as identify missed assignments.
- Please see the Appendix for more instructions.
- All grades will be determined by a percentage of six main categories: homework, classwork, participation, projects, quizzes, and tests. Grade percentages for all grade levels will be in the following ranges:
 - Homework 20%
 - Classwork 10%
 - Participation/Behavior 10%
 - Projects 10%
 - Quizzes 20%
 - Tests 30%

6.7 PARENTS EXPECTATIONS

Parents are encouraged to:

- Show interest in the schoolwork their children bring home.
- Provide a quiet place to study, free from disturbances and TV.
- Assist children with their management of time.
- Supply needed materials for completing homework.
- Offer to clarify instructions and answer questions.
- Ensure that the work is the student's (do not do the work for them).
- Check to see that work is complete.
- Encourage their children to do their best work and praise them for a job well done.
- Stay in close communication with teachers.
- Monitor the amount and type of screen time their children receive.

6.8 AFTER SCHOOL PROGRAMS AND EXTRA-CURRICULAR ACTIVITIES

After school programs and extra-curricular activities should be an important part in the total development of each individual student. Students are encouraged to participate in athletics, clubs, class activities and other special events sponsored and approved by UAP. The list of activities will be announced upon availability and subject to change due to interest, funds, and availability of sponsors.

6.9 GUIDELINES FOR AFTER SCHOOL AND EXTRA-CURRICULAR ACTIVITIES

- UAP rules and policies will remain in effect for all school-sponsored clubs, activities, or events.
- Students must accept the responsibility for commitments once they join any club or activity and schedule their time wisely.
- Academic goals must come first since these are the primary purposes for attending

UAP.

- Extra-Curricular activities are intended for UAP students. Other students of similar age may be admitted with the approval of the activity supervisor as long as that student has not been suspended or expelled from UAP.
- Students may not attend extra-curricular activities on days that they have been absent from school.
- Participation in extra-curricular activities is a privilege and as such may be denied to any student who fails to meet academic and behavior standards at UAP.
- Students who have been suspended or expelled may not participate in extra-curricular activities.

6.10 FIELD TRIPS

- UAP's field trips represent a part of the school's extended classroom approach to learning. It is the school's practice to take the classroom to the source to enhance the learning process. Effort is made to provide field trips that reinforce our students' various courses of study and subject matters.
- Activities in the school's neighborhood are another form of field trips, which seek to emphasize the importance of community service. Additionally, UAP will host several in-house school visits by professionals to provide the necessary exposure to many occupations, thus widening students' selections for career choices.
- Parents are expected to pay a small fee at group rate prices when applicable, and to sign a field trip permission slip. Parents will be given advance notice on all field trips. We ask that parents return permission slips by the due date in order to give the school ample time to plan for field trips.

6.11 OUTDOOR RECESS POLICY

- Students enjoy the outdoors and we wish to give them every chance to enjoy the sun during recess. As such, all students will participate in outdoor recess when the temperature is above 40 degrees, there is no rain or snow, and at teacher's discretion.
- If a child cannot participate in outdoor recess for medical reasons, please inform the office in writing.
- Teachers and administration reserve the right to keep students inside due to any other circumstances.
- Students in grades 4th through 8th will go outside for recess when the temperature is above 35 degrees. A permission slip will be sent home to students in the Middle School for parents' permission to allow students outside in temperatures as low as 25 degrees and snowfalls.

6.12 STUDENT RESPONSIBILITY

Each student is responsible for being on time and prepared with materials and assignments for each class.

- The student is responsible for bringing books, homework, lunches, and wearing gym clothing to school.
- Permission to make telephone calls for such items will only be granted in rare instances.
- If lunches are brought to school by parents, they should be left at the office where students may pick them up during their regular lunch period.

- Books must be kept clean and neat.
- All students must have book bags; however, backpacks will not be used to carry books from one class to another in school. We are sensitive to the weight of textbooks and recommend that students take only necessary supplies along with books for homework. Book bags that can be hand carried instead of backpacks are preferable to alleviate back injuries and discomfort.

7 MISCELLANEOUS

7.1 PARENT COMMUNICATION

- It is very important for the school to be able to contact parents by mail, telephone, and email (when possible). Valid emergency telephone contacts are critical at all times. Please notify the school of any change of address or telephone numbers immediately and keep an accurate emergency contact on TADS.
- Teacher-parent communication will be through the Parent Portal of TADS Educate. Teachers may use apps and online software such as: Class Dojo, Remind and others. Hard copies including letters, assignment sheets, event flyers and more maybe utilized to keep the parents and students informed.

7.2 PARENT ALERT SYSTEM

The school administration will use voice call, email, and a text messaging system to communicate urgent information to parents. Please keep the school office updated with your current cell phone numbers in order to receive these alerts. Parents have the choice of selecting their preferred way of communication. We advise parents to set up their TADS-Educate accounts as early as possible.

7.3 EMERGENCY SCHOOL DELAYS AND CLOSINGS

- UAP follows Pittsburgh Public School District for weather-related school closings and delays. Students residing in any other school districts will follow their residential school district for weather-related school closings and delays and will be excused in case of any absence or delay. Please check the local news for closing and delay listings.
 - WPXI-TV
 - KDKA-TV
 - WTAE-TV
- If the School Board and Principal determine it is necessary to close school or delay opening for non-weather-related events, the announcement will be made as early as possible.

7.4 CONFIDENTIALITY OF STUDENT RECORDS

- Student records are confidential and are protected by the Privacy Act. Only the school staff and the child's biological parents or legal guardians have access to the records.
- Directory information on the child is not protected by the Privacy Act. Directory information includes name, address, phone number, age, weight, etc.
- Parents may request the school not release this information.

7.5 ACCESS TO STUDENT FILES

- Records are maintained for each student. The files may include such pertinent information as attendance records, academic records, quarterly tests, disciplinary referrals, and actions taken as well as medical and health information.
- Parents who wish to have copies of student files must complete a File Request Form in the school office. Files will be copied and sent within 10 days of request. Access to records by persons other than the parents, the student, and members of the school staff and/or authorized school consultants, requires prior written consent by the parents.
- All student files will be held until tuition is paid and student account is up to date.

7.6 WELLNESS POLICY

In an effort to provide students with the healthiest environment possible, we ask parents/guardians to provide only healthy snacks for their child/ren. Please be aware that UAP will no longer make available classroom parties for all grade levels, including Pre-K. In replacement of classroom parties, the school will hold a celebration event once each quarter where students may bring in healthy treats to celebrate their accomplishments with their classmates.

7.6 EMERGENCY AND ILLNESS POLICY

If your child becomes ill during the school day, you will be contacted and asked to pick up your child as soon as possible. Please do not leave a sick child at school for this can prolong the illness and spread it through the class and school building. The office will determine if a student is sick enough to be sent home.

In the case of an accident or injury, you will be contacted for advice on how best to treat your child. However, in the case of a serious emergency, immediate treatment will be given, and you will be contacted with details. This may include a request to meet your child at the nearest medical center or hospital for severe emergencies.

7.7 WHEN TO STAY HOME

It is often difficult to decide if your child should stay home from school when complaining of illness.

- An objective sign is an elevated temperature.
- It is recommended that a child be kept home from school until the temperature has remained normal (below 100°) for at least twenty-four hours.
- If a child has a temperature of 100° or more, skin rash, diarrhea/vomiting, strep throat, or evidence of lice, the child will be sent home.
- Parents/guardians are asked to use discretion in sending their children to school if they display any of these symptoms.
- Please inform the school office if your child becomes sick with a contagious illness. Notes will be sent home with the other children to warn parents/guardians of contact and incubation of communicable diseases.

