



*HQA Spring*  
**Student Handbook**  
2024-2025

\*Portions of the Handbook are adopted from Houston Quran Academy, Katy.

**TABLE OF CONTENTS**

Vision.....

Mission.....

Attendance.....

Tardy Policy.....

Extracurricular School Activities and Clubs & Organizations.....

Field Trips.....

Medical & Health.....

Zero Tolerance Immunization Policy.....

Cell Phone Policy.....

Early Dismissal.....

Early Departure Prior to Midterm or Final Exams.....

Academic Honesty.....

**The** Use of School Facility and Grounds.....

**General Requirements and Expectations for** School Visitors.....

Grievance Procedure.....

Nutrition Policy.....

Discipline Policy “THE BOOK”.....

## بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

IN THE NAME OF ALLAH, MOST GRACIOUS, MOST MERCIFUL

The purpose of this Student Handbook is to bring together, in one place for easy reference, the various routine policies and procedures of HQA Spring. This handbook will be modified and revised from time to time as deemed necessary.

The Student Handbook is based upon the rules and regulations of the HQA Spring School administration. It should answer many questions that arise in connection with School procedures and should serve as a guide, sufficiently complete to enable staff to uniformly follow the policies of the school. It is not, however, intended to cover all cases nor to limit the use of sound judgment in handling problems within the school. Questions of interpretation of any policy should be discussed with the principal.

Please sign below to acknowledge that you have read the contents of this handbook and fully understand your role as a Student of HQA Spring.

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

## **VISION STATEMENT:**

واجعلنا للمتقين إماما

**“O Our Lord Make Us Leaders for the Righteous”**

To instill the Quran in the hearts of our children so that it acts as the engine that drives all aspects of their lives.

## **MISSION STATEMENT:**

HQA Spring takes all the necessary means to build a generation of committed balanced Muslims who are determined to make the highest academic achievements that enable them to make a positive contribution to their community and the world around them.

## **GOALS:**

We prepare our students to be

1. Committed Balanced Muslims,
2. Knowledgeable scholars, and
3. Contributing citizens and community builders

## **In addition, HQA Spring strives to achieve the following:**

1. To strive diligently to develop in each child a positive self-image, personal Islamic identity, strong moral values, and a sense of responsibility for themselves, their families, their community, and their nation.
2. To develop challenging and interesting curricula for Pre-school students through Eighth Grade.
3. To develop good health habits, physical fitness and skills, and understanding of the rules of Islamic personal conduct.
4. To encourage both creative and critical thought to build problem solving and decision-making skills.
5. To develop and expand each student’s knowledge of Quran and Sunnah.
6. To foster a joy in learning and thirst for knowledge that will last a lifetime.
7. To promote open, responsible communication between students, parent/legal guardians, faculty and directors.

## Attendance Policy

1. Attendance Procedure – If your child is going to be absent (this includes any family vacations) or tardy for any reason, please call HQA Spring or email [Admin@hqaspring.org](mailto:Admin@hqaspring.org) by 7:45a.m.
2. Minimum Days of Attendance – The minimum number of days a student is required to be in attendance in order to receive Course Credits is 90% of the school year. A student who is absent for more than 10% (18 days) of the school year is liable for the penalties for the violation of this policy regardless of if the absences are excused or unexcused and regardless of academic performance. Penalties may involve grade, retention or repetition of course(s). This is according to Texas state law. Due to Covid 19, certain exemptions will be enforced.
3. Time Limits – The morning school bell will ring at 7:45 a.m. indicating the start of the morning assembly in the Multipurpose Hall. The first period class will begin at 8:00 a.m. All students not in their seats with the required books, supplies, and assignments at 8:00 a.m. are required to check in with the front desk and receive a tardy slip from the front desk. Attendance is taken every block within the first ten minutes by staff. If students arrive after this time, they are marked absent.
4. Absence Excuse Form – An Absence Excuse Form is available at the front desk and must be completed and submitted to the front desk upon the student's return. A note from a doctor must be attached to the form for it to count as an excused absence within 24 hours on official letterhead from the doctor's office. The front desk should scan the documents and originals to be returned to parent/legal guardian(s). A doctor's note is required for two or more days of consecutive absences upon the student's return to school.
5. Test Make Up – Tests will not be made up unless the student presents an Absence Excuse form to the principal who must approve and sign. The front desk will send an email to all of the respective teachers indicating approval or non-approval to allow students to make up tests. The makeup assignments/assessments should be made up within 5 school days. Credit will not be granted after the 5 assigned days. Exceptions must be approved by the Administration. ECE 1st Period Tardiness – If a student arrives late to school six (6) times in a marking period it is counted as one (1) unexcused absence. Above 10 tardies in any marking period will result in appropriate demerit points outlined in the discipline policy.
6. Middle and High School Tardiness- If a student arrives late to class (any block) six (6) times in a marking period it is counted as one (1) unexcused absence. Above 10 tardies in any marking period will result in appropriate demerit points outlined in the discipline policy.
7. Excused Absences – Examples of excused absences include verified illness, death in the immediate family, motor vehicle driver's license test with advanced notice, college visitation with prior notification to the counselor, documented medical appointments, court ordered appointments and absences for a personal reason excused in advance by the administration.

8. Unexcused Absence – Unexcused absences include truancy, skipping class, excessive tardiness, absences without medical documentation, and absent days accrued prior to parent/legal guardian completion of a withdrawal process.
9. Field Trip Day – On field trip days students who will not participate in the trip should remain at home with the understanding that it will be counted as an unexcused absence.
10. Islamic Conferences – A maximum of two days will be excused for Islamic conference attendance for grades Pre-K-5th if permission is taken from the principal. Students in grades 6th-9th may also be excused for a maximum of two days for attendance if they obtain permission from the principal. The student must show proof of involvement or volunteering upon their return.

## **Tardy Policy**

Tardies affect continuity of instruction and academic success of students; therefore, all students are expected to be on time each school day. Every teacher on campus must adhere to this policy in determining a student's citizenship standing each semester.

Students are required to attend school and classes on time each day. Punctuality is a measure of responsibility, and the HQA Spring Administration deems it important that all students learn the value of being punctual.

Students tardy to school must obtain a Tardy Admission Slip at the front office before going to their class.

Students are considered tardy if they are not in their seat prepared to work before the bell rings for any period.

- Tardies will be excused only for health reasons, family emergencies and justifiable personal reasons deemed by the administration.
- Class participation is an integral part of students' learning experiences. Parents/legal guardians and students are strongly encouraged to schedule medical appointments during non-school hours.
- A written excuse signed by the parent/legal guardian will be necessary if tardy is deemed an unexcused absence by the administration.
- Tardies will accumulate during a marking period. Students begin each marking period with zero accumulated tardies. Above 10 tardies in any marking period will result in appropriate demerit points outlined in the discipline policy.

## **EXTRACURRICULAR SCHOOL ACTIVITIES, FIELD TRIPS, AND CLUBS & ORGANIZATIONS**

As a general policy, all organizations, clubs, extracurricular activities, athletics and competitions will relate to, support, improve the school curriculum, Islamic morals and standards of student life. Gaining a better understanding of human relationships and a sense of personal pride in accomplishment are benefits frequently derived from a good program of student activities. Every organization must have the explicit approval of the administration in order to be a part of the school.

## **Extracurricular Coordinator**

All school organizations, clubs and activities (student and parent/legal guardian) will be under the direction of HQA Spring's Extracurricular Coordinator. All meetings, projects, activities and social functions must be approved by the Operations Manager and administration using the "Special Events Request Form." Funds from all organizations are to be deposited in the school's bank account via the Finance office.

## **Student Participation**

A student will be suspended from participation in any extracurricular activity sponsored or sanctioned by HQA Spring after a grade reporting period in which the student received a grade lower than 70 in any academic class. A suspension continues during the interim reporting period and is not removed during the school year until one of the following conditions are met:

- The student's grade in each class is equal to or greater than 70 at the end of the following interim review period.
- The principal and each of the student's teachers will make the determination concerning the student's grades. A student suspended under this section may practice or rehearse with other students for an extracurricular activity but may not participate in a competition or other public performance.
- A grade restriction for extracurricular activities does not apply to summer activities or activities during the first 4 weeks of each school year.
- A student receiving an out of school suspension for a Level 2 or higher misconduct will be suspended from participation for that semester in any extracurricular activity sponsored or sanctioned by HQA Spring.

