

*Madina Academy*

We raise children. Higher.

# **Faculty/Staff Handbook**

2024-2025

519 Palisado Ave. Windsor, CT 06095

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# Message from Principal:

Welcome to the 2024-2025 School Year!

Dear Madina Academy Team,

As we embark on another exciting academic year (2024-2025), I am delighted to welcome each of you back to Madina Academy. Our school is more than just a place of learning; it is a community where every student is nurtured, challenged, and inspired to reach their full potential.

This year, our mission remains steadfast: to empower every student to succeed academically while fostering respect, responsibility, resilience, and excellence. We are committed to providing an environment where students are educated, cared for, supported, and encouraged to thrive in all aspects of their lives. Your dedication to this mission is what makes our school truly special.

At Madina Academy, we believe that the key to a successful education lies in the strength of our partnerships. We can make a difference in our student's lives through our collaboration as educators and the involvement of parents and the broader community. Together, we will guide our students as they develop the confidence and skills to shape their futures and contribute positively to our community and beyond.

Communication is the cornerstone of our success. I encourage you to engage openly and frequently with students, parents, guardians, and colleagues. By maintaining clear and consistent communication, we can ensure that every stakeholder is informed and involved in our students' educational journey.

Please remember that my door is always open to you, and I value your ideas and feedback. While I encourage appointments to ensure we have uninterrupted time to discuss important things, I am always here to help you.

Let us enthusiastically and determinedly embrace the challenges and opportunities of this new school year. I am confident that we will achieve great things together and create lasting memories for our students.

Thank you for your dedication and commitment to Madina Academy's success. Your hard work and passion have made a significant difference in the lives of our students, and I am confident that together, we will continue to achieve great things in the coming year.

Best regards,

Dr. Ray Cooper

## NOTICE

Nothing in this document is intended to create or constitute an express or implied contract of employment with Madina Academy. The provision of this document may be revoked or modified at any time by Madina Academy, in its absolute discretion.

Madina Academy will not recognize or be bound by any contract of employment with any employee unless such contract is in writing and is signed by the Principal and witnessed by an existing Madina Academy employee. Employment at Madina Academy is subject to termination at will, by either Madina Academy or the employee, at any time, for any reason, with or without cause, unless otherwise agreed in writing by Madina Academy and the employee or as otherwise provided by state or local law. Madina Academy expressly disclaims any expressed or implied covenants, including, but not limited to, the covenant of good faith and fair dealing.

## INTRODUCTION TO THE FACULTY/STAFF HANDBOOK

The success of Madina Academy in accomplishing its mission is directly related to the dedication, commitment and efforts of its employees. Therefore, Madina Academy recognizes that to meet its objectives it must recruit and maintain high caliber employees.

These personnel guidelines reflect Madina Academy's commitment to its employees. They have been developed in the spirit of facilitating a productive, caring work environment. These guidelines are designed to:

- Establish a safe and healthy work environment.
- Ensure equitable treatment of all employees.
- Inform employees about Madina Academy's personnel policies and employee relations/management philosophy.

These personnel guidelines are intended to serve as a practical guide to Madina Academy's personnel policies and practices. However, since it is only a summary, compiled for the convenience of our employees, it is not intended to cover all topics or circumstances. Madina Academy reserves the right to respond to specific situations in whatever manner we believe best suits the needs of Madina Academy and the employees involved.

### **Madina Academy Vision**

The vision of Madina Academy is to graduate generations of scholars who have a strong Muslim identity and are ready to compete in the global society. Madina Academy is dedicated to equipping students with the necessary tools and resources needed to be globally competitive, college and career ready, and productive American Muslim citizens.

### **Madina Academy Mission**

Madina Academy provides an academically challenging and safe environment that fosters creativity, academic excellence and community engagement. Madina Academy students will develop strong character based on the Islamic faith and excel in academics.

### **Madina Academy Core Values and Beliefs**

1. Islam is the basis of everything we do at the Academy.
2. All members of the school community are dedicated to support students' development (academically, morally, socially, and religiously.)
3. We provide our students with a world-class education that is competitive with the best and highest performing public and private schools in the nation.
4. We recruit, hire and retain qualified teachers who carry out the Academy's mission and vision tirelessly.
5. We believe that parents are vital partners in the success of the educational cycle.

6. We believe each student is unique and is a precious addition to the culture and diversity of the school. We cater to all our students' needs to ensure we help each and every student reach their fullest potential.
7. Madina Academy teachers and staff are given training on *Supervision and Child Abuse and Neglect* policies in accordance with Connecticut General Statutes 17a-101, as amended by Public Act 02-138 and 1193. Madina Academy requires that teachers and staff who have reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent risk of serious harm to report these suspicions in compliance with applicable state statutes.

*The Mission of Madina Academy is to provide an education that is rooted in Islamic faith and ideals and is based upon the noblest Islamic traditions. This education will in turn produce young men and women of sound Islamic character. Our educational efforts will be aimed at shaping the minds and hearts of our children according to the teachings of the Holy Quran and the blessed Prophet Muhammad (PBUH). Madina Academy provides a diverse and evolving environment that breeds excitement about teaching and learning. To this end, our professional staff must be innovative, creative and achievement oriented. Students, parents, staff, and administration are active partners. The individual members of the school community fit together and work as a team using the strengths of individuals to create a powerful learning organization.*

### **Board Rights and Responsibilities**

Madina Academy has a two-tiered Board structure; Board of Trustees ("BOT") and Board of Education ("BOE").

The responsibilities of the Board of Trustees are as follows:

- Approve new BOE members.
- Responsible for the Waqf fund and the real estate assets owned by Madina Academy.
- Helping to meet the financial needs of the school.
- Approve the strategic plan for the school.

The responsibilities of the Board of Education are as follows:

- Developing a strategic plan for the school.
- Policy development and approval.
- Hiring and evaluating the school principal.
- Approving/creating the annual budget with input from the principal.
- Setting salaries for employees.
- Setting tuition for students and managing financial aid program.
- Overseeing financial accountability.
- Accountability to ensure that the school is fulfilling its mission.
- Marketing and fundraising.

The Board is responsible for creating and approving policies, and the school principal is responsible for ensuring that those policies are being implemented at the school level on a day-to-day basis. The day-to-day operation of the school is now completely left to the school principal. The school principal oversees the implementation of the curriculum and classroom management. He/she is also responsible for staff evaluation and hiring and firing within the financial budget established by the school board.

### **Non-discrimination Policies**

In keeping with the universal nature of Islam and with federal mandates, the school adopts a nondiscrimination policy. Madina Academy does not discriminate in employment or enrollment based on race, age, sex, national origin, or disability.

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

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

### **Criteria for Selection of Professional Staff**

The professional staff is employed on the basis of educational background, academic accomplishments, number of certifications in various subject areas, experience, recommendation letters, conduct during the initial interview with the Hiring Committee and any subsequent interviews, as well as their knowledge and understanding of Islam. The school employs its teachers without regard to their age, sex, disability, or national origin.

### **Employment at Will**

Except where otherwise provided by a collective bargaining agreement or other valid written contract between an employee and Madina Academy, signed by the Principal, or by the Board of Directors, employment at Madina Academy is at will. Any employee may voluntarily leave the institution at any time, for any reason or no reason, and conversely may be terminated by the institution under these same conditions.

### **Hiring and Termination**

The Board of Directors hires and fires the Principal. The Principal or his/her designee hires and fires all other Madina Academy employees.



## QUALIFICATIONS OF TEACHERS

The teachers at Madina Academy are to hold a bachelor's degree or higher. Madina Academy employs teachers with less than a bachelor's degree in exceptional cases and only in areas such as Arabic, Islamic studies, as an assistant teacher or if a teacher is enrolled in an undergraduate program or taking courses toward it. These teachers must demonstrate their competence during a trial period at the school and must have completed some work in the area in which they teach. In most cases, the teacher will have had successful teaching experience prior to joining Madina Academy.