7.8 PRESCRIPTION MEDICATION POLICY

- If it becomes necessary for a student to take prescription medicine for any reason, long or short term, a parent/guardian will need to update the Health Information section on TADS before any medication can be delivered to a student.

- A parent/guardian will need to hand deliver the medication in the original packaging to office personnel.
- For the students' safety and health, medication cannot be sent in by, nor returned home with, any student.

7.9 PERSONAL PROPERTY

- Personal belongings should be clearly marked with the student's name.
- Money and valuables should be kept in the student's possession at all times.
- No trading cards, electronic games, electronic equipment, or toys are permitted at school.
- Cell phones and smart watches should be turned in upon arrival (during morning assembly).
- Cell phones and smart watches will be locked up by staff members.
- Students can pick up their devices at the end of the day from their last period teachers.
- The school is not responsible for any loss of or damage to personal property that are not turned in during morning assembly.
- Any student who fails to turn in these devices and is caught with them in their possession will have them confiscated and turned into the office.
- Confiscated phones will only be released to parents/guardians.
- Any repeated infractions will be treated as office referrals.

7.10 LOST AND FOUND

- Personal Items found throughout the school without a name will be placed in the LOST and FOUND box located by the front doors inside the school.
- Items left in the box at the end of the year will become the property of UAP.
- Lost or damaged textbooks and workbooks will be replaced at the parent/guardian's cost.

7.11 TECHNOLOGY POLICY

Access to the internet enables students to explore thousands of books, databases, and other resources. Our school has taken precautions to avoid exposing our students to illegal, defamatory, inaccurate, age-inappropriate, or potentially offensive material that may reside on the internet. However, it is impossible for us to guarantee restricted access of all material of this nature. Parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using media information sources. Therefore, we support and respect each family's right to decide whether or not to allow internet access to their child(ren).

7.12 EXPECTATIONS

Since computers/Chromebooks and the internet are part of instruction, it is important to set clear expectations for all students. Parents/guardians are required to review these guidelines with their child(ren) regularly. Students are expected to

- Use school computers/Chromebooks for academic purposes only.
- Report any problem with their computers/Chromebooks, login, email, or account immediately.
- Charge their computers/Chromebooks, so they are ready for instructional time.

- Respect other students while using any computer.
- Allow others to focus without disruption.
- Refrain from any illegal or inappropriate behavior.
- Never download or install any software, shareware, or freeware onto a school computer or its network, unless they have explicit permission from a school official.
- Never send or receive copyrighted material without permission.
- Never plagiarize or copy other people’s work by accessing files that do not belong to them.
- Never engage in cyber bullying.
- Never use social media during school hours.
- Never post any images or names of students on social media accounts

7.13 CONFLICT RESOLUTION

If parents/guardians have a school-related problem or need assistance, please follow these guidelines:

- If your problem or question concerns your child or your child’s teacher, first contact the teacher.
- If the situation is unresolved, then contact the school principal.
- Please contact the board of directors if you have a question or concern regarding safety or policy that cannot be resolved by the principal.

7.14 USE OF STUDENT’S PHOTOS

UAP’s procedure regarding the use of student photographs for news releases, brochures, and website, requires parent/guardian permission, and is listed as a part of yearly TADS enrollment process. If permission is not given, then your child’s photography will not be used to promote the school or individual student achievements. Permission must be granted every year.

7.15 VOLUNTEER POLICY

UAP welcomes and encourages volunteer support. Parent and community volunteers work under the direct supervision of the principal and teachers.

Individuals who would like to volunteer in our school or work with our students should contact the principal to offer their services.

Volunteers working in classrooms or directly with students must have the following three clearances in advance:

- 1- Child Abuse Clearance (PA Act 151)
<https://www.compass.state.pa.us/cwis/public/home>;
- 2- Criminal History Clearance (PA Act 34)
<https://www.education.pa.gov/Educators/Clearances/PATCH/Pages/default.aspx>
- 3- FBI Federal Criminal History Clearance
<https://www.dhs.pa.gov/KeepKidsSafe/Clearances/Pages/FBI-Fingerprinting.aspx>

The Six Digit code is **1KG6XN**

In addition to working with students in our schools, parents may also participate in the school Parent-Teacher Organization (PTO) or any of the volunteer-based committees that help keep the school beautiful and running smoothly.

8 TRANSPORTATION

8.1 TRANSPORTATION

- Parents are responsible for inquiring about school bus transportation and arranging for their child to get to and from the school. When possible, the school facilitates making arrangements with the school district's bus transportation system for areas in and around Pittsburgh.
- Local school districts are required to provide transportation to UAP if your child is 5 years of age or older and your family resides within 10 miles of UAP.
- Some school districts have additional criteria, so please check with your local school district.
- The following school districts provide school bus transportation to UAP students residing within 10 miles from UAP:
 - Pittsburgh Public Schools (Oakland, Greenfield, Downtown, Hill District, Shady Side, East Side, Strip District, Squirrel Hill)
 - Penn Hills School District
 - Gateway School District (Monroeville, Wilkins Township, Plum)
 - Woodland Hills School District (Edgewood, Churchill)
 - North Hills
 - Whitehall/Brentwood
 - Green Tree/Banksville
 - Brookline
 - Duquesne

Please contact your local school district for more information.

8.2 SCHOOL BUS RULES

1. Be Careful.
 - Stay in your seat.
 - Fasten your seatbelt.
2. Be Accountable.
 - Bring all items off the bus.
 - Eat your food before you get on the bus.
3. Be Respectful.
 - Follow driver's directions.
 - Use kind words.
 - Use indoor voice.
4. Be Enthusiastic
 - Greet others
 - Wait patiently to get on/off the bus

8.3 VEHICLE RIDERS

- All parents must stay in their cars, follow the line up to the front door to pick up their child(ren).
- No students will be allowed to walk through the parking lot by themselves.

- Please do not ask your child to walk between cars or through the parking area without an adult.

9 ARRIVAL AND DISMISSAL

9.1 ARRIVAL TIME

Arriving to school late means that the child will miss out on valuable instruction. This may put the child behind in his or her schoolwork.

- Students may arrive at school no earlier than 7:40 a.m.
- Morning assembly for kindergarten through 8th grade begins at 8:00 a.m.
- First period begins promptly at 8:30 a.m.

9.2 DISMISSAL

- Pre-K students are dismissed at 2:45 p.m. each day.
- All remaining students are dismissed at 3:30 p.m. each day.
- Pre-announced early release days or half days as documented in the UAP Yearly Calendar will be dismissed at 11:30 a.m.
- Most local districts have agreed to schedule bussing for those days; however; in the cases in which they have not, parents are responsible for providing transportation for their child.
- Parents who wish to designate a relative or family friend to pick up their children must send a written note.
- Students will only be released to the people who are listed on his/her Student Emergency Form.

9.3 EARLY DISMISSAL

Occasionally parents need to pick up students before the school day is over. This may be difficult if the student has not had adequate time to prepare for departure. It also causes class disruption. Please follow procedure as outlined below:

- Send in a written note or call the office NO LATER THAN the morning of the planned early dismissal.
- At the time of arrival, proceed immediately to the school office. The student will be in the office and ready to go if proper notice is given.
- Parents are not allowed to go to the classroom to pick up their child.
- The faculty will provide instructional guidance and materials for missed class work to be sent with the student if given at least one day's notice. If that is not possible, the faculty will make arrangements for the missed work when the student returns.
- Early dismissal will be granted if there is a valid excuse such as: medical or dental appointments, family emergencies, or other considerations that have been cleared through the school office.
- Parents/guardians are encouraged to schedule appointments before or after school hours. If the appointment cannot be made at those times, it should be made as early or as late in the school day as possible.
- The last early dismissal is 3:10 p.m. This is to keep the school premises free from unnecessary crowding during the official dismissal time (3:30 p.m.).
- It's discouraged to come inside the school between the hours of 3:15 p.m. and 3:45 p.m.