## **Student Involvement in More than One Activity**

- A student may be enrolled in more than one extracurricular activity. Conflicts in meetings, rehearsal/practice and/or performance times should be resolved with the sponsors.
- No penalty for grades, position, etc. is to be assessed because a student chooses to be involved in more than a single activity.

## **Teacher Sponsorship**

Teacher sponsorship of student activities is assigned according to aligned curriculum and objectives to conduct a relevant activity and total teacher load. The activities are recognized as part of the total educational program.

## **Extracurricular/Co-Curricular Field Trip Policy and Guidelines**

Field trips are an important adjunct to the learning process of children. Administration approval is required before any definite plans are made and sent to the parents/legal guardians.

- Approved Day/Extended/Overnight Trips: Field trips will be limited to experiences of an educational nature, seminars, conventions and contests. (Pleasure and entertainment type experiences are not to be interpreted as being educational.) Parents/legal guardians will receive information of a planned trip via a 'Field Trip Permission Form' at least 3 working days in advance, generally two to three weeks prior to a trip. A signed permission form must be returned, with the appropriate fees, for each trip for a student to be permitted to attend. Deadlines on these forms must be adhered to. No approvals will be secured the day of the trip. Permission can only be granted via the form and not via email or text messages.
- Safety and health issues: Student will be checked on and off the bus at each stop to ensure the safety and presence of each student involved.
- A list of students involved on a field trip will be kept by the front office and the lead teacher/sponsor.
- Lead teacher/sponsor is responsible for keeping and securing on the field trip:
  - A first aid kit signed-out from HQA Spring's health supervisor.
  - Any prescription medications and/or equipment signed out from HQA Spring's health supervisor.
  - "Parent Authorization and Release Form" and "Emergency Card" for each and every student, signed out from school's health supervisor. c. A student receiving In School Suspension (ISS), or Detention or Out of School Suspension (OSS) is ineligible to participate in any field trips that occur in the same marking period.

## **MEDICAL & HEALTH**

### **Medicine**

All medicine must be left in the nurse's room unless written permission from your doctor is received for the student to carry it (i.e., Inhalers or Epi Pens). For the protection of your child and all of our students, Parents/legal guardians are required to walk into the school with the medication and hand deliver it to HQA Spring's Health Supervisor. PLEASE DO NOT SEND MEDICINE IN BACKPACKS or WITH STUDENTS. If a student brings medication to school, it will be confiscated & given to the front office. HQA Spring will assist students with medication required only during school operating hours and with a written doctor's note. It is the parent/legal guardian's responsibility to inform HQA Spring of any ongoing medical concerns that require daily maintenance and/or long-term care. This includes life-threatening allergies.

- HQA Spring will NOT dispense any medication not provided by parent/legal guardians.
- Medicine will be administered only according to the written and signed instructions from the parent/legal guardian – valid for 15 days only. After 15 days, a doctor's written permission is required.
- All prescribed medicine or Over the Counter (OTC) medication MUST be in its original container.
- Parent/legal guardians may request the pharmacist to divide prescribed medication for school and home use. Medication prescribed twice a day will not be given at HQA Spring unless the doctor prescribes it specifically during school hours.
- No expired medication will be accepted
- Written Requests Required - Completed a Medical Consent form with student's name, dosage,



phone and signature of parent/legal guardian, phone and fax of doctor must accompany any medication dropped off at HQA Spring.

***Incomplete forms will not be accepted, and medicine will not be given.***

### **Urgent Care/Urgent Pick-up**

Parent/legal guardians are notified when a student becomes ill or is injured at school and are expected to make arrangements to pick up the child within an hour. Please note that the student will be kept in the nurse's office or in the front waiting for parent/legal guardian pick-up. They will not be sent back to class. This is to ensure that the students are not exposed to the illness and/or receive proper medical treatment.

### **Home Isolation**

To protect all students and staff, your child must be kept at home if he/she exhibits any symptoms of contagious diseases. Below are some common illness/diseases:

- ❖ Chicken Pox
- ❖ Strep Throat
- ❖ Viral Infection
- ❖ Pink Eye
- ❖ Flu or Cold Symptoms (throwing up, fever over 100.4 degrees, etc.)
- ❖ COVID-19
- ❖ Intestinal disturbance accompanied by diarrhea or vomiting
- ❖ Any undiagnosed rash
- ❖ Sore or discharging eyes or ears
- ❖ Profuse nasal discharge
- ❖ Nits or lice on child's
- ❖ Shortness of breath, coughing, loss of sense of smell or 2 of the following: fever, chills, repeated shaking with chills, muscle pain, headache, sore throat

If a student exhibit any of the symptoms listed above at school, they must be picked up within an hour of notification. All children must be fever-free and throw-up free for 24 hours before attending school.

### **Texas-Required Immunizations for School Records**

Up to date immunizations are required to enter and remain enrolled in schools in Texas. Parent/legal guardians of a HQA Spring student may see the Required Immunization Charts and Affidavit of Exemption information at [www.immunizetexas.com](http://www.immunizetexas.com). Affidavits of Exemptions for immunizations must be renewed every 2 years and must be notarized.

- Wait list candidates are expected to show proof of required immunizations as part of the enrollment process.
- Returning students are expected to have updated immunization documentation on the first day of school. This can be checked online by our School's Health supervisor for the students in Texas. For out of state, applicants' parent/legal guardians must provide adequate immunization records.
- Records are reviewed every 30 days. Reminders are sent by email, copies of emails are sent with

students, phone messages are made. Final deadlines are sent by mail in the last week of the month. Students may not return to school until the record of the required shots is received. Parent/legal guardians will be called to pick up students if dropped off past the request.

### **Screenings (Hearing, Vision, Spinal, and Acanthosis Nigricans (AN))**

Screenings conducted at HQA Spring and are mandated by the State of Texas for the following students:

- Hearing and Vision
  - Students aged 4 years old by September 1, and grades KG, 1, 3, 5, & 7.
- Spinal
  - Grades 6 and 9.
- Acanthosis Nigricans (AN)
  - Grades 1, 3, 5, 7, & 9

Parent/legal guardians are requested to bring documentation of these screenings performed by their child's doctor.

Affidavit of Exemption forms for each screening is available on Sycamore.

Affidavits for screening are a one-time must if you do not want HQA Spring to screen your child.

Affidavits must be notarized in the State of Texas.

[admin@hqaspring.org](mailto:admin@hqaspring.org) – Parent/legal guardians and students are responsible for being aware of information posted.

### **ZERO TOLERANCE IMMUNIZATION POLICY**

The Texas Administrative Code Title Health Services Chapter 97 6-97.72 concerning Minimum State Vaccine Requirements for Texas Child-Care Facilities, K- 12 for Texas School Entrance/Attendance, and Conscientious Exemption is to be in compliance.

- An Immunization Audit Form sent home with students when shots are due.
- Parent/legal guardians will receive phone reminders of the due date.
- Shots 30 days past due: Parent/legal guardians are notified by phone call and certified letter requiring student to remain home until shots have been received, or a written doctors' statement why shots are contraindicated at this time, or a notarized Conscientious Exemption Form from the state of Texas ([www.immunizeTexas.com](http://www.immunizeTexas.com)).
- State immunization requirements are posted on the Nurse office building for viewing.
- Parent/legal guardians are strongly advised to visit the above-mentioned website for valuable additional information.
- All families are to be given access to required vaccination charts.
- A PARENT/LEGAL GUARDIAN SIGNED copy of the HQA Spring ZERO TOLERANCE Immunization Policy is to remain on file. MEDICAL & HEALTH POLICY Medicine – All medication must be left in the Health Office unless written permission from your doctor is received for the student to carry it. For the protection of your child and all our students' parents/legal guardians are requested to walk into the school with medication. DO NOT SEND IN BACKPACKS. HQA Spring will assist students with medication required only during school

operation hours.

- HQA Spring will not dispense any medication not provided by parent/legal guardians.
- Medicine will be administered only according to the written and signed instructions from the parent/legal guardians. OTC medication valid only 15 days then doctor's signature required.
- All Prescribed medication or Over the Counter Medication (OTC) MUST be in its original container.
- Parent/legal guardians may request pharmacists to divide prescribed medication for school and home use. Medication prescribed twice a day will not be given at HQA Spring unless the doctor prescribes it specifically during school hours.
- No expired medication will be accepted.
- Written Request Required - Medical Form for this procedure is located on Sycamore> School> Documents>Health>Medical Release Form.