### **Teachers must demonstrate competency in the following areas:**

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

### **Classroom Learning Environment:**

- To ensure active and equitable student participation.
- To vary the role in the teaching process (facilitator, coach, instructor).
- To establish and maintain mutually respectful student-teacher interactions.
- To establish and maintain appropriate standards of performance.
- To arrange furniture/equipment to facilitate safe and effective movement/learning.
- To maintain an attractive, clean, age-appropriate & child-centered classroom environment.

### **Communication:**

- To indicate confidence in students' abilities to learn.
- To consistently express enthusiasm verbally and nonverbally.
- To use positive verbal language and positive nonverbal cues.
- To demonstrate respect, concern and consideration for all students.

### **Instructional Delivery:**

- To incorporate Islam appropriately in all subjects taught.
- To demonstrate a well-prepared and organized approach to teaching.
- To connect lessons to students' prior knowledge and/or interests.
- To clearly explain concepts, terms, vocabulary, principles, etc.
- To provide appropriate guided and independent practice.
- To demonstrate mastery of subject area(s) & use accurate, up to date information.
- To demonstrate an understanding of student development.
- To use varied teaching strategies to accommodate varied learning styles.

### **Assessment and Evaluation of Student Performance:**

- To communicate regularly with students and parents about student progress.
- To collect and use multiple sources of information to assess student learning.
- To use assessment results to guide and modify instructional planning and teaching.
- To employ fair and clear grading of student work.
- To carefully plan and vary student assignments.
- To employ a variety of evaluation techniques.

### **Classroom Management:**

- To utilize time efficiently and effectively.
- To maintain classroom order and control.
- To require and monitor student adherence to rules and procedures.
- To avoid emotional outbursts, ridicule, sarcasm and derogatory statements.
- To use vocabulary and mannerisms that are appropriate to the learning level/age of students.
- To actively implement school and classroom rules of conduct.
- To promote student self-discipline

### **Professional Growth and Responsibilities:**

- To pursue and participate in professional growth opportunities.
- To use ideas from books, websites, colleagues etc. to improve teaching.
- To initiate activities and projects in the school.
- To share expertise, new ideas, materials and resources with colleagues.
- To participate in shared decision making in the school.
- To be punctual for school, classes, meetings etc.
- To maintain an accurate, organized, up-to-date record keeping system.
- To support policies/procedures when dealing with students/parents.
- To maintain confidentiality in matters relating to students/school/parents.
- To show respect, interest and consideration for colleagues and parents.
- To adjust plans and schedule to accommodate programs/activities.
- To participate in school-related functions when appropriate.
- To adhere to school policies, rules, curriculum and content standards.
- To cooperate with administration in implementing applying policies to school programs.
- To work to establish and maintain open lines of communication with students/parents.
- To make proper use of professional planning times.
- To show care for instructional materials and resources.
- To accept constructive criticism & follow up on actions for improving performance.
- To demonstrate loyalty to the school, colleagues and administration.
- To perform routine duties and tasks with little or no direct supervision.
- To participate in extracurricular activities and/or serve on designated committees.

- To display a professional image in conduct and appearance.
- To select appropriate channels for resolving concerns and/or problems.

### **TEACHER ABSENCES**

According to the teachers' contracts every teacher has sick/personal days according to the number of hours you work per week. If you plan to be absent you are kindly asked to follow the following protocol:

1. Personally let the principal (or an assigned person) know in writing (Text message or email) of your absence.
2. Have a substitute folder on your desk ready for your substitute teacher with attendance rosters and lesson plans for the day (s) you will be out and detailed instruction.
3. Upon your return fill out an absentee form (See Administrative assistant for form).

### **TEACHER SIGN IN**

All teachers are to sign in at the office by **7:45 a.m.** Teachers are expected to be present in the Event Hall by **7:45 a.m.** for morning assembly.

### **Teachers marked tardy for the third time in 4 weeks will have it documented in their evaluation form.**

“Tardiness is an employee that shows up at least 5 minutes after a scheduled shift starts. “If employee shows up to 15 minutes after shift start time, it will be a deduction After 3 tardies, employees will be subject to disciplinary action, see progressive discipline.

### **Disciplinary action**

- Verbal warning.
- Written warning.
- Employee review.
- Performance improvement plan.
- Suspension
- Termination.

### **TEACHER SIGN OUT**

All teachers are required to walk their students from the classroom to the dismissal area at 3:30. Teacher will leave the classroom in order. Teachers are to remain in school until 3:45. All full-time teachers, and when needed, part-time teachers should make themselves available for their students at this time.

Students and parents should be encouraged to make appointments if they wish to see teachers after school.

### **LEAVING SCHOOL DURING SCHOOL HOURS**

Teachers are discouraged from leaving the school premises during school hours. If the need arises

the teacher must inform the Principal, sign out in the office and sign in at the office upon returning. Teachers are discouraged from leaving early for the day unless in case of an emergency. Any teacher leaving early must record the time of departure and the reason.

### **ACCIDENT/INJURY REPORTING**

If you are injured at Madina Academy you must immediately tell the school principal at the time of the injury. You must also provide Madina Academy with a written statement about the injury. Please call the school principal the same day the injury occurs, or as soon as medically possible.

### **FACULTY MEETINGS**

All teachers are expected to attend meetings either before or after school hours. Meetings are scheduled by the school Principal for the entire staff and will be held at least once a month. All teachers are expected to be present at meetings or request in writing to be excused by the Principal. All employees must maintain a respectful environment during meetings, and refrain from using cell phones.

### **CONFLICT RESOLUTION**

The school expects the staff relationship among each other and with the administration to be based on Islamic principles of fairness and mutual respect. In case of any misunderstanding, teachers are expected to communicate their concerns first to the individual involved and search for ways of resolving the problem in a respectful and professional manner. If no satisfactory solution is reached, the individuals involved are to request a meeting with the principal to discuss the matter and to arrive at an acceptable resolution. If the disagreement is between an administration and a staff member the parties will meet to discuss and reach a satisfactory resolution. If no solution is reached, the matter will be referred to the Madina Academy Board. In case of a complaint regarding a fellow teacher (work related) it should be put in writing and given to the Principal within five work days. We discourage all teachers from bringing up petty issues and differences to the Principal for resolution.

**Please keep in mind that backbiting and gossiping is considered Haram in Islam and will not be tolerated in the school.**

### **TEACHING COMPETENCY**

There are a variety of ways in which improvement in teaching competency is encouraged:

- To meet school attendance requirements.
- To recognize problems and actively contribute to their resolution.
- To take all necessary and reasonable precautions to protect students.
- To accept & fulfill instructional duties & responsibilities promptly and effectively.
- To communicate and cooperate with colleagues in instructional planning.
- To establish procedures consistent with school policies.
- To use verbal and nonverbal skills to control student conduct.
- To stop inappropriate behavior using reasonable sanctions.

- To maintain classroom procedures/routines that support student learning.

### **NON-DISCRIMINATION POLICY**

Madina Academy is an equal opportunity employer. It does not discriminate in employment on the basis of age, sex, national origin or disability.

### **SEXUAL HARASSMENT POLICY**

Madina Academy does not tolerate sexual harassment of any kind. The school's policy prohibits:

- Unwelcome sexual advances.
- Request for sexual acts or favors, with or without accompanying promises, threats, or reciprocal favors or actions.
- Any verbal or physical conduct is made either explicitly or implicitly a condition of an individual's employment.
- Submission to or rejection of such conduct by an individual is used as the basis of employment decisions; such conduct has the purpose or effect of substantially interfering with an individual's work performance; or such conduct has the purpose or effect of creating an intimidating, hostile or offensive working environment. Violation of this policy is grounds for discipline, including discharge.

### **NON-ACCEPTABLE BEHAVIOR**

No Madina Academy employee shall partake in behavior that is unacceptable or inappropriate. Employees should not use foul language, engage in "horseplay," or engage in any threatening behavior towards any other employee or supervisor. There shall be no fighting or arguing when on the job. No harassing behavior including sexual harassment. Employees shall not disobey direct job instructions/orders. No alcohol or drug use while on Madina Academy property. Theft of Madina Academy property is prohibited. Employees shall not falsify information including time worked. No sleeping while on duty. Swearing at supervisors or other employees, or aggressive and berating language may result in immediate termination and be considered willful misconduct.