9.4 LATE PICK-UP

- The school day ends at 3:30 p.m. Students who are not participating in the Extended Care program must be picked up no later than 3:45 p.m. After 3:45 p.m., a teacher will accompany them until their parents come, and there will be a \$5.00 charge every 5 minutes to parents who are late picking up their child. This fee is due at the time of pick up or it will be added to the child's TADS account.
- If there is an extenuating circumstance, please call and notify the office as soon as you know that you will be late. If regular after-school care is needed, please notify the office.
- Students remaining after 3:45 p.m. will be escorted to the office, under a teacher supervision, until parents are notified.

10 ABSENCES AND TARDINESS POLICIES

10.1 REPORTING ABSENCE

Prompt and regular attendance is important. We do, of course, understand that absences are sometimes necessary. According to the compulsory attendance laws of Pennsylvania, a written excuse is required for all absences. Parents/ guardians should report their child's absence by filing the "Student Absence Form" available online on school webpage and upload the excuse form within three (3) days of his/her return to school. If the school does not receive a written excuse within three days of the absence, the absence shall be recorded as unexcused.

The written excuse must contain:

- Student's first and last name
- Date(s) of absence or tardiness
- Reason for absence or tardiness (if ill, please provide as much detail as you are comfortable with)
- Name and signature of parent/guardian
- A phone number to reach you in the event that the school nurse needs to follow-up.

10.2 LAWFUL/ EXCUSED ABSENCES

A maximum of ten (10) days of cumulative lawful absences verified by parental notification shall be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed physician. Students with absences beyond the allowable legal limit may be asked to withdraw from school.

The only excused absences according to the Pennsylvania School Code are:

- Injury/Illness of student
- Death in the immediate family
- Court Appearance
- Educational Trip with prior principal approval (Maximum of five days per school year). Parents must submit an online request by filling the online form "Request for Excused Absence for Educational Trip", available on school webpage, at least 2 weeks in advance.

10.3 TARDINESS

Arriving to school late (after 8:25 a.m.) means that the child will miss out on valuable instruction. This may put the child behind in his or her schoolwork.

- If a student arrives after 8:25 a.m., a parent must accompany the student to the office and complete the online “Early Dismissal/ Tardy Form”.
- Tardiness is “excused” in the following cases: medical or dental appointments, family emergencies, or other considerations that have been cleared through the school office.
- Six (6) tardy incidents are equivalent to 1 unexcused absence. Students with more than 6 tardy incidents in a given grading period will be subject to a disciplinary action.

10.4 UNEXCUSED AND EXCESSIVE ABSENCES /TARDINESS

A student is subject to the PA Compulsory Attendance Law if he/she accumulates 10 or more excused absences or six or more unexcused absences or its equivalence. The following consequences may apply:

- Intervention plan meeting with the principal.
- After school hours may be required to make up for the missed time.
- Reducing academic grades, a letter each for all subject areas on the following report card.
- Suspension may be applied.
- Retention of the student in the same grade level.
- A citation filing with the magistrate, and notifying community social service agencies.

10.5 COMPULSORY ATTENDANCE LAW

In accordance with the Compulsory Attendance Law of PA Department of Education, the school board shall report to appropriate authorities, infractions of the law regarding the attendance of students below the age of seventeen (17). The school board shall issue notice to those parents/guardians who fail to comply with the requirements of compulsory attendance that such infractions will be prosecuted according to law.

For more information, go to: <https://www.education.pa.gov/Policy-Funding/BECS/Purdons/Pages/CompulsorySchoolAttendance.aspx>

10.6 MIDDLE SCHOOL ATTENDANCE POLICY

Middle school students must comply with all the attendance regulations mentioned above. In addition, middle school teachers will take attendance at each scheduled class time. Students have a built-in transition time between each class that they should utilize to gather materials for the following class(es). Students who arrive after the class begins will be reported as late for that class. Students who are consistently late will be losing instructional time and that may result in a drop in their grade.

11. APPENDICES

11.A UAP POLICIES



A.1 Instructions for viewing student information ON TADS-Educate

1. Sign in to your TADS Educate account.
<https://educate.tads.com/educate/household/default.cfm>
2. **THIS IS DIFFERENT FROM YOUR TADS REGISTRATION/TUITION ACCOUNT.** If you do not have the information for your **TADS Educate** account, please email the school (admin@uapschool.org) and we will resend you the information.
3. If parents have separate email accounts, they will have separate access information. The information you will see is the same, just how you access is different.
4. Once you log in, at the top of the screen you will see your name followed by HOME, SCHOOL, or CONTACT SCHOOL. Choose SCHOOL.
5. Choose the student you would like to see the information for.
6. You will see ACADEMIC, SCHEDULE, and DEMOGRAPHIC.

A. ACADEMIC

- i. **ASSIGNMENTS tab**—this is your student’s gradebook for all classes. You need to filter by quarter, course subject to view various reports. Filter to “missing” and/or “absent” to see your student’s missing work.
- ii. **GRADES tab**—this section reflects your student’s current overall grades. You need to filter by quarter.
- iii. **REPORT CARDS tab**—this allows you to view all student report cards, click quarter 1, 2, or 3 report cards. It will be a PDF that you can print or save to your computer.

B. SCHEDULE

- i. You can view your student’s attendance record and the current courses enrolled in.

C. DEMOGRAPHICS

- i. You can view and edit (click on edit button) the demographics and contacts for your student. If the contacts information is incorrect, please let the school know as families cannot edit this section.
7. If you have any questions, please do not hesitate to contact the school:
admin@uapschool.org



A.2 LATE TUITION POLICY

The Universal Academy of Pittsburgh (UAP) makes every effort to provide an affordable quality education in an Islamic environment for our students. The cost to educate each student exceeds the total tuition and fees that are assessed to each student's account. This means every student is granted a discounted tuition. In addition, financial aid and Zakat program proceeds are awarded to students based on need and available resources.

The majority of the school's income is derived from student tuition and fees. The school cannot fulfill its mission and cover fundamental school operation costs unless the obligations of every student are met in a timely manner. The school's expectation at the time of registration is that all tuition and fees will be paid on time, according to the terms of the TADS payment plan the family has signed.

UAP will implement the following policy on all delinquent tuition payments thirty (30) days after the due date.

After 30 Days of Past Due Payments:

UAP will mail a certified letter (first notice) to families with delinquent payments requesting to submit a written "Alternative Payment Plan"- **within 14 days** of receiving the first notice- to satisfy its financial obligations. This plan should include a written statement outlining the extenuating circumstances resulting in the delinquencies, and a plan to pay the **full account balance within 60 days** of the original past due date. Acceptance of the payment plan will be determined by the principal and the board of directors.

If a parent/guardian does not submit a written alternative plan for payment to the school administration **within 14 days** of receiving the first notice, the parent portal "Educate" will be put on "hold", and report cards and progress reports will be withheld.

After 60 Days of the original past due date:

The enrollment removal process will begin for students with an outstanding balance, and collection efforts will be turned over to a collection agency.