### **Quarantine**

If your child is sent home from school because of an illness, we ask that he/she not return within 24 hours after the symptoms have diminished including the need for fever reducing medication. A child who shows any contagious infections, such as COVID-19, must stay home for a minimum of 48 hours or more depending on the nature of the disease.

In the case of lice, the entire family must treat their hair with a pharmaceutical lice treatment shampoo, disinfect linens, and remove the nits/eggs from the hair of the affected student(s). In all areas students must be seen and cleared by the health office, even with a doctor's note of clearance to be admitted back to class.

In case of an emergency, parent/legal guardian cannot be contacted, HQA Spring reserves the right to contact the nearest emergency care.

### **Inherent Risk / Emergency Medical Release**

As the parent/legal guardian of the student named on this form, I consent for his/her participation in school events including field trips, physical education classes, and organized athletics. I recognize that such activities involve the potential for injury, which is inherent in all school activities. On behalf of my child, any other parent/legal guardian, and myself, I covenant not to sue and hereby release HQA Spring and any and all of its successors, assigns, officers, directors, employees, agents, volunteers, insurers, and insureds (collectively, "the school"), of and from any and all liability, claims, demands, and causes of action of whatever kind, including negligence.

This covenant not to sue and release applies to all losses, damages, or injuries, and the consequences thereof, whether known or unknown, foreseen or unforeseen, arising from or related to my child's participation in School events.

Specifically, but without limiting the foregoing, on behalf of my child, any other parent/legal guardian for my child, and myself, I release, discharge, and covenant not to sue the school for any reason relating to the Coronavirus and agree to hold them harmless from any and all claims whatsoever arising from or related to the Coronavirus.

This agreement does not release or hold harmless the school from claims arising from intentional misconduct or gross negligence on the part of the school.

I accept responsibility for promptly notifying the school if my child or someone with whom my child has recently had close contact:

(1) exhibits symptoms of the Coronavirus, including but not limited to fever, chills, cough, trouble breathing, muscle pain, headache, sore throat, and/or new loss of taste or smell;

(2) tests positive for the Coronavirus, has been diagnosed by a medical professional as having the Coronavirus, or is awaiting test results for the Coronavirus;

(3) is exposed to a confirmed outbreak of the Coronavirus or a person who has tested positive for the Coronavirus; or

(4) has recently traveled from somewhere outside the U.S. or on a cruise ship or riverboat.

If my child is injured or becomes ill while under the supervision of the school, and a parent/legal guardian is unavailable to give permission for treatment, with my signature below, I hereby give permission to an agent of the school to authorize any emergency action necessary to ensure the safety of the child. I will not hold the school financially responsible for any medical care given.

## **CELL PHONE POLICY**

Parent/legal guardians who need to contact their child during school hours should go through the school office. We are more than happy to assist you in providing access to your child, yet we also must guard against multiple interruptions to instruction due to incoming calls on communication devices. Below is a list of devices and consequences:

- Cell phones and other such communication devices on campus are not allowed to be used during school hours. They must be turned off and stowed in backpacks, bags and/or lockers. No communication device may be used as a camera or to send text messages or to listen to music or to place phone calls on campus during school hours. If a student's device is visible, a teacher, administrator or staff member will confiscate them. A confiscated device will only be released to a parent/legal guardian. The first offense will result in a warning, but further instances will result in conduct grade adjustment based on the policies listed in THE BOOK section of the handbook.

- The use of i-Watches, iPods, MP3 players and other such devices is not allowed on campus during the school day. If a student's device is visible, a teacher, administrator or staff member will confiscate them. A confiscated device will only be released to a parent/legal guardian. The first offense will result in a warning, but further instances will result in conduct grade adjustment based on the policies listed in THE BOOK section of the handbook. The first offense will result in a warning, but further instances will result in conduct grade adjustment based on the policies listed in THE BOOK section of the handbook.

- Students must submit their devices as requested while taking an assessment. If a student's device is visible, a teacher, administrator or staff member will confiscate them. A confiscated device will only be released to a parent/legal guardian. The first offense will result in a warning, but further instances will

result in conduct grade adjustment based on the policies listed in THE BOOK section of the handbook.

- Any variance to this policy must be granted by the administration.
- HQA Spring does not assume any responsibility for lost, stolen or damaged devices brought to campus.
- Refusal to relinquish the electronic device may result in an escalation from a level-one offense to a level-two offense.

## **EARLY DISMISSAL**

Early release timings for the school are limited up to 1:45pm. No early releases will be allowed after this time. All parents/legal guardians must present a valid picture identification for early release pick. Parent/legal guardian(s) should complete the HQA Spring Authorized Release Form if they wish to allow a non-parent or to pick-up the student.

Any student who leaves campus during HQA Spring class days, without parent/legal guardian notification of early dismissal and without signing out at the front desk, will receive a zero for all missed work, including homework, class work, quizzes, tests, or projects.

Notification of early dismissal should be sent prior to dismissal to be accepted. Without prior notification, students may not be given credit for any missed work or assessments. HQA Spring is not responsible for students who fail to sign out at the Front Desk.

## **Emergency Procedure**

Emergency Pick-Up -- In case of an emergency requiring the evacuation of HQA Spring, pick-up of students in Spring will be conducted from the HQA Spring parking lot on the Northwest side of Gosling Road.

Emergency Closing Notice --To determine if an emergency closing has occurred or will occur, call the Main Building.

Other options for closure information may include, but are not limited to, the school website, Sycamore, local news stations, and text messaging.

## **EARLY DEPARTURES PRIOR TO MIDTERM OR FINAL EXAMS**

Early administration of midterms and final exams are discouraged and should only be administered in emergency situations. However, in the event an early departure cannot be avoided, the following procedures must be followed:

- Written notification and additional request documentation of the early departure must be made with the office fifteen (15) business days prior to scheduled departure. Requests after 15 days may not be accepted.
- An exam will not be administered without final approval from the Administration.
- Exams will be administered no more than five (5) days prior to the scheduled exam.

- Students are responsible for study guides as prescribed by the teachers.
- A fee will be assessed for each scheduled exam and must be paid prior to the exam being administered.
  - a. \$50 fee for midterms (MS students only)
  - b. \$50 fee for final exams (MS students only)

6. A maximum of \$600 per family will be charged.

7. Failure to follow procedures will result in receiving no credit for any exam missed.

#### Interaction With the Media/Social Media

1. Any requests made by the media for interviews should be forwarded to the principal immediately.
2. If students are to be interviewed, written consent from the parent/legal guardian(s) must be on file.

#### **Academic Honesty**

HQA Spring requires that students are honest and honorable in all their academic efforts. HQA Spring has a zero-tolerance policy for cheating and/or plagiarism. Consequences for academic cheating or plagiarism will be dealt with by the principal as per the school discipline policy.

### **THE USE OF HQA SPRING SCHOOL FACILITY AND GROUNDS**

#### **SCHOOL VISITORS' POLICY**

HQA Spring encourages parent/legal guardian(s) and other community members to visit and believes there are many potential benefits, which can result from increased interaction with the community. At the same time HQA Spring has a legitimate interest in avoiding disruption to the educational process, protecting the safety and welfare of the students and staff, and to protect HQA Spring's personnel from verbal/physical abuse and facilities from misuse or vandalism. Therefore, limitations may be placed on visitors to avoid disruption to school operations. Administration officials shall have the authority to consider the purpose of the visit and the impact the visitor's presence will have on the staff and students.

A visitor is defined as any person seeking to enter the school building who is not an employee of the school, or a student currently not enrolled in that building.

## **General Requirements and Expectations for School Visitors**

- All visitors shall report to the school office when arriving and/or leaving the school premises. All visitors are required to have their driver's license scanned. This will generate the picture ID required to be worn on school premises.
- All school visitors must comply at all times with HQA Spring policies, administrative rules, and school regulations.
- Actively support the Islamic and academic mission of the school.
- Serve as role models.
- Unite with personnel as student advocates within which students will have the best possible learning experience.
- Address school personnel with professionalism. Any staff member will not tolerate rude or belligerent behavior.
- Not addressing any school personnel in a threatening or condescending manner.
- Have input in major decisions related to their child's education.
- Be made aware of teacher expectations, and they should actively support teachers' efforts.
- Set high expectations for their children and positively reinforce their child's efforts.
- Establish education as a high priority and take an active interest in their child's learning.
- Have the responsibility to seek assistance if their child requires help.
- Provide opportunities for their children to become self-disciplined.
- Always experience professional contacts with school personnel and they should be treated as valued partners.
- Participate in the planning process of the school via volunteering in various capacities.
- Communicate its expectations for the school.
- Take an active interest in the welfare and education of all children and should work with the school in harmony on issues of mutual concern.
- Serve as a resource for student learning and join the school in providing enriching educational activities during and outside the regular school day and school year.