### **EVALUATION**

All teachers will be receiving 3 formal evaluations and non-formal walkthroughs throughout the school year. Two of these evaluations will be announced and 1 unannounced. Teachers are to expect frequent drop ins by the principal and any other school level administrators. Walkthroughs are intended to support teachers in giving teachers feedback in order to prepare them for their formal evaluations.

All teachers will receive training throughout the school year that is focused on effective classroom practices. After the first formal observation, the principal will create a professional growth plan based on the initial observation, if deemed necessary. This plan will have specific goals for the teachers and action steps that are expected to take place in order to reach your goal.

All staff members will have a final summative review at the end of the year. Teachers' summative scores will be a combination of the 4 evaluation scores, and their students' achievement at the end of year Standardized assessment. These summative evaluations will be used to determine re-hiring status and grade/subject assignments.

### **WORK YEAR**

The basic work year covered by the Teachers' Salary Schedule of all members of the group shall include no more than 195 days. 3 of the 195 days will be workdays and 3 days will be scheduled for Professional Development days. In addition to the basic work year, 2 days may be scheduled for the orientation of returning and new personnel. Teachers will be paid their agreed upon salary in biweekly installments on a 12 month basis. The Board reserves the right to change the work year set forth above.

### **WORKDAY**

The Board and the teachers agree that the teachers' responsibility to their pupils, the school system and their profession entails the performance of duties and the expenditure of time beyond the time period scheduled for pupil attendance, but that the teachers are entitled to regular time schedules on which they can rely in the ordinary course and which will be fairly and evenly maintained to the extent possible throughout the school system. Therefore, except in emergencies and instances of staffing exigencies, and without prejudice to voluntary professional service above and beyond contract requirements, the basic teaching day of all members of the group shall include the time period scheduled and specified under the Article: Teachers Duties and Responsibilities.

Lenience will be allowed toward a teacher who has requested for a changed schedule with a genuine excuse, and/or as specified in his/her contract with approval by the Board.

### **EMERGENCY PROCEDURES**

The Board delegates all responsibility for development and implementation of emergency procedures to the principal of Madina Academy.

Should an emergency situation occur, the principal has the responsibility to determine and implement emergency procedures which may result in a shortened school day for students and employees which needs adjustment to the regular and published school day.

The principal or his/her designee will authorize teachers to be dismissed from their assignments after the last student has safely departed from the school.

The principal or his/her designee will determine when the last student has safely departed and that all the staff responsibilities have been met in order to safeguard the welfare of the students.

### **SICK LEAVE**

Each professional employee shall be entitled to minimum sick leave with full pay of FIVE (Full-time employees, or according to work hours) days each school year. Unused sick leave shall not be

accumulated from year to year.

A deduction will be made for one or more full days of sickness or disability from an employee's salary after the sick leave has been exhausted. In accordance with section 31-60-14. (b)-(C) of the Connecticut Regulations of Department of Labor.

### **SALARY AND WAGES**

All full-time employees are in salaried positions. The Board of Directors establishes the salary of the Principal. Salary levels of all other employees are set by the Principal within the budget approved by The Board of Directors, and within the provisions of any authorized individual employment contract.

### **EXEMPT EMPLOYEES**

All employees whose duties and responsibilities are of an executive, administrative or professional nature, as defined in the Fair Labor Standards Act and the Connecticut General Statutes, will be considered exempt from the overtime provisions of those laws. Exempt employees, although salaried, may have their salary reduced one or more full days in the event that they are absent for personal reasons (other than sickness or accident) one or more full days for sickness after their accrued sick time has been exhausted or certain other absences under the FLSA (Fair Labor Standards Act).

### **NONEXEMPT EMPLOYEES**

All non-exempt personnel are paid for all time worked and are subject to the provisions of the Fair Labor Standards Act and other federal and state wage and hour regulations.

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### **SALARY DEDUCTION**

Salary deductions, for all employees, will be made in the following instances:

- During the initial and terminal weeks of employment, pay will be a proportionate part of an employee's salary for the time actually worked.
- Deductions will be made for one or more full days if the employee is absent for personal reasons other than sickness or accident.
- Deductions will be made for one or more full days if the employee is absent as a result of a disciplinary suspension for violating a safety rule of major significance which includes serious danger to the students, other employees or to the Madina Academy premises.
- Teachers who are found to be excessively tardy, the board has the right to decide to deduct his/her pay in accordance with the minutes/hours not at school;
- Madina Academy's policy on salary deduction is in accordance with section 31-60-14 b- A, B, C and E. of the regulation of Connecticut Department of Labor.

### **SALARY SCHEDULE**

B.S	M.S	PhD/Ed.D
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\$20,000 - 27,000	\$22,000 - 35,000	\$24,000 - 37,000
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Note: The above schedule represents the salary ranges for full-time employees. The actual salary for an employee is based on years of experience, relevant teaching certification, and additional responsibilities.

**Duties and Responsibilities of Teaching Staff at Madina Academy**

1. Teaching, as per assigned curriculum and textbooks, the following subjects: Math, Language Arts including Phonics and Reading, Science, Social Studies and Islamic Studies. Unless stated otherwise in the teacher's contract.
2. Developing each student's individual academic, Islamic, social, and emotional capacities within the school setting.
3. Preparing lesson plans prior to class. Submit all lesson plans as directed by the Academy Principal.
4. Preparing and administering formal and informal.
5. Keeping record of student attendance, lesson plans and assessments.
6. Preparing and conducting morning assembly as per assigned schedule.
7. Supervising break-time (recess), lunch, wudhu, salat and dismissal. **Supervising entails alert and attentive supervision: patrolling around, within, and in close proximity to students, making eye contact with students, and providing adequate intervention for misbehaviors.**
8. Preparing for progress reports for the academic year.
9. Scheduling, conducting, and documenting no less than four parent- teacher conferences (to coincide with issuing of progress reports).
10. Carry out reasonable administrative tasks as outlined by the coordinator during the presence or absence of the coordinator such as receiving phone calls, etc.
11. Ensuring that all school property is secured at the end of each day.
12. Attending staff meetings as scheduled.
13. Completing written reports as requested by the coordinator.
14. Membership of at least two sub-committees during the entire academic year. Additional sub- committee work will be optional.
15. Participate in the teacher evaluation process as outlined by the Board of Education.
16. Other duties assigned by the coordinator of the school.
17. At least one, but no more than three after school events throughout the year, such as Open House.
18. Unless otherwise stated, all teachers must arrive by 7:45 am. A sign-in sheet or board will be used to ensure staff punctuality. Teachers are to remain till 3:45. This time should be used productively.

**USE OF SCHOOL PROPERTY**

The property of Madina Academy should only be used for school purposes. Under no circumstances should any employee use school property for personal reasons or allow access to any individual on the



premises. School premises should not be accessed by employees, family members or acquaintances while the school is not in session except for school related matters. If an employee needs to come to the premises the coordinator must be notified prior to entering the school. Madina Academy property given to the teachers for their classroom will be the responsibility of those teachers.

## **LOCK DOWN PROCEDURE**

Before the school premises close for the day, all teachers will need to lock up their classroom and cabinets. The last one to leave the school will have to check and make sure that the office, copy room and the lock box are all locked up. Every teacher will have to lock all items down on Friday unless otherwise specified. Such items include but are not limited to books, stationeries, students' and teachers' belongings, school's property that is not furniture, etc.

## **DRESS CODE**

All employees of Madina Academy will adhere to the Islamic Dress code. **Teachers are role models for the students.** All faculty members are requested to dress professionally. The daily dress code should be business casual. Females are expected to wear one of the following: Abbays, long skirts to the ankle with loose shirts, and loose pants with a long shirt up to the mid-thigh. Muslim female teachers will be expected to wear the head cover (Hijab) to cover their hair and necks. Makeup, if worn, must be subtle with neutral/nude colors. Nail polish/Acrylic nails are forbidden. Males will be expected to wear loose pants and shirts. No shorts will be allowed.