The Enrollment Removal Process

A second certified letter will be mailed to the family verifying that the student is no longer eligible for enrollment. The letter will state the amount owed, payment date, and the last date the student will be permitted to attend classes unless the stated amount is paid in full.

The student must turn in all classroom materials (including, but not limited to, text books, Chromebook, charger, classroom equipment, etc.) to the Office on the last day of their classes.

Please Note:

- If any outstanding balance remains on a student's account, the school reserves the right to withhold the student's records. Once the student account balance is paid in full, all records will be released.
- A **\$50 fee** (per payment) will be collected on checks or electronic payments that fail (i.e., do not clear the bank).
- TADS applies **\$50 late payment fee per child per payment** for all payments received after the due date.
- Any family that has two returned checks in one school year must keep the account current by payment in certified check, money order or credit card.
- A family may not return to UAP for a new school year unless tuition from the previous year has been paid in full.
- In all cases, the school reserves all rights to collect any past-due Tuition. This may result in referring your account to a collection agency or pursuing legal action.

The goal of UAP school is to provide an education in an Islamic environment to every student that desires one. By working together, we can make sure this goal is met. The UAP school encourages all responsible parties to maintain open communication with the administration to ensure a complete understanding of each family's financial circumstance.



A.3 UAP Students' Absence and Tardiness Policies

The following details attendance guidelines for all students in grades K-8 in accordance with the Compulsory Attendance Law of the Pennsylvania Department of Education.

TARDINESS:

Students may arrive at school no earlier than 7:40 a.m. Students in grades kindergarten through 8th grade must report to the assembly by 8:00 a.m. Arriving to school late means that the child will miss out on valuable instruction. This may put the child behind in his or her schoolwork. Six tardy are equivalent to 1 unexcused absence. Students with more than 6 tardy in a given grading period will be subject to a disciplinary action.

Tardiness considered being "excused" are medical or dental appointments, family emergencies, or other considerations that have been cleared through the school office. In all cases, the parents must write a note to notify the school office.

LAWFUL/EXCUSED ABSENCES:

A maximum of ten (10) days of cumulative lawful absences verified by parental notification shall be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed physician.

The only excused absences according to the Pennsylvania School Code are due to:

- Injury/Illness of student
- Death in the immediate family
- Court Appearance
- Educational Trip with prior principal approval (Maximum of five days per school year).

Parents must submit **Request for Excused Absence for Educational Trip Form** at least 2 weeks in advance.

UNEXCUSED AND EXCESSIVE ABSENCE/TARDINESS

A student is subject to the PA Compulsory Attendance Law if he/she accumulates 10 or more excused absences or six or more unexcused absences or its equivalence. Students may incur any of the following consequences:

- Intervention plan meeting with the principal.
- After school hours may be required to make up for the missed time.
- Reducing academic grades, a letter each for all subject areas on the following report card.
- Suspension may be applied.
- Retention of the student in the same grade level.
- A citation filing with the magistrate, and notifying community social service agencies.

FILING A CITATION WITH THE DISTRICT COURT

In accordance with the Compulsory Attendance Law of PA Department of Education, the school board shall report to appropriate authorities, infractions of the law regarding the attendance of

students below the age of seventeen (17). The school board shall issue notice to those parents/guardians who fail to comply with the requirements of compulsory attendance that such infractions will be prosecuted according to law.

For more information, go to: <https://www.education.pa.gov/Policy-Funding/BECS/Purdons/Pages/CompulsorySchoolAttendance.aspx>



A.4 SCHOOL, HOME, AND STUDENT AGREEMENT

Education is a joint responsibility of the school and the home. To ensure that the interests of each are served, it is important that we develop and maintain a program of communication and cooperation between the home and the school. This agreement is a first step in that program.

SCHOOL

The administration and teaching staff will:

- Provide qualified instructors of the highest caliber to implement its academic goals in all subjects.
- Research, adopt, and/or develop curricula and pedagogical practices that are conducive to achieving or exceeding the goals of the school.
- Partner with parents to achieve consistency between the goals and practices of the school and the families of students that attend.
- Strive to be aware of the individual needs of each child.
- Regularly communicate with parents/guardians regarding their child's progress.
- Organize and notify parents/guardians of opportunities to discuss the program and contribute suggestions for improvement.
- Provide a safe and nurturing learning environment.

HOME

My child's school years are very important. I agree that his/her achievement and attitude will be enhanced by my participation. Therefore, to the best of my ability, I will:

- Make sure my child gets enough sleep each night.
- Make sure my child is at school on time.
- Make sure my child is dressed according to the school's dress code.
- Give my child a quiet place to study and/or do homework.
- Review my child's assignments/work with him/her daily.
- Check that my child's homework is completed.
- Spend at least 15 minutes a day reading to/with my child.
- Plan to attend open house, parent conferences, and parent meetings.

Parent/ Guardian Signature: _____

STUDENT

Education is important to me. It will help me become a better person. I know my parents/guardians will help me, but I have to do the work. I agree to:

- Be at school on time unless I am sick.
- Follow school and classroom rules.

- Take responsibility for my behavior.
- Pay attention in class and do my work.
- Complete my class work on time.
- Return corrected work to my parent/guardian.

Student Signature: _____

ACKNOWLEDGEMENT OF RECEIPT

Parents/Guardians of the student have received and read the student handbook. They understand that they and their child(ren) must abide by all policies and procedures contained in this document.

Signature of Parent/Guardian

Date

Student's Full Name

Student's Grade



A.5 Chromebook Loan Agreement

The Universal Academy of Pittsburgh is loaning your student one Chromebook and one charger in an excellent working condition. The Chromebook is, and remains at all times, the property of the Universal Academy of Pittsburgh, and is loaned to the student for educational purposes only, in accordance with the school's Acceptable Use Policies, and Student Responsibilities outlined at the end of this agreement.

It is the student's responsibility to protect and safeguard the school property, and to return the device in a good working condition upon request by the Universal Academy of Pittsburgh. If the student leaves or withdraws from the Universal Academy of Pittsburgh, the device and original charger must be returned prior to departure.

Students should have no expectation of privacy regarding the contents of electronic files on or communications using the school owned devices. The school reserves the right to examine, inspect and/or access any and all files and information stored on school owned devices at any time.

The Universal Academy of Pittsburgh network is provided for the academic use of all students. The student agrees to take no action that would harm or interfere with the effective academic use of the school network.

Labels identifying the student and school have been placed on the Chromebook. No other stickers, labels, markings, or tags of any kind are to be added to the laptop. Students should not, under any circumstances, provide their identifiable information to others and should take all reasonable precautions to prevent others from using their passwords and information.

Theft of a Chromebook will be considered a violation of student conduct, and thus be subject to disciplinary action and forfeiting the deposit.

The parent/guardian acknowledges and agrees to pay the Chromebook Deposit of \$200, to be refunded upon the satisfactory return of the laptop and charger to the Universal Academy of Pittsburgh.