- Serve on the PTO with the required 10 hours of service or pay the \$50/semester in lieu of.
- Recognize the school as a valuable community asset.

#### A. Visitors to Classrooms or Other Instructional Areas

- Access to particular classrooms or other instructional areas of the school may be restricted upon the recommendation of the teacher in charge or as otherwise deemed necessary by the principal.
- Because classrooms and other instructional areas are the most vulnerable to disruption, specific conditions may be imposed upon visitors, including but not limited to:
  - Remaining in a designated place or seat
  - Refraining from speaking to students while the class is in session
  - Refraining from entering or leaving the area while an activity is underway
  - Requiring that the dress and grooming of the visitor be consistent with the dress code for the students and employees in the building
  - Requiring that the visitors are chaperoned
  - Limiting the duration of the visit to particular times or length of time
  - Limiting the activities of the visitor to a particular purpose
  - Designating particular routes of travel in the building or upon school grounds
  - Refraining from the use of cellular telephones or other electronic devices
  - Non-school aged children are prohibited from visiting classrooms or other instructional areas.
  - Visitors wishing to conference with teachers or administrators during the course of the school day are encouraged to make mutual arrangements prior to the visit.
  - Visitors for school events, PTO related activities, and/or volunteers are not allowed to walk throughout the school. They are to remain in the designated area for where the purpose of their visit is to take place.
  - All visitors must be respectful to Staff and Students while visiting HQA Spring campus.
  - Visitors may not approach staff nor conference with staff if it is not mutually agreed upon.



## B. Student Visitors

- Parent/legal guardians of potential enrollees must obtain written permission from an administration official. Administrative approval must be obtained prior to the visit.
- No student who is under out of school suspension/expulsion or other form of discipline or absent from this or any other school district shall be permitted to visit HQA Spring.

## C. Exceptions to Visitor Requirements

- Persons invited to visit the school as part of a scheduled open house, special events, or adult participation in organized and school approved activities (i.e., volunteers, guest speakers, etc.). All visitors must obtain a picture ID from the front desk by having their driver's license scanned. For out-of state visitors, a background check may be requested.

## D. Special Circumstances

- The school administration has the authority to exclude from the school premises any person who disrupts or who appears likely to become a disruption to the educational process of HQA Spring. Any such individual shall be directed to leave the school premises immediately by security and law enforcement authorities may be called if necessary.

The following procedures may be enforced if there is non-compliance to avoid disruption to school operations. Administration officials shall have the authority to consider the purpose of the visit and the impact the visitor's presence will have on the staff and students.

Staff members may choose to end the interaction immediately if they feel threatened or verbally abused. Any visitor that does not adhere to the visitor policy and/or to the expectations outlined in said policy can/will be subject to the following (after the administration is notified of the incident. Administration will take action depending on the severity of the situation and the below is not a specific sequence to administrative action):

1. Meeting will be arranged with the offending party.
2. A warning letter will be issued to visitors in question to inform them of the specific violation.
3. Communication will be sent to inform the offending party that they are no longer allowed on the school premises/activities. School Security will be informed to enforce the restriction and criminal trespassing charges may be applied.
4. Depending on the severity of the situation the family may be removed from HQA Spring.
5. In extreme circumstances criminal charges will be filed with the Houston Police Department and any of the above consequences may apply.

## **Grievance Procedure**

All grievances must be in writing. Parent/legal guardians having a grievance to file with the school should first address it with the appropriate teacher. If the parent/legal guardian is not satisfied, he/she may take their grievances to their respective Principal. If the school Principal is unable to resolve the issue, then the matter will be reported to the Head of the school/ Superintendent.

Defamation of the school or staff is taken seriously. Defamatory remarks published on any social media or social network app will be investigated and may be grounds for a student to be unenrolled from HQA Spring.

Failure of any visitor to adhere to the visitor policy may be subject to criminal trespassing charges in accordance with Texas State laws.

### **Playground and School Grounds**

- School staff supervises all outdoor activities on school grounds. Students should always be in the play areas they are assigned.
- No equipment other than what school permits for recess use is allowed. All other equipment will be confiscated. The safety of the entire playground is to be considered at all times. Balls may not be kicked or thrown against any building or fence. Should a playground ball be accidentally kicked out of the play area, the student responsible must inform the school staff on duty immediately. Students are not allowed to go off school grounds to retrieve balls/equipment.
- If someone should get hurt during recess, a student should inform the school staff on duty immediately. Students should be encouraged to play outdoors when the weather permits. If your child needs to remain indoors for serious health reasons, please send a detailed note—but let this be the exception.
- Parent/legal guardians are encouraged to educate their children that the playground is an area designed for recreation and play. Any behavior deemed a deviation from proper playground etiquette will result in the student being removed from the area and disciplined in accordance with the HQA Spring Academy's Discipline Policy.

\*HQA Spring uses the following school-wide behavior and discipline system

## THE BOOK

### Student Code of Conduct

#### *Introduction*

Discipline is an essential aspect of the Islamic way of life, where Muslims are expected to exhibit their best behavior at all times. At HQA Spring, the purpose of discipline is to help students acquire the skills and habits necessary to become well-adjusted and successful individuals. Our discipline rules are rooted in Islamic guidance, understanding, and concern. We recognize that young students need guidance in learning self-discipline and that mistakes are part of this process. Students are encouraged to learn the code of conduct and adhere to the rules and regulations. Our goal is to collaborate with students and their parent/legal guardians to develop individuals who make us all proud as exemplary Muslims.

#### *Conduct Expectations*

All students are expected to demonstrate a high standard of Islamic conduct at all times. Any behavior that violates HQA Spring's code of conduct is not tolerated. Students must take responsibility for their behavior, and parent/legal guardians are expected to train and discipline their children at home to support the school's efforts. HQA Spring expects parent/legal guardians to take corrective measures for any breach of discipline. Any student whose behavior detracts from the well-being of the class or the Islamic environment of the school will face appropriate consequences, including possible expulsion from the school.

#### *Conduct Grade Policy*

To maintain a positive and productive learning environment, student conduct violations are classified into three levels with corresponding point values:

- **Level 1 Infractions:** Minor disruptions, tardiness, dress code violations, etc. (3 points per infraction)
- **Level 2 Infractions:** Repeated Level 1 infractions, disrespect towards peers or staff, minor vandalism, use of inappropriate language, etc. (5 points per infraction)
- **Level 3 Infractions:** Serious misconduct such as fighting, bullying, major vandalism, theft, etc. (10 points per infraction)
- **Level 4 Infractions:** **Serious misconduct such as bringing a weapon to school or threatening to harm someone with a weapon. Level 4 infractions may result in a student's expulsion from the school. (15 points per infraction)**

Each infraction must be documented by the teacher in Sycamore by completing a Discipline Log entry. The violation will be sent to all discipline managers, parent/legal guardians, and students to ensure clear communication and transparency.

### ***Conduct Grade Breakdown***

Conduct grades are assigned based on the total points remaining every 9 weeks from infraction deductions, following the grade breakdown in Sycamore:

- **A:** 100 - 90
- **B:** 89 - 80
- **C:** 79 - 75
- **D:** 74 - 70
- **F:** Below 70

### ***Conduct enforcement***

The School Discipline Code applies in the following situations:

1. Violation of Islamic rules of conduct as prescribed in the Quran or Sunnah of the Prophet at any time while the student is registered at HQA Spring.
2. During regular school hours.
3. On the school van or other transportation sanctioned by the school.
4. During school-sponsored events and field trips.
5. During events and activities associated with the school.
6. Regarding any personal misconduct directed at others that violates this discipline policy, whether on or off school premises.

The administration is authorized to take disciplinary action when a student's misconduct away from school negatively impacts other students or the orderly educational process. This includes violations directly connected to prior school violations, those likely to result in further violations at school, or those posing a danger to the health and welfare of students or school personnel.