## **FIRE DRILLS**

We will perform monthly fire drills to ensure compliance with the Connecticut school laws. During fire drills, teachers are asked to escort their students out the nearest exit door and walk students away from the building. This needs to be done in a timely manner. Teachers must have their attendance book with them to check roll and ensure that all students are accounted for. **Please see Madina Academy emergency management plan for more details.**

## **SCHOOL LOCKDOWNS**

We will be practicing lockdown procedures twice a year. To ensure that teachers and students are ready in case of any emergency that requires the school to go on lock down. Teachers will be trained by the local police department in lockdown procedures.

## **PROGRESSIVE STEPS OF DISCIPLINE**

It is the expectation of the administration and the board of Madina Academy that all teachers abide with all rules and procedures and perform all assigned duties in a timely manner. Should a teacher/staff member choose to not cooperate and abide with all the school stated rules and procedures as well as all directives given by the principal, his/her designee, or the board members a progressive step of discipline will be used to reprimand the teacher/staff and document such insubordination. Some offenses such as breach of confidentiality, inappropriate non-professional conduct, insubordination are non-negotiable and result in an immediate letter of reprimand and possible further disciplinary action.

- 1<sup>st</sup> offense: Verbal warning.
- 2<sup>nd</sup>/3<sup>rd</sup> offenses: Oops letters (written friendly reminders).

- 4<sup>th</sup> offense: Written letter of reprimand.
- 5<sup>th</sup> offense: 1-1 meeting with principal.
- 6<sup>th</sup> offense: Written letter of reprimand copied to board and in employee permanent file.
- 7<sup>th</sup> offense: Suspension without pay.
- 8<sup>th</sup> offense: Possible termination.

### **COURTESY CLUB DUES**

Membership of this club is voluntary and open to all members of the Madina Academy faculty and staff. The Intent of this club is to have a small budget available to use when teachers and staff have special events taking place in their lives (ex: Wedding, new baby, death in the family). The dues collected for this club will be used for gifts or condolences. The dues are \$20 per employee. Dues can be paid by check or cash to the school's administrative assistant.

### **FACULTY OPERATIONAL PROCEDURES**

*At Madina Academy it is always the expectation that the adults in the school model the behavior that we expect of our students. The school staff sets the tone for the operation of our school. People pay attention to what we demonstrate more than what we advocate.*

#### **Five 5 Non-Negotiables:**

- A. Evidence of Planning.
- B. Positive and Welcoming Environment.
- C. Evidence of Effective Discipline and Procedures.
- D. Variety of Instructional Strategies.
- E. Quality Academic Student Work Displayed.

#### **Evidence of Planning:**

- A. Teachers are expected to use the lesson plan template provided by the principal to turn in their lesson plans weekly. Lesson plans are due by midnight on Saturday for the following week.
- B. Teachers are expected to update the Lesson Labels before 8:15 A.M. each morning.
- C. Teachers should be prepared (with materials and copies) for each class daily.

#### **Positive and Welcoming Environment:**

- A. Teachers are expected to keep classroom doors locked when students are in the classroom.
- B. Teachers are expected to keep classroom windows uncovered.
- C. Teachers are expected to make sure everything that is hanging or displayed in the classroom has an instructional or functional purpose.
- D. Teachers are to only write his/her name on personal property.

- E. Each teacher is expected to maintain a data board to display her class data and track their progress.

**Evidence of Effective Discipline and Procedures:**

Please see the section on *Student Operational Procedures* for specific information in this area.

**Variety of Instructional Strategies:**

- A. Teachers are expected to attend Professional Development to enhance their understanding of instructional strategies that have been researched and established as best practices. Professional development will be provided in-house for the teachers.
- B. Teachers are expected to participate in the ZAP procedures as outlined in *Instructional Practices* section of this handbook.

**Quality Academic Student Work Displayed**

- A. Teachers are expected to follow the rubric and schedule for posting student work in the classroom.
- B. Student work displays will be changed once every nine weeks.

## CLASSROOM MANAGEMENT

The beginning of a new school year is a critical time for effective classroom management to be set in place. Effective teachers/managers use the first week of school to clearly communicate to students **WHAT IS EXPECTED** and **WHAT IS NOT ALLOWED**. They begin promptly, conduct activities at a reasonable pace, give students constructive, real-life assignments, and provide specific explanations and expectations.

**"Right or wrong, accurate or not, your reputation will precede you." (Harry Wong)**

### **Establishing the Class Climate the First Week**

- Establish your class procedures beginning the first day (e.g., when to sharpen pencils, how to be recognized by the teacher during the class period, etc.:
- Make certain that you have books for the students to use on the first day. Don't worry about your reading/writing center on the first day because you must establish the importance of your class procedures and then put them to work.
- We stress not putting desks in straight rows but make certain that all students can focus their eyes on you during instruction.
- Display our class rules in a prominent place. Post the heading (of paper) procedures in a prominent place.
- Have a consistent place for the essential learning of the day, daily class outline, homework. It is important that you constantly reinforce your procedure during the first week. The first couple of days, you may want to review those procedures with the class.

**Effective Teachers are READY**

- **Effective teachers** have their classrooms ready. (Classroom has a warm, positive climate that is work-oriented.)
- **Effective teachers** have their work well-planned and ready each day. (The desks, books, papers, assignments, and materials are ready when the students enter.)
- **Effective teachers** have themselves ready each day. (The teacher has a warm, positive attitude and has positive expectations that all students will succeed.)

### **Habits of Effective Teachers**

1. Be prepared for class. Ten seconds of idle time can develop into ten minutes of problems.
2. Make your assignments reasonable and clear.
3. Be a good and neat dresser. Be businesslike. Be friendly.
4. Be prepared for the unexpected.
5. Keep rules to a minimum. Too many rules have no real purpose.
6. Be consistent for 180 school days.
7. Never punish the entire class for the actions of a few.
8. Never say anything to a student that you would not say in the presence of his parents.
9. Never humiliate a student, alone or in front of others.
10. Do not be afraid to apologize.
11. Keep parents informed. Use the phone. Let your parents work with you.
12. Never argue with a student in front of the class. The odds are 25 to 1 that you'll win.
13. Don't see and hear everything.
14. Be enthusiastic. It's contagious.
15. Do not be a screamer. A barking teacher does nothing but make noise.
16. Keep administrators informed when dealing with problem students.

### **Discipline Non-Negotiables:**

- Treat students like you want to be treated.
- Acknowledge your mistakes.
- Students are **always** supervised.
- No profanity used towards or in the presence of students.
- Address the action, not the student.
- No yelling or beating.
- Establish and implement school and class procedures.
- Each teacher's class is valuable.
- We believe that extensive knowledge and application of content and pedagogy and the building of effective educator-student relationships improve discipline.

### **Management & Student Conduct**

Classroom management can be the difference between a superior teacher and a poor teacher. Even teachers who are well prepared for teaching the day's objectives will not succeed without a plan to ensure the procedure they want to have followed in the classroom. Classroom management is not simply a discipline plan; it is a well-communicated management plan to help reduce discipline problems. The suggestions here are intended to help the teacher build a climate or culture in his/her classroom where students can work, learn, belong and find success.

### **Characteristics of a Well-Managed Classroom**

(Taken from *The First Days of School* by Harry Wong)

1. Students are deeply involved with their work, especially with academic, teacher-led instruction.
2. Students know what is expected of them and are generally successful.
3. There is little wasted time.
4. The climate of the classroom is work-oriented, but relaxed and pleasant.

### **Student Classroom Procedures**

Procedures are "how we do things in this class." You will need to establish and teach procedures for things like...

- What do I do when I enter the room?
- How and when do we go to the restroom?
- How do I hand in papers?
- What do I do when you are absent?
- What do I do in case of all emergency drills?
- What do I do if I need help?
- When may I sharpen my pencil?
- What do I do when I need to ask a question?
- What do I do when I finish an assignment?