Chromebook Acceptable Use Policies and Student Responsibilities

Your Chromebook is an important learning tool, and its use is a privilege, and provided only for educational purposes. As a user of the Chromebook at the Universal Academy of Pittsburgh, the student accepts the following responsibilities:

- The student will bring the Chromebook to school each day. The Chromebook will be charged and ready for use.
- The student will abide by and understands that digital citizenship includes the responsible use of social media and other websites, and general adherence to school policies and procedures.
- The student understands that school filters are in place while on campus and connected to the school network, limiting access to materials that may be considered harmful to children.
- The student will treat the Chromebook with care by NOT dropping it, getting it wet, leaving it outdoors or in an unsafe area, or submitting the device to extreme conditions/temperatures.
- The student will not lend the Chromebook to anyone, not even friends and/or family members; it will be kept in a secure place at all times.
- The student will not delete or alter school owned programs or files from the Chromebook.
- The student will not add software or Apps from a personal account, or add programs not authorized by the school.
- The student will not leave the Chromebook unattended while in use (For example: using the restroom, talking with friends.)
- The student will agree that any electronic communications should be used for legitimate, educational, appropriate, and responsible reasons.
- The student will keep all passwords, personal identifications, and accounts secure and will not share or provide the information to others.
- The student will not attempt to repair the Chromebook and will follow school procedures requesting assistance.
- The student will return the Chromebook whenever requested and specifically upon withdrawal or departure from the Universal Academy of Pittsburgh.
- The student will pay an overdue fine of \$10.00/day if he/she fails to return the Chromebook to the school on the date agreed upon.

- The student will abide by and comply with any parental restrictions on their child’s use of the internet or Chromebook during non-school hours. The student is responsible for complying with the parents’ or guardians’ instructions.
- The family will agree that the Universal Academy of Pittsburgh may use any appropriate means to collect the amount owed for fines, damage, loss, or theft.
- The family will agree that unpaid fines will be applied to their child’s school account and will prevent the issuing of official transcripts in the event of failure to pay the assessed fine.

Student Signature _____ Date ____/____/____

Student Name Printed _____

Parent/Guardian Signature _____ Date ____/____/____

Parent/Guardian Name Printed _____

11.B PBIS AND STUDENT MISCONDUCT HANDBOOK

TABLE OF CONTENTS

Contents

I.	INTRODUCTION TO PBIS.....	43
I.1	POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORT (PBIS).....	43
I.2	PBIS AT UAP	43
II.	FAQ- TEACHING POSITIVE EXPECTATIONS	45
II.1	UAP BEHAVIOR EXPECTATIONS MATRIX.....	46
II.2	TEACHING STRATEGIES.....	47
II.3	LESSON IDEAS	47
II.4	WAYS TO PRACTICE	47
III.	ACKNOWLEDGING & RECOGNIZING APPROPRIATE BEHAVIOR	49
III.1	APPROPRIATE RECOGNITION	49
III.2	CLASSDOJO.....	49
III.3	100 WAYS TO PRAISE A CHILD.....	49
III.4	WHOLE-CLASS RECOGNITIONS.....	50
IV.	POSITIVE INTERVENTIONS AND CONSEQUENCES	51
V.	BEHAVIOR EXPECTATIONS AND STUDENT MISCONDUCT	52
V.1	THE DISCIPLINARY PLAN.....	52
V.2	INFRACTIONS AND CONSEQUENCES BY GRADE LEVEL.....	53
V.3	OFFICE DISCIPLINE REFERRAL PROCESS.....	55
V.4	REMOVAL OF STUDENTS FROM CLASS.....	56
V.5	AFTER SCHOOL DETENTION	56
V.6	EXPULSION.....	56
V.7	DUE PROCESS	56
V.8	APPEAL PROCESS FOR EXPULSION	57
VI.	APPENDIX.....	58
VI.1	MY THINK SHEET #1	59
VI.2	MY THINK SHEET #2	60
VI.3	STUDENT OFFICE REFERRAL FORM.....	61

I. Introduction to PBIS

I.1 Positive Behavioral Interventions & Support (PBIS)

PBIS is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of prosocial skills, and the use of data-based problem solving for addressing existing behavior concerns. Schoolwide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

I.2 PBIS at UAP

PBIS is an approach in behavior management on a school-wide level, in a specific setting such as the bus, hallways classrooms, cafeteria, lunchroom, recess, and assemblies, or with an individual student.

PBIS methods are research-based and have been proven to significantly reduce the occurrence of problem behaviors. One of the keys is to focus on prevention. It is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, 80-85% of students will meet these expectations. The 15-20% of the students not responding to universal interventions will receive additional support through group and individual interventions.

Another key element is an analysis of discipline referral data. This team-based approach to data analysis allows UAP's PBIS Team to identify problem areas, brainstorm interventions, acknowledge students exhibiting positive behavior, and communicate the findings to staff, students, and parents.

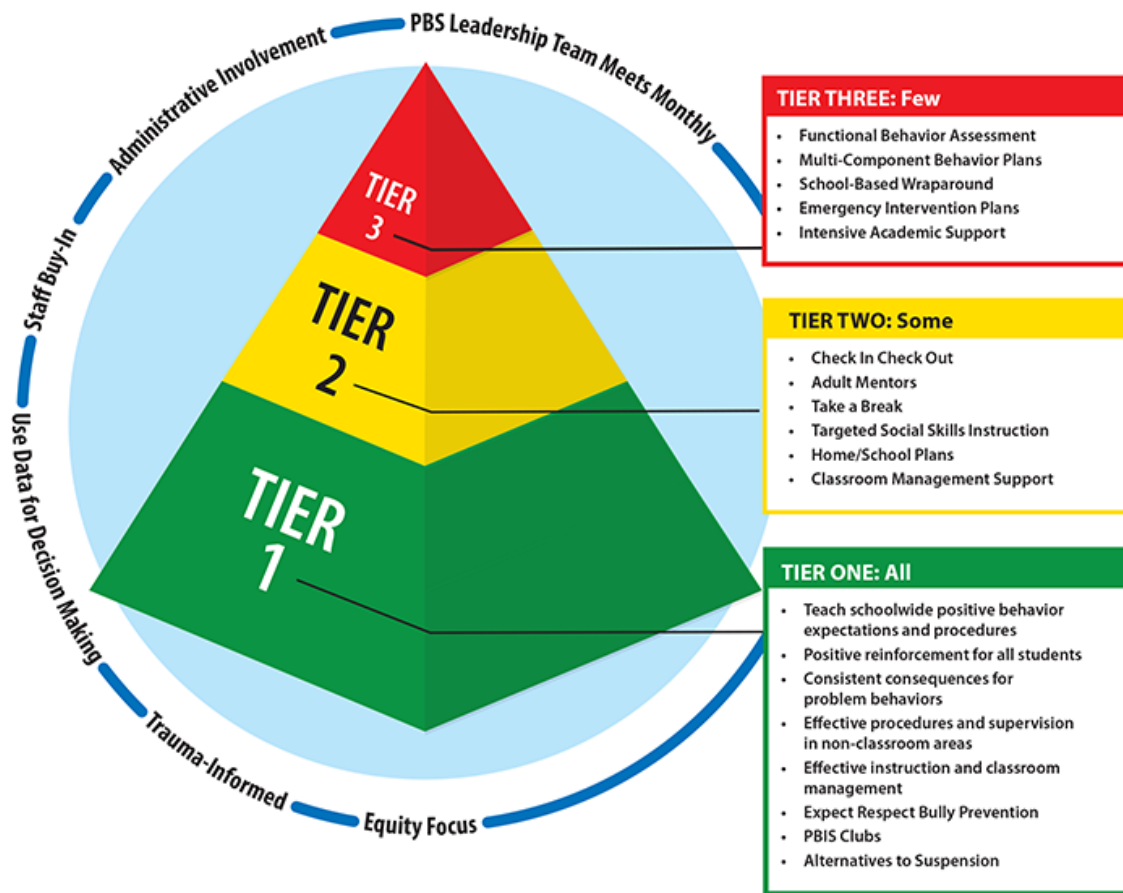
The key components of an effective school-wide PBIS system involve:

- Clearly defining and teaching a set of behavioral expectations
- Consistently acknowledging and rewarding appropriate behavior
- Constructively addressing problematic behavior
- Effectively using behavioral data to assess progress

As part of our PBIS system, UAP upholds its core **C.A.R.E** values (**Careful, Accountable, Respectful, and Enthusiastic**). Each of these principles reflect the belief that each person deserves and needs a positive, concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood. The purpose of this staff manual is to briefly illustrate how these components will be utilized within UAP's PBIS school-wide system.