### ***Due Process Rights***

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

#### **Students:**

1. Notification of the violation.
2. An opportunity to present their side of the occurrence to the appropriate school personnel.

#### **Parents/legal guardians:**

1. Written notification of the violation and the consequence decided by the school.

2. 24 hours notice to meet with the proper school personnel for a fair and impartial conference, unless the student's behavior is so disruptive or detrimental that they cannot complete the school day.

### **General Rules on Student Behavior**

- **Punctuality and Attendance:** Arrive on time and attend regularly.
- **Preparedness:** Bring all necessary materials to school and class.
- **Prohibited Items:** Do not bring toys, radios, cell phones, smart watches, unrelated books or technology to school or classrooms. All staff members are required to confiscate items that are prohibited. The student's teacher or administration will contact parent/legal guardians to pick-up confiscated items. The first offense will be result in a warning, all offenses after that would be considered a Level 1 offense.
- **Dress Code:** Adhere to the school dress code at all times.
- **Travel Conduct:** Follow the code of conduct while traveling in school transportation to and from school.
- **Respectfulness:** Treat others with kindness, courtesy, and respect, keeping hands to yourself.
- **Authority and Attentiveness:** Respect authority and stay attentive at all times.
- **Proper Language:** Use appropriate language and display good manners.
- **Personal Space:** Stay out of other students' lockers, backpacks, and desks, respecting personal space and property.
- **Classroom Cleanliness:** Put materials away neatly, pick up scraps, put up chairs, and file out quietly at the end of the school day.
- **Homework:** Complete all homework assignments neatly and submit them on time.
- **Restroom Behavior:** Behave appropriately in the restroom and take necessary safety precautions.

### **Importance of Tarbiya**

Tarbiya, rooted in the values and beliefs of Islam, is essential for nurturing well-rounded individuals who embody the teachings of the Quran and the Prophet Mohammad, peace be upon him. Islam provides a comprehensive way of life, serving as the foundation for our morals and etiquettes. An Islamic environment is crucial for youth to learn, practice, and grow up as proud Muslims. Islam emphasizes the importance of learning and excelling in every field, recognizing that each child is a unique treasure with distinct talents. Education is a fundamental right. A sound education nurtures the mind, body, and soul, encouraging creativity and critical thinking. Parent/legal guardians, teachers, and administrators serve as role models, working in partnership to provide an exemplary education system supported by strong curricula, qualified staff, and efficient processes. The community shares a collective responsibility to raise its children, viewing youth as valuable assets. Respecting diverse learning styles and paces, every student deserves love and respect. We denounce discrimination, extremism, and bigotry, embracing cultural, religious, and value-based differences as part of humanity. Living in

harmony, we must cooperate with noble causes, stand for justice for all, and ensure every voice is heard and respected. By acknowledging our imperfections and striving to make better choices, we improve ourselves and our community.

### **Importance of Classroom Rules and Consistency in Procedures:**

Maintaining consistent classroom rules and procedures is crucial for creating a stable and predictable learning environment. Consistency helps students understand expectations, reduces confusion, and promotes fairness. Clear guidelines and consistent enforcement prevent misunderstandings and ensure that all students are held to the same standards.

### **The Importance of Using the Growth Mindset in the Classroom**

The growth mindset, a concept developed by psychologist Carol Dweck, posits that intelligence and abilities can be developed through dedication and hard work. This mindset contrasts with a fixed mindset, which views talents and intelligence as static traits. Embracing a growth mindset has a profound impact on student behaviors, fostering resilience, perseverance, and a love for learning. It encourages students to view challenges as opportunities for growth, resulting in increased motivation and improved academic performance. At HQA Spring, by cultivating a growth mindset, teachers can create a supportive and dynamic classroom environment that promotes continuous improvement and a positive attitude towards learning. Please review the Growth Mindset Appendix C.

### **Behavior Specific Praise and the Good Behavior Game**

Using behavior-specific praise is an effective strategy to reinforce positive behavior. By acknowledging and rewarding specific actions, students are more likely to repeat those behaviors. The Good Behavior Game is another tool that promotes good conduct by encouraging teamwork and self-regulation. Implementing these strategies helps create a supportive classroom atmosphere where positive behavior is recognized and valued. Please review Behavior Specific Praise Appendix A and the Good Behavior Game Appendix B.

### **Impact on Honor Roll, Student Council, School Sponsored Events and Field Trips**

Conduct grades are considered for quarterly Honor Roll eligibility, Student Council, school-sponsored events and field trip participation. Students with higher conduct grades are more likely to qualify for these honors, as they exemplify the standards of behavior and leadership expected in our school community. Serious code of conduct infractions may result in a student being excluded from school-sponsored events and/or field trips unless a parent/legal guardian accompanies the student to such events to support the maintenance of student behavior expectations.

## Discipline Flow Chart

To address incidents of misconduct, a discipline flow chart was created by the principal, revised by the staff, and approved by the school committee. Each incident will be considered within the context of its situation and the developmental level of the child involved. The discipline flow chart is outlined below:

### Level 1: Classroom Level Consequences

- **Infractions:**
  - Not following the General Rules on Student Behavior expectation (refer to list above)
  - Repeated class disruption
  - Being out of class without permission
  - Teasing others, including probable bullying and/or cyber-bullying
  - Chewing gum, eating candy or food at unauthorized times
  - Loud conduct
  - Littering
- **Actions:** Warnings, student should sign The Book, record in the Sycamore Behavior Log with a notification for Behavior Managers and parent/legal guardians, and up to 3-minutes time-out from recess with a reflection sheet. Conduct grade will be reduced by:
- **Preventative measures for future behaviors:**
  - Consistent implementation of class rules and expectations.
  - Planned ignoring
  - Recognizing those students who are following class rules and expectations (short and sweet) resist the temptation of calling students out for not following class rules and expectations. *Ex: Thank you, Firas for being the first to line-up. Thank you, Sarah and Ibrahim, for lining-up and being patient.*
  - Private consultation/reminder of classroom and expectations. *Ex: Sarah, could I see you at my desk. (Whisper) Sarah honey, I have noticed you are not focused today. I know it can be hard if there are people around you who distract you, so if it will help you to stay focused, I can move you to another spot for today.*
  - Discreate gestures or proximity control. *Ex (walk up to the group and stand to listen. Walk by the student's desk and point to the question they should be working on. Use silent gestures that are discreate to re-direct students or remind them to focus).*
  - Redirection of behavior. *(If Sarah is constantly talking to other students, I would call on her and say Sarah could you read the next problem or Sarah honey how would approach this problem? Would you identify the key words in the problem first or would you go straight to setting up a model to represent the word problem?)*

### Level 2: Escalation of Level 1 Offense or First-time Level 2 Offence

- **Infractions:**
  - Exhausted all Level 1 infractions in the quarter and the behaviors has continued
    - Not following the General Rules on Student Behavior expectation (refer to list above)
    - Repeated class disruption
    - Being out of class without permission
    - Teasing others, including probable bullying and/or cyber-bullying
    - Chewing gum, eating candy or food at unauthorized times
    - Loud conduct
    - Littering
  - Cheating or inappropriate copying of others' work
  - Disturbing student's property
  - Disrespect to an adult
  - Backbiting and spreading rumors amounting to bullying and/or cyber-bullying
  - Instigating others amounting to bullying and/or cyber-bullying
  - Inappropriate physical contact, including play fighting and/or bullying
  - Throwing an object at a person and/or throwing a heavy object
  - Repeated refusal to follow directions
- **Actions:** Student should sign The Book and record in the Sycamore Behavior Log with a notification for Behavior Managers and parent/legal guardians, phone call with a request for a parent/legal guardian conference. Teacher can assign 5-minutes time-out from recess with a reflection sheet or a 5-minutes silent lunch.