The teacher teaches procedures and rehearses them. For example, when a student bolts out of his seat the moment the bell rings without waiting for you to dismiss class, he has not followed a procedure. You should ask, "What is the correct procedure?" and then have the student return to his seat and practice the procedure. Do not feel that you have to scold, lecture, or yell when students do not follow procedures. Fussing will not make the student reform anyway. Just as parents have to teach and reteach their children to say, "thank you", teachers have to teach and reteach procedures. In fact, you may have to spend a great deal of time at the beginning of the year teaching procedures. But a classroom where procedures have been taught well will have more uninterrupted teaching and learning time. Students who follow procedures have learned a valuable life lesson. Please examine all class procedures to ensure that you are making the best of the instructional day.

### **Examples of time wasters:**

- Writing spelling words X times each.

- Knowledge level board work/ worksheets.
- Coloring sheets/cutting and pasting.
- Waiting on all students to finish an assignment with no instructions.
- Having students copy all work from transparency, board or textbooks.
- Writing or reading materials that are not relevant to students.

### **Classroom Management Ideas**

- Establish a routine and follow it. Students need to know what to do, how to do it, and when to do it. Students like routines and tend to become disruptive when they are not busy.

### **Classroom Interventions**

- Feel comfortable with yourself, with Time Out in the classroom, your students, and with your content. Time Out in another classroom Students feel secure with a confident Conflict Resolution Instruction teacher.
- Expect your students to conduct Anger Management Instruction themselves in socially acceptable Grade Level Review ways. Students tend to live up to Office Referral expectations.
- Present lessons that are interesting, relevant, and at an appropriate level of instruction. Material that is too difficult or too easy will cause students to lose interest and become disruptive.
- Vary your methods of presenting material.
- Always be prepared. Students will take advantage of the opportunity if you are not.
- Prevent problems before they happen.
- Show that you genuinely respect your students. Give them evidence through your actions: listening to their ideas and concerns, having friendly chats with them, smiling often, finding something to laugh about, accepting them, and giving lots of encouragement and praise.
- Give your students love and understanding so that they can learn to give it in return.
  - Discussed during a classroom meeting.
  - Contact with parents (continuous)
  - Positive Communication
  - Role Playing
  - Student Conference
  - Weekly Reports/Parent's Signature
  - Community Resources (Mentors, Adopters)
  - Tutoring
  - Peer Tutors
  - Paired Learning
  - Student Contracts
  - Time out in the classroom
  - Time out in another classroom



- Conflict resolution instruction
- Peer mediation
- Anger management instruction
- Grade level review
- Office referral

## SCHOOL WIDE DISCIPLINE PLAN

The purpose of this plan is to have a fair and consistent way in which to deal with students who misbehave and recognize students with positive behavior.

### Philosophy Statement

- Madina Academy is defined by a positive school climate that supports social and academic growth for all students. Positive school-wide behavior management is necessary if learning is to take place. Positive school-wide behavior management requires a discipline plan, applying successful interventions, and training students in procedures.
- We must provide guidance to help children make appropriate behavior choices. Our expectations of students' behavior must be taught to students and reviewed frequently.
- In handling behavior issues, we must keep in mind the importance of building strong relationships with students. How we treat one student can influence our relationship with all students. Therefore, we must handle all situations in a caring and professional manner.

### School Procedures, Entering School

- Madina Academy's hours of operation are 8:00 am to 3:30 pm.
- All teachers assigned morning duty should arrive at school no later than 7:45 AM and setup area.
- The door must open at 7:45 A.M.
- Students may have access to the event hall ONLY.
- Please do not allow any students to leave the assigned area (No Supervision).
- Teachers monitoring students in the event hall remind students to stay silent and listen to the morning announcements: **Supervising entails an alert and attentive supervision: patrolling around, within, and in close proximity to students, making eye contact with students, and providing adequate intervention for misbehaviors.**
- Preparing for progress reports for the academic year.
- Students arriving at school after 8:00 a.m. will use the front door only and will be marked tardy by their 1st period teacher and a parent will be required to sign the student in.

- Once students are dismissed from the event hall, please escort your students to your class.
- If a neighboring teacher is not present yet, please help escort her students to her room and supervise them until she arrives (let the principal know of any unsupervised students).
- Do not allow students to stand at your door (with or without you).
- All teachers will check uniforms during the 1st period. Issue uniform violation slips to students and return the other half of the slip to Ms. Mariah.

### **School Procedures, Closing of School**

- Dismissal time is from 3:30 PM — 3:45 PM.
- All teachers on duty should remain in the event hall until all her students have been dismissed.
- We will follow a silent dismissal procedure.
- At 3:25 pm all teachers will start escorting their students to the event hall. Have your students sit in their designated area and pass out the day's designated reading.
  - All students in grades K-3 will have to sit quietly as they are asked to reflect over the day.
  - All students in grades 4-9 will be assigned different articles, hadiths, pages of the Quran, etc. reading each week to be read during dismissal time.
- Once a parent arrives, we will call the student via the microphone for the student to be dismissed and escorted to his/her parent.
- Once all your students are dismissed you are free to leave the event hall.
- Students who are not picked up by 3:45 pm will be escorted by their teacher to the after-school care room;
- Do not leave students unattended after school. Make sure that if you are helping a student after school, you ensure that the student has been picked up by a parent before you leave.
- No students are allowed to walk throughout the building without a teacher.

### **School Procedures Assemblies**

- All students and teachers are required to attend all assemblies, unless instructed otherwise by the administration.
- Lock your classroom door.
- Students will enter the assembly area with the classroom teacher leading the line.
- Make sure students are not talking upon entering, during, or leaving the assembly.
- Ensure that all students are sitting up straight and being attentive. Teachers are to remain and monitor classes in the event hall.

### **School-Wide Rules for Students**

- Be courteous. Keep your hands, feet, and negative remarks to yourself.

- Follow directions the first time given.
- Always be on time and prepared.
- Respect yourself, others, and school property.

### **School-Wide Classroom Procedures**

- **Hall Passes:**

During instructional time, NO students should be in the hallway during the first fifteen and last fifteen minutes of any class period. Hall passes should not be given to students to run errands for the teacher, to run personal errands for a student, or to get school supplies from a friend.

- **Materials:**

Students are expected to come prepared daily with your text, workbook, folder, homework, and writing utensils. If a student is not prepared, he/she will lose participation points.

- **Attendance:**

At no time should a student remain in another teacher's class unless prior arrangement is made. All attendance must be taken daily for each block.

If you are covering a class for a teacher, please ensure that all attendance is submitted. You must keep a hard copy of your attendance record with you at all times.

Attendance records must be accurate and updated daily and ready to be submitted to the principal upon request.

- **Warm up:**

Everyday there will be a brief warm-up activity designed for review or introduction to new material. Immediately upon students' arrival, they must check the board and follow the instructions. Once students have finished the warm-up, they are to review the material covered during the previous class period. If students do not complete the work within the allotted time, they will not receive credit.

- **Dismissal:**

YOU are the only person who has authority to dismiss your class, not the bell nor a clock. The teacher will dismiss the class when the students are finished. Please do not start packing up early. When the teacher is ready and students are ready, the teacher will dismiss the student. With student cooperation, there is no reason for anyone to ever be late to a following class.