Please take some time to review with your child the positive behavior expectations described in this manual. Ask your child to make sure he/she understands the expectations in different locations around the school or on the bus. Please discuss the importance of these concepts and encourage your child to be careful, accountable, responsible, and enthusiastic.

Three-Tiered Model of Positive Behavioral Interventions and Support



II. FAQ- Teaching Positive Expectations

Q: How long should it take to teach the behaviors on the matrix?

A: Plan to teach the expectations aggressively over the first three weeks of school. Lessons will need to be repeated a few times initially and strongly reinforced at the onset.

Q: And then I'm done; right?

Not quite. Plan to teach “booster” lessons every day of the school year (3 – 5 minutes). If a lot of problems arise in a certain situation, re-teach the expectations. Having a new student entering the class is also a perfect time for a “refresher” course. Social and Emotional Learning class can really help with this process!

Q: What do you mean by “teach” the expectations? I always go over the class rules.

This is a little different. By *teaching*, we mean show, as in model, demonstrate, or role-play. Have the students get up and practice exactly what you have shown them to do. Have fun with it! Give them feedback on how they did. Lastly, praise them for their effort (and reward). Also, team up with a colleague to plan and teach lessons.

Repeat this process as often as it takes for students to learn the behaviors. The idea is to teach behavior the same way we teach academics. We know how important practice is for mastery of academics.

Q: How much time am I supposed to commit to this?

Keep the lessons brief: 5-15 minutes in the beginning. After the first few weeks the over-head should only take 2-5 minutes.

Q: How do I fit this in with everything else?

Accompany your students to the different areas of the school described on the matrix and plan to conduct brief lessons. Consider it an investment during the start-up phase that will pay off with more orderly behavior thereafter.

These are the foundations of good classroom management. For example: What to do when you enter the classroom. How to get the teacher's attention. What to do when you need to go to the bathroom.

The positive behavior expectations defined in the matrix may be included in classroom procedures, but they are grounded in the core values of CARE. Part of our objective is to teach students these core values beyond the level of simple classroom procedures.

II.1 UAP Behavior Expectations Matrix

	C	A	R	E
	Be Careful	Be Accountable	Be Respectful	Be Enthusiastic
Classroom	Keep hands, feet, and items to yourself Use materials and furniture appropriately	Clean up after yourself Bring your materials to class	Ask permission to speak or to leave your seat Follow directions	Participate Good teamwork and positive attitude
Cafeteria	Use walking feet Only eat your own food Stay seated while eating	Clean before and after yourself	Be considerate to others Follow directions of the adults on duty	Make Duaa before and after you eat
Prayer Hall	Use walking feet Keep your hands, feet, and items to yourself	Be on time Focus on the prayer steps	Listen to speaker(s) Follow directions	Pray the extra prayer Participate in the Duaa
Bathroom	Use walking feet Keep the water in the sink	Flush when done Tell teacher/adult if there is a problem	Be considerate of others' privacy Only talk when necessary	Enter with your left foot and exit with your right foot Say the posted duaas as you enter and exit
Hallway	Use walking feet Stay to the right	Be on time for class Use the hall pass	Follow Directions Be quiet in the hallway	Keep your smile Pick up any trash off the floor
Bus	Stay in your seat properly Follow the directions of the bus driver	Be on time / Bring all items off the bus	Use kind words Use indoor voice	Be a helper Wait patiently to get on/off the bus
Outdoor/ Recess	Use walking feet when lining up and during transitions	Bring play equipment inside Follow directions	Use kind words Ask permission to go to the bathroom or leave	display good sportsmanship Share/take turns

II.2 Teaching Strategies

- Use classroom discussions
- Brainstorm a list of actions that show respect
- Have students talk about a person or character from a book that they respect
- Role-play both appropriate and inappropriate behaviors
- Create bulletin boards showing respect, responsibility, and readiness
- TEACH and practice procedures

II.3 Lesson Ideas

Classrooms: Following directions means oral and written; Remove your hat/hood; Use active listening skills

Bathrooms: Clean up after yourself; Tissue in toilet; towels in trash; Flush the toilet Keep water in the sink

Office: Leave the office with permission; Sit or stand in assigned spot; Wait quietly and patiently

Arrival: Remain in assigned line/area; Walk quietly

Dismissal: Use quiet voice; Go to assigned bus line; Stand using quiet voice

Assemblies: Use assembly behavior; Use good manners; Show appreciation through applause; Leave supplies and food in classroom

Bus: Keep the bus clean; Keep all personal items with you; Value people and property

Hallways: Silent wave to friends; Get to class on time; Walk in single file line; Face forward on the line

Laptops: Take care of equipment; Clean up your computer/desk area; Follow all adult directions the first time; Follow established procedures; Keep hands, feet and objects to yourself Sit correctly on chairs/stools

Cafeteria: Keep food/drink at table area; Raise hand if you need something; Respond to “quiet” signal

Lunch: Report disruptions, accidents, and injuries to an adult; Put materials away after use; Take turns Use materials properly

Recess: Use good sportsmanship; Be quiet near classrooms; Play and share together; Report disruptions, accidents, and injuries to an adult; Return equipment; Line up/come in promptly; Take turns

Field Trips: Follow all adult directions; Be a good listener; Be respectful to your chaperone; Respect the field trip site; Dress appropriately; Bring needed materials; Keep money in a safe place; Report problems to an adult; Return permission slips on time; Keep hands, feet, and objects to yourself; Follow rules; Stay with assigned chaperone

II.4 Ways to Practice

All Quiet Signal

Explain to students that throughout the entire school year when a teacher or other adult wants you to come to attention, they will hold up their hand to signal quiet. To demonstrate, allow students to talk with a partner, getting to know them, asking about favorite subjects, sport, if

they have siblings, etc. After two minutes, give the ALL-QUIET SIGNAL. See how long it takes them to come to attention. Surprise students by practicing this throughout the building.

Announcement Procedures

When an announcement is made, a brief introduction will precede the announcement; for example, "please excuse this interruption." Teachers will use the all-quiet signal and students will be expected to listen and be attentive throughout the announcement.

Assembly Procedures

Discuss appropriate behaviors for walking in the hallways. Practice walking to the multipurpose room and demonstrate appropriate manners and ways to sit. Voices should be no louder than a six-inch voice (demonstrate the difference between a six-inch conversational voice, a six-foot oral reading voice, and a twelve-foot outdoor voice) before an assembly starts and should be silent when the all-quiet signal is given. Remind students that bathroom breaks and drinks should be taken care of before/after the assembly. Practice/discuss appropriate behaviors during assemblies (no talking, clapping when appropriate). Practice appropriate quiet dismissal procedures.

Bus Line/Dismissal

Since many of our students ride the bus, it is important to demonstrate appropriate bus etiquette. Discuss how to leave the building at the end of the day. Discuss and role-play scenarios that may arise (e.g. forgot something in class missed bus, someone pushes or cuts in line). Be sure to discuss safety on the bus.

