



Disciplinary Policy and Procedure

November 17, 2018

Introduction

Illiana Weekend School strives to create and maintain a positive learning environment that adheres to the teachings of our beloved Prophet (P.B.U.H) for all students. The objective of the code of behavior for the Illiana weekend school is to establish guidelines that will foster communication, cooperation, tolerance and respect among the students, staff, parents and other members of the school community.

Helping students maintain appropriate behavior is a priority for all educators and parents.

Positive Behavior Intervention and Support (PBIS) is a school-wide initiative and prevention program that uses behavior techniques to provide safe, supportive learning environments, promote positive Islamic life skills, and reduce negative behaviors. The PBIS process enables educators, parents and community members to work together to help all students know expectations and receive the necessary supports to develop appropriate Islamic behaviors and engage in learning. PBIS strategies also help improve school climate and safety.

1. Student Behavior

In order to secure the best possible learning environment, guidelines of acceptable behavior and classroom rules to be followed consistently will be set school wide. These disciplinary procedures and consequences will help the students realize their responsibility to behave appropriately. Inshallah, this system will allow students to make appropriate choices, which will, in turn, ensure the proper Islamic environment in the classroom. The students will be either rewarded or reprimanded for their behavior. The **Behavior Agreement System** will be used. (please see attached form)

2. Attendance

All students are required to report to school on time and be ready for a full day of learning unless they have excused reasons for being late or absent. Students arriving after the school day begins, will have to report to the office, accompanied by their parent(s), where an admit slip will be issued. An admit slip must be shown to the teacher upon entering class, or the absence is recorded as unexcused. After three unexcused tardies, the Attendance Administrator will notify the Principal.

3. Disciplinary Options

Illiana weekend school believes that discipline is a skill resulting from training and practice in choosing behavior appropriate for a specific situation. The act of choosing implies that the best discipline is self-discipline.

With PBIS students experience supports based on their behavioral responsiveness to intervention.



Definition of discipline:

“Discipline is the ability to identify the character of a circumstance or situation to determine one’s most constructive role in it, to carry out that role directly, to sustain it as long as necessary, and to learn from the consequences of one’s actions. Such skill is learned; it is taught best by people who are willing to demonstrate it in their own lives.” (Wayson 1985)

“الْبِرُّ حُسْنُ الْخُلُقِ وَالْإِثْمُ مَا حَاكَ فِي صَدْرِكَ وَكَرِهْتَ أَنْ يَطَّلَعَ عَلَيْهِ النَّاسُ”

The Prophet (P.B.U.H.) said: “Righteous is good morality, and wrongdoing is that which waivers in your soul and which you dislike people finding out about” narrated by MUSLIM

Consequences for infractions will be decided on an individual case basis and dictated by specific circumstance. At the discretion of the Principal, teacher or staff member, students not following the discipline policy will be subject to the following set of disciplinary guidelines:

Illiana Weekend Student Discipline Guidelines (Infractions and Consequences)

I. Level One

a. Infractions

1. inappropriate behavior;
2. inappropriate/profane language or gesture;
3. disruptive behavior;
4. disrespectful behavior.

- b. **Consequences** – All infractions should be handled within the framework of class or school rules and by the staff involved with the student at the time of the infraction. Any number of the following consequences may be applied.

1. one-to-one reminder on appropriate behavior;
2. one-to-one reminder and/or reprimand on the inappropriateness of the infraction and a reminder on exercising appropriate behavior;
3. one-to-one warning that a repeat of the infraction will lead to further consequences (Level Two type);
4. use of a related behavior modification technique or activity;
5. use of isolation, loss of privileges, or detention;
6. make an apology, amends, fixes damage; and
7. contact teacher, parents or guardians.

II. Level Two

a. Infractions

1. repeated level one infractions;
2. dishonesty;
3. insubordination;
4. harassing or bullying behaviors.

- b. **Consequences** – The student infraction(s) may need to be documented and referred to the Principal if Level One Consequences have failed to correct the behavior. The student’s parents will be contacted immediately by teacher and/or Principal. Any number of the following consequences may be applied.

1. at the direction of the Principal, a student discipline record may be initiated;



2. one-to-one meeting with the Principal where the infraction will be reviewed, made part of the written record of the student discipline file maintained by the Principal, and recommendations will be made for appropriate behavior, so the infraction is not repeated;
3. severe reprimand by the Principal on the inappropriateness of the infraction and a warning that a repeat of the infraction will lead to further consequences (Level Three);
4. use of a related behavior modification technique or activity by the Principal;
5. use of isolation, loss of privileges or detention (as directed or conducted by the Principal);
6. counseling.

III. Level Three

a. Infractions

1. repeated level two infractions;
2. endangering the health, safety, and/or welfare of self or others;
3. physical aggression (fights);
4. theft;

- b. **Consequences** – The student's parent(s) will be contacted immediately by the Principal. A discipline file will be established. Any number of the following consequences may be applied.

1. parental visit to school and conference with Principal;
2. in-school detention and/or loss of privileges;
3. ½-day suspension;
4. 1-day suspension;
5. counseling and intervention.

***Definition of bullying:

Threatening, stalking or seeking to pressure or force a person to do something; engaging in the nonverbal, verbal, written, cyber or physical gestures and/or conduct that threatens another with harm, including intimidation through the use of descriptions or slurs involving race, ethnicity, natural origin, gender, age or disability that substantially disrupts the educational and learning process.



Behavior Agreement

Student: _____
Teacher(s): _____
Parent(s): _____
Date: _____

has agreed to make an effort to improve his/her behavior and will self-assess and teacher will assess using (below)
Performance Level Rubric of 4 – 1:

Score 4	Outstanding effort with excellent success – Masha-Allah!
Score 3	Good effort and acceptable behavior. Alhamulillah!
Score 2	Some effort with limited success. Keep trying – Bismillah!
Score 1	Little or no effort during this period. Let's talk – Insha-Allah!

It takes a village to raise a child, and the names to the left represent the most important influences on behavior for our student. We agree to support specific behavioral expectations with:

- ☐ Communication
- ☐ Urgent alerts as needed
- ☐ Positive reinforcement
- ☐ Incentives
- ☐ Clear consequences
- ☐ Specific goals and goal reassessment

Behavior Goals	Student Assessment	Teacher Assessment	Teacher's Notes:

Based on the Performance Levels in the chart above for this reporting period, Behavior Goals do / do not need to be adjusted. _____



List of Behavior Goals to be Considered

(copy and paste into grid on page one five behavior goals)

Speak respectfully		Keep hands to yourself		Avoid interrupting teacher
Avoid interrupting students		Pick-up after yourself		Greet peers with a smile and eye contact
Follow directions the first time given		Change tasks quickly		Have a positive attitude
Bring all materials to school		Turn in homework on time		Turn in classwork on time
Turn in projects on time		Give best effort		Be in the right place as directed
Take time to consider actions before taking actions		Line up immediately after bell rings		Use restroom during breaks
Avoid bullying other students		Use kind words; swallow mean words		Coexist with technology; do not be ruled by it
Accept failure/errors as perfectly normal opportunities to learn		Ask for help if needed		Listen carefully