## INSTRUCTION HANDBOOK

In planning, teachers should use a variety of teaching strategies as well as a variety of assessment tools. Learning should be active and involved. Quality work should be emphasized and displayed. Lesson planning and delivery should ensure the use of all class time. Off-task time is detrimental to instructional success. Teachers are expected to be in place to greet students and provide instruction from the beginning of class. **Students are not to be left unsupervised.**

### **Creating the Environment: Preparing the Classroom**

Take the time to create a warm and inviting environment in your classroom. Students, even in high school, like unique and colorful rooms. They are turned off by bare walls and blank areas. A classroom needs character. A young person needs to feel at home in his/her classroom. Oftentimes, teachers see more of these students than their parents do. Creating comfort zones is a tremendous help for all involved. Here are a few suggestions:

- 1) Make sure that your room is not cluttered. All materials should be in some type of order.
- 2) Make a technology center where students can have access to tape/DVD players and computers. Students can experience "books on tape/DVD," listen to instructional audiotape, or use computers for various purposes.
- 3) Make a reading center where students can have access to magazines, textbooks, and reading materials, handouts, and critical thinking activities related to the class.
- 4) Provide tutoring corners where students who need to catch up on work alone can have the privacy to do so.
- 5) Eventually, put up pictures of the students in action. Photographs provide a real sense of identity and students love to see themselves in pictures.
- 6) Hang attractive and informative posters from which students can learn.
- 7) Eventually, display student work and projects in and outside the classroom.

### **Bloom's Taxonomy (From Bloom, et al., 1956)**

As teachers we tend to ask questions in the "knowledge" category 80% to 90% of the time. These questions are not bad but using them all the time is. Try to utilize higher order questions. These questions require much more "brain power" and a more extensive and elaborate answer.

Below are the six question categories as defined by Bloom.

- **KNOWLEDGE**
  - Remembering.
  - Memorizing.
  - Recognizing.
  - Recalling

identification and

- Recall of information
  - Who, what, when, where how...?
  - Describe

- **COMPREHENSION**

- Interpreting.
- Translating from one medium to another.
- Describing in one's own words.
- Organization and selection of facts and ideas
  - Retell...

- **APPLICATION**

- Problem solving.
- Applying information to produce some result.
- Use of facts, rules and principles
  - How is...an example of...?
  - How is...related to...?
  - Why is...significant?

- **ANALYSIS**

- Subdividing something to show how it is put together.
- Finding the underlying structure of communication.
- Identifying motives.
- Separation of a whole into component parts
  - What are the parts or features of...?
  - Classify...according to...
  - Outline/diagram...
  - How does...compare/contrast with...?
  - What evidence can you list for...?

- **SYNTHESIS**

- Creating a unique original product that may be in verbal form or may be a physical object.
- Combination of ideas to form a new whole.
  - What would you predict/infer from...?
  - What ideas can you add to...?
  - How would you create/design a new...?
  - What might happen if you combined...?
  - What solutions would you suggest for...?

- **EVALUATION**

- Making value decisions about issues.
- Resolving controversies or differences of opinion.
- Development of opinions, judgments, or decisions

- Do you agree...?
- What do you think about...?
- What is the most important...?
- Place the following in order of priority...
- How would you decide about...?
- What criteria would you use to assess...?

In addition to the above suggestions, the items below **must** be posted in your classroom and raised daily.

- Warm-up/Bell work
  - School rules
  - Standards for your content area large enough for students to see.
  - Classroom rules/consequences/rewards
  - Directed teaching model.
  - School mission and vision
  - Learning by design
  - MCS code of conduct
  - Emergency plan
  - Instructional lesson labels on chalkboard/whiteboard
1. **Essential Understanding** -- a measurable goal, what the student should be able to understand when they leave class. Example: The learner will understand how to . . .
  2. **Essential Questions** — specific, open-ended, thought-provoking questions that probe factual and conceptual levels of understanding. Example: Level 1: What are variables? Level 2: How are equations used in everyday life? Or Level 2: Why are steps important when solving equations?
  3. **Activities/Practice** — actual assignment(s) given to students to complete for a grade.
  4. **Assessment** — a method used to determine students' level of understanding. It's an ongoing process. Also, it allows the teacher to know whether to re-teach a lesson or move to the next lesson. An evaluation happens at the end of a lesson and the assessment is graded. **If assessments are needed, refer to the strategies checklist below.**
  5. **Homework** — an assignment given to reinforce or prepare students for future content.
  6. **Standards** — MCS standards, write the number(s) and Standards for Transitions, write the topic/content.

### ***Preparing the Halls***

In addition to preparing the classroom environment, we will also prepare the overall school environment. The halls should bloom with the knowledge obtained in the classroom. To ensure that this is accomplished, six weeks projects and DATA will be displayed in the hallways. Standards addressed, essential understanding, and essential questions and a brief explanation of the project should also be included in the display. Rubrics are required.

## **Creating the Environment: Seating**

Seating arrangements make a big difference in the classroom. During the first week, it is easy to use alphabetical order until you make an official seating chart. In general, students have a possessive feeling about their desks. They want to know where they will be sitting every day. Without a seating chart, valuable class time will be wasted settling disputes. It is important that seating be enforced and standardized. Remember that seating is functional, changing according to instruction. There is no need to keep one seating pattern all year. The following are some varieties of seating patterns.

### *Traditional Rows*

Desks are in straight rows facing the front of class work well for lectures, tests, individual work, or direct instructions. The traditional manners tend to keep the class well focused.

### *Group Seating*

The next most common form of seating is pushing desks together to form groups. The benefit of group seating is obvious -- it allows students to focus together on work. Some teachers have permanent group seating, seeing the benefit of teamwork on a daily basis.

### *Divided Rows*

In this variation of long rows, desks are formed in two wings, facing each other. This allows for a middle area that the teacher can use for various purposes.

### *Circular Seating*

In this pattern, desks are formed into a circle. This allows for a "round table" effect, which is good for reading and discussions. Also, this pattern might be a good idea for class quiz shows and games, where contestants are in the middle. The teacher can circulate around the room.

## **Creating the Environment: Establishing Routines**

In the elementary, middle and high school classroom, it is extremely important that you establish some sort of routine. This increases efficiency because students know what materials to bring to class and what to expect. Successful teachers tend to incorporate a number of routines.

### *Warmups*

A routine that gets students on task before the bell rings is a pre-class exercise or warm-up. Warm-ups literally get the brain ready for the day's lesson, just like stretching exercises before a game. As students work on their warm-ups, walk around and see how they are doing. This will ensure accountability.

Warm-ups may be different and suited to each teaching style, but has a set of common denominators:

- They do not take longer than 10 — 15 minutes (avg. 5 min)

- They are challenging exercises that have relevance to past or future lessons.
- They are not "busy work" but quality thinking exercises.
- They usually are not graded, but answers are discussed in class.

Some common examples of warm-up exercises are:

- Questions and Answers
- Journals
- Vocabulary
- Creative Writing
- Problem Solving

### **Syllabus**

Planning a lesson is different for every teacher. Furthermore, teachers organize their lesson plans and curricula in different ways. Some teachers prefer keeping lesson plan spiral books, while others keep notebooks, and still others keep lesson plans in file folders. All teachers will be required to submit a lesson plan weekly for the entire week using the Madina Academy lesson plan format.

### **Making a Syllabus/Keeping a Calendar**

Teachers are required to keep detailed lesson plans for each day of teaching. Sometimes these can be so time-consuming that one loses sight of the big picture. All teachers should take time to reflect on the big picture and plan their objectives for at least a nine-week period. Keep in mind that a syllabus is flexible and can change.

### **Keeping a Notebook**

A good routine to establish with students is good organization. As a teacher, you will have to ask yourself, "How will students organize and retain information in my class?" For most teachers, this means a three-ring binder.

The notebook is probably the best tool for students because it keeps working in sections, has pockets, and can hold spirals and supply bags.

Cornell Note-Taking is the method of organization that works best for our students. Please use this method in your classroom.

Many teachers find textbooks to be useful and effective tools. However, some advanced teachers will not even crack open textbooks because they have gathered their own materials. Nevertheless, most teachers will find it useful to use textbooks some of the time. Please consider textbooks as a valuable resource, but not the only resource.