III. Acknowledging & Recognizing Appropriate Behavior

III.1 Appropriate Recognition

Below are the accepted components of positive recognition. Each recognition must be:

- Readily available
- Appropriate to the environment
- Easy to deliver
- Can be controlled by teacher
- Is powerful and affirming to the student

III.2 ClassDojo

In accordance with the protocol for appropriate recognition, UAP uses ClassDojo to reinforce positive behavior.

Homeroom teachers are to create an account and share their class with ALL faculty and administration. This will allow all school members to reward displays positive behaviors in common areas, recess, lunch, prayer, and other after school events.

Teachers may give students a maximum of four (4) points per day for displaying positive behavior. Teachers may remove no more than two (2) points per day for negative classroom behavior. If a student is referred to the office for behavior, the administration reserves the right to take additional points from the student on ClassDojo.

The ClassDojo store (located beside the downstairs bathrooms) is the only place for students to redeem points they've earned. It is the Homeroom Teacher's responsibility to conduct monthly visits to the ClassDojo store and to keep track of the points students use or save.

III.3 100 Ways to Praise a Child

Positive affirmations, aside from points given on ClassDojo, can also impact student behavior. Remember, we do not want to speak negatively. Always speak positive in a way that lets students know the correct way of behavior. Instead of saying, "No running in the hallway" try saying, "Please walk in the hallway."

Below is a list of 100 ways to praise a child:

That's incredible! How extraordinary! Far out! Outstanding Performance! I can't get over it! Great! Amazing effort! Unbelievable work! Wonderful! Marvelous! Phenomenal! You've got it! Superb! Cool! Excellent! You're special! Your work is out of sight! Your project is first-rate! You've outdone yourself! Way to go! Thumbs up! You're a good friend! You came through! Terrific! You tried hard! Your help counts! You made it happen! It couldn't be better! Fantastic work! You're a real trooper! Fabulous! Bravo! Exceptional! You're unique! Awesome! Breathtaking! The time you put in really shows! You're a great example for others! Keep up the good work! I knew you had it in you! Dynamite! It's everything I hoped for! You should be proud of yourself! What an imagination! You made the difference! Well done! You're sensational! Very good! A+ work! Super job! Good for you! Take a bow! You figured it out! Great answer! You're doing a lot better! Thanks for being honest! How artistic! Hooray for you! You're a joy! How thoughtful of you! You're amazing! You're getting there! What a great idea! You deserve a hug! Thanks for trying! You're getting

better! You're a big help! You're tops! You've made progress! You're neat! You've got what it takes! You're #1! You're a shining star! You can be trusted! Wow! Remarkable! Beautiful! I'm proud of you! Very impressive! You're sharp! You're a winner! Hot dog! Spectacular work! You're so kind! You've really grown up! What a great listener! Thanks for helping! Great discovery! You've earned my respect! Thanks for caring! You're a-okay! You're a great kid! How original! You're a champ! You're a pleasure to know! Very brave! What a genius! You're very talented! You're the greatest! You're super!

III.4 Whole-Class Recognitions

Below is a list of classroom celebrations for positive behavior. We ask that Homeroom Teachers set a goal to meet one of these celebrations per quarter:

- Movie (following school movie guidelines).
- Special shirt day (e.g. team jersey, color, words, etc.)
- Board games in class / bring a board game from home / Bingo
- Free time for drawing
- Jump rope / hula hoop time
- Change seats for a day
- Math game afternoon
- Art/craft/origami time
- Read-a-thon
- Comic book/magazine reading during reading block
- Relay races outside
- Special guest reads to class/teaches a short lesson
- Lunch with teacher
- Have class in the outdoors (teaching reading, math, science)
- Computer time
- Bring a stuffed animal day (must be able to fit in book bag)

IV. Positive Interventions and Consequences

Consequences	Description
Conference with Student	Private time with student to discuss behavior interventions / solutions. This can include direct instruction in expected or desirable behaviors.
Conference with Parent / Guardian	Teacher communicates with student's parent/guardian by phone email, written notes, or person to person about the problem.
In-Class Time Out	Predetermined consequence for breaking a classroom rule. Short duration (five minutes or less) – usually separated from group, but remains in class – brief withdrawal of attention and other reinforcers – a time for student to reflect on his/her action – use a timer or some other way of showing end of time out period. Student simply rejoins group after time out is over. Student must comply with rules of time out. Time out procedure must be taught to students before implementing.
Think Sheet / Home Link Think Sheet	Form used to help student identify negative behavior and space to write solution for their behavior.
Privilege Loss	Incentives for positive behavior are lost, such as 5 minutes off recess.
Apology Restitution	Student makes amends for his/her negative actions. Takes responsibility to correct the problem created by the behavior. Verbal or written declaration of remorse. Inclusive of positive affirmation to peer or person harmed by student's actions.
Corrective Assignment Restitution	Completion of a task that compensates for the negative action – also triggers a desire not to revisit the negative behavior, e.g., clean-up, written assignment, do something for another person.
Home /School Plan	Parent/guardian and teacher agree on a consistent approach with the student. The plan should be consistent with PBIS practices, emphasizing teaching and rewarding appropriate behaviors, and consistent consequences for problem behaviors. The home/school plan should be explained to the student by parent/guardian and teacher, as appropriate.
Written Contract	Student, teacher, and possibly parent/guardian formulate a document expressing the student's intention to remediate or stop further occurrences of the problem behavior. Written contract should be positive in tone; it should include incentives but may also include consequences for misbehavior.

V. Behavior Expectations and Student Misconduct

V.1 The Disciplinary Plan

UAP is not only a place of learning academic concepts and skills but also a place to learn Islamic Akhlaaq (manners) and exemplary behavior. Students are expected to enhance the image and reputation of the school by observing high standards of Islamic Akhlaaq and exemplary behavior. Parents must assume the responsibility to reinforce these values at home. Teachers are required to emphasize and demonstrate Islamic Akhlaaq during school hours and in their daily lives. The school has adopted policies and procedures, which, when implemented, will help to ensure a safe and pleasant learning and working environment for students and teachers.

The intent of the disciplinary process is instructional and corrective, not punitive. Due consideration will be given to all mitigating circumstances prior to the disciplinary action and will ensure due process to each student.

Any misconduct not covered in the following list will be left to the discretion of the classroom teacher and the principal of the school. The policy and procedures will apply to actions by students during school hours; before and after school; while on school property; and during school-sponsored events, including transportation on school-arranged vehicles. All disciplinary actions will include a conference between the teacher (and / or administrator) and the student, followed by a notification to the student's parents or guardian. The student, parent or guardian who feels that the action taken is unwarranted or unjustified has the right to appeal to the next higher administrative authority.

Students exhibiting discipline problems will be referred to the principal for guidance and/or consequences. Each student will be dealt with on an individual basis, with communication taking place between the administration, the referring teachers and the parents, when necessary.