### **Level 3: Escalation of Level 2 Offences or First-time Level 3 Offence**

- **Actions:** The student will be removed from the instructional environment and be expected to complete assigned work. The teacher and principal will speak with parent/legal guardian to schedule a meeting within 24 hours to include the student, parent/legal guardian, a representative of the school discipline committee, and an administrator to discuss additional steps such as a behavior contract, lunch detention, in or out-of-school suspension. The student should be referred to the principal with a referral.
- **Infractions:**
  - Obscene or otherwise inappropriate language, including bullying and cyber-bullying
  - Using slurs, profanity in language or gesture, whether written, verbal, or electronic (cyber-bullying)
  - Fighting, including bullying and cyber-bullying
  - Hurting another person or threatening to do so, including bullying and cyber-bullying
  - Bringing a dangerous object to school
  - Intentional damage to school or others' property, including bullying
  - Running away from or skipping school or class
  - Unlawful entry of the school



#### **Level 4: Escalation of Level 3 Offences or First-time Level 4 Offence**

- **Actions:** Principal and teacher will contact parent/legal guardian for an immediate meeting. The student will be removed from the instructional environment immediately and placed with the school security. The student will be suspended immediately pending a review by the school discipline committee and principal to meet within 24 hours. The committee may assign further consequences, including long-term suspension or expulsion.
- **Infractions:**
  - Bringing a firearm, weapon, or other form of explosive to school
  - Harming or attempting to harm another person with a weapon
  - Possessing, selling, or distributing controlled substances, including cigarettes

Student Name: \_\_\_\_\_  
Grade: \_\_\_\_\_

Quarter: Q1 Q2 Q3 Q4  
Name: \_\_\_\_\_

Teacher

I understand that students are expected to demonstrate a high standard of Islamic conduct at all times. Any behavior that violates HQA Spring’s code of conduct is not tolerated. Students must take responsibility for their behavior.

\_\_\_\_\_  
Student Signature

**Level 1 Infractions Codes and Behaviors: 3 points deducted from Conduct grade for each infraction.**

- CD - Repeated class disruption
- P - Being out of class without permission
- B - Teasing others, including probable bullying and/or cyber-bullying
- U - Chewing gum, eating candy or food at unauthorized times
- LC - Loud conduct
- L – Littering
- O – Other minor offense that cause class disruption but would not qualify for Level 2.  
(student must write a description for it next to the code O)

Date: _____	Date: _____	Date: _____
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List Code(s) _____ _____ _____	List Code(s) _____ _____ _____	List Code(s) _____ _____ _____
Short description: _____ - _____	Short description: _____ - _____	Short description: _____ - _____

**Directions for the teacher: The student completes this page, and the teacher completes the back page. If a student has had to complete sign the Book, this page is filed in the student's blue folder at the end of each nine-weeks.**

**Actions required by the teacher:**

**1<sup>st</sup> Time Offense:**

I, \_\_\_\_\_, **have** documented the number of warnings given, student signed and completed this page, Sycamore Behavior Log with a notification for Behavior Managers and parent/legal guardians was sent. A time-out from recess for \_\_\_\_\_ minutes was administered on \_\_\_\_\_ and the student completed a reflection sheet. Conduct grade was updated.

(Date)

**2nd Time Offense:**

I \_\_\_\_\_ **have** documented the number of warnings given, student signed and completed this page, Sycamore Behavior Log with a notification for Behavior Managers and parent/legal guardians was sent. A time-out from recess for \_\_\_\_\_ minutes was administered on \_\_\_\_\_ and the student completed a reflection sheet. Conduct grade was updated.

(Date)

3<sup>rd</sup> Time Offense:

I \_\_\_\_\_ **have** documented the number of warnings given, student signed and completed this page, Sycamore Behavior Log with a notification for Behavior Managers and parent/legal guardians was sent. A time-out from recess for \_\_\_\_\_ minutes was administered on \_\_\_\_\_ and the student completed a reflection sheet. Conduct grade was updated.

(Date)

If a student has committed three Level 1 offenses in one quarter (9-weeks), they have exhausted all their level 1 offenses and must sign level 2 offenses or higher for the remainder of the quarter (9-weeks).

Have you had to give this student a higher level of offense sheet? (circle one) YES NO

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Quarter: Q1 Q2 Q3 Q4

Teacher

Name: \_\_\_\_\_

**Level 2 Infractions Codes and Behaviors: 5 points deducted from Conduct grade for each infraction.**

- Exhausted all Level 1 infractions in the quarter and the behaviors has continued.

- CD - Repeated class disruption
- P - Being out of class without permission
- B - Teasing others, including probable bullying and/or cyber-bullying
- U - Chewing gum, eating candy or food at unauthorized times
- LC - Loud conduct
- L – Littering
- Cheating or inappropriate copying of others’ work
- Disturbing student’s property
- Disrespect to an adult
- Backbiting and spreading rumors amounting to bullying and/or cyber-bullying
- Instigating others amounting to bullying and/or cyber-bullying
- Inappropriate physical contact, including play fighting and/or bullying
- Throwing an object at a person and/or throwing a heavy object
- Repeated refusal to follow directions

Date: _____ List Code(s) _____ _____ Short description: _____ _____ _____	Date: _____ List Code(s) _____ _____ Short description: _____ _____ _____
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**Directions for the teacher: The student completes this page, and the teacher completes the back page. If a student has had to complete sign the Book, this page is filed in the student’s blue folder at the end of each nine-weeks.**

**Actions required by the teacher:**

**1<sup>st</sup> Level 2 Offense:**

I \_\_\_\_\_ **have** maintained a record of the student’s Level 1 Offenses sheet, Sycamore Behavior Log and parent/legal guardian communications. A time-out from recess/silent lunch for 5-minutes was administered on \_\_\_\_\_ and the student

completed a reflection sheet. Conduct grade was updated. A parent/legal guardian phone call was made on \_\_\_\_\_ at \_\_\_\_\_ (am/pm). A parent/legal guardian conference was scheduled for \_\_\_\_\_.

Parent/legal guardian Conference Date/Time: \_\_\_\_\_

Parent/legal guardian Conference Notes:

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2nd Level 2 Offense:

I \_\_\_\_\_ **have** maintained a record of the student's Level 1 Offenses sheet, Sycamore Behavior Log and parent/legal guardian communications. A time-out from recess/silent lunch for 5-minutes was administered on \_\_\_\_\_ and the student completed a reflection sheet. Conduct grade was updated. A parent/legal guardian phone call was made on \_\_\_\_\_ at \_\_\_\_\_ (am/pm). A parent/legal guardian conference was scheduled for \_\_\_\_\_.

Parent/legal guardian Conference Date/Time: \_\_\_\_\_

Parent/legal guardian Conference Notes:

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If a student has committed two Level 2 offenses in one quarter (9-weeks), they have exhausted all their level 2 offenses and must sign level 3 offenses or higher for the remainder of the quarter (9-weeks).

Have you had to give this student a higher level of offense sheet? (circle one) YES NO

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Quarter: Q1 Q2 Q3 Q4

Teacher

Name: \_\_\_\_\_

**Level 3 Infractions Codes and Behaviors: 10 points deducted from Conduct grade for each infraction.**

- Exhausted all Level 2 infractions in the quarter and the behaviors has continued.
  - Cheating or inappropriate copying of others' work
  - Disturbing student's property
  - Disrespect to an adult
  - Backbiting and spreading rumors amounting to bullying and/or cyber-bullying
  - Instigating others amounting to bullying and/or cyber-bullying
  - Inappropriate physical contact, including play fighting and/or bullying
  - Throwing an object at a person and/or throwing a heavy object
- Obscene or otherwise inappropriate language, including bullying and cyber-bullying
- Using slurs, profanity in language or gesture, whether written, verbal, or electronic (cyber-bullying)
- Fighting, including bullying and cyber-bullying
- Hurting another person or threatening to do so, including bullying and cyber-bullying
- Bringing a dangerous object to school
- Intentional damage to school or others' property, including bullying
- Running away from or skipping school or class
- Unlawful entry of the school

Date: _____ List Code(s) _____ _____ Short description: _____ _____	Date: _____ List Code(s) _____ _____ Short description: _____ _____
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**Directions for the teacher: The student completes this page, and the teacher completes the back page. If a student has had to complete sign the Book, this page is filed in the student's blue folder at the end of each nine-weeks.**

**Actions required by the teacher:**

**1<sup>st</sup> Level 3 Offense:**

I \_\_\_\_\_ **have** maintained a record of the student's Level 1 and Level 2 Offense sheets, Sycamore Behavior Log, parent/legal guardian meeting notes and communications. A referral was sent to the principal on \_\_\_\_\_. The student was removed from the instructional environment and classwork was handed to administrative personnel. The principal and I contacted the parent/legal guardians on \_\_\_\_\_ at \_\_\_\_\_ (am/pm). A climate meeting was scheduled for \_\_\_\_\_ with the student, parent/legal guardian, the teacher, a representative of the school discipline committee and an administrator to discuss additional steps such as a behavior contract, lunch detention, in-school suspension or out-of-school suspension. The consequences for the behavior assigned by the climate were \_\_\_\_\_.