### **How to Make the "Boring" Fun**



Successful teachers learn how to go beyond the textbook and distill the core elements or objectives of the lesson. The master teacher knows that the text does not teach the class -- the teacher does. Teachers have developed a variety of techniques to engage the students' interests. These techniques tend to drive home information and get students excited about school. Here are some examples:

- Quiz Shows
- Dramatic Interpretation
- Costumes
- Audio-Visuals
- Manipulatives
- Simulations
- Oral Readings
- Word Games/Puzzles

### **High Level Thinking**

It is not enough to teach just the basics. Society demands more emphasis on high-level thinking. Bloom's Taxonomy is the standard that will be used here at MADINA ACADEMY. Extending questions by students into larger issues, demanding reasoning skills, asking for judgments, and creating high-level projects are part of every successful teacher's curriculum.

### **Learning Styles**

The theory of learning styles can be generally summarized as follows:

- All students have the capacity to learn.
- Students can learn the same things by different methods.
- Recognizing how a student learns is critical to success.

The implications for the teacher are that one must be able to recognize how a student learns best and adjust to that style. Teachers are encouraged to determine student's learning styles during the first three weeks of school.

### **Reading in the Content Area**

In elementary, middle and high school, every teacher is a reading teacher. It is impossible to overstate the importance of reading in the students brain. It is the classroom teacher's responsibility to motivate students to read. This can be done by various ideas such as reading books, magazine articles, or the newspaper. The idea is to get every child into the habit of reading.

### **Closure**

Though the ideas presented in this instructional handbook are research-based strategies that work, they are not all inclusive. Adding needed elements to these to individualize your classroom ensures success for you and your students.

## HOMEWORK POLICY

Homework is defined as meaningful and quality work assigned to students that is intended to be completed during non-instructional hours. It is the policy of this school system that no more than ten percent (10%) of each nine weeks grade be based on the evaluation of homework assignments. Middle and upper school teachers should work together to create homework and testing schedules in order to avoid over assigning homework. Homework should:

- Reinforce principles, skills, concepts and information taught in the classroom.
- Be meaningful, appropriate to the ability and maturity level of students, well explained, and clearly understood by students.
- Stimulate creative, logical and critical thought.
- Provide an opportunity for the creative application of material mastered in the classroom.
- Teach the student self-discipline and self-motivation regarding the responsibility and effort required to complete assignments.
- Promote independent in-depth study of the chosen topics.
- Provide opportunities for enrichment activities.
- Provide wise and orderly use of time.
- Never be given as punishment.

## GRADING AND ASSESSMENT

### Grading Scale

	<u>Academic</u>		<u>Conduct</u>	
Excellent	<b>A</b>	90-100	Excellent	<b>E</b>
Good	<b>B</b>	80-89	Satisfactory	<b>S</b>
Average	<b>C</b>	70-79	Needs Improvement	<b>N</b>
Below Average	<b>D</b>	60-69	Unsatisfactory	<b>U</b>
Failure	<b>F</b>	Below 60		
*Incomplete	<b>I</b>	Not a final grade		

**\*Incomplete grades, usually given because of student absences, should be changed to a regular academic grade by the end of the following nine-week period. Incomplete grades are not to be left as final grades. An incomplete grade will be.**

**changed to reflect the average supported by documentation if the assignments are not completed within the specified time frame.**

### **Maintaining Grade books and Attendance Books**

Gradebook and attendance books are legal documents and must be kept by the school for five years.

Please ensure that your grade book includes the following items:

- Marking periods labeled
- Legends marked.
- Dates labeled.
- Attendance marked.
- Nine weeks of calculations listed.
- Semester calculations listed.
- Recording in ink
- Neat
- Legible
- Assessments labeled.
- Conduct grade labeled.

### **Make-up Assignments**

Students shall be permitted the opportunity to make up all work and classroom tests (or their equivalent) missed as a result of an excused or unexcused absence. All work and tests for both excused and unexcused absences should be made up as soon as possible, but no later than a week after the student returns to school. The principal can grant exceptions due to special circumstances or any unusual cause acceptable to the principal. If the student fails to make up the work and tests, the deficiencies shall be averaged with the other grades. Each makeup assignment for unexcused absences shall be marked down one letter grade.

### **Research Based Best Practices**

- Cooperative Learning
- Hands-on Activities/Manipulatives
- Literacy Strategies (Anticipation Guide, Problem Solving QAR, Reciprocal Teaching & Quick Review)
- Cornell Notes
- AVID Strategies
- Differentiated Instruction
- Integrated Technology (Computer, Calculator, & CPS)
- Carousel Brainstorming
- Critical Thinking
- Group Discussion
- Problem Solving
- Research
- Senior Exhibition

- Collaborative Strategies (Jigsaw, Pair Share, Take Five, Parking Lot, Round & Pop corning)
- Bloom's Taxonomy
- Thinking Maps

### Library Media Center

The media center provides numerous services, material, and print and non-print resources to support the students, faculty and staff of Madina Academy. **Teachers** are required to bring their classes to the library media center to use materials, for research, or instruction. Please meet with the librarian to schedule and plan your visit.

- **COMPREHENSION**
  - interpreting;
  - translating from one medium to another;
  - describing in one's own words;
  - organization and selection of facts and ideas
    - Retell...
- **APPLICATION**
  - problem solving;
  - applying information to produce some result;
  - use of facts, rules and principles
    - How is...an example of...?
    - How is...related to...?
    - Why is...significant?
- **ANALYSIS**
  - subdividing something to show how it is put together;
  - finding the underlying structure of a communication;
  - identifying motives;
  - separation of a whole into component parts
    - What are the parts or features of...?
    - Classify...according to...
    - Outline/diagram...
    - How does...compare/contrast with...?
    - What evidence can you list for...?
- **SYNTHESIS**
  - creating a unique original product that may be in verbal form or may be a physical object;
  - combination of ideas to form a new whole
    - What would you predict/infer from...?
    - What ideas can you add to...?
    - How would you create/design a new...?
    - What might happen if you combined...?
    - What solutions would you suggest for...?
- **EVALUATION**
  - making value decisions about issues;
  - resolving controversies or differences of opinion;
  - development of opinions, judgments or decisions
    - Do you agree...?

- What do you think about...?
- What is the most important...?
- Place the following in order of priority...
- How would you decide about...?
- What criteria would you use to assess...?

In addition to the above suggestions, the items below **must** be posted in your classroom and raised daily.

- Warm-up/Bell work
  - School rules
  - Standards for your content area large enough for students to see
  - Classroom rules/consequences/rewards
  - Directed teaching model
  - School mission and vision
  - Learning by design
  - MCS code of conduct
  - Emergency plan
  - Instructional lesson labels on chalkboard/whiteboard
7. **Essential Understanding** -- a measurable goal, what the student should be able to understand when they leave class. Example: The learner will understand how to . . .
  8. **Essential Questions** — specific, open-ended, thought-provoking questions that probe factual and conceptual levels of understanding. Example: Level 1: What are variables? Level 2: How are equations used in everyday life? Or Level 2: Why are steps important when solving equations?
  9. **Activities/Practice** — actual assignment(s) given to students to complete for a grade.
  10. **Assessment** — a method used to determine students' level of understanding. It's an ongoing process. Also, it allows the teacher to know whether to re-teach a lesson or move to the next lesson. An evaluation happens at the end of a lesson and the assessment is graded. **If assessments are needed, refer to the strategies checklist below.**
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  12. **Standards** — MCS standards, write the number(s) and Standards for Transitions, write the topic/content.

### *Preparing the Halls*

In addition to preparing the classroom environment, we will also prepare the overall school environment. The halls should bloom with the knowledge obtained in the classroom. To ensure that this is accomplished, six weeks projects and DATA will be displayed in the hallways. Standards addressed, essential understanding, and essential questions and a brief explanation of the project should also be included in the display. Rubrics are required.

## **Creating the Environment: Seating**

Seating arrangements make a big difference in the classroom. During the first week, it is easy to use alphabetical order until you make an official seating chart. In general, students have a possessive feeling about their desks. They want to know where they will be sitting every day. Without a seating chart, valuable class time will be wasted settling disputes. It is important that seating be enforced and standardized. Remember that seating is functional, changing according to instruction. There is no need to keep one seating pattern all year. The following are some varieties of seating patterns.