V.2 Infractions and Consequences by Grade Level

Grade	Infraction	Consequences
K-2	1. Failing to follow classroom rules and participating in classroom activities. 2. Excessive talking during class. 3. Running in the hallway. 4. 1 st and 2 nd offense for uniform violation	Verbal warning; Special assignments or duties; Time-out in the classroom; Withdrawal of privileges; Behavioral contracts.
K-2	5. Disrespecting fellow students. 6. Bullying other students. 7. Lying 8. Pushing, shoving, or other forms of horseplay 9. 3 rd offense for uniform violation 10. Throwing objects with intent to cause bodily injury or damage to property. 11. Misuse of restroom & school property (including playground) 12. Persistent offenses from acts of misconduct for which the student has been warned	Call to the parents; recess detention; Temporary removal from class
3-8	All students are expected to maintain the neatness and cleanliness of their classroom area, bathrooms and cafeteria.	1 st - 3 rd offense: Reminder to student and notice to parents. 4 th offense: Student will serve after school detention and will be assigned tasks at the discretion of the principal. Conference with parents & student presentation to other students.
3-8	Plagiarizing, cheating, copying another's work, attempting to gain unauthorized access to material by means other than those authorized by the teacher	1 st offense: Admin/Student/Parent Conference plus student presentation; 2 nd offense: 1-3 days after school detention; third offense: Grade penalty for copying or cheating 4 th offense: 1-10 days suspension; After 4 th Offense – Recommendation for non-admission the following year.
3-8	Stealing, attempting to steal, possessing or transferring school or private property	10-day suspension, recommended for expulsion

Grade	Infraction	Consequences
3-8	Bringing cell phones, electronic devices, or any other non- educational materials, etc. to school.	1 st offense: All unauthorized electronics will be confiscated, and parents must meet with the administration in person to retrieve the item(s). 2 nd offense: The device will not be returned until the end of the year. Student presentation
3-8	Persistent tardiness to school or class (more than 5 times per month).	1 st -2 nd offenses: Verbal warning to student and written warning to both parents through email. 3 rd offense: Presentation about timeliness and respecting schedules. After 3 rd offense: Missing recess for the number of minutes equal to the number of minutes late.
3-8	Defacing school property.	1 st -2 nd offenses: Verbal warning to student and written warning to both parents through email. 3 rd offense: Presentation about respecting others' property. After 3 rd offense: 30 minutes of After School Detention to clean what they wrote on.
3-8	Persistent offenses from acts of misconduct that is disruptive to the orderly process of classroom instruction.	1 st -2 nd offenses Students will not be allowed to attend the period and will be sent to the principal. Written Notice will be emailed to both parents. Presentation about respecting others. 3 rd offense: Student have after school detention After 3 rd offense: 1 day Suspension. After 4 th offense: 3-day suspension.
3-8	Excessive incomplete homework assignments (Three assignments per month for one class).	1 st offense: Verbal warning to student and written warning to both parents through email. Presentation by student to classmates. 2 nd offense: No recess for the week, to complete missing assignments, notifying both parents through email. 3 rd offense: Conference with Parent/Teacher/Student/Principal to discuss UAP expectations, continuing to miss recess. After 3 rd offense – Recommendation for non-admission the following year.

Grade	Infraction	Consequences
3-8	Skipping classes without a valid excuse.	1 st Offense – Admin/Student/Parent Conference plus student presentation. 2 nd Offense – after-school detention for 3 days. 3 rd offense – Recommendation for non-admission the following year.
3-8	Leaving the classroom without permission.	1 st Offense – Admin/Student/Parent Conference plus student presentation. 2 nd Offense – after-school detention for 3 days. 3 rd offense – Recommendation for non-admission the following year.
3-8	Bullying, physical altercation, shoving, pushing.	1 st Offense – Admin/Student/Parent Conference plus student presentation. 2 nd Offense – after-school suspension for 3 days. 3 rd offense – Recommendation for non-admission the following year.
3-8	Not telling the truth (lying).	1 st Offense – Admin/Student/Parent Conference plus student presentation. 2 nd Offense – after-school suspension for 3 days. 3 rd offense – Recommendation for non-admission the following year.
3-8	Using unkind or intimidating language or actions towards or about others.	1 st offense - Parent / Teacher /Student/Principal conference and/or 1-2 days out of school suspension. 2 nd offense - 3-5 days out of school suspension 3 rd offense – Expulsion from UAP
3-8	Backbiting against any student or adult.	1 st offense - Parent / Teacher /Student/Principal conference and/or 1-2 days out of school suspension. 2 nd offense - 3-5 days out of school suspension 3 rd offense – Expulsion from UAP

V.3 Office Discipline Referral Process

1. Teacher will complete an Office Referral Form, before sending the student to the office.
2. The Administrator reviews the form and gathers any additional information.
3. The Administrator determines appropriate consequence(s), and completes the referral

form.

4. If the student receives suspension days, then a notice is generated and sent to parent/guardian. This will always include a phone call home by the administrator. A

completed form is sent to the teacher and/or case manager. A copy is filed electronically for the school's record.

5. All referral information is stored on TADS-Educate which will yield summary information regarding office discipline referrals for each student. Disciplinary records are part of the student's confidential records and are not available for access by other than the student, his/her parents, the principal, and the Board of UAP. reserves the right to forward these records to transfer schools based on the pertinence and severity of the offenses in the records.

V.4 Removal of Students from Class

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

1. Place the student in another appropriate classroom;
2. Place the student in after-school detention; or
3. Send the student home with his/her parents.

V.5 After School Detention

Students in grades 3 –8 will be eligible for after-school detention based on their behavior. Students receiving the detention will be given a form to be signed by a parent or guardians. Detention will be assigned any day Monday through Thursday from 3:30- 4:30 P.M. (not the same day of the offense).

The student will be notified of his or her assigned detention at least one day prior to the detention. The disciplinary notice will be sent home with the student. The administrator will enter the infraction, the consequence, the date, and a narrative to document the incident.

V.6 Expulsion

Expulsion is the cancellation of the student's enrollment at UAP for the remainder of the year without any refund of fees paid. Readmission in subsequent years can only be considered upon the presentation to the admissions committee of proof that the student's behavior problem has been addressed and improved, and successfully completed the previous grade.

V.7 Due Process

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

Students:

- A notification of the violation.
- An opportunity to present his/her side of the story to the appropriate school personnel, as accurately as possible, and without adding/omitting details.
- Students will be asked to write an account of what happened.

Parents:

- A written notification of the violation and the consequence decided by the school.
- 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 that he/she cannot complete the academic day.

V.8 Appeal Process for Expulsion

Parents may appeal in writing any disciplinary action taken by the school administration. If the parents are still not satisfied with the decision, they may request the decision be reviewed by a committee made up of the teacher involved, the principal and a board member. After hearing all sides of the case, a final decision will be made.

VI. Appendix

VI.1 My Think Sheet #1

1. What expectation did you **not** meet?

2. I was having a difficult time showing that I can be... (Circle one or more)

Respectful? Responsible? Safe?

3. How do you feel about the choices you made?



Scared



Sad



Happy



Angry

4. How did others feel?



Scared



Sad



Happy



Angry

5. Next time I will... (Adult can help)

6. Do you need to apologize to anyone? Circle one.

Yes (Say something nice to that person)

No

Student Signature: _____

Teacher Signature: _____

Additional comments by supervising adult: (Note additional actions taken)

VI.2 My Think Sheet #2

1. What expectation did you **not** meet?

2. I was having a difficult time showing that I can be... (Circle one or more)

Respectful?

Responsible?

Safe?

3. How do you feel about the choices you made?

4. Describe how others involved in the problem may have felt?

5. How can you change your choices that you made for next time?

6. Is there anything you can do to fix this situation? (Circle one.)

Yes

No

If yes: (Check when completed)

_____ Apologize or write letter of apology

_____ Say 3 positive things to the person you hurt

_____ Do something else: _____

Student Signature: _____

Teacher Signature: _____

Additional comments by supervising adult: (Note additional actions taken)



VI.3 Student Office Referral Form

Student Name: _____

Date: _____

Teacher Name: _____

Period: _____

Reason for Referral:

Discipline

Academic

Personal

Other

Explanation: _____

Teacher Signature: _____