Climate meeting Date/Time: \_\_\_\_\_

Climate meeting notes:

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**2nd Level 3 Offense:**

I \_\_\_\_\_ **have** maintained a record of the student's Level 1 and Level 2 Offense sheets, Sycamore Behavior Log, parent/legal guardian meeting notes, climate meeting



notes and communications. A referral was sent to the principal on \_\_\_\_\_. The student was removed from the instructional environment and classwork was handed to administrative personnel. The principal and I contacted the parent/legal guardians on \_\_\_\_\_ at \_\_\_\_\_ (am/pm). A climate meeting was scheduled for \_\_\_\_\_ with the student, parent/legal guardian, the teacher, a representative of the school discipline committee and an administrator to discuss additional steps such as a behavior contract, lunch detention, in-school suspension or out-of-school suspension. The consequences for the behavior assigned by the climate were \_\_\_\_\_.

Climate meeting Date/Time: \_\_\_\_\_

Climate meeting notes:

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If a student has committed two Level 3 offenses in one quarter (9-weeks), they have exhausted all their level 3 offenses and must sign level 3 offenses or higher for the remainder of the quarter (9-weeks).

Have you had to give this student a higher level of offense sheet? (circle one) YES NO

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Quarter: Q1 Q2 Q3 Q4

Teacher

Name: \_\_\_\_\_

**Level 4 Infractions Codes and Behaviors: 15 points deducted from Conduct grade for each infraction.**

- Exhausted all Level 2 infractions in the quarter and the behaviors has continued.
  - Obscene or otherwise inappropriate language, including bullying and cyber-bullying
  - Using slurs, profanity in language or gesture, whether written, verbal, or electronic (cyber-bullying)
  - Fighting, including bullying and cyber-bullying

- Hurting another person or threatening to do so, including bullying and cyber-bullying
- Bringing a dangerous object to school
- Intentional damage to school or others' property, including bullying
- Running away from or skipping school or class
- Unlawful entry of the school
- Bringing a firearm, weapon, or other form of explosive to school
- Harming or attempting to harm another person with a weapon
- Possessing, selling, or distributing controlled substances, including cigarettes

Date: _____ List Code(s) _____ _____ Short description: _____ _____ _____	Date: _____ List Code(s) _____ _____ Short description: _____ _____ _____
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**Directions for the teacher: The student completes this page, and the teacher completes the back page. If a student has had to complete sign the Book, this page is filed in the student's blue folder at the end of each nine-weeks.**

**Actions required by the teacher:**

**1<sup>st</sup> Level 4 Offense:**

I \_\_\_\_\_ **have** maintained a record of the student's Level 1, Level 2, and Level 3 Offense sheets, Sycamore Behavior Log parent/legal guardian meeting notes, climate meeting notes and communications. The student was removed from the instructional environment by \_\_\_\_\_ and placed with the school security. The principal and I contacted the parent/legal guardians on \_\_\_\_\_ at \_\_\_\_\_ (am/pm). The student was suspended till a review by the school discipline committee and principal for further

consequences, which may include long-term suspension or expulsion.

Administration/Parent/legal guardian meeting to discuss the committee’s decision is scheduled for \_\_\_\_\_.

Administration notes shared:

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If a student has committed one Level 4 offense in one quarter (9-weeks), any escalation or repetition of Level 4 offenses will result in the student’s expulsion from HQA Spring.

## **Appendix A**

### **Behavior Specific Praise in the Classroom: Importance and Implementation**

#### **I. Introduction**

Behavior Specific Praise (BSP) is a teaching strategy that involves providing positive feedback to students by explicitly stating the behavior being praised. This technique not only reinforces positive behavior but also guides students in understanding what actions are valued and expected in the classroom. The purpose of this paper is to explore the significance of BSP, offer practical implementation strategies, present scenarios and examples, and summarize how BSP supports the preventative behavior management expectations at HQA Spring.

## II. Importance of Behavior Specific Praise

1. **Reinforces Positive Behavior** BSP directly acknowledges desirable behaviors, increasing the likelihood of their recurrence. By consistently praising specific actions, teachers reinforce the behaviors they want to see, helping students understand the link between their actions and positive outcomes.
2. **Encourages Student Engagement and Motivation** When students receive recognition for their efforts and achievements, they are more likely to stay engaged and motivated. BSP helps build a sense of accomplishment and encourages students to continue striving for success.
3. **Fosters a Positive Classroom Environment** A classroom where positive behaviors are regularly acknowledged is more likely to have a supportive and inclusive atmosphere. This positive environment enhances students' overall well-being and contributes to a collaborative learning community.
4. **Supports Social and Emotional Development** BSP helps students develop self-awareness and self-regulation skills. By understanding which behaviors are praised, students learn to manage their actions and emotions better, leading to improved social interactions and emotional resilience.

## III. Implementation of Behavior Specific Praise

1. **Setting Clear Expectations**
  - Establish clear and concise classroom rules and expectations from the beginning.
  - Communicate the purpose of BSP and explain what behaviors will be praised.
2. **Consistent and Timely Delivery**
  - Provide immediate feedback to ensure students make the connection between their behavior and the praise received.
  - Maintain consistency in praising students to reinforce the desired behaviors effectively.
3. **Making Praise Specific and Genuine**
  - Highlight the specific behavior being praised, rather than offering general compliments.
  - Ensure that praise is sincere and reflects genuine appreciation of the student's efforts.
4. **Training and Professional Development**
  - Offer training sessions for teachers on effective BSP techniques and their benefits.
  - Provide ongoing support and coaching to help teachers implement BSP consistently and effectively.

## IV. Scenarios and Examples of Behavior Specific Praise

1. **Early Childhood Education (Pre-K to Grade 2)**
  - **Scenario 1: Transitioning between activities**
    - Example 1: "Great job, Marium, for quickly putting away your toys and getting ready for circle time!"
2. **Elementary School (Grades 3 to 5)**
  - **Scenario 2: Group work collaboration**

- Example: "I appreciate how you listened to your classmate's ideas and worked together to solve the problem, Isa."

### 3. Middle School (Grades 6 to 8)

- **Scenario 3: Classroom discussion participation**

- Example: "Excellent point, Sarah! I like how you supported your argument with evidence from the text."

### 4. High School (Grades 9 to 12)

- **Scenario 4: Completing assignments on time**

- Example: "Well done, Ahmed, for submitting your project ahead of the deadline and putting in so much effort."

## V. Summary

Behavior Specific Praise is a crucial tool in promoting positive behavior and academic success across all grade levels. By setting clear expectations, providing consistent and timely feedback, making praise specific and genuine, and offering professional development for teachers, BSP can be effectively implemented in any classroom. At HQA Spring, BSP aligns with the school's preventative behavior management expectations, fostering a positive and conducive learning environment. The long-term benefits of BSP include improved student behavior, increased engagement, and a supportive classroom atmosphere that enhances both teaching and learning.

## Appendix A

### The Good Behavior Game Use in the Classroom: Importance and Implementation

#### I. Introduction

The Good Behavior Game (GBG) is a classroom management strategy designed to improve student behavior and create a positive learning environment. By dividing the class into teams and rewarding good behavior, GBG promotes a cooperative atmosphere where students are motivated to follow rules and work together. This paper will explore the significance of GBG, provide practical implementation strategies, present scenarios and examples, and summarize how GBG supports the preventative behavior management expectations at HQA Spring.

#### II. Importance of the Good Behavior Game

1. **Enhances Classroom Behavior** The GBG helps establish and maintain a structured classroom environment. By setting clear behavioral expectations and reinforcing positive actions, students are encouraged to exhibit appropriate behavior consistently.
2. **Promotes Social and Emotional Learning** GBG fosters social skills such as teamwork, cooperation, and empathy. Students learn to support their peers and understand the impact of their behavior on the group, contributing to their overall social and emotional development.
3. **Increases Student Engagement and Participation** The game format of GBG makes following rules and staying on task more engaging for students. The competitive element motivates students to participate actively and contribute positively to their team's success.
4. **Reduces Disruptive Behaviors** By consistently reinforcing good behavior and providing immediate feedback, GBG helps reduce instances of disruptive behaviors. Students are more likely to stay focused and on-task, leading to a more productive learning environment.