### *Traditional Rows*

Desks are in straight rows facing the front of class work well for lectures, tests, individual work, or direct instructions. The traditional manners tend to keep the class well focused.

### *Group Seating*

The next most common form of seating is pushing desks together to form groups. The benefit of group seating is obvious -- it allows students to focus together on work. Some teachers have permanent group seating, seeing the benefit of teamwork on a daily basis.

### *Divided Rows*

In this variation of long rows, desks are formed in two wings, facing each other. This allows for a middle area that the teacher can use for various purposes.

### *Circular Seating*

In this pattern, desks are formed into a circle. This allows for a "round table" effect, which is good for reading and discussions. Also, this pattern might be a good idea for class quiz shows and games, where contestants are in the middle. The teacher can circulate around the room.

## **Creating the Environment: Establishing Routines**

In the elementary, middle and high school classroom, it is extremely important that you establish some sort of routine. This increases efficiency because students know what materials to bring to class and what to expect. Successful teachers tend to incorporate a number of routines.

### *Warmups*

A routine that gets students on task before the bell rings is a pre-class exercise or warm-up. Warm-ups literally get the brain ready for the day's lesson, just like stretching exercises before a game. As students work on their warm-ups, walk around and see how they are doing. This will ensure accountability.

Warm-ups may be different and suited to each teaching style, but has a set of common denominators:

- They do not take longer than 10 — 15 minutes (avg. 5 min)

- They are challenging exercises that have relevance to past or future lessons.
- They are not "busy work" but quality thinking exercises.
- They usually are not graded, but answers are discussed in class.

Some common examples of warm-up exercises are:

- Questions and Answers
- Journals
- Vocabulary
- Creative Writing
- Problem Solving

### **Syllabus**

Planning a lesson is different for every teacher. Furthermore, teachers organize their lesson plans and curricula in different ways. Some teachers prefer keeping lesson plan spiral books, while others keep notebooks, and still others keep lesson plans in file folders. All teachers will be required to submit a lesson plan weekly for the entire week using the Madina Academy lesson plan format.

### **Making a Syllabus/Keeping a Calendar**

Teachers are required to keep detailed lesson plans for each day of teaching. Sometimes these can be so time-consuming that one loses sight of the big picture. All teachers should take time to reflect on the big picture and plan their objectives for at least a nine week period. Keep in mind that a syllabus is flexible and can change.

### **Keeping a Notebook**

A good routine to establish with students is good organization. As a teacher, you will have to ask yourself, "How will students organize and retain information in my class?" For most teachers, this means a three-ring binder.

The notebook is probably the best tool for students because it keeps working in sections, has pockets, and can hold spirals and supply bags.

Cornell Note-Taking is the method of organization that works best for our students. Please use this method in your classroom.

Many teachers find textbooks to be useful and effective tools. However, some advanced teachers will not even crack open textbooks because they have gathered their own materials. Nevertheless, most teachers will find it useful to use textbooks some of the time. Please consider textbooks as a valuable resource, but not the only resource.

### **How to Make the "Boring" Fun**



Successful teachers learn how to go beyond the textbook and distill the core elements or objectives of the lesson. The master teacher knows that the text does not teach the class -- the teacher does. Teachers have developed a variety of techniques to engage the students' interests. These techniques tend to drive home information and get students excited about school. Here are some examples:

- Quiz Shows
- Dramatic Interpretation
- Costumes
- Audio-Visuals
- Manipulatives
- Simulations
- Oral Readings
- Word Games/Puzzles

### **High Level Thinking**

It is not enough to teach just the basics. Society demands more emphasis on high-level thinking. Bloom's Taxonomy is the standard that will be used here at MADINA ACADEMY. Extending questions by students into larger issues, demanding reasoning skills, asking for judgments, and creating high-level projects are part of every successful teacher's curriculum.

### **Learning Styles**

The theory of learning styles can be generally summarized as follows:

- All students have the capacity to learn.
- Students can learn the same things by different methods.
- Recognizing how a student learns is critical to success.

The implications for the teacher are that one must be able to recognize how a student learns best and adjust to that style. Teachers are encouraged to determine student's learning styles during the first three weeks of school.

### **Reading in the Content Area**

In elementary, middle and high school, every teacher is a reading teacher. It is impossible to overstate the importance of reading in the student's brain. It is the classroom teacher's responsibility to motivate students to read. This can be done by various ideas such as reading books, magazine articles, or the newspaper. The idea is to get every child into the habit of reading.

### **Closure**

Though the ideas presented in this instructional handbook are research-based strategies that work, they are not all inclusive. Adding needed elements to these to individualize your classroom ensures success for you and your students.

## HOMEWORK POLICY

Homework is defined as meaningful and quality work assigned to students that is intended to be completed during non-instructional hours. It is the policy of this school system that no more than ten percent (10%) of each nine weeks grade be based on the evaluation of homework assignments. Middle and upper school teachers should work together to create homework and testing schedules in order to avoid over assigning homework. Homework should:

- Reinforce principles, skills, concepts and information taught in the classroom.
- Be meaningful, appropriate to the ability and maturity level of students, well explained, and clearly understood by students.
- Stimulate creative, logical and critical thought.
- Provide an opportunity for the creative application of material mastered in the classroom.
- Teach the student self-discipline and self-motivation regarding the responsibility and effort required to complete assignments.
- Promote independent in-depth study of the chosen topics.
- Provide opportunities for enrichment activities.
- Provide wise and orderly use of time.
- Never be given as punishment.

## GRADING AND ASSESSMENT

### Grading Scale

	<u>Academic</u>		<u>Conduct</u>	
Excellent	<b>A</b>	90-100	Excellent	<b>E</b>
Good	<b>B</b>	80-89	Satisfactory	<b>S</b>
Average	<b>C</b>	70-79	Needs Improvement	<b>N</b>
Below Average	<b>D</b>	60-69	Unsatisfactory	<b>U</b>
Failure	<b>F</b>	Below 60		
*Incomplete	<b>I</b>	Not a final grade		

**\*Incomplete grades, usually given because of student absences, should be changed to a regular academic grade by the end of the following nine-week period. Incomplete grades are not to be left as final grades. An incomplete grade will be.**

**changed to reflect the average supported by documentation if the assignments are not completed within the specified time frame.**

### **Maintaining Grade books and Attendance Books**

Gradebook and attendance books are legal documents and must be kept by the school for five years.

Please ensure that your grade book includes the following items:

- Marking periods labeled
- Legends marked.
- Dates labeled.
- Attendance marked.
- Nine weeks of calculations listed.
- Semester calculations listed.
- Recording in ink
- Neat
- Legible
- Assessments labeled.
- Conduct grade labeled.

### **Make-up Assignments**

Students shall be permitted the opportunity to make up all work and classroom tests (or their equivalent) missed as a result of an excused or unexcused absence. All work and tests for both excused and unexcused absences should be made up as soon as possible, but no later than a week after the student returns to school. The principal can grant exceptions due to special circumstances or any unusual cause acceptable to the principal. If the student fails to make up the work and tests, the deficiencies shall be averaged with the other grades. Each makeup assignment for unexcused absences shall be marked down one letter grade.

### **Research Based Best Practices**

- Cooperative Learning
- Hands-on Activities/Manipulatives
- Literacy Strategies (Anticipation Guide, Problem Solving QAR, Reciprocal Teaching & Quick Review)
- Cornell Notes
- AVID Strategies
- Differentiated Instruction
- Integrated Technology (Computer, Calculator, & CPS)
- Carousel Brainstorming
- Critical Thinking
- Group Discussion
- Problem Solving
- Research
- Senior Exhibition

- Collaborative Strategies (Jigsaw, Think Pair Share, Take Five, Parking Lot, Round & Pop corning)
- Bloom's Taxonomy
- Thinking Maps

### Library Media Center

The media center provides numerous services, material, and print and non-print resources to support the students, faculty and staff of Madina Academy. **Teachers** are required to bring their classes to the library media center to use materials, for research, or instruction. Please meet with the librarian to schedule and plan your visit.