#### III. Implementation of the Good Behavior Game

1. **Preparation and Setup**
  - **Defining Clear Rules and Expectations:**
    - Establish specific behaviors that will be rewarded.

- Communicate these expectations clearly to students.
  - **Organizing Students into Teams:**
    - Divide the class into small, manageable teams.
    - Ensure teams are balanced in terms of abilities and behavior.
  - **Establishing a Reward System:**
    - Determine appropriate rewards for the winning team.
    - Rewards can include extra recess time, small prizes, or special privileges.
- 2. **Playing the Game**
  - **Monitoring Behavior and Tracking Points:**
    - Use a visible chart to keep track of team points.
    - Award points for positive behaviors and deduct points for rule violations.
  - **Providing Immediate Feedback:**
    - Give instant feedback to reinforce good behavior.
    - Ensure students understand why points were awarded or deducted.
  - **Ensuring Fairness and Consistency:**
    - Apply rules consistently to all teams.
    - Monitor the game to prevent any biases or favoritism.
- 3. **Reflecting and Reviewing**
  - **Discussing Outcomes with Students:**
    - Hold regular discussions to reflect on the game's outcomes.
    - Encourage students to share their experiences and insights.
  - **Adjusting Rules and Strategies as Needed:**
    - Modify the game rules based on classroom dynamics and feedback.
    - Ensure the game remains effective and engaging.
  - **Celebrating Successes and Addressing Challenges:**
    - Acknowledge and celebrate the achievements of all teams.
    - Address any challenges or areas for improvement.

#### IV. Scenarios and Examples of the Good Behavior Game

1. **Early Childhood Education (Pre-K to Grade 2)**
  - **Scenario 1: Managing Transitions Between Activities**
    - **Example:** Teams earn points for quickly and quietly lining up after recess.
      - Teacher's Praise: "I'm so impressed with Team A for lining up so quietly and quickly. You've earned another point!"
2. **Elementary School (Grades 3 to 5)**
  - **Scenario 2: Encouraging On-Task Behavior During Independent Work**
    - **Example:** Teams earn points for staying focused and completing assignments without disruptions.
      - Teacher's Praise: "Excellent job, Team B! Everyone stayed focused and worked hard during independent reading time. Here's another point for your team."
3. **Middle School (Grades 6 to 8)**

- **Scenario 3: Promoting Positive Interactions During Group Projects**
  - **Example:** Teams earn points for respectful communication and collaboration.
    - Teacher's Praise: "Team C did a fantastic job listening to each other's ideas and working together on the project. That's a point for your team!"
- 4. **High School (Grades 9 to 12)**
  - **Scenario 4: Reducing Tardiness and Improving Punctuality**
    - **Example:** Teams earn points for arriving on time and being prepared for class.
      - Teacher's Praise: "Great work, Team D! Everyone arrived on time and was ready to start the lesson. You've earned a point for your team."

## V. Summary

The Good Behavior Game is a powerful tool for enhancing classroom behavior and promoting a positive learning environment. By setting clear expectations, providing immediate feedback, and encouraging teamwork, GBG helps students develop essential social and emotional skills while reducing disruptive behaviors. At HQA Spring, GBG aligns with the school's preventative behavior management expectations, fostering a safe and conducive environment for learning. The long-term benefits of GBG include improved student behavior, increased engagement, and a supportive classroom atmosphere that enhances both teaching and learn.

## Appendix C

### The Importance of Using the Growth Mindset in the Classroom

#### I. Introduction

The Growth Mindset, a concept developed by psychologist Carol Dweck, posits that intelligence and abilities can be developed through dedication and hard work. This mindset fosters a love for learning, resilience in the face of challenges, and a willingness to embrace mistakes as opportunities for growth. This paper will explore the significance of the Growth Mindset in educational settings, provide practical implementation strategies, present scenarios and examples, and summarize how this mindset supports preventative behavior management, motivates students academically, and helps close learning gaps at HQA Spring.

#### II. Importance of the Growth Mindset



1. **Encourages a Love for Learning** The Growth Mindset nurtures a passion for learning by emphasizing that abilities can be developed. Students are more likely to engage deeply with the material and take on new challenges with enthusiasm.
2. **Fosters Resilience and Perseverance** Students with a Growth Mindset view setbacks as part of the learning process. This resilience helps them persevere through difficulties and continue working towards their goals despite obstacles.
3. **Promotes a Positive Attitude Towards Challenges** Embracing challenges becomes a natural part of learning when students understand that effort and persistence lead to improvement. This positive attitude helps them tackle difficult tasks without fear of failure.
4. **Enhances Student Achievement and Academic Performance** By focusing on effort and improvement, the Growth Mindset leads to higher levels of achievement. Students are motivated to put in the necessary work to master new skills and concepts, resulting in better academic performance.

### III. Implementation of the Growth Mindset

1. **Creating a Growth Mindset Culture**
  - **Emphasizing Effort Over Innate Ability:**
    - Encourage students to value effort and hard work more than inherent talent.
    - Praise students for their persistence and dedication rather than their natural abilities.
  - **Celebrating Mistakes as Learning Opportunities:**
    - Create an environment where mistakes are seen as valuable learning experiences.
    - Discuss how mistakes can lead to deeper understanding and growth.
  - **Modeling Growth Mindset Language and Behaviors:**
    - Use language that reflects a Growth Mindset, such as "yet" (e.g., "You haven't mastered this yet").
    - Demonstrate Growth Mindset behaviors by sharing personal learning experiences and challenges.
2. **Instructional Strategies**
  - **Providing Constructive Feedback:**
    - Offer feedback that focuses on the process and effort rather than the outcome.
    - Highlight specific areas where students have improved and suggest ways to continue growing.
  - **Setting Achievable and Incremental Goals:**
    - Help students set small, manageable goals that lead to larger achievements.
    - Celebrate progress towards these goals to keep students motivated.
  - **Encouraging Reflective Practices:**

- Incorporate reflection into regular classroom activities.
  - Ask students to think about what they learned, how they overcame challenges, and what strategies helped them succeed.
3. **Classroom Activities and Practices**
- **Growth Mindset Bulletin Boards and Displays:**
    - Create visual reminders of Growth Mindset principles in the classroom.
    - Display quotes, student work, and examples of perseverance and improvement.
  - **Incorporating Growth Mindset into Lesson Plans:**
    - Design lessons that include opportunities for students to practice and demonstrate a Growth Mindset.
    - Integrate discussions about effort, learning from mistakes, and the value of persistence.
  - **Regularly Discussing Growth Mindset Principles:**
    - Hold regular class discussions about the Growth Mindset and its importance.
    - Share stories and examples of people who achieved success through effort and resilience.

#### IV. Scenarios and Examples of the Growth Mindset

1. **Early Childhood Education (Pre-K to Grade 2)**
- **Scenario 1: Encouraging Effort in Learning to Read**
    - **Example:** Praising students for sounding out difficult words and persisting through challenges.
      - Teacher's Praise: "I love how you kept trying to read that tricky word. Your hard work is really paying off!"
2. **Elementary School (Grades 3 to 5)**
- **Scenario 2: Overcoming Math Difficulties**
    - **Example:** Highlighting the progress students make with consistent practice and effort.
      - Teacher's Praise: "You've made so much progress in your math skills because you practice every day. Keep it up!"
3. **Middle School (Grades 6 to 8)**
- **Scenario 3: Developing Skills in Group Projects**
    - **Example:** Encouraging students to view disagreements as opportunities for better collaboration and understanding.
      - Teacher's Praise: "I noticed how your group worked through a disagreement and found a great solution together. That's a fantastic example of teamwork!"
4. **High School (Grades 9 to 12)**
- **Scenario 4: Preparing for Exams**

- **Example:** Emphasizing the importance of study strategies and consistent effort over cramming.
  - Teacher's Praise: "Your consistent study habits and effort will pay off on this exam. You've really prepared well!"

## **V. Summary**

The Growth Mindset is a transformative approach that fosters a positive and productive learning environment. By emphasizing effort, resilience, and the value of learning from mistakes, students are more likely to engage deeply with their education and persevere through challenges. Implementing the Growth Mindset at HQA Spring aligns with the school's goals for preventative behavior management, motivates students to excel academically, and helps close learning gaps. The long-term benefits include improved student achievement, enhanced social and emotional skills, and a supportive classroom atmosphere that encourages lifelong learning.